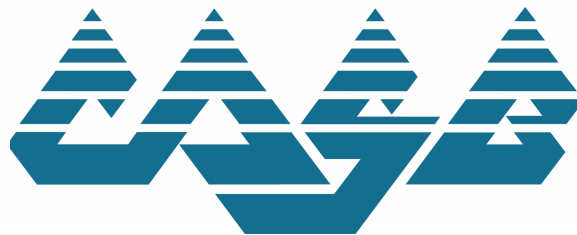


84th Annual Delegate Assembly

Saturday, October 19, 2024

9:00 a.m.

**Pueblo Convention Center,
Pueblo, CO**





Colorado Association of School Boards

Dear CASB Member,

We look forward to seeing you at the upcoming 2024 Fall Conference and Delegate Assembly on Friday, October 18, and Saturday, October 19, in Pueblo. The Conference will begin at 9:00 a.m. on Friday, and we have many topical and thoughtful sessions planned. The Legislative Resolutions Committee (LRC) has been hard at work this year, examining ways to grow and strengthen the LRC and enhance members' opportunities for engagement and advocacy with legislators. Lisa Webster, LRC Chair, and Matt Cook, CASB Director of Public Policy and Advocacy, will walk you through the process and provide an opportunity to share your feedback. The Delegate Assembly will commence at 9:00 a.m. on Saturday and will take action on the proposed Legislative Resolutions. Delegate check-in will begin at 8:00 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, the Federal Relations Network, and the Legislative Resolutions 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 adopting the standing resolutions that "roll over" from year to year. These standing resolutions highlight the foundational elements of the CASB legislative platform. Following the standing resolutions, Delegates will debate the new 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 2024 Delegate Assembly and for your commitment to serving students through your local board work.

Lindley McCrary

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 Committee (LRC), and the Federal Relations Network (FRN), 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 178 delegates who are appointed/designated by their local school boards in 13 geographic regions throughout Colorado (see pages 37-38). 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 agenda, 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

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Nancy Hopper (Region 1)
Morgan County Re-3

Diana Elliott (Region 2)
Strasburg 31J

Denyce Widener-Block (Region 3)
Granada RE-1

Hollee Hayes (Region 4)
Weld RE-3J

Michael Wailes (Region 4)
Weld RE-5J

Stu Boyd (Region 4)
Thompson School District

Janice "JJ" Frazier (Region 6)
Harrison 2

Tiffiney Upchurch (Region 6)
Lewis-Palmer #38

Leah Helme (Region 7)
Steamboat Springs RE-2

Lisa Webster (Region 8) - LRC Chair
Summit School District

Kathryn Kuhlenberg (Region 10)
Roaring Fork Schools

Andrea Haitz (Region 10)
Mesa County Valley 51

Sarah Fishering (Region 11)
Montrose County RE-1J

Erika Brown (Region 12)
Durango School District 9-R

Victor Figueroa (Region 12)
Mancos Re-6

Anne Egan (Region 13)
Cherry Creek Schools

Anne Keke (Region 13)
Aurora Public Schools

Susan Meek (Region 13)
Douglas County RE-1

CASB Staff

Matt Cook
CASB Director of Public Policy & Advocacy

Ex-Officio

Lori Goldstein, FRN Chair (Region 5)
Adams 12

Kathleen Gebhardt, Director at Large/NSBA Director
Boulder Valley School District

Lindley McCrary (Region 5)
CASB Board President
Littleton Public Schools

Dale McCall
Executive Director
Colorado BOCES Association

Michelle Murphy
Executive Director
Colorado Rural Schools Alliance

Colorado Council of School Board Attorneys

Cindy Dude, Anderson, Dude & Lebel P.C.
Christopher Esser, Littleton Public Schools
Nathan Fall, Greeley-Evans School District 6
Sam Jones-Rogers, Caplan and Earnest, LLC
Adele L. Reester, Lyons, Gaddis, Kahn, Hall, Jeffers, Dworak & Grant P.C.
Brandon Shaffer, St. Vrain Valley RE-1J

If you are interested in serving on the Legislative Resolutions Committee, contact Matt Cook, CASB director of public policy & advocacy at mcook@casb.org.

The CASB Legislative Resolutions Committee reviews resolutions presented by CASB members and develops recommendations to be considered at CASB's Annual Delegate Assembly. It also meets during the legislative session for a briefing on legislative issues and to determine CASB's position on individual pieces of legislation. The committee is made up of at least one school board member from each CASB region.

CASB Mission

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.

CASB is a non-partisan organization representing school board members from Colorado's 178 school districts. CASB does not have a political action committee nor does CASB endorse candidates.

Colorado FRN Chair

Lori Goldstein

Adams 12 (Congressional Dist. 7)

Congressional District 1

Dr. Carrie Olson

Denver Public Schools

Congressional District 2

Jason Unger

Boulder Valley School District

Congressional District 3

Jasmin Ramirez

Roaring Fork Schools

Congressional District 4

Dawn Kirk

Thompson R2-J

Congressional District 5

Michael Grage

Cheyenne Mountain 12

Congressional District 6

Anne Keke

Aurora

Congressional District 8

Mary Parker

Jeffco Public Schools

Congressional District 8

Natalie Mash

Weld County 6

Ex-Officio

Matt Cook

Director of Public Policy & Advocacy

Colorado Association of School Boards

Jubal Yennie

Executive Director

Colorado Association of School Boards

Dale McCall

Executive Director

Colorado BOCES Association

If you are interested in serving on the Federal Relations Network, contact Matt Cook, CASB director of public policy & advocacy at mcook@casb.org.

The Colorado Federal Relations Network (FRN) reviews federal legislation and advocates the views of Colorado school boards to Congress. It is composed of two school board members from each of Colorado's Congressional districts. The FRN meets quarterly.

CASB Mission

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.

CASB is a non-partisan organization representing school board members from Colorado's 178 school districts. CASB does not have a political action committee nor does CASB endorse candidates.

Delegate Assembly Agenda

7:30 – 8:45 a.m.	Breakfast, Networking, and Technical Help
8:00 – 8:45 a.m.	Delegate Check-in
9:00 a.m. – 12:00 p.m.	Delegate Assembly convenes Report of the CASB President Review rules Presentation of report from LRC and FRN Vote on LRC and FRN Changes Resolutions
12:00 p.m.	Assembly adjourns*

**We will work to adjourn the assembly by 12 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 by September 20, 2024, 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. A quorum shall consist of the member boards represented and voting. 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.

Resolutions

10. 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.
 11. 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

Introduction for Proposed 2025 CASB-Legislative-Agenda- At-A-Glance

In February 2024, the CASB Legislative Resolutions Committee (LRC) formed a “Rethinking LRC” subcommittee as a result of the January 2024 CASB Board of Directors (BOD) Retreat conversation around improving CASB advocacy. This subcommittee met twenty (20) times since February 2024 to brainstorm and develop a new proposed CASB Legislative timeline and associated action items/products to align and better advocate for CASB with the Colorado General Assembly.

