

Regular Meeting

Monday, September 14, 2026 7:00 PM

Pioneer Elementary School , 415 Spruce Street , 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. OPPORTUNITY FOR THE AUDIENCE

3. REPORTS

3.A. Fort Morgan High School Student Representative

3.B. Board of Education

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

3.C. Superintendent

Speaker (s) : Mr. Rob
Sanders

3.D. Assistant Superintendent of Curriculum and
Assessment

Speaker (s) : Dr. Rena
Frasco

3.E. Assistant Superintendent of Human Resources

Speaker (s) : Mr. Jason
Frasco

3.F. Chief Financial Officer

Speaker (s) : Ms. Toni
Miller

4. DISCUSSION ITEMS

4.A. Policies - District Revisions - Third Reading

4.B. Policies - CASB Special Policy Updates - Second
Reading

4.C. Policies - District Revisions - Second Reading

4.D. 2026 Longevity Bonuses

4.E. 2026-2027 Stipend List

5. CONSENT AGENDA

5.A. Personnel Action Report

5.B. Claims: Check Summary Report

5.C. Approval of Consent Agenda

6. ACTION ITEMS

6.A. Policies - District Revisions - Third Reading

6.B. 2026 Longevity Bonuses

6.C. Resolution to approve Supplemental Budget
Request

6.D. 2026-2027 Stipend List

7. **NEWSLETTERS**

8. **ADVANCED PLANNING**

8.A. The next Board of Education Meeting is October
5, 2026

9. **CLOSING ACTIVITIES**

9.A. Adjournment

**BOARD OF EDUCATION
AUGUST 17, 2026
MINUTES**

OPENING ACTIVITIES

A. Call to Order

The Board of Education of Morgan County School District Re-3 met in regular session at 7:00 p.m. on August 17, 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, in attendance were Mr. Rob Sanders, Superintendent, and Mr. Jason Frasco, Assistant Superintendent. Dr. Rena Frasco, Assistant Superintendent, and Ms. Toni Miller, Chief Financial Officer.

B. Approval of Previous Minutes

Mrs. Amy Grantham made a motion to approve the minutes from the regular meeting on July 13, 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. Amy Grantham made a motion to remove 7C District Policy Exhibits to Retire, and with that removal, approve the agenda, as presented. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

SPECIAL PRESENTATION

A. School Counselors to give an update about their work and grant work - Mr. Matthew McClain

Mr. McClain and other School Counselors presented an update on their grant work and Curriculum.

- Grant Progress: The district is in Year 3 of a competitive school counseling grant focused on student outcomes, system alignment, and data collection.
- Data Collection & Assessments:
 - K-5 conducts 1-on-1 student check-ins (picture scales for primary grades, rating scales for older elementary) and utilizes teacher-completed surveys to assess student needs.
 - High school students complete self-assessment surveys three times a year (beginning, middle, end) to track progress and identify needs.
 - Pre- and post-lesson data and grade-level re-checks (Grades 2-5) are being collected to measure skill acquisition.
- Character Strong Curriculum Implementation:

- Implemented district-wide (K–12) to create consistent terminology (e.g., "Tree of Choices" for conflict resolution, shared vocabulary for traits like respect).
- K–8 Updates: Delivered Tier 1 universal lessons (27 lessons last year; 25 planned for this year) alongside Tier 2 small groups and career events.
- High School Updates: Reduced target lessons to 25 based on staff feedback ("drivers and barriers" review).
- Teacher Support: Counselors will join PLCs to help walk teachers through lesson delivery—particularly emotional topics—and build staff confidence.

Board of Education Questions & Discussion

- Consistent Language: Counselors provided examples of common vocabulary and tools (e.g., morning management routines, "Tree of Choices" framework) used across classrooms and settings.
- District-Wide Alignment: Highlighted the benefit of students transitioning between elementary, middle, and high school with familiar frameworks and expectations.
- Tier 2 Interventions: High school survey data directly informed small group topics, including self-regulation, self-management, and coping strategies (serving ~30 students in targeted groups).
- Future Reporting: Counselors will return later in the school year to present data collection results and year-end outcomes.

OPPORTUNITY FOR AUDIENCE

None

REPORTS

A. Board – Mrs. Nancy Hopper

There was not a report from Mrs. Nancy Hopper but mentions The Colorado Association of School Boards (CASB) have their Regional Meeting this Wednesday August 19th from 6:00PM to 8:00PM with approximately 24 individuals registered to attend.

B. Superintendent – Mr. Rob Sanders

Beginning of the School Year

- Mr. Rob Sanders expressed gratitude to staff for operations during his absence in July, with special thanks to Mr. Frasco for handling major items.
- Staff Visits: Replaced the traditional district-wide breakfast with school-to-school visits to deliver welcome messages to all staff members, noting strong morale and a positive culture across all buildings.

Facilities & Maintenance Updates

- Baker Elementary (HVAC Issues):
 - The building's north side experienced severe air conditioning failures, with room temperatures reaching 85°F last week.
 - System repairs restored cooling capacity to 50% by Friday, dropping room temperatures to the low 70s.
 - Leak repairs on one unit are complete and operational.
 - Two replacement valves are on a 5-week backorder; existing valves are functioning in the interim until new parts arrive.
- High School:
 - Minor HVAC glitches were resolved via standard system resets.
 - Gymnasium Floor: Refinishing on the basketball court is complete, fully functional, and ready for use.

C. Assistant Superintendent Curriculum/Assessment – Dr. Rena Frasco
Colorado Digital Learning Solutions (CDLS)

Enrollment & Demographics

- Total Enrollment: 26 students currently enrolled for the upcoming term.
 - High School: 15 students (including 2 taking AP/elective courses not offered on-campus).
 - Middle School: 6 students.
 - Elementary: 3 students.
 - Lincoln Alternative: 2 students.

Program Operations & Orientation

- Orientation: District-level parent/student orientation was held in the boardroom on Thursday. Device distribution was completed for families needing hardware.
- Counselor Support: Transitioned course registration responsibilities to school counselors this year (Dr. Rena Frasco handled elementary enrollments).
- Schedule & Expectations: Classes start on Wednesday.
- Accountability: Reassessed clear expectations with families via the Online Student Handbook. Students struggling with engagement or communication will be evaluated in mid-September for potential return to in-person instruction.
- Board of members commended the administration for providing flexible learning options to meet diverse student needs.

D. Assistant Superintendent Human Resources – Mr. Jason Frasco
Personnel and Staffing:

Open Positions:

Certified: 6 vacancies

Classified: 6 vacancies

Various Coaching/extracurricular roles

Onboarding: New staff onboarding and boot camps are complete, with positive feedback regarding the new cohort.

Sick Leave Banks

- Certified Sick Bank (FMEA Agreement): Required minimum is 300 days; currently sitting above threshold at approximately 350 days.
- Classified Sick Bank: Required minimum is 200 days; dropped to 196 days in June. Will coordinate with the Classified Association for re-donations to replenish the bank and maintain membership eligibility.
- Non-Association Sick Bank: Currently sitting in the mid-70s for available days.

Benefits Administration

- HRA Administration: Transitioning HRA administration from Affiliated Benefits (Sterling) to American Fidelity effective September 1.
- Supplemental Benefits: Open enrollment with American Fidelity will take place in October.

Facilities & Construction (Pioneer Project / Middle School)

- Contractor Performance: Pioneer assigned two project managers (including one from Arizona) to prioritize the project and bring it back on schedule.
- Occupancy & Inspections:
 - Classrooms: Passed electrical (Tuesday) and fire (Thursday) inspections, earning Temporary Certificate of Occupancy (TCO) on Friday. Staff and IT began moving into classroom spaces immediately.
 - Administrative Offices: Electrical/fire inspection scheduled for Tuesday/Wednesday. Staff move-in planned following approval.
- Backordered Items: A fire window/door assembly is backordered 3 to 5 weeks; will not delay office move-in or operational timeline.
- Next Steps: Pioneer punch list review scheduled for Wednesday, followed by final district punch list at project completion.

E. Chief Financial Officer – Ms. Toni Miller

Ms. Toni Miller presented the 2025-2026 Final Supplemental Budget

Audit Preparation & Supplemental Budget Adjustments, Staff are actively preparing for the upcoming financial audit, targeting an internal completion deadline of October. Audit preparations revealed over-expenditures in three areas requiring supplemental budget adjustments:

- General Fund (\$781,000 Additional Appropriation):
 - Cause: Accelerated construction progress on the Pioneer project completed in June exceeded initial timeline projections.
 - Impact: Supported by incoming revenue offset; does not alter the board-approved deficit.
- Insurance Fund (\$20,000 Additional Appropriation):
 - Cause: Unanticipated Workers' Compensation claim/charge from the prior year totaling approximately \$24,000.
 - Impact: Keeps fund expenditures aligned with regulatory standards.
- Building Fund (\$12,000 Additional Appropriation):
 - Cause: Additional unexpected HVAC expenses.
 - Impact: Covered within existing fund parameters.
- Financial Position: None of the requested adjustments impact the overall approved surplus or deficit figures; they serve to align actual line-item expenditures for full compliance prior to audit submission.

DISCUSSIONS ITEMS

A. Policy KBA, District Title I Parent and Family Engagement - District Revision - Third Reading

This Policy was presented for the third reading with no discussion.

B. Policies - District Revisions - Second Reading

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

- JKA - Use of Physical Intervention and Restraint Policy
- JKA- R - Use of Physical Intervention and Restraint Regulation
- AC-R-1 -Harassment and Discrimination Investigation Procedures for Students

C. Policies - District Policy Exhibits to Retire

These Policies were removed.

- ICA-E - School Year Calendar for 2025-2026
- GCBA-E - Certified Salary Schedule for 2025-2026
- GDBA-E Classified Salary Schedule for 2025-2026
- GDB-E - Personnel Action Form

D. Policies - CASB Special Policy Updates - First Reading

These Policies were presented for a first reading with no discussion.

- DJB, Federal Procurement
- DJB-R, Federal Procurement
- GBI, Criminal History Record Information
- JLCB, Immunization of Students
- JLCB-R, Immunization of Students

- GBEB, Staff Conduct (And Responsibilities)
- JLF, Reporting Child Abuse and Child Protection Procedures
- JLF-R, Reporting Child Abuse and Child Protection Procedures

E. Policies - District Revisions - First Reading

Policy IHCD- Concurrent Enrollment was presented for the first reading with no discussion.

F. FMMS HANDBOOK

The 2026-2027 Fort Morgan Middle School (FMMS) Handbook was presented with no discussion.

CONSENT AGENDA

- A. Personnel Action Report
- B. Claims and Accounts
- C. Approval of Consent Agenda

Mrs.Amy Grantham 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 Resolution to 2025-2026 Final Supplemental Budget
Mrs.Kati Jess made a motion to approve Resolution to 2025-2026 Final Supplemental Budget. Mrs.Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

B. Consideration to Approve Policy KBA, District Title I Parent and Family Engagement. Mrs. Kati Jess made a motion to approve Policy KBA, District Title I Parent and Family Engagement. Mrs. Amy Grantham seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

C. Consideration to Approve 2026-2027 FMMS HANDBOOK Mrs. Amy Grantham made a motion to approve 2026-2027 FMMS HANDBOOK. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 6; "NAY" 1; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

ADVANCED PLANNING

- A. The next Board of Education Meeting is September 14, 2026
- B. The CASB Regional Meeting will be held at the District Support Center on August 19, 2026 at 6:00PM

ADJOURNMENT

The regular meeting adjourned at 7:28 p.m.

Respectfully submitted,

Kati Jess, Board Secretary

Nancy Hopper, Board President

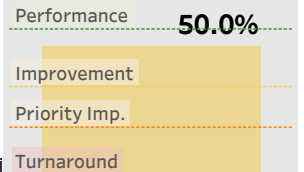
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1009: Baker Elementary School | 2405: Fort Morgan Re-3

Grade Levels: E - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Improvement Plan
50.0/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.


Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	38.6%	15.4/40	Approaching
Academic Growth	57.7%	34.6/60	Approaching

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Assurances

	Rating
Participation	Meets 95% Participation

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	183	179	97.8%	3	99.4%	Meets 95% Participation
Math	183	179	97.8%	3	99.4%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:
Meets 95% Total Participation
Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	38.6%	15.4/40	Approaching	50.0%	Improvement
	Academic Growth	57.7%	34.6/60	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

1009: Baker Elementary School | 2405: Fort Morgan Re-3

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	176	97.8%	722.6	15	4.00/8	Approaching
	Previously Identified for READ Plan	52	96.3%	698.7	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	115	97.5%	716.8	6	0.25/1	Does Not Meet
	Minority Students	142	99.3%	720.2	10	0.25/1	Does Not Meet
	Multilingual Learners	70	100.0%	711.4	2	0.25/1	Does Not Meet
	Students with Disabilities	26	90.0%	692.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	177	97.8%	717.3	12	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	116	97.5%	711.5	5	0.25/1	Does Not Meet
	Minority Students	143	99.3%	715.6	9	0.25/1	Does Not Meet
	Multilingual Learners	71	100.0%	709.1	3	0.25/1	Does Not Meet
	Students with Disabilities	26	90.0%	694.5	1	0.25/1	Does Not Meet
CMAS - Science	All Students	62	98.4%	725.1	28	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	35	97.2%	717.9	15	0.50/1	Approaching
	Minority Students	50	100.0%	723.2	24	0.50/1	Approaching
	Multilingual Learners	26	100.0%	720.2	19	0.50/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	13.50/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	124	42.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	78	43.0	0.50/1	Approaching
	Minority Students	102	43.0	0.50/1	Approaching
	Multilingual Learners	57	44.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	124	43.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	78	41.0	0.50/1	Approaching
	Minority Students	102	43.0	0.50/1	Approaching
	Multilingual Learners	57	39.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	91	67.0	4.00/4	Exceeds
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	15.00/26	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026	
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75		
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50		
	• below the 15th percentile			Does Not Meet	2	0.25		
	Students Previously Identified for a READ Plan (bonus point)							
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP	
	• at or above 65			Exceeds	8	1.00	4.0	
	• at or above 50 but below 65			Meets	6	0.75	3.0	
	• at or above 35 but below 50			Approaching	4	0.50	2.0	
	• below 35			Does Not Meet	2	0.25	1.0	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group	
		1-Year	3-Year					
	• at or above			553.1	553.6	Exceeds	4	1.00
	• below previous cut but at or above			494.6	496.4	Meets	3	0.75
	• below previous cut but at or above			448.1	455.8	Approaching	2	0.50
	• below			448.1	455.8	Does Not Meet	1	0.25
	Mean CO SAT Math scale score was**:			1-Year	3-Year		All Students	Each Disaggregated Group
	• at or above			527.0	523.3	Exceeds	4	1.00
	• below previous cut but at or above			465.8	466.0	Meets	3	0.75
	• below previous cut but at or above			423.3	426.4	Approaching	2	0.50
	• below			423.3	426.4	Does Not Meet	1	0.25
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group	
	• at or below 0.5%				Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%				Meets	6	1.5	
	• at or below 5.0% but above 2.0%				Approaching	4	1.0	
	• above 5.0%				Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students			
	• at or above the 75.8%				Exceeds	4		
	• at or above 61.1% but below 75.8%				Meets	3		
	• at or above 46.8% but below 61.1%				Approaching	2		
	• below 46.8%				Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group	
	• at or above 95.0%				Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%				Meets	6	1.5	
	• at or above 75.0% but below 85.0%				Approaching	4	1.0	
	• below 75.0%				Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

3078: Fort Morgan High School | 2405: Fort Morgan Re-3

Grade Levels: H - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Performance Plan
53.0/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

 Performance **53.0%**

Improvement

Priority Imp.

Turnaround

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	43.8%	13.1/30	Approaching
Academic Growth	60.7%	24.3/40	Approaching
Postsecondary & Workforce Readiness	51.9%	15.6/30	Approaching

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Assurances

Assurance	Rating
Participation	Meets 95% Participation

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	715	686	95.9%	5	96.8%	Meets 95% Participation
Math	715	686	95.9%	5	96.6%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:
Meets 95% Total Participation
Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
High	Academic Achievement	43.8%	13.1/30	Approaching	53.0%	Performance
	Academic Growth	60.7%	24.3/40	Approaching		
	Postsecondary & Workforce Readiness	51.9%	15.6/30	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

3078: Fort Morgan High School | 2405: Fort Morgan Re-3

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	446	96.1%	426.3	23	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	239	94.7%	413.6	14	0.25/1	Does Not Meet
	Minority Students	337	95.9%	417.7	16	0.50/1	Approaching
	Multilingual Learners	100	93.1%	362.6	1	0.25/1	Does Not Meet
	Students with Disabilities	34	85.7%	341.5	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	451	96.1%	407.1	29	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	244	94.7%	397.4	22	0.50/1	Approaching
	Minority Students	342	95.9%	399.0	23	0.50/1	Approaching
	Multilingual Learners	105	93.1%	350.5	1	0.25/1	Does Not Meet
	Students with Disabilities	34	85.7%	315.0	1	0.25/1	Does Not Meet
CMAS - Science	All Students	215	90.7%	724.9	21	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	107	89.2%	719.7	10	0.25/1	Does Not Meet
	Minority Students	167	91.3%	719.7	10	0.25/1	Does Not Meet
	Multilingual Learners	46	90.2%	693.7	1	0.25/1	Does Not Meet
	Students with Disabilities	18	78.3%	701.6	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.75/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	403	44.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	212	44.0	0.50/1	Approaching
	Minority Students	308	43.5	0.50/1	Approaching
	Multilingual Learners	66	39.5	0.50/1	Approaching
	Students with Disabilities	28	54.5	0.75/1	Meets
CO PSAT/SAT - Math	All Students	631	52.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	334	54.0	0.75/1	Meets
	Minority Students	481	52.0	0.75/1	Meets
	Multilingual Learners	131	51.0	0.75/1	Meets
	Students with Disabilities	48	39.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	118	48.0	2.00/4	Approaching
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	17.00/28	Approaching

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results. PSAT/SAT cut scores for the multi-year reports were renormed based on 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. .

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

3078: Fort Morgan High School | 2405: Fort Morgan Re-3

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	218	*	449.7	95.7%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	114	*	419.4	94.4%	0.25/1	Does Not Meet
	Minority Students	168	*	426.9	95.0%	0.25/1	Does Not Meet
	Multilingual Learners	46	*	343.7	96.0%	0.25/1	Does Not Meet
	Students with Disabilities	17	*	376.5	77.3%	0.25/1	Does Not Meet
CO SAT - Math	All Students	220	*	423.5	95.7%	2.00/4	Approaching
	Free/Reduced-Price Lunch Eligible	116	*	404.6	94.4%	0.25/1	Does Not Meet
	Minority Students	170	*	407.9	95.0%	0.25/1	Does Not Meet
	Multilingual Learners	48	*	361.3	96.0%	0.25/1	Does Not Meet
	Students with Disabilities	17	*	348.8	77.3%	0.25/1	Does Not Meet
Dropout Rate	All Students	1,063	*	2.5%	*	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	464	*	4.1%	*	1.00/2	Approaching
	Minority Students	797	*	2.9%	*	1.00/2	Approaching
	Multilingual Learners	201	*	8.0%	*	0.50/2	Does Not Meet
	Students with Disabilities	72	*	2.8%	*	1.00/2	Approaching
Matriculation Rate	All Students	205	*	54.6%	*	2.00/4	Approaching
	2 Year	*	*	25.4%	*	0.00/0	-
	4 Year	*	*	15.6%	*	0.00/0	-
	CTE	*	*	28.3%	*	0.00/0	-
	Military	*	*	1.5%	*	0.00/0	-
	Postsecondary Program	*	*	0.5%	*	0.00/0	-
Graduation Rate	All Students	183	5yr	91.8%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	132	5yr	90.2%	*	1.50/2	Meets
	Minority Students	142	5yr	90.8%	*	1.50/2	Meets
	Multilingual Learners	33	5yr	78.8%	*	1.00/2	Approaching
	Students with Disabilities	19	6yr	94.7%	*	1.50/2	Meets
TOTAL		*	*	*	*	27.00/52	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	83.7%	91.8%	88.6%	84.0%	5yr
Free/Reduced-Price Lunch Eligible	84.4%	90.2%	85.1%	82.2%	5yr
Minority Students	79.6%	90.8%	86.4%	82.9%	5yr
Multilingual Learners	58.2%	78.8%	69.2%	74.4%	5yr
Students with Disabilities	82.4%	90.5%	94.7%	72.7%	6yr

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024-2026 results. Cut-scores for the multi-year reports were re-normed based on 2026 results.

Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2025 End of Year (EOY) data submission. Multi-year reports include 2023 through 2025 records.

Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2025 graduation cohort. Multi-year reports include 2023 through 2025 records.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for 1-Year and Multi-Year reports are based on data for students with AYGs between 2022 and 2025.

For additional information about ratings, refer to the scoring guide on the last page of this report.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value		
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50	
	• below the 15th percentile			Does Not Meet	2	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP
	• at or above 65			Exceeds	8	1.00	4.0
	• at or above 50 but below 65			Meets	6	0.75	3.0
	• at or above 35 but below 50			Approaching	4	0.50	2.0
	• below 35			Does Not Meet	2	0.25	1.0
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group
		1-Year	3-Year				
	• at or above	553.1	553.6	Exceeds	4	1.00	
	• below previous cut but at or above	494.6	496.4	Meets	3	0.75	
	• below previous cut but at or above	448.1	455.8	Approaching	2	0.50	
	• below	448.1	455.8	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:				All Students		Each Disaggregated Group
	• at or above	527.0	523.3	Exceeds	4	1.00	
	• below previous cut but at or above	465.8	466.0	Meets	3	0.75	
	• below previous cut but at or above	423.3	426.4	Approaching	2	0.50	
	• below	423.3	426.4	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group
	• at or below 0.5%			Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%			Meets	6	1.5	
	• at or below 5.0% but above 2.0%			Approaching	4	1.0	
	• above 5.0%			Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students		
	• at or above the 75.8%			Exceeds	4		
	• at or above 61.1% but below 75.8%			Meets	3		
	• at or above 46.8% but below 61.1%			Approaching	2		
	• below 46.8%			Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group
	• at or above 95.0%			Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%			Meets	6	1.5	
	• at or above 75.0% but below 85.0%			Approaching	4	1.0	
	• below 75.0%			Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

1850: Columbine Elementary School | 2405: Fort Morgan Re-3

Grade Levels: E - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Improvement Plan
50.9/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

 Performance **50.9%**

Improvement

Priority Imp.

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	46.4%	18.6/40	Approaching
Academic Growth	53.8%	32.3/60	Approaching

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	244	243	99.6%	1	100.0%	Meets 95% Participation
Math	244	243	99.6%	1	100.0%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:
Meets 95% Total Participation
Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	46.4%	18.6/40	Approaching	50.9%	Improvement
	Academic Growth	53.8%	32.3/60	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

1850: Columbine Elementary School | 2405: Fort Morgan Re-3

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	238	99.6%	732.6	34	4.00/8	Approaching
	Previously Identified for READ Plan	54	100.0%	703.3	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	130	99.3%	725.6	20	0.50/1	Approaching
	Minority Students	166	99.4%	726.5	22	0.50/1	Approaching
	Multilingual Learners	60	100.0%	715.0	5	0.25/1	Does Not Meet
	Students with Disabilities	21	100.0%	691.6	1	0.25/1	Does Not Meet
CMAS - Math	All Students	239	99.6%	731.3	42	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	131	99.3%	724.9	27	0.50/1	Approaching
	Minority Students	167	99.4%	726.7	31	0.50/1	Approaching
	Multilingual Learners	61	100.0%	718.3	13	0.25/1	Does Not Meet
	Students with Disabilities	21	100.0%	707.4	2	0.25/1	Does Not Meet
CMAS - Science	All Students	82	98.8%	729.0	35	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	51	98.1%	727.2	31	0.50/1	Approaching
	Minority Students	56	98.3%	722.1	22	0.50/1	Approaching
	Multilingual Learners	24	100.0%	713.0	8	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	16.25/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	161	48.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	90	47.0	0.50/1	Approaching
	Minority Students	113	48.0	0.50/1	Approaching
	Multilingual Learners	41	48.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	162	35.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	91	36.0	0.50/1	Approaching
	Minority Students	114	35.0	0.50/1	Approaching
	Multilingual Learners	42	35.5	0.50/1	Approaching
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	85	59.0	3.00/4	Meets
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	14.00/26	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026	
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75		
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50		
	• below the 15th percentile			Does Not Meet	2	0.25		
	Students Previously Identified for a READ Plan (bonus point)							
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP	
	• at or above 65			Exceeds	8	1.00	4.0	
	• at or above 50 but below 65			Meets	6	0.75	3.0	
	• at or above 35 but below 50			Approaching	4	0.50	2.0	
	• below 35			Does Not Meet	2	0.25	1.0	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group	
		1-Year	3-Year					
	• at or above			553.1	553.6	Exceeds	4	1.00
	• below previous cut but at or above			494.6	496.4	Meets	3	0.75
	• below previous cut but at or above			448.1	455.8	Approaching	2	0.50
	• below			448.1	455.8	Does Not Meet	1	0.25
	Mean CO SAT Math scale score was**:			1-Year	3-Year		All Students	Each Disaggregated Group
	• at or above			527.0	523.3	Exceeds	4	1.00
	• below previous cut but at or above			465.8	466.0	Meets	3	0.75
	• below previous cut but at or above			423.3	426.4	Approaching	2	0.50
	• below			423.3	426.4	Does Not Meet	1	0.25
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group	
	• at or below 0.5%				Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%				Meets	6	1.5	
	• at or below 5.0% but above 2.0%				Approaching	4	1.0	
	• above 5.0%				Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students			
	• at or above the 75.8%				Exceeds	4		
	• at or above 61.1% but below 75.8%				Meets	3		
	• at or above 46.8% but below 61.1%				Approaching	2		
	• below 46.8%				Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group	
	• at or above 95.0%				Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%				Meets	6	1.5	
	• at or above 75.0% but below 85.0%				Approaching	4	1.0	
	• below 75.0%				Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

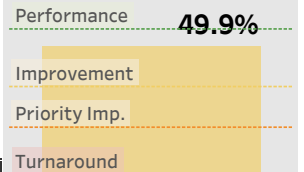
** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

3620: Green Acres Elementary School | 2405: Fort Morgan Re-3

Grade Levels: E - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Improvement Plan
49.9/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.


Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	44.3%	17.7/40	Approaching
Academic Growth	53.6%	32.2/60	Approaching

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Assurances

	Rating
Participation	Meets 95% Participation

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	179	179	100.0%	0	100.0%	Meets 95% Participation
Math	179	179	100.0%	0	100.0%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:
Meets 95% Total Participation
Insufficient State Data:
 No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	44.3%	17.7/40	Approaching	49.9%	Improvement
	Academic Growth	53.6%	32.2/60	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

3620: Green Acres Elementary School | 2405: Fort Morgan Re-3

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	174	100.0%	724.8	19	4.00/8	Approaching
	Previously Identified for READ Plan	46	100.0%	692.0	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	113	100.0%	719.2	8	0.25/1	Does Not Meet
	Minority Students	111	100.0%	717.7	7	0.25/1	Does Not Meet
	Multilingual Learners	52	100.0%	708.5	1	0.25/1	Does Not Meet
	Students with Disabilities	36	100.0%	688.6	1	0.25/1	Does Not Meet
CMAS - Math	All Students	177	100.0%	721.0	19	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	116	100.0%	712.8	7	0.25/1	Does Not Meet
	Minority Students	114	100.0%	713.1	7	0.25/1	Does Not Meet
	Multilingual Learners	55	100.0%	707.6	2	0.25/1	Does Not Meet
	Students with Disabilities	36	100.0%	697.9	1	0.25/1	Does Not Meet
CMAS - Science	All Students	59	96.8%	724.6	27	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	41	95.3%	719.1	16	0.50/1	Approaching
	Minority Students	37	95.0%	722.6	22	0.50/1	Approaching
	Multilingual Learners	16	94.4%	721.7	21	0.50/1	Approaching
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	15.50/35	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	113	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	75	48.0	0.50/1	Approaching
	Minority Students	73	48.0	0.50/1	Approaching
	Multilingual Learners	36	54.5	0.75/1	Meets
	Students with Disabilities	21	25.0	0.25/1	Does Not Meet
CMAS - Math	All Students	114	37.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	75	36.0	0.50/1	Approaching
	Minority Students	73	36.0	0.50/1	Approaching
	Multilingual Learners	36	35.5	0.50/1	Approaching
	Students with Disabilities	22	42.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	65	54.0	3.00/4	Meets
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	15.00/28	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value		
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50	
	• below the 15th percentile			Does Not Meet	2	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP
	• at or above 65			Exceeds	8	1.00	4.0
	• at or above 50 but below 65			Meets	6	0.75	3.0
	• at or above 35 but below 50			Approaching	4	0.50	2.0
	• below 35			Does Not Meet	2	0.25	1.0
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group
		1-Year	3-Year				
	• at or above	553.1	553.6	Exceeds	4	1.00	
	• below previous cut but at or above	494.6	496.4	Meets	3	0.75	
	• below previous cut but at or above	448.1	455.8	Approaching	2	0.50	
	• below	448.1	455.8	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:				All Students		Each Disaggregated Group
	• at or above	527.0	523.3	Exceeds	4	1.00	
	• below previous cut but at or above	465.8	466.0	Meets	3	0.75	
	• below previous cut but at or above	423.3	426.4	Approaching	2	0.50	
	• below	423.3	426.4	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group
	• at or below 0.5%			Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%			Meets	6	1.5	
	• at or below 5.0% but above 2.0%			Approaching	4	1.0	
	• above 5.0%			Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students		
	• at or above the 75.8%			Exceeds	4		
	• at or above 61.1% but below 75.8%			Meets	3		
	• at or above 46.8% but below 61.1%			Approaching	2		
	• below 46.8%			Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group
	• at or above 95.0%			Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%			Meets	6	1.5	
	• at or above 75.0% but below 85.0%			Approaching	4	1.0	
	• below 75.0%			Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible
	• at or above 87.5% Exceeds
	• at or above 62.5% but below 87.5% Meets
	• at or above 37.5% but below 62.5% Approaching
	• below 37.5% Does Not Meet

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

3074: Fort Morgan Middle School | 2405: Fort Morgan Re-3

Grade Levels: M - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Improvement Plan
50.2/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.



School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	43.8%	17.5/40	Approaching
Academic Growth	54.5%	32.7/60	Approaching

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	690	673	97.5%	11	99.1%	Meets 95% Participation
Math	689	674	97.8%	9	99.1%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:
Meets 95% Total Participation
Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Middle	Academic Achievement	43.8%	17.5/40	Approaching	50.2%	Improvement
	Academic Growth	54.5%	32.7/60	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

3074: Fort Morgan Middle School | 2405: Fort Morgan Re-3

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	658	97.5%	727.1	21	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	398	96.9%	722.8	12	0.25/1	Does Not Meet
	Minority Students	465	98.2%	723.8	14	0.25/1	Does Not Meet
	Multilingual Learners	192	99.5%	715.1	4	0.25/1	Does Not Meet
	Students with Disabilities	82	92.2%	692.8	1	0.25/1	Does Not Meet
CMAS - Math	All Students	668	97.8%	720.0	22	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	408	97.6%	715.3	13	0.25/1	Does Not Meet
	Minority Students	474	98.0%	716.3	14	0.25/1	Does Not Meet
	Multilingual Learners	201	99.5%	709.6	5	0.25/1	Does Not Meet
	Students with Disabilities	83	94.4%	694.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	220	96.9%	724.8	32	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	135	96.5%	720.7	25	0.50/1	Approaching
	Minority Students	158	98.1%	722.2	28	0.50/1	Approaching
	Multilingual Learners	62	98.4%	714.4	15	0.50/1	Approaching
	Students with Disabilities	25	89.3%	699.5	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.75/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	640	49.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	390	50.5	0.75/1	Meets
	Minority Students	457	51.0	0.75/1	Meets
	Multilingual Learners	197	48.0	0.50/1	Approaching
	Students with Disabilities	78	31.0	0.25/1	Does Not Meet
CMAS - Math	All Students	642	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	393	46.0	0.50/1	Approaching
	Minority Students	459	46.0	0.50/1	Approaching
	Multilingual Learners	198	46.0	0.50/1	Approaching
	Students with Disabilities	78	44.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	96	53.5	3.00/4	Meets
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	15.25/28	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026	
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75		
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50		
	• below the 15th percentile			Does Not Meet	2	0.25		
	Students Previously Identified for a READ Plan (bonus point)							
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP	
	• at or above 65			Exceeds	8	1.00	4.0	
	• at or above 50 but below 65			Meets	6	0.75	3.0	
	• at or above 35 but below 50			Approaching	4	0.50	2.0	
	• below 35			Does Not Meet	2	0.25	1.0	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group	
		1-Year	3-Year					
	• at or above			553.1	553.6	Exceeds	4	1.00
	• below previous cut but at or above			494.6	496.4	Meets	3	0.75
	• below previous cut but at or above			448.1	455.8	Approaching	2	0.50
	• below			448.1	455.8	Does Not Meet	1	0.25
	Mean CO SAT Math scale score was**:			1-Year	3-Year		All Students	Each Disaggregated Group
	• at or above			527.0	523.3	Exceeds	4	1.00
	• below previous cut but at or above			465.8	466.0	Meets	3	0.75
	• below previous cut but at or above			423.3	426.4	Approaching	2	0.50
	• below			423.3	426.4	Does Not Meet	1	0.25
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group	
	• at or below 0.5%				Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%				Meets	6	1.5	
	• at or below 5.0% but above 2.0%				Approaching	4	1.0	
	• above 5.0%				Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students			
	• at or above the 75.8%				Exceeds	4		
	• at or above 61.1% but below 75.8%				Meets	3		
	• at or above 46.8% but below 61.1%				Approaching	2		
	• below 46.8%				Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group	
	• at or above 95.0%				Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%				Meets	6	1.5	
	• at or above 75.0% but below 85.0%				Approaching	4	1.0	
	• below 75.0%				Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible
	• at or above 87.5%
	• at or above 62.5% but below 87.5%
	• at or above 37.5% but below 62.5%
	• below 37.5%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

6954: Pioneer Elementary School | 2405: Fort Morgan Re-3

Grade Levels: E - (1 Year)

Plan Type
Official Rating based on SINGLE-YEAR SPF Report
Improvement Plan
49.6/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

 Performance **49.6%**

Improvement

Priority Imp.

