"Month" Regular Meeting

Monday, March 10, 2025 6:00 PM
Central Service Building, 2102 Wagner Street, Strasburg, CO 80136

Ms Diana Elliott:	Present
Gema Gomez:	Present
Daymon Johnson:	Present
Michael Marrero:	Present
Mary O'Malley:	Present

I. **Opening of Meeting** — **Speaker(s):** Michael Marrero

I.a. Roll Call

I.b. Pledge of Allegiance

I.c. Adoption of the Minutes

I.d. Adoption of the Agenda

Action(s):
I recommend we approve the agenda as presented. This motion, made by Mary O'Malley and seconded by Ms Diana Elliott, Carried.

Voting Detail:

Ms Diana Elliott:	Yea
Gema Gomez:	Yea
Daymon Johnson:	Yea
Michael Marrero:	Yea
Mary O'Malley:	Yea

Voting Summary: Yea: 5, Nay: 0

II. **Celebrations** — **Speaker(s):** Kelle Bongard

II.a. Wrestling

Discussion: Congratulations to Strasburg's first ever, three female state champion wrestlers! Vivienne Gitke, Madilyn Gitke, Carly Larsen, all coached by wrestling coaches Matt Croft and Ana Welch.

II.b. Spelling Bee

Discussion:
Congratulations to our 3rd-5th grade top spellers who competed in the first annual I-70 Corridor Regional Spelling Bee last week!

- 3rd Grade: Alani Rodriguez - 3rd place
- 4th Grade: Asper Sir Vandewerken - 3rd place, Kam Andrews - 1st place
- 5th Grade: Sabrina Turner - 1st place

A special shoutout to Mr. Schiller for his dedication in not only organizing the school-level spelling bee but also coordinating the regional event, which included students from Bennett, Byers, and Deer Trail.

II.c. AmeriTowne/International Towne

Discussion:

Highlighting Our Profile of a Learner Through Experiential Learning

One of the many ways we showcase our *Profile of a Learner* traits is through two of our most memorable field trips for 5th and 7th graders.

- 5th Grade: Students visit AmeriTowne, an immersive, hands-on experience where they learn about financial literacy, business, and civic responsibility.
- 7th Grade: Students visit International Towne, where they engage in global economics, trade, and cultural exchange.

To share more about their experiences, Mrs. Safe, 5th grade teacher and AmeriTowne facilitator, was joined by Emmy Garcia and Libby Wailes to speak about AmeriTowne.

Following that, Mr. Abbott, 7th grade social studies teacher and International Towne facilitator, presented on International Towne.

II.d. HOSA

Discussion:

Strasburg High School Students Attend First-Ever HOSA Conference

A group of Strasburg High School students recently participated in their first HOSA - Future Health Professionals conference, an exciting opportunity to explore careers in the healthcare field and develop professional skills. Sophia Fields and Merci Ames, the club sponsor, presented about their experiences at the conference.

II.e. GT @ State Capitol

III. **Public Participation/General** **Speaker(s):** Michael Marrero

Discussion: No Public Participation at this time

IV. **Old Business**

Discussion: The only item discussed under Old Business was the topic brought up during the recent board workshop regarding the possibility of revamping or re-evaluating the "Coffee with the Board".

V. **New Business**

V.a. 2023-2024 Audit

Discussion: The school received a clear and positive audit, with no concerns noted. All related documentation is included in the board packet. There were no additional items to report.

VI. **Board Reports/Discussion**

VI.a. Board Feedback **Speaker(s):** Michael Marrero

Discussion: No feedback at this time.

VI.b. Legislative and Colorado Association of **Speaker(s):** Diana

	School Boards **Discussion:** Diana provided an update from her recent attendance at the Legislative Conference. She thanked the Board for the opportunity to attend and shared highlights, including the chance to sit on the House floor and meet briefly with several legislators, including Speaker Julie McCluskie and Representative Dylan Roberts. Key discussions included school funding concerns, specifically the potential elimination of student count averaging and its serious implications for small districts. Diana noted that a recent compromise proposal by Speaker McCluskie incorporated some ideas discussed at the conference. She also mentioned the uncertainty around the implementation of House Bill 24-1448 (the new school finance act) and emphasized the significance of two adequacy studies, which concluded that Colorado would need $3.5 to $4.2 billion more to adequately fund public education—yet these findings are not currently being addressed at the state level. A grassroots initiative called *Get It Done* (organized by Great Ed Colorado) is advocating for action on the studies. Diana reviewed several bills of concern related to local control, including legislation on cell phone use in schools, library material policies, and a financial literacy bill with a proposed FAFSA completion requirement. She expressed concerns about unfunded mandates, as legislators had been advised not to propose bills requiring significant funding due to budget constraints. Additionally, she shared updates on funding shortfalls in programs like Healthy School Meals for All and universal preschool. There is concern over the potential use of the State Education Fund to cover these shortfalls, which could diminish reserves intended to support schools in future fiscal downturns. Diana closed by noting that the next legislative budget forecast is expected on March 17th (St. Patrick's Day), after which school finance discussions will intensify. She plans to continue monitoring developments and will provide updates at the March work session.	Elliott
VI.c.	District Accountability Committee **Discussion:** In Vennessia's absence, a brief DAC update was provided. Two main agenda items were discussed at the meeting. First, the committee reviewed the spring assessment schedule. While not presented at the board meeting due to building-specific differences, schools will be sharing their individual schedules, especially with April being	**Speaker(s):** Mary O'Malley

a significant month for high-stakes testing. Second, the committee examined PSAT and SAT data trends from Prairie High School over the past five years to identify any patterns that may inform planning for the upcoming school year. A similar review of i-Ready data for middle and elementary schools will take place in May, once those results are available. The focus remains on being intentional with data analysis to ensure alignment between outcomes, planning, and the narrative being shared.

VI.d. ECBOCES Cooperative Educational Services

Speaker(s): Diana Elliott

Discussion: There was no new update to report, as ECBOCES meetings are held quarterly and none have taken place since the last board meeting.

VI.e. Chamber of Commerce

Speaker(s): Michael Marrero

Discussion: There was no RSVP submitted for the recent Chamber of Commerce meeting. However, there was discussion about exploring opportunities to engage more actively with the Chamber, particularly around increasing business involvement in schools. Board members expressed interest in possibly getting on a future Chamber agenda to present on this topic. It was noted that while attendance at Chamber lunches has been difficult, there is growing interest and potential support from local businesses, as seen during the SNAP presentation. The board will look into how to coordinate a presentation and explore options for lunch sponsorship if needed.

VI.f. Superintendent Evaluation

Discussion:

The Board completed the superintendent evaluation during the last work session. A formal evaluation document has been finalized and will be adopted by the Board.

As a reminder, this is the first year of the superintendent’s current three-year contract, and the Board expressed enthusiasm in welcoming her into year two. The evaluation process is open and collaborative, with all Board members participating alongside the superintendent in reviewing each item, discussing strengths, and identifying potential areas for growth.

The process also includes feedback from the superintendent’s direct reports. Each Board member conducts interviews using a "Start, Stop, Continue" framework to gather input from leadership staff, which is then shared as part of the evaluation. In addition, the superintendent provided her own 360-degree feedback and survey data, offering a broader perspective beyond day-to-day interactions.

The Board emphasized the value of this transparent and well-rounded evaluation process, noting their appreciation for the superintendent’s work and leadership throughout

the year.

VII. **Superintendent Report/Discussion** **Speaker(s):** Kelle Bongard

VII.a. Strasburg Parks and Rec

Discussion:
The district has collaborated with Strasburg Parks and Recreation by granting a temporary easement on district property to support their upcoming project adjacent to the middle school and football field. As part of the project, work will be done near the northeast corner to construct a detention ditch, and some activity may be visible on school grounds.
The district is grateful for the ongoing partnership, and once the project is complete, students will have access to the area during the school day. The Board expressed appreciation for the collaboration and the benefits it will bring to students.

VII.b. Consolidated App Details

Discussion:
An overview of the Consolidated Application was provided as part of the district's ongoing partnership with ECBOCES. Superintendents from member districts collaborate to establish shared priorities and determine how Title I, Title II, and Title III funds should be allocated—often pooling resources to support professional development across the region.
The current plan, included in the board packet, reflects a continuation of this year's initiatives and does not introduce new changes. No board action is required at this time; a formal vote is anticipated at the May meeting.
The Board also receives monthly reports detailing staff participation in ECBOCES professional development opportunities, and it was noted that district staff are actively engaging in these offerings.

VII.c. PCHS Expulsion

Discussion: The district has moved forward with an official expulsion of a Prairie Creek High School student for the remainder of the 2024-2025 school year.

VII.d. Dual Sport Process

Discussion:
The district is piloting a new dual sport process this spring that allows students to participate in more than one sport per season. Currently, two high school students are participating in the pilot, playing both baseball and running track. While initial interest was high, it became clear that dual sport participation requires a significant level of commitment, both in terms of time and preparation. The application process is thorough and includes a written application, recommendation letters, and a review by a

committee.
The review committee consists of the athletic director, a building administrator, and the high school counselor, who evaluate each applicant's academic standing and ability to manage the demands of two sports. Academic success remains the top priority. If approved, the student must also select a primary sport. The process aims to ensure students are set up for success, both on the field and in the classroom.
The district plans to fully implement the dual sport option in the fall. Additional information about the process will be made available through the district app and athletic website. For questions, families are encouraged to reach out to Athletic Director Mr. Jacoby.

VII.e. 2025-2026 SY Calendar

Discussion:
It was noted that the Board approved school year calendars in advance, including the current year and the following two years. The 2025-2026 calendar has already been finalized and is available on the district website under the "School Year Calendar" section.
Some community members have inquired about when the calendar would be finalized; this serves as a reminder that it is already posted and in effect. It will also be included in the next district-wide communication for broader visibility.

VIII. **Adoption of Consent Agenda**

Action(s):
I recommend we approve the consent agenda as presented. This motion, made by Mary O'Malley and seconded by Ms Diana Elliott, Carried.

Voting Detail:

Ms Diana Elliott:	Yea
Gema Gomez:	Yea
Daymon Johnson:	Yea
Michael Marrero:	Yea
Mary O'Malley:	Yea

Voting Summary: Yea: 5, Nay: 0

VIII.a. Personnel Matters Contract/Letter of Assignments – New Hires/Renewals
Nicholas Jimenez- Asst Baseball Coach
Nanci Casarrubas- Night Custodian
Aurora Estrada- Bustillos- ELL teacher (Long term sub)
Brenda Winklepeck- ELA teacher (Long term sub)
Benjamin Richie- Facilities & Maintenance
Jack Zornes- Small Car Driver/Bus Driver

VIII.b. Personnel Matters Contract/Letter of Assignments – Reassignments

VIII.c. Personnel Matters Contract/Letter of Assignments – Terminations/Resignations/Non-Renewals

Ciara Headley- SES Para

VIII.d. Principal/AP Renewals

VIII.d.i.

Scott Andrews
Vicki Dickens
Avis Devlin
Johnnie Echer
Jaylee Kitzman
Cameron Schiller
Thom Winter

VIII.e. Director Renewals

VIII.e.i.

Connie Crego
Dan Bailey
Darel Dodge
Nicole Hawkins
Katy Hickson
Rick Jacoby
Nancy Taylor
Glenn Wallace

IX. **Calendar Review**

IX.a. Meeting Times and Dates Review

IX.a.i.

Work Session – March 28, 2025
Regular Board Meeting – April 7, 2025

IX.b. Future Agenda Topics

Discussion:

The Board briefly discussed upcoming policy items to be reviewed and potentially updated ahead of the next school year. Areas identified for attention include:

- Adoption of a policy related to remote learning plans
- Clarification of public comment procedures when students participate, specifically regarding the need for adult permission and the omission of student addresses (already on file)
- An additional policy item to be discussed at the March work session

The Board also requested an update on the district's strategic plan. While the original cadence set during the retreat targeted a spring update, it was agreed that April would be a more appropriate time to review progress. The district recently held a meeting with Susan, Cheryl, and Zello representatives to launch the Profile of a Learner committee, making April a fitting point to reflect on the year's progress and alignment with strategic goals.

X. **Adjournement**

Action(s):

Recommend the Board adjourn the meeting at 7:22

p.m. This motion, made by Ms Diana Elliott and seconded by Mary O'Malley, Carried.

Voting Detail:

Ms Diana Elliott:	Yea
Gema Gomez:	Yea
Daymon Johnson:	Yea
Michael Marrero:	Yea
Mary O'Malley:	Yea

Voting Summary: Yea: 5, Nay: 0

_____

Board Secretary

February Regular Meeting
Monday, February 10, 2025 6:00 PM Mountain

Central Service Building
2102 Wagner Street
Strasburg, CO 80136

Ms Diana Elliott: Present
Gema Gomez: Present
Daymon Johnson: Absent
Michael Marrero: Absent
Mary O'Malley: Present
Present: 3, Absent: 2.
Michael Marrero: Present
Present: 4, Absent: 1.
Michael attended via Zoom

I. Opening of Meeting

I.a. Roll Call

I.b. Pledge of Allegiance

I.c. Adoption of the Minutes

I recommend we approve the minutes as presented. This motion, made by Mary O'Malley and seconded by Gema Gomez, Carried.
Daymon Johnson: Absent, Michael Marrero: Absent, Ms Diana Elliott: Yea, Gema Gomez: Yea, Mary O'Malley: Yea
Yea: 3, Nay: 0, Absent: 2

I.d. Adoption of the Agenda

I recommend we approve the agenda as presented. This motion, made by Mary O'Malley and seconded by Gema Gomez, Carried.
Daymon Johnson: Absent, Michael Marrero: Absent, Ms Diana Elliott: Yea, Gema Gomez: Yea, Mary O'Malley: Yea
Yea: 3, Nay: 0, Absent: 2

II. Celebrations

II.a. SES - Newsies Jr.

- This year's production will be Newsies Jr., directed by Mrs. Authier.
- Brendan Lind shared a song and provided insight into the play.

II.b. FBLA State Qualifiers

- Several FBLA students recently competed at districts, with some qualifying for state—a continued tradition of success under Mrs. Harris' leadership.
- Mrs. Harris provided an update on FBLA and the CTE programs currently offered at the high school in recognition of CTE Month (February).
- An FBLA proclamation will be approved this evening.

II.c. CTE Month

- An education packet was provided to students, including a marketing class project highlighting current and potential future CTE courses.
- Teachers must complete a certification process for CTE courses to count.
- FBLA State Competition: Scheduled for April 21-23.

II.d. SES Spelling Bee Champs

Strasburg Elementary recently hosted its annual spelling bee for students in grades 3 through 5. The top three spellers from each grade are as follows:

3rd Grade:
1st Place: Alani Rodriguez
2nd Place: Skye Holloway
3rd Place: Daniel Portillo

4th Grade:
1st Place: Skye Blitz
2nd Place: Aspen Sir-Vandewerken
3rd Place: Kam Andrews

5th Grade:
1st Place: Sabrina Turner
2nd Place: Oliver Harris
3rd Place: Carlos Ramos

These students will represent Strasburg at the first annual regional spelling bee on March 7, where they will compete against top spellers from Bennett, Byers, Deer Trail, and Kiowa. We are proud of their accomplishments and wish them the best of luck.

II.e. Tyce Bollers

- Tyce Bollers, under the direction of Head Coach Mr. Bollers, reached an impressive 1,000 career points as a Strasburg Indian two weeks ago.
- This marks only the second time in school history that an athlete has achieved this milestone.
- Congratulations to Tyce and best wishes to him and the team as they continue their season!

II.f. Meghan Loveless

- While we celebrate our students, we also recognize the achievements of our dedicated staff.
- Mrs. Loveless, a middle school Spanish teacher, is also a curriculum author and an education conference presenter.
- She recently presented two sessions at a foreign language teachers' conference.
- Mrs. Loveless will shared more about her experience.

III. Public Participation/General

III.a. Naomi Redd

Naomi Redd advocated for the Arts Program.
Current Challenges:

-
  - Program faces funding struggles, particularly in drama.
  - Last two productions were primarily student-led, highlighting dedication but also the need for additional support.
- Short-Term Goals (Next 1-3 Years):
  - Increased funding for new stage microphones.
  - Financial support for high school auditorium use.
- Long-Term Goals:

    - Construction of a dedicated district auditorium for use across all school levels.
    - Strengthening support for students pursuing careers in the arts (music, theater, photography, etc.).
    - Expanding middle and high school arts opportunities to maintain engagement from performance-heavy elementary programs.
- Final Remarks: Emphasized that student-led efforts, while commendable, limit participation. Requested further district support to sustain and grow the programs. Expressed optimism for the future.

III.b. Kyla Bauer

Arts Program Advocacy

- Program Challenges:
    - Longstanding struggles, highlighted by the cancellation of the fall play and ongoing difficulties with the spring musical.
- Financial Concerns:
    - The program lacks the funding and support available to other high school activities.
    - Students organized two fully student-led fundraisers, raising $339.50, but this is insufficient to sustain the program's needs.
- Immediate Needs:
    - Request for financial support to purchase proper stage microphones, as current equipment is not suitable for theater performances.
    - Audience feedback from *Clue* indicated sound issues, impacting the quality of productions.
- Call for Leadership & Support:
    - Students feel their hard work has been underappreciated and that the program lacks necessary guidance.
    - Request for stronger leadership and district support to ensure the program's growth and sustainability.

IV. Old Business

V. New Business

V.a.Quarterly Financial Reports

- Report Overview:
    - The quarterly financial report, as of December 2024, is included in the board packet and posted on the district website.
    - Expenditures are on track, with no anticipated budget overages.
- Key Notes:
    - The annual budget column reflects updates from the January Revised Budget, providing an accurate view of current spending.
    - Footnotes highlight any significant items or overages.

See attached document

VI. Board Reports/Discussion

VI.a. Board Feedback

There are no board comments or feedback for this meeting.

VI.b. Legislative and Colorado Association of School Boards

Legislative Advocacy:

- Mrs. Bongard and Diana Elliott visited the Capitol to meet with our district's Senator and Representative, briefly discussing concerns.
- Diana Elliott will return to the Capitol on February 27 and have requested additional time with them to discuss Strasburg's needs.
- Senator Daphne Michelson Janay, who visited in the fall, remains a key contact.

Legislative Concerns:

- Budget Constraints: This will be a challenging year with limited funding.
- Key Bills to Watch:
  - SB 25-153: Additional reporting requirements for student recruitment and marketing.
  - SB 25-123 & HB 25-1149: Proposed changes to social studies curriculum, adding Native American genocide education and Black history/culture education.
  - SB 25-119: Eliminates the Department of Early Childhood and the Board of Early Childhood Services.
  - HB 25-1135 & SB 25-063: Cell phone use policies and library resource decision standards—concerns about state-mandated policies affecting local control.
  - HB 25-1079: Expands the Ethics Commission to include school districts and superintendents.
  - Open Records Act Modifications: Sets time limits for fulfilling requests; primarily impacts larger districts dealing with frequent or anonymous requests.

Upcoming Engagements:

- Legislative conference on February 27-28 for updates on new bills.
- Legislative Resolutions Committee meeting on Friday to review bill specifics; updates will be shared as available.

VI.c. District Accountability Committee

Vennessia shared an update on the DAC meeting that was held Feburary 6th.

- 5 Essentials Survey: Discussed during the meeting; Kelle will provide an update on February 28. Results are expected in April.
- Possible Satisfaction Survey: To be determined; Kelle will provide details.
- Strasburg Story: Kelle presented a new layout to improve focus on students, staff, community, and district priorities.
- Curriculum Update:
  - Stacey Alonzi introduced a new instructional tool, Xello, which is cost-effective and enhances understanding. She will present it today.
- Policy Update: Reviewed updates related to kindergarten.

VI.d. East Central Board of Cooperative Educational Services

- Executive Director Evaluation: A committee, including board members, superintendents, and staff, evaluated Executive Director Jason Westfall, who has been doing a great job leading BOCES.
- Retirement Announcement: Jason plans to retire either at the end of June 2026 or June 2027.
  - The new Special Education Director, Nicole Coleth, has requested he stay an additional year for guidance if a superintendent within BOCES does not apply for the position.

- Hiring Process: Interviews for a new Executive Director will take place for either a June 2026 or June 2027 start, with more clarity expected after the superintendents' meeting on Wednesday.
- Salary: Jason will continue at his current salary without an increase.

VI.e. Chamber of Commerce

The I-70 newspaper representative spoke about the history of the paper and recognized long-time employees (20+ years).

- Key Issue: A 120% increase in printing costs is creating financial challenges.
  - Additional newspaper advertisements could help offset costs.
- Lighthearted Comment: If anyone wants to buy a newspaper, it could help support the publication.

VI.f. Construction

- Final Phase at the High School:
  - The STEM lab wall design was modified from a vinyl sticker (unsuitable for the brick surface) to recycled plastic panels, similar to those at the elementary school entrance.
  - The wall was painted today, and panel installation is scheduled to begin next Monday.
- Locker Room Updates:
  - Final work is being completed with no disruption to students.
  - Work is scheduled for Mondays (when school is not in session) and coordinated around practice schedules to minimize impact.

VII. Superintendent Report/Discussion

VII.a. FBLA Proclamation

February 9-15 is FBLA Week, and we have a proclamation for the board to read and approve stating that we acknowledge and recognize FBLA within the distrcit.

VII.b. Xello

- Mrs. Bongard is excited about the potential of bringing Xello to Strasburg.
- Stacey Alonzi, Teaching, Learning, and Data Coach, and leader of the Instructional Curriculum Committee, will present on the program.
- As she presents, envision Xello as an electronic portfolio for students K-12, allowing them to:
  - Complete tasks and upload documents.
  - Explore career opportunities.
  - Showcase how they exemplify Profile of a Learner characteristics at key academic milestones.

See attachment

VII.c. Strasburg Story Dashboard

- As we reach the midpoint of our first year in the Strategic Plan, we want to celebrate and share the progress made in bringing the plan to life.
- We are launching the Strategic Planning Dashboard, which will:
  - Highlight key actions the district has taken.
  - Track progress toward each goal.
- Our goal is for the Strategic Plan to be more than just a document—it should be a catalyst for meaningful action.

- The dashboard will be available on our website under the Strategic Plan tab as soon as tomorrow.

VII.d. Policy JEB/JEB-R - Early Entrance

- The district has historically maintained a July 1 kindergarten cut-off date, while the state cut-off is October 1.
- With the introduction of Universal Preschool (UPK), some families have moved into the district expecting their child to start kindergarten, only to find they must take another year of pre-K. This creates funding challenges, as state preschool funding may have already been used.
- Both preschool and kindergarten teams collaborated to propose a change to the district's cut-off date, considering both funding concerns and the lack of strong evidence supporting a strict date's impact on long-term student success.
- Proposed Changes:
    - Kindergarten Cut-Off Date: Move from July 1 to August 1 (ensuring students are 5 years old before the first day of school).
    - Early Entrance Cut-Off Date: Set at October 1, with students meeting early entrance requirements as outlined in policy.

VII.e. 5 Essentials Survey

- The 5Essentials Survey is open to all staff, students (grades 4-12), and families.
- This annual survey measures five key areas of instruction:
    - Effective Leadership
    - Collaborative Teachers
    - Ambitious Instruction
    - Involved Families
    - Supportive Environment
- The data collected helps track growth, set goals, and work toward becoming a top school along the corridor.
- Research shows that schools receiving a "strong" rating in at least three areas are 10 times more likely to improve student outcomes.

Current Completion Rates:

- Staff: 30%
- Families: 19%
- Students:
    - Middle School: 74%
    - High School: 49%
    - Elementary: Not yet started

Encouragement to complete the survey is appreciated to ensure robust participation and valuable insights!

VII.f. 2025-2026 School Hanbooks

- While it is uncommon to approve handbooks mid-year, doing so ensures that families registering students in the coming weeks sign off on the most up-to-date versions rather than the previous year's handbooks.
- Any changes are minimal, if any, but board approval is still required.

VIII. Adoption of Consent Agenda

I recommend we approve the consent agenda as presented. This motion, made by Mary O'Malley and seconded by Michael Marrero, Carried.
Daymon Johnson: Absent, Ms Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea
Yea: 4, Nay: 0, Absent: 1

VIII.a. Personnel Matters Contract/Letter of Assignments – New Hires/Renewals

- Alyssa Garcia - C Team Volleyball Coach
- Riley Blagg- Interim Head Baseball Coach

VIII.b. Personnel Matters Contract/Letter of Assignments – Reassignments

VIII.c. Personnel Matters Contract/Letter of Assignments – Terminations/Resignations/Non-Renewals

- Arica Herman- MS Volleyball Coach
- Bailea Carrothers - C-Team Volleyball Coach
- Shar Portillo- HS ELA Teacher
- Tony Jacobson- Facilities & Maintenance
- Esther Aldana- HS ELL Teacher
- Ana White - Custodian
- Jeromie Bongard - Head Baseball Coach

VIII.d. FBLA Proclamation

VIII.e. Policy JEB & JEB-R - Early Entrance

VIII.f. 2025-2026 School Handbooks

IX. Calendar Review

IX.a. Meeting Times and Dates Review

- Worksession: February 21, 2025 (9am -11:30 am)
- Board Meeting: March 10, 2025 (6:00 pm)

IX.b. Future Agenda Topics

- Superintendent Review
- Calendaring
- End-of-Year Events

X. Adjournement

Recommend the Board adjourn the meeting at XX p.m. This motion, made by Mary O'Malley and seconded by Ms Diana Elliott, Carried.
Daymon Johnson: Absent, Ms Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea
Yea: 4, Nay: 0, Absent: 1

Strasburg School District 31J
Quarterly Financial Statements
Fiscal Year 2024-25

December 31, 2024

Strasburg School District 31J
2102 Wagner Street
Strasburg, Co. 80136

Kelle Bongard
Superintendent

Nancy Taylor
Chief Financial Officer

Unaudited for management use only.

Strasburg School District 31J

Quarterly Financial Summary

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December 31, 2024

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Strasburg School District 31J
Quarterly Financial Summary
General Fund
December 31, 2024

	FY 24-25 SECOND QUARTER				FY 24-25 YEAR-TO-DATE				FY 23-24 2nd Quarter	Footnotes
	2nd Quarter Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	241,659	1,157,964	(916,305)	20.87%	425,743	4,631,855	(4,206,111)	9.19%	2,428,897	(2)
Intermediate Sources	0	89	(89)	0.00%	357	357	0	100.00%	0	
State Revenue	3,467,456	2,620,587	846,869	132.32%	6,922,086	10,482,349	(3,560,263)	66.04%	2,593,171	(3)
Federal Revenue	8,464	27,288	(18,824)	31.02%	17,439	109,151	(91,712)	15.98%	34,917	(4)
Allocations	0	(540,000)	540,000	0.00%	0	(2,160,000)	2,160,000	0.00%	0	
Total Revenues	$ 3,717,579	$ 3,265,928	$ 451,651	113.83%	$ 7,365,625	$ 13,063,711	$ (5,698,086)	56.38%	$ 5,056,984	
Expenditures by Program										
Instructional Services	2,245,733	2,236,088	(9,645)	100.43%	3,721,836	8,944,354	5,222,518	41.61%	2,218,044	
Pupil Services (2100)	320,516	249,504	(71,012)	128.46%	454,067	998,015	543,948	45.50%	165,636	
Instr. Staff Support (2200)	87,857	91,261	3,404	96.27%	173,208	365,042	191,834	47.45%	100,361	
General Administration (2300)	81,462	106,132	24,670	76.76%	199,517	424,527	225,011	47.00%	116,274	
School Administration (2400)	281,888	288,802	6,914	97.61%	567,388	1,155,208	587,821	49.12%	279,149	
Business Services (2500)	41,913	57,849	15,936	72.45%	92,234	231,397	139,163	39.86%	58,672	
Maintenance & Operations (2600)	381,183	527,587	146,404	72.25%	1,150,523	2,110,350	959,826	54.52%	398,151	
Transportation Services (2700)	152,484	149,066	(3,418)	102.29%	304,962	596,263	291,302	51.15%	288,353	
Central Services (2800)	112,971	128,187	15,216	88.13%	346,017	512,747	166,730	67.48%	145,725	
Other Services	153,239	39,310	(113,929)	389.82%	153,239	157,239	4,000	97.46%	904,848	(5)
Total Expenditures	$ 3,859,247	$ 3,873,786	$ 14,539	99.62%	$ 7,162,990	$ 15,495,143	$ 8,332,153	46.23%	$ 4,675,212	
Other Financing Uses										
Transfers Out	0	0	0	N/A	0	0	0	N/A	0	
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ (141,668)	$ (607,858)	$ 466,190		$ 202,635	$ (2,431,432)	$ 2,634,068	$ (0)	$ 381,772	
Audited/Estimated Fund Balance, Beginning of Year					6,072,753	6,072,753				
Fund Balance, End of Period					$ 6,275,388	$ 3,641,321	$ 2,634,068			

Footnotes:

(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

(2) Property taxes primarily received in April and June.

(3) Receiving State Equilization over 10 month period which results in higher monthly payments until property tax payments.

(4) Timing of federal revenue payments for grants.

(5) Final payment for hail insurance claim.

The General Fund is used to account for and report all financial resources that are not required to be accounted for and reported in another fund and is considered the main operating fund of the District.

Strasburg School District 31J
Quarterly Financial Summary
General Fund
December 31, 2024

	FY 24-25 SECOND QUARTER				FY 24-25 YEAR-TO-DATE				FY 23-24 2nd Quarter	Footnotes
	2nd Quarter Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	YTD Actual	
Expenditures by Object										
Salaries	2,139,745	2,071,342	(68,403)	103.30%	3,712,735	8,285,368	4,572,633	44.81%	2,129,547	
Employee Benefits	669,410	691,811	22,401	96.76%	1,216,814	2,767,243	1,550,429	43.97%	675,581	
Professional Services	73,656	102,863	29,207	71.61%	168,626	411,450	242,824	40.98%	172,118	
Property Services	118,696	148,911	30,215	79.71%	269,764	595,643	325,879	45.29%	122,268	
Other Services	472,143	461,261	(10,882)	102.36%	908,257	1,845,046	936,788	49.23%	287,695	
Supplies & Materials	225,866	332,913	107,047	67.85%	705,782	1,331,654	625,872	53.00%	243,905	
Capital Outlay	155,717	57,685	(98,032)	269.94%	156,048	230,739	74,691	67.63%	1,042,874	(1)
Other Objects	4,014	7,000	2,986	57.34%	24,963	28,000	3,037	89.15%	1,243	
Other Uses	0	0	0	N/A	0	0	0	N/A	0	
Total Expenditures	$ 3,859,247	$ 3,873,786	$ 14,539	99.62%	$ 7,162,990	$ 15,495,143	$ 8,332,153	46.23%	$ 4,675,230	

Footnotes:

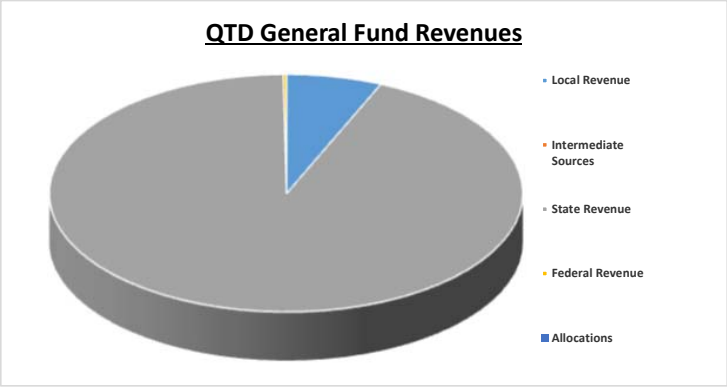
(1) Final payment for hail insurance claim.

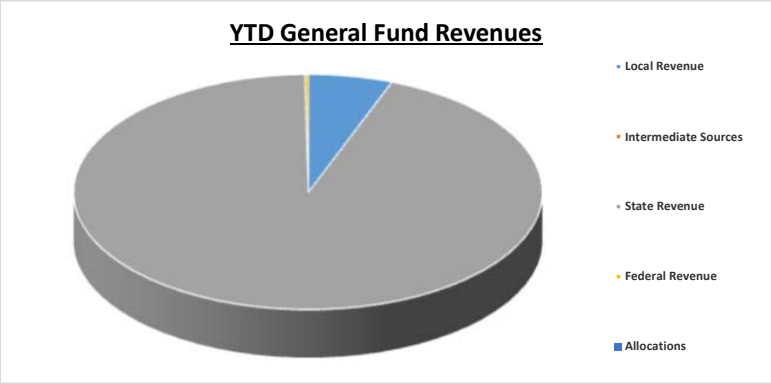
Strasburg School District 31J
Balance Sheet
General Fund
12/31/2024

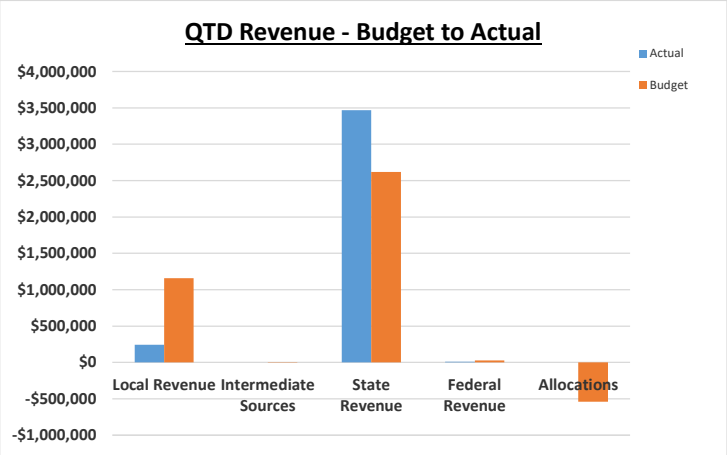
	FY 24-25	FY 23-24
Assets		
Cash and investments	$4,026,030	$5,250,107
Receivables	$0	$41,170
Prepaid expenses	$0	$0
Due from other Funds	$2,210,000	$182,880
Total Assets	**$6,236,030**	**$5,474,157**
Liabilities		
Accounts Payable	$1,892	$107,247
Accrued Salaries	$0	$0
Deferred Revenue	$0	$0
Due to other funds	$0	$76,490
Total Liabilities	**$1,892**	**$183,737**
Fund Equity		
Restricted	$528,000	$511,000
Unassigned	$5,706,137	$4,779,421
Total Fund Equity	**$6,234,137**	**$5,290,421**
Total Liabilities and Fund Equity	**$6,236,030**	**$5,474,157**

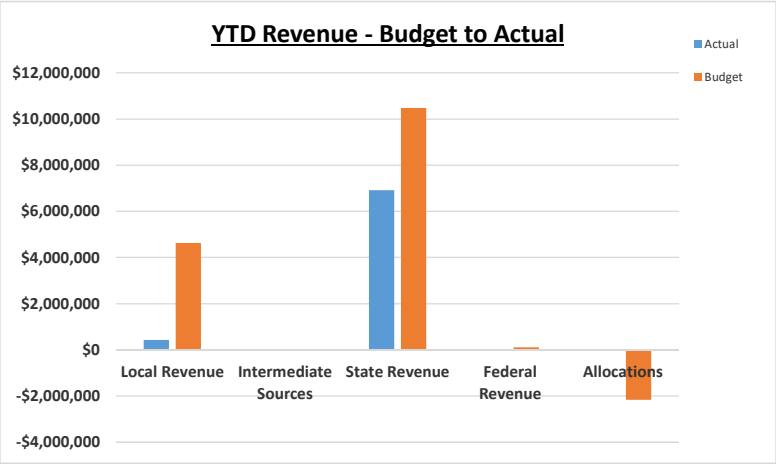
Strasburg School District 31J

Quarterly Financial Summary
General Fund
December 31, 2024





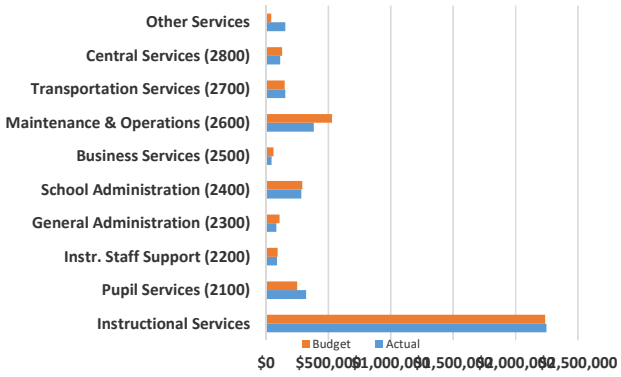




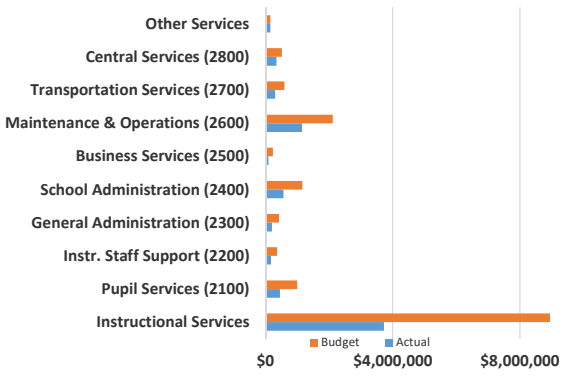
Strasburg School District 31J

Quarterly Financial Summary
General Fund
December 31, 2024

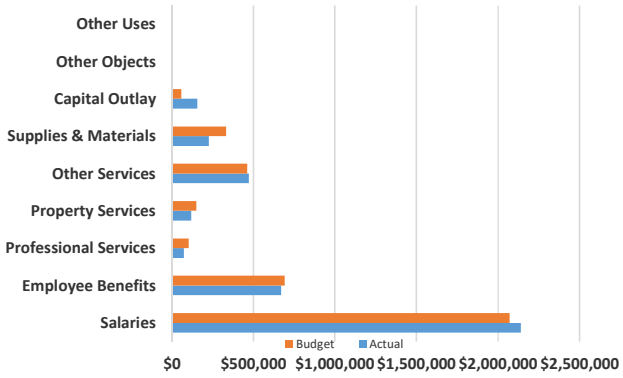
QTD Expenditures by Program



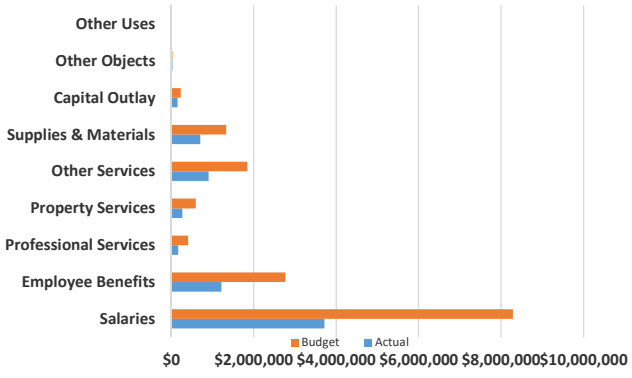
YTD Expenditures by Program



QTD Expenditures by Object



YTD Expenditures by Object



Strasburg School District 31J
Quarterly Financial Summary
Food Services Fund (21)
December 31, 2024

	FY 24-25 SECOND QUARTER				FY 24-25 YEAR-TO-DATE				FY 23-24 2nd Quarter	Footnotes
	2nd Quarter Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	10,672	7,700	2,972	138.59%	29,045	30,800	(1,755)	94.30%	13,053	
State Revenue	70,667	50,925	19,742	138.77%	70,667	203,700	(133,033)	34.69%	150,211	
Federal Revenue	113,109	91,443	21,666	123.69%	113,109	365,770	(252,661)	30.92%	178,788	
Allocations	0	25,000	(25,000)	0.00%	0	100,000	(100,000)	0.00%	0	
Total Revenues	$ 194,448	$ 175,068	$ 19,380	111.07%	$ 212,821	$ 700,270	$ (487,449)	30.39%	$ 342,053	
Expenditures										
Salaries	59,262	54,794	(4,468)	108.15%	99,060	219,176	120,116	45.20%	52,437	
Employee Benefits	13,723	12,630	(1,093)	108.65%	22,966	50,520	27,554	45.46%	13,985	
Professional Services	0	300	300	0.00%	134	1,200	1,066	11.17%	124	
Property Services	0	750	750	0.00%	0	3,000	3,000	0.00%	0	
Other Services	0	0	0	N/A	0	0	0	N/A	0	
Supplies & Materials	113,219	123,766	10,547	91.48%	206,960	431,154	224,194	48.00%	180,887	
Equipment	0	0	0	N/A	0	0	0	N/A	0	
Other Objects	0	0	0	N/A	0	0	0	N/A	0	
Total Expenditures	$ 186,204	$ 192,240	$ 6,036	96.86%	$ 329,120	$ 705,050	$ 375,930	46.68%	$ 247,434	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ 8,244	$ (17,172)	$ 25,416		$ (116,299)	$ (4,780)	$ (111,519)	2433.17%	$ 94,618	
Audited/Estimated Fund Balance, Beginning of Year					53,578	53,578				
Fund Balance, End of Period					$ (62,721)	$ 48,798	$ (111,519)			

Footnotes:

(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

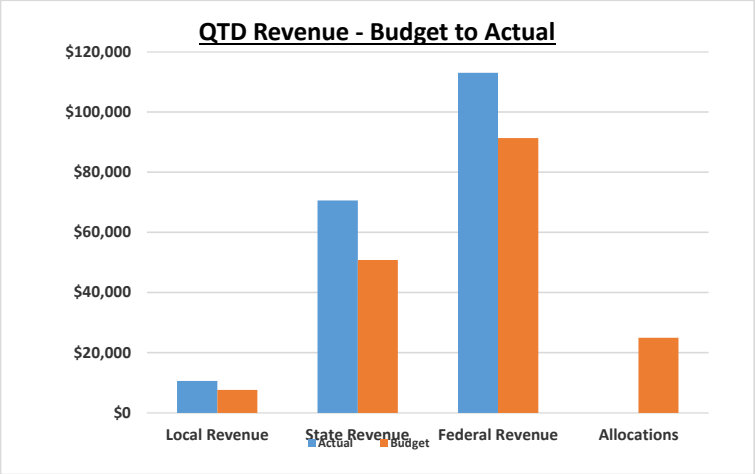
The Food Services Fund is a special revenue fund to record financial transactions related to nutrition services operations.

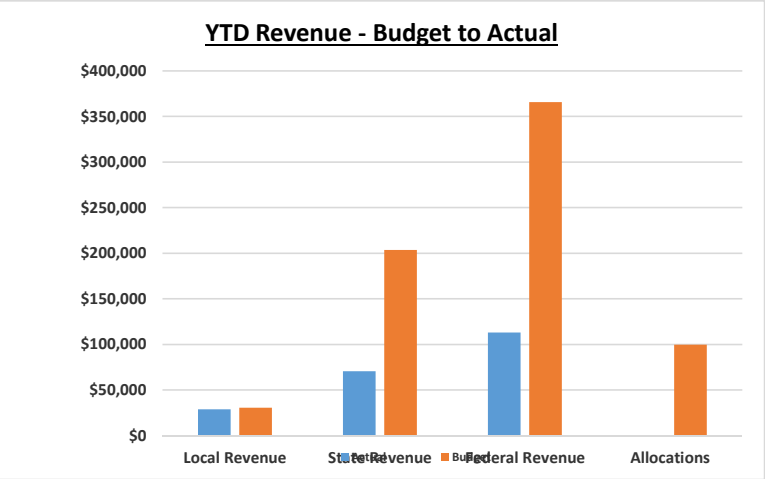
Strasburg School District 31J

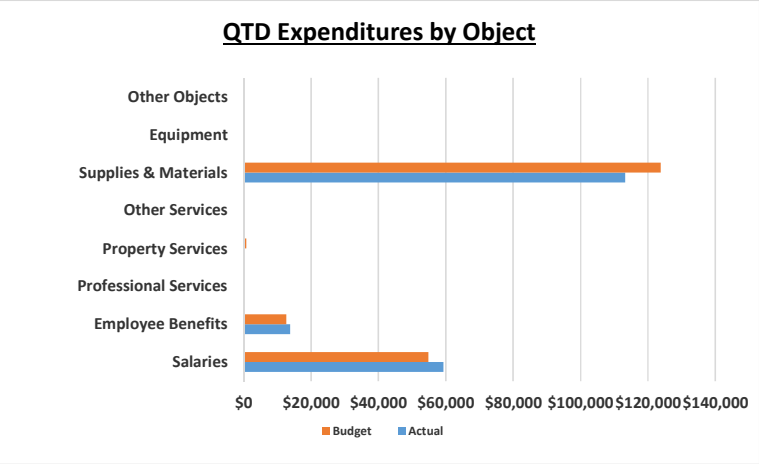
Balance Sheet
Food Services Fund (21)
December 31, 2024

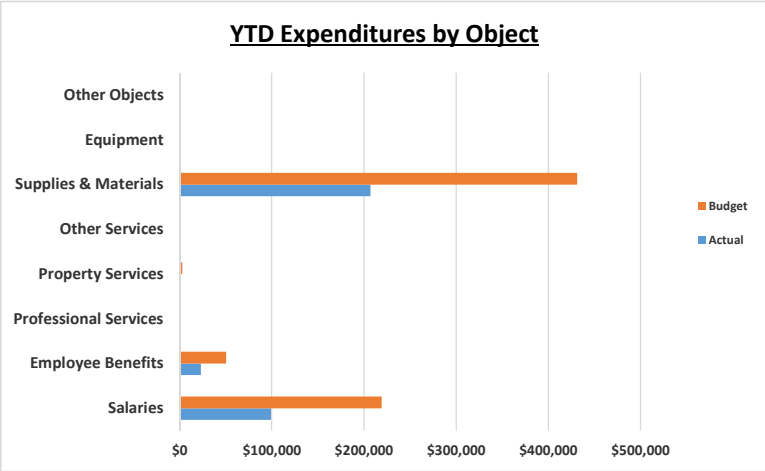
	FY 24-25	FY 23-24
Assets		
Cash and investments	$69,410	$79,322
Inventory	$17,870	$13,097
Prepaid expenses		
Due from other funds	$0	$76,490
Total Assets	**$87,280**	**$168,909**
Liabilities		
Accounts Payable		
Accrued Salaries	$0	$0
Unearned Revenue	$0	$14,332
Due to other funds	$150,000	$182,880
Total Liabilities	**$150,000**	**$197,212**
Fund Equity		
Restricted	$13,097	$13,097
Unassigned	($75,817)	($41,400)
Total Fund Equity	**($62,720)**	**($28,303)**
Total Liabilities and Fund Equity	**$87,280**	**$168,909**

Strasburg School District 31J
Quarterly Financial Summary
Food Services Fund (21)
December 31, 2024









Strasburg School District 31J
Quarterly Financial Summary
Bond Redemption Fund (31)
December 31, 2024

	FY 24-25 SECOND QUARTER				FY 24-25 YEAR-TO-DATE				FY 23-24 2nd Quarter	Footnotes
	2nd Quarter Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	22,004	385,500	(363,496)	5.71%	67,920	1,542,000	(1,474,080)	4.40%	22,409	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 22,004	$ 385,500	$ (363,496)	5.71%	$ 67,920	$ 1,542,000	$ (1,474,080)	4.40%	$ 22,409	
Expenditures										
Interest Payments (0800)	454,700	224,350	(230,350)	202.67%	454,700	897,400	442,700	50.67%	464,388	(2)
Principal Payments (0900)	800,000	200,000	(600,000)	400.00%	800,000	800,000	0	100.00%	775,000	(2)
Other Objects	0	0	0	N/A	0	0	0	N/A	0	
Total Expenditures	$ 1,254,700	$ 424,350	$ (830,350)	295.68%	$ 1,254,700	$ 1,697,400	$ 442,700	73.92%	$ 1,239,388	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ (1,232,696)	$ (38,850)	$ (1,193,846)		$ (1,186,780)	$ (155,400)	$ (1,031,380)	764%	$ (1,216,979)	
Audited/Estimated Fund Balance, Beginning of Year					2,180,196	2,180,196				
Fund Balance, End of Period					$ 993,416	$ 2,024,796	$ (1,031,380)			

Footnotes:

(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

(2) Payments only made 2x per year. First payment will be made in December, second payment in June.

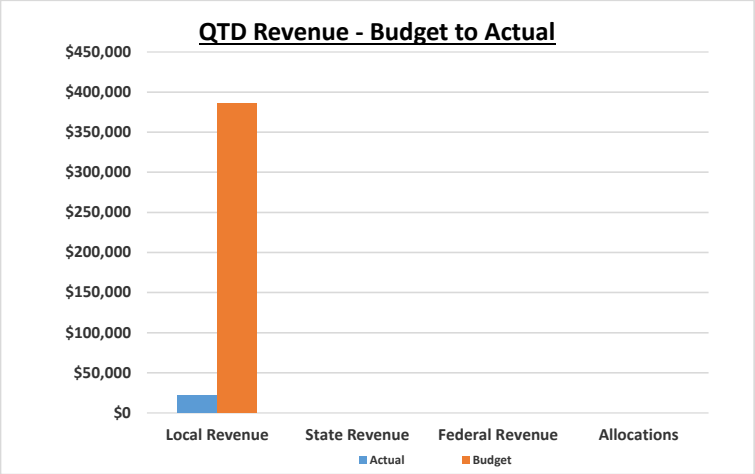
The purpose of the Bond Redemption Fund is to record the revenues from a tax levy for the purpose of satisfying voter-spproved bonded indeptedness obligations, including principal, interest, and related expenditures.

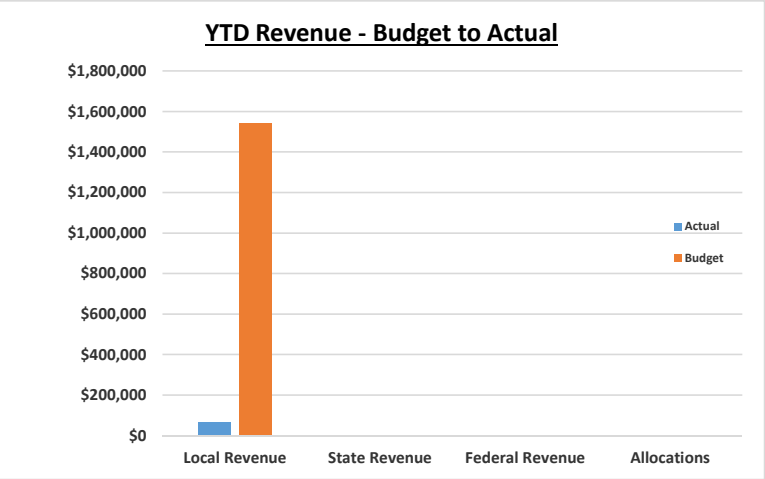
Strasburg School District 31J

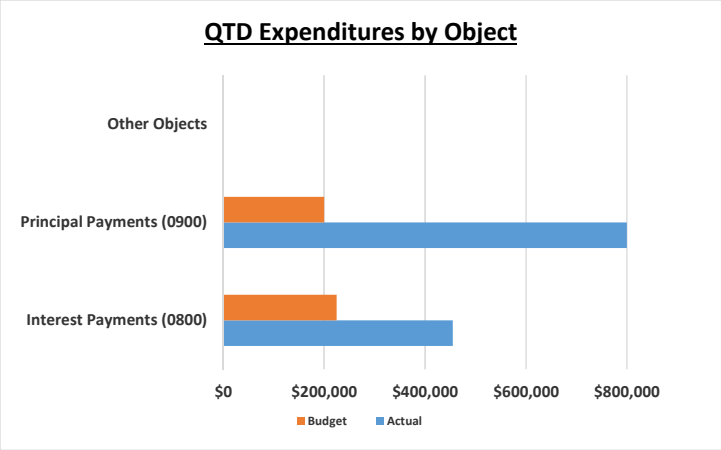
Balance Sheet
Bond Redemption Fund (31)
December 31, 2024

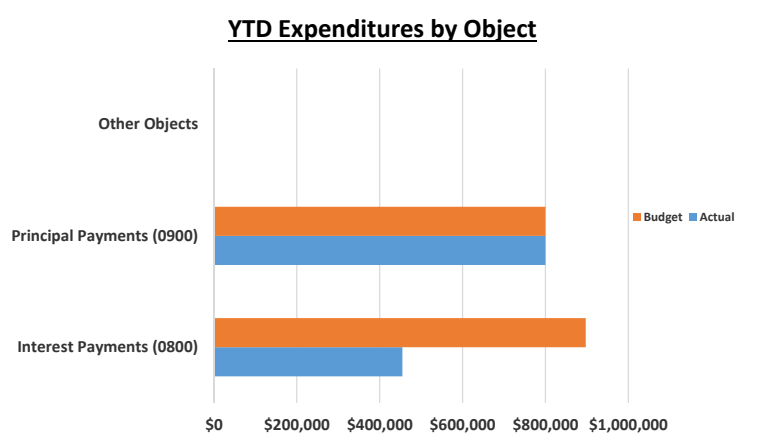
	FY 24-25	FY 23-24
Assets		
Cash and investments	$977,258	$1,135,817
Receivables	$0	
Prepaid expenses		
Due to other Funds		
Total Assets	**$977,258**	**$1,135,817**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue	$0	
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted	$977,258	$1,135,817
Unassigned		
Total Fund Equity	**$977,258**	**$1,135,817**
Total Liabilities and Fund Equity	**$977,258**	**$1,135,817**

Strasburg School District 31J
Quarterly Financial Summary
Bond Redemption Fund
December 31, 2024









Strasburg School District 31J
Quarterly Financial Summary
Building Fund (41)
December 31, 2024

	FY 24-25 SECOND QUARTER				FY 24-25 YEAR-TO-DATE				FY 23-24 2nd Quarter	Footnotes
	2nd Quarter Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	2,257	2,500	(243)	90.30%	11,077	10,000	1,077	110.77%	111	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		590,000	(590,000)	0.00%		2,360,000	(2,360,000)	0.00%		
Total Revenues	$ 2,257	$ 592,500	$ (590,243)	0.38%	$ 11,077	$ 2,370,000	$ (2,358,923)	0.47%	$ 111	
Expenditures										
Salaries	0	0	0	N/A	0	0	0	N/A		
Employee Benefits	0	0	0	N/A	0	0	0	N/A		
Professional Services	0	0	0	N/A	0	0	0	N/A		
Property Services	308,192	342,853	34,661	89.89%	1,153,029	1,371,413	218,384	84.08%	0	
Other Services	0	0	0	N/A	0	0	0	N/A		
Supplies & Materials	0	0	0	N/A	0	0	0	N/A		
Equipment	249,880	240,321	(9,559)	103.98%	961,285	961,285	0	100.00%	88,000	
Other Objects	0	0	0	N/A	0	0	0	N/A		
Total Expenditures	$ 558,073	$ 583,174	$ 25,101	95.70%	$ 2,114,314	$ 2,332,698	$ 218,384	90.64%	$ 88,000	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ (555,815)	$ 9,326	$ (565,141)		$ (2,103,237)	$ 37,302	$ (2,140,539)	-5638.36%	$ (87,889)	
Audited/Estimated Fund Balance, Beginning of Year					(158,765)	(158,765)				
Fund Balance, End of Period					$ (2,262,002)	$ (121,463)	$ (2,140,539)			

Footnotes:

(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

The Building Fund is used to account for revenues and expenditures related to current construction project.

