



Meeting Norms

Stay focused and student centered | Listen actively, respectfully, and without judgment | Communicate with integrity
Honor board time with starting on-time and not being redundant | Limit sidebar conversations
Independent thought and one voice for decisions | Maintain confidentiality

AGENDA - WORK SESSION

Mancos School District Board of Education: The Mancos Public Schools Board of Education provides highly effective governance for our school's strategic student achievement efforts.

October 5, 2026

5:00 PM

West Wing Boardroom

- I. Establish Quorum
- II. Approval of Agenda
- III. Review Norms
- IV. **Strategic Plan**
 1. Healthy Community - Community Partnerships: Mancos United Summer Hub Presentation
 2. Mission & Vision Renewal - Process overview
 3. 2026-27 Mancos School Goals and Strategic Plan - Draft Review

V. **Policy Review Continued:**

Special Policy Updates:

JKA Policies

New Policy Review Assignments:

- At the Work Session, each member should report on their assigned policies to the board with a brief summary of the following questions and drafted recommendations (if any) using the following process:
 - Preparation & Analysis
 - Use guiding questions listed below and on Page 94 of CASB Leadership Guidebook
 - Highlights, Questions and Recommendations: Bring highlights, questions and recommendations to the board.

- VI. **Rachel** DB, DJE, IKF, CBI
- VII. **Craig M** JRA, JRC, JRCB, EHC
- VIII. **Tim** BE, BEC, BED, JJA (All)
- IX. **Craig B** GCQF, KDB, KE, KLG
- X. **Kira: AC**, BBA, BC, BCB,

XI.

XII.

XIII. Board- "Other" Work Session

1. Student Board Members

XIV. Admin

A. Calendar Review and Changes for BOE Approval 10/19/26

1. Parent Teacher Conferences: November 5, 1:00 pm Early Dismissal

2. Graduation Day - Suggest a move from Saturday, May 22 to Sunday, May 23 - CHSSA changes to athletic calendar (baseball and track)

XV. Adjournment

	Team Driven Shared Leadership
	<i>Data Based Problem Solving and Decision Making</i>
	<i>Comprehensive Screening and Assessment System</i>
	<i>Layered Continuum of Supports (LCS)- Evidence Based Practices, Instruction, and Interventions</i>
	<i>Family, School, and Community Partnerships</i>



ANNUAL REPORT 2025-2026

A year of becoming durable

Serving the social, emotional, mental, and physical wellbeing of everyone who lives, works, or learns in the Mancos Valley.

Fiscal year July 1, 2025 to June 30, 2026
Mancos, Colorado

"This Is Me"



First place float in the Mancos Days parade. Designed and built by Summer Hub Kids.

MANCOS SUMMER HUB • INCOMING MIDDLE SCHOOLER RETREAT
BASIC NEEDS • MANCOS VALLEY COMMUNITY HUB

ABOUT THIS REPORT

Our fiscal year runs July through June, so the financial statements in this report cover July 1, 2025 through June 30, 2026. Our community, though, knows us best by the summer. For that reason this report celebrates the Summer Hub 2026 season, which ran into July 2026, and presents its season-specific finances separately. Where a figure belongs to the fiscal year, we say so. Where it belongs to the summer season, we say that too.

A letter from the Executive Director

To our families, partners, and neighbors,

Mancos United began with a community that refused to look away. Out of shared loss came a shared conviction: that our young people deserve more places to be seen, heard, and known. After years of listening, designing, testing and tweaking, this year, that conviction began to take real and lasting shape.

Mancos Summer Hub again sold out, welcoming 104 children from 72 families with a team of 16 who poured themselves into a summer of belonging. The children designed and built a parade float that took first place in the Mancos Days Parade. A fifth grader led her own writing special and built a love of writing in younger kids. Two siblings ran a crochet table that became a season favorite, unknowingly giving kids a non-screen pastime that helps regulate their bodies. And a young person who came to us as a participant 3 years ago returned this year on paid staff because, in her words, “This community has given me so much. I finally feel like I can give back to the community I care about so deeply.”

Forty incoming sixth graders again spent two nights at the retreat, building the kind of trust that makes it easier to ask for help as they embark upon a phase of life filled with challenges, and we welcomed their families to dinner and discussion with teachers and staff before the school year began. Our Basic Needs fund met families in hard moments, a house fire, emergency heat, with direct, practical help. And after months of work alongside all of you, the feasibility study for a Mancos Valley Community Hub is complete, a milestone we will bring to the Town of Mancos and the community this fall.

This was also a year of building the foundation beneath the work. We solidified the policies and systems that make this program documented and repeatable, and closed our fiscal year in a stronger position than when we began. This work no longer rests on any one set of shoulders.

None of this happened alone. To our staff, our board, our funders, and the families who trust us with their children: thank you. Thank you for your trust, your honesty, and your partnership. We grow together.



With gratitude and at your service,

Katie McClure

Executive Director, Mancos United

A letter from the Board President

On behalf of the Board of Directors,

Serving on this board means holding two things at once: the tender reason Mancos United exists, and the responsibility to make sure it endures. This year, I am proud to report that both are in good hands.

The programs in these pages speak for themselves. I want to name what sits beneath them. This was the year Mancos United became a community institution. Systems were built. And the organization closed its fiscal year with a modest surplus and healthy reserves, including funds set aside and protected for the future we are building together. For a small nonprofit doing work this important, that kind of discipline is not a given. It is the product of careful leadership.

I want to thank Katie McClure, whose steadiness carries this organization, and the staff and volunteers who turn our mission into an experience for countless people who live, learn and work in Mancos. I want to thank our funders and partners, whose belief makes the work possible. And I want to thank this community, which has never stopped showing up for its young people.

Our work is made possible by the Mancos United Board of Directors, who selflessly volunteer their time, talent, and resources to strengthen our community.

The horizon ahead is the Mancos Valley Community Hub, a gathering place this valley has wanted for a long time. With the feasibility study now complete, we hope to see everyone at the presentation on Wednesday, October 28 at Town Hall. You asked for it and it is feasible. You made Summer Hub possible. Are you ready to make this the next legacy we leave our community?

Thank you for standing, learning, and growing alongside this little organization.

With gratitude and at your service,

Lisa Stone

Board President, Mancos United

*“This was the year Mancos United
became a community institution.”*

FROM THE BOARD PRESIDENT

Who we are

Our mission

To create conditions in the Mancos Valley that support the social, emotional, mental, and physical wellbeing of everyone who lives, works, or learns here.

