

CHAPTER 226

EDUCATION - PUBLIC SCHOOLS

HOUSE BILL 93-1313

BY REPRESENTATIVES Sullivan, Berry, Schauer, Wright, Kerns, Williams, DeGette, Eisenach, Faatz, June, Keller, Morrison, Nichol, Pierson, and Strom;
also SENATORS Meiklejohn, Norton, and Mares.

AN ACT

CONCERNING STANDARDS-BASED EDUCATION IN PUBLIC SCHOOLS.

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

SECTION 1. Part 4 of article 53 of title 22, Colorado Revised Statutes, 1988 Repl. Vol., as amended, is REPEALED AND REENACTED, WITH AMENDMENTS, to read:

**PART 4
EDUCATION REFORM**

22-53-401. Legislative declaration. THE GENERAL ASSEMBLY HEREBY FINDS AND DECLARES THAT, BECAUSE CHILDREN CAN LEARN AT HIGHER LEVELS THAN ARE CURRENTLY REQUIRED OF THEM, IT IS THE OBLIGATION OF THE GENERAL ASSEMBLY, THE DEPARTMENT OF EDUCATION, SCHOOL DISTRICTS, EDUCATORS, AND PARENTS TO PROVIDE CHILDREN WITH SCHOOLS THAT REFLECT HIGH EXPECTATIONS AND CREATE CONDITIONS WHERE THESE EXPECTATIONS CAN BE MET. THROUGH A SHARED SENSE OF ACCOUNTABILITY AND A COOPERATIVE SPIRIT AMONG STATE GOVERNMENT, SCHOOL DISTRICTS, EDUCATORS, PARENTS, BUSINESS PERSONS, AND THE COMMUNITY, SCHOOL DISTRICTS AND EDUCATORS CAN DEVELOP AND TEACH TO HIGH STANDARDS WHICH WILL ENABLE STUDENTS TO ACHIEVE THE HIGHEST LEVEL OF KNOWLEDGE AND SKILLS. THE GENERAL ASSEMBLY FURTHER DECLARES THAT THIS SYSTEM OF STANDARDS-BASED EDUCATION WILL SERVE AS AN ANCHOR FOR EDUCATION REFORM, WITH THE FOCUS OF EDUCATION INCLUDING NOT JUST WHAT TEACHERS TEACH, BUT WHAT STUDENTS LEARN. IN ADDITION, STANDARDS-BASED EDUCATION WILL ADVANCE EQUITY, WILL PROMOTE ASSESSMENT OF STUDENT LEARNING, AND WILL REINFORCE ACCOUNTABILITY. THE GENERAL ASSEMBLY THEREFORE CHARGES

Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.

SCHOOL DISTRICTS WITH THE RESPONSIBILITY TO DEVELOP CONTENT STANDARDS, PROGRAMS OF INSTRUCTION, AND ASSESSMENTS THAT REFLECT THE HIGHEST POSSIBLE EXPECTATIONS. THE GENERAL ASSEMBLY FURTHER DECLARES THAT THE ULTIMATE GOAL OF THIS PART 4 IS TO ENSURE THAT COLORADO'S SCHOOLS HAVE STANDARDS WHICH WILL ENABLE TODAY'S STUDENTS OF ALL CULTURAL BACKGROUNDS TO COMPETE IN A WORLD ECONOMY IN THE TWENTY-FIRST CENTURY.

22-53-402. Definitions. AS USED IN THIS PART 4, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "ASSESSMENTS" MEANS THE METHODS USED TO COLLECT EVIDENCE OF WHAT A STUDENT KNOWS OR IS ABLE TO DO.

(2) "BOARD" MEANS THE STATE BOARD OF EDUCATION.

(3) "COMMISSION" MEANS THE COLORADO COMMISSION FOR ACHIEVEMENT IN EDUCATION CREATED IN SECTION 22-53-301.

(4) "CONTENT STANDARD" MEANS A COMPILATION OF SPECIFIC STATEMENTS OF WHAT A STUDENT SHOULD KNOW OR BE ABLE TO DO RELATIVE TO A PARTICULAR ACADEMIC AREA.

(5) "COUNCIL" MEANS THE STATE STANDARDS AND ASSESSMENTS DEVELOPMENT AND IMPLEMENTATION COUNCIL.

(6) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION.

(7) "DISTRICT" MEANS ANY PUBLIC SCHOOL DISTRICT ORGANIZED UNDER THE LAWS OF COLORADO, EXCEPT A JUNIOR COLLEGE DISTRICT.

(8) "DISTRICT BOARD" MEANS THE BOARD OF EDUCATION OF A SCHOOL DISTRICT.

(9) "PERFORMANCE LEVEL" MEANS THE LEVEL OF ACHIEVEMENT BY A STUDENT ON AN ASSESSMENT RELATIVE TO A CONTENT STANDARD. THE ACCEPTABLE PERFORMANCE LEVEL RECOMMENDED BY THE COUNCIL, PURSUANT TO SECTION 22-53-405 (2), AND ADOPTED BY THE BOARD, PURSUANT TO SECTION 22-53-406 (3), AND THE ACCEPTABLE PERFORMANCE LEVEL ADOPTED BY ANY DISTRICT, PURSUANT TO SECTION 22-53-407 (2), SHALL MEAN THE STUDENT HAS THE SUBJECT MATTER KNOWLEDGE AND ANALYTICAL SKILLS NECESSARY TO SUCCEED AT SUBSEQUENT GRADE LEVELS. FOR GRADUATING STUDENTS, SUCH ACCEPTABLE PERFORMANCE LEVEL SHALL MEAN THE STUDENT HAS THE SUBJECT MATTER KNOWLEDGE AND ANALYTICAL SKILLS THAT ALL HIGH SCHOOL GRADUATES SHOULD HAVE FOR DEMOCRATIC CITIZENSHIP, RESPONSIBLE ADULTHOOD, POSTSECONDARY EDUCATION, AND PRODUCTIVE CAREERS.

(10) "PROGRAMS OF INSTRUCTION" MEANS A DESCRIPTION OF THE EDUCATIONAL EXPERIENCES AND CURRICULUM WHICH WILL ENABLE STUDENTS TO ACHIEVE CONTENT STANDARDS.

