

MISSION STATEMENT:

**EVERY STUDENT.
EVERY DAY.**

TOGETHER WE ARE...

Growing our team of effective and committed educators

Creating a culture of high expectations

Respecting our diversity

Inspiring community trust and support

Building pathways to successful futures

BOARD VISION STATEMENT

In five to seven years the district will be recognized as a beacon of educational excellence. Our students are 21st century scholars who are proud owners of their learning and successfully interact and compete in a global society. As the core of our community, we set the standard for inspiring, equipping, and empowering the diverse learners in the Montezuma-Cortez School District.

ESSENTIAL BOARD ROLES

- Guiding the district through the Superintendent
- Engaging constituents
- Ensuring alignment of resources and structure
- Measuring effectiveness
- Modeling excellence

BOARD LONG-TERM FOCUS AREA

Increasing student achievement

BOARD FOCUS AREA

- Engaging constituents
- Enhancing safety, morale and wellness
- Enhancing personnel development and seeking, selecting, developing, celebrating
- Maximizing finances
- Building board effectiveness

BOARD'S CORE, DRIVING VALUES

Respect for All,
Honesty,
Accessibility,
Deliberation,
Celebration,
Teamwork, and
Engaging Communication

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1

CORTEZ, COLORADO -- BOARD OF EDUCATION

Tuesday, February 22nd, 2022

District Office – 400 N. Elm Street

Regular Meeting 6:00 PM

AGENDA

Our regular board meeting may be viewed on our YouTube Channel at:

<https://www.youtube.com/channel/UCHfOVI7thefkOWXvZTq4DTQ>

Meeting attendees including audience members may be recorded.

- 1. Call to order**
- 2. Pledge to Flag**
- 3. Set the Agenda**
- 4. Student Presentation: N/A**
- 5. Approval of Minutes** for Jan. 18th, 2022 Executive Session and Regular Board Meeting, Feb. 8th, 2022 Work Session Minutes, Feb. 11th, 2022 Special Board minutes, Feb. 15th, 2022 Executive Session and Regular Board minutes.
- 6. Celebration Reports**
 - a. Wrapped in Support Report, Cyndi Haupt
- 7. Staff Reports**
 - a. HR – John Corbett, USI Presentation
 - b. M-CHS – Cortez FFA Trip Request, Kady Meyer
 - c. M-CHS – Ski & Snowboard Club, Colin Noel
- 8. Board Requests/Reports**
 - a. Brad Miller, Miller Farmer Law
- 9. Citizens Address the Board** * 1 Hour limit (3 minutes each / Must turn in a filled out ticket)
- 10. Discussion Items:**
 - a. Policy KHC & KHC-R Distribution/Posting of Promotional Literature
- 11. Action Item:**
 - a. Consent Calendar (see list)
 - b. Miller Farmer Law
 - c. MOU Grand Canyon University
 - d. Southwest Open School Charter Renewal
 - e. Cortez FFA Field Trip
 - f. M-CHS Ski and Snowboard Club Agreement
 - g. 2022-2023 School Calendar
 - h. Capital Reserve Request
 - i. PV & Manaugh Mechanical and Engineering Analysis \$15,000.00
 - ii. M-CHS Cheer Mats \$6,300.00
 - iii. Mesa, Manaugh, & M-CMS Asbestos Abatement \$78,841.00

A few welcoming notes:

- The board's meeting time is dedicated to the mission and top-priority focus areas.
- Your insights are needed and welcomed and the board encourages you to meet with the most appropriate person.
- "Citizens Address the Board" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. You may address the board by filling out a "Citizen Comment Ticket" and handing it into the Board's Secretary. ***Each person** is limited to **three minutes** per our School District Policy. No one may yield their minutes to another per state statute.
- The "Consent Calendar" is based around decision points backed by prior information/discussion or highly routine.
- If you are interested in helping the Montezuma-Cortez achievement effort, please talk with any member of the Leadership Team or call the District Office at (970) 565-7522. Opportunities abound. Your participation is highly desired.

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MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1

CORTEZ, COLORADO -- BOARD OF EDUCATION

Tuesday, February 22nd, 2022

District Office – 400 N. Elm Street

Regular Meeting 6:00 PM

AGENDA CONTINUED....

- i. Supplemental Budget Requests
 - i. Title 1, part A, \$1,085.00
 - ii. Title 2, Part A, \$1,276.00
 - iii. Title 3, Part A, \$1,000.00
 - iv. Title 4, Part A, \$59.00
- j. Policy Revisions – **First Reading**
 - a. KDB-E Public Request for Open Records Form
- k. Policy Revisions – **Second Reading**
 - a. AC Nondiscrimination/Equal Opportunity
 - b. AC-E-1 Nondiscrimination/Equal Opportunity
 - c. AC-R-1 Nondiscrimination/Equal Opportunity
 - d. ACE Nondiscrimination on the Basis of Disability
 - e. ACE-E-1 Nondiscrimination on the Basis of Disability
 - f. ACE-E-2 Nondiscrimination on the Basis of Disability
 - g. ACE-R Nondiscrimination on the Basis of Disability
 - h. CCA Organizational Chart
 - i. IMB Teaching about Controversial / Sensitive Issues and Use of Controversial Materials
 - j. IMB-R Teaching about Controversial / Sensitive Issues and Use of Controversial Materials
 - k. EBCE School Closings and Cancellations
 - l. GDO-E Support Staff Evaluation Form

12. Adjournment

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MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Tuesday, January 18, 2022
400 N. Elm Street, Cortez, CO 81321

MINUTES

Board Meeting 6:00 PM

Board Attendance:

Sheri Noyes, President, District F
 Sherri Wright, Vice-President, District C
 Jeanette Hart, Treasurer, Director District B
 Stacey Hall, Secretary, Director, District D
 Ed Rice, Director, District E
 Cody Wells, Director, District A
 Layne Frazier, Director District G
 Avery Wright, M-CHS Student Rep.
 Amita Crowley, M-CMS Student Rep.

Absent:**Administration Attendance:**

Risha VanderWey, Superintendent
 Kyle Archibeque, Exe. Director of Finance
 Jim Parr, Exe. Director of Academics
 Debra Ramsey, Exe. Assistant

Katie Nelson, Principal
 Whitney Rapp, Principal
 Robert Laymon, Principal
 Angela Sauk, Principal
 Drew Pearson, Principal

1. Call to order

- a. The meeting was called to order by President Sheri Noyes at 6:01PM.

2. Pledge to Flag

- a. The Pledge of Allegiance to the flag of the United States of America was led by President Sheri Noyes.

3. Executive Session – Pursuant to C.R.S. 24-6-402(4)(f) the board will discuss a personnel matters regarding the Superintendent’s evaluation.

Sherri Wright moved to adjourn into Executive Session pursuant to C.R.S. 24-6-402(4)(f) the board will discuss a personnel matters regarding the Superintendent’s evaluation. The motion was seconded by Ed Rice. Director Wright invited the Board to join the Executive Session and the Superintendent once notified by the Board. Dr. VanderWey did join the meeting midway through. The session concluded at 7:09 PM.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

The Board meeting reconvened at 7:10 PM.

4. Set the Agenda

Director Wright moved to set the agenda. The motion was seconded by Jeannette Hart.

Debra Ramsey, Secretary to the Board, informed the Board that action items on #13.e-i. pertaining to new MOU's to be approved by the Board would need to be stricken as they were sent to the attorney for review and not returned in time for the meeting. Those items were struck from the agenda. Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

5. Student Presentation: Kemper Elementary

Mr. Redford and Principal Nelson presented their 5th grade students that have been learning about the stock market. Each student spoke to the Board about facts they have learned.

6. Approval of Minutes for December 14th Work Session, December 14th Board Meeting, December 30th Special Meeting, and January 4th Work Session.

Stacey Hall moved to accept of the minutes for December 14th Work Session, December 14th Board Meeting, December 30th Special Meeting, and January 4th Work Session. Sherri Wright seconded the motion. There was no discussion.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

7. Celebration Reports

Avery Wright was congratulated on her commitment to run Track at the Colorado School of Mines. The High School play really good this year during all performances. The board congratulated Mr. Archibeque on the addition of a baby girl to their family. Mr. Rice said the students were very happy to have been able to get to attend the Stock Show in Denver. They were still on the trip at the time of the meeting. President Noyes said she appreciated the presentation from a Brad Miller with Miller Farmer Lawyer at the Board Retreat and was hoping that the board would be reaching out for a draft letter of engagement for his services. The Board thanked all the directors and Principals for their reports at the Board Retreat, the effort and information was greatly appreciated.

8. Superintendent's Report

Dr. VanderWey's report was submitted to the Board. There were no questions.

9. Staff Reports

Mr. Archibeque's report was submitted to the Board. He highlighted that he will be asking the schools to get their budgets spent since it was the second semester. A donation from the Kiwanis Club for \$1,000.00 in support of a 3D printer for a "Maker Space" at the Middle School.

Mr. Parr's report was submitted to the Board. He highlighted that invites to the committee members to that will reviewing ELA Elementary materials have been sent out and the process will start next week. There will be tables set up in the gym for the public to come in and start reviewing the curriculum options. The committee will build a rubric to help guide them in their selection. All options will be available next month for review and then the following month will only be the selected materials. Mr. Parr has sent invites to a couple Board members to assist the committee, but if needed all Board members are welcome the district will just need to post the quorum.

Mrs. Eldredge's report was submitted to the Board.

A report was submitted by Jaclyn Hall from Health Services. Copies were not provided to the secretary. Vice President Wright let Jaclyn know that Jeanette Hart would be taking her place on the Health Committee since she has a medical background.

President Noyes thanked the Principals for including reports as well. She expressed appreciation for the staff that had taken the time to email the Board with letters in support of the 4 day week.

10. Board Requests/Reports

Vice President Wright reported that she attended her first LRC Meeting. She got the information were to go online to contact our senators about upcoming bills. She will be monitoring that. She plans to attend the CASB Winter Legislative Conference on Feb. 24-25th in Denver. She suggested all board members contact Mrs. Ramsey if they decide to attend.

President Noyes reported the Board completed their own evaluation and a score of 3.4 out of 5 was given. They reviewed the information and responses together at the Board Retreat.

President Noyes asked the Board if they would entertain the idea of reaching out to Brad Miller at Miller Farmer Law for a letter of engagement that they could then review at the next work session. All members agreed to the request.

Director Rice reminded the Board that there was a Rural ZOOM Meeting on the 27th they had been invited to join.

Director Hall has a CHSAA ZOOM tomorrow for an introduction for the new CASB members. Next meeting will be Feb. 1st by ZOOM, then they will be in Denver in April.

11. Citizens Address the Board * 1 Hour limit (3 minutes each / Must turn in a filled-out ticket)

Arlina Yazzie – MC County Health Dept. Rep. Yazzie provided a handout to the board. She was grateful to have gotten to speak to them at the work session on the Healthy Kids Survey. She gave the Board information about the Team Up community meeting on March 8th from 1-5PM. Yazzie invited the Board to attend and take part in the planning process. They will be discussing supporting area youth outside of school times. Also, she invited them to the Bridges Out of Poverty Community Meeting for Community Leaders on March 10th. Lunch will be provided at both meetings.

Lynette Ward – Parent She wanted to ask the Board some questions but felt they would be to offensive for the children in the room. She said she would email them instead. She said they should think about the mental state of being asked uncomfortable questions as she felt were in the Healthy Kids Survey. She said that the data being collected is coming from children that have been humiliated and that it was dirty data. She felt like we are traumatizing our students, but then blaming it on our parents. She said it was SEL fault.

12. Discussion Items**a. School Calendar for 2022/2023 (4 Day / 5 Day)**

Using the three samples from Mr. Parr's report the Board discussed if the district should move to a 4-Day week instead of 5-day for the 2022/2023 school year. The samples exhibited a 160-day 4-day calendar (most holidays observed), 146 Day 4-day calendar (minimal holidays observed), and a 169/171 5 Day Calendar (traditional). All the options had not identified where Professional development would fall. Mr. Parr added that through we want to align with neighboring school we cannot match them exactly because the days required are different. Vice President Wright appreciated that staff had reached out to share their interest in the 4-day option, she expressed the need to include parents and staff input on the decision, and she asked that the final calendar has a spring break that aligns with neighboring school districts and PCC. Director Rice suggested that instead of building in make-up snow days, a Friday would be used, and he felt President's Day was an important holiday to keep as it falls right in the middle of the long haul and would be a good break for staff. Director Wells cautioned that this 4-day calendar would not look like this semester's one-time modified calendar, and he expressed concerns for at risk students on a shorter week schedule. Director Frazier also had concerns about the security some students feel by

attending 5 days. Director Hart felt working parents might prefer the 5-day option. Director Rice pointed out that community support groups like the Pinon Project would come in to help support at-risk students with a Friday option. Mr. Archibeque added that the district currently has funds available through ESSERIII that is available through 2024, to put toward these types of programs where our staff could also benefit. The student reps reported that the classroom workload had grown recently but they enjoyed being home with their family on Friday. Representative Wright still had Advanced Placement class work to completion Fridays but liked doing it from home, she added that her teachers seemed to be available if she tried to contact them. Director Hall asked that there be a plan in place. It was agreed that to move forward the calendars would be presented to the DAC Committee at their February Meeting and to review them again at the BOE work session on Feb. 8th. Mr. Archibeque will need to know this decision in order to prepare the requested changes to the Base pay / salary schedules the Board has asked for.

b. Consolidation of in town Elementary Schools

President Noyes explained that consolidation was being considered to address staffing issues and learning levels. She explained that all current staff would be utilized. The Board wishes to host a Community Forum on February 1st at 6:30 PM, in person but available to view publicly on YouTube. Moving to a K-2nd grade in one building and 3rd-5th Grade in another building was discussed with an alternative school to support discipline issues, and possible pre-K – Kindergarten combined. Lewis-Arriola and Pleasant View would be left out of the mix until next year pending the receipt of building safety data. Principal Sauk suggested having a list of Pro's and Con's to get the present to parents at the Forum. The discussion went on to list many of the pro's and con's. Mrs. Ramsey offered, to the Board, to send out a shared Google Sheet to the administrators for their input and to collect up all the different ideas so we could build a document to present. A timeline for the decisions were set as Forum Feb. 1st with the public giving input, Feb. 7th DAC review/input, Feb. 8th BOE continued discussion at work session, and Feb. 22nd BOE votes on a focused directive to M-CSD Re-1.

13. Action Item:

a. To approve the Consent Calendar (see list)

Director Wells moved to approve the Consent calendar as presented. The motion was seconded by Sherri Wright. Wells was excited to see the Board would be voting to supply an HR Generalist to the district.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

b. To appoint the District Accountability Committee Members (see list)

Vice President Wright moved to appoint the list of District Accountability Committee Members as presented. The motion was seconded by Treasurer Hart. President Noyes pointed out that Dr. VanderWey upon reviewing the DAC bylaws found that this vote was needed to get the committee up and running again. They had meet once for an informational meeting in January.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

c. To approve CDE High School Innovative Learning Opportunities Pilot Program

Director Wells moved to approve the Colorado Department of Education High School Innovative Learning Opportunities Pilot Program. This motion was seconded by Vice President Wright. The Board had questions if the program would cost the district and Mr. Parr informed them there was no cost to participate.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

d. To approve the Final Budget for 2021-2022

Vice President Wright moved to approve the M-CSD RE-1 Final Budget for FY 2021-2022. Director Wells seconded the motion. These documents to be signed were read by Kyle Archibeque: Appropriation Resolution FY 2021-2022 and Resolution to Use Beginning Fund Balance FY 2021-2022.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

e. ~~To approve Facilities MOU with City of Cortez~~ Stricken from Agenda during Agenda item #4.**f. ~~To approve Facilities MOU with Cortez Wrestling Club Inc.~~ Stricken from Agenda during Agenda item #4.****g. ~~To approve Facilities MOU with Cortez Club Volleyball~~ Stricken from Agenda during Agenda item #4.****h. ~~To approve Facilities MOU with Cortez Youth Basketball CO~~ Stricken from Agenda during Agenda item #4.****i. ~~To approve Facilities MOU with Montezuma Cortez Softball Association~~ Stricken from Agenda during Agenda item #4.****j. Policy Revisions – First Reading**

- i. AC Nondiscrimination/Equal Opportunity
- ii. AC-E-1 Nondiscrimination/Equal Opportunity
- iii. AC-R-1 Nondiscrimination/Equal Opportunity
- iv. ACE Nondiscrimination on the Basis of Disability
- v. ACE-E-1 Nondiscrimination on the Basis of Disability
- vi. ACE-E-2 Nondiscrimination on the Basis of Disability
- vii. ACE-R Nondiscrimination on the Basis of Disability

Vice President Wright moved to approve the first reading of Policies AC, AC-E-1, AC-R-1, ACE, ACE-E-1, ACE-E-2, and ACE-R. Director Wells seconded the motion. There was no discussion.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

viii. CCA Organizational Chart

Vice President Wright moved to approve policy CCA Organizational Chart. Director Rice seconded the motion. Mrs. Ramsey explained the changes were to remove the title of Assistant Superintendent and incisive the roles of the Executive Directors and update the current flow of leadership. Dr. VanderWey explained that this was like what was presented at the Board Retreat, but the policy version removed names and focused on roles and that it had less data on where each department reports. Vice President Wright stated that this looked much better than the older version.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

ix. IMB Teaching about Controversial / Sensitive Issues and Use of Controversial Materials**x. IMB-R Teaching about Controversial / Sensitive Issues and Use of Controversial Materials**

The Board requested these two policies be brought back to for more discussion at the Feb. 8th Board Work Session. Director Hart will bring suggested wording.

xi. EBCE School Closings and Cancellations

Vice President Wright moved to approve policy EBCE School Closings and Cancellations. The motion was seconded by Mr. Rice with the point being made that at a prior meeting the wording he had requested included an “an/or” in the addition of “law enforcement”. Mrs. Wright agreed that had been said. If the policy is approved, Mrs. Ramsey will include the minor wording change corrected before posting into our Policy Manuel.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

xii. GDO-E Support Staff Evaluation Form

Secretary Hall moved to approve policy GDO-E Support Staff Evaluation Form. The motion was seconded by Mr. Rice. Director Wells was glad to see the district following through with these types of evaluations. Mr. Wells asked who all would see it? Mr. Parr explained that the process would be to work through it together with the evaluator and the Support Staff member then copies would be given to Human Resources.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

k. Policy Revisions – Second Reading**i. GBGM-E Request for Discretionary / Sick Leave**

Vice President Wright moved to approve policy GBGM-E Request for Discretionary / Sick Leave. Director Rice seconded the motion. The Board requested this policy be brought back for more discussion at the Feb. 8th Board Work Session. The Board wanted to review the wording that references the first and last two weeks could not be used and the new members needed to read the new (in June) Discretionary leave policy. There were also questions about more common wording like “paid time off”. They wanted to wait until Mrs. Eldredge was available.

Mrs. Wright moved to postpone this vote for the second reading of policy GBGM-E until the next board meeting February 22nd with discussion at the work session on Feb. 8th, 2022. The motion was seconded by Director Wells.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

j. Other?

Mrs. Ramsey asked the Board to confirm if they wanted to approach M-CMS about the use of their gym for the Forum. They confirmed that was their intentions.

14. Adjournment

The meeting was adjourned at 9:17PM.

M-CSD RE-1 Community Forum on Consolidation of In-Town Elementary Schools, Feb. 1st 6:30

PM, Site to be determined

Next Work Session Tuesday, February 8th, 2022 at 7:00 PM

Next Regular Board Meeting Tuesday, February 22nd, 2022, at 7:00 PM

Secretary, Board of Education

President, Board of Education

**MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Tuesday, February 8, 2022
400 N. Elm Street, Cortez, CO 81321**

MINUTES

Work Session Meeting 6:00 PM

Board Attendance:

Sheri Noyes, President, District F
Sherri Wright, Vice-President, District C
Jeanette Hart, Treasurer, Director District B
Stacey Hall, Secretary, Director, District D
Ed Rice, Director, District E
Cody Wells, Director, District A
Layne Frazier, Director District G
Avery Wright, M-CHS Student Rep.
Amita Crowley, M-CMS Student Rep.

Absent:

Administration Attendance:

Kyle Archibeque, Exe. Director of Finance
Jim Parr, Exe. Director of Academics Serv.
Cynthia Eldredge, Exe. Director of HR
Debra Ramsey, Exe. Assistant

Drew Pearson, Principal
Robert Laymon, Principal
Eric Chandler, Principal
Katie Nelson, Principal
Whitney Rapp, Principal

1. Call to Order

a. The meeting was called to order by President Sheri Noyes at 6:00 PM

2. Pledge to Flag

a. The Pledge of Allegiance to the flag of the United States of America was led by President Sheri Noyes.

3. Executive Session – Pursuant to C.R.S. 24-6-402(4)(f) the board will discuss a personnel matter.

Vice-President Wright made a motion to move into executive session to discuss a personnel matter pursuant to C.R.S. 24-6-402(4)(f). The motion was seconded by Director Hart. Sherri Wright invited the Board of Education Directors to be in the session.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

This session started at 6:02 PM and the regular meeting reconvened at 6:32 PM.

4. Set the Agenda

Director Hall moved to set the agenda. The motion was seconded by Director Wells. Director Rice requested a change be added, item j. appoint Executive Directors as acting Superintendent with James Parr as emergency contact.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

Director Rice requested another addition to the agenda item k. discuss the Board of Education’s process of hiring an Interim Superintendent. With that in mind he moved to set the agenda and Vice President Wright seconded the motion.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

5. Discussions Items

a. Attorney Letter of Engagement

President Noyes asked the board members to review the letter from Miller Farmer Law that was in their packet as it will be considered for an action item at the February regular meeting. This attorney had presented at the School Board's Retreat in January. President Noyes said that the board was considering them as a second law firm to allow the district more options when seeking counsel.

b. MOU with Grand Canyon University

President Noyes explained this will be an action item on Feb. 22nd. The board was asked to consider allowing a former student to work with RE-1 Health Services to complete her study hours. Noyes asked the board to review to documents.

c. ESSER III

Mr. Archibeque showed a presentation on the application process for ESSER III funding, what it meant to the district, and a review of the community survey. There are requirements for monitoring and reporting; and limits to what the district can purchase with ESSER III. He cited that one misconception about these funds was people get confused between the allowable uses and the actual requested purchases. We did receive ESSER I and II. The district would not be required to share this money with the charters but so far it has. The district submitted the application (approval & transmittal assurances and GEPA statement) back on May 23, 2021. Now we have until March 24th, 2022, to submit the budget. The district needs to host a community survey and receive public comment. Then the district can come up with the narrative to post on our website along with our [Citizen's Guide to Coronavirus-19 Response](#) document for public viewing. The total allocation would be \$9,751,290.00. These funds would need to be spent by Sept. 2023, or extension of Sept. 2024. Twenty percent of the funds need to address learning loss as an effect of Coronavirus and the rest can go towards IDEA, AEFLA, CTE, etc. Other suggested uses were cleaning, and sanitizing set up/prep and educational technology. Afterschool/Summer offerings like tutoring could benefit students and staff. Nonallowable expenses are bonuses, incentives, salary increases, new build construction. The survey is up on the district's website and had 264 responses as of today with 50% being parents and the rest mostly staff. As of this report the most popular response on the survey was to address learning loss. There were mixed opinions about online learning, but it was mentioned often and the need for mental health counseling was identified by many. The community survey will be available until Friday, Feb. 11th. Mr. Archibeque will report on the finalized survey on Feb. 22nd at the regular meeting.

d. School Calendar 2022-2023

Mr. Archibeque gave a handout of 3 sample calendars. These were compiled by the principals and the executive team. The objective was to have a 4-day option that competes with the surrounding districts. Past options that have been put in front of the school board have had the challenge of addressing the issue of M-CSD's Improvement status up against the state ruling of 160 days. Other schools are doing waivers to get around going under 160 days, but they are not on improvement status.

Option A: 5-day Option that mimics the first half of 21/22.

Option B: 4-day Option with 147 Student days, aligns more with surrounding districts. Requires CDE approval.

Option C: 4-day Option with 160 Student Days, starts in July and goes into June.

There were no instructional times given because it's still too broad. Those options will be given when we get down to 1 calendar. Archibeque will be putting out a survey to the community and staff and then will take it to the District Accountability Committee. CDE would need to sign off as well if a 4-day option was chosen and then the board could adopt/approve the calendar at their March meeting.

Director Hall said spring break on option C should be a week earlier. Mr. Archibeque will fix that before it goes out. The board asked Mr. Archibeque to see if the options align with PCC's calendar. A conversation about support staffing concerns took place. Director Frazier expressed concerns about the 2 days around the Holiday break may not be well attended. Mr. Parr said some of those days were affected by the semester start and end times so the district can balance the days. Suggested color changes were suggested as the orange was hard to see. Mr. Archibeque said the survey he is developing will be cut and dry – option A, B, or C.

Director Rice gave a handout titled The Four-Day School Week Information Manual.

e. Changing Meeting Times for 2021-2022

President Noyes said the board had expressed that they wished to change the normal meeting times from 7:00PM to be 6:00 PM from this point on. She asked Mrs. Ramsey to update the website with this change.

f. Board Packets

President Noyes reported that with many requests for the board to be more transparent and questions coming in about the contents of the board packets that she would support the district in posting them online. This may also be a way to work around the needs for the Board Docs program purchase. Mrs. Eldredge asked if she should no longer include open positions, exit interviews, and insurance reports. The board said that Human Resources report may not be available for public viewing or any items that were not public information. President Noyes said this should go back as far as July of this school year with the most current being posted at the meeting start time.

Mrs. Eldredge reported to the board that the district had received a high volume of Colorado Open Records Act (CORA) requests this week. She said Parr, Archibeque, Ramsey, Knox, Wilkinson, herself, and the attorney had all been working to get the information rounded up by the required deadlines. In the process, the district set up a new page with a form and our policies, on the district's website. This form will come before the board on Feb. 22nd for first reading as an exhibit to our current policy. Per our policy, fees may apply if staff's time goes over an hour or if copies are requested. Any collected fees would go in the general fund. Melissa Barber from Caplan and Earnest Law has offered to do a training with the board and administrative staff, on the Sunshine laws and CORA, if the board would like.

g. USI Letter of Recommendation

President Noyes asked the City of Cortez if they would recommend USI as an Insurance Broker Consultant. They responded with a letter addressed to Sheri Noyes that they would highly recommend USI, which President Noyes read aloud. Director Hall said she could attest as a spouse of a long time City former City of Cortez Employee that their benefits were great and provided a great recruiting tool. Mrs. Eldredge reported that since changing the district's Broker of Record to USI she has started receiving daily and weekly updates from our carriers. USI is currently preparing a report of finding and proposed changes that would be presented to the board at the Feb. 22nd meeting. Director Wells mentioned that during USI's presentation at the board retreat they claimed they could save the district 6 million in 5 years, or more. Eldredge said one problem is that all our renewal dates with the different providers are all staggered at different times of the year. USI is building the district a team of 12 people that will work directly with us on each type of needs. Eldredge said reinstating the benefits committee would give her a team to assist with learning and by-in that could eventually assist in making insurance policy changes. USI wants to work towards every employee understanding their insurance benefit and using it, but education about the offerings was important.

h. Policy that passed 1st Reading:**i. AC Nondiscrimination/Equal Opportunity**

All these policies in items i. through vii. went through first reading with Dr. VanderWey listed as the Compliance Officer and current policy list Lis Richard. Mrs. Eldredge cannot be both Compliance officer and Title IX Coordinator. A conversation about what must happen and who has the training took place. Mrs. Eldredge and Drew Pearson suggested contracting with an outside agency for these services. This has been done before by the district and she had some she could contact and inquire about their services. President Noyes asked Mrs. Eldredge to come back with cost information and to update the wording on the policy so the board could move forward with second reading on Feb. 22nd.

ii. AC-E-1 Nondiscrimination/Equal Opportunity**iii. AC-R-1 Nondiscrimination/Equal Opportunity****iv. ACE Nondiscrimination on the Basis of Disability****v. ACE-E-1 Nondiscrimination on the Basis of Disability****vi. ACE-E-2 Nondiscrimination on the Basis of Disability****vii. ACE-R Nondiscrimination on the Basis of Disability**

viii. CCA Organizational Chart

President Noyes reported that changes were made by the executive team since first reading to add the position of Assistant Superintendent back to the policy. A copy of the district's working Leadership Chart was also provided as it included names and not just the titles.

ix. EBCE School Closings and Cancellations

President Noyes highlighted that the requested changes had been made to this draft version of policy EBCE.

x. GDO-E Support Staff Evaluation Form

Mrs. Eldredge said this new form will be used yearly to assist with contract renewals in March. Director Wells asked if trainings had taken place. Mrs. Eldredge reported that she has assisted with some, but trainings had not taken place. There was limited Vector training that could be assigned but it wasn't her first choice. Eldredge has asked Jaycee Syra to help in gathering and identifying some good training options.

i. Policy that was requested for more review**i. IMB Teaching about Controversial / Sensitive Issues and Use of Controversial Materials**

President Noyes highlighted that the requested changes had been made to this draft version of policy IMB and IMB-R.

ii. IMB-R Teaching about Controversial / Sensitive Issues and Use of Controversial Materials**iii. GBGM Staff Discretionary Leave**

Ramsey reminded this policy was not up for change, but requested as a reference to GBGM-E.

iv. GBGM-E Request for Discretionary / Sick Leave

Director Frazier gave a handout with suggested wording changes. Frazier did not agree with the policies lack of flexibility for our staff. A discussion ensued. Mrs. Eldredge said that the more current terminology would be "paid time off or PTO" but that would be for a much bigger conversation as new law in 2022 requires businesses with more than 16 employees to provide 1 hour of PTO for every 30 hours worked up to 48 hours a year. Eldredge said the district already offers a more generous version of PTO. If the district considers changing the policy, the effects will need to be looked at from all angles. Eldredge said that that conversation would be a good time to talk about the Sick bank as well. She asked that if the board moves that direction that new policy that would affect employee contracts be implemented as new contract years begin, not mid-year.

j. ACTION ITEM: Appoint Executive Directors as acting Superintendent with James Parr as emergency contact

Vice President Wright moved to appoint the 3 executive directors as acting Superintendent with James Parr being the emergency contact. Director Hart seconded the motion.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

Noyes thanked the Executive Directors for assisting the district at this time.

k. Discuss the Board of Education's process of hiring an Interim Superintendent

President Noyes reviewed the process the board will follow to hire an interim Superintendent.

1. The district will accept letters of intent to apply through Monday, Feb. 14th by 5:00 PM.
2. There will be a special board meeting by ZOOM on Friday, Feb. 11th at 6:00 PM to accept the resignation of Dr. Risha VanderWey.
3. There will be a special board meeting in person, at the district boardroom, on Tuesday, Feb. 15th at 6:00 PM to announce the applicates.
4. The board will then wait the required 14 days, then offer a contract to their finalist.
5. The finalist would be announced at the board's March 1st work session meeting.

6. Adjournment

The meeting was adjourned at 8:50 PM.

Next Regular Board Meeting: Tuesday, Feb. 22nd, 2022

Secretary, Board of Education

President, Board of Education

**MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Friday, February 11, 2022
400 N. Elm Street, Cortez, CO 81321**

MINUTES

Special Meeting 6:00 PM

Held Virtually on ZOOM, Broadcast on YouTube

Board Attendance:

Sherri Wright, Vice-President, District C
Jeanette Hart, Treasurer, Director District B
Stacey Hall, Secretary, Director, District D
Ed Rice, Director, District E
Cody Wells, Director, District A
Layne Frazier, Director District G

Absent:

Sheri Noyes, President, District F

Avery Wright, M-CHS Student Rep.
Amita Crowley, M-CMS Student Rep.

