

Regular Meeting

Monday, June 15, 2026 7:00 PM

District Support Center, 715 W. Platte Avenue, Fort Morgan, CO 80701

1. OPENING ACTIVITIES

1.A. Call to Order

1.B. Roll Call

1.C. Pledge of Allegiance

1.D. Approval of Previous Minutes

1.E. Agenda Changes; Approval of Agenda

2. SPECIAL PRESENTATION

Speaker (s) : Ms. Toni Miller

3. OPPORTUNITY FOR THE AUDIENCE

4. REPORTS

4.A. Board of Education

Speaker (s) : Mrs. Nancy Hopper, Board President

4.B. Superintendent

Speaker (s) : Mr. Rob Sanders

4.C. Assistant Superintendent of Curriculum and Assessment

Speaker (s) : Dr. Rena Frasco

4.D. Assistant Superintendent of Human Resources

Speaker (s) : Mr. Jason Frasco

4.E. Chief Financial Officer

Speaker (s) : Ms. Toni Miller

5. DISCUSSION ITEMS

5.A. Policies - District Revisions - Third Reading

5.B. Policies - District Revisions - Second Reading

5.C. Policy KBA, District Title I Parent and Family Engagement - District Revision - First Reading

5.D. MASAP Memo of Understanding and MASAP Salary Schedule for the 2026-2027 School Year

5.E. FMEA Memo of Understanding and FMEA Salary Schedule for the 2026-2027 School Year

5.F. ACP Memo of Understanding and ACP Salary Schedule for the 2026-2027 School Year

5.G. Professional Technical Salary Schedule for the 2026-2027 School Year

5.H. AEC (Alternative Education Campus) Actual Verification of Assessment Measures

6. CONSENT AGENDA

6.A. Personnel Action Report

6.B. Claims: Check Summary Report

6.C. Approval of Consent Agenda

7. **ACTION ITEMS**

7.A. Appropriating Resolution to Adopt the 2026-2027 Budget

7.B. Resolution to Approve Spending the Funds from the Beginning Fund Balance

7.C. MASAP Memo of Understanding and MASAP Salary Schedule for the 2026-2027 School Year

7.D. FMEA Memo of Understanding and FMEA Salary Schedule for the 2026-2027 School Year

7.E. ACP Memo of Understanding and ACP Salary Schedule for the 2026-2027 School Year

7.F. Professional Technical Salary Schedule for the 2026-2027 School Year

7.G. 2026-2027 School Handbooks

7.H. Policies - District Revisions - Third Reading

7.I. Lincoln Alternative Education Campus

Speaker (s) : Dr. Rena Frasco

8. **ADVANCED PLANNING**

9. **CLOSING ACTIVITIES**

9.A. Adjournment

**BOARD OF EDUCATION
MAY 04, 2026
MINUTES**

OPENING ACTIVITIES

A. Call to Order

The Board of Education of Morgan County School District Re-3 met in regular session at 5:07:00 p.m. on May 04, 2026, in the Board Room at the District Support Center with the following members present: Mrs. Christi Chisum, Mrs. Amy Grantham, Mrs. Nancy Hopper, Mrs. Kati Jess, Dr. John Prouty, Mrs. Mindy Smith, and Mrs. Sarah Whitney. Also, present were Mr. Rob Sanders, Superintendent; Mr. Jason Frasco, Assistant Superintendent; Dr. Rena Frasco, Assistant Superintendent; and Ms. Toni Miller, Chief Financial Officer. Mrs. Amy Grantham, Board of Education Vice President, presided over the meeting since Mrs. Nancy Hopper and Mrs. Christi Chisum attended via electronic means.

B. Approval of Previous Minutes

Dr. John Prouty made a motion to approve the minutes from the regular meeting on April 20, 2026, as presented. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

C. Agenda Changes; Approval of Agenda

Mrs. Kati Jess made a motion to approve the agenda as presented. Dr. John Prouty seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

SPECIAL PRESENTATION

A. Fort Morgan Middle School Soccer Club - Mr. Matthew Stalker

Ms. Clarissa Brobst, art teacher and soccer coach at Fort Morgan Middle School (FMMS), addressed the board regarding the FMMS soccer program and the opportunity to transition it from a club activity to an official school sport. She thanked the Board for their time and support of their students.

The soccer program currently has approximately 70 students and has grown significantly from the club's origin. The program includes six teams, structured practices, and organized games. Students are consistently participating and developing skills in teamwork, communication, responsibility, and academics. It was noted that the program serves many students who have not previously participated in school activities or athletics. Thirty students involved in the program had never participated in extracurricular activities before, including eight eighth-grade students who had never participated in school sports. Ms. Clarissa Brobst emphasized that the program provides students with a sense of belonging, physical activity, and an opportunity to represent the school.

From a logistical standpoint, the program is a low-cost and high-impact opportunity. Existing fields are utilized, equipment needs are minimal, and transportation is not required because students walk to the game location. The structure for the program is already established. The request is for official support and recognition to help sustain and expand the program. She added that recognizing soccer as an official school sport would expand opportunities for a large and diverse group of students while supporting their physical health, confidence, and connection to school. Ms. Clarissa Brobst concluded by thanking the Board for its time and consideration and invited everyone to attend the team's remaining two games.

OPPORTUNITY FOR AUDIENCE

Mr. Heldwin Brito, a retired teacher from Morgan County School District Re-3, addressed the Board regarding several items he requested remain on the Board's radar. He acknowledged the District's \$1,400,000 budget shortfall, while also noting that the electronic sign at Fort Morgan High School has not been operational for several years. He also inquired about the number of students receiving the bilingual seal this year.

REPORTS

A. Fort Morgan High School Representative – Ms. Kenzie Rau

Ms. Kenzie Rau has been busy with the musical and reported that the production went well. The performances were two weekends ago, and a huge success with great turnout from the community. Fort Morgan High School (FMHS) is also wrapping up the school year. Seniors have their last day on Wednesday, May 6, 2026. May 28 is the last day for the rest of our students. Everyone is excited for summer break. The graduation ceremony for FMHS is on May 17, 2026.

B. Board – Mrs. Nancy Hopper

Mrs. Nancy Hopper reported that Senate Bill 26-076, concerning school board liability issues, had been introduced and discussed on the floor that day. She shared that the bill was postponed indefinitely, effectively ending further consideration of the legislation. Mrs. Nancy Hopper noted this was positive news with the potential impact the bill could have had on board members.

C. Superintendent – Mr. Rob Sanders

Mr. Rob Sanders attended the soccer games at FMMS last week and enjoyed seeing students participating and engaged in the program. It was a positive experience, and he expressed interest in attending future games.

Discussion then moved to the annual Teaching and Learning Conditions in Colorado (TLCC) survey. He explained that the survey has been conducted for approximately 15 years and is administered independently through the Colorado Education Association (CEA). The District's involvement is limited to providing staff numbers, while the survey itself is created, distributed, and managed externally. Survey results are only provided

for districts where at least 50% of the staff participate. The District met that threshold this year, allowing access to both district-level and individual school-level data.

The survey measures staff perceptions regarding their work environment and school conditions. Comparisons are provided between the current year's results, prior survey results, and state averages. It was reported that most District indicators were either the same as or improved from previous results and that many areas exceeded state averages. Specific areas highlighted included instructional AI (Artificial Intelligence) strategies, where 48% of staff reported feeling prepared to move forward with AI initiatives, compared to the state average of 47%. In the area of leadership support for AI, 46% of District staff responded positively compared to the state average of 53%.

Student behavior was also identified as a strength, with 84% of staff indicating that student behavior supports a safe and productive learning environment. This reflected a 2% increase from the previous survey and was 3% higher than the state average. Mr. Rob Sanders emailed copies of the survey results to the Board prior to this meeting. It was also noted that the survey website allows users to review results for any participating school or district in Colorado. The timing of the survey results was encouraging and reflected positive progress within the District despite recent changes and transitions. It is also important to recognize that the feedback came directly from teachers and staff rather than from District administration.

D. Assistant Superintendent Curriculum/Assessment – Dr. Rena Frasco

Dr. Rena Frasco attended a four-day training course in Denver through the Public Education and Business Coalition (PEBC) titled Phenomenal Teaching. She shared that this was approximately the fifth group from the District to participate in the institute and noted appreciation for receiving a complimentary registration from PEBC.

The training focused on instructional thinking strategies, classroom discourse, and observing teachers in action through lab school visits in Denver. She attended alongside a team of four FMHS staff members, adding that this was the third or fourth cohort from FMHS to participate in the program and return with implementation strategies. There were also five teachers from FMMS who attended the institute. Dr. Rena Frasco expressed excitement about continuing to build systems and structures within the District and indicated that additional updates may be provided in the fall.

E. Assistant Superintendent Human Resources – Mr. Jason Frasco

Mr. Jason Frasco presented the Personnel Action Report and noted that some staff movement in and out of the District continues, which is typical for this time of year. At the time of the report, the one administrative position posted recently closed, and interviews were scheduled for earlier that day. There were also 18 certified positions posted which require a state-issued license or similar certification. There were seven classified positions and two coaching positions open. The District will continue to monitor substitute staffing and other related needs.

Negotiations are currently at a standstill pending final information related to the School Finance Act. It was explained that salary determinations cannot move forward until updated financial figures are available. Salary remains the primary topic for this year's negotiations, with no significant language changes under discussion.

Mr. Jason Frasco shared that several strong candidates have been hired and expressed satisfaction with the quality of new staff joining the District. However, unexpected vacancies have also arisen, creating ongoing staffing challenges as recruitment efforts continue.

F. Chief Financial Officer - Ms. Toni Miller

Ms. Toni Miller shared the engagement letter for the District's 2025–2026 audit services. A proposal was received from DMC Auditing and Consulting, LLC, the firm that has conducted the District's audits for the past two years. She expressed satisfaction with the firm's work and noted that the proposal reflects a 5% increase in costs, rising from approximately \$47,700 to \$50,085, which she described as a modest increase. Board approval will be requested to move forward with the engagement letter.

The District received the CSDSIP Liability and Property Insurance quote for the upcoming year. Despite recent claims and property-related concerns, the District's property insurance costs decreased by \$48,679. This is positive news, as an increase had been anticipated. Lastly, the Board was reminded that the preliminary budget for the upcoming fiscal year will be presented for review and adoption at the June 15 board meeting.

DISCUSSIONS ITEMS

A. Policies - District Revisions – First Reading

These policies were presented for the first reading. Policy KBA, District Title I Parent and Family Engagement was tabled.

- KBA, District Title I Parent and Family Engagement - tabled
- KBA-E, School-Level Title I Parent and Family Engagement
- KCD, Gifts Donations to Schools
- KDB, Public's Right to Know Freedom of Information
- KDBA, Parent Notification of Employee Criminal Charges
- KDB-R, Public's Right to Know Freedom of Information
- KDDA, Press Releases, Conferences, and Interviews
- KDDA-R, Official Spokespersons
- KE, Public Concerns and Complaints
- KE-R, Public Concerns and Complaints
- KF, Community Use of School Facilities
- KF-R, Community Use of School Facilities
- KHB, Advertising Revenue Enhancement
- KHC, Distribution Posting of Promotional Materials

- KHC-R, Distribution Posting of Noncurricular Materials
- KI, Visitors to Schools
- RETIRE.KBE, Relations with Parent Organizations
- RETIRE.KDCA, Use of Student in Public Information Program
- RETIRE.KDEA-R, Crisis Management Communications

B. Policies - District Revisions – Second Reading

These policies were presented for the second reading with no discussion.

- GCDB, Administrative Staff Annual Leave and Holidays
- IC ICA, School Year School Calendar Instruction Time

C. Policies – District Revisions – Third Reading

There was no further discussion on these policies for the third reading.

- DAC, Federal Fiscal Compliance
- DBG, Budget Adoption Process
- DJB, Budget Transfers
- DH, Bonded Employees and Officers
- DIE, Audits Financial Monitoring
- DJF, Local Competitive Purchasing
- EB, Environmental and Safety Program
- EBAB, Hazardous Materials
- EBAB-R, Hazardous Materials
- EBB, Accident Prevention and Safety Procedures
- EBBA, Prevention of Disease Infection Transmission
- EBBA-R, Prevention of Disease Infection Transmission
- EBBB, Accident Reports
- EBCA, Disaster Plans
- EBCB, Safety Drills
- EBCB-R, Safety Drills
- EBCC, Bomb Threats
- EBCC-R, Bomb Threats
- EBCE, School Closings and Cancellations
- EBCE-R, School Closings and Cancellations
- EBCF, Civil Disturbances
- EBCF-R, Civil Disturbances
- ECA ECAB, Security Access to Buildings
- ECAF-R, Use of Video and Audio Monitoring
- EEA, Student Transportation
- EEAE, Bus Safety Program
- EEAEA, School Transportation Vehicle Operator Requirements and Trainings
- EEAEAA, Drug and Alcohol Testing for Bus Drivers

- EEAEAA-R, Drug and Alcohol Testing for Bus Drivers
 - EEAEAB, Bus Purchasing and Maintenance
 - EEAEAG, Use of Wireless Communication Devices by School Transportation Vehicle Operators
 - EEAFAR, Extracurricular Activity Buses Field Trips Special Events Transportation
 - EEAFB, Use of School Vehicles by Community Groups
 - EEAFB-R, Use of School Vehicles by Community Groups
 - EEAG, Student Transportation in Private Vehicles
 - EF, School Nutrition Program
 - EFC, Free and Reduced-Price Food Services
 - EF-E-1, School Meal Payments
 - EFEA, Nutritious Food Choices
 - EGAD, Copyright Compliance
 - EGAD-R-1, Copyright Compliance
 - EGAEA, Electronic Mail
 - EBH, Record Retention
 - EHC, Safeguarding Personal Identifying Information
 - EI, Insurance Program Risk Management
 - IJL, Library Resources Selection Adoption and Reconsideration
 - JRA JRC, Student Records Release of Information on Students
 - KEC, Public Concerns Complaints about Instructional Materials and Library Resources
-
- REQUEST TO RETIRE
 - ECABA, Staff Student Identification Procedures
 - EDA, Materials and Equipment Receiving and Warehousing
 - EDB, Maintenance and Control of Materials and Equipment

CONSENT AGENDA

- A. Personnel Action Report
- B. Approval of Consent Agenda

Dr. John Prouty made a motion to approve the consent agenda as presented. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

ACTION ITEMS

- A. Consideration to Approve the Graduating Students of the Class of 2026 for Lincoln High School

Dr. John Prouty made a motion to approve the graduating students of the Class of 2026 for Lincoln High School as presented. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

B. Consideration to Approve the Graduating Students of the Class of 2026 for Fort Morgan High School

Mrs. Mindy Smith made a motion to approve the graduating students of the Class of 2026 for Fort Morgan High School as presented. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

C. Consideration to Approve the Audit Firm DMC Auditing and Consulting, LLC

Dr. John Prouty made a motion to approve the DMC Auditing and Consulting, LLC, as our audit firm for the 2025-2026 audit. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

D. Consideration to Approve the Policies with District Revisions – Third Reading

Mrs. Kati Jess made a motion to approve the listed policies with district revisions on the third reading as presented. The policies are:

- DAC, Federal Fiscal Compliance
- DBG, Budget Adoption Process
- DJB, Budget Transfers
- DH, Bonded Employees and Officers
- DIE, Audits Financial Monitoring
- DJF, Local Competitive Purchasing
- EB, Environmental and Safety Program
- EBAB, Hazardous Materials
- EBAB-R, Hazardous Materials
- EBB, Accident Prevention and Safety Procedures
- EBBA, Prevention of Disease Infection Transmission
- EBBA-R, Prevention of Disease Infection Transmission
- EBBB, Accident Reports
- EBCA, Disaster Plans
- EBCB, Safety Drills
- EBCB-R, Safety Drills
- EBCC, Bomb Threats
- EBCC-R, Bomb Threats
- EBCCD-R, Weather-Related Emergencies
- EBCE, School Closings and Cancellations
- EBCE-R, School Closings and Cancellations
- EBCF-R, Civil Disturbances
- ECA ECAB, Security Access to Buildings
- ECAF-R, Use of Video and Audio Monitoring
- EEA, Student Transportation
- EEAE, Bus Safety Program
- EEAEA, School Transportation Vehicle Operator Requirements and Trainings
- EEAEAA, Drug and Alcohol Testing for Bus Drivers
- EEAEAA-R, Drug and Alcohol Testing for Bus Drivers

- EEAEB, Bus Purchasing and Maintenance
- EEAEF, Use of Wireless Communication Devices by School Transportation Vehicle Operators
- EEAFR, Extracurricular Activity Buses Field Trips Special Events Transportation
- EEAFB, Use of School Vehicles by Community Groups
- EEAFB-R, Use of School Vehicles by Community Groups
- EEAG, Student Transportation in Private Vehicles
- EF, School Nutrition Program
- EFC, Free and Reduced-Price Food Services
- EF-E-1, School Meal Payments
- EFEA, Nutritious Food Choices
- EGAD, Copyright Compliance
- EGAD-R-1, Copyright Compliance
- EGAEA, Electronic Mail
- EBH, Record Retention
- EHC, Safeguarding Personal Identifying Information
- EI, Insurance Program Risk Management
- IJL, Library Resources Selection Adoption and Reconsideration
- JRA JRC, Student Records Release of Information on Students
- KEC, Public Concerns Complaints about Instructional Materials and Library Resources

RETIRED POLICIES

- ECABA, Staff Student Identification Procedures
- EDA, Materials and Equipment Receiving and Warehousing
- EDB, Maintenance and Control of Materials and Equipment

Dr. John Prouty seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

E. Consideration to Approve Fort Morgan High School FBLA (Future Business Leaders of America) Nationals June 29 to July 2, 2026, in San Antonio, Texas.

Dr. John Prouty made a motion to approve Fort Morgan High School attend the FBLA (Future Business Leaders of America) Nationals June 29 to July 2, 2026, in San Antonio, Texas. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

F. Consideration to Approve the Monetary Donation

Mrs. Kati Jess made a motion to approve the monetary donation to Green Acres Elementary School. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

NEWSLETTERS

May Newsletters

- Sherman May 2026 Newsletter
- Baker May 2026 Newsletter
- Columbine May 2026 Newsletter
- Green Acres May 2026 Newsletter
- Pioneer May 2026 Newsletter

ADVANCED PLANNING

- A. The next Board of Education Meetings is June 15, 2026.
- B. National Teacher Appreciation Week is May 4 to May 8, 2026. National Teacher Appreciation Day is Tuesday, May 5, 2026.
- C. The Last Day of School for our FMHS Seniors is Wednesday, May 6, 2026.
- D. The Fort Morgan High School Senior Banquet is Thursday, May 7, 2026.
- E. The Lincoln High School Graduation Ceremony is Friday, May 8, 2026.
- F. The Fort Morgan High School Baccalaureate is Friday, May 15, 2026.
- G. The Fort Morgan High School Graduation Parade is Saturday, May 16, 2026.
- H. The Fort Morgan High School Graduation Ceremony is Sunday, May 17, 2026.
- I. The Fort Morgan Middle School Continuation Ceremony is Thursday, May 28, 2026.
- J. The last day of school is Thursday, May 28, 2026.
- K. The End of the Year Picnic and Making a Difference Award Ceremony is Friday, May 29, 2026.

ADJOURNMENT

The regular meeting adjourned at 7:23 p.m.

Respectfully submitted,

Kati Jess, Board Secretary

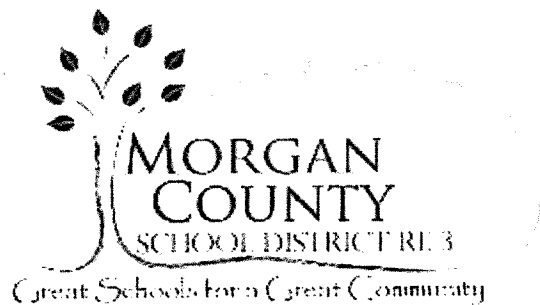
Nancy Hopper, Board President

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Morgan County School District RE-3

Proposed Budget

FY 2026/27



**Morgan County School District RE-3
715 West Platte Avenue
Fort Morgan, CO 80701**

**Robert Sanders
Superintendent**

**Toni M Miller, CPA
Chief Financial Officer**

Date 6/15/2026

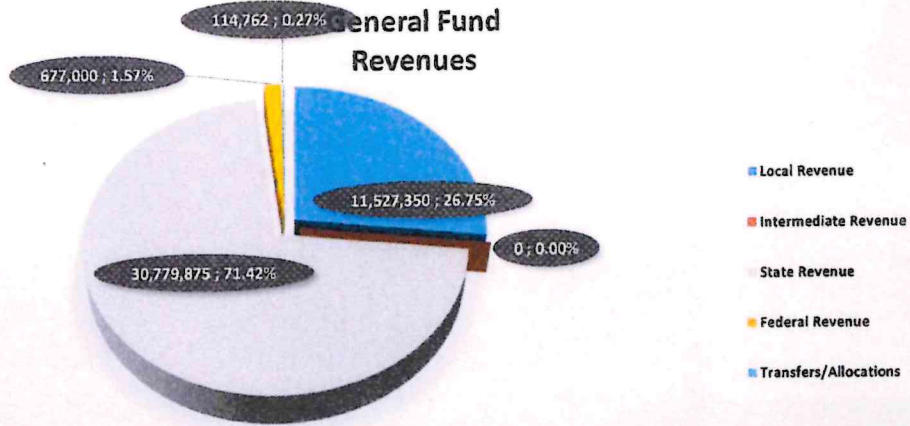
Morgan County School District RE-3

Proposed Budget

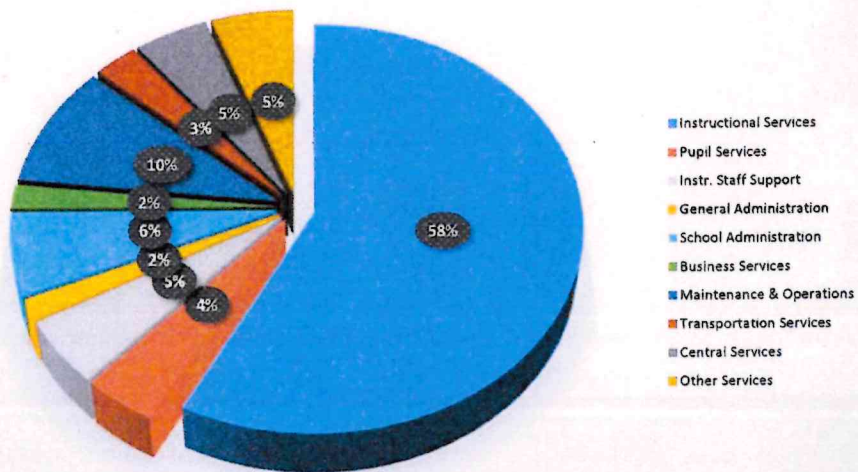
General Fund

FY 2026/27

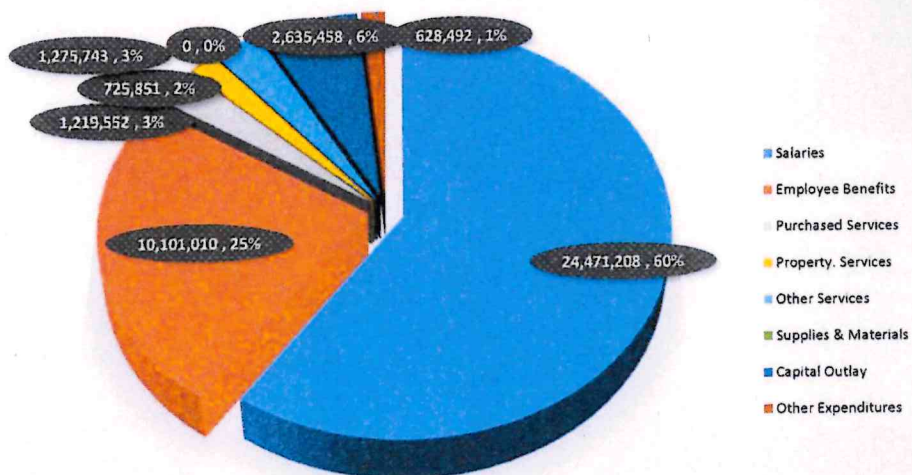
General Fund Revenues



General Fund Expenditures (By Program)



General Fund Expenditures (By Object)

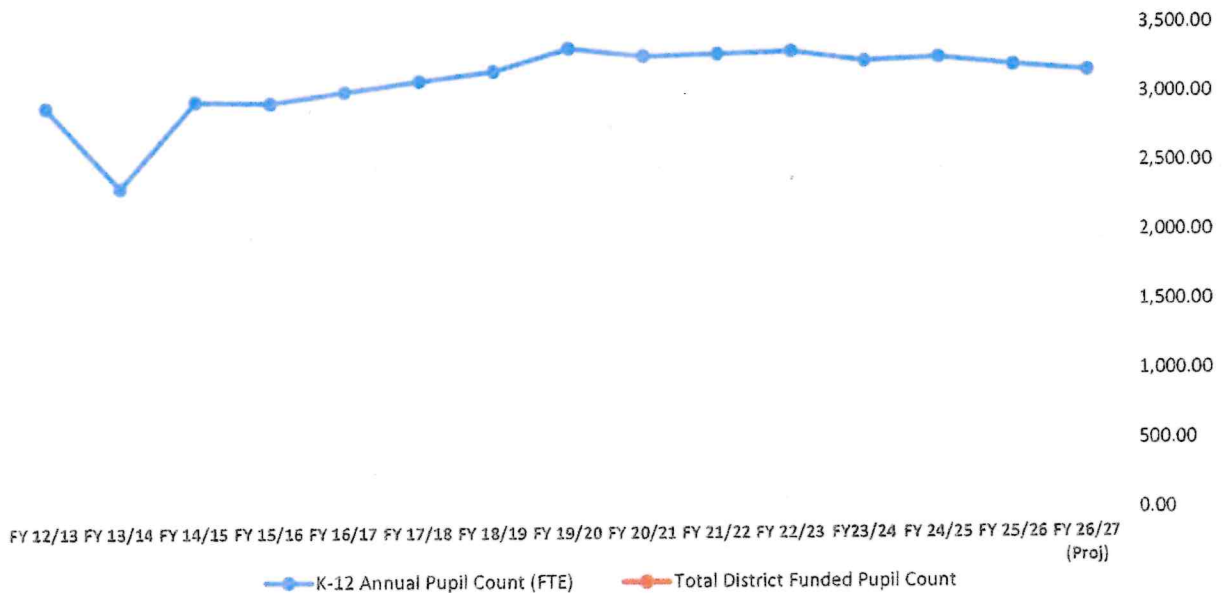


Morgan County School District RE-3

**Proposed Budget
Pupil Count History
FY 2026/27**

Fiscal Year	K-12 Annual Pupil Count (FTE)	Year over Year Pupil Count Change	Total District Funded Pupil Count
FY 26/27 (Proj)	3,158.00	(42.1)	
FY 25/26	3,200.10	(55.4)	
FY 24/25	3,255.50	24.5	
FY23/24	3,231.00	(71.3)	
FY 22/23	3,302.30	19.8	
FY 21/22	3,282.50	13.2	
FY 20/21	3,269.30	(57.2)	
FY 19/20	3,326.50	164.5	
FY 18/19	3,162.00	70.0	
FY 17/18	3,092.00	79.5	
FY 16/17	3,012.50	79.0	
FY 15/16	2,933.50	(12.0)	
FY 14/15	2,945.50	625.5	
FY 13/14	2,320.00	(578.5)	
FY 12/13	2,898.50	N/A	

* From CDE Funding Worksheets



Morgan County School District RE-3

Proposed Budget

GENERAL FUND

FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
Restricted - TABOR	1,500,000	1,500,000	1,500,000	1,500,000	0	1,500,000
All Other Fund Balance	9,634,472	10,001,474	8,461,125	861,125	7,600,000	8,461,125
Total Beginning Fund Balance	11,134,472	11,501,474	9,961,125	2,361,125	7,600,000	9,961,125
Revenues						
Local Revenue	9,799,726	11,450,742	11,512,561	12,976,152	(1,448,802)	11,527,350
Intermediate Revenue	26,584	0	9,882	9,900	(9,900)	0
State Revenue	25,328,343	27,050,281	31,093,153	29,498,374	1,281,501	30,779,875
Federal Revenue	2,126,410	3,802,612	1,100,068	871,619	(194,619)	677,000
Transfers/Allocations	(2,189,525)	1,901,569	(780,645)	(1,359,000)	1,473,762	114,762
Total Revenues	35,091,538	44,205,204	42,935,019	41,997,045	1,101,942	43,098,987
<i>Revenue Per Pupil</i>	10,626	13,682	13,188	13,124		13,648
Total Resources Available	46,226,010	55,706,678	52,896,144	44,358,170	8,701,941	53,060,111
<i>Revenue Per Pupil</i>						
Expenditures						
Instructional Services	19,648,047	22,982,618	25,025,389	24,808,569	27,215	24,835,784
Pupil Services	1,197,793	1,401,381	1,769,857	1,833,085	(58,462)	1,774,623
Instr. Staff Support	3,130,767	2,501,524	2,346,612	2,554,906	(337,620)	2,217,286
General Administration	570,082	749,510	671,816	659,864	25,462	685,326
School Administration	2,389,575	2,640,983	2,760,367	2,813,568	6,157	2,819,725
Business Services	708,718	831,778	979,606	870,885	(63,617)	807,268
Maintenance & Operations	3,804,816	4,112,162	4,334,760	5,622,473	(1,420,905)	4,201,568
Transportation Services	935,188	1,137,307	1,345,260	1,411,488	(130,849)	1,280,639
Central Services	1,536,302	2,595,709	3,878,416	2,180,586	(53,606)	2,126,980
Other Services	695,645	4,038,533	1,412,400	673,339	1,676,450	2,349,789
Total Expenditures	34,616,933	42,991,505	44,524,483	43,428,763	(329,776)	43,098,987
<i>Expenditure Per Pupil</i>	10,483	13,306	13,677	13,571		13,648
Other Financing Uses						
Other Financing Uses	0	0	0	0	0	0
Total Other Financing Uses	0	0	0	0	0	0
Surplus/(Deficit)	474,605	1,213,699	(1,589,464)	(1,431,718)	1,431,718	(0)
Fund Balances						
Restricted - TABOR	1,500,000	0	1,500,000	1,500,000	0	1,500,000
All Other Fund Balance	10,109,077	12,715,173	6,871,662	(570,593)	9,031,717	8,461,124
Total Fund Balance	11,609,077	12,715,173	8,371,662	929,407	9,031,717	9,961,124
Total Expenditures, Other Financing Uses & Fund Balance				44,358,170	8,701,941	53,060,111
Total Appropriation(Ending Fund Balance + Expense)				\$44,358,170		\$53,060,111
Appropriation Per Pupil						

Morgan County School District RE-3

**Proposed Budget
General Fund Revenue
FY 2026/27**

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Local Revenues						
1110 Property Taxes	8,323,577	9,420,955	9,537,967	10,314,293	(104,750)	10,209,543
1110 Property Taxes - MLO		163,395	111,072		0	
1120 Specific Ownership Taxes (SFA)	763,614	755,434	676,680	765,444	22,964	788,408
1120 Specific Ownership Taxes	236,025	281,880	273,363		0	
1140 Delinquent Taxes & Interest	19,201	16,076	16,440	20,000	(9,000)	11,000
1141 Abatement					0	
1300 Tuition	1,085				0	
1400 Transportation Fees					0	
1500 Earnings on Investments	395,891	692,411	622,650	446,000	(46,000)	400,000
1700 Pupil Activity Fees					0	
1800 Community Services Fees					0	
19XX Other Local Revenues	60,333	120,591	274,389	1,430,415	(1,312,015)	118,400
Total Local Revenues	9,799,726	11,450,742	11,512,561	12,976,152	(1,448,802)	11,527,350
Intermediate Revenue						
Mineral Lease	26,584		9,882	9,900	(9,900)	
Other Intermediate Revenue					0	
Total Intermediate Revenue	26,584	0	9,882	9,900	(9,900)	0
State Revenue						
State Equalization	22,878,409	24,529,234	27,319,225	27,363,373	(27,363,373)	
3235 At-Risk Funding	29,059			30,000	28,486,875	28,516,875
3120 Career & Technical Education	58,759	40,948	50,982	40,948	(10,948)	30,000
3130 Special Education	1,115,802	1,162,121	1,244,875	1,254,883	(1,194,883)	60,000
3140 English Language Proficiency	232,273	258,499	267,829	254,116	1,100,884	1,355,000
3141 Colorado Preschool Program					254,000	254,000
3150 Gifted & Talented		(13,834)			0	0
3160 Transportation	209,660	192,060	217,269	202,445	(202,445)	0
3170 Small Attendance Center					200,000	200,000
3230 Small & Large Rural	644,486	554,030			0	0
3259 Read Act					0	0
3897 Universal Preschool					0	0
3898 On-Behalf Payment		102,521	462,018		0	0
3899 School to Work Alliance Program					0	0
Other State Revenue	122,411	191,634	195,789	114,000	0	114,000
Other State Revenue	37,484	27,318	25,147	300,000	(300,000)	0
Other State Revenue			176,392		0	0
Other State Revenue		1,900	1,475	0	0	0
Other State Revenue		3,850	1,088,483	30,000	220,000	250,000
State Mill Levy Override Payment			43,669		0	0
Transportation Audit Finding				(91,391)	91,391	0
Total State Revenues	25,328,343	27,050,281	31,093,153	29,498,374	1,281,501	30,779,875
Federal Revenue						
4010 Title I					0	0
4367 Title IIA					0	0
4365 Title IIIA					0	0
4424 Title IVA					0	0
4048 Perkins					0	0
4027 Title VIb (Special Education)	685,505	848,537	748,005	801,585	(801,585)	0
4173 IDEA Preschool	34,181	32,997	37,467	29,035	(29,035)	0
Other Federal Revenue	1,360,943	2,334,894	201,797	4,999	645,001	650,000
Other Federal Revenue	45,379	586,184	28,450	36,000	(9,000)	27,000
Other Federal Revenue	402		84,349	0	0	0
Total Federal Revenues	2,126,410	3,802,612	1,100,068	871,619	(194,619)	677,000
Transfers/Allocations						

Morgan County School District RE-3

Proposed Budget

General Fund Revenue

FY 2026/27

		Actuals	Actuals	Actuals	Budget		Proposed Budget
		FY 22/23	FY 23/24	FY 24/25	FY 25/26	Difference	FY 26/27
5218	Insurance Reserve	(900,000)	(1,008,000)	(1,050,000)	(800,000)	(200,000)	(1,000,000)
5219	Preschool	(710,525)				0	0
5243	Capital Reserve	(519,000)	(519,000)	(519,000)	(519,000)	0	(519,000)
5221	Food Service					0	0
	Capital Financing		3,503,569	833,355		1,684,131	1,684,131
	Daycare Fund	(60,000)	(75,000)	(45,000)	(40,000)	(10,369)	(50,369)
Total Transfers/Allocations		(2,189,525)	1,901,569	(780,645)	(1,359,000)	1,473,762	114,762
Total Revenues		35,091,538	44,205,204	42,935,019	41,997,045	1,101,942	43,098,987

Morgan County School District RE-3

**Proposed Budget
General Fund Expenditures
FY 2026/27**

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Instruction (11)						
01XX Salaries	9,837,676	11,316,955	11,739,030	11,756,783	(206,006)	11,550,777
02XX Employee Benefits	3,855,300	4,470,985	5,038,553	4,800,738	14,568	4,815,306
03XX Professional Services	1,450	0	1,602	3,200	1,000	4,200
04XX Property Services	4,196	3,766	4,341	6,800	1,050	7,850
05XX Other Services	114,806	179,796	225,730	230,632	30,316	260,948
06XX Supplies & Materials	204,748	254,766	237,100	236,615	48,378	284,993
07XX Equipment	40,666	76,615	163,945	84,302	37,712	122,014
08XX Other Objects	34,171	32,246	42,010	47,083	1,040	48,123
09XX Other Uses	0	0	0	0	0	0
Total Instruction	14,093,013	16,335,129	17,452,311	17,166,154	(71,944)	17,094,210
Special Education (12)						
01XX Salaries	2,989,288	3,727,496	3,800,218	3,764,335	(201,188)	3,563,147
02XX Employee Benefits	1,159,663	1,458,463	1,555,881	1,569,054	(53,871)	1,515,183
03XX Professional Services	62,912	0	606,969	691,882	49,118	741,000
04XX Property Services	0	0	0	0	0	0
05XX Other Services	184,285	239,923	262,697	275,975	166,850	442,825
06XX Supplies & Materials	24,238	21,606	22,862	42,499	(5,499)	37,000
07XX Equipment	11,551	6,973	7,280	16,434	(3,019)	13,415
08XX Other Objects	1,667	6,682	6,652	5,900	(400)	5,500
09XX Other Uses	0	0	0	0	0	0
Total Special Education	4,433,604	5,461,143	6,262,559	6,366,079	(48,008)	6,318,071
Career & Technical Education (13)						
01XX Salaries	418,006	423,731	421,549	400,617	(5,505)	395,112
02XX Employee Benefits	167,447	174,937	180,627	163,870	(175)	163,695
03XX Professional Services	0	0	0	0	0	0
04XX Property Services	0	0	0	0	0	0
05XX Other Services	110,420	140,097	153,658	165,400	52,100	217,500
06XX Supplies & Materials	9,932	17,399	17,842	12,780	2,470	15,250
07XX Equipment	5,434	2,599	3,491	3,000	0	3,000
08XX Other Objects	272	538	69	100	50	150
09XX Other Uses	0	0	0	0	0	0
Total Career & Technical Education	711,511	759,301	777,236	745,767	48,940	794,707
Cocurricular Education (14)						
01XX Salaries	332,258	348,334	430,219	431,709	56,130	487,839
02XX Employee Benefits	76,960	78,247	95,024	98,645	42,097	140,742
03XX Professional Services	0	0	0	0	0	0
04XX Property Services	0	0	0	0	0	0
05XX Other Services	318	324	319	215	0	215
06XX Supplies & Materials	383	140	2,471	0	0	0
07XX Equipment	0	0	5,250	0	0	0
08XX Other Objects	0	0	0	0	0	0
09XX Other Uses	0	0	0	0	0	0
Total Cocurricular Education	409,919	427,045	533,283	530,569	98,227	628,796
Other Education (19)						
01XX Salaries			0			0
02XX Employee Benefits			0			0
03XX Professional Services			0			0
04XX Property Services			0			0
05XX Other Services			0	4,000		0
06XX Supplies & Materials			8,183			0
07XX Equipment			0			0
08XX Other Objects			0			75,000
09XX Other Uses			43,357	54,000		0
Total Other Education			51,540	58,000	0	75,000

Morgan County School District RE-3

**Proposed Budget
General Fund Expenditures
FY 2026/27**

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Student Support Svcs (21)						
01XX Salaries	799,956	987,690	1,260,570	1,298,835	(35,945)	1,262,890
02XX Employee Benefits	282,175	369,501	489,423	466,835	(5,282)	461,553
03XX Professional Services	101,091	75	500	500	(500)	0
04XX Property Services	0	0	0	0	0	0
05XX Other Services	2,021	18,084	5,238	11,275	(8,925)	2,350
06XX Supplies & Materials	12,139	24,487	12,461	55,225	(8,295)	46,930
07XX Equipment	0	0	0	0	0	0
08XX Other Objects	411	1,544	1,665	415	485	900
09XX Other Uses	0	0	0	0	0	0
Total Student Support Svcs	1,197,793	1,401,381	1,769,857	1,833,085	(58,462)	1,774,623
Instr Staff Support Svcs (22)						
01XX Salaries	1,058,865	1,227,156	1,269,909	1,365,035	(107,971)	1,257,064
02XX Employee Benefits	398,029	446,723	443,938	488,455	(16,793)	471,662
03XX Professional Services	166,492	211,059	134,324	32,930	27,570	60,500
04XX Property Services	630	0	0	0	0	0
05XX Other Services	27,337	27,021	81,789	21,245	(6,345)	14,900
06XX Supplies & Materials	1,398,386	584,303	401,229	666,276	(269,876)	396,400
07XX Equipment	65,557	(4,760)	9,278	2,000	(1,000)	1,000
08XX Other Objects	15,471	10,022	6,145	(21,035)	36,795	15,760
09XX Other Uses	0	0	0	0	0	0
Total Staff Support Svcs	3,130,767	2,501,524	2,346,612	2,554,906	(337,620)	2,217,286
General Administration (23)						
01XX Salaries	250,873	331,594	281,558	289,010	(16,652)	272,358
02XX Employee Benefits	93,609	104,322	106,436	108,754	20,914	129,668
03XX Professional Services	136,347	218,700	200,470	178,500	25,000	203,500
04XX Property Services	0	0	0	0	0	0
05XX Other Services	44,559	50,752	30,618	39,400	(10,200)	29,200
06XX Supplies & Materials	21,663	10,613	27,090	14,600	8,900	23,500
07XX Equipment	1,732	33,529	2,953	1,250	(250)	1,000
08XX Other Objects	21,299	0	22,691	28,350	(2,250)	26,100
09XX Other Uses	0	0	0	0	0	0
Total General Administration	570,082	749,510	671,816	659,864	25,462	685,326
School Administration (24)						
01XX Salaries	1,718,409	1,893,863	1,944,068	1,991,591	(51,430)	1,940,161
02XX Employee Benefits	626,827	698,324	742,768	725,157	37,860	763,017
03XX Professional Services	0	0	0	0	0	0
04XX Property Services	0	0	0	0	0	0
05XX Other Services	22,103	27,961	36,660	44,330	(9,075)	35,255
06XX Supplies & Materials	12,125	18,457	25,536	33,208	29,465	62,673
07XX Equipment	2,816	2,378	4,642	5,725	(3,225)	2,500
08XX Other Objects	7,295	0	6,693	13,557	2,562	16,119
09XX Other Uses	0	0	0	0	0	0
Total School Administration	2,389,575	2,640,983	2,760,367	2,813,568	6,157	2,819,725

Morgan County School District RE-3

**Proposed Budget
General Fund Expenditures
FY 2026/27**

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Business Services (25)						
01XX Salaries	391,892	446,452	505,695	451,847	(44,513)	407,334
02XX Employee Benefits	163,421	175,408	199,886	176,216	(9,584)	166,632
03XX Professional Services	117,906	184,831	266,334	198,822	(45,470)	153,352
04XX Property Services	17,645	9,286	9,235	9,000	(500)	8,500
05XX Other Services	10,600	21,576	29,822	33,500	(6,250)	27,250
06XX Supplies & Materials	39,394	22,663	(4,381)	25,000	13,000	38,000
07XX Equipment	8,157	6,952	7,946	5,000	0	5,000
08XX Other Objects	(40,297)	(35,390)	(34,931)	(28,500)	29,700	1,200
09XX Other Uses	0	0	0	0	0	0
Total Business Services	708,718	831,778	979,606	870,885	(63,617)	807,268
Maintenance & Operations (26)						
01XX Salaries	1,693,048	1,909,103	1,967,560	1,997,643	(93,454)	1,904,189
02XX Employee Benefits	735,851	773,857	832,235	840,918	23,759	864,677
03XX Professional Services	0	16,860	0	16,127	(3,127)	13,000
04XX Property Services	421,420	434,654	544,339	546,640	(18,139)	528,501
05XX Other Services	22,411	26,071	21,566	19,725	(12,725)	7,000
06XX Supplies & Materials	893,765	840,547	926,290	873,500	(2,400)	871,100
07XX Equipment	37,673	110,078	42,358	1,326,915	(1,314,415)	12,500
08XX Other Objects	648	992	412	1,005	(405)	600
09XX Other Uses	0	0	0	0	0	0
Total Maintenance & Operations	3,804,816	4,112,162	4,334,760	5,622,473	(1,420,905)	4,201,568
Student Transportation (27)						
01XX Salaries	549,644	681,644	810,905	857,863	(150,382)	707,481
02XX Employee Benefits	240,794	282,097	349,497	384,900	(27,418)	357,482
03XX Professional Services	4,153	21,247	24	25	(25)	0
04XX Property Services	21,434	0	40,936	45,500	10,500	56,000
05XX Other Services	19,701	70,029	40,452	39,700	(4,200)	35,500
06XX Supplies & Materials	172,589	154,237	172,708	141,000	41,000	182,000
07XX Equipment	6,076	6,984	9,871	5,000	(2,000)	3,000
08XX Other Objects	(79,203)	(78,931)	(79,133)	(62,500)	1,675	(60,825)
09XX Other Uses	0	0	0	0	0	0
Total Student Transportation	935,188	1,137,307	1,345,260	1,411,488	(130,849)	1,280,639
Central Services (28)						
01XX Salaries	567,580	692,391	708,790	646,702	3,537	650,239
02XX Employee Benefits	193,248	225,454	234,501	225,984	8,782	234,766
03XX Professional Services	174,921	178,599	84,316	136,400	(97,400)	39,000
04XX Property Services	136,204	175,609	117,704	130,000	(5,000)	125,000
05XX Other Services	168,125	209,415	226,866	195,250	7,550	202,800
06XX Supplies & Materials	155,407	195,672	127,694	144,100	(100)	144,000
07XX Equipment	139,132	917,083	2,377,591	699,700	28,025	727,725
08XX Other Objects	1,685	1,486	954	2,450	1,000	3,450
09XX Other Uses	0	0	0	0	0	0
Total Central Services	1,536,302	2,595,709	3,878,416	2,180,586	(53,606)	2,126,980

Morgan County School District RE-3

**Proposed Budget
General Fund Expenditures
FY 2026/27**

Community Services (33)

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
01XX Salaries	55,577	59,724	76,512	79,949	(7,332)	72,617
02XX Employee Benefits	23,649	23,669	18,411	18,302	(1,675)	16,627
03XX Professional Services	0	0	0	0	5,000	5,000
04XX Property Services	0	0	0	0	0	0
05XX Other Services	0	270,529	28,450	0	0	0
06XX Supplies & Materials	0	80	0	0	0	0
07XX Equipment	402	0	0	0	0	0
08XX Other Objects	482	68	0	0	0	0
09XX Other Uses	0	0	0	0	0	0

Total Community Services

Property Services (4x)

	80,110	354,070	123,373	98,251	(4,008)	94,243
01XX Salaries	0	0	0	0	0	0
02XX Employee Benefits	0	0	0	0	0	0
03XX Professional Services	8,000	56,536	0	0	0	0
04XX Property Services	0	0	0	0	0	0
05XX Other Services	0	0	0	0	0	0
06XX Supplies & Materials	0	0	0	0	0	0
07XX Equipment	0	3,412,053	801,885	0	1,684,131	1,684,131
08XX Other Objects	2,916	215,874	144,883	190,340	(48,920)	141,420
09XX Other Uses	604,619	0	342,259	384,748	45,247	429,995

Total Property Services

Total Expenditures

	615,535	3,684,463	1,289,027	575,088	1,680,458	2,255,546
	\$34,616,933	\$42,991,505	\$44,576,023	\$43,486,763	(\$329,776)	\$43,098,987

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program:

Instruction (11)

Program Budget Manager:

Program Description:

Included in this program are the expenditures incurred in planned learning activities and experiences that provide students in schools of all levels (K-12). Non-salary and benefit accounts represent funds allocated to schools (principals) based on the student count for each school. The Superintendent determines the number of FTE for each category of position based on the unique needs of each school.

	Actuals			Proposed Budget		
	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Difference	FY 26/27
Instruction (11)						
011X Salaries	9,782,116	11,232,671	11,649,628	11,676,078	(340,715)	11,335,363
01XX Supplemental Pay & Stipends	55,560	84,284	89,402	80,705	134,709	215,414
02XX Employee Benefits	3,855,300	4,470,985	5,038,553	4,800,738	14,568	4,815,306
03XX Professional Services	1,450	0	1,602	3,200	1,000	4,200
04XX Property Services	4,196	3,766	4,341	6,800	1,050	7,850
05XX Other Services	114,806	179,796	225,730	230,632	30,316	260,948
06XX Supplies & Materials	204,748	254,766	237,100	236,615	48,378	284,993
07XX Equipment	40,666	76,615	163,945	84,302	37,712	122,014
08XX Other Objects	34,171	32,246	42,010	47,083	1,040	48,123
09XX Other Uses					0	
Total Instruction	14,093,013	16,335,129	17,452,311	17,166,154	(71,944)	17,094,210

	Actuals			Proposed Budget		
	FY 22/23	FY 23/24	FY 24/25	FY 25/26	FY 25/26 v FY26 Budget	FY 26/27
Staff FTE:						
1XX Administrators					0.00	
2XX Teachers (Licensed)	169.00	195.00	189.00	198.00	-5.00	193.00
3XX Non-Teaching Professionals					0.00	
4XX Classified - Instructional	29.00	33.00	40.00	22.00	11.00	33.00
5XX Classified - School Admin					0.00	
6XX Classified - Maint, Oper & Trans					0.00	
Total FTE	198.00	228.00	229.00	220.00	6.00	226.00

Morgan County School District RE-3

Proposed Budget

General Fund Detail Budgets

FY 2026/27

Program:

Instruction - Special Education (12)

Program Budget Manager:

Program Description:

This budget pays for educational services for students with disabilities and special needs. The primary expenditures for this program are the salaries and benefits costs for special education staff. Special Education expenditures in the General Fund are eligible for a partial reimbursement from the State of Colorado Special Education categorical funding as dictated by the Colorado public school finance act of 1994.

	Actuals			Budget		
	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Difference	Proposed Budget FY 26/27
Special Education (12)						
011X Salaries	2,959,802	3,686,250	3,751,293	3,674,635	(240,048)	3,434,587
01XX Supplemental Pay & Stipends	29,486	41,246	48,925	89,700	38,861	128,561
02XX Employee Benefits	1,159,663	1,458,463	1,555,881	1,569,054	(53,871)	1,515,183
03XX Professional Services	62,912		606,969	691,882	49,118	741,000
04XX Property Services						
05XX Other Services	184,285	239,923	262,697	275,975	166,850	442,825
06XX Supplies & Materials	24,238	21,606	22,862	42,499	(5,499)	37,000
07XX Equipment	11,551	6,973	7,280	16,434	(3,019)	13,415
08XX Other Objects	1,667	6,682	6,652	5,900	(400)	5,500
09XX Other Uses						
Total Special Education	4,433,604	5,461,143	6,262,559	6,366,079	(48,008)	6,318,071

	Actuals			Budget		
	FY 22/23	FY 23/24	FY 24/25	FY 25/26	FY25/26 v FY26 Budget	Proposed Budget FY 26/27
Staff FTE:						
1XX Administrators	2.00	2.00	2.00	2.00	-1.00	1.00
2XX Teachers (Licensed)	23.00	30.00	41.00	45.00	-2.00	43.00
3XX Non-Teaching Professionals				1.00	-1.00	
4XX Classified - Instructional	37.00	40.00	47.00	57.00	-20.00	37.00
5XX Classified - School Admin				1.00	0.00	1.00
6XX Classified - Maint, Oper & Trans		1.00	1.00		0.00	
Total FTE	62.00	73.00	91.00	106.00	-24.00	82.00

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 13 Instruction - Career & Technical Education (CTE)
Program Budget Manager:

Program Description:

This budget is used for students in state approved vocational programs operating in secondary schools. Expenditures made from this program are eligible for reimbursement from the Colorado Vocational Act at a rate of approximately 30%. The reimbursement revenue is a state categorical funding element from the Colorado public school finance act of 1994 and is listed in the General Fund under state revenues.

Career & Technical Education (13)

011X Salaries
01XX Supplemental Pay & Stipends
02XX Employee Benefits
03XX Professional Services
04XX Property Services
05XX Other Services
06XX Supplies & Materials
07XX Equipment
08XX Other Objects
09XX Other Uses
Total Career & Technical Education

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
407,578	423,731	420,322
10,428		1,227
167,447	174,937	180,627
110,420	140,097	153,658
9,932	17,399	17,842
5,434	2,599	3,491
272	538	69
711,511	759,301	777,236

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
399,617	(4,505)	395,112
1,000	(1,000)	
163,870	(175)	163,695
	0	
	0	
165,400	52,100	217,500
12,780	2,470	15,250
3,000	0	3,000
100	50	150
	0	
745,767	48,940	794,707

Staff FTE:

1XX Administrators
2XX Teachers (Licensed)
3XX Non-Teaching Professionals
4XX Classified - Instructional
5XX Classified - School Admin
6XX Classified - Maint, Oper & Trans
Total FTE

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
7.00	7.00	7.00
7.00	7.00	7.00

Budget	0	Proposed Budget
FY 25/26	Difference	FY 26/27
	0.00	
7.00	0.00	7.00
	0.00	
	0.00	
	0.00	
	0.00	
7.00	0.00	7.00

Morgan County School District RE-3

Proposed Budget

General Fund Detail Budgets

FY 2026/27

Program: 14 Instruction - Co-Curricular Activities
Program Budget Manager:

Program Description:

This program supports athletic programs and competition. These programs promote student self-esteem, school spirit and physical and mental fitness. Expenditures of this program include salaries and benefits of staff, sports dues and fees, game officials, sports transportation and sports equipment.

	Actuals			Proposed Budget		
	FY 22/23	FY 23/24	FY 24/25	Budget FY 25/26	Difference	FY 26/27
Co-Curricular Instruction (14)						
011X Salaries					0	
01XX Supplemental Pay & Stipends	332,258	348,334	430,219	431,709	56,130	487,839
02XX Employee Benefits	76,960	78,247	95,024	98,645	42,097	140,742
03XX Professional Services					0	
04XX Property Services					0	
05XX Other Services	318	324	319	215	0	215
06XX Supplies & Materials	383	140	2,471		0	
07XX Equipment			5,250		0	
08XX Other Objects					0	
09XX Other Uses					0	
Total Co-Curricular Instruction	409,919	427,045	533,283	530,569	98,227	628,796

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 19 Other Education

Program Budget Manager:

Program Description:

Expenses for Students outside of our District

Other Education (19)

011X Salaries
 01XX Supplemental Pay & Stipends
 02XX Employee Benefits
 03XX Professional Services
 04XX Property Services
 05XX Other Services
 06XX Supplies & Materials
 07XX Equipment
 08XX Other Objects
 09XX Other Uses

Total Co-Curricular Instruction

Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
				0	
				0	
				0	
				0	
				0	
17,505	7,820	8,183	4,000	(4,000)	0
	0			0	
				0	
44,722	43,111	43,357	54,000	21,000	75,000
				0	
62,227	50,931	51,540	58,000	17,000	75,000

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 2100 Student Support Services
Program Budget Manager:

Program Description:

Student support services include all programs and activities in schools that support students but are not directly related to instruction. Examples include school nurses, counselors, social workers and school psychologists. The majority of expenditures are salaries and benefits of staff.

Student Support Services (21)

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
011X Salaries	790,424	983,316	1,250,794	1,288,472	(38,854)	1,249,618
01XX Supplemental Pay & Stipends	9,532	4,374	9,776	10,363	2,909	13,272
02XX Employee Benefits	282,175	369,501	489,423	466,835	(5,282)	461,553
03XX Professional Services	101,091	75	500	500	(500)	0
04XX Property Services						
05XX Other Services	2,021	18,084	5,238	11,275	(8,925)	2,350
06XX Supplies & Materials	12,139	24,487	12,461	55,225	(8,295)	46,930
07XX Equipment						
08XX Other Objects	411	1,544	1,665	415	485	900
09XX Other Uses					0	
Total Student Support Services	1,197,793	1,401,381	1,769,857	1,833,085	(58,462)	1,774,623

Staff FTE:

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
1XX Administrators					0.00	
2XX Teachers (Licensed)	6.00		17.00	18.00	0.00	18.00
3XX Non-Teaching Professionals				2.00	0.00	2.00
4XX Classified - Instructional	2.50			1.00	0.00	1.00
5XX Classified - School Admin	5.00		9.00	6.00	0.00	6.00
6XX Classified - Maint, Oper & Trans					0.00	
Total FTE	13.50	0.00	26.00	27.00	0.00	27.00

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 2200 Instructional Staff Services
Program Budget Manager:

Program Description:

Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students. These services pertain to the interaction between students and teachers, focusing on designing the curriculum training staff on training methods, assessing the student's learning and retention of the subject matter and delivering and coordinating such activities.

Instruct Support Services (22)

011X Salaries
01XX Supplemental Pay & Stipends
02XX Employee Benefits
03XX Professional Services
04XX Property Services
05XX Other Services
06XX Supplies & Materials
07XX Equipment
08XX Other Objects
09XX Other Uses

Total Student Support Services

Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25
970,090	1,128,297	1,185,285
88,775	98,859	84,624
398,029	446,723	443,938
166,492	211,059	134,324
630		
27,337	27,021	81,789
1,398,386	584,303	401,229
65,557	(4,760)	9,278
15,471	10,022	6,145
3,130,767	2,501,524	2,346,612

Budget FY 25/26	Difference	Proposed Budget FY 26/27
1,325,525	(78,361)	1,247,164
39,510	(29,610)	9,900
488,455	(16,793)	471,662
32,930	27,570	60,500
	0	
21,245	(6,345)	14,900
666,276	(269,876)	396,400
2,000	(1,000)	1,000
(21,035)	36,795	15,760
	0	
2,554,906	(337,620)	2,217,286

Staff FTE:

1XX Administrators
2XX Teachers (Licensed)
3XX Non-Teaching Professionals
4XX Classified - Instructional
5XX Classified - School Admin
6XX Classified - Maint, Oper & Trans

Total FTE

Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25
1.00	1.00	1.00
8.00	8.00	13.00
1.00	4.00	4.00
4.00	3.00	3.00
1.00	1.00	1.00
15.00	17.00	22.00

Budget FY 25/26	Difference	Proposed Budget FY 26/27
1.00	2.00	3.00
7.00	3.00	10.00
3.00	1.00	4.00
5.00	-4.00	1.00
1.00	0.00	1.00
	0.00	
17.00	2.00	19.00

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 2300 General Administration
Program Budget Manager:

Program Description:

General administration is the primary central administration program of the district. This program includes the superintendent's office, Board of Education, legal fees, audit fees, and property tax collection fees. While other administrative costs show up in the 2500-2800 programs, this program is the "general" administration program that is required by the Colorado uniform chart of accounts.

General Administration (23)

011X Salaries
01XX Supplemental Pay & Stipends
02XX Employee Benefits
03XX Professional Services
04XX Property Services
05XX Other Services
06XX Supplies & Materials
07XX Equipment
08XX Other Objects
09XX Other Uses
Total General Administration

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
249,928	329,643	278,627
945	1,951	2,931
93,609	104,322	106,436
136,347	218,700	200,470
44,559	50,752	30,618
21,663	10,613	27,090
1,732	33,529	2,953
21,299		22,691
570,082	749,510	671,816

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
286,460	(15,002)	271,458
2,550	(1,650)	900
108,754	20,914	129,668
178,500	25,000	203,500
39,400	(10,200)	29,200
14,600	8,900	23,500
1,250	(250)	1,000
28,350	(2,250)	26,100
659,864	25,462	685,326

Staff FTE:

1XX Administrators
2XX Teachers (Licensed)
3XX Non-Teaching Professionals
4XX Classified - Instructional
5XX Classified - School Admin
6XX Classified - Maint, Oper & Trans
Total FTE

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
1.00	1.00	1.00
1.00	1.00	1.00
2.00	2.00	2.00

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
1.00	0.00	1.00
1.00	0.00	1.00
2.00	0.00	2.00

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 2400 School Administration
Program Budget Manager:

Program Description:

This program is used to account for expenditures related to school administration. The program includes Principals, Asst. Principals and School Secretaries for staffing. This program also accounts for all non-instructional expenditures or expenses not included in the classroom. Non-salary and benefit accounts, with the exception of utilities and communications, are based a formula per student.

School Administration (24)

011X Salaries
01XX Supplemental Pay & Stipends
02XX Employee Benefits
03XX Professional Services
04XX Property Services
05XX Other Services
06XX Supplies & Materials
07XX Equipment
08XX Other Objects
09XX Other Uses
Total Instruction

Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25
1,648,205	1,802,227	1,890,251
70,204	91,636	53,817
626,827	698,324	742,768
22,103	27,961	36,660
12,125	18,457	25,536
2,816	2,378	4,642
7,295		6,693
2,389,575	2,640,983	2,760,367

Budget FY 25/26	Difference	Proposed Budget FY 26/27
1,944,563	(29,602)	1,914,961
47,028	(21,828)	25,200
725,157	37,860	763,017
44,330	(9,075)	35,255
33,208	29,465	62,673
5,725	56,948	2,500
13,557	2,562	16,119
2,813,568	66,330	2,819,725

Staff FTE:

1XX Administrators
2XX Teachers (Licensed)

3XX Non-Teaching Professionals
4XX Classified - Instructional
5XX Classified - School Admin
6XX Classified - Maint, Oper & Trans
Total FTE

Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25
13.00	14.00	14.00
14.00	14.00	17.00
27.00	28.00	31.00

Budget FY 25/26	Difference	Proposed Budget FY 26/27
15.00	0.00	15.00
1.00	0.00	1.00
15.00	0.00	15.00
31.00	0.00	31.00

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 2500 Business Services
Program Budget Manager:

Program Description:

The Business Services program records and accounts for the financial operations of the district. The primary functions include financial and General Ledger reporting, accounts payable, accounts receivable and payroll. Other functions of the Business Services program include grants accounting and most CDE compliance reporting.

Business Services (25)

011X Salaries
01XX Supplemental Pay & Stipends
02XX Employee Benefits
03XX Professional Services
04XX Property Services
05XX Other Services
06XX Supplies & Materials
07XX Equipment
08XX Other Objects
09XX Other Uses
Total Business Services

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
391,592	444,652	501,334
300	1,800	4,361
163,421	175,408	199,886
117,906	184,831	266,334
17,645	9,286	9,235
10,600	21,576	29,822
39,394	22,663	(4,381)
8,157	6,952	7,946
(40,297)	(35,390)	(34,931)
708,718	831,778	979,606

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
450,547	(43,213)	407,334
1,300	(1,300)	
176,216	(9,584)	166,632
198,822	(45,470)	153,352
9,000	(500)	8,500
33,500	(6,250)	27,250
25,000	13,000	38,000
5,000	0	5,000
(28,500)	29,700	1,200
	0	
870,885	(63,617)	807,268

Staff FTE:

1XX Administrators
2XX Teachers (Licensed)
3XX Non-Teaching Professionals
4XX Classified - Instructional
5XX Classified - School Admin
6XX Classified - Maint, Oper & Trans
Total FTE

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
1.00	1.00	1.00
4.00	4.00	4.00
1.00	1.00	2.00
6.00	6.00	7.00

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
1.00	0.00	1.00
5.00	-1.00	4.00
2.00	0.00	2.00
8.00	-1.00	7.00

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 2600 Maintenance & Operations
Program Budget Manager:

Program Description:

The Maintenance & Operations program includes all of the costs of maintaining the district's facilities and grounds. The expenditures include construction, electrical, mechanical/HVAC, plumbing and grounds.

	Actuals			Budget		
	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Difference	Proposed Budget FY 26/27
Maintenance & Operations (26)						
011X Salaries	1,684,377	1,900,914	1,954,042	1,988,643	(84,454)	1,904,189
01XX Supplemental Pay & Stipends	8,671	8,189	13,518	9,000	(9,000)	
02XX Employee Benefits	735,851	773,857	832,235	840,918	23,759	864,677
03XX Professional Services		16,860		16,127	(3,127)	13,000
04XX Property Services	421,420	434,654	544,339	546,640	(18,139)	528,501
05XX Other Services	22,411	26,071	21,566	19,725	(12,725)	7,000
06XX Supplies & Materials	893,765	840,547	926,290	873,500	(2,400)	871,100
07XX Equipment	37,673	110,078	42,358	1,326,915	(1,314,415)	12,500
08XX Other Objects	648	992	412	1,005	(405)	600
09XX Other Uses						
Total Maintenance & Operations	3,804,816	4,112,162	4,334,760	5,622,473	(1,420,905)	4,201,568

	Actuals			Budget		
	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Difference	Proposed Budget FY 26/27
Staff FTE:						
1XX Administrators	1.00	1.00	1.00	1.00	0.00	1.00
2XX Teachers (Licensed)					0.00	
3XX Non-Teaching Professionals					0.00	
4XX Classified - Instructional					0.00	
5XX Classified - School Admin	1.00	1.00	1.00	1.00	0.00	1.00
6XX Classified - Maint, Oper & Trans	49.50	49.00	40.00	43.00	0.00	43.00
Total FTE	51.50	51.00	42.00	45.00	0.00	45.00

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 2700 Transportation
Program Budget Manager:

Program Description:

The Transportation program accounts for all of the expenditures to operate the district's transportation fleet. This includes bus drivers and monitors, fuel and parts for repairs. Also paid for by this program are a variety of requirements to include mobile radio support, administration of required testing, printing for safety rules and regulations and other miscellaneous expenses of operating a vehicle fleet.

Transportation (27)

011X Salaries
01XX Supplemental Pay & Stipends
02XX Employee Benefits
03XX Professional Services
04XX Property Services
05XX Other Services
06XX Supplies & Materials
07XX Equipment
08XX Other Objects
09XX Other Uses
Total Transportation

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
498,562	595,675	719,366
51,082	85,969	91,539
240,794	282,097	349,497
4,153	21,247	24
21,434		40,936
19,701	70,029	40,452
172,589	154,237	172,708
6,076	6,984	9,871
(79,203)	(78,931)	(79,133)
935,188	1,137,307	1,345,260

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
758,241	(50,760)	707,481
99,622	(99,622)	
384,900	(27,418)	357,482
25	(25)	0
45,500	10,500	56,000
39,700	(4,200)	35,500
141,000	41,000	182,000
5,000	(2,000)	3,000
(62,500)	1,675	(60,825)
1,411,488	(130,849)	1,280,639

Staff FTE:

1XX Administrators
2XX Teachers (Licensed)
3XX Non-Teaching Professionals
4XX Classified - Instructional
5XX Classified - School Admin
6XX Classified - Maint, Oper & Trans
Total FTE

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
1.00	1.00	1.00
1.00	1.00	1.00
1.00	1.00	1.00
14.00	15.00	17.00
17.00	18.00	20.00

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
1.00	0.00	1.00
1.00	-1.00	
1.00	0.00	1.00
16.00	0.00	16.00
19.00	-1.00	18.00

Morgan County School District RE-3

Proposed Budget

General Fund Detail Budgets

FY 2026/27

Program: 2800 Central Services/Human Resources
Program Budget Manager:

Program Description:

The Central Services program series typically account for the expenditures related to Human Resources and Information Technology. This includes the staffing, software costs and any other costs related to employee hiring, evaluation and dismissal. The Information Technology (IT) expenses are currently not accounted for in this program but foreseeably will in the future.

Central Services (28)

	Actuals			Proposed Budget		
	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Difference	FY 26/27
011X Salaries	502,864	627,066	666,575	642,512	5,927	648,439
01XX Supplemental Pay & Stipends	64,716	65,325	42,215	4,190	(2,390)	1,800
02XX Employee Benefits	193,248	225,454	234,501	225,984	8,782	234,766
03XX Professional Services	174,921	178,599	84,316	136,400	(97,400)	39,000
04XX Property Services	136,204	175,609	117,704	130,000	(5,000)	125,000
05XX Other Services	168,125	209,415	226,866	195,250	7,550	202,800
06XX Supplies & Materials	155,407	195,672	127,694	144,100	(100)	144,000
07XX Equipment	139,132	917,083	2,377,591	699,700	28,025	727,725
08XX Other Objects	1,685	1,486	954	2,450	1,000	3,450
09XX Other Uses						
Total Central Services	1,536,302	2,595,709	3,878,416	2,180,586	(53,606)	2,126,980

Staff FTE:

	Actuals			Proposed Budget		
	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Difference	FY 26/27
1XX Administrators	2.00	2.00	2.00	3.00	0.00	3.00
2XX Teachers (Licensed)						
3XX Non-Teaching Professionals						
4XX Classified - Instructional						
5XX Classified - School Admin						
6XX Classified - Maint, Oper & Trans	5.00	5.00	6.00	6.50	0.00	6.50
Total FTE	7.00	7.00	8.00	9.50	0.00	9.50

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 3300 Community Services
Program Budget Manager:

Program Description:

The community Services program accounts for the community liaisons and their expenses. These positions provide a valuable interface with the community in order to address learning barriers outside the school or classroom.

Community Services (33)

011X Salaries
01XX Supplemental Pay & Stipends
02XX Employee Benefits
03XX Professional Services
04XX Property Services
05XX Other Services
06XX Supplies & Materials
07XX Equipment
08XX Other Objects
09XX Other Uses
Total Community Services

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
53,654	59,724	76,386
1,923		126
23,649	23,669	18,411
	270,529	28,450
	80	
402		
482	68	
80,110	354,070	123,373

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
79,949	(7,332)	72,617
18,302	(1,675)	16,627
	5,000	5,000
98,251	(4,008)	94,243

Staff FTE:

1XX Administrators
2XX Teachers (Licensed)
3XX Non-Teaching Professionals
4XX Classified - Instructional
5XX Classified - School Admin
6XX Classified - Maint, Oper & Trans
Total FTE

Actuals	Actuals	Actuals
FY 22/23	FY 23/24	FY 24/25
1.00	1.00	1.00
1.00	1.00	1.00

Budget		Proposed Budget
FY 25/26	Difference	FY 26/27
1.00	0.00	1.00
0.50	0.00	0.50
1.50	0.00	1.50

Morgan County School District RE-3
Proposed Budget
General Fund Detail Budgets
FY 2026/27

Program: 4000 & 5000 Property Services & Other Uses

Program Budget Manager:

Program Description:

The Property Services (4000) program accounts for all capital construction in the General Fund. Other Uses (5000) includes Debt

Property Services (40)

011X Salaries
01XX Supplemental Pay & Stipends
02XX Employee Benefits
03XX Professional Services
04XX Property Services
05XX Other Services
06XX Supplies & Materials
07XX Equipment
08XX Other Objects
09XX Other Uses
Total Property Services

Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25
8,000	56,536	
	3,412,053	801,885
2,916	215,874	144,883
604,619		342,259
615,535	3,684,463	1,289,027

Budget FY 25/26	0 Difference	Proposed Budget FY 26/27
		1,684,131
190,340	(48,920)	141,420
384,748	45,247	429,995
575,088	(3,673)	2,255,546

Staff FTE:

1XX Administrators
2XX Teachers (Licensed)
3XX Non-Teaching Professionals
4XX Classified - Instructional
5XX Classified - School Admin
6XX Classified - Maint, Oper & Trans
Total FTE

Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25
0.00	0.00	0.00

Budget FY 25/26	0 Difference	Proposed Budget FY 26/27
	0.00	
	0.00	
	0.00	
	0.00	
	0.00	
0.00	0.00	0.00

Morgan County School District RE-3

Proposed Budget

Mill Levy Fund (13)

FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
Fund Balance	643,874	702,595	417,355	436,841	0	436,841
Total Beginning Fund Balance	643,874	702,595	417,355	436,841	0	436,841
Revenues						
1XXX Local Revenue	545,364	547,899	542,490	540,000	0	540,000
3XXX State Revenue						
4XXX Federal Revenue						
Interest	16,328	21,426	8,220	20,500	(10,000)	10,500
5210 Transfers						
Total Revenues	561,692	569,325	550,710	560,500	(10,000)	550,500
Total Resources Available	1,205,566	1,271,920	968,065	997,341	(10,000)	987,341
Expenditures						
011X Salaries	20,142	27,559	16,413			
02XX Employee Benefits	5,352	6,297	3,750			
03XX Professional Services	11,260	15,789	23,572	23,000	0	23,000
04XX Property Services	369,880	319,715	188,504	289,319	79,181	368,500
05XX Other Services				75,000	0	75,000
06XX Supplies & Materials	18,018	13,080	21,684	18,500	1,500	20,000
07XX Equipment	78,319	472,122	277,301	125,812	70,681	64,000
08XX Other Objects						
09XX Other Uses						
Total Expenditures	502,971	854,562	531,224	531,631	151,362	550,500
Surplus/(Deficit)	58,721	(285,237)	19,486	28,869	(28,869)	0
	58,721	(285,237)	19,486	28,869	(28,869)	0
Fund Balances						
Fund Balance	702,595	417,355	436,841	465,710		436,841
Total Ending Fund Balance	702,595	417,355	436,841	465,710	0	436,841

Morgan County School District RE-3

Final Budget

Daycare Fund (14)

FY 2026-2027

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
6724 CPP Reserve						
6760 Assigned Fund Balance	10,076	154,216	111,811	119,579	(85,096)	34,483
Total Beginning Fund Balance	10,076	154,216	111,811	119,579	(85,096)	34,483
Revenues						
1324 Tuition	426,270	255,750	221,700	195,000	5,000	200,000
1510 Interest Income	372	7	7	15	(15)	
1990 Misc. Revenue						
3010-3897 UPK Revenue		55,970	175,468	110,000	(110,000)	0
Other Revenue - Federal	96,974	95,079	63,177	65,000	(41,750)	23,250
Other Revenue				54,000	(38,248)	15,753
Other Revenue						
Other Revenue						
5210 Transfers From General Fund	60,000	75,000	45,000	40,000	(40,000)	0
1XXX Other Revenue		39,259	47,134			
Total Revenues	583,616	521,065	552,486	464,015	(225,013)	239,003
Total Resources Available	593,692	675,281	664,297	583,594	(310,109)	273,486
Daycare Expenditures						
011X Salaries	280,218	398,363	372,233	381,061	(231,061)	150,000
01XX Temp Salaries						
02XX Employee Benefits	117,839	149,474	160,556	155,434	(84,634)	70,800
03XX Purchased Services	612	925	250		0	0
04XX Purch Property Services	119				0	0
05XX Other Purch Svcs	397	(129)	674	100	(100)	0
06XX Supplies & Materials	12,228	8,963	5,664	8,450	(8,450)	0
07XX Equipment & Technology	19,608	107	1,803	500	(500)	0
08XX Other & Indirect Expenses	8,455	5,767	3,538	3,566	(3,566)	0
09XX Other Uses/Contingency						
Total Expenditures	439,476	563,470	544,718	549,111	(328,311)	220,800
Surplus/(Deficit)	144,140	(42,405)	7,768	(85,096)	103,299	18,203
Fund Balances						
6724 CPP Reserve						
6725 UPK Reserve						
6760 Assigned Fund Balance	154,216	111,811	119,579	34,483	18,203	52,686
Total Ending Fund Balance	154,216	111,811	119,579	34,483	18,203	52,686
Total Appropriation(Ending Fund Balance + Expense)				583,594		273,486

	Actuals FY 21-22	Actuals FY 22-23	Actuals FY 23-24	Budget FY 24-25	Proposed Budget FY 26-27
Staff FTE:					
1XX Administrators					
2XX Teachers (Licensed)	5.00	3.00	1.00	6.00	2.00
3XX Non-Teaching Professionals					2.00
4XX Classified - Instructional	10.00	11.00	5.00	10.00	12.00
5XX Classified - School Admin					
6XX Classified - Maint, Oper & Trans					
Total FTE	15.00	14.00	6.00	16.00	16.00

Morgan County School District RE-3

Proposed Budget

Capital Reserve Fund (17)

FY 2026/27

	Actuals FY 22-23	Actuals FY 23-24	Actuals FY 24/25	Budget FY 25/26	Actual 4/30/2026	Difference	Proposed Budget FY 26/27
Beginning Fund Balance							
Fund Balance	746,176	624,415	799,942	796,976	796,976	0	796,976
Total Beginning Fund Balance	746,176	624,415	799,942	796,976	796,976		796,976
Revenues							
1XXX Local Revenue	85,378	10,587	578	1,600	0	1,600	1,600
3XXX State Revenue					0		
4XXX Federal Revenue		12,293					
5210 General Fund Allocation	519,000	519,000	519,000	519,000	519,000	0	519,000
Total Revenues	604,378	541,880	519,578	520,600	519,000		520,600
Total Resources Available	1,350,554	1,166,295	1,319,520	1,317,576	1,315,976	1,600	1,317,576
Expenditures							
011X Salaries							
02XX Employee Benefits							
03XX Professional Services							
04XX Property Services	47,806				21,036	0	
05XX Other Services							
06XX Supplies & Materials							
07XX Equipment	678,333	366,355	522,544	263,727		(256,873)	6,854
08XX Other Objects				59,237	59,237	59,237	118,474
09XX Other Uses				197,636	197,636	197,636	395,272
Total Expenditures	726,139	366,355	522,544	520,600	277,909		520,600
Surplus/(Deficit)	(121,761)	175,525	(2,966)	0	241,091		0
Fund Balances							
Fund Balance	624,415	799,942	796,976	796,976	1,038,067		796,976
Total Ending Fund Balance	624,415	799,942	796,976	796,976	1,038,067		796,976

Total Appropriation(Ending Fund Balance + Expense)

\$1,317,576

\$1,317,576

Morgan County School District RE-3
Proposed Budget
Insurance Reserve Fund (18)
FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Actual 4/30/2026	Difference	Proposed Budget FY 26/27
Beginning Fund Balance							
Fund Balance	308,484	338,368	2,076,070	644,870	644,870	0	644,870
Total Beginning Fund Balance	308,484	338,368	2,076,070	644,870	644,870	0	644,870
Revenues							
1985 Insurance Claim Revenue	13,342	1,649,466	6,112	1,488,863	1,562,472	(1,488,863)	0
1990 Other Local Revenue	1,310	1,916	27,612	6,500	4,864	(3,000)	3,500
5210 Allocations From General Fund	900,000	1,008,000	1,050,000	800,000	600,000	200,000	1,000,000
Total Revenues	914,652	2,659,382	1,083,724	2,295,363	2,167,336	(1,291,863)	1,003,500
Total Resources Available	1,223,136	2,997,750	3,159,794	2,940,233	2,812,206	(1,291,863)	1,648,370
Expenditures							
011X Salaries							
02XX Employee Benefits							
03XX Professional Services							
04XX Property Services			1,500,000				
05XX Other Services	884,768	921,681	1,014,924	1,625,446	0	(518,743)	1,106,703
06XX Supplies & Materials				1,175,000		(1,175,000)	
07XX Equipment						0	
08XX Other Objects						0	
09XX Other Uses						0	
Total Expenditures	884,768	921,681	2,514,924	2,800,446	0	(1,693,743)	1,106,703
Surplus/(Deficit)	29,884	1,737,701	(1,431,200)	(505,083)	2,167,336	401,880	(103,203)
Fund Balances							
Fund Balance	338,368	2,076,069	644,870	139,787	2,812,206	401,880	541,667
Total Ending Fund Balance	338,368	2,076,069	644,870	139,787	2,812,206	401,880	541,667
Total Appropriation(Ending Fund Balance + Expense)				2,940,233			1,648,370

Morgan County School District RE-3

Proposed Budget

Preschool Fund (19)

FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
6724 CPP Reserve						
6725 UPK Reserve						
6760 Assigned Fund Balance	153,758	(18,440)	164,731	231,383	0	231,383
Total Beginning Fund Balance	153,758	(18,440)	164,731	231,383	0	231,383
Revenues						
1324 Tuition						
1510 Interest Income		69	63	100	(50)	50
1990 Misc. Revenue	1,756					
3010-3897 UPK Revenue		973,796	961,431	790,000	79,000	869,000
Other Revenue	53,492	30,295		30,000	(30,000)	0
Other Revenue						
Other Revenue						
Other Revenue						
5210 Transfers From General Fund	710,525					
1XXX Other Revenue						
Total Revenues	765,773	1,004,160	961,494	820,100	48,950	869,050
Total Resources Available	919,531	985,720	1,126,225	1,051,483	48,950	1,100,433
Preschool Expenditures						
011X Salaries	496,618	560,080	619,506	648,028	(50,783)	597,245
01XX Temp Salaries						
02XX Employee Benefits	222,380	234,964	263,054	268,522	14,948	283,470
03XX Purchased Services	(145)					
04XX Purch Property Services						
05XX Other Purch Svcs	164,318				250	250
06XX Supplies & Materials	14,244	20,583	9,508	9,988	(1,988)	8,000
07XX Equipment & Technology	33,328	3,250	1,976	308	(308)	0
08XX Other & Indirect Expenses	7,228	2,112	798	2,319	(1,339)	980
09XX Other Uses/Contingency						
Total Expenditures	937,971	820,989	894,842	929,165	(39,219)	889,946
Surplus/(Deficit)	(172,198)	183,171	66,652	(109,065)	88,169	(20,896)
6760 Assigned Fund Balance	(18,440)	164,731	231,383	122,318	88,169	210,487
Total Ending Fund Balance	(18,440)	164,731	231,383	122,318	88,169	210,487

Total Appropriation(Ending Fund Balance + Expense)

1,051,483

1,100,433

Staff FTE:

	Actuals FY 21-22	Actuals FY 22-23	Actuals FY 23-24	Budget FY 24-25	Difference	Proposed Budget FY 25-26
1XX Administrators					0.00	
2XX Teachers (Licensed)	3.00	8.00	9.00	9.00	0.00	9.00
3XX Non-Teaching Professionals					0.00	
4XX Classified - Instructional	11.00	10.00	10.00	10.00	0.00	10.00
5XX Classified - School Admin					0.00	
6XX Classified - Maint, Oper & Trans					0.00	
Total FTE	14.00	18.00	19.00	19.00	0.00	19.00

Morgan County School District RE-3

Proposed Budget

Food Service Fund (21)

FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Actual 4/30/2026	Difference	Proposed Budget FY 26/27
Beginning Fund Balance							
Unspendable (Inventory)	66,855	66,855	108,974	109,142	109,142		109,142
Restricted Fund Balance	930,250	731,748	606,898	606,730	606,730		606,730
Total Beginning Fund Balance	997,105	798,603	715,872	715,872	715,872		715,872
Revenues							
1XXX Local Revenue	355,574	92,615	89,634	58,700	54,350	215,900	274,600
3XXX State Revenue	34,349	535,488	337,645	338,599	236,943	(104,599)	234,000
4XXX Federal Revenue	1,662,594	1,923,451	2,746,384	2,844,131	1,826,004	(550,131)	2,294,000
5210 Allocation from General Fund						50,369	50,369
Total Revenues	2,052,517	2,551,554	3,173,663	3,241,430	2,117,297	(388,461)	2,852,969
Total Resources Available	3,049,622	3,350,157	3,889,535	3,957,302	2,833,169	(388,461)	3,568,841
Expenditures							
011X Salaries	703,270	820,083	849,294	912,965	806,499	(162,472)	750,493
02XX Employee Benefits	337,007	368,801	393,095	363,046	343,356	(6,745)	356,301
03XX Professional Services	4,117	5,793	8,381	8,510	8,718	240	8,750
04XX Property Services	34,790	23,130	32,938	35,170	0	(35,170)	0
05XX Other Services	2,126	3,427	1,382	2,250	1,567	(600)	1,650
06XX Supplies & Materials	1,062,294	1,457,547	1,661,129	1,712,400	1,374,526	(51,200)	1,661,200
07XX Equipment	125,689	66,154	141,756	222,800	52,634	(119,800)	103,000
08XX Other Objects	(18,274)	(13,582)	(11,380)	(13,145)	(26,198)	(15,930)	(29,075)
09XX Other Uses						0	
Total Expenditures	2,251,019	2,731,353	3,076,595	3,243,996	2,561,102	(391,677)	2,852,319
Surplus/(Deficit)	(198,502)	(179,799)	97,068	(2,566)	(443,805)	3,216	650
Fund Balances							
Unspendable (Inventory)	66,855	66,855	108,974	109,142	109,142	0	109,142
Restricted Fund Balance	731,748	551,949	606,898	604,164	162,925	3,216	607,380
Total Fund Balance	798,603	618,804	715,872	713,306	272,067	3,216	716,522
Total Appropriation(Ending Fund Balance + Expense)				3,957,302			3,568,841

	Actuals FY 22-23	Actuals FY 23-24	Actual FY 24-25	Budget FY 25-26	Difference	Proposed Budget FY 25-26
Staff FTE:						
1XX Administrators	1.00	1.00	1.00	1.00	0.00	1.00
2XX Teachers (Licensed)					0.00	
3XX Non-Teaching Professionals					0.00	
4XX Classified - Instructional					0.00	
5XX Classified - School Admin					0.00	
6XX Classified - Maint, Oper & Trans	32.00	32.00	32.00	31.00	2.00	33.00
Total FTE	33.00	33.00	33.00	32.00	2.00	34.00

Morgan County School District RE-3

Proposed Budget

Grants Fund (22)

FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	0 Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
Other Fund Balance	303,302	331,983	364,767	373,701		373,701
Total Beginning Fund Balance	303,302	331,983	364,767	373,701	0	373,701
Revenues						
1XXX Local Revenue	23,311	51,446	142,399	58,700	(33,700)	25,000
3XXX State Revenue	758,477	812,264	525,279	714,113	(296,049)	418,064
3XXX State Library Grant	4,719	4,871	5,000		5,000	5,000
Total State Revenue	786,507	868,581	672,678	714,113	(324,749)	423,064
Federal Revenue						
4010 Title I	598,034	549,514	530,447	564,460	383,262	947,722
4367 Title IIA	100,647	96,545	118,893	62,230	98,695	160,925
4365 Title IIIA		104,331	62,387	116,271	(50,238)	66,033
4424 Title IVA	34,484	34,175	18,887	46,805	(1,044)	45,761
4048 Perkins	31,459	34,513	33,302		33,000	33,000
4027 Title VIb (Special Education)					0	
4173 IDEA Preschool					0	
Other Federal Grants	197,405	272,792	143,909	257,966	(16,316)	241,650
Other Federal Grants			882		0	
Other Federal Grants			90,338		0	
Total Federal Funds	962,029	1,091,870	999,045	1,047,732	447,359	1,495,091
5210 Allocation from General Fund		13,834			0	
Total Revenues	1,771,847	1,974,285	1,671,723	1,820,545	88,910	1,943,155
Expenditures						
011X Salaries	925,017	1,088,625	818,843	791,886	125,390	917,276
02XX Employee Benefits	350,976	421,126	340,820	339,113	(54,073)	285,040
03XX Professional Services	170,004	116,304	231,357	153,299	(4,460)	148,839
04XX Property Services					0	
05XX Other Services		63,509		66,961	39	67,000
06XX Supplies & Materials	238,531	218,153	149,593	395,914	54,086	450,000
07XX Equipment	10,006	15,032	33,553	42,000	(42,000)	
08XX Other Objects	25,321	18,752	88,623	31,372	18,628	50,000
09XX Other Uses					0	
Total Expenditures	1,719,855	1,941,501	1,662,789	1,820,545	97,610	1,918,155
Surplus/(Deficit)	51,992	32,784	8,934	0	(8,700)	25,000
Fund Balances						
Fund Balance	355,294	364,767	373,701	373,701	25,000	398,701
Total Ending Fund Balance	355,294	364,767	373,701	373,701	25,000	398,701

Total Appropriation(Ending Fund Balance + Expense) **2,194,246** **2,316,856**

	Actuals FY 21-22	Actuals FY 22-23	Actuals FY 23-24	Budget FY 24-25	Difference	Proposed Budget FY 25-26
Staff FTE:						
1XX Administrators		1.00		0.00	0.00	
2XX Teachers (Licensed)	10.00	8.00	10.00	9.00	0.00	9.00
3XX Non-Teaching Professionals	3.00	2.00		1.00	0.00	1.00
4XX Classified - Instructional	11.50	13.00	11.00	13.00	0.00	13.00
5XX Classified - School Admin					0.00	
6XX Classified - Maint, Oper & Trans					0.00	
Total FTE	24.50	24.00	21.00	23.00	0.00	23.00

Morgan County School District RE-3

Proposed Budget

Pupil Activity Fund (23)

FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
Fund Balance	652,164	629,594	625,541	576,168	0	576,168
Total Beginning Fund Balance	652,164	629,594	625,541	576,168	0	576,168
Revenues						
1XXX Local Revenue	563,769	553,331	465,231	997,000	(394,710)	602,290
3XXX State Revenue					0	
4XXX Federal Revenue					0	
5210 Allocations from General Fund					0	
Total Revenues	563,769	553,331	465,231	997,000	(394,710)	602,290
Total Resources Available	1,215,933	1,182,925	1,090,772	1,573,168	(394,710)	1,178,458
Expenditures						
011X Salaries					0	
02XX Employee Benefits					0	
03XX Professional Services	35,314	79,293	70,779	100,000	(25,000)	75,000
04XX Property Services	640	0	(200)		0	
05XX Other Services	109,017	107,329	108,765	110,000	(3,000)	107,000
06XX Supplies & Materials	379,093	308,083	294,669	650,000	(289,710)	360,290
07XX Equipment	19,147	26,781	5,858	62,000	(47,000)	15,000
08XX Other Objects	43,128	35,898	34,734	75,000	(30,000)	45,000
09XX Other Uses					0	
Total Expenditures	586,339	557,384	514,605	997,000	(394,710)	602,290
Surplus/(Deficit)	(22,570)	(4,053)	(49,374)	0	0	0
Fund Balances						
Fund Balance	629,594	625,541	576,167	576,168	0	576,168
Ending Fund Balances	629,594	625,541	576,167	576,168	0	576,168

Total Appropriation(Ending Fund Balance + Expense)

1,573,168

1,178,458

Morgan County School District RE-3
Proposed Budget
Bond Redemption Fund (31)
FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
Fund Balance	2,604,423	2,600,962	2,777,143	2,858,457	0	2,858,457
Total Beginning Fund Balance	2,604,423	2,600,962	2,777,143	2,858,457	0	2,858,457
Revenues						
1110 Local Property Taxes	2,734,209	2,803,515	2,705,427	2,697,339	40,012	2,737,351
1120 Specifit Ownership (If Applicable)						
1140 Delinquent Taxes and Interest		523				
1141 Abatement						
1500 Interest Income	48,271	83,622	78,303	20,000		3,500
1900 Other Local	3,231	18				
Total Revenues	2,785,711	2,887,678	2,783,730	2,717,339	40,012	2,740,851
Total Resources Available	5,390,134	5,488,640	5,560,873	5,575,796	40,012	5,599,308
Expenditures						
03XX Professional Services	6,250	8,000	3,500	6,500		6,500
0400 Property Services						
0500 Other Services						
0600 Supplies & Materials						
0700 Equipment						
0800 Other Objects						
5100 Debt Service/Interest	847,922	783,497	713,915	650,839	(56,746)	594,093
09XX Other Uses						
5100 Debt Service / Principal	1,935,000	1,920,000	1,985,000	2,060,000	55,000	2,115,000
Total Expenditures	2,789,172	2,711,497	2,702,415	2,717,339	(1,746)	2,715,593
Surplus/(Deficit)	(3,461)	176,181	81,315	0	41,758	25,258
Fund Balances						
Fund Balance	2,600,962	2,777,143	2,858,458	2,858,457	41,758	2,883,715
Total Ending Fund Balance	2,600,962	2,777,143	2,858,458	2,858,457	41,758	2,883,715
Total Appropriation(Ending Fund Balance + Expense)				5,575,796		5,599,308

Morgan County School District RE-3

Proposed Budget

Building Fund (41)

FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
Fund Balance	9,142,858	9,485,641	6,090,932	641,920	0	641,920
Total Beginning Fund Balance	9,142,858	9,485,641	6,090,932	641,920	0	641,920
Revenues						
1XXX Local Revenue			89,037			
3XXX State Revenue			3,341,269	146,837	(146,837)	
Interest	368,921	392,386	176,084	15,000		
4XXX Federal Revenue						
5210 Transfers				69,000	(69,000)	
Total Revenues	368,921	392,386	3,606,390	230,837	(215,837)	0
Total Resources Available	9,511,779	9,878,027	9,697,322	872,757	(215,837)	641,920
Expenditures						
011X Salaries						
02XX Employee Benefits						
03XX Professional Services						
04XX Property Services						
05XX Other Services						
06XX Supplies & Materials						
07XX Equipment	26,138	3,787,095	9,055,401	229,454	(229,454)	
08XX Other Objects						
09XX Other Uses						
Total Expenditures	26,138	3,787,095	9,055,401	229,454	(229,454)	0
Surplus/(Deficit)	342,783	(3,394,709)	(5,449,011)	1,383	13,617	0
Fund Balances						
Fund Balance	9,485,641	6,090,932	641,921	643,303	(1,383)	641,920
Total Ending Fund Balance	9,485,641	6,090,932	641,921	643,303	(1,383)	641,920
Total Appropriation(Ending Fund Balance + Expense)				872,757		641,920

Morgan County School District RE-3

Proposed Budget

Private Purpose Trust Fund (72)

FY 2026/27

	Actuals FY 22/23	Actuals FY 23/24	Actuals FY 24/25	Budget FY 25/26	Difference	Proposed Budget FY 26/27
Beginning Fund Balance						
Fund Balance	140,026	172,279	160,868	157,694		157,694
Total Beginning Fund Balance	140,026	172,279	160,868	157,694		157,694
Revenues						
1XXX Local Revenue	321,550	352,757	363,876	375,000		375,000
3XXX State Revenue						
4XXX Federal Revenue						
Other Revenue	873					
Total Revenues	322,423	352,757	363,876	375,000		375,000
Total Resources Available	462,449	525,036	524,744	532,694		532,694
Expenditures						
011X Salaries						
02XX Employee Benefits						
03XX Professional Services						
04XX Property Services	46	560				
05XX Other Services						
06XX Supplies & Materials						
07XX Equipment						
08XX Other Objects	290,124	363,608	367,050	375,000		375,000
09XX Other Uses						
Total Expenditures	290,170	364,168	367,050	375,000		375,000
Surplus/(Deficit)	32,253	(11,411)	(3,174)	0	0	0
Fund Balances						
Fund Balance	172,279	160,868	157,694	157,694		157,694
Total Ending Fund Balance	172,279	160,868	157,694	157,694	0	157,694
Total Appropriation(Ending Fund Balance + Expense)				532,694		532,694

RESOLUTION

AUTHORIZING THE USE OF A PORTION OF BEGINNING FUND BALANCE AS AUTHORIZED BY COLORADO STATUTES

WHEREAS, C.R.S. 22-44-105 (a) and (c) states that a budget, duly adopted pursuant to this article, shall not provide for expenditures, interfund transfers, or reserves, in excess of available revenues and Beginning Fund Balance; and

WHEREAS, the Board of Education may authorize the use of a portion of the Beginning Fund Balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the District's plan to ensure that the use of the Beginning Fund Balance will not lead to an ongoing deficit; and

WHEREAS, the Board of Education has determined the Beginning Fund Balances in the Insurance Fund and the Preschool Fund are sufficient to allow for the one-time expenditures and the action will not lead to an ongoing deficit;

NOW, THEREFORE BE IT RESOLVED that, in accordance with C.R.S. 22-44-105 (a) & (c), the Board of Education authorizes the use of a portion of the July 1, 2026, Beginning Fund Balance, through the adoption of the 2026-2027 Final Budget, for the following funds:

Insurance Fund, in the amount of \$103,203 to spend down beginning fund balance
Preschool Fund, in the amount of \$20,896 to spend down beginning fund balance

BE IT FURTHER RESOLVED, the use of this portion of the Beginning Fund Balance for the purposes set forth above will not lead to an ongoing deficit.

