



77th Annual Delegate Assembly

Saturday, October 14, 2017
8:30 a.m. – Noon

Denver Marriott South
at Park Meadows
Denver, CO



Colorado Association of School Boards
CASB.org



Dear CASB Member,

The 2017 Resolution Book for this year's Delegate Assembly builds on the work from last year when a leaner, more compact book was produced. The streamlining of the Resolution Book was directed by your CASB Board of Directors in an attempt to make resolutions more accessible.

Starting this year, only the standing resolutions will “roll over” from year to year. The standing resolutions highlight the foundational elements of the CASB legislative platform. Having the CASB membership submit new legislative resolutions every year will ensure that resolutions reflect the current issues and concerns of Colorado boards of education.

In the spirit of continuous improvement, if you have feedback about the revised book, the resolutions process or the delegate assembly, please share your ideas with a CASB board or staff member. Thank you for your active participation in the 2017 Delegate Assembly and your commitment to serving students through your local board work.

Sincerely,

A handwritten signature in black ink that reads "Carrie Warren-Gully". The signature is written in a cursive, flowing style.

Carrie Warren Gully
CASB President



Note: CASB will send one hard copy of this booklet to each school board via the superintendent secretary. A PDF is available for download on CASB's website at www.casb.org.

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 policy-makers. Working with CASB's advocacy staff and the Legislative Resolutions Committee, 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 12 geographic regions throughout Colorado (see pages 11-12). 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 charts 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 & Responsibilities

- Attend two annual Delegate Assembly meetings (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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2017 CASB Legislative Resolutions Committee

Chair: Doug Lidiak	Weld County 6		
Jo Ann Baxter	Moffat County RE-1	Ryan McCoy	Westminster Public Schools
Scott Curley	McClave RE-2	Mike McGinley	East Grand School District
John Diller	Agate 300	Patricia Milner	Pueblo City Schools
Regina "Jo" Dorenkamp	Granada RE-1	Kelly Perez	Littleton Public Schools
Matthew Hamilton	Roaring Fork RE-1	Greg Piotraschke	School District 27J
Christi Herrick	Liberty J-4	Paul Reich	Telluride R-1
Daniele Hillyer	Bayfield 10 Jt-R	John Sampson	Strasburg 31J
Pam Howard	Thompson R2-J	Tammy Smith	Delta County 50J
Beth Huber	Woodland Park Re-2	Jaye Sudar	Huerfano Re-1
Mike Johnson	Denver Public Schools	Linda Van Matre	Academy District 20
Cathy Kipp	Poudre R-1	Arlan Van Ry	Alamosa Re-11J
Tessa Kirchner	Eagle County Schools		
Monty Lee	Custer County C-1		

Ex-Officio

Carrie Warren-Gully	<i>CASB Board President</i>	Littleton Public Schools
Anne Guettler	<i>FRN Chair</i>	Garfield Re-2

Friends of Legislative Resolutions Committee

Dale McCall	Colorado BOCES Association
Michelle Murphy	Colorado Rural Schools Alliance

Colorado Council of School Board Attorneys

Jerome DeHerrera	Denver Public Schools
Kathleen Gebhardt	Boulder Valley School District
Adele Reester	Lyons Gaddis Kahn Hall Jeffers Dworak & Grant, P.C.
Toni Wehman	Caplan and Earnest LLC

CASB Legislative Contacts

Matt Cook	CASB Director of Public Policy & Advocacy
Jenna Zerylnick	CASB Legal Counsel

Delegate Assembly Agenda

- 7:30 – 8:30 a.m. Breakfast and Networking
- 8:30 a.m. – Noon Delegate Assembly convenes
Report of the CASB President
Report of the CASB Executive Director
Adopt rules
Presentation of report from Legislative
Resolutions Committee
- Noon Assembly adjourns

Proposed Rules of Procedure for CASB Delegate Assembly

The rules are adopted at the onset of the deliberations of the Delegate Assembly, at which time they are subject to discussion and amendment.

The following rules of procedure are proposed for adoption by the Delegate Assembly:

1. Except as modified below, the assembly shall operate by the rules prescribed in “Robert’s Rules of Order, Newly Revised.”
2. Amendments to resolutions shall be in writing and presented to the CASB board president or designee prior to discussion of the amendment in the Delegate Assembly. *(See form on opposite page.)*
3. In speaking to a motion, a delegate will be limited to three minutes. A delegate shall identify herself/himself before speaking on an issue.
4. 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.
5. All voting shall be through the electronic voting system or by a show of hands. Actions shall be taken by majority vote of the member boards with a representative present and voting.
6. Any resolution not published and distributed to members in this booklet 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 board 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.

