



Mapleton Public Schools Board of Education

Regular Meeting
Administration Building

May 28, 2025
6:00 p.m.

DISTRICT MISSION

... to guarantee that all students can achieve their dreams and contribute enthusiastically to their community, country, and world ...

BOARD PURPOSE

Provides effective governance to ensure the community's vision for public education is realized so that every child has what they need to succeed.

BOARD ROLES

*Guiding the district through the superintendent
Engaging constituents
Ensuring effective operations and alignment of resources
Monitoring effectiveness
Modeling excellence*

2024 - 2025

FOCUS AREAS

*Student Achievement
Student Wellness
Exceptional Staff
Learning Environment
Communication &
Community Engagement
Facilities Management*

BOARD MEMBERS

*Mallory Boyce
Bethany Frye
Daisy Lechman
Thomas Moe
Michelle Ramos*

SUPERINTENDENT

Mike Crawford

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approval of Agenda
5. Board Business
 - 5.1 Board Study Comments
6. What's Right in Mapleton
7. Public Participation
8. Approval of Minutes
 - 8.1 Approval of April 23, 2025, Board Meeting Minutes
 - 8.2 Approval of May 14, 2025, Board Study Minutes
9. Report of the Secretary
10. Consent Agenda
 - 10.1 Personnel Action, Policy GCE/GCF – Ms. Marin
 - 10.2 Finance Report April 2025, Policy DIC – Mr. Storz
 - 10.3 Adoption of Policy, Policy BG - Mr. Crawford
11. Focus: Facilities Management
 - 11.1 Dedication of Al Hower Gym Floor, Policy FF - Mr. Crawford
 - 11.2 Consideration for Commissioning Services for Explore PK-1, Policy DJE – Mr. Sauer
12. Focus: Student Achievement
 - 12.1 Mapleton Public Schools Summer Programming, Policy BBA – Ms. Ansley
13. Focus: Exceptional Staff
 - 13.1 MEA Negotiated Agreement, Policy BBA- Ms. Branscum
 - 13.2 Classified Agreement, Policy BBA – Ms. Branscum
 - 13.3 Administrative Agreement, Policy BBA – Ms. Branscum
14. Focus: Communication & Community Engagement
 - 14.1 Proposed Budget FY 2025-2026, Policy DBG– Mr. Storz
 - 14.2 DAAC Update, Policy AE – Mr. Fuller
15. Discussion of Next Agenda
16. Superintendent's Comments
17. Board Committee Update
18. School Board Discussion/Remarks
19. Next Business Meeting Notification – Wednesday, June 25, 2025
20. Adjournment

Welcome to a meeting of the Mapleton Public School Board of Education!

The Board's meeting time is dedicated to addressing Mapleton's mission and top-priority focus areas. "Public Participation" is an opportunity during the business meeting to present brief comments or pose questions to the Board for consideration or follow-up. Each person is asked to limit his or her comments to 3 minutes. If you are interested in helping Mapleton's efforts, please talk with any member of the district leadership team or call the district office at 303-853-1015. Opportunities abound. Your participation is desired.

1.0 CALL TO ORDER

President Tom Moe called the meeting of the Board of Education – Mapleton Public Schools to order at 6:03 p.m. on Wednesday, April 23, 2025, at the Mapleton Administration Board Room.

2.0 ROLL CALL

Mallory Boyce - Vice President	Present
Bethany Frye – Asst. Secretary/Treasurer	Present
Daisy Lechman - Secretary	Present
Thomas Moe - President	Present
Michelle Ramos – Treasurer	Present

3.0 PLEDGE OF ALLEGIANCE

Mr. Moe led the Pledge of Allegiance.

4.0 APPROVAL OF AGENDA

MOTION: By Ms. Boyce, seconded by Ms. Ramos, to add Agenda Item 14.1 Graduation Requirements, Policy IKF to the Board Agenda dated April 23, 2025, as presented.

AYES: Ms. Boyce, Ms. Frye, Ms. Lechman, Mr. Moe, and Ms. Ramos.
Motion carried: 5-0

MOTION: By Ms. Boyce, seconded by Ms. Lechman, to approve the Board Agenda dated April 23, 2025, as presented.

AYES: Ms. Boyce, Ms. Frye, Ms. Lechman, Mr. Moe, and Ms. Ramos.
Motion carried: 5-0

5.0 BOARD BUSINESS

5.1 Board Comments

Mr. Moe shared on April 9th, 2025, at the Board Study Session the Board:

- Discussed Board Governance, Board Calendar, and Board Member Induction
- Reviewed Policy
- Reviewed Graduation Requirements
- Discussed Budget Priorities and Budget Development
- Reviewed Gifted and Talented Programming
- Received District Updates

6.0 WHAT'S RIGHT IN MAPLETON

For What's Right in Mapleton, Ms. Johnson welcomed the Drone Soccer Team from York International School, highlighting their participation in the school's Career and Technical Education (CTE) engineering program. As part of this innovative program, students are exploring the field of engineering through hands-on experience with drone technology. Ms. Johnson provided a brief overview of the program and then invited students to share their experiences and insights with the Board.

7.0 PUBLIC PARTICIPATION

8.0 APPROVAL OF MINUTES

MOTION: By Ms. Boyce, seconded by Ms. Lechman, to approve the minutes as stated on the Board Agenda dated April 23, 2025: 8.1 Board Meeting minutes of March 26, 2025; and 8.2 Board Study Minutes of April 9, 2025, as presented.

AYES: Ms. Boyce, Ms. Frye, Ms. Lechman, Mr. Moe, and Ms. Ramos.
Motion carried: 5-0

9.0 REPORT OF THE SECRETARY

10.0 CONSENT AGENDA

10.1 Personnel Action
10.2 Finance Report March 2025
10.3 Adoption of Policy

MOTION: By Ms. Boyce, seconded by Ms. Lechman, to approve Agenda Items 10.1 Personnel Action, 10.2 Finance Report March 2025, and 10.3 Adoption of Policy, as stated on the Board Agenda dated April 23, 2025.

AYES: Ms. Boyce, Ms. Frye, Ms. Lechman, Mr. Moe, and Ms. Ramos.
Motion carried: 5-0

11.0 FOCUS: EXCEPTIONAL STAFF

11.1 Staff Appreciation Week

Ms. Branscum requested that the Board recognize May 5-9, 2025, as National Teacher and Staff Appreciation Week in Mapleton Public Schools.

MOTION: By Ms. Frye, seconded by Ms. Boyce, to recognize May 5-9, 2025, as National Teacher and Staff Appreciation Week in Mapleton Public Schools, as presented.

AYES: Ms. Boyce, Ms. Frye, Ms. Lechman, Mr. Moe, and Ms. Ramos
Motion carried: 5-0

12.0 FOCUS: COMMUNICATION & COMMUNITY ENGAGEMENT

12.1 3rd Quarter FY 2024-25 Financial Report

Mr. Storz presented the 3rd Quarter Fiscal Year 2024-25 Financial Report.

A copy of Mr. Storz's presentation is attached.

MOTION: By Ms. Ramos, seconded by Ms. Boyce, to approve the 3rd Quarter Fiscal Year 2024-25 Financial Report, as presented.

AYES: Ms. Boyce, Ms. Frye, Ms. Lechman, Mr. Moe, and Ms. Ramos
Motion carried: 5-0

12.2 Lease Purchase Financing for Explore PK-1 and HVAC Phase II

Mr. Storz requested the Board's approval of a resolution authorizing the issuance of Certificates of Participation (COPs), along with the related lease and site lease documents, as to form. These documents pertain to the development of Explore PK-1 and the second phase of the HVAC improvements.

MOTION: By Ms. Frye, seconded by Ms. Lechman, to approve the resolution for the issuance of certificates of participation as presented, and the related lease and site lease documents, as to form.

AYES: Ms. Boyce, Ms. Frye, Ms. Lechman, Mr. Moe, and Ms. Ramos
Motion carried: 5-0

12.3 Notification of Purchase Orders for Buses

Mr. Storz informed the Board that, in the best interest of the District, school buses for the 2025-26 school year will be ordered in April 2025. This proactive approach is in response to anticipated increases in costs and extended delivery times, ensuring the District remains ahead of potential challenges.

12.4 DAAC Report

Mr. Fuller reported that the DAAC met in April to review and learn about Mapleton's District budget priorities for the 2025-26 school year. Committee members also received an overview of the NWEA MAP results from the winter assessment window. DAAC members also discussed district news and events.

13.0 FOCUS: FACILITIES MANAGEMENT

13.1 Consideration of a General Contractor for the Operations Warehouse

Mr. Sauer requested that the Board execute a contract to Rhinotrax Construction as the General Contractor for the Operations Warehouse renovation.

MOTION: By Ms. Lechman, seconded by Ms. Boyce, to award a contract with Rhinotrax Construction for the renovation work at the Operations Warehouse, as presented.

AYES: Ms. Boyce, Ms. Frye, Ms. Lechman, Mr. Moe, and Ms. Ramos
Motion carried: 5-0

14.0 FOCUS: STUDENT ACHIEVEMENT

14.1 Graduation Requirements, Policy IKF

Ms. Ansley reported that Policy IKF has undergone a formal review process, resulting in proposed updates. She shared that the District is providing the opportunity for feedback from internal stakeholders on the suggested changes. The revised policy will be brought back to the Board for consideration prior to the start of the 2025-26 school year.

15.0 DISCUSSION OF THE NEXT AGENDA

Mr. Moe said the agenda items for the Board Meeting on May 28, 2025, would include:

- Mapleton Summer Programming
- MEA Negotiated Agreement
- Proposed Budget FY 2025-26

16.0 SUPERINTENDENT'S COMMENTS

During the superintendent's comments, Mr. Crawford highlighted a few district accolades and end-of-year celebrations. He praised the exceptional talent displayed at the District Art Show, and he provided an update on recent legislative activity and school finance. Mr. Crawford also referenced an op-ed he co-authored in the Thornton/Northglenn Sentinel addressing school funding. Additionally, he announced the successful conclusion of MEA negotiations and expressed his appreciation to all involved for their collaboration and dedication to the negotiations process.

17.0 BOARD COMMITTEE UPDATE

Mr. Moe reported that the Mapleton Education Foundation met on April 15th, 2025. He shared that "Save the Date" Cards have been distributed for the 2025 Gala, scheduled for October 3rd, 2025. Mr. Moe noted that scholarship interviews have been completed, and recipients will be notified soon. Additionally, he highlighted a few MEF Spring events.

18.0 SCHOOL BOARD DISCUSSION / REMARKS

Mr. Moe thanked everyone who participated in the MEA negotiations.

19.0 NEXT MEETING NOTIFICATION

The next Board Business meeting will be at 6:00 p.m. on May 28, 2025, at the Mapleton Administration Building.

20.0 ADJOURNMENT

Mr. Moe noted the Board would meet in a staff debrief session following the business meeting.

The Board motioned to adjourn at 6:48 p.m.

Thomas Moe, Board President

Daisy Lechman, Board Secretary

Members of the Board of Education – Mapleton Public Schools met for a study session at 5:30 p.m. on Wednesday, May 14, 2025, in the Mapleton Administration Board Room.

Present: Mallory Boyce – Vice President
 Bethany Frye – Asst. Secretary/Treasurer
 Daisy Lechman - Secretary
 Tom Moe– President
 Michelle Ramos – Treasurer

During the study Session, the Board discussed:

- Student Wellness
 - Cell Phone Debate/Conversation
- Student Achievement
 - Graduation Requirements, Policy IKF Update
 - Policy IKA Revisions – First Reading
- Communication & Community Engagement
 - Policy LBD Revisions – First Reading
 - Welcome Center/Enrollment
 - Naming of Gym
- Exceptional Staff
 - Meet and Confer Updates
- District Updates

Adjournment: 8:35 pm

No official Board action was taken at the meeting.

Thomas Moe, Board President

Daisy Lechman, Board Secretary

Submitted by Laura Milani, Recording Secretary for the Board of Education

Memo

TO: Michael Crawford, Superintendent
FROM: Ingrid Marin, Director, Talent Management
DATE: May 20, 2025

Policy: Professional Staff Recruiting and Hiring, Policy GCE/GCF
Report Type: Decision Making (Consent)
SUBJECT: Personnel Action

Policy Wording: The Board of Education for Mapleton Public Schools directs the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible personnel.

Policy Interpretation: This policy is interpreted to include monthly updates to the Board on the District's hiring and staffing changes.

Decision Requested: The Office of Human Resources recommends the following personnel information to be approved by Board Action at the regular meeting on May 28, 2025.

Lagan, Sara	Speech Language	Adventure	05/30/2025	Resignation
Meier, Katherine	3rd Grade	Monterey	05/30/2025	Resignation
Minard, Michelle	SPED Kinder Flex	Meadow	05/30/2025	Resignation
Ornelas Palacios, Abraham	MS ELA	Meadow	05/30/2025	Resignation
Sailas, Demri	MS ELA	GIA	05/30/2025	Resignation
Smith, Vanessa	MS ELA	Clayton	05/30/2025	Resignation

LICENSED REQUESTS

Michelle Warsinske, Social Studies at York, is requesting to retire effective June 1, 2025, and will transition through the 2025-2026 school year.

Judtih Zednick, Grant Coordinator at York, is requesting to retire effective June 1, 2025, and will transition through the 2025-2026 school year.