The goals of this subcommittee include:

- Create a permanent LRC subcommittee called the LRC Core
 - An active and small group of 5-7 people (CASB members and “Friends of LRC”) to organize and gather information to help be efficient with our time to produce the proposed annual CASB Legislative Agenda and LRC-sponsored legislative resolutions for the Fall Delegate Assembly.
- Ensure members feel more confident and become more involved with advocacy throughout the year.
- Create a clearer and deeper understanding of legislative priorities and platform which forms the annual CASB Legislative Agenda.
- Help focus CASB legislative priorities for all members so CASB will have a greater capacity to influence policy at the Capitol.
- Lead more conversations about legislation as opposed to being more reactionary.
- Co-facilitate more in-depth conversations about proposed bills to help improve understanding and inspire advocacy.
- Engage in more stakeholders meeting(s) before bills are written.
- Use late Summer/Fall CASB events to educate members about the annually proposed legislative platform and priorities/bill ideas.

This subcommittee has provided multiple presentations to CASB membership detailing progress status of work and requests for feedback. These presentations were conducted during each CASB BOD meeting since the January 2024 CASB BOD retreat, midway through the Legislative Session to the LRC, during the May 2024 Legislative Wrap Up for general membership, and recently (Sep 6 2024) during the CASB Resolution reviews for the CASB Federal Relations Network

(FRN) and LRC. The May 2024 recording and materials were also distributed through the Friday CASB newsletter updates and the Legislative Wrap Up follow up email.

To date, the CASB BOD:

- Approved moving the Delegate Assembly to the first weekend after Labor Day **starting in September 2025.**
- Is working to update CASB BOD policy to include defining the role and responsibilities of the LRC Core and the proposed CASB legislative timeline.

In terms of content supporting the Proposed 2025 CASB-Legislative-Agenda-At-A-Glance Document, the following reference documents are available for your review following this introduction:

- Proposed CASB Legislative Timeline
- Proposed Definitions + LRC Core/Goals/Actions description
- Proposed 2025 CASB-Legislative-Agenda-At-A-Glance Document
- Sample of Plank Details (Finance Plank)
- Sample of Deep Dive Documents (Finance DDD; NOTE: we will continue to add/improve content in all live DDD documents)

We hope you find these proposed products useful and would appreciate any/all feedback. Our Rethinking LRC team includes (alphabetical by last name):

- DJ Anderson; djanderson17@gmail.com (Friend of LRC and former CASB BOD)
- Matt Cook; mcook@casb.org (CASB Staff – Director of Public Policy & Advocacy)
- Diana Elliott; delliott@strasburg31j.com (CASB and LRC Member)
- Tika Etheridge; tika@thefivepercentrule.com (Friend of LRC and former CASB member)
- Hollee Hayes; holliehayes@re3j.com (CASB BOD + member of multiple CASB BOD committees)
- Lisa Webster; lisa.webster@summitk12.org (CASB BOD + LRC Chair)

Thanks for your consideration and we look forward to seeing you and having a great debate at the October 18-19 2024 Fall Conference and Delegate Assembly in Pueblo!

Proposed 2025 CASB Legislative Timeline

January

CASB Board Retreat

Legislative session opens.

January-May

Legislative Session (120 days)

CASB Winter Conference (legislative session focus)

CASB Days at the Capitol

LRC meets twice (2x) a month, every other Friday.

LRC Core and CASB staff facilitate a deeper dive into *proposed bills, as applicable, during weeks that LRC does not meet. These “Lunch-and-Learns” are open to all CASB members and “Friends of the LRC.”

March

CASB Board 1st Quarter Meeting

May

Legislative session ends.

May-June: Legislative Wrap Up tour includes soliciting membership feedback based on session results.

LRC Core uses Legislative Wrap Up feedback and starts gathering input via online form/survey for 1-3 priorities and/or bill ideas for the next session.

CASB solicits member resolutions for the Delegate Assembly (**Deadline: July 1**).

CASB online resolution submission form available immediately after session closes.

CASB reminders every two (2) weeks.

June- August

LRC Core works with CASB Staff in evaluating new laws and rules to determine if there are any priorities/bill ideas for the next legislative session that CASB might need to spearhead.

June

CASB Board 2nd Quarter Meeting

Delegate Assembly notification to CASB membership at least sixty (60) days prior to the meeting and prior to July District breaks.

July - August

Fall Delegate Assembly Resolutions Deadline: July 1 (at least fifty (50) days prior to the Delegate Assembly).

Mid-July: Full LRC reviews resolutions to allow more time for LRC Core and CASB Staff to:

- Coordinate with applicable Districts and work to combine similarly themed resolutions.

- Determine which resolutions are “Forwarded with Favorable LRC/FRN Recommendation.”

- Advise, from a statewide LRC perspective, applicable Districts if their resolution(s) require(s) more preparation for the Fall Delegate Assembly - result may include pulling the resolution to continue development

Submit District-proposed resolutions and draft LRC/Staff-developed Priorities/Bill Ideas/Platform to CASB membership at least thirty-five (35) days prior to the Fall Delegate Assembly.

August

Boardsmanship Academies/CASB Regional Events

September

Fall CASB Conference and Delegate Assembly held during first weekend after Labor Day to better align with Colorado General Assembly advocacy/bill development timelines (**CASB BOD Approved at June 2024 Meeting**)

- Vote on proposed LRC/Staff-developed CASB Legislative Agenda-At-A-Glance (1-3 Priorities/Bill Ideas and Platform Planks).

- Vote on District-submitted resolutions

Mid-September: LRC Core meeting to discuss Delegate Assembly-approved Resolutions and CASB Legislative Agenda-At-A-Glance (Priorities/Bill Ideas and Platform), and develop advocacy strategies for General Assembly Public Education Champion(s)/ Public Education partner(s) outreach prior to upcoming legislative session kick off.

CASB Board 3rd Quarter Meeting

September-November

LRC Core meets to further develop Platform Plank Details and Deeper Dive Documents (DDD) associated with Delegate Assembly-approved CASB Legislative Agenda-At-A-Glance (Priorities/Bill Ideas and Platform). These products will be reviewed by the full LRC and CASB BOD; finalized based on LRC/CASB BOD feedback; and approved by the Delegate Assembly at the December Annual Convention Business Meeting.

LRC Core/LRC/CASB Staff/CASB Board/CASB Membership work to find sponsors for 1-3 CASB bills, as applicable.

Continue to educate CASB members about Delegate Assembly-approved CASB Legislative Agenda-At-A-Glance (Priorities/Bill Ideas and Platform) through a variety of virtual and/or in-person opportunities.

December

CASB Board 4th Quarter Meeting

CASB Annual Convention to include Delegate Assembly Business Meeting which will include final approval of the CASB Legislative Agenda-At-A-Glance (Priorities/Bill Ideas and Platform), **if modified** based on Fall Delegate Assembly/LRC/CASB BOD debate/feedback.

Rethinking LRC Overview

Definitions:

CASB Legislative Agenda - One pager that has our Priorities and Platform.

1-3 Priorities and/or Bill Ideas

- Specific short-term goals with legislative solution(s).
- This would give CASB a target to start the session and have topics and/or issues for all members to discuss and advocate for. CASB would still be flexible to change and/or add priorities depending on legislative session activity.

Examples:

- A task force is created to look at property tax relief, so we (CASB) make a priority to make sure schools do not lose any funding.
- The new school finance bill passes, but we (CASB) see a problem with a component, and we are going to suggest a bill next session to fix the statute that was passed last session.

Platform- What we want

- The opinions and viewpoints about topics, as held by our organization. This could take the place of our Standing Resolutions and 2024 Key legislative priorities. Also, the Standing Resolutions are solid overarching statements which could become value statements upon which the Platform is based.
- A party platform is a set of principles, goals, and strategies designed to address pressing political issues. Each party's platform is broken down into “planks,” or declarations that speak to each specific issue.

