

Regular Meeting

Monday, February 9, 2026 7:00 PM

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

1. OPENING ACTIVITIES

1.A. Call to Order

1.B. Roll Call

1.C. Pledge of Allegiance

1.D. Approval of Previous Minutes

1.E. Agenda Changes; Approval of Agenda

2. SPECIAL PRESENTATION

2.A. ILA Pro Presentation - Mrs. Shelly Ocanas,
Director of Culturally and Linguistically Diverse
Education (CLDE)

2.B. Fort Morgan High School Career and Technical
Education Presentation

3. OPPORTUNITY FOR THE AUDIENCE

4. REPORTS

4.A. Fort Morgan High School Student Representative

4.B. Board of Education

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

4.C. Superintendent

Speaker (s) : Mr. Rob
Sanders

4.D. Assistant Superintendent of Curriculum and
Assessment

Speaker (s) : Dr. Rena
Frasco

4.E. Assistant Superintendent of Human Resources

Speaker (s) : Mr. Jason
Frasco

4.F. Chief Financial Officer

Speaker (s) : Ms. Toni
Miller

5. CONSENT AGENDA

5.A. Personnel Action Report

5.B. Claims: Check Summary Report

5.C. Approval of Consent Agenda

6. ACTION ITEMS

6.A. Resolution for Site Lease with Bank of Colorado
for various projects at Morgan County School
District Re-3

7. NEWSLETTERS

8. **ADVANCED PLANNING**

8.A. The Board of Education meetings in March are
March 2 and March 23, 2026.
Spring Break is March 9 - 14, 2026.

9. **CLOSING ACTIVITIES**

9.A. Adjournment

**BOARD OF EDUCATION
JANUARY 26, 2026
MINUTES**

OPENING ACTIVITIES

A. Call to Order

The Board of Education of Morgan County School District Re-3 met in regular session at 7:22 p.m. on January 26, 2026, in the Board Room at the District Support Center with the following members present: Mrs. Christi Chisum, Mrs. Amy Grantham, Mrs. Nancy Hopper, Mrs. Kati Jess, Dr. John Prouty, Mrs. Mindy Smith, and Mrs. Sarah Whitney. Also, present were Mr. Rob Sanders, Superintendent, and Ms. Toni Miller, Chief Financial Officer. Mr. Jason Frasco, Assistant Superintendent, and Dr. Rena Frasco, Assistant Superintendent, were absent.

B. Approval of Previous Minutes

Dr. John Prouty made a motion to approve the minutes from the regular meeting on January 12, 2026, and the minutes from the special meeting on January 20, 2026, as presented. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

C. Agenda Changes; Approval of Agenda

Mrs. Christy Chisum made a motion to approve the agenda as presented. Mrs. Mindy Smith seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

SPECIAL PRESENTATION

A. 2025-2026 Final Budget - Toni Miller

For the 2025-2026 final budget, Ms. Toni Miller is projecting a General Fund deficit of \$1,457,167. This projection is intended to capture all potential expenditures and variables between now and June 30, 2026. Historically, the final outcome is typically less severe, and she is hopeful that will be the case again this year. Included in the budget book are graphs that show how the budget is allocated across major categories. Salaries and benefits represent the largest share of expenditures, which is expected. The intent of the graphs is to provide a visual summary to illustrate how funds are distributed. She has also provided the expenditures by instructional costs, general administration, and school administration. Expected General Fund revenues show the amounts coming from local and state sources. Expenditures are further split out by function, such as instruction area, administration, and support staff.

The Mill Levy Fund is not projected to have a deficit. A surplus is anticipated in the amount of \$28,869. This fund is supported by bond-related revenues that remain relatively consistent each year, and includes a small amount of interest earned.

For the Daycare Fund, Ms. Toni Miller was intentionally conservative in the projection, estimating an \$85,096 deficit. Based on the audit, which shows an approximate \$7,000 surplus, she does not expect the actual outcome to be that unfavorable. Revenues in this area can be unpredictable, so she purposefully budgets conservatively.

The Capital Reserve Fund functions largely as an in-and-out fund. Personnel allocations flow through this fund, and it is used to make payments on the lease purchase. After discussions with the bank holding the lease purchase, it was determined that making two payments per year would significantly reduce our interest costs. This approach works well from a cash-flow perspective and is not expected to create issues.

A deficit of \$505,083 has been budgeted for the Insurance Reserve Fund. The District has been carrying a larger than necessary fund balance. Reducing this balance allows us to lower the amount the General Fund contributes toward our insurance costs.

For the Preschool Fund, Ms. Toni Miller budgeted conservatively, projecting a \$109,065 deficit. Based on current revenue trends, she expects this fund to break even; however, she planned cautiously.

Our Food Service Fund is projected to end the year with an estimated deficit of \$2,566. Maintaining a fund balance in the Food Service Fund is discouraged, as districts are expected to fully expend any revenues received. Our District intentionally manages this fund to remain as close to a zero balance as possible. Our Food Service Director, Mrs. Ashley Strauch, works closely with the finance department and does an excellent job monitoring revenues and expenditures. Ms. Toni Miller will be reviewing the audit with her to determine whether there is an opportunity to adjust any indirect cost allocation.

Fund 22 houses the fund from our grants and is not designed to generate a surplus. Any positive balance is typically limited to interest earned and is intended to maintain a zero balance.

The Pupil Activity Fund operates similarly, functioning as a pass-through fund for secondary school activities and is expected to end at a zero balance. The Fund Redemption Fund is also budgeted at zero. Historically, it may end with a slightly positive balance due to interest earned in the account. The Building Fund is expected to break even after completing our building projects by June of 2026.

Lastly, the Private Purpose Fund includes scholarships and was budgeted with higher revenues based on the 2024-2025 school year. More contributions were received last year than were expected, creating a budget amendment as expenditures must match revenues.

Overall, we are monitoring our spending very closely this year. One advantage of Skyward, our new finance software, is that it prevents deficit spending at the site level,

which helps ensure departments remain aware of their available balances and simplifies oversight.

OPPORTUNITY FOR AUDIENCE

None

REPORTS

A. Fort Morgan High School Representative – Ms. Kenzie Rau
Ms. Kenzie Rau was unable to attend.

B. Board – Mrs. Nancy Hopper

Mrs. Amy Grantham attended the CBOCES (Centennial Board of Cooperative Educational Services) Board Meeting in Greeley on January 8, 2026. She provided a brief report in her role as the District’s CBOCES representative. She noted that it has been valuable to connect with other districts, hearing about their challenges and learning from their successes.

One item of particular interest to Mrs. Amy Grantham was information shared by Ms. Maria Castillo Saenz, Director of Federal Programs. She offers a grant that will help our paraprofessionals earn their degree and transition to a special education teaching role. This opportunity is expected to begin February 2, 2026. CBOCES also plans to offer specialized math instruction for paraprofessionals to support students learning in math. Mrs. Amy Grantham will coordinate with the superintendent’s office to share this information with our staff. She also noted that CBOCES offers online paraprofessional training modules that provide general professional development and foundational training, which will be distributed to the District. Ms. Maria Castillo Saenz works closely with families in need and serves as a liaison for newcomers and other community supports. Mrs. Amy Grantham is exploring ways the District can collaborate with CBOCES to support our families too.

Mrs. Mindy Smith and Mrs. Sarah Whitney attended the FFA (Future Farmers of America) Advisory Committee meeting at Fort Morgan High School (FMHS) on January 22, 2026. During the meeting, the committee discussed Perkins funding and potential expenditures. One item of interest is a new plasma cutter; however, due to the cost, there is insufficient funds available this year. As a result, this purchase is being considered for the 2026–2027 school year. The committee also considered alternative ways to utilize the Perkins funds that must be spent this year. Potential purchases include a new bush hog for the tractor, a metal brake or pipe bender, as well as equipment to support additional Supervised Agricultural Experience (SAE) opportunities. These items would be used at the school farm with potential purchases of feed bunks, shovels, and other equipment to support activities for raising calves or chickens. The goal is to provide hands-on agricultural experiences for students who may not have access to these opportunities at home.

Accessing Morgan Community College (MCC) courses is being considered, as enrollment requirements for agriculture classes can present challenges for junior and senior students.

A partnership with MCC enrolling students in welding, mechanics, or other agriculture-related courses would allow students to continue in FFA at FMHS. The long-term vision is for freshmen and sophomores to focus on introductory agriculture courses, with juniors and seniors transitioning into MCC coursework.

The committee reviewed upcoming career development events. The level of participation may require forming multiple teams or making selection decisions due to competition limits. Increased student involvement is a positive development. The next committee meeting will be in May.

Mrs. Nancy Hopper is the CASB (Colorado Association of School Boards) Region 1 Representative. She shared that CASB is meeting with state legislators this week to discuss upcoming legislative bills. She has reached out to Representative Dusty Johnson and others to coordinate participation in these discussions. She is also traveling to Washington, D.C. soon to participate in similar advocacy efforts at the national level. During this time, she plans to meet with members of both parties, including senators and representatives, to discuss key education-related issues.

Mrs. Nancy Hopper briefly highlighted several public policy topics. One concern involves proposed changes to the Specific Ownership Tax, which could have a significant negative financial impact on the District. Another concern relates to House Resolution 1 and a provision within the bill that would allow governors to designate their state as a voucher state. While Colorado voters have rejected vouchers in three consecutive elections, there is concern that granting this authority to the governor could adversely affect rural school districts. The Rural Alliance has already taken action opposing this provision. Additionally, she has expressed concern that the federal rules and implementation guidance for this legislation have not yet been written or adopted, despite states already being asked to commit. This uncertainty raises concerns about potential impacts on rural Colorado communities, where educational options are limited and the consequences could be significant.

Mr. Rob Sanders added his perspective and shared significant concerns regarding the proposed changes to the Specific Ownership Tax. He explained that this proposal would remove funding from local communities and redistribute it across the state. Based on an analysis of districts from Wiggins to Julesburg, the estimated impact would be approximately \$2,000,000 taken from local economies and redirected to other areas in the state budget. He noted that this redistribution is intended to help offset the state's projected \$1,200,000,000 budget shortfall. He expressed concern that this approach resembles a version of the Negative Factor implemented around 2009–2010. While the legislature later rebranded it as the Budget Stabilization Factor, the underlying impact remains similar. In his view, this proposal represents another mechanism to divert funds back into the state's general budget to address its shortfall. He further explained that the proposal would reduce funding for districts based on factors such as mill levy overrides, bond obligations, and assessed valuation. This approach is particularly concerning for rural districts experiencing declining enrollment. Mr. Rob Sanders

emphasized that for Morgan County School District Re-3, the potential loss of additional funding would create significant challenges in maintaining financial stability while attempting to balance the state budget.

C. Superintendent – Mr. Rob Sanders

Mr. Rob Sanders updated the Board on the redistricting process. At the last meeting, the Board approved the preliminary boundaries map, with the understanding that boundary modifications may be needed. Currently, adjustments are being considered since the original plan resulted in a higher student population at Green Acres Elementary School and a lower population at Columbine Elementary School. Mr. Galen Thompson, Director of Technology, created an interactive map that allows us to adjust the boundaries and identify the most equitable way to balance our student counts at the elementary level. While making these adjustments, the District will carefully consider the makeup of each school to ensure a fair representation of our student population.

Once the redistricting map is finalized, the District will determine the staffing needs of certified teachers and paraprofessionals at each building. The goal is to complete staffing placements by March 1, providing a clear picture for upcoming hiring decisions and job fairs. While some certified staff members at the elementary level may be affected, the District anticipates approximately 20 staff will transition, minimizing disruption while respecting individual requests.

Additionally, the District is opening kindergarten registration for the 2026-2027 school year earlier this year. Kindergarten Roundup will be held at the District Support Center on February 6 and 9, 2026. The data from local preschools has been collected and will assist in projecting enrollment numbers and supporting informed decisions regarding boundary adjustments.

Mr. Rob Sanders plans to reconvene the 2026-2027 Calendar Committee soon. Board members on the committee are Mrs. Nancy Hopper and Mrs. Amy Grantham, along with representatives from each school, facilities management, and the transportation department. The committee consists of roughly 55 participants. He also recommended exploring a two-year calendar cycle to provide greater continuity for planning purposes.

Lastly, Mr. Rob Sanders announced that January is Board Appreciation Month. He thanked our Board for their dedication to our students, staff, and District. He emphasized that serving on the Board is a civic duty that, while challenging, is highly rewarding. He praised the Board for fostering a collaborative environment and expressed his gratitude for their leadership and commitment.

D. Assistant Superintendent Curriculum/Assessment – Dr. Rena Frasco
Dr. Rena Frasco was absent from the meeting.

E. Assistant Superintendent Human Resources – Mr. Jason Frasco
Mr. Jason Frasco was also absent from the meeting.

F. Chief Financial Officer - Ms. Toni Miller

Ms. Toni Miller reported that the audit for the fiscal year ended June 30, 2025, has been successfully uploaded to the Colorado Department of Education (CDE) and the Office of the State Auditor. She typically receives recommendations or feedback from CDE; however, no response has been received yet. She noted that our District is in good standing and all reporting requirements have been met. Ms. Toni Miller concluded that the audit process for this fiscal year is complete.

DISCUSSIONS ITEMS

A. Addendum to 2026-2027 Fort Morgan High School Registration Guide - Mr. Clint Anderson

At the Board of Education meeting in December, Mr. Clint Anderson shared that Fort Morgan High School is contemplating adding a Colorado History course to the 2026-2027 Fort Morgan High School Registration Guide. The course would be for one semester and offered to FMHS juniors and seniors. The course description is:

This course explores the historical development, cultural dynamics, and governance of the state of Colorado from pre-colonial times to the present. Students will investigate the geographic environments of Colorado, the experiences and contributions of Indigenous peoples and diverse communities, the economic transformations of the region, and the evolution of political and civic institutions at the local and state levels. Through primary and secondary sources, analytical writing, civic engagement projects, and critical inquiry, students will develop historical thinking skills, understand multiple perspectives, and connect past events to contemporary issues that shape Colorado's future. The course satisfies state requirements for instruction in Colorado history, culture, social contributions, and civil government as outlined in Colorado law and supports mastery of the Colorado Academic Standards for Social Studies.

FMHS wanted to offer students a deeper, more comprehensive understanding of both the historical and geographical aspects of our state, including significant events and local history from eastern Colorado. This course would be offered as an elective, allowing students to continue taking required courses such as American History, Government, and, for most freshmen, World Geography. It would fit within the elective category alongside courses like World Religions or AP offerings, and would primarily be available to students in their junior and senior years. Mr. Clint Anderson believes this elective will provide an engaging, informative opportunity for students to connect with the unique history and geography of Colorado.

CONSENT AGENDA

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

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

ACTION ITEMS

A. Consideration to Approve the Appropriating Resolution for 2025-2026

Mrs. Mindy Smith made a motion to approve the Appropriating Resolution for the 2025-2026 school year. Mrs. Christy Chisum seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

B. Consideration to Approve the Resolution to Expend the Beginning Fund Balance for 2025-2026

Mrs. Amy Grantham made a motion to approve the Resolution to Expend the Beginning Fund Balance for the 2025-2026 school year. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

C. Consideration to Approve the Addendum to 2026-2027 FMHS Registration Guide

Dr. John Prouty made a motion to approve the Addendum to 2026-2027 FMHS Registration Guide adding Colorado History as a course for the 2026-2027 school year. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

D. Consideration to Expulsion Appeal for John Doe Number 3461

Mrs. Amy Grantham made a motion to uphold the expulsion of student 3461 for 365 days with the opportunity to reapply as a student with the superintendent for the 2026-2027 school. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSTAIN" 0; "ABSENT" 0. Motion carried.

NEWSLETTERS

January Newsletters

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

ADVANCED PLANNING

- The next Board of Education Meeting is February 9, 2026.
- The CASB Winter Legislative Kick Off & Conference is January 28 & 29, 2026.

ADJOURNMENT

The regular meeting adjourned at 7:48 p.m.

Respectfully submitted,

Kati Jess, Board Secretary

Nancy Hopper, Board President

/bbm

**BOARD OF EDUCATION
JANUARY 26, 2026
MINUTES**

OPENING ACTIVITIES

A. Call to Order

The Board of Education of Morgan County School District Re-3 met in special session at 6:11 p.m. on January 26, 2026, in the Board Room at the District Support Center with the following members present: Mrs. Christi Chisum, Mrs. Amy Grantham, Mrs. Nancy Hopper, Mrs. Kati Jess, Dr. John Prouty, Mrs. Mindy Smith, and Mrs. Sarah Whitney. Also, present were Mr. Rob Sanders, Superintendent, and Mr. Clint Anderson, Fort Morgan High School Principal.

B. Agenda Changes; Approval of Agenda

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

EXECUTIVE SESSION

This Executive Session was convened pursuant to Colorado Revised Statute 24-6-402(4)(b), (g), and (h), to hear a confidential student expulsion appeal, to review confidential documents relating to the student, and to receive legal advice regarding the appeal. Discussion is limited to this topic and no action will be taken in the Executive Session.

Mrs. Amy Grantham made a motion to move into executive session as stated. Mrs. Kati Jess seconded the motion. On Roll Call vote, "AYE" 7; "NAY" 0; "ABSENT" 0. Motion carried.

Members of the Board were joined in the Executive Session by Fort Morgan High School Principal Mr. Clint Anderson, Morgan County School District Re-3 Superintendent Mr. Rob Sanders, and Mr. Theo Demos, Guardian Ad Litem for the student. Mr. Jon Fero, legal counsel for Morgan County School District Re-3, participated via electronic means.

The meeting was scheduled to begin at 6:00 p.m. The start of the meeting was delayed, allowing time for the student and the student's parent(s) to arrive. They were notified of the meeting by mail and electronic means; however, neither the student nor the parent(s) showed for the Executive Session.

Electronic record of this Executive Session will be kept in accordance with the requirements of Colorado Revised Statutes.

The meeting adjourned into Executive Session at 6:14 p.m.

This Executive Session ended at 7:15 p.m. No action was taken in this Executive Session.

Nancy Hopper, Board President

ATTEST:

Kati Jess, Board Secretary

Feb 9,2026

NASB Report, Nancy M. Hopper

“Do not enter a room unless you plan to change the atmosphere!” Nancy Thomas, Washington Delegate about leadership.

Tonya Wellon, CEO Greater Washington Community Fund –“Our families are assets not problems to be fixed!”

Maya Baker, Civic Leadership through Conflict and Polarization – Civics must be explicitly taught. On average only 16minutes of Civics are taught per day in elementary schools. Students today need to learn how to engage with others of differencing opinions with dignity. Civics is more than government classes, its learning civility. We must empower the next generation of civic leaders.....so what can we do for the future. Civic is not politics!

Thomas Jefferson, the author of the Declaration of Independence, famously wrote to his friend James Madison, the primary author of the U.S. Constitution. **“Educate and inform the whole mass of the people. They are the only sure reliance for the preservation of our liberty.” The conversation between the two men about the role of education is key to understanding the modern responsibility of school boards.**

School boards are seen as the heart of local democracy. They are government up close and personal.

Dr. Phelton Moss – Understanding the Federal Landscape. How Policy is shaped, made ad implemented.

On vouchers or federal Tax Credits – in Florida, 59-million-dollar deficit when implemented a voucher program. Forida cannot identify where the money went. Abuse and fraud in the program.

The Tax Credit program has been removed from the Department of Education to the IRS. The program will create winners and losers. 90% of students attend public schools. Colorado has voted voucher bills down 3 times. Gov. Polis signed on this week without any federal rules being yet created.

This year **20 billion was given to this voucher** – tax credit initiative. Remember, only 10% of students attend charter or private schools. BBB or HR1. Teacher Prep. money was moved to fund this order.