(11) "STANDARDS-BASED EDUCATION" MEANS A SYSTEM OF INSTRUCTION FOCUSED ON STUDENT LEARNING OF CONTENT STANDARDS. THIS SYSTEM ALIGNS PROGRAMS OF

INSTRUCTION AND ASSESSMENTS WITH THE CONTENT STANDARDS. THE IMPLEMENTATION OF "STANDARDS-BASED EDUCATION" SHALL NOT REQUIRE DISTRICTS TO ABANDON THE USE OF CARNEGIE UNITS, TO ABANDON A LETTER GRADE SYSTEM, TO ADOPT OUTCOME-BASED METHODS OF TEACHING, OR TO USE STUDENT PORTFOLIOS IN PLACE OF ASSESSMENTS.

22-53-403. Commitment to equity and excellence. (1) ALL ACTIVITIES UNDERTAKEN PURSUANT TO THIS PART 4 SHALL REFLECT A STRONG COMMITMENT TO EQUITY AND EXCELLENCE ON THE PART OF THE COUNCIL, THE DEPARTMENT, THE BOARD, AND DISTRICTS. THE COUNCIL, IN THE DEVELOPMENT AND RECOMMENDATION OF STATE MODEL CONTENT STANDARDS, STATE ASSESSMENTS, AND MODEL PROFESSIONAL EDUCATOR DEVELOPMENT MATERIALS AND PILOT PROGRAMS PURSUANT TO SECTION 22-53-405, THE BOARD IN THE ADOPTION OF THE STATE MODEL CONTENT STANDARDS AND STATE ASSESSMENTS PURSUANT TO SECTION 22-53-406, AND DISTRICTS IN THE ADOPTION OF CONTENT STANDARDS AND IMPLEMENTATION PLANS PURSUANT TO SECTION 22-53-407, SHALL CONSCIOUSLY AVOID GENDER OR CULTURAL BIAS AND SHALL ACTIVELY ADDRESS THE NEEDS OF SYSTEMS AND METHODS FOR THE EDUCATION OF HANDICAPPED CHILDREN.

(2) EVERY RESIDENT OF THE STATE SIX YEARS OF AGE OR OLDER BUT UNDER TWENTY-TWO YEARS OF AGE HAS A FUNDAMENTAL RIGHT TO A FREE PUBLIC EDUCATION THAT ASSURES THAT SUCH RESIDENT SHALL HAVE THE OPPORTUNITY TO ACHIEVE THE CONTENT STANDARDS ADOPTED PURSUANT TO THIS PART 4 AT A PERFORMANCE LEVEL WHICH IS SUFFICIENT TO ALLOW SUCH RESIDENT TO BECOME AN EFFECTIVE CITIZEN OF COLORADO AND THE UNITED STATES, A PRODUCTIVE MEMBER OF THE LABOR FORCE, AND A SUCCESSFUL LIFELONG LEARNER.

22-53-404. State standards and assessments development and implementation council - creation - membership. (1) (a) THERE IS HEREBY CREATED, WITHIN THE DEPARTMENT OF EDUCATION, THE STATE STANDARDS AND ASSESSMENTS DEVELOPMENT AND IMPLEMENTATION COUNCIL WHICH SHALL CONSIST OF NINE MEMBERS APPOINTED BY THE GOVERNOR, WITH THE CONSENT OF THE SENATE. MEMBERS OF THE COUNCIL SHALL BE RESIDENTS OF COLORADO AND SHALL BE APPOINTED FOR TERMS OF THREE YEARS; EXCEPT THAT, OF THE MEMBERS FIRST APPOINTED, THREE MEMBERS SHALL SERVE FOR TERMS OF ONE YEAR, THREE MEMBERS SHALL SERVE FOR TERMS OF TWO YEARS, AND THREE MEMBERS SHALL SERVE FOR TERMS OF THREE YEARS. NO PERSON SHALL BE APPOINTED TO SERVE MORE THAN TWO CONSECUTIVE THREE-YEAR TERMS.

(b) MEMBERS OF THE COUNCIL SHALL INCLUDE EXPERTS IN THE AREAS OF CURRICULUM, STUDENT LEARNING, INSTRUCTION, ASSESSMENTS, AND PROFESSIONAL EDUCATOR DEVELOPMENT. MEMBERS OF THE COUNCIL SHALL REPRESENT ALL AREAS OF THE STATE, INCLUDING URBAN AND RURAL AREAS AND LARGE AND SMALL DISTRICTS AND SHALL REPRESENT THE ETHNIC AND CULTURAL DIVERSITY AND GENDER BALANCE OF THE STATE. AT LEAST ONE COUNCIL MEMBER SHALL BE A RESIDENT OF THE WESTERN SLOPE AND AT LEAST ONE COUNCIL MEMBER SHALL HAVE EXPERTISE IN ADDRESSING THE NEEDS OF HANDICAPPED STUDENTS.

(2) ANY MEMBER OF THE COUNCIL MAY BE REMOVED AT ANY TIME FOR CAUSE BY THE GOVERNOR. IF ANY MEMBER OF THE COUNCIL VACATES THE OFFICE, A VACANCY ON THE COUNCIL SHALL EXIST AND THE GOVERNOR SHALL FILL SUCH VACANCY BY

APPOINTMENT FOR THE REMAINDER OF SUCH VACATING MEMBER'S TERM.

(3) MEMBERS OF THE COUNCIL SHALL BE REIMBURSED BY THE DEPARTMENT FOR THEIR ACTUAL AND NECESSARY EXPENSES INCURRED IN THE PERFORMANCE OF THEIR DUTIES PURSUANT TO THIS PART 4. FOR THE 1993-94 AND 1994-95 FISCAL YEARS, THE DEPARTMENT SHALL ALLOCATE THE MONEYS NORMALLY ALLOCATED TO FUND STATEWIDE TESTING PURSUANT TO SECTION 22-53-205 TO FUND ANY COSTS INCURRED BY THE COUNCIL PURSUANT TO THIS SUBSECTION (3) AND PURSUANT TO SECTION 22-53-405 AND TO FUND ANY PILOT PROFESSIONAL EDUCATOR DEVELOPMENT PROGRAMS DEVELOPED BY THE COUNCIL PURSUANT TO SECTION 22-53-405 (1) (d) (III).

(4) THE DEPARTMENT SHALL PROVIDE SUCH OFFICE SPACE, EQUIPMENT, AND STAFF SERVICES TO THE COUNCIL AS MAY BE NECESSARY FOR THE COUNCIL TO CARRY OUT ITS POWERS AND DUTIES AS SET FORTH IN THIS PART 4. IN ADDITION, THE COUNCIL MAY REQUEST ASSISTANCE AS NECESSARY FROM ANY OTHER STATE AGENCY.