ADMINISTRATION STAFF

<u>NEW EMPLOYEES</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>HIRE DATE</u>	<u>REASON</u>
<u>RESIGNATIONS/TERMS</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>TERM DATE</u>	<u>REASON</u>
Forbes, Sharon	Assistant Principal	Achieve	07/01/2025	Resignation

ADMINISTRATION REQUESTS

No requests at this time.

LEAVE REQUESTS

<u>NAME</u>	<u>DATES</u>
Bettis, Gunnar	05/06/2025 – 05/30/2025
Chaplin, Jennifer	04/30/2025 – 05/09/2025
Hardin, Goffrey	04/29/2025 – 05/13/2025
Jauregui, Domingo	05/06/2025 – 05/26/2025
Penny, David	05/16/2025 – 05/29/2025
Kucherova, Karina	04/10/2025 – 05/20/2025



Mapleton Public Schools
General Fund
April 2024-25

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ 57,376,048	\$ 24,779,270	43.19%	\$ 54,204,038	\$ 22,170,486	40.90%
Intermediate Revenue	5,000	2,694	53.89%	5,000	4,998	99.95%
County Revenue	-	-	0.00%	-	-	0.00%
State Revenue	50,822,916	47,258,857	92.99%	47,078,466	36,868,286	78.31%
Federal Revenue	-	-	0.00%	-	-	0.00%
Transfers/Other Resources	(2,660,000)	(2,660,000)	100.00%	(1,000,926)	(1,000,926)	100.00%
Total General Fund Revenues	\$ 105,543,964	\$ 69,380,821	65.74%	\$ 100,286,578	\$ 58,042,844	57.88%
Expenditures						
Salaries	\$ 63,826,646	\$ 47,150,913	73.87%	\$ 59,061,024	\$ 43,377,863	73.45%
Benefits	23,395,683	14,498,864	61.97%	21,325,242	13,134,510	61.59%
Purchased Professional Services	3,883,712	3,520,438	90.65%	2,824,551	2,053,397	72.70%
Purchased Property Services	2,850,573	2,195,494	77.02%	2,753,206	2,219,735	80.62%
Other Purchased Services	4,148,643	3,294,741	79.42%	3,227,141	2,696,898	83.57%
Supplies & Materials	4,757,232	3,326,136	69.92%	4,958,065	3,311,333	66.79%
Property	1,026,583	1,244,071	121.19%	388,103	285,871	73.66%
Other Objects	1,385,896	(497,676)	-35.91%	1,488,909	(959,925)	-64.47%
Other Uses of Funds	903,169	400,970	44.40%	693,207	395,801	57.10%
Total General Fund Expenditures	\$ 106,178,137	\$ 75,133,951	70.76%	\$ 96,719,448	\$ 66,515,482	68.77%
Beginning Fund Balance	\$ 21,859,295	\$ 21,859,295		\$ 12,480,687	\$ 12,480,687	
Net Change in Fund Balance	(634,173)	(5,753,130)		3,567,130	(8,472,638)	
Fund Balance Year to Date	\$ 21,225,122	\$ 16,106,165		\$ 16,047,817	\$ 4,008,049	



Mapleton Public Schools
Risk Management Fund
April 2024-25

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	-	-	0.00%	-	-	0.00%
Federal Revenue	-	-	0.00%	-	-	0.00%
Transfers/Other Resources	-	-	0.00%	(1,997,448)	(1,997,448)	100.00%
Total Risk Management Fund Reven	\$ -	\$ -	0.00%	\$ (1,997,448)	\$ (1,997,448)	100.00%
Expenditures						
Salaries	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Benefits	-	-	0.00%	-	-	0.00%
Purchased Professional Services	-	-	0.00%	-	-	0.00%
Purchased Property Services	-	-	0.00%	-	-	0.00%
Other Purchased Services	-	-	0.00%	-	-	0.00%
Supplies & Materials	-	-	0.00%	-	-	0.00%
Property	-	-	0.00%	-	-	0.00%
Other Objects	-	-	0.00%	-	-	0.00%
Other Uses of Funds	-	-	0.00%	-	-	0.00%
Total Risk Management Fund Expen	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Beginning Fund Balance	\$ -	\$ -		\$ 1,997,448	\$ -	
Net Change in Fund Balance	\$ -	\$ -		(1,997,448)	(1,997,448)	
Fund Balance Year to Date	\$ -	\$ -		\$ -	\$ (1,997,448)	



**Mapleton Public Schools
Colorado Preschool Fund
April 2024-25**

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ 1,100,750	\$ 943,716	85.73%	\$ 1,033,029	\$ 854,654	82.73%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	3,172,793	2,921,773	92.09%	2,855,487	2,851,128	99.85%
Federal Revenue	-	-	0.00%	-	-	0.00%
Transfers/Other Resources	2,000,000	2,000,000	100.00%	1,942,957	1,942,957	100.00%
Total Colorado Preschool Fund Revenue	\$ 6,273,543	\$ 5,865,489	93.50%	\$ 5,831,473	\$ 5,648,739	96.87%
Expenditures						
Salaries	\$ 4,674,013	\$ 3,278,966	70.15%	\$ 4,330,940	\$ 2,994,839	69.15%
Benefits	1,507,274	1,043,592	69.24%	1,329,826	938,187	70.55%
Purchased Professional Services	22,000	19,092	86.78%	20,582	18,338	89.10%
Purchased Property Services	6,500	5,334	82.06%	6,640	4,568	68.80%
Other Purchased Services	5,815	5,987	102.96%	11,581	4,256	36.75%
Supplies & Materials	103,637	73,095	70.53%	104,404	69,462	66.53%
Property	13,500	13,500	100.00%	10,000	1,933	19.33%
Other Objects	32,975	15,060	45.67%	17,500	11,986	68.49%
Other Uses of Funds	-	-	0.00%	-	-	0.00%
Total Colorado Preschool Fund Expenditures	\$ 6,365,714	\$ 4,454,627	69.98%	\$ 5,831,473	\$ 4,043,570	69.34%
Beginning Fund Balance	\$ 249,997	\$ 249,997		\$ -	\$ -	
Net Change in Fund Balance	(92,171)	1,410,862		-	1,605,169	
Fund Balance Year to Date	\$ 157,826	\$ 1,660,859		\$ -	\$ 1,605,169	



**Mapleton Public Schools
Nutrition Services Fund
April 2024-25**

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ 246,310	\$ 214,356	87.03%	\$ 220,027	\$ 232,774	105.79%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	1,161,000	530,088	45.66%	865,233	857,113	99.06%
Federal Revenue	3,076,482	3,291,331	106.98%	2,577,328	2,646,398	102.68%
Transfers/Other Resources	-	-	0.00%	-	-	0.00%
Total Nutrition Services Fund Reven	\$ 4,483,792	\$ 4,035,776	90.01%	\$ 3,662,588	\$ 3,736,285	102.01%
Expenditures						
Salaries	\$ 1,798,753	\$ 1,297,358	72.13%	\$ 1,689,556	\$ 1,138,998	67.41%
Benefits	548,952	395,935	72.13%	520,130	341,594	65.67%
Purchased Professional Services	72,900	79,351	108.85%	75,110	51,034	67.95%
Purchased Property Services	81,600	57,404	70.35%	82,600	50,797	61.50%
Other Purchased Services	16,000	11,493	71.83%	6,500	6,433	98.97%
Supplies & Materials	1,765,955	1,271,053	71.98%	1,677,626	1,113,457	66.37%
Property	-	33,040	100.00%	-	15,979	100.00%
Other Objects	354,603	1,269	0.36%	851,500	4,269	0.50%
Other Uses of Funds	-	-	0.00%	-	-	0.00%
Total Nutrition Services Fund Expen	\$ 4,638,763	\$ 3,146,903	67.84%	\$ 4,903,022	\$ 2,722,561	55.53%
Beginning Fund Balance	\$ 2,833,111	\$ 2,833,111		\$ 2,453,838	\$ 2,453,838	
Net Change in Fund Balance	(154,971)	888,873		(1,240,434)	1,013,724	
Fund Balance Year to Date	\$ 2,678,140	\$ 3,721,984		\$ 1,213,404	\$ 3,467,562	



**Mapleton Public Schools
Grants Fund
April 2024-25**

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ 57,099	\$ 60,841	106.55%	\$ 58,827	\$ 71,772	122.01%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	2,011,826	1,151,873	57.26%	2,093,677	973,863	46.51%
Federal Revenue	4,988,835	3,178,554	63.71%	5,500,814	2,747,554	49.95%
Transfers/Other Resources	-	-	0.00%	100,638	55,417	55.07%
Total Grants Fund Revenues	\$ 7,057,760	\$ 4,391,268	62.22%	\$ 7,753,956	\$ 3,848,606	49.63%
Expenditures						
Salaries	\$ 1,914,425	\$ 1,596,396	83.39%	\$ 1,730,752	\$ 1,409,518	81.44%
Benefits	582,788	470,002	80.65%	481,166	425,293	88.39%
Purchased Professional Services	881,052	659,475	74.85%	1,212,417	723,938	59.71%
Purchased Property Services	37,600	2,587	6.88%	13,350	17,336	129.86%
Other Purchased Services	494,255	411,904	83.34%	560,165	453,964	81.04%
Supplies & Materials	366,007	224,934	61.46%	719,140	108,269	15.06%
Property	211,985	112,405	53.02%	125,613	189,720	151.04%
Other Objects	2,569,648	1,330,778	51.79%	2,855,937	1,174,717	41.13%
Other Uses of Funds	-	-	0.00%	-	-	0.00%
Total Grants Fund Expenditures	\$ 7,057,760	\$ 4,808,480	68.13%	\$ 7,698,539	\$ 4,502,756	58.49%
Beginning Fund Balance	\$ -	\$ -		\$ (55,417)	\$ (55,417)	
Net Change in Fund Balance	-	(417,213)		55,417	(654,150)	
Fund Balance Year to Date	\$ -	\$ (417,213)		\$ -	\$ (709,566)	



**Mapleton Public Schools
Student Activities Fund
April 2024-25**

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ 500,000	\$ 500,710	100.14%	\$ -	\$ 339,079	100.00%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	-	-	0.00%	-	-	0.00%
Federal Revenue	-	-	0.00%	-	-	0.00%
Transfers/Other Resources	-	-	0.00%	-	-	0.00%
Total Student Activities Fund Reven	\$ 500,000	\$ 500,710	100.14%	\$ -	\$ 339,079	100.00%
Expenditures						
Salaries	\$ -	\$ 4,824	100.00%	\$ -	\$ 1,977	100.00%
Benefits	-	1,061	100.00%	-	441	100.00%
Purchased Professional Services	-	-	0.00%	-	(491)	0.00%
Purchased Property Services	-	-	0.00%	-	-	0.00%
Other Purchased Services	-	1,675	100.00%	-	-	0.00%
Supplies & Materials	500,000	382,593	76.52%	247,534	280,032	113.13%
Property	-	-	0.00%	-	-	0.00%
Other Objects	-	42,308	100.00%	-	10,515	100.00%
Other Uses of Funds	-	-	0.00%	-	-	0.00%
Total Student Activities Fund Expen	\$ 500,000	\$ 432,461	86.49%	\$ 247,534	\$ 292,473	118.15%
Beginning Fund Balance	\$ 211,774	\$ 211,774		\$ 247,534	\$ 247,534	
Net Change in Fund Balance	-	68,249		(247,534)	46,606	
Fund Balance Year to Date	\$ 211,774	\$ 280,023		\$ -	\$ 294,139	



**Mapleton Public Schools
Fee Supported Fund
April 2024-25**

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ 150,000	\$ 127,576	85.05%	\$ -	\$ -	0.00%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	-	-	0.00%	-	-	0.00%
Federal Revenue	-	-	0.00%	-	-	0.00%
Transfers/Other Resources	-	-	0.00%	-	-	0.00%
Total Fee Supported Fund Revenues	\$ 150,000	\$ 127,576	85.05%	\$ -	\$ -	0.00%
Expenditures						
Salaries	\$ 60,000	\$ 102,864	171.44%	\$ -	\$ -	0.00%
Benefits	20,000	30,471	152.36%	-	-	0.00%
Purchased Professional Services	-	-	0.00%	-	-	0.00%
Purchased Property Services	-	-	0.00%	-	-	0.00%
Other Purchased Services	20,000	-	0.00%	-	-	0.00%
Supplies & Materials	50,000	-	0.00%	-	-	0.00%
Property	-	-	0.00%	-	-	0.00%
Other Objects	-	-	0.00%	-	-	0.00%
Other Uses of Funds	-	-	0.00%	-	-	0.00%
Total Fee Supported Fund Expenditures	\$ 150,000	\$ 133,335	88.89%	\$ -	\$ -	0.00%
Beginning Fund Balance	\$ -	\$ -		\$ -	\$ -	
Net Change in Fund Balance	-	(5,759)		-	-	
Fund Balance Year to Date	\$ -	\$ (5,759)		\$ -	\$ -	