Strasburg School District 31J

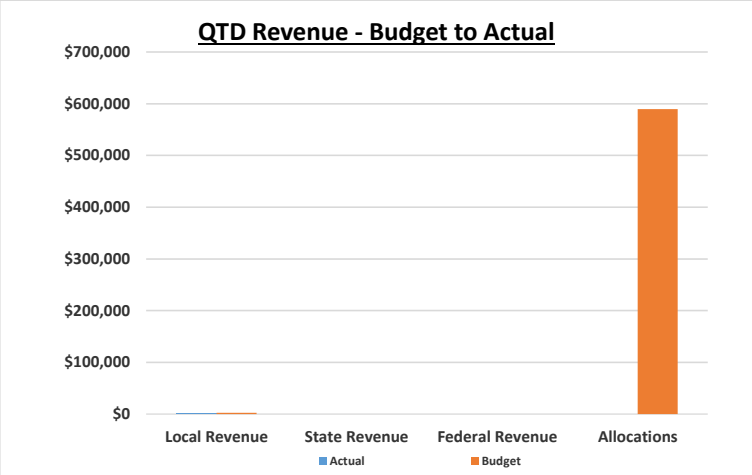
Balance Sheet
Building Fund (41)
December 31, 2024

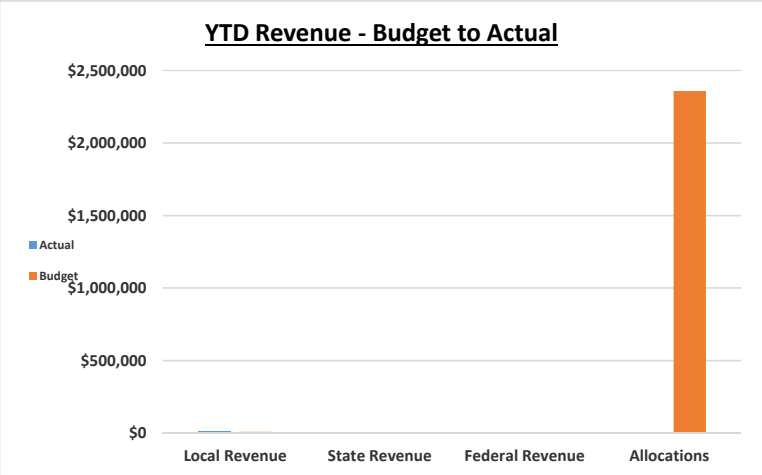
	FY 24-25	FY 23-24
Assets		
Cash and investments	$153,563	$1,228,654
Receivables		
Prepaid expenses		
Due to other Funds	($2,360,000)	
Total Assets	**($2,206,437)**	**$1,228,654**
Liabilities		
Accounts Payable	$0	
Accrued Salaries		
Deferred Revenue		
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted		
Unassigned	($2,206,437)	$1,228,654
Total Fund Equity	**($2,206,437)**	**$1,228,654**
Total Liabilities and Fund Equity	**($2,206,437)**	**$1,228,654**

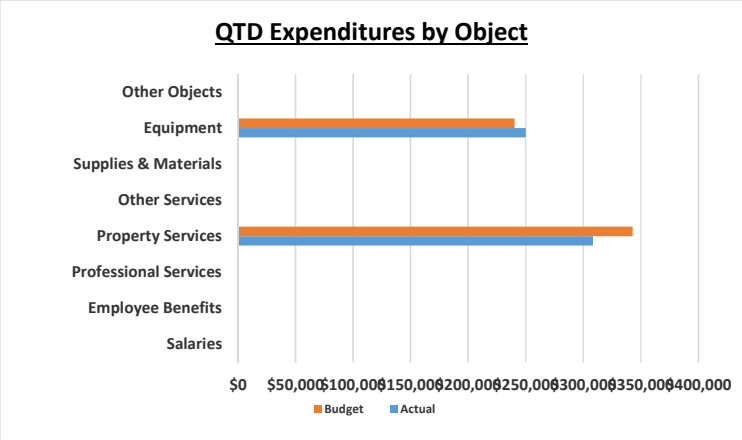
Strasburg School District 31J

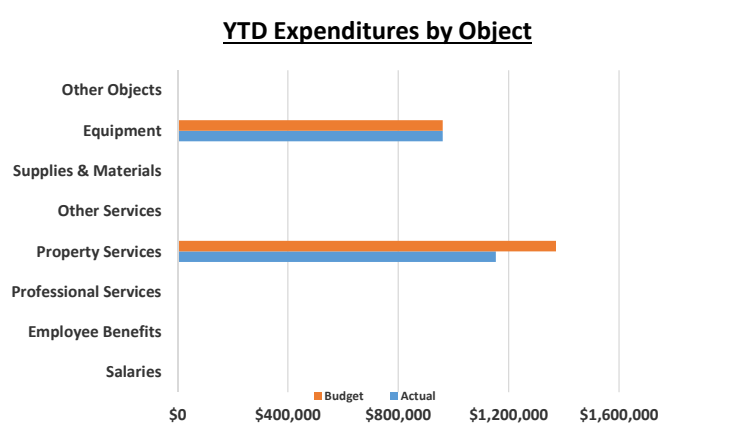
Quarterly Financial Summary
Building Fund (41)
December 31, 2024

Building Fund









Strasburg School District 31J
Quarterly Financial Summary
Capital Reserve Fund (43)
December 31, 2024

	FY 24-25 SECOND QUARTER				FY 24-25 YEAR-TO-DATE				FY 23-24 2nd Quarter	Footnotes
	2nd Quarter Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	386	47,006	(46,620)	0.82%	2,010	188,025	(186,015)	1.07%	1,691	
State Revenue	0	0	0	N/A	0		0	N/A	0	
Federal Revenue		0	0	N/A			0	N/A		
Allocations		(75,000)	75,000	0.00%		(300,000)	300,000	0.00%		
Total Revenues	$ 386	$ (27,994)	$ 28,380	-1.38%	$ 2,010	$ (111,975)	$ 113,985	-1.79%	$ 1,691	
Expenditures										
Salaries	0	0	0	N/A	0	0	0	N/A	0	
Employee Benefits	0	0	0	N/A	0	0	0	N/A	0	
Professional Services	0	0	0	N/A	0	0	0	N/A	0	
Property Services	0	0	0	N/A	0	0	0	N/A	0	
Other Services	0	0	0	N/A	0	0	0	N/A	0	
Supplies & Materials	0	0	0	N/A	0	0	0	N/A	0	
Equipment	0	0	0	N/A	0	0	0	N/A	0	
Other Objects	0	0	0	N/A	0	0	0	N/A	0	
Total Expenditures	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ 386	$ (27,994)	$ 28,380		$ 2,010	$ (111,975)	$ 113,985	-1.79%	$ 1,691	
Audited/Estimated Fund Balance, Beginning of Year					557,064	568,578				
Fund Balance, End of Period					$ 559,074	$ 456,603	$ 113,985			

Footnotes:

(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

Strasburg School District 31J

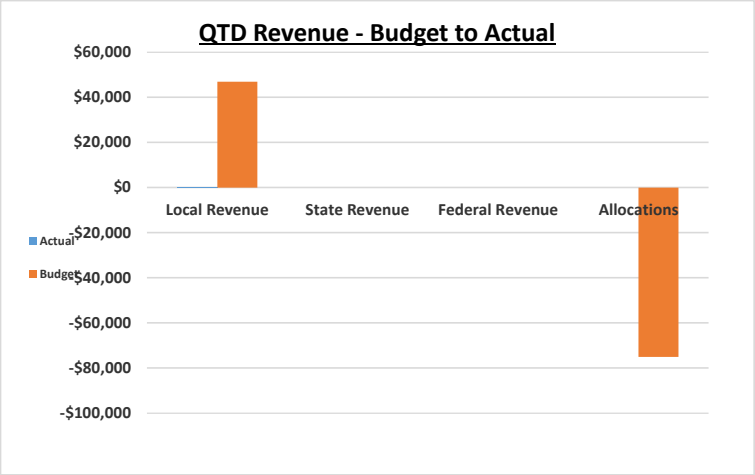
Balance Sheet
Capital Reserve Fund (43)
December 31, 2024

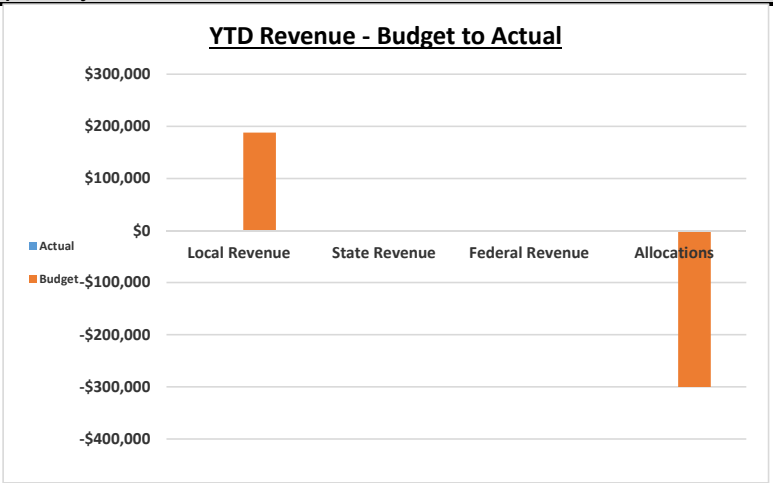
	FY 24-25	FY 23-24
Assets		
Cash and investments	$270,588	$560,343
Receivables		
Prepaid expenses		
Due from other Funds	$300,000	
Total Assets	**$570,588**	**$560,343**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue		
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted		
Unassigned	$570,588	$560,343
Total Fund Equity	**$570,588**	**$560,343**
Total Liabilities and Fund Equity	**$570,588**	**$560,343**

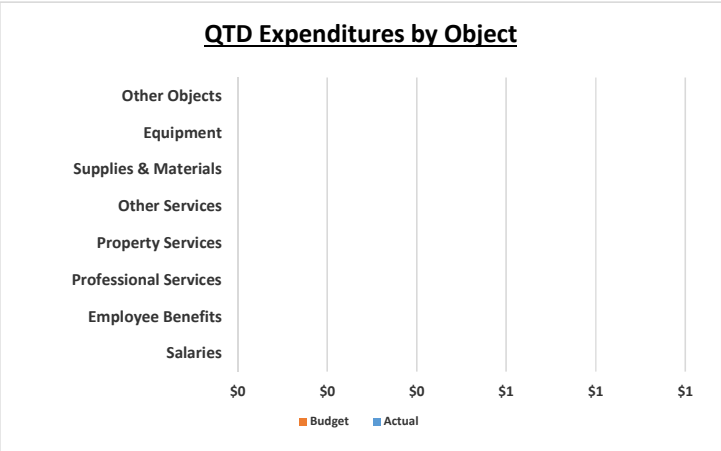
Strasburg School District 31J

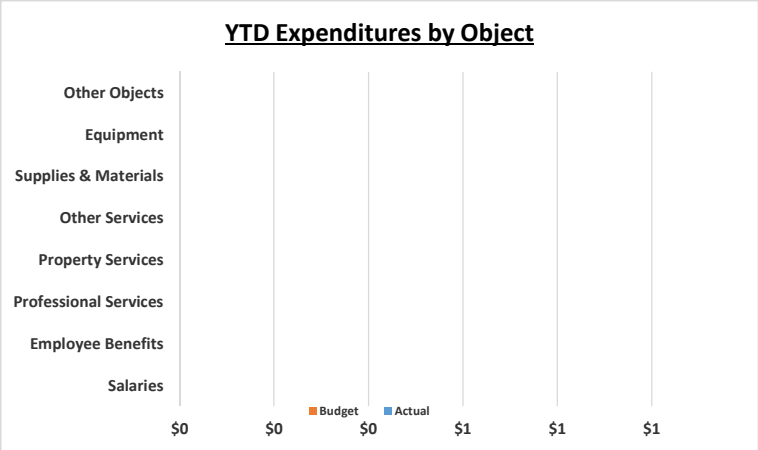
Quarterly Financial Summary
Capital Reserve Fund (43)
December 31, 2024

Capital Reserve/Capital Projects Fund









Strasburg School District 31J
Quarterly Financial Summary
Student Activity Fund
December 31, 2024

	FY 24-25 SECOND QUARTER				FY 24-25 YEAR-TO-DATE				FY 23-24 2nd Quarter	Footnotes
	2nd Quarter Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	65,896	100,000	(34,104)	65.90%	141,411	400,000	(258,589)	35.35%	27,815	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 65,896	$ 100,000	$ (34,104)	65.90%	$ 141,411	$ 400,000	$ (258,589)	35.35%	$ 27,815	
Expenditures										
Salaries		0	0	N/A			0	N/A		
Employee Benefits		0	0	N/A			0	N/A		
Professional Services		0	0	N/A			0	N/A		
Property Services		0	0	N/A			0	N/A		
Other Services		0	0	N/A			0	N/A		
Supplies & Materials	95,154	93,750	(1,404)	101.50%	161,749	375,000	213,251	43.13%	25,356	
Equipment		0	0	N/A			0	N/A		
Other Objects		0	0	N/A			0	N/A		
Total Expenditures	$ 95,154	$ 93,750	$ (1,404)	101.50%	$ 161,749	$ 375,000	$ 213,251	43.13%	$ 25,356	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ (29,258)	$ 6,250	$ (35,508)		$ (20,337)	$ 25,000	$ (45,337)	-81.35%	$ 2,459	
Audited/Estimated Fund Balance, Beginning of Year					191,356	191,356				
Fund Balance, End of Period					$ 171,019	$ 216,356	$ (45,337)			

Footnotes:

(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

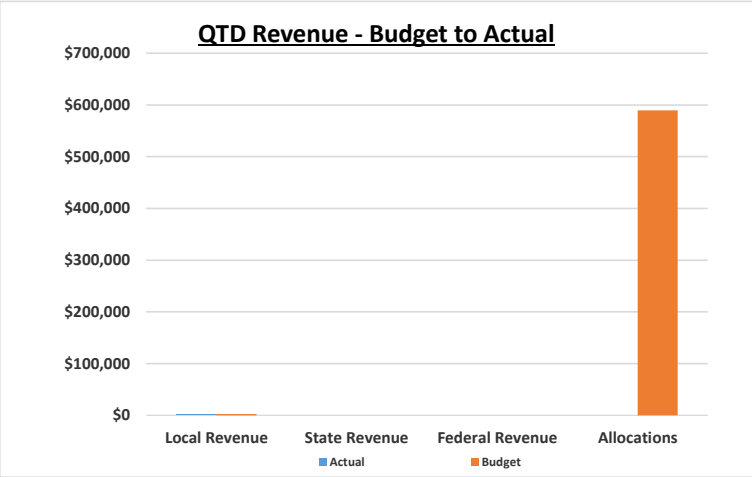
The Activity Fund is used to record financial transactions related to school-sponsored pupil interscholastic and intrascholastic athletic and related events. These activites are supported in whole or in part by revenues from pupils and fund-raising activities.

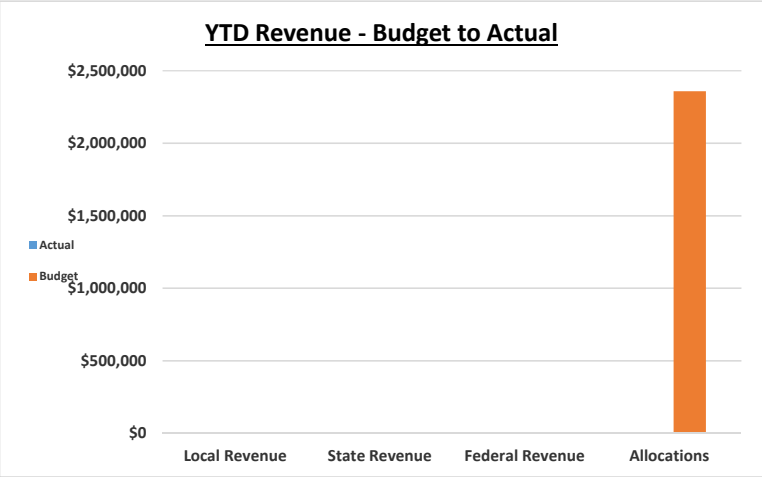
Strasburg School District 31J

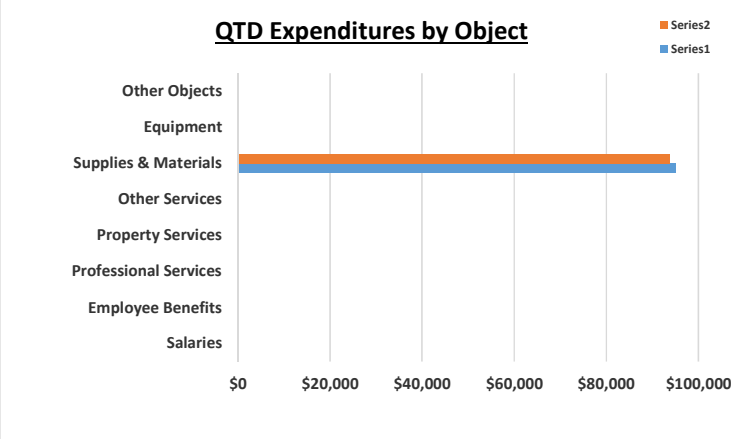
Balance Sheet
Student Activity Fund
December 31, 2024

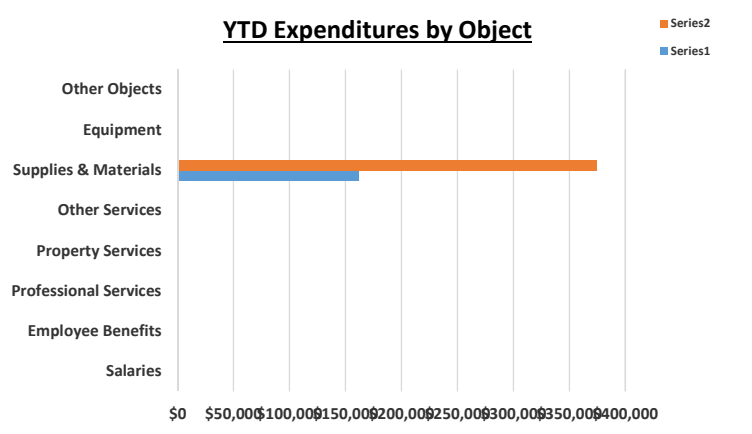
	FY 24-25	FY 23-24
Assets		
Cash and investments		$203,562
Receivables		
Prepaid expenses		
Due to other Funds		
Total Assets	**$0**	**$203,562**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue		
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted		
Unassigned		$203,562
Total Fund Equity	**$0**	**$203,562**
Total Liabilities and Fund Equity	**$0**	**$203,562**

Strasburg School District 31J
Quarterly Financial Summary
Student Activity Fund
December 31, 2024





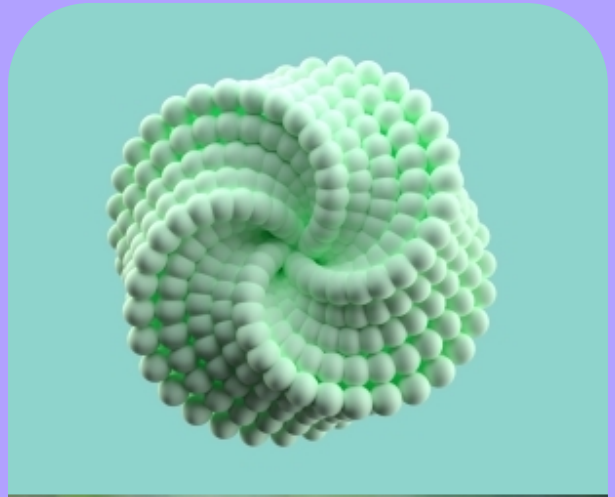




CRS - 22-45-102 (b)

(b) The board of education of each school district shall review the financial condition of said school district at least quarterly during the fiscal year. The board shall require the secretary, treasurer, or any employee who has duties which relate to the fiscal affairs of said school district to submit a financial report covering the fiscal actions involving the general fund, and other funds that the board may request, at least quarterly. At a minimum, the report shall include:

> **(I)** The actual amounts spent and received as of the date of the report from each of the several funds budgeted by the district for the fiscal year, expressed as dollar amounts and as percentages of the annual budget;
> **(II)** The actual amounts spent and received for each fund for the same period in the preceding fiscal year, expressed as dollar amounts and as percentages of the annual budget;
> **(III)** The expected year-end fund balances, expressed as dollar amounts and as percentages of the annual budget; and
> **(IV)** A comparison of the expected year-end fund balances with the amount budgeted for that fiscal year.



College/ Career Preparation Program

XELLO

Contributor:
Stacey Alonzi
K-12 Teaching, Learning, Data Coach

Committee Members

2 Primary members:
Stacey Alonzi
Dana Bacon

Principals across Strasburg, Superintendent and counselors were invited to attend demo session and q&a session on 1-14-25.

Counselors were also invited to attend exploratory sessions for competitor vendors from 10/24-12/24.

Diversity in expertise,years of experience, and look fors in program dynamics

Ideal Curriculum

What we wanted from the curriculum:

- K-12 aligned program
- Instruction and implementation provided
- Cost effective for district
- Engaging and stimulating for post secondary readiness
- Family friendly and usable anywhere
- To achieve a portfolio for our learners or ICAP (Individual Career and Academic Plan)

WHY DOES THIS ALL MATTER?

https://www.youtube.com/watch?v=nCkoUMCXNjI

Policy IHBK- Post Secondary Workforce

Beginning in 9th grade: District personnel shall assist students to develop and maintain individual career and academic plans (ICAP) in accordance with the requirements of state law. Each student's ICAP will be designed to assist the student and the student's parent/guardian with the following: exploring the postsecondary career and educational opportunities available to the student; aligning coursework and curriculum; setting performance expectations; meeting academic and career goals; applying to postsecondary education institutions; enabling the student to demonstrate postsecondary and workforce readiness prior to or upon high school graduation; securing financial aid; and ultimately entering the workforce. The district's plan for the development and implementation of student ICAPs shall be in accordance with this policy's accompanying regulation.

Policy IKF-Graduation Requirements

In pursuit of its mission to ensure that all students reach their learning potential, all students who graduate from Strasburg School District 31J (the District) must be postsecondary and workforce ready. All graduates must have a firm foundation in the core areas of English Language Arts, Mathematics, Science and Social Studies as well as a comprehensive background in the Arts, Physical Education, other Electives and Career Pathways. All students must meet or exceed graduation criteria outlined in this policy and accompanying regulation to be eligible to graduate with a District diploma.

Competitor Analysis

Schoollinks

- Schoollinks: For similar offerings with Xello, we found, the district would have to invest double what Xello is offering us as their competitor. This purchase investment would only cover 6-12th grades program implementation.
- While both Xello and SchooLinks are platforms designed for college and career readiness, the key difference lies in Xello's focus on personalized self-discovery and exploration through engaging activities, while SchooLinks emphasizes comprehensive college search tools and a strong focus on workforce connections through industry partnerships, particularly for creating detailed graduation plans and tracking student progress against state mandates; making SchooLinks potentially more suitable for districts with stricter career pathway requirements.

Naviance

- Naviance: We currently have invested in Naviance. In the past, implementation was to be provided for staff. The period of implementation and training has surpassed and it was not provided. Naviance is not used how it was intended for the district. Naviance is only 6-12th based. Prairie Creeks High School does not have access to Naviance. Financially speaking we would have to invest more into learning the system and correct implementation to facilitate a program of readiness across staff and student bases.

Xello's vibrant, easy to use program is fully accessible and inclusive for all students, families, and educators across all devices. Naviance's focus on a limited set of already high-achieving students. means it can't meet all students where they are—limiting many.

	Xello	Naviance
Professionally translated content	Professionally or AI translated in over 130 languages, ensuring comprehensive inclusivity with a user-friendly interface	Google-translated to Spanish, providing inconsistent or incomplete translations, misspelled words, and an impersonal tone.
Age-appropriate reading level	For ease of understanding reading level is at or below grade level, with read-aloud support readily available.	User experience is text-heavy and written at an advanced reading level.
Diversity and representation	Offers over 600 career profiles with an intentional focus on diversity, ensuring students from all backgrounds feel included and represented.	Career profiles feature stock photography, which may not resonate with every student.
Exceeds accessibility standards	Committed to delivering an equitable experience for all, Xello exceeds the rigorous software accessibility standards, such as WCAG 2.2 Level AA, to which K–12 must comply.	Despite no fundamental accessibility issues, the program's complicated interface can create steeper learning curves for both students and educators.

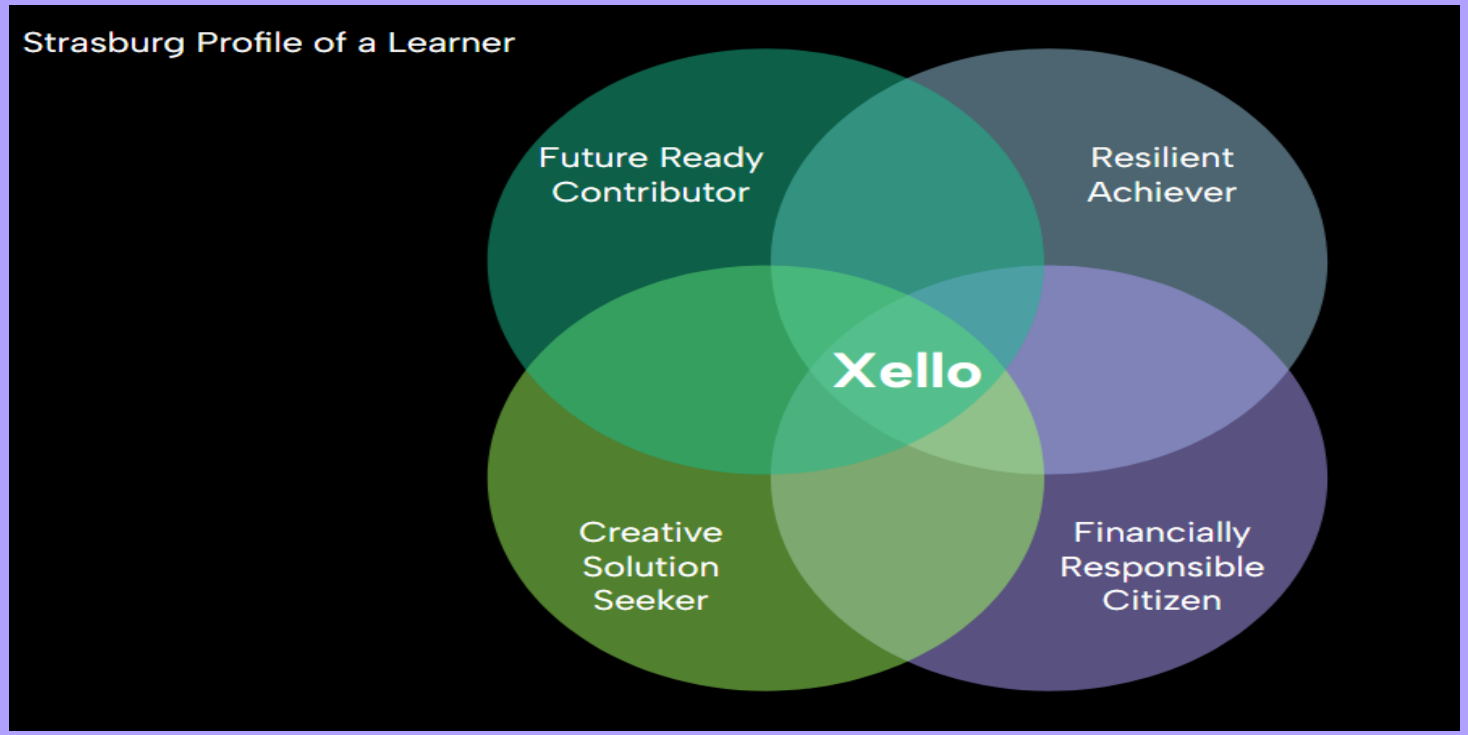
College and Career Planning Tools Comparison Chart for Districts

Act 930 of 2017 established the requirement for Student Success Plans which are personalized education plans intended to assist students with achieving readiness for college, career, and community engagement. The approved list of vendors below have met the minimum qualifications to adequately assess student aptitude using a variety of research-based solutions and have been awarded a state contract to provide these services to our schools.
The comparison chart on page 1 lists the features that each vendor has in common including customer and technical support hours. On page 2, a more detailed description of what each vendor has to offer is listed. With input from each vendor, this document has been created to provide a snapshot view for your staff when making a decision as to which College and Career Readiness (CCR) tool to choose for the upcoming 2019-2020 school year.

Vendor	Ability to Track Student Success Plan	Accelerated Learning	Career Development Interventions	College and Career Planning	Individual Assessments	Input Course & Grade Data	Interest Inventory	Labor Market Data	Lesson Plans	Occupational Profiles	Districts Upload Students	Direct Data Upload	Single-Sign On	Customer Support	Technical Support	Add-ons	Training
Choices360	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	7am-6pm CDT M-F	✓	✓
Headed2	✓	✓	✓	✓	✓	*	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	24/7	$	+
Into Careers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	7am-6pm CDT M-F	$	+
Kuder	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	24/7	✓	+
MaiaLearning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	24/7	$	✓
Naviance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	7am-6pm CDT M-F	$	✓
Xello	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7am-6pm CDT M-F	7am-6pm CDT M-F	$	✓

✓	Included with the state plan
$	Additional cost
24/7	Time open for customer and technical support (hours and days of operation)
*	Includes course data only
+	Fees are associated with some of the training (contact vendor)

Finding a Solution



XELLO Offerings/Snips

-Student dashboard for grade level/ topics. (every few days dashboard is updated across systems.)
-Aligned to ICAP standards 6-12.
Provides lesson activities, surveys by grade level, and portfolio collections across a students educational career.
-Student profile page memics social media. Continues to change year after year.
-Students are provided up to 9 different pathways through Xello.
- CTE aligned
-Course offerings, prerequisites, and path offering to support transition planning
-Xello has a transition period starting in the 11th grade, college application tools are unlocked and there is lesson guiding and cross functionality with the college admission process. (Common App, Parchment,PSAT/SAT scores integration, reference letters, etc. held within the portfolio.)
-Staff can upload resources for various demographic populations (i.e. Military, ELL students, GT students, all grade 5, etc.)
-Powerschool Integration
-Various device use: smartphone, chromebook, etc.
-Family integration and collaboration
-Possibly for post graduation tracking
-Students can access their portfolio at any time even after high school graduation.

https://www.youtube.com/watch?v=cccCKsMqlqI

https://youtu.be/t_H6PXCXAIY

Platform across K-12: 9 Pathways

K-2 Games based instruction based on interest selections

3-5 Mission based (Screen reader available)

6-12 (Reading level set to 6th grade reading level) Notes can be put in from counselor on advisement as well as other staff who work with student to help develop portfolio.

Xello K-12 Video Walkthroughs - You can check out our full suite of videos on YouTube!

1. K-2 - 3 minutes and 5 seconds
2. 3-5 - 4 minutes
3. 6-12 - 4 minutes and 9 seconds
4. Introduction to Educator Tools - 3 minutes and 17 seconds

Roadmap

–Professional Development
–Xello Champions approach: Train the trainer
–Guiding planning for 25–26 school year with class schedule and rollout plan.
–Strasburg Elementary, Hemphill Middle School, Prairie Creeks High School, Strasburg High School

Implementation and Rollout Plan

This is an overview of a proposed implementation schedule, assuming **March 2025** will kick off the soft launch when the program will be ready and live for educators and students. This schedule and plan can be compressed and adjusted as needed. Collaboration will be essential for success.

Implementation Categories	Dec 2024-Jan 2025		Jan - Mar 2025		Mar - Jul 2025		Aug-Sep 2025		Nov 2025-Jan 2026		Feb-Jun 2026		Year 2+ Beyond
Contract Approval & Kickoff Call	●	●											
Technical Implementation and Program Development - IT & District Leads		●	●	●	●	●							
Training - K-12, Counseling			●	●	●	●	●	●	●	●			
K-12 Launch to Students- *Xello is Live! -*					●	●	●	●	●	●	●	●	●
Xello Course Planning - Counseling & Curriculum - send course information by end of September							●	●	●	●	●	●	●
LAUNCH!					🎉	🎉	🎉	🎉	🎉	🎉	🎉	🎉	🎉
Post-Launch Support			›››	›››	›››	››››	››››	››››	››››	››››	›››	››››	››››

Cost

ORDER / QUOTE

xello

REF-072734

QUOTE FOR:

ATTN: **Accounts Payable**
Strasburg School District 31J
56729 East Colorado Avenue
Strasburg, CO 80136

REQUESTED BY:

Kelle Bongard
Strasburg School District 31J
56729 East Colorado Avenue
Strasburg, CO 80136

SUBSCRIPTION PERIOD:

Start Date: **Jul 1, 2025**
End Date: **Jun 30, 2026**
Duration: **12 months**

PRODUCT	QTY	ANNUAL RATE	PRICE	SUBTOTAL
Xello for High School	1	**$2,800.00** Per School	$2,800.00	$2,800.00
Xello for Middle School	1	**$1,400.00** Per School	$1,400.00	$1,400.00
Xello for Elementary School Student license fees – includes unlimited consultation and support.	508	**$2.75** Per Student	$2.75	$1,397.00
Data Integration Services Data integration services – SSO, automated account provisioning, and rostering.	3	**$300.00** Per School	$300.00	$900.00
Implementation Services: High School (One Time) Initial account configuration and onboarding support.	1	**$800.00** Per School (High School)	$800.00	$800.00
Implementation Services: Middle School (One Time) Initial account configuration and onboarding support.	1	**$400.00** Per School (Middle School)	$400.00	$400.00
Implementation Services: Elementary (One Time) Initial account configuration and onboarding support.	1	**$250.00** Per School (Elementary)	$250.00	$250.00

NOTES:

ANNUAL TOTAL:
$6,497
* Price subject to change

GRAND TOTAL:
$7,947.00
USD

Questions?

Thank you!

Strasburg School District 31J

Strasburg Story Scorecard

Summary

Driver #1: Strasburg School District31 J prepares, engages, and supports students in a challenging and personalized education, empowering each student to achieve their full potential.

Goal	Objective	Status	Outcomes	Progress to Goal
Make learning seamless by aligning the things students learn (curriculum), how they learn (instruction), and how	Develop a 3-year instructional practices refinement plan.	2026-2026Objective	Improved curriculum alignment and coherence (Teacher Influence)	Progress data received in April 2025
			Improved student learning outcomes.	Decreasing
	Align PK-12 Unified Improvement Plans to Community-driven strategic plan	In Progress	Increased student support, engagement and motivation (Collective Responsibility	Progress data received in April 2025
			Enhanced engagement and ownership with families and community (Decision Making in Schools)	Progress data received in April 2025
Tailor learning journeys to individual student needs and goals, ensuring timely graduation and college and career	Develop a Student Mentor Program	2026-2027 Objective	Improved school climate and culture (Student-Peer Relationships)	Progress data received in April 2026
			Increased support, self-esteem and confidence (Student-Teacher Trust)	Improving
	Align PK-12 Calendar	2025-2026 Objective	Increased efficiency and resource utilization (Family Involvement in Schools)	Progress data received in April 2026
			Enhanced communication and collaboration across schools	Progress data received in April 2027

Driver #2: Strasburg 31J values, empowers, and inspires each staff member to achieve their full potential by creating performance and support systems.

Goal	Objective	Status	Outcomes	Progress to Goal
Invest in professional development to ensure needs-based training for staff, leadership development, and	Implement a Staff Career Program	2025-2026 Objective	Increased career satisfaction and engagement.	Obtaining baseline data in Spring 2025
			Improved succession planning	Obtaining baseline data in Spring 2025
	Create a Professional Development Plan	2024-2026 Objective	Increased teacher confidence and self-efficacy (Instructional Leadership)	Obtaining baseline data in Spring 2025
			Improved teacher collaboration and professional learning communities (Ambitious Instruction)	Progress data received in April 2025
Create a culture of recognition and appreciation fostering a positive work environment.	Develop a Positive Workplace Environment Plan	In Progress	Increased employee engagement and motivation.	Progress data received in April 2025
			Enhanced Collaboration and Teamwork	Progress data received in April 2025

Driver #3: Strasburg 31J optimizes our collective vision by vision casting and community building.

Goal	Objective	Status	Outcomes	Progress to Goal
Foster widespread understanding and ownership of our district's collective vision.	Develop and launch a communication plan.	In Progress	Increased awareness and understanding of the District's vision.	Obtaining baseline data in Spring 2025
			Improved internal communication and alignment.	Obtaining baseline data in Spring 2025
Strengthen and encourage collaborative partnerships that leverage and share resources and expertise.	Develop Partnership Plan that identifies and engages potential	2025-2026 Objective	Enhanced and expanded learning opportunities.	Obtaining baseline data in Spring 2025
			Enhanced community engagement and support.	Obtaining baseline data in Spring 2025

Strasburg School District 31J

Strasburg Story Scorecard-Detail

Driver #1: Strasburg School District31 J prepares, engages, and supports students in a challenging and personalized education, empowering each student to achieve their full potential.

Goal	Objective	Status	Outcomes	Quantitative Metric	Benchmark	2024-2025 Goal	Target	Progress to Goal	Notes
Make learning seamless by aligning the things students learn (curriculum), how they learn (instruction), and how me measure their progress (assessment), all supported by research.	Develop a 3-year instructional practices refinement plan.	2025-2026 Objective	Improved curriculum alignment and coherence (Teacher Influence)	5 Essentials: Ambitious Instruction > Academic Press (Rigor)	Weak-33	40	Strong-60	Progress data received in April 2025	District shared data with staff to identify current perception. Created the Strasburg Way instructional pillars. Implemented Targeted instructional rounds with building leaders in all buildings.
				5 Essentials: Ambitious Instruction > Quality of Discussion Between Students	Weak-29	40	Strong-60	Progress data received in April 2025	District shared data with staff to identify current perception. Created the Strasburg Way instructional pillars.
				5 Essentials - Collaborative Teachers > School Commitment	Weak-38	40	Strong-60	Progress data received in April 2025	Enhanced benefit offering to employees in September 2024. Provided off-site lunch and teambuilding in August 2024. Superintendent communication to staff on a monthly basis via Strasburg Scoop started in August 2024. Implemented districtwide PLC.
				5 Essentials - Collaborative Teachers > Teacher to Teacher Trust	Weak-28	40	Strong-60	Progress data received in April 2025	All district staff completed Emergenetics by August 2024. Implemented districtwide PLC.
				5 Essentials - Collaborative Teachers > Collaborative Practices	Weak-23	40	Strong-60	Progress data received in April 2025	Engaged third party to provide systemic professional learning community (PLC) structure.
				5 Essentials - Collaborative Teachers > Collective Responsibility	Very Weak-12	20	Strong-60	Progress data received in April 2025	Initiated K-5 vertical alignment. Started developing a collective K-12 Writing Rubric. Formalized induction program for new teachers. Monthly districtwide professional development. Each building established Building Leadership Teams. Elementary implementing a process for open positions that includes interviews by the grade level team (not just moving people).
	Develop a 3-year instructional practices refinement plan.	2025-2026 Objective	Improved student learning outcomes.	School Performance Framework	Accredited-56.9	56	Distinction-74	Decreasing (Improvement-54.1)	District shared data with staff to identify current achievement and growth data. Aligned all building UIPs to Strategic Plan and District Level UIP.
	Align PK-12 Unified Improvement Plans to Community-driven strategic plan	In Progress	Increased student support, engagement and motivation (Collective Responsibility)	5 Essentials: Ambitious Instruction > English Instruction	Weak - 36	40	Strong-60	Progress data received in April 2025	PLCs focused on English included as a major improvement strategy in the district UIP. K-5 literacy consultant hired by district for the 2024-2025 academic year.
				5 Essentials: Ambitious Instruction > Math Instruction	Weak - 30	40	Strong-60	Progress data received in April 2025	PLCs focused on Math included as a major improvement strategy in the district UIP.
				5 Essentials - Collaborative Teachers > Collaborative Practices	Weak-23	40	Strong-60	Progress data received in April 2025	PLC included as a major improvement strategy in the district UIP.

Strasburg School District 31J

Strasburg Story Scorecard-Detail

				5 Essentials: Supportive Environment > Student-Teacher Trust	Neutral - 53	60	Strong-60	Progress data received in April 2025	Attendance included as a major improvement strategy in the district UIP.
	Align PK-12 Unified Improvement Plans to Community-driven strategic plan	In Progress	Enhanced engagement and ownership with families and community (Decision Making in Schools)	5 Essentials: Involved Families > Parent Involvement in School	Weak - 29	40	Strong-60	Progress data received in April 2025	Modified Parent/Teacher Conferences to include daytime hours beginning in October 2024. Intentional communication plan at building level and district level.
Tailor learning journeys to individual student needs and goals, ensuring timely graduation and college and career readiness for all.	Develop a Student Mentor Program	2026-2027 Objective	Improved school climate and culture (Student-Peer Relationships)	5 Essentials: Supportive Environment > Peer Support for Academic Work	Neutral - 44	60	Strong - 60	Progress data received in April 2025	In the last 2 years district purchased K-12 social/emotional learning curriculum.
			Increased support, self-esteem and confidence (Student-Teacher Trust)	Daily Attendance Rate	91.50%	93%	95%	Improving from 22-23 data (90.5%)	2 staff members in State attendance cohort. Implementing consistent attendance practices and systems is a major improvement strategy in district UIP. Update district policies to align K-12.
				Chronically Absent Rate	28.20%	27%	20%	Improving from 22-23 data (34.9%)	2 staff members in State attendance cohort. Implementing consistent attendance practices and systems is a major improvement strategy in district UIP. Update district policies to align K-12.
				Suspensions	87	87	50	Progress data received in Fall 2025	Ensuring consistency in data being reported and adherence to policy district-wide.
				5 Essentials: Supportive Environment	Neutral - 42	60	Strong - 60	Progress data received in April 2025	Elementary implemented House System as a qay to support and encourage Student-Student and Student Teacher trust.
	Align PK-12 Calendar	2025-2026 Objective	Increased efficiency and resource utilization (Family Involvement in Schools)	5 Essentials: Involved Families	Weak - 33	40	Strong - 60	Progress data received in April 2025	District implemented FMX during December 2025 which includes master schedul K-12. Athletic Director sending activity calendars out on a weekly basis. Communication plan established at Building and District level.
			Enhanced communication and collaboration across schools	Family Satisfaction Survey					Family Satisfaction Survey delivered in Spring 2025 to gain baseline data prior to focus.

Strasburg School District 31J

Strasburg Story Scorecard-Detail

Driver #2: Strasburg 31J values, empowers, and inspires each staff member to achieve their full potential by creating performance and support systems.

Goal	Objective	Status	Outcomes	Data Marker	Benchmark	2024-2025 Goal	Target	Progress to Goal	Notes
Invest in professional development to ensure needs-based training for staff, leadership development, and coaching/mentoring.	Implement a Staff Career Program	2025-2026 Objective	Increased career satisfaction and engagement.	Staff Satisfaction Survey					Staff Satisfaction Survey delivered in Spring 2025 to gain baseline data prior to focus.
			Improved succession planning	Intent to Return Survey (Turnover Rate)					Intent to Return Survey delivered in January 2025. Leadership Summit scheduled for February 2025.
	Create a Professional Development Plan	2024-2026 Objective	Increased teacher confidence and self-efficacy (Instructional Leadership)	Staff Satisfaction Survey					Staff Satisfaction Survey delivered in Spring 2025 to gain baseline data prior to focus.
			Improved teacher collaboration and professional learning communities (Ambitious Instruction)	5 Essentials: Ambitious Instruction	Weak - 33	40	Strong - 60	Progress data received in April 2025	Staff Satisfaction Survey delivered in Spring 2025 to gain baseline data prior to focus. Monthly professional development days and feedback loop.
				5 Essentials: Collaborative Teachers > Collaborative Practices	Weak - 23	40	Strong - 60	Progress data received in April 2025	Engaged third party to provide systemic professional learning community (PLC) structure.
Create a culture of recognition and appreciation fostering a positive work environment.	Develop a Positive Workplace Environment Plan	In Progress	Increased employee engagement and motivation.	Staff Satisfaction Survey					Staff Satisfaction Survey delivered in Spring 2025 to gain baseline data prior to focus. District continues to identify ways to provide non monetary compensation to show staff appreciation. Sunshine Committee established in each building.
				5 Essentials: Effective Leaders	Weak - 37	40	Strong - 60	Progress data received in April 2025	Leadership training opportunities included in Cabinet at least monthly. Established clear communication structure (i.e., Strasburg Scoop). Leadership Summit scheduled for February 2025. Implemented mid-year Building Leadership Stop, Start, Continue Evaluation. Establish SMART goals for each Director in the district as part of the annual evaluation process.
			Enhanced Collaboration and Teamwork	5 Essentials: Collaborative Teachers > Collective Responsibility	Very Weak - 12	20	Strong - 60	Progress data received in April 2025	Initiated K-5 vertical alignment. Started developing a collective K-12 Writing Rubric. Formalized induction program for new teachers. Monthly districtwide professional development. Each building established Building Leadership Teams. Elementary implementing a process for open positions that includes interviews by the grade level team (not just moving people).

Strasburg School District 31J

Strasburg Story Scorecard-Detail

Driver #3: Strasburg 31J optimizes our collective vision by vision casting and community building.

Goal	Objective	Status	Outcomes	Data Marker	Benchmark	2024-2025 Goal	Target	Progress to Goal	Notes
Foster widespread understanding and ownership of our district's collective vision.	Develop and launch a communication plan.	In Progress	Increased awareness and understanding of the District's vision.	Family Satisfaction Survey					Family Satisfaction Survey delivered in Spring 2025 to gain baseline data prior to focus. Mission, Vision, and Values posted in each building. Profile of a Learner posted in each classroom.
			Improved internal communication and alignment.	Staff Satisfaction Survey					Staff Satisfaction Survey delivered in Spring 2025 to gain baseline data prior to focus. Superintendent initiated Fireside Chats with staff during 1st Semester.
Strengthen and encourage collaborative partnerships that leverage and share resources and expertise.	Develop Partnership Plan that identifies and engages potential partners.	2025-2026 Objective	Enhanced and expanded learning opportunities.	# of opportunities increases					BOE and Administration intentionally focused on attending community activities (i.e., Chamber of Commerce, Strasburg VIP, REAP, etc.). Identifying ways to partner with Strasburg Rec to provide services to the community such as walking club.
			Enhanced community engagement and support.	Family Satisfaction Survey					Family Satisfaction Survey delivered in Spring 2025 to gain baseline data prior to focus. Steered Straight presentation offered to parents in January 2025.

Strasburg School District 31J

WHEREAS, Future Business Leaders of America, Inc. (FBLA) is a non-profit educational organization whose first chapter was established in Johnson City, Tennessee, in 1942; and

WHEREAS, Iowa became FBLA's first state chapter in 1947; and

WHEREAS, Strasburg High School officially chartered its FBLA local chapter on January 5, 1987; and

WHEREAS, FBLA includes more than 250,000 members and advisers in 4,600 chapters nationwide in middle schools, high schools, colleges, universities, career and technical schools, and private business schools; and

WHEREAS, FBLA is a professional business organization dedicated to bringing business and education together in a positive working relationship through innovative leadership and career development programs; and

WHEREAS, FBLA members perform community service activities and strive to build a student's understanding of the realities of the modern business world; and

WHEREAS, FBLA teaches middle school, high school and college students basic business and leadership principles; and assists them in the transition from school to work;

NOW, THEREFORE, I, Michael Marrero, School Board President of Strasburg School District, do hereby proclaim February 9-15, 2025 as NATIONAL FBLA WEEK in the School District of Strasburg High School.

_____ Date_____

Michael Marrero, School Board President

_____ Date_____

Mary O'Malley, School Board Secretary

_____ Date_____

Kelle Bongard, Superintendent

Strasburg School District 31J

Policy:	File:
Entrance Age Requirements	JEB
Adopted:	Revision:
	~~April 2023~~ February 2025

A child may enter kindergarten if they are five years old on or before August 1st ~~June 1st~~ of the year of enrollment. Younger students who do not meet the district's entrance age requirement for kindergarten may be accepted if transferring from another kindergarten program if the principal or designee determines that placement of the student in kindergarten is appropriate.

A child may enroll in the first grade if they are six years old on or before August 1st ~~June 1st~~ of the year of enrollment. Younger students who do not meet the district's entrance age requirement for the first grade may be accepted if transferring from the first grade in another school or if they are determined by the district to be highly advanced gifted children.

A legal birth certificate or other acceptable record is required for enrollment age certification. The principal or designee will make exceptions to these entrance age requirements in accordance with state law pertaining to the education of military children.

LEGAL REFS.: C.R.S. 22-1-115 *(school age)*

C.R.S. 22-20-204 *(program plan requirements regarding highly advanced gifted children)*

C.R.S. 22-32-119 *(kindergarten)*

C.R.S. 22-33-104 (1)(a) *(Compulsory School Attendance Law requiring attendance for children aged 6 through 16 as of August 1)*

C.R.S. 22-54-103 (10) *(sets October 1 date for funding)*

C.R.S. 22-54-103 (10.5) *(defines pupil enrollment count day)*

C.R.S. 24-60-3402 *(Interstate Compact on Educational Opportunity for Military Children)*

1 CCR 301-8, 2220-R-12.00 *(highly advanced gifted children)*

CROSS REF.: JEA, Compulsory Attendance Ages

Adopted:

Strasburg School District 31J

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Entrance Age Requirements	JEB
Adopted:	Revision:
	February 2025

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CROSS REF.: JEA, Compulsory Attendance Ages

Adopted:

Strasburg School District 31J

Policy:	File:
Process for Early Entrance to Pre School, Kindergarten, or 1st Grade	JEB-R
Adopted:	**Revision:**
2023	Feb 2025

Application Process

- Information regarding the Strasburg School District's Early Entrance policy will be made available on the district's web page. The information will include the criteria, application process, time frames, portfolio referral, assessments, final determination process, and the dispute resolution procedure.
- To initiate application, the parent contacts the school/district office and makes request for Early Entrance. Requests will be accepted starting March 1st for the following school year. Completed applications are due no later than April 1st for early entrance for the following school year. Determination will be made by the end of the current school year calendar.
- The child must be age 4 for 4 year old preschool, age 5 for Kindergarten and age 6 for first grade by October 1st ~~August 1st~~ in order to qualify for early entrance under this policy.
- Application should be submitted to the Elementary Principal.
- The Elementary Principal contacts the parents, obtains information about student and reason for request, informs parent(s) about process and provides them the necessary information.
- If a parent moves into the district after the April 1st deadline, they may still apply for early access up to October 1st ~~August 1st~~ during the first year of residency in the district.
- If the parent decides to request that their child go through the process, the parent is responsible for the collection and submission of the following information for a portfolio.

Parent's Portfolio Contents should include:

A) Observable Student Behaviors -

1. Letter from parent requesting early entrance
2. *Observation Inventory for Parents* will be provided to parents to complete
3. Letter from preschool or kindergarten teacher recommending student (if they attended)

B) Samples of Student Interest

1. Examples ~ Drawings, videos, pictures, etc.
2. Other Items Parent Deems Appropriate

- After the parent completes the portfolio for the child, the child will be assessed at school. After compiling a body of evidence, a meeting will be held to determine the best placement for the student based on the areas of cognitive ability, academic achievement, motor skills, speech and communication skills, and social/emotional skills.

Determination Process

- The student is a resident of Strasburg School District.
- In order to be placed, a student must be formally identified as meeting the School District's criteria. Cognitive ability scores alone do not automatically qualify a student for early entrance; academic achievement, motor skills, communication and speech, social and emotional factors must also be considered in making the determination for early entrance placement.
- A current kindergarten teacher will observe the student in the areas that were mentioned above.
- The school determination team, at a minimum, will include the principal, a teacher in early childhood, a kindergarten teacher, and any other appropriate person (i.e. counselor, English as a Second Language teacher, etc.) The team reviews the complete body of evidence and makes a consensus decision regarding placement. If there is no team consensus, the principal will make the determination.
- For those students who do not meet the standardized cognitive ability criteria, the process will end and parents will receive written notification along with a copy of the written report of test results. Parents may request a follow-up meeting for clarification.
- For those students who have qualifying scores, a meeting will be held to discuss data and next steps. Parents will receive written notification of early entrance from the school determination team.
- The final decision of early entrance is always at the discretion of Strasburg School District.

Instruments That May Be Used in Determining Placement Include the Following:

- Teaching Strategies Gold (TSG)
- Developmental Assessment of Young Children- Second Edition (DAYC-2)
- Individual School Reading Inventories
- Individual School Math Placement tests
- Other assessments deemed appropriate by the Administrative Unit or School District

Placement Process

- If the student is allowed early entrance, the determination team will assign the best placement and transition process.

Appeal Process

In any case where a parent wishes to appeal the district's decision, the Strasburg School District appeal procedure will be followed. In order to appeal the decision, the parent should submit a request in writing to the Superintendent of Strasburg School District at 2102 Wagner Street, Strasburg, CO 80136. Telephone: 303.622.9211. A final decision by the administrative unit will be made within ten days after receiving the written appeal.

Adopted: 04-10-2023

Revised: 02-10-2025

Strasburg School District 31J

Policy:	File:
Process for Early Entrance to Pre School, Kindergarten, or 1st Grade	JEB-R
Adopted:	**Revision:**
2023	Feb 2025

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Adopted: 04-10-2023

Revised: 02-10-2025

Hemphill Middle School
Student Handbook
2024 - 2025

Johnnie Echer
Principal
Email: Jecher@strasburg31j.com

Avis Devlin
Assistant Principal
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2100 Wagner Street
Strasburg, CO 80136

Phone 303-622-9213 Fax 303-622-2613

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District Mission & Inclusion Statement

Strasburg School District Mission

Strasburg 31J will develop resourceful, responsible, and resilient engaged citizens who are empowered in a safe learning environment for all to achieve their full potential in an evolving world.

Hemphill Mission

At Hemphill Middle School we inspire students to become lifelong learners so they can achieve their dreams.

WE FEEL THE SPIRIT
Hemphill Middle School Song
By Kurt Elliott 07

We feel the spirit,
We have the pride,
Indians standing side by side.
We work together for our success,
We have integrity we'll give you nothing less.
Respect, inspire, our teamwork is grand,
Reach for your classmates and give them a hand,
We feel the spirit, we must confess,
We are the Indians of HMS

Commitment to Diversity and Inclusion

Strasburg High School honors human rights, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all persons. Dimensions of diversity can include sex, race, age, national origin, immigration status, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, and military experience. Reasoning, thoughtfulness, and open dialogues that honor the dignity of everyone is expected.

The purpose of this handbook is to acquaint the students and parents with policies, procedures, programs and general information regarding Hemphill Middle School. Our policies define high standards and expectations for appropriate student behavior. The MOST important reason for these policies is to support student growth and achievement. The learning environment for your child is our top priority. We will do all we can to ensure our schools are safe, disciplined, and focused on learning.

Our ultimate purpose is to help each student to be successful while they are at Hemphill Middle School, and prepare them to be successful after they graduate.We all must share responsibility in this endeavor.

We want all students to be active participants in our school community. We encourage parents to be involved in their child's education and to feel welcome at our school. Please contact the school at 303 622 9211 if you have any questions or concerns. Please visit our district website, www.ssd31j.org ; it is designed to help parents keep up with meetings, conferences, and events at each school.