22-53-405. Powers and duties of the state standards and assessments development and implementation council. (1) (a) ON OR BEFORE AUGUST 1, 1994, THE COUNCIL SHALL DEVELOP AND RECOMMEND TO THE BOARD FOR ADOPTION FIRST PRIORITY STATE MODEL CONTENT STANDARDS IN THE AREAS OF READING, WRITING, MATHEMATICS, SCIENCE, HISTORY, AND GEOGRAPHY. AS A SECOND PRIORITY, THE COUNCIL SHALL DEVELOP AND RECOMMEND TO THE BOARD FOR ADOPTION STATE MODEL CONTENT STANDARDS IN THE AREAS OF ART, MUSIC, PHYSICAL EDUCATION, AND CIVICS.

(b) IN DEVELOPING SUCH STATE MODEL CONTENT STANDARDS, THE COUNCIL SHALL HEAVILY UTILIZE AND RELY UPON THE EXPERTISE OF DISTRICT PERSONNEL AND OTHER EDUCATION EXPERTS.

(c) IN DEVELOPING STATE MODEL CONTENT STANDARDS, THE COUNCIL, IN COLLABORATION WITH THE COMMISSION, SHALL, FOLLOWING APPROPRIATE PUBLIC NOTICE, HOLD A SERIES OF AT LEAST SIX PUBLIC MEETINGS THROUGHOUT THE STATE AT WHICH IT SHALL HEAR TESTIMONY REGARDING SUCH STATE MODEL CONTENT STANDARDS. THE COUNCIL SHALL ALSO SPECIFICALLY SEEK RECOMMENDATIONS FROM AND SHALL WORK IN COOPERATION WITH DISTRICTS, EDUCATORS, PARENTS, STUDENTS, REPRESENTATIVES FROM POSTSECONDARY EDUCATION, BUSINESS PERSONS, MEMBERS OF THE GENERAL COMMUNITY WHO ARE REPRESENTATIVE OF THE CULTURAL DIVERSITY OF THE STATE, THE STANDARDS AND ASSESSMENTS TASK FORCE APPOINTED BY THE COMMISSION, AND THE STATE ADVISORY ACCOUNTABILITY COMMITTEE CREATED IN SECTION 22-7-103 (3). IN ADDITION, IN DEVELOPING THE STATE MODEL CONTENT STANDARDS, THE COUNCIL SHALL CONSIDER NATIONAL CONTENT STANDARDS, SUCH AS THOSE ADOPTED BY THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, THE NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION AND THE NATIONAL GEOGRAPHIC SOCIETY, AND THE NATIONAL SCIENCE FOUNDATION, THE NATIONAL ACADEMY OF SCIENCE, AND THE NATIONAL SCIENCE TEACHERS ASSOCIATION, AND CONTENT STANDARDS ADOPTED IN OTHER STATES.

(d) IN RECOMMENDING STATE MODEL CONTENT STANDARDS FOR ADOPTION BY THE BOARD, THE COUNCIL SHALL ALSO RECOMMEND TO THE BOARD, THE COMMISSION, THE JOINT BUDGET COMMITTEE, AND THE HOUSE AND SENATE EDUCATION COMMITTEES A

PLAN FOR THE IMPLEMENTATION OF STANDARDS-BASED EDUCATION WHICH SHALL INCLUDE, BUT SHALL NOT BE LIMITED TO, THE FOLLOWING:

(I) PROPOSED TIMELINES FOR DISTRICTS TO ADOPT FIRST AND SECOND PRIORITY CONTENT STANDARDS AND IMPLEMENTATION PLANS AND TO BEGIN ASSESSING STUDENTS PURSUANT TO THE PROVISIONS OF SECTION 22-53-407;

(II) A SUMMARY OF THE FISCAL IMPACT OF THE IMPLEMENTATION OF STANDARDS-BASED EDUCATION AT THE STATE AND LOCAL LEVELS AND PROPOSED FUNDING AMOUNTS AND SOURCES, INCLUDING ADDITIONAL FUNDING AND THE REALLOCATION OF EXISTING FUNDS, AS NECESSARY FOR THE IMPLEMENTATION OF STANDARDS-BASED EDUCATION PURSUANT TO THIS PART 4 AT BOTH THE STATE AND DISTRICT LEVELS; AND

(III) PROPOSED MODEL PROFESSIONAL EDUCATOR DEVELOPMENT MATERIALS AND PROGRAMS AND PILOT PROFESSIONAL EDUCATOR DEVELOPMENT PROGRAMS FOR USE BY DISTRICTS AT THEIR DISCRETION.

(2) FOLLOWING ADOPTION OF THE STATE MODEL CONTENT STANDARDS BY THE BOARD PURSUANT TO SECTION 22-53-406 (1), THE COUNCIL SHALL DEVELOP AND RECOMMEND TO THE BOARD STATE ASSESSMENTS WHICH ARE ALIGNED WITH THE STATE MODEL CONTENT STANDARDS AND WHICH, FOLLOWING ADOPTION BY THE BOARD, SHALL BE ADMINISTERED STATEWIDE BY THE DEPARTMENT AT THE FOURTH GRADE, EIGHTH GRADE, AND TENTH GRADE LEVELS PURSUANT TO THE PROVISIONS OF SECTION 22-53-409. THE COUNCIL SHALL ALSO RECOMMEND AN ACCEPTABLE PERFORMANCE LEVEL ON EACH SUCH STATE ASSESSMENT. SUCH PERFORMANCE LEVEL SHALL BE CONTINUOUSLY REEXAMINED.

(3) THE COUNCIL MAY, AT ITS DISCRETION, CONTRACT WITH ANY DISTRICT OR CONSORTIUM OF DISTRICTS OR WITH ANY NONPROFIT GROUP WITH EXPERTISE IN EDUCATION FOR THE DEVELOPMENT OF STATE MODEL CONTENT STANDARDS AND STATE ASSESSMENTS. ANY SUCH CONTRACT SHALL BE SUBJECT TO APPROVAL BY THE BOARD.

