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.

November 16, 2026 5:00 PM West Wing Boardroom

I. Establish Quorum

II. Approval of Agenda

III. Review Norms

IV. **Strategic Plan**
- Presentation/Discussion: Cohesive Systems - 5 Year Budget Planning
- Update: Mission & Vision Renewal: Plan and BOE Participation
- Update: Cohesive Systems & Healthy Community - Conflict and Concern Process

V. **Policy Review:**
- 1st Read: IKF-E Graduation Requirements MSD Updates (Redline)
- 2nd Read: Notable Policy Review JKA-R

VI. BE
BEC
BEDA
BEDB
BEDD
BEDF
BEDG
BEDH
CBI
CBI-R
DJE
EHC
JJA-1
JJA-2
JJA-2-R
JJA-3-R
JKA-R
JRA

JRA_JRC-E-1
JRA_JRC-E-2
JRA_JRC-R
JRCA
JRCB
JRCB-R

- FYI for December: CASB October 8, 2026 Special Policy Updates: All "MINOR: Substantive, Technical, and Stylistic Changes

VII.

VIII. Board- "Other" Work Session

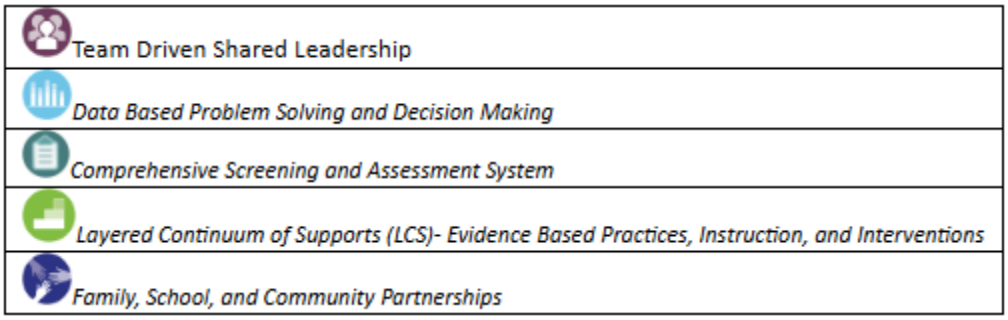
- Update: BOE Communication Plan, deeper dive at CASB retreat

IX. Admin

A. **Calendar Review**

- CASB-Retreat Topics
  - Communication Plan
  - Policy
  - Possible Special Meeting: Oct Count/Mill Levy Certification

X. Adjournment



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/November 2026)

M/V Steering Committee

- **Timing:**
  - Recruit early November/December, Meet individually to capture input on process, Come together week of January 18 to review data and draft statements.
- **Representation**
  - **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 - January 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.
  - Tuesday, November 10: A Musical Revue performed by 4th & 5th Graders + The BlueJay Band
  - Tuesday, December 1: Home Basketball Games w/ Ignacio
  - Thursday, January 21: HS Basketball Games w/ Dolores
  - Thursday/Friday January 21/22: Jungle Book Performances - TBD
- **Virtual Engagement -** Communications Channels (Mancos Matters, etc.) - After Conferences Launch
- **Community Engagement -** Share survey with Community Partners
- **Meeting Participation in November and December**
  - Student Crew sessions - November/December
  - Staff Meetings - December 5
  - DAC - December TBD
  - BOE Work Session - November 30
  - PTA - December or January TBD
  - Boosters - December or January TBD
  - MELC Parent Committee - TBD
- **Listening Sessions:**

    - General (open to all) and targeted (invitation, for example - ESS parents) - TBD
- **Community Dinner**: Goal: Share drafts and capture more input, HOLD - Wednesday, January 27

Station Toolkit & Activities Examples

- **Parents:**
    - **"Dot Voting" Prioritization Poster:**
        - Core Academic Skills, Challenge and Growth
        - Exploratory and Experiential Learning: Arts, PBL, Service, etc.
        - Student Well-Being and Agency
        - Developing Healthy Communities
        - Post-Secondary Readiness (Work, Learning, and Life)
        - Community Partnerships
        - Extracurricular Opportunities (Arts, Athletics, Student Clubs)
    - **Two-Question Quick Survey:**
        - What are two things our school and district does best for your child(ren) today?
        - When your child(ren) graduates, what do you most want them to leave Mancos Schools with?
- **Students - In Crew**
    - **Dot Voting Prioritization Poster**: (Same choices as above)
    - **Quick Survey**
        - *"What currently makes our school a place where you feel supported and ready to learn?"*
        - *“What should we focus on to*

Phase 3: Synthesis & Drafting (January-February)

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)

Notes:

- Getting a schedule together
- Inclusive
- Reflective of our community's vision
- Can connect to current practices

Materials Needed:

- Large Sticky Note pads
- Sticky notes
- Dots with numbers?
- Colored dots

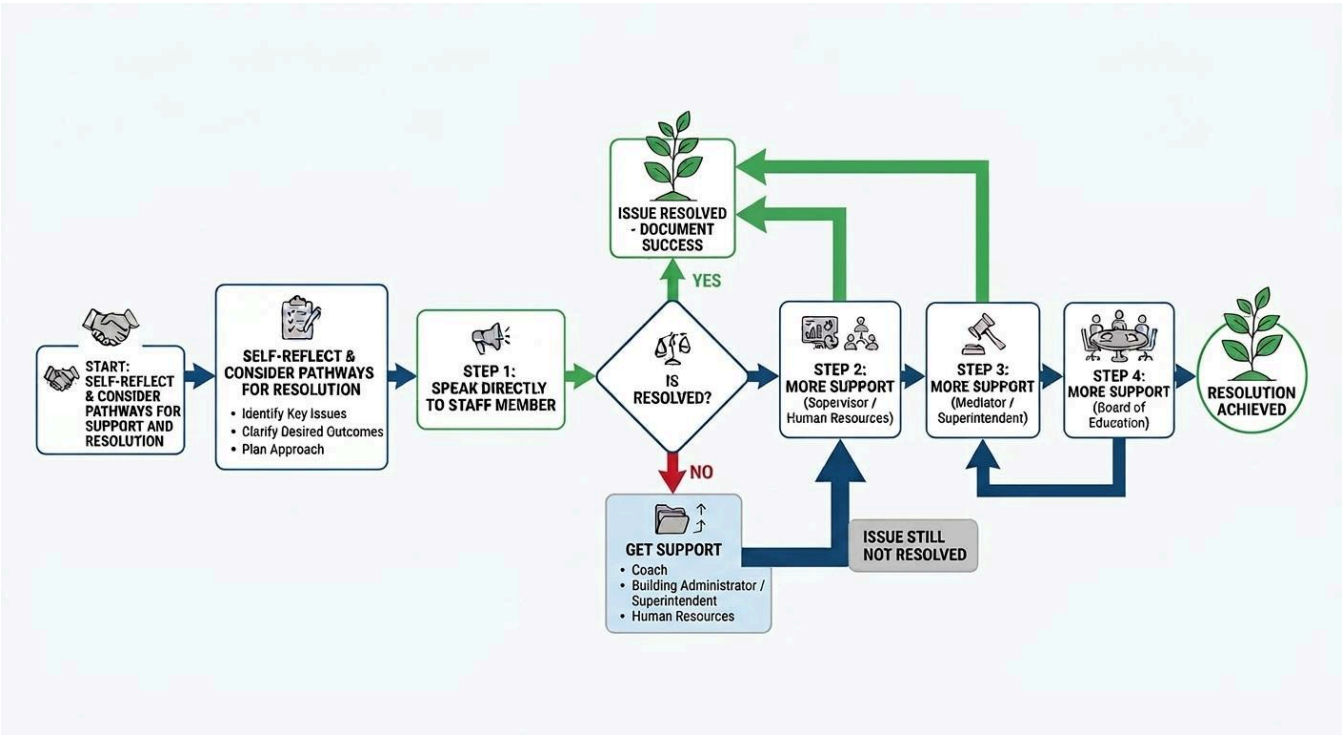
Mancos School District Concern and Conflict Resolution Process for Staff (26.27 DRAFT)

