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**Report to the Colorado General Assembly**

**COMMITTEE**  
**ON**  
**PUBLIC EDUCATION**



**COLORADO GENERAL ASSEMBLY**

*#166*  
**DECEMBER, 1970**  
*[Handwritten signature]*

State Representative  
GEORGE H. FENTRESS  
Geological Engineer  
2935 Webster St.  
Lakewood, Colorado 80215



COMMITTEES  
Vice-Chairman of:  
Appropriations  
Natural Resources  
Member of:  
Joint Budget

HOUSE OF REPRESENTATIVES  
THE STATE OF COLORADO  
DENVER  
December 30, 1970

To Governor John A. Love  
and Members of the 48th Colorado General Assembly

Dear Governor Love and Fellow Members:

This report is submitted by the Committee on Public Education established under Senate Joint Resolution No. 14 adopted in the 1969 Session of the Colorado General Assembly.

The Committee on Public Education consisted of eight legislators and seven lay members who were appointed by the Governor. Committee members serving in 1970 were:

Representative George H. Fentress, Chairman  
Senator Anthony Vollack, Vice-Chairman  
Senator Roger Cisneros  
Senator Hugh Fowler  
Senator Joe Schieffelin

Representative Charles Grant  
Representative Roy Shore  
Representative George Woodard  
Mrs. Dorothy R. Baker, Lakewood  
Maurice G. Baker, Colorado Springs

Eric Kelly, Jr., Canon City  
Lamar Kelsey, Colorado Springs  
Dr. John A. Marvel, Alamosa  
Dr. Ray McGuire, Commerce City  
James E. Vossen, Boulder

Special note should be made that the late Mrs. Anna C. Petteys of Sterling was an active committee member until her death in August, 1970.

The Committee was assisted by Stanley Elofson, Wallace Pulliam, and Robert Crites of the Legislative Council Staff.

In an interim report dated January 6, 1970, the Committee outlined its progress in obtaining an overview of problems in education in Colorado during 1969. The report noted the Committee's chief concern in developing an evaluation of the quality of education in Colorado. After its further study this year, the Committee is submitting its recommendations with confidence that this legislative program can achieve higher quality education in Colorado.

The rationale in making this statement is a central focus of several of the bills submitted which relate to the assessment and evaluation of new and existing educational programs. However, traditional procedures of assessment and evaluation have been broadened under a concept popularly known as "educational accountability."

As the Committee used this term, the concept involves the stating of broad educational goals and objectives and of more specific educational performance measurements, followed by the evaluation of performance based on these goals and objectives. After the evaluation stage, action is necessary to correct the deficiencies or problem areas. Decisions might be based on data received from the educational performance measurements; from a program planning, budgeting, and evaluation system (PPBES); from a comprehensive school planning approach; or from some other method of accountability. Determining and reporting on the effect of decisions in advancing or impeding student achievement in regard to the stated goals and objectives of education is what the Committee means by educational accountability.

It is our belief that the funding of these bills is as important as any additional funding in any area of education, if Colorado is to realize meaningful, progressive changes in public education.

Other recommendations concern programs and policies affecting the educational staff, the strengthening of Boards of Cooperative Services, and study approaches toward the

COMMITTEE ON PUBLIC EDUCATION

Committee Report  
to the  
Governor  
and to the  
Colorado General Assembly

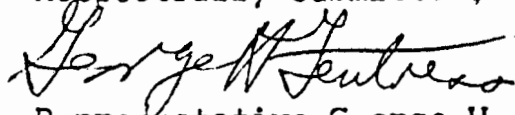
(Submitted under directive  
of Senate Joint Resolution  
No. 14, 1969 Session of the  
Colorado General Assembly)

Denver, Colorado

December, 1970

extended school year. Again, the Committee has attempted to build into the new suggested programs sufficient evaluation to assure that the funds expended are producing maximum results in improving the quality of education in Colorado.

Respectfully submitted,



Representative George H. Fentress  
Chairman  
Committee on Public Education

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## COMMITTEE REPORT AND RECOMMENDATIONS

### Introduction

In submitting this report, the Committee on Public Education recommends the enactment of the ten bills which accompany this report. These bills cover diverse educational issues but most have a common feature -- the evaluation of the effectiveness of educational programs. This emphasis in most of the bills is a form of educational accountability, and this concept is also the subject of the first bill.

Public education may be suffering some lack of confidence from a variety of sources -- the taxpayers, parents and students, as well as legislators and others. The broad concept of "accountability", which can take a number of valid forms, offers hope for bridging a "credibility gap" between the promises made for the system and its actual performance. An integral part of the accountability concept is provision for improving communication between interested groups.

In making these statements, however, the Committee is not condemning the educational enterprise in the United States or in Colorado.

A substantial amount of the Committee's work was devoted to viewing, first-hand, the operation of several schools, to seeking authoritative research to specific questions on educational topics, and to hearing from the general public. In the light of its activity, the Committee has concluded that increased emphasis by the state of Colorado in assuring the best use of expenditures for education should be given the highest priority at this time. In other words, the application of what works best for the money available will foster greater public confidence in the public education system. More importantly, future decisions concerning educational priorities can be made based on realistic goals and objectives developed with community participation.



## Committee Activities

In an interim report submitted last year, the Committee outlined its activities in 1969 in which it attempted to obtain an overview of education in Colorado. The Committee visited school districts of varying sizes and resources and some time was given to reviewing the organization and functions of the State Department of Education.

Another part of the Committee's activities included preparation of a series of questions on topics on which a major portion of its 1970 study activity was centered. A research prospectus was issued in December listing the topics and specific questions to be studied. The reports by consultants were to be submitted in the form of working papers from which the Committee could extract the subject matter to be used in drafting bills for introduction in the 1971 session.

### Reports From Consultants

In 1970 the Committee received the following reports from its consultants:

- Topic I: On Quality in Education -- John S. Gibson.
- Topic II: A Review of Colorado's New State Programs -- Arthur R. Partridge and Arthur J. Brewster.
- Topic III: Colorado Public School Personnel -- George B. Brain, John P. Turano, Paul M. Ford, and Kenneth E. Hansen.
- Topic IV: The Extended School Year -- Willard G. Jones and Arthur R. Partridge.
- Topic V: School District Organization in Colorado -- Clifford P. Hooker, James Rose, and Gary Alkire.
- Topic VI: Finance -- Arthur R. Partridge, Donald M. Luketich, and Donald B. Montgomery.
- Topic VII: Experimental Programs -- Willard G. Jones.
- Topic VIII: Long Range Planning -- Edgar L. Morphet.

Most of these studies were financed through a grant from the Colorado Department of Education under Title V of the Elementary and Secondary Education Act of 1965.

Copies of a summary of the recommendations from the consultants are available through the Legislative Council office.1/

### Opinion Survey

The Committee decided to contract for a survey of public opinion in selected Colorado communities to determine public opinion on questions about which the Committee was attempting to find answers in its reports from consultants. The survey indicated that employers wanted more emphasis placed on preparing high school students to enter the world of work through improved distributive education courses. Other results of the survey indicated a primary concern of parents with the fees necessary to support student activities. A general desire was expressed by the respondents in improving communications between teachers, students, administrators, school board members, and parents, especially with employers.2/

### Colorado Springs Survey

A three-year follow-up survey for 1967, 1968, and 1969 was made of students who had been graduated from two of the Colorado Springs High schools, one of which is structured in a "traditional" format (Wasson) while the other (Mitchell) is in flexible programming, modular scheduling format. The Mitchell students reported better preparation for their post-high school careers and commented favorably on the degree of personal responsibility necessary in the "flexible" framework. The report indicated that follow-up surveys are a very promising tool for determining the output of the public school system. Results of the opinion survey indicated that counseling services are inadequate.3/

### Toward a New Approach to the Administration of Teacher Resources

The Committee contracted with Systems Search, Incorporated, to formulate and validate a questionnaire to be sent to every teacher in the state to determine attitudes of teachers toward their careers in general and toward differentiated staffing in particular.

The project is known as the Colorado Educational Resources Inventory System (CERIS). The first phase of the project, a questionnaire or inventory instrument, has been completed and validated and the basic computer model for analyzing differentiated staffing was demonstrated. The program, when complete, might be used for many purposes, such as placement of teachers and the development of a salary schedule. A legislative appropriation of \$60,000 will be requested to complete the inventory.

## Extended School Year Survey

A questionnaire was distributed to every school district in the state inquiring into the superintendent's assessment of the value of the extended school year. Replies indicated that some state support would be necessary to enable most school districts to expand or to initiate meaningful summer programs. Remedial and enrichment programs seemed to be more popular than either the extension of regular programs or the acceleration plan. The most favored alternative was a program including both remedial and enrichment aspects.<sup>4/</sup>

## Two-day Public Hearing

Persons representing a variety of interests and educational philosophies met with the Committee in a two-day open hearing session. A dominant theme of parents and taxpayers was that communications and greater common understanding was needed with school boards and administrators. Other subjects discussed included lack of discipline, a need for better planning, improved teacher training, improved ethnic relationships, a need for more basic education (the three R's), results of traditional vs. flexible class scheduling, and sex education in the schools. Needs for special programs, such as Headstart, were reviewed. Students with diverse backgrounds met with the Committee and provided interesting insights on the operation of schools from their point of view.

## Overview of Legislative Recommendations

Part of the work of the Committee on Public Education has resulted in ten bills which can be classified under the following major headings: accountability, educational staff, boards of cooperative services, and the extended school year. These bills by no means exhaust the legislative possibilities in the field of primary and secondary education but are seen as positive steps toward upgrading the quality of the state's educational effort.

Accountability. On the subject of accountability, the Committee suggests that a greater emphasis should be placed upon an overall perspective of the goals and objectives of education. Taxpayers want to know more specifically why they are spending so much money on education and parents want to know what the school system is attempting to do with their children. Accountability would involve the following processes:

(1) In order to provide a broad perspective, with specific information available, the Committee suggests in Bill A that accountability committees be established on the state and local levels. These committees would consist of representatives from all segments of society who are interested in education; specifically on the local level, a parent, a teacher, a student, a school administrator, and a property taxpayer.

If accountability is to be realized, accountability committees must have access to reliable information and agencies which use modern, effective methods of planning, implementing, and evaluating decisions concerning education.

(2) The committee suggests in Bill F that a comprehensive planning system be established on the local level, under the leadership of the State Department of Education, to provide a logical, systematic approach to bring resources to bear on problems and goals in education. Local districts should make a commitment to using the foresight of planning before being granted state funds for planning.

(3) The implementation phase of accountability should use the most modern techniques available. The Committee suggests that Bill G will provide the groundwork for coordination and strict, specific accounting for the allocation of resources. The taxpayer can then assess the cost of what is bought and, with effective evaluation, determine whether or not the money was spent wisely.

(4) The outcome of planning and implementation must be known before accountability is possible. One of the problems the Committee noticed first was the tendency to assess educational

program effectiveness primarily in terms of input such as teacher qualifications, student/teacher ratios, school buildings, money, and administrators.

While accountability concerning input is obviously necessary, the Committee has concluded that output determines the efficiency and effectiveness of educational expenditure. Evaluating output is much more complex than tallying input. The Department of Education has an Assessment and Evaluation Division which, the Committee believes can, if properly funded, provide the necessary information to complete the needs of accountability. The Committee endorses the State Department of Education request for a \$115,000 supplemental appropriation to continue this work through July 1, 1971.

Educational Staff. Efforts to improve the quality of educational staff suggested by the Committee take several forms. The Professional Practices Commission was created in 1969 to provide a self-policing function, and the Committee, in Bill H, suggests modifying the Commission's powers. It is also suggested that the Commission's funding be made more stable by increasing the fee for teacher certification and recertification with the amount of the increase to be earmarked for the Commission.

The Committee reasoned that every effort should be made to upgrade the quality of education by upgrading the skills of the teacher, the most important factor in education. To accomplish this purpose through in-service education, the Committee suggests, in Bill D, that teachers be allowed to apply approved in-service training credits toward one-half the credits needed for recertification. Presently, only college credit is accepted.

Bill C would provide two types of incentive to local school districts to provide quality in-service education programs. First, approved programs would be excluded from the six percent budget limitation. Second, it would provide reimbursement for fifty percent of the costs of approved in-service education programs.

Concerning tenure, the Committee suggests clarification of two difficulties in present law. Bill I would clarify present law to the effect that tenure would be lost if the teacher resigns his position. Bill J would remove some unnecessary delays, while retaining the necessary safeguards, in dismissal proceedings.

Organization. Following the advice of its consultant on school district organization,<sup>6/</sup> the Committee suggests in Bill B that regional service units, Boards of Cooperative Services, be strengthened to encourage cooperation among school districts rather than attempting to force reorganization and consolidation.

Extended School Year. The educational and economic possibilities of extending the school year into the summer months was

investigated by the Committee. The concept might offer promise, but before embarking on a program to lengthen the school year, the Committee suggests in Bill E that more information be obtained as to possible educational and economic advantages to this approach. The Committee suggests that certain aspects be investigated by use of pilot programs to provide improved remedial, enrichment, and accelerated summer programs. Because of the high costs, other types of the extended school year, including year around accelerated plans and the staggered quadrimester would be investigated through the development of study models.