APPROVED AND ADOPTED this 15th day of June, 2026.

BOARD OF EDUCATION
MORGAN COUNTY SCHOOL DISTRICT RE-3
FORT MORGAN, COLORADO

BY: _____
PRESIDENT, BOARD OF EDUCATION

ATTEST: _____
SECRETARY, BOARD OF EDUCATION

cc: Toni M. Miller, CPA, Chief Financial Officer
Minutes, Board of Education

RESOLUTION

BE IT RESOLVED, that the Board of Education of School District Re-3, Morgan County, Colorado, adopts the fiscal year 2026-2027 budget, and appropriates to each fund the amount specified in the adopted budget for the ensuing fiscal year, beginning July 1, 2026, and ending June 30, 2027.

<u>FUND</u>	<u>AMOUNT</u>
General Fund	
General Fund	43,098,987
Insurance Fund	1,106,703
Preschool Fund	889,946
Special Revenue Funds	
Mill Levy Fund	550,500
Day Care Fund	220,800
Food Services Fund	2,852,319
Designated Purpose Grants Fund	1,918,155
Pupil Activity Fund	602,290
Building Fund	0
Bond Redemption Fund	
Bond Redemption Fund	2,715,593
Capital Projects Funds	
Capital Reserve Fund	520,600
Trust/Custodian Funds	
Trust Fund	<u>375,000</u>
Total Appropriation	<u>\$54,850,893</u>

Appropriation per Student Count 17,368

APPROVED: June 15, 2026

BOARD OF EDUCATION
MORGAN COUNTY SCHOOL DISTRICT RE-3
FORT MORGAN, COLORADO

BY: _____
PRESIDENT, BOARD OF EDUCATION

ATTEST: _____
SECRETARY, BOARD OF EDUCATION

cc: Toni M. Miller, CPA, Chief Financial Officer
Minutes, Board of Education

Salud Dental and Green Acres Elementary School **Partnership Impact**

2025 – 2026 School Year

49

Students Seen

111

Student
Encounters

\$20,666

Value of Dental
Care Provided

0

Urgent Needs
Detected

72

Fluoride
Applications

28

Sealants
Placed/Repaired

Tooth decay is the most common unmet health care need of children. Children with poor oral health are **3X more likely** to miss school because of dental pain.

All children are eligible to enroll in Salud's dental program, regardless of insurance coverage. **Families are not billed for these services.**

TIPS FOR INCREASING PARTICIPATION:

- ✓ Promote the dental program in school newsletters and on social media.
- ✓ Include enrollment forms in registration materials and take-home folders.
- ✓ Educate staff about the program so they know what to do if parents have questions or return forms to them.
- ✓ Communicate with and involve your PTA.
- ✓ Create some healthy competition by treating the teachers with highest classroom participation.
- ✓ Send enrollment reminders to parents via text messages or emails.



 Salud Family Health
appreciates your partnership!



Salud Dental and Baker Elementary School Partnership Impact

2025 – 2026 School Year

50

Students Seen

126

Student
Encounters

\$21,951

Value of Dental
Care Provided

0

Urgent Needs
Detected

68

Fluoride
Applications

37

Sealants
Placed/Repaired

Tooth decay is the most common unmet health care need of children. Children with poor oral health are **3X more likely** to miss school because of dental pain.

TIPS FOR INCREASING PARTICIPATION:

- ✓ Promote the dental program in school newsletters and on social media.
- ✓ Include enrollment forms in registration materials and take-home folders.
- ✓ Educate staff about the program so they know what to do if parents have questions or return forms to them.
- ✓ Communicate with and involve your PTA.
- ✓ Create some healthy competition by treating the teachers with highest classroom participation.
- ✓ Send enrollment reminders to parents via text messages or emails.

All children are eligible to enroll in Salud's dental program, regardless of insurance coverage. **Families are not billed for these services.**



 Salud Family Health
appreciates your partnership!



Salud Dental and Columbine Elementary School Partnership Impact

2025 – 2026 School Year

55

Students Seen

162

Student
Encounters

\$29,179

Value of Dental
Care Provided

0

Urgent Needs
Detected

92

Fluoride
Applications

52

Sealants
Placed/Repaired

Tooth decay is the most common unmet health care need of children. Children with poor oral health are **3X more likely** to miss school because of dental pain.

All children are eligible to enroll in Salud's dental program, regardless of insurance coverage. **Families are not billed for these services.**

TIPS FOR INCREASING PARTICIPATION:

- ✓ Promote the dental program in school newsletters and on social media.
- ✓ Include enrollment forms in registration materials and take-home folders.
- ✓ Educate staff about the program so they know what to do if parents have questions or return forms to them.
- ✓ Communicate with and involve your PTA.
- ✓ Create some healthy competition by treating the teachers with highest classroom participation.
- ✓ Send enrollment reminders to parents via text messages or emails.



 Salud Family Health
appreciates your partnership!



Salud Dental and Pioneer Elementary School **Partnership Impact**

2025 – 2026 School Year

59

Students Seen

163

Student
Encounters

\$27,972

Value of Dental
Care Provided

0

Urgent Needs
Detected

90

Fluoride
Applications

45

Sealants
Placed/Repaired

Tooth decay is the most common unmet health care need of children. Children with poor oral health are **3X more likely** to miss school because of dental pain.

All children are eligible to enroll in Salud's dental program, regardless of insurance coverage. **Families are not billed for these services.**

TIPS FOR INCREASING PARTICIPATION:

- ✓ Promote the dental program in school newsletters and on social media.
- ✓ Include enrollment forms in registration materials and take-home folders.
- ✓ Educate staff about the program so they know what to do if parents have questions or return forms to them.
- ✓ Communicate with and involve your PTA.
- ✓ Create some healthy competition by treating the teachers with highest classroom participation.
- ✓ Send enrollment reminders to parents via text messages or emails.



 **Salud Family Health**
appreciates your partnership!

Salud Dental and Fort Morgan Middle School **Partnership Impact**

2025 – 2026 School Year

111

Students Seen

276

Student
Encounters

\$62,386

Value of Dental
Care Provided

0

Urgent Needs
Detected

141

Fluoride
Applications

160

Sealants
Placed/Repaired

Tooth decay is the most common unmet health care need of children. Children with poor oral health are **3X more likely** to miss school because of dental pain.

All children are eligible to enroll in Salud's dental program, regardless of insurance coverage. **Families are not billed for these services.**

TIPS FOR INCREASING PARTICIPATION:

- ✓ Promote the dental program in school newsletters and on social media.
- ✓ Include enrollment forms in registration materials and take-home folders.
- ✓ Educate staff about the program so they know what to do if parents have questions or return forms to them.
- ✓ Communicate with and involve your PTA.
- ✓ Create some healthy competition by treating the teachers with highest classroom participation.
- ✓ Send enrollment reminders to parents via text messages or emails.



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Salud Dental and Fort Morgan High School Partnership Impact

2025 – 2026 School Year

259

Students Seen

579

Student
Encounters

\$137K

Value of Dental
Care Provided

0

Urgent Needs
Detected

309

Fluoride
Applications

279

Sealants
Placed/Repaired

Tooth decay is the most common unmet health care need of children. Children with poor oral health are **3X more likely** to miss school because of dental pain.

All children are eligible to enroll in Salud's dental program, regardless of insurance coverage. **Families are not billed for these services.**

TIPS FOR INCREASING PARTICIPATION:

- ✓ Promote the dental program in school newsletters and on social media.
- ✓ Include enrollment forms in registration materials and take-home folders.
- ✓ Educate staff about the program so they know what to do if parents have questions or return forms to them.
- ✓ Communicate with and involve your PTA.
- ✓ Create some healthy competition by treating the teachers with highest classroom participation.
- ✓ Send enrollment reminders to parents via text messages or emails.



 Salud Family Health
appreciates your partnership!



Salud Dental and Sherman Early Childhood Center Partnership Impact

2025 – 2026 School Year

51

Students Seen

86

Student
Encounters

\$16,641

Value of Dental
Care Provided

1

Urgent Needs
Detected

62

Fluoride
Applications

15

Sealants
Placed/Repaired

Tooth decay is the most common unmet health care need of children. Children with poor oral health are **3X more likely** to miss school because of dental pain.

All children are eligible to enroll in Salud's dental program, regardless of insurance coverage. **Families are not billed for these services.**

TIPS FOR INCREASING PARTICIPATION:

- ✓ Promote the dental program in school newsletters and on social media.
- ✓ Include enrollment forms in registration materials and take-home folders.
- ✓ Educate staff about the program so they know what to do if parents have questions or return forms to them.
- ✓ Communicate with and involve your PTA.
- ✓ Create some healthy competition by treating the teachers with highest classroom participation.
- ✓ Send enrollment reminders to parents via text messages or emails.



 Salud Family Health
appreciates your partnership!



DISTRICT_CODE	SCHOOL_CODE	AEC_INDICATOR	AEC_ASSESSMENT	AEC_ASSESSMENT_CAT	AEC_CATEGORY_METRIC_CODE	AEC_STD_MEETING_MEASURE	AEC_TOT_STD_FOR_MEASURE	AEC_STD_RATE_FOR_MEASURE	
2405	5180	ACH	NWEA MAP Achievement	Language Usage	1161	17	25	68%	
2405	5180	ACH	NWEA MAP Achievement	Math	1170	14	23	61%	
2405	5180	ACH	NWEA MAP Achievement	Reading	1170	17	24	71%	
2405	5180	GRO	NWEA MAP Growth Target	Language Usage	1161	17	25	68%	
2405	5180	GRO	NWEA MAP Growth Target	Math	1170	15	23	65%	
2405	5180	GRO	NWEA MAP Growth Target	Reading	1200	19	24	79%	
2405	5180	STENG	Returning Student Rate	Returning Student Rate	1250	34	35	97.00%	
2405	5180	PWR	Credit Course Completion	By Course	1340	313	620	50%	

AEC_ASSESSMENT	AEC_ASSESSMENT_ CAT	2022 Actual		2023 Actual		2024 Actual		2025 Actual		2026 Actual	
NWEA MAP Achievement	Language Usage	32%		50%		63%		65%		68%	
NWEA MAP Achievement	Math	35%		62%		64%		48%		61%	
NWEA MAP Achievement	Reading	28%		53%		67%		69%		71%	
NWEA MAP Growth Target	Language Usage	24%		44%		63%		70%		68%	
NWEA MAP Growth Target	Math	35%		54%		64%		48%		65%	
NWEA MAP Growth Target	Reading	28%		53%		41%		64%		79%	
Returning Student Rate	Returning Student Rate	93.75%		91.90%		100%		100.00%		97 %	
Credit Course Completion	By Course	59.89%		63.70%		64.20%		76.00%		50%	



Colorado Department of Education
2025-26 Actual Assessment measures for AEC Data Collection
Verification of Actual Assessment measures for AEC Data
District: 2405-Fort Morgan Re-3

- A. The summary reports provided by CDE should be reviewed carefully for completeness and accuracy. The reports will include the data necessary to verify your data for each school.
- B. All school systems must submit a verification form, signed by the President of the Board of Education that certifies agreement with the summary data report.

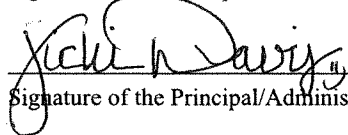
I have reviewed the Actual Assessment measures for AEC Data Collection reports in their entirety and hereby certify that the data submitted to the Colorado Department of Education for the school year 2025-26 Actual Assessment measures for AEC Data Collection is accurate and complete to the best of my knowledge and belief for use in the Actual Assessment measures for AEC reports.

District: 2405-Fort Morgan Re-3

School Name: Lincoln High School

CDE School Number: 5180

Signature of Local Superintendent of Schools Date



Signature of the Principal/Administrator

06.03.2026

Date

Signature of the Board of Education President

Date

Administrative Staff Vacation Leave and Holidays

VACATION LEAVE

All administrators who are employed on 12-month contracts shall receive 20 days of annual leave.

- Administrators may accumulate vacation leave up to a balance of 40 days. At that time, administrators will stop accruing additional days until the balance falls below 40 days.
- An administrative employee may be paid for up to twenty (20) accrued, unused vacation leave days upon termination of employment from the District.
- Vacation leave will be carried on a fiscal year basis (July 1-June 30) and prorated for partial year employment.
- The Board reserves the right to negotiate a separate annual leave benefit with the superintendent.

HOLIDAYS

Administrators employed on 12-month contracts shall receive the following holidays: New Year's Day, Presidents' Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the Friday following Thanksgiving Day, Christmas Eve Day, Christmas Day, and New Year's Eve Day. When New Year's Day, Independence Day, Christmas Eve Day, Christmas Day, or New Year's Eve Day falls on a weekend, the superintendent or designee will determine the alternate date the holiday will be observed. All other listed holidays will be observed on their designated calendar dates.

Adopted June 23, 1980

Revised August 1992; April 1996; July 2001; September 16, 2002; April 1, 2013;
September 19, 2016; December 3, 2018; June 15, 2026

LEGAL REF.: C.R.S. 22-1-112

School Year/School Calendar/ Instruction Time

Prior to the end of the school year, the Board must determine the length of time during which district schools must be in session during the next school year. The number of hours/days of planned teacher-student instruction and of teacher-student contact must be consistent with the Board's definition of "actively engaged in the educational process," must meet or exceed the requirements of state law and must include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the District's educational objectives.

The Board defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- assemblies
- classroom instruction time
- independent study insofar as such study is allowed under District policy
- individual student work time while at school, including study hall and library research
- passing periods between classes
- recess time
- school-related field trips

The definition of "actively engaged in the educational process" includes all of the above and instruction delivered electronically and/or the use of other types of independent study, and distance learning for students provided under the supervision of a certified or licensed teacher. Morgan County School District Re-3 also provides an Online Program for part-time and full-time students. Students enrolled in the Online Program proceed through their online courses outside of the school building under the guidance of a Certified Online Mentor Teacher. Attendance in the Online Program is primarily substantiated through participation in asynchronous internet-based educational activities within the Learning Management System as documented on a corresponding student login report. If applicable, the following secondary forms of documentation are acceptable for purposes of tracking student attendance in the Online Program:

- Online Mentor Meeting Data Attendance Report for Online Advisory Sessions
- Sign-in Sheet (digital or physical) for Student Participation in State or Local Assessments

Students are expected to complete the equivalent amount of learning time as non-online students.

Student contact days may include E-learning which consists of the following:

- a. Attending class synchronously at a pre-appointed time by the teacher;
- b. Completing and submitting an assignment from home;
- c. Logging into an online learning platform;
- d. Signing an online form attesting to work completed at home;
- e. Engaging in any new assignment/or alternative demonstrations of learning;
- f. Participating in an online discussion;
- g. Responding to teacher emails or communication, or other ways communicated by the teacher.

"Actively engaged in the educational process" does not include:

- lunch
- time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- teacher preparation time

Supervision by a licensed teacher must not require that the teacher be in the student's physical presence at all times, but that the teacher is exercising direction and control over the nature of the student's activities.

The District calendar for the next school year must be prepared by the superintendent and presented to the Board for approval in the spring of each year. The superintendent must consult with other districts in the area when preparing the calendar.

The Board authorizes the administration in each school building to issue a school calendar based on the District calendar and in accordance with this policy. Administrators are encouraged to examine instruction time and calendar issues in the context of supporting the District's educational objectives.

Calendars must include the dates for all staff in-service programs scheduled for the upcoming school year. The administration will allow public input from parents and teachers prior to scheduling the dates for staff in-service programs.

A copy of the calendar must be provided to all parents/guardians of students enrolled in district schools. Any change in the calendar except for emergency closings or other unforeseen circumstances must be preceded by adequate and timely notice of no less than 30 days.

Adopted June 23, 1980

Revised June 1996; July 17, 2006; January 4, 2016; September 18, 2017;
July 17, 2020; June 30, 2021; August 31, 2022; October 2, 2023; November 4, 2024;
June 15, 2026

LEGAL REFS.: C.R.S. 22-1-112 (*school year and national holidays*)
 C.R.S. 22-32-109 (1)(n) (*duty to determine school year and instruction hours*)
 C.R.S. 22-33-102 (1) (*definition of academic year*)
 C.R.S. 22-33-104 (1) (*compulsory attendance law*)
 C.R.S. 22-44-115.5 (*fiscal emergency*)
 1 CCR 301-39, Rules 2254-R-2.06 (*school year and instruction hours; definition of contact/instruction time*)

CROSS REFS.: EBCE, School Closings and Cancellations
 JH, Student Absences and Excuses

NOTE: State law establishes the school year as outlined below. The actual hours of teacher-student instruction may be reduced for parent/teacher conferences, staff in-service programs, and closings due to student health, safety, or welfare concerns to 1056 hours for secondary students, 968 hours for elementary students other than kindergartners, 870 hours for full-day kindergarten students, and 435 hours for half-day kindergarten students. In no case may a school schedule fewer than 160 days without specific prior approval of the commissioner of education, whether utilizing in-person instruction or remote learning (synchronous and asynchronous) time. [C.R.S. 22-32-109 (1)(n)].

Teacher-Pupil Instruction Minimum Hours/Days

<i>Half-Day Kindergarten</i>	<i>450 hours (can be reduced* to 435 hours) 160 days</i>
<i>Full-Day Kindergarten</i>	<i>900 hours (can be reduced* to 870 hours) 160 days</i>
<i>Elementary (besides kindergarten)</i>	<i>990 hours (can be reduced* to 968 hours) 160 days</i>
<i>Secondary</i>	<i>1,080 hours (can be reduced* to 1,056 hours) 160 days</i>

**Not more than 24 hours per school year may be used for parent/teacher conferences and staff in-service programs.*

School-Level Title I Parent and Family Engagement

This policy and compact have been jointly developed and agreed upon by the Morgan County School District and parents and families of students served in the school pursuant to Title I (hereafter referred to as “parents”).

Policy

The administration, staff, parents and family members of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents (as defined for purposes of this policy to include guardians and all members of a student’s family involved in the student’s education).

Parent and family engagement activities in the school will include opportunities for:

- Parents to volunteer and be involved in school activities
- Staff development and parent education
- Parents to provide home support for their student’s education
- Parents to participate in school decision-making
- Effective communication between the school and parents

Compact

Responsibilities of School

The school will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the district’s academic standards.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, plans and policies.

School Parent and Family Engagement Policy, the administration will:

- Facilitate and implement the Title I Parent and Family Engagement Policy.
- Involve parents in the planning, review and improvement of the School Parent and Family Engagement Policy at least annually.
- Provide notice to parents of the School Parent and Family Engagement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.
- Make the School Parent and Family Engagement Policy available to the community.

With regard to parent meetings, the administration will:

- Convene annual meetings to inform parents of their school’s participation in Title I, the requirements of Title I and the right of parents to be involved.

- Inform parents of all meetings and encourage and invite parents to attend. Meetings shall be offered at various convenient dates and times to facilitate attendance by parents.

With regard to Title I Programs and Plans, the administration will:

- Inform parents about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Involve parents in the planning, review and improvement of any Title I programs at the school.
- If the Title I plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.
- If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Administrators will provide timely responses to parents' suggestions and questions.
- Provide assistance to parents, as appropriate, in understanding such topics as the district's academic standards, state and district academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, the administration will:

- With the assistance of parents, educate teachers, specialized instructional support personnel, principals and other school leaders and staff in:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school

With regard to the coordination with other programs, the administration will:

- To the extent feasible and appropriate, coordinate and integrate parent programs and activities with other relevant federal, state and local laws and programs, (including public preschools), and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.

Shared Responsibilities of Administration and Staff

Administration and staff will:

- Provide assistance to parents, as appropriate, in understanding such topics as the district's academic standards, state and district academic assessments, the requirements of Title I, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology (including education about the harms of copyright privacy) as appropriate, to foster parental engagement.

- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
[Note: This may mean not only in a language that is something other than English, but also to address the education level and other factors that affect comprehensibility].
- Provide such other reasonable support for parental engagement activities as parents may request.
- [Provide access to educational resources for parents to use together with their students.]

Responsibilities of Staff

The staff will:

- Assist the administration in facilitating and implementing the Title I Parent and Family Engagement Policy and parent engagement activities.
- Advise parents of their student's progress on a regular basis.
- Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. For elementary schools [may want to include this provision for all grade levels], at least one parent/teacher conference shall be held each year during which the School-Level Title I Parent and Family Engagement Policy (School/Parent Compact) will be discussed as it relates to the student's achievement.
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.
- Ensure regular two-way, meaningful communication between parents and school staff, and, to the extent practicable, in a language that parents can understand.

Responsibilities of Parents

Parents will:

- Support their student's learning at home by:
 - monitoring attendance
 - monitoring completion of homework
 - monitoring television watching
 - encouraging positive use of extracurricular time
- Volunteer in the classroom.
- Participate, as appropriate, in decisions related to their student's education.
- Participate in school activities on a regular basis.
- Actively communicate with school staff regarding their student's needs and circumstances.
- Be aware of and follow rules and regulations of the school and school district.

Adopted July 2018

Gifts/Donations to Schools

Any person or external organization wishing to make a gift or donation to the schools of the District or to a particular school in the District **must** ~~shall~~ submit to the Board of Education a statement giving information relative to the nature of the gift or donation and its proposed use. The Board reserves the right to accept or decline the proposed gift or donation.

At the time of acceptance, there **will** ~~shall~~ be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or for all schools in the District.

When the gift or donation has been accepted by the Board of Education, it shall become the property of the District.

Adopted October 1996
Revised

LEGAL REF: C.R.S. 22-32-110 (1) (y)

Public's Right to Know/Freedom of Information

The Board of Education is a public servant, and its meetings and records ~~will~~ shall be matters of public information, subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The official minutes of the Board, its written policies, and its financial records ~~will~~ shall be open for inspection at the office of the superintendent by any citizen desiring to examine them during hours when the office of the superintendent is open. However, no records ~~will~~ shall be released for inspection by the public or any unauthorized persons, either by the superintendent or any other person designated as custodian for school District records, if such disclosure would be contrary to the public interest as described in state law or otherwise prohibited by law. The District's financial information ~~will~~ shall be posted online in accordance with the Public School Financial Transparency Act.

In responding to a request for the District's public records, the District ~~will~~ may charge a fee for staff time spent in excess of one hour for the following: researching and retrieving the requested records; conducting searches for requested records; reviewing records to determine whether they are responsive to the request; and identifying and separating those records that are not public and/or are privileged or confidential. Such fee ~~will~~ shall be \$33.58 per hour, which may be increased from time to time as permitted by applicable state law. The District ~~will~~ may also charge other reasonable fees in responding to a request for the District's public records, in accordance with the accompanying regulation.

The Board wishes to support the right of the people to know about the programs and services of their schools and ~~will~~ shall make reasonable efforts to disseminate information. Each principal is authorized to use all means available to keep parents/guardians and others of that particular school's community informed about the school's program and activities.

Adopted June 23, 1980

Revised to conform with practice: date of manual adoption

Revised September 15, 2014; March 2, 2020; TBD

LEGAL REFS.: C.R.S. 22-9-109 (*exemption from public inspection*)
 C.R.S. 22-32-109 (1)(c) (*documents available for public inspection*)
 C.R.S. 22-44-301 *et seq.* (*Public School Financial Transparency Act*)
 C.R.S. 24-72-201 *et seq.* (*access to public records*)
 C.R.S. 24-72-205 (6)(a) (*must adopt policy regarding the fee for research and retrieval of public records, if the district imposes such a fee; policy must be posted on website or otherwise published*)
 C.R.S. 24-72-205 (6)(b) (*maximum hourly fee for research and retrieval of public documents adjusted on July 1, 2019, and every five-year period thereafter*)

CROSS REFS.: BEDA, Notification of School Board Meetings
 BEDG, Minutes
 DAB*, Financial Administration
 EGAEA, Electronic Communication

GBJ, Personnel Records and Files
JRA/JRC, Student Records/Release of Information on Students

Public's Right to Know/Freedom of Information

The following procedure applies to requests by members of the public, including parents, community members, media organizations, and other third parties, for inspection of public records maintained by the ~~D~~istrict. A person who has the right to inspect a public record also has the right to request to be furnished a copy of the record.

Process for Requesting Records

1. All requests for public record(s) maintained by the ~~D~~istrict ~~will~~ ~~shall~~ be specific enough to allow the ~~D~~istrict to efficiently identify the requested record and respond to the request. To clarify and facilitate the processing of a request to inspect and/or obtain copies of records, the ~~D~~istrict ~~may~~ ~~requires~~ that the request be made in writing.
2. The ~~D~~istrict has no duty to create a public record that does not already exist.
3. If the requested public record is in active use, in storage, or otherwise not readily available at the time of the person's request, the person requesting the record ~~will~~ ~~shall~~ be informed of that fact. The custodian of records will then make the record available within a reasonable time of the person's request.

A reasonable time ~~will~~ ~~shall~~ not exceed three working days, ~~and~~ ~~but~~ may be extended by an additional seven working days if certain extenuating circumstances exist, in accordance with state law.

4. If the person seeking the record requests transmission of the record, the custodian of records ~~will~~ ~~shall~~ notify the person once the record is available that it will only be transmitted when the custodian receives payment ~~or makes arrangements for receiving payment for all costs associated with the record transmission and for all other fees lawfully allowed, unless the custodian waives all or any portion of such costs or fees.~~

Upon receipt of payment of any applicable copy costs and/or other fees ~~or upon making payment arrangements with the person requesting the record,~~ the custodian of records will transmit a copy of the record by United States mail ~~or by other delivery service, facsimile or electronic~~ ~~means~~ mail. Transmission will occur as soon as practicable but no more than three business days after the ~~D~~istrict's receipt of payment, ~~or making arrangements to receive such payment.~~

5. Inspection of any public record ~~will~~ ~~shall~~ take place in an area designated by the ~~D~~istrict's custodian of records and ~~will~~ ~~shall~~ occur in a manner that will not be

disruptive to Ddistrict operations. District employees ~~will~~ may be assigned to monitor any inspection of public records.

6. If the Ddistrict does not have facilities for making a copy of a record that a person has the right to inspect, the person ~~will~~ shall be granted access to the record for the purpose of making a copy. The copy ~~will~~ shall be made under the supervision of the custodian of records or designee. When practical, the copy ~~will~~ shall be made in the place where the record is kept but, if it is impractical to do so, the custodian may allow arrangements for the copy to be made at another facility.

Fees

1. The fee for copying public records will be \$.25 per page unless actual costs exceed that amount.
2. No transmission fee will be charged for transmission via electronic mail.
3. If the Ddistrict in response to a specific request manipulates data to generate a record in a form not used by the Ddistrict, it may charge a reasonable fee not to exceed the actual cost of manipulating the data and generating the record. Fulfilling such a request will be at the option of the Ddistrict.
4. If a requested record ~~can be produced and provided electronically~~ is a result of computer output other than word processing, the fee for a copy will be based on recovery of the actual costs of providing the electronic service and product together with a reasonable portion of the costs associated with building and maintaining the information system. This fee may be reduced or waived by the superintendent or designee if the electronic service or product is used for a public purpose.
5. If another facility is necessary, the costs of providing them ~~will~~ shall be paid by the person requesting the copy. The custodian may establish a reasonable schedule of times for making a copy and may charge the same fee for services rendered in supervising the copy as the custodian may charge for furnishing a copy.

In addition to the procedures contained in this regulation, the Ddistrict may develop further procedures governing the inspection, copying and transmission of its records as it deems necessary to protect its records and prevent unnecessary interference with Ddistrict staff responsibilities and district operations.

Adopted October 1996

Revised August 2014; TBD

Parent Notification of Employee Criminal Charges

The District ~~will~~ ~~shall~~ notify students' parents when a District employee or former District employee is charged with a specific criminal offense, as required by state law and in accordance with this policy.

Definitions

For purposes of this policy, the following definitions shall apply:

1. "Employee" ~~is~~ ~~shall mean~~ a person currently employed by the District or formerly employed by the District at any time within twelve months prior to the person being charged with a specific criminal offense and whose work requires or required the employee to be in contact with students or whose work area gives or gave the employee access to students.
2. "Parents" ~~is~~ ~~shall mean~~ a student's biological or adoptive parents or a student's legal guardian or legal custodian.
3. "School day" ~~is~~ ~~shall mean~~ a day ~~that on which~~ student instruction occurs at the school and school is in session. When school is not in session (e.g. summer break), "school day" ~~is a~~ ~~shall mean~~ business day and ~~does~~ ~~shall~~ not include a Saturday, Sunday, or legal holiday.
4. "Specific criminal offense" ~~is~~ ~~shall mean~~:
 - a. felony child abuse, as specified in C.R.S. 18-6-401;
 - b. a crime of violence, as defined in C.R.S. 18-1.3-406(2), except second degree assault, unless the victim is a child;
 - c. a felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102(9);
 - d. felony domestic violence, as defined in C.R.S. 18-6-800.3;
 - e. felony indecent exposure, as described in C.R.S. 18-7-302; or
 - f. a level 1 or level 2 felony drug offense, as described in C.R.S. 18-18-401 *et seq.*

Parent Notification

The District ~~will~~ ~~shall~~ notify parents within two school days after the employee's preliminary hearing for a specific criminal offense is held, waived or deemed waived by the employee. If the specific criminal offense is not eligible for a preliminary hearing, the District ~~will~~ ~~shall~~ notify parents within two school days after the date on which the employee is charged with a specific criminal offense. If the District cannot determine whether a preliminary hearing will be held or has been held or waived, the District ~~will~~ ~~shall~~ notify parents within two school days of learning that the employee has been charged with a specific criminal offense.

The notification shall be to those parents of students:

1. enrolled in the school in which the employee is employed or was employed at the time of the alleged specific criminal offense; or
2. with whom the District has reason to believe the employee may have had contact as part of his or her District employment.

Alternatively, the District may provide the parent notification required by this policy upon learning of the employee's arrest for a specific criminal offense from the Colorado Bureau of Investigation.

Within two school days after the District confirms the disposition of the charge against the employee for a specific criminal offense, the District ~~will~~ ~~shall~~ notify parents of such disposition using the same notification method used in the initial notice to parents.

If a delay in parent notification is requested by the appropriate law enforcement agency, the District ~~will~~ ~~shall~~ delay notification to parents until the request is withdrawn.

Adopted November 5, 2018
Revised TBD

LEGAL REFS.: C.R.S. 22-1-130 (*parent notification of employee criminal charges*)
C.R.S. 22-2-119 (4)(b) (*district notification of employee arrests*)

CROSS REFS.: ADD, Safe Schools
GBEB, Staff Conduct (and Responsibilities)

Press Releases, Conferences, And Interviews

It is important that information about District and/or school activities and other events be provided to the community in a way which will create and maintain a dignified and professionally responsible image for the school district.

The procedures listed below ~~will shall~~ be followed when providing official district information to the news media:

1. The Board President ~~will shall~~ be the official spokesperson for the board except as this duty is delegated to another board member or the superintendent.
2. The superintendent ~~will shall~~ provide for distribution of news releases which are of a district-wide nature or pertain to established district policy.
3. The superintendent ~~will shall~~ establish regulations for the dissemination of news releases pertaining to individual schools and athletics.

Adopted July 16, 2001
Revised March 20, 2017; TBD

Official Spokespersons

Crisis Management Communications

During a crisis, the spokesperson for the ~~D~~istrict ~~will shall~~ communicate with the media and public as follows:

1. Attempt to define the type and extent of the crisis as soon as possible.
2. Inform employees what is happening as soon as possible.
3. Designate a central source as the crisis communications center to coordinate information gathering and dissemination.
4. Instruct employees to refer all information and questions to the communication center.
5. Remind employees that only designated spokespersons are authorized to talk with ~~any the news~~ media.
6. Take initiative with news media and let them know what is or is not known about the situation.
7. Delay releasing information until facts are verified and the District's position regarding the crisis is clear.
8. Provide a uniform, concise, clear, and consistent message.
9. Assign sufficient staff members to handle phones and to seek additional information.
10. Keep a complete log of all incoming and outgoing calls and personal contacts.
11. Assign sufficient staff members to handle phones and to seek additional information.
12. Have key people relieved from their normal duties so they may focus on the crisis.

Adopted July 2001

Revised TBD

Public Concerns and Complaints

Constructive criticism motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively is welcomed by the Board of Education.

Public complaints made pursuant to this policy may involve personnel or ~~D~~district operations. Such complaints ~~will shall~~ be processed in accordance with this policy's accompanying regulation.

In addition, ~~p~~Public complaints concerning unlawful discrimination, instructional resources, or teaching methods ~~will shall~~ be processed according to applicable Board policy, as listed in this policy's cross references.

This policy and accompanying regulation ~~will shall~~ not apply to parent/guardian concerns or complaints filed on behalf of a student or concerning a student. If a parent/guardian files a complaint, the ~~D~~district ~~will shall~~ follow applicable Board policy in responding to the complaint, as listed in this policy's cross references.

The Board relies on ~~D~~district staff to resolve concerns raised by the public and believes that complaints are best handled and resolved as close to their origin as possible. Therefore, whenever a complaint is made directly to the Board or an individual Board member, it shall be referred to the superintendent, who ~~will shall~~ process the complaint in accordance with this policy's accompanying regulation.

The proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Adopted June 23, 1980

Revised May 20, 2013; July 15, 2019; March 2, 2020; TBD

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity
IKE, Ensuring All Students Meet Standards (Promotion, Retention and Acceleration of Students)
JII, Student Concerns, Complaints and Grievances
JKD/JKE, Suspension/Expulsion of Students
JRA/JRC, Student Records/Release of Information on Students
KEC, Public Concerns/Complaints about Instructional Resources
KEF*, Public Concerns/ Complaints about Teaching Methods, Activities or Presentations

Public Concerns and Complaints

In accordance with this regulation's accompanying policy, this regulation contains the procedures to follow when a member of the public files a formal complaint against the ~~D~~istrict.

Any member of the public may file a formal complaint within the same school year that the incident or concern that is the subject of the complaint occurred. Any complaint filed outside of this timeline ~~will shall~~ not be considered.

If the public complaint does not involve personnel and the most direct staff member involved is the superintendent, the person may request to start at Step 3 of the following process.

The public complaint process ~~will shall~~ be as follows:

- Step 1. Generally, the first step is to discuss the complaint or concern with the ~~D~~istrict employee responsible for the event or action that forms the basis for the complaint.
- Step 2. If the complaint is not resolved at Step 1, the person may initiate a formal ~~written~~ complaint that ~~is shall be written~~, dated and signed. The person may then request review of the formal complaint by submitting it to the ~~D~~istrict employee having direct administrative or supervisory responsibility over the work of the employee involved in the complaint. Such complaint ~~must shall~~ be filed within 20 working days of discussing the complaint pursuant to Step 1. If the supervisor or administrator determines that the complaint cannot be resolved informally, the supervisor or administrator ~~will shall~~ render a written decision within 10 working days of receipt of the complaint.
- Step 3. If the complaint is not resolved at Step 2, the person may request review of the formal complaint by submitting it to the superintendent within 10 working days of receipt of the decision in Step 2. If the superintendent or superintendent's designee determines that the complaint needs further response, the superintendent ~~will shall~~ render a written decision within 10 working days of receipt of the complaint and any written decision from Step 2.
- Step 4. If the complaint is not resolved at Step 3, the person may request review of the formal complaint by submitting a written request to the Board of Education within 10 working days of receipt of the decision in Step 3. Matters referred to the Board ~~will shall~~ be specific in terms of the action desired. The person ~~will shall~~ submit the request for Board review to the superintendent. The Board ~~will shall~~ not consider or act on complaints that have not been explored at the appropriate administrative level. If the Board agrees to review the complaint by adding it to a Board meeting agenda, the Board's decision ~~will shall~~ be made in writing within 15 working days after the Board's review. All decisions and findings by the Board ~~will shall~~ be final.

Adopted July 15, 2019
Revised TBD

Community Use of School Facilities

School buildings and equipment represent a considerable investment of public funds. The Board of Education ~~may shall~~ permit ~~and encourage~~ community organizations to use school facilities for programs that provide a wide range of educational, social, recreational, and cultural activities for the citizens of the ~~D~~district. Such use ~~will shall~~ be subject to the conditions described in this policy and the accompanying regulations.

The primary use of school facilities ~~is shall be~~ for school purposes. No other use of facilities ~~is shall be~~ permitted that interferes with school-sponsored activities.

Eligible Organizations

Organizations connected with and promoting recognized school functions may use the buildings without charge.

Other organizations ~~or , including the Boy Scouts of America, Girl Scouts of America, Little League Baseball, and any other group~~ intended to serve youth under the age of 21, may use the school property upon payment of suitable fees and costs, according to the fee schedule recommended by the superintendent and approved by the Board of Education.

Whenever a community group is permitted to use a school or other facility, at least one ~~D~~district employee must be on hand. The number of paid employees ~~will shall~~ depend on the type of service, number to be served, and number of volunteer helpers. Applicable fees will be assessed according to policy.

Whenever a cafeteria is used, it ~~will shall~~ be under the supervision of a school employee.

No school building or facility ~~will shall~~ be used for any purpose which could result in picketing, rioting, disturbing the peace, ~~or~~ damage to property, ~~or~~ for any purpose prohibited by law.

Rental Charges and Approval of Use

Specific regulations for scheduling outside uses of school facilities ~~will be developed shall be drawn up~~ by the superintendent and approved by the Board. Fees for the use of school facilities ~~will shall~~ be determined by the superintendent or designee based upon the rental charges and personnel fees approved by the Board.

All rentals of school facilities ~~will~~ shall be approved by the superintendent or designee on the basis of this policy and its accompanying regulations. Any special requests or exception to policy and/or regulations must be approved by the superintendent.

Any individual, group, or organization using school property as provided under this policy ~~will~~ shall hold the Board of Education, individual Board members, and all ~~D~~istrict officers, agents, and employees free and harmless from any loss, damage, liability, cost or expense that may arise during or be in any way caused by such use or occupancy. When using school facilities, organizations will be required to furnish satisfactory liability insurance protection.

Adopted June 23, 1980

Revised June 9, 1986; March 1991; May 1993; October 18, 2010; TBD

LEGAL REF.: C.R.S. 22-32-110 (1)(f)
20 U.S.C. 7905 (*Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001*)

CROSS REF.: EDC, Authorized Use of School-Owned Materials and Equipment
JJA-2, Student Organizations – Open Forum (Secondary Schools)

Community Use of School Facilities

Responsibility

The building administrator or designee ~~will~~ shall be responsible for the administration of the accompanying policy on community use of school facilities.

The role of the building administrator or designee ~~will~~ shall be that of assisting potential users in finding suitable space and providing technical assistance to appropriate building staff upon request.

Scheduling

Space will be available with attention to broad and equitable use of facilities. Alternate locations will be offered whenever possible if a particular building cannot accommodate all requests. All use is subject to the general guidelines and availability of ~~D~~district staff.

A 'Request for Building Use' ~~F~~form may be submitted a maximum of one year prior to the date of the usage. Each 'Request for Building Use' ~~F~~form may only encompass ~~one~~ (1) calendar quarter of requested dates (ie. January, Feb, March = Quarter 1). Each new calendar quarter will require an additional 'Request for Building Use' ~~F~~form be completed. Each 'Request for Building Use ~~Form~~' will have a separate 'Building Rental Contract.'

~~The administrator or their designee reserves the right to refuse facility use requests during or immediately following the school day if the space is deemed necessary for school-related purposes. Permission for use during the hours of the regular school day or during the period immediately after the closing of school, which in the judgment of the principal or designee may be necessary for school purposes, may be refused.~~

Field Use

Fields will be available for approved community use. This use is subject to cancellation or adjustment due to weather or field conditions. Groups requesting reserved and exclusive use ~~will~~ shall be charged a fee based on the number of teams and fields used.

Application for Use

Written approval is required for use of a school building or grounds by any group that is not a part of the regular public school program. Such approvals which are considered to be a part of these regulations may be granted for a single use or a limited, continuing use.

The requestor must obtain a 'Request for Building Use ~~Form~~' from the ~~administrator or building principal~~/ designee or the District Support Center. A contract will be issued from the District Support Center after approval for use is received from the ~~administrator or building principal~~/ designee.

~~School~~ District property insurance and comprehensive general liability insurance does not extend to community or other groups using school facilities. The District will require non-school groups to provide certificates of insurance. See the Insurance section for more details.

Approval will depend upon satisfactory assurance that the use of the school facility will be under the direct supervision of an adult who, in the judgment of the building administrator or designee, is responsible and competent to supervise the proposed program or activity. The supervision provided by each renting group must be adequate to ensure that the members of the group remain in the assigned portion of the facility.

Cancellation and Revocation

The user must notify the building administrator or designee if the event is canceled or times are adjusted. Repeated and/or short notification of cancellations may result in denial of further requests for building use.

The District reserves the right to cancel building rental contracts should the space be needed for school or school-related activities. This privilege will be used only when necessary due to unavoidable circumstances. Attempts will be made to offer alternative space. The District may revoke building use at any time. When this occurs, appropriate financial adjustments will be made.

General Regulations

1. A regularly employed member of the custodial staff ~~for~~ other District employee must be on duty during the use of any school building by groups to which permission has been granted.
2. No permit will be transferred to any person or group other than the one to whom issued.

Safety

Adequate, responsible adult supervision is required for all activities. All applicable fire and safety laws, and regulations governing use of school facilities must be observed at all times, including:

- a) Auditorium exit lights must be used.
- b) Open flame (including candles) is prohibited.
- c) Room capacity is not exceeded.
- d) Temporary electrical or mechanical modifications are prohibited.
- e) Flammable ~~holiday or other~~ decorations are prohibited.
- f) Stairways, corridors, and entrances, and exits must be kept free from obstruction at all times.
- g) No equipment, scenery, or decorations of any type may be used within the building or on the premises except as specifically authorized in the permit. Such authorized equipment, scenery, or decorations, must conform to all local and state regulations and must not be attached to the walls, floors, or ceilings (except to anchors presently provided).
- h) All District equipment must be operated by trained District staff members. Any equipment brought on the premises by the renting group must be pre-approved by the building administrator or designee.

Prohibited Activities

- a) Use or possession of alcohol or controlled substances. For purposes of this regulation, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP), and amphetamines (including methamphetamine). Failure to comply will be dealt with by local law enforcement agencies.
- b) Smoking, chewing, or any other use of tobacco products within the building or on school grounds in accordance with state law and Board policy on tobacco-free schools. If an individual group does not comply with this policy or these regulations, the group will be denied use of District facilities for a period of no less than 18 months.
- c) All disruptive or illegal activity, including obscene language, quarreling, or fighting.
- d) Unlicensed gambling.

Damage

- a) The approved party will be responsible for all damages and losses to the school facility and/or the contents and must indemnify and hold harmless the Board and its employees from any claim resulting from or arising out of the use of the school facilities named in the application or any part of the facilities covered in the application.
- b) The Board will not be held responsible for any damage or loss which may occur to non-school property brought on the premises. Such property must be removed from the facility immediately after the use or before such time that the materials will interfere with school activities.

Insurance

- a) School District property insurance and comprehensive general liability insurance do not extend to community or other groups using school facilities.
- b) The District will require non-school groups to provide certificates of insurance in the following amounts:
 - (1) Entities which can establish coverage under the Colorado Governmental Immunity Act must provide certification of proof of insurance at least to the limitations provided in the act.
 - (2) All other entities not protected by the limitations of the Governmental Immunity Act must provide a certificate of insurance in the amount of \$500,000 and must accompany the Building Use Request Form.

Locations

All applications will be approved for specific rooms or fields. It will be the responsibility of the approved party to restrict the activities of the group to that specific area except for necessary hallways and restrooms. The approved party is responsible for not allowing unauthorized individuals into the approved area or activity. The presence of unauthorized individuals must be reported to the staff manager on duty.

Times

Facility use times will be specified in the application. All groups are expected to vacate the premises by the hour specified. An additional hour rental may be charged for early arrival or late exit. Exceptions to this may be approved by the building administrator or designee.

Days

Facilities may be rented ~~Monday through Friday~~ as space is available and as such rental does not interrupt or disturb regular school activities. ~~Use of school facilities on Saturday or Sunday may be permitted and will be~~ and is subject to staff availability where applicable. Summer and holiday use may be limited due to custodial work schedules.

Clean Up

General cleanup will be the responsibility of the approved party. Rubbish must be removed from the facility immediately after use or before such time as it will interfere with school activities. Additional fees will be charged for cleanup when deemed necessary. (See (6) Fee revision section).

Guidelines for Religious Use

Facilities may be used for religious activities under the following conditions:

1. Church services and religious activities must be conducted at times when school is not in session.
2. Religious objects and symbols must be removed after each use.

Nondiscrimination

All users are subject to laws and regulations applicable to school districts which prohibit unlawful discrimination ~~on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services.~~ based upon age, sex, sexual orientation, national origin, race, color, ancestry, creed, religion, marital status, disability or need for special education services.

Rental Categories

Category 1

No facility rental fee or application fee ~~will~~ shall be charged to the following:

1. School-affiliated groups, including Morgan Community College; City of Fort Morgan; parent-teacher organizations; school-related parent and community groups; or employee groups, all of an educational, recreational, social or professional nature as approved by the building administrator or designee.
2. Groups conducting activities designed to directly benefit Morgan County School District Re-3 students.

3. Governmental entities using facilities as a polling place.
4. Precinct caucuses.

Category 2

A nominal non-refundable application fee ~~will~~ shall be charged to the following groups for each contract. No additional rental charges shall be made if their activities are restricted to fields.

1. Community-sponsored groups that do not charge a fee and whose main purpose is to hold an informative meeting that is open to the public, {such as League of Women Voters, political parties, local neighborhood organizations, and recognized community service groups}.
2. Community affiliated groups of an educational, recreational, social, professional nature for adults.
3. Community-sponsored activities when:
 - a. Instructors or supervisors receive no payment for their involvement in that activity.
 - b. Fees for the activity, if any, provide only for direct non-personnel costs.

Category 3

A nominal non-refundable application fee ~~will~~ shall be charged to the following groups for each contract.

Commercial, private, church, and other non-profit groups that do not meet the criteria in Category 2 and for-profit groups and individuals may rent school facilities when their use is compatible with Board policy.

Fees

1. Custodial

Any organization or individual, regardless of classification, may be required to pay the cost of custodial services. For those facilities where a custodian is regularly on duty during the rental, the user may be charged at the Board established fee schedule to compensate for additional work required in opening, securing, cleaning, etc., related to the rental and billed at the conclusion of the event. A renting group may be billed for custodial time.

2. Cafeteria/Kitchen

A school cafeteria manager or other designated cafeteria employee(s) must be present for general supervision of the kitchen. All persons working in the kitchen, {preparing food and/or handling kitchen equipment}-, must meet state and county requirements for school food handlers. The user ~~will~~ **will** pay the ~~D~~district in accordance with the fee schedule for all cafeteria personnel. The user ~~will~~ **will** be given and must abide by a set of guidelines for kitchen use.

3. Auditorium/Theatre/Sound Stage

A Stage Manager or other designated technician employee(s) must be present for general supervision of ~~any~~ the high school's auditorium/theatre/sound stage. The user ~~will~~ **will** pay the ~~D~~district in accordance with the fee schedule for all high school's auditorium/theatre/sound stage ~~m~~Manager or technician personnel. The user ~~will~~ **will** be given and must abide by a set of guidelines for the high school auditorium/theatre/sound stage use.

4. Billing

Organizations using the facility multiple times during a quarter ~~will~~ **will** be billed for the entire calendar quarter at the end of the quarter. Organizations using the facility only once during a quarter ~~will~~ **will** be billed at the end of the event.

5. Payment

~~The District Support Center will issue an invoice for all application, rental, and associated fees in accordance with the Board-approved fee schedule. Payments must be submitted to the District Support Center. Failure to comply with payment terms may result in the immediate revocation of facility access and the denial of all future use requests. A statement will be sent by the District Support Center to the user for application fees, rental fees, and other charges according to the fee schedule established by the Board. Checks should be made payable to the school district and returned to the DSC with the billing statement. Failure to pay as per agreement may result in denial of access to the facility and denial of future requests.~~

6. Financial Accountability

It will be the responsibility of the chief financial officer ~~r~~ or designee to ensure that revenue is received.

7. Fee Revision

Fees are subject to review and revision and may be adjusted annually by the Board. A fee may be assessed if the facility is left in an unusable condition in the judgment of the building administrator or designee. A minimum of one hour custodial time will be assessed. Failure to comply with the fee assessment could result in denial of use in the future.

Guidelines for Denial of Use

The District reserves the right to deny building use. Approval will be denied if in the judgment of the building administrator or designee the proposed activities would:

1. Jeopardize the equipment and/or facilities.
2. Conflict with school activities.
3. Be incompatible with the school neighborhood.
4. Violate any Board policy or local, state, or federal law.
5. The renting organization fails to pay as per agreement on previous Building Rental Contracts.
6. The Request for Building Usage Form or Building Rental Contract have been falsified or misrepresented in any way.
7. The renting organization failed to provide the necessary supervision for participants during their usage.

Guidelines for Appeal

Applicant(s) may file a written appeal to the superintendent or designee if an application for use of school facilities is denied. Further appeal, if necessary, may be made to the Board of Education.

Approved June 23, 1980

Revised June 9, 1986; March 1991; May 1993; October 18, 2010; November 15, 2010; May 6, 2013; TBD

LEGAL REFS.: C.R.S. 18-18-407(2) (*crime to sell, distribute or possess any controlled substance on or near school grounds or school vehicles*)
C.R.S. 22-32-109 (1)(bb) (*board duty to prohibit use of tobacco products on school property and at school-sponsored activities*)
C.R.S. 24-10-101 *et seq.*, Colorado Governmental Immunity Act

C.R.S. 24-34-601 (*discrimination in places of public accommodation*)

C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)

C.R.S. 25-1.5-106(12)(b)(possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)

C.R.S. 25-14-103.5(use of tobacco products on school property is prohibited)

CROSS REF.: ADC, Tobacco-Free Schools

Advertising/Revenue Enhancements

Revenue enhancement through a variety of marketing activities, including but not limited to advertising, corporate sponsorship, signage, etc. is a Board-approved venture. These opportunities are subject to certain restrictions as approved by the Board of Education in keeping with the community standards of good taste as determined at the discretion of the Board. Such advertising will seek to model and promote positive values for the students of the Morgan County School district Re-3 through proactive educational messages and not just traditional advertising of a product. Preferred advertising includes messages that encourage student achievement and the establishment of high standards of personal conduct.

Appropriate opportunities for these marketing activities include but are not limited to:

1. Fixed signage
2. Banners
3. District-level publications
4. Television/radio/electronic means
5. Athletic facilities (including middle school and high school)

The message or content of any advertising will shall not permit or allow any of the following:

1. Promote hostility, disorder, or violence
2. Attack ethnic, racial, or religious groups
3. Discriminate, demean, harass, or ridicule any person or group of persons on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services of gender, race, national origin, age or religious beliefs.
4. Be libelous
5. Promote or encourage any product or activity which would be considered harmful to health or addictive

Advertising/Revenue Enhancement Approval

Any advertising or /revenue enhancements will be presented to the superintendent or designee and approved by the Board of Education.

Advertising Revenue Distribution

Revenue from schools will remain with the individual facility in keeping with the concept of site-based management. Existing revenue enhancing activities done by youth groups, booster clubs, etc. will keep the revenues they generate.

Advertising in Schools

Business enterprises and community organizations desiring to sponsor activities and programs in the schools ~~will shall~~ submit their plans and programs to the superintendent ~~or designee~~ in advance for approval. Consideration ~~will shall~~ be given in all cases to protecting students and teachers against unreasonable additional responsibilities.

Date of manual adoption

Revised August 15, 2016; TBD

Distribution/Posting of Promotional Materials

The purpose of this policy is to define the parameters applicable to the distribution or posting of noncurricular materials on ~~D~~istrict property in a manner that does not disrupt the ~~D~~istrict's educational programs nor interfere with the ~~D~~istrict's mission. Requests from the general public to distribute or post non-curricular materials in the Morgan County ~~Re-3~~ School District ~~Re-3~~ public schools may be permitted in accordance with this policy and accompanying regulations.

Noncurricular materials deemed "unacceptable" by the ~~D~~istrict ~~will~~ ~~shall~~ not be approved for posting or distribution. The following ~~will~~ ~~shall~~ be considered "unacceptable" material:

- Material that promotes or favorably portrays unlawful conduct or conduct that violates Board policy, including but not limited to the Board's policies prohibiting unlawful discrimination, harassment, and bullying.
- Material that is injurious to, or encourages conduct that threatens disruption of school operations or endangers the health or safety of staff and/or students.
- Material designed for commercial purposes-advertising a product or service for sale or rent-unless the material itself has educational value that makes the commercial message a secondary consideration or the material has been approved by the Board of Education.
- Material that is libelous, invades the rights of others, or inhibits the functioning of the school, or advocates interference with the rights of any individual, or with the normal operation of the school.
- Material which in any way promotes, favors, or opposes the candidacy of any candidate for election, or the adoption of any bond issues proposal, or any public question submitted at any general, municipal, or special election. The prohibition shall not apply on any Election Day or special election when the school is being used as a polling place.
- Material that is obscene, vulgar, patently offensive or pornographic as defined by prevailing community standards throughout the ~~D~~istrict.
- Material that is inconsistent with or unrelated to the ~~D~~istrict's mission and educational values.

This policy governs non-curricular materials and is not intended and ~~will~~ ~~shall~~ not be interpreted to prevent or limit distribution of materials by ~~D~~istrict staff that are intended to supplement and enrich district curriculum in accordance with Board policy.

District staff who wish to distribute noncurricular materials ~~will~~ shall comply with this policy and accompanying regulation.

The superintendent or designee ~~will~~ shall present to any person or persons wishing to distribute or post non-curricular materials a copy of this policy and the accompanying regulation.

Adopted October 1996

Revision Proposed September 1998; February 6, 2017; TBD

LEGAL REF.: C.R.S. 22-32-110 (I) (r)(Board's authority to exclude objectionable materials)

CROSS REFS.: JICEA, School-Related Student Publications
JICEC, Student Distribution of Non-curricular Materials
IMB, Teaching and Controversial issues and Use of Controversial Materials

Distribution/Posting of Noncurricular Materials

Approval

Any non-district group, organization, corporation, individual, club, society, or association (hereinafter referred to as "person" or "persons"), that wishes to distribute or post any noncurricular material in any ~~D~~district school or building or on ~~D~~district property **must** ~~shall~~ submit the material to the superintendent **or designee** for approval a minimum of 48 hours prior to the proposed distribution or posting. The superintendent or designee may approve distribution or posting in accordance with this regulation and accompanying policy unless it is determined that the material is "unacceptable" as defined in the accompanying policy.

Appeal

Any person or persons that are denied approval for distribution or posting of noncurricular materials may appeal the decision as follows:

1. Within 10 days after the superintendent's or designee's decision, written notice **will** ~~shall~~ be served by the aggrieved party or parties on the superintendent, requesting a hearing before the Board.
2. The superintendent **will** ~~shall~~ schedule the hearing on the agenda of the next regularly scheduled Board meeting which generally will be held within 30 days of the filing of a request for a hearing.

After providing the aggrieved party or parties an opportunity to be heard, the Board shall render a decision which **will** ~~shall~~ be final.

Regulations

1. Place

Posting of noncurricular materials is only permitted in areas designated by the school principal. To maintain an uninterrupted learning environment, materials may not be distributed in any classroom. At the District level, the superintendent or designee oversees the designation of these areas. ~~Distribution or posting of noncurricular materials shall be made at places within the school or on school grounds as designated by the school principal except that in no event shall such materials be distributed in any classroom of any school building. Distribution/posting in district buildings or on district property shall be as designated by the superintendent.~~

2. Time

Noncurricular materials will be displayed where they will maintain an uninterrupted learning environment. ~~Distribution or posting shall be made one half hour before school and/or during regularly scheduled lunch periods and/or 15 minutes after the close of school. Any other times during the school day are considered to be disruptive of normal school activities.~~

3. Littering

All distributed or posted items discarded on school or district property ~~will~~ shall be removed by the persons distributing such materials.

4. Distributors

Students may not be used as the agents for distribution of materials without the written consent of the student's parent or guardian.

5. Manner

No student shall in any way be compelled or coerced to accept any materials being distributed by any person distributing such materials or by any school official. In the alternative, no school official or student ~~will~~ shall interfere with the distribution of approved materials.

Violation of these regulations or accompanying policy ~~will~~ shall be sufficient cause for denial of the privilege to distribute or post materials at future dates, subject to the ability to appeal as provided above.

Adopted March 20, 2017

Visitors to Schools

The District will make reasonable efforts to accommodate requests to visit the District's schools, yet also recognizes concerns for the welfare of students. Therefore, the District limits visitors to:

1. Parents/guardians of current students;
2. Other family members of current students who are approved by the student's parent/guardian; and
3. Board members and other persons invited by the District for official business purposes.

To ensure visitors do not disrupt the educational process or other school operations and that no unauthorized persons enter schools, all visitors must report to the school office immediately when entering a school. Authorized visitors ~~are~~ ~~may~~: (1) ~~be~~ required to sign in and out; (2) ~~will~~ be given nametags to wear identifying themselves as visitors; and (3) be accompanied by a District employee for some or all of the visit. School administrators may approve additional building procedures pertaining to school visitors to preserve a proper and safe learning environment.

Unauthorized persons may not loiter on school property at any time. Law enforcement ~~authorities may~~ be called to enforce this ~~policy provision~~.

Visiting schools is a privilege, not a right, which may be limited, denied, or revoked by a school administrator or designee based on considerations of student and/or staff health, safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.

Approved August 1999
Revised July 17, 2020; TBD

LEGAL REFS.: C.R.S. 18-9-109 (*interference with school staff or students*)
C.R.S. 18-9-110 (*trespass, interference at or in public buildings*)
C.R.S. 18-9-112 (*definition of loitering*)
C.R.S. 18-9-117 (*unlawful conduct on public property*)
C.R.S. 18-12-105.5 (*unlawful possession of weapons on school property*)
C.R.S. 22-32-109.1 (7) (*Board must adopt open school policy*)

CROSS REFS.: ADC, Tobacco-Free Schools
CF, School Building Administration
EBBA, Prevention of Disease/Infection Transmission
ECA/ECAB, Security/Access to Buildings
JLCC, Communicable/Infectious Diseases
KFA, Public Conduct on District Property

RETIRE

Relations with Parent Organizations

Representatives and members of parent-teacher organizations in all circumstances shall be treated with respect and as supporters of public education in the District.

Staff members are encouraged to join the organization and to participate actively in its program.

Adopted June 23, 1980

Revised to conform with practice: date on manual adoption

RETIRE

Use of Student in Public Information Program

The strongest link of communication with parents is the student in the classroom. It shall be the responsibility of the administration to see that information regarding school activities and programs is properly disseminated through students to parents.

The use of letters and bulletins carried by students to their parents is encouraged. The use of students shall be limited entirely to information about school system, a particular school or the school district.

Adopted June 23, 1980

RETIRE

Duplicate of KDDA-R, Official Spokesperson

Crisis Management Communications

During a crisis, the spokesperson for the district shall communicate with the media and public as follows:

1. Attempt to define the type and extent of the crisis as soon as possible.
2. Inform employees what is happening as soon as possible.
3. Designate a central source as the crisis communications center to coordinate information gathering and dissemination.
4. Instruct employees to refer all information and questions to the communications center.
5. Remind employees that only designated spokespersons are authorized to talk with news media.
6. Take initiative with news media and let them know what is or is not known about the situation.
7. Contact the top administrator or designee to inform him or her of the current situation, emerging developments and to receive clearance for statements to the media and public.
8. Delay releasing information until facts are verified and the district's position regarding the crisis is clear.
9. Provide a uniform, concise, clear and consistent message.
10. Assign sufficient staff members to handle phones and to seek additional information.
11. Keep a complete log of all incoming and outgoing calls and personal contacts.
12. Have key people relieved from their normal duties so they may focus on the crisis.

Adopted September 15, 2009

District Title I Parent and Family Engagement

Pursuant to federal law, the District and the parents of students participating in Title I District programs have jointly developed the following parent and family engagement policy to establish the District's expectations and objectives for meaningful parent and family engagement. The policy ~~will~~ shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the District's Title I plan.

Engagement with Title I Planning

The District ~~will~~ shall hold an annual meeting for parents and families of students in Title I programs, as well as school Title I staff, principals of schools receiving Title I funds and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent and family engagement activities shall be used, and invite suggestions for improvement.

District Support for Parent and Family Engagement

The District ~~will~~ shall provide coordination, technical assistance, and other support necessary to assist participating schools in building the capacity for effective parent and family engagement activities to improve student academic achievement and school performance.

This coordination, assistance, and support shall include:

- creation of a District Parent Advisory Council to provide advice on all matters related to parent and family engagement in programs supported by Title I funds
- allocating District resources to parent and family engagement activities, beyond minimum legal requirements
- providing professional development regarding parent and family engagement strategies, which ~~will~~ may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members
- engaging in activities and strategies to promote student achievement and learning at home, such as positive phone calls home and weekly data sharing folders
- supporting programs that reach parents and family members at home, in the community and at school
- disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members

Coordination of Parent and Family Engagement Activities with Other District Programs

The District ~~will~~ shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant federal, state, and local laws and programs (including public preschools), and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in

the education of their students. The District will accomplish this through requiring annual meetings of staff involved in these programs, coordination of written materials to parents regarding these programs.

Student Learning

The District ~~will~~ ~~shall~~ coordinate and integrate Title I parent and family engagement strategies with those of other educational programs in the District. The purpose of this coordination ~~will~~ ~~shall~~ be to improve the academic quality of the schools served, including identifying challenges to greater participation by parents and families in activities authorized by law, particularly by parents and family members who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The District ~~will~~ ~~shall~~ provide to parents and families, as appropriate, information to help them understand the District's academic standards, state and District academic assessments, the requirements of Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The District ~~will~~ ~~shall~~ develop written materials and training for staff to help parents and families work with students to improve student achievement.

The District will provide support for school-level training for parents in literacy, using technology, and other areas that will foster parent and family engagement.

School-Based Parent and Family Engagement Activities

Parents and families will be encouraged to support student learning at home and become involved in the activities of schools with Title I programs, including building accountability committees, parent-teacher organizations and volunteering.

Method of Communicating with Parents and Families

All information related to school and parent programs, meetings and other activities ~~will~~ ~~shall~~ be sent to parents and family members in a format and, to the extent practicable, in a language the parents and family members can understand.

Annual Evaluation

The District ~~will~~ ~~shall~~ conduct, with the meaningful engagement of parents and family members, an annual evaluation of the content and effectiveness of this policy. Effectiveness ~~will~~ ~~shall~~ be measured in part by improvements in student academic achievement and in school performance.

The evaluation ~~will~~ ~~shall~~ address the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies

to support successful school and family interactions. The evaluation ~~will~~ ~~shall~~ specifically address challenges to greater participation by parents and family members in activities authorized by law, particularly by parents and family members who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The District ~~will~~ ~~shall~~ use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, this policy.

The District ~~will~~ ~~shall~~ provide such other reasonable support for parent and family engagement activities as parents may request.

Development of School-Level Title I Parent Engagement Policy

Each school receiving Title I funds shall jointly develop with, agree on, and distribute to parents and family members of students participating in the Title I program (hereafter referred to as "parents") a written School-Level Title I Parent and Family Engagement Policy establishing the District's expectations and objectives for meaningful parent and family engagement in accordance with the requirements of federal law.

The policy ~~will~~ ~~shall~~ contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

Adopted July 2018
Revised TBD

LEGAL REFS.: 20 U.S.C. 6301 et seq. (Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act)
Title I, Part A, Section 1112 (a) (parent role in the development of district Title I plan)
Title I, Part A, Section 1112 (e) (information for parents concerning teacher qualifications, assessments and language instruction)
Title I, Part A, Section 1114 (b)(2) (eligible school that desires to operate a schoolwide program must develop a comprehensive plan with involvement of parents and other community members)
Title I, Part A, Section 1115 (b)(2)(E) (Targeted Assistance Program must include parent involvement strategies)
Title I, Part A, Section 1116 (a) (parent and family engagement policy)
Title I, Part C, Section 1304 (c)(3) (parent involvement in projects and programs for the education of migratory children)

C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

CROSS REFS.: ADA, School District Educational Objectives
AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IHBIB, Primary/Preprimary Education
IKA, Grading/Assessment Systems
KD, Public Information and Communications



Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

TO: Board of Education
FROM: Mr. Rob Sanders, Superintendent
RE: Memorandum of Understanding – MASAP Negotiations
DATE: June 2, 2026

As a result of negotiations recently completed between the Morgan Association of Supervisory and Administrative Personnel (MASAP) and the Morgan County School District Re-3, both parties agree to the following:

1. A 1.0 % increase will be added to the base salary. The increase will be reflected through all steps in each of the salary schedule lanes for the 2026-2027 school year.
2. Administrative/Director staff members who qualify for vertical steps will receive the \$1,050/\$1,105/\$1,250 incremental step associated with their respective placement on the Administrative and Pro-Tech pay scale for the 2025-2026 school year.
3. Administrative/Director staff members will continue to be eligible to receive "Horizontal Educational Steps" based on educational criteria per the Administrative Salary Schedule.
4. The district will pay an increase of 10.5% to the district provided health insurance premium at the rate of \$1,003 per employee for full time equivalent employees. Additionally, the district will continue to pay 50% of the Enrolled Employee monthly premium for both Vision (\$4 / month) and Dental (\$16.00 / month) insurance.
5. Administrative/Director staff members who qualify for district-provided health insurance will receive the district contribution of \$750 into their personal Health Savings Account (HSA), or \$1000 into their Health Reimbursement Account (HRA) depending on the selected plan. Staff who choose to participate in the PPO3 plan are provided \$750 that is reflected in a reduction to their health insurance premium to minimize out of pocket costs.
6. Administrative/Director staff members who qualify for a longevity bonus, as outlined below, will receive said bonus in September 2026 payroll. Years of service are calculated as of August 31, 2026. Years of service are calculated using the **latest hire date** to the district. Breaks in service to the district will not be counted.
7. Morgan County School District Re-3 employees will be permitted to leave prior to their daily ending contract time on the last workday of each school week. Departure will be permitted after all students have left school grounds. Any required meetings or contractual obligations must be attended per BOE policy and/or Master Agreement prior to departure. Employees will receive full compensation.
8. This Memorandum of Understanding may be changed with mutual consent of the undersigned parties.
9. This Memorandum of Understanding will be effective July 1, 2026 – June 30, 2027.

President – MASAP

President – BOE, MCSD Re-3

6/2/26

Date

Date



Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
Phone 970-867-5633 Fax 970-867-0262
www.morgan.k12.co.us



Education Administrative Entry Salary Schedule: 2026-2027							
	Elementary Asst. Principal, Dir. of Preschool	Elementary Principal	Secondary Asst. Principal, Alternative HS Principal & Dist. Ath/Act Dir	Middle School Principal, Asst Special Services Director & Alt. License Director	FMHS Principal & Directors	Assistant Superintendent	
Days	166 Days	186 Days	182 Days	191 Days	232 & 261 Days	261 Days	Days
Level	Level A	Level B	Level C	Level D	Level E	Level F	Level
Step Amt	\$ 1,050	\$ 1,050	\$ 1,150	\$ 1,150	\$ 1,250	\$ 1,250	Step Amt
A 1	\$ 70,298	\$ 89,768	\$ 80,767	\$ 96,627	\$ 103,116	\$ 109,878	A 1
B 2	\$ 71,348	\$ 90,818	\$ 81,917	\$ 97,777	\$ 104,366	\$ 111,128	B 2
C 3	\$ 72,398	\$ 91,868	\$ 83,067	\$ 98,927	\$ 105,616	\$ 112,378	C 3
D 4	\$ 73,448	\$ 92,918	\$ 84,217	\$ 100,077	\$ 106,866	\$ 113,628	D 4
E 5	\$ 74,498	\$ 93,968	\$ 85,367	\$ 101,227	\$ 108,116	\$ 114,878	E 5
F 6	\$ 75,548	\$ 95,018	\$ 86,517	\$ 102,377	\$ 109,366	\$ 116,128	F 6
G 7	\$ 76,598	\$ 96,068	\$ 87,667	\$ 103,527	\$ 110,616	\$ 117,378	G 7
H 8	\$ 77,648	\$ 97,118	\$ 88,817	\$ 104,677	\$ 111,866	\$ 118,628	H 8
I 9	\$ 78,698	\$ 98,168	\$ 89,967	\$ 105,827	\$ 113,116	\$ 119,878	I 9
J 10	\$ 79,748	\$ 99,218	\$ 91,117	\$ 106,977	\$ 114,366	\$ 121,128	J 10
K 11	\$ 80,798	\$ 100,268	\$ 92,267	\$ 108,127	\$ 115,616	\$ 122,378	K 11
L 12	\$ 81,848	\$ 101,318	\$ 93,417	\$ 109,277	\$ 116,866	\$ 123,628	L 12
M 13	\$ 82,898	\$ 102,368	\$ 94,567	\$ 110,427	\$ 118,116	\$ 124,878	M 13
N 14	\$ 83,948	\$ 103,418	\$ 95,717	\$ 111,577	\$ 119,366	\$ 126,128	N 14
O 15	\$ 84,998	\$ 104,468	\$ 96,867	\$ 112,727	\$ 120,616	\$ 127,378	O 15
P 16	\$ 86,048	\$ 105,518	\$ 98,017	\$ 113,877	\$ 121,866	\$ 128,628	P 16
Q 17	\$ 87,098	\$ 106,568	\$ 99,167	\$ 115,027	\$ 123,116	\$ 129,878	Q 17
R 18	\$ 88,148	\$ 107,618	\$ 100,317	\$ 116,177	\$ 124,366	\$ 131,128	R 18
S 19	\$ 89,198	\$ 108,668	\$ 101,467	\$ 117,327	\$ 125,616	\$ 132,378	S 19
T 20	\$ 90,248	\$ 109,718	\$ 102,617	\$ 118,477	\$ 126,866	\$ 133,628	T 20
U 21	\$ 91,298	\$ 110,768	\$ 103,767	\$ 119,627	\$ 128,116	\$ 134,878	U 21
V 22	\$ 92,348	\$ 111,818	\$ 104,917	\$ 120,777	\$ 129,366	\$ 136,128	V 22
W 23	\$ 93,398	\$ 112,868	\$ 106,067	\$ 121,927	\$ 130,616	\$ 137,378	W 23
X 24	\$ 94,448	\$ 113,918	\$ 107,217	\$ 123,077	\$ 131,866	\$ 138,628	X 24
Y 25	\$ 95,498	\$ 114,968	\$ 108,367	\$ 124,227	\$ 133,116	\$ 139,878	Y 25

1. High School Assistant Principals receive an additional \$4,000 stipend for nightly activities and duties.
2. Allow up to 10 years of out-of-district administrative experience.
3. Allow 1 year of administrative experience for every 5 years of teaching experience - max of 3 years. (10 + 3 max is 13.)
4. Salaries are individually negotiated for the Superintendent. When an administrator reaches the last step, the percentage increase will apply.
5. Horizontal steps (based on educational criteria) - MA+15 = \$1,000, MA+30 = \$2,000, Ed.S = \$3,000, Ed.S+15 = \$4,000, Ed.S+30 = \$5,000, and, Ed.D/Ph.D = \$6,000. (Approved 2019-2020 School Year).



Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

TO: Board of Education
FROM: Mr. Rob Sanders, Superintendent
RE: Memorandum of Understanding – FMEA Negotiations
DATE: June 2, 2026

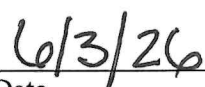
As a result of negotiations recently completed between the Fort Morgan Education Association (FMEA) and the Morgan County School District Re-3, both parties agree to the following:

1. A \$500 increase (equivalent to 1.0%) to the base salary will be granted. The base salary will increase from \$50,000 to \$50,500 for the 2026-2027 school year.
2. Certified staff who qualify for vertical steps will receive the \$400/\$450/\$500/\$575/\$600 step associated with their respective placement on the certified pay scale for the 2026-2027 school year.
3. Horizontal steps (based on educational criteria) will be granted for the 2026-2027 school year.
4. The district will pay an increase of 10.5% to the district provided health insurance premium at the rate of \$1,003 per employee for full time equivalent employees. Additionally, the district will continue to pay 50% of the Enrolled Employee monthly premium for both Vision (\$4 / month) and Dental (\$16.00 / month) insurance
5. Certified staff members who qualify for district-provided health insurance will receive the district contribution of \$750 into their personal Health Savings Account (HSA), or \$1000 into their Health Reimbursement Account (HRA) depending on the selected plan. Staff who choose to participate in the PPO3 plan are provided \$750 that is reflected in a reduction to their health insurance premium to minimize out of pocket costs.
6. Certified staff members who qualify for a longevity bonus, as outlined below, will receive said bonus in September 2026 payroll. Years of service are calculated as of August 31, 2026. Years of service are calculated using the **latest hire date** to the district. Breaks in service to the district will not be counted.
7. Morgan County School District Re-3 employees will be permitted to leave prior to their daily ending contract time on the last workday of each school week. Departure will be permitted after all students have left school grounds. Any required meetings or contractual obligations must be attended per BOE policy and/or Master Agreement prior to departure. Employees will receive full compensation.
8. MCSD Re-3 and FMEA agree to maintain a three-year contract and agree that negotiation in the spring of 2027 can allow for re-opening language with the mutual agreement by both parties. The master agreement is effective: July 1, 2024 – June 30, 2027.
9. This Memorandum of Understanding may be changed with mutual consent of the undersigned parties.
10. This Memorandum of Understanding will be effective July 1, 2026 – June 30, 2027.



President – FMEA

President – BOE, MCSD Re-3



Date

Date



Morgan County School District Re-3
 715 West Platte Avenue
 Fort Morgan, Colorado 80701
 Phone 970-867-5633 Fax 970-867-0262
 www.morgan.k12.co.us

CERTIFIED SALARY SCHEDULE 2026-2027 SCHOOL YEAR

	ADJUNCT	BA	BA+15	BA+30	MA	MA+15	MA+30
A	\$ 44,200	\$ 50,500	\$ 52,000	\$ 53,500	\$ 55,000	\$ 56,500	\$ 58,000
B	\$ 44,200	\$ 50,900	\$ 52,450	\$ 54,000	\$ 55,500	\$ 57,075	\$ 58,575
C	\$ 44,200	\$ 51,300	\$ 52,900	\$ 54,500	\$ 56,000	\$ 57,650	\$ 59,150
D	\$ 44,200	\$ 51,700	\$ 53,350	\$ 55,000	\$ 56,500	\$ 58,225	\$ 59,725
E	\$ 44,200	\$ 52,100	\$ 53,800	\$ 55,500	\$ 57,000	\$ 58,800	\$ 60,300
F	\$ 44,200	\$ 52,500	\$ 54,250	\$ 56,000	\$ 57,500	\$ 59,375	\$ 60,875
G			\$ 54,700	\$ 56,500	\$ 58,000	\$ 59,950	\$ 61,450
H			\$ 55,150	\$ 57,000	\$ 58,500	\$ 60,525	\$ 62,025
I			\$ 55,600	\$ 57,500	\$ 59,000	\$ 61,100	\$ 62,600
J			\$ 56,050	\$ 58,000	\$ 59,500	\$ 61,675	\$ 63,175
K				\$ 58,500	\$ 60,000	\$ 62,250	\$ 63,750
L				\$ 59,000	\$ 60,500	\$ 62,825	\$ 64,325
M				\$ 59,500	\$ 61,000	\$ 63,400	\$ 64,900
N					\$ 61,500	\$ 63,975	\$ 65,475
O					\$ 62,000	\$ 64,550	\$ 66,050
P					\$ 62,500	\$ 65,125	\$ 66,625
Q					\$ 63,000	\$ 65,700	\$ 67,200
R						\$ 66,275	\$ 67,775
S	Full-time in district experience with a state teaching license:					\$ 66,850	\$ 68,350
T	a. District will honor all years of in-district experience.					\$ 67,425	\$ 68,925
U	Full-time out-of-district experience with a state teaching license:						\$ 69,500
V	a. 0 - 3 Years = Level A Placement						\$ 70,075
W	b. 4 - 6 Years = Level B Placement						\$ 70,650
X	c. 7 - 9 Years = Level C Placement						\$ 71,225
Y	d. 10 - 15 Years = Level D Placement						
Z	e. 16+ Years = Max Placement is the midpoint of the respective lane range for beyond B+15 lanes.						

STIPENDS								
STEP	LVL ONE	LVL TWO	LVL THREE	LVL FOUR	LVL FIVE	LVL SIX	LVL SEVEN	LVL EIGHT
1	\$ 6,565.00	\$ 6,060.00	\$ 4,747.00	\$ 3,787.50	\$ 2,828.00	\$ 2,626.00	\$ 1,919.00	\$ 1,666.50
2	\$ 6,893.50	\$ 6,363.00	\$ 4,984.50	\$ 3,977.00	\$ 2,969.50	\$ 2,757.50	\$ 2,015.00	\$ 1,750.00
3	\$ 7,221.50	\$ 6,666.00	\$ 5,221.50	\$ 4,166.50	\$ 3,111.00	\$ 2,888.50	\$ 2,111.00	\$ 1,833.00
4	\$ 7,549.50	\$ 6,969.00	\$ 5,459.00	\$ 4,355.50	\$ 3,252.00	\$ 3,020.00	\$ 2,207.00	\$ 1,916.50
5	\$ 7,878.00	\$ 7,272.00	\$ 5,696.50	\$ 4,545.00	\$ 3,393.50	\$ 3,151.00	\$ 2,303.00	\$ 2,000.00

LONGEVITY BONUS

\$3,000.00 Differentiation Salary

\$5,500.00 Differentiation Salary

YEARS	\$	Based on latest hire date as of the end of August. Paid in September.
3	\$ 1,000	
7	\$ 1,500	
14	\$ 3,000	
21	\$ 4,500	
28	\$ 6,000	
Annual appropriation by the BOE		

- Physical Therapist Assistant
- Speech Language Pathologist Asst.
- Special Education

Special Ed Signing Bonus \$2,000

- Speech Language Pathologist
- Psychologist
- Social Worker
- Physical Therapist
- Nurse



Ed.S	
\$ 59,500	A
\$ 60,100	B
\$ 60,700	C
\$ 61,300	D
\$ 61,900	E
\$ 62,500	F
\$ 63,100	G
\$ 63,700	H
\$ 64,300	I
\$ 64,900	J
\$ 65,500	K
\$ 66,100	L
\$ 66,700	M
\$ 67,300	N
\$ 67,900	O
\$ 68,500	P
\$ 69,100	Q
\$ 69,700	R
\$ 70,300	S
\$ 70,900	T
\$ 71,500	U
\$ 72,100	V
\$ 72,700	W
\$ 73,300	X
\$ 73,900	Y
\$ 74,500	Z

LVL NINE	LVL TEN	STEP
\$ 959.50	\$ 707.00	1
\$ 1,007.50	\$ 742.50	2
\$ 1,055.50	\$ 777.50	3
\$ 1,103.50	\$ 813.00	4
\$ 1,151.50	\$ 848.50	5
OTHER		
AP / CONCURRENT		
AP - \$300/SEM		

Con-\$500/SEM



Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

TO: Board of Education
FROM: Mr. Rob Sanders, Superintendent
RE: Memorandum of Understanding – ACP Negotiations
DATE: June 2, 2026

As a result of negotiations recently completed between the Fort Morgan Association of Classified Personnel (ACP) and the Morgan County School District Re-3, both parties agree to the following:

1. A 1% base increase will be granted, at each level, throughout the entire salary schedule. This change will go into effect on July 1, 2026.
2. Classified Staff who qualify for vertical steps will receive the incremental step associated with their respective placement on the Classified and Pro-Tech pay scale for the 2026-2027 school year.
3. The district will pay an increase of 10.5% to the district provided health insurance premium at the rate of \$1,003 per employee for full time equivalent employees. Additionally, the district will continue to pay 50% of the Enrolled Employee monthly premium for both Vision (\$4 / month) and Dental (\$16.00 / month) insurance
4. Classified staff members who qualify for district-provided health insurance will receive the district contribution of \$750 into their personal Health Savings Account (HSA), or \$1000 into their Health Reimbursement Account (HRA) depending on the selected plan. Staff who choose to participate in the PPO3 plan are provided \$750 that is reflected in a reduction to their health insurance premium to minimize out of pocket costs.
5. Classified staff members who qualify for a longevity bonus, as outlined below, will receive said bonus in September 2026 payroll. Years of service are calculated as of August 31, 2026. Years of service are calculated using the **latest hire date** to the district. Breaks in service to the district will not be counted.
6. Morgan County School District Re-3 employees will be permitted to leave prior to their daily ending contract time on the last workday of each school week. Departure will be permitted after all students have left school grounds. Any required meetings or contractual obligations must be attended per BOE policy and/or Master Agreement prior to departure. Employees will receive full compensation.
7. MCSD Re-3 and ACP agree to maintain a three-year contract and agree that negotiation in the Spring of 2027 can allow for re-opening language with the mutual agreement by both parties. The master agreement is effective: July 1, 2024 – June 30, 2027.
8. This Memorandum of Understanding may be changed with mutual consent of the undersigned parties.
9. This Memorandum of Understanding will be effective July 1, 2026 – June 30, 2027.

Debrah A. Middlemist
President – ACP

President – BOE, MCSD Re-3

June 3, 2026
Date

Date



Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
Phone 970-867-5633 Fax 970-867-0262
www.fortmorgank12.com



CLASSIFIED SALARY SCHEDULE
Effective July 1, 2026 through June 30, 2027

	II / 2	III / 3	IV / 4	V / 5	VI / 6	VII / 7	VIII / 8	IX / 9	X / 10	XI / 11	XII / 12	XIII / 13	
1	\$ 15.51	\$ 15.84	\$ 16.46	\$ 17.45	\$ 17.91	\$ 18.49	\$ 19.24	\$ 20.56	\$ 24.25	\$ 23.83	\$ 27.93	\$ 31.61	1
2	\$ 15.71	\$ 16.04	\$ 16.66	\$ 17.65	\$ 18.11	\$ 18.69	\$ 19.44	\$ 20.76	\$ 24.45	\$ 24.83	\$ 28.13	\$ 31.81	2
3	\$ 15.91	\$ 16.24	\$ 16.86	\$ 17.85	\$ 18.31	\$ 18.89	\$ 19.64	\$ 20.96	\$ 24.65	\$ 25.83	\$ 28.33	\$ 32.01	3
4	\$ 16.11	\$ 16.44	\$ 17.06	\$ 18.05	\$ 18.51	\$ 19.09	\$ 19.84	\$ 21.16	\$ 24.85	\$ 26.83	\$ 28.53	\$ 32.21	4
5	\$ 16.31	\$ 16.64	\$ 17.26	\$ 18.25	\$ 18.71	\$ 19.29	\$ 20.04	\$ 21.36	\$ 25.05	\$ 27.83	\$ 28.73	\$ 32.41	5
6	\$ 16.51	\$ 16.84	\$ 17.46	\$ 18.45	\$ 18.91	\$ 19.49	\$ 20.24	\$ 21.56	\$ 25.25	\$ 28.83	\$ 28.93	\$ 32.61	6
7	\$ 16.71	\$ 17.04	\$ 17.66	\$ 18.65	\$ 19.11	\$ 19.69	\$ 20.44	\$ 21.76	\$ 25.45	\$ 29.83	\$ 29.13	\$ 32.81	7
8	\$ 16.91	\$ 17.24	\$ 17.86	\$ 18.85	\$ 19.31	\$ 19.89	\$ 20.64	\$ 21.96	\$ 25.65		\$ 29.33	\$ 33.01	8
9	\$ 17.11	\$ 17.44	\$ 18.06	\$ 19.05	\$ 19.51	\$ 20.09	\$ 20.84	\$ 22.16	\$ 25.85		\$ 29.53	\$ 33.21	9
10	\$ 17.31	\$ 17.64	\$ 18.26	\$ 19.25	\$ 19.71	\$ 20.29	\$ 21.04	\$ 22.36	\$ 26.05		\$ 29.73	\$ 33.41	10
11	\$ 17.51	\$ 17.84	\$ 18.46	\$ 19.45	\$ 19.91	\$ 20.49	\$ 21.24	\$ 22.56	\$ 26.25		\$ 29.93	\$ 33.61	11
12	\$ 17.71	\$ 18.04	\$ 18.66	\$ 19.65	\$ 20.11	\$ 20.69	\$ 21.44	\$ 22.76	\$ 26.45		\$ 30.13	\$ 33.81	12
13	\$ 17.91	\$ 18.24	\$ 18.86	\$ 19.85	\$ 20.31	\$ 20.89	\$ 21.64	\$ 22.96	\$ 26.65		\$ 30.33	\$ 34.01	13
14	\$ 18.11	\$ 18.44	\$ 19.06	\$ 20.05	\$ 20.51	\$ 21.09	\$ 21.84	\$ 23.16	\$ 26.85		\$ 30.53	\$ 34.21	14
15	\$ 18.31	\$ 18.64	\$ 19.26	\$ 20.25	\$ 20.71	\$ 21.29	\$ 22.04	\$ 23.36	\$ 27.05		\$ 30.73	\$ 34.41	15
16	\$ 18.51	\$ 18.84	\$ 19.46	\$ 20.45	\$ 20.91	\$ 21.49	\$ 22.24	\$ 23.56	\$ 27.25		\$ 30.93	\$ 34.61	16
17	\$ 18.71	\$ 19.04	\$ 19.66	\$ 20.65	\$ 21.11	\$ 21.69	\$ 22.44	\$ 23.76	\$ 27.45		\$ 31.13	\$ 34.81	17
18	\$ 18.91	\$ 19.24	\$ 19.86	\$ 20.85	\$ 21.31	\$ 21.89	\$ 22.64	\$ 23.96	\$ 27.65		\$ 31.33	\$ 35.01	18
19	\$ 19.11	\$ 19.44	\$ 20.06	\$ 21.05	\$ 21.51	\$ 22.09	\$ 22.84	\$ 24.16	\$ 27.85		\$ 31.53	\$ 35.21	19
20	\$ 19.31	\$ 19.64	\$ 20.26	\$ 21.25	\$ 21.71	\$ 22.29	\$ 23.04	\$ 24.36	\$ 28.05		\$ 31.73	\$ 35.41	20
21	\$ 19.51	\$ 19.84	\$ 20.46	\$ 21.45	\$ 21.91	\$ 22.49	\$ 23.24	\$ 24.56	\$ 28.25		\$ 31.93	\$ 35.61	21
22	\$ 19.71	\$ 20.04	\$ 20.66	\$ 21.65	\$ 22.11	\$ 22.69	\$ 23.44	\$ 24.76	\$ 28.45		\$ 32.13	\$ 35.81	22
23	\$ 19.91	\$ 20.24	\$ 20.86	\$ 21.85	\$ 22.31	\$ 22.89	\$ 23.64	\$ 24.96	\$ 28.65		\$ 32.33	\$ 36.01	23
24	\$ 20.11	\$ 20.44	\$ 21.06	\$ 22.05	\$ 22.51	\$ 23.09	\$ 23.84	\$ 25.16	\$ 28.85		\$ 32.53	\$ 36.21	24
25	\$ 20.31	\$ 20.64	\$ 21.26	\$ 22.25	\$ 22.71	\$ 23.29	\$ 24.04	\$ 25.36	\$ 29.05		\$ 32.73	\$ 36.41	25
26	\$ 20.51	\$ 20.84	\$ 21.46	\$ 22.45	\$ 22.91	\$ 23.49	\$ 24.24	\$ 25.56	\$ 29.25		\$ 32.93	\$ 36.61	26
27	\$ 20.71	\$ 21.04	\$ 21.66	\$ 22.65	\$ 23.11	\$ 23.69	\$ 24.44	\$ 25.76	\$ 29.45		\$ 33.13	\$ 36.81	27
28	\$ 20.91	\$ 21.24	\$ 21.86	\$ 22.85	\$ 23.31	\$ 23.89	\$ 24.64	\$ 25.96	\$ 29.65		\$ 33.33	\$ 37.01	28
29	\$ 21.11	\$ 21.44	\$ 22.06	\$ 23.05	\$ 23.51	\$ 24.09	\$ 24.84	\$ 26.16	\$ 29.85		\$ 33.53	\$ 37.21	29
30	\$ 21.31	\$ 21.64	\$ 22.26	\$ 23.25	\$ 23.71	\$ 24.29	\$ 25.04	\$ 26.36	\$ 30.05		\$ 33.73	\$ 37.41	30
31	\$ 21.51	\$ 21.84	\$ 22.46	\$ 23.45	\$ 23.91	\$ 24.49	\$ 25.24	\$ 26.56	\$ 30.25		\$ 33.93	\$ 37.61	31
32	\$ 21.71	\$ 22.04	\$ 22.66	\$ 23.65	\$ 24.11	\$ 24.69	\$ 25.44	\$ 26.76	\$ 30.45		\$ 34.13	\$ 37.81	32
33	\$ 21.91	\$ 22.24	\$ 22.86	\$ 23.85	\$ 24.31	\$ 24.89	\$ 25.64	\$ 26.96	\$ 30.65		\$ 34.33	\$ 38.01	33
34	\$ 22.11	\$ 22.44	\$ 23.06	\$ 24.05	\$ 24.51	\$ 25.09	\$ 25.84	\$ 27.16	\$ 30.85		\$ 34.53	\$ 38.21	34
35	\$ 22.31	\$ 22.64	\$ 23.26	\$ 24.25	\$ 24.71	\$ 25.29	\$ 26.04	\$ 27.36	\$ 31.05		\$ 34.73	\$ 38.41	35
36	\$ 22.51	\$ 22.84	\$ 23.46	\$ 24.45	\$ 24.91	\$ 25.49	\$ 26.24	\$ 27.56	\$ 31.25		\$ 34.93	\$ 38.61	36
37	\$ 22.71	\$ 23.04	\$ 23.66	\$ 24.65	\$ 25.11	\$ 25.69	\$ 26.44	\$ 27.76	\$ 31.45		\$ 35.13	\$ 38.81	37
38	\$ 22.91	\$ 23.24	\$ 23.86	\$ 24.85	\$ 25.31	\$ 25.89	\$ 26.64	\$ 27.96	\$ 31.65		\$ 35.33	\$ 39.01	38
39	\$ 23.11	\$ 23.44	\$ 24.06	\$ 25.05	\$ 25.51	\$ 26.09	\$ 26.84	\$ 28.16	\$ 31.85		\$ 35.53	\$ 39.21	39
40	\$ 23.31	\$ 23.64	\$ 24.26	\$ 25.25	\$ 25.71	\$ 26.29	\$ 27.04	\$ 28.36	\$ 32.05		\$ 35.73	\$ 39.41	40

PROFESSIONAL/TECHNICAL

Effective July 1, 2026 through

LEVEL	PT-1	PT-2	PT-3	PT-4	PT-5	PT-6	PT-7
DAYS	261	261	261	185	261	261	261
HOURS	2088	2088	2088	1387.5	2088	2088	2088
HOURLY	\$ 17.30	\$ 18.62	\$ 20.46	\$ 30.84	\$ 22.30	\$ 23.61	\$ 24.94
STEP	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 840.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00
1	\$ 36,122	\$ 38,879	\$ 42,720	\$ 42,791	\$ 46,562	\$ 49,298	\$ 52,075
2	\$ 37,172	\$ 39,929	\$ 43,770	\$ 43,631	\$ 47,612	\$ 50,348	\$ 53,125
3	\$ 38,222	\$ 40,979	\$ 44,820	\$ 44,471	\$ 48,662	\$ 51,398	\$ 54,175
4	\$ 39,272	\$ 42,029	\$ 45,870	\$ 45,311	\$ 49,712	\$ 52,448	\$ 55,225
5	\$ 40,322	\$ 43,079	\$ 46,920	\$ 46,151	\$ 50,762	\$ 53,498	\$ 56,275
6	\$ 41,372	\$ 44,129	\$ 47,970	\$ 46,991	\$ 51,812	\$ 54,548	\$ 57,325
7	\$ 42,422	\$ 45,179	\$ 49,020	\$ 47,831	\$ 52,862	\$ 55,598	\$ 58,375
8	\$ 43,472	\$ 46,229	\$ 50,070	\$ 48,671	\$ 53,912	\$ 56,648	\$ 59,425
9	\$ 44,522	\$ 47,279	\$ 51,120	\$ 49,511	\$ 54,962	\$ 57,698	\$ 60,475
10	\$ 45,572	\$ 48,329	\$ 52,170	\$ 50,351	\$ 56,012	\$ 58,748	\$ 61,525
11	\$ 46,622	\$ 49,379	\$ 53,220	\$ 51,191	\$ 57,062	\$ 59,798	\$ 62,575
12	\$ 47,672	\$ 50,429	\$ 54,270	\$ 52,031	\$ 58,112	\$ 60,848	\$ 63,625
13	\$ 48,722	\$ 51,479	\$ 55,320	\$ 52,871	\$ 59,162	\$ 61,898	\$ 64,675
14	\$ 49,772	\$ 52,529	\$ 56,370	\$ 53,711	\$ 60,212	\$ 62,948	\$ 65,725
15	\$ 50,822	\$ 53,579	\$ 57,420	\$ 54,551	\$ 61,262	\$ 63,998	\$ 66,775
16	\$ 51,872	\$ 54,629	\$ 58,470	\$ 55,391	\$ 62,312	\$ 65,048	\$ 67,825
17	\$ 52,922	\$ 55,679	\$ 59,520	\$ 56,231	\$ 63,362	\$ 66,098	\$ 68,875
18	\$ 53,972	\$ 56,729	\$ 60,570	\$ 57,071	\$ 64,412	\$ 67,148	\$ 69,925
19	\$ 55,022	\$ 57,779	\$ 61,620	\$ 57,911	\$ 65,462	\$ 68,198	\$ 70,975
20	\$ 56,072	\$ 58,829	\$ 62,670	\$ 58,751	\$ 66,512	\$ 69,248	\$ 72,025
21	\$ 57,122	\$ 59,879	\$ 63,720	\$ 59,591	\$ 67,562	\$ 70,298	\$ 73,075
22	\$ 58,172	\$ 60,929	\$ 64,770	\$ 60,431	\$ 68,612	\$ 71,348	\$ 74,125
23	\$ 59,222	\$ 61,979	\$ 65,820	\$ 61,271	\$ 69,662	\$ 72,398	\$ 75,175
24	\$ 60,272	\$ 63,029	\$ 66,870	\$ 62,111	\$ 70,712	\$ 73,448	\$ 76,225
25	\$ 61,322	\$ 64,079	\$ 67,920	\$ 62,951	\$ 71,762	\$ 74,498	\$ 77,275
26	\$ 62,372	\$ 65,129	\$ 68,970	\$ 63,791	\$ 72,812	\$ 75,548	\$ 78,325
27	\$ 63,422	\$ 66,179	\$ 70,020	\$ 64,631	\$ 73,862	\$ 76,598	\$ 79,375
28	\$ 64,472	\$ 67,229	\$ 71,070	\$ 65,471	\$ 74,912	\$ 77,648	\$ 80,425
29	\$ 65,522	\$ 68,279	\$ 72,120	\$ 66,311	\$ 75,962	\$ 78,698	\$ 81,475
30	\$ 66,572	\$ 69,329	\$ 73,170	\$ 67,151	\$ 77,012	\$ 79,748	\$ 82,525

SALARY SCHEDULE

through June 30, 2027

PT-8	PT-9	PT-10	PT-11	PT-12	PT-13	LEVEL
261	261	261	261	261	163	DAYS
2088	2088	2088	2088	2088	1385.5	HOURS
\$ 27.56	\$ 30.19	\$ 32.83	\$ 35.45	\$ 39.14	\$ 48.23	HOURLY
\$ 1,050.00	\$ 1,050.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,500.00	STEP
\$ 57,545	\$ 63,037	\$ 68,549	\$ 74,020	\$ 81,724	\$ 66,823	1
\$ 58,595	\$ 64,087	\$ 69,699	\$ 75,170	\$ 82,874	\$ 68,323	2
\$ 59,645	\$ 65,137	\$ 70,849	\$ 76,320	\$ 84,024	\$ 69,823	3
\$ 60,695	\$ 66,187	\$ 71,999	\$ 77,470	\$ 85,174	\$ 71,323	4
\$ 61,745	\$ 67,237	\$ 73,149	\$ 78,620	\$ 86,324	\$ 72,823	5
\$ 62,795	\$ 68,287	\$ 74,299	\$ 79,770	\$ 87,474	\$ 74,323	6
\$ 63,845	\$ 69,337	\$ 75,449	\$ 80,920	\$ 88,624	\$ 75,823	7
\$ 64,895	\$ 70,387	\$ 76,599	\$ 82,070	\$ 89,774	\$ 77,323	8
\$ 65,945	\$ 71,437	\$ 77,749	\$ 83,220	\$ 90,924	\$ 78,823	9
\$ 66,995	\$ 72,487	\$ 78,899	\$ 84,370	\$ 92,074	\$ 80,323	10
\$ 68,045	\$ 73,537	\$ 80,049	\$ 85,520	\$ 93,224	\$ 81,823	11
\$ 69,095	\$ 74,587	\$ 81,199	\$ 86,670	\$ 94,374	\$ 83,323	12
\$ 70,145	\$ 75,637	\$ 82,349	\$ 87,820	\$ 95,524	\$ 84,823	13
\$ 71,195	\$ 76,687	\$ 83,499	\$ 88,970	\$ 96,674	\$ 86,323	14
\$ 72,245	\$ 77,737	\$ 84,649	\$ 90,120	\$ 97,824	\$ 87,823	15
\$ 73,295	\$ 78,787	\$ 85,799	\$ 91,270	\$ 98,974	\$ 89,323	16
\$ 74,345	\$ 79,837	\$ 86,949	\$ 92,420	\$ 100,124	\$ 90,823	17
\$ 75,395	\$ 80,887	\$ 88,099	\$ 93,570	\$ 101,274	\$ 92,323	18
\$ 76,445	\$ 81,937	\$ 89,249	\$ 94,720	\$ 102,424	\$ 93,823	19
\$ 77,495	\$ 82,987	\$ 90,399	\$ 95,870	\$ 103,574	\$ 95,323	20
\$ 78,545	\$ 84,037	\$ 91,549	\$ 97,020	\$ 104,724	\$ 96,823	21
\$ 79,595	\$ 85,087	\$ 92,699	\$ 98,170	\$ 105,874	\$ 98,323	22
\$ 80,645	\$ 86,137	\$ 93,849	\$ 99,320	\$ 107,024	\$ 99,823	23
\$ 81,695	\$ 87,187	\$ 94,999	\$ 100,470	\$ 108,174	\$ 101,323	24
\$ 82,745	\$ 88,237	\$ 96,149	\$ 101,620	\$ 109,324	\$ 102,823	25
\$ 83,795	\$ 89,287	\$ 97,299	\$ 102,770	\$ 110,474	\$ 104,323	26
\$ 84,845	\$ 90,337	\$ 98,449	\$ 103,920	\$ 111,624	\$ 105,823	27
\$ 85,895	\$ 91,387	\$ 99,599	\$ 105,070	\$ 112,774	\$ 107,323	28
\$ 86,945	\$ 92,437	\$ 100,749	\$ 106,220	\$ 113,924	\$ 108,823	29
\$ 87,995	\$ 93,487	\$ 101,899	\$ 107,370	\$ 115,074	\$ 110,323	30

DISTRICT_CODE	SCHOOL_CODE	AEC_INDICATOR	AEC_ASSESSMENT	AEC_ASSESSMENT_CAT	AEC_CATEGORY_METRIC_CODE	AEC_STD_MEETING_MEASURE	AEC_TOT_STD_FOR_MEASURE	AEC_STD_RATE_FOR_MEASURE	
2405	5180	ACH	NWEA MAP Achievement	Language Usage	1161	17	25	68%	
2405	5180	ACH	NWEA MAP Achievement	Math	1170	14	23	61%	
2405	5180	ACH	NWEA MAP Achievement	Reading	1170	17	24	71%	
2405	5180	GRO	NWEA MAP Growth Target	Language Usage	1161	17	25	68%	
2405	5180	GRO	NWEA MAP Growth Target	Math	1170	15	23	65%	
2405	5180	GRO	NWEA MAP Growth Target	Reading	1200	19	24	79%	
2405	5180	STENG	Returning Student Rate	Returning Student Rate	1250	34	35	97.00%	
2405	5180	PWR	Credit Course Completion	By Course	1340	313	620	50%	

AEC_ASSESSMENT	AEC_ASSESSMENT_ CAT	2022 Actual		2023 Actual		2024 Actual		2025 Actual		2026 Actual	
NWEA MAP Achievement	Language Usage	32%		50%		63%		65%		68%	
NWEA MAP Achievement	Math	35%		62%		64%		48%		61%	
NWEA MAP Achievement	Reading	28%		53%		67%		69%		71%	
NWEA MAP Growth Target	Language Usage	24%		44%		63%		70%		68%	
NWEA MAP Growth Target	Math	35%		54%		64%		48%		65%	
NWEA MAP Growth Target	Reading	28%		53%		41%		64%		79%	
Returning Student Rate	Returning Student Rate	93.75%		91.90%		100%		100.00%		97 %	
Credit Course Completion	By Course	59.89%		63.70%		64.20%		76.00%		50%	



Colorado Department of Education
2025-26 Actual Assessment measures for AEC Data Collection
Verification of Actual Assessment measures for AEC Data
District: 2405-Fort Morgan Re-3

- A. The summary reports provided by CDE should be reviewed carefully for completeness and accuracy. The reports will include the data necessary to verify your data for each school.
- B. All school systems must submit a verification form, signed by the President of the Board of Education that certifies agreement with the summary data report.