Administration Attendance:

Kyle Archibeque, Exe. Director of Finance
Jim Parr, Exe. Director of Academics Serv.
Debra Ramsey, Exe. Assistant

1. Call to Order

a. The meeting was called to order by Vice President Sherri Wright at 6:00 PM

2. Pledge to Flag

a. The Pledge of Allegiance to the flag of the United States of America was led by Vice President Sheri Wright.

3. Set the Agenda

Director Hall moved to set the agenda. The motion was seconded by Director Hart.

Aye: Frazier, Hall, Hart, Rice, Wells and Wright Nay: None. Motion carried.

4. To Accept the Resignation of Superintendent Risha VanderWey

Director Frazier moved that the board accept the resignation of Superintendent Risha VanderWey. The motion was seconded by Director Rice.

Aye: Frazier, Hall, Hart, Rice, Wells and Wright Nay: None. Motion carried

5. Adjournment

The meeting was adjourned at 6:02 PM.

Next Regular Board Meeting: Tuesday, Feb. 22nd, 2022

Secretary, Board of Education

President, Board of Education

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Administration Building – 400 North Elm Street
Tuesday, February 15, 2022

Executive Session
Meeting Minutes

Attendance:

Sheri Noyes, President, District F
Sherri Wright, Vice-President, District C
Jeanette Hart, Treasurer, Director District B
Stacey Hall, Secretary, Director, District D
Ed Rice, Director, District E
Cody Wells, Director, District A
Layne Frazier, Director District G

Absent:

- 1. Executive Session: Pursuant to C.R.S. 24-6-402(4)(g) the board will discuss documents made confidential by Colorado's Open Records Act. The particular matter for discussion is the content of resumes, letters of intent, and supporting documents for interim superintendent candidates who are not yet finalist/s as defined by Colorado Revised Statute 24-72-204(3)(a)(XI).*

Motion was made by Vice President Wright to go into Executive session pursuant to C.R.S. 24-6-402(4)(g) the board will discuss documents made confidential by Colorado's Open Records Act. The particular matter for discussion is the content of resumes, letters of intent, and supporting documents for interim superintendent candidates who are not yet finalist/s as defined by Colorado Revised Statute 24-72-204(3)(a)(XI). The motion was seconded by Jeanette Hart. Sherri Wright invited only the members of the board to attend the session.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

President Noyes reported that the Executive Session began at 6:02 PM and ended at 6:50 PM.

Secretary, Board of Education

President, Board of Education

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Friday, February 15, 2022
400 N. Elm Street, Cortez, CO 81321

MINUTES

Special Meeting 6:00 PM

Board Attendance:

Sheri Noyes, President, District F
Sherri Wright, Vice-President, District C
Jeanette Hart, Treasurer, Director District B
Stacey Hall, Secretary, Director, District D
Ed Rice, Director, District E
Cody Wells, Director, District A
Layne Frazier, Director District G

Absent:

Avery Wright, M-CHS Student Rep.
Amita Crowley, M-CMS Student Rep.

Administration Attendance:

Kyle Archibeque, Exe. Director of Finance
Jim Parr, Exe. Director of Academics Services
Cynthia Eldredge, Exe. Director of Human Services
Debra Ramsey, Exe. Assistant

1. Call to Order

- a. The meeting was called to order by President Sheri Noyes at 6:00 PM

2. Pledge to Flag

- a. The Pledge of Allegiance to the flag of the United States of America was led by President Sheri Noyes.

3. Executive Session: Pursuant to C.R.S. 24-6-402(4)(g) the board will discuss documents made confidential by Colorado's Open Records Act. The particular matter for discussion is the content of resumes, letters of intent, and supporting documents for interim superintendent candidates who are not yet finalist/s as defined by Colorado Revised Statute 24-72-204(3)(a)(XI).

Motion was made by Vice President Wright to go into Executive session pursuant to C.R.S. 24-6-402(4)(g) the board will discuss documents made confidential by Colorado's Open Records Act. The particular matter for discussion is the content of resumes, letters of intent, and supporting documents for interim superintendent candidates who are not yet finalist/s as defined by Colorado Revised Statute 24-72-204(3)(a)(XI). The motion was seconded by Jeanette Hart. Sherri Wright invited only the members of the board to attend the session.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

President Noyes reported that the Executive Session began at 6:02 PM and ended at 6:50 PM.

The regular meeting started back up at 6:52 PM.

4. Set the Agenda

Vice-President Wright moved to set the agenda. The motion was seconded by Director Wells.

Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

5. Action Item:

a. Resolution Declaring Finalist/s for M-CSD RE-1 Interim Superintendent

Board Secretary, Director Hall filled in the blank resolution, then read it to the room. Director Hall then moved to approve the Resolution Declaring Finalist/s for M-CSD RE-1 Interim Superintendent as Dr. Ember Conley and Harry J. Tom Burris. The motion was seconded by Vice-President Wright.

Vice President Wright reported there had been 4 candidates send in resumes. President Noyes thanked all the candidates. She expressed the board's interest in going with experienced candidates. Noyes reported that a selection would be announced at the March 1st, work session meeting and that the 2 finalists resumes would be public record.

Aye: Frazier, Hall, Hart, Rice, Wells and Wright Nay: None. Motion carried

6. Adjournment

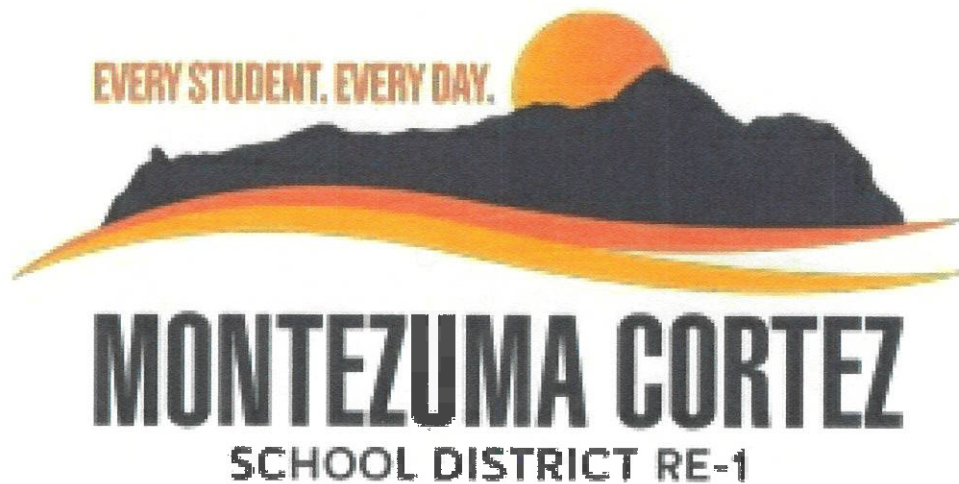
The meeting was adjourned at 6:57 PM.

Next Regular Board Meeting: Tuesday, Feb. 22nd, 2022

Secretary, Board of Education

President, Board of Education

DRAFT



BOARD REPORT

EXECUTIVE DIRECTOR OF FINANCE



**EVERY STUDENT.
EVERY DAY.**

P.O. Box R
400 North Elm Street
Cortez, Colorado 81321
Phone: (970) 565-7282
Fax: (970) 565-2161

www.cortez.k12.co.us

Date: February 15, 2022
To: Board of Education Members
From: Kyle J. Archibeque, Director of Finance

1. ESSER III

As you recall, I gave a brief overview of ESSER III at the last work session. At this time, we have closed the Community Input survey and I have included those results with my packet. To summarize the survey results:

- Parent input was highest at 126 out of 290 respondents.
- The most important priority when responding to learning loss will be additional support staff, after school programs and enhanced summer schools.
- Continuing in person learning, retaining our staff and enhancing district operations to address student needs were highest ranking when it comes to the most the valuable use of funding.
- Mental health and additional social/emotional resources were the highest priority to address when looking at social/behavior impacts of COVID 19.

The feedback from the survey does not specifically direct, but helps guide the district's decision making when it comes to creating the budget for ESSER III. We have been gathering input from the school buildings and department heads since late spring to ensure we are getting the specific details at that level. Now it's the administrations job to put all the pieces together and get this application completed.

If you would like to view the survey results electronically, please use the link below:

<https://www.surveymonkey.com/results/SM-5DX85V3J9/>

Password: Board

Once the budget is approved, I will submit a supplemental budget that will detail where all the monies are allocated.

2. 2022-23 Calendar*

We also talked about the School Calendar at the last work session. We have since put out a survey to staff and community regarding the three (3) options we discussed. The survey will be open until February 21st, 2022. I will provide a live update at the board

meeting. However at this time, we can generally see already what the favorite is. Looking at the data below, we can see the 147 day calendar is the favorite by a large percentage.

Staff Responses as of 2.15.22

Option	Percentage	Total Votes
4-day school week (160 Student Days)	9.14	17
5-day school week	5.38	10
4-day School week (147 Student Days)	85.48	159

Community Responses as of 2.15.22

Option	Percentage	Total Votes
4-day school week (160 Student Days)	15.61	89
5-day school week	22.98	131
4-day School week (147 Student Days)	61.4	350

If you would like to view the survey results electronically, please use the link below:

Staff

<https://www.surveymonkey.com/results/SM-RFL5773J9/>

Community

<https://www.surveymonkey.com/results/SM-DWGPD73J9/>

Password: Board

This will be an action item to vote on. Approving a calendar will let us move to the next steps which include determining contract days, updating salary schedules and single bus route execution for 2022-2023. Please note that if we need to revise the calendar once approved, the board can do that at any time.

3. Legislative Updates

Colorado school districts will soon get the final word on adjustments to funding for the current school year. The annual mid-year changes to district funding, contained this

year in HB22-1186, passed the House this week. The bill is expected to be approved by the Senate next week.

The good news for districts is that the plan, proposed by the Joint Budget Committee, basically holds funding steady for most districts, even as enrollment declines in some districts and unreliable at-risk enrollment numbers have created funding uncertainties.

The last two years have been nerve-wracking for school districts because of the uncertainties created by the COVID-19 pandemic. That's because Colorado's school funding is based on enrollment counts and the pandemic created havoc with student attendance.

4. Capital Reserve Requests*

- a. Mechanical and Engineering Analysis – PV and Managh - \$15,000.00
- b. MCHS Cheer Mats - \$6,300.00
- c. Asbestos Abatement – Mesa, Managh, CMS - \$78,841.00

5. Supplemental Budget Requests*

- a. Title 1, Part A - \$1,085.00
- b. Title 2, Part A - \$1,276.00
- c. Title 3, Part A - \$1,000.00
- d. Title 4, Part A - \$59.00

As always, if you have any questions or concerns, please let me know.

Sincerely,

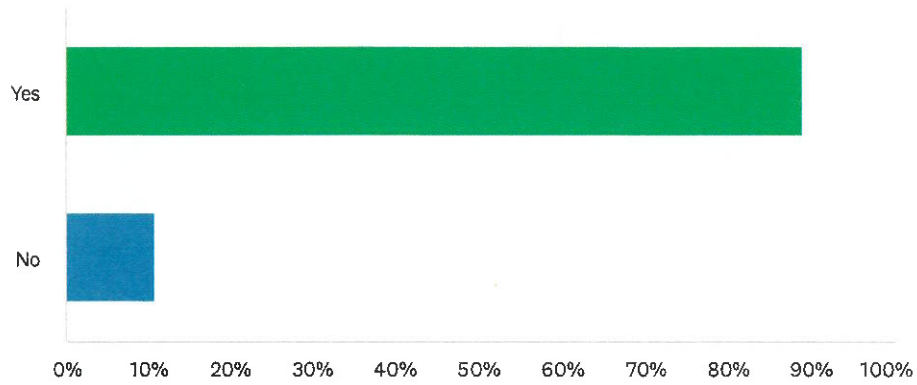


Kyle J. Archibeque, Director of Finance

*Action Items**

Q1 Do you have a student that will attend school in Montezuma-Cortez School District RE-1 for the 2022-2023 School Year?

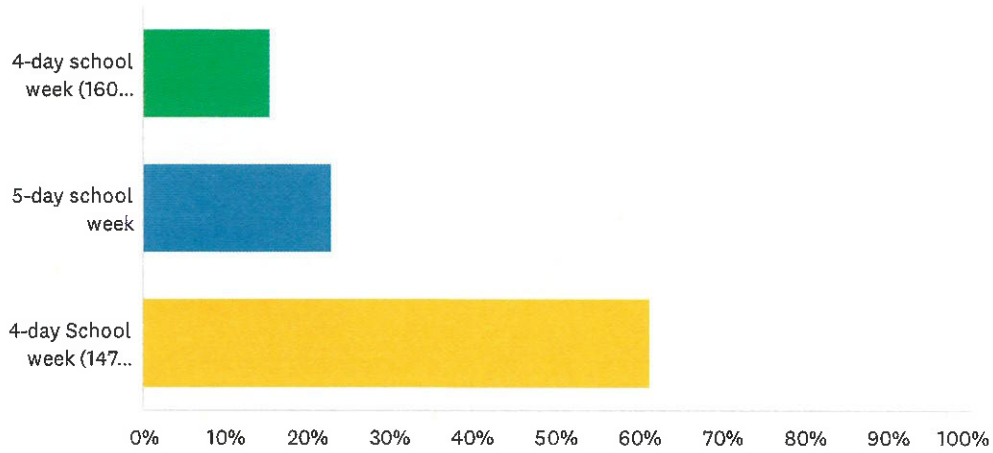
Answered: 568 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	89.08%	506
No	10.92%	62
TOTAL		568

Q2 Which school district calendar for school year 2022-2023 would you prefer?

Answered: 570 Skipped: 3



ANSWER CHOICES	RESPONSES	
4-day school week (160 Student Days)	15.61%	89
5-day school week	22.98%	131
4-day School week (147 Student Days)	61.40%	350
TOTAL		570

Do you have a student that will attend school in Montezuma-Cortez School District RE-1 for the 2022-2023 School Year?	Which school district calendar for school year 2022-2023 would you prefer?	We thank you for your comments.
No	5-day school week	
Yes	5-day school week	
No	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	With masks!!
Yes	4-day School week (147 Student Days)	Absolutely no to going to school through June!!
Yes	4-day School week (147 Student Days)	My first choice would be a five day school week. Second choice would be the 160 student day 4day option. 147 days of learning is NO WHERE close to enough days for our students that this school district has been failing for the last several years. Do better!
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	I feel like spending an extra day with my child helps me track some of her school work than before. We have a ONE DAY CATCH UP DAY for ourselves. I never really knew what she was doing before the 4 day school introduced. I hope it stays that way. Its also help us bump up technology at home with internet, computer and phone use. That is awesome.
Yes	4-day School week (147 Student Days)	The 4 day (147 student days) is the best option of the 3 for our teachers!! We need to be competitive with neighboring districts and their 4 day schedules to help retain our teachers!!
Yes	4-day School week (147 Student Days)	We like the 4 days as is. I don't know if it is fair to ask teachers to go all those Fridays, because we went to 4 day to help them. It seems to be working.
Yes	4-day School week (147 Student Days)	5 day is my first choice, 4-day at 160 is my second. A sub 160 does not make sense when the district struggles in academic growth and performance. I hear the teachers and I want to support their mental health needs and professional insights, and I do under more ideal circumstances. I voted for a 4 day for the 2nd semester of the school year in support of teachers because they were so unsupported in everyway by the school board... However, I do not think a 4 day is the best option for the majority of the district's students. I know this survey is regarding the calendar, but it is impossible to look at the calendar in a vacuum. You are looking at 4 day week because teacher retention is poor and salaries are not competitive. This Board needs to be more fiscally responsible with the limited PPOR funding it receives and it needs to actively pursue grant funding to be able to properly compensate teachers AND support them so that they are equipped and supported to meet the immense needs of our community's students and their families. Tax payer money has been wasted on paying Superintendent's to resign, throwing away expensive curriculum to purchase new and asking teachers to learn yet another curriculum, which if not properly supported and effectively implemented will be yet another waste of funds and human resources. Teachers have been overworked, overburdened and in an unsafe, inadequately supported work space, with little to no empowerment or support to do what they want to do and have been trained to do; teach and support our community's future citizens. Shortening the school week and reducing contact days is not going to solve all of these problems: the fiscal irresponsibility, poor academic performance, poor teacher retention, curriculum meddling, and unsupported students and families. You are making all of these big changes in calendar and curriculum, while you removed the professional district leadership that would have the knowledge to guide you in doing so while carrying out your fiduciary responsibility. Now you have multiple ED's trying to do a district leader's job on top of their own already heavy workload. It has been said that a 4 day week can be a good call for student outcomes, IF DONE RIGHT. But how have you set yourselves and staff up to do this right in a district with such urgent needs?
Yes	5-day school week	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	No 5 day week and the 4day with an extended calendar year is much too long for students.
Yes	4-day School week (147 Student Days)	

Community 1

No	5-day school week	I really hope someone will stop and consider the extra earlier and later times the rural area and Towaoc kids will be on the buses with adding extra time to the schedule for a four-day calendar! The HS only bus already goes by our house at 5:50 pm to drop off kids west of us and still has kids bus yet to be delivered on it. This is with 2-run system...how early and late will it become if you make single routes and have to incorporate elementary kids into that schedule? There used to be a decent time limit a child should ride a bus in this district but I guess that has gone by the way side for convenience. Besides, the normal work week in this country is a five-day week, so why are we not preparing children and the staff for the real world the rest of us all live in as well!!!
Yes	4-day School week (147 Student Days)	Significant consideration needs to be given to at-risk students and students with IERs--more than 2/3 of the student population. Those students need to receive services from Title I, Title VI and other funding to make up for the significant educational shortfall that RE-1 has created with short weeks and short years over the past 10+ years. These students are shown to regress significantly over long weekends and long breaks, so why do we keep seeking the shortest year? How are Title I and VI funds actually being spent to benefit the majority of the student population? Continuing to skim by below the minimum number of hours means that RE-1 lose nearly 2 years of education compared to their peers from other districts.
Yes	5-day school week	I would much prefer an earlier start time for my middle schooler and high schooler. Getting out any later than they currently do makes after school activities very difficult. That said, starting any earlier for elementary children would be very difficult. I have been told these start times have to do with bussing issues. Surely there is a workable solution? I have lived in other areas where the school start times for all ages are within 20 minutes of each other. I understand that we are a rural school district but there must be other options. *We do not utilize district bussing
Yes	4-day School week (147 Student Days)	As a business owner in the community, I see too many students walking the streets on Friday. Seems the students are causing trouble instead of being productive.
No	5-day school week	Hopefully the elementary start time is after the middle school.
Yes	4-day School week (147 Student Days)	I have two granddaughters who will be attending school in the 2022-23 school year.
Yes	4-day School week (147 Student Days)	The 4 day schedule works ideal for our family. In the Spring and Fall we travel with my oldest son to Colorado State Jr High rodeos thus having to travel on Fridays. With no school that day it works great for both him and my younger son that travels with us by not having to be absent. I also like the later start date and the May release with the 147 student days calendar, this allows for our boys to participate in County Fair as well as help on our farm and ranch. Thank you for allowing our input, that is very appreciated.
No	5-day school week	
Yes	4-day School week (147 Student Days)	Does it really matter what anybody says? Your going to do what you want anyways look at this yr. We voted 5 day and you switched it to 4.
Yes	5-day school week	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
No	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	This is what our kids are used to as of right now. Its working just fine the way it is. I have split custody of my 2 daughters, they visit their Mom in California during the summer. With the 4 day 160 student days that would literally cut our nearly 2 weeks that they would have to visit their mom. The 5 day week plan didn't work before, so why bring it as an option now???
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	It gives the students a break and time to catch up.
Yes	5-day school week	Our children are behind in academics at all levels. We need to give them as much time as possible in school to get the most of an education. No other profession is allowed to work 4 days and get paid for 5. Teachers are spoiled.

COMM Z

Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	Quality vs quantity. Very simple concept.
Yes	4-day School week (147 Student Days)	Starting the first of August and ending in June is absurd! If you have to stay with a four day week you need to use the 147 student days.
No	4-day school week (160 Student Days)	Okay
No	4-day school week (160 Student Days)	Y'all are saying it's a 4 day school week when ~50% of the time it's 5 days
Yes	5-day school week	I have grandkids preparing for public schools, plus I know many families with school children. A four day week is hard for them when they have to arrange day care or babysitting for younger children - on limited incomes or in competition with all of the other families that need it. Though public schools are not "baby sitters", at least when children are in school they are in a structured environment, safe, and (in some cases) receiving at least one healthy meal. Utilize the volunteer force of parents/grandparents and trim the top tier rather than cutting corners with learning. The entire purpose of schools is our community's children and it seems that focus has been blurred. Thank you for the survey.
No	5-day school week	
Yes	5-day school week	The 160 is not amazing so the 147 or the 5 day. So many people will miss school if you extend it.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
No	5-day school week	
Yes	5-day school week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	I don't want my kids going to school in June. My family and I have thoroughly enjoyed the 4 day week. my children have regrouped over the weekend and ready for Mondays. they enjoy school now.
Yes	4-day School week (147 Student Days)	Not openly showing the calendars is very sneaky and misleading. PDRs are easily overlooked. Shame on you. We do not want our children going to school into June.
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	Thank you for all your hard work
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
No	4-day School week (147 Student Days)	
Yes	5-day school week	Kids need their summer.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	We have 5 students ranging from 2-12th grade and feel the 4 day per week, 147 days per year option would work out the best. Thanks for your consideration.
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
No	5-day school week	
Yes	5-day school week	Keep kids in school. It's not about teacher convenience!!!
No	5-day school week	

Comm 3

Yes	4-day school week (160 Student Days)	Prefer regular 5-day. It's best for learning. Not early release because that causes too much absence. Repetition of more days better than longer days.
Yes	4-day school week (160 Student Days)	This would help the students by providing more in class time and less of a summer break to retain information from the prior year
No	4-day school week (160 Student Days)	
Yes	4-day school week (147 Student Days)	
Yes	5-day school week	What exactly is the reasoning behind such an early start date and a late last day? More details and explanation is needed to understand the three options
No	4-day School week (147 Student Days)	
No	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
No	4-day School week (147 Student Days)	
No	5-day school week	Most families parents work 5 days a week, making it a 4 day week would inconvenience a lot of families and some kids wouldn't even get to eat if Friday is skipped. Also let the kids have their summer! Do not start school before August 20th! That's so rude and makes teenagers hate RE-11! It's already a bad start if the kids don't want to come to school, they're not going to graduate if you make them hate school. We all know schools make money off of graduates.
Yes	4-day school week (147 Student Days)	Please find a schedule and stick to it.
Yes	4-day school week (147 Student Days)	
Yes	4-day school week (147 Student Days)	
No	5-day school week	
No	4-day school week (147 Student Days)	Although I don't have a student of my own enrolled, my son does & 4 day weeks make it very hard on working parents to find somewhere for their child to be on those Fridays they'll have off! Plus, the school days are already long enough for these children!
No	4-day school week (160 Student Days)	this has worked great in Mancos and they have less staff turnover and students are happy
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	They are all horrible. Start earlier, release later and keep the 4 day week like Mancos does
Yes	4-day school week (160 Student Days)	
Yes	4-day school week (160 Student Days)	I like having the Holidays off.
No	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	My kid sees new teachers come and go each year because this district does not value them they way they should. We cannot compete in this area with 4-day weeks. Teachers will keep leaving and going to other districts with 4-day weeks. I would love if there was supplemental learning offered on Friday through Pinon Project or some other nonprofit.
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	
Yes	4-day school week (147 Student Days)	leave things alone. Your are only harming the teachers, staff and most of all the students.
Yes	4-day school week (147 Student Days)	4days works great
No	4-day School week (147 Student Days)	
Yes	5-day school week	Honestly all these calendars are terrible. Half days are hard for working parents but it's not fair to add 5 extra weeks of school! Talk about burning the kids out when they just barely get out of school and have to turn around and go right back! Why is it that dove creek has a good schedule figured out that they have used forever and our district struggles with everything. Either put them on a straight 4 day week or go back to the way it used to be 5 days a week and they all start and end together because the offset school times are also very difficult for working parents. The districts would save more money on bus fuel if it just went back to the way it was.
Yes	4-day School week (147 Student Days)	You should provide on here how long the days are
Yes	4-day School week (147 Student Days)	

Comm 4

No	4-day school week (160 Student Days)	With the students already behind and staff shortage it makes since to keep a 4 day calendar for teacher retention. And go with the 160 days for student learning growth.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
No	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (160 Student Days)	
Yes	4-day school week (160 Student Days)	

Comm 7

Yes	4-day school week (160 Student Days)	I like the consistency of knowing what days my children will always be or not be at school. I don't mind a 'longer' school year. In fact, I think it would be good for the students.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (150 Student Days)	
No	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (150 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
No	4-day School week (147 Student Days)	
Yes	5-day school week	Kids need to be in school for as much and as long as they can be. Kids learn a lot from school so why should we have only 4 days a week of school?? Complete bull crap
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	Please please please keep at 5 days!
Yes	4-day School week (147 Student Days)	Another option for five day weeks. End the early release especially on Friday it is a lost day of teaching as students leave for a three day weekend and you have very low numbers in classes and teaching subject matter suffers. The hours of contact you save equates to 8 days or so. Start school after Labor Day and end just before memorial day weekend. Classes aren't suffering in sweltering heat especially at the middle school (fix the AC there by the way it's cruel to students and staff!!)
Yes	4-day School week (147 Student Days)	There is not enough information provided. Do the school hours differ between each option? What is affected when you eliminate "passing periods"?
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	The four day schedule is much less stressful on students and teachers.
Yes	4-day School week (147 Student Days)	Will there be a Friday drop in opportunity for tutoring, test make up, etc if the school ops for a 4 day week? Thank you for your work on this.
Yes	5-day school week	
No	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	Option B looks great! My only input is to combine the two days a month the teacher's have to come in, and only have them go once a month like the surrounding school districts do....
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	Please don't change it this works for a lot of families
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (150 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	If not the 5-day, I'd prefer the 4-day 147 student days. As a divorced parent, I would get zero summer with my children if the school year were extended halfway into June and started August 1.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	

Comm 8

Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	Teachers are important but we are here to educate the kids in our community.
Yes	4-day school week (160 Student Days)	I would not prefer for my children to go to school in June. That's too long of a year for them. And I'm sure for teachers too. Having Fridays off has been great for them. These days could be utilized for tutoring if teachers get paid extra and kids need help.
Yes	4-day School week (147 Student Days)	
No	5-day school week	As a school district employee I don't think it has helped the kids. I would say the kids probably do better with 5 days with early release on Friday instead of the middle of the week if they have early release.
Yes	4-day School week (147 Student Days)	4 day school week works with my schedule Fridays are for physical therapy an doctors appointments in Farmington nm
No	4-day School week (147 Student Days)	The 4 day is just the better option for students and staff
Yes	4-day School week (147 Student Days)	I feel that all of my children have fallen so far behind with all the days off. I understand it has been extreme circumstances, but our children that were already barley meeting standards, are now even further behind. I believe the answer is NOT to have less school.
Yes	5-day school week	I like the idea of spreading out the learning for students. Fridays off are great family time and I never liked early release.
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	High school and middle school kids need to start before elementary aged kids!!
Yes	4-day school week (160 Student Days)	Think about the teachers too. They don't make enough money for what they have to deal with. An extra day off can help.
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	Please consider lengthening school hours for a 4 day schedule. Also consider middle school and high school starting before elementary school kids.
Yes	4-day school week (160 Student Days)	Any calendar that you decide on needs to be the one you use throughout the school year. It disrupts everyone when you change mid year.
Yes	4-day school week (147 Student Days)	
Yes	5-day school week	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	I like the 5 day with half days on Fridays. I don't mind the 4 day school day with the 147 days either. I like the Friday offs so if we would like a long weekend but do miss the holidays just because I have the holidays off.
Yes	4-day school week (160 Student Days)	
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	I like the idea of 4 day weeks for the better of the students, however when considering going to a 4 day week, look into programs that can be available for the percentage of students who need supervision on the Fridays their parents have to work.
Yes	4-day School week (147 Student Days)	Why are the total student days ranging from 147-171 days between the 3 calendars?
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	Strongly AGAINST 4-day 160 days option!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Comm 9

Yes	4-day school week (160 Student Days)	I would like to reward teachers with a four day school week, but I feel that children deserve more than 147 days of instruction, which we all know is well below the state minimum.
Yes	4-day School week (147 Student Days)	I believe that if you lengthen the school year and have a 5 day school week that we are going to lose more teachers especially since the schools around us are on a 4 day school week and don't go as long as the proposed 160 days.
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	Hate the 160 day year (4days). Ridiculous. Love the 147 day 4 day
Yes	5-day school week	
Yes	4-day school week (160 Student Days)	The four day allows for restoration and extracurricular activities for students and teachers. The summer is too long out of school for academic growth.
No	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	Cutting into their summer time is also cutting into their parenting time for those that have a split living arrangement. Starting the First Week of August is a horrible idea when it comes to the students who participate in 4-H and Have Fair the weekend before.
Yes	4-day School Week (147 Student Days)	I have 5 children in the school district. Three in elementary one in middle school and one in high school. I think a four day week is the best option my kids are not over exhausted and I've noticed teachers are not either.
No	4-day School week (147 Student Days)	We do not agree with the 160 days calendar. As a teacher family, we loose so much of our time that would be family time during the summer. We know from COVID years, the extra days do not make the students more attentive, most parents will just pull their kids out or just not attend which is extra work for those who do show up. Stick with the minimum required 147 days, please. You will also have a harder time keeping teachers with 160 contact days vs. 147 contact days.
Yes	4-day School week (147 Student Days)	5 day weeks are going to push exhausted teachers out
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	
Yes	4-day school week (160 Student Days)	
No	4-day school week (147 Student Days)	
Yes	5-day school week	
Yes	4-day school week (160 Student Days)	Thank you for asking for our input. This calendar would work better for my child and for our family.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	My family has a vacation already scheduled out of state for Christmas break, so our children will miss two days of school based on the proposed calendar. The 11 month calendar gives absolutely no rest for teachers or students, nor does it give families time to travel. It shouldn't even be a consideration.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	The students need as much hands on learning time as possible.
Yes	4-day School week (147 Student Days)	It should be discussed on the amount of time the students shall be physically in school per calendar option.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	This calendar is great for families. It is also good for students that are behind as they kind be specifically invited to tutoring on Fridays.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	I LOVE the 4 days weeks for my boys. The 147 days (4 day schedule) looks great. The 160 day 4 day is the MOST RIDICULOUS thing I have ever seen. If that schedule is adopted, I WILL go ahead and transfer my two students out of district. I am alarmed to even know this is thought of as a reasonable idea. I have taught school, and cannot see this being good. EMBRACE SOME FAMILY TIME.
Yes	4-day School week (147 Student Days)	