STRASBURG/ HEMPHILL EXPECTATIONS

Students and faculty at Hemphill Middle School will pledge to uphold the following expectations:

Teamwork, take ownership	Strive for Excellence
Respect	Take pride in our school and community
Integrity, imagine greatness	Be truthful and do what we know to be right
Belonging, breakdown barriers	Respect others, Self, and Property
Empowerment	Motivate, inspire and achieve

PROFILE OF A LEARNER

Empowered Collaborator	Resilient Achiever	Reflective Thinker	Engaged Communicator	Future-ready Contributor	Creative Solution-Seeker	Financially Responsible Citizen
• Personal responsibility • Collaborator • Responsibility to thoughts & actions • People skills • Open mindedness • Emotional intelligence • Coping skills • Flexibility • Responsible decision making	• Sustainability • Stamina • Follow through • Adaptability to conditions • Finish what you start • Driver - go getter	• Thoughtful • Knowledge • Validity to individuality • Perspective taking - seeing different sides of things • Mindful	• Written & verbal communication • Confident • Eye contact / body language • Good listening skills • Active listener	• Postsecondary preparedness • Career exploration • Relevance to world • Hands-on experience	• Creative problem solving • Critical thinking • Breaks problem down to manageable pieces • Time management	• Financial awareness • Understanding spending habits • Real world finances

Hemphill TRIBE

We want students at Hemphill Middle School to have pride in themselves and their school. When representing Hemphill Middle School, conduct yourself in a manner that will reflect positively on yourself and your school. Students and faculty should represent themselves and the school appropriately whether they are on school property or not. Students are here for an education, to become lifelong learners, and to develop into responsible members of society. We want all learners to embody our profile of learner character traits.

SSD BOE & Hemphill Faculty

School Board Members

Mr. Michael Marrero	President
Mrs. Diana Elliott	First-Vice President
Mr. Daymon Johnson	Second-Vice President
Ms. Mary O'Malley	Secretary
Mrs. Julie Winter	Treasurer

Administration

Superintendent	Mrs. Kelle Bongard	kbongard@strasburg31j.com
Principal	Mrs. Johnnie Echer	jecher@strasburg31j.com
Assistant Principal	Mrs. Avis Devlin	adevlin@strasburg31j.com
Counselor	Mr. Matt Nelson	mnelson@strasburg31j.com
Secretary	Mrs. Monique Bradshaw	mbradshaw@strasburg31j.com
Athletic Director	Mr. Richard Jacoby	RJacoby@strasburg31j.com
Data,Teaching, Learning	Mrs. Stacey Alonzi	salonzi@strasburg31j.com

Faculty	**Subjects Taught**	**Email**
Ms. Tami Hart	6th Grade, Science	thart@strasburg31j.com
Ms. Josie Hemphill	6th Language Arts	jhemphill@strasburg31j.com
Mr. Nickie McKeever	6th Grade Social Studies	nmckeever@strasburg31j.com
Ms. Tiffany Neumann	6th Grade Math	tnaumann@strasburg31j.com
Mr. Mike Abbott	7th Social Studies	mabbott@strasburg31j.com
Mrs. Ashley Price	7th Grade Language Arts	aprice@strasburg31.com
Mrs. Laurie Ponserella	7th Grade Math	lponserella@strasburg31j.com
Mrs. Kristena Heiter	7th Grade Science	kheiter@strasburg31j.com
Mrs. Lori Tapparo	8th Grade Social Studies	ltapparo@strasburg31j.com
Mr. Chris McCoy	8th Grade Math	cmccoy@strasburg31j.com
Mrs. Julie Smith	8th Language Arts	jsmith@strasburg31j.com
Ms. Elle Grow	8th Science, Health	egrow@strasburg31j.com
Mrs. Vicki Bomnskie	STEM/ ELL	vbomnskie@strasburg31j.com
Mr. Kyle Bollers	P.E	kbollers@starsburg31.com
Mrs. Katy Strasser	P.E	kstrasser@strasburg31j.com
Ms. Paige Ringer	Art	pringer@strasburg31j.com
Mrs. Megan Loveless	Spanish	mloveless@strasburg31j.com
Mr. Micheal Martindale	Band/Choir	mmartindale@strasburg31j.com
Ms. Zoey Larson	Special Education	zlarson@strasburg31j.com
Ms. Joslyn Busby	Paraprofessional	cperrino@strasburg31j.com
Mrs. Tina Spence	Paraprofessional	tspence@strasburg31j.com
Mrs. Bonnie Davidson	Paraprofessional	bdavidson@strasburg31j.com
Mrs. Barb Adams	Paraprofessional	badams@strasburg31j.com
Mrs. Nicole Zacharias	Paraprofessional	ltappero@strasburg31j.com

Faculty can be reached by either email or by phone. Faculty hours are 7:30 am – 4:30 p.m.

ENROLLMENT & WITHDRAW

Our handbook is in accordance with Strasburg School District Board of Education policies. You may find these policies on the Strasburg School District website using the following link:
http://www.strasburg31j.com/Content2/Board-Policy

ENROLLMENT

Strasburg School District 31J has an open enrollment policy. Students who reside with their parent or legal guardian within the Strasburg school district's attendance area have an entitlement to attend Strasburg Schools. The District is closed to students living outside the district's boundaries under enrollment criteria in policy.

STUDENT HOURS

HMS main halls will be opened for students from 7:45 am to 4:05 pm. **All students need to be out of the building by 4:10 pm** unless they are directly supervised by a staff member. Outside supervision and breakfast will begin at 7:30 am.

OFFICE HOURS

The Hemphill Middle School front office is open from 7:30-4:30 Tuesday-Friday.

REPORTING A STUDENT'S ABSENCE

There are several ways to report your child's absence. You may call our attendance line at 303-622-9213x788 or the direct line at 303-622-9213. **Please note that all absences need to be communicated to the office no later than 8 am the day following the absence or the absence will be counted as unexcused.**

SCHOOL DAY

School begins at 7:50 am and ends at 3:50 pm. Doors will remain locked for students until 7:45am. Student supervision begins at 7:30 am. Parents dropping off or picking up students must use the main entrance. Students are expected to leave school grounds no later than 4:05 pm, unless they are in a school-sponsored activity. If they are involved in an after-school activity they need to report directly and immediately to the location where the activity is taking place. Bus Students are required to ride the bus from HMS to the High School prior to leaving for home. Middle school students are not permitted to board the bus at the High School. **Students that do not ride the bus** may walk to the elementary school using the walking path located at the east end of the middle school to pick up their siblings before walking home. If a student has prior permission from the HMS Principal, a student may wait in the high school commons area for their older sibling to take them home after school or after high school sports practice. The student MUST check in at the front office with the high school secretary or the high school principal. Hemphill Middle School is a closed campus. Students cannot leave school prior to the end of the day for any reason without parental permission and must be signed out.

STUDENT SCHEDULE

1st Period 7:50 - 8:32
2nd Period 8:34 - 9:30
3rd Period 9:32 – 10:28
4th Period 10:30 – 11:26
5th Period 11:28 – 1:00
6th Lunch 11:28 – 11:58
7th Lunch 11:58- 12:28
8th Lunch 12:28- 1:00
6th Period 1:00 – 1:56
7th Period 1:58 – 2:54
8th Period 2:56-3:50

PARENT & STUDENT INFORMATION

CHANGE OF ADDRESS AND PHONE NUMBER

When a student has a change of address and/or telephone number the building Administrative Assistant should be informed immediately. The change will be recorded in the student's PowerSchool records. Failure to inform the school of these changes can cause delay in contacting parents in case of emergency or mailing of report cards.

VISITORS

Strasburg School District will be using the Raptor system for visitors. Parents will need a photo identification for entry into school or picking up a student.

STAFF HOURS

The Hemphill Middle School staff is committed to the success of each student. We have high expectations for our students and will do everything we can to help our students be successful. General staff hours are 7:30 am - 4:30 pm. However, our teachers are available before and after school or at lunch to assist students on a daily basis.

PARENT COMMUNICATION

We welcome all communication and feedback from the families of our students. Please feel free to call the office if you need to contact a staff member. We have a phone system that will route your call directly to the voicemail of a particular staff member. We will not interrupt a teacher during class unless there is an emergency; however, each staff member will do everything possible to return your call within 24 hours. We strongly encourage you to contact us by email. Staff email addresses can be found on our website**.**

Our administrative staff and teachers are welcome to meet with you whenever we are available. While we try to accommodate any emergencies, please call ahead and make an appointment if you need to meet with the principal, counselor, or any teacher. This will ensure we make the time to address any concerns you may have. If any parent/guardian would like to volunteer or help in any way, please contact the school office or the individual staff member you would like to assist.

WEB SITE AND POWERSCHOOL

Our district website is www.strasburg31j.com. This site has general information about our school, including a school calendar and extra-curricular activity schedules.

Parents/guardians are able to access their student's grades online using our PowerSchool system. If you attended Hemphill Middle School last year, your user name and password will remain the same. Information on how to view grades will be given at the beginning of the school year or by contacting the main office or counseling office.

HEALTH OFFICE

The health office at Hemphill Middle School is monitored by school staff who will make health assessments to determine if a student should remain at school, be sent home, or be advised to seek medical care from an outside healthcare provider. There are two full time nurses in the district. If a student is not feeling well, she/he should tell the teacher first and the teacher will send the student with a pass to the front office. The Administrative Assistant will either contact the parents or send the student to the nurse's office. (Please note that students may stay in the nurse's office temporarily and then we will determine if the student can return to class or need to leave school). If there is an emergency then the teacher will send the student directly to the nurse's office for first aid care.

- **Students MUST obtain permission from the office before contacting parents to leave school. No student who is feeling sick or has received an injury should leave school without reporting to the office first. Students who leave the building without permission from the office may receive an unexcused absence.**
- State law prohibits school staff from dispensing any medication that is not provided by the parent with *written doctor's permission **and** parent permission.* This includes over-the-counter drugs such as Tylenol or aspirin. If it is necessary for a student to take a prescription medication during the school day the nurse must have the original container with a pharmacy label. This must be accompanied by a physician's written instructions including name of student and drug, dosage, time to be taken, and parent signature. Forms are available at the main office.

STUDENT WITHDRAWAL

Before a student withdraws from school he/she shall obtain a withdrawal from the front office. The withdrawal form must be signed by the parent, all of the student's teachers, the cafeteria, any sponsors/coaches, and the principal. Any cost of books not returned, fees or fines due, will be noted on the withdrawal sheet. The student is expected to clear these obligations before leaving school and before any records shall be released.

DISCLOSURE OF PERSONAL RECORDS

According to Federal Law (FERPA, Appendix B): "Federal law permits the school district to disclose personally identifiable information in the student's education records to 'school officials with legitimate educational interests.' School officials include persons employed by the district as an administrator, supervisor, teacher, or support staff member (including but not limited to transportation personnel) or a person, agency, or company with whom the District has contracted, or otherwise arranged to perform a special task or service. Such individuals have a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional and/or official responsibility.

A legitimate educational interest also exists where the staff member or other individual works directly with students and needs to review education records to increase his/her awareness of steps necessary for the safety and welfare of students and staff members.

PARENT/TEACHER CONFERENCES

Parent/teacher conferences are held twice each year for middle school students. First semester conferences are held typically in October and second semester conferences are held typically in March. They are arena style conferences in the school gym- no appointment is necessary, and this way parents/guardians are able to meet with all of a student's teachers in one evening. The entire Hemphill staff is available during conferences for you to meet with**. We strongly encourage parents to attend these valuable conferences. If you need a conference at <u>any</u> time, please call the school and schedule a meeting with the teacher(s) you need to meet with.**

ON-LINE GRADES

We utilize the PowerSchool system that allows parents/guardians and students to check a student's grades from a computer or smartphone. **This is an excellent way for parents to track a student's grades and we strongly encourage parents to take advantage of this system.** Usernames and passwords are available through the counselor's office for both students and parents.

SERVICE LEARNING

The mission of the Strasburg School District is to develop responsible and productive members of society. Providing service for the school and to the community is a valuable way for a student to fulfill this mission, therefore we have a Service Learning requirement for all students. The Service Learning requirement will need to be completed for students to participate in 8th grade promotion. Each Middle School student is required to complete a total of 18 hours. When service hours are completed a form needs to be filled out by the student and turned in to the front office. A copy of this form can be picked up at the front office.

SCHOOL WEBSITE/SCHOOL SUPPLIES

Our district website is www.strasburg31j.com. This site has general information about our school including: a school calendar, daily announcements, and extra-curricular activity schedules. A general school supply list is provided on our website and will be sent out in June. If a teacher requires additional supplies they will indicate that the first day.

HOME SCHOOL PROCEDURES

As a rule, the district shall only accept transcripts from an accredited home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing. The school will make the final determination on whether a student is to receive credit or not and in which subject area the credit will be given.

STUDENT SCHEDULE CHANGES

Because students are given ample information and opportunity to make course selections, it should not be necessary to make schedule changes during the school year. If a schedule change is necessary it will be made only during the first week of each semester. However, students will not be allowed to change their schedule for the following reasons:

1. The student does not like the course.
2. The student does not like the teacher.
3. The student does not like someone in the class.
4. The student's friends are in a different class.

If a schedule needs to be changed, students should make an appointment with the counselor. All schedule changes must be approved by the administration.

AUTHORIZED PICK UP

To ensure the safety and security of all students during school hours, we require written consent if someone other than a parent, guardian, or an individual listed in our PowerSchool system will be picking up your child. This consent can be provided as a handwritten note or an email sent to the school. The written authorization must include your child's full name, the date of pickup, the full name of the person authorized to pick up your child, and their contact number.

The written authorization must be submitted to the front office or emailed to [school email address] prior to the pickup. When arriving at the school, the authorized individual will be required to present a valid photo ID that matches the name provided in the written consent and sign the Pickup Log in the front office.

Please note that students will not be released to unauthorized individuals, including those not listed in our PowerSchool system, under any circumstances. We appreciate your cooperation in helping us maintain a safe and secure environment for all students. If you have any questions, please contact the front office.

EMERGENCY PROCEDURES

SCHOOL CRISIS PLAN

At Hemphill Middle School, each staff member has a copy of the school crisis plan which gives specific instructions for emergency situations. This plan is reviewed on an annual basis with the staff. We have implemented a Standard Response Protocol at our school based on recommendations from the "I Love You Guys" Foundation. Our staff is trained annually to use this protocol. A major component of the plan is to practice for different scenarios, emphasizing that preparation can ensure safety by minimizing confusion and panic. The major scenarios are as follows:

HOLD: Hold is when we need to keep students in their classrooms due to a situation occurring in the hallways (not dangerous).
SECURE- Secure is the purposeful act of keeping students and staff inside the building. The outside doors will be locked; students will be allowed to move from class to class but will not be allowed to exit the building. A lockout occurs when an emergency threatens the welfare of students and staff outside of the building.
LOCKDOWN- A lockdown is the purposeful act of keeping students and staff inside the building in a predetermined area, such as their classrooms. The purpose of a lockdown is to hide students and staff behind locked doors in as little time as possible. A lockdown occurs when a serious emergency threatens the welfare of students and staff inside the building, such as a threatening person.
SHELTER- Shelter is the purposeful act of keeping students inside the building when there is an emergency outside of the building. This procedure will be used when there is hazardous waste or threatening weather, such as a tornado watch. The outside doors will not be locked. Students and staff will either be able to move within the building (but will not be allowed to exit the building), or asked to remain in an enclosed area, if necessary.
SHELTER FOR TORNADO- 6th grade will report to the hallway outside of the gym. 7th and 8th grade will go to the locker rooms**.**
EVACUATION: Evacuation is required when there is a dangerous situation within the school, such as a dangerous intruder, fire, or toxic gas, which requires the students and staff to evacuate and/or seek an alternate shelter.

- **Evacuation Level I-**Students will evacuate the school to designated areas outside the school. A map is provided in each classroom to illustrate this procedure. (This procedure would be used for a fire).

- **Evacuation Level II-**Procedures will be implemented for students and staff to be removed from school property (after Evacuation Level I) to a safe site to be determined. Parents would then be informed so they can pick up their students from the appropriate safe site when it is safe to do so.

In the event of an emergency situation, these are the most likely ways the district will communicate to parents/guardians;

1) We have a reverse 9-1-1 capability (either by phone call or text or both) that enables the district to call every family to inform them of an emergency and what procedures to follow.
2) Send a mass email to all parents/guardians.
3) Check the district website for up-dated information.

Parent/guardian Responsibilities During a Crisis (from the Adams County Crisis Handbook):
During a crisis, parents/guardians should be advised to remain close to a phone, computer, or media source in order to receive the most accurate information in a timely manner. To facilitate this process, it is extremely important that parents/guardians maintain current contact information on file with the school.

Many parents will feel the need to respond to the school at first notice of any crisis. This can result in unintended negative consequences. For example, when parents/guardians arrive at schools during a crisis the district is forced to reassign resources dedicated to student safety to help manage parents arriving at schools. During a crisis, it is best to follow the district procedures and updates for the proper response.

Parent/Guardian Reunification with Student:
Although districts aim to reunite students with parents/guardians as soon as possible during times of crisis, this may not be able to occur during or even immediately following a school or community crisis. Strasburg School District will work in conjunction with the Sheriff's Department and Fire Departments to determine when it is safe to reunite students and parents/guardians. In some cases, if the safest option is to keep students in schools while a crisis is being managed in the community, the reunification process could be delayed several hours in order to ensure students are not placed in a harmful situation. Once it has been determined that it is safe to allow reunification to occur, the details will be communicated to parents/guardians via our reverse 9-1-1 system, email, and/or web site and other media sources.

Parents/guardians can be prepared for the reunification process by bringing the items specifically requested by the reverse 9-1-1 call or web site. A minimum requirement of photo ID will most likely be necessary at these events. This information will be shared with parents/guardians via the communication methods outlined previously.

The procedures for a Controlled Release of students after Evacuation Level II are as follows:
Just like our students practice the many new skills that they learn throughout the year, we also like to have them practice fire drills, tornado drills and lockdown drills. Typically one of these occur each month and in the unlikely event that one of these actually occurs, our students will be prepared. With that in mind, it is also important for our parents to be aware of the process we would like you to follow if we had to have a controlled release of our students. A controlled release is the release of a student to their parent/guardian in the event of an evacuation either from the individual school or an alternate location. As an added safety measure, you may also notice that picture ID is required to pick up your student. While we live in a small community, the safety of your child is important, and the person or person(s) releasing your child may not know you personally. We appreciate your cooperation with this process.

1. Students will proceed to the designated evacuation sight
2. School will notify parents/guardians
3. Picture ID will be required of the parent/guardian, emergency contact listed in PowerSchool or adult designated by parent/guardian picking up their student
4. The student will be brought to the parent/guardian
5. Parent/Guardian will sign form
6. School then releases the student to the parent/guardian

THREAT ASSESSMENT TEAM

We have a district wide threat assessment team composed of school administration, counselors, and our School Resource Officer. This team meets on a frequent basis to update our crisis plan and determine if a student is in need of intervention or poses a threat to him/herself or others.

OTHER SCHOOL RELATED

LOST AND FOUND

The lost and found is in the hallway by the library, small items (jewelry, keys, etc.) are kept inside the main office. Clothing items will be emptied each semester and donated to charity if not collected.

LUNCH PROGRAM

The lunch period is 30 minutes long. School lunches and breakfast are free this year thanks to the Healthy Meals for all program. Ala Carte products will range from $.25-$2.00 Parents can monitor their child's purchases on payschoolcentral.com. It is important to remember that Ala Carte is charged to your account. Once an account goes below $0.00 the student will not be able to charge Ala Carte. Parents can make a request through food services to turn off Ala Carte services for individual students. Once Ala Carte service has been turned off for the year it will remain turned off for the entire school year. Even though meals will be provided at no cost to students, it's important for families to continue completing the annual free and reduced lunch forms so our school has full access to reimbursement funds. Payments to student lunch accounts can be submitted to: www.payschoolcentral.com

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LUNCH VISITOR GUIDELINES

For the safety of all Hemphill Middle School students all lunch visitors must check in and sign in at the front office. There will be a designated area for the student and their visitor to eat lunch.

CAFETERIA RULES

Students who eat lunch at Hemphill Middle School:

- Must show respect to all adults in the lunchroom.
- Will stay seated during the lunch period.
- Students must use a quiet voice and cannot move chairs from tables.
- When finished eating, students clean their area and wait to be dismissed.
- No soda or energy drinks are allowed in the cafeteria.

HALLWAYS

Students will not be in the hallways without a pass except during the passing period.

LOCKERS

Lockers are the property of Strasburg Schools. Lockers are made available for student use as a privilege and are assigned for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept locked at all times. The school is not responsible for the loss or theft of items from lockers and reserves the right to search lockers on suspicion of a threat to the health and safety of other students and staff. Most locker thefts occur as a result of students not locking their lockers, sharing lockers, not using their assigned lockers, or giving out their locker combination.

- No padlocks are allowed on hall lockers.
- Students shall not switch locker assignments.
- No painting, stickers, or contact paper allowed on or in lockers.
- Adhere to recognized standards of decency regarding what is displayed.
- Lockers should be clean inside and out.
- Students are responsible and will pay for any damage done to the locker.

TEXTBOOKS

All textbooks will be checked in and out by the classroom teacher at the beginning and end of the school year, or upon student withdrawal. Students are responsible for all books and/or materials checked out to them. Students who have lost or misplaced a book during the school year may check out a replacement from the teacher who issued the original book, but they must pay a replacement fee first. All students are expected to pay for lost or damaged books before their withdrawal from school or before the completion of the school year. All fees and fines must be paid in full before grades, records/transcripts, or diplomas will be handed out. Students are required to cover all hardback textbooks.

The fees for a lost or damaged book are as follows: Hardcover textbook- $50; Classroom paperback- $20; All library books- $20; (Public library books will be the cost of the book); Re-binding fee- $20.

CLASS FEES/FINES

Class fees are $15.00 (required for 6th grade only) which covers Planner and P.E. Uniform . 7th/8th grade planners are optional at $3.00 and replacement PE Uniforms are $12.00.

Additional Fees: Locks-$6.50, Sports Fee $50 per sport Lost Uniforms-$35.00/Warm-up Top, $35.00/Top, $35.00/Shorts or Pants, $25.00, Football Pads $40.00, FB Helmet $50.00. Vandalism and destruction of property will be charged accordingly. Students will not be allowed to participate in their next sport or activity until all uniform fines and other fees have been paid for past sport or quarter.

OFFICE PHONE USE

Students may not use the office phone during class unless there is an emergency and he/she has a written pass from the teacher. Students may use the office phone before and after school, in between classes, and during lunch.

MESSAGES

Messages to be delivered to students will be handled by the front office and may be left only by parents. These messages should be of a serious or emergency nature. Only emergency messages will be delivered immediately; other messages will be delivered during the next passing period, at lunch, or after school.

STUDENT RECOGNITION

We want to recognize our students for their contributions to the school, their achievement, and their exemplary behavior. We have high expectations for our students and we want to reward them when they meet these expectations. There are several ways to show our appreciation when students show pride in themselves and our school. Among them are:

- **Student of the Quarter-** Awarded to a student in each grade level each quarter. Students are nominated and voted on by staff members. Criteria includes the following: 1) must show positive leadership, have a positive influence on others, and go above and beyond what is expected; 3) must be in good academic standing (eligible); 4) no behavior referrals.
- **TRIBE Points**- will be given out by all staff members for positive behavior. Student's can use their points to purchase items at the monthly TRIBE store.
- **Friday Shoutouts** - Given by staff members or students for positive and responsible behavior. Recipient will be called to the office to receive the card..
- TRIBE DAYS and/or TRIBE TRIPS will be scheduled periodically. Students are eligible to participate if they receive no discipline referrals, and are academically eligible.
- **Honor Roll-** Semester honor roll will be awarded each semester
- **Assemblies** to Recognize Outstanding Achievement, Service, or Behavior

DANCES

School dances will be held approximately 2-3 times per year. All school rules apply to school dances including the following:

- The attire at dances must be appropriate and is subject to the approval of administration.
- No overt displays of affection.
- No one will be permitted to leave the dance and then return to the dance without prior permission.
- Students must be eligible and in good standing to attend dances
- The student expectations in place for our school are enforced at dances.

FIELD TRIPS

Field trips are an important part of our educational experience and are provided at a reduced cost to make them accessible for all students. These trips are designed to enhance learning and provide hands-on experiences outside the classroom.

- **Transportation:** All students are required to ride the bus to and from the field trip location. Exceptions may only be made with prior written approval from the school administration.
- **Chaperones:** Parents/guardians are encouraged to join as chaperones. To ensure the safety and success of our trips, all chaperones must complete a volunteer form at least one week prior to the scheduled trip.
- **Behavior Expectations:** Students are expected to follow all school rules and demonstrate appropriate behavior during the trip. Failure to do so may result in disciplinary action or exclusion from future trips.

GRADING & ADVANCEMENT

GRADING SCALE

Hemphill Middle School uses a letter grading system that signifies the following:

Letter	% Grade	Grade pt. value
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	65-69%	1.0
F	Below 65%	No grade pt.
P	Pass	No grade pt.
I	Incomplete	No grade pt.
NC	No Credit	No grade pt.

Incomplete grades will automatically become an F if the student does not complete the requirements of the class within one week after the end of the grading period. An extension of time can be given in extreme circumstances (principal's approval only).

CLASS PARTICIPATION

Attendance in class is an essential part of a student's education. Many of our classes will have a policy that gives credit for participation in class. Students who are chronically absent from a class will likely see their grades reduced. For classes that depend on participation for credit (i.e., PE, Band, Choir), a student may lose all or partial credit for that day's participation points when he/she is absent, especially when a student is chronically absent. These points can be made up outside of class at the teacher's discretion. If a student does not participate in PE they will not be allowed to participate in athletic events afterschool unless the absence for the class is excused (i.e. dentist appointment).

MAKE UP WORK

Make-up work shall be provided for any class which a student has missed. It is the responsibility of the student to pick up any make-up assignments. Students will be held responsible for material missed during any absence. Please follow the teacher's syllabus to determine the appropriate way for a student to access his/her make-up assignments. The following procedures apply for students' work when they are absent from class:

1. **Excused Absences** - Make-up work will be assigned the first class period that the student attends after the absence and will be due the next day. Full credit will be granted for this make-up work. Students will be given one day for each day absent to turn in work. Work assigned prior to the absence is due upon returning to school, unless arrangements are made between the teacher and the student.
2. **School Related Activity Absences-** Students who miss school work due to a school related activity are responsible for making up any work due to the absence. Students who miss school for a school related activity will be required to communicate with their teachers regarding any work that is assigned during their absence. This work will be due on the assigned due date or the day the student returns to class (unless other arrangements are made by the teacher). If the work was due on the day of the absence, then it must be turned in when the student returns to class unless the teacher requires it to be turned in before the student leaves school.

LATE WORK POLICY

Work that is not turned in the day it is due is considered late. Assignments that are late will be reduced by 20%. Late work will be accepted until the end of the unit. ***Please follow the teacher's syllabus to determine the appropriate way for a student to access his/her make up assignments when he/she is absent.***

HONOR ROLL

Students are selected for the honor roll at the end of 1st and 2nd semester based on grade point average. A grade point average of 3.5 or above is required to be listed on the Black Honor Roll. A student with a 4.0 grade point average is placed on the Red Honor Roll.

GIFTED EDUCATION IDENTIFICATION AND SERVICES

Hemphill Middle School has a process to identify students who are considered gifted in one or more academic areas. Students who are identified as gifted are placed on an advanced learning plan (ALP) and modifications are made in their curriculum and instruction to meet their needs and extend their learning. Please see Strasburg School District Gifted and Talented Handbook at www.strasburg31j.com for more specific guidelines.

8th GRADE PROMOTION

To be eligible for 8th-grade promotion at HMS, students are permitted to fail up to three semester classes during their enrollment. Successfully completing these classes during summer school won't contribute to their tally of failed classes. Instead, it ensures their inclusion in the promotion process. This policy offers students valuable opportunities for academic advancement and achievement.

The 8th Grade Promotion ceremony will take place on the last school day for the 8th grade students. The dress code will be in effect for the promotion ceremony. Students who are in violation of the dress code will need to change into acceptable attire prior to the ceremony or not be allowed to participate. Students who do not participate in the rehearsal will not be allowed to participate in the ceremony.

RETENTION

Summer school courses may be recommended for all students who fail a semester course. Retention may be recommended for students who fail two or more semester courses. A retention meeting may be scheduled with students, parents, and administration to determine if retention will occur. **Students will be allowed to make up any failed classes in the summer. Students will be charged a fee $30 per class and will be required to complete the classes at the school.**

HOMEWORK HELP

Students may meet with teachers after school to get help on assignments. Teachers will communicate the best time for these office hours. After school homework help will also be offered Tuesdays and Thursdays from 3:50-4:30.

REPORT CARDS AND PROGRESS REPORTS

Hemphill Middle School's year is based on two semesters with each semester comprising two quarters. Semester grades will be determined by averaging the two quarters each semester. Each quarter, report cards are issued and mailed home. In addition, grades may be viewed at any time by logging into PowerSchool. Please call the teacher or counselor if further information is desired.

ELIGIBILITY

Any student who participates in school-sponsored extracurricular activities is subject to eligibility requirements. A student is considered ineligible if he/she has more than one grade below a C at a given time. Ineligibility is reported as follows:

1. At the first of every quarter a warning list will be run. This allows all students the opportunity to improve their grade. For the rest of the quarter if a student is on the ineligible list they will not be allowed to participate in any after school activities until they become eligible again.
2. **The ineligibility list is up-dated on a week to week basis every Wednesday. If a student is ineligible, he/she will not be able to participate in any extra-curricular activities from that Wednesday through the following Tuesday. As a rule, all papers that are turned in by the previous Friday will be graded and averaged into a student's grade on Wednesday of each week (an exception may be long-term projects that require more time to grade).**
3. Parents will be contacted via email when a student has been consistently placed on the ineligible list.
4. Eligibility requirements apply to both athletic and non-athletic extracurricular activities, including all clubs and non-required field trips.
5. Students who are ineligible are required to continue practicing while they are unable to compete in games.
6. Students who are ineligible will meet with a staff member and determine specific ways the student can improve his/her grade.

ATTENDANCE

TARDY POLICY

Strasburg School students are expected to be in class on time. Initially, the teachers will address tardiness and give appropriate classroom consequences, such as loss of participation points or bell work credit. A student is tardy if he/she is not in the room or seat when the bell rings per the teacher's classroom procedures.

CONSEQUENCES FOR TARDIES **PER QUARTER** FOR EACH CLASS:

- 3 tardies total in one week- referral and detention; more than 3 tardies in a week can result in increased detention.
- If a student becomes habitually tardy administration will meeting with the students and parents to complete an action plan

ATTENDANCE

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

TYPES OF ABSENCES: (Please note: the term "per semester" is defined as either August-December or January-May).

EXCUSED (EXC) – Does not count toward the 12 absences allowed per semester. These include the following: illness with doctor's excuse, appointments for orthodontist or doctor (with proper paper work), and funerals.

UNEXCUSED (UNX) - Count toward the 12 absences allowed per semester. The nature of the absence has not been determined.

ACTIVITY (ACT) – Does not count toward the 12 absences allowed per semester. These include absences due to a school sponsored activity (ie: school sponsored field trips, music concerts, sports trips, speech contests, etc.).

VERIFIED (VER) – Count toward the 12 absences allowed per semester. These are absences verified by the parent, but do not fall under the guidelines as set above for excused absences (i.e., illness without doctor's excuse, trips, appointments, and prearranged absences for personal reasons, etc). Prior verification before the absence is preferred.

SUSPENSIONS- Does Not Count towards the 12 absences allowed per semester. (In-school suspensions will be recorded as ISS and out-of-school suspensions as SUS).

ATTENDANCE GUIDELINES:
Each time an unverified absence is recorded, the attendance office will call the home. If you receive such a call, contact the attendance office as soon as possible to verify the absence (verify does not mean excused).

- If a student misses at least 6 days or classes in a semester (excluding excused or activity absences), a personal letter will be mailed to the parent/guardian.
- If a student misses 8 days or classes a parent meeting will be required. **An attendance contract/ Action plan will be established between the student, parent/guardian**,
- If a student misses at least 12 days or classes in a semester truancy proceedings will be initiated
- Appeals must be made directly to the Truancy Committee . Exceptions will be considered based upon legitimate medical reasons or extreme hardships encountered in the family.
- Students in the high/middle school who are over 10 minutes late to class will have an unexcused
-A parent/guardian must notify the office (303-622-9211) within 24 hours of each absence to be verified but not excused. For middle and Elementary school, please call the attendance office prior to 9:00.
- Any work that is due when a student is unexcused will be considered late when it is turned in (refer to grading procedures for consequences).
- Students must be in school for ½ a day in order to participate in any afterschool activities

This attendance policy excuses absences for school related activities, funerals, and doctor or dental appointments. The school will require medical verification or other documentation to excuse these absences. Verified absences will be excused by the administration only if they fall under the above reasons. Excused and activity absences will not count towards the number of absences considered for truancy proceedings.

Please see Hemphill Middle School policy on truancy and attendance.

STUDENT RULES, EXPECTATIONS & STRASBURG SCHOOL DISTRICT POLICIES POLICIES

STUDENT DISCIPLINE EXPECTATIONS :

One of the most important objectives of education is for pupils to develop self-discipline. As part of working toward this goal, it is necessary that the atmosphere in the school be one that enhances the learning process. The school has the responsibility for disciplinary supervision while students are on school premises. In addition, students are subject to the supervision of the school while going to and from school, on buses, and while engaged in related school activities. Please also be aware that the school can and will administer discipline for students for off campus behavior that has a negative impact on the school environment. Efforts will be made to involve parents in working out solutions to discipline and behavior problems, including setting up a behavior plan for the student if necessary. Students who engage in unacceptable behavior should be prepared to accept the consequences. Whenever possible, penalties for misconduct will commensurate with the offense.

Hemphill Middle School seeks to maintain an environment which is conducive to learning, protective of the safety and welfare of students and staff, and free from unnecessary disruption.

Students are expected to pursue the educational program and behave in such a way that their presence does not detract from their own education or the education of others. Students shall treat teachers, administrators and other district employees, and fellow students with dignity and respect and shall behave in such a manner that their presence contributes to a positive school environment. Students shall be expected to comply with district, school, and classroom rules.

We have developed a TRIBE acronym for our students and expect them to follow these expectations both on and off campus:

STRASBURG BEHAVIOR Expectations

T: Thoughtful

- ***Being considerate and careful in your actions and decisions.***

R: Resilient

- ***Having the ability to bounce back from challenges and setbacks.***

I: Innovative

- ***Being creative and open-minded, seeking new solutions and approaches.***

B: Collaborative

- ***Working effectively with others, fostering teamwork and cooperation.***

E: Empowered

- ***Feeling confident and capable, taking ownership of one's learning and actions.***

This acronym encapsulates the qualities of a learner who is thoughtful, resilient, innovative, collaborative, and empowered, embodying key aspects of personal and academic growth.

Students will receive a disciplinary referral and sent to the office for behavior that falls in the following categories:

Drug/Alcohol/Vaping and Tobacco violations
Assaults/Fights
Dangerous weapons
Robbery/Stealing
Disobedient or Defiant Behavior
Detrimental Behavior
Destruction of school property
Repeated interference to the school environment
Excessive tardies, technology violations, public displays of affection
Dishonesty and/or plagiarism

STUDENT USE OF DRUGS AND ALCOHOL

According to Board Policy, the Strasburg School District shall promote a healthy environment by providing education, support, and decision making skills in regard to alcohol, drugs, and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among schools, parents, and the community. Can you link the policy here

Use and Possession of illegal drugs, or alcohol on school property or at a school sponsored activity. Please see Strasburg School District policy and regulations on drug and alcohol involvement by students.

Consequences for violations of the Drug and Alcohol Policy by Hemphill Middles School students on School property or at a district sponsored activity:

First Offense for Use and/or Possession

1. Any student who consumes or possesses alcohol or illegal drugs or on school grounds or at a school sponsored activity will receive up to a five day out-of-school suspension. This suspension can be reduced to three days with the completion of a district approved drug and alcohol class before readmittance to school or other appropriate requirement at the discretion of administration. The class must be completed and paid for at the expense of the student and family. In addition, a parent/guardian conference will be scheduled prior to readmittance.

2. The principal or designee will attempt to develop with the parent/guardian and the student a procedure that will outline the responsibilities of the parent/guardian, the student and the school in an effort to keep any further offenses from occurring.
3. Appropriate law enforcement officials will be notified.

Second Offense for Use and/or Possession During attendance in the Strasburg School District

1. Any student who consumes or brings alcohol or illegal drugs on school grounds or at a school sponsored activity a 2nd time will receive five day out-of-school suspension. The principal will recommend to the superintendent that the suspension be extended up to ten days. If the student completes a district approved drug and alcohol class the suspension will be reduced to five days if the class is completed before readmittance. The class will be completed and paid for at the expense of the student and his/her family. A parent/guardian conference will be scheduled prior to readmittance. If the student does not complete the class they will be recommended for expulsion.
2. The principal or designee will attempt to develop with the parent/guardian and the student a procedure that will outline the responsibilities of the parent/guardian, the student and the school in an effort to keep any further offenses from occurring.
3. Appropriate law enforcement officials will be notified and the student will be referred to a community resource agency.

Third Offense for Use and/or Possession and First Offense for Distribution of drugs or illegal controlled substances

1. Any student who has consumed or possessed alcohol or drugs on school grounds or at a school sponsored activity for the 3rd time will be suspended for 5 days and the principal shall recommend to the superintendent that the suspension be extended for an additional 5 days. The student will also be recommended for expulsion.
2. Any student who is found to have consumed alcohol or drugs on school grounds or at a school sponsored activity for the third time shall not participate in any school sponsored extracurricular activities for the remainder of his/her attendance at Hemphill Middle School.
3. Appropriate law enforcement officials will be notified and the student will be referred to a community resource agency.

TOBACCO/VAPING

By state law, tobacco and nicotine related products are prohibited on school property (this includes the area surrounding the school and includes being in a vehicle on or surrounding school property). Any type of nicotine or tobacco related product is not allowed on school property or at any school sponsored activity. This includes vaping, smoking, and chewing tobacco.
If a student is found to have used, consumed, possessed, or distributed **tobacco or any nicotine product** in any form (including vaping, cigarettes, and chewing tobacco) on campus they will be suspended up to 3 days. Students will be required to take a tobacco/nicotine cessation class of some form.

FIGHTING

Fighting, threatening, and physical harassment are not permitted. All fights will be referred to the Sheriff's Department. Please also be aware that if the fight occurs off campus and (at the discretion of administration) has a negative effect on the school environment that the students will be disciplined.

Consequences will be as follows (per year):
1st offense- Referral and minimum 1-5 day suspension or multiple hours of detention
2nd offense- Referral and minimum 3-5 day suspension
3rd offense- Referral and 5-10 day suspension along with possible recommendation for expulsion

Physical assault on a staff member will result in an automatic 5-10 day suspension and possible recommendation for expulsion.

HABITUALLY DISRUPTIVE

A habitually disruptive student is one who has been a) suspended 3 times for major infractions or b) received 5 or more behavior disciplinary referrals. These students shall be placed on a behavior plan that is signed by administration, the student, and parents/guardians along with any appropriate disciplinary actions. These students will have privileges restricted and will be recommended for expulsion if the behaviors continue.

NOTE: A student may be considered habitually disruptive and placed on a behavior plan at any time that his/hers behavior is considered highly detrimental to the school environment.

Detention- Students will be given lunch/ After school detention for infractions

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Please note the following information regarding consequences and missed detention:

- Unexcused and behavioral detentions will be served at discretion of administration.
- If a student misses a detention, then parents will be called and the time will be doubled . If they miss again then he/she may be suspended.

For any behavioral disciplinary referral, the parents/guardians will be contacted by phone and a copy of the referral will be mailed home. Also, a referral to the counselor or other appropriate school personnel may be made. Any severe violation of our code of conduct will be referred to the appropriate legal authorities.

CLASSROOM BEHAVIOR

Each classroom teacher has a classroom management plan that outlines expected student behavior. Minor infractions of these expectations will be handled by the classroom teacher. Major infractions and repeated interference of the classroom environment will result in a referral to the principal. Both the teacher and the principal will call home and appropriate consequences will be assessed.

EXTRACURRICULAR ACTIVITY BEHAVIOR

- The expectations for Strasburg students apply for all school related activities whether the student is on campus or off campus. We expect our students to behave responsibly and respectfully and represent our school in the best possible manner. A student who behaves inappropriately on or off campus may face disciplinary action, **such as losing the right to represent our school in extra-curricular activities.**

TECHNOLOGICAL DEVICES USE (Cell phones, I-pads, headphones, Smart phones, etc.)

Many technological devices can be both entertaining and educational. However, they can also be very distracting when used at school. In fact, students can use these devices to send inappropriate messages, cheat on tests or other assignments, and watch or listen to inappropriate material. As a result, students are not allowed to have electronic devices during the school day

If a student violates this policy he/she must turn in his/her device to the staff member who witnesses the violation. Additional consequences for violating this policy will include the following: (**per semester**):

- 1st offense- Teacher takes phone and will be picked up in the office at the end of the day .
- 2nd offense- Teacher takes phone parents are notified
- 3rd offense- Parent pick up phone
- 4th and subsequent offense- Parent pick up phone and detention

PERSONAL DISPLAYS OF AFFECTION (PDA)

Inappropriate displays of affection (including kissing) are inappropriate on a middle school campus at any time. A written notice will be given to the office any time a staff member observes PDA. Consequences will be based on the seriousness of the offense and Continued violation of this may result in detention.

THEFT

The theft of any school or personal property will result in a suspension and automatic referral to the sheriff's department. Full payment or replacement of the item stolen is also required.

VANDALISM

Vandalism of school and personal property will not be tolerated. Vandalism is the willful defacing or destruction of school property or the property of students and staff. **Students will be referred to the sheriff's department for any severe act of vandalism. The student is also responsible for any repair or replacement of damaged items and suspension**

WEAPONS

No student shall carry, conceal, store, or otherwise possess any firearm, knife, explosive, weapon or weapon facsimile of any sort on school property or at any school-sponsored events. Also, if a student mistakenly brings a weapon to school and turns it in at the beginning of the day to administration there will likely be no consequence for that student.

A referral will be given if a student has a weapon of any kind. This includes a pocket knife, regardless of its length, taser, or any other potentially harmful item. The Sheriff's office will also be notified of any weapons.

Expulsion is mandatory for any student who carries, brings, uses, or possesses any weapon which is defined as a dangerous weapon. A dangerous weapon means:
1) A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for a firearm.
2) Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
3) A fixed blade knife with a blade that measures longer than 3 inches in length or a spring loaded knife or pocket knife with a blade longer than 3 and ½ inches. 4) Any object, device, instrument, material, or substance, whether animated or inanimate, used or intended to be used, to inflict death or serious bodily injury. CRS 18-1901(3)eCRS 22-33-106(1)dCRS 18-12-101,10,105.5 and 108(2)

DISRESPECT AND DEFIANCE

Hemphill Middle School has very high standards regarding showing respect to one another. There is no tolerance at our school for showing disrespect to anyone, especially any staff member. Defiance is blatant disrespect for any staff member, as in the following: disobeying a staff member; not following instructions with regard to conduct; showing a defiant attitude; and, profanity toward a staff member. Consequences for blatant defiant and disrespectful behavior could result in suspension

PLAGIARISM AND ACADEMIC DISHONESTY

At Hemphill Middle School we work hard to instill in our students a love of learning and academic growth. To that end, it is essential that students submit work that reflects their own personal efforts so that staff can celebrate areas of growth and support areas where continued improvement is necessary.The use of advanced technology, including artificial intelligence (AI), will be considered cheating. This includes any form of AI assistance in completing assignments, exams, or other academic tasks. Utilizing AI in this manner undermines the integrity of the educational process and violates academic honesty policies. Students are expected to complete their work independently to ensure a fair and equitable learning environment for all. While grades are important, they should only be considered a reflection of student learning. This cannot be achieved if students submit work that does not reflect their own efforts. The classroom teacher, in collaboration with the grade level administrator, is responsible for determining if cheating has occurred.

- 1st offense- The student will be provided with an opportunity to resubmit the assignment for 60% credit.
  The student will be counseled by the teacher or administrator regarding the rationale for submitting original work and identifying specifically what the student did that was not acceptable.
- 2nd offense The assignment or exam will be given a "zero" grade. The teacher will contact the parent via phone or hold a parent conference and administration will be notified of the incident.

PROFANITY

Directing profanity, vulgar language, or obscene gestures toward others is not allowed. Actions of this sort will result in a referral and either detention or suspension depending on the seriousness of the situation.

WATER BOTTLES

Students may only have clear water bottles.

HMS Student Dress Code

A safe and disciplined learning environment is essential to a quality educational program. Standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however students are expected to respect the school community by dressing appropriately for the educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults who supervise them.

Requirements:

Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 inches in length on the upper thighs/inseam. Rips or tears in clothing must be lower than 3 inches in length.

Tank tops or other similar clothing with straps must must be 1.5 inches wide or more

Undergarments must be fully covered by outer articles of clothing

Shoes must be worn at all times and must be safe for the school environment. Bedroom shoes, and slippers shall not be worn except during school activities approved by administration.

Headgear including hats, hoodies and caps are not allowed. Religious headgear (yarmulke, chador etc) is exempt. Bandanas worn on any part of the body are not allowed.

Items and clothing that will disrupt the teaching-learning process are not allowed. This includes but is not limited to capes, blankets and stuffed animals.

All clothing must be free of inappropriate or suggestive words, phrases or images displaying or promoting alcoholic beverages, tobacco products, illegal substances, prejudice, violence, extreme behavior and sexual activities or innuendo.

Strasburg School District reserves the right at any time to prohibit any article of clothing which may incite potential violence, or create a risk to the safety of students or staff.

Upon violation of the dress code the following disciplinary action(s) will occur (**per semester**):

1st offense- Student given a written warning, student required change into appropriate attire or PE uniform.
2nd offense- Same as above and parents notified.
3rd offense- Referral, detention
4th and subsequent offenses- Referral, increased detention. Multiple offenses will result in additional consequences.

CODE of CONDUCT Add Hyper link

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off district property when the conduct has a nexus to school or any district curricular or non-curricular event.

Violent and Aggressive Behavior Policy

The Board recognizes there are certain behaviors that, if tolerated, would compromise the learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated**.**

Bullying Prevention and Education

Hemphill Middle School and the Board of Education supports a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable. Bullying and other behaviors are prohibited on district property, at district or school sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

Prohibited behavior

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

BUS TRANSPORTATION

BUS CONDUCT

In order to ensure a safe and pleasant trip for all passengers the bus rules below need to be followed at all times. Riding a school bus is a privilege, not a right. The school bus is considered an extension of the classroom, and the same rules of good behavior and the same high level of behavior that is expected in a classroom is expected on the school bus. The following guidelines should be followed for daily school bus routes, field trips and sports trips:

BUS TRANSPORTATION

Bus Transportation is arranged with the school by the parent at the time of enrollment or whenever a change to home residence occurs. The district's Director of Transportation makes the bus assignments for our students.

PLEASE NOTE: STRASBURG SCHOOL DISTRICT WILL TRANSPORT ELIGIBLE STUDENT RIDERS ONLY FROM THE STUDENT'S PRIMARY BUS STOP TO SCHOOL AND BACK TO THE PRIMARY BUS STOP. ANY requested exception to this rule must be made to the Director of Transportation at Strasburg Schools.

Strasburg Dist. 31-J Bus Rules

Be courteous and cooperative with the driver and students

Use inside voices
No foul language or rude gestures
No pushing or fighting

No destruction of bus property.

Do not mark on, poke holes or cut the seats

Remain facing forward in your assigned seat at all times.

Keep aisles clear (feet, backpacks)

Keep the bus clean.

NO food or drink, gum, sunflower seeds or tobacco

The bus is exited from front to back-one row at a time.
Stay seated no pushing or shoving. PATIENCE!

Unauthorized riders are required to have a note from parents to ride the bus.
Students only ride their assigned bus
Home to school - school to home
Be at your bus stop five minutes before scheduled time
Buses cannot wait
Nothing alive or dangerous can be taken on the bus (glass, sharp objects, weapons)
If bringing personal items (i.e. toys, electronics), keep them in closed backpacks while on the bus
Appropriate use of cell phones or other technological devices is allowed, but use of any technological device is at the discretion of the bus driver/sponsor. Students must wear headphones if their cell phone or other device creates noise. Students may not take inappropriate photos or videos at any time.
Absolute quiet at Rail Road Crossings
NO sprays, deodorant, perfume, or nail polishes are to be sprayed or used on the buses

The School Bus is part of the school setting, therefore ALL school rules do apply.

DISCIPLINE STEPS FOR BUS MISBEHAVIOR

1) Minor Infractions:
   a) Verbal warnings will be given to the students by the bus driver to stop the detrimental behavior. Drivers will reinforce the rules to students. If this does not solve the problem:
      i) The driver will write a referral, and a conference will be held between the offending students, driver, Transportation Director, and/or Principal of the school the student attends. The student is warned by the Principal/Transportation Director and a copy of the report is sent to the parent(s). Included in this warning is the statement that a second referral may result in up to a 10 day suspension of bus privilege. The Transportation Director or Principal issues the suspension.
      ii) A second written referral may result in a suspension of bus privileges for up to 10 days. A report is sent to the parent(s) stating the 10 days suspension and that a third report would mean that the student could lose his/her bus privilege for the remainder of the year. The Transportation Director or Principal issues the suspension.
      iii) A third written report may result in suspension of bus privilege for up to the remainder of the year. He/she and parent(s) are informed that the student may be reinstated only by the Superintendent.

2) If a major infraction occurs, such as fighting or vandalism and other such activities, the driver shall pull the bus off of the road and stop the activity. The driver may call law enforcement if the infraction warrants. The driver will then proceed on the route. When the stop for the student is reached, the driver shall inform the student that he/she is suspended from the bus until further notice. The Transportation Director shall be notified as soon as practical.

3) The Principal will talk with the student(s) involved and get his/her side of the story. He/she will then make a decision as to what action will be taken. He/she can suspend the student from the bus for any length of time or may refer the case to the Superintendent. Eventual suspension can range from a few days to a year. No set rules can be made for major infractions because the cases will vary and the students are different.

4) All suspensions of bus service will follow minimal due process procedures.

5) *Please note that administration reserves the right to give a school consequence to a student (detention, etc.) for any bus violation in addition to the suspension of riding privileges.*

TECHNOLOGY, COMPUTER, and INTERNET USE GUIDELINES

We are fortunate to have an excellent technology program at our school. Technology and computer use is a privilege; students are expected to follow certain guidelines in order to have access to our technological services, including access to the wireless internet that is available throughout the school. Failure to follow the procedures contained in this policy will result in the loss of the privilege to use the district's technology, computers and/or access to the internet in the Strasburg School District and may result in school disciplinary action and/or legal action. Strasburg Schools wants students to be educated in the area of technology and expects the technology to be used for educational purposes only during class. Students shall have no expectation of privacy when using the district's technology or internet- the district reserves the right to monitor, copy, review, and store all usage of district computers and monitor the use of other technology, including any use of the internet. All material and information accessed/received though the district's technology and computers shall remain the property of the school district. The district has installed software that blocks or filters material that is considered inappropriate for students on our network.

Prairie Creeks Pioneers

2025-2026 Handbook

Serving

Strasburg, Byers, Bennett,

Deer Trail Agate, & Kiowa School Districts

Prairie Creeks High School Mission Statement

We exist to serve the non-traditional student, who is at risk of not graduating or dropping out by role modeling positive behavior, providing a safe environment and nurturing their educational, emotional and physical well-being so that they have the skills to live life well.

"I know of no more encouraging fact than man's unquestionable ability to raise his life by conscious endeavor."

Henry David Thoreau

CORE Values

Our CORE values represent how we view ourselves at Prairie Creeks High School as well as how we want to be viewed by others. All of our rules, consequences and rewards are based on these three core values:

Respect Yourself

Respect Others

Respect Property

Strasburg's Profile of a Learner

Empowered Collaborator	Resilient Achiever	Reflective Thinker	Engaged Communicator	Future-ready Contributor	Creative Solution-Seeker	Financially Responsible Citizen
• Personal responsibility • Collaborator • Responsibility to thoughts & actions • People skills • Open mindedness • Emotional intelligence • Coping skills • Flexibility • Responsible decision making	• Sustainability • Stamina • Follow through • Adaptability to conditions • Finish what you start • Driver - go getter	• Thoughtful • Knowledge • Validity to individuality • Perspective taking - seeing different sides of things • Mindful	• Written & verbal communication • Confident • Eye contact / body language • Good listening skills • Active listener	• Postsecondary preparedness • Career exploration • Relevance to world • Hands-on experience	• Creative problem solving • Critical thinking • Breaks problem down to manageable pieces • Time management	• Financial awareness • Understanding spending habits • Real world finances

School Contact Information:

Phone: 720-640-6186

Fax: 303-622-6921

Email: dgonzalez@strasburg31j.com

twinter@strasburg31j.com

mmadrid@strasburg31j.com

tgregory@strasburg31j.com

Physical Address:

56729 East Colorado Ave
Strasburg, CO 80136

Staff:

Thom Winter –Principal / Teacher

Denice Gonzalez– Office Manager/ Para/ Work Study

Marla Madrid, M.S.W. – Guidance Counselor

Tawny Gregory - Life Skills Technician

Admission Procedures

Students at Prairie Creeks High School must be approved for admission by the Building Principal of the school they are transferring from and **by the Principal of PCHS**. Prior to approval the student and his/her parents must attend an interview with the Principal of Prairie Creeks High School or his designee and the building Principal of the student's home school. PCHS must have proof of employment and current transcripts and records for the student before student can enroll. All students at PCHS must be at least sixteen years of age. Based on experience, students younger than this may not have the maturity to work independently, have difficulty finding employment, and have difficulty getting to school. Any students younger than 16 or older than 18 need to request an exemption to our enrollment policy and may be required to sign a contract stipulating the conditions of enrollment.

Currently our school can accept up to 30 students (15 per session). Admission into the PCHS program is based on the recommendation from the principal and the interview with the student and parent. After reviewing all admission paperwork, meeting with the student and parents a determination will be made about when a student will begin classes and what session the student will be in.

Class Hours

Regular, punctual attendance is an important part of success at PCHS. Students are required to attend one complete session each day and hold a part time job (40 hours per month). Although we regard individuals over

rules we recognize that success in school and in the work place begins with regular attendance. Session 1 is from 8:00 am-11:05 am, students are not allowed in the building until 7:45 am. Session 2 is from 12:00 pm to 3:05 pm, students are not allowed in the building until 11:45 am. PCHS is a closed campus and students must have permission from the Principal to leave campus during their session.

First Session runs from **8-11:20** everyday including **Wednesday's**

Second Session runs from **12-3:20** everyday including **Wednesday's**

No School on Mondays

Cell Phones

Cell Phones will not be permitted in school. Cell phones will be required to be put in slot with time card at the beginning of each day, cell phones can be removed to go on break. Upon return, cell must be put back in slot and can be picked up when class is dismissed.

Failure to comply will result in student being sent home and it will count as an unexcused absence.

Make-Up Work Policy

Excused and Verified Absences

Make-up work will be assigned the first class period that the student attends after the absence and will be due the next day. Full credit will be granted for this make-up work. Students will be given one day for each day absent to turn in work. Work assigned prior to the absence is due upon returning to school, unless arrangements are made between the teacher and the student.

