



Meeting Norms

Stay focused and student centered | Listen actively, respectfully, and without judgment | Communicate with integrity
Honor board time with starting on-time and not being redundant | Limit sidebar conversations
Independent thought and one voice for decisions | Maintain confidentiality

AGENDA - REGULAR MEETING

Mancos School District Board of Education: The Mancos Public Schools Board of Education provides highly effective governance for our school's strategic student achievement efforts.

August 25, 2025

6:00 PM

HS Room #223 - Boardroom

1. Call to Order
2. Roll call
3. Pledge of Allegiance
4. Approval of Agenda
5. Public Participation
(For items that are not on the agenda, comments are kept to under 3 minutes per person)
"Meeting in public rather than with the public"
6. Reports to the Board of Education
 - A. Board Report Student Voice
 - B. Board Report District Accountability Committee
 - C. Board Report LRC
 - D. Board Report CASB
 - E. Board Report Linkage
 - F. Board Report BOCES
 - G. Superintendent Report
 - H. Business Manager Report
7. Strategic Plan Objective Report
8. Policy Review
9. Consent Agenda
 - A. Approve Meeting Minutes
 - B. Strat Plan Objective
4A
 - C. Policy First Review
 - D. Policy Second Review
JJA-3 (removal), JJA-3R, refer to BC-09 Passed as replacing JJA-3 if needed

- E. Policy Emergency Resolution To Adopt
 - F. Approve bills
 - G. Act on personnel recommendations
 - H. Board Calendar & Rolling Planning Document
 - I. Adopt Capital Reserve Resolution
Adopt Capital Reserve Resolution to Mancino Manufacturing for the purchase of cheerleading mats to support the safety of our district cheer teams.
 - J. Election Certifications
10. Upcoming Calendar Obligations
CASB Fall Regional Meeting Date: September 5th/6th
Board Of Education Work Session Date: September 8th at 5:00 PM
Board Of Education Work Session Date: September 15th at 5:00 PM
Board Of Education Meeting Date: September 15th at 6:00 PM
 11. Future Agenda Items
Audit Review Presentation
Strategic Plan Review 3C
CASB Fall Regional Meeting-Recap
Student Voice Board Seat Vote
 12. Board President Follow Up
 13. Adjournment- Board President
 14. Follow Up - Board Self Review Questions

	Team Driven Shared Leadership
	Data Based Problem Solving and Decision Making
	Comprehensive Screening and Assessment System
	Layered Continuum of Supports (LCS)- Evidence Based Practices, Instruction, and Interventions
	Family, School, and Community Partnerships

Robert's Rules of Order Summary Sheet

The Order of Business

1. Approval of minutes, membership reports, and financial reports
 - a. You say: "You have received the minutes of the last meeting/month membership report/month financial report. Are there any corrections to the minutes/reports? [Pause]If there is no objection, the minutes are approved as printed and distributed to the members."
2. Reports of directors, officers, boards and standing committees. If the reports are printed and distributed before the meeting the chair only needs to ask the member presenting their report "Do you have any additions to the report as printed and distributed to the members? If no, Thank you." After verbal reports are given the chair simply says "thank you".
3. Discussion Items
4. Action Items

Main Motions

"The motion" is sometimes referred to as "the question". Both mean basically the same thing.

The motion process involves the following six steps:

1. A member makes a motion.
 - a. Make sure that the motion states exactly what you want the organization to believe or do.
 - b. You Say: I move that..
 - c. Examples of two different kinds of motions:
 - i. "I move that we form a committee to investigate the purchase of a computer."
 1. This motion only allows the committee to investigate the purchase, not to make the purchase.
 - ii. "I move that we form a committee to purchase a computer."
 1. This motion authorizes the committee to purchase the computer.
2. Another member seconds the motion.
3. The chair states the motion, formally placing it before the assembly.
4. The members debate the motion.
 - a. At this point the motion is considered pending. While a motion is pending, members can amend it, postpone it, put it aside, send it to a committee, and so on. If the discussion gets off track, you can ask: "Is there any further discussion on the motion to...".
5. The chair puts the question/motion to a vote.
 - a. To begin, the chair should restate the motion to remind members of the exact issue they will be voting on. You say: "We will now vote on the motion to...".
 - b. The chair should tell members to express their voice vote. You say: "All those in favor say 'Aye'". All opposed say 'No'".
6. The chair announces the results of the vote. This announcement should include the following four elements:
 - a. Which side has the vote: "The affirmative has it" or "The negative has it".
 - b. Whether the motion passed or failed: "The motion is adopted" or "The motion is lost."
 - c. Effect of the vote: "And we will be purchasing a computer", "Our bylaws have been amended" or "Our bylaws have not been amended and will remain as they currently read".
 - d. The next step: "The next business in order will be the report of the finance committee"
 - i. The announcement will sound like: The affirmative has it. The motion to...is adopted and we will be....

References

Sylvester, Nancy. *The Complete Idiot's Guide to Robert's Rules*

"Roberts Rules of Order Motions Chart" <http://www.robertsrules.org/motions.htm>.

Robert's Rules Cheat Sheet

To:	Say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Decided by:
Adjourn	"I move to adjourn."	No	Yes	No	No	Majority vote
Recess	"I move to recess for/until..."	No	Yes	No	Yes	Majority vote
Complain about hearing, comfort, etc.	"Point of privilege..."	Yes	No	No	No	Chair
End debate and vote on question	"I move the previous question."	No	Yes	No	No	Majority vote
Suspend further consideration of something	"I move to table this matter."	No	Yes	No	No	2/3 vote
Postpone deciding the question	"I move to postpone this matter until..."	No	Yes	Yes	Yes	Majority vote
Amend a motion	"I move to amend this motion by..."	No	Yes	Yes	Yes	Majority vote
Introduce business (a main motion)	"I move that..."	No	Yes	Yes	Yes	Majority vote

The motions and points listed above are in order of preference. When a motion or point of inquiry is pending, only those listed above the pending point may be raised.

To:	Say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Decided by:
Redress any violation of the body's Rules	"Point of order..."	Yes	No	No	No	Chair
Request information	"Point of inquiry..."	Yes	No	No	No	N/A
Verify a recent voice vote by actual count (before next motion only)	"I call for division."	Yes	No	No	No	Majority vote
Prevent body from considering a matter	"I object to considering this question."	Yes	No	No	No	2/3
Consider a suspended matter	"I move to take from the table..."	Yes	Yes	No	No	Majority
Reconsider a previous motion	"I move to reconsider..."	Yes	Yes	No	No	2/3
Consider something out of schedule	"I move to suspend the rules to consider..."	No	Yes	No	No	2/3
Vote on the Chair's decision	"I appeal the Chair's decision."	Yes	Yes	Yes	No	Majority

The motions and points above have no precedence. Any of them may be raised in response to any motion or question, with the exception of the three items in gray (motion to adjourn, motion to recess, and point of privilege)

LRC Update - Legislative Resolution Committee

1. The Colorado General Assembly will return to work for a Special Session on August 21st.

- How to address the \$750 million budget shortfall due to the federal tax and spending bill passed by Congress.
- Artificial Intelligence. In regard to AI, it is related to SB24-205.

[This story in the Colorado Sun](#) - This article explains why the tax changes at the Federal level have a bigger impact on Colorado

1. New Bill Tracking Service

CASB staff has moved to a new bill tracking service called [FastDemocracy](#). Once bills are introduced you will be able to find them [listed on the new CASB Member bill tracker](#) by their official bill number. (bill numbers are not assigned until introduction in either the House or Senate)

CASB Update - Colorado Association of School Boards

1. CASB Regional Meetings - August 21, 2025

- It's an opportunity to join CASB staff and regional colleagues to engage in why your governance matters, best practices, peer-to-peer networking, as well as together to learn, listen, and collaborate.

2. 2025 Fall Conference & Delegate Assembly September 5 - 6, 2025

- Opening General Session with Keynote Nathan Minns "Communicate Confidently Even When You're Put On the Spot"
- 2026 Legislative Agenda
- Delegate Assembly - The Delegate Assembly begins with debate and voting on proposed changes to the CASB Legislative Agenda and new legislative resolutions.
- I sent everyone the 2025 CASB Legislative Resolutions booklet for your review. If you have any feedback, please send me your feedback by Sept 3.

3. CASB's 85th Annual Convention December 11 - 13, 2025, Colorado Springs

- This is an opportunity for our school board to receive professional development as a group led by the Colorado Association of School Boards. It also gives us the opportunity to receive professional development in areas like legal matters, conducting school board meetings, school board policies, and community engagement strategies, to name a few.



Superintendent's Report

Board of Education Meeting

August 25, 2025

Table of Contents

- [Start of School Highlights & Updates](#)
- [Operations Updates](#)
- [Election Business: Mill Levy and School Board Election](#)
- [State Assessment Results Timeline](#)
- [Board Books Update](#)

Start of School Year

- **Highlights:**
 - **MELC:** This year's family engagement events were well attended and set a positive tone for the start of the school year. Play Dates with a Teacher gave families an opportunity to meet in a smaller, relaxed setting before school began. Open House created a lively, welcoming atmosphere where families explored classrooms, met staff, and connected with one another.
 - **Elementary School:** Relationships and routines! Teachers have expressed that classes have been running smoothly to begin the school year. Students have jumped right into their work. Our Elementary Team is working closely together to get to know students well, build community and meet their needs.
 - **Secondary School:**
 - Middle School has reinvented the X Block period to better meet students' needs. We have implemented IXL as an intervention for math (Monday and Wednesdays) and language arts (Tuesdays and Thursdays). Also, our incoming 6th grade students just returned from an awesome retreat at Deer Hill as a part of their Middle School orientation and community building experience.
 - High school is off to a great start! Our new English teacher has jumped in with PBL in each of his classes. Sports teams are getting ready for a great season.
- **Updates:**
 - **Elementary Math Curriculum:** The elementary teachers, principal, and curriculum coordinator received their initial i-Ready Mathematics training on August 8th. The next training will be September 5th. Diagnostic testing has begun in Elementary with i-Ready.
 - **Corduroy lost his button, again!** Tues. Aug 19th, 1st graders went on a treasure hunt to find Corduroy's (the Bear) lost button. In order to get to know the school and all of the important people, the first graders went on a treasure hunt tour of the school. This was a great way for 1st graders to work together on transitions. They did find his missing button!
 - **HS Advisory Roll-Out:**
 - First week: Going over handbook and school-wide expectations
 - Second week: Talking circles, norms, and getting to know each other
 - Third week: Common values
 - Fourth week: Drop Everything And Read (DEAR)

- Fifth Week: Start regular rotation (Monday = Talking Circles; Tuesday = Defined Careers/Virtual Internship; Wednesday = Study Hall; Thursday = DEAR)
- **Superintendent Onboarding:**
 - **Listening:** Completed 1-1 listening sessions with all operational and school leaders. Circulating to meet briefly with every staff member in their work environment (almost done). Starting to sit in with teams during planning to listen and learn.
 - **Learn:** Started outreach to connect and learn from area superintendents, BOCES, CDE leaders, school finance consultants, Colorado Rural Schools Alliance, community leaders, and legal counsel.
 - **Lead:** Currently focused on building strong, aligned district-wide leadership and teams including our Instructional Leadership Team, District Leadership Team, and Operational Leadership Team. Co-leading District-wide meetings and collaboration focused on community building, school goals and cohesive systems.

Operations Updates

- **Communications:** Beginning to articulate a communications plan for internal and external communication schedules, practices and agreements. Alice Miller is an amazing Communications Lead!
- **Safety and Security:**
 - Multiple meetings to review Crisis Plan with Will Custer, our Safety and Security Lead
 - Connection with Mancos Marshals
 - Safety and Security Team meeting prior to first day of school and first drill
 - Update: Our SRO has resigned, Justen and Brad will substitute until position is filled
- **Human Resources:**
 - The new HR Lead role is instrumental in our success as an organization. Tiffany Aspromonte is learning, leading and training her replacement.
 - Staff Evaluation process and timeline shared with staff on Friday, August 22 after consultation with CDE Educator Effectiveness regional director.
 - Positions are open, recruitment plan is focus for September
- **Facilities, Transportation, Food Service and Technology**
 - All off to a smooth and excellent start. Our leaders Destri Lockhart, Bart Small, Kacey Armes, and Keith Huskey are focused on supporting staff and ensuring high quality support and services.
- **Finance:** Chrissie Miller is meeting regularly with me to review budgets, funding streams, and processes.
- **District Office Team:** Coming together to build a new team, learning roles, articulating priorities and having some fun along the way. Janet Fogel, Adyan Farrar, Heather McKie and Molly Ender have provided me with so much information, context and support.

Election Business

- Mill Levy:
 - Ballot certifications on track for September 5 deadline
 - Staff informed of the measure and how they can inform and engage as a school district employee (see graphic below)
 - Website is being updated this week

- Informational consult with Colorado School Finance Project, “a non-profit whose mission is to compile, collect, and distribute research-based, non-partisan information and data on topics related to school finance for state and local policymakers.”

Slide from Staff Week

Mill Levy Override

- In June, the BOE approved putting a Mill Levy resolution on ballot in November.
- “. . .**FOR THE PURPOSE OF IMPROVING STUDENT OUTCOMES BY INCREASING THE SALARIES OF DISTRICT STAFF. . .**”
- Employees can
 - advocate *for* or *against* the Mill Levy **outside of work hours** and through personal accounts and addresses, fundraising and personal time commitments. Be aware of when you are posting on Social Media.
 - respond factually to questions about the Mill Levy during work hours and direct people to our website
- More factual information will be posted soon on our district website.
- A committee of stakeholders (staff, teachers, leaders, community) will research, review and propose salary and pay schedule options. Stay tuned to be involved.




[Mill Levy Factual Summary](#)

[School District Employees and the FCPA](#)

- School Board Election:
 - Multiple candidates have submitted their materials
 - Ballot order and certification will be submitted by September 5, 2025

State Assessment Results Timeline

- CMAS, ACCESS and PSAT/SAT results shared August 21, 2025
- Instructional Leadership team and school teams will analyze results, integrate findings into school goals and share synthesis with community and press by September 10, 2025

Board Books Update

- Training and early implementation underway
- Agenda for August 25 meetings was generated through Board Books
- Many elements to trouble shoot, however, it looks to be an amazing tool to ensure transparency, ease of communication and historical documentation.



**Strategic Plan Objective
Monitoring Report
Objective 4A
2024-2025**

Objective 4A: Mancos School District students demonstrate proficiency and positive longitudinal growth in reading and math.

Proficiency Indicators:

- The ELC Director is developing common formative assessments that will fairly and accurately represent the growth and readiness-for-kindergarten of the ELC's 4 and 5-year-olds. These will be included in the objective report and will help inform future iterations of this rubric.
- Students in grades K-5 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math, and demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.
- Students in grades 6-8 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math, and demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.
- Students in grades 9-10 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math, and demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.

