



86th Annual Delegate Assembly

September 12, 2026
Beaver Run Resort
Breckenridge, Colorado





Dear CASB Member,

We look forward to seeing you at the upcoming 2026 Fall Conference and Delegate Assembly on Friday, September 11, and Saturday, September 12, in Breckenridge.

The Delegate Assembly will commence at 9:30 a.m. on Saturday and will take action on the proposed CASB Legislative Agenda and proposed Legislative Resolutions. Delegate check-in will begin at 9:00 a.m. on Saturday.

Through their delegate, every CASB member board has a vote, and the resolutions adopted at the Assembly guide our organization in advocating for laws, rules, and regulations that will support an excellent education for each and every student in Colorado. These resolutions, in conjunction with guidance from the CASB Board of Directors and the Legislative Resolutions and Advocacy Committee, provide the foundation for CASB efforts at the State Capitol in Denver and on Capitol Hill in Washington, D.C.

The Delegate Assembly begins with debate and voting to the proposed CASB Legislative Priorities and Platform. This Legislative Priorities and Platform takes the place of the standing resolutions that were previously carried over from year to year, and it provides consistent and clear guidance for members and legislators on the foundational components of CASB's advocacy priorities.

Following the Legislative Agenda, Delegates will debate the proposed legislative resolutions submitted by CASB members. This process ensures that resolutions reflect the current issues and concerns of Colorado boards of education.

CASB delegates are excellent practitioners of representative democracy each year and I am always impressed by the thoughtful, deliberative, and respectful dialogue that occurs during our Delegate Assembly.

Thank you for your active participation in the 2026 Delegate Assembly and for your commitment to serving students through your local board work.

Lindley McCrary

CASB President

About CASB's Delegate Assembly

The Delegate Assembly is the foundation of CASB's governance structure and provides critical direction as CASB represents members' interests before state and national policymakers. Working with CASB's advocacy staff, the Legislative Resolutions and Advocacy Committee (LRAC), and designated delegates from local boards help ensure that CASB reflects the interests of boards of education across the state.

The Delegate Assembly is made up of up to 177 delegates who are appointed/designated by their local school boards in 13 geographic regions throughout Colorado. Each board casts one vote, so your board's representation at the Delegate Assembly is of the utmost importance to both your district and to CASB.

The Delegate Assembly and the Business Meeting chart CASB's future in three significant ways:

- Elects CASB's Board of Directors
- Amends CASB's bylaws to ensure a responsive and effective association
- Adopts CASB's advocacy priorities and platform, the legislative "road map" for issues critical to public education for the foreseeable future

What Does it Mean to be a Delegate?

Roles and Responsibilities:

- Attend two annual meetings — the Delegate Assembly and the Business Meeting — held during the fall conference and annual convention
- Help formulate CASB's legislative priorities and activities and adopt resolutions to guide the advocacy agenda
- Elect CASB's Board of Directors
- Amend CASB's bylaws

Delegate Assembly Agenda

8:30 – 9:15 a.m.	Breakfast, Networking, and Technical Help
9:00 – 9:15 a.m.	Delegate Check-in
9:30 a.m. – 12:30 p.m.	Delegate Assembly convenes • Report of the CASB President • Review rules • Presentation of the proposed 2027 CASB Legislative Priorities and Platform • CASB Member Submitted Resolutions
12:30 p.m.	Assembly adjourns*

**We will work to adjourn the assembly by 12:30 p.m., but will go as late as 2 p.m. until all of the work is completed.*

Standing Rules for Delegate Assembly

1. Except as modified below, the Annual Delegate Assembly Meeting shall operate by the rules prescribed in the current version of Robert's Rules of Order.

Delegates

2. Delegates to the Delegate Assembly must have been registered and approved, in accordance with Board policy BJ, "Delegate Assembly".
3. Delegates who appear in person may participate in debate, amendments, and other business of the Delegate Assembly. Delegates opting to be online shall participate in all votes. No proxies shall be permitted.
4. Delegates will address the Chair or the Body, rather than an individual delegate.

Voting

5. All voting shall be by electronic vote, by voice vote, or by paper ballot, if necessary.
6. Representatives of twenty (20) percent of Active Members shall constitute a quorum. Actions shall be taken by majority vote of the member boards represented and voting, except as otherwise noted.