Prearranged Absences

A pre-arranged absence is one in which approval by the school has been granted prior to the student's absence. The absence is verified unless it falls under the excused absence guidelines. Requests for pre-arranged absence forms must be made at least 2 days in advance. The student then takes a form around to all of his/her teachers requesting work to be done during the absence dates. (These forms will be given out only if a student is to miss at least 3 full days of school). When a student returns after a pre-arranged absence, he/she must meet with his/her teachers and agree when the work is to be turned in.

School Related Activity Absences

Students who miss school work due to a school related activity are responsible for making up any work due to the absence. Generally, students will be given one day to complete this work, but teachers may require the work turned in when the student returns to class. If the work was due on the day of the absence, then it must be turned in when the student returns to class. (The teacher may require this work to be turned in prior to the school activity).

Unexcused Absences and Discipline

All daily work that is assigned or due when a student is either suspended from school (in-school or out-of-school) or unexcused from class will be considered as late work when it is turned in (see late work policy below). No penalty will be given to work that is turned in prior to a suspension.

Late Work Policy

Work that is not turned in will receive "0" credit. Work that is not turned in when due is considered late. Daily assignments that are turned in late will be given 50% credit (i.e., if the student would have received a grade of 80% on the assignment, if it is late the grade will be recorded as 40%). Please note that if the assignment is late but still turned in the day it is due, it will be penalized at the teacher's discretion up to 50% credit. Long term assignments will be reduced by 10% each day they are turned in late. Long term assignments will be accepted and penalized at the teacher's discretion if they are turned in more than three days late. As a rule, we do not accept late work that is from prior units (i.e., no late work will be accepted once the current unit of study is completed). Students may turn in late work from previous units only under special circumstances at the teacher's discretion, provided the student meets with the teacher first.

Attendance Policy

***Anything over 12 verified and unexcused absences in one semester will result in a student losing credit for all of their core classes during that semester. To include: all lecture for math, language arts, social studies, science, and life skills. ***

Regular daily attendance in class is of prime importance in the educational process. All students are expected to attend school for all days of the established school calendar, as approved annually by the Board of Education and in compliance with the Colorado School Attendance Law. Vacations and appointments should be scheduled outside the student's scheduled classes.

Attendance is the responsibility of the student, parents, and the school. The importance of regular, daily attendance as a basis for academic achievement cannot be overemphasized. All absences have a negative effect upon instructional continuity, regardless of the attempts to make up work. The regular contact of students with one another in the classroom, and their participation in a well-planned, instructional activity, under the tutelage of a competent teacher are vital to this purpose. Absences resulting from temporary illness, injury, extended disability of the student, or family emergencies will, under normal circumstances, be acceptable reasons for a parent/guardian to verify a student's absence. However, students who choose to not attend school without a verifiable reason will face the appropriate consequences.

This policy defines absences of twelve (12) between August-December or January-May as being excessive. Every student and his/her parent/guardian are encouraged to establish a goal to have perfect attendance;

however, on a more practical level, the goal should be to not allow more than eight (8) verified and unexcused absences between August-December or January-May. It is our belief that up to eight absences during this these time periods should not adversely affect any student's educational growth in any individual class, and therefore be considered as exhibiting acceptable attendance habits.

The provision of this policy shall be applicable to all district students, including those above and below the age for compulsory attendance as required by law.

PCHS Attendance Procedures:

TYPES OF ABSENCES: (Please note: the term "per semester" is defined as either August-December or January-May).

EXCUSED (EXC) – **DO NOT** count toward the 12 absences allowed per semester. These include the following: illness with doctor's excuse, appointments for orthodontist or doctor (with proper paper work), funerals, and court dates.

ACTIVITY (ACT) – **DO NOT** count toward the 12 absences allowed per semester. These include absences due to a school sponsored activity (ie: school sponsored field trips, music concerts, sports trips, speech contests, etc.).

VERIFIED (VER) – **DO** count toward the 12 absences allowed per semester. These are absences verified by the parent, but do not fall under the guidelines as set above for excused absences (i.e., illness without doctor's excuse, trips, appointments, and prearranged absences for personal reasons, etc). Prior verification before the absence is preferred.

UNVERIFIED (UNV) – **DO** count toward the 12 absences allowed per semester. The nature of the absence has not been determined.

UNEXCUSED (UNX) – **DO** count toward the 12 absences allowed per semester. These are absences that are not excused by the parent and school. (The student was truant for that period).

SUSPENSIONS- **DO NOT** count towards the 12 absences allowed per semester. (In-school suspensions will be recorded as ISS and out-of-school suspensions as SUS).

ATTENDANCE GUIDELINES:

- Each time an unverified absence is recorded, PCHS will call the home. If you receive such a call, contact the attendance office as soon as possible to verify the absence.

- If a student misses at least 5 days or more in a semester (excluding excused or activity absences), a personal attendance contract will be mailed to the parent/guardian that has been signed by the student and Principal.

- If a student misses 8 days or more in a semester (excluding excused or activity absences), the office will contact the parent, notifying the parent/guardian that the student has at least 8 absences. Per the attendance

contract established previously between the student and the school, after 8 absences the student will start serving 3 hours of detention for each absence.

- If a student misses more than 12 days in a semester (verified and unexcused), the student will lose credit for the in class core credits for the semester (regular attendance and class participation is still required in order to maintain enrollment in PCHS and have access to PLATO.). Neither days/absences nor missing work can be made up. Exceptions to this policy will only be made at the discretion of administration.

- Appeals must be made directly to the Principal or Truancy Committee. Exceptions will be considered based upon legitimate medical reasons or extreme hardships encountered in the family.

- A parent/guardian must verify all absences by telephone or written note.

- Parents/Guardians should contact the attendance office if a student arrives late or leaves early.

- Students in PCHS who are over 10 minutes late to class will have an unexcused absence unless there is an accepted excuse for the student arriving late.

- Students will not be excused from one class to work on assignments for another course unless explicit permission is given by the instructor(s) and/or administration.

- A parent/guardian must notify the office (720-640-6186) within 24 hours of each absence if the absence is to be verified or excused.

Condensed /Attendance Info

Each verified/unexcused absence will generate a phone call from the attendance office. The following procedures will apply per semester: 1) After five absences, an attendance contract will be sent home. 2) After eight absences, the student will serve detention for each absence (does not make the absence go away). 3) After twelve absences, the student will lose all credit for the in class portion of school (regular attendance and class participation are still required). Exceptions to be made only with Principal's approval.

This attendance policy excuses absences for school related activities, funerals, doctor or dental appointments and court dates. The school will require medical verification or other documentation to excuse these absences. Verified absences will be excused by the administration only if they fall under the above reasons. Excused and activity absences will not count towards the number of absences considered for receiving no credit for a class.

UNEXCUSED ABSENCE POLICY

An unexcused absence occurs when a student is absent from school without a verifiable excuse from the parent and school. When a student is unexcused, he/she is considered truant. The administration is the final judge as to whether an absence is verified/excused or unexcused. In making this determination, the Principal shall consider the best interests of the student and the school. An absence is unexcused or truant under the following conditions:

· An unauthorized absence- the student misses class without parental and school permission.

· A student is more than 10 minutes late to class without being excused by the parent and school.

· An unauthorized absence that is not cleared by the parent within 24 hours after the absence.

· A student leaves school without permission from the office and parent.

CONSEQUENCES FOR UNEXCUSED ABSENCES/TRUANCY:

· First unexcused absence in a semester- 1 hour detention; 2nd and subsequent unexcused absences- 2 hours of detention per unexcused class. Detention will not remove or replace the absence.

· Any work that is due or assigned when a student is unexcused will be considered late when it is turned in (refer to grading procedures for consequences).

· Students who have an unexcused absence may not be able to participate in a minimum of one extra-curricular activity at the discretion of administration.

· Multiple unexcused absences will result in in-school suspension and/or multiple hours of detention at the discretion of administration. These students may not be able to participate or attend extra-curricular activities at the discretion of administration. Also, students will be placed on an attendance contract that will monitor their attendance and restrict their time out of class.

HABITUALLY TRUANT

Multiple cases of truancy will result in either a different educational placement or a referral to truancy court or social services.

RETURNING AFTER AN ABSENCE

Parents should call the school if a student is absent for any reason. It is best to call the school before 8:00 am on the day of an absence. Parents may call the school at any time and leave a message regarding an absence. The school must be notified within 24 hours after an absence occurs or the absence becomes unexcused.

TARDY POLICY:

****Anything over 10 minutes late will count as an absence.****

PCHS students are expected to be in class on time. Initially, the teachers will address tardiness and give appropriate classroom consequences, such as loss of participation points or bell work credit. A student is tardy if he/she is not in the room or seat when the bell rings per the teacher's classroom procedures

CONSEQUENCES FOR TARDIES PER SEMESTER FOR EACH CLASS:

· 1st 2 tardies- time late will be tripled and served in detention.

· 3rd tardy –1/2 hour detention.

· 4th and subsequent tardies- 1 hour of detention.

· 5th tardy will result in a tardy contract (consequences to be laid out within it).

· Excessive tardies will result in additional detention or other penalty at discretion of administration.

School Cancellation

In the event 1-70 corridor schools are canceled due to inclement weather or for other reasons, PCHS will not hold classes (also see school calendar for holidays, quarters, etc.). If in doubt over whether school has been canceled, call the school at 720-640-6186 and if no one is there, a message on the answering machine will have information if school has been canceled. Local TV and radio stations also carry information regarding school closures (if Strasburg 31-J is closed, we are closed).

Crew Meetings

Each day we may hold a Crew Meeting to update students on upcoming events and projects. This is also an opportunity for the staff to receive student feedback.

Plato

Plato courses will be completed on a pass/fail basis. Students will have one academic year to complete four complete classes. If they are not complete by the assigned date, they will be reset to zero progress and started over at the beginning of the following school year. No additional classes will be assigned until the initial four are finished. Mastery tests must be completed at 80% (per the Plato requirements). All unit post tests and semester tests will be locked until the student has completed all mastery tests up to that point in the course. They must be passed at the 70% level (per PCHS) in order to receive credit for the course. *All Post tests and End of Semester tests will be completed at PCHS on a school issued computer.* Additionally, for graduating seniors, all Plato courses must be completed by April 30th of each academic year in order to count towards that year's graduation requirement.

If daily attendance becomes an issue (per administration), Plato access will be locked until attendance issues are resolved. ***PCHS is not an on-line school***.

Plagiarism

Plagiarism is a serious academic concern and is not tolerated. Plagiarized material will receive a score of 0 (zero) and further disciplinary action may result.

Progress Reports/ Report Cards

Progress reports are mailed twice a semester. See school calendar for quarter start/end dates. If students are having academic problems, it is advised a conference with the parent/guardian and student be set up.

Grade Scale

Grades are used to help students, parents, and our staff understand how they are performing in a class. The following grade scale is used:

A - 90-100, B - 80-89, C - 70-79, D - 60-69, F - 59 or below

A grade of 59 or lower is considered failing. Students must make up all failed courses.

Graduation Requirements

Students that complete all of the educational requirements will graduate from PCHS with a high school diploma. PCHS holds its own graduation ceremony in the spring. Students who have completed all of the required coursework by December 20th, 2025 and May16th, 2026 may participate in Graduation Saturday, May 17, 2025 @ 11am in the Strasburg Big Gym.

Upon enrollment at Prairie Creeks High School, each student's transcript is evaluated to determine the credits required to graduate. A personal academic plan is created for each student, and a plan to make up any deficiencies will be included.
Students require following credits to graduate:

English - 4 credits

Social Studies – 4 credits

Science - 4 credits

Math - 4 credits

Electives – 8 credits

Graduation Guidelines Policy

All students that graduate from Prairie Creeks High School will have completed and passed a standards based performance assessment that demonstrates essential skills for postsecondary and workforce readiness. That readiness will be exhibited by completion of required Plato courses in mathematics and English/language arts to include passage of all mastery tests, post tests and end of semester tests by district standards.

Work Study

All students are required to hold a part time job with an employer who has a verified Tax ID number and work at least 40 hours per month. A business supervisor must sign off on the hours turned into PCHS. Paystubs from the business or checks with your name and hours will also be required to be turned in each month. A copy will then be made of said check and certain information will be blacked out. Maintaining accurate work hours is required for students to earn work-study credit and to ensure that Prairie Creeks receives funds from the state. The office manager will collect all work hours for students on the FIRST of every month and maintain contact with the student's employer. Students have until three weeks to have a verified work-study source (employment or volunteer) upon entering PCHS.

In the event a student is no longer employed (regardless of the reason), he/she will notify the office manager on the next school day. If student is fired from job, student will have 1 week to obtain another job or volunteer work. Failure to do this, or failure to document at least 40 hours/month, could result in the student being sent home (unexcused) for non-compliance with school policy. If compliance with PCHS work study policy is not met, students will be un-enrolled from PCHS. Home district will be notified and arrangements must be made with the student and their home district for enrollment in an alternative program.

You can earn up to 3 credits per year for holding a job and turning in required work hours on the 1st of each month (hours turned in past the due date will not count toward earning of credit, but are still needed in order to stay enrolled at Prairie Creeks High School).

Hours will count toward graduation requirements as follows: 80 hours per semester = .5 credits, 120 hours = 1 credit, 160 hours or more = 1.5 credits (provided the hours are turned in on or before the due date, which is the first of every month).

Student Supplies

Items required for the school year per student:

Notebooks for Class Work - 5 subject or 5 notebooks

Pens Blue or Black (NO Red)

Pencils-mechanical or wood

24 pk or more Colored Pencils

Sketch Pad

Highlighters

****Calculator**

****Composition Notebook for Life Skills Class**

1 Box of Kleenex

It is the student's responsibility to be prepared for class every day.

Dress Code

Students should dress in clothing that would appropriate for a school and/or work environment. That means no bare midriffs, no PJ's, sagging, backless tops, low cut tops (cleavage), shorts/skirts that are above the lower thigh, hats, bandanas, chains, underwear used as outerwear, inappropriate language or anything that promotes drugs, alcohol, sex or the hatred of any group. Students that are in violation of the dress code must comply or will be sent home**.**

Dress code is always left to the staff's discretion.

Parent Involvement

We feel that parent involvement is crucial to student success academically as well as socially.

Numerous studies have shown that parent involvement makes a dramatic impact on improving student achievement as well as decreases discipline problems. **Please see Strasburg School District's Parent and Family Engagement policy.**

School Guidance Counselor

Prairie Creeks is dedicated to the overall well-being of students and provides a guidance counselor. The guidance counselor provides services to students on a voluntary basis, and individual participation is not mandatory.

Field Trips

Occasionally students will participate in Field Trips. All students are required to travel in school provided transportation for any off--campus activities.

Purpose

Field trips will be planned with three goals in mind:
Educational
Service Projects
Recreational

Cost

Students will need to bring spending & lunch money on the day of the Field trip. Whenever possible, PCHS will pay the entrance fees to the activities. If funds are not available, students will have to pay their own way.

***Behavior sequence is subject to staff discretion**

Rules of Conduct

If a student's behavior becomes unmanageable or it becomes evident that the student is not being successful at Prairie Creeks, a meeting will be called to determine further action to be taken.

* In a proactive learning environment, students take responsibility for their own learning. As proactive learners, students develop the skills necessary to make responsible choices based on responses to accepted values, instead of reactions to emotions.

* Proactive learners practice habits of self-control, planning, time management and are willing to do whatever it takes to get the job done.

* Students will demonstrate a respectful attitude to the adults charged with their supervision and education.

* Students will respect the property of others.

* Students will refrain from bringing visitors to class.

*Student will not bring weapons of any type or objects that might be mistaken for weapons onto school grounds (could result in suspension or expulsion).

*Students will earn music privileges on an individual or group bases at staff discretion.

*Students will use appropriate language.

*Students will obey local, state, and federal laws, as well as school policies. *Students will refrain from using tobacco on the school campus.

SCHOOL CRISIS PLAN

At Prairie Creeks High School, each staff member has a copy of the school crisis plan which gives specific instructions for emergency situations. This plan is reviewed on an annual basis with the staff. A major component of the plan is to practice for different scenarios, emphasizing that preparation can ensure safety by minimizing confusion and panic. The major scenarios are as follows:

LOCKOUT- A lockout is the purposeful act of keeping students and staff inside the building. The outside doors will be locked; students will be allowed to move from class to class but will not be allowed to exit the building. A lockout occurs when an emergency threatens the welfare of students and staff outside of the building.

LOCKDOWN- A lockdown is the purposeful act of keeping students and staff inside the building in a predetermined area, such as their classrooms. The purpose of a lockdown is to hide students and staff behind locked doors in as little time as possible. A lockdown occurs when a serious emergency threatens the welfare of students and staff inside the building, such as a threatening person.

SHELTER- Shelter is the purposeful act of keeping students inside the building when there is an emergency outside of the building. This procedure will be used when there is hazardous waste or threatening weather, such as a tornado watch. The outside doors will not be locked. Students and staff will either be able to move within the building (but will not be allowed to exit the building), or asked to remain in an enclosed area, if necessary.

SHELTER FOR TORNADO- If there is a tornado warning or similar emergency, students and staff will move to the high school boys and girls locker rooms.

EVACUATION: Evacuation is required when there is a dangerous situation within the school, such as a dangerous intruder, fire, or toxic gas, which requires the students and staff to evacuate and/or seek an alternate shelter.

· Evacuation Level I-Students will evacuate the school to designated areas outside the school. A map is provided in each classroom to illustrate this procedure. (This procedure would be used for a fire).

· Evacuation Level II-Procedures will be implemented for students and staff to be removed from school property (after Evacuation Level I) to a safe site. Parents would then be informed so they can pick up their students from the appropriate safe site when it is safe to do so.

In the advent of an emergency situation, these are the most likely ways the district will communicate to parents/guardians;

1) We have a reverse 9-1-1 capability that enables the district to call every family to inform them of an emergency and what procedures to follow.

2) Tune into the TV/Radio stations for information (Channel 4, 7, 9 and 850 AM).

3) Check the district web site for up-dated information.

Parent/guardian Responsibilities during a Crisis (from the Adams County Crisis Handbook):

During a crisis, parents/guardians should be advised to remain close to a phone, computer, or media source in order to receive the most accurate information in a timely matter. To facilitate this process, it is extremely important that parents/guardians maintain current contact information on file with the school.

Many parents will feel the need to respond to the school at first notice of any crisis. This can result in unintended negative consequences. For example, when parents/guardians arrive at schools during a crisis the district is forced to reassign resources dedicated to student safety to help manage parents arriving at schools. During a crisis, it is best to follow the district procedures and updates for the proper response.

Parent/Guardian Reunification with Student:

Although districts aim to reunite students with parents/guardians as soon as possible during times of crisis, this may not be able to occur during or even immediately following a school or community crisis. Strasburg School District will work in conjunction with the Sheriff's Department and Fire Departments to determine when it is safe to reunite students and parents/guardians. In some cases, if the safest option is to keep students in schools while a crisis is being managed in the community, the reunification process could be delayed several hours in order to ensure students are not placed in a harmful situation. Once it has been determined that it is safe to allow reunification to occur, the details will be communicated to parents/guardians via our reverse 9-1-1 system and/or web site and other media sources.

Parents/guardians can be prepared for the reunification process by bringing the items specifically requested by reverse the 9-1-1call or web site to the reunification site. A minimum requirement of photo ID will most likely be necessary at these events. This information will be shared with parents/guardians via the communication methods outlined previously.

The procedures for a Controlled Release of students after Evacuation Level II are as follows:

Just like our students practice the many new skills that they learn throughout the year, we also like to have them practice fire drills, tornado drills and lockdown drills. Typically one of these occur each month and in the unlikely event that one of these actually occur, our students will be prepared. With that in mind, it is also important for our parents to be aware of the process we would like you to follow if we had to have a controlled release of our students. A controlled release is the release of a student to their parent/guardian in the event of an evacuation either from the individual school or an alternate location. As an added safety measure, you may also notice that picture ID is required to pick up your student. While we live in a small community, the safety of your child is important and the person or person(s) releasing your child may not know you personally. We appreciate your cooperation with this process.

1. Students will proceed to the designated evacuation sight

2. School will notify parents/guardians

3. Picture ID will be required of the parent/guardian, emergency contact listed in PowerSchool or adult designated by parent/guardian picking up their student.

4. The student will be taken to the parent/guardian.

5. Parent/Guardian will sign form

6. School then releases the student to the parent/guardian

THREAT ASSESSMENT TEAM

We have a district wide threat assessment team comprised of school administration. This team meets on a frequent basis to update our crisis plan and determine if a student is need of intervention or poses a threat to our the safety of other students and our staff.

Differentiated Curriculum, Instruction and Assessment (DCIA)

The CSR grant also makes available training for instructors in DCIA. DCIA is a philosophy of teaching that attempts to provide compelling and effective instruction to all students regardless of ability level, educational background and learning style.

Differentiation means providing ... students with different tasks and activities than their age peers--tasks that lead to real learning for them. There are five elements of differentiation: content, process, product, environment, and assessment.

At its most basic level, differentiating instruction means "shaking up" what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn.

Who benefits from a differentiated curriculum?

* All students benefit from appropriately challenging learning experiences.

* Teachers benefit because they can target essential skills that all students must have in order to meet the school accountability requirements

School-Level Comprehensive School Reform Parent Involvement Policy

(School/Parent Compact)

This policy and compact has been jointly developed and agreed upon by the Prairie Creeks High School and parents of students served in the school.

Policy

The administration, staff and parents of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education).

* Parent involvement activities in the school will include opportunities for:

* Parents to volunteer and be involved in school activities

* Staff development and parent education

* Parents to provide home support for their student's education

* Parents to participate in school decision-making

* Effective communication between the school and parents

Responsibilities of school

The school will:

Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards.

Involve parents in an organized, ongoing and timely way in the planning, review and improvement of programs, plans and policies.

With regards to the School Parent Involvement Policy, the administration will:

Facilitate and implement the Parent Involvement policy.

Involve parents in the planning, review and improvement of the School Parent Involvement Policy at least annually.

Provide notice to parents of the School Parent Involvement Policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.

Make the School Parent Involvement Policy available to the community.

With regard to parent meetings, the administration will:

Convene annual meetings to inform parents of their school's participation in Comprehensive School Reform.

Inform parents of all meetings and encourage and invite parents to attend. Meetings shall be offered at various convenient dates and times to facilitate attendance by parents.

With regard to Comprehensive School Reform Programs and Plans, the administration will:

Inform parents about the goals and purposes of Comprehensive School Reform, any Comprehensive School Reform programs at the school, the curriculum used in the programs, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet.

Involve parents in the planning, review and improvement of any Comprehensive School Reform programs at the school.

If the Comprehensive School Reform plan is not satisfactory to the parents, submit any parent comments on the plan when it is submitted to the district.

If requested by parents, provide opportunities for regular meetings of parents and the school where parents may offer suggestions and ask questions regarding Comprehensive School Reform policies and programs.

Administrators will provide timely responses to parents' suggestions and questions.

Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Comprehensive School Reform, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

With regard to professional development, the administration will:

With the assistance of parents, educate teachers, pupil services personnel, principals and other staff in:

The value and utility of contributions of parents how to reach out to, communicate with, and work with parents as equal partners implementing and coordinating parent programs

Building ties between parents and the school.

Shared responsibilities of administration and staff

Administration and staff will:

Provide assistance to parents, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of Comprehensive School Reform, how to monitor their student's academic progress and how to work with school staff to improve the achievement of the student.

Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement.

Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format that is understandable

Provide such other reasonable support for parental involvement activities as parents may request.

Provide access to educational resources for parents to use together with their students.

Responsibilities of staff

The staff will:

Assist the administration in facilitating and implementing the Comprehensive School Reform Parent Involvement policy and parent involvement activities.

Advise parents of their student's progress on a regular basis.

Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education.

Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities.

WELCOME TO PCHS

STRASBURG HIGH SCHOOL

Student Handbook

2025 - 2026

The mission of Strasburg 31J will be to develop resourceful, responsible, and resilient, engaged citizens who are empowered in a safe learning environment for all to achieve their full potential in an evolving world.

STRASBURG SCHOOL SONG

On Strasburg On,
O'er the plains our echoes roll,
Forward unite,
As we strive to reach our goal,
Cheer teammates, cheer
Lift your banners to the sky,
Loyal forever,
We'll praise ol' Strasburg High

The purpose of this handbook is to inform students and parents with the policies, procedures, programs, and general information pertaining to Strasburg High School. Our policies set high standards and expectations for appropriate student behavior, with the primary goal of supporting student growth and achievement. Ensuring a positive learning environment for your child is our top priority. We are committed to maintaining a safe, disciplined, and focused atmosphere for learning.

Our ultimate aim is to help each student succeed during their time at Strasburg High School and to prepare them for success after graduation. Achieving this goal requires a shared responsibility among students, parents, and staff. We encourage all students to actively participate in our school community and invite parents to engage in their child's education and feel welcome at our school.

If you have any questions or concerns, please contact the school at (303) 622-9211. For the latest updates on meetings, conferences, and events at each school, please visit our District website at www.strasburg31j.com.

STRASBURG EXPECTATIONS

Students and faculty at Strasburg High School will pledge to uphold the following expectations so they are **TRIBE Ready**:

Take Ownership

Be accountable for the results of your actions while showing others that they can trust you to do the right thing.

Reliable

Be trustworthy and dependable, which is essential in building strong relationships and achieving success.

Impactful

Have a strong effect or influence on someone or something; this often results in positive change or progress.

Break Down Barriers

Remove anything standing in your way of getting the job done, achieving your dreams, or any emotional entanglements that prevent you from making progress.

Empowered Learners

Be self-motivated, curious, and have a growth mindset, viewing challenges as opportunities for growth and development.

READY

TRIBE READY

We want students at Strasburg High School to have pride in themselves and their school. When representing Strasburg High School, conduct yourself in a manner that will reflect positively on yourself and your school. Students and faculty should represent themselves and the school appropriately whether they are on school property or not. Students are here for an education, to become lifelong learners, and to develop into responsible members of society.

School Board

President	Michael Marrero
1st Vice President	Diana Elliot
2nd Vice President	Daymon Johnson
Secretary	Mary O'Malley
Treasurer	Gema Gomez

Administration

Superintendent	Kelle Bongard
Principal	Scott Andrews
Assistant Principal	Victoria Dickens
Dean of Students	Jeromie Bongard
Chief Financial Officer	Nancy Taylor
High School Counselor	Dana Bacon
Athletic Director	Rick Jacoby
District Social Worker	Marisa Clifton

Support Staff

Administrative Asst. to Superintendent	Jen Hall
Central Registrar/Athletic Secretary	Amanda Rosier
Administrative Assistant	Sue Wiebelhaus
HS Secretary/Attendance	Tobi Whitehead
Media Specialist	Connie Perrino
Technology Director	Darel Dodge
Technology Assistant	Mitch Tandy
ELL Paraprofessional	Damaris Sierra Canales
SPED Teacher	Rae Lynn Bauer
SPED Teacher	Kea Mullarkey

TEACHING STAFF (Alphabetical by last name)

Teacher	Courses	Phone Extension	Email
Merci Ames Science Department Chair	Science	815	mames@strasburg31j.com
TBD (BLA/Spanish)	Bilingual Language Arts/ Spanish		
Victoria Andrus	Math	826	vandrus@starsburg31j.com
Viviana Arcineda	Spanish	818	varcineda@strasburg31j.com
Raelynn Bauer	Special Education	812	rbauer@strasburg31j.com
Becca Clark English Department Chair	English Language Arts	810	rclark@strasburg31j.com
Bailea Carothers	Weight Training/PE	808	bcarothers@strasburg31j.com
Suzanne Davis	Math	847	sdavis@strasburg31j.com
Greg Ferber Math Department Chair	Math	834	gferber@strasburg31j.com
Amanda Fisher McDowell	Art	831	afisher@strasburg31j.com
Alaina Franklin Social Studies Department Chair	Social Studies	820	afranklin@strasburg31j.com
Eric Gilbert	Health/PE	813	egilbert@strasburg31j.com
Kim Harris	Business/CTE	822	kharris@strasburg31j.com
Marissa Hauser	Science	832	mhauser@strasburg31j.com
TBD (Hemphill)			
Ayla Johnsen	Social Studies	812	ajohnsen@strasburg31j.com
Mandy Lasecke	Social Studies	824	mlasecke@strasburg31j.com
John Leisge	Science/Stem	830	jleisge@strasburg31j.com
TBD (Band/Drama)	Band/Drama	816	
Connie Perrino	Media Specialist	823	cperrino@strasburg31j.com
Jordan Ross	Weight Training/PE	808	jross@strasburg31j.com
Alex Steitz	English Language Arts	825	asteitz@strasburg31j.com
TBD (ELA)			

Other Important Contact Information
High School phone 303-622-9212
High School Fax 303-622-6921
Attendance Line 303-622-9212 Ext 888

Staff Member	Position	Phone Ext.	Email
Scott Andrews	Principal	817	sandrews@strasburg31j.com
Victoria Dickens	Assistant Principal	804	vdickens@strasburg31j.com
Jeromie Bongard	Dean of Students	803	jbongard@strasburg31j.com
Dana Bacon	Counselor	894	dbacon@strasburg31j.com
Sue Wiebelhaus	Administrative Assistant to the Counselor	895	swiebelhaus@strasburg31j.com
Tobi Whitehead	School Secretary	800	twhitehead@strasburg31j.com
Rick Jacoby	Athletic Director	893	rjacoby@strasburg31j.com
Marisa Clifton	District Social Worker	836	mclifton@strasburg31j.com

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GENERAL INFORMATION

Our handbook is in accordance with Strasburg School District Board of Education policies. You can find these policies on the Strasburg School District website using the following link:
https://www.strasburg31j.com/board-of-education/board-of-education-policies

ENROLLMENT
Strasburg School District 31J has an open enrollment policy. Students who reside with their parent or legal guardian within the Strasburg school district's attendance area have an entitlement to attend Strasburg Schools. Students who do not live within the Strasburg School District boundary must apply for admission.

STUDENT SCHOOL HOURS
SHS main halls, commons area, and library will be open for students from 7:30am to 4:30pm Tuesday through Friday when school is in session. **All students need to be out of the building by 4:30pm** unless they are directly supervised by a staff member. Students attending an extra-curricular event on a non-school day will be allowed to enter the building no more than 30 minutes before the event starts.

OFFICE HOURS
The Strasburg High School front office is open from 7:30am-4:30pm Tuesday-Friday.

REPORTING A STUDENT'S ABSENCE
To report your child's absence, you may call our attendance line at 303-622-9212 x888. You can also email hsattendance@strasburg31j.com. **Please note that all absences need to be communicated to the high school office no later than 8am the day following the absence or the absence will be counted as unexcused.**

Please note that if a student is reported as absent, then he/she is not to be on the school campus.

SCHOOL ENTRANCES
The entrance at the circle drive will be the only entrance available to students and visitors. All students and visitors entering the building during school hours must be let in by school personnel. Students are not to prop open any doors for others to access. The only regular exits to the building are at the circle drive, the doors by the weight room and by Mrs. Lasecke's room to the courtyard. The circle drive doors will be the only accessible entrance during extra-curricular activities.

BELL SCHEDULE

Regular Bell Schedule (7:45a-3:45p)		**Late Start Bell Schedule (9:45a-3:45p)**	
Breakfast	7:30-7:40	Breakfast	9:30-9:45
Period 1	7:45-8:46	Period 1	9:45-10:27
Period 2	8:50-9:50	Period 2	10:31-11:13
Period 3	9:54-10:54	Period 3	11:17-11:58
Period 4	10:58-11:58	Lunch	11:58-12:32
Lunch	11:58-12:32	Period 4	12:36-1:20
Period 5	12:36-1:36	Period 5	1:24-2:07
Period 6	1:40-2:40	Period 6	2:11-2:56
Period 7	2:44-3:45	Period 7	3:00-3:45

OPEN CAMPUS
Strasburg High School has an open campus during lunch. However, open campus is a privilege not a right. A student may lose their open campus privileges at any time for behavioral/academic reasons at the discretion of the administration. If a student is suspended for a major violation, has multiple unexcused tardies or absences, has repeatedly violated behavior expectations, or is in need of academic support, he/she may not be able to leave campus for a time period.

CHANGE OF ADDRESS, PHONE NUMBER, and E-MAIL

PLEASE MAKE SURE YOUR CONTACT INFORMATION IS UP-TO-DATE!

When a student has a change of address and/or telephone number, the building secretary should be informed immediately. The change will be recorded in the student's PowerSchool records. Failure to inform the school of these changes can cause delay in contacting parents in case of emergency or mailing of report cards.

VISITORS

All visitors to the campus are required to check in at the office, provide ID (if necessary), and receive a name tag. Visitors are to be treated with courtesy and respect. We want our students to make all visitors feel welcome at our school. Students wishing to bring visitors, including parents, to classes must obtain clearance at least 24 hours prior to the visit from the principal's office. A visitor's pass must be filled out and signed by the principal. The visitor is expected to follow all school rules and expectations. (Visitors are not allowed during finals week). Visitor passes are good for one day only. A visitor pass does not cover Strasburg bus transportation.

STAFF HOURS

The Strasburg High School staff is committed to the success of each student. General staff hours are 7:30 am - 4:30 pm. Our teachers are available before and after school or at lunch to assist students on a daily basis. Our staff will schedule time to help students when needed. Each staff member will post his/her office hours on a consistent basis.

PARENT COMMUNICATION

The high school phone number is 303-622-9212 and the district number is 303-622-9211. Each staff member has an extension you can call. We welcome all communication and feedback from the families of our students. You may call the office if you need to contact a staff member or use the phone system that will route your call directly to the voicemail of a particular staff member. We will not interrupt a teacher during class unless there is an emergency. Each staff member will try to return your call within 24 hours.

We strongly encourage you to contact us by email. Staff email addresses are published in our handbook and on our website**. Please make sure your e-mail address is on our emergency forms so staff members can contact you.**

Our administrative staff and teachers can meet with you when they are available. While we try to accommodate any emergencies, please call ahead and make an appointment if you need to meet with someone. This will ensure we make the time to address any concerns you may have. If any parent/guardian would like to volunteer or help in any way, please contact the school office or the individual staff member you would like to assist.

WEB SITE, SCHOOLOGY, AND POWER SCHOOL

Our district website is www.strasburg31j.com. This site has general information about our school, including a school calendar and an activity schedule. The principal, Assistant Principal, Dean of Students, and counselor have their own pages that share important information about them, including who they are and office hours. Our website is where you can also find board policies for your reference. Our staff uses a learning platform called **Schoology**. Most assignments and other daily information will be posted on this site.

Parents/guardians are able to access their student's grades online using our PowerSchool system. If your student attended Strasburg High School last year their username and password will remain the same. Information on how to view grades will be given at the beginning of the school year or by contacting the main office or counseling office.

CHROMEBOOKS

Strasburg High School has initiated a 1:1 ChromeBook policy at our school. Each student has the opportunity to receive a ChromeBook and keep it for the duration of his/her school career at SHS. Here is the mission statement and rationale for this initiative:

Chromebook Mission Statement:

The mission of the Chromebook 1:1 Program at Strasburg High School is to create a collaborative learning environment for our students. Our goal is to promote student engagement and prepare our students for 21st Century learning. Through the use of programs such as Schoology we hope to make our curriculum more accessible for all and to improve the communication with students and their families.

Strasburg High School students will be issued Google Chromebooks for use in school and at home for school related activities. Students and parents will be required to sign a ChromeBook contract that outlines use of the ChromeBook and gives the option to not accept one in lieu of using a personal technological device. Our ChromeBook contract provides students and their parents/guardians with requirements for taking care of the equipment, using it to complete assignments, being a good digital citizen, and outline the terms of ownership and financial obligations to the district.

Students and their parents/guardians are reminded that use of district technology is a privilege and not a right. Students have no expectation of privacy when using District owned devices. Everything done on any district-owned computer, network, or electronic communication device may be monitored by school authorities. Inappropriate use of district technology can result in disciplinary action including but not limited to school consequences, revoked technology privileges, reduced grades, and/or criminal or civil legal action.

Students are allowed to check out a Chromebook from the library if they forget theirs at home; however, they are responsible for returning the Chromebook at the end of the school the same day, and any damage that may have occurred in the student's possession. They will not be allowed to check out another Chromebook if they have one checked out to them already. This also includes Chromebook chargers as well.

To understand the expectations of Strasburg High School, students and their parents/guardians are responsible for reviewing the school's Technology, Computer, and Internet Use Policy. Online instruction policy

LOCKERS

Lockers are the property of Strasburg Schools. *Administration will decide on a yearly basis if lockers will be made available to students.* Lockers are made available for student use as a privilege and are assigned for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept locked at all times. The school is not responsible for the loss or theft of items from lockers and reserves the right to search lockers on suspicion of a threat to the health and safety of other students and staff. Most locker thefts occur as a result of students not locking their lockers, sharing lockers, not using their assigned lockers, or giving out their locker combination.

- No padlocks are allowed on hall lockers.
- Students shall not switch locker assignments.
- No painting, stickers, or contact paper allowed on or in lockers.
- Adhere to recognized standards of decency regarding what is displayed.
- Lockers should be clean inside and out.
- Students are responsible and will pay for any damage done to the locker.

A $5.00 deposit is required for padlocks issued for sports lockers and PE lockers. Students must use a school issued lock and may not put their own lock on any school/PE lockers.

BACKPACKS
Students are allowed to have backpacks on campus. Backpacks are allowed in the classroom at the teacher's discretion. Backpacks will be allowed in the classroom if lockers are not assigned. The administration reserves the right to search a student's backpack on suspicion of a threat to the health and safety of other students and staff.

PARKING
All students who drive any vehicle to school must register their vehicle(s), including a copy of your driver's license and a copy of your insurance. Once those are provided to the front office, the student will get a parking pass. Parking permits will be issued for the cost of $10.00. Students are not allowed to park on school property unless they have received a parking pass. All parking spots are available on a first come first serve basis.

Staff parking will be numbered. Students are not allowed to park in a numbered staff spot. We require students to register their vehicles so we can monitor who is parking at our school and in case a student has an issue with their vehicle (i.e., lights left on, etc.). Students must park in **designated areas only (students may not park to the east of the high school during the school day). Students may also park in the unpaved lot to the west of the building and the dirt lot across Colorado Ave.** Parking on campus is a privilege not a right, and may be taken away for any inappropriate driving or behavior. Students will receive a consequence if they violate these rules or do not have a parking pass.

Seniors Only: Personalized Painted Parking
Seniors who have registered their vehicle for a parking pass may apply to decorate a designated parking spot using approved materials and must follow the guidelines for appropriate design. The cost is $20.00 for a parking spot.

TEXTBOOKS
Textbooks will be issued and collected by teachers at the start and end of the school year or when a student withdraws. Students are responsible for their books and materials. Lost or misplaced books require payment of a replacement fee before a new one is issued. All fees for lost or damaged books must be paid before withdrawal, year-end, or receiving grades, transcripts, or diplomas. Hardback textbooks must be covered. Please see the district policy for further clarification on textbooks.

HEALTH OFFICE
The health office at Strasburg Senior High School is monitored by school staff who will make health assessments to determine if a student should remain at school, be sent home, or be advised to seek medical care from an outside healthcare provider. There are two full time nurses in the district. If a student is not feeling well, she/he should tell the teacher first and the teacher will send the student with a pass to the front office. The secretary will either contact the parents or send the student to the nurse's office. (Please note that students may stay in the nurse's office temporarily and then we will determine if the student can return to class or need to leave school). If there is an emergency then the teacher will send the student directly to the nurse's office for first aid care.

- **Students MUST obtain permission from the office before contacting parents to leave school. No student who is feeling sick or has sustained an injury should leave school without reporting to the office first. Students who leave the building without permission from the office may receive an unexcused absence.**
- State law prohibits school staff from dispensing any medication that is not provided by the parent with written doctor's permission **and** parent permission. This includes over-the-counter drugs such as Tylenol or aspirin. If it is necessary for a student to take a prescription medication during the school day the nurse must have the original container with a pharmacy label. This must be accompanied by a physician's written instructions including name of student and drug, dosage, time to be taken, and parent signature. Forms are available at the main office.

- Non prescription/Over the Counter Medicines
  It shall be a violation of Board policy and considered to be behavior which is detrimental to the welfare or safety of other students or school personnel for any student to possess, use, sell, distribute or exchange or to be under the influence of nonprescription drugs, medications, vitamins or other chemical substances not taken in accordance with the Board's policy and regulations on administering medications to students. Students Violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution.

SCHOOL CRISIS PLAN

Strasburg 31J School District promotes a safe and healthy environment for students. It is important that every student familiarize themselves with the language and procedures of the Strasburg High School Crisis Plan below. At Strasburg High School, each staff member has a copy of the school crisis plan which gives specific instructions for emergency situations. This plan is reviewed on an annual basis with the staff. We have implemented a Standard Response Protocol at our school based on recommendations from the "I Love You Guys" Foundation. Our staff is trained annually to use this protocol. A major component of the plan is to practice for different scenarios, emphasizing that preparation can ensure safety by minimizing confusion and panic. The major scenarios are as follows:

HOLD: Hold is the act to keep students in their classrooms due to a non-dangerous situation occurring in the hallways. This protocol is used when hallways need to be kept clear of occupants. It allows for care & privacy.
SECURE- Secure is the purposeful act of keeping students and staff inside the building. The outside doors will be locked; students will be allowed to move from class to class but will not be allowed to exit the building. A lockout occurs when an emergency threatens the welfare of students and staff outside of the building.
LOCKDOWN- A lockdown is the purposeful act of keeping students and staff inside the building in a predetermined area, such as their classrooms. The purpose of a lockdown is to hide students and staff behind locked doors in as little time as possible. A lockdown occurs when a serious emergency threatens the welfare of students and staff inside the building, such as a threatening person.
SHELTER- Shelter is the purposeful act of keeping students inside the building when there is an emergency outside of the building. This procedure will be used when there is hazardous waste or threatening weather, such as a tornado watch. The outside doors will not be locked. Students and staff will either be able to move within the building (but will not be allowed to exit the building), or asked to remain in an enclosed area, if necessary.
SHELTER FOR TORNADO- If there is a tornado warning or similar emergency, students and staff will move to the high school boys and girls locker rooms.
EVACUATION: Evacuation is required when there is a dangerous situation within the school, such as a dangerous intruder, fire, or toxic gas, which requires the students and staff to evacuate and/or seek an alternate shelter.

- **Evacuation Level I-**Students will evacuate the school to designated areas outside the school. A map is provided in each classroom to illustrate this procedure. (This procedure would be used for a fire).
- **Evacuation Level II-**Procedures will be implemented for students and staff to be removed from school property (after Evacuation Level I) to a safe site to be determined. Parents would then be informed so they can pick up their students from the appropriate safe site when it is safe to do so.

In the event of an emergency situation, these are the most likely ways the district will communicate to parents/guardians:

1) We have a reverse 9-1-1 capability (either by phone call or text or both) that enables the district to call every family to inform them of an emergency and what procedures to follow.
2) A mass email will be sent to all parents/guardians.
3) The district website may provide updated information.

Parent/guardian Responsibilities During a Crisis (from the Adams County Crisis Handbook):
During a crisis, parents/guardians should be advised to remain close to a phone, computer, or media source in order to receive the most accurate information in a timely manner. To facilitate this process, it is extremely important that parents/guardians maintain current contact information on file with the school.

Many parents will feel the need to respond to the school at first notice of any crisis. This can result in unintended negative consequences. For example, when parents/guardians arrive at schools during a crisis, the district is forced to reassign resources dedicated to student safety to help manage parents arriving at schools. Student use of phones during an unfolding emergency can distract attention from safety and emergency response directions. Overuse of cell phones in a crisis could also potentially overload cell phone systems in some areas. During a crisis, please follow the district procedures and updates for the proper response.

Parent/Guardian Reunification with Student:
Although districts aim to reunite students with parents/guardians as soon as possible during times of crisis, this may not be able to occur during, or even immediately following, a school or community crisis. Strasburg School District will work in conjunction with the Sheriff's Department and Fire Departments to determine when it is safe to reunite students and parents/guardians. In some cases, if the safest option is to keep students in schools while a crisis is being managed in the community, the reunification process could be delayed several hours in order to ensure students are not placed in a harmful situation. Once it has been determined that it is safe to allow reunification to occur, the details will be communicated to parents/guardians via our reverse 9-1-1 system, email, and/or web site and other media sources.

Parents/guardians can be prepared for the reunification process by bringing the items specifically requested by the reverse 9-1-1 call or web site to the reunification site. A minimum requirement of photo ID will most likely be necessary at these events. This information will be shared with parents/guardians via the communication methods outlined previously.

The procedures for a Controlled Release of students after Evacuation Level II are as follows:
Just like our students practice the many new skills that they learn throughout the year, we also like to have them practice fire drills, tornado drills and lockdown drills. Typically one of these occurs each month. In the unlikely event that one of these actually occurs, our students will be prepared. With that in mind, it is also important for our parents to be aware of the process we would like them to follow if we had to have a controlled release of students. A controlled release is the release of a student to their parent/guardian in the event of an evacuation either from the individual school or an alternate location. As an added safety measure, a picture ID is required to pick up your student. While we live in a small community, the safety of your child is important and the person or person(s) releasing your child may not know you personally. We appreciate your cooperation with this process.

1. Students will proceed to the designated evacuation sight
2. School will notify parents/guardians
3. Picture ID will be required of the parent/guardian, emergency contact listed in PowerSchool or adult designated by parent/guardian picking up their student
4. The student will be brought to the parent/guardian
5. Parent/Guardian will sign form
6. School then releases the student to the parent/guardian

The Strasburg High School primary evacuation site is Strasburg Community Church located at 56155 Sunset Ave Strasburg, CO 80136. It is west of the Middle School. Our secondary site is located at Mountain View Church, located at 1955 Headlight Rd Strasburg, CO 80136.

THREAT ASSESSMENT TEAM
We have a district-wide threat assessment team composed of school administration, counselors, and our School Resource Officer. This team meets on a frequent basis to revisit our crisis plan and determine if a student is in need of intervention or poses a threat to him/herself or others.

LOST AND FOUND
The lost and found containers are located at the front office. Small items (jewelry, keys, etc.) are kept inside the main office. Unclaimed items will be emptied each semester and donated to charity.

LUNCH PROGRAM
We offer full meals and a la carte selections on a daily basis. Lunch is served in the commons area. Currently, lunch is free to all, however, if a student would like a la carte selections, those will be charged to the account (no cash transactions). Please note that lunch accounts are per student, not family. You may deposit money into the account online through the district website.

Students may eat their lunch in the commons area, courtyard, upper west side of the gym (NO BLEACHERS), in a classroom only if supervised by a teacher, or the spine hallway. Students are not allowed to eat their lunches in the PE locker room hallway, east wing hallway, or the stairs by the auxiliary gym. Doors to the east wing will be shut during lunch. Students must clean up after themselves in all areas.

MEAL PRICES
At this time breakfast and lunch are free for the 2025-26 year; however a la carte and seconds will be charged. **In order for us to continue funding for this, we still need you to fill out the free/reduced lunch form.**

COMMONS AREA
The commons area is a high visibility area, and visitors come through on a constant basis. The use of this area is a privilege and it must be kept neat and clean. Students may use this area before and after school and at lunchtime. Teachers are not to send students to the commons to study or to have free time. Students taking MCC classes will either need to be in the library and use the checkout and checkin system with the library.

Students are allowed to eat and drink in the commons area but must clean up after themselves and push in their chairs. Inappropriate language will not be tolerated, and voice levels must be kept at a reasonable level. Students may use their phones, other technology, and headphones in the commons area before and after school and at lunch. Students may use technological devices in the hallways as long as they do not disrupt others. (We do allow students to use their devices if they are sitting by their lockers during an off hour). **NOTE: Students may not use their personal devices in the classroom unless special permission is given by the teacher.**

FOOD AND DRINK
Food is not allowed in any classroom (without an accommodation). Water bottles are allowed; other drinks are allowed at the discretion of the teacher. **We strongly discourage the use of high energy drinks at school.** We expect students to take care of the school and clean up after themselves. If a student does not show respect for our school environment, privileges may be taken away and the student may face appropriate consequences.

HALLWAYS
Students shall not be in the hallways without a pass except during the passing period. Release of students from the classroom is a matter of teacher discretion. **Teachers must give the student leaving the class a hall pass for any reason.** Students will show the pass to any staff member upon request. If a student needs to see an administrator, counselor, or secretary, then he/she should get permission from the teacher first (unless there is an emergency). If the administrators or counselor are unavailable then students can sign up to see them using the sign up form near their offices.

We prefer that students who have an off hour be in the library. We do allow students to **sit** by their lockers on their off hours as long as they are acting appropriately, being polite to guests, and they clean up after themselves. These students are allowed to use their technological devices and headphones if they are sitting by their lockers as long as they are not being disruptive. **Students CANNOT go into other classes during their off hours or while using a pass from another class.**

ROOM USE

Students must be supervised by a staff member if they are in any of the high school classrooms, gyms, library, or in the weight room. Students are not allowed in the high school teacher's lounge or teacher's work area without permission from a staff member. Only trained student aides who are allowed to make copies in the work room.

ASSEMBLIES

Assemblies are a vital part of the educational program. All students and faculty are expected to attend assembly programs if these programs are presented during school hours. Any student who has a regularly scheduled class but does not attend an assembly will be considered truant and receive an unexcused absence. **We ask parents to please not excuse students to be absent from assemblies- these events are valuable educational experiences or times to celebrate our students and school.** Students are expected to make visiting speakers and performers feel welcome and appreciated, and they all should be treated with respect. Assemblies are held so that students may view worthwhile performances, listen to a distinguished speaker, or to promote school enthusiasm.

LIBRARY

The library is available to students before school (7:30-7:45am) and after school Tuesday-Thursday from 3:45-4:30pm. Materials are available for check out; students are responsible for these materials. Students may be sent to the library for research or to check out a book (with a pass) but must return to class immediately. There is a limit on how many books a student can check out at one time. Students sent to the library to work must have a pass from his/her teacher (unless they have an off hour). **Please note that students will not be sent to the commons area from the classroom to work- they must report to the library.** Food is not allowed in the library. Drinks are allowed at the discretion of the library supervisor.

OFFICE PHONE USE

Students may not use the office phone during class unless there is an emergency and he/she has a written pass from the teacher. Students may use the office phone before and after school, in between classes, and during lunch.

MESSAGES

Messages to be delivered to students will be handled by the front office and may be left only by parents. These messages should be of a serious or emergency nature. Only emergency messages will be delivered immediately; other messages will be delivered during the next passing period, at lunch, or after school.

DOGS AND OTHER PETS

Dogs and other pets may not be on any Strasburg School campus during the normal hours of school operation (7:30am-4:30pm) Tuesday-Friday unless prior permission is given by administration. Please note that proof of insurance and a copy of a homeowner's policy are required prior to a pet being brought to school.

STUDENT WITHDRAWAL

Before a student withdraws from school he/she shall obtain a withdrawal from the front office. The withdrawal form must be signed by the parent, all of the student's teachers, the librarian, the cafeteria, any sponsors/coaches, and the principal. Any cost of chromebooks not returned, fees or fines due, will be noted on the withdrawal sheet. The student is expected to clear these obligations before leaving school and before any records shall be released.

DISCLOSURE OF PERSONAL RECORDS

According to Federal Law (FERPA, Appendix B): “Federal law permits the school district to disclose personally identifiable information in the student’s education records to ‘school officials with legitimate educational interests.’ School officials include persons employed by the district as an administrator, supervisor, teacher, or support staff member (including but not limited to transportation personnel) or a person, agency, or company with whom the District has contracted, or otherwise arrange to perform a special task or service. Such individuals have a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional and/or official responsibility. A legitimate educational interest also exists where the staff member or other individual works directly with students and needs to review education records to increase his/her awareness of steps necessary for the safety and welfare of students and staff members.

ACADEMIC INFORMATION

Graduation Requirements

In pursuit of its mission to ensure that all students reach their learning potential, all students who graduate from Strasburg School District 31J (the District) must be postsecondary and workforce ready. All graduates must have a firm foundation in the core areas of English Language Arts, Mathematics, Science and Social Studies as well as a comprehensive background in the Arts, Physical Education, other Electives and Career Pathways. All students must meet or exceed graduation criteria outlined in this policy and accompanying regulation to be eligible to graduate with a District diploma.

The District graduation criteria meets or exceeds the requirements adopted by the Colorado State Board of Education and state legislature by offering multiple rigorous and valued pathways to demonstrate competency in the knowledge and skills necessary for postsecondary education and meaningful careers. Respecting the attainment of an Associate's Degree or its equivalent in a postsecondary credential program or earning 60 credit hours toward a postsecondary credential is in accordance with district goals of preparing students to be postsecondary and workforce ready. Students earning such a degree or completing at least 60 credits toward the completion of a postsecondary credential, shall have demonstrated competency or proficiency that exceeds graduation expectations.

Students earning a postsecondary credential or completing sixty hours toward a postsecondary credential will be considered as having met graduation requirements. **Beginning with the 2023-2024 freshman class (scheduled to graduate in 2027),** approved graduation requirements shall be:

A. Completion of an Individual Career and Academic Plan (ICAP) (See Regulation IKF-R and Policy IHBK),

AND B. Attainment of the minimum number of credits for graduation as defined in Policy IKF for all students beginning high school in 2022-2023 and thereafter,

AND C. Demonstration of one of the following:

1. Postsecondary Workforce Readiness from a Colorado Board of Education approved Menu of College and Career Ready Demonstrations for all students graduating in 2022 and thereafter (see Regulation IKH-R)

OR

2. Accommodation and modification exceptions determined for English Learners, Gifted and Talented students, and students with disabilities.

Units of credit needed

A total of 25 credits earned during grades nine through twelve are required for graduation. A credit is defined as the amount of credit given for the successful completion of a course for two semesters (.5 credit for each semester). Successful completion means that the student obtained a passing grade for the course.

The following criteria shall entitle a student to a high school diploma:

- Achievement in the district's academic standards as demonstrated by mastery of the curriculum which may include, but is not limited to, daily classroom assignments, state and district assessments, classroom assessments, and student participation in, and completion of, assigned projects.
- Completion of 25 credits in grades nine through twelve in the prescribed categories listed below.
- Completion of the requirements and goals as listed on a student's Individualized Education Program (IEP) which may include modified academic standards.

College and Career Readiness

Students must complete at least one English measure and one Math measure and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English and Math. The Board's approved measures and cut scores are outlined in this policy's accompanying regulation. Exceptions to the Board's required measures and cut scores/criteria If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy's accompanying regulation but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

Exceptions to the Board's required measures and cut scores/criteria

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy's accompanying exhibit but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

Required Credits/Courses

English	**4 credits (English 9, 10 and American Literature required *)**
Math	**4 credits (Algebra I, Geometry required *)**
Science	**3 credits (Earth/Physical Science, Biology required *)**
Social Sciences	**3 credits (Geography/Civics, World History, American History required *)**
Health	**1 credit**
World Language	**1 credit**
Physical Education	**1 credit (1 season sport = .25 credit – up to 1 credit)**
Senior Seminar/Government	**1 credit**
Electives	**7 credits**
Total Credits	**25**

Graduation Guidelines:
High school graduation requirements are set by local school boards. They must align with the Colorado Graduation Guidelines, which are designed to help all students and families in Colorado plan for success after high school. Local school boards and districts select from this menu to create a list of options that their students must use to show what they know and can do in order to graduate from high school. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas. Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP); 21st Century Essential Skills; and Colorado Academic Standards for all content areas, including: one course in Civics, and by July 2023, one course that incorporates Genocide and Holocaust studies. Students must demonstrate readiness for college and career based on at least one measure in Reading, Writing and Communicating, and one measure in Mathematics 1.