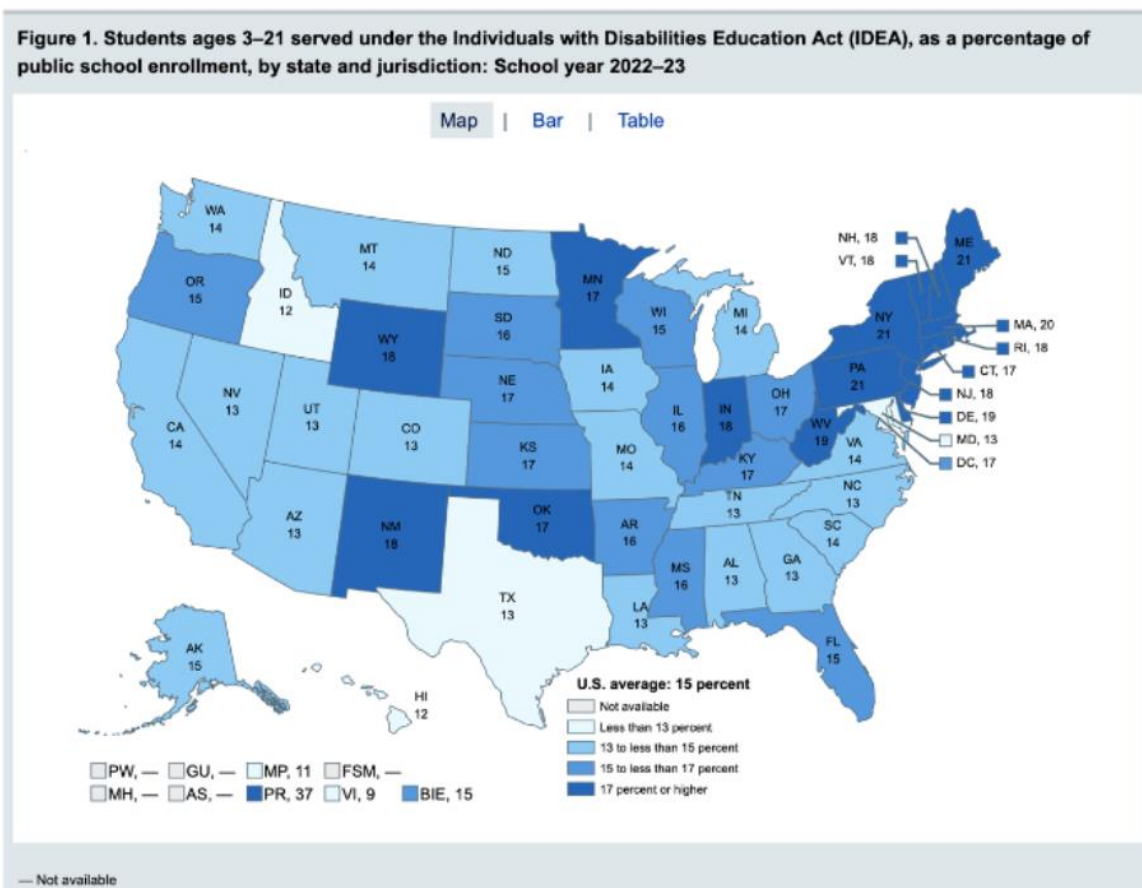
\$1,700 tax credit. You donate the money and on your taxes with the IRS, you will receive a full tax credit (unlike other types of donations) from taxpayers’ money. Again, the reason to push the U.S. Treasury is there will most likely be no accountability of how to use

money. Truly only a benefit to those wealthy enough to send students to private schools. You can live in Florida and donate money to Colorado under this act and still receive a refund. CASB is working to draft guidelines for implementation that would support public schools. The opt in is available every year, so even though Gov Polis opted in, the newly elected governor in November may opt out – a confusing mess.

Public schools have their arms open for all students.

Ashley White, researcher University of Wisconsin - Special Education Advocacy

The number of students aged 3-21 served under IDEA in the US increased from 6.4 million in school year 2012-13 to 7.5 million in school year 2022-23.



Among students who were served under IDEA in school year 2022-23, the disability types with the largest reported percentages were:

- *Specific learning disabilities (32 %)
- *Speech or language impairments (19%)
- *Other health impairment (15%)
- *Autism (13%)

2020-21, 40% of public schools had a special education teaching vacancy.

IDEA Federal Funding (1975)– 40% of the added costs of educating students with disabilities, a commitment was made. Current federal funding covers only about 12-14% placing a significant financial burden on states and local school districts to make up the difference.

Broken 50 year promise – IF the federal government increased funding by 3% each year, it would take 10 years to fulfill the promise.

And regarding Charter schools, they are money grab.

National Rural Education Association –

Rural education isn't less, it's different and in our difference lies our advantage.

NREA. Net - Report on states and impact of lack of funding on rural schools. Priority ranking scale = 1 means very important. Colorado receives a rank of 26. The document attached highlights the 15 highest needs for Colorado.

Keiffer Mitchell, JR. – VP of State and Local Advocacy Practice with the BGR Group .

School board members should be trusted advisors in any community. WE need to have sustained advocacy for our students, and we do this by leaning into our students' needs with laser focus!

Jill Buck – Go Green. Buildings can keep us sick or well. Respiratory pathogens spread in the air. We need 30cfm per person or 5 air exchanges per hour to be sufficient. Research is finding that air pollution impacts such things as Alzheimer's, depression, and suicide. Things we can do - give buildings a tune up, maximize outdoor air, upgrade our filtration to MERV 13A+, and monitor indoor air.

In a few years we will have air monitors that will tell us how many pathogens are in the air, i.e., influenza.

There is a **\$45,000 grant** available to assist districts.

Rights and Realities of Immigration and Newcomer Students –

There have been massive increases in detention and deportation funding. FY 26 request to cut 12.4billion in Department of education to fund. 45 billion of education money went to the Department of Homeland Security.

620,000 students without documentation.

100,000 students ending asylum applications

4.7 million children who are US citizens with 1 parent as non-citizen status

¾ of parents have been in US for over a decade

Richard Fowler – American Storyteller

Students today are growing up in overlapping crisis and are showing more anxiety.

When students feel unanchored, sometimes school is their safety net. Students need systems that work.

Absence is a lack of stability at home and not necessarily a lack of motivation.

Today we have 400,000 teacher openings.

My role as a school board member isn't to talk politics – but to talk and communicate loss for students. Fewer teachers, fewer opportunities, fewer programs.

School Boards don't just govern policy; we also govern trust!

HR1 school vouchers are in theory framed as school choice. In practice, voucher or tax credits lesson opportunities, weaken budgets, and close public schools. Voucher programs “suck the soul out of rural communities!” The negative impact on local control and district stability can be staggering.

Over 90% of students go to public schools. 85% of today's CEO's went to public schools.

What money keeps a public school open? Generally, people do not know. We must educate the public of cut impacts on all our students!

These amounts are from the audit for 06-30-25. Thank you, Toni,

Local	\$12,360,363	(Property taxes, Interest, other local sources)
County	9,882	(Mineral Lease)
State	\$32,230,052	(State equalization, state grants)
Federal	\$ 1,163,245	(Title funds and other grants)

Total \$45,763,542

And from Rob on the Specific Ownership Tax

The specific ownership tax initiative to backfill Colorado's budget shortfall. Fort Morgan will stand to lose approximately \$240,000.

We are already down with declining enrollment and are already looking at a \$1.5 million shortfall for this year and no money coming next year.

I know that my report is long, but it is just a summary of my copious notes over the 4 days of workshops in DC and my meeting on the Hill with legislators from both sides of the aisle.

In addition, I wanted to make you aware that I attended the CASB's Legislative Reception on Jan. 28 to meet with our state legislators. I had scheduled a meeting with Rep Dusty Johnson – primarily to discuss the SPO tax and the impact of opting into the voucher program by Gov. Polis. Rep Johnson did not attend; however, I have reached out to try and visit with her still/ongoing.

I believe as trusted and elected school board members, we need to know not only what is happening locally, both also the impacts of actions taken both state and federally.

Our students are worth it and depend on it. It's our responsibility!

Thank You

Visits on Capitol Hill

February 4, 2026

Rep. Boebert

Sen. Bennett

Sen. Hickenlooper

Rep. Neguse

Rep. Crank

Rep. Pettenger

Rep Evans

Rep. Degette

Rep. Crow

Accidentally ran into Sen Booker

ADVOCACY INSTITUTE

FEBRUARY 1-3, 2026 | WASHINGTON, D.C.

AN **nsba** EVENT



ADVOCACY INSTITUTE

FEBRUARY 1-3, 2026 | WASHINGTON, D.C.

AN **nsba** EVENT

Protecting Equity: How Federal Funding Cuts Impact Schools and What You Can Do

The Education Trust

February 2, 2026

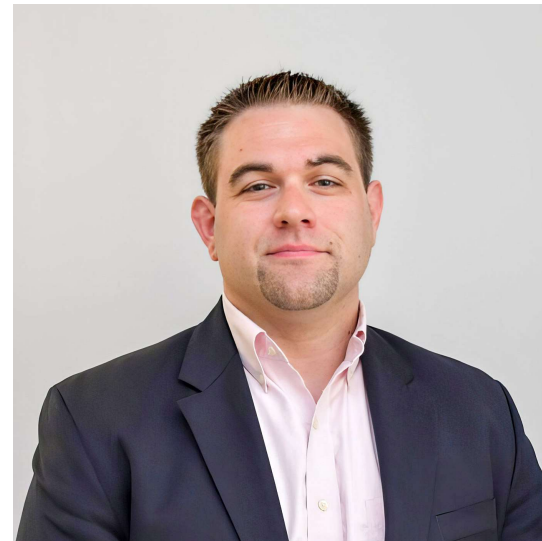
ADVOCACY INSTITUTE

FEBRUARY 1-3, 2026 | WASHINGTON, D.C.

AN **nsba** EVENT



Qubilah Huddleston
Equitable School
Funding Lead



Reid Setzer
Director of Government
Affairs

Before We Dive In-Key Takeaways

- Federal role in education is greatly transformed, but Congress still funding
- OBBBA changes increase strain on public schools
- Only predictable thing is continued unpredictability

The Federal Landscape-Overview

- Mass Firings at the Department of ED
- FY24-25 funding terminations and withholdings
- FY26 budget fight and agreement
- Unlawful transfer of ED programs to other agencies
- OBBBA voucher tax credit
- SNAP and Medicaid cuts
- ESSA waivers
- State and local impact and messaging

Mass Firings at the Department of ED

- Feb 2025: ED has 4,209 employees
- October 2025: 2,447 staffers as of Oct 1 (firings, 600 buyouts)
- Another wave of RIFs terminated 466 more employees, reversed by shutdown deal, but legal bar expired Sunday
- Supreme Court allowed initial firings to go forward this summer on shadow docket, lawsuit in district court in MA
- Institute of Education Sciences reduced to single digit staff
- Federal Student Aid has lost about half of their staff
- Office for Civil Rights has lost hundreds of staff

FY24 and FY25 Funding Terminations

- Early 2025, admin cancelled most teacher prep & IES/NCES grants
- Also TRIO, IDEA Part D, Magnet Schools-some grants were cut due to DEI language, but most did go out after delays
- Lawsuits have largely failed to reinstate these cuts; \$2.2B cancelled, another roughly \$10B disrupted
- \$3.3B of unspent pandemic relief removed, then restored in June
- \$6.8B unlawfully withheld from states for after school programs, teacher prep, migrant education, English learners, and adult ed in July before being restored
 - GOP pushback was essential



FY26 Budget Fight

- CR allowed Trump admin some unilateral authority to break norms and move money around (MSIs big example)
- Congressional Dems want to constrain administration from doing similar action in 2026
- Senate approps bill passed 26-3 out of committee; level funded all ED programs and the Department
- Wrote specific funding levels into bill text-usually just in report
- Trump FY26 budget cut ED 15% down to 2010 levels, block granted and ended programs; House bill did mostly same

FY26 ED Budget Agreement

- Final agreement reached in Jan for FY26-runs until Sept 30 but held up in Congress currently
- Almost all programs level funded-same as FY24 & 25
 - EIR, Impact Aid, charters got small cuts/increases
- Language preventing transfers included from FY24 & 25 laws and report language stronger but unlikely to stop IAAs
- Lawsuit ongoing on RIFs and IAAs, could see trial in spring
- Trump budget for FY27 going to have huge defense spending increase; can expect continued cuts to ED programs
- Fight is as much over constraining admin as it is \$\$\$

Dismemberment of ED

- Admin transferring programmatic authority to other agencies
- Biggest changes are OESE (K-12) and OPE (Higher Ed) to Dept. Of Labor; FSA, OSERS, and OCR yet to be affected
- Employment and Training Office now managing homeless youth and the arts programs for example
- Regulatory work still in Department of ED
- ED stating they will detail ED staff to DOL, adding to confusion
- FY26 deal requires biweekly reports to Congress

What does this mean for states?

- Less reliable data from the federal government
- Less oversight of federal dollars
- Limited capacity to enforce most of the Civil Rights Act, Rehabilitation Act, other anti-discrimination provisions in law
- Less technical assistance to states and districts
- Possible breaking down of funding systems for federal student aid, Title I, IDEA
- Some reporting burdens could diminish (ESSA waivers could formalize this in some areas)

Open Questions for 2026

- What do courts, SCOTUS allow re: withholding of funds? Mass firings and IAAs?
- Did the anti-DEI cancellations and some new priorities in place now allow more "normal" administration of programs in 2026?
- What other programs will be moved out of the Department of Ed?
- ICE actions at schools continuing?



Open Questions for 2026

- Admin wants to shape behavior of districts, states, and colleges: how can they do that with skeleton staff, legal challenges, and bureaucratic confusion? More firings?
- Anti-DEI EO terminated by court, no appeal-what is next?
- Secretary says K-12 more of a focus in 2026-is this in reference to waivers and OBBBA voucher tax credit, and/or something else?
- Plyler issue-will lawsuits move through to SCOTUS and threaten undocumented student access?

OBBBA

Federal Voucher Tax Credit

OBBBA-Fed Voucher Tax Credit

- The OBBBA voucher provision is an unprecedented tax credit that allows donors to scholarship granting organizations (SGO) to receive a dollar-for-dollar federal tax break
- States (i.e. governors or other designated officials) must opt-in and submit a list SGOs to participate
- Eligible uses of scholarship funds include private school tuition, ed services and materials, dual enrollment fees, et al.
- Coming Treasury regulations likely to limit governor authority to pick and choose SGOs via the list process and conservatives pushing for no \$\$\$ for public schools

OBBBA-Fed Voucher Tax Credit

- EdTrust concerns:
 - Structurally, this drives public resources out of public control and out of public schools
 - Undermines the need for federal investment via existing programs writ large
 - Regs likely to cabin governors' authority; specific intent is private vouchers regardless of other allowable uses
 - Very little transparency and accountability in the program
 - No reporting required on disaggregated student outcomes
 - No anti-discrimination language
 - No audits or public disclosures required

SNAP and Medicaid Cuts

SNAP and Medicaid Cuts

- 10-15M will lose coverage, possibly another 4M due to ACA subsidy expiration
- Medicaid is the fourth-largest source of funding for the public school system, supporting over \$7.5 billion of school-based health services annually
- Re: SNAP-States may forgo participating in Broad-Based Categorical Eligibility and Community Eligibility Provisions (CEP), which would terminate meal access for students
- Schools then could lose formula funds due to the "decline" in hungry students; cuts \$185B over 10 years

ESSA Waviers

ESSA Waivers

- Iowa recently granted a fairly limited waiver under ESSA
 - 4 funding streams to SEAs consolidated
 - Title II, III, IV A-B
 - Provided through 2028
 - Despite requests, no funding streams to districts were consolidated and no reporting waivers issued—much more limited than their original proposal
- Public event celebrating returning education to the states in conjunction with the waiver

ESSA Waivers

- Indiana waiver pending
 - EdTrust has submitted comment opposing their proposals that would:
 - Eliminate program-specific requirements that ensure supports and services for vulnerable students at the SEA and LEA level;
 - Allow school improvement funds to be directed away from low performing schools;
 - and changes to their accountability system that will allow schools to hold students to different standards.
 - Indiana's proposed waiver is much broader than Iowa's
 - Major concern: approvals will lead to a wave of states submitting similar waivers (we're currently tracking potential efforts in TN and MS)
 - <https://essawaiverwatch.org/>

State Impacts Overall

- ED funding cuts staved off but other new tax credits from OBBBA raise conformity questions and would cost revenue
- Medicaid cuts will force cuts of health care services and personnel in schools
- As noted, SNAP cuts could limit uptake of broad, simplified pathways to meals for students, forcing states to step in
- Overall, significant percentages of state's budgets would have to be moved into the education space to backfill across multiple areas

Local Impacts Overall

- Local governments will have to find ways to raise more revenue with tightening state budgets and funding reductions
- Property-rich communities more likely to weather state and federal funding losses than low-wealth communities
- Need to consider implications of increased calls for eliminating property taxes
 - Property taxes = > 70% of all local government revenue
 - Many policy alternatives aren't practical and could cause more harm

Messaging Considerations

Messaging on program cuts and ED

- Waste Fraud and Abuse
 - Must demonstrate impact programs are making with specifics; assumption can be that "waste, fraud, and abuse" is everywhere, and policymakers want to know they work
- "Red states" have more currency with the administration-lead with those for conservative audiences
 - Red state afterschool programs being impacted was the lead issue in reversing the unlawful withholding in the summer
- Returning education to the states is a fair goal, but cutting resources, TA, triggering delays, and layering on bureaucracy by moving programs around makes it harder to educate

Messaging on program cuts and ED

- Workforce Readiness
 - Cuts and withholding weakens talent pipeline via delay/removal of aid
 - Fragmenting data among several states obscures national standards
 - Accountability on educational performance can suffer when no entity is tracking outcomes nationally
- The less affluent the state, the more trouble backfilling the resources to absorb responsibilities that were previously federal
-"unfunded mandates" are unpopular across the board

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Q&A

Thanks!

The Federal Privatization of K-12 Education

I. Executive Summary

Over the past decade, there has been a coordinated effort to undermine, dismantle and sabotage our nation’s public schools and to privatize our education system—one of the few remaining public goods in this country.

The latest attack comes from President Trump’s *One Big Beautiful Bill Act*, which created the nation’s first federal school voucher program (“Trump’s voucher program”) that will accelerate the privatization of public schools.

The program could funnel \$51 billion per year to private schools, even as they are not held to the same standards as public schools.¹ That is more than current federal spending on Title I-A to support students from low-income backgrounds (\$18.4 billion) and the Individuals with Disabilities Education Act (IDEA) state grant program (\$14.6 billion) to provide services to students with disabilities, combined. Without federal requirements or oversight, private schools can pick and choose which students to serve and turn away the highest need students to already under-resourced public schools, fueling a two-tiered education system.

The new federal program gives expansive authority to entities called “scholarship granting organizations” (SGOs) to choose which students get school vouchers, how much these vouchers are worth, and which schools the students can attend using the voucher.

To understand the potential impact of this new federal program, staff for Senator Bernie Sanders (I-Vt.), Ranking Member of the U.S. Senate Health, Education, Labor, and Pensions Committee (HELP Committee) analyzed the state laws of 21 states that have existing school voucher programs administered by scholarship granting organizations. Staff selected a sample of 11 of these state-level school voucher programs to conduct a deeper analysis, examining the policies and practices of 111 SGOs and their over 1,600 affiliated private schools within the 11 state sample, in a first of its kind analysis.

Key Findings:

- **Tuition prices are often out of reach for working-class families, even with the assistance of a private school voucher, meaning that the vouchers could effectively function as a subsidy to the rich who can already afford to pay for private education.**

¹ Carl Davis, Megabill Takes Cap Off Unprecedented Private School Voucher Tax Credit, Potentially Raising Cost by Tens of Billions Relative to Earlier Version, Institute on Taxation and Economic Policy, updated July 6, 2025, <https://itep.org/trump-megabill-expensive-private-school-vouchers/>.

- Based on an analysis of 1,604 private schools, the average annual amount for private school tuition is \$8,225 for preschool, \$9,410 for kindergarten, \$10,167 for 1st-5th grades, \$11,639 for 6th-8th grades, and \$12,373 for 9th-12th grades.
- Based on the sampled state programs, school vouchers cover less than half (39%) of middle school private school tuition across the sampled states, on average.
 - “[The] Academy reserves the right to change the rates charged at any time in order to meet government regulations and/or changing economic conditions.”
- **Private schools systemically deny admission to students with disabilities outright, limit how many students with disabilities they serve, only serve children with certain types of disabilities, or charge extra tuition.**
 - Nearly half of analyzed private schools (48%) explicitly state that they choose not to provide some or all students with disabilities with the services, protections, and rights provided to those students in public schools under federal law.
 - “Students with intellectual disabilities or special needs have an increased annual tuition charge beginning at \$1,500.”
 - “The procedural safeguards that are provided to students with disabilities and their parents through IDEA do not apply.”
 - The remaining 52% do not provide public information on whether they provide those services, protections, and rights to students with disabilities.
- **Religious SGOs and religious private schools play an outsized role in state voucher programs, leaving students with few non-religious options.**
 - 39% of SGOs administering voucher programs are religious entities. The vast majority (77%) of religious SGOs express Christian beliefs.
 - 79% of all publicly listed partner private schools are religious. The vast majority (96%) are Christian schools, including 48% that are Catholic schools.
 - “Parents/guardians must subscribe to the statement of faith as a condition of admission.”
 - 278 of the 1,604 private schools – over 17%– charge different tuition rates based on the family’s religious beliefs, ability to provide a baptismal certificate or proof of active church membership.
 - “If a parent is registered at [the] parish, and the children are not baptized in the Catholic Church, the parent must pay the Other Faith tuition rate.”
- **Private schools often lack basic credentialing, accountability and transparency requirements related to ensuring students receive a quality education.**
 - HELP Minority Staff examined the state-level policies of all 21 states with voucher programs administered by SGOs. Among those 21 states, just 10 states require private schools to be accredited, nine states require assessments of student learning, and only two states require teacher credentials.