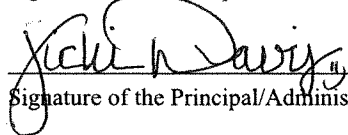
I have reviewed the Actual Assessment measures for AEC Data Collection reports in their entirety and hereby certify that the data submitted to the Colorado Department of Education for the school year 2025-26 Actual Assessment measures for AEC Data Collection is accurate and complete to the best of my knowledge and belief for use in the Actual Assessment measures for AEC reports.

District: 2405-Fort Morgan Re-3

School Name: Lincoln High School

CDE School Number: 5180

Signature of Local Superintendent of Schools Date



Signature of the Principal/Administrator

06.03.2026

Date

Signature of the Board of Education President

Date

**MORGAN COUNTY SCHOOL DISTRICT RE-3
PERSONNEL ACTION REPORT
BOARD MEETING: June 15, 2026**

CERTIFIED HIRING FOR 2026-2027 SCHOOL YEAR

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Katharine Steffens	Teacher	MA-A	Green Acres	08/04/2026
Davin Boydston	Teacher	MA-E	Fort Morgan Middle School	08/04/2026
Ashley Wyrick	Teacher	BA-B	Fort Morgan Middle School	08/04/2026
Kaitlyn Baker	Teacher	BA-B	Fort Moran Middle School	08/04/2026
Melissa Ricks	Teacher	PERM SUB	Fort Morgan Middle School	08/04/2026
Tammy Mosqueda	Teacher	PERM SUB	Fort Morgan Middle School	08/04/2026
Mariana Tiscareno-Maston	Teacher	BA-D	Fort Morgan High School	08/04/2026
Hannah Kehm	Teacher	BA-A	Fort Morgan Middle School	08/04/2026
Josie Daywitt	Teacher	BA-A	Green Acres Elementary	08/04/2026
Joshua Rodriguez	Teacher	MA-B	Fort Morgan High School	08/04/2026

CLASSIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Dario Mosqueda Moncada	Equipment Mechanic	X-1	Facilities	06/11/2026

CLASSIFIED HIRING 2026-2027 SCHOOL YEAR

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Laura Streeter	Paraprofessional – SPED	V-1	Pioneer Elementary	08/10/2026
Karissa Musgrave	Paraprofessional – SPED	V-10	Fort Morgan Middle School	08/10/2026
Carina Miranda Gonzalez	Paraprofessional - CLDE	IV-1	Fort Morgan Middle School	08/10/2026
Vera Stalker	Paraprofessional – SPED	V-8	Fort Morgan Middle School	08/10/2026

CLASSIFIED SEASONAL HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Liam Garvin	Seasonal IT	II-2	District Support Center	06/03/2026
Chase Prouty	Seasonal IT	II-1	District Support Center	06/03/2026
Christopher Harper	Seasonal Facilities/Grounds	II-1	Facilities	06/12/2026

Recommend
for Action

Original Signature on File

Assistant Superintendent of Human
Resources

Recommend
for Action

Original Signature on File

Superintendent of Schools

CLASSIFIED SUBSTITUTE HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Adam Sherrill	Substitute Cook	II-1	District Support Center	06/03/2026

STIPEND HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Keri Lynch	Head Coach Gymnastics	4-3	Fort Morgan High School	06/01/2026
Kodee Glick	Assistant Coach Gymnastics	5-1	Fort Morgan High School	08/03/2026

****CERTIFIED DECLINED OFFER**

NAME	POSITION	LOCATION	EFFECTIVE DATE
Dominic Tafoya	Teacher - ELA	Fort Morgan Middle School	05/26/2026
Susan Evans	Teacher – SPED	Sherman Language School	05/27/2026

CERTIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Vaughn Gessley	Teacher	Fort Morgan High School	05/29/2026
Elise Cangro	Teacher	Fort Morgan High School	05/29/2026
Maddie Davis	Teacher – Gifted & Talented	District Wide	05/12/2026
Matthew Porter	Teacher	Fort Morgan Middle School	05/29/2026
Mary Felber	Teacher	Fort Morgan Middle School	05/29/2026
Itzel Mendez	Teacher	Sherman Early Childhood Center	05/29/2026
Makehna Curtis**	Teacher	Green Acres Elementary	05/29/2026

****move into a certified substitute position for 2026-2027****AMENDED FROM NON-RENEWAL TO CLASSIFIED RETIREMENT**

NAME	POSITION	LOCATION	EFFECTIVE DATE
Victoria Garcia	Paraprofessional	Pioneer Elementary	05/29/2026

CLASSIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Andrea Amezcuita Hernandez	Paraprofessional	Fort Morgan Middle School	05/22/2026
Kayla Alway	Paraprofessional	Fort Morgan High School	05/29/2026
Madison Evelyn	Paraprofessional	Green Acres Elementary	05/29/2026
Shirley Perez	Paraprofessional	Fort Morgan High School	05/29/2026
Alisha Kubic	Cook	Fort Morgan High School	05/29/2026
Megan Perry	Cook	Fort Morgan High School	06/19/2026
Itzel Mendez	Paraprofessional	The Children's Center	05/15/2026

CERTIFIED SUBSTITUTE RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Robert Davidson	Certified Substitute	District Wide	05/11/2026

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00001066	CAPITAL ONE N.A.	MAY 14, 2026 AP CHECK RUN	R	W		05/14/2026	05/14/2026	7,081.58
00001067	CLEARING ACCT PERA	MAY 14, 2026 AP CHECK RUN	R	W		05/14/2026	05/14/2026	881.31
00001068	WCF SELECT INSURANCE COMPANY	MAY 14, 2026 AP CHECK RUN	R	W		05/14/2026	05/14/2026	14,990.27
00001069	BANK OF COLORADO (VISA CARD)	MAY 21, 2026 AP CHECK RUN	R	W		05/21/2026	05/21/2026	38,294.24
00001070	CAPITAL ONE N.A.	MAY 27, 2026 AP CHECK RUN	R	W		05/27/2026	05/27/2026	27,784.70
00009794	21ST CENTURY EQUIPMENT, LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	818.10
00009795	95% GROUP INC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	3,195.00
00009796	ACT - FINANCE	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	27.00
00009797	ADVANCED CLASSROOM TECHNOLOGIES	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	18,480.00
00009798	AFFILIATED BENEFITS CONSULTANTS, INC.	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	2,431.00
00009799	ALLO COMMUNICATIONS	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,209.42
00009800	AUTOZONE	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	624.70
00009801	ALLIE GRACE BAUMAN	MAY 7, 2026 AP CHECK RUN	R	X		05/07/2026	05/07/2026	210.00
00009801	ALLIE GRACE BAUMAN	MAY 7, 2026 AP CHECK RUN	R	Z		05/07/2026	05/07/2026	210.00
00009802	ANN MAYBELLE ANDOY BELAMIA	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,308.50
00009803	Believe Productions Inc.	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	367.40
00009804	BERTHOUD HIGH SCHOOL	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	98.00
00009805	BIG CITY LIGHT AND SOUND	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	524.98
00009806	BIMBO BAKERIES USA	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,899.10
00009807	BLOEDORN LUMBER	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	831.92
00009808	SHANA BOKELMAN	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,576.25
00009809	BRUSH HIGH SCHOOL	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	180.00
00009810	BUCHANAN CONSTRUCTION	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	698.90
00009811	BUCKEYE WELDING SUPPLY CO.,INC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	54.42
00009812	CASH-WA DISTRIBUTING	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	2,298.77
00009813	TABITHA KAY CASTEEL	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	26.00
00009814	CENTRAL AUTO PARTS	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	150.30
00009815	CARI L CHRISTENSEN	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	62.95
00009816	CITY OF FORT MORGAN	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	84,332.96

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009817	COLORADO MOBILE DRUG TESTING	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	10.00
00009818	COLORADO WEST EQUIPMENT INC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,197.10
00009819	TERRI S CONTRERAZ	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	17.48
00009820	COOK CENTER FOR HUMAN CONNECTION	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	2,437.50
00009821	MARK E D'ALOIA	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	98.77
00009822	Darin Neb Excavating LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	7,200.00
00009823	MONNETTE ESTACIO DEFEIO	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,025.00
00009824	DEMCO INC.	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	580.53
00009825	DOUBLE R EMBROIDERY COMPANY	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,068.35
00009826	Eat My Beatz Entertainment LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	800.00
00009827	EDWARDS RIGHT PRICE MARKET	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,908.02
00009828	ENVIROPEST	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	233.00
00009829	EQUIFAX WORKFORCE SOLUTIONS	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	60.85
00009830	EWELL EDUCATIONAL SERVICES	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	25.00
00009831	FAIRBANK EQUIPMENT, INC.	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	207.48
00009832	DANICA M FARNIK	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	593.85
00009833	FLEETPRIDE	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	105.16
00009834	FOLLETT CONTENT SOLUTIONS, LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,891.41
00009835	FORT MORGAN ACKLEY ACE LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	139.70
00009836	GARRETSON'S SPORT CENTER	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	330.74
00009837	GENERAL FUND - LUNCH PROGRAM	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,015.52
00009838	GENERAL FUND - PRINTING	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	412.47
00009839	GENERAL FUND - PRINTING SUPPLIES	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	152.14

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009840	GENERAL FUND - TRANSPORTATION	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	9,062.00
00009841	GENERAL FUND - WAREHOUSE	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	3,214.01
00009842	WENDY E GIVENS	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	109.77
00009843	CLAUDIA PAOLA GONZALEZ	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	210.00
00009844	GOPHER SPORT	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	477.23
00009845	HEIDI LYNN GOTTO	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	42.41
00009846	GREAT COPIER SERVICE	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	9,325.74
00009847	JULIANNA GREENLEAF	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	382.50
00009848	HAJOCA CORPORATION	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	77.76
00009849	INTERSTATE ALL BATTERY CENTER	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	233.90
00009850	J-1 VISA EXCHANGES, INC.	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	295.00
00009851	BETTY JANE JAMES	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	2,545.98
00009852	JOSTENS	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	766.55
00009853	Laramie County School District #2	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	150.00
00009854	MCCANDLESS TRUCK CENTER, LLC.	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	39.30
00009855	MCGRAW HILL LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	90,372.75
00009856	MEADOW GOLD DAIRIES	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	15,330.51
00009857	MILLER'S LANDSCAPING MATERIAL	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	588.44
00009858	MURDOCHS FARM AND RANCH	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	22.98
00009859	NEWCO, INC.	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	548.33
00009860	NOT YOUR EVERYDAY CREATIONS LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	120.00
00009861	ALLISON KATHLEEN OWENS	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	205.42
00009862	PIONEER PTO	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	38.00
00009863	JOSEPHINE QUIQUIVIX SALES	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	23.62
00009864	ROBERT G RICKS	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	173.92
00009865	RIVAL SERVICES LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	150.00
00009866	RUHL DISTRIBUTING	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	475.63

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Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009867	SAILSBERY SUPPLY	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	7.11
00009868	REBECCA R SCHMIDT	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	88.00
00009869	SCHOOL SPECIALTY, LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	143.35
00009870	SENERGY PETROLEUM LLC.	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	353.00
00009871	SHAMROCK FOODS COMPANY	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	106,640.86
00009872	STRASBURG HIGH SCHOOL	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	180.00
00009873	ASHLEY NICOLE STRAUCH	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	37.70
00009874	TRIMARK	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	4,730.38
00009875	BREGETTE TUBALLA	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	720.00
00009876	Jessica Valles	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	500.00
00009877	WELLABLE LLC	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	750.00
00009878	WEX BANK	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	17,264.22
00009879	WRAY JUNIOR SENIOR HIGH SCHOOL	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	150.00
00009880	KARENE ECEL CHUA ZERNA	MAY 7, 2026 AP CHECK RUN	R	R		05/07/2026	05/07/2026	1,025.00
00009881	GRAZING GARDEN LLC	MAY 8, 2026 AP CHECK RUN-SPED	R	R		05/08/2026	05/08/2026	300.00
00009882	AMAZON CAPITAL SERVICES	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	3,937.38
00009883	COLORADO DEPARTMENT OF EARLY CHILDHOOD	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	660.00
00009884	DEEPA MATHEW, LLC	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	15,088.00
00009885	GENERAL FUND - PRINTING	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	59.89
00009886	GENERAL FUND - TRANSPORTATION	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	1,304.25
00009887	GENERAL FUND - WAREHOUSE	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	371.02
00009888	DEVIN CHRISTOPHER GERKEN	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	640.87
00009889	GILLEM SPEECH LANGUAGE PATHOLOGY SERVICE	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	54,696.50
00009890	GREAT COPIER SERVICE	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	701.76
00009891	LORI HIXON	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	8,000.00
00009892	ROSA E MERAZ	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	34.80
00009893	MOTOROLA SOLUTIONS, INC.	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	965,184.52

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009894	SCHOLASTIC BOOK FAIRS	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	3,945.92
00009895	SINGLEPOINT, LLC	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	975.60
00009896	SMITH AGENCY/SERENITY	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	15,534.20
00009897	VIAERO WIRELESS	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	802.02
00009898	VWR FUNDING INC.	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	3,602.47
00009899	WELLABLE LLC	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	145.00
00009900	XESI XEROGRAPHIC EQUIPMENT SYSTEM, INC.	MAY 14, 2026 AP CHECK RUN	R	R		05/14/2026	05/14/2026	615.25
00009901	AMAZON CAPITAL SERVICES	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	1,823.97
00009902	AMERICAN EAGLE CO INC	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	149.00
00009903	MADALYN JANE BABCOCK	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	93.60
00009904	BLOEDORN LUMBER	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	1,117.52
00009905	BRADY INDUSTRIES	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	133.01
00009906	BSN SPORTS, LLC	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	3,286.38
00009907	CASH-WA DISTRIBUTING	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	2,697.85
00009908	CENTRAL AUTO PARTS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	70.95
00009909	COLORADO FBLA	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	1,395.84
00009910	COLORADO MESA UNIVERSITY	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	5,670.00
00009911	COMMERCIAL SYSTEMS INTEGRATORS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	3,036.75
00009912	TERRI S CONTRERAZ	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	13.48
00009913	MARK E D'ALOIA	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	37.82
00009914	DEMCO INC.	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	216.93
00009915	DOUBLE R EMBROIDERY COMPANY	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	628.12
00009916	EDWARDS RIGHT PRICE MARKET	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	1,643.41
00009917	EL JACAL MEXICAN RESTAURANT	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	810.00
00009918	ENVIROPEST	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	117.00
00009919	FORT MORGAN ACKLEY ACE LLC	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	89.03
00009920	FORT MORGAN CULLIGAN	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	15.50
00009921	GENERAL FUND - LUNCH PROGRAM	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	740.32

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Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009922	GENERAL FUND - PRINTING	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	117.65
00009923	GENERAL FUND - TRANSPORTATION	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	2,945.50
00009924	GENERAL FUND - WAREHOUSE	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	994.86
00009925	GOPHER SPORT	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	1,800.23
00009926	GREAT PLAINS GLASS COMPANY	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	112.24
00009927	GREELEY WEST HIGH SCHOOL	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	240.00
00009928	HAJOCA CORPORATION	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	930.22
00009929	JESSICA M HARDING	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	235.20
00009930	COURTNEY ANNA HARRIS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	235.77
00009931	CAROL D HERSKIND	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	8.70
00009932	K&S DISTRIBUTING INC	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	3,305.51
00009933	LANGUAGE TESTING INTERNATIONAL INC.	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	270.00
00009934	LIMON HIGH SCHOOL ATTN: ATHLETICS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	100.00
00009935	Lost Paddle Rafting	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	1,226.28
00009936	LAVIDA MAE MANGUM	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	14.98
00009937	MILLER'S LANDSCAPING MATERIAL	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	59.06
00009938	MURDOCHS FARM AND RANCH	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	69.87
00009939	ZACHARY A NORMAN	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	180.31
00009940	ODP BUSINESS SOLUTIONS, LLC	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	58.98
00009941	OTC BRANDS, INC.	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	40.97
00009942	OTIS ELEVATOR COMPANY	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	525.00
00009943	Owl Brand Discovery Kits	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	219.97
00009944	Pueblo Zoological Society	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	159.00
00009945	QUILL LLC (ACCT 1003767)	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	67.32
00009946	ZAMUEL J REYNOLDS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	11.10
00009947	ROBERT G RICKS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	124.06
00009948	LANETTE D SHAFFER	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	13.65

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009949	SHAMROCK FOODS COMPANY	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	47,412.27
00009950	SIMPLOT GROWER SOLUTIONS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	7,456.21
00009951	STERLING HIGH SCHOOL	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	525.00
00009952	TK ELEVATOR CORP	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	306.97
00009953	VIAERO WIRELESS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	271.40
00009954	VIAERO WIRELESS	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	271.40
00009955	SARAH C WILSON	MAY 21, 2026 AP CHECK RUN	R	R		05/21/2026	05/21/2026	294.35
00009956	CYNTHIA MONICA AGUIRRE SACRAVILCA	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	750.00
00009957	AMAZON CAPITAL SERVICES	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	2,123.42
00009958	BRYLYN KATHARINA BADER	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	204.49
00009959	BLOEDORN LUMBER	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	189.10
00009960	CENTRAL AUTO PARTS	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	214.33
00009961	CHSAA	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	400.00
00009962	DEBORAH DIANE CONTRERAS	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	35.07
00009963	OUT ON THE TOWN ENTERTAINMENT, INC.	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	380.00
00009964	CVATA	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	350.00
00009965	DOUBLE R EMBROIDERY COMPANY	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	22.65
00009966	MARIA DOYLE	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	100.00
00009967	EDWARDS RIGHT PRICE MARKET	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	105.15
00009968	ENVIROPEST	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	176.00
00009969	FAIRBANK EQUIPMENT, INC.	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	201.71
00009970	FORT MORGAN ACKLEY ACE LLC	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	62.68
00009971	GENERAL FUND - PRINTING	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	1,254.58
00009972	GENERAL FUND - TRANSPORTATION	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	5,130.50
00009973	GENERAL FUND - WAREHOUSE	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	2,222.19
00009974	GREGORY JOHN GOTTO	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	133.90
00009975	HAJOCA CORPORATION	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	355.44

Checks Issued

Bank Account: BOC CL					MORGAN CO SCHOOL DISTRICT RE-3			
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009976	AMBER L MICHEL	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	90.00
00009977	NIWOT HIGH SCHOOL ATTN: ATHLETICS	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	400.00
00009978	NOT YOUR EVERYDAY CREATIONS LLC	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	120.00
00009979	TROY J OCANAS	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	30.72
00009980	OCTOBER PROJECT	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	26.75
00009981	CYNTHIA WARD	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	25,000.00
00009982	RIVAL SERVICES LLC	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	225.00
00009983	SAILSBERY SUPPLY	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	76.93
00009984	MITCHELL J SCHAEFER	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	14.02
00009985	SINGLEPOINT, LLC	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	3,801.07
00009986	SLICK SPOT FARM TRUCK AND AUTO CORP	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	18.36
00009987	JEREMY WEATHERS	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	250.00
00009988	UNITED PARCEL SERVICE	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	223.70
00009989	VARSITY SPIRIT	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	4,658.00
00009990	WELD CENTRAL HIGH SCHOOL	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	74.67
00009991	WESTEK RENTALS, LLC	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	264.00
00009992	WOODHULL WELLNESS	MAY 27, 2026 AP CHECK RUN	R	R		05/27/2026	05/27/2026	5,500.00
Grand Totals: 205 Total Checks								1,725,903.60

RESOLUTION

AUTHORIZING THE USE OF A PORTION OF BEGINNING FUND BALANCE AS AUTHORIZED BY COLORADO STATUTES

WHEREAS, C.R.S. 22-44-105 (a) and (c) states that a budget, duly adopted pursuant to this article, shall not provide for expenditures, interfund transfers, or reserves, in excess of available revenues and Beginning Fund Balance; and

WHEREAS, the Board of Education may authorize the use of a portion of the Beginning Fund Balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the District's plan to ensure that the use of the Beginning Fund Balance will not lead to an ongoing deficit; and

WHEREAS, the Board of Education has determined the Beginning Fund Balances in the Insurance Fund and the Preschool Fund are sufficient to allow for the one-time expenditures and the action will not lead to an ongoing deficit;

NOW, THEREFORE BE IT RESOLVED that, in accordance with C.R.S. 22-44-105 (a) & (c), the Board of Education authorizes the use of a portion of the July 1, 2026, Beginning Fund Balance, through the adoption of the 2026-2027 Final Budget, for the following funds:

Insurance Fund, in the amount of \$103,203 to spend down beginning fund balance
Preschool Fund, in the amount of \$20,896 to spend down beginning fund balance

BE IT FURTHER RESOLVED, the use of this portion of the Beginning Fund Balance for the purposes set forth above will not lead to an ongoing deficit.

APPROVED AND ADOPTED this 15th day of June, 2026.

BOARD OF EDUCATION
MORGAN COUNTY SCHOOL DISTRICT RE-3
FORT MORGAN, COLORADO

BY: _____
PRESIDENT, BOARD OF EDUCATION

ATTEST: _____
SECRETARY, BOARD OF EDUCATION

cc: Toni M. Miller, CPA, Chief Financial Officer
Minutes, Board of Education

RESOLUTION

BE IT RESOLVED, that the Board of Education of School District Re-3, Morgan County, Colorado, adopts the fiscal year 2026-2027 budget, and appropriates to each fund the amount specified in the adopted budget for the ensuing fiscal year, beginning July 1, 2026, and ending June 30, 2027.

<u>FUND</u>	<u>AMOUNT</u>
General Fund	
General Fund	43,098,987
Insurance Fund	1,106,703
Preschool Fund	889,946
Special Revenue Funds	
Mill Levy Fund	550,500
Day Care Fund	220,800
Food Services Fund	2,852,319
Designated Purpose Grants Fund	1,918,155
Pupil Activity Fund	602,290
Building Fund	0
Bond Redemption Fund	
Bond Redemption Fund	2,715,593
Capital Projects Funds	
Capital Reserve Fund	520,600
Trust/Custodian Funds	
Trust Fund	<u>375,000</u>
Total Appropriation	<u>\$54,850,893</u>

Appropriation per Student Count 17,368

APPROVED: June 15, 2026

BOARD OF EDUCATION
MORGAN COUNTY SCHOOL DISTRICT RE-3
FORT MORGAN, COLORADO

BY: _____
PRESIDENT, BOARD OF EDUCATION

ATTEST: _____
SECRETARY, BOARD OF EDUCATION

cc: Toni M. Miller, CPA, Chief Financial Officer
Minutes, Board of Education

RESOLUTION

BE IT RESOLVED, that the Board of Education of School District Re-3, Morgan County, Colorado, adopts the fiscal year 2026-2027 budget, and appropriates to each fund the amount specified in the adopted budget for the ensuing fiscal year, beginning July 1, 2026, and ending June 30, 2027.

<u>FUND</u>	<u>AMOUNT</u>
General Fund	
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Capital Projects Funds	
Capital Reserve Fund	520,600
Trust/Custodian Funds	
Trust Fund	<u>375,000</u>
Total Appropriation	<u>\$54,850,893</u>

Appropriation per Student Count 17,368

APPROVED: June 15, 2026

BOARD OF EDUCATION
MORGAN COUNTY SCHOOL DISTRICT RE-3
FORT MORGAN, COLORADO

BY: _____
PRESIDENT, BOARD OF EDUCATION

ATTEST: _____
SECRETARY, BOARD OF EDUCATION

cc: Toni M. Miller, CPA, Chief Financial Officer
Minutes, Board of Education



Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

TO: Board of Education
FROM: Mr. Rob Sanders, Superintendent
RE: Memorandum of Understanding – MASAP Negotiations
DATE: June 2, 2026

As a result of negotiations recently completed between the Morgan Association of Supervisory and Administrative Personnel (MASAP) and the Morgan County School District Re-3, both parties agree to the following:

1. A 1.0 % increase will be added to the base salary. The increase will be reflected through all steps in each of the salary schedule lanes for the 2026-2027 school year.
2. Administrative/Director staff members who qualify for vertical steps will receive the \$1,050/\$1,105/\$1,250 incremental step associated with their respective placement on the Administrative and Pro-Tech pay scale for the 2025-2026 school year.
3. Administrative/Director staff members will continue to be eligible to receive "Horizontal Educational Steps" based on educational criteria per the Administrative Salary Schedule.
4. The district will pay an increase of 10.5% to the district provided health insurance premium at the rate of \$1,003 per employee for full time equivalent employees. Additionally, the district will continue to pay 50% of the Enrolled Employee monthly premium for both Vision (\$4 / month) and Dental (\$16.00 / month) insurance.
5. Administrative/Director staff members who qualify for district-provided health insurance will receive the district contribution of \$750 into their personal Health Savings Account (HSA), or \$1000 into their Health Reimbursement Account (HRA) depending on the selected plan. Staff who choose to participate in the PPO3 plan are provided \$750 that is reflected in a reduction to their health insurance premium to minimize out of pocket costs.
6. Administrative/Director staff members who qualify for a longevity bonus, as outlined below, will receive said bonus in September 2026 payroll. Years of service are calculated as of August 31, 2026. Years of service are calculated using the **latest hire date** to the district. Breaks in service to the district will not be counted.
7. Morgan County School District Re-3 employees will be permitted to leave prior to their daily ending contract time on the last workday of each school week. Departure will be permitted after all students have left school grounds. Any required meetings or contractual obligations must be attended per BOE policy and/or Master Agreement prior to departure. Employees will receive full compensation.
8. This Memorandum of Understanding may be changed with mutual consent of the undersigned parties.
9. This Memorandum of Understanding will be effective July 1, 2026 – June 30, 2027.



President – MASAP

President – BOE, MCSD Re-3



Date

Date



Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
Phone 970-867-5633 Fax 970-867-0262
www.morgan.k12.co.us



Education Administrative Entry Salary Schedule: 2026-2027							
	Elementary Asst. Principal, Dir. of Preschool	Elementary Principal	Secondary Asst. Principal, Alternative HS Principal & Dist. Ath/Act Dir	Middle School Principal, Asst Special Services Director & Alt. License Director	FMHS Principal & Directors	Assistant Superintendent	
Days	166 Days	186 Days	182 Days	191 Days	232 & 261 Days	261 Days	Days
Level	Level A	Level B	Level C	Level D	Level E	Level F	Level
Step Amt	\$ 1,050	\$ 1,050	\$ 1,150	\$ 1,150	\$ 1,250	\$ 1,250	Step Amt
A 1	\$ 70,298	\$ 89,768	\$ 80,767	\$ 96,627	\$ 103,116	\$ 109,878	A 1
B 2	\$ 71,348	\$ 90,818	\$ 81,917	\$ 97,777	\$ 104,366	\$ 111,128	B 2
C 3	\$ 72,398	\$ 91,868	\$ 83,067	\$ 98,927	\$ 105,616	\$ 112,378	C 3
D 4	\$ 73,448	\$ 92,918	\$ 84,217	\$ 100,077	\$ 106,866	\$ 113,628	D 4
E 5	\$ 74,498	\$ 93,968	\$ 85,367	\$ 101,227	\$ 108,116	\$ 114,878	E 5
F 6	\$ 75,548	\$ 95,018	\$ 86,517	\$ 102,377	\$ 109,366	\$ 116,128	F 6
G 7	\$ 76,598	\$ 96,068	\$ 87,667	\$ 103,527	\$ 110,616	\$ 117,378	G 7
H 8	\$ 77,648	\$ 97,118	\$ 88,817	\$ 104,677	\$ 111,866	\$ 118,628	H 8
I 9	\$ 78,698	\$ 98,168	\$ 89,967	\$ 105,827	\$ 113,116	\$ 119,878	I 9
J 10	\$ 79,748	\$ 99,218	\$ 91,117	\$ 106,977	\$ 114,366	\$ 121,128	J 10
K 11	\$ 80,798	\$ 100,268	\$ 92,267	\$ 108,127	\$ 115,616	\$ 122,378	K 11
L 12	\$ 81,848	\$ 101,318	\$ 93,417	\$ 109,277	\$ 116,866	\$ 123,628	L 12
M 13	\$ 82,898	\$ 102,368	\$ 94,567	\$ 110,427	\$ 118,116	\$ 124,878	M 13
N 14	\$ 83,948	\$ 103,418	\$ 95,717	\$ 111,577	\$ 119,366	\$ 126,128	N 14
O 15	\$ 84,998	\$ 104,468	\$ 96,867	\$ 112,727	\$ 120,616	\$ 127,378	O 15
P 16	\$ 86,048	\$ 105,518	\$ 98,017	\$ 113,877	\$ 121,866	\$ 128,628	P 16
Q 17	\$ 87,098	\$ 106,568	\$ 99,167	\$ 115,027	\$ 123,116	\$ 129,878	Q 17
R 18	\$ 88,148	\$ 107,618	\$ 100,317	\$ 116,177	\$ 124,366	\$ 131,128	R 18
S 19	\$ 89,198	\$ 108,668	\$ 101,467	\$ 117,327	\$ 125,616	\$ 132,378	S 19
T 20	\$ 90,248	\$ 109,718	\$ 102,617	\$ 118,477	\$ 126,866	\$ 133,628	T 20
U 21	\$ 91,298	\$ 110,768	\$ 103,767	\$ 119,627	\$ 128,116	\$ 134,878	U 21
V 22	\$ 92,348	\$ 111,818	\$ 104,917	\$ 120,777	\$ 129,366	\$ 136,128	V 22
W 23	\$ 93,398	\$ 112,868	\$ 106,067	\$ 121,927	\$ 130,616	\$ 137,378	W 23
X 24	\$ 94,448	\$ 113,918	\$ 107,217	\$ 123,077	\$ 131,866	\$ 138,628	X 24
Y 25	\$ 95,498	\$ 114,968	\$ 108,367	\$ 124,227	\$ 133,116	\$ 139,878	Y 25

1. High School Assistant Principals receive an additional \$4,000 stipend for nightly activities and duties.
2. Allow up to 10 years of out-of-district administrative experience.
3. Allow 1 year of administrative experience for every 5 years of teaching experience - max of 3 years. (10 + 3 max is 13.)
4. Salaries are individually negotiated for the Superintendent. When an administrator reaches the last step, the percentage increase will apply.
5. Horizontal steps (based on educational criteria) - MA+15 = \$1,000, MA+30 = \$2,000, Ed.S = \$3,000, Ed.S+15 = \$4,000, Ed.S+30 = \$5,000, and, Ed.D/Ph.D = \$6,000. (Approved 2019-2020 School Year).



Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

TO: Board of Education
FROM: Mr. Rob Sanders, Superintendent
RE: Memorandum of Understanding – FMEA Negotiations
DATE: June 2, 2026

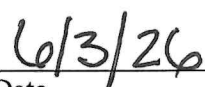
As a result of negotiations recently completed between the Fort Morgan Education Association (FMEA) and the Morgan County School District Re-3, both parties agree to the following:

1. A \$500 increase (equivalent to 1.0%) to the base salary will be granted. The base salary will increase from \$50,000 to \$50,500 for the 2026-2027 school year.
2. Certified staff who qualify for vertical steps will receive the \$400/\$450/\$500/\$575/\$600 step associated with their respective placement on the certified pay scale for the 2026-2027 school year.
3. Horizontal steps (based on educational criteria) will be granted for the 2026-2027 school year.
4. The district will pay an increase of 10.5% to the district provided health insurance premium at the rate of \$1,003 per employee for full time equivalent employees. Additionally, the district will continue to pay 50% of the Enrolled Employee monthly premium for both Vision (\$4 / month) and Dental (\$16.00 / month) insurance
5. Certified staff members who qualify for district-provided health insurance will receive the district contribution of \$750 into their personal Health Savings Account (HSA), or \$1000 into their Health Reimbursement Account (HRA) depending on the selected plan. Staff who choose to participate in the PPO3 plan are provided \$750 that is reflected in a reduction to their health insurance premium to minimize out of pocket costs.
6. Certified staff members who qualify for a longevity bonus, as outlined below, will receive said bonus in September 2026 payroll. Years of service are calculated as of August 31, 2026. Years of service are calculated using the **latest hire date** to the district. Breaks in service to the district will not be counted.
7. Morgan County School District Re-3 employees will be permitted to leave prior to their daily ending contract time on the last workday of each school week. Departure will be permitted after all students have left school grounds. Any required meetings or contractual obligations must be attended per BOE policy and/or Master Agreement prior to departure. Employees will receive full compensation.
8. MCSD Re-3 and FMEA agree to maintain a three-year contract and agree that negotiation in the spring of 2027 can allow for re-opening language with the mutual agreement by both parties. The master agreement is effective: July 1, 2024 – June 30, 2027.
9. This Memorandum of Understanding may be changed with mutual consent of the undersigned parties.
10. This Memorandum of Understanding will be effective July 1, 2026 – June 30, 2027.



President – FMEA

President – BOE, MCSD Re-3



Date

Date



Morgan County School District Re-3
 715 West Platte Avenue
 Fort Morgan, Colorado 80701
 Phone 970-867-5633 Fax 970-867-0262
 www.morgan.k12.co.us

CERTIFIED SALARY SCHEDULE 2026-2027 SCHOOL YEAR

	ADJUNCT	BA	BA+15	BA+30	MA	MA+15	MA+30
A	\$ 44,200	\$ 50,500	\$ 52,000	\$ 53,500	\$ 55,000	\$ 56,500	\$ 58,000
B	\$ 44,200	\$ 50,900	\$ 52,450	\$ 54,000	\$ 55,500	\$ 57,075	\$ 58,575
C	\$ 44,200	\$ 51,300	\$ 52,900	\$ 54,500	\$ 56,000	\$ 57,650	\$ 59,150
D	\$ 44,200	\$ 51,700	\$ 53,350	\$ 55,000	\$ 56,500	\$ 58,225	\$ 59,725
E	\$ 44,200	\$ 52,100	\$ 53,800	\$ 55,500	\$ 57,000	\$ 58,800	\$ 60,300
F	\$ 44,200	\$ 52,500	\$ 54,250	\$ 56,000	\$ 57,500	\$ 59,375	\$ 60,875
G			\$ 54,700	\$ 56,500	\$ 58,000	\$ 59,950	\$ 61,450
H			\$ 55,150	\$ 57,000	\$ 58,500	\$ 60,525	\$ 62,025
I			\$ 55,600	\$ 57,500	\$ 59,000	\$ 61,100	\$ 62,600
J			\$ 56,050	\$ 58,000	\$ 59,500	\$ 61,675	\$ 63,175
K				\$ 58,500	\$ 60,000	\$ 62,250	\$ 63,750
L				\$ 59,000	\$ 60,500	\$ 62,825	\$ 64,325
M				\$ 59,500	\$ 61,000	\$ 63,400	\$ 64,900
N					\$ 61,500	\$ 63,975	\$ 65,475
O					\$ 62,000	\$ 64,550	\$ 66,050
P					\$ 62,500	\$ 65,125	\$ 66,625
Q					\$ 63,000	\$ 65,700	\$ 67,200
R						\$ 66,275	\$ 67,775
S	Full-time in district experience with a state teaching license:					\$ 66,850	\$ 68,350
T	a. District will honor all years of in-district experience.					\$ 67,425	\$ 68,925
U	Full-time out-of-district experience with a state teaching license:						\$ 69,500
V	a. 0 - 3 Years = Level A Placement						\$ 70,075
W	b. 4 - 6 Years = Level B Placement						\$ 70,650
X	c. 7 - 9 Years = Level C Placement						\$ 71,225
Y	d. 10 - 15 Years = Level D Placement						
Z	e. 16+ Years = Max Placement is the midpoint of the respective lane range for beyond B+15 lanes.						

STIPENDS								
STEP	LVL ONE	LVL TWO	LVL THREE	LVL FOUR	LVL FIVE	LVL SIX	LVL SEVEN	LVL EIGHT
1	\$ 6,565.00	\$ 6,060.00	\$ 4,747.00	\$ 3,787.50	\$ 2,828.00	\$ 2,626.00	\$ 1,919.00	\$ 1,666.50
2	\$ 6,893.50	\$ 6,363.00	\$ 4,984.50	\$ 3,977.00	\$ 2,969.50	\$ 2,757.50	\$ 2,015.00	\$ 1,750.00
3	\$ 7,221.50	\$ 6,666.00	\$ 5,221.50	\$ 4,166.50	\$ 3,111.00	\$ 2,888.50	\$ 2,111.00	\$ 1,833.00
4	\$ 7,549.50	\$ 6,969.00	\$ 5,459.00	\$ 4,355.50	\$ 3,252.00	\$ 3,020.00	\$ 2,207.00	\$ 1,916.50
5	\$ 7,878.00	\$ 7,272.00	\$ 5,696.50	\$ 4,545.00	\$ 3,393.50	\$ 3,151.00	\$ 2,303.00	\$ 2,000.00

LONGEVITY BONUS

\$3,000.00 Differentiation Salary

\$5,500.00 Differentiation Salary

YEARS	\$	Based on latest hire date as of the end of August. Paid in September.
3	\$ 1,000	
7	\$ 1,500	
14	\$ 3,000	
21	\$ 4,500	
28	\$ 6,000	
Annual appropriation by the BOE		

- Physical Therapist Assistant
- Speech Language Pathologist Asst.
- Special Education

Special Ed Signing Bonus \$2,000

- Speech Language Pathologist
- Psychologist
- Social Worker
- Physical Therapist
- Nurse



Ed.S	
\$ 59,500	A
\$ 60,100	B
\$ 60,700	C
\$ 61,300	D
\$ 61,900	E
\$ 62,500	F
\$ 63,100	G
\$ 63,700	H
\$ 64,300	I
\$ 64,900	J
\$ 65,500	K
\$ 66,100	L
\$ 66,700	M
\$ 67,300	N
\$ 67,900	O
\$ 68,500	P
\$ 69,100	Q
\$ 69,700	R
\$ 70,300	S
\$ 70,900	T
\$ 71,500	U
\$ 72,100	V
\$ 72,700	W
\$ 73,300	X
\$ 73,900	Y
\$ 74,500	Z

LVL NINE	LVL TEN	STEP
\$ 959.50	\$ 707.00	1
\$ 1,007.50	\$ 742.50	2
\$ 1,055.50	\$ 777.50	3
\$ 1,103.50	\$ 813.00	4
\$ 1,151.50	\$ 848.50	5
OTHER		
AP / CONCURRENT		
AP - \$300/SEM		

Con-\$500/SEM



Morgan County School District Re-3
District Support Center
715 West Platte Avenue
Fort Morgan, Colorado 80701

TO: Board of Education
FROM: Mr. Rob Sanders, Superintendent
RE: Memorandum of Understanding – ACP Negotiations
DATE: June 2, 2026

As a result of negotiations recently completed between the Fort Morgan Association of Classified Personnel (ACP) and the Morgan County School District Re-3, both parties agree to the following:

1. A 1% base increase will be granted, at each level, throughout the entire salary schedule. This change will go into effect on July 1, 2026.
2. Classified Staff who qualify for vertical steps will receive the incremental step associated with their respective placement on the Classified and Pro-Tech pay scale for the 2026-2027 school year.
3. The district will pay an increase of 10.5% to the district provided health insurance premium at the rate of \$1,003 per employee for full time equivalent employees. Additionally, the district will continue to pay 50% of the Enrolled Employee monthly premium for both Vision (\$4 / month) and Dental (\$16.00 / month) insurance
4. Classified staff members who qualify for district-provided health insurance will receive the district contribution of \$750 into their personal Health Savings Account (HSA), or \$1000 into their Health Reimbursement Account (HRA) depending on the selected plan. Staff who choose to participate in the PPO3 plan are provided \$750 that is reflected in a reduction to their health insurance premium to minimize out of pocket costs.
5. Classified staff members who qualify for a longevity bonus, as outlined below, will receive said bonus in September 2026 payroll. Years of service are calculated as of August 31, 2026. Years of service are calculated using the **latest hire date** to the district. Breaks in service to the district will not be counted.
6. Morgan County School District Re-3 employees will be permitted to leave prior to their daily ending contract time on the last workday of each school week. Departure will be permitted after all students have left school grounds. Any required meetings or contractual obligations must be attended per BOE policy and/or Master Agreement prior to departure. Employees will receive full compensation.
7. MCSD Re-3 and ACP agree to maintain a three-year contract and agree that negotiation in the Spring of 2027 can allow for re-opening language with the mutual agreement by both parties. The master agreement is effective: July 1, 2024 – June 30, 2027.
8. This Memorandum of Understanding may be changed with mutual consent of the undersigned parties.
9. This Memorandum of Understanding will be effective July 1, 2026 – June 30, 2027.

Debrah A. Middlemist
President – ACP

President – BOE, MCSD Re-3

June 3, 2026
Date

Date



Morgan County School District Re-3
 715 West Platte Avenue
 Fort Morgan, Colorado 80701
 Phone 970-867-5633 Fax 970-867-0262
 www.fortmorgank12.com



CLASSIFIED SALARY SCHEDULE
Effective July 1, 2026 through June 30, 2027

	II / 2	III / 3	IV / 4	V / 5	VI / 6	VII / 7	VIII / 8	IX / 9	X / 10	XI / 11	XII / 12	XIII / 13	
1	\$ 15.51	\$ 15.84	\$ 16.46	\$ 17.45	\$ 17.91	\$ 18.49	\$ 19.24	\$ 20.56	\$ 24.25	\$ 23.83	\$ 27.93	\$ 31.61	1
2	\$ 15.71	\$ 16.04	\$ 16.66	\$ 17.65	\$ 18.11	\$ 18.69	\$ 19.44	\$ 20.76	\$ 24.45	\$ 24.83	\$ 28.13	\$ 31.81	2
3	\$ 15.91	\$ 16.24	\$ 16.86	\$ 17.85	\$ 18.31	\$ 18.89	\$ 19.64	\$ 20.96	\$ 24.65	\$ 25.83	\$ 28.33	\$ 32.01	3
4	\$ 16.11	\$ 16.44	\$ 17.06	\$ 18.05	\$ 18.51	\$ 19.09	\$ 19.84	\$ 21.16	\$ 24.85	\$ 26.83	\$ 28.53	\$ 32.21	4
5	\$ 16.31	\$ 16.64	\$ 17.26	\$ 18.25	\$ 18.71	\$ 19.29	\$ 20.04	\$ 21.36	\$ 25.05	\$ 27.83	\$ 28.73	\$ 32.41	5
6	\$ 16.51	\$ 16.84	\$ 17.46	\$ 18.45	\$ 18.91	\$ 19.49	\$ 20.24	\$ 21.56	\$ 25.25	\$ 28.83	\$ 28.93	\$ 32.61	6
7	\$ 16.71	\$ 17.04	\$ 17.66	\$ 18.65	\$ 19.11	\$ 19.69	\$ 20.44	\$ 21.76	\$ 25.45	\$ 29.83	\$ 29.13	\$ 32.81	7
8	\$ 16.91	\$ 17.24	\$ 17.86	\$ 18.85	\$ 19.31	\$ 19.89	\$ 20.64	\$ 21.96	\$ 25.65		\$ 29.33	\$ 33.01	8
9	\$ 17.11	\$ 17.44	\$ 18.06	\$ 19.05	\$ 19.51	\$ 20.09	\$ 20.84	\$ 22.16	\$ 25.85		\$ 29.53	\$ 33.21	9
10	\$ 17.31	\$ 17.64	\$ 18.26	\$ 19.25	\$ 19.71	\$ 20.29	\$ 21.04	\$ 22.36	\$ 26.05		\$ 29.73	\$ 33.41	10
11	\$ 17.51	\$ 17.84	\$ 18.46	\$ 19.45	\$ 19.91	\$ 20.49	\$ 21.24	\$ 22.56	\$ 26.25		\$ 29.93	\$ 33.61	11
12	\$ 17.71	\$ 18.04	\$ 18.66	\$ 19.65	\$ 20.11	\$ 20.69	\$ 21.44	\$ 22.76	\$ 26.45		\$ 30.13	\$ 33.81	12
13	\$ 17.91	\$ 18.24	\$ 18.86	\$ 19.85	\$ 20.31	\$ 20.89	\$ 21.64	\$ 22.96	\$ 26.65		\$ 30.33	\$ 34.01	13
14	\$ 18.11	\$ 18.44	\$ 19.06	\$ 20.05	\$ 20.51	\$ 21.09	\$ 21.84	\$ 23.16	\$ 26.85		\$ 30.53	\$ 34.21	14
15	\$ 18.31	\$ 18.64	\$ 19.26	\$ 20.25	\$ 20.71	\$ 21.29	\$ 22.04	\$ 23.36	\$ 27.05		\$ 30.73	\$ 34.41	15
16	\$ 18.51	\$ 18.84	\$ 19.46	\$ 20.45	\$ 20.91	\$ 21.49	\$ 22.24	\$ 23.56	\$ 27.25		\$ 30.93	\$ 34.61	16
17	\$ 18.71	\$ 19.04	\$ 19.66	\$ 20.65	\$ 21.11	\$ 21.69	\$ 22.44	\$ 23.76	\$ 27.45		\$ 31.13	\$ 34.81	17
18	\$ 18.91	\$ 19.24	\$ 19.86	\$ 20.85	\$ 21.31	\$ 21.89	\$ 22.64	\$ 23.96	\$ 27.65		\$ 31.33	\$ 35.01	18
19	\$ 19.11	\$ 19.44	\$ 20.06	\$ 21.05	\$ 21.51	\$ 22.09	\$ 22.84	\$ 24.16	\$ 27.85		\$ 31.53	\$ 35.21	19
20	\$ 19.31	\$ 19.64	\$ 20.26	\$ 21.25	\$ 21.71	\$ 22.29	\$ 23.04	\$ 24.36	\$ 28.05		\$ 31.73	\$ 35.41	20
21	\$ 19.51	\$ 19.84	\$ 20.46	\$ 21.45	\$ 21.91	\$ 22.49	\$ 23.24	\$ 24.56	\$ 28.25		\$ 31.93	\$ 35.61	21
22	\$ 19.71	\$ 20.04	\$ 20.66	\$ 21.65	\$ 22.11	\$ 22.69	\$ 23.44	\$ 24.76	\$ 28.45		\$ 32.13	\$ 35.81	22
23	\$ 19.91	\$ 20.24	\$ 20.86	\$ 21.85	\$ 22.31	\$ 22.89	\$ 23.64	\$ 24.96	\$ 28.65		\$ 32.33	\$ 36.01	23
24	\$ 20.11	\$ 20.44	\$ 21.06	\$ 22.05	\$ 22.51	\$ 23.09	\$ 23.84	\$ 25.16	\$ 28.85		\$ 32.53	\$ 36.21	24
25	\$ 20.31	\$ 20.64	\$ 21.26	\$ 22.25	\$ 22.71	\$ 23.29	\$ 24.04	\$ 25.36	\$ 29.05		\$ 32.73	\$ 36.41	25
26	\$ 20.51	\$ 20.84	\$ 21.46	\$ 22.45	\$ 22.91	\$ 23.49	\$ 24.24	\$ 25.56	\$ 29.25		\$ 32.93	\$ 36.61	26
27	\$ 20.71	\$ 21.04	\$ 21.66	\$ 22.65	\$ 23.11	\$ 23.69	\$ 24.44	\$ 25.76	\$ 29.45		\$ 33.13	\$ 36.81	27
28	\$ 20.91	\$ 21.24	\$ 21.86	\$ 22.85	\$ 23.31	\$ 23.89	\$ 24.64	\$ 25.96	\$ 29.65		\$ 33.33	\$ 37.01	28
29	\$ 21.11	\$ 21.44	\$ 22.06	\$ 23.05	\$ 23.51	\$ 24.09	\$ 24.84	\$ 26.16	\$ 29.85		\$ 33.53	\$ 37.21	29
30	\$ 21.31	\$ 21.64	\$ 22.26	\$ 23.25	\$ 23.71	\$ 24.29	\$ 25.04	\$ 26.36	\$ 30.05		\$ 33.73	\$ 37.41	30
31	\$ 21.51	\$ 21.84	\$ 22.46	\$ 23.45	\$ 23.91	\$ 24.49	\$ 25.24	\$ 26.56	\$ 30.25		\$ 33.93	\$ 37.61	31
32	\$ 21.71	\$ 22.04	\$ 22.66	\$ 23.65	\$ 24.11	\$ 24.69	\$ 25.44	\$ 26.76	\$ 30.45		\$ 34.13	\$ 37.81	32
33	\$ 21.91	\$ 22.24	\$ 22.86	\$ 23.85	\$ 24.31	\$ 24.89	\$ 25.64	\$ 26.96	\$ 30.65		\$ 34.33	\$ 38.01	33
34	\$ 22.11	\$ 22.44	\$ 23.06	\$ 24.05	\$ 24.51	\$ 25.09	\$ 25.84	\$ 27.16	\$ 30.85		\$ 34.53	\$ 38.21	34
35	\$ 22.31	\$ 22.64	\$ 23.26	\$ 24.25	\$ 24.71	\$ 25.29	\$ 26.04	\$ 27.36	\$ 31.05		\$ 34.73	\$ 38.41	35
36	\$ 22.51	\$ 22.84	\$ 23.46	\$ 24.45	\$ 24.91	\$ 25.49	\$ 26.24	\$ 27.56	\$ 31.25		\$ 34.93	\$ 38.61	36
37	\$ 22.71	\$ 23.04	\$ 23.66	\$ 24.65	\$ 25.11	\$ 25.69	\$ 26.44	\$ 27.76	\$ 31.45		\$ 35.13	\$ 38.81	37
38	\$ 22.91	\$ 23.24	\$ 23.86	\$ 24.85	\$ 25.31	\$ 25.89	\$ 26.64	\$ 27.96	\$ 31.65		\$ 35.33	\$ 39.01	38
39	\$ 23.11	\$ 23.44	\$ 24.06	\$ 25.05	\$ 25.51	\$ 26.09	\$ 26.84	\$ 28.16	\$ 31.85		\$ 35.53	\$ 39.21	39
40	\$ 23.31	\$ 23.64	\$ 24.26	\$ 25.25	\$ 25.71	\$ 26.29	\$ 27.04	\$ 28.36	\$ 32.05		\$ 35.73	\$ 39.41	40

PROFESSIONAL/TECHNICAL

Effective July 1, 2026 through

LEVEL	PT-1	PT-2	PT-3	PT-4	PT-5	PT-6	PT-7
DAYS	261	261	261	185	261	261	261
HOURS	2088	2088	2088	1387.5	2088	2088	2088
HOURLY	\$ 17.30	\$ 18.62	\$ 20.46	\$ 30.84	\$ 22.30	\$ 23.61	\$ 24.94
STEP	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00	\$ 840.00	\$ 1,050.00	\$ 1,050.00	\$ 1,050.00
1	\$ 36,122	\$ 38,879	\$ 42,720	\$ 42,791	\$ 46,562	\$ 49,298	\$ 52,075
2	\$ 37,172	\$ 39,929	\$ 43,770	\$ 43,631	\$ 47,612	\$ 50,348	\$ 53,125
3	\$ 38,222	\$ 40,979	\$ 44,820	\$ 44,471	\$ 48,662	\$ 51,398	\$ 54,175
4	\$ 39,272	\$ 42,029	\$ 45,870	\$ 45,311	\$ 49,712	\$ 52,448	\$ 55,225
5	\$ 40,322	\$ 43,079	\$ 46,920	\$ 46,151	\$ 50,762	\$ 53,498	\$ 56,275
6	\$ 41,372	\$ 44,129	\$ 47,970	\$ 46,991	\$ 51,812	\$ 54,548	\$ 57,325
7	\$ 42,422	\$ 45,179	\$ 49,020	\$ 47,831	\$ 52,862	\$ 55,598	\$ 58,375
8	\$ 43,472	\$ 46,229	\$ 50,070	\$ 48,671	\$ 53,912	\$ 56,648	\$ 59,425
9	\$ 44,522	\$ 47,279	\$ 51,120	\$ 49,511	\$ 54,962	\$ 57,698	\$ 60,475
10	\$ 45,572	\$ 48,329	\$ 52,170	\$ 50,351	\$ 56,012	\$ 58,748	\$ 61,525
11	\$ 46,622	\$ 49,379	\$ 53,220	\$ 51,191	\$ 57,062	\$ 59,798	\$ 62,575
12	\$ 47,672	\$ 50,429	\$ 54,270	\$ 52,031	\$ 58,112	\$ 60,848	\$ 63,625
13	\$ 48,722	\$ 51,479	\$ 55,320	\$ 52,871	\$ 59,162	\$ 61,898	\$ 64,675
14	\$ 49,772	\$ 52,529	\$ 56,370	\$ 53,711	\$ 60,212	\$ 62,948	\$ 65,725
15	\$ 50,822	\$ 53,579	\$ 57,420	\$ 54,551	\$ 61,262	\$ 63,998	\$ 66,775
16	\$ 51,872	\$ 54,629	\$ 58,470	\$ 55,391	\$ 62,312	\$ 65,048	\$ 67,825
17	\$ 52,922	\$ 55,679	\$ 59,520	\$ 56,231	\$ 63,362	\$ 66,098	\$ 68,875
18	\$ 53,972	\$ 56,729	\$ 60,570	\$ 57,071	\$ 64,412	\$ 67,148	\$ 69,925
19	\$ 55,022	\$ 57,779	\$ 61,620	\$ 57,911	\$ 65,462	\$ 68,198	\$ 70,975
20	\$ 56,072	\$ 58,829	\$ 62,670	\$ 58,751	\$ 66,512	\$ 69,248	\$ 72,025
21	\$ 57,122	\$ 59,879	\$ 63,720	\$ 59,591	\$ 67,562	\$ 70,298	\$ 73,075
22	\$ 58,172	\$ 60,929	\$ 64,770	\$ 60,431	\$ 68,612	\$ 71,348	\$ 74,125
23	\$ 59,222	\$ 61,979	\$ 65,820	\$ 61,271	\$ 69,662	\$ 72,398	\$ 75,175
24	\$ 60,272	\$ 63,029	\$ 66,870	\$ 62,111	\$ 70,712	\$ 73,448	\$ 76,225
25	\$ 61,322	\$ 64,079	\$ 67,920	\$ 62,951	\$ 71,762	\$ 74,498	\$ 77,275
26	\$ 62,372	\$ 65,129	\$ 68,970	\$ 63,791	\$ 72,812	\$ 75,548	\$ 78,325
27	\$ 63,422	\$ 66,179	\$ 70,020	\$ 64,631	\$ 73,862	\$ 76,598	\$ 79,375
28	\$ 64,472	\$ 67,229	\$ 71,070	\$ 65,471	\$ 74,912	\$ 77,648	\$ 80,425
29	\$ 65,522	\$ 68,279	\$ 72,120	\$ 66,311	\$ 75,962	\$ 78,698	\$ 81,475
30	\$ 66,572	\$ 69,329	\$ 73,170	\$ 67,151	\$ 77,012	\$ 79,748	\$ 82,525

SALARY SCHEDULE

through June 30, 2027

PT-8	PT-9	PT-10	PT-11	PT-12	PT-13	LEVEL
261	261	261	261	261	163	DAYS
2088	2088	2088	2088	2088	1385.5	HOURS
\$ 27.56	\$ 30.19	\$ 32.83	\$ 35.45	\$ 39.14	\$ 48.23	HOURLY
\$ 1,050.00	\$ 1,050.00	\$ 1,150.00	\$ 1,150.00	\$ 1,150.00	\$ 1,500.00	STEP
\$ 57,545	\$ 63,037	\$ 68,549	\$ 74,020	\$ 81,724	\$ 66,823	1
\$ 58,595	\$ 64,087	\$ 69,699	\$ 75,170	\$ 82,874	\$ 68,323	2
\$ 59,645	\$ 65,137	\$ 70,849	\$ 76,320	\$ 84,024	\$ 69,823	3
\$ 60,695	\$ 66,187	\$ 71,999	\$ 77,470	\$ 85,174	\$ 71,323	4
\$ 61,745	\$ 67,237	\$ 73,149	\$ 78,620	\$ 86,324	\$ 72,823	5
\$ 62,795	\$ 68,287	\$ 74,299	\$ 79,770	\$ 87,474	\$ 74,323	6
\$ 63,845	\$ 69,337	\$ 75,449	\$ 80,920	\$ 88,624	\$ 75,823	7
\$ 64,895	\$ 70,387	\$ 76,599	\$ 82,070	\$ 89,774	\$ 77,323	8
\$ 65,945	\$ 71,437	\$ 77,749	\$ 83,220	\$ 90,924	\$ 78,823	9
\$ 66,995	\$ 72,487	\$ 78,899	\$ 84,370	\$ 92,074	\$ 80,323	10
\$ 68,045	\$ 73,537	\$ 80,049	\$ 85,520	\$ 93,224	\$ 81,823	11
\$ 69,095	\$ 74,587	\$ 81,199	\$ 86,670	\$ 94,374	\$ 83,323	12
\$ 70,145	\$ 75,637	\$ 82,349	\$ 87,820	\$ 95,524	\$ 84,823	13
\$ 71,195	\$ 76,687	\$ 83,499	\$ 88,970	\$ 96,674	\$ 86,323	14
\$ 72,245	\$ 77,737	\$ 84,649	\$ 90,120	\$ 97,824	\$ 87,823	15
\$ 73,295	\$ 78,787	\$ 85,799	\$ 91,270	\$ 98,974	\$ 89,323	16
\$ 74,345	\$ 79,837	\$ 86,949	\$ 92,420	\$ 100,124	\$ 90,823	17
\$ 75,395	\$ 80,887	\$ 88,099	\$ 93,570	\$ 101,274	\$ 92,323	18
\$ 76,445	\$ 81,937	\$ 89,249	\$ 94,720	\$ 102,424	\$ 93,823	19
\$ 77,495	\$ 82,987	\$ 90,399	\$ 95,870	\$ 103,574	\$ 95,323	20
\$ 78,545	\$ 84,037	\$ 91,549	\$ 97,020	\$ 104,724	\$ 96,823	21
\$ 79,595	\$ 85,087	\$ 92,699	\$ 98,170	\$ 105,874	\$ 98,323	22
\$ 80,645	\$ 86,137	\$ 93,849	\$ 99,320	\$ 107,024	\$ 99,823	23
\$ 81,695	\$ 87,187	\$ 94,999	\$ 100,470	\$ 108,174	\$ 101,323	24
\$ 82,745	\$ 88,237	\$ 96,149	\$ 101,620	\$ 109,324	\$ 102,823	25
\$ 83,795	\$ 89,287	\$ 97,299	\$ 102,770	\$ 110,474	\$ 104,323	26
\$ 84,845	\$ 90,337	\$ 98,449	\$ 103,920	\$ 111,624	\$ 105,823	27
\$ 85,895	\$ 91,387	\$ 99,599	\$ 105,070	\$ 112,774	\$ 107,323	28
\$ 86,945	\$ 92,437	\$ 100,749	\$ 106,220	\$ 113,924	\$ 108,823	29
\$ 87,995	\$ 93,487	\$ 101,899	\$ 107,370	\$ 115,074	\$ 110,323	30

BOE Handbook Cover Letter

CHILDREN'S CENTER & Sherman Preschool

Sherman Early Childhood Center

Please note the name change has been applied throughout the handbook

Handbook Changes and Additions for 2026-2027

Ø **Red** - Information is added.

Ø **---*** - No changes made.

Ø **Blue** – Explanation of additions and deletions.

-
- Page 5 – Welcome letter - **updated**
 - Page 6 – Mission Statements – **updated & combined**
 - Page 6 – Purpose, Philosophy, Vision, Values, and Core Beliefs - **---***
 - Page 7 – Non-discrimination Policy - **---***
 - Page 7 – Ages of District Employee's Children Accepted – **updated**
 - Page 8 – Family Centered Transitions – **updated & combined**
 - Page 8 – Operating Hours - **updated**
 - Page 8 – No School Days – **Deleted no longer applicable**
 - Page 8 – Closure Dates - **Deleted no longer applicable**
 - Page 9 – Absences - **updated & combined**
 - Page 10 – Inclement /Adverse Weather - **---***
 - Page 10 – Admission and Registration – **updated & combined**
 - Page 11 – Two-Week Trial Period - **---***
 - Page 12 - Fees and payment Procedures – **Removed Monday and Staff Discount**
 - Page 12 – Funding for Preschool - **updated**
 - Page 12 – Staff - **updated & combined**
 - Page 12 – Governance - **updated & combined**
 - Page 12 – Holiday Celebrations - **updated & combined**
 - Page 12 – Identifying Where Children Are At All Times – **updated name**
 - Page 13 - Guidance, Positive Instruction, Supporting Behavior - **updated name**
 - Page 14 – Discipline and Guidance - **updated name**
 - Page 14 – Notification Children's Illness - **updated name**
 - Page 15 – Emergencies and Drills - **updated name**

Page 16 – Continuity of Operations Plan – [new licensing policy requirement](#)

Page 17 – Emergency Phone Number - [updated & combined](#)

Page 18 – Lost Child Procedure - [updated name](#)

Page 19 – Procedure for Child Separated/Requiring Local Authority – [new licensing policy requirement](#)

Page 20 – Television Viewing, Filming, Photography, Audio - [new licensing policy requirement](#) / [updated policy](#)

Page 20 - Transportation - [updated name](#)

Page 21 - Field Trips - [---](#)*

Page 21 – Safety Related to Riding in a Vehicle - [updated name](#)

Page 22 – Dropping Off and Picking Up Students - [updated name](#)

Page 22 - Emergency Contacts - [---](#)*

Page 23 – Caring for a Child Who Arrives Late - [updated name](#)

Page 23 – Storing and Administering Medications - [---](#)*

Page 24 – Children’s Personal Belongings and Money - [updated name](#)

Page 24 – Show and Tell - [updated policy](#)

Page 24 – Meals and Snacks - [updated name](#)

Page 25 – Menus and Special Diets - [new licensing policy requirement](#)

Page 26 – Diapering and Toilet Training - [updated name](#)

Page 26 - Visitors and Volunteers - [updated name](#)

Page 27 – Parent and Teacher Conferences - [---](#)*

Page 27 – Licensure - [updated name](#)

Page 27 – Filing a Complaint - [updated name](#)

Page 27 – Reporting Child Abuse - [updated name](#)

Page 27 – Withdrawal from the Program - [updated name](#)

Page 28 – Suspension from the Program - [updated name](#)

Page 28 - Asbestos Notification - [---](#)*

Page 28 – Primary Caregiving and Continuity of Care – [updated name](#)

Page 29 – Clothing and Supplies for Infants and Toddlers – [updated name](#)

Page 29 – Communication - [updated name](#)

Page 30 – Critical Incident Procedure - [---](#)*

Page 30 – Commitments to Excellence - [updated name](#)

Page 30 – Children with Special Needs - [updated name](#)

Page 30 – Family Partnership for Inclusive Participation – [updated name](#)

Page 31 – Daily Schedule and Activities - [updated name](#)

Page 31 – Damages to Program Property - [updated name](#)

Page 31 – Environment for Infant & Toddler Rooms - [updated name](#)

Page 32 – Food Allergies – [Added to Menus and Special Diets](#)

Page 32 – Handbook Agreement - [updated name](#)

Page 32 – Health - updated name
Page 32 – Illness Policy and Screenings - updated name
Page 33 – Covid Policy - updated name
Page 34 – Health and Medical Home Documentation - updated name
Page 34 – Immunization of Students - updated name
Page 34 – Parents Right to Know - updated name
Page 34 – Parents Portal Instructions - updated name
Page 34 – Playground - updated name
Page 34 – Referral for Family Services or Support - updated name
Page 35 – Resource Connections Policy & Procedure - updated name
Page 35 – Safety, Crisis Response, Trauma Informed Care Policy - updated name
Page 36 – Right to Searches and Possession of Drugs and Alcohol ----*
Page 36 – Safe Infant Sleep - updated name
Page 38 – School/Parent Policy Compact (Title 1) - ----*
Page 38 – Screenings and Assessments and Referrals - updated name
Page 38 – Procedure for Identifying and Removing Recalled Items -
Page 39 – Weapons in School - ----*
Page 39 – Web Site - ----*
Page 40 – 86 – EHS policies removed

**Thank you for your consideration of these changes to our Handbook. ~
Esther Cooley**

~~Children's Center &
Sherman Preschool~~

Sherman Early Childhood Center

~~722 East Beaver Avenue~~

300 Sherman Street

Fort Morgan, CO 80701

(970) 542-0731

Parent Handbook



~~2025-2026~~

2026-2027

~~CHILDREN'S CENTER~~ Sherman Early Childhood Center

PARENT AND STUDENT HANDBOOK

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Welcome to the ~~Children's Center~~ Sherman Early Childhood Center

~~The Children's Center has been a proud part of the Fort Morgan School District Re-3 since 1989. Originally started with the goal of providing a loving, caring, and creative place for children outside of school hours, our program has grown into a full-time childcare facility serving children from 6 weeks to 12 years old. While our services have expanded, our commitment to nurturing children in a safe and supportive environment remains the heart of our mission.~~

~~The staff at The Children's Center are continually striving to provide high-quality care and educational programming for district staff, teen parents, and families across our community. We are proud to offer children endless opportunities to learn and thrive in an enriched, inclusive environment where they feel safe, valued, and inspired.~~

~~Children in our care enjoy meaningful experiences that encourage them to explore, experiment, and grow. Our programs are thoughtfully designed to help children develop new skills while building on their strengths—laying the foundation for a lifetime of confidence and success.~~

~~Thank you for allowing The Children's Center to be part of this special and important time in your child's life. We are honored to walk alongside your family and are excited for all the growth, laughter, and learning the year will bring!~~

Dear Families,

Welcome! We are so honored to partner with you and your child during this important season of growth, learning, and discovery. Early childhood is such a special time, and we believe every child deserves to feel safe, loved, valued, and excited to learn each day.

Our goal is to create a warm and welcoming environment where children feel a true sense of belonging. Through play, exploration, routines, friendships, and caring guidance from teachers, children will build confidence, independence, social-emotional skills, and a strong foundation for future learning.

We know that families are children's first and most important teachers, and we deeply value your partnership. Communication, trust, and collaboration are essential to the success of our program, and we look forward to working alongside you throughout the year.

Thank you for sharing your child with us. We are grateful for the opportunity to be part of your child's story, and we look forward to a wonderful year together.

Caring for Kids,
Esther Cooley
Early Childhood Program Director

Mission Statements

The mission of Morgan County School District Re-3 is to inspire creative thinking, high achievement, and lifelong learning.

The mission of ~~the Children's Center~~ **Sherman Early Childhood Center** is to provide a safe and caring environment that enriches children's lives through educational experiences offered in a quality ~~childcare~~ program. **Another part of our mission is to provide a combination of child and teacher-directed activities to encourage growth in the areas of motor, language, self-help, and social skills in a safe and caring environment.**

Purpose, Philosophy, Vision, Values, and Core Beliefs

Purpose Statement

The purpose of ~~The Children's Center~~ **Sherman Early Childhood Center** is to provide a safe, nurturing, joyful, and inclusive environment where every child is encouraged to flourish, explore, and reach their full potential.

Philosophy Statement

At ~~The Children's Center~~ **Sherman Early Childhood Center**, we believe that every child deserves access to high-quality, affordable early childhood education. Our program is designed to foster development through enriching learning experiences, creative play, and recreational activities that support the whole child socially, emotionally, physically, and cognitively. We are committed to honoring each child's individuality and fostering a love of learning from the earliest years.

Vision Statement

Our vision is to continually grow and evolve as a leading early learning and childcare program, rooted in excellence, equity, and innovation. We strive to build a foundation for lifelong learning by supporting children and families with compassionate care, professional integrity, and a commitment to continuous improvement in early childhood education.

Values Statement

At ~~The Children's Center~~ **Sherman Early Childhood Center**, we are guided by a commitment to excellence, inclusion, and compassion in all we do. We value the dignity of every child and family, the professionalism of our educators, and the importance of community partnerships. Our values shape a learning environment where curiosity is encouraged, differences are celebrated, and every child feels seen, heard, and supported.

Core Beliefs

We believe:

- Every child deserves to be safe, loved, and respected.
- Play is the foundation of early learning and development.
- Families are essential partners in a child's education.
- Diversity enriches our community and promotes understanding.
- Early childhood educators are professionals who deserve respect, support, and ongoing development.
- Affordable, high-quality care should be accessible to all children, regardless of background.
- A strong start in early childhood lays the foundation for future academic, social, and emotional success.

Non-discrimination Policy

~~The Children's Center~~ **Sherman Early Childhood Center** does not discriminate and protects children, families, staff, vendors, and clients from discrimination against race, color, national origin, religion, gender expression, age, disability, marital status, and sexual orientation.

Ages of District Employee's Children Accepted into Child Care

~~The Children's Center~~ **Sherman Early Childhood Center** accepts and cares for children 12 weeks old to eleven years old ~~and has a license capacity of 120 children.~~

Care Group	Age	Option
Infant Care	12 weeks to 12 months	Full Time
Toddler Care	12 months to 36 months	Full Time
Pre-K Care	3 – 5 years old	Full Time / Part Time

Before School Care	Sherman Students	7:30-8:00
School Age Care	3 to 11 years old	3:00-5:30 p.m. Tuesday - Friday
Summer Care	3 to 12 years old	Full Time / Part Time

Family Centered Transitions

Sherman Early Childhood Center recognizes that transitions are significant experiences for children and families. To support a positive start, we partner closely with families during enrollment and entry into a new learning environment. Transitions include family orientation and conversations prior to the child's first day, bridge time in the new learning environment, and meetings to gather family information. We understand that transitions look different for every family and child. Our approach honors each child's developmental stage, family culture, language, and lived experience. All transitions will be individualized to ensure children feel safe, valued, and supported. Please note that if applicable when a child's age qualifies for transition into another room for care, the family, child, teacher, and director will make the decision. This process will always include a 'Bridge Time' between rooms to help the child acclimate to the new learning environment, teacher, and friends. After this a collaborative conference will occur to discuss and complete the transition.

~~Please note that if applicable when a child's age qualifies for transition into another room for care, the family, child, teacher, and director will make the decision. This process will include a 'Bridge Time' between rooms to help the child acclimate to the new environment, teacher, and friends. After this a collaborative conference will occur to discuss and complete the transition.~~

Operating Hours

The ~~Children's Center~~ Sherman Early Childhood Center is open on all Morgan County School District Re-3 days from 7:00 am to 5:00 pm.

Care on No School Days

~~The Children's Center also provides care on most of the days that school is not in session. Families are encouraged to sign up for care ahead of time.~~

Closure Dates

~~The Children's Center will operate when Morgan County School District Re-3 is in session and most no school days and school breaks. Please reference the Open & Closed yearly schedule for specific dates.~~

~~The Children's Center will be closed on the following holidays:~~

- ~~* New Year's Eve~~
- ~~* New Year's Day~~

- * ~~Good Friday~~
- * ~~Memorial Day~~
- * ~~Fourth of July~~
- * ~~Labor Day~~
- * ~~Thanksgiving Day, and the Friday after Thanksgiving Day~~
- * ~~Christmas Eve and Christmas Day~~

~~If the holiday falls on a weekend, the Children's Center will designate another day for closure. Advanced notice of additional or early closures will be given to families and an Open and Close Schedule annually. The Children's Center will be CLOSED on district SNOW DAYS.~~

~~During After School Care, if early dismissal is activated, children will be bused from their school to the Children's Center. Families are asked to please call both the Children's Center 970-542-0731 ex. 40216 and their child's school if other care plans are made for their children.~~

~~The Children's Center reserves the right to close for the day when attendance falls below 15 children.~~

~~For safety, no child will be allowed to walk to the Children's Center from school or walk home from the Children's Center.~~

Absences

~~A student's school success in school is regular and punctual attendance. Frequent absences can lead to poor academic progress and reduced social development. Regular attendance is of great important for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.~~

Consistent school attendance is an important component of success for students. A Preschool student who misses more than 10 days of school may forfeit their spot in the program. A meeting between the parent(s) and the Director will be required to review the students' attendance. Medical documentation for the absences may be requested.

Please call the school and let us know within 30 minutes of the beginning of the session that your child will not be in school that day. We are concerned about the safety of children and want to know that they are safe with you if they are not in school.

Parents, please notify the Sherman Early Childhood Center ~~Children's Center~~ when your child is absent from the program.

970-542-0731 ~~ext. 8216/8315~~

Inclement/Adverse Weather

The children will play outside every day. Please make sure your child is dressed appropriately for the changing weather every day. If the temperature is below 30° F or above 90° F, or the Air Quality Index falls between 101-150 the children will remain inside for large motor recreational activities.

Please see District Policy information on our website ~ fortmorgank12.com

Admission and Registration

Registration forms are available at the **Sherman Early Childhood Center** ~~Children's Center and~~ online. Registration is limited to license capacity. ~~Please note that limited part time care is available during the summer. The number of spaces available in the summer is one hundred full-time students and twenty part-time students. Registration is offered on a first come first served basis. Once the program is at license capacity, a waiting list will be kept accommodating families in a fair and timely manner.~~

~~The Children's Center will conduct a parent interview before care begins. The interview will cover overall program information and requirements and determine if the program is able to meet the needs of the child and family. Prior to the first day of care each family must submit complete registration forms, health statement, immunization records, and viewable birth certificate for their child.~~

Teen Parents must be enrolled in Morgan County School District Re-3 to register their child for care at **Sherman Early Childhood Center** ~~the Children's Center.~~

~~The Children's Center~~ **Sherman Early Childhood Center** meets all ADA regulations and is an inclusive early learning and childcare center. **Sherman Early Childhood Center** ~~The Children's Center~~ partners with families to meet the needs of children with learning and developmental delays. This is an individualized process for each family focusing on inclusion, adaptive accommodations, and embedded support. **Sherman Early Childhood Center** ~~The Children's Center~~ partners with families and the school district to meet the needs for children's learning and developmental goals.

Two-Week Trial Period

The first two weeks of a child's enrollment is a trial and adjustment period for children, parents,

and the center staff. During the two-week trial, the parent or the provider can terminate care without reason or notice. Please note that every effort will be made to accommodate care for all children.

Fees and Payment Procedures for Child Care

~~The Children's Center~~ **Sherman Early Childhood Center** has established flat rates for all program options. Please refer to fees for specific prices. Infant Care, Toddler Care, Pre-K Care, and School Age Care are billed at a flat monthly rate. ~~Summer care is billed at a monthly rate according to enrollment option. There is a \$50 registration fee per application per child and it is non-refundable.~~

The balance needs to be paid in full each month to prevent it from exceeding one month's fees. We do not allow a carry-over balance; however, if accounts have a balance that is not paid in full by the end of each month, a \$100 monthly fee will be added to the account until it is paid in full. ~~Please note that Infant, Toddler and Summer Care are charged a 50% retaining fee to reserve your spot in the program.~~

A payment contract between the family and care provider will be signed at the beginning of care.

Sherman Early Childhood Center ~~The Children's Center~~ accepts Child Care Assistance Program (CCCAP) through The Colorado Department of Human Services. Families are encouraged to apply for CCCAP to assist in the cost of childcare. If approvals are not completed, it will be the parent/guardian's responsibility to pay the full balance.

Fees are due and payable as per the payment contract signed by each parent. ANY CLIENT THAT IS THREE (3) DAYS BEHIND IN PAYING FEES WILL BE DENIED SERVICES UNTIL ALL FEES ARE PAID IN FULL. An additional \$50.00 will be charged for all checks returned due to insufficient funds. Please be advised that accounts turned into collections will no longer be eligible for care at the **Sherman Early Childhood Center** ~~Children's Center~~.

DE Infants	12 weeks 12 months	Full Time	\$1000/month
DE Toddlers	12 months 36 months	Full Time	\$100/month
DE Pre-K Care	3 – 5 years old	Full Time Part Time	\$800/month \$400/month
Monday Care	3 – 12 years old		\$140/month
DE Before School Care	Sherman Students	7:30-8:00	\$100/month
DE School Age Care	3 -12 years old	3:00-5:00	\$200/month

Funding for the Preschool Program

There are three types of funding that support the preschool program: federal funding, state funding and tuition. Because of these funds children are given a free year of preschool to support their education foundation before they begin kindergarten.

Staff

Sherman Early Childhood Center ~~The Preschool~~ staff may include Early Childhood Teachers, Special Education Teachers, Para-Educators, and Speech-Language Pathologists. Other staff members may also be involved within the classroom at various times throughout the year. Those staff members include a Principal, Director, Occupational and Physical Therapists,

Certified Occupational Therapy Assistant, Certified Physical Therapy Assistant, Audiologist, School Social Worker, School Counselor, and School Psychologist.

Governance

Administrative decisions concerning the Sherman Early Childhood Center ~~Preschool Program~~ are addressed through a governing body consisting of the Early Childhood Teacher, Special Education Teacher, Director, Principal, and Superintendent.

Holiday Celebrations

The staff at Sherman Early Childhood Center view holidays and birthdays as special social and developmental events for young children, and we celebrate these occasions in our program. We are committed to an inclusive environment and respect the diverse beliefs of all families. If you prefer that your child not participate in holiday and birthday celebrations for any reason, please notify your child's teacher.

Identifying Where Children Are At All Times

Every child is signed in and out of the **Sherman Early Childhood Center** program daily. The person dropping off or picking up a child must sign and date the sign in/out book for every child he/she is picking up every day. When children arrive, the classroom teacher and program Director document their attendance. At various times throughout the day children are counted, especially during transitions. Circles are posted outside the classroom doors to inform where children are when not in their classroom.

Staff and children are scheduled into different activity areas throughout the day. Since children leave at different times, staff keep track of children in their care on an attendance sheet. They mark the children's departure by being sure that all the children have safely left the ~~Children's Center~~ by the end of the day. Staff use radios to communicate where children are at all times:

Guidance, Positive Instruction, Supporting Positive Behavior

~~the Children's Center~~ **Sherman Early Childhood Center** will:

Cultivate positive child, staff, and family relationships: Each teacher at **Sherman Early Childhood Center** ~~Children's Center~~ have been trained in positive teaching practices that ensure each child's behavior is guided in a positive direction. We continuously incorporate our families through daily communications regarding their children and encourage family involvement to ensure their children are being guided in a positive direction.

1. **Create and maintain a socially and emotionally respectful early learning and care environment:** All of our teachers encourage positive interactions with each child through demonstration and teaching that allow children to learn and be capable of respecting others socially and emotionally.
2. **Implement teaching strategies supporting positive behavior, pro-social peer interaction, and overall social and emotional competence in young children:** Through training each teacher can reinforce children's positive behavior effectively and positively and re-direct any behavior that is harmful to a wanted behavior. Each teacher continuously demonstrates positive interactions with each child, which helps children learn how to treat others in a positive way and allows them to be more socially and emotionally aware of the feelings of their peers.
3. **Provide individualized social and emotional intervention support for children. Including methods for understanding children's behavior and developing and implementing team based positive behavior support to prevent suspensions and expulsions:** The Children's Center believes in working as a team to identify the specific social and emotional needs of each child. Our staff are trained in methods that enable them to understand children's behavior and develop positive support plans for each child. This reduces challenging behaviors and may help to prevent suspensions and expulsions.
4. **Access and early childhood mental health consultant or specialist as needed:** At the ~~Children's Center~~ **Sherman Early Childhood Center** we continuously strive to strengthen our relationships with our children and their family. While working with our families to provide each child with specialized care within our classrooms. When the situation arises that a child's needs are too difficult to address in the classroom, we will give families information about an Early Childhood Mental Health Specialist to support their child in all environments.

Discipline and Guidance

All children are learning to be responsible for their behavior. Appropriate behavior is expected and will be positively reinforced by all staff. Staff are responsible for children's discipline in and out of the classroom with the goal of helping children gain self-control. Our classroom environments encourage appropriate behavior and help children learn social skills. The rooms are filled with a wide range of activities that are age and child appropriate and that will interest and channel behavior constructively. Our Early Childhood Teachers are trained to observe and recognize signs of an impending crisis, to redirect children before problems arise, to reinforce positive behavior whenever possible, to encourage pro-social behavior, setting limits, help

children learn problem solving skills and natural or logical consequences as well as knowing when it is appropriate to remove child from a situation.

The following actions are not acceptable by staff or volunteers in any classroom:

- Physical mistreatment or restraint of any kind.
- Frightening or threatening a child.
- Humiliating, degrading, ridiculing, or yelling at a child.

The staff utilize a system of progressive discipline when inappropriate behavior is involved. The consequences will range from a verbal warning to expulsion from **Sherman Early Childhood Center** ~~Children's Center~~. Parents will be informed of serious discipline concerns and will be involved in the writing of a discipline plan when appropriate.

The Code of Conduct and Violent and Aggressive Behavior (file: JICDD) for all Morgan County School District Re-3 students are enforced at the **Sherman Early Childhood Center** ~~Children's Center~~.

Notification and Handling Children's Illnesses, Accidents, and Injuries

When a child is injured or has a minor accident while in the program, staff will first administer first aid. Children who become ill while attending ~~childcare~~ will be sent home. Parents will be notified immediately and will be expected to pick up the child promptly. An ill or injured child may not stay at **Sherman Early Childhood Center** ~~Children's Center~~. Children who are ill or have been sent home by a school nurse will not be accepted into care at the Children's Center that day. All communicable illnesses will be reported *to the local health department pursuant to the Colorado State Department of Public Health and Environment*. We follow the 'How Sick is too Sick' Health Department guidelines.

In case of an emergency, 911 will be called and the child will be taken to the closest emergency room at Common Spirit St. Elizabeth Hospital, 1000 Lincoln Street, Fort Morgan.

The following is the order of notifications and reports:

1. Emergency Services will be notified.
2. Families will be notified.
3. Morgan County School District Re-3 Accident Report will be completed.
4. The Department of Human Services Accident Report will be completed.

Emergencies and Drills

The children and staff are educated and practice the steps to follow in case of a fire, tornado or other emergency and they participate in drills throughout the school year. The fire drill exit procedures are posted in each room. Tornado drills will be held monthly from March through

October. A record of all drills is kept at the center. ~~Sherman Early Childhood Center~~ ~~The Children's Center~~ also practices lock down, reverse evacuation, shelter in place, and active shooter, and evacuation drills. Emergency notifications and reunification directions will be sent to families using the district notifications system and the ELV app. In the event of an emergency children with disabilities and access/functional needs will be with their designated caregiver and care plans. Their priority status and needs will be communicated with district and local emergency management. After an emergency or disaster, the district will identify alternate care locations, designate staff to manage children, and communicate with parents. ~~Sherman Early Childhood Center~~ ~~The Children's Center~~ has backup supplies and plans for resuming normal operations depending on the circumstances while prioritizing the well-being of children and staff.

~~Sherman Early Childhood Center~~ ~~The Children's Center~~ adheres to all Emergency Response Procedures instituted by Morgan County School District Re-3. Guidelines about the procedures used are available in each classroom and the office. All staff are trained using Emergency Response Procedures annually.

FIRE PROCEDURES

Fire exit directions are posted in each classroom. In case of an actual fire or drill children and teachers will follow these steps:

- Teachers and children will follow their fire exit route.
- Teachers and children will walk normally and quietly while exiting the building.
- Program staff will close all doors and check classrooms and bathrooms for children.
- Once outside, teachers and children will stand quietly in their designated area.
- Teachers and children will re-enter the building in a calm and orderly manner when directed to do so by the building administration.

TORNADO EMERGENCY PROCEDURES

Children practice tornado drills monthly. Tornado procedures are posted in each classroom. In the event of a tornado, classroom staff will be notified over the P.A. (public address) system and they, along with the children, will follow these steps:

- Teachers and children will proceed into the Sherman building hallways where they sit against the wall.
- If teachers and children are outside when a warning is signaled, the teachers will immediately bring the children inside to the nearest hall and have the children sit against the wall.

Continuity of Operations Plan

The purpose of this Continuity of Operations Plan is to ensure that essential program functions can continue, or be restored as quickly as possible, following a natural disaster, public health

emergency, utility failure, severe weather event, fire, hazardous material incident, or other emergency that disrupts normal operations.

The safety and well-being of children, families, and staff will remain the program's highest priority during and after an emergency.

Essential Program Functions

The program will make every effort to maintain or restore the following essential functions:

- Protection and supervision of children
- Family communication and reunification
- Staff communication and accountability
- Access to emergency records and contact information
- Continuation of payroll and essential business operations
- Maintenance of licensing and regulatory compliance
- Coordination with emergency responders and community agencies
- Resumption of educational and care services

In the event of an emergency:

1. Staff will account for all children and personnel.
2. Families will be notified as soon as possible through available communication methods, including phone calls, text messages, email, district communication systems, websites, or social media.
3. Updates regarding closures, relocation sites, reopening timelines, and emergency instructions will be shared regularly.
4. Emergency contact information will be maintained and updated at least annually.

The program will maintain accessible copies of:

- Emergency contact information
- Child enrollment records
- Medical information and care plans
- Staff contact information
- Emergency procedures
- Insurance information
- Licensing information

If the facility cannot be occupied safely:

- Children and staff may be relocated to a pre-identified alternate location when appropriate.
- Families will be informed of the relocation site and reunification procedures.
- The program will coordinate with local authorities and the school district regarding temporary operating locations when available.

Prior to reopening:

- The facility will be inspected for safety hazards.
- Utilities, sanitation systems, and critical building functions will be verified.
- Necessary repairs will be completed.
- Required licensing agencies, health departments, and regulatory authorities will be notified as needed.

Families and staff will receive information regarding reopening plans and timelines

The program recognizes that natural disasters, emergencies, community crises, and other traumatic events can affect the emotional well-being of children, families, and staff. Following an emergency, the program will implement trauma-informed practices to support recovery, promote resilience, and restore a sense of safety and stability.

Emergency Phone Numbers

Emergency numbers are accessible to all staff in two locations and include fire department, police, rescue unit, staff, poison control center, and school nurse.

A list of parents' names, numbers, and addresses is also accessible to the staff.

Morgan County School District Support Center	970-867-5633
Sherman Early Childhood Center	970-
School Bus Garage	970-867-2263
Fort Morgan Police Department	970-867-5678
Colorado State Highway Patrol	640-867-8644
Morgan County Department of Human Services	970-542-3530
Rocky Mountain Poison Control Center	1-800-332-3073 or 1-303-629-1123

Lost Children Procedure

The plan of action in the case of a lost or missing child from the Sherman Early Childhood Center Children's Center premises will include the following:

- 1) The staff member in charge of the missing child will notify the office immediately.

- 2) A quick check of the premises will be done immediately by staff not supervising children.
- 3) The parents or guardians will be notified immediately.
- 4) Prompt action will be taken to notify the local authorities (police, etc.) immediately.
- 5) The Morgan County School District Re-3 District Support Center will be notified immediately following the notification of parents and local authorities.
- 6) **Sherman Early Childhood Center** ~~The Children's Center~~ will submit a lost child written report to the local authorities and will contact the Colorado Department of Human Services within twenty-four hours of an incident.

A LOST CHILD ON A FIELD TRIP

The plan of action to follow in the case of a lost or missing child on a field trip will include the following:

- 1) A master list of the students leaving the ~~Children's Center~~ will be made with a list being left at the ~~Children's Center~~ **Sherman Early Childhood Center** and one carried with the supervisor in charge of the field trip.
- 2) Each group leader will be assigned a specific number of children. They will always carry a list of the students in their charge.
- 3) Each group leader will make frequent periodic checks to confirm that all the children are with them.
- 4) If a child becomes lost the group leader will notify the supervisor in charge. A quick check of the premises will be done immediately by staff who are not supervising the children.
- 5) The supervisor will immediately contact the local authorities available for immediate help in locating the child.
- 6) After a plan has been put into action in trying to locate the lost child, the supervisor will immediately check the safety of the rest of the children.
- 7) The supervisor in charge of the field trip will immediately notify the **Sherman Early Childhood Center** ~~Children's Center~~ office so parents or guardians and Morgan County School District Re-3 authorities are notified.

