MANCOS SCHOOL DISTRICT RE-6
School Board Member Handbook

Updated November 2026

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December 2026,

Dear Board Member,

Welcome to the Mancos RE-6 School District Board of Directors. We are excited to have you join our Board, and we look forward to moving the mission of our district forward with your help. This handbook is an attempt to put in writing the Board's procedures and principles for the benefit of current and future members of the Mancos Public Schools Board of Education. Included in this board binder, you will find information about our board, an outline of Board member roles/responsibilities, calendars of upcoming meetings, budgets, contacts, and more.

In order to provide the necessary and appropriate leadership for the Board of Education, both collectively and individually, we are committed to governing as a professional board of directors. The Board agrees to a commitment to the principles and practice of professional and collaborative governance, the sharing of a common understanding of Board policies, practices, procedures and principles, a focus on continuous learning and improvement, and a willingness to serve as a model of effective leadership to students, staff, and our community.

We meet monthly in public as a Board, along with 1-2 work sessions per month. Your attendance and participation are necessary for us to continue to grow and do the work our district requires of us.
Because we are a working Board, we are thankful in advance for the time you will commit to support the staff and students in our district. There may be special projects or events in addition to our regularly scheduled meetings, and we will draw on your strengths and presence to help us move forward as a model of professionalism and care within our district.
Welcome!

Mission Statement

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

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.

Board Purpose

In the Mancos School District, the governance is provided by a Board of Education made up of individuals elected by the residents of our district. This Board is responsible for establishing and maintaining an educational system that aligns with the constitution and laws of the state of Colorado. Our school board members are dedicated community volunteers who generously contribute their time to oversee and support our public schools. The Mancos School District is governed by a five-member board.

Board Roles

The core roles of the Mancos Public Schools Board of Education include:

- Guiding the School District through the Superintendent
- Engaging constituents in the work of the School District (linkage)
- Ensuring effective operations and alignment of resources
- Monitoring effectiveness
- Modeling excellence

Core Values

The Board of Education will:

- Deliberate with many voices while governing with one voice.
- Cultivate a sense of group responsibility; understanding that it is the Board, not the staff or administration, which is responsible for excellence in governance.

- Participate as an active member of the School District's leadership team, striving to lead the district through a clear mission statement, an articulated vision for the District shared and commonly understood goals, broad and clearly written policies, and a continual monitoring of the school and student performance.
- Hold itself to high standards of excellence in governance and professional responsibility, including a willingness to hold individual Board members and the Board itself accountable for its actions. • Monitor Board process, performance, and progress continually.
- Advocate for the School District and its students on the local, state, and national level vigorously and intelligently.
- Commit, individually and collectively, to being well-informed and educated on local, state and national educational issues, initiatives and practices.
- Communicate with all stakeholders about school district performance, direction, initiatives, issues, and ideas regularly.
- Recognize and celebrate school, staff, and student success both formally and informally. • Insist on the pursuit of excellence on the part of all with a role in the School District - staff, students, and board members.
- Act in the interest of what is best for all students, believing that all students can learn and succeed at a high level.
- Serve as a model of positive professional and ethical conduct.

Key Dates:

August:
September:
October: Candidate Forum, CASB Fall Conference & Delegate Assembly
November: Election Day, Oath of Office, District Thanksgiving Lunch
December: CASB Conference and Board Retreat
January:
February:
March:
April:
May: Graduation
June: Board Retreat
July:

