

Work Session
Monday, April 6, 2026 5:00 PM Mountain

HS Room #223 - Boardroom
355 Grand Ave
Mancos, CO 81328

1. Establish Quorum
2. Approval of Agenda
3. Review Norms
4. Policy
5. Board- "Other" Work Session
 - 5.A. Mill Levy Final Draft Review
 - 5.B. BOE Conflict of Interest Review (Coaching and Volunteer)
 - 5.C. April Assessment Update
6. Admin
 - 6.A. Calendar Review
7. Adjournment

BG - School Board Policy Process

The Board considers policy development its chief responsibility. The Board strives to reflect the community's values in its policies and commits itself to an ongoing effort to engage the community regarding policy-level concerns. The Board develops policies and puts them in writing to provide for the successful, consistent and efficient operation of the district's schools and the high achievement of district students. Policy development shall be aimed primarily toward the continual formation and evaluation of goals and desired end results for students, rather than toward daily district operations.

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

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

The policies of the Board shall be interpreted in accordance with state and federal laws and regulations.

Policy adoption

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board of Education. However, proposals regarding policies may originate with a Board member, the superintendent, staff members, parents, students, consultants, civic groups or other residents of the district. A careful and orderly process shall be used in examining such proposals prior to action upon them by the Board.

The Board shall adhere to the following procedure in formally considering and adopting policy proposals to ensure thoughtful examination of the issues prior to final adoption.

1. First meeting-the proposal shall be presented as an information item.
2. Second meeting-the proposal shall be presented for a first reading, discussion and first vote.
3. Third meeting-the proposal shall be presented for a second reading, discussion and final vote.

During discussion of a policy proposal, the Board shall seek out the views of the community and staff. The Board shall take action only after hearing recommendations of the superintendent and viewpoints of persons and groups affected by the policy.

Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except when the Board determines that further study is needed or that an additional reading would be helpful.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above procedure is required before the policy shall be considered permanent.

The Board shall establish procedures to waive policies to facilitate attainment of district-level or school-level goals.

Policy revision and review

In an effort to keep its written policies up-to-date, the Board shall review its policies on a

continuous basis.

The superintendent shall be responsible for calling to the Board's attention all policies that are out of date or for other reasons appear to need revision. Policy revision shall be accomplished in the same manner as policy adoption, except that revisions mandated by changes in law shall not require a second reading and may be adopted upon final vote at the second meeting.

Additionally, from time to time the Board may undertake a process to review and revise all of the policies in its manual. At the Board's discretion, it may utilize an outside facilitator to conduct this review and revision process. Such process shall be in accordance with a schedule developed by the Board and the outside facilitator, if applicable. The process shall include opportunities for staff, parent and community involvement. In addition, any changes to policy that affect the benefits, rights, responsibilities or expectations of students or staff shall be provided in writing to the affected group with sufficient time to make any necessary arrangements prior to the effective date of the change. Once the review and revision process is complete, the Board may choose to adopt the revised policy manual in its entirety by approval of a resolution. In this event, the above policy adoption process, including any readings, shall not apply.

Board review of regulations

The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board shall be provided with copies of all district-wide regulations issued by the administration.

Regulations shall be officially approved by the Board when required by state or federal law or when strong community, staff or student attitudes make it advisable.

Before issuance, regulations shall be properly titled and coded.

Policy communication

The superintendent shall establish and maintain an orderly plan for preserving and disseminating district policies and regulations. Staff will be informed of policy changes on a regular basis.

The Board's policy manual is a public record and shall be open for inspection at the administrative offices of the district [optional language: and on the district's website].

Monitoring policy implementation

The Board shall continuously monitor the implementation of its policies to ensure that reasonable progress is being made toward achieving the Board's goals and that operation of the school district is consistent with its policies.

Suspension/repeal of policy

In the event of special circumstances, the operation of any Board policy, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. This, however, shall not apply to any Board policy established by law or by contract.

Policy repeal shall be accomplished in the same manner as policy adoption.

Adoption: April 18, 2022 (CASB Core Policy Adoption)

LEGAL REF.: C.R.S. [22-32-109](#) (1)(a-c), (y)(I) (specific duties of board)

Mancos School District Policy Review Guidance - Protocol or Exhibit* DRAFT (April 3, 2026)

Purpose: This protocol has been developed to be used as guidance for reviewing current policies and adopting CASB policy revisions in accordance with *Mancos School District Policy BG School Board Policy Process*.

Resource:

- *Leadership Guidebook for School Board Directors*, Colorado Association for School Boards. 2025. Chapter 4, pgs 89-116.
- Monica Johnson, CASB Executive Educational Consultant

Current Policy Procedure Language (BG School Board Policy excerpt):

“The Board shall adhere to the following procedure in formally considering and adopting policy proposals to ensure thoughtful examination of the issues prior to final adoption.

- 1. First meeting-the proposal shall be presented as an information item.*
- 2. Second meeting-the proposal shall be presented for a first reading, discussion and First vote.*
- 3. Third meeting-the proposal shall be presented for a second reading, discussion and final vote.”*

Policy Review Guidance - Reading and Adoption Process

Type - Adoption or Revision	Protocol	Suggested Changes to BG Policy
Statue only: Policy revision recommendation is in statute only.	Board Secretary makes changes without BOE approval	Add: Inform BOE of changes in Superintendent Report.
Minor: Policy revision recommendation has minor changes or additions that do not change the tenor and purpose of the policy.	<i>Current policy:</i> BOE review in 3 meetings <i>Proposal:</i> Policy is reviewed, revised and adopted in <u>two</u> meetings.	Possible Change to #2 “ first or final vote ” if changes are minor.
Substantial: All policy adoptions. Policy revision recommendation has substantial changes in language or purpose. Examples: “shall to must.” Policy revision recommendation is complex or controversial.	<i>Follow current policy:</i> BOE review in 3 meetings, allow time for extended discussion and/or public comment	Possible Change to #1. “The proposal shall be presented as an informational item and may be presented in a BOE meeting or a Work Session. ”

Policy Review Guidance - Management

- Policies should be reviewed regularly with the following priorities in mind:
 - High: Emergency policy adoption or revision recommendations
 - High: Policies named as “Notable Policies” in **CASB guide, Page 95.**

- A policy review system should be followed to stay up on current policy recommendations and for continuous review:
 - Policy review specifics should be mapped out in the BOE Planning Calendar
 - Policies should be reviewed and discussed at Work Sessions
 - The Board should review policies as categories and like groups
 - When planning for policy review before the Work Session:
 - Board Members should plan to lightly pre-read ALL of the assigned policies
 - Board Members should divide the policies up across the board (1-5 policies) for in-depth review and analysis
 - At the Work Session, each member should report on their assigned policies to the board with a brief summary of the following questions and drafted recommendations (if any) using the following process:
 - **Analysis:** Use guiding questions listed below and on Page 94 of *CASB Leadership Guidebook*

When considering policy options, these questions should be asked:	
How does the policy advance the best educational interests and equity of all students?	How does this policy support the mission and goals of the district?
What do current educational literature and research say that is relevant to the policy?	What is the relationship of the policy to recent changes in education?
How is the policy related to other Board policies? Does it duplicate or contradict another policy? Is it relevant?	Is compliance with the policy likely to be consistent?
How can the board evaluate the effectiveness of the policy?	What external support does the policy require?
What will it cost, in human and fiscal terms, to implement the policy?	What steps will be taken to implement and enforce the policy?
Is the policy clear and realistic?	How is the policy affected by federal and state law?

- **Themes, Questions and Recommendations:** Bring themes, questions and recommendations to the board.

Proposed Policy Review Schedule - April 2026

Work Session Date and Time Allotment	Policy Category	In Depth Policy Study Distribution
April 6, 2026	School Board Governance Policy: <i>BG School Board Policy Process</i>	
April 6, 2026	Review CASB 2021 Audit, determine if a 2025 audit should be pursued.	
May 4, 2026 Time: 30 minutes max due to budget presentation	<i>Reading only for orientation and recommendations for revision and/or deeper dive in Fall 2026</i> Personnel - Contracts and Pay Fiscal Management - All	Tim: GCBA, GCBA-E, GCBC, GCA-E, GCA-E1, GCA-E2, Craig M: GCB, GCB-A,C,D, DAC Craig B.: GCE, GCF-R, GCG, GCGA Rachel: DA, DAB, DAB-E,, DB, DBD, DBG, DBG-E Kira: DBJ, DEA, DFA, DFA-A
June 2026	Audit Recommendations	

CHAPTER FOUR: POLICY

Coherence—Aspirations and Expectations

Policy is how a board sustainably exercise power to serve students. Through policy, school boards establish a set of cohesive guidelines enabling them to transform vision into reality.