At Mancos School District, we value every employee and are dedicated to treating everyone with dignity, respect, and fairness. When conflicts or concerns arise, we stand firmly committed to supporting employees in an inclusive environment where every voice is heard, differences are honored, and everyone is treated equitably. *(Board Policies AC, GBK).* In all of our communications and interactions, we are guided by our Community Agreements:



The purpose of this concern or conflict resolution process is to provide a clear, structured approach for addressing and resolving workplace concerns or disagreements. By following these steps, parties should feel heard, valued, and empowered to contribute to mutually acceptable solutions. The goal is to address issues early, while also providing a clear path for resolution. Each step outlined below is designed to promote communication, accountability, and support while minimizing unnecessary escalation.

Concern and Conflict Resolution Process Overview:



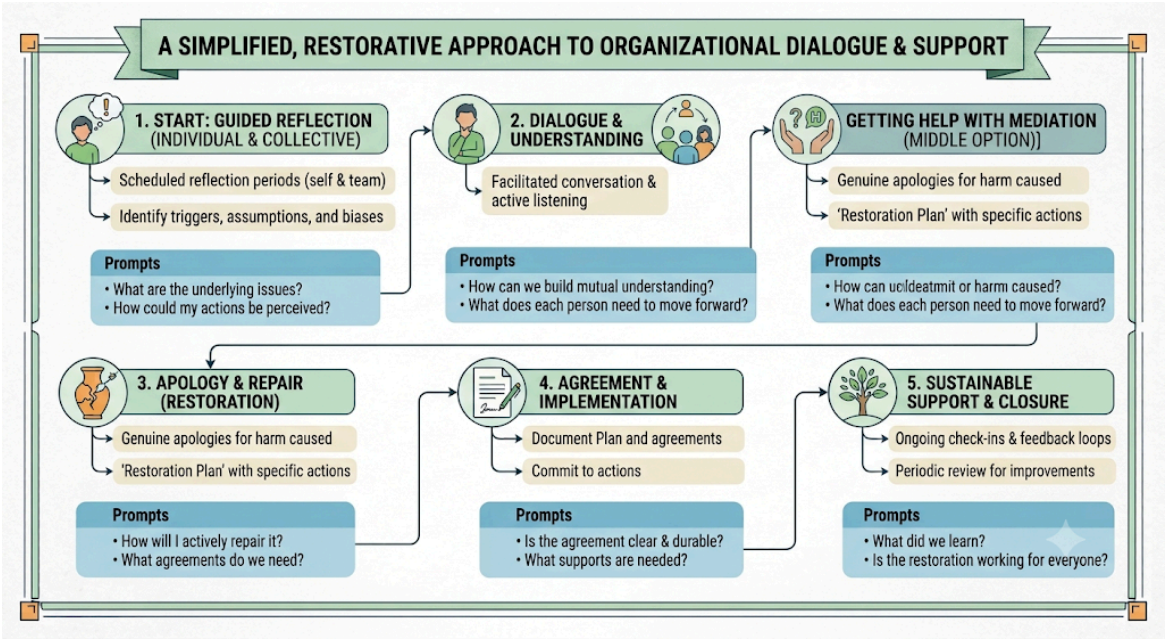
PROCESS DETAILS

Self-Reflection

- I have taken time to calm down and reflect on the situation.
- I have identified the core issue, not just the surface behavior.
- I have considered the fact that I may have played a part in this concern or conflict.
- **I have reached out for support and to report if I am feeling unsafe or threatened in any way.**

Speak Directly to the Person

- Self-Check: Are you open to listening and sharing in a respectful, honest, and safe space?
- Schedule the conversation within **24–72 hours** of the conflict occurring to maintain relevance without rushing emotions. Schedule your conversation carefully to avoid high-stress times (e.g., before class, during transitions, or end-of-day fatigue). Choose a private, neutral location.
- Plan what you'll say:
    - Use **"I" statements** (e.g., "I felt hurt when...") instead of blame-based language.
    - Frame and connect your concerns to our Crew Agreements and/or The Bluejay Way
    - Consider what resolution might look like for you and the other person.
    - Be ready to **listen as much as you speak**.
- You're ready! It takes courage to address concerns and conflicts directly. We wish you the best.



*

Get Support

- Inform your supervisor or a conversation coach of the conflict and request support to address the issue.
- At the discretion of you, a conversation coach or supervisor, either option below may be appropriate:

Option 1: Conversation Coaching

- Rehearse your conversation with your supervisor or a trained staff “conversation coach”.

Option 2: Restorative Conversation

- Supervisor or conversation coach holds a restorative conversation with both parties following a Restorative Conversation protocol.
- A "No-Repercussions Agreement" may be signed to promote open and safe dialogue

More Support

- If the Restorative Conversation is not successful, you may need to continue with a mediation process. A mediation process can be done in person with a mediator ***or*** through a mediator when being in the same space with the individual is not possible for facilitation or safety reasons.
- Request Restorative Mediation to Human Resources.

