Strasburg School District 31-J

Agenda

SCHOOL DISTRICT BOARD OF EDUCATION
Regular Meeting
May 11, 2026 6:00 PM

Central Service Building, 2102 Wagner Street, Strasburg, CO 80136

Meeting is In-Person Audience may observe via Zoom
Join Zoom Meeting
https://ecboces.zoom.us/j/9805 7290855
Meeting ID: 980 5729 0855

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

Board of Education

Michael Marrero, President

Diana Elliott, 1st Vice President

Mary O'Malley, 2nd Vide President

Courtney Vance, Secretary

Gema Gomez, Treasurer

Strasburg School Board strives to follow our guiding principles:

T – Transparency

R – Respect

U – Unity

T – Trust

H - Honesty

Board Procedures:

Board meeting time is dedicated to the mission and goals of the Strasburg 31J School District. Public opinion is valuable to the Board, and there is an opportunity during request from patrons to address the Board. Individuals who try to address the Board outside of public comment may not be recognized.

Members of the public who intend to offer public comment to the Board must sign up for comment before each Board meeting. The Board President has discretion to call on those who have signed up and set the order of speakers.

Presentations must be no more than three minutes.

I. Opening of Meeting
Michael Marrero
   a. Roll Call
   b. Pledge of Allegiance
   c. Adoption of the Minutes
   d. Adoption of the Agenda
   e. Land Acknowledgment
   f. Board of Education Norms

II. Celebrations
Kelle Bongard
   a. Teacher Induction
   b. GT Legislative Day Presentation
   c. Performing Arts

III. Public Participation/General
Michael Marrero
   a. Karla Hemphill

IV. Old Business

V. New Business

VI. Board Reports/Discussion
   a. Board Feedback
      Michael Marrero
   b. Legislative and Colorado Association of School Boards
      Diana Elliott
   c. District Accountability Committee
      Courtney Vance
   d. East Central Board of Cooperative Educational Services
      Diana Elliott
   e. Chamber of Commerce
      Gema Gomez

VII. Superintendent Report/Discussion
Kelle Bongard
   a. Building Updates
   b. Fiscal Updates
      i. Quarter 3 Financial Report
      ii. 26-27 Salary Schedule
   c. Student Cell Phone Policy
      https://docs.google.com/document/d/1bs27oVkOh_FgxGHqc3pZmjauK6-Rv2OKbGJ2qwh7R18/edit?usp=sharing
   d. ICC Update

VIII. Adoption of Consent Agenda
   a. Personnel Matters Contract/Letter of Assignments – New Hires/Renewals
      - Charles Graves - High School AP
      - Brylie Harper - HMS Math
      - Alma Acevedo - SES Building Secretary
      - Karrina Snyder - SES Teacher
      - Caleb Patten - SHS Art Teacher
      - Matthew Schroer - SHS Social Studies Teacher
   b. Personnel Matters Contract/Letter of Assignments – Reassignments
      - Esther Aldana - 1st Grade to SES Counselor
      - Nicole Zacharias - HMS English to HMS Art
   c. Personnel Matters Contract/Letter of Assignments – Terminations/Resignations/Non-Renewals
      - Kristina Heiter - HMS Teacher
      - Elle Grow - HMS Teacher
      - Stacey Alonzi - Teaching, Learning, & Data Coach

d.
e. Substitute List
f. Quarter 3 Financial Report
g. Salary Schedule
h. Curriculum (Art, Social Studies, SEL)
i. SHS Handbook

IX. Calendar Review
a. Meeting Times and Dates Review
- May 12th- 5th Grade Concert & Promotion
- May 15th- HMS Promotion
- May 16th- PCHS Graduation
- May 17th- SHS Graduation
- May 20th- Staff BBQ
- June 5th- Board Meeting
- June 22nd- Work Session
- July 11th-13th- Retreat

b. Future Agenda Topics

X. Adjournment

Regular Meeting
Monday, April 13, 2026 6:00 PM Mountain

Central Service Building
2102 Wagner Street
Strasburg, CO 80136

Diana Elliott:	Present
Gema Gomez:	Present
Michael Marrero:	Present
Mary O'Malley:	Present
Courtney Vance:	Present

Present: 5.

I. Opening of Meeting

I.a. Roll Call

I.b. Pledge of Allegiance

I.c. Adoption of the Minutes

I recommend we approve the minutes as presented. This motion, made by Diana Elliott and seconded by Mary O'Malley, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

I.d. Adoption of the Agenda

I recommend we approve the agenda as presented. This motion, made by Mary O'Malley and seconded by Courtney Vance, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

I.e. Land Acknowledgment

I.f. Board of Education Norms

II. Celebrations

II.a. Daniels Scholarship

High School Principal Scott Andrews recognized seniors Tyler Allen and Gideon Miller for earning the prestigious Daniels Fund Scholarship. Mr. Andrews shared that it is rare for even one student to receive the scholarship and noted that having two recipients from Strasburg speaks to the students' dedication, passion for learning, and commitment to excellence. He explained that approximately 14,000 students apply for the scholarship each year, with only about 250 recipients selected. Tyler Allen and Gideon Miller were congratulated for receiving the full-ride scholarship and recognized for their outstanding achievement.

II.b. Basketball State Champs

The Board recognized the Strasburg High School boys basketball team for winning the first state championship in program history. Superintendent Kelle Bongard invited Coach Bollers to speak about the team and their accomplishments throughout the season.

Coach Bollers shared that the team demonstrated perseverance, resilience, and strong character throughout a challenging season that included the loss of a classmate and a coach. He praised the players for the way they conducted themselves both on and off the court and emphasized that the basketball program is built on high character and leadership.

Coach Bollers recognized the senior leadership group and noted that CHSAA representatives, referees, and administrators frequently commented on the sportsmanship and conduct of Strasburg students throughout the season. He shared several accomplishments of the program, including:

- 80 wins over the past four years by the senior class
- The most wins of any 3A basketball program in Colorado over the last three seasons
- A 70-10 record over the last three years
- A No. 7 national ranking in the MaxPreps Small School Rankings

Coach Bollers also highlighted the team's difficult schedule and success against highly ranked opponents, noting the team went 14-1 against top 10 teams across 2A, 3A, and 4A classifications during the season.

Coach Bollers thanked the players, coaching staff, and community for their support and expressed appreciation for the opportunity to coach such a talented and high-character group of young men.

II.c. Knowledge Bowl

Coach Ms. Hemphill provided an update on the team's successful season. She shared that the team placed 42nd out of 63 teams at the state tournament and noted that the 3A classification is highly competitive. Ms. Hemphill explained that despite the challenging level of competition, the team had a great season overall.

Ms. Hemphill also shared that the team earned a first-place finish at one of its meets for the first time since she began coaching, which she described as a very exciting accomplishment. She concluded by recognizing the graduating seniors and expressed that they hold a very special place in her heart.

II.d. Gifted and Talented & Advanced Placement

Mrs. Hauser provided an overview of the high school Gifted and Talented (GT) program and the district's expanding Advanced Placement (AP) offerings.

Mrs. Hauser explained that students are identified for the GT program through multiple data points, including scoring at or above the 95th percentile on standardized assessments and the Cognitive Abilities Test (CogAT), along with additional qualifying evidence. She shared that identified students receive an Advanced Learning Plan (ALP), similar to an Individualized Education Program (IEP), and are monitored throughout the school year. Strasburg High School currently serves 36 gifted and talented students, placing the district near the upper end of the typical GT population percentage. She also shared that three additional students were identified this year.

Mrs. Hauser highlighted opportunities provided to GT students, including field trips and leadership experiences. She noted that student Rielle Barnes was selected to participate in Legislative Day at the Colorado Capitol, an

opportunity available only to gifted and talented students through an application and essay process. Mrs. Hauser shared that Rielle plans to attend a future Board meeting to speak about her experience.

Mrs. Hauser then provided information about the district's Advanced Placement program and explained the differences between AP courses and concurrent enrollment/community college courses. She shared that AP courses follow a nationally standardized curriculum developed by College Board and are designed to provide students with the opportunity to earn university credit through successful completion of AP exams.

Additional information shared about the AP program included:

- AP courses are taught in person by Strasburg teachers.
- AP classes provide greater depth of instruction due to their year-long format.
- AP coursework places a strong emphasis on critical thinking and writing skills.
- AP exam scores are recognized nationally by colleges and universities.
- Students may earn college credit based on exam performance, typically requiring a score of 3 or higher on a 5-point scale.

Mrs. Hauser also shared that Strasburg offers more AP courses than other small schools in the surrounding corridor area and credited district teachers for their willingness to complete specialized training and take on the rigor associated with teaching AP courses.

Board members asked questions regarding grade levels eligible for AP participation and the process for identifying gifted students. Mrs. Hauser explained that AP opportunities vary by subject and grade level, with some freshman opportunities available, while more advanced courses are typically offered to upperclassmen. Administration also explained that students are screened for GT identification beginning in elementary and middle school through assessments including CMAS, iReady, and CogAT testing.

The Board thanked Mrs. Hauser and district staff for providing students with advanced academic opportunities and enrichment experiences.

II.e. HOSA

A HOSA recognition and program update was included on the agenda; however, the presenter was unable to attend the meeting, so the presentation was skipped.

II.f. FBLA

Mrs. Harris provided an update on the Future Business Leaders of America (FBLA) state competition and shared that several students earned top finishes at the event held at the Gaylord Rockies Resort.

Mrs. Harris recognized students Noah and Zed, along with teammate Flynn, for placing fourth in Computer Game Simulation, marking the first time Strasburg students have competed in that event. She also recognized Kyla Bauer for placing third in Organizational Leadership.

Mrs. Harris shared that the qualifying students will advance to the FBLA National Competition this summer in San Antonio and noted that several additional students placed in the top ten at the state competition.

III. Public Participation/General

There was no public participation.

IV. Old Business

There was no Old Business.

V. New Business

There was no New Business

VI. Board Reports/Discussion

VI.a. Board Feedback

There was No Board Feedback.

VI.b. Legislative and Colorado Association of School Boards

Board members discussed several legislative items currently being considered at the state level, with much of the conversation focused on the state budget process and school finance.

Discussion included House Bill 26-1410, commonly referred to as the "Long Bill," which establishes the state budget. Board members noted that the House had passed the bill and discussed the lengthy legislative process surrounding the measure, including numerous related bills and extended floor debate procedures. It was shared that the Specific Ownership Tax proposal previously discussed by the district was no longer included, meaning the district would not lose the anticipated funding tied to vehicle registration and ownership taxes.

The Board also discussed proposed reductions to teacher recruitment and educator preparation funding programs. Concerns were shared regarding current high school seniors who had anticipated utilizing those programs for postsecondary education and teacher preparation opportunities.

Additional discussion included Senate Bill 26-023 regarding the School Finance Act. Board members reviewed proposed increases to per-pupil funding and overall education funding while noting that final figures remain pending until the state budget process is complete.

The Board also discussed Senate Bill 26-135, a proposal that could place a measure before voters related to increasing TABOR limits for K-12 education funding, with funding intended to support teacher pay, retention, class size reduction, and Career and Technical Education opportunities.

Board members additionally discussed Initiative 195, a proposed graduated income tax initiative intended to increase funding to the state general fund, as well as draft legislation related to educational "deserts" and possible changes to qualifications for school board members.

Board members expressed continued concern regarding the state budget outlook and the long-term impact future funding decisions may have on K-12 education. Discussion also included projected enrollment changes within the district and the potential effect on district funding calculations.

VI.c. District Accountability Committee

A Board member provided an update from the recent District Accountability Committee (DAC) meeting. The committee reviewed feedback related to the parent satisfaction survey, including concerns that the survey format was difficult for parents to complete. Administration plans to utilize a different survey format moving forward.

The committee also briefly discussed updates related to the district's cell phone policy work and noted that a proposed policy is expected to come before the Board at a future meeting.

It was also shared that DAC participation has declined slightly in recent months, though consistent participation from core members continues. The committee's final meeting for the school year will take place in May, with no meetings scheduled during the summer months.

VI.d. East Central Board of Cooperative Educational Services

The Board received an update regarding the upcoming BOCES meeting, which will be held virtually. It was shared that the district's BOCES includes approximately 21 member school districts.

Discussion also included the possibility of inviting BOCES representatives to a future Board meeting to provide an overview presentation regarding services and support provided through BOCES, particularly for newer Board members.

VI.e. Chamber of Commerce

A Board member shared information regarding upcoming Chamber Lunch and Learn opportunities, including a session focused on estate planning topics such as wills, trusts, entity selection, and financial planning.

The Board also briefly discussed participation and coordination efforts related to Hometown Days and community engagement activities. Discussion included challenges associated with scheduling and participation from outside organizations and businesses.

VI.f. Superintendent Evaluation

The Board reported that the Superintendent evaluation process has been completed and the finalized evaluation has been provided to Superintendent Kelle Bongard. As a result of the completed evaluation process, a contract amendment item was included later on the meeting agenda for Board consideration.

Board members also briefly reviewed the superintendent evaluation process for community awareness. It was explained that each Board member interviews at least two direct reports of the Superintendent to gather feedback as part of the evaluation process. Feedback and evaluation information are then compiled and reviewed collectively by the Board.

The evaluation process includes both narrative comments and a scoring component based on established performance criteria and rating categories, including ratings such as "Exceeds Expectations" and "Meets Expectations."

The Board noted that the completed evaluation will be formally finalized and documented.

VII. Superintendent Report/Discussion

VII.a. Building Updates

Elementary School Update

Elementary Principal Mr. Schiller provided updates on recent activities and upcoming events at Strasburg Elementary School.

Mr. Schiller recognized students who competed in the regional spelling bee competition. Cohen Nelson earned a gold medal in third grade, Alain

Rodriguez earned a gold medal in fourth grade, and Grace Rickett earned a silver medal in fifth grade. Mr. Schiller shared that students competed against participants from Bennett, Byers, Deer Trail, and Kiowa, and he expressed pride in the students' accomplishments.

Mr. Schiller also highlighted a recent elementary "House Party" event where kindergarten through fifth grade students participated in collaborative activities, including STEM projects, cup stacking, LEGO building, and relay races.

The elementary school also recently began CMAS testing. To kick off testing, the school hosted a pancake breakfast and welcomed motivational speaker Eddie Cortez to encourage students prior to testing. Mr. Schiller shared that the school concluded the first week of testing with a bilingual performance of *The Adventures of Juan Bobo*. He noted the positive impact the production had on bilingual students and the school community.

Upcoming events shared included:

- First and third grade choir performances on April 23
- The Preschool/Senior Graduation Walk on May 1
- The fourth and fifth grade Academic Showcase on May 6 featuring Colorado history projects and student biographies
- End-of-year iReady testing during late April and early May

Mr. Schiller also shared optimism regarding student growth and upcoming assessment data.

Middle School Update

Middle School Principal Mrs. Easton provided updates regarding climate and culture initiatives, student recognition programs, academics, and upcoming activities.

Mrs. Easton shared that the middle school School Accountability Committee meeting would focus on reviewing course offerings and scheduling for next school year.

She also highlighted the school's CMAS recognition programs, including the "Double Diamond Club" for students who met or exceeded expectations in both English Language Arts and Math on CMAS assessments, and the "Ruby Red VIP" recognition for students demonstrating growth on assessments. Students participating in the recognition programs received special privileges and incentives during testing week. Mrs. Easton shared that 59 students qualified for the Double Diamond Club and 107 students qualified for Ruby Red recognition.

Additional recognition included "Tribe Treasure" staff recognitions for Kyle Boulders, Lori Tavaro, and Donna Miller for their contributions and support during CMAS testing.

Mrs. Easton also discussed ongoing instructional support efforts, including classroom coaching and collaboration opportunities for teachers. Staff members have begun piloting classroom support systems intended to strengthen instruction and professional collaboration.

Other updates included:

- Continued walkthrough observations and instructional support

- Upcoming iReady testing
- Attendance and tardy intervention meetings
- Student and parent counseling surveys connected to the School Counselor Corps Grant
- Participation in a student wellness survey conducted through the University of Michigan
- Exploration of the SmartPass system to better monitor hallway and restroom usage

Mrs. Easton also shared updates on extracurricular activities and events, including Science Olympiad, track meets, band festival participation, and ongoing CMAS makeup testing.

Board members additionally discussed student engagement related to *The Anxious Generation* video and the district's ongoing work regarding cell phone policy discussions.

High School Update

High School Principal Mr. Andrews provided updates on upcoming testing, events, activities, and student accomplishments.

Mr. Andrews shared that the high school recently completed CMAS testing and would continue makeup testing for absent students. He also noted that PSAT and SAT testing will take place on April 17 and that the high school will operate on an early release schedule that day.

Upcoming events highlighted included:

- Fine Arts Awards Night on May 5
- Academic Achievement Awards Night on May 6
- The Harlem Wizards versus UFC Fighters basketball event on April 24 benefiting Hearts and Hands of Hope
- The district Powwow and Northern Arapaho Tribe visit on April 29
- The Preschool/Senior Walk on May 1
- The inaugural Senior Capping Ceremony on May 8
- Graduation on May 17

Mr. Andrews also shared updates regarding preparations for the district Powwow and the continued partnership with the Northern Arapaho Tribe. Activities will include educational presentations, dancers, drum performances, a flag blessing ceremony, and student participation opportunities.

Mr. Andrews additionally highlighted numerous track and field accomplishments and school records being challenged or broken during the current season. Several student-athletes were recognized for outstanding performances in throwing events, relays, hurdles, and distance races. Mr. Andrews expressed excitement regarding the success of the track program and the potential for additional records before the end of the season.

Prairie Creek Update

Prairie Creek Principal Mr. Winter shared that Prairie Creek is anticipating approximately 17 graduates this year, which aligns with recent graduation totals. He noted that several students have made significant progress toward graduation requirements through the school's online learning platform.

Mr. Winter also shared that Prairie Creek is currently completing its Alternative Education Campus (AEC) certification process for high-risk student designation through the state. He explained that Prairie Creek typically maintains a high-risk student population percentage between 95% and 100% based on factors such as academic challenges, credit deficiencies, and family circumstances.

Mr. Winter concluded by sharing that the certification paperwork would be finalized and submitted in the coming weeks.

VII.b. Parent Satisfaction Survey

Superintendent Kelle Bongard shared that the district's annual Parent Satisfaction Survey will be distributed on May 1. The survey will provide families an opportunity to share feedback regarding district schools, transportation, and other district services and priorities. Superintendent Bongard emphasized the importance of gathering parent input to support continued district growth and improvement.

VII.c. Cell Phone Committee Update

Superintendent Bongard provided an update regarding the district Cell Phone Committee. The committee has met consistently throughout the spring and is preparing to present a draft policy recommendation to the Board during an upcoming work session. Current discussions have focused on a potential K-12 instructional-day cell phone restriction, though some details regarding high school lunch periods and off-hour use remain under discussion.

Board discussion followed regarding current cell phone expectations and the importance of consistently enforcing existing policies in preparation for any future policy changes.

VII.d. Student Handbooks

Superintendent Bongard shared that the elementary school, middle school, and Prairie Creek student handbooks were included in the consent agenda for annual approval prior to student registration. No major changes were made to the handbooks. The high school handbook will be presented to the Board at the May meeting.

VII.e. Consolidated Application/PD Priorities (ECBOCES)

Superintendent Bongard reviewed the district's Consolidated Application and Professional Development priorities through East Central BOCES. She explained that East Central BOCES coordinates Title II professional development funding for member districts and provides related training opportunities.

Superintendent Bongard shared that East Central BOCES will begin offering additional Kagan Strategies training opportunities for districts, including advanced training sessions that will provide significant cost savings for Strasburg School District.

The annual Consolidated Application process, which outlines the district's use of federal Title funding and related program effectiveness measures, was also reviewed.

VIII. Board Action/Approval Items

Motion to approve the amendment to superintendent contract as presented at tonight's meeting.

VIII.a. Amendment to Superintendent Contract

Motion to Admend the Superintendent Contract. This motion, made by Diana Elliott and seconded by Mary O'Malley, Carried.

Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea

Yea: 5, Nay: 0

A motion was made and seconded to approve the amendment to the Superintendent's contract.

During discussion, Board members shared appreciation for Superintendent Kelle Bongard's leadership and service to the district. Board members noted that the proposed amendment included:

- A one-year extension of the Superintendent's contract through 2028
- A salary increase
- The addition of potential performance-based bonus language tied to achievement of goals and responsibilities

Board members expressed appreciation for Superintendent Bongard's leadership, strategic planning efforts, and continued support of district staff and students. Additional comments recognized the challenges faced during the past two years and commended Superintendent Bongard for leading the district in a positive direction.

The motion carried.

IX. Adoption of Consent Agenda

I recommend we approve the consent agenda as presented. This motion, made by Courtney Vance and seconded by Diana Elliott, Carried.

Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea

Yea: 5, Nay: 0

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

- Samantha Grace, SES Teacher
- Melissa McColler, SES Teacher
- Greta Sand, SES Teacher
- Paige Vermeer, SES Teacher

IX.a.i. Principal/AP Renewals

- JaLee Kitzman
- Thom Winter

IX.a.ii. Director Renewals

- Rachel Rector
- Nicole Hawkins
- Katy Kickson
- Rick Jacoby
- Amanda Rosier
- Glenn Wallace

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

- Jeromie Bongard - HMS Assistant Principal
- Jami Hopwood - SES Assistant Principal
- Emma Peckham - Food Service Lead

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

- Zoey Larson - HMS SpEd
- Carol Sepulveda - HMS SpEd
- Paige Ringer - HMS Art
- Morgan Bury - SES Kingergarten
- Josh Freeman - Groundskeeper
- Amanda Fisher - HS Art
- Sara Foose - HMS Food Service
- Megan Loveless - HMS Spanish
- Kaitlyn Coleman - SES Kindergarten
- Jaelynne Rosier - SES Paraprofessional
- Darel Dodge - IT Director (retirement date 5/31/26 - Modified Para Contract 2026-2027)
- Marisa Clifton - Social Worker
- AJ Hemphill - HS Paraprofessional

IX.d. Substitute List

IX.e. Consolidated Application Plan

IX.f. The PD Priority Plan

IX.g. School Handbooks

X. Calendar Review

X.a.Meeting Times and Dates Review

- April 27 Work Session
- May 8 Graduation Capping Ceremony
- May 15 HMS Promotion
- May 16 PCHS Graduation
- May 17 SHS Graduation
- May 20 Staff BBQ

X.b. Future Agenda Topics

XI. Adjournment

Make a motion to adjourn the meeting. Meeting adjounred at 7:45. This motion, made by Mary O'Malley and seconded by Courtney Vance, Carried.

Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea

Yea: 5, Nay: 0

Regular Meeting
Monday, March 9, 2026 6:00 PM Mountain

Central Service Building
2102 Wagner Street
Strasburg, CO 80136

Diana Elliott:	Present
Gema Gomez:	Present
Michael Marrero:	Present
Mary O'Malley:	Present
Courtney Vance:	Present

Present: 5.

I. Opening of Meeting

I.a. Roll Call

I.b. Pledge of Allegiance

I.c. Adoption of the Minutes

I recommend we approve the minutes as presented. This motion, made by Courtney Vance and seconded by Diana Elliott, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

I.d. Adoption of the Agenda

I recommend we approve the agenda as presented. This motion, made by Diana Elliott and seconded by Mary O'Malley, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

I.e. Land Acknowledgment

I.f. Board of Education Norms

II. Celebrations

II.a. Guitar Center Music Foundation Grant

Superintendent Kelle Bongard shared that Strasburg School District was recently selected as a recipient of a grant from the Guitar Center Music Foundation. The grant was made possible through the hard work and dedication of the district's music team.
Jenny Authier was invited to share additional information about the grant and the opportunities it has created for students in the district's music programs.

II.b. National Honors Society

Superintendent Kelle Bongard invited Tobi Whitehead, sponsor of the National Honor Society, to share an update on recent activities and initiatives of the club.

III. Public Participation/General

III.a. Keegan - Student

Student Keegan Armstrong addressed the Board of Education and shared appreciation for the Strasburg community and the positive influence it has had on him. He expressed concerns about negative interactions and personal

attacks directed toward staff members and the impact he believes this has had on the school environment. Keegan spoke about the importance of supporting teachers and staff and thanked those who came to support him during his remarks.

IV. Old Business

There was no old business this month.

V. New Business

There was no new business this month.

VI. Board Reports/Discussion

VI.a. Board Feedback

There was no board feedback this month.

VI.b. Legislative and Colorado Association of School Boards

Board Director Diana Elliott provided an update on current legislative activity at the state level, noting that more than 500 bills have been introduced during the legislative session and that many proposals are being influenced by ongoing fiscal uncertainties.

Ms. Elliott shared information regarding Initiative 195, which is currently gathering signatures to place a graduated income tax proposal on the November ballot. The proposal would lower income taxes for individuals earning less than $500,000 and increase taxes for those earning more than $500,000, with potential revenue directed toward healthcare, K-12 education, and childcare.

She also discussed Senate Bill 26-135, related to state public K-12 education funding. The proposal would ask voters in the November 2026 election to allow the state to retain revenue above the TABOR spending cap and distribute funds to school districts as an additional "positive factor." These funds would be directed toward teacher pay, teacher retention, class size reduction, or career and technical education.

Additional legislation discussed included:

- Senate Bill 26-103, addressing at-risk public school programs and accountability requirements.
- Senate Bill 26-131, which proposes additional protections related to online sports betting by minors.
- Senate Bill 26-1292, concerning scholarship-granting organizations and oversight related to private school scholarships.

Ms. Elliott noted that many of these proposals are still under consideration and may be amended as the legislative session progresses. Further updates will be provided as additional information becomes available.

VI.c. District Accountability Committee

Board Director Courtney Vance provided an update from the recent District Accountability Committee (DAC) meeting held the previous Thursday.

The committee reviewed results from the Colorado Healthy Kids Survey. Ms. Vance noted that the survey data currently reflects responses from high school students only and includes topics such as mental health, access to trusted adults, substance use, and overall student well-being.

Committee members spent time reviewing key data points that stood out and discussed the importance of continuing to support students through access to trusted adults, social-emotional supports, strong connections with staff, and opportunities to build positive peer relationships. Much of the discussion centered around student mental health and how the district can continue supporting students in those areas.

Ms. Vance also shared that Jalee Kitzman briefly discussed the formation of the Hemphill School Accountability Committee and the initial meeting that had recently taken place.

Superintendent Kelle Bongard noted that the district appreciated hearing community perspectives and that the survey results provided helpful data for future planning.

VI.d. East Central Board of Cooperative Educational Services

Board Director Dian Elliott reported that there were no updates to share from the East Central Board of Cooperative Educational Services since the previous meeting. The next ECBOCES board meeting is scheduled for April 15, and an update will be provided following that meeting.

VI.e. Chamber of Commerce

Board Director Gema Gomez provided an update on upcoming events hosted by the local Chamber of Commerce.

The first event, Lunch and Learn, will be held on March 18 at 11:30 a.m. at May Farms. The session will feature speakers from Reflective Wellness and Resilience Physical Therapy and Performance, who will discuss techniques to support and improve mental health. The event is open to the public, though lunch reservations are required.

The second event, Growing Local Business with Community Resources, will take place on March 26 from 6:00-8:00 p.m. at the Anythink Library. The event is open to the public and will focus on exploring library resources available to support local businesses. Attendees will have the opportunity to share ideas for topics or events that would benefit the local business community. Light refreshments and door prizes will be provided.

VII. Superintendent Report/Discussion

VII.a. Demographer Study

Superintendent Kelle Bongard introduced demographer Shannon Bingham of Western Demographics, who presented the district's updated demographic study. The study provides updated information on enrollment trends, housing development, and population changes to assist the district with long-term planning. The previous study for the district was completed approximately five to six years ago.

Mr. Bingham shared that overall district enrollment has remained relatively stable, with modest growth of approximately 1.5% over the past several years. He noted that population growth in the Strasburg area continues to trend upward and that housing development within the community remains attractive to young families due to comparatively lower home prices than other Denver metro areas.

The report also highlighted several statewide and national trends impacting school enrollment, including declining birth rates among younger generations, increased competition from online education providers, and growth in homeschooling and hybrid learning models. Mr. Bingham noted that many school districts across the state are experiencing enrollment shifts as students enroll in online programs offered through other districts and statewide providers.

Mr. Bingham explained that while the district has experienced some enrollment loss to online programs, new housing developments and continued community growth are helping offset those declines. Based on current projections, the district's enrollment is expected to remain relatively stable over the next several years, with potential modest growth primarily at the elementary level.

He also shared a long-term enrollment forecast indicating that district facilities should be able to accommodate projected enrollment for the foreseeable future unless significant large-scale development occurs in the area.

Board members asked questions regarding online education trends, homeschooling models, and how those shifts may impact students, staffing, and long-term enrollment patterns.

VII.b. Building Updates

Strasburg Elementary School

Principal Cameron Schiller shared several recent highlights from Strasburg Elementary. The school recently hosted its 1st and 2nd Grade Showcase, which had strong family participation, with more than 80% of families attending. Mr. Schiller noted the event was a great success and the school is already looking at ways to expand it next year.

Students recently participated in the building-level spelling bee, with the top three students from grades three through five advancing to the regional competition with neighboring districts. Mr. Schiller also highlighted the success of the recent elementary production of *Wonka*, recognizing the work and dedication of staff and students involved.

After-school activities are currently underway and have seen strong student participation. STEM clubs for grades K-2 and 3-5 have been especially popular, with both groups reaching capacity and maintaining waiting lists. Additional offerings include a volleyball club and an arts and crafts club.

Looking ahead, the school will participate in the regional spelling bee and is planning a schoolwide celebration prior to spring break. Mr. Schiller also shared that he attended the Colorado Education Recruitment Fair, where district representatives met with prospective educators and connected with candidates interested in Strasburg School District.

Hemphill Middle School

Principal Jaylee Kitzman provided an update on activities and initiatives at Hemphill Middle School. District representatives recently attended a teacher

recruitment fair where they connected with potential candidates and collected resumes from individuals interested in working in the district.
The school's leadership team has been reviewing scheduling options for the upcoming school year, including potential adjustments and the exploration of flexible periods to support collaboration among teachers. The team has also been reviewing curriculum resources related to social-emotional learning and exploring the use of the Otus platform to support MTSS data and instructional planning.
Administrators have been conducting classroom walkthroughs to observe instructional practices, student engagement, and implementation of professional learning community (PLC) work in classrooms. Teachers are preparing students for upcoming CMAS testing, and math classes recently completed iReady assessments to monitor student growth.
Attendance and tardiness continue to be areas of focus, with staff communicating with families and implementing interventions for students with chronic attendance concerns or frequent tardiness.
Ms. Kitzman also shared several student activities and events, including participation in a recent Science Olympiad competition and the start of the middle school track season. Staff members are also participating in professional development focused on strategies for supporting and engaging students with challenging behaviors.
The Hemphill School Accountability Committee recently held its first meeting with parent participants. During the meeting, members reviewed school performance data, the Unified Improvement Plan, and the school budget. Future meetings will include discussions related to curriculum resources, scheduling, and additional school initiatives.

Strasburg High School
Principal Scott Andrews provided an update on activities at Strasburg High School. The school is nearing 80% participation in the Five Essentials Survey, with all seniors completing the survey through their senior seminar and government classes.
Planning is underway for an upcoming Powwow event, with staff coordinating with SNAP Council to finalize dates and logistics.
Mr. Andrews also highlighted student activities, including the Knowledge Bowl team, known as the "Burg Brainiacs," who will compete at Aims Community College. In addition, students involved in Future Business Leaders of America will attend the FBLA State Conference at the Gaylord Rockies Resort & Convention Center.
Staff are currently conducting end-of-year reviews and continuing work on student scheduling for the upcoming school year. The high school is developing academic and career pathways designed to support students as they explore post-secondary options including college, career, military service, or entry into the workforce.
Mr. Andrews also reported that vape detection devices at the high school have not been triggered for over a month, which staff view as a positive

indicator that prevention efforts and educational programming supported by grant funding are having a positive impact.

VII.c. Fiscal Updates

Superintendent Kelle Bongard provided an update on district financial planning. She shared that district administrators and directors have submitted their budget requests for the upcoming fiscal year. The district's finance director, Amanda Rosier, will work with district leadership to review the requests before presenting recommendations to Cabinet and the Board of Education for prioritization based on the district's strategic plan.

Ms. Bongard also shared information regarding potential state-level changes related to specific ownership tax (SOT) revenue and its impact on school funding. The Board viewed a short informational video from the Colorado School Finance Project explaining how specific ownership tax contributes to local school district funding.

Ms. Bongard noted that proposed changes at the state level could redirect a portion of these funds, which could result in a potential reduction in revenue for school districts, including Strasburg School District. District leadership will continue to monitor developments related to school finance and state funding proposals.

VII.d. 2026-2027 School Calendar

Superintendent Kelle Bongard provided an update regarding the 2026-2027 school calendar. She reminded the Board that in 2024 the district approved a three-year calendar plan.

Ms. Bongard recommended a minor adjustment to the 2026-2027 calendar by moving spring break from March 22-26, 2027 to March 15-19, 2027. The proposed change would better align the district's spring break with nearby educational partners, including Pickens Technical College and Morgan Community College, where several district students attend programs. The adjustment would also align the district's schedule with other schools within the East Central Board of Cooperative Educational Services region, including Bennett and Byers, helping reduce conflicts for students participating in shared programs.

As part of the adjustment, parent-teacher conferences would shift to March 8, maintaining alignment with the district's typical schedule for professional development days.

The proposed calendar adjustment was included on the consent agenda for Board consideration.

VIII. Adoption of Consent Agenda

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

Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea

Yea: 5, Nay: 0

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

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

- Cameron Schiller, SES Principal
- Victoria Dickens, SHS Principal
- Alaina Franklin, Central Registrar/Accounts Payable

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

- Teresa Maximiliano, Paraprofessional
- Trevor Lyons, HMS Math Teacher
- Victoria Bomnskie, HMS Math Teacher
- Scott Andrews, SHS Principal

VIII.d. Substitute List

VIII.e. 2026-2027 Calendar

IX. Calendar Review

IX.a. Meeting Times and Dates Review

- **March 30** – Work Session *(Date changed due to Spring Break)*
- **April 13** – Regular Board Meeting
- **April 27** – Work Session

IX.b. Future Agenda Topics

X. Adjournment

Recommend the Board adjourn the meeting at 7:54 p.m. This motion, made by Mary O'Malley and seconded by Diana Elliott, Carried.

Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea

Yea: 5, Nay: 0

Regular Meeting
Monday, February 9, 2026 6:00 PM Mountain

Central Service Building
2102 Wagner Street
Strasburg, CO 80136

Diana Elliott:	Present
Gema Gomez:	Present
Michael Marrero:	Present
Mary O'Malley:	Present
Courtney Vance:	Present

Present: 5.

I. Opening of Meeting

I.a. Roll Call

I.b. Pledge of Allegiance

I.c. Adoption of the Minutes

I recommend we approve the minutes as presented. This motion, made by Mary O'Malley and seconded by Gema Gomez, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

I.d. Adoption of the Agenda

A motion was made by Courtney Vance and seconded by Gema Gomez to adopt the agenda as amended to add an item to the Consent Agenda removing Nancy Taylor and adding Amanda Rosier as authorized signers on the Activity Fund, General Fund, Capital Fund, and Construction Fund accounts. This motion, made by Courtney Vance and seconded by Gema Gomez, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

I.e. Land Acknowledgment

I.f. Board of Education Norms

II. Moment of Silence

The Board observed a moment of silence in honor of Kevin Hemphill.

III. Celebrations

III.a. Willy Wonka

Students from Strasburg Elementary School shared a preview performance of the upcoming school musical and distributed tickets to Board members.

III.b. Gifted and Talented

Kristen Aramowitz, District Gifted and Talented Coordinator, provided an update on the GT program and shared recent learning experiences focused on developing persistence, problem-solving, and resilience through productive struggle.
Ms. Aramowitz highlighted a recent field trip to Lumonics and Chicken and Pickle, where students engaged in artistic, physical, and collaborative

challenges. Positive feedback was received from staff at both locations, who commended Strasburg students for being respectful, inquisitive, and courteous.

Third-grade student Emma Briding shared reflections from the field trip, describing the immersive art experience at Lumonics and the collaborative pickleball activities. She expressed appreciation for the opportunity and the balance of creative and physical challenges.

III.c. FBLA

Kim Harris, FBLA Advisor, and Max Dobranski, Chapter President, shared an update on the recent FBLA District Competition held at the Arapahoe County Fairgrounds. Approximately 50% of participating members qualified for the State Competition based on placement, with additional qualifiers pending the release of the bump-up list.

The State FBLA Competition will be held April 2-4 at the Gaylord Rockies Resort. The Board congratulated the students and recognized the continued strength of Strasburg's FBLA program.

III.d. Speech & Debate

Ayla Johnson, Speech and Debate Coach, shared an update on the reinstated Speech and Debate program, marking its return after a 12-year absence. Ms. Johnson highlighted the growth in student confidence, public speaking skills, and engagement in current events.

Students Brielle Barnes (freshman) and Jayden Lind (junior) shared reflections on their experiences in the program and the positive impact on their confidence and communication skills.

Brielle Barnes earned second place in Impromptu Speaking at her first meet, and Jaden Lin earned a third-place trophy at a December competition. All four team members placed in the top 10 at the State competition. The Board congratulated the team on their accomplishments and the successful return of the program.

IV. Public Participation/General

No public participation occurred.

V. Old Business

V.a.Meal Reimbursements

The Board reviewed a proposed revision to the Meal Reimbursement regulation. The update removes the 50-mile radius requirement and returns to reimbursing staff for meals when they are away from the district during mealtime.

As a regulation, formal Board approval was not required. No questions or discussion were raised.

VI. New Business

No new business was presented.

VII. Board Reports/Discussion

VII.a. Board Feedback

The Board had no feedback to share.

VII.b. Legislative and Colorado Association of School Boards

Diana Elliott provided a legislative and CASB update. She reported that CASB continues working to enhance services and shared information from a recent Legislative Resolutions and Advocacy Committee (LRAC) meeting.
Ms. Elliott reviewed several bills currently under consideration, including legislation related to kindergarten readiness plans, housing development on qualifying properties, collective bargaining procedures, discriminatory practices in public schools, mental health training in concussion education, and modifications to state assessment requirements.
She noted CASB/LRAC positions of support for certain measures, including modifications to state assessment administration and the School Finance Act.
Discussion also included proposed per-pupil funding increases and the potential impact of enrollment averaging changes.
Ms. Elliott informed the Board of additional legislation related to school board director districts, which would not impact Strasburg School District due to enrollment size.

VII.c. District Accountability Committee

A report was provided from the District Accountability Committee (DAC).
Discussion included continued review of the future cell phone policy, including feedback from the recent PIE Night and ongoing parent survey. It was clarified that the survey results are advisory in nature and that a committee will develop a recommendation to the Superintendent, who will then bring a recommendation to the Board for consideration.
The DAC also reviewed the Colorado Department of Education Career Cluster Model and discussed survey feedback regarding preferred program areas. Additionally, the upcoming 5Essentials Survey window was noted, and continued encouragement for parent participation was shared.

VII.d. East Central Board of Cooperative Educational Services

Diana Elliott provided an update on East Central BOCES. She reported that the incoming Executive Director, who will begin July 1, is currently meeting with the current Executive Director to ensure a smooth transition.
The next East Central BOCES meeting is scheduled for April 15 at 7:00 p.m. via Zoom.

VII.e. Chamber of Commerce

Gema Gomez provided a Chamber of Commerce update. The next Lunch and Learn event will be held on February 18 at May Farms. The featured presentation will include information on CSU's AgrAbility Program and Goodwill's Farm Bill programs, which focus on supporting rural and agricultural communities in Colorado.

VIII. Superintendent Report/Discussion

VIII.a. Building Updates

Strasburg Elementary School - Principal Cameron Schiller
Principal Schiller reported on recent professional development, including benchmark training on the new ELA curriculum and vertical math alignment discussions in preparation for next year's math curriculum review.
Recent highlights included participation in "Council to the Capitol," Family Fitness Night with over 60 families in attendance, Reading Glow and Grow

Night, classroom spelling bees, and an anti-vaping assembly for fifth-grade students.
Upcoming events include the Academic Showcase for first and second grades, after-school enrichment clubs in partnership with Parks and Recreation, and the building Spelling Bee, with top students advancing to a regional competition hosted at Strasburg Elementary on March 12.

Hemphill Middle School - Principal Jalee Kitzman
Principal Kitzman reported on recent professional development focused on staff culture and climate building, as well as instructional walkthroughs centered on student engagement, visible learning targets, and strengthening educational relationships.
Students recently participated in community service initiatives, including creating Valentine's cards for service members and engaging with local businesses through life skills coursework.
Highlights included the launch of performances in the newly updated library theater space, participation in the GT field trip, and the upcoming School Accountability Committee meeting.
Athletic updates included ongoing girls basketball, wrestling, and upcoming cheer participation at the February 17 game.

Strasburg High School - Principal Scott Andrews
Principal Andrews reported that the school continues to prioritize culture development, building on work from the previous year's leadership conference. The culture team recently facilitated a "start, stop, continue" activity with staff to identify strengths and areas for growth. The team has also been accepted to attend an upcoming leadership conference focused on strengthening Professional Learning Communities (PLCs).
The high school recently hosted a successful Career Fair with 28 employers in attendance, welcoming students from neighboring districts. Staff across content areas are supporting PSAT and SAT preparation in advance of April testing.
The HOSA program continues to grow significantly, with approximately 30 students scheduled to attend the State competition. Upcoming events also include a college visit to Metro State University.
Staff continue planning efforts for the development of the ACE program, including collaboration with Smoky Hill High School to support implementation.
Prairie Creek High School - Principal Thom Winter
Principal Winter reported on a recent two-day leadership workshop led by experiential educator Vincent Perez. The workshop integrated the school's life skills curriculum with the District's Strategic Plan and Profile of a Learner, with a focus on resilience, collaboration, and student empowerment.
Upcoming activities include visits to a community college, a four-year university, and a trade school to support postsecondary exploration. Prairie

Creek will also emphasize participation in the upcoming 5Essentials Survey and continue iReady benchmark testing to monitor student progress.

VIII.b. Fiscal Updates

VIII.b.i. Facility Master Plan

Nancy Taylor provided an update regarding the proposed development of a new Facility Master Plan. The current plan, completed prior to the 2019 bond, is outdated. The proposed updated plan will include an interactive, web-based platform to support capital planning, prioritize maintenance needs, and assist with future funding applications, including BEST grants.

The estimated cost of the Facility Master Plan is approximately $27,000 and is included in the Consent Agenda for approval.

Ms. Taylor also reported that a demographer study is being finalized to support the Facility Master Plan. The study includes enrollment projections based on factors such as birth rates and housing development trends and will be presented at a future work session.

VIII.b.ii. 2025 School Finance Act Video

https://youtu.be/Aq0QLEaQ4Mc

A Colorado School Finance Project informational video was shared outlining recent changes to the School Finance Act and implementation of Colorado's new school finance formula. Updates included adjustments to the phase-in timeline, changes to enrollment averaging, and the hold harmless provisions in place during the transition period.

Discussion also included the potential implementation of a smoothing factor related to enrollment averaging and ongoing legislative considerations impacting per-pupil funding and overall state budget balancing.

The quarterly financial report was included in the Board packet. Ms. Taylor reported that the District remains within budget for the current fiscal year, with updated figures reflecting the amended budget approved in January.

VIII.b.iii. Quarterly Financial Report

https://resources.finalsite.net/images/v1770152098/strasburg31jcom/u4ryv1tdmqkv80tswcgt/QtrlyFinStmts202512.pdf

The Quarterly Financial Report was included in the Board packet. A link to the full report was provided. No additional discussion occurred.

VIII.c. Recognition Bonus

Superintendent Bongard addressed the recommendation included in the Consent Agenda for a one-time recognition bonus for eligible employees. She explained that mid-year budget review identified one-time funds that must be expended before June 30 and cannot be applied to ongoing expenses. In alignment with the District's Strategic Plan and commitment to valuing and empowering staff, a one-time bonus equal to 2% of base salary was

recommended as a tangible expression of appreciation for employees' dedication and service to students and the community.

IX. Adoption of Consent Agenda

I recommend we approve the consent agenda as presented. Board Member Michael Marrero was absent for the vote. This motion, made by Mary O'Malley and seconded by Gema Gomez, Carried.

Michael Marrero: Absent, Diana Elliott: Yea, Gema Gomez: Yea, Mary O'Malley: Yea, Courtney Vance: Yea

Yea: 4, Nay: 0, Absent: 1

Board Member Michael Marrero departed the meeting prior to the vote on the Consent Agenda.

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

- Q3 MS Coach List Attached
- Simone Suttmer-Lybarger - SHS Paraprofessional
- Julie Jeffries - Middle School Building Secretary
- Amanda Rosier - Director of Finance

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

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

- Nancy Taylor - Excecutive Director, Finance and Operations

IX.d. Substitute List

IX.e. Recognition Bonus

- 2% of Contract/Notice of Assignment Amount

IX.f. Policy Updates

IX.f.i. DKC-R Meal Reimbursement Guidelines

IX.g. Facility Master Plan Proposal

X. Calendar Review

X.a.Meeting Times and Dates Review

- **February 23** – Work Session
- **February 27–28** – SES Musical
- **March 9** – Regular Board Meeting
- **March 30** – Work Session *(rescheduled from March 23 due to Spring Break)*

X.b. Future Agenda Topics

XI. Adjournment

Recommend the Board adjourn the meeting at 7:20 p.m. This motion, made by Mary O'Malley and seconded by Courtney Vance, Carried.

Michael Marrero: Absent, Diana Elliott: Yea, Gema Gomez: Yea, Mary O'Malley: Yea, Courtney Vance: Yea

Yea: 4, Nay: 0, Absent: 1

Regular Meeting
Monday, January 12, 2026 6:00 PM Mountain

Central Service Building
2102 Wagner Street
Strasburg, CO 80136

Diana Elliott:	Present
Gema Gomez:	Present
Michael Marrero:	Present
Mary O'Malley:	Present
Courtney Vance:	Present

Present: 5.

I. Opening of Meeting

I.a. Roll Call

I.b. Pledge of Allegiance

I.c. Adoption of the Minutes

I recommend we approve the minutes as presented. This motion, made by Diana Elliott and seconded by Mary O'Malley, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

I.d. Adoption of the Agenda

I recommend we approve the agenda as presented. This motion, made by Mary O'Malley and seconded by Diana Elliott, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

I.e. Land Acknowledgment

I.f. Board of Education Norms

II. Celebrations

II.a. Honor Band/Choir

The Board recognized secondary students who participated in Honor Choir and Honor Band.

Hempill Middle School Choir Teacher Tammy Hart shared that, for the first time in several years, Hemphill Middle School students participated in the Eastern Colorado Middle School Honor Choir in November. Eight students auditioned and were accepted into the ensemble, rehearsing under experienced conductors and performing as part of a choir of more than 100 students from across eastern Colorado. Students recognized included Sadie Hart, Avery Keyword, Kyle Hardy, Abby Nuño, and Olivia Torres. Ms. Hart expressed pride in the students' accomplishments and appreciation for district and community support of the performing arts.

Strasburg High School Band Teacher John Ricks recognized students who earned placements in Honor Band. Josh Handy was recognized for earning first chair, a significant honor. Additional students recognized included Jayden Lind, Jaxon Penland, Ivan Heater, Laura Chance, and Charlotte Kinghorn, along with other students who earned alternate positions. Mr. Ricks noted the students performed challenging music and had the opportunity to work with directors and collegiate-level instructors from across the state.

The Board thanked the teachers and students for representing the district and highlighted the importance of celebrating student achievements beyond athletics.