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

A M E N D M E N T

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

Standing Resolutions

Local Governance

- SR1** Colorado's Constitution 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.

- SR2** 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.

- SR3** 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.

Finance

- SR4** 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.

- SR5** 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** 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.

Student Academic Growth and Achievement

- SR7** 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.
- SR8** 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.
- SR9** Colorado school boards' constitutional authority includes the right to develop schools and programs to supplement current programs and ensure student access to diverse learning opportunities.

2018 Legislative Session Resolutions

- 1) The Colorado Association of School Boards recognizes that a structural change is needed in how the State funds K-12 education and other critical state and local programs. This structural change includes addressing the negative impact of constitutional provisions like TABOR and Gallagher, which have put significant strain on the State budget. This has caused the Colorado General Assembly to subject K-12 education to significant budget cuts through the mechanism formerly known as the “negative factor”. Such budget cuts are contrary to the voters’ intent in passing Amendment 23, which called for the State to sustain K-12 education funding at a level equal to the growth in inflation plus enrollment. These budget cuts also significantly threaten the ability for K-12 educators to provide every Colorado child with a thorough and uniform education.

We therefore support actively advocating for the adoption of policies and legislation to provide the General Assembly with greater flexibility in setting the State budget.

Specifically, we support policies that address the structural imbalance within the state budget created by the current constraints of our state constitution.

Rationale: Despite an improvement in Colorado’s economy, the state budget is still facing shortfalls due to the constraints of TABOR and Gallagher. Any policies that ease the strain on the state budget and allow Colorado to invest more money into K-12 education would benefit Poudre School District and all school districts across the state.

Submitted by Poudre School District Board of Education

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- 2) The Colorado Association of School Boards supports allowing Boards of Education to meet in executive session with school district staff for the purpose of determining our positions with respect to employee negotiations.

Rationale: The intent of Proposition 104 was to require employee negotiations to be held in public. PSD has conducted negotiations in public for many years. Not permitting school boards to meet privately to develop their negotiating positions and strategies (as employee groups may do) was not the intent, but merely an unintended consequence of the way the proposition was written. Modifying the law to allow school boards to meet in executive session with school district staff for the purpose of determining bargaining positions, brings fairness back into the negotiation equation for school boards and school districts.

Submitted by Poudre School District Board of Education

- 3) The Colorado Association of School Boards supports repeal of the Claire Davis act.

Rationale: Removing governmental immunity from school districts and holding them responsible for any school shooting or similar disaster not only increases school districts' insurance and other costs, but could have a devastating financial impact upon a school district and consequently negatively impact all of its students. There are no standards for determining what "reasonably foreseeable harm" might be.

Submitted by Poudre School District Board of Education

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- 4) The Colorado Association of School Boards supports the modification of the requirements of SB 191 to allow individual school districts to establish the impact of student test scores anywhere from 20-50 percent in the annual evaluation of teachers.

Rationale: The current requirement that student scores count as 50 percent of annual teacher evaluations reduces local control over educator evaluations.

Submitted by Poudre School District Board of Education

- 5) The Colorado Association of School Boards supports sustainable methods of funding the construction and maintenance of school building and school district facilities. Allowing impact fees to be charged for the purposes of constructing and maintaining schools is one possible solution.

Rationale: No current mechanism currently exists providing an ongoing source of funding for building new schools and school district facilities or to pay for maintenance needs to keep existing school buildings and district facilities in good repair. A long-term, sustainable solution to funding the construction and ongoing maintenance needs of school buildings and district facilities is greatly needed.

Submitted by Poudre School District Board of Education

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- 6) The Colorado Association of School Boards supports full funding of the Individuals with Disabilities Education Act (IDEA).

Rationale: Currently, school districts in Colorado 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.

Submitted by Poudre School District Board of Education

- 7) The Colorado Association of School Boards supports the use of end of course assessments for the state required high school science and social studies exams.

Rationale: Like mathematics, high school students take courses relevant to science and social study exams in different years. This proposal would allow students to take the exams in close proximity to the related course and not years later, or even worse, earlier.

