

Akron School District R-1



Akron School Board Manual

Akron School Board Member Training Manual

Electronic Document

2023-2024

Our mission: To provide a safe environment to facilitate the optimal growth of each student in accordance with individual needs, abilities, and interests through partnerships among home, school, and the community.

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INTRODUCTION

The purpose of this Handbook is to provide guidance for members of the Board of Education (the “Board”), Akron School District staff, students and the community-at-large regarding the manner by which the Board typically operates and carries out the authority delegated to it by law.

This handbook is not intended to mandate any process that is binding upon the Board unless that process is otherwise required by law. References to legal authority and/or Board Policies, which apply to specific subjects, are included as appropriate.

This handbook also attempts to provide newly appointed or elected school board director the resources and foundation that Akron School District believes it takes to be a successful school board member. While there are sections in this handbook which guide a member’s actions and behavior by legal mandate there are also other sections in which board members, school administrators, and state-wide consultants provide advice given in the spirit of making sure that new board members are successful!

“A unified effort based on the core value of respect maximizes support of kids and makes boards successful. Excellence has to be the mission of EVERYONE!”

Randy Black, Former CASB Consultant

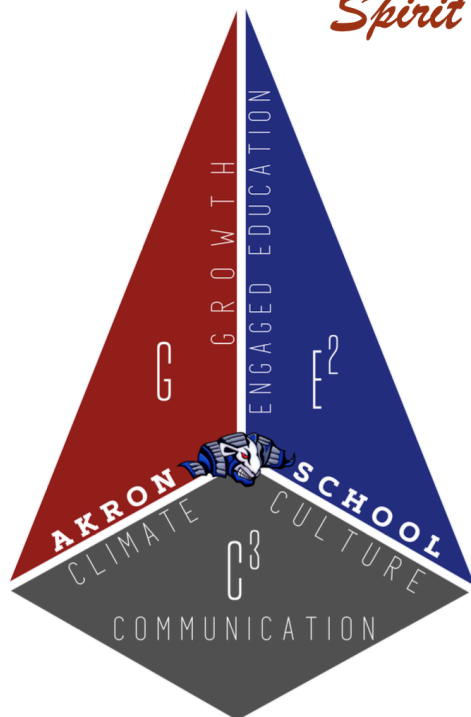


MISSION

The mission of the Akron School District is to provide a safe environment so as to facilitate the optimal growth of each student in accordance with individual needs, abilities, and interests through partnerships among home, school and the community.

Akron School District Strategic Priorities

Spirit of Excellence



Growth

- Reach All Learners
- High Expectations
- Data Driven Collaboration

Engaged Education

- Visible Learning
- Common Language
- Student Ownership

Climate, Culture & Communication

- Effective Communication
- Positive Climate & Mindset
- Safe & Inclusive Culture

Board Regulations and Meeting Procedures

Board's Core Values

Respect- We value each other's input and treat each other like we would like our students to treat each other. We understand and accept that a school board member's role can be a tough but very rewarding experience as long as there is a foundation of respect.

Integrity- We must be committed at the highest level that we serve the needs of our students and our community. To operate under any other premise does not serve the true mission of our school district. We must be open and direct in our dealings with our fellow citizens.

Honesty- Transparency and fiscal honesty is not the goal but the standard from which we operate and make all our decisions.

Excellence- We must strive continuously towards personal and organizational best. We expect excellence at all system levels, and we must always demonstrate it at the board level.

Listening to Understand- Communication with our community and each other is critical and is the bond that holds all of us together. We must be willing to hear our constituents and the teachers and students we serve. We must be willing to overcome our own biases to reach the goal of serving our community, our students, and our teachers.

Authority and Responsibilities of the Board of Education CRS 22-32-110

School Board Powers and Responsibilities

The powers and mandatory duties of the Board are defined in state statutes.

This Board considers that its most important functions fall into the following categories:

1. **Legislative or policymaking.** The Board is responsible for the development of policy and for the employment of a superintendent who will carry out its policy through the development and implementation of regulations.

2. Educational planning and appraisal. The Board is responsible for acquiring reliable information from responsible sources, enabling it to make the best possible decisions about the scope and nature of the educational program. The Board is responsible for requiring appraisal of the results of the educational program.

3. Staffing and appraisal. The Board is responsible for employing the staff necessary for carrying out the instructional program and establishing salaries and salary schedules and other terms and conditions of employment, as well as for personnel policies district-wide in application. The Board is responsible for appraising the effectiveness of its staff by providing for regular evaluation.

4. Financial resources. The Board is responsible for adopting a budget that will provide the financial basis for buildings, staff, materials, and equipment, enabling the district to carry out the educational program. The Board is responsible for exercising control over the finances of the district to ensure proper use of, and accounting for, all district funds.

5. School facilities. The Board is responsible for determining school housing needs, for communicating these needs to the community, for purchasing sites, and for approving building plans that will support and enhance the educational program.

6. Communication with the public. The Board is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself informed about the wishes of the public.

7. Judicial. The Board is responsible for acting as a court of appeal for school staff members, students and the public when issues involve Board policies and their fair implementation.

Authority of Individual Board Members

State law establishes that power belongs not to individual members of a Board of Education but only to the Board of Education itself. Board Members have authority only when acting as a Board of Education in a legally constituted session, with a quorum being present. The statement or action of an individual member or group of members of the Board of Education does not bind the Board of Education itself, except when that statement or action is authorized by an official act of the Board.

Board Member Code of Ethics

According to the Colorado Revised Statutes 24-18-105, the following ethical principles for school board members "are intended as guides to conduct and do not constitute violations as such of the public trust of office..."

1. A board member "should not acquire or hold an interest in any business or undertaking which that member has reason to believe may be directly and substantially affected to its economic benefit by official action to be taken by an agency over which the member has substantive authority."
2. A board member "should not, within six months following the termination of office, obtain employment in which the member will take direct advantage, unavailable to others, of matters with which the member was directly involved during the term of [office]. These matters include rules, other than rules of general application, which the member actively helped to formulate and apply, claims or contested cases in the consideration of which the member was an active participant."
3. A board member "should not perform an official act directly and substantially affecting a business or other undertaking to its economic detriment when the member has a substantial financial interest in a competing firm or undertaking."
4. A board member is discouraged "from assisting or enabling members of [the board member's] immediate family in obtaining employment, a gift of substantial value, or an economic benefit tantamount to a gift of substantial value from a person whom [the board member] is in a position to reward with official action or has rewarded with official action in the past."