School District Reorganization. A bill providing for a study of criteria and methods of reorganizing school districts was tabled because the Committee lacked sufficient information to make a specific recommendation. Also tabled was a bill to permit portions of large school districts to petition to separate from the district. However, the Committee recommends that legislative consideration be given to a method of organizing efficiently and equitably sized school districts.

State Department of Education. Although the operations of the Colorado Department of Education were reviewed for possible changes, the Committee makes no recommendations concerning the Colorado Department of Education. A study of the CDE by the Joint Budget Committee is now in progress. In general, the Committee did give the CDE a "clean bill of health". The Committee believes that several of the recommended bills will strengthen the responsibility and impact of CDE with respect to local school districts.

School Lunches. Late in the Committee's work, it was reported that federal requirements for state participation in the school lunch program will be expanded in the near future. Since the time was late, the Committee took no position on this matter which will be considered by the Governor, the Joint Budget Committee, and the General Assembly.

Educational Finance. Increased state support to school districts under the school foundation act was not considered by this Committee since the Fiscal Policy Committee was the appropriate committee studying the fiscal needs of state government. The Committee is not submitting recommendations concerning state assistance for capital construction by local school districts, changes in the educational achievement act, or the public education incentive program act.

The Legislative Council Committee on Mental Health and Mental Retardation was studying the needs in special education so the Public Education Committee did not look into this area.

The Committee believes, however, that the bills recommended in this report should be funded as a first priority if needed

changes in education are to be realized. The categorical nature of many of the recommended bills would give the state control over the uses made of the state funds.

Interstate Certification. The Committee declined to recommend that Colorado adopt the interstate agreement on qualification of educational personnel which would provide, in effect, an interstate compact for reciprocal certification of teachers.

Retirement. It was suggested to the Committee that the state, local school districts, and individual teachers could all benefit if teachers were permitted to retire at an earlier age or after completing a fixed term of service. No recommendations are submitted, however, because this suggestion and another concerning emeritus retirement were submitted too late for adequate consideration.

School Fees. Dissatisfaction was expressed by some parents that school fees were being charged for several necessary items in a "free" public school system. The Committee decided that, with the funding of the bills recommended totalling approximately three million dollars, no further expenditures should be recommended.

Professional Negotiations. The Committee, after much discussion, is not submitting a bill or recommendation concerning professional negotiations. Bills on this subject were considered last year and further discussion was given this topic in 1970.

Issues relating to professional negotiations legislation are clear and will need to be resolved by the General Assembly. This Committee believes that an interim committee would spend many days discussing the issue but that its efforts in drafting a proposal would be wasted until the interest groups on different sides have reached a compromise that could be supported by these groups in the General Assembly.

This outline of Committee suggestions is designed to provide an overview. More detailed discussion of each bill follows.

## Recommended Legislation

### Educational Accountability (Bill A, Page 1)

The Committee has concluded that the chief reason for supporting the development of an educational accountability program is to improve the quality of education in Colorado. "Quality education" is a term which can be described. In a report to the Committee, Dr. John S. Gibson stated that the principal goal of each school and each school system would be to increase the potential of every student in each of five interrelated areas of educational quality: human quality, quality of skills, quality of knowledge, learning quality, and civic quality.<sup>7/</sup> Gibson expands on the meaning of these terms but perhaps it is sufficient to state the Committee's belief is that none of these areas can be overlooked in considering quality in education.<sup>8/</sup>

Following the description of the term, the extent to which the concept of quality education is attained would then need to be measured. Accordingly, the purpose of the accountability act is to help Colorado schools attain quality education through the processes outlined in the act. The process begins with the development of broad educational goals which describe and give meaning to quality education. Accompanying this step is the preparation of measurable objectives based on the stated goals. The second stage is the assessment of student performance in specific subject areas, based on the educational goals and objectives. A third process involves the identification of school activities which would advance students toward the educational goals and specific objectives of the schools. Some specific examples are provided below, but this is the general framework of the Committee's concept of educational accountability.

The Colorado Evaluation Project. A task force in the State Department of Education has been working on the development of specific "performance measurements" in an effort to determine the achievement and needs of Colorado school children. The starting point for this project was the 1962 statement Goals for Education In Colorado, prepared by the State Board of Education. Through use of these stated goals, the task force developed specific educational objectives and then criterion measures were given to determine student performance. By understanding the strengths and weaknesses of the schools, the curriculum can be modified to better advance students toward the desired goals and objectives. Educational decisions can then be made to establish priorities based on the strengths and weaknesses of student performance.<sup>9/</sup>



To be more specific, one of the "Goals for Education in Colorado" states that students should have "command of the knowledge, skills, habits, and attitudes for effective learning throughout life..." This general statement is followed by ten more specific goals such as: "To read with understanding, enjoyment, and speed" and "to use mathematical reasoning for solving problems."

Using the goal pertaining to mathematical reasoning, one of the objectives developed was: "Pupils will show ability in analysis by naming solution sets for systems of simultaneous equations."<sup>10</sup> Assessment of knowledge of mathematics of Colorado twelfth grade students would then be based on the student's ability to solve problems of simultaneous equations. Evaluation of student performance would assist in deciding whether greater emphasis needs to be given to this area.

The Committee on Public Education endorses the request of the State Board of Education for a supplemental appropriation of \$115,000 to continue the Colorado Evaluation Project for the remainder of this fiscal year.

The Committee's Proposal. The Committee believes that accountability in education is a needed concept at both the state and local levels. The General Assembly, the State Board of Education, the Colorado Department of Education, and local school boards, among others, will benefit from the type of information provided by the Colorado Evaluation Project. However, the Committee recommends that additional approaches toward educational accountability be studied for use at both the state and local levels.

The State Board of Education, working with an advisory committee, would be directed to explore means of determining whether decisions affecting the educational process are advancing or impeding achievement of students. The approach should lead to greater emphasis on information for decisions on educational issues, such as the use of paraprofessionals, student aides, or team teaching procedures. Other questions which might affect student achievement would relate to changes in the curriculum, the adoption of a flexible scheduling system, or the abolition of compulsory study halls. The effect of budget decisions to spend or not spend money on different projects and the impact of these decisions on student performance would be examined.

The role of the State Department of Education in assisting school districts is included in the accountability act as one of the approaches in developing programs for the evaluation of school districts. The intent of this provision is to assure that the variety of resources of the State Department are made known to the district and are being utilized to the fullest extent possible by the districts.

Finally, the statute would require that the state program of accountability assist school districts to effectively utilize available financial resources.

The act would be administered through the State Board of Education, assisted by an advisory committee. The fifteen members of the advisory committee would include three members appointed by the Speaker of the House, two appointed from the Senate, five appointed by the Governor from local boards of education, and five appointed by the State Board, at least three of whom are to be classroom teachers and school administrators. The advisory committee is suggested as a means of providing information from a cross-section of officials responsible for decision-making, the administration of policy, and teaching in public schools.

Local school boards would be responsible for developing their own accountability programs, again designed to measure the adequacy and efficiency of educational programs in the school district. The State Board of Education is to assist local boards of education in preparation of goals, performance objectives, and procedures for measuring the district performance in reaching its goals and objectives. The purposes of local committees are to involve community interests in education at the local level to assure that the program takes into consideration the interests and views of citizens and groups directly concerned with education.

Local boards of education may adopt their own goals and objectives but the district's plan for accountability would be subject to approval by the State Board of Education. The Committee recognizes that the diversity of Colorado's population, geography, and social and economic background and opportunities could result in different emphasis on educational objectives between school districts and even within school districts. However, attention to the state-wide goals and objectives for education will be assured by the requirement that district plans for accountability be subject to approval by the State Board.

School boards may sit as accountability committees or they may appoint separate committees for this purpose. In either case, the development of local accountability programs would be the responsibility of the local school board with the assistance of a parent, a teacher, a student, a school administrator, and a property taxpayer. Annual reports would be made by the accountability committee to taxpayers, students, educators, and parents in the district, and to the State Board of Education. The State Board, in turn, is to report to the General Assembly.

## Boards of Cooperative Services (Bill B, Page 11)

One of the topics investigated by the consultants was school district reorganization. From 1935 to the present time, Colorado has reduced the number of school districts from 2,034 to 181. The consultants concluded, however, that any recommendation that the state abolish all small school districts will not suffice as the situation in Colorado is complex. Less than nine percent of the pupils attend school in 118 districts which enroll fewer than 1,000 pupils. Further, there are both internal and external communication problems in large districts as well as problems of access to educational facilities which transcend boundaries of school districts. Regional and state-wide approaches are needed.

The Committee accepts the recommendation of the consultants that the regional service unit concept be strengthened to provide services which individual school districts cannot afford to provide by themselves. These regional units, of course, presently exist in Colorado as Boards of Cooperative Services or BOCS units. BOCS are at present completely voluntary organizations which cover roughly 80 percent of the state, serving districts which enroll about 350,000 children. Financing of BOCS services is through proportional agreements between the boards of education of participating school districts. Twelve of the 19 BOCS offer relatively comprehensive educational services, whereas the other seven provide more limited services or a few specialized services, such as data processing. Sometimes BOCS activities are limited because of financial instability resulting from reliance on federal funding of certain projects or on foundation support, both of which might easily be withdrawn.

Under the bill, it would not be mandatory that school districts join a BOCS, nor would there be a mandatory mill levy assessed for participating school districts. BOCS units would be required to adopt a budget and would be subject to many of the requirements of the school district budget law. These boards would not have the power to register warrants, would not be under the bond redemption fund, would not provide food services, nor would they collect student activity funds (123-32-12 (3) (c), (4), and (5)).

A maximum number of 17 BOCS units for Colorado is specified in the bill. There are now 19 BOCS and, depending on how the Denver metropolitan area is divided, between 14 and 17 units would be established to cover the state. Criteria for eligibility for state funds would be: (1) a minimum combined enrollment of 5,000 students; (2) the BOCS unit including districts in two or more counties; and (3) an assessed valuation for the area of not less than \$70,000,000. Waiver of these requirements might be necessary in sparsely populated parts of the state and could be obtained from the State Board of Education.

The voluntary development of BOCS would be enhanced by the state funding provisions in the bill. Each eligible BOCS would receive a basic grant of \$25,000 as a direct appropriation. Each participating school district would receive \$1.00 per child for the "development, implementation, and operation of shared educational services" provided by the Board of Cooperative Services.

Community and technical colleges, junior colleges, and state-supported institutions of higher education would be permitted to join BOCS. Some of these institutions are now associated with BOCS on a non-voting basis in order to provide mutually beneficial services. However, some institutions are hesitant to participate in these activities since they presently cannot have voting status.

Comment might be made concerning the development of BOCS as "intermediate units" between the local districts and the state. BOCS would differ in several respects from the office of county superintendent of public instruction. BOCS are not regulatory nor administrative units but are program-oriented organizations with programs established by and serving participating school districts. There remain only nine county superintendents in the state (nine counties voted to abolish the office in the 1970 general election). The Committee believes there is great potential for quality educational programs being established through the variety of programs which BOCS services can make available throughout the state.

#### Incentive Program for Continuing Teacher Education (Bill C, Page 21)

The consultants studying personnel problems in Colorado summarized the present in-service education programs as extensive in number but fragmented, uncoordinated, and incomplete. A four-way partnership involving the CDE, institutions of higher education, local districts, and professional organizations needs to be developed for this area of education.<sup>11</sup> The bill submitted on this topic would provide a measure of state financial support for programs approved by the State Board of Education if the district or BOCS demonstrates program needs, planning, local support, and an evaluation plan.

Under the Committee's proposal, the state would provide categorical funds to school districts as incentive to finance in-service education. Since the state funds would be categorical, it is recommended that school district contributions for approved programs be exempted from the six percent general fund budget limitation in the state foundation act.

Programs for continuing teacher education would be sponsored by school districts or by Boards of Cooperative Services. To obtain state funding, a proposal demonstrating the need for the particular program, showing that proper planning has been completed, and providing for evaluation of program effectiveness would be submitted to the State Board. The local contribution and the breakdown of costs would be provided. Since resources available through institutions of higher learning might be valuable, each proposal would show that this source has been investigated. Proposals would indicate how the program would help achieve the long-range planning effort of the district or the BOCS.

An ad hoc committee representing the department, higher education, teachers, and local districts or Boards of Cooperative Services would review proposals to assure compliance with statutory criteria.

Each school district or BOCS eligible for reimbursement would file reports twice a year setting out the cost of approved programs.

Funds for in-service education programs would be apportioned to school districts or BOCS proportional to student population. Funds for school districts which do not qualify for all their entitlement would be reapportioned, except that no district could receive more than fifty percent of the actual costs of its program. A school district may meet its commitment by in-kind contributions of staff time, facilities, etc. The suggested appropriation of \$400,000 would provide program funds at a ratio of \$1.00 per student for school districts and BOCS that would be expected to develop programs next year. The State Board would report annually to the General Assembly on the in-service program.

#### In-service Education Programs for Recertification Credit (Bill D, Page 31)

The state could encourage teacher cooperation and interest in in-service education programs by accepting, from approved in-service education programs, a maximum of three credit hours of the six semester hours required for recertification. Approved in-service education programs must meet specified criteria designed to assure that the program would address the needs of the district or BOCS. The criteria would be similar to those set forth in Bill C and include an assessment of local needs, planned activities to meet those needs, evidence of local support, program evaluation, and the relationship of the activities to long-range plans of the district. School districts would be able to tailor

post-graduate education directly to the needs of the district. In-service programs have an additional advantage of being relevant to individual teacher's classroom practices, with immediate testing and application of the ideas by the teachers.