- 8) If the field trip is terminated before the child is found, the Director will remain at the site until the parents/guardians arrive. The other staff members and children will return with the bus to **Sherman Early Childhood Center** ~~the Children's Center~~.
- 9) ~~The Children's Center~~ **Sherman Early Childhood Center** will submit a lost child written report to the local authorities and will contact the Colorado Department of Human Services within twenty-four hours of an incident.
- 10) Any child who arrives after a group has left for a field trip or excursion will remain at **Sherman Early Childhood Center** ~~the Children's Center~~. The child can be taken to the event by a parent. A staff member may transport children to events if they are preapproved by the Transportation Director and there is district vehicle available. No child will be left unattended.

Procedure for a Child Separated from the Group or Requiring Local Authority Contact

The safety and supervision of children is the highest priority of **Sherman Early Childhood Center**. Children are supervised by assigned staff members at all times, both indoors and outdoors, during transitions, field trips, and all program activities.

If a child becomes separated from the group, is outside the direct supervision of their assigned staff member, or cannot be immediately accounted for, staff will take immediate action. The supervising staff member will notify the Director. Staff will conduct an immediate name-to-face attendance check, secure the remaining children with appropriate supervision, and begin searching the surrounding area without leaving other children unsupervised.

If the child is not located immediately, the Director will contact local authorities and the child's parent/guardian. Staff will continue to follow emergency procedures and cooperate fully with law enforcement or emergency responders.

If local authorities are contacted for any reason involving a child's safety, the parent/guardian will be notified as soon as possible. The incident will be documented in writing, including the time, location, staff involved, actions taken, notifications made, and the outcome.

Following the incident, program leadership will review supervision procedures, staffing, transitions, and safety practices to determine what occurred and what corrective actions are

needed. Additional staff training, procedure changes, or safety measures will be implemented as appropriate to help prevent future incidents.

Television, Video Viewing, Filming, Photography, and Audio Recording

Sherman Early Childhood Center ~~The Children's Center~~ follows licensing guidelines regarding screen time and media.

- Media and internet usage will center around curriculum development and motor movement. Online safe practices will be taught to school age children and reviewed monthly.
- **This Media and Technology Use Plan will be reviewed annually and updated as needed to reflect current best practices, program needs, licensing requirements, and emerging technology safety recommendations.**
- No television, recorded media, computer, tablet, and media devices will be used during meals or snack time and will be limited to no more than 30 minutes per day.
- On special occasions, 60 minutes may be exceeded with permission from the Director.
- Content of all material will be previewed by a staff member and screened for explicit language or topics. Movies viewed are rated either G or PG.
- Computer and tablet devices must not exceed 30 minutes per day.
- Parents or guardians must give permission for television and video viewing.
- Children under two years old will not be exposed to any screen time.
- **Filming, photography, or audio recording at Sherman Early Childhood Center is only allowed when authorized and in approved public areas.**

Transportation

Families participating in Infant Care, Toddler Care and Pre-K Care programs will transport their children to **Sherman Early Childhood Center** ~~the Children's Center~~. Children participating in After School Care coming from Morgan County School District Re-3 schools will be bused to ~~the Children's Center~~ **Sherman Early Childhood Center** immediately following afternoon dismissal. Please note that there is no bus transportation offered during school breaks or on district no school days. Parents must provide their own transportation during these times. Transportation will be provided during ~~Summer Care~~ activities and field trips.

Field Trips

Children may have the opportunity to go on field trips throughout the year. Please note that other fees may apply for field trip expenses.

Field trips provide opportunities for hands on experiences and extended learning. Children will be always supervised by staff during field trips, and the child-staff ratio will be maintained according to licensing regulations. If children attending the field trip require routine medications during the field trip or have special health needs, a staff member with current medication administration training and delegation will be present on the field trip.

Safety Related to Riding in a Vehicle: Seating, Supervision, Emergency Procedure

Morgan County School District Re-3 provides bus transportation to the **Sherman Early Childhood Center** ~~Children's Center~~ from all Morgan County School District Re-3 schools each afternoon for After School Care. When a child misses the bus that transports them to the **Sherman Early Childhood Center** ~~Children's Center~~ the school staff will contact the **Sherman Early Childhood Center** ~~Children's Center~~ to let them know that the student is at the school. ~~The Children's Center~~ **Sherman Early Childhood Center** will then call the parent. The parents will be responsible for picking up the child and transporting them to the **Sherman Early Childhood Center** ~~Children's Center~~.

When children are transported in a school vehicle other than a school bus, each child must use a seat belt and proper safety restraint. Children are to be instructed on safety in case of an emergency or accident. Children must remain seated while the vehicle is in motion. All transportation staff are tested and certified through the Transportation Director of Morgan County School District Re-3.

During bus transportation it is expected that all children will follow the bus rules and regulations (File: JLCC). Children who are given citations from the bus driver will have their parents contacted and could be suspended from bus services. If the bus services are suspended due to behavior issues, parents will have to transport their child to the **Sherman Early Childhood Center** ~~Children's Center~~ until a resolution is reached. Please refer to policy (File: EEAE).

In the event of a transportation emergency the children will be kept calm and safe until emergency service arrives. The driver will notify 911, transportation department, and the Program Director of the emergency. The staff will remain and supervise children during the emergency or instruct children on safety steps to follow.

Dropping Off and Picking Up Students

Keeping children safe at all times while they are in the program is a priority at the **Sherman Early Childhood Center** ~~Children's Center~~. We require that all families sign their children in and out of the program on the electronic device. Families may list alternate adults that have permission

to pick up their child on the registration paperwork. This information includes the names, phone numbers and addresses of those individuals the parent(s)/guardian(s) authorize to pick their child up from the **Sherman Early Childhood Center** ~~Children's Center~~. Please keep in mind the following:

- **If an individual's name is not on the authorized pick-up list, the child will not be released to that person.**
- ***All persons picking up a child must be prepared to show a picture ID every time they enter the building,*** regardless of being named on the pick-up list. If staff does not know a person, they will need to present a photo ID for verification.
- No one under the age of eighteen will be allowed to pick up a child from the program.
- If applicable, children will not be released to people listed on a restraining order from the courts.

To make morning transitions better for younger children, we ask parents that when dropping off their child, they make every effort to reassure their child and then say good-bye. It will be easier for the child, and it will allow the teacher to comfort and redirect the child's attention to the activities of the day.

At the end of the day, staff will check the sign in sheet upon leaving to ensure that all children have left for the day and are signed out.

School Age Care and Pre-K Care children will be checked in by a staff member. ~~The Children being transported to the Children's Center from private schools will need an adult to enter the building and check them into care. the ELV system.~~

~~During summer, parents are responsible for bringing their child into the center and signing them into the sign-in/out of the ELV system.~~

Failure to pick up children from the **Sherman Early Childhood Center** ~~Children's Center~~ will result in the Department of Human Services and Law Enforcement being notified and intervening on behalf of the child.

Emergency Contacts

An emergency contact person listed on the registration form is required. Emergency contact person must be someone other than parents. List a person *that* can assume responsibility for your child in the event of an emergency. ***Please update your child's records if your emergency contact information changes.***

Caring For a Child Who Arrives Late at the Center

When a child arrives late at **Sherman Early Childhood Center** ~~the center~~ and their group has left the center, a staff member or Director will care for that child until the classroom teacher and care group returns.

Storing and Administering Medications

Any medication that must be given requires written permission from the student's doctor and a parent must sign the Permission for Medication Form file: JLCD-E. This includes prescription and non-prescription medication.

The medication must be brought in an original labeled container and have doctors' orders for the administration of the medication. Medications are stored out of the reach of children in a locked cabinet. Refrigerated medications are stored in a locked box in the refrigerator in the clinic.

Medication will be given at school only if the effectiveness is altered by not giving it during the school day.

If it becomes necessary for a child to take any form of medication at school, these steps must be followed:

1. Only staff members trained in Medication Administration and given Nurse Consultant Delegation will be allowed to give medication to children at the Children's Center.
2. Written authorization from the physician for the school stating the child's name, reason for medication, medication name, dosage, time to be given, length of time of administration and any side effects or reaction to watch for.
3. Written authorization from the parent/guardian.
4. An adult must bring the medication to the center in its original pharmacy labeled container.
5. The medication must also have written orders from the physician and a "Permission for Medication" form signed by a parent/guardian. Any time medication and/or dosage changes throughout the year, all paperwork (written doctor's orders, permission for medication form and label on the pharmacy bottle) must be updated. Prescriptions must be renewed at the beginning of each year.

6. The staff member with medication administration authorization will keep a medication log.
7. All medication is kept locked up in the clinic and inaccessible to children.
8. All over-the-counter medication sent to school to the child will not be given and will be kept at the center and given back to the parent.

Children's Personal Belongings and Money

Children will have a cubby available to store their personal belongings. All other care programs will have a cubby in their classroom labeled with their name. **Sherman Early Childhood Center** ~~The Children's Center~~ is not responsible for items that are lost or broken in the program. Parents are asked not to send toys or money with their child unless requested by a teacher. All money brought by the children for field trips will be the responsibility of the child.

Show and Tell

~~Each classroom has a different policy regarding show and tell. Children will regularly have an opportunity to participate in show and tell each week. Parents are asked to remind children that they are only to bring toys for show and tell, not to play with throughout the school day. Once they have presented the toy to their classmates, the toy will be put into the child's cubby or backpack for the rest of the day. It is school policy that toy weapons are not allowed on school grounds. The preschool staff is not responsible for items that are lost or broken at school.~~

Meals and Snacks

Breakfast and an afternoon snack will be provided without charge for children who are in attendance that day. A hot lunch will be available for all children present during the lunch hour. Lunch tickets may be purchased depending on Income Eligibility Form qualifications. All families enrolled in the **Sherman Early Childhood Center** ~~Children's Center~~ program are required to fill out the CACFP Income Eligibility Form.

District employee parents of infants are asked to provide specialized formula or breast milk for their child. ~~The Children's Center~~ **Sherman Early Childhood Center** and CACFP will supply Parent's Choice formula/Soy formula. When the infant is ready the **Sherman Early Childhood Center** ~~Children's Center~~ will supply baby food, cereal, and snacks. **Sherman Early Childhood Center** ~~The Children's Center~~ must be notified in writing of any food allergies. All medical documentation must be submitted before the child begins the program. Please see (File: JLCDA) for further information.

~~The Children's Center~~ **Sherman Early Childhood Center** participates in CACFP, a USDA-funded program and is an equal opportunity provider and employer. In accordance with federal law and US Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

To file a complaint of discrimination, write:
USDA, Director, Office of Civil Rights
Room 326-W, Whitten Building
14th and Independence Avenue
SW Washington DC 20250-9410
Or call: (202) 720-5964

Menus and Special Diets

Sherman Early Childhood Center is committed to supporting children's health, growth, and well-being through nutritious meals and snacks served in a safe, positive, and developmentally appropriate environment. Meals and snacks are planned to meet applicable nutrition guidelines and are served at regular times throughout the day.

Menus will be shared with families in advance and will be posted in a visible location for parent/guardian review. If menu changes are necessary, substitutions will be documented and communicated when appropriate.

Children are encouraged, but never forced, to try new foods. Mealtimes are viewed as an opportunity to build independence, social skills, healthy habits, and positive relationships. Staff sit with children, when possible, model appropriate mealtime behavior, and support children in listening to their hunger and fullness cues.

Families must notify the program of any food allergies, intolerances, or special dietary needs at the time of enrollment or as soon as they become known. Allergy and special diet information will be documented in the child's file and shared with appropriate staff members to ensure safe care. When required, families may be asked to provide written documentation from a health care provider. Reasonable accommodations will be made for children with food allergies, medical dietary needs, or special diets. Staff will take precautions to prevent exposure to known allergens, including careful supervision, handwashing, cleaning of eating surfaces, and following the child's individual care plan when applicable.

Diapering and Toilet Training

For infants and toddlers diapering is done throughout the day with loving care and reassurance that their needs are being met. When diapering, staff members follow the rules and steps posted by the changing stations. Because of the many diseases and germs that can be transferred during diaper changes, Standard Precautions are always used when diapering. Please note that due to sanitation concerns ~~the Children's Center~~ **Sherman Early Childhood Center** does not allow the use of cloth diapers, only disposable diapers are permitted.

Parents will provide wipes and diapers for their infants and toddlers as needed. ~~EHS children will have diapers and wipes provided.~~

~~The Children's Center~~ **Sherman Early Childhood Center** believes in partnering with parents to start toilet training. We begin by having an agreement between parents and teachers on the process we will follow while toilet training. We provide unique child-size toilet areas to help alleviate fears and insecurities.

To start typical toilet training we require that children meet the following guidelines:

- Be at least 20 months old.
- Be able to pull their own pants on and off.
- Be able to communicate verbally the need to use the bathroom.

Teachers and parents will plan to work together to remain consistent between home and child care. There will not be force or shame involved in toilet training. Each child will be given the opportunity to use the toilet, but we understand that it is ultimately the child's decision.

If your child is in the process of toilet training, we ask that you provide extra clothes, wipes, pull-ups, and underwear.

Visitors and Volunteers

Visitors and volunteers are welcomed and encouraged to be a part of **Sherman Early Childhood Center**, ~~the Children's Center~~ programs. They must check in and out at the office before proceeding to the classroom and before leaving the building.

If a visitor is going to the infant room, they must wear booties and a smock. We also require frequent handwashing throughout their visit, especially before and after transitions.

Visitors and Volunteers will never be left alone with the children.

Volunteer responsibilities:

- Participate in activities.
- Follow rules and regulations of all governing agencies.
- Receive training regarding expectations of volunteers.
- Work directly under the supervision of a staff member.
- Complete background investigations to CBI and TRAILS at their own expense.
- Complete Mandatory Reporter Training in Child Abuse and Neglect.

Parent and Teacher Conferences

Parent and teacher conferences will be held in the Fall and Spring. They will also be scheduled at a parent's request to discuss concerns, progress, or recommendations.

Licensure

Sherman Early Childhood Center is licensed through the Colorado Department of Early Childhood, Division of Licensure, 710 Ash St., Denver, Colorado, 80246. 303-866-5958.

Filing a Complaint

If families have a complaint or concern, they can make them known by telephone, email, or personal interview. Complaints should be made to the Director and will be addressed immediately. We will strive for a peaceful resolution for all parties involved, so we can maintain a high level of care for each individual family.

To file a complaint with DHS about this facility contact:

Colorado Department of Human Services
Division of Child Care
1575 Sherman Street
Denver Colorado 80203-1714
Or Call (303) 866-5958 or (800) 799-5876

Reporting Child Abuse

All **Sherman Early Childhood Center** staff are Mandated Reporters and are required by law to report suspected child abuse or neglect. In the event that a report is made, the program will cooperate with the Department of Human Services and the Fort Morgan Police Department. To report suspected abuse or neglect of any child, call the Child Abuse and Neglect hotline at 1-844-CO-4-KIDS (1-844-264-5437).

Withdrawal from the Program

A two-week notice is required when withdrawing from the **Sherman Early Childhood Center** ~~Children's Center~~. Also, a two-week notice will be given to families if the **Sherman Early Childhood Center** ~~Children's Center~~ can no longer offer care for their children. To withdraw a student from the program, please notify the office and assure that all school property has been returned. If your child enters a new school district, the staff will forward all records and individualized-written programs for the child upon request.

Suspension and Expulsion from the Program

Suspensions and expulsions can be utilized in cases of severe, chronic, and dangerous misbehavior. Please refer to policy (File: JKD/JKE) If a child is suspended or expelled from school, they may not attend **Sherman Early Childhood Center** ~~the Children's Center~~.

Program staff are trained and work to identify the social, emotional, and developmental needs of each child. However, there are times when a child may need additional care that our staff are not able to provide. If we feel that a child's behavior endangers the safety of other children, we will notify the family and begin with a conference. We will work together to develop a plan of action. During that time if a child is a danger to themselves or others, we may choose to suspend the child from care. Including but not limited to biting, hitting, kicking, slapping, punching, and any type of aggressive and bullying behaviors. Please refer to the Discipline Policy and Procedure on Guidance, Positive Instruction, Supporting Positive Behavior, Discipline and Consequences in this handbook for the steps taken by our staff to work with children who are displaying challenging behavior. It is only after supports are given and as a last resort that we would ask to remove the child from care at **Sherman Early Childhood Center** ~~the Children's Center~~.

Asbestos Notification

To comply with the EPA AHERA regulations, Morgan County School District Re-3 must notify all students, staff, and patrons that all schools have been inspected and that there are Management Plans available for inspection. These plans are available at the Maintenance Office, 1301 East Riverview Avenue. Any remaining asbestos in schools is in good shape and poses no danger. The district maintains periodic inspections every six months to comply with the regulations.

Primary Caregiving and Continuity of Care

Children enrolled at **Sherman Early Childhood Center** ~~the Children's Center~~ will be assigned to a specific classroom and primary teaching staff for more than a year . To provide consistent and ongoing care to support the development of strong, secure, and trusting relationships between

children and adults. The ~~Children's Center~~ **Sherman Early Childhood Center** is committed to continuity of care by maintaining stable caregiver and child relationships. Consistent caregiving supports children's emotional well-being, sense of safety, and healthy development by allowing caregivers to know each child deeply and recognize their individual needs, strengths, and routines. Through intentional continuity of care and primary caregiving, our program fosters meaningful connections that promote belonging, confidence, and positive social emotional growth.

Clothing and Supplies for Infants and Toddlers

Please send a complete change of clothes, socks, and jacket for your child to be kept at ~~The Children's Center~~ **Sherman Early Childhood Center**. Parents are responsible for providing the following items as needed:

- Diapers
- Wipes
- Bottles (daily)
- Specialized Formula or Human Milk
- Diaper Cream
- Sunscreen
- Water Bottle
- Blanket for Toddlers and Sleep Sacks for Infants

~~The Children's Center~~ **Sherman Early Childhood Center** welcomes and supports families breastfeeding/chestfeeding their baby at our facility. We have private, clean, and designated spaces available for nursing parents.

Please make sure your child wears shoes daily to aid in their growth and developing skills.

All belongings should be labeled with the child's first and last name. ~~Early Head Start children will have diapers and wipes supplied.~~

Communication

~~The Children's Center~~ **Sherman Early Childhood Center** strives to ensure that persons with Limited English Proficiency have a meaningful and equal opportunity to participate in services, activities, and programs by providing communications services. **Sherman Early Childhood Center** ~~The Children's Center~~ communicates through a Language Interpreter and district resources to accommodate home language accessibility.

Communication in Infant and Toddler Care program involves parent and teacher face to face interactions and daily reports through Early Learning Ventures app to inform families about their child's daily activities and care. Communication in the Pre-K Care programs involve using

the Early Learning Ventures app and face to face interactions. School Age Care communication is done face to face and the Early Learning Ventures app.

To communicate by phone please call 970-542-0731

To communicate by email please email esther.cooley@fortmorgank12.com

Critical Incident Procedures

In the event of a safety or security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing safety procedures. Children will be taken to secure areas until the school office is notified by the police department that everything is safe. The safety procedures are practiced each year. In the event of a safety or security threat, please do not call the school or attempt to pick up your children.

Commitments to Excellence

Please see District Policy information at the back of the book. **Sherman Early Childhood Center** ~~The Children's Center~~ is also committed to excellence in Continuous Quality Improvement. Part of quality improvement is planned in Colorado Shines. A copy of the plan is available in the office and will be reviewed with families and stakeholders yearly.

Children with Special Needs

Sherman Early Childhood Center ~~The Children's Center~~ accepts children with special needs and different abilities. Children with unique physical and mental abilities are accepted and offered care. Before a child with special needs is admitted to the **Sherman Early Childhood Center** ~~Children's Center~~, the parents or guardians are required to meet with the director and provide a complete background explaining the child's condition and accommodations that need to be provided. There may be exclusion for child care based on adaptive equipment availability and lift limits of fifty pounds. This must be done before the child can be accepted for care into the program. Our goal is to provide an inclusive environment with embedded support for all children.

Family Partnership for Inclusive Participation

Sherman Early Childhood Center ~~The Children's Center~~ is committed to creating an inclusive environment where children of all abilities feel valued and fully included. We partner with families of children with special needs to support meaningful participation in classroom activities, routines, and program experiences. We believe meaningful progress is best achieved through collaboration, shared understanding, and strengths-based approach. Family input helps guide accommodations, classroom practices, and transitions to ensure children feel safe,

supported, and included. Inclusion is individualized and responsive. Our program is committed to honoring each child's identity, family culture, language, and lived experience while fostering belonging within the classroom community.

Daily Schedule and Activities

At **Sherman Early Childhood Center** ~~the Children's Center~~, we strive to provide a nurturing, healthy and comforting environment where children can be happy, healthy, and secure. Every room's schedule and environment are designed to help children develop positive self-esteem.

Children are involved in many different activities throughout the day suitable for their developmental level on a group and individual basis. Activities provided include arts, crafts, music, and movement along with unstructured and structured play. Enrichment activities are designed to enhance their emotional, cognitive, social, and physical development. They are planned based on children's interest and are structured and supervised. All children are encouraged to participate within their abilities. A daily schedule and monthly newsletter are printed to inform parents of the activities. Students are asked to come to school clean and dressed appropriately for the season. The district policy (File: JICA) regarding dress code is enforced while students are attending **Sherman Early Childhood Center** ~~the Children's Center~~.

Damages to Program Property

Sherman Early Childhood Center ~~The Children's Center~~ provides a variety of toys, manipulatives, supplies, materials, and furniture for children to enjoy while learning and playing. We understand that with everyday use, wear and tear is expected. For this reason, we take great care of all our property and ask that children do the same. We expect children to treat program property with care and respect. If a child intentionally destroys or steals program property, parents will be responsible for the cost of the item, so we can maintain a high-quality environment for everyone.

Environment for Infant & Toddler Rooms

With infants commonly on the floor, we want to provide a clean, safe, and healthy environment in the Infant Room. We practice a shoe safe shoes and smocks policy in this room. We ask that parents and staff entering the carpeted area of the infant room please slip a pair of shoe covers over their shoes and wear a smock over their clothes. In an effort to protect infants from secondhand and thirdhand, no smoking of any kind is allowed in or around the building. Additionally, staff who smoke must have clothing to wear at **Sherman Early Childhood Center**, ~~the Children's Center~~ that has not been exposed to a smoking environment. Staff must keep hair and skin clean and smoke free when working with infants.

Food Allergies

~~The Children's Center must be notified in writing of any food allergies. All medical documentation must be submitted before the child begins the program. Please see (File: JLCDA) for further information.~~

Handbook Agreement

Sherman Early Childhood Center ~~The Children's Center~~ handbook is a reference for policies and procedures designed to provide families with important and current information about our program. The handbook is updated annually and is approved by the Morgan County School District Re-3 Board of Education. Any time there is an update, it will be presented to the Board and, once approved, families will receive the updated version of the handbook on the district website.

When registering for care, each family will be sent an electronic version of the **Sherman Early Childhood Center** ~~Children's Center~~ handbook. It will also be available online on the program's website. Families are required to sign that they received and understand the parent handbook.

Health

To maintain health in our environment, teachers spray down the classroom with a sanitizing or disinfecting solution every night. Toys are sanitized and disinfected once a week and stuffed animals and bedding are washed weekly. The children's cots are washed down daily with a sanitizing solution after nap time. The walls, sinks, tables, bathrooms, cribs, highchairs, cubbies, and other furniture are constantly maintained and washed.

Before a child can start, a Health Form must be signed by a doctor and returned to the center. Once a child is enrolled, this form will be renewed annually.

The Health Status Form, Immunization Form, and Over the counter Medication Form must also be updated as directed by your physician.

Illness Policy and Screenings

For the health and safety of children and staff, we ask that parents keep their child at home if they do not feel well enough to participate in normal activities, need more care than staff can provide, or have any of the symptoms listed:

1. Fever over 100.4
2. Vomiting

3. Diarrhea
4. Flu symptoms
5. Coughing (severe)
6. Rash with Fever
7. Chicken Pox
8. Pink Eye (until treated)
9. Head Lice (until treated)
10. Hepatitis A
11. Impetigo
12. Ringworm
13. Roseola
14. RSV (until doctor approved return)
15. Strep Throat
16. Vaccine Preventable Diseases (until doctor approved return)

If your child is sent home, they must be symptom free for 24 hours, on antibiotics or have a doctor's approval before returning to the **Sherman Early Childhood Center** ~~Children's Center~~.

To mitigate the spread of lice, the Program Director has the option of sending home any child with live lice for initial treatment. Children with nits only may remain in childcare if parents are actively combing out and treating the nits.

Vision, Dental, and Hearing Screenings will occur during the school year ~~for our Infant, Toddler, and Pre-K Care programs~~. Families will be given advance notice and will be able to authorize permission before the screening occurs. The dates for the screenings will vary according to the availability of the screeners. Families may also opt out of any or all the screenings by documenting their choice on the permission slips.

COVID Policy

The pandemic has presented unique challenges for early childhood, but **Sherman Early Childhood Center** ~~the Children's Center~~ will make every effort to support families and continue providing services through pandemic incidents. To reduce or lower the transmission, infection, and disease severity of SARS-CoV-2 (COVID-19), **Sherman Early Childhood Center** ~~Children's Center~~ has practices and strategies in place for both program staff and enrolled children. This practice includes hand washing, environmental cleaning, disinfecting, quarantining, distance play, masking, and classroom closures. This policy may be updated at any time to align with current needs of the community and public health guidance for COVID-19.

Health and Medical Home Documentation

Sherman Early Childhood Center ~~The Children's Center~~ documents medical insurance coverage and a designated medical home for each enrolled child. This information is collected during enrollment and maintained in the child's confidential file. Support is available to families that need assistance identifying medical insurance or establishing a medical home for their child. Please contact the director for assistance and resources.

Immunization of Students

Before a child begins care at **Sherman Early Childhood Center** ~~the Children's Center~~, families must provide the child's immunization record if it is not obtainable from the Colorado State Immunization site. **Sherman Early Childhood Center** ~~The Children's Center~~ is required to have an immunization or exemption record kept in file at the center. If your child needs immunizations, you will be notified to have them done before your child can return to childcare. Parents may also file an exemption form on the CIIS website. The Immunization Record must be updated according to the age requirements of your child as stipulated by the Health Department.

Staff members who manage or process immunizations are trained annually on immunization courses through the Colorado Department of Public Health and Environment.

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com

Parents Portal Instructions

Please see District Policy information on our website ~ fortmorgank12.com

Playground

The playground areas at **Sherman Early Childhood Center** ~~the Children's Center~~ are used to help children develop their large motor skills and experience nature. Every class has scheduled playground time daily. If they cannot play outside due to weather restrictions or hazards, large motor activities will be provided indoors. All structures, equipment and environments are checked for safety daily. All indoor equipment meets safety standards.

Referral for Family Services or Support

If a family expresses that they may need additional support services, mental health, health, developmental, education, trauma, and adversity support services to a staff person will forward

this information to the Director. The Program Director will provide contact information to the family or call the service provider directly, depending on the nature of the support needed. **Sherman Early Childhood Center** ~~The Children's Center~~ works to provide outside resources for parents, these resources include but are not limited to Nurse Family Partnership, St. Elizabeth Hospital, Baby Bear Hugs, and the Caring Pregnancy Center, and WIC. The **Sherman Early Childhood Center** ~~Children's Center~~ Director will also meet with families regarding progress and if further assistance is needed.

Resource Connections Policy & Procedure

Sherman Early Childhood Center ~~The Children's Center~~ is committed to supporting the well-being of children and families by fostering strong partnerships with community service agencies and support organizations. We recognize that families may experience changing needs over time, and seeking support is a sign of strength. Our role is to provide respectful guidance, information, and connections to appropriate community resources when requested or when needs are identified. All family information and requests for support are managed with care, confidentiality, and respect.

Procedures for connecting Families to Community Services:

- **Identify Needs** – by request of the family, through conversations, and observations that impact a child's well-being.
- **Family Communication & Consent** – families are invited to discuss need or accept referrals, staff explain resources, and families may decline services at any time.
- **Providing Resource Information** – Staff share information about community resources, assist families in application steps, and offer interpreter support to ensure clear communication.
- **Collaboration & Follow-up** – Staff check on whether additional support is needed, ongoing communication is guided by family's comfort level, the program maintains an updated list of trusted community partners.

Safety, Crisis Response, and Trauma Informed Care Policy

Sherman Early Childhood Center ~~The Children's Center~~ is committed to maintain a safe, supportive environment for children, families, and staff by preparing for and responding thoughtfully to potential natural, human-caused, and personal crisis treats. These include environmental emergencies, community incidents, or other crisis situations. In the event of a crisis, the program will follow established safety and emergency procedures while prioritizing communication, support, and connection. Our procedures will be guided by the district crisis management team and the **Sherman Early Childhood Center** ~~Children's Center~~ trauma informed

practices. Our goal is to protect physical safety and support emotional resilience for our staff, children, and families.

Right to Searches and Possession of Drugs and Alcohol

It is unlikely that there will be a need to search a student. However, in the event of the necessity to do so, we will be guided by Morgan County School District Re-3 School Board Policy (File: JIH). The use, possession, distribution, or sale of drugs and alcohol by students is prohibited by Board of Education Policy (File: JICH and JICH-R). All Morgan County School District Re-3 facilities are smoke-free environments.

Safe Infant Sleep Policy

Safe Infant Sleep in Child Care

Providing infants with a safe place to grow and learn is very important. For this reason, the Children's Center **Sherman Early Childhood Center** has created a policy on safe sleep practices for infants up to 1-year-old. We follow the recommendations of the American Academy of Pediatrics (AAP) and the Consumer Product Safety Commission to provide a safe sleep environment and reduce the risk of sudden infant death syndrome (SIDS). *SIDS is "the sudden death of an infant under 1 year of age, which remains unexplained after a thorough investigation."* The staff, substitute staff, and volunteers at the Children's Center follow the AAP safe sleep policy. Additionally, staff monitor sleeping infants with a visual check of their sleep position, skin color, breathing, and body temperature in their cribs every 15 minutes.

Sleep Position

- Infants will be placed flat on their backs to sleep every time unless there is a physician's signed sleep position medical waiver up to date on file. In the case of a waiver, a waiver notice will be posted at the infant's crib without identifying medical information. The full waiver will be kept in the infant's file.
- Infants will not be placed on their side for sleep.
- Devices such as wedges or infant positioners will not be used.
- Infants who use pacifiers will be offered their pacifier when they are placed to sleep, and it will not be put back in should the pacifier fall out once they fall asleep.
- Pacifiers will be cleaned between each use, checked for tears, and will not be coated in any solution.
- Parents are asked to provide replacement pacifiers on a regular basis.
- While infants will always be placed on their backs to sleep, when an infant can easily turn over from back to front and front to back, they can remain in whatever position they prefer to sleep.

Sleep Environment

- Our program will use safety-approved cribs and firm mattresses.
- Crib slats will be less than 2 3/8" apart.
- Infants will not be placed to sleep on any standard bed, waterbeds, couches, air mattresses, or on other soft surfaces.
- Only one infant will be placed to sleep in each crib. Siblings, including twins and triplets, will be placed in separate cribs.
- The crib will have a firm tight-fitting mattress covered by fitted sheet and will be free from blankets, loose bedding, toys, and other soft objects (i.e., pillows, quilts, comforters, sheepskins, stuffed toys, etc.)
- To avoid overheating, the temperature of the rooms where infants sleep will be checked and will be kept at a level that is comfortable for a lightly clothed adult.
- Sleep clothing, such as sleepers, sleep sacks, and wearable blankets, will be used as safe alternatives to blankets.
- Bibs and pacifiers will not be tied around an infant's neck or clipped on to an infant's clothing during sleep.
- Smoking is not allowed in or near the **Sherman Early Childhood Center** ~~Children's Center~~.

Supervision

- When infants are in their cribs, they will be always within sight and hearing of staff.
- A staff member will visibly check on the sleeping infants every 15 minutes.
- When an infant is awake, they will have supervised 'tummy time.' This will help babies strengthen their muscles and development.

Training

All staff, substitute staff, parents, and volunteers at **Sherman Early Childhood Center** ~~the Children's Center~~ will be trained in safe sleep policies and practices.

Safe sleep practices will be reviewed with all staff, substitute staff, and volunteers each year. In addition, training specific to these policies will be given before any individual is allowed to care for infants.

Documentation that staff members, substitutes, and volunteers have read and understand these policies will be kept in each individual's file.

All staff and substitutes at **Sherman Early Childhood Center** ~~the Children's Center~~ will be trained in first aid for unresponsive infants as well as what to do when they have a question or need assistance before they are allowed to care for infants.

When the Policy Applies

This policy applies to all staff, substitute staff, parents, and volunteers when they place an infant to sleep at **Sherman Early Childhood Center** ~~the Children's Center~~.

Communication Plan for Staff and Parents

Parents will review this policy when they enroll their child in the **Sherman Early Childhood Center** Children's Center and a copy will be provided in the parent handbook and a paper copy will be available at parent's request. Parents are highly encouraged to follow this same policy when the infant is at home. These policies will be posted in prominent places. Information regarding safe sleep practices, safe sleep environments, reducing the risk of SIDS in childcare as well as other program health and safety practices will be shared if any changes are made. A copy will also be provided in the staff handbook.

Any individual who has questions regarding this policy may ask program contact:

Esther Cooley, Early Childhood Program Director for **Sherman Early Childhood Center** the Children's Center.

esther.cooley@fortmorgank12.com or 970-542-0731 ex. ~~40216/40315~~

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com

Screenings and Assessments and Referrals

Sherman Early Childhood Center staff and professionals will conduct various screenings and assessments of children while enrolled.

Assessments may include:

- Dental Screenings
- Vision Screening
- Hearing Screening
- Ages and Stages Questionnaire
- Ages and Stages Questionnaire Social and Emotional
- Informal Classroom Assessments
- Teaching Strategies Gold Assessments

Based on the screening results, referrals for appropriate services will be made. Families will be given advance notice and will be able to authorize permission before the screening occurs. The dates for the screenings will vary according to the availability of the screeners. Families may also opt out of any or all the screenings by documenting their choice on the permission slips.

Procedure for Identifying and Removing Recalled Items

Sherman Early Childhood Center is committed to maintaining a safe environment for children by regularly monitoring toys, equipment, furnishings, and food items for recalls or safety concerns.

The Director or assigned staff member will review recall information on a routine basis using reliable sources, including consumer product safety and food safety recall notices. Items reviewed will include classroom toys, playground equipment, cribs, highchairs, furniture, art materials, cleaning items, and food served or stored by the program.

If an item is identified as recalled, staff will immediately remove it from use and place it in a secure location away from children. The item will not be returned to the classroom, playground, kitchen, or storage area until it has been determined safe according to the recall instructions.

The Director or assigned staff member will follow the recall guidance, which may include disposal, repair, replacement, return to the manufacturer, or communication with the food provider. Recalled food items will be removed immediately and discarded or returned according to food safety instructions.

The program will document the recall, including the item name, date identified, action taken, and final resolution. Families will be notified when a recalled item may have affected their child's health, safety, meals, or care.

Staff are expected to report any safety concerns, damaged items, or suspected recalled products to the Director immediately. Regular classroom and facility checks will also be used to help ensure unsafe or recalled items are identified and removed promptly.

Weapons in School

The Morgan County School District Re-3 policy regarding weapons at school (File: JICI) Weapons, or other objects being used as weapons, will not be tolerated. Students disregarding these policies will be subject to suspension and/or expulsion from school.

~~This policy will be enforced year-round while children are attending the Children's Center.~~

Web Site

The Morgan County School District Re-3 website can be found at www.fortmorgank12.com The Children's Center icon is in the upper right corner on the home page. This area on the web site is available for program information. Also, on this website all Morgan County School District Re-3 policies can be accessed and reviewed.

~~**ELV Early Head Start Handbook Requirements: Early Head Start will operate at the Children's Center Tuesday through Friday.**~~

Section Description / Title	Head Start Performance Standards Numbers

ERSEA	1302.10-1302.18
<u>Staff AND Family:</u> Hours/days of operation reflect full-day, full-year ECE.	HOURS OF OPERATION Children's Center Monday - Friday 7:30am – 5:30 pm Early Head Start Monday - Friday 7:30 am to 4:30 pm. We offer full day, full year care.
	HORAS DE OPERACIÓN Nombre del Programa de Cuidado de Niños Lunes – Viernes 7:30am – 5:30 pm Early Head Start Lunes – Viernes 7:30 am to 4:30 pm. Ofrecemos cuidado de día completo, año completo
	ساعات العمل اسم برنامج رعاية الطفل الاثنين الجمعة 7:00 صباحاً – 7:00 مساءً Early Head Start الاثنين الجمعة 8:00 صباحاً حتى 5:00 مساءً. نحن نقدم رعاية طوال اليوم على مدار العام
<u>Family:</u> Policy stating that parent/guardian(s) must contact the facility within an hour of the time the child usually arrives if the child is absent/late. <u>Staff:</u> Policy stating staff must contact child's parent/guardians within an hour of the time the child usually arrives, if the child is absent/late and the parent/guardian(s) have not called the facility.	ABSENCE NOTIFICATION Parents / guardians should notify us in advance or as soon as possible if the child will be absent. A member of our staff will call families within one hour of any unexpected absences. Teachers must notify the designated staff member of unexpected absences in a timely manner for this purpose.
	NOTIFICACIÓN DE AUSENCIAS Padres / guardianes deberán notificarnos de antemano o tan pronto sea posible si el niño estará ausente. Un miembro de nuestro personal llamará a las familias dentro de una hora de cualquier ausencia inesperada. Los maestros deben de notificar el miembro de personal designado de ausencias inesperadas de manera oportuna para este propósito.
	إخطار الغياب يجب على أولياء الأمور أو الأوصياء إخطارنا مسبقاً أو في أقرب وقت ممكن في حالة تغييب الطفل. وسيواصل أحد أعضاء فريق العمل لدينا بالعائلات، في خلال ساعة واحدة، في حالة حدوث أي غيابات غير متوقعة. ويتعين على المعلمين إخطار الموظف المعني بحالات الغياب غير المتوقعة في الوقت الملائم لهذا الغرض

<u>Staff AND Family:</u> Policy stating that Early Head Start children must be in attendance at least 85% of the month and that if attendance is poor, steps to assist family with any barriers will be determined. Early Head Start children must attend at a minimum of 27 hours a week (1380 hours a year) of planned class operations. If a child is scheduled to be out for an extended leave an Extended Leave Form must be completed and on file to hold the Early Head Start slot.	CHILDREN'S ATTENDANCE Good attendance assures that children will receive the greatest benefit from our program. We want all children to experience the learning activities planned daily. Mildly ill children are able to participate. See "Illness Policy". Early Head Start children are expected to attend at least 85% of the time each month, or a minimum of 27 hours a week of planned class operations. If attendance falls below 85%, we will work with our ELV specialist to create a plan to assist family with any barriers. If a child is scheduled to be out for an extended amount of time, we will need an extended leave form completed (please ask your ELV specialist) and on file to hold the childcare slot. If a child is absent more than 3 consecutive days due to illness, a doctor's note is required to return to childcare.
	ASISTENCIA DE LOS NIÑOS La buena asistencia asegura que los niños recibirán el mayor beneficio de nuestro programa. Queremos que todos los niños experimenten las actividades de aprendizaje planificadas a diario. Niños levemente enfermos pueden participar. Consulte la "Política de enfermedades". Se espera que los niños de Early Head Start asistan al menos el 85 % del tiempo cada mes, o un mínimo de 27 horas a la semana de operaciones de clases planificadas. Si la asistencia cae por debajo del 85 %, trabajaremos con nuestro especialista ELV para crear un plan para ayudar a la familia con cualquier barrera. Si un niño está programado para estar fuera por un período prolongado de tiempo, necesitaremos que complete un formulario de permiso extendida (pregúntele a su especialista de ELV) y se mantendrá en el archivo para mantener el espacio de cuidado infantil. Si un niño se ausenta más de 3 días consecutivos debido a una enfermedad, se requerirá una excusa médica por escrito para regresar a la guardería.
	حضور الأطفال يضمن الحضور المنتظم للأطفال الحصول على أكبر استفادة من برنامجنا. ونريد أن يجرّب جميع الأطفال أنشطة التعلم المقررة يوميًا. يُمكن للأطفال المرضى بشكل طفيف المشاركة بنسبة Early Head Start أعلى على "سياسة المرض". يُتوقع حضور الأطفال في برنامج 85% على الأقل من كل شهر، أو ما لا يقل عن 27 ساعة في الأسبوع من عمليات الصف المخطط لها. في حالة انخفاض الحضور إلى أقل من 85%، فسنعمل مع متخصصي برنامج مشروع التعلم المبكر لدينا لوضع خطة من أجل مساعدة الأسرة في مواجهة أي عوائق. سنحتاج إلى استكمال نموذج إجازة ممتدة (من فضلك اسأل متخصص برنامج مشروع التعلم المبكر الخاص بك)، ويجب أن يكون النموذج بالملف للاحتفاظ برخصة رعاية الطفل، إذا كان من المقرر خروج الطفل من المنزل لفترة طويلة من الوقت. يلزم إحضار شهادة طبية، إذا تغيب الطفل لأكثر من 3 أيام على التوالي 0

	CLASSROOM MANAGEMENT —Children's Center— advocates a positive approach to discipline. Our procedure on guidance, positive instruction, supporting positive behavior, discipline and consequences, is outlined below: ☛ Cultivate positive child, provider and family relationships. We have received training on positive teaching practices that ensure that children's behavior is guided in a positive manner. ☛ We continuously incorporate our families through daily communications regarding their child(ren) and encourage family involvement to ensure that their child(ren) is being guided in a positive direction. ☛ Create and maintain a socially and emotionally respectful early learning and care environment. ☛ We encourage positive interactions with each child through modeling and teaching methods that allow children to learn and be capable of respecting others socially and emotionally. ☛ Implement teaching strategies supporting positive behavior, prosocial peer interaction, and overall social and emotional competence in young children. ☛ We are trained to reinforce children's positive behavior effectively and positively and re-direct any behavior that is harmful. We also demonstrate ongoing positive interactions with each child, which helps children learn how to treat others in a positive way and to be more aware of the feelings of their peers. ☛ Work as a team to identify specific social and emotional needs of each child. We are trained in methods that enable us to understand children's behavior and develop positive behavior support plans for each child. ☛ We provide individualized social and emotional intervention supports for children who need them, including methods for understanding child behavior, and developing, adopting, and implementing a team based positive behavior support plan with the intent to reduce challenging behavior and prevent suspensions and expulsions. ☛ Provide access an early childhood mental health consultant or other specialist as needed. We strive to continuously strengthen our relationships with children and their families. Through regular, specialized trainings, we are able to identify the individual needs of children in our care. While working with families, we are able to provide each child with the specialized care that he/she may need. When a situation occurs that make a child's needs difficult to meet, the family will be given information on how to access an Early Childhood Mental Health Specialist to support their child in all environments. We currently partner with Mental Health Consultant Agency Centennial Mental Health 970-867-4924 MANEJO DEL SALÓN Children's Center aboga por un enfoque positivo de la disciplina. Nuestro procedimiento de orientación, instrucción positiva, apoyo al comportamiento positivo, disciplina y consecuencias se describe a continuación:
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<u>Staff AND Family:</u> Policy stating how the program provides supports for effective classroom management and works with Behavioral Health/Mental Health consultants to implements strategies to support social and emotional concerns to limit suspension and expulsion.	☛ Cultivar relaciones positivas entre el niño, el proveedor y la familia. Hemos recibido entrenamiento sobre prácticas de enseñanza positivas que aseguran que el comportamiento de los niños se guíe de manera positiva. ☛ Incorporamos continuamente a nuestras familias a través de comunicaciones diarias con respecto a su(s) hijo(s) y alentamos la participación familiar para asegurar que su(s) hijo(s) sea(n) guiado(s) en una dirección positiva. ☛ Crear y mantener un ambiente de cuidado y aprendizaje temprano social y emocionalmente respetuoso. ☛ Fomentamos las interacciones positivas con cada niño a través de modelos y métodos de enseñanza que les permitan aprender y ser capaces de respetar a los demás social y emocionalmente. ☛ Implementar estrategias de enseñanza que apoyen el comportamiento positivo, la interacción prosocial con los compañeros y la competencia social y emocional en general en los niños pequeños. ☛ Estamos entrenados para reforzar de manera efectiva y positiva el comportamiento positivo de los niños y redirigir cualquier comportamiento que sea dañino. También demostramos interacciones positivas continuas con cada niño, lo que ayuda a los niños a aprender cómo tratar a los demás de manera positiva y ser más conscientes de los sentimientos de sus compañeros. ☛ Trabajar en equipo para identificar las necesidades sociales y emocionales específicas de cada niño. Estamos entrenados en métodos que nos permiten comprender el comportamiento de los niños y desarrollar planes de apoyo de comportamiento positivo para cada niño. ☛ Brindamos apoyos de intervención social y emocional individualizados para los niños que los necesitan, incluidos métodos para comprender el comportamiento del niño; y desarrollar, adoptar e implementar un plan de apoyo de comportamiento positivo basado en equipo con la intención de reducir el comportamiento desafiante y prevenir suspensiones y expulsiones. ☛ Dar acceso a un consultor de salud mental de primera infancia u otro especialista, según sea necesario. Nos esforzamos en fortalecer continuamente nuestras relaciones con los niños y sus familias. A través de entrenamientos periódicos y especializados, podemos identificar las necesidades individuales de los niños bajo nuestro cuidado. Mientras trabajamos con las familias, podemos darle a cada niño la atención especializada que pueda necesitar. Cuando ocurra una situación que haga que las necesidades de un niño sean difíciles de satisfacer, la familia recibirá información sobre cómo acceder a un especialista en salud mental de primera infancia para apoyar a su hijo en todos los entornos. Actualmente estamos asociados con nombre, dirección y número de teléfono de la agencia consultora de salud mental.
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	إدارة الفصل الدراسي — اسم المشروع التجاري — يدعو إلى نهج إيجابي للانضباط. جرى توضيح إجراءاتنا الخاصة بالإرشاد، والتوجيه الإيجابي، ودعم السلوك الإيجابي، والانضباط، والمواقف، أحياناً. • ننمي الطفل إيجابياً، ونقدم له الرعاية الصحية، ونهتم بعلاقاته الأسرية. وذلك لأننا تلقينا تدريباً على أساليب التدريس الإيجابية التي تضمن تقويم سلوك الأطفال بطريقة إيجابية. • نشرك أسراً باستمرار من خلال التواصل اليومي بشأن طفلهم (أطفالهم) ونشجع مشاركة الأسرة من أجل ضمان توجيه أطفالهم بشكل إيجابي. • ننشئ ونحافظ على بيئة تعلم ورعاية مبكرة تحظى بالاحترام الاجتماعي والعاطفي. • نشجع التفاعل الإيجابي مع كل طفل من خلال أساليب إعطاء النماذج والتدريس التي تسمح للأطفال بالتعلم وجعلهم قادرين على احترام الآخرين على الجانب الاجتماعي والعاطفي. • تطبيق استراتيجيات التدريس التي تدعم السلوك الإيجابي، والتفاعل الإيجابي مع أقرانهم، والأهلية الاجتماعية والعاطفية الشاملة للأطفال الصغار. • نحن مدبرون على تعزيز السلوك الإيجابي للأطفال على نحو فعال وإيجابي، وعلى تقويم أي سلوك مُضر. ودائماً ما نظهر آليات التفاعل الإيجابية لكل الأطفال، من أجل مساعدتهم في تعلم كيفية معاملة الآخرين بنهج إيجابي، وليكونوا أكثر مراعاة لمشاعر أقرانهم. • نعمل ك فريق لتحديد الاحتياجات الاجتماعية والعاطفية الخاصة لكل طفل. نحن مدبرون على أساليب تكتنا من فهم تصرفات الأطفال وتطوير خطط من أجل تعزيز السلوك الإيجابي لكل طفل. • نحن نقدم دعم التدخل الاجتماعي والعاطفي الشخصي للأطفال الذين يحتاجونه، بما في ذلك طرق فهم سلوك الطفل، وتطوير، واعتماد، وتطبيق خطة دعم السلوك الإيجابي التي تقوم على العمل كفريق بهدف تقليل السلوك الصعب المراس ومنع الإيقاف والعزل. • توفير مستشار الصحة العقلية في مرحلة الطفولة المبكرة أو غيره من المختصين حسب الحاجة. حيث نسعى باستمرار إلى توليد علاقاتنا بالأطفال وأسرهم. كما أننا قادرين على تحديد الاحتياجات الخاصة للأطفال تحت رعايتنا، وذلك بفضل تدريبات منتظمة ومتخصصة. ونحن قادرين، أيضاً، على توفير رعاية متخصصة لكل طفل/طفلة في حالة الاحتياج إليها، بينما ننسق مع الأسر. ستزود الأسرة بمعلومات حول كيفية الوصول إلى أخصائي الصحة العقلية في مرحلة الطفولة المبكرة لدعم طفلهم في كل الأحوال، عندما تحدث حالة تجعل من الصعب تلبية احتياجات الطفل. نحن نشارك حالياً مع وكالة استشاري الصحة العقلية الاسم، العنوان، ورقم الهاتف.
<u>Staff: Policy stating that Early Head Start Parents / Guardians cannot be charged any fees including special events, field trips, and/or supply fees</u>	FEES Early Head Start Parents / Guardians are not to be charged for any supplies, field trip costs, family events, etc. Infants and toddlers participating in the Early Head Start Program receive diapers, wipes, and formula at no cost while in the care of the program. TARIFAS Padres / Guardianes de Early Head Start no tendrán cobros por suministros, costos de excursiones, eventos familiares, etc. Los bebés y niños pequeños que participan en el programa Early Head Start reciben pañales, toallitas húmedas y fórmula sin costo mientras están bajo el cuidado del programa. المصاريف Early Head Start لا تُحصل أي رسوم من أولياء الأمور أو الأوصياء في برنامج عن أي إمدادات أو تكاليف رحلة ميدانية أو أحداث عائلية، وما إلى ذلك. ويتلقى الرضع، حفاضات، ومفاديل مبللة، Early Head Start والمصارف المشاركون في برنامج. ولبن صناعي مجاناً أثناء فترة رعاية البرنامج.

<u>Staff:</u> Policy stating that the program agrees to ensure that EHS children will not be unenrolled for loss of CCCAP.	EXPULSION POLICY Children who are enrolled in Early Head Start cannot be unenrolled from EHS or the program due to loss of CCCAP. Any family who has lost their CCCAP should reach out to their childcare partnership specialist for finding support for their childcare fee.
	NORMA DE EXPULSIÓN Niños inscritos en Early Head Start no se podrán dar de baja de EHS o del programa debido a la pérdida de CCCAP. Cualquiera familia quien ha perdido CCCAP debería hablar con su especialista para encontrar apoyo para su tarifa de cuidado de niños.
	سياسة الطرد من قسم Early Head Start لا يمكن إلغاء تسجيل الأطفال المسجلين في برنامج أو البرنامج بسبب عدم الانضمام لبرنامج مساعدة (EHS) البيئة، والصحة، والسلامة (CCAP). رعاية الطفل في كولورادو

EHS Center Based Option	1302.21
<u>Staff:</u> Policy stating that no more than 8 children are placed in any learning environment; ratio 1 teacher to 4 children.	EARLY HEAD START RATIO & GROUP SIZE During our Early Head Start hours, we will place no more than 8 children in any Early Head Start learning environment (9 may be allowable with a third qualified teacher); and will maintain a ratio of 1 teacher to 4 children.
	PROPORCIÓN Y TAMAÑO DE GRUPO DE EARLY HEAD START Durante las horas de Early Head Start, tendremos a no más de 8 niños en cualquier ambiente de aprendizaje de Early Head Start (se pueden permitir 9 con un tercer maestro calificado); y se mantendrá una proporción de 1 maestro por 4 niños.
	مُعدّل برنامج EARLY HEAD START وحجم المجموعة خلال Early Head Start لن نضع أكثر من 8 أطفال في أي بيئة تعليمية لبرنامج ساعات عمله، (قد يُسمح بـ 9 ولكن يُعلم موزل ثالث) ونُحافظ على مُعدّل مُعلم لكل 4 أطفال
EHS Family Child Care Option	1302.23
<u>Staff:</u> Policy stating that no more than 6 children are placed in any learning environment; ratio 1 teacher to 6 children.	EARLY HEAD START RATIO & GROUP SIZE During our Early Head Start Hours, we will place no more than 6 children in any Early Head Start learning environment; and will maintain a ratio of 1 teacher to 6 children.
	PROPORCIÓN Y TAMAÑO DE GRUPO DE EARLY HEAD START Durante las horas de Early Head Start, tendremos a no más de 6 niños en cualquier ambiente de aprendizaje de Early Head Start; y se mantendrá una proporción de 1 maestro por 6 niños.
	مُعدّل برنامج EARLY HEAD START وحجم المجموعة خلال Early Head Start لن نضع أكثر من 6 أطفال في أي بيئة تعليمية لبرنامج ساعات عمله، ونُحافظ على مُعدّل مُعلم لكل 6 أطفال

Policy Council & Parent Committees	1301.3-1301.4
<u>Family:</u> Policy stating that EHS parents are automatically a part of the Parent Committee to help develop parent engagement activities. Parent Committee meetings will be held on a regular basis. Parent Engagement activities will be held at a minimum quarterly. Also, EHS parents have the option to be a part of Policy Council.	PARENT COMMITTEE Parents and guardians of children enrolled in Early Head Start are automatically a part of our parent committee. Parent / guardian participation is highly encouraged. The Parent Committee is a parent / guardian run committee to plan and discuss parent / guardian engagement opportunities. Parent engagement opportunities are held at a minimum quarterly. Parent Committee is designed to offer parents and guardians a forum where questions can be answered, suggestions can be made, and problems solved. Additionally, the Parent Committee ensures effective, two way, communication between staff and parents or guardians. Parents and guardians also have the opportunity to participate in Policy Council. Policy Council is made up of community members and EHS parents / guardians. Policy Council works in partnership with the Governing Body and key management staff to develop, review, and approve or disapprove specific policies and procedures to align with Head Start Program Performance Standards and the Head Start Act. Please let your ELV specialist know if you are interested in this leadership opportunity.
	COMITE DE PADRES Los padres y guardianes de los niños inscritos en Early Head Start son automáticamente parte de nuestro comité de padres. Se anima fuertemente la participación de los padres/guardianes. El Comité de Padres es un comité dirigido por padres/guardianes para planificar y discutir oportunidades de participación de padres/guardianes. Las oportunidades para la participación de los padres se llevan a cabo como mínimo trimestralmente. El Comité de Padres está diseñado para ofrecer a los padres y guardianes un foro donde se pueden responder a preguntas, hacer sugerencias y resolver problemas. Además, el Comité de Padres garantiza una comunicación bidireccional efectiva entre el personal y los padres o guardianes. Los padres y guardianes también tienen la oportunidad de participar en el Concilio de Normas. El Concilio de Normas está compuesto por miembros de la comunidad y padres/guardianes de EHS. El Concilio de Normas trabaja en asociación con el Cuerpo Gobernante y el personal de administración clave para desarrollar, revisar y aprobar o desaprobador normas y procedimientos específicos para alinearse con las Normas de Desempeño del Programa Head Start y las Reglas de Head Start. Informe a su especialista en ELV si está interesado en esta oportunidad de liderazgo

	Early Head Start أصبح أولياء أمور أو الأوصياء على الأطفال الذين سجلوا في برنامج تلقائيًا جزءًا من لجنة أولياء الأمور. يُرَجَّب بمشاركة أولياء الأمور أو الأوصياء بشدة. ولجنة أولياء الأمور هي لجنة يُديرها أولياء الأمور أو الأوصياء من أجل تعليم ومناقشة فرص إشراكهم. وتُعقد فرص إشراك أولياء الأمور كل ثلاثة أشهر على الأقل. كما تُرست لجنة أولياء الأمور من أجل تقديم منتدى لأولياء الأمور أو الأوصياء حيث يُمكن الإجابة على الأسئلة وتقديم الاقتراحات وحل المشكلات. وتُضمن لجنة أولياء الأمور، بالإضافة إلى ذلك، التواصل الفعال بين كلا الجانبين من الموظفين، وأولياء الأمور أو الأوصياء. بالك أولياء الأمور أو الأوصياء الفرصة للمشاركة في لجنة السياسات. ولجنة السياسات هي لجنة مُكونة من أفراد المجتمع وأولياء الأمور أو الأوصياء يقسم البيئة، والصحة، والسلامة. وتعمل لجنة السياسات بالشراكة مع مجلس الإدارة وموظفيها الرئيسيين من أجل تطوير، ومراجعة، وHead Start واعتماد، أو رفض سياسات وإجراءات مُعينة لتتماشى مع معايير أداء برنامج. وقانونه. أُعْلِم متخصص برنامج مشروع التعلم المبكر إذا كنت مهتمًا بفرصة القيادة هذه.
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Education & Child Development	1302.30-1302.36; 1301.3-1301.4
Staff AND Family: Policy stating parent's input, engagement, and their role as child's lifelong educators supporting their child's education.	PARENTAL ENGAGEMENT We support parents as their child's first teacher and believe that parents / guardians should provide input and engagement supporting their child's education on an ongoing basis and in their family's home language. Families may receive a survey annually from ELV to gather information on preferred engagement opportunities.
	PARTICIPACIÓN DE LOS PADRES Apoyamos a los padres como los primeros maestros de sus hijos y creemos que los padres/guardianes deben aportar y participar en la educación de sus hijos de manera continua y en el idioma del hogar de la familia. Las familias pueden recibir una encuesta anual de ELV para recopilar información sobre las oportunidades de participación preferidas:
	مشاركة أولياء الأمور نحن ندعم أولياء الأمور باعتبارهم المعلمين الأوائل لأطفالهم ونعتقد أن أولياء الأمور أو الأوصياء يجب أن يساهموا ويشاركوا بدعمهم من أجل تعليم أطفالهم بشكل مستمر وباللغة الأم لأسرهم. لذلك قد تتلقى العائلات استطلاعا سنويا من مشاريع التعلم المبكر من أجل جمع المعلومات حول فرص المشاركة التي يفضلونها.
Staff AND Family: Policy stating parent input in policy and procedures regarding parents input and involvement in the curriculum implementation.	PARENTAL INPUT We support input and engagement from parents and guardians in curriculum implementation in several ways. First, we have a comment box where parents / guardians can share feedback on policies and procedures as well as curriculum. Additionally, teachers send home activities related to classroom curriculum to create a link between home and school. Parents and guardians are also asked to support curriculum in various ways. For example, Home Visits and Parent Teacher Conferences are an opportunity for parents and guardians to share ideas for activities that can enhance current curriculum. Additionally, if a parent or guardian has skills that can enhance classroom curriculum, teachers may invite parents / guardians to share those skills in developmentally appropriate ways. Finally, parents and guardians may be able to volunteer in the program.

	APORTES DE LOS PADRES Apoyamos los aportes y la participación de los padres y guardianes en la implementación del currículo de varias maneras. Primero, tenemos un buzón de comentarios donde los padres/guardianes pueden compartir comentarios sobre normas y procedimientos, así como también sobre el currículo. Además, los maestros envían a casa actividades relacionadas con el currículo del salón de clases para crear un vínculo entre el hogar y la escuela. También se les pide a los padres y guardianes que apoyen el currículo de varias maneras. Por ejemplo, las visitas al hogar y las conferencias de padres y maestros son una oportunidad para que los padres y guardianes compartan ideas sobre actividades que pueden mejorar el currículo actual. Además, si un padre o guardián tiene habilidades que pueden mejorar el currículo del salón de clases, los maestros pueden invitar a los padres o guardianes a compartir esas habilidades de manera apropiada para el desarrollo. Finalmente, los padres y guardianes pueden ser voluntarios en el programa. مشاركة أولياء الأمور نحن ندعم المساهمات والمشاركات من جانب أولياء الأمور والأوصياء في تطبيق المنهج الدراسي بطرق عديدة. أولاً، لدينا صندوق مقترحات حيث يمكن لأولياء الأمور أو الأوصياء مشاركة ملاحظاتهم فيما يخص السياسات والإجراءات وأيضاً في المنهج الدراسي. ويُرسل المعلمون، بالإضافة إلى ذلك، الأنشطة المنزلية المتعلقة بالمنهج الصف الدراسي، لخلق رابط بين المنزل والمدرسة. كما أن أولياء الأمور والأوصياء معينين يدعم المنهج الدراسي بطرق عديدة. وتُعد الزيارات المنزلية ومؤتمرات أولياء الأمور والمُعَلِّمين، على سبيل المثال، فرصة لأولياء الأمور أو الأوصياء من أجل مشاركة الأفكار حول الأنشطة التي يمكن أن تدعم المنهج الدراسي العالي. بالإضافة إلى ذلك، إذا كان أحد أولياء الأمور أو الأوصياء لديه مهارات، يمكن أن تدعم المنهج الدراسي في الصف، فيجوز للمُعَلِّمين دعوة أولياء الأمور أو الأوصياء من أجل مشاركة هذه المهارات بطرق مناسبة تنمويًا. أخيراً، يمكن لأولياء الأمور والأوصياء التطوع في هذا البرنامج.
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<u>Staff AND Family:</u> Policy stating EHS enrolled child(ren) have two (2) Home Visits and two (2) Parent Teacher Conferences in a program year.	HOME VISITS AND PARENT CONFERENCES All parents / guardians of children enrolled in our Early Head Start Program have the opportunity to participate in two home visits and two parent conferences each school year. Our staff will schedule home visits and conferences with parents / guardians to collaboratively discuss the child's classroom experiences and developmental progress and set goals. Home visits are a wonderful way for a child's teacher to get to know the child better. They allow a teacher to better understand the home environment and to observe if a child behaves similarly at home and in the childcare setting. During Home Visits and Parent Teacher Conferences, we will discuss the child's screening results, assessments, and strengths. Parents / guardians will be asked to provide input by sharing observations of the child's development and provide input into their curriculum. Together parents / guardians and teachers will develop goals and activities that we can do both at home and at the program to help your child meet her/his educational needs towards school readiness. As a partner for the child's learning, parents and guardians are encouraged to share special cultural and child-rearing practices that might assist the teachers in understanding and providing more responsive care to the child. VISITAS AL HOGAR Y CONFERENCIAS DE PADRES Todos los padres/guardianes de niños inscritos en nuestro Programa Early Head Start tienen la oportunidad de participar en dos visitas al hogar y dos conferencias de padres cada año escolar. Nuestro personal programará visitas al hogar y conferencias con los padres/guardianes para charlar en colaboración sobre las experiencias del niño en el salón de clases y su progreso en desarrollo y establecer metas. Las visitas al hogar son una manera maravillosa para que el maestro de un niño lo conozca mejor. Permiten que un maestro comprenda mejor el ambiente del hogar y observe si un niño se comporta de manera similar en el hogar y en el ambiente de cuidado infantil. Durante las visitas al hogar y las conferencias de padres y maestros, discutiremos los resultados de las evaluaciones, los asesoramientos y las fortalezas del niño. Se les pedirá a los padres/guardianes que brinden su opinión compartiendo observaciones sobre el desarrollo del niño y aporten a su plan de estudios. Juntos, los padres/guardianes y maestros desarrollarán metas y actividades que podemos hacer tanto en el hogar como en el programa para ayudar a su hijo a satisfacer sus necesidades educativas hacia la preparación escolar. Como socios para el aprendizaje del niño, se alienta a los padres y guardianes a compartir prácticas culturales y de crianza especiales que puedan ayudar a los maestros a comprender y brindar una atención más receptiva al niño.
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	لزيارات المنزلية ومؤتمرات أولياء الأمور Early Head Start يغطي كل أولياء أمور أو أوصياء الأطفال الذين سجلوا في برنامجنا بالفرصة للمشاركة في زيارتين منزليتين ومؤتمرين لأولياء الأمور في كل عام Start دراسي. وسيجدول فريقنا الزيارات المنزلية والمؤتمرات مع أولياء الأمور أو الأوصياء من أجل مناقشة تجارب الصف الدراسي للطفل والتقدم التنموي وتحديد الأهداف بطريقة تعاونية. وتُعد الزيارات المنزلية طريقة رائعة لمعلم الطفل لمعرفة الطفل أكثر. فذلك يسمح للمعلم بفهم بيئة المنزل بشكل أفضل، وملاحظة ما إذا كان الطفل يتصرف بشكل مشابه في المنزل، وفي فصل رعاية الطفل. وسنناقش نتائج متابعة الطفل، وتقييماته، ونقاط قوته، أثناء الزيارات المنزلية ومؤتمرات أولياء الأمور والمعلمين. كما سيطلب من أولياء الأمور أو الأوصياء تقديم مساهماتهم من خلال مشاركة الملاحظات حول تطور الطفل، وتقديم مساهمات في مناهجه الدراسية. وسيطور أولياء الأمور أو الأوصياء والمعلمون معاً أهدافاً وأنشطة يمكننا القيام بها في المنزل والبرنامج من أجل مساعدة طفلك على تلبية احتياجاته التعليمية ليستعد للدراسة. ونحن نشجع أولياء الأمور والأوصياء على مشاركة الممارسات الثقافية الخاصة وتربية الطفل، بصفتنا شركاء في تعلم الطفل، وهذه الممارسات تساعد المعلمين في فهم وتقديم رعاية بها استجابة أكثر للطفل.
Staff AND Family: Policy stating when a majority of children in the class speak the same language, at least one staff member must speak such language.	STAFF LANGUAGE REFLECTING MAJORITY LANGUAGE Children's Center will provide support to children whose primary language is other than English (including ASL) to encourage and support the child's full participation and involvement in their classroom. At least one teacher in the classroom will be bilingual if there is a dominant second language in that classroom for a majority of children. LENGUAJE DEL PERSONAL QUE REFLEJA EL LENGUAJE DE LA MAYORÍA Children's Center dará apoyo a los niños cuyo idioma principal no sea el inglés (incluyendo el ASL) para alentar y apoyar la participación plena e involucración de su hijo en su salón de clases. Por lo menos un maestro en su salón de clases será bilingüe si hay un segundo idioma dominante en ese salón. لغة الموظفين تعكس لغة الغالبية سيوفر الموقع الدعم للأطفال الذين لغتهم الأم غير الانجليزية (بما في ذلك لغة الإشارة الأمريكية) من أجل تشجيع ودعم المشاركة الكاملة للطفل وانخراطه في الصف الدراسي. سيكون هناك معلم يتحدث لغتين على أقل تقدير، إذا كان هناك لغة ثانية سائدة في الصف بالنسبة لأغلبية الأطفال.

<u>Staff AND Family:</u> Policy stating that a translator/service will be available for all Early Head Start enrolled families.	TRANSLATION AND HOME LANGUAGE Families can receive communication in their home language in the following ways: —Through a staff member or personal family member fluent in their language. —Written document translated from English to another language with Google Translate. —Translator line may be accessed online or via phone (ask the ELV specialist) TRADUCCIÓN E IDIOMA DEL HOGAR Los estudiantes y los padres pueden recibir comunicación en su idioma natal en las siguientes maneras: —A través de un miembro del personal o un familiar que hable su idioma con fluidez. —Documento escrito traducido del inglés a otro idioma con Google Translit. —Se puede acceder a la línea de traducción en línea o por teléfono a través de un especialista en EHS الترجمة واللغة الأم سيتم التواصل مع الأسر بلغتهم الأم من خلال الطرق الآتية: —من خلال أحد أعضاء الفريق أو أحد أفراد الأسرة الطليق في لغتهم. —أو عن طريق وثيقة مُترجمة من الانجليزية إلى لغة أخرى باستخدام ترجمة جوجل. —يُمكن التوصل إلى مُترجم عبر الإنترنت أو الهاتف (اسأل مُتخصص برنامج مشروع (التعلم المبكر)
<u>Staff AND Family:</u> Policy on how program supports a child's home language.	HOME LANGUAGE Since we know that all children are rooted in their families, we honor each family's individual culture in our learning environments. The development and maintenance of home language is valued and supported. — We will help children to understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, physical cues, and by establishing daily routines that the child can participate in even if English is not their spoken primary language. Teachers will use a variety of vocabulary and engage in sustained conversations with a child about their experiences. If the child is learning English as a second language, it is very important to continue to develop the child's first language at home. Not only will this strengthen the parent or guardian—child relationship and prevent the loss of the home language, but it will also make it easier for the child to learn English. In addition, for families who speak a language other than English, parents / guardians are encouraged to share their spoken and written language with their child's classroom.

	Parents / guardians may be asked to help provide written labels for the classroom, teach songs, read stories, and teach adults and children how to speak, read, or write words or letters in their home language. Should you need communication in a preferred language other than English, please notify program staff or the ELV specialist, and we will use internal and / or external resources to meet your needs.
	NORMA DEL IDIOMA DEL HOGAR Como sabemos que todos los niños están arraigados en sus familias, respetamos la cultura individual de cada familia en nuestro ambiente de aprendizaje. Como ejemplo, se valora y apoya el desarrollo y mantenimiento del idioma del hogar. Ayudaremos a los niños a comprender el lenguaje hablado (particularmente cuando los niños están aprendiendo un nuevo idioma) usando imágenes, objetos familiares, lenguaje corporal, señales físicas y estableciendo rutinas diarias en las que el niño pueda participar incluso si el inglés no es su idioma natal primario. Los maestros usarán una variedad de vocabulario y tendrán conversaciones sostenidas con su hijo sobre sus experiencias. Si su hijo está aprendiendo inglés como segundo idioma, es muy importante continuar desarrollando el primer idioma del niño en casa. Esto no solo fortalecerá la relación entre padres e hijos y evitará la pérdida del idioma del hogar, sino que también facilitará que su hijo aprenda inglés. Además, para las familias que hablan un idioma que no sea inglés, se le alienta a los padres a compartir su idioma hablado y escrito con el salón de clases de su hijo. Se les puede pedir a los padres que ayuden a dar etiquetas escritas para el salón de clases, enseñar canciones, leer cuentos y enseñar a adultos y niños cómo hablar, leer o escribir palabras o letras en su idioma natal. Si necesita comunicación en un idioma preferido que no sea el inglés, notifique al maestro de su hijo o al personal de administración, y utilizaremos recursos internos o externos para satisfacer sus necesidades.

اللغة الأم

نظراً لأننا نعلم أن كل الأطفال ترعرعوا في أسرهم، فإننا نحترم الثقافة الفردية لكل أسرة في بيئات التعلم لدينا.

ويُعد التطوير والحفاظ على اللغة الأم أمر يستحق التقدير والدعم. سنُساعد الأطفال في فهم اللغة المنطوقة باستخدام الصور والأشياء التي يألّفوها ولغة الجسد والإيماءات الجسدية (خاصة عندما يتعلم الأطفال لغة جديدة)، وأيضاً عن طريق الالتزام ببروتين يرمي يُمكن للطفل المشاركة فيه حتى لو لم تكن اللغة الإنجليزية هي اللغة المنطوقة الأم.

وسنستخدم المعلمون مجموعة متنوعة من المفردات ودمجها في محادثات مستمرة مع الطفل حول تجاربهم. كما أنه من المهم للغاية مواصلة تنمية اللغة الأم للطفل بالمنزل، إذا كان الطفل يتعلم اللغة الانجليزية كلغة ثانية. ولن يؤدي بنا هذا إلى تعقيد العلاقة بين أولياء الأمور أو الأوصياء والطفل ويمنع فقدان لغته الأم وحسب، بل سيُسهل أيضاً على الطفل تعلم اللغة الإنجليزية.

ونُشجع، بالإضافة إلى ذلك، أولياء الأمور أو الأوصياء على مشاركة لغتهم المنطوقة والمكتوبة مع الفصل الدراسي لأطفالهم، وذلك للعائلات التي تتحدث لغة أخرى غير الإنجليزية. وقد يُطلب من أولياء الأمور أو الأوصياء المساعدة في توفير ملصقات مكتوبة للمصنف الدراسي، وتعليم الأغاني، وقراءة القصص، وتعليم البالغين والأطفال كيفية التحدث، أو القراءة، أو كتابة الكلمات أو الحروف بلغتهم الأم.

يُرجى إخطار فريق البرنامج أو مُتخصص برنامج مشروع التعلم المبكر، إذا كنت بحاجة إلى التواصل بلغة مفضلة غير الإنجليزية وسنستخدم موارد داخلية و/أو خارجية من أجل تلبية احتياجاتك.

<u>Staff AND Family:</u> Policy stating that all EHS children will receive the following screenings within 45 days of enrollment: ASQ-SE2 & ASQ-3 (developmental screeners), vision, hearing, and height/weight. They will also receive a dental screening within 90 days of enrollment. ASQs will also be done at a minimum <u>two times a year</u> and more often when there are concerns.	DEVELOPMENTAL SCREENINGS Early Head Start ensures that all children entering the program receive developmental, sensory, and social/emotional screening. Parent / guardian permission and the child's developmental history are obtained before the screening. The screening procedure will be sensitive to the child's cultural and linguistic background. This developmentally appropriate process may identify children who need to be referred for formal assessments (transdisciplinary evaluations). Many screenings are conducted within 45 days of the child's entry in the program. Trained staff members use standardized screening tools to evaluate communication, gross / fine motor, problem solving, personal social, and social-emotional skills (using the Ages & Stages (ASQ-3 EVALUACIONES DE DESARROLLO Early Head Start asegura que todos los niños ingresando al programa reciban evaluaciones del su desarrollo y estado sensorial y socioemocional. El permiso de los padres/guardianes y el historial de desarrollo del niño se obtienen antes de la evaluación. El procedimiento de evaluación será sensible a los antecedentes culturales y lingüísticos del niño. Este proceso apropiado para el desarrollo puede identificar a los niños que necesitan ser referidos para evaluaciones formales (evaluaciones transdisciplinarias). Muchas evaluaciones se realizan dentro de los 45 días después de la entrada del niño al programa. Miembros entrenados del personal utilizan útiles de detección estandarizadas para evaluar la comunicación, la motricidad gruesa y fina, la resolución de problemas, las habilidades personales, sociales y socioemocionales mediante el Cuestionario de Edades y Etapas (ASQ-3) para las evaluaciones de desarrollo y Edades y Etapas (ASQ-SE2) para evaluaciones socioemocionales. Los ASQ se realizarán como mínimo dos veces al año después de la evaluación inicial y con más frecuencia cuando haya inquietudes. Exámenes adicionales ofrecidos para los niños de Early Head Start dentro de los 45 días de la inscripción incluyen visión, audición, altura/peso. Se ofrecerá un examen dental dentro de los 90 días después de su inscripción
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	الفرصات التنموية يُضمن برنامج Early Head Start أن يتلقى جميع الأطفال الذين يدخلون البرنامج فحصاً تنموياً ومعنوياً واجتماعياً أو عاطفياً. ونحصل على إذن أحد أولياء الأمور أو الأوصياء وتاريخ تنمية الطفل قبل الفحص. وستكون عملية الفحص حساسة فيما يتعلق بخلفية الطفل الثقافية واللغوية. وقد تُعد هذه العملية التنموية المناسبة للطفل الذي بحاجة إلى تقييمات رسمية (التقييمات من عدة أوجه). وتُجرى العديد من الفحوصات خلال 45 يوماً من دخول الطفل في البرنامج. ويستخدم الموظفون المدربون أدوات فحص مُوحدة من أجل تقييم التواصل، والمركبة الإجمالية أو الدقيقة، وحل المشكلات، والمهارات الشخصية الاجتماعية، والعاطفية الاجتماعية باستخدام استبيانات مراحل التطور العمرية (ASQ-3) وهو استبيان للفرصات التنموية والأعمال، واستبيانات الأعمال والمراحل: العاطفية الاجتماعية (ASQ-SE2) للفرصات الاجتماعية أو العاطفية. وستُجرى هذه الاستبيانات مرتين على مدار العام بعد الفحص الأول، وأكثر من ذلك إذا وجدت بعض المخاوف. Early Head: Start وتتضمن الفرصات الإضافية المقدمة للأطفال برنامج فحوصات الرؤية، والسمع، والطول أو الوزن خلال 45 يوماً من التسجيل. وسيوفر فحص للأمن خلال 90 يوماً من التسجيل.
Staff AND Family: Policy stating that the program sustains continuity of care with Early Head Start children in EHS assigned classrooms.	CONTINUITY OF CARE Continuity of care is the practice of keeping a group of young children and their teaching team together over a period of multiple years, which promotes the formation of trusting relationships, secure attachments, and long-lasting bonds. Along with providing each child with a primary caregiver, Children's Center implements staffing patterns that demonstrate a commitment to providing continuity of care. CONTINUIDAD DE CUIDADO La continuidad del cuidado es la práctica de mantener juntos a un grupo de niños pequeños y su equipo de enseñanza durante un período de varios años, lo que promueve la formación de relaciones de confianza, apegos seguros y lazos duraderos. Además de darle a cada niño un cuidador principal, Children's Center implementa patrones de personal que demuestran el compromiso de brindar continuidad en su cuidado. استمرارية الرعاية استمرارية الرعاية هي ممارسة الاحتفاظ بمجموعة من الأطفال الصغار وفريق التدريس الفاصل بهم معاً لعدة سنوات، مما يعزز تكوين علاقات قائمة على الثقة، والارتباط الآمن، والروابط طويلة الأمد. وذلك جنباً إلى جنب مع تزويد كل طفل بمقدم رعاية أساسي، مع تطبيق أنماط التوظيف التي تظهر الالتزام بتوفير استمرارية الرعاية.

Staff: Policy stating that programs use a research-based curriculum that is developmentally appropriate for infants and toddlers. Family optional	RESEARCH BASED CURRICULUM Children's Center, in partnership with Early Head Start, utilizes the "Creative Curriculum for Infants, Toddlers and Two's". The Creative Curriculum offers choices and encourages flexibility for both children and teachers. All components are research-based and supported by Early Childhood theorists. Children's Center staff will observe each child to learn about their interests, abilities and how they learn. The focus is on creating a social, emotional and intellectual climate that lets children build relationships that support their exploration. —Social and Emotional: Teachers will respond to children's needs. Children will begin to hear the words that describe feelings; happy, sad, etc. Teachers will help children to begin friendships, solve problems, and try new things. —Cognitive: Children become confident learners by trying out their own ideas and experiencing success. The interests of children will help us decide what activities will be available, to help them become motivated learners. —Literacy: Stories and books will be available to children. Reading to a young child, (including pre-natal) encourages them to enjoy quiet time. By reading and talking about the pictures children begin to grow vocabulary and understand words and that putting words together has meaning. This will help children to develop a love of reading for later in life. —Language: By listening to talking and singing, children begin to develop skills in listening and using words. Children will learn in their primary home language, although English will be spoken in all classrooms. —Physical Health and Development: Children grow in their ability to control their muscles through activities like scooting, rolling, crawling, walking, kicking, throwing and running. Children learn about taking care of their bodies by brushing teeth, blowing their noses, washing their hands, and using the restroom
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	CURRÍCULO BASADO EN INVESTIGACIÓN Children's Center, en asociación con Early Head Start, utiliza el "Creative Curriculum for Infants, Toddlers and Two's" (Currículo Creativo para bebés, niños pequeños y de dos años). El currículo ofrece opciones y fomenta la flexibilidad ambos para los niños y los maestros. Todos los componentes están basados en investigaciones y respaldados por teóricos de la primera infancia. El personal de Children's Center observará a cada niño para conocer sus intereses, habilidades y cómo aprenden. El enfoque está en crear un clima social, emocional e intelectual que permita a los niños a construir relaciones que apoyen su exploración. —Social y Emocional: Los maestros responderán a las necesidades de los niños. Los niños empezarán a escuchar las palabras que describen los sentimientos; feliz, triste, etc. Los maestros ayudarán a los niños a formar amistades, resolver problemas y probar cosas nuevas. —Cognitivo: los niños se vuelven aprendices confiados al probar sus propias ideas y experimentar el éxito. Los intereses de los niños nos ayudarán a decidir qué actividades estarán disponibles, para ayudarlos a convertirse en estudiantes motivados. —Alfabetización/Lectura: Cuentos y libros estarán disponibles para los niños. Leerle a un niño pequeño (incluido el prenatal) los alienta a disfrutar del tiempo de tranquilidad. Al leer y hablar sobre las imágenes, los niños comienzan a desarrollar su vocabulario y comprender las palabras, y el significado de juntar palabras. Esto ayudará a los niños a desarrollar un amor por la lectura para más adelante en la vida. —Lenguaje: Al escuchar hablar y cantar, los niños comienzan a desarrollar habilidades para escuchar y usar palabras. Los niños aprenderán en su lengua materna principal, aunque se hablará inglés en todos los salones. —Salud física y desarrollo: Los niños crecen en su capacidad de controlar sus músculos a través de actividades como deslizarse, rodar, gatear, caminar, patear, lanzar y correr. Los niños aprenden a cuidar su cuerpo cepillándose los dientes, sonándose la nariz, lavándose las manos y usando el baño.
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	المنهج القائم على البحث يستخدم "المنهج الإبداعي للرضع، والأطفال الصغار، وكلاهما" بالاشتراك مع برنامج Early Head Start. ويوفر المنهج الإبداعي الفرص، ويجمع على المرونة سواءً للأطفال، أو المعلمين. وتعد كل هذه العناصر مبنية على أبحاث ومدعمة من واضعي نظريات في الطفولة المبكرة. تتألف الفريق كل طفل ليوفر المزيد عن اهتماماته، وقدراته، وكيفية تعلمه. وينصب التركيز على خلق مناخ اجتماعي، وعاطفي، وفكري يوفر للأطفال بناء علاقات تدعم استكشافهم. الجانب الاجتماعي والعاطفي: يستجيب المعلمون لاحتياجات الأطفال. ويسرع الأطفال في سماع الكلمات التي تصف المشاعر، مثل: سعيد، حزين، وغيره. كما يساعد المعلمون الأطفال على بدء محادثات وحل المشكلات وتجربة أشياء جديدة. الإدراك: يصبح الأطفال متعلمين واثقين من أنفسهم من خلال تجربة أفكارهم وتجربة النجاح. وستساعدنا اهتمامات الأطفال في تحديد الأنشطة التي ستوفر، من أجل مساعدتهم في أن يصبحوا متعلمين متحمسين. معرفة القراءة والكتابة: ستوفر القصص والكتب للأطفال. حيث تشجع القراءة للطفل الصغير على الاستمتاع بوقت هادئ (بما في ذلك ما قبل الولادة). ويبدأ الأطفال في تنمية المفردات وفهم الكلمات، وأن وضع الكلمات إلى جانب بعضها يدل على معنى، وذلك من خلال القراءة والحديث عن الصور. وسيساعد هذا الأطفال على تطوير حب القراءة في حياتهم المستقبلية. اللغة: يشرح الأطفال في تطوير مهارات الاستماع واستخدام المفردات، بالاستماع والتحدث، والغناء. وسيتعلم الأطفال كأولوية لهم لغتهم الأم، على الرغم من أن الحديث سيكون بالإنجليزية في كل الفصول الدراسية. الصحة الجسدية والتطوير ينمو الأطفال ولديهم القدرة على التحكم في عضلاتهم من خلال أنشطة، مثل: الإسراع، والدمرجة، والزحف، والمشي والركل، والرمي، والعري. ويتعلم الأطفال كيفية الحفاظ على أجسادهم من خلال تنظيف أسنانهم بالفرشاة، وتنظيف مخاط أنوفهم، وغسل أيديهم، والذهاب إلى دورة المياه.
<u>Staff:</u> Policy stating that the program conducts ongoing assessments on EHS children to individualize the instruction and learning for each child and that My Teaching Strategies is one tool used to assess children.	ONGOING ASSESSMENT Children's Center, in partnership with EHS, will implement an ongoing assessment process by collecting child level assessment data using valid and reliable assessments to determine each child's status and progress, My Teaching Strategies will be used to perform these assessments. Children's Center will conduct ongoing assessment on EHS children to individualize the instruction and learning for each child. These structured observations by staff will include anecdotal notes, objective data forms, parental input through family contacts, photographs, and videos. Teachers will share the written results of the GOLD Developmental Assessment with the child's parent(s) or guardian two times per year at parent teacher conferences, and the teacher together with the parent(s) or guardian(s) will set developmental goals for the child based on the assessment results. At any time, if the results indicate any area(s) of possible concern, staff will meet with parents / guardians to make recommendations, including referral for in-depth evaluation if indicated.

EVALUACIÓN CONTINUA

Children's Center, en asociación con EHS, implementará un proceso de evaluación continuo mediante la recopilación de datos de evaluación a nivel del niño utilizando evaluaciones válidas y confiables para determinar el estado y el progreso de cada niño. "My Teaching Strategies" (Mis estrategias de enseñanza) se utilizará para realizar estas evaluaciones. Children's Center conducirá una evaluación continua de los niños de EHS para individualizar la instrucción y el aprendizaje de cada niño. Estas observaciones estructuradas por parte del personal incluirán notas anecdóticas, formularios de datos objetivos, aportes de los padres a través de contactos familiares, fotografías y videos. Los maestros compartirán los resultados escritos de la Evaluación de Desarrollo GOLD con los padres o guardianes del niño dos veces al año en conferencias de padres y maestros, y el maestro junto con los padres o guardianes establecerán metas de desarrollo para el niño en base a los resultados de la evaluación. En cualquier momento, si los resultados indican cualquier área de posible preocupación, el personal se reunirá con los padres/guardianes para hacer recomendaciones, incluyendo un referido para a evaluación a profundidad, si se indica.

التقييم المستمر

منطبق، بالشراكة مع قسم البيئة، والصحة، والسلامة، تقييمًا مستمرًا من خلال جمع بيانات تقييم مستوى الطفل باستخدام تقييمات صحيحة وموثوقة من أجل تحديد حالة كل طفل وتقديم، ومستخدم استراتيجيات التدريس الخاصة بي لإجراء هذه التقييمات. سؤيري تقييمًا مستمرًا للأطفال برنامج قسم البيئة، والصحة، والسلامة، من أجل إضفاء الطابع الفردي على التقييمات والتعلم لكل طفل. ستشمل ملاحظات الموظفين المنظمة ملاحظات قصصية، ونماذج بيانات موضوعية، ومساهمة أبوية من خلال التواصل العائلي، والصور الفوتوغرافية، ومقاطع الفيديو. المكتوب مع ولي الأمر (GOLD) وسيشارك المعلمون نتائج التقييم التنموي الذهبي (أولياء الأمور) أو الوصي مرتين سنويًا في مؤتمرات أولياء الأمور، وسيحدد المعلم مع ولي الأمر (أولياء الأمور) أو الوصي (الأوصياء) أهداف الطفل التنموية بناءً على نتائج التقييم. إذا أشارت النتائج في أي وقت إلى أي مجال (مجالات) مثير للقلق، فسيجتمع الموظفون مع أولياء الأمور أو الأوصياء من أجل تقديم توصيات، بما في ذلك الإحالة إلى التقييم المتخصص إذا تمت الإشارة إلى ذلك.

Health Program Services	4302.40-4302.47
<u>Staff AND Family:</u> Policy stating the program is a part of CACFP, program designs and how you deliver nutritional services that are culturally and developmentally appropriate, meet the needs of children, and accommodate the feeding requirements of each child. Also includes the times the meals are served.	MEALS We serve nutritionally balanced, attractive, highest quality food each day by participating in the Child and Adult Care Food Program (CACFP) and deliver nutritious meals in accordance with USDA guidelines at no extra charge to the parents. A weekly menu is available at the front door under parent / guardian info. All meals are served family style, and children are encouraged to eat all foods offered. We do our best to offer a wide variety of age-appropriate foods from the cultures of our families. If a child requires a special diet, we ask that you provide a doctor's note or letter from a clergyperson, and we will do our best to accommodate your child. All children will be served meals if they are present during the scheduled mealtimes. If they miss a scheduled mealtime, then it is the parent's responsibility to ensure the child has eaten prior to arriving. Our staff members model eating a variety of foods offered with the children. Our meal and snack schedule are as follows: Breakfast: 7:00 am-8:00 am Lunch: 11:30 am-12:30 pm Afternoon Snack: 3:00 pm-4:00 pm COMIDAS Servimos alimentos nutricionalmente balanceados, atractivos y de la más alta calidad todos los días al participar en el Programa de Alimentos para el Cuidado de Niños y Adultos (CACFP) y entregamos comidas nutritivas de acuerdo con las reglas del USDA sin cargo adicional para los padres. Hay un menú semanal disponible en la puerta de entrada bajo la información para padres/guardianes. Todas las comidas se sirven al estilo familiar y se anima a los niños a comer todos los alimentos que se ofrecen. Hacemos todo lo posible para ofrecer una variedad amplia de alimentos apropiados para la edad de las culturas de nuestras familias. Si un niño requiere una dieta especial, le pedimos que provea una nota del médico o una carta de un clérigo y haremos todo lo posible para acomodar a su hijo. A todos los niños se les servirán comidas si están presentes durante las horas de comida programadas. Si no están presentes durante una hora de comida programada, es responsabilidad de los padres asegurarse de que el niño haya comido antes de llegar. Los miembros de nuestro personal modelan comiendo una variedad de alimentos ofrecidos con los niños. Nuestro horario de comidas y meriendas es el siguiente: Desayuno: 7:00 am-8:00 am Almuerzo: 11:30 am-12:30 pm Merienda: 3:00 pm-4:00 pm

	الوجبات نقدم طعامًا متوازنًا غذائيًا، وراثيًا، وعالي الجودة يوميًا من خلال المشاركة مع برنامج رعاية أغذية الطفل والبالغين (CACFP) وتقديم وجبات غذائية وفقًا لإرشادات قسم الزراعة بالولايات المتحدة الأمريكية دون رسوم إضافية على الآباء. وتتوفر قائمة اسبوعية عند الباب الأمامي بـعلم أولياء الأمور أو الأوصياء. وتُقدم كل الوجبات بالطريقة الأسرية، ويتم تشجيع الأطفال على تناول جميع الأطعمة المقدمة. كما نبذل قصارى جهدنا من أجل تقديم مجموعة أطعمة متنوعة مناسبة للأعمار مُستندة من ثقافات عائلاتنا. وإذا طلب الطفل نظامًا غذائيًا خاصًا، فإننا نطلب تقديم ملاحظة من الطبيب أو رسالة أو من رجل دين وسنعمل ما بوسعنا من أجل مساعدة الطفل. وتُقدم الوجبات لجميع الأطفال المزمعين خلال أوقات الوجبات المقررة. إذا فاتتهم وجبة، فمن مسؤولية الآباء التأكد من أن الطفل قد أكل قبل وصوله. يقوم الموظفون بتناول مجموعة أطعمة متنوعة مع الأطفال. فيما يلي جدول الوجبات الأسبوعية والضيافة: الطغور: 7:00 صباحًا - 8:00 صباحًا الغذاء: 11:30 صباحًا - 12:30 صباحًا وجبة خفيفة بعد الظهر: 03:00 مساءً - 4:00 مساءً المساء: مساءً - صباحًا
<u>Staff AND Family:</u> Policy on receiving and maintaining child immunizations and physicals.	IMMUNIZATION POLICY We are required to have up-to-date records of immunizations on file for the children in our care. Parents / guardians are required to complete the immunization form prior to the child's first day in care. The child will not be accepted into childcare until this form is complete. Please notify us of any new immunization your child may receive so we may keep their records up-to-date. If you choose not to immunize your child due to a religious belief or a medical condition, there is a separate exemption form that needs to be completed: Non-medical Exemption—Parents / guardians of students in preschool or childcare must file non-medical exemptions at 2, 4, 6, 12 and 18 months of age. These exemptions expire when the next vaccines are due or when the child enrolls in kindergarten. Parents of students in grades K-12 claiming a non-medical exemption must file one annually. These exemptions expire on June 30 each year. Medical Exemption—Students with a complete medical exemption form (signed by a medical doctor, Doctor of Osteopathic Medicine, advanced practice nurse or delegated physician's assistant) need to file this form only once unless the student's information or school changes.