4.1 What is Policy?

Colorado law requires school boards to adopt policies and prescribe regulations necessary for the efficient administration of the district, see C.R.S. § 22-32-109(1)(b). This is a broad mandate, but Colorado law requires specific policies that boards are required to adopt, in areas such as personnel, instruction, and school safety. Even if there is not a legal mandate, school boards should consider adopting policies that benefit their districts within the framework of existing statute/law. It is essential, therefore, for the board to think through the principles by which it wants the school district to be governed, ensure all proposed principles are in compliance with Colorado law, and to record these principles in the form of comprehensive written policies.



The Voice of the Board

Policymaking is the voice of the board and should be responsive to the board's community. The Board's policies speak even when the board is not convened and anchor the school district by providing consistency and stability; thus,, it is crucial that board policies are made readily accessible to the community, ideally through an online policy manual that community members can review at their convenience. Boards should understand that policies have the force of law in their districts, and that boards are also required to comply with their own policies. Failure of district staff to comply with policies or failure to implement policies required by law could lead to lawsuits against the district, complaints from parents, and a lack of consistency and reliability within the district.

Policies also provide the board with a framework to:

Community Engagement

- Keep the community informed about the board's philosophy and actions.
- Provide a forum for involving the community in the district's educational programs.

Relationships & Roles

- Improve board/superintendent/staff relationships.
- Provide a means for staff members to assess their individual roles in achieving the board's stated results.

Rights & Responsibilities

- Notify staff, students, and community of their rights and responsibilities.
- Provide fair, reasonable, consistent, and impersonal treatment of issues.

Efficiency & Compliance

- Eliminate the need to make a new decision each time there is a recurring situation.
- Comply with state and federal laws that require specific policies.
- Foster stability, continuity, and accountability.



4.2 Developing Policies

Boards develop policies when they are legally required, or when the community necessitates a certain policy. When developing policies, boards should engage the staff, students, parents, and community members to receive input and to help develop policies that are meeting the needs of the community.

School boards typically adopt policies that fall into the following general categories and are coded in accordance with the National Education Policy Network (NEPN) classification system which outlines school board policies and regulations in several sections:

Section A Foundations and Basic Commitments	Section B School Board Governance and Operations
Section C General School Administration	Section D Fiscal Management
Section E Support Services (transportation and food service)	Section F Facilities Planning and Development
Section G Personnel	Section H Negotiations
Section I Instruction	Section J Students
Section K School-Community-Home Relations	Section L Education Agency Relations

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Section B

School Board Governance and Operations

Section C

General School Administration

Section D

Fiscal Management

Section E

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Section F

Facilities Planning and Development

Section G

Personnel

Section H

Negotiations

Section I

Instruction

Section J

Students

Section K

School-Community-Home Relations

Section L

Education Agency Relations

Understanding the NEPN Coding System

The NEPN uses a hierarchical alphabetic coding system where each letter position has a specific meaning: the first letter is a major section (outlined above). The second letter narrows down the topic within the major section, for example within the G Section, Personnel:

- GA is Personnel Goals
- GB is General Personnel Policies
- GC is Professional Staff
- GD is Support or Classified staff

The third letter is a specific topic, for example, GCC is professional staff leaves and absences and GCE is professional staff recruiting. Finally, the fourth and fifth letters provide even more detail or a subtopic. For example, GCCA is professional staff leaves and absences and, GDCA would be support staff leaves and absences.

The CASB policy services department is the best source for clarifying the coding system for a policy that a school board is considering, and CASB has sample CORE policies for members to access and utilize.

Reviewing Policies

In addition to developing policies, boards are responsible for regularly reviewing existing policies and modifying them if needed.

Boards should regularly review CASB's Special Policy Updates (SPUs), which are published three or four times per year. An SPU describes policies that should be updated, based on statute changes in the most recent legislative session or policy implications required through the Colorado State Board of Education rule making process. SPUs also provide sample policy language for any new policies that are required by law or recommended by CASB and these policies are updated in CASB's sample core policies. Boards should also set up a policy review system such that policies are periodically reviewed to ensure they continue to meet the needs of the district and comply with state and federal law.

Resources for Policymaking

Policymaking is simpler and more effective when school boards utilize their resources. Boards can reach out to professionals in each school district who can be asked to collect data and provide research, offer expert opinions, and present the board with options for policymaking. Boards also can benefit from the experiences of neighboring districts. The district's legal counsel also can help make informed local policy decisions. Finally, CASB provides essential policy guidance to member boards which includes policy updates by legal and policy specialists.

Important Questions to Ask in the Policy Adoption Process

By consistently using a defined approach to policy adoption and by asking the right questions, a board can see beyond immediate circumstances and formulate sound policy based on agreed-upon criteria. A policy analysis model should recognize legal and other practical constraints yet remain focused on objective outcomes. Local criteria are important, including the mission and goals of the school district and the context of the community being served.



When considering policy options, these questions should be asked:

How does the policy advance the best educational interests and equity of all students?	How does this policy support the mission and goals of the district?
What do current educational literature and research say that is relevant to the policy?	What is the relationship of the policy to recent changes in education?
How is the policy related to other Board policies? Does it duplicate or contradict another policy? Is it relevant?	Is compliance with the policy likely to be consistent?
How can the board evaluate the effectiveness of the policy?	What external support does the policy require?
What will it cost, in human and fiscal terms, to implement the policy?	What steps will be taken to implement and enforce the policy?
Is the policy clear and realistic?	How is the policy affected by federal and state law?

Although a board's policy manual will contain many policies, in the table below are some of the more notable policies for school board members and school districts.



Notable Policies

Policy Section	Policy Code	Policy Name
A	AC	Nondiscrimination/Equal Opportunity
B	BBA	School Board Powers and Responsibilities
B	BC	School Board Member Conduct
B	BCB	School Board Member Conflict of Interest
B	BE	School Board Meetings
B	BEC	Executive Sessions
B	BEDH	Public Participation at School Board Meetings
B	BG	School Board Policy Process
C	CBI	Evaluation of Superintendent
D	DB	Annual Budget
D	DJE	Bidding Procedures
E	EHC	Safeguarding Personal Identifying Information
G	GCQF	Discipline, Suspension and Dismissal of Professional Staff
I	IC/ICA	School Year/School Calendar/Instruction Time
I	IKF	Graduation Requirements
J	JLF	Reporting Child Abuse/Child Protection
J	JRA/JRC	Student Records/Release of Information on Students
J	JRCB	Privacy and Protection of Confidential Student Information
K	KDB	Public's Right to Know/Freedom of Information
K	KE	Public Concerns and Complaints
K	KLK	Relations with State and Federal Agencies



The above list of policies includes some that are highly recommended and others that are legally required. A policy is legally required when state or federal law specifically stipulates that school boards must have a policy on the referenced topic. Other policies are highly recommended, which means that even if there is not a specific requirement to have that policy, boards or districts are required to follow laws that are relevant to the policy. For more information on legally required and recommended policies, visit the [Frequently Requested Forms page on CASB's website \(https://casb.org/policy-forms-lists\)](https://casb.org/policy-forms-lists).

Policy on Policy Adoption

An essential policy is one that outlines the process of policy adoption. Maintaining such a policy assists the board in approaching policymaking in a concise and consistent way.

Since there are many factors to consider with the development and revision of board policy, a board should adopt a policy regarding the process it wishes to follow to accomplish this important task. CASB sample policy BG, School Board Policy Process, illustrates one workable process.

Policies on Maintaining Safe Schools

To provide a learning environment that is safe, conducive to the learning process, and free from unnecessary disruption, state law requires the board of education to adopt and implement a safe schools plan, see C.R.S. § 22-32-109.1.

As a starting point, boards must adopt a mission statement for the district that includes making safety a priority and also adopt a student conduct and discipline code.

Each local board also must adopt a crisis management policy and approve the district's overall safety plan.

A critical component of ensuring a safe learning environment is the inclusion of a bullying prevention and education policy. Each school district must ensure that its bullying prevention and education policy is updated on an ongoing basis to incorporate the approaches, policies, and practices outlined in [CDE's Model Bullying Prevention and Education Policy \(https://www.cde.state.co.us/mtss/model_bullying_prevention_policy\)](https://www.cde.state.co.us/mtss/model_bullying_prevention_policy).

Addressing Harassment and Discrimination

Additionally, school districts have a responsibility to address harassment and discrimination to maintain a safe and inclusive learning environment. State law prohibits harassment or discrimination against students based on race, sex, gender identity, disability, creed, color, sexual orientation, gender expression, family composition, religion, age, national origin, and ancestry, see C.R.S. § 22-1-143. In addition to complying with these state protections, school districts must also adhere to federal laws, such as Title IX, which provide additional safeguards against harassment. Districts may also choose to implement policies that go beyond legal requirements to better protect students and foster a positive school climate. See **CASB Sample Policy AC** (<https://policies.boardbook.org/casb/browse/casbcore>, Section A) and its associated regulations for more information on nondiscrimination.

