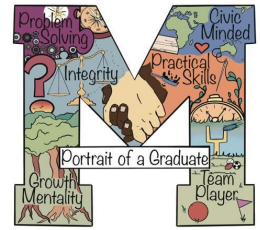


Work Session  
Monday, May 18, 2026 5:00 PM Mountain

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

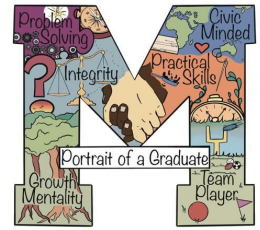
1. Establish Quorum
2. Approval of Agenda
3. Review Norms
4. Strategic Plan
5. Board- "Other" Work Session
6. Admin
  - 6.A. Calendar Review
7. Adjournment



# End of Year School Reports to the Board of Education

*May 18, 2026*

# Mancos School District Community Norms



Stay curious and kind.

Center the student experience.

Ensure all voices are heard and considered.

Be productive and solution-focused.

Assume positive intent and listen to understand.

Anchor conversations in evidence, data, and lived experience.

Show care for yourself and others.

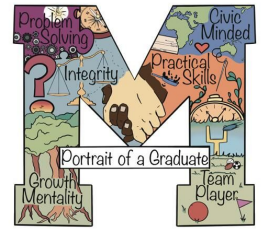
Enjoy the time together and have some fun!

# Agenda

Review of Goals

Individual School Reports

Discussion

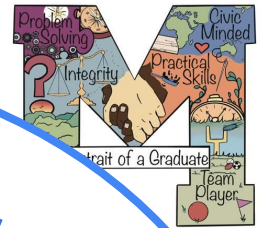


## Mancos Schools Mission Statement

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

## Mancos Schools Vision Statement

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.



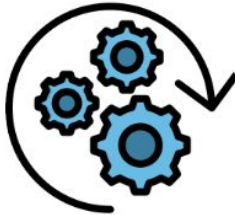
# 2025-26 District Goals



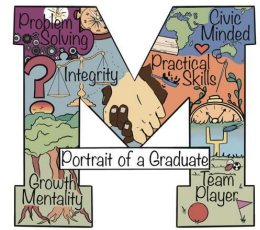
**Healthy Community:** We will cultivate a connected community where students, staff and families feel agency and belonging.



**Engaging Learning:** We will create learning environments that are rich with challenging, student-led learning experiences.



**Cohesive Systems:** We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.





## Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

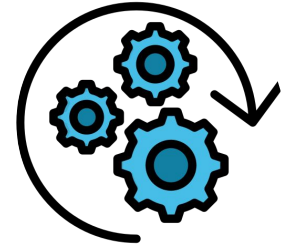
- ❖ Community-centered learning environments
- ❖ **Whole-child development and supports**
- ❖ **Proactive and restorative approaches**
- ❖ Inclusive parent-engagement
- ❖ **Culture of support and growth**



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

- ❖ **Cohesive and engaging instructional approach**
- ❖ **Aligned and articulated curriculum**
- ❖ Student-centered assessment practices
- ❖ Portrait of a Graduate integration
- ❖ Community, work and nature based learning experiences



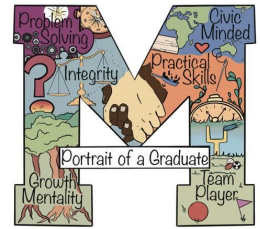
## Cohesive Systems

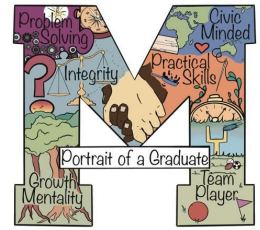
We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

- ❖ **Structures for input and shared-leadership**
- ❖ Purposeful and responsive communication plans
- ❖ Multi-tiered framework
- ❖ **Mission-aligned and transparent operations**
- ❖ Targeted professional growth cycles and support.

# School Presentations

1. Goal(s) & Key Actions
2. Results
3. Looking Forward





# Mancos Early Learning Center

# Goal & Actions



## Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

**Belonging is the foundation of learning.**

## MELC Healthy Community Focus

Strengthen relationships and a sense of belonging through outdoor play, shared experiences, and authentic community connections.

- Outdoor learning and community experiences
- Relationship-based practices and Conscious Discipline
- Family engagement and documentation
- Partnerships with local organizations and families



# Results



## The Language of Connection

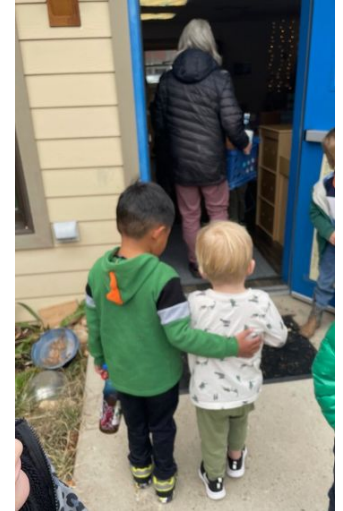
- Relationship-based practices supported emotional regulation and peer collaboration
- Family partnerships strengthened through communication, documentation, and community events
- Children developed a stronger sense of belonging within classroom and community spaces

Add School Climate data



### Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.



# Looking Forward



- Continue expanding community-based learning experiences
- Deepen family partnerships and visibility of learning
- Strengthen PK–2 alignment around belonging and regulation
- Continue building environments where children feel agency, safety, and connection

*Children thrive when they feel connected to people, place, and community.*



## **Healthy Community**

We will cultivate a connected community where students, staff and families feel agency and belonging.



# Goal & Actions



**Goal:** MELC students demonstrate positive developmental growth in language, literacy, mathematics, problem-solving, and social-emotional development through meaningful, student-centered learning experiences.

Children learn through play, inquiry, relationships, and real experiences.

## MELC Focus

Extend children's curiosity and inquiry through hands-on, real-world learning connected to the world around them.

## At MELC, engaging learning looks like:

- project-based investigations
- storytelling and dramatic play
- construction and design
- sensory exploration
- documentation and reflection
- community-connected learning



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

***Teaching Strategies GOLD  
guides observation, planning,  
and individualized instruction.***

# Actions: The Languages of Learning at MELC

## The Language of Building

Children tested ideas, solved problems, designed structures, and learned through hands-on exploration and collaboration.

- Constructing ideas together
- Learning through design and problem-solving
- Testing, revising, and creating
- Building persistence through play

*“One side can be Sonic’s house and one side can be a castle.”*



### Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.



# Actions: The Languages of Learning at MELC

## The Language of Storytelling

Children used dramatic play, drawing, conversation, dictation, and imagination to communicate their thinking and make meaning.

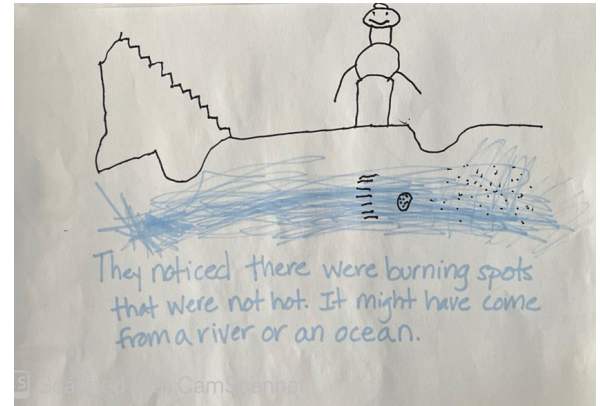
- Sharing ideas through stories and play
- Using imagination to build understanding
- Communicating thinking in many ways
- Giving voice to ideas and experiences

*"I will draw you inspiration."*



### Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.



# Actions: The Languages of Learning at MELC

## The Language of Wonder

Children asked questions, investigated materials, revisited ideas, and explored the world with curiosity and creativity.

- Curiosity leading learning
- Investigating the world together
- Asking questions and seeking meaning
- Learning through exploration and inquiry



### Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.



# Actions: The Languages of Learning at MELC

## The Language of Connection

Children developed friendships, practiced empathy, navigated challenges, and built a sense of belonging within their classroom and community.

- Learning together through relationships
- Building belonging and community
- Navigating friendships and shared experiences
- Growing through connection and collaboration



### Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.



# Results



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

## TS GOLD Growth Highlights

- Literacy average growth: **16.9**
- **94%** met/exceeded literacy growth expectations
- Mathematics average growth: **11.2**
- **83%** met/exceeded mathematics growth expectations
- Overall developmental areas met expected growth ranges
- Full end of year [data available here](#)

Area	Average Growth	Meeting/Above Growth
Literacy	16.9	94%
Mathematics	11.2	83%

*These outcomes reflect the power of inquiry-based, relationship-centered, developmentally appropriate learning.*

# Looking Forward



- Continue making learning visible through documentation and reflection
- Expand project-based and community-connected learning experiences
- Strengthen PK–2 conversations around inquiry and developmentally appropriate practice
- Continue refining individualized instruction through observation and assessment
- Explore additional ways children communicate learning through the “languages” of play, art, movement, storytelling, construction, and collaboration



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

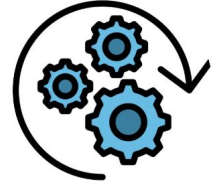


# Goal & Actions



Develop clear, connected PK–2 systems that reflect our values and create consistent experiences for children, families, and staff.

- PK–2 collaboration and transition work
- Alignment with district goals and Portrait of a Graduate
- NAEYC and Colorado Shines systems alignment
- Reflective coaching and professional learning
- Consistent communication and documentation systems



## **Cohesive Systems**

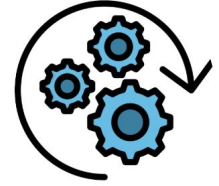
We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

# Results



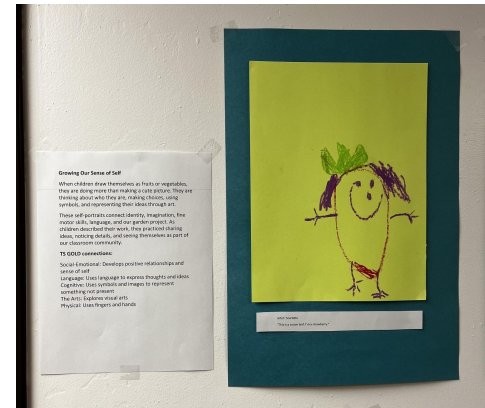
Aligning systems with children, families, and learning.

- Maintained NAEYC Accreditation +
- Maintained Colorado Shines Level 4 rating
- Increased intentional use of observation and reflection
- Expanded shared language around developmentally appropriate practice



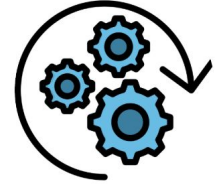
## Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.



# Looking Forward

- Continue strengthening PK–2 alignment and transitions
- Build sustainable systems for coaching, reflection, and collaboration
- Increase visibility and understanding of early childhood learning across the district
- Continue aligning instructional practices with district goals and Portrait of a Graduate competencies



## Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

*Our work is rooted in the belief that children are capable, curious, and full of potential.*

Dear ...,

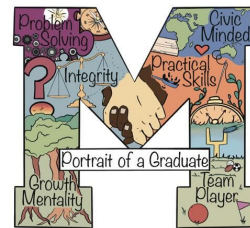
One morning, we sat together at the table talking about our farm stand project. I told you I was going to grab photos of different farm stand signs for inspiration as we thought about what our own sign might become.



Without hesitation, you looked at me and said, "I will draw your inspiration."

You quickly gathered pink paper and colored pencils and got to work. But this was not simply drawing to you. This was an experience you were creating.

You instructed me not to look while you worked, though you kindly allowed me to make guesses along the way. You gave me clues and encouraged me to pay attention to the colors you were choosing. I guessed and guessed while you smiled and continued creating, carefully protecting your work until it was time for what you called "the big reveal."



# Mancos Elementary School

# Goal & Actions



Creating community for elementary students and staff.

Creating community circles for elementary students builds a safe, inclusive environment that strengthens relationships, boosts social-emotional skills (like empathy and active listening), and gives every child a voice. These daily or weekly gatherings, often featuring a talking piece and a centerpiece, help students manage emotions, resolve conflicts, and feel connected



## Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

# Goal



## Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

## MES - Circle Guidelines

Our Circle Norms	Our Goals	Circle Up Prompt
<p><b>Sacred Circle</b></p> <ul style="list-style-type: none"><li>● Everyone Participates</li><li>● One person talks at a time</li><li>● Listen to understand</li><li>● Speak from the heart</li><li>● What goes in Circle stays in Circle</li></ul>	<p><b>What it is:</b> All students and teachers in the class sit together in a circle in order to give equal voice to all participants. It starts with a reading and quick discussion of the reading's lesson. Then each participant is asked to respond to a prompt/question that is inspired by the reading.</p> <p><b>What is the Purpose:</b></p> <ol style="list-style-type: none"><li>1. To give students in the class who are frustrated by other students' "unexpected actions" a chance to be heard, and another opportunity to be a part of a positive group.</li><li>2. Build a stronger community within</li></ol>	<p>Each student shares their thoughts....or can pass</p> <p>Gives students a chance to have a voice</p> <p>Learn how to build community with each other</p>

# Action - Example

## The Obstacle in Our Path (Inspirational Short Stories)



### Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

In ancient times, a King had a boulder placed on a roadway. He then hid himself and watched to see if anyone would move the boulder out of the way. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many people loudly blamed the King for not keeping the roads clear, but none of them did anything about getting the stone out of the way. A peasant then came along carrying a load of vegetables. Upon approaching the boulder, the peasant laid down his burden and tried to push the stone out of the road. After much pushing and straining, he finally succeeded. After the peasant went back to pick up his vegetables, he noticed a purse lying in the road where the boulder had been. The purse contained many gold coins and a note from the King explaining that the gold was for the person who removed the boulder from the roadway.

