

Peyton
Schools



District
23 JT

Potential School Board Member's
RESOURCE GUIDE

An Overview Of Responsibilities and
Commitment of Becoming a
School Board Member

Table of Contents

Introduction	3
Who Makes Up a School Board	4
Who Serves on The Board	4
What Is The Board Structure	4
Qualifications for Board Service	4
Legal Authority of School Boards	5
Policymaking	6
Are You a Leader?	7
Roles and Responsibilities	8–10
Roles	8
Vision—Creating a Shared Vision	8
Structure—Establishing a Structure to Achieve the Vision	8
Accountability—Developing Accountability	8
Advocacy—Championing the Vision	8
Responsibilities	9–10
Policymaking	9
Designating the Superintendent	9
Planning, Goal Setting and Evaluation	9
Financial Resources	9
Staffing and Evaluation	9
Instruction	9
School Facilities	10
Students	10
Communication With Various Constituencies	10
Advocacy	10
Adjudication and Investigation	10
Establishing Bylaws or Policy	10
General	10
The Board/Superintendent Team	11–12
Evolution of District Vision and Goals	12
Essential Attributes of an Effective School Board Member	13–14
The Role of Ethics in Public Service	15
Code for Board Member Behavior	15
Your Personal Life	16-17

School Board Member Tips	18
The Hardest Lessons	19
Overview of the Open Meetings Act	20
Open Meetings	20
Executive Sessions	21
The Board’s Agenda	22-24
The Value of an Agenda	22
The Agenda—Foundation of an Effective Meeting	22
Steps in Preparing an Agenda	22
Prioritize Items on the Agenda	22
Focus the Agenda on District Goals and the Big Picture	23
Limit the Number of Agenda Items	23
More on Preparing the Agenda	23
Getting on the Agenda	23
Timed Agenda	23
Summary	24
List of Education Acronyms	25
Glossary	26-36

Introduction

Colorado school board members have the privilege of serving their communities in order to ensure all students have access to high-quality education. School board members have the ability to make positive changes, which affect the lives of students and therefore community members. Dedication, leadership, thoughtful decision-making and collaborative problem-solving are paramount to school board leadership.

Becoming a new school board member, you will have much to learn about the roles and responsibilities of a board member. With the increasing demand for educational excellence and fiscal accountability, the responsibilities of school boards are far more numerous and of greater impact than at any previous time in history. Overnight, the newly initiated are expected to become skilled interpreters of school law, expert personnel managers and vigilant overseers of taxpayer's money. What's more, they are expected to function with the other board members as part of a united team, despite differences in backgrounds, political philosophies, knowledge levels and expertise.

This board introduction handbook is intended to give you an overview of your roles and responsibilities as a board member and to assist you in acquiring the knowledge necessary to be a skilled and effective board member. We hope you will find the information to be valuable as you provide leadership for your community in fulfilling its vision and mission for quality education.

***Thank you for taking
the bold step to become
a school board member!
We are excited for your
interest in pursuing
this challenging and
rewarding responsibility.***



Who Makes Up a School Board

School boards are local government bodies that set policies and adjudicate disputes for local school districts. They are elected to represent the interests of the community and to provide oversight for the raising and expenditure of public funds in support of the community's schools. But how does the board accomplish this vitally important work? The mechanics of board work come down to three simple principles:

- The board works as a group
- The board works in public meetings
- The board works under the law

Who Serves on The Board

Board members may take office by election or appointment and they may choose to serve for many different reasons. Board members might have children in the local schools, or not; they may have family members employed in the schools, or not; they may be employed by businesses that contract with the school district, or not; they may own property in the district, or not. The local electorate determines at the ballot box who will best serve the community's interests.

What Is The Board's Structure

The Peyton School Board is made up of five members. The members are at-large board members.

Qualifications for Board Service

- Live in and a registered elector of the Peyton School District for at least 12 consecutive months prior to election or appointment
- If applicable, a resident of the director district for which the vacancy exists
- 18 years or older
- U.S. citizen
- Never convicted of a sexual offense against a child

Legal Authority of Schools Boards

The official duties of school boards have changed throughout history. One of the primary documents that governs the actions of the school district is the Colorado Revised Statutes. Among other duties, the Colorado Revised Statutes gives each board of education general powers to:

- Oversight of general education
- Oversight of the safety and welfare of students
- Oversight of acquisitions, maintenance and disposal of school property
- Oversight of matters relating to school employees and contractors
- Oversight of joint agreements and cooperative arrangements

Specific provisions in the Colorado Revised Statutes also assign responsibilities to school boards in areas such as:

- Oversight of the curricula and courses taught in the schools
- Employing a superintendent
- Adopting a budget
- Oversight of district transportation for pupils
- Oversight of salaries, schedules, and other conditions of employment

The board of education operates as a corporate body. Individual school board members have no authority to act independently, and can't commit or bind the board by their individual actions. Powers and duties of the board must be exercised by the board as a whole.

For the board of education to take action, the action must be voted on at a public meeting by a majority vote of the members elected to and serving on the board, and a proper record made of the vote. The meeting must be properly convened and comply with proper notice to the board and proper notice to the public (Open Meetings Act).

The regulations that govern how your school board operates are determined by the Department of Education, the State Board of Education, and your own school policies and the bylaws for your board of education. It's important that you are aware of the policies and bylaws that your school board has established and follow them carefully in order to avoid any fines and lawsuits for violations.

Polymaking

Good business practice and, in many instances, the law itself require the board to adopt written policies governing the operations of the schools and to make these policies easily accessible to school employees, parents and the general public.

Because policy making is central to the board's governance and oversight responsibilities, it's imperative that adopted policy be clearly written, up-to-date and legally viable. The board and staff have specific roles in policy development, adoption, implementation, review and evaluation.

- Policy development is a cooperative effort involving the board, the staff and the community.
- Policy adoption is the responsibility of the board.
- Policy implementation is the responsibility of the superintendent and staff.
- Policy review is a responsibility of the board based on information received from the superintendent, staff, community and other resources.

The policy making process should result in policies that (1) reflects the board's intent and articulates a definite course of action; (2) delegates key responsibilities; and (3) declares desired outcomes. Written board policy fosters stability and continuity, establishes a legal record and a legal basis for many board actions, forms the core of the district's written communication system, and provides a framework for the superintendent and staff to confidently assign duties and execute those assignments.



Are You A Leader?

A local board of education has one of the most important responsibilities in our society—helping plan the education of the children in the community. Its decisions affect the lives of students and their parents, the livelihoods of those the district employs and the economic well-being of the community.

At a time when America’s schools and students face greater challenges than ever before, school boards must demonstrate their leadership by focusing on the academic skills and competencies of students that will make them successful citizens in the future. To accomplish this task, boards must be visionary and open to embracing research-based reforms that have resulted in high-performing districts. Do you have the leadership skills necessary to accomplish the enormous progress schools must make? The following characteristics can be found in the highly successful leader.