Submitted by Poudre School District Board of Education

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- 8) CASB urges the General Assembly to eliminate existing concurrent enrollment policies and practices that create obstacles for districts wishing to offer college-level courses to high school students. Regional exclusivity should be abandoned at the community college level to create an environment of open competition.

Rationale: The current system of regions for community colleges has created an exclusivity of higher education offering to public schools. Under current practice, high schools must apply to their appointed regional community college to request higher education classes for students who have indicated an interest in a particular class. If the community college denies the request while another community college is willing to grant it, a release must be requested from and granted by the community college that initially denied the class request before the community college that is willing to provide the class can do so. This process is burdensome and, in practice, has limited the course offerings available to students.

In addition, community colleges offer differing tuition and cash reimbursement options for the student's portion of tuition and fees, which some districts choose to pay on the student's behalf. Schools should be allowed the choice to review different contractual arrangements that can be made on a college-by-college basis and then to make the best choice that fits the student's academic and financial needs.

Submitted by Elbert County School District C-2 Board of Education

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- 9) The Colorado General Assembly in cooperation with the Colorado Department of Education will develop and support an ongoing system to determine whether Colorado tax dollars invested in public education are producing measurable improvements in student outcomes.

Rationale: The performance of Colorado’s public pre-kindergarten through grade 12 school system, measured by student achievement, is suboptimal as reflected by international and inter-state comparisons. The Education Week publication gave Colorado public schools a C minus in its “2016 Quality Counts” report. There is a great deal of room for improvement.

Because the relationship between public school spending and student achievement is debated, investments must be linked to measures of student achievement. We are accustomed to thinking of return-on-investment (ROI) in the context of private business. Applying ROI principles to the investment of tax dollars in public education may have both political and performance advantages. In the political arena, constituents would hear from their elected representatives about the extent to which their tax dollars are resulting in measurable improvements in student outcomes. In contrast, elected officials report to their constituents that “we don’t have good data on student achievement tied to tax expenditures; but, trust me, I am spending your tax dollars wisely.”

Furthermore, directly linking funding to student outcomes will likely improve student achievement over time. Publicly shared achievement results are a strong motivator of efforts to improve. If schools believe that funding is tied to performance, and if legislators can share ROI numbers with their constituents, it seems probable that the relationships between policymakers and school administrators also will improve. One additional point is that a new focus on ROI opens up opportunities for locally controlled experimentation at the district or regional levels. With flexibility across districts, we can rapidly learn which investments produce positive results and which do not.

Submitted by La Veta School District RE-2 Board of Education

10) The Colorado General Assembly will develop and support a school funding system that provides equitable per-pupil funding across districts. Development of an equitable system of funding would necessarily include the following elements:

- The local share of per-pupil funding would vary directly across districts as a function of the total assessed, per-pupil property value in each district.
- An updated school funding formula that is renewed every 5-10 years considering changing educational costs, changing costs of living and changing impacts of economies of scale.

Rationale: There is debate about the actual cost of offering a high quality public education to all of Colorado's children. With the inception of uniform educational standards, we know somewhat more about what is required on the investment side of the value equation. However, there is little debate about inequitable funding across Colorado and about Colorado's ranking among states in per-pupil expenditures and teacher salaries. Colorado ranks 35th among states in school finance and received a D+ in Education Week's "2016 Quality Counts" report. Colorado ranks last among the 50 states in teacher pay when salaries are compared to other professions that require an educational background similar to teachers.

Across Colorado's 178 public school districts, available local resources for public education vary widely, largely because variation in assessed property values and residents' willingness to support public education through mill levy overrides. Variation in taxpayer willingness may result from differing beliefs regarding public education, from tax inequity or from both. The amount of money raised annually by a 0.1% (1 mill) increase in property tax rates ranges across Colorado school districts from \$3,842 to \$13,216,940. For example, if the districts at the extremes of this range need to raise \$1M for a new school library, one district would require a 26 mill property tax levy compared to a 0.076 mill levy in the wealthier district. For a homeowner whose assessed property value is \$100,000, this translates to an increase in this resident's tax bill of \$2,600 in the case of the poorer district and an increase of \$7.60 for the same home value in the wealthier district.

In Colorado, "total program" funding (a misnomer because "total program" from the district perspective relates poorly to total, available per-pupil revenue) is a combination of district property school tax revenue plus state funding to equalize per-pupil "total program" revenue across Colorado's 178 public school districts. State equalization funds include funds collected from district residents in the form of state sales and income taxes. Because "total program" funding in Colorado is equalized does not mean that per-pupil funding is equal across the state. Several other sources of funding must be considered to determine variation in per-pupil funding across districts. These additional sources include mill levy overrides, district bond issues, school-associated foundations, grants and others. As illustrated in the school library example above, among the largest available sources of additional revenue at the district level are mill levy overrides.