Comm 10

Yes	4-day School week (147 Student Days)	This looks more like the one Marcos is using our family can spend more time together as my brother's son goes to Marcos so vacation long weekends will work better.
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	My kids participate in the county fair so the 4 day week that starts Aug 1st will NOT work for us.
Yes	4-day School week (147 Student Days)	This will give me more time with my son
Yes	4-day School week (147 Student Days)	It would be nice to have some more information, at first glance the 4 day option with only 147 days looks appealing. Obviously the school day will have to be longer with that option, not everyone may think of this before they make their choice.
Yes	4-day school week (160 Student Days)	Our children have suffered the last two years in school and online learning is a load of nonsense. Kids need help and having a 5 day school week, in person, to help them succeed is what they need. Also, bringing back books to help them learn wouldn't hurt.
Yes	5-day school week	I think the 5-day school week is better for student engagement, even with the early release. Please go back to a 5-day week!
Yes	4-day School week (147 Student Days)	Starting school on August 1st would be a really poor choice. I would consider home schooling if school starts on August 1st.
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (160 Student Days)	
Yes	4-day school week (147 Student Days)	I love having a long weekend with my 5 kids.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	I appreciate that you are allowing for community input. I would sincerely hope that you take into consideration what the parents and teachers are asking for. I have heard from so many teachers that they love the 4 day school week. They are happier, the students are happier, and the mental health and stability is a huge factor for everyone. It seems like every year they propose a 4 day school week, and it never happens. Until this year when it was changed half way through the year. So I ask for you to keep the 4-day school week that has been beneficial for the students and teachers.
Yes	5-day school week	This 4-day decision is only for the benefit of the teacher who knew from the beginning of their career that it would be a Monday through Friday full 5 days of in-person teaching. This is affecting only the students. It seems that this doesn't matter to our teachers that our students can't succeed on four days of schooling. This is also a huge problem for parents who work and can't stay home on Fridays with their children. Single parents have probably lost employment because they can't afford daycare. The staff that is also losing that one day a week of work is putting a damper in their financial obligations. This is not fair to anyone but the teachers.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (160 Student Days)	Please consider combining the two Fridays. This will make it easier on both parents and teachers. One 8 hour Friday per month.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	4 day school week is awesome. My kids love it!
Yes	4-day School week (147 Student Days)	It works better for all working single parents, who are making ends meet.
Yes	4-day School week (147 Student Days)	Please choose something and stick to it for the sake of our students, staff, families, and employers. I would think that going back to a 5 day week would put the district back in the same position it was in before moving to a 4 day week. I would hope that daily school start and end times would stay the same instead of changing. Thank you, Denise Sanchez
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	

Comm 11

Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	Due to covid and new variants I think students should attend school limited for safety.
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week (147 Student Days)	
Yes	5-day school week	Thank you for all the hard work you all do for our children and families! I appreciate everything you do for us. Thank you
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	Keep consistent!!! These kids deserve at least that.
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	prepares kids for a 40 hr a week job and is more helpful to IEP students
Yes	5-day school week	
No	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	Due to the amount of school that our kids have missed over the last two years they need as much education as possible. I also believe that most parents have a hard time finding a trusted person to watch their kids on Fridays. Very few parents have a 4 day work week, or a spouse at home on those days off. I would like the 5 day program with a half day Friday but after hearing that the hours are met with a 4 day program at 147 days, I would be happy with either one. As long as the kids still have their required time and it doesn't affect pay and bus schedules.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	Our teachers need an incentive to stay in the district since we can't give them money we need to give them rest.
No	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	Half day schooling is worthless. Stay with 4 day. Would rather the Mondays off however Fridays will work.
Yes	4-day school week (160 Student Days)	
No	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	It has made life so much nicer and less stressful for our 5 students enrolled!!!
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	Children need stability and consistency, now more than ever. An early release Friday every week would at least be consistent versus having no school every other Friday. Leaving the calendar at 4 days an no school on any Friday leaves too little time during the summer. I understand the schools are facing staffing shortages, but these kids are suffering and they're the whole reason we are doing this.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	
Yes	4-day School week (147 Student Days)	Either 4 day schedule works. I am one parent that is pretty open when it comes to the schedule. I just want to make sure my children get the education that they deserve and need.
Yes	4-day School week (147 Student Days)	

Comm 12

Yes	4-day School week (147 Student Days)	You Must start school earlier in the day. Then they get out earlier and All the activities will not run soooo late at night and the kids will have a little bit of time to do home work in the evenings. Also all events at the schools can start earlier so that other schools are not traveling so late either. Most parents have to be to work by 5am. Even if school started 45 minutes earlier than it is now. And all schools started the day at the same time. This would help in sooo many different aspects. With parents. With activities. With one bus route instead of 2. And on and on and on. START THE SCHOOL DAY EARLIER no matter what schedule you pick.
Yes	5-day school week	My child's grades actually improved with the 4 day week schedule. With the extra day she's able to get caught up and the help if needed.
Yes	4-day School week (147 Student Days)	I like the early release Friday option way better than Wednesday. I absolutely hate the idea of extending the school year from Aug1- June
Yes	4-day School week (147 Student Days)	I do not agree going into June for school, this is my child's summer vacation. I would switch schools over this calendar 150. Thank you
Yes	4-day School week (147 Student Days)	With extended breaks PLEASE DO NOT CHOOSE THE 4-DAY/160SD CALENDAR. It destroys the summer. Especially for school staff. 1st choice is 4day/147sd and second choice is 5 day.
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	To begin school on the first of August would be insane! It is so hot in August! The students and teachers would be too hot to be productive.
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	Kids to be in school. No need to shorten the school year or extend it. Tradition school schedule of starting in mid-august, 5 days a week and end school mid-may. Simple and easy to remember
No	4-day school week (160 Student Days)	Option C wouldn't give the kids much of a summer break which they need and Option A puts parents in bind for daycare with early release. Option B is the only logical schedule
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (147 Student Days)	
Yes	4-day school week (160 Student Days)	You guys need a someone at the office to take calls. It hard for sum people to get help or have any questions, some teacher or assistant r not available when calling..
Yes	5-day school week	I am an educator, licensed in the state. Our kids are way behind, and not just b/c of COVID. Keep them in school, they need it, they deserve it. Teachers work hard, but they have plenty of time off, more than any other occupation.
Yes	5-day school week	
Yes	4-day School week (147 Student Days)	
Yes	4-day School week (160 Student Days)	4 day school week has increased my students interest in school and his grades have gone up as he has been able to focus more. I'm so glad Montezuma school district got on board with it. I'd be upset to see it change Again.
Yes	4-day School week (147 Student Days)	Hello! Isn't a state requirement to have at least a 160 day school year? Please don't let our children suffer the consequences of a poor and limited education. It not only affects them, but will also impact the entire community. Thank you!
Yes	5-day school week	

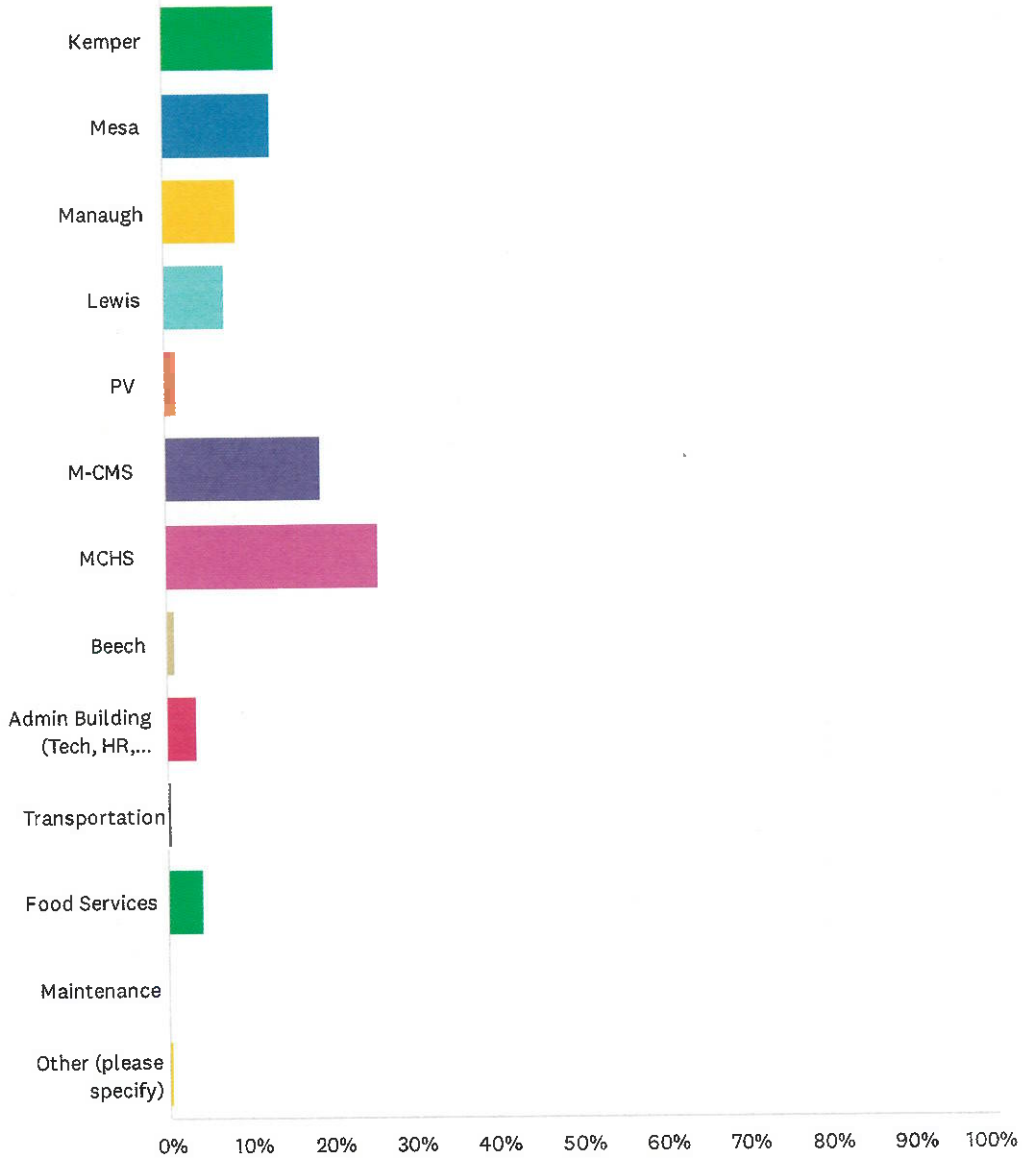
Comm 13

Yes	5-day school week		
Yes	4-day School week (147 Student Days)		
Yes	4-day School week (150 Student Days)		
Yes	4-day School week (147 Student Days)		
Yes	4-day School week (147 Student Days)	My kids so far have loved and adjusted well to the new 4 day school schedule. It works well with our court custody arrangements and overall seems to be benefiting everyone. I will have 5 kids attending especially one who will be a senior and I know she will definitely not like having to start earlier and wait until June 12th to graduate.	
		I do not have a student attending. We need to follow the trend of 4 day school week to attract school teachers, staff and have students stay in the area. Having teachers, staff and kids come to early will just discourage them from coming to the district. Also the district school board over reached their powers this year by letting a superintendent go that did not have a chance to even see what she could do. Very unprofessional and not what was right for staff and students. Hard to attract teachers, staff or administration to the area with the type of leadership that is being demonstrated.	
No	4-day School week (147 Student Days)		
Yes	5-day school week		
Yes	4-day School week (147 Student Days)	Please please please don't choose the longer 4 day. That school year is too long	
Yes	5-day school week		
Yes	4-day School week (147 Student Days)		
Yes	4-day School week (147 Student Days)		
Yes	4-day School week (147 Student Days)		
Yes	4-day School week (147 Student Days)		
Yes	4-day school week (147 Student Days)		
Yes	4-day school week (150 Student Days)		
No	5-day school week		
Yes	4-day school week (150 Student Days)		
No	4-day School week (147 Student Days)		
Yes	4-day School week (147 Student Days)	My son has flourished with the current 4 day week, he has time to get his work done with the extra day. A longer day would not impact his learning negatively- he did well in Dolores on a 4 day week.	

Comm 15

Q1 Which School/Department do you support at MCSD RE-1?

Answered: 189 Skipped: 1

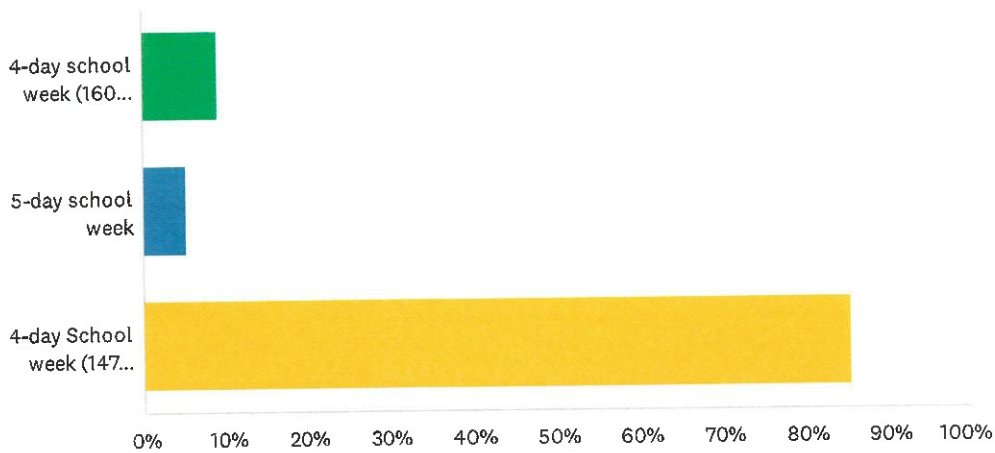


Staff Input on 2022-2023 Calendar

ANSWER CHOICES	RESPONSES	
Kemper	13.76%	26
Mesa	13.23%	25
Manaugh	8.99%	17
Lewis	7.41%	14
PV	1.59%	3
M-CMS	19.05%	36
MCHS	25.93%	49
Beech	1.06%	2
Admin Building (Tech, HR, Finance, Curriculum, Grants)	3.70%	7
Transportation	0.53%	1
Food Services	4.23%	8
Maintenance	0.00%	0
Other (please specify)	0.53%	1
TOTAL		189

Q2 Which school district calendar for school year 2022-2023 would you prefer?

Answered: 186 Skipped: 4



ANSWER CHOICES	RESPONSES	
4-day school week (160 Student Days)	9.14%	17
5-day school week	5.38%	10
4-day School week (147 Student Days)	85.48%	159
TOTAL		186

Which School/Department do you support at MCSD REC-1?	Other (please specify)	Which school district calendar for school year 2022-2023 would you prefer?	
Response		Response	We thank you for your comments.
M-CMS		4-day school week (147 Student Days)	It would be great if instead of 2 half day PD Fridays there could be just 1 full day like the 160 student day calendar.
MCHS		4-day school week (147 Student Days)	Second preference: 4 day week, 147 student day calendar. Thanks for the opportunity to voice a preference.
Maintenance		4-day school week (160 Student Days)	
M-CMS		4-day school week (147 Student Days)	I have changed my mind after actually doing this 4 day week. I have come to realize how many kids don't have options for meals or someone that can financially be home on Friday. I think it would be best for kiddos to go back to 5 days a week
Food Services		5-day school week	This schedule should be further modified to have only one Friday per month for PD. Two to three 1/2 days is disruptive and does not encourage staff. I would like the district to consider aligning their calendars with the other local districts who maintain a 4 day schedule such as Dolores, Mancos, etc. Also elementary is based on hours not days so I would like the calendar to reflect the hours elementary needs and allow these teachers extra prep time at the beginning of the year to make up for our shorter planning periods and our need to prepare for multiple subjects daily.
Mesa		4-day School week (147 Student Days)	School leaders from the Federal to State to local level must begin to understand that "seat time" is an antiquated practice. Quantity does not equate to quality. This district is in desperate need of quality, happy and healthy educators. The 4 day calendar is a reasonable step in that direction but more must be done. Education is in crisis mode and teachers have born the brunt of this crisis. It is time to re-think the way education is delivered and the connection it has to overall community prosperity. Drop the politics, evolve as a system and improve the community.
MCHS		4-day School week (147 Student Days)	
Manauagh		4-day School week (147 Student Days)	1. There was no staff suggestions before the Board saw the calendars. The staff and community are now being asked for a vote at the same time. 2. Elementary planning time MUST be addressed if this District really wants to see achievement. No more walking in with the students, breakfast in the classroom and 8 hours for 5-11 year olds. 3. Please insist that classroom teachers help determine the beginning and ending times for students. 4. Friday staff days should be condensed to one full day a month instead of two 1/2 days.
Kemper		4-day School week (147 Student Days)	I think the board needs to consider why we are on a 4 day week now. We are short on staff and subs. Teachers need the time to prepare and regroup.
Kemper		4-day School week (147 Student Days)	on 5-days what time is early releaser?
MCHS		5-day school week	
MCHS		4-day School week (147 Student Days)	
Mesa		4-day School week (147 Student Days)	
MCHS		4-day School week (147 Student Days)	
Kemper		4-day School week (147 Student Days)	The four day calendar with 147 days would be much appreciated by staff. However, many of us are wondering why staff need additional Fridays? We still are conducting our PLCs weekly and meeting with our teams daily. MANY of us work additional hours. It would be nice to either consolidate the half days into one day or do away with the Fridays entirely. This would also be a great way to retain qualified staff. Thank you!
Kemper		4-day School week (147 Student Days)	I think the 4 day 147 Student Day calendar is good for students, teachers, and families. It is also important to adopt this calendar to remain competitive with Mancos and Dolores Districts in terms of recruiting and retaining teachers.
Lewis		4-day School week (147 Student Days)	I would much prefer to work all day once per week for PLC than two half days. If I'm still working every other Friday, it's not really a four day week is it? I'd like to have all Fridays off. PLC can be accomplished during planning periods. The 5 day is fine but the other 4 day week is a disaster. That is my last choice by far.
M-CMS		4-day School week (147 Student Days)	I feel like we need to be competitive with our neighboring school districts if we want to keep our employees. I would like to see our hourly employees (kitchen staff bus drivers maintenance and tech) make the same amount for the four day week that they make in the five day week.
Admin Building (Tech, HR, Finance, Curriculum, Grants)		4-day School week (147 Student Days)	
Food Services		4-day school week (160 Student Days)	
Kemper		4-day School week (147 Student Days)	
Kemper		4-day School week (147 Student Days)	
MCHS		4-day School week (147 Student Days)	
Manauagh		4-day School week (147 Student Days)	
Mesa		4-day School week (147 Student Days)	
M-CMS		4-day School week (147 Student Days)	
M-CMS		4-day School week (147 Student Days)	
Admin Building (Tech, HR, Finance, Curriculum, Grants)		4-day School week (147 Student Days)	
Food Services		5-day school week	
Manauagh		4-day School week (147 Student Days)	
M-CMS		4-day School week (147 Student Days)	
Kemper		4-day School week (147 Student Days)	
Mesa		4-day School week (147 Student Days)	
Kemper		4-day School week (147 Student Days)	
Manauagh		4-day School week (147 Student Days)	
Manauagh		4-day School week (147 Student Days)	
Manauagh		4-day School week (147 Student Days)	

Staff 1

Manaugh		4-day school week (160 Student Days)	Is year around school a possibility? Love the 4 days but would love to keep the learning happening all year long! Thanks for requesting our input.
Mesa		4-day School week (147 Student Days)	I absolutely do not want to work into June, but the worst of the 4-day 160 days is you are making teachers come back to school in JULY for 3 days of professional development and only 1 day to work in our rooms. Elementary teachers are going to have to come in on their own time during the WEEKS of summer break.
MCHS		4-day School week (147 Student Days)	While the 4-day week with 147 student days, is my preference overall, I propose that the PLC Fridays be changed to one full day each month (as they are on the longer 4-day week option) to make it more appealing for both existing and potential new staff. And, only if necessary for gaining state approval, I suggest adding 4 more student days to the calendar in some fashion - beginning of the year, end of the year, or divided between the two.
MCHS		4-day School week (147 Student Days)	I would rather have September Labor Day off instead of February Presidents Day.
MCHS	SWOS	4-day School week (147 Student Days)	This calendar jinxes up with Mancos' Calendar. I have students in both districts and I teach at SWOS, having all of our schedules the same will help me stay in the district rather than moving everyone to Mancos.
Other (please specify)		4-day School week (147 Student Days)	One full day PLC rather than two half days per month preferred.
Manaugh		4-day School week (147 Student Days)	I truly believe we will lose a lot of staff next year if a 4-day week is not chosen. There are too many other districts around us who have 4-day weeks and who also need teachers. I believe it will be in the best interest of this district to select a 4-day school week.
Food Services		4-day School week (147 Student Days)	Option A
M-CMS		4-day School week (160 Student Days)	Option A
Manaugh		4-day School week (147 Student Days)	Why are we working half days on Fridays at least once a month? Are there other ways we could get enough work days without having to work on Fridays?
Kemper		4-day School week (147 Student Days)	ONE FULL PLC DAY PER MONTH, INSTEAD OF THE HALF DAYS.
MCHS		4-day School week (160 Student Days)	
Beech		4-day School week (147 Student Days)	
MCHS		4-day School week (147 Student Days)	
Mesa		4-day School week (147 Student Days)	All three make me a little nervous for next year, but 1/2 PD every other week would keep some of the joy we earned this last semester.
M-CMS		4-day School week (147 Student Days)	
Mesa		4-day School week (147 Student Days)	
Lewis		4-day School week (147 Student Days)	
Admin Building (Tech, HR, Finance, Curriculum, Grants)		4-day School week (147 Student Days)	
M-CMS		4-day School week (147 Student Days)	1. There are only two real options in this calendar. The 147 days, 4 day week, and the 160 days, 5-day week. Who had the stupid idea to give us a crappy 3rd option of starting in July and going to June???? 2. Currently under RE-1 certified teachers are paid for 179 contract workdays. Option A is 181 days. Option B is 153 days, and Option C is 177 days. Will our salaries either increase or decrease due to those days? 3. We are obviously not even trying to work with Mancos or Dolores to provide a unified schedule that can accommodate the blended families that have spouses and children who attend or work in all three districts. I can think of many board meetings from the previous three years where people keep saying, that would be a smart idea. 4. Did we actually have a calendar committee? Or did we just pull these out from the previous few years? 5. I know the times are still TBD due to bussing and school board drama, but teachers need to know the time. I for one would choose Option B but knowing the times would be nicer. Extending the day 6. Could we see a breakdown of your math on how you came to the different conclusions of how the days would be extended or decreased based on the different options? Thank you, Chase Wesley, M-CMS
M-CMS		4-day School week (147 Student Days)	I am not super thrilled about any of the options. Option C is ridiculous!!! Ten month employees lose most of their summer vacation. Pretty crappy to do that to staff especially when a lot of them already have summer vacations planned. I cannot support going back to a five day week and think the district will lose a lot of staff. Option B, or the 147 days calendar is the best, although I am concerned about student contact and with already struggling students, I wonder if this will impact them. However, the attendance issue in our district is out of control so it is not even guaranteed that those students will attend school. If the high school and middle school do not get to start earlier there is no way they can go until almost 5 with sports and other activities going on. One thing to think about is that this is still an agricultural community. Students have chores to do after school. Most students do not do homework as it is so this will not help the situation. A lot of these students show animals at fair. Many parents work for the district. If you start school the first of August, you will be making those students and parents choose between fair and school. Those students will be missing school. Fair is already scheduled so the district needs to support that and not schedule the start of school at the beginning of August. A lot of these students have already started their projects so fair will be their priority. Is there a possibility of rethinking the calendar options and presenting a 4th option? I am also not in support of my child sitting in a super hot classroom at the beginning of August. Thanks for allowing voices to be heard.
MCHS		4-day School week (147 Student Days)	
M-CMS		4-day School week (147 Student Days)	
MCHS		4-day School week (147 Student Days)	We would like a strict 4 day Monday-Thursday for consistency. Also, elementary teachers need more work days to get their classroom ready, one day will not be enough. It would make more sense to have a staff Friday that first week staff go back to school.
Mesa		4-day School week (147 Student Days)	2nd choice would be the 5-day week.
Kemper		4-day School week (147 Student Days)	I feel that 5 days is better for the kids that have rough home lives and it keep them in a better routine for all students. I don't know if is a possibility to keep elementary and middle school at 5 days and the high school at 4 so those students can have jobs.
Food Services		5-day school week	
Mesa		4-day School week (147 Student Days)	
Manaugh		4-day School week (147 Student Days)	
PLC		4-day School week (147 Student Days)	Concerned about length of school day. Thank you!
MCHS		4-day School week (147 Student Days)	
M-CMS		4-day School week (147 Student Days)	
MCHS		4-day School week (147 Student Days)	Why is there just one full Friday on the 160 calendar, and 2 half Fridays in the 147 one? Much rather have just one full Friday or stay later o. Wednesdays.
Mesa		4-day School week (147 Student Days)	
Kemper		4-day School week (147 Student Days)	

Staff C 2

M-CMS	4-day School week (147 Student Days)	I believe, with all of the school the students have missed in the last 2 years, we really need to avoid any further disruption in their education. I base this opinion on conversations with parents of students who tell me their children are struggling in school. I noticed a couple of errors on the calendars, Option C shows Spring Break March 20-24, under Holidays and Breaks says it is March 28-April 1. Option A & B show and say Winter Break begins December 21, Option C shows Winter Break begins December 21 but says it begins December 20. Option B shows and says Winter Break ends January 2, Option C shows Winter Break ends January 2 but says it ends January 3. I will take either a day week, regardless. Although I prefer the 147 days, I would still settle for the 150 days.
Transportation	5-day school week	
Kemper	4-day School week (147 Student Days)	I would happily take either a 4-day week. I believe with the shorter summer, we would have less slide-back and therefore, less reteaching at the beginning of the year. I've personally noticed a huge improvement in both student and staff attitudes. I'm only one person, but I won't return to this district if we don't go to a 4-day week.
Kemper	4-day School week (147 Student Days)	Thank you for considering a 4 day week. This last month and a half has been a wonderful reprieve for all of our staff. I see our students looking more refreshed and I believe our families are loving it as well. Thank you again!
Lewis	4-day School week (147 Student Days)	Combine the two half work days on Fridays into one all day work day like they do everywhere else
PV	4-day School week (147 Student Days)	The 4 day calendar makes things easier when we are already short staffed and do not have any subs. The 4 day 150 day calendar is very long on staff and students
Beach	4-day School week (147 Student Days)	
MCHS	4-day school week (150 Student Days)	
MCHS	4-day School week (147 Student Days)	
MCHS	4-day school week (150 Student Days)	
M-CMS	4-day School week (147 Student Days)	I feel the staff and community has already spoken on this matter we want a four day. In order to keep staff and students and to compete with surrounding districts I hope the board votes for what is best for students and staff.
Lewis	4-day School week (147 Student Days)	
M-CMS	4-day School week (147 Student Days)	
MCHS	4-day School week (147 Student Days)	
Food Services	5-day school week	
MCHS	4-day School week (147 Student Days)	
M-CMS	4-day School week (147 Student Days)	
M-CMS	4-day School week (147 Student Days)	Thank you for starting these calendars. I absolutely adore the four-day school week. It has transformed my life!
MCHS	4-day School week (147 Student Days)	
MCHS	4-day School week (147 Student Days)	I will quit if 150 day calendar.
MCHS	5-day school week	Change the Friday work days to 1 full day per month rather than 1/2 day twice a month.
M-CMS	4-day School week (147 Student Days)	
Manaugh	4-day School week (147 Student Days)	
Manaugh	4-day School week (147 Student Days)	
Mesa	4-day School week (147 Student Days)	
Lewis	4-day School week (147 Student Days)	I am interested in the five day calendar but the salaries need to match the number of days I am working. Salary increases are so needed if we want to keep and encourage teachers to stay in our district.
Mesa	4-day School week (147 Student Days)	The 2 1/2 PLC days a month would be better off just a full day once a month. The 150 calendar starts during fair week. Staff with children in 4-H cant do both.
Lewis	5-day school week	
M-CMS	4-day School week (147 Student Days)	
MCHS	4-day School week (147 Student Days)	None of the options had school start and end times. That could make a difference in peoples choices.
MCHS	4-day School week (147 Student Days)	
Manaugh	4-day school week (150 Student Days)	
Kemper	4-day School week (147 Student Days)	
MCHS	4-day School week (147 Student Days)	
Kemper	4-day School week (147 Student Days)	
MCHS	4-day school week (150 Student Days)	
Mesa	4-day School week (147 Student Days)	
MCHS	4-day School week (147 Student Days)	
M-CMS	4-day School week (147 Student Days)	Without the school providing a real perk for teachers, you will lose many of your staff members. Other school districts are willing to pay more and offer better benefits. What will keep teachers here if real benefits like a good 4 day calendar are not implemented?
MCHS	4-day School week (147 Student Days)	Only if the 1/2 day PCLs are turned into a full day. Why does one 4-day schedule have it, but the other does not? Both the 4-day options are what is being asked for, but it's like you knew that, and decided to throw in something that becomes an immediate turn off (shorter summers but with full-day PCL, mostly the same length of summer, but still having to come in every other Friday). LISTEN TO WHAT WE ARE ASKING FOR! You obviously can provide what we are asking, but are choosing not to. How the district handles this scheduling will determine whether I stay or leave the district. I also don't understand why we can't do one Friday for 8 hours. People who have young kids will have to pay a babysitter for 8 hours those days. It is a waste to them. Plus most teachers will be preparing Fridays anyways.
PV	4-day School week (147 Student Days)	I think the 4 day week helps with the mental health of the staff and the students.
M-CMS	4-day School week (147 Student Days)	The 4 day is working perfectly this year and everyone is happy! My students are coming back happy and ready to learn. I feel like I can give my best teaching after the weekends and don't feel rushed. Please keep it!!!
Mesa	4-day School week (147 Student Days)	
Adm'n Building (Tech, HR, Finance, Curriculum, Grants)	4-day School week (147 Student Days)	
Manaugh	4-day School week (147 Student Days)	
Mesa	5-day school week	

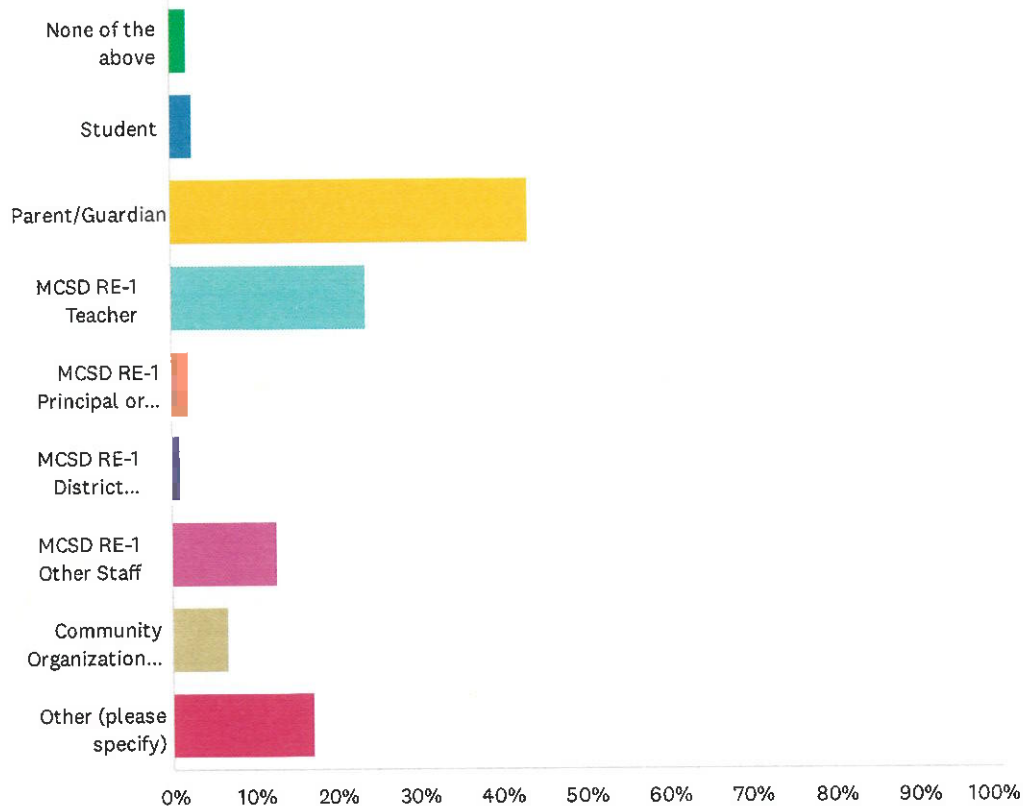
Staff 3

M-CMS	4-day School week (147 Student Days)		
MCHS	4-day school week (160 Student Days)		I think that the loss of summer break days is offset by having proper 3 day weekend during the school year.
MCHS	4-day School week (147 Student Days)		
MCHS	4-day School week (147 Student Days)		
Lewis	4-day School week (147 Student Days)		
M-CMS	4-day School week (147 Student Days)		
Mesa	4-day School week (147 Student Days)		
Lewis	4-day School week (160 Student Days)		I have seen that it is helping the kids they are not as tired.
Marathon	4-day School week (147 Student Days)		
MCHS	4-day School week (147 Student Days)		
Lewis	4-day School week (147 Student Days)		
Mesa	4-day School week (147 Student Days)		
M-CMS	4-day school week (160 Student Days)		
MCHS	4-day School week (147 Student Days)		
M-CMS	4-day School week (147 Student Days)		
Kemper	4-day School week (147 Student Days)		
M-CMS	4-day school week (160 Student Days)		The four day school week has been a huge improvement for staff. Having a PD day once a month seems like a great way to stay on the same page without wasting too much time. Even with the four day week, I think we still need to increase teacher pay in order to attract people to this district.
Lewis	4-day School week (147 Student Days)		
M-CMS	4-day School week (147 Student Days)		
M-CMS	4-day School week (147 Student Days)		
M-CMS	4-day School week (147 Student Days)		
Mesa	4-day School week (147 Student Days)		
M-CMS	4-day School week (147 Student Days)		It is difficult to make clear decisions on these calendars without information provided about what the hourly schedule will be-- what are the start and end times for these calendars? That being said... If we go back to a 5 day school week, I will not be returning in the fall. I much prefer the 147 student days calendar with the half day PLCs more often. We need to meet regularly in order to have good collaboration, and it provides an opportunity for staff who need extra personal work time to stay the rest of the day.