Formal Grievance

- If an employee has decided that their concern or conflict is not resolved and needs to move to a formal complaint or grievance, the Organizational Structure and Support Pathways (formally Chain of Command) must be respected and followed.
  - Organizational Structure and Support Pathways:
    - Staff Member
    - Building Administrator or Immediate Supervisor
    - Human Resources Director
    - Superintendent
    - Board of Education
  - Staff Concerns/Complaints/Grievances:
    - GBK Grievances; GBK-R Grievance Form
    - AC - Non-Discrimination/Equal Opportunity; AC-R-2: Harassment and Discrimination form
  - Issue will be escalated to administration via official grievance procedure
  - May involve formal investigation and/or HR
  - Final decisions are made based on policy and documentation from prior steps
  - Grievances will be permanently stored for record-keeping purposes in personnel files

Summary:

- **At any time, reach out for support from a supervisor or trusted colleague, and please report if you are feeling unsafe or threatened in any way.**
- When conflicts or concerns arise, we stand firmly committed to supporting employees in an inclusive environment where every voice is heard, differences are honored, and everyone is treated equitably.
- The Mancos School District Conflict Resolution Process will be reviewed annually.



**Concern/Conflict process images generated by Gemini AI*

5 Year Strategic Budget Planning

Presentation to Board of Directors

Mancos School District
November 16, 2026

Audrey Hazleton, Superintendent
Alice Miller, Business Manager

Goal & Agenda

Today's Goal:

- Build an understanding of our current financial health and future outlook
- Begin the process of building a five year budget plan (Completion Target: June 2027)

Agenda

- Strategic Alignment
- Core Financials & Multi-Year Projections
- Key Drivers & Assumptions
- Reserves & Policy Alignment
- Scenario & Sensitivity Analysis
- Strategic Fiscal Action Plan

Mancos Schools

Mission Statement

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

Mancos Schools

Vision Statement

Every student will graduate with a broad academic foundation which enables each to demonstrate the skills of critical thinking, problem solving, teamwork and independent judgment. All students will understand democratic principles and recognize their civic responsibilities, and will be capable of ambitiously and appropriately participating in an age of dynamic technological change within a global context.



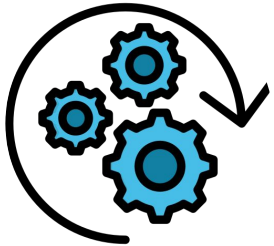
Healthy Community

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

Strategic and Responsible Fiscal Management

How can we ensure our budgeting decisions visibly advance our mission, bring our vision to life, and accelerate progress towards our student outcome goals in the near and distant future?

DBD - Determination of Budget Priorities:

All resources of the district shall be directed toward ensuring that all students reach their learning potential

Core Financials & Multi-Year Projections



Mancos School District
Budget Projection
General Fund

	Actuals FY 25-26	Change	Budget FY 26-27	Forecast FY 27-28	Forecast FY 28-29	Forecast FY 29-30	Forecast FY 30-31	Forecast FY 31-32
Beginning Fund Balance								
Unassigned Fund Balance	2,096,543	205,921	2,302,464	1,740,125	2,661,297	3,590,497	4,482,959	5,410,577
Other Fund Balance	280,000	0	280,000	280,000	280,000	280,000	280,000	280,000
Total Beginning Fund Balance	2,376,543	205,921	2,582,464	2,020,125	2,941,297	3,870,497	4,762,959	5,690,577
Revenues								
Local Revenue	2,582,692	56,682	2,639,374	2,676,326	2,718,441	2,780,965	2,844,927	2,910,360
State Revenue	5,372,176	(60,384)	5,311,792	5,433,963	5,558,944	5,686,800	5,817,596	5,951,401
Federal Revenue	191,347	(383,413)	(192,066)	202,480	207,137	211,902	216,775	221,761
Allocations to Other Funds	(10,539)	10,539	0	0	0	0	0	0
Total Revenues	8,135,676	(376,576)	7,759,100	8,312,769	8,484,522	8,679,666	8,879,299	9,083,523
Total Resources Available	10,512,219	(170,655)	10,341,564	10,332,894	11,425,819	12,550,164	13,642,258	14,774,100
Expenditures								
Instructional Services	4,753,634	(526,949)	4,226,686	4,028,726	4,112,323	4,270,265	4,359,417	4,453,725
Pupil Services	310,686	118,047	428,733	351,212	359,290	367,554	376,007	384,656
Instr. Staff Support	371,747	(49,941)	321,805	228,623	241,594	247,150	252,835	258,650
General Administration	383,453	66,032	449,485	408,379	417,772	427,380	437,210	447,266
School Administration	595,951	(35,934)	560,017	474,820	482,464	490,143	497,857	507,523
Business Services	252,142	(152,674)	99,468	139,625	142,553	145,514	148,508	151,535
Maintenance & Operations	1,133,181	(27,683)	1,105,498	1,226,319	1,254,524	1,283,378	1,312,896	1,343,092
Transportation Services	287,505	(40,490)	247,015	0	0	0	0	0
Central Services	301,781	(6,785)	294,995	533,894	544,803	555,821	566,951	578,196
Other Services	0	25,396	25,396	0	0	0	0	0
Total Expenditures	8,390,081	(630,981)	7,759,099	7,391,597	7,555,322	7,787,205	7,951,681	8,124,643
Other Financing Uses								
Transfers In (Out)		0						
Proceeds from long-term debt	0	0	0	0	0	0	0	0
Total Other Financing Uses	0	0	0	0	0	0	0	0
Fund Balances								
Restricted - TABOR	280,000	0	280,000	280,000	280,000	280,000	280,000	280,000
Restricted - BLDG		0						
Unassigned Contingency	2,407,464	(667,339)	1,740,125	2,661,297	3,590,497	4,482,959	5,410,577	6,369,457
Total Fund Balance	2,687,464	(667,339)	2,020,125	2,941,297	3,870,497	4,762,959	5,690,577	6,649,457
Total Expenditures & Fund Balance	$11,077,545	($1,298,320)	$9,779,224	$10,332,894	$11,425,819	$12,550,164	$13,642,258	$14,774,100
	Net Income		0	921,172	929,201	892,462	927,618	958,880
	Beginning Fund Balance		2,140,125	2,140,125	3,061,297	3,990,497	3,990,497	3,990,497

Factors:
-455 students,
-Increase by 1 student each year
-2.3 % inflation increase each year (variable)