Tell us of a challenge you are currently facing and how you are trying to overcome it.

Moral of the story: Every obstacle we come across in life gives us an opportunity to improve our circumstances, and whilst the lazy complain, the others are creating opportunities through their kind hearts, generosity, and willingness to get things done.

# Action/Results

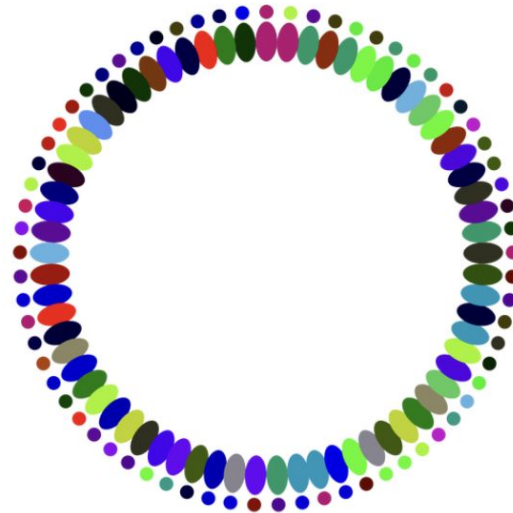


## Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

## Circle Up for Debrief

1. How do you feel?
2. What did you notice?
3. What value are you taking away?
4. What did you learn?
5. How do/might you connect this experience with your life?



# Results



Elementary SEL circles (community/restorative) build trust, empathy, and social skills by gathering students for daily check-ins, using talking pieces, and conducting shared discussions. Proven to enhance school climate, these practices improve relationships, reduce conflict, and help students feel safe, connected, and heard.

- Two newsletters were sent to parents about these circles, sharing explanation of circles and offering opportunities to discuss with their students at home.



## Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

# Looking Forward



## CREW - Character Strong

*Every student, every teacher is connected to a Crew.*

*Consistent Crew time built into schedule:*

- *ES: Every morning*

*Crew time is aligned and progressive*

- *SEL Scope and Sequence*
- *Community building*
- *Reflection and goal setting*

***Character Strong*** will pull in our *Characteristic of the Week* and work on *community building circles* on a daily basis in the Elementary



### Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

# Goals and Actions

**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.








**Engaging Learning**

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

**OBJECTIVE 4A:** Achieved beyond expected growth AND/OR more than 80% of these students score in the 50th percentile or above in reading and math.

## Reading

Mancos Elementary School

School Profile		<b>Growth and Achievement Overview</b>	
		Mancos Elementary School   Reading	
Grade		Number of Students ⓘ	
All Grades	<p><b>Growth</b> Median and Distribution</p>  <p><b>Achievement Fall 2025-2026</b> Median and Distribution</p>  <p><b>Achievement Spring 2025-2026</b> Median and Distribution</p> 	199	
<p><b>Percentiles Key</b> ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● &gt;80<sup>th</sup></p>			

# Goal & Actions

**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

## Math

Mancos Elementary School

**OBJECTIVE 4A:** Achieved beyond expected growth AND/OR more than 80% of these students score in the 50th percentile or above in reading and math.

School Profile	
<b>Growth and Achievement Overview</b>	
Mancos Elementary School   Math K-12	
Grade	Number of Students ⓘ
All Grades	197
<b>Growth</b> Median and Distribution 	
<b>Achievement Fall 2025-2026</b> Median and Distribution <b>Achievement Spring 2025-2026</b> Median and Distribution 	
<b>Percentiles Key</b> ● 1st - 20 <sup>th</sup> ● 21st - 40 <sup>th</sup> ● 41st - 60 <sup>th</sup> ● 61st - 80 <sup>th</sup> ● >80 <sup>th</sup>	

# Goal & Actions

**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

## Language Usage

**OBJECTIVE 4A:** Achieved beyond expected growth AND/OR more than 80% of these students score in the 50th percentile or above in reading and math.

### Mancos Elementary School

School Profile

#### Growth and Achievement Overview

Mancos Elementary School | Language Usage

Grade		Number of Students <sup>1</sup>
All Grades	<p><b>Growth</b> Median and Distribution</p> <p><b>Achievement Fall 2025-2026</b> Median and Distribution</p> <p><b>Achievement Spring 2025-2026</b> Median and Distribution</p>	142

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

# Results

Students demonstrate mastery and positive longitudinal growth in reading and math through a combination of mastery-based learning (achieving proficiency in specific skills before moving on) and longitudinal tracking (measuring progress over time).

A systematic review and data dive by our teachers has created a sense of what may be working and what may not. What kind of changes can be made in the classroom setting to help students with their academic growth and success?



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

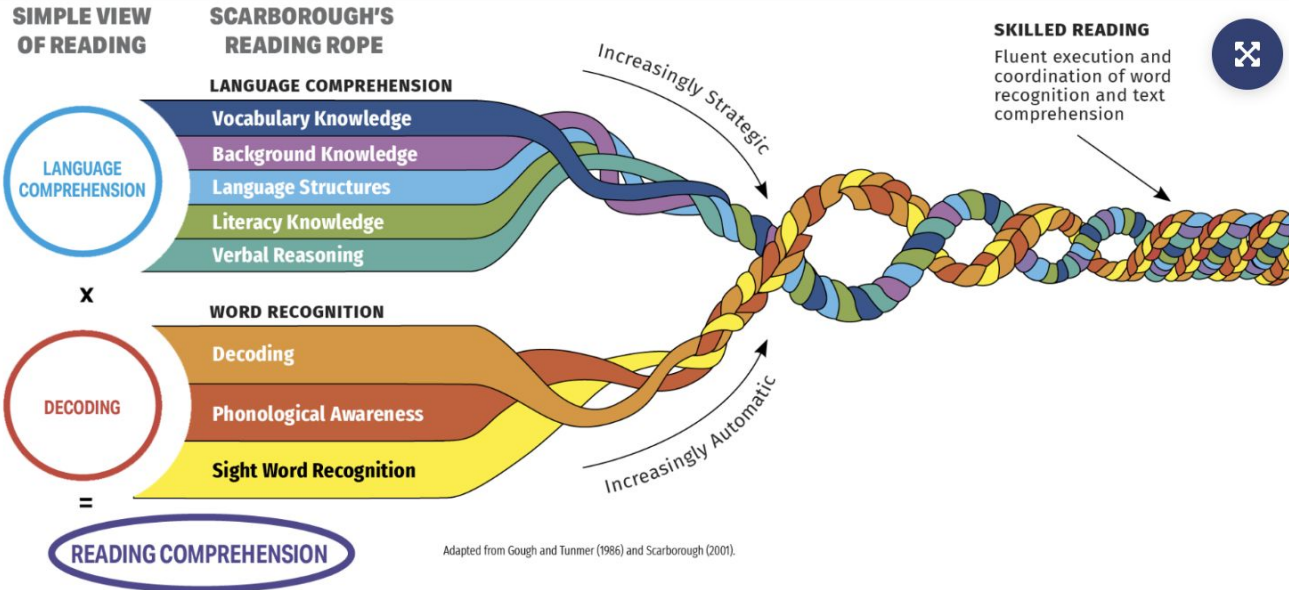
# Looking Forward

- 2nd Year - Implementation of i-Ready Math & systematic data dive for teachers.
- Rediscovery of Benchmark Advance PD



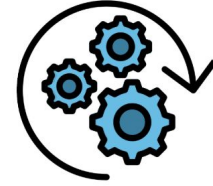
## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.



# Goal: SEL & Behavior

Ultimate Goal is Common Language, teaching skills, and Building Community



## Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.



Belonging- everyone feels accepted for who they are, where they come from, how they identify, and their life experience.

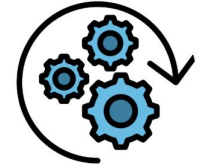
Dignity- Given. Self worth and value. Respect is earned.

Accountability - Ownership of conflict goes to those who caused it. Equal parts harmer and harmed. All voices are heard. Consequences involve repairing the harm done and changing behavior.

Making Community Whole - The hard work to reintegrate harmer back, create safety, and teach understanding and empathy.

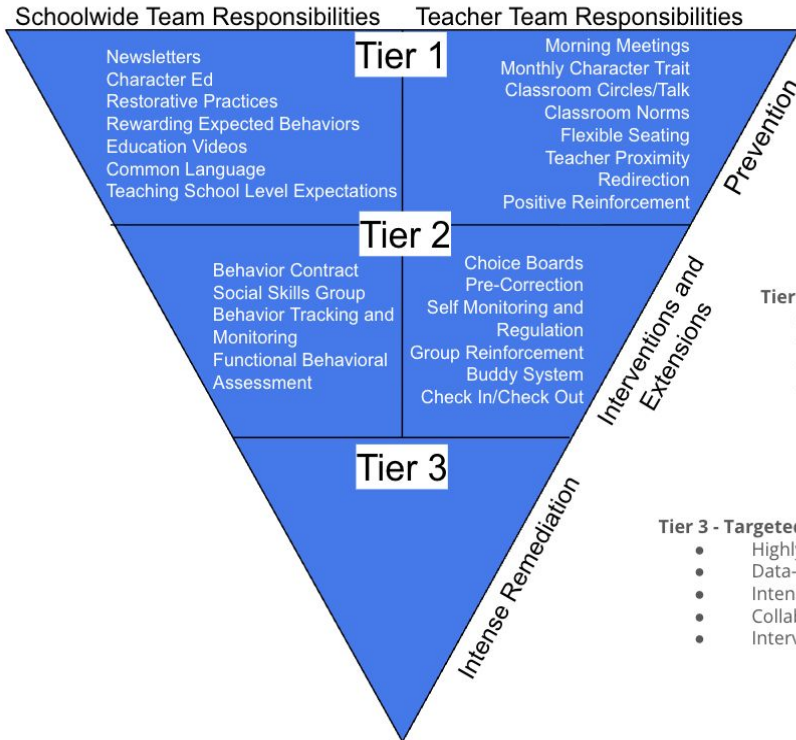
# Goal & Actions

## ID School Wide/Teacher Team Responsibilities



### Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.



#### Tier 1 - Universal Supports for ALL students

- Provided to all students in all settings
- Focuses on prevention
- Taught explicitly and modeled regularly

#### Tier 2 - Targeted Supports for about 10-15% of student population

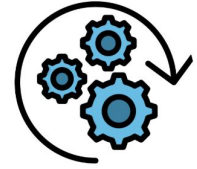
- Interventions are efficient and quickly implemented
- Data-Driven
- Still accessing Tier 1 supports
- Interventions delivered by small teams

#### Tier 3 - Targeted Supports for about 1-5% of student population

- Highly individualized
- Data-Driven
- Intensive progress monitoring
- Collaborative services
- Interventions sustained over time and revised often

# Goal & Actions

## Tier I - Prevention= Concentration 25-26



### Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

**MANCOS**  
SCHOOL DISTRICT

**REMEMBER- ALL BEHAVIOR IS A COMMUNICATION METHOD.  
EMPLOYING THESE STRATEGIES SUPPORT PREVENTION OF  
BEHAVIOR WITH STUDENT:**

#### SCHOOLWIDE TEAM RESPONSIBILITIES

Clear Schoolwide Expectations  
Shared Language  
Family Connection  
Recognition System  
Character Trait Values  
Restorative Approach

#### TEACHER TEAM RESPONSIBILITIES

Relationships & Belonging  
Predictable Structure & Routines  
Engagement, Regulation & Access  
Positive Reinforcement & Feedback  
Family Connection  
Clear Classroom Expectations

TIER 1

PREVENTION

# Goal & Actions



## Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

## Tier 1

### School-Wide Expectations

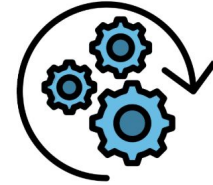
- Clearly defined behavior expectations (e.g., *Be Respectful, Be Responsible, Be Ready*)
- Expectations posted in all common areas (hallways, cafeteria, playground)
- School-wide routines taught, modeled, and reinforced regularly
- Positive school climate initiatives (morning announcements, assemblies, recognition programs)
- Consistent discipline system with common language across staff
- Regular data review (office discipline referrals, attendance patterns)

### Classroom Expectations

- Classroom-specific rules aligned with school-wide expectations
- Predictable routines for transitions, work time, entry/exit, materials use
- Clear, positively stated rules posted and taught explicitly
- Active supervision (scanning, moving, interacting)
- High rates of positive reinforcement (behavior-specific praise)
- Engaging, instruction to reduce problem behavior
- Preventative strategies (seating arrangements, structured choices)