- 1. Leaders understand what it means and what it takes to be a leader**
Leadership is the act of identifying important goals and then motivating and enabling others to devote themselves and all necessary resources to achievement. It includes summoning one’s self and others to learn and adapt to the new situation represented by the goal.
- 2. Leaders have a vision for their district and it’s future**
Leaders have a vision of the ideal, can articulate this vision to any audience and work diligently to make it a reality. Leaders also know how to build upon and sustain a vision that preceded them.
- 3. Leaders communicate clearly and effectively**
Leaders possess effective writing and presentation skills. They express themselves clearly, and are capable of responding to the hard questions in a public forum. They are also direct and precise questioners, always seeking clarity and understanding.
- 4. Leaders collaborate and cooperate with others**
Leaders communicate high expectations and provide accurate information to foster understanding and maintain trust and confidence. Leaders reach out to others for support and assistance, build partnerships, secure resources and share credit for successes and accomplishments.
- 5. Leaders persevere for the long term vision**
Leaders build institutions that endure. They “stay the course,” maintain focus, anticipate and work to overcome resistance. They create capacity within the organization to achieve and sustain its vision.
- 6. Leaders support, develop and nurture staff**
Leaders set a standard for ethical behavior. They seek diverse perspectives and alternative points of view. They encourage initiative, innovation, collaboration and a strong work ethic. Leaders expect and provide opportunities for staff to engage in continuous personal and professional growth.
- 7. Leaders hold themselves and others responsible and accountable**
Leaders embrace and adhere to comprehensive planning that improves the organization. They use data to determine the present state of the organization, identify root-cause problems, propose solutions and validate accomplishments.
- 8. Leaders never stop learning and honing their skills**
Leaders are introspective and reflective. Leaders ask questions and seek answers. Leaders in education are familiar with current research and best practice, not only in education, but also in related fields.
- 9. Leaders have the courage to take informed risks**
Leaders embrace informed, planned change and recognize that everyone may not support change. Leaders work to win support and are willing to take action in support of their vision, even in the face of opposition.

Roles and Responsibilities

Roles

The National School Boards Association suggests that the four major thrusts of leadership for school boards include the following:

Vision—Creating a Shared Vision

- Board keeps students as the focus of the work of schools
- Board adopts a shared vision based on community beliefs to guide local education
- Board demonstrates its strong commitment to the shared vision and mission by using them to guide decision making and communicating to others

Structure—Establishing a Structure to Achieve the Vision

- Board employs a superintendent and establishes a district management system that enables all people to contribute meaningfully to achieve the vision
- Board establishes district processes to use information and make effective decisions
- Board ensures that long- and short-term plans are developed and annually revised through a process involving extensive participation, information gathering, research and reflection
- Board makes decisions that support student learning and school renewal when it reviews and adopts policies and allocates resources
- Board sets high instructional standards based on the best available information of the knowledge and skills students will need in the future
- Board encourages an environment conducive to innovative approaches to teaching and learning and supportive of continuous renewal of education

Accountability—Developing Accountability to Measure and Communicate How Well the Vision is Being Accomplished

- Board receives regular reports on student progress and needs based on a variety of assessments in order to evaluate the quality and equity of education in the district
- Board evaluates both superintendent and board performance
- Board evaluates progress toward achievement of district long- and short-term goals and ensures that policies and allocation of resources effectively support district vision
- Board periodically reports district progress to community and parents

The role of the board of education is not to run the schools, but to see that they are well run.

Advocacy—Championing the Vision

- Board seeks others who can help expand educational opportunities and meet the needs of the whole child
- Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students
- Board leads in celebrating the achievements of students and others in education

Responsibilities

In order to give the best service to your local community, you will need to develop skills and knowledge in a variety of areas. These include:

Policy making

A board's major function, and the foundation upon which the district's structure is built, is the setting of policy. Policies spell out how the district will operate. They should be based on:

- The board's vision for the district
- Boards don't carry out a policy. The responsibility for implementing policy is delegated to the superintendent.

Designating the Superintendent

The board is responsible for:

- Evaluating the performance of the superintendent

Planning, Goal Setting and Evaluation

The shared community vision is translated into long- and short-range goals. The board establishes the structure to:

- Accomplish the vision with input from community, staff, parents and students
- Evaluation is the mechanism by which boards are held accountable to the public for the goals that are set for education in their communities

Financial Resources

The board approves and adopts the budget

- Much of the responsibility for establishing a structure for the district is affected by this budget

Staffing and Evaluation

The board is responsible for establishing policy that governs:

- Salaries and salary schedules
- Terms and conditions of employment
- Fringe benefits
- Leave
- In-service training

In most districts, the board delegates the tasks of recruiting, recommending for hire, evaluating, promoting and disciplining staff (in accordance with board policy) to the superintendent.

Instruction

The board, working with the superintendent and staff, must:

- Set clear expectations or standards
- Adopt policies based on instructional programs

***Boards don't
carry out a policy.
The responsibility for
implementing policy
is delegated to the
superintendent.***

School Facilities

The board is responsible for determining school facility needs and:

- Communicating those needs to the community
- Purchasing, disposing of or leasing school sites
- Approving building plans that will support the educational programs

Students

The board can accept, modify or reject policies recommended by the superintendent regarding school:

- Admissions
- Placement
- Promotion
- Attendance
- Expulsion
- Suspension
- Graduation
- Conduct
- Discipline
- Safety
- Health services
- Food services
- Transportation services

Communication With Various Constituencies

The board is responsible to maintain an ongoing two-way communication with:

- School staff
- Students
- Members of the community

Advocacy

Board members, both individually and collectively, need to serve as advocates for children.

Adjudication and Investigation

The board may have to hear appeals from staff members or students on issues that involve board policy implementation.

Establishing Bylaws or Policy

The board is responsible for:

- Procedures for the operation of the board
- Election of officers
- Reviewing and evaluating board operations and performances
- Establishing and maintaining effective board-superintendent relations

General

Other activities include:

- Establishing procedures for the operation of the board
- Electing board officers
- Retaining an attorney or law firm for the school district
- Setting strategy and coordinating litigation decisions when the school district is involved in a lawsuit
- Establishing and maintaining effective board/superintendent relations
- Periodically reviewing and evaluating board operations and performance
- Working with (as well as authorizing the administration to work with) city, county and other government and non government officials and agencies

The Board/Superintendent Team

The board and superintendent have very distinct and separate roles. Together they form the district's leadership team. Before an effective working relationship is established, a superintendent and board must develop a mutual understanding of their respective roles, then review and validate this understanding on a regular basis. An honest and candid discussion of the functions of each entity will greatly enhance the partnership between the superintendent and the board.