Amendments

7. Amendments to Resolutions shall be in writing and presented to the CASB President or designee prior to discussion of the amendment in the Delegate Assembly. (See form on opposite page.) No amendment may change the basic intent of a Resolution or item of business.

Debate

8. In speaking to a motion, a delegate will be limited to three minutes. A delegate shall identify themselves before speaking on an issue.
9. A delegate who has spoken once on a question will not be recognized again for the same question until others who wish to speak have spoken. At that time, the delegate will be allowed two minutes for rebuttal.
10. When applicable, the LRAC Chair will present, in writing, proposed amendments gathered from Fall Conference workshop participant feedback.
11. Each proposed amendment will be voted on by delegates.
12. The LRAC Chair will then present each section of the Legislative Agenda at a Glance for approval by the delegates.
13. Any proposed changes from a delegate will follow the amendment and debate process.

Resolutions

14. Any Resolution not published and distributed in accordance with CASB Policy and Bylaws shall be considered a resolution from the floor. To present a Resolution from the floor, a delegate shall submit the proposed Resolution in writing to the CASB president or designee prior to consideration. When recognized, the delegate shall make a motion that the Resolution be considered. If the motion is seconded, the delegate offering the floor Resolution shall be allowed three minutes to speak to the motion. The motion to consider a Resolution from the floor requires an affirmative vote of two-thirds of the board delegates represented and voting. If the motion to consider passes, the floor Resolution will then be considered on its merits in the same manner as any other Resolution.
15. Legislative Resolutions adopted by the Delegate Assembly shall be reported as part of the official actions of the Delegate Assembly.

Amendment Form

Copy this page for proposed amendments. Additional forms will be available at the Delegate Assembly.

Amendment

I move to amend Resolution # _____ by (choose appropriate statement):

_____ Inserting or adding;

_____ Striking out; or

_____ Striking out and inserting or substituting language as follows:

Signature _____

School District _____

Proposed

2027 CASB Legislative

Priorities and Platform

The CASB Legislative Resolutions and Advocacy Committee (LRAC) has reviewed the resolutions and had the opportunity to forward a particular item to the Delegate Assembly with a Favorable Recommendation. A Favorable Recommendation means the LRAC unanimously voted to add the Favorable Recommendation.

The lack of a Favorable Recommendation in no way speaks to the validity of the Resolution, it simply means the LRAC did not reach a unanimous vote.

Legislative Agenda at a Glance

Priorities / Bill Ideas for 2027

CASB members are committed to advocating with various stakeholders to accomplish the following:

- Develop blueprint for sustainable full funding and collaborative implementation of Jan. 3, 2025, adequacy study recommendations
- Fully implement HB14-1448 school funding formula
 - Commit to long-term stability
 - Commit to 4-year averaging until full implementation
 - Ensure Budget Stabilization Factor (BSF), or any other defunding mechanism, is not reinstated or implemented
 - Ensure the School Finance Formula is used to determine need and should not be used to create budget cuts
- Ensure the preservation of federal funding essential to meeting Colorado's public education needs

2027 Platform

Finance	Local Governance
<i>The Colorado Association of School Boards (CASB) believes the state must prioritize and provide Colorado's public schools (K-12) with adequate, equitable, reliable, and sustainable funding. Colorado must ensure the funding needed to meet today's and future educational needs of each and every Colorado public school student.</i> 1. Ensure that public monies are NOT used for private schools, through vouchers, Scholarship Granting Organizations, or any other method 2. Increase total per pupil spending to the adequacy study funding levels (\$3.5–4 billion more) 3. Modernize TABOR to remove barriers to fully funding public education 4. Fully fund Individuals with Disabilities Education Act (IDEA) 5. Ensure adequate and sustainable funding for capital improvements, building safety enhancements, including options like BEST 6. Ensure equitable distribution via the School Finance Act (SFA) 7. Oppose legislative mandates on school districts without full and recurring funding, and review and reduce current unfunded mandates 8. Adopt the School Finance Act (SFA) before long bill adoption 9. Evaluate grant programs and fully fund effective grant programs via SFA 10. Protect State Education Fund (SEF) and the long-term benefits to the Permanent Fund beneficiaries	<i>CASB recognizes the authority granted under Article IX section 15 of the Colorado Constitution giving locally elected Boards of Education the right to adopt curriculum, implement instruction, and authorize employment to ensure student access to diverse learning opportunities.</i> 1. Honor Constitutionally-mandated local control of BOEs 2. Protect Colorado's state and local control amid federal changes 3. Eliminate unfunded mandates placed on locally elected Boards of Education (BOEs) 4. Prevent legislation which attempts to override or circumvent Board of Education local control and/or erodes resources for public schools 5. Support limiting the role of the State Board of Education in new charter school appeals to determining whether the chartering authority's decision was arbitrary and capricious 6. Restore local control over educator evaluation systems, prioritizing measures of effectiveness and professional feedback