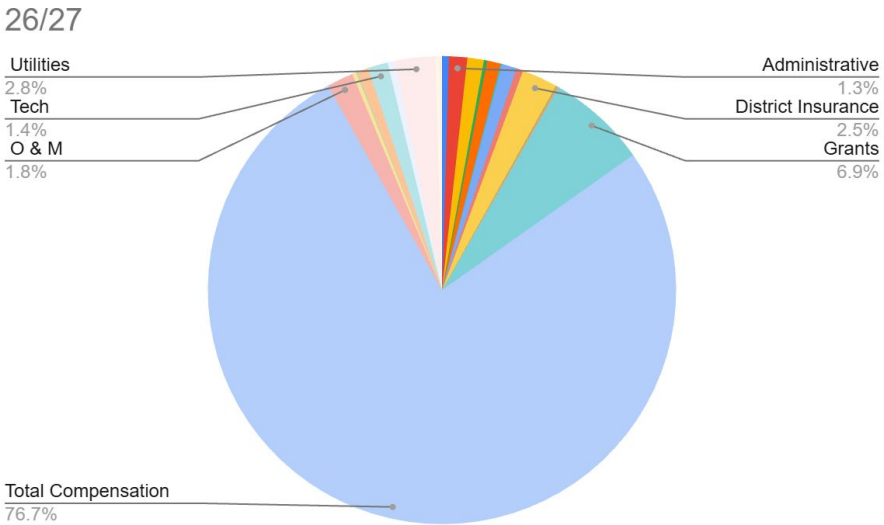
MSD Budget View

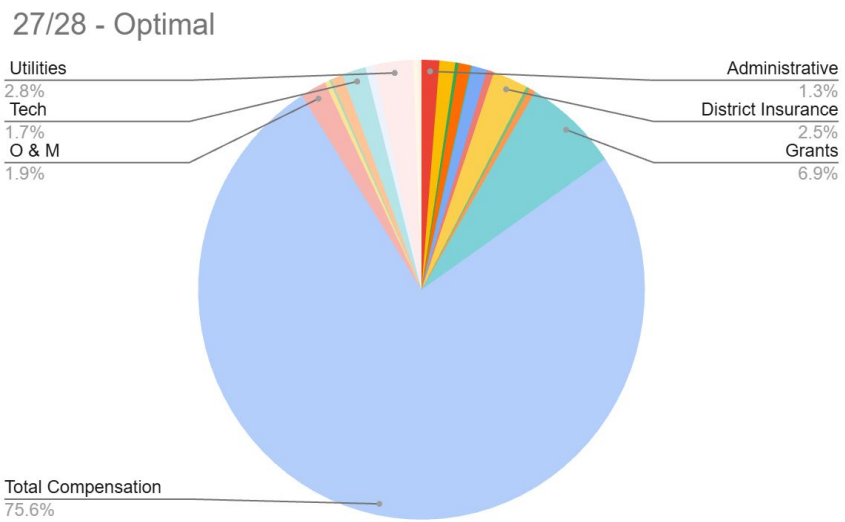
- Recurring vs non-recurring
- Base and optimal budget
- Aligned to our goals

	26/27	27/28 - Base	27/28 - Optimal
Revenue - Non-Recurring	$ 349,427.00	$ 309,868.00	$ 309,868.00
Revenue - Recurring	$7,799,666.60	$ 7,944,950.12	$ 7,947,108.70
Total Revenue	$8,149,093.60	$ 8,254,818.12	$ 8,256,976.70
Expenses - Non-Recurring	$ (39,559.00)	$ -	$ -
Expenses - Recurring	$ (8,310,373.18	$ (8,469,857.97)	$ (8,702,430.41)
Total Expenses	$ (8,349,932.18	$ (8,469,857.97)	$ (8,702,430.41)
Surplus / (Deficit)	**$ (200,838.58)**	**$ (215,039.85)**	**$ (445,453.71)**

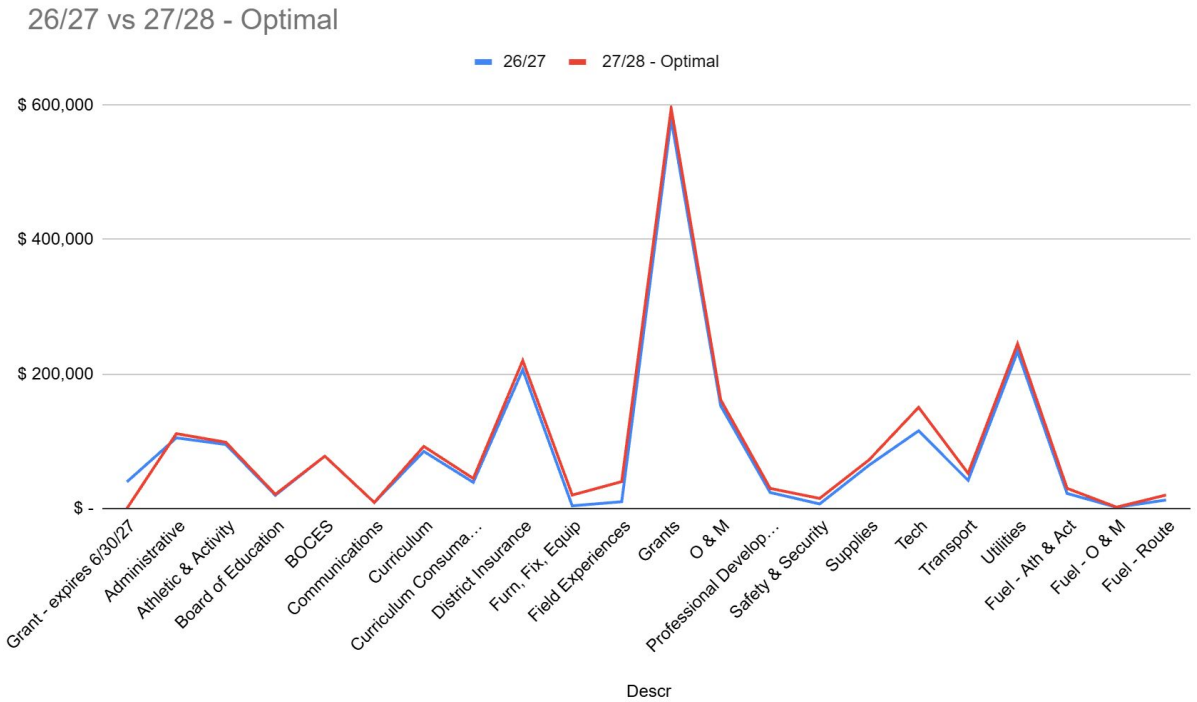
Another View by Category

Overall Operating Expenses





Operating Expenses minus Compensation



Key Drivers and Assumptions

Key Drivers

- Student Count
- Costs
- State funding formula
- One-time capital expenses

Assumptions

- Student count at 455 (same as 26/27). Statewide is a decline by 1.2%.
- Per pupil funding may be $1,000 more than 26/27 - based on the Governor's budget that was released Nov 1.
- Grant awards and expirations (no major expirations anticipated until 2028-29)