An important additional source of revenue variation at the district level is that embedded in Colorado's 1994 school financing formula which mandates adjustments for student need, economies of scale, cost of living and personnel differences. In FY2011, the financing formula was modified by adding a "negative factor" which allows annual adjustments for state revenue shortfalls. The so-called "negative factor" created a peculiar policy situation in which the CO legislature first uses the 1994 formula to determine how much is needed to provide adequate and equitable per-pupil funding across the state. After evaluating budget requests from all state departments, the legislature adjusts K-12 revenue to balance the budget. The result of this process allows underfunding of public schools in order to balance the state budget.

Colorado's school funding formula was developed more than 20 years ago. Surely, costs and their distribution across districts have changed over this time period. For example, as new approaches to special and gifted student education have changed dramatically, the costs associated with these activities are quite different from what they were 20 years ago. Similarly, the ways that all schools are required by regulations to be led and managed have changed dramatically. Regardless of district size, a large portion of legislative mandates apply equally to all schools. It is likely that the adjustments for economies of scale, for example, estimated in 1994 no longer apply 23 years later.

There are a number of approaches that could be considered to increase equity in education funding across the state. First, Colorado's school finance formula could be revisited to account for 21st century realities. Second, variations in tax burden across Colorado's 178 school districts could be accounted for in future school funding legislation or referenda. For example, the share of per pupil revenue that comes from local property taxes could vary in proportion to per-pupil, assessed valuation within each district. In concert with a widely expressed desire for increased local control of education and equal per-pupil funding across the state, districts with a higher per pupil valuation would pay a larger local share of per-pupil funding compared to the state share. Such an arrangement could decrease the state's reliance on sales and income taxes for public education and allow districts with lower local assessed per-pupil valuation to receive a relatively larger share of state support. Of course, districts could still pursue mill levy overrides, but these would be less attractive because base property tax rates would now be higher in wealthier districts whose residents likely also pay higher income and sales taxes.

Let's examine two extremes to illustrate how this might work. A district with a \$1,000,000 per-pupil assessed valuation could raise \$1,000 per mill per student and would likely have a relatively smaller millage. In comparison, a district with a \$10,000 per pupil valuation could only raise \$10 per mill and might have a higher millage. If the cost of an evidence-based, effective education were \$15,000 per student, the wealthier district could raise the total cost of education with a 15 mill levy (1.5%). A 15 mill levy in the less wealthy district would only raise \$150 per student and that district would receive state support. One would want to develop a relationship between state and local funding that raised equitable and effective, cost-of-living adjusted, per-pupil revenue and minimized the relative tax burden on both districts and the state.

Given the current state of inequitable funding, it may be possible to develop a better system in which funding of high quality education is perceived by all, wealthy and not, to be both fair and effective.

Submitted by La Veta School District RE-2 Board of Education

- 11)** The Legislature shall direct the Colorado Department of Education to collaborate with district or charter school boards of education and superintendents (as well as their professional associations, CASE and CASB respectively), to develop a system for counting student enrollment that is more equitable than the current single-day “October-count” model.

Rationale: Adding a second enrollment count day in February would allow districts to make mid-term adjustments to aid when students come and go during the school year. Educating children isn't based on an annual decision. Month-to-month or day-to-day decisions are necessary which may require different resources. Many school districts recognize a significant amount of growth after the October count. Educational funding should be supported for those new students.

Submitted by Falcon District 49 Board of Education

12) CASB urges the United States Congress to amend the Drug Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoid oils to students on school grounds under medical supervision when prescribed by a treating physician.

Rationale: Students with significant medical needs are migrating to Colorado to pursue treatment with non-psychoactive cannabinoid oil for intractable medical conditions such as Dravet's syndrome. Mainstream medical facilities like Children's Hospital and Memorial Hospital are allowing administration of cannabinoid oils to children in their facilities under compassionate care policies.