As superintendent of the school district, the superintendent is responsible for:

- A. Implementing policy set by the board
- B. Making recommendations to the board based on his/her best educational knowledge regarding:
 - Personnel
 - Vision
 - Curriculum
 - Plan
 - Budget
 - Security/Safety
- C. Informing the board of all vital matters pertaining to the school district
- D. Developing and maintaining an efficient and effective management system for the school district
- E. Delegating appropriate responsibilities and assigning duties to other employees of the district, but ultimately being accountable for their actions
- F. Recommending all candidates for employment and being directly and indirectly responsible for their administration
- G. Developing and improving instructional programming of the school including being alert to advances and improvements in educational programming
- H. Preparing and submitting a preliminary budget to the board and managing the financial operations of the school district
- I. Developing and implementing an efficient and effective Security/Safety program for all buildings

Research has shown that a positive working relationship between the board and the superintendent can directly impact student achievement in the district. It's fairly easy to surmise that if there is continual acrimony and disruption between the board and the superintendent, very little will be accomplished in the district and students will be negatively impacted by the lack of harmony and cohesiveness. There are several actions that boards and superintendents can take to ensure a good working relationship will exist.

Full Disclosure: The cornerstone of a strong board-superintendent partnership is the frank disclosure of school problems to the board members. Complete and thorough disclosure requires the superintendent be open and receptive to inquiries from members of the board, that she/he be knowledgeable about the district's activities, and that she/he provide information as quickly as possible.

Frequent Two-Way Communication: The superintendent should provide timely oral and written communications of pending or emergency items. Board members should reciprocate, immediately informing the superintendent of citizen concerns.

The board must be well informed to make wise decisions. The superintendent is responsible for keeping board members informed on an ongoing basis (not just at meetings). Before major decisions are made, board members should have an opportunity to read background information, examine alternatives and consider the implications of alternative actions.

Careful Planning: No one enjoys surprises and careful planning will avoid the majority of them. The superintendent and the board should plan together. Planning begins with the board adopting yearly objectives for the district, by which the board provides direction for the superintendent. The superintendent oversees the implementation of the objectives. An excellent approach to global planning that involves the community is strategic planning.

Informal Interaction: The superintendent must interact regularly with board members. They should attend conferences together and participate in school activities. Through such informal interaction they become more sensitive to each other's interests and values without, of course, breaching professional relationships.

Periodic Evaluation: The superintendent and the board should evaluate the work of the school district at sessions scheduled throughout the year. Periodic evaluations, in addition to the regularly scheduled formal annual evaluation, keeps the board apprised of the progress on district goals. At these meetings the board should evaluate the superintendent, discuss the relationship between the board and the superintendent and agree to any modifications necessary.

Mutual Support: Both parties need support from the other. A strong partnership is strengthened when board members support the superintendent from unjust criticism and the superintendent, in turn, board members from unwarranted accusations.

Evolution of District Vision and Goals

1. Adopt Vision and Goals
2. Develop Plans and Regulations
3. Write and Adopt Policies
4. Oversight of Operations - Train and Implement
5. Evaluate Progress



Essential Attributes of an Effective School Board Member

Even the most experienced board members never stop learning the technical details of the job, and those that successful learn early that being effective requires more than knowing the details of the tenure law or how to interpret the budget. Being a successful board member begins with a genuine commitment to striving for high-quality public education that supports the full development of all children. There are certain skills and attributes that are consistently present in effective board of education members. Here are some steps to consider:

1. **Be prepared to participate responsibly. *Do your homework, come prepared to work.*** Remember that sometimes the work is to listen, agree and disagree as your values dictate, and accept that the group decision is legitimate even if it's not your personal choice. ***It's not acceptable to have opinions and not express them.***
2. **Focus on serving all children of the district.** Ensure every deliberation, decision and action reflects the best interests of every student you serve. No child is more important than another.
3. **Remember that your identity is with the community, not the staff.** It's easy to identify with staff as you probably will have more discussions with them about issues. But you must remember that your job is to serve in trust for the community.
4. **Represent the community, not a single constituency.** You will understand and/or identify with certain constituencies (parents, neighborhoods or communities, special ed, etc.), but you **MUST** remember that being a board member means serving in trust for the entire community. There's no way five people can provide a spokesperson for every constituency or legitimate interest, so in a moral sense you must stand for them all. You can be **FROM** a constituency, but you must not let yourself **REPRESENT** it.
5. **Be responsible for group behavior and productivity.** You are responsible for not only yourself but the group. If the group doesn't do its job, meddles in administration or breaks its own rules, you personally share that responsibility. Support listening and genuine interaction.
6. **Honor divergent opinions without being intimidated by them.** You are obligated to express your honest opinions on issues, and so are each of the other board members. Encourage your colleagues to speak their opinions and listen to them carefully and respectfully. But don't allow yourself to be intimidated by louder or more insistent board members.
7. **Use your special expertise to inform your colleagues' wisdom.** If you have special expertise (law, accounting, construction, etc.) Remember that you're **NOT** personally responsible for decisions relating to that area. Use your expertise to help inform your colleagues (i.e., help them understand what fiscal health looks like versus fiscal jeopardy), but don't assume sole responsibility for those decisions. Also remember that you're not on the board to help the staff or even advise them with your special expertise. Your job as a board member is to govern. If you wish to offer your help as an expert, make sure that all parties know you are acting as a volunteer, not a board member, and remember that asking for or accepting your help is a staff prerogative, not yours. Spark collaborative learning and the refinement (not just expression) of opinion.
8. **Think upward and outward more than downward and inward.** There is a great temptation to focus on what goes on with management and staff instead of what difference the district should make in the larger world. This requires ignoring the minutiae or details in order to examine, question and define the big picture. The latter is a daunting and awesome task, but it's board work—governance!

9. **Support the board's final choice.** No matter which way you voted, you are obligated to support the board in its decision. This doesn't mean you have to pretend to agree with it. You may maintain the integrity of your dissent. What you support is the legitimacy of the choice even though you don't agree. For example, you will support without reservation that the superintendent must follow the formal board decision, not your personal preference.
10. **Don't mistake form for substance.** Don't confuse having financial reports for having sound finances or having a public relations committee for having good public relations. Beware of the trap of having procedures rather than substance.
11. **Don't expect agendas to be built on your interests.** The board's agenda shouldn't be a laundry list of individual member interests but a plan for taking care of the governance of the district. Being a community trustee is very different from seeing the organization as your personal possession. The board job must be designed to insure that the right of the entire community is faithfully served in the determination of what the district should accomplish.
12. **Squelch your individual points of view during monitoring.** Your own values count when the board is creating policies. But when you monitor the performance of the superintendent or the success of programs, etc., you must refer to the criteria the corporate board decided, not what your opinion was about those criteria. And as you review the criteria, your monitoring shouldn't be based on whether things were done the way you would have done them, but whether they were a reasonable interpretation of the board's policy. Build capacity for wisdom, collaborative action and co-creation.
13. **Continuously ask of yourself and the board, "Is this board work?"** The deliberations of the board must add value. They must deal with fundamental, long-term issues that require the wisdom and decision making of a diverse group of five people who look at the whole—not just at pieces or the issue du jour.