School Board Member Conduct

Public office is a trust created by the confidence which the public places in the integrity of its public officers. To preserve this confidence, it is the desire of the Board to operate with the highest ethical standards.

In carrying out his/her fiduciary duties, a Board member shall not:

1. Disclose or use confidential information acquired in the course of official duties to further increase substantially the member's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the Board member's public duties or which the member knows or should know is primarily for the purpose of a reward for official action taken.

3. Engage in a substantial financial transaction for the member's private business purposes with a person whom the member supervises in the course of official duties.

4. Perform an official act which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.

It shall not be considered a breach of conduct for a Board member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates.

2. Accept or receive a benefit as an indirect consequence of transacting school district business

Colorado FOIA Laws

Colorado Sunshine Law for open meetings

The **Colorado Sunshine Law for open meetings** informs of the methods by which public meetings are conducted. The law was first passed in 1972 and then modified in 1996. The law states that all meetings of two or more members of any state public body where any public business is discussed must be open to the public. A gathering of a quorum of three or more individuals of a local body constitutes a meeting. Emailed messages discussing pending actions constitutes meetings and are subject to the law. A notable exception is private meetings where the discussion of public business is not the central topic.

If violated, state courts have the jurisdiction to enforce the **Colorado Sunshine Law for open meetings**. If the court finds that a violation occurred, the court can award plaintiff costs and reasonable attorney fees.

Open Meetings Law www.nahmus.org/cosunshinelaw.pdf

Closed: Social gatherings and chance meetings; property matters; attorney conferences; negotiations with employee organizations; personnel; and student discipline.

Colorado Open Records Act

Until the **Colorado Open Records Act** was formalized in 1969, the ability of a citizen to gain access to public records was at the discretion of the custodian of the records. Public records include all writings that are made, maintained, kept or held by entities that are subject to the **Colorado Open Records Act** for use in the exercise of functions required or authorized by law or administrative rule or involving the receipt or expenditure of public funds. Keep in mind, this could mean that a record that is in the custody of an agency subject to the **Colorado Open Records Act** would not itself, be subject to the **Colorado Open Records Act** if it was not made, maintained or kept for a governmental function or for an official reason.

There are several clear exemptions in the **Colorado Open Records Act**. The first statute exempts correspondence that is work product and all correspondence with constituents that clearly implies by its nature or content that the constituent expects that it is confidential.

Any person can request records and they are not required to state a purpose nor is the custodian of the records allowed to ask said person to provide a reason. Criminal justice records cannot be used for solicitation of business for monetary gain, but that is the only restriction on obtaining public records. Colorado Law stipulates a three day deadline for a response.

Colorado Open Records Act – https://www.sos.state.co.us/pubs/info_center/cora.html

Exempt: At discretion of custodian: Records of investigations; test questions; details of research projects being conducted by the state; real estate appraisals; and motor vehicle license photographs. Custodian must Exempt: Medical data; personnel files; letters of reference; trade secrets; library records; addresses of public school children; and sexual harassment complaints under investigation.

Visit, [Colorado Sample FOIA Request](#), to view a sample FOIA request for the state.

Akron School Board - Agenda

To expedite the Board's proceedings and provide a framework for the orderly conduct of business, the superintendent in cooperation with the Board president shall prepare an agenda outlining the matters to be brought to Board attention at meetings.

The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by vote of the Board during the meeting. The Board may add to or take action on matters not appearing on the printed agenda at regular meetings only by a majority vote of Board members present. Items may be added to

the agenda of a special meeting only when all Board members are present and cast a unanimous vote.

Consent grouping

A consent grouping on the agenda shall be used for those items which usually do not require discussion or explanation as to the reason for Board action. Any Board member may request the withdrawal of any item under the consent grouping for independent consideration.

Agenda format

The order of business at Work Sessions prior to regular meetings shall be as follows:

1. Administrator Reports
2. Questions Concerning Regular Board Meeting Agenda items

The order of business at regular meetings shall be as follows:

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Consent Agenda
5. Public Participation
6. Board member Reports
7. Discussion Items
8. Action items
9. Agenda Items for Next Meeting
10. Other Business
11. Adjourn

Robert's Rules of Order Cheat Sheet

HOW TO INTRODUCE NEW BUSINESS – The Main Motion Process

1

- Member makes a **clearly worded motion to take action or a position.**
- "I move..."
- Motions recorded in minutes

2

- Motion must be seconded.**
- "Second!"
- A second allows discussion to occur; it does not signify approval.
- A motion without a second does not move forward.

3

- Chairman restates the motion.**
- "It is moved and seconded that..."
- Provides clarity

4

- Discussion/debate occurs.**
- Maker of motion starts discussion.
- Amendments may be offered -return to step 1 to amend motion: "I move to amend the motion by..."

5

- Chair closes discussion and **states the question/asks for a vote.**
- "The question is on the adoption of the motion that..."
- Motion repeated word-for-word

6

- Chairman provides **voting directions:**•"Those in favor of the motion, say aye";
- "Those opposed, say no"

7

- Chairman announces the **result of the vote:**•"The ayes have it, and the motion is adopted" or
- "The noes have it, the motion is lost."
- Recorded in minutes

Robert's Rules of Order Cheat Sheet

WHAT DO I SAY? To Do This	Motion	You Say This	Debate Allowed?	Vote Required
Introduce Business	Main	"I move that..."	Yes	Majority
Second a Motion	Second	"Second!"	No	No
Change the Wording or add Clarity of a Motion	Amend	"I move to amend the motion by..." (adding words; striking out words; substitute words)	Yes	Majority
Send to Committee	Commit/ Refer	"I move the motion be referred to ..."	Yes	Majority
Postpone Action until a Specific Time	Postpone	"I move the motion be postponed until..." (provide a specific time on the agenda or next meeting date)	Yes	Majority
Postpone Action until an Unspecified Time (a motion will be required to discuss in the future)	Lay on the Table	"I move to lay the motion on the table."	No	Majority
Limit Debate	Limit Debate	"I move that the debate on this motion be limited to (one) speech of (two) minutes for each member."	No	Two-thirds
End Debate or Request a Vote	Previous Question	"I move the previous question."	No	Two-thirds
Take Intermission	Recess	"I move to recess for (time)."	No	Majority
Close Meeting	Adjourn	"I move to adjourn."	No	Majority