# Results

## 1st - Teacher reminds student of Expected Behavior



### Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

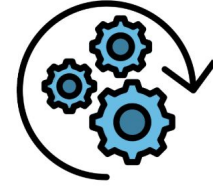
#### Warning 1- Remind

<b>Name:</b>	<b>Staff:</b>	<b>Date:</b>	<b>Start Time: Stop Time:</b>	<b>Grade:</b>
--------------	---------------	--------------	-----------------------------------	---------------

<b>Location:</b>	Classroom	Hallway	Playground	Cafeteria	Bus/Loading Zone	Gym	Restroom
	Library	Special Event/Field Trip	Other: _____				
<b>Minor Behavior: Choose One</b>	<b>Major Behavior: Choose One</b>						
<b>Possible Motivation:</b>	Obtain Peer Attention	Obtain Items/Activities	Obtain Adult Attention	Other			
	Avoid Peer Attention	Avoid Tasks/Activities	Avoid Adult Attention	Unknown			
<b>Others Involved:</b>	None	Peers	Teacher	Staff	Substitute	Unknown	Other
<b>Action Taken:</b>	Reset Time	Conference w/ Student	Loss of Privilege	Restorative Practice			
<b>Notes:</b>	_____						
	_____						

# Results

## 2nd - Reteach student the Expected Behavior



### Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

#### Warning 2- Reteach

<b>Staff:</b>	<b>Date:</b>	<b>Start Time:</b> <b>Stop Time:</b>
---------------	--------------	---

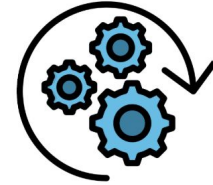
<b>Location:</b>	Classroom	Hallway	Playground	Cafeteria	Bus/Loading Zone	Gym	Restroom
	Library	Special Event/Field Trip	Other: _____				
<b>Minor Behavior: Choose One</b>	<b>Major Behavior: Choose One</b>						
<input type="text"/>							
<b>Possible Motivation:</b>	Obtain Peer Attention	Obtain Items/Activities	Obtain Adult Attention	Other			
	Avoid Peer Attention	Avoid Tasks/Activities	Avoid Adult Attention	Unknown			
<b>Others Involved:</b>	None	Peers	Teacher	Staff	Substitute	Unknown	Other
<b>Action Taken:</b>	Reset Time	Conference w/ Student	Loss of Privilege	Restorative Practice	Add'l Support		
<b>Notes:</b>	_____						
	_____						

**Parent Contact:** Date \_\_\_\_\_ Spoke with: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Notes:** \_\_\_\_\_  
\_\_\_\_\_

# Results

## 3rd - Office Discipline Referral



### Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

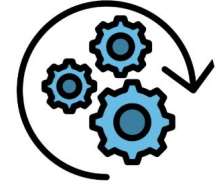
### Office Discipline Referral Form

<b>Name:</b>	<b>Staff:</b>	<b>Date:</b>	<b>Start Time: Stop Time:</b>	<b>Grade:</b>
--------------	---------------	--------------	-----------------------------------	---------------

<b>Location:</b>	Classroom	Hallway	Playground	Cafeteria	Bus/Loading Zone	Gym	Restroom
	Library	Special Event/Field Trip	Other: _____				
<b>Minor Behavior: Choose One</b>	<b>Major Behavior: Choose One</b>						
<b>Possible Motivation:</b>	Obtain Peer Attention	Obtain Items/Activities	Obtain Adult Attention	Other			
	Avoid Peer Attention	Avoid Tasks/Activities	Avoid Adult Attention	Unknown			
<b>Others Involved:</b>	None	Peers	Teacher	Staff	Substitute	Unknown	Other
<b>Notes:</b>	_____						
	_____						
	_____						
	_____						

# Results

## 3rd - Office Discipline Referral cont'



### Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

#### Admin Only

**Action Taken:** Detention    Alternative Placement    Loss of Privilege    Out-of-School Suspension \_\_\_ days  
Restorative Practice    Individualized Instruction    In-School Suspension \_\_\_ days    Other \_\_\_\_\_  
**Seclusion/Restraint:**    No    Seclusion    Restraint    Both

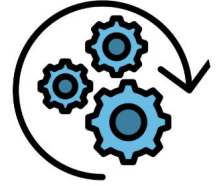
**Admin Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Parent Contact:** Date \_\_\_\_\_ Spoke with: \_\_\_\_\_ Admin/Dean: \_\_\_\_\_

# Looking Forward



- Creating an SEL space
- Usage of Student Advocate (Brad) in a more strategic way
- Continue to work on understanding of how some students behaviors/emotional outbursts are a means of communication
- To continue a deep dive into the into SEL & Behavior systems
- Looking for opportunities to develop tier 2 or tier 3 interventions for students



## **Cohesive Systems**

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

# Goals

## Create a Elementary Leadership Team

- The Leadership Team exists to strengthen school culture, improve school wide systems, and support consistent practices that benefit all students and staff. The team serves as a collaborative forum for staff voice and shared leadership. The leadership Team is not evaluative and does not address individuals or individual performances.
- Decision - Making - The Leadership Team serves as an advisory capacity, providing recommendations and feedback to administration.



### **Cohesive Systems**

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

# Goals

## Create a Elementary Leadership Team



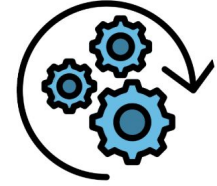
### **Cohesive Systems**

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

- Leadership Team Members are responsible for:
  - Sharing relevant information with colleagues
  - Bringing staff questions or feedback to the team
  - Communicating updates and outcomes after meetings

# Results

Our team consisted of a teaching representative of: K-1 grade level  
2nd-3rd grade level  
4th - 5th grade level  
ESS Representative  
Specials Representative  
Dean of Students  
Principal



## **Cohesive Systems**

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

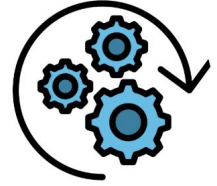
We met 3 times this Spring; February, March, April.

Will result in distributing leadership, these teams foster a collaborative environment, moving away from top-down management to shared responsibility, which supports the school's overall success.

# Looking Forward

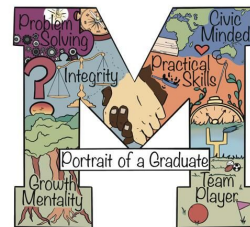


- Starting the year off with our Leadership Team established
- Improved communication before and after meeting
- Working on staff shared ideas



## **Cohesive Systems**

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.



# Mancos Secondary

# Goal & Actions



## Team Driven Shared Leadership

- Work to have a healthy community of educators that have a voice in decisions for the school



## Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

# Results

## Middle School:

- Redefined X Block (8th hour)

## High School:

- Restructuring Finals



### Healthy Community

We will cultivate a connected community where students, staff and families feel agency and belonging.

# Looking Forward



- Further growth and development of school leadership team and active participation within school meetings.
- Crew - developing staff crew
- Continued work on 8th hour and finals
- Instructional model input
- Cell phone policy



## **Healthy Community**

We will cultivate a connected community where students, staff and families feel agency and belonging.

# Goal & Actions



**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

- **Middle School:**

- Students in grades 6-8 demonstrate 50% percentile or above on the NWEA/MAPs conditional growth index in reading and math each year indicating they have met expected growth AND/OR 80% of these students score in the 50th percentile or above in reading and math.

- **High School:**

- Students in grades 9-11 demonstrate 50% percentile or above on the NWEA/MAPs conditional growth index in reading and math and each year indicating they have met expected growth AND/OR 80% of these students score in the 50th percentile or above in reading and math.



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

# Results



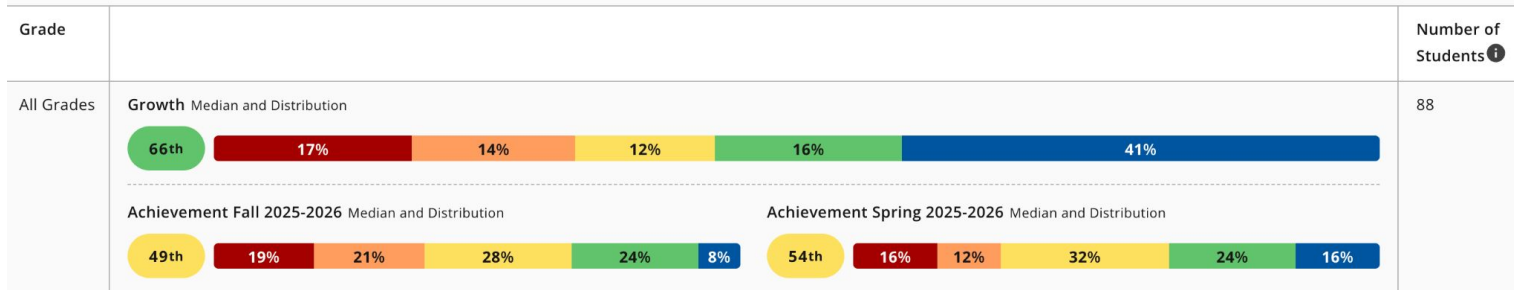
## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

## Middle School Reading

Mancos Middle School | Math K-12



Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2025-2026  
Tested Fall 2025-2026 - Spring 2025-2026

# Results



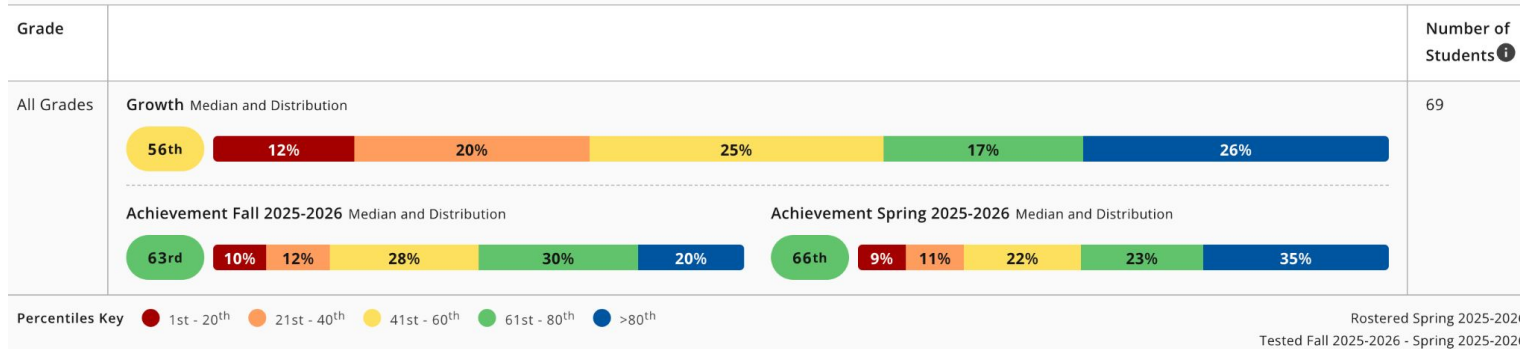
## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

## High School Reading

Mancos High School | Reading



Rostered Spring 2025-2026  
Tested Fall 2025-2026 - Spring 2025-2026

# Results



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

## Middle School Math

Mancos Middle School | Reading

Grade		Number of Students <span>i</span>
All Grades	<p><b>Growth</b> Median and Distribution</p> <p><b>Achievement Fall 2025-2026</b> Median and Distribution      <b>Achievement Spring 2025-2026</b> Median and Distribution</p>	100

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2025-2026  
Tested Fall 2025-2026 - Spring 2025-2026

# Results



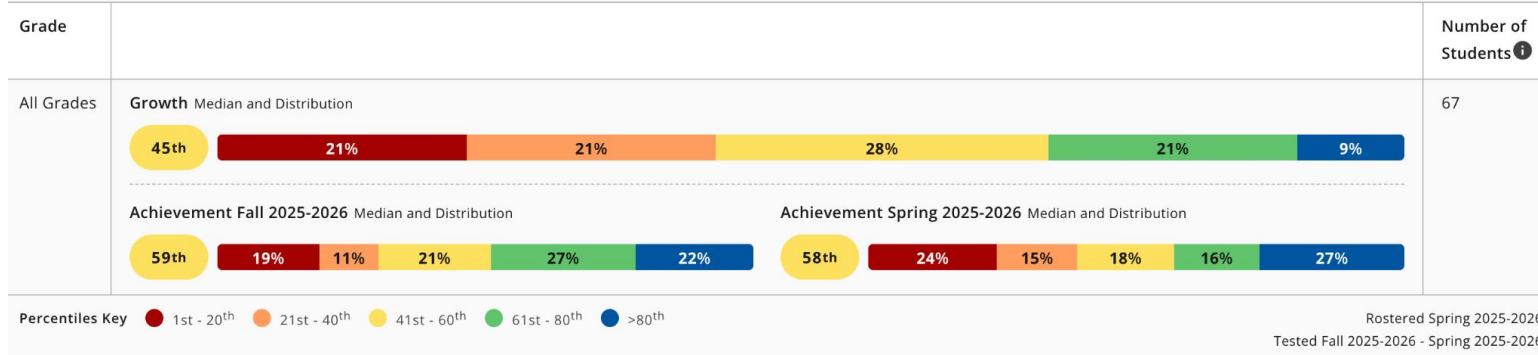
## Engaging Learning

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**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

