



Meeting Norms

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

AGENDA - WORK SESSION






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

May 4, 2026

5:00 PM

HS Room #223 - Boardroom

1. Establish Quorum
2. Approval of Agenda
3. Review Norms
4. Board- "Other" Work Session
Initial Budget Proposal SY 26-27
5. Strategic Plan
Healthy Community: SEL & Crew Curriculum update
6. Policy
Policy Review Protocol
7. Admin
 - A. Calendar Review
Plan for the next Town/MSD Collaboration on the 2nd or 4th Wednesday in September.
8. Adjournment

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



FY26 Budget (Current Fiscal Year)

		Amount
Beginning Fund Balance		\$2,682,464
Total Revenue	\$7,771,370	
Total Expenses - Projected	(\$8,077,290)	
Surplus (Deficit)	(\$305,920)	
Ending Fund Balance (Estimate)		\$2,376,544

FY27 Preliminary Budget

General Fund (10)

Tabor Reserve (Restricted)	\$280,000
<i>Contingency Reserve (Available for 1 time expenses)</i>	<i>\$2,027,744</i>
Land Dedication Reserve (Restricted)	\$11,299
Administrative Contract Reserve (Restricted)	\$57,500
TOTAL	\$2,376,544

Budget Assumptions

- 455 student count (based on X yr average and current numbers)
- Per pupil funding \$14,507 (as per January CDE calculation)

Scenario 1 - Outstanding grant possibilities not included

- Step raises for staff
- Staff over stuff

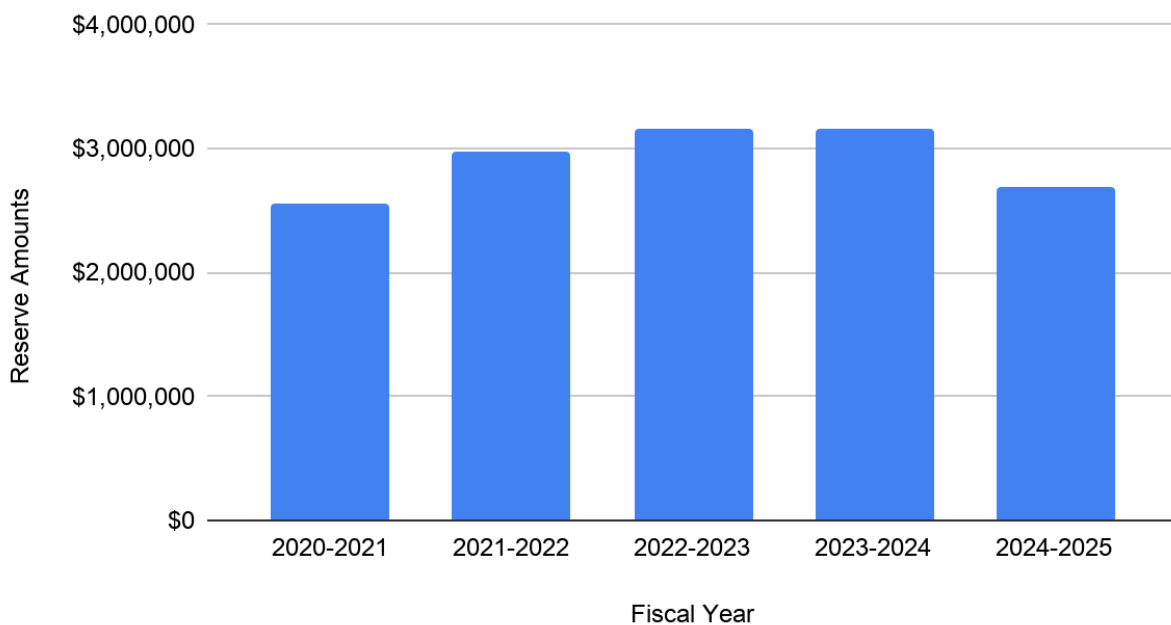
Scenario 2 - With grants awarded \$205,000

	Scenario 1	Scenario 2
Beginning Fund Balance (Estimate)	\$2,376,544	\$2,376,544
Total Revenue	\$7,607,623	\$7,812,623
Total Expenses	\$7,845,949	\$7,845,949
Surplus (Deficit)	(\$238,325)	(\$33,325)
Transfer from Contingency Reserve	0	0
Projected Ending Fund Balance	\$2,376,544	\$2,376,544
Percentage of Reserves to Revenue	25.8%	25.8%

For reference, the following shows our audited reserve amounts.