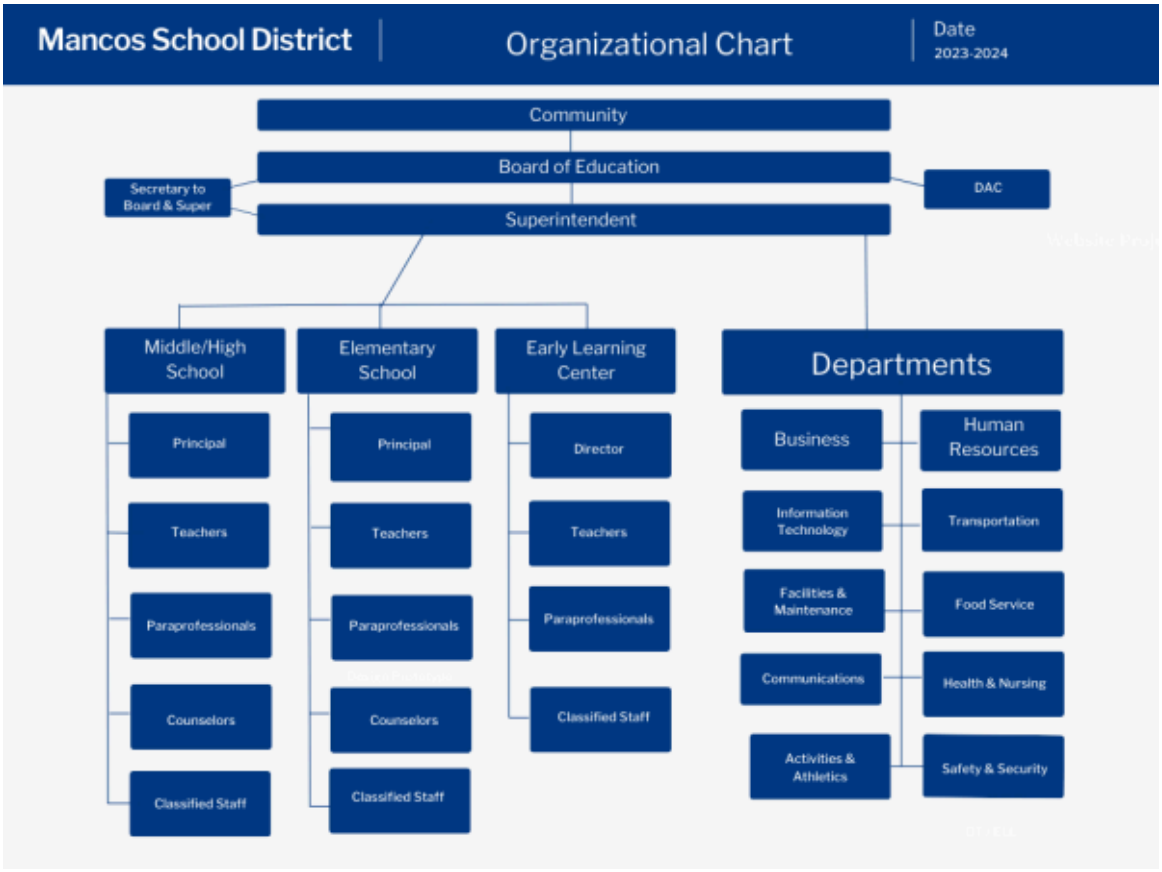
Key Contacts:

Mancos School Board
Craig Benally cbenally@mancosre6.edu
Kira Taylor ktaylow@mancosre6.edu
Tim Hunter thunter@mancosre6.edu
Craig McClure cmcclure@mancosre6.edu
Rachel McWhirter rmcwhriter@mancosre6.edu

District Staff
Superintendent: Audrey Hazleton ahazleton@mancosre6.edu

Business Manager: Alice Miller amiller@mancosre6.edu
Assistant Business Manager: Heather McKie hmckie@mancosre6.edu K-12 Curriculum Coordinator & Instructional Coach: Adyan Farrar afarrar@mancosre6.edu
Secondary Principal: Julie Porter jporter@mancosre6.edu
K-5 Principal: Dr. Mary Marable mmarable@mancosre6.edu
Early Learning Center Director: Tyra Hughes thughes@mancosre6.edu
District Social Worker: Molly Ender **mender@mancosre6.edu**
Facilities Director: Destri Lockhart dlockhart@mancosre6.edu
Technology Director: Keith Huskey khusky@mancosre6.edu
Food Service Director: Kacey Armes karmes@mancosre6.edu
Activities and Athletics Director: Louis Horton lhorton@mancosre6.edu
Health Services Director: Scott Carlton scarlton@mancosre6.edu

Organizational Chart



Important Links and Resources

- **CASB New Board Member Handbook (Print Copy)**
- **BOARD BOOKS**
- **BOE PLANNING CALENDAR**
- **BOE POLICY REVIEW SPREADSHEET**
- **BOE** SUPERINTENDENT EVALUATION

Board of Education Communication Plan

Goals of Communication Plan

- Establish trust across and within district leadership and the Board of Education
- Ready us to engage in purposeful, effective and efficient work
- Build transparency in our work and communication
- Uphold consistent and predictable practices
- Foster a respectful and cohesive environment
- Ensure all voices are heard
- “Working document.” Reviewed regularly at Work Sessions, updated when necessary

Communication Agreements & Norms

Mancos School District Community Agreements & The Bluejay Way

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!