## High School Math

Mancos High School | Math K-12



Rostered Spring 2025-2026

Tested Fall 2025-2026 - Spring 2025-2026

# Results



## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

## Middle School Language Usage

Mancos Middle School | Language Usage

Grade		Number of Students <sup>i</sup>
All Grades	<b>Growth</b> Median and Distribution	102
	<div style="display: flex; justify-content: space-between;"> <div> <b>Achievement Fall 2025-2026</b> Median and Distribution  </div> <div> <b>Achievement Spring 2025-2026</b> Median and Distribution  </div> </div>	

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2025-2026  
Tested Fall 2025-2026 - Spring 2025-2026

# Results



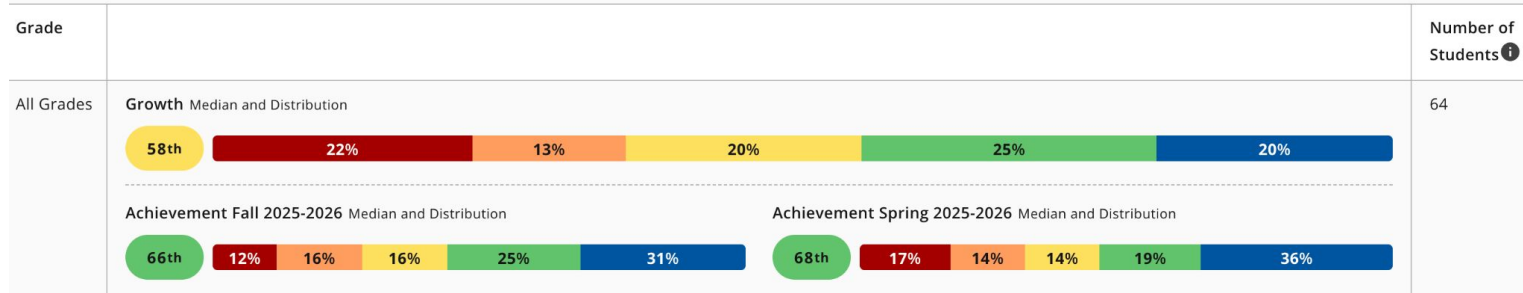
## Engaging Learning

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

**Goal:** Mancos School District students demonstrate mastery and/or positive longitudinal growth in reading and math.

## High School Language Usage

Mancos High School | Language Usage



Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2025-2026  
Tested Fall 2025-2026 - Spring 2025-2026

# Looking Forward



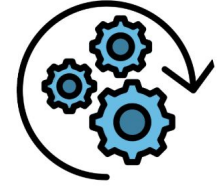
- Looking for opportunities to develop tier 2 or tier 3 interventions for secondary students
- Continue to utilize Professional Learning Community (PLC) cycles
- New secondary math curriculum implemented



## **Engaging Learning**

We will create learning environments that are rich with challenging, student-led learning experiences everyday.

# Goal & Actions



## Cohesive Systems

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

## Goal: Unified front on cell phone procedure

- Shared responsibility with staff to support protocol
- Regular checkups in classrooms by administration
- Being consistent with dealing with students and parents

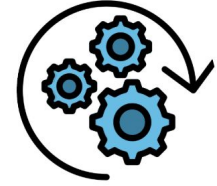
## Goal: Student support team - Social Worker, Dean of Students, Student Advocate (Molly Ender, Josh Gardner, Meagan Higinbotham)

- Restorative practices
- Circle ups
- SEL development

# Results

## Cell Phone:

- During 2025/2026 school year we have taken away 150 phones during school hours.
- 30% of all phones taken were by administration
- Towards the end of the school year, had more severe infractions with cell phones and higher amount of phones collected, need to revamp procedure



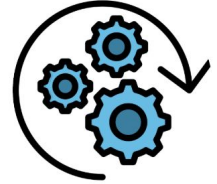
### **Cohesive Systems**

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

## Student support team:

- Restorative approach in discipline and support for students and teachers  
ATOD (Alcohol, Tobacco, Other substance, Drugs)
- CST (Child Support Team) interventions
- Developed process and practice of using circle ups as response as multilayered response

# Looking Forward



## **Cohesive Systems**

We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.

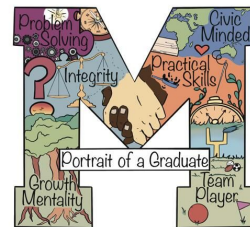
## **Cell Phone:**

- Gather input from all parties involved: staff,
- Revamping the cell phone procedure for upcoming school year
- Discussing best practices with staff and leadership team
- Develop new procedure, implement it in upcoming school year

## **Student support team:**

- District aligned Restorative Behavior & Discipline Matrix
- Tier 2 & 3 Evidence-based interventions strategies for SEL
- Comprehensive referral system for student issues

# Questions & Discussion



## 2025-26 District Goals



**Healthy Community:** We will cultivate a connected community where students, staff and families feel agency and belonging.



**Engaging Learning:** We will create learning environments that are rich with challenging, student-led learning experiences.



**Cohesive Systems:** We will improve and build sustainable systems that reflect our values ensuring continuity throughout our district.



Note: **BLUE** is updated information

FY26 Budget (Current Fiscal Year)

		<b>Amount</b>
Beginning Fund Balance		\$2,682,464
Total Revenue	\$7,771,370	
Total Expenses - Projected	(\$8,077,290)	
Surplus (Deficit)	(\$305,920)	
Ending Fund Balance (Estimate)		\$2,376,544

# FY27 Preliminary Budget

## Total Program

	<b>FY26 January Budget</b>	<b>FY27 May Budget</b>	<b>FY27 May 18 2026</b>	<b>FY27 January Budget</b>
Funding - OneYear FTE	471.1	455	455	
Per Pupil Funding	\$ 13,595.94	\$ 14,507.18	\$ 14,521.29	
Total Regular Pupil Funding	\$ 6,405,047.33	\$ 6,600,766.90	\$ 6,607,186.95	\$ -
Online Pupils	\$ 2.00	\$ 1.00	\$ 1.00	\$ 1.00
Online Pupil Funding	\$ 10,480.00	\$ 10,721.00	\$ 10,721.00	\$ 10,721.00
Total Online Pupil Funding	\$ 20,960.00	\$ 10,721.00	\$ 10,721.00	\$ 10,721.00
Grand Total Pupil Funding	\$ 6,426,007.33	\$ 6,611,487.90	\$ 6,617,907.95	\$ 10,721.00
Mill Levy Override -Technology	\$ 57,800.00	\$ 57,800.00	\$ 57,800.00	\$ 57,800.00
Mill Levy Override -Salaries	\$ 600,000.00	\$ 600,000.00	\$ 600,000.00	\$ 600,000.00
Added Specific Ownership	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
<b>Total to be Budgeted</b>	<b>\$ 7,093,807.33</b>	<b>\$ 7,279,287.90</b>	<b>\$ 7,285,707.95</b>	<b>\$ 678,521.00</b>
Line Items in the Revenue Budget:				
Property Tax	\$ 2,212,396.48	\$ 2,291,663.00	\$ 2,291,663.00	\$ 2,291,663.00
Specific Ownership	\$ 103,023.00	\$ 105,813.00	\$ 105,813.00	\$ 105,813.00
State Equalization	\$ 4,778,387.85	\$ 4,881,811.90	\$ 4,888,231.95	\$ 4,881,811.90
Audit Repayment (5 of 8 Pmts left)		\$ (21,532.10)	\$ (21,532.10)	
	<b>\$ 7,093,807.33</b>	<b>\$ 7,257,755.80</b>	<b>\$ 7,264,175.85</b>	<b>\$ 7,279,287.90</b>

## General Fund (10)

Tabor Reserve (Restricted)	\$280,000
<i>Contingency Reserve (Available for 1 time expenses)</i>	<i>\$2,027,744</i>
Land Dedication Reserve (Restricted)	\$11,299
Administrative Contract Reserve (Restricted)	\$57,500
<b>TOTAL</b>	<b>\$2,376,544</b>

### Budget Assumptions

- **455.1** student count (based on 3 yr average and current numbers)
- Per pupil funding **\$14,521** (as per May 13, 2026 CDE calculation)

### Scenario 1 - Outstanding grant possibilities not included

- Step raises for staff
- Prioritize “staff over stuff”
- Staffing: Reduction of 1 FTE classified, CTE/Grants position
- Operations: Similar to FY26
- Revised since 5/4/26 as information and numbers have been confirmed

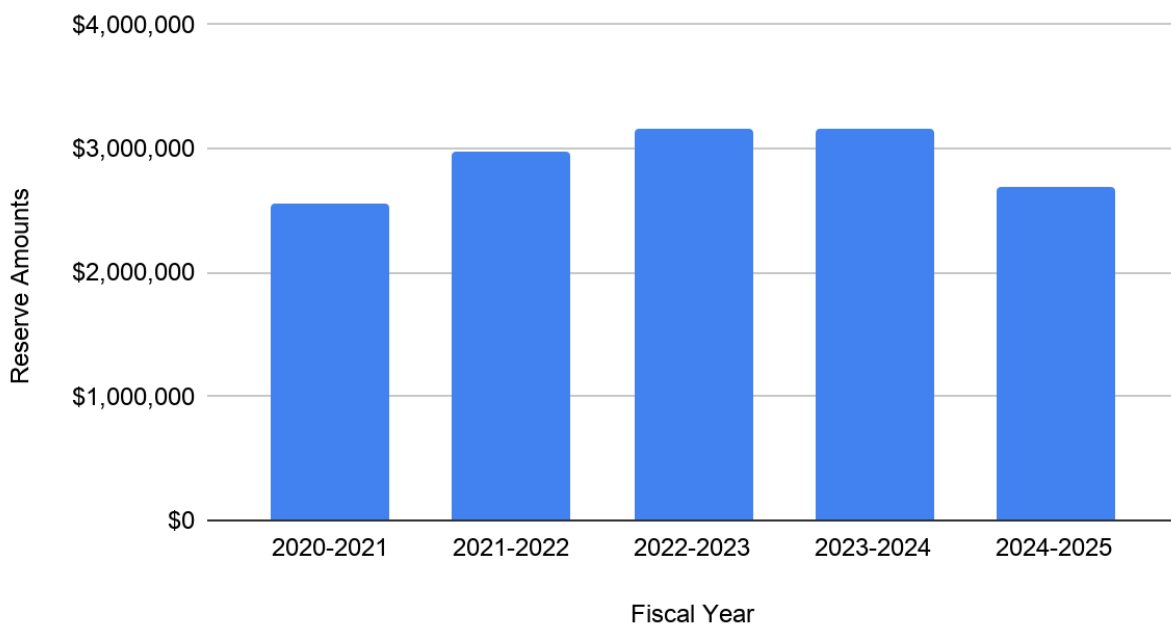
### Scenario 2 - Outstanding grants awarded **\$165,000**

	<b>Scenario 1</b>	<b>Scenario 2</b>
Beginning Fund Balance (Estimate)	\$2,376,544	\$2,376,544
Total Revenue	\$7,587,387	\$7,752,387
Total Expenses	\$7,878,887	\$7,878,887
Surplus (Deficit)	<b>-\$291,500</b>	<b>-\$126,500</b>
Transfer from Contingency Reserve	0	0
<b>Projected Ending Fund Balance</b>	<b>\$2,376,544</b>	<b>\$2,376,544</b>
<b>Percentage of Reserves to Revenue</b>	<b>25.74%</b>	<b>25.74%</b>

For reference, the following shows our audited reserve amounts.

Fiscal Year	Reserve Amounts
2024-2025	\$2,682,464
2023-2024	\$3,153,142
2022-2023	\$3,151,906
2021-2022	\$2,982,446
2020-2021	\$2,555,194

## Reserve Amounts



## Big Wins

- Salary schedules were adjusted thanks to the Mill Levy Override funds
- All employees received a step in service years and Mill Levy increase

## Staffing Changes

- Reduction of on paraeducator in ES. (Resignation, waiting for full budget picture)
- Reduction of CTE/Grants position

## Cost Pressures

- Grants ending: \$405,125 loss (EARSS, Title reduction, Comprehensive Health, SHPG ending - application under review, MTSS)
- Increased cost of fuel and prices in general

## District One-Time Purchasing Projections

(Numbers not included in current budget, analysis and prioritization completed with 5 yr budget in November 2026.)