Fiscal Year	Reserve Amounts
2024-2025	\$2,682,464
2023-2024	\$3,153,142
2022-2023	\$3,151,906
2021-2022	\$2,982,446
2020-2021	\$2,555,194

Reserve Amounts



Big Wins

- Salary schedules were adjusted thanks to the Mill Levy Override funds
- All employees received a step in service years and Mill Levy increase

Staffing Changes

- Reduction of on paraeducator in ES. (Resignation, waiting for full budget picture)
- Reduction of CTE/Grants position

Cost Pressures

- Grants ending: \$405,125 loss (EARSS, Title reduction, Comprehensive Health, SHPG ending - application under review, MTSS)
- Increased cost of fuel and prices in general

District One-Time Purchasing Projections

(Not included in current budget, prioritization underway)

	FY27	FY28	FY29	FY30	FY31
DISTRICT TOTAL	\$ 579,309.00	\$ 529,650.00	\$ 527,800.00	\$ 25,000.00	\$ 558,100.00
Athletics	\$ 6,050.00	\$ 15,650.00	\$ 12,800.00	\$ -	\$ 50,100.00
Curriculum	\$ -	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 30,000.00
Facilities	\$ 114,000.00	\$ 211,500.00	\$ 70,000.00	\$ -	\$ 49,000.00
Safety	\$ 317,535.00	\$ 3,000.00	\$ 250,000.00	\$ -	\$ -
Technology	\$ 76,724.00	\$ 41,500.00	\$ -	\$ -	\$ 259,000.00
Transport	\$ 65,000.00	\$ 233,000.00	\$ 170,000.00	\$ -	\$ 170,000.00

Capital Reserve Fund (43)

Beginning Fund Balance (Estimate)			\$50,000
General Fund Transfers			\$
Balance			\$
Expenditures:	ADA Bus	\$163,000	
	Refinishing Gym Floors	\$10,000	
	Turf Maintenance	\$3,000	
	Ventilation of Welding Shop	\$20,000	
			\$196,000
Ending Fund Balance (Estimate)			\$50,000

Lunch Fund (21)

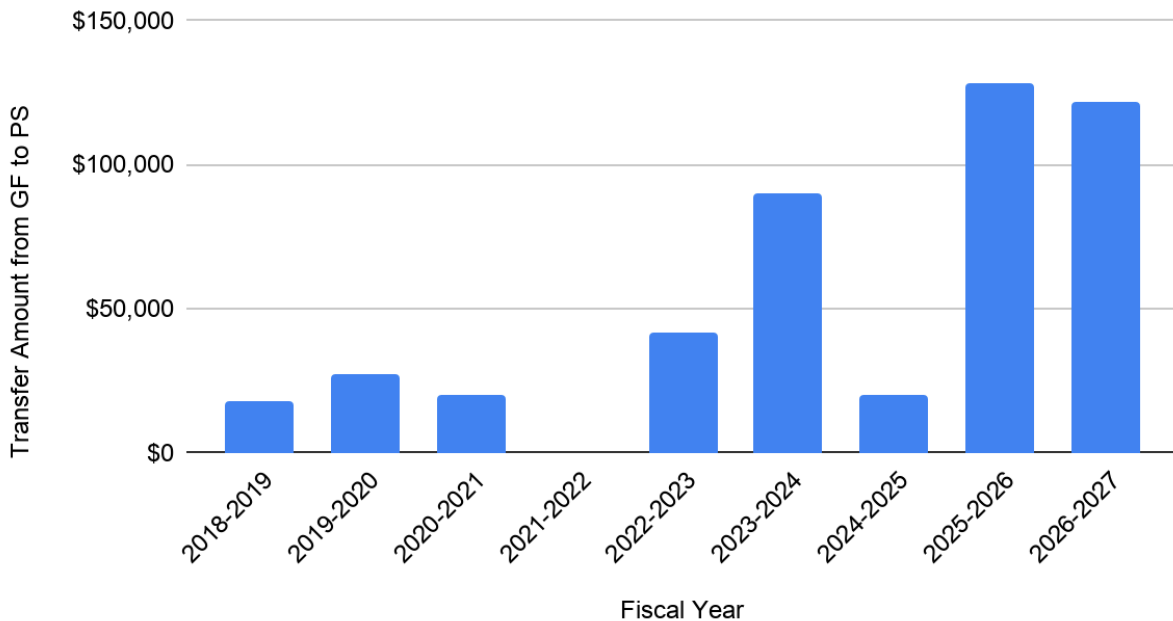
Beginning Fund Balance (Estimate)		\$74,458
General Fund Transfers (mill levy)		\$22,215
Balance		\$
Expenditures:		
Ending Fund Balance (Estimate)		\$74,458