Planks

- Planks or subject areas that CASB will focus on. Finance, Student & Staff Success, Local Governance, Charter School and Other Non-traditional/ Multi-district Public School Options.

Planks Details - Our why & how for what we want.

- This document will take each bullet point from the Platform planks and give insight, examples and/or how we would like it done.

Deep Dive Document (DDD) - of Linked resources

- Documentation and resources to back up our why or how.

Rethinking LRC Overview

LRC Core

- A small group of 5-7 people (CASB members and “Friends of the LRC”) to organize and gather information to help be efficient with our time to produce our platform, 1-3 priorities/bill ideas and annual resolutions for the Fall Delegate Assembly.
- Co-facilitate meetings to do deeper dives on important topics/bills during the legislative session.

“Friends of the LRC”

- Ex-members of CASB that left in good standing as well as relevant community members such as city, state and federal representatives or those that have a stake in Colorado public education legislation.
- Provides subject matter expertise.
- No voting privilege.

Goals

- Ensure members feel more confident and become more involved with advocacy throughout the year.
- Create a clearer and deeper understanding of legislative priorities and platform which forms the annual CASB Legislative Agenda.
- Help focus CASB legislative priorities for all members so CASB will have a greater capacity to influence policy at the Capitol.
- Lead more conversations about legislation as opposed to being more reactionary.
- Co-facilitate more in-depth conversations about proposed bills to help improve understanding and inspire advocacy.
- Engage in more stakeholders meeting(s) before bills are written.
- Use late Summer/Fall CASB events to educate members about the annually proposed legislative platform and priorities/bill ideas.

Actions

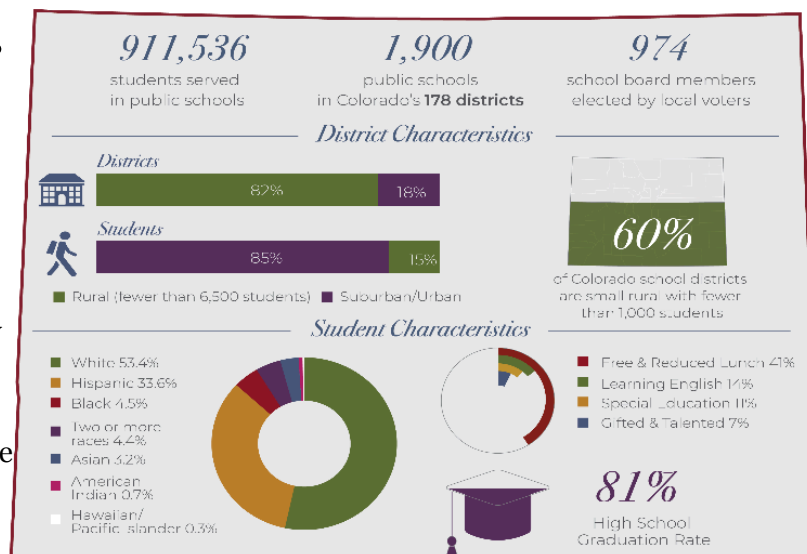
- Moving the Delegate Assembly to the first weekend after Labor Day.
- Create a subcommittee LRC Core, to be the linchpin to drive these changes.
- Make a timeline to set expectations and inform members of the year around work.
- Increase time for districts to work on common resolution ideas, by gathering ideas earlier in the year and help facilitate conversations between districts.
- Review platform annually.
- Update priorities every year.

Legislative-Agenda-At-A-Glance

2025 Session

Priorities/Bill Ideas for 2025

- Fine tune the HB 24-1448 School Finance formula for FY 2025-2026
- Ensure BS factor is not reinstated
- Move forward on the updated accountability system based on HB23-1241 Accountability Task Force work
- Update CORA to provide more response time



2025 Platform

Finance

For More Info – Use [Link](#) or QR Code



- **No public monies for private schools**
- Increase total per pupil spending to get to the national average
- Fully fund Individuals with Disabilities Education Act (IDEA)
- Prevent reinstatement of the Budget Stabilization (BS) Factor
- Utilize the results from the 2025 adequacy studies to serve as our north star for education funding
- Increase and ensure adequate and sustainable Pre-K funding levels, and equitable distribution via the School Finance Act (SFA)
- Evaluate grant programs and fully fund effective grant programs via SFA
- Adopt SFA no later than twenty-one (21) days prior to Sine Die
- Protect State Education Fund (SEF) and accelerate growth of the multi-generational State Land Board/Treasurer Permanent Fund
- Ensure adequate and sustainable funding for capital improvements

Student & Staff Safety and Success

For More Info – Use [Link](#) or QR Code



- Increase mental health support for students and staff
- Increase resources to make educational spaces that are safe and successful learning environments
- Increase systematic and systemic support of educator recruitment/retainment to ensure equitable, high quality instruction for all students

Local Governance

For More Info – Use [Link](#) or QR Code



- Reduce unfunded mandates placed on locally elected Boards of Education (BOEs)
- Honor Constitutionally-mandated local control of BOEs
- Engage public (community and elected officials) at local, state, and federal levels
- Ensure required response times for public requests of information (i.e. CORA) aligns with the scope of request (no undue burden for districts)

Accountability

For More Info – Use [Link](#) or QR Code



- Install the updated accountability system based on HB 23-1241 Accountability Task Force work
- Increase accountability and transparency for all public school options (traditional, non-traditional, charter, single/multi-district online, etc) to certify a learning environment which results in positive student outcomes/success
- Ensure that all public school options (traditional, non-traditional, charter, single/multi-district online, etc) equitably serve all students

CASB's Vision:

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

CASB's Mission:

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.

CASB Legislative Platform - Finance Plank Details

No public monies for private schools

- Example - The ballooning cost of the state's universal private school voucher program is also driving the state's revenue shortfall. Adopted in 2022, it is the most expansive private school voucher program in the country and is expected to cost more than \$900 million this year — 15 times more than initially projected.
 - <https://www.cbpp.org/blog/arizona-faces-sweeping-budget-cuts-driven-by-flat-tax-and-private-school-vouchers#:~:text=The%20ballooning%20cost%20of%20the,times%20more%20than%20initially%20projected>.
- “Regardless of whether school vouchers directly or indirectly divert funding from public schools to private education, state K-12 funding formulas depend on some metric of student count to allocate per-pupil funding. Some school districts can absorb some of the cuts with layoffs and reduced spending on textbooks and supplies. But fixed expenses such as air conditioning, school buses, and building maintenance can lead to funding shortfalls and layoffs.”
 - <https://www.cbpp.org/research/state-budget-and-tax/state-policy-makers-should-reject-k-12-school-voucher-plans>
- “Since the enactment of universal school voucher programs, states are struggling with the programs’ cost and lack of transparency and accountability.
- Overwhelmingly, school vouchers are being used by families with children already in private school to subsidize their tuition.
- Voucher programs’ skyrocketing costs will divert funding not only from public schools, but also other critical public services.”
 - <https://www.nea.org/nea-today/all-news-articles/no-accountability-vouchers-wreak-havoc-states>

Increase total per pupil spending to get to the national average

- 43rd in spending on education adjusted for regional cost differences ([Ed Week, 2021 Quality Counts](#))
- Colorado is between \$2000 - \$3000 below the national average in per-pupil spending ([NCES, US Census, Ed Week](#))
- 50th in teacher wage competitiveness—compares teachers to non-teachers with similar education, experience and hours worked ([Education Law Center](#))

CASB Legislative Platform - Finance Plank Details

Fully fund Individuals with Disabilities Education Act (IDEA)

- Congress promised to pay 40 percent of the excess costs of special education services when IDEA was first passed (nearly 50 years ago), but has never come close; the federal share is now less than 12 percent.
- As it stands right now, IDEA is mainly funded through state and local district general funds.
- Colorado's average IDEA-applicable student population is 12% and the national average is 15%.
- When fully funded it would benefit ALL students!