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	32.9%	13.2/40	Does Not Meet
Academic Growth	60.6%	36.4/60	Approaching

Assurances

	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	131	129	98.5%	1	99.2%	Meets 95% Participation
Math	132	129	97.7%	1	98.5%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:

Meets 95% Total Participation
Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	32.9%	13.2/40	Does Not Meet	49.6%	Improvement
	Academic Growth	60.6%	36.4/60	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

6954: Pioneer Elementary School | 2405: Fort Morgan Re-3

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	126	98.5%	714.3	4	2.00/8	Does Not Meet
	Previously Identified for READ Plan	44	97.8%	690.8	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	103	98.1%	714.8	5	0.25/1	Does Not Meet
	Minority Students	111	98.3%	714.7	5	0.25/1	Does Not Meet
	Multilingual Learners	61	96.9%	705.3	1	0.25/1	Does Not Meet
	Students with Disabilities	28	96.8%	688.1	1	0.25/1	Does Not Meet
CMAS - Math	All Students	126	97.7%	725.2	27	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	103	97.2%	724.6	26	0.50/1	Approaching
	Minority Students	111	97.4%	726.0	29	0.50/1	Approaching
	Multilingual Learners	61	95.4%	723.6	24	0.50/1	Approaching
	Students with Disabilities	28	96.8%	702.3	1	0.25/1	Does Not Meet
CMAS - Science	All Students	38	97.6%	702.9	1	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	30	97.0%	706.2	2	0.25/1	Does Not Meet
	Minority Students	31	97.1%	704.1	1	0.25/1	Does Not Meet
	Multilingual Learners	19	95.0%	697.5	1	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	11.50/35	Does Not Meet

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	80	47.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	62	45.5	0.50/1	Approaching
	Minority Students	70	47.0	0.50/1	Approaching
	Multilingual Learners	38	36.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	82	61.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	64	57.5	0.75/1	Meets
	Minority Students	72	61.5	0.75/1	Meets
	Multilingual Learners	40	55.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	87	44.0	2.00/4	Approaching
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	15.75/26	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks							
Performance Indicator	Measure/Metric			Rating	Point Value		
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75	
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50	
	• below the 15th percentile			Does Not Meet	2	0.25	
	Students Previously Identified for a READ Plan (bonus point)						
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)			1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP
	• at or above 65			Exceeds	8	1.00	4.0
	• at or above 50 but below 65			Meets	6	0.75	3.0
	• at or above 35 but below 50			Approaching	4	0.50	2.0
	• below 35			Does Not Meet	2	0.25	1.0
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group
		1-Year	3-Year				
	• at or above	553.1	553.6	Exceeds	4		1.00
	• below previous cut but at or above	494.6	496.4	Meets	3		0.75
	• below previous cut but at or above	448.1	455.8	Approaching	2		0.50
	• below	448.1	455.8	Does Not Meet	1		0.25
	Mean CO SAT Math scale score was**:				All Students		Each Disaggregated Group
	• at or above	527.0	523.3	Exceeds	4		1.00
	• below previous cut but at or above	465.8	466.0	Meets	3		0.75
	• below previous cut but at or above	423.3	426.4	Approaching	2		0.50
	• below	423.3	426.4	Does Not Meet	1		0.25
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group
	• at or below 0.5%			Exceeds	8		2.0
	• at or below 2.0% but above 0.5%			Meets	6		1.5
	• at or below 5.0% but above 2.0%			Approaching	4		1.0
	• above 5.0%			Does Not Meet	2		0.5
	Matriculation Rate (of all schools in 2018):				All Students		
	• at or above the 75.8%			Exceeds	4		
	• at or above 61.1% but below 75.8%			Meets	3		
	• at or above 46.8% but below 61.1%			Approaching	2		
	• below 46.8%			Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group
	• at or above 95.0%			Exceeds	8		2.0
	• at or above 85.0% but below 95.0%			Meets	6		1.5
	• at or above 75.0% but below 85.0%			Approaching	4		1.0
	• below 75.0%			Does Not Meet	2		0.5

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

ELP On Track Growth			
Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

August 4, 2026

2405: Fort Morgan Re-3

Grade Levels: EMH - (1 Year)

Accreditation Rating
Official Rating based on SINGLE-YEAR DPF Report
Accredited with Improvement Plan
51.2/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Distinction

Accredited

51.2%

Improvement

Priority Imp.

Turnaround

Accreditation categories are based on the total percentage of points earned.

Accredited with Distinction:
74.0% - 100%

Accredited:
56.0% - 73.9%

Accredited with Improvement Plan:
44.0% - 55.9%

Accredited with Priority Improvement Plan:
34.0% - 43.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	43.5%	13.1/30	Approaching
Academic Growth	56.3%	22.5/40	Approaching
Postsecondary & Workforce Readiness	51.9%	15.6/30	Approaching

Assurances

	Rating
Participation	Meets 95% Participation
Finance	Meets Requirements
Safety	Meets Requirements

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	2,175	2,121	97.5%	22	98.6%	Meets 95% Participation
Math	2,175	2,122	97.6%	20	98.5%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:
Meets 95% Total Participation
Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	43.8%	17.5/40	Approaching	49.7%	Improvement
	Academic Growth	53.6%	32.2/60	Approaching		
Middle	Academic Achievement	43.8%	17.5/40	Approaching	50.2%	Improvement
	Academic Growth	54.5%	32.7/60	Approaching		
High	Academic Achievement	43.1%	12.9/30	Approaching	52.8%	Improvement
	Academic Growth	60.7%	24.3/40	Approaching		
	Postsecondary & Workforce Readiness	51.9%	15.6/30	Approaching		

(-) No Reportable Data; *State accountability policy requires 95% participation in state assessments. Parent/guardian excusals do not affect the Accountability Participation Rate used for a one-level rating reduction. Districts or schools below 95% participation in ELA and Math receive an informational "Does Not Meet 95% Total Participation" descriptor that does not affect framework calculations. First-year U.S. multilingual learners eligible for the ELP assessment count as ELA participants. New for 2026-27, schools and districts with less than 25% ELA/Math participation are identified as "Low Participation" and must implement a Participation Action Plan. ACCESS On-Track Growth is unavailable for 2026-27 due to ACCESS scoring changes. See the scoring guide for more information.

2405: Fort Morgan Re-3

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	714	99.1%	725.0	19	4.00/8	Approaching
	Previously Identified for READ Plan	196	98.5%	696.6	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	461	98.7%	719.4	9	0.25/1	Does Not Meet
	Minority Students	530	99.3%	720.5	10	0.25/1	Does Not Meet
	Multilingual Learners	243	99.2%	710.1	1	0.25/1	Does Not Meet
	Students with Disabilities	111	96.6%	689.9	1	0.25/1	Does Not Meet
CMAS - Math	All Students	719	98.9%	724.3	25	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	466	98.5%	718.5	14	0.25/1	Does Not Meet
	Minority Students	535	99.1%	720.7	18	0.50/1	Approaching
	Multilingual Learners	248	98.8%	714.6	8	0.25/1	Does Not Meet
	Students with Disabilities	111	96.6%	700.0	1	0.25/1	Does Not Meet
CMAS - Science	All Students	241	98.0%	722.8	23	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	157	97.0%	719.0	16	0.50/1	Approaching
	Minority Students	174	97.8%	719.3	17	0.50/1	Approaching
	Multilingual Learners	85	97.8%	713.4	9	0.25/1	Does Not Meet
	Students with Disabilities	35	92.3%	686.6	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.75/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	478	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	305	46.0	0.50/1	Approaching
	Minority Students	358	47.0	0.50/1	Approaching
	Multilingual Learners	172	47.0	0.50/1	Approaching
	Students with Disabilities	62	31.5	0.25/1	Does Not Meet
CMAS - Math	All Students	482	43.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	308	43.0	0.50/1	Approaching
	Minority Students	361	43.0	0.50/1	Approaching
	Multilingual Learners	175	43.0	0.50/1	Approaching
	Students with Disabilities	63	50.0	0.75/1	Meets
English Language Proficiency	English Language Proficiency	328	54.0	3.00/4	Meets
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	15.00/28	Approaching

This page displays the performance indicator data for the elementary school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

2405: Fort Morgan Re-3

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	658	97.5%	727.1	21	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	398	96.9%	722.8	12	0.25/1	Does Not Meet
	Minority Students	465	98.2%	723.8	14	0.25/1	Does Not Meet
	Multilingual Learners	192	99.5%	715.1	4	0.25/1	Does Not Meet
	Students with Disabilities	82	92.2%	692.8	1	0.25/1	Does Not Meet
CMAS - Math	All Students	668	97.8%	720.0	22	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	408	97.6%	715.3	13	0.25/1	Does Not Meet
	Minority Students	474	98.0%	716.3	14	0.25/1	Does Not Meet
	Multilingual Learners	201	99.5%	709.6	5	0.25/1	Does Not Meet
	Students with Disabilities	83	94.4%	694.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	220	96.9%	724.8	32	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	135	96.5%	720.7	25	0.50/1	Approaching
	Minority Students	158	98.1%	722.2	28	0.50/1	Approaching
	Multilingual Learners	62	98.4%	714.4	15	0.50/1	Approaching
	Students with Disabilities	25	89.3%	699.5	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.75/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	640	49.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	390	50.5	0.75/1	Meets
	Minority Students	457	51.0	0.75/1	Meets
	Multilingual Learners	197	48.0	0.50/1	Approaching
	Students with Disabilities	78	31.0	0.25/1	Does Not Meet
CMAS - Math	All Students	642	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	393	46.0	0.50/1	Approaching
	Minority Students	459	46.0	0.50/1	Approaching
	Multilingual Learners	198	46.0	0.50/1	Approaching
	Students with Disabilities	78	44.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	96	53.5	3.00/4	Meets
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	15.25/28	Approaching

This page displays the performance indicator data for the middle school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

2405: Fort Morgan Re-3

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT - Reading & Writing	All Students	471	96.1%	422.0	20	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	257	94.7%	409.3	11	0.25/1	Does Not Meet
	Minority Students	351	96.1%	414.2	14	0.25/1	Does Not Meet
	Multilingual Learners	104	93.4%	361.5	1	0.25/1	Does Not Meet
	Students with Disabilities	43	88.5%	338.6	1	0.25/1	Does Not Meet
CO PSAT - Math	All Students	476	96.1%	402.0	24	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	262	94.7%	391.0	17	0.50/1	Approaching
	Minority Students	356	96.1%	394.5	19	0.50/1	Approaching
	Multilingual Learners	109	93.4%	347.0	1	0.25/1	Does Not Meet
	Students with Disabilities	43	88.5%	307.4	1	0.25/1	Does Not Meet
CMAS - Science	All Students	221	90.9%	724.3	20	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	113	89.7%	718.8	9	0.25/1	Does Not Meet
	Minority Students	171	91.4%	719.5	10	0.25/1	Does Not Meet
	Multilingual Learners	46	90.2%	693.7	1	0.25/1	Does Not Meet
	Students with Disabilities	18	78.3%	701.6	1	0.25/1	Does Not Meet
TOTAL		*	*	*	*	15.50/36	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CO PSAT/SAT - Reading & Writing	All Students	419	44.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	224	45.0	0.50/1	Approaching
	Minority Students	317	44.0	0.50/1	Approaching
	Multilingual Learners	67	40.0	0.50/1	Approaching
	Students with Disabilities	30	58.5	0.75/1	Meets
CO PSAT/SAT - Math	All Students	654	51.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	351	52.0	0.75/1	Meets
	Minority Students	495	52.0	0.75/1	Meets
	Multilingual Learners	134	50.0	0.75/1	Meets
	Students with Disabilities	55	36.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	119	48.0	2.00/4	Approaching
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	17.00/28	Approaching

This page displays the performance indicator data for the high school level. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024 through 2026 results. PSAT/SAT cut scores for the multi-year reports were renormed based on 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants. .

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

2405: Fort Morgan Re-3

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Reading & Writing	All Students	224	*	447.9	95.8%	1.00/4	Does Not Meet
	Free/Reduced-Price Lunch Eligible	120	*	417.6	94.7%	0.25/1	Does Not Meet
	Minority Students	172	*	426.0	95.1%	0.25/1	Does Not Meet
	Multilingual Learners	46	*	343.7	96.0%	0.25/1	Does Not Meet
	Students with Disabilities	17	*	376.5	77.3%	0.25/1	Does Not Meet
CO SAT - Math	All Students	226	*	421.3	95.8%	1.00/4	Does Not Meet
	Free/Reduced-Price Lunch Eligible	122	*	401.5	94.7%	0.25/1	Does Not Meet
	Minority Students	174	*	406.4	95.1%	0.25/1	Does Not Meet
	Multilingual Learners	48	*	361.3	96.0%	0.25/1	Does Not Meet
	Students with Disabilities	17	*	348.8	77.3%	0.25/1	Does Not Meet
Dropout Rate	All Students	1,689	*	2.0%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	789	*	2.7%	*	1.00/2	Approaching
	Minority Students	1,241	*	2.2%	*	1.00/2	Approaching
	Multilingual Learners	301	*	5.3%	*	0.50/2	Does Not Meet
	Students with Disabilities	157	*	2.5%	*	1.00/2	Approaching
Matriculation Rate	All Students	212	*	53.8%	*	2.00/4	Approaching
	2 Year	*	*	25.5%	*	0.00/0	-
	4 Year	*	*	15.1%	*	0.00/0	-
	CTE	*	*	27.4%	*	0.00/0	-
	Military	*	*	1.4%	*	0.00/0	-
	Postsecondary Program	*	*	0.5%	*	0.00/0	-
Graduation Rate	All Students	190	5yr	89.5%	*	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	137	5yr	88.3%	*	1.50/2	Meets
	Minority Students	146	5yr	89.0%	*	1.50/2	Meets
	Multilingual Learners	33	5yr	78.8%	*	1.00/2	Approaching
	Students with Disabilities	21	5yr	90.5%	*	1.50/2	Meets
TOTAL		*	*	*	*	27.00/52	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	81.7%	89.5%	84.6%	81.0%	5yr
Free/Reduced-Price Lunch Eligible	82.1%	88.3%	81.7%	78.9%	5yr
Minority Students	78.2%	89.0%	84.6%	80.2%	5yr
Multilingual Learners	56.5%	78.8%	69.1%	71.1%	5yr
Students with Disabilities	76.2%	90.5%	80.0%	69.6%	5yr

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants. For the 1-year report, calculations are based on 2026 state assessment results. Multi-year reports include 2024-2026 results. Cut-scores for the multi-year reports were re-normed based on 2026 results.

Dropout Rates: represent percentages of students enrolled in grades 7-12 for districts and 9-12 for schools at any time during the year who left and did not subsequently enroll in another Colorado school. 1-Year calculations are based on the 2025 End of Year (EOY) data submission. Multi-year reports include 2023 through 2025 records.

Matriculation Rates: represent percentages of high school graduates with a qualifying credential, enrollment, or enlistment status in a Career & Technical Education (CTE) program, a 2- or 4-year institute of higher education, a branch of the military, or a postsecondary program. Beginning in 2024, high school graduates who were enrolled in ASCENT, P-TECH, or TREP programs (i.e., Postsecondary Program) during their 5th year of high school count as successes. 1-Year calculations are based on the 2025 graduation cohort. Multi-year reports include 2023 through 2025 records.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for 1-Year and Multi-Year reports are based on data for students with AYGs between 2022 and 2025.

For additional information about ratings, refer to the scoring guide on the last page of this report.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

(*) Not Applicable; (-) No Reportable Data

Final Scoring Guide for 2026 District/School Performance Frameworks

Performance Indicator	Measure/Metric			Rating	Point Value			
Academic Achievement & ELP On Track Growth	Mean Scale Score was:				All Students	Each Disaggregated Group	ELP On Track Growth	
	• at or above the 85th percentile			Exceeds	8	1.00	Not Applicable: Paused for 2026	
	• at or above the 50th percentile but below the 85th percentile			Meets	6	0.75		
	• at or above the 15th percentile but below the 50th percentile			Approaching	4	0.50		
	• below the 15th percentile			Does Not Meet	2	0.25		
	Students Previously Identified for a READ Plan (bonus point)							
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)				1 bonus point			
Academic Growth	Median Growth Percentile was:				All Students	Each Disaggregated Group	ELP	
	• at or above 65			Exceeds	8	1.00	4.0	
	• at or above 50 but below 65			Meets	6	0.75	3.0	
	• at or above 35 but below 50			Approaching	4	0.50	2.0	
	• below 35			Does Not Meet	2	0.25	1.0	
Postsecondary and Workforce Readiness	Mean CO SAT Reading and Writing (EBRW) scale score was**:				All Students		Each Disaggregated Group	
		1-Year	3-Year					
	• at or above			553.1	553.6	Exceeds	4	1.00
	• below previous cut but at or above			494.6	496.4	Meets	3	0.75
	• below previous cut but at or above			448.1	455.8	Approaching	2	0.50
	• below			448.1	455.8	Does Not Meet	1	0.25
	Mean CO SAT Math scale score was**:			1-Year	3-Year		All Students	Each Disaggregated Group
	• at or above			527.0	523.3	Exceeds	4	1.00
	• below previous cut but at or above			465.8	466.0	Meets	3	0.75
	• below previous cut but at or above			423.3	426.4	Approaching	2	0.50
	• below			423.3	426.4	Does Not Meet	1	0.25
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):				All Students		Each Disaggregated Group	
	• at or below 0.5%				Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%				Meets	6	1.5	
	• at or below 5.0% but above 2.0%				Approaching	4	1.0	
	• above 5.0%				Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):				All Students			
	• at or above the 75.8%				Exceeds	4		
	• at or above 61.1% but below 75.8%				Meets	3		
	• at or above 46.8% but below 61.1%				Approaching	2		
	• below 46.8%				Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):				All Students		Each Disaggregated Group	
	• at or above 95.0%				Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%				Meets	6	1.5	
	• at or above 75.0% but below 85.0%				Approaching	4	1.0	
	• below 75.0%				Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data. *

Percentile	English Language Arts & Reading & Writing for CO PSAT				Mathematics				Science		
	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elementary	Middle	CO PSAT 1-Year	CO PSAT 3-Year	Elem	Middle	High
15th percentile	722.3	724.1	415.1	416.8	719.1	716.5	387.4	393.4	717.9	714.2	721.4
50th percentile	739.5	740.1	458.9	456.7	734.3	731.2	430.2	431.4	736.9	732.8	734.6
85th percentile	755.9	757.3	505.0	508.0	751.9	746.2	480.4	480.5	753.2	749.3	746.4

Percent of Students On Track for ELP Growth Targets

Percentile	Elementary	Middle	High
15th percentile	76.7%	37.3%	35.1%
50th percentile	76.7%	37.3%	35.1%
85th percentile	76.7%	37.3%	35.1%

Paused for 2026 Framework Calculations

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	36 points (8 per subject for all students, 4 per subject by disaggregated group)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP growth, 0 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of points eligible
	• at or above 87.5% Exceeds
	• at or above 62.5% but below 87.5% Meets
	• at or above 37.5% but below 62.5% Approaching
	• below 37.5% Does Not Meet

Cut-Points for Plan/Category Type Assignment

Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2024 for 1yr and 2025 for 3yr CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2024 for CMAS and CoAlt Science (g5, 8, 11). ELP On Track to Proficiency Growth paused due to vendor scale changes.

** 2024 school data used as baseline for 1 yr CO SAT & CoAlt EBRW/ELA & Math (g11) and 2025 data for 3yr.

Morgan County School District Re-3

District Support Center

715 West Platte Avenue
Fort Morgan, Colorado 80701



From the Human Resources Department

TO: BOE
FROM: Jason Frasco
DATE: September 10, 2026
RE: September 14, 2026 – BOE Report

1. Personnel Action Report – Action Item
2. Active Job Postings
 - a. Administrative:
 - b. Certified:
 - c. Classified:
 - d. Coaching:
 - e. Alternative: 1 standing posting to collect applications
 - f. Apprenticeship: 1 standing posting to collect applications
 - g. Resume: 1 standing posting to collect applications
 - h. Substitute: 4 standing postings for cook, custodian, classified, and certified
3. Longevity Bonus – Action Item
 - a. Paid in September
 - b. Total Longevity payout: \$84,940

Longevity Bonus

The Longevity Bonus awards employees who have a continuous run of employment in the district at the increments of 3, 7, 14, 21, or 28 years. Years of Service is calculated using the latest hire date. Those employees who qualify will receive their longevity bonus in the September 2019 payroll. Employees are "grandfathered" into the program and will receive an aggregate bonus of all years achieved (from the latest hire date) in September. If the BOE approves the bonus in subsequent years, only the next milestone (not already previously achieved) would be awarded.

	Classified	Certified	Admin (Non-licensed)	Admin
3 Years	\$500	\$1000	\$840	\$1200
7 Years	\$750	\$1500	\$1260	\$1800
14 Years	\$1500	\$3000	\$2500	\$3600
21 Years	\$2200	\$4500	\$3800	\$5400
28 Years	\$3000	\$6000	\$5100	\$7200

4. District Stipend List – Action Item
5. Compliance Training for District staff:
 - a. Working with VECTOR (free since we are members of CSDSIP)
 - b. Training will address a variety of areas such as:
 - Cultivating a Supportive, Respectful and Engaged Learning Classroom
 - Cybersecurity Overview
 - Seizure First Aid Ready by Epilepsy Foundation of America
 - Understanding Boundaries
 - Policy GBEB – Staff Professionalism
6. HRA/HSA allocations
 - a. Funded September-November

RE-3 NEWSLINE

Morgan County School District Re-3

June 4, 2019

Board of Education Approves 2019-20 Salary Schedules and Longevity Bonus

In their regular meeting on June 3, 2019, the Board of Education approved the 2019-20 Salary Schedules, Longevity Bonuses and the Memorandums of Understanding for ACP, FMEA, and , MASAP. This is the culmination of several hours of negotiations between the aforementioned groups, members of the Board of Education, as well as district staff.

By this action, the Board of Education committed **19 Million Dollars** in funds necessary to pay for both the 2019-20 salaries for **all** classifications of employees at full employment, as well as for the Longevity Bonuses. (More detailed information on the Longevity Bonus may be found below.) Adding benefits into the mix means a combined total of **26.2 Million Dollars**. Benefits include the district's PERA contribution, Life Insurance, Health, Dental, & Vision Insurance, as well as the HSA (Health Savings Account) and HRA (Health Reimbursement Account) contributions of \$750/\$1000. All told, this represents a net current year pay increase of **7.44%**.

Mr. Derek Gerken, President of the Board of Education, stated his support for the approval of the salary schedules and longevity bonus. Mr. Gerken added, "It is great that we are in a position financially to do this." "I hope this shows how much we appreciate the staff, especially those that commit to a long-term relationship with the district."

"The Board of Education purposefully advanced these salary schedules and longevity bonuses with the intentions of rewarding, maintaining, and finding the highest quality workforce on behalf of the students and families of the Morgan County School District Re-3."

*Dr. James Hammack
Superintendent of Schools*

Longevity Bonus

The Longevity Bonus awards employees who have a continuous run of employment in the district at the increments of 3, 7, 14, 21, or 28 years. Years of Service is calculated using the **latest hire date**. Those employees who qualify will receive their longevity bonus in the September 2019 payroll. Employees are "grandfathered" into the program and will receive an aggregate bonus of **all** years achieved (from the latest hire date) in September. If the BOE approves the bonus in subsequent years, only the next milestone (not already previously achieved) would be awarded.

The payout schedules are to the right.

	Classified	Certified	Admin (Non-licensed)	Admin
3 Years	\$500	\$1000	\$840	\$1200
7 Years	\$750	\$1500	\$1260	\$1800
14 Years	\$1500	\$3000	\$2500	\$3600
21 Years	\$2200	\$4500	\$3800	\$5400
28 Years	\$3000	\$6000	\$5100	\$7200

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	32,855	32,855
05XX Other Services							
06XX Supplies & Materials							
07XX Equipment	678,333	366,355	522,544	263,727		(113,727)	150,000
08XX Other Objects				59,237	59,237	20,570	79,807
09XX Other Uses				197,636	197,636	210,302	407,938
Total Expenditures	726,139	366,355	522,544	520,600	277,909		670,600
Surplus/(Deficit)	(121,761)	175,525	(2,966)	0	241,091		(150,000)
Fund Balances							
Fund Balance	624,415	799,942	796,976	796,976	1,038,067		646,976
Total Ending Fund Balance	624,415	799,942	796,976	796,976	1,038,067		646,976

Total Appropriation(Ending Fund Balance + Expense)

\$1,317,576

\$1,317,576

RESOLUTION

A RESOLUTION APPROPRIATING ADDITIONAL SUMS OF MONEY FOR THE 2025-2026 BUDGET YEAR TO DEFRAY EXPENSES IN EXCESS OF AMOUNTS BUDGETED FOR MORGAN COUNTY SCHOOL DISTRICT RE-3, FORT MORGAN, COLORADO.

WHEREAS, Morgan County School District Re-3 has received additional revenues not from property taxes and has completed additional Fund operational expenditures and ongoing construction expenditures pursuant to approved construction contracts and related construction grants.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Morgan County School District Re-3, Fort Morgan, Colorado, that the 2026-2027 appropriations for the following Fund be increased as follows:

	Final Appropriation <u>Jan. 31, 2026</u>	Supplemental Appropriation	Total Supplemental Appropriation
General Funds:			
Capital Reserve Fund	520,600	150,000	670,600

APPROVED AND ADOPTED this 14th day of September, 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 Miller, CPA, Chief Financial Officer
Minutes, Board of Education

Use of Physical Intervention and Restraint

To maintain a safe learning environment, District employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical Intervention

Corporal punishment shall not be administered to any student by any District employee or volunteer in accordance with state law.

Within the scope of their employment, District employees may use reasonable and appropriate physical intervention with a student, which does not constitute restraint as defined by this policy, to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than one minute unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Restraint

For purposes of this policy and accompanying regulation, restraint is defined as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals, and seclusion.

If property damage may be involved, restraint may only be used when the destruction of property would result in a serious, probable, imminent threat of bodily harm to the individual or another person and there is the present ability to effect such bodily harm. Restraint shall not include the holding of a student for less than one minute by a District employee for the protection of the student or others and other actions excluded from the definition of restraint in state law.

District employees shall not use restraint as a form of discipline, as part of a treatment or behavior modification plan, or in retaliation. District employees are also prohibited from restraining a student by use of a prone restraint, mechanical restraint, or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.

Restraint shall only be administered by District employees trained in accordance with applicable State Board of Education rules.

Use of Mechanical or Prone Restraints

1. A school officer or law enforcement officer acting in the officer's official capacity on District grounds, in a school vehicle, or at a school activity or sanctioned event shall not use mechanical restraints (e.g., handcuffs), physical restraints, or prone restraints on any student unless there is a danger to the student or others or during a custodial arrest that requires transport.
2. The prohibition on the use of mechanical or prone restraints in this policy and regulation shall not apply:
 - a. to certified peace officers or armed security officers working in a District school when (a) an emergency exists as defined by this policy and its accompanying regulation; (b) after the failure of less restrictive alternatives or a determination that less restrictive alternatives would be inappropriate or ineffective; (c) the officer has received documented training in defensive tactics utilizing handcuffing procedures and in restraint tactics utilizing prone restraint; and (d) has made a referral to a law enforcement agency and is making an arrest or is referring to law enforcement to make an arrest; and
 - b. when a student is openly displaying a deadly weapon.
3. Nothing in this policy or accompanying regulation prohibits transportation provided by the District from having seat belts, harnesses, car seats, or other devices for passenger safety.

Complaint Procedures and Regulations

A student, a parent or legal guardian, or a third party on behalf of a student or the student's parent or legal guardian may file a complaint regarding the use of restraint or seclusion used by an employee or volunteer of a school or charter school of the District by using the procedures established under 1 CCR 301-45 section 2.07.

The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint was filed and must contain the following information:

1. A statement that the employee or volunteer has violated a requirement regarding the use of restraints, including the relevant statute, rule, or regulation alleged to have been violated, if known by the complainant;

2. The facts on which the complaint is based, including the names and positions or titles of persons involved, the date of the alleged violation, the location where the alleged violation took place, and a description of what happened;
3. The name and the residential address of the child against whom the alleged violation occurred;
4. The name of the school that the child was attending when the alleged violation occurred;
5. The proposed resolution of the problem, if the complainant has a suggestion;
6. The signature and contact information (minimally, address and telephone number) for the complainant; and
7. Written verification in a cover letter accompanying the complaint that a complete copy of the Complaint and any attachments have been mailed, hand-delivered, or delivered by other secure method to the District.

The complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints Officer:

State Complaints Officer Colorado Department of Education
Office of Special Education, Dispute Resolution
201 East Colfax Avenue
Denver, Colorado 8020

Additionally, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the District.

Adopted: June 23, 1980

Revised: October 1993; January 2011; October 2017; April 17, 2023; October 2, 2023; September 14, 2026

LEGAL REFS.: C.R.S. § 18-1-703 (use of physical force by those supervising minors)
C.R.S. § 18-1-901 (3)(e) (definition of a deadly weapon)
C.R.S. § 18-6-401 (1) (definition of child abuse)
C.R.S. § 19-1-103 (1) (definition of abuse and neglect)
C.R.S. § 22-1-140 (definition of corporal punishment, and prohibition against volunteers or employees from imposing corporal punishment on a child)
C.R.S. § 22-32-109.1 (2)(a) (adoption and enforcement of discipline code)
C.R.S. § 22-32-109.1 (2)(a)(I)(D) (policy required as part of safe schools plan)
C.R.S. § 22-15.5-101 *et seq.* (Protection of Students from Restraint and Seclusion Act)
C.R.S. § 22-32-109.1 (2)(a)(D) (prohibition against corporal punishment shall be included in student conduct and discipline code)

C.R.S. § 22-32-109.1 (9) (immunity provisions in safe schools law)

C.R.S. § 22-32-147 (use of restraints on students)

1 CCR 301-45 (State Board of Education rules for the
Administration of the Protection of Students from Restraint and
Seclusion Act)

Use of Physical Intervention and Restraint

A. Definitions

In accordance with state law and the State Board of Education rules governing the Administration of the Protection of Students from Restraint and Seclusion Act, the following definitions apply for purposes of this regulation and accompanying policy.