Credit from other institutions
All students entering from outside the district must meet the district graduation requirements. The principal shall determine whether credit toward graduation requirements shall be granted for courses taken outside the district. Students who are currently enrolled in the district and wish to obtain credit from outside institutions, or through "online" programs, must have prior approval from the principal.

Class rankings and grade point averages
Graduating seniors shall be ranked within the graduating class upon the basis of grade-point averages for the four-year program. Grades for regular classes will be given the following values: A=4, B=3, C=2, D=1. Grades for advanced placement/honors/weighted classes will be given the following values: A=5, B=4, C=3, D=2. Strasburg High School has moved to the Latin Honor System, with approval of the Strasburg School District 31j Board of Education approval. Here is the breakdown of the Latin Honor System.

- **Summa cum laude**: The highest distinction, usually given to the top 1–5% of students
- **Magna cum laude**: A high distinction, usually given to the top 5–15% of students
- **Cum laude**: A distinction, usually given to the top 20–33% of students

When a student receives a grade of pass or satisfactory, such grades shall not be counted in determining class rank or grade point average. Students entering from home-based education programs must submit student work or other proof of academic performance for each course for which credit toward class ranking or grade point average is sought.

Independent study
Independent study, work experience, and experienced-based programs (i.e., internships) approved in advance by the principal may be taken for high school credit. Students must submit a request for approval that includes a summary of the educational objectives to be achieved and monitored by a faculty member. Administrative approval will only be given if the work experience is directly related to a possible future career or a type of apprenticeship (approval will <u>not</u> be given for most after school jobs). **Please note that independent study experienced based programs will be given a pass/fail for a grade.**

Student course load
The course load for freshmen and sophomores will be 7 credits per year, Juniors will be 6 credits per year, and Seniors must take a minimum of 5 credits.

Years of attendance
The Board of Education believes that students benefit from four years of high school experience. Students that need the challenge of a more advanced curriculum will be provided the opportunity to enroll in postsecondary education or other more rigorous options through our concurrent enrollment program. These courses must be pre-approved by administration.

ON-LINE COURSES

Strasburg High School will only give credit for courses taught by an accredited instructor for classes taken through our school or schools that we have partnered with (such as MCC and Pickens). Strasburg High School will only give credit for high school online courses that are either taken directly through the school or recommended (with pre-approval) by administration. No credit will be given for any online classes without pre-approval of administration. Online courses offered through the school that are for make-up credit will be given a grade of pass/fail. Pre-approval for online courses will not be granted if the class is already offered at Strasburg High School or is part of Strasburg High School's core graduation requirements.

HOME SCHOOL PROCEDURES

As a rule, the district shall only accept transcripts from an accredited home-based educational program. In order to determine whether the courses and grades earned are consistent with district requirements and district academic standards, the district shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student's transcripts. The district may reject any transcripts that cannot be verified through such testing. The school will make the final determination on whether a student is to receive credit or not and in which subject area the credit will be given. All home school credits will receive a pass/fail grade on the student's high school transcript unless the grades are from an accredited program.

FAILURE OF HIGH SCHOOL COURSES

Students who fail a required high school course must make up the course in one of the following ways (*note: the student's family is responsible for the cost*): Summer school-available online during June and July. Cost of the course is $50 per class per semester- credit will not be given until the course is paid in full. Courses are computer based using the PLATO system. Summer classes must be completed by August 1st in order to receive credit. Credit will be given on a pass/fail basis. If a course is required and not made up over the summer, the course must be re-taken the following school year in place of one of the student's electives. If a student did not complete his/her summer school course by August 1st, he/she shall be placed into the class the following school year. Seniors only may make up a class online during the school year if there is no room left in their schedule to retake a course. (Other students must have pre-approval from administration). These courses must be taken using the high school online curriculum. All classes must be completed during the semester that the student registers for the class or as determined by administration and on the students own time. The cost is normally $50 per course per semester, although this fee is currently being waived. Credit will be given on a pass/fail basis.

STUDENT SCHEDULES

All 9th & 10th grade students must be enrolled in 7 high school courses, all 11th grade students must be enrolled in 6 high school courses, and seniors must be enrolled in at least 5 classes while enrolled as full time students at Strasburg High School. A student must also meet all of the graduation requirements in order to receive a Strasburg High School diploma and show proficiency in math and English on one of the pre-approved CDE assessments. Seniors may elect to take only five credits, but must be off school grounds, in the commons area or library, or sitting quietly by their lockers when not in class. Courses are chosen by students in the spring of the previous school year; students who enroll in the summer or during the school year will choose courses when they register. Parents/guardians must approve all course selections and changes. Schedule changes can be made before school starts for the 1st semester or during the first 2-3 days of the second semester on a very limited basis with pre-approval by the counseling office/administration. Please realize that our master schedule is built based on student requests in the spring. Students may not change a core requirement or advanced placement class unless initiated by the counseling office or administration. As a result, only non-academic elective changes will be considered. All changes require counselor/parent/teacher approval.

MIDDLE SCHOOL STUDENTS WHO TAKE HIGH SCHOOL LEVEL COURSES

If a student passes a high school level course (i.e., Algebra or Spanish) while enrolled in middle school, he/she will not receive one of the 25 high school credits needed to graduate. However, this class will be included on their high school transcript and qualify the student to take the next level course in that subject area when enrolled at the high school. The student will still be required to take 25 credits once fully enrolled at the high school.

Middle School Credit High School credit may be awarded to middle school students for courses taken during middle school years provided that at least one of the following conditions are met with;

• Course is completed at an accredited high school, and the student receives a passing grade.

• Courses identified as eligible for high school credit are taken as part of an Advanced Learning Plan (ALP) (Gifted and Talented)

• Courses completed at the middle school are of the same level of rigor as the comparable high school course, validated and pre-approved by the appropriate Content Facilitator, and the middle school student receives a four quarter average grade of C or better, or demonstrates competency in that content area by earning a proficient or higher rating on a locally approved assessment.

GRADING SCALE

Strasburg Senior High uses a letter grading system that signifies the following:

Letter	% Grade(rounded by .5)	Grade pt. value	Honors/Weighted/ AP Credit
A	90-100%	4.0	5.0
B	80-89%	3.0	4.0
C	70-79%	2.0	3.0
D	60-69%	1.0	2.0
F	59% and below	0.0	0.0
P	Pass	No grade pt.	
I	Incomplete	No grade pt.	
NC	No Credit	No grade pt.	

Incomplete grades will automatically become an F if the student does not complete the requirements of the class within one week after the end of the grading period. An extension of time can be given in extreme circumstances (principal's approval only).

CLASS PARTICIPATION POLICY

Attendance in class is an essential part of a student's education and students are expected to attend their classes daily. Some classes may give credit for participation in class (up to 5% of the class grade; up to 10% for PE, weight training, band and choir). Students who are chronically absent from a class will likely see their grades reduced.

MAKE UP WORK

Make-up work shall be provided for any class which a student has missed. It is the responsibility of the student to pick up or check Schoology for any make-up assignments. (We do not send out requests for homework through the office). Students will be held responsible for material missed during any absence. Please follow the teacher's syllabus to determine the appropriate way for a student to access his/her make-up assignments. The following procedures apply for students' work when they are absent from class:

1. **Excused Absences** - Make-up work will be assigned the first class period that the student attends after the absence and will be due within 1 day. Full credit will be granted for this make-up work. Students will be given two days for each day absent to turn in work. Work assigned prior to the absence is due upon returning to school, unless arrangements are made between the teacher and the student.
2. **Verified Absences** - Make-up work will be assigned the first class period that the student attends after the absence and will be due within 1 day. Full credit will be granted for this make-up work. Students will be given two days for each day absent to turn in work. Work assigned prior to the absence is due upon returning to school, unless arrangements are made between the teacher and the student.

3. **School Related Activity Absences-** Students who miss school work due to a school related activity are responsible for making up any work due to the absence. Students who miss school for a school related activity will be required to communicate with their teachers regarding any work that is assigned during their absence. This work will be due on the assigned due date, but the student has 1 day for each day missed for activity absences to turn in work (unless other arrangements are made by the teacher). If the work was due on the day of the absence, then it must be turned in when the student returns to class unless the teacher requires it to be turned in before the student leaves school.

4. **Unexcused / Unverified Absences** - Students who miss school work due to being unexcused or unverified will be given a zero on the assignment, and it is up to the teacher's discretion to allow for make-up work following the late work procedure.

5. **Discipline / Suspensions** – Students will have 1 day for each day of out-of-school suspension to turn in work for full credit. Work due while in in-school suspension is due on the due date.

LATE WORK PROCEDURE

Work that is not turned in will receive "0" credit. Work that is not turned when it is due is considered late. Daily assignments that are turned in one day late will be reduced by 10% (i.e., if the student would have received a grade of 100% on the assignment the grade will be recorded as 90%). Work that is turned in more than one day late will be reduced by 10% each day that it is late. If turned in late (same day) it is teacher discretion as to whether or not the grade reduction will be 10%. Long term assignments will be reduced by 10% each day they are turned in late. Long term assignments will be accepted and penalized at the teacher's discretion if they are turned in more than three days late. We do not accept late work that is from prior units (i.e., no late work will be accepted once the current unit of study is completed).

Please check Schoology to determine the way for a student to access his/her make up assignments when he/she is absent.

HONORS/WEIGHTED/AP CLASSES

Honors and weighted classes are offered at a more challenging level than most other courses. Acceptance into honors classes is subject to the approval of administration. Honors classes will receive an increase of one point to their grade point value. (The letter grade itself does not change). Honors classes currently are as follows:

-

Weighted classes include:

-

All college classes through Aims, UNC, and MCC will receive concurrent enrollment credit and will also be counted as a weighted course **starting with the class of 2027.**

If a student receives credit for a class taken from any post-secondary institutions listed above, then he/she will receive weighted credit (a one point increase to the grade point value) due to the increased rigor of the course, **starting with the class of 2027**. Please note that courses taken at a 4-year university must be pre-approved by administration, must align with a student's individual advanced learning plan, and will only be approved in special circumstances on a case by case basis.

Honors courses may be added or deleted depending on course availability. For a complete and up-dated list of honors courses please consult the counseling office.

INTERVENTION OPPORTUNITIES

SHS no longer has study hall classes; however, if a student is needing intervention, that time can be set up through the main office to meet before school, lunch, or after school. Students may opt in to these interventions or may be recommended for interventions based on our MTSS process (multi-tiered support systems.)

PT CONFERENCES / REPORT CARDS / PROGRESS REPORTS

Students will receive a progress report at parent/teacher conferences on October 20th, 2025. Progress reports will be mailed home the week of October 21st if not picked up at conferences. Final grades for the first semester will be mailed home the week of January 6th, 2026. Our second Parent Teacher conferences will be held on March 16th. Progress reports will be mailed home the week of March 17th. Final grades for the second semester will be mailed home the first week of June. Strasburg High School has switched to semester grading, which will no longer average the two quarter grades. Semester grades will be submitted on transcripts.

Parent/teacher conferences are held twice each year. Please note that 12:00 pm-7:30 pm is reserved for individual classroom conferences in the high school, and this way parents/guardians are able to meet with all of a student's teachers in one day. We strongly encourage parents to attend these valuable conferences; however, if you need a conference at any time, please call the school and schedule a meeting with the teacher(s) you need to meet with.

ELIGIBILITY

Please click on the link above to see the Strasburg School District Eligibility Policy. Strasburg High School will be following this policy moving forward.

ACADEMIC INTERVENTIONS

At Strasburg High School, we are committed to the success of each student. We have a number of interventions in place to ensure that each student has access to the help he/she needs. Here is a summary of interventions that are currently available:

- Seminar classes have been incorporated into the schedule to allow for interventions to take place.
- Students who are struggling or at risk may be assigned a staff mentor who will monitor their grades and set goals with the students.
- Students who are ineligible, parents/guardians will receive a notification from the school.
- National Honor Society members and other academically strong students are available to help tutor students who are struggling.
- Teachers are available to help students before school and after school.
- The library is open from 7:30-7:45 am and after school until 4:30 pm for students to work and do research and will be supervised by a staff member.
- A student's grades are available at any time through our Power School system, which can be accessed on –line. We will provide a quarter progress report approximately half way through the semester.
- While we want our students to complete work on time, we do accept late work with a penalty.
- We may have intervention classes available for students in need of extra help in study skills and other subject areas.
- We have developed a Multi-tiered support systems (MTSS) process for students in need of more intensive academic or behavioral interventions. Students who continue to struggle and/or with learning difficulties will be referred to a MTSS team that will review the student's aptitude and create an academic plan for the student and his/her teachers.
- We have a process to identify students who are considered gifted in one or more academic areas. Students who are identified as gifted are placed on an advanced learning plan (ALP) and modifications are made in their curriculum and instruction to meet their needs and extend their learning.
- We offer advanced and/or honors classes in every core subject area.
- We offer foundational classes to help students who struggle with math skills.

POST-SECONDARY EDUCATION

The mission of Strasburg High School is to prepare all students for success after high school. We strongly encourage students to seek post-secondary education, and we make four year plans (ICAP) with students that help them to be prepared to be successful as they enter college.

All Strasburg High School students who pass the Accuplacer test, are eligible to take college courses through a partnership we have with Morgan Community College. By taking courses through MCC or another college, students can receive college credit for classes while still enrolled in high school. These college courses must also meet the standards of Strasburg High School if we are to give dual college/high school credit or if we are to pay the tuition for these classes. Students who seek to enroll in college courses must meet the following standards: 1) meet the enrollment requirements for the college, including the minimum score on the Accuplacer test 2) **have approval from the counselor and principal and** 3) be a student in good standing at Strasburg High School. Strasburg High School will pay the tuition up front for all Aims, UNC, & MCC courses. If students do not pass the **online only** classes (MCC Online, CCC, CO) with a C or better, students will be required to pay back the tuition. MCC classes are subject to the same eligibility, behavior expectations, and school policies that govern any Strasburg High School course. Please note that we do not provide transportation to another location for any MCC or other college classes.

Procedures for Receiving Credit

We have an excellent partnership with Aims, UNC, and MCC and each year we make an agreement on which courses will receive dual credit at Strasburg High School. Unless stated in advance, each course through Aims, UNC, and MCC offered during the school day and school year is eligible for dual college/high school credit and will be paid for by Strasburg High School. The student's family is liable for all books and appropriate fees. The following restrictions do apply for Strasburg students enrolled in MCC or other college classes:

1) Students may take any college courses through Morgan Community College, UNC, or Aims Community College if they want dual credit or to receive any tuition assistance.
2) Strasburg High School will <u>not</u> give high school credit (except in rare circumstances with <u>prior</u> approval) and will not pay the tuition for any college courses taken during the summer.

PICKENS TECHNICAL COLLEGE

Strasburg School District also has an agreement with the Aurora School District to provide vocational classes to students through Pickens Tech. A limited number of students each year are eligible to take classes on the Pickens Tech campus in Aurora. These students must be in good academic standing and on track to graduate on time. There are a wide variety of classes available to seniors only, many of which lead to certification in a given vocational field. If transportation is made available by the Strasburg School District, then students will only be transported by the district for <u>morning</u> classes. High school credit is given for each of these classes and the tuition is paid by the district while the student is in high school. Strasburg School District will not pay for courses taken during the summer.

Please note that our concurrent enrollment students are held to the same attendance policy as all students. Please report absences from these courses to our office.

SEMESTER EXAMS

Semester exams are scheduled in advance and given over the last 3 full days of each semester. Semester exams will count up to 10% of the semester grade. Students may not take semester exams early unless pre-approval is given by administration. Students who cannot be in school for semester tests must make arrangements with each teacher to make up the exams.

EXAM DATES:

1st semester: Week of December 17-19
2nd semester Week of May 19-20. (Seniors' final grades need to be submitted by May 13th.)
Senior Finals: May 8th
Seniors Last Day: May 13th

ON-LINE GRADES

We utilize the Power School system that allows parents/guardians and students to check a student's grades from a computer or smartphone. **This is an excellent way for parents to track a student's grades; we strongly encourage parents to take advantage of this system.** Usernames and passwords are available through the counselor's office or the main office for both students and parents. Please note that eligibility is determined by the grades that are downloaded on Wednesday morning at 8:00am.

COMMUNITY SERVICE

Part of the mission of the Strasburg School District is to develop responsible and productive members of society. Providing service to the school and to the community is a valuable way for students to fulfill this mission and develop strong character in our students. By requiring students to provide service to our school and community, we are helping them to become responsible and productive citizens.According to the National Association of Secondary Principals, the "development of the intangibles- empathy, personal values, beliefs, awareness, self-esteem, and social responsibility- help to foster a sense of caring in others. Service learning encourages a reciprocal relationship in which the service reinforces and strengthens learning, and the learning reinforces and strengthens the service."

In order to demonstrate these expectations, each high student will perform forty (40) hours of service learning (10 hours per year of attendance at Strasburg High School). If a student does not complete these requirements, he/she will not be able to participate in the graduation ceremony and any graduation activities. He/she will still receive a diploma.

Opportunities for service learning will be provided by the school, although the hours can be completed outside of the school environment. **The school will provide a service learning guide that includes activities that are approved by the school. Any activity that is not included in the guide must be pre-approved by administration in order to receive service learning credit.**

A copy of the certificate of supervision for service learning is located at the back of the service learning guide and on our website, and extra copies are available in the office. Documentation of service learning hours is required so hours can be tracked by the school.

QUALIFYING TO PARTICIPATE IN THE GRADUATION CEREMONY

The graduation ceremony is for seniors who have met all of the academic requirements to receive a diploma from Strasburg High School. Participation in the graduation ceremony is a privilege, not a right. The following are additional requirements for a student to participate in the graduation ceremony:

1) Completion of 40 hours of community service (or 10 hrs/yr if student did not attend SHS all 4 years of high school).
2) Completion of all required contents of Senior Seminar/Government class, including the portfolio.
3) Appropriate behavior during senior year (both in and out of school) as determined by administration

EXTRA-CURRICULAR ACTIVITIES

Strasburg Senior High School offers a wide variety of extra-curricular activities for students. We believe strongly in high academic standards for our students, and we also want our students to be well rounded citizens. We feel students make a stronger connection to school and to others if they are more involved in the school atmosphere. **Eligibility guidelines apply to all extra-curricular activities (athletic and non-athletic) except for participation in after school clubs. However, students who are ineligible will not be able to attend non-required field trips. Students who participate in extracurricular activities should represent themselves and the school appropriately at all times. Any inappropriate activity- on or off campus- may result in losing the opportunity to participate in extracurricular activities at Strasburg High School.**

Extra Curricular Activities	Coach/Sponsor
Band/Jazz/Pep Band	
Choir	
FBLA	Kim Harris
National Honor Society	Tobi Whitehead
Knowledge Bowl	Josie Hemphill
Drama	
Student Council	Mandy Lasecke/Kea Mullarkey
Yearbook (Class)	Amanda McDowell
SNAP Council	Alaina Franklin

Athletic Activities	Head Coach
Cheerleading	Stephanie Peabody
Softball	Wes Madril
Boys Golf	Eric Gilbert
Girls Golf	Les Day
Volleyball	Larry Deffenbaugh
Football	Brian Brown
Cross Country	Mike James
Girls Basketball	Merci Ames
Boys Basketball	Kyle Bollers
Wrestling	Matt Kroft
Baseball	Jeromie Bongard
Girls and Boys Track	Brandi Marrero
ESports	Greg Ferber
Unified Bowling	Vicki Manahan

After School Clubs	Sponsor
Book Club	TBD
Art Club	Amanda Fisher
Fellowship of Christian Athletes	Tim Strasser/Jeromie Bongard
Dungeons and Dragons	Greg Ferber

DANCES

School dances will be held approximately 2 or 3 times per year. All school rules apply to school dances including the following:

- The attire at dances must be appropriate and is subject to the approval of administration.
- No overt displays of affection.
- No one will be permitted to leave the dance and then return to the dance without prior permission.
- High school students may bring “out of school” guests with prior written approval of administration. (A guest contract is available in the office).
- Middle school students may not attend high school dances; high school students may not attend middle school dances.
- Students who are under suspension or expulsion are not allowed to attend dances.
- **Students who are ineligible must complete their ineligibility requirements with teachers prior to attending the dance.**
- The student expectations in place for our school are enforced at dances.

See the end of the handbook for important dates.

Student Absences and Excuses (Policy JH)

Regular daily attendance in class is of prime importance in the educational process. All students are expected to attend school for all days of the established school calendar as approved annually by the Board of Education and in compliance with the Colorado School Attendance Law. **Vacations and appointments should be scheduled outside the student's scheduled classes.**

Truancy (Policy JHB)

If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. An "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 10 total days of unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an "habitual truant."

The provision of this policy shall be applicable to all district students, including those above and below the age for compulsory attendance as required by law.

Attendance is the responsibility of the student, parents, and the school. The importance of regular, daily attendance as a basis for academic achievement cannot be overemphasized. All absences have a negative effect upon instructional continuity, regardless of the attempts to make up work. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. Absences resulting from temporary illness, injury, extended disability of the student, or family emergencies will, under normal circumstances, be acceptable reasons for a parent/guardian to verify a student's absence. However, students who choose to not attend school without a verifiable reason will face the appropriate consequences. Strasburg School District is a safe place to learn that there are consequences for actions- better now than when they are employed.

This policy defines if a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. An "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or **12 total days of unexcused absences during any school year between August-December or January-May.** Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an "habitual truant." In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day. The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone. A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school. The plan shall also include strategies to address the reasons for the truancy. When practicable, the student's parent, guardian or legal custodian shall participate with district personnel during the development of the plan. Appropriate school personnel shall make reasonable efforts to meet with the parent, guardian or legal custodian to review and evaluate the reasons for the student's truancy. In accordance with law, the district may impose appropriate penalties that relate directly to

classes missed while truant. Penalties may include a warning, school detention or in-school suspension. Academic penalties, out-of-school suspensions or expulsion shall not be imposed for any truancy. The administration shall develop regulations to implement appropriate penalties for truancy. The school administration shall consider the correlation between course failure, truancy and a student dropping out of school in developing these regulations and shall implement research based strategies to re-engage students with a high number of truancies. The provision of this policy shall be applicable to all district students, including those above and below the age for compulsory attendance as required by law.

Strasburg High School Attendance Procedures:

TYPES OF ABSENCES:

EXCUSED (EXC) – Does not count toward the 10 absences allowed per year. These include the following: illness with doctor's excuse, appointments for orthodontist or doctor (with proper paper work), and funerals.

UNEXCUSED (UNX) - **Count toward the 10 absences allowed per year.** The nature of the absence has not been determined.

ACTIVITY (ACT) – Does not count toward the 10 absences allowed per year. These include absences due to a school sponsored activity (ie: school sponsored field trips, music concerts, sports trips, speech contests, etc.).

VERIFIED (VER) – Count toward the 10 absences allowed per year. These are absences verified by the parent, but do not fall under the guidelines as set above for excused absences (i.e., illness without doctor's excuse, trips, appointments, and prearranged absences for personal reasons, etc). Prior verification before the absence is preferred.

SUSPENSIONS- **Does Not Count towards the 10 absences allowed per year.** (In-school suspensions will be recorded as ISS and out-of-school suspensions as SUS).
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ATTENDANCE GUIDELINES:

- Each time an unverified absence is recorded, the attendance office will call the home. If you receive such a call, contact the attendance office as soon as possible to verify the absence (verify does not mean excused).
- If a student misses at least 6 days or classes in a semester (excluding excused or activity absences), a personal letter will be mailed to the parent/guardian.
- If a student misses 8 days or classes a parent meeting will be required. **An attendance contract/ Action plan will be established between the student, parent/guardian**,
- If a student misses at least 10 days or classes in a year truancy proceedings will be initiated
- Appeals must be made directly to the Truancy Committee . Exceptions will be considered based upon legitimate medical reasons or extreme hardships encountered in the family.
- Students in the high/middle school who are over 10 minutes late to class will have an unexcused
- A parent/guardian must notify the office (303-622-9211) within 24 hours of each absence to be verified but not excused. For middle and Elementary school, please call the attendance office prior to 9:00.
- Any work that is due when a student is unexcused will be considered late when it is turned in (refer to grading procedures for consequences).

- Students must be in school for ½ a day in order to participate in any afterschool activities
- **If a student misses at least 10 days or classes as defined above** (excluding excused or activity absences)**, the student**'s grade will likely be negatively affected **and the student will be in danger of losing credit for the class for the semester.** Consequences may include:
    - Students will be placed on an attendance contract.
    - A conference shall be held with the student, parent, and school administration.
    - **If a student violates the attendance contract after 10 absences, all work assigned to a student during future absences will be automatically considered late when it is completed.**
    - **Exceptions to this policy will only be made at the discretion of administration.**
- **If a student violates the conditions of the attendance contract and continues to be habitually absent then the student will receive no credit for that specific class for the current semester. This penalty will be applied to students who continue to violate the expectations agreed upon in the attendance contract and in conferences with parents/administration. The student may be referred to truancy court.** Exceptions can only be made with the principal's approval and will only be made in extreme circumstances. An updated conference with administration, the student, and the student's parents will be required.
- Appeals must be made directly to the principal. Exceptions will be considered based upon legitimate medical reasons or extreme hardships encountered in the family.
- A parent/guardian must verify all absences by telephone or written note.
- Parents/Guardians should contact the attendance office if a student arrives late or leaves early.
- **Students in the high school who are over 10 minutes late to class will have an unexcused absence unless there is an excuse for the student arriving late.**
- Students will not be excused from one class to work on assignments for another course unless explicit permission is given by the instructor(s) and/or administration.
- ***A parent/guardian must notify the office (303-622-9212) by 8am on the following school day of each absence if the absence is to be verified or excused. If notification is not received by 8am the next school day then the absence will be considered unexcused.***

Condensed /Attendance Info

Each unverified/unexcused absence will generate a phone call/email from the attendance office. The following procedures will apply per semester: 1) After 5-8 absences in any one class, a letter will be sent home. 2) After ten absences, the office will contact the parent by letter and/or phone call and an attendance contract may be administered. 3) After twelve absences, the student's grade will likely be negatively affected, an attendance contract will be established. 4) If a student violates the terms of the attendance contract then he/she will lose credit for the class for the semester.. ***Exceptions to be made only with the principal's approval.***

This attendance policy excuses absences for school related activities, student illness when accompanied by a doctor's note, extreme illness to a family member, funerals, and doctor or dental appointments. The school will require medical verification or other documentation to excuse these absences. **Excused and activity absences will not count towards the number of absences considered for receiving no credit for a class.**

UNEXCUSED ABSENCE POLICY

An unexcused absence occurs when a student is absent from class without a verifiable excuse from the parent and school. When a student is unexcused, he/she is considered truant. The administration is the final judge as to whether an absence is verified/excused or unexcused. In making this determination, the principal shall consider the best interests of the student and the school. An absence is unexcused or truant under the following conditions:

- An unauthorized absence- the student misses class without parental and school permission.

- A student is more than 10 minutes late to class without being excused by the parent and school.
- An unauthorized absence that is not cleared by the parent by 8am the next school day after the absence.
- A student leaves school without permission from the office and parent.

CONSEQUENCES FOR UNEXCUSED ABSENCES/TRUANCY:

- Each unexcused absence will result in a detention. Multiple unexcused absences will result in increased detention and possibly in-school suspension.
- Any work that is due or assigned when a student is unexcused will be considered late when it is turned in (refer to grading procedures for consequences).
- **Students who have multiple unexcused absences will not be allowed to participate in extracurricular activities at the discretion of administration.**
- **Students may lose his/her open campus privileges after multiple unexcused absences.**
- If a student is unexcused for ½ day or more, the consequence shall be at least .5 day of in-school suspension or multiple hours of detention. If a student is unexcused for an entire day then he/she will serve one day of in-school suspension.
- Multiple unexcused absences will result in in-school suspension and/or multiple hours of detention at the discretion of administration. These students may not be able to participate or attend extra-curricular activities at the discretion of administration. Also, students will be placed on an attendance contract that will monitor their attendance and restrict their time out of class.

HABITUALLY TRUANT

As defined by state statute (22-33-107) a student is considered habitually truant if he/she has 4 unexcused absences in a month or 10 unexcused absences during the school year.

- The consequences for multiple unexcused absences shall be either detention, in-school suspension, loss of school privileges, and any appropriate academic penalties.
- **Multiple cases of truancy will result in either a different educational placement or a referral to truancy court or social services.**

TARDY POLICY:

Strasburg School students are expected to be in class on time. Initially, the teachers will address tardiness and give appropriate classroom consequences, such as loss of participation points or bell work credit. A student is tardy if he/she is not in the room or seat when the bell rings per the teacher's classroom procedures.

CONSEQUENCES FOR TARDIES **PER QUARTER** FOR EACH CLASS:

- 4 tardies total in one week-half hour detention; more than 4 tardies in a week can result in increased detention.
- Excessive tardies may result in parent/guardian meeting(s) with administration; campus privileges may be revoked.
- All detentions for tardies will be served at lunch.

STUDENT DISCIPLINE AND BEHAVIOR POLICIES

"Discipline yourself so others don't have to"

OVERVIEW:

One of the most important objectives of education is for pupils to develop self-discipline. Strasburg Senior High School seeks to maintain an environment which is conducive to learning, protective of the safety and welfare of students and staff, and free from unnecessary disruption. The school has the responsibility for disciplinary supervision while students are on school premises. In addition, students are subject to the supervision of the school while going to and from school, on buses, and while engaged in related school activities. Please be aware that the school can and will administer discipline for students for off campus behavior that has a negative impact on the school environment. Efforts will be made to involve parents in working out solutions to discipline and behavior problems, including setting up a behavior plan for the student if necessary. Students who engage in unacceptable behavior should be prepared to accept the consequences. Whenever possible, penalties for misconduct will commensurate with the offense.

Students are expected to pursue the educational program and behave in such a way that their presence does not detract from their own education or the education of others. Students shall treat teachers, administrators and other district employees, and fellow students with dignity and respect and shall behave in such a manner that their presence contributes to a positive school environment. Students shall be expected to comply with district, school, and classroom rules.The Strasburg High School Discipline Matrix (page 58) provides guidance for consequences for inappropriate student behavior. Please familiarize yourself with the document.

STRASBURG HIGH SCHOOL STUDENT EXPECTATIONS

At School

Attendance

- In school every day. No unexcused absences
- On time to every class. No Tardies

Culture

- We are proud to be SHS Indians
- We care about each other
- We support each other
- We include all our students in our activities and our learning

Behavior

- We are good citizens
- We work to keep our school safe and secure
- We focus on learning
- We use appropriate displays of affection
- We follow the rules
    - In the commons
    - In the hallways
    - In the restrooms
    - and accept the consequences when we don't
    - We continually practice our TRIBE expectations

In the Classroom

- We work to have good relationships with our peers
- We do not tolerate bullying
- We participate 100%
- We are engaged in learning
- We do our best

- We ask for help
- Respect others
- We turn in our work on time

Away from School

- We represent SHS well when in the community
- We respect other's rules

STUDENT RECOGNITION

We want to recognize our students for their contributions to the school, their achievement, and their exemplary behavior. We have high expectations for our students and we want to reward them when they meet these expectations. There are several ways to show our appreciation when students show pride in themselves and our school. Among them are:

- **Student of the Quarter-** Awarded to a student in each grade level each quarter. Students are nominated and voted on by staff members. Criteria includes the following: 1) must be involved in an extracurricular activity; 2) must show positive leadership, have a positive influence on others, and go above and beyond what is expected; 3) must be in good academic standing (eligible); 4) no behavior referrals for month. Students will be recognized in the school and community.
- **Student Recognition TRIBE Cards**- Given by staff members or students for positive and responsible behavior. Recipient will be called to the office to receive the card and a treat, and the card will be mailed home.
- **Dances**- There will be approximately two-three dances per year for our senior high school students. All students may attend unless they are under suspension or are being disciplined by administration. See dates listed under extracurricular section.
- **Activity Nights-** These are special open gym and game nights for students. Dates are listed in the extracurricular section. Note: These nights are for current Strasburg Senior High students only.
- **Honor Roll-** Semester honor roll is presented at school.
- **Award Nights-** Special recognition for student achievement.
- **Assemblies** to Recognize Outstanding Achievement, Service, or Behavior

DISCIPLINE

Students will receive a disciplinary referral and sent to the office for behavior that falls in the following categories:

Drug/Alcohol/Vaping and Tobacco violations
Assaults/Fights
Dangerous weapons
Robbery/Stealing
Disobedient or defiant
Detrimental behavior
Destruction of school property
Repeated interference to the school environment
<u>Excessive</u> tardies, technology violations, public displays of affection
Unexcused absences
Dishonesty and/or plagiarism

Consequences for any of these behaviors include but are not limited to the following:

- Student warning
- Detention—requires a student's presence before or after school or at lunch. Students who do not show up for detention may be given additional detention time or be suspended. Students will be given at least a one-day notice before serving a detention so transportation arrangements may be made.
- Loss of open campus privileges.
- In-school or out-of-school suspension —used for more serious offenses.

- **Penalties for violation of the discipline code will be consistent (commensurate) with the offense. Students who repeatedly violate the code will receive more severe penalties.**

Please note the following information regarding consequences and missed detention:

- All tardy detentions and detentions for not completing ineligible sheets must be served at lunch.
- Unexcused and behavioral detentions will be served at discretion of administration.
- If a student misses a detention, then parents will be called and the time will be doubled. If they miss again then he/she will be suspended.

For any behavioral disciplinary referral, the parents/guardians will be contacted by phone and a copy of the referral will be mailed home. Also, a referral to the counselor or other appropriate school personnel may be made. Any severe violation of our code of conduct will be referred to the appropriate legal authorities.

CLASSROOM BEHAVIOR

Each classroom teacher has a classroom management plan that outlines expected student behavior. Minor infractions of these expectations will be handled by the classroom teacher. Major infractions and repeated interference of the classroom environment will result in a referral to the principal. Both the teacher and the principal will call home and appropriate consequences will be assessed.

EXTRACURRICULAR ACTIVITY BEHAVIOR

- The expectations for Strasburg students apply for all school related activities whether the student is on campus or off campus. We expect our students to behave responsibly and respectfully and represent our school in the best possible manner. A student who behaves inappropriately on or off campus may face disciplinary action, **such as losing the right to represent our school in extra-curricular activities.**

SCHOOL DISCIPLINE POLICIES AND CODE of CONDUCT:

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off district property when the conduct has a nexus to school or any district curricular or non-curricular event.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance,
forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or regulations, or established school rules.

11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.

Violent and Aggressive Behavior Policy (File: JICDD)

The Board recognizes there are certain behaviors that, if tolerated, would compromise the learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated**.** Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall be subject to appropriate disciplinary action including suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. As appropriate and in accordance with applicable law and Board policy, students may also be referred to law enforcement authorities. At the district's discretion and when appropriate, the student may receive appropriate intervention designed to address the problem behavior. The district may also conduct a threat assessment of the student.

Students shall immediately report questionable behavior or potentially violent situations to an administrator, counselor or teacher**.** A staff member who witnesses or receives a report of a student's act of violence and aggression shall notify the building principal or designee as soon as possible**.**

An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury. An act of violence and aggression includes but is not limited to the following behaviors:

1. Possession, threat with or use of a dangerous weapon — as described in the Board's weapons policy.

2. Physical assault — the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or harm.

3. Verbal abuse — includes, but is not limited to, swearing, screaming, obscene gestures or threats directed, either orally (including by telephone) or in writing (including by text, social media or other electronic means), at an individual, his or her family or a group.

4. Intimidation — an act intended to frighten or coerce someone into submission or obedience.

5. Extortion — the use of verbal or physical coercion in order to obtain financial or material gain from others.

6. Bullying — as described in the Board's policy on bullying prevention and education.

7. Gang activity — as described in the Board's secret societies/gang activity policy.

8. Sexual harassment or other forms of harassment as described in the Board's sexual harassment policy and nondiscrimination policy.

9. Stalking — the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.

10. Defiance — a serious act or instance of defying or opposing legitimate authority.

11. Discriminatory slurs — insulting, disparaging or derogatory comments made directly or by innuendo regarding a person's race, color, ancestry, creed, sex, sexual orientation (which includes transgender), religion, national origin, disability or need for special education services.

12. Vandalism — damaging or defacing property owned by or in the rightful possession of another.

13. Terrorism — a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

ANTI-BULLYING AND ANTI-HARASSMENT POLICY (File:JICDE)

Bullying Prevention and Education

The Board of Education, Administrators, Teachers, and Staff are committed to providing students with a school climate that is secure and conducive to teaching and learning. To that end, creating an environment that is free from threat, harassment and any type of bullying behavior is a priority.

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to any person.

Successful bullying prevention doesn't rely on punishment, it centers around social emotional intelligence and mental health. The District plan focuses on developing social emotional intelligence and providing the mental health support necessary to empower and increase self-advocacy skills.

Zero Tolerance & Parent Notification

Any form of bullying or retaliation will not be tolerated. Bullying behavior, in most situations, can constitute a criminal act. Students and parents will be informed of their right to contact law enforcement when they feel they or their child have been a victim of bullying. District administration will notify law enforcement when behavior may be considered a criminal violation.

- Bullying behavior will not be ignored nor downplayed. Staff will conduct appropriate investigation for all reported accusations of or suspected bullying behavior.
- Parents/guardians will be notified when their child is suspected or accused of engaging in bullying behavior.
- Parents/guardians of students who have reported bullying will be contacted by administration.

The district bullying plan will be available in the student handbooks, during the enrollment process, and on the District website.

District Policy JICDE

The Board of Education supports a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation (which includes transgender), national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

The superintendent shall develop a comprehensive program to address bullying at all school levels. The program shall be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
1. To train staff and students in taking proactive steps to prevent bullying from occurring.
2. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
3. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
4. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment.
5. To support victims of bullying by means of individual and peer counseling.
6. To help develop peer support networks, social skills and confidence for all students.

7. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

The district's comprehensive program to address bullying shall incorporate provisions for adequate due processes and safeguards for students accused of bullying behaviors, in accordance with applicable law and Board policy. The district shall administer surveys of students' impressions of the severity of bullying in their schools. Such surveys shall be conducted in accordance with applicable law and Board policy. Students' survey responses shall be confidential. Participation in the surveys shall not be required and students shall voluntarily "opt in" to participate in the survey.

The district school(s) included in the district's bullying prevention and education grant shall appoint a team of persons to advise school administration concerning the severity and frequency of bullying incidents. The school team(s) may include, but need not be limited to, counselors, teachers, school administrators, parents, students, law enforcement officials, social workers, prosecutors, health professionals and mental health professionals.

Student and Staff Training

Education and support for students to identify, report, and prevent bullying is tailored to the developmental needs of students. The District recognizes that discipline/punishment doesn't stop or prevent bullying behavior. Students need the skills to identify when they are engaging in this behavior, behaviors to replace the behavior and a self-awareness of the consequences of the behavior.

Victims often find themselves feeling isolated and defenseless to the bullying behavior. Victims benefit from learning skills to identify bullying, address the behavior appropriately, and skills to recover from the behavior.

Counselors within the schools provide support to students through individual and group discussions. Students may be provided an opportunity for private, therapeutic sessions if appropriate.

High school students and staff utilize the 7 Mindsets Program. 7 Mindsets improves your access to effective mental health services by training school professionals in evidence-based practices that are appropriate for the school setting, such as cognitive behavioral therapy and mindfulness. These skills help students navigate common academic and social pressures, and reduce symptoms of more serious mental illnesses such as anxiety, depression, and PTSD.

Victims of bullying and those who bully often experience the same mental health issues, but display them differently. People who engage in bullying behavior lack appropriate empathy and problem solving skills and resort to inappropriate behavior including bullying. Victims often lack the ability to disengage in the control of the bully and begin to experience increased mental health issues.

Social and emotional learning promotes resiliency and builds self-regulation skills.

7 Mindsets provides targeted interventions for students experiencing difficulties and allows the staff to quickly and accurately identify students who are at risk of harm including suicide.

Safeguards for Student Accused of Bullying Behavior

The District recognizes that from time to time students are wrongly accused of bullying. Bullying can be difficult to prove and disprove. Staff will ensure that thorough investigations are conducted, including interviews with staff, students, and others who might have witnessed the behavior. Cameras will be used to gather evidence, and law enforcement will be contacted.

Students who falsely accuse another student or staff member will be subject to the district code of conduct.

Consequences of Bullying Behavior
The District believes punishment and discipline are not effective in preventing bullying. Education, problem solving skills, and empathy development are the most effective way to prevent bullying. The District is also aware that well developed programs will not completely eliminate all bullying within the schools and community. Students who engage in bullying behavior will be subject to the District code of conduct as defined in policy JICDA and JICDD.

File: JICDA

SHS Strategies for Handling "Bullying" Situations:

Staff Intervention: The district expects staff members who observe or become aware of an act of bullying to take immediate, appropriate steps to intervene, unless intervention would be a threat to staff members' safety. The staff member shall report the bullying to the school principal for immediate investigation.

Students and parents shall report bullying and intervene if a student is being bullied, teased, or excluded: Th district expects students and parents who become aware of an act of bullying to report it to the school principal for further investigation. If appropriate and safe, we encourage students to intervene whenever anyone is being mistreated. We want our students to be **upstanders** not **bystanders.** Any student who retaliates against another for reporting bullying or for intervening is subject to the appropriate consequences.

Investigation procedures: Upon learning about a bullying incident, the principal or designee shall contact the parents of both the aggressor and the victim, interview both students, and thoroughly investigate the situation. The investigation may include interviews with students, parents, and school staff; review of school records; and, identification of parent and family issues.

What Strasburg High School Does To Prevent Bullying: SHS intervenes effectively to reduce bullying by developing a safe and supportive school climate. A well-implemented program with parent, teacher, and community support can reduce bullying markedly. The measures considered to be crucial in the effectiveness of our anti-bullying program are as follows:

- **Strongly encourage students, staff, and parents to be upstanders not bystanders and intervene whenever someone is being mistreated and/or report the situation to a school employee.**
- **We strongly emphasize respect for one another and promote an appreciation of all people.**
- Awareness and involvement on the part of adults, with regard to bully/victim problems.
- A periodic survey of bully/victim problems and school climate.
- School assemblies and parent seminars devoted to bully/victim problems.
- Better supervision by adults during unstructured activities.
- Consistent and immediate consequences for aggressive behavior.
- Generous praise for pro-social and helpful behavior by students.
- Specific class rules promoting respect for one another.
- Serious individual talks with bullies and with victims (bullies and victims should be separate).
- Serious talks with parents of bullies and victims.
- Implementation of cooperative learning activities in the school and teaching of social emotional skills.
- Creating a social climate which is supportive and inclusive for all students, parents, and faculty members.
- Educate the staff on bullying issues and pro-social skills on a yearly basis.

CYBERBULLYING: STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL THEY TYPE, TEXT, DOWNLOAD, OR SHARE THROUGH THE COMPUTER, CELL PHONE, OR ANY OTHER ELECTRONIC DEVICE, WHETHER **IT IS AT HOME OR AT SCHOOL** IF IT PERTAINS TO OUR SCHOOL, OTHER STUDENTS, OR SCHOOL PERSONNEL. (THIS INCLUDES ALL COMMUNICATION THROUGH SOCIAL MEDIA). ANY STUDENT WHO THREATENS, INTIMIDATES, BULLIES, SPREADS DAMAGING RUMORS, OR LIBELS ANY STUDENT OR STAFF MEMBER IS SUBJECT TO DISCIPLINARY ACTION AND POSSIBLE REFERRAL TO THE SHERIFF'S DEPARTMENT.

SHS Consequences and intervention for bullying:
Consequences for students who bully or harass others shall depend on the results of the investigation and may include: counseling; a parent conference; detention; loss of school privileges; developing a behavior plan; and, suspension and/or expulsion. Depending on the severity of the incident, the principal may also take appropriate steps to ensure student safety. These may include: implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement and/or social services when appropriate; and, developing a supervision plan with the parents. Consequences may also be given to students who witness acts of bullying and physical aggression and then choose not to intervene or tell a school employee.

Legal Refs: CRS 22-32-109.1 (2)(a)(X)
Cross refs: JICD, Code of Conduct
JICDD, Violent and Aggressive Behavior
JK, Student Discipline

Non-Discrimination/Equal Opportunity

The District is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. Anyone who may have experienced discrimination or harassment in the context of the District's educational programs, activities, or employment will report their concerns without fear of retaliation. This policy AC and the implementing regulations are designed to foster a climate that provides preventative measures and encourages the reporting of discrimination and harassment. District administrators will engage in prevention efforts, train the school community, respond to all complaints in a timely manner, provide supportive measures, and develop fair and equitable processes to investigate and address complaints of discrimination and harassment, any potential related retaliation, and ensure all parties are treated fairly and impartially.

BUS CONDUCT

In order to ensure a safe and pleasant trip for all passengers the bus rules below need to be followed at all times. Riding a school bus is a privilege, not a right. The school bus is considered an extension of the classroom, and the same rules of good behavior and the same high level of behavior that is expected in a classroom is expected on the school bus. The following guidelines should be followed for daily school bus routes, field trips and sports trips:

BUS TRANSPORTATION

Bus Transportation is arranged with the school by the parent at the time of enrollment or whenever a change to home residence occurs. The district's Director of Transportation makes the bus assignments for our students.

PLEASE NOTE: STRASBURG SCHOOL DISTRICT WILL TRANSPORT ELIGIBLE STUDENT RIDERS ONLY FROM THE STUDENT'S PRIMARY BUS STOP TO SCHOOL AND BACK TO THE PRIMARY BUS STOP. ANY requested exception to this rule must be made to the Director of Transportation at Strasburg Schools.

Strasburg District 31-J Bus Rules

***Be courteous and cooperative with the driver and students**
***Use inside voices
***No foul language or rude gestures
***No pushing or fighting

***No destruction of bus property**.
***Do not mark on, poke hole or cut the seats

***Remain facing forward in your assigned seat at all times.**
***Keep aisles clear (feet, backpacks)

***Keep the bus clean.**
***NO food or drink, gum, sunflower seeds or tobacco

***The bus is exited from front to back-one row at a time**.
***Stay seated; no pushing or shoving. PATIENCE!

***Unauthorized riders are required to have a note from parents to ride the bus.**
***Students only ride their assigned bus
***Home to school - school to home

***Be at your bus stop five minutes before scheduled time**
***Buses cannot wait

***Nothing alive or dangerous can be taken on the bus (glass, sharp objects, weapons)**

***If bringing personal items (i.e. toys, electronics), keep them in closed backpacks while on the bus**
*******Appropriate use of cell phones or other technological devices is allowed, but use of any technological device is at the discretion of the bus driver/sponsor. Students must wear headphones if their cell phone or other device creates noise. Students may not take inappropriate photos or videos at any time.

***Absolute quiet at Railroad Crossings**

***NO sprays, deodorant, perfume, or nail polishes are to be sprayed or used on the buses**

The School Bus is part of the school setting, therefore ALL school rules do apply.

DISCIPLINE STEPS FOR BUS MISBEHAVIOR

1) Minor Infractions:
   a) Verbal warnings will be given to the students by the bus driver to stop the detrimental behavior. Drivers will reinforce the rules to students. If this does not solve the problem:
   b) The driver will write a referral, and a conference will be held between the offending students, driver, Transportation Director, and/or Principal of the school the student attends. The student is warned by the Principal/Transportation Director and a copy of the report is sent to the parent(s). Included in this warning is the statement that a second referral may result in up to a 10 day suspension of bus privilege. The Transportation Director or Principal issues the suspension.
   c) A second written referral may result in a suspension of bus privileges for up to 10 days. A report is sent to the parent(s) stating the 10 days suspension and that a third report would mean that the student could lose his/her bus privilege for the remainder of the year. The Transportation Director or Principal issues the suspension.
   d) A third written report may result in suspension of bus privilege for up to the remainder of the year. He/she and parent(s) are informed that the student may be reinstated only by the Superintendent.

2) If a major infraction occurs, such as fighting or vandalism and other such activities, the driver shall pull the bus off of the road and stop the activity. The driver may call law enforcement if the infraction warrants. The driver will then proceed on the route. When the stop for the student is reached, the driver shall inform the student that

he/she is suspended from the bus until further notice. The Transportation Director shall be notified as soon as practical.

3) The Principal will talk with the student(s) involved and get his/her side of the story. He/she will then make a decision as to what action will be taken. He/she can suspend the student from the bus for any length of time or may refer the case to the Superintendent. Eventual suspension can range from a few days to a year. No set rules can be made for major infractions because the cases will vary and the students are different.

4) All suspensions of bus service will follow minimal due process procedures.

5) *Please note that administration reserves the right to give a school consequence to a student (detention, etc.) for any bus violation in addition to the suspension of riding privileges.*

DISRESPECT AND DEFIANCE

Strasburg High School has very high standards regarding showing respect to one another. There is no tolerance at our school for showing disrespect to anyone, especially any staff member. Defiance is blatant disrespect for any staff member, as in the following: disobeying a staff member; not following instructions with regard to conduct; showing a defiant attitude; and, profanity toward a staff member.

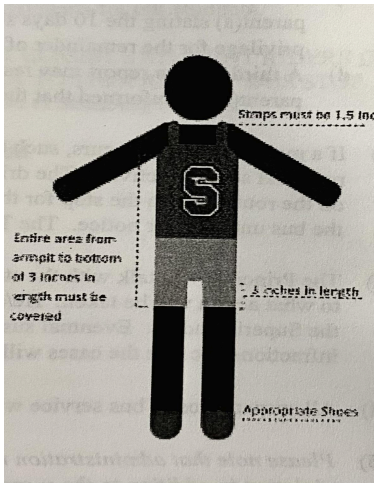
Consequences for blatant defiant and disrespectful behavior are as follows **per school year**:

1st offense- Referral and minimum 1-5 day suspension or multiple hours of detention

2nd offense- Referral and 2-5 day suspension

3rd offense and subsequent offense- Referral and minimum 5 day suspension and possible recommendation for expulsion

DRESS CODE



A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Any student deemed in violation of the dress code shall be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there shall be no further penalty. If the student cannot promptly obtain appropriate clothing, on the first offense, the student shall be given a written warning and an administrator shall notify the student's parents/guardians. On the second offense, the

student shall remain in the administrative office for the day and do schoolwork and a conference with parents/guardians shall be held. This violation shall be considered as an unexcused absence. On the third offense, the student may be subject to suspension or other disciplinary action as outlined in the school discipline code.

Unacceptable Items

The following items are deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school and are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
2. Sunglasses and/or hats worn inside the building
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and breasts.
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
   A. Refer to drugs, tobacco, alcohol, or weapons
   B. Are of a sexual nature
   C. By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use,
   violence, or disruptive behavior.
   D. Are obscene, profane, vulgar, lewd, or legally libelous
   E. Threaten the safety or welfare of any person
   F. Promote any activity prohibited by the student code of conduct
   G. Otherwise disrupt the teaching-learning process

Exceptions

Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extracurricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach. Building principals, in conjunction with the school accountability committee, may develop and adopt school-specific dress codes that are consistent with this policy.

Whenever a violation or disagreement occurs between a student and school personnel regarding the dress code, admittance to class or any school function will be denied. One of the following will be required before admittance to class or school function is granted:

- Clothing may be provided by the office to cover inappropriate attire. There will also be a phone call home by students to a parent/guardian informing of the situation.
- Students may be asked to change clothing if it is available.

STUDENT USE OF DRUGS AND ALCOHOL

According to Board Policy, the Strasburg School District shall promote a healthy environment by providing education, support, and decision making skills in regard to alcohol, drugs, and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among schools, parents, and the community.

Students who consume alcohol or other drugs are more likely to have academic and social problems. They also engage in behaviors that are clearly unsafe for themselves and others, including the following: a) driving under the influence; b) poor decision making; c) increased sexual activity; d) more aggressive behavior, including fighting; and e) health problems related to substance use. Underage drinking and drug use is a powerful predictor of lifetime abuse and dependence and often leads to criminal behavior.

Some early warning signs of alcohol and drug use are as follows:

1) Mood changes, temper flare-ups, and defensiveness
2) School problems, poor attendance, low grades, and discipline problems
3) Family problems, including rebelling against family rules
4) Personal problems, changing friends and keeping new friends a secret, low energy, disregard for former interests, and a lackadaisical attitude
5) Physical and mental problems, memory lapses, poor concentration, bloodshot eyes, lack of coordination, and slurred speech.

Part of the district's mission is to develop responsible citizens, teach students the dangers of alcohol and drug use, and promote healthy lifestyles. The district discourages unhealthy behaviors in the best interests of students and community.

According to Board Policy, there are clear guidelines that define when a student possesses, uses, sells, distributes, gives, purchases or procures or is under the influence of alcohol, drugs over the counter medications (Benadryl, Tylenol, Ibuprofen, cold medicines), or controlled substances while on school property or during a school activity. When students engage in these behaviors off school property it can also have a detrimental effect upon themselves, others and/or the school environment. Consequently, to promote healthy lifestyles and behaviors at all times among district students and discourage activities that are dangerous, illegal and that negatively impact the learning environment, each school will administer the appropriate consequences whenever a student is involved in events that include alcohol, drugs or controlled substances and that have some reasonable connection to or have a detrimental effect on the educational environment, regardless of whether the student is on or off school property. ***Please note that administration reserves the right to give special consideration on a case by case basis if a student seeks treatment or help voluntarily for a drug or alcohol problem.***

Use and Possession of illegal drugs or alcohol on school property or at a school sponsored activity:
Students attending the Strasburg School District or any activities located in or sponsored by either the District who use or possess alcohol, drugs, other controlled substances or drug-containing or drug-related paraphernalia in violation of Board policy will be handled in the following manner:

1. When a student is suspected of using and/or in possession of alcohol, illegal drugs or illegal controlled substances on school grounds or during a school sponsored activity in an unlawful or unauthorized manner, the person having the suspicion should notify the principal or designee. Notification must include reasons for such suspicion (observed use, unusual behavior, etc.).
2. The principal or designee will conduct a check of the suspected student and collect evidence/data, including when reasonably possible a written statement from the individual(s) who reported the suspected use and others with relevant knowledge of the matter. This action must comply with the Board policy on interrogations and searches.
3. If information is not sufficient to warrant further action, the principal or designee may have a personal conference with the student expressing awareness and concern.
4. If information warrants further action, the parent/guardian will be requested to attend a conference. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.
5. The principal or designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated and initiated by the individual who originally obtained the materials and by the principal or designee. The evidence then will be placed in a secure location.
6. The principal or designee will call appropriate law enforcement officials in each instance of use and/or possession or sale of controlled substances by a student. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.
7. When there is evidence of a student using and/or possessing alcohol or illegal drugs, the student will be disciplined according to the school's policies and the parent/guardian notified.