Staff 5

Q1 What is your role in the MCSD RE-1 community?

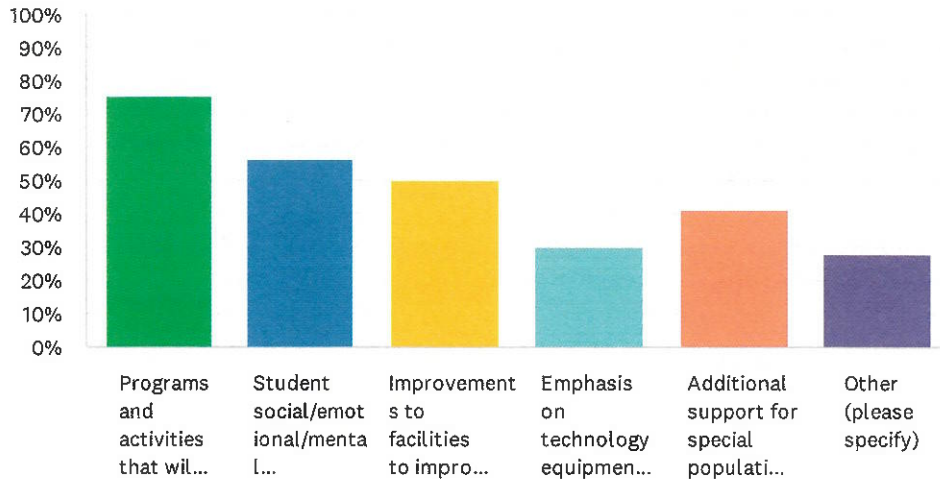
Answered: 290 Skipped: 1



ANSWER CHOICES	RESPONSES	
None of the above	2.07%	6
Student	2.76%	8
Parent/Guardian	43.45%	126
MCSD RE-1 Teacher	23.79%	69
MCSD RE-1 Principal or Assistant Principal	2.07%	6
MCSD RE-1 District Administrator	1.03%	3
MCSD RE-1 Other Staff	12.76%	37
Community Organization/Entity	6.90%	20
Other (please specify)	17.24%	50
Total Respondents: 290		

Q2 Please select 3 areas below that you believe are the most important priorities as the district responds to the impact of the COVID-19 pandemic:

Answered: 289 Skipped: 2



ANSWER CHOICES

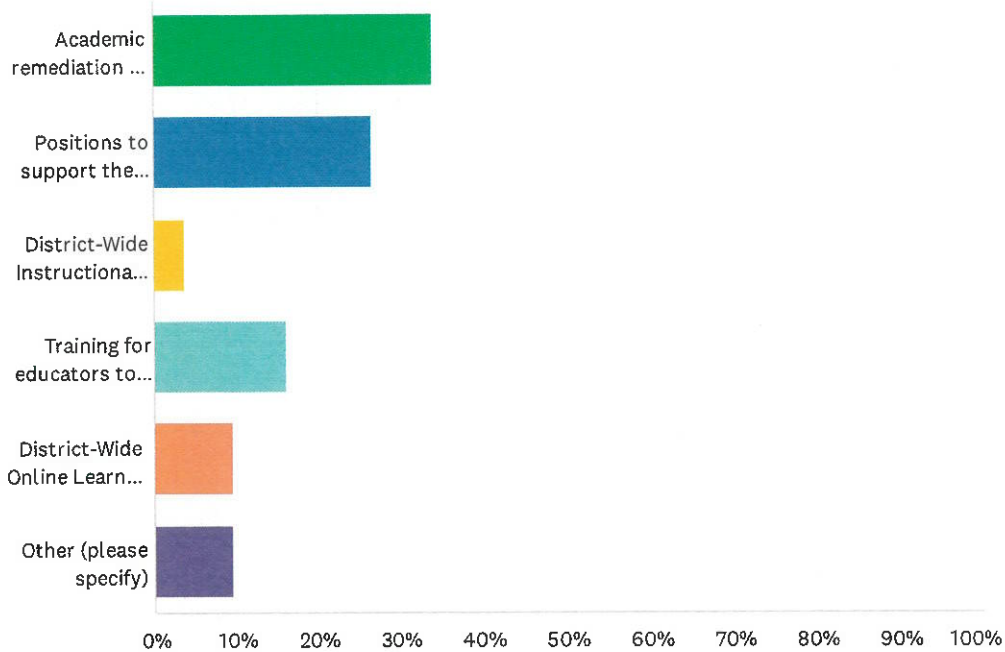
RESPONSES

Programs and activities that will address learning loss such as additional staff, after school programs and enhanced summer school.	75.43%	218
Student social/emotional/mental well-being	56.40%	163
Improvements to facilities to improve environmental health and safety, such as HVAC units to improve indoor air quality, classroom furniture to improve academic outcomes, and outdoor learning areas	49.83%	144
Emphasis on technology equipment and access	29.76%	86
Additional support for special populations, such as students with disabilities, English language learners and economically disadvantaged students	41.18%	119
Other (please specify)	28.03%	81

Total Respondents: 289

Q3 A minimum of 20% of ESSER III funding is required to be used to address academic learning loss. Which area below do you believe will best address this area?

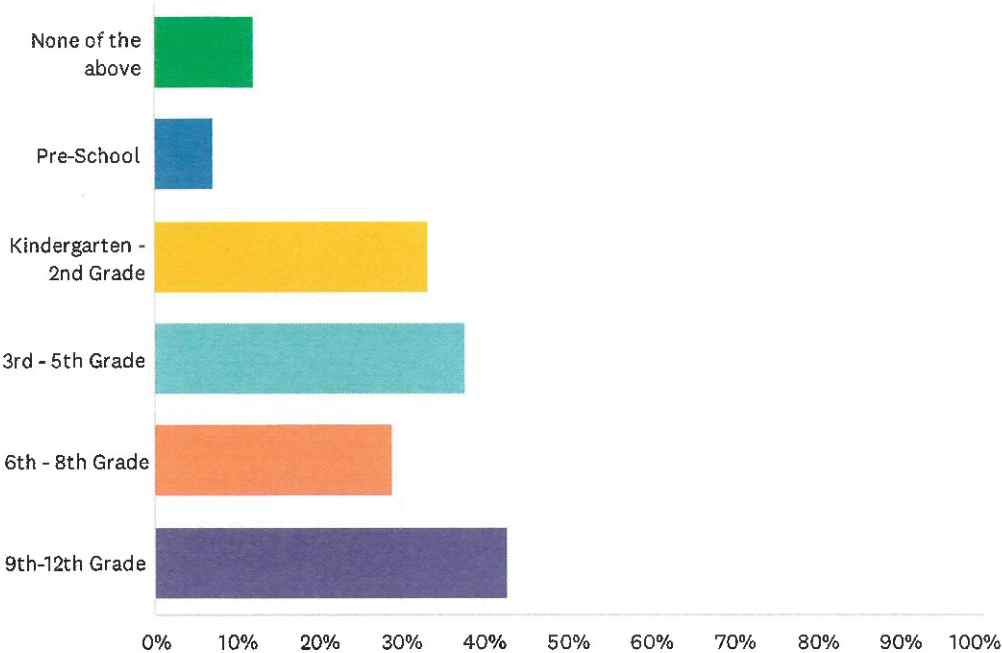
Answered: 290 Skipped: 1



ANSWER CHOICES	RESPONSES	
Academic remediation and recovery to include out of school and summer programs	34.14%	99
Positions to support the development of the learning loss programs	26.55%	77
District-Wide Instructional, Assessment and Data Software	3.79%	11
Training for educators to address strengthening the core instruction	16.21%	47
District-Wide Online Learning Platform	9.66%	28
Other (please specify)	9.66%	28
TOTAL		290

Q4 Which grade level reflects your connection to the district?

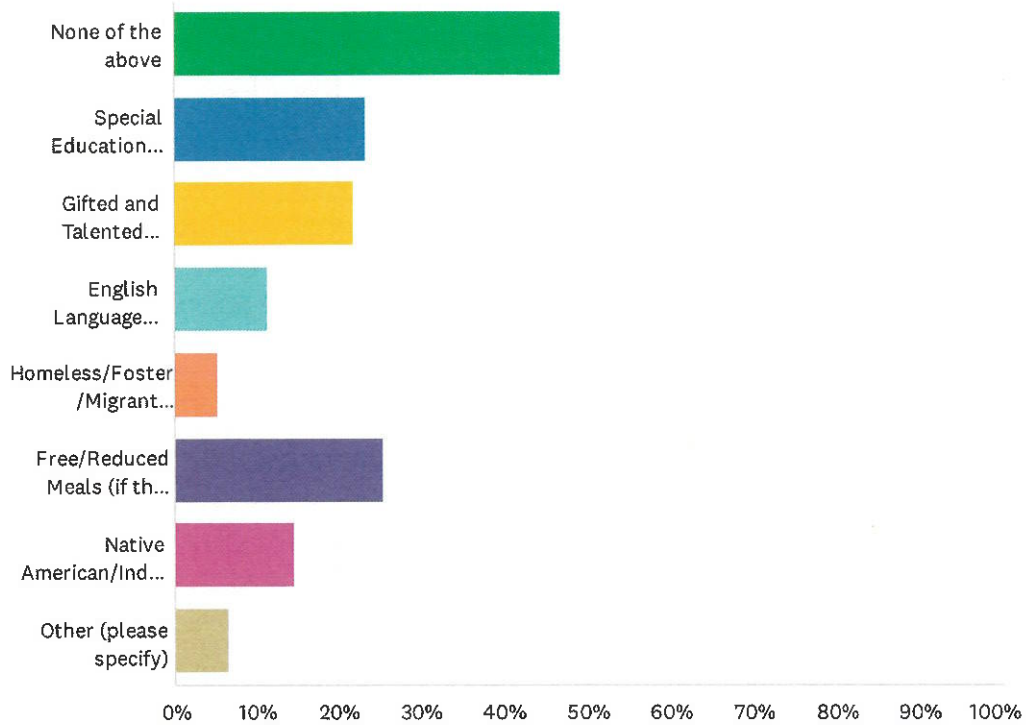
Answered: 290 Skipped: 1



ANSWER CHOICES	RESPONSES	
None of the above	12.07%	35
Pre-School	7.24%	21
Kindergarten - 2nd Grade	33.45%	97
3rd - 5th Grade	37.93%	110
6th - 8th Grade	28.97%	84
9th-12th Grade	42.76%	124
Total Respondents: 290		

Q5 Do you and/or your student participate in any of the following programs?

Answered: 286 Skipped: 5



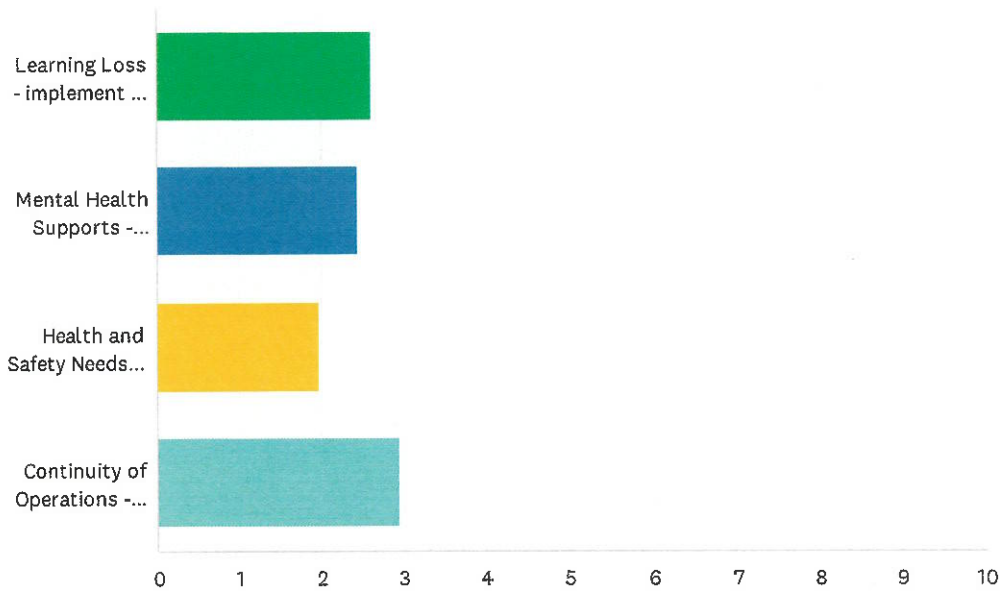
ANSWER CHOICES	RESPONSES	
None of the above	46.85%	134
Special Education Services	23.43%	67
Gifted and Talented Programs	22.03%	63
English Language Learner (ELL) Services	11.54%	33
Homeless/Foster/Migrant Support Services	5.24%	15
Free/Reduced Meals (if they were not free for everyone)	25.52%	73
Native American/Indian Education programs	14.69%	42
Other (please specify)	6.64%	19
Total Respondents: 286		

Q6 Thinking specifically about the time period most affected by the pandemic (roughly March 2020 - May 2021), what practices or innovations emerged in your, or your child's, classroom/school that you'd like to see continue or be enhanced as we move forward?

Answered: 211 Skipped: 80

Q7 Which of the following 4 uses of ESSER III funds are most valuable?

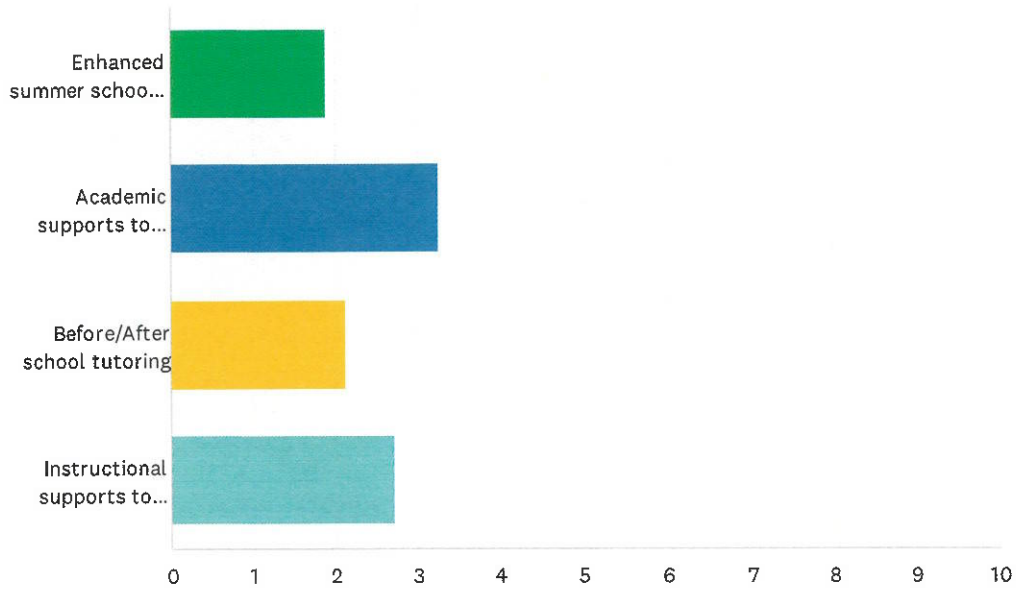
Answered: 287 Skipped: 4



	1	2	3	4	TOTAL	SCORE
Learning Loss - implement new instructional opportunities to address learning deficiencies	22.79% 62	35.66% 97	23.16% 63	18.38% 50	272	2.63
Mental Health Supports - provide mental health services and related resources to students	17.74% 47	28.68% 76	34.72% 92	18.87% 50	265	2.45
Health and Safety Needs - supplies, services and personnel to help limit the exposure and spread of COVID-19 in schools	14.50% 39	15.24% 41	23.79% 64	46.47% 125	269	1.98
Continuity of Operations - add/retain staff to continue or enhance operations and address student needs	46.64% 132	19.43% 55	17.31% 49	16.61% 47	283	2.96

Q8 Which learning loss supports would be most valuable?

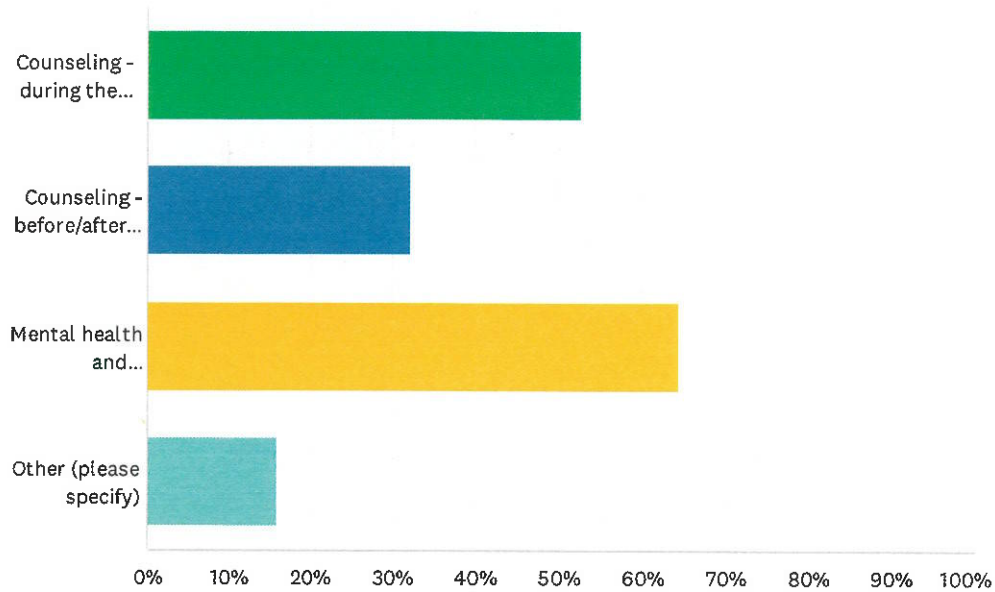
Answered: 285 Skipped: 6



	1	2	3	4	TOTAL	SCORE
Enhanced summer school programming	11.41% 30	14.83% 39	25.48% 67	48.29% 127	263	1.89
Academic supports to assist students during the regular school day	56.16% 155	23.19% 64	10.87% 30	9.78% 27	276	3.26
Before/After school tutoring	9.09% 24	19.32% 51	47.73% 126	23.86% 63	264	2.14
Instructional supports to assist teachers	25.19% 67	41.35% 110	15.04% 40	18.42% 49	266	2.73

Q9 Which supports would be most valuable to address the social emotional impacts of the COVID-19 pandemic? Please rank choices below.

Answered: 289 Skipped: 2



ANSWER CHOICES	RESPONSES	
Counseling - during the school day	52.60%	152
Counseling - before/after the school day	32.18%	93
Mental health and social/emotional resources	64.36%	186
Other (please specify)	15.92%	46
Total Respondents: 289		

Q10 Please share any additional thoughts for this one-time or short-term use of the school emergency relief funds to address learning recovery and the impact of COVID-19.

Answered: 170 Skipped: 121

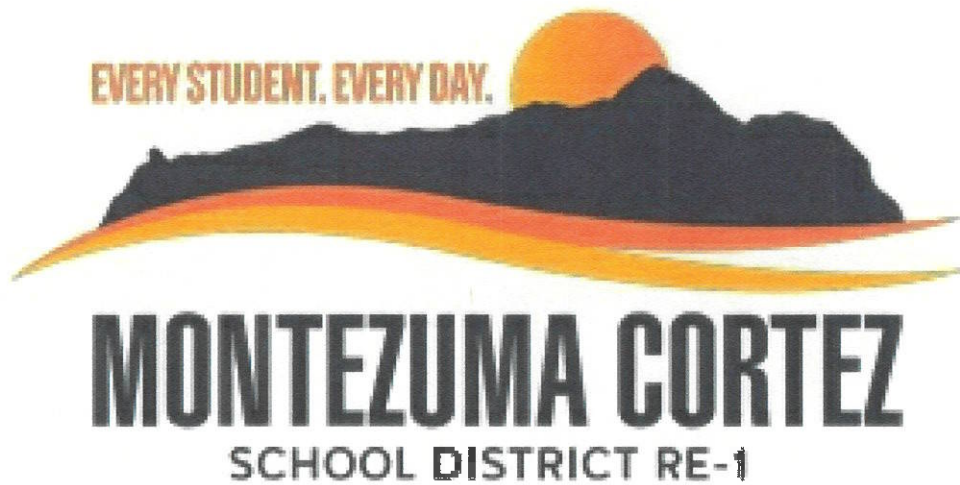
<p>Please share any additional thoughts for this one-time or short-term use of the school emergency relief funds to address learning recovery and the impact of COVID-19.</p> <p>100% AGAINST all this SEL & CRT focus. Leave the emotional issues to parents and councilors. CRT has been pushed by the BLM movement, which is under investigation for financial fraud. Teach the kids the basics and stir trying to control their emotions, etc!</p> <p>A group of local nonprofits (Team UP) is gathering public and expert input on how to maximize out of school time to support socioemotional health and academic recovery for kids. There is a community input session scheduled for March 8. Their planning will help identify programs to be expanded - this funding could help those programs to be expanded, enhanced, and at low or no cost for those who need it most. For more information, A program that specifically addresses the needs of Towaco students.</p> <p>Active play with students increases their learning. Playground structures are needed to increase their academic abilities.</p> <p>Adding more supplies for student use</p> <p>Again replacing the school board with capable adults that actually care for the health safety and education of the children they serve. Both of my children contracted covid this academic year from their classrooms. The school board is very lucky parents haven't started suing them yet because of their negligence.</p> <p>all children in are area was affected, but the kids with IEP's are now lost causes and so far behind they are screwed in school and life now</p> <p>Although addressing the learning loss gap is important, research supports the idea that consistency of teachers and positive cultures in school have a direct correlation to student achievement regardless of their starting point. Supports such as personalized professional development, additional coaching and mentoring, time for planning and reflection would be productive integrations for retaining and supporting qualified staff - which would ultimately affect the academic and emotional growth for all students.</p> <p>As a staff, I want to continue the interventions we are using at my school and need the supplies and intervention staff to do so. Our data backs up the need for a systematic intervention for all students and it's probably something that needs to be development district wide.</p> <p>As a teacher I cannot overemphasize the toll that the pandemic has taken on families' and students' economic and socio-emotional well-being. Students cannot learn in our classrooms if they feel unsafe, disconnected, unsupported, or are worrying about their family's financial situation. Any and all supports for students' mental health should be prioritized during this time of hardship and loss for many. Further, students cannot learn if they are home sick. I would also advocate for higher Covid-19 precautions and protections. In order to keep our students learning in person.</p> <p>Being able to keep the teachers or hire more that are needed to better help our children.</p> <p>Better teachers</p> <p>Building new schools would improve EVERY students school experience and EVERY teachers daily life. This would impact the most people and the people that matter the most- the students. But if the ESSR funding cannot be used for that, then building outdoor classrooms and expanding the facilities we already have would create a safe, engaging and beautiful learning environment.</p> <p>Buy, supply, and mandate masking and vaccinations.</p> <p>Buy-in from the community is essential.</p> <p>Can this money be used to help with the awful behaviors in schools? There is just know respect, hats being worn, hoodies, kids telling teachers no, kids walking out of class, hitting, cussing teachers. Just rude and wrong.</p> <p>Classroom teachers could really use ESILV accessible funds for items for their students. We need supplies like markers, crayons, folders, binders, paper. We also do fun things to keep students engaged. Having small treats such as treasure box items, rewards, and books to give as gifts at holidays. The allotted \$200 annual fund does not cover the costs of these needs when we need to use these funds to purchase items like butcher paper.</p> <p>Concentrate the funds on actual education, providing full and honest information to the children, and secondarily emotional support. The rest is less important.</p> <p>Could we pay students for learning the material or use the funds to motivate them to learn? The biggest problem I see is that it has made students behind so it is harder to learn with missing knowledge, and they give up because it is difficult. The current teachers with the given amount of time could make up for learning lost if the students were motivated to push themselves.</p> <p>Don't give this money to administrators sitting in the Downey building, put this money toward the students and faculty. The district needs better teachers and hire pay/benefits for those teachers to keep them around. Quick hiring processes will not fix the problem if you can't keep them around and especially if they aren't qualified for the coursework they are teaching. How about invest in better curriculum plans for the students? How about rethinking how you administer mental health resources and safeguards? Telling a student that is struggling with mental health and community within the school is not going to gain a lot from being told to go and pour their don't have anything to share</p> <p>Education for school board</p> <p>Ensuring teachers are valuable and they are supported regularly with there day to day schedules</p> <p>ESS support for the district is lacking. COVID widened the learning gap for students with special needs. This is an opportunity for the district to rethink and reframe ESS services.</p> <p>Everyone needs to be on board and on the same page for an organization to work properly. Lacking the direction and commitment will the downfall of this district.</p> <p>Expecting our at-risk population, who already have the lowest attendance, to perform at a higher level because of additional class time outside of school hours is contradictory to the demographic and not practical. We should assume that all classroom time can and should be utilized by implementing processes to retain quality staff, and trust existing staff, and properly/adequately utilize classroom time. Strategies from GBF that are useful include techniques to maximize learning time, but implementing mandatory umbrella initiatives without utilizing a process of rationalization sends a message to instructional staff that they are not capable. This creates a foundation of distrust. The district, if utilizing ESSER III funds, should consequently implement quality voluntary PD sessions, with a variety of subjects, that address learning loss, targeted interventions, and social-emotional well-being, during working hours. While this year, it is not practical to assume staff would be available to take PD time away from their classrooms. It would be reasonable to expect staff members to attend 1 or 2 PD sessions, of their choosing (and consequently increase "buy-in"), once the staffing shortage has been addressed. Instead of making ALL PD mandatory, consider offering a menu of options that would address many different needs, and requiring district staff to participate in the different choices at varying times. This would respect both the classroom instructor's need for work time during professional development days. Increase a sense of self-efficacy in staff, and also increase staff participation by offering choice. The staffing crisis will not last forever -- but in order to combat staffing shortages, it is time to be proactive, rather than reactive, and think about what motivates and inspires teachers to want to improve their practice. Continue to provide opportunities for paid professional development, and treat professional development as a retreat, not a punishment. (If a four-day week is implemented, professional development days will not be taken positively if scheduled on a Friday.) The carrot almost always works more effectively than the stick, and the ESSER III funds would be a brilliant opportunity for</p>
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Find more ways to support teachers and other staff who are struggling to teach during the pandemic. Specifically by asking feedback from teachers as to what they are doing that is working and what they wish they could use or had to implement with supporting students.
Free tutoring for kids before / after school.
Get on with life, teach our children, give us what we pay taxes for.
Get teachers that want to teach our kids our history not their beliefs. Teachers that want to teach and not complain about working 5 days a week or that they are underpaid. Jobs are taken because we love what we do not for the money or for working minimal hours a week
get the teachers and staff a bonus to show the community/appreciates what they have done over the last 2 years. raise teacher pay if at all possible. make it a competitive salary to attract good talent.
Getting & keeping parents involved in all aspects of their child's learning
Getting students and parents to make school a priority.
Give teachers a raise would help tremendously
Give teachers and educational support staff a 1-time bonus to in some small way compensate them for the trauma they suffered during this period.
Give teachers incentive to work hard for our students
Give the staff that is reliable and have worked through closures, and always will be there when they are needed the most. example: maintenance, cooks, and bus drivers
Give the teachers a nice cash bonus! They deserve to be rewarded for showing up and teaching our children
Give the teachers pay raises.
Given that the MACSD RE-1 Board of Education has wanted to "do away with any COVID plan," to the point that the district is not masking, advocating for vaccinations, correctly spacing, keeping up with reporting active cases, and has now eliminated contact tracing even as there are not options for remote learning, it seems disingenuous for the board to accept funds to try to make up for their deliberate failures to the students and staff of this district. The BOE even went so far as to get rid of the superintendent who wanted protective measures.
Go back to 5 day learning. Require masks in schools and do better to prevent outbreaks.
Good teachers to support our children
Gwt the kids of the computers and actually teach them
Helping students with college prep as test scores have gone down since the beginning of COVID.
Hopefully the school board doesn't waste this on their regions pet projects of fixing up schools that already need torn down. They need to focus on ALL their staff and students. The community has so many who are falling through the cracks and being overlooked.
I am all about getting assistance but if there is underlying agendas that are need unwanted (such as crct curriculum) then I would not approve of any additional assistances.
I am really distressed about this kid's behavior. it is very worrisome.
Believe the school district should consider year-round school (something like 9 weeks on, 3 weeks off) to combat mental health and learning loss issues.
Believe this one-time money could be the answers to getting specialists within the discipline site that has been mentioned with school consolidation. Using this money wisely to start creating the roots to the discipline site. Having these students learning just the basic core instructions so they don't fall too far behind but then supporting them with 1 on 1 specialist for part of the day. Specialists giving them the tools needed to go back into the school environment and become a successful student. School guidance counselors don't meet the needs of the students. In HS should be only to guide them towards the goals for after HS.
I believe we need to use a large portion of the funds to support current teachers and employ additional staff to help students.
I cannot stress enough how the horrific attendance is affecting children's progress. I cannot hardly believe that the district has absolutely no protocols for students who miss half the school year. If a parent wants to take the day for shopping, they need only to call in and it is excused. Getting new puppy? OK Going on a vacation? OK Administration needs to have a consequence in addition to notifying parents what they already know, or attempting to get anyone outside the building to do anything.
I feel like at a district we started off good with our COVID intentions. I feel like the first COVID years for online kids was a total flop and kids were hit hard educationally. Children with IEPs, are suffering because they are not getting their supports, and buying families electronics is not the right way to handle it. I hate to say it but if things don't get better the district is going to lose a lot of amazing teachers.
I find it horrible that a board of education that doesn't even take covid seriously is going to be in charge of spending this money. Our so called board of education has been so detrimental to our community and our young ones, especially the LGBTQ+ kids and community. Our kids need and deserve this funding, but they also deserve a board of education that actually has their best interests at heart.
I just hope that it is used wisely and in areas that is seriously needed
I strongly believe that students should not be allowed to have cell phones in the classroom. This creates disruptive behavior and is a distraction from learning. Students need to be held accountable for bad behavior and respect their teachers. Unfortunately, I believe that due to the pandemic children became accustomed to being able to be on media or texting all of the time, while they were distant learning.
I think it would be a great idea to give the teachers and staff some extra compensation for these past couple years. They've had to work so much harder and should be rewarded for it.
I think some type of training for parents to assist their students in learning from home when missing school for extended times of quarantine or illness.
I think teacher retention and support and pay are vital. I think supporting all students, including students who are adversely affected by the 4 day week (AP, Honors, Advanced classes) by potentially not having the instruction needed to be prepared for the AP tests is important - this year it may be fine since instruction was at 5 days a week in the fall, but next year I have heard that those students will be challenged in being as prepared as other students at schools around the state and country who have 5 day weeks.
I think the district is really struggling with staffing and leadership issues to the extent that they are, as of 2/17/22, unable to make these type of decisions. Someone at the state level needs to decide and then oversee the implementation of this funding, which is desperately needed by the community.
I think these funds would be best used to compensate our teachers and help attract new teachers, improve our facilities, and provide PPE (masks, gloves, cleaning supplies, at home tests, hand sanitizer, etc.) for staff and students. So that we ALL can try and remain as healthy as possible to continue in person education.