	<b>FY27</b>	<b>FY28</b>	<b>FY29</b>	<b>FY30</b>	<b>FY31</b>
<b>DISTRICT TOTAL</b>	<b>\$ 605,309.00</b>	<b>\$ 529,650.00</b>	<b>\$ 527,800.00</b>	<b>\$ 190,000.00</b>	<b>\$ 1,328,100.00</b>
<b>Athletics</b>	\$ 6,050.00	\$ 15,650.00	\$ 12,800.00	\$ -	\$ 50,100.00
<b>Curriculum</b>	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 30,000.00
<b>Facilities</b>	\$ 114,000.00	\$ 211,500.00	\$ 70,000.00	\$ 165,000.00	\$ 819,000.00
<b>Safety</b>	\$ 317,535.00	\$ 3,000.00	\$ 250,000.00	\$ -	\$ -
<b>Technology</b>	\$ 76,724.00	\$ 41,500.00	\$ -	\$ -	\$ 259,000.00
<b>Transport</b>	\$ 91,000.00	\$ 233,000.00	\$ 170,000.00	\$ -	\$ 170,000.00

## Capital Reserve Fund (43)

Beginning Fund Balance (Estimate)			\$50,000
General Fund Transfers			\$
<b>Balance</b>			<b>\$</b>
Expenditures:	ADA Bus	\$163,000	
	Refinishing Gym Floors	\$10,000	
	Turf Maintenance	\$3,000	
	Ventilation of Welding Shop	\$20,000	
			\$196,000
<b>Ending Fund Balance (Estimate)</b>			<b>\$50,000</b>

## Lunch Fund (21)

Beginning Fund Balance (Estimate)		\$74,458
General Fund Transfers (mill levy)		\$22,215
<b>Balance</b>		<b>\$</b>
Expenditures:		
<b>Ending Fund Balance (Estimate)</b>		<b>\$74,458</b>

## Preschool Fund (19)

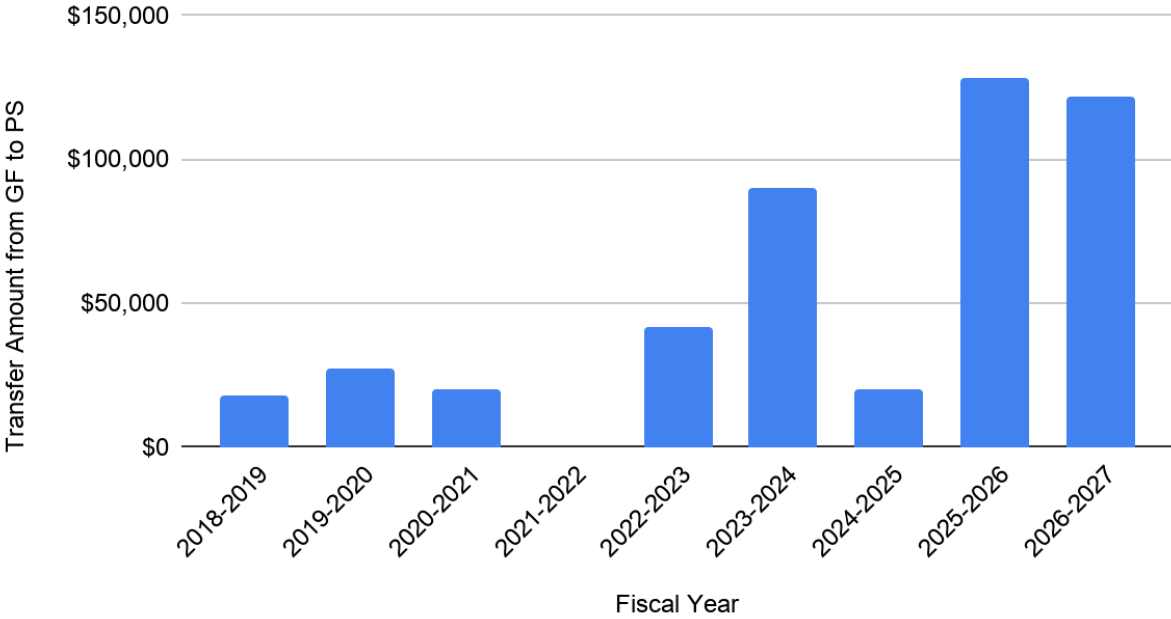
This shows the transfer amounts from the General Fund.

### Preschool Fund Details

Factors Pre 2025-26	Factors 2025-26 - current
Classified staff pay only	<p>Staff recognized for teaching licences, degrees and credits. Moved to the certified salary schedule.</p> <p>Mill levy increases for all salaries transferred to Preschool Fund for distribution</p>

Fiscal Year	Transfer Amount from GF to PS	Total Expenses
2018-2019	\$18,163	\$237,605
2019-2020	\$27,688	\$264,944
2020-2021	\$20,000	\$198,019
2021-2022	\$0	\$250,005
2022-2023	\$41,562	\$306,869
2023-2024	\$90,127	\$394,026
2024-2025	\$20,000	\$390,611
2025-2026	\$128,392	\$450,477
2026-2027	<b>\$148,505</b>	\$425,620

### Transfer Amount from General Fund



### Bond Fund (31)

		Amount
Mill Levy Certified (BEST Match)		\$375,000
Principal Payment	\$230,771	
Interest Payment	\$111,175	

# Mancos School District RE-6

## Account Summary Break Report

Cycle: FY 25-26; Begin Date: 07/01/2025; End Date: 06/30/2026; Account Type: Expenditure,Revenue; Subtotal Element: [None]; Break By Element: Fund; Account Expression: [All]; Subtotal By Account Type: No; Budget Category: [All]; Created On: 3/10/2026 1:23:54 PM

Account Code	Description	Budget (YTD)	Actual (YTD)	Encumbrance (YTD)	Available (YTD)	% of Budget	FY27
<b>Revenue</b>							
10-000-00-0000-0000-000-0001	Tabor Reserves Beg Balance	(\$275,000.00)	\$0.00	\$0.00	(\$275,000.00)	0.00	
10-000-00-0000-0000-000-0005	Contingency Reserve	(\$2,338,665.00)	\$0.00	\$0.00	(\$2,338,665.00)	0.00	
10-000-00-0000-0000-000-0006	Land Dedication Reserve	(\$11,299.00)	\$0.00	\$0.00	(\$11,299.00)	0.00	
10-000-00-0000-0000-000-0008	Administrative Contract Res	(\$57,500.00)	\$0.00	\$0.00	(\$57,500.00)	0.00	
10-000-00-0000-1110-000-0000	Property Taxes	(\$2,212,396.48)	(\$98,157.74)	\$0.00	(\$2,114,238.74)	4.43	\$2,291,663.00
10-000-00-0000-1120-000-0000	Specific Ownership Taxes	(\$103,203.00)	(\$87,829.01)	\$0.00	(\$15,373.99)	85.10	\$105,813.00
10-000-00-0000-1140-000-0000	Del. Taxes, Penalties & Int. On Tax	(\$4,500.00)	(\$3,790.15)	\$0.00	(\$709.85)	84.22	\$0.00
10-000-00-0000-1500-000-0000	Interest on General Fund	(\$600.00)	(\$475.47)	\$0.00	(\$124.53)	79.24	\$600.00
10-000-00-0000-1504-000-0000	Interest for Colorado Trust	(\$90,000.00)	(\$55,239.42)	\$0.00	(\$34,760.58)	61.37	\$90,000.00
10-000-00-0000-1506-000-0000	Interest on Combined CDs	(\$26,000.00)	(\$13,682.02)	\$0.00	(\$12,317.98)	52.62	\$25,500.00
10-000-00-0000-1740-000-0000	Activity Participation Fee	(\$13,500.00)	(\$14,927.63)	\$0.00	\$1,427.63	110.57	\$16,000.00
10-000-00-0000-1900-000-0000	Other Revenue Local Sources	(\$41,473.00)	(\$13,784.70)	\$0.00	(\$27,688.30)	33.23	\$41,473.00
10-000-00-0000-1905-000-0000	Dual Credit Reimbursements	(\$5,062.33)	(\$5,062.33)	\$0.00	\$0.00	100.00	\$0.00
10-000-00-0000-1990-000-0000	E-Rate	(\$25,746.00)	(\$17,248.00)	\$0.00	(\$8,498.00)	66.99	\$43,961.02
10-000-00-0000-2010-000-2010	Mineral Lease	(\$18,898.36)	(\$18,898.36)	\$0.00	\$0.00	100.00	\$18,898.00
10-000-00-0000-2040-000-0000	Cash In Lieu of Land Dedication	(\$1,650.00)	(\$1,650.00)	\$0.00	\$0.00	100.00	\$0.00
10-000-00-0000-3000-000-3140	English Lang. Proficiency Act	(\$8,762.69)	(\$8,762.69)	\$0.00	\$0.00	100.00	\$8,762.69
10-000-00-0000-3000-000-3160	Transportation	(\$24,170.82)	(\$24,170.82)	\$0.00	\$0.00	100.00	\$24,170.82
10-000-00-0000-3000-000-3183	EARSS Grant	(\$148,165.00)	(\$109,500.00)	\$0.00	(\$38,665.00)	73.90	\$0.00
10-000-00-0000-3000-000-3190	Comprehensive Health Education Program Grant	(\$30,000.00)	(\$30,000.00)	\$0.00	\$0.00	100.00	\$0.00
10-000-00-0000-3000-000-3207	Library Program	(\$4,500.00)	(\$4,500.00)	\$0.00	\$0.00	100.00	\$4,500.00
10-000-00-0000-3000-000-3218	School Health Professional Grant Program(SHPG)	(\$206,960.00)	(\$206,960.00)	\$0.00	\$0.00	100.00	\$0.00
10-000-00-0000-3000-000-3227	EASI PD Grant	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$39,559.00
10-000-00-0000-3000-000-3237	Career Development Incentive Program (CDIP) Revenue	(\$7,993.70)	(\$7,993.70)	\$0.00	\$0.00	100.00	\$0.00
10-000-00-0000-3000-000-3259	READ Funding	(\$17,773.91)	(\$17,773.91)	\$0.00	\$0.00	100.00	\$17,773.91
10-000-00-0000-3000-000-3293	Vaping Prevention Education Grant	(\$65,160.00)	\$0.00	\$0.00	(\$65,160.00)	0.00	\$54,300.00
10-000-00-0000-3010-000-3120	State Vocational Education	(\$31,952.31)	(\$24,939.42)	\$0.00	(\$7,012.89)	78.05	\$31,952.31
10-000-00-0000-3010-000-3192	Counselor Corps Grant	(\$33,077.00)	(\$33,077.00)	\$0.00	\$0.00	100.00	\$90,000.00
10-000-00-0000-3010-000-3957	Aviation Education Grant (CDOT Division of Aeronautics)	\$0.00	(\$595.40)	\$0.00	\$595.40	0.00	\$0.00
10-000-00-0000-3110-000-3110	Equalization	(\$4,778,387.85)	(\$3,235,551.72)	\$0.00	(\$1,542,836.13)	67.71	\$4,866,699.85
10-000-00-0000-3951-000-3150	Local Rev-BOCS Gifted & Talented	(\$8,505.00)	(\$8,505.00)	\$0.00	\$0.00	100.00	\$8,505.00
10-000-00-0000-4000-000-4010	Title I	(\$103,377.00)	(\$75,392.93)	\$0.00	(\$27,984.07)	72.93	\$103,377.00
10-000-00-0000-4000-000-4367	Title II A Teacher Quality	(\$12,657.00)	(\$11,978.40)	\$0.00	(\$678.60)	94.63	\$12,657.00
10-000-00-0000-4000-000-4424	Title IV	(\$10,000.00)	(\$20,066.00)	\$0.00	\$10,066.00	200.66	\$10,000.00
10-000-00-0000-4000-000-4451	Stronger Connections Program Grant	\$0.00	(\$19,648.04)	\$0.00	\$19,648.04	0.00	\$0.00
10-000-00-0000-4000-000-5010	EASI Supplemental - Improvement	\$0.00	(\$35,500.00)	\$0.00	\$35,500.00	0.00	\$0.00
10-000-00-0000-4000-000-5323	MTSS Grant	(\$20,000.00)	(\$13,371.50)	\$0.00	(\$6,628.50)	66.85	\$0.00
10-000-00-0000-4000-000-7365	Title III A Set Aside	(\$2,669.15)	\$0.00	\$0.00	(\$2,669.15)	0.00	\$2,669.15
10-000-00-0000-4010-000-4358	Other Fed-REAP Funds	(\$45,272.00)	(\$29,687.89)	\$0.00	(\$15,584.11)	65.57	\$45,272.00
10-000-00-0000-5219-000-0000	Transfer to Preschool	\$128,391.56	\$25,000.00	\$0.00	\$103,391.56	19.47	-\$148,505.09
10-000-00-0000-5221-000-0000	Transfer to Lunch Fund	\$16,186.22	\$0.00	\$0.00	\$16,186.22	0.00	-\$22,215.00

46,939??