HB16-1373 allows a student to use medical marijuana on school grounds, on a school bus, or at a school activity if the student's primary caregiver possesses and administers medical marijuana in a non-smokable form to the student. The primary caregiver shall not administer the medical marijuana in a manner that is disruptive to the educational environment or causes exposure to other students. After the primary caregiver administers the medical marijuana, the primary caregiver shall remove any remaining medical marijuana from the grounds of the preschool or primary or secondary school, the school bus, or school sponsored event. The act allows a school district to adopt policies regarding who may be a primary caregiver and the permissible circumstances regarding the administration of the medical marijuana. Providing an exception would allow the schools to apply the same constraints used for the administration of all other medications during the school day which would increase overall student safety.

Submitted by Falcon District 49 Board of Education

13) Reallocate revenue from marijuana retail sales to school districts for high needs special education students.

Rationale: Most of the marijuana taxes collected go into the state general fund. Districts must pay a disproportionate share of special needs education expenses for students using cannabinoid products, which can wreak havoc with their budgets. Increasing funding for all students who receive special education services directly impacts those who are directly affected by the sale of these products.

Submitted by Falcon District 49 Board of Education

14) CASB supports full federal funding of the Individuals with Disabilities Education Act (IDEA).

Rationale: 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.

Submitted by Falcon District 49 Board of Education

15) CASB urges the General Assembly to grant automatically and unconditionally to all public school districts the identical, automatic waivers and relief from statutes and regulations currently enjoyed by charter schools.

Rationale: Charter schools are currently granted, by law, 15 automatic waivers from state statutes and regulations to which all remaining public schools must adhere. Many of these restrictions create obstacles to flexible and innovative teaching, are extremely expensive to implement, and require significant staff time to ensure compliance and mandated reporting. If waiving these regulations improves educational outcomes for charter school students by eliminating bureaucracy and allowing valuable resources to be focused on student achievement, it stands to reason that all public school students should receive equal benefit and consideration.

Submitted by Academy District 20 Board of Education

16) CASB urges the State Board of Education to revise School Performance Frameworks (SPFs) to provide equity statewide for homogeneous and non-homogeneous student populations in addition to matriculation requirements.

Rationale: The latest SPF is biased towards homogeneous student populations. Populations with at-risk, ELL, Free and Reduced Lunch students can be penalized or rewarded up to four (4) times per student which greatly impacts ratings. The growth weighting should also be re-assessed. While achievement provides a snapshot in time, growth “shows a deeper story of a student’s progress over time -- not simply where they are now. This means that, despite scoring above/below standard, students can show progress and be recognized for their achievement.”(WY DOE)

Matriculation currently only assesses enrollment into career and technical education programs, etc., in the school year immediately following graduation. Post-secondary success should include acceptance because students who graduate with the aptitude for continued education may not have access OR means to attend/ complete a program (e.g., students who cannot afford post-secondary expenses and must begin careers will be penalized even if students are academically prepared) creating economic discrepancies. These issues reside with legislation in statute and with the State Board/CDE in directives (possibly addressed only with CDE within the current statutory framework). If CDE doesn’t have the flexibility to address within the confines of current statute, we recommend the law be changed so that matriculation is based on “acceptance into postsecondary” as opposed to officially enrolling. Schools cannot impact life experiences of what happens beyond graduation, but they can pave the way and ensure all students have the option.

Submitted by Summit School District Board of Education

17) Colorado school boards will work to develop policies to protect all students regardless of immigration status.

Rationale: School should foster an environment of learning, that is a shelter from outside influences. For example, students whose parents are undocumented immigrants typically face trauma which leads to an inability to learn and unimaginable choices.

The Colorado General Assembly should consider the following items when developing legislation impacting public education and immigration issues:

- *recognize that access to K-12 education is a civil right.*
- *reassure students of the protection provided by their schools.*
- *clarify procedures for law enforcement.*
- *provide information for support of families and staff.*
- *ensure safety for all students.*

Submitted by Summit School District Board of Education

18) CASB encourages Colorado school boards to continue to expand social-emotional health supports within Colorado schools. The requirements to educate “the whole child” requires thoughtful legislation, and increased and sustainable funding.

Rationale: Communities continue to see increased suicide rates and mental/behavioral health issues in our student populations which surpass our capacity to treat all students in need and to train all personnel to the level needed for initial response actions and follow-up on response actions. The United Health Foundation 2015 Annual Report, ranks Colorado at 35-43 out of 50 states (70-86 percentile) in terms of suicide, drug- and alcohol-related deaths, and alcohol/drug use in the nation. Focus needs to be on our youth to provide educational, social and emotional supports (i.e., grit, resilience, coping, good judgement, etc.). Development of these character traits better prepare students for the challenges in our quickly changing and economically growing environment.