1. "Restraint" means any method or device used to involuntarily limit a student's freedom of movement. Restraint includes seclusion, chemical restraint, mechanical restraint, and physical restraint. With certain exceptions, physical, prone, mechanical, and chemical restraints shall not be used.
2. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement for more than one minute. "Physical restraint" does not include:
 - a. holding a student for less than one minute by a staff person for the protection of the student or others; a physical intervention administered on a student that lasts one minute or less for the protection of a student, others, or property, except nothing in this policy may be interpreted to permit the holding of a student in a prone position, except as described below;
 - b. brief holding of a student by one adult for the purpose of calming or comforting the student;
 - c. minimal physical contact for the purpose of safely escorting a student from one area to another;
 - d. minimal physical contact for the purpose of assisting the student in completing a task or response.
3. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of a portion of their body. "Mechanical restraint" does not include:
 - a. devices recommended by a physician, occupational therapist or physical therapist; agreed to for use by the student's Individualized Education Program (IEP) team, by the student's Section 504 team, or by the student's parent (if the student does not have an IEP or Section 504 team); and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan;
 - b. a protective device (such as a helmet or mitts) that is used to prevent self-harm; is agreed to for use by the student's IEP team, the student's Section 504 team, or by the student's parent (if the

- student does not have an IEP or Section 504 team); and is used in accordance with the student's IEP or Section 504 plan;
- c. an adaptive device that is used to facilitate instruction or therapy for the student that is recommended for the student by a physician, occupational therapist, or physical therapist; is agreed to for use by the student, by the student's IEP team, or by the student's Section 504 team; and is used in accordance with the student's IEP or Section 504 plan; or
 - d. a positioning or securing device that is used to facilitate the student's medical treatment that is recommended for the student by a physician, occupational therapist, or a physical therapist; is agreed to for use by the student, by the student's IEP team, or Section 504 team; and is used in accordance with the student's IEP or Section 504 plan.
4. "Chemical restraint" means the involuntary administration of medication to a student for the purpose of restraining the student. "Chemical restraint" does not include:
- a. administering prescription medication that is regularly administered to the student for medical treatment other than to restrain the student's freedom of movement (e.g., asthma-corticosteroid, medications used to treat mood disorders, insulin, or Glucagon); or
 - b. administering medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diazepam).
5. "Prone restraint" means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.
6. "Seclusion" is a form of restraint and means the placement of a student alone in a room from which egress is prevented. "Seclusion" does not mean:
- a. placement of a student in residential services in the student's room for the night; or
 - b. "time-out," which means the removal of a student from a potentially rewarding situation or from a situation that would otherwise produce negative reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.
7. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury.

8. "State Board Rules" mean the State Board of Education rules governing the Administration of the Protection of Students from Restraint and Seclusion Act, 1 CCR [301-45](#).
9. "Parent" means the student's parent or legal guardians as defined by the State Board rules.
10. "Local Education Provider" means a school district, a charter school authorized by a school district pursuant to Article 30 of Title 22, C.R.S., a charter school authorized by the state Charter School Institute pursuant to Article 30.5 of Title 22, C.R.S., or a Board of Cooperative Services (BOCES) created and operating pursuant to Article 5 of Title 22, C.R.S. that operates one or more public schools.

B. Basis for use of restraint by staff

Restraint shall not be used as a form of punishment or disciplinary sanction, or to gain compliance, as part of a treatment plan or behavior modification plan, or as a form of retaliation.

Chemical restraints shall not be used.

Mechanical, physical, and prone restraints shall not be used when the student is on the property of the District or is participating in an off-campus activity or event sponsored by the District, except in the limited circumstances permitted by state law.

Restraints shall only be used:

1. In an emergency and with extreme caution; and
2. After:
 - a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
 - b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.

If property damage might be involved, restraint may only be used when the destruction would result in a serious, probable, imminent threat of bodily harm to self or others and there is the present ability to effect such bodily harm.

School personnel shall use restraints only for the period of time necessary to accomplish its purpose and, in the case of physical restraint, use no more force than necessary to limit the student's freedom of movement.

C. Duties relating to the use of restraint – general requirements

When restraints are used, District staff shall ensure that:

1. restraints are administered by District staff who have received training in accordance with the State Board rules;
2. no restraint is administered in such a way that the student is inhibited or impeded from breathing;
3. no restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;
4. opportunities to have the restraint removed are provided to the student who indicates they are willing to cease the violent or dangerous behavior;
5. when it is determined by trained District staff that the restraint is no longer necessary to protect the student or others (i.e., the emergency no longer exists), the restraint shall be removed and in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that they are free to leave the seclusion area.

D. Proper administration of specific restraints

1. Chemical restraints shall not be used.
2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy.
3. Physical restraint
 - a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
 - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.
 - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when it would be unsafe to do so.
4. Seclusion
 - a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities.
 - b. Any space in which a student is secluded shall have adequate lighting, ventilation and size and shall not be any space used by school staff for storage, custodial purposes, or office space.
 - c. Any space used for student seclusion must have at least one window to monitor students when the door is closed. If an adequate space with a window is not feasible, video camera monitoring must

be possible. Continuous monitoring is required throughout the time a student is secluded.

d. The space must be a safe space free of injurious items.

E. Notification requirements

1. If there is a reasonable probability that physical restraint or seclusion might be used with a particular student, appropriate school staff shall notify, in writing, the student's parents, and, if appropriate, the student of:
 - a. the restraint and seclusion procedures (including types of restraints) that might be used;
 - b. specific circumstances in which restraint might be used; and
 - c. staff that may be involved.
2. If the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

F. Documentation requirements

Notification & Documentation of Brief Physical Restraints (*This process does not include seclusions, which shall be documented as outlined below.*)

1. For physical restraints lasting more than one (1) minute, but less than five (5) minutes, the school shall provide the parent or legal guardian with written notice on the day of the restraint, which shall include:
 - a. The name of the student;
 - b. The date; and
 - c. The number of restraints used that day that lasted between one (1) and five (5) minutes.
2. Within one (1) school day, the staff involved shall submit a written report regarding the incident to the school administration.
3. A copy of the written notice to parents and the staff written report shall be placed in the student's educational record.

G. Notification & Documentation of Seclusions and other Restraints

1. The staff member who used any restraint or seclusion shall submit a written report of the incident to the school administration within one school day after the incident occurred.
2. For any use of seclusion and physical restraints lasting five (5) minutes or more, the school principal or designee shall verbally notify the

student's parents as soon as possible, but no later than the end of the school day, that the restraint or seclusion was used.

3. Within one (1) school day, the staff involved shall submit a written report regarding the incident to the school administration.
4. Within four (4) school days, appropriate school staff shall meet to review the incident. This review shall include, but not be limited to:
 - a. review of the incident, including review of the written report submitted by the staff involved and any related documentation to ensure the use of alternative strategies;
 - b. recommendations for adjustment of procedures, if appropriate; and
 - c. ensure follow-up communication with the student and student's family.
5. A written report based on the findings of the staff review shall be e-mailed, faxed, or mailed to the student's parent within five (5) calendar days of the use of restraint and placed in the student's educational file. The written report on the use of restraint or seclusion shall include:
 - a. the antecedent of the student's behavior, if known;
 - b. a description of the incident;
 - c. any efforts made to de-escalate the situation;
 - d. any alternatives to the use of restraint that were attempted;
 - e. the type and duration of the restraint used;
 - f. any injuries that occurred;
 - g. the names of the staff present and staff involved in administering the restraint;
 - h. the start and end time of the restraint;
 - i. information concerning the notification provided to the parent; and
 - j. for incidents of seclusion, information concerning whether the door was opened or closed.
6. If requested by the District or the student's parents, the District shall convene a meeting with parents to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

H. Review of specific incidents of restraint

1. The District shall ensure that a review process is established and conducted for each incident of physical restraint lasting five (5) minutes or more and any incident of seclusion. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
2. The review shall include, but is not limited to:
 - a. ensuring that there is follow up communication with the student and their parent;

- b. considering whether there were alternative strategies that could have been used; and
 - c. recommending adjustment of procedures, if appropriate.
3. If requested by the District or the student's parents, the District shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

I. General review process

1. The District shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the District is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:
 - a. analysis of incident reports, including, but not limited to, all reports prepared to fulfill the documentation requirements outlined in the policy, procedures used during the restraint, the preventative or alternative techniques tried, and staff compliance with documentation and review requirements;
 - b. training needs of staff;
 - c. staff to student ratio; and
 - d. environmental conditions, including physical space, student seating arrangements and noise levels.
3. Data from the annual review must be submitted to the Colorado Department of Education beginning no later than June 30, 2026, and every June 30 thereafter. That data includes:
 - a. the total number of physical restraints lasting more than one minute but less than five minutes;
 - b. the total number of physical restraints lasting five minutes or more;
 - c. the total number of students who experienced at least one physical restraint lasting more than one minute but less than five minutes;
 - d. the total number of students who experienced at least one physical restraint lasting five minutes or more;
 - e. the total number of students who experienced at least one seclusion;
 - f. the total number of seclusions;
 - g. the total number of mechanical restraints;

- h. the number of mechanical restraints that involved the use of handcuffs; and
- i. the total number of prone restraints.

J. Staff training

1. The District shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.
2. Training shall include:
 - a. the appropriate use of restraint (including, a continuum of prevention techniques, environmental management, and continuum of de-escalation techniques);
 - b. an understanding of the impact of adverse childhood events or trauma on students and their behavior and how to respond appropriately to avoid further harm or trauma through the use of restraint or seclusion;
 - c. methods to explain the use of restraint to the student who is to be restrained and to the student's family;
 - d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint; and
 - e. appropriate documentation and notification procedures (including monitoring and recording the time duration of a restraint or seclusion).
3. Retraining shall occur at a frequency of at least every two years.

Adopted: May 4, 2013

Revised: October 16, 2017; April 17, 2023; September 14, 2026

Harassment and Discrimination Investigation Procedures for Students

The District prohibits discrimination against any District student. It is a violation of policy for any student or staff member to harass students, or to retaliate against those who report harassment or discrimination or those who participate in a harassment investigation. For the purposes of this regulation, **"harassment"** is unwelcome conduct or communication directed at a student based on their protected class, as described in Policy AC, that is objectively offensive to a reasonable individual who is a member of the same protected class. The conduct or communication must meet at least one of the following: (i) submission to the conduct or communication is made a term or condition of access to educational services, (ii) submission to, objection to, or rejection of the conduct or communication is used or threatened to be used as a basis for educational decisions affecting the student; or (iii) the conduct or communication interferes with a student's ability to participate in the District's educational services, or creates an intimidating, hostile, or offensive educational environment.

Harassment under Colorado law also includes the knowing or intentional use of a name other than a student's chosen name, or the refusal to use a student's chosen name. (See Policy ACA.)

The District has adopted the below grievance procedures to encourage reporting and ensure that the investigation and resolution of complaints of harassment and discrimination against students are fair, impartial, and prompt.

Allegations of sexual discrimination or sex-based harassment arising under Title IX must follow the procedures specifically outlined in Policy AC-R-3.

Investigation Process

Throughout the investigation, the District will keep information related to the investigation confidential to the extent possible. The investigation will be fair, impartial, and prompt. The District will make a good faith effort to complete an investigation within sixty days after the complaint, with an additional thirty-day extension possible for good cause. The compliance officer will attempt to adhere to all timelines. If the compliance officer needs more time with regard to any aspect of the investigation, they will notify the parties in writing as to the reason for the extension.

Promptly after receiving a complaint, the compliance officer will offer the complainant and respondent supportive measures and inform the parties that they may request additional supportive measures throughout the investigation by contacting the compliance officer. If a student with a disability is a party, the compliance officer will collaborate with the student's 504/IEP team to determine appropriate supportive measures and will discuss these options with the student. Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; extra time for homework or tests; the opportunity to resubmit homework or retake a test; remedying an impacted grade; excused absences; the opportunity for home instruction; modifications to class schedules; and restrictions on contact between the parties to a report of harassment or discrimination.

During the investigation, all parties will be treated equitably and will be provided with equal opportunity to present evidence. Any questions that arise during the investigation should be directed to or forwarded to the compliance officer. The compliance officer will provide regular written updates about the status of the investigation to both parties and their parents/legal guardians at the end of each stage of the investigation, but at least every fifteen business days.

1. Making a Complaint

Any person who witnesses or experiences bullying on the basis of protected class, harassment, discrimination, or retaliation against students are encouraged to report the conduct to school staff by making a complaint with the District's compliance officer.

Any staff member who receives information about an incident or who witnesses harassment, discrimination, or retaliation must report the incident to the compliance officer.

Complaints may be made by phone, by email, in person, or through an online form and should include a detailed description of the alleged event(s), the date(s) the alleged event(s) occurred, and name(s) of the party/parties involved, including any witnesses. The complaint should be made as soon as possible after the incident.

- **Compliance Officer:**
Superintendent of Schools
Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
superintendent@fortmorgank12.com
- **Complaint Form Link:** www.fortmorgank12.com

No person can serve as the compliance officer in a matter in which they have a bias or conflict of interest with regard to the parties and/or the underlying conduct, or if they are alleged to have participated in prohibited conduct. If the compliance officer is alleged to have participated in prohibited conduct, complaints may be made to the following District employee.

- **Assistant Superintendent of Human Resources**
Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
hr@fortmorgank12.com

Retaliation against the complainant, respondent, or any person who filed a complaint or participated in an investigation is prohibited. Individuals found to have engaged in retaliatory behavior will be subject to disciplinary measures.

2. Evaluation by Compliance Officer

The compliance officer will review the complaint to determine whether the alleged conduct constitutes harassment or discrimination. The compliance officer will refer the matter back to the building principal or appropriate administrative department if the conduct alleged does not implicate a protected class or otherwise fit the characteristics of harassment or discrimination.

The compliance officer will refer any potential criminal charges to law enforcement. Upon the request of law enforcement, the compliance officer will delay action on a complaint for a reasonable amount of time to allow law enforcement to investigate the matter and will notify the parties of the delay. The compliance officer will not rely solely on a criminal investigation by a law enforcement agency in lieu of responding to a report of harassment or discrimination but may consider any evidence shared by law enforcement in making any determinations.

The compliance officer may assign any or all aspects of the investigation to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters.

As used in this regulation, the term "compliance officer" refers to the compliance officer or their designee.

3. Initial Meetings with the Parties

The following details actions to be taken by the compliance officer upon the determination that the underlying allegations, if proved to be true, constitute harassment or discrimination.

- a. *Initial meeting with Reporting Party, if any, and Complainant:* Within five school days following receipt of the complaint, the compliance officer will meet with the complainant and any reporting party and their parents or guardians.

The purpose of the initial meeting is for the compliance officer to:

- i. provide the complainant with the information detailed in paragraph (c) below; and
- ii. collect any additional information necessary to complete the complaint and determine whether the allegations, if proven to be true, constitute prohibited discrimination or harassment.

If the compliance officer determines there is no merit to the allegations, the compliance officer may dismiss the complaint and will notify the complainant in writing. If the complaint is dismissed at this stage, the compliance officer may meet with the respondent to advise them of the allegations and offer supportive measures.

If the complainant does not want to proceed with the next steps of the investigation, the compliance officer may elect to proceed with the investigation if necessary to stop any harassment or discrimination and otherwise ensure the safety of the school environment.

- b. *Initial Meeting with Respondent:* As soon as possible after meeting with the complainant and any reporting party, the compliance officer will meet with the respondent and, if this individual is a student, their parents/guardians, in order to obtain a response to the complaint. At the initial meeting, the compliance officer will advise the respondent as to the allegations against them and give the respondent a chance to respond to those allegations.
- c. *Information Provided at the Initial Meetings:* The compliance officer will provide to both the complainant and respondent the same basic information, including:
 - i. available supportive measures;
 - ii. copies of Board Policy AC and this regulation;
 - iii. timeline for the investigation process and the District's legal obligations;
 - iv. the possibility of resolving the complaint informally upon agreement of all parties;
 - v. that the information collected is confidential, so long as confidentiality does not prevent the District from responding effectively to prohibited conduct and preventing future prohibited conduct;
 - vi. all parties have a right to have an advisor present during all stages of the investigation; and
 - vii. parties will be granted excused absences for any therapy, medical, legal, or victim's services appointment associated with the report.

4. Informal Complaint Resolution

When the compliance officer deems it appropriate, an informal resolution process may be instituted. Informal resolution is not appropriate in all circumstances. It may only be used if both parties are students and both parties agree, with agreement voluntary, non-coerced, and documented in writing. Informal resolution may not be used if the underlying offense involves sexual assault or other act of violence. No party will be forced to participate in informal resolution and either party may request an end to an informal process at any time.

If both parties feel a resolution has been achieved through informal resolution, no further action need be taken to resolve the complaint. However, within [six - seven] school days following the conclusion of the informal resolution process, the compliance officer must prepare a written report for the parties detailing the process and any agreed upon corrective or restorative measures provided, including any steps the District will take to prevent future discrimination or harassment. A copy of the report will be shared with the Board of Education.

5. Formal Complaint Resolution

If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer will engage in formal complaint resolution.

- a. *Collect Evidence*: The compliance officer will collect evidence. Evidence may be collected by interviews with parties and witnesses, reviewing any available physical or documentary information, requesting written statements, or other appropriate methods at the compliance officer's discretion. Evidence may include but is not limited to: evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct.
- b. *Determination*: No later than fifty school days following receipt of the complaint, the compliance officer must prepare a written report which determines whether discrimination or harassment occurred. The compliance officer will apply the preponderance of the evidence standard, which means that it is more likely than not that the conduct occurred. In making this decision, all relevant circumstances must be considered by the compliance officer, including:
 - i. the degree to which the conduct affected the complainant's ability to participate in or benefit from the school environment;
 - ii. the type, frequency and duration of the conduct, recognizing that a single incident may rise to the level of harassment;
 - iii. the identity of and relationship between the respondent and the complainant;
 - iv. the context of the incident, including school size and location of the incident and/or other incidents at the school;
 - v. whether the conduct was threatening;
 - vi. the use of epithets, slurs or other conduct that is humiliating or degrading;
 - vii. whether the conduct or communication reflects stereotypes about an individual or group of individuals in a protected class;
 - viii. ages and number of respondents and complainants involved;
 - ix. patterns of misconduct of the respondent;
 - x. real or perceived power differentials between the parties;
 - xi. any other relevant circumstances.

The decision must include a written determination regarding responsibility, explain how and why the compliance officer reached the conclusions outlined in the report, detail any supportive measures or disciplinary sanctions already taken, and recommendations for future disciplinary measures.

If the compliance officer is not the superintendent, the compliance officer's report is advisory and must not bind the superintendent or the District to any particular course of action or remedial measure.

If the compliance officer is the superintendent, the report will include the determination of any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

6. Disciplinary Measures and Outcome

As soon as practicable after receiving the compliance officer's findings and recommendations, the superintendent or designee must determine any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

Students will not be disciplined for any of the following acts, if they are connected to the reported incident: truancy, late arrival, drug or alcohol use, consensual sexual activity, expressing a trauma symptom, unauthorized access to facilities, reasonable self-defense against the respondent, or talking publicly about the reported harassment or discrimination.

To the extent permitted by federal and state law, all parties, including the parents/guardians of all students involved, must be concurrently notified in writing of the final outcome of the investigation and any corrective or restorative action taken by the District within five school days following the superintendent's determination.

A copy of the compliance officer's report, and any corrective, disciplinary or restorative actions shall be provided to the Board of Education.

Resources

Throughout the investigation, or after the investigation concludes, affected individuals may choose to use the following resources:

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

National Sexual Assault Hotline: 1-800-656-4673

Violence Free Colorado: <https://www.violencefreecolorado.org/>

The Crisis Center 24/7 Hotline: 303-688-8484

Any local resources for use by students

Section 504 Hearing Procedure

For allegations under Section 504 regarding a student's identification, evaluation, or educational placement, and as otherwise required by law, the student, parent, or legal guardian may request a hearing in writing to the Compliance Officer. This hearing procedure will not address guilt or innocence or disciplinary consequences, which are instead governed by the District's discipline policies and procedures.

The District must appoint a person to serve as the impartial hearing officer, who must be knowledgeable about Section 504 and/or the ADA, if applicable. The District-appointed hearing

officer will schedule a due process hearing to occur as soon as reasonably practicable for the family and the District. The hearing must be informal and must be recorded. Formal rules of evidence do not apply. A student is entitled to be represented by their parent/legal guardian or by an attorney at their expense. The student or parent/legal guardian may appear at the hearing and is entitled to present testimony and other evidence. A District representative is likewise entitled to present testimony and other evidence. The hearing must be closed to the public.

Within ten (10) school days after the hearing, the hearing officer must issue a written decision based upon evidence presented at the administrative hearing, including any remedial or corrective action deemed appropriate. Remedial actions include measures designed to stop the unlawful discrimination, correct its negative impact on the affected individual, ensure that the conduct does not recur, and restore lost educational opportunities. Any action taken by the hearing officer will be final.

After the hearing officer has issued the decision, the recording of the hearing, all physical and documentary evidence, and all other items comprising the record of the hearing must be returned to the district.

Either party may seek review of the hearing officer's decision in a court of competent jurisdiction, in accordance with applicable law and applicable timelines for requesting such review.

Nothing contained herein may be interpreted to confer upon any person the right to a hearing independent of a District policy, administrative procedure, statute, rule, regulation, or agreement expressly conferring such right.

Outside Agencies

In addition to, or as an alternative to, filing a complaint pursuant to this regulation, a person may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are listed below.

Denver Office for Civil Rights (OCR)
U.S. Department of Education
1244 Speer Blvd., Suite 310, Denver, CO 80204-3582
Telephone: 303-844-5695
Fax: 303-844-4303
TTY: 303-844-3417.
Email: OCR. Denver@ed.gov

Federal Office of Equal Employment Opportunity Commission (EEOC)
303 E. 17th Avenue, Suite 410, Denver, CO 80203
Telephone: 800-669-4000
Fax: 303-866-1085
TTY: 800-669-6820
ASL Video Phone: 844-234-5122

Website: <https://publicportal.eeoc.gov/portal/>

Colorado Civil Rights Division (CCRD)
1560 Broadway, Suite 825, Denver, CO 80202
Telephone: 303-894-2997 or 800-886-7675
Fax: 303-894-7830
Email: DORA_CCRD@state.co.us (general inquiries),
DORA_CCRDIntake@state.co.us (intake unit)

Adopted November 1, 2010

Revised October 15, 2018; July 17, 2020; September 16, 2024; September 15, 2025, September 14, 2026, September, 2026

Federal Procurement

NOTE: Colorado school districts that receive federal funds are required by federal law to adopt procurement procedures and the law contains specific direction as to the content or language. This sample policy and its accompanying regulation contain the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

This policy and its accompanying regulation (**DJB-R**) applies to the purchase of services, supplies, equipment, or other property with federal funds that are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy or its accompanying regulation conflict or are otherwise inconsistent with mandatory provisions of the UGG, EDGAR, or other applicable federal law, the mandatory provisions of such laws control.

District **E**mployees must follow Board policy concerning **E**mployee purchasing authority when making any purchase with federal funds and must obtain prior Board approval in those instances when it is required by Board policy. District **E**mployees must also follow applicable state law and Board policy concerning competitive bidding, to the extent state law and/or Board policy establish additional requirements or procedures--including conducting criminal background checks for any person providing direct services to students pursuant to a written contract--that do not conflict with this policy and its accompanying regulation.

~~Federal Micro-Purchases (less than \$10,000)~~ FEDERAL MICRO-PURCHASES (LESS THAN \$15,000)

NOTE: While the federal micro-purchase threshold will remain at \$15,000, Districts may have a lower threshold or may self-certify a micro-purchase threshold up to \$50,000. This self-certification must be done annually and include a justification, clear indication of the new threshold, and supporting documentation of any of the following: (1) a qualification as a low-risk auditee in accordance with the criterion in 2 CFR 200.520 or (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risk.

A "**M**icro-**P**urchase" is a purchase of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed the micro-purchase threshold.

Micro-purchases may be made or awarded without soliciting competitive price or rate quotations if District **S**taff considers the price to be reasonable based on research, experience, purchase history, or other information and documents its files accordingly.

To the extent practicable, the District may distribute micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified and such suppliers offer effectively equivalent rates, prices, and other terms.

~~Federal Simplified Acquisition Threshold (\$10,000 to under \$250,000)~~ FEDERAL SIMPLIFIED ACQUISITION THRESHOLD (\$15,000 TO UNDER \$350,000)

"Simplified Acquisition Threshold" means the dollar amount below which a non-Federal entity may purchase property or services using small purchase methods. Non-Federal entities adopt small purchase procedures in order to expedite the purchase of items costing less than the simplified acquisition threshold.

For small purchases, price or rate quotes must be obtained in advance from a reasonable number of qualified sources, as detailed in this policy's accompanying regulation, unless:

1. A valid basis exists under the federal Uniform Grant Guidance for relying on procurement by a noncompetitive proposal (i.e., "single source" procurement); or
2. The District elects to use a more formal competitive bid or request for proposal process.

~~Competitive Bidding Threshold (\$250,000 or more)~~ COMPETITIVE BIDDING THRESHOLD (\$350,000 OR MORE)

The District must conduct a cost or price analysis for purchases that exceed the simplified acquisition threshold. At a minimum, this must include making an independent estimate before receiving bids or proposals (including noncompetitive proposals). A cost analysis means evaluating the separate cost elements that make up the price. A price analysis means evaluating the total price, without looking at the individual cost elements.

Whenever appropriate and relevant to the specific transaction, the cost analysis may include life-cycle cost estimates which must then be incorporated into any solicitations of bids or proposals.

~~Unnecessary or Duplicative Items~~ UNNECESSARY OR DUPLICATIVE ITEMS

The District must avoid the acquisition of unnecessary or duplicative items.

Consideration must also be given to consolidating or breaking out purchases to obtain a more economical purchase.

~~Recordkeeping~~ RECORDKEEPING

The District must maintain records sufficient to detail the history of procurements made with federal funds. These records may include, but not necessarily be limited to, the following:

rationale for the method of procurement, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis).

Retention of such procurement records must be in accordance with applicable law and Board policy.

Adopted June 5, 2017

Revised September 30, 2020; February 28, 2022; **TBD**

LEGAL REFERENCES.:

- 2 C.F.R. Part 200 Subpart D (*post-award requirements under the federal Uniform Grant Guidance*)
- 2 C.F.R. 200.318 (*general standards for procurement supported by federal funds*)
- 2 C.F.R. 200.319 (*written procurement standards required*)
- 2 C.F.R. 200.320 (*methods of procurement to be followed*)
- 2 C.F.R. 200.323 (*cost or price analysis*)
- 2 C.F.R. 200.333 (*record retention requirements*)
- 2 C.F.R. 200.336 (*access to records*)
- 7 C.F.R. 226 (*USDA procurement thresholds*)
- 7 C.F.R. 3016.36 (*USDA's procurement standards*)
- 7 C.F.R. 3016.37 (*USDA's procurement requirements for subgrants*)
- 34 C.F.R. Parts 75, 76 (*EDGAR - Education Department General Administrative Regulations*)
- 48 C.F.R. Subpart 2.1 (*micro-purchase and competitive bidding thresholds*)
- C.R.S. 22-32-144 (4) (*background check provision required in service contracts*)

CROSS REFERENCES.:

- BCB, School Board Member Conflict of Interest
- DAC*, Federal Fiscal Compliance
- DJ/DJA, Purchasing/Purchasing Authority
- DJE, Bidding Procedures
- DKC, Expense Authorization/Reimbursement (Mileage and Travel)
- EHB, Records Retention
- GBEA, Staff Ethics/Conflict of Interest

NOTE: The federal government periodically adjusts the threshold amounts for federal procurement. See ~~USDA Memo SP02CACFP03SFSP01-2022 (December 15, 2021)~~. This table lists the amounts effective as of ~~November 2020~~ **October 2025**:

<i>Procurement Method</i>	<i>Amount</i>
Micro Purchase Threshold	\$10,000 15,000 or less
Simplified Acquisition Threshold (for small purchases)	\$150,000 - \$250,000 350,000

Competitive Bidding Threshold

\$~~35~~250,000 or more

*Districts may self-certify a ~~M~~icro-~~P~~urchase ~~T~~hreshold up to \$50,000

Federal Procurement Procedures

NOTE: Colorado school districts that receive federal funds are required by federal law to adopt procurement procedures and the law contains some specific direction as to the content or language. This sample regulation and the accompanying policy contain the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

SINGLE SOURCE PROCUREMENT ~~“Single Source” Procurement~~

One or more of the following conditions justify procurement of a small or large purchase pursuant to a noncompetitive proposal (i.e., “single source” procurement):

1. The item is only available from a single source;
2. A public exigency or emergency exists and does not permit the delay that would result from a competitive solicitation;
3. After solicitation of a number of sources, the District determines that competition is inadequate; or
4. The federal awarding agency or the state as the pass-through entity has expressly authorized noncompetitive proposals in response to a written request from the District.

The District ~~shall~~ **must** document the grounds for using a single source procurement process in lieu of an otherwise-required competitive method of procurement.

STANDARDS FOR OBTAINING PRICE OR RATE QUOTATIONS

~~Standards for Obtaining Price or Rate Quotations~~

The following standards apply to District procurement decisions that include the consideration of price or rate quotations:

1. Obtain at least two price or rate quotations that represent acceptable procurement options;-
2. Price or rate quotations may be obtained from an online search, publicly advertised prices, written quotations prepared upon request or by documenting verbal quotations;-
3. The specific price or rate quotation need not be the sole determining factor in the procurement decision if:
 - a. ~~O~~ther relevant and material differences exist among the quotations (e.g., quality, functionality, vendor-supplied support services, life-cycle cost estimates, vendor

experience in connection with the purchase of services, etc.); and

- b. ~~S~~such differences predominate over a strict cost comparison.

4.If the District determines that it is in the District's best interests to not select the lowest price or rate quotation based upon the criteria listed in the above paragraph, the reason for deviating from using cost as the determining factor ~~must shall~~ be documented.

ADDITIONAL STANDARDS APPLICABLE TO PROCUREMENTS UNDER THE FEDERAL UNIFORM GRANT GUIDANCE

~~Additional Standards Applicable to Procurements under the Federal Uniform Grant Guidance~~

Unless expressly authorized by the federal Uniform Grant Guidance and/or other applicable federal law, the following standards ~~will shall~~ apply to District purchases made in whole or in part with federal funds:

1. The District ~~will shall~~ take affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. These affirmative steps include, but are not limited to, placing qualified small and minority businesses and women's business enterprises on solicitation lists and ensuring the small and minority businesses and women's business enterprises are solicited whenever they are potential sources~~;~~;
2. A time and materials contract may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk~~;~~;
3. District procurement supported by federal funds may be subject to the federal Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The general requirements include procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative program for procurement of recovered materials as identified in Environment Protection Agency (EPA) guidelines.

Adopted June 5, 2017

Revised **TBD**

Criminal History Record Information

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the majority of the requirements for handling criminal history record information (CHRI), but districts must ensure that they have written, district-specific procedures in place regarding the district's specific incident response plan. The district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

The Board of Education of Morgan County School District RE-3 is committed to ensuring the protection of the Criminal Justice Information (CJI) and its subset of Criminal History Record Information (CHRI). CHRI will be retained for a period of three years, at which point the information will be purged or destroyed in accordance with applicable record retention rules.

NOTE: CASB recommends that districts retain Criminal History Record Information for a three-year retention period, but there is no legal requirement for the length of time a district must retain this information. However, the length of the retention period must be specifically included in policy. Therefore, in this Policy, CASB has included a three-year retention period, because it is consistent with the retention schedule for personnel job records, as outlined in the Colorado School District Record Management Manual Schedule No. 15 - Personnel Records. However, districts may choose an alternate retention period as appropriate or as best meets the district's local needs and circumstances.

Accordingly, this policy applies to any electronic or physical media containing Federal Bureau of Investigation (FBI) or Colorado Bureau of Investigation (CBI) Criminal Justice Information while being stored, accessed, or physically moved from a secure location within the Morgan County School District RE-3. This policy also applies to any authorized person who accesses, stores, and/or transports electronic or physical media containing Criminal History Record Information.

Criminal Justice Information (CJI) and Criminal History Record Information (CHRI) DEFINITIONS

Criminal Justice Information (CJI) refers to all of the FBI Criminal Justice Information Services (CJIS) provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data.

Criminal History Record Information (CHRI) means information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests,

detentions, indictments, information, or other formal criminal charges, and any disposition arising therefrom, including acquittal, sentencing, correctional supervision, and release. The term does not include identification information such as fingerprint records if such information does not indicate the individual's involvement with the criminal justice system. CHRI is a subset of CJI and for the purposes of this document is considered interchangeable. Due to its comparatively sensitive nature, additional controls are required for the access, use, and dissemination of CHRI.

PROPER ACCESS, USE, AND DISSEMINATION OF CHRI ~~Proper Access, Use, and Dissemination of CHRI~~

CHRI must only be used for an authorized purpose consistent with the purpose for which it was accessed or requested and cannot be disseminated outside the receiving departments, related agencies, or other authorized entities. Dissemination to another agency is authorized if (1a) the other agency is an Authorized Recipient of such information and is being serviced by the accessing agency, or (2b) the other agency is performing noncriminal justice administrative functions on behalf of the authorized recipient and the outsourcing of said functions has been approved by Colorado Bureau of Investigation (CBI) officials with applicable agreements in place.