Our story

Mancos United grew from a community response to youth tragedy. The people of Mancos created an organization dedicated to the belonging, safety, and wellbeing of all those who live, work, or learn in the Mancos Valley.

Our approach

We lead with relationship, rooted in a simple belief that connection itself is the intervention. Humans do not need to be fixed. They need to be known.

The year at a glance

104

children served at Summer Hub, across 72 families

40

middle schoolers at our two-night retreat

\$6,322

invested in Basic Needs support for local households

\$15,122

net operating result for the fiscal year



Writing with Ruby, a Summer Hub special led by a fifth-grade participant.

“Humans do not need to be fixed. They need to be known.”

OUR APPROACH

01 Summer Hub

Our flagship: screen-free, outdoor learning with caring adults all summer long. The 2026 season, themed “This Is Me,” sold out, serving 104 children across 72 families with a team of 16 staff organized into age-group teams from kindergarten through 8th grade. This was the year the program came into its own.



Kids surprised they haven't popped the balloons.



Staff reading with young participant.

Children designed and built a float that won first place in the Mancos Days parade. A fifth grader led her own writing special that built a love of writing in younger participants. Two siblings ran a crochet table that became a season favorite, unknowingly spreading a screen-free activity that helps regulate bodies. And one staff member who first came to Summer Hub as a participant returned this year as paid staff.

“This community has given me so much. I finally feel like I can give back to the community I care about so deeply.”

A returning Summer Hub staff member

Beneath the visible season, Summer Hub is now built to last. Over the past year the program operated as a Colorado CDEC Neighborhood Youth Organization, established a full policy and operations suite, published a bilingual English and Spanish family handbook, and formalized a Youth Leadership Pathway so young people can grow from participant to leader to staff.

WHAT FAMILIES TOLD US · 2026 FAMILY SURVEY

8.8 → 2.8

how families rated summer stress without, then with, Summer Hub (out of 10), a 6-point drop

4.89/5

overall family experience, with 89% giving a perfect score

36 of 38

responding families plan to enroll again in 2027

“It was way more than just child care. The kids learned and grew so much. I am super impressed.”

“Belonging is my favorite, and the staff has been incredible in helping my child manage her mood swings.”

“Real teachers who care, teaching.”

From the 2026 Summer Hub Family Survey. The stress question had 43 respondents (n=43); the overall-experience and re-enrollment questions had 38 (n=38).

02 Incoming Middle Schooler Retreat



Incoming sixth graders gather at Deer Hill Expeditions.

Launched in response to community-identified middle-school stress, the Incoming Middle Schooler Retreat is a two-night outdoor experience where students build connection through shared challenge: hiking, trust-building activities, and time away from screens. Staffed by teachers and counselors, the retreat is designed to deepen student-to-student and student-to-adult relationships, with the explicit goal of increasing help-seeking when a young person is struggling. This year the retreat served 40 middle schoolers at Deer Hill.

03 Basic Needs

The Basic Needs program meets Mancos Valley families at the moments they most need a hand, helping neighbors cover essential expenses and avoid the cascading consequences of a single missed payment. During the fiscal year, the program disbursed thousands in direct assistance to households.

Support spanned several categories. Housing and utility assistance kept households in their homes and connected to essential services, covering rent, electricity, water, heat, and even postal service. Medical assistance cleared hospital and clinic bills that had already gone to collections, so the debt would not create a multiplier effect for the family. Transportation assistance covered an auto loan payment and an insurance premium, protecting a household's access to the reliable transportation that holding a job in this region depends on. Communication and mail assistance kept a household reachable for benefits, employers, and appointments during times of transition.

The Basic Needs team, made up of community volunteers working directly with the Mancos School District, reviews each request and responds within 72 hours.

04 Mancos Valley Community Hub

This year Mancos United completed a feasibility study for a community-identified solution to a community-identified gap: a Mancos Valley Community Hub, a proposed recreation and gathering facility at Boyle Park envisioned to include a pool, a teen center, senior space, fitness, and community gathering space. The work is grounded in Triangle 2 Solutions market research and the Town of Mancos Parks and Trails Master Plan, which names this a community priority.

With the feasibility study now complete, we will present our findings to the Town of Mancos and the community on **Wednesday, October 28 at the Mancos Town Hall at 5pm.**



Concept rendering for the proposed indoor pool. Not an existing facility.



Concept rendering for the proposed teen center. Not an existing facility.

SAVE THE DATE

Mancos Valley Community Hub
feasibility study presentation and
renderings

Wednesday, October 28
5:00 PM

Mancos Town Hall

*“You asked for it and it is
feasible. Are you ready to make
this the next legacy we leave
our community?”*

FROM THE BOARD PRESIDENT

Financial stewardship

Figures below cover the fiscal year July 1, 2025 to June 30, 2026, on an accrual basis. Mancos United closed the year with a modest operating surplus and a strong balance sheet.

72¢

of every dollar spent went to **people:** the caring adults who make this relationship-based work possible.

WHERE THE SUPPORT CAME FROM · FY2025-26

SOURCE	AMOUNT	%
Individual contributions	\$67,827	34%
Contract income	\$42,652	21%
Grants	\$35,500	18%
Program registration and fees	\$27,572	14%
Foundation contributions	\$23,750	12%
Corporate contributions	\$3,350	1%
Total	\$200,651	100%

WHERE IT WENT · FY2025-26

PROGRAM	AMOUNT	%
Summer Hub	\$123,066	66%
Administration and general	\$42,702	23%
Incoming Middle Schooler Retreat	\$6,889	4%
Basic Needs	\$6,322	3%
Mancos Valley Community Hub	\$5,146	3%
Fundraising	\$1,404	1%
Total	\$185,529	100%

Net operating result for the fiscal year

\$15,122

FINANCIAL POSITION AT YEAR-END · JUNE 30, 2026

Cash and bank accounts	\$195,655
Total assets	\$197,603
Total liabilities	\$0
Restricted net assets	\$50,868
Unrestricted net assets	\$146,735
Total net assets	\$197,603

Total liabilities were \$0. Restricted funds are held for their designated purpose: \$23,178 for Summer Hub, \$6,872 for Basic Needs, and \$20,818 for the Mancos Valley Community Hub. The fiscal-year net operating result of +\$15,122 is already included in unrestricted net assets. Keeping cash on hand is purposeful to cover the costs of the second half of Summer Hub 2026 and provide families with some confidence in Summer Hub this coming summer.