III. Public Participation/General
There was no public participation.

IV. Old Business

IV.a. CASB Debrief

Board members and district leadership shared reflections from the Colorado Association of School Boards (CASB) Annual Conference attended in December.

Board members highlighted the value of sessions focused on effective boardmanship, legal responsibilities, governance, and leadership, noting the conference provided a strong foundation—particularly for newer board members. Several members emphasized the benefit of networking with other districts and learning from practices already in place across the state.

Key themes discussed included:

- Student leadership and engagement, including student board members and student advisory councils. The Board noted the positive experience of Strasburg students attending the conference and the value of expanding student leadership opportunities within the district.
- Family and community engagement, with emphasis on moving from discussion to action and strengthening partnerships among families, staff, and the broader community.
- Strategic planning, with recognition that Strasburg's strategic plan and ongoing work sessions were frequently cited as strengths by other districts.
- Board effectiveness, including the importance of work sessions, collaboration, and continuous improvement.
- Cell phone policy, which will be explored further in a future work session.
- School finance communication, including improving transparency and understanding of district finances for the entire community, not just families with students enrolled.

Board members and administration expressed appreciation for the opportunity to attend CASB and emphasized the importance of applying lessons learned as the district moves forward.

V. New Business
There was no new business.

VI. Board Reports/Discussion

VI.a. Board Feedback
The Board shared positive feedback received from a community member regarding several Strasburg students who demonstrated kindness and sportsmanship while attending a Denver Broncos game. The email highlighted the students' willingness to help a young child have a memorable experience, reflecting positively on the district and its students.

VI.b. Legislative and Colorado Association of School Boards

Diana provided a legislative update, noting that the 2026 Colorado legislative session opens on January 14. She shared that the upcoming session is expected to be challenging due to budget constraints and changes in legislative membership. She will attend an upcoming Legislative Resolution Advisory Council (LRAC) meeting and provide additional updates as information becomes available.

Diana also shared CASB-related updates, highlighting the value of the recent CASB Annual Conference, including opportunities for professional development and board team building. She noted that CASB conferences support effective collaboration and informed decision-making among board members.

Information was shared regarding CASB's Winter Legislative Kickoff and Visit the Capitol Day, which includes meetings with legislators, educational sessions, and networking opportunities. Board members were encouraged to consider attending if interested.

VI.c. District Accountability Committee

Vennessia provided an update from the District Accountability Committee (DAC) meeting. Discussion focused on increasing parent and community participation, particularly related to the upcoming 5 Essentials Survey, and exploring strategies to encourage broader engagement beyond traditional participation methods.

The committee also reviewed district financial information, with a budget presentation provided by administration.

VI.d. East Central Board of Cooperative Educational Services

Diana provided an update on East Central BOCES activities, noting that work has been underway on the current Executive Director's evaluation as he completes his term through June 30. She shared that the Board has also begun the process of hiring a new Executive Director, with four applicants identified and interviews scheduled.

Diana reported that a special focus meeting is scheduled for January 28, during which the evaluation will be presented and, if appropriate, approval of a new Executive Director will be considered.

VI.e. Chamber of Commerce

An update was provided regarding the upcoming Chamber of Commerce Lunch and Learn scheduled for January 21 at May Farms. The featured presentation will be by the Ag and Food Lab from Bennett, with a focus on building a sustainable future for local food systems. Lunch will be provided.

It was noted that Chamber activities have otherwise been relatively quiet as the community transitions out of the holiday season.

VII. Superintendent Report/Discussion

VII.a. Building Updates

- Strasburg Elementary School https://docs.google.com/presentation/d/19qWTeI99_pC3VemiLWgNM50k2s_jE6f2SGvc8bBz6cA/edit?usp=sharing
- Hemphill Middle School
- SHS
- PCHS

Elementary School
Elementary Principal Mr. Schiller shared mid-year academic results and student engagement updates. Mid-year diagnostic data indicated students are on pace to meet or exceed expected annual growth in both reading and math, with notable reductions in students identified as at-risk. Strengths were observed in foundational reading skills, with continued focus planned on vocabulary, comprehension, and math stamina. Mr. Schiller also highlighted recent student activities, recognition events, and upcoming family engagement opportunities, including Family Fitness Night and Reading Glow and Grow Night.

Middle School
Middle School Principal Mrs. Kitzman provided an update on academic progress, culture, and instructional focus. Mid-year diagnostic data revealed areas of growth as well as areas requiring targeted intervention in reading and math. The school has expanded WIN classes, implemented targeted small-group instruction, and added supports for English Language Learners. Staff continue to collaborate through Professional Learning Communities to review data and align instruction. Additional highlights included staff and student recognition programs, community partnerships, upcoming student activities, and continued communication with families.

High School
High School Principal Mr. Andrews reported a positive start to second semester, noting strong staff and student engagement. Professional learning efforts have shifted toward PSAT and SAT readiness, including staff participation in assessment modules to inform instructional planning. Emphasis is being placed on vocabulary development and cross-curricular reading strategies. Mr. Andrews also shared updates on student supports, staff recognition initiatives, family communication efforts regarding academic progress, and a variety of upcoming academic, career, and extracurricular events.

Prairie Creek High School (PCHS)
Prairie Creek High School Principal Mr. Winter shared updates on student progress and enrollment. Eight students completed graduation requirements at the end of the semester, with additional students anticipated to graduate later in the year. Enrollment adjustments were noted, along with ongoing outreach to partner districts. Mr. Winter also highlighted upcoming student experiences and plans for a strategic plan-focused workshop involving staff, students, and community members.

VII.b. Fiscal Updates

Chief Financial Officer Nancy Taylor provided a fiscal update and reviewed the 2025 audit and the revised 2024-25 budget.

Mrs. Taylor reported that the 2025 audit was finalized over winter break with no findings. The audit documentation is included in the board packet.

Mrs. Taylor explained that, following October student count, the district is required to approve a revised budget by January 31. October count reflected 1,090 funded students; however, due to the state's multi-year averaging method, the district is funded at 1,100.5 students based on the four-year average. She noted that the district's enrollment remains relatively stable compared to statewide trends and that future budgeting will account for the eventual loss of the highest enrollment year from the averaging calculation.

Mrs. Taylor reviewed the revised budget highlights, including:

- A reduction in mill levy collections following Board action in December, resulting in lower tax collections for bond repayment.
- Use of $130,100 from the Bond Fund balance to support debt repayment, which allows for reduced tax collections while maintaining financial stability.
- A General Fund balance of approximately $4.3 million, representing about 28% reserves, which remains well above the Board's minimum reserve target.
- A finalized audit resulting in an increase to fund balance, largely due to unanticipated revenues, including special education reimbursements.
- Shifts in revenue sources between local property taxes and state equalization, with no significant overall impact.
- Cost savings in employee benefits and insurance, following changes to health insurance funding and finalized insurance premiums.
- Identification of approximately $180,000 in available funds due to cost savings, which will be discussed further at a future work session.

Mrs. Taylor also reviewed other district funds, including Food Service, Pupil Activity, Bond, Building, and Capital Funds, noting no significant changes. She reported that the 2012 bond

was fully paid off in December, leaving only the remaining bond repayment schedule moving forward.

Board members thanked Mrs. Taylor for her thorough and transparent reporting and emphasized the importance of continued fiscal planning and community transparency.

VII.b.i. 2025 Audit

VII.b.ii. 2025-2026 Revised Budget

VII.c. PIE Night

The Superintendent shared a reminder regarding the upcoming Partners in Education (PIE) Night scheduled for Thursday at 6:00 p.m. in the middle school cafeteria. Dinner, dessert, and childcare will be provided.

The discussion will focus primarily on reviewing cell phone policy practices from other school districts and gathering community input to inform a future Board work session. A portion of the evening will also include discussion on career cluster pathways and course offerings, building on recent student feedback and an upcoming parent survey. It was noted that the event is designed to be interactive and in-person.

VII.d. Policy Updates

VIII. Adoption of Consent Agenda
I recommend we approve the consent agenda as presented. This motion, made by Mary O'Malley and seconded by Diana Elliott, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

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

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

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

- Monique Bradshaw

VIII.d. Substitute List

VIII.e. Adoption of 2025-2026 Revised Budget

VIII.f. Policy Updates

VIII.f.i. Policy ADA

IX. Calendar Review

IX.a. Meeting Times and Dates Review

IX.b. Future Agenda Topics

X. Adjournment
Recommend the Board adjourn the meeting at 7:42 p.m. This motion, made by Diana Elliott and seconded by Mary O'Malley, Carried.
Diana Elliott: Yea, Gema Gomez: Yea, Michael Marrero: Yea, Mary O'Malley: Yea, Courtney Vance: Yea
Yea: 5, Nay: 0

THE STRASBURG SCHOOL DISTRICT RESPECTFULLY ACKNOWLEDGES THAT THE LAND ON WHICH WE GATHER AND LEARN IS THE TRADITIONAL AND ANCESTRAL HOMELANDS OF THE NORTHERN ARAPAHO AND CHEYENNE PEOPLE.

WE ARE COMMITTED TO GROWING AND DEEPENING OUR RELATIONSHIP WITH THE VIBRANT INDIGENOUS COMMUNITIES WHO CONTINUE TO THRIVE AND UPHOLD THEIR SACRED RELATION TO THIS LAND. WE EXTEND OUR RESPECT TO THE ELDERS OF THE PAST, THE PRESENT, AND FUTURE.

Strasburg School District 31J

Policy:	File:
Board of Education Norms	BEN
Adopted:	Revision:
	September 2025

Board of Education Team Norms

Accountability to the Board and the Community:

- We communicate with respect, transparency, and openness, especially in challenging situations, while considering the appropriate context for feedback.
- We actively listen and engage with objectivity and without personal bias, ensuring that all voices are heard and respected.
- We support and promote board decisions collectively, address concerns directly with the involved individuals, and maintain mutual respect.

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- We adhere to established norms, speak up when deviations occur, and strive to make our meetings a space for meaningful and respectful dialogue.







Spelling Bee





- **STEM Club** (Grades **K–2 & 3–5**
- **Frisbee Golf** (Grades 2–5)
- **Arts & Crafts** (Grades K–5)
- **Volleyball** (Grades 3–5)
- **Book Club** (Grades 3–5)

PLEASE JOIN US FOR OUR 1ST & 2ND GRADE EARTH SCIENCE CELEBRATION !

First Grade will showcase their learning about patterns in the sky.
Come and experience a dark room to demonstrate the phases of the moon!

Second Grade will showcase their learning about how the Earth changes.
We will have experiments and demonstrations!

WEDNESDAY, FEBRUARY 11
4:30-6:30 PM

Strasburg Elementary
1st and 2nd grade hallway







Coach	Postion
Marissa Hauser	MS Girls Basketball - Head Coach
Larry Deffenbaugh	MS Girls Basketball - Asst. Coach
Lillie Freeman	MS Girls Basketball - Asst. Coach
Jason Kinghorn	MS Wrestling - Head Coach
Preston Nelson	MS Wrestling - Asst. Coach

Full Name	Attribute(s)
Angelo, Sarah	Sub Health Aid, Sub Para
Bartfai, Taylor	Sub Para
Beeck, Kori	Sub Teacher
Bonds, Jessie	Sub Para
Brunsvold, Bertha	Sub Para
Busse, Susan	Sub Para, Sub Teacher
Casarrubias, Nanci	Sub Food Services
Chavez, Cyndi	Sub Teacher
Crouse, Vicki	Sub Para, Sub Teacher
DeWolf, Corey	Sub Para, Sub Teacher
Elliott, Diana	Sub Teacher
Elliott, Kurt	Sub Para, Sub Teacher
Engelsman, Tiffany	Sub Teacher
Garrett, Jaclyn	Sub Para, Sub Secretary, Sub Teacher
Goble, Tanya	Sub Para
Griggs, Cynthia	Sub Para
Gutierrez, Dana	Sub Food Services, Sub Para, Sub Teacher
Hale, Lori	Sub Teacher
Hart, Amie	Sub Teacher
Hassell, Samantha	Sub Food Services, Sub Teacher
Hickson, Katherine	Sub Custodian
Jeffries, Julie	Sub Teacher
Johnson, Susan	Sub Teacher
Long, Meranda	Sub Para
McNabb, Stacey	Sub Para
Muehlausen, Corine	Sub Para, Sub Teacher
Mullarkey, Kea	Sub Para, Sub Teacher
Osborne, Deborah	Sub Para, Sub Teacher
Paul, Taylor	Sub Para, Sub Teacher
Perrino, Connie	Sub Custodian
Rigdon, Jacquline	Sub Para, Sub Teacher
Rose, Alec	Sub Food Services
Schermerhorn, Shauni	Sub Teacher
Scott, Jessica	Sub Teacher
Sherer, Patricia	Sub Teacher
Shuck, Leanne	Sub Teacher
Simpkins, Pamela	Sub Teacher
Smith, Julie	Sub Teacher
Steinman, Beth	Sub Para, Sub Secretary
Stuart, Autumn	Sub Teacher
Suttmer-Lybarger, Simone	Sub Para
Tarango, Maria	Sub Custodian
Torres-Cervantes, Maria	Sub Custodian
Van Cleave, Courtney	Sub Teacher
Villa, Rosa	Sub Custodian
Vining, Rita	Sub Teacher
Wailes, Julia	Sub Health Aid
Winklepleck, Brenda	Sub Teacher

Strasburg School District 31J

Policy:	File:
Expense Authorization – Meal Guidelines	DKC-R
Adopted:	Revision:
2006	2/5/2026

The following will be the approved meal allowance schedule:

Meals are reimbursed with the following guidelines:

Breakfast - $8.00

Lunch - $12.00

Dinner - $20.00

These rates will be adjusted annually based on the IRS

In traveling situations where three meals are required for the day, the reimbursement should not exceed $40.00 for the day. If the trip does not require three meals for the day, then the reimbursement will be held to the guidelines indicated for the individual meal costs. An itemized receipt must accompany reimbursable expenses. Charges for alcohol will not be reimbursed.

Charge card receipts are not acceptable unless itemized.

All requests for reimbursement must be submitted within 30 days of when the expense was incurred.

rta
ARCHITECTS

November 24, 2025

Kelle Bongard, Superintendent
Strasburg School District 31J
2102 Wagner Street
Strasburg CO 80136

Re: Strasburg School District Facility Master Plan

Mrs. Kelle Bongard,

Thank you for the opportunity to continue to assist Strasburg School District with masterplan services. We have genuinely enjoyed our over 6-year relationship with the District and look forward to supporting the District. RTA as a 50-year-old Colorado owned and operated architectural firm that has served over 50 school Districts across the state values supporting Colorado and our neighbors. We have successfully facilitated masterplan services for 45 plus Colorado School Districts over the last two decades and delivered **over 29 completed BEST funded projects, including Strasburg SD!**

Below is our fee proposal for master plan services to be provided:

1. Lump Sum Fee Proposal (total of items below) **$27,000**

    a. Facility Master Plan : $14,800
    b. Safety and Security Assessment: Included above.
    c. Facility Assessments of District Owned Property $8,000
    E. Website development (based on CDE master plan guidelines) $5,200

2. Statement of work.
    a. Master Plan services will be provided based on the Colorado Department of Education master plan recommended guidelines (see attached). The information will be provided via a website hosted by RTA.
    b. In addition, an in-depth facility assessment will be completed, reviewed with the District, and the supporting documentation provided to the District.

R.T.A., Inc.
19 S. Tejon Street, Suite 300
Colorado Springs, CO 80903

ph 719-471-7566
fx 719-471-1174
www.rtaarchitects. com

c. Safety and Security: Given the recent renovations, the scope of this evaluation will be streamlined; however, we will thoroughly validate current conditions and provide additional recommendations to further enhance safety and security.

4. Any Exclusions with Explanations
    a. CDE recommendations include demographic analysis. If demographic information is desired, we can update the previous demographic analysis completed in 2019.
    b. Excludes asbestos reports or identification of hazardous materials, geotechnical investigations, phase 1 environmental reporting, surveying services, extensive structural assessment beyond visual inspections.

5. Hourly rates for all personnel involved in the project.
    a. See attached hourly rates exhibits.

6. Number of site visits anticipated to complete the work.
    a. We anticipate 3 in person trips/meetings during the master plan process including facility assessment. We are willing to present findings to the board or other groups, as necessary.
7. Schedule
    a. Anticipating starting assessments over the end of year during the holiday academic break with the full master plan complete in spring of 2026.

Thank you again for the opportunity to continue to work with you and Strasburg School District. As a Colorado-owned and operated architecture and planning firm, we cherish the opportunity to work with our Colorado neighbors and look forward to supporting the District. Please let me know if I can answer any questions or if additional clarifications or refinement of the fee is necessary to meet the District's expectations. We are looking forward to continuing to work with you and your community.

Sincerely,

Doug Abernethy, AIA
Principal / President

If this proposal is accepted, please sign below and we will proceed with the master planning work.

_____

Signature:
Title:
Date:

R.T.A., Inc.
19 S. Tejon Street, Suite 300
Colorado Springs, CO 80903

ph 719-471-7566
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www.rtaarchitects. com

THE STRASBURG SCHOOL DISTRICT RESPECTFULLY ACKNOWLEDGES THAT THE LAND ON WHICH WE GATHER AND LEARN IS THE TRADITIONAL AND ANCESTRAL HOMELANDS OF THE NORTHERN ARAPAHO AND CHEYENNE PEOPLE.

WE ARE COMMITTED TO GROWING AND DEEPENING OUR RELATIONSHIP WITH THE VIBRANT INDIGENOUS COMMUNITIES WHO CONTINUE TO THRIVE AND UPHOLD THEIR SACRED RELATION TO THIS LAND. WE EXTEND OUR RESPECT TO THE ELDERS OF THE PAST, THE PRESENT, AND FUTURE.

Strasburg School District 31J

Policy:	File:
Board of Education Norms	BEN
Adopted:	Revision:
	September 2025

Board of Education Team Norms

Accountability to the Board and the Community:

- We communicate with respect, transparency, and openness, especially in challenging situations, while considering the appropriate context for feedback.
- We actively listen and engage with objectivity and without personal bias, ensuring that all voices are heard and respected.
- We support and promote board decisions collectively, address concerns directly with the involved individuals, and maintain mutual respect.

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Strasburg School District – Demographic and Enrollment Study





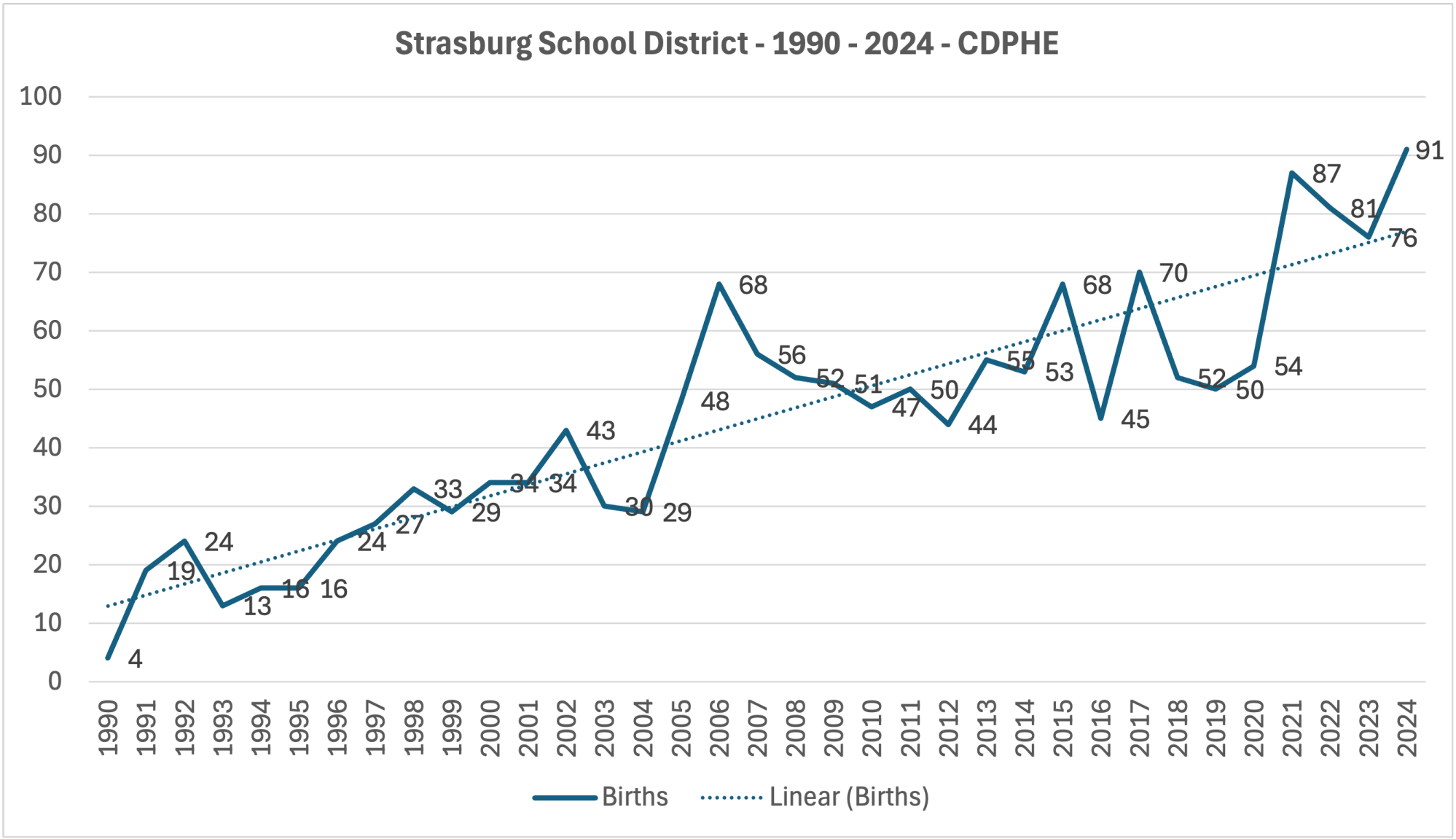
WESTERN Demographics, Inc.

Shannon Bingham – 3/6/26

Findings

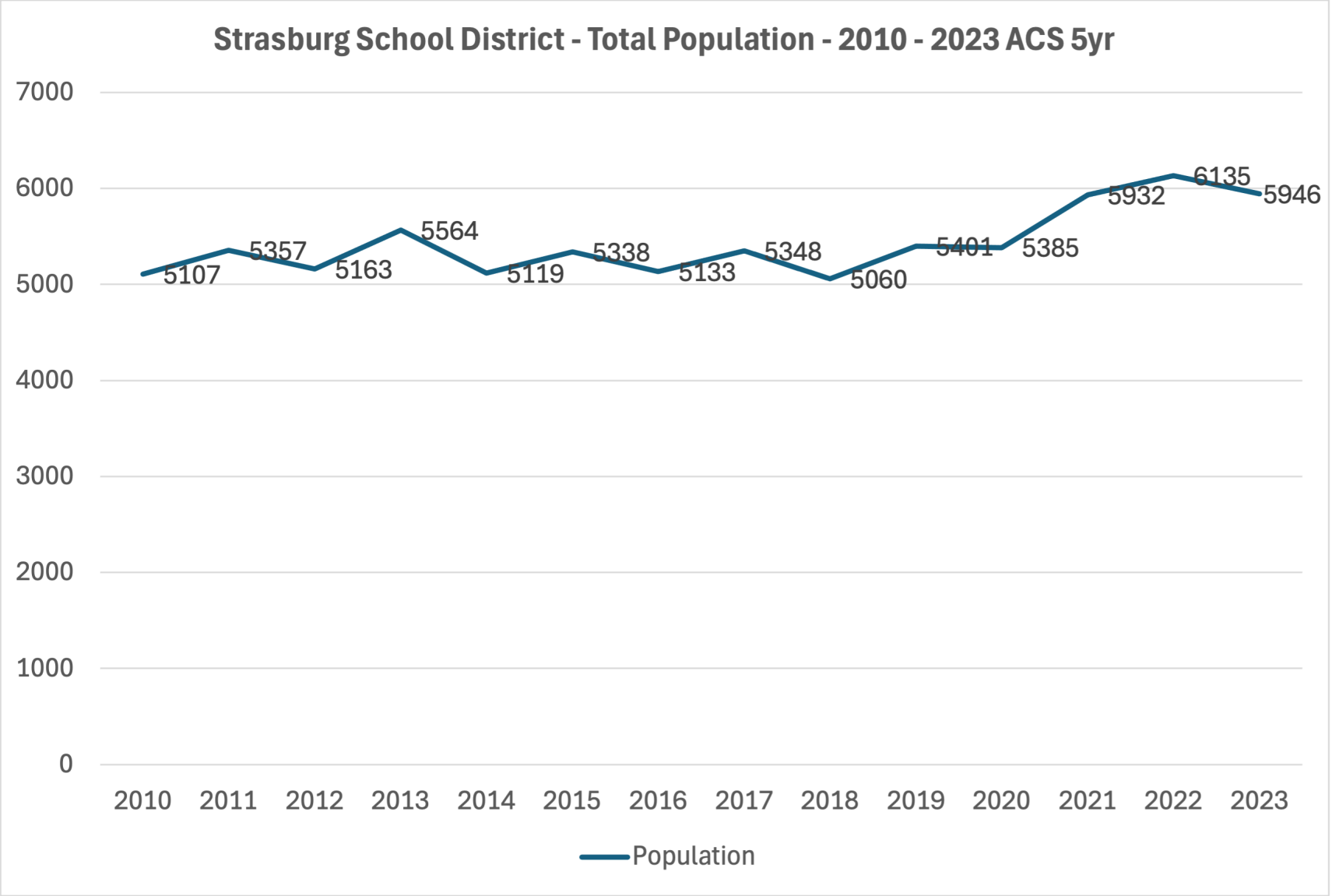
- Enrollment has grown slightly during the most recent school years and by 1.5% during the past 7 years.
- Total population has grown by 800 people during the past decade.
- Births have increased during prior decades and are continuing to increase.
- Residential housing growth has been significant with three builders working in Wolf Creek Run West. New housing and rising birth rates should allow enrollment growth in the coming five years.
- Student export to online providers has accelerated in recent years. Students that have gone online have been mostly replaced by growth from new housing.
- The recent departing senior classes have been larger than incoming kindergartens and have produced built in enrollment loss which has somewhat concealed new housing-based growth.
- Enrollment is expected to grow by 30 students according to the medium basis, mostly at the elementary level.

Births



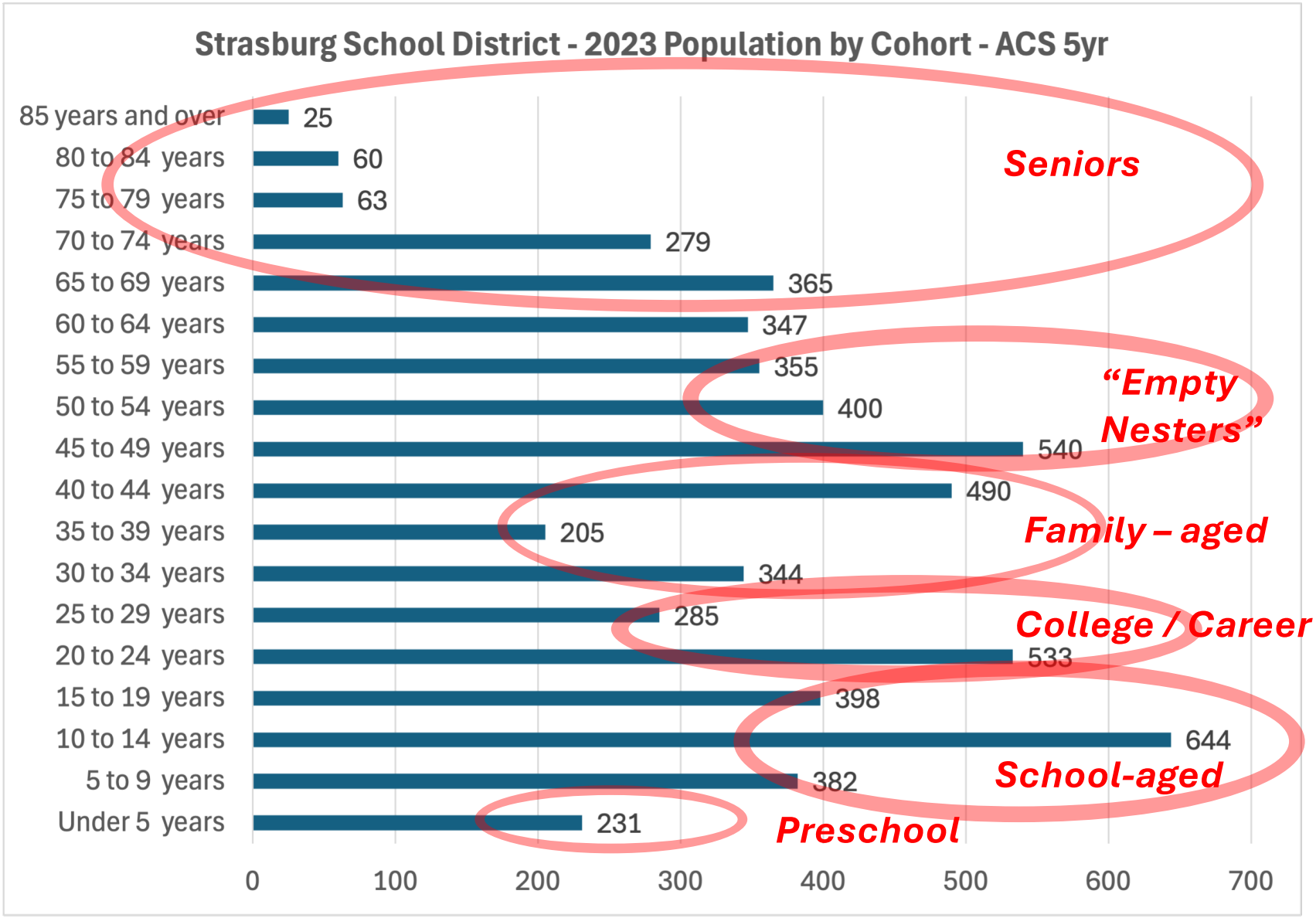
Annual birth counts in the geographic boundary of the district have grown and are expected to continue to do so.

Total Population Growth



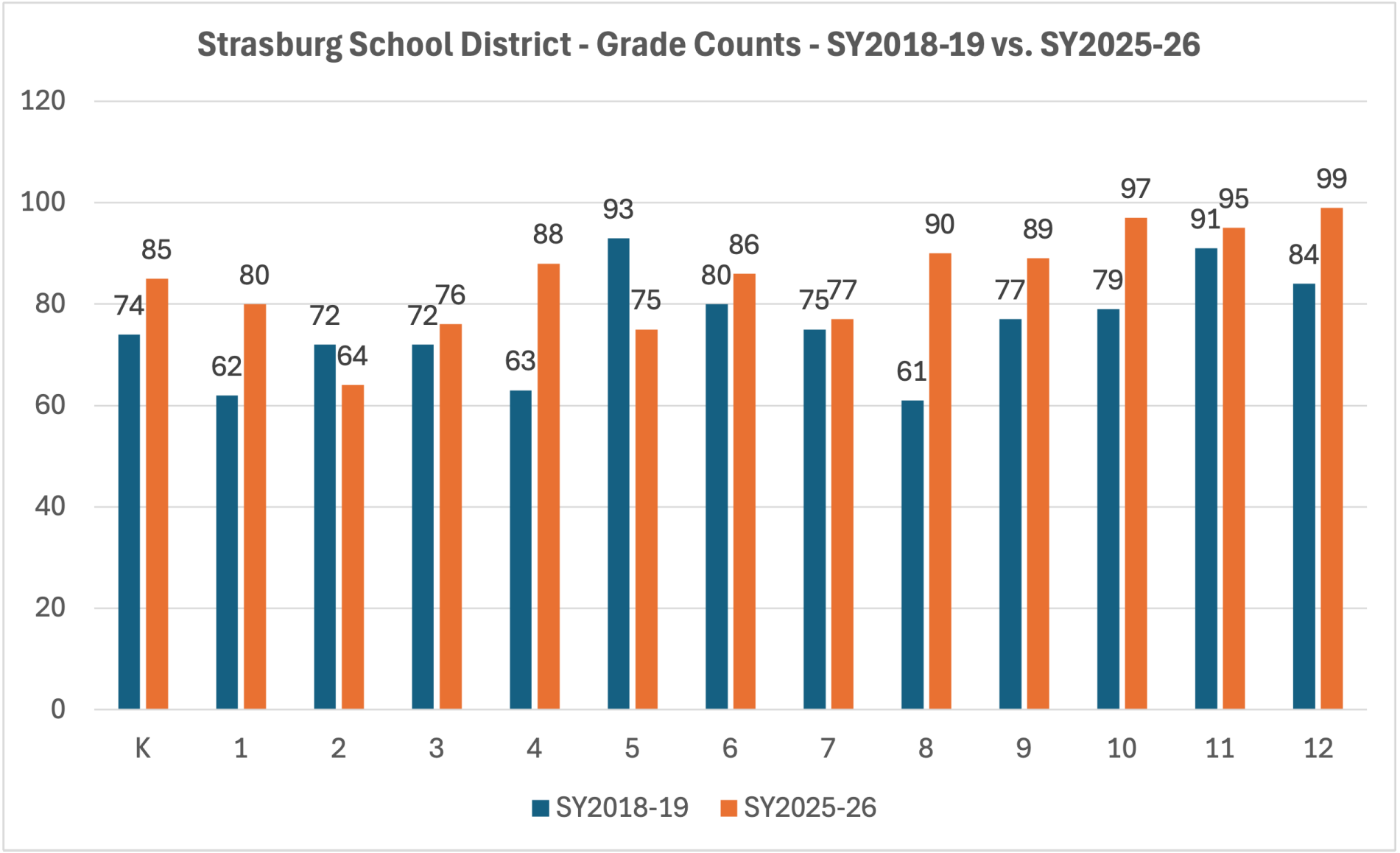
Total population in all age groups has grown by approximately 800 during the prior decade.

Population in Five-year Cohorts



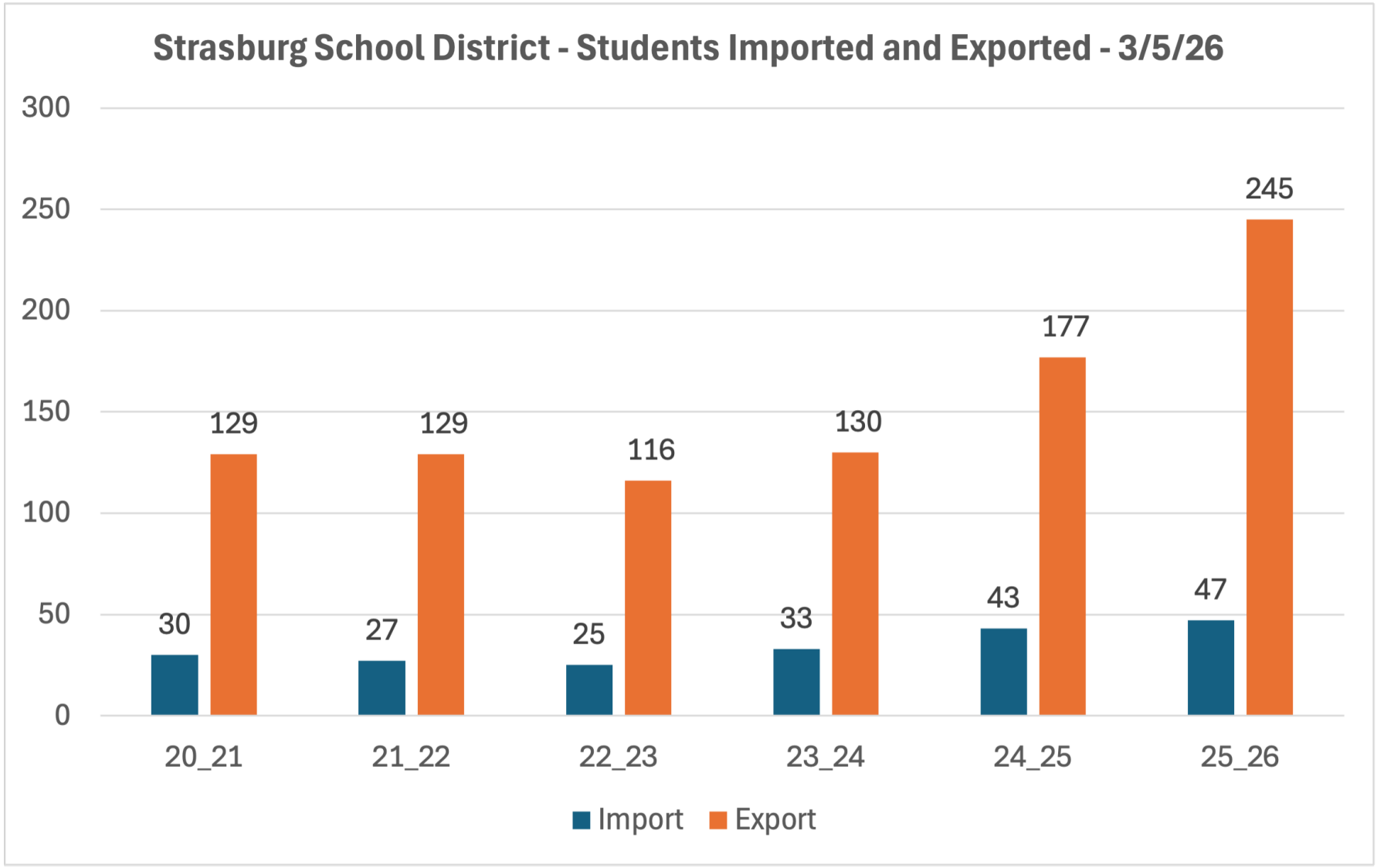
Given the small populations in the district, population counts are volatile. In general, adult population groups are similar to school-aged populations which indicates a family-centered community.

Grade Sizes SY18-19 vs. SY25-26



All grades except one have grown during the past seven years.

Import / Export of Students



The district has lost more students to online programs in recent years which have been mostly replaced by students from new development.

Import / Export of Students - Detail

Organization	Export_20_21	Export_21_22	Export_22_23	Export_23_24	Export_24_25	Export_25_26	Import_20_21	Import_21_22	Import_22_23	Import_23_24	Import_24_25	Import_25_26
Byers 32J	23	39	48	55	67	74	8	8	10	12	9	14
Education reEnvisioned BOCES	23	6	7	11	16	74						
Bennett 29J	21	18	14	12	39	49	12	12	10	13	21	20
Cherry Creek 5	8	10	4	5	8	10					1	
School District 27J	1		7	5	10	9						
Adams-Arapahoe 28J	12	6	3	7	12	8	3	2				1
Denver County 1	2	6	5	3	3	3	2	1				
Agate 300	4	5	6	5	5	3						
District 49	4	2	3	3	1	3						
Adams 12 Five Star Schools		1	1	2	2	2						
Deer Trail 26J				5	2	2	5	4	5	7	5	7
Julesburg Re-1			2	2	1	2						
Charter School Institute	7	4	3	3	3	2						
Westminster Public Schools						1						
Douglas County Re 1	3	2	1	1	1	1						
Cheyenne Mountain 12						1						
Weld County School District RE-3J	3	4	4	2	2	1						
Vilas RE-5	2											
Mapleton 1	10	18										
Academy 20	1	1										
Durango 9-R	5	2	2	3								
Vilas RE-5		2	1	1								
Woodlin R-104		3	3	4	4							
Westminster Public Schools			2	1	1							
Arriba-Flagler C-20										1	1	2
Jefferson County R-1											1	
Spain											3	1
Poland											1	
Switzerland											1	
Germany												1
Italy												1
Total	**129**	**129**	**116**	**130**	**177**	**245**	**30**	**27**	**25**	**33**	**43**	**47**

The district has lost more students to online programs - Byers 32J and Ed reEnvisioned BOCES have increased their draw from the district the most.

Housing Growth

Development	Density	For Sale	Units Remaining
Pulte	SFD	10	100+
Dreamfinders	SFD	13	100+

Annual Expectations	Units	ES	MS	HS	Maximum Students From Development
Wolf Creek Run West	40	12	8	10	30

Three builders are working in Wolf Creek Run West including Pulte, Dreamfinders and LGI. Single family units are priced in the $400's and are very attractive to young families.







Enrollment History

Historical Enrollment by Grade	Totals by School Type								
Year	(K-5)	(6-8)	(9-12)	(K-12)	ps	Tot w PS	Net Growth	% Change	Avg
2018	436	216	331	983	82	1065			
2019	441	251	321	1013	67	1080	15	1.4%	
2020	418	256	327	1001	71	1072	-8	-0.7%	
2021	456	281	354	1091	80	1171	99	9.2%	
2022	474	255	392	1121	88	1209	38	3.2%	
2023	470	249	380	1099	88	1187	-22	-1.8%	
2024	456	250	386	1092	88	1180	-7	-0.6%	
2025	468	253	380	1101	79	1180	0	0.0%	1.53%

Historical Enrollment by Grade

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2018	74	62	72	72	63	93	80	75	61	77	79	91	84
2019	76	79	67	73	78	68	97	80	74	66	81	84	90
2020	63	74	77	64	69	71	76	95	85	76	73	77	101
2021	75	67	84	81	71	78	86	85	110	100	89	71	94
2022	77	79	74	85	86	73	86	84	85	114	103	93	82
2023	72	79	76	75	80	88	81	85	83	96	101	89	94
2024	74	66	79	84	72	81	77	89	84	91	100	105	90
2025	85	80	64	76	88	75	86	77	90	89	97	95	99

Enrollment during the past three years has been level. The seven-year enrollment trend has been 1.53%.

Larger departing senior classes are replaced by smaller kindergartens thus reducing enrollment. This conceals recent growth from new housing.

Enrollment Forecast

Low	(K-5)	(6-8)	(9-12)	(K-12)	*ps*	Tot w PS	Net Growth	5yr % Avg.		Capacity ES	Caoacity MS	Capacity HS	Seats ES	Seats MS	Seats HS
2026	475	241	376	**1,092**	*79*	**1,171**	-9		*Low*	730	309	449	176	68	73
2027	469	257	363	**1,088**	*79*	**1,167**	-3			730	309	449	182	52	86
2028	476	250	361	**1,087**	*79*	**1,166**	-1	**-0.1%**		730	309	449	175	59	88
2029	495	244	357	**1,097**	*79*	**1,176**	10			730	309	449	156	65	92
2030	502	238	360	**1,099**	*79*	**1,178**	3			730	309	449	149	71	89

Level Enrollment

Medium	(K-5)	(6-8)	(9-12)	(K-12)	*ps*	Tot w PS	Net Growth	5yr % Avg.		Capacity ES	Caoacity MS	Capacity HS	Seats ES	Seats MS	Seats HS
2026	478	243	379	**1100**	*79*	**1179**	-2		*Medium*	730	309	449	173	67	70
2027	475	259	371	**1105**	*79*	**1184**	6			730	309	449	177	50	78
2028	484	253	373	**1111**	*79*	**1190**	5	**2.6%**		730	309	449	167	56	76
2029	507	247	371	**1124**	*79*	**1203**	13			730	309	449	145	62	78
2030	514	242	375	**1131**	*79*	**1210**	7			730	309	449	137	67	74

30 Students Growth

High	(K-5)	(6-8)	(9-12)	(K-12)	*ps*	Tot w PS	Net Change	5yr % Avg.		Capacity ES	Caoacity MS	Capacity HS	Seats ES	Seats MS	Seats HS
2026	486	241	377	**1104**	*79*	**1183**	3		*High*	730	309	449	165	68	72
2027	490	258	368	**1116**	*79*	**1195**	12			730	309	449	161	51	81
2028	505	255	370	**1130**	*79*	**1209**	14	**5.1%**		730	309	449	146	54	79
2029	531	253	364	**1148**	*79*	**1227**	18			730	309	449	120	56	85
2030	539	254	368	**1161**	*79*	**1240**	13			730	309	449	112	55	81

60 Students Growth

Overall enrollment will grow by 30 students with most growth in elementary

Strasburg Elementary includes the K-5 enrollment plus PK shown in the table.
Hemphill Middle School include the grade 6 – 8 enrollment shown in the table.
Strasburg High School enrollment includes grade 9-12 enrollment less 28 students attending Prairie Creek High School with grade assignments as needed.

Enrollment Forecast by Grade

Low	K	1	2	3	4	5	6	7	8	9	10	11	12
2026	78	86	78	66	77	90	76	88	77	98	88	95	95
2027	80	79	84	80	67	79	91	78	88	85	97	86	95
2028	82	81	77	86	81	69	80	93	78	96	84	95	86
2029	84	83	79	79	87	83	70	82	93	86	95	82	95
2030	86	85	81	81	80	89	84	72	82	101	85	93	82

Low - Level Enrollment

Medium	K	1	2	3	4	5	6	7	8	9	10	11	12
2026	78	86	81	65	77	90	76	89	78	97	91	97	94
2027	80	79	87	82	66	79	91	79	90	85	99	91	96
2028	82	81	80	89	83	69	80	94	80	97	87	99	90
2029	84	83	82	82	90	86	70	83	95	87	99	87	98
2030	86	85	84	84	83	92	87	72	84	102	89	99	86

Medium - 30 Students Growth

High	K	1	2	3	4	5	6	7	8	9	10	11	12
2026	78	88	83	67	79	91	76	88	77	95	95	95	92
2027	80	81	91	86	70	82	92	78	88	82	101	93	92
2028	82	83	84	94	89	73	83	94	78	93	88	99	90
2029	84	85	86	87	97	92	74	85	94	83	99	86	96
2030	85	87	88	89	90	100	93	76	85	99	89	97	83

High - 60 Students Growth

20-year Forecast Using Medium Basis

Year	PS / ES	MS	HS	Total	ES Cap	MS Cap	HS Cap	ES Seats Available	MS Seats Available	HS Seats Available
2030	592	243	375	**1210**	730	309	449	138	66	74
2031	595	244	377	**1216**	730	309	449	135	65	72
2032	598	245	379	**1222**	730	309	449	132	64	70
2033	601	247	381	**1228**	730	309	449	129	62	68
2034	604	248	383	**1234**	730	309	449	126	61	66
2035	607	249	384	**1241**	730	309	449	123	60	65
2036	610	250	386	**1247**	730	309	449	120	59	63
2037	613	252	388	**1253**	730	309	449	117	57	61
2038	616	253	390	**1259**	730	309	449	114	56	59
2039	619	254	392	**1266**	730	309	449	111	55	57
2040	622	255	394	**1272**	730	309	449	108	54	55
2041	625	257	396	**1278**	730	309	449	105	52	53
2042	629	258	398	**1285**	730	309	449	101	51	51
2043	632	259	400	**1291**	730	309	449	98	50	49
2044	635	261	402	**1298**	730	309	449	95	48	47
2045	638	262	404	**1304**	730	309	449	92	47	45
2046	641	263	406	**1311**	730	309	449	89	46	43
2047	644	265	408	**1317**	730	309	449	86	44	41
2048	648	266	410	**1324**	730	309	449	82	43	39
2049	651	267	412	**1330**	730	309	449	79	42	37
2050	654	268	414	**1337**	730	309	449	76	41	35

The current impacts affecting the district suggest adequate capacity for the foreseeable future. Changes in land development activity could change these trends dramatically.