(4) FOLLOWING ADOPTION OF THE STATE MODEL CONTENT STANDARDS AND STATE ASSESSMENTS BY THE BOARD, THE COUNCIL SHALL REVIEW AND RECOMMEND TO THE BOARD REVISIONS OF THE STATE MODEL CONTENT STANDARDS, THE STATE ASSESSMENTS, AND THE MODEL PROFESSIONAL EDUCATOR DEVELOPMENT MATERIALS, PROGRAMS, AND PILOT PROGRAMS AS NECESSARY TO MAINTAIN THE MAXIMUM EFFECTIVENESS OF THE STATE MODEL CONTENT STANDARDS, STATE ASSESSMENT STANDARDS, AND RECOMMENDED MODEL PROFESSIONAL EDUCATOR DEVELOPMENT MATERIALS, PROGRAMS, AND PILOT PROGRAMS. IN PREPARING ANY RECOMMENDED REVISIONS, THE COUNCIL SHALL SEEK RECOMMENDATIONS FROM AND SHALL WORK IN COOPERATION WITH EDUCATORS, PARENTS, STUDENTS, BUSINESS PERSONS, MEMBERS OF THE GENERAL COMMUNITY WHO ARE REPRESENTATIVE OF THE CULTURAL DIVERSITY OF THE STATE, AND THE STATE ADVISORY ACCOUNTABILITY COMMITTEE CREATED PURSUANT TO SECTION 22-7-103 (3).

22-53-406. Adoption of state model content standards, state assessments, and timelines - resource bank. (1) (a) ON OR BEFORE JANUARY 1, 1995, THE BOARD, AFTER CAREFUL CONSIDERATION OF THE RECOMMENDATIONS OF THE COUNCIL AND

IN CONSULTATION WITH THE COMMISSION, SHALL ADOPT FIRST PRIORITY STATE MODEL CONTENT STANDARDS IN THE AREAS OF READING, WRITING, MATHEMATICS, SCIENCE, HISTORY, AND GEOGRAPHY. AS A SECOND PRIORITY, THE BOARD, AFTER CAREFUL CONSIDERATION OF THE RECOMMENDATIONS OF THE COUNCIL AND IN CONSULTATION WITH THE COMMISSION, SHALL ADOPT STATE MODEL CONTENT STANDARDS IN THE AREAS OF ART, MUSIC, PHYSICAL EDUCATION, AND CIVICS.

(b) FOLLOWING ADOPTION OF THE STATE MODEL CONTENT STANDARDS PURSUANT TO PARAGRAPH (a) OF THIS SUBSECTION (1), THE BOARD, AFTER CAREFUL CONSIDERATION OF THE RECOMMENDATIONS OF THE COUNCIL AND IN CONSULTATION WITH THE COMMISSION, SHALL ADOPT REVISED STATE MODEL CONTENT STANDARDS AND REVISED STATE ASSESSMENTS AS NECESSARY TO MAINTAIN THE EFFECTIVENESS OF SUCH STATE MODEL CONTENT STANDARDS AND STATE ASSESSMENTS.

(2) ON OR BEFORE JANUARY 1, 1995, THE BOARD, AFTER CAREFUL CONSIDERATION OF THE RECOMMENDATIONS OF THE COUNCIL AND IN CONSULTATION WITH THE COMMISSION AND THE JOINT BUDGET COMMITTEE, SHALL ADOPT TIMELINES SPECIFYING THE TIME BY WHICH DISTRICTS SHALL ADOPT FIRST AND SECOND PRIORITY CONTENT STANDARDS AND IMPLEMENTATION PLANS AND BEGIN ASSESSING STUDENTS PURSUANT TO THE PROVISIONS OF SECTION 22-53-407.

(3) ON OR BEFORE JANUARY 1, 1996, THE BOARD, AFTER CAREFUL CONSIDERATION OF THE RECOMMENDATIONS OF THE COUNCIL, SHALL ADOPT STATE ASSESSMENTS WHICH ARE ALIGNED WITH THE STATE MODEL CONTENT STANDARDS AND SHALL SPECIFY AN ACCEPTABLE PERFORMANCE LEVEL ON EACH SUCH STATE ASSESSMENT. SUCH PERFORMANCE LEVEL SHALL BE CONTINUOUSLY REEXAMINED. IN ADDITION, THE BOARD MAY, AT ITS DISCRETION, ADOPT ADDITIONAL PERFORMANCE LEVELS.

(4) THE BOARD, THE COMMISSION, AND THE JOINT BUDGET COMMITTEE MAY, WITH WRITTEN COMMENTS, REFER ANY RECOMMENDATIONS RECEIVED PURSUANT TO SECTION 22-53-405 BACK TO THE COUNCIL FOR FURTHER REVIEW.

(5) THE BOARD SHALL ESTABLISH A RESOURCE BANK WHICH SHALL INCLUDE THE STATE MODEL CONTENT STANDARDS. IN ADDITION, THE RESOURCE BANK SHALL INCLUDE NATIONAL MODEL STANDARDS, MODEL PROGRAMS OF INSTRUCTION, MODEL ASSESSMENTS, AND MODEL MATERIALS FOR PROFESSIONAL EDUCATOR DEVELOPMENT WHICH ARE COLLECTED FROM DISTRICTS, FROM NATIONAL ORGANIZATIONS, AND FROM OTHER STATES FOR USE AS EXAMPLES BY DISTRICTS AT THEIR DISCRETION. ALL ITEMS INCLUDED IN THE RESOURCE BANK SHALL EXPLICITLY ADDRESS SYSTEMS AND METHODS FOR THE EDUCATION OF HANDICAPPED CHILDREN. ANY MODEL ASSESSMENTS INCLUDED IN THE RESOURCE BANK SHALL INCLUDE ALL NORMAL FORMAT MODIFICATIONS THAT ARE USED FOR HANDICAPPED CHILDREN. RESOURCE BANK MATERIALS SHALL BE AVAILABLE FOR USE ON OR BEFORE JUNE 1, 1995.

22-53-407. Adoption of content standards by districts. (1) IN ACCORDANCE WITH TIMELINES ADOPTED BY THE BOARD PURSUANT TO SECTION 22-53-406 (2), BUT NOT LATER THAN JANUARY 1, 1997, EACH DISTRICT SHALL ADOPT FIRST PRIORITY CONTENT STANDARDS IN THE AREAS OF READING, WRITING, MATHEMATICS, SCIENCE, HISTORY, AND GEOGRAPHY WHICH MEET OR EXCEED THE STATE MODEL CONTENT STANDARDS ADOPTED PURSUANT TO SECTION 22-53-406 (1). IN ACCORDANCE WITH TIMELINES ADOPTED BY THE STATE BOARD, DISTRICTS SHALL ALSO ADOPT SECOND

PRIORITY CONTENT STANDARDS IN THE AREAS OF ART, MUSIC, PHYSICAL EDUCATION, AND CIVICS. CONTENT STANDARDS MAY BE ADOPTED FOR EACH GRADE LEVEL OR MAY BE ADOPTED FOR GROUPINGS OF GRADE LEVELS. IN ADOPTING CONTENT STANDARDS, EACH DISTRICT SHALL SEEK INPUT FROM AND SHALL WORK IN COOPERATION WITH EDUCATORS, PARENTS, STUDENTS, BUSINESS PERSONS, MEMBERS OF THE GENERAL COMMUNITY WHO ARE REPRESENTATIVE OF THE CULTURAL DIVERSITY OF THE DISTRICT, AND THE DISTRICT'S ADVISORY ACCOUNTABILITY COMMITTEE CREATED PURSUANT TO SECTION 22-7-104.