### The Extended School Year (Bill E, Page 35)

The Committee finds a continuing interest from several sources in developing the extended school year by offering summer programs. Specific plans involving different approaches to the extended school year have been launched recently in Atlanta, Georgia, and Louisville, Kentucky, as well as other smaller communities. These plans might provide valuable information relative to this topic. Plans for each community need to be adjusted to each local situation, but the basic approaches can be categorized as one of four different plans:

- (1) Summer Remedial -- Six to eight week summer programs designed to remediate defined kinds of learning difficulties.
- (2) Summer Enrichment -- Six to eight week summer programs providing greater depth and variety of experience than the standard program provides. The gifted student particularly would benefit from this kind of program.
- (3) Staggered Quadrimester or Trimester -- A continuous school calendar with one-fourth or one-third of the students out of school on a staggered basis during each quarter or trimester. (The staggered trimester might not be feasible in Colorado since attendance at two of three semesters might not total 180 days required under the compulsory school attendance law).
- (4) Acceleration Plan -- Plan involves a continuous school calendar for at least a certain percentage of students who could complete high school early. By saving one year of high school these students could go into their productive years earlier. This plan would be especially advantageous to the gifted student.

Each plan has its own claimed advantages. However, the Committee agrees with the consultants who found that the potential advantages have not been evaluated sufficiently to give a firm recommendation for the extended school year. Studies should be made of the following claims made for the extended school year:

- (1) Extended use of school buildings to obviate the need for new capital construction in some circumstances.

- (2) Expansion of advantages of present summer school programs with no tuition costs.
- (3) Whether staggered vacations actually provide work opportunities for students during the entire year, instead of only in the summer.
- (4) Need for fewer teachers resulting in increased teacher salaries at no added tax burden.
- (5) Whether a plan could result in more efficient use of staff.
- (6) Feasibility of an accelerated curriculum to provide early graduation, earlier productivity in work, and savings in building costs.
- (7) New opportunities for the curriculum, including enrichment, vocational education, special remedial courses, and courses for disadvantaged persons.
- (8) Possible reduction in the drop-out rate.
- (9) The effect of students being occupied during a greater portion of the year, perhaps reducing delinquency.
- (10) Reducing the amount of material that students forget in extended vacations.

The Committee suggests that pilot programs be funded in 18 schools, school districts, or BOCS in order to evaluate the costs and benefits of specific extended school year plans over a period of four or five years. The pilot programs would be used to evaluate six remedial and six enrichment summer school programs, and six summer programs offering the same courses as during the regular school year.

Program proposals to the State Board of Education would need to include a description of the proposed programs and the anticipated additional costs.

Due to the anticipated high cost of the staggered quadri-semester and accelerated programs, the Committee suggests that the State Board seek the cooperation of representative school districts and BOCS to develop study models for those programs. If the study models indicate that cost savings or significant educational benefits would result from these programs, the state might wish to invest more money in further evaluation.

Because of the state-wide importance of thorough evaluation of extended school year programs, the Committee suggests that the state fund the total cost of research and evaluation for pilot programs and the total cost of any experimental programs included in such pilot programs. The Committee suggests that, for the extra days of an extended school year program, the state provide a daily amount equivalent to the amount (\$460 per child per year) provided under the school foundation act for 1971. That is, for a sixty-day summer pilot program, a district would receive 60/460 or roughly \$70.66 per pupil. The Committee further suggests that the state provide funds for the development of study models for staggered quadrimester and accelerated programs.

Comprehensive Educational Planning  
(Bill F, Page 45)

Another means of educational accountability is school improvement contracts or agreements which the State Board of Education plans to make with school districts throughout the state. The basic idea is that traditional accreditation methods tend to provide one minimum standard based on what is put into the system, which standard is unrealistically low for many districts. The proposed bill envisions school districts developing, with the State Department of Education, long-range plans with a schedule of improvements. The plan would take the form of a signed agreement between the district and the State Board of Education. Two contracts -- one with San Luis School District and another with the State Department of Institutions -- have now been signed and the State Department hopes to complete 30 more agreements during the next year.

This approach should complement the accountability concept since some aspects of the accountability act -- statement of goals and objectives and determining the measurement of the objectives -- are inherent in the planning function.

Each school district desiring to participate would submit a letter expressing a commitment to fund not less than one-half of the state grant. Planning would involve broad based community representation in order to decide what the community wants from its educational system. The cost of the planned program would be analyzed and the planning function would then include setting priorities based on a review of the entire school program and costs of operation.

Each district would be entitled to planning grant money upon completion of its initial effort toward evaluation, delineation of goals, and plan development. The bill would require participation by the community in all phases of planning. The accountability committee, as described in Bill A, could serve this function if a local school district decided to participate in this act.



Each participating district would be required to submit an annual report to the State Board and the State Board would then be required to report to the General Assembly on the progress of the comprehensive educational planning program.

Program Planning, Budgeting, and Evaluation System  
(PPBES) (Bill G, Page 51)

The PPBES method has been described as setting forth certain major objectives, defining programs essential to these goals, identifying resources to the specific types of objectives, and to systematically analyzing the alternatives available. "Evaluation" is added to the system to provide analysis of the results of the program.

PPBES in education would not be an end in itself. The goal of the program is to provide information for management decisions. The system would provide a budget format which would relate pupil achievement programs to expenditures. A school board would be able to see the comparative costs of educational programs on both a per-student and a student progress basis. The board would then have information as to possible savings in some areas or need for additional expenditures in other areas. The budget system would provide a breakdown of costs and objectives so the cost-effectiveness of programs would be available for decision making.

PPBES would provide data which has heretofore not been available and which will be necessary information for accountability.

As set forth in Bill G, PPBES would first involve the development of a manual for use in the system; next testing the procedures set out in the manual; and then holding a series of educational workshops to bring PPBES into full operation.

It is anticipated that data-gathering procedures will need to be more extensive than in the past, which would result in higher costs of budgeting, at least in the first few years of its operation. It might be necessary to use automatic data processing equipment, perhaps regionally located, to make PPBES most effective. While these would be added expenses, the program should result in more data to be used in accounting for the costs of education.

Professional Practices Commission  
(Bill H. Page 55)

In 1969, the Colorado General Assembly created the Professional Practices Commission (Ch. 123, Art. 37, C.R.S. 1963 (1969 Supp.)). The Commission was to establish and adopt a code of professional ethics and standards for teachers.

The Commission has completed its drafting of a Code of Ethics and a referendum to adopt the code will be held shortly. The Commission, however, received no appropriation to conduct its work and its activities have been financed by assistance from the Governor's Office and the CDE. Changes are suggested in the financing of the Commission's activities and in some of the powers of the Commission. Also, clarification of ambiguous parts of the statute concerning the Commission membership and provisions implementing the code are suggested.

First, the teacher membership on the Commission should be made more clear by changing the term "classroom teacher" to "certified professional staff members other than principals, vice-principals or assistant principals". The proposed Code of Ethics would be made binding on all teachers as soon as it is approved by a majority of the teachers voting on the question.

The Committee agreed that the Commission's activities, which include the authority to conduct investigations and make recommendations concerning these investigations, could be funded by a three dollar addition to teacher certification and recertification fees. Present law provides a fee of two dollars which would be paid only by the teachers subscribing to the Code of Ethics.

Another addition would require that a hearing on any alleged violation of the code be conducted before the Commission could recommend to the State Board the revocation or suspension of a teacher's certificate. Judicial review would be provided if the Commission found that the alleged violation would constitute grounds for dismissal or if the Commission were to censure the teacher.

A new subsection was added to provide that the State Board could use a recommendation by the Professional Practices Commission as grounds for revoking a teacher's certificate.

Teacher Tenure (Bill I, Page 61, and Bill J,  
Page 63)

Two ambiguous sections in the teacher tenure act were brought to the attention of the Committee. The first problem concerns whether a teacher who has been granted tenure, then resigns the position, but then later returns to the district can claim to have tenure. Present law (123-18-12 (2) (c)) provides that the school board may (or presumably may not) grant tenure to any teacher who has previously acquired tenure in that district or in another district in the state. However, later in the same paragraph the statute provides that tenure may not be withheld if the teacher meets the requirement of the act as set forth earlier. To clarify the present act, the Committee recommends that the statute simply state that resignation would terminate tenure.

The second problem concerns removal of possible delay tactics in teacher dismissal procedures under section 123-18-17 (5) and (10). The Committee suggests in Bill J that, if the teacher and the board cannot agree on a third member of the hearing panel, the third panel member would be selected by the president of the State Board of Education. It is further provided that, if certain deadlines are not met for a good cause shown, the proceedings would not be invalidated because of the delay.

Other Committee Recommendations

The Committee has funded the first phase of Colorado Educational Resources Inventory System, a statewide system of differentiated staffing. It is recommended that the General Assembly appropriate another \$60,000 to complete this study through the Legislative Council. As pointed out by the consultant on personnel, differentiated staffing cannot be legislated successfully against the wishes of the professional education community<sup>12/</sup> and this study would provide an outline of the kind of state-wide program most likely to be supported by teachers.

Education is an expensive, complex, and changing enterprise for which the General Assembly needs to provide continuous study. New approaches need to be provided and bills passed need to be evaluated to assure that the state is getting the results intended from legislation. The reports from the Committee's consultants reports contain information which warrants further consideration. For these reasons the Committee recommends continuation of legislative studies of education and recommends that citizens from various interests be included as advisory to the education studies. The Public Education Committee benefited greatly from its lay members and from its contacts with teachers, board members, higher education personnel, and students.

Topics which a future committee studying public education in Colorado might consider are pre-service teacher training in institutions of higher education; early childhood educational possibilities; early retirement options for teachers; elimination of school fees, including fees for textbooks; community relations offices in larger school districts; accreditation criteria and procedures; the teacher's role in planning and the relationship of the teaching profession to school administrators and the school board; communication between youth and the school system; improving the educational opportunities offered in small attendance centers; and improving counselling services, especially in the areas of occupational and vocational education.

### Footnotes

- 1/ Memorandum to Committee -- Recommendations from Consultants, June 25, 1970.
- 2/ Christine Bentson -- Survey on Public Education, September 9, 1970.
- 3/ Charles E. Hadley -- A Three-year Followup Survey of 1967, 1968, and 1969 Graduates and Dropouts from Mitchell and Wasson High Schools, September, 1970.
- 4/ Memoranda to Committee -- Results of a Questionnaire on the Extended School Year, October 13, 1970; and Possible State Action on the Extended School Year, October 28, 1970.
- 5/ Minutes of Public Education Committee Meeting -- July 15, 16, 1970.
- 6/ Clifford P. Hooker, James Rose, Gary Alkire, School District Organization in Colorado. (Prepared for Arapahoe County School District No. 5 and the Committee on Public Education, Colorado General Assembly). May, 1970, p. 75.
- 7/ John S. Gibson, On Quality in Education. (Prepared for Arapahoe County School District No. 5 and the Committee on Public Education, Colorado General Assembly). April, 1970, p.2.
- 8/ Ibid., pp. 2-3.
- 9/ Assessing Educational Outcomes in Colorado, Colorado Department of Education, December 1, 1970, p. 5 - 6.
- 10/ Goals for Education in Colorado, Colorado Department of Education, 1962, section 1.
- 11/ George B. Brain, John P. Turano, Paul M. Ford, Kenneth E. Hansen, Colorado Public School Personnel. (Prepared for Arapahoe County School District No. 5 and the Committee on Public Education, Colorado General Assembly), May 1970, p. iv.
- 12/ Ibid., p. 65.

## MINORITY REPORT

### Views of Charles M. Grant

Serving with the Committee on Public Education has been a privilege. Under the leadership of a chairman who was a model of courtesy and impartiality, the Committee probed a wide spectrum of experts, minority representatives, teachers, students and parents concerned about education.

To differ from the majority is a matter of regret, particularly when personal obligations made it impossible for me to attend some of the Committee's later meetings and offer my views in person. Nevertheless, I must voice certain fundamental reservations.

First, the matter of educational accountability is the Committee report's main theme. I agree that better evaluation of our investment in K-12 education in Colorado, now approaching half a billion dollars annually, is badly needed. But I am not certain we have provided the public with sufficient understanding of the difficulties of the assessment task.

After studying the meager and disappointing results of the \$5 million National Assessment study this year, I can't believe that \$150,000 spent by the Colorado Department of Education will provide the quality or quantity of data that are necessary for the kind of assessment the public will be led to expect from the Committee's report.

More important, should we not caution the public about "the almost irresistible temptation to go after the things that can be measured" when the most valuable products of education are not always measurable? (The quotation is from "Crisis in the Classroom" by Charles Silberman, Fortune editor, whose \$300,000 study of public education was financed by the Carnegie Foundation).

One specific example may illustrate the point. According to the National Assessment of science study, "tin" cans which actually have only a thin coating, 3 percent by weight of tin, are believed by more than 90 percent of our 17 year olds to be made mostly of tin. Does this really ASSESS what kind of a job schools have done in teaching the methods and concepts of science?