Entering Executive Session

The eight purposes for entering executive session are as follows:

1. The purchase, acquisition, lease, transfer or sale of any real, personal or other property interest. [C.R.S. § 24-6-402(4)(a).] However, no executive session shall be held to conceal the fact that a member of the local public body has a personal interest in such property transaction.
2. Conferences with an attorney for the purpose of receiving legal advice on specific legal questions. [C.R.S. § 24-6-402(4)(b).] The mere presence or participation of an attorney at an executive session is not sufficient to satisfy this requirement.
3. Matters required to be kept confidential by federal or state law or rules and regulations. [C.R.S. § 24-6-402(4)(c).] The board must announce the specific citation of the statute or rules that are the basis for such confidentiality before holding the executive session.
4. Specialized details of security arrangements or investigations. [C.R.S. § 24-6-402(4)(d).]
5. Determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations and instructing negotiators. [C.R.S. § 24-6-402(4)(e).]
6. Personnel matters; except if the employee who is the subject of the session has requested an open meeting. [C.R.S. § 24-6-402(4)(f).] If the employee does not request an open meeting, the board will hold the discussion in executive session. The board may, at its discretion, invite the employee into the session. If the personnel matter involves more than one employee, all of the employees have to request an open meeting for the board to conduct the discussion in public. Discussion of personnel policies that do not require discussion of matters specific to a particular employee are not considered “personnel matters.” Discussions concerning a member of the board, any elected official or the appointment of a board member are not considered personnel matters.
7. Consideration of any documents protected under the mandatory nondisclosure provision of the Open Records Act, except that consideration of work product documents and documents subject to the governmental or deliberative process privilege must occur in a public meeting, unless an executive session is otherwise allowed. [C.R.S. § 24-6-402(4)(g).]
8. Discussion of individual students where public disclosure would adversely affect the person or persons involved. [C.R.S. § 24-6-402(4)(h).]

Helpful Terms and Acronyms

One of the areas that can be overwhelming in any new situation is the terminology that exists in the trade. This extensive list, created by the Colorado Association of School Boards covers a lot of the terms and acronyms you may be exposed to as a school board member and a critical part of the educational community. A few acronyms have been added to the list from CASB.

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

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

Accountability Committees (district and school)- Committee created by law that includes parents, teachers and administrators. Makes recommendations about budget and school improvement.

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

AFT American Federation of Teachers- One of two national teacher unions. The other is the National Education Association (NEA).

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

Amendment 23- Constitutional change requiring K-12 funding to increase by inflation plus 1 percent from 2001-2011 and by inflation after that.

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

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

AYP or Adequate Yearly Progress- The minimum level of academic performance school districts must achieve each year in reading, math and science on the state-mandated criterion-reference tests (Benchmark exam). Under No Child Left Behind (NCLB), each state sets the AYP gains every school must meet to reach 100 percent proficiency by 2014. Parents are notified if their child's school is not meeting AYP requirements.

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

BEST health plan Colorado Boards of education Self-Funded Trust Inc.- A multi-employer/employee health benefit program.

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

Boardsmanship- A term to describe the skills school board members need in order to work together effectively and ensure competent governance of a local school district.

BOCES- Board of Cooperative Educational Services. BOCES are a group of districts that join together for a better use of funds.

CASB- Colorado Association of School Boards

CASE- Colorado Association of School Executives

CASSA- Colorado Association of Superintendents and Senior Administrators

CBA- Colorado BOCES Association

CCHE- Colorado Commission for Higher Education

CCSSO- Council of Chief State School Officers

CDE- Colorado Department of Education

CDHE- Colorado Department of Higher Education

CEA- Colorado Education Association- an affiliate of the National Education Association.

CFT- Colorado Federation of Teachers- an affiliate of the American Federation of Teachers

Charter School- A public school operated by a group of parents, teachers and/or community members as a semi-autonomous school of choice within a school district, operating under a contract or "charter" contract between the members of the charter school community and the local board of education.

Chartering Authority- The ability of a local board to determine, alone or in conjunction with CDE, whether to open charter schools in the school district.

CHSAA- Colorado High School Activities Association

CIPA- Children's Internet Protection Act

Classified Staff- School district employees who aren't required to have Colorado teaching credentials as a condition of employment. Bus drivers, janitors and cafeteria workers are some members of classified staff.

CMAS- Colorado Measures of Academic Success

CML- Colorado Municipal League. Represents Colorado's cities and towns.

Colorado Sunshine Law- The law states that a gathering of a quorum or three or more individuals of a local board may constitute a meeting. Emailed messages discussing pending actions may also constitute meetings. A private meeting is a meeting where the discussion of public business is not the central topic.

The Common Core State Standards- Academic standards set by a coalition of states to establish the common core of knowledge and skills that students should develop in K–12 education so they will graduate from high school prepared for college or careers.

Community Engagement- Approach to community problem-solving in which citizens are deeply involved in the process. Citizens come together and consider relevant facts and values from multiple points of view; listen to one another in order to think critically about the various options before them; consider the underlying tensions, tough choices, and varied consequences inherent to addressing public problems; are willing to refine and adapt their opinions and interests; and ultimately seek to come to some conclusion for action based on a reasoned public judgment.

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

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

CSFP- Colorado School Finance Project

CSI- Charter School Institute, an agency within the CDE that can authorize CSI Charter Schools.

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

DAC- District Assessment Coordinator or District Accountability Committee disaggregated data information that has been sorted according to certain criteria or subdivisions. For example, test results can be sorted by groups of students who have similar characteristics, such as economic disadvantage, race or ethnicity, disabilities, or Limited English Proficiency. Teachers and parents can then determine how each group is performing.

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

ELL- English Language Learners- Several programs or approaches used to teach English to those who don't speak English as their first language.

ESEA- Elementary and Secondary Education Act, aka No Child Left Behind

Ex Officio- Literally meaning "by virtue of one's office," the term refers to the practice that allows a member of an official group, such as a school board, to designate someone to fill a certain role at the group's request.

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

FERPA- Family Education Rights and Privacy Act—Federal law governing privacy of student information.