PERSONNEL SECURITY SCREENING ~~Personnel Security Screening~~

Access to CJI and/or CHRI is restricted to ~~A~~authorized ~~P~~personnel. Authorized ~~P~~personnel ~~are~~is defined as an individuals, or a group of individuals, who have completed security awareness training and have been granted access to CJI data.

SECURITY AWARENESS TRAINING ~~Security Awareness Training~~

Provide security and privacy literacy training to system users (including managers, senior executives, and contractors): as part of initial training for new users prior to accessing CJI and annually thereafter; and when required by system changes or within 30 days of any security event for individuals involved in the event.

~~Basic security awareness training is required within six months of initial assignment, and biennially thereafter, for all personnel with access to said confidential information.~~

PHYSICAL SECURITY ~~Physical Security~~

All CJI and CHRI information must be securely stored. The Morgan County School District ~~RE-3~~ will maintain a current list of ~~A~~authorized ~~P~~personnel. Authorized

Personnel will take necessary steps to prevent and protect the Morgan County School District RE-3 from physical, logical, and electronic breaches.

~~Media Protection~~ **MEDIA PROTECTION**

Controls must be in place to protect electronic and physical media containing CJI while at rest, stored, or actively being accessed. Electronic media includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. Physical media includes printed documents and imagery that contain CJI.

Physical Copies must be stored in a locking, fireproof, cabinet. All records must be stored in a locked records room with access only by Morgan County School District RE-3 employees designated by the Superintendent of schools.

NOTE: The following paragraphs contain optional language in brackets, choose the language that best applies to how your district stores and protects CJI; delete any language that does not apply.

The Morgan County School District RE-3 must securely store ~~electronic and~~ physical media within physically secure locations. The Morgan County School District RE-3 restricts access to ~~electronic and~~ physical media to authorized individuals. If physical and personnel restrictions are not feasible then the data must be encrypted. When no longer usable, information and related processing items must be properly disposed of to ensure confidentiality.

To protect CJI, Morgan County School District RE-3 Personnel will:

1. Securely store physical media within a physically secure or controlled area. A secured area includes a locked drawer, cabinet, or room.
2. Restrict access to physical media to authorized individuals.
3. Ensure that only authorized users remove printed form from the CJI.
4. Not use personally owned information system to access, process, store, or transmit CJI, unless the Morgan County School District RE-3 has established and documented the specific terms and conditions for personally owned information system use.
5. Not utilize publicly accessible computers to access, process, store, or transmit CJI.
 - a. Publicly accessible computers include, but are not limited to, hotel business center computers, convention center computers, public library computers, public kiosk computers, etc.
6. Store all hard copy CJI printouts maintained by the Morgan County School District RE-3 in a secure area accessible to only those employees whose job function require them to handle such documents.

7. Take appropriate action when in possession of CJI while not in a secure area: (1) CJI must not leave the employee's immediate control, (2) Precautions must be taken to obscure CJI from public view, such as by means of an opaque file folder or envelope for hard copy printouts.
For electronic devices like laptops, use session lock use and/or privacy screens. CJI will not be left in plain view.
8. Lock or log off computer when not in immediate vicinity of work area to protect CJI. Not all Morgan County School District RE-3 Personnel have same CJI access permissions and need to keep CJI protected on a need-to-know basis.
9. Establish appropriate administrative, technical, and physical safeguards to ensure the security and confidentiality of CJI.

MEDIA SANITATION AND DISPOSAL ~~Media Sanitization and Disposal~~

When no longer usable, ~~hard drives, diskettes, tape cartridges, CDs, ribbons,~~ hard copies, printouts, and other similar items used to process, store, and/or transmit FBI or CBI CJI must be properly disposed of in accordance with measures established by the ~~Morgan County School~~ District RE-3.

Physical media (printouts and other physical media) must be disposed of by one of the following methods:

1. ~~S~~shredding using District-issued shredders; or
2. ~~P~~laced in locked shredding bins for a private contractor to come on-site and shred, witnessed by District ~~P~~ersonnel throughout the entire process.

~~Electronic media (hard drives, tape cartridge, CDs, printer ribbons, flash drives, printer and copier hard drives, etc.) must be disposed of by one of the following methods:~~

- ~~1. Overwriting (at least 3 times) — an effective method of clearing data from magnetic media. As the name implies, overwriting uses a program to write (1s, 0s, or a combination of both) onto the location of the media where the file to be sanitized is located.~~
- ~~2. Degaussing — a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets (e.g., those used to hang a picture on a wall) are fairly weak and cannot effectively degauss magnetic media.~~
- ~~3. Destruction — a method of destroying magnetic media. As the name implies, destruction of magnetic media is to physically dismantle by methods of crushing,~~

~~disassembling, etc., ensuring that the platters have been physically destroyed so that no data can be pulled.~~

~~IT systems that have been used to process, store, or transmit FBI or CBI CJI and/or sensitive and classified information must not be released from the District's control until the equipment has been sanitized and all stored information has been cleared using one of the above methods.~~

ACCOUNT MANAGEMENT ~~Account Management~~

The District must manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts. The **Morgan County School District RE-3** must validate information systems accounts at least annually and must document the validation process.

All accounts must be reviewed at least annually by the designated CJIS ~~P~~oint of ~~C~~ontact or their designee to ensure that access and account privileges commensurate with job functions, need-to-know, and employment status on systems that contain CJI. The CJIS ~~P~~oint of ~~C~~ontact may also conduct periodic reviews.

REPORTING INFORMATION SECURITY EVENTS ~~Reporting Information Security Events~~

The **Morgan County School District RE-3** must promptly report incident information to appropriate authorities to include the CBI's Information Security Officer (ISO). Information security events and weaknesses associated with information systems must be communicated in a manner allowing timely corrective action to be taken. Formal event reporting and escalation procedures must be in place. Wherever feasible, the **Morgan County School District RE-3** must employ automated mechanisms to assist in the reporting of security incidents.

All employees, contractors, and third-party users must be made aware of the procedures for reporting the different types of events and weakness that might have an impact on the security of **Morgan County School District RE-3** assets and are required to report any information security events and weaknesses as quickly as possible to the designated ~~P~~oint of ~~C~~ontact.

POLICY VIOLATION AND MISUSE NOTIFICATION ~~Policy Violation/Misuse Notification~~

Violation of this policy or misuse of CHRI by any **Morgan County School District RE-3** ~~P~~ersonnel can result in significant disciplinary action, up to and including loss of access privileges, civil and criminal prosecution, and/or termination.

Likewise, violation of this policy or misuse of CHRI by any visitor can result in similar disciplinary action against the sponsoring employee and can also result in termination of services with any associated consulting organization or prosecution in the case of criminal activity.

In the event of a violation of this policy by Morgan County School District RE-3 Personnel or any visitor, notification to the Colorado Bureau of Investigation is required.

Adopted September 30, 2020

Revised February 28, 2022; August 12, 2024; **TBD**

LEGAL REFERENCES: P.L. 92-544 (*authorizes the FBI to exchange CHRI with officials of state and local governmental agencies for licensing and employment purposes*)
28 C.F.R. 20.33 (b) (*limited dissemination of criminal history record information*)
28 C.F.R. 50.12 (b) (*notification requirements regarding fingerprints*)
C.R.S. 22-2-119.3 (6)(d) (*name-based judicial record check – definition*)
C.R.S. 22-32-109.8 (*non-licensed personnel – submittal of fingerprints and name-based judicial record check*)
C.R.S. 22-32-109.9 (*licensed personnel – submittal of fingerprints and name-based judicial record check*)
C.R.S. 24-72-302 (*definition of criminal justice information*)

CROSS REFERENCES: GBEB, Staff Conduct (and Responsibilities)
GCE/GCF, Professional Staff Recruiting/Hiring
GDE/GDF, Support Staff Recruiting/Hiring

Immunization of Students

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

The Board directs the Superintendent or designee(s) to annually provide parents/guardians of each student enrolled in the District a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given; *the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine [optional: the school may also include immunization and vaccination rates for any other vaccine]* for the school's enrolled student population for the previous school year compared to the vaccinated children standard, and a statement that the school is required to collect and report the information, but the school does not control the school's specific immunization rates or establish the vaccinated children standard.

No student is permitted to attend or continue to attend any school in this District without meeting the legal requirements of immunization against disease unless the student has a valid exemption for health, religious, personal or other reasons as provided by law.

1. A certificate of medical exemption;
2. A certificate of nonmedical exemption.

Students who do not submit an up-to-date certificate of immunization ~~or a written authorization signed by one parent/guardian requesting local health officials to administer the immunizations~~ or a valid exemption will be suspended and/or expelled from school according to regulation (JLCB-R).

All information distributed to parents by the District will inform them of their rights to seek an exemption from immunization requirements.

Proposed July 7, 1997

Adopted August 18, 1997

Revised October 20, 1997; April 1998; June 2010; June 2014; June 2018; TBD

LEGAL REFERENCES: C.R.S. 22-32-140 (annual distribution of standardized immunization document required)
C.R.S. 22-33-106 (grounds for suspension, expulsion and denial of admission)
C.R.S. 25-4-901 et. seq. (school entry immunizations)
6 CCR 1009-2 (school immunization requirements)

CROSS REFERENCES:

JF, Admission and Denial of Admission
JFABE*, Students in Foster Care
JKD/JKE, Suspension/Expulsion of Students
JRA/JRC, Student Records/Release of Information on Students
JLCB-R, Immunizations of Students Regulation

NOTE 1: In accordance with state law, the Colorado Department of Public Health and Environment (CDPHE) has developed and provided to the Colorado Department of Education (CDE) a standardized immunization document regarding childhood immunizations. CDE shall post an updated standardized immunization document on its website on or before January 15th annually. C.R.S. 25-4-902.

NOTE 2: Districts may determine the method of distribution for the standardized immunization document. Solely posting the document on the school district's website or in a central area of the school is not sufficient to satisfy the notice requirement, however, each school district is encouraged to post a copy of the document on its website. C.R.S. 22-32-140.

NOTE 3: State law requires schools to make the immunization and exemption rates of their enrolled student population "publicly available upon request." C.R.S. 25-4-903 (5). The CDPHE has created a worksheet to assist schools in determining their immunization and exemption rates. To access this worksheet and related information, visit the CDPHE's website, <https://www.colorado.gov/cdphe>.

NOTE 4: State law also requires schools, on or by February 15, 2021 and every year thereafter, to include on the standardized immunization document the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine for the school's enrolled student population for the previous school year compared to the vaccinated children standard of 95%. C.R.S. 25-4-902 (4)(b).

Immunization of Students

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

1. No student may attend school in the District unless the student has presented to the school : (1) an up-to-date certificate of immunization, (2) a valid certificate of medical exemption, or (3) a completed certificate of nonmedical exemption. ~~as required by Colorado law, or a completed exemption form. (Note: please refer to current standardized immunization documents and official exemption forms developed and updated by the Colorado Department of Public Health and Environment.)~~

NOTE: Please refer to current standardized immunization documents and exemption forms developed and updated by the Colorado Department of Public Health and Environment.

2. A student will be exempted from required immunizations only upon the submission of:

~~Medical Exemptions. a. A completed certificate of medical exemption signed by certification from~~ a licensed physician, qualified physician assistant, or advanced practice nurse ~~that the~~ student's physical condition ~~of the child~~ is such that immunization would endanger the student's child's life or health or is otherwise medically contraindicated due to other medical conditions.

A medical exemption can be for:

1. Permanent Conditions, which requires the form to be submitted only once to the school; or
2. Temporary Conditions, which only last for the duration of the condition and will expire after the "temporary until" date, which is determined by the authorized immunizing provider who signed the form.

NOTE: The expiration date must be monitored by each school in the District to determine when the student is eligible to receive the required immunization. Additionally, all Medical Exemption Forms (temporary or permanent) must be maintained in the student's file at each new school the student attends.

Nonmedical Exemptions. A completed certificate of nonmedical exemption signed by one parent/guardian or an emancipated student. The certificate of nonmedical exemption must also include either:

1. The signature from a licensed physician, qualified physician assistant, advanced practice nurse, or pharmacist; or

2. Confirmation of completion of the Colorado Department of Public Health and Environment's Online Immunization Education Module.

~~a. Certificates of Nonmedical Exemption must be submitted once per school year. statement signed by one parent/guardian or the emancipated child that he or she adheres to a religious belief whose teachings are opposed to immunizations.~~

~~statement signed by one parent/guardian or the emancipated child that he or she holds a personal belief that is opposed to immunizations.~~

In the event of an outbreak of **any communicable** disease **against for** which immunization is required, no exemption will be recognized, and those students will be excluded from school.

~~Parents/guardians or emancipated students who assert an exemption from immunizations based on a religious or personal belief ("non-medical exemption") must submit the required exemption form to the school on an annual basis. Such submission must occur at the beginning of each school year that the non-medical exemption is asserted.~~

~~Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason must submit the required medical exemption form to the school one time. The medical exemption form will be maintained on file at each new school the student attends.~~

DUTIES RELATED TO IMMUNIZATIONS

Each school in the District annually provides the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine [optional: the school may also include immunization and vaccination rates for any other vaccine] for the school's enrolled student population for the previous school year compared to the vaccinated children standard.

The District will provide upon request an immunization reporting form. The **[appropriate school official, e.g., school nurse , principal]** is responsible for seeing that required information is included on the form and transferred to an official certificate of immunization as required.

If there is a failure to comply with the immunization requirements, the **[appropriate school official]** ~~school nurse~~ will personally notify the parent/guardian or emancipated student. Such notification will be accomplished **either** by telephone, **e-mail**, or in person. If this is not possible, contact will be by **physical** mail. Emancipated students must be contacted directly rather than through their parents/guardians.

The parent/guardian or emancipated student will be notified of the following:

- ~~a.~~ **T**hat up-to-date immunizations are required under Colorado law.

2. ~~b. That w~~ Within thirty (30) days of notification, the parent/guardian must submit **one of the following: (1) a completed certificate of medical exemption (either temporary or permanent), (2) a completed certificate of nonmedical exemption or, (3) documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.** ~~either an authorization for administration of the immunization by health officials or a valid exemption or documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.~~
3. ~~c.~~ That, if the required documentation is not submitted within ~~thirty (30)~~ days of notification, or if the student begins, but does not continue or complete, the written plan, the student will be suspended or expelled.
- 7.—A student who fails to comply will be suspended by the principal for up to five (5) days and notice of the suspension sent to the Health Department, in accordance with applicable law.
- 8.—If no certificate of immunization is received during the period of suspension, the **S**uperintendent will institute proceedings for expulsion.
- 9.—Any suspension or expulsion under this policy will terminate automatically upon compliance.
- 10.—Record of any such suspension or expulsion will be contained in the student's health file, with an appropriate explanation, — not in the student's disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

STUDENTS IN OUT-OF-HOME PLACEMENTS ~~Students in Out-of-Home Placements~~

The following procedure will apply to students in out-of-home placements, as that term is defined by C.R.S. 22-32-138(1)(e).

Unless the District or school is otherwise authorized to deny enrollment to a student in out-of-home placement, the District or school will enroll the student regardless of whether the District or school has received the student's immunization records. Upon enrolling the student, the school will notify the student's legal guardian that unless the school receives the student's certificate of immunization **or a written authorization for administration of immunizations** within **14** ~~thirty (30)~~ days after the student enrolls, the school will suspend the student until such time as the school receives the certificate of immunization or authorization.

Adopted August 18, 1997

Revised October 20, 1997; April 1998; June 21, 2010; June 2014; June 2018; November 17, 2025; **TBD**

Staff Conduct ~~(a~~And Responsibilities)

NOTE: Colorado school districts are required by law to adopt a policy that requires screening of new and current employees for criminal activities. The screening provisions have been included in this sample policy. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

All ~~S~~staff members have a responsibility to make themselves familiar with and abide by federal and state laws ~~as these affect their work~~, and the policies and regulations of the District.

As representatives of the District and role models for students, all staff ~~must shall~~ demonstrate and uphold high professional, ethical and moral standards. Staff ~~M~~members ~~must shall~~ conduct themselves in a manner that is consistent with the educational mission of the District and ~~must shall~~ maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation. Interactions between ~~S~~staff ~~M~~members must be based on mutual respect and any disputes will be resolved in a professional manner.

RULES OF CONDUCT ~~Rules of Conduct~~

Each staff member shall observe rules of conduct established in law which specify that a ~~S~~school ~~E~~mployee ~~must shall~~ not:

1. Disclose or use confidential information acquired in the course of employment to further substantially the ~~District E~~mployee's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the ~~S~~staff ~~M~~member's duties, or which the ~~S~~staff ~~M~~member knows or should know is primarily for the purpose of a reward for action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the ~~S~~staff ~~M~~member supervises.
4. Perform an action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the ~~S~~staff ~~M~~member has a substantial financial interest or is engaged as counsel, consultant, representative or agent.
5. ~~Perform any action in which the staff member has discretionary authority which directly and substantially confers an economic benefit on a business or other~~

~~undertaking in which the staff member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.~~

~~The phrase "economic benefit tantamount to a gift of substantial value" includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.~~

It ~~is~~ shall not be considered a breach of conduct for a ~~S~~staff ~~M~~member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting ~~S~~school ~~D~~istrict business.

General Work Rules

~~These work rules are intended to be examples and are not all inclusive.~~

~~Inappropriate conduct such as, but not limited to, the following examples are cause for disciplinary action which could include dismissal from employment.~~

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which are required of all District Personnel:

1. **Faithfulness and promptness in attendance at work.** ~~Dishonesty, theft, cheating, or fraud~~
2. **Support and enforcement of policies of the Board and regulations of the school administration in regard to students.** ~~Support misuse or unauthorized disclosure of confidential information, including unauthorized access, copying, removal, or falsification of facility records, and unauthorized recording of District business.~~
3. **Diligence in submitting required reports promptly at the times specified.** ~~Threatening, intimidating, coercing, or physical assault directed at others.~~
4. **Care and protection of school property.** ~~Unsatisfactory work performance, including negligence or inattention to duty and failure to perform assigned duties in an acceptable or productive manner, or at assigned times.~~
5. **Concern and attention toward the safety and welfare of students.** ~~Willful conduct detrimental to property or the operations of the District.~~
6. **Insubordination, including willful refusal to obey reasonable and lawful instructions of supervisors or other administrative personnel, which do not compromise health or safety.**

- ~~7. Faithfulness and promptness in attendance at work. Excessive unexcused absences or tardiness, or failure to report to a scheduled work assignment without complying with absence notification procedures.~~
- ~~8. An employee who fails to report to work and fails to notify his/her supervisor of the reason for absence from work for four (4) consecutive workdays will be considered to have abandoned his/her job. The employee is deemed to have quit and will be terminated immediately.~~
- ~~9. Violation of published District safety rules or safety practices.~~
- ~~10. Unauthorized possession of weapon(s), firearm(s), or explosive(s) on District premises.~~
- ~~11. Omitting information that is not of a minor nature or providing false, misleading, or inaccurate information on any employment document.~~
- ~~12. Failure to plan for and implement the District's prescribed curriculum and adopted curricular materials.~~
- ~~13. Failure to comply with and enforce published policies and regulations of the Board.~~
- ~~14. Failure to provide for the safety and welfare of students including the need to ensure that students are appropriately supervised.~~

Maintaining Professional Staff/Student Boundaries

~~In a professional staff/student relationship, school employees maintain boundaries with District students that are consistent with their professional code of conduct and obligations whenever they act within their job capacity.~~

~~A boundary invasion is an act or omission by a school employee that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship. An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a District employee that does not have an educational purpose; and results in abuse of the staff/student professional relationship.~~

Unacceptable Boundary Invasions

~~Examples of inappropriate boundary invasions by staff members include but are not limited to the following:~~

- ~~• Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under District policy;~~
- ~~• Showing or distributing pornography to a student;~~
- ~~• Singling out a particular student or students for friendship beyond the professional staff student relationship;~~

- ~~After judication and/or admittance to guilt where students are consuming alcohol, drugs, or tobacco provided by the District employee;~~
- ~~For non-guidance/counseling staff, encouraging students to confide or reveal their personal or family problems and/or relationships;~~
- ~~Sending students on personal errands unrelated to any educational purpose;~~
- ~~Banter, allusions, jokes, or innuendos of a sexual nature with students;~~
- ~~Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;~~
- ~~Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;~~
- ~~Maintaining personal contact with a student outside of school, beyond homework or other legitimate school business, by phone, text messages, email, Instant Messenger or Internet chat rooms, social networking websites, or letters without including the parent/guardian and approval from the appropriate administrator;~~
- ~~Giving or exchanging inappropriate personal gifts, cards or letters with an individual student;~~
- ~~Socializing or spending time with individual students who are not relatives of the staff member (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities or as invited guests of the student's parents or guardians who are also present at the activity;~~
- ~~Giving a student a ride alone in a vehicle in a non-emergency situation; and/or~~
- ~~Unnecessarily invading a student's privacy, (e.g. walking in on the student in the restroom).~~

Appearances of Impropriety

The following activities are possible examples of boundary invasions and can create an actual impropriety or the appearance of impropriety:

- ~~Being alone with an individual student out of the view of others or in any room with the door closed;~~
- ~~Inviting or allowing individual students to visit the staff member's home;~~
- ~~Visiting a student's home for personal or other reasons unrelated to school business or activities and when a parent or guardian is not present; and/or~~
- ~~Social networking with students for non-educational purposes or with these characteristics:~~
 - ~~is hidden and/or secretive~~
 - ~~is loosely connected or has no connection to school~~
 - ~~supervisor has no knowledge of it~~
 - ~~parents or guardians are not aware of it taking place~~

CHILD ABUSE ~~Child Abuse~~

All District ~~E~~mployees who have reasonable cause to know or suspect that any child is subjected to abuse, neglect, or unlawful sexual contact, or who has observed any child being subjected to conditions which would reasonably result in abuse or neglect, as defined by state law, must make a report in accordance with Board policy ~~JLE and JLF-R~~. ~~or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with Board policy and state law.~~

The ~~S~~uperintendent is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a school ~~D~~istrict ~~E~~mployee. Such information shall remain confidential except that the ~~S~~uperintendent ~~must~~ shall notify the Colorado Department of Education of the child abuse investigation.

POSSESSION OF DEADLY WEAPONS ~~Possession of Deadly Weapons~~

The Board's policy regarding public possession of deadly weapons on ~~S~~school ~~P~~roperty or in ~~S~~school ~~B~~uildings shall ~~applies~~ to District ~~E~~mployees. However, the restrictions ~~do~~ shall not apply to ~~District~~ ~~E~~mployees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

FELONY AND MISDEMEANOR CONVICTIONS ~~Felony/Misdemeanor Convictions~~

If, subsequent to beginning employment with the District, the District ~~learns or~~ has good cause to believe that any ~~S~~taff ~~M~~ember has been convicted of, pled *nolo*

contendere to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the District ~~must~~ ~~shall~~ make inquiries to the Department of Education for purposes of screening the ~~E~~mployee.

In addition, the District ~~must~~ ~~shall~~ require the ~~E~~mployee to submit a complete set of fingerprints taken by a qualified law enforcement agency ~~an authorized District or BOCES Employee~~, or any third party approved by the Colorado Bureau of Investigation. Fingerprints must be submitted within 20 days after receipt of written notification. The fingerprints ~~must~~ ~~shall~~ be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. When the results of the fingerprint-based criminal history record check reveal a record of arrest without a disposition, the District ~~must~~ ~~shall~~ require the ~~E~~mployee to submit to a name-based criminal history record check. ~~Criminal history record information must be used solely for the purpose requested and cannot be disseminated outside the receiving departments, related agencies, or other authorized entities.~~

Disciplinary action, which could include dismissal from employment, may be taken against ~~P~~ersonnel if the results of fingerprint processing and/or name-based criminal history record check provide relevant information. Non-licensed ~~E~~mployees ~~must~~ ~~shall~~ be terminated if the results of the fingerprint-based or name-based criminal history record check disclose a conviction for certain felonies, as provided in law.

~~Employees must not be charged fees for processing fingerprints under these circumstances.~~

~~Employee Disclosure Obligation/Criminal Charges~~

~~An employee charged with any crime involving violence, abuse, or children will report such charge to the Assistant Superintendent of Human Resources within 24 hours so that District can determine whether it is appropriate for the employee to continue in his/her current position, especially if that position includes direct contact with students. The matter shall be otherwise be treated as confidential, and with recognition that a criminal charge is not equivalent to a criminal conviction.~~

UNLAWFUL BEHAVIOR INVOLVING CHILDREN ~~Unlawful Behavior Involving Children~~

The District may make an inquiry with the Department of Education concerning whether any current ~~E~~mployee of the ~~School~~ District has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior ~~an allegation of a~~

sexual act involving a student who is eighteen years of age or older, regardless of whether the student consented to the sexual act, or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the Eemployee's fitness for employment.

NOTE: The following paragraph is optional and requires employees to notify the district when they are arrested for specific crimes, in accordance with this policy's accompanying regulation. CASB believes requiring employee notification of arrests reflects "best practices," as it assists the district in becoming aware of potential criminal charges against a district employee that may necessitate employee disciplinary action and parent notification. See, C.R.S. [22-1-130](#).

NOTIFICATION CONCERNING ARRESTS

District Employees must notify the District when they are arrested for specific criminal offenses, in accordance with this policy's accompanying regulation.

The District must notify students' parents/guardians when District Employees are charged with specific criminal offenses, as required by state law and in accordance with applicable Board policy.

Parental Notification Requirement

~~If the District receives notice from a criminal justice agency of an employee's arrest or charge for an offense for which parental notification is required, the District shall notify the parents/guardians of the students currently enrolled in the school of the employee's arrest or charge. The District's duty to notify shall apply to employees whose employment requires them to be in contact with students. The District may also notify parents/guardians of other employee matters at the District's discretion, consistent with federal and state law.~~

PERSONNEL ADDRESSING HEALTH CARE TREATMENT FOR BEHAVIOR ISSUES

School Ppersonnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See the Board's policy concerning survey, assessment, analysis or evaluation of students. School Ppersonnel are encouraged to discuss concerns about a student's behavior with the parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns.

Adopted March 1996

Revised October 1999; October 2011; April 2013; December 4, 2017; November 5, 2018;

March 2, 2020; January 6, 2025; TBD

LEGAL REFERENCES:

28 C.F.R. 50.12 (b)

(notification requirements regarding fingerprints)

C.R.S. 18-12-105.5 *(unlawful carrying/possession of weapons on school grounds)*

C.R.S. 18-12-214 (3)(b) *(school security officers may carry concealed handgun pursuant to valid permit)*

C.R.S. 19-3-308 (5.7) *(child abuse reporting)*

C.R.S. 22-1-130 *(parent notification of employee criminal charges)*

C.R.S. 22-2-119.3 (6)(d) *(name-based criminal history record check – definition)*

C.R.S. 22-32-109 (1)(ee) *(duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission)*

C.R.S. 22-32-109 (1)(pp) *(annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)*

C.R.S. 22-32-109.1 (8) *(policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees)*

C.R.S. 22-32-109.7 *(duty to make inquiries prior to hiring)*

C.R.S. 22-32-109.8 *(non-licensed personnel – submittal of fingerprints and name-based criminal history record check)*

C.R.S. 22-32-109.8 (6)(a) *(requirement to terminate non-licensed employees for certain felony offenses)*

C.R.S. 22-32-109.9 *(licensed personnel – submittal of fingerprints and name-based criminal history record check)*

C.R.S. 22-32-110 (1)(k) *(power to adopt conduct rules)*

C.R.S. 24-18-104 *(government employee rules of conduct)*

C.R.S. 24-18-109 *(local government employee rules of conduct)*

C.R.S. 24-18-110 *(voluntary disclosure)*

CROSS REFERENCES:

JLC, Student Health

Services and Records

JLDAC, Screening/Testing of Students (aAnd Treatment of Mental Disorders)

JLF, Reporting Child Abuse/Child Protection

KDBA*, Parent Notification of Employee Criminal Charges

KFA, Public Conduct on District Property

NOTE 1: State law defines "economic benefit tantamount to a gift of substantial value" to include: 1. A loan at a rate of interest substantially lower than the prevailing commercial rate; 2. Compensation received for private services rendered at a rate substantially exceeding the fair market value; and 3. Goods or services for the district employee's personal benefit offered by a person who is at the same time providing goods or services to the district under a contract or other means by which the person receives payment or other compensation from the district. C.R.S. [24-18-104](#) (2). However, state law permits a district employee to receive such goods or services if the "totality of the circumstances" indicates the transaction is legitimate, the terms are fair to both parties, the transaction is supported by full and adequate consideration, and the employee does not receive any substantial benefit resulting from the employee's status that is unavailable to members of the public generally. C.R.S. [24-18-104](#) (2)(b).

NOTE 2: State law lists the type of items that are not considered "gifts of substantial value or substantial economic benefit tantamount to a gift of substantial value" and are therefore permissible for a district employee to receive. See, C.R.S. [24-18-104](#) (3). Such items include campaign contributions or contributions in kind that are reported in accordance with the Fair Campaign Practices Act; an unsolicited item of trivial value (i.e. currently less than \$75), "such as a pen, calendar, plant, book, notepad or similar item;" and an unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item. Id.; see also, Colo. Const. Art. XXIX, Section 3.

NOTE 3: The amount of the gift limit (\$75) is identical to the gift limit under section 3 of Article XXIX of the state constitution. This amount is adjusted for inflation contemporaneously with any adjustment to the constitutional gift limit. C.R.S. [24-6-203](#) (8). The state constitution requires an adjustment for inflation every four years. The next adjustment must occur in the first quarter of 2027. Colo. Const. Art. XXIX, Section 3 (6).

NOTE 4: Federal law requires school districts to notify employees fingerprinted pursuant to this policy that the fingerprints will be used to check the criminal history records of the Federal Bureau of Investigation (FBI). Districts must also notify fingerprinted employees about the opportunity to challenge the accuracy of the information contained in the FBI identification record and the procedure to obtain a change, correction, or update of an FBI identification record. 28 C.F.R. 50.12(b). Districts must retain documentation that this notification was provided.

NOTE 5: State law requires school districts to annually distribute to employees "informational materials related to federal student loan repayment and student loan forgiveness programs, including updated materials received from the department of education." C.R.S. [22-32-109](#) (1)(pp). Distribution to employees may be made via email "or as part of a mailing or regular communication to employees" Id.

Reporting Child Abuse and Child Protection

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

It is the policy of the Board of Education that this ~~Sschool~~ ~~Ddistrict~~ **comply** ~~complies~~ with the Child Protection Act.

To that end, any ~~Sschool~~ ~~Oofficial~~ or ~~Eemployee~~ who has reasonable cause to know or suspect that **any** child has been subjected to abuse or neglect, **unlawful sexual contact**, or who has observed **any** the child being subjected to ~~circumstances or~~ conditions which would reasonably result in abuse or neglect, as defined by **state law statute**, ~~shall immediately upon receiving such information~~ **must** report or cause a report to be made to the appropriate county department of social services or local law enforcement agency **in accordance with the accompanying regulation to this policy (JLF-R)**. Failure to report promptly may result in civil and/or criminal liability. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

Reports of child abuse or neglect, the name and address of the child, family, ~~or~~ informant, or any other identifying information in the report **are considered** ~~shall be~~ confidential and **are** ~~shall not be~~ public information.

The Board **must** ~~shall~~ provide periodic in-service programs for all teachers in order to provide them with information about the Child Protection Act, to assist them in recognizing and reporting instances of child abuse, and to instruct them on how to assist victims and their families.

School ~~Eemployees~~ and ~~Oofficials~~ **will** ~~shall~~ not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the ~~Sschool~~ ~~Oofficial~~ or ~~Eemployee~~ to prove that the child has been abused or neglected.

The ~~Ssuperintendent~~ **will** ~~shall~~ submit such procedures as are necessary to the Board for approval to accomplish the intent of this policy.