Summary

- Enrollment has grown slightly during the most recent school years and by 1.5% during the past 7 years.
- Total population has grown by 800 people during the past decade.
- Births have increased during prior decades and are continuing to increase.
- Residential housing growth has been significant with three builders working in Wolf Creek Run West. New housing and rising birth rates should allow enrollment growth in the coming five years.
- Student export to online providers has accelerated in recent years. Students that have gone online have been mostly replaced by growth from new housing.
- The recent departing senior classes have been larger than incoming kindergartens and have produced built in enrollment loss which has somewhat concealed new housing-based growth.
- Enrollment is expected to grow by 30 students according to the medium basis, mostly at the elementary level.



CAPACITY ANALYSIS						
GRADE / USE	ROOM #	AVG. ROOM SIZE	CDE SF PER PUPIL	CDE CAPACITY	BUILDING CAPACITY	EDUCATIONAL CAPACITY
CAFETERIA						
DINING	108	3510	0		0	0
CLASSROOM						
1ST GRADE	505	850	32	27	25	25
1ST GRADE	506	850	32	27	25	25
1ST GRADE	507	850	32	27	25	25
1ST GRADE	508	850	32	27	25	25
2ND GRADE	501	850	32	27	25	25
2ND GRADE	502	850	32	27	25	25
2ND GRADE	503	850	32	27	25	25
2ND GRADE	504	850	32	27	25	25
3RD GRADE	402	800	32	25	25	25
3RD GRADE	403	810	32	25	25	25
3RD GRADE	405	840	32	26	25	25
3RD GRADE	406	840	32	26	25	25
4TH GRADE	605	810	30	27	25	25
4TH GRADE	606	810	30	27	25	25
4TH GRADE	608	810	30	27	25	25
5TH GRADE	602	810	30	27	25	25
5TH GRADE	603	810	30	27	25	25
5TH GRADE	604	810	30	27	25	25
FLEX	401	750	32	23	25	25
FLEX	407	800	32	25	25	25
FLEX	601	810	30	27	25	25
FLEX	607	810	30	27	25	25
KINDERGARTEN	204	850	38	22	20	20
KINDERGARTEN	205	850	38	22	20	20
KINDERGARTEN	206	850	38	22	20	20
KINDERGARTEN	207	850	38	22	20	20
KINDERGARTEN	208	850	38	22	20	20
PRE-K	201	850	0		20	20
PRE-K	202	850	0		20	20
PRE-K	203	850	0		20	20
PRE-K	308	850	0		20	20
SPECIAL ED						
INTERVENTION	307	730	37	20	25	0
INTERVENTION	404	730	37	20	25	0
INTERVENTION	409	730	37	20	25	0
SPECIALS						
ART	408	905	35	26	0	0
GYMNASIUM	101	5750	0		0	0
LIBRARY	303	1540	0		0	0
MAKER SPACE	107	615	30	21	0	0
MUSIC	107	1540	35	44	0	0
40				841	805	730

Building capacity calculations consider any space of 675 square feet or larger as a potential classroom, per CDE guidance. These rooms are counted in building capacity and may be used as classrooms if needed to accommodate enrollment increases.

Educational capacity calculations reflect how the building is currently being used.

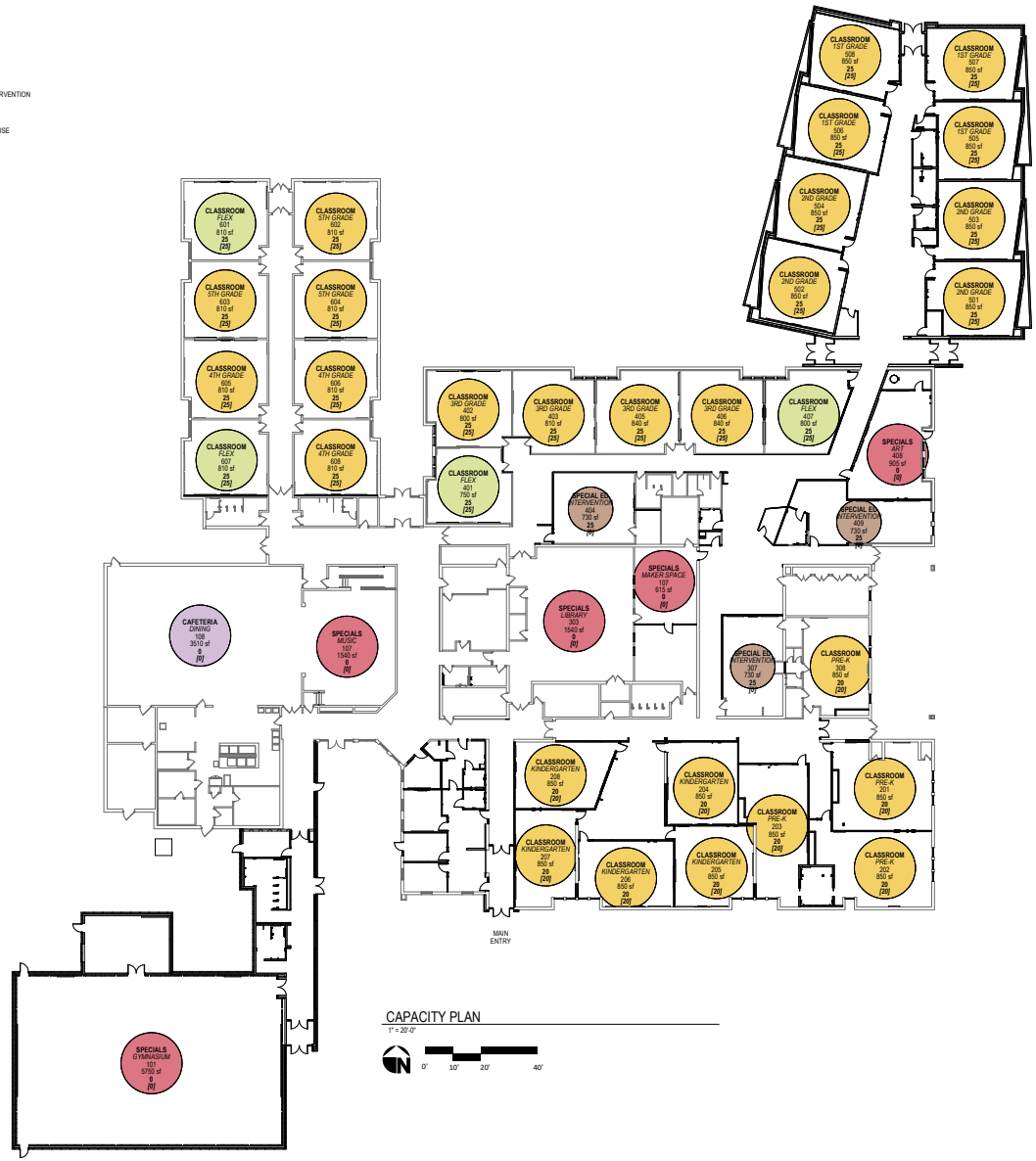
CAPACITY PLAN LEGEND

CAPACITY TAG

TYPE OF SPACE / TYPE OF ROOM
ROOM NUMBER
AVG. ROOM SIZE sf
BLDG CAPACITY
EDUCATIONAL CAPACITY

COLOR LEGEND

- INSTRUCTIONAL SPACES
- SPECIAL EDUCATION / INTERVENTION
- SPECIALS / ELECTIVES
- FLEX CLASSROOMS
- ADMINISTRATION / OTHER USE
- CAFETERIA
- SCIENCE
- MODULAR SPACE



CAPACITY PLAN

1" = 20'-0"

0' 10' 20' 40'

02/17/2026

STRASBURG ELEMENTARY SCHOOL

CAPACITY PLAN

rta ARCHITECTS

CAPACITY ANALYSIS						
GRADE / USE	ROOM #	AVG. ROOM SIZE	CDE SF PER PUPIL	CDE CAPACITY	BUILDING CAPACITY	SUB-TOTAL EDUCATIONAL CAPACITY (JR. HIGH MODEL)
CAFETERIA						
DINING	112	1878	0		0	0
CLASSROOM						
6TH GRADE	162	850	30	28	25	25
6TH GRADE	163	850	30	28	25	25
6TH GRADE	164	850	30	28	25	25
6TH GRADE	165	850	30	28	25	25
7TH GRADE	145	850	28	30	25	25
7TH GRADE	147	850	28	30	25	25
7TH GRADE	172	850	28	30	25	25
8TH GRADE	171	850	28	30	25	25
8TH GRADE	173	850	28	30	25	25
8TH GRADE	174	850	28	30	25	25
SCIENCE						
BIOLOGY	141	910	40	23	25	25
CHEMISTRY	141	910	40	23	25	25
SPECIAL ED						
INTERVENTION	146	392	37	11	0	4
INTERVENTION	161	850	37	23	25	8
SPECIALS						
ART	144	1074	30	36	25	25
BAND	139	850	35	24	25	25
COMP LAB	134	850	32	27	25	25
GYMNASIUM	131	7395	0		25	25
LIBRARY	121	2046	0		0	0
20				461	425	412

CAPACITY PLAN LEGEND

CAPACITY TAG



COLOR LEGEND

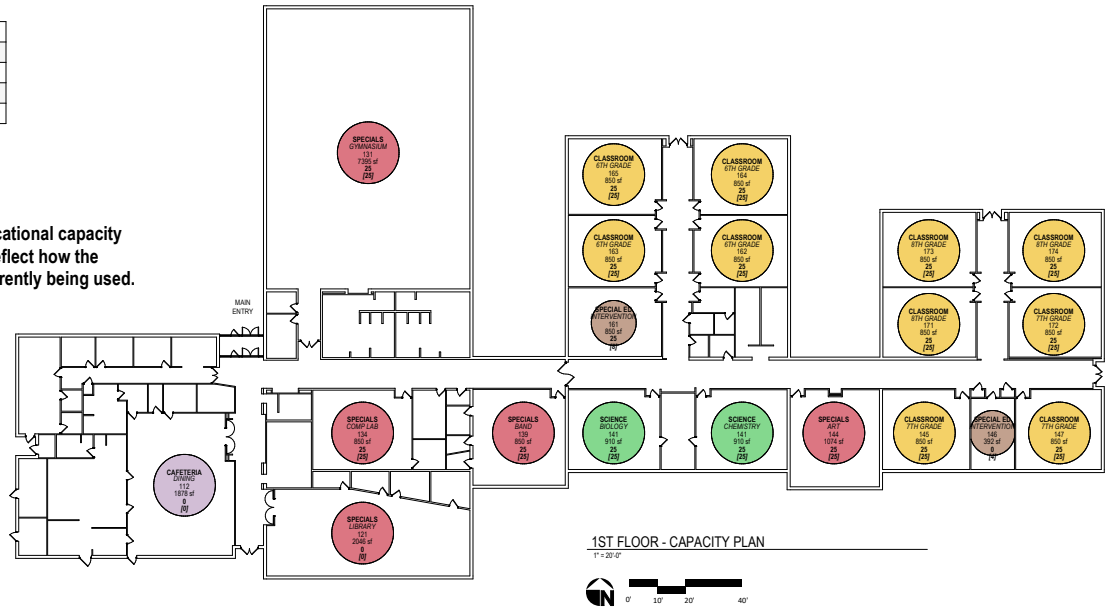
- INSTRUCTIONAL SPACES
- SPECIAL EDUCATION / INTERVENTION
- SPECIALS / ELECTIVES
- FLEX CLASSROOMS
- ADMINISTRATION / OTHER USE
- CAFETERIA
- SCIENCE
- MODULAR SPACE

Building capacity calculations consider any space of 675 square feet or larger as a potential classroom, per CDE guidance. These rooms are counted in building capacity and may be used as classrooms if needed to accommodate enrollment increases.

Sub-total Educational capacity calculations reflect how the building is currently being used.

An optimization factor is applied to the educational capacity of a middle/high school to accurately reflect how the building functions during the academic day. This factor accounts for operational elements such as schedule flexibility, teacher planning periods, and bell schedules. For schools operating on a 6-of-8 period schedule, the optimization factor is 0.75.

SUB-TOTAL EDUCATIONAL CAPACITY = 412
TOTAL EDUCATIONAL CAPACITY = 412 x 0.75 = 309



02/17/2026

STRASBURG MIDDLE SCHOOL

CAPACITY PLAN

rta ARCHITECTS

CAPACITY ANALYSIS						
GRADE / USE	ROOM #	AVG. ROOM SIZE	CDE SF PER PUPIL	CDE CAPACITY	BUILDING CAPACITY	SUB-TOTAL EDUCATIONAL CAPACITY
CAFETERIA						
COMMONS	C-02	1310	0		0	0
CLASSROOM						
INSTRUCTION	105	710	28	25	25	25
INSTRUCTION	107	850	28	30	25	25
INSTRUCTION	108	850	28	30	25	25
INSTRUCTION	108	610	28	22	25	25
INSTRUCTION	111	850	28	30	25	25
INSTRUCTION	112	850	28	30	25	25
INSTRUCTION	114	850	28	30	25	25
INSTRUCTION	115	850	28	30	25	25
INSTRUCTION	306	870	28	31	25	25
INSTRUCTION	308	650	28	23	25	25
INSTRUCTION	309	650	28	23	25	25
INSTRUCTION	310	650	28	23	25	25
INSTRUCTION	312	550	28	20	25	25
INSTRUCTION	313	550	28	20	25	25
INSTRUCTION	315	670	28	24	25	25
INSTRUCTION	317	670	28	24	25	25
INSTRUCTION	318	670	28	24	25	25
SPECIAL ED						
INTERVENTION	115	590	37	16	0	8
INTERVENTION	116	590	37	16	0	8
INTERVENTION	304	680	37	18	25	8
SPECIALS						
ART	307	750	45	17	25	25
COMP LAB	124	980	32	31	25	25
DISTANCE LEARNING	107	810	32	25	25	25
FITNESS	302	2400	0		25	25
GYMNASIUM	201	8350	0		25	25
LIBRARY	106	1540	0		0	0
MUSIC	102	1285	35	37	25	25
SMALL GYMNASIUM	212	5600	0		0	0
29				601	600	599

Building capacity calculations consider any space of 675 square feet or larger as a potential classroom, per CDE guidance. These rooms are counted in building capacity and may be used as classrooms if needed to accommodate enrollment increases.

Sub-total Educational capacity calculations reflect how the building is currently being used.

An optimization factor is applied to the educational capacity of a middle/high school to accurately reflect how the building functions during the academic day. This factor accounts for operational elements such as schedule flexibility, teacher planning periods, and bell schedules. For schools operating on a 6-of-8 period schedule, the optimization factor is 0.75.

SUB-TOTAL EDUCATIONAL CAPACITY = 599
TOTAL EDUCATIONAL CAPACITY = 599 x 0.75 = 449

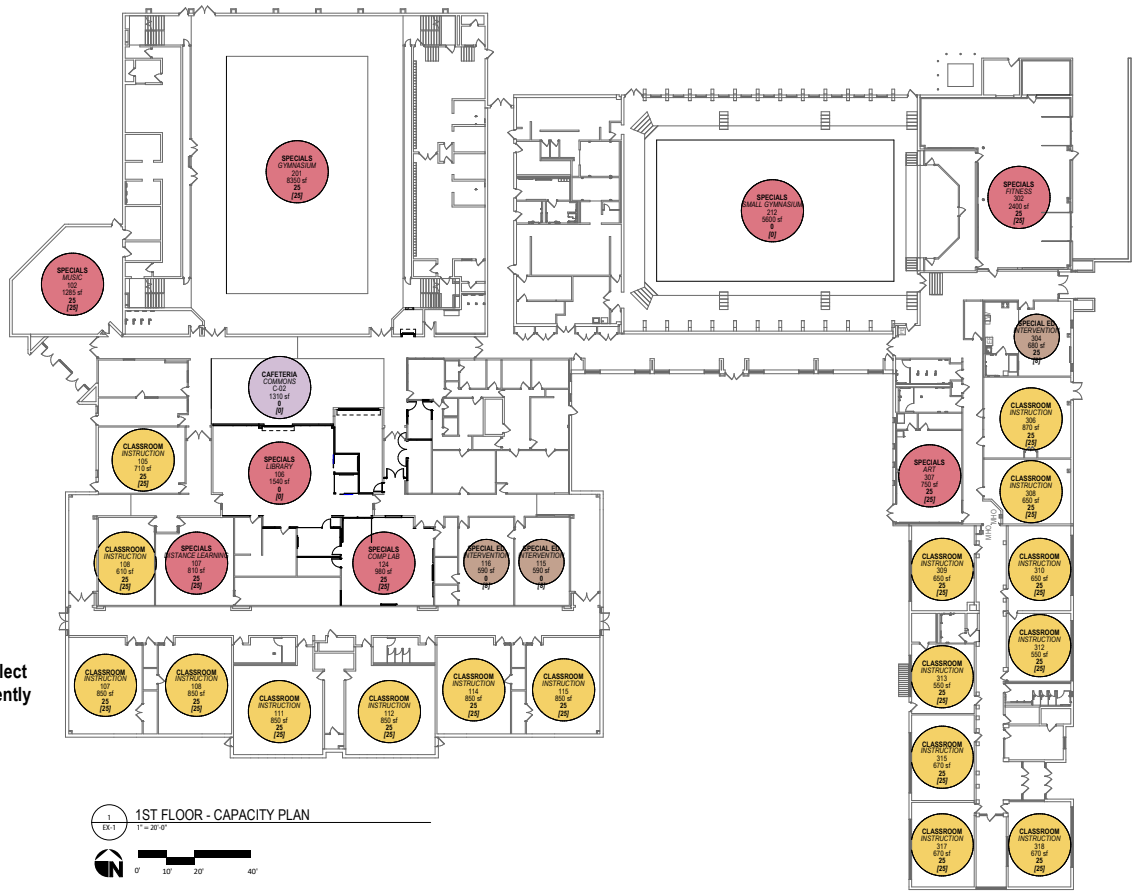
CAPACITY PLAN LEGEND

CAPACITY TAG



COLOR LEGEND

- INSTRUCTIONAL SPACES
- SPECIAL EDUCATION / INTERVENTION
- SPECIALS / ELECTIVES
- FLEX CLASSROOMS
- ADMINISTRATION / OTHER USE
- CAFETERIA
- SCIENCE
- MODULAR SPACE



02/17/2026

STRASBURG HIGH SCHOOL
CAPACITY PLAN

rta ARCHITECTS

THE STRASBURG SCHOOL DISTRICT RESPECTFULLY ACKNOWLEDGES THAT THE LAND ON WHICH WE GATHER AND LEARN IS THE TRADITIONAL AND ANCESTRAL HOMELANDS OF THE NORTHERN ARAPAHO AND CHEYENNE PEOPLE.

WE ARE COMMITTED TO GROWING AND DEEPENING OUR RELATIONSHIP WITH THE VIBRANT INDIGENOUS COMMUNITIES WHO CONTINUE TO THRIVE AND UPHOLD THEIR SACRED RELATION TO THIS LAND. WE EXTEND OUR RESPECT TO THE ELDERS OF THE PAST, THE PRESENT, AND FUTURE.

Strasburg School District 31J

Policy:	File:
Board of Education Norms	BEN
Adopted:	Revision:
	September 2025

Board of Education Team Norms

Accountability to the Board and the Community:

- We communicate with respect, transparency, and openness, especially in challenging situations, while considering the appropriate context for feedback.
- We actively listen and engage with objectivity and without personal bias, ensuring that all voices are heard and respected.
- We support and promote board decisions collectively, address concerns directly with the involved individuals, and maintain mutual respect.

Commitment to the District's Strategic Plan:

- We embrace the school mission and advocate for all students, prioritizing the greater good of the district over personal agendas.
- We approach every issue with the same level of focus and dedication, believing in the potential of all students to achieve academic success.

Effective and Productive Meetings:

- We prioritize and attend all meetings consistently by being prepared, arriving ready to actively engage, contribute, and accomplish the work of the board, while staying focused, using time efficiently, and starting and ending on time.
- We ensure everyone has a voice and promote balanced discussions, ending each meeting with clear action items, timelines, and owners
- We adhere to established norms, speak up when deviations occur, and strive to make our meetings a space for meaningful and respectful dialogue.






EDDIE
CORTÉS






11
7




5


1
10

Full Name	Identifier
Angelo, Sarah	10703
Atwater, Julie	10901
Bartfai, Taylor	10877
Beeck, Kori	10833
Beston, Travis	10898
Bonds, Jessie	10873
Brunsvold, Bertha	10601
Busse, Susan	10780
Cary, Dayna	10896
Casarrubias, Nanci	10834
Chavez, Cyndi	10827
Crouse, Vicki	10113
DeWolf, Corey	10477
Elliott, Diana	10539
Elliott, Kurt	10022
Engelsman, Tiffany	67
Garrett, Jaclyn	10732
Goble, Tanya	85
Griggs, Cynthia	10719
Gutierrez, Dana	10800
Hale, Lori	94
Hart, Amie	10894
Hassell, Samantha	10229
Hemphill, AJ	10696
Hickson, Katherine	10295
Irizarry, Carolina	10899
Jeffries, Julie	10715
Johnson, Susan	10170
Long, Meranda	10859
Madera, Paulina	10897
McNabb, Stacey	10831
Muehlausen, Corine	10629
Mullarkey, Kea	10616
Musick, Karl	10900
Osborne, Deborah	10079
Paul, Taylor	10892
Perrino, Connie	10294
Rigdon, Jacquline	10845
Rose, Alec	10813
Schermerhorn, Shauni	10825
Schultz, Amanda	10902
Scott, Jessica	10885
Sherer, Patricia	10433
Shuck, Leanne	10888
Simpkins, Pamela	10121
Smith, Julie	10087

Steinman, Beth	10291
Stuart, Autumn	10887
Swallow, Jordyn	10904
Tarango, Maria	10895
Torres-Cervantes, Maria	10612
Van Cleave, Courtney	10889
Villa, Rosa	10832
Vining, Rita	10537
Wailes, Julia	10740
Winklepleck, Brenda	10541

Consortium Consolidated Application Plan for 2026-27

Title I- Support for underserved populations

90% Returned to Districts

Funds support district-identified needs on the Title I spreadsheet, including:

- Salary and benefits for interventionists and instructional paraprofessionals. *(*most common use of funds)
- Title I Coordinators to plan and oversee Title I and Response to Intervention (RtI) activities
- Summer school or extended learning opportunities
- Professional development for Title I instructional staff (secured by the district)
- Parent engagement supplies
- Evidence-based intervention materials and programs

10% stays at BOCES

- **Indirect Costs** (Executive Director Budget): **6.35%**
- **Title I Clusters and Consortium Activities: 3.65%**
  Provides professional development and technical assistance related to:
  - Title I program implementation and RtI
  - Title I guidance, compliance, and monitoring
  - Title I cluster meetings and resources
  - Teacher stipends for professional development outside the contract day
  - Presenter fees and substitute reimbursement
  - Substitute teacher reimbursement for Title I teachers attending training during the school day
  - Professional learning supplies, books, and materials
- **Required Set-Aside**
  - Minimum $50 Homeless Set-Aside per district (determined by superintendents)
    - Comes from the district allocation but is managed through the BOCES budget and reimbursed to districts
- **BOCES Staffing Support**
  - Federal Programs Director (estimated 40% of salary dedicated Title I support)

Title II- Based on stakeholder recommendations and PD needs committee

- **Strengthening Teacher and Leader Effectiveness**
  - Impact Teams implementation, leveraged with HB12-1345 funding
  - District Impact Team Coordinator stipends
  - Professional learning on standards-based instruction and formative assessment
  - Summer Institute and virtual professional development events
  - English Learner / Multilingual Learner (EL/ML) and content-specific PD
  - Cluster support for teachers and principals
- **Support for Educator Participation**
  - Substitute coverage for Impact Team work during the school day
  - Stipends for teacher participation outside of contract hours or contract days
- **Professional Development Costs**
  - Presenter fees and travel
  - Supplies, books, and media licenses aligned with PD and Impact Teams

    - Stipends for teachers attending EC BOCES PD outside the contract day/year
- **BOCES Staffing Support**
    - Federal Programs Director (estimated 30% of salary dedicated to Title II support)

<u>Title III</u>- Support for English Learner (EL/ML) programs and instruction

- **Professional Development and Instructional Support**
    - Professional development on effective EL/ML instructional strategies
    - EL Coordinator support for district programs and compliance
    - Support for parent engagement strategies for families of English Learners
    - Professional learning resources and materials
- **Data Analysis and Program Support**
    - Data analysis of English language acquisition and student progress
    - Classroom observations and instructional planning when needed
    - Data analysis and support when considering EL students for Special Education
- **BOCES Staffing Support**
    - EL/ML Coordinator (estimated 30% of salary dedicated to Title III support)
    - EL/ML coordinator travel to districts and required trainings

<u>Services EC BOCES Provides Districts for CDE Federal Programs</u>

- **Consortium Planning and Grant Management**
    - Conducts required Title II professional development needs assessment
    - Develops, completes, and submits the Consolidated Application (narrative, budget, revisions, reports, and required responses to CDE review comments)
    - Ensures consortium-level fiscal compliance for federal programs
    - Completes all financial reports and budget revisions related to the Consolidated Application
- **District and School Support**
    - Facilitates Unified Improvement Plan (UIP) work sessions with districts and CDE
    - Provides guidance on federal program requirements and monitoring expectations
    - Assists districts in preparing documentation and evidence for monitoring and reporting
- **Coordination with the Colorado Department of Education**
    - Represents consortium and rural districts on the CDE Committee of Practitioners
    - Attends CDE trainings, webinars, and stakeholder meetings
    - Monitors and communicates CDE deadlines and requirements to districts

2026-2027 EC BOCES Consortium PD Needs Assessment Priorities

Reminder:

- **Share PD priorities with your district board for stakeholder feedback and approval**
- **Share** priorities of the consortium PD and your district Title I, and Title IV plans with district **stakeholders including District Accountability Committee, instructional staff and any other related groups.**
- **Title II Funded** **HB Funded**

Title II and HB:

1. Self-paced professional development options for teachers aims to address the diverse needs and schedules of educators. This approach provides flexibility, allowing teachers to engage in learning at their own pace, accommodating busy schedules and varying time constraints. This approach recognizes and respects the individuality of teachers' learning styles, preferences, and time commitments, ultimately contributing to a more accessible, effective, and empowering professional development experience. Self-paced learning options will include a stipend, while funding is available, with proper documentation in the following areas:

    a. **DBQ:** Self-Paced Registration Link These self-paced courses familiarize teachers with The DBQ Project Method. Teachers will learn how to make the DBQ process engaging and powerful for students. Participants will work through the steps of The DBQ Project Method at their own pace, pausing to reflect and practice along the way. ($120 for 6 hour course)
    b. **READ Act:** The evidence-based training designed for K-3 teachers, K-12 interventionist, and K-3 principals and administrators in the science of reading. ($340 for 45 hour teacher, $140 for 20 hour admin, $35 for 5 hour admin)
    c. The Writing Revolution (look into pricing if funds remain)
    d. CDLS Teacher Survival Guide: self-paced module-Pilot ($20 per hour-not yet available)

2. Impact Teams, also known as Professional Learning Communities (PLCs), play a pivotal role in fostering a culture of efficacy within districts through continuous improvement cycles embedded in the formative assessment process. The Impact Team Model empowers both teachers and learners to actively participate in decision-making regarding their learning experiences. This framework specifically focuses on strengthening core instruction, building teacher and student efficacy, and addressing district-specific Problems of Practice through learning cycles.
    a. The Evidence, Analysis, Action (E.A.A) process is a key component of the Impact Team framework, ensuring effectiveness, collaboration, and quality implementation within PLCs. Teachers engage in inquiry to enhance student ownership and place students at the forefront of their learning through formative assessment processes, fostering a formative mindset for self-efficacy and collective efficacy.
    b. During Impact Team meetings (PLCs), educators will collaboratively cultivate expertise and collectively address challenges through the Evidence, Analysis, Action (E.A.A) cycle. Schools participating in Impact Teams will foster a culture of collaborative inquiry, emphasizing asset-based approaches for all learners. This aims to enhance student ownership and agency by providing clarity for all involved, empowering each learner to make meaningful decisions about their learning.
    c. The ECBOCES Executive Director and Staff Developer collaborate with district administration and the Impact Team Coordinator to review the framework and gather essential information for identifying the Problem of Practice. Coordinator training is required to ensure a comprehensive understanding of the Impact Team Process, emphasizing frequency, efficiency, coordinator roles, duties, and

the use of the EAA implementation protocol. Providing coordinators with the essential skills to navigate their roles and offering various support options for schools are crucial elements for the success of Impact Teams, along with administrative support.

3. To address the increasing and continual demand, it is essential to persist in providing professional development opportunities in English Language (EL) and Multilingual Learner (MLL) education. These initiatives aim to assist teachers in effectively addressing the unique needs of English Learners and Multilingual Learners, aligning with the Colorado Department of Education's (CDE) EL/ML PD requirements. The growing necessity for such support emphasizes the importance of ongoing efforts.
    a. Various professional development options and resources provided to meet the diverse preferences and schedules of educators, ensuring comprehensive and accessible PD for those committed to English Language and Multilingual Learner instruction. These options include:
        i. **Coaching Model with MiaAriela Allen:** This model integrates a day of classroom walkthroughs in collaboration with administration, followed by a focused PD session addressing the specific needs identified during the walkthroughs.
            1. **Schools for 26-27 SY: Bethune, Agate, Cheyenne Wells, Kit Carson, Kiowa**
        ii. **Zoom and Summer Institute:** MiaAriela- EL/ML in content areas
        iii. **ECBOCES Recordings:** Educators can benefit from recorded sessions featuring insights from experts such as Beth Skelton and Rachel Fairchild.
        iv. **WIDA Self-Paced Program:** This program offers educators valuable insights into language development and effective teaching strategies.
        v. **Centennial BOCES Self-Paced Platform:** Providing an alternative avenue, this platform allows teachers to access free and flexible PD opportunities, further enriching the diverse range of resources available for EL/MLL instruction.
        vi. Stipends, while funding is available, for self-paced courses available with proper documentation.

4. Seek opportunities to support grade level ELA, Math, Science, and Social Studies teachers across the BOCES. This targeted support aligns with curriculum standards, teaching methods, and content expectations, aiming to enhance instructional strategies and cater to diverse student needs. By focusing on these subjects, we aim to create a more effective professional development experience, ultimately resulting in improved teaching practices and better student outcomes in these crucial academic areas.
    a. ELA and Social Studies: DBQ- 1 year license renewal. For Grades 4-12.
        i. DBQ Zooms focused on Implementation
    b. Kagan- 3- one day trainings
    c. EL/ML support in content areas

5. Principal cluster professional development is a targeted approach designed to foster collaboration and provide tailored training for school principals. This PD model encourages the sharing of best practices and addresses leadership challenges specific to their school contexts. This PD aims to enhance leadership practices and promote improvements in teaching methods and student outcomes through its collaborative and personalized approach. Cluster sessions will be available both in-person and through Zoom for accessibility.
    a. Resources for clusters (2 books per principal)
    b. Budget for presenters
        i. McGrath Response Training (TIX)
    c. Mentoring for instructional coaches, admin, and teachers

6. Local administrators will actively promote the utilization of the ECBOCES website and online resources at the school level to aid new teachers and administrators in accessing professional development options, recordings, and resources. Admin will share ECBOCES help guides and videos with staff to support creation of accounts, updating account information, registering and completing events for certification, and access to resources and recordings.

7. Technology Grants: Develop PD opportunities to support teachers in the implementation of computer science and STEM related activities and classes.
    i. *Brainstorming ways to continue to support zSpace and Tech Smart implementation (zSpace brings virtual reality experiences to the classroom and offers CTE related curriculum. TechSmart is the platform that we are using for the Coding Classes and for teacher training)
    ii. *Applying for CSED and Nathan Yip for 2025-26

HB Grant:

*Sub reimbursements, teacher stipends, working meals, presenter fees, READ Act Stipends

2026-27 Student & Family Handbook

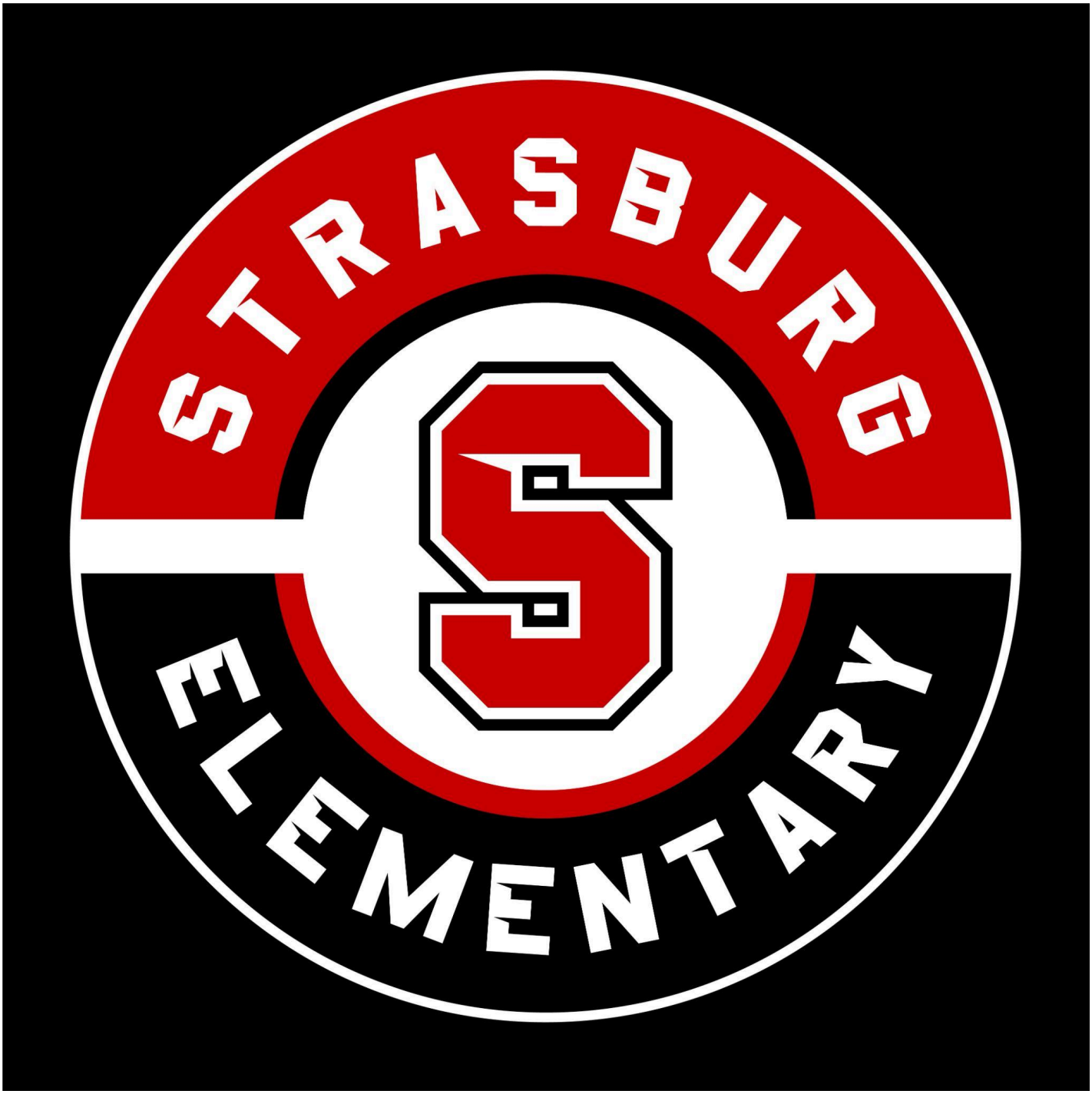


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Strasburg School District's Mission Statement:

The mission of the Strasburg School District is to develop resourceful, responsible, and resilient engaged citizens who are empowered in a safe learning environment for all to achieve their full potential in an evolving world.

Diversity and Inclusion Statement:

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

Strasburg Elementary Vision Statement

At Strasburg Elementary School, we believe every child has the potential to lead, grow, and shine. We meet students where they are—academically, socially, and emotionally—while challenging them to think deeply, do their best, and grow as leaders in our school community. Our mission is to nurture resilient, curious learners who contribute positively to their community and the world around them.

ENROLLMENT & WITHDRAWAL

Colorado Mandatory Immunization Law

Immunizations are an important part of our children's health. Colorado law requires that children going to school be vaccinated to prevent vaccine preventable disease. All children entering Colorado elementary schools for the first time (e.g. kindergarten and out of state transfers) must show proof of immunization. Please go to www.cdphe.state.co.us/dc/immunizatons for the most up–to–date information about what shots are required for specific age or grade level groups * (see attachment 1).

A student may be exempted from receiving the required immunizations in the following manner:

A) A *medical* exemption signed by a licensed physician stating that the student's physical condition is such that immunizations would endanger life or health or is otherwise medically contradicted; or

B) A *religious* exemption signed the parent, guardian, or emancipated student that the student adheres to a religious belief opposed to immunizations; or

C) A *personal* exemption signed by the parent, guardian, or emancipated student that the student adheres to a personal belief opposed to immunizations.

Please see **Immunization of students- JLCB**

Kindergarten Entrance Requirements

Any child who is five years of age prior to **August 1st** is eligible to enter kindergarten. To register, the parents/guardians must provide the child's birth certificate, proof of immunization, social security number and proof of residency (i.e. utility bill).

Strasburg Elementary School will enroll students in kindergarten if they are five years old before August 1st of the enrolling school year. To register, the parents/guardians must provide the child's birth certificate, proof of immunization, social security number and proof of residency (i.e. utility bill). Exceptions to this policy will not be made, ensuring consistency and alignment with district and state guidelines.

Registration

Registration is on-line through the district website. The registration form should be filled out in detail and, in particular, parents should give telephone numbers of the place of employment of both the parents, **and** a person the school may call if the parent cannot be reached by telephone. It is the parent's responsibility to provide an accurate address and telephone numbers (emergency, etc.) and periodically update the information. Any disability or allergy should be noted on the health update

form. **STUDENTS MUST HAVE CURRENT EMERGENCY NUMBERS AT ALL TIMES.** Parents/guardians must come into the school and provide the child's birth certificate, proof of immunization, social security number and proof of residency (i.e. utility bill). Students may begin school 48 hours after all registration forms are complete and staffing needs are identified. Please be aware of the **Interdistrict Choice/Open Enrollment Policy** JFBB

Withdrawal before the End of the Term

The Elementary School should be contacted at least one week prior to the parent's departure from the school district in order that report cards and transfer cards may be prepared. It is the usual procedure for the new school to obtain your signature on a "Request for Records" form of some kind, and send it to us, so that we can send your child's records directly to the new school.

Student Withdrawal from School/Dropouts Policy JFC

ATTENDANCE & TRANSPORTATION

Attendance

One major criteria of a student's success in school is regular and punctual attendance. Frequent absences and tardiness may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. A child can never make up a day's experiences he has missed even though he may complete the assignments that were presented. The discussions that take place in the classroom are often more valuable than the written material. Excessive absenteeism may affect the student's chance to participate in certain interventions.

At 5 unexcused absences or tardies, administration will contact you to make you aware. At 10 unexcused absences or tardies, you will be asked to come in for a meeting to create a plan to support your student's attendance. Excessive absenteeism (15 days or more in a year or 4 days in a month) and/or habitual tardiness (15 tardies or more in a year) will be considered a serious matter and may lead to administrative and board action, retention, and referral to legal authorities. Please be aware of the **Truancy Policy –**JHB

Excused (EXC) – Do not count toward the 10 absences allowed per year. Documentation must be provided to excuse absences when applicable. Examples include doctor or dentist appointments, funerals, or court appearances.

Verified (VER) – Count toward the 10 absences allowed per year. Absences verified by the parent, but do not fall under the guidelines as set above for excused absences.

Unverified (UNV) – Count toward the 10 absences allowed per year. The nature of absence has not yet been determined.

Tardy- Arriving after 7:55 to SES.

Habitually Truant (Student Count): A student is counted as habitually truant if the student has four unexcused absences in one month and/or 10 absences in one school year.

Chronically Absent: A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included – unexcused, excused and suspensions. The rate is the percentage of students enrolled who are chronically absent.

Absence Notification

A phone call from the parent to the school is requested before 9:00 a.m. on the morning of the absence. If we do not receive a call, the elementary office will call the parents at home to try to confirm the reason for the child's absence.

Arrival/Departure Times

Please note that supervision begins at 7:30 am on the playground and ends at 3:50 after school. **For their own safety, please do not drop your children off earlier than 7:30 or pick them up later than 3:50**.

Day Check-out Procedure

Please check your child out through the office and sign them out in the Early Dismissal book located in the office. **School personnel will send for or go get children who are checking out for the day.**

Parent Authorization for Student Pick-up

For the safety of all students, children will only be released to a parent/guardian or an individual who has been authorized by the parent/guardian.

If someone other than a parent/guardian will be picking up your child, please notify the school in advance. This can be done by sending a note or contacting the office by phone prior to dismissal.

If a last-minute change is needed, please call the front office as soon as possible so we can ensure a smooth and safe dismissal process.

All individuals picking up a student must:

- Be listed as an authorized contact or approved by the parent/guardian
- Present a valid photo ID at the time of pick-up

We appreciate your cooperation in following these procedures to help keep all students safe.

Parking

To help keep all students safe during arrival and dismissal, please follow these guidelines:

- Follow all posted signs and **drive slowly in school zones**, including Strasburg Road and all parking lots.
- Be alert and **follow directions from crossing guards and staff** at all times.
- **Model safe behavior** by using designated crosswalks with your child.

Car Drop-Off/Pick-Up:

- The designated entrance for car drop-off is from **Colorado Ave**.

Parking Options:

- The Elementary main lot off **Strasburg Road**
- The lot east of the high school off **Colorado Ave**

Thank you for helping us maintain a safe and efficient arrival and dismissal process for all students.

Pets

For the safety of all students and staff, personal pets are not allowed on school grounds at any time.

Service animals are permitted in accordance with applicable laws and district policy.

Use of Tobacco on School Premises

Strasburg Elementary is a tobacco-free campus. The use of tobacco in any form—including cigarettes, cigars, chewing tobacco, and electronic smoking devices—is prohibited at all times on school property and at school-sponsored events.

This policy applies to all students, staff, and visitors, including during:

- School events and activities
  Field trips
- Time spent in vehicles on school grounds

We appreciate your support in helping us maintain a healthy, safe environment for all students.

Please refer to the district Tobacco-Free Schools Policy (ADC) for additional information.

BUS TRANSPORTATION

Bus Transportation is arranged with the school by the parent at the time of enrollment or whenever a change to home residence occurs.

The district's Director of Transportation makes the bus assignments for our students.

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

Strasburg Dist. 31-J Bus Rules

- Be courteous and cooperative with the driver and students
  - Use inside voices
  - No foul language or rude gestures
  - No pushing or fighting
  - Absolute quiet at RailRoad Crossings
- No destruction of bus property.
  - Do not mark on, poke hole or cut the seat
- Remain facing forward in your assigned seat at all times.
  - Keep aisles clear (feet, backpacks)
- Keep the bus clean.
- NO food or drink, gum, sunflower seeds or tobacco
- The bus is exited from front to back-one row at a time.
  - Stay seated, no pushing or shoving. PATIENCE!
- Unauthorized riders are required to have a note from parents to ride the bus.
  - Students only ride their assigned bus
  - Home to school - school to home
- Be at your bus stop five minutes before scheduled time
  - Buses cannot wait
- Nothing alive or dangerous can be taken on the bus (glass, sharp objects, weapons)
- If bringing personal items (i.e. toys, electronics), keep them in closed backpacks while on the bus
  - This includes playground balls of any type.
  - Electronics can ONLY be out for listening to music with headphones, by yourself
- NO sprays, deodorant, perfume, or nail polishes are to be sprayed or used on the buses

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

Discipline Steps for Bus Misbehavior

1. Minor Infractions:
    a. Verbal warnings will be given to the students by the bus driver to stop the detrimental behavior. Drivers will reinforce the rules to students. If this does not solve the problem
    b. The driver will write a referral, and a conference will be held between the offending students, driver, Transportation Director, and/or Principal of the school the student attends. The student is warned by the Principal and a copy of the report is sent to the parent(s). Included in this warning is the statement that a second referral may result in a 10 day suspension of bus privilege. The Principal issues the suspension.
    c. A second written referral may result in a suspension of bus privileges for 10 days. A report is sent to the parent(s) stating the 10 days suspension and that a third report would mean that the student could lose his/her bus privilege for the remainder of the year. The principal issues the suspension.
    d. A third written report may result in suspension of bus privilege for the remainder of the year. He/she and parent(s) are informed that the student may be re-instated only by the Superintendent.
2. If a major infraction occurs, such as fighting or vandalism and other such activities, the driver shall pull the bus off of the road and stop the activity. The driver may call law enforcement if the infraction warrants. The driver will then proceed on the route. When the stop for the student is reached, the driver shall inform the student that he/she is suspended from the bus until further notice. The Transportation Director shall be notified as soon as practical.
3. The Principal will talk with the student(s) involved and get his/her side of the story. He/she will then make a decision as to what action will be taken. He/she can suspend the student from the bus for any length of time or may refer the case to the Superintendent. Eventual suspension can range from a few days to a year. No set rules can be made for major infractions because the cases will vary and the students are different.
4. All suspensions of bus service will follow minimal due process procedures.

Please be aware of **Student Conduct in School Vehicles Policy – JICC.**

EMERGENCY PROCEDURES

Strasburg 31J has adopted the Standard Response Protocol, which provides protocols for weather and safety. Should such severe weather or safety conditions exist that dismissal would endanger the safety of students; the school will hold the students at school until conditions allow safe dismissal.

WEATHER

Tornado (Shelter in Place)

In the event of a tornado watch being in effect at the time of regular dismissal, the students will be dismissed as usual. The buses will run at the regular times, but in conscientious contact with the school bus station.

If the tornado watch is upgraded to a tornado warning, all students will be taken to their assigned shelter. They will remain in the shelter until we are officially notified that the warning has been canceled for our area. If we are in the shelters at the time of regular dismissal, we will remain there until the warning is lifted. Students will not be released to anyone but their parents, and then only if the parent writes a note that they are picking up their child and assuming responsibility for their safety.

Buses will be radioed if a tornado warning is in effect. The students will be taken to the nearest shelter if time permits, or if necessary, shelter will be taken in a ditch.

Severe Thunder/Lightning

Students that must walk home may be held at school should lightning be so severe that it presents a reasonable hazard to their safety.

Severe Rain/Snow

In the morning, students will have indoor arrival.

In the afternoon, students getting picked up will wait in the corridor outside of the gym. Students WITH siblings at SES will wait together in the corridor. Once a car has arrived, the students will exit the corridor from the south door by the gym to the car pick-up lane.

SAFETY

Hold

In the event of needing a hallway or location to be cleared in the building, a hold may be initiated. Events that dictate a hold to be called may include: vomit, student health situations, dangerous animals in a building, spills, etc.

Secure

All buildings in Strasburg 31J will have exterior doors locked during school hours. A secure will be initiated if there is an outside threat. In the event of a secure, all students and staff will stay in the building, exterior doors will be checked, and nobody will be let in or out of the building unless told otherwise by law enforcement. Events that may dictate a secure to be put into place may include: dangerous animals in the area, high-speed chase through town, etc. Local law enforcement agencies may inform schools about outside threats to initiate the protocol.

Lockdown

A threat inside the school building will initiate a lockdown. All interior classroom doors are locked during the school day. Lockdown procedures include: teachers closing classroom doors, placing students in a location not be seen from interior windows, and keeping students quiet. Law enforcement will release students and staff from their safe locations and lead them to a defined evacuation location for reunification. Nobody will be allowed to enter the building during a lockdown.