	HEALTH APPRAISAL (WELL CHILD CHECKS) A Health Appraisal record of your child's physical exam must be submitted before a child attends. The parent / guardian must provide a current Health Appraisal Form, signed by the child's physician. Health information includes any known allergies, medication being taken and side effects, special diets required, and chronic health conditions. The statement of the child's current health status must be signed and dated by a health care provider who has seen the child within the last twelve (12) months, or within the last six (6) months for children under 2 1/2 years of age. Within thirty (30) days following the expiration date, the parent or guardian of each child must submit a statement of the child's current health status or written verification of a scheduled appointment with a health care practitioner. The statement must include when the next visit is required according to the AAP guidelines or date noted by the health care provider. All health statements must be kept at the licensed childcare facility.
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	NORMA DE INMUNIZACIÓN Se nos requiere que tengamos registros actualizados de vacunas en el archivo de los niños bajo nuestro cuidado. Se requiere que los padres/guardianes completen el formulario de vacunación antes del primer día de cuidado del niño. El niño no será aceptado en el cuidado infantil hasta que este formulario esté completo. Por favor notifiquenos de cualquier vacuna nueva que su hijo pueda recibir para que podamos mantener sus registros actualizados. Si elige no vacunar a su hijo debido a una creencia religiosa o una condición médica, hay un formulario de exención por separado que debe completarse. Exención no médica: los padres/guardianes de estudiantes en preescolar o guardería tienen que presentar exenciones no médicas a los 2, 4, 6, 12 y 18 meses de edad. Estas exenciones vencen cuando vencen las próximas vacunas o cuando el niño se inscribe en el kindergarten. Los padres de estudiantes en los grados K-12 que reclaman una exención no médica deben presentar una anualmente. Estas exenciones vencen el 30 de junio de cada año. Exención médica: los estudiantes con un formulario de exención médica completo (firmado por un médico, un doctor en medicina osteopática, una enfermera de práctica avanzada o un asistente médico delegado) deben presentar este formulario solo una vez, a menos que la información del estudiante o la escuela cambien. EVALUACIÓN DE SALUD (CHEQUEOS DE SALUD INFANTIL) Se tiene que presentar un registro de evaluación de la salud del examen físico de su hijo antes de que asista. El padre/guardián debe dar una Forma de evaluación de su salud actual, firmado por el médico del niño. La información de salud incluye alergias conocidas, medicamentos que se toman y posibles efectos secundarios, dietas especiales requeridas y condiciones de salud crónicas. La declaración del estado de salud actual del niño debe estar firmada y fechada por un proveedor de atención médica que haya visto al niño en los últimos doce (12) meses, o en los últimos seis (6) meses para niños menores de 2 ½ años. Dentro de los treinta (30) días siguientes a la fecha de vencimiento, el padre o guardián de cada niño tiene que presentar una declaración del estado de salud actual del niño o una verificación por escrito de una cita programada con un profesional de la salud. La declaración debe incluir cuándo se requiere la próxima visita de acuerdo con las normas de la AAP o la fecha indicada por el proveedor de atención médica. Todas las declaraciones de salud deben mantenerse en el centro de cuidado infantil autorizado. سياسة التخصين نطالب أن يكون لدينا سجلات تحصينات محدثة في ملف رعاية الأطفال. ويُطلب من أولياء الأمور أو الأوصياء إكمال نموذج التخصين قبل أول يوم في برنامج رعاية الطفل. ولن يتم القبول في البرنامج حتى يكتمل هذا النموذج. لذلك يرجى إخطارنا بأي تطعيم يتلقاه الطفل حتى نحافظ على تحديث سجلاته.
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	وإذا اخترت عدم تحصين طفلك بسبب معتقد ديني أو حالة طبية، يوجد نموذج استثنائي منفصل يجب إكماله. الإعفاء غير الطبي - يجب على أولياء الأمور أو الأوصياء في مرحلة ما قبل المدرسة أو برنامج رعاية الطفل تقديم إعفاءات غير طبية في عمر 2، 4، 6، 12، و18 شهرًا. وتنتهي هذه الإعفاءات عندما يمين موعد اللقاحات التالية أو عندما يلتحق الطفل برياض الأطفال. ويجب على أولياء أمور الطلاب في K12 المطالبين بإعفاء غير طبي تقديم طلب واحد سنويًا. وتنتهي صلاحية الإعفاءات في 30 يونيو من كل عام. يحتاج الإعفاء الطبي إلى نموذج إعفاء طبي كامل (موقع من طبيب، أو طبيب عظام، أو ممرضة ممارسة متقدمة أو طبيب مساعد منتدب) ويُقدم هذا النموذج مرة واحدة فقط ما لم تتغير معلومات الطالب أو المدرسة. التقييم الصحي (فحص الأطفال جيدًا) يجب تقديم سجل التقييم الفحص البدني قبل الحضور. ويجب على ولي الأمر أو الوصي تقديم نموذج تقييم صحي حالي، وموقع من قبل طبيب الطفل. ويجب أن تتضمن المعلومات الصحية أي حساسية معروفة، والأدوية والآثار الجانبية المحتملة، والنظام الغذائي الخاص المطلوب، والحالات الصحية المزمنة. ويجب توقيع بيان حالة الطفل الصحية وتاريخه من قبل مقدم الرعاية الصحية الذي قام بالفحص خلال الاثني عشر (12) شهرًا الأخيرة، أو خلال السنة (6) أشهر الأخيرة للأطفال دون سن 2 1/2. ويجب على ولي الأمر أو الوصي تقديم بيان حالة الطفل الصحية أو وثيقة مكتوبة بيميناء مع طبيب كشف صحي في غضون ثلاثين (30) يومًا من تاريخ انتهاء صلاحية التقييم الصحي. ويجب أن يتضمن البيان موعد الزيارة التالية وفقًا لإرشادات الأكاديمية الأمريكية لطب أو التاريخ المشار إليه من مقدم الرعاية الصحية. كما يجب الاحتفاظ (AAP) الأطفال بجميع البيانات الصحية في منشأة رعاية أطفال مرخصة.
<u>Staff:</u> Policy stating that health and safety checks are done indoors and outdoors.	HEALTH AND SAFETY CHECKS Established checklists will help maintain the health of safety of the children at Children's Center. Indoor and outdoor environment checks will be done daily, monthly, weekly, and quarterly to ensure the safety of all children and adults. CHEQUEOS DE SALUD Y SEGURIDAD Listas de verificación establecidas ayudarán a mantener la salud y la seguridad de los niños en Children's Center. Chequeos ambientales interiores y exteriores se realizarán diaria, mensual, semanal y trimestralmente para garantizar la seguridad de todos los niños y adultos فحوصات الصحة والسلامة ستساعد قوائم المراجعة الموضوعة في الحفاظ على صحة الأطفال. تُجرى الفحوصات بالداخل والخارج يوميًا، وشهريًا، وأسبوعيًا وفصليًا من أجل ضمان سلامة جميع الأطفال والبالغين.
<u>Staff AND Family:</u> Policy stating that Early Head Start children will practice oral hygiene (toothbrushing) at least one time daily after a meal and that toothbrushes are replaced by the program at least every 90 days.	TOOTH BRUSHING Children's teeth are brushed at least once a day after a meal. Toothbrushes are to be individually labeled and stored so they can air dry and do not touch one another. Toothbrushes will be replaced every three months, or when visibly worn, after cross contamination, and after a child returns to school from an illness. The toothpaste tube is not to touch any toothbrush; staff will put the toothpaste on a small paper cup and then on the brush or have a tube for each child. For children with no teeth yet, a piece of gauze will be used to wipe the child's gums.

	CEPILLADO DE DIENTES Los dientes de los niños se cepillan al menos una vez al día después de una comida. Los cepillos de dientes deben etiquetarse y almacenarse individualmente para que puedan secar al aire libre y no se toquen entre sí. Los cepillos de dientes se reemplazarán cada tres meses, o cuando estén visiblemente desgastados, después de un cruce de contaminación y después de que un niño regrese a la escuela después de una enfermedad. El tubo de pasta de dientes no debe tocar ningún cepillo de dientes; el personal pondrá la pasta de dientes en un vaso de papel pequeño y luego en el cepillo o tendrá un tubo para cada niño. Para los niños que aún no tienen dientes, se usará una gasa para limpiar las encías del niño. غسل الأسنان يتم غسل الأسنان مرة واحدة على الأقل يوميًا بعد الوجبة الغذائية. ونضع ملامقات على فرش الأسنان ونُخزن بشكل فردي لتجفيفها بالهواء وعدم ملامسة بعضها البعض. ويتم استبدال فرشاة الأسنان كل ثلاثة أشهر، أو عندما تصبح تالفة، أو إذا لامست سطح ملوث، أو بعد عودة الطفل إلى المدرسة إثر إصابته بمرض. ويجب ألا يلمس أنياب معجون الأسنان أي فرشاة أسنان؛ حيث يضع الموظفون المعجون على كرب ورقي صغير ثم على الفرشاة أو تُخصص أنبوبة لكل طالب. يتم استخدام قطعة من الشاش لتنظيف لثة الأطفال من ليس لديهم أسنان بعد.
	FAMILY STYLE DINING As a part of family-style meal service and good early childhood education practices, classroom staff are required to sit at tables with the children and eat the same foods being served to the children. Mealtime is to be pleasant and relaxed and used as an opportunity to broaden children's food experience and support the development of cognitive, language and social skills. Family-style meals allow the children to serve themselves. Staff are to consume only child-size portions given that mealtime is a curriculum activity and not intended to provide full adult meals as a fringe benefit to employees. Staff who follow a special diet should discuss with program administrators and find a solution that will work for both parties. This might mean the staff member's diet is followed for the whole group, the staff member models eating only some foods, or the staff member is scheduled on breaks at mealtime. This is a great opportunity for teachers to discuss nutrition and the importance of eating a balanced diet with children.

Staff: Policy states that Family Style Dining is used for all meals served.

	COMIDAS ESTILO FAMILIAR Como parte del servicio de comidas al estilo familiar y las buenas prácticas de educación de primera infancia, se requiere que el personal del salón de clases se siente en las mesas con los niños y coma los mismos alimentos que se les sirven a los niños. La hora de la comida debe ser placentera y relajada y utilizarse como una oportunidad para ampliar la experiencia alimentaria de los niños y apoyar el desarrollo de las habilidades cognitivas, de lenguaje y sociales. Las comidas al estilo familiar permiten que los niños se sirvan solos. El personal debe consumir solo porciones de tamaño infantil dado que la hora de la comida es una actividad curricular y no está destinada a dar comidas completas para adultos como un beneficio adicional para los empleados. El personal que sigue una dieta especial debe hablar con los administradores del programa y encontrar una solución que funcione para ambas partes. Esto podría significar que la dieta del miembro del personal se sigue para todo el grupo, el miembro del personal modela comer solo algunos alimentos o el miembro del personal tiene descansos programados a la hora de comer. Esta es una gran oportunidad para que los maestros hablen sobre nutrición y la importancia de llevar una dieta balanceada con los niños. تناول الطعام على الطريقة الأسرية يُطالب المعلمون بتناول الطعام مع الأطفال كجزء من طريقة تناول الوجبات الأسرية وكثدييات مبكرة جيدة لتعليم الأطفال. ويجب أن يكون وقت الوجبات ممتعًا ومريحًا ويُستخدم كفرصة من أجل توسيع نطاق خبرة الأطفال في الطعام ودعم تطوير المهارات المعرفية، واللغوية، والاجتماعية. وتساعد طريقة تناول الوجبات الأسرية الأطفال على خدمة أنفسهم. كما يستغرق الموظفون وقت الوجبة المحدد فقط لأن موعد الطعام هو نشاط منهجي وليس المقصود منه توفير وجبات البالغين كميزة هامشية للموظفين. ويجب أن يناقش الموظفون المتبعون نظامًا غذائيًا خاصًا بمديري البرنامج وإيجاد حل يصلح لكلا الطرفين. وقد يعني هذا اتباع نظام غذائي للموظف اتباعه المجموعة كلها، وقد لا يأكل الموظف إلا بعض الأطعمة، أو أن الموظف قد يكون في امتراحة أثناء موعد الطعام. وقد تكون هذه فرصة عظيمة للمعلمين من أجل مناقشة النظام الغذائي وأهمية اتباع وتناول نظام غذائي.
<u>Staff:</u> Policy on safe sleep practices, including ensuring that all sleeping arrangements for children under 18 months of age use firm mattresses or cots, as appropriate, and for children under 12 months, soft bedding materials or toys must not be used.	SAFE SLEEP Per Colorado Rules Regulating Child Care Facilities, all staff caring for children under the age of 1 must complete the Infant Safe Sleep Practices training annually: Staff will ensure safe sleep practices are implemented any time a child under the age of 18 months is sleeping or resting, including:- ● Providing opportunities for sleep and/or rest ● The usage of appropriate and approved sleeping equipment (i.e. cribs, infant futons, cots, etc.) for sleep and/or rest times. ● The exclusion of wedges, infant positioners, blankets, toys, bottles, etc. to ensure children under the age of 1 year are alone in the sleeping equipment.

	● Pacifiers only being allowed during sleep time while the child is in the approved sleeping equipment. ● Allowing children to sleep in a comfortable temperature with clothing sufficient for warmth but does not result in overheating nor provide any strangulation risk to the child (i.e., bibs, necklaces, hoods, pacifier strings, etc.) ● Ensuring children under the age of 1 year are placed on their backs and returned to their backs if the child turns throughout their sleep and/or rest. ○ Children requiring a different sleep position must have a signed and dated statement from their health care professional. ○ Children able to flip from their back to their stomach and their stomach to their back do not have to be returned to their back for sleep and/or rest.
<u>Staff:</u> Policy on Reporting of suspected or known child abuse and neglect, including that staff comply with applicable federal, state, local, and tribal laws	REPORTING OF ABUSE Staff, consultants, contractors, and volunteers are mandatory reporters. If a mandatory reporter suspects child abuse or neglect, they are required by Colorado law to call 844-CO-4-Kids or report the information to a local law enforcement agency. It is your legal responsibility to immediately make an oral report of any suspected child abuse and/or neglect to child protective services. Depending on the incident, you may be asked to follow up immediately with a written report or to contact law enforcement directly. The person who receives your call will instruct you if this is necessary. Reporting suspicions of child abuse and/or neglect to your supervisor does not relieve your responsibility to report, nor does your reporting relieve the institution's responsibility to report.
<u>Staff:</u> A policy for appropriate indoor and outdoor supervision of children at all times.	SUPERVISION Per requirements as an Early Head Start Child Care Partner with Early Learning Ventures, all staff supporting Early Head Start learning environments must complete the Active Supervision: Back to the Basics training annually. Children must be actively supervised at all times during program attendance, indoors and outdoors. Staff will utilize active supervision strategies to ensure children are never left alone or inappropriately supervised, including: ● Setting up the environment ● Positioning of staff ● Scanning and counting

	● Listening ● Anticipating children's behavior ● Engaging and redirecting ● Maintaining proper group sizes and ratios ● Maintaining proper attendance logs and sign-in/out sheets ● Implementing routine face-to-name counts, including transitions from one environment to another. ● Following the program's policy and procedures related to release of children. ● Following the program's policy and procedures related to active supervision expectations in the indoor learning environments, outdoor learning environments and play areas, and during transitions.
<u>Staff:</u> A policy for only releasing children to an authorized adult	RELEASE OF CHILDREN Children may only be released to an authorized adult with identification. Refer to family handbook for procedures for families to edit or add authorized pickups.
<u>Staff:</u> policy for COVID mitigation that is evidence-based and developed in consultation with their Health Services Advisory Committee	COVID-19 Mitigation Policy Sample - To reduce or lower the transmission, infection, and disease severity of SARS-CoV-2 (COVID-19), Children's Center has put the following practices and strategies in place for both program staff and enrolled children. This policy may be updated at any time to align with current needs of the community and public health guidance for COVID-19. - 1. Vaccinations a. Staff i. Will adhere to state mandated vaccinations. b. Enrolled Children i. Children will be vaccinated according to their age. Parents will complete vaccinations or waivers. 2. Daily Health Checks a. Will be conducted upon children's arrival. 3. Exclusion for Illness and Readmission to the Program a. Illness Prior to Coming to Care i. Staff and children who exhibit the following symptoms not related to a known chronic condition or have a confirmed exposure to

	COVID-19 must stay home until symptoms have improved (2.c.). 1. Fever (100.4°F or greater for individuals four (4) months or older) 2. Shortness of breath or difficulty breathing 3. Nausea, vomiting/throwing up. 4. Diarrhea 5. Cough b. Illness While at the Program i. Child will be sent home to recover from illness. ii. Child will symptom free for 24 hours c. Requirements for Readmission to the Program i. Testing 1. Positive Result a. Refer to 2.c.iii. 2. Negative Result and Symptoms Explained by a Specific Illness Other Than COVID-19 a. Individual may return to the program following exclusion guidelines for that illness. 3. Negative Result and Symptoms Not Explained by a New Illness or Known Chronic Condition a. Individual should stay home until symptoms have been resolved for at least 24 hours without medication. ii. Staff and enrolled children may return to the program if: 1. Symptoms have improved overall for at least 24 hours. 2. No fever has occurred for at least 24 hours without the use of fever-reducing medication. 4. Environmental Health a. Ventilation i. Each classroom has electronic ventilation. b. Air Purification i. Each classroom has an air purifier. 5. Hygiene Practices a. Handwashing i. Children will wash their hands upon arrival, after toileting/diaper changes,
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	before/after eating, after outside play, and any time necessary. b. Cleaning, Sanitizing, and Disinfecting i. Occurs daily throughout the program. 6. Masking a. Individuals are required to wear a protective face mask for at least five (5) days upon returning to normal activities. As individuals may still be able to spread the virus even if they are feeling better, we require a mask to be worn in case the individual is still contagious. b. Children under the age of two (2) years old will not be expected to wear a protective face mask. - Children's Center will enforce the following procedure if there is one (1) or more confirmed cases of COVID-19 at the program. - 1. Communication Plan a. Staff i. Is done through the ELV app. b. Families i. Is done through the ELV app. 2. Reporting to Local and/or State Public Health Authorities a. 3. Closing and Reopening Procedures a. Closing and Reopening will occur with guidance from the Nurse Consultant and the Health Department.
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Services for Children with Disabilities	4302.60-4302.63
Staff AND Family: Policy stating (and process) how program coordinates with agencies that are responsible for identifying potential developmental delays.	REFERRAL PROCESS We care about meeting the needs of our families. If a family needs assistance getting connected to service providers for mental health, physical health, educational or developmental screenings, our program is here to help. Please let a staff member know if you believe you or someone you love can benefit from these services and we will help you locate and contact them. During a child assessment, teachers screen for any developmental concerns. Children's Center makes a referral or provides referral information to the family during Parent/Teacher conferences or as appropriate for any child for whom a developmental concern has been identified. Services may be suggested such as but not limited to: Birth up to 3 Years of Age Early Intervention at Children's Center 3 up to 5 Years of Age Child Find Schools District Child Find School Dist. 970-867-2998 Birth up to 21 Years of Age HCP for Children and Youth with Special Health Care Needs: _____
	PROCESO DE REFERIDOS Nos preocupamos por satisfacer las necesidades de nuestras familias. Si una familia necesita ayuda para conectarse con proveedores de servicios de salud mental, salud física, evaluaciones educativas o de desarrollo, nuestro programa está aquí para ayudar. Infórmele a un miembro del personal si cree que usted o alguien a quien ama puede beneficiarse de estos servicios y lo ayudaremos a encontrarlos y contactarlos. Durante una evaluación del niño, los maestros evalúan para cualquier preocupación de desarrollo. Children's Center hace un referido o da información para un referido a la familia durante las conferencias de padres y maestros o según corresponda para cualquier niño para quien se haya identificado una preocupación de desarrollo. Se pueden sugerir servicios tales como, pero no limitados, a: Desde el nacimiento hasta los 3 años Early Intervención De 3 a 5 años Child Find Child Find del Distrito de Escuelas_ Distrito Escolar 970-867-2998 Desde el nacimiento hasta los 21 años de edad HCP para Niños y Jóvenes con Necesidades Especiales de Salud Médica: _____

	عملية الإحالة نهتم بتلبية احتياجات عائلاتنا. إذا احتاجت الأسرة مساعدة في الاتصال بمقدمي خدمات فرصات الصحة العقلية، أو البدنية، أو التعليمية أو الترفيهية، فإن برنامجنا هنا لتقديم الدعم. ويرجى إخبار أحد الموظفين إذا أردت أنت أو شخص تعينه استخدام هذه الخدمات ومساعدك في تحديد الموقع والاتصال به. ويخصص المعلمون الطلاب من أي منارف تتعلق بالنمو أثناء التقييم. حيث يقوم بالإحالة أو يقدم معلومات إحالة إلى الأسرة أثناء اجتماعات أولياء الأمور مع المعلم أو حسب الاقتضاء لأي طفل لديه مشكلة. ويمكن اقتراح خدمات وهي على سبيل المثال لا الحصر: برنامج التدخل المبكر (AEI) حتى عمر ثلاث سنوات _____ (Child Find) من عمر 3 سنوات إلى 5 سنوات _____ برنامج العثور على الطفل في منطقة المدارس _____ منطقة المدارس. (رقم الهاتف) _____ برنامج الرعاية الصحية للأطفال والشباب ذوي احتياجات رعاية صحية خاصة حتى سن 21: _____
Staff AND Family: Policy for trans disciplinary approaches to assess needs, develop common goals and implement a single, cross-disciplinary plan for each identified EHS child and family.	APPROACH TO INDIVIDUAL PLANS Children's Center will contribute and collaborate in trans-disciplinary community efforts that aid in meeting the outcome or goals of Individualized Family Service Plan (IFSP) or Individual Education Programs (IEP), School Readiness Plans, Individual Learning Plans, or other individual plans if the need arises. We will provide appropriate activities to support the goals a child is working on if we are included in the therapy goals. COMMUNITY RESOURCES A variety of community resources are found throughout the school. A big book of Family Resources is in the Family Resource area to the right as you enter the school. Updated information is located in the book from a multitude of services: Morgan and Morgan County community resources; information about child development and learning, health, mental health, family services, food banks, child nutrition, childcare, respite care, expectant parents, day programs, home health care, medical, dental and hearing, skills training, financial, legal guardianship, low income housing, vocational and transportation services, and resources for Individualized Education are all included in this resource. Staff must be aware of these resources, so that they can refer parents/ guardians to the appropriate community service agencies when asked.

ENFOQUE A LOS PLANES INDIVIDUALES

Children's Center contribuirá y colaborará en los esfuerzos comunitarios transdisciplinarios que ayuden a lograr el resultado o las metas del Plan de Servicio Familiar Individualizado (IFSP) o Programas de Educación Individual (IEP), Planes de Preparación Escolar, Planes de Aprendizaje Individual u otros planes individuales si es necesario surge la necesidad. Proveeremos actividades apropiadas para apoyar las metas en las que está trabajando un niño si estamos incluidos en las metas de la terapia.

RECURSOS DE LA COMUNIDAD

Una variedad de recursos comunitarios se encuentra en toda la escuela. Una carpeta de Recursos para la Familia se encuentra en la Sala de Recursos para la Familia a la izquierda al entrar a la escuela. En la carpeta se encuentra información actualizada de multitud de servicios. Recursos comunitarios de y, información sobre desarrollo y aprendizaje infantil, salud, salud mental, servicios familiares, bancos de alimentos, nutrición infantil, cuidado infantil, cuidado de relevo, padres futuros, programas diurnos, atención médica en el hogar, dental y auditivo, entrenamiento de destrezas, finanzas, tutela legal, vivienda para personas de bajos ingresos, servicios vocacionales y de transporte, y recursos para la educación individualizada están todos incluidos en este recurso. El personal debe estar al tanto de estos recursos, para poder referir a los padres/guardianes a las agencias de servicios comunitarios correspondientes cuando se les solicite.

نهج الخطط الـ سيساهم ويساعد في نقل جهود المجتمع اللازمة في تطبيق نتائج أو أهداف خطة خدمة الأسرة الفردية (IFSP) أو برامج التعليم الفردي (IEP)، أو خطط الاستعداد المدرسي، أو خطط التعلم الفردي، أو الخطط الفردية الأخرى إذا دعت الحاجة. وسنوفر الأنشطة المناسبة من أجل دعم الأهداف إذا تم إدارتها في أهداف العلاج.

موارد المجتمع

توجد مجموعة متنوعة متوفرة من موارد المجتمع في جميع أنحاء المدرسة حيث يوجد كتاب كبير عن موارد الأسرة في غرفة موارد الأسرة على اليسار عند دخولك المدرسة. وتوجد في الكتاب معلومات محدثة في الكتاب تشكل العديد من الخدمات (الدولة) ومنطقة المدارس المحلية) إن موارد المجتمع، ومعلومات نمو وتعلم الطفل، وحالته الصحية، والصحة العقلية، وخدمات الأسرة، وبنوك الغذاء، وتغذية ورعاية الطفل، والرعاية المؤقتة، والأمهات الحوامل، والبرامج النهارية، والرعاية الصحية المنزلية، وطب الأسنان وطب الصمم، وتدريب المهارات، والإشراف العالي والقانوني، والإسكان منخفض الدخل، والخدمات المهنية والنقل، وموارد التعليم الفردي، مُدرجة كلها في هذا المصدر. ويجب أن يكون الموظف على دراية بكل هذه الموارد، حتى يتمكن من توجيه أولياء الأمور أو الأوصياء إلى مؤسسات خدمات المجتمع المناسبة.

Transition Services	4302.70-4302.72
<u>Staff AND Family:</u> Policy to schedule/hold transition meetings with teachers/EHS Specialist/families for children/families 6 months prior to 3rd birthday (Center) 4th birthday (FCCH):	TRANSITION FROM EARLY HEAD START To ensure a seamless transition out of the Early Head Start program, 6 months prior to aging out of EHS a meeting will be held with the teacher, EHS specialist and parents / guardians. The purpose of the Transition Plan is to ensure a smooth transition and find the most appropriate placement for the child. The plan requires active parental or guardian involvement during the planning and transition process for continuity of services for parents and children between different program settings. To successfully transition, children may move from Early Head Start to a Head Start Program, or a District Preschool Program, or child may stay with the program until enrolling in kindergarten.
	TRANSICIÓN DE EARLY HEAD START Para garantizar una transición fluida fuera del programa Early Head Start, 6 meses antes de la edad de vencimiento de EHS se llevará a cabo una reunión con el maestro, el especialista de EHS y los padres/guardianes. El propósito del Plan de Transición es para asegurar una transición sin problemas y encontrar la ubicación más adecuada para el niño. El plan requiere la participación de los padres o guardianes durante el proceso de planificación y transición para la continuidad de los servicios para padres y niños entre diferentes entornos de programas. Para una transición exitosa, los niños pueden pasar de Early Head Start a un Programa Head Start, o un Programa Preescolar del Distrito, o el niño puede quedarse con té programa hasta que se inscriba en el kindergarten.
	Early Head Start الانتقال من سيُنفذ اجتماع مع المعلم، وأخصائي البيئة، والصحة، والسلامة، وأولياء الأمور أو وسيكون Early Head Start الأوصياء من أجل ضمان الانتقال السلس من برنامج قبلها بعدة ستة أشهر. والغرض من الخطة الانتقالية هو ضمان الانتقال السلس والعثور على أنسب مكان للطفل. وتتطلب الخطة مشاركة فعالة من أولياء الأمور أو الأوصياء أثناء عملية التخطيط والانتقال من أجل استمرارية خدمات أولياء الأمور والأطفال بين إلى برنامج Early Head Start إعدادات البرامج المختلفة. وقد ينتقل الأطفال من أو برنامج ما قبل المدرسة، أو قد يبقى الطفل مسحتى يتم تسجيله في Head Start رياض الأطفال

Program Management & Quality Improvement	4302.100-4302.103
	Children's Center is an Early Head Start Child Care Partner of Early Learning Ventures (ELV). As an Early Head Start partner of ELV, we are required to follow Head Start Program Performance Standards. You may receive communications about or become aware of additional procedures or policies related to our implementation of these:

STAFF AND FAMILY: Policy introducing Early Head Start

	Children's Center es un Socio de Cuidado Infantil de Early Head Start de Early Learning Ventures (ELV). Como socio de Early Head Start de ELV, estamos obligados a seguir las Normas de Desempeño del Programa de Head Start. Es posible que reciba comunicaciones o se entere de procedimientos o normas adicionales relacionados con nuestra implementación de estos. و شريك في برنامج Early Head Start لرعاية الطفل فيما يتعلق ببرنامج مشروع التعلم المبكر. ونطلب اتباع معايير أداء برنامج Head Start بصفتنا شريكاً لبرنامج مشروع التعلم المبكر. وقد تتلقى اتصالات أو تصبح على دراية بالإجراءات أو السياسات الإضافية المتعلقة بتنفيذنا لهذه الإجراءات أو السياسات.
<u>Staff AND Family:</u> Policy that Handbook reviewed twice a year.	HANDBOOKS AND POLICY UPDATES We update handbooks semi-annually to reflect changes to laws and regulations. Families and Staff will be made aware of handbook updates through review during staff meetings and / or email notifications and may be asked to verify with acknowledgement form. MANUALES Y ACTUALIZACIONES DE NORMAS Actualizamos los manuales semi-anualmente para reflejar los cambios en leyes y reglamentos. Las familias y el personal estarán al tanto de las actualizaciones del manual a través de la revisión durante las reuniones del personal y / o notificaciones por correo electrónico y se les puede pedir que verifiquen con un formulario de reconocimiento. تحديث الكتيبات والسياسات نقوم بتحديث الكتيبات في منتصف السنة لنعكس التغييرات على القوانين واللوائح. وسنمّم إعلام العائلات والموظفين بتحديثات الكتيب من خلال المراجعة خلال اجتماعات الموظفين و/ أو عبر البريد الإلكتروني وقد يُطلب منهم التحقق باستخدام نموذج الإقرار.
<u>Staff AND Family:</u> Policy that Child Care Provider will supply all diapers, wipes and formula for Early Head Start enrolled child during hours of operation.	DIAPERS, WIPES, AND FORMULA As an Early Head Start partner, we will be responsible for providing diapers, formulas, and wipes for Early Head Start enrolled children during care. PAÑALES, TOALLITAS Y FÓRMULA Como socio de Early Head Start, seremos responsables de proveer pañales, fórmulas y toallitas húmedas para los niños inscritos en Early Head Start durante el cuidado. الحفاضات، والمناديل، والتركيبة سنكون مسؤولين عن توفير الحفاضات، Early Head Start بصفتنا شريكاً لبرنامج أثناء فترة Early Head Start والتركيبة، والمناديل للأطفال المسجلين في برنامج الرعاية.
	TUITION AND COST OF CARE For private pay families, weekly tuition is \$250 per child. For children on CCAP, parental fees are determined through the local CCAP authority. Any changes will be communicated one month in advance, through email. Our site provides high quality Early Head Start services at an approximate cost of \$250 per child weekly.

	MATRÍCULA Y COSTO DEL CUIDADO Para familias de pago privado, la matrícula semanal es de por niño. Para los niños en CCAP, las tarifas de los padres se determinan a través de la autoridad local de CCAP. Cualquier cambio se comunicará con cuánto de antemano, a través de correo electrónico. Nuestro sitio brinda servicios de Early Head Start de alta calidad a un costo aproximado de por niño por semana. تكاليف رسوم الدراسة والرعاية تبلغ الرسوم الأمير على كل طفل. ويتم تحديد الرسوم من خلال برنامج مساعدة رعاية الطفل. وسيتم الإبلاغ عن أي تغييرات مدتها في وقت سابق عبر البريد الإلكتروني. Early Head start يفرز الموقع الخدمات لبرنامج أسير على كل طفل.
<u>Staff:</u> Policy on how staff are made aware and acknowledge the ELV Service Plans/Head Start Performance Standards.	EARLY HEAD START FAMILIARITY All Early Head Start Staff will be required to meet with their ELV Specialist to review Early Head Start Service Plans, and to be familiar with Head Start Performance Standards. A mutually convenient time will be established between ELV Specialist, Teacher, and Director. FAMILIARIDAD CON EARLY HEAD START Todo el personal de Early Head Start tendrá que reunirse con su especialista en ELV para revisar los Planes de Servicio de Early Head Start y familiarizarse con las Normas de Desempeño de Head Start. Se establecerá un horario mutuamente conveniente entre el especialista de ELV, el maestro y el director إحاطة Early Head Start الاجتماع مع أخصائي البرنامج Early Head Start سيطلب من جميع موظفي وأن يكونوا على دراية بمعايير Early Head Start لمراجعة خطط خدمة برنامج سيتم تحديد وقت مناسب بين أخصائي برنامج مشروع التعلم Head Start. أداء المبر، والمعلم، والمدير.
	QUALITY OF PROGRAM We believe that quality is a goal to work towards every day. This is why we participate in Early Head Start as well as Colorado Shines. A variety of strict objectives and regulations related to providing a high-quality, developmentally appropriate program must be met. These criteria include having a well-qualified and trained staff, low staff-child ratios and group sizes, and a comprehensive curriculum, as well as meeting stringent health and safety standards, all research based and proven to lead to better child and family outcomes. In addition, the program must provide meaningful opportunities for family involvement.

	CALIDAD DEL PROGRAMA -Creemos que la calidad es un objetivo por el cual debemos trabajar todos los días. Es por eso que participamos en Early Head Start e igualmente como en Colorado Shines. Se debe cumplir con una variedad de objetivos y reglamentos estrictos relacionados con la provisión de un programa de alta calidad y apropiado para el desarrollo. Estos criterios incluyen tener un personal bien calificado y entrenado, proporciones bajas de personal a niños y tamaños de grupo, y un currículo integral, además de cumplir con estrictos estándares de salud y seguridad, todo basado en investigaciones y probado para conducir a mejores resultados para niños y familias. Además, el programa debe brindar oportunidades significativas para la participación familiar جودة البرنامج Early Head Start نعتقد أن الجودة هدف يجب العمل من أجله كل يوم. ولهذا السبب نشارك في Colorado Shines بالإضافة إلى Early Head Start. حيث يجب تنفيذ مجموعة من الأهداف، والقواعد، واللوائح الصارمة المتعلقة لتوفير برنامج عالي الجودة، وملائم تنمويًا. وتشمل المعايير وجود موظفين مدربين ومؤهلين تأهيلاً جيداً، صغر حجم المجموعات الدراسية من حيث الموظفين والأطفال، ومناهج دراسية شاملة، فضلاً عن استيفاء معايير الصحة والسلامة الصارمة، وجميع الأبحاث القائمة والمثبتة لتؤدي إلى أفضل النتائج للطفل والأسرة. ويجب أن يوفر البرنامج فرصاً تهدف إلى إشراك الأسرة.
<u>Optional Staff:</u> Statement introducing staff to the CIP	CONTINUOUS IMPROVEMENT PLAN We also have a continuous improvement plan, which is reviewed regularly to ensure we have a process which ensures that is systemically and intentionally improving services and practices and increasing positive outcomes for children and families. This is generally used by the director with the EHS specialist, but if you are interested in being involved in the Continuous Improvement Plan process, please speak to the ELV specialist or Director. This can be an opportunity to develop leadership skills and take ownership of a program area. PLAN DE MEJORAS CONTINUAS -También tenemos un plan de mejoras continuas, que se revisa regularmente para asegurar que tengamos un proceso que garantice que Children's Center esté mejorando sistemática e intencionalmente los servicios y las prácticas y aumentando los resultados positivos para los niños y las familias. Esto generalmente está usado por el director con el especialista de EHS, pero si está interesado en participar en el proceso del Plan de Mejoras Continuas, hable con el especialista de ELV o el director. Esta puede ser una oportunidad para desarrollar habilidades de liderazgo y tomar responsabilidad por un área del programa خطة التحسين المستمر لدينا أيضًا خطة تحسين مستمرة، تتم مراجعتها بانتظام من أجل ضمان وجود نهج يضمن أن اسم مقدم الخدمة يُحسن الخدمات والممارسات بشكل منهجي منسق ويزيد من النتائج للأطفال والأسر الإيجابية. ويُستخدم هذا بشكل عام من قبل المدير مع أخصائي قسم البيئة والصحة والسلامة، ولكن إذا كنت مهتمًا بمشاركتك في عملية خطة التحسين المستمر، فيرجى التحدث إلى أخصائي أو مدير برنامج مشروع التعلم المبكر. ويمكن أن تكون هذه فرصتك من أجل تطوير مهارات القيادة وتولي ملكية مجال مخطط.

<u>Staff:</u> A policy to ensure they report, as appropriate, to ELV in order to report to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law	Reporting to Early Learning Ventures As a partner of Early Learning Ventures, we are required to report the following types of occurrences to the assigned Child Care Partnership Specialist and the Early Learning Ventures management team via childcarepartnerships@earlylearningventures.org immediately (within 24 hours) in order for them to report to the Office of Head Start within seven (7) calendar days of the incident occurring: ● Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders. ● Incidents that require classrooms or centers to be closed for any reason. ● The agency has received an audit, audit review, investigation or inspection report from the agency's auditor, a state agency, or the cognizant federal audit agency containing a determination that the agency is at risk for ceasing to be in existence. ● Any reportable child incidents which include child injuries that require medical treatment, inappropriate discipline, potential and known child abuse and maltreatment by program staff, contractors, consultants, or volunteers, lack of supervision while in care or under the supervision of program staff, and unauthorized release.
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Human Services Resources Management	-1302.90-1302.94
<u>Staff:</u> Policy stating how program is implementing a staff health and wellness program.	STAFF WELLNESS PROGRAM Our goal for the staff wellness program is to make a positive difference in the lives of our staff and to help them enjoy happier, healthier lives. We support our staff participating in worksite wellness activities. Staff participation in wellness activities is voluntary. We will provide awareness and education by including worksite wellness information in new staff orientation, posting flyers on walls or bulletin boards, sending e-mail correspondence, and occasional events. Emotional wellness: We offer our EHS team access to teletherapy through Docs by Phone and partnerships with mental health consultants in morgan county. We also encourage our team members to be aware of what types of self-care works for them individually and may occasionally offer ideas or opportunities for group reflection. Physical wellness: We offer our EHS team access to telemedicine through Docs by Phone. We also encourage our team to exercise regularly and eat nutritiously and may occasionally offer events like a fitness activity or challenge or a healthy meal.
	PROGRAMA DE BIENESTAR DEL PERSONAL Nuestra meta para el programa de bienestar del personal es hacer una diferencia positiva en la vida de nuestro personal y ayudarlos a disfrutar de una vida más feliz y saludable. Apoyamos a nuestro personal que participa en actividades de bienestar en el lugar de trabajo. La participación del personal en las actividades de bienestar es voluntaria. Brindaremos conciencia y educación al incluir información sobre el bienestar en el lugar de trabajo en la orientación del personal nuevo, colocar folletos en las paredes o tableros de anuncios, enviar correspondencia por correo electrónico y eventos ocasionales. Bienestar emocional: Ofrecemos a nuestro equipo de EHS acceso a teleterapia a través de Docs y Pone y asociaciones con consultores de salud mental en ___condado + nombre/información de contacto _____. También alentamos a los miembros de nuestro equipo a ser conscientes de qué tipos de autocuidado funcionan para ellos individual y ocasionalmente pueden ofrecer ideas u oportunidades para la reflexión en grupos. Bienestar físico: Ofrecemos a nuestro equipo de EHS acceso a telemedicina a través de Docs y pone. También alentamos a nuestro equipo a hacer ejercicio regularmente y comer de manera nutritiva, y ocasionalmente podemos ofrecer eventos como una actividad física o un reto o una comida saludable

	برنامج صحة الموظفين الهدف من برنامج صحة الموظفين هو منع فرق إيجابي ويساعد على الاستمتاع بحياة سعيدة وصحية. حيث تدعم الموظفين المشاركين في الأنشطة الصحية في مواقع العمل. وتكون مشاركة تطوعية. وسنوفر الوعي والتثقيف من خلال تخمين المعلومات الصحية في موقع العمل في توجيه الموظفين الجدد، ووضع النشرات على الجدران أو لوحات الإعلانات، ونرسل رسائل البريد الإلكتروني، والأحداث المرضية. الصحة العقلية: نوفر لفريق قسم البيئة، والصحة، والسلامة وسيلة العلاج عن بعد من خلال مستندات بواسطة الهاتف والتشارك مع مستشاري الصحة العقلية في الدولة الاسم / معلومات جهة الاتصال. ونشجع أيضًا أعضاء الفريق على أن يكونوا مدركين أنواع الرعاية الذاتية المناسبة لهم بشكل فردي وقد يُقدمون أفكارًا أو فرصًا للتفكير الجماعي في بعض الأحيان. الصحة البدنية: نقدم فريق قسم البيئة، والصحة، والسلامة للتطبيق عن بعد من خلال المستندات بواسطة الهاتف. كما نشجع الفريق على ممارسة الرياضة بانتظام وتناول طعام غذائي، وقد نقدم أحيانًا أحداث مثل نشاطات اللياقة البدنية أو تحديات أو وجبات غذائية
<u>Staff:</u> Policy stating background check process for staff.	BACKGROUND CHECKS All staff are required to submit information regarding any personal criminal history and submit to a background check. Fingerprinting fees will be reimbursed upon presentation of a valid receipt. State law mandates these requirements. All employees will complete a comprehensive background check including: • State and federal criminal history check using the individual's name • State and federal criminal history check using the individual's fingerprints • Child abuse registry check (this may also be known as Trails or Central Registry) • Sex offender registry check • State-based Background Checks for all states where they have resided within the past five (5) years VERIFICACIONES DE ANTECEDENTES -Todo el personal debe enviar información sobre cualquier historial criminal personal y someterse a una verificación de antecedentes. Las tarifas de toma de huellas dactilares se reembolsarán con la presentación de un recibo válido. La ley estatal exige estos requisitos. Al emplomes completará una verificación exhaustiva de antecedentes que incluye: • Verificación de antecedentes penales estatales y federales utilizando el nombre de la persona • Verificación de antecedentes penales estatales y federales utilizando las huellas digitales de la persona • Comprobación del registro de abuso infantil (esto también puede conocerse como Trails o Registro Central) • Verificación del registro de delincuencia sexual. • Verificaciones de antecedentes estatales para todos los estados en los que han residido en los últimos cinco (5) años فرصات المعلومات الأساسية

	يُطلب من جميع الموظفين تقديم معلومات تتعلق بأي تاريخ جنائي شخصي وتقديمها للفحص. وسيتم إصدار رسوم بصمة الإصبع عند تقديم مخالصة صحيحة حيث يقضي قانون الولاية بهذه المت. سيتضمن إكمال فحص شامل للمعلومات الأساسية: مفحص التاريخ الجنائي الدولي والفيدرالي مستخدمًا الاسم مفحص التاريخ الجنائي الدولي والاتحادي مستخدمًا بصمات الأصابع مفحص سجل إساءة معاملة الأطفال (قد يُعرف هذا أيضًا باسم Trails أو السجل المركزي) مفحص سجل مرتكبي الجرائم الجنسية فحص الولايات التي كنت تسكنها خلال الخمس (5) سنوات الماضية
Staff: Policy stating Early Head Start teachers must be EHS-qualified with a CDA or specific coursework, and that Professional Development Plans must be established within 30 days, completed within a year and then updated yearly.	EDUCATION Teachers in Early Head Start classrooms must meet a minimum of a CDA credential for infants and toddlers or have the following four ECE classes, Introduction to Early Childhood Education, Guidance Strategies for Young Children, Infant and Toddler Theory and Practice, and Introduction to Infant and Toddler Lab Techniques PROFESSIONAL DEVELOPMENT If a teacher in an Early Head Start classroom does not meet the minimum education requirement, Professional Development Plans will be developed within 30 days of hire and completed within the year. They will also be updated yearly for teachers in EHS classrooms. Required Professional Development coursework will be at no cost to the teacher.
	EDUCACIÓN Los maestros en los salones de Early Head Start tienen que cumplir con un mínimo de una credencial CDA para bebés y niños pequeños o tener las siguientes cuatro clases de ECE; Introducción a la Educación de Primera Infancia, Estrategias de Orientación para Niños Pequeños, Teoría y Práctica para Bebés y Niños pequeños e Introducción a las Técnicas de Laboratorio para Bebés y Niños Pequeños DESARROLLO PROFESIONAL Si un maestro en un salón de clases de Early Head Start no cumple con el requisito mínimo de educación, se desarrollarán Planes de Desarrollo Profesional dentro de los 30 días luego a su contratación y se completarán dentro del año. También se actualizarán anualmente para los maestros en los salones de EHS. Los cursos de desarrollo profesional requeridos no tendrán costo para el maestro.
	التعليم يجب على المعلمين في فصول برنامج Early Head Start الحصول على حد الاعتراف الأدنى من منظمة تطوير الطفل للرضع والأطفال الصغار أو الحصول على أربعة فصول في تعليم مرحلة الطفولة المبكرة (ECE); مقدمة في برنامج تعليم مرحلة الطفولة المبكرة، واستراتيجيات التوجيه للأطفال الصغار، ونظرية وتطبيق الرضغ والأطفال الصغار، ومقدمة في تقنيات مختبر الرضغ والأطفال الصغار التطوير المهني Early Head Start إذا لم يستوف المعلم الحد الأدنى من متطلبات التعليم في فصل فستطور خطط التطوير المهني في غضون 30 يومًا من التوظيف وإكمالها خلال العام.

	كما ستحدث سنوياً لمعلمي فصول قسم البيئة، والصحة، والسلامة. وستكون الدورات المطلوبة بدون أي تكلفة على المعلم.
<u>Staff:</u> policy that Standards of Conduct apply to staff, consultants and volunteers; ensure they implement positive strategies to support children’s well-being and prevent and address challenging behavior; do not maltreat or endanger the health or safety of children; respect and promote the unique identity of each child and family and do not stereotype on any basis; require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifying information about children, families, and other staff members; ensure no child is left alone or unsupervised; and include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct	STANDARDS OF CONDUCT All staff, consultants, contractors, and volunteers and anyone else in contact with children must abide by Children’s Center standards of conduct. Staff, consultants, contractors, and volunteers implement positive strategies to support children’s well-being and prevent and address challenging behavior; refer to the Classroom Management policy. Staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children. Anyone who comes in contact with children must not: ● ——— Use corporal punishment. ● ——— Use isolation to discipline a child. ● ——— Bind or tie a child to restrict movement or tape a child’s mouth. ● ——— Use or withhold food as a punishment or reward. ● ——— Use toilet learning/training methods that punish, demean, or humiliate a child. ● ——— Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child. ● ——— Physically abuse a child. ● ——— Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child’s family. ● ——— Use physical activity or outdoor time as a punishment or reward. ● ——— Staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition. Refer to policies around Home Language and Approach to Individual Plans. Staff, consultants, contractors, and volunteers must maintain confidentiality and shall respect the children, families, centers, and Family Child Homes right to privacy, refraining from disclosure of confidential written and verbal information and intrusion. This includes but is not limited to Personally identifiable information (PII)—any information that could identify a specific individual, including but not limited to a

	child's name, name of a child's family member, street address of the child, social security number, or other information that is linked or linkable to the child. No child may be left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care. Failure to follow these Standards of Conduct may lead to disciplinary action up to and including termination of employment / contract / volunteer position. Training will be conducted annually on the Standards of Conduct, and within thirty days of hire for new staff members.
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SHERMAN LANGUAGE SCHOOL

Handbook Changes/Additions for 2026-2027 School Year

June 15, 2026

Please note changes for the following:

- The handbook for Sherman Language School has been updated to reflect its transition to a Dual Language Immersion school serving students in kindergarten through fifth grade.

Sherman Language School
LANGUAGE SCHOOL
Parent/Guardian
Student Handbook
2026-2027



722 East Beaver Avenue
Fort Morgan, CO 80701
970-867-2998

Sherman Language School LANGUAGE SCHOOL PARENT/STUDENT HANDBOOK

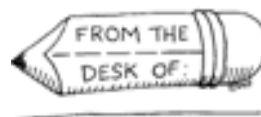
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“Every child learns every day!”

Welcome/Introductory Letter



Dear Parents, Guardians, and Students:

Welcome and bienvenidos to our new students at Sherman Language School Elementary School. I am excited for the new school year in our new school which will be filled with lots of learning and fun.

This handbook contains essential information regarding our school and school rules as well as important Board of Education policies. I hope that you find it a helpful resource. For further information please do not hesitate to call us (970) 867-2998. The handbook is also posted on our district website for your convenience.

Sherman Language School is a great school where students receive quality, bilingual academic instruction in a safe, caring and respectful environment. Our school is a special place because of the terrific people that learn and work here and because of the community in which it is located. We desire the best for all students and look forward to partnering with parents and community members to help our students be their best. With everyone working together, we are sure to achieve our goals and be successful. Please consider becoming personally involved. Your contribution reflects the commitment and importance of receiving an education to our children and will be greatly appreciated at Sherman Language School. I highly encourage you to volunteer, participate, and share your abilities with us.

Here at Sherman Language School, we aspire to provide a caring and supportive educational environment that will provide the necessary platform for not only a brilliant school year but a lifelong learning career. By working and communicating together we will lay the foundation for a positive learning experience for every child.

Best wishes for a successful school year!

Sincerely,

Simone Carruth

Simone Carruth
Principal, Sherman Language School

Sherman Language School Vision Statement

Teaching and learning to our fullest potential using compassion and dedication within a diverse school community.

Sherman Language School Mission Statement

The Sherman Language School community will develop resilience, diligence, and compassion by empowering diverse individuals to become the best versions of themselves.

DISTRICT MISSION STATEMENT

The mission of Morgan County School District Re-3 is to inspire creative thinking, high achievement, and lifelong learning.

DISTRICT VISION STATEMENT

We envision 21st Century schools that:

- Educate and graduate a student population which is confident, skilled, and well-spoken;
- Empower students to be caring, responsible citizens and lifelong learners;
- Provide safe and positive learning environments;
- Cultivate staff committed to quality and excellence.

Core Values

You can expect the following from staff members at Sherman Language School school:

1. Each staff member shall encourage each student to do his/her best and will provide learning experiences at the level where he/she can best accomplish and succeed.
2. Each staff member shall be fair and honest with all students.
3. Each staff member shall set a good example for his/her students at all times.
4. Each staff member shall attempt to instill in all students a sense of self-worth and a feeling of happiness, success, and pride in their accomplishments.
5. Decisions at the school site will be made with the best interest of students in mind.

Absences & Attendance

We believe that regular attendance is very important in assuring a successful school experience for every student. We also believe that establishing the habit of regular attendance early in a student's school experience is critical. Please avoid scheduling non-essential trips, outings, etc. during school time. The Morgan County School District Re-3 has an attendance policy in place which Sherman Language School will follow (Policy JH). This policy comes into play when a) a student has unexcused absences, or b) a student begins to accumulate a large number of excused absences. Your cooperation in keeping us informed regarding your child's absence is most appreciated. If we are not notified about an absence, we will visit you and/or attempt to contact you -- in the interest of the child's safety. Students who attend school every day are much more likely to go to work every day as adults. PLEASE HELP ASSURE YOUR CHILD A SUCCESSFUL SCHOOL EXPERIENCE BY PROMOTING HIGH ATTENDANCE EXPECTATIONS FROM THE VERY FIRST DAY OF SCHOOL.

EXCUSED

We request parents or guardians notify the office by 8:00 A.M. if a child in their care will be absent or tardy that day. Absences will be recorded as excused for a student who is ill, injured, or suffering from a mental or emotional disability with notification by the parent or guardian. Absences will only be excused if accompanied by a note from a physician. **Though excused, the absence becomes part of the child's cumulative record.**

In the event a child needs to be dismissed during school hours, please contact the school office explaining the reason for the dismissal and the time that child is to be released. Parents and guardians are strongly encouraged to schedule appointments and trips after regular school hours or on days when children are not in school.

If excused absences become excessive, ten (10) in a school year, parents or guardians will be notified by school staff to express concern. Such notifications may be accompanied by requests for conferences aimed at improving the student's attendance and completion of missed schoolwork.

UNEXCUSED

Absences not covered above or not approved by the school will be recorded as unexcused. Parents or guardians will be notified by mail, telephone, or personal contact by a staff member when any student has four (4) unexcused absences within one month or ten (10) in a school year. Parents or guardians may be requested by school staff or administrators to meet with them to develop problem-solving strategies directed towards improved attendance and the accomplishment of learning objectives.

TRUANCY

According to Colorado Law, a child who has attained the age of six years and is under the age of seventeen years must be enrolled and in attendance of school. A child within this age range

who has four absences from school in any one month, or ten absences from school during any school year will be considered habitually truant. Students who fall into this category may be turned over to the District's legal counsel for subsequent consequences. This law is referred to as the Colorado Compulsory School Attendance Law.

MAKE-UP WORK

Teachers may prepare make-up work for students who have absences depending on the instruction the student will be missing. We ask that parents give the teachers notice of at least one day when requesting your child's make-up work. We appreciate your calling ahead several hours before picking up your child's work.

Asbestos Notification

Please see District Policy information on our website ~ fortmorgank12.com

Bad Weather Consideration

Please see District Policy information on our website ~ fortmorgank12.com

Behavior Expectations

Positive Behavior Support (PBS) will have an encouraging influence on behavior at Sherman Language School. PBS is a proactive systems approach for creating and maintaining safe and effective learning environments in school, and ensuring that all students have the social/emotional skills needed to make certain their success as school and beyond.

Classroom Guidelines will be established by each classroom teacher. Guidelines should be simple, specific, and consistently enforced. If a rule is broken, the teacher will concentrate on the behavior -- and logical consequences for that behavior.

Students are expected to treat others as they wish to be treated and to do nothing which will harm themselves or others. Student behavior which interferes with the ability of the teacher to teach or the ability of other students to learn will not be tolerated.

Teachers are asked to deal with observed behaviors and to provide privileges and consequences which are meaningful to the student.

Teachers may send students to the office for discipline reasons when a) the severity of the behavior warrants a more serious consequence, or b) the student is continuing to act in a disruptive manner after the teacher has already intervened. Parents will often be notified by phone or in writing when a discipline referral is initiated. Other options available to teachers when dealing with behavior difficulties include a) in-classroom interventions and b) after-school detention.

All staff members are dedicated to providing a quality learning atmosphere for all students. At

the same time, it is our belief that behavior interventions are most effective when students understand that logical consequences occur when a poor choice is made. By tying consequences to student choices, we strive to teach responsibility and self-control to all students. Your support at home is very important in this process. We view you as partners -- together, we can make a positive impact on a student to better prepare him/her for success in later life. Because this partnership is so important, we will keep you informed when we have discipline concerns. We will also ask for your help in resolving those concerns.

Behavior Expectations Matrix

COMMON AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All Common Areas	• Walk facing forward. • Keep hands, feet and objects to self. • Get adult help for accidents and spills • Use all equipment and materials appropriately.	• Use kind words and actions • Wait for your turn. • Clean up after self. • Follow adult directions.	• Follow school rules • Remind others to follow school rules • Take proper care of all personal belongings and school equipment • Be honest.
Cafeteria	• Keep all food to self. • Sit with feet on floor, bottom on bench, and facing table.	• Be kind to anyone who sits next to you. • Use quiet voices. • Follow adult directions	• Raise hand and wait to be excused. • Get all utensils, milk, etc., when first going through the line.
Playground /Recess	• Walk to and from the playground. • Stay within the boundaries. • Be aware of activities/games around you.	• Play fairly. • Include everyone.	• Obtain adult permission to reenter the building to use the bathroom and leaving the area.
Passing Areas, Halls, Sidewalks	• Stay to the right. • Allow others to pass.	• Hold the door open for the person behind you.	• Stay on sidewalks. • Single file.

COMMON AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
	- Keep hands and feet to yourself. - Walk.	Use quiet voices.	
Bathrooms	- Keep feet on floor. - Keep water in the sink. - Wash hands. - Put towels in garbage can.	- Knock on stall door. - Give people privacy. - Use quiet voices.	- Flush toilet after use. - Return to room promptly.
Arrival and Dismissal Areas	- Use bike lane. - Walk bike onto and off school property. - Use sidewalks and crosswalks. - Wait in designated areas. - Walk	(See All Common Areas)	- Arrive on time. - Leave on time. - Get teacher permission to use the phone.
Gym	(See All Common Areas)	Use quiet voices.	Obtain permission before leaving the area.
Special Events and Assemblies	Wait for arrival and dismissal signal	- Use audience manners. - Sit on bottom.	(See All Common Areas)
Classroom	Keep hand and feet to yourself.	- Use quiet voices. - Follow teacher directions. - Respect property: yours and others.	- Come to class on time, prepared for class. - Remain quiet while others are working.
Bus	- Stay seated on the bus. - Use quiet voices. - Respond quietly to the bus driver.	- Listen to the bus driver. - Treat the bus like it was your own vehicle.	- Line up single file in the bus line. - Sit in seat. - Be quiet at railroad crossings. - Gather belongings before exiting the bus.

Breakfast/Lunch Program

Please see District Policy information on our website ~ fortmorgank12.com

Building Accountability Committee (BAC)

Each school has an accountability committee to assist the principal and staff in the planning/accountability process aimed at producing a quality educational program for each student in the school. The committee meets monthly and is composed of the principal, staff members, parents, and other community members.



The school principal, as the instructional leader of the school, is the key person in building level accountability and the improvement process. Key elements of committee involvement include: 1) an effective planning process, 2) wide involvement, and 3) disclosure/reporting of results. The focus is on improvement more than maintenance and on achievable priorities rather than comprehensiveness.

Colorado's Accountability/Accreditation program is important because it enhances local control by allowing the local district to determine its own goals, priorities, plans, evaluation procedures, and expectations for quality educational programs in a partnership arrangement with the state Department of Education.

Under Colorado accreditation regulations, each school building must develop action plans for school improvement based upon district priorities unique to each individual building.

Bullying

We support a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. We promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable and will NOT be tolerated.

Bullying is defined as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. This includes occurrences in school buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including detention, suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made.

Change of Address

Should your present address or telephone number change, please notify the school office

immediately (867-2998).

Child Abuse Law

Please see District Policy information on our website ~ fortmorgank12.com

Children Leaving the Building

Students will not be allowed to leave the building during school hours unless checked out through the school office by the parent or guardian. If you need another adult to pick up a student during school hours, please notify the office ahead of time. Adults who are not listed on Infinite Campus will not be allowed to remove a child from school. This is necessary as we work to protect the safety and well-being of all students.

Classroom Visitation

You are encouraged to visit your child's class at any time. Please contact the school office to make arrangements for a visitation. Children will not be allowed to visit unless accompanied by an adult.

Commitments to Excellence

Please see District Policy information on our website ~ fortmorgank12.com

Communication between Home and School

It is the intention of the school office to keep all parents well-informed regarding school programs, policies, and activities. Fliers and other notices are frequently sent home with students. Sherman Language School distributes a monthly newsletter to all families. If your child fails to give you this information, **please ask him/her for it.** Our teachers also communicate frequently with parents via communication apps such as Remind or Class Dojo. We want you to be well-informed! If for some reason you feel like you need more information about anything to do with Sherman Language School, please call us. We will continue to provide our monthly newsletter and other important notices in Spanish for those in our community who would find that helpful.



Critical Incident Procedures

In the event of a safety/security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing safety procedures. Students will be taken to secure areas until the school office is notified by the police department that everything is safe. The safety procedures are practiced twice each year. In the event of a safety or security threat, please do not call the school or attempt to come after your children as this may impede established safety protocols. Information will be forthcoming through the District Support Center.

Customer Service Plan

The staff at Sherman Language School Elementary School promises you:

- We will make decisions with the best interest of the student in mind.
- You are always welcomed in your school.
- Your views are important and will be considered.
- You are valued as an important partner with the school.
- We will continually strive to provide the best possible educational experience for each child.

Daily Schedule

Our students' instructional day is from **7:45 a.m. to 3:30 p.m.** The daily schedule is as follows:

7:15	Doors open. Breakfast is served in the cafeteria
7:30	First Bell rings.
7:45	Tardy bell rings
3:30	Student dismissal

Other services offered by the school are as follows:

- ☐ Special Education services
- ☐ Title 1 services
- ☐ Speech (students qualify through various types of testing)
- ☐ Health services
- ☐ Culturally and Linguistically Diverse (CLD)
- ☐ Small-group counseling
- ☐ Gifted and Talented services

Please do not allow your child to arrive at school before 7:15, as students are not supervised until that time. Parents are encouraged to discuss with their children the importance of being safe on the way to and from school. Please make arrangements to have your child come home directly after school -- because of staff meetings and other activities, we *cannot supervise students after 3:45.*

Discipline

Student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. Discipline will be given out by the principal or designee. The principal has the right to suspend students. For more serious

violations administrators have the right to move the offense to a more serious class or consequence.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior:



- ☐ Violates the code of conduct adopted by the Morgan County School District Re-3 Board of Education
- ☐ Is dangerous, unruly, or disruptive; or
- ☐ Seriously interferes with the ability of the teacher to teach the class or other students to learn.

Dress Code

Students are asked to come to school neat, clean, and dressed appropriately for the season and school setting/situation. Appropriate shorts are acceptable in warm weather. However, students are urged to use good judgment regarding when to wear shorts, as they will be expected to go outside at recess time with other students. Please keep in mind that fall and spring weather is very unpredictable and warrants a check by adults before children leave for school. In the winter, students will play outside unless it is very cold. Please send your child to school with a warm coat, hat, gloves, and (if possible) boots. If your children wear snow boots, please send a pair of shoes for them to change into for inside activities.

It is important that a student's choice of clothing promotes a safe school environment, does not detract from the educational focus or distract other students from learning. Parents of students who wear inappropriate clothing may be called to bring an appropriate change of clothing to school.

The following clothing choices are not acceptable at school and apply to both girls and boys:

- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Clothing worn or haircut to denote gang affiliation
- Clothing that promotes violence, contains advertisements for tobacco, alcohol, or drugs, or conveys suggestive messages
- Any other clothing or accessories that, in the opinion of school staff, is inappropriate or distracting

Dropping Off/Picking Up Students

The front entrance is located on Beaver Ave and all students in grades K-5 will be released at that entrance. Please enter the Beaver Ave. driveway nearest Sherman Street and proceed all the way to the east end of the parking lot. Preschool dismissal will be at the south Sherman Street entrance, and bus students will be dismissed near the gym. IN ORDER TO

ACCOMMODATE THE LARGE NUMBER OF PARENTS WANTING TO PICK UP THEIR CHILDREN, PLEASE DRIVE TO THE FURTHEST EAST END OF THE PICK-UP ZONE. **Do not leave your car in this area unattended.** If you park on the street to pick/drop off your child, please instruct him/her to walk safely and use crosswalks when crossing streets. In the interest of student safety, we suggest no pedestrian traffic through the parking lot during that busy time immediately before and after school. We ask that you do not bring pets to school when picking up students. Even though your pet is on a leash, it has potential to be a concern.

Electronic Devices

Use of electronic communication devices in school situations disrupts and interferes with the educational process. Students are encouraged not to bring electronic devices to school. This includes cell phones, gaming devices, smart watches, etc. If your child does bring an electronic communication device, it is the student's responsibility to ensure that the device is turned off and out of sight during unauthorized times. Students must use the office phone to contact home during the school day. The district shall not be responsible for loss, theft or destruction of electronic communication devices brought onto school property.

Emergencies and Drills

Sherman Language School will conduct an emergency drill once per month. In addition, tornado drills will be conducted in the spring months. Lockdown drills will be conducted twice a year. In the event of an emergency, your children will be secured in locations throughout the building for safety. Please do not call the school or try to come after your children if/when you hear the alarm.

Parents — instruct your child in safety and emergency procedures. Encourage your child to follow these rules, as they are made for his/her safety and protection.

Emergency Contacts

At registration, school personnel will ask you to provide the names and phone numbers of emergency contact people. If a student's emergency contact information changes during the school year, parents need to contact the school office with the new contact information.

Culturally and Linguistically Diverse (CLD) Programming

Morgan County School District Re-3 serves the needs of many multicultural and multilingual learners.

Students may qualify for CLD programming if their Home Language Survey (HLS) indicates the influence of a language other than English. Students are evaluated using the WIDA screener to determine English language proficiency in listening, speaking, reading and writing. If students score below 4 overall and in literacy they qualify for CLD services.

Instructional programming is then designed to support the student's language proficiency. Instructional services may include:

- "Pull-out" support during which time students participate in small group instruction with the CLD teacher or CLD paraprofessional.
- Sheltered instruction in the regular classroom where instruction is conducted in English with language support using research based strategies.
- Some students may also receive support from a teacher assistant during content instruction.

Sherman Language School uses the bilingual instruction model for all Spanish speaking students in addition to the programming listed above. All students at Sherman Language School are second-language learners; as such, classroom instruction is appropriate for second language acquisition.

All certified teachers have successfully completed the requirements necessary to earn the CLD designation. Staff in all buildings are provided professional development from the CLD teacher and/or the CLD Director. In addition to this all teachers are provided with information outlining each student's language profile and appropriate teaching strategies.

Additional learning opportunities may also be available which may include intervention during the regular school day and/or summer programming.

The Morgan County School District Re-3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.

Expenses

A list of school supplies will be published for parents on the website. Occasionally fees will be required for field trips.

Students who damage or lose school-owned books, chromebooks, or other items will be expected to pay for replacement.

Harassment

Harassment is defined as: Verbal, written, graphic or physical conduct that is pervasive enough to interfere with a student's ability to participate in or benefit from the district's educational programs or activities.

EXAMPLES OF HARASSMENT

- Intimidation implied or overt threat of physical violence

- Physical acts of aggression, assault, or damage to another's property
- Demeaning jokes, taunts, slurs, nicknames, name calling, innuendos, or derogatory remarks either written or verbal
- Graffiti or visual displays such as cartoons or posters depicting slurs or derogatory sentiments
- Use of "fighting words" intended to incite individuals to violent actions
- Criminal offenses directed at an individual

Health Services

We share a school nurse with other buildings. Even when she is not at Sherman Language School, she is on call as needed for emergencies. Parents, please keep your child at home if the student:

- A body temperature of 100 degrees or higher
- Vomiting or diarrhea continuing in the last 12 hours
- A **severe** headache or stomach-ache



Holiday Celebrations

Room parties are scheduled at Sherman Language School for Halloween and Valentine's Day. Students should get the permission of the classroom teacher before bringing treats for a special occasion. We encourage healthy treats, please. Alternative activities will be provided for those students whose parents wish for them not to participate in these events. Please refrain from bringing gifts to school for your child for any celebration times as they will not be allowed into the classroom area.

Homework

Homework assignments or projects may be offered as an opportunity for pupils to practice skills learned at school. Students should all be reading nightly for 10-20 minutes whether reading homework is assigned or not. Such assignments will vary with the teacher and the child. PLEASE feel free to visit with your child's teacher about homework.

Infinite Campus Parent Portal Instructions

Please see District Policy information on our website ~ fortmorgank12.com

In-School Suspension

A student can be sent to in-school suspension (ISS) when a) he/she exhibits behavior that warrants immediate and long-term removal from the classroom: ISS students will spend this time in the office area. While in this room, students are supervised by a school staff member.

Immunization of Students

Please see District Policy information on our website ~ fortmorgank12.com

Lost Children Procedure

In the event that a child is presumed to be lost, the teacher or the teacher assistant will immediately notify the principal. The principal and all available staff will search for the child in the immediate area. If the child is not found, the principal will notify the parent/guardian and the local police department. If the child is found, the principal will notify the parent/guardian of the incident. In either case, the teacher will ensure the safety of the other children and will document the incident in the child's file.

Lunch/Breakfast Program

Please see District Policy information in the back of the book.

For students wanting seconds for lunch, all students are required to pay for the main dish.

Lunch Room Expectations

We try to promote a friendly, courteous atmosphere in our lunchroom. Students are allowed to talk to neighboring students, but loud and distracting behavior is not acceptable. Students who cannot behave appropriately will eat in the office. Continued unacceptable behavior will result in a contact with the parent. Each student is expected to show proper respect to the cooks, teacher assistants, and classmates. Students do not return to the classroom after lunch, but go directly outside from the cafeteria.

Medication Policy

Please see District Policy information on our website ~ fortmorgank12.com

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com

Parents Please Keep These Items at Home

- Any toy, collection cards ex. Pokemon trading cards, or other items that would be distracting to the student or others in the classroom. Besides interfering with learning, these items sometimes disappear—creating additional problems.
- Any weapon or any item which could reasonably be used as a weapon or appear as a weapon ex. toy gun and small pocket knives. They could present a danger to other students and staff members.
- Any animal or plant, unless it serves an educational purpose and receives prior approval.
- Cash at school is not typically needed and can disappear.
- Please note that the school cannot be responsible for lost or stolen items.



ANY VARIANCE TO THE ABOVE REQUIRES PRIOR APPROVAL BY THE CLASSROOM TEACHER OR SCHOOL PRINCIPAL!

Playground Expectations

We want students to enjoy recess time - but our primary concern is safety. Because of this, we will follow these general guidelines:

- All student recesses will be supervised by one or more school staff members.
- We will expect students to follow directions and treat others with respect.
- Playground equipment is to be used only as intended (slides are to be used to go down only).
- Students are not to jump from equipment.
- Supervisors may limit the number of students allowed on a given piece of equipment at a time.
- Rocks, sand, or other objects may not be thrown.
- Inappropriate language or actions will not be tolerated.
- Hard baseballs are not allowed at school — supervisors may also prohibit other items which they feel might be dangerous to students.
- NO Tackle Football.
- Students not following these guidelines will be provided with a consequence which may include suspension or loss of outside recess privileges.

Retention Policy

Please see District Policy information on our website ~ fortmorgank12.com

Riding the Bus

Students are to ride only on their assigned bus. If they are not to ride the bus on a given day, please phone the office with this information before 2:30 p.m. Only students assigned to buses may ride them, unless an exception has been approved by the transportation director.

Students and parents are reminded that riding the bus is a privilege. Students who choose to behave poorly on the bus are a safety hazard to the other students on the bus and may lose their bus-riding privilege for a period of time. To make behavior expectations more clear, the following guidelines are in place:

1. Pupils shall board the bus without crowding or pushing, and shall remain seated while the bus is in motion.
2. Pupils shall not extend arms, legs, or head out the bus windows.
3. Pupils shall not talk to the driver while the bus is in motion except in an emergency. At all other times, voices should remain at a conversational level.
4. Pupils will not tamper with the emergency doors or any part of the bus equipment nor shall windows be opened except when permitted by the bus driver.
5. Pupils shall not deface the bus or its equipment.
6. Pupils shall not fight or scuffle on the bus or throw objects from the window.
7. Pupils will keep books, lunchboxes, and similar objects out of the aisle of the bus and

there will be no eating on the bus.

8. Pupils must remain seated until the bus has come to a complete stop.
9. Pupils shall leave the bus in an orderly manner.
10. Pupils are expected to be at assigned bus stops at the scheduled time and are not to be picked up or discharged at any other stop.

Right to Searches

The principal or designee may search a student or a student's personal possessions on school grounds or during a school activity held off school premises if there is reasonable cause for believing that the student is concealing materials the possession of which is prohibited by Board Policy or which are otherwise detrimental to the health, safety or welfare of other students or school personnel. Regarding searches:

- Searches shall be made in the presence of an adult witness.
- Searches of the person of a student shall be limited to:
 - Searches of pockets, including the student's exterior clothing.
 - Any object in the possession of the student, including but not limited to a purse, briefcase, backpack, or coat.
 - No strip search can be carried out by any employee.
- Student desks, lockers, etc. can be searched when the person conducting the search has reasonable suspicion.
- Anything found during such a search which is dangerous to others or prohibited at the school shall be seized by school personnel. At this point it can be used as evidence in a suspension or expulsion hearing, or it may be turned over to law enforcement personnel.

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com

Strangers

Parents are encouraged to tell their child(ren) not to talk to or take things (including rides) from people they do not know. Encourage your child to report to parents and/or teachers anyone who attempts to talk to them, follow them, or offer rides or "goodies" of some kind. Please also tell your children to yell and run if anyone they don't know tries to touch them.

Instruct your child to:

- a) Never accept rides or gifts from strangers.
- b) Always report to a teacher, police officer, bus driver, or parent any strangers seen loitering on foot or in a car near schools, playgrounds, or other places where children gather.
- c) Always try to secure the license number of the car. Write it down or scratch it on the road with a stick or on the sidewalk with a stone.

- d) Seek help from a police officer.

You may want to remind your child and check periodically to see if he/she:

- a) Takes the most direct route to and from school.
- b) Goes immediately home after being dismissed from school.
- c) Obeys traffic and safety regulations established for both walking and bicycle riding. NO BICYCLE RIDING IS PERMITTED ON SCHOOL GROUNDS DURING SCHOOL HOURS.
- d) Uses crosswalks.

Student Progress

Student progress reports will be distributed at the end of each quarter. Two Parent-Teacher conferences are scheduled for the school year as well. Sherman Language School has academic standards in place for all grades.

WE STRONGLY ENCOURAGE PERSONAL AND/OR PHONE CONFERENCES WITH A TEACHER WHENEVER NEEDED OR DESIRED.

Student with Food Allergies

Please see District Policy information on our website ~ fortmorgank12.com

Substance Policy

Please see District Policy information on our website ~ fortmorgank12.com

Suggestions to Parents

Parents play a very important role in making the school experience a successful one. A few suggestions for all school children are:

1. Encourage your child to go to bed early and get plenty of rest.
2. Encourage your child to eat a good breakfast before coming to school.
3. Encourage your child to respect the rights and property of others.
4. Encourage your child to be thoughtful of others.
5. Encourage your child to take and accept responsibility.
6. Demonstrate to your children that you value the importance of a good education.
7. Read -- to your child, and with your child. Model that you value reading.
8. Be an active, involved parent — showing your child that you care.

Suspension/Expulsion from School

Please see District Policy information on our website ~ fortmorgank12.com

Tardy Policy

Please see District Policy information on our website ~ fortmorgank12.com

Testing Information

There will be a variety of assessments given. Some will be required by the school and others will be set up as district wide assessments, and we also will do state testing. In each case, it is our desire that the assessments will provide meaningful data that can be used to evaluate instructional practices and as well as making sure that the curriculum is tied to state standards.

State Testing: The state of Colorado requires grades 3-5 test in the areas of math, reading, writing, social studies and science, depending on the grade level. CMAS (Colorado Measures of Academic Success) tests will be scheduled, and parents will receive notification of exact testing dates. Make-ups will be scheduled as necessary within the window allotted for testing to take place.

It is important for students, parents/guardians, and teachers to mark these dates down and make sure that your child(ren) is present for the test and to give the best effort possible. We ask that you make appointments, vacations, etc. based around these dates. These dates are listed on the school calendar on the district website and will be also reminded of in the Sherman Language School newsletter when dates get closer.

Vandalism

The school system's buildings, grounds, and other property are built, purchased, and maintained with taxes levied on the community's taxpayers, and all damage caused must be paid for in the same way. Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities in addition to receiving disciplinary actions at school and subject to reimbursement of aforementioned property.

Volunteer Responsibilities

Sherman Language School School has an active Parent-Teacher organization (P.T.O.). The P.T.O. exists in order to promote a close relationship between parents and staff of the school. Our P.T.O. serves the school in various ways, including:

- ◆ Promoting and organizing a community volunteer network for the school.
- ◆ Serving as a branch of our school accountability process.
- ◆ Hosting/helping with various school functions (e.g... Teacher Appreciation Day, Fall Festival, etc...).
- ◆ Providing additional educational opportunities for our students.
- ◆ Raising funds for school equipment, projects, and programs.

Currently, the P.T.O meets on a monthly basis, with work groups meeting as needed. These meetings will be publicized in the Sherman Language School newsletter as well as on the school calendar and via Remind, and interested parents are encouraged to attend. Parents and other

community members are also encouraged to phone the school if they would like a particular item to be discussed at a P.T.O. meeting.

Special programs to which you might enjoy contributing time and talent are:

- ◆ Room Helpers -- assisting with classroom holiday parties or as needed.
- ◆ Volunteer Teacher Assistants -- assisting teachers in preparing materials.
- ◆ Resource persons for special units of study.
- ◆ Hospitality -- serve at school functions.

If one of the above interests you, please contact the school or one of this year's P.T.O. officers.
WE WANT YOU TO BE INVOLVED IN THE LIFE OF YOUR SCHOOL!

Weapons in School

Please see District Policy information on our website ~ fortmorgank12.com

BAKER ELEMENTARY SCHOOL

Handbook Changes/Additions for 2026-2027 School Year

June 15, 2026

Please note changes in red for the following:

- Cover Page – Updated school year to 2026-2027.
- Page 4 - Updated extension to 4610
- Page 14 - CLD Updated Language
- Page 17 - Removing
 - ***Insurance***
 - Student insurance is optional. Insurance is available that covers students from the time they leave home to their return home during the school year, or a more expensive policy covers the students 24 hours a day year-round. Please contact the school office if you would like more information.



BAKER

ELEMENTARY

HOME OF THE BAKER BULLDOGS

300 Lake Street

Fort Morgan, CO 80701

Telephone 970.867.8422

Fax 970.867.8498

Principal - Daniel Cooper

~~2025-2026~~ - 2027

Student Handbook

BAKER ELEMENTARY SCHOOL

PARENT/STUDENT HANDBOOK 2024-2025

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Welcome/Introductory Letter

Welcome to Baker Elementary School. We hope that this school year will be rewarding, fun, and educational for all of our students, parents, and staff. This handbook has been prepared to help familiarize students and parents with the procedures, policies, and regulations of Baker Elementary School.

Baker Elementary School takes pride in the many opportunities we provide students and cooperation is essential for an effective educational program. This cooperation must be between the students, the school, and the home. By working together and communicating effectively, we can provide a well-rounded education for our students.

The key to a successful school year is teamwork between school, home, and community.

It is our hope that this handbook will provide answers to the numerous questions that come up during the school year. As you read this handbook, remember the staff encourages you to participate in all of our school activities.

Parents and guests are always welcome at Baker Elementary School!

If you have any questions, at any time during the year, please call 867-8422.

Daniel Cooper,
Principal

Mission Statements

MISSION STATEMENT

The mission of Morgan County School District Re-3 is to inspire creative thinking, high achievement, and lifelong learning.

Baker Elementary School Mission Statement

At Baker we teach our students to challenge themselves to become citizens that are kind, responsible and prepared academically for an ever-changing society.

Core Values

We assume that:

1. All people are equally valuable.
2. All people are continuous learners.
3. Effective relationships require honesty and trust.
4. "Family" is the primary influence on the individual.
5. Diversity is valued.
6. All people are responsible for their own actions; they shape and are shaped by their environment.
7. All people need safe, caring, supportive environments to reach their full potential.
8. The foundation of quality is a commitment to continuous improvement.
9. Quality education and the application of knowledge open the door to individual as well as community health and growth.

Absences

The following attendance procedures apply to Baker Elementary School and help the school accomplish the desired attendance goal of 95%:

1. Daily attendance will be taken in the classroom.
2. Any notes for student absences should be brought promptly to the office.
3. ***If a student is absent, it is essential that parents telephone the school office by 8:00 a.m. at 867-8422, ext. 4610. If the office does not receive a call by 8:00 a.m., the office will contact the parent/guardian regarding the student's absence from school. If the office is unable to reach a parent/guardian, a note explaining the student absence is necessary. Written excuses must include date(s) absence, reason for absence, and parent/guardian signature. If there is no phone call or written note from a parent/guardian excusing the student absence, it will be recorded as unexcused or truant.***
4. **A parent/guardian has three (3) days from the date of the occurrence to validate the absence. If the absence remains un-validated, the absence will remain unexcused or truant.**

5. Students must attend school to participate in any school activity on the same day.

Absence Categories

EXCUSED

Absences will be recorded as excused for a student who is ill, injured, or suffering from a mental or emotional disability with notification by the parent or guardian. Other absences will be excused if pre-arranged with the teacher and approved by the school administrator and may include things like: 1) doctor appointments, 2) funerals and 3) court. Though excused, the absence becomes part of the child's cumulative record. Elementary children are not counted absent when attending school-sponsored activities.

In the event a child needs to be dismissed during school hours, please contact the school office explaining the reason for the dismissal and the time that child is to be released. Parents and guardians are strongly encouraged to schedule appointments and trips after regular school hours or on days when children are not in school.

If excused absences become excessive, ten (10) in a school year, parents or guardians will be notified by school staff to express concern. Such notifications may be accompanied by requests for conferences aimed at improving the student's attendance and completion of missed schoolwork.

UNEXCUSED

Absences not covered above or not approved by the school will be recorded as unexcused. Students who are suspended out-of-school or expelled shall be considered unexcused. Parents or guardians will be notified by mail, telephone, or personal contact by a staff member when any student has four (4) unexcused absences within one month or ten (10) in a school year. Parents or guardians may be requested by school staff or administrators to meet with them to develop problem-solving strategies directed towards improved attendance and the accomplishment of learning objectives.

MAKE-UP WORK

1. Teachers may prepare work for a student who is going to miss three or more days of school. It is highly recommended the parents request the work ahead of time. This will allow the teacher time to gather assignments for students before they leave. Please give the teacher and the school office notice as soon as reasonably possible, about extended absences for your student.
2. Make up work shall be allowed following an unexcused absence with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. However, this work will receive only partial credit, which is the consequence for an unexcused absence.

Asbestos Notification

Please see District Policy information on our website ~ fortmorgank12.com.

Assemblies

During an assembly, all students are to sit in their assigned areas with their class. Handclapping is the only form of applause which is to be used. Students are not to leave the assembly area until they have been properly dismissed. Students who do not demonstrate appropriate behavior during assemblies or auditorium programs will not be allowed to attend future events.

Attendance

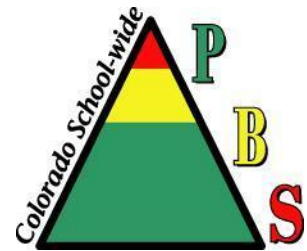
Attendance is the responsibility of the student, the parents, and the school. The importance of regular, daily attendance as a basis for academic achievement cannot be over-emphasized. Absences have a negative effect upon instructional continuity, regardless of any attempts to make up work. The regular contact of the student with one another in the classroom and the student's participation in a well-planned instructional activity under the tutelage of a teacher are vital.

Bad Weather Consideration

Please see District Policy information on our website ~ fortmorgank12.com.

Baker Rules

BAKER RULES
Be responsible
Attitude
Kindness
Effort
Respect



Behavior Expectations and PBS

Positive Behavior Support (PBS) is having an encouraging influence on behavior at Baker Elementary School. PBS is a proactive systems approach for creating and maintaining safe and effective learning environments in schools and ensuring that all students have the social/emotional skills needed to ensure their success at school and beyond. Our pledge, "As Baker Students, we pledge to Be responsible with a positive Attitude, using Kindness, Effort and Respect" reminds all of us the importance of proper behavior in school.



Behavior Expectations Matrix

COMMON AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All Common Areas	• Walk facing forward. • Keep hands, feet and objects to self. • Get adult help for accidents and spills • Use all equipment and materials appropriately.	• Use kind words and actions • Wait for your turn. • Clean up after self. • Follow adult directions.	• Follow school rules • Remind others to follow school rules • Take proper care of all personal belongings and school equipment • Be honest.
Cafeteria	• Keep all food to self. • Sit with feet on floor, bottom on bench, and facing table.	• Be kind to anyone who sits next to you. • Use quiet voices. • Follow adult directions	• Raise hand and wait to be excused. • Get all utensils, milk, etc., when first going through the line.
Playground /Recess	• Walk to and from the playground. • Stay within the boundaries. • Be aware of activities/games around you.	• Play fairly. • Include everyone.	• Obtain adult permission to reenter the building to use the bathroom and leaving the area.
Passing Areas, Halls, Breezeways, Sidewalks	• Stay to the right. • Allow others to pass.	• Hold the door open for the person behind you.	• Stay on sidewalks. • Single file.

COMMON AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
	- Keep hands and feet to yourself. - Walk.	Use quiet voices.	
Bathrooms	- Keep feet on floor. - Keep water in the sink. - Wash hands. - Put towels in garbage can.	- Knock on stall door. - Give people privacy. - Use quiet voices.	- Flush toilet after use. - Return to room promptly.
Arrival and Dismissal Areas	- Use bike lane. - Walk bike onto and off school property. - Use sidewalks and crosswalks. - Wait in designated areas. - Walk	(See All Common Areas)	- Arrive on time. - Leave on time. - Get teacher permission to use the classroom phone.
/Gym	(See All Common Areas)	Use quiet voices.	Obtain permission before leaving the area.
Special Events and Assemblies	Wait for arrival and dismissal signal	- Use audience manners. - Sit on bottom.	(See All Common Areas)
Classroom	Keep hand and feet to yourself.	- Use quiet voices. - Follow teacher directions. - Respect property, yours and others.	- Come to class on time, prepared for class. - Remain quiet while others are working.
Bus	- Stay seated on the bus. - Use quiet voices. - Respond quietly to the bus driver.	- Listen to the bus driver. - Treat the bus like it was your own vehicle.	- Line up single file in the bus line. - Sit in seat. - Be quiet at railroad crossings. - Gather belongings before exiting the bus.

Bicycles

When students ride their bicycles to school they should use the bike rack on the south side of the school building. It is recommended that a bike lock be used. Students are required to walk their bike on school property and use the crosswalks when crossing the street. Bicycles are not allowed in the bus lane area due to safety concerns. NO BICYCLE RIDING IS PERMITTED ON SCHOOL GROUNDS DURING SCHOOL HOURS.

Breakfast/Lunch Program

Please see District Policy information on our website ~ fortmorgank12.com.

Building Accountability Committee (BAC)/ Parent-Teacher Organization (PTO)

Baker Elementary School has an active BAC/PTO (Building Accountability Committee/Parent-Teacher Organization). The BAC/PTO exists in order to promote a close relationship between parents and staff of the school. Our BAC/PTO serves the school in various ways, including:

- Promoting and organizing a community volunteer network for the school.
- Serving as a branch of our school accountability process.
- Hosting/helping with various school functions (ie. Teacher Appreciation Day, etc.).
- Organizing our school's after-school enrichment program.
- Providing additional educational opportunities for our students.
- Raising funds for school equipment, projects, and programs.

Currently, the BAC/PTO meets on a monthly basis, with work groups meeting as needed. These meetings will be published in the Baker Newsletter, and interested parents are encouraged to attend. Parents and other community members are also encouraged to phone if they would like a particular item to be discussed at a BAC/PTO meeting.

Special programs you might enjoy contributing your time and talent to:

- **Parent volunteers**– assisting with classroom holiday parties or as needed.
- Volunteer Teacher Assistants – assisting teachers in preparing materials.
- Resource persons for special units of study.
- Hospitality – serve at school functions.

If one of the above interests you, please contact the school or one of this year's P.T.O. officers. WE WANT YOU TO BE INVOLVED IN THE LIFE OF YOUR SCHOOL!

Bullying

Please refer to the district bully policy located at fortmorgank12.com and in the last section of the handbook.

Baker Elementary School will not tolerate "Bully Behavior". The textbook definition of bullying is: A person is being bullied or victimized when he/she is exposed repeatedly and over time, to negative actions on the part of one or more persons. This a partial list of bully behaviors. It is

by no means to be a complete list:

1. Shoving or pushing in a way to cause harm, (intending to cause harm)
2. Name calling, words like: queer, homo, lesbo, bitch, whore, slut, fag, racial slurs and others intended to cause harm.
3. Verbal threats, things like: "You watch your back" or "I'll get you after school."
4. Physical abuse, hitting, kicking, and punching of people who cannot or will not fight back.
5. Rumor spreading, "messenger behavior" or spreading information in order to promote conflict and bully behavior. Any notes or rumor spreading that contains sexual words will also be considered sexual harassment. Students who receive their second discipline referral for this issue will attend an educational workshop. Parents may be asked to attend also.
6. Note writing and slam books, writing statements that are untrue or intended to hurt others and cause conflict. This may include social media and other electronic forms of communication.

Bus Discipline

Proper student control on buses is essential to the safety and well-being of all bus riders. Unruly riders cannot be tolerated and shall be dealt with in the following manner:

- First Offense - Notification of parent and principal
- Second Offense - Parent - Transportation Supervisor Conference and one day exclusion from riding.
- Third Offense - Suspension from transportation on school buses and a conference
- More than three offenses - Possible permanently excluded from riding on buses.

Candy, Gum, Snacks

Due to gum being found on carpet, lunch trays and tables, students are not permitted to chew, eat, and distribute gum, candy, sunflower seeds, pop, and other similar items. This is an effort to keep carpets, furniture, lockers, and facilities presentable and clean. Items in possession by students may be confiscated by staff. Teachers may permit students to have such items for special classroom activities.

Change of Address

Should your present address or telephone number change, please notify the school office promptly at 867-8422.

Child Abuse Law

Please see District Policy information on our website ~ fortmorgank12.com.

Classroom Visitation/Parent Conferences

Parents are encouraged to visit classes. Visitations not only provide an opportunity to observe a particular classroom or group situation, but also present an opportunity for parents to observe their student's work habits and personal interaction with classmates and teachers.

Conferences between parents and staff members can be very helpful in promoting understanding of educational goals and objectives. These visits can resolve problems and misunderstandings that may arise, as well as help students at home, and update parents regarding student progress. Scheduled conferences are held near the end of the first and third grading periods each year. Additional conferences will be arranged at the request of either parents or teachers. Parents are encouraged to confer with staff members.

All visitors to Baker Elementary School are required to sign in with office personnel upon entering the building.

Critical Incident Procedures

In the event of a safety/security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing safety procedures. Students will be taken to secure areas until the school office is notified by the police department that everything is safe. In the event of a safety or security threat, please do not call the school or attempt to pick up your children.

Code of Conduct

Building administrators may suspend or recommend expulsion of a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles or during a school-sponsored activity. Suspension or expulsion shall be mandatory for serious violations in a school building or on school property.

1. Participation in gang-related behavior.
2. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
3. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
4. Causing or attempting to cause physical injury to another person except in self-defense.
5. Commission of any act which if committed by an adult would be robbery or assault as defined by state law. Expulsion shall be mandatory in accordance with state law except for commission of an act which would be third degree assault. Violation of criminal law which has an immediate effect on the school or on the general safety or welfare of students or staff.
6. Violation of district policy or building regulations.
7. Violation of the district's policy on dangerous weapons in the schools. Expulsion shall be mandatory for carrying, bringing, using or possessing a dangerous weapon without the authorization of the school or school district, in accordance with state law.
8. Violation of the district's alcohol use/drug abuse policy. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law.
9. Violation of the district's smoking and use of tobacco policy.
10. Violation of the district's policy on sexual harassment.
11. Throwing objects, outside of supervised school activities, that can cause bodily injury or damage property.
12. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or visitors to the school.

13. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others that cause disruption of the school program or provoke violence.
14. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
15. Lying or giving false information, either verbally or in writing, to a school employee.
16. Scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
17. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the school staff.
18. Behavior while in any school, on school grounds, in a school vehicle or during any school-sponsored activity which is detrimental to the welfare, safety or morals of other students or school employees.
19. Repeated interference with the school's ability to provide positive, safe educational opportunities to other students.

Commitments to Excellence

Please see District Policy information on our website ~ fortmorgank12.com.

Daily Schedule

Our students' school day is from 7:45 a.m. to 3:30 p.m. Tuesday – Friday. The daily schedule is as follows:

7:30	First Bell rings. Students waiting on the playpad report to classrooms Breakfast is served in classrooms
7.45	Second bell rings which is the Tardy Bell. Pledge to the flag and school motto recited.
3:30	Dismissal for students

Students should not arrive at school before 7:15 a.m.

Discipline

Because we believe it is important to maintain a non-threatening, safe learning environment, students will not be allowed to:

1. commit any act or use any speech, either verbal or nonverbal (gestures, handshakes, etc.) showing membership in or affiliation in a gang.
2. use any speech or commit any act that shows any interest in gangs or gang activity – this includes, but is not limited to:
 - a. soliciting others for membership in any gangs

- b. requesting any person to pay for “protection” or otherwise intimidating or threatening any person
 - c. commit any illegal act or violation of school district policies
 - d. talk another person into hurting another classmate
- 3. carry or use any laser pointer or any other laser device
- 4. display any tattoos, brands and carvings on school property
- 5. display any body piercing while on school property or at school events. Exotic body piercing is considered to be piercing of any body part other than the ear. Pierced ears may be restricted if they become disruptive to the educational environment or a matter of safety.

Dress Code

All students are to wear clothing that is clean, safe, and in good repair. It should not detract or disrupt from the instructional procedure of the school. Clothing which bears inappropriate words or pictures is prohibited. Caps or hats are not to be worn in the building and may be confiscated. Clothing must cover all under garments completely and must not be transparent. Shoes must be worn at all times in the classrooms and hallways. Shorts are recommended to have at least a 5-inch inseam. **Baker Elementary School** will become involved only if the above standards are not met. Clothes that are clearly PROHIBITED at **Baker Elementary School** are as follows:

- 1. Clothing that promotes gangs (such items include but are not limited to: bandannas, sagging pants, eight ball t-shirts, slogans such as East Side, West Side, Homies, and Homeboys).
- 2. Clothing that promotes drugs, alcohol, tobacco, sex, or inappropriate gestures.
- 3. Clothing that promotes violence, i.e. guns or death, South Park shirts, ICP shirts, etc.
- 4. Loose clothing such as basketball-type tank-tops, spaghetti strap tops or pants that sag down, please use belts; sweatpants, sleepwear, etc.
- 5. Clothing that exposes or reveals the torso area or low-cut shorts or skirts.
- 6. Clothing with frayed, torn edges, i.e. cutoffs or sleeveless garments torn or cut.
- 7. Spandex or Lycra shorts.
- 8. Wearing sunglasses.
- 9. Clothes with holes or cut-outs or transparent clothing that reveals undergarments.
- 10. Wallet chains are not allowed. No chain-type jewelry is allowed.
- 11. Caps or hats, head coverings are not allowed to be worn inside the building.
- 12. Jewelry and accessories that include studded bracelets, collars, dog collars and chains.
- 13. Sleeveless tops that are snug around the shoulder and have at least a 3” wide shoulder strap is acceptable.
- 14. No pajamas, slippers or sleepwear.
- 15. Students will be asked to change or turn inside-out any clothing that is found to be offensive by an adult.
- 16. Students are not allowed to wear clothing with the intended design as outerwear such as jackets, coats, windbreakers and hooded sweatshirts, i.e. hoodies that are “oversized” athletic hoodies are not allowed in the classroom. Hoodies that are considered a part of an “outfit” are deemed permissible upon approval from teacher/administrator. Any clothing that can be used to hide contraband creates a safety hazard. Coates, sweaters,

etc., are to be kept in their lockers. If students are cold, sweaters and/or crew neck sweatshirts can be worn.

Dropping Off/Picking Up Students

Please drop the students off on the playground side (north side) of the building. Students who arrive on early buses will be supervised by school personnel. Students should not arrive at school before 7:15 a.m. If a student must arrive early due to special circumstances, parents are asked to contact the school. Students will enter through the north and south entrance doors. In case of inclement weather, the gym doors will be open.

Electronic Devices

iPods, MP3 players, pagers, games, laser pointers and other electronic equipment are NOT recommended at school, this includes field trips also. Cell phones – while cell phones are sometimes needed for safety concerns, cell phones need to be kept in lockers or back packs and are to be turned off. Cell phones and MP3 players are not to be used during school hours or on school grounds. Staff members are to confiscate prohibited equipment. The first time a student has had electronic equipment confiscated it will be returned at the end of the day. The second infraction will lead to the equipment being returned only to a parent/guardian. If a third infraction of this rule occurs, the school will retain the equipment for the remainder of the year or until the student withdraws from Baker Elementary School. If an appropriate educational need exists for a student(s) to bring such electronic device to school, the student must receive advance administrative approval. Such devices are easy to lose, damage, or have stolen. BAKER ELEMENTARY SCHOOL IS NOT RESPONSIBLE FOR LOST OR STOLEN DEVICES.

Emergencies and Drills

Regular emergency drills are required by law and are an important safety precaution. It is essential that when the fire alarm sounds or the alarm for the tornado drill sounds, the students obey promptly and listen to their teachers for the procedure they need to follow.

Emergency Contacts

At registration, school personnel will ask you to provide the names and phone numbers of emergency contact people. We will need for you to provide two emergency contact people other than parents, so that we will be able to reach someone in case of an emergency. If a student's emergency contact information changes during the school year, parents need to contact the school office with the new contact information.

Culturally and Linguistically Diverse (CLD) Programming

Morgan County School District Re-3 serves the needs of many multicultural and multilingual learners.

Students may qualify for CLD programming if their Home Language Survey (HLS) indicates the influence of a language other than English. Students are evaluated using the WIDA screener to

determine English language proficiency in listening, speaking, reading and writing. If students score below 4 overall and in literacy they qualify for CLD services.

Instructional programming is then designed to support the student's language proficiency. Instructional services may include:

- "Pull-out" support during which time students participate in small group instruction with the CLD teacher or CLD paraprofessional.
- Sheltered instruction in the regular classroom where instruction is conducted in English with language support using research based strategies.
- Some students may also receive support from a teacher assistant during content instruction.

Sherman Language School uses the bilingual instruction model for all Spanish speaking students in addition to the programming listed above.

All certified teachers have successfully completed the requirements necessary to earn the CLD designation. Staff in all buildings are provided professional development from the CLD teacher and/or the CLD Director. In addition to this all teachers are provided with information outlining each student's language profile and appropriate teaching strategies.