Approaching Standard	At Standard	Above Standard
Early Learning Center		
<p>The ELC Director is developing common formative assessments that will fairly and accurately represent the growth and readiness-for-kindergarten of the ELC's 4 and 5 year-olds. These will be included in the objective report and will help inform future iterations of this rubric.</p>		
Elementary		
<p>Students in grades K-5 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades K-5 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades K-5 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades K-5 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in math.</p> <p>AVERAGE: 49.2%ile</p>	<p>Students in grades K-5 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <p>AVERAGE: 50.5%ile</p> <hr/> <p>Students in grades K-5 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <p>AVERAGE: 54.3%ile</p> <hr/> <p>Students in grades K-5 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p> <p>AVERAGE: 53%ile</p> <hr/> <p>Students in grades K-5 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p>	<p>Students in grades K-5 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades K-5 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades K-5 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades K-5 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p>

Approaching Standard	At Standard	Above Standard
Middle School		
<p>Students in grades 6-8 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 6-8 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 6-8 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in math. AVERAGE: 47.3%ile</p> <hr/> <p>Students in grades 6-8 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in math. AVERAGE: 45.3%ile</p>	<p>Students in grades 6-8 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading. AVERAGE: 54th%ile</p> <hr/> <p>Students in grades 6-8 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading. AVERAGE: 50.6%ile</p> <hr/> <p>Students in grades 6-8 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades 6-8 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p>	<p>Students in grades 6-8 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 6-8 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 6-8 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades 6-8 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p>
High School		
<p>Students in grades 9-10 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 9-10 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 9-10 demonstrate growth below the 50th</p>	<p>Students in grades 9-10 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading. AVERAGE: 68.5%ile</p> <hr/> <p>Students in grades 9-10 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading. AVERAGE: 55.5%ile</p> <hr/> <p>Students in grades 9-10 demonstrate growth at or slightly above the 50th percentile on the</p>	<p>Students in grades 9-10 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 9-10 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 9-10 demonstrate growth at or above the</p>

<p>percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades 9-10 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in math. AVERAGE: 49.5%ile</p>	<p>NWEA/MAPs District Profile Report in math. AVERAGE: 51%ile</p> <hr/> <p>Students in grades 9-10 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p>	<p>70th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades 9-10 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p>
---	--	---

Definition of terms:

Percentile: This is a term that is often misunderstood by the general public. Percentiles refer to a way to divide any size group of data into 100 equal parts. The average of that set of data falls at the 50th percentile (sometimes abbreviated as %ile). This means that 50% of the data falls below that mark and 50% of the data falls above that mark. The 85th percentile would mean that 85% of the data falls below that mark and 15% falls above that mark. The misunderstanding typically arises because people unfamiliar with statistics associate percentiles with classroom grades, where 50% would mean “F” or “failing.” In reality, however, “average” would be a better way to think of the 50th percentile.

Growth: A measure that evaluates how much progress a student has made from one point-in-time to another. Typically, this is measured from fall (BOY) to spring (EOY.)

Achievement: A measure that evaluates a student's performance against a standard.

Superintendent Interpretation: Math and language arts are the backbone of all educational success; therefore, Mancos School District students are expected to demonstrate mastery and/or positive longitudinal growth in reading and math.

2022-2023 Rating: Approaching Standard

2023-2024 Rating: Approaching Standard

2024-2025 Rating: At Standard

Rationale:

Early Learning Center:

- 9.52% of students are below expectation in literacy, 80.95% are meeting expectations, and 9.52% are above expectations. The goal was 10% or fewer below expectations, so this goal was met.

- 19.05% of students are below expectation in math, 76.19% are meeting expectations, and 4.76% are above expectations. The goal was 10% or fewer below expectations, so that goal was not met.
- This data includes students with IEPs, first-year preschoolers, and second-year preschoolers. There are 11 students with IEPs, so this is worth noting.
- In response to the need for clear and objective data, the ELC Director has developed a checklist for literacy and math to be completed by teachers in the final weeks of school. This tool identifies what a child demonstrates to know in that moment when the teacher assesses them.

Elementary:

- The elementary school is at standard in reading achievement and growth for the 2024 - 25 school year.
- The elementary school is approaching standard in math achievement and growth for the 2024 - 25 school year.

Secondary:

Middle:

- The middle school is at standard in reading achievement and at standard in reading growth.
- The middle school is approaching standard in math achievement and approaching standard in math growth.

High:

- The high school is at standard in reading achievement and at standard in reading growth.
- The high school is at standard in math achievement and is approaching standard in math growth.

Below, I've included the needs and next steps from the 2024-2025 4A report and our movement towards these goals.

- 2023-2024: The rubric is clunky and doesn't demonstrate the nuanced nature of data representing over 500 students and 30-ish teachers. The narratives are an important component of the report as these give voice to these nuances.
 - 2024-2025: This new rubric is an attempt to parse out the strengths and needs with regards to student achievement and growth across the district.

Mancos School District RE6

District Goals

- 1. By the end of the 24-25 school year, the district will have a fully operational professional development calendar.**

The district created a 2024-2025 professional development calendar, which was distributed to teachers at the beginning of the school year. Staff received this very well because they had advance notice of what would happen on staff days throughout the year. A master copy of Google Docs was also shared through the staff portal on the website. Updates and changes were made on this master copy and communicated with the staff.

A 25-26 professional development calendar is in the works and will be ready at the beginning of next school year.

- 2. By the end of the 24-25 school year, the district will have one district-wide staff event (challenge by choice) to build camaraderie.**

This goal was achieved at the district-wide professional development day on May 09, 2025. The school district hosted a staff lunch catered by ZUMAS and facilitated by DJ extraordinaire Ryan Mathews. The staff enjoyed a fun and entertaining team trivia event.

- 3. By the end of the 24-25 school year, the district will host a spirit day for students, staff, parents, and the community (i.e., BlueJay Spirit Day in conjunction with the community. Paint the Town Blue Day, Blue Out, all students have the same shirts, flash mob event)**

The staff fun committee recommends that this goal be carried over to next year's Homecoming events. The end-of-the-year activities are too busy for a community activity, in addition to the community, parent, staff, and student BBQ on the last day of school.

- 4. The district will provide parents with NWEA scores for their students at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).**

This happens regularly at the elementary school through student folders. At the secondary, where folders are not used, the school has established procedures for sharing BOY data at Parent-Teacher Conferences and for sharing EOY data by sending Family Reports home with students. MOY data was not shared after MOY testing, but this information is included on the EOY report.

5. The district will ensure that teachers hold one class-, grade-, or content-level project demonstration at the end of a PBL unit. The district will host one district-wide PBL exhibition.

Eleven teachers across the district have not been trained in PBL 101 and are therefore exempt from this expectation this year. They are on track to do this training in the 25-26 school year. Despite their lack of experience, many of these teachers still incorporated project-based learning practices into their curriculum and produced great displays of learning for the spring Exhibition.

The spring Exhibition was well attended; we saw 138 visitors.

All teaching staff, with the exception of one (untrained in PBL), participated in the Exhibition, displaying the student work of at least one PBL unit. Of the trained staff, three staff members reported teaching only one PBL unit. Of the trained staff, two staff members did not share their project with an authentic audience in a student-led public demonstration of learning.

6. The district will develop rubrics to measure Portrait of a Graduate competencies.

Rubrics in teacher-friendly language and secondary student-friendly language were developed and integrated into the Defined Learning platform. One rubric in elementary student-friendly language is in the process of being vetted by the Behavior Team at the elementary. Once they have provided feedback on this rubric, the rest of the rubrics will be created.

The secondary rubrics are now a part of the Defined platform.

Early Learning Center

Literacy

Teaching Strategies Gold shows students (ages 3-5) at 15.63% “below expectations” with widely held expectations, the national norm. By the end of the 2024-25 school year, the goal is to have 10% or less of students in “below expectations”.

- By the end of the 2024–25 school year, 9.52% of students were identified as “below expectations” in literacy according to Teaching Strategies GOLD, meeting the goal of having 10% or fewer students in this category. Additionally, 80.95% of students met widely held expectations, and 9.52% exceeded them, demonstrating strong overall performance in early literacy.

Math

Teaching Strategies Gold shows students (ages 3-5) at 15.6% “below expectations” with widely held expectations, the national norm. By the end of the 2024-25 school year, the goal is to have 10% or less of students in “below expectations”.

- By the end of the 2024–25 school year, 19.05% of students were identified as “below expectations” in math according to Teaching Strategies GOLD. This did not meet the goal of reducing the percentage to 10% or fewer. However, the majority of students, 76.19%, met widely held expectations, and an additional 4.76% exceeded them, indicating solid overall progress with room for targeted support in early math skills.

Elementary School

Math:

NWEA math achievement will average 57th percentile or above by the end of the 2025-26 school year. The subgoal will be 53rd percentile on this same assessment by the end of the 2024-25 school year. We are currently at the 49th percentile in this category. (2 year goal)

The subgoal for NWEA math achievement was not met this year because the elementary school averaged in the 47th percentile on the spring assessment. We are confident that we can still meet this 2-year goal with the new math curriculum.

NWEA math growth will average 62nd percentile or above by the end of the 2025-26 school year. The subgoal will be 57th percentile on this same assessment by the end of the 2024-25 school year. We are currently at the 52nd percentile in this category. (2 year goal)

The subgoal for NWEA math growth was not met this year because the elementary school averaged in the 48th percentile on the spring assessment. We are confident that we can still meet this 2 year goal with the new math curriculum.

Reading:

NWEA reading achievement will average 59th percentile or above by the end of the 2024-25 school year. We are currently at the 54th percentile in this category.

The goal for NWEA reading achievement goal was not met this year because the elementary school averaged in the 53rd percentile on the spring assessment. This is an improvement over the past several years, but we need to stay committed to our transition from whole language instruction to evidence based structured literacy practices.

NWEA reading growth will average 60th percentile or above by the end of the 2024-25 school year. We are currently at the 55th percentile in this category.

The goal for NWEA reading growth goal was not met this year because the elementary school averaged in the 53rd percentile on the spring assessment. This is an improvement over the past several years, but we need to stay committed to our transition from whole language instruction to evidence based structured literacy practices.

Middle School

Reading:

By the end of the 24-25 school year, the middle school cohort will grow from the 50th %ile to the 55th %ile in reading achievement as measured by the spring NWEA assessment.

The 6th grade class average on spring achievement is 52%, 7th grade class average 42%, and 8th grade class average is 58%. The overall average of these three classes is 50.66%. The goal is not met.

Math:

By the end of the 24-25 school year, the middle school cohort will grow from the 35th %ile to the 50th %ile in math achievement as measured by the spring NWEA assessment.

The 6th grade class average on spring achievement is 46%, 7th grade class average 38%, and 8th grade class average is 52%. The overall average of these three classes is 45.33%. The goal is not met, although they did improve over 10%.

Math:

By the end of the 24-25 school year, the 7th grade cohort will grow from 29th%ile to the 44th%ile in math achievement as measured by the spring NWEA assessment.

The 8th grade class average on growth is 48%. This goal is met, and closer to the district average of 50%.

High School

Reading:

By the end of the 24-25 school year, the 9th and 10th grade cohort will grow from the 35th %ile to the 50th %ile in reading achievement as measured by the spring NWEA assessment.

The 9th grade class average on growth is 57%, and 10th grade class average 80%. The overall average of these two classes is 68.5%. This goal is wildly met.

Math:

By the end of the 24-25 school year, the 9th and 10th grade cohort will grow from the 48th %ile to the 53rd %ile in math achievement as measured by the spring NWEA assessment.

The 9th grade class average on spring achievement is 46%, and 10th grade class average 53%. The overall average of these three classes is 49.5%. This goal is not met.

Needs and next steps:

- Common formative assessments are an unrealistic measurement tool for the ELC, given that the use of TS GOLD is already mandated. An updated rubric will be developed over the next few months to reflect TS Gold.
- The 70th%ile is an appropriate stretch goal for targeted district goals rather than part of the rubric. The current rubric isn't measuring the entire spectrum; it's heavily weighted towards the high end rather than showing an equal distribution. The recommendation for future iterations of the strategic plan is to have "approaching standard" represent percentiles below 45th, "at standard" represent between 45th-55th, and above standard represent above 55th. This is a more accurate description of the three levels.
- This is a celebration! The data for both growth and achievement shows the work that our students and teachers have done to make real progress. We feel confident that we will continue to grow from here.
- We were considering adding PSAT/SAT data to this report. However, while students receive their individual scores in mid-May, the school does not receive the cumulative report until around the end of June.

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed _____

Date _____

Drafted 5/8/25 S. Levine, J. Hughes, T. Hughes, A. Farrar

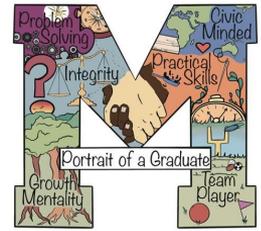


Strategic Plan Alignment

for the 2025-2026 school year

Purpose

- Engage in alignment and articulation of the MSD Strategic Plan to include 2025-26 goals and district-wide priorities.



Rationale

- Our current strategic plan is robust and complex. An alignment and articulation process ensures **every staff member sees the immediate connection of their role** to our goals, mission and vision for the district and **every student** in the 2025-26 school year.

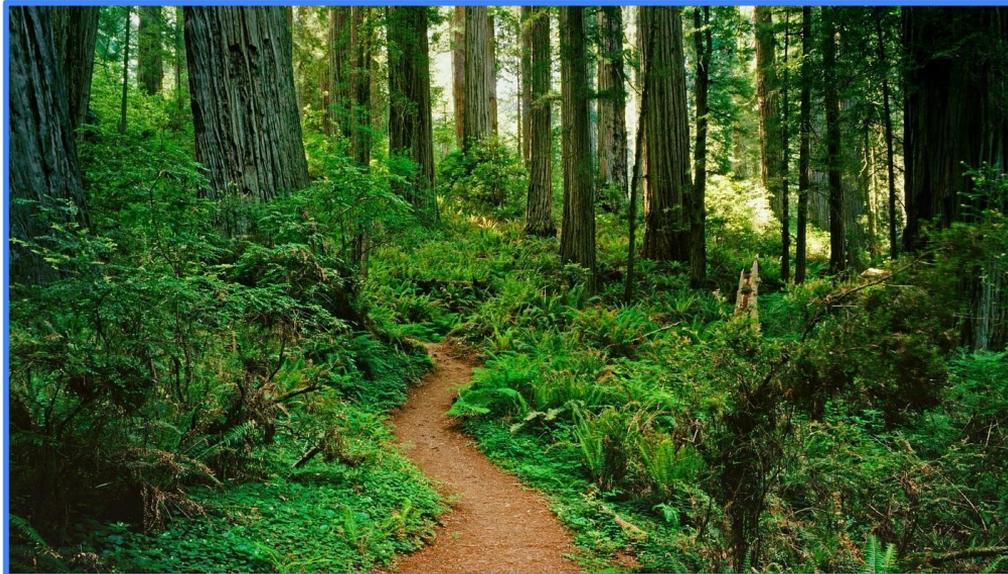


Why now?