Preschool Fund (19)

This shows the transfer amounts from the General Fund.

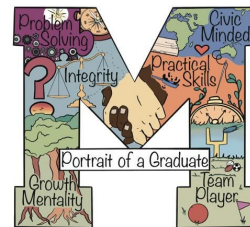
Fiscal Year	Transfer Amount from GF to PS	Total Expenses
2018-2019	\$18,163	\$237,605
2019-2020	\$27,688	\$264,944
2020-2021	\$20,000	\$198,019
2021-2022	\$0	\$250,005
2022-2023	\$41,562	\$306,869
2023-2024	\$90,127	\$394,026
2024-2025	\$20,000	\$390,611
2025-2026	\$128,392	\$450,477
2026-2027	\$121,847	\$425,620

Transfer Amount from General Fund



Bond Fund (31)

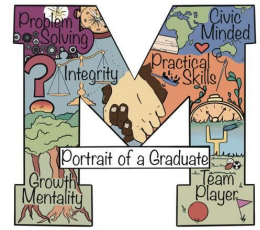
		Amount
Mill Levy Certified (BEST Match)		\$375,000
Principal Payment	\$230,771	
Interest Payment	\$111,175	



SEL Curriculum

PK-12 26.27

Step 1: Inventory



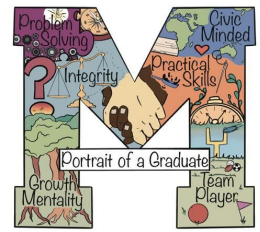
Shared Leadership Team, December 5

- Chyrise Bay
- Sarah Carr
- Sarah Levine
- James Hughes
- Angela Guiles
- Tyra Hughes
- Ivy Dalley
- Adyan Farrar

(If memory serves)

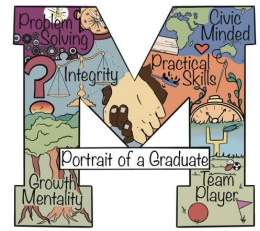


	Grade Level	Actively Taught	PBIS Language	Programming	Tier 1 Curriculum	Tier 2 and Tier 3 Curriculum	Tier 1 Courses
Early Education	PK	Conscious Discipline	Kind Helpful Safe	Conscious Discipline			
	K	3Rs/ChEd	Respectful Responsible Ready	3 R's PBIS			Character Ed Library PE
	1	3Rs/ChEd	Respectful Responsible Ready	Medicine Horse 3 R's PBIS			Character Ed Library PE
	2	3Rs/ChEd	Respectful Responsible Ready	3 R's PBIS			Character Ed Library PE
	3	3Rs/ChEd	Respectful Responsible Ready	3 R's PBIS			Character Ed Library PE
Upper Elementary	4	3Rs/ChEd	Respectful Responsible Ready	3 R's PBIS			Character Ed Library PE
	5	3Rs/ChEd	Respectful Responsible Ready	3 R's PBIS			Character Ed Library PE



Inventory of Initiatives, Resources, Language, Etc. at Early elementary and Upper elementary

Middle School	6	JRs (sporadically) POG (sporadically)	Respectful Responsible Ready	Portrait of a Graduate Deer Hill Overnight Medicine Horse		Google Suites
	7	JRs (sporadically) POG (sporadically)	Respectful Responsible Ready	Portrait of a Graduate	Botvin	Health
	8	JRs (sporadically) POG (sporadically)	Respectful Responsible Ready	Portrait of a Graduate		Careers
High School	9	POG (in Advisory)	(not in effect at HS level)	Defined Learning Portfolio Medicine Horse (8th?)	Botvin Defined Learning	Health PCAP (Freshmen Academy)
	10	POG (in Advisory)	(not in effect at HS level)	Portfolio	Defined Learning	
	11	POG (in Advisory)	(not in effect at HS level)	Portfolio presentation	Defined Learning	
	12		(not in effect at HS level)			