Submitted by Summit School District Board of Education

19) CASB encourages the Colorado General Assembly to continue the additional funding of Rural Schools that was approved in SB 17-267 titled the “Sustainability of Rural Colorado.”

Rationale: With the reclassification of Hospital Provider Fee and commensurate lift of oppressive TABOR caps, the one-time funding for rural schools should be continued in coming years. Rural schools often do not have the enrollment to take advantage of economies of scale with respect to staffing and programs. The one-time funding made available through the 2017 legislation should continue in the coming years to fund rural school needs.

Submitted by Summit School District Board of Education

20) CASB encourages revisions to allow the Colorado Department of Education (CDE) flexibility to adjust current timelines for Academic Standard Review. Currently, all 10 content areas are updated in one year, followed by a two-year implementation period; for a total of six years for the entire cycle.

Rationale: Rural schools generally do not have the resources to review all 10 content areas in a single year. A staggered timeline which strategically matches to periodic content updates would help smaller districts handle the workload. A staggered timeline for review of all 10 content areas would also help teachers transition to any new requirements and allow for appropriate professional development which would reduce the stress of implementing these changes.

Submitted by Summit School District Board of Education

21) Give schools choice when they partner with community colleges for concurrent enrollment.

Rationale: Limiting choice based on territory is not always in the best interest of the students. It should be open and a school should be able to choose based on the best offering (value) to the students.

Submitted by Limon Public Schools Board of Education

22) The Colorado Association of School Boards advocate that all annual marijuana excise tax collections be allocated to the Building Excellent Schools Today program, as was the intent of the voting public when recreational marijuana was legalized in Colorado, that these marijuana excise tax dollars are allowed to be used for long term financing of projects, and that the Colorado Department of Education Capital Construction Program also be allowed to allocate additional marijuana excise tax revenues as matching grant awards to support maintenance and operations mill levy override questions passed by school districts.

Rationale: In 2017, more than \$630 million dollars in competitive project grants were submitted to the Colorado Department of Education Capital Construction Program. These requests totaled \$375 million in capital construction grant support. Last year, roughly \$20 million in marijuana excise tax was swept into the state general fund. It is our belief the average voter in Colorado expected these dollars to support school facilities improvements. Only \$70 million was awarded in cash grants and another \$123 million in multi-year lease purchase projects were approved. This left at least \$182 million in unmet needs, almost half of the amount that was requested.

Inflation is increasing construction costs at a rate far greater than education funding is growing. This makes it more difficult for school districts to provide matching funds as required for capital construction grants. The overall amount of capital construction need continues to grow statewide. Funding for capital projects, unlike operations, is still completely dependent on local property wealth, which results in widely varying ability amongst districts to maintain buildings and in many scenarios, prevents districts from undertaking any kind of renovation or new construction.

New and improved learning environments for students and working conditions for staff are proven to have a positive impact on student achievement.

The Building Excellent Schools Today program is the only state capital construction support system for districts with low property wealth.

In 2017, roughly \$20 million in marijuana excise tax was swept into the state general fund. It is our belief the average voter in Colorado expected these dollars to support school facilities improvements. Add to this \$20 million the average two to one local to state match and it means school districts lost the opportunity to conduct approximately \$60 million extra in significant repairs and upgrades.

Being marijuana excise tax dollars are not allowed to be used for long-term financing of projects, 2018 will be the last year the Capital Construction program will have long term financing or COP authority for another decade, and the ability to sell COPs allows BEST to support larger cost projects and build brand new schools in places where this would be impossible because of low property wealth.

Finally, with school districts turning to the strategy of running short term maintenance and operations mill levy override questions, supporting their efforts by allowing voters to get more for their commitment through matching funding could allay the concerns our state budget director has about committing marijuana tax dollars to multi-year financed projects.

Submitted by Cañon City Schools Board of Education

23) CASB supports waiver and funding regulation requirement changes to ease the burden on small rural school districts.

Rationale: The Federal ESSA Plan targets giving control back to the states and local educational agencies. Small rural school districts need flexibility with teacher licensure requirements, competitive bidding services, educational program choices (example-Community College regional mandate) and accepting gifts and donations from outside sources.