Additional learning opportunities may also be available which may include intervention during the regular school day and/or summer programming.

The Morgan County School District Re-3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.

~~Morgan County School District Re-3 serves the needs of many second language learners. All elementary buildings provide the services of an CLD teacher along with support from one or more teacher assistants.~~

~~Students may qualify for CLD programming if their Home Language Questionnaire indicates a Primary Home Language Other Than English (PHLOTE). Such students are evaluated to determine language proficiency (oral, reading, listening, and writing). Instructional programming is then designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in small group instruction with the CLD teacher. Sheltered instruction in the regular classroom is another means of serving English Language Learners whose needs are better served in this fashion. All instruction is conducted in English with translation support as needed and appropriate. Depending upon intensity of need, some students receive support from a teacher assistant~~

during content area instruction.

Staff in all buildings is provided information from the CLD teachers outlining each CLD student's language profile and teaching strategies appropriate for English language instruction. Extended learning opportunities are also available at all buildings which may include tutoring, supplemental and intervention instruction throughout the regular day, and/or summer school.

Fighting

Fighting is inappropriate in the school setting. If a student is involved in a fight with the intent to physically harm another, he/she may be suspended from school for up to three days. If students are fighting, **"we were only playing"** will not be allowed as an excuse by students. Multiple days of out-of-school suspension may be assigned as discipline. Students who encourage fighting by other students will be assigned the same level of discipline as the students who fight.

Gang Behavior

Gangs are a public perception and real danger to schools. Baker Elementary School has the following guidelines.

Once a student has been identified with gang behavior, actions, or items they will meet with administration. A "cease and desist" form will be completed and sent home. A second offense will result in a minimum of 3 days suspension from Baker Elementary School. Any gang type behavior beyond the second warning will result in a 5-day suspension with a mandatory hearing with the Superintendent of schools.

Health Services

If a student should become ill or injured at school, he/she is to report to the nurse's office after informing the teacher. Students must not leave the building without authorization because of illness. If deemed necessary, the parents will be notified.

Holiday Celebrations

The two holidays observed at Baker Elementary School are Halloween and Valentine's Day. Participation is voluntary. Students should get teacher permission before bringing treats for a special occasion.

Treats brought from home, must be store bought, individually wrapped items are preferred. Alternative activities will be provided for those students whose parents wish for them not to participate in these events.

Homework

Homework is assigned when individual or class needs can best be met through its use. Doing homework promptly and completely teaches responsibility. Such assignments might include:

- Work which completes daily assignments or long-term projects.
- Assignments to encourage students to pursue individual interests or to develop specific abilities.

- Additional assignments designed to help students work up to their abilities.
- Make up work due to absence. (It is the student's responsibility to obtain missed work.)

Immunization of Students

Please see District Policy information on our website ~ fortmorgank12.com.

Internet Usage

Please see District Policy information on our website ~ fortmorgank12.com.

In-School Suspension

In-school suspension is the temporary exclusion of a student from the classroom and all school activities. During the period of his/her suspension, the student is not allowed to participate in any school activities, school functions, or participate in the regular classroom. During the school day, the student will be detained in the office.

Insurance

~~Student insurance is optional. Insurance is available that covers students from the time they leave home to their return home during the school year, or a more expensive policy covers the students 24 hours a day year-round. Please contact the school office if you would like more information.~~

Leaving School Grounds

If a student must leave the campus anytime during school hours, including lunch, the parent/guardian must go to the office and sign out the student. If a student does not sign out, regardless of if the absence is excused by the parent/guardian, the absence will be counted as unexcused. Parents are encouraged to sign students out during non-academic time (lunch or specials classes) whenever possible. It is the student's responsibility to check with teachers to get the work they will be missing.

Legal Custody of Students

A legal document is required to support any questions of custody between divorced or separated parents. Unless the principal is informed by court document, either natural parent is considered to have the right to request early dismissal of a student, access to school records, and other parental rights. **Parents are responsible for providing Baker Elementary School with the latest court documents relating to parental custody of the student and/or other guardians.**

Library Media

Our library media program offers a rich collection of award-winning books, videos, CD-ROMs, magazines, and other reference materials that support the curriculum and personal interests of the students. Emphasis is placed on helping our students to become information literate as well as instilling an appreciation for good books.

Lost and Found

Lost and Found articles are taken to the Lost and Found Box, smaller items to the school office. Students should check there periodically for lost items. Parents are asked to please have clothing and other possessions labeled to avoid delay in their return. All lost and found items are turned over monthly and annually to a charity.

Lost Children Procedure

LOST/MISSING CHILDREN FROM THE PREMISES:

The plan of action includes the following:

- A. The staff member in charge of the missing child will immediately notify the office.
- B. Staff not supervising children will immediately do a quick check of the premises.
- C. The parents/guardians of the child will immediately be notified.
- D. Prompt action will be taken to notify the local authorities (police, etc.).
- E. The District Administration Office will be notified.
- F. The Department of Human Services will be notified.

LOST/MISSING CHILDREN WHILE ON A FIELD TRIP:

The plan of action includes the following:

- A. The group leader will notify the supervisor in charge and a staff member not supervising children will do a quick check of the premises.
- B. The supervisor will immediately contact the local authorities (tour guides, security guards, etc.) to help locate the child.
- C. The supervisor will next confirm the safety of the rest of the children.
- D. The supervisor will notify the school so parents/guardians and the District Administration Office can be informed to the situation.

Lunch/Breakfast Program

Please see District Policy information on our website ~ fortmorgank12.com.

Medical Restrictions

If a student is restricted from participating in school activities for medical reasons, written notification from the physician must be provided by the parent/guardian. This will enable the school to follow the appropriate restrictions specified by the physician for the appropriate length of time.

Medication Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com.

Parent Portal Instructions

Please see District Policy information on our website ~ fortmorgank12.com.

Personal Belongings

It is unwise for students to have extra money at school or **items of personal and sentimental value**. All designated school money collections are conducted the first thing in the morning. Excess money in the possession of students can create unnecessary problems. Radios, tape recorders, headsets, electronic games, pagers, cell phones, skateboards, roller blades, gum, balls, and toys are not permitted at school. **The school is not responsible for the recovery of money or personal items which do not belong at school.**

Public Display of Affection

Public display of affection such as hugging, holding hands and kissing, etc., are not allowed on school grounds.

Retention Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Riding the Bus

Students are to ride only on their assigned bus. If they are not to ride the bus on a given day, please phone the office with this information before 2:30 p.m. Only students assigned to buses may ride them, unless an exception has been approved by the transportation director.

Students and parents are reminded that riding the bus is a privilege. Students who choose to behave poorly on the bus are a safety hazard to the other students on the bus and may lose their bus-riding privilege for a period of time. To make behavior expectations more clear, the following guidelines are in place:

1. Pupils shall board the bus without crowding or pushing and shall remain seated while the bus is in motion.
2. Pupils shall not extend arms, legs, or head out the bus windows.
3. Pupils shall not talk to the driver while the bus is in motion except in an emergency. At all other times, voices should remain at a conversational level.
4. Pupils will not tamper with the emergency doors or any part of the bus equipment nor shall windows be opened except when permitted by the bus driver.
5. Pupils shall not deface the bus or its equipment.
6. Pupils shall not fight or scuffle on the bus or throw objects from the window.
7. Pupils will keep books, lunchboxes, and similar objects out of the aisle of the bus and there will be no eating on the bus.
8. Pupils must remain seated until the bus has come to a complete stop.
9. Pupils shall leave the bus in an orderly manner.
10. Pupils are expected to be at assigned bus stops at the scheduled time and are not to be picked up or discharged at any other stop.

Right to Searches

The principal or his/her designee may search a student or a student's personal possessions on school grounds or during a school activity held off school premises if there is reasonable cause

for believing that the student is concealing materials the possession of which is prohibited by Board policy or which are otherwise detrimental to the health, safety or welfare of other students or school personnel.

Regarding searches:

- Searches shall be made in the presence of an adult witness of the same sex as the student in question.
- Searches of the person of a student shall be limited to:
 - Searches of pockets, including the student's exterior clothing.
 - Any object in the possession of the student, including but not limited to a purse, briefcase, backpack, or coat.
 - No strip search can be carried out by any employee.
- Student desks, lockers, etc. can be searched when the person conducting the search has reasonable suspicion.
- Anything found during such a search which is dangerous to others or prohibited at the school shall be seized by school personnel. At this point it can be used as evidence in a suspension or expulsion hearing, or it may be turned over to law enforcement personnel.

School Administration

The **principal** is always available to hear student, parent, or community concerns. We believe that seeing the principal is positive. One reason students come to the principal's office is to receive a "Pat on the Back", recognition for a job well done.

School Counselor

Guidance services are available for all students. This includes assistance with educational planning, career information, study skills, help with home, school and/or social concerns, or any questions that you would like to discuss.

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com.

Skateboards

Skateboards are not permitted on school grounds.

Special Education

Programs are provided for children with special needs, as provided by the IDEA (Individual w/disability Education Act). Parents or teachers may refer students for evaluation to determine whether the child's needs are sufficient to qualify for placement in these special programs. Parent permission is required for such placement. Services available include: speech therapy, resource room, hearing, vision, and physical therapy.

Strangers

Parents are encouraged to tell their child(ren) not to talk to or take things (including rides) from people they do not know. Encourage your child to report to parents and/or teachers anyone who attempts to talk to them, follow them, or offer rides or “goodies” of some kind. Please also tell your children to yell and run if anyone they don’t know tries to touch them.

Instruct your child to:

1. Never accept rides or gifts from strangers.
2. Always report to a teacher, police officer, bus driver, or parent any strangers seen loitering on foot or in a car near schools, playgrounds, or other places where children gather.
3. Always try to secure the license number of the car. Write it down or scratch it on the road with a stick or on the sidewalk with a stone.
4. Seek help from a Helping Hand Home or a police officer.

You may want to remind your child and check periodically to see if he/she:

1. Takes the most direct route to and from school.
2. Goes immediately home after dismissed from school.
3. Obeys traffic and safety regulations established for both walking and bicycle riding.
4. Use crosswalks.

Student Lockers

Lockers are provided for the storage of student’s books and other equipment needed in school; no radios, stereos, etc., are to be kept in the lockers. In order to ensure protection of your property it is necessary that the student must keep his/her locker combination private. Each student is responsible for the care of the locker assigned to him or her. Students may not keep their belongings in any other locker. Valuables should not be left in lockers! The school is not responsible for lost or stolen items. Lockers are leased by the student and are the property of the school. Lockers may be subject to examination by school personnel at any time. Damage to lockers will be reimbursed to the school as such occurs or at the end of the school. Please, no rolling backpacks, as they do not fit into the lockers.

The school personnel recommend students periodically clean their lockers to eliminate excess attire and papers.

Student Record

The school record is a legal document. In order to ensure the integrity of Baker Elementary School records, correct and legal information must be used. The name on the school record is to match the name on the bona fide birth certificate.

Student Textbooks/School Property

When cases of misuse or mistreatment of books occur, students will be assessed a fine. Students are to pay replacement costs for lost books. We urge students to exercise care in handling their books. We recommend that all textbooks are to be covered with paper.

Please contact the office regarding the loss of textbooks, library books, workbooks, musical instruments, music or other items belonging to the school. A replacement fee will be charged, if lost. In the event of damaged property, a repair fee may be required.

Students with Food Allergies

Please see District Policy information on our website ~ fortmorgank12.com.

Substance Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Substitute Teachers

Substitute teachers are to be treated with the same respect as your regular classroom teacher. Any student who doesn't treat a substitute with respect will earn a discipline referral.

Suggestions to Parents

Parents play a very important role in making the school experience a successful one. A few suggestions for all school children are:

1. Encourage your child to go to bed early and get plenty of rest.
2. Encourage your child to eat a good breakfast before coming to school.
3. Encourage your child to respect the rights and property of others.
4. Encourage your child to be thoughtful of others.
5. Encourage your child to take and accept responsibility.
6. Demonstrate to your children that you value the importance of a good education.
7. Read -- to your child, and with your child. Model that you value reading.
8. Be an active, involved parent — showing your child that you care.

Suspension/Expulsion from School

Please see District Policy information on our website ~ fortmorgank12.com.

Tardy Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Testing Information

There will be a variety of assessments given. Some will be required by the school and others will be set up as district wide assessments, and we also will do state testing. In each case, it is our desire that the assessments will provide meaningful data that can be used to evaluate instructional practices and as well as making sure that the curriculum is tied to state standards.

State Testing: The state of Colorado requires grades 3-10th testing in the areas of math, reading, writing, social studies and science, depending on the grade level. The PARCC (Partnership for Assessment of Readiness for College and Careers) and CMAS (Colorado Measures of Academic

Success) tests will be scheduled, and parents will receive notification of exact testing dates. Make-ups will be scheduled as necessary within the window allotted for testing to take place.

It is important for students, parents/guardians, and teachers to mark these dates down and make sure that your child(ren) is present for the test and to give the best effort possible. We ask that you make appointments, vacations, etc. based around these dates. These dates are listed on the school calendar on the district website.

Truancy

According to Colorado law, a child who has attained the age of six years and is under the age of seventeen years must be enrolled in school. A child within this age range who has four unexcused absences from a public school in any one month or ten unexcused absences from public school during any school year will be considered habitually truant. Students who fall into this category may be turned over to the District's legal counsel for subsequent consequences. This law is referred to as the Colorado Compulsory School Attendance Law.

A student shall be considered truant when absent without a parent/guardian excuse, signed or verbal, or if the student leaves school or a class without permission from the teacher or administrator in charge.

Unacceptable Actions Policy

This policy refers to behavior that is unacceptable under all circumstances at school or school activities and which will result in disciplinary action. As part of the Safe Schools Act, it is critical that our students and staff feel safe at school. No verbal or physical threats towards students or staff will be tolerated at Baker Elementary School. Some examples of a verbal or physical threat are a student saying to a classmate that they are "going to kill them", or pretending that they are shooting or stabbing someone. These examples are considered to be serious threats and may result in suspension or expulsion from school. Any student who is threatened in this manner is encouraged to report the threat to a school adult immediately.

Use of Facility

Student groups may use the building or individuals only when approved adult or faculty sponsors are present. Other rules for building use are:

1. All events scheduled for after school hours must be approved through the school principal's office.
2. Events will be scheduled on a first come, first serve basis.
3. No activities of any type will be scheduled for Wednesday after 6:00 p.m.
4. Cleaning the premises following activities is to be completed right after the activity ends and is the responsibility of the group responsible.

Vandalism

Vandalism to Baker Elementary School is intolerable. Perpetrators will be prosecuted. When there is any destruction of school property/equipment, the individual(s) will pay for all damages and be suspended from school.

Visitors

Students may have parents or guardians visit with them during the school day. Local and visiting young friends or relatives will not be allowed to attend school with Baker Elementary School students.

All building visitors are required to register in the main office to sign in and to receive their visitor pass. Visitors must have administrative approval before permission is given to attend classrooms and/or class activities. Parents or guardians may take students off campus for various reasons. Parents or guardians are requested to schedule off campus appointments during student's lunchtime or during "special" classes, or before or after school or days off from school.

Weapons in School

Please see District Policy information on our website ~ fortmorgank12.com.

Web Site

The Fort Morgan School District RE-3 website can be found at fortmorgank12.com. You may find helpful information out about what's for lunch to what sporting events are going on.

COLUMBINE ELEMENTARY SCHOOL

Handbook Changes/Additions for 2026-2027 School Year

June 15, 2026

Please note changes for the following:

- Cover - Updated school year to 2026-2027.
- Page 3 – updated principal to Shelly Carlson.
- Page 13 - Updated CLD Language

COLUMBINE SCHOOL
Parent/Guardian
Student Handbook
~~2025~~-2026-2027



815 West Street
Fort Morgan, CO 80701
970-867-7418

COLUMBINE ELEMENTARY SCHOOL PARENT/STUDENT HANDBOOK

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“Every child learns every day!”

Welcome/Introductory Letter

Dear Parents, Guardians, and Students:

Welcome, bienvenidos, soo dhowow, funyihng, ahlan wa sahlán, willkommen, and bienvenue; these are but a few of the languages spoken in our community to say welcome to our new or returning students at Columbine Elementary School. I am excited for the new school year which will be filled with lots of learning and fun.

This handbook contains essential information regarding our school and school rules as well as important Board of Education policies. I hope that you find it a helpful resource. For further information please do not hesitate to call us (970) 867-7418. The handbook is also posted on our district website for your convenience.

Columbine is a great school where students receive quality academic instruction in a safe, caring and respectful environment. Our school is a special place because of the terrific people that learn and work here and because of the community in which it is located. We desire the best for all students and look forward to partnering with parents and community members to help our students be their best. With everyone working together, we are sure to achieve our goals and be successful. Please consider becoming personally involved. Your contribution reflects the commitment and importance of receiving an education to our children and will be greatly appreciated at Columbine. I highly encourage you to volunteer, participate, and share your abilities with us.

Here at Columbine, we aspire to provide a caring and supportive educational environment that will provide the necessary platform for not only a brilliant school year but a lifelong learning career. By working and communicating together we will lay the foundation for a positive learning experience for every child.

Best wishes for a successful school year!

Sincerely,

~~Simone Carruth~~ *Shelly Carlson*

~~Simone Carruth~~ *Shelly Carlson*
Principal, Columbine School

Columbine Vision Statement

Teaching and learning to our fullest potential using compassion and dedication within a diverse school community.

Columbine Mission Statement

The Columbine community will develop resilience, diligence and, and compassion by empowering diverse individuals to become the best versions of themselves.

DISTRICT MISSION STATEMENT

The mission of Morgan County School District Re-3 is to inspire creative thinking, high achievement, and lifelong learning.

DISTRICT VISION STATEMENT

We envision 21st Century schools that:

- Educate and graduate a student population which is confident, skilled, and well-spoken;
- Empower students to be caring, responsible citizens and lifelong learners;
- Provide safe and positive learning environments;
- Cultivate staff committed to quality and excellence.

Core Values

You can expect the following from staff members at Columbine school:

1. Each staff member shall encourage each student to do his/her best and will provide learning experiences at the level where he/she can best accomplish and succeed.
2. Each staff member shall be fair and honest with all students.
3. Each staff member shall set a good example for his/her students at all times.
4. Each staff member shall attempt to instill in all students a sense of self-worth and a feeling of happiness, success, and pride in their accomplishments.
5. Decisions at the school site will be made with the best interest of students in mind.

Absences & Attendance

We believe that regular attendance is very important in assuring a successful school experience for every student. We also believe that establishing the habit of regular attendance early in a student's school experience is critical. Please avoid scheduling non-essential trips, outings, etc. during school time. The Morgan County School District Re-3 has an attendance policy in place which Columbine will follow (Policy JH). This policy comes into play when a) a student has unexcused absences, or b) a student begins to accumulate a large number of excused absences. Your cooperation in keeping us informed regarding your child's absence is most appreciated. If we are not notified about an absence, we will visit you and/or attempt to contact you -- in the interest of the child's safety. Students who attend school every day are much more likely to go to work every day as adults. PLEASE HELP ASSURE YOUR CHILD A SUCCESSFUL SCHOOL EXPERIENCE BY PROMOTING HIGH ATTENDANCE EXPECTATIONS FROM THE VERY FIRST DAY OF SCHOOL.

EXCUSED

We request parents or guardians notify the office by 8:30 A.M. if a child in their care will be absent or tardy that day. Absences will be recorded as excused for a student who is ill, injured, or suffering from a mental or emotional disability with notification by the parent or guardian. Absences will only be excused if accompanied by a note from a physician. **Though excused, the absence becomes part of the child's cumulative record.**

In the event a child needs to be dismissed during school hours, please contact the school office explaining the reason for the dismissal and the time that child is to be released. Parents and guardians are strongly encouraged to schedule appointments and trips after regular school hours or on days when children are not in school.

If excused absences become excessive, ten (10) in a school year, parents or guardians will be notified by school staff to express concern. Such notifications may be accompanied by requests for conferences aimed at improving the student's attendance and completion of missed schoolwork.

UNEXCUSED

Absences not covered above or not approved by the school will be recorded as unexcused. Parents or guardians will be notified by mail, telephone, or personal contact by a staff member when any student has four (4) unexcused absences within one month or ten (10) in a school year. Parents or guardians may be requested by school staff or administrators to meet with them to develop problem-solving strategies directed towards improved attendance and the accomplishment of learning objectives.

TRUANCY

According to Colorado Law, a child who has attained the age of six years and is under the age of seventeen years must be enrolled and in attendance of school. A child within this age range

who has four absences from school in any one month, or ten absences from school during any school year will be considered habitually truant. Students who fall into this category may be turned over to the District's legal counsel for subsequent consequences. This law is referred to as the Colorado Compulsory School Attendance Law.

MAKE-UP WORK

Teachers may prepare make-up work for students who have absences depending on the instruction the student will be missing. We ask that parents give the teachers notice of at least one day when requesting your child's make-up work. We appreciate your calling ahead several hours before picking up your child's work.

Asbestos Notification

Please see District Policy information on our website ~ fortmorgank12.com

Bad Weather Consideration

Please see District Policy information on our website ~ fortmorgank12.com

Behavior Expectations

Positive Behavior Support (PBS) will have an encouraging influence on behavior at Columbine School. PBS is a proactive systems approach for creating and maintaining safe and effective learning environments in school, and ensuring that all students have the social/emotional skills needed to make certain their success as school and beyond.

Classroom Guidelines will be established by each classroom teacher. Guidelines should be simple, specific, and consistently enforced. If a rule is broken, the teacher will concentrate on the behavior -- and logical consequences for that behavior.

Students are expected to treat others as they wish to be treated and to do nothing which will harm themselves or others. Student behavior which interferes with the ability of the teacher to teach or the ability of other students to learn will not be tolerated.

Teachers are asked to deal with observed behaviors and to provide privileges and consequences which are meaningful to the student.

Teachers may send students to the office for discipline reasons when a) the severity of the behavior warrants a more serious consequence, or b) the student is continuing to act in a disruptive manner after the teacher has already intervened. Parents will often be notified by phone or in writing when a discipline referral is initiated. Other options available to teachers when dealing with behavior difficulties include a) in-classroom interventions and b) after-school detention.

All staff members are dedicated to providing a quality learning atmosphere for all students. At

the same time, it is our belief that behavior interventions are most effective when students understand that logical consequences occur when a poor choice is made. By tying consequences to student choices, we strive to teach responsibility and self-control to all students. Your support at home is very important in this process. We view you as partners -- together, we can make a positive impact on a student to better prepare him/her for success in later life. Because this partnership is so important, we will keep you informed when we have discipline concerns. We will also ask for your help in resolving those concerns.

Behavior Expectations Matrix

COMMON AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All Common Areas	• Walk facing forward. • Keep hands, feet and objects to self. • Get adult help for accidents and spills • Use all equipment and materials appropriately.	• Use kind words and actions • Wait for your turn. • Clean up after self. • Follow adult directions.	• Follow school rules • Remind others to follow school rules • Take proper care of all personal belongings and school equipment • Be honest.
Cafeteria	• Keep all food to self. • Sit with feet on floor, bottom on bench, and facing table.	• Be kind to anyone who sits next to you. • Use quiet voices. • Follow adult directions	• Raise hand and wait to be excused. • Get all utensils, milk, etc., when first going through the line.
Playground /Recess	• Walk to and from the playground. • Stay within the boundaries. • Be aware of activities/games around you.	• Play fairly. • Include everyone.	• Obtain adult permission to reenter the building to use the bathroom and leaving the area.
Passing Areas, Halls, Sidewalks	• Stay to the right. • Allow others to pass. • Keep hands and feet to yourself. • Walk.	• Hold the door open for the person behind you. • Use quiet voices.	• Stay on sidewalks. • Single file.

COMMON AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Bathrooms	● Keep feet on floor. ● Keep water in the sink. ● Wash hands. ● Put towels in garbage can.	● Knock on stall door. ● Give people privacy. ● Use quiet voices.	● Flush toilet after use. ● Return to room promptly. ●
Arrival and Dismissal Areas	● Use bike lane. ● Walk bike onto and off school property. ● Use sidewalks and crosswalks. ● Wait in designated areas. ● Walk	● (See All Common Areas)	● Arrive on time. ● Leave on time. ● Get teacher permission to use the phone.
Gym	● (See All Common Areas)	● Use quiet voices.	● Obtain permission before leaving the area.
Special Events and Assemblies	● Wait for arrival and dismissal signal	● Use audience manners. ● Sit on bottom.	● (See All Common Areas)
Classroom	● Keep hands and feet to yourself.	● Use quiet voices. ● Follow teacher directions. ● Respect property: yours and others.	● Come to class on time, prepared for class. ● Remain quiet while others are working. ●
Bus	● Stay seated on the bus. ● Use quiet voices. ● Respond quietly to the bus driver.	● Listen to the bus driver. ● Treat the bus like it was your own vehicle.	● Line up single file in the bus line. ● Sit in seat. ● Be quiet at railroad crossings. ● Gather belongings before exiting the bus.

Breakfast/Lunch Program

Please see District Policy information on our website ~ fortmorgank12.com

Building Accountability Committee (BAC)

Each school has an accountability committee to assist the principal and staff in the planning/accountability process aimed at producing a quality educational program for each student in the school. The committee meets monthly and is composed of the principal, staff members, parents, and other community members.

The school principal, as the instructional leader of the school, is the key person in building level accountability and the improvement process. Key elements of committee involvement include: 1) an effective planning process, 2) wide involvement, and 3) disclosure/reporting of results. The focus is on improvement more than maintenance and on achievable priorities rather than comprehensiveness.

Colorado's Accountability/Accreditation program is important because it enhances local control by allowing the local district to determine its own goals, priorities, plans, evaluation procedures, and expectations for quality educational programs in a partnership arrangement with the state Department of Education.

Under Colorado accreditation regulations, each school building must develop action plans for school improvement based upon district priorities unique to each individual building.

Bullying

We support a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. We promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable and will NOT be tolerated.

Bullying is defined as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. This includes occurrences in school buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including detention, suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made.

Change of Address

Should your present address or telephone number change, please notify the school office

immediately (867-7418).

Child Abuse Law

Please see District Policy information on our website ~ fortmorgank12.com

Children Leaving the Building

Students will not be allowed to leave the building during school hours unless checked out through the school office by the parent or guardian. If you need another adult to pick up a student during school hours, please notify the office ahead of time. Adults who are not listed on Infinite Campus will not be allowed to remove a child from school. This is necessary as we work to protect the safety and well-being of all students.

Classroom Visitation

You are encouraged to visit your child's class at any time. Please contact the school office to make arrangements for a visitation. Children will not be allowed to visit unless accompanied by an adult.

Commitments to Excellence

Please see District Policy information on our website ~ fortmorgank12.com

Communication between Home and School

It is the intention of the school office to keep all parents well-informed regarding school programs, policies, and activities. Fliers and other notices are frequently sent home with students. Columbine distributes a monthly newsletter to all families. If your child fails to give you this information, **please ask him/her for it**. Our teachers also communicate frequently with parents. We want you to be well-informed! If for some reason you feel like you need more information about anything to do with Columbine, please call us. We will continue to provide our monthly Capsule and other important notices in Spanish for those in our community who would find that helpful.

Critical Incident Procedures

In the event of a safety/security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing safety procedures. Students will be taken to secure areas until the school office is notified by the police department that everything is safe. The safety procedures are practiced twice each year. In the event of a safety or security threat, please do not call the school or attempt to come after your children as this may impede established safety protocols. Information will be forthcoming through the District Support Center.

Customer Service Plan

The staff at Columbine Elementary School promises you:

- We will make decisions with the best interest of the student in mind.
- You are always welcomed in your school.
- Your views are important and will be considered.
- You are valued as an important partner with the school.
- We will continually strive to provide the best possible educational experience for each child.

Daily Schedule

Our students' instructional day is from **7:45 a.m. to 3:30 p.m.** The daily schedule is as follows:

7:15	Doors open. Breakfast is served in the cafeteria
7:30	First Bell rings.
7:45	Tardy bell rings
3:30	Student dismissal

Other services offered by the school are as follows:

- ☐ Special Education services
- ☐ Title 1 services
- ☐ Speech (students qualify through various types of testing)
- ☐ Health services
- ☐ Culturally and Linguistically Diverse (CLD)
- ☐ Individual/small-group counseling
- ☐ Gifted and Talented services

Please do not allow your child to arrive at school before 7:15, as students are not supervised until that time. Parents are encouraged to discuss with their children the importance of being safe on the way to and from school. Please make arrangements to have your child come home directly after school -- because of staff meetings and other activities, we *cannot supervise students after 3:45.*

Discipline

Student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. Discipline will be given out by the principal or designee. The principal has the right to suspend students. For more serious violations administrators have the right to move the offense to a more serious class or consequence.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior:

- ❑ Violates the code of conduct adopted by the Morgan County School District Re-3 Board of Education
- ❑ Is dangerous, unruly, or disruptive; or
- ❑ Seriously interferes with the ability of the teacher to teach the class or other students to learn.



Dress Code

Students are asked to come to school neat, clean, and dressed appropriately for the season and school setting/situation. Appropriate shorts are acceptable in warm weather. However, students are urged to use good judgment regarding when to wear shorts, as they will be expected to go outside at recess time with other students. Please keep in mind that fall and spring weather is very unpredictable and warrants a check by adults before children leave for school. In the winter, students will play outside unless it is very cold. Please send your child to school with a warm coat, hat, gloves, and (if possible) boots. If your children wear snow boots, please send a pair of shoes for them to change into for inside activities.

It is important that a student's choice of clothing promotes a safe school environment, does not detract from the educational focus or distract other students from learning. Parents of students who wear inappropriate clothing may be called to bring an appropriate change of clothing to school.

The following clothing choices are not acceptable at school and apply to both girls and boys:

- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Clothing worn or haircut to denote gang affiliation
- Hats when worn indoors
- Clothing that promotes violence, contains advertisements for tobacco, alcohol, or drugs, or conveys suggestive messages
- Any other clothing or accessories that, in the opinion of school staff, is inappropriate or distracting

Dropping Off/Picking Up Students

The east parking loop adjacent to West Street is our pick-up zone at the end of the school day for grades 2 and 3. First graders are to be picked up in the south parking loop, adjacent to the alley. Grades 4 and 5 are to be picked up on West Street. IN ORDER TO ACCOMMODATE THE LARGE NUMBER OF PARENTS WANTING TO PICK UP THEIR CHILDREN, PLEASE DRIVE TO THE FURTHEST END OF THE PICK-UP ZONE. **Do not leave your car in this area unattended.** If you park on the street to pick/drop off your child, please instruct him/her to walk safely and use crosswalks when crossing streets. In the interest of student safety, we suggest no pedestrian traffic through the parking lot during that busy time immediately before and after school. We ask that you do not bring pets to school when picking up students. Even though your pet is on a

leash, it has potential to be a concern.

Electronic Devices

Use of electronic communication devices in school situations disrupts and interferes with the educational process. Students are encouraged not to bring electronic devices to school. This includes cell phones, gaming devices, smart watches, etc. If your child does bring an electronic communication device, it is the student's responsibility to ensure that the device is turned off and out of sight during unauthorized times. We do have phones in every classroom. Students must use classroom phones or the office phone to contact home during the school day. The district shall not be responsible for loss, theft or destruction of electronic communication devices brought onto school property.

Emergencies and Drills

Columbine will conduct an emergency drill once per month. In addition, tornado drills will be conducted in the spring months. Lockdown drills will be conducted twice a year. In the event of an emergency, your children will be secured in locations throughout the building for safety. Please do not call the school or try to come after your children if/when you hear the alarm.

Parents — instruct your child in safety and emergency procedures. Encourage your child to follow these rules, as they are made for his/her safety and protection.

Emergency Contacts

At registration, school personnel will ask you to provide the names and phone numbers of emergency contact people. If a student's emergency contact information changes during the school year, parents need to contact the school office with the new contact information.

Culturally and Linguistically Diverse (CLD) Programming

Morgan County School District Re-3 serves the needs of many multicultural and multilingual learners.

Students may qualify for CLD programming if their Home Language Survey (HLS) indicates the influence of a language other than English. Students are evaluated using the WIDA screener to determine English language proficiency in listening, speaking, reading and writing. If students score below 4 overall and in literacy they qualify for CLD services.

Instructional programming is then designed to support the student's language proficiency. Instructional services may include:

- “Pull-out” support during which time students participate in small group instruction with the CLD teacher or CLD paraprofessional.
- Sheltered instruction in the regular classroom where instruction is conducted in English with language support using research based strategies.
- Some students may also receive support from a teacher assistant during content instruction.

Sherman Language School uses the bilingual instruction model for all Spanish speaking students in addition to the programming listed above.

All certified teachers have successfully completed the requirements necessary to earn the CLD designation. Staff in all buildings are provided professional development from the CLD teacher and/or the CLD Director. In addition to this all teachers are provided with information outlining each student’s language profile and appropriate teaching strategies.

Additional learning opportunities may also be available which may include intervention during the regular school day and/or summer programming.

The Morgan County School District Re-3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.

~~Morgan County School District Re-3 serves the needs of many second language learners. All elementary buildings provide the services of a CLD teacher along with support from one or more teacher assistants.~~

~~Students may qualify for CLD programming if their Home Language Questionnaire indicates a Primary Home Language Other Than English (PHLOTE). Such students are evaluated using the WIDA ACCESS Placement Test (W-APT) to determine language proficiency (oral, reading, listening, and writing). Instructional programming is then designed to support the student’s language proficiency level. Instructional services may include “pull-out” support during which time students participate in small group instruction with the CLD teacher. Sheltered instruction in the regular classroom is another means of serving English language learners whose needs are better served in this fashion. All instruction is conducted in English with translation support as needed and appropriate. Depending upon intensity of need, some students receive support from a teacher assistant during content area instruction.~~

~~Staff in all buildings are provided information from the CLD teachers outlining each student's language profile and teaching strategies appropriate for English language instruction. Extended learning opportunities are also available at all buildings which may include tutoring; supplemental and intervention instruction throughout the regular day, and/or summer school.~~

~~The Morgan County School District Re 3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.~~

Expenses

A list of school supplies will be published for parents on the website. Occasionally fees will be required for field trips.

Students who damage or lose school-owned textbooks, chrome books, or other items will be expected to pay for replacement.

Harassment

Harassment is defined as: verbal, written, graphic or physical conduct that is pervasive enough to interfere with a student's ability to participate in or benefit from the district's educational programs or activities.

EXAMPLES OF HARASSMENT

- Intimidation implied or overt threat of physical violence
- Physical acts of aggression, assault, or damage to another's property
- Demeaning jokes, taunts, slurs, nicknames, name calling, innuendos, or derogatory remarks either written or verbal
- Graffiti or visual displays such as cartoons or posters depicting slurs or derogatory sentiments
- Use of "fighting words" intended to incite individuals to violent actions
- Criminal offenses directed at an individual

Health Services

We share a school nurse with other buildings. Even when she is not at Columbine, she is on call as needed for emergencies. Parents, please keep your child at home if the student:

- A body temperature of 100 degrees or higher
- Vomiting or diarrhea continuing in the last 12 hours
- A **severe** headache or stomach-ache

Holiday Celebrations

Room parties are scheduled at Columbine for Halloween and Valentine's Day. Students should get the permission of the classroom teacher before bringing treats for a special occasion. We

encourage healthy treats, please. Alternative activities will be provided for those students whose parents wish for them not to participate in these events. Please refrain from bringing gifts to school for your child for any celebration times as they will not be allowed into the classroom area.

Homework

Homework assignments or projects may be offered as an opportunity for pupils to practice skills learned at school. Students should all be reading nightly for 10-20 minutes whether reading homework is assigned or not. Such assignments will vary with the teacher and the child. PLEASE feel free to visit with your child's teacher about homework.

Infinite Campus Parent Portal Instructions

Please see District Policy information on our website ~ fortmorgank12.com

In-School Suspension

A student can be sent to in-school suspension (ISS) when a) he/she exhibits behavior that warrants immediate and long-term removal from the classroom: ISS students will spend this time in the office area. While in this room, students are supervised by a school staff member.

Immunization of Students

Please see District Policy information on our website ~ fortmorgank12.com

Lost Children Procedure

In the event that a child is presumed to be lost, the teacher or the teacher assistant will immediately notify the principal. The principal and all available staff will search for the child in the immediate area. If the child is not found, the principal will notify the parent/guardian and the local police department. If the child is found, the principal will notify the parent/guardian of the incident. In either case, the teacher will ensure the safety of the other children and will document the incident in the child's file.

Lunch/Breakfast Program

Please see District Policy information in the back of the book.

For students wanting seconds for lunch, all students are required to pay for the main dish.

Lunch Room Expectations

We try to promote a friendly, courteous atmosphere in our lunchroom. Students are allowed to talk to neighboring students, but loud and distracting behavior is not acceptable. Students who cannot behave appropriately will eat in the office. Continued unacceptable behavior will result in a contact with the parent. Each student is expected to show proper respect to the cooks, teacher assistants, and classmates. Students do not return to the classroom after lunch, but go

directly outside from the cafeteria.

Medication Policy

Please see District Policy information on our website ~ fortmorgank12.com

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com

Parents Please Keep These Items at Home

- Any toy, collection cards ex. Pokemon trading cards, or other items that would be distracting to the student or others in the classroom. Besides interfering with learning, these items sometimes disappear —creating additional problems.
- Any weapon or any item which could reasonably be used as a weapon or appear as a weapon ex. toy gun and small pocket knives. They could present a danger to other students and staff members.
- Any animal or plant, unless it serves an educational purpose and receives prior approval.
- Cash at school is not typically needed and can disappear.

ANY VARIANCE TO THE ABOVE REQUIRES PRIOR APPROVAL BY THE CLASSROOM TEACHER OR SCHOOL PRINCIPAL!

Playground Expectations

We want students to enjoy recess time - but our primary concern is safety. Because of this, we will follow these general guidelines:

- All student recesses will be supervised by one or more school staff members.
- We will expect students to follow directions and treat others with respect.
- Playground equipment is to be used only as intended (slides are to be used to go down only).
- Students are not to jump from equipment.
- Supervisors may limit the number of students allowed on a given piece of equipment at a time.
- Rocks, sand, or other objects may not be thrown.
- Inappropriate language or actions will not be tolerated.
- Hard baseballs are not allowed at school — supervisors may also prohibit other items which they feel might be dangerous to students.
- NO Tackle Football.
- Students not following these guidelines will be provided with a consequence which may include suspension or loss of outside recess privileges.

Retention Policy

Please see District Policy information on our website ~ fortmorgank12.com

Riding the Bus

Students are to ride only on their assigned bus. If they are not to ride the bus on a given day, please phone the office with this information before 2:30 p.m. Only students assigned to buses may ride them, unless an exception has been approved by the transportation director.

Students and parents are reminded that riding the bus is a privilege. Students who choose to behave poorly on the bus are a safety hazard to the other students on the bus and may lose their bus-riding privilege for a period of time. To make behavior expectations more clear, the following guidelines are in place:

1. Pupils shall board the bus without crowding or pushing, and shall remain seated while the bus is in motion.
2. Pupils shall not extend arms, legs, or head out the bus windows.
3. Pupils shall not talk to the driver while the bus is in motion except in an emergency. At all other times, voices should remain at a conversational level.
4. Pupils will not tamper with the emergency doors or any part of the bus equipment nor shall windows be opened except when permitted by the bus driver.
5. Pupils shall not deface the bus or its equipment.
6. Pupils shall not fight or scuffle on the bus or throw objects from the window.
7. Pupils will keep books, lunchboxes, and similar objects out of the aisle of the bus and there will be no eating on the bus.
8. Pupils must remain seated until the bus has come to a complete stop.
9. Pupils shall leave the bus in an orderly manner.
10. Pupils are expected to be at assigned bus stops at the scheduled time and are not to be picked up or discharged at any other stop.

Right to Searches

The principal or designee may search a student or a student's personal possessions on school grounds or during a school activity held off school premises if there is reasonable cause for believing that the student is concealing materials the possession of which is prohibited by Board Policy or which are otherwise detrimental to the health, safety or welfare of other students or school personnel. Regarding searches:

- Searches shall be made in the presence of an adult witness.
- Searches of the person of a student shall be limited to:
 - Searches of pockets, including the student's exterior clothing.
 - Any object in the possession of the student, including but not limited to a purse, briefcase, backpack, or coat.
 - No strip search can be carried out by any employee.
- Student desks, lockers, etc. can be searched when the person conducting the search has reasonable suspicion.

- Anything found during such a search which is dangerous to others or prohibited at the school shall be seized by school personnel. At this point it can be used as evidence in a suspension or expulsion hearing, or it may be turned over to law enforcement personnel.

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com

Strangers

Parents are encouraged to tell their child(ren) not to talk to or take things (including rides) from people they do not know. Encourage your child to report to parents and/or teachers anyone who attempts to talk to them, follow them, or offer rides or “goodies” of some kind. Please also tell your children to yell and run if anyone they don’t know tries to touch them.

Instruct your child to:

- a) Never accept rides or gifts from strangers.
- b) Always report to a teacher, police officer, bus driver, or parent any strangers seen loitering on foot or in a car near schools, playgrounds, or other places where children gather.
- c) Always try to secure the license number of the car. Write it down or scratch it on the road with a stick or on the sidewalk with a stone.
- d) Seek help from a police officer.

You may want to remind your child and check periodically to see if he/she:

- a) Takes the most direct route to and from school.
- b) Goes immediately home after being dismissed from school.
- c) Obeys traffic and safety regulations established for both walking and bicycle riding. NO BICYCLE RIDING IS PERMITTED ON SCHOOL GROUNDS DURING SCHOOL HOURS.
- d) Uses crosswalks.

Student Progress

Student progress reports will be distributed at the end of each quarter. Two Parent-Teacher conferences are scheduled for the school year as well. Columbine has academic standards in place for all grades.

WE STRONGLY ENCOURAGE PERSONAL AND/OR PHONE CONFERENCES WITH A TEACHER WHENEVER NEEDED OR DESIRED.

Student with Food Allergies

Please see District Policy information on our website ~ fortmorgank12.com

Substance Policy

Please see District Policy information on our website ~ fortmorgank12.com

Suggestions to Parents

Parents play a very important role in making the school experience a successful one. A few suggestions for all school children are:

1. Encourage your child to go to bed early and get plenty of rest.
2. Encourage your child to eat a good breakfast before coming to school.
3. Encourage your child to respect the rights and property of others.
4. Encourage your child to be thoughtful of others.
5. Encourage your child to take and accept responsibility.
6. Demonstrate to your children that you value the importance of a good education.
7. Read -- to your child, and with your child. Model that you value reading.
8. Be an active, involved parent — showing your child that you care.

Suspension/Expulsion from School

Please see District Policy information on our website ~ fortmorgank12.com

Tardy Policy

Please see District Policy information on our website ~ fortmorgank12.com

Testing Information

There will be a variety of assessments given. Some will be required by the school and others will be set up as district wide assessments, and we also will do state testing. In each case, it is our desire that the assessments will provide meaningful data that can be used to evaluate instructional practices and as well as making sure that the curriculum is tied to state standards.

State Testing: The state of Colorado requires grades 3-10th testing in the areas of math, reading, writing, social studies and science, depending on the grade level. CMAS (Colorado Measures of Academic Success) tests will be scheduled, and parents will receive notification of exact testing dates. Make-ups will be scheduled as necessary within the window allotted for testing to take place.

It is important for students, parents/guardians, and teachers to mark these dates down and make sure that your child(ren) is present for the test and to give the best effort possible. We ask that you make appointments, vacations, etc. based around these dates. These dates are listed on the school calendar on the district website and will be also reminded of in the Columbine Capsule when dates get closer.

Vandalism

The school system's buildings, grounds, and other property are built, purchased, and maintained with taxes levied on the community's taxpayers, and all damage caused must be paid for in the same way. Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities in addition to receiving disciplinary actions at school and subject to reimbursement of aforementioned property.

Volunteer Responsibilities

Columbine School has an active Parent-Teacher organization (P.T.O.). The P.T.O. exists in order to promote a close relationship between parents and staff of the school. Our P.T.O. serves the school in various ways, including:

- ◆ Promoting and organizing a community volunteer network for the school.
- ◆ Serving as a branch of our school accountability process.
- ◆ Hosting/helping with various school functions (e.g... Teacher Appreciation Day, Fall Festival, etc...).
- ◆ Organizing our school's after-school enrichment program.
- ◆ Providing additional educational opportunities for our students.
- ◆ Raising funds for school equipment, projects, and programs.

Currently, the P.T.O meets on a monthly basis, with work groups meeting as needed. These meetings will be publicized in the Columbine Capsule as well as earlier in this booklet, and interested parents are encouraged to attend. Parents and other community members are also encouraged to phone the school if they would like a particular item to be discussed at a P.T.O. meeting.

Special programs to which you might enjoy contributing time and talent are:

- ◆ Room Helpers -- assisting with classroom holiday parties or as needed.
- ◆ Volunteer Teacher Assistants -- assisting teachers in preparing materials.
- ◆ Resource persons for special units of study.
- ◆ After-School Enrichment program -- we are always looking for teachers.
- ◆ Hospitality -- serve at school functions.

If one of the above interests you, please contact the school or one of this year's P.T.O. officers.
WE WANT YOU TO BE INVOLVED IN THE LIFE OF YOUR SCHOOL!

Weapons in School

Please see District Policy information on our website ~ fortmorgank12.com

GREEN ACRES ELEMENTARY SCHOOL

Handbook Changes/Additions for 2026-2027 School Year

June 15, 2026

- Cover - Updated school year to 2026-2027.
- Page 15 - Updated CLD Language



~~2025-2026~~-2027

STUDENT/PARENT HANDBOOK

Eagle Code:

Be Safe

Be Respectful

Be Responsible

930 Sherman Street

Fort Morgan, CO

970-867-5460

GREEN ACRES ELEMENTARY SCHOOL

PARENT/STUDENT HANDBOOK

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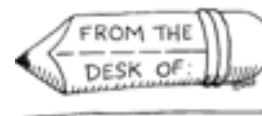
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“Every child learns every day!”

Welcome/Introductory Letter



On behalf of the staff, let me welcome your family to ours. We're off to another exciting school year at Green Acres Elementary and we are happy to be working with all of our wonderful students and their families!

As the Green Acres family, we want to provide a positive learning environment for each student. Green Acres has an excellent staff and together with the commitment of parents and students, we will strive to foster not only academic excellence, but also responsible character and integrity in each of our students. In turn, we expect each student to be accountable for personal choices and actions. By working together and communicating with each other, families and educators can help each child blossom into a knowledgeable, responsible person. We take our professional duties very seriously, and we would urge you to be involved in the life of your child at school.

Please take some time to look over this parent-student handbook. It is intended to answer many of your questions and make you more familiar with many of our practices, programs, and policies at Green Acres so your student(s) can be on the pathway for success. It probably won't provide every answer to every question, so don't hesitate to call us (867-5460) if we can provide any additional information. In addition, our handbook is also posted on our district website (fortmorgank12.com) under our schools/Green Acres for your convenience as well.

Finally, let me encourage you to become personally involved in your child's education. Parents are their child's first teachers, and we want to help continue that involvement. We love to see parents at school, and we hope you will consider volunteering time in your child's classroom. Our PTO (Parent-Teacher organization) and BAC (Building Accountability Committee) give interested parents additional avenues for involvement. By working together as partners in your child's education, we can lay the foundation for continued success throughout your child's academic career.

Best wishes for a successful school year!
Knowledge is Power!

Sincerely,
Carol Francone

Principal, Green Acres Elementary

Mission Statements

MISSION STATEMENT

The mission of Morgan County School District Re-3 is to inspire creative thinking, high achievement and lifelong learning.

VISION STATEMENT

We envision 21st Century Schools that:

- Educate and graduate a student population which is confident, skilled, and well-spoken;
- Empower students to be caring, responsible citizens and lifelong learners;
- Provide safe and positive learning environments;
- Cultivate staff committed to quality and excellence.

Core Values

You can expect the following from staff members at Green Acres School:

1. Each staff member will encourage every student to do his/her best and will provide learning experiences at the level where he/she can best accomplish and succeed.
2. Each staff member will be fair and honest with all students.
3. Each staff member will set a good example for students at all times.
4. Each staff member will strive to instill in all students a sense of self-worth and a feeling of happiness, success, and pride in their accomplishments.
5. Decisions at the school will be made with the best interest of students in mind.

Absences, Attendance, Tardiness & Truancy

EXCUSED ABSENCES

We request parents or guardians notify the office by 8:30 A.M. if a child in their care will be absent or tardy that day. Office staff will attempt to make telephone contact with parents or guardians of absentees from which notification has not been received. If the school is unable to determine the reason for the absence, it will be recorded as unexcused.

Absences will be recorded as excused for a student who is ill, injured, or suffering from a mental or emotional disability with notification by the parent or guardian. Other absences will be excused if pre-arranged or providing a note after the absence, with the office and approved by the school administrator. **Though excused, the absence becomes part of the child's cumulative record.**

In the event a child needs to be dismissed during school hours, please contact the school office explaining the reason for the dismissal and the time that child is to be released. Parents and guardians are strongly encouraged to schedule appointments and trips after regular school hours or on days when children are not in school.

If excused absences become excessive, ten (10) in a school year, parents or guardians will be notified by school staff to express concern. Such notifications may be accompanied by requests for conferences aimed at improving the student's attendance and completion of missed schoolwork.

UNEXCUSED ABSENCES

Absences not covered above or not approved by the school will be recorded as unexcused. Students who are suspended out-of-school or expelled shall be considered excused. Parents or guardians will be notified by mail, telephone, or personal contact by a staff member when any student has four (4) unexcused absences within one month or ten (10) in a school year. Parents or guardians may be requested by school staff or administrators to meet with them to develop problem-solving strategies directed towards improved attendance and the accomplishment of learning objectives.

Attendance

We believe regular attendance is very important in ensuring a successful school experience for every student. We also believe establishing the habit of regular attendance early in a student's school experience is critical. Please avoid scheduling non-essential trips, outings, etc. during school time. The Morgan County School District Re-3 has an attendance policy in place which Green Acres will follow (Policy JH). This policy comes into play when a) a student has unexcused absences, or b) a student begins to accumulate a large number of excused absences. Your cooperation in keeping us informed regarding your child's absence is most appreciated. If we are not notified about an absence, we will visit you and/or attempt to contact you -- in the

interest of the child's safety. Students who attend school every day are much more likely to go to work every day as adults. PLEASE HELP ASSURE YOUR CHILD A SUCCESSFUL SCHOOL EXPERIENCE BY PROMOTING HIGH ATTENDANCE EXPECTATIONS FROM THE VERY FIRST DAY OF SCHOOL.

MAKE-UP WORK

Teachers may prepare make-up work for students who have absences depending on the instruction the student will be missing. We ask that parents give the teachers notice of at least one day when requesting your child's make-up work:

Tardiness

Students are considered tardy if they are not in their homeroom when the 7:45 am bell rings. An unexcused tardy is when a student comes late and there is no communication from the parent explaining the lateness of the student.

Truancy

According to Colorado Law, a child who has attained the age of six years and is under the age of seventeen years must be enrolled and in attendance of school. A child within this age range who has four unexcused absences from school in any one month, or ten unexcused absences from school during any school year will be considered habitually truant. Students who fall into this category may be turned over to the District's legal counsel for subsequent consequences. This law is referred to as the Colorado Compulsory School Attendance Law.

Asbestos Notification

Please see District Policy information on our website ~ fortmorgank12.com.

Bad Weather Consideration

Please see District Policy information on our website ~ fortmorgank12.com.

Behavior Expectations

Students have the right to a safe, respectful learning environment. Students and their parents have a right to know the school-wide behavior expectations, and to know these expectations are consistently enforced by all school staff. **Student behavior that interferes with the ability of the teacher to teach or the ability of other students to learn will not be tolerated. THE RIGHTS OF STUDENTS AND FACULTY WILL BE ENFORCED.**

BEHAVIOR EXPECTATIONS:

- A. Show respect for all staff members at all times.
- B. Follow directions of adults when they are given.
- C. Use equipment and materials appropriately.
- D. Use only actions that are productive to the safety, welfare, and education of

yourself and others.

- E. Do nothing behaviorally or verbally that is potentially or actually derogatory, harmful, or hurtful to yourself or others.
- F. Behave in ways appropriate to the situation (concerts, cafeteria, playground, hallways, classrooms etc.).

CONSEQUENCES (positive and negative examples):

- A. Additional privileges
- B. Special reward activities
- C. Personal recognition in various ways (school-wide assemblies, newsletters, classroom, notes home, etc.)
- D. Loss of privileges such as games, recesses, lunch with the class, trips outside the building
- E. Time-outs, in-school suspension, out-of-school suspension
- F. After school detention
- G. Written reports home, development of specific behavior management plan/contract with students and parent/guardian

Expectations for behavior will be taught for each segment of our students' day based upon the above school-wide rules, Morgan County School District Re-3 policies, and State Law. All rules and expectations will be clearly communicated verbally to students in each of the various situations they encounter, along with established consequences, both positive and negative. By aligning consequences with student choices, we strive to teach responsibility and self-control to every student. The school staff will provide effective instruction and an optimal learning environment that includes positive expression of wants and needs, backed up with positive action and mutual respect.

Teachers may send students to the office for discipline reasons when a) the severity of the behavior warrants a more serious consequence, or b) the student is continuing to act in a disruptive manner after the teacher has already intervened. Any teacher sending a student to the office in this manner will send him/her with a copy of the office referral form. This form helps involved school staff members stay informed. It also makes the school more accountable in regard to actions taken with students. Parents will often be notified by phone or in writing when a discipline referral is initiated. Other options available to teachers when dealing with behavior difficulties include a) in-classroom interventions, b) after-school detention, and c) In/Out of-School Suspension

Your support at home is very important in this process. Together, we can make a positive impact on a student to better prepare him/her for success now, and later life. Because this partnership is so important, we will keep you informed when we have discipline concerns. We will also ask for your help in resolving those concerns.

Behavior Expectations Matrix

COMMON AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All Common Areas	● Walk facing forward. ● Keep hands, feet and objects to self. ● Get adult help for accidents and spills ● Use all equipment and materials appropriately.	● Use kind words and actions ● Wait for your turn. ● Clean up after self. ● Follow adult directions.	● Follow school rules ● Remind others to follow school rules ● Take proper care of all personal belongings and school equipment ● Be honest.
Cafeteria	● Keep all food to self. ● Sit with feet on floor, bottom on bench, and facing table.	● Be kind to anyone who sits next to you. ● Use quiet voices. ● Follow adult directions	● Raise hand and wait to be excused. ● Get all utensils, milk, etc., when first going through the line.
Playground /Recess	● Walk to and from the playground. ● Stay within the boundaries. ● Be aware of activities/games around you.	● Play fairly. ● Include everyone.	● Obtain adult permission to reenter the building to use the bathroom and leaving the area.
Passing Areas, Halls, Breezeways, Sidewalks	● Stay to the right. ● Allow others to pass. ● Keep hands and feet to yourself. ● Walk.	● Hold the door open for the person behind you. ● Use quiet voices.	● Stay on sidewalks. ● Single file.
Bathrooms	● Keep feet on floor. ● Keep water in the sink. ● Wash hands. ● Put towels in garbage can.	● Knock on stall door. ● Give people privacy. ● Use quiet voices.	● Flush toilet after use. ● Return to room promptly.
Arrival and Dismissal Areas	● Use bike lane. ● Walk bike onto and off school property.	● (See All Common Areas)	● Arrive on time. ● Leave on time. ● Get teacher permission to use

COMMON AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
	● Use sidewalks and crosswalks. ● Wait in designated areas. ● Walk		the classroom phone.
Gym	● (See All Common Areas)	● Use quiet voices.	● Obtain permission before leaving the area.
Special Events and Assemblies	● Wait for arrival and dismissal signal	● Use audience manners. ● Sit on bottom.	● (See All Common Areas)
Classroom	● Keep hand and feet to yourself.	● Use quiet voices. ● Follow teacher directions. ● Respect property, yours and others.	● Come to class on time, prepared for class. ● Remain quiet while others are working.
Bus	● Stay seated on the bus. ● Use quiet voices. ● Respond quietly to the bus driver.	● Listen to the bus driver. ● Treat the bus like it was your own vehicle.	● Line up single file in the bus line. ● Sit in seat. ● Be quiet at railroad crossings. ● Gather belongings before exiting the bus.

Behavior PBS

Positive Behavior Supports (PBS) is a school-wide framework that identifies and recognizes students for their positive behaviors. The framework is designed to increase a positive school climate by focusing on what students are doing right. This is an attempt to decrease negative behavior, thus increasing instructional time and student performance.

OUR OBJECTIVE AT GREEN ACRES SCHOOL IS TO PROVIDE EACH CHILD WITH AN ENVIRONMENT IN WHICH A CONCERNED STAFF SETS FIRM, CONSISTENT, POSITIVE LIMITS. WE CARE ENOUGH TO EXPECT THE VERY BEST...AND INTEND TO GIVE THE VERY BEST OF OURSELVES!

Breakfast/Lunch Program

Please see District Policy information on our website ~ fortmorgank12.com.

Building Accountability Committee (BAC)

Each school has an accountability committee to assist the principal and staff in the planning/accountability process aimed at producing a quality educational program for each student in the school. The committee meets monthly and is composed of the principal, staff members, parents, and other community members.

The school principal, as the instructional leader of the school, is the key person in building level accountability and the improvement process. Key elements of committee involvement include: 1) an effective planning process, 2) wide involvement, and 3) disclosure/reporting of results. The focus is on improvement more than maintenance and on achievable priorities rather than comprehensiveness.

Colorado's Accountability/Accreditation program is important because it enhances local control by allowing the local district to determine its own goals, priorities, plans, evaluation procedures, and expectations for quality educational programs in a partnership arrangement with the state Department of Education.

Under Colorado accreditation regulations, each school building must develop action plans for school improvement based upon district priorities unique to each individual building.

BAC/PTO Meetings

The Building Accountability Committee (BAC) and the Parent/Teacher Organization (PTO) will meet **Second Monday of the month.**

**Meetings are held in the library at 3:30 PM
We sincerely hope you join us!**

Bullying

We support a secure school climate, conducive to teaching and learning, that is free from threat, harassment, and any type of bullying behavior. We promote consistency of approach to help create a climate in which all types of bullying are regarded as unacceptable. Bullying will NOT be tolerated.

Bullying is defined as any written or verbal expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school environment, which includes school buildings, grounds, vehicles, bus stops, and all school-sponsored activities and events.

A student who engages in any act of bullying is subject to appropriate disciplinary action including detention, suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made.

Change of Address

Should your present address or telephone number change, please notify the school office immediately (970-867-5460).

Child Abuse Law

Please see District Policy information on our website ~ fortmorgank12.com.

Children Leaving the Building

Students will not be allowed to leave the building during school hours unless checked out through the school office by the parent or guardian. Students will not be dismissed from the classroom until the parent or guardian arrives at the school. If you need another adult to pick up a student during school hours, please notify the office ahead of time. This is necessary as we work to protect the safety and well-being of all students. Adults who are not listed on infinite campus under that student will NOT be allowed to pick up the student.

Classroom Visitation

You are encouraged to visit your child's class at any time. Please contact the school office to make arrangements for a visitation. Children will not be allowed to visit unless accompanied by an adult.

Commitments to Excellence

Please see District Policy information on our website ~ fortmorgank12.com.

Communication Between Home and School

It is the intention of the school office to keep all parents well-informed regarding school programs, policies, and activities. Fliers and other notices are frequently sent home with students in your child's Friday folder. Green Acres distributes a monthly newsletter in English and Spanish to all families which will go out on the Remind App. The newsletter is also published at: <http://www.fortmorgank12.com> under the Green Acres tab. Please inform your child's teacher if you are not receiving the newsletter. Our teachers also communicate frequently with parents. We want you to be well-informed. If you need additional information about Green Acres, please call us!



Critical Incident Procedures

In the event of a safety/security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing safety procedures. Students will be taken to secure areas until the school office is notified by the police department that everything is safe. The safety procedures are practiced twice each year. In the event of a safety or security threat, please do not call the school or attempt to come after your children as this may hinder the process to keep your child safe. Please call the district office at 867-5633 for more information.

Customer Service Plan

The staff at Green Acres Elementary School promises you:

- **We will make decisions based on what is best for students.**
- **You are always welcome at Green Acres.**
- **Your views are important and will be considered.**
- **You are valued as an important partner with the school.**
- **To strive to provide the best possible educational experience for every child.**

Daily Schedule

Our students' school day is from 7:45 a.m. to 3:30 p.m. The daily schedule is as follows:

7:00 am	Breakfast is served in the cafeteria. Only students eating breakfast may enter the building at 7:00 AM. All other students will enter the building at 7:30.
7:15	Students play on the playground before the first bell rings. During inclement weather, students wait in the gym for the school day to begin.
7:30	First bell rings. Students report to classrooms.
7:45	Tardy bell rings and classes begin.
11:00	Lunch for 1 st Graders
11:15	Lunch for 2 nd Graders
11:30	Lunch for 3 rd Graders
11:45	Lunch for 4 th Graders
12:15	Lunch for 5 th Graders
3:28	Dismissal bell for bus riders.
3:30	Dismissal for walkers and students picked up by parents.

All students in grades 1-5 have an instructional day of seven hours. Each student has a 70-minute combination of General Music, Physical Education, Art, Library, or Computers each day. Art is offered only one semester for each grade level.

Other services offered by the school are as follows:

- ☐ Special Education services
- ☐ Title 1 services
- ☐ Speech (students qualify through various types of testing)
- ☐ Health services
- ☐ ELPA (English Language Proficiency Act - students learning English as a second language)
- ☐ Individual/small-group counseling

Please do not allow your child to arrive at school before 7:15 a.m. unless they are eating breakfast. Teachers arrive at 7:15 a.m., so students are not supervised until that time. Students arriving at 7:15 a.m. should go directly to the playground or to the gym during inclement weather. Students wishing to buy lunches should do so between 7:45 and 8:00. After school, students are expected to go directly home. Parents are encouraged to discuss with their children the importance of being safe on the way to and from school. Due to staff meetings and the numerous after school activities, **students cannot be supervised after 3:35.**

Dress Code

Students are asked to come to school neat, clean, and dressed appropriately for the season and school setting/situation. Appropriate shorts are acceptable in warm weather. Shorts are recommended to have at least a 5-inch inseam. Students are urged to use good judgment regarding when to wear shorts, as they will be expected to go outside at recess time with other students. Please keep in mind that fall and spring weather is very unpredictable and warrants a check by adults before children leave for school. In the winter, students will play outside unless it is very cold. Please send your child to school with a warm coat, hat, gloves, and (if possible) boots. If your children wear snow boots, please send a pair of shoes for them to change into for inside activities.

It is important that a student's choice of clothing promotes a safe school environment, does not detract from the educational focus or distract other students from learning. Parents of students who wear inappropriate clothing may be called to bring an appropriate change of clothing to school.

The following clothing/hair/nail choices are not acceptable at school for all students

- Clothing that allows for bare midriffs or is in other ways too revealing (examples include but are not limited to halter tops, "see through" clothing, short shorts, spaghetti straps, shirts with oversized armholes, or net shirts unless worn over or under other appropriate clothing)
- Hats when worn indoors
- Appearances that promote gang affiliation or violence and clothing that contains advertisements for tobacco, alcohol, or drugs, or conveys suggestive messages
- Baggy, loose-fitting pants that won't stay up.

- Clothing which has purposely been torn
- Any other clothing or accessories that, in the opinion of school staff, is inappropriate or distracting, including the coloring/styling of hair
- Hair color other than natural colors will not be allowed
- False NAILS longer than .25cm not allowed



Dropping Off/Picking Up Students

Parents who drop off students and/or pick them up at school are asked to use the drive through area of the parking lot, staying in the designated “SINGLE FILE LINE”. There is NO LEFT TURN coming out of the parking lot area at any time. Children arriving at school before 7:30 in the morning will wait outside the building (unless participating in the breakfast program). **There is no outside supervision provided before 7:30 a.m.** Children will wait outside unless the temperature with wind chill drops below 20 degrees. During very cold weather students will wait in the gym until 7:30 a.m.

Electronic Devices

Use of electronic communication devices in school situations disrupts and interferes with the educational process. Students are encouraged not to bring electronic devices to school. This includes cell phones, iPods, CD players, digital cameras, Game Boys, etc. If your child does bring an electronic communication device, it is the student’s responsibility to ensure that the device is turned off and out of sight when on the school property. We do have phones in every classroom. The district shall not be responsible for loss, theft, or destruction of electronic communication devices brought onto school property.

Emergencies and Drills

Green Acres conducts safety drills one or two times each month. **Please do not call the school or try to come after your children if you hear that the school is in lockdown.** Parents will receive an automated call if there is a lockdown situation directing them where to go to pick up their students if needed.

Parents — instruct your child in safety and emergency procedures. Remind and review these procedures periodically. Encourage your child to follow these rules, as they are made for his/her safety and protection.

Emergency Contacts

At registration, school personnel will ask you to provide the names and phone numbers of emergency contact people. Please provide two emergency contact people and their current phone numbers so we will be able to reach someone in case of an emergency. If there are any changes in your list of emergency contact people during the school year, it is your responsibility to notify the school with the changes.

Culturally and Linguistically Diverse (CLD) Programming

Morgan County School District Re-3 serves the needs of many multicultural and multilingual learners.

Students may qualify for CLD programming if their Home Language Survey (HLS) indicates the influence of a language other than English. Students are evaluated using the WIDA screener to determine English language proficiency in listening, speaking, reading and writing. If students score below 4 overall and in literacy they qualify for CLD services.

Instructional programming is then designed to support the student's language proficiency. Instructional services may include:

- "Pull-out" support during which time students participate in small group instruction with the CLD teacher or CLD paraprofessional.
- Sheltered instruction in the regular classroom where instruction is conducted in English with language support using research based strategies.
- Some students may also receive support from a teacher assistant during content instruction.

Sherman Language School uses the bilingual instruction model for all Spanish speaking students in addition to the programming listed above.

All certified teachers have successfully completed the requirements necessary to earn the CLD designation. Staff in all buildings are provided professional development from the CLD teacher and/or the CLD Director. In addition to this all teachers are provided with information outlining each student's language profile and appropriate teaching strategies.

Additional learning opportunities may also be available which may include intervention during the regular school day and/or summer programming.

The Morgan County School District Re-3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.

~~Morgan County School District Re 3 serves the needs of many second language learners. All elementary buildings provide the services of an CLD teacher along with support from one or more teacher assistants.~~

~~Students may qualify for CLD programming if their Home Language Questionnaire indicates a Primary Home Language Other Than English (PHLOTE). Such students are evaluated using the WIDA ACCESS Placement Test (WAPT) to determine language proficiency. Instructional programming is then designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in small group instruction with the CLD teacher. "Structured Immersion" in the regular classroom is another means of serving English language learners whose needs are better served in this fashion. All instruction is conducted in English with translation support as needed and appropriate. Depending upon intensity of need, some students receive support from a teacher assistant during content area instruction.~~

~~Staff in all buildings are provided information from the CLD teachers outlining each student's language profile and teaching strategies appropriate for English language instruction. Extended learning opportunities are also available at all buildings which may include tutoring; supplemental and intervention instruction throughout the regular day; and/or summer school.~~

~~The Morgan County School District Re 3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.~~

Expenses

Occasionally fees are required for field trips. Students who damage or lose school-owned textbooks, Chromebooks or other items will be expected to pay for replacement. This is important not only to teach responsibility, but also to assure ample supplies for the following year's students.

Harassment

Harassment is defined as: Verbal, written, graphic or physical conduct that is pervasive enough to interfere with a student's ability to participate in or benefit from the district's educational programs or activities. Violence of any kind will not be tolerated, even "pretend" fighting, shooting, martial arts, etc.

EXAMPLES OF HARASSMENT

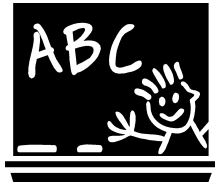
- Intimidation implied or overt threat of physical violence
- Physical acts of aggression, assault, or damage to another's property
- Demeaning jokes, taunts, slurs, nicknames, name calling, innuendos, or derogatory remarks either written or verbal

- Graffiti or visual displays such as cartoons or posters depicting slurs or derogatory sentiments
- Use of “fighting words” intended to incite individuals to violent actions
- Criminal offenses directed at an individual

Health Services

We share a school nurse with other buildings. Even when she is not at Green Acres, she is on call as needed for emergencies. Parents, please keep your child at home if they have one or more of the following:

- A body temperature of 100 degrees or higher. Students must be without a fever for 24 hours before returning to school
- Vomiting or diarrhea in the last 12 hours
- A severe headache or stomach-ache
- A strep infection – Students must be kept out of school during the first 24 hours after a strep infection is diagnosed by a physician and medication is prescribed.



Holiday/ Birthday Celebrations - Treats and Gift Delivery

Room parties are scheduled at Green Acres for Halloween and Valentine’s Day. Students should get permission from the classroom teacher before bringing treats for a special occasion. Alternative activities will be provided for those students whose parents wish for them not to participate in these events. Parents/students are not to distribute birthday party invitations at school unless the entire class is being invited to attend. The school will not accept outside deliveries being sent to school to students for special occasions. Please have your special deliveries (balloons, flowers, candy, etc.) delivered to your home.



Homework

Homework assignments or projects may be offered as an opportunity for pupils to practice skills learned at school. Students should all be reading nightly for 10-20 minutes whether reading homework is assigned or not. Such assignments will vary with the teacher and the child. PLEASE feel free to visit with your child’s teacher about homework.

Immunization of Students

Please see District Policy information on our website ~ fortmorgank12.com.

Infinite Campus Parent Portal Instructions

Please see District Policy information on our website ~ fortmorgank12.com.

In-School Suspension

A student can be sent to in-school suspension (ISS) when he/she exhibits behavior which warrants immediate and long-term removal from the classroom. ISS students will spend this time in the office area and will be unable to participate in any school activities, school functions, or participate in the regular classroom. While in the office, students are supervised by a school staff member.

Grading - Standards Ratings

This guide serves to explain the Green Acres School's Standards-Based Report Card. All students must perform at their highest level to meet and exceed the Colorado State and National Common Core Standards. Standards Ratings is a method of helping students know where they stand, and what they have to do to meet those standards. Standards are specific learning outcomes that students must meet at certain grade levels. These expectations are clearly stated in our district's curriculum or Essential Learning Targets. Teachers assess students on attainment of these standards or targets throughout the year, using a variety of assessments.

Why Standards Ratings? Traditional grading has always been very subjective. In a traditional system, students get higher grades when they turn in work on time and complete every task, even if they do not show mastery of the standards. Sometimes students receive lower grades because they do not have good work habits, even if they have mastered the standards. Fair grading will show mastery of content, as well as initiative and work habits. Parents should have no surprises when they receive standardized test scores. Students' strengths and weaknesses on high stakes tests should mirror the same areas worked on in the classroom. Students are assessed on their ability to apply the standards to real life situations, not just state facts which have been memorized. Teaching and learning must be focused on standards; rather than just coverage of material.

"By comparing one child's performance to a clear standard, parents, students and teachers all know precisely what is expected. Every time a student attempts a task, the performance is compared to the standard, not the other students' performances. The most important advantages for students and families are fairness, clarity, and improved learning.

(Douglas B. Reeves, 101 Questions and Answers about Standards, Assessment and Accountability, 2004)

When standards are unclear in a school, students quickly realize that teachers' expectations differ. Students learn it is each individual teacher's opinion that determines the quality of their work.

When there are not clear standards in a school, students realize quickly that teachers' expectations differ. When this happens, the student learns that there is no such thing as good writing or complete work in reading or math, but only what the teacher wants.

Standards-Based Report Cards provide:

- ❖ Complete information about student achievement of standards
- ❖ Clear information about when to accelerate, enrich, and remediate students
- ❖ Classroom assessments which are valid and adequately challenging
- ❖ Clear expectations
- ❖ Consistent accountability to high standards
- ❖ Validity and reliability (Validity – measures what it is supposed to; Reliability – is consistent between classes or schools)
- ❖ A report on non-academic, yet vitally important topics, such as effort, work habits and behavior, which are clearly separated from academics, and
- ❖ Predictions as to a student's achievement on standardized test.

Leaving School Grounds

Students may leave the school grounds only if their parents have checked them out through the school office. This includes going home for lunch. Because taking students away from class results in lost learning time for the student, we ask that parents keep such instances to a minimum. Students may at times go on walking field trips under the supervision of school staff. Usually, notification of such trips will be sent home, but signed permission slips will not be requested. Written permission will be required for all bus or out of town trips.

Lost Children Procedure**LOST/MISSING CHILDREN FROM THE PREMISES:**

The plan of action includes the following:

1. The staff member in charge of the missing child will immediately notify the office.
2. Staff not supervising children will immediately do a quick check of the premises.
3. The parents/guardians of the child will immediately be notified.
4. Prompt action will be taken to notify the local authorities (police).
5. The District Administration Office will be notified.
6. The Department of Human Services will be notified.

LOST/MISSING CHILDREN WHILE ON A FIELD TRIP:

The plan of action includes the following:

1. The group leader will notify the supervisor in charge and a staff member not supervising children will do a quick check of the premises.
2. The supervisor will immediately contact the local authorities (tour guides, security guards, etc.) to help locate the child.
3. The supervisor will confirm the safety of the rest of the children.
4. The supervisor will notify the school so parents/guardians and the District Administration Office can be informed about the situation.

Lost and Found

A “Lost and Found” for articles of clothing is located on the stage. Small items and lost money are to be turned in to the school secretary. If a child finds an item that is potentially dangerous, a faculty member must be notified.

Lunch/Breakfast Program

Please see District Policy information on our website ~ fortmorgank12.com.

Lunch Room Expectations

We try to promote a friendly, courteous atmosphere in our cafeteria. Students are allowed to talk to neighboring students, but loud and distracting behavior is not acceptable. Students who cannot behave appropriately will eat in the office. Continued unacceptable behavior will result in contact with the parent. Each student is expected to show proper respect to the cooks, teacher assistants, and classmates.

Be sure to eat everything on your tray before going back for seconds. Seconds will be served only when available. Seconds on fruit and vegetables are free, however, seconds on the main dish may cost even if your child qualifies for free and reduced lunches. Seconds can be charged to the child’s lunch account.

Litter, papers, etc. are to be placed in the trash barrels provided. Silverware is placed in the appropriate pan and trays placed in a neat pile where the cooks can reach them. Students will be expected to clean up all trash at the completion of each meal.

Medication Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com.

Parents Please Keep These Items at Home

- Any toy or other item which would be distracting to the student or others in the classroom. Besides interfering with learning, these items sometimes disappear creating additional problems.
- Any weapon or any item which could reasonably be used as a weapon. This includes small pocket knives. They could present a danger to other students and staff members.
- Any animal or plant, unless it serves an educational purpose and receives prior approval.
- Any item containing mercury. Mercury is considered a hazardous material by the health department. Though all school thermometers are alcohol-filled, there are still mercury thermometers in the community. A mercury leak at the school requires extensive (and expensive) clean-up procedures. Students responsible for mercury spills will be held

responsible for the cost of such clean-up.

- Cash (other than minimal cash brought to pay for lunches or school supplies at the student store). Cash at school is not typically needed and can disappear.
- Gum, candy, and other food or drink items outside of lunch are allowed only for special occasions that have been approved and/or arranged by the teacher.
- All skateboards.

ANY VARIANCE TO THE ABOVE REQUIRES PRIOR APPROVAL BY THE CLASSROOM TEACHER OR SCHOOL PRINCIPAL!

Parent-Teacher Organization (PTO)

Green Acres School has an active Parent-Teacher organization (P.T.O.). The P.T.O. exists in order to promote a close relationship between parents and staff of the school. Our P.T.O. serves the school in various ways, including:

- ◆ Promoting and organizing a community volunteer network for the school.
- ◆ Serving as a branch of our school accountability process.
- ◆ Hosting/helping with various school functions (Teacher Appreciation Week, May Day Dash, Spring Carnival, etc.).
- ◆ Organizing our school's after-school enrichment program.
- ◆ Providing additional educational opportunities for our students.
- ◆ Raising funds for school equipment, projects, and programs.

Currently, the P.T.O meets on a monthly basis with work groups meeting as needed. Interested parents are encouraged to attend. Parents and other community members are also encouraged to phone the school if they would like a particular item to be discussed at a P.T.O. meeting.

All Green Acres School patrons and staff are considered members of the PTO and will be asked to participate in various ways. A warm welcome to our many members...including you! The PTO sponsors one or two fundraising functions during the year to help school children with such things as additional equipment, assemblies, cost of yearbooks, and field trips.

Parking

We request that parents who park in the parking lot use the designated crosswalks. DO NOT walk across the parking lot during pick up or drop off times. This sets a bad example that in turn jeopardized the safety of children.

Playground Expectations

We want students to enjoy recess time - but our primary concern is safety. Because of this, we will follow these general guidelines:

- All student recesses will be supervised by one or more school staff members.
- We will expect students to follow directions and treat others with respect.
- Playground equipment is to be used only as intended (slides are to be used to go down

only).

- Students are not to jump off of or walk on top of equipment.
- Supervisors may limit the number of students allowed on a given piece of equipment at a time.
- Rocks, sand, or other objects may not be thrown.
- Inappropriate language or actions will not be tolerated.
- NO playground equipment may be brought from home.
- NO Tackling.
- Students not following these guidelines will be provided with a consequence which may include suspension or loss of outside recess privileges.

Retention Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Riding the Bus

Students are to ride only on their assigned bus. If they are not to ride the bus on a given day, please phone the office with this information before 3:00 p.m. Only students assigned to buses may ride them, unless an exception has been approved by the transportation director.

Students and parents are reminded that riding the bus is a privilege. Students who choose to behave poorly on the bus are a safety hazard to the other students on the bus and may lose their bus-riding privilege for a period of time. To make behavior expectations more clear, the following guidelines are in place:

1. Pupils shall board the bus without crowding or pushing, and shall remain seated while the bus is in motion.
2. Pupils shall not extend arms, legs, or head out the bus windows.
3. Pupils shall not talk to the driver while the bus is in motion except in an emergency. At all other times, voices should remain at a conversational level.
4. Pupils will not tamper with the emergency doors or any part of the bus equipment nor shall windows be opened except when permitted by the bus driver.
5. Pupils shall not deface the bus or its equipment.
6. Pupils shall not fight or scuffle on the bus or throw objects from the window.
7. Pupils will keep books, lunchboxes, and similar objects out of the aisle of the bus and there will be no eating on the bus.
8. Pupils must remain seated until the bus has come to a complete stop.
9. Pupils shall leave the bus in an orderly manner.
10. Pupils are expected to be at assigned bus stops at the scheduled time and are not to be picked up or discharged at any other stop.

ANY QUESTIONS REGARDING BUSES OR CONCERNS WITH BEHAVIOR SHOULD BE DIRECTED TO THE TRANSPORTATION DEPARTMENT AT 867-2263.

Right to Searches

The principal or her designee may search a student or a student's personal possessions on school grounds or during a school activity held off school premises if there is reasonable cause for believing the student is concealing materials prohibited by Board Policy or materials detrimental to the health, safety, or welfare of other students or school personnel. Regarding searches:

- Searches shall be made in the presence of an adult witness of the same sex as the student in question.
- Searches of the person of a student shall be limited to:
 - Searches of pockets, including the student's exterior clothing.
 - Any object in the possession of the student, including but not limited to a purse, briefcase, backpack, or coat.
 - No strip search can be carried out by any employee.
- Student desks, lockers, etc. can be searched when the person conducting the search has reasonable suspicion.
- Anything found during such a search which is dangerous to others or prohibited at the school shall be seized by school personnel. Seized items can be used as evidence in a suspension or expulsion hearing or may be turned over to law enforcement personnel.

Safety

Students need to take the most direct route (one agreed upon by child and guardian) when walking to and from school. They must go home immediately after school is dismissed and check in as arranged by their family.

There is no bicycle riding on school grounds during school hours or when arriving and leaving school. No skateboards, roller skates, in line skates, or scooters are to be brought to school. Safety dictates established playground rules, cafeteria regulations, and other large group management issues, drills, and procedures be followed at all times including walking as the only acceptable safe way of moving in the hallways.

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com.

Strangers

Parents are encouraged to tell their child(ren) not to talk to or take things (including rides) from people they do not know. Encourage your child to report to parents and/or teachers anyone who attempts to talk to them, follow them, or offer rides or "goodies" of some kind. Please also tell your children to yell and run if anyone they don't know tries to touch them.

Instruct your child to:

- a) Never accept rides or gifts from strangers.

- b) Always report to a teacher, police officer, bus driver, or parent any strangers seen loitering on foot or in a car near schools, playgrounds, or other places where children gather.
- c) Always try to secure the license number of the car. Write it down or scratch it on the road with a stick or on the sidewalk with a stone.
- d) Seek help from a police officer.

You may want to remind your child and check periodically to see if he/she:

- a) Takes the most direct route to and from school.
- b) Goes immediately home after being dismissed from school.
- c) Obeys traffic and safety regulations established for both walking and bicycle riding. NO BICYCLE RIDING IS PERMITTED ON SCHOOL GROUNDS DURING SCHOOL HOURS.
- d) Uses crosswalks.

Student Progress

Student progress reports will be distributed at the end of each quarter. Two Parent-Teacher conferences are scheduled during the school year as well. Green Acres has academic standards in place for all grades. WE STRONGLY ENCOURAGE PERSONAL AND/OR PHONE CONFERENCES WITH A TEACHER WHENEVER NEEDED OR DESIRED. If a need occurs, teachers may request problem-solving or planning meetings that require more time with parents or guardians.

Substance Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Suggestions to Parents

Parents play a very important role in making the school experience a successful one. A few suggestions for all school children are:

1. Encourage your child to go to bed early and get plenty of rest.
2. Encourage your child to eat a good breakfast before coming to school.
3. Encourage your child to respect the rights and property of others.
4. Encourage your child to be thoughtful of others.
5. Encourage your child to take and accept responsibility.
6. Demonstrate to your children that you value the importance of a good education.
7. Read to your child, and with your child. Model that you value reading.
8. Be an active, involved parent — show your child that you care.

Suspension/Expulsion from School

Please see District Policy information on our website ~ fortmorgank12.com.

Testing Information

There will be a variety of assessments given to students throughout the year. Some will be required by the school, others will be set up as district wide assessments, and some will be required by the state. In each case, it is our desire that the assessments provide meaningful data that can be used to evaluate instructional practices and determine student progress and achievement.

State Testing: The state of Colorado requires grades 3-10th testing in the areas of math, reading, writing, science, and social studies, depending on the grade level. Parents will receive notification of exact testing dates. Make-ups will be scheduled as necessary within the window allotted for testing to take place.

It is important for students, parents/guardians, and teachers to mark these dates down and make sure students are present for the test. We ask that you make appointments, vacations, etc. based around these dates. These dates are listed on the current school calendar.

Vandalism

The school system's buildings, grounds, and other property are built, purchased, and maintained with taxes levied on the community's taxpayers, and all damage caused must be paid for in the same way. Students who willfully or maliciously destroy school property through vandalism or arson, or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities in addition to receiving disciplinary actions at school which includes paying for the damage that was committed.

Volunteering

Green Acres School really wants you to be involved with your child's education.

Weapons in School

Please see District Policy information on our website ~ fortmorgank12.com.

Web Site

The Morgan County School District Re-3 website can be found at fortmorgank12.com. Here you will find school menus, upcoming events, and other useful information.

PIONEER ELEMENTARY SCHOOL

Handbook Changes/Additions for 2026-2027 School Year

June 15, 2026

- New cover added and updated the school year to 2026-2027.
- Page 20 - Updated CLD Language



2026-2027 PARENT/STUDENT HANDBOOK

(970) 867-2080

415 Spruce St.

Ft. Morgan, CO 80701

<https://pioneer.fortmorgank12.com/>

Pioneer Elementary's Parent/Student Handbook

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Letter from the Principal

Dear Pioneer Elementary Families,

It is with renewed excitement and deep gratitude that I welcome you to the 2026-2027 school year! I love our incredible school community and I am more honored than ever to continue serving as the principal of Pioneer Elementary School.

A warm welcome to our new families, and a heartfelt welcome back to our returning students and parents. Our school is a special place where every child's happiness, safety, and academic growth are our top priorities. We will continue our commitment to creating an environment where your children feel secure, valued, and inspired to reach their fullest potential.

Building on the relationships we established last year, I am eager to continue our collaborative work to ensure your children have a joyful and enriching experience here at Pioneer. Our partnership is essential for their success, and I am dedicated to maintaining open communication and working together to support their educational growth.

Please know that my door is always open. Feel free to reach out with any questions, concerns, or ideas you may have as we begin this new chapter. Together, we will make this school year an extraordinary one for our students.

Thank you for your continued partnership and for entrusting us with your children.

Warmest regards,

Adrianna Nickell

Adrianna Nickell
adrianna.nickell@fortmorgank12.com
(970) 370-6234

Pioneer Elementary School - Mission, Vision, Values

Mission Statement

Pioneer staff will foster a safe and caring environment for the optimum learning of each individual student.

Vision Statement

We at Pioneer are here to challenge all students to reach their potential and become lifelong learners.

Core Values

Pioneer Elementary serves kindergarten through grade five. Our staff, parents, and community believe that all students are entitled to an equitable, rigorous, and fun school experience with accountability. This belief is outlined in our Core Values.

Students First: Pioneer Elementary puts students first. Every decision, both instructional and financial, is driven by student needs. Teacher, administration, and parent input must positively impact students.

Equity: Pioneer Elementary believes that all students will learn and grow in our classrooms. We live and teach in a diverse community and our classrooms and staff reflect that. We identify and address different backgrounds and values within our community.

Accountability: Pioneer Elementary believes that all stakeholders should be held accountable for student achievement and growth. Our stakeholders include teachers and administration, students, parents, and guardians. To receive the best education possible, everyone needs to be held accountable for our students' success.

Rigor: Pioneer Elementary believes that every student should receive rigorous and challenging instruction that meets students' needs and learning styles. This instruction will be engaging and will meet students at their level while fostering a passion for learning.

Vision: In a cooperative effort, staff, students and community are committed to building a strong foundation for the advancement of learning and providing a motivating and positive environment in order to meet the diverse needs and abilities of students.

Pioneer Elementary School-Parent Compact (English)

Pioneer Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year.

School Responsibilities

We, the Pioneer Elementary staff, will support children's learning in the following ways:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Hire highly-qualified educators and provide them with high quality, research-based professional development and instructional coaching
 - Implement district-approved and standard-aligned curriculum with fidelity
 - Implement structured classroom management plans that incorporate Capturing Kids' Hearts programming, positive behavior reward systems, and tiered consequences for unsafe and disruptive behaviors
- Hold parent-teacher conferences to share each individual child's achievement.
 - Parent-teacher conferences are in October, February and throughout the school year as needed
- Provide parents with frequent reports on their children's progress.
 - We will send home quarterly report cards
 - Student work is sent home weekly or biweekly in Friday folders
- Provide parents reasonable access to staff.
 - Staff will respond to requests to meet within 24 hours to arrange a time to meet that works for parents and staff members within a few school days of the original request.
 - Do you have questions about your child's progress? Contact your child's teacher by phone at (970) 867-2080. Email addresses are the teacher firstname.lastname@fortmorgank12.com
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parent volunteer: Ask the child's teacher about opportunities to volunteer and pick up a district volunteer form from the Pioneer main office.
 - Observe classroom activities: Ask the teacher and arrange a time to observe.
- Communicate with families about Pioneer events
 - Communication app messages
 - Updates on the school website and Facebook
 - Monthly newsletter

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Stay connected: Communicate regularly with your child's teacher and attend school events.
- Support learning at home: Provide a quiet study space and time for homework and reading.
- Prioritize attendance: Ensure your child attends school on time every day, ready to learn.
- Read together daily: Spend time reading aloud, listening to your child read, or visiting the library.

- Encourage a positive attitude: Praise effort and help your child develop a growth mindset.
- Partner with the school: Work together to address any academic or social-emotional challenges.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school regularly and be on time. Being present and ready to learn is the first step to success.
- Come prepared with necessary materials. Bring books, folders, pencils, and any other required supplies to every class.
- Actively participate in class and complete assignments. Engage in discussions, ask questions, and turn in work on time.
- Ask questions when we need help. Don't be afraid to seek clarification or assistance from the teacher or classmates.
- Show respect to teachers, staff, and classmates. Create a positive, safe, and supportive learning environment for everyone.
- Do our best and maintain a positive attitude towards learning. Approach challenges with a growth mindset and celebrate successes.

Pacto Entre la Escuela y los Padres (Español)

La escuela Primaria Pioneer y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA) por sus siglas en Inglés, (niños participantes) están de acuerdo que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una sociedad que ayudará a los niños a alcanzar los altos estándares del estado.

Este pacto entre la escuela y los padres estará en vigencia durante el año escolar.

Responsabilidades de la Escuela

Nosotros, el personal de Pioneer Elementary, apoyaremos el aprendizaje de los niños de las siguientes maneras:

- Proporcionar un plan de estudios y una instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los niños participantes cumplir con los estándares de rendimiento académico estudiantil del estado de la siguiente manera:
- Contratar educadores altamente calificados y brindarles desarrollo profesional y capacitación instructiva de alta calidad y basados en investigaciones

- Implementar un plan de estudios aprobado por el distrito y alineado con los estándares con fidelidad
- Implementar planes de gestión de aulas estructurados que incorporen la programación Capturing Kids' Hearts, sistemas de recompensa por conducta positiva y consecuencias escalonadas para conductas inseguras y disruptivas
- Realizar conferencias de padres y maestros para compartir los logros de cada niño.
 - Las conferencias de padres y maestros se realizan en octubre, febrero y durante todo el año escolar según sea necesario
- Brindar a los padres informes frecuentes sobre el progreso de sus hijos.
 - Enviaremos a casa boletines de calificaciones trimestrales
 - El trabajo de los estudiantes se envía a casa semanalmente o quincenalmente en las carpetas de los viernes
- Brindar a los padres un acceso razonable al personal.
 - El personal responderá a las solicitudes de reunión dentro de las 24 horas para programar un horario de reunión que funcione para los padres y los miembros del personal dentro de unos pocos días escolares posteriores a la solicitud original.
 - ¿Tiene preguntas sobre el progreso de su hijo? Comuníquese con el maestro/a de su hijo/a por teléfono al (970) 867-2080. Las direcciones de correo electrónico son el maestro nombre.apellido@fortmorgank12.com
- Brindar a los padres oportunidades para ser voluntarios y participar en la clase de su hijo, y para observar las actividades del aula, de la siguiente manera:
 - Padres voluntarios: Pregúntele al maestro del niño sobre las oportunidades para ser voluntario y recoja un formulario de voluntariado del distrito en la oficina principal de Pioneer.
 - Observar las actividades del aula: Pregúntele al maestro y programe un horario para observar.
- Comunicarse con las familias sobre los eventos de Pioneer
 - Mensajes de la aplicación "Remind"
 - Actualizaciones en el sitio web de la escuela y Facebook
 - Boletín mensual

Responsabilidades de los Padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

- Manténgase Informado: Comuníquese regularmente con el maestro/a de su hijo/a y asista a los eventos escolares.
- Apoye el aprendizaje en casa: proporcione un espacio tranquilo para estudiar y tiempo para hacer las tareas y leer.
- De prioridad a la asistencia: asegúrese de que su hijo/a asista a la escuela a tiempo todos los días, listo/a para aprender.

- Lean juntos todos los días: dedique tiempo a leer en voz alta, escuche a su hijo/a leer o visite la biblioteca.
- Fomente una actitud positiva: elogie el esfuerzo y ayude a su hijo/a a desarrollar una mentalidad de crecimiento.
- Colabore con la escuela: trabaje en conjunto para abordar cualquier desafío académico o socioemocional.

Responsabilidades de los Estudiantes

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y alcanzar los altos estándares del estado. Específicamente, haremos lo siguiente:

- Asistiremos a la escuela regularmente y llegaremos a tiempo. Estar presente y listo para aprender es el primer paso hacia el éxito.
- Venir preparado/a con los materiales necesarios. Llevar libros, carpetas, lápices y cualquier otro material necesario a cada clase.
- Participar activamente en la clase y completar las tareas. Participar en debates, hacer preguntas y entregar el trabajo a tiempo.
- Hacer preguntas cuando se necesite ayuda. No tener miedo de buscar aclaraciones o asistencia del maestro/a o los compañeros de clase.
- Mostrar respeto a los maestros, al personal y a los compañeros de clase. Crear un entorno de aprendizaje positivo, seguro y de apoyo para todos. Hacer lo mejor posible y mantener una actitud positiva hacia el aprendizaje. Afrontar los desafíos con una mentalidad de crecimiento y celebrar los éxitos.

Absences, Attendance, Tardiness, & Truancy

We believe that regular attendance is very important in assuring a successful school experience for every student. Our goal for every student is to achieve a minimum of a 95% attendance rate; this equates to no more than 9 absences in a school year. We also believe that establishing the habit of regular attendance early in a student's school experience is critical. Please avoid scheduling non-essential trips, outings, etc. during school time. The Fort Morgan School District has an attendance policy in place which Pioneer will follow (Policy JH). This policy comes into play when a) a student has unexcused absences, or b) a student begins to accumulate a large number of excused absences. Your cooperation in keeping us informed regarding your child's absence is most appreciated. If we are not notified about an absence, we will visit you and/or attempt to contact you -- in the interest of the child's safety. Students who attend school every day are much more likely to go to work every day as adults. Help your child succeed this year by making consistent attendance a priority from day one.

Excused Absences

We request parents or guardians notify the office by 8:30 A.M. if a child in their care will be absent or tardy that day.

Per district policy, the following absences will be considered excused:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences will be approved for appointments or circumstances of a *serious nature only* which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to a physical disability or a mental or behavioral health disorder.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled.

However, once absences surpass nine in number, absences will only be excused if accompanied by a note from a physician, or via approval from the Office of the Principal. Please note that all absences, excused or unexcused, become part of your child's official school record. Because so much of learning is interactive, students who are absent miss valuable experiences that make-up assignments alone cannot replace.

In the event a child needs to be dismissed during school hours, please contact the school office explaining the reason for the dismissal and the time that child is to be released. Parents and guardians are strongly encouraged to schedule appointments and trips outside of regular school hours or on days when children are not in school.

For planned extended absences more than 3 days in length: please complete an Extended Absence Request form from the front office. The principal will review this request and attendance history to determine if the extended absence will be considered excused or unexcused.

Unexcused Absences

Absences not covered above or not approved by the school will be recorded as unexcused.

Office staff will attempt to make telephone contact with parents or guardians of absentees from which notification has not been received. If the school is unable to determine the reason for the absence, it will be recorded as unexcused.