(2) FOLLOWING ADOPTION OF CONTENT STANDARDS PURSUANT TO THIS SECTION, THE DISTRICT SHALL DEVELOP A PLAN FOR:

(a) REVISING CURRICULUM AND PROGRAMS OF INSTRUCTION TO ALIGN THEM WITH ADOPTED CONTENT STANDARDS AND TO ENSURE THAT EACH STUDENT WILL HAVE THE EDUCATIONAL EXPERIENCES NEEDED TO ACHIEVE THE ADOPTED CONTENT STANDARDS;

(b) DEVELOPING ASSESSMENTS WHICH WILL ADEQUATELY MEASURE EACH STUDENT'S PROGRESS TOWARD AND ACHIEVEMENT OF THE ADOPTED CONTENT STANDARDS, INCLUDING SPECIFICATION OF AN ACCEPTABLE PERFORMANCE LEVEL. SUCH PERFORMANCE LEVEL SHALL BE CONTINUOUSLY REEXAMINED.

(c) ADMINISTERING ASSESSMENTS DEVELOPED PURSUANT TO PARAGRAPH (b) OF THIS SUBSECTION (2) TO STUDENTS AT THE FOURTH, EIGHTH, AND TENTH GRADE LEVELS AND, AT THE DISTRICT'S DISCRETION, AT OTHER GRADE LEVELS;

(d) ADDRESSING THE DIFFERENT LEARNING STYLES AND NEEDS OF STUDENTS OF VARIOUS BACKGROUNDS AND ABILITIES AND ELIMINATING BARRIERS TO EQUITY WHICH EXIST WITHIN PUBLIC SCHOOLS WITHIN THE DISTRICT; AND

(e) PROVIDING PROFESSIONAL EDUCATOR DEVELOPMENT IN STANDARDS-BASED EDUCATION.

(3) THE PLAN ADOPTED PURSUANT TO SUBSECTION (2) OF THIS SECTION SHALL SPECIFICALLY ADDRESS THE EDUCATION OF HANDICAPPED CHILDREN. IN ADDITION, SUCH PLAN SHALL ADOPT TIMELINES FOR THE IMPLEMENTATION OF STANDARDS-BASED EDUCATION PURSUANT TO THIS PART 4.

(4) FOLLOWING ADOPTION OF CONTENT STANDARDS PURSUANT TO THIS SECTION, EACH DISTRICT SHALL REVIEW AND REVISE SUCH CONTENT STANDARDS AS NECESSARY TO MAINTAIN MAXIMUM EFFECTIVENESS. IN REVISING SUCH CONTENT STANDARDS, EACH DISTRICT SHALL SEEK RECOMMENDATIONS FROM AND SHALL WORK IN COOPERATION WITH EDUCATORS, PARENTS, STUDENTS, BUSINESS PERSONS, MEMBERS OF THE GENERAL COMMUNITY WHO ARE REPRESENTATIVE OF THE CULTURAL DIVERSITY OF THE DISTRICT, AND THE DISTRICT'S ADVISORY ACCOUNTABILITY COMMITTEE CREATED PURSUANT TO SECTION 22-7-104.

(5) FOLLOWING ADOPTION OF CONTENT STANDARDS, EACH SCHOOL DISTRICT SHALL, THROUGH WRITTEN MATERIALS AND PUBLIC MEETINGS, INFORM PARENTS OF STUDENTS ENROLLED IN SUCH DISTRICT OF THE APPLICATION AND EFFECT OF SUCH CONTENT STANDARDS AND STANDARDS-BASED EDUCATION, INCLUDING HOW

STUDENTS' PROGRESS IN ACHIEVING CONTENT STANDARDS WILL BE MEASURED AND HOW PARENTS WILL BE INFORMED OF SUCH PROGRESS. SUCH INFORMATION SHALL ALSO BE PROVIDED TO THE DISTRICT ADVISORY ACCOUNTABILITY COMMITTEE AND THE BUILDING ADVISORY ACCOUNTABILITY COMMITTEES WITHIN SUCH DISTRICT.

(6) ANY INDIVIDUAL EDUCATION PROGRAM WHICH IS DEVELOPED FOR A STUDENT WITH DISABILITIES PURSUANT TO SECTION 22-20-108 (4) SHALL SPECIFY WHETHER SUCH STUDENT SHALL ACHIEVE THE DISTRICT'S ADOPTED STANDARDS OR WHETHER SUCH STUDENT SHALL ACHIEVE INDIVIDUALIZED STANDARDS WHICH WOULD INDICATE THE STUDENT HAS MET THE REQUIREMENTS OF SUCH STUDENT'S INDIVIDUAL EDUCATION PROGRAM.

22-53-408. Temporary waiver of regulatory requirements. (1) THE BOARD SHALL TEMPORARILY WAIVE THOSE REGULATORY REQUIREMENTS WHICH ARE IMPOSED ON DISTRICTS WHICH IT DETERMINES ARE APPROPRIATE FOR WAIVER, INCLUDING BUT NOT LIMITED TO ALL STATEWIDE TESTING REQUIREMENTS, IN ORDER TO ALLOW DISTRICTS TO CONCENTRATE THEIR ENERGIES AND RESOURCES ON THE DEVELOPMENT OF CONTENT STANDARDS, PROGRAMS OF INSTRUCTION, ASSESSMENTS, AND PROGRAMS FOR PROFESSIONAL EDUCATOR DEVELOPMENT IN STANDARDS-BASED EDUCATION AS REQUIRED BY THIS PART 4. SUCH WAIVER SHALL APPLY FOR ALL DISTRICTS AND SHALL BE IN PLACE AS LONG AS IS DEEMED NECESSARY BY THE BOARD.