II. Introduction

In the United States, a public education is guaranteed for every student no matter who they are, where they live, or how much money their parents make. Federal civil rights laws protect children and families from discrimination, while federal education laws include necessary guardrails to hold schools accountable and ensure students receive a quality education.

In America today, that promise is under attack by the Trump administration and Congressional Republicans who are pushing efforts to privatize public education. On July 4th, 2025, President Trump signed into law the partisan *One Big Beautiful Bill Act (OBBBA)*, creating a new multi-billion-dollar federal program to fund school vouchers. Through the Trump voucher program, private schools will receive federal taxpayer dollars without being required to follow any of the same nondiscrimination or accountability requirements as public schools. These efforts are fueling the creation of a two-tiered education system: private schools for the wealthy and severely underfunded public schools for working-class students, students with disabilities, LGBTQ+ students, and students from diverse religious backgrounds.

Nearly 90% of K-12 education funding comes from state and local tax revenue.² Key decisions about public schools – such as picking curriculum, setting academic standards, and hiring teachers – are managed by states and run by local communities. Private school voucher programs have historically been established and funded at the state level, as education in the United States is predominantly a state and local responsibility. The Trump voucher program breaks with this precedent by directing federal funds through new, largely autonomous SGOs to private schools, circumventing the authority of state and local governments, local school districts and school boards. This policy marks an unprecedented expansion of the federal role in subsidizing private and religious K-12 education with virtually no federal, state, or local oversight, accountability, or transparency requirements.

Research on state-level private school voucher programs has consistently shown that these policies come at the expense of public education and are highly unpopular. In 2024, Ranking Member Sanders released a HELP Committee report that found that over the past decade, state funding for public elementary and secondary schools increased by an average of just one percent per year after adjusting for inflation while state spending on tax breaks and subsidies for private schools skyrocketed by 408%.³

Despite the recent expansion of state private school voucher programs, these are deeply unpopular policies: Since 1967, all 18 state ballot initiatives creating or expanding private school vouchers have been rejected by voters.³

² National Center for Education Statistics. (2024). Public School Revenue Sources. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved January 15, 2026, from <https://nces.ed.gov/programs/coe/indicator/cma>.

³ National Coalition for Public Education, “Votes on State Voucher & Tuition Tax Credit Referenda,” Accessed January 15, 2026, <https://www.ncpecoalition.org/school-voucher-votes>; Rob Boston, “The People Have Spoken: Private School Vouchers Have A Long Track Record Of Failure At The Ballot Box,” Americans United for Separation of Church and State, December 31, 2018, <https://www.au.org/the-latest/church-and-state/articles/the-people-have-spoken-private-school-vouchers-have/>.

To examine the potential impacts of the Trump voucher program on students, families, educators and the K-12 education system as a whole, HELP Minority Staff analyzed existing state voucher programs with similar structures and the partner private schools participating in those programs. In an 11 state sample, staff analyzed the policies and practices of 111 SGOs and their over 1,600 affiliated private schools. (See Methodology). The results demonstrate that the expansion of private school vouchers will be disastrous for educational opportunity in this country.

Background on the Trump voucher program

Starting in 2027, the Trump voucher program will allow individual taxpayers to “donate” up to \$1,700 in cash to SGOs. Those taxpayers will receive a tax credit back from the Federal government for the entire amount of their donation, known as a “dollar-for-dollar” tax credit. SGOs will pool donations from individuals to fund and administer school vouchers to students, largely at their own discretion.

SGOs will provide school vouchers to eligible students from families under 300% of area median gross income (AMGI), which is a local metric where higher income areas in the country will have higher income eligibility. 300% of AMGI for a family of four ranges from \$113,000 in southwestern South Dakota to over \$585,000 in northern California.⁴ The school vouchers can cover a range of K-12 expenses for public and private school students, including those attending religious school.

Each year, states will have to “opt-in” to the federal school voucher program and provide a list of state-approved SGOs to administer school vouchers to students within the state. SGOs can establish their own processes for vetting and partnering with particular private schools and direct students and families to use their vouchers at these schools.

While states can “opt in” to the program, it is unlikely they will have the ability to further regulate the programs operating within their state. For example, it is unclear whether a state could determine the voucher amount, prioritize low-income students and those attending public schools, require data on student learning, or elect to only fund accredited schools through the program. Conservative advocates have weighed in heavily with the Trump administration to limit states’ ability to add any further requirements or guardrails into the sparsely drafted federal program.⁵

III. A false promise for working class families and a handout to wealthy ones

Evidence from state private school voucher programs consistently shows that families who can already afford to pay for private education benefit the most from these subsidies.⁶ In fact, in many states with vouchers, 65-95% of participants in voucher programs never attended a public

⁴ Are you eligible for a federal education tax credit scholarship?, <https://edgeo.maps.arcgis.com/apps/instant/lookup/index.html>.

⁵ Tax Notes, “Coalition Asks for Guidance on Scholarship Granting Organizations,” October 24, 2025, <https://www.taxnotes.com/research/federal/other-documents/treasury-tax-correspondence/coalition-asks-guidance-scholarship-granting-organizations>.

⁶ Senator Sanders, “By the Wealthy, for the Wealthy: The Coordinated Attacks on Public Education in the United States,” Senate Health, Education, Labor, and Pensions Committee, June 25, 2026, <https://www.sanders.senate.gov/wp-content/uploads/06.24.24-Education-Privatization-Report.pdf>.

school in the first place, meaning vouchers are subsidizing families that have already made the decision to attend a private school and who are able to pay for it.⁷ When vouchers do not cover the full cost of private school tuition, wealthier families can afford to make up the hundreds or thousands of dollars difference. These families have been the best positioned to take advantage of school vouchers and will continue to benefit under the new Trump voucher program.

HELP Minority Staff analysis of existing state private school voucher programs finds that private school vouchers only cover a portion of private school tuition. Despite a promise from Republicans that the Trump voucher program will help working class families access private schools, the reality is those families could be left to pay a significant portion of private school tuition even if they receive a voucher. Families could also face rising tuition costs, added fees, sudden changes in costs, and exploitative practices by private schools.

Based on an analysis of 1,604 private schools, the average annual amount for private school tuition is \$8,225 for preschool, \$9,410 for kindergarten, \$10,167 for 1st-5th grades, \$11,639 for 6th-8th grades, and \$12,373 for 9th-12th grades. At many private schools, families face costs beyond tuition, including additional fees for admission applications, dual enrollment, afterschool programs, participation in sports or clubs, school meals, technology, and transportation. Tuition among the sampled private schools can reach as high as \$29,800 for preschool, \$34,985 for kindergarten, \$72,500 for 1st-5th grade and 6th-8th grade, and \$52,000 for 9th-12th grade. With the expansion of private school vouchers, private schools have every incentive to – and often do – raise tuition.⁸ Research shows that private schools have raised tuition rates 5-10% in response to universal voucher programs.⁹

States' private school vouchers cover less than half (39%) of middle school private school tuition across the sampled states, on average (see Table 1). Families using vouchers are often left to cover the remaining tuition and additional costs associated with attendance at a private school, which are often out of reach for working class families. There is significant variation in state voucher programs: in Rhode Island, a voucher covers just 11% of private school tuition for a middle schooler, South Dakota covers 38%, while Utah covers 79%.

The Trump voucher program does not establish a minimum or maximum voucher amount and instead allows SGOs to determine voucher rates. This means there is nothing to ensure students will receive a school voucher in an amount that makes the cost of attending a private school remotely affordable.

⁷ Senator Sanders, “By the Wealthy, for the Wealthy: The Coordinated Attacks on Public Education in the United States,” Senate Health, Education, Labor, and Pensions Committee, June 25, 2026, <https://www.sanders.senate.gov/wp-content/uploads/06.24.24-Education-Privatization-Report.pdf>.

⁸ Douglas N. Harris and Gabriel Olivier, “The Effects of Universal School Vouchers on Private School Tuition and Enrollment: A National Analysis,” September 11, 2025, <https://reachcentered.org/publications/the-effects-of-universal-school-vouchers-on-private-school-tuition-and-enrollment-a-national-analysis>.

⁹ Douglas N. Harris and Gabriel Olivier, “The Effects of Universal School Vouchers on Private School Tuition and Enrollment: A National Analysis,” September 11, 2025, <https://reachcentered.org/publications/the-effects-of-universal-school-vouchers-on-private-school-tuition-and-enrollment-a-national-analysis>.

Table 1. Average annual tuition costs of private schools compared to average state school voucher awards

State	Avg Tuition Annual Costs & Number of Private Schools					Average School Voucher Awards*	Percentage of Tuition Covered for a Middle Schooler**
	PreK	Kinder	1 st -5 th grades	6 th -8 th grades	9 th -12 th grades		
AL	\$7,837 (29 schools)	\$7,572 (56 schools)	\$8,060 (61 schools)	\$9,689 (37 schools)	\$11,400 (39 schools)	<u>\$6,978</u>	72%
AZ	\$9,120 (167 schools)	\$10,010 (192 schools)	\$11,212 (179 schools)	\$12,478 (124 schools)	\$14,847 (115 schools)	<u>\$2,015</u> (Switcher) <u>\$5,671</u> (Lexie's) <u>\$4,133</u> (Low-Inc) <u>\$2,752</u> (Original)	16% (Switcher) 45% (Lexie's) 33% (Low-Inc) 22% (Original)
FL	SGOs do not publicly post partner private schools.					<u>\$8,000</u>	N/A
LA	\$7,632 (213 schools)	\$8,991 (80 schools)	\$8,780 (94 schools)	\$9,489 (71 schools)	\$10,178 (154 schools)	<u>\$4,318</u>	46%
NH	\$7,663 (4 schools)	\$10,571 (4 schools)	\$19,289 (5 schools)	\$24,806 (6 schools)	\$16,052 (5 schools)	<u>\$3,132</u>	13%
OK	\$8,427 (35 schools)	\$8,885 (59 schools)	\$9,109 (60 schools)	\$9,776 (55 schools)	\$10,645 (39 schools)	<u>\$2,695</u>	28%
RI	\$20,993 (2 schools)	\$20,084 (5 schools)	\$27,783 (7 schools)	\$29,169 (7 schools)	\$27,563 (2 schools)	<u>\$3,245</u>	11%
SC	\$7,531 (43 schools)	\$10,024 (94 schools)	\$10,998 (97 schools)	\$12,680 (86 schools)	\$13,088 (69 schools)	<u>\$4,417</u>	35%
SD	\$2,163 (2 schools)	\$4,345 (32 schools)	\$4,552 (32 schools)	\$5,759 (15 schools)	\$7,456 (11 schools)	<u>\$2,200</u>	38%
UT	(0 schools)	\$11,009 (34 schools)	\$11,080 (35 schools)	\$12,260 (33 schools)	\$13,413 (22 schools)	<u>\$9,652</u>	79%
VA	(0 schools)	\$10,310 (49 schools)	\$10,807 (52 schools)	\$11,500 (1 school)	\$18,515 (15 schools)	<u>\$2,141</u>	19%
Avg of Sample States	\$8,225 (495 schools)	\$9,410 (605 schools)	\$10,167 (622 schools)	\$11,639 (435 schools)	\$12,373 (471 schools)	\$4,104	39%

*These amounts reflect the average amount of state school voucher awards as calculated by EdChoice, accessed January 15, 2026, <https://www.edchoice.org/school-choice/tax-credit-scholarship/>.

**Middle school refers to grades 6th-8th.

About 26% of private schools analyzed do not make their tuition rates publicly available on their websites. This lack of transparency can lead families to use the promise of a voucher to enroll their child in a private school that they ultimately cannot afford. Table 2 details examples of current private school policies that can leave families on the hook for thousands of dollars in private school tuition. One school clearly states that the school can raise tuition at any point in

the school year, while others suspend or expel students for late payments, charge parents interest on top of the tuition amount, withhold student records (creating issues for students to transfer to another school), and even take families to court. These tuition practices have real consequences for families. A Washington Post investigation of D.C., Maryland and Virginia private schools found those schools have filed at least 140 cases seeking more than \$1.6 million in debt from families in the past decade.¹⁰

Table 2. Private schools’ tuition policies and practices

State	Tuition Policies
AZ	“ [The] Academy reserves the right to change the rates charged at any time in order to meet government regulations and/or changing economic conditions.”
AZ	“In the event of default due to non-payment, the account will be liable for, but not limited to, all attorney fees, court costs, and interest at the rate of 22% per annum... Accounts delinquent 60 days may be referred to outside collection agencies, will be reported to national credit bureaus, and a surcharge of 40% will be added to the outstanding balance to cover the collection cost. ”
LA	“Each school year all families enter a contract with [the school] whereby they are financially obligated to pay the FULL annual tuition for their child to attend the school, regardless of withdrawal or inability to pay. ”
SC	“ No school records, including health records, will be released for any student when there is a balance owing on the student’s account. No graduating student will be permitted to receive his or her diploma until all tuition and fees are paid up to date.”

IV. Private schools receiving public funds discriminate against and deny students with disabilities

Federal law guarantees a free appropriate public education for all children with disabilities. Under the Individuals with Disabilities Education Act (IDEA), families are afforded certain safeguards, such as being a part of their child’s individualized education program (IEP), appropriate and timely evaluations of their child, and due process. Private K-12 schools in the U.S. are not legally required to serve students with disabilities and often deny these students outright, which proved true for the private schools analyzed by the HELP Minority Staff.

48% of private schools have explicit statements about their inability to educate all students with disabilities. While some states require private schools to create an IEP for students with disabilities, this IEP does not come with the same protections as outlined in IDEA including procedural safeguards for families if the plan is not followed. What’s worse is some states’ voucher programs **require that parents formally sign a waiver of their child’s IDEA rights** to take advantage of a voucher, while **others strip students of these rights without formal notice.**¹¹ For the few private schools that admit students with disabilities, the HELP Minority Staff found that the sampled **private schools limit how many students with disabilities they serve, selectively choose which types of disabilities to serve, or charge extra fees and tuition (see Table 3).**

¹⁰ Brittany Chammas, The Washington Post, “She owes a private school \$27,000. Her daughter never attended.” August 8, 2025 <https://www.washingtonpost.com/dc-md-va/2025/08/08/private-school-lawsuit-sandy-springs-families/>.

¹¹ National Center for Learning Disabilities, “Private School Vouchers, Education Savings Accounts, and Tax Incentive Programs: Implications and Considerations for Students with Disabilities,” updated 2024, https://nclld.org/wp-content/uploads/2024/12/241219-Vouchers-Report_2024-Final.pdf.

52% of private schools do not provide public information on their admission policies for students with disabilities. Private schools have sole discretion to admit or decide to no longer serve students with disabilities, regardless of their state’s policies. Without any added requirements and protections for participating private schools to serve all students, the Trump voucher program will also fail to provide the same basic rights and education that public schools are required to for students with disabilities under IDEA and will ultimately exclude many of these students.

Table 3. Private schools’ exclusionary policies and practices for students with disabilities

State	Policy and Beliefs
AL	“...[our school] is not equipped to meet the needs of children who are mentally or emotionally impaired children or those with learning disabilities. However, the [the school] has a supportive working relationship with the public school system in the area, which provides these needed services.”
AZ	“Students with intellectual disabilities or special needs have an increased annual tuition charge beginning at \$1,500.”
AZ	“...we aim to maintain a ratio of 30% neurodiverse students to 70% typical learners in a classroom with 12 students and 1 teacher. For students requiring greater support, our Education Council will meet with teachers and parents to create a tiered tutoring and/or behavior plan, as needed.”
AZ	“Currently, we are accepting up to 3 students per grade with minor Individualized Education Programs (IEPs). It is essential to ensure that our current staff is adequately equipped to address various areas of disabilities, both academically and spiritually, to effectively meet the needs of all of our students.”
AZ	“presently, the school is unable to meet the needs of students with the following: low academic performance as indicated by a standardized test and/or previous school records or special education classes; serious emotional or behavioral problems; or a physical handicap which would impair the learning process.”
AZ	“we do not provide a ‘free and appropriate public education (FAPE)’ as guaranteed by law in a public school. Therefore, the procedural safeguards that are provided to students with disabilities and their parents through IDEA do not apply.”
LA	“...attempts to meet the needs of students with diagnosed disabilities within our school by making minor adjustments and incorporating minor interventions in regular classroom activities. Major adjustments, including those that are detrimental to the rights of other students and those that require additional costs are considered beyond our ability and cannot be incorporated.”
SD	“...does not have the facilities and staff to serve all children. Those with special developmental or physical needs will be referred to appropriate community or other educational agencies.”
UT	“Currently we have had success with young people who experience ADD/ADHD, dyslexia, and some minor forms of autism. We are not currently equipped to serve young people with other specific learning needs.”

V. Religious SGOs and religious private schools play an outsized role in voucher programs

School vouchers offer an illusionary “choice” for students and families, while in reality, education at religious schools is the predominant option when using a school voucher. About 75% of U.S. private K-12 schools are religious, and Catholic schools make up about half of all

religious private schools.¹² School vouchers often leave students and families to choose among private schools that are overwhelmingly religious and that require litmus tests of their religious background as a condition of admission.

HELP Minority Staff found that **over a third of sampled SGOs are religious entities** and that these entities and their religious partner schools shape the educational opportunities and curriculum offered to students, often with a bias toward Christian theology.

39% of SGOs themselves are religious entities. 77% of religious SGOs have Christian beliefs, 19% have Jewish beliefs, and over 4% have Islamic beliefs. SGOs can be any nonprofit entity and in many cases include religious organizations that have incorporated as nonprofits. For example, Arizona Christian School Tuition Organization (ACSTO), which “operate[s] on biblical principles”, has administered \$346 million in state school voucher funds over the last 25 years.¹³

HELP Minority Staff analysis found that 79% of publicly listed partner schools are religious and that 96% of religiously affiliated partner schools are Christian, 3% are Jewish, and 1% are Islamic (see Appendix Table 1). These religious private schools can exercise their own discretion to decide which students to admit and what they teach. HELP Minority Staff analyzed policies of these schools and found that schools often make parents and students share their religious affiliation, member church information and sign statements of faith denouncing “immoral” behaviors as part of the admissions process (Table 4). Many of these schools state that they have anti-LGBTQ+ teachings or practices, do not teach evolution, and denounce abortion. The teachings of these religious private schools are not confined to the classroom and students: In many cases, students and families have to commit to living a “lifestyle “according to what is acceptable by the school or risk not being admitted or face expulsion.

Table 4. Examples of private school religious policies and beliefs

State	Policy and Beliefs
AL	“Parents/guardians must subscribe to the statement of faith as a condition of admission.”
AZ	“...we believe in: Prayer rather than psychology; A Christian world view rather than a secular world view; Creation rather than evolution ; Teaching students to conquer their sin nature rather than pretend it does not exist; The authority of the teacher; The supremacy of the Bible ; The importance of the local church in the lives of all believers.”
AZ	“ We deny that God approves of interfaith marriage, that is, marriage between a believer and an unbeliever... ”
AZ	“ We do, however, reserve the right to deny admission to any individual who cannot benefit from enrollment based on past academic achievement, disqualifying disability, or whose personal lifestyle is not in harmony with the stated philosophy and purpose of [the] Academy.”
AZ	“ Feminine dress of any kind is not permitted for male students. (Including but not limited to: makeup, nail polish, jewelry, and feminine clothes) School Admin will

¹² Maya Riser-Kositsky, “The U.S. Private School Market: An Explainer,” EdWeek Market Brief, April 16, 2025, <https://marketbrief.edweek.org/education-market/the-u-s-private-school-market-an-explainer/2025/04>.