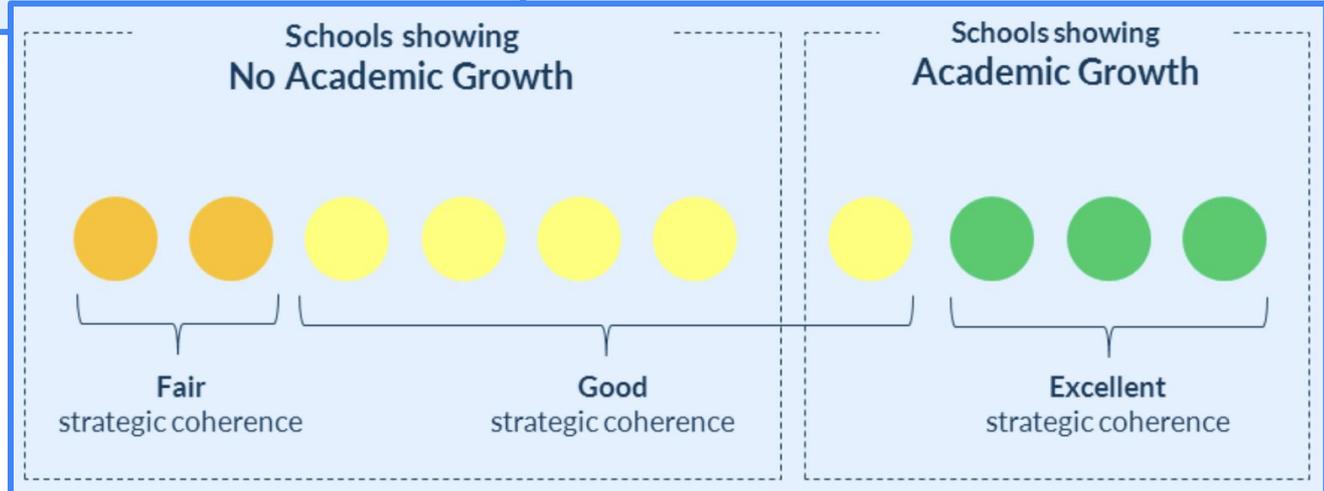
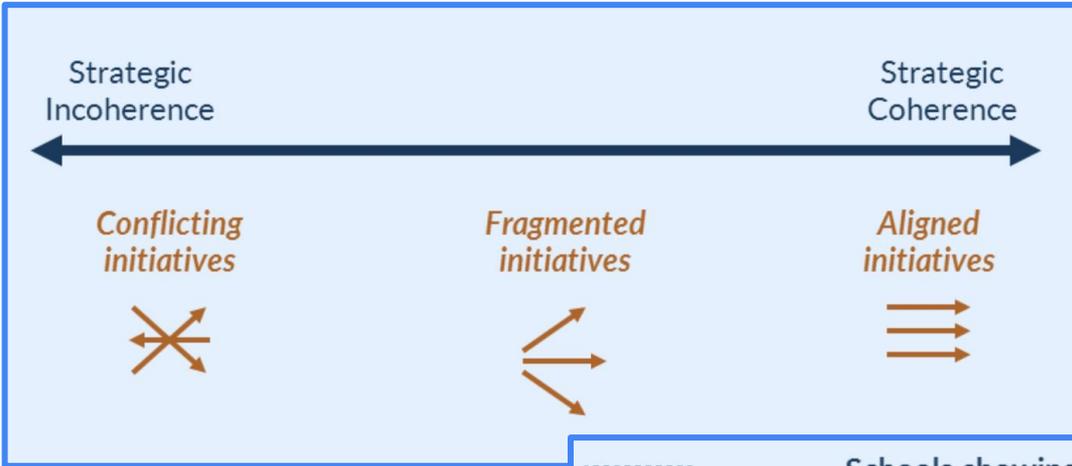
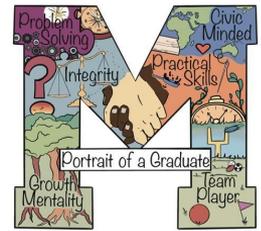


**“Vision comes alive
when everyone sees
where his or her
contribution
makes a difference.”**

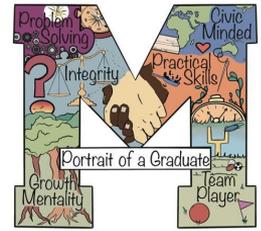
—KEN BLANCHARD



Strategic Coherence

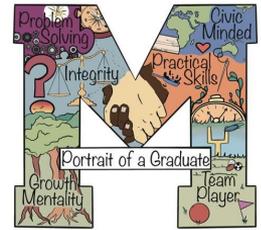


Process



- **Preparation:** Review feedback, documents, input and data
- **Leadership Retreat:** Draft goals with mission, vision, feedback, data, and school priorities in mind.
- **Staff Week:** Share and “test drive” 1-pager and goals with staff in district-wide sessions. Gather group feedback on goal, mission, vision, strategic plan alignment. Gather individual feedback through surveys.
- **August 11 BOE Work Session:** Share and gather feedback on process and 1-pager
- **August 25 BOE Work Session and Meeting:** Share progress and gather more insights and feedback
- **August - September 8:** Synthesize feedback and align mission, vision, and goals with Strategic Plan. Integrate new data. Share with community/BOE.
- **September-October:** Articulate and prioritize goals, measures of success and action items for each school (MELC, ES, Secondary).

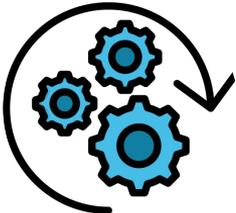
Drafted Goals for 2025-26



Healthy Community: We will cultivate a joyful and connected community where students, staff and families have a strong sense of belonging because they feel safe, seen, heard, supported and valued.



Engaging Learning: We will deepen our shared understanding, develop practices and implement strategies for rigorous, student-centered learning.



Cohesive Systems and Structures: We will collectively renew, revise and build sustainable systems and structures that reflect our values and ensure success, consistency and cohesion across the district.

Integrated with Strategic Plan

[Strategic Plan 1-pager w/ goals](#)
[2025-26 Strategic Plan full draft](#)

Mancos School District 2025-2026 Goals and Strategic Plan Objectives

Mission: In partnership with our community, we will foster safe, positive and rigorous learning experiences.
Vision: Every student will graduate with a broad academic foundation which enables each to demonstrate the skills of critical thinking, problem solving, team work and independent judgment. All students will understand democratic principles and recognize their civic responsibilities, and will be capable of ambitiously and appropriately participating in an age of dynamic technological change within a global context.

District Goals (DRAFT):



Healthy Community: We will cultivate a joyful and connected community where students, staff and families have a strong sense of belonging because they feel safe, seen, heard, supported and valued.

Engaging Learning: We will deepen our shared understanding, develop practices and implement strategies for rigorous, student-centered learning.

Cohesive Systems and Structures: We will collectively renew, revise and build systems and structures that reflect our values and ensure success, consistency and cohesion across the district.

1. Community Connections

OBJECTIVE 1A: Mancos School District connects students with local professionals, businesses, and organizations.

OBJECTIVE 1B: Mancos School District consistently communicates with all stakeholders in a variety of ways.

OBJECTIVE 1C: The Mancos School Board regularly links with the town, local businesses, and local organizations and encourages partnership opportunities.

2. Climate and Culture

OBJECTIVE 2B: Mancos School District supports its students through a trauma-informed framework so that they are able to demonstrate emotional intelligence in their day-to-day interactions with peers and adults.

OBJECTIVE 2C: Mancos School District supports its staff through a trauma-informed framework in order to promote a culture of mutual respect and cooperation and to model self-regulation.

3. Portrait of a Graduate Competencies via Student-Centered Learning

OBJECTIVE 3B: Mancos School District teaching staff teach and assess Portrait of a Graduate competencies through a student-centered model.

OBJECTIVE 3C: Mancos School District provides students with course options that are based on student input, align with our teachers' strengths, and can potentially lead to future career paths.

4. Opportunities for Individual Students

OBJECTIVE 4A: Mancos School District students demonstrate achievement and positive longitudinal growth in reading and math.

OBJECTIVE 4C: Mancos School District teaching staff and students work together to identify individual student interests, talents, strengths, needs, and goals.

OBJECTIVE 4D: Mancos School District teaching staff encourages a love of reading in students.

Draft Goals Already in Action

Mancos Partners



Healthy Community: We will cultivate a joyful and connected community where students, staff and families have a strong sense of belonging because they feel safe, seen, heard, supported and valued.

Today's Guiding Question:

How might I build my classroom culture *with* students to ensure they experience challenging and rigorous learning everyday?



Engaging Learning: We will deepen our shared understanding, develop practices and implement strategies for rigorous, student-centered learning.



Today's Goal



Cohesive Systems and Structures: We will collectively renew, revise and build sustainable systems and structures that reflect our values and ensure success, consistency and cohesion across the district.

Agenda:

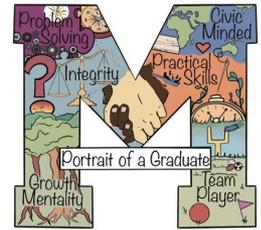
Connection & Interconnection

Dig In - Communication Practices



Analyzing our Goals

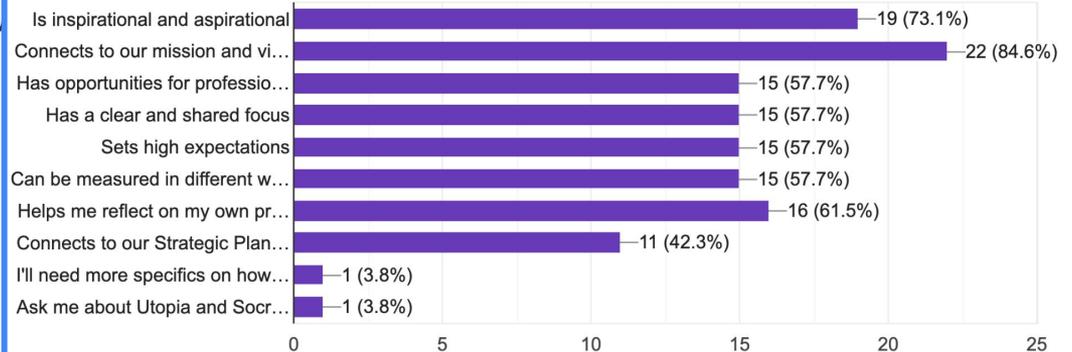
Are they:



- Is inspirational and aspirational
- Connects to our mission and vision
- Has opportunities for professional learning and growth
- Has a clear and shared focus
- Sets high expectations
- Can be measured in different ways
- Helps me reflect on my own practices
- Connects to our Strategic Plan and previous work

Check all that apply. This goal:

26 responses

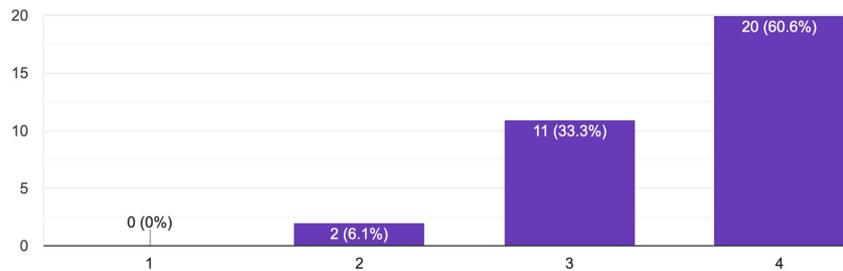


Current Staff Feedback (survey still open)



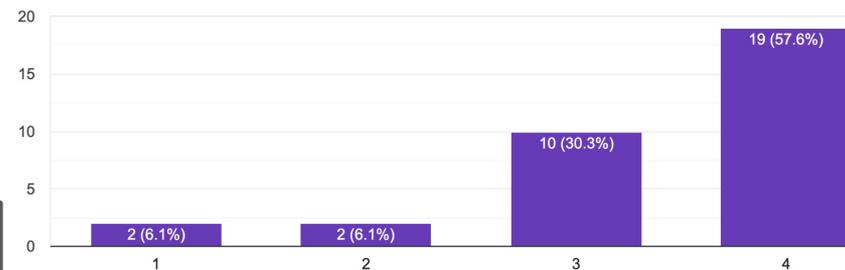
My level of support for the Healthy Community goal:

33 responses



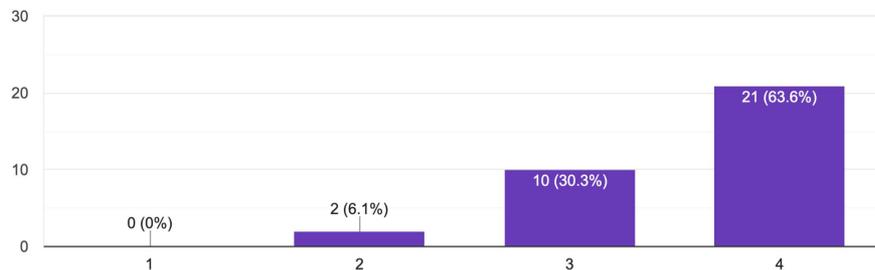
My level of support for the Cohesive Systems and Structures goal:

33 responses

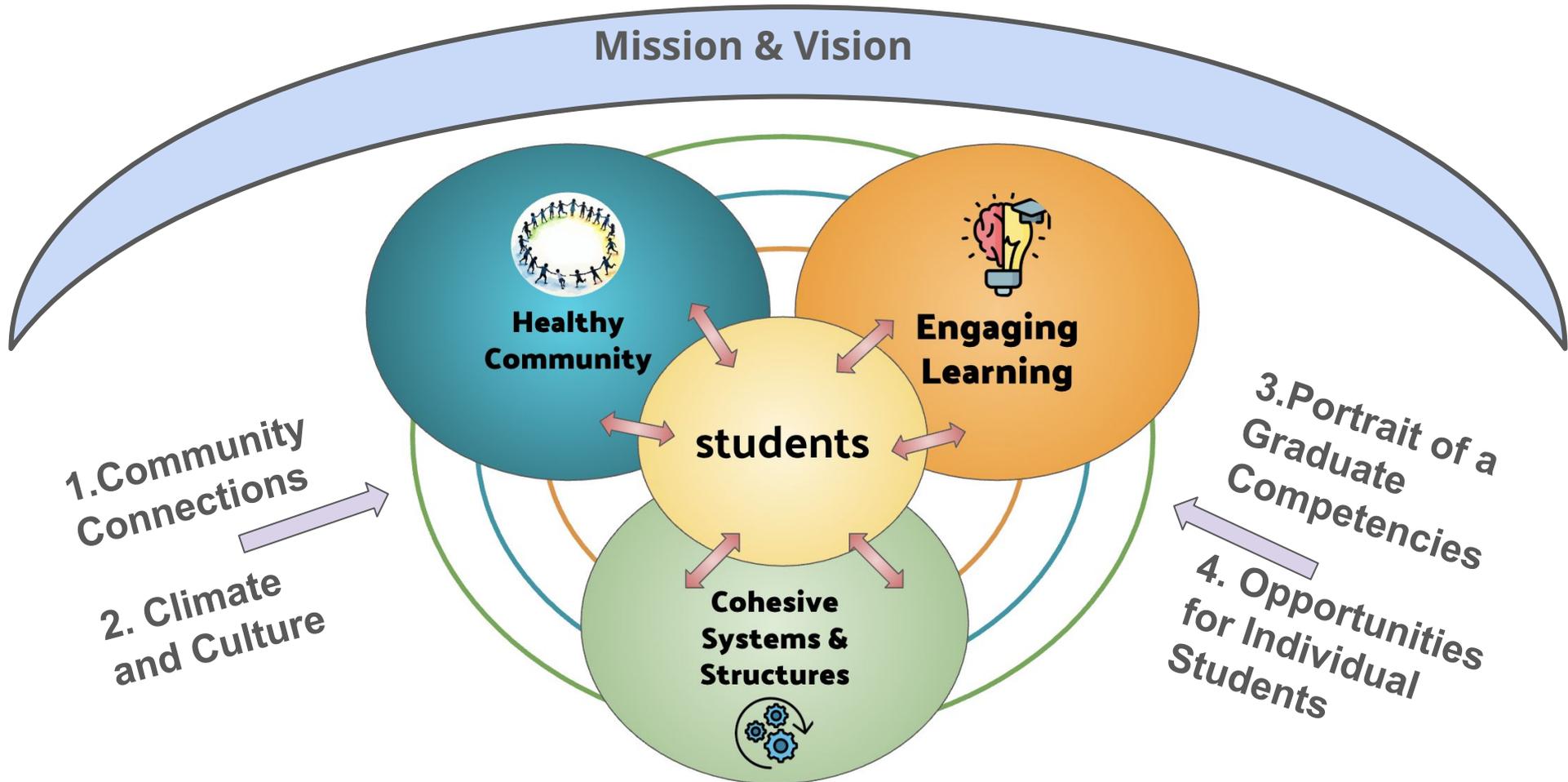


My level of support for the Engaging Learning goal:

33 responses



Alignment Process



Alignment Process

Mission & Vision

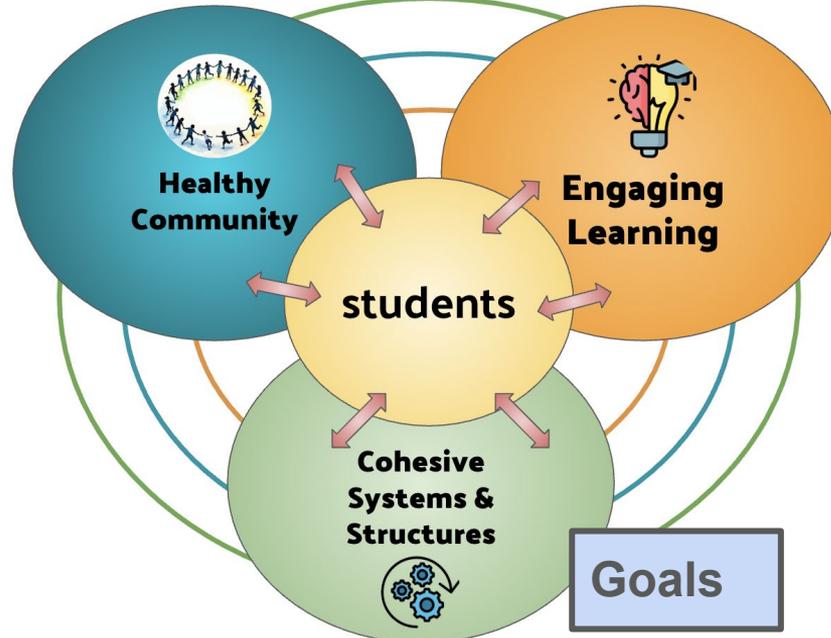
Mission: In partnership with our community, we will foster safe, positive and rigorous learning experiences.