Adopted June 23, 1980

Revised January 28, 1985

Revised to conform with practice: date of manual adoption

Revised April, 2000; November 2015, **TBD**

LEGAL REFERENCES:

(definition of child abuse or neglect)

C.R.S. 19-3-102 & 103 (definition of neglected or dependent child)

C.R.S. 19-1-103 (1)

C.R.S. 19-3-304 (persons required to report abuse)
C.R.S. 19-3-307 (reporting procedures)
C.R.S. 19-3-309 (immunity from liability for persons reporting)
C.R.S. 22-32-109 (1)(z) (providing in-service for teachers)

CROSS REFERENCES:

GBGB, Staff Personal Security and Safety
GBFB, Staff Personal Security and Safety

~~Reporting Child Abuse/Child Protection~~

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

Reporting Child Abuse and Child Protection Procedures

~~1. Definition of Abuse or Neglect~~

Child ~~A~~abuse or ~~N~~eglect is defined in law as "an act or omission which seriously threatens the health or welfare of a child." Specifically, this refers to:

1. ~~a.~~ Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and such condition or death which is not justifiably explained, or where the history given concerning such condition or death is at variance with the condition or the circumstances indicate that the condition may not be the product of an accidental occurrence.
2. ~~b.~~ Any case in which a child is subject to unlawful sexual behavior as defined in state law;-
3. ~~c.~~ Any case in which a child is in need of services because the child's parents, legal guardians, or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care, or supervision that a prudent parent would take;-
4. ~~d.~~ Any case in which a child is subjected to emotional abuse, which means an identifiable and substantial impairment of the child's intellectual or psychological functioning or development or a substantial risk or impairment of the child's intellectual or psychological functioning or development;-
5. ~~e.~~ Any act or omission described as ~~N~~eglect in state law as follows:
 - a. i) A parent, guardian, or legal custodian has abandoned the child or has subjected him or her to mistreatment or abuse or allowed another to mistreat or abuse the child without taking lawful means to stop such mistreatment or abuse and prevent it from recurring;-
 - b. ii) The child lacks proper parental care through the actions or omissions of the parent, guardian or legal custodian;-
 - c. iii) The child's environment is injurious to his or her welfare;-

- d. iv) A parent, guardian, or legal custodian fails or refuses to provide the child with proper or necessary subsistence, education, medical care or any other care necessary for his or her health, guidance, or well-being;-
- e. v) The child is homeless, without proper care or not domiciled with his or her parent, guardian, or legal custodian through no fault of such parent, guardian or legal custodian;-
- f. vi) The child has run away from his home or is otherwise beyond the control of his or her parent, guardian or legal custodian;-
- g. vii) A parent, guardian, or legal custodian has subjected another child or children to an identifiable pattern of habitual abuse and the parent, guardian or legal custodian has been the respondent in another proceeding in which a court has adjudicated another child to be neglected or dependent based upon allegations of sexual or physical abuse or has determined that such parent's, guardian's, or legal custodian's abuse or neglect caused the death of another child; and the pattern of habitual abuse and the type of abuse pose a current threat to the child.

REPORTING REQUIREMENTS

2.Reporting Requirements

Any ~~District school~~ **E**mployee who has reasonable cause to know or suspect that any child is subjected to abuse , neglect, unlawful sexual contact, or who has observed any child being subjected or to conditions that might result in abuse or neglect , as defined by state law, must immediately upon receiving such information report or cause a report to be made as soon as reasonably possible, but no later than twenty-four hours after receiving the information. ~~such fact to the~~ **The report should be made to the** Morgan County Department of Social Services, the Fort Morgan Police Department or through the statewide child abuse reporting hotline system. The **E**mployee must follow any oral report with a written report sent to the appropriate agency. **The obligation to report suspected abuse or neglect only applies to incidents of abuse or neglect that an individual learns about while acting in their official capacity.**

No report of abuse or neglect will be made due to a family or child's race, ethnicity, socio-economic status, or disability status. Additionally, no report is required if the basis for the report arises from concerns due solely to any of the following criteria:

- 1. Socioeconomic status, which includes factors such as inadequate housing, furnishings, income, clothing; or**
- 2. Disability.**

In cases where the suspected or known perpetrator is a **S**chool **E**mployee, the report should be made to the law enforcement agency. (Reports made to social services will be referred to law enforcement.)

If a child is in immediate danger, the Employee should call 911. "Immediate" refers to abuse that occurs in the Employee's presence or has just occurred.

The Employee reporting suspected abuse/neglect to social services or law enforcement officials must inform the School Principal as soon as possible orally or with a written memo. The ultimate responsibility for seeing that the oral and written reports are made to social services or law enforcement agencies lies with the School Official or Employee who had the original concern.

NOTE: The Colorado Child Abuse and Neglect Hotline is 1-844-CO-4-kids or 1-844-264-5437. The main purpose of the hotline is to quickly route callers to the appropriate county. To ensure proper routing through the hotline, each county must have a dedicated line for child abuse and neglect reporting. Calls made directly to a county's dedicated line will also be routed through the hotline for data collection purposes.

CONTENTS OF THE REPORT 3. Contents of the Report

The following information should be included to the extent possible in the initial report:

1. a. Name, age, address, sex, and race of the child;-
2. b. Name and address of the child's parents, guardians, and/or persons with whom the student child lives;-
3. c. Name and address of the person, if known, believed responsible for the suspected abuse or neglect;-
4. d. The nature and extent of the child's injury or condition as well as any evidence of previous instances of known or suspected abuse or neglect of the child or the child's siblings-all with dates as appropriate;-
5. e. The family composition, if known;-
6. f. Any action taken by the person making the report;-
7. g. Any other information that might be helpful in establishing the cause of the injuries or the condition observed.

It is helpful if the person reporting suspected abuse/neglect is prepared to give documentation. Thus, noting details of observations is important. It is permissible for the School Official or Employee to conduct a preliminary non-investigative inquiry of any injury or injuries under the following circumstances:

1. a. School personnel may inquire of the child how an injury occurred. Leading and/or suggestive questions should be avoided. School Personnel may not contact the child's family or any other person suspected of causing the injury or abuse to determine the cause of the suspected abuse or neglect;-

2. ~~b.~~ A ~~S~~school ~~E~~mployee's reasonable cause to suspect that the child has been subjected to abuse or neglect may arise from a child's vague or inconsistent response to such an inquiry or from an explanation which does not fit the injury;~~-~~
3. ~~c.~~ All efforts must be made to avoid duplicate or numerous interviews of the victim.

AFTER FILING A REPORT ~~4. After Filing Reports~~

After the report is made to the agency, ~~D~~istrict and ~~S~~school ~~S~~taff members will cooperate with social services and law enforcement in the investigation of alleged abuse or neglect. The school will report any further incidents of abuse to the agency's representative.

As the case is being investigated, the school will provide supportive aid and counseling services for the child.

Once a report of child abuse is given to the agency, the responsibility for investigation and follow-up lies with the agency. It is not the responsibility of the ~~S~~school ~~S~~taff to investigate the case. Therefore, the ~~S~~school ~~S~~taff will not engage in the following activities:

1. ~~a.~~ Make home visits for investigative purposes;~~-~~
2. ~~b.~~ Take the child for medical treatment;~~-~~ (This does not preclude taking action in an emergency situation.)
3. ~~c.~~ Convey messages between the agency and the parents/guardian.

Authorized ~~S~~school and ~~D~~istrict ~~P~~ersonnel may make available to agency personnel assigned to investigate instances of child abuse the health of other records of a student for such investigative purposes.

GUIDELINES FOR CONSIDERATION ~~5. Guidelines for Consideration~~

1. ~~a.~~ If any ~~S~~school ~~E~~mployee has questions about reasonable cause of child abuse and the need for making a report, the ~~E~~mployee may consult with the building ~~P~~rincipal. If the building ~~P~~rincipal is not available, a direct call to the county department of social services about concerns is advisable.

Note that consultation with another ~~S~~school ~~O~~fficial or ~~E~~mployee will not absolve the ~~S~~school ~~O~~fficial or ~~E~~mployee of the responsibility for reporting child abuse.

2. ~~b.~~ In an emergency situation requiring retention of the child at the school **building** due to fear that if released, the child's health or welfare might be in danger, it should be observed that only law enforcement officials have the legal authority to hold a child at school.

Otherwise, a court order must be obtained to legally withhold a child from his parent or guardian.

Approved July 1996

Revised April 2000; November 2015; TBD

LEGAL REFERENCE-:

C.R.S. 18-3-412.5(1)(b) (definition of unlawful sexual behavior)

Concurrent Enrollment

The Board believes that students who wish to pursue postsecondary level work while in high school should be permitted to do so. In accordance with this policy and accompanying regulation, high school students may receive course credit toward the fulfillment of high school graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.

This policy and accompanying regulation do not apply to students seeking to enroll in postsecondary courses pursuant to the Accelerating Students through Concurrent Enrollment (ASCENT) program or a "dropout recovery program" pursuant to the Concurrent Enrollment Programs Act (the Act). Students seeking to enroll in the ASCENT program or a drop recovery program will work with District administrators and meet the Act's applicable requirements.

Definitions

For purposes of this policy and accompanying regulation, the following definitions will apply.

"Concurrent enrollment" means the simultaneous enrollment of a qualified student in a District high school and in one or more postsecondary courses at an institution of higher education. Concurrent enrollment does not include a student's simultaneous enrollment in: a District high school and in one or more secondary career and technical education courses, advanced placement courses, or international baccalaureate courses; an early college course and a postsecondary course; a p-tech school and a postsecondary course; or a District high school and a postsecondary course that does not fall within the definition of concurrent enrollment.

"Qualified student" means a person who is less than 21 years of age and is enrolled in the ninth grade or higher grade level.

"Postsecondary course" means a course offered by an institution of higher education and includes coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

"Institution of higher education" means:

- a. A state university or college, community college, junior college, or area vocational school as described in Title 23, C.R.S.;

- b. A postsecondary career and technical education program that offers postsecondary courses and is approved by the state board for community colleges and occupational education pursuant to applicable state law; and
- c. An educational institution operating in Colorado that meets the Act's specified criteria.

Eligibility

Qualified students seeking to enroll in postsecondary courses at the District's expense and receive high school credit for such courses must follow the procedure accompanying this policy, including but not limited to timely submitting an application and establishing an academic plan of study. Qualified students must meet the minimum prerequisites and academic readiness for the postsecondary courses in which they seek to enroll.

The Board determines the manner in which it provides opportunities for concurrent enrollment. However, the District may not unreasonably deny approval for concurrent enrollment or limit the number of postsecondary courses in which a qualified student may enroll unless the District is unable to provide access due to technological capacity.

The Board recognizes that a student may want to retake a previously failed concurrent enrollment course, and such a grade may have resulted from a lack of diligence, a lack of academic readiness, and/or other factors. If a student seeks to retake a previously failed concurrent enrollment course, the student must provide a written explanation of the grade, including any extenuating circumstances the student believes impacted the grade, and the District must determine that the student has sufficient academic readiness before approving a retake. Additionally the student must meet with the Principal or Designee as a condition for approval to re-take a previously failed concurrent enrollment course.

Academic Credit

Academic credit granted for postsecondary courses successfully completed by a qualified student will count as high school credit toward the Board's graduation requirements, unless such credit is denied.

High school credit will be denied if a qualified student does not receive a passing grade for the postsecondary course. High school credit will be denied for postsecondary courses that do not meet or exceed the District's academic standards. High school credit will also be denied for a postsecondary course substantially similar to a course offered by the District, unless the qualified student's enrollment in the postsecondary course is approved due to a scheduling conflict or other reason deemed legitimate by the District.

Concurrent enrollment is not available for summer school.

Agreement with Institution of Higher Education

When a qualified student seeks to enroll in postsecondary courses at an institution of higher education and receive high school credit for such courses, the District and the participating institution will enter into a written cooperative agreement in accordance with the Act. The institution of higher education maintains an academic probation and suspension protocol which the District cannot overrule. A qualified student in a concurrent enrollment course will be expected to comply with the institution of higher education's policies and procedures.

Payment of Tuition and Additional Costs

The District will pay the tuition for postsecondary courses in accordance with the Act and the District's cooperative agreement with the institution of higher education.

The qualified student and the student's parent/guardian will be responsible for the cost of textbooks and fees for postsecondary courses.

Transportation

The District will not provide or pay for the qualified student's transportation to the institution of higher education.

Notice

Information about concurrent enrollment options will be made available to high school students and their parents/guardians on an annual basis. In addition, at least six weeks prior to the beginning of the enrollment period for postsecondary concurrent enrollment courses, written notice (which may be sent electronically) will be provided to high school students and their parents/guardians of the postsecondary courses offered at no tuition cost to qualified students at the District and at an institution of higher education, any anticipated costs of textbooks and fees to the qualified student for those courses, and the number and transferability of course credits that a qualified student may earn by enrolling in and successfully completing a concurrent enrollment course.

Information about concurrent enrollment options and the benefits of participating in concurrent enrollment during high school will be provided to middle school students and their parents/guardians electronically at least once during the school year and at least once during the summer.

Adopted September 1990

Revised to conform with practice: date of manual adoption

Revised June 1996; June 2012; August 20, 2012; July 11, 2016; April 6, 2020;

June 30, 2020; August 31, 2022 ; TBD

LEGAL REFS.: C.R.S. 22-32-109 (1)(nn) (*discussion of the requirements for and benefits of concurrent enrollment must be part of ICAP process*)
C.R.S. 22-35-101 *et seq.* (*Concurrent Enrollment Programs Act*)
C.R.S. 23-60-202.7 (*requirement to provide information concerning concurrent enrollment to parents of middle school students*)
1 CCR 301-86 (*State Board of Education rules regarding the Administration of the Concurrent Enrollment Program*)

CROSS REFS.: IHBK*, Preparation for Postsecondary and Workforce Success
IJNDAB*, Instruction through Online Courses
IKF, Graduation Requirements
JFC, Student Withdrawal from School/Dropouts

2026-2027 Longevity Bonus List

Administration						
Last Name	First Name	Location	DOE	Years	Months	LONGEVITY BONUS
28 YEARS						
Frasco	Jason	DSC	8/24/1998	28	0	\$ 7,200.00
21 YEARS						
Davis	Vicki	LH	8/10/2005	21	0	\$ 5,400.00
14 YEARS						
7 YEARS						
3 YEARS						
TOTAL						\$ 12,600.00

2026-2027 Longevity Bonus List

Administration Non-Licensed

28 YEARS							
21 YEARS							
14 YEARS							
7 YEARS							
3 YEARS							
Thompson	Galen	DSC	07/01/23	3	1	\$	840.00
TOTAL							\$ 840.00

2026-2027 Longevity Bonus List

Certified						
Last Name	First Name	Location	DOE	Years	Months	LONGEVITY BONUS
28 YEARS						
21 YEARS						
McClain	Matthew	B	08/18/05	21	0	\$ 4,500.00
Ridl	Jean Anne	HS	08/15/05	21	0	\$ 4,500.00
14 YEARS						
Ruder	Jamie	S/PIO	10/17/11	14	10	\$ 3,000.00
7 YEARS						
3 YEARS						
Bader	Brylyn	P	08/14/23	3	0	\$ 1,000.00
De los Santos	Mel	P	08/09/23	3	0	\$ 1,000.00
Libre	Suzette	P	08/09/23	3	0	\$ 1,000.00
Siarez	Dexter Fonz	P	09/19/22	3	11	\$ 1,000.00
Belamia	Ann Maybelle	C	08/09/23	3	0	\$ 1,000.00
Cooper	Meghan	C	08/09/23	3	0	\$ 1,000.00
Donley	Theresa	C	08/09/23	3	0	\$ 1,000.00
Mejia	Carla	C	08/09/23	3	0	\$ 1,000.00
Rosales	Genesis	C	08/09/23	3	0	\$ 1,000.00
Stalker	Jack	C	08/29/23	3	0	\$ 1,000.00
Bonganciso	Lady Marie	GA	08/14/23	3	0	\$ 1,000.00
Lambert	Karrie	GA	08/09/23	3	0	\$ 1,000.00
Perez	Dawn	GA	08/09/23	3	0	\$ 1,000.00
Tubay Omamalin	Rose Ann	GA	09/15/22	3	11	\$ 1,000.00
Gonzales	Kimberly	S	08/09/23	3	0	\$ 1,000.00
Saucedo	Jennifer	S	08/09/23	3	0	\$ 1,000.00
Delier	Mackenzie	P-K	10/26/22	3	10	\$ 1,000.00
Gonzalez	Edith	B	01/24/23	3	7	\$ 1,000.00
Lauck	Amber	B	08/09/23	3	0	\$ 1,000.00
Meraz-Arreola	Jocelyn	B	02/07/23	3	6	\$ 1,000.00
Ruppel	Melissa	B	08/09/23	3	0	\$ 1,000.00
Bell	Kendra	MS	12/12/22	3	8	\$ 1,000.00
Garcia	Sheronia	MS	08/14/23	3	0	\$ 1,000.00
Mosqueda	Tammy	MS	12/05/22	3	8	\$ 1,000.00
Reed	Derek	MS	12/19/22	3	8	\$ 1,000.00
Tuballa	Bregette	MS	08/09/23	3	0	\$ 1,000.00
Gerken	Devin	HS	08/09/23	3	0	\$ 1,000.00
Luark	Meena	HS	03/20/23	3	5	\$ 1,000.00
McDaniel	Cory	HS	08/09/23	3	0	\$ 1,000.00
Nation	Kimberly	HS	08/09/23	3	0	\$ 1,000.00
Waugh	Cullen	HS	08/09/23	3	0	\$ 1,000.00
Kogan	Julie	LH	08/09/23	3	0	\$ 1,000.00
Weimer	Ailyn	LH	08/09/23	3	0	\$ 1,000.00
Carpenter	Beth	DSC	08/16/23	3	0	\$ 1,000.00
Conger	Stephanie	SPED	08/09/23	3	0	\$ 1,000.00
Harding	Anna	SPED	08/09/23	3	0	\$ 1,000.00
Kage	Alyssa	SPED	08/09/23	3	0	\$ 1,000.00
Rangel	Celeste	SPED	10/03/22	3	10	\$ 1,000.00
Zuniga	Alexis	SPED	01/09/23	3	7	\$ 1,000.00
TOTAL						\$ 51,000.00

2026-2027 Longevity Bonus List

Classified						
Last Name	First Name	Location	DOE	Years	Months	LONGEVITY BONUS
28 YEARS						
21 YEARS						
14 YEARS						
Garcilazo	Leticia	S	08/16/12	14	0	\$ 1,500.00
Contreras	Deborah Diane	MS	01/02/12	14	7	\$ 1,500.00
Rose	Debbie	HS	08/22/12	14	0	\$ 1,500.00
Vonfeldt	Amber	HS	04/11/12	14	4	\$ 1,500.00
7 YEARS						
3 YEARS						
Francisco	Alicia	P	08/31/23	3	0	\$ 500.00
Patrick	Cherey Jo	P	08/24/23	3	0	\$ 500.00
Starciuc	Viorica	P	02/02/23	3	6	\$ 500.00
Vuittonet	Destany	P	10/03/22	3	10	\$ 500.00
Zufelt	Bailey	C	02/13/23	3	6	\$ 500.00
Machado	Elizabeth	GA	09/20/22	3	11	\$ 500.00
Zelaya	Johanna	GA	08/14/23	3	0	\$ 500.00
Alvidrez	Blanca	S	08/14/23	3	0	\$ 500.00
Archuleta	Charlize	S	11/07/22	3	9	\$ 500.00
Garcia	Darlene	S	08/15/23	3	0	\$ 500.00
Horan	Deb	S	11/07/22	3	9	\$ 500.00
Enfante	Savanna	P-K	07/19/23	3	1	\$ 500.00
Jones	Mckenzie	P-K	08/14/23	3	0	\$ 500.00
Romero	Angelia	P-K	08/14/23	3	0	\$ 500.00
Vallejo	Rashel	P-K	01/30/23	3	7	\$ 500.00
Murkins	Kelly	P-K	02/13/23	3	6	\$ 500.00
Cerda	Astrid	B	08/14/23	3	0	\$ 500.00
Lanyon	Paulina	B	08/14/23	3	0	\$ 500.00
Castaneda	Elsa	MS	08/15/23	3	0	\$ 500.00
Mateo-Virves	Katharina	MS	01/09/23	3	7	\$ 500.00
Miranda	Alexia	MS	09/19/22	3	11	\$ 500.00
Roth	Adrian	MS	02/06/23	3	6	\$ 500.00
Baker	Kimberly	HS	07/20/23	3	1	\$ 500.00
Gomez	Randy	HS	06/19/23	3	2	\$ 500.00
Mosqueda	Salvador	HS	07/10/23	3	1	\$ 500.00
Loya	Angelica	DSC	07/31/23	3	1	\$ 500.00
Schaefer	Mitchell	DSC	07/24/23	3	1	\$ 500.00
Casteel	Tabitha	BG	08/08/23	3	0	\$ 500.00
Baker	Robert	F	07/10/23	3	1	\$ 500.00
TOTAL						\$ 20,500.00

2026-2027 Longevity Bonus List

8/31/2026

TOTALS	
ADMINISTRATORS	\$12,600.00
ADMIN NON-LICENSED	\$840.00
CERTIFIED	\$51,000.00
CLASSIFIED	<u>\$20,500.00</u>
	<u>\$84,940.00</u>

2026-2027 Longevity Bonus List

	3	7	14	21	28
ADMINISTRATORS	\$ 1,200	\$ 1,800	\$ 3,600	\$ 5,400	\$ 7,200
ADMIN NON-LICENSED	\$ 840	\$ 1,260	\$ 2,500	\$ 3,800	\$ 5,100
CERTIFIED	\$ 1,000	\$ 1,500	\$ 3,000	\$ 4,500	\$ 6,000
CLASSIFIED	\$ 500	\$ 750	\$ 1,500	\$ 2,200	\$ 3,000

2026-2027 Longevity Bonus List

	ADMINISTRATORS	ADMIN NON- LICENSED	CERTIFIED	CLASSIFIED	TOTALS
28 Years	\$ 7,200				\$ 7,200
21 Years	\$ 5,400		\$ 9,000		\$ 14,400
14 Years			\$ 3,000	\$ 6,000	\$ 9,000
7 Years					\$ -
3 Years		\$ 840	\$ 39,000	\$ 14,500	\$ 54,340
					\$ 84,940

FORT MORGAN HIGH SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
Young, Taylor	STIPEND ONLY	HS Assistant Volleyball - C	4	2	\$ 3,977.00	Jess, Kati
		Baseball				
Langford, Josh	Baker	HS Head Baseball	2	5	\$ 7,272.00	
Davies, Andrew	FMHS	HS Head JV Baseball .5 FTE	4	5	\$ 2,272.50	Davies, Andrew
Waugh, Cullen	FMHS	HS Head JV Baseball .5 FTE	4	5	\$ 2,272.50	
Blunn, Jacob	FMHS	HS Asst Varsity Baseball	4	5	\$ 4,545.00	
Hawley, Matthew	FMMS	HS Head C Baseball	4	5	\$ 4,545.00	
		Boys Soccer				
Estrada, Eddy	STIPEND ONLY	HS Head Boys Soccer	2	5	\$ 7,272.00	Zavala, Isahias
Zavala, Isahias	STIPEND ONLY	HS Assistant Varsity Boys Soccer	4	2	\$ 3,977.00	
Zavala, Victor	STIPEND ONLY	HS Assistant Varsity Boys Soccer	4	1	\$ 3,787.50	Mora, Victor
		Girls Soccer				
Hanneman, Elizabeth	STIPEND ONLY	HS Head Girls Soccer	2	5	\$ 7,272.00	
Hernandez, Amadeo	STIPEND ONLY	HS Assistant Girls Soccer	4	3	\$ 4,166.50	Gaffney, Alexis
		Boys Golf				
Gotto, Gregory	FMMS	HS Head Boys Golf	4	5	\$ 4,545.00	
Vermillion, Dallas	FMHS	HS Assistant Boys Golf	5	3	\$ 3,111.00	
Waugh, Cullen	VOLUNTEER	HS Volunteer Boys' Golf			\$ -	N/A
		Girls Golf				
Gotto, Gregory	FMMS	HS Head Girls Golf	4	5	\$ 4,545.00	

FORT MORGAN HIGH SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
DeVries, Cherelle	FMHS	HS Assistant Girls Golf	5	5	\$ 3,393.50	
		Girls Tennis				
Bell, Kendra	FMMS	HS Head Girls Tennis	4	4	\$ 4,355.50	
Gray, Samantha	FMMS	HS Assistant Girls Tennis	5	2	\$ 2,969.50	Einspahr, Alicea
OPEN	OPEN	HS Assistant Girls Tennis				
		Gymnastics				
Lynch, Keri	STIPEND ONLY	HS Head Gymnastics	4	5	\$ 4,545.00	Bowles, Nicole
Glick, Kodee	STIPEND ONLY	HS Assistant Gymnastics	5	3	\$ 3,111.00	Koch, Breonna
		Cheer				
Norris, Saadiqah	FMHS	HS Head Cheer	5	2	\$ 2,969.50	Bowen, Keema
Gaddis, Ireland	STIPEND ONLY	HS Asst Cheer	6	2	\$ 2,757.50	James, Abigayle
		Athletic Miscellaneous				
Kudron, Dencia	FMHS	HS Spirit Club	9	1	\$ 959.50	Schmidt, Liz
Kudron, Dencia	FMHS	HS Spirit Club	9	1	\$ 959.50	Schmidt, Liz
OPEN	FMHS	HS Drill Dance Team				Bowen, Keema
		HS Weight Training				
Davies, Andrew	FMHS	HS FALL Weight Trainer	7	5	\$ 2,303.00	
Davies, Andrew	FMHS	HS WINTER Weight Trainer	7	5	\$ 2,303.00	
Kyle Graulus	FMHS	HS SPRING Weight Trainer	7	1	\$ 1,919.00	Liz Schmidt
		Performance Arts				

FORT MORGAN HIGH SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
LeMaire, Nicholas	FMHS	HS Band	3	5	\$ 5,696.50	
LeMaire, Nicholas	FMHS	HS Orchestra	3	5	\$ 5,696.50	
Joshua Rodriguez	FMHS	HS Vocal	3	1	\$ 4,747.00	Cangro, Elise
Tiscano-Maston, Adam	FMHS	HS Drama	6	2	\$ 2,757.50	Morrow, Meagan
Tiscano-Maston, Adam	FMHS	HS Musical Drama	6	2	\$ 2,757.50	Morrow, Meagan
LeMaire, Nicholas	FMHS	HS Musical Asst Director	6	5	\$ 3,151.00	
Joshua Rodriguez	FMHS	HS Musical Vocal	6	1	\$ 2,626.00	Cangro, Elise
McPhillips, Spencer	FMHS	HS Stage Manager	10	2	\$ 742.50	LeMaire, Nicholas
		Student Clubs and Services				
Villalobos, Adrianna	FMHS	Diversity Club	7	1	\$ 1,919.00	Bendol, Lilibeth
Schmidt, Rebecca	FMHS	FBLA	7	5	\$ 2,303.00	
McWilliams, Asher	FMHS	FBLA Assistant	7	1	\$ 1,919.00	Babcock, Madalyn
Whitney, Brian	FMHS	FBLA Assistant	7	5	\$ 2,303.00	
Chaput, Riley (Goumas)	FMHS	FCCLA	7	1	\$ 1,919.00	Einspahr, Alicea
Smith, Angela	FMHS	FCCLA Assistant	7	5	\$ 2,303.00	
Gerken, Devin	FMHS	FFA (1 of 2)	7	2	\$ 2,015.00	
Farnik, Danica	FMHS	FFA (2 of 2)	7	5	\$ 2,303.00	
Rich, Therese	FMHS	Forensics	7	5	\$ 2,303.00	
Kudron, Dencia	FMHS	GSA	7	5	\$ 2,303.00	
Harper, Miranda	FMHS	Hoofbeat Newspaper	7	1	\$ 1,919.00	Blake, Ian
Whitney, Brian	FMHS	Knowledge Bowl	7	5	\$ 2,303.00	
Villalobos, Adrianna	FMHS	LULAC	7	2	\$ 2,015.00	Flores, Araceli
Harper, Miranda	FMHS	National Honor Society	7	1	\$ 1,919.00	DeVries, Cherelle
will not fill	FMHS	Science Fair	7	2	\$ 2,015.00	Hodson, Ian

FORT MORGAN HIGH SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
McDaniel, Cory	FMHS	Student Senate Coordinator	7	3	\$ 2,111.00	Carpenter, Kyla
Tiscareno-Maston, Adam	FMHS	Yearbook - .50	7	1	\$ 959.50	Cangro, Elise
Jamison, Lynell	FMHS	Yearbook - .50	7	3	\$ 1,055.50	
		Miscellaneous Duties				
Farnik, Danica		Vocational Director		-	\$ 1,000.00	
		FMHS Stipends Total:			\$ 316,640.50	

FORT MORGAN MIDDLE SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
		Football				
Barkley, Michael	Columbine	MS Head Coach 8th	5	5	\$ 3,393.50	
Renteria, Jon	STIPEND ONLY	MS Assistant 8th	6	1	\$ 2,626.00	Camacho, Heith
Gross, Aaron	FMMS	MS Assistant 8th	6	1	\$ 2,626.00	Ocanas, Troy
Graulius, Kyle	FMMS	MS Head Coach 7th	5	5	\$ 3,393.50	Hochanadel, Lance
Ortega, Jacob	FMMS	MS Assistant 7th	6	1	\$ 2,626.00	Graulius, Kyle L6S1
Ewing, Kelly	FMMS	MS Assistant 7th	6	3	\$ 2,888.50	
		Boys Basketball				
Barkley, Michael	Columbine	MS Head Coach 8th	5	5	\$ 3,393.50	
Camacho, Heith	FMMS	MS Assistant 8th	6	5	\$ 3,151.00	Strauss, Al
OPEN	STIPEND ONLY	MS Head Coach 7th	5	5	\$ 3,393.50	Camacho, Heith
OPEN	STIPEND ONLY	MS Assistant 7th	6	2	\$ 2,757.50	Reyes, Michael
		Girls Basketball				
Barkley, Michael	FMMS	MS Head Coach 8th	5	5	\$ 3,393.50	Bell, Stacy
OPEN	Columbine	MS Assistant 8th	6	3	\$ 2,888.50	Frick, Christina
Bell, Stacy	STIPEND ONLY	MS Head Coach 7th	5	4	\$ 3,252.00	Barkley, Michael
Bell, Kevin	STIPEND ONLY	MS Assistant 7th	6	3	\$ 2,888.50	
		Wrestling				
Hochanadel, Tony	Sherman	MS Head Coach	5	5	\$ 3,393.50	
Smith, Eric	STIPEND ONLY	MS Assistant	6	4	\$ 3,020.00	
Petrino, Travis	STIPEND ONLY	MS Assistant	6	1	\$ 2,626.00	Blossom, Joan

FORT MORGAN MIDDLE SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
		Track				
Meyer, Sarah	Baker	MS Head Coach	5	5	\$ 3,393.50	
Norman, Zachary	Pioneer	MS Assistant	6	5	\$ 3,151.00	
Rosenbrock, Audrey	FMMS	MS Assistant	6	5	\$ 3,151.00	
Tony Hochanadel		MS Assistant	6	5	\$ 3,151.00	
		Volleyball				
Bell, Stacy	FMMS	MS Head Coach 8th	5	4	\$ 3,252.00	
Hannsen, Mackenzie	STIPEND ONLY	MS Assistant 8th	6	1	\$ 2,600.00	Lynch, Scooter
Sewell, Jennifer	FMMS	MS Head Coach 7th	5	5	\$ 3,393.50	
Brobst, Clarissa	FMMS	MS Assistant 7th	6	3	\$ 2,888.50	
		Cross Country				
Meyer, Sarah	FMMS	MS Head Coach	5	5	\$ 3,393.50	
Norman, Zachary	Pioneer	MS Assistant	6	5	\$ 3,151.00	
		Performance Arts				
Malone, Kennedy	FMMS	MS Band	8	5	\$ 2,000.00	
Malone, Kennedy	FMMS	MS Orchestra	8	5	\$ 2,000.00	
Asianna Shephard	FMMS	MS Vocal (Special Choir)	8	1	\$ 1,666.50	Porter, Mathew
		Student Clubs and Services				
Brobst, Clarissa	FMMS	Art Club	8	5	\$ 2,000.00	
Langford, Shelli	FMMS	SADD	8	5	\$ 2,000.00	
Michel, Amber	FMMS	Science Fair	8	2	\$ 1,750.00	
Holtquist, Amy	FMMS	Yearbook	8	5	\$ 2,000.00	

FORT MORGAN MIDDLE SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
		Miscellaneous				
Mitchel Medor		After-School Supv IMASH	8	1	\$ 1,666.50	Felber, Mary
Tammy Mosqueda		After-School Supv IMASH	8	1	\$ 1,666.50	Krokos, Efrosini
Rabson Kamanga		After-School Supv IMASH	8	1	\$ 1,666.50	
OPEN		After-School Supv IMASH				
OPEN		Lunch Bunch Supv (7th grade)				
OPEN		Lunch Bunch Supv (8th grade)				
			MS Stipend Total:		\$ 101,652.00	