Use 7 Norms of Communication for goal setting, debriefing and growth

- 7 Norms of Collaboration, 7 Norms Annotated
- Work Session Suggested Protocol:
  - Beginning of meeting: Review norms, set individual goals privately
  - End of meeting: Share appreciations of norms in action, reflect privately on goals

Social Media Guidelines (CASB)



Articulated Agenda Planning Process

- **Providing Input on Agenda:** There are many avenues for board members to provide input on the work session and board agenda including:
    - Communication with the board president and/or the superintendent including email, phone calls, and 1-1 meetings
    - Input during work session and board meetings

- **Collaborative Agenda Planning Meeting:** The goal of this meeting is to collaboratively discuss and set the general agenda for upcoming work sessions and board meetings. Following each board meeting, a collaborative agenda planning session will be held with the superintendent, board president and additional board member. This additional board member will rotate each month which will ensure diverse board perspectives are included in the agenda planning session. The detailed, final agenda will be finished by the board president and superintendent prior to the meeting dates.

- **Agenda Release Schedule*:**
  *Best efforts will be made to post agendas with time for board members and the public to review. All agendas are required to be posted 24 hours before a public meeting.
    - **Work Sessions**:
        - Dates and topics will be posted on the district website one week prior to the work session.
        - The agenda will be posted and shared with links on the Wednesday before the Monday work session.
    - **Board Meetings**:
        - Dates and topics will be posted on the district website one week prior to the work session.
        - The agenda will be posted and shared with links one week prior to the Board meeting.

Engagement and Communication Opportunities

- **1-1 Meetings or Partner Sessions with the Superintendent:** Board members should have a recurring monthly meeting with the Superintendent*. The 1-1 meeting format is an effective way to build a strong working relationship between board members and the superintendent by sharing community perspectives and discussing successes, challenges, concerns and solutions. Reschedule when necessary. *Note: The President of the board should communicate with the Superintendent in their official capacity as needed, and/or at a minimum of once per week.

- **District Communications**: Board members will receive all district external communications including Mancos Matters, Community Connections, Kids' Corner, Little Jay Express, Blue Jay Express and the monthly staff newsletter, Campus Connections. All other communications directed to the board will go through the superintendent's office prior to release to the board.
    - Mancos Matters Monthly "Board Note" schedule: 1st Wednesday of the month (10 days after Board Meeting

- **School Visits in Official Capacity as Board Member***
    - At all times, board members will check into an office when on campus and inform the office staff of the purpose of their visit.
    - If the board member would like to visit a school in their official capacity as a board member, the board member must set up a time with the superintendent in advance. The board member and the superintendent should define and agree on the purpose of the visit. Principals and teachers will be informed of visits ahead of time. The superintendent, principal, or staff member will accompany the board member throughout a school visit.
    - Board members will receive invitations or a calendar links to all grade-wide and school-wide events to their school based e-mail/calendar. When possible and appropriate, they may be sent invitations to class-based events.
    - If a board member is on campus as a parent, volunteer, or coach, or spectator they should follow regular protocols for checking into the office and/or the event coordinators upon entry.

*(Resource: CASB New Member Handbook 2.9, pg 9)

- **District Accountability Committee (DAC):** The District Accountability/Accreditation Committee's primary purpose is to monitor and support the academic achievement of District students. The committee offers patrons, students, and staff the opportunity to become involved with the improvement of the educational system. The committee serves as an advisory panel to the Board of Education and reports to the Board as directed in state law. The DAC is a formal way for School Board members and the superintendent to work together with stakeholders in service of students and the district.