The Role of Ethics in Public Service

Research shows that the public has higher ethical expectations for members of the board than any other elected body. This should come as no surprise to you if you think about the fact that your community has entrusted their most precious resource to the board of education—their children. Furthermore, especially in smaller communities, board members are often very recognizable. They attend the same church, grocery store and school and town events that the rest of the community attends. Their children are your children’s friends and your neighbors have contact with you on a regular basis.

Board members are expected to set an example that is morally admirable and free of even a hint of self-serving impropriety. At times, the ethical high road can require making very difficult decisions, especially when doing the ethically correct thing is not always clear cut. Nonetheless, public trust and credibility is essential for effective governance. Making decisions or behaving in a manner that is unethical undermines the credibility of elected board members and erodes the public’s trust.

Many boards that are intent on maintaining the public’s trust often agree to a set of guidelines or code of ethics that can be a constant reminder of ethical conduct. Below is an example of a code of ethics for boards of education.

Code for Board Member Behavior

PRINCIPLE I: COMMITMENT TO BE TRUSTWORTHY

The leadership team must be self-governing. They will confine their performance to those services that elicit trust from the individuals and society whom they serve using their knowledge, skills and competencies.

PRINCIPLE II: COMMITMENT TO EDUCATIONAL MISSION

The leadership team has a common mission to implement educational programs and activities essential to the welfare of society.

PRINCIPLE III: COMMITMENT TO BE RESPONSIBLE

The leadership team is committed to responsible decision making. The quality of decisions, actions and performance is in proportion to the contributing competence and skill of board members and administrators.

PRINCIPLE IV: COMMITMENT TO AVOID & DISCLOSE CONFLICTS OF INTERESTS

Public office is not to be used for the profit, gain or the advancement of personal interest of any individual. A board member who has a financial or personal interest in any matter proposed or pending before the board SHALL DISCLOSE that interest to the board, ABSTAIN from voting on the matter and REFRAIN FROM ATTEMPTING to influence other members of the board. Any board member with special expertise in particular areas is encouraged to be available to advise the board in those areas, while properly handling any perceived conflict of interest.

PRINCIPLE V: COMMITMENT TO SERVE OTHERS ABOVE SELF

The leadership team is dedicated to improving the status and conditions of humankind by serving society.

Your Personal Life

Board members admit that the most surprising discovery about board service is the great amount of time it takes to be an effective board member and the tremendous variety of concerns with which the board deals. Oftentimes the abrupt change from citizen status to board member status catches newly elected board members off guard. They are suddenly bombarded with concerns and complaints from friends, acquaintances and people they've never met before. They no longer can be out in the community without being approached by one or more citizens about concerns within the school district. And, even when you tell them that your authority to act is limited to board meetings, they'll see you as a 24/7 board member.

The board member and his/her family and possibly business will inevitably be affected by a board member's investment of time and talent in the schools. If you learn to manage the demands of public service on your private life, board service can be rewarding and enjoyable. School boards meet twice each month with a typical meeting lasting between two and four hours; emergencies may prompt ***additional special meetings. Board members may also have to attend committee meetings that require even further preparation and time. The board member's involvement in community affairs and attendance at school programs and events accounts for even more dedicated time to the board member's schedule.***

Many newly elected board members are unprepared for the huge amount of board-related paperwork they must read or for the multitude of new information they must learn in a very short time. ***It's not uncommon to hear board members state that it takes them several hours prior to a board meeting to review their board packet thoroughly and to get all of their questions answered.***

Without question, there is a huge time commitment required to serve on a board of education. However, experienced board members often find that the tremendous satisfaction they reap from their public service greatly outweighs any negative aspects of the job or personal sacrifices they must make. Still, anyone running for the school board should be well aware that they will be dedicating many hours to fulfilling the responsibilities of their new position.

There are several ways to use your time more efficiently:

- Determine how you will manage the multitude of information you will be receiving by developing your own filing and paper routing system. Keep in mind that your administration keeps on file all the board packets and agendas from past meetings. Because everyone works differently, you will need to organize on the basis of your own most effective way of working. Don't get bogged down in paperwork and skim documents with an eye for the most important points.
- Familiarize yourself with board policies to get a feel for the many details of school operations.
- Use the minutes and agendas of past board meetings to learn about the kinds of issues that have come before the board.
- Learn to say "no." Prior to being elected to the board, you were probably very active in community and school events that required much of your time. You will have to make some decisions about those activities you need to give up in order to make time for your new board responsibilities.

This requires you to establish priorities and learn to say yes to only the priorities at the top of your list. For very service-oriented board members, this may be one of the most difficult challenges for them.

- Decide how you want to handle the many concerns, questions and requests you will be receiving from community members both in person and by phone or mail. The time you spend on responding to community concerns can consume your life if you allow it to. Designate times when you will return calls or respond to letters. As public officials, board members have a duty to listen to community input. However, they also have a right to protect some time solely dedicated to their personal lives.
- As a new board member, you can save time right from the start by learning as much as you can about the school system. Primarily, you need to learn what channels to go through for information that you should learn during a district orientation program. Meet with the superintendent and board president to learn more about how the board operates and key issues the district is facing.
- Attend conferences and training classes to learn as much as possible about your responsibilities as a board member.



School Board Member Tips

1. **Go slow in the beginning, especially if you have come to the board to “reform” it.**
The chances are you will feel differently about a lot of things after six months on the board.
2. **Remember that the only authority you have lies in the corporate action of the school board.**
You have no legal authority to act alone unless the board as a whole specifically delegates a task to you.
3. **Don't let your differences of opinion degenerate into personality conflicts.**
Nothing is more devastating to good board procedures than to have one member vote for a measure simply because another member votes against it.
4. **Don't talk too much.**
You may acquire a reputation for wisdom simply by not saying the wrong thing at the wrong moment. One thing is certain: you aren't learning when you are talking; you are only hearing your own ideas.
5. **If possible, keep out of teacher/personnel problems.**
The board has hired a superintendent and staff to take that responsibility.
6. **Give the superintendent and staff your public support.**
Except in unusual and mitigating circumstances, the superintendent has a right to expect this. Use individual conferences with the superintendent and the official forum of legal board meetings to iron out differences of opinions.
7. **Make an effort to be informed.**
School business is always important business – and big business – with budgets into the hundreds of thousands, even millions of dollars. To be informed requires time and effort. Ask for briefings from staff as you feel the need. *Visit each school within the district.*
8. **Welcome people who come to see you within the district.**
Listen carefully, then refer them to the appropriate person according to board policy. Don't commit yourself to a course of action. The board as a whole may not support your view, and you could find yourself in an embarrassing position of having committed yourself to a stand that the board rejects.
9. **Accept your job on the board as one of responsible leadership in the community.**
You will be expected to attend and participate intelligently in many public meetings on school affairs. This is more than an opportunity; it's an obligation to interpret school affairs to an interested public. You may clear away doubts, misconceptions and misunderstandings. You can do more than merely inform the public; you can help form public opinion and create active, intelligent support for education in your communities.