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

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

FTE- Full-time Equivalent. Refers to a full-time position

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

GED- or General Education Development Test. A nationally recognized measure of high school-level knowledge and skills. Those passing the test earn the GED credential.

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

GPA- Grade Point Average

Grievance- A formal, written complaint from an employee regarding working conditions or treatment of from another community member.

GT- Gifted and Talented. Refers to children identified with above-average intellectual potential.

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

HIPPA- Acronym that stands for the Health Insurance Portability and Accountability Act, a U.S. law designed to provide privacy standards to protect patients' medical records and other health information provided to health plans, doctors, hospitals and other health care providers.

ICAP- Individual Career and Academic Plan- Required for all students by Colorado law.

IDEA- Individuals with Disabilities Education Act. A federal law that requires states to provide all eligible children who have disabilities with a free, appropriate public education.

IEP- Individualized Education Plan- A written instructional plan for students with disabilities who are designated as special education students under federal law.

JBC- Joint Budget Committee. Made up of members from both the House and Senate.

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

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

MSL- Measures of Student Learning (individual and collective measures that make up 50% of teacher evaluation)

NSLP- National School Lunch Program. Formerly known as the federal Free- or Reduced-Lunch program, meals that are provided free or at a low cost to children who are determined eligible according to federal guidelines based on family income.

NWEA & MAP- Northwest Evaluation Association and Measures of Academic Progress. A company and system of assessing student learning and growth.

PBIS- Positive Behavior Interventions & Support. A proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

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

PLACE- Program for Licensing Assessments for Colorado educators. Usually references an exam.

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

Poverty Rate- The economic level of a school's student enrollment, which is generally determined by the percentage of students who are eligible to receive free or reduced-cost meals.

PPA- Per Pupil Allocation

PPOR- Per Pupil Operating Revenue

PPR- Per Pupil Revenue

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

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

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

RIF- Reduction in Force. When a teacher's contract is canceled as a result of budget or program cuts.

S-CAP- Student Centered Accountability Program

SAC- Superintendent Advisory Committee

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

SRO- School Resource Officer

STAR- Standardized Test for Assessment of Reading

State Board of Education- The regulatory body for public elementary and secondary education throughout Colorado. The board has nine members appointed by the governor for a single seven-year term.

STEM- Science, Technology, Engineering and Math. Throughout the U.S., school leaders and educators are being challenged to offer students a rigorous course of study in STEM content and to promote competencies toward careers in STEM fields to ensure that our nation stays strong and competitive in the global economy. Also STEAM includes "arts."

TABOR- Taxpayer's Bill of Rights. Provisions in Colorado's Constitution that limits revenues and requires voters to approve tax increases.

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

UIP- Unified Improvement Plan. Used to streamline improvement planning components of state and federal accountability requirements. Shifts from planning as an "event" to planning as a component of "continuous improvement." UIPS also provide a mechanism for external stakeholders to learn about schools' and districts' improvement efforts.

USDOE- US Department of Education

Staff Relationships

In any rural or small community, board members have an active and vibrant relationship with staff. Akron School District is a major employer in the Akron community as well as Washington County and surrounding areas. On average Akron school employees have a combined monthly take home of \$185,000. Much of this money is spent in and around Akron. Our employees bank here, buy gas here, pay bills here, rent here, and buy groceries and items in our shops and stores. Akron School District is a critical part of our community not only because of the outstanding employees we have but also because they are a very important part of the community you were elected to serve.

2023-2024 Staff			
Sidney Baer	Chance Friedly	Leah Lefever	Tracy Samber
Kelsey Barker	Jami Furrow	Sarah Leifheit	Brie Sampson
Devony Bethel	Christopher Gebauer	Laura Loutensock	Joe Scherer
Annette Blake	Tara Gebauer	Rachel Lowry	Michael Schoenecker
Christine Bowin	Lindsay Gilbert	Janae Lucero	Anna Shum
Shannon Brandon	John Glosson	Melody Lundquist	Shae Smith
Bethany Brent	Nancy Groom-Bullard	Kelli McCaffrey	Philip Spaulding
Luanne Brush	Kevin Hall	Tony McCaffrey	Payton Swedlund
Michelle Bulik	Peggy Hall	Paula McGuire	Jackie Thomas
Bobbi Christensen	Steven Hall	Janet Mendoza	Riley Thompson
Brian Christensen	Kayla Headden	Mike Miller	Karen Walker
Karli Christensen	Maura Hernandez	Misty Miller	Colleen Watson
Greg Clarkson	Brandon Hill	Gary Peterson	Tanner Watson
Iris Clarkson	Katie Hocheder	Samara Pickens	Britney Weers
Layne Crumley	Angela Hottinger	Tyler Pickens	Jerome Weers
Patty Daniels	Alisa Houston	Becky Porteus	Heather Weis
Danielle Davisson	Cody Jones	Anita Poss	Stephanie Woods
Logan Davisson	Megan Kautz	Kilee Randel	Sydney Woods
Mario Dracon	Rick Kraich	Shawn Randel	Claudia Yanez
Mollie Dreitz	Hannah Krening	Megan Reid	Vanessa Zimmerman
Ron Eskew		Shirley Rudnik	

Policy Summary-

One of the critical components to being a successful board member is to know the parameters of your district's policies, not to fix problems, but to convey to our community members and voters of why things are sometimes the way they are. The Board considers policy development its chief responsibility. The Board strives to reflect the community's values in its policies and commits itself to an ongoing effort to engage the community regarding policy-level concerns. The Board develops policies and puts them in writing to provide for the successful, consistent and efficient operation of the district's schools and the high achievement of district students. Policy development shall be aimed primarily toward the continual formation and evaluation of goals and desired end results for students, rather than toward daily district operations.

The Board uses the policy development and codification system of the National Education Policy Network/National School Boards Association (NEPN/NSBA), as recommended by the Colorado Association of School Boards.

This system, while it may be modified to meet needs, is to serve as a general guideline for such tasks as policy research, drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy monitoring and the continuous maintenance of the Board policy manual.