**MORGAN COUNTY SCHOOL DISTRICT RE-3
PERSONNEL ACTION REPORT
BOARD MEETING: SEPTEMBER 14, 2026**

CERTIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Madison Padgett	Teacher of Record	BA-A	Pioneer Elementary	08/19/2026

CLASSIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Ivonne Morales	Paraprofessional	IV-1	Sherman Language School	08/19/2026
Anahi Ruiz	Paraprofessional – SPED	V-3	Sherman Preschool	09/01/2026
Valerie Garcia	Paraprofessional – SPED	V-5	Sherman Preschool	09/01/2026
Teresa Hall	Paraprofessional – SPED	V-1	Pioneer Elementary	09/01/2026
Kambrale Vasquez	Paraprofessional – SPED	V-1	Fort Morgan Middle School	09/02/2026
Daniela Barrakan	Translator/Interpreter	VIII-3	District Wide	09/09/2026
Brennda Sand	Paraprofessional – SPED	V-11	Fort Morgan High School	09/11/2026
Clarisa Martinez	Cook	III-1	Fort Morgan Middle School	09/16/2026
Mariah DeHerrera	Cook	III-3	Fort Morgan Middle School	09/16/2026

CERTIFIED SUBSTITUTE HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Kyle Westgard	Certified Substitute	3-year license	District Wide	08/18/2026

CLASSIFIED SUBSTITUTE HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Carol (Deanie) Herskind	Substitute Bus Driver	XI-7	Transportation	08/26/2026
Brian Nickell	Substitute Sub Driver	XI-7	Transportation	08/26/2026
Connie Landreneaux	Substitute Cook	II-1	District Wide	09/02/2026
Alisha Kubic	Substitute Cook	II-1	District Wide	09/02/2026
Lazara Herrera Piedad	Substitute Cook	II-1	District Wide	09/02/2026

Recommend
for Action

Assistant Superintendent of Human
Resources

Recommend
for Action

Superintendent of Schools

CERTIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Jonathan Miranda	Teacher – STEM	Fort Morgan High School	09/18/2026
Angel Paclar	Teacher – SPED	Pioneer Elementary	09/18/2026
Genesis Rosales	Teacher	Columbine Elementary	12/31/2026

CLASSIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Elvira Trejo Rojas	Cook	Pioneer Elementary	08/03/2026
Yoana Amezcuita-Hernandez	Paraprofessional	Sherman Language School	07/21/2026
Ani Heistermann	Cook	Fort Morgan Middle School	09/04/2026
Michael Hurtado	Mechanic	Transportation	09/10/2026
Corbin Gonzalez**	Cook	Fort Morgan High School	09/10/2026

**Wishes to be moved to the substitute cook list

STIPEND RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Victor Mora	Assistant Coach – HS Boys Soccer	Fort Morgan High School	07/19/2026

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
00001088	CAPITAL ONE N.A.	AUGUST 6, 2026 AP CHECK RUN	R	W	08/31/2026	08/06/2026	08/06/2026	5,105.85
00001089	BANK OF COLORADO (VISA CARD)	AUGUST 20, 2026 AP CHECK RUN	R	W	08/31/2026	08/20/2026	08/20/2026	37,071.86
00001090	CAPITAL ONE N.A.	AUGUST 20, 2026 AP CHECK RUN	R	W	08/31/2026	08/20/2026	08/20/2026	3,382.98
00001091	WCF SELECT INSURANCE COMPANY	AUGUST 20, 2026 AP CHECK RUN	R	W	08/31/2026	08/20/2026	08/20/2026	15,083.97
00001092	WEX BANK	AUGUST 20, 2026 AP CHECK RUN	R	W	08/31/2026	08/20/2026	08/20/2026	5,843.02
00010372	RENAE L AGUIRRE	AUGUST 6, 2026 AP RUN FY26	R	R	08/31/2026	08/06/2026	06/29/2026	187.20
00010373	THE GRAPHIC EDGE DBA: GAME ONE	AUGUST 6, 2026 AP RUN FY26	R	R	08/31/2026	08/06/2026	06/29/2026	1,248.32
00010374	INTERSTATE ALL BATTERY CENTER	AUGUST 6, 2026 AP RUN FY26	R	R	08/31/2026	08/06/2026	06/29/2026	749.75
00010375	SHAMROCK FOODS COMPANY	AUGUST 6, 2026 AP RUN FY26	R	R	08/31/2026	08/06/2026	06/29/2026	186.48
00010376	AFFILIATED BENEFITS CONSULTANTS, INC.	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	2,280.00
00010377	ALLO COMMUNICATIONS	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	3,958.18
00010378	ARBITERSPORTS LLC	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	685.00
00010379	BIMBO BAKERIES USA	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	918.72
00010380	BLOEDORN LUMBER	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	1,559.90
00010381	CASH-WA DISTRIBUTING	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	4,475.46
00010382	COLORADO DEPT OF LABOR AND EMPLOYMENT	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	90.00
00010383	DOUBLE R EMBROIDERY COMPANY	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	1,594.80
00010384	ENVIROPEST	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	269.00
00010385	FORT MORGAN ACKLEY ACE LLC	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	77.37

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Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00010386	KH & MC LLC	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	7,637.50
00010387	GARRETSON'S SPORT CENTER	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	665.79
00010388	GENERAL FUND - PRINTING	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	848.03
00010389	GENERAL FUND - PRINTING SUPPLIES	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	155.50
00010390	GENERAL FUND - WAREHOUSE	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	5,744.59
00010391	GRAINGER	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	154.52
00010392	HAJOCA CORPORATION	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	756.31
00010393	HUDL	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	4,000.00
00010394	M & S ELECTRIC MOTOR REPAIR	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	319.24
00010395	MEADOW GOLD DAIRIES	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	18,808.02
00010396	Morgan County Economic Development Corporation	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	25,000.00
00010397	MURDOCHS FARM AND RANCH	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	34.99
00010398	UNIVERSITY AUTO PARTS INC	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	134.11
00010399	OTIS ELEVATOR COMPANY	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	1,732.50
00010400	Peak to Peak Foods LLC	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	5,336.00
00010401	PIONEER MANUFACTURING	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	6,798.77
00010402	PURE HR SOLUTIONS	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	8,000.00
00010403	SAILSBERY SUPPLY	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	76.38
00010404	SENERGY PETROLEUM LLC.	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	4,049.76

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Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00010405	SHAMROCK FOODS COMPANY	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	87,897.86
00010406	SHERWIN WILLIAMS	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	64.09
00010407	SPECIALTY SHOPPE FLOORS AND MORE, INC	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	56.11
00010408	ASHLEY NICOLE STRAUCH	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	273.14
00010409	TUNDRA RESTAURANT SUPPLY, LLC	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	829.31
00010410	WELLABLE LLC	AUGUST 6, 2026 AP CHECK RUN	R	R	08/31/2026	08/06/2026	08/06/2026	915.00
00010411	PIONEER DRAMA SERVICE INC	AUGUST 13, 2026 AP RUN FY26	R	R	08/31/2026	08/13/2026	06/29/2026	628.00
00010412	WELD COUNTY SCHOOL DISTRICT 6	AUGUST 13, 2026 AP RUN FY26	R	R	08/31/2026	08/13/2026	06/29/2026	1,246.49
00010413	AEGIS LIFE AND FIRE SAFETY COMPANY	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	4,731.00
00010414	AMAZON CAPITAL SERVICES	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	3,310.68
00010415	LERESA LEE ATWOOD	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	124.50
00010416	BLOEDORN LUMBER	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	421.75
00010417	STACEY BROWN	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00
00010418	BSN SPORTS, LLC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	11,494.16
00010419	BUCKEYE WELDING SUPPLY CO.,INC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	57.36
00010420	JOHN KYLE BUSING	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00
00010421	CAPLAN AND EARNEST, LLC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	919.00
00010422	CDW GOVERNMENT	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	59,680.26
00010423	CENTENNIAL BOCES	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	80.00

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Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00010424	CITY OF FORT MORGAN - UTILITIES	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	78,762.39
00010425	JOSIE M DAYWITT	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00
00010426	FIFTH ASSET, INC DBA DEBTBOOK	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	14,800.00
00010427	EDWARDS RIGHT PRICE MARKET	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	140.19
00010428	EYEON NETWORKS	AUGUST 13, 2026 AP CHECK RUN	R	R		08/13/2026	08/13/2026	9,000.00
00010429	FOLLETT SOFTWARE, LLC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	12,699.37
00010430	FORT MORGAN ACKLEY ACE LLC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	65.00
00010431	FORT MORGAN CULLIGAN	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	15.50
00010432	FORT MORGAN ROTARY CLUB	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	185.00
00010433	RHONDA FRICKE	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00
00010434	FURNITURE MART	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	3,022.00
00010435	THE GRAPHIC EDGE DBA: GAME ONE	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	964.75
00010436	GARRETSON'S SPORT CENTER	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	693.57
00010437	GENERAL FUND - PRINTING	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	12.00
00010438	GENERAL FUND - WAREHOUSE	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	660.93
00010439	GRAINGER	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	97.18
00010440	GREAT COPIER SERVICE	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	1,006.77
00010441	HAKA HAT LLC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	479.76
00010442	LAUREN M HALL	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00

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00010443	IML SECURITY SUPPLY	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	489.84
00010444	K&S DISTRIBUTING INC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	666.47
00010445	HANNAH AURELEE KEHM	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00
00010446	JENNIFER LYNN KRAL	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	113.68
00010447	L.L. JOHNSON DISTRIBUTING CO	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	672.59
00010448	MITCHEL J MEDOR	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00
00010449	ROSA E MERAZ	AUGUST 13, 2026 AP CHECK RUN	R	R		08/13/2026	08/13/2026	10.44
00010450	MORGAN COMMUNITY COLLEGE	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	279.81
00010451	MORGAN COUNTY SOLID WASTE (SWM)	AUGUST 13, 2026 AP CHECK RUN	R	R		08/13/2026	08/13/2026	47.45
00010452	UNIVERSITY AUTO PARTS INC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	29.97
00010453	NATIONAL FORENSIC LEAGUE	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	363.00
00010454	GREATLAND CORPORATION dba: NELCO	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	572.22
00010455	NEWCO, INC.	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	270.88
00010456	VERONICA A PEREZ	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00
00010457	PERFORMANCE SERVICES	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	508,169.81
00010458	JOSHUA R RODRIGUEZ	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00
00010459	SDI INNOVATIONS	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	783.21
00010460	SCHOOL SPECIALTY, LLC	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	78.65
00010461	ASIANNA T SHEPHERD	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	2,000.00

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Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00010462	SHERWIN WILLIAMS	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	187.74
00010463	HALLIE DAWN SILZ	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	226.93
00010464	SIMPLOT GROWER SOLUTIONS	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	1,751.25
00010465	SPORTDECALS INC.	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	3,130.10
00010466	STERLING HIGH SCHOOL	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	320.00
00010467	SNO Sites	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	850.00
00010468	TK ELEVATOR CORP	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	306.97
00010469	VIAERO WIRELESS	AUGUST 13, 2026 AP CHECK RUN	R	R	08/31/2026	08/13/2026	08/13/2026	1,394.18
00010470	WELD CENTRAL HIGH SCHOOL	AUGUST 13, 2026 AP CHECK RUN	R	R		08/13/2026	08/13/2026	200.00
00010471	WELLABLE LLC	AUGUST 13, 2026 AP CHECK RUN	R	R		08/13/2026	08/13/2026	165.00
00010473	DIPPIN' DOTS COLORADO	AUGUST 20, 2026 AP RUN FY26	R	R		08/20/2026	06/29/2026	1,129.92
00010474	REBECCA R SCHMIDT	AUGUST 20, 2026 AP RUN FY26	R	R	08/31/2026	08/20/2026	06/29/2026	789.74
00010475	WICKHAM TRACTOR COMPANY	AUGUST 20, 2026 AP RUN FY26	R	R		08/20/2026	06/29/2026	2,190.00
00010476	ACTIVE INTEGRATED MEDICINE LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	95.42
00010477	AMAZON CAPITAL SERVICES	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	4,255.79
00010478	BARGREEN ELLINGSON, INC.	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	3,958.92
00010479	NICOLE M BENCOMO	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	57.50
00010480	WILL BENCOMO	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	57.50
00010481	BLOEDORN LUMBER	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	314.19

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00010482	BRODY CHEMICAL	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	132.99
00010483	CASH-WA DISTRIBUTING	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	4,260.19
00010484	Olga Cerda	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	83.75
00010485	CLASSLINK, INC.	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	13,460.16
00010486	COLORADO WEST EQUIPMENT INC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	273.70
00010487	CUSTOM COMPUTER SPECIALISTS, LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	15,038.10
00010488	CVATA	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	670.00
00010489	DIPPIN' DOTS COLORADO	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	1,308.00
00010490	EDUSKILLS, LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	5,940.00
00010491	EQUIFAX WORKFORCE SOLUTIONS	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	60.85
00010492	ESGI, LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	2,860.00
00010493	FORT MORGAN ACKLEY ACE LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	186.36
00010494	GENERAL FUND - LUNCH PROGRAM	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	1,443.73
00010495	GENERAL FUND - PRINTING	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	77.76
00010496	GENERAL FUND - WAREHOUSE	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	193.50
00010497	BURL A GIFFIN	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	57.50
00010498	GREAT COPIER SERVICE	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	64.44
00010499	GREENLAWN SOD & TURF	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	86.44
00010500	HAJOCA CORPORATION	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	945.71

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00010501	HERTZ FURNITURE SYSTEMS, LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	10,765.38
00010502	INTERSTATE ALL BATTERY CENTER	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	749.75
00010503	LAWSON PRODUCTS, INC.	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	598.92
00010504	LEXIA LEARNING SYSTEMS LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	8,778.00
00010505	KRISANN L LYNCH	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	56.00
00010506	MCCANDLESS TRUCK CENTER, LLC.	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	1,286.36
00010507	McINTIRE BUSINESS PRODUCTS	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	70.40
00010508	INTERSTATE BILLING SERVICE	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	346.86
00010509	MICHELLE MILLER	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	57.50
00010510	MORRIS PRINTING GROUP, INC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	198.25
00010511	MURDOCHS FARM AND RANCH	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	249.99
00010512	UNIVERSITY AUTO PARTS INC	AUGUST 20, 2026 AP CHECK RUN	R	R		08/20/2026	08/20/2026	125.30
00010513	OATECA, INC.	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	500.00
00010514	Peak to Peak Foods LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	1,788.75
00010515	POWERSCHOOL GROUP LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	14,575.71
00010516	RAMSEY SOLUTIONS	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	4,999.99
00010517	REALLY GOOD STUFF, LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	154.03
00010518	DEBRA L ROSE	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	57.50
00010519	CAROLYN M RUHL	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	388.60

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00010520	EVAN J SCHIEL	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	57.50
00010521	SENERGY PETROLEUM LLC.	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	889.45
00010522	SHAMROCK FOODS COMPANY	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	29,118.71
00010523	LOREN G SHARP	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	57.50
00010524	SINGLEPOINT, LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	975.60
00010525	TEACHING STRATEGIES	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	20,876.58
00010526	TK ELEVATOR CORP	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	306.97
00010527	TRIMARK	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	9,380.39
00010528	TRANSWEST TRUCK TRAILER RV	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	74.96
00010529	TUNDRA RESTAURANT SUPPLY, LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	53.05
00010530	VARSITY BRANDS HOLDING CO., INC.	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	6,262.82
00010531	WELLABLE LLC	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	750.00
00010532	WORTHINGTON DIRECT	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	23,400.00
00010533	XESI XEROGRAPHIC EQUIPMENT SYSTEM, INC.	AUGUST 20, 2026 AP CHECK RUN	R	R	08/31/2026	08/20/2026	08/20/2026	1,112.61
00010534	JAMIE C ERASMUS	JUNE 11, 2026 AP CHECK RUN	R	Z		08/25/2026	06/11/2026	133.90
00010535	CAMFIL USA, INC.	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	98.24
00010536	AMAZON CAPITAL SERVICES	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	5,408.71
00010537	AUTOZONE	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	1,056.78
00010538	BLOEDORN LUMBER	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	26.48

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
00010539	BRADY INDUSTRIES	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	12,515.15
00010540	BSN SPORTS, LLC	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	1,317.80
00010541	COLORADO WEST EQUIPMENT INC	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	1,740.55
00010542	EDWARDS RIGHT PRICE MARKET	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	33.37
00010543	ENVIROPEST	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	138.00
00010544	FORT MORGAN ACKLEY ACE LLC	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	88.19
00010545	FREDERICK HIGH SCHOOL	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	240.00
00010546	GARRETSON'S SPORT CENTER	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	642.00
00010547	GREAT COPIER SERVICE	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	50.87
00010548	HAJOCA CORPORATION	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	184.64
00010549	IMAGINE LEARNING LLC	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	38,154.00
00010550	INTERSTATE ALL BATTERY CENTER	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	899.70
00010551	MCCANDLESS TRUCK CENTER, LLC.	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	1,776.12
00010552	UNIVERSITY AUTO PARTS INC	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	34.98
00010553	PARTS SMART CARQUEST	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	78.28
00010554	Elijuan V Pearl	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	1,502.72
00010555	PEPSI-COLA	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	3,413.45
00010556	RIVAL SERVICES LLC	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	225.00
00010557	RUHL DISTRIBUTING	AUGUST 27, 2026 AP CHECK RUN	R	R	08/31/2026	08/27/2026	08/27/2026	1,873.62

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
00010558	ELIZABETH R SCHMIDT	AUGUST 27, 2026 AP CHECK RUN	R	R	08/31/2026	08/27/2026	08/27/2026	313.16
00010559	SEMPLE, FARRINGTON, EVERALL & CASE, P.C.	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	284.91
00010560	SHERWIN WILLIAMS	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	21.74
00010561	SINGLEPOINT, LLC	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	5,761.98
00010562	STERLING HIGH SCHOOL	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	100.00
00010563	USA CLEAN BY JON-DON	AUGUST 27, 2026 AP CHECK RUN	R	R		08/27/2026	08/27/2026	127.23
Grand Totals: 196 Total Checks								1,288,730.34

Use of Physical Intervention and Restraint

To maintain a safe learning environment, District employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical Intervention

Corporal punishment shall not be administered to any student by any District employee or volunteer in accordance with state law.

Within the scope of their employment, District employees may use reasonable and appropriate physical intervention with a student, which does not constitute restraint as defined by this policy, to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than one minute unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Restraint

For purposes of this policy and accompanying regulation, restraint is defined as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals, and seclusion.

If property damage may be involved, restraint may only be used when the destruction of property would result in a serious, probable, imminent threat of bodily harm to the individual or another person and there is the present ability to effect such bodily harm. Restraint shall not include the holding of a student for less than one minute by a District employee for the protection of the student or others and other actions excluded from the definition of restraint in state law.

District employees shall not use restraint as a form of discipline, as part of a treatment or behavior modification plan, or in retaliation. District employees are also prohibited from restraining a student by use of a prone restraint, mechanical restraint, or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.

Restraint shall only be administered by District employees trained in accordance with applicable State Board of Education rules.

Use of Mechanical or Prone Restraints

1. A school officer or law enforcement officer acting in the officer's official capacity on District grounds, in a school vehicle, or at a school activity or sanctioned event shall not use mechanical restraints (e.g., handcuffs), physical restraints, or prone restraints on any student unless there is a danger to the student or others or during a custodial arrest that requires transport.
2. The prohibition on the use of mechanical or prone restraints in this policy and regulation shall not apply:
 - a. to certified peace officers or armed security officers working in a District school when (a) an emergency exists as defined by this policy and its accompanying regulation; (b) after the failure of less restrictive alternatives or a determination that less restrictive alternatives would be inappropriate or ineffective; (c) the officer has received documented training in defensive tactics utilizing handcuffing procedures and in restraint tactics utilizing prone restraint; and (d) has made a referral to a law enforcement agency and is making an arrest or is referring to law enforcement to make an arrest; and
 - b. when a student is openly displaying a deadly weapon.
3. Nothing in this policy or accompanying regulation prohibits transportation provided by the District from having seat belts, harnesses, car seats, or other devices for passenger safety.

Complaint Procedures and Regulations

A student, a parent or legal guardian, or a third party on behalf of a student or the student's parent or legal guardian may file a complaint regarding the use of restraint or seclusion used by an employee or volunteer of a school or charter school of the District by using the procedures established under 1 CCR 301-45 section 2.07.

The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint was filed and must contain the following information:

1. A statement that the employee or volunteer has violated a requirement regarding the use of restraints, including the relevant statute, rule, or regulation alleged to have been violated, if known by the complainant;

2. The facts on which the complaint is based, including the names and positions or titles of persons involved, the date of the alleged violation, the location where the alleged violation took place, and a description of what happened;
3. The name and the residential address of the child against whom the alleged violation occurred;
4. The name of the school that the child was attending when the alleged violation occurred;
5. The proposed resolution of the problem, if the complainant has a suggestion;
6. The signature and contact information (minimally, address and telephone number) for the complainant; and
7. Written verification in a cover letter accompanying the complaint that a complete copy of the Complaint and any attachments have been mailed, hand-delivered, or delivered by other secure method to the District.

The complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints Officer:

State Complaints Officer Colorado Department of Education
Office of Special Education, Dispute Resolution
201 East Colfax Avenue
Denver, Colorado 8020

Additionally, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the District.

Adopted: June 23, 1980

Revised: October 1993; January 2011; October 2017; April 17, 2023; October 2, 2023; September 14, 2026

LEGAL REFS.: C.R.S. § 18-1-703 (use of physical force by those supervising minors)
C.R.S. § 18-1-901 (3)(e) (definition of a deadly weapon)
C.R.S. § 18-6-401 (1) (definition of child abuse)
C.R.S. § 19-1-103 (1) (definition of abuse and neglect)
C.R.S. § 22-1-140 (definition of corporal punishment, and prohibition against volunteers or employees from imposing corporal punishment on a child)
C.R.S. § 22-32-109.1 (2)(a) (adoption and enforcement of discipline code)
C.R.S. § 22-32-109.1 (2)(a)(I)(D) (policy required as part of safe schools plan)
C.R.S. § 22-15.5-101 *et seq.* (Protection of Students from Restraint and Seclusion Act)
C.R.S. § 22-32-109.1 (2)(a)(D) (prohibition against corporal punishment shall be included in student conduct and discipline code)

C.R.S. § 22-32-109.1 (9) (immunity provisions in safe schools law)

C.R.S. § 22-32-147 (use of restraints on students)

1 CCR 301-45 (State Board of Education rules for the
Administration of the Protection of Students from Restraint and
Seclusion Act)

Use of Physical Intervention and Restraint

A. Definitions

In accordance with state law and the State Board of Education rules governing the Administration of the Protection of Students from Restraint and Seclusion Act, the following definitions apply for purposes of this regulation and accompanying policy.

1. "Restraint" means any method or device used to involuntarily limit a student's freedom of movement. Restraint includes seclusion, chemical restraint, mechanical restraint, and physical restraint. With certain exceptions, physical, prone, mechanical, and chemical restraints shall not be used.
2. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement for more than one minute. "Physical restraint" does not include:
 - a. holding a student for less than one minute by a staff person for the protection of the student or others; a physical intervention administered on a student that lasts one minute or less for the protection of a student, others, or property, except nothing in this policy may be interpreted to permit the holding of a student in a prone position, except as described below;
 - b. brief holding of a student by one adult for the purpose of calming or comforting the student;
 - c. minimal physical contact for the purpose of safely escorting a student from one area to another;
 - d. minimal physical contact for the purpose of assisting the student in completing a task or response.
3. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of a portion of their body. "Mechanical restraint" does not include:
 - a. devices recommended by a physician, occupational therapist or physical therapist; agreed to for use by the student's Individualized Education Program (IEP) team, by the student's Section 504 team, or by the student's parent (if the student does not have an IEP or Section 504 team); and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan;
 - b. a protective device (such as a helmet or mitts) that is used to prevent self-harm; is agreed to for use by the student's IEP team, the student's Section 504 team, or by the student's parent (if the

- student does not have an IEP or Section 504 team); and is used in accordance with the student's IEP or Section 504 plan;
- c. an adaptive device that is used to facilitate instruction or therapy for the student that is recommended for the student by a physician, occupational therapist, or physical therapist; is agreed to for use by the student, by the student's IEP team, or by the student's Section 504 team; and is used in accordance with the student's IEP or Section 504 plan; or
 - d. a positioning or securing device that is used to facilitate the student's medical treatment that is recommended for the student by a physician, occupational therapist, or a physical therapist; is agreed to for use by the student, by the student's IEP team, or Section 504 team; and is used in accordance with the student's IEP or Section 504 plan.
4. "Chemical restraint" means the involuntary administration of medication to a student for the purpose of restraining the student. "Chemical restraint" does not include:
- a. administering prescription medication that is regularly administered to the student for medical treatment other than to restrain the student's freedom of movement (e.g., asthma-corticosteroid, medications used to treat mood disorders, insulin, or Glucagon); or
 - b. administering medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diazepam).
5. "Prone restraint" means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.
6. "Seclusion" is a form of restraint and means the placement of a student alone in a room from which egress is prevented. "Seclusion" does not mean:
- a. placement of a student in residential services in the student's room for the night; or
 - b. "time-out," which means the removal of a student from a potentially rewarding situation or from a situation that would otherwise produce negative reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.
7. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to effect such bodily injury.

8. "State Board Rules" mean the State Board of Education rules governing the Administration of the Protection of Students from Restraint and Seclusion Act, 1 CCR [301-45](#).
9. "Parent" means the student's parent or legal guardians as defined by the State Board rules.
10. "Local Education Provider" means a school district, a charter school authorized by a school district pursuant to Article 30 of Title 22, C.R.S., a charter school authorized by the state Charter School Institute pursuant to Article 30.5 of Title 22, C.R.S., or a Board of Cooperative Services (BOCES) created and operating pursuant to Article 5 of Title 22, C.R.S. that operates one or more public schools.

B. Basis for use of restraint by staff

Restraint shall not be used as a form of punishment or disciplinary sanction, or to gain compliance, as part of a treatment plan or behavior modification plan, or as a form of retaliation.

Chemical restraints shall not be used.

Mechanical, physical, and prone restraints shall not be used when the student is on the property of the District or is participating in an off-campus activity or event sponsored by the District, except in the limited circumstances permitted by state law.

Restraints shall only be used:

1. In an emergency and with extreme caution; and
2. After:
 - a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
 - b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.

If property damage might be involved, restraint may only be used when the destruction would result in a serious, probable, imminent threat of bodily harm to self or others and there is the present ability to effect such bodily harm.

School personnel shall use restraints only for the period of time necessary to accomplish its purpose and, in the case of physical restraint, use no more force than necessary to limit the student's freedom of movement.

C. Duties relating to the use of restraint – general requirements

When restraints are used, District staff shall ensure that:

1. restraints are administered by District staff who have received training in accordance with the State Board rules;
2. no restraint is administered in such a way that the student is inhibited or impeded from breathing;
3. no restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;
4. opportunities to have the restraint removed are provided to the student who indicates they are willing to cease the violent or dangerous behavior;
5. when it is determined by trained District staff that the restraint is no longer necessary to protect the student or others (i.e., the emergency no longer exists), the restraint shall be removed and in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that they are free to leave the seclusion area.

D. Proper administration of specific restraints

1. Chemical restraints shall not be used.
2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy.
3. Physical restraint
 - a. A person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
 - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.
 - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when it would be unsafe to do so.
4. Seclusion
 - a. Relief periods from seclusion shall be provided for reasonable access to toilet facilities.
 - b. Any space in which a student is secluded shall have adequate lighting, ventilation and size and shall not be any space used by school staff for storage, custodial purposes, or office space.
 - c. Any space used for student seclusion must have at least one window to monitor students when the door is closed. If an adequate space with a window is not feasible, video camera monitoring must

be possible. Continuous monitoring is required throughout the time a student is secluded.

d. The space must be a safe space free of injurious items.

E. Notification requirements

1. If there is a reasonable probability that physical restraint or seclusion might be used with a particular student, appropriate school staff shall notify, in writing, the student's parents, and, if appropriate, the student of:
 - a. the restraint and seclusion procedures (including types of restraints) that might be used;
 - b. specific circumstances in which restraint might be used; and
 - c. staff that may be involved.
2. If the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.

F. Documentation requirements

Notification & Documentation of Brief Physical Restraints (*This process does not include seclusions, which shall be documented as outlined below.*)

1. For physical restraints lasting more than one (1) minute, but less than five (5) minutes, the school shall provide the parent or legal guardian with written notice on the day of the restraint, which shall include:
 - a. The name of the student;
 - b. The date; and
 - c. The number of restraints used that day that lasted between one (1) and five (5) minutes.
2. Within one (1) school day, the staff involved shall submit a written report regarding the incident to the school administration.
3. A copy of the written notice to parents and the staff written report shall be placed in the student's educational record.

G. Notification & Documentation of Seclusions and other Restraints

1. The staff member who used any restraint or seclusion shall submit a written report of the incident to the school administration within one school day after the incident occurred.
2. For any use of seclusion and physical restraints lasting five (5) minutes or more, the school principal or designee shall verbally notify the

student's parents as soon as possible, but no later than the end of the school day, that the restraint or seclusion was used.

3. Within one (1) school day, the staff involved shall submit a written report regarding the incident to the school administration.
4. Within four (4) school days, appropriate school staff shall meet to review the incident. This review shall include, but not be limited to:
 - a. review of the incident, including review of the written report submitted by the staff involved and any related documentation to ensure the use of alternative strategies;
 - b. recommendations for adjustment of procedures, if appropriate; and
 - c. ensure follow-up communication with the student and student's family.
5. A written report based on the findings of the staff review shall be e-mailed, faxed, or mailed to the student's parent within five (5) calendar days of the use of restraint and placed in the student's educational file. The written report on the use of restraint or seclusion shall include:
 - a. the antecedent of the student's behavior, if known;
 - b. a description of the incident;
 - c. any efforts made to de-escalate the situation;
 - d. any alternatives to the use of restraint that were attempted;
 - e. the type and duration of the restraint used;
 - f. any injuries that occurred;
 - g. the names of the staff present and staff involved in administering the restraint;
 - h. the start and end time of the restraint;
 - i. information concerning the notification provided to the parent; and
 - j. for incidents of seclusion, information concerning whether the door was opened or closed.
6. If requested by the District or the student's parents, the District shall convene a meeting with parents to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

H. Review of specific incidents of restraint

1. The District shall ensure that a review process is established and conducted for each incident of physical restraint lasting five (5) minutes or more and any incident of seclusion. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
2. The review shall include, but is not limited to:
 - a. ensuring that there is follow up communication with the student and their parent;

- b. considering whether there were alternative strategies that could have been used; and
 - c. recommending adjustment of procedures, if appropriate.
- 3. If requested by the District or the student's parents, the District shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.

I. General review process

- 1. The District shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the District is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
- 2. The review shall include, but is not limited to:
 - a. analysis of incident reports, including, but not limited to, all reports prepared to fulfill the documentation requirements outlined in the policy, procedures used during the restraint, the preventative or alternative techniques tried, and staff compliance with documentation and review requirements;
 - b. training needs of staff;
 - c. staff to student ratio; and
 - d. environmental conditions, including physical space, student seating arrangements and noise levels.
- 3. Data from the annual review must be submitted to the Colorado Department of Education beginning no later than June 30, 2026, and every June 30 thereafter. That data includes:
 - a. the total number of physical restraints lasting more than one minute but less than five minutes;
 - b. the total number of physical restraints lasting five minutes or more;
 - c. the total number of students who experienced at least one physical restraint lasting more than one minute but less than five minutes;
 - d. the total number of students who experienced at least one physical restraint lasting five minutes or more;
 - e. the total number of students who experienced at least one seclusion;
 - f. the total number of seclusions;
 - g. the total number of mechanical restraints;

- h. the number of mechanical restraints that involved the use of handcuffs; and
- i. the total number of prone restraints.

J. Staff training

1. The District shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.
2. Training shall include:
 - a. the appropriate use of restraint (including, a continuum of prevention techniques, environmental management, and continuum of de-escalation techniques);
 - b. an understanding of the impact of adverse childhood events or trauma on students and their behavior and how to respond appropriately to avoid further harm or trauma through the use of restraint or seclusion;
 - c. methods to explain the use of restraint to the student who is to be restrained and to the student's family;
 - d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint; and
 - e. appropriate documentation and notification procedures (including monitoring and recording the time duration of a restraint or seclusion).
3. Retraining shall occur at a frequency of at least every two years.