Vision: Every student will graduate with a broad academic foundation which enables each to demonstrate the skills of critical thinking, problem solving, teamwork and independent judgment. All students will understand democratic principles and recognize their civic responsibilities, and will be capable of ambitiously and appropriately participating in an age of dynamic technological change within a global context.

Strategic Plan Domains

1. Community Connections

2. Climate and Culture



3. Portrait of a Graduate Competencies

4. Opportunities for Individual Students

Alignment in Action - Work Plan In Progress



MSD Mission: In partnership with our community, we will foster safe, positive and rigorous learning experiences.

MSD Vision: Every student will graduate with a broad academic foundation which enables each to demonstrate the skills of critical thinking, problem solving, team work and independent judgment. All students will understand democratic principles and recognize their civic responsibilities, and will be capable of ambitiously and appropriately participating in an age of dynamic technological change within a global context.

Healthy Community	Measures of Success	Strategic Action Plan	People/Teams	Fall Check-In Notes/links	Level of Implementation	Current Standard Rating
<p>We will cultivate (foster) a joyful and connected community where students, staff and families have a strong sense of belonging because they feel safe, heard, supported and valued.</p>	<p><i>Assessments, survey results, performance indicators, participation data, external/internal review</i></p>	Implement consistent district-wide collaboration and community building (2C)			not started ▼	approa... ▼
		Articulate student referral system(2B, 4C)			not started ▼	approa... ▼
		All staff trained in trauma informed practices			not started ▼	approa... ▼
		Co-create MSD instructional model that embeds a trauma informed practices across student and professional environment (2B)			not started ▼	▼
		Begin student and staff advisory groups across the district (2B, 2C)			not started ▼	▼
					not started ▼	▼
					not started ▼	▼
					not started ▼	▼
					not started ▼	▼

Alignment - Detailed Work Plan



MSD Mission: In partnership with our community, we will foster safe

MSD Vision: Every student will graduate with a broad academic foundation in problem solving, team work and independent judgment. All students will be and will be capable of ambitiously and appropriately participating in

Healthy Community	Measures of Success	Strategic Action Plan	People
We will cultivate (foster) a joyful and connected community where	<i>Assessments, survey results, performance indicators, participation data, external/internal review</i>	Implement consistent district-wide collaboration and community building (2C) Articulate student referral system(2B, 4C) All staff trained in trauma informed practices	

Strategic Action Plan
Implement consistent district-wide collaboration and community building (2C)
Articulate student referral system(2B, 4C)
Trauma informed practices for all staff (2B, 2C)
Co-create MSD instructional model that embeds a trauma informed practices across student and professional environment (2B)
Begin student and staff advisory groups across the district (2B, 2C)

Strategic Action Plan
Develop Communication Plan and Schedule (1B)
Staff Evaluation Process and Timeline
Articulate Tiered Wellness System structure (1A, 2B, 2C, 3B, 3C, 4D)

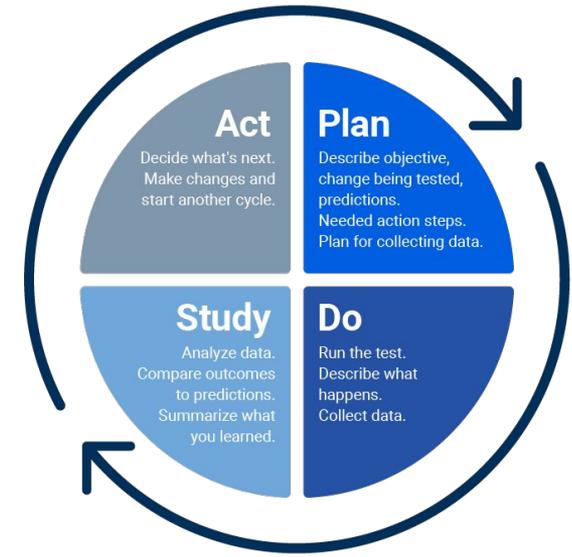
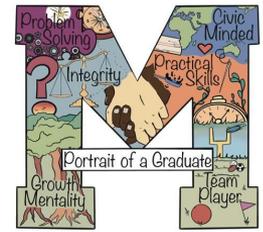
	not started ▾	▾

Next Steps

- **August - September 8:**
 - Synthesize feedback and align mission, vision, and goals with strategic Plan. Share with community/BOE.
 - Articulate 2025-26 Action Plan for District
- **September-October:**
 - Articulate and prioritize goals, measures of success and action items for district and each school (MELC, ES, Secondary).
- **Now - May 2026:**
 - Implement plan, embed PD, progress monitor
 - Ongoing feedback and analysis cycles *with* staff, community and BOE

“Vision comes alive when everyone sees where his or her contribution makes a difference.”

—KEN BLANCHARD



BC – 09 - School Board Conduct

Student Member of the School Board

Nonvoting student representative(s) to the Board of Education will be selected each year by a vote of the school board. Student applications will be accepted in the first month of each school year and will undergo an interview process by the Board. Once selected, the student(s) will be seated on or before October 1. The term shall be concluded on or before the end of the school calendar year.

The student may participate in Board discussions of agenda items at regular meetings and work sessions. The student will express their thoughts and opinions on action items but will not cast a formal vote. However, the student shall be excluded from attendance at executive sessions.

Specifics relative to qualifications, academic standing, reporting and responsibilities shall be set forth in policy JJA-3R.

The Board reserves the right to bar the participation of the student member if actions of the student member are unacceptable to the Board.

Adopted : June 9, 2025

Reviewed and Revised:

JJA-3 - Student Member of the School Board

Student Member of the School Board:

A nonvoting student representative will be chosen in May by the school board to serve on the Board of Education. Students can apply for this position in April and will go through an interview process with the Board. The selected student will start their 10-month term on August 1.

The student representative can participate in discussions of agenda items at regular meetings and work sessions. The student can share their thoughts and opinions during discussion and action items but cannot vote. The student will not be allowed to attend executive sessions.

More details about applying, reporting, and responsibilities will be provided in accompanying regulations.

The Board has the right to remove the student representative at any time if their actions are deemed unacceptable.

Adoption Date: August 19, 2024

Reviewed and Revised: June 9, 2025

JJA-3R Student Member of the School Board

The student representative to the School Board will:

- Represent the student voice and perspective of all students enrolled in Mancos High School to the School Board, Superintendent, and leadership team.
- Actively solicit ideas and input from various student stakeholder groups within the school district.
- Actively interact and communicate with various student stakeholder groups to help explain the roles and responsibilities of the Board.
- Actively interact with various student stakeholder groups to help communicate board policies and actions that impact student life in the school district.
- Consistently attend and participate in School Board meetings and work sessions.
- Communicate in a timely fashion with the Board when the student representative is not able to be present at meetings.
- Represent themselves in a professional and positive manner to all stakeholders within Mancos RE-6 school District, (parents, community, school board, RE-6 staff, etc.)

Student representative will not be allowed to vote on matters coming before the School Board but will be encouraged to give their opinion and point of view to board members prior to the School Board voting on any matters coming before them in a public forum (executive sessions are not included).

Process of applying

The student representative must be at least a sophomore (10th grade level), at the time of application.

The Mancos School Board will annually develop an application and make these available to interested students by April 1st.

The Mancos School Board Clerk will collect completed applications and forward them to the School Board not later than April 30th.

The School Board will review completed applications and interview candidates.

Successful candidate will be announced at the May board meeting, seated at the August board meeting, and serve a 10-month term.

During the course of an academic year, the Mancos School Board will reserve the right to appoint, or remove, any student board representative holding a seat for any reasonable accommodation or justification.

Adoption Date: August 19, 2024

Reviewed and Revised: June 9, 2025

File: KLG-R

NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Relations with Federal Immigration Officials

Pursuant to state law (C.R.S. 24-74.1-102), the following procedures have been developed for situations involving federal immigration officials, the collection of certain personal identifying information, and the release of records for the purposes of immigration matters:

1. The District will not collect the place of birth, immigration or citizenship status, or information from passports, permanent resident cards, alien registration cards, or employment authorization documents for students or their parents/guardians, except as necessary to verify information as required by state and/or federal law or to comply with a subpoena, order, or warrant issued by a federal judge.
2. Because of the confidential nature of student education records, no person or agency may access student education records, or other personal identifying information, without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law, policies JRCB, JRA/JRC, and regulations JRCB-R, and JRA/JRC-R.
 - a. Personal Identifying Information collected by the District, or by a third party the District contracts with, will be maintained and safeguarded according to federal and state law, and policy EHC. This includes any personal identifying information of parents or relatives who visit campus.
3. For safety and security purposes, access to District facilities, whether by students, staff members, or visitors will be limited as deemed appropriate pursuant to policy ECA/ECAB and policy KI.
4. Each District will be required to appoint a staff member as the *designated employee* to handle immigration matters. The designated employee will be responsible for (1) acting as the point person when an immigration official is physically present at a District building, and (2) responding to requests for information by an immigration official.
 - a. The District's designated employee is [*insert name, title, and contact information*].
 - b. If the designated employee is unable to attend to the matter, the District's alternate designated employee is [*insert name, title, and contact information*].

Responding to Requests for Access or Information

In the event of a visit, or informational request, to a school in the District by federal immigration officials, the following steps will be taken by the school employee receiving the request:

1. Notify the designated employee;
2. Instruct the immigration official to remain in a designated area until the designated employee arrives;
3. The designated employee will collect and review the following information from the immigration official:
 - a. The official's first and last name and badge number;
 - b. The official's employer;
 - c. The name and phone number of the official's supervisor;
 - d. The purpose of their visit;
 - e. Any documentation related to the visit, including any valid warrants, orders, or subpoenas:
 - i. This information should be forwarded to the Superintendent's Office.
4. The immigration official should remain in the designated waiting area while the designated employee reviews the relevant material and determines the appropriate next steps;
5. The designated official will inform the student, and the student's family, of any request for access or information, if appropriate.

If the immigration official enters the premises prior to the completion of the above listed steps, staff should not attempt to impede the official. Instead, staff should document the official's noncompliance with this regulation and report those actions to the designated employee.

(Approval date)

[August 2025]

COLORADO SAMPLE REGULATION 2025©

File: JRA/JRC – ~~Student Records/Release of Information on Students~~

NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. The policy may not deny parents certain rights regarding student records and the ~~D~~istrict must have a policy or procedure that allows parents to inspect and review student records as well as challenge the accuracy of such records. This sample contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Colorado school districts are also required by law to provide a notification on this subject and the law contains some specific direction as to the notification's content or language. This sample policy and accompanying regulation and exhibit contain the content/language that CASB believes best meets the intent of the law.

Student Records/Release of Information on Students

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy.

The ~~S~~uperintendent or designee ~~shall~~ will provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

Content and ~~C~~ustody of ~~S~~tudent ~~E~~ducation ~~R~~ecords

The principal is the official custodian of records in his or her building.

Student education records in all formats and media, including photographic and electronic, are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information: identifying data;^{1.7} academic work completed;^{1.7} level of achievement (grades, standardized achievement test scores);^{1.7} attendance data;^{1.7} scores on standardized intelligence, aptitude and psychological tests;^{1.7} interest inventory results;^{1.7} health and medical information;^{1.7} family background information;^{1.7} teacher or counselor ratings and observations;^{1.7} reports of serious or recurrent behavior patterns and any Individualized Education Program (IEP).

Student education records do not include records maintained by a law enforcement unit of the school or ~~school~~ District that are created by that unit for the purpose of law enforcement.

Nothing in this policy ~~shall~~will prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein ~~shall~~must be maintained as a part of each student's education record.

School personnel ~~must~~shall use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures ~~shall~~will be required.

Access to Sstudent Education Records by Parents and Eligible Students

A parent/guardian ("parent") has the right to inspect and review his or her child's education records, if the student is under 18 years of age. If a student is 18 years old or older ("eligible student"), the student may inspect or review his or her own education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students ~~shall~~will be in accordance with the regulation accompanying this policy.

Request to Aamend Sstudent Education Records

A parent or eligible student may ask the District to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record ~~shall~~must be in accordance with the regulation accompanying this policy.

Disclosure with Written Consent

Whenever the District is required by law or policy to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice provided to the parent or eligible student ~~shall~~will contain the following:

- a. The specific records to be disclosed;
- b. The specific reasons for such disclosure;
- c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information;

- d. The method or manner by which the records will be disclosed; and
- e. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent ~~shall is~~ only ~~be~~-valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program ~~shall does~~ not constitute the specific written consent required by this policy.

All signed consent forms ~~shall will~~ be retained by the ~~school D~~district.

Disclosure ~~W~~without ~~W~~written ~~C~~consent

The ~~D~~district may disclose student education records or personally identifiable information contained therein without written consent of the parent or eligible student if the disclosure meets one of the following conditions:

1. -The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with law, only those school officials who have a legitimate educational interest as described in this policy ~~will shall~~ be permitted access to specific student education records.

a. -For purposes of this policy, a "school official" is a person employed by the ~~D~~district as an administrator, supervisor, teacher or support staff member (including health or medical staff and law enforcement unit personnel);¹ a person serving on the Board of Education;² a person or company with whom the ~~D~~district has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, consultant or therapist);³ a parent or student serving on an official committee, such as a disciplinary or grievance committee;⁴ or a parent, student or other volunteer assisting another school official in performing his or her tasks.

b. A school official has a "legitimate educational interest" if disclosure to the school official is: -(1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement;⁵ (2) used within the context of official ~~D~~district business and not for purposes extraneous to the official's areas of responsibility;⁶ (3) relevant to the accomplishment of some task or to a determination about the student;⁷ and (4) consistent with the purposes for which the data are maintained.

2. -The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated or corrected as necessary.

3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.

4. The disclosure is in connection with a student's application for, or receipt of, financial aid.

5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information ~~shall~~will only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.

6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.

7. The disclosure is to accrediting organizations for accrediting functions.

8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.

9. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.

10. The disclosure is to comply with a judicial order or lawful subpoena. The ~~D~~istrict ~~shall~~will make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena unless:

a. The court order or subpoena prohibits such notification; or

b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.

11. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations and performance measurements of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.

12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in

accordance with applicable state or tribal law, for the care and protection of the student.

13. The disclosure is of "directory information" as defined by this policy.

Disclosure of ~~D~~irectory ~~I~~nformation

Directory information may also be disclosed without written consent of the parent or eligible student. "Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information which may be released may include includes ~~but is not limited to~~ the student's name, ~~email address~~, photograph, ~~date and place of birth~~, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses shall will not be disclosed pursuant to this section.