The policies of the Board shall be interpreted in accordance with state and federal laws and regulations. As a board member you took the oath to uphold the constitution of the United States as well as the state of Colorado. Therefore, when policies change due to laws or statutes, you are expected to pass and uphold such policies. This is regardless of your political affiliation or your views on social issues. There are nearly 400 policies that help manage, regulate, guide, and assess Akron School District's total educational environment. There are over 100 policies dealing with students and student situations alone. While there is no way to know every policy and be clear on every regulation, by knowing and understanding the premise of many of these policies, you will be able to follow issues clearly and have an educated opinion on the policies we address as the board. Below is a breakdown of the general areas addressed by Akron School District in terms of policies.

SECTION A - FOUNDATIONS AND BASIC COMMITMENTS

Section A contains policies, regulations and exhibits on the district's legal role in providing public education and the basic principles underlying school board governance. These policies provide a setting for all of the school board's other policies and regulations. Included in this section are policies on nondiscrimination, educational philosophy and accountability.

SECTION B - SCHOOL BOARD GOVERNANCE AND OPERATIONS

Section B contains policies, regulations and exhibits about the school board -- how it is elected; how it is organized; how it conducts meetings and how it operates. This section includes policies establishing the board's internal operating procedures as well as policies on board communications and policy adoption.

SECTION C - GENERAL SCHOOL ADMINISTRATION

Section C contains policies, regulations and exhibits on school management, administrative organization and school building and department administration. It includes the administrative aspects of special programs and system wide reforms such as school or site-based management. It also contains personnel policies regarding the superintendent, senior administrators (management team) and school principals.

SECTION D - FISCAL MANAGEMENT

Section D contains policies, regulations and exhibits on school finances and the management of funds. It includes policies on budget, banking, accounting, purchasing and payroll. Policies on the financing of school construction and renovation, however, are filed in Section F - Facilities Development.

SECTION E - SUPPORT SERVICES

Section E contains policies, regulations and exhibits on non-instructional services and programs, particularly those on business management, safety, building and grounds management, office services, transportation and food services. Also included are policies on busing, fire drills, vandalism, data management and insurance programs.

SECTION F - FACILITIES PLANNING AND DEVELOPMENT

Section F contains policies, regulations and exhibits on facility planning, financing, construction and renovation. It also includes the topics of temporary facilities, school closings, bond campaigns and naming facilities

SECTION G - PERSONNEL

Section G contains policies, regulations and exhibits on all school employees except the superintendent (found in Section C - General Administration). The category is divided into three main divisions: GB contains policies applying to all school employees or to general personnel matters; GC refers to instructional and administrative staff; and GD refers to support or classified staff.

SECTION I - INSTRUCTION

Section I contains policies, regulations and exhibits on the instructional program. This section covers basic curricular subjects, special programs, instructional resources and academic achievement. It includes policies about the school year, school day, grading, graduation requirements, home schooling, school library and media center, textbook selection and adoption, field trips, teaching methods and school ceremonies.

SECTION J - STUDENTS

Section J contains policies, regulations and exhibits on students -- admissions, attendance, rights and responsibilities, conduct, discipline, suspension and expulsion, health and welfare, records, publications and school-related activities.

SECTION K - SCHOOL-COMMUNITY-HOME RELATIONS

Section K contains policies, regulations and exhibits on parent and community involvement in schools. Except for policies concerning education agencies, statements on public sector relations with school districts also are located in this section. Policies found in this section include parents' rights, public information and complaints, community use of school facilities, advertising in the schools and public information and communications.

SECTION L - EDUCATION AGENCY RELATIONS

Section L contains policies, regulations and exhibits on the school district's relationship with other education agencies including other school systems, regional or service districts, private schools, colleges and universities, education research organizations and state and national education agencies. This section also contains policies on student teaching, charter schools and BOCES.

“In my opinion the most single important thing a school board member can know and contribute is to know his or her district's policies.”

**Kathy Shannon, Former Chief Legal Counsel
Colorado Association of School Boards**

School Board Calendar 2023-24

<u>Meetings</u>	<u>Date</u>
July	
Work Session & Regular Board Meeting Approve Superintendent Evaluation Checkpoint and School Fee Schedule, CASB Regional Meeting Date and Registration, HVAC Project, and Expansion Update. <i>Election Year-Approve: Coordinated Election with Washington County, Election Official</i>	July 11, 2023
August	
Work Session & Regular Board Meeting Work Session: Millig Design Build Project Update Discussion: CASB Regional Meeting Date Plan, Start of School Year Events Activities, and Staff Dinner Approve: Substitute Teacher List	August 8, 2023
CASB Region 1 Meeting @ Merino	August 28, 2023
September	
Work Session & Regular Board Meeting Work Session: Technology and Safety Approve: Sick Bank Leave Committee and Accountability Committee	September 12, 2023
BOCES Board of Directors Meeting	September 25, 2023
October	
Work Session & Regular Board Meeting Work Session: Title I or Counselors Reports: BOCES Board Retreat, CASB Convention Dates, and FFA Students National Convention and P.O.A. <i>Election Year-Include Process for Reorganizational Meeting</i>	October 10, 2023
November	
Work Session & Regular Board Meeting Work Session: Transportation Discussion: Audit Report <i>Election Year -Reorganizational Meeting</i> <i>Election Year- Approve Trustees for Scholarship Fund, Check Facsimile Signature</i>	November 14, 2023
BOCES Board of Directors Meeting	November 27, 2023
December	
CASB Convention in Colorado Springs, CO Breakout Sessions for Board Members and Superintendent	December 7-9, 2023
Work Session Discussion: Current Issues with the School, Goals, Budget, Vision, and Superintendent Goals	T.B.D.
Work Session & Regular Board Meeting Work Session: Superintendent Evaluation Approve: Certify Mill Levy and Superintendent Evaluation	December 12, 2023

January

Work Session & Regular Board Meeting

January 9, 2024

Work Session: Maintenance

Discussion: Scholarship Fund Investment Update, Principal Evaluations

Approve: Budget Appropriation, Budget Revision, Superintendent Contract, and Fall Coach Evaluations

BOCES Board of Directors Meeting

January 22, 2024

February

Work Session & Regular Board Meeting

February 13, 2024

Work Session: Athletics

Discussion: 2024-25 School Calendar

Approve: Intent to Participate in Carl Perkins, Principal Contracts

March

Work Session & Regular Board Meeting *Spring Break*

March 19, 2024

Work Session: Counselors

Discussion: 2024-25 Budget Considerations

Approve: 2024-25 School Calendar, Program Directors, Secretaries, and Business Manager