Attendance Improvement Support Plan

Parents or guardians may be requested by school staff or administrators to meet with them to develop an attendance improvement support plan when a student is habitually truant and/or chronically absent.

- Habitually Truant: four (4) unexcused absences within one month or ten (10) in a school year.
- Chronically Absent: excused or unexcused absent for more than 10% of school days

Morning Tardiness

Tardiness to school is considered a component of student absences. A marked tardy is considered equivalent to $\frac{1}{3}$ of an Unexcused Absence.

Truancy

According to Colorado Law, a child who has attained the age of six years and is under the age of seventeen years must be enrolled and in attendance of school. A child within this age range who has four unexcused absences from school in any one month, or ten unexcused absences from school during any school year will be considered habitually truant. Students who fall into this category may be turned over to the District's legal counsel for subsequent consequences. This law is referred to as the Colorado Compulsory School Attendance Law.

Make-Up Work

Make-up work will be provided for any day in which a student has an excused absence unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school. It is the responsibility of the student or student's family to pick up any make-up assignments permitted on the day returning to class. There will be 1 (one) day allowed for make-up work for each day of absence.

Make-up work will be allowed following an unexcused absence or following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the building administrator.

Teachers are willing to prepare make-up work for students who are ill at home, but we ask that parents give the teachers adequate notice when requesting your child's make-up work. We appreciate your calling ahead before picking up your child's work.

Behavior Expectations

Positive Behavior Intervention Support (PBIS) will have an encouraging influence on behavior at Pioneer Elementary School. PBIS is a proactive systems approach for creating and maintaining safe and effective learning environments in school, and ensuring that all students have the social/emotional skills needed to make certain their success as school and beyond. We have posted behavior expectations throughout the spaces in our building to support respectful, responsible, and safe behaviors.

Social Contracts will be established by each classroom teacher. Social Contracts are co-created agreements on how the teacher and students will treat one another. These contracts should be simple, specific, and consistently enforced. If a rule is broken, the teacher will concentrate on the behavior -- and logical consequences for that behavior.

Students are expected to treat others as they wish to be treated and to do nothing which will harm themselves or others. Student behavior which interferes with the ability of the teacher to teach or the ability of other students to learn will not be tolerated. Student behavior should follow the district's Student Code of Conduct.

Teachers are asked to manage minor behaviors, and to provide rewards and consequences which are meaningful to the student.

Teachers may send students to the office for discipline reasons when a) the severity of the behavior warrants a more serious consequence, or b) the student is continuing to act in a disruptive on-going, repetitive manner after the teacher has already intervened. Parents will often be notified by phone or in writing when a discipline referral is initiated. Disciplinary resolutions may include: loss of privileges, apologies, mediated restorative conference with peer/staff, detention, or suspension.

All staff members are dedicated to providing a quality learning atmosphere for all students. At the same time, it is our belief that behavior interventions are most effective when students understand that logical consequences occur when a poor choice is made. By tying consequences to student choices, we strive to teach responsibility and self-control to all students. Your support at home is very important in this process. We view you as partners -- together, we can make a positive impact on a student to better prepare him/her for success in later life. Because this partnership is so important, we will keep you informed when we have discipline concerns. We will also ask for your help in resolving those concerns.

Breakfast/Lunch Program

Pioneer currently offers free breakfast and lunch. Breakfast begins at 7:15 am.

Building Accountability Committee (BAC)

A Building Accountability Committee will assist the principal and staff in the planning/accountability processes of the district. The focus of these efforts is to produce a quality education program for each student in the school. At Pioneer Elementary School, the BAC operates as a sub-committee of the Parent/Teacher Organization (PTO).

Key elements of committee involvement include: 1) An effective planning process, 2) wide involvement, and 3) disclosure or reporting results. The focus of BAC is on improvement and on achievable priorities rather than comprehensiveness.

Colorado's Accountability/Accreditation program is unique in the nation because it enhances local control by allowing the local districts to determine their own goals, priorities, plans, evaluation procedures, and expectations for quality education programs in a partnership arrangement with the state.

Under Colorado accreditation regulations, each administrative unit must develop action plans for school improvement based upon both district priorities and priorities unique to the individual buildings. Each building also has parent representation on the district's Accountability Committee.

If you're interested in joining the PTO, please email pioneer.PTO@fortmorgank12.com.

Bullying

Definition of Bullying

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of a physical act or gesture.

Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance, on the basis of their weight, height, or body size, or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, family status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

It is the policy of this School District to maintain a learning and working environment that is free from bullying based on a person's race, color, sex, national origin, disability, sexual orientation or economic status. The School District prohibits any and all forms of bullying because it violates the basic right of students and staff to be in a safe and orderly learning environment. This policy seeks to promote positive interpersonal relationships between all members of the school community.

It shall be a violation of this policy for any student or staff member to bully another while attending school or school-sponsored events. It shall also be a violation of this policy for any school staff member to tolerate bullying during school or at school-sponsored events.

The schools will promptly and thoroughly investigate reports of bullying, whether of a physical or a nonphysical form. If it is determined that bullying has occurred, the school will act appropriately within the discipline codes of the District and will take reasonable action to end the bullying.

It is vital to understand that a single incident may meet this definition if it is extreme, violates criminal law, or involves unreasonable harm to the victim.

Note: Sexualized bullying is considered to be sexual harassment. See the Sexual Harassment section for a definition and examples of sexual harassment.

Bullying is distinguished from roughhousing or friendly teasing in that bullying is intentionally hurtful and motivated by the desire to harm/hurt the victim.

Duty To Act

Students who experience bullying are encouraged to report it to any adult employee of the school. Any employee of the school who observes bullying or receives reports of it is required

to act immediately to protect the alleged victim and to immediately forward an Incident Report to the Principal for prompt investigation as required in school procedures.

If you believe your child has been a target of bullying, you may request a Bullying Report Form from the principal.

Sanctions for Bullying

Once an investigation has concluded, if bullying has occurred, sanctions will be taken against the perpetrator. For students, these sanction(s) must be appropriate to the seriousness of the incident(s) and may include suspension and/or expulsion or other discipline in accordance with accepted common sense application of the district discipline policies.

Retaliation Prohibited

Retaliation against any person who reports bullying incident(s) is strictly prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment use against a person who reports incident(s) of bullying in good faith. Disciplinary action against any person who retaliates or engages in reprisal for reporting such behavior(s) may include sanctions up to and including suspension/expulsion.

Children Leaving the Building

Students will not be allowed to leave the building during school hours unless checked out through the school office by the parent or guardian. If you need another adult to pick up a student during school hours, please notify the office ahead of time. Adults who are not listed on Infinite Campus will not be allowed to remove a child from the school. This is necessary as we work to protect the safety and well-being of all students.

Communication Between Home and School

Please stop by the front office between the hours of 7:30 am and 4:00 pm if you have any questions or concerns about your child's learning experience at Pioneer Elementary School. When visiting our front office, please use our main entrance on the west side of the building. Due to safety recommendations, we will not be allowing visitors to enter from the east side of the building.

It is the intention of the school to keep all parents well-informed regarding school programs, policies, and activities. Fliers and other notices are frequently sent home with students. Pioneer distributes a monthly newsletter to all families. We will give every child a copy of the newsletter to bring home and share with you. You will also find information on our monthly newsletter on Facebook, our communication app, and our website. Our teachers also communicate frequently with parents. We want you to be well informed. If for some reason you feel like you need more information about anything to do with Pioneer, please call us.

Additionally, our staff may use ClassDojo to communicate with families.

Customer Service Plan

The staff at Pioneer Elementary School promises you:

- We will make decisions with the best interest of the student in mind.
- Your views are important and will be considered.
- You are valued as an important partner with the school.
- We will continually strive to provide the best possible educational experience for each child.

Daily Schedule

The school day for students is 7:45 a.m. – 3:30 p.m. We request that students do not arrive before 7:15 am as there is no formal supervision until that time. The daily schedule is as follows:

7:15	Breakfast in the Cafeteria
7:30	1 st bell rings - Building open to students
7:45	Tardy bell rings/Classes begin
11:15-11:40	Lunch for Kindergarten
11:40-12:00	Lunch for 2 nd grade
12:00-12:20	Lunch for 1st grade
12:20-12:40	Lunch for 3 rd grade
12:40-1:00	Lunch for 4 th grade
1:00-1:20	Lunch for 5 th grade
3:25	Dismissal for bus students
3:30	Dismissal for all other students

All students spend a minimum of 5 ½ hours each day in academic subject related activities. In addition, each student will have one hour a day of special classes such as: physical education, vocal music, art, computer, or library. Parents are encouraged to discuss with their children the importance of being safe on the way to and from school. Please make arrangements to have your child picked up or come home directly after school –because of staff meetings and other activities, we cannot supervise students after 3:45 pm.

Please be sure that students are picked up from school no later than 3:45 pm.

Discipline

Student discipline is a prerequisite for sound educational practice and productive learning. Discipline will be given out by the principal or said designee. The principal has the right to suspend students.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior: violates the code of conduct adopted by the Morgan County School District

Board of Education; is dangerous; unruly; or disruptive; or seriously interferes with the ability of the teacher to teach the class or other students to learn.

Dress Code

Students are asked to come to school neat, clean, and dressed appropriately for the season and school setting/situation. Appropriate shorts are acceptable in warm weather. However, students are urged to use good judgment regarding when to wear shorts, as they will be expected to go outside at recess time with other students. Please keep in mind that fall and spring weather is very unpredictable and warrants a check by adults before children leave for school. In the winter, students will play outside unless it is very cold. In cold and winter weather, please send your child to school with a warm coat, hat, gloves, and (if possible) boots. If your children wear snow boots, please send a pair of shoes for them to change into for inside activities.

It is important that a student's choice of clothing promotes a safe school environment, does not detract from the educational focus or distract other students from learning. Parents of students who wear inappropriate clothing may be called to bring an appropriate change of clothing to school.

The following clothing choices are not acceptable at school and apply to both girls and boys:

- Clothing that allows for bare midriffs, chests, or is in other ways too revealing (examples include but are not limited to halter tops, "see through" clothing, short shorts, spaghetti straps, shirts with oversized armholes, or net shirts unless worn over or under other appropriate clothing)
- Hats when worn indoors, unless part of a school endorsed event/activity
- Appearances that promote violence, gang affiliation, or clothing that contains advertisements for tobacco, alcohol, or drugs, conveys suggestive messages
- Any other clothing or accessories that, in the opinion of school staff, is inappropriate or distracting.

Dropping Off/Picking Up Students

Parents who drop students off at school are asked to use the drive-through area of the parking lot at the end of Southridge Road, southwest of our school, by the school playground. Spruce Street, on the east side of our school, is intended for buses only. Students should go to the playground area if it is before 7:30 am. Students may come in for breakfast at 7:15 am. Students may head to their classrooms beginning at 7:30 am.

Parents who pick up their children after school are asked to use the drive-through area of the parking lot on the southwest side of the building. Please notice the one-way entrance and exit to the parking lot. Be sure your child does not have to cross the street to reach your car. Please do not pick up or drop off students on Spruce Street (east side of Pioneer) because that is a bus and wheelchair loading zone.

Electronic Devices

To protect the integrity of our instructional time, we require your partnership in managing the use of personal electronic devices (including cell phones, smartwatches, cameras, tablets, and gaming consoles).

While we understand these devices are a major part of daily life, their presence in school situations poses a significant distraction and disruption to the educational process. Continuous notifications, texting, and social media fragment students' attention, hindering their academic engagement and face-to-face social connections. To ensure our classrooms remain spaces of deep learning, we strongly encourage students to leave these items at home.

If a student does bring a personal electronic device to school, staff will ask that they adhere to the following community standards:

- **Storage:** Devices must be turned completely off and securely stored inside the student's backpack for the entirety of the school day.
- **Family Communication:** We completely understand that families need to stay connected. If a student needs to contact their parent or guardian during the school day, they are absolutely permitted to do so, but the call must be made from the Main Office rather than a personal device.
- **Urgent Matters & Emergencies:** Please rest assured that our classrooms are fully equipped. Every classroom features a teacher phone with a direct line to the office. In the event of an urgent matter, our staff is fully prepared to facilitate immediate communication.

Please Note: The school district shall not be responsible for the loss, theft, or destruction of personal electronic communication devices brought onto school property.

Emergency Contacts

When you complete online registration, families are asked to provide emergency contacts. If there are any changes during the school year, it is imperative that parents contact the school with updates.

Emergency Response Protocols

In the event of a safety/security threat inside or outside the building, the Fort Morgan Police Department has assisted the school in establishing emergency response protocols. Students will be taken to secure areas until the school office is notified by the Police Department that everything is safe. Emergency Response Protocols are practiced monthly. Again, in the event of a safety or security threat, do not call the school or try to pick up your children as these actions significantly hinder the school in following their assigned and practiced safety procedures and can actually place yourself and students in greater degrees of danger. Any information regarding the threat will come forth through the District Support Center.

Pioneer will conduct an emergency drill (critical incident, fire, and tornado) at least once per

month. Please do not call the school or try to come after your children if/when you hear an alarm.

Parents -- Instruct your child in safety and emergency procedures. Remind and review these procedures periodically. Encourage your child to follow these rules, as they are made for his/her safety and protection.

The following icons represent our emergency response protocols. The next few pages describe each of our emergency response protocols.





STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



Culturally and Linguistically Diverse (CLD) Programming

Morgan County School District Re-3 serves the needs of many multicultural and multilingual learners.

Students may qualify for CLD programming if their Home Language Survey (HLS) indicates the influence of a language other than English. Students are evaluated using the WIDA screener to determine English language proficiency in listening, speaking, reading and writing. If students score below 4 overall and in literacy they qualify for CLD services.

Instructional programming is then designed to support the student's language proficiency. Instructional services may include:

- "Pull-out" support during which time students participate in small group instruction with the CLD teacher or CLD paraprofessional.
- Sheltered instruction in the regular classroom where instruction is conducted in English with language support using research based strategies.
- Some students may also receive support from a teacher assistant during content instruction.

Sherman Language School uses the bilingual instruction model for all Spanish speaking students in addition to the programming listed above.

All certified teachers have successfully completed the requirements necessary to earn the CLD designation. Staff in all buildings are provided professional development from the CLD teacher and/or the CLD Director. In addition to this all teachers are provided with information outlining each student's language profile and appropriate teaching strategies.

Additional learning opportunities may also be available which may include intervention during the regular school day and/or summer programming.

The Morgan County School District Re-3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.

English Language Development Programming

~~Morgan County School District Re-3 serves the needs of many second-language learners. All elementary buildings provide the services of an English Language Development (ELD) teacher along with support from one or more teacher assistants.~~

~~Students may qualify for ELD programming if their Home Language Questionnaire indicates a Primary Home Language Other Than English (PHLOTE). Such students are evaluated using the WIDA ACCESS Placement Test (W-APT) to determine language proficiency (oral, reading,~~

~~listening, and writing). Instructional programming is then designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in small group instruction with the ELD teacher. Sheltered instruction in the regular classroom is another means of serving English Language Development whose needs are better served in this fashion. All instruction is conducted in English with translation support as needed and appropriate. Depending upon intensity of need, some students receive support from a teacher assistant during content area instruction.~~

~~Staff in all buildings are provided information from the ELD teachers outlining each ELD student's language profile and teaching strategies appropriate for English language instruction. Extended learning opportunities are also available at all buildings which may include tutoring; supplemental and intervention instruction throughout the regular day; and/or summer school.~~

~~The Morgan County School District Re-3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.~~

Fees

From time to time, small fees may be required to help cover the cost of special school field trips and enrichment activities.

We also take great pride in providing our students with high-quality learning materials and technology. To ensure we have ample supplies for both current and future students, we ask for your partnership in caring for these resources.

Students who accidentally damage or lose school-owned property—such as library books, headphones, and Chromebooks—will be expected to pay a replacement fee. We view this not only as a practical necessity for maintaining our inventory, but also as an important opportunity to teach students responsibility and respect for shared community resources.

Health

Nurse's office

Our nurse's office is located in our main office. Our nurse is Kim Nation. We share her with a few other schools, so she is usually in our building in the morning. When our nurse is in another building, our health clerk and admin assistant have been trained in standard first aid and CPR and help students with their first aid needs. We document visits to our nurse's office.

First Aid and Emergency Medical Care

Treatment of injuries other than first aid is prohibited in all District schools. First aid is immediate help given by the best qualified person at hand in case of accident or sudden illness.

During the school day and during school-sponsored events, including those off-site, at least one staff person must be on duty who has a current certification from a nationally recognized course

in standard first aid and CPR. First aid kits must be stored and properly maintained in each school in accordance with applicable school health rules.

Any person who in good faith provides emergency care or assistance without compensation at the place of the emergency or accident will not be liable for any civil damages for acts or omissions in good faith. State law also exempts from civil liability certain health care providers who render emergency assistance in good faith and without compensation to persons injured in a competitive sport activity.

Treatment of injuries occurring outside school jurisdiction is not the responsibility of school employees.

The school's obligation continues after the injury until the injured student has been placed in the care of the parent/guardian or emergency health personnel. Therefore, the parents/guardians of all students will be asked to sign and submit an emergency medical authorization form which indicates the procedure they wish the school to follow in the event of a medical emergency involving their child.

In all cases where the nature of an illness or an injury appears serious, the parent/ guardian will be contacted if possible and the instructions on the student's emergency card followed. In extreme emergencies, where there is potential threat to life, limb or digit, school personnel will immediately call emergency health personnel to arrange for transporting the student to an emergency facility on advice of emergency health personnel.

Students who are ill or injured will not be sent home alone.

Medicine Administration

School personnel may not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

If under exceptional circumstances a student is required to take medication during school hours, only the school nurse or the nurse's designee may administer the medication to the student in compliance with the following regulation. In the alternative, the parent/guardian may come to school to administer the medication. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication but does not include medical marijuana.

A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition, or who is prescribed medication by a licensed health care practitioner may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition, or other condition for which the medication is prescribed. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication must be in accordance with district policy.

Holiday Celebrations

The two holidays observed at Pioneer Elementary are Halloween and Valentine's Day. We have special schedules these days to allow for class parties at the end of the school day. Participation is voluntary. Alternative activities will be provided for those students whose parents wish for them not to participate in these events.

Birthdays are celebrated at lunch on the last school day of the month. We provide a special dessert with student lunches on this day (i.e., brownies, cookies, ice cream cup, etc.) and sing Happy Birthday to students who had birthdays in that month. We do not host individual birthday parties. If your child has a summertime birthday, please rest assured they won't be missed! We celebrate our summer birthdays during a special day in May.

Please refrain from bringing gifts to school for your child for any celebration times as they will not be allowed into the classroom area.

Students should get teacher permission at least 24 hours in advance before bringing treats for a special occasion. Treats brought from home must be store-bought, individually wrapped and healthy items are preferred. Treats will not be distributed during the school day. Rather, treats will be distributed to children to take home as they are dismissed for the day.

Homework

Homework assignments or projects may be offered as an opportunity for students to practice skills learned at school. Such assignments will vary with the teacher and the child. Please visit with your child's teacher regarding questions/concerns about homework.

Students should all be reading for 10-20 minutes every day whether reading homework is assigned or not.

Lunchroom Expectations

We strive to promote a friendly, courteous, and welcoming atmosphere in our school lunchroom, making it a pleasant break in the day for everyone. To ensure lunch is an enjoyable experience for all, we expect our students to uphold high standards of respect, safety, and responsibility.

Respect and Behavior

- Kindness Matters: Students are expected to show the utmost respect to our wonderful cooks, custodians, teacher assistants, and classmates at all times.
- Conversation: Students are warmly encouraged to talk and socialize with their neighboring peers. However, loud, rowdy, or distracting behavior is not acceptable. Students who struggle to behave appropriately may be asked to eat their lunch in the Main Office.
- Care for the Space: We take great pride in our school, and we ask students to help take care of our cafeteria space. Playing with food or creating purposeful messes is strictly

prohibited.

Health, Safety, and Dismissal

- No Food Sharing: In accordance with federal guidelines, students are not allowed to share or trade food with one another. This policy helps us ensure student health and safety regarding allergies and dietary needs.
- Dismissal Procedure: When students finish eating, they will clean up their areas and line up nicely. Their classroom teacher will then pick them up to return to class.

Lunch Guests

We love welcoming families to our school! Parents and guardians are welcome to join their child for lunch. To help us maintain a secure campus, all visitors must check in at the Main Office first. Advance notice of your visit is highly appreciated so that our staff can plan accordingly.

Parents Please Keep These Items at Home

- Any toy, including stuffed animals, or other items that are distracting to the student or others in the classroom. Besides interfering with learning, these items sometimes disappear -- creating additional problems to which the school will not be responsible.
- Any weapon or toy weapon or any item that could reasonably be used as a weapon. This includes small pocket knives. They could present a danger to other students and staff members.
- Any animal or plant, unless it serves an educational purpose and receives prior approval.
- Cash at school is not typically needed and can disappear.
- Items taken by school officials, especially when repeated confiscations occur, may be kept by the Principal for the remainder of the school year.
- Personal electronic devices
- Any variance to the above requires prior approval by the classroom teacher or principal

Playground Expectations

We want students to enjoy recess time -- but our primary concern is safety. Because of this, we will follow these general guidelines:

- All student recesses will be supervised by one or more school staff members.
- We will expect students to follow directions and treat others with respect.
- Playground equipment is to be used only as intended (slides are to be used to go down only, and students are not to jump off of equipment, etc.).
- Supervisors may limit the number of students allowed on a given piece of equipment at a time.
- Rocks, sand, or other objects may not be thrown.
- Inappropriate language or actions will not be tolerated.
- Hard baseballs are not allowed at school -- supervisors may also prohibit other items which they feel might be dangerous to students.
- NO tackle football

- Students not following these guidelines will be provided with a consequence which may include suspension or loss of outside recess privileges.

Riding the Bus

Students are to ride only on their assigned bus and need a written note to the child's teacher, or a call from a parent before 2:20 pm if they are not to ride the bus home. Only students assigned to buses may ride them.

Students and parents are reminded that riding the bus is a privilege. Students who choose to behave poorly on the bus are a safety hazard to the other students on the bus and may lose their bus-riding privilege for a period of time. To make behavior expectations more clear, the following guidelines are in place:

1. Students shall board the bus without crowding or pushing, and shall remain seated while the bus is in motion.
2. Students shall not extend arms, legs, or head out the bus windows.
3. Students shall not talk to the driver while the bus is in motion except in an emergency. At all other times, voices should remain at a conversational level.
4. Students will not tamper with the emergency doors or any part of the bus equipment nor shall windows be opened except when permitted by the bus driver.
5. Students shall not deface the bus or its equipment.
6. Students shall not fight or scuffle on the bus or throw objects from the window.
7. Students will keep books, lunchboxes, and similar objects out of the aisle of the bus and there will be no eating on the bus.
8. Students must remain seated until the bus has come to a complete stop.
9. Students shall leave the bus in an orderly manner.
10. Students are expected to be at assigned bus stops at the scheduled time and are not to be picked up or discharged at any other stop.
11. Students must remain behind the yellow boarding line as the bus approaches its stop.

Please contact the district transportation department directly regarding bus route information.

Right to Searches

The principal or his/her designee may search a student or a student's personal possessions on school grounds or during a school activity held off school premises if there is a reasonable cause for believing that the student is concealing materials prohibited by Board policy or which are otherwise detrimental to the health, safety or welfare of other students or school personnel. Regarding searches:

- Searches shall be made in the presence of an adult witness.
- An employee cannot carry out a strip search.
- Searches of a student shall be limited to:
 - o Searches of pockets, including the student's exterior clothing.

- o Any object in the possession of the student, including but not limited to a purse, briefcase, backpack, or coat.
- Student desks, lockers, etc can be searched when the person conducting the search has reasonable suspicion.
- School personnel shall seize anything found during a search, which is dangerous to others or prohibited at the school. At this point it can be used as evidence in a suspension or expulsion hearing, or it may be turned over to law enforcement personnel.

Safety

When visiting our front office, please use our main entrance on the west side of the building. Due to safety recommendations, we will not be allowing visitors to enter from the east side of the building.

We share your on-going concern for the safety of children as they come and go between home and school. Crosswalk supervision will occur from 7:15 - 7:45 am and from 3:30 - 3:45 pm on Main Street near Landmark, at the intersection of Southridge Road and Spruce Street, as well as the intersection of Gateway Avenue and Spruce Street.

- We encourage students to obey all regulatory signs, signals and crosswalk markings
- We ask that parents help with their children's safety instruction by setting a good example as an adult
- Insist that your child use crosswalks and pedestrian lights
- Don't cross the street in the middle of a block with your child
- Don't park across the street from school and ask your child to cross in the middle of the block to reach your car
- Don't park your car in a "no parking" or bus loading zone

By teaching our children responsibility and setting good examples as adults, we hope to insure their safety.

NOTE: Students must walk their bicycles while on school grounds. Students are encouraged to use a lock when placing bicycles in the school bicycle rack.

Strangers and Others

Parents are encouraged to tell their child not to talk to or take things (including rides) from people they do not know. Encourage your child to report to their parents and/or teachers anyone who attempts to talk to them, follow them, or offer rides or "goodies" of some kind. Tell your child to yell and run if anyone they don't know tries to touch them.

Instruct your child to:

- a) Never accept rides or gifts from strangers

- b) Always report to a teacher, police officer, bus driver, or parent any strangers seen loitering on foot or in a car near schools, playgrounds, or other places where children gather.
- c) Always try to secure the license number of the car. Write it down or scratch it on the road with a stick or on the sidewalk with a stone.
- d) Seek help from a known adult or a police officer

You may want to remind your child and check-in periodically to see if he/she:

- a) Takes the most direct route to and from school
- b) Goes immediately home after school is dismissed
- c) Obeys traffic and safety regulations established for both walking and bicycle riding.
- d) Uses crosswalks

In summary, we want each child to be safe, sensible, and respect the rights of others.

Sexual Harassment

Pursuant to Title IX of the Educational Amendments of 1972, “sex-based harassment” means conduct on the basis of sex that satisfies one of more of the following:

- 1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- 2. Unwelcome conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the education program or activity or
- 3. Sexual assault, dating violence, domestic violence, or stalking.

Pursuant to state law, sex-based harassment means any unwelcome physical, verbal, pictorial, or visual conduct or communication directed at a student or group of students based on sex, sexual orientation, gender identity, or gender expression. To be considered sex-based harassment, the conduct or communication must be objectively offensive, and must meet one or multiple of the following:

- 1. A school employee conditioning education benefits, services, or opportunities on submission to the conduct or communication; (i.e., quid pro quo)
- 2. A school employee making educational decisions affecting the student based on submission to, objection to, or rejection of the conduct or communication; or
- 3. The conduct or communication unreasonably interferes with the student’s access to their educational service or creates an intimidating, hostile, or offensive educational environment.

Reporting, Investigation, and Sanctions

Students are encouraged to report all incidents of sex-based harassment to either a teacher, counselor, or principal in their school building and file a complaint, through the District’s

complaint process addressing sex-based discrimination. All reports and indications from students, District employees, and third parties must be forwarded to the Title IX Coordinator.

The District will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sex-based harassment. If the District determines an act does not qualify as sex-based harassment under Title IX, it may still qualify as sex-based harassment under state law and District policy, in which case the District will continue the investigation in accordance with the appropriate procedures (AC-R-1: students or AC-R-2: applicants, staff, and members of the public).

All matters involving sex-based harassment reports must remain confidential to the extent possible as long as doing so is in accordance with applicable law and policy and does not preclude the District from responding effectively to the harassment or preventing future harassment. Filing a complaint or otherwise reporting sex-based harassment will not reflect upon the individual's status or affect grades.

The District will take appropriate corrective action to make the harassed student whole by restoring lost educational opportunities; prevent harassment from recurring; or prevent retaliation against anyone who reports sex-based harassment or participates in a harassment investigation. A formal report or finding of harassment will not be required before the District takes corrective action.

Student Progress

Student report cards will be distributed at the end of each quarter. Two Parent-Teacher conferences are scheduled for the school year as well. Pioneer has academic standards in place for all grades.

We strongly encourage personal and/or phone conferences with a teacher whenever needed or desired.

When staff identifies that a student is struggling academically or behaviorally, as compared to same-aged and developmentally-like peers, then we will begin implementing interventions to support your child. You will be included in this conversation.

Substance Policy

The possession or use of alcohol or controlled substances is unlawful and prohibited. Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school, referral for prosecution, and other responses as outlined in district policy.

Suspension/Expulsion from School

Please see District Policy information on our website ~ www.fortmorgank12.com.

School Testing Times

There will be a variety of district and state assessments given to students throughout the school year and each carry their own degree of importance. In order to assist students achieve to the greatest degree possible we ask that students are present for these tests. Please make appointments, vacations, and schedule other events outside these testing dates and periods.

The following district and state assessment schedule can be used as general guidance:

- Beginning of the Year
 - State-required DIBELS (Reading for Grades 1-3): end of August through first half of September
 - District-required NWEA (Reading & Math for Grades 1-5, plus Science for Grades 4 and 5): first three weeks of September
- Middle of the Year
 - State-required DIBELS (Reading for Grades 1-3): first half of December
 - District-required NWEA (Reading & Math for Grades 1-5, plus Science for Grades 4 and 5): first three weeks of December
 - State-required ACCESS (English Language Proficiency for English Learners in Grades 1-5): mid-January through mid-February
- End of the Year
 - State-Required CMAS (math, ELA for Grades 3-5 + science for Grade 5 + social studies for Grade 4): most of April
 - State-required DIBELS (Reading for Grades 1-3): end of April through first week of May
 - District-required NWEA (Reading & Math for Grades 1-5, plus Science for Grades 4 and 5): first half of May

Vandalism

The school system's buildings, grounds, and other property are built, purchased, and maintained with taxes levied on the community's taxpayers, and all damage caused must be paid for in the same way. Students who willfully or maliciously destroy school property through vandalism or arson or who create a hazard to the safety of other people on school property may be referred to law enforcement authorities in addition to receiving disciplinary actions at school. In addition, students who intentionally damage school property will be required to pay for replacement costs or repairs.

Visiting Our School

We love welcoming our families and community members into our building. Your involvement shows our students that you value their education, and our partnership is essential to their success.

To ensure our campus remains a safe, secure, and focused place for learning, we ask all visitors to adhere to the following guidelines:

- **Sign-In Procedures:** Every visitor, including parents and volunteers, must enter through the main front doors and report directly to the Main Office upon arrival. You will be asked to present a government-issued photo ID to sign into our visitor management system and receive a visitor's badge.
- **Wear Your Badge:** Your visitor badge must be visible at all times while you are on school grounds. Please remember to stop back by the office to sign out before leaving.
- **Classroom Visits & Observations:** If you would like to observe your child's classroom or meet with a teacher, please contact the teacher at least 24 hours in advance to schedule a time. To protect our teachers' instructional focus, impromptu drop-ins or conferences during the school day cannot be accommodated.
- **Cell Phone Courtesy:** To keep our learning spaces free from distractions, we ask that all visitors silence their cell phones and refrain from taking phone calls while inside the building or classrooms.
- **Siblings and Juvenile Guests:** To prevent disruptions and ensure proper supervision, younger siblings or juvenile guests are generally not permitted to accompany parents during classroom volunteer times or regular school-day observations.
- **Background Check:** Family members who are volunteering in a classroom or chaperoning a field trip must pass a background check.

Memorandum

To: School Board Members
From: Vicki Davis
Date: 5/29/2026
Re: Lincoln High School 2026 - 2027 Student Handbook Changes

We have made the following changes for our 2026 - 2027 Student Handbook:

1. Cover & Table of Contents Updated

2. Page 5 - Added:

Academic Dishonesty/Plagiarism

On occasion, students may be tempted to present another student's work as their own, by various means, including AI. Students must complete and submit their own work. Cheating on assignments or tests is a serious matter and will not be excused. If this occurs in any form, whether by supplying or taking material, the student(s) will receive an automatic zero for the assignment or test and may be subject to further disciplinary action. The student will still be required to complete the assignment, or an alternative assignment. Additionally, any student submitting the work of others or AI as their own, in whole or in part, without appropriately attributing that work to the author, will be subject to the same disciplinary action.

3. Page 13 - 14 - Updated language in Chromebook Expectations

Ownership of the Chromebook

Morgan County School District Re-3 (MCSD) retains sole right of possession of the Chromebook. The Chromebooks are loaned to the students for educational purposes only until they graduate or leave the District. Moreover, staff retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access, and to alter, add or delete installed software or hardware **or to keep overnight to ensure that it is charged for use for the next day.**

Responsibility for the Chromebook

Students are solely responsible for the Chromebooks issued to them and must adhere to the following behaviors:

- Students must bring their Chromebooks to school every day and make sure it is fully charged. Disciplinary action may result for failure to bring a fully charged Chromebook to school. If a Chromebook is missing from school for 5 consecutive days, **the student may be required to return the Chromebook to school and leave it overnight and/or** the Chromebook will be considered stolen and reported as such to the Fort Morgan Police

Department. Students must treat the device with care and never leave it in an unsecured location.

- Students are ~~advised~~ **required** to keep the device in a protective case **in which it comes** or backpack when traveling. Chromebooks should not be left in automobiles during extreme cold or heat as they could damage the device.
- Students must promptly report any problems with the Chromebook to the ~~administrative assistant~~ **principal**.

Spare Equipment and Lending

If a student forgets their Chromebook or a student's Chromebook is inoperable, the District has a limited number of spare devices for use/loan while the student's Chromebook is repaired or replaced. This agreement remains in effect for loaner Chromebooks. The student may not opt to keep an inoperable Chromebook to avoid doing class work due to loss or damage. **If the student repeatedly does not charge or leaves their Chromebook at home, they may be required to leave it at school. It is not guaranteed that a Chromebook will be available for use.**

Damaged, Lost, or Stolen Devices

Students should submit Chromebooks that need repair to the ~~administrative assistant~~ **principal**.

4. Page 15 - Updated language on Progress Monitoring & Intervention

This may include working one-on-one with the interventionist or counselor, participating in a parent-student staffing (Rtl meetings), or being placed on an Academic, **Behavior, or Attendance** Contract, which outlines the interventions to assist him/her in improving ~~academically~~. If the attempted interventions are not effective or are met with resistance, a meeting will be held with the student and parent to discuss academic ~~options~~ that would best meet the needs of the student.

5. Page 16 - 17 Updated Staff Directory

Name	Title	970-867-2924 plus ext.	Direct
Vicki Davis	Principal	7600	970-370-6447
Michele Parks	Administrative Assistant	7610	970-370-6448
Harrison Chisum	Student Success Coordinator	7106	970-370-6452
Courtney Darnell	Special Ed./Instructional Coach/Interventionist	7101	970-370-6458
Aaron DeLay	Language Arts/ Personal Finance	7103	970-370-6450
Michael Garcia	Advance Learning Program	7108	970-370-6453
Julie Kogen	Social Studies	7111	970-370-6456
Keenan Powell	Math /Health/Business	7104	970-370-6451
Martha Silerio	Family Liaison	.0134	970-370-6452

Ailyn Weimer	Science/ Parenting/Art	7102	970-370-6449
	School Psychologist	Call 970-867-2924 & leave message	
Chandler Freauff	School Nurse	Call 970-867-2924 & leave message	

6. Page 17 - 29 Updated Behavior Matrix & Definitions [See electronic version of handbook - old version deleted (pages 29 - 37)...also did not include all 12 pages of updates made to the new matrix and the 8 pages of deletions, the following is a screenshot of the beginning of the matrix].

Discipline – Progressive Behavior Matrix

LHS Progressive Behavior Matrix				
Minor (Teacher Managed unless multiple documented occurrences)				
Violation	Consequence 1	Consequence 2	Consequence 3	Consequence 4
Defiance & Disrespectful Behavior	Verbal Warning/Redirection/ Reteaching	Parent Contact (by reporting staff member)	Parent Contact (by reporting staff member) Log Behavior using ODR Form - Detention	Major Behavior: Habitual (4+) Parent Contact (By Main Office) Log Behavior using ODR Form - 1 day OSS
Inappropriate Language in Halls/Classroom				
Minor Classroom Disruptions				
Out of Assigned Area				
Public Display of Affection				
Technology Violation				
Violation of Social Contract				
Academic Dishonesty/ Plagiarism	Verbal Warning/Redirection/ Reteaching	Parent Contact (by reporting staff member) Consequences per teacher policy	Parent Contact (by reporting staff member)	Major Behavior: Habitual (4+) Parent Contact (By Main Office)

7. Page 39 - Removing “Expectations”

Expectations

~~In order to assist students in successfully achieving their educational goals, a collaborative partnership is essential between the learner, the instructor and the~~

parent. The following will be expected of each learner, instructor, and parent:

LEARNER

- 1.—Commit to be responsible for his/her own learning.
- 2.—Set personal, academic and career goals and objectives.
- 3.—Develop processes to achieve goals.
- 4.—Commit to attendance and continuous progress.
- 5.—Practice respectful behavior toward self and others.
- 6.—Exhibit active, positive, and helpful involvement in group work and activities.
- 7.—Practice good health habits.
- 8.—Participate in community service.
- 9.—Tolerate others' right to speak with differing viewpoints and opinions.
- 10.—Exhibit respect for the safety of self and others.
- 11.—Respect diversity and exhibit tolerance by showing respect towards race, sex, religion, national origin, and handicap conditions.
- 12.—Commit to earning a certified diploma.

INSTRUCTOR

- 1.—Direct and guide the learning process in a caring and supportive environment.
- 2.—View learners as creators of knowledge.
- 3.—Provide learning resources and variety of learning experiences.
- 4.—Use skills and talents creatively.
- 5.—Become a role model to learners.
- 6.—Maintain an environment conducive to learning.
- 7.—Support cooperative teaching and learning.
- 8.—Have high expectation for learners.
- 9.—Provide quality services.
- 10.—Accommodate individual differences of learners in background, talent, abilities and learning time.
- 11.—Improve learner's self-concept toward learning.
- 12.—Promote learner's confidence to manage own destinies.
- 13.—Facilitate incremental learning.
- 14.—Maximize creative staff efforts.
- 15.—Commit to teamwork and collaboration across disciplines.
- 16.—Commit to the achievement of the goals of each learner.
- 17.—Commit to the philosophy, the vision, and the mission of the school.

PARENT

- 1.—Commit to the learners needs.
- 2.—Commit to the learner's goals and objectives.
- 3.—Support attendance and continuous progress.
- 4.—Commit to high expectation from learners.

- ~~5.—Support quality services for learners.~~
- ~~6.—Commit to open communication with the school staff.~~
- ~~7.—Commit to the learners earning a certified diploma.~~
- ~~8.—Commit to and support the philosophy of the school and its mission.~~

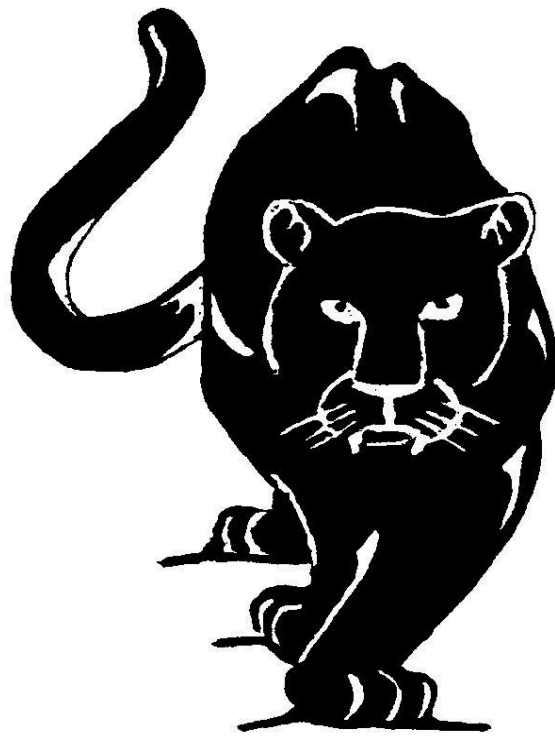
8. Updated language in Safe2Tell - page 47

The call is **free**. Web tips can also be made at: www.safe2tell.org or download the Safe2Tell **mobile** app on the Apple App Store or Google Play, **or by texting S2TCO to 738477** to submit a tip. After you submit your report, watch for any follow up questions, because the more information you share, the better the response to your report will be. Safe2Tell will send your report to appropriate school and/or law enforcement officials and verify report receipt and response.

Lincoln High School

~~2025~~ — 2026 - 2027

Student
Handbook



Panthers

LINCOLN HIGH SCHOOL

PARENT/STUDENT HANDBOOK

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Welcome

***WELCOME
TO
LINCOLN HIGH SCHOOL***

**Lincoln High School
230 Walnut Street
Fort Morgan, CO 80701**

Phone Number: (970) 867-2924
FAX Number: (970) 867-4958

Hours of Operation

Tuesday- Friday 7:30 A.M. - 4:30 P.M.

Mission Statements

MISSION STATEMENT

The mission of Morgan County School District Re-3 is to inspire creative thinking, high achievement, and lifelong learning.

VISION STATEMENT

We envision 21st Century schools that:

- Educate and graduate a student population which is confident, skilled, and well-spoken;
- Empower students to be caring, responsible citizens and lifelong learners;
- Provide safe and positive learning environments;
- Cultivate staff committed to quality and excellence.

MISSION STATEMENT OF LINCOLN HIGH SCHOOL

It is the mission of Lincoln High School to provide students with educational opportunities to prepare them for post-secondary options and establish a foundation to be productive citizens.

VISION STATEMENT OF LINCOLN HIGH SCHOOL

It is the vision of Lincoln High School to offer a supportive environment that empowers healthy, safe life choices that cultivate students' education, citizenship, and skills necessary to guide them into a successful future.

Academic Dishonesty/Plagiarism

On occasion, students may be tempted to present another student's work as their own, by various means, including AI. Students must complete and submit their own work. Cheating on assignments or tests is a serious matter and will not be excused. If this occurs in any form, whether by supplying or taking material, the student(s) will receive an automatic zero for the assignment or test and may be subject to further disciplinary action. The student will still be required to complete the assignment, or an alternative assignment. Additionally, any student submitting the work of others or AI as their own, in whole or in part, without appropriately attributing that work to the author, will be subject to the same disciplinary action.

Advance Learning Program

The Advance Learning Program exists as a disciplinary alternative to keep students engaged in the learning process until they can return to their regular education setting. Advance is located in the northwest corner of LHS. It features a computer-based learning system, although students from LHS who are referred to Advance will continue to work on subjects that have been designated by the Principal, when appropriate to do so. Referrals to Advance are made by building administrators or the Superintendent for significant behavioral issues. While a LHS student is in Advance, staff will continue to monitor their academic progress, attendance, behavior, and attitude. Each of these factors will be taken into consideration when the student re-interviews to return to LHS. Failure to comply with the criteria outlined upon placement in Advance may result in a student being denied re-admission into LHS.

Advisory Period

Advisory Period will occur on a daily basis and help fulfill the graduation requirement pertaining to ICAP and post-secondary work force readiness. All students are expected to participate in Advisory Period that will equal one credit for a full semester's participation and completion of assignments. This class will utilize a blended learning approach, with activities that may include: progress monitoring, goal setting, additional academic assistance (AAA), grade-level ICAP requirements, college and career readiness activities, executive functioning skills, interest surveys, and social skills.

Application Procedures

ELIGIBLE STUDENTS

In order to be eligible to participate in the Lincoln High School program, a student shall:

1. Be between the ages of fourteen (14) and twenty-one (21) years of age.
2. Be a student who attends or attended a school in Fort Morgan, Brush, Wiggins, or Weldona and referred by either an administrator or counselor.
3. Be a student who is new to Morgan County and who meets age requirements.
4. Meet at least one of State of Colorado's criteria of a high-risk student. The student and/or parent may be asked to sign an Attestation of Verification that the student meets at least one high-risk criteria, and that documentation can be obtained to substantiate the information provided.

ADMISSION CRITERIA

Applicant must meet eligibility requirements before being considered for admission. Students must show that their needs could be better met in an alternative setting and that they are unable to make reasonable progress toward graduation at their present setting due to existing barriers, such as: reluctance in learning, attendance problems, motivation deficiencies, teen pregnancy, skill deficiencies, consistent failures, or a documentable condition (medical or otherwise) that has precluded success in a traditional environment. Students must have permission from their sending school's administration to enroll in Lincoln High School and meet at least one of the State of Colorado's definition of a high-risk student.

PROCEDURES FOR ADMITTANCE

- STEP 1** The student, the parent, and/or a school official can initiate the referral process by expressing an interest in attending Lincoln High School. The appropriate school personnel from the referring school, usually the Principal or Counselor, will send a referral to Lincoln High School. A student, who has already dropped out of school, may be asked to return to their home school to begin this process depending on the length of time the student has been out of school and the circumstances for his/her discontinuing his/her education or the student may be allowed to apply without a referral. If the student is not asked by LHS staff to return to their home school, LHS will contact the student's former school to discuss past performance and issues related to why the student is no longer enrolled in high school.
- STEP 2** *After* the student and parents meet with school officials and all agree that a referral to LHS is in the best interest of the student, school officials will complete a *Referral Form* and send it directly to Lincoln. Students new to the district can complete online registration and indicate their school preference as Lincoln.
- STEP 3** Once a referral is received or online registration is complete, an Intake Interview will be scheduled for the student and at least one parent or guardian to attend with staff. The Intake Interview with the staff is mandatory for all new applicants. During the Intake Interview, and initial Individual Learning Plan will be developed to address identified areas of need.
- STEP 4** ***Parent-Student Orientation*** must be completed prior to the student's first day of classes. Since LHS is an alternative school, this process is necessary so that both, the parents and the student, has a working understand of LHS' expectation for academics, attendance, and behavior.

Asbestos Notification

Please see District Policy information on our website ~ fortmorgank12.com

Attendance

One criteria of a student's success in school is *regular* and *punctual* attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure.

Regular attendance at school is a critical component in school success. **WHEN YOUR SON\DAUGHTER IS ILL OR MISSES SCHOOL, PLEASE NOTIFY THE SCHOOL 24 HOURS A DAY @ 970-867-2924.**

Parents/Guardians are required to call Lincoln High School to report an absence or tardy for their son/daughter on the morning of the absence or tardy.

Parents/Guardians must approve an early release by notifying the office or coming in to sign the student out. Only a parent/guardian or a person identified as an Emergency Contact for the student may sign a student out of school. It is imperative to keep contact information up to date for this purpose. An individual who is picking up a student may be required to show picture identification.

UNEXCUSED/UNVERIFIED ABSENCES

In the event a call is not received at school, parents/guardians are contacted by the attendance office. If we are unable to contact a parent/guardian, this absence will be marked as Unverified.

Unexcused absences will count as an attendance violation. If you have difficulties with any of these issues or need additional support, please see an administrator/counselor. Examples of unexcused absences are:

1. Alarm clock failure or getting up late
2. Taking a family member to work or school
3. Traffic/Train
4. Car trouble
5. Work
6. Babysitting

TARDIES

A student will be marked tardy if he/she is not in class by 7:45 a.m. Unexcused tardies will also be considered an attendance violation with three unexcused/unverified tardies = one-day unexcused absence.

EXCUSED ABSENCES

In order to excuse an absence, the student must provide proper documentation. It is preferred that appointments are scheduled outside of regular school hours, if possible. Examples of Excused Absences are:

1. Illness, injury, hospitalizations, or mental or emotional condition

Must provide documentation from an appropriate authority: doctor, licensed counselor, social worker, etc. (not a note from parent).

2. Medical and dental appointments

Must provide documentation from doctor/dentist.

3. Family emergency (i.e., death in the family)

Must provide documentation of such emergency

4. Absences required by legal body (court, juvenile authorities, or police)

Must present citation or legal document

5. School sponsored activities or activities of an educational nature - including internships, Capstone activities, college visits, and work-study experience.

CHRONIC ABSENTEEISM

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has 16 total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee. Absences due to suspension or expulsion shall not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent."

If a student is identified as "chronically absent," the principal or designee shall develop a plan to improve the student's attendance. The plan shall include best practices and research-based strategies to address the reasons for the student's chronic absenteeism, including but not limited to notification of parents, home visits, meetings with parents/guardians, requiring doctor's notes, and/or community interventions. When possible, the student's parents/guardian shall participate in the development of the plan.

Please note, a student does not have to be identified as "chronically absent" prior to declaring the student as "habitually truant" and pursuing court proceedings that would compel the student's attendance in accordance with state law.

PROCEDURES

First Notice: If a student has 5 unexcused absences, a notification will be sent stating that the student and their parent/guardian needs to set up an attendance conference with a designated staff member, he/she may be placed on an Attendance Contract.

Second Notice: A notification will be sent home after the 7th unexcused absence stating that the student and his/her parent/guardian will be referred for a Family and Community Team Conference (FACT Conference), community truancy board, or a student staffing.

Certified Letter: A certified letter will be sent home after the 10th unexcused absence.

According to Colorado Compulsory School Attendance Law (Colorado Revised Statutes – Article 33, Section 22-33-104 & 107; Amended by Senate Bill 06-073), a child who has attained the age of seven years and is under the age of seventeen years must be enrolled in school. A child

within this age range who has four (4) unexcused absences from a public school in any one month or ten (10) unexcused absences from public school during any school year will be considered habitually truant.

Truancy Proceedings may be initiated for a student under the age of 17 whose attendance is deemed by the administration to be excessive and interfering with the student's education. Specifically, the student and their parent/guardian will receive a letter stating that further absences will not be excused unless documentation is provided. If further absences are accrued after the letter, an attendance contract will be signed, and the student could be referred to the Diversion Program or Truancy Court.

This process will also be followed for students 17 years and older, with the exception that, after notification of excessive absences the student will be placed on an attendance contract.

It is the responsibility of parents and students to track the student's attendance. This can be done through the Parental Portal, as well as the Student Portal, on Infinite Campus.

ATTENDANCE CODES AND THEIR DEFINITIONS

- UNX An Unexcused Absence occurs when an absence is deemed unacceptable by the Principal regardless of the prior approval or knowledge of the parents.
- EXC The principal has the authority to determine whether an absence is excused or unexcused.
- ILL The ILL code is used for up to three (3) days of illness without requiring a doctor's note. After three days in a semester, a doctor's note will be required to continue to excuse the absences.
- ACT The Activity code is used for school-sanctioned activities, whether field trips, performances or other special meetings or events.
- SUS The Suspension code will be used whenever a disciplinary action, resulting in a suspension from school, has occurred.
- CUT Student has been at school or in an individual class period but has left campus without permission of school administrations or notification from parent.
- TDY A Tardy code is used when a student fails to report to class on time.
- CT-E This code is used when a student is required to go to court and has returned with proper documentation.

DR This code is used when a student has a doctor's appointment and has returned with proper documentation.

UNV This code is used when the attendance office has not received a phone call from the parent/guardian.

FME This code is used for a Family Emergency.

FUNE This code is used for a Funeral.

Students who attend MCC and FMHS for elective credits do earn LHS credit, after "successful completion" of the course. "Successful Completion" is defined as performing academically at a level that earns the student a passing grade. Since dual credit is being earned at MCC, attendance at MCC is the same as LHS.

Bad Weather Consideration

Please see District Policy information on our website ~ fortmorgank12.com

Behavior Contract

Each student admitted to the Lincoln High School and his/her parent/guardian, must agree to sign and adhere to a "Behavior Contract."

Behavior Expectations

The Principal may suspend and/or expel any student who engages in one or more of the following activities. The behaviors may take place:

- * while in school;
 - * on school grounds;
 - * in school vehicles;
 - * during a school-sponsored activity;
 - * off school property or outside of the school day but would have a significant disruption to the school environment and/or the safety of others.
- Willful disruption on the part of the student which required the attention of school personnel.
 - Serious violation in a school building or on school property which includes: carrying, bringing, using or possessing a weapon, the sale of drugs or a controlled substance or the commission of an act which if committed by an adult would be robbery or assault; as defined by Colorado State law and School Board Policy.
 - Refusing a reasonable request.
 - Any participation in gang related behavior on school premises. This may include, but not be limited to wearing or carrying overt gang paraphernalia, making gang-related gestures, or

the writing of gang graffiti. Lincoln High School has a zero tolerance stand with regards to gang related activity.

- Causing or attempting to cause damage on school property or stealing or attempting to steal school property of value.
- Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
- Physical violence.
- Commission of any act, which if committed by an adult would be robbery or assault as defined by state law.
- Violation of criminal law.
- Violation of the school's smoking and use of tobacco policy.
- Violation of building regulations.
- Throwing objects outside of supervised school activities that can cause bodily injury or damage property.
- Directing profanity, vulgar language, or obscene gestures towards other students, school personnel, or visitors to the school.
- Engaging in verbal abuse; i.e., threats, name calling, ethnic, or racial slurs, or derogatory statements addressed to others that cause disruption of the school program or provoke violence.
- Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
- Lying or giving false information, either verbally or in writing, to a school employee.
- Scholastic dishonesty which includes but is not limited to cheating on test, plagiarism or unauthorized collaboration with another person in preparing written work.
- Continued willful disobedience or open and persistent defiance of proper authority.
- Behavior which is detrimental to the welfare, safety, or morals of other students or school employees.
- Repeated interference with the school's ability to provide positive, safe educational opportunities with other students. If a student is sent home or is given a leave of absence, parent contact will be made. When students are sent home for the day, it affects attendance and is considered an unexcused absence.

Bell Schedule

BELL SCHEDULE Tuesday, Wednesday, and Friday (58 Minute Periods)			
7:40 am	Warning bell	11:43 am – 12:02 pm	Lunch
7:45 - 8:43 am	Period 1	12:04 – 12:45 pm	Advisory
8:45 – 9:43 am	Period 2	12:47 – 1:45 pm	Period 5

9:45 – 10:43 am	Period 3	1:47 – 2:45 pm	Period 6
10:45 – 11:43 am	Period 4	2:47 – 3:45 pm	Period 7
BELL SCHEDULE Thursday (50 Minute Periods)			
7:40 am	Warning bell	11:13 am – 11:48 pm	Advisory
7:45 – 8:35 am	Period 1	11:48 – 12:07 pm	Lunch
8:37 – 9:27 am	Period 2	12:09 – 12:59 pm	Period 5
9:29 – 10:19 am	Period 3	1:01 – 1:51 pm	Period 6
10:21 – 11:11 am	Period 4	1:53 – 2:43 pm	Period 7

Building Visitation

No unauthorized visitors will be allowed in the building or on school grounds during the school day. All visitors must sign in at the office. Each visitor who will remain in the building will be issued a temporary visitors pass, which must be visible at all times during the visit. Students are expected to discourage friends from visiting the school grounds. The Principal reserves the right to prohibit visitations, if the visit is determined to be detrimental to the education process for the student or school as a whole, or if visitation could potentially threaten the safety of the school environment, students, or staff.

Capstone

The Capstone Project is a multifaceted body of work that allows students to demonstrate their academic and intellectual experience. This process will allow you to showcase your ability to read, write, speak, think, plan, implement, be self-disciplined, problem solve, and organize your work. This ***graduation requirement*** is designed to be completed independently by students with the guidance of a staff mentor or expert in the field and counts as one credit upon completion.

The Capstone Project can focus on English, math, or both depending upon which area of college and career ready demonstration is needed. This process cannot rely solely up on what information students already know but must demonstrate new learning and growth. Students will learn many skills through the completion of a Capstone Project. Some skills include complex problem solving, evaluation and synthesis of research, writing, communication, organization, time management, knowledge of technology and how to use it in a presentation, and oral presentation skills.

The Capstone Project consists of four major components: a research paper, a product/performance/physical project, a portfolio, and an oral presentation. Students will maintain a portfolio containing their mentor information, learning log, reflective paper and works cited page. To be successful, each student must complete and pass each component.

Capturing Kids Hearts – Social Contract

At Lincoln High School, staff are committed to providing a safe, supportive culture where students are accepted for who they are and given the opportunity to thrive. Capturing Kids Hearts is one of the programs we use to do just that. While we implement many parts of the Capturing Kids Hearts program, the Social Contract is one of the foundational pieces on which we build our school and classroom cultures. The Social Contract is designed to let everyone know what behavior is acceptable and what is not. Students have a voice in the creation of the Social Contract and commit to hold themselves and other accountable to those behaviors. The primary questions that are considered during the creation of the Social Contract are:

- How do you want me to treat you?
- How do you want to treat each other?
- How do you think I want to be treated?
- How will we handle violations of the contract?

Using the Social Contract, students and staff are able to focus on self-regulation, empowering positive choices and taking responsibility for behavior in a supportive environment. Students new to Lincoln High School will be introduced to the Social Contract by a student ambassador, who will explain what it is, how it was developed, and how it is used.

Child Abuse Law

Please see District Policy information on our website ~ fortmorgank12.com

Chromebook Expectations

Students will be issued Chromebooks for use in school and at home. Students and their parents/guardians are reminded that use of District Technology is a privilege and not a right and that school authorities may monitor everything done on any District-owned computer, network, or electronic communication device. Inappropriate use of District Technology is subject to disciplinary consequences including, but not limited to, limited or banned computer use, detentions, suspensions in-school, suspensions from school, a recommendation for expulsion from school, and/or legal action.

Ownership of the Chromebook

Morgan County School District Re-3 (MCSD) retains sole right of possession of the Chromebook. The Chromebooks are loaned to the students for educational purposes only until they graduate or leave the District. Moreover, staff retain the right to collect and/or inspect Chromebooks at any time, including via electronic remote access, and to alter, add or delete installed software or hardware **or to keep overnight to ensure that it is charged for use for the next day.**

Responsibility for the Chromebook

Students are solely responsible for the Chromebooks issued to them and must adhere to the following behaviors:

- Students must bring their Chromebooks to school every day and make sure it is fully charged. Disciplinary action may result for failure to bring a fully charged Chromebook to school. If a Chromebook is missing from school for 5 consecutive days, **the student may be required to return the Chromebook to school and leave it overnight and/or** the Chromebook will be considered stolen and reported as such to the Fort Morgan Police Department.
- Students must treat the device with care and never leave it in an unsecured location.
- Students are ~~advised~~ **required** to keep the device in a protective case in **which it comes** or backpack when traveling. Chromebooks should not be left in automobiles during extreme cold or heat as they could damage the device.
- Students must promptly report any problems with the Chromebook to the **administrative assistant** ~~in principal~~.
- Students may not remove or interfere with the serial number and other identification tags.
- Students may not attempt to install or modify any operating system on the Chromebook other than the Chrome OS operating system installed by the District.
- Students must keep the device clean.
- Students must keep the device free from non-removable stickers, artwork, graffiti, and may not remove or change the physical structure of the Chromebook, including the keys, screen cover or plastic casing.
- Students are not allowed to physically alter or destroy the Chromebook or accessories (e.g., removing or reordering keyboard keys, removing access compartments or removing or altering internal hardware).
- Students must produce the Chromebook, cord, and case for a quarterly check-in.

Responsibility for Electronic Data

The students are solely responsible for any apps or extensions on their Chromebooks that are not installed by a member of the District technology staff. Students are responsible for backing up their data to protect from loss. Users of District Technology have no rights, ownership, or expectations of privacy to any data that is, or was stored on the Chromebook, Google Apps, school network, or any school- issued applications and are given no guarantees that data will be retained or destroyed.

Spare Equipment and Lending

If a student forgets their Chromebook or a student's Chromebook is inoperable, the District has a limited number of spare devices for use/loan while the student's Chromebook is repaired or replaced. This agreement remains in effect for loaner Chromebooks. The student may not opt to keep an inoperable Chromebook to avoid doing class work due to loss or damage. **If the student repeatedly does not charge or leaves their Chromebook at home, they may be required to leave it at school. It is not guaranteed that a Chromebook will be available for use.**

Damaged, Lost, or Stolen Devices

Students should submit Chromebooks that need repair to the ~~administrative assistant~~ principal. Repairs must be done by the school district, not by an outside party. Charges for Chromebook Repair are shown below. Students and student families will be responsible for all damages to their District issued Chromebook. If a device is lost or stolen the student and student family will be responsible for the fee to replace the Chromebook.

Charges for Chromebook Repair/Replacement

Replace Damaged/Lost Chromebook - \$280.00

Replacing Screen - \$90.00

Replacing Keys (Keyboard) - \$100.00

Replacing Power Cord - \$40.00

Replacing Asset Tag Sticker - \$5.00

Replacing Protective Sleeve - \$15.00

Closed Campus

The Lincoln High School campus is closed. Once school starts at 7:45 a.m. and until the school day is finished at 3:45 p.m., students are not allowed to leave the designated school grounds, including at lunchtime. Students only have 19 minutes for lunch. The only exceptions are: parents/guardians may pick up the student to take them to appointments; written permission provided by the parents/guardians for a student to go to an appointment; field trips with staff; planned classroom activities with staff. The purpose of closed campus is to create a healthy, safe environment for students and staff.

Credit

Lincoln High School is mostly an individualized, self-paced program. Some class will require to students to work in groups and may be taught in a more traditional format. In order to earn full class credit, students must: (1) satisfy all academic requirements of the class; and (2) complete all work to 80% or higher.

Progress Monitoring & Intervention

All students attending Lincoln High School will need to be self-accountable for their efforts in the classroom. A student's progress will be monitored and serve as an indicator that additional interventions or supports need to be put in place to help the student be successful at LHS. This may include working one-on-one with the interventionist or counselor, participating in a parent-student staffing (Rtl meetings), or being placed on an Academic, Behavior, or Attendance Contract, which outlines the interventions to assist him/her in improving academically. If the attempted interventions are not effective or are met with resistance, a meeting will be held with the student and parent to discuss academic options that would best meet the needs of the student.

As staff, our goal is to promote academic success. To support students who are struggling academically, one or more of the following interventions will occur:

1. Missing assignments can be monitored by parents/guardians on CANVAS,
2. Additional Academic Assistance (AAA),
3. Specific skill interventions,
4. Behavior and/or Academic contract,
5. Altered or modified schedule,
6. Parent-student staff meeting,
7. Support classes,
8. Mentoring,
9. One-on-one or small group tutoring
10. Mandatory After-School Support
11. Loss of the privilege of using/having an electronic device (this includes cell phones, MP3 players, iPods, iPads, tablets, etc.), especially if it has been identified as causing a distraction to academic progress.

Culturally and Linguistically Diverse Programming

- Morgan County School District Re-3 serves the needs of many English language learners. All buildings provide the services of an CLD teacher along with support from one or more teacher assistants.
- Students may qualify for CLD programming if their Home Language Questionnaire indicates a Primary Home Language Other Than English (PHLOTE). Such students are evaluated using the WIDA ACCESS Placement Test (W-APT) to determine language proficiency. Instructional programming is then designed to support the student's language proficiency level. Instructional services may include "pull-out" support during which time students participate in small group instruction with the CLD teacher. "Structured Immersion" in the regular classroom is another means of serving English Language Learners whose needs are better served in this fashion. All instruction is conducted in English with translation support as needed and appropriate. Depending upon intensity of need, some students receive support from a teacher assistant during content area instruction.
- Staff in all buildings is provided information from the CLD teachers outlining each CLD student's language profile and teaching strategies appropriate for English language instruction. Extended learning opportunities are also available at all buildings which may include tutoring; supplemental and intervention instruction throughout the regular day; and/or summer school.
- The Morgan County School District Re-3 provides free language assistance for any parent/guardian who requests support in speaking, reading, writing, or comprehending English. The school will provide language assistance for anyone who requests it without question. Please contact the school office for assistance.

Directory of Staff

Name	Title	970-867-292 4 plus ext.	Direct
Vicki Davis	Principal	7600	970-370-6447
Michele Parks	Administrative Assistant	7610	970-370-6448
Harrison Chisum	Student Success Coordinator	7106	970-370-6452
Courtney Darnell	Special Ed./Instructional Coach/Interventionist	7101	970-370-6458
Aaron DeLay	Language Arts/Personal Finance	7103	970-370-6450
Michael Garcia	Advance Learning Program	7108	970-370-6453
Julie Kogen	Social Studies	7111	970-370-6456
Keenan Powell	Math /Health/Business	7104	970-370-6451
Martha Silerio	Counselor Family Liaison	.0134	970-370-6452
Ailyn Weimer	Science/ Parenting/Art	7102	970-370-6449
	School Psychologist	Call 970-867-2924 & leave message	
Chandler Freauff	School Nurse	Call 970-867-2924 & leave message	

Discipline - Progressive Behavior Matrix

LHS Progressive Behavior Matrix				
Minor (Teacher Managed unless multiple documented occurrences)				
Violation	Consequence 1	Consequence 2	Consequence 3	Consequence 4
Defiance & Disrespectful Behavior	Verbal Warning/Redirec tion/ Reteaching	Parent Contact (by reporting staff member)	Parent Contact (by reporting staff member) Log Behavior using ODR Form - Detention	Major Behavior: Habitual (4+)
Inappropriate Language in Halls/Classroom				Parent Contact (By Main Office)
Minor Classroom Disruptions				Log Behavior using ODR Form - 1 day OSS

Out of Assigned Area				
Public Display of Affection				
Technology Violation				
Violation of Social Contract				
Academic Dishonesty/ Plagiarism	Verbal Warning/Redirection/ Reteaching Consequences per teacher policy	Parent Contact (by reporting staff member) Consequences per teacher policy Log Behavior using ODR Form – Conference w/ student	Parent Contact (by reporting staff member) Consequences per Problem Solving Team Log Behavior using ODR Form - Detention	Major Behavior: Habitual (4+) Parent Contact (By Main Office) Consequences per Problem Solving Team Log Behavior using ODR Form - 1 day OSS
Personal Electronic Device Use Violation (i.e., Phones, Earbuds, Tablets, etc.)	Reminder for phones to be placed in the phone rack. Student refusal, student will take the device to the office and it will be given back at the end of the day.	Send the phone to the main office, and the student will pick it up at the end of the school day Log Behavior using ODR Form		Major Behavior: Habitual (4+) Parent Contact (By Main Office) Admin. assigned consequences
Not Charging Chromebook	Teacher gives Verbal Warning Teacher provides a loaner Chromebook, if one is available	Teacher gives Verbal Warning #2 Parent Email (by reporting staff member) Teacher provides a loaner Chromebook, if one is available	Teacher gives Verbal Warning #3 Parent Phone Call (by reporting staff member) Teacher provides a loaner Chromebook, if one is available	Major Behavior: Habitual (4+) Parent Contact (by main office) Student Required to leave Chromebook at night for charging for 4 weeks.
Major (Office-Managed: <i>Administrator's Discretion - upon consideration of all other variables</i>)				
Violation	Consequence 1	Consequence 2	Consequence 3	Consequence 4

Dress Code Violation	Staff Member refers to the office. Verbal request to correct the violation and/or change.	Parent Contact (by reporting staff member) Log Behavior using ODR Form	Major Behavior: Habitual (4+) Parent Contact (By Main Office) Log Behavior using ODR Form - Detention
Excessive Absences	Attendance Phone call or email to parents/guardians	Home Visits Attendance Letters Parent Contact Conference w/ student & Attendance Contract	Major Behavior: Habitual (4+) Admin, Parent, Student Conference - Referral to Community Truancy Board
Closed Campus Violation	Student Conference Verbal Warning - Possible Detention	Student Conference Detention	Parent Contact or Conference with Admin. (Habitually disruptive) OSS
Cutting Class			
Disrespect			
Disruptive Class Behavior			
Forgery			
Insubordination/ Willful Disobedience			
Skipped Detention			
Lying to School Official			
Defiant or Repeated Interference (SC)	Parent Contact (By Main Office) OSS	Parent Contact (By Main Office) OSS	Parent Conference with Administrator (Habitually disruptive) OSS
Harassment / Bullying (SC)	Parent Conference With Administrator 1-3 Days OSS	Parent Conference W/Admin. 3-5 Days OSS (Habitually disruptive)	Parent Conference w/Admin. 5+ Days OSS (Habitually disruptive) * Involve Law Enforcement ** Possible Recommendation for Expulsion
Theft/Robbery (SC)			

Vandalism or Destruction of Property (SC)	(Habitually disruptive) * Involve Law Enforcement	* Involve Law Enforcement	
Other Violations of Code of Conduct (SC)	Parent Contact (By Administrator) 1-3 Day OSS (Habitually Disruptive) * Involve Law Enforcement	Parent Conference W/ Admin. 3-5 Day OSS (Habitually Disruptive) * Involve Law Enforcement	Parent Conference W/ Admin. 5-10 Day OSS (Habitually Disruptive) * Involve Law Enforcement **Recommend for Expulsion
Use / Possession of Tobacco, including nicotine vapes (SC)	Parent Contact (By Administrator) 1 Days OSS * Involve Law Enforcement	Parent Conf. w/ Admin 1-3 Day OSS * Involve Law Enforcement	Parent Conference w/ Administrator 3-5 Day OSS (Habitually Disruptive) * Involve Law Enforcement
1st, 2nd, 3rd Degree Assault /Fighting or Physical aggression (SC)	Parent Conf. w/ Admin 3-5 Days OSS * Involve Law Enforcement	Parent Conf. w/ Admin 5-8 Day OSS * Involve Law Enforcement **Possible Recommendation for Expulsion	Parent Conf. w/ Admin 5-10 Day OSS (Habitually Disruptive) * Involve Law Enforcement **Possible Recommendation for Expulsion
Disorderly Conduct (SC)			
Other Felony (SC)			
Sexual Violence (SC)			
Threatening/Detrimental Behavior (SC)			
Use / Possession of Alcohol/Drugs etc. (SC)			
Use/Possession of Weapons (SC)			
Vehicular assault (SC)			

Key Terminology

When documenting classroom managed behaviors, utilize the following definitions when making decisions about how to classify the behaviors.

Beha vior	Definit ion	No tes
1st, 2nd, 3rd Degree Assault /Fighting or Physical aggression (SC)	Per Student Handbook: Mutual aggression in which both parties have contributed to the situation by physical action. It includes pushing, wrestling, or hitting between students, in which no one sustains a significant injury; also inciting, instigating, or encouraging an altercation; or participating in an altercation.	- Two or more parties are involved - Must be broken up May require a Threat Assessment Screening.
Academic Dishonesty/Plagiarism	Academic Dishonesty: Deliberate, unacceptable behaviors that include but are not limited to: misrepresentation, obtaining unauthorized information, and tendering of information Misrepresentation: Students misrepresent their work by handing in the work of someone else (for examples see attached sheet) Obtaining unauthorized information: Information that is obtained dishonestly Tendering of information: Students giving or selling their work to another person who plans to submit it as his or her own (for examples see attached sheet)	

Bullying	The use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person, either through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her physical appearance, academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.	DE Policy JICDE & JICDE-E-1
Closed Campus Violation	Leaving school property without administrative permission, going to cars during school hours without permission.	LHS is a closed campus. BOE Policy JHCA
Cutting Class	Absence from class without permission.	• Student is hiding out somewhere • Student is making excuses to be other places • Walks out of the building without permission
Defiance & Disrespect	Per Student Handbook Willful refusal or failure to follow a reasonable directive given by staff. Any intimidating, insulting, or verbally abusive behavior	This can be inappropriate behaviors that lead to: • Class disruption(s)

	directed toward a member of the school staff. Purposely not following directions of staff or breaking school rules; refusal to do as asked or directed to do by staff; repeatedly failing to comply with minor infractions or directions.	• Physical aggression • Refusal to follow directions • Inappropriate comment • Out of Assigned Area • Profanity directed at staff or other students
Detrimental Behavior	Behavior on school grounds, in a school vehicle, or at a school activity or sanctioned event that is detrimental to the welfare or safety of other students or school personnel, including but not limited to behavior that creates a threat of physical harm to the student or to other students.	Example behaviors include, but are not limited to: a cartoon drawing showing someone being physically harmed or killed, creating a "hit list", participating in bomb scares or false alarms. May require a Threat Assessment Screening.
Disobedience/ Defiant or Repeated Interference	Being willfully disobedient or openly and persistently defiant or repeatedly interfering with the school's ability to provide educational opportunities to and a safe environment for other students.	Purposely not following directions of staff or breaking school rules; refusal to do as asked or directed to do by staff; repeatedly failing to comply with minor infractions or directions. Repeatedly doing something they have been told not to do
Dress Code Violation	A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school	Policy JICA, Student Dress Code

	order and safety. It is recognized that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.	
Excessive Absences	Chronically Absent: a student who has 16 total absences in a school year, whether the absences are excused or unexcused, may be identified as “chronically absent” by the principal or designee. Absences due to suspension or expulsion shall not be counted in the total number of absences considered for purposes of identifying a student as “chronically absent.” Habitually Truant: A student who has attained the age of seven and is under the age of seventeen years must be enrolled in school. A student within this age range who has four (4) unexcused absences from a public school in any one month or ten (10) unexcused absences from public school during any school year will be considered habitually truant.	OE Policies JH & JHB
Harassment	Activities, both physical and verbal, that are intended to be offensive to one’s race, religion, heritage, gender, sexual orientation, socio-economic status, physical characteristics, or disability, excluding sexual harassment.	This includes, but is not limited to, hurtful name calling, text messaging, teasing, gossiping, defaming, humiliating, making fun of personal characteristics, poking hair pulling, excessive tickling, and ostracizing.

Inappropriate Behavior	Activities that are unsafe or unacceptable in a school environment.	• Horseplay • Play fighting/shadow boxing • Throwing snowballs • Public Display of Affection • Running in Hallways • Foul Language • Disrespect • Inappropriate remarks towards others • Racial/Ethnic Slurs • Forgery • Lying to School Official • Inappropriate use of materials • Littering • Most likely leads to class disruption
Minor Classroom Disruption	Actions that interfere with the effective operations of the classroom or the school.	• Repeatedly talking during instruction • Repeatedly moving during instruction • Repeatedly throwing things • Repeated noise making • Not coming to class prepared
Not Charging Chromebook	As per the district's defined student responsibility outlined in the Chromebook Expectations, "Students must bring their Chromebooks to school every day and make sure it is fully charged. Disciplinary action	If the student repeatedly does not charge or leaves their Chromebook at home, they may be required to leave it at school. Due to limited supplies, it is not guaranteed that a loaner

	may result for failure to bring a fully charged.”	Chromebook will be available for use.
Other Felony (SC)	Commission of an act on school grounds that, if committed by an adult, would be considered a felony.	
Personal Electronic Device Use Violation	Personal electronic devices are brought to school at the student's own risk. To eliminate distractions to the educational setting and to minimize conflicts between students, personal electronic device use is limited. Procedures are in place and communicated that students are expected to follow. Failure to do so may result in consequences.	BOE Policy JICJ Includes but not limited to the following: cell phones, Chromebooks, tablets, pagers, walkie talkies, boom boxes, Walkman's, iPods/M3P Players, laser pointers, CD players, headphones, ear buds, and other audio or recording equipment/devices.
Physical Aggression	The participation in physical conflict that can be between individuals or one sided. It can include pushing or wrestling (like a fight) but ends on its own and is not serious enough to be broken up.	• Can be one sided • Does not have to be broken up • Stops before it becomes a fight
Sexual Harassment (SC)	Any unwelcome sexual advances, request for sexual favor, and other inappropriate verbal, written, or physical conduct of a sexual nature that unreasonably interferes with the learning environment. Sexual harassment may include, but is not limited to the following: sexting; requesting or distributing nude photographs; verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual activity; repeated remarks to a person, with sexual or demeaning implications; unwelcome touching; suggestion or demanding sexual involvement accompanied by implied or	BOE Policy JBB & JBB-R

	explicit threats concerning one's grades, job, etc.	
Sexual Violence (SC)	Physical contact of a sexual nature where there is no consent.	
Skipping Detention	Not attending an assigned detention without making arrangements to reschedule the missed time.	
Technology Violation	Chromebooks are considered district property. Chromebooks are to be used for academic reasons only. Chromebook activity is monitored – no gaming, movies, social media, etc. - otherwise this privilege may be revoked.	Inappropriate use is considered, but not limited to: • Playing Games • Accessing social media • Watching videos instead of working • Inappropriate internet searches • Sending or requesting inappropriate content
Theft/Robbery	Unlawful taking of property or obtaining property by false pretense.	Commission of an act on school grounds that, if committed by an adult, would be considered robbery. Robbery is a class four felony.
Threatening/Detrimental Behavior or Threats of Physical Attack (SC)	A communicated threat to commit violence that may incite fear or significant disruption	BOE Policy JICDD May require a Threat Assessment Screening.
Tobacco Violation (SC)	Possession or use of tobacco products and tobacco paraphernalia, including smokeless tobacco, electronic cigarettes/smoking devices, vapes, and/or matches/lighters by students in a school building, on a school bus, or on property owned by, leased by or under the control of the school district is prohibited and considered a summary offense.	BOE Policy JICG To include any tobacco products, lighters, cigarette papers, electronic cigarettes, hookah and vape pens, etc.

Use / Possession of Alcohol (SC)	The use, possession, or distribution of any alcoholic product on school property, or at any school-sponsored event is strictly prohibited. Possession does not require ownership. Includes being under the influence of alcohol at school, when the actual use of the substance occurred off school premises.	BOE Policy JICH & JICH-R An alcoholic beverage is an intoxicating liquid, wine, brewed or malt beverage regulated under the Liquor Code of The State of Colorado.
Use / Possession/Distribution of Drugs etc. (SC)	Use, possession or sale of drugs or controlled substances on school grounds, in school vehicles or at school activities or sanctioned events. Includes being under the influence of drugs at school, when the actual use of the substance occurred off school premises. Dispensing or conspiring to dispense with or without the exchange of money; drugs, narcotics, controlled dangerous substances, paraphernalia, inhalants, alcohol, edibles, or any substance having the appearance of these items.	BOE Policy JICH & JICH-R Drugs are defined as all controlled substances prohibited by law: • Edibles containing controlled substances • All “look alike” drugs • All synthetic drugs • Tobacco & tobacco products, • electronic cigarettes • Any drug paraphernalia (including hookah and vape pens and other electronic smoking devices) • Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy. • narcotics • Controlled dangerous substances, or drugs (prescription or nonprescription) used outside their legal medical purposes • “Look-a-like” drugs such as caffeine, which are non-controlled substances but which are, in finished

		containers, packaged in a container which bears markings or printed material similar to that accompanying or containing a specific controlled substance.
Use/Possession of Weapons (SC)	Possession or use of weapons, "look-a-likes", toys, replicas of weapons is forbidden on school property and/or during any school function. The term use shall include, but not be limited to, displaying, handling, loading, operating, pointing, selling, distributing, discharging, or threatening to do one or more of these actions.	BOE Policy JICI Weapons shall include, but not be limited to, firearms; knives; metal knuckles; rifles; shotguns; pistols; revolvers; daggers; cutting instruments or tools; noxious, irritating, or poisonous gases; poisonous drugs or other items fashioned with the intent to use or sell or to harm, threaten or harass students, staff members, parents, or other persons within or on school property. May require a Threat Assessment Screening.
Vandalism or Destruction of Property (SC)	Intentional destruction of defacement of any school property, property of another student, or staff member, including gang graffiti.	Example behaviors include, but are not limited to: tampering with safety/emergency equipment, keying a staff member's car.
Violation of Social Contract	Actions that disregard the agreed upon expectations for how we treat others and want to be treated.	The Social Contract is designed to let everyone know what behavior is acceptable and what is not. Students have a voice in the creation of the Social Contract and commit to hold themselves and others accountable to those behaviors. Using the Social Contract, students and staff are able to focus on self-regulation, empowering

		positive choices and taking responsibility for behavior in a supportive environment.
Other Violations of Code of Conduct (SC)		

1. ~~Alcoholic Beverage~~

- a. ~~An alcoholic beverage is an intoxicating liquid, wine, brewed or malt beverage regulated under the Liquor Code of The State of Colorado.~~
- b. ~~The use, possession, or distribution of any alcoholic product on school property, or at any school-sponsored event is strictly prohibited. Possession does not require ownership.~~

2. ~~Assault, Sexual.~~ Physical contact of a sexual nature where there is no consent.

3. ~~Attack on Staff/Student.~~ Any willful and unlawful use of force or violence upon staff or upon a student.

4. ~~Bullying.~~ The use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person, either through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her physical appearance, academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

5. ~~Closed Campus Violation.~~ Leaving school property without administrative permission, going to cars during school hours without permission.

6. ~~Defiance of Authority.~~ Willful refusal or failure to follow a reasonable directive given by staff.

7. ~~Disrespect.~~ Any intimidating, insulting, or verbally abusive behavior directed toward a member of the school staff.

8. ~~Disruptive behavior.~~ Actions that interfere with the effective operations of the classroom or the school.

9. ~~Ditching.~~ Absence from class without permission.

10. ~~Dress Code.~~ See page 21.

11. ~~Drugs~~

- a. ~~Drugs are defined as all controlled substances prohibited by law; edibles containing controlled substances; all “look alike” drugs; all synthetic drugs; all alcoholic beverages; tobacco, tobacco products, and electronic cigarettes; any drug~~

- paraphernalia (including hookah and vape pens and other electronic smoking devices); and any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy.
- b. ~~Use, possession, or distribution of any substances which are, contain, or have the appearance of narcotics, controlled dangerous substances, or drugs (prescription or nonprescription) used outside their legal medical purposes; possession of drug paraphernalia is strictly prohibited on school property or at any school sponsored function. Possession does not require ownership.~~
 - c. ~~Use, possession, distribution or sale of “look-a-like” drugs such as caffeine, which are non-controlled substances but which are, in finished container, packaged in a container which, bears markings or printed material similar to that accompanying or containing a specific controlled substance, or which are represented, implied, or thought by the involved parties to be a controlled substance shall be treated as an infraction in the same way as possession, use, distribution or sale of the controlled substance would be treated.~~
 - d. ~~Distribution. Dispensing or conspiring to dispense with or without the exchange of money; drugs, narcotics, controlled dangerous substances, paraphernalia, inhalants, alcohol, edibles, or any substance having the appearance of these items.~~
12. ~~**Electronic Devices.** Includes but not limited to the following: cell phones, Chromebooks, pagers, walkie talkies, boom boxes, Walkman’s, iPods/M3P Players, laser pointers, CD players, headphones, and other audio equipment. **At the teacher’s discretion** and based on the student’s behavior, music devices with earphones may be used in the classroom as long as volume is kept down and is not able to be heard by others. ***Please note: This is a privilege that can and will be revoked based on academic performance, attendance, and classroom behavior. Chromebooks are to be used for academic reasons only. Chromebook activity is monitored—no gaming, movies, social media, etc. - otherwise this privilege will be revoked.***~~
13. ~~**Fighting.** Mutual aggression in which both parties have contributed to the situation by physical action.~~
14. ~~**Forgery/Fraud.** Falsifying signatures or data on official records.~~
15. ~~**Harassment.** Activities, both physical and verbal, that are intended to be offensive to one’s race, religion, heritage, gender, sexual orientation, socio-economic status, physical characteristics, or disability, excluding sexual harassment. This includes, but is not limited to, hurtful name calling, text messaging, teasing, gossiping, defaming, humiliating, making fun of personal characteristics, poking hair pulling, excessive tickling, and ostracizing.~~
16. ~~**Harassment, Sexual.** Any unwelcome sexual advances, request for sexual favor, and other inappropriate verbal, written, or physical conduct of a sexual nature that unreasonably interferes with the learning environment. Sexual harassment may include, but is not limited to the following: sexting; requesting or distributing nude photographs; verbal harassment or abuse; pressure for sexual activity; repeated remarks to a person, with sexual activity; repeated remarks to a person, with sexual or~~

demeaning implications; unwelcome touching; suggestion or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

17. ~~**Inappropriate Behavior.** Activities that are unsafe or unacceptable in a school environment such as inappropriate internet searches or usage; littering; failure to return forms, books, or equipment; throwing snowballs; running in the halls; horseplay; play fighting; etc.~~
18. ~~**Leaving class without permission.** Walking out of class without the teacher's permission unless the student is removing him/herself from a situation and going to get help.~~
19. ~~**Plagiarism.** Copying someone else's work and claiming it as your own.~~
20. ~~**Public Display of Affection.** Displays of affection such as hand holding, kissing, touching, etc.~~
21. ~~**Racial/Ethnic Slurs.** Slurs against any individual for any reason will not be tolerated.~~
22. ~~**Reckless driving.** Driving on school property in such a manner as to endanger people or property.~~
23. ~~**Tardiness.** An unexcused tardy describes a student who is late to class or school.~~
24. ~~**Theft.** Unlawful taking of property or obtaining property by false pretense.~~
25. ~~**Threat to Staff/Student(s)/School.** A communicated threat to commit violence that may incite fear or significant disruption~~
26. ~~**Tobacco.** Possession or use of tobacco products and tobacco paraphernalia, including smokeless tobacco, electronic cigarettes/smoking devices, vapes, and/or matches/lighters by students in a school building, on a school bus, or on property owned by, leased by or under the control of the school district is prohibited and considered a summary offense.~~
27. ~~**Truancy.** Absence from school without permission.~~
28. ~~**Vandalism.** Intentional destruction or defacement of any school property, property of another student, or staff member, including gang graffiti.~~
29. ~~**Violation of Suspension/Trespassing.** Present on a school campus or at a school activity while on suspension or expulsion.~~
30. ~~**Vulgarity/Profanity.** Language that is inappropriate, disgusting, or repulsive to the senses.~~
31. ~~**Weapons:**~~
 - a. ~~Possession or use of weapons, "look-a-likes", toys, replicas of weapons is forbidden on school property and/or during any school function.~~
 - b. ~~The term use shall include, but not be limited to, displaying, handling, loading, operating, pointing, selling, distributing, discharging, or threatening to do one or more of these actions.~~
 - c. ~~Weapons shall include, but not be limited to, firearms; knives; metal knuckles; rifles; shotguns; pistols; revolvers; daggers; cutting instruments or tools; noxious, irritating, or poisonous gases; poisonous drugs or other items fashioned with the~~

intent to use or sell or to harm, threaten or harass students, staff members, parents, or other persons within or on school property

32. ~~Willful disobedience/insubordination.~~ Purposely not following directions of staff or breaking school rules; refusal to do as asked or directed to do by staff; repeatedly failing to comply with minor infractions or directions.

Discipline—Rubric

CLASSROOM-LEVEL					
VIOLATION	PROCEDURE	DISCIPLINE OPTION-1	DISCIPLINE OPTION-2	DISCIPLINE OPTION-3	DISCIPLINE OPTION-4
Cheating	Teacher will evaluate and determine the appropriate disciplinary option(s):	• Parent contact • Automatic “0” on assignment • An alternative assignment will be given.		• Refer to Principal • Repeated offences considered willful disobedience	
Disruptions	Teacher will evaluate and determine the appropriate disciplinary option(s):	• Confer with the student. • Relocate seat if disruption occurs • Send to Principal, depending on the severity of the disruption		• Refer to the Principal. • Repeated offences considered willful disobedience.	
Electronic Devices	The Principal will evaluate and determine the appropriate disciplinary options	• Verbal Warning • Direct Student to put away or place in locker • Teacher assigned detention	• Loss of classroom privilege. • Teacher assigned detention.	• Confiscated and handed into the office. Device will be picked up by student at end of the day • Teacher assigned detention	• Confiscated and handed into the office. Device will be picked up by parent or student at end of the day • The electronic device may have to be checked in at the office at the

					beginning of the day: ● Repeated offences will be considered willful disobedience/insubordination and will be treated as such:
Plagiarism	Teacher will evaluate and determine the appropriate disciplinary option(s):	● Parent contact ● Automatic "0" on assignment ● An alternative assignment will be given:	● Refer to Principal ● Repeated offences considered willful disobedience		
DISCIPLINE REFERRALS					
Bullying or harassment	The Principal will evaluate and determine the appropriate disciplinary options:	● Conference with student(s) ● Sign cease & desist or written contract ● Notify parents ● Modify Schedules	● Conference with student(s) ● Notify parents ● 1-3 days OSS ● Re-interview ● Possible removal from the program for repeated offenses	● Conference with student(s) ● Notify parents ● 3-5 days OSS, depending on severity ● Re-interview ● Possible removal from program for repeated offenses	
Closed Campus Violation	The Principal will evaluate and determine the appropriate disciplinary options	● Warning	● If student leaves & returns, student will be searched ● Parent contact	● If student leaves & returns, student will be searched ● Parent contact	

				• Possible detention or suspension
Computer Misuse (Including Facebook, Twitter, Snap Chat, Instagram, TikTok, or any social media)	The Principal or teacher will evaluate and determine the appropriate disciplinary options; depending on severity:	• Verbal warning		• Loss of computer privilege • Notify parents
Ditching	The Principal will evaluate and determine the appropriate disciplinary options	• Notify parents • ½ or 1 whole day unexcused absence	• Notify parents • ½ or 1 whole day unexcused absence	• Notify parents • ½ or 1 whole day unexcused absence • Re-interview
Dress Code Violation	The Principal will evaluate and determine the appropriate disciplinary options	• Referral to the Principal or designee • Request to change clothing or cover up • If refuses, notify parents, request to bring in alternative clothing, and/or send home • Repeat offenses will be categorized as defiant and suspended out-of-school for the remainder of the day. The student will be allowed to return the next day if his/her clothing meets the dress code:		
Fighting/ hitting	The Principal will evaluate and determine the appropriate disciplinary options	• Parent Notified • Police called; if appropriate • 1—10 days of OSS, based on involvement • Possible re-interview • Possible removal from program		
Forgery	Based on the offense, the Principal will evaluate and determine the appropriate disciplinary option(s):			
Inappropriate Language	The Principal will evaluate and determine the appropriate disciplinary options	• Verbal warning • Removal from class	• Parents notified • Detention:	• Parents notified • 1 day of OSS • Re-interview

Sale or distribution of a controlled substance; mood-altering substance; look-alike drugs; alcohol; dangerous drugs, or drug paraphernalia	The Principal will evaluate and determine the appropriate disciplinary options	• Student and belongings searched, as per BOE Policy. • Parent notified • Police notified • 10 days of OSS • Re-interview • Possible removal from program, expulsion, or referral to Advance
Sale, use, possession, or being under the influence of a non-prescribed controlled substance; alcohol; mood altering substance or a look-alike drug	The Principal will evaluate and determine the appropriate disciplinary options	• Student and belongings searched, as per BOE Policy. • Parent notified • Police notified • 10 days of OSS • Re-interview • Possible removal from program, expulsion, or referral to Advance
Theft—minor items	The Principal will evaluate and determine the appropriate disciplinary options	• Student and belongings searched, as per BOE Policy. • Parent notified • Police notified, if appropriate • Restitution • 1-3 days of OSS
Theft—major items	The Principal will evaluate and determine the appropriate disciplinary options	• Student and belongings searched, as per BOE Policy. • Parent notified • Police notified, when appropriate • Restitution • OSS or removal from the program, based on the offense
Threat to staff, student and/or school	The Principal will evaluate and determine	• Parent notified • Police may be contacted given the severity and level of the threat and disruption.

	the appropriate disciplinary options	• Conference with student • Threat Assessment may be conducted • 1–10 days of OSS • Possible referral for expulsion • Advance, OSS or alternative placement as necessary or appropriate, based upon the severity, level of threat and disruption, or if a protection/restraining order has been issued. • Re-interview • Possible removal from LHS
Tobacco Violation (to include any tobacco products; lighters; cigarette papers; electronic cigarettes; hookah and vape pens; etc.)	The Principal will evaluate and determine the appropriate disciplinary options	• Student and belongings searched, as per BOE Policy. • Tobacco and related items confiscated. • Parents notified • Referral to law enforcement, if appropriate • 1–5 days of OSS
Vandalism	The Principal will evaluate and determine the appropriate disciplinary options	• Work detail • Restitution • Police notified, when necessary • Possible 1–5 day OSS • Cease and Desist signed
Weapons	The Principal will evaluate and determine the appropriate disciplinary options	• Student and belongings searched, as per BOE Policy. • Parents notified • Police notified • Threat Assessment conducted, if appropriate • Possible 1–10 days of OSS • Possible re-interview • Possible removal from program, expulsion, or refer to Advance
Willful disobedience / insubordination	The Principal will evaluate and determine the appropriate disciplinary options	• Parents notified • Behavioral contract • 1–3 days of detention • 1–5 days OSS • Re-interview • Possible removal from program/expulsion

****Please note that this Rubric serves only as a guide that presents potential options and is not all inclusive. Each disciplinary situation will be evaluated and dealt with accordingly.**

Discrimination Disclaimer

Employees, students, and parents are hereby notified Morgan County Re-3 School District do not discriminate on the basis of race, color, religion, national origin, sex, handicap, or age in its educational programs, activities or employment practices. There is a grievance procedure for discrimination concerns. Inquiries concerning any of the above or Title IX and Section 504 should be directed to the Superintendent of Schools for the Morgan County Re-3 School District, 715 West Platte Avenue, Fort Morgan, Colorado 80701, phone number 970-867-5633 extension 48100. There will be no participation in the presentation or resolution of a complaint.

Dress Code

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. It is recognized that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Administration reserves the right to determine what constitutes appropriate dress. Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

The following items are **not** acceptable in school, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length.
2. Sunglasses and/or head covering worn inside the building (including hats, bandanas, beanies, “hoodies,” etc.) unless for medical or religious purposes.
3. Inappropriately sheer, holey, tight, or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, or clothing with excessive holes, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts. No jeans or pants with holes mid-thigh or higher.
4. No tank tops or other similar clothing with narrow straps that show undergarment straps.
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
 - Refer to, promote the use of, and/or are commonly associated with the use of drugs, tobacco, alcohol, or weapons.
 - Are of a sexual nature.

- By virtue of color, arrangement, trademark, or other attribute denote affiliation with gangs or gang-like behavior or groups which advocate drug use, violence, or disruptive behavior (i.e. local gangs, or ICP).
 - Are demeaning, obscene, profane, vulgar, lewd, or legally libelous.
 - Threaten the safety or welfare of any person.
 - Promote any activity prohibited by the student code of conduct
 - Otherwise disrupt the teaching-learning process.
 - Conflicts with the School Districts basic educational mission (Boroff v. Van Wert City Board of Education).
6. No sleep clothing (i.e., pajamas, flannel pants, shirts, or skirts).
 7. No bedroom slippers, unless authorized by administration.
 8. Wallet chains more than 12 inches.
 9. Any clothing, shoes, hats, jewelry, accessories, or body adornments containing spikes, nails, spurs, bullets, sharpened edges, dog collars, chains, or leashes.
 10. Hair color must be of a natural color.

Emergency Contacts

In the event of an emergency or illness, it is important that the school be able to contact either the parent or a designated emergency contact person. Students/parents/guardians are to identify at least one emergency contact on the application for admission. This person (or persons) will be identified in our Infinite Campus system and will be contacted only in the event that a parent/guardian cannot be reached. It is imperative that information be kept as current as possible. Updates are the responsibility of the student/parents/guardians. If there is a change in phone numbers, address, emergency contacts, etc. please notify the school's Administrative Assistant as soon as possible. Only the individuals listed as either contacts or emergency contacts will be permitted to authorize a student to leave school or pick a student up from school. Individuals may be required to show picture identification prior to the student being released in order to verify his/her identity.