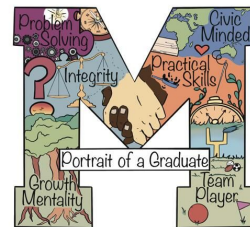


Findings:

- No common curriculum
- Little Tier 2, 3
- Need for alignment
- Need for time within day
- Need for common language

Inventory of Initiatives, Resources, Language, Etc. at Secondary

Step 2: Investigate...



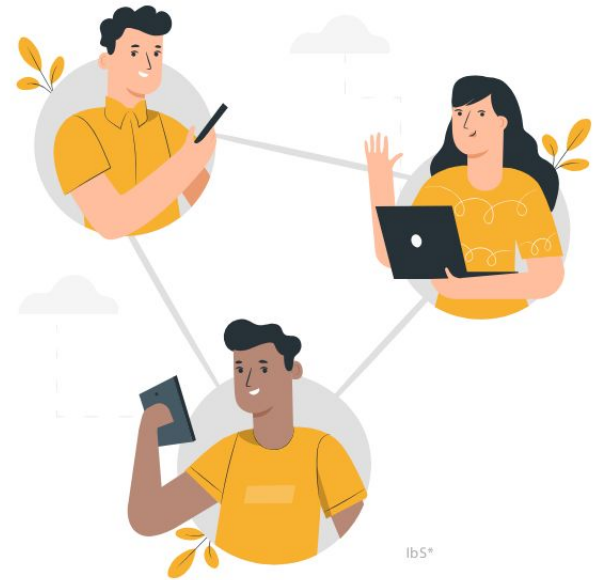
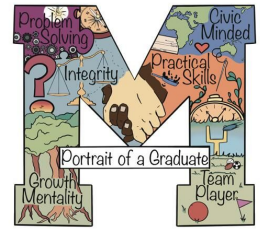
Shared Leadership Team, February 20

- Angela Guiles
- Neisha Calhoun
- Liza Eschallier
- Chyrise Bay
- Sarah Carr
- Mary Marable
- Brady Archer
- Renee Feigenbaum
- Adyan Farrar

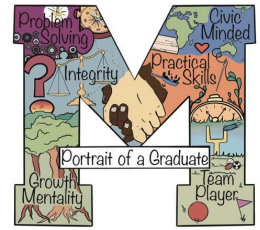


...Through Crowdsourcing

- List of approx. 20 resources and curriculums
- Each choose 1-2 to deep dive into
- Overview, strengths, shortfalls, type of resource, other information, links
- Added to spreadsheet
- Brief presentation to the group



Step 3: Narrow the Focus



Shared Leadership Team, April 3

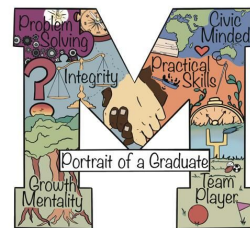
- Angela Guiles
- Neisha Calhoun
- Liza Eschallier
- Chyrise Bay
- Mary Marable
- Kate Kearns
- Molly Ender
- Meagan Higinbotham
- Adyan Farrar



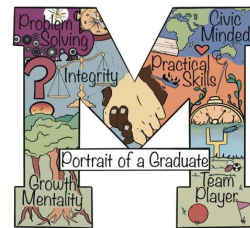
The Focus

Tier 1 SEL curricula that covered all 5 CASEL competencies:

- Character Strong
- Everyday Speech
- EL Education CREW
- ORI



Some curricula also offered Tier 2/3



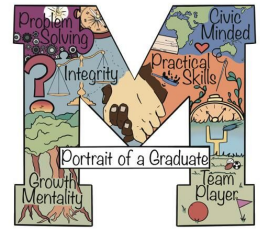
Step 4: Research

- Molly Ender
(School Social Worker)
- Adyan Farrar
(Curriculum Coordinator)