I wish the funds could be used to raise teacher salaries. It is NOT okay that teachers in this area need second jobs. Second best to raising salaries is adding MORE support personnel into the buildings--every class size should be small, every classroom should have a full time para.
I would like to see more resources for Native American families who are struggling with mental health. We have seen an increase in students missing school and the mental wellbeing of the students effected by this pandemic. We need to have more community members or Tribal leaders become involved in this area, by having the resources there for them so they can learn how to navigate through these time would be a tremendous help.
If possible teachers who have been steadfast in their commitment of teaching our students through this difficult time should get a bonus from the distribution of this money.
If teachers and educators are not supported, how can they be expected to support the students? I am horrified by the school board's treatment of our over-qualified and underpaid professional educators and administrators. The school board is being bullied into submission by ignorant trolls using relentless fear-mongering tactics based on fictitious conspiracies that are promulgated by right-wing extremists. How can we expect the students to learn how to think critically and be prepared to live and lead in a democratic society that celebrates collaboration and innovation among diverse ideas and perspectives, when the "adults" they model in this community are censuring, marginalizing, banning and vilifying individuals and ideas who are "different" from the 1950s ideal of the american family?
If the funds can be used during the school year and during the school hours it is of much more use to many more children than summer or after school.
If this district is really considering consolidating schools they need to build a new school building
Improve technology for staff and students (new Chromebooks for students, new computers for teachers)
Improve the ability to have hybrid learning with both in-class and online learning. Pay teachers more
Increase the library's diversity of books - institute book clubs and reading circles at every grade level to discuss and develop critical thinking and a love of life long learning.
It is very important that we raise the pay for substitutes. One-by-one staff members are sick with COVID and staff members are pulled as subs. This is an incredible waste of money and our resources, as these people are paid more to work for students in the areas you are highlighting in this survey: learning loss and social emotional issues.
It would be nice to teach every day learning. How to balance a check book, keep a job, the way some kids look maybe a class on hygiene? My son is taking classes that he will never use outside of school. He might use it if he had a 4.0 average and lived in a city where jobs required it.
It's hard
Learning loss will have long term effects on our children that most likely won't be solved with short term solutions. I'd like to see a 5 year strategic plan to address the issues for each subset of students: K-2, 3-5, middle and
Let's try to retain teachers
Let's use these funds to obtain GOOD wholesome curriculums which are free of CRT and as much as possible, free of SEL (social emotional learning) aspects!!
M
Many teachers and other staff members have talked about not coming back next year. If the school district wants to keep the staff that we have there will need to be increases in pay. There also needs to be a concerted effort to fill the open positions that we have right now.
MCHS needs hired, STRONG security/hall monitors/rule enforcers! Our two AP's cannot do this on their own. We need to get our "free-range, hall wondering, bathroom hiding students" into the classroom and learning. WE NEED A DISTRICT IMPLEMENTED PHONE POLICY! OUR STUDENTS ARE NOT MATURE ENOUGH (DUE TO COVID) TO MAKE THEIR OWN DECISIONS IN CLASS TO LEARN OR BE ON THEIR PHONES THE ENTIRE DAY. PLEASE HELP US
Mental health for all!
Mental health is the biggest concern, if students AND staff are secure mentally and emotionally the rest will come
More outside learning spaces
More staff, who are paid fairly. More compassion and enforced COVID protocols
NA
Na
NA
No more masks for the teachers and children. My younger children need to see mouths and faces to learn.
not sure
Open-Ended Response
Our children's minds and health matter...
Our dependence on credit recovery instead of instructional recovery time is hindering our student success rates. Instead of putting them in an online program where all answers are available through a short google search, we need to be building their skills through support classes like literacy workshop with a qualified core teacher to help bridge the learning gaps caused by COVID. To do this, we need qualified staff who are familiar with our students' needs and backgrounds. Reading specialists would be appropriate at the elementary and middle school level while certified core teachers would be appropriate for high school.
Our staff should also be recognized for the hard work they have put in during the pandemic and the burn out they are feeling. Possibly providing lunch for each building one day as a thank you.
Pay our awesome educators a bonus, better wage, or we will lose them!!!
Pay teachers better! We can't get and retain great teachers here!
Pay teachers more, no masks, no CRT.
Please stop being so political and remember you are here for the kids!
Protect the children
Protect help for the children during school hours.
Questions I have about these funds. Why did it take an event like covid for our community to start receiving fund to address problems that have existed long before the pandemic? How are we going to maintain anything implemented once these covid relief funds have been spent? I.e. where is the money going to come from to maintain these programs?
Raise

<p>Realizing that everyone is trying and the children need that extra support to catch up on lost time and learning.</p> <p>Really if you stop and think about in 2020 everyone was busy cleaning, cleaning. I even went to the grocery store and saw an employee cleaning the door handles on the frozen food section. Candidly I asked her did you do this before and she said no. Well there you go. Cleaning was relaxed up to 2020 then it went full blown, halleluiah yes we are cleaning. 2021 hit and hardly are things cleaned again and here we are more people sick and not just with COVID. CLEAN, CLEAN IS A MEAN MACHINE LETS CLEAN</p> <p>Really wish an option would be to pay teachers more</p> <p>Resources to enhance teacher wellness</p> <p>Retaining teachers for the children should be the number one priority. Hiring additional paraprofessionals to work one on one with students should be the second priority. Listen to your teachers! They know what the kids Safety is number one. But also teacher pay is so low that it is difficult to retain good, qualified teachers. If we aren't focusing on giving our kids the best education we can, then all the other stuff doesn't matter.</p> <p>Salary for Teachers. We are 30% below the national average. If you keep paying us like this you will lose most teachers to other school districts and states. This will cause your students to suffer. Use this money to give teachers a raise. Help them be able to start a life and settle down. If you give someone with a masters only 42,000 a year you might understand why they will leave for higher pay. It has been proven time and time again if you pay your teachers more it helps out everyone. This is your chance to pay all teachers to keep up with inflation and retain staff.</p> <p>Schools need more personnel, such as interventionists, paras, and mental health professionals.</p> <p>Seize the day!</p> <p>Send the Money back or don't Accept it</p> <p>Smaller study hall groups with support to work with struggling students</p> <p>So grateful for the opportunities this will bring to the families in our district!</p> <p>Social learning is a very important dynamic that children need to learn. Even if it is not graded it is crucial to their development and success.</p> <p>Some funds should definitely be used as retention of current staff and recruitment of new staff. Our biggest issue during COVID was lack of staff and not being able to keep good staff because of concerns with the school board's handling of COVID.</p> <p>Some should be used as a stipend or boost for teachers pay</p> <p>Staff retention will contribute to learning recovery.</p> <p>Staff shortage is the most important issue to address. Kids with special needs should not be in the general classroom. They either get no special attention or too much. They need their own classes.</p> <p>Stop it all. Just stop. Covid is common and in most high school science text books. The BS needs to end NOW!!!! If ppl are scared they can home school like everyone else did when we had FAKE panic scams from y2k to zika to Students need a class to help them fill out college admission paperwork and essays</p> <p>Students this year are coming in delayed in skills and social/emotional skills. Many students home lives are traumatic. The district needs to think about addressing these needs differently. Remediation and after school instruction will not fix this huge gap. Look to the research. Kids need more time in school so that they can access the supports and still receive the same instruction as their peers.</p> <p>Support the staff that are giving their all for these kids.</p> <p>Support the teachers!</p> <p>Supporting our teachers and staff emotionally and financially is our family's highest priority!</p> <p>Teachers and students have been equally impacted by COVID. Anything we can do to support both entities would be incredibly beneficial. I worry about future staffing challenges due to poor working conditions and the district's ability to recruit and retain GREAT teachers. The single most important factor in the success of any school is the teacher we put in front of each and every student. We MUST address working conditions and salary.</p> <p>Teachers and support staff are your most valuable assets in students' learning. Support their value and well being by providing them the salaries and incentives they need and deserve to teach our children.</p> <p>Teachers AND support staff need bonuses to make it worth it!!</p> <p>Teachers need more support in the classroom to address social emotional needs of students as well as learning loss. We need a higher staff to teacher ratio.</p> <p>Teachers need to teach. Laying around on the beach and simply telling the kids to use google classroom is not teaching!</p> <p>Teachers: the people doing the work directly with students should receive significant increases in salary.</p> <p>Teachers were given a one-time 3% Covid-relief payment at the end of 2021, but it still doesn't address the great financial needs incurred by the pandemic's impact. The teachers need to be compensated for their work and commitment and the current rate of income in this region is 30% below the national average.</p> <p>Thank you for reaching out and asking for input. I am imploring you to spend this money wisely. It is an opportunity to give our district the boost it needs. The RE-1 school board already missed its opportunity to provide COVID prevention materials and measures to keep our students, staff, and community safe. In fact you likely have an ample backlog of masks and tests... that you can still provide as needed. However, your (in)actions have led to to COVID spreading rampantly through the community and those of us left alive likely have immunity one way or the other... Now it is time to take care of your MOST IMPORTANT asset; your remaining teachers, so they can do the daunting task you have left them with. (without expert leadership, I might add.); caring for and educating our community and world's future citizens. Listen to the teachers. PAY them... empower them. ASK THEM what they need to accomplish what the state requires of them and then listen... STOP WASTING PRECIOUS and LIMITED revenue taxpayer and ESSR) and time on curriculum revamping, squandering excellent administrative expertise on "philosophical" agendas... let people who know how to do this job, do the job.... You having done the job a long time ago does not mean you know how to do the job now. Read the state standards, understand the standards and ask your principals/superintendent how they are ensuring that they are being met and what resources they need to support that effort. THAT IS THE BOARD'S JOB.</p> <p>Thankfully we've learned so much from COVID-19. As parents we have been awakened to inappropriate state and government involvement rule in our students' lives. Let's define the ESSR 111 Grant to reject manipulation by the state. The grant must align with parental choice and parental responsibility in raising their own children. No state control or manipulation and crossing of boundaries by the state especially with regards to Social Emotional Learning or Critical Race Theory. I propose more parental involvement and parental forums i.e., school board involvement to keep the major decisions for our students' mental health and education with the parents. No</p> <p>Thanks</p> <p>The community needs to be educated that our educators are an integral part of our community and our children's education. We need to educate them and support them, them being the community, that our teachers are trying their best to help our children learn. How can we educate our community?</p>

<p>The district has almost \$10 million dollars of these funds. It is unconscionable and classist NOT to use at least SOME of the money to give current teachers a raise up to a livable standard. The teachers are the MOST ESSENTIAL employees that you have in the district and you are on the verge of losing more of them. If this money is used again to threaten teachers (like Eric Chandler did last year), or pile more work on them (like Eric did this year) more of them will quit due to a toxic company culture.</p> <p>The district should invest in a schoolwide social-emotional curriculum that is used in every school building and train staff in implementation. Students will benefit from more interventions and training staff in determining appropriate interventions based on individual student needs.</p> <p>The forced political agenda of a primarily Republican community has cost lives and health of many. I am ashamed this county has not been able to keep peoples health as the primary focus.</p> <p>The funds must not be used to support hidden political/religious agendas. The funds must support equitable student learning and achievement, the emotional/physical health of the students, and the educated professionalism of teachers, and school administrators. The school must use the funds to focus on regaining student and faculty confidence in a professional learning environment; expand student access to truthful student knowledge-base while encouraging the growth of wisdom and positive self-confidence to conduct their own life after graduation. The teachers have enough education; they do not need to go back to school to satisfy political agendas. The pandemic exposed the worst in our collective community behaviors and decisions, and while sorrowfully displayed to the local, regional, national public through ignorant, untruthful revisionist anecdotes, it also showed the students and faculty what rancor must be repaired and overcome in order to support them in a safe environment. The current board displays extreme disrespect and ignorance about educational goals and missions; educated professional administration staff and teachers. Qualifications must be put in place for such boardroom responsibility. As an immediate example they should do some homework: Define the use of the word, "quorum," and explain the misuse of the word as it was applied in a recent public-facing letter signed by the board president when announcing the administrative leave of the superintendent. The sentence was a complete grammatical public embarrassment to our system. No faculty should ever be subject to the criticisms of such an incompetent and ill-qualified school board. Their answers should be published in the local newspapers. What was not mentioned in this survey is board training and qualifications. Without addressing this issue, all funds spent on student learning loss are only a band-aid over another more lethal long-term virus - one that intellectually cripples our local</p> <p>The hazardous pay should be for the staff that continued the in person learning and janitorial staff that was there cleaning. Before and after school learning. In summer learning takes away from summer fun with family and</p> <p>The impact of Covid is what is destroying everyone! Teachers have been over worked and under paid! Most probably are think of a different career because it just shows their life can change over night! This is a virus that has created problems for everyone! But these young adults need to understand what life is about! If they do t have a role model as a teacher then what else will they look forward to? These kids don't even want to be in school.</p> <p>The learning deficits are really evident to educators but the students have to be encouraged to change their learning style and to value their education so that these changes will make a difference. If the community is not willing to support the teachers and staff, then these changes will not help the students.</p> <p>The money must NOT have ANY stipulations for having to comply with any federal/state directives. All monies would be under direction of local School Boards.</p> <p>The more programs that connect students with the school, the more connected these kids will feel to their community. These programs that connect students are sports, music, plays, FFA, clubs, extra curriculums, etc. Once students are connected and have a sense of pride and school spirit, specifically developed through these programs, academics will go up. If these programs are not strong and school spirit is low, students will find other outlets of connection, which often are not very healthy (drugs, alcohol, partying, etc.) Higher level of funding in these extra curriculums will improve outcomes in these extra curriculums by providing more opportunities for</p> <p>The opportunity to perches technology and curriculum could be helpful.</p> <p>The quality of education suffers if we don't offer our teachers a living wage.</p> <p>The school day is long enough; any extra learning or support should be done during school hours or during summer break when there is loads of idle time.</p> <p>The schools need mental health and sel.</p> <p>The schools need more support staff and teachers to re-normalize school. The kids are not engaged and need help navigating changes. Student teacher ratios should change.</p> <p>The schools should look at helping the support staff at the medical clinic that serves the students</p> <p>The strain on teaching staff, and concern for their safety, seems conspicuously absent here. Also, mask mandates should be considered.</p> <p>The way the board and administration are acting, the district just needs to go online. The grant is not going to help the people who are supposedly in charge, where help is needed most there!</p> <p>There is a huge need for MENTAL HEALTH SERVICES, if there is funding, the elementary schools need to share the service, middle school and high school need their own certified mental health providers.</p> <p>There would be less need for these funds if the School Board had been and would be responsible rather than political!</p> <p>These funds are precious. Develop a strategy and prioritize needs using survey info. Spend the funds wisely for the sake of student learning not to support political aims of board members.</p> <p>This is a tough question that I think would be best answered by the teachers. Otherwise, I would say focusing on some summer school programs would be wise. I can think of two areas my kids would benefit greatly from if they could attend some summer classes for those subjects.</p> <p>Time! We were told these items were coming over a year ago! Please order ASAP! And follow the desires of those that are most in contact with students...the teachers.</p> <p>Treat Covid as you would the flu. Having extra help in the classroom i.e. rotating parent sign up on a consistent basis. Value the support.</p> <p>Use it to get state standards core curriculum</p> <p>Use it to invest in things that will actually make a difference. Use funding for increasing teacher/support staff pay, investing in mental support for students, and academic support.</p> <p>Use the money to reimburse some of the lost instruction time for your most at-risk populations. Particularly for students who were unable to utilize the remote learning options offered to the rest of the student population.</p> <p>Use this money where it is needed to our teachers and students and to take this virus serious. The school board won't take the seriousness of this virus but they will take the money.</p> <p>We are at significant risk of losing teachers at a time when we do not have enough teachers. Our teachers are some of the lowest in the nation. In addition, they are not respected by our community and this is a direct result of the school board. Programming should be considered to retain and support teachers in this area. I understand that it is not recommended to use this funding for teacher salaries due to the short-term nature, however, I would consider a survey that is sent to them researching staff morale, motivation for staying, and what supports they would find helpful.</p> <p>We have para's but no one will stay and be there to help the kids without better pay</p> <p>We need better pay</p> <p>We need parent support if we ever hope to address the massive impact on learning. Any ideas/programs/classes that can be centered around getting parents educated on how to help their students would also be a great use of the funds. If kids don't have the support at home we can't make up for that in the school day.</p> <p>We need qualified, reliable staff and consistency of attendance for all. Masks for all would help keep everyone healthy. Attractive working conditions and salaries would bring qualified staff.</p>
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BOARD REPORT

EXECUTIVE DIRECTOR OF STUDENT SERVICES



**EVERY STUDENT.
EVERY DAY.**

P.O. Box R
400 North Elm Street
Cortez, Colorado 81321
Phone: (970) 565-7282
Fax: (970) 565-2161

www.cortez.k12.co.us

Feb 22, 2022

Board Report-

Jim Parr- Executive Director of Student Academic Services

Curriculum-

Initial phase of the review of ELA programs for K-5 is near completion. We have engaged two working groups (teachers & community) to review 5 different ELA programs. Thus far this has taken place over the course of 2 meetings for each group and will conclude this week with a final meeting. Materials have been available for viewing throughout this period. At the final meeting each program will be discussed, completed rubrics will be collected and a program recommendation will be made.

The program recommendation will be presented to the District Accountability Committee for review at the March 7th DAC meeting.

Upon review from the DAC, the recommendation will then be presented to the School Board at the March 22nd board meeting.

The chosen program will then be available for public display for 30 days.



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Programs under review:

CDE web address to 2020 Advisory List of Instructional Programming

<https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020>

<u>CDE READ ACT compliant recommended programs K-3</u>	<u>Status</u>
Amplify - CKLA (2017)	<i>Received</i>
Benchmark Education - Benchmark Workshop (2021)	<i>Received</i>
Houghton Mifflin - Into Reading (2020)	<i>Received</i>
McGraw Hill - Open Court Reading (2016)	<i>Received</i>
McGraw Hill - Wonders (2017)/(2020)	<i>Received</i>

Assessment & State Testing

CMAS/CoAlt/PSAT/ SAT Testing season is upon us!

This spring students will take the full slate of CMAS testing for the first time in 2 years. In 2020 state testing was canceled completely and last spring (2021) testing was reduced per a state waiver filed the federal department of education.

This year all students grades 3-8 will take:

- English/ Language Arts
- Math



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-
- 5th & 8th grade students will take Science
 - Social Studies will not be tested in 2022

Students in grades 9-11 will take:

- PSAT (9th & 10th)
- SAT (11th)
- CMAS Science (11th)

CoAlt- the Colorado Alternative assessment is given to students grades 3-11 that require alternative testing. (ELA, Math & Sci)

Testing information:

- Our testing CMAS/ CoAlt testing window is March 21st through April 29th.
- PSAT/SAT- Assessment Date Wednesday April 13th.
- Schools are submitting testing schedules and preparing for their testing windows

Charter Application Approval for SWOS-

Southwest Open School has submitted their charter application for renewal. The application was presented to the District Accountability Committee on Feb. 14th for review. Overall findings from the DAC were:

- Requested more information regarding school performance.
- Requested more information regarding graduation rates & attendance.

At the meeting Kyle Archibeque and I were able to access state information regarding these two requested points.



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Ultimately it was unanimously decided to recommend that the school board approve the application for charter renewal.

Next steps-

If the application is approved by the school board, then a contract will be created that details the terms of the charter (length of charter, performance requirements, waivers, etc.). The contract will need to be approved by the school board and ultimately sent to the Colorado Department of Education for final approval.

CORA requests-

Requests for public records have been regularly coming to the district. Deb, Kyle, Cynthia and I are addressing each request as they arrive, and information is being provided as available and in as timely a manner as possible.

Principal Mentoring

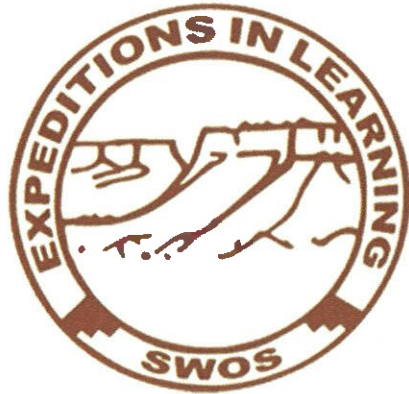
A practice that the district has been involved with over the past few years is mentor meetings with principals. Historically this has been conducted by the superintendent and assistant superintendent but this year I have taken this on.

I meet with principals either weekly or biweekly to discuss issues, needs, data and planning. This practice has proven beneficial to keep updated on how schools are doing and maintaining communication and relationships.

Safety update

Building principals have been conducting safety and lock-down drills as we move into the new calendar year. Each school will be conducting lock-down drills with the assistance of available SRO's. (Jerry Sam/ Jared Kaime)

Once all buildings have conducted the drills we will meet w/ SRO's to discuss what worked well and improvements that need to be made. This will then be reported at the district safety meeting in March.



Southwest Open School

Charter School Renewal Application

Prepared by:
Casey Simpson

Submitted: 12/1/2021

Southwest Open School
4011 N Dolores Rd.
Cortez, Co 81321
southwestopenschool.org

Overview

School Name: Southwest Open School
School Address: 401 N Dolores Rd., Cortez, CO 81321
Year Founded: 1986
School Director/Principal: Casey Simpson
Board of Directors: <ul style="list-style-type: none">• President: Rebecca Goslin• Vice President: Josh Standard• Treasurer: Corin Wolf• Secretary: Richard Fulton• Members: Tia Lee

1) Executive Summary:

Southwest Open School (SWOS) is a public charter school located in Cortez, Colorado. SWOS was created in 1986 by the Southwest Board of Cooperative Services as a second chance program for dropouts and teen parents. After reorganization in 1998, SWOS became a charter school with Montezuma-Cortez School District RE-1 serving as its authorizing agent (LEA). Currently, SWOS serves approximately 132 students grades 9-12, with more than 90% of students defined as "at-risk," according to Colorado Department of Education's (CDE) ten risk factors. The student population at SWOS is ethnically diverse with approximately 35% Native American, 50% Caucasian, and 15% Hispanic. SWOS serves students from four school districts in the Four Corners area: Montezuma-Cortez RE-1, Dolores RE-4A, Dolores County RE-2J, and Mancos RE-6. SWOS also serves students from the Ute Mountain Ute reservation in Colorado (Towaoc) and Utah, and Navajo reservations in New Mexico and Arizona.

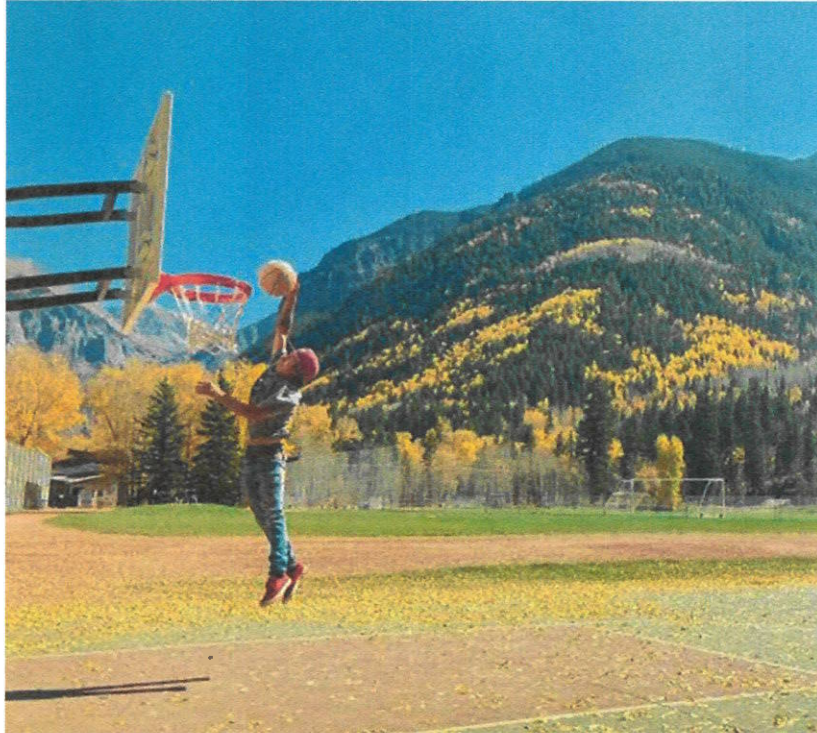
Over the last 30 years, the governing board, administration, and staff have focused on developing a nurturing community where positive relationships are built to ensure student success. SWOS administration and staff have worked to refine the program by uniquely integrating evidence-based best practices to offer a comprehensive educational program that combines academics, character education, and expeditionary learning approaches to nurture the success of the whole student. In addition to the academic program, SWOS has an award winning School Based Health Clinic (SBHC), offers service learning and outdoor education programming, hosts family engagement activities, and provides school-to-career programming. SWOS has become both a school of choice for the non-traditional learner and a second chance school for those who have not found success in the traditional classroom. Thus, our student population has grown from 20 students in 1986 to 135 students at present. Students report that they like attending school at SWOS because they feel respected by staff and peers, they feel like their voice is heard, and they feel like "they fit somewhere for the first time in their life."

Southwest Open School (SWOS) serves a wide range of students from the Four Corners region. Primarily, students come to SWOS for five reasons, they are: students seeking a project based experiential educational experience, students dissatisfied with the traditional school model, students expelled from their previous high school, students who have experienced bullying or are otherwise not comfortable attending previous high schools, and/or students that are over-aged and under-credited and have been told there is no path to graduation at their previous high school. On an annual basis we respond to the needs of the students who enroll, which at times requires curriculum flexibility and does have an effect on some of the indicators reported on our SPF.



2) Vision and Mission

- a. **Vision:** *SWOS will lead the Four Corners area as an exceptional school of choice, by providing an empowering, inclusive, experiential, education for life-long student success*
 - i. **Academics:** SWOS provides an experiential education which is the vehicle by which learning occurs; literacy, numeracy, character development, project-based learning and outdoor education work together to fuel that learning.
 - ii. **School Culture:** SWOS is a school of students and staff who are expected to demonstrate a commitment to human dignity and respect and a willingness to collaborate towards inclusivity and equity considering the needs of each individual, their family and the school community.
- b. **Mission:** Our mission is to create a community of learners who utilize expeditionary, experiential education in developing and nurturing high academic, character, and health standards while honoring diversity and fostering self-directed lifelong learning.



3) Goals, objectives and student performance standards - State the proposed four-year goals for the district charter school including timelines. Describe the process used to identify the goals. The goals shall address accreditation performance indicators and applicable goals and standards in federal law.

- a. **School Performance Framework (SPF) Related Goals:** Based on the most recent (2019) SPF, SWOS needs to focus attention on Math, Science, and Language Usage. The targeted components are areas where SWOS scored a “Does Not Meet” on the academic growth and achievement measurements on the SPF. All of the progress made toward goals needs to be measured and documented through data. We will begin the year with the scope and sequence goals and monitor the other data points for progress.

- i. Math: Progress to be measured through the MAPS scores pulled from Fall, Winter, and Spring testing sessions.
 - a. Goal #1: Have math instruction sequenced through houses. SWOS has a three house system that is delineated by the number of credits earned. The lower house includes students with 1-7 credits. The middle house includes students with approximately 7-14 credits. The upper house consists of students with 14 or more credits. See appendix for course sequencing.
 - b. Goal #2: 50% of students will show growth in math according to MAP test **(Ongoing)**
 - c. Goal #3: 80% of eligible students will take the PSAT/SAT practice test. **(Ongoing)**
- ii. Science: Progress to be measured through the MAPS scores pulled from Fall, Winter, and Spring testing sessions.
 - a. Goal #1: Have science instruction sequenced through houses. [Powerschool course list-current.xlsx](#) Attach student growth targets to projects in unit plans. **(To be completed in Dec. 2021)**
 - b. Goal #2: 40% of students will show growth in science proficiency according to MAP test. 40% is the baseline benchmark, associated with an “Approaching” designation, set by the state on SPF metric. Science is a newly incorporated metric that we used for the first time during the 2020-21 school year. We have not yet seen any data for this test reflected on the SWOS SPF **(Ongoing)**
 - c. 80% of students will take the CMAS science practice test in order to prepare students for test format and the curriculum which will be encountered on the test. STEM team will meet to discuss alignment of standards driven curriculum to the CMAS test. **(Ongoing)**
- iii. Language Usage: Progress to be measured through the MAPS scores pulled from Fall, Winter, and Spring testing sessions. (See pages 13-15)
 - a. Goal #1: Have language instruction sequenced through houses. What will be taught when? How will students show their proficiency? Attach student growth targets to projects in unit plans. **(To be completed in Dec. 2021)**
 - b. Goal #2: 40% of students will show growth in language usage proficiency according to MAP test **(Ongoing)**
 - c. Goal #3: 80% of eligible students will take the PSAT/SAT practice test. **(Ongoing)**
- iv. Truancy: Progress to be measured through a reduction in the truancy rate. (Caitlin, Scott, Brad, Kaitlin, Cindy, Casey)
 - a. Goal #1: Reduce truancy to below 7.8% **(Ongoing)**
 - b. Goal #2: Develop a PBIS system for encouraging attendance (Points for prizes, >days missed entered into drawing, calls home, family awards, etc.) **(To be completed in August)**
 - c. Goal #3: Develop attendance tracking and monitoring system for tiered truancy support for families. BETA **(Ongoing)**
- b. Diagnostic Review Related Goals: Based on 3. SWOS - Quality Framework Rubric we will be addressing different components of organizational improvement opportunities. The targeted components are areas where SWOS scored a “2” on the linked rubric. The different rubric categories have been combined into thematic buckets for staff PD groups to address. The letter/number identifiers relate to the rubric designations for categories. All of the progress made towards goals needs to be measured and documented through data.