Distribution

Students who sell, give, distribute, or exchange alcohol, illegal drugs, or illegal controlled substances or over-the-counter medications, drug-containing or drug-related paraphernalia in violation of Board policy will be handled in the following manner:

1. If an employee witnesses an act in which alcohol, drugs, other controlled substances or drug-containing or drug-related paraphernalia are being transferred from one student to another, the staff member will immediately attempt to detain the student and request that the student accompany the staff member to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately.
2. The principal or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures in accordance with Board policy.
3. Any student who sells, distributes, gives, or exchanges drugs or illegal controlled substances in or on school property or at a school sponsored activity will initially be suspended for 5 days and a recommendation will be made to the superintendent that the suspension be extended for an additional 5 days. The student will then be recommended for expulsion. According to state law (Section 22-33-106), expulsion is mandatory for students who sell, distribute, give, or exchange drugs or illegal controlled substances on school property. Students may also be expelled for engaging in such behavior off school property when it is reasonably connected to or has a detrimental effect on the educational environment.

Consequences for violations of the Drug and Alcohol Policy by Strasburg High School students on Strasburg High School property or at a district sponsored activity (while in high school):

First Offense for Use and/or Possession

1. Any student who consumes or possesses alcohol or illegal drugs on school grounds or at a school sponsored activity will receive up to a five day out-of-school suspension. This suspension can be reduced to three days with the completion of a cessation class offered through an online program offered by Strasburg School District called Base. The class must be completed prior to the return date to be readmitted before the end of the suspension. In addition, a parent/guardian conference will be scheduled prior to readmittance.
2. The principal or designee will attempt to develop with the parent/guardian and the student a procedure that will outline the responsibilities of the parent/guardian, the student and the school in an effort to keep any further offenses from occurring.
3. Additionally, a high school student shall not attend or participate in:
   a) *Student Athletes*: ½ of the athletic season in which the student is currently participating or of the next athletic season in which the student expects to participate.
   b) *Students who currently participate in other extracurricular activities (i.e. FBLA, FFA, etc.)*: 30(calendar) days of school events
   c) *Students who do not currently participate on school athletic teams or in other extracurricular activities:* 30 (calendar) days of school events
4. Appropriate law enforcement officials will be notified.

Second Offense for Use and/or Possession During attendance in the Strasburg School District

1. Any student who consumes or brings alcohol or illegal drugs on school grounds or at a school sponsored activity a 2nd time will receive five day out-of-school suspension. The principal will recommend to the superintendent that the suspension be extended up to ten days. If the student completes a district approved drug and alcohol class the suspension will be reduced to five days if the class is completed before readmittance. The class will be completed and paid for at the expense of the student and his/her family. A parent/guardian conference will be scheduled prior to readmittance.
2. The principal or designee will attempt to develop with the parent/guardian and the student a procedure that will outline the responsibilities of the parent/guardian, the student and the school in an effort to keep any further offenses from occurring.

3. Appropriate law enforcement officials will be notified and the student will be referred to a community resource agency.
4. Additionally, the high school student shall not attend or participate in:
   a) *Student Athletes:* one full season of games of the athletic season in which the student is currently participating or the next athletic season in which the student expects to participate.
   b) *Students who currently participate in other extracurricular activities:* 60 days of school events.
   c) *Students who currently do not participate on school athletic teams or in other extracurricular activities:* 60(calendar) days of school events.

Third Offense for Use and/or Possession and First Offense for Distribution of drugs or illegal controlled substances

1. Any student who has consumed or possessed alcohol or drugs on school grounds or at a school sponsored activity for the 3rd time will be suspended for 5 days and the principal shall recommend to the superintendent that the suspension be extended for an additional 5 days. The student will also be recommended for expulsion.
2. Any student who is found to have consumed alcohol or drugs on school grounds or at a school sponsored activity for the third time shall not participate in any school sponsored extracurricular activities for the remainder of his/her attendance in the Strasburg School District.
3. At the completion of the suspension and/or expulsion and any stipulations required by the suspension/expulsion, a student may appeal to the principal to be reinstated as an extracurricular participant only if he/she has completed a drug and alcohol class at the expense of the student and his/her family.
4. Appropriate law enforcement officials will be notified and students will be referred to the community resource agency,

Consequences for students who use, possess, distribute alcohol or drugs off campus (while in high school): High school students who participate in athletics or any school sponsored extracurricular activity will face a penalty if it is determined by administration they have used, possessed, or distributed alcohol or any illegal drug off campus during the school year. This penalty may also apply to students who are present when others use, possess, or distribute alcohol or any illegal drug at the discretion of admin.

1st offense- ¼ of the current season or the next season/activity the student participates in.
2nd offense- ½ of the current season or the next season/activity the student participates in.
3rd offense- one calendar year of extra-curricular activities.

Student may return to competition sooner, at the discretion of administration, if student-athlete completes district approved drug and alcohol class.
Students who are not involved in extracurricular activities may lose school privileges, including open campus and access to school games/activities.

PROFANITY
Directing profanity, vulgar language, or obscene gestures toward others is not allowed. Actions of this sort will result in a referral and either detention or suspension depending on the seriousness of the situation.

FIGHTING
Fighting, threatening, and physical harassment are not permitted. All physical fights/physical altercations will be referred to the Strasburg School District SRO. Please also be aware that if the fight occurs off campus and (at the discretion of administration) has a negative effect on the school environment that the students will be disciplined. Consequences will be as follows (per year):
1st offense- Referral and minimum 1-5 day suspension or multiple hours of detention

2nd offense- Referral and minimum 3-5 day suspension
3rd offense- Referral and 5-10 day suspension along with possible recommendation for expulsion

Physical assault on a staff member will result in an automatic 5-10 day suspension and possible recommendation for expulsion.

HABITUALLY DISRUPTIVE

A habitually disruptive student is one who has been a) suspended 3 times for major infractions or b) received 5 or more behavior disciplinary referrals. These students shall be placed on a behavior plan that is signed by administration, the student, and parents/guardians along with any appropriate disciplinary actions. These students will have privileges restricted and will be recommended for expulsion if the behaviors continue.
NOTE: A student may be considered habitually disruptive and placed on a behavior plan at any time that his/hers behavior is considered highly detrimental to the school environment.

HARASSMENT POLICY

Harassment is unacceptable conduct that is severe, pervasive and deliberate. Harassment occurs when an individual is subjected to treatment in a school environment which is hostile, offensive, or intimidating because of the individual's race, creed, color, national origin, physical appearance, weight or gender. Harassment of any student or employee is prohibited and will not be tolerated.

Sexual harassment (File: JBB) includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment can be verbal, written, physical or visual. No student or staff member should be subjected to sexual harassment. School employees who suspect or have proof of sexual harassment in our school should report their concerns immediately to the principal.
Examples:
Sexually oriented verbal "kidding", abuse, or harassment
Pressure for sexual activity
Repeated remarks to a person with sexual or demeaning implications
Unwelcome touching, such as patting, pinching or constant brushing against someone
Suggesting or demanding sexual involvement which may be accompanied by implied or explicit threats or favors

THREATS AND/OR CYBERBULLYING THROUGH COMPUTERS/CELL PHONES

- Any student who threatens, intimidates, bullies, spreads damaging rumors, or libels any student or staff member is subject to disciplinary action and possible referral to the sheriff's department.
- This includes any written or verbal communication and also includes any communication through technology, computers (i.e., (social media) and cell phones.
- Because threats, harassment,, bullying, or rumors can disrupt the school environment, students can be disciplined whether the messages are initiated on or off school grounds.

Consequences and intervention for harassment:
Consequences for students who harass others shall depend on the results of the investigation and may include: counseling; a parent conference; detention; developing a behavior plan; and, suspension and/or expulsion. Depending on the severity of the incident, the principal may also take appropriate steps to ensure student safety. These may include: implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement and/or social services when appropriate; and, developing a supervision plan with the parents.

PARKING
Students must park in designated parking places. Students must also obtain a parking pass to park on campus and then must adhere to the parking rules established by administration.

Students who violate the parking guidelines established by the school shall face the following consequences **per year**: (please note that a student may lose their parking privileges and serve detention for parking in a handicap spot or for any severe violation at any time at the discretion of administration):
1st offense- Written warning and student must move vehicle.
2nd offense- Written warning, parents contacted, and student must move vehicle.
3rd offense- - Referral, detention; 4th and subsequent offense- Referral, increased detention
5th offense- Student loses parking privileges on Strasburg High School campus.

PERSONAL DISPLAYS OF AFFECTION (PDA)
Inappropriate displays of affection (including kissing) are not acceptable on a senior high school campus at any time. A written notice will be given to the office any time a staff member observes PDA. Consequences will be based on the seriousness of the offense, but general guidelines are as follows:
Consequences (**per semester**):
1st offense- Verbal warning
2nd offense- Written warning, parents notified.
3rd offense- - Referral, detention; 4th and subsequent offenses- Referral, increased detention. Multiple offenses may result in a suspension.

PLAGIARISM and ACADEMIC DISHONESTY
According to Joseph Gibaldi's MLA Handbook for Writers of Research Papers, "plagiarism is to use another person's ideas or expressions in your writing without acknowledging the source." With the ease of finding research material on-line, there is a particular temptation for a student to copy text from internet sources and then paste it into their own documents without permission. Any form of plagiarism constitutes scholastic dishonesty and will carry consequences ranging from failing the assignment to failing the course.

When a teacher suspects the student has plagiarized an assignment, paper or test, the teacher will meet with the student, contact the parents, and show proof of the plagiarism.
Students are not allowed to copy from each other's work and turn in it as their own. (Exceptions can be made by the teacher for group work assignments). Students are also not allowed to copy answers from another student during a testing situation. Students are not allowed to use technology to receive or share answers on any assignment or test.

Consequences for plagiarism or academic dishonesty are as follows within each **semester** course:
1st offense in a course- Referral; student will receive a 0 for a grade. Students will have the opportunity to re-do an alternative assignment or re-take an alternate test and receive a 50% reduction of his/her's grade. Student will also serve up to two hours of detention.
2nd offense in a course- Referral; student will receive a zero for the assignment with no opportunity to re-do the assignment for any credit. Student will be given multiple hours of detention or be suspended.
3rd offense in a course- Student may not receive credit for the semester. Student will serve multiple hours of detention or be suspended. Consequences may also include a meeting with the principal, the student, the teacher and parent/guardian to discuss credit earned and/or develop an academic plan.

The second time a student receives a referral for plagiarism in any course in a semester, he/she will receive no more than 50% credit for the assignment and receive multiple hours of detention or be suspended. The third and subsequent time a student receives a referral for plagiarism in any course, he/she will receive a

zero for the assignment with no opportunity to re-do the assignment. He/she will also be given multiple hours of detention or be suspended.

TECHNOLOGICAL DEVICES USE (Cell phones, I-pads, headphones, Smart phones, etc.)

SHS Cell Phone Policy
(Cell phones I-pads, headphones, Smart phones, etc.)

Many technological devices can be both entertaining and educational. However, they can also be very distracting when used at school. In fact, students can use these devices to send inappropriate messages, cheat on tests or other assignments, and watch or listen to inappropriate material. As a result, we restrict when and where they can be used in the school Academic Zones during school hours. At the beginning of each class, the student will place their cell phone in the hanging pocket located in each classroom for the duration of the class period.

These technological devices cannot be used:

- During a class (unless explicitly allowed by the teacher).
- During an assessment of any kind.
- To view or listen to inappropriate material at any time on school grounds.
- To send inappropriate or harassing messages at any time.

These technological devices can be used during school hours:

- In the commons area during lunch and when a student has a free period.
- Students may use their devices while sitting by their lockers (Academic Zone) during free periods as long as they are not disruptive.
- Outside the building at any time.
- In the classroom (Academic Zone) **ONLY with explicit permission from a teacher** for a school related purpose.
- These devices can also be used before and after school hours as long as they are not a distraction to others.

If a student violates this policy he/she must turn in his/her device to the staff member who witnesses the violation. Additional consequences for violating this policy will include the following: (**per semester**):

- 1st offense- Verbal warning.
- 2nd offense- Device may be confiscated, behavior will be documented, parent/guardian contacted and phone will be returned to student at the end of the day.
- 3rd offense- Device may be confiscated, behavior will be documented, parent/guardian contacted and will be required to come to school to pick up the phone.
- Further violations of the cell phone contract may result in further disciplinary actions including suspension from school.

TECHNOLOGY, COMPUTER, and INTERNET USE GUIDELINES

We are fortunate to have an excellent technology program at our school. Technology and computer use is a privilege; students are expected to follow certain guidelines in order to have access to our technological services, including access to the wireless internet that is available throughout the school. Failure to follow the procedures contained in this policy will result in the loss of the privilege to use the district's technology, computers and/or access to the internet in the Strasburg School District and may result in school disciplinary action and/or legal action. Strasburg Schools wants students to be educated in the area of technology and expects the technology to be used for educational purposes only during class. Students shall have no expectation of privacy when using the district's technology or internet- the district reserves the right to monitor, copy, review, and store all usage of district

computers and monitor the use of other technology, including any use of the internet. All material and information accessed/received though the district's technology and computers shall remain the property of the school district. The district has installed software that blocks or filters material that is considered inappropriate for students on our network.

Students must comply with the following guidelines when regarding the use of technology:

- Students are responsible for all material they type, download, or share through any technology whether it is at home or at school if it pertains to our school, other students, or school personnel (i.e., via the internet, cell phone, e-mail, on a web page, or social networking site). any student who threatens, intimidates, bullies, spreads damaging rumors, or libels any student or staff member is subject to disciplinary action and possible referral to the sheriff's department.
- Students who post inappropriate material using technology at or away from school (i.e., via the internet, cell phone, e-mail, on a web page, or social networking site) may face disciplinary action, including losing the right to represent our school in extra-curricular activities.
- No student shall access, create, transmit, retransmit, or forward material or information on district technology:
    - that is not related to district education objectives.
    - for personal profit, advertising, or commercial transaction.
    - that contains personal information about themselves or others, including information protected by confidentiality laws.
    - that arrange face-to-face meetings with persons met on the Internet or through electronic communications.
    - that accesses fee services without specific permission from administration.
- No student shall access, create, transmit, retransmit, or forward material or information on district computers or personal technology:
    - that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.
    - that contains pornographic, obscene, or other sexually oriented materials.
    - that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, disability, or handicap.
    - that plagiarizes the work of another without express consent.
    - that uses inappropriate or profane language likely to be offensive to others in the school community.
    - that is knowingly false or could be construed as intending to purposely damage another person's reputation.
    - that is in violation of any federal or state law, including copyrighted material.
    - that uses another individual's internet account, password, or other identifier without permission.
    - that impersonates another or transmits through an anonymous remailer.
    - that gains or attempts to gain unauthorized access to district computers or systems.
- Students shall not read, alter, delete or copy electronic communications of other system users.
- Absolutely no food or drink (with the exception of water) is allowed in the computer lab or near computers in the classrooms.
- Vandalism of district computers is forbidden. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt the operation of any network within the school district. This includes the uploading or creation of computer viruses.
- Games will not be played on the school's technology during class at any time unless permission is given by the teacher/supervisor.
- Inappropriate websites are absolutely forbidden on school technology/computers and teachers must approve all downloads.

Accessing the internet and/or social networking sites is prohibited during class unless permission is given by administration/staff. Students may access the internet outside of class but any inappropriate use or access of inappropriate sites will result in potential loss of internet privileges and/or disciplinary action.

Any violation of this policy or any inappropriate use of the district's technology and computers (including use of the internet) will result in having a student's use of technology/computers restricted and may result in further disciplinary action, such as detention and/or suspension.

THEFT

The theft of any school or personal property will result in a suspension and automatic referral to the sheriff's department. Full payment or replacement of the item stolen is also required.

Consequences are as follows (**per year**):

1st offense- Referral and minimum 1-5 day suspension or multiple hours of detention

2nd offense- Referral and 3-5 day suspension

3rd offense- Referral and minimum 5 day suspension and possible recommendation for expulsion.

TOBACCO/VAPING

By state law, tobacco and nicotine related products are prohibited on school property (this includes the area surrounding the school and includes being in a vehicle on or surrounding school property). Any type of nicotine or tobacco related product is not allowed on school property or at any school sponsored activity. This includes vaping, smoking, and chewing tobacco.

If a student is found to have used, consumed, possessed, or distributed **tobacco or any nicotine product** in any form (including vapes, cigarettes, ZYNS, and chewing tobacco) on campus, he/she will be administered the following consequences (**per year**):

1st offense-Minimum of 1 day out of school suspension; extra-curricular participants withheld up to 1/4 of current season's games/activities.

2nd offense- Suspension of 1-3 days; extra-curricular participants removed from current team/activity if 2nd time in a season.

3rd and subsequent offenses- Multiple days of suspension (up to 5 days). With a possible recommendation for expulsion.

**** If the offense includes THC, the consequence will be elevated.**

Students may be required to either take a tobacco/nicotine cessation class or do research on this topic. By doing so the student may have his/her disciplinary action reduced at the discretion of administration.

VANDALISM

Vandalism of school and personal property will not be tolerated. Vandalism is the willful defacing or destruction of school property or the property of students and staff. **Students will be referred to the sheriff's department for any severe act of vandalism. The student is also responsible for any repair or replacement of damaged items.**

Consequences will be as follows (**per year**):

1st offense- Referral and minimum 1-5 day suspension

2nd offense- Referral and minimum 3-5 day suspension

3rd offense- Referral and minimum 5 day suspension; possible recommendation for expulsion

WEAPONS
No student shall carry, conceal, store, or otherwise possess any firearm, knife, explosive, weapon or weapon facsimile of any sort on school property or at any school-sponsored events. In rare instances where such materials serve an educational purpose, their use and possession must be authorized by administration. Also, if a student mistakenly brings a weapon to school and turns it in at the beginning of the day to administration there will likely be no consequence for that student.

A referral will be given if a student has a weapon of any kind. This includes a pocket knife (regardless of its length), taser, or any other potentially harmful item.

Consequences will be as follows (per year):
1st offense- Referral and minimum 1-5 day suspension or multiple hours of detention
2nd offense- Referral and minimum 3-5 day suspension
3rd offense- Referral and minimum 5 day suspension; possible recommendation for expulsion

Referral for expulsion is mandatory for any student who carries, brings, uses, or possesses any weapon which is defined as a dangerous weapon. A dangerous weapon means:
1) A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for a firearm.
2) Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
3) A fixed blade knife with a blade that measures longer than 3 inches in length or a spring loaded knife or pocket knife with a blade longer than 3 and ½ inches.
4) Any object, device, instrument, material, or substance, whether animated or inanimate, used or intended to be used, to inflict death or serious bodily injury. CRS 18-1901(3)eCRS 22-33-106(1)dCRS 18-12-101,10,105.5 and 108(2)

Students and parents should review this handbook carefully. All students and parents are responsible for the information contained in our handbook and are expected to uphold the policies of the Strasburg School District. Please pay special attention to the following policies/guidelines, which have special importance or have been recently modified:

Student Code of Conduct
Anti-Bullying Policy
Graduation requirements
Make up and late work policies
Ineligibility policy
Attendance policy
Dress Code Policy
Student Use of Drugs and Alcohol
Technological Devices
Technology, Computer, and Internet use

By signing below, I acknowledge that I have read and understand the Strasburg High School handbook and agree to abide by the policies of Strasburg High School. I will do my best to live up to the Strasburg High School PRIDE expectations and the mission of the Strasburg School District. I acknowledge that there are appropriate consequences if I do not follow the guidelines and expectations of Strasburg High School.

I have read and agree to abide by the following district policies: Bullying; Harassment; Student Use of Drug and Alcohol; and, Technology, Computer, and Internet Use, and understand their significance. As a parent/guardian, I hereby give permission for my student to access the internet at Strasburg High School. I release the Strasburg School District from all costs, claims, damages, or losses resulting from my student's use of the district's technology (including use of computers and the internet), including but not limited to any user fees or charges incurred through the purchase of goods or services.

Student Name _____Student signature_____

Guardian Name_____Guardian signature_____

Student's grade_____ Date _____

I do hereby allow Strasburg High School to use my photograph and/or footage of myself for usage on the following: The Strasburg School District's web site (www.strasburg31j.com), Strasburg High School yearbook and newspaper, the local newspaper, on SHS transcripts, and to be displayed on photographs within the building. I understand that if my image is posted on the Strasburg High School web site that I will not be identified by name.

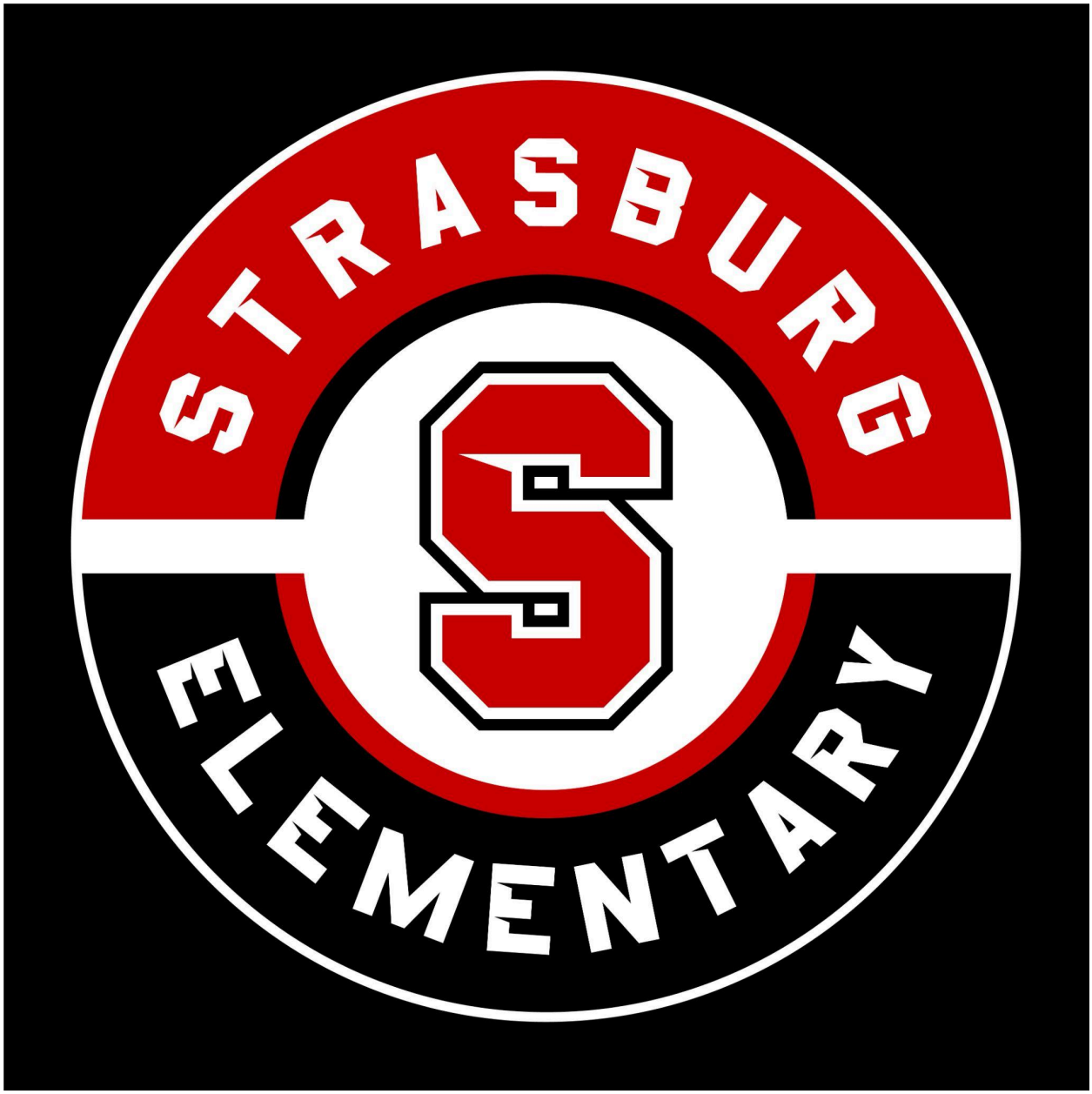
It is understood that by granting this disclosure, if my image is posted on the Strasburg School District web site, that my photographic or video image will be made available to anyone who visits www.strasburg31j.com. I waive any claims against Strasburg High School for the posting of my photograph or image on the Strasburg School District web site.

Student Name _____
Student signature_____

Guardian Name_____
Guardian signature_____

Student's grade_____
Date _____

2025-26 Student & Family Handbook



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Strasburg School District's Mission Statement:

The mission of the Strasburg School District is to develop resourceful, responsible, and resilient engaged citizens who are empowered in a safe learning environment for all to achieve their full potential in an evolving world.

Diversity and Inclusion Statement:

Strasburg School District honors human rights, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive learning environment that affirms the value of all persons. Dimensions of diversity can include sex, race, age, national origin, immigration status, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, and military experience. Reasoning, thoughtfulness, and open dialogues that honor the dignity of everyone is expected.

Strasburg Elementary Vision Statement

Delivering on the dream; academic achievement for every student!

ENROLLMENT & WITHDRAWAL

Colorado Mandatory Immunization Law

Immunizations are an important part of our children's health. Colorado law requires that children going to school be vaccinated to prevent vaccine preventable disease. All children entering Colorado elementary schools for the first time (e.g. kindergarten and out of state transfers) must show proof of immunization. Please go to www.cdphe.state.co.us/dc/immunizatons for the most up–to–date information about what shots are required for specific age or grade level groups * (see attachment 1).

A student may be exempted from receiving the required immunizations in the following manner:

A) A *medical* exemption signed by a licensed physician stating that the student's physical condition is such that immunizations would endanger life or health or is otherwise medically contradicted; or

B) A *religious* exemption signed the parent, guardian, or emancipated student that the student adheres to a religious belief opposed to immunizations; or

C) A *personal* exemption signed by the parent, guardian, or emancipated student that the student adheres to a personal belief opposed to immunizations.

Please see **Immunization of students- JLCB**

Kindergarten Entrance Requirements

Any child who is five years of age prior to **June 1st** is eligible to enter kindergarten. To register, the parents/guardians must provide the child's birth certificate, proof of immunization, social security number and proof of residency (i.e. utility bill).

Strasburg Elementary School will enroll students in kindergarten if they are five years old before August 1st / August 15th / August 30th? of the enrolling school year. To register, the parents/guardians must provide the child's birth certificate, proof of immunization, social security number and proof of residency (i.e. utility bill). Exceptions to this policy will not be made, ensuring consistency and alignment with district and state guidelines.

Registration

Registration is on-line through the district website. The registration form should be filled out in detail and, in particular, parents should give telephone numbers of place of employment of both the parents, **and** a person the school may call if the parent cannot be reached by telephone. It is the parent's responsibility to provide an accurate address and telephone numbers (emergency, etc.) and periodically update the information. Any disability or allergy should be noted on the health update form. **STUDENTS MUST HAVE CURRENT EMERGENCY NUMBERS AT ALL TIMES.** Parents/guardians must come into the school and provide the child's birth certificate, proof of immunization, social security number and proof of residency (i.e. utility bill). Students may begin school 48 hours after all registration forms are complete and staffing needs are identified. Please be aware of the **Interdistrict Choice/Open Enrollment Policy JFBB**

Withdrawal before the End of the Term

The Elementary School should be contacted at least one week prior to parent's departure from the school district in order that report cards and transfer cards may be prepared. It is the usual procedure for the new school to obtain your signature on a "Request for Records" form of some kind, and send it to us, so that we can send your child's records directly to the new school.

Student Withdrawal from School/Dropouts Policy JFC

ATTENDANCE & TRANSPORTATION

Attendance

One major criteria of a student's success in school is regular and punctual attendance. Frequent absences and tardiness may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. A child can never make up a day's experiences he has missed even though he may complete the assignments that were presented. The discussions that take place in the classroom are often more valuable than the written material. Excessive absenteeism may affect the student's chance to participate in certain interventions.

At **4** unexcused absences or tardies, administration will contact you to make you aware. At **8** unexcused absences or tardies, the administration will send a letter home informing you of the number. Excessive absenteeism (**10** days or more in a year/ 4 days in a month) and/or habitual tardiness (**10** tardies or more in a year) will be considered a serious matter and may lead to administrative and board action, retention and referral to legal authorities. Please be aware of the **Truancy Policy –JHB**

Excused (EXC) – Do not count toward the 10 absences allowed per year. Example: Illness, appointment for orthodontist, dentist or doctor, funerals, or court (please provide paperwork whenever possible). If a student has over five absences in a semester, we will begin to require paperwork in order for an absence to be considered excused. After the fifth absence, subsequent absences without paperwork will be classified as verified only (and count toward the 1o absences allowed per year).

Verified (VER) – Count toward the 10 absences allowed per year. Absences verified by the parent, but do not fall under the guidelines as set above for excused absences.

Unverified (UNV) – Count toward the 10 absences allowed per year. Nature of absence has not yet been determined.

Tardy- Arriving after 7:55 to SES.

Habitually Truant (Student Count): A student is counted as habitually truant if the student has four unexcused absences in one month and/or 10 absences in one school year.

Chronically Absent: A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included – unexcused, excused and suspensions. The rate is the percentage of students enrolled who are chronically absent.

Absence Excuses

A phone call from the parent to the school is requested before 9:00 a.m. on the morning of the absence. If we do not receive a call, the elementary office will call the parents at home to try to confirm the reason for the child's absence. If the parent is unable to call, a note to the office is required for each absence.

Arrival/Departure Times

Please note that supervision begins at 7:30 am on the playground and ends at 3:40 after school. **For their own safety, please do not drop your children off earlier than 7:30 or pick them up later than 3:40**.

Day Check-out Procedure

Please check your child out through the office and sign them out in the Early Dismissal book located in the office. **School personnel will send for or go get children who are checking out for the day.**

Parent Authorization for Student Pick-up

No child will be taken from a class or from school by anyone other than a parent or guardian without the parent first supplying a note giving written permission for such. If you find that you need to send someone to pick up your child at the last minute, please notify us as soon as possible by telephone before the time the child is to be taken from school. This way, we will know that someone other than the parent is authorized to pick up the child. Please advise the check-out person of our check-out procedure; identification will be required.

School Closures/Delays/Early Dismissal

School may be delayed and/or closed during periods of inclement weather or other emergencies. Such a closure will be announced by the Superintendent as early as possible via automated phone message and text message (be sure we have updated phone information), as well as by email or on radio station KOA (850 AM) and local TV stations. Be sure that your family has filled out or updated the emergency contact information.

Parking

Please follow all posted signs and drive slowly in the school zones on Strasburg Road and in the parking lots**. Please pay close attention to our crossing guards** and be courteous to all staff providing assistance. Model the proper use of our crosswalks for all our students. Make sure students enter and exit the vehicle on the curbside. The entrance for car drop-off is from Colorado Ave. Stay in the right lane when in the drop-off/pick-up lane. Both the Elementary main lot off Strasburg Rd. and the lot east of the high school off Colorado Ave. are available for your use when parking at the building. When entering the parking lot, choose your lane to either park (left lane) or drop off (right lane) and **stay in those lanes until the lanes merge at the west end of the parking lot**.

Pets

Strasburg Elementary does not allow personal pets on the premise at any time. If a student wants to bring a pet for Show and Tell, please bring a photo instead.

Use of Tobacco on School Premises

The use of tobacco in any manner is prohibited by policy at all times in the school buildings and on school grounds. Please help us to implement this policy while in attendance of functions at school and while accompanying your child on a field trip or other school-related function, or waiting for your child in your car. Please be aware of the **Tobacco Free Schools Policy –ADC**

BUS TRANSPORTATION

Bus Transportation is arranged with the school by the parent at the time of enrollment or whenever a change to home residence occurs.

The district's Director of Transportation makes the bus assignments for our students.

PLEASE NOTE: STRASBURG SCHOOL DISTRICT WILL TRANSPORT ELIGIBLE STUDENT RIDERS ONLY FROM THE STUDENT'S PRIMARY BUS STOP TO SCHOOL AND BACK TO THE PRIMARY BUS STOP. ANY requested exception to this rule must be made to the Director of Transportation at Strasburg Schools ahead of time.

Strasburg Dist. 31-J Bus Rules

- Be courteous and cooperative with the driver and students
    - Use inside voices
    - No foul language or rude gestures
    - No pushing or fighting
    - Absolute quiet at RailRoad Crossings
- No destruction of bus property.
    - Do not mark on, poke hole or cut the seat
- Remain facing forward in your assigned seat at all times.
    - Keep aisles clear (feet, backpacks)
- Keep the bus clean.
- NO food or drink, gum, sunflower seeds or tobacco
- The bus is exited from front to back-one row at a time.
    - Stay seated, no pushing or shoving. PATIENCE!
- Unauthorized riders are required to have a note from parents to ride the bus.
    - Students only ride their assigned bus
    - Home to school - school to home
- Be at your bus stop five minutes before scheduled time
    - Buses cannot wait
- Nothing alive or dangerous can be taken on the bus (glass, sharp objects, weapons)
- If bringing personal items (i.e. toys, electronics), keep them in closed backpacks while on the bus
    - This includes playground balls of any type.

    - Electronics can ONLY be out for listening to music with headphones, by yourself
- NO sprays, deodorant, perfume, or nail polishes are to be sprayed or used on the buses

The School Bus is part of the school setting, therefore ALL the school rules do apply.

DISCIPLINE STEPS FOR BUS MISBEHAVIOR

1. Minor Infractions:
    a. Verbal warnings will be given to the students by the bus driver to stop the detrimental behavior. Drivers will reinforce the rules to students. If this does not solve the problem
    b. The driver will write a referral, and a conference will be held between the offending students, driver, Transportation Director, and/or Principal of the school the student attends. The student is warned by the Principal and a copy of the report is sent to the parent(s). Included in this warning is the statement that a second referral may result in a 10 day suspension of bus privilege. The Principal issues the suspension.
    c. A second written referral may result in a suspension of bus privileges for 10 days. A report is sent to the parent(s) stating the 10 days suspension and that a third report would mean that the student could lose his/her bus privilege for the remainder of the year. The principal issues the suspension.
    d. A third written report may result in suspension of bus privilege for the remainder of the year. He/she and parent(s) are informed that the student may be re-instated only by the Superintendent.
2. If a major infraction occurs, such as fighting or vandalism and other such activities, the driver shall pull the bus off of the road and stop the activity. The driver may call law enforcement if the infraction warrants. The driver will then proceed on the route. When the stop for the student is reached, the driver shall inform the student that he/she is suspended from the bus until further notice. The Transportation Director shall be notified as soon as practical.
3. The Principal will talk with the student(s) involved and get his/her side of the story. He/she will then make a decision as to what action will be taken. He/she can suspend the student from the bus for any length of time or may refer the case to the Superintendent. Eventual suspension can range from a few days to a year. No set rules can be made for major infractions because the cases will vary and the students are different.
4. All suspensions of bus service will follow minimal due process procedures.

Please be aware of **Student Conduct in School Vehicles Policy – JICC.**

EMERGENCY PROCEDURES

Strasburg 31J has adopted the Standard Response Protocol, which provides protocols for weather and safety. Should such severe weather or safety conditions exist that dismissal would endanger the safety of students; the school will hold the students at school until conditions allow safe dismissal.

WEATHER

Tornado (Shelter in Place)

In the event of a tornado watch being in effect at the time of regular dismissal, the students will be dismissed as usual. The buses will run at the regular times, but in conscientious contact with the school bus station.

If the tornado watch is upgraded to a tornado warning, all students will be taken to their assigned shelter. They will remain in the shelter until we are officially notified that the warning has been canceled for our area. If we are in the shelters at the time of regular dismissal, we will remain there until the warning is lifted. Students will not be released to anyone but their parents, and then only if the parent writes a note that they are picking up their child and assuming responsibility for their safety.

Buses will be radioed if a tornado warning is in effect. The students will be taken to the nearest shelter if time permits, or if necessary, shelter will be taken in a ditch.

Severe Thunder/Lightning

Students that must walk home may be held at school should lightning be so severe that it presents a reasonable hazard to their safety.

Severe Rain/Snow

In the morning, students will have indoor arrival.

In the afternoon, students getting picked up will wait in the corridor outside of the gym. Students WITH siblings at SES will wait together in the corridor. Once a car has arrived, the students will exit the corridor from the south door by the gym to the car pick-up lane.

SAFETY
Hold

In the event of needing a hallway or location to be cleared in the building, a hold may be initiated. Events that dictate a hold to be called may include: vomit, student health situations, dangerous animals in a building, spills, etc.

Secure

All buildings in Strasburg 31J will have exterior doors locked during school hours. A secure will be initiated if there is an outside threat. In the event of a secure, all students and staff will stay in the building, exterior doors will be checked, and nobody will be let in or out of the building unless told otherwise by law enforcement. Events that may dictate a secure to be put into place may include: dangerous animals in the area, high-speed chase through town, etc. Local law enforcement agencies may inform schools about outside threats to initiate the protocol.

Lockdown

A threat inside the school building will initiate a lockdown. All interior classroom doors are locked during the school day. Lockdown procedures include: teachers closing classroom doors, placing students in a location not be seen from interior windows, and keeping students quiet. Law enforcement will release students and staff from their safe locations and lead them to a defined evacuation location for reunification. Nobody will be allowed to enter the building during a lockdown.

PARENT INFORMATION

Breakfast and Lunch

Breakfast will be served in classrooms daily beginning at 7:55 a.m. **Breakfast and lunch meals are free this year. Even though there is no cost for breakfast and lunch, we are requesting that all parents fill out a Free and Reduced Meal form.** This can be obtained from the front office or cafeteria staff. Federal Law has mandated that schools have a Wellness Program for the purpose of promoting "Healthy" habits. The Strasburg School District is no longer providing access to the purchase of soda or pop during the school day on school grounds. In keeping with the idea of establishing healthy habits, we are asking that lunches from home **NOT** contain soda pop. Other beverage suggestions might include milk, water, or juices. Milk is available for purchase with or without a school lunch.

Communication

Keeping an open line of communication with parents is extremely important to us. We know that students are more successful when parents and the school cooperate to provide the best learning environment possible. We welcome any input from you and encourage you to contact us about any questions or concerns you have regarding your child's education. If you have a question regarding a specific issue in the classroom please contact the teacher directly by calling the school office and making an appointment, or you may make arrangements with the teacher by leaving a voicemail or an email. Teachers may be available by phone before 7:45 AM or after school is over - teachers are not able to leave their classrooms during the day unless there is an emergency. If you continue to have questions or concerns after speaking with the teacher(s), and you need to speak to an administrator or have questions about a particular school policy please feel free to call the school office. Administrators are also available by appointment.

Translation and interpretation services are available to families. Please notify the school office if you are in need of such services.

Fundraising

Strasburg Elementary School does two big fundraisers a year. This fundraiser is conducted for the benefit of our elementary students. Its purpose is to enrich our

elementary students' school experience and/or their school environment. Reporting of the expenditure of these funds is done through the school newsletter and school accountability reporting.

Other, smaller fundraisers may be done through the year for specific causes (i.e. events to raise money for the Music program's annual play). If a fundraiser takes place, the purpose will be advertised.

Lost or Damaged Books

A fee will be assessed for lost or damaged books equal to the total replacement value of the book. The fee may relate to books from the classroom or Strasburg Elementary Library. You will be notified of the total cost by the school.

Lost and Found

Our Lost and Found box is located on the North end of the building, just beyond the double door exit on the way to the intermediate playground. Unclaimed, unmarked articles will be turned over to a charitable organization every trimester.

Parent Contact

If you need to get a message to your child at school, the office secretary will relay it for you. Students are allowed to call parents or guardians only, and only if it is **extremely** important or an emergency. Students must get permission from their teacher and **may only make calls from the office**. There must be a valid emergency for a student making any call, such as illness. **We will not allow students to call home to make sudden changes to after-school plans or for forgetting their lunch, as hot lunch is provided. Students may not use cell phones on the School Campus.**

Parent/Teacher Conferences

Parent/Teacher conferences are held twice a year as noted on the district calendar and on our website. Watch the newsletter for sign-up information. To schedule a parent/teacher conference, call the front office and they will sign you up for a date/time that works best for you. If you would like to meet with your child's teacher at any other time, please contact the teacher to schedule an appointment.

Personal Items: Bicycles, Roller Blades, Skateboards, etc.

The school can assume no responsibility for stolen or damaged personal items. We recommend bikes be registered with the Sheriff's Department and padlocks provided for

them. Bike racks are available. Modes of transportation can be used to and from school, before and after school only and **not** on school grounds.

Personal Items: Toys, Cell Phones, IPods, and other Electronics

We strongly encourage these items remain at home. In particular, personal communication devices are not necessary, as our students are supervised and students, parents and staff have access to school phones. **Students bring these items to school at their own risk**. The School District, its Faculty, and Staff are not responsible for any damaged, missing or stolen items. The School will not utilize administrative time to investigate any incident involving damage, theft, or missing items. Nor will the district take any financial responsibility for the items.

Should you and/or your student choose to bring these items to school, cell phones, iPods, and Mp3 players must be turned off and in backpacks from 7:55 -3:40 or off campus.

Use of cell phones may result in confiscation of the phone, notification to parents, and release of phone to parents. Inappropriate use may include possible police referral and disciplinary action. Pease see more information on JICJ Student Use of Cell Phone and Other Personal Technology Devices.

Requesting a Teacher for Student Classroom Placement

The Strasburg Elementary teaching staff and building administration have the responsibility to assign students to classroom teachers. It is important to understand that assignment is a complex process with many elements taken into consideration when initially placing a child in a classroom or when selecting a placement for the next year.

Grade-level teacher teams look at student academic strengths/areas of growth, learning styles, peer social relationships, the need for structure, any necessary behavior supports, prospective teacher's teaching styles, class size, gender balance, and equity in classrooms as mandated by state and federal regulations in addition to other unique individual concerns.

The teaching staff understands the classroom setting, knows how the students operate within it, and know their colleagues. Teachers must balance the needs of 80+ students in a grade level with 4 teachers using this complex process, and therefore are not able to open this placement process to our larger community.

We respectfully ask that you trust the decisions made by the teaching staff. If you have a concern that may not be known by your child's teacher, please speak with her/him. Often, if you have a reason for wanting placement with a certain teacher, your child's current teacher may agree with you. If this is the case, the teacher will make a recommendation for placement that concurs with your request. If, however, you feel strongly about a placement that is not in line with teacher data, you may put your request in writing for the administration to consider. Requests must be in writing and include current academic **data** to support the request being made. These requests are to be made no later than **April 1st** for consideration of placement for the following year. Please note that the final decision for placement is always made by the building administrative team in coordination with the current grade level team.

Security

Our school is a safe place to be and we have had very few incidents of severe misbehavior by any of our students. While school violence is rare, we can never be too careful when it comes to protecting your children and our staff. There is a district crisis plan in place for emergency situations that has been reviewed by the local Sheriff and Fire Departments and is updated each year. Drills on procedures for these crises are practiced each quarter with faculty and students.

The most important and effective strategy to prevent a crisis situation on campus is for our students and community members to report any weapons and/or suspicious or dangerous behavior to a staff member and/or the Sheriff's Department immediately. There is also a state hotline available to report threatening or dangerous behavior-it is called Safe2tell and the phone # 1-877-542-SAFE. If someone threatens another person or our school we can prevent a serious incident from occurring if we are informed right away. It is also important to tell us if someone is being mistreated, is depressed, or is talking about harming oneself. Telling a staff member is not "tattling"- it is taking action to help others and helping to keep our school safe.

For the safety of our students and staff the following procedures are in place:

- ALL VISITORS MUST IMMEDIATELY REPORT TO THE OFFICE. All visitors will receive a visitor label to be worn throughout the building. Strasburg 31J utilizes Raptor, which is a visitor management system. All visitors will be required to produce a form of identification upon the first visit. A label will be printed off with the visitor's name and destination.
- ID'S ARE CHECKED IF THERE IS ANY QUESTION ON THE IDENTITY OF A PARENT/GUARDIAN WHO WANTS TO REMOVE A STUDENT FROM SCHOOL. If you check your student out of school we will ask you to provide

identification and will check to make sure you are on the approved list of emergency contacts if there is any question regarding your identity. Please help us by providing this identification willingly even if you are a familiar face in our community.

- MAIN LOBBY ENTRANCE. This entrance is accessible by buzzing in and stating the reason for entrance. This is the **only** entrance that visitors can access the school from.
- ALL OUTSIDE ENTRANCES ARE LOCKED DURING SCHOOL HOURS
- BUZZ-IN DOORS. When you enter the front foyer of the school, to the right is a buzzer and staff will gladly let you in after you identify yourself and purpose.
- CAMERA SYSTEM: A camera system monitors our facilities.
- LOCKDOWN PROCEDURES; We have levels of lockdown to use when necessary. The district has an appointed spokesperson that will be responsible for disseminating appropriate and timely information as the situation dictates.
- EVACUATION PROCEDURES: We have specific plans on how to evacuate our building in case of an emergency in the building and specific procedures for evacuating the campus, if necessary. Parents will be notified using the contact number given to us on enrollment papers. You are asked to update this for us each year as school starts and immediately upon changes to this information.

Student Dress Code

Students shall maintain an appearance and dress which has no detrimental or disruptive effect on the educational program of the school. Students shall dress in a clean and neat fashion, so as to reflect positively on the school and community. The following attire is absolutely not allowed:

- Clothing that bares the midriff or reveals any underwear apparel (i.e. spaghetti straps).
- Clothing that is shorter than mid thigh length.
- Clothing that displays any depiction of alcohol, cigarettes and/or drugs.
- Clothing that has any obscene language or that is considered offensive towards others.

A student will be asked to change clothes upon violating this dress code.

Other Dress Code Notations:

- Please dress your student(s) appropriately for the weather. While we do strictly monitor the weather conditions outside, students will often play outside in weather requiring warm apparel. Please be sure your student is properly equipped with a winter coat, hat and gloves when necessary. Students will have

recess outdoors as long as the temperature (including windchill) is at least 20 degree fahrenheit.

- All students receive Physical Education (P.E.) and are required to wear tennis shoes. The maintenance of our gym floor is important to many programs in our school and within our community. Students must have a pair of "rubber-soled tennis shoes" on all days in which they attend P.E. in order to participate.

Visitor and Guest Procedures

All schools in Strasburg 31J have implemented Raptor, which is a Visitor Management System. When a visitor wants to come into the building, they will be required to provide a form of identification for the first time of entry. Raptor does a screen of the identification to flag any offenders who should not be in the building. Once screened through Raptor, the visitor will be provided a label with their picture, name, and destination for the visit. Visitors will only have to provide a form of identification the first of each school year. When anyone other than staff or students enter the building, we require you to come in the front door, sign in at the office as a visitor, and put on a name tag. This will allow staff to identify anyone in the building and will help make our school safer.

Please do not bring preschool children or infants with you, as younger children often distract both the visitor and the class. To ensure a successful visit, please schedule your visitation with your child's teacher, 24 hours in advance and stay for no longer than approximately 30 minutes. We will require this for any parents who are walking students to the classroom (morning) or picking students up from the classroom (afternoon). We prefer that parents DO NOT walk students to and from the classroom but instead, utilize our drop off zones at the front of the building. We have staff members assigned to support your child getting to and from where they are supposed to be. Please be aware of the **School Visitor Information -IK**

Volunteer Parents

Our individualized curriculum demands an optimum of individual attention to each student. Volunteer parents provide a valuable means of making this need a reality. Parents interested in volunteering at the school (in classrooms, on field trips, etc.) are asked to complete a **Parent Volunteer Agreement** on the school website and then contact a classroom teacher. A PVA must be filled out every school year. Volunteers will be held to the same code of ethics as a paid employee. Please ask us for a copy of the procedure for volunteering.

HEALTH SERVICES

Parents will be called when there is a serious accident or a contagious illness that requires parental notification as outlined in CDE state health regulations and SES policy guidelines. Basic First-Aid supplies (Band-Aids, gauze, etc.) are available throughout the school. No injured or sick child will be sent home until the parent or another responsible person has been notified. If the child appears to need medical attention and neither parent nor the designated contact can be reached, ambulance service will be requested.

Due to increasing legal implications, the issue of dispensing medication in the school has become a critical one. **We are mandated by law to obtain written permission from your doctor to administer ANY medication (including non-prescription medicines) to your child. Blank permission forms have been included at the back of this handbook for your convenience**. ** (see attachment 2)

MEDICATIONS AT SCHOOL: Prescription medications are administered at the school only when the proper form is completed and signed by both the physician and the parent/guardian. A substitute form **from the physician** is permissible if it includes the following:

- the name of the student
- the name of the medication
- the dosage
- the purpose of the medication
- how many days it will be given

The medication must be in a container appropriately labeled by the pharmacy or the physician and brought to the office by the parent/guardian. **Please do not send medications with your child to be turned into the office.**

Non-prescription medications are not administered at school without a permission form signed by a physician and a parent, thereby making it a prescription medication. It must be in its **original container**. This includes Tylenol, cough drops, cough syrup, or any other over-the-counter medication.

Parents are responsible for providing the proper permission from the physician and the medication. All unused medications will be returned to the family at the end of the school year. New permission forms are required at the beginning of each school year.

Please see **Administering Meds to Students-JLCD** and **Students with Food Allergies- JLCDA**

Mandatory Reporting

This school district complies with the Child Protection Statutes. To that end, school official or employee who has reasonable cause to know or suspect that a child has been subject to abuse or neglect or who has observed the child being subjected to abuse or neglect, as defined by statute, shall immediately report or cause a report to be made to the county department of social services and local law enforcement agency. Please see Reporting Child Abuse/ Child Protection- JLF Information.

REPORTING STUDENT PROGRESS

Report cards will be sent home at the end of every trimester. Progress will be communicated via paper copy, e-mail, or phone call whenever a concern arises. Reporting student progress is done with a standard/referenced system. This system benefits students by better detailing their progress and connecting our use of this system with the direction of the state's assessment of standards. Parent/Teacher conferences will be helpful for parents to see how a standards/referenced reporting system are similar and different to a traditional grading system.

Homework

Our students need practice to move from good to great. The homework we send is practice…something they have been taught to do, not something you need to teach them. Please partner with us in providing this necessary practice.

Students will be given homework in reading (including chances to respond in writing), spelling, and math at their level. Students will be held accountable for reaching their homework goals through follow-up assessments that are done in the classroom. These assessments provide the vehicle for important feedback on student progress as a result of their work at home. **Neat handwriting will be expected on all written portions of homework.**

Please follow the homework "10-minute rule," which recommends a daily maximum of 10 minutes of homework per grade level. Second graders, for example, should do about 20 minutes, 3rd grade 30, 4th grade 40, and 5th grade 50 minutes of homework each night.

Homework assignments are designed to provide additional practice and reinforce concepts learned in class, helping students solidify their understanding and build strong study habits. As students transition to secondary school, these assignments prepare them for the increased academic demands by promoting time management skills and independent learning.

Student Performance Levels

The boxes below show student performance levels. At the end of each trimester, each student is assessed according to their performance and effort on the benchmarks their class completed toward the state and district standards during that trimester. A complete list of these benchmarks is available on our website or by request of the classroom teacher. **The expectation is that students will score a 3 by the end of the school year.**

1 (Limited Progress)	2 (Making Progress Toward Standard	3 (Meets Standards)	4 (Exceeds Standard)
Student is performing significantly below District grade level standards and/or Student is showing limited progress in applying skills and strategies to understand concepts	Student is performing near District grade level standards and/or Student is showing a partial understanding of concepts applying skills and strategies	Student has achieved District grade level standards And Student consistently demonstrates understanding of concepts applying skills and strategies	Student has achieved District grade level standards and Student demonstrates exceptional level of understanding

Gifted Education Identification and Services

We have a process to identify students who are considered gifted in one or more academic areas. Students who are identified as gifted are placed on an advanced learning plan (ALP) and modifications are made in their curriculum and instruction to meet their needs and extend their learning. Please see information about IHBB Gifted and Talented Education.

Promotion or Retention

The authority of promoting or retaining a student rests with the Superintendent and the Board of Education. However, much of this authority is delegated to the building Principal. No student shall be promoted, graduated or retained unless the Principal and the Superintendent agree to that decision. The classroom teacher(s) shall advise the

Principal as to their opinion in the matter of retaining students at each grade level. A meeting with the classroom teacher, parents, and the principal will be held to evaluate the decision to either promote or retain the student. The Principal shall review these findings and make specific recommendations for the Superintendent concerning retention or promotion.

Awards

At the end of each trimester, students have the chance to receive an award for all the hard work they have put in throughout that time. Students can receive the award for Outstanding Achievement (consistent proficient or advanced work), Most Improvement (consistent progress from pre assessments to post assessments), and Remarkable Effort (consistent effort when doing work, no matter the outcome). Also, per grade level, students will be chosen for demonstrating all four areas of ROCK.

These awards will be given out by classroom teachers and will be sent home.

SCHOOL RULES AND EXPECTATIONS

All Teachers and students will honor the following:

- **R**espect
- **O**wnership
- **C**ompassion
- **K**nowledge

Internet Rules

We are pleased to offer students of Strasburg Elementary School access to the district's computer network and internet. To gain access to the internet, all students under the age of 18 must obtain parental permission. The permission form is given at the beginning of the school year.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. ***Access is a privilege – not a right.***

Communications on the network are often public in nature. Individual users of the district computer networks are responsible for their behavior and communications over those networks. Students need to treat all school computer hardware and software with respect.

It is presumed that users will comply with district standards and will honor the agreements they have signed.

Access to the Internet is conditional on the students' understanding and acceptance of the following terms:

1. While using the Internet I agree to be polite, use proper language and be considerate of others.
2. I will use the Internet primarily to extend the work of my class work.
3. I will only download materials that are considered to be appropriate with teacher's approval.
4. I will only access computers and programs with my password.
5. I will acknowledge copyright laws.
6. I will respect all property related computers at the school. (including NO food or drink).
7. I will consult my teacher before printing.
8. I understand that inappropriate use will result in the loss of Internet privileges as well as other disciplinary actions.

Please see **Student Use of Internet & Electronic Communications** JS E.

Playground Rules

1. Be respectful to all playground supervisors.
2. Play safely at all times and be considerate of others.
3. Use the playground equipment safely.
    a. Swings: Do stay seated in the swings, swing straight back and forth. Keep the area between swings clear.
    b. Slide: Sit on the slide and only go down. One person on the slide at a time.
    c. Bars: Do not stand on the bars.
    d. Spinning Equipment: Small spinner- 3 at a time; Large spinner- 8 at a time, keep all body parts on the spinner during use.
    e. Tower Play Structure: Climb up the ramp or the side ropes to the top of the structure.
    f. Tetherball: Do not remove the ball/rope from the pole. When broken, find an adult.
4. No backpacks allowed on the playground.
5. Do not play tag on the equipment.
6. Do not climb trees.
7. Only touch football is allowed.

8. Play ball only in designated areas; hard balls (such as: baseball, softball, etc.), rocks and other dangerous objects are not to be brought to school; no bats are allowed.
9. Conflicts must be resolved in a peaceful manner. Consult with an adult as needed.
10. If someone is hurt, get an adult right away.
11. Please sit on the benches or at the picnic tables.
12. Run only on the open playground - not on the sidewalk, in the mulch, on the landscape rocks, or in between the equipment.

In order to maintain a focused and safe learning environment, students in Preschool through 2nd grade are not permitted to bring toys to school for use during recess or class time. This policy helps minimize distractions and ensures that all students can fully engage in their educational activities. For students in 3rd through 5th grades, personal game balls are allowed during recess; however, these items are bought at the student's own risk. The school will not be held liable for any damage or loss that may occur to these personal belongings. We appreciate your cooperation in adhering to these guidelines to support a productive and enjoyable school experience for all.