April

Work Session & Regular Board Meeting

April 9, 2024

Discussion: First Reading of the 2024-25 Budget and Set School Board Visitation Day

Approve: Probationary and Non-Probationary Teaching Staff, Winter Coach Evaluations, and Authority for Consolidated Grant Application

BOCES Board of Directors Meeting

April 22, 2024

May

Teacher & Staff Appreciation Week May 6th - May 10th

Board Visit May 7th, 2024

BOCES Board of Directors Meeting

May 13, 2024

Work Session & Regular Board Meeting

May 14, 2024

Discussion: Continuation and Graduation Ceremonies, Second Reading of the 2024-25 Budget, Approve and Sign Assurances for Evaluation Tool, Approve Auditor, Custodians, Mechanic, and Summer School Staff

June

Work Session & Regular Board Meeting

June 11, 2024

Work Session: Athletics

Discussion: Spring Coach Evaluations

Approve: Final Reading of the 2024-25 Budget, Pay CASB Dues, Consolidated Grant Application and Assurances Form, Adopt 2024-25 Budget, Classified Staff, Bus Drivers, Coaches, and Extra-Duty Assignments.

Communication Protocols

Handling Complaints

The opportunity to hear complaints or expressions of concern about district operations will confront every board member. Of course, the member will wish to listen with courtesy and sincerity, but, generally speaking, it is advisable to refer the person to the superintendent or administrator who has responsibilities in the area of concern. It is rarely advisable for the board member to assume direct responsibility for a problem, particularly when student or staff relations are involved.

While board members should reflect what is heard from the community during board policy discussions, usually board members can best serve their patrons' immediate needs by telling them whom to call about their concerns. A discussion among board members with the superintendent about the process of handling complaints is worthwhile. Maintaining good public relations is essential to the well-being of the district. This is an area of board operations that should not be overlooked.

In Board Meetings

One of the critical components of being a successful board member is communicating successfully. Communication occurs in a variety of forms as a school board member. As a functioning member of a healthy board, it is critical that you communicate effectively during school board meetings. As a representative for your constituents it is critical that you communicate effectively to the population at large. Chances are, since you were willing to run for a position on the school board, you yourself are a good communicator. Nevertheless, the other side of communication is being a listener and since there is only one of you and hundreds of constituents, parents, teachers and students, you will spend that majority of your time not talking, but listening.

Listening

One of the most sincere forms of respect is actually listening to what another person has to say. Demonstrating this habit is critical in order to be a successful board member due to the fact that many times, the conversations you're listening to may be confrontational, controversial, or collaborative. Depending on how you listen, and especially how you respond to what you've heard, these conversations may quickly change from productive to highly unproductive in a short amount of time.

Akron School Board Effective Listening Skills

- **Give Your Full Attention to the Individual-** If it is during a board meeting, direct eye contact is the best method, especially if someone is standing in front of the board. Avoid texting during a presentation or citizen statement, employ non-verbal processes such as nodding and leaning forward in your seat.
- **Avoid Interrupting-** Listen to understand and process, not to talk next. Once a person is done speaking give a pause and then respond. If you are in a group, avoid side bar conversations with other board members while you're supposed to be listening. Understand that it can be very intimidating for some people to stand in front of the board and present in public so if they make misstatements, or have long pauses while they are trying to get a point across, be understanding and supportive.
- **Respect the Right to Share-** You're an elected official and our fellow citizens have the absolute right to share their viewpoints as long as they are not harmful towards others and follow meeting protocols. Parents have the right to share concerns, employees have the right to be heard and your fellow board members have the right to have a different point of view from your own. Hear them out. Sometimes a different point of view can even help clarify on where you stand on an issue.
- **Repress Emotional Responses-** There will be times in which you will have very negative communication with other board members and especially members of the community. Try to repress angry responses and negative feedback. If an individual becomes too hostile or negative during a presentation in front of the board the board president has protocols in which to end the discussion and move on.
- **It's OK to Respond With-** "I'll have someone get back to you on this issue." Many times, you will hear complaints or comments about something you may not know about or be able to respond back appropriately with the right information. It's ok to tell someone you'll get back to them.
- **Always Try to End Conversations on a Positive Note-** Remember, even speaking positively about a negative topic tends to make people feel better and create a more positive communication experience.

Advocacy:

There are several organizations that advocate for students that you have access to as a school board member or through your superintendent. While each organization may have a different focus many times they come together and create a unified front in order to present legislation, counteract legislation, question CDE Rule Making, and advocate at a state level for all students, teachers and staff on a variety of levels. Here is a list and brief description of student advocacy organizations in Colorado:

Colorado Association of School Boards (CASB):

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

The Colorado Association of School Boards was established in 1940 to provide a structure through which school board members could unite in their efforts to promote the interests and welfare of Colorado's 178 school districts.

CASB represents and advocates for more than 1,000 school board members and superintendents statewide to groups both within and outside the K–12 education community. CASB provides services, information and training programs to support school board members as they govern their local districts. Membership benefits and solutions are designed to enhance school board effectiveness and help board members increase their knowledge, boost their efficiency and connect with their communities.

CASB also cultivates relationships with dozens of governing bodies and other education stakeholders — at both the state and national level — to ensure a unified and effective voice and presence on behalf of its members. The association is guided and governed by a 22-member board of directors comprised of school board members representing 12 regions across the state.

Colorado Association of School Executives (CASE) The mission of CASE is to empower Colorado education leaders through advocacy, professional learning and networking to deliver on the promise of public education.

CASE will inspire visionary leadership for education by:

- modeling the highest moral and ethical behavior
- fostering a positive environment for high student achievement

- providing personal and professional development
- serving as a strong and influential voice for education leaders
- facilitating communication among education leaders

The Association shall in every way possible provide for and promote the best interest of public education, its leadership and service to its members.

In addition to the privileges and service provided to its individual members, the Association may provide services to associated school systems and related agencies by contract or through institutional fees. <http://www.co-case.org/>

Colorado Rural Alliance (CRA) The purpose of Colorado Rural Alliance is to provide advocacy for rural schools as well as be a voice at the capitol for small school districts. Rural Alliance continues to bring rural issues to the forefront in Colorado politics and how the Colorado Department of Education establishes rules based off of legislative initiatives.