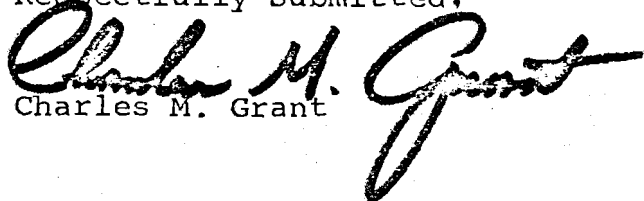
The last paragraph of the Committee's report lists some problems for future study. To them I would add:

1. Financing. Colorado school property taxes will exceed \$300 million in 1971. This is more than double

the amount collected in 1962. I favor reducing this burden by greater reliance on sales and income taxes collected by the State.

2. Professional Negotiations. More than half our states now have laws giving teachers the right to meet and confer or bargain collectively. Colorado lags behind in providing a legal framework within which teachers can negotiate with school boards.
3. Improving Colorado's Department of Education. This is a thorny subject difficult to handle in a committee report. But, when dissatisfaction prevails on both sides of the aisle in both houses of the legislature, someone must propose remedies for present deficiencies. The Joint Budget Committee study presently underway will hopefully make factual comparisons with other departments of education in Rocky Mountain States and provide some solid basis for determining what should be done.

Respectfully Submitted,

  
Charles M. Grant

BILL A

A BILL FOR AN ACT

EXPLANATION

1 CONCERNING THE ESTABLISHMENT OF AN EDUCATIONAL ACCOUNTABILITY  
2 PROGRAM, AND MAKING AN APPROPRIATION THEREFOR.

3 Be it enacted by the General Assembly of the State of Colorado:

4 SECTION 1. Chapter 123, Colorado Revised Statutes 1963, as  
5 amended, is amended BY THE ADDITION OF A NEW ARTICLE to read:

6 ARTICLE 41

7 Educational Accountability

8 123-41-1. Short title. This article shall be known and may  
9 be cited as the "Educational Accountability Act of 1971".

10 123-41-2. Legislative declaration. (1) The general  
11 assembly hereby declares that the purpose of this article is to  
12 institute an accountability program to define and measure quality  
13 in education, and thus to help the public schools of Colorado to  
14 achieve such quality and to expand the life opportunities and  
15 options of the students of this state.

16 (2) (a) The general assembly further declares that the  
17 educational accountability program developed under this article  
18 should be designed to measure objectively the adequacy and  
19 efficiency of the educational programs offered by the public

Declaration of policy -- to define and measure the quality of education to assist education decision-making.

The program would start with broad educational goals from which specific objectives of educational performance would be developed. Measurement of performance toward meeting the goals of education is possible through the evaluation methods in (2)(b) through (f).



TEXT

EXPLANATION

1 schools. The program should begin by developing broad goals and  
2 specific performance objectives for the educational process and  
3 by identifying the activities of schools which can advance  
4 students toward these goals and objectives. The program should  
5 then develop a means for evaluating the achievements and  
6 performance of students. It is the belief of the general  
7 assembly that in developing the evaluation mechanism, the  
8 following approaches, as a minimum, should be explored:

9 (b) Means for determining whether decisions affecting the  
10 educational process are advancing or impeding student  
11 achievement;

12 (c) Appropriate testing procedures to provide relevant  
13 comparative data;

14 (d) The role of the department of education in assisting  
15 school districts to strengthen their educational programs;

16 (e) Reporting to students, parents, boards of education,  
17 educators, and the general public on the educational performance

123-41-2 (b) through (f) list some approaches which could be developed in implementing the accountability program.

TEXT

EXPLANATION

1 of the public schools and providing data for the appraisal of  
2 such performance; and

3 (f) Provision of information which could help school  
4 districts to increase their efficiency in using available  
5 financial resources.

6 123-41-3. State board of education - duties. (1) (a) The  
7 state board of education shall develop a state accountability  
8 program, which:

9 (b) Describes and provides for implementation of a  
10 procedure for the continuous examination and improvement of the  
11 goals for education in this state.

12 (c) Identifies performance objectives which will lead  
13 directly to the achievement of the stated goals.

14 (d) Adopts a procedure for determining the extent to which  
15 local school districts accomplish their performance objectives.  
16 Evaluation instruments, including appropriate tests, shall be  
17 developed under the authority of this article to provide the

State board of education would be responsible for developing the accountability program.

TEXT

EXPLANATION

1 evaluation required, but standardized tests shall not be the sole  
2 means developed to provide such evaluation.

3 (e) Recommends a procedure and timetable for the  
4 establishment of local accountability programs.

5 (2) The state board of education shall adopt rules and  
6 regulations for the implementation of this article.

7 (3) (a) There is hereby created an advisory committee to  
8 the state board of education, which shall consist of fifteen  
9 members to be selected in the manner and for the terms provided  
10 in this subsection (3). The advisory committee shall assist the  
11 state board of education in performing its duties under this  
12 article.

13 (b) (i) Three of the members of the advisory committee  
14 shall be appointed by the speaker of the house of  
15 representatives, of which not more than two shall be from each of  
16 the major political parties; and two of the members of the  
17 advisory committee shall be appointed by the president of the

123-41-3 (3) through (5) would establish a committee to advise the state board of education. Membership and terms of office are outlined:

- (1) Three appointed by the Speaker of the House.
- (2) Two appointed by the president of the Senate.
- (3) Five appointed by the Governor from school boards.
- (4) Five appointed by the State Board -- three of which shall be classroom teachers or school administrators.

TEXT

EXPLANATION

1 senate, one from each of the major political parties.

2 (ii) Five members of the advisory committee shall be  
3 appointed by the governor from among those persons who are  
4 currently serving as members of boards of education in this  
5 state.

6 (iii) Five members of the advisory committee shall be  
7 appointed by the state board of education, at least three of  
8 which shall be classroom teachers and public school  
9 administrators.

10 (4) The terms of office of members of the advisory  
11 committee shall be three years; except that of the members  
12 appointed under subsection (3) (b) (i) to take office on July 1,  
13 1971, two members shall be appointed for one-year terms, two  
14 members shall be appointed for two-year terms, and one member  
15 shall be appointed for a three-year term; of the members  
16 appointed under subsection (3) (b) (ii) to take office on July 1,  
17 1971, two members shall be appointed for one-year terms, one

Staggered terms for appointments.

TEXT

1 member shall be appointed for a two-year term, and two members  
2 shall be appointed for three-year terms; and of the members  
3 appointed under subsection (3) (b) (iii) to take office on July  
4 1, 1971, one member shall be appointed for a one-year term, two  
5 members shall be appointed for two-year terms, and two members  
6 shall be appointed for three-year terms. Vacancies shall be  
7 filled by appointment, in the same manner as original  
8 appointments, for the unexpired term.

9 (5) The advisory committee shall elect a chairman from  
10 among its members. The members of the advisory committee shall  
11 receive no compensation for their services on the committee but  
12 shall be reimbursed for their actual and necessary expenses  
13 incurred in the performance of their duties on the committee.

14 (6) The department of education shall make available to the  
15 advisory committee such data, facilities, and personnel as are  
16 necessary for it to perform its duties.

EXPLANATION

Self explanatory.

Advisory committee would use CDE resources  
as necessary.

TEXT

EXPLANATION

1           123-41-4. Local accountability programs. (1) The board of  
2 education of each school district in the state shall adopt a plan  
3 for a local accountability program designed to measure the  
4 adequacy and efficiency of educational programs offered by the  
5 district. The board of education may sit as an educational  
6 accountability committee to implement the provisions of this  
7 section, or it may appoint a separate committee for this purpose.  
8 In either case the board of education shall appoint a parent, a  
9 teacher, a student, a school administrator, and a property  
10 taxpayer from the district to be members of the accountability  
11 committee.

12           (2) The accountability committee of each district shall  
13 recommend goals and objectives to the board of education, and the  
14 board of education may adopt its own goals and objectives for the  
15 district, but the district's plan for accountability shall be  
16 subject to approval of the state board of education.

Local school boards are to adopt a plan for an accountability program. Boards may sit as the accountability committee or may appoint one. In either case the committee is to include a parent, a teacher, a student, a school administrator, and a property taxpayer to assist with the local plan.

Local accountability plans are to be approved by state board of education.

TEXT

EXPLANATION

1 (3) The accountability committee of each district shall  
2 report not later than January 1 of each year to taxpayers,  
3 students, educators, and parents in the district, and to the  
4 state board of education, on the extent to which the district has  
5 achieved its stated goals and objectives. The report shall also  
6 contain an evaluation of educational decisions made during the  
7 previous year which have affected school services and processes.

Annual reporting on extent to which district has achieved stated goals and objectives.

8 (4) The state board of education shall assist local boards  
9 of education in the preparation of the district goals and  
10 objectives and the procedures for measuring school district  
11 performance in reaching those goals and objectives.

State board to assist local boards in preparing goals and objectives and in measuring performance.

12 123-41-5. Reports. Not later than March 1, 1972, and each  
13 year thereafter, the state board of education shall transmit to  
14 the general assembly a report of its activities in developing and  
15 administering the educational accountability program, including  
16 the progress of the state, and local school districts toward the  
17 achievement of their respective goals and objectives. The state

State board of education to report to the General Assembly annually concerning the status of the state and the local programs.

TEXT

EXPLANATION

1 board of education shall also recommend any legislation which it  
2 deems necessary for the improvement of educational quality in  
3 this state.

4 SECTION 2. Effective date. This act shall take effect July  
5 1, 1971.

6 SECTION 3. Appropriation. In addition to any other  
7 appropriation, there is hereby appropriated out of any moneys in  
8 the state treasury not otherwise appropriated, for the fiscal  
9 year beginning July 1, 1971, to the department of education, the  
10 sum of forty thousand dollars (\$40,000), or so much thereof as  
11 may be necessary for the administration and implementation of  
12 this act.

13 SECTION 4. Safety clause. The general assembly hereby  
14 finds, determines, and declares that this act is necessary for  
15 the immediate preservation of the public peace, health, and  
16 safety.

Suggested appropriation of \$40,000 for this  
act.



BILL B

A BILL FOR AN ACT

EXPLANATION

1 AMENDING ARTICLE 34 OF CHAPTER 123, COLORADO REVISED STATUTES  
2 1963, AS AMENDED, CONCERNING BOARDS OF COOPERATIVE SERVICES.

3 Be it enacted by the General Assembly of the State of Colorado:

4 SECTION 1. 123-34-3 (3), Colorado Revised Statutes 1963  
5 (1967 Supp.), is REPEALED AND REENACTED, WITH AMENDMENTS, to  
6 read:

7 123-34-3. Creation of board of cooperative services. (3)  
8 The agreement to establish a board of cooperative services may be  
9 amended to admit one or more additional school districts,  
10 community and technical colleges, junior college districts, or  
11 state-supported institutions of higher education if the governing  
12 board or governing agency of the school district, community and  
13 technical college, junior college district, or state-supported  
14 institution of higher education seeking admission shall certify  
15 by resolution a desire to be admitted to membership in the board  
16 of cooperative services, and if the board of cooperative services  
17 by resolution agrees to the admission of the school district,  
18 community and technical college, junior college district, or

Procedures would be added by which boards of cooperative services (BOCS) could admit, by resolution, additional members including school districts, community and technical colleges, junior colleges, and state colleges and universities. Some institutions of higher education now participate in BOCS as associate members and this change would provide that these institutions could become voting members.

TEXT

- 1 state-supported institution of higher education.
- 2 SECTION 2. 123-34-5, Colorado Revised Statutes 1963 (1967
- 3 Supp.), is amended to read:
- 4 123-34-5. Financing, budgeting, and accounting. (1)
- 5 Financing of the services performed under the direction of the
- 6 board of cooperative services shall be by contributions from
- 7 available moneys in any funds, which may be legally expended for
- 8 such services, of the participating school-districts MEMBERS on
- 9 the basis of a proportionality agreed upon by the GOVERNING
- 10 boards of education of the participating school-districts.
- 11 MEMBERS AND FROM THE BOARDS OF COOPERATIVE SERVICES FUND.
- 12 (2) A BOARD OF COOPERATIVE SERVICES SHALL ADOPT A BUDGET
- 13 AND AN APPROPRIATION RESOLUTION PRIOR TO THE BEGINNING OF THE
- 14 CALENDAR YEAR FOR WHICH ADOPTED.
- 15 (3) A BOARD OF COOPERATIVE SERVICES SHALL FOLLOW THE
- 16 PROVISIONS OF 'THE SCHOOL DISTRICT BUDGET LAW', BEING ARTICLE 32

EXPLANATION

Financing, budgeting, and accounting procedures would be stipulated. The same provisions that govern school districts would apply, except provisions of sections 123-32-12 (3) (c), (4), and (6), concerning transfer of moneys, and 123-32-15 (4), concerning prohibition of obligations in excess of appropriation.

TEXT

EXPLANATION

1 OF THIS CHAPTER, WHEREVER SUCH PROVISIONS ARE APPLICABLE, EXCEPT  
2 THAT THE PROVISIONS OF SECTIONS 123-32-12 (3) (c), (4) AND (6),  
3 AND 123-32-15 (4) SHALL NOT APPLY TO A BOARD OF COOPERATIVE  
4 SERVICES.