Student & Staff Safety and Success	Accountability
<i>CASB believes the state must provide Colorado's public schools with adequate, equitable, and reliable funding not only to educate, but also to provide a safe environment for our students and staff – A safe environment is proven to be essential to successful student learning.</i> 1. Expand mental health support for students and staff 2. Collaborate with other entities that support public education to fund and improve student success as well as student and staff safety 3. Increase systematic and systemic support of educator recruitment and retainment to ensure equitable, high-quality instruction for all students 4. Ensure strict compliance with IEPs, 504s, and ALPs to protect special education students	<i>CASB supports a system of accountability that emphasizes local measures that inform instruction as well as acknowledging a need for a statewide system that allows measurement of school and district effectiveness.</i> CASB members are committed to advocating with legislators to accomplish the following: 1. Shape future legislation and monitor implementation of HB23-1241 Accountability Task Force Nov 7 2024 recommendations as reflected in HB25-1278 2. Ensure consistent accountability and transparency processes are in place for all publicly funded school options (traditional, non-traditional, charter, single/multi-district online, etc.) to guarantee a learning environment which results in positive student outcomes 3. Ensure that all publicly funded school options equitably serve all students

Member Submitted Resolutions

Finance

#1 Submitted by: Legislative Resolutions and Advocacy Committee

Title: Call for Full Funding of IDEA by Congress

FORWARDED WITH A FAVORABLE RECOMMENDATION

Resolution

The United States Congress passed the Education for All Handicapped Children Act (now known as the Individuals with Disabilities Education Act, or IDEA) in 1975. The implementation of IDEA has led to significant improvements in the education of countless children, and CASB members remain wholeheartedly committed to serving all students.

The original IDEA legislation called for the federal government to fund 40% of the cost for special education services mandated under the Act. However, Congress has annually failed to provide funding that reaches this 40% level. Since 1975, this lack of support has consistently impacted our ability to provide resources for our most vulnerable students.

CASB members call for Congress to finally carry out their duty to support all students by taking steps to reach the 40% funding level by 2040. This "40 by 40" campaign represents a necessary commitment to the students, families, and educators of Colorado.

The Delegate Assembly of the Colorado Association of School Boards calls on every CASB member board to pass a resolution in support of the "40 by 40" campaign. Additionally, delegates encourage every CASB member to advocate with their member of Congress to ensure the federal government finally fulfills its mandate and supports each and every student in Colorado.

Rationale for Resolution

CASB member Boards of Education are committed to ensuring every child is provided with the resources they need to achieve their full academic potential. Every dollar of federal funding that does not offset the mandates of IDEA requires CASB member boards to make nearly impossible decisions to fund one educational priority over another. Ultimately, every dollar that is not funded by Congress requires an equal transfer from the general education budget, affecting the resources available to all Colorado students.

Member Submitted Resolutions

Finance

#2 Submitted by: Telluride R-1

Title: No Hidden Negative Factors

Resolution

Total Program Funding or Formula Funding are intended to describe a district's educational funding needs. When Formula adjustments are made with the intent of reducing State Share of Educational Funding it is truly a Negative Factor in disguise. An explicit Negative Factor is preferred for tracking purposes and to accurately reflect district funding needs.