Colorado School Finance Project (CSFP)

Founded in 1995, the Colorado School Finance Project's (CSFP) mission is to compile, collect and distribute research-based, non-partisan information and data on topics related to school finance for state and local policy makers. <http://cosfp.org/>

The Budget:

The annual budget is the financial plan for the operation of the school system. It provides the framework for both expenditures and revenues for the year and future years and translates into financial terms the district's educational programs and objectives of the district. Colorado school districts are required to operate on a July 1–June 30 fiscal year. Generally, the board delegates to the superintendent overall responsibility for annual budget preparation, budget presentation and budget administration. As part of this responsibility, the superintendent should provide a budget preparation calendar that ensures the district meets all the deadlines established by law. The budget must be presented in a summary format that is understandable by a layperson.

It is the board's responsibility to review the proposed budget in open session, make such changes as it may deem necessary and adopt a budget and appropriation resolution prior to the end of the fiscal year. After adoption of the budget, the board may review and change the budget with respect to both revenues and expenditures at any time prior to Jan. 31 of the fiscal year for which the budget was adopted. If money for a specific purpose other than property taxes becomes available to meet a contingency after Jan. 31, the board may adopt a supplemental budget for expenditures not to exceed that amount. Once adopted, the budget becomes the plan and legal authority for receiving and spending money.

District Funds:

Colorado law requires that district money be deposited and disbursed through specified funds. The general fund, special building fund and bond redemption fund are specified in law. Expenditures for day-to-day district operations are accounted for in the general fund. This includes all transactions not accounted for in another fund. Although the law provides that expenditures for certain purposes may be made out of other district funds, money may be expended out of the general fund for any purpose for which the board is authorized to expend money. In other words, money in the general fund may be budgeted and spent for any lawful purpose.

The revenue for satisfying bonded indebtedness obligations, both principal and interest, is deposited in the bond redemption fund. The fund may include subsidiary accounts for each obligation of bonded indebtedness. In this fund, the revenue from each separate tax levy is held in trust to satisfy the obligations of bonded indebtedness for which the levy is made. Revenue remaining in an account after all obligations have been satisfied shall be transferred to another account in the fund that still has outstanding obligations. If all obligations of the bond redemption fund have been satisfied, the board may transfer the balance in the fund to the general fund.

The board must select a third party custodian to administer this fund, unless the county treasurer

maintains the accounts and funds of the school district. This third party custodian is responsible for making payments from the bond redemption fund, for administering the fund and for investing the moneys as provided by law and upon the direction of the school district.

The board determines the amount to be maintained in its capital reserve fund. [C.R.S. § 22-45-103; 22-54-105.] Money received from gifts, donations and tuition receipts also may be deposited in this fund. The money in this fund may be accumulated from year to year and used when needed. Expenditures are limited to long-range capital outlay expenditures and may be made only for the following purposes:

- Acquiring land, making improvements, constructing structures or adding to existing structures and acquiring equipment and furnishings
- Alterations and improvements to existing structures
- Acquiring school buses or other equipment
- Any installment purchase agreement or lease agreement with an option to purchase for a period not to exceed 20 years and any lease agreement without an option to purchase
- Any software licensing agreement
- Acquiring computer equipment

The board, through adoption of an appropriate resolution, must authorize expenditures from the fund. The law requires that the resolution set forth in detail the purpose of the expenditure and the estimated total cost and location of the project. It is advised that boards look closely at the detailed provisions of the law before authorizing capital reserve fund expenditures.

Unencumbered moneys in this fund may be transferred to a fund or account within the general fund by action of the board.

Public School Finance Act of 1994:

The major allocation of state funds for financing schools comes through the Public School Finance Act of 1994. [C.R.S. § 22-54-101 et seq.] Under this act, state and local general fund revenues are distributed to school districts on a per pupil basis. Each district's per pupil funding amount includes a base per pupil amount and additional amounts or "factors" based on characteristics unique to the district, such as cost of living and district enrollment. Funding is also provided to districts for at-risk pupils.

The total amount of funding received by a district under the School Finance Act—state aid and local property tax—is frequently referred to as "total program." The state and local sharing under the Finance Act is intended to offset vast disparities in local school districts' ability to raise money from local property tax.

Local tax rates against property are always computed in mills. A mill is one-one thousandth of a dollar of taxable value (.001). For example: One mill produces \$1 in tax income for every \$1,000 of the assessed (taxable) value of the property it is levied against. A mill levy is the rate of taxation based on dollars per thousand of taxable value. About 30 years ago, local taxes actually funded the bulk of total program funding. However, since that time, a complex interplay between

several state statutory and constitutional tax and spending laws has significantly limited the amount of revenue generated by residential property tax. The state aid provided to a school district is intended to make up the difference between the amount of the total program funding set by the Finance Act and the amount raised by local property taxes. State aid varies from district to district to ensure that each district, regardless of local property values, receives the total program funding set by the formula in the Finance Act. While the school finance act is a massive law, there are some central concepts:

- A procedure to count pupils on Oct. 1 within the school district budget year.
- An allowance for school districts with declining enrollment to average the last five years of enrollment to permit districts to plan and implement any cuts in staff and facilities.
- Authority for school districts to collect revenues in addition to the amounts specified in the School Finance Act, if local voters approve. Voter approval is subject to limitations on when the elections may be held, the language that must appear on the ballot and specified caps on the additional amounts that may be raised.

Information Taken from CASB

Student Assessments and Achievement:

Akron School District participates in a number of assessments that determine teacher effectiveness, student learning outcomes, pre and post assessments and progress monitoring. Colorado uses a state-wide assessment known as CMAS, which stands for Colorado Measures of Academic Success. Below is information on CMAS and the subjects tested and time required for testing.

Colorado Measures of Academic Success

What are the Colorado Measures of Academic Success assessments?

The Colorado Measures of Academic Success (CMAS) are the state's common measurement of students' progress at the end of the school year in English language arts, math, science and social studies.

Students in grades three through eight take the CMAS tests in math and English language arts. Students in fifth, eighth and 11th grade take the CMAS science assessments.

The graphic below shows the amount of time that is spent on CMAS testing per grade level each year.