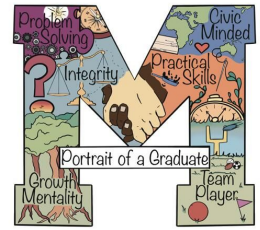
Character Strong Curriculum

PurposeFULL People
Character Strong



		Key	Full	Partial	None			
		Community	CASEL/SEL	Bullying	Digital Literacy	Substance Use	Suicide Awareness	Cultural Awareness
PK	Character Strong							
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Character Strong Curriculum

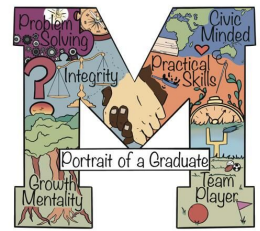


Benefits:

- Ease of implementation for teachers
- Tier 2 (small group) and 3 (individual) supports available (additional pricing structure)
- Well-designed, age appropriate at all levels
- Support tools for administrators
- Attendance toolkit, behavior supports, bullying prevention

Drawbacks:

- “Canned curriculum” can be challenging to make sound natural and “from the heart”
- The amount of resources can be overwhelming to some
- Subscription renewed year-by-year



Character Strong Curriculum Costs

One building Tier 1 \$4000

One building Tier 2 \$2000

One building Tier 3 \$2000

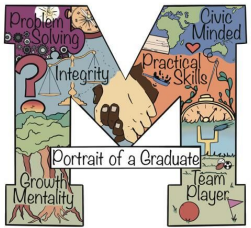
TOTAL FOR ONE BUILDING, ALL TIERS, ONE YEAR: \$8000

TOTAL FOR THREE BUILDINGS, ALL TIERS, ONE YEAR: \$24000

ONLY THREE BUILDINGS, TIER 1, ONE YEAR: \$12000

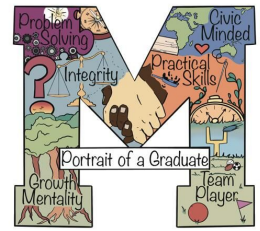
ONLY PK-5, TIER 1, ONE YEAR: \$4000

Everyday Speech Curriculum



		Key	Full	Partial	None			
		Community	CASEL/SEL	Bullying	Digital Literacy	Substance Use	Suicide Awareness	Cultural Awareness
K	Everyday Speech	Full	Full	Partial	None	None	None	None
1		Full	Full	Partial	None	None	None	None
2		Full	Full	Partial	None	None	None	None
3		Full	Full	Partial	None	None	None	None
4		Full	Full	Partial	None	None	None	None
5		Full	Full	Partial	None	None	None	None
6		Full	Full	Partial	None	None	Partial	None
7		Full	Full	Partial	None	None	None	None
8		Full	Full	Partial	None	None	None	None
9		Full	Full	Partial	None	None	None	None
10		Full	Full	Partial	None	None	None	None
11		Full	Full	Partial	None	None	None	None
12		Full	Full	Partial	None	None	None	None

Everyday Speech Curriculum



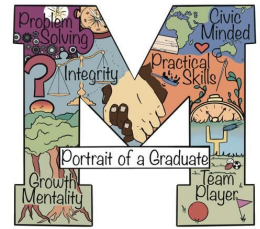
Benefits:

- Ease of implementation for teachers
- All tiers available at one price point
- Entire site available at one price point
- Pre-K & K grouped together, Elementary grouped together; all age appropriate

Drawbacks:

- Not as well-designed as some others
- Not age-appropriate at the upper levels
- Subscription renewed year-by-year
- Middle and High School grouped together, which is developmentally inappropriate

Everyday Speech Curriculum Costs



\$599.99 per educator, with the following discounts:

5% off of 6+ users

10% off of 10+ users

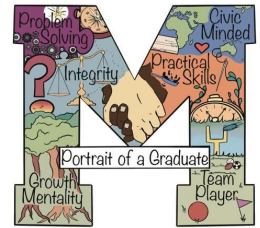
20% off of 20+ users

40+ off 40 or more users

\$5,000 per year for a site wide license

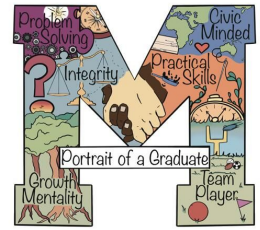
I am currently working with the rep to find out if they consider PK-12 to be “one building.” Many vendors do since we are a small district.