NOTE: FERPA requires the ~~D~~istrict to notify parents and eligible students of their right to refuse disclosure of directory information. 34 C.F.R. 99.37 (a)(2). The ~~D~~istrict must specify a "period of time" for parents/eligible students to tell the ~~D~~istrict not to disclose directory information. 34 C.F.R. 99.37 (a)(3). The following paragraph meets this "period of time" requirement. The deadline for notification should be a reasonable amount of time (e.g. 2-3 weeks) after school starts to allow the parent/eligible student to determine whether directory information can be disclosed without prior written consent.

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than [insert specific date] or the following Monday if [insert specific date] is a Saturday or Sunday.

Disclosure of ~~D~~isciplinary ~~I~~nformation to ~~S~~chool ~~P~~ersonnel

In accordance with state law, the principal or designee shall will communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported shall must maintain the confidentiality of the information and shall will not communicate it to any other person.

State law requires the principal or designee to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and/or the student's parent may challenge the accuracy of such disciplinary information through the process outlined in this policy and accompanying regulation.

Disclosure to ~~M~~military ~~R~~recruiting ~~O~~fficers

Names, addresses and home telephone numbers, as well as directory information, of secondary school students ~~shall~~must be released to military recruiting officers within 90 days of the request, unless a parent or eligible student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the ~~D~~istrict in furnishing this information will be paid by the requesting service.

Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the ~~D~~istrict ~~shall~~must release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The ~~D~~istrict ~~shall~~will obtain written consent annually from a parent before the release of any non-directory information required for billing. To accomplish this, the ~~D~~istrict ~~shall~~will:

NOTE: Choose one or more of the following.

- include a consent form with the "start of school" information each fall.
- include a consent form with IEP packet materials.
- include a consent provision on the Medical Emergency form.

Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31~~st~~ of each school year, the ~~school-D~~istrict ~~will~~shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

Annual ~~N~~otification of ~~R~~ights

The ~~D~~istrict ~~will~~shall notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or whose primary or home language is a language other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act, and this policy and accompanying regulation and exhibit may be obtained from the Office of the Superintendent during normal business hours.

Governing Law

The District ~~shall~~will comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. The District ~~shall be~~is entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law ~~shall~~will control.

(Adoption date)

LEGAL REFS.: 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)

20 U.S.C. 7908 (*military recruiter access to student records*)

34 C.F.R. 99.1 *et seq.* (*FERPA regulations*)

34 C.F.R. 300.610 *et seq.* (*IDEIA regulations concerning confidentiality of student education records*)

C.R.S. [19-1-303](#) and 304 (*records and information sharing under Colorado Children's Code*)

C.R.S. [22-1-123](#) (*District shall comply with FERPA*)

C.R.S. [22-32-109](#) (1)(ff) (*duty to establish policy on disclosing eighth grade students names and mailing addresses to the Colorado Commission on Higher Education*)

C.R.S. [22-32-109.1](#) (6) (*duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safe*)

C.R.S. [22-32-109.3](#) (2) (*duty to share disciplinary and attendance information with criminal justice agencies*)

C.R.S. [22-33-106.5](#) (*court to notify of conviction of crime of violence and unlawful sexual behavior*)

C.R.S. [22-33-107.5](#) (*school-District to notify of failure to attend school*)

C.R.S. [24-72-204](#) (2)(e) (*denial of inspection of materials received, made or kept by Safe2Tell Program*)

C.R.S. [24-72-204](#) (3)(a)(VI) *(schools cannot disclose address and phone number without consent)*

C.R.S. [24-72-204](#) (3)(d) *(information to military recruiters)*

C.R.S. [24-72-204](#) (3)(e)(I) *(certain FERPA provisions enacted into Colorado Law)*

C.R.S. [24-72-204](#) (3)(e)(II) *(disclosure by staff of information gained through personal knowledge or observation)*

C.R.S. [24-72-205](#) (5) *(fee for copying public record)*

C.R.S. 25.5-1-116 *(confidentiality of HCPF records)*

CROSS REFS.: [JK](#), Student Discipline

[JLC](#), Student Health Services and Records

[JRCA*](#), Sharing of Student Records/Information between School District and State Agencies

[KLMA](#), Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers

[KLG-R, Relations with Federal Immigration Officials](#)

[Revised ~~January 2018~~ August 2025]

COLORADO SAMPLE POLICY 1993©

File: KLG ~~-Relations with State Agencies~~

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Relations with State and Federal Agencies

To enhance the safety and security of students, staff and community, a cooperative and proactive effort ~~shall~~will be maintained between the officials of the school district and state ~~and federal~~ agencies.:-

The Board ~~shall~~will cooperate and to the extent possible develop written agreements with law enforcement, the juvenile justice system and social services, as allowed under state and federal law, to keep each school environment safe.

This cooperative and proactive effort ~~shall~~will pursue the following primary objectives:

1. Development and periodic review of crisis prevention and management plans and safe school plans;:-
2. Assessment of ~~D~~istrict and building security, safety, and violence prevention policies and procedures;:-
3. Development of guidelines for how and when to contact state ~~and/or federal~~ agencies and what support the ~~D~~istrict ~~shall~~will provide to aid in the effectiveness of the state ~~and/or federal~~ agency; ~~and~~-
4. Protection of the civil rights of all individuals.

a. The District is committed to protecting the immigration status of its students and their parents. To aid in the safeguarding of this information, the District will follow the procedures outlined in regulation KLG-R.

(Adoption date)

LEGAL REFS.: C.R.S. [22-32-109.1](#) (3) (agreements with state agencies)

C.R.S. 24-74.1-102 (policies regarding data and access in relation to immigration status)

CROSS REFS.: [ECA/ECAB](#), Security/Access to Buildings

[JIH](#), Student Interviews, Interrogations, Searches and Arrests

[KDE](#), Crisis Management (Safety, Readiness and Incident Management Planning)

[KLG-R, Relations with Federal Immigration Officials](#)

[Revised ~~November 2015~~ [August 2025](#)]

COLORADO SAMPLE POLICY 1998©

**MINUTES OF THE REGULAR MEETING
OF THE MANCOS SCHOOL DISTRICT RE-6 BOARD OF EDUCATION
ROOM 223 - HIGH SCHOOL - MONDAY, JUNE 9, 2025, 6:00 P.M.**

Call to Order and Roll Call

The regular meeting of the Board of Education - Mancos School District RE-6 was called to order by the Board President at 6:17 p.m. Ms. Hutcheson-Brown led the Pledge of Allegiance.

Emily Hutcheson-Brown	President	Present
Tim Hunter	Vice President	Present
Craig Benally	Secretary	Present
Rachel McWhirter	Treasurer	Present
Victor Figueroa	Director	Present
Also in attendance:	Todd Cordrey	Superintendent
	Chrissie Miller	Business Manager
	Heather McKie	Assistant Business Manager
Visitors in audience	Tim Stubbs	

Approval of Agenda

Motion by Mr. Hunter to approve the meeting agenda with addition of action item K - Capital Reserve Purchase Resolution.

Ms. McWhirter seconds.

AYE: Mr. Benally, Mr. Figueroa, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter.

NO: None. Motion carried 5-0.

Public Participation – Mr. Stubbs is concerned with the brightness of the Performance Center parking lot lights.

Board Report

A. CASB - Mr. Figueroa reminded board members of upcoming CASB meetings.

B. BOCES - BOCES did not have a meeting.

Minutes of the regular meeting of the
Mancos School District RE-6 Board of Education

Report from Administrators and Committees

- A. Superintendent's Report – Mr. Cordrey will begin onboarding with Ms. Hazelton this week.
- B. Business Managers Report - Ms. Miller is presenting a balanced budget. We are ending FY25 with \$2.5 million. This dropped from 3.1 million due to several capital improvement projects including windows, roofs, fire alarm repairs, turf and track repairs, a safer middle school entryway, shop ventilation and more.

Discussion Items –

- A. Welcome, Dr. Mary Marable, the new Elementary Principal. Dr. Marable is excited to be in the principal position and has already begun working with staff members to prepare for the upcoming school year.
- B. Town of Mancos Linkage - Mr. Figueroa met with the Mancos Board of Trustees. The topics included, the appointment of Ms. Hazelton as the next superintendent, potential for the MLO to be on the November ballot and portrait of a graduate.
- C. Library Linkage - Ms. Farrar, Ms. Carr, Olivia Jukes and Ms. Hutcheson-Brown attended the library linkage in April. They talked about opening the library for student hours and working on getting every student a library card.
- D. Board Retreat - The retreat is planned for July 9th at the Mancos Public Library

Board Action to Accept the Objective Report

Objective 4A - Mancos School District students demonstrate proficiency and positive longitudinal growth in reading and math.

Objective 4D - Mancos School District teaching staff encourages a love of reading in students.

Motion by Mr. Hunter to accept objective 4A as at standard and objective 4D as approaching standard.

Mr.. Figueroa seconds.

AYE: Mr. Benally, Mr. Figueroa, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: None. Motion carried 5-0.

Opportunity for Consent Motion

Motion by Mr. Hunter to consent to Action Items: A-E and J

Ms. McWhirter seconds.

AYE: Mr. Benally, Mr. Figueroa, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: None. Motion carried 5-0.

Action Items

- A. **Approve** May 19, 2025 regular meeting minutes

Approved by consent.

- B. **Approve** monthly bills

Approved by consent.

- C. **Act** on personnel recommendations

Minutes of the regular meeting of the

Approved by consent.

D. Approve superintendent contract

Approved by consent.

E. Approve general assurances of the consolidated grant

Approved by consent.

F. 2nd Reading/Adoption of KF, KF-R, BBAA, BC, BCA-E2, BCB, BC-04, BC-05, BE, BSR-01, BSR-02, BSR-03, BSR-04, BSR-05, BC-09, DAC Committees Listing and removal of BBA 1st Reading of JJA-3, JJA-3

Motion by Mr. Hunter to approve the 2nd reading/adoption of policies

Mr. Figueroa seconds.

Discussion - Ms. McWhirter would like to remove section 7 from the policy BCA-E-2. She feels this is covered in section 1 d. Mr. Benally believes the policy is not redundant and offers transparency. Mr. Figueroa does not like the language “the Board of Education highly discourages spousal service with an elected Board of Education seat” and the possibility of voting recusal.

Mr. Hunter amended the motion to approve the 2nd reading of the policies to exclude policy BCA-E-2.

Mr. Figueroa seconds

AYE: Mr. Benally, Mr. Figueroa, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: None. Motion carried 5-0.

Motion by Mr. Hunter to approve policy BCA-E2

Mr. Benally seconds

Discussion - Board members discussed the “highly discourages” language and suggested dropping the word “highly” from the paragraph.

AYE: Mr. Benally, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: Mr. Figueroa. Motion carried 4-0.

G. Adopt the resolution of intent to participate in the 2025 election

Motion by Ms. McWhirter to adopt the resolution of intent to participate in the 2025 election

Mr. Hunter seconds.

AYE: Mr. Benally, Mr. Figueroa, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: None. Motion carried 5-0.

H. Adopt the MLO ballot resolution

Motion by Mr. Hunter to adopt a resolution calling an election on November 4, 2025 authorizing a ballot measure for a mill levy override

Ms. McWhirter seconds

AYE: Mr. Benally, Mr. Figueroa, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: None. Motion carried 5-0.

I. Adopt resolution to use a portion of the beginning fund balance

Motion by Mr. Hunter to adopt resolution to use a portion of the beginning fund balance

Mr. Benally seconds.

AYE: Mr. Benally, Mr. Figueroa, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: None. Motion carried 5-0

J. Approve June budget

Motion by Mr. Hunter to approve June Budget

Mr. Benally seconds.

Mr. Figueroa recused himself from voting.

AYE: Mr. Benally, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: None. Motion carried 4-0

K. Adopt the Capital Reserve resolution to authorize the repairs to the football fields and track.

Motion by Ms. McWhirter to adopt the Capital Reserve resolution to authorize the repairs to the football fields and track.

Mr. Hunter seconds.

AYE: Mr. Benally, Mr. Figueroa, Mr. Hunter, Ms. Hutcheson-Brown, and Ms. McWhirter

NO: None. Motion carried 5-0.

Future Agenda Items –

Board retreat in July

Objective 1A

Student Board Seats

Adjournment

The Board adjourned by consensus at 8:06 p.m.

Emily Hutcheson-Brown, President

Craig Benally, Secretary



**Strategic Plan Objective
Monitoring Report
Objective 4A
2024-2025**

Objective 4A: Mancos School District students demonstrate proficiency and positive longitudinal growth in reading and math.

Proficiency Indicators:

- The ELC Director is developing common formative assessments that will fairly and accurately represent the growth and readiness-for-kindergarten of the ELC's 4 and 5-year-olds. These will be included in the objective report and will help inform future iterations of this rubric.
- Students in grades K-5 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math, and demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.
- Students in grades 6-8 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math, and demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.
- Students in grades 9-10 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading, demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math, and demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.

Approaching Standard	At Standard	Above Standard
Early Learning Center		
<p>The ELC Director is developing common formative assessments that will fairly and accurately represent the growth and readiness-for-kindergarten of the ELC's 4 and 5 year-olds. These will be included in the objective report and will help inform future iterations of this rubric.</p>		
Elementary		
<p>Students in grades K-5 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades K-5 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades K-5 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades K-5 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in math.</p> <p>AVERAGE: 49.2%ile</p>	<p>Students in grades K-5 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <p>AVERAGE: 50.5%ile</p> <hr/> <p>Students in grades K-5 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <p>AVERAGE: 54.3%ile</p> <hr/> <p>Students in grades K-5 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p> <p>AVERAGE: 53%ile</p> <hr/> <p>Students in grades K-5 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p>	<p>Students in grades K-5 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades K-5 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades K-5 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades K-5 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p>

Approaching Standard	At Standard	Above Standard
Middle School		
<p>Students in grades 6-8 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 6-8 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 6-8 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in math. AVERAGE: 47.3%ile</p> <hr/> <p>Students in grades 6-8 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in math. AVERAGE: 45.3%ile</p>	<p>Students in grades 6-8 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading. AVERAGE: 54th%ile</p> <hr/> <p>Students in grades 6-8 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading. AVERAGE: 50.6%ile</p> <hr/> <p>Students in grades 6-8 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades 6-8 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p>	<p>Students in grades 6-8 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 6-8 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 6-8 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades 6-8 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p>
High School		
<p>Students in grades 9-10 demonstrate growth below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 9-10 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 9-10 demonstrate growth below the 50th</p>	<p>Students in grades 9-10 demonstrate growth at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading. AVERAGE: 68.5%ile</p> <hr/> <p>Students in grades 9-10 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in reading. AVERAGE: 55.5%ile</p> <hr/> <p>Students in grades 9-10 demonstrate growth at or slightly above the 50th percentile on the</p>	<p>Students in grades 9-10 demonstrate growth at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 9-10 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in reading.</p> <hr/> <p>Students in grades 9-10 demonstrate growth at or above the</p>

<p>percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades 9-10 demonstrate achievement below the 50th percentile on the NWEA/MAPs District Profile Report in math. AVERAGE: 49.5%ile</p>	<p>NWEA/MAPs District Profile Report in math. AVERAGE: 51%ile</p> <hr/> <p>Students in grades 9-10 demonstrate achievement at or slightly above the 50th percentile on the NWEA/MAPs District Profile Report in math.</p>	<p>70th percentile on the NWEA/MAPs District Profile Report in math.</p> <hr/> <p>Students in grades 9-10 demonstrate achievement at or above the 70th percentile on the NWEA/MAPs District Profile Report in math.</p>
---	--	---

Definition of terms:

Percentile: This is a term that is often misunderstood by the general public. Percentiles refer to a way to divide any size group of data into 100 equal parts. The average of that set of data falls at the 50th percentile (sometimes abbreviated as %ile). This means that 50% of the data falls below that mark and 50% of the data falls above that mark. The 85th percentile would mean that 85% of the data falls below that mark and 15% falls above that mark. The misunderstanding typically arises because people unfamiliar with statistics associate percentiles with classroom grades, where 50% would mean “F” or “failing.” In reality, however, “average” would be a better way to think of the 50th percentile.