5 SECTION 3. 123-34-7, Colorado Revised Statutes 1963, as  
6 amended, is REPEALED AND REENACTED, WITH AMENDMENTS, to read:

7 123-34-7. Powers of boards of cooperative services. (1)

8 (a) In addition to any other powers granted by law, the board of  
9 cooperative services shall have the following specific powers, to  
10 be exercised in its judgment:

11 (b) Those powers set forth for boards of education in  
12 subsections (2) through (14), (16) through (25), (27), and (29)  
13 through (33) of section 123-30-10, and in sections 123-30-14,  
14 123-30-15, 123-30-17 through 123-30-19, 123-30-21 through  
15 123-30-23, and 123-30-25.

16 (c) To operate schools and classes within the member school  
17 districts as authorized by the member districts.

18 (d) To award certificates of accomplishment.

BOCS powers would be expanded to include many of the powers granted to local boards of education. The sections referred are:

- 123-30-10. Board of education - specific powers. (In general, the subsections listed for 123-30-10 pertain to ownership of property, purchasing of equipment and insurance, and certain administrative procedures now used by school districts).
- 123-30-14. Transportation of pupils - when.
- 123-30-15. Transportation by parents of own children.
- 123-30-17. Exclusion of nonresidents - exception.
- 123-30-18. Miscellaneous fees.
- 123-30-19. Summer schools - continuation and evening programs.
- 123-30-21. Food services - facilities.
- 123-30-22. Facsimile signature.
- 123-30-23. Contract services, equipment, and supplies.
- 123-30-25. Building codes - zoning - planning.

TEXT

EXPLANATION

1 SECTION 4. Article 34 of chapter 123, Colorado Revised  
2 Statutes 1963, as amended, is amended BY THE ADDITION OF THE  
3 FOLLOWING NEW SECTIONS to read:

4 123-34-13. Eligibility for funds. (1) Any board of  
5 cooperative services organized under the provisions of this  
6 article shall be entitled to such state moneys as may be  
7 available upon receiving approval by the state board, except that  
8 the state board shall approve not more than seventeen such boards  
9 of cooperative services.

10 (2) (a) To be eligible for state funds, a board of  
11 cooperative services shall meet all the following criteria:

12 (b) Unless otherwise approved by the state board, it shall  
13 serve school districts with a combined total enrollment of not  
14 less than five thousand students;

15 (c) It shall serve school districts in two or more  
16 counties; and

17 (d) It shall serve school districts with a combined total  
18 valuation for assessment of not less than seventy million

The organization of not more than 17 BOCS units would be approved by the State Board.

Criteria for BOCS eligible for state funds would be:

- (1) Not less than 5,000 students;
- (2) School districts served would be in two or more counties;
- (3) Minimum assessed valuation of \$70 million.

Since the state has great variations in population density, criteria for BOCS must be stated generally yet provide for variable units large enough to provide services.

TEXT

EXPLANATION

1 dollars.

2 123-34-14. Financing boards of cooperative services. (1)

3 There is hereby created in the office of the state treasurer a  
4 fund to be known as the "boards of cooperative services fund".

5 There shall be credited to said fund such moneys as may, from  
6 time to time, be appropriated by the general assembly for the  
7 purposes of this article.

8 (2) No later than July 1, 1971, and July 1 of each year  
9 thereafter, the state board shall determine the number of  
10 eligible boards of cooperative services.

11 (3) (a) No later than the following September 15, the state  
12 board shall determine the proportionate part of the boards of  
13 cooperative services fund to be paid each eligible board of  
14 cooperative services and each eligible school district, within  
15 the limits of available appropriations, as determined by the  
16 following formula:

17 (b) Each eligible board of cooperative services shall  
18 receive a basic grant of twenty-five thousand dollars, and

BOCS fund created.

Criteria for apportionment and use of funds:

- (1) \$25,000 per BOCS unit;
- (2) \$1.00 per ADAE to participating school districts.

-15-

TEXT

EXPLANATION

1 (c) Each school district participating as a member of a  
2 board of cooperative services shall receive, upon application to  
3 the state board and upon its subsequent approval, a sum equal to  
4 one dollar multiplied by the average daily attendance entitlement  
5 of that school district. The funds paid to school districts  
6 under this paragraph (c) shall be expended for the development,  
7 implementation, and operation of shared educational services,  
8 provided by the board of cooperative services of which the school  
9 district is a member, which are designed to extend the  
10 educational opportunities available to the people of the  
11 communities served by the cooperating school district.

12 (4) Upon determination of the amounts payable to eligible  
13 boards of cooperative services and eligible school districts, but  
14 no later than December 5, 1971, and December 5 of each year  
15 thereafter, the state board shall certify to the state treasurer  
16 the name and address of, and the amount payable to, each eligible  
17 board of cooperative services and eligible school district. Upon  
18 receipt of such certification, but no later than the following

TEXT

EXPLANATION

1 December 15, the state treasurer shall make distribution of the  
2 amounts so certified to the respective boards of cooperative  
3 services and school districts.

4 (5) The general assembly shall annually make a separate  
5 appropriation to the state board to cover the estimated cost of  
6 the basic grants to eligible boards of cooperative services and  
7 the grants to eligible school districts, as set forth in  
8 subsection (3) of this section.

9 (6) If the amount of the appropriation under subsection (5)  
10 of this section is less than the amount required to make one  
11 hundred percent of the grants provided for in subsection (3) of  
12 this section, the amount to be distributed shall be prorated  
13 according to the provisions of section 123-38-11 (4) among the  
14 eligible boards of cooperative services and eligible school  
15 districts.

16 (7) If the amount of the appropriation under subsection (5)  
17 of this section is greater than the amount to be distributed  
18 under the formula set forth in subsection (3) of this section,

Grants from the General Assembly would be pro rated if insufficient money is available to meet all needs.

Any surplus would revert to the general fund.

TEXT

EXPLANATION

1 the amount remaining after distribution shall revert to the  
2 general fund of the state.

3 123-34-15. Corporate status of boards of cooperative  
4 services. Each regularly organized board of cooperative services  
5 heretofore or hereafter formed is hereby declared to be a body  
6 corporate, and in its name may hold title to personal property  
7 for any purpose authorized by law, sue, and be a party to  
8 contracts for any purpose authorized by law.

BOCS would be given status of a "body corporate".

9 123-34-16. Definitions. (1) As used in this article,  
10 unless the context otherwise requires:

The definitions are self explanatory. This section appears at the end of the act to avoid renumbering the entire article.

11 (2) "School district" means any public school district  
12 existing pursuant to law.

13 (3) "Board of cooperative services" means a regional  
14 educational service unit designed to provide supporting,  
15 instructional, administrative, facility, community, or any other  
16 services contracted by participating members.

17 (4) "State board" means the state board of education.



EXPLANATION

TEXT

1 (5) "Average daily attendance entitlement" means the  
2 average daily attendance entitlement as calculated under the  
3 "Public School Foundation Act of 1969", being article 38 of this  
4 chapter, for the most recently completed school year immediately  
5 preceding the calendar year for which an appropriation for  
6 support is made.

7 SECTION 5. Appropriation. There is hereby appropriated,  
8 out of any moneys in the state treasury not otherwise  
9 appropriated, for the fiscal year beginning July 1, 1971, to the  
10 department of education, the sum of nine hundred seventy-five  
11 thousand dollars (\$975,000), or so much thereof as may be  
12 necessary, for expenditure in accordance with the provisions of  
13 article 34 of chapter 123, C.R.S. 1963.

14 SECTION 6. Safety clause. The general assembly hereby  
15 finds, determines, and declares that this act is necessary for  
16 the immediate preservation of the public peace, health, and  
17 safety.

An appropriation of \$975,000 would provide \$25,000 for 17 BOCS units and \$1.00 per ADAE, state-wide.

BILL C

A BILL FOR AN ACT

EXPLANATION

1 CONCERNING THE ESTABLISHMENT OF AN INCENTIVE PROGRAM FOR  
2 CONTINUING TEACHER EDUCATION.

3 Be it enacted by the General Assembly of the State of Colorado:

4 SECTION 1. 123-38-19, Colorado Revised Statutes 1963 (1969  
5 Supp.), is amended to read:

6 123-38-19. Limitation on general fund budget. (1) The  
7 authority of a board of education to increase the general fund  
8 budget of any school district, which has budgeted for the current  
9 year a current expense per pupil in average daily attendance  
10 entitlement in excess of six hundred twenty dollars, shall be  
11 limited to the sum of: One hundred six percent of the current  
12 expense per pupil in average daily attendance entitlement  
13 budgeted for the current year multiplied by the estimated number  
14 of pupils in average daily attendance for the ensuing budget  
15 year; plus the estimated expenditures for categorical purposes;  
16 plus the estimated expenditures for transporting pupils to and  
17 from schools; plus the estimated expenditures for capital outlay  
18 and debt service; plus the contingency reserve; PLUS THE  
19 ESTIMATED EXPENDITURES FOR IN-SERVICE TEACHER EDUCATION PROGRAMS

Local financing of approved in-service training programs would be exempted from six percent general fund budget limitation.

TEXT

1 WHICH MEET CRITERIA ESTABLISHED BY THE STATE BOARD OF EDUCATION.  
2 (2) The limitation imposed in subsection (1) of this  
3 section shall not apply to the board of education of a school  
4 district which has budgeted for the current year a current  
5 expense per pupil in average daily attendance entitlement of six  
6 hundred twenty dollars or less, until its budgeted current  
7 expense per estimated pupil in average daily attendance for the  
8 ensuing budget year exceeds six hundred twenty dollars, in which  
9 case the general fund budget of such district for such ensuing  
10 budget year shall be limited to the sum of: One hundred six  
11 percent of six hundred twenty dollars, multiplied by the  
12 estimated number of pupils in average daily attendance for the  
13 ensuing budget year; plus the estimated expenditures for  
14 categorical purposes; plus the estimated expenditures for  
15 transporting pupils to and from schools; plus the estimated  
16 expenditures for capital outlay and debt service; plus the  
17 contingency reserve; PLUS THE ESTIMATED EXPENDITURES FOR

EXPLANATION

TEXT

EXPLANATION

1 IN-SERVICE TEACHER EDUCATION PROGRAMS WHICH MEET CRITERIA  
2 ESTABLISHED BY THE STATE BOARD OF EDUCATION.

3 SECTION 2. Chapter 123, Colorado Revised Statutes 1963, as  
4 amended, is amended BY THE ADDITION OF A NEW ARTICLE to read:

5 ARTICLE 41

6 Continuing Teacher Education

7 123-41-1. Short title. This article shall be known and may  
8 be cited as the "Continuing Teacher Education Act of 1971".

9 123-41-2. Legislative declaration. The general assembly  
10 hereby finds and declares that there is a need for the logical  
11 and systematic encouragement of efforts by local school districts  
12 to continue the education of their teachers, administrators, and  
13 support personnel; that it is important to develop a working  
14 relationship between local school districts, the state department  
15 of education, and the teacher education institutions of this  
16 state in the field of in-service teacher education; that  
17 effective in-service education programs conducted by school

The purposes of the bill are self-explanatory as set forth in this section.

TEXT

EXPLANATION

1 districts can provide teachers with the knowledge and enthusiasm  
2 which are vital to the learning process and can serve as models  
3 for application in other districts; and that the purpose and  
4 intent of this article are to stimulate local school districts to  
5 sponsor in-service education programs which meet criteria for  
6 planning, execution, and evaluation to assure their benefit to  
7 students.

8 123-41-3. Definitions. (1) As used in this article,  
9 unless the context otherwise requires:

10 (2) "In-service education program" means a program directly  
11 sponsored by a school district or a board of cooperative  
12 services for all or any portion of the instructional,  
13 administrative, and support personnel employed by the district or  
14 districts to improve the quality of the learning process in the  
15 school district or districts.

16 (3) "State board" means the state board of education.

Definitions.

TEXT

EXPLANATION

1 (4) "School district" means a Colorado school district  
2 organized and existing pursuant to law, but shall not include a  
3 junior college district.

4 123-41-4. Qualification for reimbursement. (1) Any school  
5 district or board of cooperative services may submit a proposal  
6 for financial reimbursement to the state board for an in-service  
7 education program under this article.

8 (2) (a) The state board shall establish criteria for  
9 in-service education programs to assure that each proposal which  
10 is approved for state support under section 123-41-5:

11 (b) Demonstrates that the need for an in-service education  
12 program has been assessed by teachers and other school district  
13 personnel in cooperation with other agencies or organizations;

14 (c) Provides for planned activities which meet that need;

15 (d) Includes provisions for local contributions of support;

16 (e) Includes an evaluation plan which will determine the  
17 effect of the activities on the learning process;

Any school district or BOCS may apply for reimbursement for approved in-service education programs.

Within the guidelines in this subsection, criteria for programs are to be established by the State Board. Program need, planning, local support, evaluation, and cooperation with higher educational institutions are emphasized.

TEXT

EXPLANATION

1 (f) Indicates the part which it plays in implementing the  
2 overall, long-range plans of the district or the board of  
3 cooperative services;

4 (g) Evidences cooperation with institutions of higher  
5 education, where the proposed program could benefit from such  
6 cooperation, and with the department of education.

7 (3) Each proposal for an in-service education program shall  
8 include a breakdown of the costs which would be incurred upon  
9 approval of the program.