**Mapleton Public Schools
Bond Redemption Fund
April 2024-25**

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ 12,006,230	\$ 5,122,996	42.67%	\$ 12,628,467	\$ 4,875,596	38.61%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	-	-	0.00%	-	-	0.00%
Federal Revenue	-	-	0.00%	-	-	0.00%
Transfers/Other Resources	-	-	0.00%	-	3	0.00%
Total Bond Redemption Fund Reven	\$ 12,006,230	\$ 5,122,996	42.67%	\$ 12,628,467	\$ 4,875,599	38.61%
Expenditures						
Salaries	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Benefits	-	-	0.00%	-	-	0.00%
Purchased Professional Services	7,100	1,935	27.25%	8,300	2,265	27.29%
Purchased Property Services	-	-	0.00%	-	-	0.00%
Other Purchased Services	-	-	0.00%	-	-	0.00%
Supplies & Materials	-	-	0.00%	-	-	0.00%
Property	-	-	0.00%	-	-	0.00%
Other Objects	6,170,041	3,137,741	50.85%	6,982,424	3,839,310	54.99%
Other Uses of Funds	5,829,089	5,829,088	100.00%	5,637,743	5,637,742	100.00%
Total Bond Redemption Fund Expen	\$ 12,006,230	\$ 8,968,764	74.70%	\$ 12,628,467	\$ 9,479,318	75.06%
Beginning Fund Balance	\$ 12,289,641	\$ 12,289,641		\$ 11,940,067	\$ 11,940,067	
Net Change in Fund Balance	-	(3,845,768)		-	(4,603,718)	
Fund Balance Year to Date	\$ 12,289,641	\$ 8,443,873		\$ 11,940,067	\$ 7,336,349	



Mapleton Public Schools
Building Fund
April 2024-25

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ -	\$ 87	100.00%	\$ -	\$ 41,651	100.00%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	25,000	-	0.00%	-	-	0.00%
Federal Revenue	-	-	0.00%	-	-	0.00%
Transfers/Other Resources	-	-	0.00%	-	-	0.00%
Total Building Fund Revenues	\$ 25,000	\$ 87	0.35%	\$ -	\$ 41,651	100.00%
Expenditures						
Salaries	-	\$ -	0.00%	\$ -	\$ -	0.00%
Benefits	-	-	0.00%	-	-	0.00%
Purchased Professional Services	-	6,000	100.00%	529,607	9,000	1.70%
Purchased Property Services	-	37,308	100.00%	-	-	0.00%
Other Purchased Services	-	-	0.00%	-	-	0.00%
Supplies & Materials	-	-	0.00%	-	-	0.00%
Property	2,095,697	215,771	10.30%	-	94,593	100.00%
Other Objects	-	-	0.00%	1,588,822	-	0.00%
Other Uses of Funds	-	-	0.00%	-	-	0.00%
Total Building Fund Expenditures	\$ 2,095,697	\$ 259,079	12.36%	\$ 2,118,429	\$ 103,593	4.89%
Beginning Fund Balance	\$ 2,047,203	\$ 2,047,203		\$ 2,118,429	\$ 2,118,429	
Net Change in Fund Balance	(2,070,697)	(258,991)		(2,118,429)	(61,943)	
Fund Balance Year to Date	\$ (23,494)	\$ 1,788,212		\$ -	\$ 2,056,486	



**Mapleton Public Schools
Capital Reserve Fund
April 2024-25**

	Budget 2024-25	YTD Actual 2024-25	YTD as % of Budget	Budget 2023-24	YTD Actual 2023-24	YTD as % of Budget
Revenues						
Local Revenue	\$ 500,000	\$ 501,291	100.26%	\$ -	\$ 1,121,424	100.00%
Intermediate Revenue	-	-	0.00%	-	-	0.00%
State Revenue	7,949,366	6,565,656	82.59%	13,577,217	737,478	5.43%
Federal Revenue	-	-	0.00%	-	-	0.00%
Transfers/Other Resources	50,660,000	660,000	1.30%	5,500,000	6,506,181	118.29%
Total Capital Reserve Fund Revenue	\$ 59,109,366	\$ 7,726,947	13.07%	\$ 19,077,217	\$ 8,365,082	43.85%
Expenditures						
Salaries	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Benefits	-	-	0.00%	-	-	0.00%
Purchased Professional Services	-	417,540	100.00%	-	-	0.00%
Purchased Property Services	460,000	10,000	2.17%	145,000	-	0.00%
Other Purchased Services	-	-	0.00%	-	-	0.00%
Supplies & Materials	-	-	0.00%	-	-	0.00%
Property	24,814,437	21,332,249	85.97%	35,977,189	2,517,052	7.00%
Other Objects	-	1,999	0.00%	677,220	-	0.00%
Other Uses of Funds	50,040,000	-	0.00%	5,250,000	-	0.00%
Total Capital Reserve Fund Expenditures	\$ 75,314,437	\$ 21,761,788	28.89%	\$ 42,049,409	\$ 2,517,052	5.99%
Beginning Fund Balance	\$ 19,511,654	\$ 19,511,654		\$ 22,972,192	\$ 22,972,192	
Net Change in Fund Balance	(16,205,071)	(14,034,841)		(22,972,192)	5,848,030	
Fund Balance Year to Date	\$ 3,306,583	\$ 5,476,814		\$ -	\$ 28,820,222	

**Mapleton Public Schools
2024-25 Fund Balance Summary
April 2024-25**

Estimated Year To Date Fund Balance April 2024-25	Budgeted Fund Balance 2024-25
Fund	
General Fund	16,106,165
Risk Management Fund	-
Colorado Preschool Fund	1,660,859
Nutrition Services Fund	3,721,984
Grants Fund	(417,213)
Student Activities Fund	280,023
Fee Supported Fund	(5,759)
Bond Redemption Fund	8,443,873
Building Fund	1,788,212
Capital Reserve Fund	5,476,814
	21,859,295

Memo

TO: Board of Education
FROM: Mike Crawford, Superintendent
DATE: May 28, 2025

Policy: BG – School Board Policy Process
Report Type: Decision Making
SUBJECT: Adoption of Board Policy

Policy Wording: The Board of Education for Mapleton Public Schools considers policy development its chief responsibility. The Board strives to reflect the community's values in its policies and commits itself to an ongoing effort to engage the community regarding policy-level concerns. The Board develops policies and puts them in writing to provide for the successful, consistent, and efficient operation of the District's schools and the high achievement of District students.

Policy Interpretation: This policy is interpreted as requiring Board of Education approval of any new or revised Board policies.

Decision Requested: District administration is requesting the adoption of the attached policies.

Report: At the May 28, 2025, Board Study Session, district administration and the Board of Education received the following policies for review. These policies are being presented for discussion and final vote.

IKA	Grading/Assessment Systems
IKF	Graduation Requirements
LBD	Relations with Charter Schools

Grading/Assessment Systems

Mapleton Public Schools (the “District”) believes that students will respond more positively to the opportunity for success than to the threat of failure. The District seeks, therefore, in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

State Assessment System

State and Federal law require District students to take standardized assessments in the instructional areas of English language arts, math, and science. State law also requires students in elementary and middle school to take standardized assessments in the instructional area of social studies. Accordingly, the District will administer standardized assessments pursuant to these State and Federal legal requirements.

State law also requires the District to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the District’s assessment calendar. This policy and its accompanying regulation (IKA-R) represent the District’s processes to address these requirements.

1. Pencil and Paper Testing Option

The District may determine that a specific classroom or school within the District will use pencil and paper to complete the computerized portions of a State assessment. Factors that will be considered in making this determination include:

- The technological capacity and resources of the particular school/classroom;
- Students’ previous experience with computerized and written assessments;
- Whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- The logistics of administering the State assessment in different formats at a particular school or schools.

Prior to making this determination, the Superintendent (or designee) must consult with the School Director(s) affected by this determination as well as parents/guardians of students enrolled in the District.

For students with disabilities, the use of pencil and paper instead of a computer to complete a State assessment will be determined by the student’s Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

2. Parent/Guardian Request for Exemption

A parent/guardian who wishes to exempt their child from a particular State assessment or assessments must make this request in accordance with this policy's accompanying regulation (IKA-R).

In accordance with State law, the District will not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a State assessment or assessments. Students excused by their parents/guardians from participating in a State assessment or assessments will not be prohibited from participating in an activity or from receiving any other form of reward that the District provides to students for participating in the State assessment.

This policy's exemption process applies only to State assessments administered pursuant to C.R.S. 22-7-1006.3 and does not apply to District or classroom assessments.

3. Sharing of Student State Assessment Results with Parents/Guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the District and for each public school in the District based on the State assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, will have access to the student's State assessment results and longitudinal academic growth information and must share with and explain that information to the student's parent/guardian.

District Assessment System

In addition to the State assessment system, the District has developed a comprehensive assessment system that:

- Challenges students to think critically, and apply what they have learned, and gives them the opportunity to demonstrate their skills and knowledge;
- Includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers, and parents/guardians know that extra effort is necessary;
- Provides reliable and valid information on student and school performance to educators, parents/guardians, and employers; and
- Provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the District's academic standards.

In accordance with applicable law, the District's assessment system will accommodate students with disabilities and English language learners.

The District's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the District's academic standards.

Additional Assessment Information for Parents/Guardians

In accordance with State law and this policy's accompanying regulation (IKA-R), the District will distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the State and District assessments that the District plans to administer during the school year.

Classroom Assessment System

Classroom assessment practices will be aligned with the District's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment is to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress, and improve their learning.

Grading System

The administration and professional staff will devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the District's academic standards. The records and reports of individual students will be kept in a form meaningful to parents/guardians as well as teachers. The grading system will be uniform District-wide at comparable grade levels. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

The Board will approve the grading, reporting, and assessment systems as developed by the professional staff, upon the recommendation of the Superintendent.

The Board recognizes that classroom grading and/or assessment systems, however effective, are subjective in nature but urges all professional staff members to conduct student evaluations as objectively as possible.

High School Grading

All high schools will report student progress using letter grades with the following grade point average (GPA) calculation:

Letter Grade	GPA Calculation
A	4
B	3
C	2
D	1

Weighted Grading for Accelerated Classes in High School

To ensure high school students participating in accelerated classes are not penalized in terms of academic honors recognition and class ranking, grading in accelerated classes are “weighted” as follows:

Letter Grade	GPA Calculation
A	5
B	4
C	3
D	2

The following are considered accelerated classes for purposes of weighted grading:

- Advanced Placement (“AP”) courses;
- International Baccalaureate (“IB”) courses;
- Approved college courses

Weighted grading is not permitted in elementary school and middle school.
Adopted June 27, 2017, by the Board of Education for Mapleton Public Schools.
Revised August 28, 2018.
Revised August 27, 2019.
Revised September 22, 2020.
Revised February 21, 2023.
Revised May 28, 2025.

LEGAL REFERENCES:

20 U.S.C. § 6311(b)(2)(A) (*Every Student Succeeds Act (ESSA) requires states to implement mathematics, reading or language arts, and science assessments*)

20 U.S.C. § 6312(e)(1)(B)(i) (*under ESSA, district must provide information to parents regarding child’s level of achievement and academic growth on state assessments*)

20 U.S.C. § 6312(e)(2)(A) (*under ESSA, district must provide information to a parent regarding district’s opt-out policy for state assessments, at parent’s request for such information*)

C.R.S. § 22-7-1006.3(1) (*state assessment implementation schedule*)

C.R.S. § 22-7-1006.3(1)(d) (*district must report to CDE the number of students who will take the state assessment in a pencil and paper format*)

C.R.S. § 22-7-1006.3(7)(d) (*state assessment results included on student report card if feasible*)

C.R.S. § 22-7-1006.3(8)(a) (*policy required to ensure explanation of student state assessment results*)

C.R.S. § 22-7-1013(1) (*district academic standards*)

C.R.S. § 22-7-1013(6) (*policy required regarding the use of pencil and paper on state assessments*)

C.R.S. § 22-7-1013(7) (*procedure required concerning distribution of assessment calendar to parents/guardians*)

C.R.S. § 22-7-1013(8) (*policy and procedure required to allow parents to excuse their children from participation in state assessments*)

C.R.S. § 22-7-1016(2)(b) (*results of state “readiness assessments” and national assessments administered in high school must not be included on high school student’s final transcript*)

C.R.S. §§ 22-11-101 *et seq.* (*Education Accountability Act of 2009*)

C.R.S. § 22-11-203(2)(a) (*principal required to provide educators access to their students’ academic growth information “upon receipt” of that information*)

C.R.S. § 22-11-504(3) (*policy required to ensure explanation of student state assessment results and longitudinal growth information*)

1 CCR 301-46 (*Rules for the Administration of the College Entrance Exam*)

CROSS REFERENCES:

AEA: Standards Based Education

AED: Accreditation

IK: Academic Achievement

JRA/JRC: Student Records/Release of Information on Students

Graduation Requirements

(In effect starting August of 2025)

In pursuit of its mission to ensure that each student is empowered to achieve their dreams, Mapleton Public Schools (the “District”) has established the following graduation requirements.

Mapleton students, parents, and staff must work together to ensure graduation requirements are met. Teachers, post-secondary coaches, and administrators shall guide students and inform parents in order to ensure that students are aware of graduation requirements and their progress toward meeting these requirements.

To receive a high school diploma from Mapleton Public Schools, all students must meet or exceed the District’s academic standards. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the District.