¹³ Arizona Christian School Tuition Organization, accessed January 15, 2026, <https://acsto.org/>.

	determine appropriateness of any item in question. Long hair on boys must be worn off the collar.”
LA	“ Rejection of one’s biological sex is a rejection of the image of God within that person. ”
SC	“Recognizing that spiritual truths are spiritually discerned, only teachers who have personally accepted Jesus Christ as their Savior and Lord can possibly teach in a way pleasing to God. Consequently, only a Christian school with born-again teachers can give a child the education God expects in keeping with... ”
VA	“If a parent is registered at [the] parish, and the children are not baptized in the Catholic Church, the parent must pay the Other Faith tuition rate. ”

HELP Minority Staff also found that **278 of the 1,604 private schools – over 17% – charge different tuition rates based on the family’s religious beliefs, ability to provide a baptismal certificate or proof of active church membership.** As written in federal law, the Trump voucher program does not protect students and families from these discriminatory practices.

The Trump voucher program stands to dramatically expand the public funding of religious education and is at odds with the long history of a secular public school system in this country. The new program gives religious SGOs broad discretion to administer vouchers and grants religious private schools the opportunity to accept new subsidies with no limits on their ability to discriminate against students and families. This leaves few options for students and families seeking to use a voucher who do not hold the same religious beliefs as the majority of private schools.

VI. Private schools often lack basic accountability and transparency requirements

There are common fallacies that a private education is higher quality than a public education. In reality, private K-12 schools have few to no accountability and transparency requirements in place to support a quality education, even for those receiving taxpayer dollars through school vouchers. While public schools must administer annual assessments to provide public information on student learning, improve schools, and meet accreditation and teacher credential standards, private schools do not. Without these requirements, parents have limited information about how their student is performing and the quality of private schools, and educators, school leaders, and policymakers lack critical information to improve student learning.

HELP Minority Staff summarized state statutes for programs within 21 states with existing, similar state school voucher programs. **Among the 21 states’ programs, just 10 states require private schools to be accredited, nine states require assessments of student learning, and two states require teacher credentials (see Appendix Table 2).** Some private schools may meet these criteria regardless of the state program policies. While these are only some of the standards that contribute to a quality education, setting actual requirements as conditions of receiving taxpayer dollars through school vouchers bolsters program integrity and protects students.

Two thirds of the analyzed private schools in the 11 state sample are accredited, while one third do not publicly list their accreditation status. The accreditation process provides a quality assurance on the integrity of a school for student learning, and accreditation status facilitates the transfer of academic credits between K-12 schools and admission to postsecondary education. Students seeking to leave an unaccredited private school might not be able to have

their credits recognized by other schools, potentially leading to students repeating courses or falling behind. Unaccredited schools also pose risks of financial instability and sudden closure.

Whether the U.S. Department of Treasury will regulate to require private schools accepting a Trump voucher to meet any of the basic accountability and transparency requirements required of public schools remains to be seen. But without any required reporting or guardrails to ensure students receive a quality education in the Trump voucher program, more unsuspecting students could receive inadequate educational services, experience sudden school closures, have difficulty transferring coursework, or face challenges in seeking postsecondary education.

VII. Conclusion

These findings make clear that scholarship granting organizations and the private schools receiving public funds from state-level voucher programs work in tandem to pick and choose which students they serve at the expense of working-class families, students with disabilities, and students from diverse religious backgrounds, and fund an unaccountable, private education system.

The Trump voucher program stands to be among the largest federal investments in K-12 education and will expand these exclusionary and discriminatory practices across the country. The program will likely further destabilize and defund public schools that will lose resources based on declines in student enrollment, divide American students between two education systems, and ultimately, deteriorate the opportunities for a quality public K-12 education for all students.

We cannot abandon the responsibility for educating the nation's children to private entities who do not have the same obligation to further the common good. Rather than invest tens of billions of dollars into unaccountable private schools, we should instead prioritize strengthening our public education system through:

- Tripling Title I funding to better support 26 million students from low-income backgrounds enrolled in public schools.
- Fully funding IDEA to provide robust services to students with disabilities.
- Ensuring all teachers are paid a livable and competitive salary of at least \$60,000 per year with opportunities for professional advancement.
- Expanding community schools, an evidence-based approach for increasing students' academic outcomes and meeting their social, emotional, and mental health.
- Increasing funding for summer and afterschool learning programs and job opportunities for youth.
- Creating a national youth apprenticeship program to expand career pathways for young people.

VIII. Methodology

HELP Minority Staff compiled a list of the 21 states with at least one school voucher program administered by scholarship granting organizations (SGOs). Of those 21 states, staff analyzed a sample of 11 states. The subset was selected in an effort to capture state voucher programs with a

range of characteristics, including small and large state-level school voucher programs; new and well-established programs; programs in varied geographic regions; and programs with targeted and universal eligibility. The sample states are Alabama, Arizona, Florida, Louisiana, New Hampshire, Oklahoma, Rhode Island, South Carolina, South Dakota, Utah, and Virginia.

Between October 2025 and January 2026, staff analyzed state-approved SGOs in the 11 sampled states and collected data on each SGO's list of affiliated partner schools, if applicable. Staff collected information from private school websites, policy documents, and handbooks that families and students likely rely on to make selections among schools, such as their quality, services, costs, and religious beliefs. Across the sampled states, only 19 public schools were found to be partnered with SGOs and were not included in the 1,604 private school sample.

Staff collected information on the following topics:

- **Private school tuition:** Tuition amounts exclude any fees for application/registration, enrollment, technology, extracurriculars, housing/boarding, and sports. For monthly rates, tuition was calculated based on a 10-month school year for the 2025-2026 school year or the most recent school year, if updated tuition rates were not available. The tuition costs reflect annual tuition based on grade bands and assume the tuition is for the attendance of one student and that the family is non-religious.
- **Students with disabilities:** Whether and to what extent schools serve students with disabilities were determined by public information on school websites, including admission policies, nondiscrimination statements, application forms, and parent handbooks.
- **Religious affiliation:** Religious affiliation was determined based on information on the school and SGO websites, such as statements of faith and information about curriculum. For non-religious SGOs, partnering with religious schools did not influence the SGO categorization.
- **Accreditation:** Whether schools have accreditation were determined by their website information, including academic and curriculum overviews, seals on websites, and parent handbooks. Any accreditation was included, such as religious education accreditation, secular accreditation, or both. For early childhood programs, certification or licensure through the state were considered to be 'accredited.'

State Programs Analyzed

- **Alabama:** Alabama Education Scholarship Program
- **Arizona:**
 - "Switcher" Individual Income Tax Credit Scholarship Program
 - Lexie's Law for Disabled and Displaced Students Tax Credit Scholarship Program
 - Low-Income Corporate Income Tax Credit Scholarship Program
 - Original Individual Income Tax Credit Scholarship Program.
- **Arkansas:** Philanthropic Investment in Arkansas Kids Scholarship Program
- **Florida:** Florida Tax Credit Scholarship
- **Georgia:** Qualified Education Expense Tax Credit Program
- **Indiana:** Indiana School Scholarship Tax Credit
- **Iowa:** Iowa School Tuition Organization Tax Credit
- **Kansas:** Tax Credit for Low-Income Students Scholarship Program

- **Louisiana:** Tuition Donation Credit Program
- **Montana:** Tax Credits for Contributions to Student Scholarship Organizations
- **Missouri:** Missouri Empowerment Scholarship Accounts Program
- **Nevada:** Nevada Educational Choice Scholarship Program
- **New Hampshire:** New Hampshire Education Tax Credit
- **Ohio:** Ohio Tax-Credit Scholarship Program
- **Oklahoma:** Oklahoma Equal Opportunity Education Scholarships
- **Pennsylvania:**
 - Pennsylvania Educational Improvement Tax Credit
 - Pennsylvania Opportunity Scholarship Tax Credit
- **Rhode Island:** Tax Credits for Contributions to Scholarship Organizations
- **South Carolina:** Educational Credit for Exceptional Needs Children Fund
- **South Dakota:** Partners in Education Tax Credit Program
- **Utah:** Carson Smith Opportunity Scholarship
- **Virginia:** Education Improvement Scholarships Tax Credits Program

IX. Appendix

Table 1. Number and percentage of partner private schools that are religiously affiliated per state

State	Religious Affiliation					
	Protestant	Catholic	Jewish	Islamic	Non-Religious	Unclear
AL	64 schools (56%)	36 schools (31%)	3 schools (3%)	0 schools (0%)	12 schools (10%)	0 schools (0%)
AZ	272 schools (46%)	106 schools (18%)	31 schools (5%)	10 schools (2%)	155 schools (26%)	23 schools (4%)
FL	SGOs do not publicly post partner private schools.					
LA	107 schools (24%)	295 schools (66%)	3 schools (1%)	0 schools (0%)	38 schools (9%)	1 school (0%)
NH	1 school (7%)	5 schools (36%)	0 schools (0%)	0 schools (0%)	7 schools (50%)	1 school (7%)
OK	67 schools (64%)	17 schools (16%)	0 schools (0%)	4 schools (4%)	15 schools (14%)	1 school (1%)
RI	3 schools (27%)	0 schools (0%)	1 school (9%)	0 schools (0%)	6 schools (55%)	1 school (9%)
SC	47 schools (41%)	33 schools (28%)	3 schools (3%)	0 schools (0%)	27 schools (23%)	6 schools (5%)
SD	24 schools (46%)	26 schools (50%)	0 schools (0%)	0 schools (0%)	2 schools (4%)	0 schools (0%)
UT	12 schools (23%)	16 schools (30%)	1 school (2%)	0 schools (0%)	22 schools (42%)	2 schools (4%)
VA	8 schools (8%)	77 schools (79%)	0 schools (0%)	0 schools (0%)	9 schools (9%)	4 schools (4%)

Table 2. Summary of Key State School Voucher Tax Credit Policies

State	Summary of Key Policies
-------	-------------------------

AL	<p>Accreditation: A qualifying nonpublic school shall be accredited by one of six accrediting agencies or the National Counsel for Private School Accreditation, AdvancED, the American Association of Christian Schools, or one of their partner accrediting agencies. If a nonpublic school is not accredited, then they must satisfy conditions until accreditation is obtained.</p> <p>Assessments: SGOs must ensure private schools accepting school vouchers must administer state achievement tests or national recognized norm-referenced tests to measure learning in math and language arts that align with state accountability testing laws for public schools. Each year, parents are entitled to a copy of their student’s test results.</p> <p>Ala. Code §§ 16-6D 1 through 9; 40-2A-7(a)(5)</p>
AR	<p>Assessments: SGOs must ensure that private schools are held academically accountable by administering a norm-referenced test to students grades 3 through 10 who receive school vouchers. Test scores and academic progress must be annually reported to parents of school voucher students and be made publicly available.</p> <p>Ark. Code Ann. §§ 6-18-2301 through 2308</p>
FL	<p>Assessments: Scholarship-funding organizations are responsible for ensuring there is annual reporting of student test scores from a norm-referenced assessment to a state university. The FL Department of Education (FL ED) shall coordinate with the state university to provide data and conduct analyses of matched students from public school student assessment data and calculate control group student performance. Participating private schools must report students’ test scores to their parents and cooperate if a parent chooses for their student to participate in statewide assessments. Upon the request of FL ED, a school district shall provide a participating private school statewide assessment.</p> <p>Credentials: Private schools must employ or contract with teachers who at least hold a BA; have at least 3 years of teaching experience in public or private schools; or have special skills, knowledge, or expertise that qualify them to provide instruction in subjects taught.</p> <p>Fla. Stat. §§ 1002.395; 1002.421</p>
GA	<p>Accreditation: Schools must be accredited or in the process of becoming accredited. No entity which operates, owns, is affiliated with, or is a subsidiary of an association, organization, or other entity that provides accreditation of K-12 schools shall be eligible to be a student scholarship organization.</p> <p>O.C.G.A. §§ 20-2A-1 through 7; 48-7-29.16</p>
IN	<p>Accreditation: Schools must be accredited or in the process of becoming accredited. No entity which operates, owns, is affiliated with, or is a subsidiary of an association, organization, or other entity that provides accreditation of K-12 schools shall be eligible to be a student scholarship organization.</p> <p>Assessments: Public or nonpublic schools participating in the school voucher program must administer the statewide assessment program or another nationally recognized and norm-references assessment of the school’s students.</p> <p>O.C.G.A. §§ 20-2A-1 through 7; 48-7-29.16</p>
IA	<p>Accreditation: K-12 schools must be accredited according to state board procedures to participate in the school voucher program.</p> <p>Iowa Stat. §422.11S</p>
LA	<p>Accreditation: Nonpublic schools must be approved, provisionally approved, or probationally approved by the Board of Elementary and Secondary Education and which complies with the criteria set forth in <i>Brumfield, et al. v. Dodd, et al.</i></p>

	<p>Assessments: A qualified school must annually administer any English Language Arts and mathematics exams as required by the school and district accountability system at the prescribed grade level or a nationally norm-referenced test or assessment approved by the state board. Schools must provide parents with a copy of their student’s test results annually.</p> <p>La. Rev. Stat. § 47:6301</p>
MT	<p>Accreditation: Schools must be accredited, have applied for accreditation, or are provisionally accredited by a state, regional, or national accreditation.</p> <p>MT CODE § 15-30-3101 – 3110</p>
OK	<p>Accreditation: Schools must be accredited by the State Board of Education or an accrediting association approved by the Board.</p> <p>Okla. Stat. tit. 68 § 2357.206</p>
SC	<p>Accreditation: Eligible schools must be in good standing with the Southern Association of Colleges and Schools, the South Carolina Association of Christian Souths, the South Carolina Independent Schools Association, or Palmetto Association of Independent Schools.</p> <p>Assessments: Eligible schools must administer national achievement or state standardized tests, or both, at all grade levels to determine student progress.</p> <p>S.C. Code Ann. § 12-6-3790</p>
SD	<p>Accreditation: Nonpublic schools or tribally controlled schools must be accredited by the Department of Education.</p> <p>Assessments: Parents must ensure their student takes the norm-referenced tests or statewide assessments administered by the school.</p> <p>S.D. Codified Laws §§ 13-65-1 through 12</p>
UT	<p>Assessments: Schools must, when administering the required annual assessment, ensure that it is a norm-referenced assessments.</p> <p>Utah Code § 53E-7-401 through 410</p>
VA	<p>Accreditation: Scholarship foundations (SFs) must ensure that K-12 schools comply with nonpublic school accreditation requirements administered by the VA Council for Private Education.</p> <p>Assessments: SFs must ensure that selected nonpublic schools maintain an assessment system that annually measures the progress of school voucher students in reading and math using a norm-references test, including but not limited to the Standard Achievement Test, California Achievement Test, and Iowa Test of Basic Skills.</p> <p>Credentials: For nonpublic preK programs, teachers at a minimum shall have earned a certificate from a nationally recognized early childhood education certificate program, including an early childhood education program provided or sponsored by the VA Community College System.</p> <p>Va Code. §§ 58.1-439.25-28</p>

Priority Ranking

26

Major

Colorado

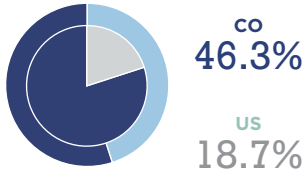
Over 50,000 students attend rural schools in Colorado. Most Colorado districts are small, and almost half are remote. Colorado's rural districts are some of the most racially and ethnically diverse in the United States. The rural districts in the state report a relatively high percentage of multilingual learners as well as a high number of students who change residences each year. Teacher salaries in the state continue to be low, though the average rural salary increased over \$7,000 as compared to the 2023 *Why Rural Matters* report. State funding matches local funding. For every dollar

raised from local tax dollars, the state contributes one dollar, which signals relatively inequitable rural school funding. The percentage of rural students who experience poverty is low relative to most other states, but one in twenty school age children in the state lack health insurance. Changes in Grade 4 NAEP scores are well below the U.S. average at priority ranking 19, but negative changes in reading scores are even more concerning. Only five states have a greater ratio of students to primary care clinicians, suggesting a dire need for rural healthcare providers.

GAUGE 1

Rural Education Footprint

Percent rural students in a remote rural district



	NOTABLE	IMPORTANT	VERY IMPORTANT	CRUCIAL
Percent rural schools				
Percent small rural districts				
Percent rural students				
Number of rural students				
Percent rural students in a remote rural district				

CO	RANK
24.3%	37
74.1%	7
6.4%	46
54,222	40
46.3%	11

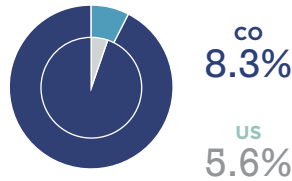
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GAUGE 2

Student and Family Characteristics

Percent rural multilingual learners



	FAIR	SERIOUS	CRITICAL	URGENT
Rural diversity index				
Poverty level in rural school communities				
Percent rural school-aged children experiencing poverty				
Percent rural multilingual learners				
Percent rural household mobility				

CO	RANK
42.3%	14
287%	24
9.6%	35
8.3%	8
10.5%	5

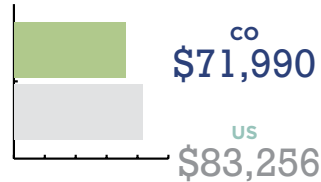
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GAUGE 3

Educational Policy Context

Rural adjusted salary expenditures per instructional FTE



	NOTABLE	IMPORTANT	VERY IMPORTANT	CRUCIAL
Rural instructional expenditures per pupil				
Ratio of instructional to transportation expenditures				
Percent instructional salaries for special education				
State revenue to schools per local dollar				
Rural adjusted salary expenditures per instructional FTE				

CO	RANK
\$7,866	19
\$12.97	32
6.9%	41
\$1.00	17
\$71,990	8

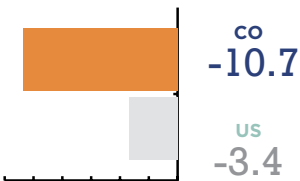
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GAUGE 4

Educational Outcomes

Change in rural Grade 4 NAEP Reading score



	FAIR	SERIOUS	CRITICAL	URGENT
Change in rural Grade 4 NAEP Reading score				
Change in rural Grade 4 NAEP Math score				
Rural Grade 8 NAEP Reading score				
Rural Grade 8 NAEP Math score				
Rural high school graduation rate				

CO	RANK
-10.7	6
-2.2	19
265.2	41
282.7	36
88.5%	22

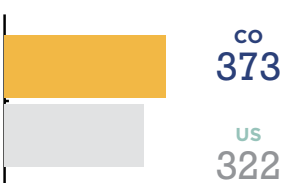
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GAUGE 5

Access to Supports for Well-Being

Rural students per primary care clinician



	FAIR	SERIOUS	CRITICAL	URGENT
Rural students per psychologist/school counselor				
Percent rural children who are unhouse				
Percent school-aged children without health insurance				
Percent rural enrollment in public preschool				
Rural students per primary care clinician				

CO	RANK
239	38
2.9%	21
5.0%	28
50.4%	40
373	6

RANK 32



State-by-State Results









ADVOCACY INSTITUTE

FEBRUARY 1-3, 2026 | WASHINGTON, D.C.

AN **nsba** EVENT





ADVOCACY INSTITUTE

FEBRUARY 1-3, 2026 | WASHINGTON, D.C.

AN nsba EVENT

Clean IAQ/GHG Reduction Grant & Cohort 2 Application

February 2, 2026



gogreen
INITIATIVE

ADVOCACY INSTITUTE

FEBRUARY 1-3, 2026 | WASHINGTON, D.C.

AN **nsba** EVENT

Jill Buck
CEO and Founder



Andrew Kamali
Program Manager



Agenda

1. Welcome & Introduction
2. Why IAQ Matters
3. What is the Cohort Experience
 - a. What Funding Covers
 - b. Timeline
 - c. What Districts Are Responsible For
4. Application and Next Steps

Why IAQ Matters In Schools



IAQ Impact on Health & Wellness

Respiratory Effects

Coughing, sneezing, allergies, asthma



Cancers

Lung, Thyroid, Mesothelioma, Testicular, Breast, and Bladder



Nerurodegenerative Diseases

Lead dust introduced to the respiratory system is linked to Alzheimer's and Parkinson's



Psychological Effects

Depression, anxiety, memory disturbances, fatigue, & lethargy



Cardiac Effects

Elevated blood pressure, increased cardiac output, and increased cardiac arrhythmias



Gastrointestinal Effects

Acute diarrhea and other GI illnesses - such bio-contaminants may act as potential irritants and even toxics, injuring organ systems



IAQ Impact on Student Performance

Better health, Decreased absenteeism, Improved performance.