Prevent reinstatement of the Budget Stabilization (BS) Factor

- The State must be vigilant in ensuring that the budget stabilization factor is not reintroduced in the future.
- Everyone needs to be aware of bills and initiatives that require "backfilling" for school funding can only happen if there is enough General funds or State Education Funds available.
- Since 2009-2010, ~\$10.5 **Billion** has been withheld from Colorado's public education budget – one whole generation of students whose education was not fully funded.

Utilize the results from the 2025 adequacy studies to serve as our north star for education funding

- This study will help to:
 - Describe how funding is distributed across schools under the existing funding system;
 - Determine adequacy of current student outcomes and the relationship between student outcomes and student need characteristics;
 - Identify the cost of achieving a target student outcome level for each school in the state, with costs varying based on levels of student need, school or district context, and geographic cost of living differences; and
 - Estimate components of a new funding formula (base funding and weights for additional funds to address specific needs).
- "Updating Colorado's public school finance formula to be student-centered is a bold step toward improving equity in school funding and delivering a high-quality education to every student in Colorado no matter where they reside." Speaker Julie McCluskie, CO General Assembly

Evaluate grant programs and fully fund effective grant programs via SFA

CASB Legislative Platform - Finance Plank Details

- Evaluate the many grant programs; find the most productive grant programs; and fully fund these programs by incorporating them into the School Finance Act (SFA).

Increase and ensure adequate and sustainable Pre-K funding levels, and equitable distribution via the School Finance Act (SFA)

- Quality education and lifelong learning opportunities for all are central to ensuring a full and productive life to all individuals and to the realization of sustainable development.
- Results of recent reading assessments show that inequity constitutes a major challenge. Parity indices from the assessments revealed that children and adolescents from the richest 20% of households achieved greater proficiency in reading than those from the poorest 20% of households, and urban children scored higher than rural children. The indices also showed that while out-of-school rates are higher for school-aged girls than boys, girl students had better reading proficiency at the end of primary and lower secondary school than their male counterparts.
 - <https://unstats.un.org/sdgs/report/2017/goal-04/>
- Equitable education systems ensure that every student can achieve their educational potential regardless of their personal or social circumstances. Governments need to prioritize equity and inclusion in education and recognise their importance in paving the way for students to have equal chances for success in the future.
 - Ensure education systems are flexible and responsive to the needs of students
 - Allocate sufficient funding for policies and programmes addressing equity and inclusion
 - Prepare and train teachers and school leaders in the area of equity and inclusion
 - <https://www.oecd.org/en/topics/policy-issues/education-equity.html>

Adopt SFA no later than twenty-one (21) days prior to the end of session

- This would insure school districts have plenty of time to finalize their budgets.
- District hiring process can start before the end of the legislative session.

Protect State Education Fund (SEF) and accelerate growth of the multi-generational State Land Board/Treasurer Permanent Fund

- State Education Fund:
 - Created with passage of Amendment 23 in 2000 (effective 2002)

CASB Legislative Platform - Finance Plank Details

- Receives about 7.2% of state income tax revenue, and other transfers from the General Fund
- Money must be used for education-related purposes, as specified in the constitution
 - https://leg.colorado.gov/sites/default/files/15_schoolfinancesefpresentation2014_1.pdf
- Permanent Fund:
 - “The State Land Board earns money for Colorado public schools by leasing trust land and minerals. ... the School Trust, which reflects 99 percent of the total assets our agency manages.
 - The School Trust supports all public schools in the state. ...We are incredibly proud to have generated \$2.5 billion for public schools (2008-2023).
 - We are the primary funding source for the Department of Education's Building Excellent Schools Today (BEST) program that provides capital construction grants for schools.”
 - <https://slb.colorado.gov/beneficiaries>
 - “The corpus of the Permanent Fund is inviolate. The interest and earnings generated from the endowment are used to support beneficiaries (K-12 public schools) annually.”
 - https://issuu.com/coloradostatelandboard/docs/slb_annual_report_fy19-20_8.5x8.5_finalweb_spread/s/11029651
 - https://leg.colorado.gov/sites/default/files/images/astl-co-2021_o.pdf

Ensure adequate and sustainable funding for capital improvements

- Our school's infrastructure is aging and is in need of repairs and updating. Not only does the Building Excellent Schools Today (BEST) program need more funding, it must be sustainable.
- Improve investment strategies for State Land Board-funded Permanent Fund intended for future generations of public education students (supports BEST efforts)
- Add a Capital Improvement factor to the School Finance Act (SFA), which could cover basic maintenance.

For more information on the above, select [here](#) for the Deep Dive Document (DDD).

[Back to 2025 CASB-Legislative-Agenda-At-A-Glance](#)

CASB Legislative Platform - Finance

Deeper Dive Document (DDD)

Increase total per pupil spending to get to the national average

- The Colorado economy is consistently ranked in the top tier of all states nationally. The strength of the Colorado economy is in stark contrast to the outdated funding of our schools. Since the 1980's we have consistently dropped in relative funding for our students, now ranked as one of the lowest in the Nation. At the same time, we have increased the educational demands of our schools. Many districts are at a breaking point just trying to keep the doors open. Underfunding has resulted in low wages for educational professionals and inadequate resources such as technology, career and technology education as well as many other inadequacies. A quality public education is essential for the future economic success of all our students as well as our democracy. To have a quality educational system, funding must be fair, equitable and adequate.
 - Source: Telluride R-1 2024 CASB Resolution Book
- According to the Bell Policy Center, as of FY 2022-2023, "Colorado is 35th in the country in perpupil funding, and last among all states in teacher pay, compared to similarly educated professionals. To get to 25th in the country in per-pupil spending, Colorado would need to spend \$1,263 more per pupil, or \$1.1 billion total for next year" [2023-2024]. While grateful that the Colorado General Assembly increased Total Program Funding by ~\$665M for 2023-2024, we are not at the national average per-pupil funding and/or teacher pay yet.

Also, "Colorado public schools have not received their full level of constitutionally mandated funding since 2010 — nearly \$10 billion." Essentially, we have starved our public education system for over a decade so even when we achieve the national average, we have ground to make up as a result of underfunding for over a decade.

Last, as we move towards a more adequately funded system, this funding needs to be distributed so Coloradan students who need more resources are funded to ensure full potential can be realized.