- **General Inquiries and Concerns that come to BOE members**
    - Follow Communication Protocol:
        - Connect first with the Superintendent to discuss need, inquiry and/or concern.
        - If superintendent is not available, contact the Secretary to the Board of Education (Janet Fogel).
        - Connect with the President of the Board to discuss need, inquiry and/or concern.

- **Written Communication to Board of Education:** Written communications to the Board of Education as a whole (most often, via e-mail), should be read by all members of the board, however the response to each individual communication shall be handled as follows:
    - **Order of response to acknowledge receipt:**
        - Sent by President of the Board (on behalf of the board) using template guidelines below
        - When unavailable, the Vice President of the Board is responsible.
        - Response should be sent within 72 hours of original receipt (best efforts)
            - cc: of response to all board members
            - cc: of response to Superintendent of the district if originally included

- cc: of response to any other original parties to the communication

Template Guidelines:

Dear "Recipient(s)": ***Gray Requires Choice & Editing***

Thank you for reaching out to the Board of Directors with your recent e-mail. As a Board, we value your insights and appreciate that you have taken the time to share with us in a thoughtful manner.

While we will review your communication as a Board, we also strongly encourage you to bring your concerns ***(and/or praises)*** through the proper chain of command, which will help to effectively communicate and reach outcomes concerning all of those involved.

For your reference, please note the following protocols are practiced when communicating with the Mancos RE-6 School District:
(pick one below protocol and insert in response, delete remainder)

FOR PARENT/STUDENT
Please keep in mind, pursuant to our policy KE-R, that there are steps to address concerns as follows:

- Step 1: Concerns shall first be presented to the person(s) responsible for the event or action that forms your concern (i.e. teacher, staff member, coach, etc.).
- Step 2: If your concerns are not met to your satisfaction, you have a right to present your concerns to the district employee having direct supervisory responsibility over the person(s) involved.
- Step 3: If you are still yet unable to find a resolution, you will be asked to then bring your concerns to the superintendent's office.
- Step 4: If you are still unable to find a resolution, you will be asked to then submit a review of your concerns by the Board of Education.

FOR STAFF/TEACHER
Please keep in mind, pursuant to our policy GBK-R, that there are steps to address concerns as follows:

- Step 1: Concerns shall first be presented to the person having direct supervisory responsibility over your position.
- Step 2: If your concerns are not met to your satisfaction, you have a right to meet with your school principal, or the Superintendent.
- Step 3: If you are still unable to find a resolution, you will be asked to then submit a review of your concerns to the Board of Education.

FOR COMMUNITY MEMBER/OUTSIDER
All citizens of the district are encouraged to express their ideas, concerns, and judgments about the school through such means as written suggestions or proposals, presentations at board meetings, responses to surveys, service through advisory committees, participation in focus groups and involvement in additional calls to action. The district offices can assist with details and times of these opportunities. Many additional resources are also available online at https://www.mancosre6.edu/.

Additionally, the Superintendent of the school district is always available with an open door and can be reached as follows:

Audrey Hazleton
ahazleton@mancosre6.edu
970-533-7748

Keep in mind, the policies which expand upon your rights, and which we are bound and governed by as a district and Board of Education, can be found online here: https://www.mancosre6.edu/board-of-education/policies

Again, we thank you for reaching out, and sharing with us, your personal perspective.

Sincerely,

Follow-Up to Communication Practice:

- o Board President will communicate with Superintendent and relay the matter entirely
- o Board President will further close the circle by either reporting back to the board in written form; or in the next work session, as to the status, follow-up taken, or updates related to the original communication. o The Board President may elect to ask for follow-up and relaying of same the Superintendent or another staff member as the issue may or may not relate to them.