Academic Performance

Temperature, humidity, and ventilation rates have been linked to impacts on academic performance.



Fatigue & Concentration Difficulties

Asthma, allergies, carbon dioxide, nitrous oxide, sulfur dioxide and particulate matter can cause fatigue and difficulty concentrating.



Attention Disorders

Airborne lead ingestion, even at low levels, are linked to classroom deficit behavior observed by teachers, even after controlling for age, ethnicity, gender, and socioeconomic status.



Absenteeism & Drop-out Rates

Chronic absence due to asthma in early grades are less likely to be able to read at grade level by 3rd grade, and more likely to drop out of high school.

Why Good IAQ in Schools is Important



Improved
cognitive
function



Better
concentration



Reduced
Absenteeism



Fewer
Respiratory
Illnesses



Healthier
School
Environment

What is the Cohort Experience?



Personalized Technical Assistance for Your District



Monthly Cohort Check-Ins

IAQ Coordinator Monthly Cohort Session Recordings

You can access previous IAQ Coordinator monthly meeting recordings and slides below:



JULY 2025

[Meeting Recording & Slides](#)

On July 15, 2025, Cohort 1 IAQ Coordinators gathered for an onboarding session to learn about the program and begin their participation.



AUGUST 2025

[Meeting Recording & Slides](#)

On August 12, we discussed IAQ Plans, the Needs Assessment, and upcoming program tools and resources.



SEPTEMBER 2025

[Meeting Recording & Slides](#)

On September 15, we explored how to develop your district's school board policy and strengthen community engagement efforts to support IAQ.



OCTOBER 2025

[Meeting Recording & Slides](#)

ENERGY STAR® Portfolio Manager® 101



NOVEMBER 2025

[Meeting Recording & Slides](#)

On November 17, TSI ran through their dashboard for the IAQ monitors and discussed with the cohort districts how to pull data from the dashboard into your



DECEMBER 2025

NO MEETING!



JANUARY 2026

[Meeting Recording & Slides](#)

On January 8th, we discussed baseline assessments and what districts must complete before 3/31/26 to receive award dollars for this grant deliverable.



FEBRUARY 2026

2/19/26

11am PT / 2pm ET



Turnkey Templates & Tools

3 Rooms Assessed

+ Add Room

Room #1

Remove Room

Room Name/Number

Room Type

Room Name/Number

Classroom

Classroom Occupancy

If this is a classroom, is the teacher present?

Yes No NA

Notes/comments

If the teacher is present, ask them about any IAQ issues, if they identify any, note them in the notes section.

Yes No NA

Notes/comments

HVAC & Ventilation

Is the IAQ monitor functioning properly?

Yes No NA

Notes/comments

Are HVAC units operating properly?

Yes No NA

Notes/comments

Are HVAC vents and air intakes free of obstructions?

Yes No NA

Notes/comments

Is the air coming from the HVAC systems free of odors?

Yes No NA

Notes/comments

Is the room temperature comfortable (between 65-75 degrees F)?

Yes No NA

Notes/comments

Is there an air purifier present?

Yes No NA

Notes/comments

School Name: IAQ & Energy Assessment Tool

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1

2 **IAQ & Energy Assessment Tool**

3 **School Name:**

4 **Building Name:**

5

6

Overview for each tab:

Dashboard This tab provides an overview of the status of each walkthrough. It is intended to give users a snapshot of what needs to be completed each year.

Pre-Walkthrough The intent behind this section is to review information that should be maintained in maintenance logs, schematics, and other existing building resources. The IAQ coordinator should work with the facility maintenance official to review the pre-walkthrough checklist. The pre-walkthrough checklist provides insights into the facility structures and regular maintenance. It also is intended to serve as a resource to support you during the walkthrough.

During Walkthrough This tab stores all IAQ walkthrough data for your school. After exporting your walkthrough results, paste them into columns A-F (without headers). The tab automatically feeds data into the Baseline Data Analysis tab, where "No" responses are flagged for review. Do not edit columns A-F, as they update based on your pasted walkthrough data. This tab serves as the central record of all room-by-room walkthrough findings for Baseline and Year 1/2/3 assessments.

Monitor Data The School IAQ Monitor Tracking Tool helps districts collect and evaluate indoor air quality data across different schools and time periods by capturing key environmental conditions, system context, and pollutant levels. It includes fields for CO₂, temperature, relative humidity, PM2.5, and TVOCs, along with room characteristics, HVAC type, occupancy, and filtration methods. A reflection section allows users to document concerns, trends, and recommended actions based on the data. By using this tool consistently, districts can establish baseline conditions, identify areas needing improvement, and support long-term planning for healthier indoor environments.

Energy Use Data This tool will help you track key ENERGY STAR® Portfolio Manager® report data for both baseline and current assessments. This tab serves to consolidate data directly from your Portfolio Manager® reports.

Reflection & Analysis Using your walkthrough data, you should filter your responses by which ones need remediation and identify those in the reflection tab. Additionally you should filter again by all responses that need additional review. Once you have identified all of the areas of concern, you should then determine if any pose an imminent health hazard. With the data, you should also develop timelines for remediation.

Optional - Construction & Renovations Use this tab only when you are starting, completing, or finishing a construction or renovation project in the building. If your walkthrough is unrelated to a construction or renovation activity, leave this tab blank.

Instructions for each tab:

All fields on this tab auto fill as the ott required to use this tab. You can use t expand or minimize a given year.

Type the date of the pre walkthrough i collected, answer the question in each Applicable/ Confirm in Walkthrough), necessary follow ups. Items marked i in the "During Walkthrough" tab. This assessments. To enter data for a spec expand that year's tracking columns, e steps above.

After completing your IAQ walkthrough paste it into either the Baseline Walkt Data tab in columns A-F, without incl additional rooms, make sure you past nothing is overwritten. Once the data i populate in the Baseline Data Analysis populate based on your walkthrough c item and assign a tier—imminent Heal 3 (Optimization). You can add notes ir items as resolved once the issues hav

Log into your IAQ monitor dashboard, match the monitoring period. Record t CO₂, temperature, humidity, PM2.5, an timestamps or ventilation alerts. If su calculate manually. Enter the data intc

Begin by entering your school building Portfolio Manager® report: (1) Energy Emissions Performance (Direct and In Intensity Report. Once you enter prop into a basic data visual.

Use this tab to summarize and interp data, and IAQ monitor readings. For e needing further investigation or remec actions as needed. In the "summary o collected from all your assessment to additional notes that help document y

Use this tab similarly to the pre-walkt

+ Overview Dashboard Pre Walkthrough Baseline Walkthrough Data Baseli



Clean IAQ/GHG Program

Email Templates

Proactively communicate the goals, benefits, and purpose of the IAQ Program from the start to build trust, ensure transparency, and demonstrate the district's commitment to health and sustainability with internal and external members of the district.

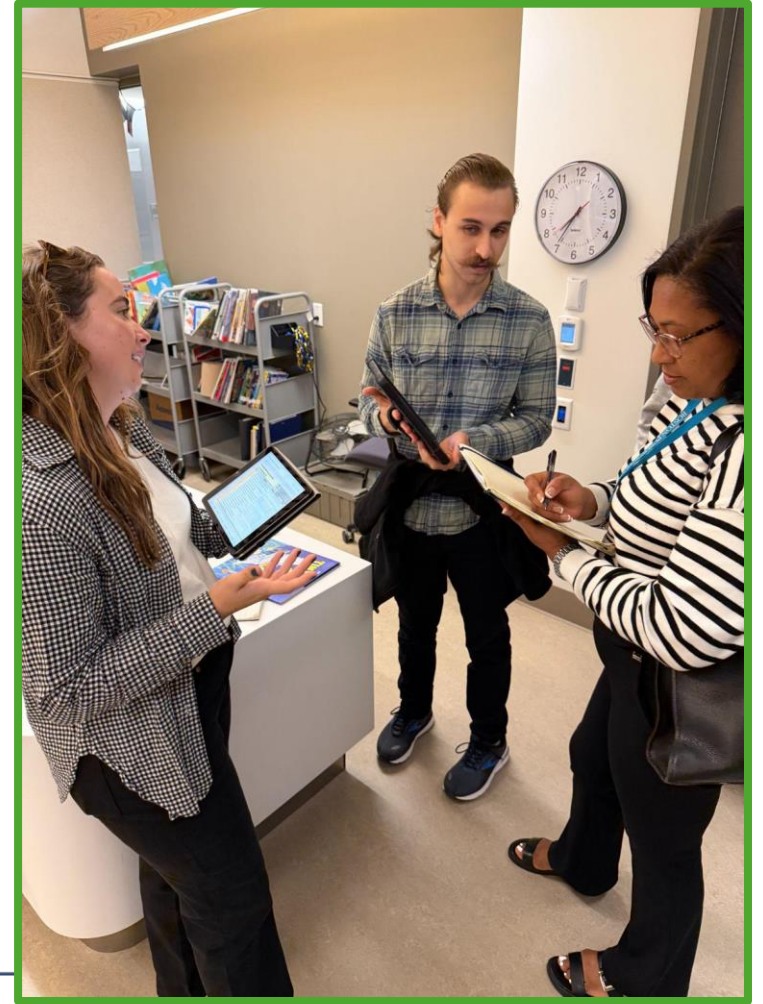
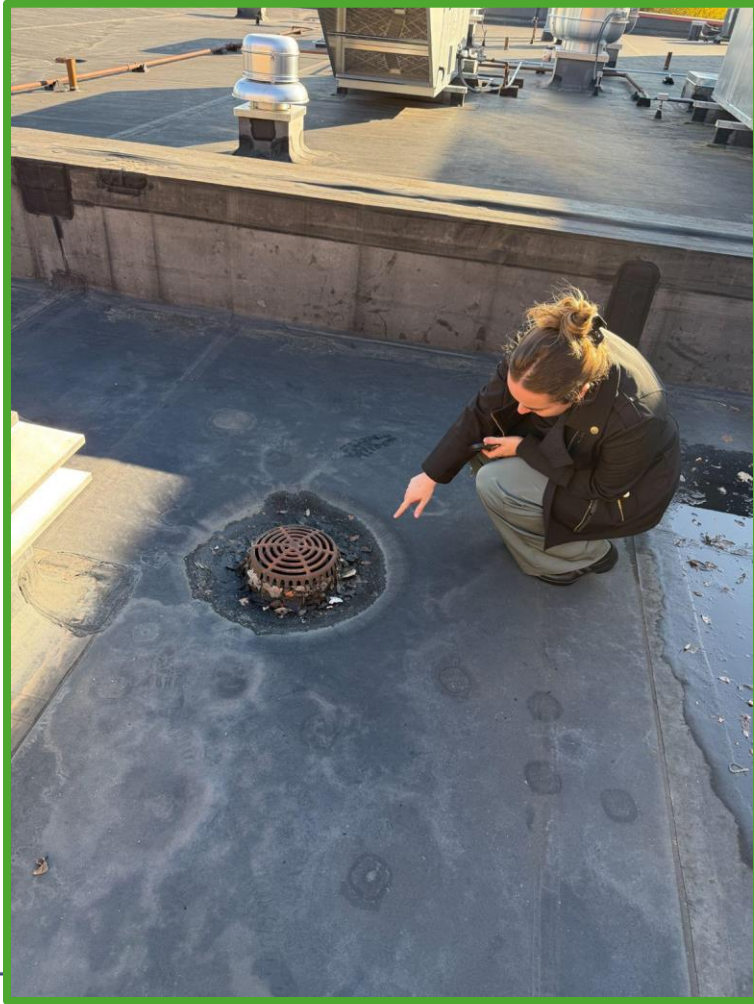
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Clean Indoor Air & GHG Reduction Initiative

In Person Training



Who is the Program For?



School districts must serve a student population of 50% or more who qualify for free and reduced price lunch or reside in a Tribal community.

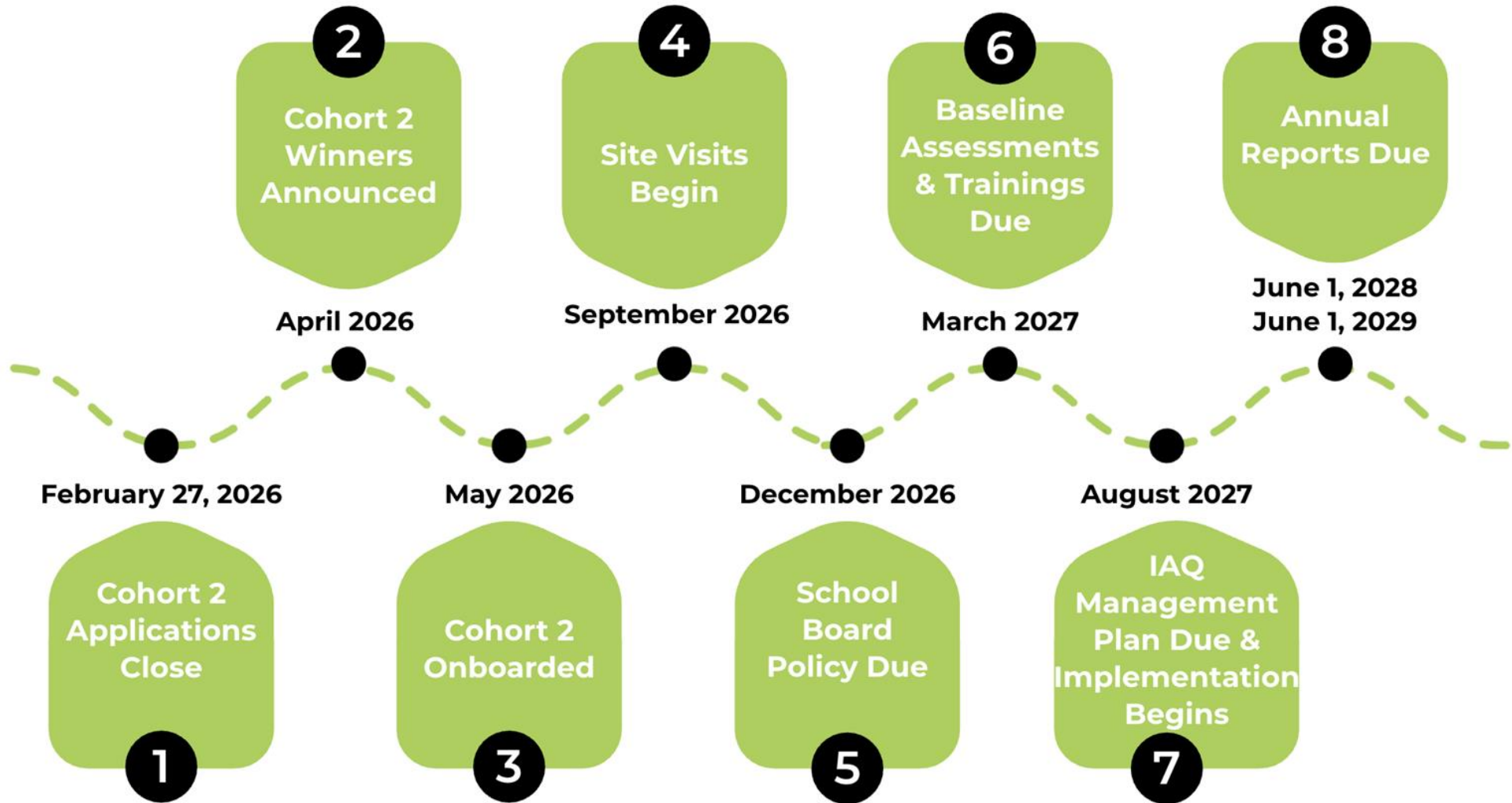


Districts are eligible to apply even if they have conducted previous work on IAQ/GHG

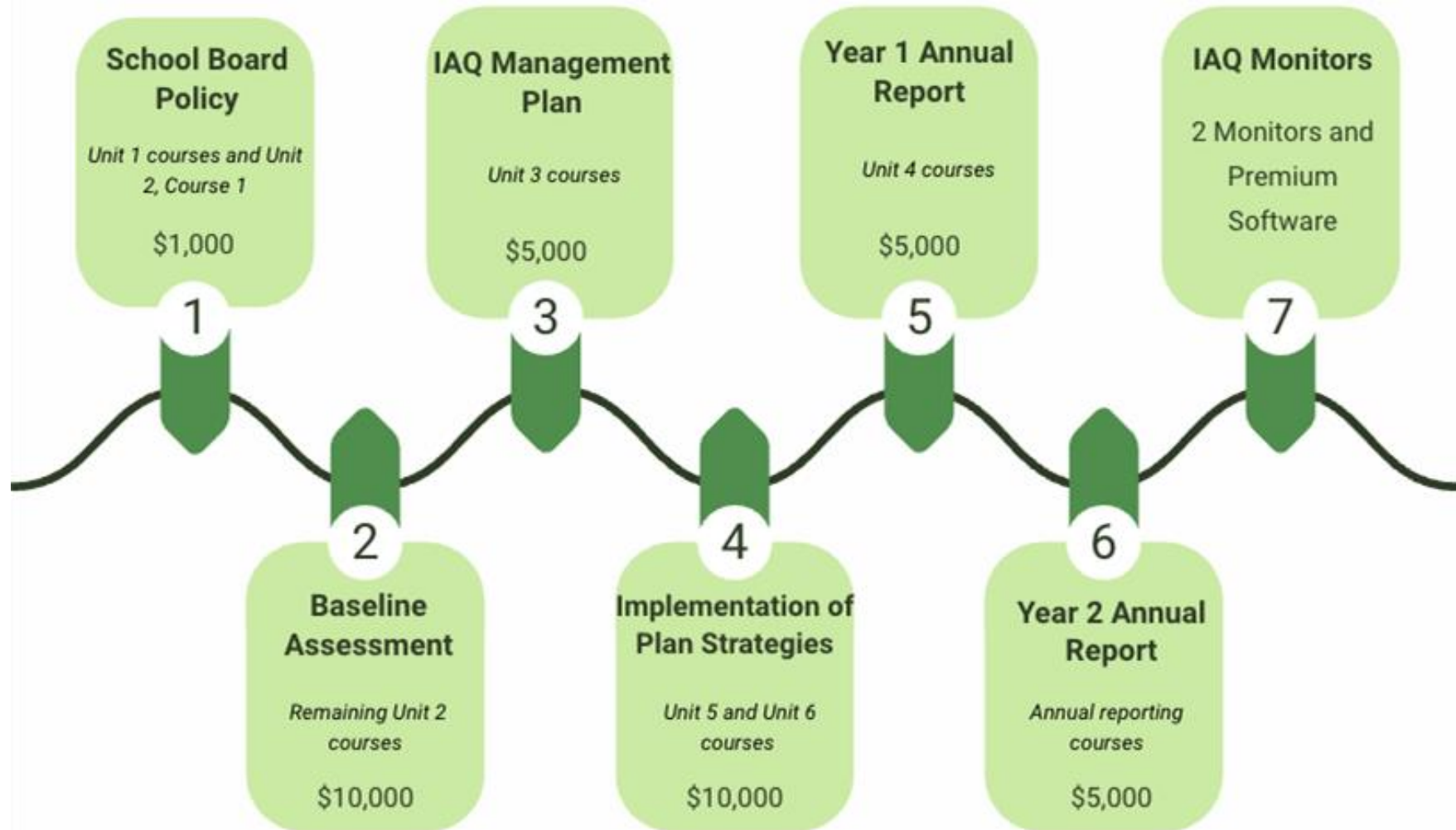


Small, rural, and large, urban districts with limited or advanced experience

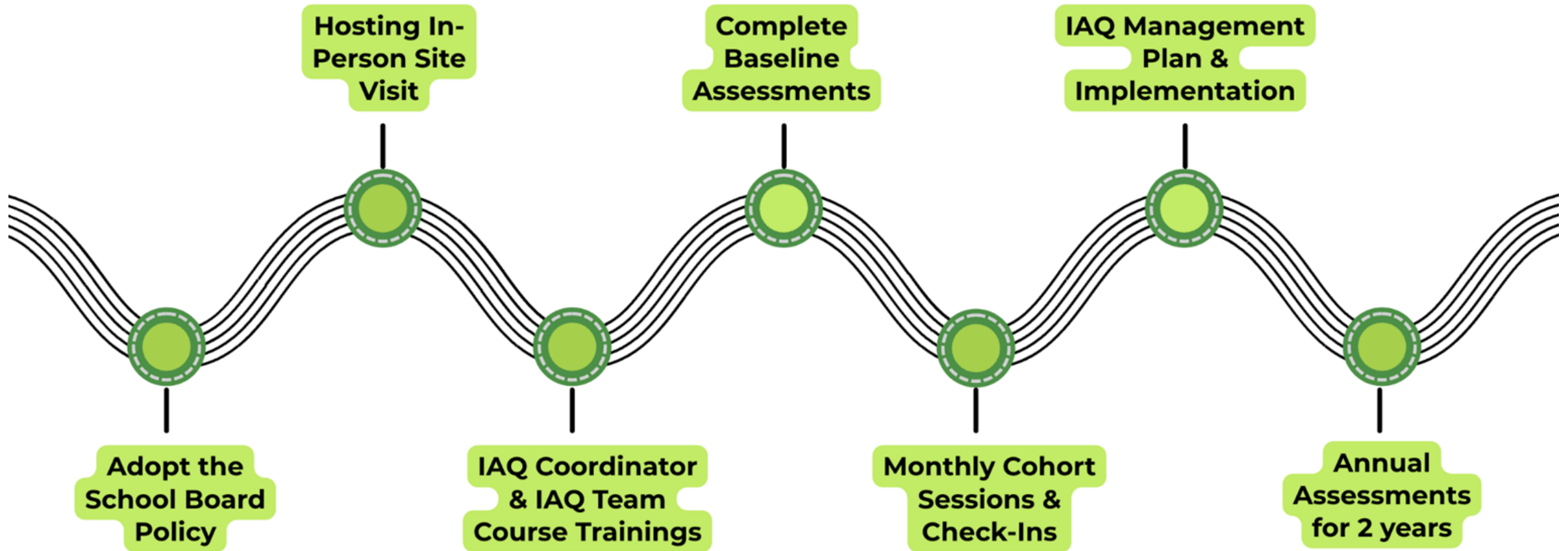
Cohort Timeline



Award Dollars You Recieve



What Are You Responsible For?