In addition, local boards are responsible, to the extent possible, for developing written agreements with law enforcement officials, the juvenile justice system, and social services to keep each school environment safe.

Claire Davis School Safety Act

Local boards and school districts should be mindful of potential liability for school violence due to the passage of the Claire Davis School Safety Act in 2015, see C.R.S. § 24-10-106.3. The Act waives governmental immunity if the district fails to exercise "reasonable care" to protect students, faculty, and staff from "reasonably foreseeable" "incident(s) of school violence" that occur(s) at school or a school-sponsored activity, see C.R.S. § 24-10-106.3(4). This means victims or their families can sue districts for liability if they fail to ensure that students, faculty, and staff are protected from violence on school property or at school events.

An "incident of school violence" is defined as an occurrence at a public school or public school-sponsored activity in which a person commits or attempts to commit murder, first degree assault, or felony sexual assault, causing serious bodily injury or death to another person, see C.R.S. §§ 24-10-106.3(2)(b), (c). An incident of school violence may be between students, staff members, or any other persons. A district may be liable for up to \$350,000 for an injury to one person in a single occurrence and up to \$990,000 for an injury to two or more persons in a single occurrence, see C.R.S. § 24-10-106.3(9)(a). In crafting its safe schools policy and other policies, districts should be aware of this law and its impact on districts.

Mental Health Supports and Services

Mental health concerns for our youth are a high priority for school boards and districts, and districts are in a unique and influential position to assist children with mental health. When school-based mental health services are available, students are substantially more likely to seek mental health support, as services may reduce the stigma in seeking help. However, many schools in Colorado lack full-time mental health and substance use providers in schools, adequate mental health and social-emotional learning training for school staff, and access to mental health services where transportation to mental health centers is a challenge.

School boards are not required to adopt a policy on promoting mental health, but they are "encouraged" to expand wellness policies to include goals for "providing increased access to mental health counseling and services," among other wellness goals, see C.R.S. 22-32-136 (5.5). Additionally, boards are required to adopt a policy concerning screening of students for mental health concerns, see C.R.S. § 22-32-109.2.

Many school boards utilize CDE's Colorado Multi-Tiered System of Supports (MTSS) to promote student mental health. This is a prevention-based framework used to improve the outcomes of each student, to engage the school with the student's family, and uncover mental health concerns if applicable. CDE provides MTSS resources on its website to assist school boards with implementation. Additionally, to learn more about mental health needs in our schools, the School Mental Health Toolkit by Mental Health Colorado is a helpful place to start.

Parental Notification of Employee Criminal Charges

School districts are required to notify students' parents when an employee or former employee is charged with certain criminal offenses, see C.R.S. § 22-1-130.

For the purposes of the parental notification requirement, employee means a person whose employment by the school district requires or required the employee to be in contact with students or whose work area gives or gave the employee access to students. It includes former employees if the person was employed by the school district at any time within 12 months before an offense is charged, see C.R.S. § 22-1-130(2)(a).



Districts must notify parents when the employee or former employee has been charged with any of the following criminal offenses, see C.R.S. § 22-1-130(3)(b):

- felony child abuse, as specified in C.R.S. § 18-6-401;
- a crime of violence, as defined in C.R.S. § 18-1.3-406, except second degree assault, unless the victim is a child;
- felony involving unlawful sexual behavior, as defined in C.R.S. § 16-22-102(9);
- felony domestic violence, as defined in C.R.S. § 18-6-800.3;
- felony indecent exposure, as described in C.R.S. § 18-7-302; or
- level 1 or level 2 felony drug offense, as described in C.R.S. § 18-18-401 et seq.

The notification must be given to those parents of students enrolled in the school in which the employee is employed or was employed at the time of the alleged criminal offense, or with whom the school district has reason to believe the employee may have had contact as part of their employment, see C.R.S. § 22-1-130(4)(c).

Notification Timeline and Requirements

School districts must notify students' parents within two school days after the employee's preliminary hearing for the criminal offense is held, waived, or deemed waived by the employee. If the criminal offense is not eligible for a preliminary hearing, the school district must notify parents within two school days after the date on which the employee is charged with the criminal offense, see C.R.S. § 22-1-130(4)(a). If the school district notifies parents of an employee's arrest or pending criminal charges and such notice "substantially conforms" with the notice requirements, the school district is not required to provide an additional notice once the employee or former employee is formally charged, see C.R.S. § 22-1-130(4)(b). However, school districts should consult with legal counsel prior to notifying parents of an employee's arrest or pending criminal charges, as it is possible the employee or employee's attorney may seek to prevent and/or challenge the notification.



Furthermore, school districts are required to "monitor the criminal proceedings" when the school district receives information from the Colorado Bureau of Investigation, via the Colorado Department of Education's "subsequent arrest" reporting database, that an employee or former employee has been arrested for one of the above-listed criminal offenses, see C.R.S. § 22-1-130(3)(a).

The notice must include:

name of employee or former employee;

employment position;

employment status, i.e., whether the person remains employed by the school district;

length of employment with the school district;

alleged criminal offense that the employee or former employee has been charged with, including the violation of statute or code; and

a statement that, under state and federal law, a person is presumed innocent until proven guilty, see C.R.S. § 22-1-130(5)(a).

Additional Notification Details

The school district may choose to include in the notice additional information to parents regarding the underlying facts relating to the charge. However, the district cannot disclose the identity of any alleged victim, see C.R.S. § 22-1-130(5)(b).



The law also dictates how the notice must be sent to parents. Notice must be provided to parents "in the same manner" by which the school district notifies parents of important school business, which may include "email notification or other electronic communication sent directly to parents or by first-class mail," C.R.S. § 22-1-130(4)(d).

Importantly, if a delay in parent notification is requested by "the appropriate law enforcement agency," the school district "shall delay notification to parents until the request is withdrawn," C.R.S. § 22-1-130(4)(e). Thus, it is critical for the school district to be in close communication with the police and/or district attorney to determine whether a delay in notification is required.

Policies on Student Discipline

The school board must adopt a written student conduct and discipline code, see C.R.S. § 22-32-109.1(2)(a). Enforcement of the board's student conduct and discipline code is generally an administrative function carried out by the building principal or classroom teachers.

A board's student discipline policies are sometimes challenged in court, but the courts will generally defer to the decisions of school officials in enacting rules of conduct if the rule relates to legitimate school concerns, such as avoiding disruption, maintaining a safe school environment, or promoting learning. However, if the rule infringes on the constitutional rights of a student, it will be judged by a higher standard, generally balancing the student's and the school's interests.

In addition to policy development, a board of education may become involved in student discipline when it is necessary to expel a student from school or deny admission to a student. In many districts, the board has delegated authority to an administrator or third party to hear an expulsion or denial of admission case. However, even when such authority is delegated, the student must be provided an opportunity to appeal a decision to expel or deny admission to the student. In those cases, the board of education acts as an impartial decision-maker, listening to the recommendations of the administration and the defense of the student, see C.R.S. §§ 22-33-105, 22-33-106. All parties, including the board, are often represented by legal counsel during the proceeding.



Policies on Special Education

"Special education" is a broad term used to describe the education of children with disabilities. Special education in Colorado is required and governed by a complex framework of statutes and regulations, most notably the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.), Section 504 of The Rehabilitation Act of 1973 (Section 504) (29 C.F.R. § 794), the Elementary and Secondary Education Act (ESEA) (20 U.S.C. § 6301), the Colorado Exceptional Children's Educational Act (ECEA), C.R.S. § 22-20-101 et seq., and the federal and state administrative regulations pertaining to these statutes.

This framework requires administrative units to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to public school students with disabilities. This has been interpreted by courts to require two things of public schools: (1) the school must substantially comply with the procedures set forth in the law, and (2) the school must offer an individualized education program (IEP) "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." *Endrew F. v. Douglas County School District*, 137 S.Ct. 988 (2017).

Who Receives Special Education?

"Children with disabilities" means students from 3 to 21 years of age who are unable to receive reasonable benefit from general education due to one or more of the statutorily-defined disability categories. Such children are eligible to receive special education and related services provided by administrative units pursuant to the IDEA and the ECEA. In addition, students may receive special education and related services pursuant to Section 504.