Submitted by West End Public School RE-2 Board of Education

24) The Colorado Association of School Boards (CASB) urges the Colorado Governor, General Assembly and the Public Employees Retirement Association (PERA) Board of Trustees to undertake all necessary steps to ensure that PERA remains a sustainable and effective vehicle to provide retirement benefits to its member employees and ensure the financial burden placed on PERA employers does not become a barrier to hiring employees.

Rationale: CASB recognizes the tremendous benefit that the Colorado Public Employee Retirement Association (PERA) provides to more than 560,000 Colorado employees and retirees. In order to continue to provide retirement benefits PERA must take steps to reduce its unfunded liability. Further, the increased employer contributions have burdened local Boards of Education with additional employee costs - and has in fact become an additional obstacle in the recruitment and retention of qualified licensed and non-licensed staff. Suggested reforms to the current PERA system must take into consideration the financial impacts on PERA employers.

Submitted by the Legislative Resolutions Committee

CASB Board of Directors

EXECUTIVE COMMITTEE

Region 5

Carrie Warren-Gully, president
Littleton Public Schools

Region 11

Paul Reich, president-elect
Telluride R-1

Large District

JulieMarie A. Shepherd Macklin, Ph.D.,
immediate past president
Aurora Public Schools

Region 5

Jennie Belval
Boulder Valley School District

Region 5

Kathleen “Kathy” Gebhardt
Boulder Valley School District

Region 6

Monica Peloso
Cheyenne Mountain 12

Region 4

Nancy Sarchet
Weld County RE-1

DIRECTORS

Region 1

Scott Stump
Prairie RE-11J

Region 2

Wendy Pottorff
Limon Public Schools

Region 3

J. Scott Curley
McClave RE-2

Region 4

Debbie Lammers
St. Vrain Valley RE-1J

Doug Lidiak
Weld County 6

Region 6

Jaye Sudar
Huerfano Re-1

Linda Van Matre
Academy District 20

Region 7

Jo Ann Baxter, Ph.D.
Moffat County RE-1

Region 8

Jon DeStefano
Platte Canyon #1

Region 9

Arlan Van Ry
Alamosa Re-11J

Region 10

Anne Guettler
Garfield Re-2

Region 12

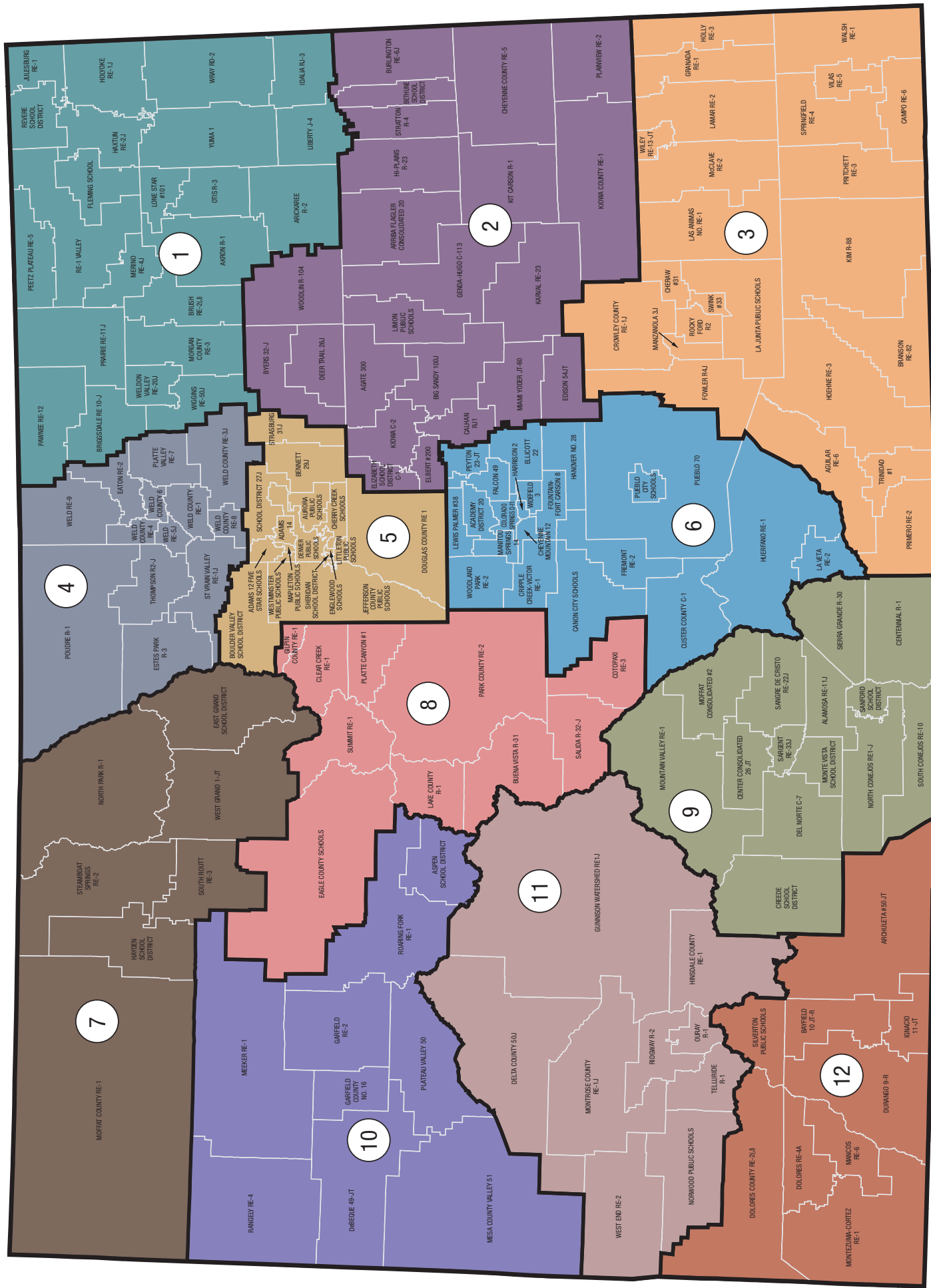
Sherri Wright
Montezuma-Cortez RE-1

Large District

Karen Fisher
Cherry Creek Schools

Mike Johnson
Denver Public Schools

Kathy Plomer
Adams 12 Five Star Schools



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CASB Districts by Region

1

REGION 1

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

2