EL Education CREW Curriculum



		Key	Full	Partial	None		
		Community		CASEL/SEL		Bullying	
		Digital Literacy		Substance Use		Suicide Awareness	
		Cultural Awareness					
GRADES							
6	EL Education Crew Curriculum	Full	Full	Partial	None	Full	Full
7		Full	Full	Partial	None	Full	Full
8		Full	Full	Partial	None	Full	Full
9		Full	Full	Partial	None	Full	Full
10		Full	Full	Partial	None	Full	Full
11		Full	Full	Partial	None	Full	Full
12		Full	Full	Partial	None	Full	Full

EL Education CREW Curriculum



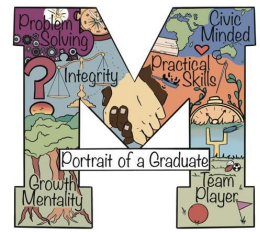
Benefits:

- Aligns with already existing Circle practice at secondary
- Student-centered and activity-based
- Builds student agency
- Embeds community service and post-secondary pathways
- Aligns with Portrait of a Graduate (called Habits of Character)
- Open Education Resource (OER), although still looking into other EL Education requirements

“In Crew, students learn to be effective learners and ethical people who contribute to a better world.”

Drawbacks:

- Only secondary
- May require more professional learning than other programs (although this would build our collective student-centered, student-led efficacy)
- Slightly more time intensive in terms of teacher preparation
- Would require additional resources for absent curricular pieces



EL Education CREW Curriculum Costs

This is an OER, so costs go toward professional learning rather than curriculum.

Crew 101, virtual event, 2 days, \$1500 per person, 2 teachers = \$3000

Crew 6-8, virtual modules, \$255 per person, 2 teachers = \$510

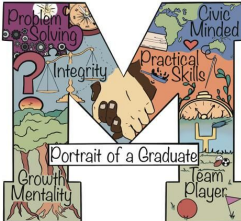
Crew 9-12, virtual modules, \$255 per person, 3 teachers = \$765

TOTAL FOR 2026 PROFESSIONAL LEARNING \$4,275

TOTAL FOR 2027 PROFESSIONAL LEARNING \$4,275

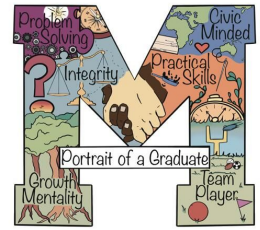
GRAND TOTAL \$8550 (all secondary CREW teachers would be trained, barring turnover)

Ori Curriculum



		Key	Full	Partial	None			
GRADES		Community	CASEL/SEL	Bullying	Digital Literacy	Substance Use	Suicide Awareness	Cultural Awareness
6	Ori	Partial	Full	Partial	None	None	None	None
7		Partial	Full	Partial	None	None	None	None
8		Partial	Full	Partial	None	None	None	None
9		Partial	Full	Partial	None	None	None	None
10		Partial	Full	Partial	None	None	None	None
11		Partial	Full	Partial	None	None	None	None
12		Partial	Full	Partial	None	None	None	None

Ori Curriculum



Benefits:

- Ease of implementation
- Small price point
- Transition curriculum for students with mild to moderate needs
- Financial literacy curriculum

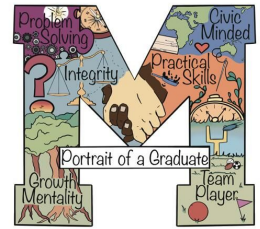
Drawbacks:

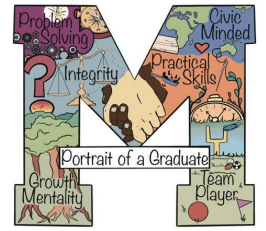
- Already have financial literacy curriculum for high school advisory (Defined Learning)
- For full features, requires students on Chromebooks
- Least robust of all the curricula