Growth: A measure that evaluates how much progress a student has made from one point-in-time to another. Typically, this is measured from fall (BOY) to spring (EOY.)

Achievement: A measure that evaluates a student's performance against a standard.

Superintendent Interpretation: Math and language arts are the backbone of all educational success; therefore, Mancos School District students are expected to demonstrate mastery and/or positive longitudinal growth in reading and math.

2022-2023 Rating: Approaching Standard

2023-2024 Rating: Approaching Standard

2024-2025 Rating: At Standard

Rationale:

Early Learning Center:

- 9.52% of students are below expectation in literacy, 80.95% are meeting expectations, and 9.52% are above expectations. The goal was 10% or fewer below expectations, so this goal was met.

- 19.05% of students are below expectation in math, 76.19% are meeting expectations, and 4.76% are above expectations. The goal was 10% or fewer below expectations, so that goal was not met.
- This data includes students with IEPs, first-year preschoolers, and second-year preschoolers. There are 11 students with IEPs, so this is worth noting.
- In response to the need for clear and objective data, the ELC Director has developed a checklist for literacy and math to be completed by teachers in the final weeks of school. This tool identifies what a child demonstrates to know in that moment when the teacher assesses them.

Elementary:

- The elementary school is at standard in reading achievement and growth for the 2024 - 25 school year.
- The elementary school is approaching standard in math achievement and growth for the 2024 - 25 school year.

Secondary:

Middle:

- The middle school is at standard in reading achievement and at standard in reading growth.
- The middle school is approaching standard in math achievement and approaching standard in math growth.

High:

- The high school is at standard in reading achievement and at standard in reading growth.
- The high school is at standard in math achievement and is approaching standard in math growth.

Below, I've included the needs and next steps from the 2024-2025 4A report and our movement towards these goals.

- 2023-2024: The rubric is clunky and doesn't demonstrate the nuanced nature of data representing over 500 students and 30-ish teachers. The narratives are an important component of the report as these give voice to these nuances.
 - 2024-2025: This new rubric is an attempt to parse out the strengths and needs with regards to student achievement and growth across the district.

Mancos School District RE6

District Goals

- 1. By the end of the 24-25 school year, the district will have a fully operational professional development calendar.**

The district created a 2024-2025 professional development calendar, which was distributed to teachers at the beginning of the school year. Staff received this very well because they had advance notice of what would happen on staff days throughout the year. A master copy of Google Docs was also shared through the staff portal on the website. Updates and changes were made on this master copy and communicated with the staff.

A 25-26 professional development calendar is in the works and will be ready at the beginning of next school year.

- 2. By the end of the 24-25 school year, the district will have one district-wide staff event (challenge by choice) to build camaraderie.**

This goal was achieved at the district-wide professional development day on May 09, 2025. The school district hosted a staff lunch catered by ZUMAS and facilitated by DJ extraordinaire Ryan Mathews. The staff enjoyed a fun and entertaining team trivia event.

- 3. By the end of the 24-25 school year, the district will host a spirit day for students, staff, parents, and the community (i.e., BlueJay Spirit Day in conjunction with the community. Paint the Town Blue Day, Blue Out, all students have the same shirts, flash mob event)**

The staff fun committee recommends that this goal be carried over to next year's Homecoming events. The end-of-the-year activities are too busy for a community activity, in addition to the community, parent, staff, and student BBQ on the last day of school.

- 4. The district will provide parents with NWEA scores for their students at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).**

This happens regularly at the elementary school through student folders. At the secondary, where folders are not used, the school has established procedures for sharing BOY data at Parent-Teacher Conferences and for sharing EOY data by sending Family Reports home with students. MOY data was not shared after MOY testing, but this information is included on the EOY report.

5. The district will ensure that teachers hold one class-, grade-, or content-level project demonstration at the end of a PBL unit. The district will host one district-wide PBL exhibition.

Eleven teachers across the district have not been trained in PBL 101 and are therefore exempt from this expectation this year. They are on track to do this training in the 25-26 school year. Despite their lack of experience, many of these teachers still incorporated project-based learning practices into their curriculum and produced great displays of learning for the spring Exhibition.

The spring Exhibition was well attended; we saw 138 visitors.

All teaching staff, with the exception of one (untrained in PBL), participated in the Exhibition, displaying the student work of at least one PBL unit. Of the trained staff, three staff members reported teaching only one PBL unit. Of the trained staff, two staff members did not share their project with an authentic audience in a student-led public demonstration of learning.

6. The district will develop rubrics to measure Portrait of a Graduate competencies.

Rubrics in teacher-friendly language and secondary student-friendly language were developed and integrated into the Defined Learning platform. One rubric in elementary student-friendly language is in the process of being vetted by the Behavior Team at the elementary. Once they have provided feedback on this rubric, the rest of the rubrics will be created.

The secondary rubrics are now a part of the Defined platform.

Early Learning Center

Literacy

Teaching Strategies Gold shows students (ages 3-5) at 15.63% “below expectations” with widely held expectations, the national norm. By the end of the 2024-25 school year, the goal is to have 10% or less of students in “below expectations”.

- By the end of the 2024–25 school year, 9.52% of students were identified as “below expectations” in literacy according to Teaching Strategies GOLD, meeting the goal of having 10% or fewer students in this category. Additionally, 80.95% of students met widely held expectations, and 9.52% exceeded them, demonstrating strong overall performance in early literacy.

Math

Teaching Strategies Gold shows students (ages 3-5) at 15.6% “below expectations” with widely held expectations, the national norm. By the end of the 2024-25 school year, the goal is to have 10% or less of students in “below expectations”.

- By the end of the 2024–25 school year, 19.05% of students were identified as “below expectations” in math according to Teaching Strategies GOLD. This did not meet the goal of reducing the percentage to 10% or fewer. However, the majority of students, 76.19%, met widely held expectations, and an additional 4.76% exceeded them, indicating solid overall progress with room for targeted support in early math skills.

Elementary School

Math:

NWEA math achievement will average 57th percentile or above by the end of the 2025-26 school year. The subgoal will be 53rd percentile on this same assessment by the end of the 2024-25 school year. We are currently at the 49th percentile in this category. (2 year goal)

The subgoal for NWEA math achievement was not met this year because the elementary school averaged in the 47th percentile on the spring assessment. We are confident that we can still meet this 2-year goal with the new math curriculum.

NWEA math growth will average 62nd percentile or above by the end of the 2025-26 school year. The subgoal will be 57th percentile on this same assessment by the end of the 2024-25 school year. We are currently at the 52nd percentile in this category. (2 year goal)

The subgoal for NWEA math growth was not met this year because the elementary school averaged in the 48th percentile on the spring assessment. We are confident that we can still meet this 2 year goal with the new math curriculum.

Reading:

NWEA reading achievement will average 59th percentile or above by the end of the 2024-25 school year. We are currently at the 54th percentile in this category.

The goal for NWEA reading achievement goal was not met this year because the elementary school averaged in the 53rd percentile on the spring assessment. This is an improvement over the past several years, but we need to stay committed to our transition from whole language instruction to evidence based structured literacy practices.

NWEA reading growth will average 60th percentile or above by the end of the 2024-25 school year. We are currently at the 55th percentile in this category.

The goal for NWEA reading growth goal was not met this year because the elementary school averaged in the 53rd percentile on the spring assessment. This is an improvement over the past several years, but we need to stay committed to our transition from whole language instruction to evidence based structured literacy practices.

Middle School

Reading:

By the end of the 24-25 school year, the middle school cohort will grow from the 50th %ile to the 55th %ile in reading achievement as measured by the spring NWEA assessment.

The 6th grade class average on spring achievement is 52%, 7th grade class average 42%, and 8th grade class average is 58%. The overall average of these three classes is 50.66%. The goal is not met.

Math:

By the end of the 24-25 school year, the middle school cohort will grow from the 35th %ile to the 50th %ile in math achievement as measured by the spring NWEA assessment.

The 6th grade class average on spring achievement is 46%, 7th grade class average 38%, and 8th grade class average is 52%. The overall average of these three classes is 45.33%. The goal is not met, although they did improve over 10%.

Math:

By the end of the 24-25 school year, the 7th grade cohort will grow from 29th%ile to the 44th%ile in math achievement as measured by the spring NWEA assessment.

The 8th grade class average on growth is 48%. This goal is met, and closer to the district average of 50%.

High School

Reading:

By the end of the 24-25 school year, the 9th and 10th grade cohort will grow from the 35th %ile to the 50th %ile in reading achievement as measured by the spring NWEA assessment.

The 9th grade class average on growth is 57%, and 10th grade class average 80%. The overall average of these two classes is 68.5%. This goal is wildly met.

Math:

By the end of the 24-25 school year, the 9th and 10th grade cohort will grow from the 48th %ile to the 53rd %ile in math achievement as measured by the spring NWEA assessment.

The 9th grade class average on spring achievement is 46%, and 10th grade class average 53%. The overall average of these three classes is 49.5%. This goal is not met.

Needs and next steps:

- Common formative assessments are an unrealistic measurement tool for the ELC, given that the use of TS GOLD is already mandated. An updated rubric will be developed over the next few months to reflect TS Gold.
- The 70th%ile is an appropriate stretch goal for targeted district goals rather than part of the rubric. The current rubric isn't measuring the entire spectrum; it's heavily weighted towards the high end rather than showing an equal distribution. The recommendation for future iterations of the strategic plan is to have "approaching standard" represent percentiles below 45th, "at standard" represent between 45th-55th, and above standard represent above 55th. This is a more accurate description of the three levels.
- This is a celebration! The data for both growth and achievement shows the work that our students and teachers have done to make real progress. We feel confident that we will continue to grow from here.
- We were considering adding PSAT/SAT data to this report. However, while students receive their individual scores in mid-May, the school does not receive the cumulative report until around the end of June.

STATEMENT OF COMPLIANCE: I certify that the information contained in this report is true and I am in compliance with the provisions of this policy.

Signed _____

Date _____

Drafted 5/8/25 S. Levine, J. Hughes, T. Hughes, A. Farrar

BC – 09 - School Board Conduct

Student Member of the School Board

Nonvoting student representative(s) to the Board of Education will be selected each year by a vote of the school board. Student applications will be accepted in the first month of each school year and will undergo an interview process by the Board. Once selected, the student(s) will be seated on or before October 1. The term shall be concluded on or before the end of the school calendar year.

The student may participate in Board discussions of agenda items at regular meetings and work sessions. The student will express their thoughts and opinions on action items but will not cast a formal vote. However, the student shall be excluded from attendance at executive sessions.

Specifics relative to qualifications, academic standing, reporting and responsibilities shall be set forth in policy JJA-3R.

The Board reserves the right to bar the participation of the student member if actions of the student member are unacceptable to the Board.

Adopted : June 9, 2025

Reviewed and Revised:

JJA-3 - Student Member of the School Board

Student Member of the School Board:

A nonvoting student representative will be chosen in May by the school board to serve on the Board of Education. Students can apply for this position in April and will go through an interview process with the Board. The selected student will start their 10-month term on August 1.

The student representative can participate in discussions of agenda items at regular meetings and work sessions. The student can share their thoughts and opinions during discussion and action items but cannot vote. The student will not be allowed to attend executive sessions.

More details about applying, reporting, and responsibilities will be provided in accompanying regulations.

The Board has the right to remove the student representative at any time if their actions are deemed unacceptable.

Adoption Date: August 19, 2024

Reviewed and Revised: June 9, 2025

JJA-3R Student Member of the School Board

The student representative to the School Board will:

- Represent the student voice and perspective of all students enrolled in Mancos High School to the School Board, Superintendent, and leadership team.
- Actively solicit ideas and input from various student stakeholder groups within the school district.
- Actively interact and communicate with various student stakeholder groups to help explain the roles and responsibilities of the Board.
- Actively interact with various student stakeholder groups to help communicate board policies and actions that impact student life in the school district.
- Consistently attend and participate in School Board meetings and work sessions.
- Communicate in a timely fashion with the Board when the student representative is not able to be present at meetings.
- Represent themselves in a professional and positive manner to all stakeholders within Mancos RE-6 school District, (parents, community, school board, RE-6 staff, etc.)

Student representative will not be allowed to vote on matters coming before the School Board but will be encouraged to give their opinion and point of view to board members prior to the School Board voting on any matters coming before them in a public forum (executive sessions are not included).

Process of applying

The student representative must be at least a sophomore (10th grade level), at the time of application.

The Mancos School Board will annually develop an application and make these available to interested students by April 1st.

The Mancos School Board Clerk will collect completed applications and forward them to the School Board not later than April 30th.

The School Board will review completed applications and interview candidates.

Successful candidate will be announced at the May board meeting, seated at the August board meeting, and serve a 10-month term.

During the course of an academic year, the Mancos School Board will reserve the right to appoint, or remove, any student board representative holding a seat for any reasonable accommodation or justification.

Adoption Date: August 19, 2024

Reviewed and Revised: June 9, 2025

File: JRA/JRC – ~~Student Records/Release of Information on Students~~

NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. The policy may not deny parents certain rights regarding student records and the ~~D~~istrict must have a policy or procedure that allows parents to inspect and review student records as well as challenge the accuracy of such records. This sample contains the content/language that CASB believes best meets the intent of the law. However, the board should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Colorado school districts are also required by law to provide a notification on this subject and the law contains some specific direction as to the notification's content or language. This sample policy and accompanying regulation and exhibit contain the content/language that CASB believes best meets the intent of the law.

Student Records/Release of Information on Students

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy.

The ~~S~~uperintendent or designee ~~shall~~ will provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

Content and ~~C~~ustody of ~~S~~tudent ~~E~~ducation ~~R~~ecords

The principal is the official custodian of records in his or her building.

Student education records in all formats and media, including photographic and electronic, are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information: identifying data;^{1.7} academic work completed;^{1.7} level of achievement (grades, standardized achievement test scores);^{1.7} attendance data;^{1.7} scores on standardized intelligence, aptitude and psychological tests;^{1.7} interest inventory results;^{1.7} health and medical information;^{1.7} family background information;^{1.7} teacher or counselor ratings and observations;^{1.7} reports of serious or recurrent behavior patterns and any Individualized Education Program (IEP).

Student education records do not include records maintained by a law enforcement unit of the school or ~~school~~ District that are created by that unit for the purpose of law enforcement.

Nothing in this policy ~~shall~~will prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein ~~shall~~must be maintained as a part of each student's education record.

School personnel ~~must~~shall use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures ~~shall~~will be required.

Access to Sstudent Education Records by Parents and Eligible Students

A parent/guardian ("parent") has the right to inspect and review his or her child's education records, if the student is under 18 years of age. If a student is 18 years old or older ("eligible student"), the student may inspect or review his or her own education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students ~~shall~~will be in accordance with the regulation accompanying this policy.

Request to Aamend Sstudent Education Records

A parent or eligible student may ask the District to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record ~~shall~~must be in accordance with the regulation accompanying this policy.

Disclosure with Written Consent

Whenever the District is required by law or policy to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice provided to the parent or eligible student ~~shall~~will contain the following:

- a. The specific records to be disclosed;
- b. The specific reasons for such disclosure;
- c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information;

- d. The method or manner by which the records will be disclosed; and
- e. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent ~~shall is~~ only ~~be~~-valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program ~~shall does~~ not constitute the specific written consent required by this policy.

All signed consent forms ~~shall will~~ be retained by the ~~school D~~district.