The Hardest Lessons

Experienced board members from across the nation were asked to identify the most difficult lesson or fact they had to learn about board service. Here's what they said most often.

- ***That you must represent all of the students.*** Your decisions must be made in the interest of the total school system and not made solely for personal reasons, special groups or interests.
- Learning to acknowledge publicly that you have no power and authority as an individual board member; that only the board as a whole can make policies and decisions for the school district.
- Determining what your function is on the board and how to accomplish it effectively.
- That no matter what you think you know about board service when you first come on board, you still have a lot to learn.
- Recognizing the difference between setting policy (the board's job) and administering the schools (the superintendent's job).
- Learning how to respond to the complaints and concerns of citizens, school administrators and other staff.
- That change comes slowly.
- That you can't solve everyone's problems by yourself.
- That you must think deeply and sometimes accept a reality that is contrary to your own beliefs.
- That effective board service means being able to hold the minority viewpoint when voting on a given issue; then openly supporting the majority vote of the board in your community.
- Discovering how the schools are funded.
- That the primary focus of all board decisions must be student achievement.



***The primary focus of
all board decisions
will always be student
achievement.***

Overview of the Open Meetings Act

Open Meetings

All meetings of a public body (i.e., school board) must be open to the public.

1. A “meeting” is defined as the convening of a public body at which a **quorum** is present for the purpose of deliberating toward or rendering a decision on a public policy.
2. The Act does not apply to a social or chance gathering or conference where a quorum is present as long as board members in attendance do not collectively discuss matters of public policy.
3. An advisory committee composed of less than a quorum of the full board can also be a “public body” subject to the Act’s requirements.

All decisions of a public body must be made at a meeting open to the public.

All deliberations of a public body constituting a quorum of its members must take place at a meeting open to the public unless a closed meeting exception applies.



Executive Sessions

Executive Session exceptions to the public deliberations requirement:

- Personnel matters, except if the employee who is the subject of the session has requested an open meeting. Discussion of personnel policies that do not require discussion of matters specific to a particular employee are not considered “personnel matters.”
- The purchase, acquisition, lease, transfer or sale of any real, personal or other property interest.
- Conferences with an attorney for the purpose of receiving legal advice on specific legal questions. The mere presence or participation of an attorney at an executive session is not sufficient to satisfy this requirement.
- Matters required to be kept confidential by federal or state law or rules and regulations. The board must announce the specific citation of the statute or rules that are the basis for such confidentiality before holding the executive session.
- Specialized details of security arrangements or investigations.
- Determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations and instructing negotiators, except that discussion of negotiations relating to collective bargaining or employment contracts must occur in a public meeting, unless an executive session is otherwise allowed.
- Consideration of any documents protected under the mandatory nondisclosure provision of the Open Records Act, except that consideration of work product documents and documents subject to the governmental or deliberative process privilege must occur in a public meeting, unless an executive session is otherwise allowed.
- Discussion of individual students where public disclosure would adversely affect the person or persons involved.

A public body can’t hold a meeting without first giving public notice of the meeting.

Minutes must be kept of all meetings, whether an open meeting or executive session.

Members of the public have the right to attend all open meetings and to address the board during the meeting according to rules adopted by the board.



The Board's Agenda

The Value of an Agenda

A well-planned agenda helps board members prepare for effective discussions and decisions. It assures that the concerns of board members, staff and community will be given appropriate consideration. It helps make it possible to conduct the meeting in an orderly, efficient and fair manner with a minimum of confusion, misunderstanding, dissension (even disaster) that could result from inadequate preparation. It's an avenue for communicating to the board, staff and community important matters to be discussed and actions to be taken. It's an important record—for preparing the minutes, planning future meetings and even for legal purposes.

The Agenda—Foundation of an Effective Meeting

- The steering mechanism for any meeting.
- Forces logical organization and preparation for the meeting.
- Serves the meeting leader as a guidance and disciplinary tool.
- Tells those who will participate how to prepare.
- For board members, the agenda identifies items and issues to be discussed and for which advance study may be advisable.
- For the public, it calls attention to matters in which an individual may be especially interested.
- For the staff, it indicates what supporting materials may be needed to assure that the board will have the information necessary to reach the right decision.
- For the board president, the agenda provides the guidelines necessary for conducting the meeting in an efficient, well-organized manner.
- For legal purposes, the agenda is kept on file and can be cited as the record of what transpired, also serving as the basis for preparation of the minutes.
- For the superintendent, as the chief administrative officer and advisor to the board, the agenda provides the means for assuring that items and matters to be reported and acted upon will be brought to the board's attention.

Steps in Preparing an Agenda

Typically, the superintendent and board president jointly prepare the agenda, with the superintendent responsible for gathering items and preparing the public notices while the board president is responsible for advice. Once the agenda is designed, the president is responsible for ensuring that the agenda is followed.

Prioritize Items on the Agenda

To be considerate of people who may be unable to stay until the end of the board meeting, schedule special recognitions of students and staff and presentations by speakers and presenters early in the meeting so that they may leave after their involvement in the meeting. Also schedule significant matters and items requiring concentration, analysis and deliberation by board members and staff early on. Items that are routine or have relatively little importance to the audience may be scheduled toward the end of the meeting.

Focus the Agenda on District Goals and the Big Picture

Your challenge as a board is to avoid drowning in the sea of details that surrounds you and, instead, focus your agenda on achieving district goals and looking at “big picture” trends that affect the educational well-being of the children in your district. If your meeting agenda doesn’t link to district goals, you may find your board meeting time consumed by relatively insignificant items.

Limit the Number of Agenda Items

The number of items on the agenda may adversely affect the length of the meeting. The fuller your agenda, the better your meeting must be organized. The board president and the superintendent should estimate the time needed for each presentation or discussion item when planning the meeting agenda to ensure a reasonable meeting length with enough time allocated to discuss each item.