- i. MTSS (B5, B6, B7): Progress to be measured by number of log entries as related to previous years, a reduction in the frequency of log entries for tier 2/3 students, and the number of students utilizing support resources.
 - a. Mental and Behavioral Support
 - b. Access to Resources
 - ii. PWR (B2, B9, A2): Progress to be measured by the number of ICAPs utilized by students and progress monitoring of ICAP (by advisors). Additionally, the number of students achieving placement/employment in line with a post-secondary plan will be collected.
 - a. ICAP
 - b. Post Secondary Planning and Support
 - c. Student goal setting and progress monitoring
 - iii. Instruction (B3, B4, C2): Progress to be measured by the number of teachers using project based rubric, completing unit plans, assessing SEL growth through 6P rubrics, and course completion rates by class. Number of core content teachers who attend a PD of choice will also be measured.
 - a. High Expectations/Academic Rigor
 - a. Standards based w/ reference to RIT data and progress monitoring
 - b. High Quality Instruction
 - a. Tactile Experience connected to each class
 - c. Professional Development focussed on discipline competency
 - iv. Equity and inclusion then Trauma informed:
 - a. Staff PD
 - b. Evidence of instruction in curriculum through student projects
- c. Process used for identifying goals:
- i. Diagnostic Review: The review at Southwest Open School was a combined effort between the Colorado Department of Education (CDE) and Momentum Strategy and Research (MSR). CDE engaged with the school and district through the EASI grant application during fall 2020 and MSR had been partnering with SWOS as part of their local accountability grant focused on AECs. In order to provide more focused support, best use of school staff's time, and more coherent feedback for the school and district, the two site reviews were combined. Brief overviews of each process are included below.
 - a. CDE: The Diagnostic, Exploration and Improvement Planning for Alternative Education Campuses (AECs) and online schools is a service led by Colorado Department of Education (CDE) staff. It is intended to support school and district leaders through an external review of practices, data, and partnerships and provide support as they examine current status and prioritize improvement efforts.
 - a. Framework for Effective Practices: CDE staff have developed a framework for effective practices of AEC and online schools. This framework and its components use the Four Domains Framework that CDE is using for their school improvement initiatives. These components were adapted based on research from the National Alternative Education Associations (NAEA) 15 exemplary practices, national research on effective high school practices, rubrics from iNACOL on blended learning, and observation of Colorado schools and structures for alternative education and online learning.

- b. Momentum Strategy and Research (MSR): The MSR qualitative review site visit process is a part of the Measuring Opportunity Pilot Project. It provides an opportunity for schools to receive school improvement feedback from peer school leaders and other education professionals. The site visit team spends two days at the school examining the school's practices through the lens of continuous improvement by observing classroom instruction, examining artifacts, and interviewing staff members. The team then collaborates to organize and synthesize the data in order to prioritize areas of strength, foundations on which to build, and high leverage next steps. Guiding documents include the MOPP Quality Framework and supporting rubric. Following the site visit, the school then uses the team's recommendation report to inform the school's continuous improvement planning efforts.
 - a. The process that was used for this Diagnostic Review included the following:
 - i. Review of materials: Prior to the visit, the review team analyzed the school's most recent School Performance Framework, most recent Unified Improvement Plan, the school's website, background material provided by the school, and a self assessment that was completed by the school leader.
 - ii. Diagnostic Review Visit: The visit included a series of interviews, classroom visits, and discussions that included the following:
 - 1. Interview with Principal
 - 2. Interview with Business Manager and Registrar
 - 3. Interviews with 10 core teachers
 - 4. Interviews with 2 support staff
 - 5. Classroom visits to 10 classrooms
 - 6. Formal interviews with 4 students, informal conversations with additional students
 - 7. Interviews with 3 parents/guardians
 - 8. Interview with Assistant Superintendent/Charter liaison
 - 9. Debrief with school leader
- ii. School Performance Framework (SPF): Southwest Open School is using the most recent SPF results to guide our goal setting. The above listed goals, related to the SPF, were targeted based on the "Does Not Meet" identifier.



4) **Purpose and evidence of support:**

- a. State the purpose for the district charter school and a geographic description of the area of intended service
 - i. Primarily, students come to SWOS for five reasons, they are; students seeking a project based expeditionary educational experience, students dissatisfied with the traditional school model, students who have experienced bullying or are otherwise not comfortable attending previous high school, and/or students that are over-aged and under-credited and have been told there is no path to graduation at their previous high school.
 - ii. SWOS serves students from four school districts in the Four Corners area: Montezuma-Cortez RE-1, Dolores RE-4A, Dolores County RE-2J, and Mancos RE-6. SWOS also serves students from the Ute Mountain Ute reservation in Colorado (Towaoc).
- b. Provide evidence that an adequate number of parents/guardians and students support the formation of the district charter school. Where possible, this evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information
 - i. As SWOS has been established and serving students and families for 35 years it is clear that the education provided serves an adequate number of students and families. Our current facilities can only accommodate 150 students. Work is currently being conducted to research and evaluate the possibility of building additional facilities to accommodate more students.



5) Student achievement and curriculum:

- a. Describe the district charter school’s educational program, student performance standards and curriculum that shall provide students with the educational experiences necessary to achieve the standards

i. Project Based Learning (PBL)

- a. “Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). Other defining features found in the literature include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, (Moursund, 1999), cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, & Cabral, 1999).”¹

¹ Thomas, John. “A REVIEW OF RESEARCH ON PROJECT-BASED LEARNING.”
[Http://www.autodesk.com/Foundation](http://www.autodesk.com/Foundation), The Autodesk Foundation , Mar. 2000.

- b. SWOS uses PBL as a way to engage students with the curriculum. Many students report being disengaged in the traditional classroom, during their entrance interviews. This theme can be found in research as well; “At the traditional school, students’ responses to the textbook-based teaching were, according to Boaler, “consistent and fairly unanimous...the majority of students reported 15 that they found (the) work boring and tedious.” Moreover, “the students regard mathematics as a rule-bound subject and they thought that mathematical success rested on being able to remember and use rules.” In contrast, students at the project-based school regarded mathematics as a “dynamic, flexible subject that involved exploration and thought.” “”(Boaler, 1997, p. 63). Thus, SWOS seeks to engage students through this alternative curriculum delivery strategy.
- ii. **Expeditionary Learning**
 - a. Expeditionary Learning is a learning model designed to promote critical thinking skills, academic achievement, and personal development through the use of in-depth investigations that engage students in community, travel, projects, and service. An expedition brings experts into the classroom, takes students into the field, and engages students in real world learning experiences.
 - b. Expeditionary Learning was a program developed by Outward Bound, a non-profit organization for comprehensive school reform. Founded in Great Britain in 1941, it was brought to the United States in 1961. Outward Bound uses outdoor activities where students “learn teamwork, courage, craftsmanship, perseverance, and compassion.” These instructional practices are incorporated into an expeditionary learning philosophy to create powerful learning experiences and foster academics and personal growth.
 - c. SWOS began the incorporation of this philosophy and these methodologies in 1990. Over the years, SWOS has invested in training and professional development in the form of contracted services through Expeditionary Learning Outward Bound. Although we no longer contract with ELOB, expeditionary learning continues to be a central philosophical and practical element of SWOS’ educational programming.
- iii. **Outdoor Education**
 - a. Like Expeditionary Learning, outdoor education is an integral part of SWOS’s Best Practice methodologies. While there are many definitions of outdoor education, the most comprehensive one seems to be, “Outdoor education is education ‘in’, ‘about’, and ‘for’ the out-of-doors.” (Phyllis 1) Many classes at SWOS are designed with outdoor education components, or include some practice of going outdoors. Outdoor education includes character education components, the understanding of environmental stewardship, and other elements that extend beyond a traditional academic curriculum. The outdoor educational components at SWOS, while varied in design, also include these elements and practices.
- iv. **Experiential Learning**
 - a. Experiential learning has come to mean two different types of learning:
 1. *learning by yourself* and
 2. *Experiential education*
 - b. Learning from experience by yourself might be called “nature’s way of learning”. It is “education that occurs as a direct participation in the

events of life" (Houle, 1980, p. 221, quoted in Smith, 2003). It includes learning that comes about through reflection on everyday experiences. Experiential learning by yourself is also known as "informal education" and includes learning that is organized by learners themselves.

- c. Principles of experiential learning are used to design of *experiential education* programs. Emphasis is placed on the nature of participants' subjective experiences.
- d. An experiential educator's role is to organize and facilitate *direct experiences of phenomenon* under the assumption that this will lead to genuine (meaningful and long-lasting) learning. This often also requires preparatory and reflective exercises.
- e. Experiential education is often contrasted with *didactic education*, in which the teacher's role is to "give" information/knowledge to students and to prescribe study/learning exercises which have "information/knowledge transmission" as the main goal.

v. Service Learning

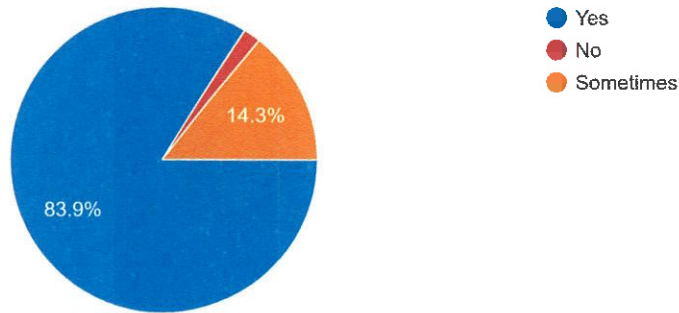
- a. SWOS requires all students to earn ½ a credit of service learning in order to graduate. Beyond this requirement, service learning is another core aspect of our educational programming. Many of our academic classes incorporate service learning in the curriculum. Additionally, SWOS has established an after-school program called Generation Impact that fosters leadership skills, teaches students about the non-profit sector, and allows students to become philanthropists through community service projects and grant-making. This program has received several awards for their work in the community.

vi. Social Emotional Learning

- a. Linda Lantieri writes, "they are able to bounce back and overcome the effects of a high-risk environment. These children possess such qualities as social competence and problem solving skills. Gottfredson reported that a young person's possibilities of becoming a juvenile defender can decrease by up to 40% if such skills are developed." (Lantieri, 1999) Based on the body of research that supports the positive impact SEL can have on the lives and futures of at-risk youth and the fact that a majority experience and/or exhibit a high level of risk factors, SWOS believes SEL curriculum to be very important to these students as they deal with the stressors present in their lives. Our SEL work honors the resilience, problem solving, and the positive mental attitude that these students bring to our school. SWOS supports these students by teaching SEL specific curriculum to both students and staff. PD for staff has been designed to support staff in increasing their own social emotional skills set, who will then be able to serve better as caring adults to our students. The body of research indicates that adults who can generate trust, attention, empathy, availability, affirmation, respect, and virtue will have the most success supporting at-risk youth.

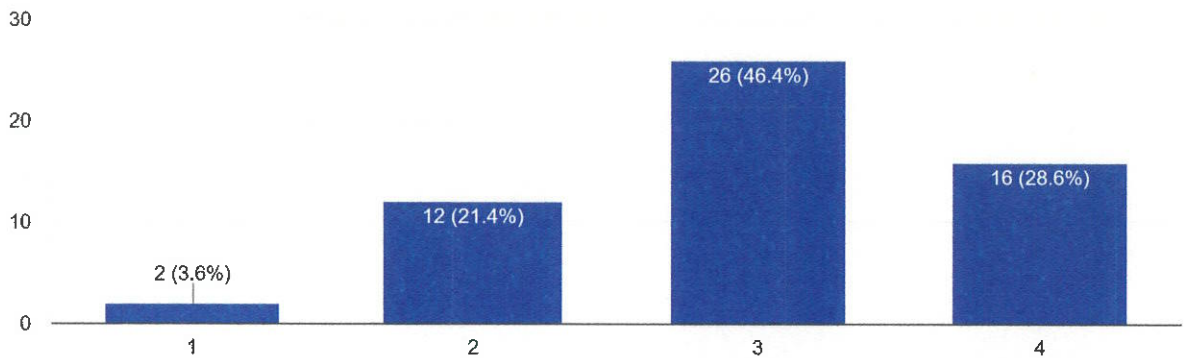
11. The staff at SWOS are kind and supportive of me and my needs

56 responses



18. How well has SWOS helped support you emotionally over the past year?

56 responses



- vii. **Colorado Academic Standards:** Southwest Open School uses the 2020 Colorado Academic Standards ([2020 Colorado Academic Standards Online](#)) to inform and guide the design of all of our academic curriculum. Teachers are required to include which standards they will be utilizing in all of their unit plans.
- viii. **Assessment Schedule:**
 - a. NWEA: The SWOS staff utilize the NWEA MAP scores to target instruction to specific student academic needs. Teachers view the median RIT score for each class in order to focus curriculum on the appropriate skill development. Outlyer scores are then identified so class lessons, assignments, and activities can be differentiated based on performance. The text below has been pulled from [What Does RIT Mean - Testing Growth](#) in order to better inform the LEA as to the specifics of NWEA MAP testing.
 - a. RIT scores MAP Growth uses the RIT (Rasch Unit) scale to help you measure and compare academic growth. Specifically, the

scale measures levels in academic difficulty. The RIT scale extends equally across all grades, making it possible to compare a student's score at various points throughout his or her education.

- b. What does a specific RIT score mean? It represents the level where a student is ready to learn, also known as the Zone of Proximal Development. The test finds that level by pinpointing where a student would just as likely answer incorrectly as correctly, the point between knowing and not knowing answers.
 - c. In addition to RIT scores, MAP Growth provides specific learning statements showing what each student is ready to learn. Those learning statements are directly aligned to your state standards.
 - d. As standards change, NWEA makes new alignments so that RIT scores and learning statements still maintain the same meaning in terms of academic difficulty. Those changes result in new test versions, but the new versions will not significantly impact student scores, growth measurements, nor the ranking against NWEA norms.
 - e. SWOS administers the NWEA MAP test at three points during the school year; September 13th-16th, December 13th-16th, and April 25th-28th. The three testing windows provide up to date information for the SWOS instructors throughout the year and allows for the monitoring of student, class, and overall organizational academic growth.
- b. SAT/PSAT: The PSAT is administered once per year and the SAT is administered twice per year. SWOS administers the PSAT and SAT in accordance with the state testing schedule.
 - c. CMAS: SWOS administers the CMAS once per year respectively in accordance with the state testing schedule.

ix. Goals:

- a. The baseline academic achievement goal for SWOS is that all students achieve at least one grade level of academic advancement per year.
- b. In many cases a student will achieve multiple grade levels of academic growth per year. Students often enroll at SWOS performing well below grade level. This is addressed on a case by case basis as we meet students where they are at.

- b. Detail the plan for academic accountability, including a description of measurable annual targets for the measures used to determine the levels of attainment of the accreditation performance indicators
 - i. ****see attached UIP
- c. Describe the curriculum to be used in the district charter school, including a list of the objectives and means of measuring student performance for each subject and each grade level

Course ID	Course Title	House/Term	Aligned to Colorado Academic Standards?	How does SWOS Measure Student Performance?
	3100 English			
3110	English I	LH Q1/Q2	Yes	NWEA MAPS: Language Usage/Reading SAT/PSAT: Evidence Based Reading and Writing Portfolio Pieces
3120	English II	LH Q3/Q4	Yes	NWEA MAPS: Language Usage/Reading SAT/PSAT: Evidence Based Reading and Writing Portfolio Pieces
3121	Speech	UH Q3/Q4	Yes	NWEA MAPS: Language Usage/Reading SAT/PSAT: Evidence Based Reading and Writing Portfolio Presentation
3122	Sophomore Seminar	MH Q2/Q4		Portfolio Presentation
3130	English III	MH Q1/Q3	Yes	NWEA MAPS: Language Usage/Reading SAT/PSAT: Evidence Based Reading and Writing Portfolio Pieces
3140	English IV	UH Q1/Q2	Yes	NWEA MAPS: Language Usage/Reading SAT/PSAT: Evidence Based Reading and Writing Portfolio Pieces
	3200 Social Studies			

3205	Geography I	LH Q1/Q2	Yes	Class Portfolio Project w/ PBL Rubric
3210	Geography II	LH Q3/Q4	Yes	Class Portfolio Project w/ PBL Rubric
3220	US History	MH Q1/Q2/Q3/Q4	Yes	Class Portfolio Project w/ PBL Rubric
3230	American Govt - Civics	UH Q1/Q2/Q3/Q4	Yes	Class Portfolio Project w/ PBL Rubric
3240	World History	Intensives	Yes	Class Portfolio Project w/ PBL Rubric
	3400 Science			
3410	Biology	MH Q1/Q2	Yes	NWEA MAP: Science CMAS: Science Portfolio Pieces
3420	Anatomy	Intensives	Yes	NWEA MAP: Science CMAS: Science Portfolio Pieces
3425	Zoology	Intensives	Yes	NWEA MAP: Science CMAS: Science Portfolio Pieces
3430	Ecology	LH Q1/Q2	Yes	NWEA MAP: Science CMAS: Science Portfolio Pieces
3440	Environmental Science	Intensives	Yes	NWEA MAP: Science CMAS: Science Portfolio Pieces
3450	Chemistry	MH Q3/Q4	Yes	NWEA MAP: Science CMAS: Science Portfolio Pieces
3435	Life Science	Intensives	Yes	NWEA MAP: Science CMAS: Science Portfolio Pieces
3470	Physics	UH Q1/Q2	Yes	NWEA MAP:

				Science CMAS: Science Portfolio Pieces
3490	Geology	LH (Q3/Q4)	Yes	NWEA MAP: Science CMAS: Science Portfolio Pieces
	3300 Math			
3300	Pre Algebra	LH Q1/Q2	Yes	NWEA MAP: Math PSAT/SAT: Math Portfolio Pieces
3301	Beg Algebra	LH Q3/Q4	Yes	NWEA MAP: Math PSAT/SAT: Math Portfolio Pieces
5300	Algebra I	MH Q1/Q2	Yes	NWEA MAP: Math PSAT/SAT: Math Portfolio Pieces
5305	Algebra II	MH Q3/Q4	Yes	NWEA MAP: Math PSAT/SAT: Math Portfolio Pieces
3325	Probability and Statistics	UH Q1/Q2	Yes	NWEA MAP: Math PSAT/SAT: Math Portfolio Pieces
3370	Business Math/Personal Finance	UH Q3/Q4	Yes	NWEA MAP: Math PSAT/SAT: Math Portfolio Pieces
3330	Geometry	Intensives	Yes	NWEA MAP: Math PSAT/SAT: Math Portfolio Pieces
3305	General Math	Intensives	Yes	NWEA MAP: Math PSAT/SAT: Math Portfolio Pieces
	3500 Health			
3510	Health	Intensives/ Elective Block	Yes	Class Portfolio Project w/ PBL Rubric
	3600 Physical Education			
3610	Physical Education	Intensives/ Elective Block	Yes	Class Portfolio Project w/ PBL Rubric
	3700 Elective			
3701	Sr Seminar	Q4 Graduating UH		Portfolio Presentation
3702	Art	Intensives/ Elective Block	Yes	Class Portfolio Project w/ PBL

				Rubric
3707	Service Learning	Spring Intensive		Service Log and Reflection
3712	Yearbook	Q4 UH		Completed Yearbook
3713	School to Career	Q3/Q4 UH		Class Portfolio Project w/ PBL Rubric
3714	Work Experience	All students (optional)		PAycheck/Work Log
3722	Elective	All students		Class Portfolio Project w/ PBL Rubric
3822	Academic Elective	All students		Class Portfolio Project w/ PBL Rubric
3940	Community	All students		Attendance
3945	Credit Recovery	After School (Optional)		Khan Academy Cert.
6101	Spanish I	Q2/Q3/Q4 LH	Yes	Class Portfolio Project w/ PBL Rubric
6102	Spanish II	Q2/Q3/Q4 MH	Yes	Class Portfolio Project w/ PBL Rubric
3708	Drama	B1 MCHS		
3706	Music	B1 MCHS		
3750	Vo-Tech Auto	UH Concurrent Enrollment		
3751	Vo-Tech Weld	UH Concurrent Enrollment		
3752	Vo Tech Electronics	UH Concurrent Enrollment		
3753	Vo-Tech Construction	UH Concurrent Enrollment		
3754	Vo-Tech Business	UH Concurrent Enrollment		
3724	Indep Study	All Houses		Khan Academy Cert.
3715	Job Mentorship	UH (Optional)		Work Hour Log and Reflection
3719	Consumer Ed	Intensives		Class Portfolio Project w/ PBL Rubric
3704	Swosology Seminar	All students, orientation		Class Portfolio Project w/ PBL

				Rubric
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- d. Describe the district charter school's procedures for taking corrective action in the event that student performance at the school falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators
- i. See attached MTSS framework
 - ii. More direct vetting of curriculum
 - a. Teachers will analyze the present curriculum to identify strengths, weaknesses, omissions, and/or problems.
 - b. Teachers will provide sample lessons that illustrate curriculum improvement implementation.
 - c. Teachers will provide sample assessments that illustrate the updated curriculum implementation.
 - d. Identification of what teachers at each house level perceive to be the most serious issues within the curriculum.
 - e. Teachers and administrators will re-evaluate how their work is connected with the school's beliefs and vision for student learning and achievement.
 - f. Teachers and administrators will re-evaluate how their work is connected with the school's respect for the cultural and linguistic backgrounds of students.
 - g. The curriculum improvement plan will provide guidance on how to advance students who have not been challenged in prior grades, so they can make the necessary progress in their academic growth and achievement.
 - h. The staff will pursue the development of new activities and exemplars of student work to align with and support the SWOS SPF performance challenges.
 - i. Professional Learning Communities (PLC) groups will be given the opportunity to collaborate on lesson plan development to ensure coherence within and across grade levels
 - iii. Curriculum audit will be completed
 - iv. A detailed analysis of state and local test data, including [large scale assessment] scores, grade-level criterion-referenced test data, and course final project results will be undertaken.
 - v. Suggestions for change and improvement generated by meetings with teachers, guidance counselors, and administrators.
 - vi. Parent and other community members' concerns and expectations for the program obtained through surveys and invitational meetings.
 - vii. Increased PD requirement for impacted staff
 - a. The primary curriculum document provides support to instructional staff to attain the stated goals.
 - viii. Re-evaluation of strategic plan
- e. Describe the policies regarding student discipline, expulsion and suspension that are consistent with the intents and purposes of state and federal law
- i. SWOS' disciplinary policies are in keeping with Colorado state law and federal law. SWOS students may be suspended or expelled for the following transgressions:
 - a. Repeatedly interfering with the school's ability to provide educational opportunities
 - b. Continuing to ignore rules or being habitually defiant or disruptive

- c. Destroying or defacing school property
- d. Behavior on or off campus that is harmful to someone's welfare or safety or threatens them
- e. Bringing or possessing a dangerous weapon
 - a. Bringing or possessing a knife with a blade longer than 3 and ½ inches
- f. Using, possessing, or selling drugs or controlled substances as defined by state statute
- g. The commission of a first or second degree assault as defined in the state criminal code
- h. The commission of robbery as defined in the state criminal code
- i. Falsely accusing a staff member of criminal activity
- ii. The following criteria are utilized when determining suspensions and expulsions:
 - a. The age of the student;
 - b. The disciplinary history of the student;
 - c. Whether the student has a disability;
 - d. The seriousness of the violation committed by the student;
 - e. Whether the violation committed by the student threatened the safety of any student or staff member; and
 - f. Whether a lesser intervention would properly address the violation committed by the student.

Data Table: Discipline			
Performance Indicators	Measures/Metrics	2019-2020	2020-2021
Student Behavior	Suspensions-All Students (In school/Out of School)	21	17
	Suspensions-Male/Female	14 male 7 female	12 male 5 female
	Suspensions-Special Education	2	1
	Suspensions-ELL Students	0	0
	Expulsions-All Students	5	1
	Expulsions-Male/Female	3 male 2 Female	1 male 0 female
	Expulsions-Special Education	0	1
	Expulsions-ELL Students	0	1

- f. Describe the plan for addressing the needs of students with special needs, including budget and staff requirements. The plan shall include identifying and meeting the learning needs of at-risk students, students with disabilities, gifted and talented students and English language learners
 - i. Budget's
 - a. BOCES - The ESS services we receive from the BOCES flow through the district
 - b. 7% of the SWOS budget is dedicated to ESS. Resources for ESS come out of the General Fund.
 - c. ESS Supply Budget
 - a. ESS staff salary
 - b. \$500.00/ year - Materials, subscriptions, manipulatives, high interest adapted reading materials.

- c. \$300.00/year- personal accommodations (headphones, timers, colored reading sheets, etc.
 - d. \$250.00/year- Printer, toner, and paper (extra printing for materials and IEPs).
 - e. \$1500.00/year- Equipment/access needs for individual students. May be used for travel, such as college tours, job shadow travel. May or may not be used yearly but also addresses the potential needs of students that may enroll in the future.
- ii. Students with special needs are mainstreamed in General Education classrooms. Through Individual Education Plan (IEP) development, it is determined what types of accommodations and potentially, modifications are required in the classroom and on trips in order to meet their needs and provide them with an equitable learning experience. Accommodations and modifications are shared with the teachers and the students are monitored for their performance to determine their success and/or the need for further support. Support can include editing and monitoring students' work or working one-on-one in the classroom to complete assignments. Currently the Exceptional Student Services involves one certified staff member in special education. All students are supported and encouraged in the classrooms using project based learning geared towards the abilities and understanding of the students. The requirements vary and are addressed through the use of classroom rubrics in most instances that can be modified to meet the needs of all students. Students that are at-risk are supported not only academically, but emotionally and physically through programs at the school that provide counseling, academic support, and even at times help with household needs.



- 6) **Criteria for enrollment decisions:** Consistent with state and federal law, describe the enrollment policy and the criteria for enrollment decisions.
- a. The School shall comply with all School District policies and regulations and the requirements of state and federal law concerning student enrollment, attendance and discipline, including without limitation, the grounds and procedures established by state statute for suspending, expelling or denying admission to a student and all time requirements for attendance, and including without limitation all requirements relating to excused and unexcused absences. For purposes of implementing expulsion and suspension, the School shall designate individuals who shall carry out the roles of principal and superintendent as specified in Article 33 of Title 22, C.R.S. Appeals from decisions of the person acting as "superintendent" hereunder and reports of expulsion shall be made to the Board of the School District which shall have final authority over all such matters. Expulsion or suspension from the School shall also mean expulsion or suspension from the School District.
 - b. **Exclusions of Students:** Students enrolled in the School may be denied admission or excluded from the school only in accordance with School Attendance Law of 1963 [C.R.S. 22-33-105 And 106, Title 22: Education, School Districts, Article 33: School Attendance Law Of 1963](#) and in the event we have met our enrollment target. In the event we have met our enrollment target, which is 140, applicants will be put on a first come first serve wait list. Wait listed applicants will be enrolled during the next enrollment period where our enrolled student count drops below 140. ***See appendix for New Student Registration Protocol.*
 - c. During the school year proposed transfers to and from the School shall be handled on the same basis as transfers involving other schools in the School District; namely decisions shall be made on a case by case basis with final authority resting with the superintendent of the School District
 - d. **Admissions:** Southwest Open School is dedicated to the principles of equal opportunity and prevention of harassment in all of its practices. Additionally, we prohibit unlawful discrimination or harassment against individuals on the basis of age 40 and over, race, sex, sexual orientation, gender identity, marital status, color, religion, national origin, disability, military status, genetic information, or any other status protected by applicable state or local law.
 - e. **Enrollment Minimum:** SWOS will maintain an enrollment of at least 75 students at all times during the term of the Charter and this Contract. SWOS accepts and agrees that its failure to enroll students as provided herein shall be grounds to revoke the School's charter. Except as provided in this paragraph, requests for enrollment after the cutoff date shall be considered on a case-by-case basis and shall be subject to the approval of the School District.
 - f. **Tuition:** SWOS will not charge tuition to students who reside in the Dolores School District No. Re-4A, the Mancos School District Re-6, the Montezuma-Cortez School District No. Re-1 (Cortez) or the Dolores County School District Re-No. 1(Dove Creek), other than for before or after school programs administered by the School. Tuition for other nonresident students will only be charged in accordance with state law and School District policies and procedures.



7) Governance and decision making

- a. Describe the governing body, including a detailed description of the relationship between the district charter school and the school district: The primary purpose of the governing body is to monitor the financial stability of the organization, set policy when the need arises, and to monitor and evaluate the performance of the Director. Members join the board through the submission of an application which is vetted by the board and staff. The applicant must then attend a board meeting, speak to their purpose for joining the board, and then be voted on to the board by existing board members. Board members serve on a voluntary basis, and can not be compensated from their membership on the board. The board monitors academic and financial metrics through monthly presentation of data at meetings. Staff reports on current weaknesses and strengths in the academic programming and makes recommendations if there are any. The Business Manager reports on any budgetary issues including development and revision recommendations and keeps the board informed of account level balances to make everyone aware of the pace of spending. Check registers and credit card statements are made publicly available on the school's website. Board members review the monthly financial reports. IVisions has completely revolutionized our financial operations, including our ability to review and present financial data. This transparency and increased involvement with our finances has been essential to our vitality as an organization. The health of our reserves is a testament to the care by which the SWOS financial accounts have been managed.

Board role (e.g. President)	Person	Phone and email	Term
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President	Rebecca Gostlin	970-676-1096, gostlin.r@gmail.com	12/2019
Vice President	Josh Standard	970-275-3525 , josh.standard@osprey.com	6/2021
Treasurer	Corin Wolf	970-739-6963, rinniewolf@gmail.com	9/2020
Secretary	Richard Fulton	970-799-0106, fulton_r@fortlewis.edu	6/2020
Director	Mark Wing	970-739-6443, markwing@utemountain.org	9/2020
Director	Tia Lee	970-560-1832, tia.dawn.lee@gmail.com	8/2021

- b. Consistent with state law, describe the types and extent of parental, professional educator and community involvement in the governance and operation of the district charter school
- i. School board: SWOS maintains an active and participatory school board. The board is composed of a variety of community members. Our board seeks to represent the diverse community we live in and include the parents of our current students.
 - ii. School accountability committee: The SWOS accountability committee is called the “school improvement committee. A few years ago, the SWOS School Improvement Committee (SSIC) formed to address continuous school improvement through implementing and revising a strategic plan and also to craft the Unified Improvement Plan. It originally comprised of three instructional staff, two administrative staff, and three community members. The committee grew in membership and included, in addition to the original formation, a board member, (a) current SWOS student(s), and a parent. The SSIC in its present configuration is composed of an administrator, multiple students, community members, board members, and parents. This new SSIC is committed to continue with the work of the former SSIC, i.e., determine data needed beyond the SPF and SWOS assessment data as well as collect and analyze additional data to determine Priority Performance Challenges. The new SSIC will also use the Priority Performance Challenges to analyze specific root causes that are internal. In addition, the SSIC will narrow the root causes down through a verification process and then disseminate these to the entire SWOS staff for feedback and initial verification. Additional data analysis will be conducted within the context of the SSIC to verify the Root Causes. Focusing on the Root Causes, the entire staff will engage in a brainstorming process to determine Improvement Strategies. These ideas will be taken back to the SSIC and refined using the Process Planning guide.
- c. Provide information on how the district charter school will be accountable to the public:
- i. Public board meetings: We post the time, place, and duration of all of our board meetings; both on the website and in the district office
 - ii. The board minutes are available upon request
 - iii. School Improvement Committee (SIC): This committee meets once per month and includes students, board members, and members of the public
 - iv. Unified improvement plan (UIP) and school performance frameworks (SPF: The SWOS UIP and SPF are available on the internet and paper copies can be requested at any time
 - v. Financial transparency: The SWOS website has all of our up to date financial documents for view by the public
- d. Describe expectations and plans for ongoing parent and community involvement:
- i. Family/Community Engagement Plan

Date	Description of Event
September 3	Gallery Event: Gallery is a practice of showcasing student learning in a public forum. Galleries are

	held at the end of academic terms, and provide an authentic audience for students to demonstrate and celebrate their learning in their classes. Galleries include oral presentations and demonstrations, visual displays, and other displays containing student work. Gallery attendance is an expectation for staff and students and functions as a celebration of learning (and final assessment piece for classes). Gallery during the 2021-2022 school year will occur on the last Friday of the fall intensive, fall academic semester, winter intensive, and spring academic semester.
October 7	Fall Festival: The focus for our fall festival for the 2021 school year is cooking and whole foods. Specifically, SWOS is partnering with the share house, local chefs, and CDE in offering an opportunity for community members, friends, and families to learn and taste great food made with locally available and affordable whole foods.
October 22	Student/Family Teacher Conferences: "Research has proven that when parents and teachers work together, everyone benefits: Students tend to earn higher grades, perform better on tests, attend school more regularly, have better behavior, and show more positive attitudes toward themselves and toward school. School programs that include strong parent involvement are more effective." (Canter, https://childmind.org/) ² Conferences will be held at the midpoint of our academic semesters and serve to inform parents/guardians about their student's performance during the academic semester. Conferences during the 2021-2022 school year will occur on the last Friday of quarter 1 and quarter 3.
December 16	Gallery Holiday Celebration: **see above description. The holiday gallery will also include food and drinks.
February 4	Gallery: **see above description
March 11	Student/Family Teacher Conferences: **see

² Andrea Canter, PhD. "Teacher Conferences - a Guide for Parents." *Child Mind Institute*, 28 Feb. 2019, childmind.org/article/teacher-conferences-a-guide-for-parents/.

	above description
April 22	Gallery: **see above description
May 26	End of year BBQ: At the end of every year SWOS hosts a BBQ for all of the students, friends, family, and community.