PARENT INFORMATION

Breakfast and Lunch

Breakfast will be served in the cafeteria daily from 7:30-7:50am. **Breakfast and lunch meals are free this year. Even though there is no cost for breakfast and lunch, we are requesting that all parents fill out a Free and Reduced Meal form.** This can be obtained from the front office or cafeteria staff. Federal Law has mandated that schools have a Wellness Program for the purpose of promoting “Healthy” habits. The Strasburg School District is no longer providing access to the purchase of soda or pop during the school day on school grounds. In keeping with the idea of establishing healthy habits, we are asking that lunches from home **NOT** contain soda pop. Other beverage suggestions might include milk, water, or juices. Milk is available for purchase with or without a school lunch.

Communication

Maintaining strong, open communication with families is a top priority at Strasburg Elementary. We believe students are most successful when families and the school work together to support learning.

We welcome your questions, feedback, and involvement. If you have a question or concern about your child's classroom experience, please contact your child's teacher first. You may reach teachers by email, voicemail, or by contacting the school office to schedule an appointment.

Teachers are generally available to communicate **before school (prior to 7:45 AM) or after the school day ends**. During instructional time, teachers are focused on students and are not available to take calls except in emergencies.

If additional support is needed after speaking with the teacher, you are welcome to contact the school office to connect with an administrator or schedule a meeting.

Translation and interpretation services are available for families. Please contact the school office if you would like assistance.

Fundraising

Strasburg Elementary may conduct fundraising activities throughout the school year to support student programs, enrich learning experiences, and enhance the school environment.

Information about school-wide fundraisers will be shared with families, including the purpose of the fundraiser and how funds will be used. Updates on the use of funds may be communicated through the school newsletter and other school communications.

In addition to school-wide efforts, smaller fundraisers may occur to support specific programs or events (such as music, field trips, or special projects). When these take place, the purpose and details will be clearly communicated to families.

We appreciate the continued support of our families in helping provide meaningful opportunities for our students.

Lost or Damaged Books

A fee will be assessed for lost or damaged books equal to the total replacement value of the book. The fee may relate to books from the classroom or Strasburg Elementary Library. You will be notified of the total cost by the school.

Chromebook Damage Fees

Students are responsible for the care of their Chromebook. If a device is damaged, a fee will be assessed based on the cost of repair or replacement. If the Chromebook is deemed unrepairable, the full replacement cost will be charged.

Estimated Fees:

- Keyboard Replacement: $50
- Screen Replacement: $75
- Full Chromebook Replacement: $300

Lost and Found

Our Lost and Found box is located on the North end of the building, just beyond the double door exit on the way to the intermediate playground. Unclaimed, unmarked articles will be turned over to a charitable organization every trimester.

Parent Contact

If you need to get a message to your child at school, the office secretary will relay it for you. Students are allowed to call parents or guardians only, and only if it is **extremely** important or an emergency. Students must get permission from their teacher and **may only make calls from the office**. There must be a valid emergency for a student making any call, such as illness. **We will not allow students to call home to make sudden changes to after-school plans or for forgetting their lunch, as hot lunch is provided. Students may not use cell phones on the School Campus.**

Parent/Teacher Conferences

Parent/Teacher conferences are held twice a year as noted on the district calendar and on our website. Watch the school newsletter for conference information.

For Preschool through 3rd grade, families will receive a sign-up link from their classroom teacher to schedule a specific conference time.

For 4th and 5th grade, conferences are held in an open house format. Parents may come to the SES gym anytime during conference hours to meet with their child's teachers.

If you would like to meet with your child's teacher at another time outside of scheduled conferences, please contact the teacher directly to schedule an appointment.

Personal Items: Bicycles, Roller Blades, Skateboards, etc.

The school can assume no responsibility for stolen or damaged personal items. We recommend bikes be registered with the Sheriff's Department and padlocks provided for them. Bike racks are available. Modes of transportation can be used to and from school, before and after school only and **not** on school grounds.

Personal Items: Toys, Cell Phones, IPods, and other Electronics

We strongly encourage these items to remain at home. In particular, personal communication devices are not necessary, as our students are supervised and students, parents and staff have access to school phones. **Students bring these items to school at their own risk**. The School District, its Faculty, and Staff are not responsible for any damaged, missing or stolen items. The School will not utilize administrative time to investigate any incident involving damage, theft, or missing items. Nor will the district take any financial responsibility for the items.

Should you and/or your student choose to bring these items to school, cell phones, iPods, and Mp3 players must be turned off and in backpacks from 7:55 -3:40 or off campus.

Use of cell phones may result in confiscation of the phone, notification to parents, and release of phone to parents. Inappropriate use may include possible police referral and disciplinary action. Please see more information on JICJ Student Use of Cell Phone and Other Personal Technology Devices.

Requesting a Teacher for Student Classroom Placement

Creating balanced classrooms is an important process that helps ensure every student is placed in a learning environment where they can be successful. Our teaching teams and administration carefully consider many factors when building class lists each year.

These factors may include:

- Academic strengths and areas for growth
- Learning styles
- Social dynamics and peer relationships
- Student support needs
- Class size and gender balance
- Teacher instructional style and classroom environment

Because of the many variables involved, specific teacher placements cannot be guaranteed. Our staff works collaboratively to place each student in a classroom that will best support their academic, social, and emotional growth.

If there is information about your child that you feel would help us make the best placement decision, you are welcome to share it with your child's current teacher or the school administration.

Families who wish to submit a written request or share additional information regarding classroom placement may do so by April 1 for consideration for the following school year.

While every effort is made to consider family input, final placement decisions are made by the school administration in collaboration with grade-level teams to ensure balanced classrooms for all students.

Security

Our school is a safe place to be and we have had very few incidents of severe misbehavior by any of our students. While school violence is rare, we can never be too careful when it comes to protecting your children and our staff. There is a district crisis plan in place for emergency situations that has been reviewed by the local Sheriff and Fire Departments and is updated each year. Drills on procedures for these crises are practiced each quarter with faculty and students.

The most important and effective strategy to prevent a crisis situation on campus is for our students and community members to report any weapons and/or suspicious or dangerous behavior to a staff member and/or the Sheriff's Department immediately. There is also a state hotline available to report threatening or dangerous behavior-it is called Safe2tell and the phone # 1-877-542-SAFE. If someone threatens another person or our school we can prevent a serious incident from occurring if we are informed right away. It is also important to tell us if someone is being mistreated, is depressed, or is talking about harming oneself. Telling a staff member is not "tattling"- it is taking action to help others and helping to keep our school safe.

For the safety of our students and staff the following procedures are in place:

- ALL VISITORS MUST IMMEDIATELY REPORT TO THE OFFICE. All visitors will receive a visitor label to be worn throughout the building. Strasburg 31J utilizes Raptor, which is a visitor management system. All visitors will be required to produce a form of identification upon the first visit. A label will be printed off with the visitor's name and destination.
- ID'S ARE CHECKED IF THERE IS ANY QUESTION ON THE IDENTITY OF A PARENT/GUARDIAN WHO WANTS TO REMOVE A STUDENT FROM SCHOOL. If you check your student out of school we will ask you to provide identification and will check to make sure you are on the approved list of emergency contacts if there is any question regarding your identity. Please help us by providing this identification willingly even if you are a familiar face in our community.
- MAIN LOBBY ENTRANCE. This entrance is accessible by buzzing in and stating the reason for entrance. This is the **only** entrance that visitors can access the school from.
- ALL OUTSIDE ENTRANCES ARE LOCKED DURING SCHOOL HOURS
- BUZZ-IN DOORS. When you enter the front foyer of the school, to the right is a buzzer and staff will gladly let you in after you identify yourself and purpose.
- CAMERA SYSTEM: A camera system monitors our facilities.

- LOCKDOWN PROCEDURES: We have levels of lockdown to use when necessary. The district has an appointed spokesperson that will be responsible for disseminating appropriate and timely information as the situation dictates.
- EVACUATION PROCEDURES: We have specific plans on how to evacuate our building in case of an emergency in the building and specific procedures for evacuating the campus, if necessary. Parents will be notified using the contact number given to us on enrollment papers. You are asked to update this for us each year as school starts and immediately upon changes to this information.

Student Dress Code

Students shall maintain an appearance and dress which has no detrimental or disruptive effect on the educational program of the school. Students shall dress in a clean and neat fashion, so as to reflect positively on the school and community. The following attire is absolutely not allowed:

- Clothing that bares the midriff or reveals any underwear apparel (i.e. spaghetti straps).
- Clothing that is shorter than mid thigh length.
- Clothing that displays any depiction of alcohol, cigarettes and/or drugs.
- Clothing that has any obscene language or that is considered offensive towards others.

A student will be asked to change clothes upon violating this dress code.

Other Dress Code Notations:

- Please dress your student(s) appropriately for the weather. While we do strictly monitor the weather conditions outside, students will often play outside in weather requiring warm apparel. Please be sure your student is properly equipped with a winter coat, hat and gloves when necessary. Students will have recess outdoors as long as the temperature (including windchill) is at least 20 degree fahrenheit.
- All students receive Physical Education (P.E.) and are required to wear tennis shoes. The maintenance of our gym floor is important to many programs in our school and within our community. Students must have a pair of "rubber-soled tennis shoes" on all days in which they attend P.E. in order to participate.

Visitor and Guest Procedures

All schools in Strasburg 31J have implemented Raptor, which is a Visitor Management System. When a visitor wants to come into the building, they will be required to provide a form of identification for the first time of entry. Raptor does a screen of the identification to flag any offenders who should not be in the building. Once screened through Raptor, the visitor will be provided a label with their picture, name, and destination for the visit. Visitors will only have to provide a form of identification the first of each school year. When anyone other than staff or

students enter the building, we require you to come in the front door, sign in at the office as a visitor, and put on a name tag. This will allow staff to identify anyone in the building and will help make our school safer.

For classroom visits, please do not bring preschool-aged children or infants, as they can be distracting to both the class and the visitor. All visits must be scheduled with your child's teacher at least 24 hours in advance and should be limited to approximately 30 minutes.

These expectations also apply to parents who wish to walk students to the classroom in the morning or pick them up from the classroom in the afternoon. If you choose to walk your student to class, you will be required to stop at the office and obtain a visitor pass. However, we ask that you do not walk your child to class and instead use the designated drop-off and pick-up areas at the front of the building. Staff members are available to support all students in safely getting to and from their classrooms.

Please be aware of the **School Visitor Information -IK**

Volunteer Parents

Our individualized curriculum demands an optimum of individual attention to each student. Volunteer parents provide a valuable means of making this need a reality. Parents interested in volunteering at the school (in classrooms, on field trips, etc.) are asked to complete a **Parent Volunteer Agreement** on the school website and then contact a classroom teacher. A PVA must be filled out every school year. Volunteers will be held to the same code of ethics as a paid employee. Please ask us for a copy of the procedure for volunteering.

HEALTH SERVICES

Parents will be called when there is a serious accident or a contagious illness that requires parental notification as outlined in CDE state health regulations and SES policy guidelines. Basic First-Aid supplies (Band-Aids, gauze, etc.) are available throughout the school. No injured or sick child will be sent home until the parent or another responsible person has been notified. If the child appears to need medical attention and neither parent nor the designated contact can be reached, ambulance service will be requested.

Due to increasing legal implications, the issue of dispensing medication in the school has become a critical one. **We are mandated by law to obtain written permission from your doctor to administer ANY medication (including non-prescription medicines) to your child. Blank permission forms have been included at the back of this handbook for your convenience.** ** (see attachment 2)

MEDICATIONS AT SCHOOL: Prescription medications are administered at the school only when the proper form is completed and signed by both the physician and the parent/guardian. A substitute form **from the physician** is permissible if it includes the following:

- the name of the student
- the name of the medication
- the dosage
- the purpose of the medication
- how many days it will be given

The medication must be in a container appropriately labeled by the pharmacy or the physician and brought to the office by the parent/guardian. **Please do not send medications with your child to be turned into the office.**

Non-prescription medications are not administered at school without a permission form signed by a physician and a parent, thereby making it a prescription medication. It must be in its **original container**. This includes Tylenol, cough drops, cough syrup, or any other over-the-counter medication.

Parents are responsible for providing the proper permission from the physician and the medication. All unused medications will be returned to the family at the end of the school year. New permission forms are required at the beginning of each school year.

Please see **Administering Meds to Students-JLCD** and **Students with Food Allergies- JLCDA**

Mandatory Reporting

This school district complies with the Child Protection Statutes. To that end, school official or employee who has reasonable cause to know or suspect that a child has been subject to abuse or neglect or who has observed the child being subjected to abuse or neglect, as defined by statute, shall immediately report or cause a report to be made to the county department of social services and local law enforcement agency. Please see Reporting Child Abuse/ Child Protection- JLF Information.

REPORTING STUDENT PROGRESS

Report cards will be sent home at the end of every trimester. Progress will be communicated via paper copy, e-mail, or phone call whenever a concern arises. Reporting student progress is done with a standard/referenced system. This system benefits students by better detailing their progress and connecting our use of this system with the direction of the state's assessment of standards. Parent/Teacher conferences will be helpful for parents to see how a standards/referenced reporting system is similar and different to a traditional grading system.

Homework

HHomework at Strasburg Elementary is designed to provide purposeful practice of skills students are learning in class. Our goal is to reinforce key academic skills while also helping students develop responsibility and independent work habits.

Homework will primarily focus on:

- Reading practice and fluency
- Math skill practice and current math concepts
- Occasional projects or long-term assignments
- Completion of unfinished classwork when needed

Homework should reinforce learning that has already been taught in class and should not introduce new concepts.

Because Strasburg Elementary operates on a four-day school week, homework is typically assigned Tuesday through Thursday. We follow the general guideline of approximately 10 minutes of homework per grade level per night (e.g., 10–20 minutes in Kindergarten and 50–60 minutes in 5th grade).

Our goal is for students to complete homework without missing recess whenever possible. Recess is an important part of the school day that supports student well-being. In grades 3–5, students may occasionally use a portion of recess to complete essential unfinished work. This is not a routine practice, and students will return to recess once work is completed.

If a student is consistently spending significantly more time than expected on homework, families are encouraged to contact the classroom teacher so adjustments can be discussed. Homework is meant to support learning, not create frustration, and teachers will work with families when challenges arise.

Student Performance Levels

The boxes below show student performance levels. At the end of each trimester, each student is assessed according to their performance and effort on the benchmarks their class completed toward the state and district standards during that trimester. A complete list of these benchmarks is available on our website or by request of the classroom teacher. **The expectation is that students will score a 3 by the end of the school year.**

1 (Limited Progress)	2 (Making Progress Toward Standard	3 (Meets Standards)	4 (Exceeds Standard)
Student is performing significantly below District grade level standards and/or Student is showing limited progress in applying skills and strategies to understand concepts	Student is performing near District grade level standards and/or Student is showing a partial understanding of concepts applying skills and strategies	Student has achieved District grade level standards And Student consistently demonstrates understanding of concepts applying skills and strategies	Student has achieved District grade level standards and Student demonstrates exceptional level of understanding

Gifted Education Identification and Services

We have a process to identify students who are considered gifted in one or more academic areas. Students who are identified as gifted are placed on an advanced learning plan (ALP) and modifications are made in their curriculum and instruction to meet their needs and extend their learning. Please see information about IHBB Gifted and Talented Education.

Promotion or Retention

The authority of promoting or retaining a student rests with the Superintendent and the Board of Education. However, much of this authority is delegated to the building Principal. No student shall be promoted, graduated or retained unless the Principal and the Superintendent agree to that decision. The classroom teacher(s) shall advise the Principal as to their opinion in the matter of retaining students at each grade level. A meeting with the classroom teacher, parents, and the principal will be held to evaluate the decision to either promote or retain the student. The Principal shall review these findings and make specific recommendations for the Superintendent concerning retention or promotion.

House Points & ROCK Recognition Program

At Strasburg Elementary, we are committed to fostering a positive and inclusive school culture by recognizing behaviors that reflect our core values, represented by the acronym ROCK:

- **Respect**
- **Ownership**
- **Compassion**
- **Knowledge**

Students are recognized by staff when they demonstrate these values throughout the school day, both in and out of the classroom. Recognition may come in a variety of ways and is intended to highlight positive choices, effort, and strong character.

Each month, students are selected from each grade level to be recognized for consistently demonstrating ROCK behaviors. These students are celebrated during our monthly awards and recognized for being positive role models within our school community.

The ROCK Recognition Program helps reinforce the importance of character, responsibility, and effort. We encourage families to talk about and reinforce these values at home to support a strong connection between school and home.

SCHOOL RULES AND EXPECTATIONS

Internet Rules

We are pleased to offer students of Strasburg Elementary School access to the district's computer network and internet. To gain access to the internet, all students under the age of 18 must obtain parental permission. The permission form is given at the beginning of the school year.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. ***Access is a privilege – not a right.***

Communications on the network are often public in nature. Individual users of the district computer networks are responsible for their behavior and communications over those networks. Students need to treat all school computer hardware and software with respect.

It is presumed that users will comply with district standards and will honor the agreements they have signed.

Access to the Internet is conditional on the students' understanding and acceptance of the following terms:

1. While using the Internet I agree to be polite, use proper language and be considerate of others.
2. I will use the Internet primarily to extend the work of my class work.
3. I will only download materials that are considered to be appropriate with teacher's approval.
4. I will only access computers and programs with my password.
5. I will acknowledge copyright laws.
6. I will respect all property related computers at the school. (including NO food or drink).
7. I will consult my teacher before printing.
8. I understand that inappropriate use will result in the loss of Internet privileges as well as other disciplinary actions.

Please see **Student Use of Internet & Electronic Communications** JS E.

Playground Expectations

To ensure a safe and enjoyable recess for all students, we ask that students follow these expectations:

General Expectations

- Be respectful to all playground supervisors and other students.
- Play safely at all times and be considerate of others.
- Use all playground equipment as intended.
- Resolve conflicts in a peaceful manner and seek adult support when needed.
- If someone is hurt, notify an adult immediately.

Equipment & Play Guidelines

Swings

- Sit while swinging and move straight forward and backward.
- Keep the area around swings clear.

Slides

- Sit and go down feet first.
- One person on the slide at a time.

Climbing Equipment & Structures

- Climb only in designated areas (ramps, ropes, or climbing features).
- Do not stand on top of bars or structures.

Spinning Equipment

- Small spinner: maximum of 3 students
- Large spinner: maximum of 8 students
- Keep all body parts on the equipment while in use.

Tetherball

- Do not remove the ball or rope.
- Report any damage to an adult.

Safety Guidelines

- No backpacks are allowed on the playground.
- Do not play tag on playground equipment.
- Do not climb trees.
- Only touch football is allowed.
- Play ball only in designated areas.
- Hard balls (baseballs, softballs, etc.), bats, rocks, or other unsafe objects are not allowed.
- Run in open playground areas only—not on sidewalks, mulch, landscape rocks, or between equipment.
- Sit on benches or at picnic tables when resting.

Toys & Personal Items

To help maintain a safe and focused environment:

- **Preschool–2nd Grade:** Students may not bring toys or personal items to school for recess or classroom use.
- **3rd–5th Grade:** Students may bring personal game balls for recess; however, these items are brought at the student's own risk. The school is not responsible for lost or damaged items.

Student Behavior

Staff and school administration will use the Strasburg Elementary School Discipline Matrix in regards to student behavior.

*Students who adhere to the rules, expectations, guidelines, and principles have the opportunity to receive recognition to support their positive behaviors. In addition, each classroom teacher has the ability to reward students to support their positive behavior.

SES STUDENT BEHAVIOR

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for

children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences.

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event we operate in ways that appear to be inconsistent with these core beliefs.

Responsibility Centered Discipline

All staff members will utilize the RCD approach for disciplining our students. RCD is a "transformational approach that shifts the goals of school discipline from making a student behave to empowering a student to take ownership of his or her behavior…By creating a Responsibility-Centered Culture in a school and providing administrators, educators and students with a simple and consistent system for addressing all educator-student conflicts, RCD turns this enormous challenge into an opportunity for greater growth and learning- not only for the students, but for everyone who uses the system" (Thompson, 2015, pg. 9-10).

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.

School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Positive Behavior Intervention Supports and House System

At Strasburg Elementary, we use a schoolwide positive behavior system to teach, reinforce, and celebrate expectations for all students. This approach is grounded in Positive Behavior Supports (PBIS), which focuses on creating a positive school environment, preventing problem behaviors, and supporting student success both academically and socially.

Our PBIS system is built around our **house system**, which provides a structure for recognizing positive behavior and building a strong sense of community. Through the house system, students are encouraged to demonstrate our school values and contribute positively to our school environment.

The house system supports students in the following ways:

- **Social & Emotional Development** – Students build relationships and develop important social skills through collaboration and shared experiences.
- **Character Development** – Students are encouraged to demonstrate responsibility, teamwork, and positive decision-making.
- **Sense of Belonging** – Every student is part of a house, helping create a strong sense of identity and connection within the school.
- **School Community** – Students work together toward common goals, fostering school pride and unity.
- **Academic Engagement** – A positive and supportive environment helps students feel more confident and engaged in their learning.
- **Leadership Opportunities** – Students have opportunities to take on leadership roles and model positive behaviors for others.

Our goal is to create a school culture where students feel connected, supported, and motivated to make positive choices every day.

BEHAVIOR INFRACTIONS

The primary mission of Strasburg School District is to develop responsible and productive members of society. Violations of our standards for behavior/rules of conduct are categorized by the severity of the event or behavior and are addressed as identified below. Negative behaviors/events are documented via the Classroom Referral form.

Minor Behavior Infractions

Minor behavior infractions are those negative behaviors that do not have severe impacts to the student, other students or adults, classroom or school environment; safety and security have not been breached. They are misbehaviors that need education, redirection, and practice of the positive behavior(s) we are seeking. Minor behavior infractions can become a major behavior infraction if it repeats for a third time without improvement.

Students who violate our standards or rules of conduct will be reminded of these standards or rules. Teachers will issue a **Classroom Referral** after an appropriate reminder(s) has not brought about compliance from the student. The event is documented on a Classroom Referral form. Parents are contacted about the event by the teacher via phone, email or Classroom Referral form sent home with the student.

The purpose of the Classroom Referral is to provide an opportunity for the student to “stop and think” about the offending behavior, to make a plan for how to fix the situation and/or repair relationships, to discuss consequences and to make a plan for how s/he will behave the next time the same or similar trigger for the poor behavior might present itself.

Major Behavior Infractions

Major behavior infractions are those negative behaviors that have a more severe impact to the student, others, classroom or school environment; safety and/or security have been breached. They are misbehaviors that require the attention of the administration. A major behavior infraction can be a first time offense because of its severity or a major behavior infraction can be the result of 3 minor

behavior infractions that have not improved by the third time the negative behavior repeats itself. An **Office Referral** is documented at this point.

Behavior that disrupts the classroom or is harmful to the welfare of other students or school personnel is unacceptable because such behavior impairs the ability of Strasburg Elementary School to fulfill its mission.

Consequently, such behavior may result in disciplinary action up to and including expulsion. It is the intent of Strasburg Elementary that disruptive and unsafe behaviors are unacceptable and will be dealt with in accordance with the Discipline Code. Violation of the Code may also result in referrals to law enforcement agencies. The Board of Education directs the Superintendent of Schools to develop regulations to implement the purposes of this policy.

This discipline code shall be in effect at Strasburg Elementary, from Preschool through the fifth grade. This Code applies to conduct at school, on District property, in District vehicles or at a school-sponsored activity or event (whether or not the school-sponsored activity is on or off campus), and under circumstances where off campus activity is detrimental to the welfare or safety of other pupils or school personnel.

GUIDELINES AND CODE OF ETHICS FOR DISCIPLINE

Please see **Code of Conduct Policy JICDA and Student Conduct Policy JIC**

Effective discipline involves a few overriding tenets rather than a long list of specific rules. Situations are dealt with as they arise, with the focus on enabling the child to grow and learn from his or her action.

District Code of Conduct

The principal may suspend or recommend expulsion of a student who engages in one or more of the following specific activities while in school buildings, on school grounds in school vehicles or during a school sponsored activity. Suspension or expulsion shall be mandatory for serious violations in a school building or on school property.

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Causing or attempting to cause physical injury to another except in self –defense.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law. Expulsion shall be mandatory, in accordance with state law except for commission of an act by an elementary student which would be third degree assault.

5. Violation of criminal law which had an immediate effect on the school or on the general safety of welfare of students or staff.
6. Violation of district or building regulations.
7. Violation of the district's policy on dangerous weapons in the schools. Expulsion shall be mandatory for carrying, bringing, using or possessing a **dangerous (deadly)** weapon without the authorization of the school or school district, in accordance with state law. Please be aware of the **Weapons in School Policy JICI (Complete policy online at www.strasburg31j.com)**
8. Violation of the district's alcohol use/drug abuse policy. Expulsion shall be mandatory for sale of drugs or controlled substances, in accordance with state law. Please see the **Drug and Alcohol Use Policy JICH .**
9. Violation of the district's smoking and use of tobacco policy.
10. Violation of the district's policy on sexual harassment. Please see **Policies JB Equal Education Opportunities and JBB Sexual Harassment.**
11. Throwing objects, unless part of a supervised school activity, that can cause bodily injury or damage property.
12. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or visitors to the school.
13. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, of derogatory statements addressed publicly to others that precipitate disruption of the school program or incite violence.
14. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
15. Lying or giving false information, either verbally or in writing, to a school employee.
16. Scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
17. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the school staff.
18. Behavior on or off school property which is detrimental to the welfare, safety or morals of other students or school personnel.
19. Repeated interference with the school's ability to provide educational opportunities to other students.

Disciplinary Measures & SES Discipline Matrix

Definition of Major Discipline Measures:

1. Loss of Privileges: The removal of a student from lunch and/or recess or other activities.
2. Suspension: The temporary exclusion of a student from class either in or out school for a period of from one to ten days as determined by the Principal and/or Superintendent.
3. Expulsion: The exclusion of the student from the school for a period in excess of ten school days by a final decision of the Board of Education.

The disciplinary measures defined above are not all inclusive but rather are a listing of major disciplinary actions that may be taken to punish a student for misconduct. It is the hope and intent of the school that such consequences, when utilized, assist the student in developing proper behavioral patterns.

A **detention, suspension, or expulsion** may be imposed at any time when a student commits an infraction that seriously violates the rights or endangers the safety of another person, or commits major damage to any school property or another person's property while at school. (**Complete discipline policies JKBA, JKA-R, and JK-R.).**

Strasburg Elementary has implemented a Discipline Matrix to use for student behaviors, which can be found here: SES Discipline Matrix.

Strasburg Elementary Bullying Practices

At Strasburg Elementary School we use prevention and intervention strategies and provide education for students to help them determine the difference between disagreements, mean/rude behaviors, and bullying. The school counselor and staff utilize bullying education materials throughout the year. The Strasburg Elementary School community gives and receives a consistent message that bullying and harassment are not tolerated. Per Board policy, any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher. Investigation and response to any reports of bullying will be handled using the superintendent's comprehensive program procedures. Staff and students make every effort to create a safe school climate that is conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior.

Bullying Prevention and Education

The Board of Education supports a secure school climate conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable. Prohibited behaviors include: bullying, retaliation against those reporting bullying and/or other behaviors prohibited by this policy, making knowingly false accusations of bullying behavior

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

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

[Note: At the Board's discretion, the policy may state "or against whom federal and state laws prohibit discrimination upon the bases described in C.R.S. 22-32-109 (1)(ll)(I)" instead of listing the specific classes protected by federal and state discrimination laws.] Please see JICDE Bullying Prevention & Education.

CONFIDENTIALITY

The information that the students share is confidential and will not be discussed with others with the following exceptions or limits:

- Child neglect or abuse
- Danger to self or others
- Emergency situations
- A client reveals any potentially life-threatening circumstance, such as criminal exploitation or substance abuse.

Privacy and Protection of Confidential Student Information Policy JRCB and Privacy and Protection of Confidential Student Information JRCB-R .

Student Records/Release of Information on Students Policy JRA/JRCB-R Privacy and Protection of Confidential Student Information.

Homeless Students Policy JFABD.

Immunizations of Students

Please see information of JLCB-R Immunizations of Students, JLCB-Immunization of Students

January 2016

Dear Parents of Kindergarten-12th Grade Students in Colorado Schools (School Year 2016-17):

Immunizations are an important part of our children's and the community's health. Colorado law requires students attending a public, private or parochial school to be immunized against certain vaccine-preventable diseases. The purpose of this letter is to remind parents about the need for back-to-school immunizations and to provide immunization information. The chart on page 2 shows which vaccines are required for school attendance, along with recommended vaccines which provide more protection against vaccine-preventable disease. There are no changes to the vaccines required from the previous school year. It is helpful to share this letter with your child's healthcare provider or your local public health agency (LPHA) where your child receives immunizations.

Colorado follows the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices schedule.

This schedule is approved by the American Academy of Pediatrics, the American Academy of Family Physicians and the American College of Obstetricians and Gynecologists. This is the immunization schedule which will best protect your child from vaccine-preventable diseases and is the national standard for health care providers who vaccinate your children. *Please note: In Spring 2016, it is anticipated the Colorado Board of Health will approve a recommendation that will require all students to receive their final doses of DTaP, Polio, MMR and Varicella (chicken pox) vaccine before kindergarten entry and one dose of Tdap vaccine before 6th grade entry*.

Starting July 1, 2016, parents/guardians seeking non-medical (religious or personal belief) exemptions for children in kindergarten-12th grade must submit non-medical exemption forms annually. Medical exemptions only need to be submitted once and require the signature of your child's doctor or advanced practice nurse. To submit a non-medical or medical exemption, go to www.colorado.gov/vaccineexemption and follow the instructions. Children with an exemption may be kept out of school during a disease outbreak.

Parents may have questions or want more information about children's immunizations and vaccine safety. Resources for parents about the safety and importance of vaccines are available at: www.ImmunizeForGood.com and www.colorado.gov/cdphe/immunization-education.

Colorado law requires schools to provide school-level immunization and exemption information to the Colorado Department of Public Health and Environment (CDPHE) by December 1, 2016. Immunization and exemption rates for each school will be posted on the CDPHE website as soon as they are verified. Many parents, especially those with children who can't be vaccinated due to a medical issue, may want to know which schools are best protected against vaccine preventable disease.

Please discuss your child's vaccination needs with your child's healthcare provider or LPHA and bring your child's updated immunization records to school each time your child receives an immunization. To find your LPHA or learn about free or low cost vaccines, call the Family Health Line at 1-303-692-2229 or 1-800-688-7777. For questions about school immunization requirements, please contact your school.

Sincerely,

Jamie D'Amico, RN, MSN, CNS - CDPHE Immunization Branch - Schools and Community Coordinator
303-692-2957 | jamie.damico@state.co.us, www.coloradoimmunizations.com

PARENTS: PLEASE HOLD THIS FORM AND SUBMIT ONLY WHEN NEEDED.

STUDENT MEDICATION PERMISSION FORM

STRASBURG ELEMENTARY SCHOOL

NON-PRESCRIPTION MEDICATIONS

Per state school guidelines, non-prescription medications **will not** be administered at school without a signed form from the physician as well as the parent, thereby making it a prescription medication. This includes Tylenol, cough drops, cough syrup and any other over-the-counter medicines.

PRESCRIPTION MEDICATIONS

Prescription medications are administered at school only when the following form is completed and signed by the parent/guardian and the physician. (It is permissible for the physician to substitute a signed instruction form if you do not have this form available at the doctor's office.) The prescription must be up-to-date. It must be brought to school in its *original* container, appropriately labeled by the pharmacy or with a note from the physician stating the name of the medication, dosage, time it is to be given, and for how many days.

-NAME OF STUDENT_____

-NAME OF MEDICATION_____DOSAGE_____

-TIME OF DAY MEDICATION IS TO BE GIVEN_____

-HOW MANY DAYS MEDICATION IS TO BE GIVEN_____

-PURPOSE OF MEDICATION_____

-KNOWN SIDE EFFECTS_____

-SPECIAL INSTRUCTIONS_____

_____ _____

Physician's Signature Date

Physician's permission to self-carry and administer the medication such as an inhaler if the student exhibits ability to do so in a safe manner. **Yes** **No**

_____ _____

Physician's Signature Date

I hereby give my permission for _____ to take the above medication at school as prescribed. I understand that it is my responsibility to furnish the medication. I understand an adult should be responsible for bringing the medication to the elementary school office, especially all controlled medications such as Ritalin.

I further acknowledge that this medication is being given at my expressed request and therefore release the school district, its representatives, and employees from any liability or loss related to the administration of this medication.

By signing this form, I give my permission for a representative of the school to communicate with my child's physician in matters pertaining to the administration of this medication and the related health matter under treatment.

_____ _____

Parent/Guardian signature Date

_____ _____

Physician's Name Date

_____ _____

Daytime phone number Physician's office phone number

Parental Permission Form

Student Name: _____ Grade: _____

I give permission for my child to be videotaped or photographed in his/her classroom. I understand that the tape or photos may be used to share information about the school with legislators, educators, and other parents. In addition, photos may appear throughout the classroom, on bulletin boards, in the yearbook, in the newspaper, and on the school website, or school social media platforms.

Parent Name: _____

Parent Signature: _____ Date: _____

Parental Acknowledgment Form

I acknowledge that the Strasburg Elementary Handbook is available on our website. www.strasburg31j.com. (Paper copies available on request).

The handbook contains our policies about:

- **Enrollment Requirements**
- **Immunization Laws**
- **Attendance Procedures**
- **School, Internet, Playground, and Bus Rules**
- **Dress Code**
- **Medication Distribution**
- **And all of Strasburg Elementary policies and procedures.**

Parent Signature:_____Date:_____

PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S TEACHER.



Prairie Creeks Pioneers

2026-2027 Handbook

Serving:

Strasburg, Byers, Bennett

Deer Trail, Agate, & Kiowa School Districts

Prairie Creeks High School Mission Statement

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

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

Henry David Thoreau

CORE Values

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

Respect Yourself

Respect Others

Respect Property

Strasburg's Profile of a Learner

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

School Contact Information:

Phone: 720-640-6186

Fax: 303-622-6921

Email: dgonzalez@strasburg31j.com

twinter@strasburg31j.com

mmadrid@strasburg31j.com

jlopez@strasburg31j.com

Physical Address:

56729 East Colorado Ave
Strasburg, CO 80136

Staff:

Thom Winter –Principal / Teacher

Denice Gonzalez– Office Manager/ Work Study

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

Janeth Lopez - Life Skills Technician

Admission Procedures

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

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

Class Hours

Regular, punctual attendance is an important part of success at PCHS. Students are required to attend one complete session each day and hold a part time job (40 hours per month). Although we regard individuals over rules we recognize that success in school and in the work place begins with regular attendance. Session 1 is from 8:00 am-11:20 am, students are not allowed in the building until 7:45 am. Session 2 is from 12:00 pm to 3:20 pm, students are not allowed in the building until 11:45 am. PCHS is a closed campus and students must have permission from the Principal to leave campus during their session.

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

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

No School on Monday

Cell Phones

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

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

Make-Up Work Policy

Excused and Verified Absences

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

Prearranged Absences

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

School Related Activity Absences

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

Unexcused Absences and Discipline

All daily work that is assigned or due when a student is either suspended from school (in-school or out-of-school) or unexcused from class will be considered as late work when it is turned in

(see late work policy below). No penalty will be given to work that is turned in prior to a suspension.

Late Work Policy

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

Attendance Policy

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

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

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

This policy defines absences of twelve (12) between August-December or January-May as being excessive. Every student and his/her parent/guardian are encouraged to establish a goal to have perfect attendance; however, on a more practical level, the goal should be to not allow more than eight (8) verified and unexcused absences between August-December or January-May. It is our belief that up to eight absences during these time periods should not

adversely affect any student's educational growth in any individual class, and therefore be considered as exhibiting acceptable attendance habits.

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

PCHS Attendance Procedures:

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

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

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

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

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

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

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

ATTENDANCE GUIDELINES:

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

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

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

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

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

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

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

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

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

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

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

Condensed /Attendance Info

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

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

UNEXCUSED ABSENCE POLICY

An unexcused absence occurs when a student is absent from school without a verifiable excuse from the parent and school. When a student is unexcused, he/she is considered truant. The administration is the final judge as to whether an absence is verified/excused or unexcused. In

making this determination, the Principal shall consider the best interests of the student and the school. An absence is unexcused or truant under the following conditions:

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

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

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

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

CONSEQUENCES FOR UNEXCUSED ABSENCES/TRUANCY:

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

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

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

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

HABITUALLY TRUANT

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

RETURNING AFTER AN ABSENCE

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

TARDY POLICY:

Anything over 10 minutes late will count as an absence.

PCHS students are expected to be in class on time. Initially, the teachers will address tardiness and give appropriate classroom consequences, such as loss of participation points or bell work

credit. A student is tardy if he/she is not in the room or seat when the bell rings per the teacher's classroom procedures

CONSEQUENCES FOR TARDIES PER SEMESTER FOR EACH CLASS:

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

· 3rd tardy –1/2 hour detention.

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

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

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

School Cancellation

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

Crew Meetings

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

Plato

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

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

Plagiarism

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

Progress Reports/ Report Cards

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

Grade Scale

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

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

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

Graduation Requirements

Students that complete all of the educational requirements will graduate from PCHS with a high school diploma. PCHS holds its own graduation ceremony in the spring. Students who have completed all of the required coursework by December 18th, 2026 and May15th, 2027 may participate in Graduation Saturday, May 15, 2027 @ 11am in the Strasburg Big Gym.

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

Students require following credits to graduate:

English - 4 credits Social Studies – 4 credits Science - 4 credits

Math - 4 credits Electives – 8 credits

Graduation Guidelines Policy

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

Work Study

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

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

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

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

Student Supplies

Items required for the school year per student:

Notebooks for Class Work - 5 subject or 5 notebooks

Pens Blue or Black (NO Red)

Pencils-mechanical or wood

24 pk or more Colored Pencils

Sketch Pad

Highlighters

****Calculator**

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

1 Box of Kleenex

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

Dress Code

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

The dress code is always left to the staff's discretion.

Parent Involvement

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

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

School Guidance Counselor

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

Field Trips

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

Purpose

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

Cost

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

Behavior sequence is subject to staff discretion

Rules of Conduct

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

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

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

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

* Students will respect the property of others.

* Students will refrain from bringing visitors to class.

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

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

*Students will use appropriate language.

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

SCHOOL CRISIS PLAN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent/Guardian Reunification with Student:

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

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

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

Just like our students practice the many new skills that they learn throughout the year, we also like to have them practice fire drills, tornado drills and lockdown drills. Typically one of these occur each month and in the unlikely event that one of these actually occurs, our students will be prepared. With that in mind, it is also important for our parents to be aware of the process we would like you to follow if we had to have a controlled release of our students. A controlled release is the release of a student to their parent/guardian in the event of an evacuation either from the individual school or an alternate location. As an added safety measure, you may also

notice that picture ID is required to pick up your student. While we live in a small community, the safety of your child is important and the person or person(s) releasing your child may not know you personally. We appreciate your cooperation with this process.

1. Students will proceed to the designated evacuation sight

2. School will notify parents/guardians

3. Picture ID will be required of the parent/guardian, emergency contact listed in PowerSchool

or adult designated by parent/guardian picking up their student.

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

5. Parent/Guardian will sign form

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

THREAT ASSESSMENT TEAM

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

Differentiated Curriculum, Instruction and Assessment (DCIA)

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

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

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

Who benefits from a differentiated curriculum?

* All students benefit from appropriately challenging learning experiences.

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

School-Level Comprehensive School Reform Parent Involvement Policy

(School/Parent Compact)

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

Policy

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

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

* Parents to volunteer and be involved in school activities

* Staff development and parent education

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

* Parents to participate in school decision-making

* Effective communication between the school and parents

Responsibilities of school

The school will:

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

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

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

Facilitate and implement the Parent Involvement policy.

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

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

Make the School Parent Involvement Policy available to the community.

With regard to parent meetings, the administration will:

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

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

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

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

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

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

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

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

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

With regard to professional development, the administration will:

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

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

Building ties between parents and the school.

Shared responsibilities of administration and staff

Administration and staff will:

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

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

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

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

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

Responsibilities of staff

The staff will:

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

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

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

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

WELCOME TO PCHS

Hemphill Middle School
Student Handbook
2026 - 2027



STRASBURG SCHOOL DISTRICT 31J MISSION

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

2100 Wagner Street
Strasburg, CO 80136

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

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Hemphill Mission & Inclusion Statement

Hemphill Middle School Mission Statement

At Hemphill Middle School, we empower students to become lifelong learners, critical thinkers, and compassionate individuals—ready to pursue their goals and achieve their dreams.

WE FEEL THE SPIRIT
Hemphill Middle School Song
By Kurt Elliott 2007

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

Commitment to Diversity, Inclusion, and Learning

Hemphill Middle School is committed to fostering a safe, inclusive, and respectful learning environment that honors human rights, celebrates diverse cultures, and affirms the value and dignity of every individual. We recognize and respect the many dimensions of diversity within our community and promote thoughtful dialogue, mutual respect, and shared responsibility among students, staff, and families. Our policies and procedures are designed to support high expectations for student behavior while prioritizing student growth, achievement, and well-being. We strive to ensure that all students are actively engaged in their learning and feel a sense of belonging within our school community. In partnership with families, we are dedicated to preparing each student for success both during their time at Hemphill Middle School and beyond.

HEMPHILL MIDDLE SCHOOL CULTURE & EXPECTATIONS

THE HEMPHILL TRIBE

Our school-wide culture is centered around the TRIBE values—guiding principles that reflect who we are and who we strive to become. These values shape our daily interactions, decisions, and goals as a school community.

T – Teamwork
We collaborate, support one another, and strive for excellence—together.

R – Respect

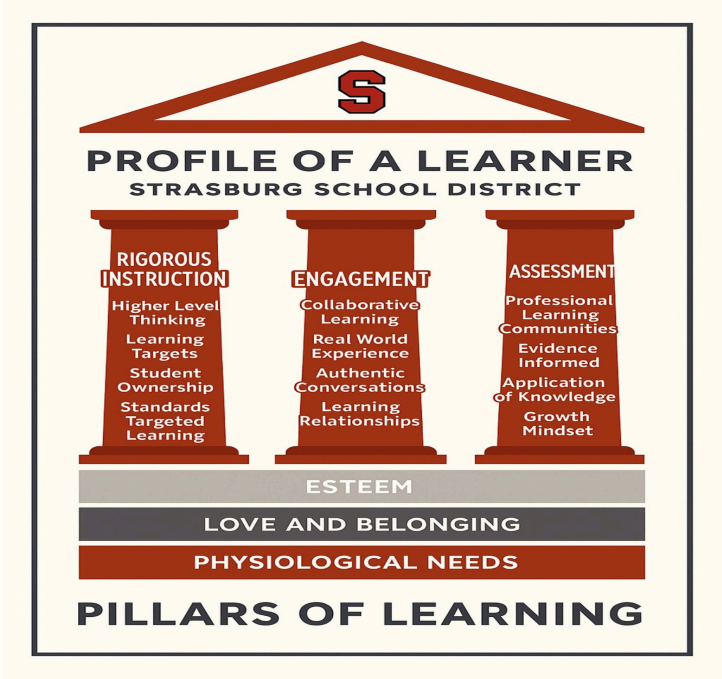
We demonstrate kindness, pride, and courtesy toward ourselves, others, and our environment.

I – Integrity
We are honest, responsible, and courageous in doing what is right—even when no one is watching.

B – Belonging
We welcome and value every individual, fostering a culture where all feel seen, heard, and connected.

E – Empowerment
We build confidence, inspire growth, and believe in our ability to succeed—academically, socially, and personally.

STRASBURG SCHOOL DISTRICT PILLARS OF LEARNING



We Believe That Every Learner Thrives through Rigorous Instruction, Meaningful Engagement, and Purposeful Assessment.

District and Hemphill Middle School Staff

School Board Members

Mr. Michael Marrero	President
Mrs. Diana Elliott	First-Vice President
Mrs. Mary O'Malley	Second-Vice President
Mrs. Courtney Vance	Secretary
Mrs. Gema Gomez	Treasurer

Administration

Mrs. Kelle Bongard	Superintendent	kbongard@strasburg31j.com
Mrs. JaLee Kitzman	Principal	jkitzman@strasburg31j.com
Mr. Jeromie Bongard	Asst. Principal	JBongard@strasburg31j.com
Mrs. Gina Baker	Counselor	GBaker@strasburg31j.com
Mrs. Julie Jefferies	Administrative Assistant	jjefferies@strasburg31j.com
Mrs. Julia Simental	Administrative Assistant	JSimental@strasburg31j.com
Mr. Richard Jacoby	Athletic/Activities Director	RJacoby@strasburg31j.com
Mrs. Stacey Alonzi	Data,Teaching, Learning	salonzi@strasburg31j.com

Faculty	**Subjects Taught**	**Email**
Ms. Tami Hart	6th Grade, Science	thart@strasburg31j.com
Ms. Josie Hemphill	6th Language Arts	jhemphill@strasburg31j.com
Mr. Nickie McKeever	6th Grade Social Studies	nmckeever@strasburg31j.com
Ms. Katelynn Swallow	6th Grade Math	KSwallow@strasburg31j.com
Kristena Heiter	7th Grade Science	kheiter@strasburg31j.com
Nicole Zacharias	7th Grade Language Arts	nzacharias@strasburg31j.com
Mr. Mike Abbott	7th Social Studies	mabbott@strasburg31j.com
TBD	7th Grade Math	
Ms. Elle Grow	8th Science, 7th Health	egrow@strasburg31j.com
Mrs. Amanda Beals	8th Language Arts	abeals@strasburg31j.com
Mrs. Lori Tapparo	8th Grade Social Studies	ltapparo@strasburg31j.com
TBD	8th Grade Math	
Mrs. Julia Simental	English Language Instructor	JSimental@strasburg31j.com
TBD	Special Education	
TBD	Special Education	
Mr. Kyle Bollers	Physical Education	kbollers@starsburg31.com
Mrs. Katy Strasser	Physical Education	kstrasser@strasburg31j.com
TBD	Art	
TBD	Spanish	
Mr. John Ricks	Instrumental Music Director	JRicks@strasburg31j.com
Ms. Tami Hart	Vocal Music Director	thart@strasburg31j.com
Mr. Nickie McKeever	Theater/Drama Director	nmckeever@strasburg31j.com
Ms. Katelynn Swallow	Theater Tech/Production	KSwallow@strasburg31j.com
Mrs. Odessa Morris	Paraprofessional	omorris@strasburg31j.com
TBD	Paraprofessional	
Mrs. Bonnie Davidson	Paraprofessional	bdavidson@strasburg31j.com

ENROLLMENT & WITHDRAW

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

ENROLLMENT

Strasburg School District 31J has an open enrollment policy. Students who reside with their parent or legal guardian within the Strasburg school district's attendance area have an entitlement to attend Strasburg Schools. You may use the following link to our open enrollment procedure. Inter-District Choice/Open Enrollment

STUDENT HOURS

HMS main halls will be opened for students from 7:30 am to 4:05 pm. **All students need to be out of the building by 4:05 pm** unless they are directly supervised by a staff member, coach or club representative. Breakfast will begin at 7:30 am.

OFFICE HOURS

The Hemphill Middle School front office is open from 7:20am-4:20pm Tuesday-Friday.

REPORTING A STUDENT'S ABSENCE

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

SCHOOL DAY

School begins at 7:50 am and ends at 3:50 pm. Doors will open at 7:30am for students to enter the school. All students will enter through the 6th grade hallway on the north side of the school building. Parents dropping off or picking up students should use the north pick up and drop off lanes. The buses will use the front bus drop off by the main entrance. Students are expected to leave school grounds no later than 4:05 pm, unless they are in a school-sponsored activity. If they are involved in an after-school activity they need to report directly and immediately to the location where the activity is taking place.