10 (4) Proposals shall be submitted to the department of  
11 education once each year on or before a date to be fixed by the  
12 state board. An ad hoc committee shall review such proposals to  
13 ascertain whether they meet the criteria established under  
14 subsection (2) of this section. The ad hoc committee shall  
15 consist of twelve members, representing the state institutions of  
16 higher education, the department of education, local school  
17 districts, boards of cooperative services, and professional

Cost breakdown would be required in proposal.

Proposals to be accepted once each year and reviewed by ad hoc committee in CDE.

TEXT

EXPLANATION

1 educators' associations.

2 123-41-5. School district report. Any school district or  
3 board of cooperative services that is eligible for reimbursement  
4 under the provisions of this article shall file with the state  
5 board on or before July 1 and January 1 of each year a report  
6 which contains a statement of the actual costs incurred for an  
7 approved in-service education program.

8 123-41-6. Reimbursement. (1) The state board shall  
9 apportion any appropriations made by the general assembly for the  
10 purposes of this article, except any amounts designated for  
11 administrative expenses and evaluation, among the school  
12 districts of the state in accordance with the proportion which  
13 each school district's average daily attendance entitlement bears  
14 to the total of the average daily attendance entitlements of all  
15 school districts in the state. For purposes of this article,  
16 "average daily attendance entitlement" shall have the meaning  
17 ascribed to such term in article 38 of this chapter.

Each BOCS or school district must report actual program costs each year.

Apportionment of funds among school districts proportional to ADAE.



TEXT

EXPLANATION

1           (2) Each school district, or board of cooperative services  
2 on behalf of two or more school districts, shall be entitled to  
3 reimbursement for its costs in carrying out an approved  
4 in-service education program in the amount of the apportionment  
5 of such district or districts or at the rate of fifty percent of  
6 the actual costs incurred in carrying out the approved program,  
7 whichever is less.

Each BOCS or school district would receive its program cost in an amount proportional to ADAE or fifty percent of cost, whichever is less.

8           (3) Whenever a school district does not qualify to receive  
9 all of the funds apportioned to it, the state board may allocate  
10 the portion for which it has not qualified to a district whose  
11 proposal for an in-service education program has been approved,  
12 but in no event shall any school district be reimbursed at a rate  
13 exceeding fifty percent of the actual costs which it incurred in  
14 carrying out an approved program.

The state board may give funds not used by one district to another district; but not more than 50 percent of actual costs of the program shall be disbursed to any district.

15           (4) A school district may include the cost of materials and  
16 services provided in kind by the district in its share of the  
17 actual costs incurred in carrying out an approved in-service

In kind contribution by local district would be counted as part of a district's program costs.

TEXT

EXPLANATION

1 education program.

2 123-41-7. Reports. On or before January 1, 1972, and each  
3 year thereafter, the state board shall transmit to the general  
4 assembly a report on its activities in implementing and  
5 administering the in-service education programs established by  
6 this article, including an evaluation of the various in-service  
7 education programs which received state support and an evaluation  
8 of the effectiveness of the statewide program under this article  
9 in improving the quality of education in the public schools.

10 SECTION 3. Appropriation. In addition to any other  
11 appropriation, there is hereby appropriated out of any moneys in  
12 the state treasury not otherwise appropriated, for the fiscal  
13 year beginning July 1, 1971, to the department of education, the  
14 sum of four hundred thousand dollars (\$400,000), or so much  
15 thereof as may be necessary, for the implementation of this act.  
16 Not more than twenty thousand dollars (\$20,000) of the moneys  
17 appropriated under this section shall be used for the

An annual report from State Board would be required beginning January 1, 1972.

An appropriation of \$400,000 to CDE is suggested, with not more than \$20,000 to be used for administration and not more than \$20,000 to be used for evaluation.

TEXT

EXPLANATION

1 administrative expenses of the department of education, and not  
2 more than twenty thousand (\$20,000) of such moneys shall be used  
3 to evaluate the in-service education program established by this  
4 act and to disseminate information concerning successful  
5 in-service education programs among the school districts and  
6 boards of cooperative services of this state.

7 SECTION 4. Safety clause. The general assembly hereby  
8 finds, determines, and declares that this act is necessary for  
9 the immediate preservation of the public peace, health, and  
10 safety.

BILL D

A BILL FOR AN ACT

EXPLANATION

1 CONCERNING THE QUALIFICATION OF APPROVED IN-SERVICE EDUCATION  
2 PROGRAMS AS RECERTIFICATION CREDIT.

3 Be it enacted by the General Assembly of the State of Colorado:

4 SECTION 1. 123-17-17, Colorado Revised Statutes 1963 (1965  
5 Supp.), is amended to read:

6 123-17-17. Renewal of certificate or letter of  
7 authorization. (1) A certificate or letter of authorization  
8 shall expire as prescribed in sections 123-17-13 and 123-17-15,  
9 notwithstanding the provisions of section 3-16-3 (7), C.R.S.  
10 1963, and may be renewed upon application and payment of the  
11 prescribed fee. An applicant for renewal of a certificate shall  
12 submit proof of satisfactory completion of not less than six  
13 semester hours of RECERTIFICATION credit which maintain or  
14 improve the applicant's skill in his employment, such credit to  
15 be earned WITHIN THE PREVIOUS FIVE-YEAR PERIOD in a standard  
16 institution of higher learning; ~~within--the--previous--five--year~~  
17 ~~period;--provided;~~ EXCEPT THAT NOT MORE THAN THE EQUIVALENT OF  
18 THREE SEMESTER HOURS OF SUCH RECERTIFICATION CREDIT MAY BE EARNED  
19 THROUGH IN-SERVICE EDUCATION PROGRAMS APPROVED BY THE STATE BOARD

The intent of the proposed amendments are to encourage teachers, school districts, and BOCS units to develop approved in-service education programs and to allow one-half of the credits necessary for recertification (three semester hours) to be gained through such programs.

TEXT

EXPLANATION

1 OF EDUCATION AND that an applicant for renewal of a vocational  
2 teacher or special certificate may, in lieu thereof, submit  
3 evidence of additional training or experience.

4 (2) (a) THE STATE BOARD OF EDUCATION SHALL ESTABLISH  
5 CRITERIA FOR IN-SERVICE EDUCATION PROGRAMS TO ASSURE THAT EACH  
6 PROGRAM WHICH IS APPROVED FOR RECERTIFICATION CREDIT:

7 (b) DEMONSTRATES THAT THE NEED FOR AN IN-SERVICE EDUCATION  
8 PROGRAM HAS BEEN ASSESSED BY TEACHERS AND OTHER SCHOOL DISTRICT  
9 PERSONNEL IN COOPERATION WITH OTHER AGENCIES OR ORGANIZATIONS;

10 (c) PROVIDES FOR PLANNED ACTIVITIES WHICH MEET THAT NEED;

11 (d) INCLUDES PROVISIONS FOR LOCAL CONTRIBUTIONS OF SUPPORT;

12 (e) INCLUDES AN EVALUATION PLAN WHICH WILL DETERMINE THE  
13 EFFECT OF THE ACTIVITIES ON THE LEARNING PROCESS;

14 (f) INDICATES THE PART WHICH IT PLAYS IN IMPLEMENTING THE  
15 OVERALL, LONG-RANGE PLANS OF THE DISTRICT OR THE BOARD OF  
16 COOPERATIVE SERVICES;

Criteria, following these guidelines, are to be established by the State Board for in-service education programs which will be accepted for recertification credit.

TEXT

EXPLANATION

1 (g) EVIDENCES COOPERATION WITH INSTITUTIONS OF HIGHER  
2 EDUCATION, WHERE THE PROGRAM COULD BENEFIT FROM SUCH COOPERATION,  
3 AND WITH THE DEPARIMENT OF EDUCATION.

4 (3) FOR PURPOSES OF THIS SECTION, "IN-SERVICE EDUCATION  
5 PROGRAM" MEANS A PROGRAM DIRECTLY SPONSORED BY A SCHOOL DISTRICT  
6 OR A BOARD OF COOPERATIVE SERVICES FOR ALL OR ANY PORTION OF THE  
7 INSTRUCTIONAL, ADMINISTRATIVE, AND SUPPORT PERSONNEL EMPLOYED BY  
8 THE DISTRICT OR DISTRICTS TO IMPROVE THE QUALITY OF THE LEARNING  
9 PROCESS.

10 SECTION 2. Safety clause. The general assembly hereby  
11 finds, determines, and declares that this act is necessary for  
12 the immediate preservation of the public peace, health, and  
13 safety.

Definition of "in-service education program".

BILL E

EXPLANATION

A BILL FOR AN ACT

1 CONCERNING PILOT PROGRAMS FOR AN EXTENDED SCHOOL YEAR.

2 Be it enacted by the General Assembly of the State of Colorado:

3 SECTION 1. Chapter 123, Colorado Revised Statutes 1963, as  
4 amended, is amended BY THE ADDITION OF A NEW ARTICLE to read:

5 ARTICLE 41

6 Pilot Programs for an Extended School Year

7 123-41-1. Declaration of purpose. The purpose of this  
8 article is to provide state financial assistance to school  
9 districts or boards of cooperative services which conduct pilot  
10 programs offering remedial, enrichment, or regular course  
11 offerings above and beyond the regular academic school year and  
12 to determine the educational and financial effect of these  
13 programs on the total educational effort. The general assembly  
14 declares that pilot programs receiving assistance under this  
15 article should be at least five years in duration in order that  
16 reliable results may be obtained, including information on  
17 possible savings in the cost of operating the school program.

18 123-41-2. Definitions. (1) As used in this article,  
19 unless the context otherwise requires:

This bill is drafted to assist school districts and BOCS in offering pilot programs beyond the regular school year. The subjects covered would be remedial, enrichment, or regular courses. Since results of an extended school year program would be cumulative, it would not be possible to fully evaluate the program for some years. Thus, it would be necessary for a participating school district to commit itself to a five year pilot program.

Definitions.

TEXT

EXPLANATION

1 (2) "Pilot program" means one of the types of programs  
2 specified in section 123-41-3 (2), which is designed to supply  
3 information on the costs and educational benefits of programs for  
4 an extended school year, the characteristics of educationally  
5 beneficial programs, and the applicability of such programs for  
6 other school districts of this state. Pilot programs are to be  
7 directed toward specific questions of statewide or regional  
8 significance in education or toward specified population groups  
9 with identifiable educational deficiencies.

10 (3) "State board" means the state board of education.

11 (4) "School district" means a Colorado school district  
12 organized and existing pursuant to law, but shall not include a  
13 junior college district.

14 123-41-3. Pilot programs - qualification. (1) Any school  
15 district or board of cooperative services may submit one or more  
16 proposals to the state board for pilot programs under this  
17 article.

A school district or BOCS may submit one  
or more proposals.



TEXT

- 1 (2) (a) A pilot program shall be one of the following  
2 types:  
3 (b) A summer remedial program, which shall be designed to  
4 correct defined kinds of learning difficulties and shall be from  
5 six to eight weeks in duration.  
6 (c) A summer enrichment program, which shall be designed to  
7 provide greater depth and variety of experience than the standard  
8 program and shall be from six to eight weeks in duration.  
9 (d) A summer program consisting of courses offered during  
10 the regular school year, which shall be designed to enable pupils  
11 who so wish to accelerate their graduation from the twelfth  
12 grade.  
13 (3) Proposals shall include a breakdown of all additional  
14 costs that would be incurred upon approval of a pilot program.  
15 (4) The state board shall approve pilot programs of each of  
16 the types described in subsection (2) of this section, the total  
17 stated costs of which shall not exceed the appropriation  
18 therefor.

EXPLANATION

Three types of extended school year (ESY) programs would be funded. Summer remedial programs and enrichment programs of six to eight weeks would be similar to the federal Elementary and Secondary Education Act (ESEA) Title I. The third type ESY program would be an acceleration program which would extend the regular program into the summer months to permit students to graduate early from high school.

School districts or BOCS would prepare estimates of additional costs of an ESY program.

State Board would approve pilot programs.

TEXT

EXPLANATION

-38-

1           123-41-4. Study models for year-around school. (1) The  
2 state board shall seek the cooperation of representative school  
3 districts and boards of cooperative services in the development  
4 of study models for year-around school programs. Programs to be  
5 studied shall include a staggered quadrimester program, in which  
6 three-fourths of the district's pupils are attending school at  
7 any given time and every pupil attends three quarters, and an  
8 acceleration program, in which all pupils attend school the year  
9 around in order to accelerate their graduation from the twelfth  
10 grade. The study models to be developed shall assist in planning  
11 and evaluating the costs and educational benefits of year-around  
12 school programs.

13           (2) The state board shall formulate criteria for the  
14 selection of representative school districts and boards of  
15 cooperative services to participate in the development of study  
16 models under this section, which shall include representation of  
17 various population growth rates, economic factors, and other  
18 matters which the state board deems relevant to the study of

Since substantial time would be required to change to a year-around school, study models or plans would be developed to anticipate the costs and educational benefits of a quarterly system. The bill would provide for plans under which students would attend four quarters in a year (accelerated graduation) and other plans under which students would attend three quarters with one quarter vacation (staggered quadrimester).

The State Board would formulate criteria for selecting school districts and BOCS must appropriate for a year-around school study.