Summer Hub 2026 season

This season-specific view captures the full 2026 Summer Hub cycle, from early planning and enrollment through the summer itself, November 1, 2025 to August 15, 2026. Because it runs on the season rather than the fiscal year, it does not align with the July-to-June statements, and it should be read on its own.

SEASON REVENUE		SEASON EXPENSES	
Registration and enrollment fees	\$34,694	Staff wages and payroll	\$100,665
Foundation contributions	\$35,750	Supplies, field trips, activities	\$7,397
Individual donations	\$25,499	Marketing, dues, administration	\$5,748
Restricted grants	\$20,000	General and professional fees	\$1,122
Corporate contributions	\$3,250	Total season expenses	\$114,932
Total season revenue	\$119,193	Net season result: +\$4,261	

Our funders and partners

With deep gratitude to those who made this year possible.

FOUNDATIONS AND GRANTORS

- Colorado Housing and Finance Authority (CHFA)
- El Pomar Foundation
- Ballantine Family Foundation
- The Pay It Forward Fund of Mancos Valley Resources
- Russell Sabor Foundation
- Curtin Bond Family Foundation of the Triangle
- Community Foundation
- Virga Foundation

IN KIND

- High Desert Devo
- Medicine Horse
- Hometown Golf
- Zuma

PUBLIC AND INSTITUTIONAL PARTNERS

- Mancos School District
- Town of Mancos

BUSINESS AND CORPORATE PARTNERS

- Mancos Brewing Company
- Alpacka Raft
- SGM
- Mesa Verde Motel
- A Smile by Design
- P&D Grocery
- Southwest Health System
- Mancos Opera House

INDIVIDUAL SUPPORTERS

- An anonymous individual, \$25,000 gift.
- An anonymous individual, \$10,000 gift.
- Cindy Gray, \$10,000 gift.
- And the many individual donors who gave during our Annual Fall Campaign and Colorado Gives.

Board and staff

BOARD OF DIRECTORS

Lisa Stone, Board President
Jamie Higgins, Vice President and Treasurer
Doty Shepard, Secretary
Katie Calvert
Audrey Hazleton
Stephanie Slough
Craig Benally
Jessica Randell

STAFF

Katie McClure, Executive Director

MANCOS SUMMER HUB

Jessica McIntyre · Martha Endres · Amanda Zufelt ·
Renee Feigenbaum · Brandon Rank · Althea Ellis ·
Shaina Boover · Angela Adams · Ruthie Cartwright ·
Kristen Hanson · Ben Fisher · Jess Rea · Jon Brooks ·
Mo Murray · Chloe Endres · Scarlett Herak · Eileen
Eichner · Maria Arenivas



A staff member and a participant at craft time.

Looking ahead

We built the foundation this year. Next, we grow on it. We will sustain and strengthen Summer Hub on its new footing, deepen the Incoming Middle Schooler Retreat and Basic Needs work that meet young people and families where they are, and carry the Mancos Valley Community Hub from a completed feasibility study into a public conversation with the Town of Mancos and this community.

The through-line is the same one we started with: more caring, consistent adults in a young person's life, and more places in this valley where every child and family can belong.



Summer afternoons at the pool.



Finding their voices at the beatbox special.

Join us

Mancos United is powered by this community. Whether you give, volunteer, or partner with us, you help create the conditions where every child and family in the Mancos Valley can thrive.

Thank you for standing with the children and families of the Mancos Valley.

Interested in legacy giving?

Contact **Katie McClure** at executivedirector@mancosunited.org or 541-410-8779.

United for a socially and emotionally healthy, safe Mancos community.

Mancos United

355 W. Grand Ave., Mancos, CO 81328 · hellomancosunited@gmail.com · EIN 88-1978168



Mancos Schools' **Goals and Strategic Plan Overview**

2026-27 DRAFT

Mancos School District Community Agreements & The Bluejay Way

Stay curious and kind.

Center the student experience.

Ensure all voices are heard and considered.

Be productive and solution-focused.

Assume positive intent and listen to understand.

Anchor conversations in evidence, data, and lived experience.

Show care for yourself and others.

Enjoy the time together and have some fun!



**integrity
perseverance
dignity
curiosity
leadership**

Goals: What are we striving for everyday?



Healthy Community

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



Engaging Learning

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



Cohesive Systems

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

Targets: How will we make progress towards our goals?



Healthy Community

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

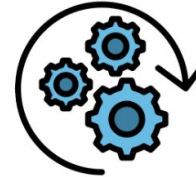
- ❖ **Community-centered** learning environments
- ❖ **Whole-child** development and supports
- ❖ **Proactive and restorative** approaches
- ❖ Inclusive **parent-engagement**
- ❖ Culture of **support and growth**



Engaging Learning

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

- ❖ **Engaging and high-quality** instructional approach
- ❖ **Aligned and articulated** curriculum
- ❖ Student-centered reflection, **assessment and reporting.**
- ❖ Community, work and nature based learning experiences



Cohesive Systems

We will build **open, aligned, and** sustainable systems **and teams** that reflect our values and ensure continuity across our schools.

- ❖ Structures for **shared-leadership**
- ❖ **Comprehensive** communication plans
- ❖ **Tiers of support** framework
- ❖ **Targeted** professional growth cycles and **support.**



Evidence: How will we measure progress?

School Climate Survey

Students:

- **Overall: 3.5/4.0**
 - 25.26 - 3.1/4.0
- **Acceptance: 3.5/4.0**
 - 25.26 - 2.81/4.0

Families:

- **Overall: 3.5/4.0**
 - 25.26 - 3.2/4.0
- **Interpersonal: 3.5/4.0**
 - 25.26 - 3.13/4.0

Staff:

- **Overall: 3.5/4.0**
 - 25.26 - 3.2/4.0
- **Connectedness: 3.5/4.0**
 - 25.26 - 3.0/4.0
- **Peer/Adult Relations: 3.5/4.0**
 - 25.26 - 2.97/4.0



Healthy Community

Evidence: How will we measure progress?