8) Employment plan and practices:

a. Describe the employment policies of the district charter school including a description of the qualifications for licensed and classified employees, employee compensation schedule(s), recruitment and selection procedures, plan(s) for resolving employee relation problems, and the relationship that will exist between the district charter school and its employees:

i. Qualifications for employees:

a. SWOS is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. SWOS is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law. For purposes of this policy, these terms have the following meanings:

a. "Race" includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.

- i. "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.
 - b. "Sexual Orientation" means a person's orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person's perception thereof.
 - c. The educational programs, activities, and employment opportunities offered by SWOS are offered without regard to disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services.
 - b. Consistent with the requirements of the Fair Labor Standards Act, each employee is designated as either nonexempt or exempt. Generally, licensed teachers, administrators, and supervisors are exempt, while classified employees are nonexempt. Nonexempt employees are entitled to comp time for all hours worked over 40 in a workweek.
 - a. Exempt employees are excluded from overtime compensation. Regular Full-time Employees who are regularly scheduled to work the full-time schedule for their job classification. Currently, they are eligible for the District's benefit package, subject to the terms, conditions, and limitations of each benefit program.
 - b. Part-time Employees are regularly scheduled to work less than 30 hours per week. Part-time employees are ineligible for the District's health benefits but do receive sick days and one personal day.
 - c. Substitutes Employees hired as interim replacements, to temporarily supplement the workforce, or to assist in the completion of a specific project(s). Employment assignments in this category are of a limited and definite duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status until notified of a change.
 - c. Prior to hiring any person, in accordance with state law SWOS must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district must comply with the Fair Credit Reporting Act and applicable state law.
 - d. Discrimination in the hiring process on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, genetic information, age, marital status, or conditions related to pregnancy or childbirth is prohibited. All candidates will be considered on the basis of their merits, qualifications, and the needs of the school. All interviewing and selection procedures will ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school's Director has an opportunity to consent. Unless otherwise required by law, the final selection for nomination will be made only by the director.
- ii. **Employee compensation schedules; plans for resolving employee relation problems:**

- a. The School's governing body shall be independently responsible for the employment, supervision, evaluation, (payroll administration, compensation, benefits and PERA payments (are covered by business services purchased from the district) comply with and be subject to all applicable School District policies and procedures or state and federal law unless waivers have been granted.
 - b. SWOS will consult with the district in all matters involving the selection, employment, compensation (including provision of benefits), discipline or termination of employees, the school shall consult with the administration of the School District to the extent reasonably necessary to ensure that any action or inaction will not have adverse legal consequences for the School or the School District, their officers, employees and agents. If the School and the School District administration disagree on any matters subject to consultation under this paragraph, the issue shall be referred to the Board. In such event the decision of the School shall control unless the Board determines that, because of reasonable legal concerns, some other course of action should be pursued, in which case the decision of the Board shall control
 - c. SWOS Board-adopted salary schedules are available on the district website. A teacher may move from one step to another or from one education column to another for the current school year with a formal letter to the Director and the proper data is filed with the Director. Appropriate paperwork must be submitted to Human Resources by September 1st for the September payroll and the 1st day of the second semester. The salary schedule shall not be retroactive. Teachers must submit official transcripts to verify the completion and attainment of degree status. Official grade reports are sufficient to verify all other acquired hours. Credit for previous experience up to ten years, may be recognized at the time of employment with SWOS.
- iii. **Recruitment and selections procedures:**
- a. SWOS maintains a recruitment program designed to attract and hold the best possible professional personnel. It is the responsibility of the director, with the assistance of other staff, to determine the personnel needs of the school and to locate suitable candidates to recommend to the SWOS Board for employment. The search for good teachers and other professional personnel will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the diverse characteristics of the school and the need for staff members of various backgrounds. Recruitment procedures will not overlook the talents and potential of individuals already employed in the region's schools. Any present employee of the school may apply for a position for which they are licensed and/or meet other stated requirements.
 - b. Staff hiring procedure:
 - a. All regular vacancies will be advertised by the Director or a designated staff member
 - b. A hiring committee comprised of staff and board members is formed
 - c. All applications will be submitted via email to the director
 - i. Current employees may apply for supplemental pay positions by submitting a letter outlining their qualifications for the position they are seeking.

- d. All applicants complete the application form located on the website.
- e. Initial screening and interview
 - i. The hiring committee will screen applications and conduct the initial interview with all applicants.
 - ii. The objectives of the screening and initial interview process are to:
 - 1. Determine if a teacher applicant meets applicable licensure requirements under state and federal law.
 - 2. Determine the suitability of an applicant for a specific position.
 - 3. Determine those applicants who are most qualified for the position.
 - 4. Ensure eligible applicants from the school's priority hiring pool, if applicable, receive the first opportunity to interview, as required by law.
 - 5. Discuss with an applicant any school policies and procedures pertinent to the job and to the employment process.
- f. Background checks Prior to hiring and in accordance with state law, the hiring committee shall:
 - i. Conduct a background check through the Colorado Department of Education (the department) to determine the applicant's fitness for employment. The department's records shall indicate if the applicant has been convicted of, pled nolo contendere to, received a deferred sentence, or had his or her license or authorization denied, annulled, suspended or revoked for a felony or misdemeanor crimes involving unlawful sexual behavior, unlawful behavior involving children or domestic violence. The department shall provide any available information to indicate whether the applicant has been dismissed by or resigned from a school district as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which was supported by a preponderance of evidence according to information provided to the department by a school district and confirmed by the department in accordance with state law. The department shall also provide information regarding whether the applicant's license or certification has ever been denied, suspended, revoked or annulled in any state, including but not limited to any information gained as a result of an inquiry to a national teacher information clearinghouse. Information of this type that is learned from a different source shall be reported by the school to the hiring committee. The hiring committee will not disclose any information reported by a school district unless and until the hiring committee confirms that the allegation resulted in the person's name being placed on the state central registry of child protection.

- ii. Contact previous employers of the applicant to obtain information or recommendations relevant to the applicant's fitness for employment.
- g. Fingerprinting non-licensed administrators:
 - i. All non-licensed applicants selected for employment in any position must submit a complete set of fingerprints taken by a qualified law enforcement agency, an authorized district or BOCES employee or any third party approved by the Colorado Bureau of Investigation.
 - ii. Non-licensed applicants selected for employment must also submit a completed form, as required by state law, to certify, under penalty of perjury, either that he or she has never been convicted of a felony or misdemeanor charge, not including any misdemeanor traffic offense, or that he or she has been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense). The form must specify the felony or misdemeanor, the date of conviction and the court entering judgment.
 - iii. SWOS will release the fingerprints to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. When the results of the fingerprint-based criminal history record check reveal a record of arrest without a disposition, the district shall require the employee to submit to a name-based criminal history record check.
 - 1. Although an applicant may be conditionally employed prior to receiving the results, he or she may be terminated if the results are inconsistent with the information provided on the form. In accordance with state law, the employee or applicant shall be terminated or disqualified from district employment if the results disclose a conviction for any of the following offenses:
 - a. felony child abuse, as described in C.R.S. 18-6-401;
 - b. a crime of violence, as defined in C.R.S. 18-1.3-406 (2);
 - c. a felony involving unlawful sexual behavior, as defined in C.R.S. 16- 22- 102 (9);
 - d. felony domestic violence, as defined in C.R.S. 18-6-800.3;
 - e. a felony drug offense, as described in C.R.S. 18-18-401 et seq., committed on or after August 25, 2012;
 - f. felony indecent exposure, as described in C.R.S. 18-7-302;

- g. attempt, solicitation or conspiracy to commit any of the offenses described in items 1-6;
- h. an offense committed outside of this state, which if committed in this state would constitute an offense described in items 1-7. The district will notify the district attorney of inconsistent results for action or possible prosecution
- iv. **Relationship between SWOS and employees:** SWOS is a 501c3 in Colorado and as such is subject to Colorado labor laws. Colorado follows the legal doctrine of "employment-at-will" which provides that in the absence of a contract to the contrary, neither an employer nor an employee is required to give notice or advance notice of termination or resignation. Additionally, neither an employer nor an employee is required to give a reason for the separation from employment.
- v. ***See appendix for Director, Teacher and other job descriptions and samples***



9) Financial data, facilities and transportation:

- a. Provide necessary evidence that the plan for the district charter school is economically sound
 - i. SWOS currently has a general fund reserve of \$500,000.00

- ii. Please see the details of item “b” for specifics as to how SWOS will stay financially sound. The SWOS general fund reserve will remain sufficient to support funding cuts or student count shortages if either of those scenarios occurs.
- b. Include a proposed budget for a term of at least five years and a description of the manner in which an independent annual audit of the financial statements is to be obtained, consistent with state and federal law. The proposed budget shall include all information and data necessary for the district and Board to understand how the district charter school will fund all of its operations during the term of the charter
 - i. The SWOS 21/22 proposed budget was developed last spring when there was no definitive number for per pupil operating revenue (PPOR) funding estimates, therefore the SWOS proposed budget was based on a middle of the road number of \$8000 per student. CDE has now released a PPOR figure of 8599.00 per student, which when included in a ten-year average, shows an increase of \$244.00 per year, per student, in PPOR. The 5 year proposed budget contains a 3% increase in all expenses each year. Budgeting conservatively with no anticipated increase of PPOR in the next 4 years and the addition of 2 students per year for the first 2 years and maintaining that count for the 2 remaining years allows for room in the budget if PPOR decreases or student count drops without impacting reserves.
 - ii. Our general fund reserves have held steady at over \$600,000 over the last 5-year period.
 - iii. SWOS will be audited annually by Majors and Haley PC., who also perform the annual audit for Montezuma-Cortez School District. SWOS utilizes Visions Accounting Software that is also used by Montezuma-Cortez School District to ensure a smooth audit process and data pipeline submittal of the annual combined audit.
- c. A student fee schedule should be included in addition to a proposed schedule of cash flow
 - i. SWOS does not charge student fees.
- d. Detail the plan for fiscal accountability
 - i. The 5-year proposed budget contains a 3% increase in all expenses each year. Budgeting conservatively with no anticipated increase of PPOR in the next 4 years and the addition of 2 students per year for the first 2 years and maintaining that count for the 2 remaining years allows for room in the budget if PPOR decreases or student count drops without impacting reserves. Financial statements are monitored by the Business Manager, Director and Charter Board continually to ensure that revenue and expenditures are on track to stay within the budget. If necessary, budget modifications are made to ensure fiscal responsibility. All SWOS budgets, requested interim reports, and audits are submitted to the Montezuma-Cortez School District.
- e. Provide a detailed summary of all insurance coverage, which shall include workers’ compensation, liability insurance, and insurance for the facility and its contents, and a proposal regarding the parties’ respective legal liabilities
 - i. SWOS currently carries workers’ compensation insurance through Pinnacle Assurance. Liability insurance, facility and contents insurance and vehicle insurance are provided by Colorado School District Self Insurance Pool (CSDSIP). Montezuma Cortez School District and its officers are listed as additional insured.

- f. Describe the facilities to be used, the reasonable costs of the facilities, and the way they will be obtained and maintained. Include any contracted services and the proposed contractor
 - i. The SWOS campus is located at 401 N Dolores Road on 5.01 acres and consists of multiple buildings which are all owned by SWOS and clear of debt. There are no plans to obtain additional property. SWOS does plan to replace a modular classroom with a new building in the summer of 2022, however this is still in the planning stages and no contractors have been chosen. The SWOS campus is maintained by budget line items in our general fund and additional Charter School Capital Construction Funds.
- g. Describe the proposed student transportation system and food services program, including the contract if services will be provided by a second party. If transportation or food services are to be provided by the district charter school, include a plan for addressing the needs of low income students, complying with insurance and liability issues and complying with state and federal law
 - i. SWOS currently purchases home to school and school to home transportation service from the Montezuma-Cortez School District. SWOS also participates in the Child Nutrition Services Program of Montezuma-Cortez School District.
 - ii. See attachment ____ for contract
- h. Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee
 - i. SWOS does not seek authority to impose a transportation fee on enrolled students.



10) Dispute resolution: Describe the process consistent with state law that will be used to resolve disputes that may arise between the district and the district charter school

a. **22-30.5-107.5. Dispute resolution - governing policy provisions - appeal.**

1. Except as otherwise provided in section 22-30.5-108, any disputes that may arise between a charter school and its chartering school district concerning governing policy provisions of the school's charter contract shall be resolved pursuant to this section.

- a. A charter school or its chartering school district may initiate a resolution to any dispute concerning a governing policy provision of the school's charter contract by providing reasonable written notice to the other party of an intent to invoke this section. Such notice shall include, at a minimum, a brief description of the matter in dispute and the scope of the disagreement between the parties.
- b. Within thirty days after receipt of the written notice described in paragraph (a) of this subsection (2), the charter school and the school district shall agree to use any form of alternative dispute resolution to resolve the dispute, including but not limited to any of the forms described in the "Dispute Resolution Act", part 3 of article 22 of title 13, C.R.S.; except that any form chosen by the parties shall result in final written findings by a neutral third party within one hundred twenty days after receipt of such written notice.
- c. The neutral third party shall apportion all costs reasonably related to the mutually agreed upon dispute resolution process.

2.
 - a. A charter school and its chartering school district may agree to be bound by the written findings of the neutral third party resulting from any alternative dispute resolution entered into pursuant to subsection (1) of this section. In such a case, such findings shall be final and not subject to appeal.
 - b. If the parties do not agree to be bound by such written findings of the neutral third party, the parties may appeal such findings to the state board. A party who wishes to appeal such findings shall provide the state board and the other party with a notice of appeal within thirty days after the release of such findings, and the notice of appeal shall contain a brief description of the grounds for appeal. The state board may consider said written findings or other relevant materials in reaching its decision and may, on its own motion, conduct, after sufficient notice, a de novo review of and hearing on the underlying matter.
3. The state board shall:
 - a. Issue its decision on the written findings of the neutral third party resulting from any alternative dispute resolution entered into pursuant to subsection (1) of this section within sixty days after receipt of the notice of appeal; or
 - b. Make its own findings within sixty days after making its own motion for a de novo review and hearing described in paragraph (b) of subsection (3) of this section.
4. If the state board, after motion by one of the parties and sufficient notice and hearing, finds that either of the parties to an alternative dispute resolution process held pursuant to this section has failed to participate in good faith in such process or has refused to comply with the decision reached after agreeing to be bound by the result of such process, the state board shall resolve the dispute in favor of the aggrieved party.
5. Any decision by the state board pursuant to this section shall be final and not subject to appeal.

11) Requested “automatic waivers” under state law: List the state laws and regulations included in the State Board of Education’s list of “automatic waivers” that the district charter school requests

- a. 22-63-402 Teacher Employment Act-Certificate required to pay teachers
- b. 22-63-401 Teacher Employment Act-Teachers subject to adopted salary schedule
- c. 22-63-302 Teacher Employment Act-Procedures for dismissal of teachers
- d. 22-63-403 Teacher Employment Act-Describes payment of salaries
- e. 22-33-104(4) Compulsory School Attendance-Attendance policies and excused absences
- f. 22-1-112 School Year - National Holidays
- g. 22-32-110(1)(h) Local Board Powers-Terminate employment of personnel
- h. 22-32-126 Employment and Authority of Principals
- i. 22-32-110(1)(j) Local Board Powers-Procure life, health, or accident insurance
- j. 22-32-110(1)(k) Local Board Powers-Policies relating to inservice training and official conduct
- k. 22-32-110(1)(ee) Local Board Powers-Employ teachers’ aides and other non certificated personnel
- l. 22-32-109(1)(t) Local Board Duties Concerning Textbooks and Curriculum
- m. 22-32-109(1)(f) Local Board Duties Concerning Selection of Staff, and Pay
- n. 22-32-110(1)(i) Local Board Powers-Reimburse employees for expenses

- o. 22-63-301 Teacher Employment Act-Grounds for dismissal

12) Requested waivers that are not “automatic waivers” under state law: List the district policies for which waivers are requested. Include the reasons for each request. List the state laws and regulations for which waivers are requested. Include the reasons for each request. Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules and policies that are waived

- a. ***See below

Statutory Citation and Title:

22-32-109(1)(n)(II)(B) Adopt District Calendar: To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefor by the board of education of the district.

&

22-32-109(1)(n)(I) & 22-32-109(1)(n)(I)(A): (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty-eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students. **(B)** Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district or shall provide for the adoption of a school calendar for each individual school within the district. The district calendar or individual school calendars may be adopted by the board of education, the district administration, the school administration, or any combination thereof. A copy of the calendar shall be provided to the parents or guardians of all children enrolled in schools within the district. Such calendar shall include the dates for all staff in-service programs scheduled for the school year. The board, district administration, or school administration shall allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs. Any change in the calendar, excluding changes resulting from emergency closings or other unforeseen circumstances, shall be preceded by adequate and timely notice from the board, district administration, or school administration of not less than thirty days.

<p>Rationale: SWOS operates independently from other schools in the District and should be delegated the authority to develop, adopt and implement its own calendars to the limitations in the Charter School Act. The SWOS Board will adopt a calendar that best facilitates the student educational experience.</p>
<p>Replacement Plan: The SWOS calendar will ensure at least 160 student contact days and 1080 seat time hours, unless district waivers reduce the contact days to less than this amount.</p>
<p>Duration of Waivers: The duration of the contract.</p>
<p>Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.</p>
<p>How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.</p>
<p>Expected Outcome: The school expects that as a result of this waiver it will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.</p>

b.

<p>Statutory Citation and Title: 22-32-109(1)(cc) <u>Adopt Dress Code Policy</u> Grants Board of Education authority to adopt district dress code policy</p>
<p>Rationale: SWOS operates independently from other schools in the District and should be delegated the authority to develop, adopt and implement its own dress code policy to the limitations in the Charter School Act. The SWOS Board will adopt a dress code policy that best facilitates the student educational experience.</p>
<p>Replacement Plan: The SWOS dress code policy will ensure that students wear clothes conducive to learning in classroom and outdoor environments (when applicable). Students will not be allowed to wear or display any type of bandana or common street gang affiliation identifier.</p>
<p>Duration of Waivers: The duration of the contract.</p>

<p>Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.</p>
<p>How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.</p>
<p>Expected Outcome: The school expects that as a result of this waiver it will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.</p>

c.

<p>Statutory Citation and Title:</p> <p>22-2-112(1)(q)(l) <u>Commissioner Duties - Reporting Performance Evaluation Ratings</u></p> <p>To assist the state board in reviewing the content of educator preparation programs offered by institutions of higher education within the state. In so doing, the commissioner shall direct the department to collaborate with the department of higher education to prepare an annual report on the effectiveness of educator preparation programs.</p>
<p>Rationale: The unique nature of the educational programming offered at SWOS does not always require and may not best inform the state about the effectiveness of educator preparation programs.</p>
<p>Replacement Plan: If requested, SWOS will provide information to the state or district as to the effectiveness of the education preparation programs that its instructors have participated in.</p>
<p>Duration of Waivers: The duration of the contract.</p>
<p>Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.</p>
<p>How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.</p>

Expected Outcome: The school expects that as a result of this waiver it will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.

d.

Statutory Citation and Title:

22-63-201 Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate

Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a local college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.

Rationale: The unique nature of the educational programming offered at SWOS and the rural nature of the community makes it incredibly hard to find licensed educators.

Replacement Plan: SWOS will require all persons, presented with an employment contract, to be pursuing a Colorado teaching license.

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.

Expected Outcome: The school expects that as a result of this waiver it will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.

e.

Statutory Citation and Title:

22-63-203 Probationary teachers - renewal and nonrenewal of employment contract

<https://law.justia.com/codes/colorado/2016/title-22/teachers/article-63/part-2/section-22-63-203#:~:text=Part%20%20%2D%20Employment-%C2%A7%2022%2D63%2D203.,and%20nonrenewal%20of%20employment%20contract&text=The%20Employment%20of%20any%20such,periods%20shall%20be%20deemed%20continuous>

Rationale:

Replacement Plan:

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.

Expected Outcome: The school expects that as a result of this waiver it will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.

f.

Statutory Citation and Title:

22-63-206 Transfer of Teachers within District

Rationale: SWOS is a unique learning environment and may not be a good fit for any district teacher, therefore, SWOS requests to not allow MCSD to transfer teachers to this school without the teacher applying to the open position

Replacement Plan: Require MCSD teachers to apply for open positions.

Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.
Expected Outcome: The school expects that as a result of this waiver it will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.

g.

<p>Statutory Citation and Title:</p> <p>22-33-105 <u>Suspensions, Expulsions and denial of admission</u></p> <p>No child who has attained the age of six years and is under the age of twenty-one shall be suspended or expelled from or be denied admission to the public schools, except as provided by this article.</p>
<p>Rationale: SWOS places a very high value on campus safety and as such fighting is not allowed. In order to hold safe boundaries. SWOS should be granted the authority to develop its own suspension, expulsion, and denial of admission standards, terms and conditions of re-enrollment.</p>
<p>Replacement Plan: SWOS will be able to suspend, on the grounds stated in section 22-33-106, a pupil from school for not more than another ten school days, or may delegate such power to its executive officer; except that the latter may extend a suspension to an additional ten school days if necessary in order to present the matter to the next meeting of the board of education, but the total period of suspension pursuant to this paragraph (b) and paragraph (a) of this subsection (2) shall not exceed twenty-five school days; and</p> <p>(c) Deny admission to, or expel for any period not extending beyond one year, any child whom the SWOS school board, in accordance with the limitations imposed by this article, shall determine does not qualify for admission to, or continued attendance at, the public schools of the district. The SWOS board may delegate such powers to its executive officer or to a designee who shall serve as a hearing officer. If the hearing is conducted by a designee acting as a hearing officer, the hearing officer shall forward findings of fact and recommendations to the executive officer at the conclusion of the hearing. The executive officer shall render a written opinion within five days after a hearing conducted by the executive officer or by a hearing officer. The executive officer shall report on each case acted upon at the next meeting of the board of education, briefly describing the circumstances</p>

and the reasons for the executive officer's action. A child who is denied admission or expelled as an outcome of the hearing shall have ten days after the denial of admission or expulsion to appeal the decision of the executive officer to the SWOS school board, after which time the decision to grant or deny the appeal shall be at the discretion of the board of education. The appeal shall consist of a review of the facts that were presented and that were determined at the hearing conducted by the executive officer or by a designee acting as a hearing officer, arguments relating to the decision, and questions of clarification from the board of education. No board of education shall deny admission to, or expel, any child without a hearing, if one is requested by the parent, guardian, or legal custodian of the child, at which evidence may be presented on the child's behalf. If the child is denied admission or expelled, the child shall be entitled to a review of the decision of the SWOS school board.

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.

Expected Outcome: The school expects that as a result of this waiver it will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.

h.

Statutory Citation and Title:

22-32-109 (1)(b) Local Board Duties Concerning Competitive Bidding

Grants Board of Education authority to adopt policies and prescribe rules and regulations for efficient administration of the District.

Rationale: SWOS operates independently from other schools in the District and should be delegated the authority to develop, adopt and implement its own operational policies, rules and regulations, subject to the limitations in the Charter School Act. SWOS will adopt competitive bidding rules to govern purchases from and relations with significant vendors.

Replacement Plan: The SWOS Board will adopt policies and the Director will prescribe rules and regulations for the operation of the school.

Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per the Charter School Agreement.
Expected Outcome: The school expects that as a result of this waiver it will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the application.

i.

Statutory Citation and Title: 22-9-106 <u>Local Board of Duties Performance Evaluation</u>
Rationale: The school leader of Southwest Open School (SWOS) must have the ability to perform the evaluation of all personnel. Should any other designated administrator not have a principal or administrator license, this should not preclude him or her from administering the evaluations under the direction of the head of school. The SWOS Board of Directors must also have the ability to perform the evaluation for the school leader.
Replacement Plan: SWOS uses its own evaluation system as agreed to in the Charter School Agreement with the District and therefore should not be required to report their teacher evaluation data. The SWOS evaluation system will continue to meet the intent of the law as outlined in statute. The methods used for SWOS's evaluation system include quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. All evaluators will receive training in their school's evaluation system. All teachers will be evaluated annually, and the evaluation data will be used to inform professional development and employment decisions for teachers. Core course level participation will continue to be reported pursuant to C.R.S. 22-11-503.5, as this is a non-waivable statute. The school will not be required to report data to meet state requirements, including, but not limited to, its teacher evaluation ratings, but will be required to report data to meet federal requirements, including, but not limited to, in-field/out-of-field teachers and years of experience.
Duration of Waivers: The duration of the contract.

<p>Financial Impact: The school anticipates that the requested waiver will have no financial impact upon The District or the school.</p>
<p>How the Impact of the Waivers Will be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this Charter School Agreement.</p>
<p>Expected Outcome: With this waiver, the school will be able to implement its program and evaluate its teachers in accordance with its staff evaluation system, which is designed to improve professional performance, produce greater accountability and be consistent with the school's goals and objectives. This will benefit staff members as well as students and the community.</p>

J.

<p>Statutory Citation and Title: C.R.S. § 22-63-202 <u>Teacher employment, contracts in writing-duration-damage provision</u></p>
<p>Rationale: SWOS should be granted the authority to develop its own employment agreements and terms and conditions of employment. The school will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. Not every teacher who is successful at a traditional public school will be successful at SWOS. In addition, SWOS is granted the authority under the Charter School Agreement to select its own teachers.</p>
<p>Replacement Plan: SWOS has employment agreements with the terms of nonrenewal and renewal set forth in the agreement, including payment of salaries upon termination of employment. Employment offers will be given in writing and will be at an at-will basis. SWOS will hire teachers on a best qualified basis. There is no provision for transfers.</p>
<p>Duration of Waivers: The duration of the contract.</p>
<p>Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District or the school.</p>
<p>How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the staff evaluation criteria and assessments that apply to the school, as per the Charter School Agreement.</p>

Expected Outcome: The school expects that as a result of this waiver it will be able to manage its own personnel affairs.

k.

Statutory Citation and Title:

C.R.S. § 22-32-110(1)(y) Local Board Powers-Accept gifts, donations, grants: To accept gifts, donations, or grants of any kind made to the district and to expend or use said gifts, donations, or grants in accordance with the conditions prescribed by the donor; but no gift, donation, or grant shall be accepted by the board if subject to any condition contrary to law

Rationale: SWOS has many donors (individual/organization) and should be granted the authority to accept gifts, donations, or grants of any kind made to the school and to expend or use said gifts, donations, or grants in accordance with the conditions prescribed by the donor; but no gift, donation, or grant shall be accepted by the board if subject to any condition contrary to law.

Replacement Plan: SWOS will accept gifts, donations, or grants of any kind made to SWOS and to expend or use said gifts, donations, or grants in accordance with the conditions prescribed by the donor; but no gift, donation, or grant shall be accepted by the board if subject to any condition contrary to law

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the District and will improve the financial well being of the school.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the staff evaluation criteria and assessments that apply to the school, as per the Charter School Agreement.

Expected Outcome: The school expects that as a result of this waiver it will be able to manage its own personnel affairs.



13) Additional Information

14) Conclusion

Contract Schedule : a renewal of it's Charter authorization for three years, the third year contingent on agreed-upon performance criteria met by the end of year two (a two + 1 renewal).

The proposed 2 + 1 schedule would unfold as follows:

- July 1, 2022 Charter Renewed
- August 2022, SPF Framework Released
- October 2022, RE-1 Annual Report for Charters released
- July 1, 2023, First year of SWOS Charter complete
- August 2023, SPF Framework Released
- October 2023, RE-1 Annual Report for Charters released
- July 1, 2024, Second year of SWOS Charter complete
- August 2024, SPF Framework Released
- October 2024, RE-1 Annual Report for Charters released
- October 2024,
 - SWOS **meets** criteria and charter renews for third year on July 1, 2024; OR
 - SWOS **does not** meet criteria and must apply for authorization for July 2025 in December 2025.

The following attachments must be submitted with your renewal application:

- 1) Board documents
 - a. Copy of board bylaws - [SWOS Bylaws revised 2018_2.pdf](#)
 - b. Copy of minutes from last 12 meetings - [Minutes](#)
 - c. SAC(School Improvement Committee) membership list
 - i. Joe Kelly (Assistant Director)
 - ii. Pat Raucher (Community Member)
 - iii. Tia Lee (Board Member)
 - iv. Aleece Brown (Student)
 - v. Josie Daves (Student)
 - vi. James Wallace (Student)
 - vii. John Jacobs (Student)
 - d. Letter of support from SAC - [SAC Letter.pdf](#)
 - e. Letter of support from Board - [Board LOS.docx](#)
- 2) Educational program
 - a. UIP - [SWOSUIP Draft2021-2022.pdf](#)
 - b. Strategic Plan - [SWOS Strategic Plan Roadmap](#)
 - c. Course sequence - [Powerschool course list-current.xlsx](#)
- 3) School culture
 - a. Copy of discipline policy - [SWOS Disciplinary Policy](#)
 - b. Copy of MTSS Framework - [SWOS MTSS Template](#)
 - c. Copy of student and/or parent handbook - [Student handbook 21-22.doc](#)
 - d. Copy of safety plan - [SWOS Safe School Plan: Physical Safety and Security Measures FINAL.docx](#)
- 4) Contract/Charter documents
 - a. Copy of charter waivers requested and replacement policies - see above (pg. 31-41)
 - b. [New Student Registration Protocol](#)
- 5) Financial documents
 - a. Copy of Board proposed budget for 2021-22
 - b. Copy of quarterly financial statements from 2020-21 and 2021-22 year to date.
 - c. Copy of most recent audit - [2019-2020 Financial Audit.pdf](#)
- 6) Attestation
 - a. Signed copy of compliance attestation (see attached). [Annual Compliance Attestation Form.pdf](#)

Principal:
Casey Simpson

[School Website](#)

Serves Grades 09-12
Charter School

2018-19 Student Enrollment ⓘ

134

Free/Reduced Price Lunch Eligible Students

School: 65%

District: 60%

State: 41%

Minority Students

School: 38%

District: 51%

State: 47%

English Learners

School: 1%

District: 5%

State: 16%

Students with Disabilities

School: 20%

District: 13%

State: 11%

2019 Performance Framework Results

What is the performance framework? ⓘ

Official Performance Rating ⓘ

How are performance framework ratings determined?