Student Behavior

Staff and school administration will use the Strasburg Elementary School Discipline Matrix in regards to student behavior.

*Students who adhere to the rules, expectations, guidelines, and principles have the opportunity to receive recognition to support their positive behaviors. In addition, each classroom teacher has the ability to reward students to support their positive behavior.

SES STUDENT BEHAVIOR

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences.

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.

Responsibility Centered Discipline

All staff members will utilize the RCD approach for disciplining our students. RCD is a "transformational approach that shifts the goals of school discipline from making a student behave to empowering a student to take ownership of his or her behavior…By creating a Responsibility-Centered Culture in a school and providing administrators, educators and students with a simple and consistent system for addressing all educator-student conflicts, RCD turns this enormous challenge into an opportunity for greater growth and learning- not only for the students, but for everyone who uses the system" (Thompson, 2015, pg. 9-10).

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.

School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Positive Behavior Intervention Supports (PBIS) System

PBIS is an acronym that stands for **P**ositive **B**ehavior **I**ntervention **S**upports. Our school-wide PBIS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS was adopted by our school district as a result of the Colorado School-wide Positive Behavior Supports Initiative.

The purpose of the Colorado School-wide Positive Behavior Supports Initiative is to establish and maintain effective school environments that maximize the academic achievement and behavioral competence of all learners in Colorado. Strasburg Elementary uses a house system as a structure for our PBIS. Some of the house system benefits include but are not limited to:

Social and emotional development- Students can develop socially and emotionally through house activities and competitions, which can reinforce concepts taught in an SEL curriculum.

Character development- Students can be encouraged to develop positive behaviors, responsibility, and teamwork.

Sense of community- Students can work together towards a common goal, which can promote a sense of community.

Academic achievement- Students who feel comfortable and supported enough to participate in house events may be more likely to fully commit themselves to academia.

Leadership opportunities- Older students can develop into leadership roles.

Sense of belonging- Students can feel a sense of identity and belonging, which can make large schools feel smaller.

Community involvement- Students can be encouraged to engage with their housemates and play an active role in the school community as well as the Strasburg community.

BEHAVIOR INFRACTIONS

The primary mission of Strasburg School District is to develop responsible and productive members of society. Violations of our standards for behavior/rules of conduct are categorized by the severity of the event or behavior and are addressed as identified below. Negative behaviors/events are documented via the Classroom Referral form.

Minor Behavior Infractions

Minor behavior infractions are those negative behaviors that do not have severe impacts to the student, other students or adults, classroom or school environment; safety and security have not been breached. They are misbehaviors that need education, redirection, and practice of the positive behavior(s) we are seeking. Minor behavior infractions can become a major behavior infraction if it repeats for a third time without improvement.

Students who violate our standards or rules of conduct will be reminded of these standards or rules. Teachers will issue a **Classroom Referral** after an appropriate reminder(s) has not brought about compliance from the student. The event is documented on a Classroom Referral form. Parents are contacted about the event by the teacher via phone, email or Classroom Referral form sent home with the student.

The purpose of the Classroom Referral is to provide an opportunity for the student to “stop and think” about the offending behavior, to make a plan for how to fix the situation and/or repair relationships, to discuss consequences and to make a plan for how s/he will behave the next time the same or similar trigger for the poor behavior might present itself.

Major Behavior Infractions

Major behavior infractions are those negative behaviors that have more severe impact to the student, others, classroom or school environment; safety and/or security have been breached. They are misbehaviors that require the attention of the administration. A major behavior infraction can be a first time offense because of its severity or a major behavior infraction can be the result of 3 minor behavior infractions that have not improved by the third time the negative behavior repeats itself. An **Office Referral** is documented at this point.

Behavior that disrupts the classroom or is harmful to the welfare of other students or school personnel is unacceptable because such behavior impairs the ability of Strasburg Elementary School to fulfill its mission.

Consequently, such behavior may result in disciplinary action up to and including expulsion. It is the intent of Strasburg Elementary that disruptive and unsafe behaviors are unacceptable and will be dealt with in accordance with the Discipline Code. Violation of the Code may also result in referrals to law enforcement agencies. The Board of Education directs the Superintendent of Schools to develop regulations to implement the purposes of this policy.

This discipline code shall be in effect at Strasburg Elementary, from Preschool through the fifth grade. This Code applies to conduct at school, on District property, in District vehicles or at a school-sponsored activity or event (whether or not the school-sponsored activity is on or off campus), and under circumstances where off campus activity is detrimental to the welfare or safety of other pupils or school personnel.

GUIDELINES AND CODE OF ETHICS FOR DISCIPLINE

Please see **Code of Conduct Policy JICDA** **and** **Student Conduct Policy JIC**

Effective discipline involves a few overriding tenets rather than a long list of specific rules. Situations are dealt with as they arise, with the focus on enabling the child to grow and learn from his or her action.

District Code of Conduct

The principal may suspend or recommend expulsion of a student who engages in one or more of the following specific activities while in school buildings, on school grounds in school vehicles or during a school sponsored activity. Suspension or expulsion shall be mandatory for serious violations in a school building or on school property.

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Causing or attempting to cause physical injury to another except in self –defense.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law. Expulsion shall be mandatory, in accordance with state law except for commission of an act by an elementary student which would be third degree assault.
5. Violation of criminal law which had an immediate effect on the school or on the general safety of welfare of students or staff.
6. Violation of district or building regulations.
7. Violation of the district's policy on dangerous weapons in the schools. Expulsion shall be mandatory for carrying, bringing, using or possessing a **dangerous (deadly)** weapon without the authorization of the school or school district, in accordance with state law. Please be aware of the **Weapons in School Policy JICI (Complete policy online at www.strasburg31j.com)**
8. Violation of the district's alcohol use/drug abuse policy. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law. Please see the **Drug and Alcohol Use Policy JICH .**
9. Violation of the district's smoking and use of tobacco policy.
10. Violation of the district's policy on sexual harassment. Please see **Policies JB Equal Education Opportunities and JBB Sexual Harassment.**
11. Throwing objects, unless part of a supervised school activity, that can cause bodily injury or damage property.
12. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or visitors to the school.
13. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, of derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.
14. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
15. Lying or giving false information, either verbally or in writing, to a school employee.

16. Scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
17. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the school staff.
18. Behavior on or off school property which is detrimental to the welfare, safety or morals of other students or school personnel.
19. Repeated interference with the school's ability to provide educational opportunities to other students.

Disciplinary Measures & SES Discipline Matrix

Definition of Major Discipline Measures:

1. Loss of Privileges: The removal of a student from lunch and/or recess or other activities.
2. Suspension: The temporary exclusion of a student from class either in or out school for a period of from one to ten days as determined by the Principal and/or Superintendent.
3. Expulsion: The exclusion of the student from the school for a period in excess of ten school days by a final decision of the Board of Education.

The disciplinary measures defined above are not all inclusive but rather are a listing of major disciplinary action that may be taken to punish a student for misconduct. It is the hope and intent of the school that such consequences, when utilized assist the student in developing proper behavioral patterns.

A **detention, suspension, or expulsion** may be imposed at any time when a student commits an infraction that seriously violates the rights or endangers the safety of another person, or commits major damage to any school property or another person's property while at school. (**Complete discipline policies JKBA, JKA-R, and JK-R.).**

Strasburg Elementary has implemented a Discipline Matrix to use for student behaviors, which can be found here: SES Discipline Matrix .

Strasburg Elementary Bullying Practices

At Strasburg Elementary School we use prevention and intervention strategies and provide education for students to help them determine the difference between disagreements, mean/rude behaviors, and bullying. The school counselor and staff utilize bullying education materials throughout the year. The Strasburg Elementary School community gives and receives a consistent message that bullying and

harassment are not tolerated. Per Board policy, any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher. Investigation and response to any reports of bullying will be handled using the superintendent's comprehensive program procedures. Staff and students make every effort to create a safe school climate that is conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior.

Bullying Prevention and Education

The Board of Education supports a secure school climate conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable. Prohibited behaviors include: bullying, retaliation against those reporting bullying and/or other behaviors prohibited by this policy, making knowingly false accusations of bullying behavior

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation(which includes transgender), national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

[Note: At the Board's discretion, the policy may state "or against whom federal and state laws prohibit discrimination upon the bases described in C.R.S. 22-32-109 (1)(II)(I)"

instead of listing the specific classes protected by federal and state discrimination laws.] Please see JICDE Bullying Prevention & Education.

CONFIDENTIALITY

The information that the students share is confidential and will not be discussed with others with the following exceptions or limits:

- Child neglect or abuse
- Danger to self or others
- Emergency situations
- A client reveals any potentially life-threatening circumstance, such as criminal exploitation or substance abuse.

Privacy and Protection of Confidential Student Information Policy JRCB and Privacy and Protection of Confidential Student Information JRCB-R .

Student Records/Release of Information on Students Policy JRA/JRCB-R Privacy and Protection of Confidential Student Information.

Homeless Students Policy JFABD.

Immunizations of Students

Please see information of JLCB-R Immunizations of Students, JLCB-Immunization of Students

January 2016

Dear Parents of Kindergarten-12th Grade Students in Colorado Schools (School Year 2016-17):

Immunizations are an important part of our children's and the community's health. Colorado law requires students attending a public, private or parochial school to be immunized against certain vaccine-preventable diseases. The purpose of this letter is to remind parents about

the need for back-to-school immunizations and to provide immunization information. The chart on page 2 shows which vaccines are **required** for school attendance, along with **recommended** vaccines which provide more protection against vaccine-preventable disease. There are no changes to the vaccines required from the previous school year. It is helpful to share this letter with your child's healthcare provider or your local public health agency (LPHA) where your child receives immunizations.

Colorado follows the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices schedule. This schedule is approved by the American Academy of Pediatrics, the American Academy of Family Physicians and the American College of Obstetricians and Gynecologists. This is the immunization schedule which will best protect your child from vaccine-preventable diseases and is the national standard for health care providers who vaccinate your children. *Please note: In Spring 2016, it is anticipated the Colorado Board of Health will approve a recommendation that will require all students to receive their final doses of DTaP, Polio, MMR and Varicella (chicken pox) vaccine before kindergarten entry and one dose of Tdap vaccine before 6th grade entry*.

Starting **July 1, 2016**, parents/guardians seeking non-medical (religious or personal belief) exemptions for children in kindergarten-12th grade must submit non-medical exemption forms annually. Medical exemptions only need to be submitted once and require the signature of your child's doctor or advanced practice nurse. To submit a non-medical or medical exemption, go to www.colorado.gov/vaccineexemption and follow the instructions. Children with an exemption may be kept out of school during a disease outbreak.

Parents may have questions or want more information about children's immunizations and vaccine safety. Resources for parents about the safety and importance of vaccines are available at: www.ImmunizeForGood.com and www.colorado.gov/cdphe/immunization-education.

Colorado law requires schools to provide school-level immunization and exemption information to the Colorado Department of Public Health and Environment (CDPHE) by December 1, 2016. Immunization and exemption rates for each school will be posted on the CDPHE website as soon as they are verified. Many parents, especially those with children who can't be vaccinated due to a medical issue, may want to know which schools are best protected against vaccine preventable disease.

Please discuss your child's vaccination needs with your child's healthcare provider or LPHA and bring your child's updated immunization records to school each time your child receives an immunization. To find your LPHA or learn about free or low cost vaccines, call the Family Health Line at 1-303-692-2229 or 1-800-688-7777. **For questions about school immunization requirements, please contact your school.**

Sincerely,

Jamie D'Amico, RN, MSN, CNS

CDPHE Immunization Branch - Schools and Community Coordinator

303-692-2957 | jamie.damico@state.co.us

www.coloradoimmunizations.com

4300 Cherry Creek Drive S., Denver, CO 80246-1530 P 303-692-2000 www.colorado.gov/cdphe

John W. Hickenlooper, Governor | Larry Wolk, MD, MSPH, Executive Director and Chief Medical Officer

PARENTS: PLEASE HOLD THIS FORM AND SUBMIT ONLY WHEN NEEDED.

STUDENT MEDICATION PERMISSION FORM

STRASBURG ELEMENTARY SCHOOL

NON-PRESCRIPTION MEDICATIONS

Per state school guidelines, non-prescription medications **will not** be administered at school without a signed form from the physician as well as the parent, thereby making it a prescription medication. This includes Tylenol, cough drops, cough syrup and any other over-the-counter medicines.

PRESCRIPTION MEDICATIONS

Prescription medications are administered at school only when the following form is completed and signed by the parent/guardian and the physician. (It is permissible for the physician to substitute a signed instruction form if you do not have this form available at the doctor's office.) The prescription must be up-to-date. It must be brought to school in its *original* container, appropriately labeled by the pharmacy or with a note from the physician stating the name of the medication, dosage, time it is to be given, and for how many days.

-NAME OF STUDENT_____

-NAME OF MEDICATION_____DOSAGE_____

-TIME OF DAY MEDICATION IS TO BE GIVEN_____

-HOW MANY DAYS MEDICATION IS TO BE GIVEN_____

-PURPOSE OF MEDICATION_____

-KNOWN SIDE EFFECTS_____

-SPECIAL INSTRUCTIONS_____

_____ _____

Physician's Signature Date

Physician's permission to self-carry and administer the medication such as an inhaler if the student exhibits ability to do so in a safe manner. **Yes** **No**

_____ _____

Physician's Signature Date

I hereby give my permission for _____ to take the above medication at school as prescribed. I understand that it is my responsibility to furnish the medication. I understand an adult should be responsible for bringing the medication to the elementary school office, especially all controlled medications such as Ritalin.

I further acknowledge that this medication is being given at my expressed request and therefore release the school district, its representatives, and employees from any liability or loss related to the administration of this medication.

By signing this form, I give my permission for a representative of the school to communicate with my child's physician in matters pertaining to the administration of this medication and the related health matter under treatment.

_____ _____

Parent/Guardian signature Date

_____ _____

Physician's Name Date

_____ _____

Daytime phone number Physician's office phone number

Parental Permission Form

Student Name: _____ Grade: _____

I give permission for my child to be videotaped or photographed in his/her classroom. I understand that the tape or photos may be used to share information about the school with legislators, educator, and other parents. In addition, photos may appear throughout the classroom, on bulletin boards, in the yearbook, in the newspaper, and on the school website. Student names will not be used on website.

Parent Name: _____

Parent Signature: _____ Date: _____

Parental Acknowledgment Form

I acknowledge that the Strasburg Elementary Handbook is available on our website. www.strasburg31j.com. (Paper copies available on request).

The handbook contains our policies about:

- **Enrollment Requirements**
- **Immunization Laws**
- **Attendance Procedures**
- **School, Internet, Playground, and Bus Rules**
- **Dress Code**
- **Medication Distribution**
- **And all of Strasburg Elementary policies and procedures.**

Parent Signature:_____Date:_____

PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S TEACHER.

CAGT Legislative Day

February 20, 2025

What is CAGT?

CAGT is the acronym for Colorado Association for Gifted and Talented.

This event was open for application to identified high school GT students in Colorado.

CAGT
Colorado Association for
Gifted and Talented

What does it mean to be gifted?

Being "gifted" generally refers to having exceptional abilities or potential in one or more areas, often requiring specialized educational programming to meet their unique needs.

There are 35 GT students at Strasburg High School.

CAGT
Colorado Association for
Gifted and Talented

What is Legislative Day?

CAGT's Legislative Day aims to provide students interested in politics and government with an opportunity to shadow and learn from Colorado legislators, offering a firsthand experience of how the government works.

CAGT
Colorado Association for
Gifted and Talented

Legislative Day

GT students wishing to participate submitted an application and teacher recommendation to CAGT. Sixty students were selected.

Strasburg GT students Noah Dobransky and Kyla Bauer were both selected. Kyla was paired with Representative Meghan Lukens and Noah was paired with Senator Michaelson Jenet.

DAFNA MICHAELSON JENET

Colorado students on the House floor at the Capitol.

Students in QA with Colorado Lieutenant Governor Dianne Primavera at Legislative Day.

DMC
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DCHERNYAK@DMCCPAS.NET

February 21, 2025

Board of Education
Strasburg School District 31J
Strasburg, Colorado

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Strasburg School District 31J (the District) for the year ended June 30, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information orally in our discussion on August 28, 2024. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during year ended June 30, 2024. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the District's financial statements was:

> Management's estimate of the PERA net pension liability and net OPEB liability is based on projected compared to actual experience, assumptions, investments, and proportionate share of the net pension liability and net OPEB liability. We evaluated the methods, assumptions, and data used to develop the liability in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. The attached schedule summarizes uncorrected misstatements of the financial statements. Management has determined that their effects are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The uncorrected misstatements or the matters underlying them could potentially cause future period financial statements to be materially misstated, even though, in our judgment, such uncorrected misstatements are immaterial to the financial statements under audit.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to the required supplementary information as identified in the table of contents in the audited financial statements, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on supplementary information as identified in the table of contents in the audited financial statements, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the information and use of Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

DMC Auditing and Consulting, LLC

DMC Auditing and Consulting, LLC

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STRASBURG SCHOOL DISTRICT 31-J
STRASBURG, COLORADO

FINANCIAL STATEMENTS
AND THE INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2024

STRASBURG SCHOOL DISTRICT 31-J
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INDEPENDENT AUDITOR'S REPORT

Board of Education
Strasburg School District 31-J
Strasburg, Colorado

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Strasburg School District 31-J (the District) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the basic financial statements of the District, as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2024, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis of Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risk of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and the required supplementary information listed in the table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying combining and individual fund statements and budget comparison schedules and the auditor's integrity report listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund statements and budget comparison schedules and the auditor's integrity report are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

DMC Auditing and Consulting, LLC

February 21, 2025
Bailey, Colorado

Strasburg School District 31J

Management's Discussion and Analysis
For Fiscal Year Ended June 30, 2024

This is a Management Discussion and Analysis (MD&A) provides an overview of the financial activities of Strasburg School District 31J (the "District") for the fiscal year ended June 30, 2024. It is intended to assist the reader in interpreting the financial statements and assessing the financial health of the District. The MD&A follows the requirements of the Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statement and Management's Discussion and Analysis for State and Local Governments*.

Financial Highlights

- **Government-wide Activities:** The District's net position totaled $9,932,970 at the end of the 2024, compared to $8,982,610 at the end of the previous fiscal year. This represents an increase of $950,360.
- **Total Assets**: Governmental fund assets (General, Bond Redemption, & Non-Major Government Funds) increased to $10,918,216, compared to $10,874,619 in the prior year.
- **General Fund Balance:** The General Fund Balance grew to $6,072,753 from $5,650,658 in the prior year, reflecting a net increase of $422,095.
- **Revenues:** General Fund total revenues for the year amounted to $15,037,113, compared to $13,812,145 in the previous year.
- **Expenditures:** Total Expenditures increased to $16,859,691, compared to $14,094,145 in the prior year, primarily due to increases in compensation costs.
- **Long-Term Liabilities:** The District reduced its bond obligations, with total outstanding long-term liabilities decreasing to $25,749,140 from $26,717,636 in the prior year.

Overview of Financial Statements

The MD&A serves as an introduction to the District's financial statements, which comprise:

1. Government-wide financial statements
2. Fund financial statements
3. Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide a broad overview of the District's financial status in a manner similar to a private-sector business.

- **Statement of Net Position**: Reports the total assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the District as of June 30, 2024.

	Governmental Activities	
	2024	2023
ASSETS		
Current and Other Assets	10,918,216	10,874,619
Capital Assets, Net	41,358,682	39,292,299
Total Assets	52,276,898	50,166,918
Deferred Outflows of Resources	5,389,829	4,450,200
LIABILITIES		
Current and Other Liabilities	2,794,050	1,780,445
Long-Term Liabilities	44,626,884	43,112,528
Total Liabilities	47,420,934	44,892,973
Deferred Inflows of Resources	312,823	741,535
NET POSITION		
Net Investment in Capital Assets	15,967,348	18,937,449
Restricted for:		
Debt Service	2,132,176	511,000
Emergencies	528,000	2,333,777
Food Service	35,708	4,219
Unrestricted	(8,730,262)	(12,803,835)
Total Net Position	9,932,970	8,982,610

- **Statement of Activities:** Shows changes in the net position due to revenues and expenditures.

	Governmental Activities	
	2024	2023
REVENUES		
Charges for Services	815,724	918,543
Operating Grants and Contributions	2,381,566	1,732,532
Grants and Contributions	5,523	819,172
Property Taxes	5,315,820	5,059,635
Specific Ownership Taxes	437,032	284,531
State Equalization	8,559,167	7,962,953
Investment Income	287,556	234,555
Insurance Proceeds	2,244,673	-
Other	78,142	396,020
Total Revenues	20,125,203	17,407,941
EXPENSES		
Instruction	10,375,562	8,810,740
Supporting Services	7,364,788	6,337,019
Food Services	819,215	606,051
Interest on Long-Term Debt	615,278	631,504
Total Expenses	19,174,843	16,385,314
Change in Net Position	950,360	1,022,627
Net Position, Beginning	8,982,610	7,959,983
Net Position, Ending	9,932,970	8,982,610

Fund Financial Statements

Governmental Funds

The focus of the District's governmental funds is to provide information on near-term inflows, outflows, and balances of resources.

- The **General Fund Balance** increased by $422,095, reaching $6,072,753 at year-end.
- The **Debt Service Fund** had an ending balance of $2,180,196.
- The **Building Fund** reported a decrease of $1,441,851 due to capital project expenditures.

Capital Asset and Debt Administration

- **Capital Assets:** The District's capital assets increased to $41,358,682, up from $39,292,298 in the prior year, due to ongoing school construction and improvement projects.

	Balance 6/30/2023	Additions	Deletions	Balance 6/30/2024
Governmental Activities				
Capital Assets, Not Being Depreciated:				
Land	$ 796,786	$ -	$ -	$ 796,786
Construction in Progress	-	2,975,585	-	2,975,585
Total Capital Asssets, Not Being Depreciated	796,786	2,975,585	-	3,772,371
Capital Assets, Being Depreciated:				
Buildings and Site Improvements	48,154,379	8,017	-	48,162,396
Equipment	1,244,432	-	7,448	1,236,984
Vehicles	1,209,316	128,083	-	1,337,399
Food Service Equipment	143,783	-	-	143,783
Total Capital Assets, Being Depreciated	50,751,910	136,100	7,448	50,880,562
Less Accumulated Depreciation:				
Buildings and Site Improvements	(10,158,959)	(920,462)	-	(11,079,421)
Equipment	(1,070,588)	(45,569)	(7,448)	(1,108,709)
Vehicles	(890,428)	(76,305)	-	(966,733)
Food Service Equipment	(136,423)	(2,965)	-	(139,388)
Total Accumulated Depreciation	(12,256,398)	(1,045,301)	(7,448)	(13,294,251)
Total Capital Assets, Being Depreciated, Net	38,495,512	(909,201)	-	37,586,311
Capital Assets, Governmental Activities, Net	$ 39,292,298	$ 2,066,384	$ -	$ 41,358,682

- **Long-Term Debt:** General obligation bond payable decreased to $21,420,000 from $22,195,000 due to scheduled repayments.

Economic Factors and Budget Considerations

- Colorado School Districts are largely funded by state revenue backfilling the gap between local property tax revenue.
- Declining enrollment has reduced funding received by the District in the past couple years.
- District has strategically leveraged grant funding for technology and special programs.
- The District's financial policies ensure that a healthy fund balance is maintained, with a target reserve of at least 15% of General Fund Expenditures.

Contacting the District's Financial Management

The District remains in a strong financial position, with growing revenues and responsible fiscal management. Future planning efforts will focus on maintaining financial stability, accommodating student growth, and addressing facility needs. For further inquiries, contact the Executive Director, Finance and Operations, Strasburg School District 31J, 2102 Wagner Street, Strasburg Co. 80136.

BASIC FINANCIAL STATEMENTS

STRASBURG SCHOOL DISTRICT 31J
STATEMENT OF NET POSITION
June 30, 2024

	PRIMARY GOVERNMENT GOVERNMENTAL ACTIVITIES
ASSETS	
Cash and Investments	$ 10,588,962
Accounts Receivable	41,170
Grants Receivable	85,067
Taxes Receivable	185,147
Inventories	17,870
Capital Assets, *Not Being Depreciated*	3,772,371
Capital Assets, *Net of Accumulated Depreciation*	37,586,311
TOTAL ASSETS	52,276,898
DEFERRED OUTFLOWS OF RESOURCES	
Pensions, *Net of Accumulated Amortization*	5,155,275
OPEB, *Net of Accumulated Amortization*	174,326
Loss on Refunding, *Net of Accumulated Amortization*	60,228
TOTAL DEFERRED OUTFLOWS OF RESOURCES	5,389,829
LIABILITIES	
Accounts Payable	1,286,462
Retainage Payable	55,565
Accrued Salaries and Benefits	557,072
Unearned Revenue	19,168
Accrued Interest Payable	75,783
Noncurrent Liabilities	
Due Within One Year	800,000
Due in More Than One Year	24,949,140
Net Pension Liability	19,213,809
Net OPEB Liability	463,935
TOTAL LIABILITIES	47,420,934
DEFERRED INFLOWS OF RESOURCES	
Pensions, *Net of Accumulated Amortization*	130,897
OPEB, *Net of Accumulated Amortization*	181,926
TOTAL DEFERRED INFLOWS OF RESOURCES	312,823
NET POSITION	
Net Investment in Capital Assets	15,967,348
Restricted for:	
Debt Service	2,132,176
Emergencies	528,000
Food Service	35,708
Unrestricted	(8,730,262)
TOTAL NET POSITION	$ 9,932,970

See Notes to the Financial Statements.

STRASBURG SCHOOL DISTRICT 31J
STATEMENT OF ACTIVITIES
Year Ended June 30, 2024

FUNCTIONS / PROGRAMS	EXPENSES	PROGRAM REVENUES: CHARGES FOR SERVICES	PROGRAM REVENUES: OPERATING GRANTS AND CONTRIBUTIONS	PROGRAM REVENUES: CAPITAL GRANTS AND CONTRIBUTIONS	NET (EXPENSE) REVENUE AND CHANGE IN NET POSITION PRIMARY GOVERNMENT: GOVERNMENTAL ACTIVITIES
PRIMARY GOVERNMENT					
Governmental Activities					
Instruction	$ 10,375,562	$ 415,206	$ 1,349,904	$ -	$ (8,610,452)
Supporting Services	7,364,788	366,814	241,180	5,523	(6,751,271)
Food Services	819,215	33,704	790,482	-	4,971
Interest on Long-Term Debt	615,278	-	-	-	(615,278)
TOTAL GOVERNMENTAL ACTIVITIES	$ 19,174,843	$ 815,724	$ 2,381,566	$ 5,523	(15,972,030)
	GENERAL REVENUES				
	Local Property Taxes				5,315,820
	Specific Ownership Taxes				437,032
	State Equalization				8,559,167
	Grants and Contributions not Restricted to Specific Programs				78,142
	Investment Income				287,556
	Insurance Proceeds				2,244,673
	TOTAL GENERAL REVENUES				16,922,390
	CHANGE IN NET POSITION				950,360
	NET POSITION, Beginning				8,982,610
	NET POSITION, Ending				$ 9,932,970

See Notes to the Financial Statements.

STRASBURG SCHOOL DISTRICT 31J
BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2024

	GENERAL	DEBT SERVICE	BUILDING
ASSETS			
Cash and Investments	$ 6,977,590	$ 2,157,040	$ 628,435
Accounts Receivable	41,170	-	-
Taxes Receivable	134,228	50,919	-
Grants Receivable	85,067	-	-
Inventories	-	-	-
TOTAL ASSETS	$ 7,238,055	$ 2,207,959	$ 628,435
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES			
LIABILITIES			
Accounts Payable	$ 554,827	$ -	$ 731,635
Retainage Payable	-	-	55,565
Accrued Salaries and Benefits	536,369	-	-
Unearned Revenue	5,738	-	-
TOTAL LIABILITIES	1,096,934	-	787,200
DEFERRED INFLOWS OF RESOURCES			
Property Taxes	68,368	27,763	-
FUND BALANCES			
Nonspendable Inventories	-	-	-
Restricted for:			
Debt Service	-	2,180,196	-
Emergencies	528,000	-	-
Food Service	-	-	-
Committed to Capital Outlay	-	-	-
Assigned to Pupil Activities	-	-	-
Unassigned	5,544,753	-	(158,765)
TOTAL FUND BALANCES	6,072,753	2,180,196	(158,765)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	$ 7,238,055	$ 2,207,959	$ 628,435

See Notes to the Financial Statements.

NONMAJOR GOVERNMENTAL FUNDS	TOTAL
$ 825,897	$ 10,588,962
-	41,170
-	185,147
-	85,067
17,870	17,870
$ 843,767	$ 10,918,216
$ -	$ 1,286,462
-	55,565
20,703	557,072
13,430	19,168
34,133	1,918,267
-	96,131
17,870	17,870
-	2,180,196
-	528,000
35,708	35,708
568,578	568,578
187,478	187,478
-	5,385,988
809,634	8,903,818
$ 843,767	$ 10,918,216

See Notes to the Financial Statements.

STRASBURG SCHOOL DISTRICT 31J
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION
June 30, 2024

AMOUNTS REPORTED FOR GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF NET POSITION ARE DIFFERENT BECAUSE:

Total Fund Balances of Governmental Funds	$	8,903,818
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in governmental funds.		41,358,682
Long-term assets are not available to pay current year expenditures and, therefore, are deferred in governmental funds. This amount represents property taxes earned but not available as current financial resources.		96,131
Long-term liabilities and related items are not due and payable in the current year and, therefore, are not reported in governmental funds:		
Accrued Interest Payable		(75,783)
Bonds Payable		(21,420,000)
Loss on Debt Refunding		60,228
Bond Premium		(4,190,327)
Accrued Compensated Absences		(138,813)
Net Pension Liability		(19,213,809)
Pension-Related Deferred Outflows of Resources		5,155,275
Pension-Related Deferred Inflows of Resources		(130,897)
Net OPEB Liability		(463,935)
OPEB-Related Deferred Outflows of Resources		174,326
OPEB-Related Deferred Inflows of Resources		(181,926)
Total Net Position of Governmental Activities	$	9,932,970

See Notes to the Financial Statements.

STRASBURG SCHOOL DISTRICT 31J
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
Year Ended June 30, 2024

	GENERAL	DEBT SERVICE	BUILDING
REVENUES			
Local Sources	$ 4,886,197	$ 1,540,507	$ 64,604
State Sources	9,958,104	-	-
Federal Sources	192,147	-	-
TOTAL REVENUES	15,037,113	1,540,507	64,604
EXPENDITURES			
Current			
Instruction	8,282,295	-	-
Supporting Services	8,577,396	-	-
Food Services	-	-	-
Capital Outlay	-	-	1,506,455
Debt Service			
Principal	-	775,000	-
Interest and Fiscal Charges	-	919,088	-
TOTAL EXPENDITURES	16,859,691	1,694,088	1,506,455
EXCESS REVENUES OVER (UNDER) EXPENDITURES	(1,822,578)	(153,581)	(1,441,851)
OTHER FINANCING SOURCES (USES)			
Insurance Proceeds	2,244,673	-	-
CHANGE IN FUND BALANCES	422,095	(153,581)	(1,441,851)
FUND BALANCES, Beginning	5,650,658	2,333,777	1,283,086
FUND BALANCES, Ending	$ 6,072,753	$ 2,180,196	$ (158,765)

See Notes to the Financial Statements.

NONMAJOR GOVERNMENTAL FUNDS	TOTAL
$ 412,032	$ 6,903,340
358,766	10,316,870
432,277	624,424
1,203,075	17,845,299
370,274	8,652,569
-	8,577,396
788,485	788,485
-	1,506,455
-	775,000
-	919,088
1,158,759	21,218,993
44,316	(3,373,694)
-	2,244,673
44,316	(1,129,021)
765,318	10,032,839
$ 809,634	$ 8,903,818

STRASBURG SCHOOL DISTRICT 31J

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES

Year Ended June 30, 2024

AMOUNTS REPORTED FOR GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF ACTIVITIES ARE DIFFERENT BECAUSE:		
Net Change in Fund Balances of Governmental Funds	$	(1,129,021)
Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as follows:		
Depreciation Expense		(1,045,301)
Capital Outlay		3,111,684
Revenues that do not provide current financial resources are deferred in the governmental fund financial statements but are recognized in the government-wide financial statements. This amount represents the change in deferred property taxes.		35,231
The repayment of long-term debt principal is an expenditure in governmental funds, but the repayment reduces long-term liabilities in the statement of net position and does not affect the statement of activities.		775,000
Debt proceeds provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the statement of net position and does not affect the statement of activities. This is the effect of these differences in the treatment of long-term debt and related items as follows:		
Amortization of Bond Premiums and Deferred Refunding		302,195
Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds. This includes the changes in the following:		
Accrued Interest Payable		1,615
Accrued Compensated Absences		8,354
Net Pension Liability		(2,609,453)
Pension-Related Deferred Outflows of Resources		1,018,742
Pension-Related Deferred Inflows of Resources		409,053
Net OPEB Liability		101,601
OPEB-Related Deferred Outflows of Resources		(48,999)
OPEB-Related Deferred Inflows of Resources		19,659
Change in Net Position of Governmental Activities	$	950,360

See Notes to the Financial Statements.

NOTE 1: Summary of Significant Accounting Policies

The accounting policies of the Strasburg School District 31-J (the District) conform to generally accepted accounting principles applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The following is a summary of the District's more significant policies.

Reporting Entity

The financial reporting entity consists of the District, organizations for which the District is financially accountable, and organizations that raise and hold economic resources for the direct benefit of the District. All funds, organizations, institutions, agencies, departments, and offices that are not legally separate are part of the District. Legally separate organizations for which the District is financially accountable are considered part of the reporting entity. Financial accountability exists if the District appoints a voting majority of the organization's governing board and is able to impose its will on the organization, or if the organization has the potential to provide benefits to, or impose financial burdens on, the District. The District has no other legally separate organizations that are required to be reported.

Government-wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all nonfiduciary activities of the District and its component units. For the most part, the effect of interfund activity has been removed from these financial statements. Exceptions to this general rule are charges for interfund services that are reasonably equivalent to the services provided. *Governmental activities*, which are supported by taxes and intergovernmental revenues, are reported in a single column.

The statement of activities demonstrates the degree to which the direct expenses of the given function or segment are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) charges to students or other customers who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program revenues are reported instead as *general revenues.*

Separate financial statements are provided for the governmental funds, blended component units, proprietary funds, and the fiduciary fund, even though the latter is excluded from the government-wide financial statements. Major individual governmental funds and other significant funds identified by management are reported as separate columns in the fund financial statements.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

In the fund financial statements, the District reports the following major governmental funds:

The *General Fund* is the District's primary operating fund. It accounts for all financial resources of the District, except those required to be accounted for in another fund. The General Fund includes the Preschool Program Activity.

The *Debt Service Fund* is used to account for the proceeds of specific revenue sources that are legally restricted for the payment of general obligation debt.

The *Building Fund* is used to account for the resources accumulated for the funding of the District's school improvements and construction of new school buildings.

NOTE 1: Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as are the proprietary fund and fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collected within the current year or soon enough thereafter to pay liabilities of the current year. For this purpose, the District considers property tax revenues to be available if they are collected within 60 days of the end of the current year. The District considers all other revenues to be available if they are collected within 180 days of the end of the current year.

Taxes, intergovernmental revenues, grants, and interest associated with the current year are considered to be susceptible to accrual and so have been recognized as revenues of the current year. All other revenues are considered to be measurable and available only when cash is received by the District.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

When both restricted and unrestricted resources are available for a specific use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Fund Balance / Net Position

Cash and Investments – The District uses separate bank accounts for each fund and for individual programs within the General Fund. Investments are reported at fair value.

Receivables - Receivables are reported at their gross value and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible. Property taxes levied for the current year but not received at year end are reported as taxes receivable and are presented net of an allowance for uncollectible taxes. Grant reimbursements not received before year-end for which eligibility has been met and expenditures have been incurred are reported as grants receivable.

Inventories – Food Service Fund inventories are recorded as an asset when individual items are purchased and as an expenditure when consumed. Inventories are stated at cost on a first-in, first-out (FIFO) basis, and consist of purchased and donated commodities. Purchased inventories are recorded at cost. Donated inventories, received at no cost under a program supported by the federal government, are valued at the cost furnished by the federal government.

NOTE 1: Summary of Significant Accounting Policies (Continued)

Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Fund Balance / Net Position (Continued)

Capital Assets – Capital assets, which include property and equipment, are reported in the government-wide financial statements. Capital assets are defined as assets with an initial, individual cost of $5,000 or more and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at the acquisition value on the date of donation. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend asset lives are not capitalized. Capital assets are depreciated using the straight-line method over the following estimated useful lives.

Buildings and Site Improvements	5 – 40 years
Equipment	3 – 20 years
Vehicles	5 – 10 years

Subscription-based information technology assets (SBITAs) are reported in the government-wide financial statements. SBITAs are recognized as multi-year noncancellable agreements amortized over the period of the agreement on a straight-line basis.

Deferred Outflows of Resources – This separate financial statement element represents a consumption of net assets that applies to future periods and so will not be recognized as an outflow of resources until then.

Accrued Salaries and Benefits – Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve-month period from August to July but are earned during a school year of approximately nine to ten months. The salaries and benefits earned, but unpaid, are reported as a liability in the financial statements.

Unearned Revenue – Unearned revenues include grants that have been collected but the corresponding expenditures have not been incurred and the eligibility criteria have not been met.

Deferred Inflows of Resources – This separate financial statement element represents an acquisition of net assets by the District that is applicable to a future reporting period. Deferred inflows of resources in the governmental fund financial statements include property taxes earned but not available as current financial resources.

Long-Term Debt – In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Debt premiums, discounts and accounting losses resulting from debt refundings are deferred and amortized over the life of the debt using the effective interest method. In the governmental fund financial statements, the face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts are reported as other financing uses. Debt issuance costs, whether or not withheld from the debt proceeds, are reported as current expenses or expenditures.

Compensated Absences – Personnel accrue discretionary days based on the number of days worked in a year. Employees may accumulate up to 60 days of leave. Unused accumulated leave benefits are paid upon separation/termination at $50 per day. These compensated absences are recognized as expenditures in the governmental funds when due. Long-term liability is reported in the government-wide financial statements for the accrued compensated absences when earned.

NOTE 1: Summary of Significant Accounting Policies (Continued)

Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Fund Balance / Net Position (Continued)

Pensions – The District participates in the School Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position, and additions to and deductions from the SDTF's fiduciary net position have been determined using the economic resources measurement focus and the accrual basis of accounting, the same basis of accounting used by the SDTF. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Employer contributions are recognized when the compensation is payable to the employees. Investments are reported at fair value.

Postemployment Benefits Other Than Pensions (OPEB) – The District participates in the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer defined benefit postemployment healthcare plan administered by the Public Employees' Retirement Association of Colorado (PERA). The net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, OPEB expense, information about the fiduciary net position, and additions to and deductions from the HCTF's fiduciary net position have been determined using the economic resources measurement focus and the accrual basis of accounting, the same basis of accounting used by the HCTF. For this purpose, the HCTF recognizes benefit payments when due and payable in accordance with the benefit terms. Employer contributions are recognized when the compensation is payable to the employees. Investments are reported at fair value.

Net Position/Fund Balances – In the government-wide and fund financial statements, net position and fund balances are restricted when constraints placed on the use of resources are externally imposed. In the fund financial statements, governmental funds report committed fund balances when the Board of Education formally commits resources for a specific purpose through passage of a resolution. The Board of Education has delegated to the Superintendent and his designee the authority to assign fund balances to be used for specific purposes.

In circumstances where an expenditure is incurred for a purpose for which amounts are available in multiple fund balance classifications, District policy requires restricted fund balance to be used first, followed by committed, assigned, and unassigned balances.

Property Taxes

Property taxes attach as an enforceable lien on property on January 1, are levied the following December, and are collected in the subsequent calendar year. Taxes are payable in full on April 30, or in two installments on February 28 and June 15. The County Treasurer's Office collects property taxes and remits to the District on a monthly basis. When taxes become delinquent, the property is sold on the tax sale date.

NOTE 2: Cash and Investments

At June 30, 2024, the District had the following cash and investments:

Deposits	$ 7,692,253
Investments	2,896,709
Total	$ 10,588,962

NOTE 2: Cash and Investments (Continued)

Deposits

The Colorado Public Deposit Protection Act (PDPA) requires local government entities to deposit cash in eligible public depositories. Eligibility is determined by State regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. The PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution or held in trust for all uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits. At June 30, 2024, the District had bank deposits of $5,552,252 collateralized with securities held by the financial institution's agent but not in the District's name.

Investments

The District is required to comply with State statutes which specify investment instruments meeting defined rating, maturity, and concentration risk criteria in which local governments may invest, which include the following. State statutes do not address custodial risk.

- Obligations of the United States and certain U.S. Agency securities
- Certain international agency securities
- General obligation and revenue bonds of U.S. local government entities
- Bankers' acceptances of certain banks
- Commercial paper
- Written repurchase agreements collateralized by certain authorized securities
- Certain money market funds
- Guaranteed investment contracts
- Local government investment pools

Fair Value Measurements - At June 30, 2024, the District's investments in the local government investment pool reported at the net asset value per share. The District's money markets were measured utilizing the fair value hierarchy at Level 2 as inputs other than quoted prices.

The fair value measurements are categorized by the fair value hierarchy. Valuation inputs are used to measure the fair value of the asset to determine the appropriate category. The categories range from Level 1, which is the highest priority, to Level 3, which is the lower priority and are based on the following criteria:

Level 1 – Unadjusted quoted prices for identical instruments in active markets.

Level 2 – Quoted prices for similar instruments in the active markets; quoted prices for identical or similar instruments in markets that are not active; and model-derived valuations in which all significant inputs are observable.

Level 3 – Valuations derived from valuation techniques in which significant inputs are observable.

Interest Rate Risk - State statutes generally limit investments to an original maturity of five years from the date of purchase unless the governing board authorizes the investment for a period in excess of five years.

Credit Risk - State statutes limit investments in money market funds to those that maintain a constant share price, with a maximum remaining maturity in accordance with the Securities and Exchange Commission's Rule 2a-7, and either have assets of one billion dollars or the highest rating issued by one or more nationally recognized statistical rating organizations (NRSROs).

NOTE 2: Cash and Investments (Continued)

Investments (Continued)

Concentration of Credit Risk - State statutes do not limit the amount the District may invest in a single issuer of investment securities, except for corporate securities.

Local Government Investment Pools - At June 30, 2024, the District had $2,896,709 invested in the Colorado Local Government Liquid Asset Trust (ColoTrust), an investment vehicle established for local government entities in Colorado to pool surplus funds. The Colorado Division of Securities administers and enforces the requirements of creating and operating the Pool. The Pool operates in conformity with the Securities and Exchange Commission's Rule 2a-7. The Pool is reported at the net asset value per share, with each share valued at $1. The Pool is rated AAAm by Standard and Poor's. Investments of the Pool are limited to those allowed by State statutes. A designated custodial bank provides safekeeping and depository services in connection with the direct investment and withdrawal functions. The custodian's internal records identify the investments owned by the participating governments.

NOTE 3: Capital Assets

Capital asset activity for the year ended June 30, 2024, is summarized below.

	Balance 6/30/2023	Additions	Deletions	Balance 6/30/2024
Governmental Activities				
Capital Assets, Not Being Depreciated:				
Land	$ 796,786	$ -	$ -	$ 796,786
Construction in Progress	-	2,975,585	-	2,975,585
Total Capital Asssets, Not Being Depreciated	796,786	2,975,585	-	3,772,371
Capital Assets, Being Depreciated:				
Buildings and Site Improvements	48,154,379	8,017	-	48,162,396
Equipment	1,244,432	-	7,448	1,236,984
Vehicles	1,209,316	128,083	-	1,337,399
Food Service Equipment	143,783	-	-	143,783
Total Capital Assets, Being Depreciated	50,751,910	136,100	7,448	50,880,562
Less Accumulated Depreciation:				
Buildings and Site Improvements	(10,158,959)	(920,462)	-	(11,079,421)
Equipment	(1,070,588)	(45,569)	(7,448)	(1,108,709)
Vehicles	(890,428)	(76,305)	-	(966,733)
Food Service Equipment	(136,423)	(2,965)	-	(139,388)
Total Accumulated Depreciation	(12,256,398)	(1,045,301)	(7,448)	(13,294,251)
Total Capital Assets, Being Depreciated, Net	38,495,512	(909,201)	-	37,586,311
Capital Assets, Governmental Activities, Net	$ 39,292,298	$ 2,066,384	$ -	$ 41,358,682

NOTE 3: Capital Assets (Continued)

Depreciation expense of the governmental activities was charged to programs of the District as follows:

Instruction	$ 1,031,808
Supporting Services	10,528
Food Services	2,965
Total	$ 1,045,301

NOTE 4: Long-Term Debt

Following is a summary of long-term debt transactions for the year ended June 30, 2024.

	Balance 6/30/2023	Additions	Reductions	Balance 6/30/2024	Due Within One Year
Governmental Activities					
G.O. Bond, Series 2012	$ 2,395,000	$ -	$ 775,000	$ 1,620,000	$ 800,000
G.O. Bond, Series 2021	19,800,000	-	-	19,800,000	-
Bond Premiums	4,522,636	-	332,309	4,190,327	-
Compensated Absences	147,167	-	8,354	138,813	-
Total	$ 26,864,803	$ -	$ 1,115,663	$ 25,749,140	$ 800,000

Compensated absences are expected to be liquidated primarily with revenues of the General Fund.

On March 21, 2012, the District issued General Obligation Bonds, Series 2012, in the amount of $5,990,000 to advance refund the General Obligation Bonds, Series 2006, and obtain lower interest rate cost for the District. Principal payments are due annually on December 1, through 2025. Principal payments will begin December 2012. Interest payments are due semi-annually on June 1st and December 1st, with interest accruing at a fixed rates of 2% to 3% per annum. The General Obligation Bonds, Series 2006, is considered to be fully defeased. The full faith and credit of the District is pledged for the payment of the principal and interest on these bonds with ad valorem taxes on all of the taxable property in the District.

On January 13, 2021, the District issued General Obligation Bonds, Series 2023, in the amount of $19,800,000 for the purpose of providing matching money required for the District to receive $3,699,809 in State of Colorado Building Excellent Schools Today (BEST) grant program and construct, renovate, remodel, and equip upgrades to the high school and various District schools. This includes the construction, renovation, remodeling, and equipping an addition to the elementary school and reconfiguring bus and drop-off areas and playground expansion at the elementary school and middle school sites. Principal payments are due annually on December 1, through 2045. Principal payments will begin December 2026. Interest payments are due semi-annually on June 1st and December 1st, with interest accruing at a fixed rates of 4% to 5% per annum. The full faith and credit of the District is pledged for the payment of the principal and interest on these bonds with ad valorem taxes on all of the taxable property in the District.

NOTE 4: Long-Term Debt (Continued)

Bond payments to maturity are as follows:

Year Ended June 30,	Principal	Interest	Total
2025	$ 800,000	$ 897,400	$ 1,697,400
2026	820,000	873,100	1,693,100
2027	620,000	845,300	1,465,300
2028	650,000	813,550	1,463,550
2029	685,000	780,175	1,465,175
2030-2034	3,970,000	3,338,250	7,308,250
2035-2039	4,990,000	2,306,925	7,296,925
2040-2044	6,090,000	1,187,000	7,277,000
2045-2046	2,795,000	112,900	2,907,900
Total	$ 21,420,000	$ 11,154,600	$ 32,574,600

NOTE 5: Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. The District participates in the Colorado School Schools Self Insurance Pool for all risks of loss except workers compensation, for which it utilizes a commercial insurance carrier.

The Colorado School Districts Self Insurance Pool (CSDSIP) operates as a self-insurance pool comprised of various school districts and other related public educational entities within the State of Colorado. The CSDSIP is administered by a governing board. The District pays an annual premium to the CSDSIP for various types of property and liability insurance coverage. The CSDSIP's agreement provides that the CSDSIP will be self-sustaining through member premiums and will reinsure through a duly authorized insurer. The reinsurance covers claims against the CSDSIP in excess of specific claim amounts and in the aggregate in an amount and at limits determined by the CSDSIP to be adequate to protect the solvency of the CSDSIP.

NOTE 6: Defined Benefit Pension Plan

General Information

Plan Description - The District contributes to the School Division Trust Fund (SDTF), a cost-sharing multiple-employer defined benefit pension plan administered by the Public Employees' Retirement Association of Colorado (PERA). All employees of the District participate in the SDTF. Title 24, Article 51 of the Colorado Revised Statutes (CRS), administrative rules set at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code assign the authority to establish and amend plan provisions to the State Legislature. PERA issues a publicly available annual comprehensive financial report, that includes information on the SDTF, which may be obtained at www.copera.org/investments/pera-financial-reports.

NOTE 6: Defined Benefit Pension Plan (Continued)

General Information (Continued)

Benefits Provided as of December 31, 2023 - The SDTF provides retirement, disability, and survivor benefits to plan participants or their beneficiaries. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure in place, the benefit option selected at retirement, and age at retirement. The retirement benefit is the greater of the a) highest average salary over five years multiplied by 2.5% and then multiplied by years of service credit, or b) the value of the participant's contribution account plus an equal match on the retirement date, annualized into a monthly amount based on life expectancy and other actuarial factors. In no case can the benefit amount exceed the highest average salary, or the amount allowed by applicable federal regulations.

Upon meeting certain criteria, benefit recipients who elect to receive a lifetime retirement benefit generally receive post-retirement cost-of-living adjustments, referred to as annual increases in the CRS Subject to the automatic adjustment provision (AAP) under CRS § 24-51-413, eligible benefit recipients under the PERA benefit structure who began membership before January 1, 2007, will receive the maximum annual increase (AI) or AI cap of 1% unless adjusted by the AAP. Eligible benefit recipients under the PERA benefit structure who began membership on or after January 1, 2007, will receive the lesser of an annual increase of the 1% AI cap or the average increase of the Consumer Price Index for Urban Wage Earners and Clerical Workers for the prior calendar year, not to exceed a determined increase that would exhaust 10% of PERA's Annual Increase Reserve (AIR). The AAP may raise or lower the aforementioned AI cap by up to 0.25% based on the parameters specified in CRS § 24-51-413.

Disability benefits are available for eligible employees once they reach five years of earned service credit and meet the definition of a disability. The disability benefit amount is based on the retirement benefit formula described previously, considering a minimum of 20 years of service credit.

Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure in place, and the qualified survivor receiving the benefits.

Contributions provisions as of June 30, 2024 - The District, State, and eligible employees are required to contribute to the SDTF at rates established by Title 24, Article 51, Part 4 of the CRS. These contribution requirements are established and may be amended by the State Legislature. The contribution rate for employees was 11% for the period from July 1, 2023, through June 30, 2024. The District's contribution rate for the fiscal year was 21.40% of covered salaries. However, a portion of the District's contribution (1.02% of covered salaries) is allocated to the Health Care Trust Fund (Note 7). The District's contributions to the SDTF for the year ended June 30, 2024, were $1,594,292, equal to the required contributions.

For the purposes of GASB 68 paragraph 15, a circumstance exists in which a nonemployer contributing entity is legally responsible for making contributions to the SDTF and is considered to meet the definition of a special funding situation. As specified in CRS § 24-51-414, the State of Colorado is required to contribute a $225 million direct distribution each year to PERA starting on July 1, 2018. A portion of the direct distribution payment is allocated to the SDTF based on the proportionate amount of annual payroll of the SDTF to the total annual payroll of the SDTF. Direct distribution from the State was suspended in 2020. To compensate PERA for the suspension, CRS § 24-51-414(6-8) required restorative payment by providing an accelerated payment in 2022. In 2022, the State Treasurer issued payment for the direct distribution of $225 million plus an additional amount of $380 million. Due to the advanced payment made in 2022, the State reduced the distribution in 2023 to $35 million. Additionally, the newly added CRS § 24-51-414(9) provides compensatory payment of $14.561 million for 2023 only.

NOTE 6: Defined Benefit Pension Plan (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The net pension liability was measured at December 31, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2022. Standard update procedures were used to roll forward the total pension liability to December 31, 2023.

The District's proportion of the net pension liability was based on the District's contributions to the SDTF for the calendar year ended December 31, 2023, relative to the total contributions of participating employers and the State as a nonemployer contributing entity.

At December 31, 2023, the District's proportion was 0.1086543582%, which was an increase of 0.0174690525% from its proportion measured at December 31, 2023.

At June 30, 2024, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	$ 19,213,809
State's proportionate share of the net pension liability as a nonemployer contributing entity associated with the District	421,302
Total	$ 19,635,111

For the year ended June 30, 2024, the District recognized pension expense of $2,785,585 and a revenue of ($32,099) for support from the State as a nonemployer contributing entity. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 911,100	$ -
Net difference between projected and actual earnings on plan investments	1,377,333	-
Changes in proportion and differences between contributions recognized and proportionate share of contributions	2,058,925	130,897
Contributions subsequent to the measurement date	807,917	-
Total	$ 5,155,275	$ 130,897

District contributions subsequent to the measurement date of $807,917 will be recognized as a reduction of the net pension liability in the subsequent fiscal year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

NOTE 6: Defined Benefit Pension Plan (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Year Ended June 30,	
2025	$ 1,231,393
2026	1,818,377
2027	1,550,729
2028	(384,038)
Total	$ 4,216,461

Actuarial Assumptions - The actuarial valuation as of December 31, 2022, determined the total pension liability using the following actuarial assumptions and other inputs.

Actuarial cost method	Entry age
Price inflation	2.30%
Real wage growth	0.70%
Wage inflation	3.00%
Salary increases, including wage inflation	3.40% - 11.00%
Long-term investment rate of return, net of plan investment expenses, including price inflation	7.25%
Discount rate	7.25%
Post-retirement benefit increases:	
Hired prior to 1/1/07 thereafter, compounded annually	1.00%
Hired after 12/31/06	Financed by the AIR

Post-retirement benefit increases are provided by the annual increase reserve, accounted for separately in SDTF, and subject to resources being available. Therefore, liabilities related to increases for members of these benefit tiers can never exceed available assets.

Pre-retirement mortality assumptions were based upon the PubT-2010 Employee Table with generational projection using scale MP-2019.

Post-retirement non-disabled mortality assumptions were based upon the PubT-2010 Healthy Retiree Table, adjusted as follows: 1) males: 112% of the rates prior to age 80 and 94% of the rates for ages 80 and older, with generational projection using scale MP-2019 and 2) females: 83% of the rates prior to age 80 and 106% of the rates for ages 80 and older, with generational projection using scale MP-2019.

Post-retirement non-disabled beneficiary mortality assumptions were based upon the Pub-2010 Contingent Survivor Table, adjusted as follows: 1) males: 97% of the rates for all ages, with generational projection using scale MP-2019 and 2) females: 105% of the rates for all ages, with generational projection using scale MP-2019.

NOTE 6: Defined Benefit Pension Plan (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Disabled mortality assumptions were based upon the PubNS-2010 Disabled Retiree Table using 99% of the rates for all ages with generational projection using scale MP-2019.

The actuarial assumptions used in the December 31, 2022, valuation were based on the results of the 2020 experience analysis for the period January 1, 2016, through December 31, 2019, and were reviewed and adopted by the PERA Board at their November 20, 2020, meeting.