 - Source: Summit RE-1 2024 CASB Resolution Book
- **Note – there will also be additional reputable sources of information added prior to October 2024 Delegate Assembly as this is an example of what a DDD would look like**

CASB Legislative Platform - Finance

Deeper Dive Document (DDD)

Fully fund Individuals with Disabilities Education Act (IDEA)

- The federal law requiring schools to meet the needs of students with disabilities offers current federal funding of approximately 16-17 percent of the actual cost. It is time to increase federal funding to the 40 percent standard set by the initial legislation. Currently, Colorado school districts are reimbursed approximately 17 cents for every dollar the federal government requires we spend on education under IDEA. It is time to increase the funding to a minimum of the 40 cents of every dollar initially promised by this legislation more than 40 years ago. Given the proposals now circulating in Washington, D. C. around education policy and associated budgets, CASB believes federal advocacy efforts are necessary.
 - Source: District No. 49 2024 CASB Resolution Book
- **Note – there will also be additional reputable sources of information added prior to October 2024 Delegate Assembly as this is an example of what a DDD would look like**

Prevent reinstatement of the Budget Stabilization (BS) Factor

- The legislature must prioritize its legal obligation to fully fund our most precious resource, our students. Restoring Colorado's basic obligation to fully fund each and every student should be the priority before appropriating any more additional dollars into programs, grants, and mandates.
 - Source: Lewis-Palmer 2024 CASB Resolution Book
- **Note – there will also be additional reputable sources of information added prior to October 2024 Delegate Assembly as this is an example of what a DDD would look like**

Evaluate grant programs and fully fund effective grant programs via SFA

- Evaluate the many grant programs; find the most productive grant programs; and fully fund these programs by incorporating them into the School Finance Act (SFA).
- **Note – there will also be additional reputable sources of information added prior to October 2024 Delegate Assembly as this is an example of what a DDD would look like**

Increase and ensure adequate and sustainable Pre-K funding levels, and equitable distribution via the School Finance Act (SFA)

- Quality education and lifelong learning opportunities for all are central to ensuring a full and productive life to all individuals and to the realization of sustainable development.

CASB Legislative Platform - Finance

Deeper Dive Document (DDD)

- Results of recent reading assessments show that inequity constitutes a major challenge. Parity indices from the assessments revealed that children and adolescents from the richest 20 per cent of households achieved greater proficiency in reading than those from the poorest 20 per cent of households, and urban children scored higher than rural children. The indices also showed that while out-of-school rates are higher for school-aged girls than boys, girl students had better reading proficiency at the end of primary and lower secondary school than their male counterparts.
 - <https://unstats.un.org/sdgs/report/2017/goal-04/>
- Equitable education systems ensure that every student can achieve their educational potential regardless of their personal or social circumstances. Governments need to prioritise equity and inclusion in education and recognise their importance in paving the way for students to have equal chances for success in the future.
 - Ensure education systems are flexible and responsive to the needs of students
 - Allocate sufficient funding for policies and programmes addressing equity and inclusion
 - Prepare and train teachers and school leaders in the area of equity and inclusion
- <https://www.oecd.org/en/topics/policy-issues/education-equity.html>
- **Note – there will also be additional reputable sources of information added prior to October 2024 Delegate Assembly as this is an example of what a DDD would look like**

Adopt SFA no later than twenty-one (21) days prior to the end of session

- Recent 11th hour SFA adoption trends unnecessarily puts pressure on school district budget development and adoption processes where employee negotiations, and staffing, student resource, and professional development decisions have to be delayed. This domino effect does not allow for much timeline flexibility with respect to statute-required budget timelines starting at the end of May.
 - Source: Summit RE-1 2024 CASB Resolution Book
- **Note – there will also be additional reputable sources of information added prior to October 2024 Delegate Assembly as this is an example of what a DDD would look like**

Protect State Education Fund (SEF) and accelerate growth of the multi-generational State Land Board/Treasurer Permanent Fund

- State Education Fund:

CASB Legislative Platform - Finance

Deeper Dive Document (DDD)

- Created with passage of Amendment 23 in 2000
- Receives about 7.2% of state income tax revenue, and other transfers from the General Fund
- Money must be used for education-related purposes, as specified in the constitution
 - https://leg.colorado.gov/sites/default/files/15_schoolfinancesefpresentation2014_1.pdf
- Permanent Fund:
 - “The State Land Board earns money for Colorado public schools by leasing trust land and minerals. ... the School Trust, which reflects 99 percent of the total assets our agency manages.
 - The School Trust supports all public schools in the state. ...We are incredibly proud to have generated \$2.5 billion for public schools (2008-2023).
 - We are the primary funding source for the Department of Education's Building Excellent Schools Today (BEST) program that provides capital construction grants for schools.”
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 - https://leg.colorado.gov/sites/default/files/images/astl-co-2021_0.pdf
 - History:
 - Public school trust lands were set aside by the federal government via the township grid system created by Thomas Jefferson as petitions for statehood were granted. The purpose of these public school trust lands was for the intergenerational benefit of public school students.
 - The first federal land grants for the public school land trust were one (1) square mile section (section 16) within each thirty-six (36) square mile township boundary. Later, in western states, two (2) square mile sections (sections 16 and 36; applicable to Colorado) within each thirty-six (36) square mile township boundary was established for public school land trust. Arizona, New Mexico, and Utah received four (4) sections per township.
 - Today, twenty (20) states hold and administer 515 million acres of public school trust lands. Thirty (30) states have zero

CASB Legislative Platform - Finance

Deeper Dive Document (DDD)

- (o) acres because they sold their public school trust lands forfeiting a means for intergenerational public school benefit.
- Colorado became a state in 1876 and was granted four (4) million acres out of the 66.5 million acres statewide towards the public school trust. Currently, Colorado holds and administers 2.8M surface acres and 4M sub-surface acres. Per the 2019 State Land Board strategic plan, public school trust assets (permanent fund, minerals, commercial real estate, land, water) are worth ~\$4.1B – the Public School Land Trust Fund or Permanent Fund is worth ~\$1.26B.
- How it works:
 - The Colorado Constitution and state statute provides direction for Public School Land Trust Fund or Permanent Fund contribution, investment, and distribution policies.
 - The Colorado State Land Board (CSLB) manages the non-permanent fund assets (land, water, mineral, commercial real estate in order to “generate reasonable and consistent income [or revenue] over time” and “protect and enhance the long-term productivity and sound stewardship of working trust lands” for the benefit of Colorado public schools.
 - The Public School Fund Investment Board (PSFIB), lead by the Colorado State Treasurer, manages the investment strategy of the Public School Land Trust Fund or Permanent Fund, which generates interest/dividends.
 - The General Assembly determines how the permanent fund interest/dividends and nonpermanent fund asset revenue is spent and/or deposited/reinvested in the Permanent Fund. Exception: Revenue generated from Public School Trust Land sales and mineral royalties are automatically deposited into the Public School Land Trust Fund or Permanent Fund.
- Recent Efforts towards Sustainability:

House Bill 22-1146, Investment of Public School Fund Study and Report, in part, created a working group, led by the State Treasurer, “to consider opportunities to improve the growth of the Public School Fund [or Permanent Fund] and its distributions for the intergenerational benefit of public schools. ... Not later than February 28, 2023, the State Treasurer shall report the findings and recommendations of the working group to the Joint Budget Committee and to the Education Committees” of both General Assembly chambers.

CASB Legislative Platform - Finance

Deeper Dive Document (DDD)

The HB22-1146 work group regarding state school trust lands and the Public School Fund or Permanent Fund agreed to the following two (2) recommendations:

- **#1: Greater Flexibility Related to the Permanent Fund**

The legislature should consider constitutional and statutory changes to allow for greater flexibility related to the current policies of the Permanent Fund including:

1. The requirement that the General Assembly must make up for the loss of principal in the fund;
2. The inability to invest in private companies and real estate; and
3. The current provision requiring \$21M going to the School Finance Act

The Working Group looked carefully at issues related to the Permanent Fund, including the asset allocation of the fund and the distribution policy, as required by statute. The Working Group recommends eliminating current statutory provisions that restrict the flexibility of the fund while preserving the intent of the fund.