Graduation from high school is a culminating event that results from the foundations built at the elementary and middle levels. Graduation is a collaborative effort among levels in a student’s public-school career. Each level of school and each staff member or parent/guardian who instructs or counsels a student shares responsibility for the ultimate ability of that student to demonstrate proficiency in the District’s academic standards and to meet the expectations for graduation.

General Graduation Requirements

Minimum requirements for graduation from high school in Mapleton Public Schools include the following:

- Successful completion of 22 credits in the categories outlined in the table. A unit of credit is defined as the amount of credit earned toward graduation following achievement in Colorado Academic Standards as demonstrated by mastery of appropriate coursework.
- Demonstration of academic proficiency in English and math using one measure in each content from the Mapleton Public Schools Menu of College and Career-Ready Demonstrations listed in the accompanying regulation (IKF-R).
- Completion of a Capstone, which includes:
 - An independent research project demonstrating proficiency in English Language Arts and/or Math as needed

- Completion of an Individual Career and Academic Portfolio (ICAP) toward individual Postsecondary and Workforce goals, needs, and interests as determined with the assistance of a counselor or advisor
- Completion of 20 hours of Community Service

Subject Area Graduation Requirements

Subject Area	Credits Required	Specific Courses Required
English	4	
Mathematics	3	At least 2 of the credits must include Algebra 1 and Geometry, with the additional required course at or above the level of Geometry
Natural/Physical Science	4	At least 2 credits must be lab-based
Social Studies	3	At least .5 credit must be in Civics/Government, and at least 1 credit must be in U.S. or World History
Foreign Languages	1	
Physical Education	1	Must include at least .5 credit in Health and .5 credit in Physical Education
Academic Electives	5.5	Financial Literacy – required course Must receive at least .5 credit in art. The remaining credits may be earned in any academic area listed, or any career and technical education courses, work-based learning credit, AFJROTC, foreign languages, computer science, art, music, drama, or credits earned through concurrent enrollment courses.
Capstone	.5	Includes an independent research project that demonstrates proficiency in Math and/or ELA as

		needed, 20 community service hours, and an individual career and academic portfolio.
Total	22	

A student may pursue coursework in one or more of the content areas beyond the minimum requirements, insofar as school scheduling and resources permit. Students may request to transfer credit earned through alternative means, such as college coursework, correspondence courses, armed services credit, adult education, independent study, and internships, to count toward high school graduation from Mapleton. These requests will be approved on an individual basis.

In rare instances, the Superintendent may approve a waiver of a specific requirement. The waiver request will be approved or denied based on the rationale provided for such waiver.

The Colorado State Board of Education has adopted State graduation guidelines that identify college and career readiness measures in English (Reading, Writing, and Communicating) and Mathematics. See IKF-R.

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.

Credit from Other Institutions and Home-Based Programs

All students entering from outside the District must meet the District graduation requirements. The school director 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 school director.

The District shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with District requirements and 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.

Credit from a Dropout Recovery Program

In accordance with applicable State law, college courses completed pursuant to the student's participation in a "dropout recovery program" shall count as credit toward completion of the District's graduation requirements. A student seeking to enroll in a dropout recovery program shall work with his or her school director (or designee) in selecting college courses.

Class Rankings and Grade Point Averages

Graduating seniors shall be ranked within the graduating class for each high school on the basis of grade-point averages for the four-year program, excluding the last semester of the senior year.

Grades for regular classes will be given the following values: A=4, B=3, C=2, D=1.

Grades for college-level classes will be given the following values: A=5, B=4, C=3, D=2.

After a course has been passed, no future grade earned in the same course shall be used to determine class rank or grade point average.

The student with the highest class rank will be valedictorian. When more than one student holds the numerical one rank, all students holding the rank will be declared co-valedictorians.

When transcripts of transfer students show grades, such as 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. Proof of academic performance will be reviewed by the PSOCs and approved by the school principal.

Independent Study

Independent study, work experience, and experience-based programs approved in advance by the superintendent's designee 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 must be monitored by a faculty member.

Student Course Load

The course load for freshmen, sophomores, juniors, and seniors shall be that of a full time student. Any exceptions must be approved by the school principal.

Years of Attendance

Mapleton Public Schools believes that most students benefit from experiencing four years of high school and accordingly, District high school programs are designed to take four years to complete. The District provides programs that allow students to earn college credit while in high school, and students needing more of a challenge are encouraged to take advantage of those opportunities rather than graduating early. The District recognizes, however, that in some circumstances it may be appropriate for a student to graduate early. The Superintendent may authorize early graduation for a student requesting it as long as the student has met all District graduation requirements in accordance with this policy and its accompanying regulation.

Adopted October 22, 2013, by the Board of Education for Mapleton Public Schools.

Revised May 24, 2016.

Revised June 27, 2017.

Revised September 22, 2020.

Revised February 21, 2022.

Revised June 13, 2022.

Revised May 28, 2025.

LEGAL REFERENCES:

C.R.S. § 22-1-104 (*teaching history, culture, and civil government*)

C.R.S. § 22-1-104.7(2)(a) (*requirement to incorporate Holocaust and Genocide studies standards into existing course required for graduation*)

C.R.S. § 22-32-109(1)(kk) (*board to establish graduation requirements applicable to students enrolling in 9th grade beginning in the 2012-13 school year*)

C.R.S. § 22-32-132 (*discretion to award diploma to honorably discharged veterans*)

C.R.S. § 22-33-104.5 (*home-based education law*)

C.R.S. §§ 22-35-101 *et seq.* (*Concurrent Enrollment Programs Act*)

CROSS REFERENCES:

AE: Accountability/Commitment to Accomplishment

AEA: Standards-Based Education

IA: Instructional Goals and Learning Objectives

IHA: Basic Instructional Program

IHAC: History and Civil Government Education

IHBG: Home Schooling

IHBK: Preparation for Postsecondary and Workforce Success

IHCDA: Concurrent Enrollment

IK: Academic Achievement

IKA: Grading/Assessment Systems

ILBA: District Program Assessments

ILBB: State Program Assessments

ILBC: Literacy and Reading Comprehension Assessments

Relations With Charter Schools

The Board of Education (the “Board”) for Mapleton Public Schools (the “District”) supports efforts by parents/guardians, teachers, or other interested persons or organizations interested in establishing charter schools within the District. In accordance with State law, District charter schools are intended to:

- Expand learning opportunities for all students;
- Encourage diverse approaches to learning and education through the use of different, innovative, research-based, or proven teaching methods;
- Provide parents/guardians and students with expanded choices in the types of educational opportunities that are available within the public-school system; and,
- Encourage parental and community involvement with public schools.

A District charter school is a public, nonsectarian, nonreligious, non-home-based school which operates within the District and is accountable to the Mapleton Public School’s Board of Education. It is subject to all Federal and State laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, age, genetic information, need for special education services, or conditions related to pregnancy or childbirth. A District charter school has standing to sue and be sued in its own name for the enforcement of any contract it is authorized by law to enter into.

Enrollment is open to any child who resides within the District or in contiguous school districts and who meets the criteria in the District charter application. However, no charter school is required to make alterations in the structure of its facility or the arrangement or function of rooms within the facility except as may be required by State or Federal law. The majority of the District charter school’s students, other than online students, must reside in the District or in contiguous school districts. Students participating in any online program offered by the District charter school are not required to reside in the District or contiguous districts, and there is no restriction on the number of online students that may enroll in any online program offered by the District charter school, except as provided in the charter school contract. A District charter school will not charge tuition except as otherwise provided by law.

Each District charter school is be governed by its own governing body in a manner agreed to by the District charter school applicant and the Board. An approved District charter application will serve as the basis for negotiating a contract between the District charter

school and the Board. The contract must reflect all agreements between the District and the District charter school, including the waiver of local District policies and the waiver of statutory requirements or rules by the State Board of Education.

A District charter school must comply with all the State financial and budget rules, regulations, and financial reporting requirements with which the District is required to comply.

A District charter school is responsible for its own operation, including but not limited to the preparation of a budget, contracting for services, and personnel matters. Services for which a District charter school contracts with the District will be negotiated and provided at District cost. No rent will be charged for the use of District facilities that may be deemed available by the Board for the District charter school. Any moneys received by a District charter school from any source that remains at the end of any budget year will remain in the District charter school account for use by the District charter school in subsequent years

A District charter school may offer any educational program that may be offered by a school district, including an online program, unless expressly prohibited by its District charter or by State law.

Each charter school will have an educational program that is researched-based and proven to be effective with student performance standards and curriculum that meets or exceeds District and State standards.

If the Board approves a district charter school's application, a district charter school will use the school and fiscal year, July 1 to June 30, following the submission of their charter application as a planning year. A district charter school will begin in the fall of the school and fiscal year following the planning year, unless another starting time is agreed upon by the Board and the applicant.

The period for which a new District charter may be approved is a minimum of four academic years. Renewal of a District charter must be for specified periods of time.

Adopted April 1994, by the Board of Education for Mapleton Public Schools.

Revised January 1995.

Revised June 26, 2001.

Revised August 28, 2001.

Revised May 10, 2005.

Revised May 28, 2013.

Revised January 28, 2020.

Revised September 22, 2020.

Revised May 28, 2025

LEGAL REFERENCES:

42 U.S.C. §§ 2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)

C.R.S. § 13-80-103.9 (*liability for failure to perform an education employment required background check*)

C.R.S. § 19-2-402(3)(c) (*charter schools pay the proportionate share of educational expense of students in juvenile detention facilities*)

C.R.S. § 22-2-119 (*inquiries prior to hiring*)

C.R.S. §§ 22-30.5-101 *et seq.* (*Charter Schools Act*)

C.R.S. § 22-30.5-107(2) (*charter school shall begin after a planning year, which shall be the next fiscal year following submission of charter application*)

C.R.S. § 22-30.5-110(1.3) (*District must adopt procedures and timelines for the charter renewal process*)

C.R.S. § 22-30.5-110(6) (*District must adopt procedures for closing a charter*)

C.R.S. §§ 22-30.5-701 *et seq.* (*Charter School Emergency Powers Act*)

C.R.S. § 22-32-109(1)(pp) (*District must annually distribute to district charter schools informational materials relating to Federal student loan repayment programs and student loan forgiveness programs*)

C.R.S. § 22-32-120(5) (*District charter school may apply to the Colorado Department of Education for authorization as a school food authority*)

C.R.S. § 22-32-124 (*pursuant to section 104 of the Charter Schools Act, all decisions regarding the planning, siting, and inspection of charter schools must be made in accordance with the same statute that applies to school districts*)

1 CCR 301-88 (*State Board of Education's rules establishing guiding principles for charter schools and charter school authorizers*)

Memo

TO: Board of Education
FROM: Mike Crawford, Superintendent
DATE: May 28, 2025

Policy: FF – Naming of District Facilities and Properties
Report Type: Decision Making
SUBJECT: Dedication of Al Hower Gym Floor

Policy Wording: The Board of Education recognizes that the naming of school district facilities and properties is a significant decision that reflects the values, culture, and history of the community. This policy provides a consistent and thoughtful process for naming, renaming, or dedicating school facilities and components of facilities.

Policy Interpretation: This policy is interpreted as requiring District administration to seek Board approval prior to naming any school property.

Report: The purpose of this report is to request approval from the Board of Education to dedicate the Al Hower High School gymnasium floor in honor of Coach Paul Barringer, in recognition of his 43 years of outstanding service as a teacher, coach, and mentor in Mapleton Public Schools.

Background

Coach Paul Barringer's story is deeply connected to the spirit of Mapleton Public Schools. As a young student, he grew up in this community and learned the values that would later define his life's work. Although the buildings have changed, the heart of the district remained, and Coach Barringer returned to it, not just to serve, but to uplift generations of students. For more than 43 years, he has shaped minds, strengthened character, and built a legacy of leadership through his roles as a beloved physical education teacher and head basketball coach.

While his teams earned championship titles and hard-fought victories, Coach Barringer's greatest legacy cannot be measured in banners or scoreboards. It lives in the hearts of those he mentored—in the young men who learned to lead with integrity, to persevere with grit, and to show up for each other with loyalty and love. He taught that true strength lies not in self-promotion, but in service to others.

Coach Barringer didn't just build teams; he built a culture, a brotherhood, and a standard of excellence that will echo through Mapleton for years to come.

"In a world that often focuses on stats and scores, Coach B reminded us all of what truly matters: building people. He leaves behind a legacy that can't be measured in trophies but in the countless lives he helped shape. He was more than a coach—he was a builder

of men, a true leader, and an inspiration to all who had the privilege of knowing him. Players often speak of Coach B with deep respect and admiration—not just because he pushed them to be better athletes, but because he pushed them to be better men. He had an incredible ability to see potential in his players, even when they couldn't see it in themselves.” – Jeff Woog

Distinguishing Contributions

- Longevity of Service: 43 years of continuous service in the same district is rare and remarkable. Coach Barringer's career spans multiple generations of students, some of whom now serve as educators and coaches themselves.
- Cultural Impact: Coach Barringer instilled a deeply rooted team culture built on the idea of FAMILY “Forget About Me, I Love You.” This philosophy wasn't just a slogan; it shaped his team dynamics, his classroom culture, and the personal values of his students.