Terms Glossary

ACT- The ACT is a standardized test used for college admissions in the United States. Covers four academic skill areas: English, mathematics, reading, and scientific reasoning. It also offers an optional direct writing test.
ASVB- The ASVAB is a timed, multi-aptitude test, developed and maintained by the Defense Department
BOCES- Boards of Cooperative Educational Services
BOY – Beginning of Year
CASB – Colorado Association of School Boards
CMAS- The Colorado Measures of Academic Success are the state's common measurement of students' progress at the end of the school year in English language arts, math and science. Students in grades three through eight take the CMAS tests in math and English language arts.
CST- Child Study Team
DCA- District Capacity Assessment
DIT- District Implementation Team
EOY – End of Year
ESS- Educational Support Services
ELL- English Language Learner
LCS- Layered Continuum of Support
MAPS- Test/Assessment for measuring achievement and growth in K–12 math, reading, language usage, and science.
MOY – Middle of Year
MSDWS – Mancos School District Wellness System
MTSS- Multi-Tiered System of Supports is a framework for enhancing the implementation of evidence based practices to achieve important outcomes for every student.
NWEA- the company that owns MAPS (see above)
PBIS- Positive behavioral interventions and supports
POP (Cycle) – Pre observation, Observations, Post observation
PSAT- The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation in the United States
RJ – Restorative Justice
RTI – Response to Intervention
SAT- A national test of a student's academic skills, used for admission to US colleges. **SEL**- Social Emotional Learning
SMART (goals) – Specific, Measurable, Attainable, Relatable, Timely
TI – Trauma Informed

AFR	Annual Financial Report

APR	Annual Performance Report
AU	Administrative Unit

BOCES	Boards of Cooperative Education Services
BPEG	Bullying Prevention and Education Grant
CDE	Colorado Department of Education
C-DIT	COMTSS District Implementation Team
COMTSS	Colorado Multi-Tiered System of Supports
C-RIT	COMTSS Regional Implementation Team
C-SIT	COMTSS School Implementation Team
CSAS	Comprehensive Screening and Assessment System
DCA	District Capacity Assessment
EASI	Empowering Action for Student Improvement
EBP	Evidence Based Practice
EDI	Equity, Diversity and Inclusion
FSCP	Family, School, and Community Partnerships
LCS	Layered Continuum of Supports
LEA	Local Education Agency
NIRN	National Implementation Research Network
OLS	Office of Learning Supports
OSEP	Office of Special Education Programs
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
RCA	Regional Capacity Assessment
RtI	Response to Intervention
SCA	State Capacity Assessment
SEA	State Education Agency
SEL	Social-Emotional Learning
SFT	School Fidelity Tool
SISEP	State Implementation and Scaling-up of Evidence-Based Practices
SLT	State Leadership Team
SMT	State Management Team
SPDG	State Personnel Development Grant
TDSL	Team Driven Shared Leadership
UDL	Universal Design for Learning
UIP	Unified Improvement Plan

February 2022

Organizations

AU	Administrative Unit
BOCES	Boards of Cooperative Education Services
CDE	Colorado Department of Education
LEA	Local Education Agency
NIRN	National Implementation Research Network
OLS	Office of Learning Supports
OSEP	Office of Special Education Programs
SEA	State Education Agency
SISEP	State Implementation and Scaling-up of Evidence-Based Practices
SLT	State Leadership Team

Education terms

EDI	Equity, Diversity, and Inclusion
PBIS	Positive Behavioral Interventions and Supports
HQPD	High Quality Professional Development
RtI	Response to Intervention
SEL	Social-Emotional Learning
UDL	Universal Design for Learning

Components

COMTSS	Colorado Multi-Tiered System of Supports

CSAS	Comprehensive Screening and Assessment System
DBPSDM	Data-Based Problem Solving and Decision Making
FSCP	Family, School, and Community Partnerships
LCS	Layered Continuum of Supports
TDSL	Team Driven Shared Leadership

Grants and Grant Teams

BPEG	Bullying Prevention and Education Grant
C-DIT	COMTSS District Implementation Team
C-RIT	COMTSS Regional Implementation Team
C-SIT	COMTSS School Implementation Team
EASI	Empowering Action for Student Improvemen
C-SMT	COMTSS State Management Team
SPDG	State Personnel Development Grant
SLT	State Leadership Teams

Grant terms

AFR	Annual Financial Report
APR	Annual Performance Report
DCA	District Capacity Assessment
RCA	Regional Capacity Assessment
SCA	State Capacity Assessment
SFT	School Fidelity Tool
UIP	Unified Improvement Plan