Disclosure ~~W~~without ~~W~~written ~~C~~consent

The ~~D~~district may disclose student education records or personally identifiable information contained therein without written consent of the parent or eligible student if the disclosure meets one of the following conditions:

1. -The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with law, only those school officials who have a legitimate educational interest as described in this policy ~~will shall~~ be permitted access to specific student education records.

a. -For purposes of this policy, a "school official" is a person employed by the ~~D~~district as an administrator, supervisor, teacher or support staff member (including health or medical staff and law enforcement unit personnel);¹ a person serving on the Board of Education;² a person or company with whom the ~~D~~district has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, consultant or therapist);³ a parent or student serving on an official committee, such as a disciplinary or grievance committee;⁴ or a parent, student or other volunteer assisting another school official in performing his or her tasks.

b. A school official has a "legitimate educational interest" if disclosure to the school official is: -(1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement;⁵ (2) used within the context of official ~~D~~district business and not for purposes extraneous to the official's areas of responsibility;⁶ (3) relevant to the accomplishment of some task or to a determination about the student;⁷ and (4) consistent with the purposes for which the data are maintained.

2. -The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated or corrected as necessary.

3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.

4. The disclosure is in connection with a student's application for, or receipt of, financial aid.

5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information ~~shall~~will only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.

6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.

7. The disclosure is to accrediting organizations for accrediting functions.

8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.

9. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.

10. The disclosure is to comply with a judicial order or lawful subpoena. The ~~D~~istrict ~~shall~~will make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena unless:

a. The court order or subpoena prohibits such notification; or

b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.

11. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations and performance measurements of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.

12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in

accordance with applicable state or tribal law, for the care and protection of the student.

13. The disclosure is of "directory information" as defined by this policy.

Disclosure of ~~D~~irectory ~~I~~nformation

Directory information may also be disclosed without written consent of the parent or eligible student. "Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information which may be released may include includes ~~but is not limited to~~ the student's name, ~~email address~~, photograph, ~~date and place of birth~~, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses ~~shall~~will not be disclosed pursuant to this section.

NOTE: FERPA requires the ~~D~~istrict to notify parents and eligible students of their right to refuse disclosure of directory information. 34 C.F.R. 99.37 (a)(2). The ~~D~~istrict must specify a "period of time" for parents/eligible students to tell the ~~D~~istrict not to disclose directory information. 34 C.F.R. 99.37 (a)(3). The following paragraph meets this "period of time" requirement. The deadline for notification should be a reasonable amount of time (e.g. 2-3 weeks) after school starts to allow the parent/eligible student to determine whether directory information can be disclosed without prior written consent.

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than [insert specific date] or the following Monday if [insert specific date] is a Saturday or Sunday.

Disclosure of ~~D~~isciplinary ~~I~~nformation to ~~S~~chool ~~P~~ersonnel

In accordance with state law, the principal or designee ~~shall~~will communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported ~~shall~~must maintain the confidentiality of the information and ~~shall~~will not communicate it to any other person.

State law requires the principal or designee to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and/or the student's parent may challenge the accuracy of such disciplinary information through the process outlined in this policy and accompanying regulation.

Disclosure to ~~M~~military ~~R~~recruiting ~~O~~fficers

Names, addresses and home telephone numbers, as well as directory information, of secondary school students ~~shall~~must be released to military recruiting officers within 90 days of the request, unless a parent or eligible student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the ~~D~~istrict in furnishing this information will be paid by the requesting service.

Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the ~~D~~istrict ~~shall~~must release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The ~~D~~istrict ~~shall~~will obtain written consent annually from a parent before the release of any non-directory information required for billing. To accomplish this, the ~~D~~istrict ~~shall~~will:

NOTE: Choose one or more of the following.

- include a consent form with the "start of school" information each fall.
- include a consent form with IEP packet materials.
- include a consent provision on the Medical Emergency form.

Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31~~st~~ of each school year, the ~~school-D~~istrict ~~will~~shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

Annual ~~N~~otification of ~~R~~ights

The ~~D~~istrict ~~will~~shall notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or whose primary or home language is a language other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act, and this policy and accompanying regulation and exhibit may be obtained from the Office of the Superintendent during normal business hours.

Governing Law

The District ~~shall~~will comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. The District ~~shall be~~is entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law ~~shall~~will control.

(Adoption date)

LEGAL REFS.: 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)

20 U.S.C. 7908 (*military recruiter access to student records*)

34 C.F.R. 99.1 *et seq.* (*FERPA regulations*)

34 C.F.R. 300.610 *et seq.* (*IDEIA regulations concerning confidentiality of student education records*)

C.R.S. [19-1-303](#) and 304 (*records and information sharing under Colorado Children's Code*)

C.R.S. [22-1-123](#) (*District shall comply with FERPA*)

C.R.S. [22-32-109](#) (1)(ff) (*duty to establish policy on disclosing eighth grade students names and mailing addresses to the Colorado Commission on Higher Education*)

C.R.S. [22-32-109.1](#) (6) (*duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safe*)

C.R.S. [22-32-109.3](#) (2) (*duty to share disciplinary and attendance information with criminal justice agencies*)

C.R.S. [22-33-106.5](#) (*court to notify of conviction of crime of violence and unlawful sexual behavior*)

C.R.S. [22-33-107.5](#) (*school-District to notify of failure to attend school*)

C.R.S. [24-72-204](#) (2)(e) (*denial of inspection of materials received, made or kept by Safe2Tell Program*)

C.R.S. [24-72-204](#) (3)(a)(VI) (*schools cannot disclose address and phone number without consent*)

C.R.S. [24-72-204](#) (3)(d) (*information to military recruiters*)

C.R.S. [24-72-204](#) (3)(e)(I) (*certain FERPA provisions enacted into Colorado Law*)

C.R.S. [24-72-204](#) (3)(e)(II) (*disclosure by staff of information gained through personal knowledge or observation*)

C.R.S. [24-72-205](#) (5) (*fee for copying public record*)

C.R.S. 25.5-1-116 (*confidentiality of HCPF records*)

CROSS REFS.: [JK](#), Student Discipline

[JLC](#), Student Health Services and Records

[JRCA*](#), Sharing of Student Records/Information between School District and State Agencies

[KLMA](#), Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers

[KLG-R, Relations with Federal Immigration Officials](#)

[Revised ~~January 2018~~ August 2025]

COLORADO SAMPLE POLICY 1993©

File: KLG ~~-Relations with State Agencies~~

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, some content in this sample reflects legal requirements school districts must follow. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Relations with State and Federal Agencies

To enhance the safety and security of students, staff and community, a cooperative and proactive effort ~~shall~~will be maintained between the officials of the school district and state ~~and federal~~ agencies.:-

The Board ~~shall~~will cooperate and to the extent possible develop written agreements with law enforcement, the juvenile justice system and social services, as allowed under state and federal law, to keep each school environment safe.

This cooperative and proactive effort ~~shall~~will pursue the following primary objectives:

1. Development and periodic review of crisis prevention and management plans and safe school plans;:-
2. Assessment of ~~D~~istrict and building security, safety, and violence prevention policies and procedures;:-
3. Development of guidelines for how and when to contact state ~~and/or federal~~ agencies and what support the ~~D~~istrict ~~shall~~will provide to aid in the effectiveness of the state ~~and/or federal~~ agency; ~~and~~-
4. Protection of the civil rights of all individuals.

a. The District is committed to protecting the immigration status of its students and their parents. To aid in the safeguarding of this information, the District will follow the procedures outlined in regulation KLG-R.

(Adoption date)

LEGAL REFS.: C.R.S. [22-32-109.1](#) (3) (agreements with state agencies)

C.R.S. 24-74.1-102 (policies regarding data and access in relation to immigration status)

CROSS REFS.: [ECA/ECAB](#), Security/Access to Buildings

[JIH](#), Student Interviews, Interrogations, Searches and Arrests

[KDE](#), Crisis Management (Safety, Readiness and Incident Management Planning)

[KLG-R, Relations with Federal Immigration Officials](#)

[Revised ~~November 2015~~ [August 2025](#)]

COLORADO SAMPLE POLICY 1998©

File: KLG-R

NOTE: Colorado school boards are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Relations with Federal Immigration Officials

Pursuant to state law (C.R.S. 24-74.1-102), the following procedures have been developed for situations involving federal immigration officials, the collection of certain personal identifying information, and the release of records for the purposes of immigration matters:

1. The District will not collect the place of birth, immigration or citizenship status, or information from passports, permanent resident cards, alien registration cards, or employment authorization documents for students or their parents/guardians, except as necessary to verify information as required by state and/or federal law or to comply with a subpoena, order, or warrant issued by a federal judge.
2. Because of the confidential nature of student education records, no person or agency may access student education records, or other personal identifying information, without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law, policies JRCB, JRA/JRC, and regulations JRCB-R, and JRA/JRC-R.
 - a. Personal Identifying Information collected by the District, or by a third party the District contracts with, will be maintained and safeguarded according to federal and state law, and policy EHC. This includes any personal identifying information of parents or relatives who visit campus.
3. For safety and security purposes, access to District facilities, whether by students, staff members, or visitors will be limited as deemed appropriate pursuant to policy ECA/ECAB and policy KI.
4. Each District will be required to appoint a staff member as the *designated employee* to handle immigration matters. The designated employee will be responsible for (1) acting as the point person when an immigration official is physically present at a District building, and (2) responding to requests for information by an immigration official.
 - a. The District's designated employee is [*insert name, title, and contact information*].
 - b. If the designated employee is unable to attend to the matter, the District's alternate designated employee is [*insert name, title, and contact information*].

Responding to Requests for Access or Information

In the event of a visit, or informational request, to a school in the District by federal immigration officials, the following steps will be taken by the school employee receiving the request:

1. Notify the designated employee;
2. Instruct the immigration official to remain in a designated area until the designated employee arrives;
3. The designated employee will collect and review the following information from the immigration official:
 - a. The official's first and last name and badge number;
 - b. The official's employer;
 - c. The name and phone number of the official's supervisor;
 - d. The purpose of their visit;
 - e. Any documentation related to the visit, including any valid warrants, orders, or subpoenas:
 - i. This information should be forwarded to the Superintendent's Office.
4. The immigration official should remain in the designated waiting area while the designated employee reviews the relevant material and determines the appropriate next steps;
5. The designated official will inform the student, and the student's family, of any request for access or information, if appropriate.

If the immigration official enters the premises prior to the completion of the above listed steps, staff should not attempt to impede the official. Instead, staff should document the official's noncompliance with this regulation and report those actions to the designated employee.

(Approval date)

[August 2025]

COLORADO SAMPLE REGULATION 2025©

RESOLUTION FOR EMERGENCY APPROVAL OF POLICIES

WHEREAS, Senate Bill 25-276 (“Protect Civil Rights—Immigration Status”), enacted by the Colorado General Assembly and signed into law by Governor Polis on May 23, 2025 strengthens civil rights protections and data privacy requirements for persons in Colorado irrespective of immigration status; and

WHEREAS, under SB 25-276, Colorado public schools—including district-operated and district-authorized charter schools—are prohibited from collecting or providing personal identifying information to federal immigration enforcement authorities unless required by law or necessary to perform the entity’s function and additionally must adopt and make available written policies that detail:

1. Procedures for responding to requests from federal immigration enforcement authorities for personal identifying information concerning enrolled students or their families;
2. Procedures governing access by federal immigration enforcement authorities to non-public areas of school property, ensuring access is permitted *only* if the authority presents a valid federal warrant;

WHEREAS, non-compliance may result in injunctive relief and civil penalties up to \$50,000 per violation;

WHEREAS, the Board finds that it is necessary to authorize emergency adoption, revision, or suspension of policies to address compliance with state law, particularly C.R.S. 24-74.1-102, and to maintain protections of immigrant students and their families;

NOW, THEREFORE, BE IT RESOLVED, that the Mancos School District RE 6 Board of Education hereby authorizes the Superintendent, in consultation with legal counsel, to temporary approve policies, procedures, and guidance as necessary to address the legal and operational impacts of the C.R.S. 24-74.1-102; and

BE IT FURTHER RESOLVED, that such emergency policies will be presented to the Board for review and ratification at the next regularly scheduled meeting or as soon as practicable; and

BE IT FURTHER RESOLVED, following the emergency adoption that the Board intends to follow the adoption procedures outlined in board policy BG in order to permanently adopt the policy; and

BE IT FURTHER RESOLVED, that this resolution shall take immediate effect upon adoption.

Adopted and approved this 25 of August, 2025.

Emily Hutcherson-Brown
President, Board of Education

Date

MANCOS SCHOOL DISTRICT RE-6

355 West Grand Avenue
Mancos, Colorado 81328

MEMORANDUM

To: Mancos Board of Education
From: Tiffany Aspromonte, Human Resource Lead
Subject: Staffing Recommendations for the 2025-2026 School Year
August 25, 2025 Board Meeting

Classified Staff	
Name	Position
Kenna Davis	Kitchen Assistant
Angel Rios	Dishwasher
Cheryl Tsosie	Route Driver

Coaching Staff	
Name	Position
Alex Fleitz	MS Assistant Cross Country Coach
Matt Redford	MS Head Football Coach
Greg Ruybalid	MS Assistant Football Coach

Certified Staff	
Name	Positions
Stephanie Slough	MS Science Teacher

Substitute Staff	
Name	Authorization
Dean Cunningham	5 year authorization
Sarah Henry	5 year authorization
Alex Fleitz	3 year authorization
David Franks	1 year authorization
Ryan Mathews	1 year authorization
Maxine Sadows	3 year authorization
Jessica McIntyre	Initial Teachers License
Alexander Westphal	3 year authorization

MANCOS SCHOOL DISTRICT RE-6

355 West Grand Avenue

Mancos, Colorado 81328

Leslie Hayes	5 year authorization
Diana Negri	3 year authorization
Kellie Pettyjohn	3 year authorization
Kristin Stiff	Sub authorization in process
Jon Brooks	3 year authorization
Brad DeMond	1 year authorization
Brenna Spencer	Professional Teaching License
Jessica Craddock	3 year authorization
Connie Small	5 year authorization
Bobbie Mykytiuk	5 year authorization
Ayden Rails	3 year authorization
Adam Priestley	Sub authorization in process

Tiffany Aspromonte, Human Resource Lead

Audrey Hazleton, Superintendent

Work Session only 5:00pm Work Session 5:00 pm and Board Meeting 6:00 pm

Special Obligations (CASB, retreat, etc.) Staff Days

School Holidays

Sep 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 17-18: CASB Regional

Dec 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

December 10-13: CASB Annual

Mar 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 17: Graduation, 3:30 pm

Jun 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Jul 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Aug 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

TBD: Summer BOE retreat, June or July

CAPITAL RESERVE PURCHASE RESOLUTION

I MOVE THAT WE ADOPT THE FOLLOWING RESOLUTION ACCORDING TO
COLORADO STATUTE 22-45-103:

The Board of Education authorizes a FY26 Capital Reserve expenditure of \$7,730.00 to Mancino Manufacturing for the purchase of cheerleading mats to support the safety of our district cheer teams.

Adopted this 25th day of August 2025.

ATTEST:

BOE Secretary

BOE President

INTERGOVERNMENTAL AGREEMENT BY AND BETWEEN MANCOS SCHOOL DISTRICT RE-6 AND THE MONTEZUMA COUNTY CLERK AND RECORDER FOR THE CONDUCT AND ADMINISTRATION OF THE 2025 COORDINATED ELECTION TO BE HELD NOVEMBER 4, 2025

This Intergovernmental Agreement for coordinated election (“IGA”) is made and entered into by and between the **MANCOS SCHOOL DISTRICT RE-6** (the “Jurisdiction”) and the County Clerk and Recorder for Montezuma County, Colorado (the “County Clerk”), together “the Parties.”