Benefits of this recommendation could include higher investment returns; preserving the value of permanent fund distributions over time; and access to investment assets that could provide more opportunities for impact investing. Risks of the recommendation were also discussed and documented.

CASB Legislative Platform - Finance

Deeper Dive Document (DDD)



■ #2: Impact Investing

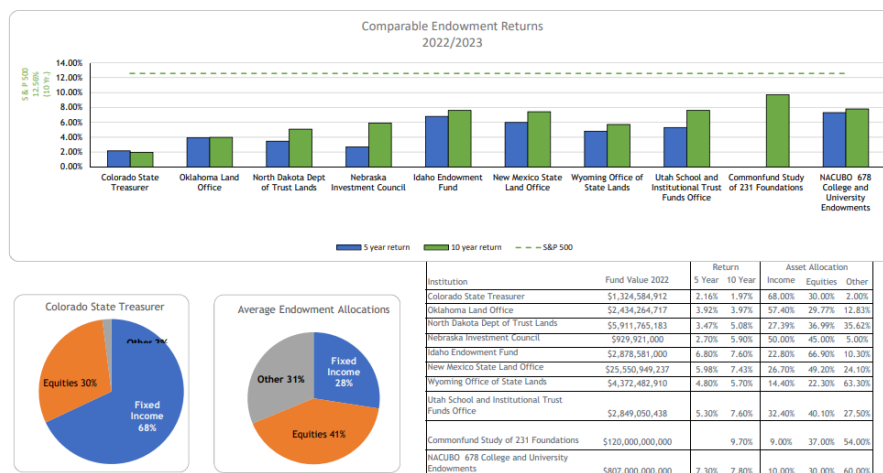
The legislature should consider allowing for opportunities to pursue impact investing related to the Land Board and permanent fund.

1. The Land Board and the Public School Fund Investment Board (PSFIB) should create mission statements that encourage investments to be made for the intergenerational benefit of the public education of school children;
2. The Land Board and the PSFIB should explore education impact investment opportunities within the State School Lands Trust and the Public School Fund

The Working Group discussed a range of strategies for increasing the benefit of Land Board assets and the permanent fund to Colorado schoolchildren. Impact investing is one strategy that, subject to an evaluation of investment risk and return, could expand the meaning of investments for intergenerational benefit and deliver an overall positive impact. Risks of this recommendation were also discussed and documented.

CASB Legislative Platform - Finance

Deeper Dive Document (DDD)



- Source: Summit RE-1 2024 CASB Resolution Book via <https://slb.colorado.gov>
- **Note – there will also be additional reputable sources of information added prior to October 2024 Delegate Assembly as this is an example of what a DDD would look like**

Ensure adequate and sustainable funding for capital improvements

- Our school's infrastructure is aging and is in need of repairs and updating. Not only does the Building Excellent Schools Today (BEST) program need more funding, it must be sustainable.
- Improve investment strategies for State Land Board-funded Permanent Fund intended for future generations of public education students (supports BEST efforts)
- Add a Capital Improvement factor to the School Finance Act (SFA), which could cover basic maintenance.
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[Back to 2025 CASB Legislative Platform - Finance - Plank Details](#)

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Standing Resolutions

Student Academic Growth and Achievement

Forwarded with a Favorable Recommendation

SR1 - The Colorado Association of School Boards (CASB) supports a system of accountability that stresses local measures that inform instruction and separately acknowledges a need for a statewide system that allows measurement of school and district effectiveness and comparison between school districts.

SR2 - The Colorado Association of School Boards (CASB) opposes any state mandates beyond the federal minimums with respect to assessment and educator licensure to assure local boards' flexibility to allocate instructional time and place the best teacher in every classroom.

SR3 - The Colorado Association of Colorado School Boards (CASB) supports the constitutional authority of locally elected Boards of Education which includes the right to develop schools and programs to supplement current programs and ensure student access to diverse learning opportunities.

Finance

Forwarded with a Favorable Recommendation

SR4 - The Colorado Association of School Boards (CASB) believes the state must provide Colorado's public schools with adequate and reliable funding pursuant to a formula that balances federal, state and local revenue sources and is intended to fully fund the legal requirements for and meet the educational needs of all Colorado students. Further, the state must increase the total annual appropriation of state special education funding by at least at the cost of inflation and caseload growth, to reduce unreimbursed special education expenditures at the local level.

SR5 - The Colorado Association of School Boards (CASB) supports the idea that all new legislation must expressly consider cost at the state and local levels and be fully funded before it may be enforced by the state.

SR6 - The Colorado Association of School Boards (CASB) supports the concept that existing mandates that are ineffective or that have a larger cost than benefit must be rescinded so local boards may dedicate those financial resources to better use.

Local Governance

Forwarded with a Favorable Recommendation

SR7 - The Colorado Association of School Boards (CASB) acknowledges the diverse nature of Colorado school districts and establishes locally elected school boards vested with control of instruction as the guarantor of educational quality responsive to local needs as set forth in the Colorado Constitution.

SR8 - The Colorado Association of School Boards (CASB) supports that control of instruction, including efforts to restructure and fund public education, must be guided by student needs, improved academic growth and achievement, with responsible use of financial resources as determined by the locally elected school board.

SR9 - The Colorado Association of School Boards (CASB) supports that the essential functions of the local board of education's constitutional authority include establishing the course of curriculum and instruction, the process for determining the terms and conditions of employment for school district employees, and the budget to be used to implement the local community's priorities.

Federal Standing Resolutions

Full Funding of the Individuals with Disabilities Act (IDEA)

Forwarded with a Favorable Recommendation

FSR1 - The Colorado Association of School Boards (CASB) calls on the United States Congress to meet the funding requirements of the Individuals with Disabilities Act (IDEA). Since the implementation of IDEA in the early 1970s, Congress has never fully funded the Act as written. The nation's most vulnerable students deserve the adequate funding required to provide each and every student the resources needed to achieve their full academic potential.

Career and Technical Education

Forwarded with a Favorable Recommendation

FSR2 - The Colorado Association of School Boards supports ongoing and sustainable funding by the United States Congress to support the "Strengthening the Career and Technical Education for the 21st Century" Act, such as by providing resources to lessen the financial impact of a qualified instructor entering the field of Career and Technical Education. Career and Technical Education must be available to all Colorado students regardless of where they live within the state. CASB believes for students to be successful contributing members of a global society, they need access to Career and Technical Education in addition to other academic and extracurricular activities.

School Nutrition Funding

Forwarded with a Favorable Recommendation

FSR3 - The Colorado Association of School Boards (CASB) supports enhancements to the various federal nutrition programs to allow for the most flexibility in menu choices, a reduction in regulations, and maximum reimbursements to Colorado schools. Colorado community schools are an important source of healthy meals and nutrition education for the state's preschool and K-12 students. Further, CASB supports programs to allow school meal programs to locally source ingredients produced in Colorado.

Below you will find the resolutions submitted by the CASB membership. If the resolution has the phrase "Favorable Recommendation" associated with it, that means it was forwarded with a favorable recommendation by the Legislative Resolutions Committee (LRC).