If a parent needs to contact a student during the course of the day, call the main office (970-867-2924) and leave a message for the student. The office will have the student call the parent back during the next passing period. Students will only be called out of class if it is an emergency. Please do not call or text message students on their cell phones during the school day, for it disrupts the educational environment.

Emergency Response Procedures

In the event of a safety or security threat inside or outside the building, the Fort Morgan Police Department has assisted the school district in establishing safety and security procedures. The safety procedures are practiced at LHS on a monthly basis, with "unannounced" drills twice per year. If you arrive at or are visiting the school during either a drill or a real security incident, it is important that you follow all of the directions that are being given by either administration or

law enforcement, and realize that students will not be released until it has been deemed safe to do so.

In the event of a safety or security threat, please do not call the school or attempt to retrieve your student(s), unless otherwise notified to do so. As soon as it is safe to do so, either school or district personnel will provide you with an update regarding the situation.

Expectations

~~In order to assist students in successfully achieving their educational goals, a collaborative partnership is essential between the learner, the instructor and the parent. The following will be expected of each learner, instructor, and parent:~~

LEARNER

- ~~1. Commit to be responsible for his/her own learning.~~
- ~~2. Set personal, academic and career goals and objectives.~~
- ~~3. Develop processes to achieve goals.~~
- ~~4. Commit to attendance and continuous progress.~~
- ~~5. Practice respectful behavior toward self and others.~~
- ~~6. Exhibit active, positive, and helpful involvement in group work and activities.~~
- ~~7. Practice good health habits.~~
- ~~8. Participate in community service.~~
- ~~9. Tolerate others' right to speak with differing viewpoints and opinions.~~
- ~~10. Exhibit respect for the safety of self and others.~~
- ~~11. Respect diversity and exhibit tolerance by showing respect towards race, sex, religion, national origin, and handicap conditions.~~
- ~~12. Commit to earning a certified diploma.~~

INSTRUCTOR

- ~~1. Direct and guide the learning process in a caring and supportive environment.~~
- ~~2. View learners as creators of knowledge.~~
- ~~3. Provide learning resources and variety of learning experiences.~~
- ~~4. Use skills and talents creatively.~~
- ~~5. Become a role model to learners.~~
- ~~6. Maintain an environment conducive to learning.~~
- ~~7. Support cooperative teaching and learning.~~
- ~~8. Have high expectation for learners.~~
- ~~9. Provide quality services.~~
- ~~10. Accommodate individual differences of learners in background, talent, abilities and learning time.~~
- ~~11. Improve learner's self-concept toward learning.~~
- ~~12. Promote learner's confidence to manage own destinies.~~
- ~~13. Facilitate incremental learning.~~

- ~~14. Maximize creative staff efforts.~~
- ~~15. Commit to teamwork and collaboration across disciplines.~~
- ~~16. Commit to the achievement of the goals of each learner.~~
- ~~17. Commit to the philosophy, the vision, and the mission of the school.~~

PARENT

- ~~1. Commit to the learners needs.~~
- ~~2. Commit to the learner's goals and objectives.~~
- ~~3. Support attendance and continuous progress.~~
- ~~4. Commit to high expectation from learners.~~
- ~~5. Support quality services for learners.~~
- ~~6. Commit to open communication with the school staff.~~
- ~~7. Commit to the learners earning a certified diploma.~~
- ~~8. Commit to and support the philosophy of the school and its mission.~~

Grading

Grades are earned by performing *academically*, as described below:

- Performance descriptions
 - **A** = work completed at 100% - 94%
 - **B** = work completed at 93% – 87%
 - **C** = work completed at 86% - 80%
 - In Progress = student is currently enrolled in class but has not completed it, no grade assigned.
- Students are expected to achieve a minimum of 80% on all work. Failure to do so will result in reviewing assignments and tests, until mastered at the 80% level of proficiency.

Graduation Requirements

The purpose of any school should be to address the needs of the students to provide them with those educational experiences that will best meet their future needs. With this in mind, a wide selection of classes is available to all students. However, to provide sound basic education, certain classes must be experienced by all students (REQUIRED CLASSES), while other classes may be taken to meet the needs of the individual student (ELECTIVE CLASSES). To meet graduation requirements, as of 2009, the learner shall have completed 48 credits, as outlined in School Board Policy. Since the Board Policy states that Physical Education is required, and P.E. is NOT offered at LHS, course substitutions may be made, upon the approval of the Superintendent of Schools. Courses that may be substituted are listed as Electives at LHS and can be accessed by seeing the LHS Principal or Counselor.

The awarding of a graduation diploma from Lincoln High School will be based upon the student's completion of requirements as indicated by the School Board. Because of the unique needs of students at Lincoln High School a flexible interpretation of course work and transfer credits will be followed with an attempt to stay within the basic guidelines listed below:

CREDITS NEEDED FOR GRADUATION FROM LINCOLN HIGH SCHOOL

8	LANGUAGE ARTS
6	SOCIAL STUDIES
4-6*	MATH
4-6*	SCIENCE
18	ELECTIVES/ADVISORY/FOUNDATIONS
1	PARENTING I
1	PERSONAL FINANCE
1	COMPUTER LITERACY
1	BUSINESS
1	HEALTH
1	CAPSTONE
48	TOTAL
* Combined total of 10 Math/Science credits.	

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. Students must complete at least one of the following measures listed in the Menu of Options and meet or exceed the measure's corresponding cut scores or criteria to demonstrate college and career readiness in both English and Math. Students may have to complete multiple measures in order to demonstrate college and career readiness. All LHS students will be required to complete a Capstone Project.

MENU OF OPTIONS. *This menu lists the minimum scores required.*

ACCUPLACER (grades 10 – 12)	
English	Math
62 on Reading Comprehension	61 on Elementary Algebra
ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill level. The ACCUPLACER is administered through the district.	
ASVAB (grades 10 - 12)	
English	Math
31	31

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine student's eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

SAT (grade 11 - 12)

English	Math
430	460

The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800. *This test is offered through the school district in 11th grade.*

Concurrent Enrollment (grades 11 – 12)

English	Math
Passing grade per district and high education policy.	Passing grade per district and high education policy.

Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. The school district and Morgan Community College (MCC) will each determine passing grades for credit. A passing grade is determined by district and MCC policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit bearing course. *Students must meet eligibility requirements and be pre-approved by administration for this option.*

District Capstone (grades 11 or 12)

English	Math
Individualized	Individualized

A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects often include a portfolio of a student's best work. Details regarding Capstone completion are further outlined in the ***Lincoln High School's Capstone Project Guide and required by all students.***

Other options can meet the College and Career Ready Demonstration but are not offered through Lincoln High School. Students may elect to pay for the test and/or class themselves or may transfer into the district already having completed one of these options. Those options are as follows:

ACT (grade 11 - 12)

English	Math
18 on ACT English	19 on ACT Math

ACT is a national college admissions exam. It measures four subjects – English, reading, math, and science. The highest possible score for each subject is 36.	
ACT Compass (grade 10)	
English	Math
79	63
The ACT COMPASS is a computerized test that helps colleges evaluate students' skills and place them in appropriate courses. It offers tests in reading, writing, math and English as a second language.	
Industry Certificate (grades 11 – 12)	
English	Math
Individualized	Individualized
An industry certificate is a credential recognized by business and industry. An industry certificate measures a student's competency in an occupation and validates a knowledge base and skill set that shows mastery in a particular industry. <i>Students must meet eligibility requirements and be pre-approved by administration for this option.</i>	
ACT WorkKeys – National Career Readiness Certificate	
English	Math
3/Bronze or higher	3/Bronze or higher
ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21 st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance work force. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.	
Advanced Placement	
English	Math
2	2
AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).	
International Baccalaureate	
English	Math
4	4
IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).	

Lockers

Lockers are the property of the school, for students use, and all contents are subject to search by the Principal or designee. Lockers do not belong to the students; they are property of the school district. Lockers may be inspected for cleanliness or storage of illegal items, i.e., vapes, drugs, alcohol, weapons, or stolen property. School administration may use drug dogs trained to detect contraband in conducting random searches for contraband in students' lockers, other

common areas of the school and vehicles parked on school grounds. A school administrator shall accompany the dogs. If a dog indicates that contraband is present on school property, school administrators can conduct a further search.

Each student will be assigned a locker by the school Administrative Assistant. You are to only use the locker assigned to you. Do not give your combination to other students. Do not place your belongings in someone else's locker, if that person is not in school, that locker will not be opened for you to retrieve your items.

Lunch/Breakfast Program

Please see District Policy information on our website ~ fortmorgank12.com

Medication Policy

Please see District Policy information on our website ~ fortmorgank12.com

Parents Right to Know

Please see District Policy information on our website ~ fortmorgank12.com

Parent Portal for Infinite Campus & Canvas Log in Instructions

Please see District Policy information on our website ~ fortmorgank12.com for Parent Portal log in instruction to Infinite Campus.

Setting Up a Parent Canvas Account

To see you student's courses and grades in Canvas, become an "Observer" by taking the following steps:

1. Child: Have your child enter their Canvas account.
 - a. Click **Account** ➡ **Settings** ➡ **Pair with Observer**
 - i. Write down the generated Pairing code.
2. Parent, visit this website: <https://morganco.instructure.com/login>
 - a. Click the **Need a Canvas Account?** Link in the top right corner of website.
 - b. Click the **Parents sign up here** link.
 - c. Enter sign-up details including the Student Pairing Code
 - d. Click the **Start Participating** link.

For additional help, open these guides in Canvas to see a visual step-by-step of the above process:

- How student can generate a pairing code guide.
- How parents become observers guide.

Physical Intervention

In dealing with disruptive students, any person employed by the school may use reasonable and appropriate physical intervention or force as necessary for the following purposes:

1. to restrain a student from an act of wrong-doing.
2. to stop a disturbance threatening physical injury to others.
3. to obtain possession of weapons or other dangerous objects upon a student or within the control of a student.
4. for the purpose of self-defense.
5. for the protection of persons or property

Any such acts are not in conflict with the legal definitions of child abuse and shall not be construed to constitute corporal punishment. No corporal punishment shall be administered to students by any school employee.

Re-enrollment

A student, who has previously attended Lincoln High School, drops out or is referred to the Advance Learning Program, may reapply directly to LHS. A meeting of the interview committee will determine if the student will be re-admitted. Usually, a personal interview will be required, depending upon the circumstances for the student leaving LHS. Being granted a re-interview does not guarantee re-admittance to LHS. A student may be denied admittance based on, but not limited to:

- ☐ Unresolved or volatile problems/conflicts with current LHS student(s), which could adversely affect the LHS culture, climate, or safety of others
- ☐ A student's history is severe enough to be considered a threat to students and/or staff

LHS will make every effort to assist the parents and students in obtaining a more appropriate educational setting.

Retention Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Right to Searches

The Principal or her designee may search a student or a student's personal possessions on school grounds or during a school activity held off of school premises if there is reasonable suspicion for believing that the student is concealing materials of which possession of are prohibited by School Board Policy or which are otherwise detrimental to the health, safety or welfare of other students or staff.

Regarding searches:

- ☐ Searches shall be made in the presence of an adult witness of the same sex as the student in question.
- ☐ Searches of the person of a student could include:
 - o Searches of the student's exterior clothing including the pockets, jackets, shoes, and hoodies.
 - o Searches conducted by use of a scanning wand.
 - o Any object in the possession of the student, including but not limited to a purse, briefcase, backpack, shoes, or coat.

- o No strip searches or pat downs can be carried out by a school employee.
- Student desks, workspaces, lockers, vehicles parked on school property, etc. can be searched when the person conducting the search has reasonable suspicion.
- Anything found during a search which is dangerous to others or prohibited at the school shall be seized by school staff. At this point, it can be used as evidence in a suspension or expulsion hearing or may be turned over to law enforcement personnel.

Safe2Tell

As part of the Safe Schools Act, it is critical that students and staff feel safe at school. Verbal or physical threats towards students or staff will not be tolerated at Lincoln High School. Some examples of a verbal or physical threat are a student saying to a classmate that they are, “going to kill/shoot them,” or pretending that they are shooting or stabbing someone. These examples are considered to be serious threats and may result in suspension or expulsion from school. Any student who is threatened in this manner is encouraged to report the threat to a staff member immediately.

If the student does not feel comfortable reporting to a staff member, he or she may call Safe2Tell. Safe2Tell® provides students with a way to report any threatening behaviors or activities endangering them or someone they know, in a way that keeps them safe and anonymous. It is important to realize that telling isn’t “snitching”. Telling is when you need to keep yourself or someone you know safe from threats, harmful behaviors, or dangerous situations.

Here are just a few of the things Safe2Tell can help with...

- | | | | |
|--------------|---------------------|-------------------|----------------------------|
| • Guns | • Threats | • Vandalism | • Sexual Misconduct |
| • Knives | • Harassment | • Sexual Assaults | • Fire Starting |
| • Explosives | • Fighting | • Suicide Threats | • Animal Cruelty |
| • Gangs | • Planned fights | • Planned parties | • Ditching |
| • Bullying | • Assaults | • Drugs | • Dating Violence/Stalking |
| • Meanness | • Domestic Violence | • Alcohol | • School Threats/Hit Lists |
| • Teasing | • Child Abuse | • Stealing | • Cheating |
-

To make a report, call **1-877-542-7233** from anywhere, 24 hours a day, seven days a week. The call is **free**. Web tips can also be made at: www.safe2tell.org or download the Safe2Tell **mobile** app on the Apple App Store or Google Play, **or by texting S2TCO to 738477 to submit a tip. After you submit your report, watch for any follow up questions, because the more information you share, the better the response to your report will be. Safe2Tell will send your report to appropriate school and/or law enforcement officials and verify report receipt and response.** Remember, your identity is safe. No one will ask for your name or phone number. There is

no caller I.D., no call tracing, no call recording, and no call forwarding. Safe2Tell only wants to hear your concern and try to help.

Any party reporting to Safe2Tell remains UNKNOWN and is protected by Colorado State Law, C.R.S. 07-197.

School/Parent Policy Compact (Title 1)

Please see District Policy information on our website ~ fortmorgank12.com.

Students with Food Allergies

Please see District Policy information on our website ~ fortmorgank12.com.

Substance Policy

Please see District Policy information on our website ~ fortmorgank12.com.

Suspension/Expulsion

According to Colorado Statutes, the following may be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
- ~~3.~~ Behavior on or off school property that is detrimental to the welfare or safety of other pupils or school personnel including behavior that creates a threat of physical harm to the student or other students.
4. Declaration as a habitually disruptive student a student may be declared "habitually disruptive" if three times during the course of the school year the student causes a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events.
- ~~5.~~ The use, possession or sale of a drug or controlled substance as defined by state guidelines.
- ~~6.~~ The commission of an act that if committed by an adult would be robbery or assault.
- ~~7.~~ The carrying, bringing, using, or possessing dangerous weapon without the authorization of the school or school district.
- ~~8.~~ Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.
9. Repeated interference with a school's ability to provide educational opportunities to other students.
10. Failure to comply with immunization requirements. In this case, any suspension, expulsion, or denial of admission shall not be recorded as disciplinary action but may be recorded in the student's immunization record with written explanation.
11. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.

12. According to the Exceptional Children's Act, the following may be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program.

- a. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
- b. Physical or mental disability or disease causing the attendance of the child to be inimical to the welfare of other students.

Suspension/Expulsion Process

Procedure for Suspension of 10 Days or Less

Notice: The principal, designee, or the superintendent shall at the time of the contemplated action, give the student and parent/guardian notice of the decision to take steps toward suspension or expulsion. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by US mail —addressed to the last known address of the student or his parent/guardian.

Contents of Notice:

The notice will contain the following basic information:

- A statement of the charges against the student.
- A statement of what the student is accused of doing.
- A statement of the basis of the allegation. Specific names may be withheld if necessary.

Informal Hearing: The student will be given an opportunity to explain his/her actions and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.

Timing: The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the informal hearing.

If the Student's Presence in School Presents a Danger. Notice and an informal hearing do not need to be given prior to removal from school where a student's presence poses a continuous danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.

Notification Following Suspension: If a student is suspended, the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.

Removal from School Grounds. A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.

Readmittance: No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.

Make-Up Work. Suspended students will be provided an opportunity to make up schoolwork during the period of suspension, so the student is able to reintegrate into the educational program of the District following the period of suspension. Students will receive full or partial academic credit to the extent possible for makeup work which is completed satisfactorily.

Procedure for Expulsion or Denial of Admission

In the event that the Board of Education contemplates action denying admission to any student or prospective student or expelling any student, the following procedures will be followed:

Notice. Not less than five (5) days prior to the date of the contemplated action, the Board of Education or an appropriate administrative officer of the District will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.

Emergency Notice. In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.

Contents of Notice. The notice will contain the following basic information:

- a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.
- b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent/guardian within five (5) days after the date of the notice.
- c. A statement of the date, time and place of the hearing in the event one is requested.

d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant and that the student may be accompanied and represented by a parent/guardian and an attorney.

e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

Records. At least two business days in which school is in session prior to the expulsion hearing, all records intended to be used as supporting evidence must be provided to the student or their parent/guardian. If a record is discovered afterwards, the record must be provided to the student or their parent/guardian as soon as possible.

Conduct of Hearing. A hearing may be requested by the parent/guardian. Such hearing will be conducted by the superintendent, unless the superintendent was involved in investigating or reporting an incident that led to the hearing. In such a case, the superintendent will delegate their ability to conduct the hearing to a designee who was not involved in investigating or reporting such an incident. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the superintendent but including in all events the student, the parent/guardian and, if requested, the student's attorney. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

During the hearing, the District will have the burden of proving by a preponderance of the evidence that the student has violated one of the grounds for expulsion in the school District's policy and state law. Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and the superintendent may consider and give appropriate weight to such information or evidence he or she deems appropriate. The student's written statement, if any, may be presented as evidence in accordance with applicable law. The student or representative may question individuals presenting information.

A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The superintendent will prepare specific factual findings, issue a written decision within five (5) business days after the hearing, and provide the written decision to the student or parent/guardian.

Appeal. Within 10 (ten) business days after the decision of the superintendent, the student may appeal the decision to the Board. Failure to request an appeal within 10 (ten) days will result in a waiver of the right to appeal and the superintendent's decision will become final.

If an appeal is properly requested, the Board will review the record concerning the expulsion or denial of admission. The record includes notices and other documents concerning the challenged action, the transcript of the testimony, if any, the hearing exhibits, the findings and recommendation of the superintendent, the superintendent's written decision, and other documents concerning the challenged action. The student may be represented by counsel at the appeal. Representatives of the District and the parents may make brief statements to the Board, but no new evidence may be presented unless such evidence was not reasonably discoverable at the time of the hearing. Members of the Board may ask questions for purposes of clarification of the record.

The Board will make final determination regarding the expulsion or denial of admission of the student and will inform the student and his or her parent/guardian of the right to judicial review.

Information to Parents. Upon expelling a student, District personnel shall provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right to request that the District provide services during the expulsion. If the parent/guardian chooses to provide a home-based education program for the student, District personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled and is not receiving educational services through the District, the school district shall contact the expelled student's parent/guardian at least once every 60 days until the student is eligible to re-enroll to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school District or in an independent or parochial school, or if the student is committed to the department of human services or sentenced through the juvenile justice system.

Readmittance. A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

- a. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled.
- b. there is an identifiable victim of the expelled student's offense; and
- c. the offense for which the student was expelled does not constitute a crime against property.

If the District has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

Procedure for Crimes of Violence or Unlawful Sexual Behavior

The following procedures will apply when the District receives notification that a student has been charged in a juvenile or District court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
 - a. Whether the student has exhibited behavior that is detrimental to the safety, welfare and morals of other students or school personnel.
 - b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers and other school personnel.
2. If it is determined that the student should not be educated in the schools of the District, the District may suspend or expel the student, in accordance with the procedures set forth above.
3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to, an online program authorized by state law or a home-based education program will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.
4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.
5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the purposes set forth in this policy, but shall remain confidential unless the information is otherwise available to the public by law.

Tardy Policy

Please see Attendance Section.

Transportation

Students who drive cars to school are expected to handle them in a responsible manner. Failure to drive appropriately may result in appearance before the Principal or a referral to law enforcement. Because it is sometimes necessary to ask students to drive their own cars to school activities, it will be expected that any student driving must present proof of insurance and a valid driver's license. Students who drive to school are not to sit in their cars at lunch time. It is the responsibility of the student and/or his/her family to make arrangements to get to Lincoln High School on time.

Volunteers

Volunteers are asked to complete a criminal background check to ensure the safety of the students, if the volunteer has not already done so. Volunteers are asked to register at the office and obtain a visitor's pass.

There may be times when parents/guardians are asked to volunteer or who might see a need in which they can fill at here at LHS.

Weapons in School

Please see District Policy information on our website: fortmorgank12.com.

Web Site

The Fort Morgan School District RE-3 website can be found at fortmorgank12.com. You may find helpful information out about what's for lunch to what sporting events are going on. The Lincoln High School website can be found at lincoln.fortmorgank12.com.

DISTRICT SUPPORT CENTER – GIFTED AND TALENTED PROGRAM

Handbook Changes/Additions for 2026-2027 School Year

June 18, 2026

Please note changes for the following:

- No changes.

MORGAN COUNTY SCHOOL DISTRICT RE-3
FORT MORGAN, COLORADO

Gifted Services

Handbook



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This handbook is a guide to gifted education in Morgan County School District Re-3.

District Philosophy

Morgan County School District Re-3 supports an educational program that seeks to develop the maximum learning potential of all students. It is our responsibility to discover, nurture, and develop the abilities of our total school population. Within this framework, there must be a range of specific, differentiated educational options for academically gifted students.

The learning needs of students who exhibit gifted behaviors are different from other students of their age, experience, or environment. Realizing that students exhibiting exceptional abilities exist in all ethnic, geographic, and socio-economic groups, we are committed to meeting diverse needs through providing an array of service options.

Definition of Giftedness

The Exceptional Children's Educational Act (ECEA) defines **gifted** children as:

Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

General or specific intellectual ability

Specific academic aptitude

Creative or productive thinking

Leadership abilities

ECEA defines **twice-exceptional** as:

A student who is:

Identified as a gifted student pursuant to Section 12.01(9) of these Rules; and

Identified as a child with a disability pursuant to Section 4.02 of these Rules; or

A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794.

Visual arts, performing arts, musical or psychomotor abilities 12.01(16)

CDE, 2020

District Goal

It is the goal of the district to provide a quality learning experience for each and every child. These experiences will be geared to meet the unique needs of the student and allow them to develop and maximize their potential.

- *Identify the learning needs of academically gifted students to include the academic abilities of youth within culturally diverse groups who display potential for outstanding performance.*
- *Develop educational experiences that provide appropriately differentiated learning opportunities for identified students.*
- *Provide staff support and training to improve services to students.*
- *Conduct ongoing reviews of the program plan and outcomes for students to make modifications for improvement.*

District Responsibility for Gifted Services

Students identified as being gifted require differentiated educational services beyond those normally provided by the regular school program. These services shall be outlined in an Advanced Learning Plan (ALP) constructed with each student and reviewed annually by student, parents, teachers, principal, etc.

Gifted Coordinator: Role and Responsibilities

Qualifications: The district's Gifted Coordinator must hold a valid teaching licensure and an endorsement or Master's degree in gifted education. Paraprofessionals are not funded with gifted grant funds and are not sole instructional providers.

Role: The Gifted Coordinator shall be an advocate for gifted students in the school district as well as an instructional resource for educators.

Responsibilities: The Gifted Coordinator's responsibilities include but are not limited to: managing the program plan, allocating financial resources to various programs and activities, providing gifted education professional development, and maintaining proper documentation in compliance with Colorado law. Many staff members are involved in providing appropriate instruction, counseling, and programming for gifted students. While it is the coordinator's responsibility to coordinate these efforts with appropriate staff members (classroom teachers, school counselors, and enrichment instructors), delivery of these services is a collaborative effort.

Reporting

Morgan County School District has a current annual plan through the UIP Gifted Addendum on file at the Department of Education. As such, the district also complies with the requirements of accreditation with regard to gifted student achievement, identification of disparities in data, instructional goals, growth, and reporting. As part of annual reporting, Morgan County School District Re-3 also submits an annual budget proposal and expended budget report to the Department of Education and maintains accurate records for annual reporting including information such as: number of identified students by grade, gender, ethnicity, free and reduced lunch, area(s) of giftedness, twice exceptionality, and percent of students in the district that are identified for gifted services.

Myths/Facts of Gifted Education

MYTHS

All children are gifted.

Gifted programs offer special treatment for only some students.

Gifted kids are smart enough to learn by themselves.

Gifted kids are usually from upper, middle class professional families.

Gifted learners are enthusiastic about school and academic work.

FACTS

While it is true that all children are special and unique with their own relative strengths and weaknesses, not all children are gifted. Giftedness refers to extraordinary, exceptional, beyond-the-norm abilities and talents. It refers to students who perform, or show the potential to perform, at a higher level than other children of their age, experience, or environment.

Gifted education is about meeting the academic and affective needs of students whose abilities and knowledge exceed what is being taught in the regular classroom.

Gifted children require the same professional education and emotional support as other children, but the support must be appropriate to their needs and at their level.

Gifted children are found in all socioeconomic groups in proportionate numbers.

Gifted learners may actually struggle in a school environment for various reasons: the curriculum may lack appropriate challenge; the student may have a learning difficulty or a unique learning style.

Indicators of Giftedness

BRIGHT CHILD

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Is in top group
Listens with interest
Requires 6-8 repetitions for mastery
Understands ideas
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Is pleased with own learning
Enjoys straightforward sequential presentation

GIFTED LEARNER

Asks the questions
Is highly curious
Is mentally & physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Is beyond the group
Shows strong feelings & opinions
Requires 1-2 repetitions for mastery
Constructs abstracts
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Is highly self-critical
Thrives on complexity

Referrals for Gifted and Talented Identification

All MCSD RE-3 students receive consideration for gifted identification through the **Universal Screening Process**, which begins when students take the CogAT in both 2nd and 6th grade. The CogAT (Cognitive Abilities Test) is used to measure reasoning skills with verbal, quantitative, and nonverbal questions. Students also take the NWEA MAP assessment in the fall, winter, and spring beginning in 1st grade, as well as the CMAS state assessment starting in the spring of their 3rd grade year. Additionally, the gifted education team screens all test scores at least twice per year and works closely with district staff members to identify gifted students. A referral for gifted education can be initiated by teachers, parents, and students. Referrals for gifted identification are accepted September-March of each school year. After March, the gifted education director will screen spring norm-referenced assessment scores and if necessary, will initiate a referral based on screened data. Any formal referrals within schools should be made after an initial data collection meeting has been held to discuss instructional support and gather data to build the body of evidence for identification. When starting a formal referral process acquire a copy of the gifted referral form off the MCSD's gifted education website. The completed and signed referral must be submitted to the district Gifted Coordinator via email or interdepartmental mail. Per CDE requirements, the MCSD gifted education department will notify parents/guardians of the next steps of the identification protocol within 30 days of reception of initial referral. Protocols

include but are not limited to further testing, further utilization of the multi-tiered system of support, examination of bodies of evidence, and gathering observation data from classroom teachers.

Students may be referred in grades K-12 on the basis of:

- Observation
- Performance
- Achievement
- Aptitude

Any student may be recommended for gifted assessment by:

- *Parents*
- *Teachers*
- *Counselors*
- *Administrators*
- *Peers*
- *Self*

Referrals should be accompanied by evidence of above grade level performance and/or gifted characteristics/behaviors. With each referral, a letter is sent to the student's legal guardians explaining the referral, the assessment process, and requesting formal permission to test the student.

Areas of Identification

ECEA Rules, revised in 2015, specify the areas for gifted identification in Colorado. A student may be identified in one **or more** of these domains (areas):

General Intellectual Ability

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). Academic areas include but are not limited to: Reading, Writing, Mathematics, Science, Social Studies, and World Languages.

Specific Talent Aptitude in Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities

Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills).

Creative Ability

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products).

Leadership Ability

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter-/intra-personal skills, and a sense of responsibility).

Identification Process

To qualify for gifted education services, the student needs **at least one qualifying score on an accepted data indicator that is supported by a robust body of evidence which further suggests giftedness**. Three pieces of data are required for an identification, but only one must be qualifying. The body of evidence is essential to the identification process that includes both qualitative and quantitative pieces of data used to build a better understanding of a student's ability and identify a strength area. The body of evidence will be evaluated with great care by the identification team when making identification decisions. The Body of Evidence Review sheet provided by the Colorado Department of Education will be utilized during the data collection, MTSS, and Identification processes. See the **Body of Evidence Review Sheet, Qualifying Data Points** and the **Qualitative vs. Quantitative** charts below for further reference.

The assessment process recognizes a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. Scores at the 95th percentile or above are considered within the range of giftedness. Scores within the exceptional/distinguished range are also considered within the range of giftedness. In traditionally underrepresented student groups and visual/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach.

Upon referrals in the talent areas, students receive documentation regarding portfolio requirements and rubrics to be used in portfolio evaluation. Identification in the talent areas is addressed via portfolio reviews by local artists and/or musicians or other experts in the field with the use of a rubric to determine advanced or distinguished ability or talent. The Gifted Services department uses rubrics supplied by the Colorado Department of Education Gifted Education Department. The identification team will also take into account top ranking at state or national contests or a distinguished juried performance. Cognitive and creativity assessments are also administered as part of the body of evidence.

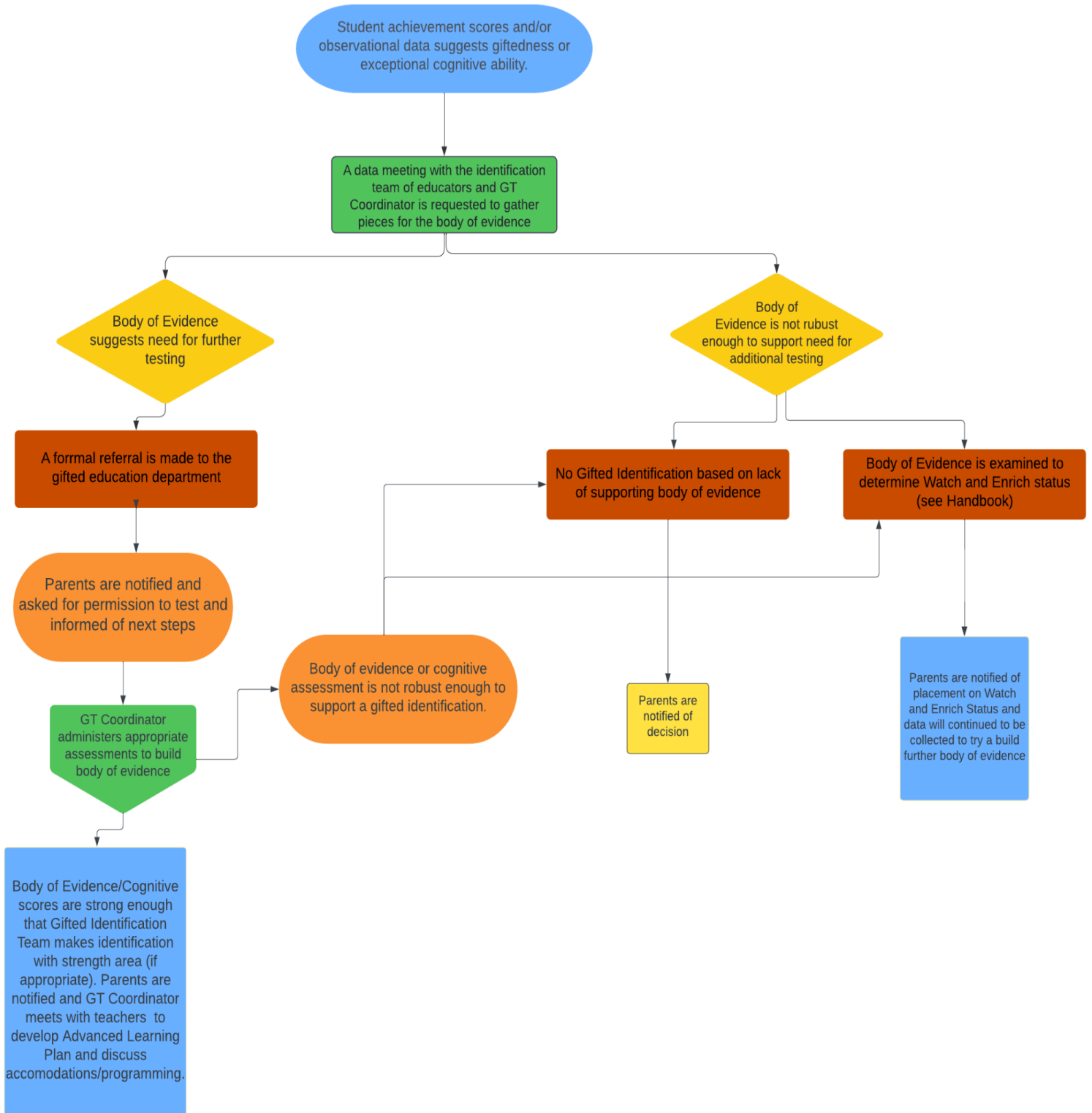
Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for gifted identification, if other indicators suggest exceptional potential as observed in a body of evidence.

Once a student has been identified, programming continues through graduation. Instead of eliminating gifted students who underachieve from gifted programming, efforts are made to target the source(s) of the students' underachievement and develop individualized interventions based on this information (Rubenstein, et al., 2012).¹

If the identification team determines that a child is not eligible for gifted services and the child's assessment scores are above 85th percentile, the child will be placed on Watch & Enrich, a talent pool designation. Students who are designated in this way will continue to be monitored and provided enrichment opportunities in regular and/or ability grouped classrooms.

¹ Rubenstein, L. D., Siegle, D., Reis, S. M., McCoach, D. B., & Burton, M. G. (2012). A complex quest: The development and research on underachievement interventions for gifted students. *Psychology in Schools*, 49, 678-694.

MCS D Gifted Identification Flow Chart



Body of Evidence

A body of evidence should consist of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification **and** to build a student profile of strengths and interests.

Quantitative assessment provides numerical scores or ratings that can be analyzed or quantified. Qualitative assessment provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances. The former is considered objective, while the latter is considered subjective.

CDE Body of Evidence Review Sheet



Office of Gifted Education

Gifted Identification BOE:

Directions: The identification team may use this tool to review existing data to determine eligibility for gifted services.

1. Complete the student name and grade
2. Add all existing data to the corresponding circles. Remember the center circle should contain your qualifying criteria which must be a nationally normed 95th percentile on a cognitive assessment or a normed observation scale, or advanced level on a performance assessment.
3. Identify the **possible strength area on the right hand side** of the sheet.
4. Take the completed sheet and review the BOE Determination Sheet that aligns with the strength area and the data you have in the center circle.
5. Based on the required data for that strength area, you can determine next steps to document below.

Student Name:

Grade:

Determination Notes:



Strength Area:

Quantitative vs. Qualitative Data

Quantitative Data	Qualitative Data
· Access Scores · Cognitive Tests · Achievement Tests · Norm-Referenced Observation Scales (SIGS)	· Non-Normed Referenced Observation Scales · Portfolio · Student, Family, and Teacher anecdotal evidence

While some of the data in a body of evidence will be used to meet the **criteria** for gifted identification, other data or information may be used to build a learner profile for the purpose of developing appropriate programming options.

Criteria are the rules for evaluating a level of exceptionality for identification assessment. The 95th percentile ranking and above describes the rule for demonstration of exceptionality on a norm-referenced standardized test. Distinguished/advanced performance levels may describe exceptionality on qualitative tools, portfolios, performance assessment, and criterion-referenced tests.

Criteria are not cut-off scores. Typically, cut-off score terminology is used in reference to practices that eliminate students from access to further identification assessment because a single test result or score did not provide evidence at the exceptional level. Colorado does not adhere to cut-off score practices. Review teams should continue to explore additional data to reveal student strengths.

A variety of measures are contained within a body of evidence. A measure is the tool; a metric is the numeric result of using that measure. A cognitive test is an example of a measure that assesses general intelligence. This test provides a metric to express a level of cognitive ability.

Although the criteria for identification maybe met by cognitive assessment data, a comprehensive body of evidence is still collected and examined to determine a student's strength area, affective needs and appropriate programming option.

Four Areas of Qualifying Data Points:

Achievement · Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) · Colorado Measures for Academic Success (CMAS)	Behavior Characteristics · Scales for Identifying Gifted Students (SIGS)
Intellectual Ability · Cognitive Abilities Test (CogAT) · Kaufman Brief Intelligence Test (KBIT2) · Torrance Test of Creative Thinking (For Creativity ID Only)	Demonstrated Performance · ACCESS · Performance Tasks (See Handbook) · Portfolios and Presentations

Note: The assessments listed are not an exhaustive list but are the most common ones used in screening and referrals.

Collection of data for a body of evidence (BOE) includes, but is not limited to assessment results from multiple sources and multiple types of data (i.e., qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area(s) according to the **definition** of gifted children, and also determines appropriate programming services. A body of evidence may consist of the following assessments:

Cognitive Tests

Cognitive tests are designed to measure a student's general intellectual ability. Such tests do not measure specific academic aptitude in various content areas such as reading or math. Many general intelligence tests and checklists include items that assess both fluid reasoning, such as analogies, block designs, and pattern arrangements, and crystallized abilities, such as mathematics problems, vocabulary, and comprehension of reading passages (Johnsen, 2004).²

For example, the *Cognitive Abilities Test* (CogAT) is divided into three batteries: Verbal, Quantitative, and Nonverbal. An exceptional score on the nonverbal battery does not mean the student should be identified as gifted in the area of nonverbal. "**Nonverbal**" is not one of the categories for identification. An exceptional score on the nonverbal battery indicates a student demonstrates a strong command in

² Johnsen, S. K. (2004). *Identifying gifted students: A practical guide*. Waco, TX: Prufrock Press.

general or fluid reasoning and can conceptualize at an advanced level using the format of pictures and images.

When only cognitive ability assessment data meets criteria in a body of evidence (95th percentile or above), the review team may determine that the student is identified with general or specific intellectual ability. This exception to the typical body of evidence is critical in identifying students with exceptional ability who may not yet be performing academically or demonstrating strong interests in the school environment. This student might lack motivation or have gaps in learning thereby requiring additional guidance and educational support services. Although the criteria for identification may be met by cognitive assessment data, a comprehensive body of evidence is still collected and examined to determine a student's strength area and academic and affective needs for goal setting and programming as recorded on an Advanced Learning Plan (ALP). This general intellectual identification meets the condition of portability.

Creativity Tests

Assessment data from standardized, norm-referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity. Creative aptitude is demonstrated by a student scoring 95th percentile or above on norm-referenced creativity tests (e.g., Torrance Tests of Creative Thinking [TTCT], Profile of Creative Abilities [PCA]).

Some students who do not achieve qualifying scores on cognitive or achievement tests may still demonstrate many characteristics of giftedness. Many gifted traits and behaviors are evidence of the high level of creativity typical of many gifted students. To aid in identifying students who do not score at or above the 95th percentile on cognitive or achievement measures, creativity tests may be useful in building a body of evidence for formal identification, because these tests add validity to the observed creative characteristics.

Achievement Tests

Assessment data from standardized, criterion- and norm-referenced tests are utilized to determine if a student demonstrates gifted ability in a specific **academic** area. Specific academic aptitude areas include reading, writing, math, science, social studies, and world language. Specific talent aptitude areas include visual arts, performing arts, music and dance. Specific academic and talent aptitude is demonstrated by a student scoring at the advanced/distinguished level on criterion-referenced assessments and/or 95th percentile or above on norm-referenced achievement tests. Districts may use alternative achievement tests to determine advanced academic competence.

If a student does not demonstrate exceptional general intellectual ability from a cognitive assessment, but does demonstrate exceptional abilities in a specific academic area, best practice recommends observing and collecting data over time and not moving to formal gifted identification based on achievement data collected from just one grade level. Typically, students who are identified as gifted in the Specific Academic Aptitude area who do **not** demonstrate exceptional general intellectual ability are not identified until multiple achievement data points support the academic determination.

When a young child (kindergarten-third grade) demonstrates specific academic potential without a qualifying cognitive score, differentiated pace and depth of instruction can be used to build additional data over time to identify exceptionality. The Colorado READ Act requires that teachers assess the literacy development of all kindergarten-third grade students. Data from these reading competency tests are used to determine if a student has a significant reading deficiency and may be included in a student learning profile, but are **not** used as qualifying data for gifted identification.

Behavior Observation Scales

Gifted students often demonstrate characteristics that lead to a referral for the gifted identification process. Through the use of these scales, educators and parents can identify outstanding talent by observing students in one or more settings that enable them to display their abilities. Characteristics such as leadership, motivation, memory, reasoning, creativity and sense of humor become a focus rather than academic aptitude measured by many of the more traditional tests students encounter in school.

Norm-referenced observation scales are used as qualifying data for gifted identification. These scales are a valid and reliable way for educators and parents to evaluate gifted behavior characteristics. Examples of qualifying measures are the *Scales for Identifying Gifted Students* (SIGS), *Gifted Evaluation Scale* (GES), and the *Gifted Rating Scales* (GRS). However, other methods of obtaining information on gifted characteristics may also be utilized to develop a student profile. Informal tools, such as an interview or questionnaire, can provide beneficial information to better understand a student's strengths and interests. These tools provide parents the opportunity to give important input about their child during the assessment process.

Districts may use quantitative and qualitative measures to collect behavioral data. Certain observation scales have been very successful in recognizing students with potential from under-represented populations. Examples of such scales are the *Kingore Observation Inventory* (KOI) or *Teacher Observation of Potential in Students* (TOPS).

Research-based practices have been created for teachers to implement when observing student behaviors during specific planned experiences. Data from these scales are used to determine students who might require additional assessments and/or to develop a talent pool. **Data collected from a KOI or TOPS provide information for the student profile but are not used as qualifying data for identification.**

It is important to note that some educators have particular stereotypical expectations of how gifted students should perform, therefore, [eliminating] certain students who do not demonstrate the more typical gifted characteristics (Johnsen, 2004)³. If these types of data are collected, it is important that one recognize that different genders, cultures, races, ethnicities, and social classes have different ways of communicating that may impact an observer's/ interviewer's perspective on what behaviors

³ Johnsen, S. K. (2004). *Identifying gifted students: A practical guide*. Waco, TX: Prufrock Press.

constitute giftedness (NAGC, 2008)⁴.

Performance Evaluation

Gifted ability is often not measured on a specific assessment, but rather demonstrated through some type of performance. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:

- **Juried Performance:** Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. An example of such a performance would be a student selected for a statewide choral group or debate team.
- **Contest/Competition:** Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.
- **Portfolio:** Over time, some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification. A valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student's art work throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.
- **Classroom Performance:** Classroom teachers are often critical in providing qualitative data about a student's performance within the classroom. As the curriculum experts, teachers can identify those students working above their same-age peers. Evidence of above grade-level performance builds a student's profile. An example of this might be a fourth-grade student who has already demonstrated mastery of fourth and fifth grade math standards and has successfully completed all the pre-algebra modules from an online math program. Advanced classroom performance must be measured through examples of above grade-level work. Earning an "A" in a class does not necessarily indicate exceptional performance. Grades lack standardization and are influenced significantly by students' motivation, classroom behavior, personal appearance, and study habits. Further, teachers' knowledge of students' IQ scores, income, SES, area of residence, and family structure contribute to stereotypes by teachers

⁴ National Association for Gifted Children. (2008). *The role of assessments in the identification of gifted students (Position statement)*. Washington, DC: Author.
<http://www.nagc.org/sites/default/files/Position%20Statement/Assessment%20Position%20Statement.pdf>

that are frequently characterized by low and negative expectations (Ford, 2013)⁵.

⁵ Ford, D. Y. (2013). *Recruiting and retaining culturally different students in gifted education*. Waco, TX: Prufrock Press

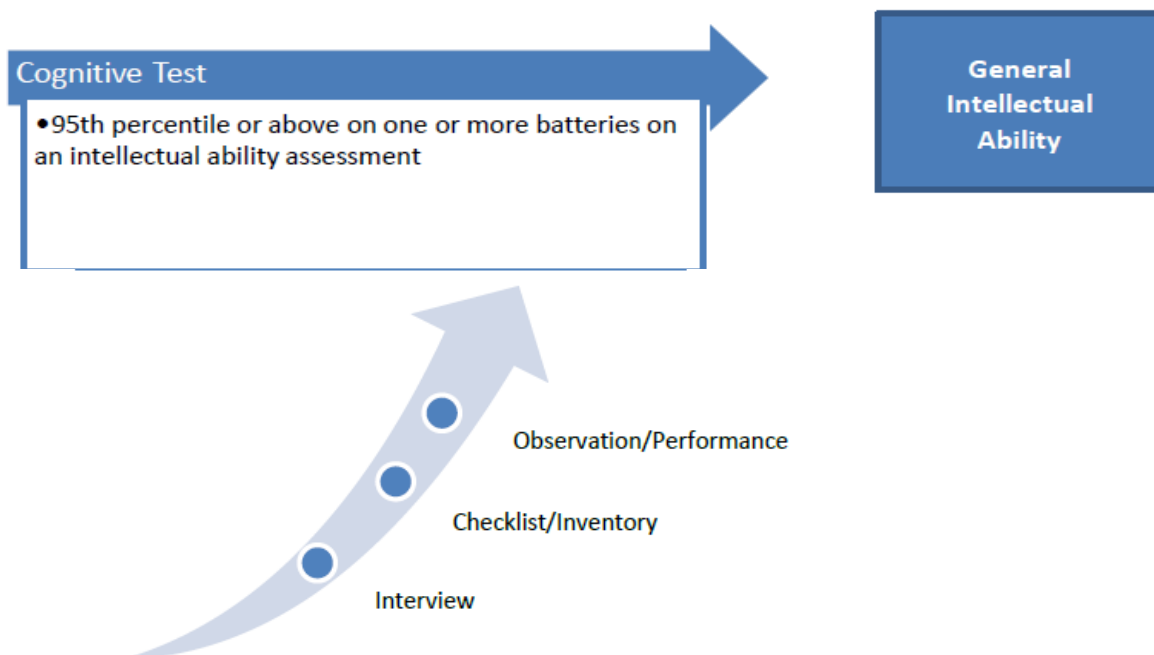


Area of Giftedness: General Intellectual Ability

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile.

A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the **exception**. A review team should use their professional judgment to determine if identification is appropriate by examining supplemental or non-traditional information collected through interviews, observations or performances beyond the academic content areas.

Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional assessment data. When only cognitive ability assessment data meets criteria in a body of evidence (95th percentile or above), the review team **may** determine that the student is identified with general or specific intellectual ability. This meets portability requirements.



Gifted Identification Criteria: Specific Academic Aptitude (with Cognitive) Office of Gifted Education

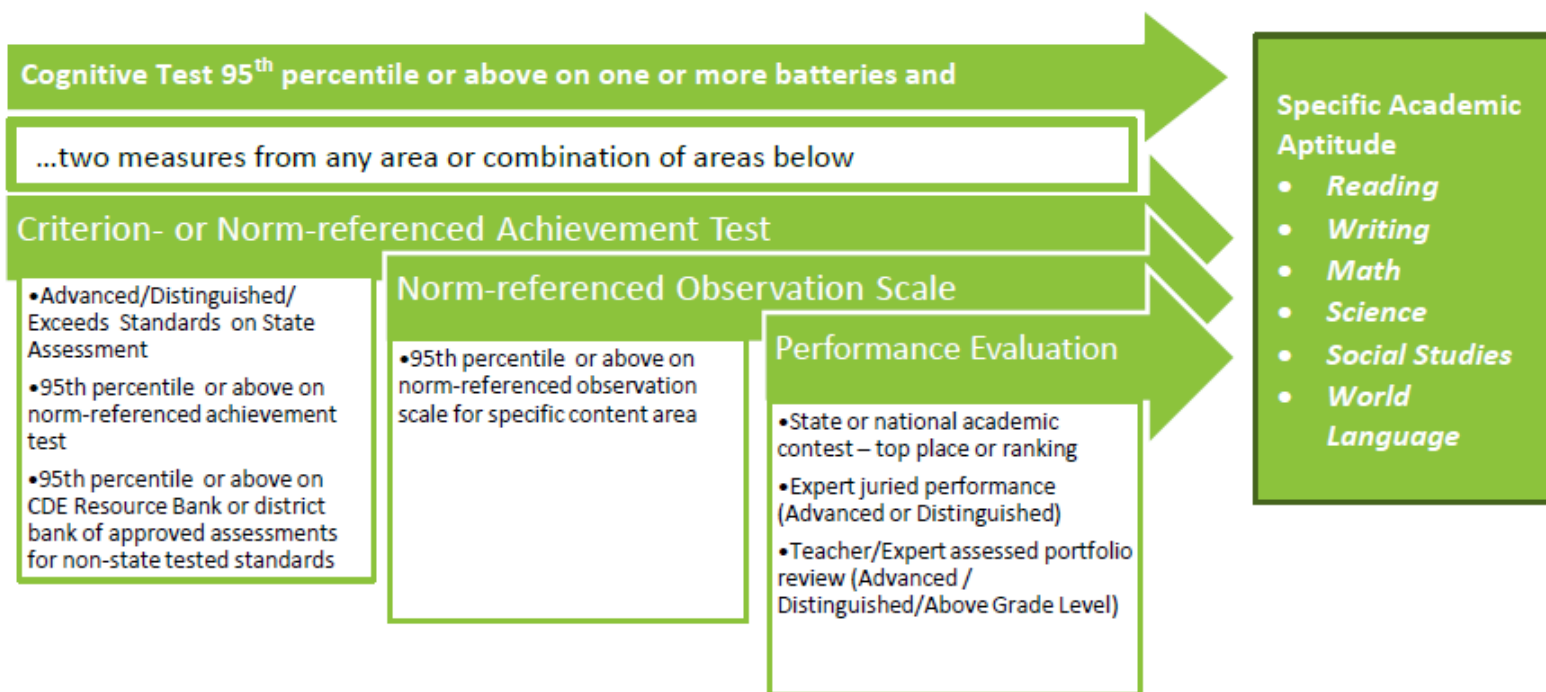


Area of Giftedness: Specific Academic Aptitude (with Cognitive)

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language.

Two pathways may lead to identification in the area of specific academic aptitude.

First, a student may score 95th percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures.



Gifted Identification Criteria: Specific Academic Aptitude (without Cognitive) Office of Gifted Education

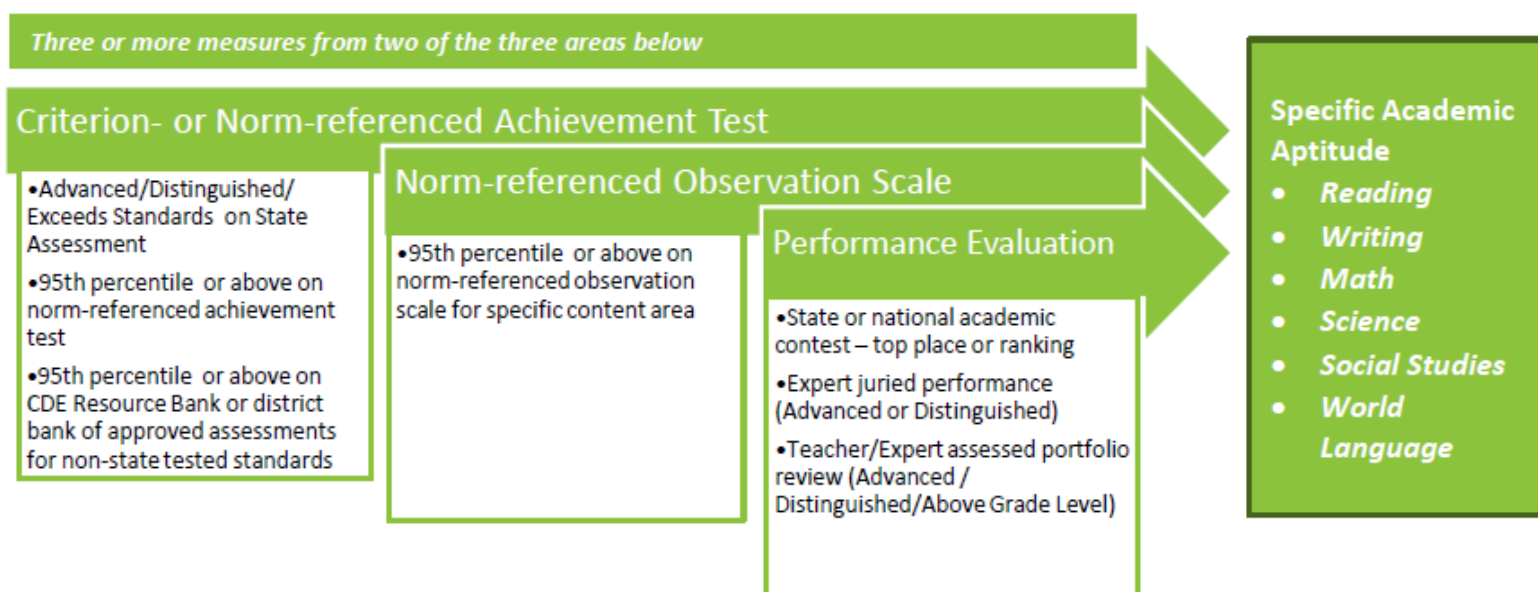


Area of Giftedness: Specific Academic Aptitude (without Cognitive)

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language.

Two pathways may lead to identification in the area of specific academic aptitude.

Second, a student may not score 95th percentile or above on a cognitive assessment. However, a review team may determine a **comprehensive** body of evidence demonstrates gifted academic ability. Content specific measurement tools to meet criteria for identification should include at least three or more measures from two of the three areas below. When cognitive data does not meet gifted criteria, identification in a specific academic aptitude requires an examination of multiple data points and trends over time.



Note: Using this pathway in the early years, requires caution and sufficient data from multiple data points. At any time when the team needs more time to make a determination, ongoing opportunities in the specific domain are needed. Additionally, continued examination of multiple data points and trend data over time, three years or less, may be necessary.



Area of Giftedness: Specific Talent Aptitude

Identification in creative and productive thinking, leadership and specific talent aptitudes requires the examination of a variety of instruments and the multiple pathways that lead to identification. Talent domains include visual arts, performing arts, music, dance and psychomotor. It is important educators understand the unique and varied characteristics a student may demonstrate in the talent domains. Within these areas, several years of talent development may be needed before formal gifted identification can be made. Students may be included in a talent pool to foster potential over time. The student may require further development to build a body of evidence that supports identification.

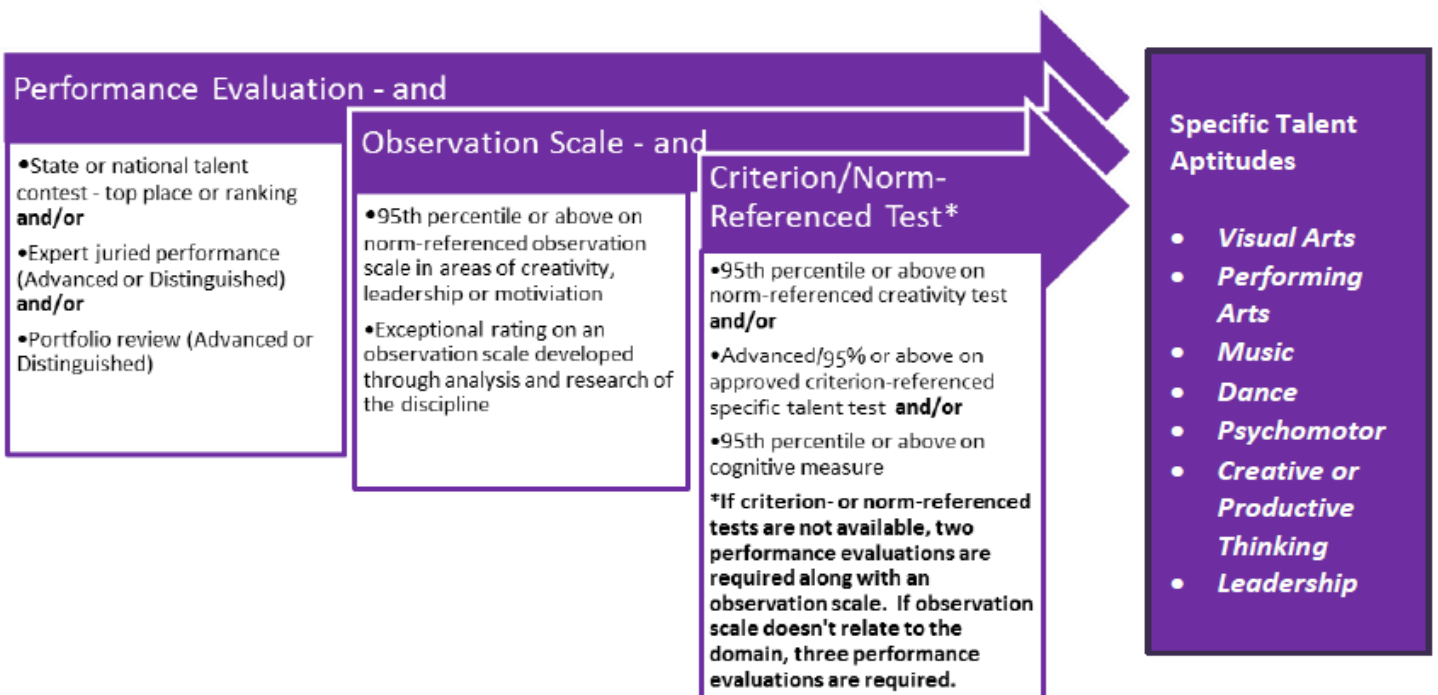
Often criterion- or norm-referenced assessments are not available in these areas; therefore **performance** evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on an observation. In some cases, a norm-referenced scale may not provide an appropriate measure for certain talent domains. An observation scale that has been developed through analysis and research of the discipline may be used to provide qualifying evidence for talent identification only. Observation scales and performance evaluation scales should contain content and construct validity.

Identification in the area of psychomotor is designated for state- or national-level elite athletes who have received this ranking from the sport's national governing body. These athletes may require a gifted determination to address the interventions necessary as a result of the amount of time the student is out of school or to earn credits for specific courses. Districts are **not** required to provide or financially support athletic coaching, training or competitions for students identified in this area.

The body of evidence for psychomotor identification would include **three** of the following four indicators:

- 95th percentile or above on the Motivation section of Gifted Rating Scales (GRS) or Gifted Evaluation Scale (GES);
- Portfolio that chronicles the student's exceptional performance;
- Top state or national ranking as determined by the sport's national governing body;
- Student or team receiving a top placement or ranking in a multi-state or national competition.

Gifted Identification Criteria: Specific Talent Aptitude Office of Gifted Education



Portability of Gifted Identification

The Exceptional Children's Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. This concept is referred to as "portability."

Portability means that a student's identification in one or more categories of giftedness transfers to any district in the state. Gifted programming must continue according to the receiving district's programming options. Portability of identification is a part of the student's permanent record and Advanced Learning Plan. AUs will determine the process and procedure used to ensure the appropriate and timely transfer of a student's Advanced Learning Plan that includes the student's gifted identification profile (body of evidence). The transfer process may include secure electronic file transfers or mailing of the student's record to the new district/school. When a student transfers from one district to another, it is important that the sending district include gifted education records with all other student records sent to the receiving district. Names and contact information of AU Gifted Directors/Coordinators may be found on the CDE Gifted Education website.

Administrative units are encouraged to have a process to notify the appropriate gifted educator in a district of a newly enrolled gifted student. This may occur with a review of an incoming student's records and through the registration process when parents indicate their child has a gifted identification.

The rule for gifted portability means districts shall develop identification processes that are aligned to identification procedures defined by the Colorado Department of Education. Common guidelines support a universal and consistent practice for recognizing students with exceptional ability and potential.

Districts are responsible for selecting appropriate tools that will support identification of students from underrepresented populations. Although rules require portability, districts have the autonomy to select the specific instruments and procedures that will be utilized for gifted identification. These assessment tools may vary across districts but the criteria do not vary. If the receiving district's gifted review team determines the previous district identified the student using criteria not aligned to state guidelines, the rule for portability does not apply. If this is the case, it is the responsibility of the receiving district to consult with the former district, parents and students to re-evaluate the identification determination.

The rule for portability does not apply to students moving into Colorado from another state. However, the receiving school should review the student's records for evidence of giftedness, and then determine whether additional assessment is necessary to confirm if the student meets Colorado criteria for gifted identification. Districts should also be aware of the parameters within the Military Compact Agreement for identified gifted students moving to

Colorado as a result of a military transfer.

The Interstate Compact on Educational Opportunity for Military Children created legislation to ease school-to-school transfers for military children. The intent of the Compact is to minimize the disruption in education when a military child is forced to move as a result of a transfer or deployment. The Compact states: *The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.*

Early Recognition

Fewer students are identified as gifted in K-2 than in the upper elementary grades, but many students perform at high levels of academic achievement. These students will be tracked on a watch and enrich list through Infinite Campus. This is not an identification of giftedness. This list recognizes the potential in students and suggests to teachers to watch and nurture these students as they grow and learn.

These high potential students will be engaged in experiences and activities that enrich and challenge them primarily in the classroom by the classroom teacher. They may be invited to enrichment opportunities outside the classroom as appropriate or afterschool activities as available. Classroom teachers will save samples of work that show exceptional ability and will file them with the building coordinator. This portfolio will be updated each year and may be used as part of the body of evidence in identification.

In addition, teachers may file the results of assessments such as DIBELS, reading and math inventories and unit tests, observation checklists, etc.

Programming Strategies and Options

Explanation of Advanced Learning Plan

The Advanced Learning Plan (ALP) is a legal document outlining programming for identified gifted students and is used to guide educational planning and decision-making. The **Exceptional Children's Educational Act** (ECEA) [22-20-R-12.00, C.R.S.] is Colorado's primary law with requirements for the implementation of specific elements and procedures for ALPs. (Colorado Department of Education, 2023) The MCSD ALPs are stored within the district wide student data system. ALPs stay in the data system year to year so records are not lost.

An ALP is...

- ❖ A purposeful document developed for each gifted student, according to the student's determined area(s) of giftedness, interests, affective and instructional needs.
- ❖ A record of possible programming options implemented for overall success and achievement of goals.
- ❖ An account of accountability showing short-term and long-term collaborative efforts.
- ❖ A flexible document created and reviewed through collaboration with the District AU, student, teachers, and parents.
- ❖ A goal plan based on Colorado Academic Standards and the NAGC Affective Standards

ALP Elements:

- ❖ **Student Information:** student strengths, interest, achievement data, and affective records
- ❖ **Collaborative Goal Setting:** The student, parents, District AU, and teacher give input and/or feedback on the appropriate goals that will motivate the student towards advanced achievement and personal growth
- ❖ **Interventions/Services:** Acceleration, ability/cluster grouping, curriculum compacting, differentiation, flexible pacing, and gifted independent study are the instructional supports that are offered at MCSD per the MCSD Gifted and Talented Handbook, updated August of 2023. (Pg. 24)
- ❖ **Evidence Driven Decisions:**
 - Student information at annual review guides decisions for implementation of instructional supports and programming
 - Standards-based goals supported by instructional supports and programming are written to be specific and measurable
 - The ALP aligns with the MTSS (Multi-Tiered System of Supports) process as it addresses the specific needs of gifted students by utilizing student data, district curriculum, and the learning environment to support student success.

The MCSD recognizes that students' goal setting needs will differ between educational levels. The goal is to increase independence and self-advocacy as gifted students advance through their education. As the needs of students change with maturity and ability-level, so will the process of writing and evaluating that student's ALP. Below is an overview of how ALPs are created and utilized at different levels within MCSD.

Elementary

1. Elementary ALPs are written within 45 school days of a new identification, and within the first semester of returning GT students.

2. Elementary ALPs are one-year plans and will be rewritten each year to accommodate the changing needs and schedule of the student.
3. Elementary students are asked to work collaboratively on their goal with stakeholders to address their academic/affective needs.
4. APLs are stored in Infinite Campus and parent signatures are required in person or electronically.

Middle School

1. Students become more involved with their goal development.
2. Goals are written annually with an emphasis on High School goals that students may have.
3. Monitoring of these goals are ongoing or as needed and conducted via site based methods.
4. APLs are stored in Infinite Campus and parent signatures are required in person or electronically.

High School

The High School utilizes a tiered, or leveled, system for developing and writing ALPs. An in depth explanation of the levels are explained in the table below.

Level 1: This is the lightest Level of monitoring that serves students who are successful and can self-monitor. Usually reserved for Juniors and Seniors (occasionally Sophomores) that have strong post secondary plans and a clear vision for their goal.	• This is primarily student- led. • Students are asked to create their own goals, with advisor/parent input (if necessary). • Students create goals in the fall of each year. • Students are asked to self-report electronically about progress toward their goal at semester and end of the year. • Support is provided if needed through advisory and/or the Gifted Coordinator.
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	Students are successful in their classes/extracurricular activities and have a post-secondary plan in mind.
Level 2: This is a medium level of support that is reserved mostly for Freshmen and Sophomores that are transitioning between middle and high school. These students need more guidance on scheduling and selecting appropriate courses.	- Writing of ALPs is facilitated through the advisor and the student collaboratively. - Students meet with advisors and/or Gifted Coordinator in the fall to set up ALP goals, and will meet quarterly (electronically or in person) to check on progress. - More check-ins from advisor and/or Gifted Coordinator as needed. - After Freshman year if students are successful in their classes and have a clear goal they can be moved to Level 1, if they are still in need of support they will remain in Level 2.
Level 3: This is the most supportive level of service. These students are at risk for lower grades, underachievement, affective/behavioral issues, executive functioning challenges, or any other challenge that can impair success of goal attainment.	- This level is led by advisors and/or Gifted Coordinator alongside the student - Students meet with advisors and/or Gifted Coordinator to create goals. - They will meet quarterly in person to address progress toward the goal and make any necessary changes in order to achieve their goal. - Students show a need for academic and/or social/emotional support. - Students are monitored through the MTSS process. - If a student is receiving Level 3 support and is making adequate individual progress they can be moved to an appropriate level of monitoring for them (Level 1 or Level 2).

Housing of the ALP and Transition

Advanced Learning Plans are accessible by teachers via the schools electronic databases, while testing records and hard copies of ALPs are housed in the Gifted Services Department. A summary sheet is included in each child's cumulative file to inform receiving schools about the student's area of giftedness and date of identification as well as the gifted coordinators contact information. Gifted education records are maintained, retained, and destroyed in a manner consistent with that of the Special Services Department. Teachers are informed at the beginning of each school year via staff meeting regarding the gifted students they will be

serving in their classroom. They are invited to review the past years ALP and discuss possible accommodations at this time.

In order to provide the best possible educational opportunities to gifted children, Morgan County School District advocates a variety of gifted best practices. Each of the following instructional strategies/programs is designed to promote the District goals which are to distinguish between general enrichment and gifted activities, and increase the emphasis on individualizing instruction to meet the needs of gifted students within the regular classroom's instruction and through providing special programming options for gifted learners. Instructional strategies and enrichment options are chosen for or self-selected by students based on their area(s) of identification and Advanced Learning Plan goals.

Instructional Strategies

- ***Acceleration:*** Acceleration offers standard curricular experiences to students at a younger-than-usual age or lower-than-usual grade level. Acceleration includes grade-level acceleration or subject-based acceleration in which a student enters a higher grade level part of the day to receive advanced instruction in one more content areas. These determinations are made collaboratively with the student, parents, teachers, building administration, and the gifted coordinator. The Iowa Acceleration Scales are typically administered to determine if a student is a suitable candidate for grade or subject-based acceleration.
- ***Ability Grouping/Cluster Grouping:*** Ability grouping is defined as using assessment and progress monitoring scores and school records to assign same-grade children to classes or instructional groups that differ markedly in characteristics affecting school learning. Cluster grouping is a form of ability grouping in which 3 to 6 students are clustered according to their identified strength areas in a mixed-ability classroom.
- ***Curriculum Compacting:*** A systematic procedure for modifying or streamlining the regular curriculum to eliminate repetition of previously mastered material, upgrading the challenge level of the regular curriculum, and providing time for appropriate enrichment and/or acceleration activities.
- ***Differentiation:*** A means of addressing the particular characteristics and promoting the continual growth of students in an environment that is respectful of individual differences through modification of pace, depth, and complexity of curriculum and instruction.
- ***Flexible Pacing:*** A form of "acceleration" in which the pace at which material is presented and/or expected to be mastered has been sped up.

- **Guided Independent Study:** A process through which student and teacher identify problems or topics of interest to the student, plan a method of investigation, and identify a product to be developed.

Programming Options Across the Grades

Programming options are subject to change as budget and personnel changes. Not all buildings offer the same services and support at all grade levels.

Elementary

- In-class differentiated instruction
- Ability grouping
- Enrichment pull-out groups
- Destination Imagination

Middle School

- In-class differentiated instruction
- Ability grouping
- Accelerated math courses
- Advanced language arts and literacy courses
- Electives in arts and technology
- Lunch bunch opportunities
- Destination Imagination

High School

- Advanced Placement: (AP) Advanced and challenging courses designed to foster the critical skills of thinking, analyzing, and problem solving. AP prepares students for specific content area examinations that may award credit to be applied toward college.
- Honors Program: School-site developed courses taught at an advanced level to promote critical thinking and depth of knowledge.
- Concurrent enrollment options: Classes available through Morgan Community College.
- Variety of elective courses in business, technology, art, music, industrial arts and technology, and more.

Possible School/District Enrichment Opportunities

- Spelling Bee
- Geography Bee
- Science Fair
- Student art shows
- Musical performances/competitions
- Solo/ensemble contests
- Brain Bowl
- Knowledge Bowl

- Destination Imagination
- National History Day competition
- CAGT Legislative Day
- NJC Math and Science Competition
- UNC Math Contest
- Noetic Math Contest
- Various local, state, and national writing competitions
- Mentoring opportunities
- Summer school opportunities such as Kids College
- Guidance and career units
- Guest speakers
- Field trips
- Independent study classes
- After school enrichment

Support Structures

Not all gifted students have emotional problems, and when they do, these problems generally resemble those of their peers. Gifted children usually move through the same developmental stages of typical children, though often at a younger age. This is referred to as asynchronous development in which the child's intellectual, social and physical development occurs at varying rates. However, gifted children sometimes have special emotional needs that come simply from being intellectually advanced. Some needs and problems do appear more often among gifted children.

Morgan County School District believes that "preventative strategies can be used to address the affective needs of gifted and talented students. Teachers can model kindness, caring, and concern for all students, and maintain high standards for positive behavior such as zero tolerance for any acts of unkindness. Teachers can also give positive feedback and recognition for appropriate behavior, and can provide experiences for students to learn problem solving and how to mediate arguments." (Reis and Renzulli, 2004)⁶ Our district practices this in correlation with the Positive Behavior Support program used with all students.

Research shows "some prevention and intervention approaches have been found useful in supporting the healthy social and emotional development of gifted and talented students. Practices that facilitate positive development include (a) the support and encouragement of accelerative learning experiences; (b) time to learn with others of similar abilities, interests, and motivation; (c) engagement in areas of interest with a variety of peers; (d) mentoring and pragmatic coaching to cope with the stress, criticism, and social milieu associated with high levels of performance in any domain; (e) early presentation of career information; and

⁶ Reis, Sally M. and Renzulli, Joseph S. "Current Research on the Social and Emotional Development of Gifted and Talented Students: Good News and Future Possibilities." Psychology in the Schools 41 (2004): 119-130.

(f) social-emotional curriculum approaches to help gifted children support one another.”
(Reis and Renzulli, 2004)

Any of the following may be used to address these needs as noted above:

Ability grouping/Cluster grouping: Ability grouping or cluster grouping allows for accelerative learning experiences as well as time to learn with peers of similar ability. Students are able to connect daily with others who can relate and appreciate their gifts.

Bibliotherapy: A group of invited students read the same book and meeting over the course of several weeks with an adult facilitator to discuss the book. Books may include fictional accounts of gifted people, biographies of famous gifted people, or nonfiction books written for gifted students.

Lunch Bunch: support group for gifted children in which the students meet monthly for discussion about topics that are unique to gifted children.

Smart Girls/Cool Dudes: Smart Girls and Cool Dudes programs mission is to empower adolescents to make better choices, increase self-esteem, and become more self-reliant. While these programs are not specifically for gifted individuals, many gifted students can benefit from the program’s curriculum.

Individual Counseling: Individual counseling services are available for gifted children. The therapeutic nature of school counseling is intended to help students become more aware of themselves and others, learn coping skills, establish goals and plans of action, and ultimately become more effective and efficient learners.

Supporting your Gifted Child

At home:

- Read aloud routinely as a family, even when children can read themselves.
- Read the classics.
- Encourage friendships.
- Discover the nonfiction section of your library.
- Select challenging games and play them with your children.
- Encourage your child to start a collection, going beyond just gathering objects.
- Think of extra activities to enhance the collection project.
- Foster an appreciation in the arts. Visit museums and attend concerts.
- Choose a foreign language to learn as a family.
- Encourage your child to keep a journal or find a pen pal.
- Develop your children's bodies as well as their minds. Include some family fitness activities.
- Arrange for an internship for your child at a local business.
- Encourage science projects and inventions.
- Become involved in a social cause as a family.
- Encourage your child to be an entrepreneur. (dog-walking service, birdhouse business, etc.)
- Support your child's interest in construction. (skateboard ramp, dollhouse, fort, dog pen, etc.)
- Study the stock market. Purchase some stock or mutual funds and track the investment.
- Promote environmental awareness by adopting an endangered animal, planting trees, recycling, etc.
- Let your child plan his/her birthday party around a theme.
- Research recipes and have your child prepare a weekly meal.
- Dream, imagine, and have fun!

In Attitude:

- Model life-long learning.
- Encourage and model good communication with your children.
- Be a good listener.
- Be a facilitator and a guide. Share in the adventure of learning something new.
- Allow childhood to be a part of your gifted child's life.
- Don't compare your children with each other.
- Make free time a regular pastime. Don't over program your child.
- Set clear and consistent expectations and consequences. Follow through.
- Nurture the passion and interests within your child.
- Compliment your child with achievable descriptors only when deserved: kind, good thinker, rather than brilliant, genius, etc. Focus praise on your child's effort and be specific.
- Model general respect for educators. Avoid critical conversations of teachers in

front of your child.

- Be a role model who reflects the values you demand of others.
- Value hard work and the satisfaction of achievement.
- Discuss effective ways to solve problems and deal with failure.
- Encourage independence through responsible behavior.
- Remember who the student is, who owns the homework, and who needs to do the learning.

Staff Support

Morgan County School District provides in-service, staff development opportunities, and other educational opportunities to assist staff in gaining strategies relative to curriculum compacting, differentiating classroom instruction, and meeting the needs of academically gifted and talented students.

Professional development is regularly provided by the Gifted Services department, local BOCES, regional and state Gifted Education Services. The options include but are not limited to instruction and support during Professional Learning Communities (PLCs), during district professional development days, via online book studies and/or courses, induction meetings, and individual support.

Occasionally opportunities arise for certified teachers to earn graduate credit through Adams State by participating in professional development addressing gifted students and services. Teachers are also informed annually regarding Master's degree programs in gifted education provided by local state universities.

Budget

The Gifted Services budget is maintained by the Gifted Coordinator, with input from the Director of Special Services. This budget includes components from the state with matching funds from the district. Annually, the Gifted Coordinator submits a proposed budget and an expended budget to the state which reflects state funds and matching district contribution. State funds are used to support one or more of the following: salaries for licensed or endorsed staff that primarily serve gifted students; professional development for gifted education; program options to support ALPs; materials to support gifted programming; administrative costs, technology and equipment not to exceed collectively 20% of state funds. State funds are used to support only those allowable expenditures as outlined by the Colorado Department of Education. In addition to state funds the Gifted Education Department also applies for the Universal Screener/Qualified Personnel (USQP) Grant annually. The finds from this state grant go toward purchasing the CogAT 7th Ed. Universal Screener and supplementing the AU's (Qualified Personnel) salary.

Occasionally, the Gifted Services Department may contract with other districts or BOCES for services to supplement gifted programming.

Procedures for Disagreements

The appeals process begins when a student and/or parent are not satisfied with the decision of the team in planning the student's educational programming and/or when determining need for gifted education services. This process involves the reconsideration of any of the assessment processes, body of evidence data, or programming for gifted and talented services.

It is the intent of Morgan County School District to resolve questions and concerns at the level in which they occurred. All questions and concerns regarding gifted identification and services should be brought first to the Gifted Coordinator. Students are encouraged to talk with the Gifted Coordinator to address any questions, issues, or concerns. The Gifted Coordinator will work with parents and students to resolve any questions, issues, or concerns by students or parents/guardians. New information and/or data may be introduced by the parents/guardians.

If the student and/or parents/guardians are not satisfied with the response by the Gifted Coordinator, they should then contact the building principal. Through collaboration with the student, parents/guardians, counselor, and Gifted Coordinator, the principal will resolve the questions, issues, or concerns.

If the student or parents/guardians are not satisfied with the resolution at the building level, they may appeal in writing to the superintendent within 10 school days after receiving the building level response. The superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The superintendent's decision is final.

Resources

Books Available for Checkout at the District Support Center

A Love for Learning: Motivation and the Gifted Child — Written by Carol Strip Whitney, Ph.D. and Gretchen Hirsch
- Presents concepts and techniques to counteract many de-motivating factors gifted children are susceptible to. These factors can lead to depression and academic underachievement. Also, offers helpful advice to help spark the motivation in your gifted child or student.

Counseling the Gifted and Talented — Edited by Linda Silverman. "The authors discuss specific aspects of counseling gifted students, such as teaching them how to establish positive relationships with peers, cope with their perfectionism,, develop ethical leadership skills, and make appropriate career choices."

Critical Issues and Practices in Gifted Education: What the Research Says — Edited by Jonathan Plucker and Carolyn Callahan. This text features 50 summaries of important topics in the field of gifted education such as counseling, assessment, parenting, advocacy, and many more.

Designing A Concept-Based Curriculum for English Language Arts — Written by Lois Lanning. Concept-based curriculum brings a greater level of depth and complexity to the language arts classroom. Includes implementation guidelines and sample units.

Designing Services and Programs for High-Ability Learners — Edited by Jeanne Purcell and Rebecca Eckert. A comprehensive handbook for developing a gifted education program that address the unique needs of gifted students. Includes improvement strategies, templates, and resources.

Education of the Gifted and Talented—Edited by Gary Davis, Sylvia Rimm, and Del Siegle. A standard beginning text which addresses the key topics in gifted education such as characteristics and needs, identification, programming, social-emotional needs, creativity, program evaluation, etc.

Fostering Creativity in Gifted Students – Written by Bonnie Crammond, Ph.D. - Encouraging creative thinking in the classroom is an exciting component of any effective gifted education program. This guide offers basic foundations required for supporting creativity. From establishing the right classroom environment, to using creative teaching strategies, to assessing student outcomes, this book is filled with practical information.

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers - Written By Carol A. Strip, Ph.D. - This book addresses issues involving gifted children such as working with schools, evaluating classroom programs, forming parent support groups, choosing appropriate curricula, and meeting the children's social and emotional needs. Issues involving gifted minority and gifted disabled children are discussed as well. The book also contains a question and answer section and an extensive appendix for additional research and support. (Available in Spanish.)

Leadership for Students: A Practical Guide for Ages 8-18 – Written by Frances A. Karnes and Suzanne M. Bean - This book is a fun and practical handbook for learning and developing leadership skills in a variety of areas. Students will find guidance and advice about moving into leadership positions at home, school, and the community in this book.

Learning Outside the Lines – Written by Jonathan Mooney and David Cole - Written by two “academic failures” – that is two academic failures who graduated from Brown University at the top of their class. They teach you how to take control of your education and find true success -- and they offer all the reasons why you should persevere.

Notes from a Scientist and Activities for Gifted Children – From the College of William and Mary - This document contains recommended activities and key resources that are useful for parents of gifted elementary students. It provides ideas to stress in teaching children science at home or in other informal contexts.

Parent Handbook: A Guide to Your Gifted Child's Emotional and Academic Success - From the College of William and Mary - This handbook provides information and insights to help parents of gifted children guide their child from elementary school to college and beyond. One portion of the book includes academic activities parents can do with their children to extend learning into the home and community. A resource list also includes books for gifted children, books about gifted children, and Internet sites for both parents and children.

Parenting Gifted Kids: Tips for Raising Happy and Successful Children – Written by James R. Delisle - Delisle puts forward 10 tips to parents of gifted children—ideas that reflect attitude and approach and allow for introspection and change, rather than quick, do-it-tonight solutions. Topics of interest include understanding a child's giftedness, working with the school system, dealing with perfectionism, and being role models for kids.

Re-Forming Gifted Education—Written by Karen Rogers. The author discusses how teachers and parents can develop programming that fits the needs of the student through a variety of acceleration and enrichment options.

Social-Emotional Curriculum with Gifted and Talented Students—Edited by Joyce VanTassel-Baska, Tracy Cross, and F. Richard Olenchak. This book features a collection of articles addressing the various social-emotional needs of gifted learners and introduces methods for developing social emotional curricula for use with gifted learners.

Some of My Best Friends Are Books – Written by Judith Halsted - Because gifted readers often intensely identify with characters, good books can provide bridges to new insights and better communication of feelings, values, and decision making, while also fostering intellectual and creative development.

Systems & Models for Developing Programs for the Gifted and Talented—Edited by Joseph Renzulli, et al. This resource features examples of theoretical, organizational, curriculum, and comprehensive models for the delivery of gifted services.

Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented – Written by Susan Winebrenner - This book is a guide for meeting the learning needs of gifted students in the mixed-abilities classroom without losing control, causing resentment, or spending hours preparing extra materials.

Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, Challenging

Ages 4-9 – Written by Joan Franklin Smutny, Sally Yahnke Walker and Elizabeth A. Meckstroth,- Written for educators and parents who believe that all children deserve the best education possible, this guide encourages and enables the viewer to identify gifted children as early as age 4 and to create a learning environment that supports all students.

The Gifted Kids' Survival Guide: A Teen Handbook –

Written by Galbraith, J. & Delisle, J. - For many gifted students, The Gifted Kids' Survival Guide is their first chance to explore who they are and what being gifted means. For some, it will be their first exposure to the fact that they're not alone and that they're not "weird." Written with help from hundreds of gifted teenagers, this is the ultimate guide to surviving and thriving in a world that doesn't always value, support, or understands high ability. This book gives you the tools your students need to understand their giftedness, accept it as an asset (if they haven't already), and use it to make the most of who they are. This revised edition covers topics such as dealing with the label gifted, managing perfectionism, managing unreasonable expectations, dealing with challenges at school with peers and teachers, handling complex social issues, and much more.

The Social and Emotional Development of Gifted Children: What Do We Know? –

Edited by Maureen Neihart, Sally M. Reis, Nancy M. Robinson, Sidney M. Moon - An examination of the essential topics teachers, parents, and researchers need to know about the social and emotional development of gifted children. The book includes chapters on peer pressure and social acceptance, resilience, delinquency, and underachievement. It is concise, comprehensive, and wide-ranging in its coverage.

The Talent Development Planning Handbook—

Written by Donald Treffinger, Grover Young, Carole Nassab, Edwin Selby, and Carol Wittig. This handbook offers a six stage framework for developing and improving gifted education programs. Includes CD-ROM with reproducibles, presentations, and templates.

Transitioning to Concept-Based Curriculum and Instruction: How to bring content and

process together—Written by H. Lynn Erickson and Lois Lanning. The authors demonstrate how concept-based curriculum brings depth, complexity, and rigor to all subjects and grade levels. Includes multiple examples and templates.

When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional

Needs – Written by Delisle, J & Galbraith, J - Jim Delisle and Judy Galbraith explain what giftedness means, how gifted kids are identified, and how we might improve the identification process. Then they take a close-up look at gifted kids from the inside out—their social and emotional needs. Topics include self-image and self-esteem, perfectionism, multipotential, depression, feelings of “differentness,” and stress. The authors suggest ways to help gifted underachievers and those who are bored in school, and ways to encourage healthy relationships with friends, family, and other adults. The final chapter explains how teachers can make it safe to be smart by creating the gifted-friendly classroom.

Other Recommended Readings

Adderholdt, Miriam, and Jan Goldberg. Perfectionism: What's Bad about Being Too Good?. Minneapolis: Free Spirit Publishing, 1999.

Ford, Donna, and J. John Harris. Multicultural Gifted Education. New York: Teachers College Press, 1999.

Galbraith, Judy. The Gifted Kids' Survival Guide: For ages 10 & Under. Minneapolis: Free Spirit Publishing, 1999.

Greene, Rebecca. The Teenagers' Guide to School outside the Box. Minneapolis: Free Spirit Publishing, 2000.

Greespon, Thomas S. Freeing Our Families from Perfectionism. Minneapolis: Free Spirit Publishing, 2001.

Kerr, Barbara. Smart Girls: A New Psychology of Girls, Women and Giftedness. Scottsdale: Great Potential Press, 1997.

Kerr, Barbara and Sanford Cohn. Smart Boys: Talent, Manhood, and the Search for Meaning. Scottsdale: Great Potential Press, 2001.

Rimm, Sylvia. Why Bright Kids Get Poor Grades – And What You Can Do About It. Scottsdale: Great Potential Press, 1996.

Web Sites

Colorado Department of Education: Gifted and Talented Homepage
<http://www.cde.state.co.us/gt>

Colorado Association for Gifted and Talented
<http://www.coloradogifted.org/>

Hoagies' Gifted Education Page
<http://www.hoagiesgifted.org>

National Association for Gifted Children
<http://www.nagc.org>

SENG: Supporting Emotional Needs of the Gifted
<http://www.sengifted.org/>

Administrative Staff Vacation Leave and Holidays

VACATION LEAVE

All administrators who are employed on 12-month contracts shall receive 20 days of annual leave.

- Administrators may accumulate vacation leave up to a balance of 40 days. At that time, administrators will stop accruing additional days until the balance falls below 40 days.
- An administrative employee may be paid for up to twenty (20) accrued, unused vacation leave days upon termination of employment from the District.
- Vacation leave will be carried on a fiscal year basis (July 1-June 30) and prorated for partial year employment.
- The Board reserves the right to negotiate a separate annual leave benefit with the superintendent.

HOLIDAYS

Administrators employed on 12-month contracts shall receive the following holidays: New Year's Day, Presidents' Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the Friday following Thanksgiving Day, Christmas Eve Day, Christmas Day, and New Year's Eve Day. When New Year's Day, Independence Day, Christmas Eve Day, Christmas Day, or New Year's Eve Day falls on a weekend, the superintendent or designee will determine the alternate date the holiday will be observed. All other listed holidays will be observed on their designated calendar dates.

Adopted June 23, 1980

Revised August 1992; April 1996; July 2001; September 16, 2002; April 1, 2013;
September 19, 2016; December 3, 2018; June 15, 2026

LEGAL REF.: C.R.S. 22-1-112

School Year/School Calendar/ Instruction Time

Prior to the end of the school year, the Board must determine the length of time during which district schools must be in session during the next school year. The number of hours/days of planned teacher-student instruction and of teacher-student contact must be consistent with the Board's definition of "actively engaged in the educational process," must meet or exceed the requirements of state law and must include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the District's educational objectives.

The Board defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- assemblies
- classroom instruction time
- independent study insofar as such study is allowed under District policy
- individual student work time while at school, including study hall and library research
- passing periods between classes
- recess time
- school-related field trips

The definition of "actively engaged in the educational process" includes all of the above and instruction delivered electronically and/or the use of other types of independent study, and distance learning for students provided under the supervision of a certified or licensed teacher. Morgan County School District Re-3 also provides an Online Program for part-time and full-time students. Students enrolled in the Online Program proceed through their online courses outside of the school building under the guidance of a Certified Online Mentor Teacher. Attendance in the Online Program is primarily substantiated through participation in asynchronous internet-based educational activities within the Learning Management System as documented on a corresponding student login report. If applicable, the following secondary forms of documentation are acceptable for purposes of tracking student attendance in the Online Program:

- Online Mentor Meeting Data Attendance Report for Online Advisory Sessions
- Sign-in Sheet (digital or physical) for Student Participation in State or Local Assessments

Students are expected to complete the equivalent amount of learning time as non-online students.

Student contact days may include E-learning which consists of the following:

- a. Attending class synchronously at a pre-appointed time by the teacher;
- b. Completing and submitting an assignment from home;
- c. Logging into an online learning platform;
- d. Signing an online form attesting to work completed at home;
- e. Engaging in any new assignment/or alternative demonstrations of learning;
- f. Participating in an online discussion;
- g. Responding to teacher emails or communication, or other ways communicated by the teacher.

"Actively engaged in the educational process" does not include:

- lunch
- time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- teacher preparation time

Supervision by a licensed teacher must not require that the teacher be in the student's physical presence at all times, but that the teacher is exercising direction and control over the nature of the student's activities.

The District calendar for the next school year must be prepared by the superintendent and presented to the Board for approval in the spring of each year. The superintendent must consult with other districts in the area when preparing the calendar.

The Board authorizes the administration in each school building to issue a school calendar based on the District calendar and in accordance with this policy. Administrators are encouraged to examine instruction time and calendar issues in the context of supporting the District's educational objectives.

Calendars must include the dates for all staff in-service programs scheduled for the upcoming school year. The administration will allow public input from parents and teachers prior to scheduling the dates for staff in-service programs.

A copy of the calendar must be provided to all parents/guardians of students enrolled in district schools. Any change in the calendar except for emergency closings or other unforeseen circumstances must be preceded by adequate and timely notice of no less than 30 days.

Adopted June 23, 1980

Revised June 1996; July 17, 2006; January 4, 2016; September 18, 2017;
July 17, 2020; June 30, 2021; August 31, 2022; October 2, 2023; November 4, 2024;
June 15, 2026

LEGAL REFS.: C.R.S. 22-1-112 (*school year and national holidays*)
 C.R.S. 22-32-109 (1)(n) (*duty to determine school year and instruction hours*)
 C.R.S. 22-33-102 (1) (*definition of academic year*)
 C.R.S. 22-33-104 (1) (*compulsory attendance law*)
 C.R.S. 22-44-115.5 (*fiscal emergency*)
 1 CCR 301-39, Rules 2254-R-2.06 (*school year and instruction hours; definition of contact/instruction time*)

CROSS REFS.: EBCE, School Closings and Cancellations
 JH, Student Absences and Excuses

NOTE: State law establishes the school year as outlined below. The actual hours of teacher-student instruction may be reduced for parent/teacher conferences, staff in-service programs, and closings due to student health, safety, or welfare concerns to 1056 hours for secondary students, 968 hours for elementary students other than kindergartners, 870 hours for full-day kindergarten students, and 435 hours for half-day kindergarten students. In no case may a school schedule fewer than 160 days without specific prior approval of the commissioner of education, whether utilizing in-person instruction or remote learning (synchronous and asynchronous) time. [C.R.S. 22-32-109 (1)(n)].

Teacher-Pupil Instruction Minimum Hours/Days

<i>Half-Day Kindergarten</i>	<i>450 hours (can be reduced* to 435 hours) 160 days</i>
<i>Full-Day Kindergarten</i>	<i>900 hours (can be reduced* to 870 hours) 160 days</i>
<i>Elementary (besides kindergarten)</i>	<i>990 hours (can be reduced* to 968 hours) 160 days</i>
<i>Secondary</i>	<i>1,080 hours (can be reduced* to 1,056 hours) 160 days</i>

**Not more than 24 hours per school year may be used for parent/teacher conferences and staff in-service programs.*

DISTRICT_CODE	SCHOOL_CODE	AEC_INDICATOR	AEC_ASSESSMENT	AEC_ASSESSMENT_CAT	AEC_CATEGORY_METRIC_CODE	AEC_STD_MEETING_MEASURE	AEC_TOT_STD_FOR_MEASURE	AEC_STD_RATE_FOR_MEASURE	
2405	5180	ACH	NWEA MAP Achievement	Language Usage	1161	17	25	68%	
2405	5180	ACH	NWEA MAP Achievement	Math	1170	14	23	61%	
2405	5180	ACH	NWEA MAP Achievement	Reading	1170	17	24	71%	
2405	5180	GRO	NWEA MAP Growth Target	Language Usage	1161	17	25	68%	
2405	5180	GRO	NWEA MAP Growth Target	Math	1170	15	23	65%	
2405	5180	GRO	NWEA MAP Growth Target	Reading	1200	19	24	79%	
2405	5180	STENG	Returning Student Rate	Returning Student Rate	1250	34	35	97.00%	
2405	5180	PWR	Credit Course Completion	By Course	1340	313	620	50%	

AEC_ASSESSMENT	AEC_ASSESSMENT_ CAT	2022 Actual		2023 Actual		2024 Actual		2025 Actual		2026 Actual	
NWEA MAP Achievement	Language Usage	32%		50%		63%		65%		68%	
NWEA MAP Achievement	Math	35%		62%		64%		48%		61%	
NWEA MAP Achievement	Reading	28%		53%		67%		69%		71%	
NWEA MAP Growth Target	Language Usage	24%		44%		63%		70%		68%	
NWEA MAP Growth Target	Math	35%		54%		64%		48%		65%	
NWEA MAP Growth Target	Reading	28%		53%		41%		64%		79%	
Returning Student Rate	Returning Student Rate	93.75%		91.90%		100%		100.00%		97 %	
Credit Course Completion	By Course	59.89%		63.70%		64.20%		76.00%		50%	



Colorado Department of Education
2025-26 Actual Assessment measures for AEC Data Collection
Verification of Actual Assessment measures for AEC Data
District: 2405-Fort Morgan Re-3

- A. The summary reports provided by CDE should be reviewed carefully for completeness and accuracy. The reports will include the data necessary to verify your data for each school.
- B. All school systems must submit a verification form, signed by the President of the Board of Education that certifies agreement with the summary data report.

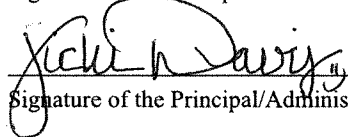
I have reviewed the Actual Assessment measures for AEC Data Collection reports in their entirety and hereby certify that the data submitted to the Colorado Department of Education for the school year 2025-26 Actual Assessment measures for AEC Data Collection is accurate and complete to the best of my knowledge and belief for use in the Actual Assessment measures for AEC reports.

District: 2405-Fort Morgan Re-3

School Name: Lincoln High School

CDE School Number: 5180

Signature of Local Superintendent of Schools Date



Signature of the Principal/Administrator

06.03.2026

Date

Signature of the Board of Education President

Date