(2) ON OR BEFORE FEBRUARY 1, 1994, THE DEPARTMENT SHALL SUBMIT TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE A LIST OF THE ACTIVITIES OF THE DEPARTMENT AND THE REGULATORY REQUIREMENTS WHICH IT RECOMMENDS BE REDUCED OR ELIMINATED TO ALLOW FOR THE IMPLEMENTATION OF THIS PART 4 WITHIN EXISTING RESOURCES. IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT OTHER ACTIVITIES OF LESSER PRIORITY BE REDUCED OR ELIMINATED IN ORDER TO IMPLEMENT THIS PART 4 WITHIN THE EXISTING RESOURCES OF THE DEPARTMENT. ANY LEGISLATION WHICH MAY BE NECESSARY TO IMPLEMENT SUCH LIST SHALL BE CONSIDERED DURING THE SECOND REGULAR SESSION OF THE FIFTY-NINTH GENERAL ASSEMBLY.

22-53-409. Assessments. (1) (a) EFFECTIVE JANUARY 1, 1996, THE DEPARTMENT SHALL IMPLEMENT A COLORADO STUDENT ASSESSMENT PROGRAM UNDER WHICH IT SHALL ADMINISTER STATEWIDE ASSESSMENTS, ADOPTED BY THE BOARD PURSUANT TO SECTION 22-53-406, IN THE FIRST PRIORITY AREAS OF READING, WRITING, MATHEMATICS, SCIENCE, HISTORY, AND GEOGRAPHY ON A STRATIFIED, RANDOM SAMPLING BASIS TO PROVIDE ACCURATE AND DETAILED INFORMATION TO THE PEOPLE OF COLORADO ON STUDENT ACADEMIC ACHIEVEMENT AND TO CORROBORATE THE QUALITY OF THE RESULTS PROVIDED BY DISTRICT ASSESSMENTS. FOLLOWING ADOPTION OF STATE MODEL CONTENT STANDARDS IN THE SECOND PRIORITY AREAS OF ART, MUSIC, PHYSICAL EDUCATION, AND CIVICS, SUCH AREAS SHALL BE INCLUDED IN THE COLORADO STUDENT ASSESSMENT PROGRAM. SUCH STATEWIDE ASSESSMENTS SHALL BE ADMINISTERED IN GRADES FOUR, EIGHT, AND TEN. THE TIMETABLE FOR ADMINISTERING SUCH ASSESSMENTS SHALL BE ESTABLISHED BY THE BOARD. THE INITIAL STATEWIDE ASSESSMENT SHALL BE CONSIDERED A BASELINE ASSESSMENT.

(b) THE GENERAL ASSEMBLY HEREBY RECOGNIZES THE IMPORTANCE OF ADMINISTERING ASSESSMENTS AT THE FOURTH GRADE LEVEL TO ENSURE AT AN EARLY STAGE THAT EACH STUDENT IS ATTAINING THE KNOWLEDGE AND MASTERING THE

SKILLS NECESSARY TO SUCCESSFULLY COMPLETE SUCH STUDENT'S EDUCATIONAL CAREER.

(2) PARTICIPATION IN THE COLORADO STUDENT ASSESSMENT PROGRAM SHALL BE REQUIRED OF ALL SCHOOLS SELECTED FOR THE STATEWIDE SAMPLES. EVERY SCHOOL SHALL PARTICIPATE IN THE COLORADO STUDENT ASSESSMENT PROGRAM AT LEAST ONCE EVERY THREE YEARS TO PROVIDE CORROBORATION OF STATE AND DISTRICT ASSESSMENT RESULTS.

(3) IN ACCORDANCE WITH TIMELINES ADOPTED BY THE BOARD PURSUANT TO SECTION 22-53-406 (2), BUT NOT LATER THAN JANUARY 1, 1998, EACH DISTRICT SHALL ADMINISTER ASSESSMENTS ADOPTED PURSUANT TO THE DISTRICT PLAN REQUIRED UNDER SECTION 22-53-407 (2) IN THE FIRST PRIORITY AREAS OF READING, WRITING, MATHEMATICS, SCIENCE, HISTORY, AND GEOGRAPHY TO STUDENTS AT THE FOURTH, EIGHTH, AND TENTH GRADE LEVELS. FOLLOWING ADOPTION OF CONTENT STANDARDS IN THE SECOND PRIORITY AREAS OF ART, MUSIC, PHYSICAL EDUCATION, AND CIVICS, SUCH AREAS SHALL BE INCLUDED IN THE DISTRICT ASSESSMENTS AT THE FOURTH, EIGHTH, AND TENTH GRADE LEVELS. RESULTS OF SUCH ASSESSMENTS SHALL BE REPORTED TO THE DEPARTMENT PURSUANT TO PARAGRAPH (b) OF SUBSECTION (4) OF THIS SECTION. NOTHING IN THIS SUBSECTION (3) SHALL PREVENT DISTRICTS FROM ADMINISTERING ASSESSMENTS AT LEVELS OTHER THAN THE FOURTH, EIGHTH, AND TENTH GRADE LEVELS.

(4) (a) THE DEPARTMENT SHALL PREPARE AN ANNUAL REPORT OF THE RESULTS OF STATEWIDE ASSESSMENTS WHICH SHALL BE DELIVERED TO THE COUNCIL, TO THE BOARD, TO THE COMMISSION, TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, TO THE DISTRICT ACCOUNTABILITY COMMITTEES, AND TO THE DISTRICTS AND WHICH SHALL BE AVAILABLE TO THE PUBLIC. THE FIRST REPORT SHALL BE AVAILABLE ON OR BEFORE JANUARY 1, 1997. SUCH REPORT SHALL INCLUDE THE PERCENTAGE OF STUDENTS ACHIEVING EACH OF THE PERFORMANCE LEVELS SPECIFIED BY THE BOARD AND SHALL BE REPORTED FOR THE STATE AS A WHOLE AS WELL AS BY GENDER, RACE, SEPARATE HANDICAPPING CONDITION, AND ETHNICITY OF STUDENTS AND BY DISTRICT, DISTRICT SIZE, AND SETTING CATEGORY OF EACH DISTRICT PURSUANT TO SECTION 22-53-105.