Administrative units are obligated to seek out and identify children who may have a disability and need special education. This is called "child find." The child find duty is triggered when the school district has reasonable suspicion to believe that a student is a "child with a disability." *D.T. by & through Yasiris T. v. Cherry Creek Sch. Dist. No. 5*, 55 F.4th 1268 (10th Cir. 2022). When an administrative unit identifies a child who may have a disability, the child must receive an initial evaluation performed by members of a school IEP team, subject to parental consent.

The components included in an initial evaluation are determined by the IEP team review of relevant "domains" of child functioning based on the perceived needs of the individual child. The IEP team must then determine if the child is eligible for special education services. Once the IEP team determines a child is eligible for special education services, the team, including the parent, must develop an IEP containing certain mandatory components, including educational programs and services designed to meet the child's individual needs. A child must be reevaluated at least every three years unless the administrative unit and the parent agree a reevaluation is unnecessary.

Private School Placement and Dispute Resolution

A child with a disability who is placed voluntarily by their parent in a private school does not have the same right to FAPE, or the procedural protections that accompany it, as a public school student. Rather, private school students as a group have a right, at a minimum, to a "proportionate share" of the administrative unit's federal funding under IDEA as determined by the "timely and meaningful consultation" process between the administrative unit and private school representatives.

Dispute Resolution

In the event of a dispute between the parent of a child with a disability and an administrative unit, the parent and the administrative unit have the right to an impartial due process hearing as set forth in the IDEA and the ECEA. In Colorado, an Administrative Law Judge (ALJ), conducts a due process hearing, much like a formal court proceeding. The ALJ considers the information and testimony offered by each side and issues a written decision. The IDEA mandates that the parents and administrative unit participate in a resolution session or mediation before a due process hearing is held, unless both parties waive the requirement.

If both parties agree, they may choose to participate in mediation, rather than filing a due process complaint. Mediation is an informal, voluntary process in which a neutral person assists the parties in communicating and exploring possible options for resolving conflict. The goal of special education mediation is to help the parties reach their own mutually acceptable resolution of the disputed issues related to a student's special education services.

In addition, the parties have the right to utilize the State Complaint process to resolve a dispute. Under that process, a State Complaints Officer (SCO) will conduct an informal investigation, considering the information and interviews of the parties involved, and issue a written decision.



Discipline of Students with Disabilities

The IDEA includes extensive provisions governing the discipline of children with disabilities. The regulations are based on the principle that a child should not be penalized for conduct that is a result of the child's disability or disabilities. Therefore, when a child with disabilities engages in misconduct and is subjected to disciplinary exclusion from school, administrative units must take certain steps to determine whether the conduct was a function of the child's disability. This is often referred to as a manifestation determination review (MDR).

Prior to removing a child with disabilities from school for more than 10 consecutive days or 10 cumulative days in one school year for disciplinary reasons, the administrative unit must conduct an MDR. If it is determined that the child's conduct was a manifestation of their disability, the child cannot be excluded from school. The IEP team should meet to identify additional actions and supports, including developing or reviewing the behavior intervention plan (BIP), to ensure the student's successful return to the placement from which the child was removed. The parent and administrative unit also may agree to a change of placement as part of reviewing the child's IEP and BIP. If it is determined that the child's conduct was not a manifestation of their disability, the child may be excluded from school consistent with the administrative unit's code of conduct and discipline policies. Importantly, administrative units must continue to provide FAPE to students with disabilities who have been excluded from school for disciplinary reasons.

In addition, a student may be unilaterally removed by the administrative unit and placed in an interim alternative placement in specific situations described in the law.

Special Education Policy Guidance

Discipline of students with disabilities is a complex process and administrative units should consult their legal counsel.

Policies on special education vary by the school district. CASB recommends that school boards adopt a general special education policy, which explains that the district provides special education to all students with disabilities in accordance with state and federal law. See CASB Sample Policy IHBA.

However, most details of special education procedures are not found in board-level policy, for several reasons. First, special education is the responsibility of administrative units, which are responsible for implementing special education services and which may or may not be an individual board (many administrative units are BOCES that offer special education services to several districts.) Second, the details of special education law are complicated and broad, making board-level policy not always appropriate.

For more information on special education in Colorado, visit the [CDE website \(https://www.cde.state.co.us/cdesped\)](https://www.cde.state.co.us/cdesped).

Policies on Technology

Technology continues to play a significant role in school district operations, from the use of district devices to the emergence of tools such as artificial intelligence (AI). As technology evolves rapidly, it may be advisable to maintain broad policy language that can accommodate future developments while still addressing current trends.

In light of the increasing presence of AI in schools, CASB has recommended updates to existing policies; specifically, (1) Policy JS (Student Use of Technology) and (2) Policy GBEE (Staff Use of Technology). CASB has not recommended the adoption of a separate policy focused solely on AI, as maintaining flexibility within existing technology policies is preferable. Districts are encouraged to focus on guiding principles and user conduct rather than the specifics of individual technologies.

Superintendents may choose to develop more detailed administrative regulations that address particular technologies. Boards and superintendents should also be aware that Policy JICDA (Code of Conduct) may be implicated by AI use but does not necessarily require specific revisions at this time.



Personnel Policies

Successful school districts are first about people. Quality instruction, sound fiscal management, visionary leadership, and effective governance cannot happen without a capable staff, beginning with the superintendent, and the policies and contracts necessary to carry forward the school district's mission. Before taking any personnel action consult school board policies.

Employment Practices

Board policies should include guidelines for the selection and appointment of personnel. It is the school board's responsibility, by official action, to approve the appointments of all instructional personnel who work for the district. The courts have held that while the administration may directly hire and terminate the employment of non-instructional personnel, the responsibility to hire and terminate the employment of instructional personnel belongs to the board and may not be delegated to others.

This does not mean that board members must be deeply involved in seeking out and screening teacher candidates. That is a proper administrative function. It does mean that the board must approve the appointment recommendations made by the superintendent or administrative staff regarding instructional personnel.

The superintendent is held accountable for the performance of all employees. Accordingly, it is important that he or she be given authority to select people the administration believes would be best suited to the positions. If the board feels a recommendation should not be accepted, the superintendent should provide another recommendation.

Employee Background Checks

Prior to the employment of any person, in accordance with state law, the district is required to conduct criminal history background checks and contact previous employers regarding an applicant's fitness for employment, see C.R.S. §§ 22-32-109(1)(f), 22-32-109.7, 22-32-109.8, 22-32-109.9, 22-32-122(4), 22-60.5-103. Licensed employees are fingerprinted during the licensure process with the Colorado Department of Education. In addition, pursuant to Colorado House Bill 19-1166 (effective April 18, 2019), an applicant must submit to a name-based criminal history record check if the fingerprint-based criminal history check reveals a record of arrest without disposition.

In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law. 15 U.S.C. § 1681 et seq. The district is required to conduct reference checks of applicants and to see that the applicants selected for classified positions are fingerprinted. Licensed employees are fingerprinted during the licensure process.

Negotiating Processes

Colorado law neither requires nor prohibits collective bargaining between the board and an employee union or association. In 1976, the Colorado Supreme Court ruled that a school district may enter into a master agreement with a group of employees on a collective basis. *Littleton Education Association v. Arapahoe County School District*, No. 6, 191 Colo. 411, 553 P.2d 793 (1976).

Colorado school districts use a variety of approaches for negotiation with employees, ranging from very informal models, often called "meet and confer," to more formal collective bargaining agreements. Boards that engage in collective bargaining with their teachers' union are bound by the Colorado Open Meetings Law and Proposition 104, which requires that negotiations related to collective bargaining and employment contracts (except an individual employee's contract) between school district and union representatives must take place in public, see C.R.S. § 24-6-402(4)(e)(II). However, school boards may convene in executive session "for the purpose of developing the strategy of the school district for negotiations related to collective bargaining or employment contracts," see C.R.S. § 24-6-402(4)(e)(III). Thus, a distinction between the "development of strategy" (permitted in executive session) and "discussion" (still prohibited in executive session) must be made by the school board in consultation with legal counsel.

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Educator Effectiveness

Colorado law imposes requirements for evaluating licensed personnel and altered tenure eligibility, many of which must be incorporated within district policy.

Teacher Employment, Compensation, and Dismissal Act of 1990

The Teacher Employment, Compensation, and Dismissal Act of 1990 (TECDA) is a comprehensive law that sets forth specific practices to be observed in the process of teacher employment and dismissal, see C.R.S. § 22-63-101 et seq. "Teacher" means any person who holds a teacher's license issued pursuant to the provisions of article 60.5 of this title and who is employed to instruct, direct, or supervise the instructional program.

"Teacher" does not include those persons holding authorizations and the chief administrative officer of any school district, see C.R.S. § 22-63-103(11).