The lack of a recommendation should not be interpreted in any way to reflect on the merits of the resolution. It simply means the committee could not reach consensus and wished for all the delegates to debate the issue.

Student Academic Growth and Achievement

Submitted by — The CASB Legislative Resolutions Committee

Resolution #1

Resolution: CASB Legislative Platform

The Colorado Association of School Boards (CASB) supports a unified Legislative platform to further enhance the advocacy efforts of CASB members and the CASB organization in our advocacy efforts at the local, state and federal levels of government.

Rationale Statement:

The CASB Board of Directors provided guidance to the CASB Legislative Resolutions Committee (LRC) to explore methods to further enhance CASB advocacy efforts. A subcommittee of the LRC has worked for nearly a year to develop a comprehensive legislative platform for consideration by the CASB Delegate Assembly. The intent of this work is to better clarify the advocacy efforts of CASB and to equip CASB members with the tools and information they need to work with legislators at all levels of government.

Submitted by — St. Vrain Valley Board of Education

Resolution #2

Resolution: Accreditation and Accountability Task Force

CASB supports adopting the Accreditation and Accountability Task Force's recommendations on opportunity, advancement, and equity in K-12 public schools.

Rationale Statement:

- The legislature passed HB21-1294, calling for an audit of Colorado's K-12 Accreditation and Accountability System. The audit found, among other things, that growth scores, especially in small rural districts, are not sufficiently accurate to make high-stakes decisions. Also, schools with large Hispanic and Black student populations and schools with significant numbers of students with disabilities receive lower overall ratings.
- The legislature passed HB23-1241, forming the Accreditation and Accountability Task Force, to study the 1294 Audit and review ways the K-12 Accreditation and Accountability System may be improved.
- The Task Force must publish its final report by November 15, 2024.
- Several of the same legislative sponsors involved in both the Audit and the Task Force intend to introduce legislation to implement the recommendations

Submitted by — St. Vrain Valley Board of Education

Resolution #3

Resolution: GED Counts Toward Graduation Rates

CASB supports the modification of the official graduation rate calculation to include students who successfully complete their GED before the expiration of their four-year high school term.

Rationale Statement:

Students who transfer into a Colorado school district from a different state or country during their junior or senior years often face significant challenges in meeting the state's graduation requirements. These students frequently come from places where their previous coursework may not align with Colorado's standards, or they arrive with so few high school credits that it is impossible for them to complete the graduation requirements within their final two years. For these students, enrolling in a high school equivalency program, rather than attempting to catch up on years of coursework, is often the most practical and beneficial option. Recognizing the efforts and achievements of these students by including those who earn a GED within their expected graduation time frame as graduates, rather than labeling them as dropouts, ensures a more accurate reflection of the district's educational outcomes. This adjustment would better account for the diverse educational pathways students may take and acknowledge their commitment to completing their education.

CASB supports the modification of the official graduation rate calculation to include students who successfully complete their GED before the expiration of their four-year high school term.

Background and Rationale: Students who transfer into a Colorado school district from a different state or country during their junior or senior years often face significant challenges in meeting the state's graduation requirements. These students frequently come from places where their previous coursework may not align with Colorado's standards, or they arrive with so few high school credits that it is impossible for them to complete the graduation requirements within their final two years. For these students, enrolling in a high school equivalency program, rather than attempting to catch up on years of coursework, is often the most practical and beneficial option. Recognizing the efforts and achievements of these students by including those who earn a GED within their expected graduation time frame as graduates, rather than labeling them as dropouts, ensures a more accurate reflection of the district's educational outcomes. This adjustment would better account for the diverse educational pathways students may take and acknowledge their commitment to completing their education.

Submitted by — St. Vrain Valley Board of Education

Resolution #4

Resolution: Increase Required Instructional Hours

CASB supports increasing the state's required instructional hours to ensure that every student has access to comprehensive learning opportunities that prepare them for future success.

Rationale Statement:

Increasing instructional hours in Colorado high schools is essential to providing students with a strong educational foundation. Currently, Colorado's minimum school year requirement is 160 days (1080 hours), which is the lowest in the country. Most states have a minimum of 180 days, with Kansas having the highest at 186 days for kindergarten through 11th grade. This proposal reflects Colorado's commitment to raising academic standards and empowering students to reach their full potential. By expanding instructional time, we demonstrate our belief in students' abilities to meet and exceed higher expectations. More instructional time allows for deeper exploration of subjects, enhancing students' understanding and retention of material. This additional time can be particularly beneficial in subjects that require more practice and reinforcement, such as math and science. It will also help reduce learning loss and improve information retention. It allows for the integration of critical skills-based lessons, such as computer science, work-based learning, and concurrent enrollment offerings into the curriculum, ensuring that students are better prepared for the demands of the modern workforce.

Local Governance

Submitted by — Adams 12 Five Star Schools

Resolution #5

Forwarded with a Favorable Recommendation

Resolution: Mental Health

CASB urges the General Assembly to modify current law on Mental Health Residential Facilities(C.R.S. 27-71-101, et seq.) "When determining appropriate locations for Mental Health Residential Facilities, the department shall comply with local regulations regarding any distance restrictions for temporary or permanent residences of individuals required to register their residence under the Colorado Sex Offender Registration Act, C.R.S. section 16-22-101, et seq.

Rationale Statement:

The City of Northglenn learned the State plans a new use of the buildings at 11255 and 11275 Grant Drive in Northglenn, CO. This property was previously a senior care facility. The State of Colorado Office of Civil & Forensic Mental Health plans to establish a Mental Health Transitional Living (MHTL) Home at this location. It is the City's understanding that this facility will support individuals leaving a mental health facility to meet requirements of House Bill 22-1303. Registered sex offenders were initially eligible to reside at the location, but as of April 12 the State has agreed NOT to house sex offenders at this facility. On April 8, City Council unanimously passed an emergency ordinance, CB-2022 Amending Prohibited Residency of Sex Offenders, prohibiting registered sex offenders from residing within 1000 feet of a school. Though the state is not required to follow this municipal ordinance, this change was made to (1) send a message the City does not feel this location is appropriate to house sex offenders, and (2) if a state law is passed requiring MHTL Homes to follow municipal code, there can be no sex offenders at this location. Council also unanimously passed a resolution, CR-93 Opposing the Location of a Mental Health Transitional Living Home at 11255 & 11275 Grant Drive.

Finance

Resolution #6

Resolution: Mill Levy Override Equity

The Colorado Association of School Boards (CASB) supports closing the funding inequities faced by low-property wealth districts. As the override mill levy match working group considers modifying the override mill levy match adjustments to the current mill, CASB supports including variations in assessed valuation per pupil and the local inequities of neighboring districts in the formula. To fully understand the formula and its drivers the methodology must be transparent, predictable, stable, and easily understood by a layperson. The formula requires modifying to meet the original intent of the legislation, to address the funding inequities faced by low-property wealth districts without compounding the issue by isolating the impacts to very few regions of the state.