	 ENGLISH LANGUAGE ARTS/LITERACY	 MATH	 SOCIAL STUDIES*	 SCIENCE	 PSAT	 SAT	TOTAL HOURS
Grade 3	4h 30m	3h 15m	-	-	-	-	7h 45m
Grade 4	4h 30m	3h 15m	(4h)	-	-	-	7h 45m (11h 45m)
Grade 5	4h 30m	3h 15m	-	4h	-	-	11h 45m
Grade 6	5h 30m	3h 15m	-	-	-	-	8h 45m
Grade 7	5h 30m	3h 15m	(4h)	-	-	-	8h 45m (12h 45m)
Grade 8	5h 30m	3h 15m	-	4h	-	-	12h 45m
Grade 9	-	-	-	-	2h 35m	-	2h 35m
Grade 10	-	-	-	-	2h 55m	-	2h 55m
Grade 11	-	-	-	2h 30m	-	3h 15m	5h 45m



AKRON SCHOOL DISTRICT

2023
2024

		JULY 2023							JANUARY 2024							1-5 Christmas Break
		S	M	T	W	T	F	S	S	M	T	W	T	F	S	12 CTT In-Service
								1		1	2	3	4	5	6	
		2	3	4	5	6	7	8	7	8	9	10	11	12	13	
		9	10	11	12	13	14	15	14	15	16	17	18	19	20	
		16	17	18	19	20	21	22	21	22	23	24	25	26	27	
		23	24	25	26	27	28	29	28	29	30	31				
		30	31													
		AUGUST 2023							FEBRUARY 2024							2 Teacher In Service
7 Student Registration		S	M	T	W	T	F	S	S	M	T	W	T	F	S	
7-10 Teacher In-Service								1						1	2	3
14 1st Day of School (6-12)		6	*7*	8	9	10	11	12	4	5	6	7	8	9	10	
16 1st Day of School (PS-5)		13	14	15	16	17	18	19	11	12	13	14	15	16	17	
		20	21	22	23	24	25	26	18	19	20	21	22	23	24	
		27	28	29	30	31			25	26	27	28	29			
		SEPTEMBER 2023							MARCH 2024							7 End of 3rd Quarter
4 Labor Day		S	M	T	W	T	F	S	S	M	T	W	T	F	S	11-15 Spring Break
18 CTT In-Service							1	2						*7*	8	9
22 Teacher In-Service		3	4	5	6	7	8	9	3	4	5	6	7	8	9	21 P/T Conferences (4-8 PM)
		10	11	12	13	14	15	16	10	11	12	13	14	15	16	31 Easter
		17	18	19	20	21	22	23	17	18	19	20	21	22	23	
		24	25	26	27	28	29	30	24	25	26	27	28	29	30	
									31							
		OCTOBER 2023							APRIL 2024							4 P/T Conferences (4-8 PM)
13 SCHOOL IN SESSION		S	M	T	W	T	F	S	S	M	T	W	T	F	S	
13 Homecoming		1	2	3	4	5	6	7	7	8	9	10	11	12	13	
13 End of 1st Quarter		8	9	10	11	12	*13*	14	14	15	16	17	18	19	20	
19 P/T Conferences (4-8 PM)		15	16	17	18	19	20	21	21	22	23	24	25	26	27	
26 P/T Conferences (4-8 PM)		22	23	24	25	26	27	28	28	29	30					
		29	30	31												
		NOVEMBER 2023							MAY 2024							3 Teacher In Service
17 CTT In-Service		S	M	T	W	T	F	S	S	M	T	W	T	F	S	
22-24 Thanksgiving Break						1	2	3	4				1	2	3	4
		5	6	7	8	9	10	11	5	6	7	8	9	10	11	
		12	13	14	15	16	17	18	12	13	14	15	16	17	18	
		19	20	21	22	23	24	25	19	20	21	22	23	*24*	{25}	
		26	27	28	29	30			26	27	28	29	30	31		
		DECEMBER 2023							JUNE 2024							24 Last Day of School
1 Knowledge Bowl- No School		S	M	T	W	T	F	S	S	M	T	W	T	F	S	25 Graduation
							1	2							1	27 Memorial Day
		3	4	5	6	7	8	9	2	3	4	5	6	7	8	
21 End of 1st Semester		10	11	12	13	14	15	16	9	10	11	12	13	14	15	
25-29 Christmas Break		17	18	19	20	*21*	22	23	16	17	18	19	20	21	22	
		24	25	26	27	28	29	30	23	24	25	26	27	28	29	
		31							30							

- Friday, School Closed
- SCHOOL IN SESSION
- Holiday/Break, School Closed
- Parent/Teacher Conferences
- Teacher In-Service, No School
- CTT In-Service, No School

SCHOOL DAY: 7:50 AM - 3:54 PM

TOTAL DAYS:
Student = 150
Teacher = 162.3

SCHOOL BOARD APPROVED: 3/21/23



Meeting Dates
School Year 2023-2024

SUPERINTENDENTS

9:00 am

September 7, 2023

October 5, 2023

November 1-2, 2023, Retreat

December 14, 2023

January 4, 2024

February 1, 2024

March 7, 2024

April 4, 2024

May 2, 2024

BOARD OF DIRECTORS

7:00 pm

September 25, 2023

November 27, 2023

January 22, 2024

April 22, 2024

May 13, 2024

PRINCIPALS

9:00 am

September 13, 2023

October 11, 2023

November 7-8, 2023, Retreat

December 13, 2023

January 10, 2024

February 14, 2024

March 13, 2024

COUNSELORS

8:00 am

September 18, 2023

November 17, 2023

January 12, 2024

Information Links Page

These links provide information on certain topics that may be interesting to you as a board member or that may highlight the issues you'll face during your time on the school board:

Communications Office CDE- Great source of fliers and information on a variety of topics such as testing, graduation requirements, and legislation.

<http://www.cde.state.co.us/communications/tools>

Colorado Academic Standards- This page details the academic standards for each subject and grade level.

<http://www.cde.state.co.us/standardsandinstruction/coloradostandards-academicstandards>

Student-Centered Accountability Program (S-CAP) – Collaborative network of schools that have committed to expanding the State accountability system to reflect multiple measures of evaluation student learning.

<https://www.s-capcolorado.com/about>

CHSAA- Colorado High School Activities Association-A good website for general information regarding athletics at the high school level.

<http://www2.chsaa.org/>

<https://chsaanow.com>

Education World- Informational page on educational issues and ideas.

<http://www.educationworld.com/>