This means that classroom teachers, as well as most principals, assistant superintendents, educators, are subject to the laws. TECDA excepts the superintendent and persons holding letters of authorization from the definition of "teacher." The key provisions in TECDA are as follows, and are incorporated in CASB Sample Policy GCO and Sample Regulation GCO-R.

Licensure

All persons who fall under the definition of "teacher" must have a teaching license or letter of authorization issued by the CDE. The board may not enter into a contract for instructional services with persons who do not have a teaching license or letter of authorization, see C.R.S. § 22-63-201. Further, the board may not order the payment of salaries to teachers if they do not have a current license or letter of authorization, see C.R.S. § 22-63-402.

Salary Schedules

School boards must adopt a salary schedule. This may be based on job description, job definition, performance demonstrated by the teacher, or a combination of the salary schedule and salary policy for teachers prior to or in conjunction with the adoption of the budget for the following fiscal year. All teachers must be compensated as provided in the salary schedule or policy. During the contract year, the board schedule or policy must remain in effect until changed or modified by the board. Additionally, the board cannot change the schedule or policy to reduce the salary of any teacher. A teacher's salary may be modified for any succeeding school year in accordance with the schedule or policy, but no teacher's salary may be reduced unless the new schedule or policy provides for a general reduction in the salaries of all teachers, see C.R.S. § 22-63-401(4). The law permits a reduction in salary if an individual's job classification is changed, the teacher is reassigned, or the teacher has been relieved of additional duties for which they received additional compensation, see C.R.S. § 22-63-401(3). It is advisable to consult legal counsel in such cases and whenever a change in the salary schedule or policy is contemplated.

Probationary Teachers and Non-renewal

A "probationary teacher" is a teacher who has not completed three consecutive years of demonstrated "effectiveness" or a non-probationary teacher who has two years of demonstrated "ineffectiveness", see C.R.S. § 22-63-103(7). That is, non-probationary status is earned after three consecutive years of demonstrated effectiveness; non-probationary status is lost after two consecutive years of less than effective ratings. Effective and ineffective, as well as partially effective and highly effective, are statutory terms that are defined by State Board of Education rules, see 1 C.C.R. 301-87.

A probationary teacher does not have the right to annual renewal of their teacher contract. The board of education has complete discretion when it reviews the annual contracts and decides which probationary teachers it wishes to re-employ, see C.R.S. §22-63-203. To preserve the concept of annual contracts, it is important that care be taken throughout board policies and procedures that no statements are made, either directly or indirectly, that would imply a probationary teacher's annual contract will automatically be renewed.



A probationary teacher shall be deemed to be re-employed for the next school year at the salary that they would be entitled to receive under the general salary schedule or policy unless the board of education formally votes not to renew the teacher's contract and notifies the teacher of its decision, in writing, prior to June 1 of the school year the teacher is employed, see C.R.S. § 22-63-203(3). This process of non-renewal requires the board to vote in a legally constituted public meeting not to re-employ the probationary teacher for the succeeding school year. The board also must take action to see that written notice is delivered to the individual teacher prior to June 1.

A probationary teacher who is notified of contract non-renewal may request and receive the reasons for non-renewal from the superintendent, see C.R.S. § 22-63-203(4)(b). Non-renewal may be based on any rational and bona fide cause or ground deemed sufficient and may not be based on the teacher's exercise of a constitutional or legally protected right. Given the technical requirements associated with non-renewal it is recommended that boards consult with legal counsel for guidance through the non-renewal process.

Dismissal Procedures

Dismissing a teacher is a complicated matter. Proceed only under the advice of legal counsel. It is important to distinguish between the terms "non-renewal" and "dismissal." As discussed above, "non-renewal" is the involuntary termination of employment of a probationary teacher by a board at the expiration of a specific contractual period; i.e., the process whereby the board takes appropriate action to establish that a probationary teacher shall not be re-employed for the following school year, see C.R.S. §§ 22-63-103(5), 22-63-203. "Dismissal" means the involuntary termination of employment of a non-probationary or probationary teacher for any reason other than a justifiable decrease in teaching positions during the school year while the teacher's annual contract is still in effect, see C.R.S. §§ 22-63-103(4), 22-63-301.

The legal grounds for dismissal of a teacher are physical or mental disability, incompetence, neglect of duty, immorality, unsatisfactory performance, insubordination, conviction of a felony (including acceptance of certain pleas or deferred sentence), or other good and just cause, see C.R.S. § 22-63-301.

TECDA provides specific procedures and timelines for teacher dismissals, see C.R.S. § 22-63-302. The superintendent should proceed with a teacher dismissal only under the direction and guidance of legal counsel. One can reasonably expect that the case will be challenged in court, alleging violations of TECDA's procedural requirements and/or on substantive grounds.

To initiate the dismissal process, the superintendent recommends to the board, at a board meeting, that the teacher be dismissed. Once the superintendent recommends dismissal, written notice of the intent to dismiss must be sent to the teacher. The teacher has the right to request a hearing before an impartial hearing officer. If the teacher does not request a hearing, the board may take action to dismiss the teacher at its next regular meeting or at a special meeting called for that purpose, see C.R.S. §§ 22-63-302(2)-(3).

The impartial hearing officer is to be selected jointly by the teacher and superintendent, with all expenses paid by the school district. The hearing shall be open to the public, unless either the teacher or superintendent requests a private hearing, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The superintendent bears the burden of proof, meaning they are required to prove that the recommendation for the dismissal of the teacher was for the reason(s) given in the notice of dismissal and that the dismissal was in compliance with the law, see C.R.S. §§ 22-63-302(4)-(8).

The hearing officer recommends either dismissal or retention. The board reviews the hearing officer's findings and recommendation, and subsequently may order, in writing, that the teacher be dismissed, retained, or placed on probation for one year. If the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall write a conclusion and reasons, which must be supported by the hearing officer's findings of fact. The teacher may appeal the board's dismissal by filing an action for review with the court of appeals, see C.R.S. §§ 22-63-302(9)-(10).

Subject to limited exceptions, the school district must continue to pay a teacher for up to 100 days after the dismissal recommendation has been accepted by the board for review. If a teacher's compensation is discontinued and the board ultimately takes action to retain the teacher, any compensation beyond the 100 days must then be paid to the teacher, see C.R.S. § 22-63-302(3). In addition, a teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board, see C.R.S. § 22-63-202(3).

The board may take immediate action to dismiss a teacher, without a hearing, when the teacher is found guilty of certain criminal offenses involving unlawful sexual behavior or sale of controlled substances, see C.R.S. § 22-63-302(11).



Reduction in Force

A board may cancel a teacher's employment contract during the contractual period if there is a justifiable decrease in the number of teaching positions, or a reduction in force (RIF).

Procedures for a RIF must be addressed in a contract between the board and employees, or in board policy, see C.R.S. § 22-63-202(3). Generally, a RIF occurs when there is a program change or a financial exigency to create a justifiable reduction in the number of teaching positions.

Boards must consider teachers' performance or merit, as reflected in their performance evaluations, when determining which contracts to cancel. Each school board's RIF policy or contract also must include consideration of length of service in the district and probationary and non-probationary status, but only after the consideration of merit and only if such consideration is in the best interest of students, see C.R.S. § 22-63-202(3).

Mutual Consent / Displacement

The concept of mutual consent affects school districts' ability to transfer non-probationary teachers who are displaced as a result of board action taken pursuant to a drop in enrollment, turnaround, phase-out, reduction in program, or reduction in building. Both the teacher and receiving school's principal must consent prior to the teacher's transfer. Mutual consent has limited application in smaller districts because the consent requirements only apply when a displaced teacher's transfer places them under the supervision of a new principal, see C.R.S. § 22-63-202(2)(c.5). Mutual consent is a complex process and districts should discuss these requirements with legal counsel before taking any personnel action.

Portability

Portability is a complex concept that allows a teacher to take their non-probationary status with them when the teacher is hired to teach in another school district so long as the teacher received an effective rating in two prior performance evaluations, see C.R.S. § 22-63-203.5. Portability took effect in the 2014-15 school year and could impact a district's hiring processes and decisions.

The statute is not clear as to when a teacher must assert the right to portability, and districts are encouraged to address this through policy language. CASB's sample policy states that a teacher seeking recognition of non-probationary status must do so either during the hiring process or within a short, defined period of time after hire.



Portability cannot be asserted by probationary teachers, and years of employment in a prior district do not transfer when a probationary teacher takes a job in another school district.

Portability is the right of the teacher; as such, a teacher may assert the right and provide appropriate documentation of their status, fail to assert the right, or voluntarily waive the right.