“Coach B was never just a coach—he was a standard bearer. He demanded excellence not only on the court, but in the classroom and life. His expectations were high because he believed in what young people could become when challenged, supported, and held accountable.”- Yzabella Tafoya

- Legacy of Mentorship: Paul coached with intention and heart. He mentored not only his athletes but also other coaches, helping to develop the next generation of leaders. He coached his own son and created a family environment that extended to every student who walked into his gym.

“The morals and values that came from playing under Coach B have developed so many amazing people. If you look down the long list of players and see what they are doing now, you would be astonished. Most of them are very successful in their own way—CEOs, firefighters, administrators, coaches—and they are all amazing family men. Playing for Coach B wasn't just about basketball -it was about life and setting you up for success in the future. He taught you that no matter what, family comes first and to always be the best version of yourself.” – Bryan Hackenberg

- Symbolic Fit: The gym floor represents the foundation of athletic life in a school. Paul Barringer built a foundation of trust, love, discipline, and excellence on that very floor. Naming it in his honor links the space directly to the values he stood for.

“Naming the gym floor after Coach B is more than a tribute to a career—it is a statement about what this district values: integrity, effort, discipline, and love for the next generation.” – Chris Kemm

“Naming the gym floor in his honor would be a meaningful way to celebrate a life's work- one defined by impact, integrity, and unwavering dedication to the Mapleton community. – Charlotte Ciancio

Consideration of Equity Among Coaches

While it is true that other coaches have contributed significantly to Mapleton athletics, this recommendation does not diminish their impact. Rather, it acknowledges a singular confluence of service length, cultural influence, personal philosophy, and community impact that makes Coach Barringer's legacy unique.

Decision Requested:

It is respectfully recommended that the Board approve the dedication of the Al Hower High School gymnasium floor in honor of Coach Paul Barringer. A permanent court decal and plaque bearing his name will serve as a lasting tribute to his extraordinary service and influence on Mapleton Public Schools.

**BOARD OF EDUCATION
MAPLETON PUBLIC SCHOOLS
DENVER, COLORADO**

RESOLUTION FOR AL HOWER GYM FLOOR DEDICATION

WHEREAS, Coach Paul Barringer has served the students and families of Mapleton Public Schools with distinction for more than 43 years as a physical education teacher and head basketball coach; and

WHEREAS, Coach Barringer is a lifelong member of the Mapleton community who returned to the district to dedicate his professional life to mentoring and inspiring generations of students; and

WHEREAS, throughout his decades of service, Coach Barringer has led his teams to numerous victories, including eight league championship titles and more than 1,000 career wins, has received numerous Coach of the Year recognitions, and has positively impacted the lives of thousands of student athletes; and

WHEREAS, Coach Barringer's philosophy, centered on the idea that FAMILY stands for 'Forget About Me, I Love You,' created a culture of selflessness, loyalty, and unity that continues to shape the values of the district's athletic programs; and

WHEREAS, Coach Barringer is widely respected for his integrity, humility, and commitment to character development, and his legacy extends far beyond the basketball court; and

WHEREAS, while many staff and coaches have contributed meaningfully to the success of Mapleton Public Schools, Coach Barringer's unmatched longevity, legacy of championship-caliber leadership, and profound cultural impact have uniquely shaped the identity of the district's athletic and educational programs; and

WHEREAS, naming the gymnasium floor in his honor symbolizes the foundational values he has instilled in our school community and ensures his influence will endure for future generations;

NOW, THEREFORE, BE IT RESOLVED, that the Mapleton Public Schools Board of Education hereby approves the dedication of the high school gymnasium floor in honor of Coach Paul Barringer, recognizing his extraordinary service, leadership, and lifelong contributions to the district.

BE IT FURTHER RESOLVED, that a commemorative court decal and plaque bearing his name shall be installed to serve as a lasting tribute to his impact and legacy.

ADOPTED AND APPROVED on this 28th day of May 2025.

(District Seal)

Thomas Moe
President, Board of Education

Mike Crawford
Superintendent, Mapleton Public Schools

ATTEST: _____
Daisy Lechman
Secretary, Board of Education

Memo

TO: Mike Crawford, Superintendent
FROM: David Sauer, Chief Operations Officer
DATE: May 28, 2025

POLICY: Bidding Procedures, Policy DJE
REPORT TYPE: Decision Making
SUBJECT: Consideration of Commissioning Services for Explore PK-1

Policy Wording: Policy DJE states that all contractual services, professional services, and purchases of supplies, materials, and equipment in the amount of \$75,000 or more shall be formally solicited.

Policy Interpretation: This policy is interpreted as requiring Board approval for all formal bids prior to award.

Requested: The District is seeking Board approval to execute a contract with Bolder Energy Engineers to perform commissioning services at Explore PK-1.

Report: In May 2025, Mapleton Public Schools conducted a formal solicitation process to select a qualified commissioning agent for Explore PK-1. Building commissioning is a comprehensive quality assurance process that ensures a facility's systems and equipment perform as intended and meet the owner's needs. It ensures the building operates effectively and efficiently, and that the owner is prepared for long-term operation and maintenance. This involves planning, documentation, testing, adjusting, verifying, and training, and happens throughout the construction process, from pre-design to post-occupancy. A total of eight responses were received. The final selection was made based on price, recommendations from several known references, and the ability to meet the requirements of the solicitation. The approximate cost of the award is \$76,543.

The recommendation is to award Bolder Energy Engineering the contract to serve as the commissioning agent for the Explore PK-1 project.

Memo

TO: Mike Crawford, Superintendent
FROM: Michell Ansley, Chief Academic Officer
DATE: May 28, 2025

Policy: Qualifications/Powers and Responsibilities of Superintendent, Policy CBA/CBC
Report Type: Informational
Subject: Mapleton Public Schools Summer Programming

Policy Wording: The Superintendent shall keep the Board informed on the condition of the district's educational and support system.

Policy Interpretation: This policy is interpreted to include updates to the Board relating to educational opportunities for students.

Decision Requested: This is an information-only report. No formal Board action is required.

Report: The summer of 2025 will provide Mapleton students with multiple needs and interest-based learning opportunities.

Gifted and Talented Summer Camp

The Gifted and Talented Summer Camp Invention program inspires confidence as campers collaborate in creative problem-solving challenges led by qualified educators to bring their biggest ideas to life! This is a one-week summer camp at York International from June 2nd - June 6th. We will host about 125 kindergartners through 7th-grade students. Breakfast, lunch, and transportation will be provided.

Camp 2029

Camp 2029 is an incredible opportunity for current 8th-grade students to dream big and prepare for success in high school as they work toward graduation in 2029. Camp 2029 will be held at York International from June 3rd – June 6th. We will host about 60 incoming 9th-grade students. Breakfast, lunch, and transportation will be provided.

Newcomer Summer Institute

The Newcomer Summer Institute is an opportunity to support our new-to-country secondary student population. Students will participate in a summer language enrichment program that offers fun challenges emphasizing creative problem-solving, collaboration, and language development in English. Students will practice listening, speaking, reading, and writing in English while participating in science, technology, engineering, and math through drones. Newcomer Institute will be held at York International from June 9th – June 20th. We will host about 65 students. Breakfast, lunch, and transportation will be provided.

Summer Credit Accumulation Program

This program will be run by both York and MESA. It is designed for High School students who need to earn credits to remain on track for a four-year graduation. This program will be held respectively at York International from June 2nd – June 13th and at MESA from June 3rd – June 6th. We will host between 20 to 30 students at each site. There will be breakfast, but no transportation at MESA. At York, breakfast and lunch will be provided, but no transportation.

Summer Enrichment Program

A 10-day program serving students in K-8th grade. Students will experience four rotations, including Music, Gym, Art, and reading tutoring. The program will be held at Trailside from June 2nd -13th and will host about 60 students. Breakfast and lunch will be provided, but no transportation will be provided.

Extended School Year

To access Extended School Year services, students with an Individualized Education Program must be eligible based on criteria determined by the Special Education Process. Extended School Year services are related specifically to students' Individualized Education Program goals and objectives. Extended School Year services are intentionally designed to prevent regression over the summer months. The program will be serving 3 students and will be held in June and July. The location will be held at York International. Breakfast, lunch, and transportation will be provided.

School-to-Work Alliance Program

The School-to-Work Alliance Program will utilize summer programming to continue assisting young adults in making the transition from school to employment, provide successful employment outcomes, and increase community linkage for students with disabilities. The School-to-Work Alliance Program will be held from June 4th – July 24th at the Transition Services Center. As part of the program, the students prepare their own lunch, and transportation is provided using district vans.

Language and Literacy Summer School

Adventure Elementary is providing 50 students with a comprehensive three-week-long expanded learning opportunity during the summer from June 9th – June 27th. This program will build upon a student's school-day instruction to provide the continuity necessary to meet their academic goals, specifically in the areas of language and literacy. This opportunity is funded through the 21st Century Community Learning Center grant. (21st CCLC).

Memo

TO: Mike Crawford, Superintendent
FROM: Erica Branscum, Deputy Superintendent
DATE: May 28, 2025

Policy: School Board Powers and Responsibilities, Policy BBA
Report Type: Decision Making
SUBJECT: Mapleton Education Association Agreement

Policy Wording: Policy BBA states that the Board considers the following responsibilities of particular importance and, in those cases where action is required, reserves authority to take final action: To determine salary schedules, after consultation and discussion with the Superintendent or designee.

Policy Interpretation: This policy is interpreted as requiring District administration to seek Board approval of conditions contained in employee handbooks and agreements.

Decision Requested: The administration is seeking approval for the implementation of the Agreement negotiated during the spring of 2025 between the Mapleton Education Association (MEA), representing licensed employees, the District Administration, and the Mapleton Public Schools Board of Education.

Report

During March and April 2025, MEA representatives met with Mapleton Board of Education representatives to negotiate revisions to their Agreement for the 2025-2026 school year.

The following is a summary of the financial agreements reached during the 2025-26 bargaining process:

- For the 2025–26 school year, all eligible licensed employees will advance one vertical step on the salary schedule.
- The district will offer three health insurance plans for employees to choose from. The district's contribution toward premiums will range from 53% to 84%, depending on the selected plan and the number of insured family members.
- Additionally, the District will contribute \$30 per month toward dental insurance for each employee, which covers the full cost of the employee only plan.

The following is a summary of the language agreements reached during the 2025–26 bargaining process:

- **Instructional Planning Days:** The Memorandum of Agreement (MOA) suspending collaborative days and adding five teacher-directed Instructional Planning Days will be extended into the 2025–26 school year. Teachers will have discretion over their work location on these days.
- **Class Size and Workload Review:** The existing MOA regarding class size and workload has been revised to ensure that Professional Council and the District will jointly publish class size data twice per year, analyze trends, and address issues as necessary.
- **Calendar Committee:** The MOA establishing a Calendar Committee to provide future calendar recommendations to the Superintendent for Board adoption will be formalized as contract language beginning in 2025–26.
- **Special Services Provider Support:** A new MOA was added to ensure special services providers collaborate with building administration to schedule weekly paperwork time. Inclusive Learning Center teachers will receive either extra duty pay or quarterly release time for required paperwork and assessments.
- **District Support for Educators:** The District and Association jointly added a statement of support for the individual identity of educators to foster a positive culture that promotes safety and belonging for all staff and students.
- **Co-Curricular Compensation Additions:** Several new positions were added to the co-curricular salary schedule to support expanded student opportunities.
- **MEA President Release Time:** The MOA supporting a three-year grant to offer a full-time release for the MEA President ended with the 2024–25 school year. New language provides for at least a 0.5 FTE release, with full pay and benefits, for the MEA President during their term.

Request

Mapleton's teachers are the heart of our schools, providing daily instruction, inspiration, and care to our students. Their expertise, commitment, and creativity are central to fostering academic growth, emotional well-being, and a strong sense of community in every classroom.

Once again, this year, both the District and the Mapleton Education Association (MEA) engaged in a collaborative, interest-based bargaining process grounded in mutual respect and shared purpose. The resulting agreement reflects our collective commitment to supporting high-quality teaching and learning, addressing staff needs, and ensuring student success across the district.

MEA membership ratified the agreement with approximately 96% in favor. The administration respectfully requests that the Board of Education approve the proposed changes and extend the licensed agreement by one year, through June 30, 2028.

Memo

TO: Mike Crawford, Superintendent
FROM: Erica Branscum, Deputy Superintendent
DATE: May 28, 2025

Policy: School Board Powers and Responsibilities, Policy BBA
Report Type: Decision Making
SUBJECT: Classified Employee Handbook Revisions

Policy Wording: Policy BBA states that the Board considers the following responsibilities of particular importance and, in those cases where action is required, reserves the authority to take final action: To determine salary schedules, after consultation and discussion with the Superintendent or designee.

Policy Interpretation: This policy is interpreted as requiring the district administration to seek Board approval of conditions contained in the Classified Employee Handbook.

Decision Requested: The administration is seeking approval for the implementation of the Classified Employee Meet and Confer Agreement for the 2025-2026 school year between Mapleton Classified Employees and the Mapleton Public Schools Board of Education.