Rationale for Resolution

As HB24-1448, the new funding formula, is phased in, it has become clear that not all districts are held at the same or improved funding levels. Twenty-seven district are currently in Hold harmless indicating that the new formulas are harmful. Over half of these districts will see a 1-3% reduction and some will experience a major reduction of 9.71% and 17.67%. The three main causes of financial harm are a cap on the Cost-of-living Factor, implementation of the Locale Factor as currently formulated and the illumination of 5-year averaging during declining enrollment. Other mechanisms are also being considered to reduce educational spending. By placing the cost saving changes in the Formula it makes it falsely appear that education is being fully funded. It also sets the expectation that harmed districts simply need to budget better.

Member Submitted Resolutions

Local Governance

#3 Submitted by: Douglas County

Title: Modernization of Charter School Authorization in Colorado

Resolution

CASB supports amendments to the Charter Schools Act (C.R.S. 22-30.5-101 et seq.) that modernize Colorado charter school authorization framework to reflect current demographic realities, including declining enrollment in many communities, while preserving high-quality educational opportunities for students.

CASB supports granting local boards of education the authority to consider the educational, programmatic, enrollment, and fiscal impacts of proposed new charter schools, charter school replications, and charter school expansions on existing public schools within a reasonable geographic area.

CASB supports allowing local boards of education to consider:

- Projected enrollment trends and demographic conditions within the community;
- Whether the proposed school addresses an unmet educational need;
- The performance and quality of existing district-operated and charter schools;
- The availability of similar educational programming already offered within the community;
- Existing parent choice opportunities, including access to high-performing charter schools; and
- Whether the proposed school would meaningfully expand educational opportunities or unnecessarily duplicate existing programs and services.

CASB further supports allowing local boards of education to require independent third-party verification of enrollment projections and letters of intent submitted in support of charter school applications. Such verification should confirm the validity of projected enrollment demand while protecting the privacy of individual families.

CASB supports allowing local boards of education to deny an application or impose reasonable conditions when approval would likely diminish educational quality, create unnecessary duplication of services, materially impair the ability of existing schools to effectively serve students, or rely upon enrollment projections that cannot be reasonably substantiated.

Colorado Charter Schools Act was adopted during a period of sustained enrollment growth and expanding student populations. Today, many Colorado communities are experiencing declining enrollment, increased competition for students, and growing concerns regarding the long-term sustainability of educational programs and services.

Member Submitted Resolutions

Current law provides limited ability for local boards of education to consider whether a proposed charter school is needed within an existing educational environment. Communities may already offer robust parent choice opportunities through district-operated schools, innovation schools, magnet programs, and high-performing charter schools. Local boards should have the ability to consider these factors when evaluating whether a proposed charter school would expand opportunities for students or simply duplicate existing offerings.

Additionally, several charter school failures in Colorado have raised concerns regarding the accuracy of enrollment projections and letters of intent used to support charter applications. In some cases, schools have opened with substantially fewer students than projected, creating significant disruption for students, families, employees, and communities. Independent third-party verification of enrollment demand would improve transparency, strengthen planning assumptions, and reduce the likelihood of school failure caused by unrealistic enrollment projections.

This resolution does not seek to limit school choice or charter school opportunities. Rather, it seeks to modernize the Charter Schools Act by ensuring that authorization decisions are informed by community needs, educational quality, demographic realities, and verified evidence of enrollment demand. The goal is to preserve strong educational opportunities for students while supporting sustainable and effective public education systems across Colorado.

CASB supports an amendment to the Charter Schools Act (C.R.S. 22-30.5-101 et seq.) to modernize Colorado charter school authorization framework by recognizing current demographic realities, including declining enrollment in many communities, and by ensuring that the quality and sustainability of public schools are not compromised through the addition of new schools.

The amendment would allow a local school board, when considering an application for a new charter school, the replication of an existing charter school, or the expansion of a current charter school, to evaluate the impact of the proposed school on the educational quality, programmatic viability, enrollment stability, and financial sustainability of existing public schools within a reasonable geographic area.

In making its determination, a local board may consider whether the proposed school addresses an unmet educational need, projected enrollment trends, and the existing educational environment in the area where the school proposes to locate. Such consideration may include the performance of existing district-operated and charter schools, the availability of similar educational programming, the range of parent choice options already available, and the presence of high-performing schools that are successfully meeting student and family needs.

A local board may also consider whether the proposed school would meaningfully expand educational opportunities for students or whether it would unnecessarily duplicate programs and services already available within the community.