More on Preparing the Agenda

- Determine the ultimate goals of the meeting and the steps to get there.
- Break down the generalized topics in the agenda into specific discussion items to promote logical meeting thought and better control of this flow.
- Organize multiple topic meetings so that related subjects are discussed in order.
- Delineate between action and information items.
- Hold separate meetings for very important topics.
- Select the people who attend, besides the board.
- Consider the possible barriers and ways to get around or through them.
- Mark each item on the agenda with policy references.
- Have the staff prepare specific, predrafted motions and resolutions where possible.

Getting on the Agenda

Every school board should have a policy that sets out procedures and conditions for persons who wish to appear before the board of education. In developing its policy the board should consider that only members of the board have a right to speak at board meetings. ***Board meetings are public meetings but not meetings of the public.***

A prerequisite to getting on the agenda should be that a person exhausts administrative remedies before bringing the problem to the board. A board shouldn’t allow a person to use a board meeting as a forum to complain about a problem until administrators have had a chance to solve the problem.

Boards should also consider the following questions during the development of a policy regarding placement on the agenda.

- May any board member submit an item for inclusion? If so, how? Are there time lines?
- May any member of the public submit an item for inclusion? If so, how? Are there time lines?
- Who are the key people involved in structuring the agenda?
- Who is responsible for collecting all of the information, suggestions and requests and actually preparing the agenda?
- Are annual agenda items reviewed to ensure annual events aren’t overlooked?

Timed Agenda

A common fault is to dwell too long on trivial but urgent items, to the exclusion of subjects of fundamental importance whose significance is long-term rather than immediate. This can be remedied by putting on the agenda the time at which discussion of the issue will begin—and sticking to it.

Summary

1. Limit the number of items on each agenda.
2. Surprises must never be permitted. A responsibility of the board president and the superintendent is to ensure that action items are placed on an agenda only after the board has sufficient information for deliberate, rational action.
3. Action items and information items require different forms of preparation and board action. Consequently, each should be distinctly marked on the agenda.
4. Item identification on an agenda should include sufficient explanation for visitors as well as board members to be able to identify the item under consideration.
5. The agenda should provide for hearing visitors.
6. Future agenda items may be requested by board members. An item at the close of each agenda can provide an opportunity to make such requests. Policies should specify other options for getting items on agendas.
7. Keep supplemental agenda items to a minimum. If the item can just as well be dealt with in a subsequent meeting, it belongs on a future agenda.
8. Consider the order in which agenda items appear:
 - Visitors early.
 - Significant matters requiring concentration, analysis and deliberation by board members and others early.
 - Controversial items arranged between noncontroversial.
 - Routine staff reports in the latter portion of the meeting.
 - Routine business last.



List of Education Acronyms

AASA	American Association of School Administrators	LEA	Local Education Agency
ACT	American College Test	LEP	Limited English Proficiency
ADA	American With Disabilities Act	CSBO	Colorado School Business Officials
ADD	Attention Deficit Disorder	NAEP	National Assessment of Educational Progress
ADHD	Attention Deficit Hyperactivity Disorder	NCLB	No Child Left Behind
AP	Advanced Placement	NEA	National Education Association
CASE	Colorado Association of School Administration	NFHS	National Federation of High School Associations
CASBO	Colorado Assoc. of School Business Officials	NSBA	National School Boards Association
CDE	Colorado Department of Education	OCR	Office of Civil Rights
CHSAA	Colorado High School Activities Association	PERA	Public Employment Relations Act
CTE	Career and Technical Education	PPRA	Protection of Pupil Rights Amendment
DHS	Department of Human Services	PSAT	Preliminary SAT
EEOC	Equal Opportunity Employment Commission	PTA	Parent Teacher Association
ESEA	Elementary and Secondary Education Act	PTO	Parent Teacher Organization
ESSA	Every Student Succeeds Act	RFP	Request for Proposal
FAPE	Free Appropriate Public Education	RFQ	Request for Qualifications
FERPA	Family Rights and Privacy Act	SAT	Scholastic Aptitude Test
FLSA	Fair Labor Standards Act	SBE	State Board of Education
FMLA	Family Medical Leave Act	SMI	Severely Mentally Impaired
FOIA	Freedom of Information Act	SRO	State Review Officer
FTE	Full-Time Equivalent or Full-Time Equated	SPMP	Skilled Professional Medical Personnel
GED	General Education Diploma	STEAM	Science, Technology, Engineering, Arts and Mathematics
HIPPA	Health and Individual Personal Privacy Act	UFLP	Unfair Labor Practice
IB	International Baccalaureate		
IDEA	Individuals With Disabilities Education Act		
IEP	Individualized Education Plan		
LD	Learning Disabled		

Glossary

504

Section 504 of the Rehabilitation Act of 1973. A civil rights statute that prohibits discrimination on the basis of disability.

Academic Standards

The written standards established by Colorado that outline what a student should know and be able to do at each grade level. The state assessment system is based on (aligned with) these academic standards.

Accountability Committees (district and school)

Committee created by law that includes parents, teachers and administrators. Makes recommendations about budget and school improvement.

Accreditation

The purpose of accreditation is to provide a process for the State Board of Education to fulfill its constitutional responsibility for supervising the state's public schools and to encourage excellence by assessing student performance in relation to state academic standards. Categories of accreditation include: Accredited with distinction, accredited, with improvement plan, Accredited with priority improvement plan, Accredited with turnaround plan, Unaccredited.

Administrative Unit

A sufficiently large school district or BOCES that is responsible for distributing special education funds and delivering education services to students with disabilities.

Alternative Education

Schools or classrooms that are designed to serve students who aren't succeeding in the traditional school or classroom environment. Students who are failing academically or may have learning disabilities or behavioral problems may need a different setting. Alternative schools or classrooms have flexible schedules, smaller teacher-student ratios, counseling support and modified curricula.

Amendment 23

Constitutional change requiring K-12 funding to increase by inflation plus 1 percent from 2001-2011 and by inflation after that.

Annexation

Joining a school district or parts of a district with a receiving district.

AP

Advanced Placement. The designation of the College Board for college-preparatory courses that high school students can take to earn college credit. Students must master a generally higher level of coursework and pass an accompanying test to earn college credit.

ASCENT Program

Accelerating Students Through Concurrent Enrollment allows student participation in concurrent enrollment courses directly following their 12th grade year. Students remain in their Local Education Provider (LEP) for one additional year and the LEP receives ASCENT specific per-pupil state funding that is used to pay their college tuition at the resident community college rate. Students receive their high school diplomas at the end of their ASCENT year.

Assessments

Tests or other tools that measure students' skills and knowledge. Formative assessments are used so instruction can be adjusted as needed to improve learning. Summative assessments assess the student's overall mastery of the subject matter.