Unknowns

- Health benefits are variable (some districts saw a 20% increase in 26/27)
- Pera
- District Insurance
- What the legislature will do

Comparison

Mancos Re-6	Durango 9-R	Montezuma-Cortez RE-1	Dolores RE-4A
Spending			
TOTAL SPENDING PER STUDENT **$17,032**	TOTAL SPENDING PER STUDENT **$19,198**	TOTAL SPENDING PER STUDENT **$15,907**	TOTAL SPENDING PER STUDENT **$15,282**
Breakdown	Breakdown	Breakdown	Breakdown
SCHOOL LEVEL SPENDING PER STUDENT **$9,547** 56.1%	SCHOOL LEVEL SPENDING PER STUDENT **$12,845** 66.9%	SCHOOL LEVEL SPENDING PER STUDENT **$10,676** 67.1%	SCHOOL LEVEL SPENDING PER STUDENT **$10,392** 68.0%
SCHOOL SHARE OF CENTRAL SPENDING PER STUDENT **$7,485** 43.9%	SCHOOL SHARE OF CENTRAL SPENDING PER STUDENT **$6,353** 33.1%	SCHOOL SHARE OF CENTRAL SPENDING PER STUDENT **$5,231** 32.9%	SCHOOL SHARE OF CENTRAL SPENDING PER STUDENT **$4,890** 32.0%
STATE AVERAGE **$16,845** TOTAL SPENDING PER STUDENT	STATE AVERAGE **$16,845** TOTAL SPENDING PER STUDENT	STATE AVERAGE **$16,845** TOTAL SPENDING PER STUDENT	STATE AVERAGE **$16,845** TOTAL SPENDING PER STUDENT

CDE District Data

Comparison

State of Colorado
Funds 10 - 19, excluding 11
Operational Cost Analysis
FY 2024 - 2025

			Instruction 0010 - 2099		Pupil Services 2100 - 2199		Instr Support Services 2200 - 2299	
District	Code	Pupils	Expenditures	Exp as a %	Expenditures	Exp as a %	Expenditures	Exp as a %
MANCOS RE-6	2070	511	4,223,129	51.6%	341,749	4.2%	369,046	4.5%
MONTEZUMA-CORTEZ RE	2035	2,386	14,525,515	57.0%	779,057	3.1%	1,022,838	4.0%
DOLORES RE-4A	2055	668	5,952,276	61.6%	349,820	3.6%	370,501	3.8%
DOLORES RE NO.2	0890	262	2,552,321	53.8%	131,318	2.8%	120,288	2.5%
BAYFIELD 10JT-R	1530	1,183	11,160,541	56.9%	1,478,763	7.5%	603,392	3.1%
IGNACIO 11 JT	1540	633	6,526,353	49.3%	435,779	3.3%	375,450	2.8%
			44,940,135		3,516,486		2,861,515	
Average				55.0%		4.1%		3.5%

[CDE KPI Tools]

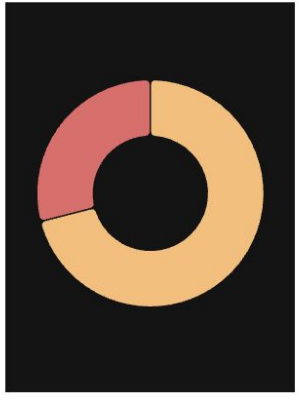
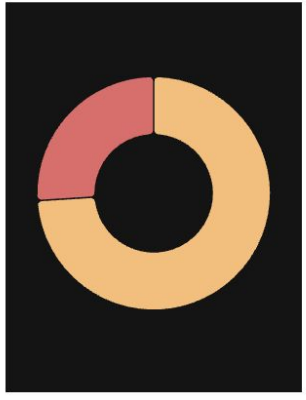
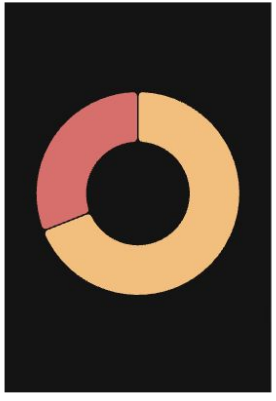
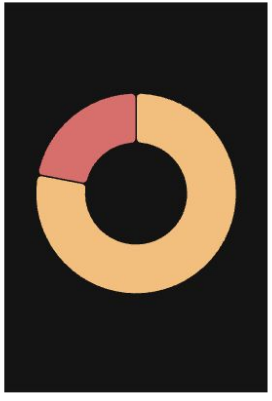
- Local area schools
- 25/26 data is not yet available as not all schools have audited financials

Comparison

State of Colorado
Funds 10 - 19, excluding 11
Operational Cost Analysis
FY 2024 - 2025

			Instruction		Pupil Services		Instr Support Services	
			0010 - 2099		2100 - 2199		2200 - 2299	
District	Code	Pupils	Expenditures	Exp as a %	Expenditures	Exp as a %	Expenditures	Exp as a %
MANCOS RE-6	2070	511	4,223,129	51.6%	341,749	4.2%	369,046	4.5%
HOLYOKE RE-1J	2620	514	5,771,748	63.7%	247,812	2.7%	217,407	2.4%
ROCKY FORD R-2	2530	576	5,216,218	49.1%	353,398	3.3%	343,540	3.2%
PARK RE-2	2610	576	5,666,844	58.7%	505,824	5.2%	78,384	0.8%
PEYTON 23JT	1060	599	5,770,395	60.6%	249,710	2.6%	40,692	0.4%
RANGELY RE-4	2720	485	5,209,476	62.0%	239,597	2.9%	196,423	2.3%
			31,857,810		1,938,090		1,245,491	
Average				57.6%		3.5%		2.3%

Schools of a similar size

Mancos Re-6	Durango 9-R	Montezuma-Cortez RE-1	Dolores RE-4A
Breakdown by Type	Breakdown by Type	Breakdown by Type	Breakdown by Type
			
Learning Environment $6,142,701 71%	Learning Environment $63,916,613 74%	Learning Environment $26,225,379 69%	Learning Environment $7,917,306 78%
Operations $2,560,645 29%	Operations $22,319,554 26%	Operations $11,728,782 31%	Operations $2,291,033 22%

Fund Balance & Policy Alignment

Capital reserve

Maintaining resources in the capital reserve fund is a beneficial and sound business practice and protects the public's investment in school district facilities. The Board directs the superintendent or designee to budget an amount up to $800 per pupil each year to the capital reserve account for capital outlay expenditures authorized in state law. This amount shall be transferred from the general fund to the capital reserve fund. The amount transferred from the general fund may be reduced by any money collected from the sale of land, buildings or both or any payments collected from the dedication of lands or voluntary contributions from a developer.