Adopted: May 4, 2013

Revised: October 16, 2017; April 17, 2023; September 14, 2026

Harassment and Discrimination Investigation Procedures for Students

The District prohibits discrimination against any District student. It is a violation of policy for any student or staff member to harass students, or to retaliate against those who report harassment or discrimination or those who participate in a harassment investigation. For the purposes of this regulation, **"harassment"** is unwelcome conduct or communication directed at a student based on their protected class, as described in Policy AC, that is objectively offensive to a reasonable individual who is a member of the same protected class. The conduct or communication must meet at least one of the following: (i) submission to the conduct or communication is made a term or condition of access to educational services, (ii) submission to, objection to, or rejection of the conduct or communication is used or threatened to be used as a basis for educational decisions affecting the student; or (iii) the conduct or communication interferes with a student's ability to participate in the District's educational services, or creates an intimidating, hostile, or offensive educational environment.

Harassment under Colorado law also includes the knowing or intentional use of a name other than a student's chosen name, or the refusal to use a student's chosen name. (See Policy ACA.)

The District has adopted the below grievance procedures to encourage reporting and ensure that the investigation and resolution of complaints of harassment and discrimination against students are fair, impartial, and prompt.

Allegations of sexual discrimination or sex-based harassment arising under Title IX must follow the procedures specifically outlined in Policy AC-R-3.

Investigation Process

Throughout the investigation, the District will keep information related to the investigation confidential to the extent possible. The investigation will be fair, impartial, and prompt. The District will make a good faith effort to complete an investigation within sixty days after the complaint, with an additional thirty-day extension possible for good cause. The compliance officer will attempt to adhere to all timelines. If the compliance officer needs more time with regard to any aspect of the investigation, they will notify the parties in writing as to the reason for the extension.

Promptly after receiving a complaint, the compliance officer will offer the complainant and respondent supportive measures and inform the parties that they may request additional supportive measures throughout the investigation by contacting the compliance officer. If a student with a disability is a party, the compliance officer will collaborate with the student's 504/IEP team to determine appropriate supportive measures and will discuss these options with the student. Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; extra time for homework or tests; the opportunity to resubmit homework or retake a test; remedying an impacted grade; excused absences; the opportunity for home instruction; modifications to class schedules; and restrictions on contact between the parties to a report of harassment or discrimination.

During the investigation, all parties will be treated equitably and will be provided with equal opportunity to present evidence. Any questions that arise during the investigation should be directed to or forwarded to the compliance officer. The compliance officer will provide regular written updates about the status of the investigation to both parties and their parents/legal guardians at the end of each stage of the investigation, but at least every fifteen business days.

1. Making a Complaint

Any person who witnesses or experiences bullying on the basis of protected class, harassment, discrimination, or retaliation against students are encouraged to report the conduct to school staff by making a complaint with the District's compliance officer.

Any staff member who receives information about an incident or who witnesses harassment, discrimination, or retaliation must report the incident to the compliance officer.

Complaints may be made by phone, by email, in person, or through an online form and should include a detailed description of the alleged event(s), the date(s) the alleged event(s) occurred, and name(s) of the party/parties involved, including any witnesses. The complaint should be made as soon as possible after the incident.

- **Compliance Officer:**
Superintendent of Schools
Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
superintendent@fortmorgank12.com
- **Complaint Form Link:** www.fortmorgank12.com

No person can serve as the compliance officer in a matter in which they have a bias or conflict of interest with regard to the parties and/or the underlying conduct, or if they are alleged to have participated in prohibited conduct. If the compliance officer is alleged to have participated in prohibited conduct, complaints may be made to the following District employee.

- **Assistant Superintendent of Human Resources**
Morgan County School District Re-3
715 West Platte Avenue
Fort Morgan, Colorado 80701
hr@fortmorgank12.com

Retaliation against the complainant, respondent, or any person who filed a complaint or participated in an investigation is prohibited. Individuals found to have engaged in retaliatory behavior will be subject to disciplinary measures.

2. Evaluation by Compliance Officer

The compliance officer will review the complaint to determine whether the alleged conduct constitutes harassment or discrimination. The compliance officer will refer the matter back to the building principal or appropriate administrative department if the conduct alleged does not implicate a protected class or otherwise fit the characteristics of harassment or discrimination.

The compliance officer will refer any potential criminal charges to law enforcement. Upon the request of law enforcement, the compliance officer will delay action on a complaint for a reasonable amount of time to allow law enforcement to investigate the matter and will notify the parties of the delay. The compliance officer will not rely solely on a criminal investigation by a law enforcement agency in lieu of responding to a report of harassment or discrimination but may consider any evidence shared by law enforcement in making any determinations.

The compliance officer may assign any or all aspects of the investigation to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters.

As used in this regulation, the term "compliance officer" refers to the compliance officer or their designee.

3. Initial Meetings with the Parties

The following details actions to be taken by the compliance officer upon the determination that the underlying allegations, if proved to be true, constitute harassment or discrimination.

- a. *Initial meeting with Reporting Party, if any, and Complainant:* Within five school days following receipt of the complaint, the compliance officer will meet with the complainant and any reporting party and their parents or guardians.

The purpose of the initial meeting is for the compliance officer to:

- i. provide the complainant with the information detailed in paragraph (c) below; and
- ii. collect any additional information necessary to complete the complaint and determine whether the allegations, if proven to be true, constitute prohibited discrimination or harassment.

If the compliance officer determines there is no merit to the allegations, the compliance officer may dismiss the complaint and will notify the complainant in writing. If the complaint is dismissed at this stage, the compliance officer may meet with the respondent to advise them of the allegations and offer supportive measures.

If the complainant does not want to proceed with the next steps of the investigation, the compliance officer may elect to proceed with the investigation if necessary to stop any harassment or discrimination and otherwise ensure the safety of the school environment.

- b. *Initial Meeting with Respondent:* As soon as possible after meeting with the complainant and any reporting party, the compliance officer will meet with the respondent and, if this individual is a student, their parents/guardians, in order to obtain a response to the complaint. At the initial meeting, the compliance officer will advise the respondent as to the allegations against them and give the respondent a chance to respond to those allegations.
- c. *Information Provided at the Initial Meetings:* The compliance officer will provide to both the complainant and respondent the same basic information, including:
 - i. available supportive measures;
 - ii. copies of Board Policy AC and this regulation;
 - iii. timeline for the investigation process and the District's legal obligations;
 - iv. the possibility of resolving the complaint informally upon agreement of all parties;
 - v. that the information collected is confidential, so long as confidentiality does not prevent the District from responding effectively to prohibited conduct and preventing future prohibited conduct;
 - vi. all parties have a right to have an advisor present during all stages of the investigation; and
 - vii. parties will be granted excused absences for any therapy, medical, legal, or victim's services appointment associated with the report.

4. Informal Complaint Resolution

When the compliance officer deems it appropriate, an informal resolution process may be instituted. Informal resolution is not appropriate in all circumstances. It may only be used if both parties are students and both parties agree, with agreement voluntary, non-coerced, and documented in writing. Informal resolution may not be used if the underlying offense involves sexual assault or other act of violence. No party will be forced to participate in informal resolution and either party may request an end to an informal process at any time.

If both parties feel a resolution has been achieved through informal resolution, no further action need be taken to resolve the complaint. However, within [six - seven] school days following the conclusion of the informal resolution process, the compliance officer must prepare a written report for the parties detailing the process and any agreed upon corrective or restorative measures provided, including any steps the District will take to prevent future discrimination or harassment. A copy of the report will be shared with the Board of Education.

5. Formal Complaint Resolution

If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer will engage in formal complaint resolution.

- a. *Collect Evidence:* The compliance officer will collect evidence. Evidence may be collected by interviews with parties and witnesses, reviewing any available physical or documentary information, requesting written statements, or other appropriate methods at the compliance officer's discretion. Evidence may include but is not limited to: evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct.
- b. *Determination:* No later than fifty school days following receipt of the complaint, the compliance officer must prepare a written report which determines whether discrimination or harassment occurred. The compliance officer will apply the preponderance of the evidence standard, which means that it is more likely than not that the conduct occurred. In making this decision, all relevant circumstances must be considered by the compliance officer, including:
 - i. the degree to which the conduct affected the complainant's ability to participate in or benefit from the school environment;
 - ii. the type, frequency and duration of the conduct, recognizing that a single incident may rise to the level of harassment;
 - iii. the identity of and relationship between the respondent and the complainant;
 - iv. the context of the incident, including school size and location of the incident and/or other incidents at the school;
 - v. whether the conduct was threatening;
 - vi. the use of epithets, slurs or other conduct that is humiliating or degrading;
 - vii. whether the conduct or communication reflects stereotypes about an individual or group of individuals in a protected class;
 - viii. ages and number of respondents and complainants involved;
 - ix. patterns of misconduct of the respondent;
 - x. real or perceived power differentials between the parties;
 - xi. any other relevant circumstances.

The decision must include a written determination regarding responsibility, explain how and why the compliance officer reached the conclusions outlined in the report, detail any supportive measures or disciplinary sanctions already taken, and recommendations for future disciplinary measures.

If the compliance officer is not the superintendent, the compliance officer's report is advisory and must not bind the superintendent or the District to any particular course of action or remedial measure.

If the compliance officer is the superintendent, the report will include the determination of any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

6. Disciplinary Measures and Outcome

As soon as practicable after receiving the compliance officer's findings and recommendations, the superintendent or designee must determine any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

Students will not be disciplined for any of the following acts, if they are connected to the reported incident: truancy, late arrival, drug or alcohol use, consensual sexual activity, expressing a trauma symptom, unauthorized access to facilities, reasonable self-defense against the respondent, or talking publicly about the reported harassment or discrimination.

To the extent permitted by federal and state law, all parties, including the parents/guardians of all students involved, must be concurrently notified in writing of the final outcome of the investigation and any corrective or restorative action taken by the District within five school days following the superintendent's determination.

A copy of the compliance officer's report, and any corrective, disciplinary or restorative actions shall be provided to the Board of Education.

Resources

Throughout the investigation, or after the investigation concludes, affected individuals may choose to use the following resources:

National Domestic Violence Hotline: 1-800-799-SAFE (7233)

National Sexual Assault Hotline: 1-800-656-4673

Violence Free Colorado: <https://www.violencefreecolorado.org/>

The Crisis Center 24/7 Hotline: 303-688-8484

Any local resources for use by students

Section 504 Hearing Procedure

For allegations under Section 504 regarding a student's identification, evaluation, or educational placement, and as otherwise required by law, the student, parent, or legal guardian may request a hearing in writing to the Compliance Officer. This hearing procedure will not address guilt or innocence or disciplinary consequences, which are instead governed by the District's discipline policies and procedures.

The District must appoint a person to serve as the impartial hearing officer, who must be knowledgeable about Section 504 and/or the ADA, if applicable. The District-appointed hearing

officer will schedule a due process hearing to occur as soon as reasonably practicable for the family and the District. The hearing must be informal and must be recorded. Formal rules of evidence do not apply. A student is entitled to be represented by their parent/legal guardian or by an attorney at their expense. The student or parent/legal guardian may appear at the hearing and is entitled to present testimony and other evidence. A District representative is likewise entitled to present testimony and other evidence. The hearing must be closed to the public.

Within ten (10) school days after the hearing, the hearing officer must issue a written decision based upon evidence presented at the administrative hearing, including any remedial or corrective action deemed appropriate. Remedial actions include measures designed to stop the unlawful discrimination, correct its negative impact on the affected individual, ensure that the conduct does not recur, and restore lost educational opportunities. Any action taken by the hearing officer will be final.

After the hearing officer has issued the decision, the recording of the hearing, all physical and documentary evidence, and all other items comprising the record of the hearing must be returned to the district.

Either party may seek review of the hearing officer's decision in a court of competent jurisdiction, in accordance with applicable law and applicable timelines for requesting such review.

Nothing contained herein may be interpreted to confer upon any person the right to a hearing independent of a District policy, administrative procedure, statute, rule, regulation, or agreement expressly conferring such right.

Outside Agencies

In addition to, or as an alternative to, filing a complaint pursuant to this regulation, a person may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are listed below.

Denver Office for Civil Rights (OCR)
U.S. Department of Education
1244 Speer Blvd., Suite 310, Denver, CO 80204-3582
Telephone: 303-844-5695
Fax: 303-844-4303
TTY: 303-844-3417.
Email: OCR. Denver@ed.gov

Federal Office of Equal Employment Opportunity Commission (EEOC)
303 E. 17th Avenue, Suite 410, Denver, CO 80203
Telephone: 800-669-4000
Fax: 303-866-1085
TTY: 800-669-6820
ASL Video Phone: 844-234-5122

Website: <https://publicportal.eeoc.gov/portal/>

Colorado Civil Rights Division (CCRD)
1560 Broadway, Suite 825, Denver, CO 80202
Telephone: 303-894-2997 or 800-886-7675
Fax: 303-894-7830
Email: DORA_CCRD@state.co.us (general inquiries),
DORA_CCRDIntake@state.co.us (intake unit)

Adopted November 1, 2010

Revised October 15, 2018; July 17, 2020; September 16, 2024; September 15, 2025, September 14, 2026, September, 2026

2026-2027 Longevity Bonus List

Administration						
Last Name	First Name	Location	DOE	Years	Months	LONGEVITY BONUS
28 YEARS						
Frasco	Jason	DSC	8/24/1998	28	0	\$ 7,200.00
21 YEARS						
Davis	Vicki	LH	8/10/2005	21	0	\$ 5,400.00
14 YEARS						
7 YEARS						
3 YEARS						
TOTAL						\$ 12,600.00

2026-2027 Longevity Bonus List

Administration Non-Licensed

28 YEARS							
21 YEARS							
14 YEARS							
7 YEARS							
3 YEARS							
Thompson	Galen	DSC	07/01/23	3	1	\$	840.00
TOTAL							\$ 840.00

2026-2027 Longevity Bonus List

Certified						
Last Name	First Name	Location	DOE	Years	Months	LONGEVITY BONUS
28 YEARS						
21 YEARS						
McClain	Matthew	B	08/18/05	21	0	\$ 4,500.00
Ridl	Jean Anne	HS	08/15/05	21	0	\$ 4,500.00
14 YEARS						
Ruder	Jamie	S/PIO	10/17/11	14	10	\$ 3,000.00
7 YEARS						
3 YEARS						
Bader	Brylyn	P	08/14/23	3	0	\$ 1,000.00
De los Santos	Mel	P	08/09/23	3	0	\$ 1,000.00
Libre	Suzette	P	08/09/23	3	0	\$ 1,000.00
Siarez	Dexter Fonz	P	09/19/22	3	11	\$ 1,000.00
Belamia	Ann Maybelle	C	08/09/23	3	0	\$ 1,000.00
Cooper	Meghan	C	08/09/23	3	0	\$ 1,000.00
Donley	Theresa	C	08/09/23	3	0	\$ 1,000.00
Mejia	Carla	C	08/09/23	3	0	\$ 1,000.00
Rosales	Genesis	C	08/09/23	3	0	\$ 1,000.00
Stalker	Jack	C	08/29/23	3	0	\$ 1,000.00
Bonganciso	Lady Marie	GA	08/14/23	3	0	\$ 1,000.00
Lambert	Karrie	GA	08/09/23	3	0	\$ 1,000.00
Perez	Dawn	GA	08/09/23	3	0	\$ 1,000.00
Tubay Omamalin	Rose Ann	GA	09/15/22	3	11	\$ 1,000.00
Gonzales	Kimberly	S	08/09/23	3	0	\$ 1,000.00
Saucedo	Jennifer	S	08/09/23	3	0	\$ 1,000.00
Delier	Mackenzie	P-K	10/26/22	3	10	\$ 1,000.00
Gonzalez	Edith	B	01/24/23	3	7	\$ 1,000.00
Lauck	Amber	B	08/09/23	3	0	\$ 1,000.00
Meraz-Arreola	Jocelyn	B	02/07/23	3	6	\$ 1,000.00
Ruppel	Melissa	B	08/09/23	3	0	\$ 1,000.00
Bell	Kendra	MS	12/12/22	3	8	\$ 1,000.00
Garcia	Sheronia	MS	08/14/23	3	0	\$ 1,000.00
Mosqueda	Tammy	MS	12/05/22	3	8	\$ 1,000.00
Reed	Derek	MS	12/19/22	3	8	\$ 1,000.00
Tuballa	Bregette	MS	08/09/23	3	0	\$ 1,000.00
Gerken	Devin	HS	08/09/23	3	0	\$ 1,000.00
Luark	Meena	HS	03/20/23	3	5	\$ 1,000.00
McDaniel	Cory	HS	08/09/23	3	0	\$ 1,000.00
Nation	Kimberly	HS	08/09/23	3	0	\$ 1,000.00
Waugh	Cullen	HS	08/09/23	3	0	\$ 1,000.00
Kogan	Julie	LH	08/09/23	3	0	\$ 1,000.00
Weimer	Ailyn	LH	08/09/23	3	0	\$ 1,000.00
Carpenter	Beth	DSC	08/16/23	3	0	\$ 1,000.00
Conger	Stephanie	SPED	08/09/23	3	0	\$ 1,000.00
Harding	Anna	SPED	08/09/23	3	0	\$ 1,000.00
Kage	Alyssa	SPED	08/09/23	3	0	\$ 1,000.00
Rangel	Celeste	SPED	10/03/22	3	10	\$ 1,000.00
Zuniga	Alexis	SPED	01/09/23	3	7	\$ 1,000.00
TOTAL						\$ 51,000.00

2026-2027 Longevity Bonus List

Classified						
Last Name	First Name	Location	DOE	Years	Months	LONGEVITY BONUS
28 YEARS						
21 YEARS						
14 YEARS						
Garcilazo	Leticia	S	08/16/12	14	0	\$ 1,500.00
Contreras	Deborah Diane	MS	01/02/12	14	7	\$ 1,500.00
Rose	Debbie	HS	08/22/12	14	0	\$ 1,500.00
Vonfeldt	Amber	HS	04/11/12	14	4	\$ 1,500.00
7 YEARS						
3 YEARS						
Francisco	Alicia	P	08/31/23	3	0	\$ 500.00
Patrick	Cherey Jo	P	08/24/23	3	0	\$ 500.00
Starciuc	Viorica	P	02/02/23	3	6	\$ 500.00
Vuittonet	Destany	P	10/03/22	3	10	\$ 500.00
Zufelt	Bailey	C	02/13/23	3	6	\$ 500.00
Machado	Elizabeth	GA	09/20/22	3	11	\$ 500.00
Zelaya	Johanna	GA	08/14/23	3	0	\$ 500.00
Alvidrez	Blanca	S	08/14/23	3	0	\$ 500.00
Archuleta	Charlize	S	11/07/22	3	9	\$ 500.00
Garcia	Darlene	S	08/15/23	3	0	\$ 500.00
Horan	Deb	S	11/07/22	3	9	\$ 500.00
Enfante	Savanna	P-K	07/19/23	3	1	\$ 500.00
Jones	Mckenzie	P-K	08/14/23	3	0	\$ 500.00
Romero	Angelia	P-K	08/14/23	3	0	\$ 500.00
Vallejo	Rashel	P-K	01/30/23	3	7	\$ 500.00
Murkins	Kelly	P-K	02/13/23	3	6	\$ 500.00
Cerda	Astrid	B	08/14/23	3	0	\$ 500.00
Lanyon	Paulina	B	08/14/23	3	0	\$ 500.00
Castaneda	Elsa	MS	08/15/23	3	0	\$ 500.00
Mateo-Virves	Katharina	MS	01/09/23	3	7	\$ 500.00
Miranda	Alexia	MS	09/19/22	3	11	\$ 500.00
Roth	Adrian	MS	02/06/23	3	6	\$ 500.00
Baker	Kimberly	HS	07/20/23	3	1	\$ 500.00
Gomez	Randy	HS	06/19/23	3	2	\$ 500.00
Mosqueda	Salvador	HS	07/10/23	3	1	\$ 500.00
Loya	Angelica	DSC	07/31/23	3	1	\$ 500.00
Schaefer	Mitchell	DSC	07/24/23	3	1	\$ 500.00
Casteel	Tabitha	BG	08/08/23	3	0	\$ 500.00
Baker	Robert	F	07/10/23	3	1	\$ 500.00
TOTAL						\$ 20,500.00

2026-2027 Longevity Bonus List

8/31/2026

TOTALS	
ADMINISTRATORS	\$12,600.00
ADMIN NON-LICENSED	\$840.00
CERTIFIED	\$51,000.00
CLASSIFIED	<u>\$20,500.00</u>
	<u>\$84,940.00</u>

2026-2027 Longevity Bonus List

	3	7	14	21	28
ADMINISTRATORS	\$ 1,200	\$ 1,800	\$ 3,600	\$ 5,400	\$ 7,200
ADMIN NON-LICENSED	\$ 840	\$ 1,260	\$ 2,500	\$ 3,800	\$ 5,100
CERTIFIED	\$ 1,000	\$ 1,500	\$ 3,000	\$ 4,500	\$ 6,000
CLASSIFIED	\$ 500	\$ 750	\$ 1,500	\$ 2,200	\$ 3,000

2026-2027 Longevity Bonus List

	ADMINISTRATORS	ADMIN NON- LICENSED	CERTIFIED	CLASSIFIED	TOTALS
28 Years	\$ 7,200				\$ 7,200
21 Years	\$ 5,400		\$ 9,000		\$ 14,400
14 Years			\$ 3,000	\$ 6,000	\$ 9,000
7 Years					\$ -
3 Years		\$ 840	\$ 39,000	\$ 14,500	\$ 54,340
					\$ 84,940

RESOLUTION

A RESOLUTION APPROPRIATING ADDITIONAL SUMS OF MONEY FOR THE 2025-2026 BUDGET YEAR TO DEFRAY EXPENSES IN EXCESS OF AMOUNTS BUDGETED FOR MORGAN COUNTY SCHOOL DISTRICT RE-3, FORT MORGAN, COLORADO.

WHEREAS, Morgan County School District Re-3 has received additional revenues not from property taxes and has completed additional Fund operational expenditures and ongoing construction expenditures pursuant to approved construction contracts and related construction grants.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Morgan County School District Re-3, Fort Morgan, Colorado, that the 2026-2027 appropriations for the following Fund be increased as follows:

	Final Appropriation <u>Jan. 31, 2026</u>	Supplemental Appropriation	Total Supplemental Appropriation
General Funds:			
Capital Reserve Fund	520,600	150,000	670,600

APPROVED AND ADOPTED this 14th day of September, 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 Miller, CPA, Chief Financial Officer
Minutes, Board of Education

FORT MORGAN HIGH SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
Young, Taylor	STIPEND ONLY	HS Assistant Volleyball - C	4	2	\$ 3,977.00	Jess, Kati
		Baseball				
Langford, Josh	Baker	HS Head Baseball	2	5	\$ 7,272.00	
Davies, Andrew	FMHS	HS Head JV Baseball .5 FTE	4	5	\$ 2,272.50	Davies, Andrew
Waugh, Cullen	FMHS	HS Head JV Baseball .5 FTE	4	5	\$ 2,272.50	
Blunn, Jacob	FMHS	HS Asst Varsity Baseball	4	5	\$ 4,545.00	
Hawley, Matthew	FMMS	HS Head C Baseball	4	5	\$ 4,545.00	
		Boys Soccer				
Estrada, Eddy	STIPEND ONLY	HS Head Boys Soccer	2	5	\$ 7,272.00	Zavala, Isahias
Zavala, Isahias	STIPEND ONLY	HS Assistant Varsity Boys Soccer	4	2	\$ 3,977.00	
Zavala, Victor	STIPEND ONLY	HS Assistant Varsity Boys Soccer	4	1	\$ 3,787.50	Mora, Victor
		Girls Soccer				
Hanneman, Elizabeth	STIPEND ONLY	HS Head Girls Soccer	2	5	\$ 7,272.00	
Hernandez, Amadeo	STIPEND ONLY	HS Assistant Girls Soccer	4	3	\$ 4,166.50	Gaffney, Alexis
		Boys Golf				
Gotto, Gregory	FMMS	HS Head Boys Golf	4	5	\$ 4,545.00	
Vermillion, Dallas	FMHS	HS Assistant Boys Golf	5	3	\$ 3,111.00	
Waugh, Cullen	VOLUNTEER	HS Volunteer Boys' Golf			\$ -	N/A
		Girls Golf				
Gotto, Gregory	FMMS	HS Head Girls Golf	4	5	\$ 4,545.00	

FORT MORGAN HIGH SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
DeVries, Cherelle	FMHS	HS Assistant Girls Golf	5	5	\$ 3,393.50	
		Girls Tennis				
Bell, Kendra	FMMS	HS Head Girls Tennis	4	4	\$ 4,355.50	
Gray, Samantha	FMMS	HS Assistant Girls Tennis	5	2	\$ 2,969.50	Einspahr, Alicea
OPEN	OPEN	HS Assistant Girls Tennis				
		Gymnastics				
Lynch, Keri	STIPEND ONLY	HS Head Gymnastics	4	5	\$ 4,545.00	Bowles, Nicole
Glick, Kodee	STIPEND ONLY	HS Assistant Gymnastics	5	3	\$ 3,111.00	Koch, Breonna
		Cheer				
Norris, Saadiqah	FMHS	HS Head Cheer	5	2	\$ 2,969.50	Bowen, Keema
Gaddis, Ireland	STIPEND ONLY	HS Asst Cheer	6	2	\$ 2,757.50	James, Abigayle
		Athletic Miscellaneous				
Kudron, Dencia	FMHS	HS Spirit Club	9	1	\$ 959.50	Schmidt, Liz
Kudron, Dencia	FMHS	HS Spirit Club	9	1	\$ 959.50	Schmidt, Liz
OPEN	FMHS	HS Drill Dance Team				Bowen, Keema
		HS Weight Training				
Davies, Andrew	FMHS	HS FALL Weight Trainer	7	5	\$ 2,303.00	
Davies, Andrew	FMHS	HS WINTER Weight Trainer	7	5	\$ 2,303.00	
Kyle Graulus	FMHS	HS SPRING Weight Trainer	7	1	\$ 1,919.00	Liz Schmidt
		Performance Arts				

FORT MORGAN HIGH SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
LeMaire, Nicholas	FMHS	HS Band	3	5	\$ 5,696.50	
LeMaire, Nicholas	FMHS	HS Orchestra	3	5	\$ 5,696.50	
Joshua Rodriguez	FMHS	HS Vocal	3	1	\$ 4,747.00	Cangro, Elise
Tiscano-Maston, Adam	FMHS	HS Drama	6	2	\$ 2,757.50	Morrow, Meagan
Tiscano-Maston, Adam	FMHS	HS Musical Drama	6	2	\$ 2,757.50	Morrow, Meagan
LeMaire, Nicholas	FMHS	HS Musical Asst Director	6	5	\$ 3,151.00	
Joshua Rodriguez	FMHS	HS Musical Vocal	6	1	\$ 2,626.00	Cangro, Elise
McPhillips, Spencer	FMHS	HS Stage Manager	10	2	\$ 742.50	LeMaire, Nicholas
		Student Clubs and Services				
Villalobos, Adrianna	FMHS	Diversity Club	7	1	\$ 1,919.00	Bendol, Lilibeth
Schmidt, Rebecca	FMHS	FBLA	7	5	\$ 2,303.00	
McWilliams, Asher	FMHS	FBLA Assistant	7	1	\$ 1,919.00	Babcock, Madalyn
Whitney, Brian	FMHS	FBLA Assistant	7	5	\$ 2,303.00	
Chaput, Riley (Goumas)	FMHS	FCCLA	7	1	\$ 1,919.00	Einspahr, Alicea
Smith, Angela	FMHS	FCCLA Assistant	7	5	\$ 2,303.00	
Gerken, Devin	FMHS	FFA (1 of 2)	7	2	\$ 2,015.00	
Farnik, Danica	FMHS	FFA (2 of 2)	7	5	\$ 2,303.00	
Rich, Therese	FMHS	Forensics	7	5	\$ 2,303.00	
Kudron, Dencia	FMHS	GSA	7	5	\$ 2,303.00	
Harper, Miranda	FMHS	Hoofbeat Newspaper	7	1	\$ 1,919.00	Blake, Ian
Whitney, Brian	FMHS	Knowledge Bowl	7	5	\$ 2,303.00	
Villalobos, Adrianna	FMHS	LULAC	7	2	\$ 2,015.00	Flores, Araceli
Harper, Miranda	FMHS	National Honor Society	7	1	\$ 1,919.00	DeVries, Cherelle
will not fill	FMHS	Science Fair	7	2	\$ 2,015.00	Hodson, Ian

FORT MORGAN HIGH SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
McDaniel, Cory	FMHS	Student Senate Coordinator	7	3	\$ 2,111.00	Carpenter, Kyla
Tiscareno-Maston, Adam	FMHS	Yearbook - .50	7	1	\$ 959.50	Cangro, Elise
Jamison, Lynell	FMHS	Yearbook - .50	7	3	\$ 1,055.50	
		Miscellaneous Duties				
Farnik, Danica		Vocational Director		-	\$ 1,000.00	
		FMHS Stipends Total:			\$ 316,640.50	

FORT MORGAN MIDDLE SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
		Football				
Barkley, Michael	Columbine	MS Head Coach 8th	5	5	\$ 3,393.50	
Renteria, Jon	STIPEND ONLY	MS Assistant 8th	6	1	\$ 2,626.00	Camacho, Heith
Gross, Aaron	FMMS	MS Assistant 8th	6	1	\$ 2,626.00	Ocanas, Troy
Graulius, Kyle	FMMS	MS Head Coach 7th	5	5	\$ 3,393.50	Hochanadel, Lance
Ortega, Jacob	FMMS	MS Assistant 7th	6	1	\$ 2,626.00	Graulius, Kyle L6S1
Ewing, Kelly	FMMS	MS Assistant 7th	6	3	\$ 2,888.50	
		Boys Basketball				
Barkley, Michael	Columbine	MS Head Coach 8th	5	5	\$ 3,393.50	
Camacho, Heith	FMMS	MS Assistant 8th	6	5	\$ 3,151.00	Strauss, Al
OPEN	STIPEND ONLY	MS Head Coach 7th	5	5	\$ 3,393.50	Camacho, Heith
OPEN	STIPEND ONLY	MS Assistant 7th	6	2	\$ 2,757.50	Reyes, Michael
		Girls Basketball				
Barkley, Michael	FMMS	MS Head Coach 8th	5	5	\$ 3,393.50	Bell, Stacy
OPEN	Columbine	MS Assistant 8th	6	3	\$ 2,888.50	Frick, Christina
Bell, Stacy	STIPEND ONLY	MS Head Coach 7th	5	4	\$ 3,252.00	Barkley, Michael
Bell, Kevin	STIPEND ONLY	MS Assistant 7th	6	3	\$ 2,888.50	
		Wrestling				
Hochanadel, Tony	Sherman	MS Head Coach	5	5	\$ 3,393.50	
Smith, Eric	STIPEND ONLY	MS Assistant	6	4	\$ 3,020.00	
Petrino, Travis	STIPEND ONLY	MS Assistant	6	1	\$ 2,626.00	Blossom, Joan

FORT MORGAN MIDDLE SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
		Track				
Meyer, Sarah	Baker	MS Head Coach	5	5	\$ 3,393.50	
Norman, Zachary	Pioneer	MS Assistant	6	5	\$ 3,151.00	
Rosenbrock, Audrey	FMMS	MS Assistant	6	5	\$ 3,151.00	
Tony Hochanadel		MS Assistant	6	5	\$ 3,151.00	
		Volleyball				
Bell, Stacy	FMMS	MS Head Coach 8th	5	4	\$ 3,252.00	
Hannsen, Mackenzie	STIPEND ONLY	MS Assistant 8th	6	1	\$ 2,600.00	Lynch, Scooter
Sewell, Jennifer	FMMS	MS Head Coach 7th	5	5	\$ 3,393.50	
Brobst, Clarissa	FMMS	MS Assistant 7th	6	3	\$ 2,888.50	
		Cross Country				
Meyer, Sarah	FMMS	MS Head Coach	5	5	\$ 3,393.50	
Norman, Zachary	Pioneer	MS Assistant	6	5	\$ 3,151.00	
		Performance Arts				
Malone, Kennedy	FMMS	MS Band	8	5	\$ 2,000.00	
Malone, Kennedy	FMMS	MS Orchestra	8	5	\$ 2,000.00	
Asianna Shephard	FMMS	MS Vocal (Special Choir)	8	1	\$ 1,666.50	Porter, Mathew
		Student Clubs and Services				
Brobst, Clarissa	FMMS	Art Club	8	5	\$ 2,000.00	
Langford, Shelli	FMMS	SADD	8	5	\$ 2,000.00	
Michel, Amber	FMMS	Science Fair	8	2	\$ 1,750.00	
Holtquist, Amy	FMMS	Yearbook	8	5	\$ 2,000.00	

FORT MORGAN MIDDLE SCHOOL 2026-2027

Name	Location	Stipend	Level	Step	Amount	Replacing
		Miscellaneous				
Mitchel Medor		After-School Supv IMASH	8	1	\$ 1,666.50	Felber, Mary
Tammy Mosqueda		After-School Supv IMASH	8	1	\$ 1,666.50	Krokos, Efrosini
Rabson Kamanga		After-School Supv IMASH	8	1	\$ 1,666.50	
OPEN		After-School Supv IMASH				
OPEN		Lunch Bunch Supv (7th grade)				
OPEN		Lunch Bunch Supv (8th grade)				
			MS Stipend Total:		\$ 101,652.00	



Sherman

NEWSLETTER

SEPTEMBER 2026

Principal's Notes

Welcome to Sherman! We are off to a great start. The staff and students are feeling great in our new school. If your student rides the bus, we suggest downloading the BusRight app. You can find the QR code on the district webpage. We would like to invite you to join the PTO this year. Meetings are the second Tuesday of the month at 3:45. If you would like to join remotely, you can find the Google Meets link on the Sherman Calendar on the school webpage. We also have a new facebook page. Join us at Sherman Lanauaue School.