However, a 2021 Colorado Supreme Court case made clear that school districts cannot require teachers to waive their right to portability as a condition of employment. *Poudre Sch. Dist. R-1 v. Stanczyk*, 489 P.3d 743 (2021). As the issues regarding portability are complex, boards are encouraged to consult with local counsel on this issue.

Resignations

Resignations are not effective until acted upon by the board. When a licensed employee resigns or is dismissed under circumstances that may give rise to a loss of their professional license, the district has a mandatory duty to report this to the Commissioner of Education. The CDE then will follow its own procedures to determine whether the employee's license will be withdrawn.

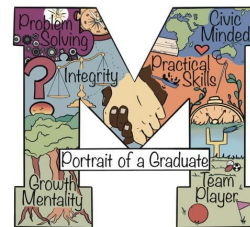
If an employee is dismissed or resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of the evidence, the district also must immediately notify the CDE and provide any information requested concerning the circumstances of the dismissal or resignation. Furthermore, the district cannot enter into a settlement agreement that would restrict the district from sharing any relevant information pertaining to the employee related to a conviction for child abuse or a sexual offense against a child with the CDE or another school district related to the incident upon which the dismissal or resignation was based, see C.R.S. § 22-32-109.7(3).

Employee Rights

Public school employees are entitled to a range of legal protections that are often reflected in district policy and may significantly affect district operations and workplace culture. These rights are shaped by evolving legislation and case law, and school boards are encouraged to stay informed about any developments.

Public employees may engage in personal religious expression, provided it is not part of their official duties and is not coercive. In *Kennedy v. Bremerton School District* (2022), the U.S. Supreme Court held that a coach's quiet, personal prayer after a game was protected by the First Amendment. The decision marked a shift in how courts may interpret religious expression by school employees.

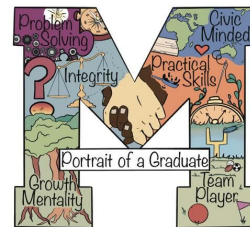
Employees retain First Amendment rights, though protections depend on the context. When speech occurs outside the scope of an employee's official duties, involves a matter of public concern, and does not cause substantial disruption, it is more likely to be protected. However, if the speech causes disruption in the school community or undermines student trust, the district may have grounds for disciplinary action. These situations can be highly fact-specific, and districts are advised to consult legal counsel when addressing employee speech issues. Employees have the right to a work environment free from unlawful discrimination and harassment. In Colorado, the POWR Act, enacted in 2021, expanded these protections by lowering the legal standard for bringing harassment claims and requiring updated policies and training. Boards should review current policies and procedures to ensure alignment with the POWR Act and to support a safe and inclusive workplace.



Mill Levy Oversight Committee (MLOC)

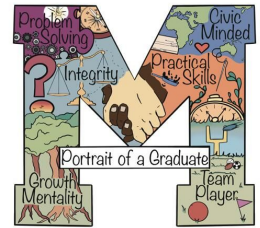
December 2025 - May 2026

Welcome!
Thank you for being a part of this
important work.



Mill Levy Oversight Committee (MLOC) Presentation to the BOE

Work Session April 6 2026



Recommendation: E2/E3 Combo

Certified

- 99% Mkt Ave (base \$46,350)
- 1.2% step & lane increases
- Base: 99% Mkt Ave

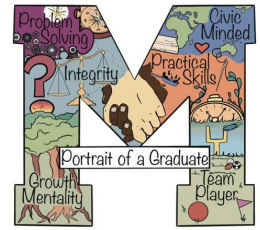
Classified

- 4 roles (student supports) 5% above Mkt Ave.
- 6 roles to Mkt Ave
- 3 roles already at Mkt Ave
- Dollar Increases

Admin/Director

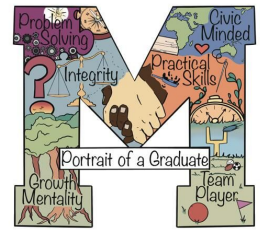
- 2 roles at/above mkt ave
- 7 roles at or above 95%
- Dollar Increases

February 20 - Action Items Completed



- Final refinements recommendations
 - Grouped “Classified Support” positions and “Operational Support”
 - Increased Bus Driver hourly - Hard to fill, student facing, student safety (5% above MAV)
 - Current summary reflects new hires and has placeholders for open positions at MA + Step 13 (max amount budget)
- MLOC management plan resolution draft language
 - Next Slide

Recommendations for MLOC Management



Resolution Draft Language

Yearly inflation increases:

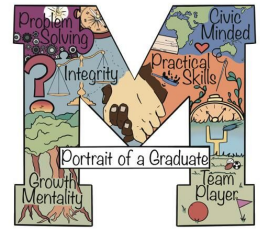
- Every January, the Mill Levy Oversight committee shall convene to review the inflation rate increase and the district's plan for Mill Levy distribution. A committee representative will report to the Board of Education an update at the February board meeting.

Fund balances:

- The Mill Levy funds are designed to be used in full for staff salaries, which offsets general fund expenses. In the case it fluctuates within the year the money will be distributed as follows:
 - \$0-\$2000: Rolled into reserves
 - \$2000 or more: Stipends will be distributed across the staff equally in the June paycheck.

“ESTABLISHING AN INDEPENDENT CITIZEN REVIEW COMMITTEE TO MONITOR AND REPORT TO THE COMMUNITY TO ENSURE THE TAXES ARE USED FOR THE PURPOSES IDENTIFIED IN THIS BALLOT MEASURE;”

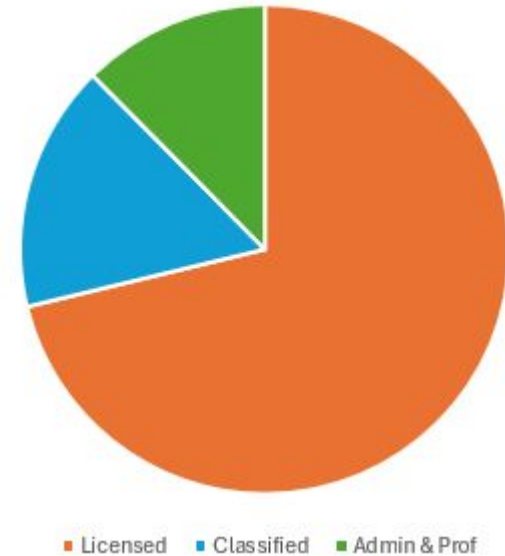
Mill Levy Distribution Summary



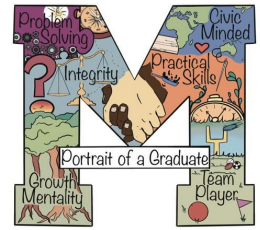
New staff mix for 26/27

Licensed	\$392,748	71%
Classified	\$ 90,178	16%
Admin & D'or	\$ 68,458	12%
TOTAL	\$551,384	100%

Total Distribution

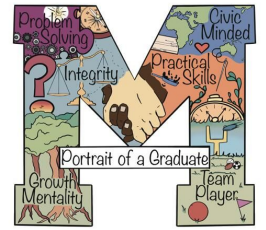


Items Outstanding for April 20



- Final public copies of salary schedules with notations completed
- Finish the Classified “Annual Salary” schedule view
- Send final drafts out for external review completed
- MLO Management Plan resolution drafted by legal