To ensure accurate assessment of community demand, the amendment would permit local boards to require that enrollment projections and letters of intent be verified by an independent third party. Such verification may confirm that prospective families are legitimate, reside within the anticipated service area, and have expressed a credible intent

Member Submitted Resolutions

to enroll, while protecting the privacy of individual families. The purpose of such verification is to provide greater confidence in enrollment assumptions used to support charter applications and to reduce the risk of school failures resulting from materially overstated enrollment projections.

If the local board finds that approval of the application would likely diminish educational quality, create unnecessary duplication of services, materially impair the ability of existing schools to effectively serve students, or is based upon enrollment projections that cannot be reasonably substantiated, the board may deny the application or approve it subject to reasonable conditions. The local board would be required to make specific findings supporting its decision.

Rationale for Resolution

The Charter School Act limits the ability of local school boards to evaluate charter schools in relation to declining school enrollment. This resolution expands the grounds for which a local board might deny a new charter while still ensuring that high performing charter and neighborhood schools can thrive. The proposal is intended to:

- Preserve school choice.
- Continue supporting high-quality charter schools.
- Protect successful existing charter schools from unnecessary duplication.
- Allow local boards to consider community-specific conditions.
- Promote long-term educational quality and financial sustainability.
- Improve transparency and confidence in enrollment projections.

The proposal is not intended to:

- Limit charter schools.
- Eliminate parent choice.
- Create a moratorium on new charter schools.
- Prevent high-performing charter operators from expanding when there is demonstrated community need.

Our objective is to modernize Colorado's Charter Schools Act so that authorization decisions continue to:

- Support innovation,
- Preserve meaningful parent choice,
- Encourage high-quality schools,
- Reflect today's demographic realities,
- Protect students and taxpayers, and
- Provide locally elected boards with appropriate tools to make informed decisions that serve the best interests of their communities.

Member Submitted Resolutions

Local Governance

#4 Submitted by: Adams 12

Title: Educator Evaluation

Resolution

CASB supports legislation that restores local control over teacher and principal evaluation systems, allowing school districts to design and implement evaluation frameworks that meet the unique needs of their students, educators, and communities.

Rationale for Resolution

In 2010, the Colorado General Assembly passed Senate Bill 10-191, known as the Great Teachers and Leaders Act, which established a standardized, statewide evaluation system for teachers and principals. The legislation was intended to improve educator effectiveness and student outcomes by linking at least 50% of an educator's evaluation to measures of student academic growth and requiring mutual consent for teacher placements. While the goals of the legislation were laudable, the implementation of a uniform statewide evaluation system runs counter to Colorado's constitutional commitment to local control of public education.

Local control is a foundational principle of education governance in Colorado, granting elected boards of education the authority to make decisions tailored to the specific needs of their schools and communities. By mandating a standardized evaluation model, Senate Bill 10-191 removed flexibility from local districts to adapt evaluation systems that align with local values, strategic priorities, and staffing models. Moreover, the evaluation system's heavy reliance on standardized measures of student growth has raised persistent concerns about fairness, practicality, and unintended consequences for both teachers and students.

Restoring local control would not eliminate accountability—it would empower districts to uphold high standards while also responding to local context. Many districts have developed innovative instructional programs, alternative assessments, and educator support models that are not easily accommodated within the current state-mandated framework. Restoring district-level discretion in designing educator evaluation systems would support improved outcomes and greater alignment between district goals and educator development.

Member Submitted Resolutions

Student & Staff Safety and Success

#5 Submitted by: St. Vrain Valley School District

Title: Improving the Sharing of Information Regarding Educator Misconduct

Resolution

CASB supports legislation that improves the ability of Colorado school districts to identify and appropriately consider credible information regarding educator misconduct during the hiring process while protecting the due process rights of employees, promoting student safety, and providing reasonable legal protections for school districts that participate in good-faith disclosures.

Rationale for Resolution

School districts have both a legal and moral responsibility to provide safe learning environments for students. One of the most important safeguards is ensuring that districts have access to sufficient information when making hiring decisions involving licensed educators.