(b) IN ACCORDANCE WITH TIMELINES ADOPTED BY THE BOARD PURSUANT TO SECTION 22-53-406 (2), BUT NOT LATER THAN JANUARY 1, 1999, THE ANNUAL REPORT PREPARED BY THE DEPARTMENT SHALL ALSO CONTAIN ASSESSMENT RESULTS REPORTED BY EACH DISTRICT WHICH SPECIFY THE PERCENTAGE OF STUDENTS ACHIEVING EACH OF THE PERFORMANCE LEVELS SPECIFIED BY THE DISTRICT IN THE DISTRICT PLAN ADOPTED PURSUANT TO SECTION 22-53-407 (2) ON EACH OF THE DISTRICT CONTENT STANDARDS AS MEASURED BY ASSESSMENTS ADOPTED BY THE DISTRICT. SUCH RESULTS SHALL BE REPORTED FOR THE DISTRICT AS A WHOLE AS WELL AS BY GENDER, RACE, SEPARATE HANDICAPPING CONDITION, AND ETHNICITY OF STUDENTS IN ACCORDANCE WITH A STANDARD REPORTING FORMAT ESTABLISHED BY THE BOARD. IN ADDITION, AT THE FOURTH GRADE, EIGHTH GRADE, AND TENTH GRADE LEVELS, EACH DISTRICT SHALL SUBMIT A COMPARISON OF THE DISTRICT ASSESSMENT RESULTS AND THE STATE ASSESSMENT RESULTS IN A STANDARD REPORTING FORMAT ESTABLISHED BY THE BOARD IF STUDENTS IN SUCH DISTRICT PARTICIPATED IN THE COLORADO STUDENT ASSESSMENT PROGRAM FOR THAT YEAR. IN ADDITION, SUCH COMPARISON SHALL INCLUDE INFORMATION ESTABLISHING THE VALIDITY AND

RELIABILITY OF THE DISTRICT ASSESSMENTS AND THEIR INTERNAL COMPARABILITY AS WELL AS THEIR COMPARABILITY TO THE STATE ASSESSMENTS.

(c) EACH DISTRICT SHALL, TO THE EXTENT POSSIBLE, USE THE RESULTS OF THE DISTRICT ASSESSMENTS ADMINISTERED PURSUANT TO THIS SECTION AND THE INFORMATION INCLUDED IN THE ANNUAL REPORT TO DIAGNOSE THE LEARNING NEEDS OF INDIVIDUAL STUDENTS, TO PROVIDE FEEDBACK TO STUDENTS RELATED TO THEIR PROGRESS TOWARD ATTAINING HIGHER PERFORMANCE LEVELS ON DISTRICT CONTENT STANDARDS, AND TO REVISE ITS PROGRAMS OF INSTRUCTION AND ASSESSMENTS, AS NECESSARY, TO ASSIST THOSE STUDENTS NEEDING ADDITIONAL ACADEMIC SUPPORT IN ATTAINING HIGHER PERFORMANCE LEVELS.

22-53-410. Annual public meeting. THE COMMISSION SHALL HOLD AN ANNUAL PUBLIC MEETING IN CONJUNCTION WITH THE BOARD, THE COUNCIL, AND THE DEPARTMENT TO DISCUSS THE EFFECTIVENESS OF STANDARDS-BASED EDUCATION AS IMPLEMENTED BY THIS PART 4 AND THE ANNUAL REPORT OF ASSESSMENTS PREPARED BY THE DEPARTMENT PURSUANT TO SECTION 22-53-409. NOTICE OF SUCH MEETING SHALL BE POSTED IN EVERY PUBLIC SCHOOL IN THE STATE NO LATER THAN THIRTY DAYS PRIOR TO SUCH MEETING. MEMBERS OF THE GENERAL PUBLIC SHALL HAVE OPPORTUNITY TO PRESENT TESTIMONY AT SUCH HEARING REGARDING THE ANNUAL REPORT AND THE EFFECTIVENESS OF STANDARDS-BASED EDUCATION AS IMPLEMENTED BY THE DISTRICTS, THE BOARD, AND THE DEPARTMENT.

SECTION 2. 22-2-106 (2), Colorado Revised Statutes, 1988 Repl. Vol., is amended to read:

22-2-106. State board - duties. (2) (a) The state board shall withhold its accreditation of any school district under ~~subsection (1)~~ PARAGRAPH (c) of SUBSECTION (1) of this section if it determines that the school district has not discharged its responsibilities under article 7 of this title.

(b) THE STATE BOARD SHALL WITHHOLD ITS ACCREDITATION OF ANY SCHOOL DISTRICT UNDER PARAGRAPH (c) OF SUBSECTION (1) OF THIS SECTION IF IT DETERMINES THAT THE SCHOOL DISTRICT HAS NOT ADOPTED CONTENT STANDARDS AND A PLAN FOR IMPLEMENTATION PURSUANT TO THE PROVISIONS OF SECTION 22-53-407.

SECTION 3. 22-5-115, Colorado Revised Statutes, 1988 Repl. Vol., is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-5-115. Financing boards of cooperative services. (4) FOR BUDGET YEARS COMMENCING ON OR AFTER JULY 1, 1996, THE AMOUNT RECEIVED BY ANY BOARD OF COOPERATIVE SERVICES PURSUANT TO THIS SECTION SHALL BE USED TO FUND PROFESSIONAL EDUCATOR DEVELOPMENT IN STANDARDS-BASED EDUCATION PURSUANT TO THE PLAN ADOPTED BY EACH SCHOOL DISTRICT PURSUANT TO SECTION 22-53-407 (2) IN EACH SCHOOL DISTRICT WHICH IS A MEMBER OF SUCH BOARD AND IN ANY NONMEMBER SCHOOL DISTRICT WHICH CHOOSES TO PARTICIPATE IN A PROFESSIONAL EDUCATOR DEVELOPMENT PROGRAM WITH ANY BOARD OF COOPERATIVE SERVICES.

SECTION 4. 22-20-108 (4), Colorado Revised Statutes, 1988 Repl. Vol., is

amended to read:

22-20-108. Determination of handicap - enrollment. (4) Each child determined to be handicapped by the committee pursuant to subsection (1) of this section shall be provided with an individual educational program which shall be developed in accordance with requirements established by the state board of education and shall be reviewed annually. SUCH INDIVIDUAL EDUCATION PROGRAM SHALL SPECIFY WHETHER SUCH STUDENT SHALL ACHIEVE THE CONTENT STANDARDS ADOPTED BY THE DISTRICT IN WHICH SUCH STUDENT IS ENROLLED OR WHETHER SUCH STUDENT SHALL ACHIEVE INDIVIDUALIZED STANDARDS WHICH WOULD INDICATE THE STUDENT HAS MET THE REQUIREMENTS OF SUCH STUDENT'S INDIVIDUAL EDUCATION PROGRAM. When a handicapped child is to be placed outside of the district of residence, the receiving agency, institution, or school district providing the services shall cooperate in the development of the individual education program. The individual education program shall be coordinated with all individual plans required by other federal or state programs in order to provide for maximum coordination of service to the handicapped child, which may include the provision of appropriate services for the handicapped child, by agreement or contract with public agencies or nonprofit organizations or residential child care facilities. For children placed without the prior written approval of the school district of residence, the individual education program shall be the responsibility of the facility providing the educational program.