The Application





Indoor Air Quality (IAQ) Grant Application

Q1.

The **National School Boards Association (NSBA)** has partnered with the **Go Green Initiative** on an EPA-funded program to improve Indoor Air Quality (IAQ) and reduce greenhouse gas emissions (GHG's) in low-income and Tribal school districts throughout all fifty states and U.S. Territories. Each year ten (10) school districts will be chosen to receive on-the-ground technical assistance and up to \$45,000 in grant funding and IAQ monitors to enact IAQ Management plans.

To be considered, school districts must serve a **student population of 50% or more who qualify for free and reduced price lunch or reside in a Tribal community.**

The deadline for submission of this application is February 27, 2026, and results will be announced no later than June 16, 2026. Onboarding for districts chosen for Cohort 2 will take place over the summer of 2026 so that work can begin August 1.

School Districts chosen to participate in this program will need to sign a Memorandum of Understanding that they will complete the following steps with the assistance of qualified staff from the EPA and Go Green Initiative:

1. Enact School Board Policy to address both IAQ Management and GHG Reduction
2. Complete baseline IAQ and GHG assessments
3. Key School District stakeholders complete training
4. Complete a plan to manage IAQ and reduce GHG emissions
5. Enact IAQ Management and GHG reduction plans Districtwide
6. Measure, quantify and report IAQ and GHG's after plan implementation

Districts are eligible to apply even if they have conducted previous work on Indoor Air Quality or Greenhouse Gas Reduction. This program is designed to help school districts institutionalize and sustain ongoing IAQ and GHG Reduction efforts.

If you have any questions please contact Andrew Kamali, Program Manager Go Green Initiative, at andrewkamali@gogreeninitiative.org.

Q2. Applicant and Point of Contact Information

First Name

Last Name

Email Address

District Job Title

School District Name

District Physical Mailing Address

City

Zip Code

Q3. Do you participate in an NSBA membership program?

Council of Urban Boards of Education (CUBE)

National Connection (NatCon)

Not at this time



Q4. Please identify the state and region your school district is located.

Q5. Student Demographic Information

Total # of students in your school district:

Total # of students in your school district eligible for free and reduced priced lunch:

Total # of students in your school district residing in a Tribal community.

Q6. Please upload verification from your State Department of Education confirming the number of students in your district who are eligible for free and reduced-price lunch (i.e. a screenshot or pdf download from your State's Department of Education Website)

Drop files or click here to upload



Q7. Is your school district located on tribal lands? *Congress has defined tribal lands to include trust and restricted fee lands, such as for leasing Indian agricultural lands (25 U.S.C. §3703) and rights-of-way (25 U.S.C. §323).* Congressional Research Service

Yes

No

Q8. Is your district formally affiliated with a Tribe?

Yes

No

Q9. Is your school district willing to sign a Memorandum of Understanding that they will complete the following steps with the assistance of qualified staff from the EPA and Go Green Initiative?

1. Enact School Board Policy to address both IAQ Management and GHG Reduction
2. Complete baseline IAQ and GHG assessments
3. Key School District stakeholders complete training
4. Complete a plan to manage IAQ and reduce GHG emissions
5. Enact IAQ Management and GHG reduction plans Districtwide
6. Measure, quantify and report IAQ and GHG's after plan implementation

Yes

No



Q10. What opportunities/impact would receiving this grant and technical assistance provide to your school district and community?

Q11. Contact Information for Superintendent

Name

Email Address

Daytime Phone Number

Q12. I attest that I have the approval of my school district leadership to submit this application for consideration.

× SIGN HERE

clear

Q13. By clicking the **forward arrow**, you will submit this application. If you do not wish to submit this application currently, please exit the survey link. It will allow you to come back at a later time to complete the application.



Interested in Applying?



Questions?

Thank You!



Register for the February 17 webinar: Excellence in Energy Efficiency: Bibb Co. Public Schools

This webinar will explore how Bibb County Public Schools launched their energy efficiency efforts, including early investments in building automation, and how those steps evolved into stronger energy management practices. Speakers will share where the district is today, highlighting current automation capabilities, key lessons learned, and their Energy Star achievements



ADVOCACY INSTITUTE

FEBRUARY 1-3, 2026 | WASHINGTON, D.C.

AN **nsba** EVENT



Morgan County School District Re-3

District Support Center

715 West Platte Avenue

Fort Morgan, Colorado 80701



From the Human Resources Department

TO: BOE
FROM: Jason Frasco
DATE: February 5, 2026
RE: February 9, 2026 – BOE Report

1. Personnel Action Report – Action Item
2. Active Job Postings
 - a. Administrative:
 - b. Certified:
 - c. Classified:
 - d. Coaching:
 - e. Alternative: 1 standing posting to collect applications
 - f. Apprenticeship: 1 standing posting to collect applications
 - g. Resume: 1 standing posting to collect applications
 - h. Substitute: 4 standing postings for cook, custodian, classified, and certified
3. Posting of 1-year contract positions (40 positions)
 - a. Public posting – January 31, 2026
 - b. Accepting letters from current employees who wish to be considered for returning

**MORGAN COUNTY SCHOOL DISTRICT RE-3
PERSONNEL ACTION REPORT
BOARD MEETING: FEBRUARY 9, 2026**

CLASSIFIED HIRING

NAME	POSITION	LEVEL/STEPS	LOCATION	EFFECTIVE DATE
Sara Barrera	Paraprofessional	IV-1	Fort Morgan High School	02/03/2026

ADMINISTRATIVE RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Tara Boyer	Principal	Sherman Early Childhood Center	06/12/2026

CERTIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Jamie Fieber	Teacher	Sherman Early Childhood Center	05/29/2026
Melissa Stalker	Teacher	Fort Morgan Middle School	05/29/2026
Courtney Harris	Athletic Trainer	Fort Morgan High School	05/29/2026

CLASSIFIED TERMINATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Ezekiel Reynolds	Bus Driver	Transportation	01/27/2026

CLASSIFIED RESIGNATION

NAME	POSITION	LOCATION	EFFECTIVE DATE
Patricia Morgan	Cook	Columbine Elementary	01/29/2026

Recommend
for Action

Signature on File

Assistant Superintendent of Human
Resources

Recommend
for Action

Signature on File

Superintendent of Schools

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00001038	CAPITAL ONE N.A.	JANUARY 8, 2026 AP CHECK RUN	R	W		01/08/2026	01/08/2026	2,460.00
00001039	WCF SELECT INSURANCE COMPANY	JANUARY 8, 2026 AP CHECK RUN	R	W		01/08/2026	01/08/2026	15,411.59
00001040	WEX BANK	JANUARY 8, 2026 AP CHECK RUN	R	W		01/08/2026	01/08/2026	6,366.38
00001041	BANK OF COLORADO (VISA CARD)	JANUARY 23, 2026 AP CHECK RUN	R	W		01/23/2026	01/23/2026	20,130.55
00001042	CAPITAL ONE N.A.	JANUARY 23, 2026 AP CHECK RUN	R	W		01/23/2026	01/23/2026	1,580.90
00008923	CASB	VOID AP CHEKCS 1.29.2026	V	V		01/29/2026	01/29/2026	-100.00
00008991	AFFILIATED BENEFITS CONSULTANTS, INC.	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	2,490.00
00008992	BIMBO BAKERIES USA	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,390.52
00008993	BLOEDORN LUMBER	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	951.86
00008994	SHANA BOKELMAN	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,430.00
00008995	BRADY INDUSTRIES	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	772.31
00008996	BUCKEYE WELDING SUPPLY CO.,INC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	54.42
00008997	CASH-WA DISTRIBUTING	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	5,318.64
00008998	CLEARING ACCT PERA	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	392.92
00008999	COLLEGE BOARD	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	799.00
00009000	COLORADO FBLA DISTRICT 3	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	300.00
00009001	COLORADO MOBILE DRUG TESTING	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,578.00
00009002	DURAEDGE PRODUCTS INC.	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	3,925.46
00009003	EDWARDS RIGHT PRICE MARKET	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	119.98
00009004	EQUIFAX WORKFORCE SOLUTIONS	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	60.85

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009005	FLOWER PETALER	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	256.78
00009006	FORT MORGAN ACKLEY ACE LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	248.66
00009007	FORT MORGAN CULLIGAN	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	15.50
00009008	FRONTLINE TECHNOLOGIES GROUP, LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	20.39
00009009	GENERAL FUND - TRANSPORTATION	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,552.75
00009010	GENERAL FUND - WAREHOUSE	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,349.90
00009011	GREAT COPIER SERVICE	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	4,097.61
00009012	JULIANNA GREENLEAF	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	720.00
00009013	HAJOCA CORPORATION	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	806.35
00009014	BETTY JANE JAMES	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,740.62
00009015	JUNCTION NETWORKS LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	4,919.10
00009016	K&S DISTRIBUTING INC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	2,878.57
00009017	LANGUAGE LINE SERVICES	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	340.18
00009018	CBI CHECK	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	500.00
00009019	DARREN KIM MACKARAVITZ	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	211.40
00009020	MEADOW GOLD DAIRIES	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	10,370.51
00009021	MURDOCHS FARM AND RANCH	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	284.02
00009022	NATIONAL WESTERN STOCK SHOW	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,008.00
00009023	NEWCO, INC.	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	53.08

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009024	NOCO COMMERCIAL LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	16,321.00
00009025	NORTHEAST COLO HEALTH DEPT	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	120.00
00009026	PETTY CASH - ASHLEY STRAUCH	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	50.00
00009027	PILGRIM'S PRIDE	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	9,147.13
00009028	RESURRECTION CHRISTIAN SCHOOL	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	300.00
00009029	RIVERSIDE INSIGHTS, LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	5,600.24
00009030	SAILSBERY SUPPLY	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	211.45
00009031	REBECCA R SCHMIDT	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	466.09
00009032	SHAMROCK FOODS COMPANY	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	25,314.06
00009033	SIMPLOT GROWER SOLUTIONS	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,272.20
00009034	SINGLEPOINT, LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	3,767.52
00009035	SMITH AGENCY	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	10,591.50
00009036	THE IRWIN LAW FIRM LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	3,285.00
00009037	UNITED PARCEL SERVICE	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	245.41
00009038	WEBSTER BANK - LOAN OPS	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	287,544.14
00009039	WELCH EQUIPMENT COMPANY, INC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	201.00
00009040	WELLABLE LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	750.00
00009041	YAHWEH'S LLC	JANUARY 8, 2026 AP CHECK RUN	R	R		01/08/2026	01/08/2026	1,750.00
00009042	AEGIS LIFE AND FIRE SAFETY COMPANY	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	3,964.21

Checks Issued

Bank Account: BOC CL			MORGAN CO SCHOOL DISTRICT RE-3					
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009043	AMAZON CAPITAL SERVICES	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	7,612.09
00009044	AUTOZONE	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	16.48
00009045	SOURCENOW LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	737.57
00009046	BLOCKSI INC.	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	22,225.00
00009047	BLUE SKY ELECTRIC SERVICES INC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	4,811.76
00009048	BRODY CHEMICAL	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	160.33
00009049	CAPLAN AND EARNEST, LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	220.50
00009050	CASH-WA DISTRIBUTING	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	3,786.94
00009051	CENTRAL AUTO PARTS	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	34.52
00009052	CITY OF FORT MORGAN	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	84,440.00
00009053	COLORADO WEST EQUIPMENT INC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	227.32
00009054	ELV COLORADO ALLIANCE	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	100.00
00009055	ENVIROPEST	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	324.00
00009056	FMS BANK	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	750.00
00009057	FORT MORGAN ACKLEY ACE LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	17.96
00009058	FORT MORGAN ROTARY CLUB	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	151.00
00009059	GATEKEEPER SYSTEMS USA INC.	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	1,850.00
00009060	GENERAL FUND - LUNCH PROGRAM	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	600.00
00009061	GENERAL FUND - PRINTING	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	9.59

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009062	GENERAL FUND - TRANSPORTATION	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	351.00
00009063	GENERAL FUND - WAREHOUSE	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	186.56
00009064	GREAT COPIER SERVICE	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	1,955.04
00009065	INTERSTATE ALL BATTERY CENTER	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	67.20
00009066	INVENTORY TRADING COMPANY	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	634.00
00009067	JUNCTION NETWORKS LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	1,799.70
00009068	K&S DISTRIBUTING INC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	78.98
00009069	McINTIRE BUSINESS PRODUCTS	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	89.80
00009070	ROSA E MERAZ	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	30.24
00009071	MORGAN COMMUNITY COLLEGE	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	44,100.00
00009072	ODP BUSINESS SOLUTIONS, LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	470.65
00009073	OTC BRANDS, INC.	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	479.74
00009074	PATHFUL, INC.	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	902.37
00009075	PITSCO EDUCATION, LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	2,966.44
00009076	PLAQUES & SUCH	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	2,405.00
00009077	QUIA SUBSCRIPTIONS	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	198.00
00009078	QUILL LLC (ACCT 1003767)	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	241.80
00009079	SCHOOL SPECIALTY, LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	217.01
00009080	SEMPLE, FARRINGTON, EVERALL & CASE, P.C.	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	534.60

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009081	SHAMROCK FOODS COMPANY	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	26,655.34
00009082	SINGLEPOINT, LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	975.60
00009083	THE LITTLE SIGN COMPANY, INC.	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	210.00
00009084	VIAERO WIRELESS	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	787.94
00009085	WELLABLE LLC	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	750.00
00009086	XESI XEROGRAPHIC EQUIPMENT SYSTEM, INC.	JANUARY 15, 2026 AP CHECK RUN	R	R		01/15/2026	01/15/2026	135.87
00009088	21ST CENTURY EQUIPMENT LLC.	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	1,055.30
00009089	AEGIS LIFE AND FIRE SAFETY COMPANY	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	7,350.00
00009090	AMAZON CAPITAL SERVICES	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	2,169.84
00009091	BLOEDORN LUMBER	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	728.99
00009092	BRADY INDUSTRIES	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	12,793.40
00009093	BUCHANAN WELDING & CONSTRUCTION LLC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	150.00
00009094	CABLES ITALIAN GRILLE	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	550.00
00009095	CASH-WA DISTRIBUTING	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	1,455.82
00009096	CENTRAL AUTO PARTS	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	148.08
00009097	CHATFIELD SENIOR HIGH SCHOOL	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	300.00
00009098	COLORADO DIVISION OF FIRE PREVENTION & CONTROL	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	2,677.76
00009098	COLORADO DIVISION OF FIRE PREVENTION & CONTROL	VOID AP CHEKCS 1.29.2026	V	V		01/29/2026	01/29/2026	-2,677.76

Checks Issued

Bank Account: BOC CL		MORGAN CO SCHOOL DISTRICT RE-3						
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009099	COLORADO SIS USERS GROUP	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	450.00
00009100	DEMCO INC.	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	255.08
00009101	DOUBLE R EMBROIDERY COMPANY	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	31.75
00009102	DOUGLAS COUNTY SCHOOL DISTRICT RE-1	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	275.00
00009103	ADARA NGOC THI DUONG	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	93.60
00009104	ENVIROPEST	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	339.00
00009105	EYEON NETWORKS	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	9,000.00
00009106	FORT MORGAN ACKLEY ACE LLC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	100.58
00009107	FORT MORGAN ROTARY CLUB	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	176.00
00009108	THE GRAPHIC EDGE DBA: GAME ONE	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	1,329.85
00009109	GARRETSON'S SPORT CENTER	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	107.20
00009110	GENERAL FUND - PRINTING	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	254.34
00009111	GENERAL FUND - TRANSPORTATION	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	633.00
00009112	GENERAL FUND - WAREHOUSE	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	546.53
00009113	GILLEM STAFFING - ACCOUNTS RECEIVABLE	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	37,216.00
00009114	HAJOCA CORPORATION	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	576.37
00009115	AMY LYNN HOLTQUIST	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	50.04
00009116	J.W. PEPPER & SON, INC.	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	241.99
00009117	STANDLEY LAKE	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	300.00

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009118	JOSTENS	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	1,825.95
00009119	K&S DISTRIBUTING INC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	579.02
00009120	KCS GRAPHICS LLC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	660.00
00009121	LA JUNTA JR/SR HIGH SCHOOL	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	300.00
00009122	LOVELAND HIGH SCHOOL	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	300.00
00009123	MILLIG LLC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	14,863.70
00009124	MILLIG LLC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	149,056.27
00009125	MORGAN COUNTY AMBULANCE SERVICE	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	749.00
00009126	MORGAN COUNTY SIGNS	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	246.96
00009127	MURDOCHS FARM AND RANCH	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	344.98
00009128	PEPSI-COLA	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	987.55
00009129	PETTY CASH - AMBER VONFELDT	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	180.00
00009130	PETTY CASH - MANDY YEAROUS	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	29.81
00009131	RIVAL SERVICES LLC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	600.00
00009132	RUHL DISTRIBUTING	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	1,009.08
00009133	SCHOLASTIC BOOK FAIRS - 4	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	2,251.82
00009134	SHAMROCK FOODS COMPANY	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	32,831.89
00009135	SLICK SPOT FARM TRUCK AND AUTO CORP	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	426.21
00009136	STONE LEAF POTTERY	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	164.00

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009137	TK ELEVATOR CORP	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	306.97
00009138	TOP HAND TRAILERS LLC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	2,184.50
00009139	TUNDRA RESTAURANT SUPPLY, LLC	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	318.86
00009140	UNIFIRST FIRST AID & SAFETY	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	20.84
00009141	WICKHAM TRACTOR COMPANY	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	113.42
00009142	WIGGINS HIGH SCHOOL	JANUARY 23, 2026 AP CHECK RUN	R	R		01/23/2026	01/23/2026	100.00
00009143	ERIKA PEREZ	JULY 31, 2025 AP CHECK RUN-25	R	Z		01/29/2026	06/27/2025	13.25
00009144	21ST CENTURY EQUIPMENT LLC.	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	94.13
00009145	ACTIVE INTEGRATED MEDICINE	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	93.00
00009146	AMAZON CAPITAL SERVICES	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	1,848.44
00009147	AUTOZONE	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	524.01
00009148	LILIBETH GESULGA BENDOL	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	7.85
00009149	ROBERT A BLACKSTUN	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	66.12
00009150	BLOEDORN LUMBER	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	46.24
00009151	BRADY INDUSTRIES	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	13,218.03
00009152	BSN SPORTS, LLC	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	1,167.84
00009153	THE FLIPPEN GROUP, LLC	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	300.00
00009154	CASH-WA DISTRIBUTING	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2,452.21
00009155	CENTRAL AUTO PARTS	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	43.40