Operating reserve

Maintaining a fiscal year-end fund balance as an operating reserve in the general fund is a beneficial and sound financial management practice. The Board of Education assigns to the superintendent or designee the responsibility of accumulating and maintaining a general fund balance amounting to 25% of the district's current fiscal year adopted budget as an operating reserve. In the event the operating reserve falls below this amount, the superintendent shall develop a corrective action plan which includes how and when the operating reserve will be brought back to this level. This amount will be in excess of the emergency reserve required by Article X, Section 20 of the Colorado Constitution (TABOR).

Reserve & Policy Alignment

Capital Reserve:

- Current: $47,000
- What is “Up to $800/students?” - $364,000/year
- 25-26 facilities upkeep: $122,000
- 24-25 major renovations: $500,000

Operating Reserve:

- Current: $2,229,665
- Percentage: 22%
- Goal: 25-30%

Scenario Factors

	Base - 2-5%	Status Quo - 0%	Optimal +2-5%
Funding Sources	CO Total Program Funding (TPF)	CO Total Program Funding, grant funding	CO Total Program Funding Increase, grant funding
Reserves	20 - 25%	27% - Goal for “status quo”	30%
Student Experience & Outcomes	Programming for basics, Tier 1, 3 end up being prioritized	Current Program: Tier 1-3 w/ core program and some opportunity gaps	Fully support Tiers 1-3 academic and whole child Expand field experiences and HS pathways
Staff Experience & Outcomes	Reduced supports: - professional development - possible loss of student and educator support staffing - increased workload	Current supports: - Site based professional development - School calendar - Benefits	+ Varied PD + Improved benefits (wellness) + Compensation + Retention measures
Facilities	- Basic maintenance only	- Maintaining facilities	+ Facilities staffing + Capital projects ($2,800,00)

Sensitivities

- **Enrollment:** Impact of a ±2–5% shift in student headcount.
- **State Aid:** Impact of Amendment 87 and NN, School Finance Act
- **Local Tax Scenarios:** Timing of a future Bond proposal. What can we control before going back to voters?
- **Health Insurance Costs:** Impact of unexpected spikes in employee benefit costs.

Amendment 87 and Proposition NN

- Much to still be determined by the State Legislature in the coming months
  - **NN**: More restrictive - funding must be used to increase teacher pay, teacher retention, smaller class sizes, and access to career and technical courses. With state revenue increases, NN could grow each year. Supplement, not supplant.
  - **87**: Less restrictive - Supplement, not supplant; No restrictions articulated in the bill but the legislature could put more restrictions on the money.
- Early Projections (with ***significant details*** to be determined by legislature)
  - By 28-29 up to an additional $550,000/year possible

Mancos Re-6 FINANCIAL SNAPSHOT

Projected Additional Annual Revenue Starting July 1, 2027*	**$387,000**
Current % of Budget funded through State vs Local *(in Total Program Funding)*	**State: 74%** **Local: 26%**

Preliminary Estimates of Possible Prop. NN K-12 Funding for MANCOS RE-6

	#1: K-12 Education (Positive Factor) Total	#2: K-12 Education Total	#1: K-12 Education per Funded Pupil Count	#2: K-12 Education per Funded Pupil Count	Total K-12 Education per Funded Pupil Count
2026-27	$77,981	$171,580	$171	$375	$546
2027-28	$138,239	$0	$302	$0	$302
2028-29	$184,319	$0	$403	$0	$403

Scenario Exploration

Alice’s Scenario Tool

Discussion

Our Goal:

- Build an understanding of our current financial health and future outlook
- Begin the process of building a five year budget plan (Completion Target: June 2027)



IKF-E Graduation Requirements

Measure	**Cut Score/Criteria – Reading, Writing, Communicating**	**Cut Score/Criteria Mathematics**
~~Classic Accuplacer~~	~~Score of at least 62 on Reading Comprehension or 70 on sentence skills~~	~~Score of at least 61 on Elementary Algebra~~
Next Generation Accuplacer	Score of at least 241 ~~62~~ on Reading ~~Comprehension~~ or 236 ~~70~~ on ~~s~~Sentence ~~skills~~ Writing	Score of at least 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra and Statistics (QAS) or 230 on Advanced Algebra and Functions
ACT assessment	Score of at least 18 on ACT English	Score of at least 19 on ACT Math
ACT WorkKeys assessment	Score of at least 3 (Bronze level) on Graphic Literacy and Workplace Documents	Score of at least 3 (Bronze level) on Applied Mathematics
Advanced Placement (AP) exam	Score of at least 2 on an AP English exam	Score of at least 2 on an AP Math and Computer Science exam
Armed Forces Vocational Aptitude Battery (ASVAB)	Score of at least 31 on the AFQT	~~Score of at least 31 on the AFQT~~
International Baccalaureate (B) exam	Score of at least 4 on an IB Studies in Language and Literature exam	Score of at least 4 on an IB Mathematics exam
SAT assessment	Score of at least 470 on Reading,~~/~~Writing,~~/ & Language~~ and Communicating	Score of at least ~~500~~ 480 on Mathematics
Collaboratively-developed, standards-based performance assessment, as identified by the Board and approved by the State	State-wide scoring criteria	State-wide scoring criteria

Concurrent enrollment course~~, as approved by the district and included in the student's academic plan of study or Individualized Career and Academic Plan (ICAP)~~	Grade of at least 70% in a concurrent enrollment English, literature, or composition course	Grade of at least 70% ~~C or higher~~ in a concurrent enrollment mathematics course
Industry Certificate	Receipt of the industry certificate and approval by the district-designated team	~~Receipt of the industry certificate and approval by the district designated team~~
District capstone project	Completion of the district capstone project and showing learning in reading/writing/communicating and mathematics as determined by the district ~~approval by the district designated team~~	~~Completion of the district capstone project and approval by the district designated team~~

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

Reviewed: November 18, 2024

Menu of College and Career-Ready Demonstrations

High school graduation requirements are set by local school boards. They must align with the Colorado Graduation Guidelines, which are designed to help all students and families in Colorado plan for success after high school.