Students that do not ride the bus may walk to the elementary school using the walking path located at the east end of the middle school to pick up their siblings before walking home. Hemphill Middle School is a closed campus. Students cannot leave school prior to the end of the day for any reason without parental permission and must be signed out in the main office.

1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour /Lunch	6th Hour	7th Hour	8th Hour	9th Hour
7:50-8:13am	8:16-9:06am	9:09-9:59am	10:02-10:52am	10:55 - 2:18pm	12:21-1:11pm	1:14 -2:04pm	2:07 -2:57pm	3:00 - 3:50pm

Parent Pick-up and Drop-off Procedures

Drop-Off Procedure- Parents will enter on the service road between Hemphill Middle School and the Central Services building. You will pull forward using the right lane closest to the sidewalk. Please pull all the way forward to ensure more cars can get into the line. Students will exit out of the right side of the vehicle to the sidewalk. Students being dropped off by car will then enter the building at the 6th grade hallway entrance. Bus riders will enter through the main entrance doors. After your student has exited the vehicle, please pull forward exiting the drop-off area. The Buses will utilize the circle drive in front of the school and that entrance will be blocked for personnel vehicles.

Pick-Up Procedure- You will be guided into one of the three pick-up lanes. Students will come to your vehicle. (DO NOT exit your vehicle, please stay inside). If you would like to exit your car, please use the parent/visitor parking area, or the new park parking lot south of the middle school. Once your student is in your vehicle, you will be able to use the pull out lanes and exit. Once cars exit, the next car will pull forward allowing more cars to fill in the lanes. (Avoid blocking the cross walk areas for students to cross). Once you exit the pickup lane, you will use the long exit lane to Wagner Street. Please use this link to see the aerial map for guidance.
Drop-off Pick-Up Procedures

PARENT & STUDENT INFORMATION

CHANGE OF ADDRESS AND PHONE NUMBER

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

VISITORS

Strasburg School District encourages participation by families of our students and staff. We will be using the Raptor system for visitors. Parents will need a photo identification for entry into school or picking up a student. In addition to using the Raptor system, background checks will be required of all volunteers helping within our district on any campus. Students getting picked up by other family members must be authorized in PowerSchool to pick up using a valid form of identification. Parent Volunteer Form

STAFF HOURS

The Hemphill Middle School staff is committed to the success of each student. We have high expectations for our students and will do everything we can to help our students be successful. General staff hours are 7:20 am - 4:20 pm. However, our teachers are available before and after school or at lunch to assist students on a daily basis. Please email and set-up any other accommodations with staff outside of these staff hours.

PARENT COMMUNICATION

We welcome all communication and feedback from the families of our students. Please feel free to call the office if you need to contact a staff member. We have a phone system that will route your call directly to the voicemail or classroom of a particular staff member. We will not interrupt a teacher during class unless there is an emergency. However, each staff member will do everything possible to return your call within 24 hours. We strongly encourage you to contact us by email. Staff email addresses can be found on our website**.** Our administrative staff and teachers are welcome to meet with you whenever we are available. While we try to accommodate any emergencies, please call ahead and make an appointment if you need to meet with the principal, assistant principal, counselor, or any teacher. This will ensure we make the time to address any concerns you may have. If any parent/guardian would like to volunteer or help in any way, please contact the school office or the individual staff member you would like to assist. Background checks are required for volunteering.

WEB SITE AND POWERSCHOOL

The Strasburg School District website, www.strasburg31j.com, serves as a central hub for important information about Hemphill Middle School. On our site, you'll find the district calendar, extracurricular activity schedules, clubs, school policies, remote learning procedures, school improvement plans, academic data, and more. Parents and guardians can view their student's grades and attendance records through our online **PowerSchool** system. If your student attended Hemphill Middle School last year, your login credentials will remain the same. Instructions for accessing PowerSchool will be provided at the beginning of the school year for new students and parents. If you need assistance at any time, please contact the main office.

HEALTH OFFICE

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

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

STUDENT WITHDRAWAL

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

DISCLOSURE OF PERSONAL RECORDS

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

PARENT/TEACHER CONFERENCES

Hemphill Middle School hosts parent/teacher conferences twice each school year. Once in the fall (typically October) and once in the spring (typically March). Conferences are held in teachers' classrooms, allowing parents and guardians to meet with all of their student's teachers in a more personal setting. No appointments are necessary. The entire Hemphill staff is available during conference days, and we strongly encourage families to attend and engage in these important conversations about student progress. If you would like to meet with a teacher at any other time during the school year, please contact the school office to schedule a conference.

ON-LINE GRADES

Hemphill Middle School uses the **PowerSchool** system to provide parents, guardians, and students with real-time access to grades, attendance, and academic progress. PowerSchool can be accessed from any computer or smartphone, making it easy to stay informed and involved in your student's education. We highly encourage families to take advantage of this valuable tool. Usernames and passwords for both students and parents are available through the main office. While many of our digital curriculum platforms display individual assignment scores within their systems, **teachers will enter and report all final grades in PowerSchool**. Please refer to PowerSchool for the most accurate and up-to-date record of your student's overall performance.

COMMUNITY SERVICE LEARNING

At the Strasburg School District, our mission is to help students grow into responsible and productive members of society. One meaningful way students contribute to this goal is through service to their school and community. To support this, Hemphill Middle School has a Service Learning requirement for all students. Students are expected to complete a total of 18 community service hours during their time in middle school. As part of their 8th grade year, students will also be enrolled in a required Life Skills course, during which they will document and present a project demonstrating their completion of community service as part of the curriculum. Completion of the service requirement is necessary for students to pass and complete the required Life Skills Course. We encourage students to seek out meaningful opportunities throughout middle school to serve both the school and the broader community, developing skills and values that will benefit them for life. Students may pick up a community service form in the office to complete and then turn into the office for recording of hours.

SCHOOL SUPPLIES

Having the right school supplies plays an important role in supporting student learning and success. Prepared students are better able to focus, participate, and complete their work effectively. School supply lists for each grade are available on the Hemphill Middle School website for your convenience. To support families, the district maintains a Care Cottage, stocked with donated supplies from community partners and local organizations. If your family needs assistance in obtaining required school supplies, please know that we are here to help. For information about available supplies or scholarships to help cover supply costs, please contact the counseling office. We are committed to ensuring every student has what they need to start the school year prepared and confident.

HOME SCHOOL PROCEDURES

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

STUDENT SCHEDULE CHANGES

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

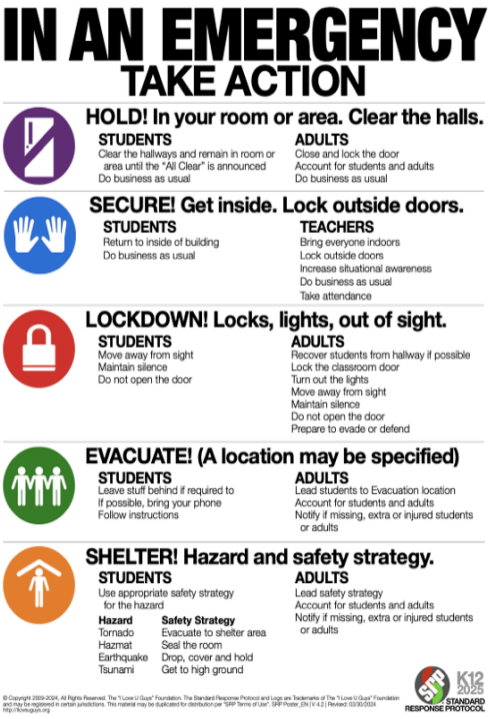
1. The student does not like the course.
2. The student does not like the teacher.
3. The student does not like someone in the class.
4. The student's friends are in a different class.

If a schedule needs to be changed, students should fill out a schedule change form and the office administration team will adjust schedules based on availability of classes. Classes may be adjusted at semester dependent on student assessment data for WIN classes.

EMERGENCY PROCEDURES

SCHOOL CRISIS PLAN

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



HOLD: Hold is when we need to keep students in their classrooms due to a situation occurring in the hallways (not dangerous).

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

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

SHELTER- Shelter is the purposeful act of keeping students inside the building when there is an emergency outside of the building. This procedure will be used when there is hazardous waste or threatening weather, such as a tornado watch. The outside doors will not be locked. Students and staff will either be able to move within the building (but will not be allowed to exit the building), or asked to remain in an enclosed area, if necessary.
SHELTER FOR TORNADO- 6th grade will report to room 134. 7th and 8th graders will go to the locker rooms. Staff will be in each area for support and directions

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

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

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

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

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

During a crisis, parents/guardians should be advised to remain close to a phone, computer, or media source in order to receive the most accurate information in a timely manner. To facilitate this process, it is extremely important that parents/guardians maintain current contact information on file with the school. Many parents will feel the need to respond to the school at first notice of any crisis. This can result in unintended negative consequences. For example, when parents/guardians arrive at schools during a crisis the district is forced to reassign resources dedicated to student safety to help manage parents arriving at schools. During a crisis, it is best to follow the district procedures and updates for the proper response.

Parent/Guardian Reunification with Student:

Although districts aim to reunite students with parents/guardians as soon as possible during times of crisis, this may not be able to occur during or even immediately following a school or community crisis. Strasburg School District will work in conjunction with the Sheriff's Department and Fire Departments to determine when it is safe to reunite students and parents/guardians. In some cases, if the safest option is to keep students in schools while a crisis is being managed in the community, the reunification process could be delayed several hours in order to ensure students are not placed in a harmful situation. Once it has been determined that it is safe to allow reunification to occur, the details will be communicated to parents/guardians via our reverse 9-1-1 system, email, and/or web site and other media sources. Parents/guardians can be prepared for the reunification process by bringing the items specifically requested by the reverse 9-1-1 call or web site. A minimum requirement of **photo ID will be necessary at these events**. This information will be shared with parents/guardians via the communication methods outlined previously.

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

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

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

THREAT ASSESSMENT TEAM

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

OTHER SCHOOL RELATED TOPICS

LOST AND FOUND

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

LUNCH PROGRAM

The lunch period is 30 minutes long. School lunches and breakfast are free this year thanks to the Healthy Meals for all program. Even though meals will be provided at no cost to students, it's important for families to continue completing the annual free and reduced lunch forms so our school has full access to reimbursement funds. No student may order any type of food delivery such as door dash, uber eats, etc. It will be held in the office until the end of the day and the student may come and pick it up at that point. A parent can choose to bring lunch to their student

LUNCH VISITOR GUIDELINES

For the safety of all Hemphill Middle School students all lunch visitors must check in and sign in at the front office using our Raptor check-in/check-out system. The visitor may bring lunch for the student as well. .

HALLWAYS

Students will not be in the hallways without a pass except during the passing period, or during morning drop-off. Hemphill will be utilizing Smart Pass as a digital hall pass system.

LOCKERS

Lockers and Locks are the property of Strasburg Schools. Lockers are made available for students to use as a privilege and are assigned for the storage of books and equipment. It is the student's responsibility to see that his/her locker is kept locked at all times. The school is not responsible for the loss or theft of items from lockers and reserves the right to search lockers on suspicion of a threat to the health and safety of other students and staff. Most locker thefts occur as a result of students not locking their lockers, sharing lockers, not using their assigned lockers, or giving out their locker combination. Students will also receive an assigned locker and lock for the purposes of PE classes in the gym locker room areas. The same rules and expectations are followed. PE teachers reserve the right to have the same or higher standards of PE locker room standards and expectations.

- No padlocks are allowed on hall lockers. Only school issued locks, or locks approved for some type of accommodation for IEP, 504, etc.
- Students shall not switch locker assignments.
- No painting, stickers, or contact paper allowed on or in lockers.
- Adhere to recognized standards of decency regarding what is displayed. School Appropriate.
- Lockers should be clean inside and out.
- Students are responsible and will pay for any damage done to the locker or loss of the lock.

TEXTBOOKS

All textbooks will be checked in and out by the classroom teacher at the beginning and end of the school year, or upon student withdrawal. Students are responsible for all books and/or materials checked out to them. Students who have lost or misplaced a book during the school year may check out a replacement from the teacher who issued the original book, but they must pay a replacement fee first. All students are expected to pay for lost or damaged books before their withdrawal from school or before the completion of the school year. All fees and fines must be paid in full before grades, records/transcripts, or diplomas will be handed out. Some of our curriculum will have online textbook access. Please email specific teachers for more information regarding those on-line textbooks.

CLASS FEES/FINES

To support student participation in required courses and extracurricular activities, certain class and activity fees apply at Hemphill Middle School: Please see below for required fees.

6TH Grade Fees	7th Grade Fees	8th Grade Fees
• $15.00 includes student planner and PE uniform (required for 6th grade students). • Replacement locker locks $6.50 • $75.00 Sports fee per sport • Field trip fees • Drama/music production fees.	• Optional planner fee $3.00 • Replacement PE uniform $12.00 • Replacement locker locks $6.50 • $75.00 Sports fee per sport • Field trip fees • Drama/music production fees.	• Optional planner fee $3.00 • Replacement PE uniform $12.00 • Replacement locker locks $6.50 • $75.00 Sports fee per sport • Field trip fees • Drama/music production fees.

Lost Uniform Charges:	Equipment/Instrument Fees:
• Warm-up/Top-$35.00 • Game Jersey/Singlet-$35.00 • Shorts or Pants- $35.00 • Practice Uniforms-$25.00	• Football pads- $40.00 • Football Helmet- $50.00 • Instrument Rental- $50.00-$500 • Music Books- $10.00

Computer Replacement/Repair Fees:
Chromebook Charger replacement: $20
Chromebook Keyboard replacement: $50
Chromebook Screen Replacement: $75
Total Chromebook Replacement $300

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

If your family needs financial assistance, please contact the main office or counseling office for support options.

OFFICE PHONE USE

Students may not use the office phone during class time. Students may use the office phone before school, after school, in between classes, and or during lunch.

MESSAGES

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

STUDENT RECOGNITION

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

- **Outstanding Citizens:** Awarded to a student in each grade level each quarter. Students are nominated and voted on by staff members. Criteria includes the following: 1) must show positive leadership, have a positive influence on others, and go above and beyond what is expected; 3) must be in good academic standing (eligible); 4) no behavior referrals.
- **Tribe Days and Tribe Trips:** will be scheduled periodically. Students are eligible to participate if they receive no discipline referrals, and are academically eligible.
- **Honor Roll-** Semester honor roll will be awarded each semester
- **Assemblies** to Recognize Outstanding Achievement, Service, or Behavior

DANCES

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

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

HOUSE SYSTEM

Hemphill Middle School will be utilizing The Ron Clark Academy (RCA) House system. This system is a dynamic, exciting and proven way to create a positive climate and culture for students and staff. By utilizing RCA's methods, this will build our school by confidently implementing processes that build character, relationship, and school spirit.

GRADING & ADVANCEMENT

GRADING SCALE

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

Letter	% Grade	Grade pt. value
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	Below 59%	No grade pt.
P	Pass	No grade pt.
I	Incomplete	No grade pt.
NC	No Credit	No grade pt.

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

CLASS PARTICIPATION

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

MAKE UP WORK

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

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

LATE WORK POLICY

Work that is not turned in the day it is due is considered late. Assignments that are late will be reduced by 10%. Late work will be accepted up to one week from the due date, or by the end of a unit
. ***Please follow the teacher's syllabus to determine the appropriate way for a student to access his/her make up assignments when he/she is absent.***

HOMEWORK POLICY

Purpose of Homework: Homework at Strasburg Elementary is intended to reinforce essential academic skills taught during the school day. Homework should provide meaningful practice rather than new instruction and help students build independence, responsibility, and perseverance. Homework will primarily focus on reading practice, math practice, and reinforcement of current learning targets. Hemphill Middle School follows the widely accepted 10-minute guideline (approximately 10 minutes per grade level) as a general benchmark. The ranges below reflect flexibility based on student needs:

Grade Approximate Time:
6th Grade 50–60 minutes
7th Grade 60-70 minutes
8th Grade 70-80 minutes

Homework is typically assigned Tuesday–Thursday. Teachers may occasionally assign long-term projects that extend over multiple days or weeks. Homework may not be assigned every night. Some evenings students may only be expected to read or practice skills informally. Families are not expected to teach new concepts. In cases of absence, teachers will
provide guidance and support for completing missed work. When homework becomes a concern.

Types of Homework
Homework at Hemphill Middle School will generally fall into one or more of the following categories; reading practice, math practice, extended projects, or unfinished classwork.

Reading Practice
Students will practice reading regularly to build fluency, comprehension, and vocabulary.
Examples:
- Independent reading/Reading Logs
- Reading response activities
- Literacy skill practice

Math Practice
Students will practice math skills currently being taught in class.
Examples:
- Math fact fluency practice
- Practice of current math concepts
- Math games or online skill programs

Extended Projects
Occasionally students may be assigned projects that allow them to apply their learning over time. These assignments are typically given with multiple days or weeks to complete.
Examples:
- Research projects
- Writing assignments
- STEM or problem-solving tasks

Unfinished Classwork: If a student does not complete assigned work during class time, it may be sent home for completion.

Expectations for Students
Students are expected to:
- Make a good faith effort to complete homework
- Practice reading regularly
- Take responsibility for assignments
- Ask for help when needed

Expectations for Families
Families can support students by:
- Encouraging regular reading
- Providing a quiet place to work
- Communicating with teachers if homework becomes frustrating or takes significantly longer than expected

If homework is consistently taking significantly longer than expected (generally exceeding the grade-level time guidelines by 15–20 minutes, causing significant frustration or stress, too difficult or unclear, families should contact the teacher so concerns can be discussed and appropriate support or adjustments may be considered. Homework expectations may be adjusted to meet individual student needs.

Homework Support Opportunity
Hemphill Middle School offers a Homework Club to support students who may benefit from additional help completing assignments.
- Homework Club meets after school until 5:00 PM
- Held most days after school
- Supervised by a teacher who is available to help students with assignments
    - Must provide transportation after home work club is completed.

This opportunity provides students with a structured environment to complete homework
and receive additional support when needed. Families will be notified of any schedule changes or cancellations.

Late or Missing Homework
Teachers will work with students and families when homework is incomplete, late or missing according to the district late work policy. Chronic homework concerns may result in communication home to families, student/teacher conference, a plan developed with the student, family, and school. The goal is always to support student learning and responsibility.

HONOR ROLL
Students achieving a grade point average of 3.0 (B average) or better are eligible for the honor roll. The honor roll has three classifications: superintendent's list is a straight "A" average (4.0); principal's list is an average of 3.5+; and honor roll is an average of 3.0+.

GIFTED EDUCATION IDENTIFICATION AND SERVICES
Hemphill Middle School follows a formal process to identify students who demonstrate exceptional ability in one or more academic areas. Students who qualify for gifted services are placed on an Advanced Learning Plan (ALP) designed to support their individual strengths and extend their learning. Instructional modifications and enrichment opportunities are provided to ensure gifted students are challenged and engaged in their academic growth. Please see Strasburg School District Gifted and Talented Handbook at www.strasburg31j.com for more specific guidelines.

8th GRADE AWARDS AND PROMOTION CEREMONY

Students that are in the 8th grade who would like to participate in the awards ceremony at the end of the year are expected to meet the following middle school expectations in order to participate and be honored for their exemplary behavior and academic achievements while in middle school;

1. Grade point average is important to participation. Students must maintain a minimum of a D average in each class in order to participate.
2. Any student that has been suspended for multiple days or more may not be able to participate in promotion activities. If any student has been suspended for being in possession of weapons, drug paraphernalia or who has engaged in fighting on school grounds may not be able to participate. Participation is based on administrator discretion.
3. If the administration has any other reason to deny a student access to promotion, parents will be notified.
4. All fees must be paid prior to the ceremony.

RETENTION

We believe that all students attending Hemphill Middle School can achieve success in all subjects, if they have the desire and utilize all available resources. It is the student's responsibility to maintain passing grades in assigned classes and abide by school rules and regulations while in attendance.

Retention Decisions for students in grades 6th, 7th, and 8th will be based on a thorough review of the following factors:

1. Academic Performance
    a. Students who fail one core subject (math, language arts, science, or social studies) will be required to attend summer school. Once summer school is completed, the student will be promoted to the next grade level.
    b. Students who fail two or more core subjects will be expected to attend summer school. If courses are complete the student will be promoted to the next grade level.
    c. Students failing 3 or more core subjects shall not be promoted to the next grade.
    d. Lack of proficiency in essential skills required for success is the next grade level, as determined by classroom performance, state assessments, and local benchmarks.
2. Attendance
    a. Students with excessive absences missing more than 25% of the school year may be considered for retention.
3. Interventions and Support
    a. Documentation of interventions, such as Response to Intervention and Multi-Tiered Systems of Support, Individualized Education Programs, or 504 Plans and their outcomes will be reviewed.

REPORT CARDS AND PROGRESS REPORTS

Hemphill Middle School operates on a semester-based grading system. Final grades are determined by the total points a student earns over the course of the entire semester. To help keep students and families informed, a progress report will be available for pick-up or mailed during each semester's parent teacher conferences. This will provide a snapshot of academic performance halfway through each semester. A report card will be finalized and mailed at the completion of the first and second semesters when all grades have been finalized. We encourage students and parents to regularly monitor progress through PowerSchool and communicate with teachers as needed to support academic success.

ELIGIBILITY for Athletics and Activities

Weekly Eligibility (All Schools)

1. Procedure

a) SSD31J member schools shall utilize a point system to determine eligibility.

(1) 4 points and a student is ineligible for the upcoming week.

(a) F = 2 points, D = 1 point

(i) Interpretation Ineligible

(a) 2 F's = 4 points, student is ineligible for the week.

(b) 1 F, 2 D's = 4 points, student is ineligible for the week.

(c) 4 D's = 4 points, student is ineligible to compete.

(ii) Interpretation Eligible

(a) 1 F, 1 D = 3 points, student is eligible to compete.

(b) D's = 3 points, students are eligible to compete.

2. Procedure

a) Teachers shall enter grades into the student information system (Powerschool) on a weekly basis to create a warning list by 1:30 PM, Wednesday, of the week.

b) Coaches will be informed by Wednesday at 4:00 p.m. of students on a down list.

(1) Coaches will Inform players who are on the down list that they will have until Friday at noon to get grades corrected.

c) Final Eligibility will be processed on Friday, at 2:30 p.m. Students who receive 4 or more points for the week shall not be eligible for the following week (Monday through Saturday). The athletic director will certify individual student eligibility in cooperation with the guidance/administrative office. Students participating in activities who are not enrolled in the district must provide appropriate certification stating that the academic eligibility requirements have been met.

d) Students who are ineligible are still required to attend practice unless the coach requires them to attend a study hall.

e) Students must receive an opportunity to be graded each week.

f) There will be NO opportunities for grade changes for the eligibility period after the Friday Eligibility has run for that grading week.

g) No eligibility list shall be published for the purpose of determining eligibility during the first two weeks of a grading period.

3. Support

a) SSD31J member schools shall make available a program of academic support for all students that are failing. The academic supports may include, but are not limited to interventions in the Master Schedule, after school tutoring or other supports deemed appropriate to ensure the academic success of all students.

(1) Support Opportunities:

(a) Eligibility emails weekly to parents.

(b) Eligibility phone calls to parents weekly.

(c) Coaches host study halls prior to practice or in lieu of practices.

(d) Mandatory Extended Learning Opportunity (ELO) time after school with teachers.

(e) Continued Monitoring of progress.

4. Attendance

a) Students enrolled in the district must be in attendance at school for at least ½ the school day in order to participate in any school sponsored activity that is conducted on that day. In cases of emergency or extenuating circumstances, the principal or designee may grant an exception to this limitation. The attendance requirement will not apply to other students since the district cannot effectively monitor their daily attendance.

(1) Interpretation

(a) 7th-11th grade students must attend a minimum of 4 classes to practice or compete in school sponsored athletics or activities.

(b) 12th grade students with 6 classes must attend a minimum of 3 classes to practice or compete in school sponsored athletics or activities.

ATTENDANCE

TARDY POLICY

Strasburg School students are expected to be in class on time. Initially, the teachers will address tardiness and work with the student to develop a plan. A student is tardy if he/she is not in the room or seat when the bell rings per the teacher's classroom procedures.

- First week with 4 Tardies – PC/Warning
- Second Week with 4 more Tardies – PC/Lunch Detention in the office, Attendance Reflection, G5 with Teacher and admin.
- Third Week with 4 more tardies – PC/Monday School - RCD Plan - Supervised passing periods / delayed passing periods etc.
- Fourth Week with 4 more tardies – PC/ 1-day ISS - Contract and parent, teacher, admin meeting - RCD Plan progressive.
- Progressive Following

ATTENDANCE

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence. According to state law, it is the obligation of every parent/guardian to ensure that every child under his/her care and supervision receives adequate education and training and, if of compulsory attendance age, attends school. Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit:

1. Satisfy all academic requirements.
2. Exhibit good attendance habits.

TYPES OF ABSENCES:

Excused Absences:

The following shall be considered excused absences:
1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours.
2. A student who is absent for an extended period due to a physical disability or a mental or behavioral health disorder.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled. As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

Unexcused Absences:

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence. In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused. School administration shall develop protocols to implement appropriate penalties. Students and parents/guardians may petition the Board of Education for exceptions to this policy or accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

Chronic Absenteeism: When a student has an excessive number of absences, these absences negatively impact the student´s academic success. For this reason, a student who has fifteen (10% of total days missed) **total absences in a school year**, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee.

Absences due to suspension or expulsion shall not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent." If a student is identified as "chronically absent," the principal or designee shall develop a plan to improve the student´s attendance. The plan shall include best practices and recommended research-based strategies to address the reasons for the student´s chronic absenteeism. When practicable, the student´s parent/guardian shall participate in the development of the plan. Nothing herein shall require the principal or designee to identify a student as "chronically absent" prior to declaring the student as a "habitual truant" and pursuing court proceedings against the student and his or her parents/guardians to compel the student´s attendance in accordance with state law.

- 5 days of total absences, an initial letter will be sent home to recognize the students absences.
- 8 days of total absences, a second letter will be sent home to recognize the ongoing absences
- 10 days of total absences a third letter will be sent home and a parent meeting will be required with administration. At this meeting, an attendance contract will be started as a preventative measure to help with excessive absences.
- 15 days of total absences, court proceedings may be filed if any of the previous steps were ignored or not followed.
- Appeals must be made directly to the Truancy Committee . Exceptions will be considered based upon legitimate medical reasons or extreme hardships encountered in the family.

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

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

SUSPENSIONS- Does Not Count towards Chronic Absenteeism. (In-school suspensions will be recorded as ISS and out-of-school suspensions as SUS).

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

- Any work that is due when a student is unexcused will be considered late when it is turned in (refer to grading procedures for consequences).
- Students must be in school for ½ a day in order to participate in any afterschool activities

Habitually Truant:

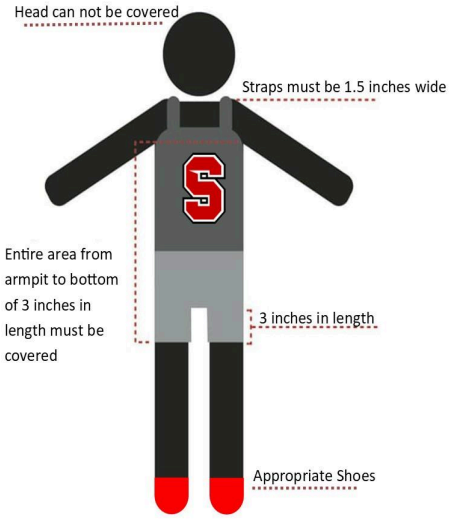
If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. **An "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 10 total days of unexcused absences during any school year.** Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an "habitual truant." In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day. The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school. The plan shall also include strategies to address the reasons for the truancy. When practicable, the student's parent, guardian or legal custodian shall participate with district personnel during the development of the plan. Appropriate school personnel shall make reasonable efforts to meet with the parent, guardian or legal custodian to review and evaluate the reasons for the student's truancy. In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while truant. Penalties may include a warning, school detention or in-school suspension. ACademic penalties, out-of-school suspensions or expulsion shall not be imposed for any truancy.

HMS Student Dress Code

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

Requirements:



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

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

Undergarments must be fully covered by outer articles of clothing

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

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

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

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

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

Upon violation of the dress code the following disciplinary action(s) will occur:
First – Warning/Cover-up/Change/Call to parent
Second – PC/ Cover-up/Change/1 day ISS
Third - PC/ Cover-up/Change/2 days ISS Progressive

Bullying Prevention and Education

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

Prohibited behavior

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

TECHNOLOGY AND COMPUTER USAGE

TECHNOLOGY, COMPUTER, and INTERNET USE GUIDELINES

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

STUDENT USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

STUDENT CELL PHONE POLICY IS IN THE PROCESS OF BEING REVISED!

For the purposes of this policy, a Personal Technology Device (PTD) includes any privately-owned portable electronic device, such as cell phones, tablets, laptops, cameras, audio or video players/recorders, pagers, and other handheld communication or data storage tools. At Hemphill Middle School, all students are required to store their PTDs—including cell phones—in their hallway lockers during the school day. Students may only use a PTD as an educational tool when specifically authorized by a teacher. During unauthorized times, all PTDs must be powered off or placed in silent mode and kept out of sight. The use of devices with camera or recording capabilities is strictly prohibited in locker rooms, restrooms, or any other area where individuals have a reasonable expectation of privacy. Students are not permitted to use PTDs to engage in, promote, or support behavior that violates the student code of conduct, district or school policies, or any state or federal laws. Violations of this policy may result in disciplinary action, including the temporary confiscation of the device. Confiscated devices will only be returned following a conference involving the student, parent/guardian, and school personnel. If the school believes a PTD has been used in a manner that may involve illegal activity, the incident may be referred to law enforcement.

Please note: The school district is not responsible for the loss, theft, or damage of any PTD brought onto school property or to school-sponsored events or activities.

STUDENT RULES, EXPECTATIONS & STRASBURG SCHOOL DISTRICT POLICIES

STUDENT DISCIPLINE AND BEHAVIOR EXPECTATIONS :

At Hemphill Middle School, we believe one of the most important goals of education is to help students grow into self-disciplined, responsible individuals. To support this growth, we strive to maintain a school environment that is safe, respectful, and focused on learning for all. We recognize that building a positive and productive school culture requires shared responsibility. While students are on school grounds, traveling to and from school, riding the bus, or participating in school-related events, they are expected to demonstrate behavior that reflects well on themselves, their families, and their school. When behavior outside of school disrupts the learning environment or impacts the well-being of others, the school may also become involved to ensure a safe and respectful atmosphere is maintained for all.

We value a strong partnership with families and will work collaboratively with parents or guardians to support students in making positive choices. When challenges arise, we will work together to create solutions, which may include behavior support plans or other strategies designed to help students be successful. Students are expected to follow school, district, and classroom rules and to contribute to a school culture where everyone feels safe, respected, and ready to learn. Whenever possible, any consequences for behavior will be fair, respectful, and appropriate to the situation, with a focus on growth and accountability.

RCD: RESPONSIBILITY CENTERED DISCIPLINE

All staff members will utilize the RCD approach for supporting student behavior. RCD is a transformational approach that shifts the goals of school discipline from making a student behave to empowering a student to take ownership of his or her behavior. By creating a Responsibility-Centered Culture in a school and providing administrators, educators, and students with a simple and consistent system for addressing all educator-student conflicts, RCD turns this enormous challenge into an opportunity for greater growth and learning—not only for the students, but for everyone who uses the system (Thompson, 2015, p. 9–10).

Through RCD, students are encouraged to reflect on their actions, understand how their behavior impacts others, and identify the changes needed to make more positive choices moving forward. Rather than relying solely on external consequences, RCD helps students build internal motivation and develop the skills necessary to manage their own behavior. This approach promotes accountability, improves problem-solving, and strengthens relationships between students and staff. Ultimately, RCD supports our mission of fostering a respectful, responsible, and empowering school environment where students can thrive both academically and socially.

Student Code of Conduct Policy

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

Code of Conduct Violations

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.

6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or regulations, or established school rules.
11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free school's policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff. Students in preschool through second grade.

For a more in depth look at student policies, expectations, and rules, please see below for the Hemphill Middle School Discipline matrix as it pertains to district policies and procedures.

Hemphill Middle School Discipline Matrix

Strasburg Behavior & Discipline Incident Matrix

To deliver our mission, Strasburg School District believes that each school will create an ecosystem of equity. Creating an ecosystem of equity requires school staff to work with students to identify, manage, and learn from their actions and behaviors. Similar to academic endeavors, student behavior is a learning experience, where students address their choices and the consequences of their actions. We believe students have the power, when negative behaviors and incidents occur, to repair harm and to restore relationships, especially when guided by an adult mentor. The belief in the power of restorative processes is the foundation of how Strasburg School District manages student behavior.

RESTORATIVE PRACTICES

Restorative practices focus on building and repairing relationships in order to develop community and manage conflict. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches to student behavior.

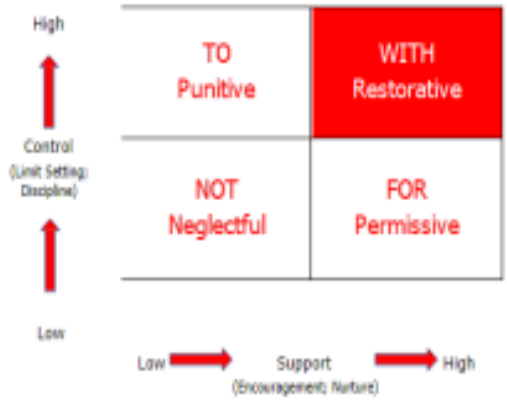
Restorative practices can help:

- **Reduce crime, violence, and bullying**
- **Improve student and staff behavior**
- **Strengthen school communities**
- **Provide effective leadership**
- **Improve relationships**
- **Repair harm**

Discipline Matrix Goals

We aim to help our district and schools value curiosity before judgment, place value on consequences not punishment, and allow our district and schools to build a community through relationships and repairing harm when necessary. The social discipline window (below) is a concept with broad application in many settings. It describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things with people, rather than to them or for them.

As educators, we aim to stay in the red "WITH" box as much as possible when working with students and staff. However, we flow in an infinite cycle between all 4 boxes. The goal in restorative work is to manage the polarity of all 4 boxes and work ourselves, our students, and our staff back toward the restorative box. We must be cognizant of our assumptions, judgements, and bias – maintaining a high level of curiosity – in order to support and provide structure for your communities.



FAIR PROCESS

When managing student behavior, Strasburg School District models a transparent, consistent, and fair process across all schools. Fair process is a decision-making process that addresses our basic human need to be valued and respected. When people who are affected by a decision, feel the decision is fair, they are more likely to trust and cooperate with their supervisors. Its lifeblood is the trust, commitment, and ideas of its employees, students, and the citizens of Strasburg School District's greater community. Fair process allows each member of the Strasburg School District community to channel their energy into attaining our organizational goals.

The three principles of fair process are:

● Engagement — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account, encouraging the challenging of each other's ideas.
● Explanation — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it – clarifying thinking behind a decision.
● Expectation clarity — making sure that everyone clearly understands a decision and what is expected of them in the future, including performance standards, penalties for failures, and new responsibilities.
(Kim & Mauborgne, 1997) (Harvard Business Review, 2003)

Fair process demonstrates the restorative WITH domain of the social discipline window. It relates to how leaders handle their authority in all kinds of professions and roles: from parents and teachers to managers and administrators. The fundamental hypothesis of restorative practices embodies fair process by asserting that "people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things with them, rather than to them or for them."
(Watchel, Ted. (2016). Defining Restorative [PDF file]. Retrieved from https://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf)

In accordance with Colorado Revised Statute § 22-33-106 (1.2), our school staff will consider the following when managing student behavior and discipline incidents:

- **the age of the student; does the student have a disability;**
- **the seriousness of the behavior or incident;**
- **the behavior and/or incident history of the student;**
- **did the violation threaten the safety of students and/or staff; and**
- **would a lesser intervention reasonably and properly address the violation?**

BEHAVIOR: The way in which one acts or conducts oneself, especially toward others.
REASONABLENESS: The standard used when addressing student behavior. The reasonableness standard includes two important principles: Does the school have reasonable authority to address the behavior and is the response to the behavior by the school reasonable.
REFERRALS: The act of referring someone or something for consultation, review, or further action.
INCIDENT: An instance of significant happening. A student behavior becomes an incident when it is entered into the student information system by a school administrator, or when a behavior referral is processed in the student information system by appropriate school or district staff. Applicable incidents are reported annually to the Colorado Department of Education by each school of the district.
CLASSROOM BEHAVIOR: Behavior in the classroom that is addressed by the classroom teacher or staff member present during the designated class or period.
MINOR: Behaviors which fall outside the classroom environment which do not pose a threat to other students or staff. These behaviors may become incidents upon review by school staff.
MAJOR: Incidents that impact, or may reasonably be found to impact, the welfare and safety of other students or school staff. These incidents may also disrupt the school's ability to provide education to other students.

MATERIAL AND SUBSTANTIAL: Incidents that are willful and significantly impact the welfare and safety of other students or school staff and/or incidents that significantly disrupt a school's ability to provide education to other students. These incidents will result in recommendation for expulsion to the Board of Education.

SUSPENSION: The prohibition of a student from attending school, school activities, or school sanctioned events for a designated length of time as the result of a major behavior infraction.

RESTORATIVE RE-ENTRY CONFERENCE: A restorative re-entry conference is a structured meeting with the student, parent/guardian, and school official(s) in which they deal with the consequences of the wrongdoing and decide the best way to repair the harm. The meeting is an opportunity to move from the past mistakes to the present, and to agree upon the future behaviors needed to re-enter the school community.

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Assault/Fighting/Physical Aggression Commission of any act which if committed by an adult would be assault as defined by law. Assault-3rd degree/Disorderly Conduct/Fighting: **Minor**- encouraging fighting/videotaping a fight/pushing/shoving; **Major**- fist fight/knowing and recklessly causing bodily injury to another First – Parent Contact/3 Day OSS Second – Parent Contact/5 Day OSS Third – Parent Meeting/ 10 days OSS Expulsion Recommendation **Sexual Assault (Law Enforcement)** **(Refer to Title IX Coordinator to assign investigator)** **Informal Resolution** **Formal Resolution** PC/10 Days OSS/ Recommend Expulsion			X	X	X	JICDA
Attendance Tardies, unexcused absences and habitually truant or tardy **Tardies (Calculated per week)** ● First week with 4 Tardies – PC/Warning ● Second Week with 4 more Tardies – PC/Lunch Detention in the office, Attendance Reflection, G5 with Teacher and admin. ● Third Week with 4 more tardies – PC/Monday School - RCD Plan - Supervised passing periods / delayed passing periods etc. ● Fourth Week with 4 more tardies – PC/ 1-day ISS - Contract and parent, teacher, admin meeting - RCD Plan progressive. ● Progressive Following **Truancy (unexcused/unverified absences)** First – Parent contact/1 Day ISS Second – Parent contact/3 Day ISS Third – PC/ 1 Day OSS Progressive Recommendation for Truancy Committee	X	X	X	X		JH JHB JEA

Cell Phones & Other Personal Technology Devices Using cell phones and other personal technology devices (PTDs) to engage in, promote or facilitate any other conduct that violates the student code of conduct, other Board policies or regulations, or state or federal law. This may include, but is not limited to inappropriate pictures, videos, pornography, or any other inappropriate material according to district policies or code of conduct. **<u>Inappropriate Use of Electronic Devices (i.e.: iPod/Phone)</u>** First – Confiscated/given to office/Parent Contact Second – Confiscated, PC/Return to Parent/Monday School Third – Confiscated 1 day OSS Progressive	X	X	X			JICJ
Criminal Act Directed Toward an Employee Making a false accusation of criminal activity against a school employee to law enforcement or the district. **<u>Abusive/Obscene/Profane Language-Gestures</u> Directed at Staff** First – PC/3 Days OSS Second – PC/5 days OSS Third – PC/10 days OSS/Recommend Expulsion			X	X	X	JICDA
Defiance Continued willful disobedience or open and persistent defiance of property authority including deliberate refusal to obey a member of the district staff. **<u>Rude/Discourteous/Disobedient/Defiant Behavior</u> Directed at Staff** First – 1 Day ISS Second – 3 Days OSS Third – 5 Days OSS Progressive			X	X		JICDA
Destruction Attempting to cause damage and/or willful destruction or defacing of school and/or private property. <$50- **<u>Destruction/Vandalism-School/Personal Property (Law Enforcement Involved)</u>** First – Restitution/PC /1-day ISS Second – Restitution/PC /1-day OSS Third – Restitution/ OSS progressive >$50- First – Restitution/ OSS progressive		X	X	X	X	JICDA
Detrimental Behavior/Violation of Criminal Law Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior to one or more other students. **<u>Suspension and Expulsion may be recommended</u>** ● Adult act of Robbery or Assault *Violation of weapons/firearms			X	X	X	JICDA

• Violation of Criminal Law affecting school safety/welfare *Extortion/Coercion/Blackmail						

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Discrimination and Harassment Violation of Board's policy regarding discrimination or harassment, including sexual harassment, bullying, hazing, harassment, or threats. First – 3 Days OSS (Parent Contact) Second – 5 Days OSS (Parent contact) Third – 10-day OSS + Recommendation for expulsion			X	X	X	JBB JICDE
Disruptive Behavior Behavior which disrupts or is intended to disrupt the educational process First – 1 Day ISS Second – 3 Days OSS Third – 5 Days OSS/Progressive	X	X	X	X		JICDA
Dress Code Violation of Board's policy about student dress code policy. First – Warning/Cover-up/Change/Call to parent Second – PC/ Cover-up/Change/1 day ISS Third - PC/ Cover-up/Change/2 days ISS Progressive	X	X	X			JICA
Drugs/Alcohol Engaging in behavior which includes possession, use, sales, distribution, or exchange or to be under the influence of alcohol, drugs, other controlled substances. **Possession of Vape, Tobacco, or any facsimile of…** First – 1-day OSS Second – 3-day OSS Third – OSS Progressive **Drug/Alcohol Use/Possession/Paraphernalia/ (Law Enforcement involved)** First – 3 Days OSS Second – 5 Day OSS Third – PC/ 10 days expulsion recommendation			X	X	X	JICH
Giving False Information Lying or giving false information, either verbally or in writing to a district employee. First – 1 Day ISS / Second – 2 Day OSS / Third – 3 Day OSS / Progressive	X	X	X	X		JICDA

Habitually Disruptive "Habitual Disruption" is not an independent offense, but rather refers to a classification under state law in which persistent misconduct at any level can result in a student being declared "habitually disruptive." If declared habitually disruptive, the student may be recommended for expulsion if the discipline incidents of a material and substantial nature. First – 1 Day ISS Second – 3 Days OSS Third – 5 Days OSS Progressive			X	X		JICDA
Profanity Directing profanity, vulgar language, or obscene gestures toward other students, school personnel or others. **Abusive/Obscene/Profane Language-Gestures Directed at Staff** First – PC/3 Days OSS Second – PC/5 days OSS Third – PC/10 days OSS/Recommend Expulsion **Abusive/Inappropriate Language/Profanity – Student to Student** First – Parent Mtg./ Detention Second – Parent Mtg./1day ISS Third – Parent Mtg./2 days OSS Progressive	X	X	X			JICDA

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Robbery Commission of any act which if committed by an adult would be robbery as defined by law. **suspension and Expulsion may be recommended** ● Adult act of Robbery or Assault *Violation of weapons/firearms ● Violation of Criminal Law affecting school safety/welfare *Extortion/Coercion/Blackmail			X	X	X	JICDA
Sexual Misconduct/Sexting **Physical Touching-** First- 1 day ISS Second- 1 day OSS Third- 3 Days OSS **Possession of Pornography –** First – 1 Day OSS Second – PC/ 3 Days OSS Third – PC/5 Days OSS **Dissemination of Pornography –** First – PC/3 Days OSS			X	X	X	JBB

Second – PC/ 5 Days OSS Third – PC/10 Days OSS/ Recommend Expulsion **Student to Student** **(Refer to Title IX Coordinator to assign investigator)** **Informal Resolution** **Formal Resolution** First – Parent Contact / 3 Days OSS Second – Parent Contact / 5 Days OSS Third – Parent Contact / 10 Days OSS						
Scholastic Dishonesty Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work. **Academic Dishonesty/Cheating/ (No Class Assignment Credit)** First – 1 Day ISS / No Credit Second – 2 Day OSS / No Credit Third – 3 Day OSS / No Credit Progressive	X	X	X			JICDA
Stealing Stealing or attempting to steal district and/or private property. **Stealing/Theft (Law Enforcement Notification)** First – Restitution/PC/1 Day ISS Second – Restitution/PC 1 Day OSS Third – Restitution/PC/3 Day OSS.		X	X	X	X	JICDA
Technology Violation Students shall use district technology devices in a responsible, efficient, ethical and legal manner. First – Restitution/PC /1-day ISS Second – Restitution/PC /1-day OSS Third – Restitution/ OSS progressive First – Parent Contact / 1 day ISS Second – Parent Contact/Monday School Third – 3 day OSS / Progressive	X	X	X			JICJ
Threat/Disruption of School or District Operations Statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence. First – PC/3 Days OSS Second – PC/5 days OSS Third – PC/10 days OSS/Recommend Expulsion **Intent to use the weapon** First – PC/10 Days OSS/Recommend Expulsion			X	X	X	JICDA

Throwing Objects Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property. First- PC/1 day ISS Second- PC/ 2 days OSS Third- PC/ 3 days OSS Progressive	X	X	X			JICDA
Tobacco Violation The use of tobacco including vaping, e-cigarettes, chewing tobacco, snuff, etc. is strictly prohibited. **Drug/Alcohol Use/Possession/Paraphernalia/ (Law Enforcement involved)** First – 3 Days OSS Second – 5 Day OSS Third – PC/ 10 days expulsion recommendation **Use/Possession of Tobacco, Vape Pen or any facsimile** First – 1-day OSS Second – 3-day OSS Third – OSS Progressive			X	X		JICH
Verbal Abuse Engaging in verbal abuse (name calling, ethnic/racial slurs, etc.) either orally or in writing or derogatory statements addressed publicly to an individual or group. **Student to Student** First – Parent Mtg./ Detention Second – Parent Mtg./1day ISS Third – Parent Mtg./2 days OSS Progressive **Student to Staff** First – PC/3 Days OSS Second – PC/5 days OSS Third – PC/10 days OSS/Recommend Expulsion	X	X	X	X		JICDA

Violation	Level 1	Level 2	Level 3	Level 4	Level 5	District Policy
Violent/Aggressive Behavior physical assault; verbal abuse; intimidation; extortion; bullying; gang activity; sexual harassment; stalking; defiance; discriminatoryslurs; vandalism; terrorism First – 3 Days OSS (Parent Contact) Second – 5 Days OSS (Parent contact) Third – 10-day OSS + Recommendation for expulsion		X	X	X	X	JICDD

Weapons Using, possessing, or threatening to use a dangerous weapon (firearm, pellet/BB gun, knife, bombs, etc.) on district property. **Any Knife** – **Firearm** loaded or unloaded Any **Pellet-BB gun** or any other device designed to propel a projectile Any object, device, instrument that is intended to inflict serious bodily injury, **slingshot, bludgeons, brass knuckles etc.** Possession anywhere on school grounds or school activity. First – PC/3 Days OSS Second – PC/5 Days OSS Third – PC/10 Days OSS/Recommend Expulsion **Intent to use the weapon** First – PC/10 Days OSS/Recommend Expulsion		X	X	X	X	JICI
Violation of Criminal Law Violation of criminal law which negatively impacts the school or the general safety or welfare of students or staff. **Suspension and Expulsion may be recommended (PC)** ● Adult act of Robbery or Assault *Violation of weapons/firearms ● Violation of Criminal Law affecting school safety/welfare *Extortion/Coercion/Blackmail			X	X	X	JICDA
Gang Activity/Apparel/Paraphernalia – First – PC/3 Days OSS Second – PC/5 Days OSS Third – PC 10 Days OSS Recommend Expulsion				X	X	JICF
Monday School: *Will be scheduled ON Mondays as needed. The Monday School assignment will be from 8:00 a.m. to 12:00 p.m. (4 Hours)* ** A Student must show up on time, behave appropriately, forfeit all electronic devices to the instructor, and complete classwork that is assigned.* ***A student who does not attend an assigned Monday School will be given a 1 day OSS.* ****A student who fails to attend a second Monday School will be given a 3 day OSS.*	***PC*** *– Parental Contact* ***LE*** *– Law Enforcement* ***ISS*** *– In-School Suspension* ***OSS*** *– Out-of-School Suspension*			*Severity of Punishments* 1. *Warning* 2. *Parent Contact Only* 3. *Lunch Detention(s), Parent Contact (MS Only)* 4. *Loss of passing period* 5. *School* 6. *1-2 Days ISS/Parent Contact* 7. *1 Days OSS/Parent Contact* 8. *3 Days OSS/Parent Contact* 9. *5 Days OSS, Parent Contact* 10. *10 Days OSS (with recommendation for expulsion), Parent Contact*		
***This matrix attempts to define violations and punishments for a wide variety of offenses. It is not possible to define every offense that may occur, and no attempt to do so is herein implied. In the handling of discipline, administrative discretion is always possible, and punishments between suspension/expulsion may be imposed where appropriate, notwithstanding and provisions herein calling for particular and disciplinary consequences for a first, second, or third offense.*						

Level 1: Violations will generally be addressed by the staff member supervising the student when the violation occurs. The staff member's response should teach the correct, alternative behavior so that the student can learn from his or her mistake and demonstrate safe and respectful behaviors in the future.