Healthy Community

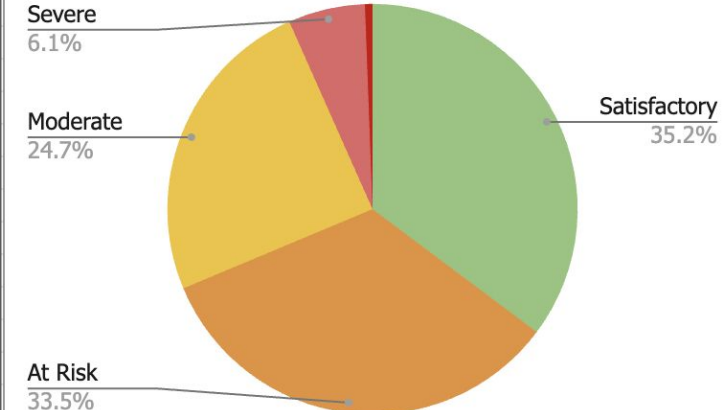
Attendance

Reduce At-Risk and Chronic Absenteeism by 50%

- **Satisfactory attendance - 96% +:** (missing less than 5%).
- **At-risk attendance - 90-95%:** (missing 5-9.99%)
Research shows that this level of absence is associated with a decline in academic performance so it merits attention.
- **Chronic absence - 80-90%**
- **Severe chronic absence - 50-80%**
- **Acute chronic absence 1-50%**

2025-26 Attendance Data

	ALL			
Satisfactory	180	At Risk/CA		
At Risk	171	171	Chronically Absent	
Moderate	126	126	126	
Severe	31	31	31	
Acute	3	3	3	
	511	331	160	





Evidence: How will we measure progress?



Engaging Learning

Growth:

- **65% or more students** will demonstrate growth in literacy and mathematics as shown on the TS Gold (PK) and NWEA (K-10) measure. (25.26 - 60% average)

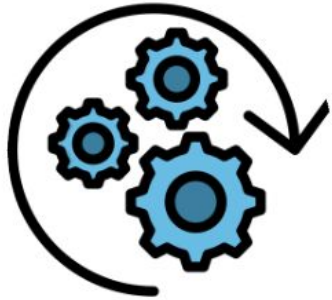
Achievement:

- **Mancos Schools** will move students into a **higher achievement percentiles by 10%** in Mathematics, Reading and Language Arts. (See 25.26 on next slide)





Evidence: How will we measure progress?



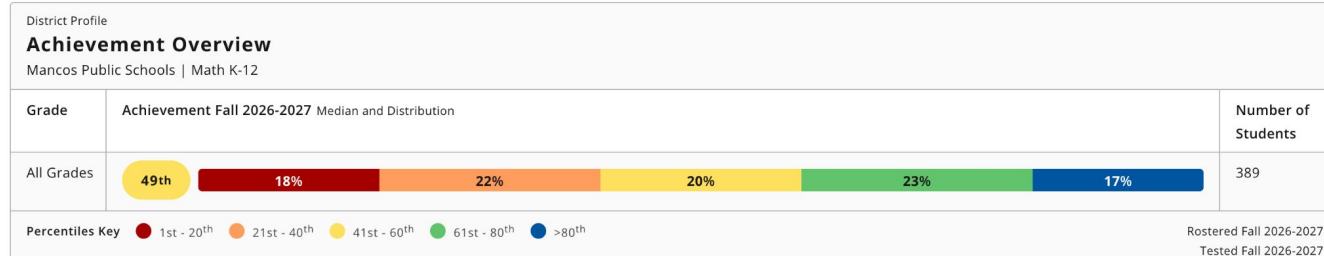
Cohesive Systems

In Development

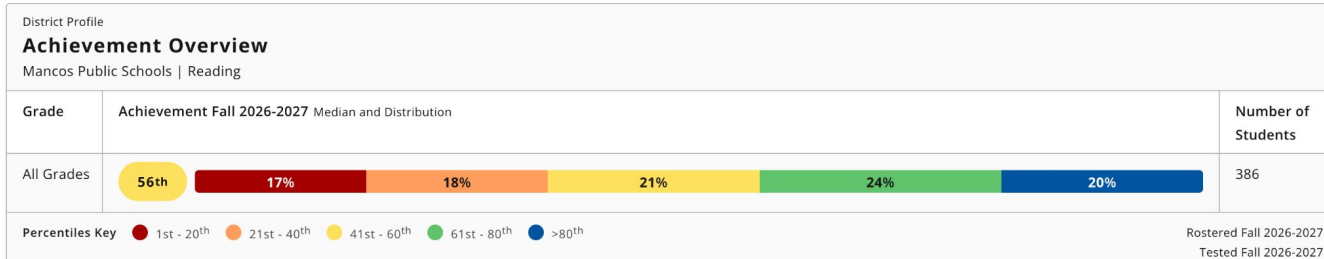


Fall MAPS Achievement Data (Detailed)

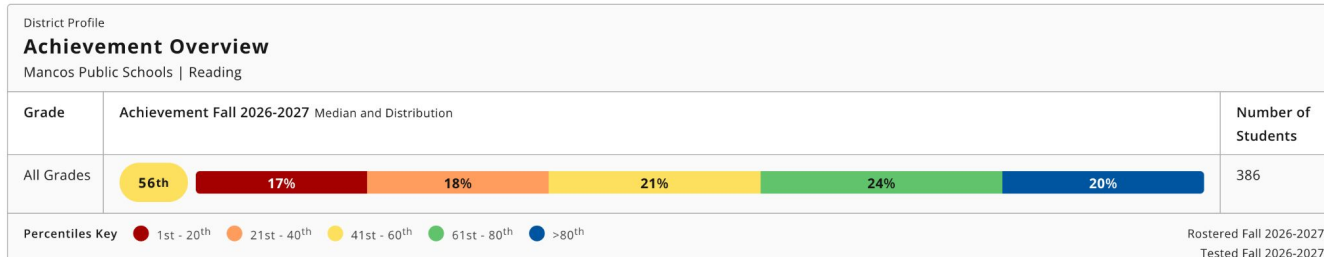
Math:



Reading:



Language Arts:



Simplified



How will we accomplish our goals in 2026-27?

**Building a culture of
Crew...**

**Utilizing high-quality
instructional practices...**

**Developing and using
agreements...**

... and staying anchored in The Bluejay Way and Portrait of a Graduate.