Authentic Learning

Education focused on real-world complex problems. Students use a variety of avenues to develop solutions. Mutually beneficial relationships are established connecting students with businesses, scientific endeavors and public entities in their community.

BEST

Building Excellent Schools Today. This is a state matching-funds program providing financial assistance to local districts for K-12 capital construction.

BEST Health Plan

Colorado Boards of Education Self-Funded Trust Inc., is a multi-employer/employee health benefit program.

Blended Learning

Combination of face-to-face and online student instruction designed to offer more personalized and student-centered learning.

Boardmanship

Describes the skills school board members need in order to work together effectively and ensure competent governance of a local school district.

BOCES

Board of Cooperative Educational Services. Typically, a BOCES is a group of school districts that join together for a better and/or more efficient use of funds.

Chartering Authority

The ability of a local board to determine whether to open charter schools in the school district.

CHSAA

Colorado High School Activities Association.

CIPA

Children's Internet Protection Act.

Classical Education

Classical school mission and curriculum draws from the classical tradition of identifying wisdom and virtue as the ultimate goals of education. Students read and discuss the Great Books, take advanced math and science courses, study Latin, engage in community service and explore the fine arts.

Classified Staff

School district employees who are not required to have Colorado teaching credentials as a condition of employment. Bus drivers, janitors and cafeteria workers are examples of classified staff.

CMAS

Colorado Measures of Academic Success.

Colorado Growth Model

Collection of data enabling parents, educators and community members to easily evaluate growth in student achievement over time in public schools across the state.

Common Core Standards

Academic standards determined by a coalition of states to establish the common core of knowledge and skills that students should develop in K-12 education in order to graduate from high school prepared for college or careers.

Community Engagement

Approach to community problem-solving. Citizens gather to consider relevant facts and values from varying points of view; listen to each other; consider the underlying tensions, tough choices and varied consequences inherent when addressing public problems; are willing to refine and adapt their opinions and interests; and ultimately seek to come to a conclusion for action based on a reasoned public judgment.

Concurrent Enrollment

The Concurrent Enrollment Programs Act created the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, which may include course work related to apprenticeship or internship programs, at an institution of higher education.

Consolidation

Joining two or more school districts or parts of districts to create a single new school district.

CORA

Colorado Open Records Act requiring that most public records be available to the public.

CRSA

Colorado Rural Schools Alliance.

CSDSIP

Colorado School Districts Self-Insurance Pool.

CSI Charter School Institute

An agency that can authorize CSI Charter Schools.

Curriculum

The subject matter, skills and processes that are taught so students will achieve identified standards of knowledge and skill. Curriculum is singular and curricula is plural.

DAC

District Accountability Committee.

Design Thinking

An approach to creative problem solving that employs skills of empathy, synthesis, brainstorming, prototyping and that challenge definition. Students utilize their intuitiveness and ability to recognize patterns and construct ideas in order to express themselves in building solutions.

Disaggregated Data

Information that has been sorted according to certain criteria or subdivisions. Test results can be sorted by groups of students with similar characteristics, such as economic disadvantage, race or ethnicity, disabilities or limited English proficiency. Teachers and parents can then determine how each group is performing.

DOE

Department of Education (Federal).

Drop-Out Rate

The proportion and time at which students leave school before graduating. Reasons may include failing grades, suspension or expulsion, lack of interest, economic hardship, pregnancy, marriage, peer conflict, incarceration, lack of attendance and use of alcohol or drugs.

Dual Credit/Dual Enrollment

Dual credit refers to students completing college-level courses via their high school classes and earning college and high school credit simultaneously. Courses are taught by college approved high school faculty or adjunct college faculty. Dual enrollment refers to students taking courses concurrently at two separate institutions such as their high school and a local community college or university. Students earn college credit through both avenues.

ECS

Education Commission of the States.

ELL

English language learners. Involves programs or approaches used to teach English to those who do not speak English as their first language. Formerly known as Limited English Proficiency (LEP).

ESEA

Elementary and Secondary Education Act reauthorized by ESSA.

ESSA

Every Student Succeeds Act.

Ex Officio

Literally means “by virtue of one’s office”. The term refers to the practice that allows a member of an official group, such as a school board, to designate someone to fill a certain role at the group’s request.

Executive Session

A private portion of a meeting of a school board or other governing body that can be held only for purposes specified by law and from which the general public and press are excluded.

Fiduciary

The concept of stewardship, referring to a person or persons having duties, on behalf of others, that require good faith, trust and special confidence. Fiduciary duty is to act for someone else’s benefit, while subordinating one’s personal interests. The term is often used in conjunction with managing money or property for another, using a very high standard of care. A school board acts as the community’s trustee of public funds for the schools and therefore has a fiduciary responsibility for using those funds for the benefit of the community.

Fiscal Year (FY)

All financial accounts are to be completed by the end of the 12-month period known as the fiscal year, which begins July 1 and ends June 30.

FTE

Full-time equivalent. Refers to a full-time position.

Gallagher Amendment

Enacted in 1982 as an amendment to the Colorado Constitution. It set forth the guidelines for determining the actual value of property and the valuation for assessment of such property.

GED

General Education Development test is a nationally recognized measure of high school level knowledge and skills. In Colorado, GED has been replaced by the “high school equivalency examination”.

Good Faith

The duty to act in a fair and equitable manner, without coercion, intimidation or threats of coercion or intimidation.

GPA

Grade point average.

Grievance

A formal, written complaint from an employee regarding working conditions or violation of board policy.

Gifted Education

Refers to children identified with above-average intellectual potential.

HB

Abbreviation preceding legislative bill originating in the State House of Representatives, “house bill.”

Head Start

A federally sponsored comprehensive child-development program serving children from birth to age five, pregnant women and their families. Child-focused programs are offered with the goal of increasing school readiness of young children in low-income families.

HIPAA

Health Insurance Portability and Accountability Act. Protects the privacy of individually identifiable health information.

Home School

A school conducted by parents or legal guardians for their own children.

ICAP

Individual Career and Academic plan. This is required for all students by Colorado law.

IDEA Individuals with Disabilities Education Act

A federal law that requires states to provide all eligible children with disabilities a free, appropriate public education (FAPE) from infancy through age 21, consistent with a state’s more specific legal provisions.

Individualized Education Program (IEP)

A written instructional plan for students with disabilities who are designated as special education students under federal law.

International Baccalaureate (IB)

The IB program is offered at the elementary, middle and high school levels and can be school-wide or course specific. IB classes and assessments involve research, writing and hands-on evaluations challenging students to apply what they’ve learned through scenario-based testing. College credit is earned based on high school IB exam scores.

J or JT

At the end of the school district name. Joint, crosses county lines.

JBC Joint Budget Committee

Made up of members from both the House of Representatives and Senate.