Level 2: Level 2 violations will generally result in interventions or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

Level 3: Level 3 violations will generally result in interventions or disciplinary responses that involve the school administration and may also include school counselor and school resource officer. These actions aim to correct behavior by stressing the seriousness of the behavior and may result in removal (half-day up to five days) from the school environment as well as education opportunities around the behavior. Level 3 infractions can potentially be placed on a Remedial Discipline Plan (RTP) if their behavior rises to a level of being dismissed from school more than three days.

Level 4: Level 4 violations will generally result in interventions or disciplinary responses that involve the school administration, school resource officer/law enforcement, district social worker, and/or school counselor. These actions aim to correct behavior by stressing the seriousness of the behavior and may result in removal (half-day up to 365 days) from the school environment, education opportunities around the behavior and/or district level behavior interventions.

Level 5: Level 5 discipline infractions require a referral for expulsion. The school will consult with the school resource officer/law enforcement, district social worker, and school counselor and seek a 10-day suspension and refer the student for expulsion. These individuals will seek to provide wrap-around services for the student and his or her family.

Level 1 Teaching Strategies	**Level 1 Management Strategies**
● Reminders and redirection ● Verbal correction ● Written reflection/apology ● Daily progress sheet on behavior ● In class take a break spot ● Restitution ● Restorative Justice Practices ● Contract between teacher student and parents ● Mediation ● Referral to Student Family Outreach	● Seat change ● Teacher/student conference ● Loss of privileges ● Detention ● Parent/guardian notification ● Parent/guardian conference ● Parent/guardian accompanying student to school ● In-school community service
Level 2 Teaching Strategies	**Level 2 Management Strategies**
● Behavior contract ● MTSS/RTI Referral ● Referral to Counselor/SW/Social Emotional Supports ● Meeting with school counselor ● Education with School Resource Officer	● The student tells his/her side of the story. Staff authentically listen in a non-evaluative way. A staff member asks clarifying questions. ● Staff notifies the student's parent/guardian. ● Staff engages students in a restorative approach (as appropriate). ● Staff implement one or more appropriate interventions, altering interventions if ineffective, ● Staff document behavior and interventions in the student information system. ● Detention

Level 3 Teaching Strategies	Level 3 Management Strategies
● Exploration of a Functional Behavioral Analysis ● Counselor group ● school level learning modules	● Office referral to administration ● Admin conference with student ● Removal from class to another supervised area (short-term) change in schedule ● Detention ● Daily check-in with an administrator/counselor ● District/school level safety assessments ● Other management strategies identified by school administrator ● In or Out of School Suspension - one to five days ● Outside community service ● Potential referral to law enforcement/school resource officer
Level 4 Teaching Strategies	**Level 4 Management Strategies**
● Consultation with school resource officer/law enforcement, district social worker, school counselor ● Safety/Re-entry Plan ● Referral to other outside agencies	● Office referral to administration ● Admin conference with student ● removal from class to another supervised area (short-term) change in schedule ● Daily check-in with an administrator ● District/school level safety assessments ● Other management strategies identified by school administrator ● In or Out of school suspension/ 5-10 days ● Outside community service ● Potential referral to law enforcement ● Potential referral for expulsion
Level 5 Teaching Strategies	**Level 5 Management Strategies**
● Consultation with school resource officer/law enforcement, district social worker, school counselor ● Alternative educational options and or placement in a facility	● Mandatory referral for expulsion (Note: Refer to Board's expulsion policy) ● Consultation with law enforcement and county agencies

CLASSROOM AND MINOR BEHAVIOR

Level 1: Teacher/Student

1. The student tells his/her side of the story. Staff authentically listen in a non-evaluative way. A staff member asks clarifying questions.
2. Staff counsels students.
3. Staff engages students in a restorative approach (as appropriate).
4. Staff implements one or more interventions initiated as appropriate, altering interventions if ineffective
5. Staff documents behavior and interventions in the student information system.

Level 2: Teacher/Student/Parent

1. The student tells his/her side of the story. Staff authentically listen in a non-evaluative way. A staff member asks

clarifying questions.

2. Staff notifies the student's parent/guardian.
3. Staff engages students in a restorative approach (as appropriate).
4. Staff implement one or more interventions as appropriate, altering interventions if ineffective,
5. Staff document behavior and interventions in the student information system.

Level 3: Referral to School Administration

Level 3 violations will result in referral to school administration. These actions aim to address the behavior while keeping the student in school. Recurring type 1-2 offenses can only be referred after going through Levels 1-2 processes. Suspension will be utilized if needed

1. Administrator/designee reviews referral and determines whether to involve a social worker, nurse, guidance counselor, psychologist, or any support staff.
2. Administrative staff, if appropriate, may dismiss referral, noting dismissal in the student information system.
3. Teacher/staff evidence is provided to appropriate personnel.
4. The student tells his/her side of the story. Staff authentically listen in a non-evaluative way. If necessary and reasonable, escalation to level 5.
5. Designated staff engage students in a restorative approach (as appropriate).
6. Designated staff implements one or more interventions initiated as appropriate, altering intervention if ineffective.
7. Designated staff documents interactions and interventions/responses in the student information system.

MAJOR AND MATERIAL AND SUBSTANTIAL BEHAVIORS

Level 4: Suspension

Level 4 violations will result in administrative involvement. These actions aim to address the serious nature of the behavior and may result in the removal (1/2 day to 5 days) from the school in accordance with applicable school law.

1. Complete Steps 1-3 of Level 3.
2. Administrators may assign suspension from school up to 5 days in accordance with applicable law.
3. Administration must document behavior and suspension (if applicable) in the student information system.
4. Administrators must contact the designated building SPED/504 facilitator (if applicable).
5. Administrators must contact the designated Executive Director of School K-12 schools if the student is K-2 and out of school suspension is longer than 3 days.
6. Administration must provide written notification to parent/guardian in accordance with applicable law.
7. Mandatory restorative re-entry conference with student and parent/guardian prior to re-entry to school in accordance with school law.
8. Implementation of a Remedial Discipline Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability, 504).

Level 5: 5/10 day Suspension/Extended Suspension up to 10 Days/Alternative to Expulsion/Expulsion Level 5 discipline incidents require building administration, district level SPED/504 facilitator, and designated Executive Director involvement. The incidents may result in expulsion from the school environment. In accordance with law, only the Strasburg School District Board of Education may expel a student from the school district.

1. Steps 1-4 of Level 5 are repeated. Administration may suspend students for up to 10 days in accordance with applicable law.

2. If referring for expulsion, administration must contact designated district SPED/504 facilitator (if applicable) for approval.
3. If referring for expulsion, administration must contact the designated Executive Director of Schools for approval.
4. Administration must provide written notification to parent/guardian in accordance with applicable law and notify parent/guardian of intent to recommend the student for expulsion.
5. Document behavior and suspension in the student information system.
6. Complete required expulsion documentation with the Office of Student Support and Engagement.
7. Mandatory restorative re-entry conference with student and parent/guardian prior to re-entry to school in accordance with school law.

BUS TRANSPORTATION

BUS CONDUCT

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

BUS TRANSPORTATION

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

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

Strasburg Dist. 31-J Bus Rules

Be courteous and cooperative with the driver and students
- Use inside voices
- No foul language or rude gestures
- No pushing or fighting

No destruction of bus property.
- Do not mark on, poke holes or cut the seats

Remain facing forward in your assigned seat at all times.
- Keep aisles clear (feet, backpacks)

Keep the bus clean.
- NO food or drink, gum, sunflower seeds or tobacco

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

Unauthorized riders are required to have a note from parents to ride the bus.
- Students only ride their assigned bus
- Home to school - school to home

Be at your bus stop five minutes before scheduled time
- Buses cannot wait

Nothing alive or dangerous can be taken on the bus (glass, sharp objects, weapons)

If bringing personal items (i.e. toys, electronics), keep them in closed backpacks while on the bus

Appropriate use of cell phones or other technological devices is allowed, but use of any technological device is at the discretion of the bus driver/sponsor. Students must wear headphones if their cell phone or other device creates noise. Students may not take inappropriate photos or videos at any time.

Absolute silence at Rail Road Crossings

NO sprays, deodorant, perfume, or nail polishes are to be sprayed or used on the buses.

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

DISCIPLINE STEPS FOR BUS MISBEHAVIOR

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

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

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

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

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

THE STRASBURG SCHOOL DISTRICT RESPECTFULLY ACKNOWLEDGES THAT THE LAND ON WHICH WE GATHER AND LEARN IS THE TRADITIONAL AND ANCESTRAL HOMELANDS OF THE NORTHERN ARAPAHO AND CHEYENNE PEOPLE.

WE ARE COMMITTED TO GROWING AND DEEPENING OUR RELATIONSHIP WITH THE VIBRANT INDIGENOUS COMMUNITIES WHO CONTINUE TO THRIVE AND UPHOLD THEIR SACRED RELATION TO THIS LAND. WE EXTEND OUR RESPECT TO THE ELDERS OF THE PAST, THE PRESENT, AND FUTURE.

Strasburg School District 31J

Policy:	File:
Board of Education Norms	BEN
Adopted:	Revision:
	September 2025

Board of Education Team Norms

Accountability to the Board and the Community:

- We communicate with respect, transparency, and openness, especially in challenging situations, while considering the appropriate context for feedback.
- We actively listen and engage with objectivity and without personal bias, ensuring that all voices are heard and respected.
- We support and promote board decisions collectively, address concerns directly with the involved individuals, and maintain mutual respect.

Commitment to the District's Strategic Plan:

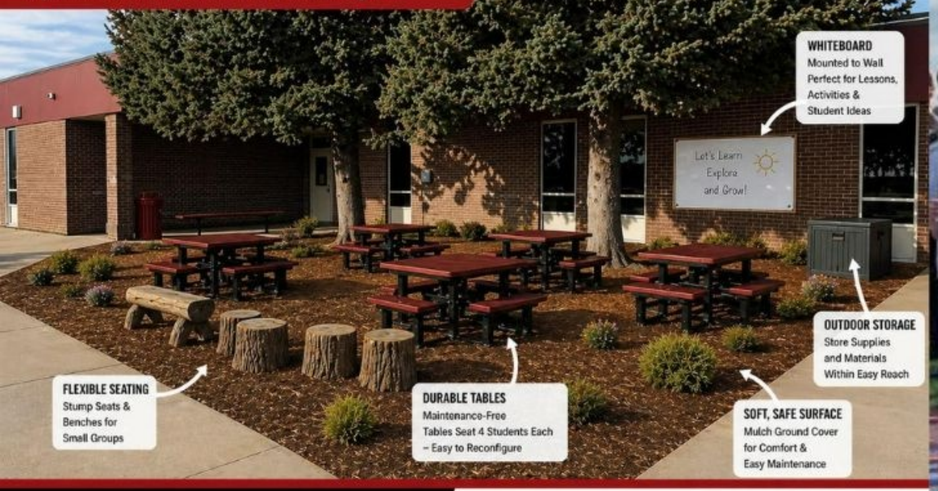
- We embrace the school mission and advocate for all students, prioritizing the greater good of the district over personal agendas.
- We approach every issue with the same level of focus and dedication, believing in the potential of all students to achieve academic success.

Effective and Productive Meetings:

- We prioritize and attend all meetings consistently by being prepared, arriving ready to actively engage, contribute, and accomplish the work of the board, while staying focused, using time efficiently, and starting and ending on time.
- We ensure everyone has a voice and promote balanced discussions, ending each meeting with clear action items, timelines, and owners
- We adhere to established norms, speak up when deviations occur, and strive to make our meetings a space for meaningful and respectful dialogue.

K–2 OUTDOOR LEARNING SPACE

A place to learn, explore, collaborate, and grow!



LEARNING WITHOUT WALLS

This new outdoor space will give our young learners a place to think, explore, and grow together—every day.

HELP US MAKE IT HAPPEN!

Your support helps bring this vision to life. Let's build a space where our students can thrive—together!

STRASBURG ELEMENTARY — ONE TRIBE



3–5 OUTDOOR LEARNING SPACE

A place to learn, explore, collaborate, and grow!



BUILT FOR TODAY. READY FOR TOMORROW.

This new outdoor space will give our 3–5 students a place to think bigger, work together, and bring ideas to life.

HELP US MAKE IT HAPPEN!

Your support helps bring this vision to life. Let's build a space where our students can thrive—together!

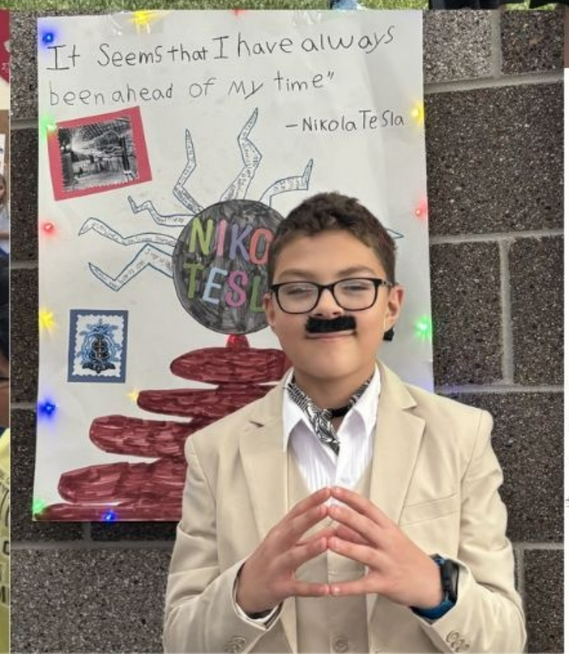
STRASBURG ELEMENTARY — ONE TRIBE













Strasburg School District 31J
Quarterly Financial Statements
Fiscal Year 2025-26

March 31, 2026



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

Kelle Bongard
Superintendent

Amanda Rosier
Finance Director

Unaudited for management use only.

Strasburg School District 31J

Quarterly Financial Summary

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March 31, 2026

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Strasburg School District 31J
Quarterly Financial Summary
General Fund
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	1,805,137	1,249,197	555,940	144.50%	2,260,731	4,996,788	(2,736,057)	45.24%	1,446,423	(2)
Intermediate Sources	0	89	(89)	0.00%	357	357	0	100.00%	0	
State Revenue	2,386,041	2,723,287	(337,246)	87.62%	9,610,536	10,893,146	(1,282,610)	88.23%	2,491,988	(3)
Federal Revenue	73,409	30,575	42,834	240.09%	74,070	122,298	(48,228)	60.57%	39,899	(4)
Allocations	0	(25,000)	25,000	0.00%	0	(100,000)	100,000	0.00%	0	
Total Revenues	$ 4,264,587	$ 3,978,148	$ 286,439	107.20%	$ 11,945,695	$ 15,912,589	$ (3,966,894)	75.07%	$ 3,978,309	
Expenditures by Program										
Instructional Services	2,388,962	2,252,820	(136,142)	**106.04%**	6,191,325	9,011,278	2,819,953	68.71%	2,235,947	
Pupil Services (2100)	329,209	248,718	(80,491)	**132.36%**	789,135	994,871	205,736	79.32%	305,261	
Instr. Staff Support (2200)	106,397	118,309	11,912	89.93%	340,157	473,238	133,081	71.88%	91,592	
General Administration (2300)	112,089	110,554	(1,535)	**101.39%**	329,664	442,215	112,551	74.55%	85,312	
School Administration (2400)	305,076	291,268	(13,808)	**104.74%**	864,654	1,165,071	300,417	74.21%	300,670	
Business Services (2500)	82,893	114,589	31,696	72.34%	197,459	458,357	260,898	43.08%	46,752	
Maintenance & Operations (2600)	439,664	539,730	100,066	81.46%	1,623,050	2,158,922	535,872	75.18%	434,579	
Transportation Services (2700)	131,590	136,761	5,171	96.22%	422,681	547,042	124,361	77.27%	185,275	
Central Services (2800)	121,496	164,399	42,903	73.90%	472,424	657,596	185,171	71.84%	128,304	
Other Services	0	1,000	1,000	0.00%	10,441	4,000	(6,441)	261.03%	0	(5)
Total Expenditures	$ 4,017,377	$ 3,978,148	$ (39,229)	**100.99%**	$ 11,240,991	$ 15,912,590	$ 4,671,599	70.64%	$ 3,813,693	
Other Financing Uses										
Transfers Out	0	0	0	**N/A**	0	0	0	**N/A**	0	
Total Other Financing Uses	$ -	$ -	$ -	**N/A**	$ -	$ -	$ -	**N/A**	$ -	
Income (Loss)	$ 247,210	$ -	$ 247,210		$ 704,704	$ (1)	$ 704,705	$ (915,200)	$ 164,617	
Audited/Estimated Fund Balance, Beginning of Year					4,317,027	4,317,027				
Fund Balance, End of Period					$ 5,021,731	$ 4,317,026	$ 704,705			

Footnotes:

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

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

(3) Receiving State Equilization over 9 month period which results in higher monthly payments until property tax payments.

(4) Timing of federal revenue payments for grants.

(5) New fencing at SES funded by private donor that was not accounted for in budget. Matching revenue.

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

Strasburg School District 31J

Quarterly Financial Summary
General Fund
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	YTD Actual	
Expenditures by Object										
Salaries	2,270,227	2,107,791	(162,436)	**107.71%**	6,057,067	8,431,164	2,374,098	71.84%	2,046,127	
Employee Benefits	641,563	660,123	18,560	97.19%	1,776,960	2,640,492	863,532	67.30%	650,359	
Professional Services	142,585	112,517	(30,068)	**126.72%**	354,892	450,068	95,176	78.85%	103,718	
Property Services	81,119	110,726	29,607	73.26%	285,215	442,902	157,688	64.40%	165,725	
Other Services	629,490	487,408	(142,082)	**129.15%**	1,460,627	1,949,632	489,005	74.92%	603,252	
Supplies & Materials	246,214	453,203	206,989	54.33%	1,130,670	1,812,812	682,142	62.37%	226,313	
Capital Outlay	3,492	38,880	35,388	8.98%	145,018	155,520	10,502	93.25%	3,585	
Other Objects	2,685	7,500	4,815	35.80%	30,543	30,000	(543)	101.81%	600	
Other Uses	0	0	0	**N/A**	0	0	0	**N/A**	0	
Total Expenditures	$ 4,017,377	$ 3,978,148	$ (39,229)	100.99%	$ 11,240,991	$ 15,912,590	$ 4,671,599	70.64%	$ 3,799,679	

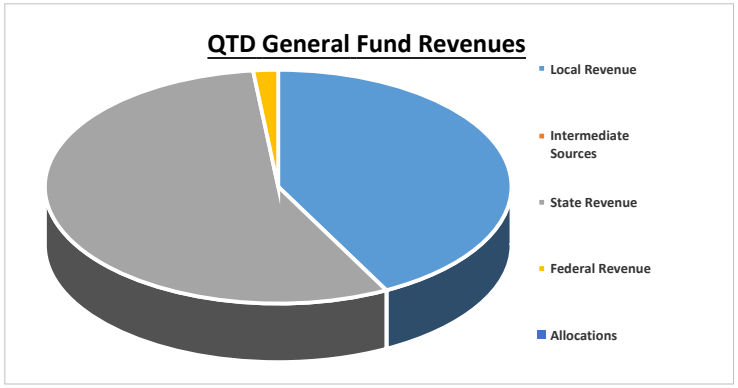
Footnotes:

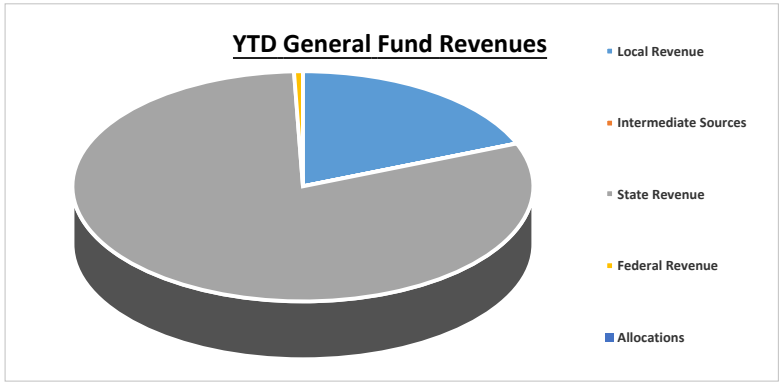
Strasburg School District 31J

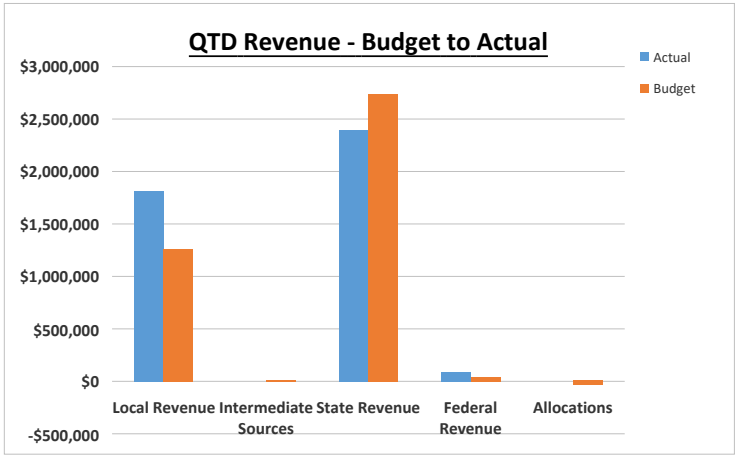
Balance Sheet
General Fund
3/31/2026

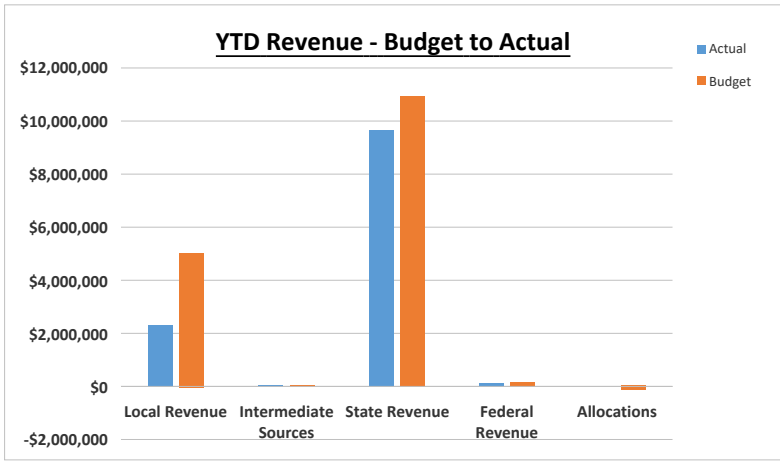
	FY 25-26	FY 24-25
Assets		
Cash and investments	$4,833,493	$4,256,187
Receivables	$23,187	$0
Prepaid expenses	$67,189	$0
Due from other Funds	$154,873	$2,220,000
Total Assets	**$5,078,742**	**$6,476,187**
Liabilities		
Accounts Payable	$61,829	$76
Accrued Salaries	$242	$63,114
Deferred Revenue	($5,060)	$0
Due to other funds	$0	$0
Total Liabilities	**$57,011**	**$63,190**
Fund Equity		
Restricted	$478,000	$528,000
Unassigned	$4,543,731	$5,884,997
Total Fund Equity	**$5,021,731**	**$6,412,997**
Total Liabilities and Fund Equity	**$5,078,742**	**$6,476,187**

Strasburg School District 31J
Quarterly Financial Summary
General Fund
March 31, 2026

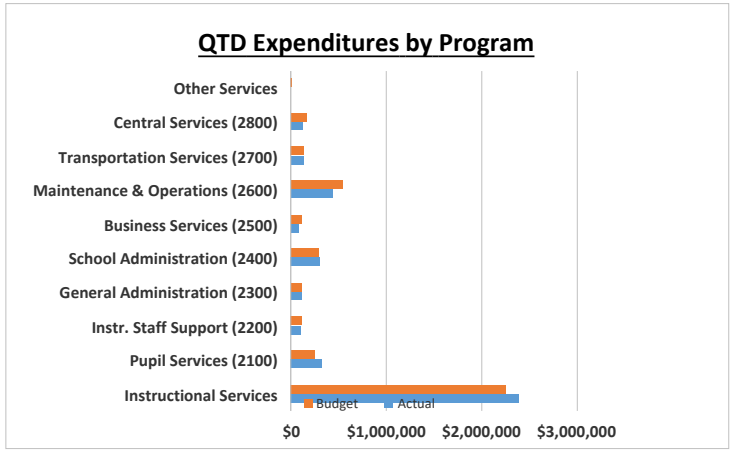


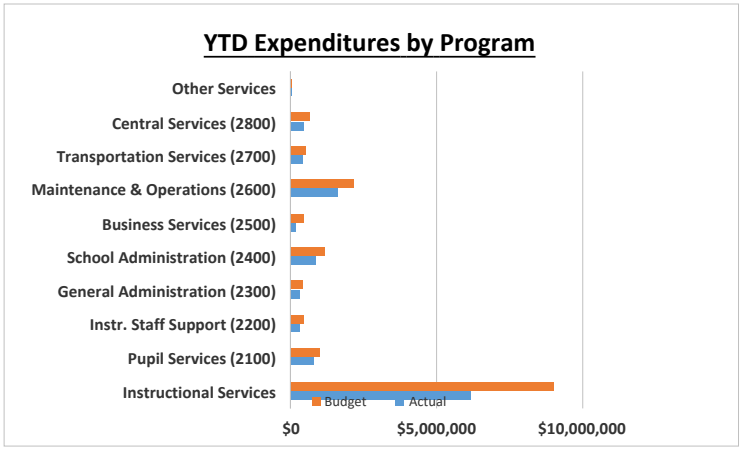


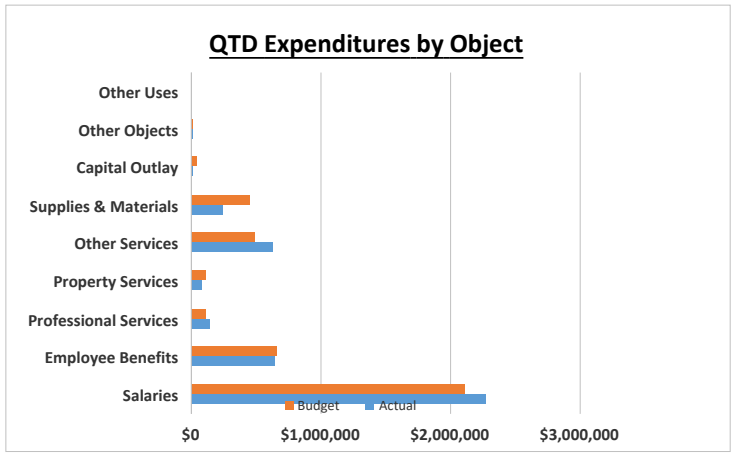


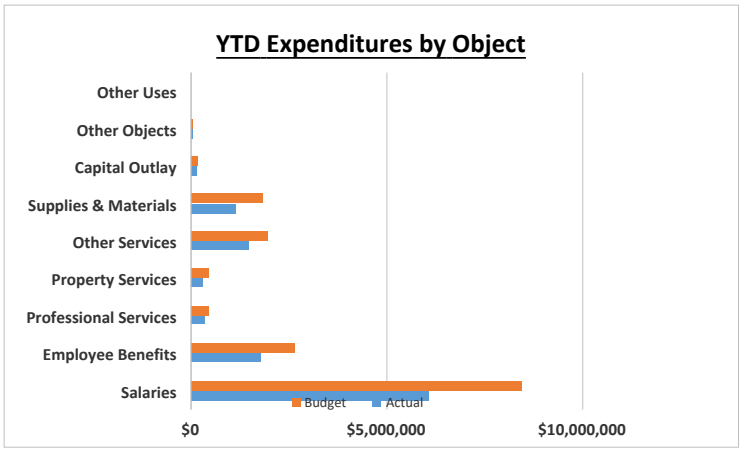


Strasburg School District 31J
Quarterly Financial Summary
General Fund
March 31, 2026









Strasburg School District 31J
Quarterly Financial Summary
Food Services Fund (21)
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	3,731	4,875	(1,144)	76.53%	22,682	19,500	3,182	116.32%	9,712	
State Revenue	82,491	56,250	26,241	146.65%	160,431	225,000	(64,569)	71.30%	80,455	
Federal Revenue	139,421	89,375	50,046	155.99%	250,878	357,500	(106,622)	70.18%	137,089	
Allocations	0	25,000	(25,000)	0.00%	0	100,000	(100,000)	0.00%	0	
Total Revenues	$ 225,642	$ 175,500	$ 50,142	128.57%	$ 433,992	$ 702,000	$ (268,008)	61.82%	$ 227,255	
Expenditures										
Salaries	64,334	56,965	(7,369)	**112.94%**	169,008	227,859	58,851	74.17%	58,777	
Employee Benefits	13,983	12,959	(1,024)	**107.90%**	37,806	51,834	14,028	72.94%	13,600	
Professional Services	870	300	(570)	**290.00%**	870	1,200	330	72.50%	706	(2)
Property Services	0	750	750	0.00%	0	3,000	3,000	0.00%	0	
Other Services	40	0	(40)	**N/A**	232	0	(232)	**N/A**	0	
Supplies & Materials	102,751	123,766	21,015	83.02%	301,417	416,854	115,437	72.31%	103,099	
Equipment	0	0	0	**N/A**	0	0	0	**N/A**	0	
Other Objects	0	0	0	**N/A**	0	0	0	**N/A**	0	
Total Expenditures	$ 181,978	$ 194,740	$ 12,762	93.45%	$ 509,334	$ 700,748	$ 191,414	72.68%	$ 176,182	
Other Financing Uses										
Transfers Out	0	0	0	**N/A**			0	**N/A**		
Total Other Financing Uses	$ -	$ -	$ -	**N/A**	$ -	$ -	$ -	**N/A**	$ -	
Income (Loss)	$ 43,664	$ (19,240)	$ 62,904		$ (75,342)	$ 1,252	$ (76,594)	-6016.29%	$ 51,073	
Audited/Estimated Fund Balance, Beginning of Year					47,438	47,438				
Fund Balance, End of Period					$ (27,904)	$ 48,690	$ (76,594)			

Footnotes:

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

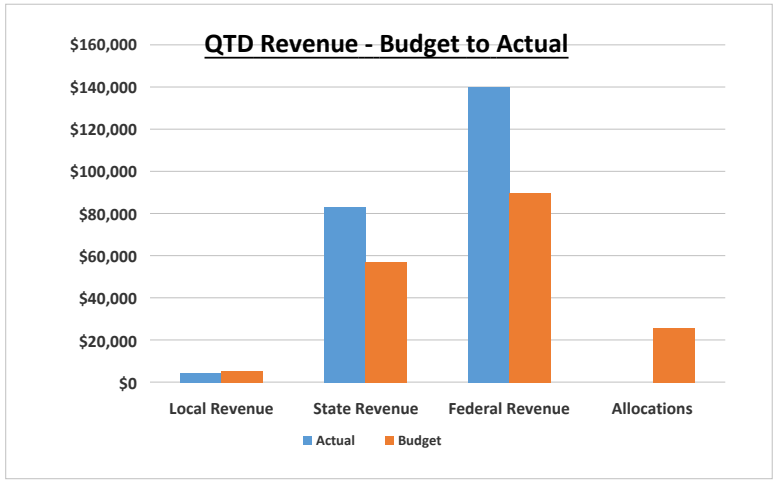
(2) Staff Development Registration

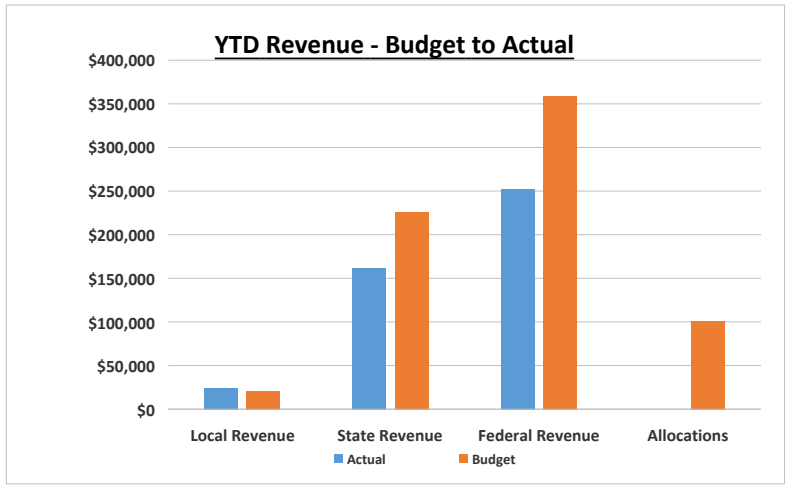
The Food Services Fund is a special revenue fund to record financial transactions related to nutrition services operations.

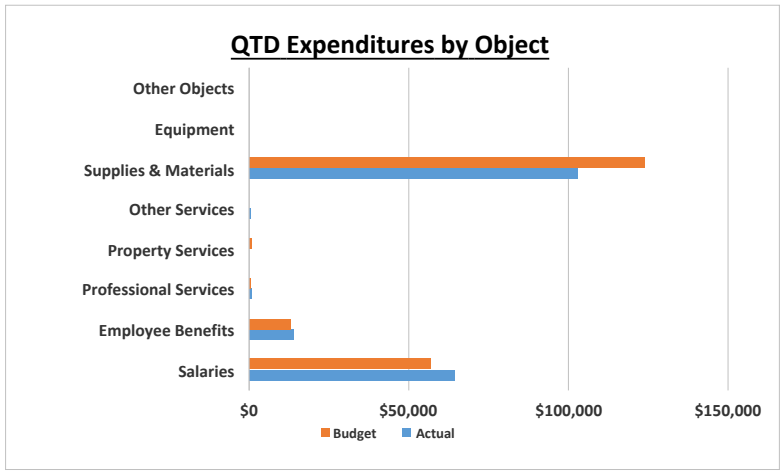
Strasburg School District 31J
Balance Sheet
Food Services Fund (21)
March 31, 2026

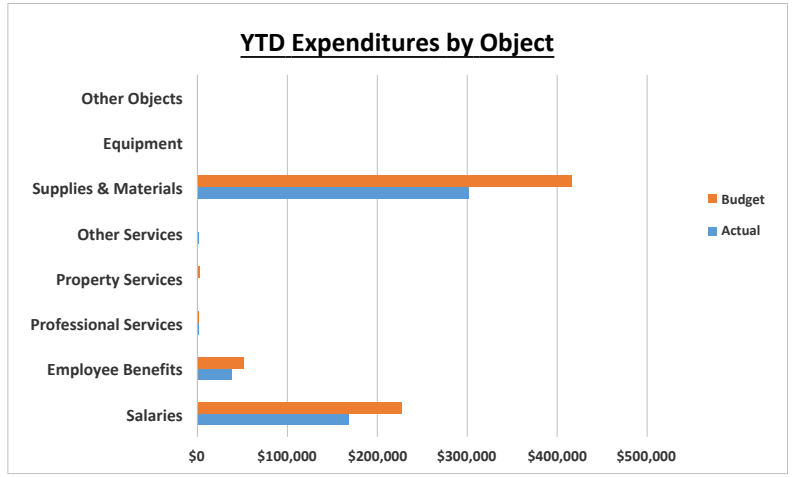
	FY 25-26	FY 24-25
Assets		
Cash and investments	$115,358	$59,016
Inventory	$11,610	$0
Prepaid expenses	$0	$0
Due from other funds	$0	$63,114
Total Assets	**$126,968**	**$122,130**
Liabilities		
Accounts Payable		
Accrued Salaries	$0	$0
Unearned Revenue	$0	$0
Due to other funds	$154,873	$150,000
Total Liabilities	**$154,873**	**$150,000**
Fund Equity		
Restricted	$11,610	$17,870
Unassigned	($39,514)	($45,740)
Total Fund Equity	**($27,905)**	**($27,870)**
Total Liabilities and Fund Equity	**$126,968**	**$122,130**

Strasburg School District 31J
Quarterly Financial Summary
Food Services Fund (21)
March 31, 2026









Strasburg School District 31J
Quarterly Financial Summary
Bond Redemption Fund (31)
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	468,623	390,750	77,873	119.93%	527,540	1,563,000	(1,035,460)	33.75%	509,512	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 468,623	$ 390,750	$ 77,873	119.93%	$ 527,540	$ 1,563,000	$ (1,035,460)	33.75%	$ 509,512	
Expenditures										
Interest Payments (0800)	0	218,275	218,275	0.00%	442,700	873,100	430,400	50.70%	0	(2)
Principal Payments (0900)	0	205,000	205,000	0.00%	820,000	820,000	0	100.00%	0	(2)
Other Objects	0	0	0	N/A	0	0	0	N/A	0	
Total Expenditures	$ -	$ 423,275	$ 423,275	0.00%	$ 1,262,700	$ 1,693,100	$ 430,400	74.58%	$ -	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ 468,623	$ (32,525)	$ 501,148		$ (735,160)	$ (130,100)	$ (605,060)	565%	$ 509,512	
Audited/Estimated Fund Balance, Beginning of Year					2,037,663	2,037,663				
Fund Balance, End of Period					$ 1,302,503	$ 1,907,563	$ (605,060)			

Footnotes:

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

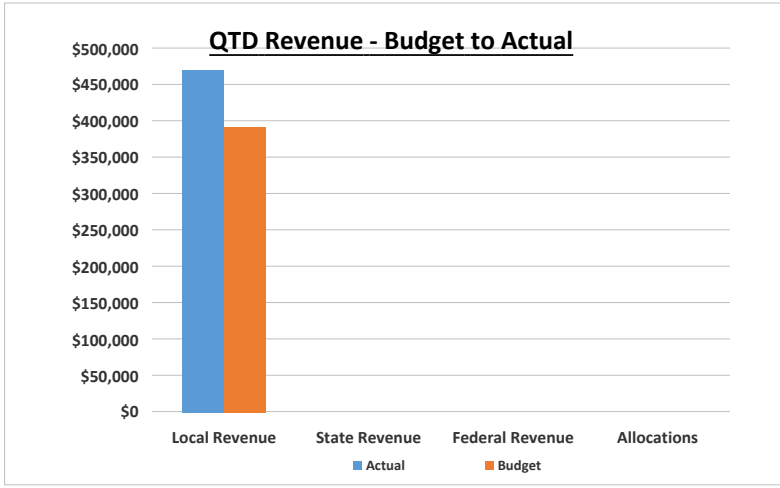
(2) Payments only made 2x per year.

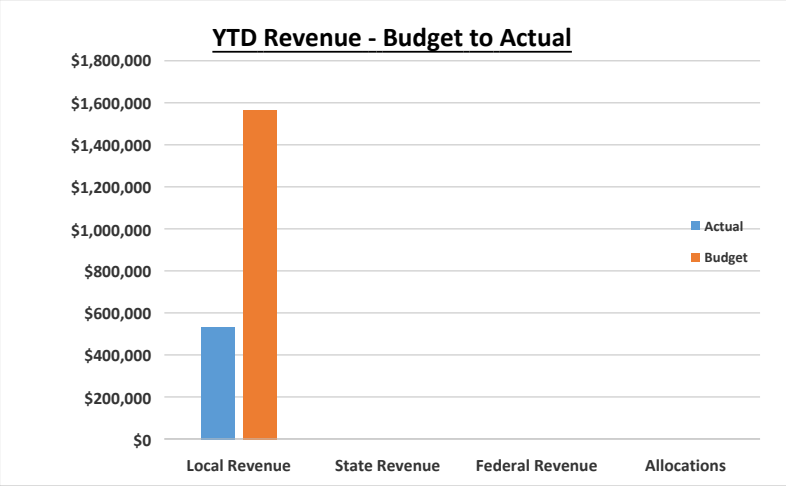
The purpose of the Bond Redemption Fund is to record the revenues from a tax levy for the purpose of satisfying voter-spproved bonded indeptedness obligations, including principal, interest, and related expenditures.

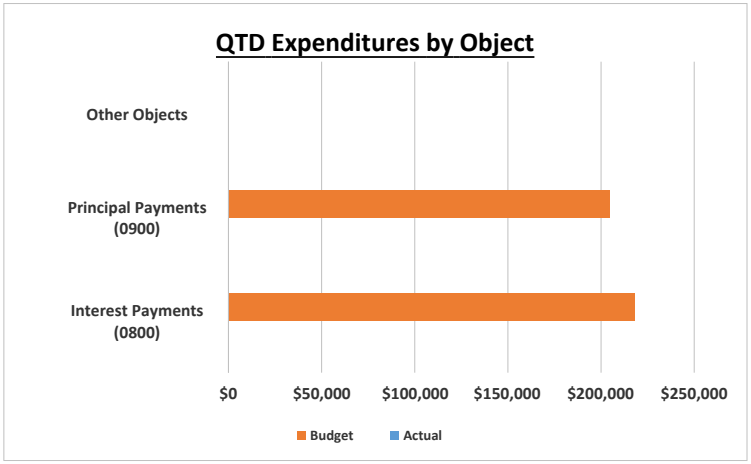
Strasburg School District 31J
Balance Sheet
Bond Redemption Fund (31)
March 31, 2026

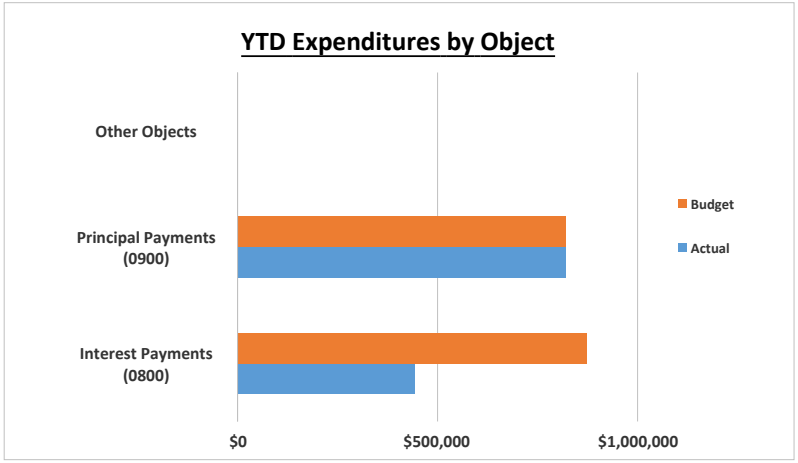
	FY 25-26	FY 24-25
Assets		
Cash and investments	$1,302,504	$1,490,161
Receivables	$0	$0
Prepaid expenses		
Due to other Funds		
Total Assets	**$1,302,504**	**$1,490,161**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue	$0	$0
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted	$1,302,504	$1,490,161
Unassigned		
Total Fund Equity	**$1,302,504**	**$1,490,161**
Total Liabilities and Fund Equity	**$1,302,504**	**$1,490,161**

Strasburg School District 31J
Quarterly Financial Summary
Bond Redemption Fund
March 31, 2026









Strasburg School District 31J
Quarterly Financial Summary
Building Fund (41)
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	66	45	21	146.11%	17,444	180	17,264	9691.01%	55	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 66	$ 45	$ 21	146.11%	$ 17,444	$ 180	$ 17,264	9691.01%	$ 55	
Expenditures										
Salaries	0	0	0	N/A	0	0	0	N/A		
Employee Benefits	0	0	0	N/A	0	0	0	N/A		
Professional Services	0	0	0	N/A	0	0	0	N/A		
Property Services	0	0	0	N/A	0	0	0	N/A	308,192	
Other Services	0	0	0	N/A	0	0	0	N/A		
Supplies & Materials	0	0	0	N/A	0	0	0	N/A		
Equipment	0	0	0	N/A	0	0	0	N/A	249,880	
Other Objects	0	0	0	N/A	0	0	0	N/A		
Total Expenditures	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ 558,073	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ 66	$ 45	$ 21		$ 17,444	$ 180	$ 17,264	9691.01%	$ (558,017)	
Audited/Estimated Fund Balance, Beginning of Year					10,868	10,868				
Fund Balance, End of Period					$ 28,312	$ 11,048	$ 17,264			

Footnotes:

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

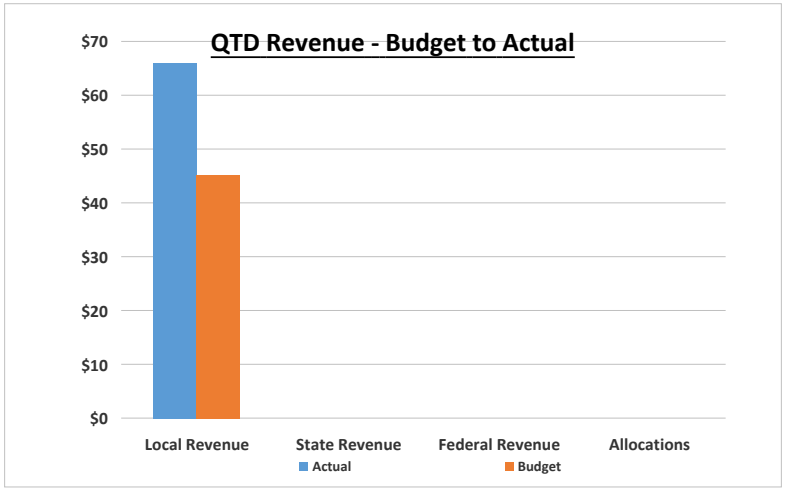
The Building Fund is used to account for revenues and expenditures related to current construction project.