Under current law, districts frequently encounter situations in which an employee resigns during an investigation into alleged misconduct or before disciplinary proceedings are completed. Once an employee separates from employment, districts often face significant uncertainty regarding what information may legally be disclosed to prospective employers. Concerns regarding defamation, privacy, employment claims, and other potential liability may discourage districts from sharing information that could be relevant to future hiring decisions.

As a result, hiring districts may unknowingly employ individuals whose employment history contains unresolved allegations or other significant concerns that would have influenced the hiring decision had the information been available. Existing hiring practices also rely heavily on self-reported employment histories and informal reference checks, making it difficult to identify gaps in employment or obtain consistent information from previous employers.

Colorado should explore legislative solutions that improve the exchange of relevant employment information while balancing the important interests of employee privacy, due process, and student safety. Such reforms could include standardized hiring inquiries, improved verification of employment history, statutory procedures governing the disclosure of misconduct-related information, or other mechanisms that provide school districts with greater confidence in hiring decisions while protecting good-faith participants from unnecessary legal exposure.

CASB supports legislation that advances these objectives and strengthens the ability of school districts to protect students through informed hiring decisions.

Member Submitted Resolutions

Student & Staff Safety and Success

#6 Submitted by: St. Vrain Valley School District

Title: Modernizing and Expanding Fifth- and Sixth-Year Career Pathway Programs

Resolution

CASB supports legislation that builds upon the success of Colorado's Pathways in Technology Early College High School (P-TECH) program by modernizing and expanding fifth- and sixth-year career pathway models that increase student access to affordable postsecondary education, strengthen workforce development, and address Colorado's evolving workforce needs.

Rationale for Resolution

Colorado has established itself as a national leader in career-connected education through the creation of Pathways in Technology Early College High School (P-TECH) programs. These innovative fifth- and sixth-year models enable students to earn college credentials, industry-recognized certifications, and valuable work-based learning experiences while completing high school, creating affordable pathways into high-demand careers and postsecondary education.

The success of P-TECH demonstrates the value of extending the traditional four-year high school model through strong partnerships among school districts, institutions of higher education, employers, and community organizations. Students benefit from reduced college costs, expanded career opportunities, and stronger connections to Colorado's workforce, while employers gain access to a pipeline of well-prepared graduates with industry-relevant skills.

Since the enactment of Colorado's original P-TECH legislation, however, the state's workforce needs have continued to evolve. Significant shortages now exist across numerous professions, including K-12 education, nursing, healthcare, advanced manufacturing, information technology, cybersecurity, engineering, and other high-demand fields that are essential to Colorado's long-term economic success. At the same time, districts and higher education partners have developed new ideas for delivering innovative fifth- and sixth-year pathways that extend beyond the original statutory framework.

Colorado should build upon the proven success of P-TECH by modernizing state law to encourage innovation, provide greater flexibility for local partnerships, and support the creation of additional fifth- and sixth-year pathway models that respond to regional and statewide workforce needs. Future legislation should preserve the core principles that have made P-TECH successful while allowing districts and their partners to develop new pathway models that prepare students for Colorado's most critical workforce challenges.

CASB supports legislation that advances innovative fifth- and sixth-year educational pathways, expands opportunities for students, strengthens Colorado's workforce, and preserves local flexibility in designing programs that meet the unique needs of individual communities.

Member Submitted Resolutions

Accountability

#7 Submitted by: Telluride R-1

Title: Reduction of Excessive Reporting Requirements

FORWARDED WITH A FAVORABLE RECOMMENDATION

Resolution

Effective educational systems support their administrators as educational leaders. Excessive, duplicative and onerous reporting requirements take away valuable administrative time. Especially in small districts where administrators wear multiple hats. CASB supports studies of educational effectiveness that include an analysis of reporting requirements and makes recommendations on reductions through referencing existing reports such as the District Accountability Frameworks as well as reducing redundancies through elimination or merging of reports.

Rationale for Resolution

Well-meaning legislation is dictating more programming with independent reporting requirements. Given that every district is underfunded by 15-30% per the two separate Adequacy Studies the increased and excessive reporting requirements are stressing districts unduly.

Mission Statement

The Colorado Association of School Boards, through leadership, service, training, and advocacy, engages and supports local boards of education to advance a system of public schools where each and every student is equipped to meet their full potential.

Vision Statement

Excellence in public education through effective leadership and the collective action of locally elected school boards.



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