Report

On April 28, 2025, representatives of Mapleton's classified employees met with District administration to confer about changes to the Classified Employee Handbook and classified salary schedule for the 2025-2026 school year. The following is a summary of the financial and language items agreed upon for the 2025-26 school year as part of the classified meet and confer process:

Financial Summary

- **Salary Increases:** Classified employees will receive an average step increase of 2.4%, plus a 1.45% increase to the base, resulting in a total average salary increase of 3.9%.
- **Additional Salary Step:** To ensure that all classified employees receive a step increase and to honor those employees with experience and longevity, a 17th step will be added to all classified salary schedules.
- **Health Insurance:** The district will offer three health insurance plans, with contributions ranging from 53% to 84% of the total premium, based on the selected plan and number of insured dependents.
- **Dental Insurance:** The district will contribute \$30 per month toward dental insurance premiums for each employee, which covers the full cost of the employee-only plan.

Language Updates

- **Sick Leave Clarification:** Language has been updated to clarify time-off benefits for 260-day employees and part-time employees.
- **Overtime Agreements:** Under working conditions, language was added requiring employee agreement when compensatory time is used in lieu of overtime pay.
- **Longevity Bonus Payment:** The longevity bonus will now be issued as a stipend at the end of the year, rather than being included in the employee's annual salary.

Mapleton's classified employees play a vital role in the daily operations of our schools and the overall success of the district. From transportation and nutrition services to classroom support and facilities maintenance, their dedication ensures our students learn in safe, clean, and well-functioning environments. Their contributions often happen behind the scenes, but their impact is deeply felt throughout the community. During the meet and confer process, classified leadership expressed heartfelt appreciation for the Board of Education's continued support and recognition of their essential work.

Memo

TO: Mike Crawford, Superintendent
FROM: Erica Branscum, Deputy Superintendent
DATE: May 28, 2025

Policy: School Board Powers and Responsibilities, Policy BBA
Report Type: Decision Making
SUBJECT: Administrator Handbook Revisions

Policy Wording: Policy BBA states that the Board considers the following responsibilities of particular importance and, in those cases where action is required, reserves the authority to take final action: To determine salary schedules, after consultation and discussion with the Superintendent or designee.

Policy Interpretation: This policy is interpreted as requiring District administration to seek Board approval of conditions contained in the Administrator Handbook.

Decision Requested: Administration is seeking approval for implementation of the Administrator Meet and Confer Agreement for the 2025–2026 school year between Mapleton Administrators and the Mapleton Public Schools Board of Education.

Report: On April 29, 2025, representatives of Mapleton's Administrative Team met with District Administration to confer about revisions to the Administrator Handbook, including salaries and benefits for the 2025-2026 school year. The following is a summary of the agreements recommended by all parties for Board approval:

Financial Items:

- **Addition of a Salary Step:** A salary step will be added to the administrator meet and confer handbook to align with other employee groups. A step will be the equivalent of 1.75%.
- **Salary Increases:** Administrators will receive an increase of 2.1% to the base, and a step increase resulting in a total average salary increase of 3.85%.
- **Health Insurance:** The district will offer three health insurance plans, with contributions ranging from 53% to 84% of the total premium, based on the selected plan and number of insured dependents.
- **Dental Insurance:** The district will contribute \$30 per month toward dental insurance premiums for each employee, which covers the full cost of the employee-only plan.

Language Items

- There are no additional language items added or changed in the Meet and Confer handbook for the 2025-26 school year.

Administrators provide essential leadership that drives the success of our schools and the district. Their commitment to fostering high-quality teaching and learning, supporting staff, and creating safe, inclusive school environments is invaluable. During the meet and confer process, administrative representatives expressed sincere appreciation for the continued support of the Board of Education. This partnership reflects our shared commitment to retaining strong leadership at all levels of the organization.

Memo

TO: Mike Crawford, Superintendent
FROM: Eduard Storz, CFO
DATE: May 28, 2025

POLICY: Budget Adoption Process (DBG)
REPORT TYPE: Decision Preparation
SUBJECT: FY 2025-2026 Proposed Budget

Policy Wording: Before final adoption of the budget, a public hearing must be held. At the budget hearing, the Board will present and explain the proposed budget, inviting questions and discussion from the audience. If the budget is to be adopted at a future meeting, the date, time, and place of such meeting shall be entered in the minutes of the hearing.

Policy Interpretation: This policy is interpreted as requiring District administration to seek Board approval for the annual budget adoption.

Decision Requested: This information is presented for comment and review. Official adoption will be requested at the June 25, 2025, meeting of the Board of Education.

Report: Colorado law governing school district budget policies and procedures requires that "the Proposed Budget shall be submitted to the Board not later than May 31, 2025. (22-44-108 (1)(c) C.R.S.). A copy of the Proposed Budget for fiscal year 2025-2026 was delivered to the Mapleton Board of Education on May 27, 2025. The proposed appropriation for each fund is listed below:

General Fund	\$ 110,798,686
CPP Preschool Fund	\$6,780,677
Food Service Fund	\$5,170,878
Governmental Grants Fund	\$6,626,913
Student Activities Fund	\$600,000
Fee Supported Fund	\$205,000
Bond Redemption Fund	\$12,006,230
Building Fund	\$1,788,211
Capital Reserve Fund	\$54,080,177
Total FY 25-26 Proposed Budget Appropriation	\$198,056,772

A public hearing and presentation regarding the proposed budget will be held following this memo. The final adoption of the budget will be considered at the regularly scheduled board meeting on June 25, 2025.

No board action is required at this time.



Mapleton Public Schools

Achieve Your Dreams!

Proposed Budget

2025-2026

BOARD OF EDUCATION

May 28, 2025

Priority Driven Budget Process

- Board of Education reviews commitments and largest areas of need to identify the Board's priorities
- Executive team reviews district financial position and priorities
- Schools and District departments provide feedback on needs
- District Accountability Advisory Council meets to provide input on budget priorities
- Executive team and Board of Education reviews proposed budget



Priorities Identified

The community voted for a mill levy override (4A) that prioritized the following:

- Assure competitive salaries to attract and retain high quality staff,
- Increase security including mental health support,
- Add CTE programming for high school students, and
- Remodel or rebuild the “Final 4” schools.



Priorities Identified

2025-26 Board Focus Areas:

- Student Achievement
- Student Wellness
- Exceptional Staff
- Learning Environment
- Communications and Community Engagement
- Facilities Management



Funding Formula

Public School Finance Act of 1994

Funding Formula Factors:

- Total number of funded students (October Count window)
- Base amount per funded pupil
- Cost of living factor
- Size factor
- At-risk factor
- Budget Stabilization or “negative” factor (starting in FY 2010-11)



Implementation of New Funding Formula

Historic Change to Funding Formula:

- Reorders order of factors placing Cost of living at end
- Increases factor for At-Risk from .12 to .25
 - Additional if district is 70% or greater At-Risk & below 7,000 total students
- Increases factor for English Language Learners from .08 to .25
- Phased in over 7 years
- Fully implemented provides \$10,682,455 in additional funding

Risks from New Formula

- Drop below 6,500 funded students excluding online
- Drop below 70% At-Risk



Funding Formula 2025-26

Increases statewide base by inflation of 2.3%. (Denver, Aurora, Lakewood CPI)

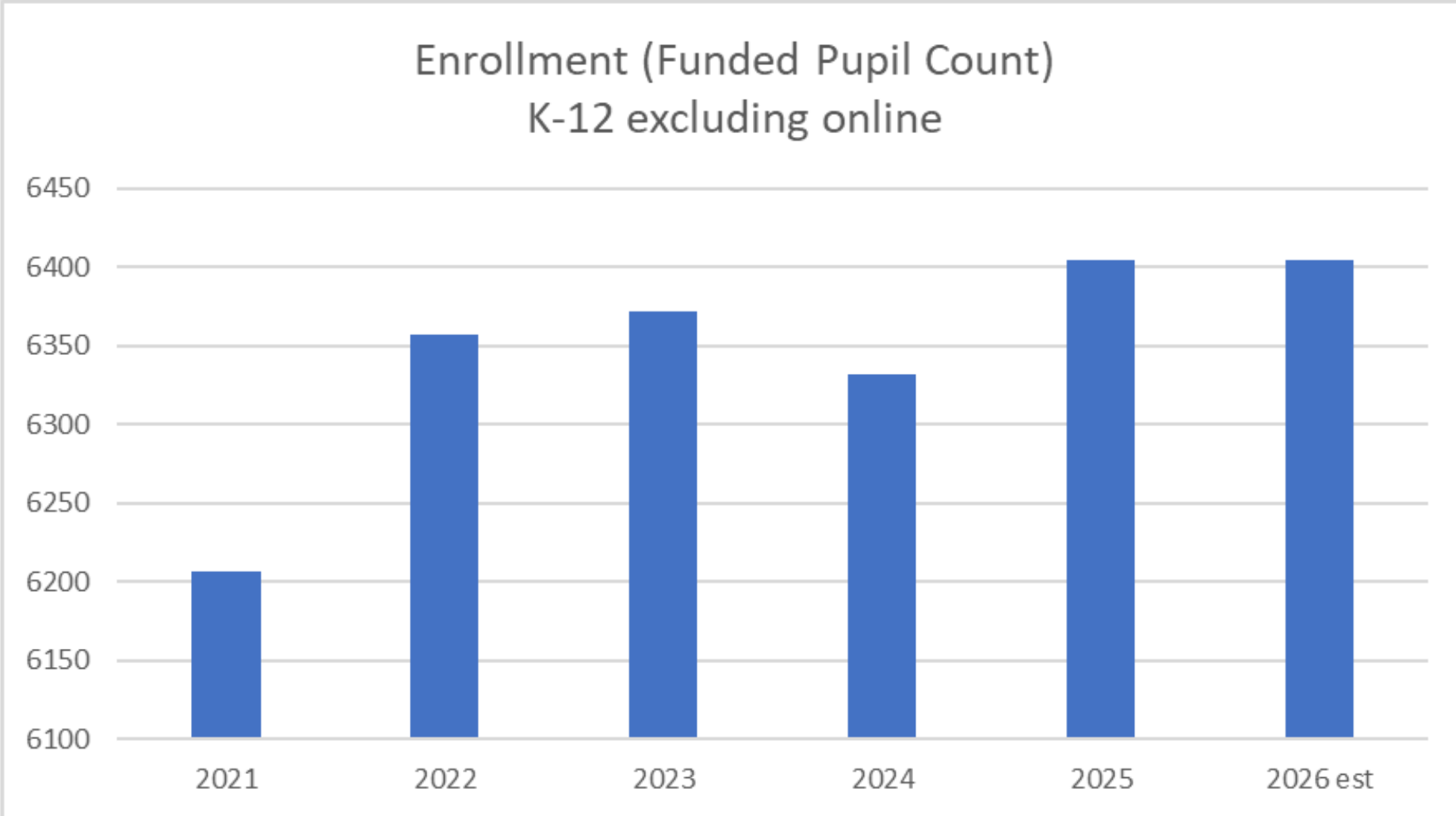
Plus new formula factors

\$454 increase per funded pupil in Mapleton

	2024-25 (Actual)	2025-26 (Budget)	Change
Funded Student Count Online Student Count	6,560.5 = 6,404.5 + 156 online	6,564.5 = 6,404.5 + 156 online + 4 dropout	+4
Per Pupil Revenue	\$11,880	\$12,296	\$378
Total Program	\$77,936,962	\$80,715,994	\$2,779,032



Forecasting Enrollment



Determining Available Resources

- Projected ending GF fund balance for 2024-25: **\$23,025,349**
- Total General Fund projected revenues: **\$113,334,556**
 - This represents a 4.9% increase over last year and includes:
 - Per-pupil increase from School Finance Act
 - Proportional increase in Override Mill Levy
 - Nutrition indirect \$700,000, Interest income \$650,000(+\$300,000)
- Total Transfers to Other Funds: **\$5,890,000**
- General Fund Proposed Appropriation: **\$110,798,686**



Local Share Of Funding

Each school district is required to levy property tax to finance its local share of program funding.