The long-term expected return on plan assets is reviewed as part of regular experience studies prepared at least every five years and asset/liability studies performed every three to five years for PERA. Recently this assumption has been reviewed more frequently. The most recent analyses were outlined in the Experience Study report dated October 28, 2020.

Several factors are considered in evaluating the long-term rate of return assumption, including long-term historical data, estimates inherent in current market data, and a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentages and then adding expected inflation.

The PERA Board first adopted the 7.25% long-term expected rate of return as of November 18, 2016. Following an asset/liability study, the Board reaffirmed the assumed rate of return at the Board's November 15, 2019, meeting, to be effective January 1, 2020. As of the most recent reaffirmation of the long-term rate of return, the target asset allocation, and best estimates of geometric real rates of return for each major asset class are summarized in the table as follows:

Asset Class	Target Allocation	30 Year Expected Geometric Real Rate of Return
Global Equity	54.00%	5.60%
Fixed Income	23.00%	1.30%
Private Equity	8.50%	7.10%
Real Estate	8.50%	4.40%
Alternatives	6.00%	4.70%
Total	100.00%	

In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term exptected nominal rate of return assumption of 7.25%.

Discount Rate - The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate applied to the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

NOTE 6: Defined Benefit Pension Plan (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.00%.
- Employee contributions were assumed to be made at the member contribution rates in effect for each year, including the scheduled increases in Senate Bill (SB) 18-200, required adjustments resulting from the 2018 and 2020 AAP assessments. Employee contributions for future plan participants were used to reduce the estimated amount of total service costs for future plan members.
- District contributions were assumed to be made at rates equal to the fixed statutory rates specified in law for each year, including the scheduled increase in SB 18-200, required adjustments resulting from the 2018 and 2020 AAP assessments. District contributions also include current and estimated future AED and SAED, until the actuarial value funding ratio reaches 103%, at which point the AED and SAED will each drop 0.50% every year until they are zero. Additionally, estimated District contributions reflect reductions for the funding of the annual increase reserve and retiree health care benefits. For future plan members, District contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.
- As specified in law, the state, as a nonemployer contributing entity, will provide an annual direct distribution of $225 million, commencing July 1, 2018, that is proportioned between the PERA Division Trust Funds, including SDTF, based upon the covered payroll. The annual direct distribution ceases when all PERA Division Trust Funds are fully funded.
- District contributions and the amount of total service costs for future plan participants were based upon a process to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.
- The annual increase reserve balance was excluded from the initial fund net position, as, per statute, annual increase reserve amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. Annual increase reserve transfers to the fiduciary net position and the subsequent annual increase reserve benefit payments were estimated and included in the projections.
- Benefit payments and contributions were assumed to be made at the middle of the year.
- Beginning with the December 31, 2023, measurement date and thereafter, the fiduciary net position as of the current measurement date is used as a starting point for the GASB 67 projection test.

Based on the above assumptions and methods, the SDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current participants. Therefore, the long-term expected rate of return of 7.25% on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the municipal bond index rate, and therefore, the discount rate is 7.25%. There was no change in the discount rate from the prior measurement date.

NOTE 6: Defined Benefit Pension Plan (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.25%, as well as the District's proportionate share of the net pension liability if it were calculated using a discount rate that is one percentage point lower or one percentage point higher than the current rate, as follows:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Proportionate share of the net pension liability	$ 25,692,059	$ 19,213,809	$ 13,811,732

Pension Plan Fiduciary Net Position - Detailed information about the SDTF's fiduciary net position is available in PERA's separately issued annual comprehensive financial report, which may be obtained at www.copera.org/investments/pera-financial-reports.

NOTE 7: Postemployment Healthcare Benefits

General Information

Plan Description - All employees of the District are eligible to receive postemployment benefits other than pensions (OPEB) through the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer defined benefit postemployment healthcare plan administered by the Public Employees' Retirement Association of Colorado (PERA). Title 24, Article 51, Part 12 of the Colorado Revised Statutes (CRS), as amended, and sets forth a framework that grants authority to the PERA Board to contract, self-insure, and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including administration of the premium subsidies. CRS provisions may be amended by the Colorado General Assembly. PERA issues a publicly available financial report, that includes information on the HCTF, which may be obtained at www.copera.org/investments/pera-financial-reports.

Benefits Provided - The HCTF provides a healthcare premium subsidy to eligible participating benefit recipients and retirees who choose to enroll in one of the PERA health care plans. However, the subsidy is not available if only enrolled in the dental and/or vision plan(s). Eligibility to enroll is voluntary and includes benefit recipients, their eligible dependents, and surviving spouses, among others. Eligible benefit recipients may enroll in the HCTF upon retirement, upon the occurrence of certain life events, or on an annual basis during an open enrollment period. The health care premium subsidy is based on the benefit structure under which the member retires and the member's years of service credit.

CRS § 24-51-1202 et seq. specifies the eligibility for enrollment in the health care plans offered by PERA and the amount of the premium subsidy. The law governing a benefit recipient's eligibility for the subsidy and the amount of the subsidy differs slightly depending under which benefit structure the benefits are calculated. All benefit recipients under the PERA benefit structure are eligible for a premium subsidy, if enrolled in a health care plan under PERACare. The basis for the amount of the premium subsidy funded by each trust fund is the percentage of the member contributions account balance from each division as it relates to the total member contribution account balance from which the retirement benefit is paid.

NOTE 7: Postemployment Healthcare Benefits (Continued)

General Information (Continued)

PERA Benefit Structure - The maximum service-based premium subsidy is $230 per month for benefit recipients who are under 65 years of age and who are not entitled to Medicare, and $115 per month for benefit recipients who are over 65 years of age or who are under 65 years of age and entitled to Medicare. The maximum subsidy is based on 20 or more years of service. The subsidy is reduced by 5% for each year of service less than 20 years. The benefit recipient pays the remaining portion of the premium not covered by the subsidy.

For benefit recipients who have not participated in Social Security and who are not otherwise eligible for premium-free Medicare Part A for hospital-related services, CRS § 24-51-12-6(4) provides an additional subsidy. According to the State statute, PERA cannot charge premiums to benefit recipients without Medicare Part A that are greater than premiums charged to benefit recipients with Part A for the same plan option, coverage level, and service credit. Currently, for each individual PERACare enrollee, the total premium for Medicare coverage is determined assuming plan participants have both Medicare Part A and Part B and the difference in premium cost is paid by the HCTF on behalf of recipients not covered by Medicare Part A.

Contributions - As established by Title 24, Article 51, Section 208(1)(f) of the CRS, as amended, 1.02% of the District's contributions to the School Division Trust Fund (SDTF) (Note 6) are apportioned to the HCTF. No employee contributions are required. These contribution requirements are established and may be amended by the State Legislature. The District's apportionment to the HCTF for the year ended June 30, 2024, was $79,793, equal to the required amount.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2024, the District reported a net OPEB liability of $463,935, representing its proportionate share of the net OPEB liability of the HCTF. The net OPEB liability was measured at December 31, 2023, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of December 31, 2022. Standard update procedures were used to roll forward the total OPEB liability to December 31, 2023.

The District's proportion of the net OPEB liability was based on the District's contributions to the HCTF for the calendar year ended December 31, 2023, relative to the contributions of all participating employers.

At December 31, 2023, the District's proportion was 0.0650018837%, which was a decrease of 0.0042633621% from its proportion measured at December 31, 2022.

NOTE 7: Postemployment Healthcare Benefits (Continued)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

For the year ended June 30, 2024, the District recognized OPEB expense of $15,706. At June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ -	$ 95,090
Changes of assumptions and other inputs	5,456	49,192
Net difference between projected and actual earnings on plan investments	14,351	-
Changes in proportion and differences between contributions recognized and proportionate share of contributions	114,084	37,644
Contributions subsequent to the measurement date	40,435	-
Total	$ 174,326	$ 181,926

District contributions subsequent to the measurement date of $40,435 will be recognized as a reduction of the net OPEB liability in the subsequent fiscal year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as OPEB expense as follows:

Year Ended June 30,	
2025	$ (33,149)
2026	(7,520)
2027	9,631
2028	(4,743)
2029	(7,470)
2030	(4,784)
Total	$ (48,035)

Actuarial Assumptions - The actuarial valuation as of December 31, 2022, determined the total OPEB liability using the following actuarial cost method, actuarial assumptions, and other inputs, applied to all periods included in the measurement.

NOTE 7: Postemployment Healthcare Benefits (Continued)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

Actuarial Cost Method	Entry Age
Price inflation	2.30%
Real wage growth	0.70%
Wage inflation	3.00%
Salary increases, including wage inflation	3.40% - 11.00%
Long-term investment rate of return, net of OPEB plan investment expenses, including price inflation	7.25%
Discount rate	7.25%
Heath care cost trend rates:	
Service-based premium subsidy	0.0%
PERACare Medicare plans	
7% in 2023, gradually decreasing to 4.5% in 2033	
Medicare Part A premiums:	
3.5% in 2023, gradually increasing to 4.5% in 2035	

The total OPEB liability for the HCTF, as of the December 31, 2022, measurement date, was adjusted to reflect the disaffiliation, allowable under CRS § 24-51-313, of Tri-County Health Department (Tri-County Health), effective December 31, 2022. As of the close of the 2022 fiscal year, no disaffiliation payment associated with Tri-County Health was received, and therefore no disaffiliation dollars were reflected in the fiduciary net position as of the December 31, 2022, measurement date.

Annually, the per capita health care costs are developed by plan option. At December 31, 2023, the plan options include 2022 premium rates for the UnitedHealthcare Medicare Advantage Prescription Drug (MAPD) PPO plan #1, the UnitedHealthcare MAPD PPO plan #2, and the Kaiser Permanente MAPD HMO plan. Actuarial morbidity factors are then applied to estimate individual retiree and spouse costs by age, gender, and health care cost trend. This approach applies to all members and is adjusted accordingly for those not eligible for premium-free Medicare Part A for the PERA benefit structure.

Age-Related Morbidity Assumptions

Participant Age	Annual Increase (Male)	Annual Increase (Female)
65-68	2.2%	2.3%
69	2.8%	2.2%
70	2.7%	1.6%
71	3.1%	0.5%
72	2.3%	0.7%
73	1.2%	0.8%
74	0.9%	1.5%
75-85	0.9%	1.3%
86 and Older	0.0%	0.0%

NOTE 7: Postemployment Healthcare Benefits (Continued)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

In determining the additional liability for PERACare enrollees who are age 65 or older and who are not eligible for premium-free Medicare Part A in the December 31, 2023, valuation, the following monthly costs/premium are assumed for 2023 for the PERA Benefit Structure:

Sample Age	MAPD PPO #1 with Medicare Part A for Retiree / Spouse		MAPD PPO #2 with Medicare Part A for Retiree / Spouse		MAPD HMO (Kaiser) with Medicare Part A for Retiree / Spouse	
	Male	Female	Male	Female	Male	Female
65	$ 1,692	$ 1,406	$ 579	$ 481	$ 1,913	$ 1,589
70	$ 1,901	$ 1,573	$ 650	$ 538	$ 2,149	$ 1,778
75	$ 2,100	$ 1,653	$ 718	$ 566	$ 2,374	$ 1,869

Sample Age	MAPD PPO #1 without Medicare Part A for Retiree / Spouse		MAPD PPO #2 without Medicare Part A for Retiree / Spouse		MAPD HMO (Kaiser) without Medicare Part A for Retiree / Spouse	
	Male	Female	Male	Female	Male	Female
65	$ 6,469	$ 5,373	$ 4,198	$ 3,487	$ 6,719	$ 5,581
70	$ 7,266	$ 6,011	$ 4,715	$ 3,900	$ 7,546	$ 6,243
75	$ 8,026	$ 6,319	$ 5,208	$ 4,101	$ 8,336	$ 6,563

The 2022 Medicare Part A premium is $506 per month. All costs are subject to the health care cost trend rates.

Health care cost trend rates reflect the change in per capita health costs over time due to factors such as medical inflation, utilization, plan design, and technology improvements. For the PERA benefit structure, health care cost trend rates are needed to project the future costs associated with providing benefits to those PERACare enrollees not eligible for premium free Medicare Part A.

Health care cost trend rates for the PERA benefit structure are based on published annual health care inflation surveys in conjunction with actual plan experience (if credible), building block models and industry methods developed by health plan actuaries and administrators. In addition, projected trends for the Federal Hospital Insurance Trust Fund (Medicare Part A premiums) provided by the Centers for Medicare & Medicaid Services are referenced in the development of these rates. Effective December 31, 2022, the health care cost trend rates for Medicare Part A premiums were revised to reflect the current expectation of future increases in rates of inflation applicable to Medicare Part A premiums.

The PERA benefit structure health care cost trend rates used to measure the total OPEB liability are summarized in the table below:

NOTE 7: Postemployment Healthcare Benefits (Continued)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

Measurement Year	PERACare Medicare Plans	Medicare Part A Premiums
2023	7.00%	3.50%
2024	6.75%	3.50%
2025	6.50%	3.75%
2026	6.25%	3.75%
2027	6.00%	4.00%
2028	5.75%	4.00%
2029	5.50%	4.00%
2030	5.25%	4.25%
2031	5.00%	4.25%
2032	4.75%	4.25%
2033	4.50%	4.25%
2034	4.50%	4.25%
2035+	4.50%	4.50%

Mortality assumptions used in the December 31, 2022, valuation for the determination of the total pension liability, reflect generational mortality and were applied, as applicable, in the determination of the total OPEB liability for the HCTF, but developed using a headcount-weighted basis. SDTF participates in the HCTF (Note 7).

The pre-retirement mortality assumptions for the SDTF were based upon the PubT-2010 Employee Table with generational projection using scale MP-2019. Post-retirement non-disabled mortality assumptions for the SDTF were based upon the PubT-2010 Healthy Retiree Table, adjusted as follows: 1) males: 112% of the rates prior to age 80 and 94% of the rates for ages 80 and older, with generational projection using scale MP-2019 and 2) females: 83% of the rates prior to age 80 and 106% of the rates for ages 80 and older, with generational projection using scale MP-2019.

Post-retirement non-disabled beneficiary mortality assumptions were based upon the Pub-2010 Contingent Survivor Table, adjusted as follows: 1) males: 97% of the rates for all ages, with generational projection using scale MP-2019 and 2) females: 105% of the rates for all ages, with generational projection using scale MP-2019. Disabled mortality assumptions for SDTF members were based upon the PubNS-2010 Disabled Retiree Table using 99% of the rates for all ages with generational projection using scale MP-2019.

The health care costs assumptions were updated and used in the roll-forward calculation for the HCTF. Per capita health care costs as of the December 31, 2022, valuation date for those PERACare enrollees under the PERA benefit structure who are expected to attain age 65 and older ages and are not eligible for premium-free Medicare Part A benefits were updated to reflect the costs for the 2023 plan year. The morbidity rates used to estimate individual retiree and spouse costs by age and gender were updated effective for the December 31, 2022, actuarial valuation. The revised morbidity rate factors are based on a review of historical claims experience by age, gender, and status from actuary's claims data warehouse. The healthcare cost trend rates applicable to health care premiums were revised to reflect the then-current expectation of future increases in those premiums.

NOTE 7: Postemployment Healthcare Benefits (Continued)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

Actuarial assumptions pertaining to per capita health care costs and their related trend rates are analyzed and updated annually by PERA's actuary.

The actuarial assumptions used in the December 31, 2022, valuations were based on the results of the 2020 experience analysis, dated October 28, 2020, and November 4, 2020, for the period January 1, 2016, through December 31, 2019, and were reviewed and adopted by the PERA Board at their November 20, 2020, meeting.

The long-term expected return on plan assets is reviewed as part of regular experience studies performed at least every five years, and asset/liability studies, performed every three to five years for PERA. The most recent analyses were outlined in the Experience Study report dated October 28, 2020.

Several factors are considered in evaluating the long-term rate of return assumption, including long-term historical data, estimates inherent in current market data, and a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighing the expected future real rates of return by the target asset allocation percentages and then adding expected inflation.

The PERA Board first adopted the 7.25% long-term expected rate of return as of November 18, 2016. Following an asset/liability study, the Board reaffirmed the assumed rate of return at the Board's November 15, 2019, meeting, to be effective January 1, 2020.

As of the most recent reaffirmation of the long-term rate of return, the target asset allocation, and best estimates of geometric real rates of return for each major asset class are summarized in the table as follows:

Asset Class	Target Allocation	30 Year Expected Geometric Real Rate of Return
Global Equity	54.00%	5.60%
Fixed Income	23.00%	1.30%
Private Equity	8.50%	7.10%
Real Estate	8.50%	4.40%
Alternatives	6.00%	4.70%
Total	100.00%	

Note: In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected nominal rate of return assumption of 7.25%.

NOTE 7: Postemployment Healthcare Benefits (Continued)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

Discount rate - The discount rate used to measure the total OPEB liability was 7.25%. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions. In addition, the following methods and assumptions were used in the projection of cash flows:

- Updated health care cost trend rates for Medicare Part A premiums as of the December 31, 2023, measurement date.
- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3%.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law and effective as of the measurement date.
- Employer contributions and the amount of total service costs for future plan members were based upon a process to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.
- Estimated transfers of dollars into the HCTF representing a portion of purchase service agreements intended to cover the costs associated with OPEB benefits.
- Benefit payments and contributions were assumed to be made at the middle of the year.
- Beginning with the December 31, 2023, measurement date and thereafter, the fiduciary net position as of the current measurement date is used as a starting point for the GASB 74 projection test.
- As of December 31, 2023, measurement date, the fiduciary net position and related disclosure components for the HCTF reflect payments related to disaffiliation of Tri-County Health Department as a PERA-affiliated employer, effective December 31, 2022. As of December 31, 2023, PERA recognized two additions for accounting and financial reporting purposes: a $24 million payment received on December 4, 2023, and a $2 million receivable. The employer disaffiliation payment and receivable allocations to the HCTF and Local Government Division Trust Fund were $1.033 million and $24.967 million, respectively.

Based on the above assumptions and methods, the HCTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return of 7.25% on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability. The discount rate determination does not use the municipal bond index rate, and therefore, the discount rate is 7.25%. There was no change in the discount rate from the prior measurement date.

Sensitivity of the District's proportionate share of the net OPEB liability to changes in the Health Care Cost Trend Rates. The following presents the net OPEB liability using the current health care cost trend rates applicable to the PERA benefit structure, as well as if it were calculated using health care cost trend rates that are one percentage point lower or one percentage point higher than the current rates:

NOTE 7: Postemployment Healthcare Benefits (Continued)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

	1% Decrease in Trend Rates	Current Trend Rates (7.25%)	1% Increase in Trend Rates
Initial PERACare Medicare trend rate	5.75%	6.75%	7.75%
Ultimate PERACare Medicare trend rate	3.50%	4.50%	5.50%
Initial Medicare Part A trend rate	2.50%	3.50%	4.50%
Ultimate Medicare Part A trend rate	3.50%	4.50%	5.50%
Net OPEB Liability	$ 450,620	$ 463,935	$ 478,420

Sensitivity of the District's proportionate share of the net OPEB liability to changes in the discount rate. The following presents the proportionate share of the net OPEB liability calculated using the discount rate of 7.25%, as well as what the proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (6.25%) or one percentage point higher (8.25%) than the current rate:

	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Proportionate share of the net OPEB liability	$ 547,966	$ 463,935	$ 392,047

OPEB Plan Fiduciary Net Position - Detailed information about the HCTF's fiduciary net position is available in PERA's separately issued annual comprehensive financial report, which may be obtained at www.copera.org/investments/pera-financial-reports.

NOTE 8: Commitments and Contingencies

Claims and Judgments

The District participates in a number of federal, state, and local programs that are fully or partially funded by grants received from other governmental entities. Expenditures financed by grants are subject to audit by the appropriate grantor government. If expenditures are disallowed due to noncompliance with grant program regulations, the District may be required to reimburse the grantor government. At June 30, 2024, significant amounts of grant expenditures have not been audited but management believes that disallowed expenditures, if any, based on subsequent audits will not have a material effect on the overall financial position of the District.

Tabor Amendment

In November 1992, Colorado voters passed Article X, Section 20 (the Amendment) to the State Constitution which limits state and local government taxing powers and imposes spending limits. The District is subject to the Amendment.

In November 1997, voters within the District authorized the District to collect and to expend the full revenues received by the District from any source in the current fiscal year and in each fiscal year thereafter, notwithstanding the limits of the Amendment. The Amendment is subject to many interpretations, but the District believes it is in substantial compliance with the Amendment.

NOTE 8: Commitments and Contingencies (Continued)

Tabor Amendment (Continued)

The Amendment requires the District to establish a reserve for emergencies, representing 3% of qualifying expenditures. At June 30, 2024, the District's emergency reserve was reported as restricted fund balance in the General Fund in the amount of $528,000.

Litigation

The District from time to time is involved in various legal matters. In the opinion of the District's counsel, there are no pending legal issues that would have a material adverse effect on the financial condition of the District.

NOTE 9: Joint Venture

The District is a member of the East Central Board of Cooperative Services (BOCES), a joint venture of local school districts. The BOCES is governed by a board formed of one board member from each member district. The participants oversee budgeting and finance. In 2024, the District contributed $242,766 to the BOCES.

REQUIRED SUPPLEMENTARY INFORMATION

STRASBURG SCHOOL DISTRICT 31J
BUDGETARY COMPARISON SCHEDULE
GENERAL FUND
Year Ended June 30, 2024

	BUDGET			VARIANCE
	ORIGINAL	FINAL	ACTUAL	Positive (Negative)
REVENUES				
Local Sources	$ 4,426,755	$ 6,709,837	$ 4,886,197	$ (1,823,640)
County Sources	521	665	665	-
State Grants	9,866,310	9,831,085	9,958,104	127,019
Federal Grants	104,060	157,198	192,147	34,949
TOTAL REVENUES	14,397,646	16,698,785	15,037,113	(1,661,672)
EXPENDITURES				
Current				
Instruction	8,544,886	8,545,870	8,282,295	263,575
Supporting Services				
Students	632,729	640,095	872,041	(231,946)
Instructional Staff	333,649	368,258	407,013	(38,755)
General Administration	396,272	407,534	459,119	(51,585)
School Administration	1,075,598	1,095,575	1,069,698	25,877
Business Services	259,287	262,061	236,944	25,117
Operations and Maintenance	2,259,564	2,269,551	2,119,735	149,816
Student Transportation	614,919	698,526	748,904	(50,378)
Central Support	464,957	521,757	546,470	(24,713)
Facilities Acquisition	-	2,261,943	2,117,472	144,471
Total Supporting Services	6,036,975	8,525,300	8,577,396	(52,096)
TOTAL EXPENDITURES	14,581,861	17,071,170	16,859,691	211,479
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	(184,215)	(372,385)	(1,822,578)	(1,450,193)
OTHER FINANCING SOURCES (USES)				
Insurance Proceeds	-	-	2,244,673	2,244,673
Transfers Out	-	(2,160,000)	-	2,160,000
TOTAL OTHER FINANCING SOURCES (USES)	-	(2,160,000)	2,244,673	4,404,673
CHANGE IN FUND BALANCE	(184,215)	(2,532,385)	422,095	2,954,480
FUND BALANCE, Beginning	5,336,435	5,650,658	5,650,658	-
FUND BALANCE, Ending	$ 5,152,220	$ 3,118,273	$ 6,072,753	$ 2,954,480

STRASBURG SCHOOL DISTRICT 31J
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY AND CONTRIBUTIONS
PUBLIC EMPLOYEES' RETIREMENT ASSOCIATION OF COLORADO SCHOOL DIVISION TRUST FUND
June 30, 2024

MEASUREMENT YEAR	12/31/23	12/31/22	12/31/21	12/31/20
PROPORTIONATE SHARE OF THE NET PENSION LIABILITY				
District's Proportion of the Net Pension Liability	0.1086543582%	0.0911853057%	0.0879283835%	0.0951899249%
District's Proportionate Share of the Net Pension Liability	$ 19,213,809	$ 10,232,548	$ 14,390,797	$ 12,318,106
State's Proportionate Share of the Net Pension Liability Associated with the District	421,302	1,173,031	-	1,562,390
Total Proportionate Share of the Net Pension Liability	$ 19,635,111	$ 11,405,579	$ 14,390,797	$ 13,880,496
District's Covered Payroll	$ 7,183,018	$ 6,180,720	$ 4,781,541	$ 4,843,726
District's Proportionate Share of the Net Pension Liability as a Percentage of Covered Payroll	267%	166%	301%	254%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	65.74%	75.00%	67.00%	65.00%
FISCAL YEAR	6/30/24	6/30/23	6/30/22	06/30/21
DISTRICT CONTRIBUTIONS				
Statutorily Required Contribution	$ 1,594,292	$ 1,424,900	$ 1,228,727	$ 1,029,541
Contributions in Relation to the Statutorily Required Contribution	(1,594,292)	(1,424,900)	(1,228,727)	(1,029,541)
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -
District's Covered Payroll	$ 7,822,886	$ 6,991,658	$ 6,180,720	$ 5,178,778
Contributions as a Percentage of Covered Payroll	20.38%	20.38%	19.88%	19.88%

12/31/19	12/31/18	12/31/17	12/31/16	12/31/15	12/31/14
0.0824517033%	0.0820995154%	0.0957923578%	0.0835787504%	0.0990600957%	0.1056157693%
$ 14,537,406	$ 30,975,844	$ 24,884,626	$ 15,150,542	$ 14,314,484	$ 14,052,129
1,987,783	-	-	-	-	-
$ 16,525,189	$ 30,975,844	$ 24,884,626	$ 15,150,542	$ 14,314,484	$ 14,052,129
$ 4,513,454	$ 4,418,500	$ 4,477,714	$ 4,426,714	$ 4,424,541	$ 4,441,295
322%	701%	556%	342%	324%	316%
57.00%	44.00%	43.00%	59.00%	63.00%	64.00%
06/30/20	06/30/19	06/30/18	06/30/17	06/30/16	06/30/15
$ 982,899	$ 880,188	$ 836,192	$ 809,220	$ 791,419	$ 749,264
(982,899)	(880,188)	(836,192)	(809,220)	(791,419)	(749,264)
$ -	$ -	$ -	$ -	$ -	$ -
$ 5,067,324	$ 4,601,035	$ 4,435,220	$ 4,399,925	$ 4,462,335	$ 4,438,370
19.40%	19.13%	18.85%	18.39%	17.74%	16.88%

STRASBURG SCHOOL DISTRICT 31J
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF PROPORTIONATE SHARE OF THE NET OPEB LIABILITY AND CONTRIBUTIONS
PUBLIC EMPLOYEES' RETIREMENT ASSOCIATION OF COLORADO HEALTH CARE TRUST FUND
June 30, 2024

MEASUREMENT YEAR	12/31/23	12/31/22	12/31/21
PROPORTIONATE SHARE OF THE NET OPEB LIABILITY			
District's Proportion of the Net OPEB Liability	0.0650018837%	0.0692652458%	0.0574104560%
District's Proportionate Share of the Net OPEB Liability	$ 463,935	$ 495,053	$ 523,097
District's Covered Payroll	$ 7,183,018	$ 6,180,720	$ 4,781,541
District's Proportionate Share of the Net OPEB Liability as a Percentage of Covered Payroll	6.46%	8.01%	10.94%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	46.16%	39.00%	33.00%
FISCAL YEAR	6/30/24	6/30/23	6/30/22
DISTRICT CONTRIBUTIONS			
Statutorily Required Contribution	$ 79,793	$ 71,315	$ 63,043
Contributions in Relation to the Statutorily Required Contribution	(79,793)	(71,315)	(63,043)
Contribution Deficiency (Excess)	$ -	$ -	$ -
District's Covered Payroll	$ 7,822,886	$ 6,991,658	$ 6,180,720
Contributions as a Percentage of Covered Payroll	1.02%	1.02%	1.02%

This schedule is presented to show information for 10 years. Until information for the full 10-year period is available, presentation will be shown for the years it is available.

12/31/20	12/31/19	12/31/18
0.0550498453%	0.0538695660%	0.0533651760%
$ 605,493	$ 726,056	$ 605,493
$ 4,843,726	$ 4,513,454	$ 4,418,500
12.50%	16.09%	13.70%
24.00%	17.00%	18.00%
6/30/21	6/30/20	6/30/19
$ 52,824	$ 51,687	$ 46,931
(52,824)	(51,687)	(46,931)
$ -	$ -	$ -
$ 5,178,778	$ 5,067,324	$ 4,601,035
1.02%	1.02%	1.02%

NOTE 1: Stewardship, Compliance, and Accountability

Budgetary Information

Budgets are adopted for all funds on a basis consistent with generally accepted accounting principles. The District adheres to the following procedures to establish the budgetary information reflected in the financial statements.

- Management submits to the Board of Education a proposed budget for the fiscal year commencing the following July 1. The budget includes proposed expenditures and the means of financing them.
- Public hearings are conducted by the School Board of Education to obtain taxpayer comments.
- Prior to June 30, the budget is adopted by formal resolution.
- Expenditures may not legally exceed appropriations at the fund level. Authorization to transfer budget amounts between programs and/or departments within any fund and the reallocation of budget line items within any program and/or department rests with the Superintendent. Revisions that alter the total expenditures of any fund must be approved by the Board of Education.
- All budget appropriations lapse at fiscal year-end.

Budget Compliance

At June 30, 2024, the District's Food Service Fund actual expenditures/expenses exceeded budgeted appropriations by $30,056. This may be a violation of state statutes.

Accountability

At June 30, 2024, the District's Building Fund had a negative fund balance of $158,765, which exceeded available resources. This may be a violation of state statutes. The District had a negative net position on the government-wide financial statements in the amount of $8,511,269.

NOTE 2: Significant Changes in Plan Provisions Affecting Trends in Actuarial Information

STDF Plan - Senate Bill (SB) 23-056, enacted and effective June 2, 2023, intended to recompense PERA for the remaining portion of the $225 million direct distribution originally scheduled for receipt July 1, 2020, suspended due to the enactment of House Bill (HB) 20-1379, but not fully repaid through the provisions within HB 22-1029. Pursuant to SB 23-056, the State Treasurer issued a warrant consisting of the balance of the PERA Payment Cash Fund, created in §24-51-416, plus $10 million from the General Fund, totaling $14.561 million.

As of the December 31, 2023, measurement date, the total pension liability (TPL) recognizes the change in the default method applied for granting service accruals for certain members, from a "12-pay" method to a "non-12-pay" method. The default service accrual method for positions with an employment pattern of at least eight months but fewer than 12 months (including but not limited to positions in the School and DPS Divisions) receive a higher ratio of service credit for each month worked, up to a maximum of 12 months of service credit per year.

HCTF Plan - As of the December 31, 2023, measurement date, the fiduciary net position (FNP) and related disclosure components for the Health Care Trust Fund (HCTF) reflect payments related to the disaffiliation of Tri-County Health Department (Tri-County Health) as a PERA-affiliated employer, effective December 31, 2022. As of the December 31, 2023, year-end, PERA recognized two additions for accounting and financial reporting purposes: a $24 million payment received on December 4, 2023, and a $2 million receivable. The employer disaffiliation payment and receivable allocations to the HCTF and Local Government Division Trust Fund were $1.033 million and $24.967 million, respectively.

NOTE 3: Changes in Assumptions and Other Inputs

No changes made to the actuarial methods or assumptions.

SUPPLEMENTARY INFORMATION

STRASBURG SCHOOL DISTRICT 31J
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
June 30, 2024

	FOOD SERVICE	PUPIL ACTIVITY	CAPITAL PROJECTS	TOTAL
ASSETS				
Cash and Investments	$ 69,841	$ 187,478	$ 568,578	$ 825,897
Inventories	17,870	-	-	17,870
TOTAL ASSETS	$ 87,711	$ 187,478	$ 568,578	$ 843,767
LIABILITIES AND FUND BALANCES				
LIABILITIES				
Accrued Salaries and Benefits	$ 20,703	$ -	$ -	$ 20,703
Unearned Revenues	13,430	-	-	13,430
TOTAL LIABILITIES	34,133	-	-	34,133
FUND BALANCES				
Nonspendable Inventories	17,870	-	-	17,870
Restricted for Food Service	35,708			35,708
Committed to Capital Outlay	-	-	568,578	568,578
Assigned to Pupil Activities	-	187,478	-	187,478
TOTAL FUND BALANCES	53,578	187,478	568,578	809,634
TOTAL LIABILITIES AND FUND BALANCES	$ 87,711	$ 187,478	$ 568,578	$ 843,767

STRASBURG SCHOOL DISTRICT 31J
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
Year Ended June 30, 2024

	FOOD SERVICE	PUPIL ACTIVITY	CAPITAL PROJECTS	TOTAL
REVENUES				
Local Sources	$ 33,704	$ 366,814	$ 11,514	$ 412,032
State Sources	358,766	-	-	358,766
Federal Sources	432,277	-	-	432,277
TOTAL REVENUES	824,747	366,814	11,514	1,203,075
EXPENDITURES				
Current				
Instruction	-	370,274	-	370,274
Food Services	788,485	-	-	788,485
TOTAL EXPENDITURES	788,485	370,274	-	1,158,759
CHANGE IN FUND BALANCES	36,262	(3,460)	11,514	44,316
FUND BALANCES, Beginning	17,316	190,938	557,064	765,318
FUND BALANCES, Ending	$ 53,578	$ 187,478	$ 568,578	$ 809,634

STRASBURG SCHOOL DISTRICT 31J
BUDGETARY COMPARISON SCHEDULE
FOOD SERVICE FUND
Year Ended June 30, 2024

	BUDGET			VARIANCE
	ORIGINAL	FINAL	ACTUAL	Positive (Negative)
REVENUES				
Local Sources				
Fees	$ 37,530	$ 38,800	$ 31,499	$ (7,301)
Miscellaneous	-	-	2,205	2,205
State Grants	354,502	300,800	358,766	57,966
Federal Grants	155,900	327,431	432,277	104,846
TOTAL REVENUES	547,932	667,031	824,747	157,716
EXPENDITURES				
Current				
Salaries	201,062	201,844	208,202	(6,358)
Benefits	46,345	53,820	54,332	(512)
Purchased Services	7,700	7,700	3,316	4,384
Supplies and Materials	292,825	495,065	522,635	(27,570)
TOTAL EXPENDITURES	547,932	758,429	788,485	(30,056)
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	-	(91,398)	36,262	127,660
OTHER FINANCING SOURCES				
Transfers In	-	100,000	-	(100,000)
CHANGE IN FUND BALANCE	-	8,602	36,262	27,660
FUND BALANCE, Beginning	25,000	17,316	17,316	-
FUND BALANCE, Ending	$ 25,000	$ 25,918	$ 53,578	$ 27,660

STRASBURG SCHOOL DISTRICT 31J
BUDGETARY COMPARISON SCHEDULE
PUPIL ACTIVITY FUND
Year Ended June 30, 2024

	BUDGET			VARIANCE Positive
	ORIGINAL	FINAL	ACTUAL	(Negative)
REVENUES				
Local Sources				
Student Activity Fees	$ 400,000	$ 400,000	$ 366,814	$ (33,186)
TOTAL REVENUES	400,000	400,000	366,814	(33,186)
EXPENDITURES				
Current				
Support	375,000	375,000	370,274	4,726
TOTAL EXPENDITURES	375,000	375,000	370,274	4,726
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	25,000	25,000	(3,460)	(28,460)
OTHER FINANCING SOURCES				
Transfers In	-	-	-	-
CHANGE IN FUND BALANCE	25,000	25,000	(3,460)	(28,460)
FUND BALANCE, Beginning	217,090	190,938	190,938	-
FUND BALANCE, Ending	$ 242,090	$ 215,938	$ 187,478	$ (28,460)

STRASBURG SCHOOL DISTRICT 31J
BUDGETARY COMPARISON SCHEDULE
DEBT SERVICE FUND
Year Ended June 30, 2024

	BUDGET			VARIANCE
	ORIGINAL	FINAL	ACTUAL	Positive (Negative)
REVENUES				
Local Sources				
Property Taxes	$ 1,501,800	$ 1,501,800	$ 1,486,491	$ (15,309)
Investment Income	29,000	29,000	54,016	25,016
TOTAL REVENUES	1,530,800	1,530,800	1,540,507	9,707
EXPENDITURES				
Debt Service				
Principal	775,000	775,000	775,000	-
Interest	919,088	919,088	919,088	-
TOTAL EXPENDITURES	1,694,088	1,694,088	1,694,088	-
CHANGE IN FUND BALANCE	(163,288)	(163,288)	(153,581)	9,707
FUND BALANCE, Beginning	2,264,714	2,333,777	2,333,777	-
FUND BALANCE, Ending	$ 2,101,426	$ 2,170,489	$ 2,180,196	$ 9,707

STRASBURG SCHOOL DISTRICT 31J
BUDGETARY COMPARISON SCHEDULE
BUILDING FUND
Year Ended June 30, 2024

	BUDGET			VARIANCE
	ORIGINAL	FINAL	ACTUAL	Positive (Negative)
REVENUES				
Local Sources				
Investment Income	$ 25,000	$ 25,000	$ 64,604	$ 39,604
EXPENDITURES				
Capital Outlay	-	3,466,356	1,506,455	1,959,901
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	25,000	(3,441,356)	(1,441,851)	1,999,505
OTHER FINANCING SOURCES				
Transfers In	-	2,360,000	-	(2,360,000)
CHANGE IN FUND BALANCE	25,000	(1,081,356)	(1,441,851)	(360,495)
FUND BALANCE, Beginning	69,877	1,283,086	1,283,086	-
FUND BALANCE, Ending	$ 94,877	$ 201,730	$ (158,765)	$ (360,495)

STRASBURG SCHOOL DISTRICT 31J
BUDGETARY COMPARISON SCHEDULE
CAPITAL PROJECTS FUND
Year Ended June 30, 2024

	BUDGET			VARIANCE
	ORIGINAL	FINAL	ACTUAL	Positive (Negative)
REVENUES				
Local Sources				
Investment Income	$ 1,100	$ 3,700	$ 6,656	$ 2,956
Other	-	-	4,858	4,858
TOTAL REVENUES	1,100	3,700	11,514	7,814
CHANGE IN FUND BALANCE	1,100	3,700	11,514	7,814
FUND BALANCE, Beginning	555,936	557,064	557,064	-
FUND BALANCE, Ending	$ 557,036	$ 560,764	$ 568,578	$ 7,814

COMPLIANCE SECTION

STATE COMPLIANCE

Colorado Department of Education

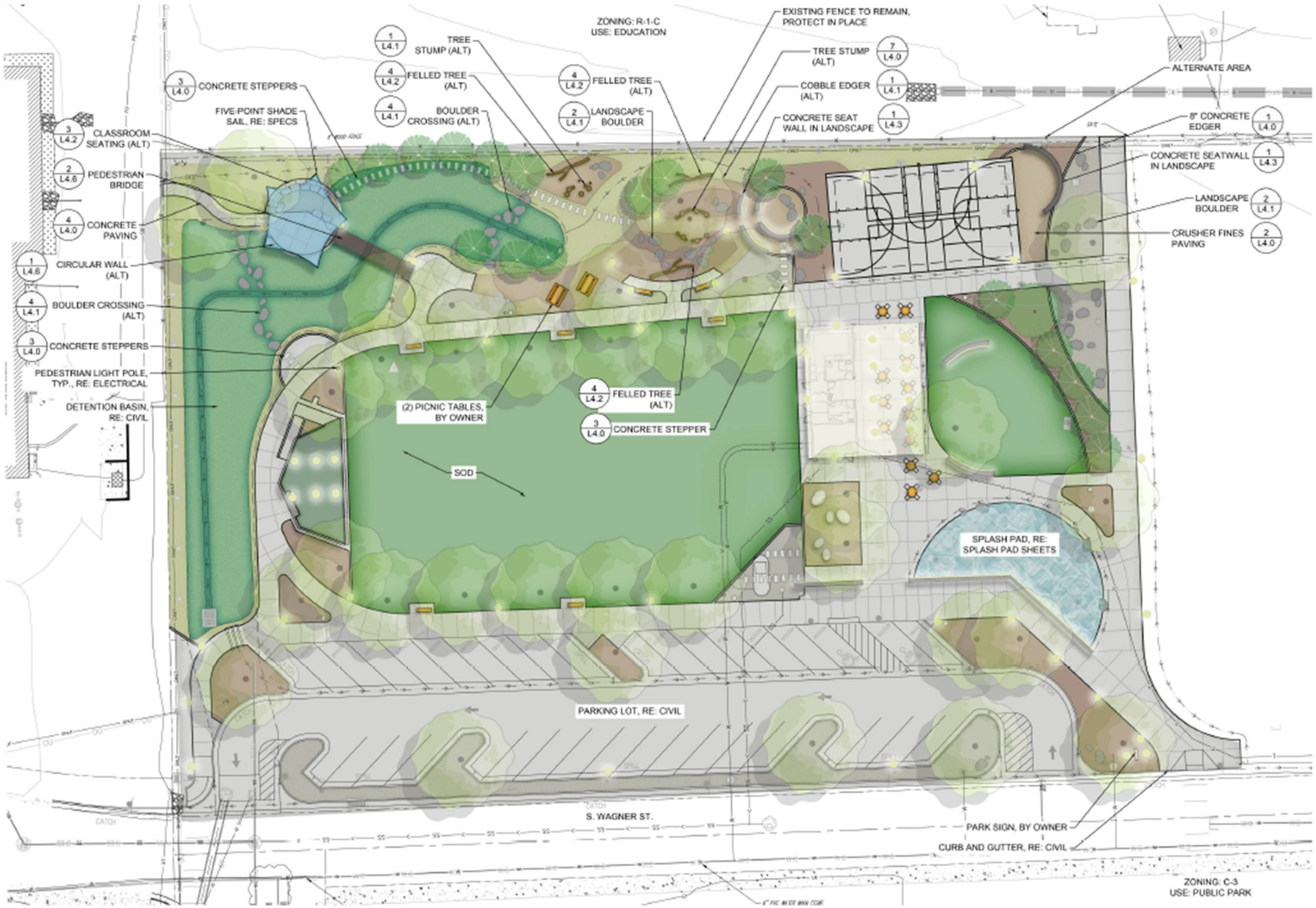
Auditors Integrity Report

District: 0060 - Strasburg 31J
Fiscal Year 2023-24
Colorado School District/BOCES

Revenues, Expenditures, & Fund Balance by Fund

Fund Type &Number		Beg Fund Balance & Prior Per Adj (6880*) +	1000 - 5999 Total Revenues & Other Sources	0001-0999 Total Expenditures & Other Uses -	6700-6799 & Prior Per Adj (6880*) Ending Fund Balance =
Governmental					
10	General Fund	5,650,658	17,281,786	16,859,691	6,072,753
18	Risk Mgmt Sub-Fund of General Fund	0	0	0	0
19	Colorado Preschool Program Fund	0	0	0	0
	Sub- Total	**5,650,658**	**17,281,786**	**16,859,691**	**6,072,753**
11	Charter School Fund	0	0	0	0
20,26-29	Special Revenue Fund	0	0	0	0
06	Supplemental Cap Const, Tech, Main. Fund	0	0	0	0
07	Total Program Reserve Fund	0	0	0	0
21	Food Service Spec Revenue Fund	17,316	824,748	788,485	53,578
22	Govt Designated-Purpose Grants Fund	0	0	0	0
23	Pupil Activity Special Revenue Fund	0	0	0	0
25	Transportation Fund	0	0	0	0
31	Bond Redemption Fund	2,333,777	1,540,506	1,694,088	2,180,196
39	Certificate of Participation (COP) Debt Service Fund	0	0	0	0
41	Building Fund	1,283,086	64,604	1,506,455	-158,765
42	Special Building Fund	0	0	0	0
43	Capital Reserve Capital Projects Fund	557,064	11,514	0	568,578
46	Supplemental Cap Const, Tech, Main Fund	0	0	0	0
Totals		**9,841,901**	**19,723,158**	**20,848,718**	**8,716,340**
Proprietary					
50	Other Enterprise Funds	0	0	0	0
64 (63)	Risk-Related Activity Fund	0	0	0	0
60,65-69	Other Internal Service Funds	0	0	0	0
Totals		**0**	**0**	**0**	**0**
Fiduciary					
70	Other Trust and Agency Funds	0	0	0	0
72	Private Purpose Trust Fund	0	0	0	0
73	Agency Fund	0	0	0	0
74	Pupil Activity Agency Fund	190,938	366,814	370,274	187,478
79	GASB 34:Permanent Fund	0	0	0	0
85	Foundations	0	0	0	0
Totals		**190,938**	**366,814**	**370,274**	**187,478**

FINAL



1 ALTERNATE SITE PLAN

Scale: 1" = 20'-0"

2025-2026 EC BOCES Consortium PD Needs Assessment Priorities

Reminder:

- **Share PD priorities with your district board for stakeholder feedback and approval**
- **Share** priorities of the consortium PD and your district Title I, and Title IV plans with district **stakeholders including District Accountability Committee, instructional staff and any other related groups.**
- **Title II Funded** **HB Funded**

Title II and HB:

1. Self-paced professional development options for teachers aims to address the diverse needs and schedules of educators. This approach provides flexibility, allowing teachers to engage in learning at their own pace, accommodating busy schedules and varying time constraints. This approach recognizes and respects the individuality of teachers' learning styles, preferences, and time commitments, ultimately contributing to a more accessible, effective, and empowering professional development experience. Self-paced learning options will include a stipend, while funding is available, with proper documentation in the following areas:

    a. **DBQ:** Self-Paced Registration Link These self-paced courses familiarize teachers with The DBQ Project Method. Teachers will learn how to make the DBQ process engaging and powerful for students. Participants will work through the steps of The DBQ Project Method at their own pace, pausing to reflect and practice along the way. ($120 for 6 hour course)

    b. **READ Act:** The evidence-based training designed for K-3 teachers, K-12 interventionist, and K-3 principals and administrators in the science of reading. ($340 for 45 hour teacher, $140 for 20 hour admin, $35 for 5 hour admin)

    c. **CDLS Teacher Survival Guide:** self-paced module-Pilot ($20 per hour)

2. Impact Teams, also known as Professional Learning Communities (PLCs), play a pivotal role in fostering a culture of efficacy within districts through continuous improvement cycles embedded in the formative assessment process. The Impact Team Model empowers both teachers and learners to actively participate in decision-making regarding their learning experiences. This framework specifically focuses on strengthening core instruction, building teacher and student efficacy, and addressing district-specific Problems of Practice through learning cycles.

    a. The Evidence, Analysis, Action (E.A.A) process is a key component of the Impact Team framework, ensuring effectiveness, collaboration, and quality implementation within PLCs. Teachers engage in inquiry to enhance student ownership and place students at the forefront of their learning through formative assessment processes, fostering a formative mindset for self-efficacy and collective efficacy.

    b. During Impact Team meetings (PLCs), educators will collaboratively cultivate expertise and collectively address challenges through the Evidence, Analysis, Action (E.A.A) cycle. Schools participating in Impact Teams will foster a culture of collaborative inquiry,

emphasizing asset-based approaches for all learners. This aims to enhance student ownership and agency by providing clarity for all involved, empowering each learner to make meaningful decisions about their learning.

c. The ECBOCES Executive Director and Staff Developer collaborate with district administration and the Impact Team Coordinator to review the framework and gather essential information for identifying the Problem of Practice. Coordinator training is required to ensure a comprehensive understanding of the Impact Team Process, emphasizing frequency, efficiency, coordinator roles, duties, and the use of the EAA implementation protocol. Providing coordinators with the essential skills to navigate their roles and offering various support options for schools are crucial elements for the success of Impact Teams, along with administrative support.

3. To address the increasing and continual demand, it is essential to persist in providing professional development opportunities in English Language (EL) and Multilingual Learner (MLL) education. These initiatives aim to assist teachers in effectively addressing the unique needs of English Learners and Multilingual Learners, aligning with the Colorado Department of Education's (CDE) EL/ML PD requirements. The growing necessity for such support emphasizes the importance of ongoing efforts.

    a. Various professional development options and resources provided to meet the diverse preferences and schedules of educators, ensuring comprehensive and accessible PD for those committed to English Language and Multilingual Learner instruction. These options include:

        i. **Coaching Model with Beth Skelton:** This model integrates a day of classroom walkthroughs in collaboration with administration, followed by a focused PD session addressing the specific needs identified during the walkthroughs.

            1. **Schools for 25-26 SY: Deer Trail, Limon, Arickaree, Idalia**

        ii. **Zoom and Summer Institute:** Beth Skelton- Focus on Making Thinking Visible and Writing Across the Curriculum

        iii. **ECBOCES Recordings:** Educators can benefit from recorded sessions featuring insights from experts such as Beth Skelton and Rachel Fairchild.

        iv. **WIDA Self-Paced Program:** This program offers educators valuable insights into language development and effective teaching strategies.

        v. **Centennial BOCES Self-Paced Platform:** Providing an alternative avenue, this platform allows teachers to access free and flexible PD opportunities, further enriching the diverse range of resources available for EL/MLL instruction.

        vi. Stipends, while funding is available, for self-paced courses available with proper documentation.

4. Seek opportunities to support grade level ELA, Math, Science, and Social Studies teachers across the BOCES. This targeted support aligns with curriculum standards, teaching methods, and content expectations, aiming to enhance instructional strategies and cater to diverse student needs. By focusing on these subjects, we aim to create a more effective professional development experience, ultimately resulting in improved teaching practices and better student outcomes in these crucial academic areas.

    a. ELA: Science of Reading in Action K-3 and 4-12- Catapult Learning

    b. Math- K-5 and 6-12 Catapult Learning

c. ELA and Social Studies: DBQ- 1 year license renewal. For Grades 4-12.

    i. DBQ Zooms focused on Implementation

d. CDE- Sam Agoos, Science; Social Studies-Stephanie Hartman (CDE): Zoom Trainings

5. Principal cluster professional development is a targeted approach designed to foster collaboration and provide tailored training for school principals. This PD model encourages the sharing of best practices and addresses leadership challenges specific to their school contexts. This PD aims to enhance leadership practices and promote improvements in teaching methods and student outcomes through its collaborative and personalized approach. Cluster sessions will be available both in-person and through Zoom for accessibility.

    a. Resources for clusters (2 books per principal)

    b. Budget for presenters

        i. MaGrath Response Training (TIX)

6. Local administrators will actively promote the utilization of the ECBOCES website and online resources at the school level to aid new teachers and administrators in accessing professional development options, recordings, and resources. Admin will share ECBOCES help guides and videos with staff to support creation of accounts, updating account information, registering and completing events for certification, and access to resources and recordings.

7. Technology Grants: Develop PD opportunities to support teachers in the implementation of computer science and STEM related activities and classes.

    i. *Brainstorming ways to continue to support zSpace and Tech Smart implementation (zSpace brings virtual reality experiences to the classroom and offers CTE related curriculum. TechSmart is the platform that we are using for the Coding Classes and for teacher training)

    ii. *Applying for CSED and Nathan Yip for 2025-26

HB Grant:

*Sub reimbursements, teacher stipends, working meals, presenter fees, READ Act Stipends

Consortium Consolidated Application Plan for 2025-26

Plan is finalized after preliminary allocations are released by the Colorado Department of Education.

Title I

90% of Title I Funds to Districts:
Funds support activities confirmed by districts on the Title I spreadsheet, including:

- **Salaries and Benefits:** For in-field teachers serving as interventionists and instructional paraprofessionals, a primary Title I program and budget item.
- **Title I Coordinators:** To plan and oversee Title I and Response to Intervention (RtI) activities.
- **Extended Learning:** Summer school and before and after school tutoring.
- **Professional Development:** Ongoing professional development for Title I instructional staff.
- **Parent Engagement:** Supplies for parent involvement
- **Evidence-based Interventions:** Purchase of interventions (when funding allows)

10% of Title I Funds to BOCES:

- **Indirect Costs (Executive Director's Budget):** 6.35%.
- **Cluster and Consortium Activities:** 3.65% for professional development on Title I, RtI, compliance, and resources for cluster meetings. Includes PD trainer fees, substitute teacher reimbursements, and supplies for PD-related activities.
- **Homeless Set-Aside:** At least $50 per district (set by superintendents and stakeholders), reimbursed
- **Salary and Benefits for BOCES Staff:** Federal Programs Director (Megan Eikleberry 35% of salary)

Title II

- **District Level Coordinator Stipends** for Impact Team work.
    - **Impact Team Focus Areas:** Standards-based instructional strategies and formative assessment.
- **Stipends and Subs:** For Impact Team work outside of contract days.
- **Summer Institute & Zoom PD:** Including external presenters (Catapult Learning, Beth Skelton, etc.)
- **Cluster Support:** For content area teachers and principals.
- **Supplies and Materials:** Books, periodicals, and media licenses aligned with PD and Impact Team efforts.
- **Salary and Benefits for BOCES Staff:** Federal Programs Director (Megan Eikleberry 30% of salary).

Title III

- **Professional Development:** Focused on strategies for teaching EL/MLs.
- **Data Analysis:** For English language acquisition and classroom observations for students being considered in RtI.
- **Parent Engagement:** Strategy and compliance support for districts.
- **Supplies and Materials:** Books, periodicals, and media licenses as budget allows.
- **Salary and Benefits for BOCES Staff:** Coordinator/Consultant (Chris McGilvery 40% of salary).

Services Provided by EC BOCES to Districts:

- **Needs Assessment:** Conducts TII professional development needs assessments for the Consolidated Application.
- **Consolidated Application Support:** Develops and submits application narrative, budget, and required revisions.
- **Fiscal Agent:** Serves as the fiscal agent and ensures compliance for districts.
- **UIP Support:** Plans UIP work sessions with CDE staff.
- **CDE Committee Participation:** Represents rural district perspectives on CDE's Committee of Practitioners.
- **Compliance Support:** Assists districts in compliance and monitoring requirements, in an effort to ensure due dates are met and documentation is prepared.

2025-2026 Calendar-Mondays

JULY 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	Th	F	S
					S	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug 1
New Teacher/Staff Orientation
Aug 4
District Welcome
Aug 5, 6
Building Days
Aug 7
First Day of School

Student 14 Teacher 17

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept 8
Professional Development Day

Student 17 Teacher 18

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct 14
Secondary First Day of 2nd Quarter
(38 Days)
Oct 20
Parent Conferences
12:00pm-7:30pm

Student 19 Teacher 20

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov 10
Professional Development Day
Nov 24-28
Thanksgiving Break

Student 12 Teacher 13

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec 19
End of 2nd Quarter/1st Semester
(36 Days)
Dec 22-Jan 2
Winter Break

Student 12 Teacher 12

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec 22-Jan 2
Winter Break
Jan 5
Teacher/Staff Work Day
Jan 6
Secondary First Day of 3rd Quarter

Student 16 Teacher 17

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb 9
Professional Development Day

Student 16 Teacher 17

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mar 10
Secondary First day of 4th Quarter
(36 Days)
Mar 16
Parent Conferences
12:00pm-7:30pm
Mar 23-27
Spring Break

Student 13 Teacher 14

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 1-30
Assessment Window
April 6
Professional Development Day

Student 18 Teacher 19

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	2
2	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 11
Professional Development Day
May 16, 17
(16) PCHS Graduation
(17) SHS Graduation
May 20
Last Day of School
May 21
Teacher/Staff Work Day
Student 11 Teacher 13

Data/Plan/Professional Development-No Students
No School
Parent/Student Conferences
Special Event
Student Days: 74/74 148
Teacher Contract Days: 160