REGION 2

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

3

REGION 3

Aguilar Re-6
Branson RE-82
Campo RE-6
Cheraw #31
Crowley County RE-1J
Fowler R4J
Granada RE-1
Hoehne RE-3
Holly RE-3
Kim R-88
La Junta Public Schools
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 Re-13-Jt

4

REGION 4

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

5

REGION 5

Adams 14
Bennett 29J
Boulder Valley School District
Englewood Schools
Littleton Public Schools
Mapleton Public Schools
School District 27J
Sheridan School District
Strasburg 31J
Westminster Public Schools

6

REGION 6

Academy District 20
Canon City Schools
Cheyenne Mountain 12
Colorado School for the Deaf
and the Blind
Colorado Springs D-11
Cripple Creek-Victor RE-1
Custer County C-1
Ellicott 22
Falcon 49
Fountain-Fort Carson 8
Fremont RE-2
Hanover No. 28
Harrison 2
Huerfano Re-1
La Veta RE-2
Lewis Palmer #38
Manitou Springs 14
Peyton 23-Jt
Pueblo 70
Pueblo City Schools
Widfield 3
Woodland Park Re-2

7

REGION 7

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

8

REGION 8

Buena Vista R-31
Clear Creek RE-1
Cotopaxi RE-3
Eagle County Schools
Gilpin County RE-1
Lake County R-1
Park County RE-2
Platte Canyon #1
Salida R-32-J
Summit RE-1

LARGE DISTRICTS

Adams 12 Five Star Schools
Aurora Public Schools
Cherry Creek Schools
Denver Public Schools
Douglas County RE-1
Jefferson County Public Schools

9

REGION 9

Alamosa Re-11J
Centennial R-1
Center Consolidated 26JT
Creede School District
Del Norte C-7
Moffat Consolidated #2
Monte Vista School District
Mountain Valley RE-1
North Conejos RE1-J
Sanford School District
Sangre de Cristo RE-22J
Sargent RE-33J
Sierra Grande R-30
South Conejos RE-10

10

REGION 10

Aspen School District
DeBeque 49-JT
Garfield County No. 16
Garfield Re-2
Meeker RE-1
Mesa County Valley 51
Plateau Valley 50
Rangely RE-4
Roaring Fork RE-1

11

REGION 11

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

12

REGION 12

Archuleta #50 JT
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

Mission Statement

Advancing excellence in public education through effective leadership by locally elected boards of education.

Vision Statement

The Colorado Association of School Boards through leadership, service, training and advocacy prepares local boards of education to advance a system of public schools where all students are challenged to meet their full potential.



Colorado Association of School Boards

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