Checks Issued

Bank Account: BOC CL			MORGAN CO SCHOOL DISTRICT RE-3					
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009156	CITY OF FORT MORGAN	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	82.72
00009157	CDHS FOOD DISTRIBUTION PROGRAMS	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	381.00
00009158	COLORADO MOBILE DRUG TESTING	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	367.00
00009159	COMPUTER INFORMATION CONCEPTS	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	200.00
00009160	GAIL MARIE CORRAL	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	3.08
00009161	DIANE SWEENEY CONSULTING	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	4,500.00
00009162	MARIA DOYLE	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	100.00
00009163	ENVIROPEST	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	116.00
00009164	ROWANA L ERNST	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	1.18
00009165	FORT MORGAN ROTARY CLUB	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	176.00
00009166	ALICIA FRANCISCO	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2.18
00009167	FRANETY LLC	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2,199.99
00009168	GREAT COPIER SERVICE	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2,314.43
00009169	JANET K HOBBS	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	6.30
00009170	IML SECURITY SUPPLY	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	152.22
00009171	JULIE MICHELLE KOGAN	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	279.67
00009172	LAWSON PRODUCTS, INC.	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	410.49
00009173	SUZETTE GORGONIO LIBRE	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	14.65
00009174	MARISA ALEXANDER MARQUEZ	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	0.23

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009175	MCCANDLESS TRUCK CENTER, LLC.	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	368.74
00009176	ALEXIA FAITH MIRANDA	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	5.89
00009177	MARIAM A MOHAMMED	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2.21
00009178	MORGAN COUNTY LAC	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	1,020.00
00009179	MORGAN SAND & GRAVEL	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	91.13
00009180	FROILAN ARBAS MUANA	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2.09
00009181	MURDOCHS FARM AND RANCH	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	180.44
00009182	ODP BUSINESS SOLUTIONS, LLC	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	132.78
00009183	ANGEL LEIH PATERES PACLAR	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	161.99
00009184	PERFORMANCE SERVICES	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2,738.78
00009185	PETTY CASH - AMBER VONFELDT	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	149.55
00009186	MARIA GUADALUPE QUEZADA	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	6.72
00009187	LILIBETH SACEDA	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2.49
00009188	SHAMROCK FOODS COMPANY	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	21,950.74
00009189	DEXTER FONZ ACOPE SIAREZ	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	14.65
00009190	SINGLEPOINT, LLC	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	3,801.07
00009191	ROCHELLE MARLENE SONNENBERG	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	34.22
00009192	JENNIFER A STREAM	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	392.69
00009193	LORNA A TELLING	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	1.89

Checks Issued

Bank Account: BOC CL						MORGAN CO SCHOOL DISTRICT RE-3		
Check Number	Name on Check	Run Description	Run Type	Check Type	Statement Date	Check Date	Cash Post Date	Amount
00009194	ROSE ANN SUMAOANG TUBAY OMAMALIN	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	12.04
00009195	TUNDRA RESTAURANT SUPPLY, LLC	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	427.55
00009196	UNITED PARCEL SERVICE	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	212.97
00009197	JOHANNA ALEXANDRA ZELAYA LIZAMA	JANUARY 29, 2026 AP CHECK RUN	R	R		01/29/2026	01/29/2026	2.48
Grand Totals:							213 Total Checks	1,035,029.05

A RESOLUTION OF MORGAN COUNTY SCHOOL DISTRICT RE-3, MORGAN COUNTY, COLORADO, AUTHORIZING THE EXECUTION AND DELIVERY OF A SITE LEASE, A LEASE PURCHASE AGREEMENT, AND RELATED DOCUMENTS IN CONNECTION WITH THE ACQUISITION OF CERTAIN CAPITAL FACILITIES FOR DISTRICT PURPOSES; APPROVING THE FORMS OF SUCH DOCUMENTS; AND PROVIDING FOR OTHER MATTERS RELATING THERETO.

WHEREAS, Morgan County School District Re-3, Morgan County, Colorado (the "District") is a duly and regularly created, organized and existing school district, existing as such under and by virtue of the Constitution and laws of the State of Colorado (the "State"); and

WHEREAS, the Board of Education of the District (the "Board") has the power pursuant to Section 22-32-110(1)(f), Colorado Revised Statutes, to rent or lease district property not needed for its purposes for terms not exceeding ten years, provided that no finding that the property is not needed for District purposes shall be necessary if the Board anticipates that the District will become the subtenant of the property under a sublease, and under such circumstances the term of the lease may exceed ten years but may not exceed fifty years and

WHEREAS, Board has the power, pursuant to Section 22-32-110(1)(b) and (c), Colorado Revised Statutes, to lease or rent, with or without an option to purchase, undeveloped or improved real property located within or outside the territorial limits of the District on such terms as the Board sees fit for use as school sites, buildings or structures, or for any school purpose authorized by law; and

WHEREAS, the Board has determined that for the functions or operations of the District, it is necessary that the District acquire certain real property and the capital improvements located thereon at certain District facilities for school purposes as authorized by law (the "Project"); and

WHEREAS, the Board has determined, and now hereby determines, that it is in the best interest of the District and its residents and taxpayers that the District lease certain property of the District (the "Leased Property") to Bank of Colorado (the "Lender") pursuant to the terms of a Site Lease Agreement (the "Site Lease") and lease that same property back from the Lender pursuant to the terms of a Lease Purchase Agreement (the "Lease"), and utilize the proceeds of such Site Lease to finance the Project; and

WHEREAS, the District owns, in fee title, the Leased Property; and

WHEREAS, the Lender is (a) an "accredited investor," as defined in Rule 501(A)(1), (2), (3) or (7) of Regulation D promulgated under the Securities Act of 1933, as amended (an "Institutional Accredited Investor") or (b) a "qualified institutional buyer," as defined in Rule 144A promulgated under the Securities Act of 1933, as amended (a "Qualified Institutional Buyer"); and

WHEREAS, pursuant to the Lease, and subject to the right of the District to annually terminate the Lease and other limitations as therein provided, the District will pay certain

Rent payments (as such terms are defined in the Lease) in consideration for the right of the District to use the Leased Property; and

WHEREAS, the District's obligation under the Lease to pay Rent shall be from year to year only; shall constitute currently budgeted expenditures of the District; shall not constitute a mandatory charge or requirement in any ensuing budget year; and shall not constitute a general obligation or other indebtedness or multiple fiscal year financial obligation of the District within the meaning of any constitutional, statutory limitation or requirement concerning the creation of indebtedness or multiple fiscal year financial obligation, nor a mandatory payment obligation of the District in any ensuing fiscal year beyond any fiscal year during which the Lease shall be in effect; and

WHEREAS, Section 11-57-204 of the Supplemental Public Securities Act, constituting Title 11, Article 57, Part 2, Colorado Revised Statutes, as amended (the "Supplemental Act"), provides that a public entity, including the District, may elect in an act of issuance to apply all or any of the provisions of the Supplemental Act; and

WHEREAS, there has been presented to the Board and are on file at the District offices the following: (i) the proposed form of the Site Lease; and (ii) the proposed form of the Lease; and

WHEREAS, capitalized terms used herein and not otherwise defined shall have the meanings set forth in the Lease and the Site Lease; and

WHEREAS, no member of the Board has any conflict of interest or is interested in any pecuniary manner in the transactions contemplated by this resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF MORGAN COUNTY SCHOOL DISTRICT RE-3, MORGAN COUNTY, COLORADO, THAT:

Section 1. Ratification and Approval of Prior Actions. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board or the officers or agents of the Board or the District relating to the Lease, the Site Lease, and the acquisition of the Project is hereby ratified, approved and confirmed.

Section 2. Finding of Best Interests. The Board hereby finds and determines, pursuant to the Constitution and the laws of the State of Colorado that the implementation of the Project, including the payment of the costs of issuance in connection therewith, and financing the costs thereof pursuant to the terms set forth in the Site Lease and the Lease are necessary, convenient, and in furtherance of the District's purposes and are in the best interests of the District and its residents and taxpayers, and the Board hereby authorizes and approves the same.

Section 3. Supplemental Act; Parameters. The Board hereby elects to apply all of the provisions of the Supplemental Act to the Lease and in connection therewith delegates to the President, the Superintendent or the Chief Financial Officer of the District the independent authority to make any determination delegable pursuant to Section 11-57-205(1)(a-i), Colorado Revised Statutes, in relation to the Lease, subject to the following parameters and restrictions:

- (a) the aggregate principal amount of the Rent (as defined in the Lease) shall not exceed \$2,200,000;
- (b) the maximum total amount of the Rent shall not exceed \$3,000,000;
- (c) the maximum amount of the Rent payable in any year shall not exceed \$600,000;
- (d) the Lease shall be subject to prepayment at the option of the District as provided in the Sale Certificate at a price not to exceed 102% of the principal amount outstanding;
- (e) the maximum interest rate on the interest component of the Rent under the Lease shall not exceed 6.00%; and
- (f) the Lease Term (as defined in the Lease) shall end no later than June 30, 2031.

Section 4. Approval of Documents. The Site Lease and the Lease, in substantially the forms filed with the District, are in all respects approved, authorized and confirmed, and the President of the Board is hereby authorized and directed for and on behalf of the District to execute and deliver the Site Lease and the Lease in substantially the forms and with substantially the same content as filed with the Secretary.

Section 5. Authorization to Execute Collateral Documents. The Secretary is hereby authorized and directed to attest all signatures and acts of any official of the District in connection with the matters authorized by this resolution, and to place the seal of the District on any document authorized and approved by this resolution. The President, Secretary, and other appropriate officials or employees of the District are hereby authorized and directed to take all action necessary or appropriate to effectuate the provisions of this resolution, including without limiting the generality of the foregoing, executing, attesting, authenticating and delivering for and on behalf of the District any and all necessary documents, instruments or certificates and performing all other acts that they deem necessary or appropriate in order to implement and carry out the transactions and other matters authorized by this resolution. The approval hereby given to the various documents referred to above includes an approval of such additional details therein as may be necessary and appropriate for their completion, deletions therefrom and additions thereto as may be approved by bond counsel prior to the execution of the documents. The execution of any document or instrument by the aforementioned officials or employees of the District shall be conclusive evidence of the approval by the District of such document or instrument in accordance with the terms hereof and thereof.

Section 6. No General Obligation Debt. No provision of this resolution, the Site Lease, or the Lease, shall be construed as creating or constituting a general obligation or other indebtedness or multiple fiscal year financial obligation of the District within the meaning of any constitutional or statutory provision, nor a mandatory charge or requirement against the District in any ensuing fiscal year beyond the then current fiscal year. The District shall have no obligation to make any Rent payment under the Lease and certain other payments under the Lease, which payments may be terminated by the District in accordance with the provisions of the Lease.

Neither the Site Lease the Lease shall constitute a mandatory charge or requirement of the District in any ensuing fiscal year beyond the then current fiscal year, or constitute or give rise to a general obligation or other indebtedness or multiple fiscal year financial obligation of the District within the meaning of any constitutional or statutory debt limitation and shall not constitute a multiple fiscal year direct or indirect District debt or other financial obligation whatsoever. No provision of the Site Lease or the Lease shall be construed or interpreted as creating an unlawful delegation of governmental powers nor as a donation by or a lending of the credit of the District within the meaning of Sections 1 or 2 of Article XI of the Colorado Constitution. Neither the Site Lease nor the Lease shall directly or indirectly obligate the District to make any payments beyond those budgeted and appropriated for the District's then current fiscal year.

Section 7. Reasonableness of Rent. The Board hereby determines and declares that the Rent payments under the Lease do not exceed a reasonable amount so as to place the District under an economic compulsion to renew the Lease or to exercise its option to purchase the Project pursuant to the Lease. The Board hereby determines and declares that the period during which the District has an option to purchase the Project (i.e., the entire maximum term of the Lease) does not exceed the useful life of the Project.

Section 8. No Recourse against Officers and Agents. Pursuant to Section 11-57-209 of the Supplemental Act, if a member of the Board, or any officer or agent of the District acts in good faith, no civil recourse shall be available against such member, officer, or agent for payment of the Rent under the Lease. Such recourse shall not be available either directly or indirectly through the Board or the District, or otherwise, whether by virtue of any constitution, statute, rule of law, enforcement of penalty, or otherwise.

Section 9. Repealer. All bylaws, orders, and resolutions of the District, or parts thereof, inconsistent with this resolution or with any of the documents hereby approved, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, or resolution of the District, or part thereof, heretofore repealed.

Section 10. Severability. If any section, subsection, paragraph, clause or provision of this resolution or the documents hereby authorized and approved (other than provisions as to the payment of Rent by the District during the Lease Term, provisions for the quiet enjoyment of the Project by the District during the Lease Term) shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, subsection, paragraph, clause or provision shall not affect any of the remaining provisions of this resolution or such documents, the intent being that the same are severable.

Section 11. Interpretation. This resolution shall be so interpreted and construed as to effectuate its general purpose.

Section 12. Effective Date. This resolution shall be in full force and effect upon its passage and adoption.

ADOPTED AND APPROVED this 9th day of February, 2026.

President

(SEAL)

Attest:

Secretary

2026. WITNESS my hand and the seal of said District affixed this 9th day of February,

(SEAL)

Secretary

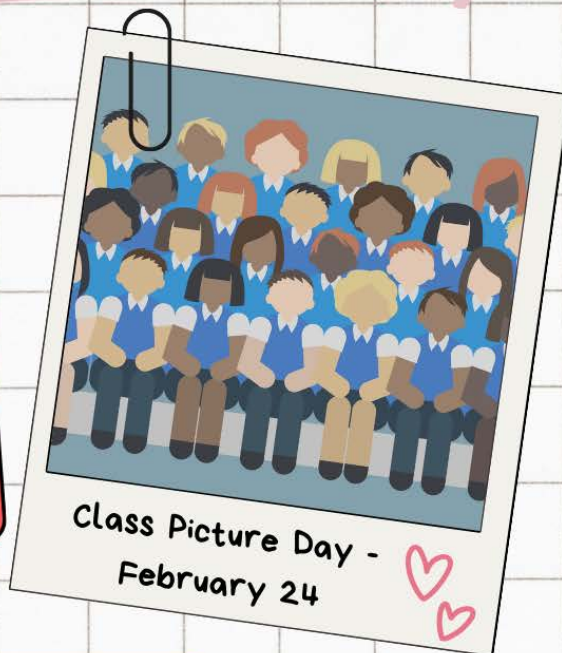
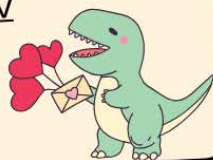
Exhibit A
(Form of Notice of Meeting)

School News

FEBRUARY EDITION

Announcement

Universal Preschool application window is open for the 26-27 school year. You may apply at upk.Colorado.gov



What's New?

Kindergarten Registration

Register Your Future Kindergartner at the Fort Morgan School District Office:

Friday, February 6th @ 9 am - 6 PM

Monday, February 9th @ 7 am - 2 PM

10th - 13th of February By Appointment Only

Any questions, Please call the district office @ (970)-867-5633



SAVE THE DATE

- ♥ February 23 - Parent/ Teacher Conferences
- ♥ March 10 - 13 - Spring Break
- ♥ April 14 - Preschool Registration Event

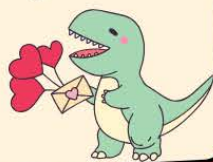


Noticias escolares

EDICIÓN DE FEBRERO

Anuncio

El plazo de solicitud para el programa de preescolar universal está abierto para el año escolar 2026-2027. Puede presentar su solicitud en upk.Colorado.gov



Día de la foto de clase
- 24 de febrero

¿Qué hay de nuevo?

Inscripción al jardín de infantes

Inscripciones para preescolar en la oficina del Distrito Escolar de Fort Morgan:

Viernes, 6 de febrero, de 9:00 a 18:00

Lunes, 9 de febrero, de 7:00 a 14:00

Del 10 al 13 de febrero, solo con cita previa

Para cualquier consulta, llame a la oficina del distrito al (970)-867-5633



RESERVA LA FECHA

- ♥ 23 de febrero - Reuniones de padres y profesores.
- ♥ Del 10 al 13 de marzo - Vacaciones de primavera
- ♥ 14 de abril - Evento de inscripción para preescolar



Baker Bulldog Newsletter February 2026



Calendar:

BSL: 2/11, 4/8, 5/13

Brain Bowl: 2/4, 2/5 with Competition Saturday 2/7, 8-2 pm, High School

PTO Mtg: 2/18, 3/18, 4/15, 5/20 in Library @ 3:40 pm

Class Pictures: February 12th

Yearbook: 2/5, 2/12, 2/19, 2/26

V Day Parties: Times Per Classroom

Book Fair: February 17-27, in the Library

P/T Conferences: Monday, February 23rd, 9-6 Book Fair Open

Spring Break: March 9-13, Return on March 17th

Reminders:

Library Books: Return book or pay a fee for the lost book; if lost please find!

Lost & Found: Coats are overflowing, please have your student check it out!!

Breakfast 7:15, 1st Bell rings at 7:35, Start Bell 7:45, tardy, School ends 3:30

Colder Weather: dress student warmly for outdoor recess, bring a coat, hat, gloves, warm shoes or boots

Food Bank of the Rockies: ask teacher to be placed on the list or call the office; these are to be taken home, not opened at school or on the bus.

Food Pantry @ Rising Up 527 State St. M,W, Th 12:30-4 pm, T 2-5 pm

When To Keep Your Child at Home: Please keep your child at home if they have a fever of 100, a sore throat, persistent cough, runny nose, body aches, vomiting and or diarrhea. They will need to stay home until the symptoms are gone for 24 hrs and without medication to lower the fever.

Calendario:

BSL: 2/11, 4/8, 5/13

Brain Bowl: 2/4, 2/5 Competición Sábado 2/7, 8-2 pm, High School

Comité de padres y maestras: 2/18, 3/18, 4/15, 5/20 en la biblioteca @ 3:40 pm

Fotos de aula: 12 de Febrero

Club del Anuario: 2/5, 2/12, 2/19, 2/26

Fiestas de San Valentine: Diferentes horarios por maestra

Feria de Libre: 17-27 de Febrero, en la biblioteca

Conferencias de padres y maestras: Lunes, 23 de Febrero, 9am-6pm FERIA DE LIBROS ABIERTA

Vacaciones de primavera: 9-13 de Marzo, Regresar el 17 de Marzo

Recordatorios:

Libros de la biblioteca

:Devuelva el libro o pague una multa por el libro perdido; si lo ha perdido, ¡por favor, búsquelo!

Objetos perdidos: Hay muchísimos abrigos, ¡por favor, pídale a su hijo/a que los revise!

Desayuno 7:15, 1ra campana suena a las 7:35, 2da campana 7:45, tardy, Salida 3:30

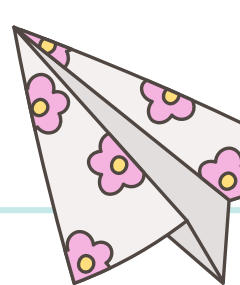
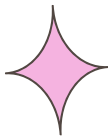
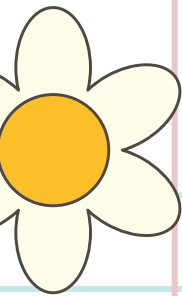
Clima frío: vista al alumno con ropa abrigada para el recreo al aire libre, traiga abrigo, gorro, guantes y zapatos o botas abrigadas.

Banco de Alimentos de las Montañas Rocosas: pida a su profesor que lo incluya en la lista o llame a la oficina; estos alimentos deben llevarse a casa, no deben abrirse en la escuela ni en el autobús.

Banco de alimentos en Rising Up: 527 State St. L, Mierc, Jue 12:30-4 pm, Mar 2-5 pm

Cuándo mantener a su hijo/a en casa: Por favor, mantenga a su hijo/a en casa si tiene fiebre de 38 °C (100 °F), dolor de garganta, tos persistente, secreción nasal, dolores corporales, vómitos o diarrea. Deberá permanecer en casa hasta que los síntomas desaparezcan por completo durante 24 horas y sin necesidad de medicamentos para bajar la fiebre.