Licensed Staff

Within a school district there are employees who, by law, must hold certain Colorado credentials as a condition of employment. This level of personnel includes teachers, principals and others.

Mill

One thousandth of a dollar, a mill is a rate similar to a percentage (a percentage is one hundredth). One mill = .001/\$1, or one tenth of one penny.

Mill Levy

A tax rate, measured in mills, representing the portion of a property's value collected by a government entity's tax (called a levy) to fund its budget.

NAEP

National Assessment of Educational Progress. Often referred to as the Nation's Report Card, NAEP is a standards-based test that is sponsored by the U.S. Department of Education as a means for measuring student achievement so that student performance in one state can be compared with that of another. NAEP exams are given to a representative sample of the student population in grades 4, 8 and 12 in every state.

NASB

National Association of State Boards of Education.

National School Lunch Program

Formerly known as the federal free or reduced lunch program, meals are provided free or at a low cost to children who are determined eligible according to federal guidelines based on family income.

NCAA

National Collegiate Athletic Association.

P20

A name for education involving preschool through higher education.

PARCC

Partnership for Assessment of Readiness for College and Careers.

PBIS

Positive Behavioral Interventions and Supports. A program used by many districts.

PERA

Public Employees' Retirement Association. Manages pensions and other benefits for public employees.

PLACE

Program for Licensing Assessments for Colorado Educators. PLACE exams are used in the licensing process.

Policy

A general statement a school board or other governing authority adopts to indicate a desired condition, direction or belief.

Policy Governance

Policy Governance is a governance model that some school boards use to provide policy leadership. It is a system of interrelated principles that uses policies to express board values and perspectives in all areas with clear authority and accountability for all significant roles.

PPOR

Per pupil operating revenue.

PPR

Per pupil revenue.

Professional Development

Ongoing, systemic learning activities designed to enhance the professional knowledge, skills and attitudes of educators to achieve specific objectives toward the goal of increasing student achievement. Also known as in-service training.

Proprietary Functions

In school districts these include activities such as hosting athletic contests, leasing or renting school-owned facilities or engaging in any similar revenue-yielding activity.

Public Engagement or Involvement

The sustained, active interest and participation of parents, community members and other taxpayers in supporting and improving schools.

Quorum

Defined by statute or in the bylaws of a board or other governing body as the number or proportion of members that must be present in order to conduct business. Commonly, a majority of members constitute a quorum.

R or RE

At the end of a school district name, reorganized.

READ Act

The Colorado READ Act establishes a process for districts to identify K-3 students who read below grade level and work with their parents to provide extra reading support before students reach the fourth grade.

Referendum C

Approved by Colorado voters in 2005 to temporarily override TABOR limits on state revenues and allow the state to keep and spend excess of TABOR revenues it collected for five years.

Referred Measure

Any ballot question or ballot issue submitted by the General Assembly or the governing body of any political subdivision to the eligible electors of the state or political subdivision.

Regular Board Meeting

A scheduled board meeting that is held at least monthly during the school year, but may also be held when school is not in session.

Remediation

The process of providing extra instruction to help a student improve in a particular subject area identified in the student's Academic Improvement Plan (AIP).

RIF

Reduction in force occurs when a teacher's contract is canceled as a result of budget or program cuts.

Root Cause

Statements that describe the deepest underlying cause, or causes, of performance challenges. They become the focus of major improvement strategies.

RTI

Response to intervention.

Rules/Regulations

Mandates issued by the State Board of Education or other state and federal agencies to guide, require or limit school district operations. Rule regulations stem from state statutes or federal law and may identify procedures for carrying out the requirement.

SB

Abbreviation preceding bills originating in the Colorado State Senate, “senate bill.”

SB 08-212

A 2008 state law requiring new state standards and setting a P-16 framework in place (CAP4K).

SB 09-163

Educational Accountability Act; passed in 2009.

SB 10-191

Educator Effectiveness law; passed in 2010.

SB 15-213

Bill removes governmental immunity if the district fails to take reasonable care to guard against an incident of school violence. The Claire Davis School Safety Act.

School Board

The local legislative unit of school district governance charged with operating the district according to the mandates of laws and regulations.

School District

A defined geographic and government area, overseen by a locally elected school board and managed by a superintendent in which the public schools serve students who either live within the area’s boundaries or enroll through school choice or a legal transfer from a different school district.

School-Community Partnership

A voluntary relationship between a school and a community group or business that meets the needs and uses the resources of both partners for their mutual benefit.

School-Wide Programs

Comprehensive school improvement programs accessible to all students, particularly those who are low achievers and at risk of failure. The programs are funded by a school’s Title I money, which is based on an enrollment of at least 40 percent low income students.

SMART

Specific, Measurable, Attainable, Research-based, Time-phased. Usually references elements of well-written student learning objectives for students with and without disabilities.

Special Board Meeting

A board meeting convened for a special purpose by the proper procedures to decide a specific item of business.

SPED

Special education for students with disabilities.

SRO

School resource officer.

Standards-Based Test

An assessment that shows how a student's performance compares to some standard of knowledge or skill. A criterion-referenced test (CRT) is a standards-based test.

STAR

Standardized Test for Assessment of Reading.

State Board of Education

Authorized by the Colorado State Constitution to provide general supervision of public schools. Comprised of seven elected officials representing Colorado's congressional districts for six-year terms.

Statutes

Laws created by state or federal legislation.

STEM

Science, technology, engineering and math. STEM promotes competencies toward careers in STEM fields to ensure our nation stays strong and competitive in the global economy. STEAM includes the arts.

TABOR

Taxpayer's Bill of Rights. This provision in Colorado's Constitution limits revenues and requires voters to approve tax increases.

TELL

Teaching, Empowering, Leading and Learning. An anonymous statewide survey of licensed school-based educators to assess teaching conditions at the school, district and state level.

The College Board

A mission-driven not-for-profit organization connecting students to college success and opportunity through the SAT (Scholastic Aptitude Test) and Advanced Placement (AP) program.

TIF

Tax Incremental Funding. An economic-development funding program that permits municipalities to use tax revenues resulting from economic development to fund new public construction.

Title I

The largest federal aid program for elementary and secondary schools. Funding is based on the number of low-income students enrolled in a school. Title I money pays for extra educational services for children who are behind or at risk of falling behind in school.

Title IX

Title IX of the Education Amendments of 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Turnaround

Schools and districts not meeting expectations in achievement, growth and postsecondary workforce readiness, as determined by the School and District Performance Frameworks, are assigned a plan type of Priority Improvement or Turnaround.

UIP

Unified Improvement Plan. Used to streamline improvement planning components of state and federal accountability requirements. Shifts from planning as an “event” to planning as a component of “continuous improvement”. The plans also provide a mechanism for external stakeholders to learn about schools’ and districts’ improvement efforts.



PEYTON

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