Questions, Discussions and Next Steps





Mancos School District RE-6
2026-2027

Steps	BA	BA+10	BA+20	BA+30	BA+40	MA	MA+10	MA+20	MA+30	MA+40	D	Steps
1	46,530	47,088	47,653	48,225	48,804	49,390	49,982	50,582	51,189	51,803	52,425	1
2	47,088	47,653	48,225	48,804	49,390	49,982	50,582	51,189	51,803	52,425	53,054	2
3	47,653	48,225	48,804	49,390	49,982	50,582	51,189	51,803	52,425	53,054	53,691	3
4	48,225	48,804	49,390	49,982	50,582	51,189	51,803	52,425	53,054	53,691	54,335	4
5	48,804	49,390	49,982	50,582	51,189	51,803	52,425	53,054	53,691	54,335	54,987	5
6	49,390	49,982	50,582	51,189	51,803	52,425	53,054	53,691	54,335	54,987	55,647	6
7	49,982	50,582	51,189	51,803	52,425	53,054	53,691	54,335	54,987	55,647	56,315	7
8	50,582	51,189	51,803	52,425	53,054	53,691	54,335	54,987	55,647	56,315	56,990	8
9	51,189	51,803	52,425	53,054	53,691	54,335	54,987	55,647	56,315	56,990	57,674	9
10	51,803	52,425	53,054	53,691	54,335	54,987	55,647	56,315	56,990	57,674	58,366	10
11	52,425	53,054	53,691	54,335	54,987	55,647	56,315	56,990	57,674	58,366	59,067	11
12	53,054	53,691	54,335	54,987	55,647	56,315	56,990	57,674	58,366	59,067	59,776	12
13	53,691	54,335	54,987	55,647	56,315	56,990	57,674	58,366	59,067	59,776	60,493	13
14	54,335	54,987	55,647	56,315	56,990	57,674	58,366	59,067	59,776	60,493	61,219	14
15	54,987	55,647	56,315	56,990	57,674	58,366	59,067	59,776	60,493	61,219	61,953	15
16	55,647	56,315	56,990	57,674	58,366	59,067	59,776	60,493	61,219	61,953	62,697	16
17	56,315	56,990	57,674	58,366	59,067	59,776	60,493	61,219	61,953	62,697	63,449	17
18	56,990	57,674	58,366	59,067	59,776	60,493	61,219	61,953	62,697	63,449	64,211	18
19	57,674	58,366	59,067	59,776	60,493	61,219	61,953	62,697	63,449	64,211	64,981	19
20	58,366	59,067	59,776	60,493	61,219	61,953	62,697	63,449	64,211	64,981	65,761	20
21	59,067	59,776	60,493	61,219	61,953	62,697	63,449	64,211	64,981	65,761	66,550	21
22	59,776	60,493	61,219	61,953	62,697	63,449	64,211	64,981	65,761	66,550	67,349	22
23	60,493	61,219	61,953	62,697	63,449	64,211	64,981	65,761	66,550	67,349	68,157	23
24	61,219	61,953	62,697	63,449	64,211	64,981	65,761	66,550	67,349	68,157	68,975	24
25	61,953	62,697	63,449	64,211	64,981	65,761	66,550	67,349	68,157	68,975	69,802	25
26	62,697	63,449	64,211	64,981	65,761	66,550	67,349	68,157	68,975	69,802	70,640	26
27	63,449	64,211	64,981	65,761	66,550	67,349	68,157	68,975	69,802	70,640	71,488	27
28	64,211	64,981	65,761	66,550	67,349	68,157	68,975	69,802	70,640	71,488	72,346	28
29	64,981	65,761	66,550	67,349	68,157	68,975	69,802	70,640	71,488	72,346	73,214	29
30	65,761	66,550	67,349	68,157	68,975	69,802	70,640	71,488	72,346	73,214	74,092	30

1.2% step & lane increase



Mancos School District RE-6
2026-2027

Steps	STUDENT SUPPORT				OPERATIONAL SUPPORT							
	ESS Para	Para	Bus Driver	Specialist	Dishwasher	Kitchen Helper	Kitchen Mgr	ELC	Custodian	Maintenance	Admin Asst	Asst Bus Mgr
1	20.03	17.73	23.75	25.00	17.60	17.60	18.00	18.62	17.74	19.98	19.30	25.23
2	20.29	17.99	24.01	25.26	17.86	17.86	18.26	18.88	18.00	20.24	19.56	25.49
3	20.55	18.25	24.27	25.52	18.12	18.12	18.52	19.14	18.26	20.50	19.82	25.75
4	20.81	18.51	24.53	25.78	18.38	18.38	18.78	19.40	18.52	20.76	20.08	26.01
5	21.11	18.81	24.83	26.08	18.68	18.68	19.08	19.70	18.82	21.06	20.38	26.31
6	21.41	19.11	25.13	26.38	18.98	18.98	19.38	20.00	19.12	21.36	20.68	26.61
7	21.71	19.41	25.43	26.68	19.28	19.28	19.68	20.30	19.42	21.66	20.98	26.91
8	22.01	19.71	25.73	26.98	19.58	19.58	19.98	20.60	19.72	21.96	21.28	27.21
9	22.31	20.01	26.03	27.28	19.88	19.88	20.28	20.90	20.02	22.26	21.58	27.51
10	22.65	20.35	26.37	27.63	20.22	20.22	20.62	21.24	20.36	22.60	21.92	27.85
11	22.99	20.69	26.71	27.98	20.56	20.56	20.96	21.58	20.70	22.94	22.26	28.19
12	23.33	21.03	27.05	28.33	20.90	20.90	21.30	21.92	21.04	23.28	22.60	28.53
13	23.67	21.37	27.39	28.68	21.24	21.24	21.64	22.26	21.38	23.62	22.94	28.87
14	24.01	21.71	27.73	29.03	21.58	21.58	21.98	22.60	21.72	23.96	23.28	29.21
15	24.39	22.09	28.11	29.44	21.96	21.96	22.36	22.98	22.10	24.34	23.66	29.59
16	24.77	22.47	28.49	29.85	22.34	22.34	22.74	23.36	22.48	24.72	24.04	29.97
17	25.15	22.85	28.87	30.26	22.72	22.72	23.12	23.74	22.86	25.10	24.42	30.35
18	25.53	23.23	29.25	30.67	23.10	23.10	23.50	24.12	23.24	25.48	24.80	30.73
19	25.91	23.61	29.63	31.08	23.48	23.48	23.88	24.50	23.62	25.86	25.18	31.11
20	26.33	24.03	30.05	31.56	23.90	23.90	24.30	24.92	24.04	26.28	25.60	31.53
21	26.75	24.45	30.47	32.04	24.32	24.32	24.72	25.34	24.46	26.70	26.02	31.95
22	27.17	24.87	30.89	32.52	24.74	24.74	25.14	25.76	24.88	27.12	26.44	32.37
23	27.59	25.29	31.31	33.00	25.16	25.16	25.56	26.18	25.30	27.54	26.86	32.79
24	28.01	25.71	31.73	33.48	25.58	25.58	25.98	26.60	25.72	27.96	27.28	33.21
25	28.47	26.17	32.19	34.04	26.04	26.04	26.44	27.06	26.18	28.42	27.74	33.67
26	28.93	26.63	32.65	34.60	26.50	26.50	26.90	27.52	26.64	28.88	28.20	34.13
27	29.39	27.09	33.11	35.16	26.96	26.96	27.36	27.98	27.10	29.34	28.66	34.59
28	29.85	27.55	33.57	35.72	27.42	27.42	27.82	28.44	27.56	29.80	29.12	35.05
29	30.31	28.01	34.03	36.28	27.88	27.88	28.28	28.90	28.02	30.26	29.58	35.51
30	30.77	28.47	34.49	36.84	28.34	28.34	28.74	29.36	28.48	30.72	30.04	35.97

1-4 steps	0.26
5-9 steps	0.30
10-14 steps	0.34
15-19 steps	0.38
20-24 steps	0.42
25+	0.46



Mancos School District RE-6
2026-2027

Steps	Bus. Mgr	Principal	Inst & Curr D'or	Deans	Ath/Act D'or	Ops	Food Srv	Tech /HR	RN
1	63,100	74,400	66,800	66,800	60,700	56,414	45,600	46,800	40,755
2	64,350	75,650	67,700	67,700	61,600	57,314	46,500	47,700	41,655
3	65,600	76,900	68,600	68,600	62,500	58,214	47,400	48,600	42,555
4	66,850	78,150	69,500	69,500	63,400	59,114	48,300	49,500	43,455
5	68,100	79,400	70,400	70,400	64,300	60,014	49,200	50,400	44,355
6	69,350	80,650	71,300	71,300	65,200	60,914	50,100	51,300	45,255
7	70,600	81,900	72,200	72,200	66,100	61,814	51,000	52,200	46,155
8	71,850	83,150	73,100	73,100	67,000	62,714	51,900	53,100	47,055
9	73,100	84,400	74,000	74,000	67,900	63,614	52,800	54,000	47,955
10	74,350	85,650	74,900	74,900	68,800	64,514	53,700	54,900	48,855
11	75,600	86,900	75,800	75,800	69,700	65,414	54,600	55,800	49,755
12	76,850	88,150	76,700	76,700	70,600	66,314	55,500	56,700	50,655
13	78,100	89,400	77,600	77,600	71,500	67,214	56,400	57,600	51,555
14	79,350	90,650	78,500	78,500	72,400	68,114	57,300	58,500	52,455
15	80,600	91,900	79,400	79,400	73,300	69,014	58,200	59,400	53,355
16	81,850	93,150	80,300	80,300	74,200	69,914	59,100	60,300	54,255
17	83,100	94,400	81,200	81,200	75,100	70,814	60,000	61,200	55,155
18	84,350	95,650	82,100	82,100	76,000	71,714	60,900	62,100	56,055
19	85,600	96,900	83,000	83,000	76,900	72,614	61,800	63,000	56,955
20	86,850	98,150	83,900	83,900	77,800	73,514	62,700	63,900	57,855
21	88,100	99,400	84,800	84,800	78,700	74,414	63,600	64,800	58,755
22	89,350	100,650	85,700	85,700	79,600	75,314	64,500	65,700	59,655
23	90,600	101,900	86,600	86,600	80,500	76,214	65,400	66,600	60,555
24	91,850	103,150	87,500	87,500	81,400	77,114	66,300	67,500	61,455
25	93,100	104,400	88,400	88,400	82,300	78,014	67,200	68,400	62,355
26	94,350	105,650	89,300	89,300	83,200	78,914	68,100	69,300	63,255
27	95,600	106,900	90,200	90,200	84,100	79,814	69,000	70,200	64,155
28	96,850	108,150	91,100	91,100	85,000	80,714	69,900	71,100	65,055
29	98,100	109,400	92,000	92,000	85,900	81,614	70,800	72,000	65,955
30	99,350	110,650	92,900	92,900	86,800	82,514	71,700	72,900	66,855

Steps \$1,250

Steps \$1,250

Steps \$900

Steps \$900

Steps \$900

Steps \$900

Steps \$900

Steps \$900

Steps \$900

BCB - School Board Member Conflict of Interest

Public office is a trust created in the interest of the common good and for the benefit of the people. A conflict of interest can arise when a public officer is unable to devote himself/herself with complete loyalty and singleness of purpose to the general public interest.