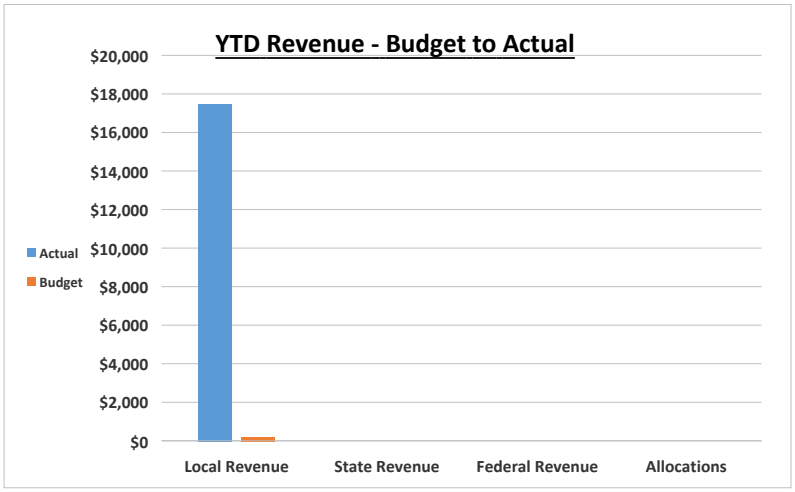
Strasburg School District 31J
Balance Sheet
Building Fund (41)
March 31, 2026

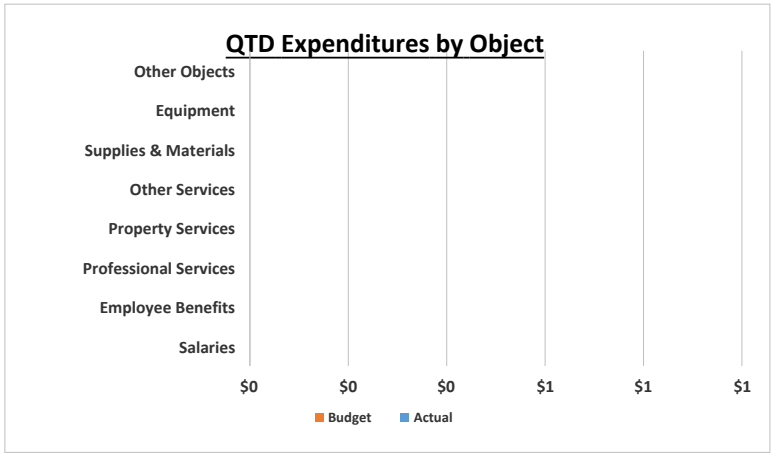
	FY 25-26	FY 24-25
Assets		
Cash and investments	$11,040	$7,964
Receivables		
Prepaid expenses		
Due to other Funds		($2,420,000)
Total Assets	**$11,040**	**($2,412,036)**
Liabilities		
Accounts Payable		$0
Accrued Salaries		
Deferred Revenue		
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted		($158,765)
Unassigned	$11,040	($2,253,271)
Total Fund Equity	**$11,040**	**($2,412,036)**
Total Liabilities and Fund Equity	**$11,040**	**($2,412,036)**

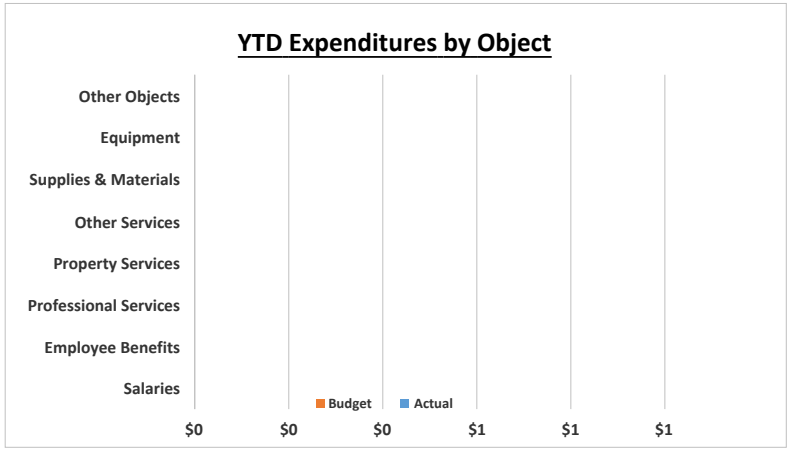
Strasburg School District 31J
Quarterly Financial Summary
Building Fund (41)
March 31, 2026

Building Fund









Strasburg School District 31J
Quarterly Financial Summary
Capital Reserve Fund (43)
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	685	50	635	1369.50%	796	200	596	398.02%	119	
State Revenue	0	0	0	N/A	0		0	N/A	0	
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 685	$ 50	$ 635	1369.50%	$ 796	$ 200	$ 596	398.02%	$ 119	
Expenditures										
Salaries	0	0	0	N/A	0	0	0	N/A	0	
Employee Benefits	0	0	0	N/A	0	0	0	N/A	0	
Professional Services	0	0	0	N/A	0	0	0	N/A	0	
Property Services	0	0	0	N/A	0	0	0	N/A	0	
Other Services	0	0	0	N/A	0	0	0	N/A	0	
Supplies & Materials	0	0	0	N/A	0	0	0	N/A	0	
Equipment	0	0	0	N/A	0	0	0	N/A	0	
Other Objects	0	0	0	N/A	0	0	0	N/A	0	
Total Expenditures	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ 685	$ 50	$ 635		$ 796	$ 200	$ 596	398.02%	$ 119	
Audited/Estimated Fund Balance, Beginning of Year					456,603	456,603				
Fund Balance, End of Period					$ 457,399	$ 456,803	$ 596			

Footnotes:

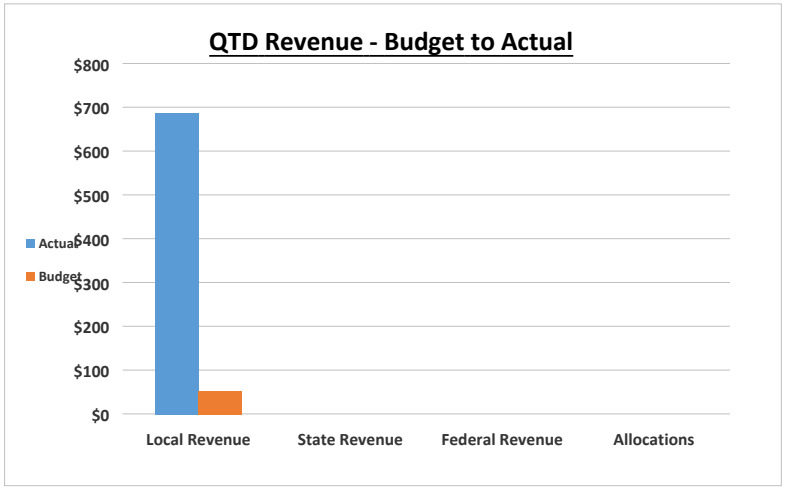
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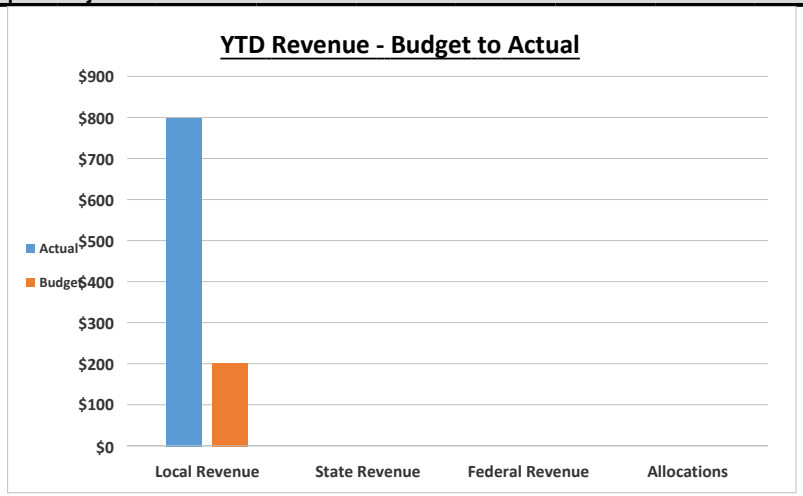
Strasburg School District 31J
Balance Sheet
Capital Reserve Fund (43)
March 31, 2026

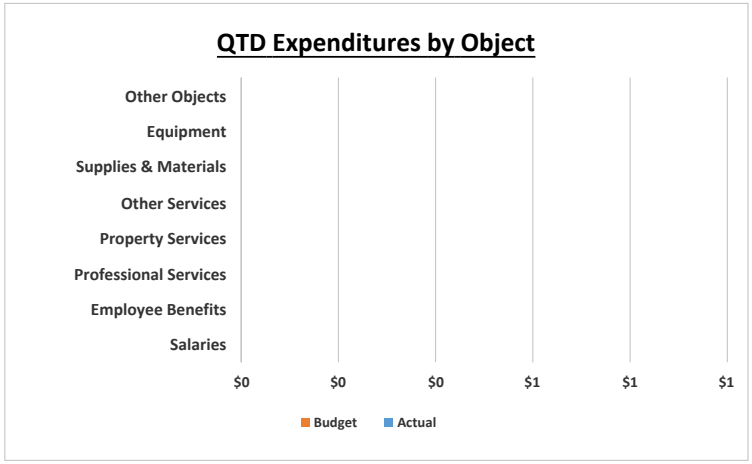
	FY 25-26	FY 24-25
Assets		
Cash and investments	$221,257	$220,707
Receivables		
Prepaid expenses		
Due to other Funds		$0
Total Assets	**$221,257**	**$220,707**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue		
Due to other funds		(350,000.00)
Total Liabilities	**$0**	**($350,000)**
Fund Equity		
Restricted		
Unassigned	$221,257	$570,707
Total Fund Equity	**$221,257**	**$570,707**
Total Liabilities and Fund Equity	**$221,257**	**$220,707**

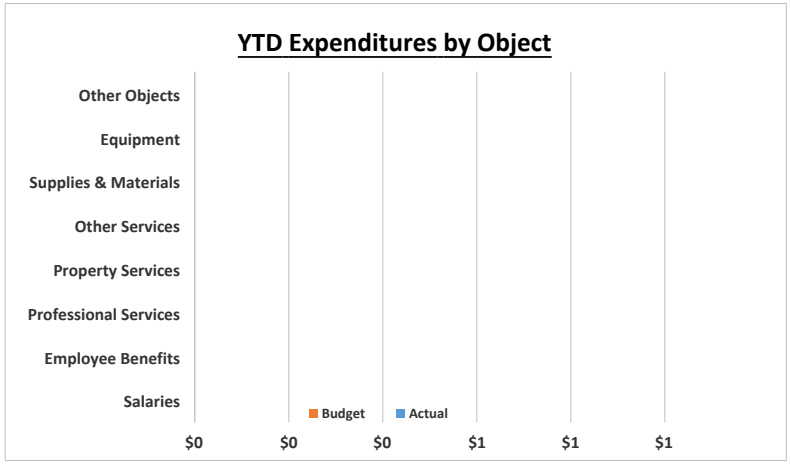
Strasburg School District 31J
Quarterly Financial Summary
Capital Reserve Fund (43)
March 31, 2026

Capital Reserve/Capital Projects Fund









Strasburg School District 31J
Quarterly Financial Summary
Student Activity Fund
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	57,987	81,250	(23,263)	71.37%	248,498	325,000	(76,502)	76.46%	56,492	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 57,987	$ 81,250	$ (23,263)	71.37%	$ 248,498	$ 325,000	$ (76,502)	76.46%	$ 56,492	
Expenditures										
Salaries		0	0	N/A			0	N/A		
Employee Benefits		0	0	N/A			0	N/A		
Professional Services		0	0	N/A			0	N/A		
Property Services		0	0	N/A			0	N/A		
Other Services		0	0	N/A			0	N/A		
Supplies & Materials	76,924	78,250	1,326	98.31%	232,902	313,000	80,098	74.41%	54,544	
Equipment		0	0	N/A			0	N/A		
Other Objects		0	0	N/A			0	N/A		
Total Expenditures	$ 76,924	$ 78,250	$ 1,326	98.31%	$ 232,902	$ 313,000	$ 80,098	74.41%	$ 54,544	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ (18,937)	$ 3,000	$ (21,937)		$ 15,596	$ 12,000	$ 3,596	129.97%	$ 1,948	
Audited/Estimated Fund Balance, Beginning of Year					168,377	168,377				
Fund Balance, End of Period					$ 183,973	$ 180,377	$ 3,596			

Footnotes:

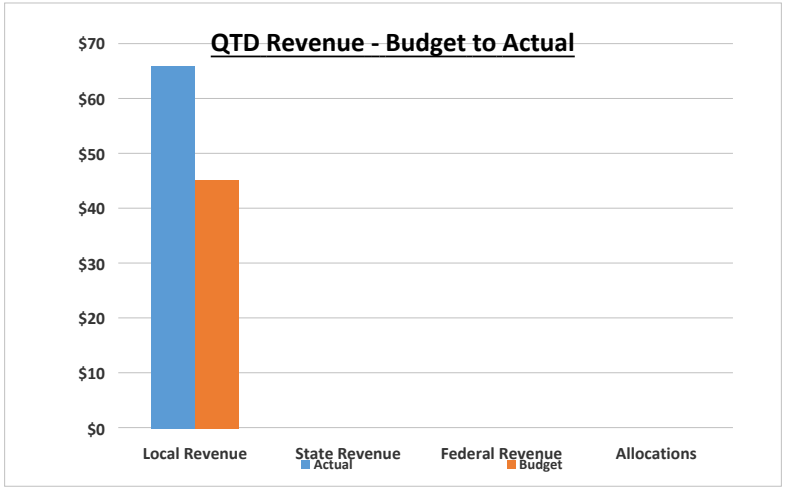
(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

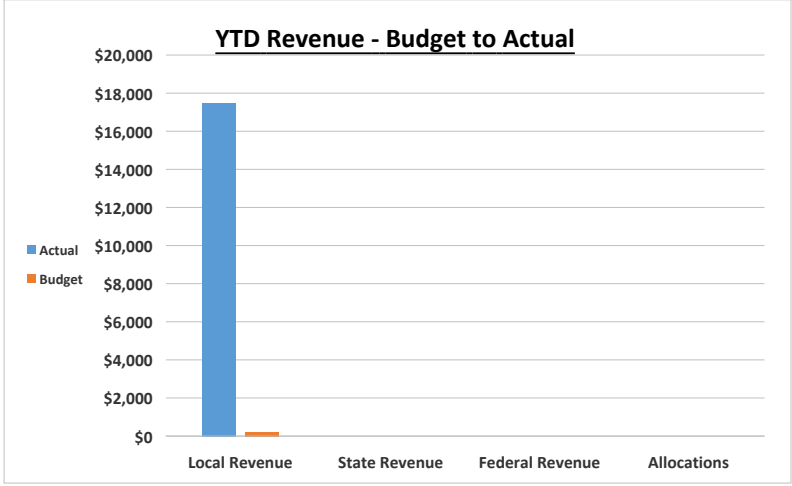
The Activity Fund is used to record financial transactions related to school-sponsored pupil interscholastic and intrascholastic athletic and related events. These activites are supported in whole or in part by revenues from pupils and fund-raising activities.

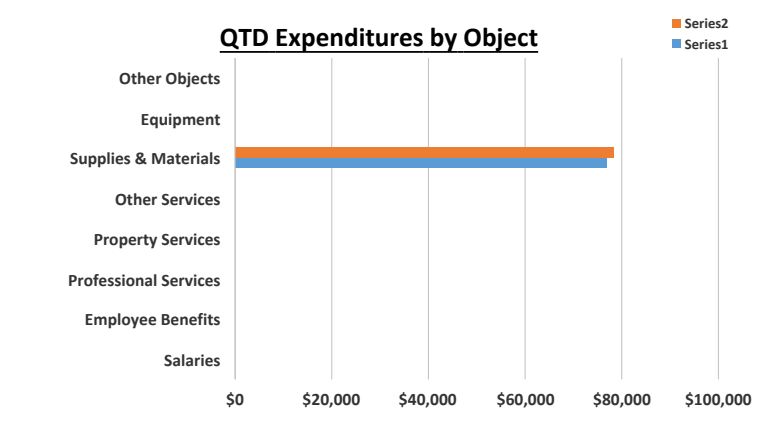
Strasburg School District 31J
Balance Sheet
Student Activity Fund
March 31, 2026

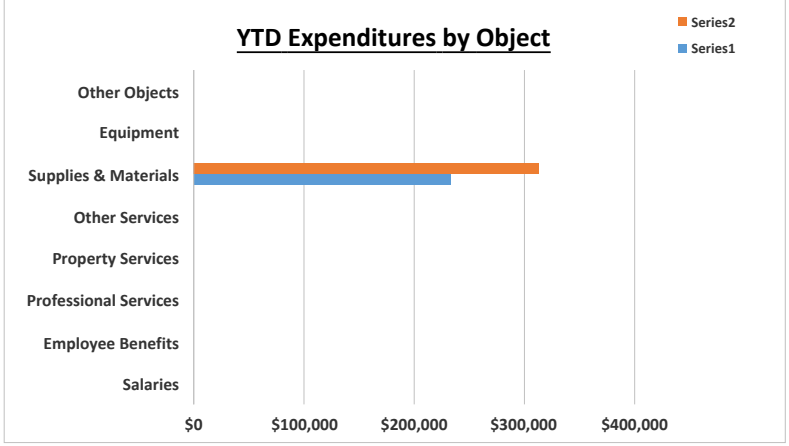
	FY 25-26	FY 24-25
Assets		
Cash and investments	$183,973	$169,089
Receivables		
Prepaid expenses		
Due to other Funds		
Total Assets	**$183,973**	**$169,089**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue		
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted		
Unassigned	$183,973	$169,090
Total Fund Equity	**$183,973**	**$169,090**
Total Liabilities and Fund Equity	**$183,973**	**$169,090**

Strasburg School District 31J
Quarterly Financial Summary
Student Activity Fund
March 31, 2026









CRS - 22-45-102 (b)

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

(I) The actual amounts spent and received as of the date of the report from each of the several funds budgeted by the district for the fiscal year, expressed as dollar amounts and as percentages of the annual budget;

(II) The actual amounts spent and received for each fund for the same period in the preceding fiscal year, expressed as dollar amounts and as percentages of the annual budget;

(III) The expected year-end fund balances, expressed as dollar amounts and as percentages of the annual budget; and

(IV) A comparison of the expected year-end fund balances with the amount budgeted for that fiscal year.

Strasburg School District 31J

Certified Salary Schedule - 160 Days

2026-2027 School Year

Years of Experience	BA	BA+15	BA+30	MA	MA+15	MA+30	EDD/MA+40
1	$47,758	$48,713	$49,687	$53,066	$54,393	$55,752	$57,146
2	$48,474	$49,443	$50,432	$53,862	$55,208	$56,588	$58,003
3	$49,201	$50,185	$51,189	$54,670	$56,036	$57,437	$58,873
4	$49,939	$50,938	$51,957	$55,490	$56,877	$58,299	$59,757
5	$50,689	$51,703	$52,737	$56,323	$57,731	$59,174	$60,653
6	$51,448	$52,477	$53,527	$57,167	$58,596	$60,061	$61,562
7	$52,220	$53,264	$54,330	$58,024	$59,475	$60,962	$62,486
8	$53,004	$54,064	$55,145	$58,895	$60,367	$61,877	$63,423
9	$53,799	$54,875	$55,972	$59,778	$61,273	$62,805	$64,375
10	$54,606	$55,698	$56,812	$60,675	$62,192	$63,747	$65,340
11	$55,425	$56,533	$57,664	$61,585	$63,125	$64,703	$66,320
12	$56,256	$57,381	$58,529	$62,509	$64,071	$65,673	$67,315
13	$57,100	$58,242	$59,407	$63,447	$65,033	$66,659	$68,325
14	$57,957	$59,116	$60,298	$64,399	$66,009	$67,659	$69,350
15	$58,826	$60,003	$61,203	$65,365	$66,999	$68,674	$70,391
16	$59,708	$60,902	$62,120	$66,345	$68,003	$69,703	$71,446
17	$60,604	$61,816	$63,052	$67,340	$69,024	$70,749	$72,518
18	$61,513	$62,743	$63,998	$68,350	$70,059	$71,810	$73,606
19	$62,436	$63,685	$64,959	$69,376	$71,110	$72,888	$74,710
20	$63,372	$64,640	$65,933	$70,416	$72,177	$73,981	$75,830

Footnotes to salary schedule:

*Salary schedule will be used for initial placement only, no steps.

*Long-term substitute pay will be $47,056

*Educational (horizontal) increases are dependent on achieving the next indicated degree level; or for the completed accumulation of college or university semester hours as indicated. Hours must be reported by February 15th or August 15th of each year.

- Trainings that the district funds, required or non-required, where educational credits may be obtained, must be fully funded by the staff member. Hours may be counted for CDE re-licensure.

Strasburg School District 31J

Special Service Provider Salary Schedule - 178 Days

2026-2027 School Year

Years of Experience	BA	BA+15	BA+30	MA	MA+15	MA+30	EDD/MA+40
1	$53,064	$54,126	$55,208	$58,962	$60,436	$61,947	$63,496
2	$53,860	$54,937	$56,036	$59,847	$61,343	$62,876	$64,448
3	$54,668	$55,762	$56,877	$60,744	$62,263	$63,820	$65,415
4	$55,488	$56,598	$57,730	$61,656	$63,197	$64,777	$66,397
5	$56,321	$57,447	$58,596	$62,581	$64,145	$65,749	$67,392
6	$57,165	$58,308	$59,474	$63,519	$65,107	$66,734	$68,403
7	$58,022	$59,183	$60,367	$64,472	$66,083	$67,735	$69,429
8	$58,893	$60,071	$61,272	$65,439	$67,075	$68,752	$70,471
9	$59,777	$60,972	$62,192	$66,421	$68,081	$69,783	$71,528
10	$60,674	$61,887	$63,125	$67,417	$69,103	$70,830	$72,601
11	$61,584	$62,815	$64,072	$68,429	$70,139	$71,893	$73,690
12	$62,507	$63,757	$65,032	$69,454	$71,191	$72,970	$74,795
13	$63,445	$64,714	$66,008	$70,497	$72,259	$74,066	$75,917
14	$64,397	$65,685	$66,998	$71,554	$73,343	$75,177	$77,056
15	$65,362	$66,669	$68,003	$72,627	$74,443	$76,304	$78,211
16	$66,343	$67,670	$69,023	$73,717	$75,560	$77,449	$79,385
17	$67,338	$68,684	$70,058	$74,822	$76,693	$78,610	$80,575
18	$68,348	$69,715	$71,109	$75,944	$77,843	$79,789	$81,784
19	$69,373	$70,760	$72,176	$77,083	$79,011	$80,986	$83,010
20	$70,414	$71,822	$73,259	$78,241	$80,197	$82,201	$84,256

Footnotes to salary schedule:

*Salary schedule will be used for initial placement only, no steps.

*Educational (horizontal) increases are dependent on achieving the next indicated degree level; or for the completed accumulation of college or university semester hours as indicated. Hours must be reported by February 15th or August 15th of each year.

- Trainings that the district funds, required or non-required, where educational credits may be obtained, must be fully funded by the staff member. Hours may be counted for CDE re-licensure.

*Covers Building Counselor

Long Term Substitute Buliding Counselor $52,268

Strasburg School District 31J

Classified Staff Wage Schedule

2026-2027 School Year

Days	Position	Grade	Min	Max
160	Paraprofessional	A	$16.56	$25.67
154	Food Services			
204	Custodian			
213	Courier			
160	Media Specialist			
160	Administrative Assistant - AD/HS Office Aide			
160	Nurse Aid	B	$17.39	$26.96
154	Food Services Worker-Lead	C	$17.60	$27.29
151	Small Car Driver			
178	Administrative Assistant - Building Secretary	D	$19.36	$30.01
178	Administrative Assistant - Counseling			
204	Grounds Technician			
204	Lead Custodian	E	$20.88	$32.36
151	Bus Driver (CDL)	F	$22.96	$35.58
204	Operations & Maintenance Technician	G	$25.48	$39.50

Strasburg School District 31J

Administrators Salary Schedule - 178 Contract Days

2026-2027 School Year

Position	Min	Max
High School Principal	$95,257	$147,648
Middle School Principal Elementary Principal	$81,797	$126,785
Secondary Asst. Principal High School Principal-AEC	$69,890	$108,330
Elementary Asst. Principal Dean of Students	$68,946	$106,865

Strasburg School District 31J

Professional Salary Schedule

2026-2027 School Year

Days	Position	Grade	Min	Max
213	Central Registrar/Accounts Payable	AA	41,900	65,000
167	Food Service Director	BB	43,900	68,044
160	District Nurse	CC	46,132	71,504
213	Executive Assistant	DD	48,500	75,000
227	IT Specialist	EE	51,258	79,449
178	Preschool Director			
204	Director of Operations and Maintenance	FF	66,635	103,284
227	Director of Transportation			
227	Director of Technology			
213	Director of Finance			
213	HR Manager			
213	Student Success Coordinator			
178	Athletic Director	GG	71,248	110,435

Strasburg School District 31J

Coaching Salary Schedule

2026-2027 School Year

Base of: $47,758

Years of Experience	Level 1	Level 2	Level 3	Level 4
1	$4,346	$2,865	$2,388	$1,480
2	$4,411	$2,908	$2,424	$1,503
3	$4,477	$2,952	$2,460	$1,525
4	$4,544	$2,996	$2,497	$1,548
5	$4,613	$3,041	$2,534	$1,571

	Level 1 Positions	Level 2 Positions	Level 3 Positions	Level 4 Positions
Football	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Softball	HS Head Coach	HS Asst Coach		
Volleyball	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Cross Country	HS Head Coach	HS Asst Coach		
Boys Golf	HS Head Coach	HS Asst Coach		
Boys Basketball	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Cheer-Fall	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Girls Basketball	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Boys Wrestling	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Girls Wrestling	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Cheer-Winter	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Track	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Baseball	HS Head Coach	HS Asst Coach		
Girls Golf	HS Head Coach	HS Asst Coach		
Unified Bowling	HS Head Coach	HS Asst Coach		
Esports		HS Head Coach (Annually)		
Girls on the Run (Elementary)			Head Coach (Annually)	

For every additional week needed to compete in playoff competition, coaches will be paid as follows:

Head Coach - $150/week

Asst. Coach - $75/week

Strasburg School District 31J

Sub Pay

2026-2027 School Year

Position	Hourly Rate
Paraprofessional* Food Services	$15.16
Custodian	$15.16
Building Secretary	16.84
Bus Driver (CDL)	19.97

Position	Daily Rate
PK-12 Teacher	160
PK-12 Long Term Sub**	$250.00

*Adjusts to minimum wage on January 1

**Sub longer than 30 calendar days

Strasburg School District 31J

2026-2027 School Year

Base = $47,758

Category	Rate	Amount	Positions
I			Clubs -Tier I (See Scope of Work)
7% of Base		$3,343	Gifted and Talented - Director
			Performing Arts - Tier I (See Scope of Work)
			Audio/Visual District Coordinator
			District Wide Safety Coordinator
II			AP Coordinator
3.50% of Base		$1,672	Board of Education Secretary
			Clubs - Tier II (See Scope of Work)
			Concessions Manager
			Department Chair
			ELL Coordinator
			Gifted and Talented - Building Coordinator
			READ Coordinator
			Instructional Coach - Elementary
			School Leadership Team
			MTSS Coordinator
			Performing Arts - Tier II (See Scope of Work)
			PLC Coordinator
			Prom Sponsor/Lead Junior Class Sponsor
			School Assessment Coordinator (SAC)
			School Interpreter
			Sub Finder
			Yearbook-Elementary
III			504 Coordinator
1.25% of Base		$597	Building Leadership Team-High School
			Clubs - Tier III (See Scope of Work)
			CTE Coordinator-Per Program
			Employee Engagement Coordinator
			Graduation Coordinator
			House Leader
			Junior Class Sponsor
			Mentor
			Promotion Coordinator - HMS
			Student Council-Elementary/Middle School

Xello Coordinator

Extra Duty/Other:

Summer School	$35/Hour for Certified Teacher
Homework Club	$35/hour
Detention	$15/hour
Coverage during plan	$35/hour
Coach/Sponsor Transportation	$35/day

Special Education Caseload:

$150 for Annual/$300 for Triennial (Paid in January and June)

See Caseload procedure for additional information

Transportation Stipend:

Paid monthly; varies based on additional hours worked.

See procedure for additional information.

SOSA Payout:

SOSAs will be paid out evenly over 9 months (September - May)

See Additional Compensation procedure for additional information

Strasburg School District 31J

Policy:	File:
Student Use of Cell Phones and Other Personal ~~Technology~~ Electronic Devices	JICJ
Adopted:	**Revision:**
~~2026~~2006	June 2026

The Board of Education believes personal ~~technology~~ electronic devices may be useful tools for students in the educational environment and can play a vital communication role during emergency situations. However, possession and use of personal ~~technology~~ electronic devices in school situations must be regulated to ~~assure~~ ensure that the use or presence of such devices does not disrupt or interfere with the educational process or school operations, or impair the safety, welfare, and privacy of students and staff. Therefore, in order to create engaging spaces in the educational environment that fosters sustained attention and maximizes learning, students may only use ~~PTDs~~ personal electronic devices on D~~d~~istrict property, i~~o~~n a D~~d~~istrict vehicle, or at a D~~d~~istrict or school- sponsored activity or event in accordance with this policy.

For purposes of this policy, "personal ~~technology~~ electronic devices" ~~(PTD)~~ include~~s~~ any privately-owned portable technology device, including but not limited to cell phones, a smart or electronic watch, ~~pagers,~~ tablets, laptops, Chromebooks, virtual reality devices, wireless earbuds/earphones, cameras, audio and/or video recorders and players, and ~~all~~ any other hand-held electronic communication and data storage devices.

Students shall not use personal electronic devices as follows:

1. Students in grades PreK – 8 are prohibited from using personal electronic devices on school premises during the designated school day. The school day includes but is not limited to instructional time, lunch periods, recess, school sponsored programs, events or activities, or any other time during the designated school day. All personal electronic devices shall be kept in designated areas and turned off.
2. Students in grades 9 – 12 are prohibited from using personal electronic devices during instructional time throughout the designated school day. Instructional time includes but is not limited to class periods, passing periods, and school sponsored programs, events or activities during the designated school day. All personal electronic devices shall be kept in designated areas and turned off during instructional time. Personal electronic devices may be used during the lunch period; however, such use is discouraged.

~~Students may use PTDs as a designated tool for learning if authorized by the student's teacher.~~ It is the student's responsibility to ensure that ~~the PTD~~personal electronic devices are~~is~~ turned off ~~or~~ and placed in designated areas during times when use is not authorized. Personal electronic devices (1) that produce any audible sound, a ring tone, or vibrating alert, whether through a speaker, earbuds/earphones, buzzer, or other means, or (2) that are displayed or in plain view at such times shall be deemed to be used in violation of this policy. ~~silent mode during unauthorized times.~~

Regardless of the permitted uses or limitations placed on the use of personal electronic devices, the following conduct is prohibited:

1. To engage in, promote, or facilitate any conduct that otherwise violates the Code of Student Conduct or other Board policies or regulations, or state or federal law.

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2. In any manner that causes or results in disruption of the educational environment or school sponsored extracurricular activities or events, or impairs or interferes with school or District operations;

3. To photograph or record the activities of other students or school personnel on District property or at the school or school-sponsored activities, or to disseminate to others such photographs or recordings, in a manner intended to cause or result in, or in a manner the student using the device should reasonably have foreseen would cause or result in, emotional distress, embarrassment or humiliation of a person, or an invasion or violation of any person's reasonable expectation of privacy.

4. Use of personal electronic devices in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of other persons, as determined by the building principal.

5. When their use is otherwise prohibited by this policy or by school rules. The principal may, at his or her discretion, establish and enforce additional rules for the use of personal electronic devices appropriate to individual campus needs. School officials are encouraged to set guidelines for the use of such devices during school trips and extracurricular activities.

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Exceptions

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Students may possess and use personal electronic devices during instructional time or when otherwise prohibited, under the following circumstances:

1. When specifically authorized under a current individual education plan (IEP), a Section 504 accommodation plan or a health care plan in force and effect regarding the student.

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2. The use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" shall mean an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or property damage.

3. For instructional purposes in accordance with specific school procedures and under the direction of the school principal.

Violations

~~Student use of PTDs with cameras and/or video recording capabilities is prohibited in locker rooms, bathrooms or any other location where such use could violate another person's reasonable expectation of privacy.~~

~~Students shall not use PTDs to engage in, promote or facilitate any other conduct that violates the student code of conduct, other Board policies or regulations, or state or federal law.~~

Students ~~V~~violating~~on of this~~the policy shall be subject to disciplinary action up to and including suspension and expulsion. Personal electronic devices that are reasonably suspected of being used or possessed in violation on ths Policy shall be subject to temporary confiscation by school authorities. Students shall be required to turn personal electronic devices over to any staff or other school official upon request. Students who refuse to surrender a personal electronic device upon request by a teacher or other school official shall be subject to disciplinary action. ~~or any other district, school or classroom rule or regulation on student use of PTDs may result in~~

~~disciplinary measures and/or temporary confiscation of the PTD. Confiscated devices shall be returned to the student only after a conference with the parent/guardian, student and school personnel. If the building principal or designee believes a student's possession or use of a PTD may involve a violation of the law, the building principal or designee may also refer the~~ matter to law enforcement**.**

Loss or Damage

The D~~d~~istrict shall not be responsible for the loss, theft or destruction of ~~PTDs~~ personal electronic devices brought onto school or D~~d~~istrict property or while the student is attending D~~d~~istrict or school~~-~~sponsored activities or events.

Adopted~~:~~ ~~–~~2006
Revised: ~~–~~9-14-2017
June 2026

LEGAL REF.: C.R.S. 18-7-109 *(posting, possession or exchange of a private image by a juvenile)*

CROSS REFS.: JIC, ~~and subcodes,~~ Student Conduct
JIH, Student Interviews, Interrogations, Searches and Arrests
JK, ~~and subcodes,~~ Student Discipline
JS~~*~~, Student Use of ~~the Internet and Electronic Communications~~Technology Resources

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Strasburg School District 31J
Quarterly Financial Statements
Fiscal Year 2025-26

March 31, 2026



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

Kelle Bongard
Superintendent

Amanda Rosier
Finance Director

Unaudited for management use only.

Strasburg School District 31J

Quarterly Financial Summary

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March 31, 2026

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Strasburg School District 31J
Quarterly Financial Summary
General Fund
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	1,805,137	1,249,197	555,940	144.50%	2,260,731	4,996,788	(2,736,057)	45.24%	1,446,423	(2)
Intermediate Sources	0	89	(89)	0.00%	357	357	0	100.00%	0	
State Revenue	2,386,041	2,723,287	(337,246)	87.62%	9,610,536	10,893,146	(1,282,610)	88.23%	2,491,988	(3)
Federal Revenue	73,409	30,575	42,834	240.09%	74,070	122,298	(48,228)	60.57%	39,899	(4)
Allocations	0	(25,000)	25,000	0.00%	0	(100,000)	100,000	0.00%	0	
Total Revenues	$ 4,264,587	$ 3,978,148	$ 286,439	107.20%	$ 11,945,695	$ 15,912,589	$ (3,966,894)	75.07%	$ 3,978,309	
Expenditures by Program										
Instructional Services	2,388,962	2,252,820	(136,142)	**106.04%**	6,191,325	9,011,278	2,819,953	68.71%	2,235,947	
Pupil Services (2100)	329,209	248,718	(80,491)	**132.36%**	789,135	994,871	205,736	79.32%	305,261	
Instr. Staff Support (2200)	106,397	118,309	11,912	89.93%	340,157	473,238	133,081	71.88%	91,592	
General Administration (2300)	112,089	110,554	(1,535)	**101.39%**	329,664	442,215	112,551	74.55%	85,312	
School Administration (2400)	305,076	291,268	(13,808)	**104.74%**	864,654	1,165,071	300,417	74.21%	300,670	
Business Services (2500)	82,893	114,589	31,696	72.34%	197,459	458,357	260,898	43.08%	46,752	
Maintenance & Operations (2600)	439,664	539,730	100,066	81.46%	1,623,050	2,158,922	535,872	75.18%	434,579	
Transportation Services (2700)	131,590	136,761	5,171	96.22%	422,681	547,042	124,361	77.27%	185,275	
Central Services (2800)	121,496	164,399	42,903	73.90%	472,424	657,596	185,171	71.84%	128,304	
Other Services	0	1,000	1,000	0.00%	10,441	4,000	(6,441)	261.03%	0	(5)
Total Expenditures	$ 4,017,377	$ 3,978,148	$ (39,229)	**100.99%**	$ 11,240,991	$ 15,912,590	$ 4,671,599	70.64%	$ 3,813,693	
Other Financing Uses										
Transfers Out	0	0	0	**N/A**	0	0	0	**N/A**	0	
Total Other Financing Uses	$ -	$ -	$ -	**N/A**	$ -	$ -	$ -	**N/A**	$ -	
Income (Loss)	$ 247,210	$ -	$ 247,210		$ 704,704	$ (1)	$ 704,705	$ (915,200)	$ 164,617	
Audited/Estimated Fund Balance, Beginning of Year					4,317,027	4,317,027				
Fund Balance, End of Period					$ 5,021,731	$ 4,317,026	$ 704,705			

Footnotes:

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

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

(3) Receiving State Equilization over 9 month period which results in higher monthly payments until property tax payments.

(4) Timing of federal revenue payments for grants.

(5) New fencing at SES funded by private donor that was not accounted for in budget. Matching revenue.

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

Strasburg School District 31J

Quarterly Financial Summary
General Fund
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	YTD Actual	
Expenditures by Object										
Salaries	2,270,227	2,107,791	(162,436)	**107.71%**	6,057,067	8,431,164	2,374,098	71.84%	2,046,127	
Employee Benefits	641,563	660,123	18,560	97.19%	1,776,960	2,640,492	863,532	67.30%	650,359	
Professional Services	142,585	112,517	(30,068)	**126.72%**	354,892	450,068	95,176	78.85%	103,718	
Property Services	81,119	110,726	29,607	73.26%	285,215	442,902	157,688	64.40%	165,725	
Other Services	629,490	487,408	(142,082)	**129.15%**	1,460,627	1,949,632	489,005	74.92%	603,252	
Supplies & Materials	246,214	453,203	206,989	54.33%	1,130,670	1,812,812	682,142	62.37%	226,313	
Capital Outlay	3,492	38,880	35,388	8.98%	145,018	155,520	10,502	93.25%	3,585	
Other Objects	2,685	7,500	4,815	35.80%	30,543	30,000	(543)	101.81%	600	
Other Uses	0	0	0	**N/A**	0	0	0	**N/A**	0	
Total Expenditures	$ 4,017,377	$ 3,978,148	$ (39,229)	100.99%	$ 11,240,991	$ 15,912,590	$ 4,671,599	70.64%	$ 3,799,679	

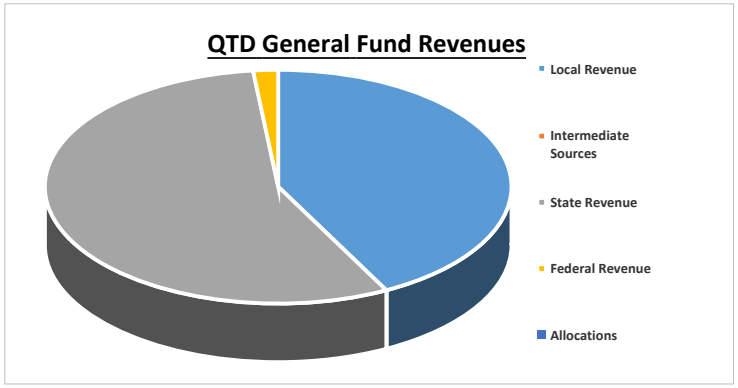
Footnotes:

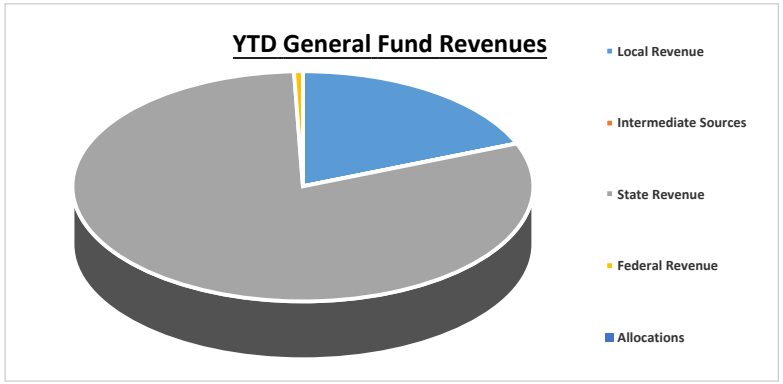
Strasburg School District 31J

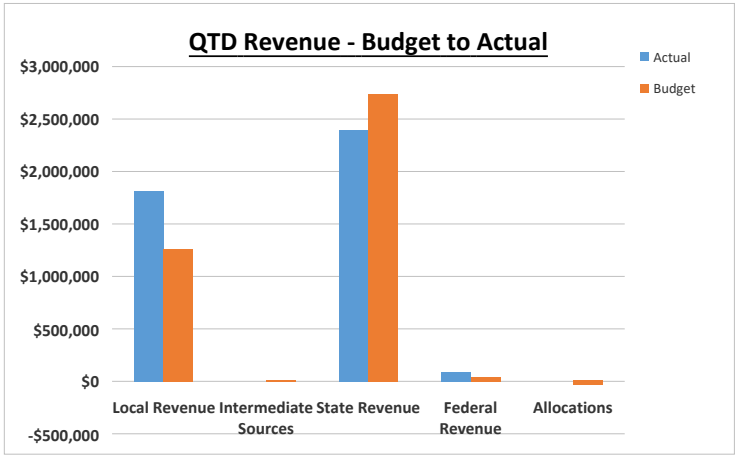
Balance Sheet
General Fund
3/31/2026

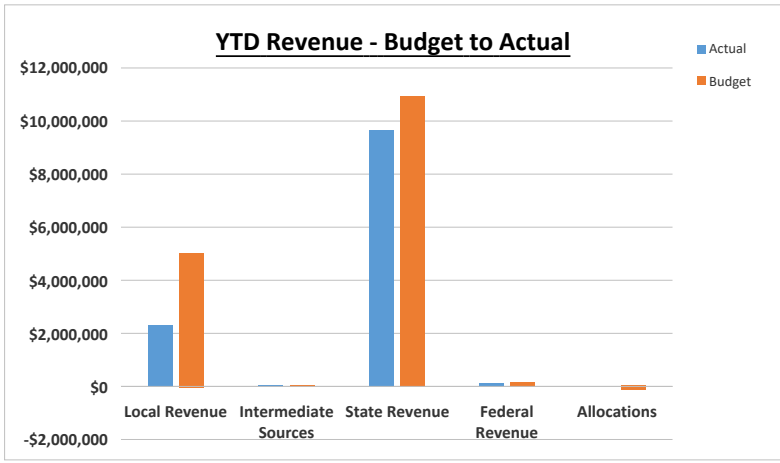
	FY 25-26	FY 24-25
Assets		
Cash and investments	$4,833,493	$4,256,187
Receivables	$23,187	$0
Prepaid expenses	$67,189	$0
Due from other Funds	$154,873	$2,220,000
Total Assets	**$5,078,742**	**$6,476,187**
Liabilities		
Accounts Payable	$61,829	$76
Accrued Salaries	$242	$63,114
Deferred Revenue	($5,060)	$0
Due to other funds	$0	$0
Total Liabilities	**$57,011**	**$63,190**
Fund Equity		
Restricted	$478,000	$528,000
Unassigned	$4,543,731	$5,884,997
Total Fund Equity	**$5,021,731**	**$6,412,997**
Total Liabilities and Fund Equity	**$5,078,742**	**$6,476,187**

Strasburg School District 31J
Quarterly Financial Summary
General Fund
March 31, 2026

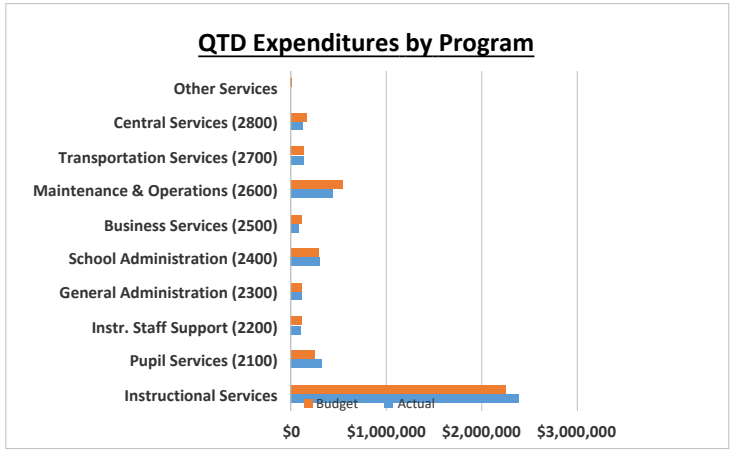


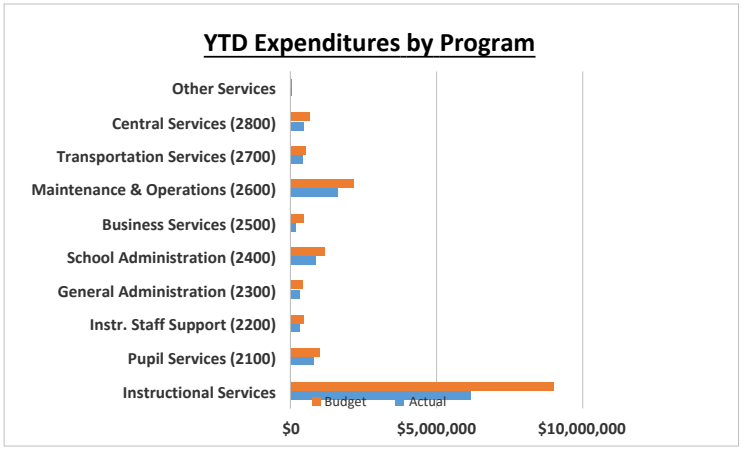


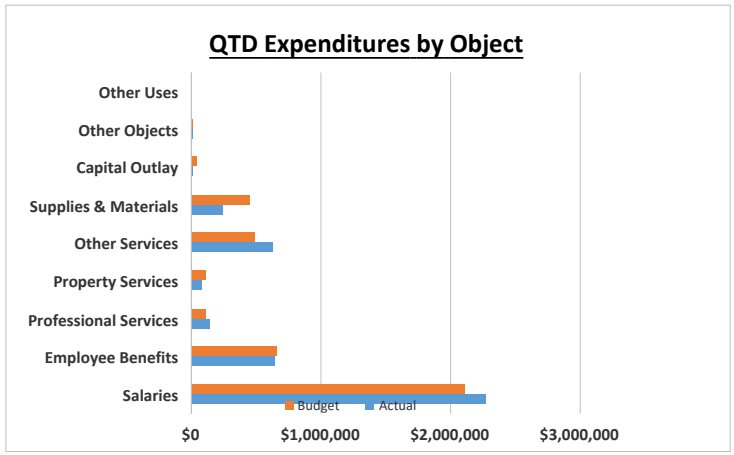


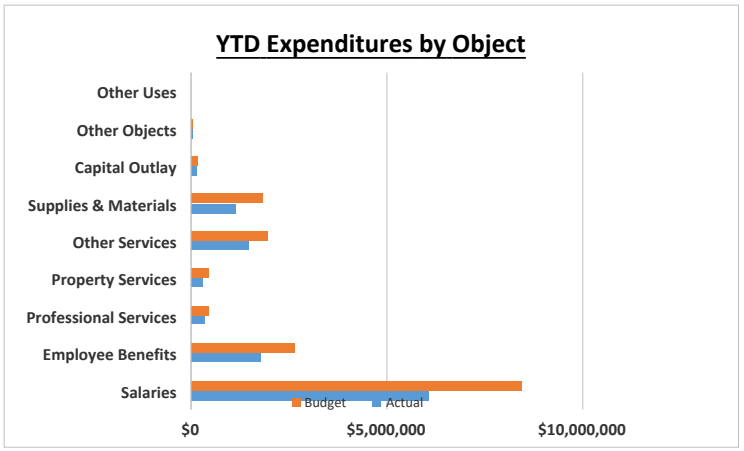


Strasburg School District 31J
Quarterly Financial Summary
General Fund
March 31, 2026









Strasburg School District 31J
Quarterly Financial Summary
Food Services Fund (21)
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	3,731	4,875	(1,144)	76.53%	22,682	19,500	3,182	116.32%	9,712	
State Revenue	82,491	56,250	26,241	146.65%	160,431	225,000	(64,569)	71.30%	80,455	
Federal Revenue	139,421	89,375	50,046	155.99%	250,878	357,500	(106,622)	70.18%	137,089	
Allocations	0	25,000	(25,000)	0.00%	0	100,000	(100,000)	0.00%	0	
Total Revenues	$ 225,642	$ 175,500	$ 50,142	128.57%	$ 433,992	$ 702,000	$ (268,008)	61.82%	$ 227,255	
Expenditures										
Salaries	64,334	56,965	(7,369)	**112.94%**	169,008	227,859	58,851	74.17%	58,777	
Employee Benefits	13,983	12,959	(1,024)	**107.90%**	37,806	51,834	14,028	72.94%	13,600	
Professional Services	870	300	(570)	**290.00%**	870	1,200	330	72.50%	706	(2)
Property Services	0	750	750	0.00%	0	3,000	3,000	0.00%	0	
Other Services	40	0	(40)	**N/A**	232	0	(232)	**N/A**	0	
Supplies & Materials	102,751	123,766	21,015	83.02%	301,417	416,854	115,437	72.31%	103,099	
Equipment	0	0	0	**N/A**	0	0	0	**N/A**	0	
Other Objects	0	0	0	**N/A**	0	0	0	**N/A**	0	
Total Expenditures	$ 181,978	$ 194,740	$ 12,762	93.45%	$ 509,334	$ 700,748	$ 191,414	72.68%	$ 176,182	
Other Financing Uses										
Transfers Out	0	0	0	**N/A**			0	**N/A**		
Total Other Financing Uses	$ -	$ -	$ -	**N/A**	$ -	$ -	$ -	**N/A**	$ -	
Income (Loss)	$ 43,664	$ (19,240)	$ 62,904		$ (75,342)	$ 1,252	$ (76,594)	-6016.29%	$ 51,073	
Audited/Estimated Fund Balance, Beginning of Year					47,438	47,438				
Fund Balance, End of Period					$ (27,904)	$ 48,690	$ (76,594)			

Footnotes:

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

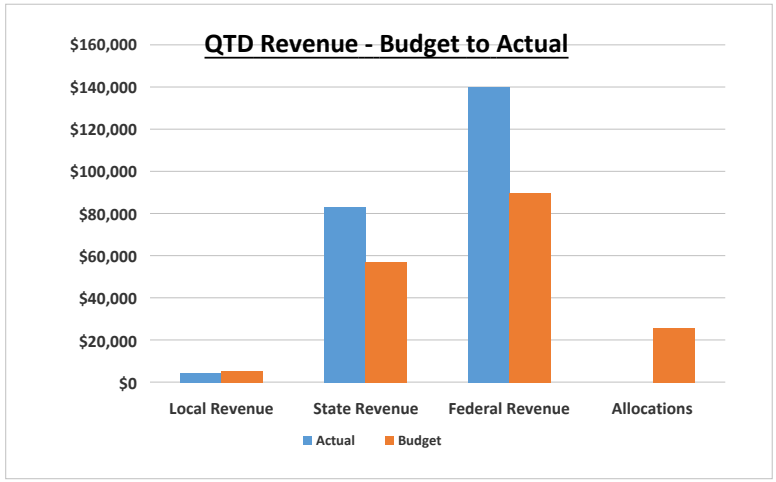
(2) Staff Development Registration

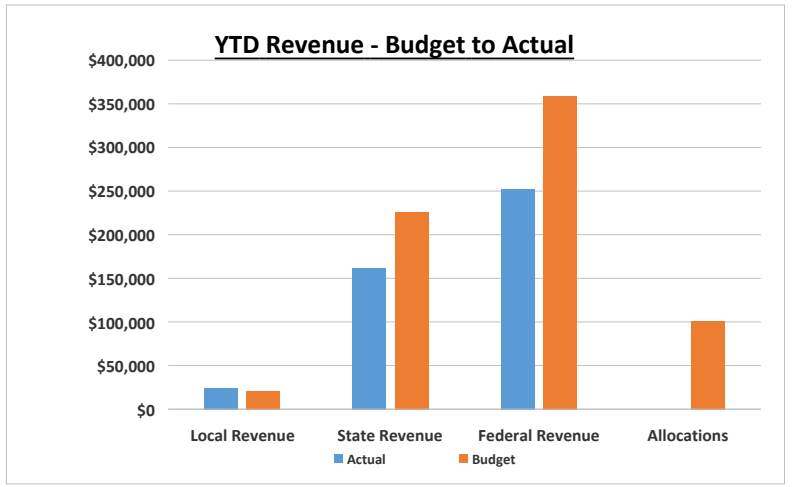
The Food Services Fund is a special revenue fund to record financial transactions related to nutrition services operations.