SECTION 5. 22-32-109 (1), Colorado Revised Statutes, 1988 Repl. Vol., as amended, is amended BY THE ADDITION OF A NEW PARAGRAPH to read:

22-32-109. Board of education - specific duties. (1) In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties:

(aa) TO ADOPT CONTENT STANDARDS AND A PLAN FOR IMPLEMENTATION OF SUCH CONTENT STANDARDS PURSUANT TO THE PROVISIONS OF SECTION 22-53-407.

SECTION 6. 22-32-109.5, Colorado Revised Statutes, 1988 Repl. Vol., is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-32-109.5. Board of education - specific duties - testing requirements - repeal. (3) (a) ANY TESTING REQUIREMENTS SPECIFIED IN THIS SECTION ARE SUSPENDED FOR THE 1993-94 AND 1994-95 FISCAL YEARS.

(b) THIS SUBSECTION (3) IS REPEALED, EFFECTIVE JULY 1, 1995.

SECTION 7. 22-53-205, Colorado Revised Statutes, 1988 Repl. Vol., is amended to read:

22-53-205. Achievement testing - repeal. (1) The state board of education shall provide by rule for the administration by the department of education of a standardized achievement test or tests to a statistically valid random sample of pupils in selected grades at a time to be specified by the state board. Test scores and other information derived from the administration of such test or tests shall be reported to the state board and the general assembly in accordance with reporting procedures adopted by the state board.

(2) (a) THE REQUIREMENTS OF THIS SECTION SHALL BE SUSPENDED FOR THE 1993-94 AND 1994-95 FISCAL YEARS.

(b) THIS SUBSECTION (2) IS REPEALED, EFFECTIVE JULY 1, 1995.

SECTION 8. 22-60.5-203 (2) (h) and (2) (i), Colorado Revised Statutes, 1988 Repl. Vol., as amended, are amended, and the said 22-60.5-203 (2) is further amended BY THE ADDITION OF A NEW PARAGRAPH, to read:

22-60.5-203. Assessment of professional competencies. (2) The following list of areas of knowledge is a guideline to be used by the state board of education and shall not be construed as inclusive or prescriptive:

(h) Knowledge and awareness of the needs of students from culturally diverse backgrounds; ~~and~~

(i) Knowledge and use of technology in the classroom; AND

(j) KNOWLEDGE AND APPLICATION OF STANDARDS-BASED EDUCATION PURSUANT TO PART 4 OF ARTICLE 53 OF THIS TITLE.

SECTION 9. 22-60.5-303 (2) (f) and (2) (g), Colorado Revised Statutes, 1988 Repl. Vol., as amended, are amended, and the said 22-60.5-303 (2) is further amended BY THE ADDITION OF A NEW PARAGRAPH, to read:

22-60.5-303. Assessment of professional competencies. (2) The following list of areas of knowledge is a guideline to be used by the state board of education and shall not be construed as inclusive or prescriptive:

(f) Personnel administration, including staff development and evaluation; ~~and~~

(g) Child growth and development; AND

(h) KNOWLEDGE AND APPLICATION OF STANDARDS-BASED EDUCATION PURSUANT TO PART 4 OF ARTICLE 53 OF THIS TITLE.

SECTION 10. 22-60.5-308 (2) (f) and (2) (g), Colorado Revised Statutes, 1988 Repl. Vol., as amended, are amended, and the said 22-60.5-308 (2) is further amended BY THE ADDITION OF A NEW PARAGRAPH, to read:

22-60.5-308. Assessment of professional competencies. (2) The following list of areas of knowledge is a guideline to be used by the state board of education and shall not be construed as inclusive or prescriptive:

(f) Resource utilization; ~~and~~

(g) Child growth and development; AND

(h) KNOWLEDGE AND APPLICATION OF STANDARDS-BASED EDUCATION PURSUANT TO PART 4 OF ARTICLE 53 OF THIS TITLE.

SECTION 11. Article 1 of title 23, Colorado Revised Statutes, 1988 Repl. Vol., as amended, is amended BY THE ADDITION OF A NEW SECTION to read:

23-1-121. Commission directive - education in standards-based education.

THE GENERAL ASSEMBLY HEREBY FINDS AND DECLARES THAT, IN ORDER TO IMPLEMENT STANDARDS-BASED EDUCATION IN THE PUBLIC SCHOOLS OF THIS STATE PURSUANT TO PART 4 OF ARTICLE 53 OF TITLE 22, C.R.S., STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION MUST ENSURE THAT PERSONS WHO ARE PREPARING TO ENTER THE EDUCATION PROFESSION LEARN TO PRACTICE THEIR PROFESSION IN ACCORDANCE WITH THE PRINCIPLES OF STANDARDS-BASED EDUCATION, AS DEFINED IN SECTION 22-53-402 (11), C.R.S. IT IS THEREFORE THE INTENT OF THE GENERAL ASSEMBLY THAT, IN CONSULTATION WITH THE COLORADO COMMISSION FOR ACHIEVEMENT IN EDUCATION CREATED PURSUANT TO SECTION 22-53-301, C.R.S., THE STATE BOARD OF EDUCATION, THE STATE STANDARDS AND ASSESSMENTS ADOPTION AND IMPLEMENTATION COUNCIL CREATED PURSUANT TO SECTION 22-53-404, C.R.S., AND APPROPRIATE SCHOOL DISTRICT BOARDS OF EDUCATION, THE COMMISSION ADOPT THE NECESSARY POLICIES AND PROCEDURES TO ENSURE THAT INSTITUTIONS OF HIGHER EDUCATION INCLUDE THE PRECEPTS OF STANDARDS-BASED EDUCATION, AS OUTLINED IN PART 4 OF ARTICLE 53 OF TITLE 22, C.R.S., IN THE CURRICULUM FOR PERSONS WHO ARE PREPARING TO ENTER THE TEACHING PROFESSION. SUCH POLICIES AND PROCEDURES SHALL NOT LIMIT THE AUTHORITY OF THE STATE BOARD OF EDUCATION TO EVALUATE AND APPROVE THE PROGRAMS OF TEACHER PREPARATION OFFERED AT COLORADO INSTITUTIONS OF HIGHER EDUCATION PURSUANT TO SECTION 22-2-109, C.R.S.

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

Approved: June 3, 1993