Work Plan: Strategic Plan in Action

Heathy Community  Healthy Community We will cultivate a connected community where students, staff and families feel agency and belonging. ❖ Community-centered learning environments ❖ Whole-child development and supports ❖ Proactive and restorative approaches ❖ Inclusive parent-engagement ❖ Culture of support and growth	Strategic Action Plan w/ Link (TEMPLATE)	Meets Targets	Evidence of Progress	26.27 Deliverable(s)	Stakeholder(s)	Implementation Lead	Implementation Team
	District: Renew Mission, Vision and Habits of Character (Bluejay Way)	Parent Engagement Whole Child	Climate Survey Other Perceptio...	Mission and Vision Statement	Students Families Staff	Audrey, Building Leaders	Crew Implementation Team
	District: Launch of PK-12 student advisory/crew structure with embedded SEL curriculum	Whole Child Proactive/Restora... Culture of Growth/...	Other Perceptio... Climate Survey	Daily Crew for all students Weekly SEL in Crew Crew Scope and Sequence	Students	Audrey, Building Leaders	Crew Implementation Team
	District: Articulate district-wide student referral, response and intervention system, including staff, family and peer referrals.	Whole Child Proactive/Restora... Parent Engagement	SWIS Climate Survey Attendance HKCS Other Perceptio...	Referral and response process Tier 2 evidence-based SEL interventions	Students Families Staff	District Social Worker (Molly Ender)	Student and Family Services Team
	District: Complete district-wide alignment of policy, proactive and responsive systems and practices for student safety, behavior and discipline.	Whole Child Proactive/Restora... Culture of Growth/...	Climate Survey SWIS Attendance	Restorative Discipline Matrix	Students Families Staff	Molly, Audrey, School Leaders	Student and Family Services Team
	District: Host multi-modal family outreach and engagement opportunities around well-being and social-emotional development.	Parent Engagement Whole Child Culture of Growth/...	Other Perceptio... Climate Survey	Interactive and educational family night Regular presence at student/family events	Families Community Part...	District Social Worker (Molly Ender) GT & MLL Coordinator (Liza Eschallier)	Family Engagement Night Champions Student and Family Services Team
	District: Implement Staff Crew model at school, department and district levels for community building, collaboration and belonging	Culture of Growth/...	Other Perceptio... TLCC Climate Survey	Staff Crew events on Staff Fridays and throughout the year	Families Community Part...	Audrey, School Leaders	District Services Team
	District: Develop informed PD/Meeting guidelines and practices that include regular cycles of feedback and leadership teams inupt - quality, voice and choice	Culture of Growth/...	Other Perceptio... Climate Survey TLCC	Staff Fridays connection and collaboration time	Staff Families Students	Audrey, Adyan	ILT (school leaders)
	District: Establish consistent New Staff Onboarding practices	Culture of Growth/...	TLCC	Improved onboarding plans with identified training and support	Staff	Adyan, Janet	School Leaders District Services Team



Work Plan: Strategic Plan in Action

Engaging Learning	Strategic Action Plan w/ Link (TEMPLATE)	Meets Targets	Evidence of Progress	26.27 Deliverable	Stakeholders	Implementation Lead	Implementation Team
 Engaging Learning We will create learning environments that are rich with challenging, student-led learning experiences everyday. - Engaging and high-quality instructional approach - Aligned and articulated curriculum - Student-centered reflection, assessment and reporting practices - Community, work and nature based learning experiences	District: Develop a shared understanding of engaging, challenging, student-led experiences (High Quality Instructional Practices - HQIP)	HQIP Aligned Curriculum... StuCentered Ass... Experiential Lear...		PD Calendar	Staff Families Students	Adyan	ILT (School Leaders) SLT (School Leadership Team) Educators
	District: Plan and deliver instruction with engaging, challenging, and student-led experiences (High Quality Instructional Practices) in mind	HQIP Aligned Curriculum... StuCentered Ass... Experiential Lear...	Obs: Inst Model	Teacher work delivered to building principal from Catalyst visits	Staff Families Students	Adyan	ILT (School Leaders) SLT (School Leadership Team) Educators
	District: With MSD Mission and Vision in mind, collaboratively develop PK-12 Assessment, Grading and Reporting Guiding Principles, Guidelines and Supports for district-wide implementation in the 2027-28 school year.		Obs: Inst Model	AGR Guiding principles, guidelines, and supports for 2027-28	Students Staff Families	Adyan	Reporting and Assessment Action Team ILT School Leadership Teams MTSS Team DAC
	District: Collaboratively research and develop Mancos School District Artificial Intelligence Guiding Principles and Guidelines for students and staff with the Mancos Schools' Mission and Vision in mind.	StuCentered Ass... Aligned Curriculum...		AI Guiding principles, guidelines, and supports for 2027-28	Students Staff Families	Audrey	AI Action Team Educators School Leadership Teams DACp BOE
	District: Renew and refresh collaborative teaming practices with the use of MSD PLC Guiding Principles and Toolkit	Aligned Curriculum... StuCentered Ass... HQIP Experiential Lear...		PLC notes	Staff	Adyan	PLCs School Leadership Teams MTSS Team
	District: Inventory of PK-12 curriculum across subject areas and recommendations for next steps	Aligned Curriculum...	Obs: Aligned ...	Curriculum inventory	Staff	Adyan	ILT
	District: Collaboratively develop and support use of POG competency curriculum and portfolio tracking, 9-11	Aligned Curriculum... StuCentered Ass...	Student Work	Scope & sequence, portfolio elements (district capstone)	Students Staff Community Part...	Adyan	Crew Implementation Team High School Educators
	District: Implementation of PK-12 MSD field work guide and tool kit (Project Management)	Experiential Lear... Aligned Curriculum... StuCentered Ass... HQIP	Obs: Exp Lear...	Revised field guide	Staff Families Students	Adyan and Louis	School Leadership Teams
	District: Creation of curriculum implementation 3-year toolkit		Obs: Aligned ...	Toolkit	Staff	Adyan	ILT



Work Plan: Strategic Plan in Action

MANCOS																																																																							
Cohesive Systems & Structures																																																																							
 Cohesive Systems We will build open, aligned, and sustainable systems and teams that reflect our values and ensure continuity across our schools. ❖ Structures for shared-leadership ❖ Comprehensive communication plans ❖ Tiers of support framework ❖ Targeted professional growth cycles and support.	<table><tr><th>Strategic Action Plan TEMPLATE</th><th>Meets Targets</th><th>Evidence of Progress</th><th>26.27 Deliverable</th><th>Stakeholders</th><th>Implementation Lead</th><th>Implementation Team</th></tr><tr><td>District: Implement Input and Feedback Cycles across roles, experiences and the school year for students, staff and families.</td><td>Shared-Leadership Communication Tiers of Support</td><td>Listening Sessions Interim Surveys TLCC</td><td>District/School/Department calendar</td><td></td><td>Audrey</td><td>District Services Team ILT</td></tr><tr><td>District: Review policies by department and stakeholder groups. 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Next Steps