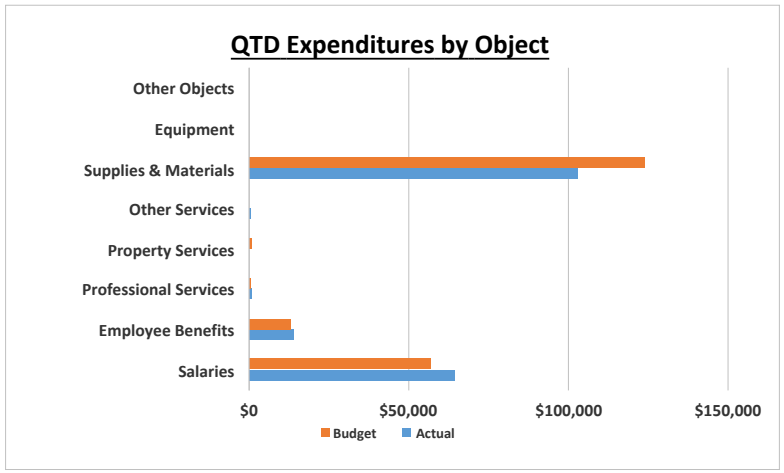
Strasburg School District 31J
Balance Sheet
Food Services Fund (21)
March 31, 2026

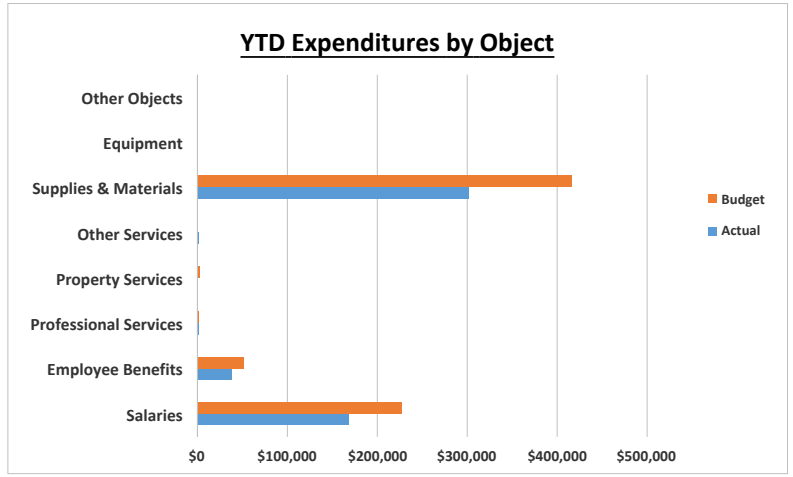
	FY 25-26	FY 24-25
Assets		
Cash and investments	$115,358	$59,016
Inventory	$11,610	$0
Prepaid expenses	$0	$0
Due from other funds	$0	$63,114
Total Assets	**$126,968**	**$122,130**
Liabilities		
Accounts Payable		
Accrued Salaries	$0	$0
Unearned Revenue	$0	$0
Due to other funds	$154,873	$150,000
Total Liabilities	**$154,873**	**$150,000**
Fund Equity		
Restricted	$11,610	$17,870
Unassigned	($39,514)	($45,740)
Total Fund Equity	**($27,905)**	**($27,870)**
Total Liabilities and Fund Equity	**$126,968**	**$122,130**

Strasburg School District 31J
Quarterly Financial Summary
Food Services Fund (21)
March 31, 2026









Strasburg School District 31J
Quarterly Financial Summary
Bond Redemption Fund (31)
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	468,623	390,750	77,873	119.93%	527,540	1,563,000	(1,035,460)	33.75%	509,512	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 468,623	$ 390,750	$ 77,873	119.93%	$ 527,540	$ 1,563,000	$ (1,035,460)	33.75%	$ 509,512	
Expenditures										
Interest Payments (0800)	0	218,275	218,275	0.00%	442,700	873,100	430,400	50.70%	0	(2)
Principal Payments (0900)	0	205,000	205,000	0.00%	820,000	820,000	0	100.00%	0	(2)
Other Objects	0	0	0	N/A	0	0	0	N/A	0	
Total Expenditures	$ -	$ 423,275	$ 423,275	0.00%	$ 1,262,700	$ 1,693,100	$ 430,400	74.58%	$ -	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ 468,623	$ (32,525)	$ 501,148		$ (735,160)	$ (130,100)	$ (605,060)	565%	$ 509,512	
Audited/Estimated Fund Balance, Beginning of Year					2,037,663	2,037,663				
Fund Balance, End of Period					$ 1,302,503	$ 1,907,563	$ (605,060)			

Footnotes:

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

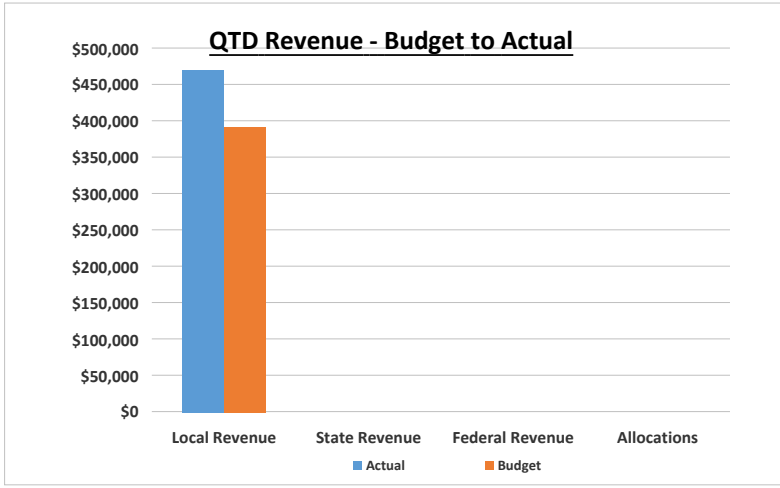
(2) Payments only made 2x per year.

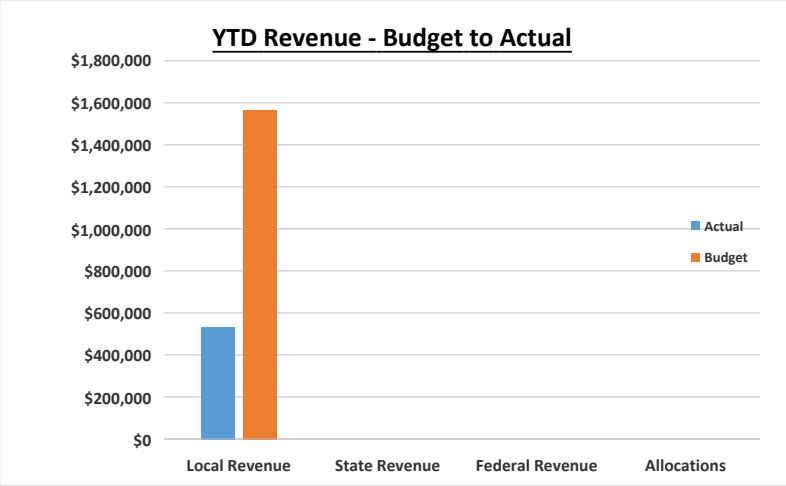
The purpose of the Bond Redemption Fund is to record the revenues from a tax levy for the purpose of satisfying voter-spproved bonded indeptedness obligations, including principal, interest, and related expenditures.

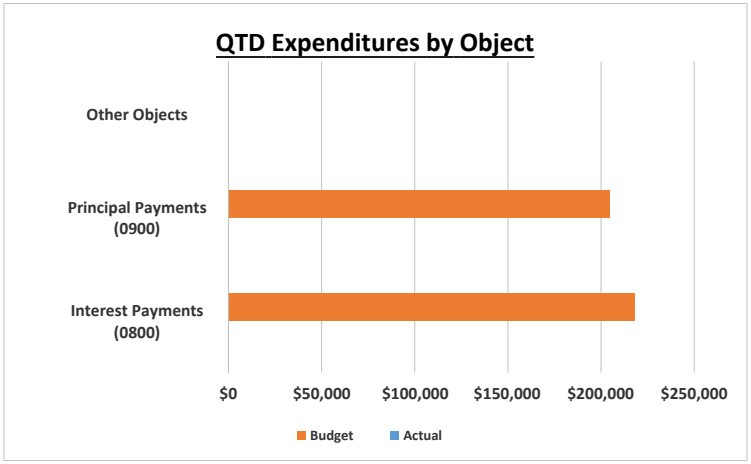
Strasburg School District 31J
Balance Sheet
Bond Redemption Fund (31)
March 31, 2026

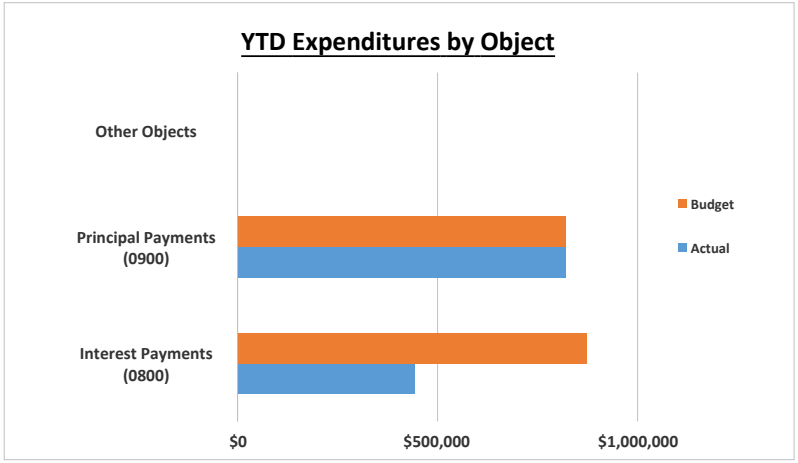
	FY 25-26	FY 24-25
Assets		
Cash and investments	$1,302,504	$1,490,161
Receivables	$0	$0
Prepaid expenses		
Due to other Funds		
Total Assets	**$1,302,504**	**$1,490,161**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue	$0	$0
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted	$1,302,504	$1,490,161
Unassigned		
Total Fund Equity	**$1,302,504**	**$1,490,161**
Total Liabilities and Fund Equity	**$1,302,504**	**$1,490,161**

Strasburg School District 31J
Quarterly Financial Summary
Bond Redemption Fund
March 31, 2026









Strasburg School District 31J
Quarterly Financial Summary
Building Fund (41)
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget (1)	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	66	45	21	146.11%	17,444	180	17,264	9691.01%	55	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 66	$ 45	$ 21	146.11%	$ 17,444	$ 180	$ 17,264	9691.01%	$ 55	
Expenditures										
Salaries	0	0	0	N/A	0	0	0	N/A		
Employee Benefits	0	0	0	N/A	0	0	0	N/A		
Professional Services	0	0	0	N/A	0	0	0	N/A		
Property Services	0	0	0	N/A	0	0	0	N/A	308,192	
Other Services	0	0	0	N/A	0	0	0	N/A		
Supplies & Materials	0	0	0	N/A	0	0	0	N/A		
Equipment	0	0	0	N/A	0	0	0	N/A	249,880	
Other Objects	0	0	0	N/A	0	0	0	N/A		
Total Expenditures	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ 558,073	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ 66	$ 45	$ 21		$ 17,444	$ 180	$ 17,264	9691.01%	$ (558,017)	
Audited/Estimated Fund Balance, Beginning of Year					10,868	10,868				
Fund Balance, End of Period					$ 28,312	$ 11,048	$ 17,264			

Footnotes:

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

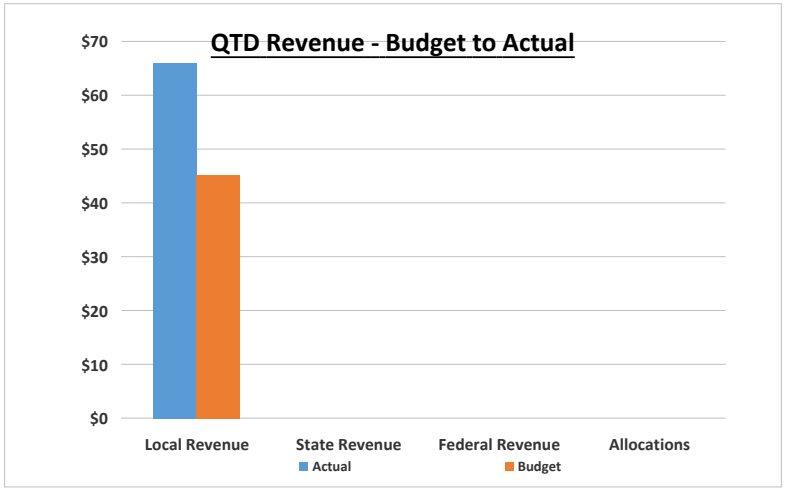
The Building Fund is used to account for revenues and expenditures related to current construction project.

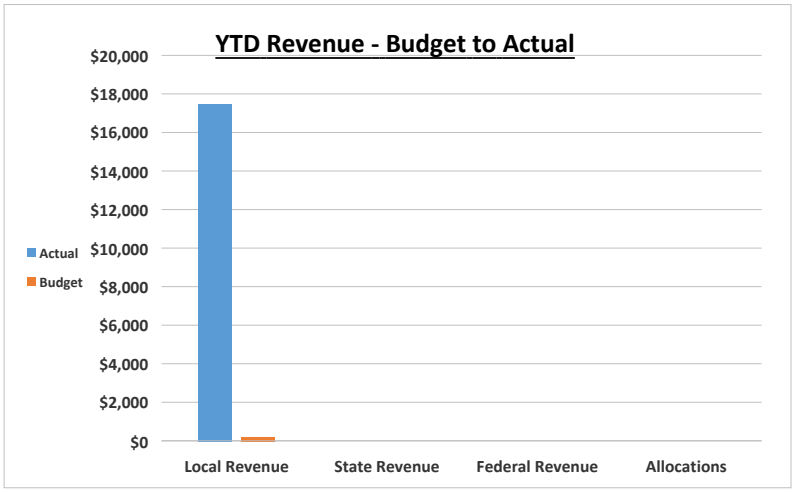
Strasburg School District 31J
Balance Sheet
Building Fund (41)
March 31, 2026

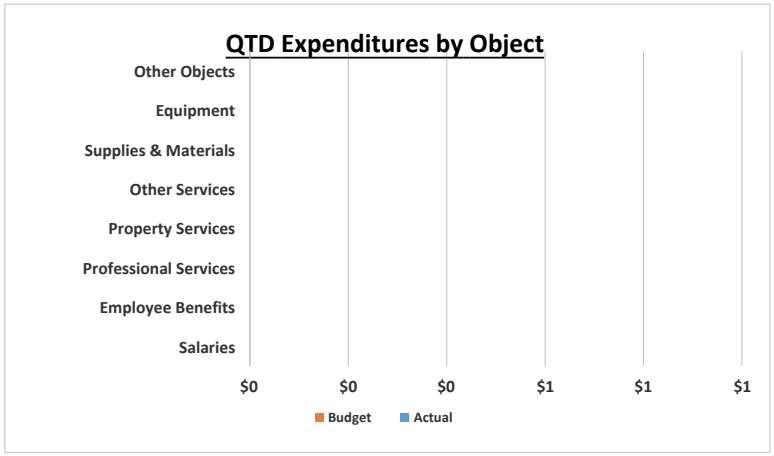
	FY 25-26	FY 24-25
Assets		
Cash and investments	$11,040	$7,964
Receivables		
Prepaid expenses		
Due to other Funds		($2,420,000)
Total Assets	**$11,040**	**($2,412,036)**
Liabilities		
Accounts Payable		$0
Accrued Salaries		
Deferred Revenue		
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted		($158,765)
Unassigned	$11,040	($2,253,271)
Total Fund Equity	**$11,040**	**($2,412,036)**
Total Liabilities and Fund Equity	**$11,040**	**($2,412,036)**

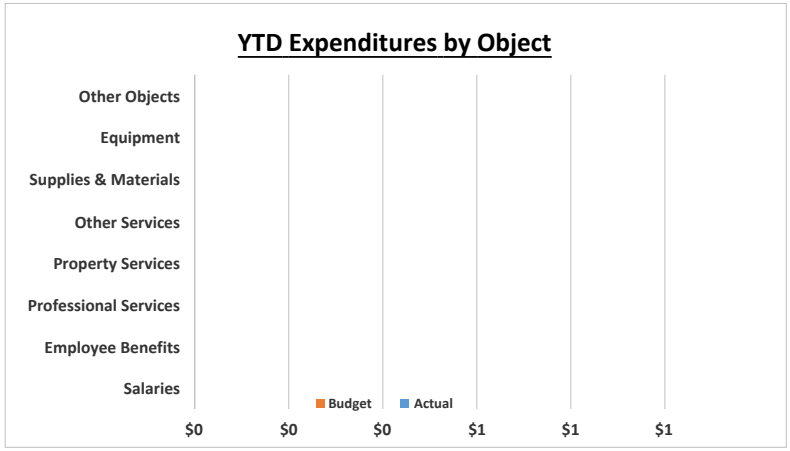
Strasburg School District 31J
Quarterly Financial Summary
Building Fund (41)
March 31, 2026

Building Fund









Strasburg School District 31J
Quarterly Financial Summary
Capital Reserve Fund (43)
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	685	50	635	1369.50%	796	200	596	398.02%	119	
State Revenue	0	0	0	N/A	0		0	N/A	0	
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 685	$ 50	$ 635	1369.50%	$ 796	$ 200	$ 596	398.02%	$ 119	
Expenditures										
Salaries	0	0	0	N/A	0	0	0	N/A	0	
Employee Benefits	0	0	0	N/A	0	0	0	N/A	0	
Professional Services	0	0	0	N/A	0	0	0	N/A	0	
Property Services	0	0	0	N/A	0	0	0	N/A	0	
Other Services	0	0	0	N/A	0	0	0	N/A	0	
Supplies & Materials	0	0	0	N/A	0	0	0	N/A	0	
Equipment	0	0	0	N/A	0	0	0	N/A	0	
Other Objects	0	0	0	N/A	0	0	0	N/A	0	
Total Expenditures	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ 685	$ 50	$ 635		$ 796	$ 200	$ 596	398.02%	$ 119	
Audited/Estimated Fund Balance, Beginning of Year					456,603	456,603				
Fund Balance, End of Period					$ 457,399	$ 456,803	$ 596			

Footnotes:

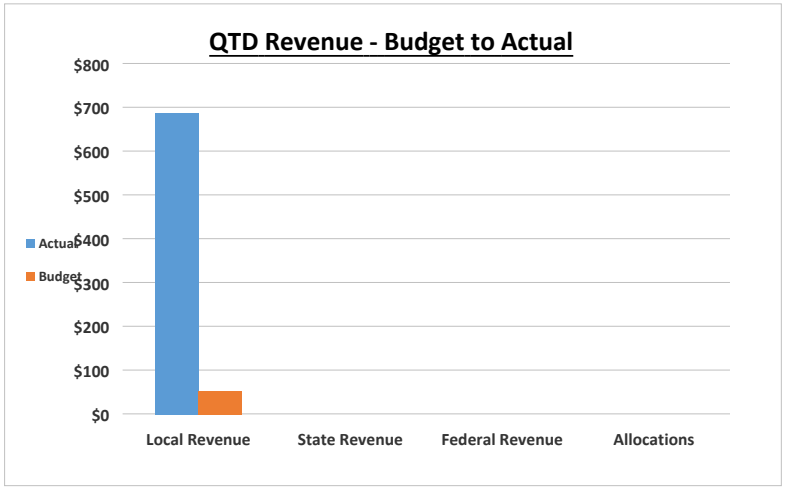
(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

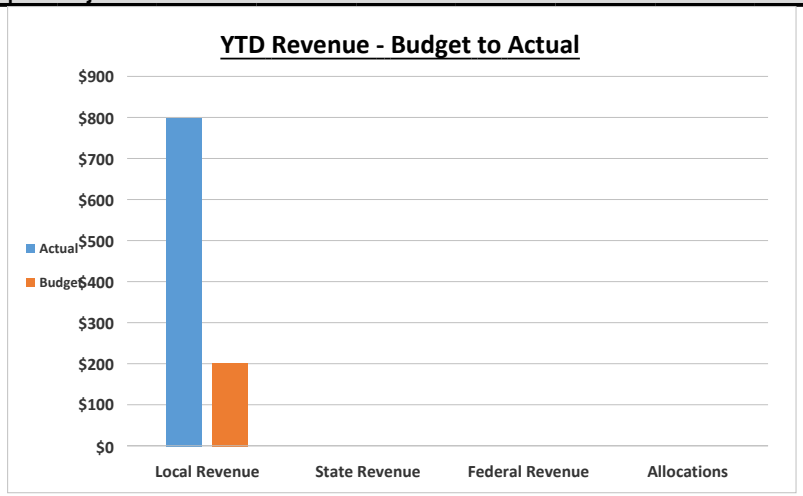
Strasburg School District 31J
Balance Sheet
Capital Reserve Fund (43)
March 31, 2026

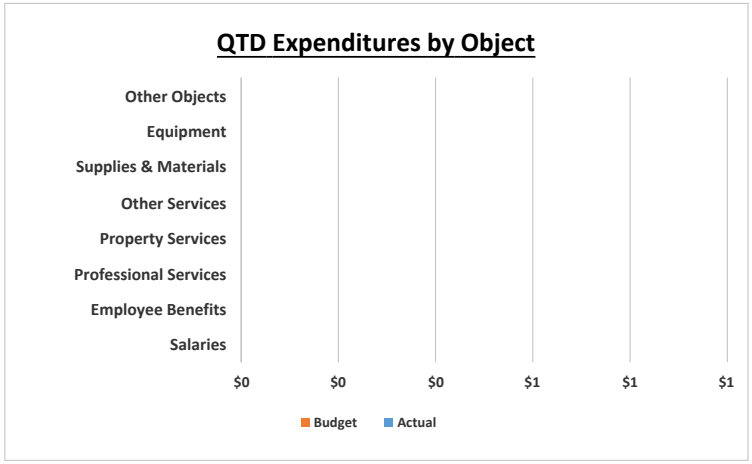
	FY 25-26	FY 24-25
Assets		
Cash and investments	$221,257	$220,707
Receivables		
Prepaid expenses		
Due to other Funds		$0
Total Assets	**$221,257**	**$220,707**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue		
Due to other funds		(350,000.00)
Total Liabilities	**$0**	**($350,000)**
Fund Equity		
Restricted		
Unassigned	$221,257	$570,707
Total Fund Equity	**$221,257**	**$570,707**
Total Liabilities and Fund Equity	**$221,257**	**$220,707**

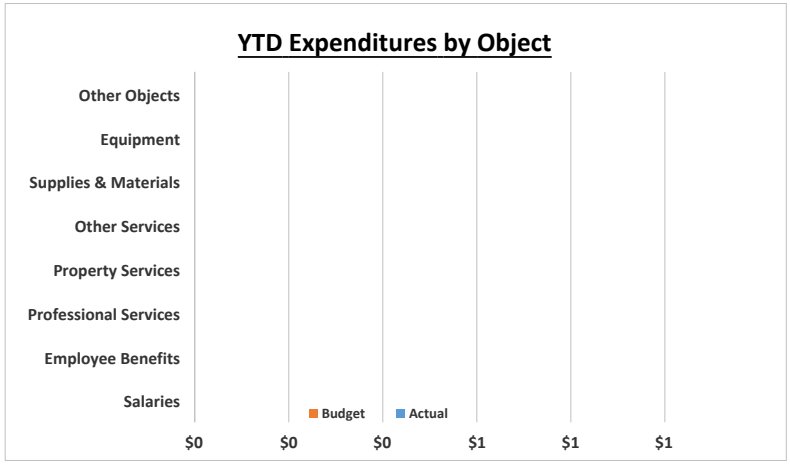
Strasburg School District 31J
Quarterly Financial Summary
Capital Reserve Fund (43)
March 31, 2026

Capital Reserve/Capital Projects Fund









Strasburg School District 31J
Quarterly Financial Summary
Student Activity Fund
March 31, 2026

	FY 25-26 January-March				FY 25-26 YEAR-TO-DATE				FY 24-25 Jan-Mar	Footnotes
	Jan-Mar Actual	1/4 x Annual Budget	Variance	% Used	YTD Actual	Annual Budget	Variance	Percentage Recvd or Used	QTD Actual	
Revenues										
Local Revenue	57,987	81,250	(23,263)	71.37%	248,498	325,000	(76,502)	76.46%	56,492	
State Revenue		0	0	N/A			0	N/A		
Federal Revenue		0	0	N/A			0	N/A		
Allocations		0	0	N/A			0	N/A		
Total Revenues	$ 57,987	$ 81,250	$ (23,263)	71.37%	$ 248,498	$ 325,000	$ (76,502)	76.46%	$ 56,492	
Expenditures										
Salaries		0	0	N/A			0	N/A		
Employee Benefits		0	0	N/A			0	N/A		
Professional Services		0	0	N/A			0	N/A		
Property Services		0	0	N/A			0	N/A		
Other Services		0	0	N/A			0	N/A		
Supplies & Materials	76,924	78,250	1,326	98.31%	232,902	313,000	80,098	74.41%	54,544	
Equipment		0	0	N/A			0	N/A		
Other Objects		0	0	N/A			0	N/A		
Total Expenditures	$ 76,924	$ 78,250	$ 1,326	98.31%	$ 232,902	$ 313,000	$ 80,098	74.41%	$ 54,544	
Other Financing Uses										
Transfers Out	0	0	0	N/A			0	N/A		
Total Other Financing Uses	$ -	$ -	$ -	N/A	$ -	$ -	$ -	N/A	$ -	
Income (Loss)	$ (18,937)	$ 3,000	$ (21,937)		$ 15,596	$ 12,000	$ 3,596	129.97%	$ 1,948	
Audited/Estimated Fund Balance, Beginning of Year					168,377	168,377				
Fund Balance, End of Period					$ 183,973	$ 180,377	$ 3,596			

Footnotes:

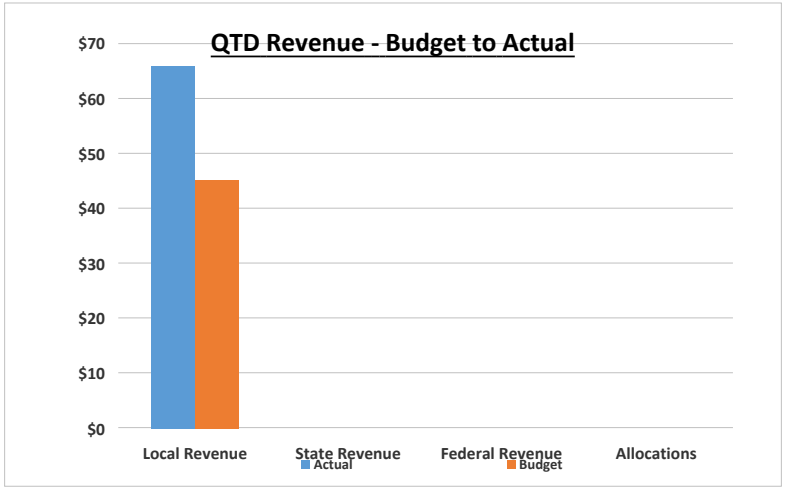
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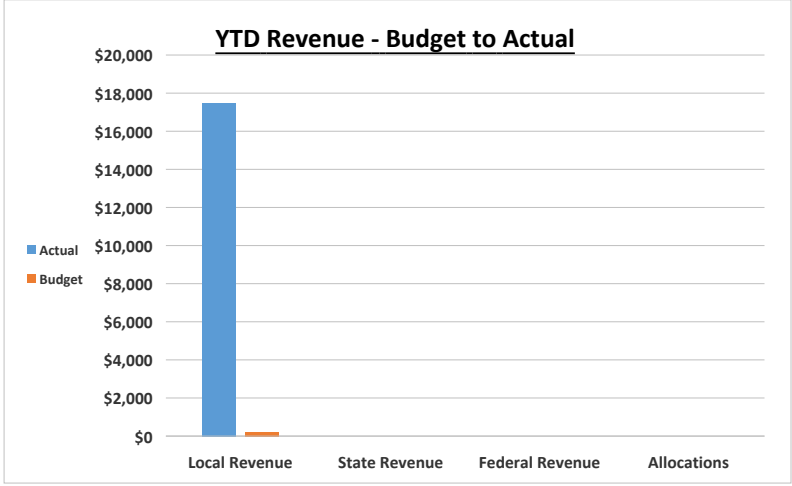
The Activity Fund is used to record financial transactions related to school-sponsored pupil interscholastic and intrascholastic athletic and related events. These activites are supported in whole or in part by revenues from pupils and fund-raising activities.

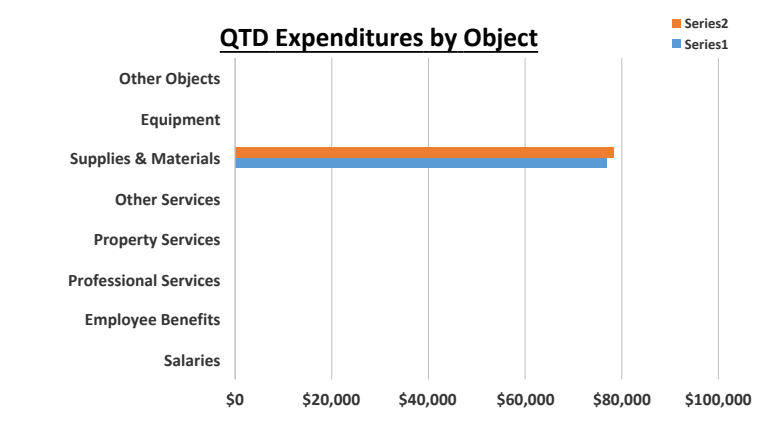
Strasburg School District 31J
Balance Sheet
Student Activity Fund
March 31, 2026

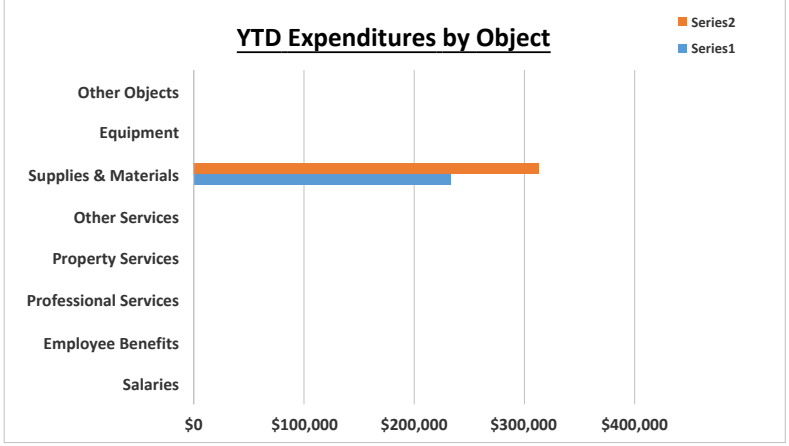
	FY 25-26	FY 24-25
Assets		
Cash and investments	$183,973	$169,089
Receivables		
Prepaid expenses		
Due to other Funds		
Total Assets	**$183,973**	**$169,089**
Liabilities		
Accounts Payable		
Accrued Salaries		
Deferred Revenue		
Due to other funds		
Total Liabilities	**$0**	**$0**
Fund Equity		
Restricted		
Unassigned	$183,973	$169,090
Total Fund Equity	**$183,973**	**$169,090**
Total Liabilities and Fund Equity	**$183,973**	**$169,090**

Strasburg School District 31J
Quarterly Financial Summary
Student Activity Fund
March 31, 2026









CRS - 22-45-102 (b)

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

(I) The actual amounts spent and received as of the date of the report from each of the several funds budgeted by the district for the fiscal year, expressed as dollar amounts and as percentages of the annual budget;

(II) The actual amounts spent and received for each fund for the same period in the preceding fiscal year, expressed as dollar amounts and as percentages of the annual budget;

(III) The expected year-end fund balances, expressed as dollar amounts and as percentages of the annual budget; and

(IV) A comparison of the expected year-end fund balances with the amount budgeted for that fiscal year.

Strasburg School District 31J

Certified Salary Schedule - 160 Days

2026-2027 School Year

Years of Experience	BA	BA+15	BA+30	MA	MA+15	MA+30	EDD/MA+40
1	$47,758	$48,713	$49,687	$53,066	$54,393	$55,752	$57,146
2	$48,474	$49,443	$50,432	$53,862	$55,208	$56,588	$58,003
3	$49,201	$50,185	$51,189	$54,670	$56,036	$57,437	$58,873
4	$49,939	$50,938	$51,957	$55,490	$56,877	$58,299	$59,757
5	$50,689	$51,703	$52,737	$56,323	$57,731	$59,174	$60,653
6	$51,448	$52,477	$53,527	$57,167	$58,596	$60,061	$61,562
7	$52,220	$53,264	$54,330	$58,024	$59,475	$60,962	$62,486
8	$53,004	$54,064	$55,145	$58,895	$60,367	$61,877	$63,423
9	$53,799	$54,875	$55,972	$59,778	$61,273	$62,805	$64,375
10	$54,606	$55,698	$56,812	$60,675	$62,192	$63,747	$65,340
11	$55,425	$56,533	$57,664	$61,585	$63,125	$64,703	$66,320
12	$56,256	$57,381	$58,529	$62,509	$64,071	$65,673	$67,315
13	$57,100	$58,242	$59,407	$63,447	$65,033	$66,659	$68,325
14	$57,957	$59,116	$60,298	$64,399	$66,009	$67,659	$69,350
15	$58,826	$60,003	$61,203	$65,365	$66,999	$68,674	$70,391
16	$59,708	$60,902	$62,120	$66,345	$68,003	$69,703	$71,446
17	$60,604	$61,816	$63,052	$67,340	$69,024	$70,749	$72,518
18	$61,513	$62,743	$63,998	$68,350	$70,059	$71,810	$73,606
19	$62,436	$63,685	$64,959	$69,376	$71,110	$72,888	$74,710
20	$63,372	$64,640	$65,933	$70,416	$72,177	$73,981	$75,830

Footnotes to salary schedule:

*Salary schedule will be used for initial placement only, no steps.

*Long-term substitute pay will be $47,056

*Educational (horizontal) increases are dependent on achieving the next indicated degree level; or for the completed accumulation of college or university semester hours as indicated. Hours must be reported by February 15th or August 15th of each year.

- Trainings that the district funds, required or non-required, where educational credits may be obtained, must be fully funded by the staff member. Hours may be counted for CDE re-licensure.

Strasburg School District 31J

Special Service Provider Salary Schedule - 178 Days

2026-2027 School Year

Years of Experience	BA	BA+15	BA+30	MA	MA+15	MA+30	EDD/MA+40
1	$53,064	$54,126	$55,208	$58,962	$60,436	$61,947	$63,496
2	$53,860	$54,937	$56,036	$59,847	$61,343	$62,876	$64,448
3	$54,668	$55,762	$56,877	$60,744	$62,263	$63,820	$65,415
4	$55,488	$56,598	$57,730	$61,656	$63,197	$64,777	$66,397
5	$56,321	$57,447	$58,596	$62,581	$64,145	$65,749	$67,392
6	$57,165	$58,308	$59,474	$63,519	$65,107	$66,734	$68,403
7	$58,022	$59,183	$60,367	$64,472	$66,083	$67,735	$69,429
8	$58,893	$60,071	$61,272	$65,439	$67,075	$68,752	$70,471
9	$59,777	$60,972	$62,192	$66,421	$68,081	$69,783	$71,528
10	$60,674	$61,887	$63,125	$67,417	$69,103	$70,830	$72,601
11	$61,584	$62,815	$64,072	$68,429	$70,139	$71,893	$73,690
12	$62,507	$63,757	$65,032	$69,454	$71,191	$72,970	$74,795
13	$63,445	$64,714	$66,008	$70,497	$72,259	$74,066	$75,917
14	$64,397	$65,685	$66,998	$71,554	$73,343	$75,177	$77,056
15	$65,362	$66,669	$68,003	$72,627	$74,443	$76,304	$78,211
16	$66,343	$67,670	$69,023	$73,717	$75,560	$77,449	$79,385
17	$67,338	$68,684	$70,058	$74,822	$76,693	$78,610	$80,575
18	$68,348	$69,715	$71,109	$75,944	$77,843	$79,789	$81,784
19	$69,373	$70,760	$72,176	$77,083	$79,011	$80,986	$83,010
20	$70,414	$71,822	$73,259	$78,241	$80,197	$82,201	$84,256

Footnotes to salary schedule:

*Salary schedule will be used for initial placement only, no steps.

*Educational (horizontal) increases are dependent on achieving the next indicated degree level; or for the completed accumulation of college or university semester hours as indicated. Hours must be reported by February 15th or August 15th of each year.

- Trainings that the district funds, required or non-required, where educational credits may be obtained, must be fully funded by the staff member. Hours may be counted for CDE re-licensure.

*Covers Building Counselor

Long Term Substitute Buliding Counselor $52,268

Strasburg School District 31J

Classified Staff Wage Schedule

2026-2027 School Year

Days	Position	Grade	Min	Max
160	Paraprofessional	A	$16.56	$25.67
154	Food Services			
204	Custodian			
213	Courier			
160	Media Specialist			
160	Administrative Assistant - AD/HS Office Aide			
160	Nurse Aid	B	$17.39	$26.96
154	Food Services Worker-Lead	C	$17.60	$27.29
151	Small Car Driver			
178	Administrative Assistant - Building Secretary	D	$19.36	$30.01
178	Administrative Assistant - Counseling			
204	Grounds Technician			
204	Lead Custodian	E	$20.88	$32.36
151	Bus Driver (CDL)	F	$22.96	$35.58
204	Operations & Maintenance Technician	G	$25.48	$39.50

Strasburg School District 31J

Administrators Salary Schedule - 178 Contract Days

2026-2027 School Year

Position	Min	Max
High School Principal	$95,257	$147,648
Middle School Principal Elementary Principal	$81,797	$126,785
Secondary Asst. Principal High School Principal-AEC	$69,890	$108,330
Elementary Asst. Principal Dean of Students	$68,946	$106,865

Strasburg School District 31J

Professional Salary Schedule

2026-2027 School Year

Days	Position	Grade	Min	Max
213	Central Registrar/Accounts Payable	AA	41,900	65,000
167	Food Service Director	BB	43,900	68,044
160	District Nurse	CC	46,132	71,504
213	Executive Assistant	DD	48,500	75,000
227	IT Specialist	EE	51,258	79,449
178	Preschool Director			
204	Director of Operations and Maintenance	FF	66,635	103,284
227	Director of Transportation			
227	Director of Technology			
213	Director of Finance			
213	HR Manager			
213	Student Success Coordinator			
178	Athletic Director	GG	71,248	110,435

Strasburg School District 31J

Coaching Salary Schedule

2026-2027 School Year

Base of: $47,758

Years of Experience	Level 1	Level 2	Level 3	Level 4
1	$4,346	$2,865	$2,388	$1,480
2	$4,411	$2,908	$2,424	$1,503
3	$4,477	$2,952	$2,460	$1,525
4	$4,544	$2,996	$2,497	$1,548
5	$4,613	$3,041	$2,534	$1,571

	Level 1 Positions	Level 2 Positions	Level 3 Positions	Level 4 Positions
Football	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Softball	HS Head Coach	HS Asst Coach		
Volleyball	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Cross Country	HS Head Coach	HS Asst Coach		
Boys Golf	HS Head Coach	HS Asst Coach		
Boys Basketball	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Cheer-Fall	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Girls Basketball	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Boys Wrestling	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Girls Wrestling	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Cheer-Winter	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Track	HS Head Coach	HS Asst Coach	MS Head Coach	MS Asst. Coach
Baseball	HS Head Coach	HS Asst Coach		
Girls Golf	HS Head Coach	HS Asst Coach		
Unified Bowling	HS Head Coach	HS Asst Coach		
Esports		HS Head Coach (Annually)		
Girls on the Run (Elementary)			Head Coach (Annually)	

For every additional week needed to compete in playoff competition, coaches will be paid as follows:

Head Coach - $150/week

Asst. Coach - $75/week

Strasburg School District 31J

Sub Pay

2026-2027 School Year

Position	Hourly Rate
Paraprofessional* Food Services	$15.16
Custodian	$15.16
Building Secretary	16.84
Bus Driver (CDL)	19.97

Position	Daily Rate
PK-12 Teacher	160
PK-12 Long Term Sub**	$250.00

*Adjusts to minimum wage on January 1

**Sub longer than 30 calendar days

Strasburg School District 31J

2026-2027 School Year

Base = $47,758

Category	Rate	Amount	Positions
I			Clubs -Tier I (See Scope of Work)
7% of Base		$3,343	Gifted and Talented - Director
			Performing Arts - Tier I (See Scope of Work)
			Audio/Visual District Coordinator
			District Wide Safety Coordinator
II			AP Coordinator
3.50% of Base		$1,672	Board of Education Secretary
			Clubs - Tier II (See Scope of Work)
			Concessions Manager
			Department Chair
			ELL Coordinator
			Gifted and Talented - Building Coordinator
			READ Coordinator
			Instructional Coach - Elementary
			School Leadership Team
			MTSS Coordinator
			Performing Arts - Tier II (See Scope of Work)
			PLC Coordinator
			Prom Sponsor/Lead Junior Class Sponsor
			School Assessment Coordinator (SAC)
			School Interpreter
			Sub Finder
			Yearbook-Elementary
III			504 Coordinator
1.25% of Base		$597	Building Leadership Team-High School
			Clubs - Tier III (See Scope of Work)
			CTE Coordinator-Per Program
			Employee Engagement Coordinator
			Graduation Coordinator
			House Leader
			Junior Class Sponsor
			Mentor
			Promotion Coordinator - HMS
			Student Council-Elementary/Middle School

Xello Coordinator

Extra Duty/Other:

Summer School	$35/Hour for Certified Teacher
Homework Club	$35/hour
Detention	$15/hour
Coverage during plan	$35/hour
Coach/Sponsor Transportation	$35/day

Special Education Caseload:

$150 for Annual/$300 for Triennial (Paid in January and June)

See Caseload procedure for additional information

Transportation Stipend:

Paid monthly; varies based on additional hours worked.

See procedure for additional information.

SOSA Payout:

SOSAs will be paid out evenly over 9 months (September - May)

See Additional Compensation procedure for additional information