Local school boards and districts select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Districts have the authority to provide accommodations to students in meeting the college and career demonstrations necessary to earn a standard high school diploma for: English learners, gifted students and students with disabilities.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP); 21st Century Essential Skills; and Colorado Academic Standards for all content areas, including: one course in Civics, and by July 2023, one course that incorporates Genocide and Holocaust studies.

Students must demonstrate readiness for college and career based on at least one measure in Reading, Writing and Communicating, and one measure in Mathematics [1].

MENU OF OPTIONS: This menu lists the minimum scores required.

ACCUPLACER

	Reading, Writing and Communicating	Mathematics	
CLASSIC	62 on Reading Comprehension OR 70 on Sentence Skills	61 on Elementary Algebra	**ACCUPLACER** is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.
NEXT GENERATION	241 on Reading OR 236 on Sentence Writing	255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS) OR 230 on Advanced Algebra and Functions	

ACT

Reading, Writing and Communicating	Mathematics	
18 on ACT English	19 on ACT Math	**ACT** is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.

ACT WorkKeys – National Career Readiness Certificate

Reading, Writing, Communicating, and Mathematics	
Bronze or higher	**ACT WorkKeys** is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students must score at the bronze level (a score of at least 3) in all three assessments- Applied Mathematics, Graphic Literacy and Workplace Documents - and they will earn the ACT's National Career Readiness Certificate.

[1] In order to match the language in statute for Colorado Academic Standards, and to better reflect the skills necessary for success in life after high school, "English" and "Math" have been more clearly defined as, "Reading, Writing and Communicating" and "Mathematics."

Menu of College and Career-Ready Demonstrations, Page 2

Advanced Placement

Reading, Writing and Communicating	Mathematics	
2	2	**AP exams** test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB

Reading, Writing, Communicating, and Mathematics	
31 on the AFQT	The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 on the AFQT are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment

Reading, Writing and Communicating	Mathematics	
Passing grade per district and higher education policy	Passing grade per district and higher education policy	**Concurrent enrollment** provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit and concurrent enrollment. An eligible concurrent enrollment course is 1) the prerequisite directly prior to a credit-bearing course or 2) a credit-bearing course, and 3) governed by a district-level cooperative agreement or MOU. Districts choose which courses will fulfill the option.

District Capstone

Reading, Writing and Communicating	Mathematics	
Individualized	Individualized	**A capstone** is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.

Industry Certificate

Reading, Writing and Communicating	Mathematics	
Individualized	Individualized	**Industry certificates** are credentials recognized by business and industry. They are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.

International Baccalaureate (IB)

Reading, Writing and Communicating	Mathematics	
4	4	**IB exams** assess students enrolled in the official IB Diploma Programme. Districts choose which IB exams will fulfill this option. Scores range from 1 to 7 (highest).

SAT – Scores updated, 2024-2026

Reading, Writing and Communicating	Mathematics	
470	480 *	**The SAT** is a college entrance exam. The SAT includes sections on reading, writing and math. The highest possible score for each section is 800. *See the note below about scores for Mathematics:* *480: Beginning with Digital SAT, 2023-24, extending through 2025-26 500: *2022 -2023 and prior to Digital SAT*

Collaboratively developed, standards-based performance assessment

Reading, Writing and Communicating	Mathematics	
State-wide scoring criteria	State-wide scoring criteria	For this option, students use an authentic demonstration of academic knowledge and Essential Skills through the creation of a complex product or presentation.

Colorado Association of School Boards

Special Policy Update
October 8th, 2026

Grading and Assessment
During the 2026 legislative session, the Colorado General Assembly passed House Bill 26-1299. This bill "cleaned up" various laws that had been previously overlooked, including C.R.S. 22-7-1013, which required Local Education Providers to adopt a written policy outlining the use of paper and pencil state assessments. This change became necessary when digital state assessments became more encouraged and commonplace. CASB has updated sample policy IKA, and the associated regulation IKA-R, Grading and Assessment Systems to remove language around paper and pencil assessments. There are also stylistic and grammar updates throughout the policy.

Other Resources:
Reducing Regulatory Burden on Education Providers | General Assembly

Updates to ASCENT Program
The ASCENT Program was repealed July 2026 after the General Assembly passed Senate Bill 25-315. CASB sample policy IHCDA Concurrent Enrollment has been updated to reflect that this program no longer exists. There are also stylistic and grammar updates throughout the policy.

Other Resources:
Postsecondary and Workforce Readiness Programs | General Assembly

Changes to Open Records Requests Charges
The law allows districts to charge an hourly fee to compensate staff who have spent time researching, retrieving, and redacting open records requests. This amount is reevaluated every few years by the Director of Research of the Legislative Council and was recently changed. Districts may charge up to $41.37 per hour of staff time after the first hour. CASB sample policy *KDB and regulation KDB-R Public's Right to Know and Freedom of Information* both include the maximum hourly fee and have been updated to reflect the change. There are also stylistic and grammar updates throughout the policy.

Minor Changes
- *AC Nondiscrimination and Equal Opportunity*—House Bill 26-1141 added "pregnancy" and "parental status" to the list of classes protected by state harassment laws.
    - Discriminatory Practices in Public Schools | General Assembly
- *AC-R-3 Sexual Harassment Investigation Procedures per Title IX*—CASB received comments from CCCS audits about a few minor changes that needed to be made.

    - NOTE: The Title IX Coordinator may act as the Investigator, but the 2020 Title IX regulations explicitly forbid the Decision-Maker from acting in any other role—the Decision-Maker may only serve as the Decision-Maker.
    - Department of Education Guidance Document | Role of the Title IX Coordinator.
- *DEB Loan Programs*—The Renewable Energy and Energy Efficiency for Schools Loan Program Act was repealed. Policy DEB was updated to remove the legal reference to the Act and the associated rules by the State Board of Education.
- *IKF-E Graduation Requirements*—The State Board of Education temporarily lowered the SAT Math Cut Score required for graduation in 2024 (discussed in this October 2025 Special Policy Update); this cut score has now been permanently lowered, so CASB recommends all districts update their graduation requirements accordingly.
- *JLCD Administering Medication to Students*—This policy was updated stylistically, and a legal reference was removed for a law that was repealed in 2019.
- *KF and KF-R Community Use of School Facilities*—The nondiscrimination statement required in this regulation was updated to reference policy AC's nondiscrimination statement and any protected classes listed in policy AC. Because the protected classes are frequently being added to, this felt like a better way to reference them without updating the policy every time a change is made.