- Finalize Cohesive Systems “Evidence of Progress”
- Continue gathering feedback from:
 - Staff
 - DAC
 - BOE
 - Students
- Bring to October 19 Work Session and Board Meeting
- By October 31 - Finalize Strategic Plan and Unified Improvement Plan for Colorado Department of Education

Mancos School District - Strategic Plan Overview

2026-27 **DRAFT**

Mission Statement: In partnership with our community, we will foster safe, positive and rigorous learning experiences. **(NOTE: To be renewed in 26-27 with staff, student and community input)**

Vision Statement: Every student will graduate with a broad academic foundation which enables each to demonstrate the skills of critical thinking, problem solving, team work and independent judgment. All students will understand democratic principles and recognize their civic responsibilities, and will be capable of ambitiously and appropriately participating in an age of dynamic technological change within a global context. **(NOTE: To be renewed in 26-27 with staff, student and community input)**

Goals and Targets:



Healthy Community

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

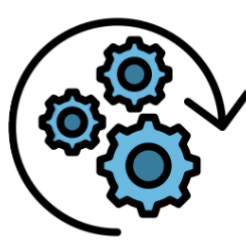
- ❖ **Community-centered** learning environments
- ❖ **Whole-child** development and supports
- ❖ **Proactive and restorative** approaches
- ❖ Inclusive **parent-engagement**
- ❖ Culture of **support and growth**



Engaging Learning

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

- ❖ **Engaging and high-quality** instructional approach
- ❖ **Aligned and articulated** curriculum
- ❖ Student-centered reflection, **assessment and reporting**.
- ❖ Community, work and nature based learning experiences



Cohesive Systems

We will build **open, aligned, and** sustainable systems **and teams** that reflect our values and ensure continuity across our schools.

- ❖ Structures for **shared-leadership**
- ❖ **Comprehensive** communication plans
- ❖ **Tiers of support** framework
- ❖ **Targeted** professional growth cycles and **support**.

How will we accomplish our goals in 2026-27?

Building a culture of Crew...

Utilizing high-quality instructional practices...

Developing and using agreements...

... and staying anchored in The Bluejay Way and Portrait of a Graduate.

Evidence of Progress:

- ❖ School Climate Survey
- ❖ Healthy Kids Colorado
- ❖ Attendance data
- ❖ Participation data
- ❖ Incident and discipline data



- ❖ Growth and achievement data
- ❖ Student work protocols
- ❖ Portfolio outcomes
- ❖ Student feedback
- ❖ Observation trends



- ❖ Operational audits
- ❖ School-Fidelity Tool
- ❖ Staff and community perception data
- ❖ Team and self-assessment data



MSD Mission & Vision Renewal Process

Meeting Students & Families Where They Are

October 2026 - March 2027

Purpose: Renew the Mancos School District's mission (purpose) and vision (future state) by capturing the diverse voices of our community through two complementary engagement approaches:

- **Existing Gathering Touchpoints:** Integrating quick feedback opportunities into already scheduled district events (parent-teacher conferences, athletic games, arts performances, family nights, and staff meetings).
- **Targeted Listening Sessions:** Facilitating focused discussions with key stakeholder groups, including staff, Board of Education, District Accountability Committee (DAC), School Leadership Teams, PTA, student leadership groups, and more.

Phase 1: Getting Started (October 2026)

M/V Steering Committee

- **Chair:** Superintendent
- **District Representatives:** School Leader, School Based Reps, Student Services Educator
- **Student Representatives:** ES, MS, HS
- **Accountability Partners:** BOE Rep, DAC Rep, PTA/Boosters Rep
- **Community Partners:** Two

Phase 2: Event-Based Engagement Strategy (November - December 2026)

Short, low-barrier engagement stations at existing district gatherings to collect broad feedback.

Key Event Touchpoints

- **LAUNCH: Parent-Teacher Conferences:** Set up interactive stations near entrances or waiting areas.
- **Athletic Events & Arts Performances:** Place survey tables near concession stands or main entryways.
- **Family Nights & School Expos:** Run quick 5-minute interactive activities for adults and students.
- **Virtual Engagement - Communications Channels** (Mancos Matters, etc.)
- **Community Engagement - Share survey with Community Partners**
- **Meeting Participation in November and December**
 - Student Crew sessions
 - Staff Meetings
 - DAC
 - BOE Work Session
 - PTA
 - Boosters
 - MELC Parent Committee
- **Listening Sessions:** General (open to all) and targeted (invitation, for example - ESS parents)

Station Toolkit & Activities Examples

- **"Dot Voting" Poster:** Display 5–6 potential priorities (e.g., *Academic Challenge*, *Student Well-Being*, *Community Partnerships*, *Career Readiness*) and give participants sticky dots to vote on top choices.
- **Two-Question Quick Survey:**
 1. *What is one thing our schools do best for your child today?*
 2. *When your child graduates, what hope or skill do you most want them to have?*

- **Student Voice Wall:** Provide sticky notes for students to answer: *"What makes our school a place where you feel supported and ready to learn?"*

Phase 3: Synthesis & Drafting (January)

Translate qualitative and quantitative data into actionable statements.

1. Analyze Core Themes

2. Draft Statements

- **Mission Draft:** Concise statement of purpose (*Who we serve, what we deliver, how we deliver it*)
- **Vision Draft:** Clear description of the desired future state (*Where we are going and what success looks like*).

Phase 4: Feedback Loop & Finalization (February)

Close the loop by bringing draft statements back to the community for reaction and refinement.

1. The "Notice & Wonder" Gallery Walk

- Display draft mission and vision statements at subsequent events (e.g., a home game, school board meeting showcase, or spring festival).
- Provide two feedback boxes:
 - **"What resonates?"** (What rings true?)
 - **"What's missing?"** (What needs refinement?)

2. Board Adoption (March)

- Present the final mission and vision statements to the Board of Education along with a summary of community engagement metrics and participant feedback.

Phase 5: Implementation & Communication (Ongoing)

JKA - 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.

Within the scope of their employment, district employees may use reasonable and appropriate physical intervention with a student, that 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 upon or 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 five minutes 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 and seclusion. Restraint shall not include the holding of a student for less than five minutes 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 punitive form of discipline or as a threat to control or gain compliance of a student's behavior. 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.