18,215.02Access Points, Licenses-25,746 Internet

\$165,000.00

Decreased amt due to audit repayment of \$21,532.10

ML Salaries

ML Salaries

10-000-00-0000-5243-000-0000	Transfer to Cap Reserve	\$186,464.94	\$0.00	\$0.00	\$186,464.94	0.00	-\$196,000.00
	<b>Total</b>						<b>\$7,587,386.66</b>
<b>Expenditures</b>							
	Total Salaries & Benefits						\$6,278,692.53
10-100-00-0100-0300-000-4424	Title IV School Garden	\$10,000.00	\$10,000.00	\$0.00	\$0.00	100.00	\$10,000.00
10-100-00-2199-0600-000-9202	Elem Title I Homeless Setaside	\$50.00	\$0.00	\$50.01	(\$0.01)	0.00	\$50.00
10-100-10-0010-0300-000-0000	Elem Purch Prof Service	\$250.00	\$0.00	\$0.00	\$250.00	0.00	\$0.00
10-100-10-0010-0530-000-0000	Elem Copy/Communications	\$3,500.00	\$1,745.56	\$0.00	\$1,754.44	49.87	\$3,000.00
10-100-10-0010-0580-000-0000	Elem Travel & Registration	\$200.00	\$0.00	\$0.00	\$200.00	0.00	\$0.00
10-100-10-0010-0600-000-0000	Elem Instr Supplies	\$2,900.00	\$1,068.30	\$1.24	\$1,830.46	36.83	\$2,500.00
10-100-10-0010-0610-000-0000	Elem Supplies Kinder	\$1,200.00	\$740.91	\$0.00	\$459.09	61.74	\$1,200.00
10-100-10-0010-0611-000-0000	Elem Supplies 1st Grade	\$1,200.00	\$671.10	\$0.00	\$528.90	55.92	\$1,200.00
10-100-10-0010-0612-000-0000	Elem Supplies 2nd Grade	\$1,200.00	\$923.92	\$0.00	\$276.08	76.99	\$1,200.00
10-100-10-0010-0613-000-0000	Elem Supplies 3rd Grade	\$1,200.00	\$975.82	\$52.50	\$171.68	81.31	\$1,200.00
10-100-10-0010-0614-000-0000	Elem Supplies 4th Grade	\$1,200.00	\$580.52	\$239.69	\$379.79	48.37	\$1,200.00
10-100-10-0010-0615-000-0000	Elem Supplies 5th Grade	\$1,200.00	\$159.18	\$42.90	\$997.92	13.26	\$1,200.00
10-100-10-0010-0617-000-0000	Elem Supplies - Title	\$2,000.00	\$845.43	\$41.57	\$1,113.00	42.27	\$2,000.00
10-100-10-0010-0618-000-0000	Elem Supplies - PE	\$600.00	\$66.95	\$109.47	\$423.58	11.15	\$600.00
10-100-10-0010-0619-000-0000	Elem Specialty Supplies	\$4,500.00	\$2,618.07	\$0.00	\$1,881.93	58.17	\$4,500.00
10-100-10-0010-0640-000-0000	Elem Textbooks	\$39,698.64	\$39,698.64	\$0.00	\$0.00	100.00	\$0.00
10-100-10-0010-0641-000-0000	Elem Textbook Materials	\$13,000.00	\$10,480.45	\$0.00	\$2,519.55	80.61	\$13,000.00
10-100-10-0010-0690-000-0000	Elem Crew Supplies	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0.00	\$1,000.00
10-100-10-0010-0733-000-0000	Elem Furniture And Fixtures	\$2,900.00	\$3,297.70	\$0.00	(\$397.70)	113.71	\$3,000.00
10-100-12-1700-0610-000-3130	Elem ESS Supplies	\$1,200.00	\$505.94	\$27.99	\$666.07	42.16	\$1,200.00
10-100-20-2120-0600-300-0000	Elem Student Advocate Supplies	\$250.00	\$0.00	\$0.00	\$250.00	0.00	\$600.00
10-100-20-2199-0600-000-0000	Elem Title Tokens	\$2,280.00	\$2,280.00	\$0.00	\$0.00	100.00	\$2,280.00
10-100-20-2222-0340-000-0000	Elem Library Tech Support	\$900.00	\$268.78	\$0.00	\$631.22	29.86	\$900.00
10-100-20-2222-0610-000-0000	Elem Library Supplies	\$900.00	\$569.70	\$0.00	\$330.30	63.30	\$600.00
10-100-20-2222-0640-000-3207	Elem Library Books	\$4,500.00	\$0.00	\$0.00	\$4,500.00	0.00	\$4,500.00
10-100-20-2410-0619-000-0000	Elem Admin Asst Supplies	\$1,000.00	\$827.23	\$11.79	\$160.98	82.72	\$1,000.00
10-100-24-2410-0580-000-0000	Elem Princ-In-State Travel/Reg	\$800.00	\$0.00	\$0.00	\$800.00	0.00	\$800.00
10-100-24-2410-0610-000-0000	Elem Princ Supplies	\$6,000.00	\$2,797.78	\$711.77	\$2,490.45	46.62	\$6,000.00
10-200-10-0020-0530-000-0000	MS Copy/Communications	\$3,300.00	\$1,745.66	\$0.00	\$1,554.34	52.89	\$3,000.00
10-200-10-0020-0580-000-0000	MS Travel & Registration	\$10,000.00	\$1,416.42	\$250.00	\$8,333.58	14.16	\$5,000.00
10-200-10-0020-0600-000-0000	MS Instr Supplies	\$1,300.00	\$503.70	\$0.00	\$796.30	38.74	\$1,300.00
10-200-10-0020-0610-000-0000	MS 6th Grade Supplies	\$1,000.00	\$333.38	\$32.14	\$634.48	33.33	\$1,000.00
10-200-10-0020-0611-000-0000	MS Math Supplies	\$400.00	\$169.73	\$0.00	\$230.27	42.43	\$400.00
10-200-10-0020-0612-000-0000	MS Robotics Supplies	\$1,200.00	\$688.13	\$0.00	\$511.87	57.34	\$1,200.00
10-200-10-0020-0616-000-0000	MS Soc Stud Supplies	\$400.00	\$221.56	\$0.00	\$178.44	55.39	\$400.00
10-200-10-0020-0617-000-0000	MS Science Supplies	\$2,300.00	\$830.35	\$0.00	\$1,469.65	36.10	\$2,300.00
10-200-10-0020-0618-000-0000	MS Lang Arts Supplies	\$410.00	\$409.26	\$0.00	\$0.74	99.81	\$400.00
10-200-10-0020-0619-000-0000	MS Specialty Supplies	\$3,000.00	\$1,418.71	\$275.43	\$1,305.86	47.29	\$3,000.00
10-200-10-0020-0640-000-0000	MS Textbooks	\$1,500.00	\$878.99	\$0.00	\$621.01	58.59	\$0.00
10-200-10-0020-0641-000-0000	MS Textbook Materials	\$6,500.00	\$6,163.60	\$0.00	\$336.40	94.82	\$4,000.00
10-200-10-0020-0733-000-0000	MS Furniture And Fixtures	\$700.00	\$931.52	\$0.00	(\$231.52)	133.07	\$500.00
10-200-10-1800-0300-000-0000	MS Athletic Purchased Service	\$7,000.00	\$675.00	\$0.00	\$6,325.00	9.64	\$12,000.00
10-200-10-1800-0614-000-0000	MS Athl/Activ Supplies	\$7,000.00	\$6,463.04	\$349.38	\$187.58	92.32	\$10,000.00
10-200-10-0020-0611-000-0000	MS Crew Supplies	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$1,000.00

163K ADA Bus , 10K Gym Floors, 3K Turf Maint, 20K Ventilation in Welding

-\$291,500.43

HUDL 4250, 2K Recond Helmets, 2K AT Services

10-200-24-2410-0580-000-0000	MS Principal Travel/Reg	\$750.00	\$319.49	\$0.00	\$430.51	42.59	\$750.00	
10-200-24-2410-0610-000-0000	MS Principal Supplies	\$3,800.00	\$389.72	\$32.16	\$3,378.12	10.25	\$2,000.00	
10-200-24-2410-0810-000-0000	MS Principal Dues & Fees	\$400.00	\$0.00	\$0.00	\$400.00	0.00	\$400.00	
10-300-10-0030-0300-000-0000	HS Purchased Prof & Tech Services	\$500.00	\$0.00	\$50.28	\$449.72	0.00	\$500.00	
10-300-10-0030-0530-000-0000	HS Copy/Communication	\$3,300.00	\$1,745.46	\$0.00	\$1,554.54	52.89	\$3,000.00	
10-300-10-0030-0580-000-0000	HS Travel & Registration	\$6,000.00	\$305.00	\$0.00	\$5,695.00	5.08	\$5,000.00	
10-300-10-0030-0600-000-0000	HS Instr Supplies	\$2,500.00	\$19.14	\$0.00	\$2,480.86	0.76	\$2,000.00	
10-300-10-0030-0611-000-0000	HS Crew Supplies	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0.00	\$1,000.00	
10-300-10-0030-0619-000-0000	HS Specialty Supplies	\$3,000.00	\$1,203.75	\$0.00	\$1,796.25	40.12	\$3,000.00	
10-300-10-0030-0640-000-0000	HS Textbooks	\$2,000.00	\$2,000.00	\$0.00	\$0.00	100.00	\$0.00	
10-300-10-0030-0641-000-0000	HS Textbook Materials	\$3,000.00	\$2,759.29	\$0.00	\$240.71	91.97	\$3,000.00	
10-300-10-0033-0730-000-0000	HS Furniture and Fixtures	\$1,000.00	\$1,070.49	\$0.00	(\$70.49)	107.04	\$1,000.00	
10-300-10-0070-0580-000-3150	HS G&T Travel & Registration	\$400.00	\$0.00	\$0.00	\$400.00	0.00	\$400.00	
10-300-10-0300-0600-000-0014	Pathways - HS Business Supplies	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0.00	\$1,000.00	
10-300-10-0500-0610-000-0000	HS English Supplies	\$400.00	\$259.43	\$0.00	\$140.57	64.85	\$400.00	
10-300-10-0600-0610-000-0000	HS Foreign Lang Supplies	\$400.00	\$255.05	\$0.00	\$144.95	63.76	\$400.00	
10-300-10-0700-0600-000-0014	Pathways - Healthcare Supplies	\$750.00	\$591.52	\$0.00	\$158.48	78.86	\$750.00	
10-300-10-0810-0610-000-0000	HS Health Supplies	\$400.00	\$0.00	\$0.00	\$400.00	0.00	\$400.00	
10-300-10-0836-0600-000-0000	HS Outdoor Recreational Supplies	\$1,500.00	\$1,028.17	\$0.00	\$471.83	68.54	\$1,500.00	
10-300-10-0926-0600-000-0014	Pathways - HS Culinary Arts Supplies	\$8,000.00	\$2,565.35	\$0.00	\$5,434.65	32.06	\$6,000.00	
10-300-10-1060-0610-000-0000	HS Metals & Woods Supplies	\$4,000.00	\$2,939.03	\$643.48	\$417.49	73.47	\$4,000.00	
10-300-10-1060-0611-000-0000	HS Metals & Woods Consumable Supplies	\$10,000.00	\$7,274.79	\$347.28	\$2,377.93	72.74	\$10,000.00	
10-300-10-1090-0600-000-0014	Pathways - Drone Aviation Supplies	\$1,200.00	\$0.00	\$0.00	\$1,200.00	0.00	\$1,200.00	
10-300-10-1100-0611-000-0000	HS Math Supplies	\$400.00	\$41.98	\$0.00	\$358.02	10.49	\$400.00	
10-300-10-1300-0611-000-0000	HS Science Supplies	\$14,000.00	\$6,499.73	\$3,017.66	\$4,482.61	46.42	\$4,000.00	
10-300-10-1500-0610-000-0000	HS Social Sci Supplies	\$400.00	\$0.00	\$0.00	\$400.00	0.00	\$400.00	
10-300-10-1800-0300-000-0000	HS Athletic Purch Service	\$7,000.00	\$1,224.00	\$0.00	\$5,776.00	17.48	\$12,000.00	HUDL 4250, 2K Recond Helmets, 2K AT Services
10-300-10-1800-0580-000-0000	HS In-State Travel/Reg	\$60,000.00	\$34,137.37	\$4,943.01	\$20,919.62	56.89	\$60,000.00	
10-300-10-1800-0610-000-0000	HS Athl/Activ Supplies	\$15,000.00	\$14,740.23	\$714.45	(\$454.68)	98.26	\$20,000.00	
10-300-10-1800-0810-000-0000	HS CHSAA Dues	\$4,375.00	\$4,141.00	\$0.00	\$234.00	94.65	\$4,500.00	
10-300-20-2122-0610-516-0000	HS Registrar Supplies	\$350.00	\$55.00	\$0.00	\$295.00	15.71	\$350.00	
10-300-24-2410-0580-000-0000	HS Princ In-State Travel/Reg	\$500.00	\$319.49	\$0.00	\$180.51	63.89	\$500.00	
10-300-24-2410-0610-000-0000	HS Princ Supplies	\$2,500.00	\$470.97	\$32.16	\$1,996.87	18.83	\$2,500.00	
10-300-24-2410-0810-000-0000	HS Princ Dues and Fees	\$250.00	\$0.00	\$0.00	\$250.00	0.00	\$250.00	
10-401-00-0090-0569-000-0000	PCC/Aims Student Tuition	\$14,300.00	\$2,111.91	\$0.00	\$12,188.09	14.76	\$10,000.00	
10-402-00-0090-0569-000-0000	Ft. Lewis Tuition	\$6,200.00	\$3,150.00	\$0.00	\$3,050.00	50.80	\$20,000.00	
10-402-00-0090-0569-000-3150	GT Ft. Lewis Tuition	\$4,500.00	\$3,325.00	\$0.00	\$1,175.00	73.88	\$4,500.00	
10-461-10-0030-0599-000-0000	Online Course Tuition/Fees	\$21,000.00	\$20,960.00	\$0.00	\$40.00	99.80	\$14,507.00	
	CDLS - Online Courses							
	CDLS - Online Program							
10-502-10-0800-0610-201-0000	Sec Phys Ed Supplies	\$800.00	\$0.00	\$0.00	\$800.00	0.00	\$800.00	
10-502-12-1700-0610-000-3130	Secondary ESS Supplies	\$800.00	\$0.00	\$0.00	\$800.00	0.00	\$800.00	
10-502-20-2120-0600-300-0000	Secondary Student Advocate Supplies	\$400.00	\$329.39	\$0.00	\$70.61	82.34	\$400.00	
10-502-20-2122-0580-211-3192	Counselor Corps Grant - Travel and Registration	\$903.61	\$903.61	\$0.00	\$0.00	100.00	\$10,590.41	Placeholder
10-502-20-2234-0580-106-0000	Athletic Director In-State Travel	\$2,500.00	\$987.32	\$220.50	\$1,292.18	39.49	\$2,500.00	
10-502-20-2234-0600-106-0000	Athletic Director Supplies	\$2,500.00	\$621.52	\$0.00	\$1,878.48	24.86	\$2,000.00	
10-502-20-2234-0810-106-0000	Athletic Director Dues and Fees	\$415.00	\$411.20	\$0.00	\$3.80	99.08	\$415.00	
10-502-20-2410-0610-506-0000	Secondary Admin Asst Supplies	\$1,000.00	\$543.39	\$0.00	\$456.61	54.33	\$1,000.00	
10-503-10-0200-0610-201-0000	K-12 Art Supplies	\$4,000.00	\$3,384.60	\$773.25	(\$157.85)	84.61	\$5,000.00	
10-503-10-1200-0430-000-0000	K-12 Music Repairs	\$1,500.00	\$550.00	\$0.00	\$950.00	36.66	\$1,500.00	