School Districts also receive specific ownership tax revenues

- Mapleton has a General Fund mill levy of 27.0 mills **x**
- Assessed valuation currently estimated at = \$1,305,696,242
- Estimated collection \$33,577,243 + \$1,661,408 specific ownership tax estimate

= \$35,238,651 Local Share



Additional Mill Levy Funding

- **2000 Mill Levy Override = \$2,700,000**
 - Improve classroom technology by replacing outdated equipment
 - Provide textbooks, classroom materials, and science lab supplies and equipment
 - Provide more adults per student
- **2009 Mill Levy Override = \$1,970,000**
 - Retain quality teachers and paraprofessionals
 - Provide post-secondary opportunities for students
 - Additional supplies and materials
- **2016 Mill Levy Override = \$3,000,000**
 - Attract and retain exceptional staff through adoption of a new salary schedule
 - Cover operational costs associated with new construction and renovations from passage of 2016 bond
- **2022 Mill Levy Override = \$12,508,999**
 - Competitive Salaries for Employees
 - Safety and Security – including Mental health
 - Increased Career Technical Education Programs
 - Final 4 facilities
- **FY24-25 – Total= \$20,178,999 (25% of Total Program)**



Budget Summary By Fund

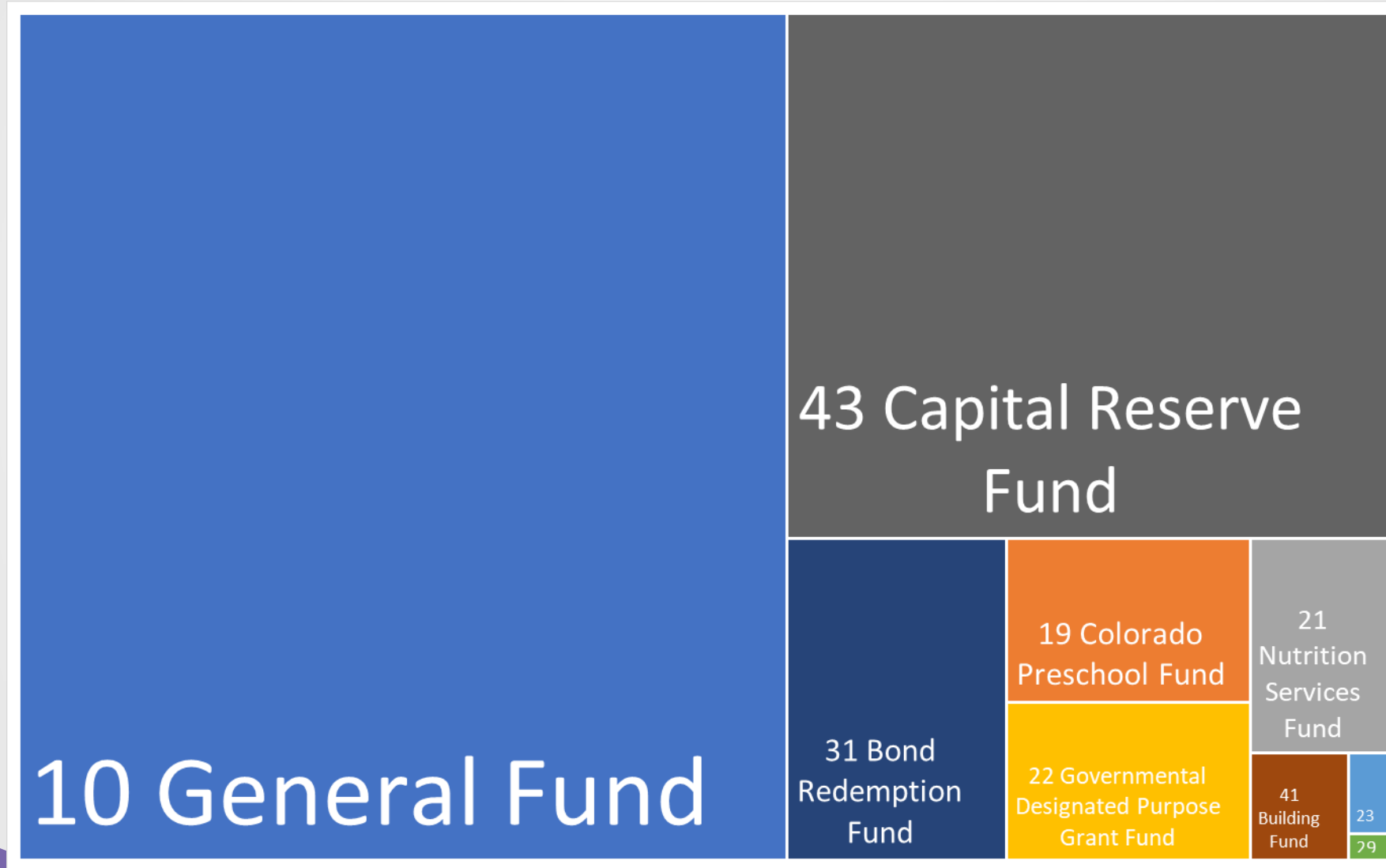


Mapleton Public Schools
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Total Appropriations – All Funds

\$ 197,979,110



General Fund

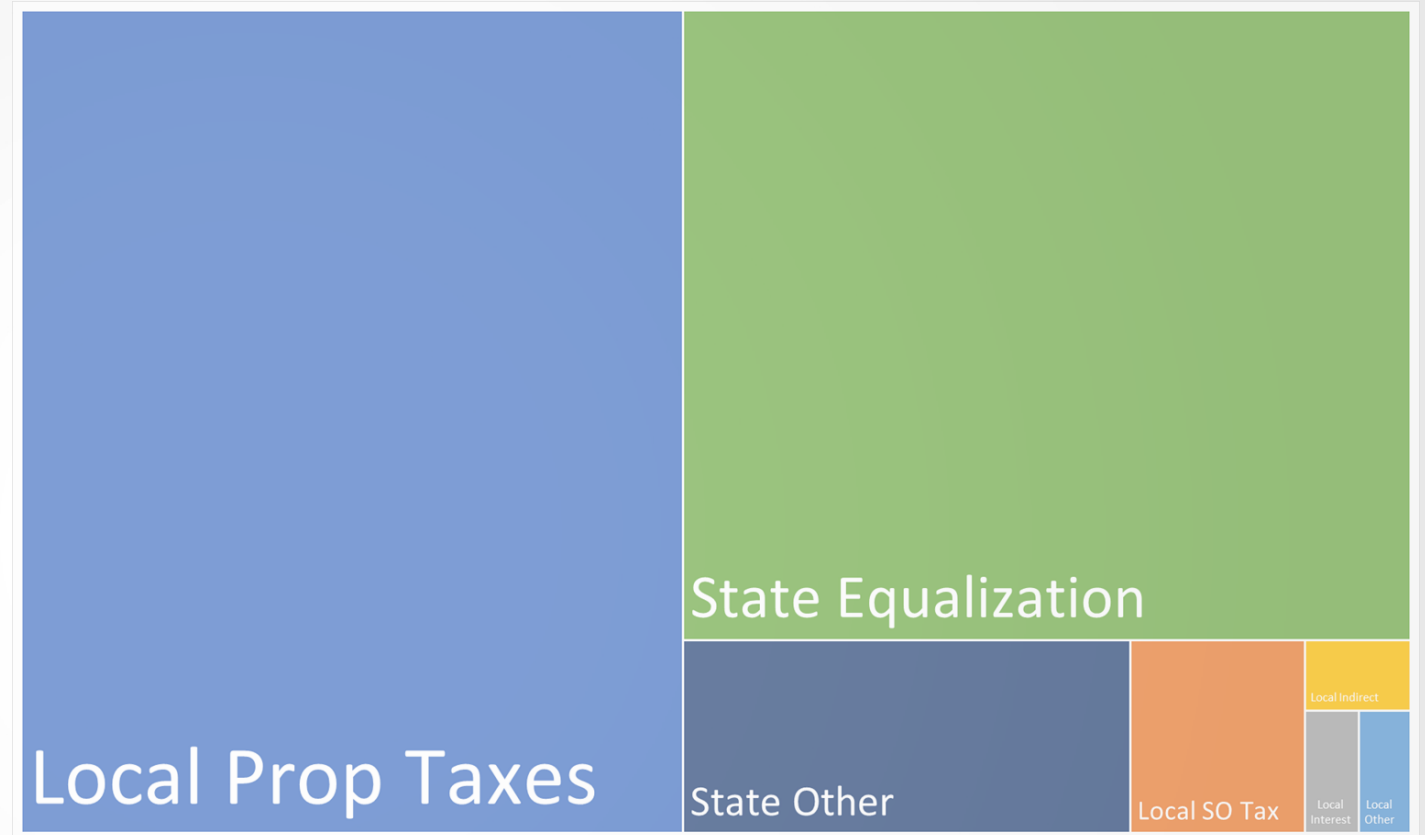
- All non-grant K-12 instruction activity for District
- Handles the majority of the daily activity
 - Payroll(non-grant or preschool)
 - Utilities
 - Supplies and materials
 - Department budgets
 - Most instructional expenditures
 - Property and liability Insurance
 - Non-tax funded debt payments

Default fund for anything not allocated to another fund



General Fund Revenue

Local Property Taxes	53,970,330
Local SO Tax	3,322,815
Local Interest	650,000
Local Indirect	735,000
Local Other	630,002
State Equalization	45,477,343
State Other	8,544,066



Total General Fund Revenue (before transfers) - \$113,334,556

Transfers to other funds (\$5,890,000)

Total General Fund Revenue (after transfers) \$107,444,556



What's New General Fund Expenditures

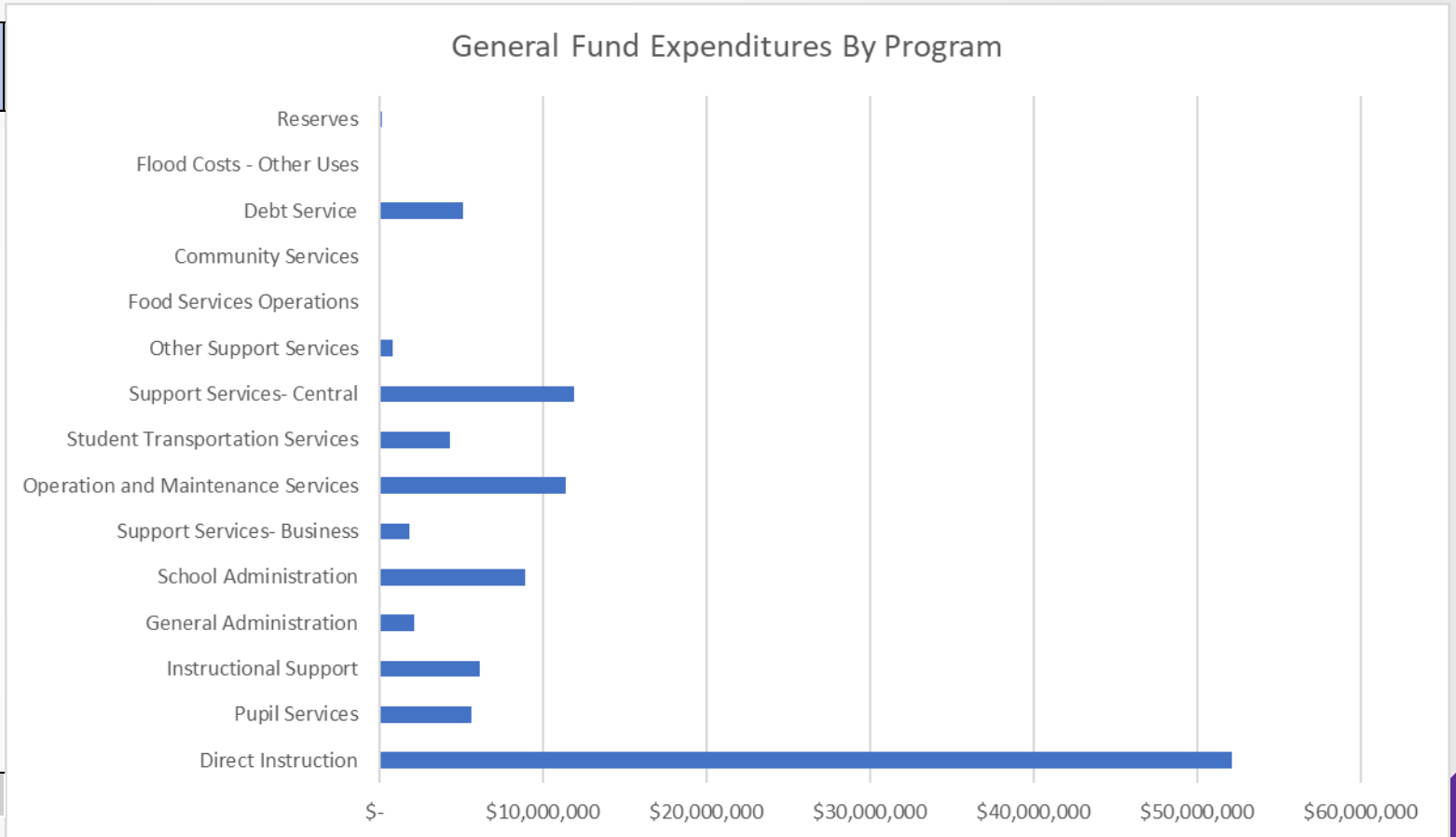
Aligned to priorities

- Increased salaries and benefits for employees
- Added teaching positions, sustained other recently added teaching positions
- Increased transfers to Capital Reserve (buses, projects, strategic investments)
- Added special education teaching positions & stipends
- Added funding for all 6th graders outdoor education experiences
- Increased benefit options while minimizing growth of employee costs
- Override mill levy increases used to pay new debt payments
- Increased insufficient maintenance budget, unemployment budget, others
- Set aside funds for strategic planning support
- Reportioned budgets for utilities
- Set aside funds for potential payments/back payments of PERA costs on substitute teachers