Exceptions

The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. [26-20-111](#) (3); and
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. [18-1-901](#) (3)(e).

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

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. [22-32-109.1](#) (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. [22-32-109.1](#) (2)(a)(I)(L) (*policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion 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*)
C.R.S. [26-20-101](#) et seq. (*Protection of Persons from Restraint Act*)
1 CCR [301-45](#) (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)

JKA - 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 will not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

DEFINITIONS

Corporal Punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a child. *Corporal Punishment is never to be used.*

Emergency means a serious, probable, imminent threat of bodily harm to self or others when there is the present ability to affect such bodily harm.

Restraint means any method or device that is used to limit a student's voluntary freedom of movement, including seclusion, chemical restraint, mechanical restraint, and physical restraint.

Chemical Restraint means the involuntary administration of medication to a student for the purpose of restraining a student and does not include administering prescription medication or medication for voluntary or life-saving medical procedures. *Chemical Restraint is never to be used.*

Mechanical Restraint means a physical device used to restrict a student's voluntary freedom of movement or the movement or normal function of a portion of their body, and does not include (1) devices recommended by the student's physician, occupational or physical therapist, IEP, or 504 Team, (2) protective devices used to prevent a student from self-harm as agreed on by the student's IEP or 504 Team, (3) an adaptive device that is used to facilitate instruction or therapy recommended by the student's physician, occupational or physical therapist and is agreed to for use by the student and the student's IEP or 504 Team, or (4) a positioning or securing device used to facilitate the student's medical treatment as recommended by the student's physician, occupational or physical therapist, IEP, or 504 Team.

Physical Restraint means the use of bodily physical force to limit a student's voluntary freedom of movement for more than one minute. Physical restraint does not include a physical intervention administered on a student that lasts one minute or less for the protection of a student, others, or property. It also does not include the holding of a student for the purpose of calming the student, minimal physical contact for the purpose of escorting a student or assisting the student with a task.

Prone Restraint means a restraint in which the student who is being restrained is secured in a face-down position.

Seclusion is a form of restraint and means (1) the placement of a student, (2) alone in a room or area, (3) from which egress is prevented. *Seclusion does not include time out.*

Time Out is the removal of a student from a potentially rewarding situation and does not prevent a student's egress.

RESTRAINT

The use of restraint on a student of the District is prohibited when the student is on District property, participating in an off-campus activity, or event sponsored by the District, except in the following situations:

Deadly Weapon. The use of mechanical, physical, or prone restraints is permitted on a student who openly displays a deadly weapon.

Emergency. The use of physical restraint or seclusion is permitted in an emergency (1) after the failure of less restrictive alternatives, or (2) after the determination that less restrictive alternatives would be inappropriate or ineffective during the emergency.

Property Damage. If property damage may be involved, restraint may only be used when the destruction of property (1) could result in a serious, probable, imminent threat of bodily harm to the individual or another person, and (2) the student is able to effect such bodily harm.

Restraint must not be used as a form of punishment, treatment as a way to modify behavior, or as retaliation. Any District or District Employee who uses physical restraint must ensure that the restraint does not place excess pressure on the student's chest or back or inhibit or impede the student's ability to breathe; and during the restraint the student's breathing must not be compromised. The student must be released from the restraint within fifteen minutes after the initiation of the restraint, except when it would be unsafe to do so.

SECLUSION

If a District uses a room for seclusion, there must be at least one window to monitor the student when the door is closed. If a window is not feasible, monitoring must be done with a video camera. A room used for seclusion must be a safe space free from injurious items. The room must not be used by school staff for storage, custodial purposes, or office space. A student placed in seclusion must be continually monitored and provided relief periods from seclusion for reasonable access to the restroom.

USE OF RESTRAINT BY A SCHOOL RESOURCE OFFICER OR LAW ENFORCEMENT

An armed security officer or certified peace officer may use mechanical or prone restraints only if the officer (1) has received documented training in defensive tactics utilizing handcuffing procedures, (2) has received documented training in restraint tactics utilizing prone restraint, and (3) has made a referral to a law enforcement agency and is making an arrest or is referring to law enforcement to make an arrest.

A school resource officer or law enforcement officer acting in his/her official capacity on District property may use a mechanical, physical, or prone restraint on a student if there is a danger to the student or others, or during a custodial arrest that requires transport.

(Adoption date)

LEGAL REFERENCES:

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 school's plan*)

C.R.S. 22-32-109.1 (2)(a)(I)(L) (*policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code*)

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 school's law*)

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

C.R.S. 26-20-101 et seq. (*Protection of Persons from Restraint Act*)

1 CCR 301-45 (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)

Adopted: Add Mancos Dates HERE

[Revised July 2026]

COLORADO SAMPLE POLICY 1993©

File: JKA-E-2 - Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, 1 CCR [301-45](#), 2620-R-2.07

NOTE: While Colorado school districts are not required by law to adopt an exhibit on this subject, this sample reflects the complaint procedures approved by the Colorado State Board of Education that parents may use to file a complaint regarding the use of restraint and seclusion. The district must include the process for filing a complaint as set forth by these State Board rules in the student conduct and discipline code distributed to students. C.R.S. [22-32-109.1](#) (2)(a)(I)(L).

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of a school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.

2.07(2) Required Content of the Complaint: The Complaint must contain the following information:

2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have been violated, if known by the complainant;

2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;

2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;

2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;

2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;

2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and

2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed,

hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.

2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:

IDEA Part B State Complaints Officer

Colorado Department of Education

Exceptional Student Leadership Unit, Dispute Resolution Office

1560 Broadway, Suite 1175

Denver, Colorado 80202

Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES or the Charter School Institute) serving the child.

2.07(4) Complaints involving children with disabilities

2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.

2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.

2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.

2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.

2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant

in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:

2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;

2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and

2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.

2.07(7) Complaint Timelines:

2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.

The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.

2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.

2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties.

The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.

2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.

2.07(8) Complaint Investigations:

2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.

2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.

2.07(9) Complaint Resolution:

2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance with applicable law and regulations, (e.g., technical assistance and training activities).

2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement or attorney fees.

2.07(9)(c) The decision of the RCO shall be final.

(Issue date)

[Reviewed February 2023]

COLORADO SAMPLE EXHIBIT 2018©

JKA-E-2 - Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, 1 CCR [301-45](#), 2620-R-2.07

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of [a] school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.