Columbine

NEWSLETTER

FEBRUARY 2026

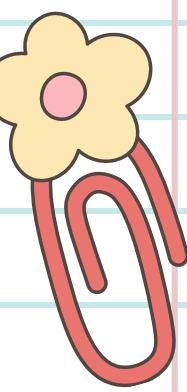
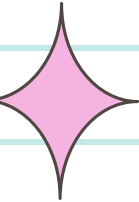


Principal's Notes

Happy Groundhog's Day! Now that winter has finally arrived, it will be interesting to see what Punxsutawney Phil has to say. The Brain Bowl will be at the high school on February 7. Good luck to our students participating! Parent teacher conferences will be held from 9:00-6:00 on February 23. Watch for a Sign-Up Genius link from your student's teacher to sign up for your time slot. You will receive materials for new academic games to play with your student at home.

Wellness

This month, we are focusing on honesty. One way to think about honesty is being truthful in what you say and do. Practicing honesty strengthens relationships and reduces stress. Some conversation starters for your family are, "Share with me how being honest helps us to be more confident, calm, and focused" and "What is one strong emotion you had this week? How did you handle it?" Having these types of conversations with your students will help build emotional awareness and regulation.



Jokes

What's the furriest side of a groundhog?
The outside

What is a groundhog's favorite drink?
Whole milk

What do you call a pig with no legs?
A groundhog



Upcoming Events

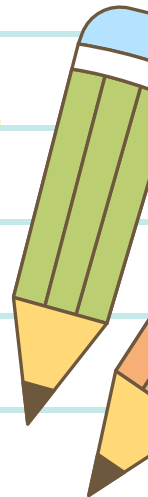
- 2/7 - Brain Bowl
- 2/10 - PTO Meeting
- 2/13 - Valentine's Day Parties
- 2/14 - Valentine's Day
- 2/16 - President's Day
- 2/23 - Parent Teacher Conf.



Contact Info

Phone: (970) 867-7418

Email: simonecarruth@fortmorgank12.com



Columbine

CAPSULA INFORMATIVA

FEBRERO DE 2026

Notas de la directora

¡Feliz Día de la Marmota! Ahora que por fin llegó el invierno, será interesante ver qué nos dice Phil de Punxsutawney. El Brain Bowl se celebrará en la preparatoria el 7 de febrero. ¡Mucha suerte a nuestros estudiantes que participan! Las reuniones de padres y maestros se llevarán a cabo de 9:00 a 18:00 el 23 de febrero. Estén atentos al enlace de Sign-Up Genius del maestro de su estudiante para inscribirse en su horario. Recibirán materiales para nuevos juegos académicos para jugar con su estudiante en casa.

Chistes

¿Cuál es el lado más peludo de una marmota?

El exterior

¿Cuál es la bebida favorita de la marmota?

Leche entera

¿Cómo se llama un cerdo sin patas?

Una marmota

Bienestar

Este mes nos centramos en la honestidad. Una forma de pensar en la honestidad es ser sincero en lo que decimos y hacemos. Practicar la honestidad fortalece las relaciones y reduce el estrés. Algunos temas de conversación para tu familia son: "Cuéntame cómo la honestidad nos ayuda a tener más confianza, calma y concentración" y "¿Cuál fue una emoción fuerte que tuviste esta semana? ¿Cómo la manejaste?". Tener este tipo de conversaciones con tus estudiantes ayudará a desarrollar la conciencia y la regulación emocional.

Próximos eventos

- 2/7 - Cuenco para el cerebro
- 2/10 - Reunión de la PTO
- 13/2 - Fiestas de San Valentín
- 14/2 - Día de San Valentín
- 16/2 - Día del Presidente
- 23/2 - Conferencia de maestras

Información de contacto

Teléfono: (970) 867-7418

Correo electrónico:

simonecarruth@fortmorgank12.com



Green Acres February Newsletter



February Events

- ◆ Tuesday, February 10th @ 3:45—PTO Meeting in the school library!
- ◆ Tuesday, February 10th @ 5-6pm—Family Math Night! We hope to see you there!
- ◆ Friday, February 13th—Valentine’s Day party!! More information about times and activities will come from your child’s teacher. Friendly reminder to please have Valentine’s day deliveries delivered to your home and not Green Acres. We do not accept deliveries.
- ◆ Wednesday, February 18th—Class Pictures! Please watch for more information to come home soon. 
- ◆ Thursday, February 19th—Parent Lunch! Parents are welcome to come join their student for lunch. Reservations are required to plan for the additional meals, so please call and let the office know by February 18th at noon if you are able to join. The meal will be \$5 cash or check.
- ◆ Tuesday, February 24th @ 6:00pm—3rd Grade Music Program in the FMHS auditorium. Doors open at 5:45pm. 
- ◆ Thursday, February 26th—Cookie Day! Cookies are .50cents! 



Parent/Teacher conferences are scheduled for Monday, February 23rd. Each student will receive a note with the time of their conference. If you need a time change, please call the office at **970 867-5460.**

Coming up in March!

- ◆ Friday, March 6th—Parents & Pastries @ 7:30am-8:30am!
- ◆ Tuesday, March 10th-Friday, March 13th—Spring Break!! 
- ◆ Thursday, March 26th—Cookie Day! If your student would like a cookie, please send .50 cents with them. 

A Message From Our Principal

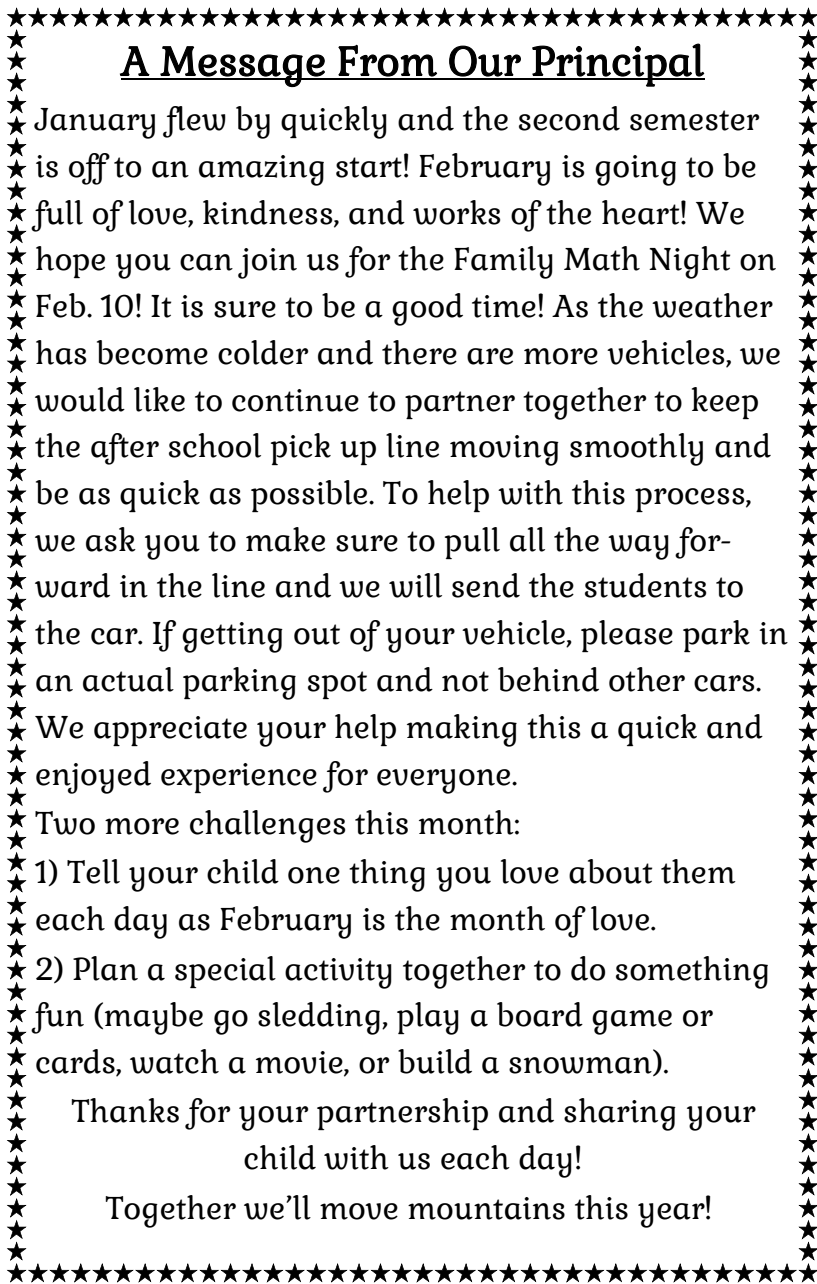
January flew by quickly and the second semester is off to an amazing start! February is going to be full of love, kindness, and works of the heart! We hope you can join us for the Family Math Night on Feb. 10! It is sure to be a good time! As the weather has become colder and there are more vehicles, we would like to continue to partner together to keep the after school pick up line moving smoothly and be as quick as possible. To help with this process, we ask you to make sure to pull all the way forward in the line and we will send the students to the car. If getting out of your vehicle, please park in an actual parking spot and not behind other cars. We appreciate your help making this a quick and enjoyed experience for everyone.

Two more challenges this month:

- 1) Tell your child one thing you love about them each day as February is the month of love.
- 2) Plan a special activity together to do something fun (maybe go sledding, play a board game or cards, watch a movie, or build a snowman).

Thanks for your partnership and sharing your child with us each day!





Together we’ll move mountains this year!






Noticias de Febrero de Green Acres

Eventos de Febrero

- ♦ Martes Febrero 10 @ 3:45pm—Junta de PTO en la biblioteca de la escuela!
- ♦ Martes Febrero 10 @ 5-6pm—Noche de Matemáticas de Familia! Esperamos verlos aquí!
- ♦ Viernes Febrero 13—Fiestas de San Valentín! Más información sobre los horarios y actividades vendrán a casa pronto. Recuerde que Green Acres no acepta envíos de San Valentín para los estudiantes. Por favor envíe esos a casa. 
Green Acres no acepta envíos.
- ♦ Miércoles Febrero 18—Fotos de Clase! Por favor este al pendiente de los formularios que se enviarán a casa pronto. 
- ♦ Jueves Febrero 19—Almuerzo de Padres! Los padres están invitados a almorzar con sus estudiantes en la escuela. Se requiere reservación para poder planificar las comidas adicionales, así que por favor llamen a la oficina antes del mediodía del 18 de Febrero para confirmar su asistencia. El almuerzo cuesta \$5 en efectivo o cheque.
- ♦ Martes Febrero 24 a las 6pm—Programa musical de Tercer Grado en el auditorio de FMHS. Las puertas se abren a las 5:45pm 
- ♦ Jueves Febrero 26—Día de Galleta! Si su estudiante gusta comprar una galleta, por favor de mandar .50 centavos con ellos! 

Eventos en Marzo

- ♦ Viernes Marzo 6—Padres Y Pastelitos @ 7:30-8:30am!
- ♦ Martes Marzo 10-Viernes Marzo 13—Vacaciones de Primavera! 
- ♦ Jueves Marzo 26—Día de Galleta! Si su estudiante gusta comprar una galleta, por favor envíe .50 centavos con ellos.

Un Mensaje de Nuestra Directora

Enero pasó volando y el segundo semestre ha comenzado de maravilla. Febrero estará lleno de amor, bondad y gestos de cariño. ¡Esperamos que nos acompañen en la Noche Familiar de Matemáticas el 10 de Febrero! Seguro que lo pasaremos genial! Dado que el clima se ha vuelto más frío y hay más vehículos, queremos seguir colaborando para que la recogida de los estudiantes después de escuela sea fluida y lo más rápida posible. Para facilitar este proceso, les pedimos que avancen hasta el final de la fila y nosotros enviaremos a los estudiantes a sus carros. Si necesitan bajarse del vehículo, por favor, estacionense en un lugar de estacionamiento designado y no detrás de otros carros. Agradecemos su colaboración para que esta experiencia sea rápida y agradable para todos.

Dos retos más para este mes:

- 1) Díganle a su hijo/a algo que les guste de él/ella cada día, ya que Febrero es el mes del amor.
- 2) Planifiquen una actividad especial juntos para divertirse (quizás ir en trineo, jugar un juego de mesa o cartas, ver una película o hacer un muñeco de nieve).

Gracias por su colaboración y por compartir a su hijo con nosotros cada día!

Juntos moveremos montañas este año!

Las Conferencias de Primavera de Padres y Maestros serán el Lunes 23 de Febrero.

Cada estudiante recibirá una nota con la fecha y hora de su conferencia. Si necesita un cambio de hora, por favor de llamar a la oficina al 970 867-5460.



February 2026 Newsletter

Upcoming Events:

Feb. 9 – Parent Teacher Conferences 9 - 6

Feb. 13 – Valentine’s Day Parties

Feb. 26 – STEM Family Night @6 p.m.

Parent Teacher Conferences will be held on Monday, February 9 from 9:00 a.m. – 6:00 p.m. If you haven't scheduled a time, please contact the office or scan the QR code provided by your child's teacher.

Feb. 7 - We wish the Brain Bowl participants a successful competition!

3rd Grade - Adilene Ayala, Legolas Thorin Paclar, Keilyn Resendiz

4th Grade- Emiran Ali, Anahi Cardoza, Brianna Lopez, Jade Morales, Ambrosia Quezada

5th Grade – Logan Fisher, LaMarcus Good Lance, Jaylah Guzman, Zaryah Hankle, Mya Juan Diego, Pedro Mejia, Farhan Mohamed, Eyowyn Paclar

Nickell's news

Hello, Pioneer Families!

Love is in the air this February—and so is a lot of hard work and excitement! We have a packed month ahead, so please take a moment to catch up on the latest happenings around our school.

School Spirit & Celebrations

* **Brain Bowl Vibes:** Our Brain Bowl teams are heading into competition against other schools on Saturday, February 7th. Let's send them all the "brain waves" and good luck vibes we can muster! We know they'll represent Pioneer well.

* **Math Milestones:** A huge shout-out to our 4th graders! Our Middle of Year (MOY) data shows incredible growth compared to the Beginning of Year (BOY) benchmarks. Their hard work in math is truly paying off.

* **A Pioneer Wedding:** We are thrilled to share some wonderful news! Congratulations to Ms. Bader (3rd Grade) and Mr. Martin (4th Grade) on their recent marriage. Please join us in wishing them a lifetime of happiness together!

A Note on Health & Safety

I want to take a moment to address something important. Recently, in a moment of weakness, I allowed a parent to bring in birthday treats. I realize now that I should not have done that, and I sincerely apologize.

We have a handful of children across multiple grade levels with severe, life-threatening allergies to various ingredients. Accidental exposure or consumption could be detrimental to their health. To keep all our students safe, I will continue to strictly enforce our "no outside food" rule. How you can still celebrate:

We still love celebrating your child's special day! You are more than welcome to drop off birthday goody bags containing non-food items such as:

* Stickers or small toys

* Pencils or erasers

* Bubbles or bookmarks

Teachers will distribute these at the end of the school day. Thank you for your understanding and for helping us keep Pioneer a safe place for every student.

Counselor's Corner

As we move further into 2026, we are excited to continue our mission of building purposeful people. This February, our focus is on **Honesty**, which we define as "being truthful in what we say and do." Honesty is the foundation of trust; it helps students take responsibility for their actions and build authentic relationships with peers and teachers.

How students can practice honesty: A great way for a student to show honesty is by **taking ownership of a mistake**. For example, if a student accidentally breaks something or forgets their homework, instead of making an excuse, they can say: *"I made a mistake, and I am sorry. How can I fix this?"* Choosing the truth—even when it feels uncomfortable—shows true strength of character. Help reinforce honesty with these quick conversation starters at home: **"The Brave Truth."** Ask your child: **"Can you think of a time when it was scary to tell the truth, but you did it anyway? How did you feel afterward?"** This helps them associate honesty with relief and integrity.

"Integrity in Action." Discuss the phrase: **"Doing the right thing even when no one is looking."** Ask them to give an example of how they can be "honest with themselves" when they are working alone on a task.



Boletín de febrero de 2026

Próximos eventos:

9 de feb – Conferencias de padre y maestro 9 - 6
13 de feb – Fiestas de Día de San Valentín
26 de enero – Noche familiar de STEM @ 6 p.m.

Las Reuniones de Padres y Profesores se celebrarán el lunes 9 de febrero de 9 - 6. Si no has programado una cita, por favor contacta con la oficina o escanea el código QR que te ha proporcionado el profesor de tu hijo

7 de febrero - ¡Deseamos a los participantes del Brain Bowl una competición exitosa!

3^{er} grado - Adilene Ayala, Legolas Thorin Paclar, Keilyn Resendiz

4^{to} grado- Emiran Ali, Anahi Cardoza, Brianna Lopez, Jade Morales, Ambrosia Quezada

5th grado – Logan Fisher, LaMarcus Good Lance, Jaylah Guzman, Zaryah Hankle, Mya Juan Diego, Pedro Mejia, Farhan Mohamed, Eyowyn Paclar

Noticias de Nickell

¡Hola, familias pioneras!

El amor está en el aire este febrero, ¡y también mucho trabajo duro y emoción! Nos espera un mes cargado, así que por favor, tómate un momento para ponerte al día con las últimas novedades en nuestro colegio.

🏆 Espíritu escolar y celebraciones

* Ambiente de Brain Bowl: Nuestros equipos de Brain Bowl se enfrentan a la competición contra otros colegios el sábado 7 de febrero. ¡Vamos a enviarles todas las "ondas cerebrales" y las vibras de buena suerte que podamos reunir! Sabemos que representarán bien a Pioneer.

* Hitos de matemáticas: ¡Un enorme reconocimiento a nuestros alumnos de 4^o de primaria! Nuestros datos de mitad de año (MOY) muestran un crecimiento increíble en comparación con los indicadores de principios de año (BOY). Su esfuerzo en matemáticas está dando frutos de verdad.

* Una boda pionera: ¡Estamos encantados de compartir una noticia maravillosa! Enhorabuena a la señora Bader (3^o curso) y al señor Martin (4^o curso) por su reciente matrimonio. ¡Únete a nosotros para desearles una vida de felicidad juntos!

🍌 Quiero tomarme un momento para abordar algo importante. Recientemente, en un momento de debilidad, permití que un padre llevara dulces de cumpleaños. Ahora me doy cuenta de que no debería haber hecho eso, y pido disculpas sinceramente.

Tenemos un puñado de niños de varios cursos escolares con alergias graves y potencialmente mortales a varios ingredientes. La exposición o consumo accidental podría ser perjudicial para su salud. Para mantener a todos nuestros estudiantes seguros, seguiré aplicando estrictamente nuestra norma de "no comer fuera". Cómo puedes seguir celebrando:

¡Seguimos encantando celebrar el día especial de tu hijo! Eres más que bienvenido a dejar bolsas de regalos de cumpleaños que contengan productos no alimentarios como

* Pegatinas o juguetes pequeños

* Lápices o gomas de borrar

* Burbujas o marcadores

Los profesores los repartirán al final de la jornada escolar. Gracias por tu comprensión y por ayudarnos a mantener Pioneer como un lugar seguro para cada estudiante.

Rincón del consejero

A medida que avanzamos en 2026, estamos entusiasmados de continuar con nuestra misión de formar personas con propósito.

Este febrero, nuestro enfoque está en la **Honestidad**, que definimos como "ser sinceros en lo que decimos y hacemos." La honestidad es la base de la confianza; ayuda a los estudiantes a asumir la responsabilidad de sus acciones y a construir relaciones auténticas con compañeros y profesores.

Cómo los estudiantes pueden practicar la honestidad: Una excelente manera para que un estudiante demuestre honestidad es **asumiendo la responsabilidad de un error**. Por ejemplo, si un estudiante rompe algo accidentalmente o olvida los deberes, en lugar de poner una excusa, puede decir: "Cometí un error y lo siento. ¿Cómo puedo arreglar esto?" Elegir la verdad—incluso cuando resulta incómoda—demuestra verdadera fortaleza de carácter. Ayuda a reforzar la honestidad con estos rápidos inicios de conversación en casa: "La valiente verdad." Pregunta a tu hijo: "¿Recuerdas alguna vez en la que te daba miedo decir la verdad, pero lo hiciste de todos modos? ¿Cómo te sentiste después?" Esto les ayuda a asociar la honestidad con el alivio y la integridad.

"Integridad en acción." Habla de la frase: "Hacer lo correcto incluso cuando nadie mira." Pídeles que te den un ejemplo de cómo pueden ser "honestos consigo mismos" cuando trabajan solos en una tarea.