Wellness

September's focus is Cooperation. Cooperation is working together to reach shared goals. One idea to support this is to plan a time where everyone in your family needs to work together to accomplish a goal like making a meal together. Make sure everyone has a job with specific tasks. When you are done, discuss how each person's part was important to the end result.

Jokes

What did the spider study at school?

- Web design

Where do crayons go on vacation?

- Color- ado

What did the paper say to the scissors?

- Looking sharp!

Why did the teacher wear sunglasses to school?

- Because her students are so bright!

Upcoming Events

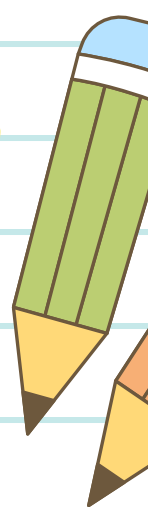
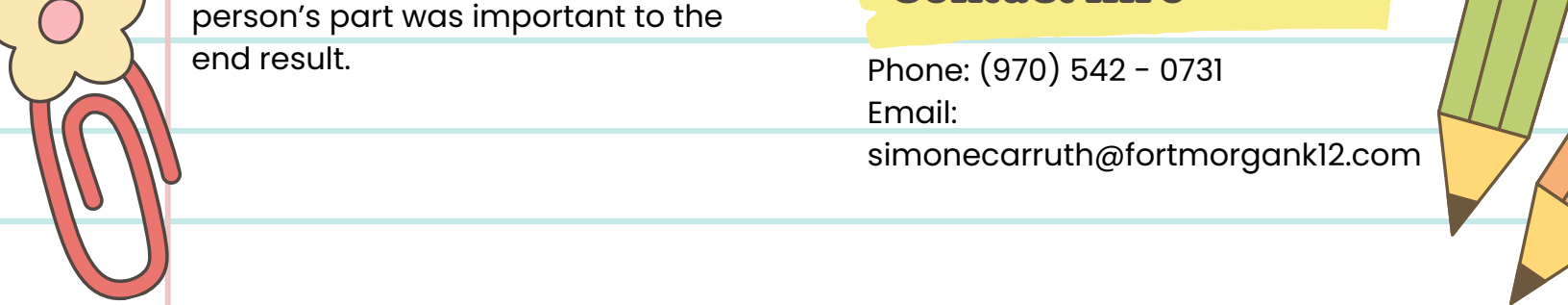
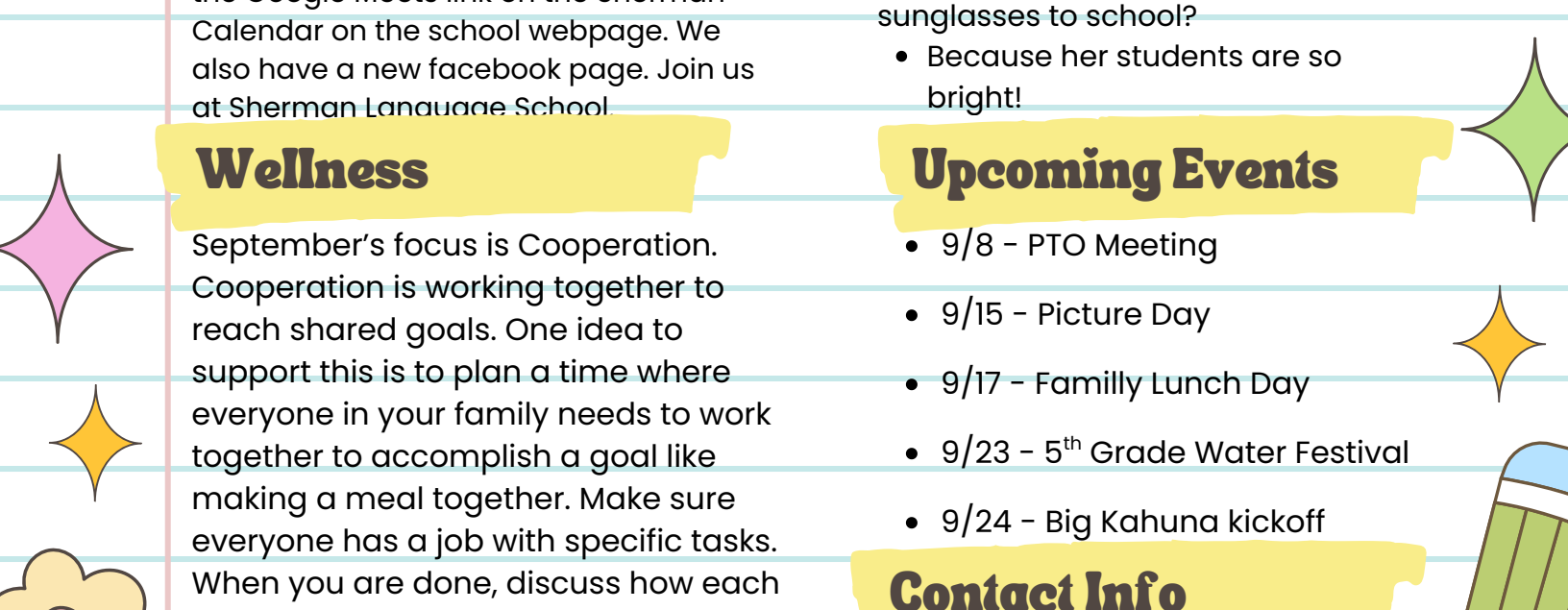
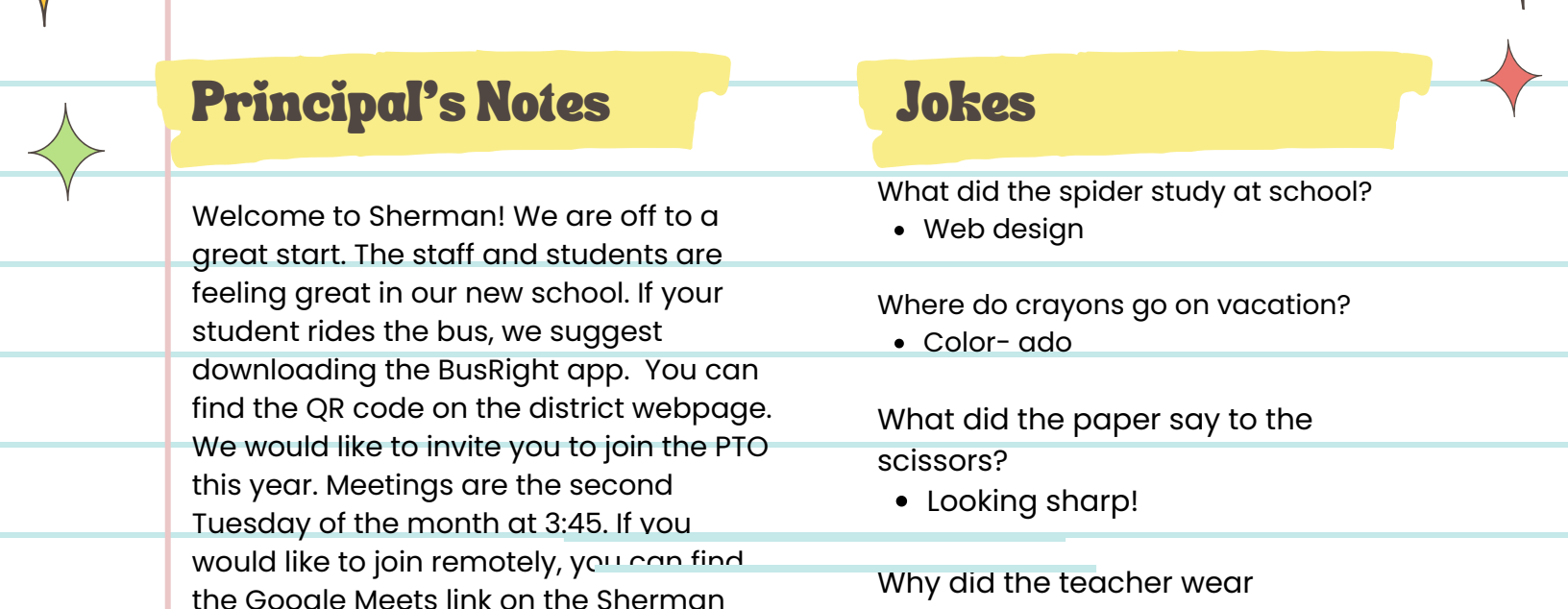
- 9/8 - PTO Meeting
- 9/15 - Picture Day
- 9/17 - Family Lunch Day
- 9/23 - 5th Grade Water Festival
- 9/24 - Big Kahuna kickoff

Contact Info

Phone: (970) 542 - 0731

Email:

simonecarruth@fortmorgank12.com



Sherman

CAPSULA INFORMATIVA

SEPTIEMBRE DE 2026

Notas de la directora

¡Bienvenidos a Sherman! Hemos tenido un excelente comienzo. El personal y los estudiantes se sienten muy a gusto en nuestra nueva escuela. Si su hijo/a usa el autobús escolar, le sugerimos descargar la aplicación BusRight. Puede encontrar el código QR en la página web del distrito. Nos gustaría invitarlos a unirse a la Asociación de Padres y Maestros (PTO) este año. Las reuniones son el segundo martes de cada mes a las 3:45 p. m. Si desea participar de forma remota, puede encontrar el enlace de Google Meet en el Calendario de Sherman en la página web del distrito.

Bienestar

El tema central de septiembre es la cooperación. Cooperar significa trabajar juntos para alcanzar metas comunes. Una idea para fomentar esto es planificar un momento en el que todos los miembros de la familia trabajen juntos para lograr un objetivo, como preparar una comida en familia. Asegúrense de que cada uno tenga una tarea específica. Al terminar, conversen sobre la importancia de la contribución de cada persona al resultado final.

Chistes

¿Qué estudiaba la araña en la escuela?
Diseño web
¿Adónde van de vacaciones los lápices de colores?
Color- ado
¿Qué le dijo el papel a las tijeras?
¡Qué bien te ves!
¿Por qué la profesora llevaba gafas de sol al colegio?
¡Porque sus alumnos son muy inteligentes!

Próximos eventos

- 8/9 - Reunión de la Asociación de Padres y Maestros
- 15/9 - Día de la fotografía
- 17/9 - Día de almuerzo familiar
- 23/9 - Festival del Agua de 5.º grado
- 24/9 - Inicio del Big Kahuna
-

Información de contacto

Teléfono: (970) 542-0731
Correo electrónico:
simonecarruth@fortmorgank12.com

September NEWSLETTER

What we're learning

Welcome to our first full month of preschool!

This month we are learning our Creative Curriculum Study called Beginning of the Year. This study helps us establish relationships and routines. You can help us at home by talking to your kiddos about their day. Thank you for being part of preschool program. We are looking forward to sharing a great school year together!

Reminders

- *Please park in an open spot or at the curb during drop-off/pick-up time.

- *We are happy to have you walk your child to their classroom. We can only access other part of the building with permission from the office.

Upcoming dates

September 15th Picture Day

September 25th Pie Fundraiser begins.

September 29th PTO meeting

Contact me Esther Cooley 970-867-2998 ex 8216

September NEWSLETTER

Lo que estamos aprendiendo

Bien venidos a nuestro primer mes completo de preescolar. Este mes estamos trabajando en nuestra unidad de creativo titulada. Se llama Inicio del año. Este estudio nos ayuda a establecer relaciones y rutinas. Pueden ayudarnos en casa hablando con sus hijos sobre como fue su día. Gracias por ser parte del programa de preescolar. Esperamos con ilusión compartir un gran año escolar juntos!

Recordatorios

- * Por favor estacione en un espacio libre o junto al borillo durante el horario de dejar y recoger a su estudiante.
- * Nos complace que acompañe a su hijo hasta sus clases. Solo podemos acceder otras partes del edificio con permisos de la oficina.

Proximas fechas

- * 15 de septiembre día de foto.
- * El 25 de septiembre comienza la recaudación de fondos con la venta de pasteles.
- * El 29 de septiembre junta de PTO.

Contacteme Esther Cooley 970-867-2998 ex: 8216

Baker Bulldog Newsletter September 2026

Welcome! We are glad your student is here to share the year with us! We will be continuing our PBIS program called “Positive Behavior Intervention Support”. Our expectations go along with our Baker Pledge. “As Baker students we pledge to Be responsible with a positive Attitude, using Kindness, Effort, and Respect.” We are also continuing the program “Capturing Kids Hearts” where each classroom makes up a social contract which they display to remind them of expectations. It helps build self-managing skills and team building skills. Ask your student what words their class has come up with and discuss what those words mean to both of you.

Lunch Times:

K: 11:00-11:25
1st: 11:15-11:35
2nd: 11:40-12:00
3rd: 11:50-12:10
4th: 12:20– 12:40
5th: 12:30-12:50

Student Drop Off at Baker:

At 7:15 am students may get breakfast in the cafeteria and supervision is provided outside on the playgrounds or gym.
****2nd, 3rd, and 4th grades** , South side by open playground and Basketball Court
****Kinder, 1st and 5th grades**, on the North side by the blue playground area

****Our school day begins at 7:45 am and ends at 3:30 pm each day Tuesday through Friday. Please have your student bring a water bottle each day and a jacket as the weather begins to turn cooler. Please call the office at 867-8422 to report a student absent, or whenever you have address or phone changes to your household.**

****Student Pictures** coming Wednesday, September 9th!! Envelopes will be coming home soon with ordering information.

****4th Annual Baker Bash is coming Friday, September 11th!!** You are welcome to come watch your student as they do fun events for our school fundraiser.

****PTO Meeting** on Wednesday, September 16th in the Library at 3:40 pm.

Come join in and help make decisions for our school and students.

COLUMBINE

September Newsletter



UPCOMING EVENTS

Sept. 2 – Big Kahuna Fundraiser Kickoff

Sept. 4 – Picture Day

Sept. 9 – PTO Meeting at 3:45 in Library

Sept. 15 – Big Kahuna Orders Due

Sept. 25 – Fall Festival 4:30–5:30 on playground



HOUSE UPDATE

We are excited to share that our 5th grade Prefects have been selected for this school year! Being a Prefect is a huge honor and an important leadership opportunity at Columbine. Students apply, interview, and are then assigned special jobs that allow them to serve and lead within our school. Our Prefects are role models for younger students and are looked up to by other students.

CONTACT INFO

Website:

www.columbine.fortmorgank12.com

Phone: (970)867-7418

Email:

shelly.carlson@fortmorgank12.com

NOTES FROM PRINCIPAL

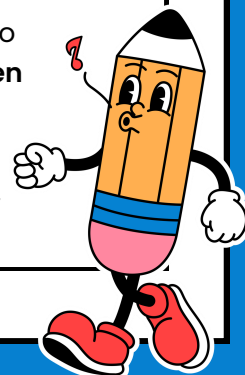
Hello! My name is Shelly Carlson, and I am honored to be the principal of Columbine Elementary School. Before moving into school administration, I had the joy of teaching first grade for 19 years. My experience in the classroom continues to shape my passion for supporting students and creating a positive school community where every student feels safe, valued, and supported.

Outside of school, I am a proud Grammy of five wonderful grandchildren, with one more on the way, due in October! I love spending as much time with my grandchildren as I can. When I'm not at school or with my grandkids, you can usually find me on the golf course with my husband.

ANNOUNCEMENTS & REMINDERS

Beginning at **7:15 a.m.**, students who would like breakfast may enter the building.

Students who do not want breakfast may go directly to the playground, with **Kindergarten and 1st grade using the small playground and 2nd–5th grade using the big playground**. The **first bell rings at 7:30 a.m.**, and the **tardy bell rings at 7:45 a.m.**



AGUILEÑA

Boletín informativo de Septiembre



PRÓXIMOS EVENTOS



2 de septiembre – Inicio de la campaña de recaudación de fondos de Big Kahuna

4 de septiembre – Día de la fotografía

9 de septiembre – Reunión de la asociación de padres y maestros a las 3:45 en la biblioteca

15 de septiembre – Fecha límite para pedidos de Big Kahuna

25 de septiembre – Festival de Otoño De 4:30 a 5:30 en el patio de recreo.

ACTUALIZACIÓN DE LA CASA

¡Nos complace anunciar que nuestros prefectos de quinto grado han sido seleccionados para este año escolar! Ser prefecto es un gran honor y una importante oportunidad de liderazgo en Columbine. Los estudiantes se postulan, pasan por una entrevista y luego se les asignan responsabilidades especiales que les permiten servir y liderar dentro de nuestra escuela. Nuestros prefectos son modelos a seguir para los estudiantes más jóvenes y son admirados por sus compañeros.

INFORMACIÓN DE CONTACTO

Sitio web:
www.columbine.fortmorgank12.com

Teléfono: (970)867-7418

Correo electrónico:
shelly.carlson@fortmorgank12.com

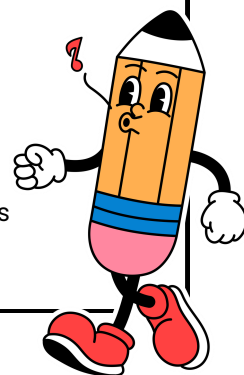
NOTAS DEL DIRECTOR

¡Hola! Me llamo Shelly Carlson y tengo el honor de ser la directora de la Escuela Primaria Columbine. Antes de dedicarme a la administración escolar, tuve la alegría de enseñar primer grado durante 19 años. Mi experiencia en el aula sigue alimentando mi pasión por apoyar a los estudiantes y crear una comunidad escolar positiva donde cada alumno se sienta seguro, valorado y apoyado. Fuera del trabajo, soy una orgullosa abuela de cinco nietos maravillosos, ¡y uno más en camino, que nacerá en octubre! Me encanta pasar el mayor tiempo posible con mis nietos. Cuando no estoy en la escuela ni con ellos, normalmente me encontrarán en el campo de golf con mi esposo.

ANUNCIOS Y RECORDATORIOS



A partir de las 7:15 a. m., los estudiantes que deseen desayunar pueden entrar al edificio. Quienes no deseen desayunar pueden ir directamente al patio de recreo. Los alumnos de kinder y primer grado usarán el patio pequeño, y los de segundo a quinto grado, el patio grande. La primera campana suena a las 7:30 a. m., y la campana de tardanza suena a las 7:45 a. m.





GREEN ACRES NEWSLETTER



SEPTEMBER 2-10TH NWEA TESTING

If your child is absent during this time, their test will be made on the week of September 14th. Please ensure your child get a good night's rest and breakfast so they are ready to test!

SEPTEMBER 4TH

LITTLE CEASAR'S PIZZA FUNDRAISER STARTS. PLEASE WATCH FOR YOUR PACKETS & MORE INFORMATION.

FAMILY ECONOMIC SURVEY

If you have not completed the Family Economic Development Survey on the Parent Portal, please complete

OCTOBER 19TH PARENT/TEACHER CONFERENCES

Each student will receive a note with the time of their conference. Please call the office if you need to change your time @ 970-867-5460

ILLNESS To minimize the spread of illness we are asking you keep your child home if they are presenting active symptoms. These include but are not limited to fever (100.4 or higher), diarrhea, severe cough, and vomiting. Your child must be fever and vomit free for 24hrs without the use of medication before returning. For further guidance visit the district website

FRIENDLY REMINDER- Please notify the office before 9 AM if your child is going to be absent.

MORNING DROP OFF

When dropping off your child please pull up as far as you can behind the next vehicle to help with traffic. Your child may get out anywhere on the sidewalk with the yellow line and walk to the playground or enter the building.

Parking lot speed limit is 5mph- please keep children safe!

IMPORTANT DATES

TUESDAY SEPTEMBER 8TH @3:45pm-- PTO Meeting in the Library! Everyone is welcome.

THURSDAY, SEPTEMBER 10TH

Individual Picture Day! Please return form if you would like to order pictures.



HOMECOMING WEEK SEPTEMBER &-11th

TUESDAY OCTOBER 13TH- Pizza Fundraiser Pick-up

MONDAY OCTOBER 19th- Parent/ Teacher Conferences 9am-6pm



A Note From Our Principal

The last month of school has gone by so fast! Thank you for sharing your child with us each day! It is a privilege to get to teach them each day! Attendance is crucial for success, so please send your child to school everyday unless they are ill. I believe family and school partnerships are pivotal to a child's education and I am honored to continue to be a part of this. Each student should be getting a little bit of homework Tuesday-Thursday. This is extra practice to help students master concepts and help them continue to become fluent readers and mathematicians. Please ensure your students are completing this as much as possible. Practice makes progress and their education will lead to lifelong success. Here are two challenges for September:

1. Ask your student about something good that happened during the day when you pick them up.
2. Support homework completion and read every night together.





GREEN ACRES NOTICIAS



SEPTIEMBRE 2-10 EXAMENES NWEA

Si su hijo está ausente durante este periodo, la prueba se realizará la semana del 14 de septiembre. Por favor, asegúrese de que su hijo duerma bien y tome desayuno para que esté preparado para el examen.

SEPTIEMBRE 4TH

COMIENZA LA VENTA DE LITTLE CEASAR'S. POR FAVOR, CONSULTA TUS PAQUETES Y ESPERA MÁS DETALLES.

ENCUESTA DE ECONOMÍA FAMILIAR

Por favor complete la Encuesta de Desarrollo Económico Familiar en el Portal de Padres si todavía no lo ha hecho.

19 DE OCTUBRE: CONFERENCIA PADRE-MAESTRO

Cada estudiante recibirá una nota con la hora de su conferencia. Llame a la oficina si necesita cambiar su horario al 970-867-5460.

ENFERMEDAD

Para minimizar la propagación de enfermedades, pedimos que mantenga a su hijo en casa si presenta síntomas activos. Estos incluyen, entre otros, fiebre (100.4 o más), diarrea, tos fuerte y vómitos. Su hijo debe estar sin fiebre ni vómitos durante 24 horas sin el uso de medicación antes de regresar. Para más orientación, visite el sitio web del distrito.

RECORDATORIO AMIGABLE: Por favor notifique a la oficina antes de las 9 AM si su hijo va a estar ausente.

ENTREGA DE LA MAÑANA

Al dejar a su hijo, avance lo más que pueda hasta el siguiente vehículo para ayudar con el tráfico. Su hijo puede salir en cualquier lugar de la acera junto a la línea amarilla y caminar hacia el patio de juegos o entrar al edificio.

El límite de velocidad del estacionamiento es de 5 mph: por favor, mantenga a los niños seguros.

FECHAS IMPORTANTES

JUEVES, 10 DE SEPTIEMBRE – ¡Día de fotos individual! Por favor, entregue el formulario si desea pedir fotos.



JUEVES, 10 DE SEPTIEMBRE – ¡DÍA DE FOTOS INDIVIDUALES! Por favor, entregue el formulario si desea ordenar fotos.

SEMANA DE HOMECOMING SEPTIEMBRE 7-11TH

MARTES 13 DE OCTUBRE – Entrega de pizzas (Recaudación de fondos)



LUNES 19 DE OCTUBRE – Conferencias padres/maestros, de 9:00 a 6pm



Mensaje de la directora

¡El último mes de clases ha pasado volando! ¡Gracias por compartir a su hijo/a con nosotros cada día! ¡Es un privilegio poder enseñarle/a a diario! La asistencia es crucial para el éxito, así que por favor envíe a su hijo/a a la escuela todos los días, a menos que esté enfermo/a. Creo que la colaboración entre la familia y la escuela es fundamental para la educación de un niño/a y me siento honrado/a de seguir formando parte de ella. Cada estudiante debe tener un poco de tarea de martes a jueves. Esta es una práctica adicional para ayudar a los estudiantes a dominar conceptos y a seguir desarrollando su fluidez lectora y matemática. Por favor, asegúrese de que sus hijos/as completen esta tarea tanto como sea posible. La práctica hace al maestro y su educación les llevará al éxito a lo largo de su vida. Aquí hay dos retos para septiembre:

1. Cuando vayas a recoger a tu alumno, pregúntale sobre algo bueno que le haya sucedido durante el día.
2. Apoyar la realización de los deberes y leer juntos todas las noches.





SEPTEMBER 2026 Newsletter

Upcoming Events:

Sept. 10 – PTO Meeting @ 3:45 p.m.

Sept. 11 – Picture Day – orders can be placed online, link is available on the portal & on the order form. Please send the exact amount if paying in cash. The office cannot provide change.

Sept. 23 – 5th grade field trip to Water Festival in Sterling

CheetahFest
Friday, Sept. 4
4:00 – 5:30

"Does your child ride the bus?
Contact the bus garage at [970-867-2263](tel:970-867-2263) and ask them to associate your personal email with their bus app. Then, you can download the BusRight App and see where your child is on the Live Bus map!"

Families are invited to join their students on Thursday, Sept. 17 for lunch. Menu is Tamale w/refried beans, fruit and apple churro. Please call the office and place your order no later than Wednesday, September 16.

Lunch schedule:

Kindergarten	11:15 – 11:40
1 st grade	12:00 – 12:20
2 nd grade	11:40 – 12:00
3 rd grade	12:20 – 12:40
4 th grade	12:40 – 1:00
5 th grade	1:00 – 1:20

Cost for lunch:

Adult - \$5.00 Child - \$3.00

Nickell's news

Dear Pioneer Families,

Welcome to September! As the weather turns, please send your student with a hoodie or light jacket in their backpack—mornings are starting to feel a bit cooler.

Before diving into the month ahead, I'm thrilled to share that our school's median student growth in both math and reading went up this year! This achievement is a testament to our amazing teachers, who work tirelessly to master the best instructional strategies to support your child's learning.

Here is what's coming up this month:

- **NWEA Assessments:** In early September, students will take their beginning-of-year NWEA MAP assessments to help us measure baseline progress and tailor instruction.
- **Spirit Week:** Our future Mustangs will celebrate Spirit Week alongside the high school in prep for the Homecoming game on Friday, September 11th.
- **National Guard Visit:** On Friday, September 25th at 9:00 AM, the National Guard will land a helicopter right on our field to deliver an anti-drug message to our students. Immediate family members are welcome to attend!

Thank you for your ongoing partnership, and let's make it a fantastic September!

Warmly, Mrs. Nickell

Counselor's corner

As we settle into the new school year, our focus for September is **Respect**, defined as "seeing value in all people and things & treating them with care."

Respect means creating a safe environment where everyone belongs. This month, we are also introducing lessons on recognizing and preventing **bullying**—which we define as hurtful, repeated behaviors. Students are learning to step up as **Super Helpers** by practicing three simple steps whenever they see unkindness:

- **Stop:** Tell the person to stop if it is safe, or choose not to join in.
- **Support:** Check on the person being hurt and show them kindness.
- **Report:** Tell a trusted adult at school or home right away.

Discussion Prompts for Home

Use these three prompts to keep the conversation going with your child:

1. **"Spotting Value":** "How did you show respect to someone at school today, especially if they are different from you or like different things?"
2. **"Super Helper Action":** "If you notice someone being left out or treated unkindly over and over, what is one supportive thing you can say or do for them?"
3. **"Your Trusted Circle":** "Who are three adults at school or home you know you can go to if you ever need to report a problem?"



Boletín de septiembre de 2026

CheetahFest
Viernes, 4 de sept.
4:00 – 5:30

Próximos eventos:

10 de septiembre – Reunión de la PTO @3:45
11 de septiembre – Día de la foto – los pedidos pueden ser colocado en línea, el enlace está disponible en el portal y en el formulario de pedido. Por favor, envía el efectivo exacto si pagas en efectivo. La oficina no puede proporcionar cambio.
23 de septiembre – Excursión de 5º curso al agua Festival en Sterling

"¿Tu hijo va en autobús?
Contacta con el taller de autobuses al [970-867-2263](tel:970-867-2263) y pídeles que asocien tu correo personal con su app de autobús. Después, puedes descargar la app BusRight y ver dónde está tu hijo en el mapa de Live Bus."

Las familias están invitadas a unirse a sus alumnos el **jueves 17 de septiembre para comer**. El menú es **tamale con frijoles refritos y churro de manzana**. Por favor, llame a la oficina y realice su pedido a más tardar el **miércoles 16 de septiembre**.

Horario de comida:

Infantil 11:15 – 11:40

1º curso 12:00 – 12:20

2º curso 11:40 – 12:00

3º curso 12:20 – 12:40

4º curso 12:40 – 13:00

5º curso 1:00 – 13:20

Coste del almuerzo:

Adulto – \$5.00 Niño – \$3.00

Noticias de Nickell

Queridas familias pioneras,

¡Bienvenidos a septiembre! A medida que cambie el tiempo, por favor envía a tu alumno con una sudadera con capucha o una chaqueta ligera en la mochila; las mañanas empiezan a sentirse un poco más frescas.

Antes de sumergirnos en el mes que viene, me alegra compartir que el crecimiento medio de los estudiantes en matemáticas y lectura de nuestro colegio ha aumentado este año. Este logro es un testimonio de nuestros increíbles profesores, que trabajan incansablemente para dominar las mejores estrategias didácticas que apoyen el aprendizaje de tu hijo.

Esto es lo que viene este mes:

- **Evaluaciones NWEA:** A principios de septiembre, los estudiantes realizarán sus evaluaciones NWEA MAP de inicio de curso para ayudarnos a medir el progreso inicial y adaptar la enseñanza.
- **Semana del Espíritu:** Nuestros futuros Mustangs celebrarán la Semana del Espíritu junto al instituto en preparación para el partido de Homecoming el viernes 11 de septiembre.
- **Visita de la Guardia Nacional:** El viernes 25 de septiembre a las 9:00 AM, la Guardia Nacional aterrizará un helicóptero directamente en nuestro campo para entregar un mensaje antidrogas a nuestros estudiantes. ¡Los familiares directos son bienvenidos a asistir! ¡Gracias por vuestra colaboración continua, y hagamos que sea un septiembre fantástico!

Con cariño,
Señora Nickell

Rincón del consejero

Al asentarnos en el nuevo curso escolar, nuestro enfoque para septiembre es el **Respeto**, definido como **"ver valor en todas las personas y cosas y tratarlas con cuidado."**

Respeto significa crear un entorno seguro donde todos pertenecen. Este mes, también presentamos lecciones sobre cómo reconocer y prevenir el **acoso** escolar, que definimos como comportamientos hirientes y repetidos. Los estudiantes están aprendiendo a dar un paso adelante como **Super Ayudantes** practicando tres pasos sencillos cada vez que vean falta de amabilidad:

1. **Para:** Dile a la persona que pare si es seguro, o que decida no participar.
2. **Apoyo:** Revisa a la persona que está siendo herida y muéstrale amabilidad.
3. **Informe:** Díselo a un adulto de confianza en el colegio o en casa de inmediato.

Preguntas de discusión para el hogar

Utiliza estos tres temas para mantener la conversación con tu hijo:

1. **"Detectar valor":** *"¿Cómo mostraste respeto a alguien en el colegio hoy, especialmente si es diferente a ti o le gustan cosas distintas?"*
2. **"Acción de Super Ayudante":** *"Si notas que alguien es dejado fuera o tratado con crueldad una y otra vez, ¿qué es algo que le apoye o puedas hacer?"*
3. **"Tu círculo de confianza":** *"¿Quiénes son tres adultos en el colegio o en casa a los que sabes que puedes acudir si alguna vez necesitas denunciar un problema?"*