10-503-10-1200-0610-201-0000	K-12 Music Supplies	\$4,000.00	\$2,143.76	\$721.77	\$1,134.47	53.59	\$4,000.00	
10-600-00-0040-0591-000-0000	BOCES -State Preschool	\$9,006.00	\$6,753.00	\$0.00	\$2,253.00	74.98	\$77,872.00	Placeholder
10-600-00-0700-0300-000-3218	SHPG - Purchased Prof & Tech Services	\$37,000.00	\$25,642.50	\$0.00	\$11,357.50	69.30	\$0.00	
10-600-00-2310-0312-000-0000	Election Fees	\$4,000.00	\$18.72	\$0.00	\$3,981.28	0.46	\$0.00	
10-600-00-2310-0331-000-0000	Legal Services	\$18,000.00	\$2,093.70	\$0.00	\$15,906.30	11.63	\$7,000.00	
10-600-00-2310-0332-000-0000	Audit Services	\$13,000.00	\$13,000.00	\$0.00	\$0.00	100.00	\$13,000.00	
10-600-00-2310-0580-000-0000	Board In-State Travel/Reg	\$13,000.00	\$9,932.10	\$0.00	\$3,067.90	76.40	\$10,000.00	
10-600-00-2310-0610-000-0000	Board Supplies	\$3,000.00	\$1,193.00	\$86.90	\$1,720.10	39.76	\$3,000.00	
10-600-00-2310-0811-000-0000	Board CASB Dues	\$8,909.00	\$8,411.00	\$0.00	\$498.00	94.41	\$8,909.00	
10-600-00-2316-0311-000-0000	Treasurers Fee	\$5,700.00	\$254.87	\$0.00	\$5,445.13	4.47	\$6,000.00	
10-600-00-2900-0591-000-0000	BOCES -Core Admin	\$25,396.00	\$19,047.00	\$0.00	\$6,349.00	75.00	\$0.00	
10-600-10-0070-0600-000-3150	District G&T Supplies	\$800.00	\$550.11	\$0.00	\$249.89	68.76	\$800.00	
10-600-12-1700-0591-300-3130	BOCES Special Ed	\$43,471.00	\$32,604.00	\$0.00	\$10,867.00	75.00	\$0.00	
10-600-12-1700-0610-000-5323	MTSS Supplies	\$600.00	\$0.00	\$0.00	\$600.00	0.00	\$0.00	
10-600-12-1700-0640-000-5323	MTSS - Curriculum	\$1,600.00	\$0.00	\$0.00	\$1,600.00	0.00	\$0.00	
10-600-20-2122-0600-237-3218	SHPG - Social Worker Supplies	\$4,078.98	\$629.45	\$26.39	\$3,423.14	15.43	\$0.00	
10-600-20-2122-0600-237-0000	K-12 Social Worker Supplies	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$1,000.00	
10-600-20-2134-0580-000-0000	K-12 Nurse Travel	\$250.00	\$49.00	\$0.00	\$201.00	19.60	\$100.00	
10-600-20-2134-0610-000-0000	K-12 Nurse Supplies	\$3,100.00	\$3,089.48	\$0.00	\$10.52	99.66	\$4,500.00	
10-600-20-2134-0611-000-0000	K-12 Nurse CPR Supplies	\$1,000.00	\$688.14	\$14.95	\$296.91	68.81	\$1,000.00	
10-600-20-2134-0650-000-3218	SHPG - K-12 Electronic Media Materials	\$2,925.00	\$2,925.00	\$0.00	\$0.00	100.00	\$0.00	
10-600-20-2200-0300-000-0000	District Testing - MAPS, Alpine	\$19,750.00	\$13,517.30	\$13.50	\$6,219.20	68.44	\$10,000.00	
10-600-20-2200-0300-000-3293	Vaping Prevention Ed Grant - Purchase Prof & Tech Services	\$16,368.00	\$28,365.80	\$0.00	(\$11,997.80)	173.30	\$54,300.00	Placeholder
10-600-20-2200-0350-000-3293	Vaping Prevention Ed Grant - Employee Training & Development	\$34,992.00	\$0.00	\$0.00	\$34,992.00	0.00	\$0.00	
10-600-20-2200-0600-000-3183	EARSS - K-12 Supplies	\$3,640.65	\$243.56	\$0.00	\$3,397.09	6.69	\$0.00	
10-600-20-2200-0600-000-3293	Vaping Prevention Ed Grant - Supplies	\$11,000.00	\$0.00	\$0.00	\$11,000.00	0.00	\$0.00	
10-600-20-2210-0610-336-0000	K-12 PBL Supplies	\$9,000.00	\$1,046.92	\$370.19	\$7,582.89	11.63	\$4,000.00	
10-600-20-2321-0320-000-3183	EARSS - K-12 Purchase Prof & Tech Services	\$67,165.00	\$49,355.00	\$0.00	\$17,810.00	73.48	\$0.00	
10-600-20-2845-0300-000-0000	District Tech Purchase Prof Service	\$3,000.00	\$980.00	\$0.00	\$2,020.00	32.66	\$3,000.00	
10-600-20-2845-0430-000-0000	District Tech Repairs & Maintenance	\$900.00	\$0.00	\$0.00	\$900.00	0.00	\$900.00	
10-600-20-2845-0530-000-0000	District Tech Communications	\$9,500.00	\$5,720.00	\$0.00	\$3,780.00	60.21	\$9,200.00	
10-600-20-2845-0530-000-1111	District Tech Communications	\$26,800.00	\$19,793.45	\$0.00	\$7,006.55	73.85	\$26,800.00	
10-600-20-2845-0580-382-0000	District Tech Prof Development	\$2,000.00	\$229.00	\$846.35	\$924.65	11.45	\$7,000.00	
10-600-20-2845-0600-382-0000	District Tech Support Supplies	\$2,500.00	\$1,535.48	\$82.98	\$881.54	61.41	\$2,500.00	
10-600-20-2845-0650-000-0000	District Media Supplies	\$5,000.00	\$5,998.13	\$0.00	(\$998.13)	119.96	\$6,000.00	
10-600-20-2845-0650-000-1111	District Elec Media Materials	\$16,000.00	\$3,036.09	\$247.96	\$12,715.95	18.97	\$16,000.00	
10-600-20-2845-0735-000-0000	District Tech Equip Non-Capital	\$50,000.00	\$47,810.50	\$0.00	\$2,189.50	95.62	\$70,000.00	
10-600-20-2845-0735-000-1111	District Tech Equip Non- Capital	\$15,000.00	\$7,030.83	\$6,299.72	\$1,669.45	46.87	\$15,000.00	Access Points & Licenses \$8000
10-600-22-2213-0350-000-4365	District Title III Training & Development	\$2,669.15	\$0.00	\$0.00	\$2,669.15	0.00	\$2,669.15	
	District Curriculum						\$10,300.00	
10-600-22-2213-0580-000-0000	Professional Development	\$20,000.00	\$5,924.63	\$0.00	\$14,075.37	29.62	\$20,000.00	
10-600-22-2213-0580-000-3227	EASI - Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$39,559.00	
10-600-23-2300-0314-000-0000	District Paying Agent Fees	\$250.00	\$250.00	\$0.00	\$0.00	100.00	\$250.00	
10-600-24-2321-0300-000-3190	Health Ed Program Grant - Admin Prof Purch Tech Serv	\$10,000.00	\$10,000.00	\$0.00	\$0.00	100.00	\$0.00	
10-600-24-2321-0320-000-0000	Admin Purch Prof & Tech Serv	\$34,952.31	\$12,832.20	\$18.00	\$22,102.11	36.71	\$83,500.00	5K SW Collaborative, 3K Lawrence Consulting, 7K Title IX, 5K Raptor, 10K extra, Medicine Horse 10,000, Counseling 25,500, Garden 5K, 18K PEBC
10-600-24-2321-0530-000-0000	Admin Copy/Comm/Postage	\$5,300.00	\$3,101.66	\$0.00	\$2,198.34	58.52	\$5,300.00	
10-600-24-2321-0540-000-0000	Admin Purchase Advertising	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0.00	\$500.00	
10-600-24-2321-0550-000-0000	Admin Purchase Printing	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0.00	\$500.00	