2.07(2) Required Content of the Complaint: The Complaint must contain the following information:

2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have been violated, if known by the complainant;

2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;

2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;

2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;

2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;

2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);

2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and

2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.

2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:

IDEA Part B State Complaints Officer

Colorado Department of Education

Exceptional Student Leadership Unit, Dispute Resolution Office

1560 Broadway, Suite 1175

Denver, Colorado 80202

Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district,

BOCES or the Charter School Institute) serving the child.

2.07(4) Complaints involving children with disabilities

2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.

2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.

2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.

2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.

2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:

2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;

2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and

2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.

2.07(7) Complaint Timelines:

2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.

The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.

2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO

by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.

The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.

2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties. The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.

2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.

2.07(8) Complaint Investigations:

2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.

2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.

2.07(9) Complaint Resolution:

2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance with applicable law and regulations, (e.g., technical assistance and training activities).

2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement or attorney fees.

2.07(9)(c) The decision of the RCO shall be final.

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

JKA-E-1 Student Restraint Incident Report Form

Student: _____ School: _____

Date: _____ Time: _____

Location: _____

Staff directly involved in restraint (include names and titles; attach supplemental statements, if any):

Witnesses (include names and titles):

Description of events immediately before the behavior occurred:

Efforts/alternatives made prior to the use of restraint:

_____ Teaching interaction

_____ Offered self-control strategy

_____ Verbal de-escalation

_____ Other(s) (please describe): _____

Type of restraint used: _____

Time restraint began: _____

Time restraint ended: _____

Chronological description of incident (include behavior, statements made, actions taken):

Resolution:

- ☐ Student calm/reintegrated into classroom/educational programming
- ☐ Student calm/additional time provided for de-escalation outside of instructional setting
- ☐ Additional support requested (medical/mental health/parent/police)
- ☐ Other(s) (please describe): _____

Injuries or property loss/damage:

Persons notified of incident (include name, title, date and time notified):

Name and title of person writing report

Signature

Checklist**Date****Comments**

If an injury to staff or student has occurred, submit student accident report and/or staff incident report.

Building principal or designee verbally notify parent by end of the school day that the restraint was used.

Conduct internal review of incident of restraint.

Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.

If any restraint was used a written report of the incident was filled out no later than one school day after the incident.

If restraint was between one and five minutes, written notice given to parents on the day of the restraint

If restraint was five minutes or more or any seclusion, verbal or written notice given to parent on the day of restraint or seclusion, and written report emailed, mailed or faxed to parent

within five calendar days of
the use of restraint.

If requested by parents or
the school, convene a
meeting (that may be an
IEP, BIP or 504 meeting) to
review the incident.

Copies: parent, student's confidential file [required]

Adopted: Add Mancos Dates HERE

[Revised September 2026]
COLORADO SAMPLE EXHIBIT 2010©

JKA-E-1 - Student Restraint Incident Report Form

Student: _____ School: _____

Date: _____ Time: _____

Location: _____

Staff directly involved in restraint (include names and titles; attach supplemental statements, if any):

Witnesses (include names and titles):

Description of events immediately before the behavior occurred:

Efforts/alternatives made prior to the use of restraint:

_____ Teaching interaction

_____ Offered self-control strategy

_____ Verbal de-escalation

_____ Other(s) (please describe): _____

Type of restraint used:

Time restraint began: _____

Time restraint ended: _____

Chronological description of incident (include behavior, statements made, actions taken):

Resolution:

- _____ Student calm/reintegrated into classroom/educational programming
- _____ Student calm/additional time provided for de-escalation outside of instructional setting
- _____ Additional support requested (medical/mental health/parent/police)
- _____ Other(s) (please describe): _____

Injuries or property loss/damage:

Persons notified of incident (include name, title, date and time notified):

Name and title of person writing report

Signature

Checklist	Date	Comments
If an injury to staff or student has occurred, submit student accident report and/or staff incident report.		
Building principal or designee verbally notify parent by end of the school day that the restraint was used.		
Conduct internal review of incident of restraint.		
Review documentation to ensure use of alternative strategies and recommend adjustments to procedures, if appropriate.		

Report emailed, mailed or faxed to parent within five calendar days of the use of restraint.		
If requested by parents or the school, convene a meeting (that may be an IEP, BIP or 504 meeting) to review the incident.		

Copies: parent, student's confidential file [required]

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



**MANCOS SCHOOL DISTRICT
ACADEMIC CALENDAR
2026-2027**

August					September					October					November					December				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
New Staff 3	New Staff 4	New Staff 5	All Staff 6	All Staff 7		1	2	3	4				1	2	2	3	4	5	Fall Conference 6		1	2	3	4
All Staff 10	All Staff 11	MS/HS Start 12	ES Welcome Day Family Meetings 13	14	7	8	9	10	11	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
MELC & ES Start 17	18	19	20	21	14	15	16	17	18	12	13	14	Q1 Ends 15	16	16	17	18	19	20	14	15	16	17	Option 1 RC/ Work Day 18
24	25	26	27	28	21	22	23	24	25	Q2 Start 19	20	21	22	23	23	24	25	26	27	21	Q2/S1 Ends 22	23	24	25
31				Days: HS/MS: 11 ES: 9	28	29	30		Days: 17	26	27	28	29	Days: 17 30	30				Days: 13	28	29	30	31	Days: 13
January					February					March					April					May				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
				1	1	2	3	4	5	1	2	3	4	5				1	Spring Conference 2	3	4	5	6	7
4	5	6	7	Option 2 RC/ Work Day 8	8	9	10	11	12	8	9	10	Q3 Ends 11	12	5	6	7	8	9	10	11	12	13	RC/ Work Day 14
Q3/S2 Start 11	12	13	14	15	15	16	17	18	19	Q4 Starts 15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
18	19	20	21	22	22	23	24	25	26	22	23	24	25	26	19	20	21	22	23	24	25	Last Day of School 26	EOY Work Day 27	PD 28
25	26	27	28	Days: 11 29					Days: 15	29	30	31		Days: 15	26	27	28	29	Days: 17 30	31				Days: 15

Q1 37

Q2 34 S1 71

Q3 34

Q4 39 S2 73

Total Inst 144

Total Staff 21

165

No School/Break

Staff Professional Development Day

New Staff Orientation

Under Staff Review - Finalized by May 1, 2026

Graduation: Saturday, May 22, 2027