1. RECITALS AND PURPOSES

1.1 As provided by law, the County Clerk shall conduct an election on behalf of the Jurisdiction, whose election is part of the coordinated election.;

1.2 The Jurisdiction is a political subdivision that is authorized to hold an election as provided by law;

1.3 The election to be held on November 4, 2025 (the “Election”) shall be conducted pursuant to the Uniform Election Code of 1992 § 1-13.5-101, C.R.S., *et seq.* (“the Code”) and the Rules and Regulations of the Colorado Secretary of State 8 CCR 1505-1, *et seq.* “Rules Concerning Elections” (“the Rules”) as a “mail ballot election” as defined under § 1-7.5-102, C.R.S.;

1.4 Pursuant to § 1-7-116(2), C.R.S., the County Clerk and the Jurisdiction are required to enter into an agreement for the administration of their respective duties and sharing of the actual costs related to the Election;

1.5 The County Clerk and the Jurisdiction have determined that it is in the best interests of the Jurisdiction, and its inhabitants and non-resident property owners, to cooperate and contract for the Election upon the terms and conditions contained in this IGA; and

1.6 The purpose of this IGA is to allocate responsibilities between the County Clerk and the Jurisdiction for the preparation and conduct of the Election and provide for a reasonable sharing of the actual costs of the Election among the County, the Jurisdiction and other participating political subdivisions.

For and in consideration of the mutual covenants and promises in this IGA, the sufficiency of which is acknowledged, the Parties agree as follows:

2. GENERAL MATTERS

2.1 **Chief Designated Election Official.** The County Clerk shall act as the **Chief** Designated Election Official, hereafter “County Clerk,” in accordance with § 1-1-110, C.R.S. and will be responsible for the administration of the Election as detailed in statutes, the Code, and the Rules.

2.2 **Designated Election Official.** Montezuma County Clerk and Recorder Kim Percell will be the primary liaison and contact for the County Clerk. The Jurisdiction designates **Tiffany Aspromonte** as its “Designated Election Official” (DEO) who shall act as the primary liaison between the Jurisdiction and the County Clerk and who shall have primary responsibility for the management and performance of the Jurisdiction’s obligations under this IGA. Nothing in this IGA relieves the County Clerk or the Jurisdiction’s Governing Board from their official responsibilities for the conduct or in the holding of the Election as required by law.

2.3 **Term.** The term of this IGA shall be from the date of signing through December 30, 2025.

3. RESPONSIBILITIES OF THE COUNTY CLERK

3.1 **Initial ballot layout.** Upon receipt of the certified ballot text provided by the Jurisdiction pursuant to Section 4.2 below, the County Clerk will create the layout of the text of the ballot in a format that complies with the Code. The ballot text must be satisfactory to the County Clerk. Furthermore, no content changes by the Jurisdiction shall be allowed after the **September 5, 2025** certification of the ballot, without the approval or direction of the County Clerk. The County Clerk will provide the Jurisdiction with a copy of the draft ballot for the Jurisdiction’s review along with any instructions for modifications to the ballot layout and the time period within which the Jurisdiction must return the modified ballot to the County Clerk. If modifications are made by the Jurisdiction, the County Clerk will review the changes upon receipt from the Jurisdiction of the modified ballot and notify the Jurisdiction that the ballot is approved or return the ballot for further modifications and time requirements (deadlines?).

3.2 **Final ballot layout.** Once the Jurisdiction has made all changes to the ballot layout as required by the County Clerk and the ballot is in final draft form, the County Clerk will lay out the ballot text and submit it to the Jurisdiction for final review, proofreading, and approval. The Jurisdiction’s DEO shall have **no more than four (4) hours** from the time the County Clerk sends the final ballot proofs to perform the final review and proofread. The County Clerk is not responsible for ensuring that the final ballot text complies with the requirements of TABOR or any other constitutional or statutory requirement related to the text of ballot language.

3.3 **Ballot printing and mailing.** The County Clerk will contract with a vendor to prepare and print the ballots; prepare a mail ballot packet for each registered elector within the Jurisdiction; address a mail ballot packet to each registered elector within the Jurisdiction; and mail the ballots between 22 days and 18 days before Election Day, or between **October 13, 2025** and **October 17, 2025**. In cooperation and coordination with the County Clerk, the vendor shall perform the printing, preparation of the ballots for mailing, and the mailing of the ballots.

3.4 ***Voter Service and Polling Centers.*** The County Clerk shall provide Voter Service and Polling Centers from **October 27, 2025** through Election Day. The County Clerk will hire and train staff and judges to operate Voter Service and Polling Centers according to § 1-7.5-107(4.5)(a)(I), C.R.S.

3.5 ***Additional ballots.*** In addition to the mail ballots printed and mailed by the vendor as specified in subsection 3.3, the County Clerk will provide regular, Uniformed and Overseas Citizens Absentee Voting Act (UOCAVA), and provisional ballots to registered electors in the manner and method required by the Code.

3.6 ***Mail ballots.*** In cooperation with the vendor, the County Clerk will ensure that the mail ballot packets contain the materials required by the Code, including voter instructions; an inner verification/privacy return envelope; and the outer/mail envelope containing the appropriate postage, Official Election logo, and indicia for Return Service Requested.

3.7 ***Ballot security.*** The County Clerk will track ballot inventory and provide security for all ballots as required by the Code.

3.8 ***Election Judges.*** The County Clerk will appoint, train, provide written and/or online materials to and pay a sufficient number of qualified election judges to receive and process voted ballots.

3.9 ***Election Notices.*** The County Clerk shall publish all Election notices required by the Code. The Jurisdiction shall not publish any notice related to the Election without first obtaining the approval of the County Clerk. To request approval to publish a notice, the Jurisdiction shall provide the County Clerk with all relevant information related to the proposed publication, including a copy of the proposed notice, at least one (1) week prior to the Jurisdiction's deadline for submitting the proposed notice to the publisher. The Jurisdiction shall bear full responsibility for any Election notices published without the County Clerk's approval and shall comply with all instructions issued by the County Clerk to remedy any incorrect or improper notices.

3.10 ***TABOR Notice.*** If applicable, the County Clerk, through a vendor, will distribute to all Montezuma County registered electors' households the printed TABOR Notice submitted by the Jurisdiction along with those of other jurisdictions. The County Clerk may determine the order of the TABOR Notice submitted by the Jurisdiction and those of other jurisdictions to be included in the TABOR Notice Package provided. However, the materials supplied by the Jurisdiction shall be kept together as a group and in the order supplied by the Jurisdiction. The cost for the printing and mailing of the TABOR Notice Package shall be shared on a prorated basis as further described in Section 5 below. The County Clerk is not responsible for ensuring that the TABOR Notice complies with the requirements of TABOR or any other constitutional or statutory requirement relating to the TABOR Notice.

3.11 **Testing.** The County Clerk will perform Logic and Accuracy Testing of the electronic vote counting equipment as required by the Code.

3.12 **Tally.** The County Clerk will provide for the counting and tallying of ballots, including any recounts required by law. The County Clerk will release initial election returns after 7:00 p.m. on the date of the Election. The unofficial results will be published to the State's Election Night Reporting site throughout election night. The County Clerk will count and tally valid cured and provisional ballots on or before 5:00 pm on **November 13, 2024.**

3.13 **Certification of results.** Jurisdictions will be issued a certified statement of results by **November 30, 2025.**

4. RESPONSIBILITIES OF JURISDICTION

4.1 **Authorization to Hold Election.** The Jurisdiction must provide the County Clerk along with a signed copy of this IGA a certified copy of the ordinance or resolution stating that the Jurisdiction will participate in the Election in accordance with the terms and conditions of this IGA. The ordinance or resolution must authorize the presiding officer of the Jurisdiction or other designated person to execute this IGA.

4.2 **Boundaries of Jurisdiction.** If any annexations to the Jurisdiction have occurred between November 1, 2019 and the date of the signing of this IGA, the Jurisdiction is responsible for informing the County Clerk in writing by the date of the signing of this IGA.

4.3 **Ballot content and layout.** No later than **September 5, 2025** the DEO shall certify the ballot order and content for the Jurisdiction and deliver the certified ballot layout to the County Clerk. The ballot layout shall be in a form acceptable to the County Clerk. Ballot content layout shall not include any graphs, tables, charts, or diagrams. The ballot order and content shall include the names and office of each candidate for whom a petition has been filed with the Election Officer and any ballot measure(s) the Jurisdiction has certified. The Jurisdiction shall be solely responsible for the accuracy of the information contained in the certificate and ballot content. The Jurisdiction shall make any modifications to the ballot layout requested by the County Clerk. The County Clerk will correct errors as specified in § 1-5-412, C.R.S. at the Jurisdiction's expense. The County Clerk assigns the ballot measure(s) number(s).

4.4 **Audio for visually impaired.** No later than the Jurisdiction's submission of the ballot layout to the County Clerk, the Jurisdiction shall confirm that each candidate has provided a clearly spoken recording of the candidate's name. This requirement aids the County Clerk in programming the audio component of the electromechanical voting equipment for the Election. The Jurisdiction shall timely make any modifications to the audio recording requested by the County Clerk.

4.5 **TABOR Notice.** The Jurisdiction shall provide to the County Clerk all required TABOR Notices concerning ballot measure(s) in the manner required by Article X, Section 20 of the Colorado State Constitution by noon on **September 22, 2025**. The submission will include the ballot title, text, and fiscal history or any other required wording for the TABOR Notice. The submission date will expedite print layout and review of the TABOR Notice. The Jurisdiction shall be solely responsible for the accuracy of the information contained in the TABOR Notice.

4.6 **Final layout.** The Jurisdiction shall timely make any modification to the ballot layout requested by the County Clerk. The Jurisdiction shall review and proofread and approve the layout, format, and text of the final draft form of the Jurisdiction's official ballot and, if applicable, TABOR Notice **within four (4) hours** of the County Clerk providing the Jurisdiction with the copy to be proofed.

4.7 **Testing.** The Jurisdiction may be asked to provide a person to participate in Logic and Accuracy Tests, which will be scheduled during the week of **October 6, 2025**.

4.8 **Cancellation of Election by the Jurisdiction.** If the Jurisdiction resolves not to hold the election or to withdraw a ballot measure(s), the Jurisdiction shall immediately provide notice of such action to the County Clerk. Initial notice to the County Clerk must be in writing. If by email with email confirmation of receipt from the County Clerk or her designee. The Jurisdiction shall provide proof to the County Clerk of the Jurisdiction's formal action canceling the election or withdrawing a ballot measure(s) as soon as practicable after the Jurisdiction's formal action. The Jurisdiction shall promptly pay the County Clerk the full actual costs relating to the Jurisdiction's election, both before and after the County Clerk's receipt of such notice. The Jurisdiction shall provide notice by publication in a newspaper(s) of general circulation within the Jurisdiction of such cancellation of the election or withdrawal of ballot measure(s). The County Clerk shall post notice of the cancellation or withdrawal of ballot measure(s) in the office of the County Clerk, and the DEO shall post notice of the cancellation at buildings of the Jurisdiction. The Jurisdiction shall not cancel the election after the 25th day prior to the Election as provided in § 1-5-208, C.R.S.

4.9 **Canvass.** The Jurisdiction may be asked to provide a representative who is a registered voter in the Jurisdiction to serve as a member of the Board of Canvassers who certify the Election. If the Jurisdiction requires an Abstract of Votes Cast separate from the Canvass documents, the Jurisdiction will provide the County Clerk with the required forms prior to the date by which the Board of Canvassers meets.

4.10 PROVISIONS UNIQUE TO SPECIAL DISTRICTS AND OTHER COORDINATING DISTRICTS

4.10.1 **Boundaries of Jurisdiction.** Jurisdiction shall obtain, then certify to the County Clerk by **September 4, 2025** at noon all addresses in the County Clerk's address library for the Jurisdiction. Any changes to the County Clerk's address library after this date will increase costs.

4.10.2 ***Non-resident property owners entitled to vote.*** Where non-resident property owners may be entitled to vote in the Jurisdiction's election, the DEO must submit a list of such non-resident property owners who may be entitled to vote in the Jurisdiction's election to the County Clerk no later than **September 18, 2024**. All such property owner lists must be in Microsoft Excel or CSV (Comma-separated values) file. The County Clerk will send a Non-Resident Property Owner Letter to those on the list that includes a self-affirmation to establish eligibility. The County Clerk will send mail ballots to the non-resident property owners who return to the County Clerk the signed affirmation establishing their eligibility.

5. PAYMENT

5.1 *Intent.* This section addresses the reasonable sharing of the actual cost of the Election among the County and the jurisdictions participating in the Election.

5.2 *Responsibility for costs.* The Jurisdiction shall not be responsible for sharing any portion of the usual costs of maintaining the office of the County Clerk, including but not limited to, overhead costs and personal service costs of permanent employees, except for such costs that are shown to be directly attributable to conducting the Election on behalf of the Jurisdiction.

5.3 *Invoice.* The Jurisdiction shall pay the County Clerk the Jurisdiction's share of the County Clerk's costs and expenses in administering the Election within thirty (30) days of receiving an invoice from the County Clerk. If the invoice is not timely paid by the Jurisdiction, the County Clerk, in his or her discretion, may charge a late fee not to exceed 1% of the total invoice per month.

5.4 *Cost Allocation.* The County Clerk will determine the Jurisdiction's invoice amount by allocating to all participants in the ballot a share of the costs specific to the administration of the Coordinated Election as provided by law. If the Jurisdiction is placing a ballot question that qualifies as a TABOR election, a portion of the TABOR Notice publication and mailing costs will also be billed for in the invoice. If the Jurisdiction is placing a ballot measure that requires additional costs specific to that Jurisdiction's ballot measure, the Jurisdiction will also be billed for that portion of the costs in the invoice. The Jurisdiction agrees to pay the invoice within 30 days of receipt unless the County Clerk agrees to a longer period of time.

5.5 *Disputes.* The Parties shall attempt to resolve disputes about the invoice or payment of the invoice. If the Parties cannot reach a resolution and in the event of litigation, jurisdiction and venue shall be in Montezuma County District or Montezuma County Court, depending on the amount.

6. MISCELLANEOUS

6.1 **Notices to Parties.** Notices required to be given by this IGA are deemed to have been received and to be effective: (1) three (3) days after the same shall have been mailed by certified mail, return receipt requested; (2) immediately upon hand delivery; or (3) immediately upon receipt of confirmation that a fax or email was received to the fax numbers or email addresses of the Parties as set forth below or to such party(ies) or address(es) as may hereafter be designated in writing.

To County Clerk:

To DEO:

Kim Percell
140 West Main Street, Suite 1
Cortez, CO 81201
Fax: 970-565-3728
E-mail: kpercell@co.montezuma.co.us

6.2 **Amendment.** This IGA may be amended only in writing and following the same formality as the execution of the initial IGA.

6.3 **Integration.** The Parties acknowledge that this IGA constitutes the sole agreement between the Parties relating to the subject matter of this IGA and that no party is relying upon any oral representation made by another party or employee, agent or officer of that party. Any prior agreements, promises, negotiations, or representations not expressly set forth in this IGA are of no force and effect. This IGA fully supersedes any previous "Intergovernmental Agreement" between the Parties.

6.4 **Waiver of Claims.** The Jurisdiction has familiarized itself with the election process used by the County Clerk and waives any claims against the County Clerk related to the County Clerk's processing or administration of the Election except as specified in paragraph 6.5 below and claims arising out of willful and wanton acts of the County Clerk.

6.5 **Limitation of Liability.** If a lawsuit is filed challenging the validity of the Jurisdiction's election, the Jurisdiction shall provide prompt notice to the County Clerk of such a lawsuit. If the County Clerk chooses to intervene and defend its position, the Jurisdiction will support such intervention and cooperate in the defense of any such claims. If, as a result of a lawsuit against the Jurisdiction or against the Jurisdiction and other defendants by a third party, a court of competent jurisdiction finds that the Jurisdiction's election was void or otherwise fatally flawed due solely to a cause arising from the negligence of the County Clerk, then the County Clerk's sole responsibility and liability shall be to refund to the Jurisdiction all amounts paid to the County Clerk under Section 5 above. The County Clerk shall have no other responsibility for or liability to any parties or third parties in connection with the lawsuit, including, but not limited to, any judgment, damages, costs, or fees.