19-000-00-0000-0000-000-0000	Preschool Beginning Fund Balance	(\$18,314.00)	\$0.00	\$0.00	(\$18,314.00)	0.00	
19-000-00-0000-1300-000-0000	Preschool Student Tuition	(\$61,871.20)	(\$47,491.58)	\$0.00	(\$14,379.62)	76.75	\$61,871.20
19-000-00-0000-1500-000-0000	Interest on Preschool Fund	(\$65.00)	(\$740.98)	\$0.00	\$675.98	1,139.96	\$65.00
19-000-00-0000-1915-000-0000	Local Donations	\$0.00	(\$97.00)	\$0.00	\$97.00	0.00	\$0.00
19-000-00-0000-1959-000-8600	Preschool Head Start Funding	(\$34,925.78)	(\$24,023.73)	\$0.00	(\$10,902.05)	68.78	\$34,925.78
19-000-00-0000-3010-000-3896	Preschool 3 Year Old Universal Preschool Funding (UPK)	(\$42,383.00)	(\$21,385.92)	\$0.00	(\$20,997.08)	50.45	\$42,383.00
19-000-00-0000-3010-000-3897	Preschool 4 Year Old Universal Preschool Funding (UPK)	(\$164,527.27)	(\$107,983.56)	\$0.00	(\$56,543.71)	65.63	\$164,527.27
19-000-00-0000-5210-000-0000	Transfer from General	(\$128,391.56)	(\$25,000.00)	\$0.00	(\$103,391.56)	19.47	\$148,505.09
	<b>Total</b>						<b>\$452,277.34</b>
<b>Expenditures</b>							
	Total Salaries & Benefits						\$434,872.34
19-101-10-0040-0600-000-0000	Preschool Instr Supplies	\$2,567.10	\$1,566.29	\$104.91	\$895.90	61.01	\$2,600.00
19-101-10-0040-0610-000-0000	Preschool Snack Supplies	\$1,000.00	\$558.19	\$0.00	\$441.81	55.81	\$1,500.00
19-101-10-0040-0641-000-0000	Preschool Curriculum	\$375.00	\$358.50	\$0.00	\$16.50	95.60	\$375.00
19-101-10-0040-0733-000-0000	Preschool Furniture and Fixtures	\$350.00	\$0.00	\$0.00	\$350.00	0.00	\$350.00
19-101-20-0040-0580-000-0000	Preschool Professional Devel	\$5,100.00	\$454.98	\$0.00	\$4,645.02	8.92	\$2,000.00
19-101-24-2410-0600-104-0000	Preschool Director Supplies	\$2,000.00	\$625.98	\$0.00	\$1,374.02	31.29	\$2,000.00
19-101-24-2410-0810-000-0000	Preschool Dues and Fees	\$2,450.00	\$516.20	\$0.00	\$1,933.80	21.06	\$2,630.00
19-101-26-0040-0411-000-0000	Preschool Water/Sewer	\$1,550.00	\$999.24	\$0.00	\$550.76	64.46	\$1,550.00
19-101-26-0040-0530-000-0000	Preschool Copy/Communications	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0.00	\$1,000.00
19-101-26-0040-0621-000-0000	Preschool Atmos	\$1,100.00	\$457.35	\$0.00	\$642.65	41.57	\$1,100.00
19-101-26-0040-0622-000-0000	Preschool Empire Electric	\$2,300.00	\$1,190.73	\$0.00	\$1,109.27	51.77	\$2,300.00
19-101-90-9100-0840-000-0000	Preschool Contingency	\$10,000.00	\$0.00	\$0.00	\$10,000.00	0.00	
	<b>Total</b>						<b>\$452,277.34</b>
<b>Lunch Fund</b>							
<b>Revenue</b>							
21-000-00-0000-0000-000-0000	Lunch Fund Beginning Balance	(\$74,458.00)	\$0.00	\$0.00	(\$74,458.00)	0.00	
21-000-00-0000-1500-000-0000	Earnings On Investments	(\$115.00)	(\$71.77)	\$0.00	(\$43.23)	62.40	\$100.00
21-000-00-0000-1621-000-0000	Adult Meal Sales	(\$3,500.00)	(\$2,765.60)	\$0.00	(\$734.40)	79.01	\$3,500.00
21-000-00-0000-1690-000-0000	Lunch Fund-A la Carte	(\$3,500.00)	(\$2,232.72)	\$0.00	(\$1,267.28)	63.79	\$3,500.00
21-000-00-0000-1900-000-0000	Lunch Fund - Catering	(\$5,000.00)	(\$2,925.67)	\$0.00	(\$2,074.33)	58.51	\$4,000.00
21-000-00-0000-3000-000-3161	State Match Child Nutrition	(\$1,603.64)	(\$1,603.64)	\$0.00	\$0.00	100.00	\$1,600.00
21-000-00-0000-3000-000-3162	Healthy School Meals for All (HSMA) - Lunch	(\$61,000.00)	(\$30,609.28)	\$0.00	(\$30,390.72)	50.17	\$60,000.00
21-000-00-0000-3000-000-3163	Healthy School Meals for All (HSMA) - Breakfast	(\$15,000.00)	(\$7,708.52)	\$0.00	(\$7,291.48)	51.39	\$15,000.00
21-000-00-0000-3000-000-3249	Local Food Program Grant	(\$2,226.90)	(\$2,226.90)	\$0.00	\$0.00	100.00	\$11,750.50
	Wages and Stipends Grant						\$5,640.20
21-000-00-0000-4000-000-4553	School Breakfast Distribution	(\$45,000.00)	(\$22,850.02)	\$0.00	(\$22,149.98)	50.77	\$45,000.00
21-000-00-0000-4000-000-4555	School Lunch Distribution	(\$145,000.00)	(\$72,237.73)	\$0.00	(\$72,762.27)	49.81	\$145,000.00
21-000-00-0000-4000-000-4559	Summer Food Service Program	(\$12,324.37)	(\$12,324.37)	\$0.00	\$0.00	100.00	\$12,500.00
21-000-00-0000-4010-000-4555	Commodities	(\$26,000.00)	\$0.00	\$0.00	(\$26,000.00)	0.00	\$20,487.48
21-000-00-0000-5210-000-0000	Lunch-general Fund Transfer	(\$16,186.22)	\$0.00	\$0.00	(\$16,186.22)	0.00	\$22,215.00
	<b>Total</b>						<b>\$350,293.18</b>
<b>Expenditures</b>							
	Total Salaries & Benefits						\$187,153.35
21-740-31-3100-0530-000-4555	Hot Lunch Communications	\$6,790.00	\$6,790.00	\$0.00	\$0.00	100.00	\$6,135.00
21-740-31-3100-0580-000-4555	Hot Lunch Travel/Reg	\$2,500.00	\$24.06	\$0.00	\$2,475.94	0.96	\$2,500.00

\$0.00

21-740-31-3100-0600-000-4555	Hot Lunch Supplies/Small Equi	\$1,905.00	\$3,772.09	\$0.00	(\$1,867.09)	198.00	\$2,000.00	
21-740-31-3100-0610-000-4555	Hot Lunch Non-Food Expendable	\$8,000.00	\$5,947.36	\$31.52	\$2,021.12	74.34	\$8,000.00	
21-740-31-3100-0610-000-4559	Summer Food Distribution - Hot Lunch Non-Food Expendable	\$645.87	\$645.87	\$0.00	\$0.00	100.00	\$700.00	
21-740-31-3100-0630-000-3249	Hot Lunch Food - Local Food Program Grant	\$2,226.90	\$2,226.90	\$0.00	\$0.00	100.00	\$11,750.50	
	<b>Wages and Stipends Grant</b>						\$5,640.20	
21-740-31-3100-0630-000-4555	Hot Lunch Food	\$113,000.90	\$71,036.66	\$198.43	\$41,765.81	62.86	\$83,026.65	
21-740-31-3100-0630-000-4559	Summer Food Distribution - Hot Lunch Food	\$2,362.04	\$2,362.04	\$0.00	\$0.00	100.00	\$2,500.00	
21-740-31-3100-0631-000-4555	Hot Lunch Milk Expense	\$12,000.00	\$7,404.89	\$0.00	\$4,595.11	61.70	\$10,000.00	
21-740-31-3100-0632-000-4555	Commodity Storage Fees	\$2,000.00	\$861.00	\$0.00	\$1,139.00	43.05	\$1,800.00	
21-740-31-3100-0633-000-4555	Commodities Used	\$26,000.00	\$0.00	\$0.00	\$26,000.00	0.00	\$20,487.48	
21-740-31-3100-0810-000-4555	Hot Lunch Dues and Fees	\$300.00	\$140.00	\$0.00	\$160.00	46.66	\$200.00	
21-740-31-3100-0890-000-0000	Hot Lunch Miscellaneous Expenditures	\$1,000.00	\$953.85	\$0.00	\$46.15	95.38	\$1,500.00	
21-740-31-3140-0610-000-4555	Catering Supplies	\$200.00	\$41.26	\$0.00	\$158.74	20.63	\$200.00	
21-740-31-3140-0630-000-4555	Catering Food	\$4,500.00	\$2,472.72	\$0.00	\$2,027.28	54.94	\$4,000.00	
21-740-31-3150-0610-000-4555	A-la-carte Non-Food	\$200.00	\$130.40	\$0.00	\$69.60	65.20	\$200.00	
21-740-31-3150-0630-000-4555	A-la-carte Food	\$3,000.00	\$1,816.88	\$0.00	\$1,183.12	60.56	\$2,500.00	
21-740-31-9100-0840-000-4555	Lunch - Reserve	\$48,000.00	\$0.00	\$0.00	\$48,000.00	0.00		
	<b>Total</b>						<b>\$350,293.18</b>	
<b>Bond Fund</b>								
<b>Revenue</b>								
31-000-00-0000-0000-000-0000	Beginning Fund Balance	(\$511,495.00)	\$0.00	\$0.00	(\$511,495.00)	0.00		
31-000-00-0000-1110-000-0000	Property Taxes	(\$375,000.00)	(\$27,880.89)	\$0.00	(\$347,119.11)	7.43	\$375,000.00	
31-000-00-0000-1140-000-0000	Del. Taxes, Penalties & Int. on Tax	(\$839.09)	(\$1,215.53)	\$0.00	\$376.44	144.86	\$0.00	
31-000-00-0000-1500-000-0000	Bond/Interest	(\$16,000.00)	(\$11,982.00)	\$0.00	(\$4,018.00)	74.88	\$16,000.00	
	<b>Total</b>						<b>\$391,000.00</b>	
<b>Expenditures</b>								
31-800-51-5100-0831-000-0000	Bond Interest	\$118,959.55	\$61,393.18	\$0.00	\$57,566.37	51.60	\$111,174.65	57,566.37 & 53,608.28
31-800-51-5100-0911-000-0000	Bond Principal	\$223,117.00	\$223,117.00	\$0.00	\$0.00	100.00	\$230,771.00	
31-800-51-9100-0840-000-0000	Contingency	\$561,257.54	\$0.00	\$0.00	\$561,257.54	0.00		
	<b>Total</b>						<b>\$341,945.65</b>	
<b>Cap Reserve</b>								
<b>Revenue</b>								
43-000-00-0000-0000-000-0000	Cap Reserve-Beginning Balance	(\$56,913.00)	\$0.00	\$0.00	(\$56,913.00)	0.00		
43-000-00-0000-1500-000-0000	Cap Reserve Earnings Investment	(\$250.00)	(\$143.84)	\$0.00	(\$106.16)	57.53	\$200.00	
43-000-00-0000-1985-000-0000	Cap Reserve Insurance Claims	(\$13,156.00)	(\$13,156.00)	\$0.00	\$0.00	100.00	\$0.00	
43-000-00-0000-1990-000-0000	Cap Reserve Miscellaneous Revenue	\$0.00	(\$3,000.00)	\$0.00	\$3,000.00	0.00	\$0.00	
43-000-00-0000-5210-000-0000	Cap Reserve Transfer from General F	(\$186,464.94)	\$0.00	\$0.00	(\$186,464.94)	0.00	\$196,000.00	
	<b>Total</b>						<b>\$196,200.00</b>	
<b>Expenditures</b>								
43-800-00-2600-0390-000-0000	Cap Reserve Other Purch Prof and Technical Services	\$0.00	\$3,198.09	\$0.00	(\$3,198.09)	0.00	\$0.00	
43-800-00-2600-0450-000-0000	Cap Reserve Contractor Services	\$97,000.00	\$0.00	\$0.00	\$97,000.00	0.00	\$13,200.00	Gym Floors, Turf Maint
43-800-00-2600-0730-000-0000	Cap Reserve Equipment	\$17,069.94	\$17,069.94	\$0.00	\$0.00	100.00	\$0.00	
43-800-00-2700-0732-000-0000	Cap Reserve Vehicles	\$66,000.00	\$0.00	\$65,833.00	\$167.00	0.00	\$163,000.00	ADA Bus
43-800-00-4600-0723-000-0000	Cap Reserve Major Renovations	\$0.00	\$0.00	\$0.00	\$0.00	0.00	\$20,000.00	Welding Ventilation
43-800-90-9100-0840-000-0000	Cap Reserve Contingency	\$76,714.00	\$0.00	\$0.00	\$76,714.00	0.00		

	<b>Total</b>						<b>\$196,200.00</b>
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## Mancos School District Policy Review Protocol

### Policy Review Schedule

**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):**

**UNDER REVISION - See BOE Notes**

#### **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:
      - **Preparation & Analysis**
        - Use guiding questions listed below and on Page 94 of *CASB Leadership Guidebook (See below)*
        - **Highlights, Questions and Recommendations:** Bring highlights, questions and recommendations to the board.

**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?

**Proposed Policy Review Schedule - April 2026**

<b>Work Session Date and Time Allotment</b>	<b>Policy Category</b>	<b>In Depth Policy Study Distribution</b>
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	<b><i>Reading only for orientation and recommendations for revision and/or deeper dive in Fall 2026</i></b>  Personnel - Contracts and Pay Fiscal Management - All	<b>Tim:</b> GCBA, GCBA-E, GCBC, GCA-E, GCA-E1, GCA-E2,  <b>Craig M:</b> GCB, GCB-A,C,D, DAC  <b>Craig B.:</b> GCE, GCF-R,

		<p>GCG, GCGA</p> <p><b>Rachel:</b> DA, DAB, DAB-E,, DB, DBD, DBG, DBG-E</p> <p><b>Kira:</b> DBJ, DEA, DFA, DFA-A</p>
May 4 Notes	<p>Budget Policy -</p> <ul style="list-style-type: none"> <li>- Need to have budget planning 5 yr, once a year</li> <li>- Cap Reserve up to \$800/pupil/year into Cap Reserve</li> <li>- Monthly and Quarterly Reports</li> <li>- District fund and accounts - timeline?</li> </ul>	DAB - Find out if we want
June 2026 WS	<p>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:</p> <p><b>Preparation &amp; Analysis</b> Use guiding questions listed below and on Page 94 of <i>CASB Leadership Guidebook</i> (See below)</p> <p><b>Highlights, Questions and Recommendations:</b> Bring highlights, questions and recommendations to the board.</p>	<p><b>Tim:</b> GCBA, GCBA-E, GCBC, GCA-E, GCA-E1, GCA-E2,</p> <p><b>Craig M:</b> GCB, GCB-A,C,D, DAC</p> <p><b>Craig B.:</b> GCE, GCF-R, GCG, GCGA</p> <p><b>Rachel:</b> DA, DAB, DAB-E,, DB, DBD, DBG, DBG-E</p> <p><b>Kira:</b> DBJ, DEA, DFA, DFA-A</p>
August 2026 WS		<p><b>Notable Policies</b></p> <p><b>Rachel</b> DB, DJE, IC, ICA, IKF, CBI</p> <p><b>Craig M</b> JLF, JRA, JRC, JRCA, EHC</p> <p><b>Tim</b> BE, BEC, BED, BG</p> <p><b>Craig B</b> GCQF, KDB, KE, KLG</p> <p><b>Kira:</b> AC, BBA, BC, BCB,</p>

**Notes Work Session:**

**Notable Policies:**