TEXT

EXPLANATION

1 year-around school programs.

2 123-41-5. Administration. (1) (a) This article shall be  
3 administered by the state board. The state board shall have the  
4 authority to adopt reasonable rules and regulations for the  
5 administration of this article and to promulgate standards for  
6 proposed pilot programs, including, but not limited to, the  
7 following:

8 (b) Provisions for a clear statement of the objectives of  
9 the pilot program.

10 (c) A comparison of the costs and educational benefits of  
11 the pilot program with those of a regular school year.

12 (d) A description of program planning and evaluative  
13 techniques.

14 (e) A description of the facilities which will be committed  
15 to the pilot program.

16 (f) A complete description of program cost.

17 (g) A description of any new programs which would be  
18 included in the pilot program, together with a statement of the

The State Board would administer this act.

Standards for pilot ESY programs would include a statement of objectives, a comparison of costs and benefits, planning and evaluation, description of facilities to be used, a description of costs, and a program description including evaluation procedures.

TEXT

EXPLANATION

1 procedure for evaluating these aspects of the pilot program.

2 123-41-6. School district report. Any board of education  
3 or board of cooperative services which conducts an approved pilot  
4 program or develops a study model for year-around school under  
5 the provisions of this article shall file with the state board on  
6 or before November 15, 1972, and November 15 of each year  
7 thereafter a report which contains a statement of actual costs  
8 incurred for the approved pilot program or study model developed,  
9 and any other information required by the state board.

10 123-41-7. Reimbursement. (1) (a) Any school district or  
11 board of cooperative services which conducts a pilot program  
12 approved under section 123-41-3 shall be entitled to  
13 reimbursement at the following rate:

14 (b) One hundred percent of the actual costs incurred for  
15 research and evaluation of the pilot program, and for any new and  
16 experimental programs included in the pilot program; and

17 (c) (i) Seventy-seven dollars per full-time equivalent  
18 pupil enrolled in an approved pilot program which is scheduled to

Each school district or BOCS conducting a pilot program would report to the State Board annually on costs and other information required by the State Board.

The reimbursement rate for ESY programs are suggested as follows:

- (1) Research, evaluation, and new and experimental programs - 100% reimbursable.
- (2) \$77 per student in a 30-day program.
- (3) \$102 per student in a 40-day program.
- (4) \$153 per student in a 60-day program.

Reimbursement under (2), (3), and (4) above are based on a \$460 foundation support level pro rated to the length of the program.

EXPLANATION

TEXT

1 be thirty days in duration; or  
2 (ii) One hundred two dollars per full-time equivalent pupil  
3 enrolled in an approved pilot program which is scheduled to be  
4 forty days in duration; or  
5 (iii) One hundred fifty-three dollars per full-time  
6 equivalent pupil enrolled in an approved pilot program which is  
7 scheduled to be sixty days in duration.  
8 (2) Any school district or board of cooperative services  
9 which develops a study model for a year-around school program  
10 under section 123-41-4 shall be entitled to reimbursement at the  
11 rate of one hundred percent of the actual costs incurred in  
12 developing the model.  
13 123-41-8. Reports. Not later than January 1, 1973, and  
14 each January 1 thereafter, the state board shall transmit to the  
15 general assembly a report on the costs and educational benefits  
16 of the pilot programs conducted and study models developed  
17 pursuant to this article. The report shall contain an analysis  
18 of the suitability of extended school year programs for

The State Board would report annually to the General Assembly on costs, benefits, and evaluation of the suitability of the ESY programs for application state-wide.

TEXT

EXPLANATION

1 application throughout the state or in various regions of the  
2 state.

3 SECTION 2. Appropriation. (1) In addition to any other  
4 appropriation heretofore made for the current fiscal year, there  
5 is hereby appropriated, out of any moneys in the state treasury  
6 not otherwise appropriated, to the department of education, the  
7 sum of nine hundred eighteen thousand dollars (\$918,000), or so  
8 much thereof as may be necessary, to be used to reimburse school  
9 districts and boards of cooperative services which conduct pilot  
10 programs for an extended school year approved under the  
11 provisions of article 41 of chapter 123, C.R.S. 1963. The moneys  
12 appropriated by this subsection (1) shall become available upon  
13 passage of this act and shall remain available until expended or  
14 until June 30, 1972, whichever is earlier.

15 (2) In addition to any other appropriation, there is hereby  
16 appropriated out of any moneys in the state treasury not  
17 otherwise appropriated, for the fiscal year beginning July 1,  
18 1971, to the department of education, the sum of twenty-seven

An appropriation of \$918,000 is suggested for the ESY program. The moneys would be available until June 30, 1972. This appropriation is based on estimates of money needed for six pilot programs of each type (remedial, enrichment, and regular), each program enrolling 500 students for eight-week programs (500 students times \$102 per student equals \$51,000 per program times 18 programs totals \$918,000).

A total of \$27,540, or three percent of the total program cost, is suggested for research and evaluation of ESY programs.

TEXT

EXPLANATION

1 thousand five hundred forty dollars (\$27,540), or so much thereof  
2 as may be necessary, to be used for research and evaluation of  
3 pilot programs for an extended school year.

4 (3) In addition to any other appropriation, there is hereby  
5 appropriated out of any moneys in the state treasury not  
6 otherwise appropriated, for the fiscal year beginning July 1.  
7 1971, to the department of education, the sum of one hundred  
8 thousand dollars (\$100,000), or so much thereof as may be  
9 necessary, to be used to reimburse school districts or boards of  
10 cooperative services which develop study models for year-around  
11 school under the provisions of article 41 of chapter 123, C.R.S.  
12 1963.

13 SECTION 3. Safety clause. The general assembly hereby  
14 finds, determines, and declares that this act is necessary for  
15 the immediate preservation of the public peace, health, and  
16 safety.

A total of \$100,000 is suggested to develop study models of the accelerated and staggered quarter plans as provided in 123-41-4.

BILL F

A BILL FOR AN ACT

EXPLANATION

1 CONCERNING COMPREHENSIVE EDUCATIONAL PLANNING IN THE PUBLIC  
2 SCHOOLS, AND MAKING AN APPROPRIATION THEREFOR.

3 Be it enacted by the General Assembly of the State of Colorado:

4 SECTION 1. Chapter 123, Colorado Revised Statutes 1963, as  
5 amended, is amended BY THE ADDITION OF A NEW ARTICLE to read:

6 ARTICLE 41

7 Comprehensive Educational Planning

8 123-41-1. Short title. This article shall be known and may  
9 be cited as "The Comprehensive Educational Planning Act".

10 123-41-2. Purpose. It is the purpose of this article to  
11 assist school districts in comprehensive educational planning by  
12 providing financial support for the development of school  
13 improvement plans.

14 123-41-3. Definitions. (1) As used in this article,  
15 unless the context indicates otherwise:

16 (2) "State board" means the state board of education.

17 (3) "Department" means the department of education.

The purpose of this bill is to encourage planning by school districts, particularly in the formulation of "school improvement contracts". Under these plans, districts would agree to take specified steps over a period of time to improve the school. Accreditation would be based on the district's continuation in following the improvement contract or plan.

Definitions.



TEXT

1 (4) "District" means a Colorado school district organized  
2 and existing pursuant to law, but shall not include a junior  
3 college district.

4 123-41-4. Comprehensive educational planning. (1) (a)  
5 Comprehensive educational planning includes, but is not limited  
6 to, the following steps:

7 (b) Evaluation of the present educational program and  
8 identification of the strengths and weaknesses of the district;

9 (c) Delineation of the knowledge, skills, and attitudes  
10 which are the goals of the district's educational program;

11 (d) Development of a plan for the district's educational  
12 program which will enable pupils in the district to meet the  
13 delineated goals.

14 123-41-5. Amount of grant. Districts shall be eligible to  
15 apply for grants of up to five thousand dollars per year from the  
16 state board for comprehensive educational planning.

17 123-41-6. Qualification. In order to qualify for a grant  
18 under this article, a district must submit to the department a

EXPLANATION

Planning steps outlined are evaluation of strengths and weaknesses of the district, delineation of goals, and development of a plan to meet the goals.

Grants would be offered of not more than \$5,000 for each district.

To qualify for a grant, a district must submit a letter of intent and it must commit an amount of money at least equal to the amount requested from the state.

TEXT

1 letter of intent committing the district to the development of a  
2 comprehensive educational plan and committing funds for the  
3 planning program equal to or greater than the amount requested  
4 from the state.  
5 123-41-7. Payment of grants. The district shall be  
6 entitled to receive the full amount of the grant when the initial  
7 planning, as required by section 123-41-8, is completed.  
8 123-41-8. Initial planning. The district, with the  
9 assistance of the department, shall prepare a program for  
10 carrying out the initial evaluation, delineation of goals, and  
11 plan development for the district. The program shall provide for  
12 participation by community representatives, professional  
13 personnel, and students in all phases of the preparation of the  
14 comprehensive educational plan.  
15 123-41-9. District report. Any district receiving a grant  
16 under the provisions of this article shall file with the state  
17 board, within one year of the submission of the letter of intent,  
18 a statement of costs and a report on the outcome of the completed

EXPLANATION

Payment of grants would be made when initial planning is completed.

The initial planning stage includes evaluation, delineation of goals, and plan development which includes community, professional, and student participation.

Districts receiving grants must report costs and planning results within one year.

TEXT

EXPLANATION

1 phases of the comprehensive educational plan.

2 123-41-10. Allowable expenditures. (1) (a) Expenditures  
3 which may be financed through the grant are:

4 (b) Salary for personnel, including expenditures for  
5 released time;

6 (c) Consultation services;

7 (d) Materials;

8 (e) Travel, and other necessary services which are directly  
9 related to development of a comprehensive, long-range educational  
10 plan.

Self explanatory.

11 123-41-11. Administration. This article shall be  
12 administered by the state board. The state board shall have the  
13 authority to adopt reasonable rules and regulations for the  
14 administration of this article.

Self explanatory.

15 123-41-12. Special consulting services. The department may  
16 secure outside consulting services for the participating  
17 districts.

Self explanatory.

TEXT

EXPLANATION

1       123-41-13. State board report. No later than February 1,  
2       1972, December 1, 1972, and December 1 of each year thereafter,  
3       the state board shall transmit to the general assembly a report  
4       of the progress of school districts which are engaged in  
5       comprehensive educational planning under this article.

6       SECTION 2. Effective date. This act shall take effect July  
7       1, 1971, and shall remain in effect until the general assembly  
8       determines that the purposes of the article have been  
9       satisfactorily met.

10       SECTION 3. Appropriation. (1) There is hereby  
11       appropriated, out of any moneys in the state treasury not  
12       otherwise appropriated, to the department of education, the sum  
13       of two hundred thousand dollars (\$200,000), for the fiscal year  
14       beginning July 1, 1971, for comprehensive educational planning by  
15       school districts.

16       (2) The department of education may expend not more than  
17       twenty-five percent of the amount appropriated in subsection (1)  
18       of this section for the purchase of consulting services for

State Board would report progress to the General Assembly.

An appropriation of \$200,000 is suggested, not more than 25 percent of which could be used by the CDE for consulting services. The appropriation would remain available for grants until June 30, 1972.

TEXT

1 participating districts.

2 (3) Any amounts not allocated initially to districts shall  
3 remain available until June 30, 1972, and shall be allocated on  
4 the basis of need by the state board.

5 SECTION 4. Safety clause. The general assembly hereby  
6 finds, determines, and declares that this act is necessary for  
7 the immediate preservation of the public peace, health, and  
8 safety.

EXPLANATION

BILL G

A BILL FOR AN ACT

EXPLANATION

1 CONCERNING A BUDGETING AND EVALUATION SYSTEM FOR THE PUBLIC  
2 SCHOOLS, AND MAKING AN APPROPRIATION THEREFOR.

3 Be it enacted by the General Assembly of the State of Colorado:

4 SECTION 1. Chapter 123, Colorado Revised Statutes 1963, as  
5 amended, is amended BY THE ADDITION OF A NEW ARTICLE to read:

6 ARTICLE 41

7 Program Planning, Budgeting, and Evaluating System

8 123-41-1. Short title. This article shall be known and may  
9 be cited as the "Program Planning, Budgeting, and Evaluating  
10 System Act".

11 123-41-2. Purpose. It is the purpose of this article to  
12 develop for the public schools a budget format which will present  
13 educational programs in terms of pupil achievement and relate  
14 these programs to expenditures.

15 123-41-3. Development of manual. (1) The department of  
16 education shall contract for expert assistance in order to  
17 prepare the first draft of a manual containing definitions and  
18 directions necessary for establishing a state-wide program  
19 accounting system.

Traditionally, budgets have been based on projected needs for services, facilities, and supplies. PPBES would develop a budget format under which educational budgets would relate output (pupil achievement) to expenditures. This program is anticipated to complement accountability -- Bill A.

A manual would be drafted to provide direction to local school districts in implementing PPBES.

TEXT

EXPLANATION

1 (2) The department of education, with expert assistance,  
2 shall prepare a final draft of the manual.

3 123-41-4. Testing of system. (1) The department of  
4 education shall test the proposed program accounting system in  
5 six representative school districts over a six-month period and  
6 shall reimburse these districts for the cost of accounting which  
7 is in addition to the accounting required under section 123-33-2.