Code	Title	Description of Updates	Suggested Adoption Date	Required by Law	Core Policy	BOCES Policy
IKA	Grading and Assessment Systems	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	Yes	Word	Word
IKA-R	Grading and Assessment Systems: Exemption Procedure and Information to Parents/Guardians	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	Yes	Word	Word
IHCDA	Concurrent Enrollment	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	No	Word	Word
KDB	Public's Right to Know and Freedom of Information	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	Yes	Word	Word
KDB-R	Public's Right to Know and Freedom of Information Procedures	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	No	Word	Word

AC	Nondiscrimination and Equal Opportunity	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	Yes	Word	Word
AC-R-3	Sexual Harassment Investigation Procedures—Title IX	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	Yes	Word	Word
DEB	Loan Programs with Funds from State Tax Sources	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	No	Word	No changes to BOCES Policy
IKF-E	Graduation Requirements: Approved Measures and Cut Scores	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	Yes	Word	Word
JLCD	Administering Medication to Students	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	Yes	Word	Word
KF	Community Use of School Facilities	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	No	Word	No BOCES Policy
KF-R	Community Use of School Facilities Procedures	Minor Substantive, Technical, and Stylistic Changes	As Soon as Practicable	No	Word	No BOCES Policy

MANCOS SCHOOL DISTRICT RE-6
School Board Member Handbook

Updated November 2026

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****

December 2026,

Dear Board Member,

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

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

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

Mission Statement

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

Vision Statement

Every student will graduate with a broad academic foundation which enables each to demonstrate the skills of critical thinking, problem solving, teamwork and independent judgment. All students will understand democratic principles and recognize their civic responsibilities and will be capable of ambitiously and appropriately participating in an age of dynamic technological change within a global context.

Board Purpose

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

Board Roles

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

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

Core Values

The Board of Education will:

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

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

Key Dates:

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

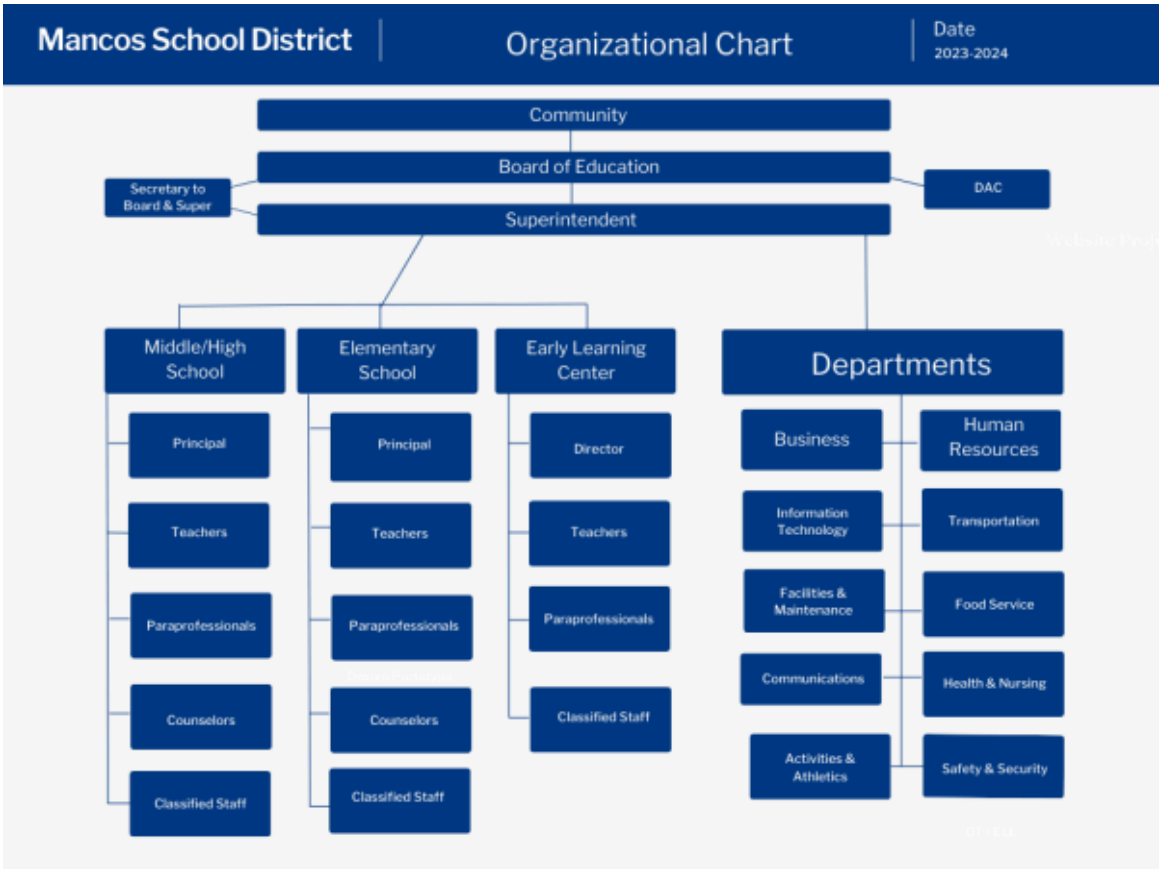
Key Contacts:

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

District Staff
Superintendent: Audrey Hazleton ahazleton@mancosre6.edu

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

Organizational Chart



Important Links and Resources

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

Board of Education Communication Plan

Goals of Communication Plan

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

Communication Agreements & Norms

Mancos School District Community Agreements & The Bluejay Way

Stay curious and kind.

Center the student experience.

Ensure all voices are heard and considered.

Be productive and solution-focused.

Assume positive intent and listen to understand.

Anchor conversations in evidence, data, and lived experience.

Show care for yourself and others.

Enjoy the time together and have some fun!



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

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

Social Media Guidelines (CASB)



Articulated Agenda Planning Process

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

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

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

Engagement and Communication Opportunities

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

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

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

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

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

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

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

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

Template Guidelines:

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

Follow-Up to Communication Practice:

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

Terms Glossary

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

AFR	Annual Financial Report

APR	Annual Performance Report
AU	Administrative Unit

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

February 2022

Organizations

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

Education terms

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

Components

COMTSS	Colorado Multi-Tiered System of Supports

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

Grants and Grant Teams

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

Grant terms

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