It is the intent of this policy to protect the public trust placed in directors of this school district. For purposes of this policy, the Board declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite and demonstrable and which is or may be in conflict with the public interest.

A Board member who has a personal or private interest in a matter proposed or pending before the Board shall disclose such interest to the Board, shall not vote on it and shall not attempt to influence the decisions of other Board members in voting on the matter.

However, if a Board member has complied with statutory disclosure requirements by notifying the secretary of state of an interest in the matter, the member may vote if participation is necessary to obtain a quorum or otherwise enable the Board to act. If a member votes under these circumstances, that member shall state for the record the fact and summary nature of the potential conflict of interest.

The written disclosure to the secretary of state shall list as applicable the amount of the member's financial interest, the purpose and duration of any services rendered, compensation received for services or such other information necessary to describe the interest.

NOTE: The Colorado Supreme Court has held that a local board of education has the authority to adopt a conflict of interest policy prohibiting district employment while serving on the Board. *Montrose County Sch. Dist. RE-1J v. Lambert*, 826 P.2d 349 (Colo. 1992). Accordingly, the following paragraph is optional language which may be included at the Board's discretion.

The Board considers it a conflict of interest for a Board member to also be employed by the district. Therefore, the Board shall not hire any of its members as an employee of the district nor shall the Board approve any compensation for a member for services rendered to the district as an employee except for services rendered to the Board as provided by law. [State law allows the Board to compensate certain officers of the Board for services rendered in the course of their official Board duties, including the Board secretary, assistant secretary, treasurer and assistant treasurer.] Therefore, an employee elected to the Board shall be required to relinquish employment with the district prior to taking office. Employees are encouraged to consider this prior to running for the Board.

Members may be reimbursed for authorized expenses in carrying out Board duties as provided by law.

The Board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest unless one or more of the following apply: 1. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures.

2. The merchandise is sold to the highest bidder at a public auction.
3. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money.
4. If, because of geographic restrictions, the district could not otherwise reasonably afford the contract because the additional cost to the district would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services.
5. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the secretary of state and to the Board.

Except as described above, a Board member shall not be a purchaser at any sale or a vendor for any district purchase made with non-federal funds.

NOTE: Federal law requires districts that receive federal funds to have "written standards of conduct covering conflicts of interest" applicable to Board members and the selection, award and administration of federally funded contracts. 2 C.F.R. 300.18(c). Thus, if the district receives federal funds, we recommend including the following section to meet this requirement.

Conflict of interest - federally funded transactions

Separate from state law and the Board's policies concerning the Board's standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of Board members whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG).

Under the UGG, a Board member shall not participate in the selection, award or administration of a contract supported by a federal award if the Board member has a conflict of interest as defined by the UGG.

A conflict of interest arises under the UGG when the Board member, any member of his or her immediate family, his or her business partner, or an organization which employs or is about to employ any of the aforementioned parties has a substantial financial or other interest in or would obtain a substantial tangible personal benefit from a firm considered for a contract.

In addition, the UGG prohibits Board members from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts that are federally funded, unless the gift is an unsolicited item of nominal value.

For purposes of this policy section only, "immediate family" means the Board member's spouse, partner in a civil union, children and parents. In determining whether a financial or other interest is "substantial," or whether anything solicited or accepted for private benefit is of "nominal value," the Board shall follow the standards of conduct and corresponding definitions applicable to local public officials under state law.

These minimum federal requirements are not waivable in connection with any transaction or contract to which they apply.

A Board member who violates the standards of conduct set forth in this policy's section may be subject to censure or other disciplinary action, in accordance with the Board's authority and state law.

Further Clarification regarding Board Member Conflict of Interest with intention to create public trust as follows:

1. A member of the Board shall not receive any compensation for services rendered to the district other than legally defined and authorized compensation for serving as a member of the Board. This provision shall not prohibit members from receiving reimbursement for authorized expenses incurred during the performance of board duties.

ADOPTED: April 22, 2022 (CASB Core Policy Adoption)

REVISED: June 9, 2025

LEGAL REFS.: 2 C.F.R. 200.318 (c) (Uniform Grant Guidance - written standards of conduct covering conflicts of interest required concerning the selection, award and administration of contracts supported by federal funds)

Colorado Constitution, Article X, Section 13

C.R.S. [22-32-109](#) (1)(y) (duty of board to adopt bylaws on conflicts of interest)

C.R.S. [24-18-109](#) (government rules of conduct)

C.R.S. [24-18-110](#) (voluntary disclosure)

C.R.S. [24-18-201](#) (standards of conduct - interests in contracts)

C.R.S. [24-18-202](#) (standards of conduct - interests in sales)

CROSS REFS.: [BC](#), School Board Member Conduct

[BCA-E-1](#), Code of Ethics for School Board Member

[BEDF](#), Voting Method

[BID/BIE](#), School Board Member
Compensation/Insurance/Expenses/Liability

[DJE](#), Bidding Procedures

[DKC](#), Expense Authorization/Reimbursement (Mileage and Travel)

BCA-E-1 - Code of Ethics for School Board Members

As a member of my local Board of education, I will strive to improve public education and to that end I will:

- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.
- Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- Encourage the free expression of opinion by all Board members and seek systematic communications between the Board and students, staff and all elements of the community.
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the superintendent.
- Communicate to other Board members and the superintendent expressions of public reaction to Board policies and school programs.
- Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards associations.
- Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff.
- Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain.
- Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable laws.
- Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Adopted: April 18, 2022 (CASB Core Policy Adoption)

BCA-E-2 Code of Ethics for School Board Members

The board and its members will conduct themselves lawfully with integrity and high ethical standards in order to model the behaviors expected of staff and students, to build public confidence and credibility, to build mutual respect and trust, and support the district's mission.

1. Board members will serve the interests of the citizens of the entire school district. Members recognize this responsibility to the whole to be greater than:
 - a. Any loyalty a member may have to any other advocacy or interest groups.
 - b. Loyalty based upon membership on other boards or staffs.
 - c. Conflicts based upon the personal interest of any Board member who is also a parent of a student in the district.
 - d. Conflicts based upon being a relative of an employee of the district.
2. Board members shall not attempt to exercise individual authority over the organization.
 - a. Members will not assume personal responsibility for resolving operational problems or complaints. Depending on the nature of the complaint, the complaint will be referred to the Superintendent or Board for investigation and resolution. The Board will create and annually review a complaint handling process.
 - b. Members will not attempt to personally direct any part of the operational organization.
 - c. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions. The Board will speak with one voice.
 - d. Members will not publicly express individual negative judgments about Superintendent or staff performance. Any such judgments of the Superintendent or staff performance will be expressed in executive session.
3. Members will communicate between and among themselves, and with stakeholders, in a manner that is open and constructive and that preserves the integrity of the Board and district.
4. Members will exercise personal discipline in the performance of their duties, including legal use of authority and appropriate decorum when acting as Board members.
5. A Board member may only be employed as an elected board member. Any other type of employee who is elected to the Board or who is appointed to fill a vacancy shall immediately resign his or her position as an employee or contractor.
6. Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in Executive Session.
7. The Board of Education recognizes the extenuating circumstance for any spouse (or former spouse) of an employee to have a conflict of interest (BCB) or be inappropriately influenced through the day to day operations of the district, therefore the Board of Education discourages spousal service with an elected Board of Education seat, thus the possibility of voting recusal and other hurdles impacting the efficiency of the board of education in its process and service to the community.

Adopted: June 9, 2025