Ori Curriculum Costs

one site license, \$2,560 per year

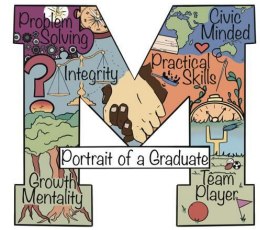
with a \$1,000 implementation fee





Step 5: Recommendation

Combination of Several Curricula



		Key	Full	Partial	None						
GRADES		Community	CASEL/SEL	Bullying	Digital Literacy	Substance Use	Suicide Awareness	Cultural Awareness	Post-Secondary	Habits of Character	Pricing
PK-5	Character Strong	Full	Full	Full	Full	None	None	None	None	None	\$4,000
6-12	Character Strong	Full	Full	Full	Full	None	None	None	None	None	\$8,000
6-12	EL Education CREW	None	None	None	None	None	None	Full	Full	None	\$4,000 (Professional Learning)
K-12	Common Sense Media	Full	Full	Partial	None	None	None	None	None	None	Free (OER)
TOTAL										\$16,000	
RECURRING										\$12,000	
2027 PL										\$4,000	

- Character Strong for PK-12 to cover bullying, substance abuse, and suicide awareness
- EL Education CREW for 6-12 to reinforce student agency, cultural awareness, and student-led learning
- Common Sense Media (OER) for additional media and digital literacy skills

Mancos School District Policy Review Protocol

Purpose: This protocol has been developed to be used as guidance for reviewing current policies and adopting CASB policy revisions in accordance with *Mancos School District Policy BG School Board Policy Process*.

Resource:

- *Leadership Guidebook for School Board Directors*, Colorado Association for School Boards. 2025. Chapter 4, pgs 89-116.
- Monica Johnson, CASB Executive Educational Consultant

Current Policy Procedure Language (BG School Board Policy excerpt):

UNDER REVISION - See BOE Notes

Policy Review Guidance - Management

- Policies should be reviewed regularly with the following priorities in mind:
 - High: Emergency policy adoption or revision recommendations
 - High: Policies named as “Notable Policies” in **CASB guide, Page 95**.
- A policy review system should be followed to stay up on current policy recommendations and for continuous review:
 - Policy review specifics should be mapped out in the BOE Planning Calendar
 - Policies should be reviewed and discussed at Work Sessions
 - The Board should review policies as categories and like groups
 - When planning for policy review before the Work Session:
 - Board Members should plan to lightly pre-read ALL of the assigned policies
 - Board Members should divide the policies up across the board (1-5 policies) for in-depth review and analysis
 - At the Work Session, each member should report on their assigned policies to the board with a brief summary of the following questions and drafted recommendations (if any) using the following process:
 - **Preparation & Analysis**
 - Use guiding questions listed below and on Page 94 of *CASB Leadership Guidebook (See below)*
 - **Themes, Questions and Recommendations:** Bring themes, questions and recommendations to the board.

When considering policy options, these questions should be asked:

How does the policy advance the best educational interests and equity of all students?

How does this policy support the mission and goals of the district?

What do current educational literature and research say that is relevant to the policy?

What is the relationship of the policy to recent changes in education?

How is the policy related to other Board policies? Does it duplicate or contradict another policy? Is it relevant?

Is compliance with the policy likely to be consistent?

How can the board evaluate the effectiveness of the policy?

What external support does the policy require?

What will it cost, in human and fiscal terms, to implement the policy?

What steps will be taken to implement and enforce the policy?

Is the policy clear and realistic?

How is the policy affected by federal and state law?

Proposed Policy Review Schedule - April 2026

Work Session Date and Time Allotment	Policy Category	In Depth Policy Study Distribution
April 6, 2026	School Board Governance Policy: <i>BG School Board Policy Process</i>	
April 6, 2026	Review CASB 2021 Audit, determine if a 2025 audit should be pursued.	
May 4, 2026 Time: 30 minutes max due to budget presentation	<i>Reading only for orientation and recommendations for revision and/or deeper dive in Fall 2026</i> Personnel - Contracts and Pay Fiscal Management - All	Tim: GCBA, GCBA-E, GCBC, GCA-E, GCA-E1, GCA-E2, Craig M: GCB, GCB-A,C,D, DAC Craig B.: GCE, GCF-R,

		GCG, GCGA Rachel: DA, DAB, DAB-E,, DB, DBD, DBG, DBG-E Kira: DBJ, DEA, DFA, DFA-A
June 2026	Audit Recommendations	

Notes Work Session:

Notable Policies:

- Rachel** DB, DJE, IC, ICA, IKF, CBI
- Craig M** JLF, JRA, JRC, JRCA, EHC
- Tim** BE, BEC, BED, BG
- Craig B** GCQF, KDB, KE, KLG
- Kira:** AC, BBA, BC, BCB,