8 (2) The department of education may undertake additional  
9 testing, if necessary to complete the system.

10 123-41-5. Training program for use of system. Upon  
11 approval by the state board of education of the final draft of  
12 the manual, the department of education shall conduct workshops  
13 providing adequate individual attention for appropriate school  
14 personnel from each district. District representatives shall  
15 receive travel expenses and a per diem allowance from the  
16 department of education.

CDE would test PPBES in six selected school districts. The six month test should be completed by December, 1971.

Workshops to acquaint local school district personnel with PPBES procedures would be held after the manual is approved by the State Board.

TEXT

1 123-41-6. The timetable. The department of education shall  
2 set a timetable for completion of the development and testing of  
3 the program accounting system and, upon satisfactory completion  
4 of these phases, shall proceed as soon as practicable with the  
5 training program for the use of the system.

6 123-41-7. Administration. This article shall be  
7 administered by the state board of education. The state board of  
8 education shall have the authority to adopt reasonable rules and  
9 regulations for the administration of the article.

10 SECTION 2. Appropriation. There is hereby appropriated out  
11 of any moneys in the state treasury not otherwise appropriated,  
12 to the department of education, the sum of one hundred thousand  
13 dollars (\$100,000) for the fiscal year beginning July 1, 1971, in  
14 order to carry out the purposes of this act.

15 SECTION 3. Safety clause. The general assembly hereby  
16 finds, determines, and declares that this act is necessary for  
17 the immediate preservation of the public peace, health, and  
18 safety.

EXPLANATION

A timetable would be set for various phases  
of program implementation.

Self explanatory.

An appropriation of \$100,000 is suggested  
for the first year of the program.



BILL H  
A BILL FOR AN ACT

1 CONCERNING THE PROFESSIONAL PRACTICES COMMISSION.

2

3

4 Be it enacted by the General Assembly of the State of Colorado:

5 SECTION 1. 123-17-16, Colorado Revised Statutes 1963, is  
6 amended to read:

7 123-17-16. Fees. The fee for the examination and review of  
8 an application for a certificate or letter of authorization or  
9 any renewal thereof shall be five EIGHT dollars. Upon  
10 determination of eligibility of an applicant to receive a  
11 certificate or letter of authorization, such certificate or  
12 letter of authorization shall be issued without the payment of an  
13 additional fee. All fees under this section shall be paid to  
14 COLLECTED BY the department of revenue and PAID TO THE STATE  
15 TREASURER. FIVE DOLLARS OF EACH FEE shall be credited to the  
16 general fund of the state, AND THREE DOLLARS OF EACH FEE SHALL BE  
17 CREDITED TO THE EDUCATIONAL PRACTICES FUND, WHICH FUND IS HEREBY  
18 CREATED. ANY MONEYS IN THE EDUCATIONAL PRACTICES FUND MAY BE  
19 APPROPRIATED BY THE GENERAL ASSEMBLY FOR THE EXPENSES OF THE

Fees for certification or recertification would be raised to \$8.00 of which \$3.00 would go to the Commission's fund. The present certification or recertification fee is \$5.00, and there would be no change in the handling of this fee.

TEXT

EXPLANATION

1 PROFESSIONAL PRACTICES COMMISSION, PURSUANT TO SECTION 123-37-4  
2 (6). ANY SURPLUS REMAINING IN THE EDUCATIONAL PRACTICES FUND IN  
3 EXCESS OF ONE-HALF OF THE ANNUAL APPROPRIATION; AT THE END OF  
4 EACH FISCAL YEAR, SHALL BE DISPOSED OF AS PROVIDED IN SECTION  
5 130-5-5, C.R.S. 1963.

6 SECTION 2. 123-37-4 (2) (b) and (c), Colorado Revised  
7 Statutes 1963 (1969 Supp.), are amended to read:

8 123-37-4. Professional practices commission created. (2)

9 (b) Four members shall be elementary school classroom-teachers;  
10 CERTIFICATED PROFESSIONAL STAFF MEMBERS OTHER THAN PRINCIPALS,  
11 VICE-PRINCIPALS, OR ASSISTANT PRINCIPALS.

12 (c) Four members shall be secondary school classroom  
13 teachers; CERTIFICATED PROFESSIONAL STAFF MEMBERS OTHER THAN  
14 PRINCIPALS, VICE-PRINCIPALS, OR ASSISTANT PRINCIPALS.

15 SECTION 3. 123-37-4 (6), Colorado Revised Statutes 1963  
16 (1969 Supp.), is REPEALED AND REENACTED, WITH AMENDMENTS, to  
17 read:

Surplus would revert to general fund as is the procedure with other funds of this type.

Change in language would exclude administrative personnel from appointment to the commission as teacher representatives. Elementary and secondary school principals are appointed to the commission under 23-37-4 (2) (e) and (f).

TEXT

EXPLANATION

1       123-37-4. Professional practices commission created. (6)  
2       The expenses of the commission shall be paid as the general  
3       assembly may deem necessary by making an appropriation therefor  
4       on an annual fiscal year basis commencing July 1, 1971, and  
5       thereafter, out of moneys in the educational practices fund  
6       created by section 123-17-16.

7       SECTION 4. 123-37-5 (7), Colorado Revised Statutes 1963  
8       (1969 Supp.), is REPEALED AND REENACTED, WITH AMENDMENTS, to  
9       read:

10       123-37-5. Duties and powers of the commission. (7) (a) The  
11       commission may investigate a complaint by a teacher, a school  
12       administrator, or a board of education alleging that a teacher  
13       has violated any provision of the code of ethics and professional  
14       standards, or that any teacher has engaged in conduct which would  
15       be grounds for dismissal under the provisions of section  
16       123-18-16. If the commission upon investigation finds that there  
17       is reason to believe the allegations of a complaint, it shall so  
18       notify the teacher and shall hold a hearing on the allegations of

Expenses of the Commission would be paid by appropriation from educational practices fund. The fee collections allocated to the commission in 123-17-16 would be adequate to cover these expenses.

Amendment redrafts the powers and duties of the Commission. If a complaint seems justified, the Commission will hold a hearing, which is not required in present act.

TEXT

EXPLANATION

1 the complaint in accordance with the provisions of article 16 of  
2 chapter 3, C.R.S. 1963.

3 (b) If the commission finds, after hearing, that a teacher  
4 has violated any provision of such code, or that a teacher has  
5 engaged in conduct which would be grounds for dismissal under  
6 section 123-18-16, it may issue a public or private official  
7 censure of such teacher. Judicial review of any final decision  
8 of the commission shall be available in accordance with the  
9 provisions of article 16 of chapter 3, C.R.S. 1963.

10 (c) If the commission finds that the certification or  
11 letter of authorization of a teacher should be suspended or  
12 revoked, it shall submit its recommendation to the state board of  
13 education, together with its findings of fact and conclusions.

14 SECTION 5. 123-37-6, Colorado Revised Statutes 1963 (1969  
15 Supp.), is amended to read:

16 123-37-6. Approval of code. No code or amendment to the  
17 code shall go into effect until approved in a state-wide  
18 referendum vote by a majority of teachers voting. UPON APPROVAL

Commission may censure a teacher, but judicial review of the Commission's decision would be specifically provided in the act.

Commission may recommend that the State Board of Education suspend or revoke certificate or letter of authorization. Similar to present act (123-37-4 (7)) except that recommendation now goes to the local district as well as to the State Board.

The new language would make the Code of Ethics binding on all teachers after approval by majority of teachers voting.

TEXT

1 THE CODE OR AMENDMENT TO THE CODE SHALL IMMEDIATELY BECOME  
2 BINDING UPON ALL TEACHERS IN THE STATE.

3 SECTION 6. 123-17-21, Colorado Revised Statutes 1963, is  
4 amended BY THE ADDITION OF A NEW SUBSECTION to read:

5 123-17-21. Grounds for annulling, suspending or revoking  
6 certificate or letter. (4) A certificate or letter of  
7 authorization may be suspended or revoked on the recommendation  
8 of the professional practices commission made in accordance with  
9 the provisions of section 123-37-5 (7). The provisions of  
10 section 123-17-22 shall not apply to suspensions or revocations  
11 under this subsection (4).

12 SECTION 7. Safety clause. The general assembly hereby  
13 finds, determines, and declares that this act is necessary for  
14 the immediate preservation of the public peace, health, and  
15 safety.

EXPLANATION

Amendment to teacher tenure act provides that a certificate or letter of authorization could be revoked by the State Board on recommendation of the Commission as provided in 123-37-5 (7) (c). Hearings and judicial review of Commission's final decision are provided under 123-37-5 (7) (b).

EXPLANATION

BILL I  
A BILL FOR AN ACT

1 AMENDING 123-18-12 (2) (c), COLORADO REVISED STATUTES 1963, AS  
2 AMENDED, CONCERNING THE TENURE STATUS OF TEACHERS WHO ARE  
3 REEMPLOYED AFTER RESIGNATION.

4 Be it enacted by the General Assembly of the State of Colorado:

5 SECTION 1. 123-18-12 (2) (c), Colorado Revised Statutes  
6 1963 (1967 Supp.), is REPEALED AND REENACTED, WITH AMENDMENTS, to  
7 read:

8 123-18-12. Tenure - required service. (2) (c) Any teacher  
9 who has acquired tenure in a school district shall lose his  
10 tenure status by resignation from his position.

11 SECTION 2. Safety clause. The general assembly hereby  
12 finds, determines, and declares that this act is necessary for  
13 the immediate preservation of the public peace, health, and  
14 safety.

This amendment would clarify present ambiguity as to whether a teacher who has resigned his position after acquiring tenure can demand, at a later date, to be rehired with tenure. The amendment would prohibit a board granting tenure in this situation.

BILL J

A BILL FOR AN ACT

EXPLANATION

1 AMENDING ARTICLE 18 OF CHAPTER 123, COLORADO REVISED STATUTES  
2 1963, AS AMENDED, CONCERNING TEACHER TENURE.

3 Be it enacted by the General Assembly of the State of Colorado:

4 SECTION 1. 123-18-17 (5) and (10), Colorado Revised  
5 Statutes 1963 (1967 Supp.), are amended to read:

6 123-18-17. Dismissal - procedure - judicial review. (5)

7 If a hearing shall be requested by the teacher, or permitted by  
8 the board of education as provided in subsection (4) of this  
9 section, it shall be conducted before a panel, the members of  
10 which shall be residents of Colorado and selected as follows:

11 The teacher shall select one member as provided in subsection (3)  
12 of this section, the board of education shall select one member  
13 as provided in subsection (3) of this section, and the two  
14 persons selected shall, within ten days after the filing of the  
15 request, meet and choose a third member, who shall be the  
16 chairman and who shall preside at the hearing. IF THE PERSONS  
17 SELECTED BY THE TEACHER AND THE BOARD OF EDUCATION CANNOT AGREE  
18 ON THE THIRD MEMBER OF THE PANEL WITHIN TEN DAYS AFTER THE FILING

If the parties cannot agree to the third member of the reviewing panel in contested dismissal proceedings, the third member would be appointed by the president of the state board. This amendment is intended to prevent unnecessary delays or stalling tactics in these proceedings.

TEXT

EXPLANATION

1 OF THE REQUEST, THEY SHALL SO NOTIFY THE PRESIDENT OF THE STATE  
2 BOARD OF EDUCATION, AND HE SHALL APPOINT THE THIRD MEMBER OF THE  
3 PANEL WITHIN FIVE DAYS AFTER THE EXPIRATION OF SUCH TEN-DAY  
4 PERIOD. No school director or employee of the school district  
5 shall be selected as a member of a panel. The chairman shall  
6 forthwith give the teacher at least seven days' written notice of  
7 the hearing, including the place and time therefor, but in no  
8 event shall such hearing be held later than twenty-five days  
9 after the selection of the third panel member.

10 (10) The board of education shall review the panel's  
11 findings of fact and recommendation and it shall enter its  
12 written order within thirty days after the date of the panel's  
13 findings and recommendations. The board shall take one of the  
14 three following actions: The teacher be dismissed; the teacher  
15 be retained; or the teacher be placed on a one-year probation.  
16 The secretary of the board of education shall cause a copy of  
17 said order to be given immediately to the teacher and a copy to



TEXT

1 be entered into the teacher's local file. IF ONE OR MORE OF THE  
2 DEADLINES FOR HOLDING A HEARING, FOR ADOPTION OF FINDINGS AND  
3 RECOMMENDATIONS BY THE PANEL, OR FOR THE BOARD'S WRITTEN ORDER  
4 CANNOT BE MET FOR GOOD CAUSE SHOWN, AND THE PROCEDURES REQUIRED  
5 BY THIS SECTION ARE FOLLOWED EXCEPT FOR COMPLIANCE WITH ANY SUCH  
6 DEADLINE, THE PROCEEDINGS UNDER THIS SECTION SHALL NOT BE  
7 INVALIDATED.

8 SECTION 2. Safety clause. The general assembly hereby  
9 finds, determines, and declares that this act is necessary for  
10 the immediate preservation of the public peace, health, and  
11 safety.

EXPLANATION

If certain deadlines in dismissal proceedings could not be met for good cause shown, the proceedings would not be invalidated. This addition is also intended to prevent valid cases being delayed as a means of subverting the act.