Rationale Statement:

SB22-202 was designed to mitigate mill levy override inequities and encourage communities to pass mill levy overrides. However, the implementation has resulted in unpredictable funding allocations, making financial planning challenging for many districts. For instance, in FY22-23, the state allocated \$10,000,000 to 30 districts, but in FY23-24, it allocated \$21,137,641 to only 22 districts, with 81% of these funds going to three districts. The volatility continues with a projected \$15,715,539 to only 20 districts for FY24-25, again disproportionately benefiting the same three districts, which are projected to receive 84% of the allocation. Moreover, “property-poor” districts struggle to compete with wealthier neighboring districts regarding staff compensation and student programming. For example, mill levy override revenue generated with one mill per funded pupil ranges drastically from \$12 to \$9,500. These disparities create significant inequities for students and staff since our system allows school districts to increase their funding by 25-30 percent more than their peers.

Submitted by — St. Vrain Valley Board of Education

Resolution #7

Forwarded with a Favorable Recommendation

Resolution: Updates to the Colorado Public Schools Contract Act

CASB supports updating the Colorado Public School Contracts Act, section 22-1-135, C.R.S., to include a provision requiring third-party vendors that contract with schools to indemnify schools and districts for failing to comply with Colorado’s accessibility standards.

Rationale Statement:

The legislature passed HB22-1252, specifying specific terms that must be included in all vendor contracts with Colorado public schools. The legislature passed HB21-1110 and SB23-244, requiring all public entities and state agencies, including school districts, to comply with digital accessibility standards promulgated by the Colorado Office of Information Technology. Failure to follow these standards is a violation of Colorado’s anti-discrimination laws. Starting July 1, 2025, not following these standards may lead to a \$3,500 fine for each violation. The accessibility standards also apply to third-party vendors working with school districts. The proposed change to the Colorado Public Schools Contract Act would require that, if a school district is sued due to a third-party vendor not complying with the standards, the vendor must cover any penalties the district faces.

This map illustrates the geographical distribution of school districts across Colorado, categorized into 12 numbered regions. Each region is color-coded and contains numerous school districts, many of which are labeled with their names and county affiliations. For example, Region 1 (teal) includes districts like Poudre School District and Weld County. Region 2 (purple) includes districts like Arapahoe and Adams. Region 3 (orange) includes districts like Jefferson and El Paso. Region 4 (blue) includes districts like Denver Public Schools and Aurora. Region 5 (yellow) includes districts like Boulder and Larimer. Region 6 (light blue) includes districts like Pueblo and Conejos. Region 7 (brown) includes districts like Montezuma and Silverton. Region 8 (pink) includes districts like Delta and Montrose. Region 9 (green) includes districts like Archuleta and San Juan. Region 10 (dark blue) includes districts like Garfield and Hinsdale. Region 11 (light purple) includes districts like Montezuma and Silverton. Region 12 (dark red) includes districts like Montezuma and Silverton.

REGION 1

Akron R-1
Arickaree R-2 Fleming
School District Haxtun
RE-2J Holyoke Re-1J
Idalia RJ-3 Julesburg
RE-1 Liberty J-4
Lone Star #101 Morgan
County RE-3 Otis R-3
Pawnee RE-12 Peetz
Plateau RE-5 Prairie
RE-11J
RE-1 Valley
Revere School District
Weld County RE-10
Weldon Valley RE-20J
Wiggins RE-50J Wray
RD-2
Yuma 1

REGION 2

Agate 300
Arriba-Flagler CSD #20
Bennett 29J
Bethune Schools
Big Sandy 100J
Burlington RE-6J
Byers 32-J
Calhan RJ1
Cheyenne County RE-5
Deer Trail 26J
Edison #54JT
Elbert #200
Elbert County C-2
Elizabeth School District
Genoa-Hugo C-113
Hi-Plains R-23
Karval RE-23
Kiowa RE-1
Kit Carson R-1
Limon Public Schools
Miami Yoder JT-60
Plainview RE-2
Strasburg #31J
Stratton R-4
Woodlin R-104

REGION 3

Aguilar RE-6
Branson RE-82
Campo RE-6
Cheraw #31
Crowley County RE-1J
East Otero School District R-1
Fowler R4J
Granada RE-1
Hoehne RE-3
Holly RE-3
Kim R-88
Lamar RE-2
Las Animas No. RE-1
Manzanola 3J
McClave RE-2
Primero RE-2
Pritchett RE-3
Rocky Ford R2
Springfield RE-4
Swink #33
Trinidad #1
Vilas RE-5
Walsh RE-1
Wiley RE13 Jt.

REGION 4

Eaton RE-2
Estes Park R-3
Poudre R-1
St. Vrain Valley RE-1J
Thompson R2-J
Weld County RE-3(J)
Weld County 6
Weld RE-5J
Weld RE-1
Weld RE-4
Weld RE-7
Weld RE-8
Weld RE-9

REGION 5

Adams 12 Five Star Schools
Adams 14
Boulder Valley School District
School District 27J
Englewood Schools
Littleton Public Schools
Mapleton Public Schools
Sheridan Schools
Westminster School

REGION 6

Academy District 20
Cañon City RE-1
Cheyenne Mountain 12
Colorado Springs 11
Cripple Creek-Victor RE-1
CSDB
Custer County C-1
Ellicott 22
Falcon 49
Fountain-Fort Carson 8
Fremont RE-2
Hanover 28
Harrison 2
Huerfano RE-1
La Veta RE-2
Lewis-Palmer 38
Manitou Springs 14
Peyton 23-Jt
Pueblo No. 60
Pueblo No. 70
Widefield 3

REGION 7

East Grand Schools
Hayden Schools
Moffat County RE-1
North Park R-1
South Routt RE-3
Steamboat Springs RE-2
West Grand 1-JT

REGION 8

Buena Vista R-31
Clear Creek RE-1
Cotopaxi RE-3
Eagle County RE-50J
Gilpin County RE-1
Lake County R-1
Park RE-2
Platte Canyon No. 1
Salida R-32-J
Summit School District

REGION 9

Alamosa RE-11J
Centennial R-1
Center Consolidated 26JT
Creede School District
Moffat Consolidated #2
Monte Vista Schools
Mountain Valley RE-1
North Conejos RE-1J
Sanford School District
Sangre de Cristo RE-22J
Sargent RE-33J
Sierra Grande R-30
South Conejos RE-10
Upper Rio Grande

REGION 10

Aspen School District
DeBeque 49-JT
Garfield RE-2
Garfield 16
Meeker RE-1
Mesa County Valley #51
Plateau Valley #50
Rangely RE-4
Roaring Fork RE-1

REGION 11

Delta County 50J
Gunnison Watershed RE1J
Hinsdale County RE-1
Montrose County RE-1J
Norwood Public Schools
Ouray R-1
Ridgway School R-2
Telluride R-1
West End Schools RE-2

REGION 12

Archuleta 50J
Bayfield 10 Jt-R
Dolores County RE-2(J)
Dolores RE-4A
Durango 9-R
Ignacio 11-JT
Mancos RE-6
Montezuma-Cortez RE-1
Silverton Public Schools

Region 13

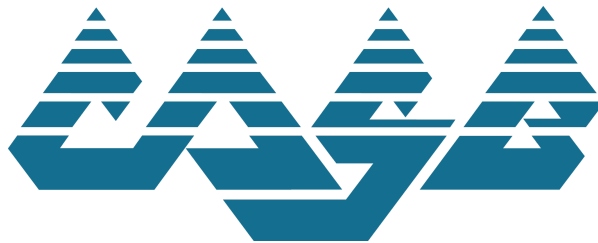
Aurora Public Schools
Cherry Creek Schools
Denver Public Schools
Douglas County RE-1
Jefferson County Schools

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.



Colorado Association of School Boards

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