General Fund Expenditures by Program

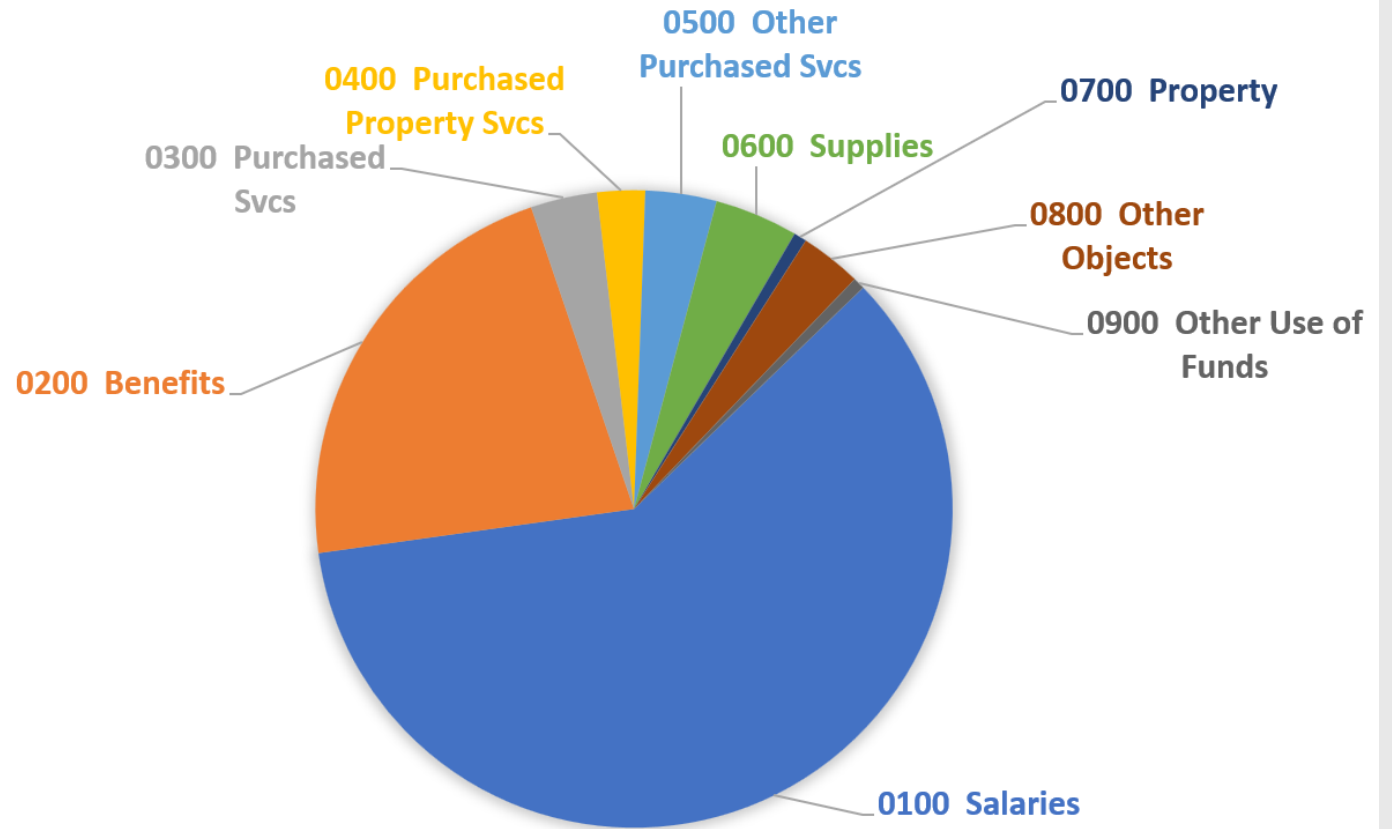
	FY 2025-26 Proposed
Direct Instruction	\$ 52,120,401
Pupil Services	5,670,815
Instructional Support	6,128,999
General Administration	2,145,838
School Administration	8,942,199
Support Services- Business	1,869,247
Operation and Maintenance Services	11,401,718
Student Transportation Services	4,347,619
Support Services- Central	11,927,034
Other Support Services	810,701
Food Services Operations	11,411
Community Services	6,904
Debt Service	5,136,501
Flood Costs - Other Uses	76,253
Reserves	203,045
Total	\$ 110,798,685



General Fund Expenditures By Object

**FY 2025-26
Proposed**

Salaries	66,491,330
Benefits	24,355,627
Purchased Svcs	3,730,410
Purchased Property Svcs	2,692,421
Other Purchased Svcs	4,000,568
Supplies	4,690,113
Property	726,000
Other Objects	3,451,311
Other Use of Funds	660,906
Total Expenditures by Object	110,798,686



General Fund - Fund Balance & Reserves

- FY 2025-26 Total Projected Ending Fund Balance - \$19,671,219

General Fund	Amount
Beginning Fund Balance	\$ 23,025,349
Revenues	113,334,556
Transfers to Other Funds	-5,890,000
Expenditures	<u>-110,798,686</u>
Ending Fund Balance	\$ 19,671,219

- Projected Reserve Classifications

General Fund	Amount
Tabor 3%	\$ 3,323,961
Remaining Board Reserve 10%	\$ 7,755,908
Other Reserves	<u>\$ 8,591,350</u>
Total Projected Ending Reserves	\$ 19,671,219



Colorado Pre-school Program Fund

Projected beginning fund balance \$419,264

Revenue:

- GF allocation \$2,000,000
- Tuition program revenue \$ 968,060
- UPK State Revenue \$3,667,503

Total Revenue \$6,635,563

Expenditures:

- Salaries & Benefits \$6,605,593
- Purchased Services \$ 38,400
- Supplies \$ 101,184
- Other \$ 25,500

Total Expenditures/Appropriation \$6,780,677

Projected Ending Fund Balance \$274,150



Food Service Fund

Projected Beginning Fund Balance **\$2,697,945**

Revenue:

- Federal School Lunch and Breakfast Program \$3,908,720
- Other \$ 763,458

Total Revenue **\$4,672,178**

Expenditures:

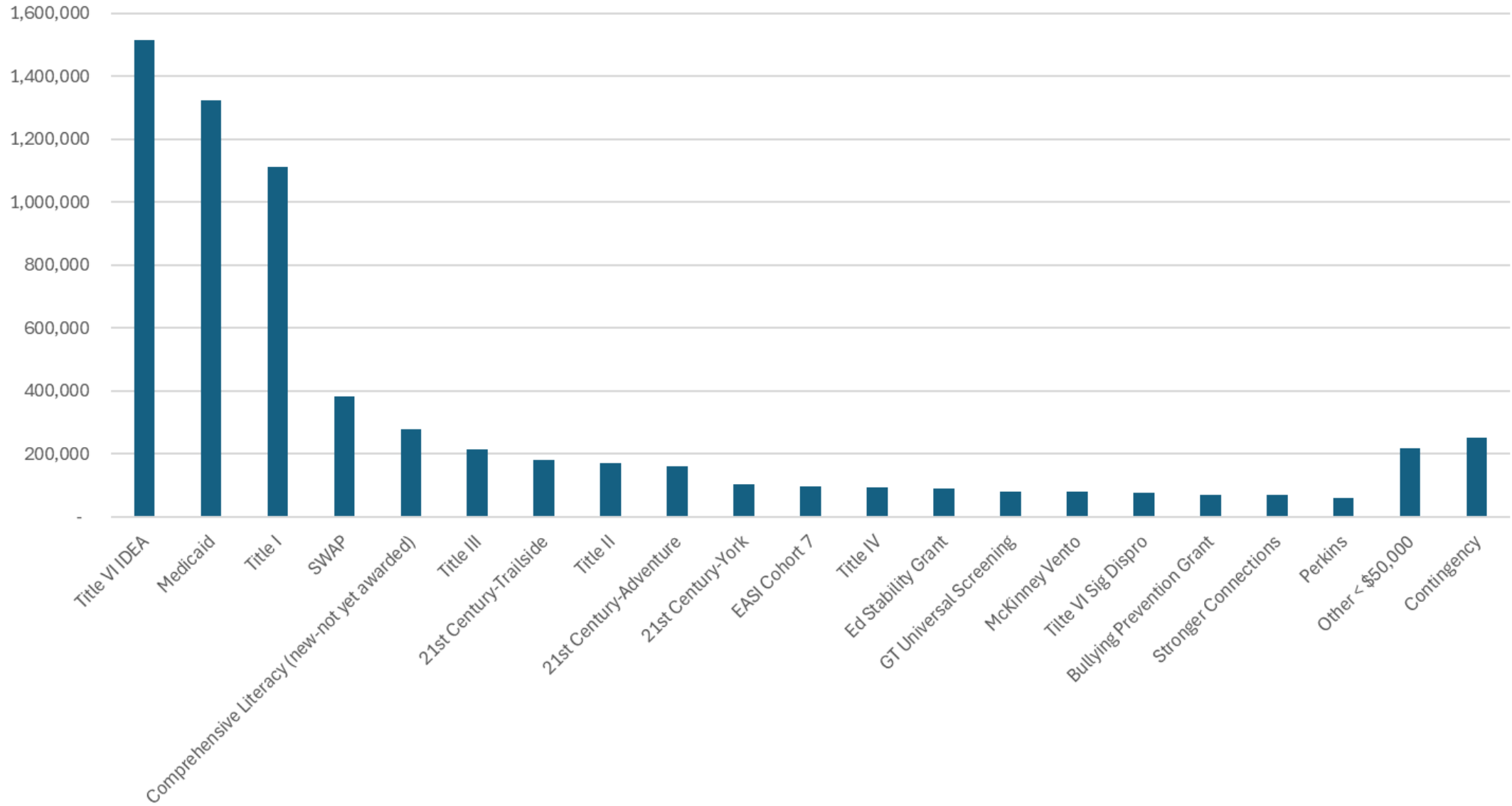
- Salary and benefits \$2,450,278
- Supplies(food) and materials \$1,841,600
- Other \$ 879,000

Total Appropriations/Expenditures **\$5,170,878**

Projected Ending Fund Balance **\$2,199,245**



FY 2025-26 Grant Fund Budget



Total Governmental Grants - \$6,626,913



Student Activities Fund

Projected beginning fund balance \$261,773

Expenditures:

Total Expenditures \$600,000

Revenue Projected \$600,000

Projected Ending Fund Balance \$261,773



Fee Supported Fund

Projected beginning fund balance \$30,000

Expenditures:

Total Expenditures \$205,000

Revenue Projected \$205,000

Projected Ending Fund Balance \$30,000



Bond Redemption Fund

Projected beginning fund balance \$12,389,639

Revenue:

Local Revenue/Total Revenue \$12,006,230

Expenditures:

- Principal \$5,954,933
- Interest/fiscal charges \$6,041,630
- Banking fees \$ 9,667

Total expenditures/appropriation \$12,006,230

Projected Ending Fund Balance \$12,389,639



Building Fund

Projected beginning fund balance \$1,788,211

Revenue:

- Local revenue interest \$0

Total Revenue \$0

Expenditures:

- Property \$1,788,211

Total Expenditures/Appropriation \$1,788,211

Projected Ending Fund Balance \$0



Capital Reserve Fund

Projected beginning fund balance \$51,491,667

Revenue:

- Local Sources \$ 1,000,000
- Transfers \$ 3,890,000

Total Revenue \$ 4,890,000

Expenditures:

- Property \$ 53,830,177
- Other \$ 250,000

Total Expenditures/Appropriation \$ 54,080,177

Projected Ending Fund Balance \$ 2,301,490



Bridging the Gap

- Sources of Other Strategic Investment Funds
 - Best Grants
 - General Fund Fund Balance
 - Capital Reserve Fund Balance
 - Future New School Finance Funds
 - Debt Free Schools Campaign



Final Items

- The initial District budget was delivered to the Board on May 22, 2025, and is available online at www.mapleton.us .
- The Board of Education will consider the approval of the Fiscal Year 2025-2026 Proposed Budget at the regular meeting of the Board on June 25, 2025.
- Note that when posted this budget will include a multi-year projection.
- The District budget complies with all applicable state laws including C.R.S. 22-44-105(2).





Mapleton Public Schools

Achieve Your Dreams!

Proposed Budget

2025-2026

BOARD OF EDUCATION

Memo

TO: Mike Crawford, Superintendent
FROM: Brian Fuller, Executive Director of Accountability
DATE: May 28th, 2025

Policy: Accountability/Commitment to Accomplishment, Policy AE
Report Type: Monitoring
SUBJECT: 2024-25 DAAC Update

Policy Wording: The Board and the DAAC shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the DAAC shall study and the issues on which it may make recommendations to the Board.

Policy Interpretation: This policy is interpreted to include monthly updates to the Board regarding the proceedings of DAAC meetings.

Decision Requested: This is an information-only report. No Board decision is requested at this time.

Report: In May, five members of DAAC convened to review and learn about an upcoming change to board policy regarding charter school applications and the resulting timeline implications for DAAC if Mapleton were to receive a charter school application, and to learn about the assessment tools used to measure academic growth related to teacher evaluations.

The meeting began with information about an upcoming change to Board Policy LBD due to a new state law that introduces a planning year for any charter school application. With the addition of the planning year terminology and its impact on the application timeline, it is estimated that DAAC will review any applications received in future years before the last DAAC meeting of the year.

DAAC members next learned about the assessments currently used to measure academic growth related to teacher evaluations. They discovered that NWEA MAP, WIDA ACCESS, CMAS, and P/SAT growth scores are utilized in teacher evaluations, specifically for the student learning outcomes portion. The members had the opportunity to ask questions about the process and discuss other assessments that may be considered. They learned that using normed assessments is crucial for measuring growth, as it ensures comparability across classrooms and guarantees that the scores are statistically valid and reliable. Additionally, members were able to inquire and engage in a brief discussion about the measures applied.

The final topic of the meeting focused on expressing gratitude to the members of the 2024-25 DAAC for their participation and inviting anyone interested in serving on the DAAC for the 2025-26 school year to contact their school principal.

This was the final DAAC meeting for the 2024-25 school year.