AEC: Priority Improvement Plan ⓘ

Performance - 60.0%

Improvement - 47.0%

43.0%

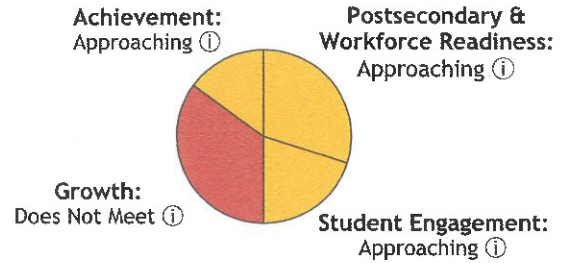
Priority Improvement - 33.0%

Turnaround - 25.0%



Performance Indicator Ratings ⓘ

How did students perform on different parts of the performance framework? ⓘ



Does Not Meet Expectations | Approaching Expectations | Meets Expectations | Exceeds Expectations

What does this rating mean and how does it compare to other schools? ⓘ



How do the different performance indicators factor into the official performance rating? ⓘ



2021-22 Unified Improvement Plan

What is Unified Improvement Planning? ⓘ

Performance Challenges ⓘ



Root Causes ⓘ



Improvement Strategies ⓘ



Where is the school focusing its attention?



What issues underlie these challenges?



What strategies have been put in place to address root causes?

Academic Achievement and Growth in Math

Administrative Transition

Establishing a Data Driven Culture

Postsecondary & Workforce Readiness for Dropout Rate

Inconsistent Effort Regarding Test Preparation Process by School
Inconsistent Implementation of Reading Strategies--Lack of a Culture of Literacy

Improvement of Absenteeism and Truancy Rates

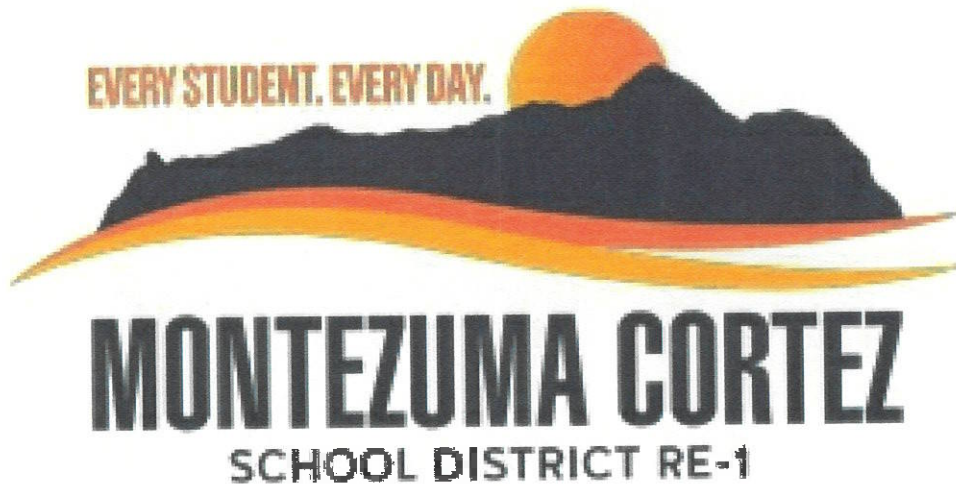
Student Engagement for Truancy Rate

List continues. Click below to view more.

List continues. Click below to view more.
Post-secondary Support & 21st Century Readiness

[Click Here to View Full Performance Framework Report](#)

[Click Here to View Full Unified Improvement Plan](#)



Staff Reports: Principals



Home of the Panthers

450 West 2nd Street • Cortez, Colorado 81321
Telephone: (970) 565-7824 • FAX (970) 565-5120

Drew Pearson
Principal

Beth Benavidez
Assistant Principal

Matthew Holmes
Assistant Principal/
Activities Director

February 16, 2022

February Board Report for Montezuma-Cortez Middle School

Celebrations/Program Updates:

- Girls basketball wrapped up an excellent season. Both A and B teams led the league throughout the season but, unfortunately, fell short in the semifinals placing third in the league.
- The middle school started our cheer club back up after a 5-6 year hiatus. The club is thriving, with over 20 females and two males participating and cheering at our home sports weekly.
- Wrestling is underway and going strong. We hosted a tournament on Saturday, Feb. 12, with 11 teams present. It went wonderfully, and our team walked away with three athletes winning first in their weight division and capturing 3rd place overall as a team.
- Our third quarter Community Engagement Night is scheduled for Thursday, Feb. 17th @ 5:30. Our staff and students will be showcasing a Scholastic Book Fair, scenes from the upcoming "Bedtime Stories" Theater production, and an "I ♥Math" festival with games & prizes, and work from student's Art, Family & Consumer Science, College & Career Enrichment, and Health classes. We would love to invite the board to attend these evenings and see what is happening at the middle school. Our final event of the year will be May 10th. These nights are a part of the school's 90-plan goal for transparency and community engagement. In this our first year, we have seen some fantastic student work showcased and have engaged 250 - 400 community members each evening.

Staffing Updates:

- We have had two resignations in the past month: one 8th-grade science long terms sub and one ELL paraprofessional. We had offered the science position to another long-term sub, who had accepted but withdrew days before her planned start leaving both of our 8th-grade science position completely unfilled at present. We still have long-term subs in art and P.E. and unfilled positions in two para spots, a math interventionist position, a School Health Grant counselor, a world language position, and an RTI coordinator position.

Concerns/Solutions:

- Behavior
 - In the third quarter, the middle school has suspended 19 students on 21 different behavioral referrals for a total of 45 days of suspension.
 - We had one DRH for a student month. This was the second DRH for this student; the first was for drugs purchase/use, where the student was expelled for four weeks, and the second was for fighting, where the student was expelled for three weeks.

Upcoming Events:

- Feb. 17th - 3rd quarter Community showcase night @ 5:30 pm .
- Feb. 24th - Wrestling Tri - Home @ 4:30 pm.
- Mar. 4th & 5th - Middle School Theater production of "Bed Time Stories."
- Mar. 11th & 12th - Six M-CMS choir students to Middle School All-State.

KEMPER



COUGARS
ELEMENTARY SCHOOL

Principal—Katie Nelson

Vice Principal—Paulette Porter

Kemper Elementary School

620 E. Montezuma

Cortez, CO 81321

(970)565-3737

(970)565-5158 Fax

February 17, 2022

MCS D Board of Education,

Highlights:

- Kemper's PTO, KPAT, put on a READ- A- THON that earned \$11,090.00 and students logged 19,715 minutes read. Students were really excited to meet the school's goal of \$5,000 and were able to throw pies in the principal's faces at an assembly on February 14, 2022.
- Two fifth grade students at Kemper won the Elks Lodge Essay Contest: "What does it mean to love your country". Winners were Raya Hall and Abe Keel. They will be announced at a breakfast on February 19, 2022.

Challenges:

- Late staff (teachers and para) resignations have created hardships within the school



Mesa Elementary School

703 West Seventh Street
Cortez, CO 81321
(970) 565-3858

Mr. Robert Laymon, *Principal*
rlaymon@cortez.k12.co.us

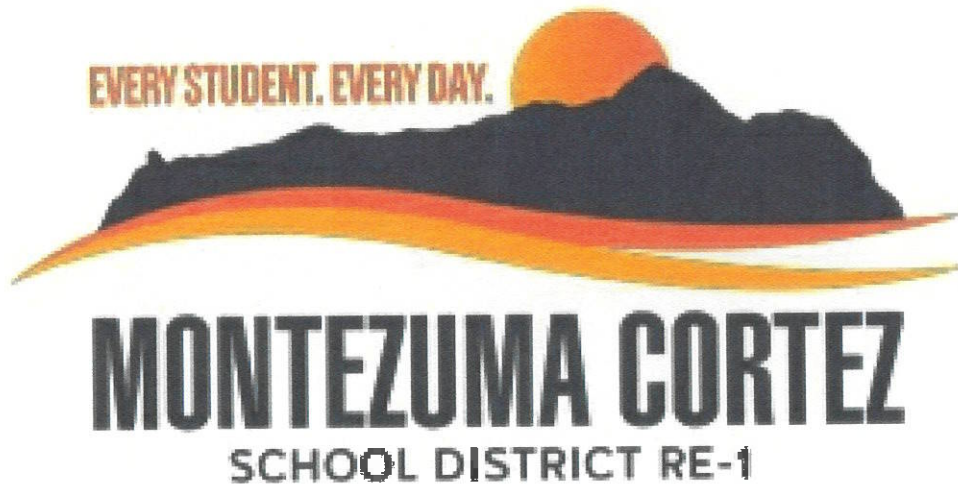
"Home of the Wildcats"

Mrs. Crystal Croke, *Assistant Principal*
ccroke@cortez.k12.co.us

February 21, 2022

School Board Report for Mesa Elementary School

- After School Tutoring has started for all grades M-W from 315 to 415
- STEM after school has started M-W from 315 to 415
- 2nd grade GT testing has been completed.
- Lockdown drill was completed with CPD and Maintenance on 2-17-22. It went very well without any issues.
- Mesa continues to be used for Fun Friday by the Pinon Project.
- 2-28-22 Mesa will be at MCHS at 7pm for our annual Spring Fling Movement Education Extravaganza.



Discussion Items

Distribution/Posting of Promotional Literature

Requests from the general public to distribute printed noncurricular materials in the Montezuma-Cortez school district public schools shall be allowed subject to the following policy and accompanying regulations unless the material is "unacceptable" as described below.

The following shall be considered "unacceptable" material:

1. So-called "hate" literature that scurrilously attacks ethnic, religious or any racial groups.
2. Material that promotes hostility, disorder or violence.
3. Material designed for commercial purposes—advertising a product or service for sale or rent—unless the material itself has educational value that makes the commercial message a secondary consideration.
4. Material that is libelous, invades the rights of others or inhibits the functioning of the school, or advocates interference with the rights of any individual or with the normal operation of the school.
5. Material which in any way promotes, favors or opposes the candidacy of any candidate for election, or the adoption of any bond issues proposal, or any public question submitted at any general, municipal or school election. The prohibition shall not apply on any election day or special election when the school is being used as a polling place.
6. Material that is obscene or pornographic as defined by prevailing community standards throughout the district.

This policy governs noncurricular material and is not intended and shall not be interpreted to interfere with the prerogative of teachers to supplement and enrich text and reference book materials used in their courses with materials which are timely and up to date. However, no teacher shall distribute noncurricular materials in his or her class without complying with the procedures which follow.

The superintendent shall present to any person or persons wishing to distribute noncurricular materials a copy of this policy and the accompanying procedures.

The Board of Education shall proceed through the courts of law to obtain injunctive relief and damages, where applicable, for any unauthorized distribution of printed non-curricular materials.

Adopted: March 3, 1992
Revised: May 22, 2012

LEGAL REF.: C.R.S. 22-32-110(1)(r)

CROSS REFS.: JICEA, School Related Student Publications
JICEC*, Student Distribution of Non-curricular Materials

Montezuma-Cortez School District Re-1, Cortez, Colorado

Distribution/Posting of Promotional Literature

Approval

Any group, organization, corporation, individual, club, society or association (hereafter referred to as "person" or "persons") that wishes to distribute any printed non-curricular material in any public school in the district must submit the material to the superintendent for approval a minimum of 48 hours prior to the proposed distribution. The superintendent or designee will approve distribution subject to the regulations which follow unless it is determined that the material is "unacceptable" as defined in the accompanying policy. The superintendent or designee will explain in writing the reasons they determined the material was "unacceptable" under Board policy.

Appeal

Any person or persons who are denied approval for distribution of printed non-curricular materials will have the right to appeal the decision to the Board of Education. The appeal will be prosecuted as follows:

1. Within 10 days after the superintendent's or designee's action, written notice must be served the aggrieved party or parties on the superintendent requesting a hearing before the Board.
2. The superintendent will schedule the hearing on the agenda of the next regularly scheduled meeting of the Board which generally will be held within 30 days of the filing of a request for a hearing.
3. The aggrieved party or parties must attend the meeting. The superintendent will have the burden of establishing to the Board's satisfaction by clear and convincing evidence that the materials which are sought to be distributed are "unacceptable" as defined in policy. The aggrieved party will be allowed to defend distribution of the material.
4. The Board will issue a decision in writing within five working days following the hearing. The Board's decision to support or reject the superintendent's action will be final.

Regulations

1. Place

Distribution of printed non-curricular materials must be made at places within the school or on school grounds as designated by the principal except that in no event may such materials be distributed in any classroom of any building then being occupied by a regularly scheduled class.

2. Time

Distribution may be made one-half hour before school and/or during regularly

scheduled lunch periods and/or 15 minutes after the close of school. Any other times during the school day are considered to be disruptive of normal school activities.

3. Littering

All distributed items discarded in school or on school grounds must be removed by the persons distributing such materials.

4. Distributors

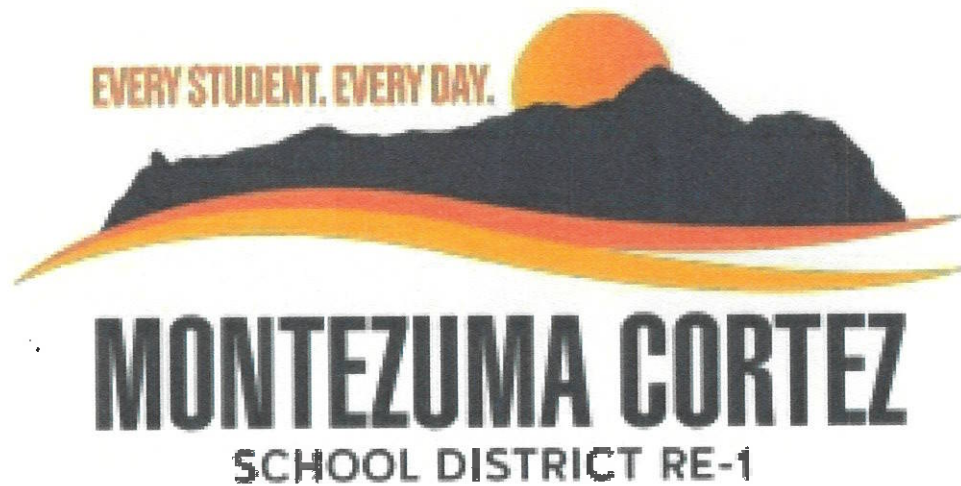
Students may not be used as the agents for distribution of such materials without the written consent of the student's parent or guardian.

5. Manner

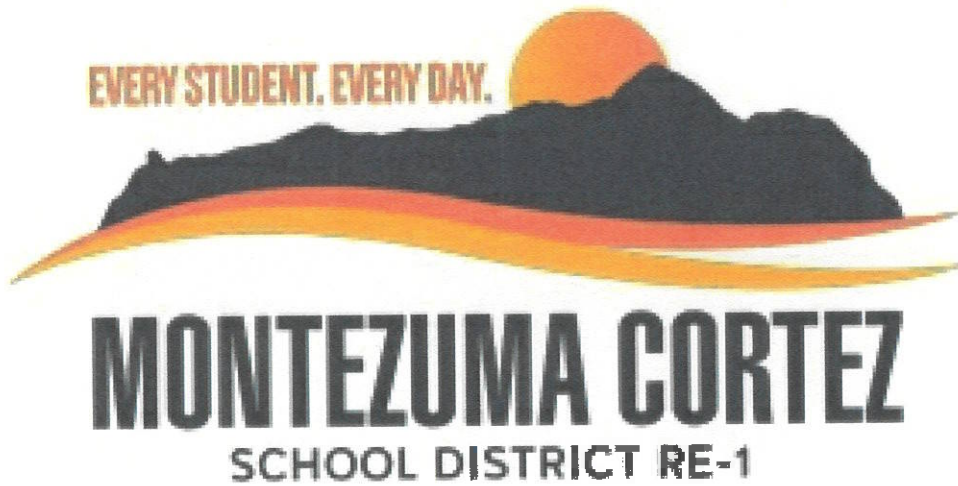
No student may in any way be compelled or coerced to accept any materials being distributed by any person distributing such materials or by any school official. In the alternative, no school official or student may interfere with the distribution of approved materials.

Violation of any of these regulations will be sufficient cause for denial of the privilege to distribute materials at future dates, subject to the right of appeal as stated above.

Approved: March 3, 1992
Revised: May 22, 2012



Action Items



Capital Reserve Requests



EVERY STUDENT.
EVERY DAY.

**Montezuma Cortez School District RE-1
2021/2022 CAPITAL RESERVE REQUEST TO THE SCHOOL BOARD**

Date of Request: 2/22/22 Funds Available: \$ 980,808.30

Account # 430.800.00.4000.0800.000.0000.00.80

Amount Requested: \$ 15,000

Project Description: Mechanical and Engineering Analysis - PV and Manaugh

- Identified by a needs assessment
- Health and Safety
- Technology

Rational for Request:

- Multiple bids provided
- Business Office confirmation funds are available
- No, permit(s) required
- Project coordinated with Maintenance & IT Departments

Approved by: Kyle J Archibeque
Executive Director of Finance

Digitally signed by Kyle J Archibeque
Date: 2022.02.15 15:01:23 -07'00'

2.15.22
Date

COPY

Whereas, the Administration has need of an additional \$ 15,000 to purchase Mechanical and Engineering Analysis

Now, therefore, be it resolved that \$ 15,000 is authorized for expenditure from the Capital Reserve Fund.

President, Board of Education

Secretary, Board of Education



**EVERY STUDENT.
EVERY DAY.**

**Montezuma Cortez School District RE-1
2021/2022 CAPITAL RESERVE REQUEST TO THE SCHOOL BOARD**

Date of Request: 2/22/22 Funds Available: \$ 980,808.30

Account # 430.800.00.4000.0800.000.0000.00.80

Amount Requested: \$ 6,300

Project Description: MCHS Cheer Mats

- Identified by a needs assessment
- Health and Safety
- Technology

Rational for Request:

- Multiple bids provided
- Business Office confirmation funds are available
- No, permit(s) required
- Project coordinated with Maintenance & IT Departments

Approved by: Kyle J Archibeque Digitally signed by Kyle J Archibeque
Date: 2022.02.15 15:01:23 -07'00'
 Executive Director of Finance

2.15.22
 Date

COPY

**Whereas, the Administration has need of an additional \$ 6,300
to purchase MCHS Cheer Mats**

**Now, therefore, be it resolved that \$ 6,300 is authorized for
expenditure from the Capital Reserve Fund.**

President, Board of Education

Secretary, Board of Education



EVERY STUDENT.
EVERY DAY.

**Montezuma Cortez School District RE-1
2021/2022 CAPITAL RESERVE REQUEST TO THE SCHOOL BOARD**

Date of Request: 2/22/22 Funds Available: \$ 908,808.30

Account # 430.800.00.4000.0800.0000.0000.00.80

Amount Requested: \$ 78,841

Project Description: Asbestos Abatement - CMS, Mesa, Manaugh

- Identified by a needs assessment
- Health and Safety
- Technology

Rational for Request:

- Multiple bids provided
- Business Office confirmation funds are available
- No, permit(s) required
- Project coordinated with Maintenance & IT Departments

Approved by: Kyle J Archibeque
Executive Director of Finance

Digitally signed by Kyle J Archibeque
Date: 2022.02.17 10:10:37 -07'00'

2.17.22
Date

COPY

Whereas, the Administration has need of an additional \$ 78,841 to purchase Asbestos Abatement - CMS, Mesa, Manaugh

Now, therefore, be it resolved that \$ 78,841 is authorized for expenditure from the Capital Reserve Fund.

President, Board of Education

Secretary, Board of Education

MCSD RE-1 - SUPPLEMENTAL BUDGET 2021-2022

TITLE I, PART A

GRANT SUMMARY - Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

ADDITIONAL COMMENT - Additional funding awarded for School Year 2021-22

REVENUES

SOURCE OF REVENUE	ACCOUNT	AMOUNT	TOTALS
Local Sources: 1000			
Total Local Sources			\$ -
County Sources: 2000			
Total County Sources			\$ -
State Sources: 3000			
Total State Sources			\$ -
Federal Sources: 4000			
FY22 Title I Revenue	221.000.00.0000.4000.000.4010.02.00	\$ 1,085.00	
Total Federal Sources			\$ 1,085.00
TOTAL REVENUES			\$ 1,085.00

TITLE I, PART A

EXPENSES

EXPENSE OBJECT	ACCOUNT	AMOUNT
Salaries: 0100		-
	_____	-
Benefits: 0200		-
	_____	-
Purchased Services: 0300		-
	_____	-
Repairs & Maintenance: 0430		-
	_____	-
Travel: 0580		-
	_____	-
Supplies/Materials: 0600		
Homeless Supplies	221.610.00.2100.0600.000.9202.00.00	1,085.00
		1,085.00
Equipment/Capital Outlay: 0700		-
	_____	-
Other: 0800		-
	_____	-
TOTAL EXPENDITURES		1,085.00

COPY

APPROPRIATION RESOLUTION

BE IT RESOLVED by the Board of Education of School District Number RE-1 in Montezuma County that the Amount of \$1,085.00 as shown above, be appropriated to FUND 221 for the program year beginning July 1, 2021 and ending June 30, 2022.

Date of Adoption _____	Signature of President of the Board _____

MCS D RE-1 - SUPPLEMENTAL BUDGET 2021-2022

TITLE II, PART A

GRANT SUMMARY - Provides funding to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

ADDITIONAL COMMENT - Additional funding awarded for School Year 2021-22

REVENUES

SOURCE OF REVENUE	ACCOUNT	AMOUNT	TOTALS
Local Sources: 1000			
Total Local Sources			\$ -
County Sources: 2000			
Total County Sources			\$ -
State Sources: 3000			
Total State Sources			\$ -
Federal Sources: 4000			
FY22 Title II Revenue	227.000.00.0000.4000.000.4367.02.00	\$ 1,276.00	
Total Federal Sources			\$ 1,276.00
TOTAL REVENUES			\$ 1,276.00

COPY

TITLE II, PART A

EXPENSES

EXPENSE OBJECT	ACCOUNT	AMOUNT
Salaries: 0100		
Teacher Mentor Stipends	227.610.00.2210.0150.218.4367.26.00	1,276.00
		1,276.00
Benefits: 0200		-
Purchased Services: 0300		
Professional Services		-
Repairs & Maintenance: 0430		-
Travel: 0580		-
Supplies/Materials: 0600		-
Equipment/Capital Outlay: 0700		-
Other: 0800		-
TOTAL EXPENDITURES		1,276.00

COPY

APPROPRIATION RESOLUTION

BE IT RESOLVED by the Board of Education of School District Number RE-1 in Montezuma County that the Amount of \$1,276.00 as shown above, be appropriated to FUND 227 for the program year beginning July 1, 2021 and ending June 30, 2022.

Date of Adoption _____ Signature of President of the Board _____

MCSD RE-1 - SUPPLEMENTAL BUDGET 2021-2022

TITLE III, PART A

GRANT SUMMARY - to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement and assist teachers (including preschool teachers), administrators, and other school leaders in developing and enhancing their capacity to provide effective instructional programs.

ADDITIONAL COMMENT - Additional funding awarded for School Year 2021-22

REVENUES

SOURCE OF REVENUE	ACCOUNT	AMOUNT	TOTALS
Local Sources: 1000	_____	_____	
_____	_____	_____	
_____	_____	_____	
Total Local Sources			\$ -
County Sources: 2000	_____	_____	
_____	_____	_____	
_____	_____	_____	
Total County Sources			\$ -
State Sources: 3000	_____	_____	
_____	_____	_____	
_____	_____	_____	
Total State Sources			\$ -
Federal Sources: 4000			
Title III Revenue	226.000.00.0000.4952.000.4365.00.00	\$ 1,000.00	
_____	_____	_____	
Total Federal Sources			\$ 1,000.00
TOTAL REVENUES			\$ 1,000.00

COPY

TITLE III, PART A

EXPENSES

EXPENSE OBJECT	ACCOUNT	AMOUNT
Salaries: 0100		
		-
Benefits: 0200		
		-
Purchased Services: 0300		
		-
Repairs & Maintenance: 0430		
		-
Travel: 0580		
		-
Supplies/Materials: 0600		
Support Supplies	226.610.00.2210.0600.000.4365.00.00	1,000.00
		1,000.00
Equipment/Capital Outlay: 0700		
		-
Other: 0800		
		-
TOTAL EXPENDITURES		1,000.00

COPY

APPROPRIATION RESOLUTION

BE IT RESOLVED by the Board of Education of School District Number RE-1 in Montezuma County that the Amount of \$1,000.00 as shown above, be appropriated to FUND 226 for the program year beginning July 1, 2021 and ending June 30, 2022.

Date of Adoption	Signature of President of the Board

MCSD RE-1 - SUPPLEMENTAL BUDGET 2021-2022

TITLE IV, PART A

GRANT SUMMARY - Provides funding to improve students' academic achievement by increasing school district capacity to provide all students with access to a well-rounded education, improve school conditions for student learning; and increase the use of technology to enhance the academic achievement and digital literacy of all students.

ADDITIONAL COMMENT - Additional funding awarded for School Year 2021-22

REVENUES

SOURCE OF REVENUE	ACCOUNT	AMOUNT	TOTALS
Local Sources: 1000			
Total Local Sources			\$ -
County Sources: 2000			
Total County Sources			\$ -
State Sources: 3000			
Total State Sources			\$ -
Federal Sources: 4000			
FY22 Title IV Revenue	226.000.00.0000.4000.000.4424.02.00	\$ 59.00	
Total Federal Sources			\$ 59.00
TOTAL REVENUES			\$ 59.00

TITLE IV, PART A

EXPENSES

EXPENSE OBJECT	ACCOUNT	AMOUNT
Salaries: 0100		
		-
Benefits: 0200		
		-
Purchased Services: 0300		
Professional Services	226.610.00.2140.0300.000.4424.00.00	59.00
		59.00
Repairs & Maintenance: 0430		
		-
Travel: 0580		
		-
Supplies/Materials: 0600		
		-
Equipment/Capital Outlay: 0700		
		-
Other: 0800		
		-
TOTAL EXPENDITURES		59.00

COPY

APPROPRIATION RESOLUTION

BE IT RESOLVED by the Board of Education of School District Number RE-1 in Montezuma County that the Amount of \$59.00 as shown above, be appropriated to FUND 226 for the program year beginning July 1, 2021 and ending June 30, 2022.

Date of Adoption	Signature of President of the Board



Miller
Farmer
Law

January 21, 2021

To: Montezuma-Cortez School District RE-1

Re: Engagement Letter

Dear Montezuma-Cortez School District RE-1 Board of Directors,

We are pleased Montezuma-Cortez School District RE-1 (“Client” or “You”) has asked MILLER FARMER LAW, LLC (the “Firm” or “We/Us”) to represent you. This Engagement Letter or Agreement explains the Scope of the Representation and other matters. In consideration of the mutual covenants and conditions contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Client and Firm agree as follows:

1. **Scope of Representation.** Client engages Firm to serve as general legal counsel to the Client, as requested by Client. This representation may include, without limitation, general legal advice and assistance; advice and counsel for governance and to the board of education; drafting, review and negotiation of contracts; assistance with legal compliance; develop or review Client policies and/or handbooks; assist with development and implementation of legal initiatives; assist with any employment or student related legal issues; and perform other legal services as directed.

Client may determine to utilize the Firm, at its discretion, in support of its legal needs and for any other appropriate projects. All such ongoing engagement may be described and requested orally or in writing and will be subject to the fees and other provisions described in this engagement letter

The matters set forth above as the “Scope of Representation” will be charged to Client at the rate described in Exhibit A. A bill for services, with detailed time reports (billed in six minute increments), will be provided by the Firm to Client at the beginning of each month for hours worked during the prior month. Exhibit A may be modified, from time to time, by the Firm by providing notice of a new Exhibit A to Client. Unless Client objects to the modification, the new Exhibit A will be in effect beginning the month following notification of any modification.

Brad Miller will be primarily responsible for this engagement, but may be assisted by other attorneys and experts employed by the Firm or contracted as necessary. The Firm will keep Client informed of the progress on the matters in which We are engaged through the proper channels of communication to Client. The Firm will make all reasonable efforts to respond promptly to Client’s inquiries and communications. Client, in turn, agrees to provide the Firm

719.338.4189 (Brad) or 303.810.1601 (Tim)
brad@millerfarmerlaw.com and tim@millerfarmerlaw.com
5665 Vessey Rd. Colorado Springs, CO 80908

millerfarmerlaw.com



with complete and accurate information, as needed, to allow the Firm the ability to adequately represent Client in a given matter.

2. **Term of Engagement.** Either Party may terminate this engagement at any time for any reason with five (5) days written notice to the other party. In addition, Client promises to agree to the withdrawal of the Firm as Client's counsel fifteen (15) days after either party mails such written notice. Notice shall be made by certified mail, return receipt requested, and will be considered complete upon delivery or first attempted delivery. Approval of this Engagement Letter constitutes any approval required by applicable Rules of Civil Procedure.

Upon written receipt of notice of termination, Client must immediately make a good faith effort and take all steps necessary to obtain new counsel, if needed. This provision is subject on our part to the applicable rules of professional conduct. In the event we terminate the engagement, we will take such steps as are reasonably practicable to protect Client's interests on matters in which We are engaged. In the event applicable laws or the rules governing our practice prohibits us from withdrawing as set forth above, Client agrees to obtain new counsel and agree to our withdrawal at the earliest possible time allowable by law.

3. **Post-Engagement Matters.** Client is engaging the Firm to provide legal representation on an on-going basis, subject to termination by either party. After completion of this relationship, which shall be deemed to occur automatically after a reasonable period of no communication between Client and Firm or any completion of work on a particular matter, changes may occur in the applicable laws or regulations that could have an impact upon Client's future rights and liabilities. Once our attorney-client relationship ends, the Firm has no obligation to advise Client with respect to future legal developments.
4. **Retainer.** We are not requesting an initial retainer at this time.
5. **Fees.** All time is billed in six-minute increments.
6. **Conflicts of Interest.** We have run a conflict check and we are not aware of any conflicts under the Rules of Professional Conduct that would preclude our firm from undertaking the above-described representation. Should you become aware of a potential conflict at any later time, please notify the Firm as we welcome the opportunity to resolve any concerns in accordance with the Rules of Professional Conduct.
7. **Client Document.** The Firm and Client agree that all lawyer end product specifically prepared for Client are the property of Client.



8. Integrity of Work Product. The Firm will not be responsible and shall have no liability for any consequences whatsoever arising out of or resulting from a document that is modified by you or a third-party after it has left our control. In addition, You agree to not review or make use of any metadata included in documents delivered to you.
9. Fee Disputes. Client agrees that any claim by Client regarding fees billed by the Firm that Client consider to be unnecessary or unreasonable shall be asserted and delivered to the Firm in writing not later than one hundred twenty (120) days after Client's receipt of the Firm's bill for services on which the fees or costs first appear.
10. Limitation on Time to Assert Claims. Client further agrees that any claim associated with the provision of legal services by the Firm including, but not limited to, claims for breach of contract, legal malpractice, or breach of fiduciary duty shall be brought within one (1) year following the last date on which the Firm performed services for Client in relation to the particular matter and that any claims not asserted shall be forever barred. The Firm agrees that, if necessary, the Firm shall bring a claim for collection of unpaid fees and costs within one (1) year of the last date on which the Firm performed services for Client, and that any claim not so asserted shall be forever barred. This provision does not limit either party's right to assert any claims or defenses. However, it does limit the amount of time each party has to assert a claim. This provision does not prevent Client from filing a grievance with the Disciplinary Board. This provision may only be modified in a signed writing by Client and by the Firm.
11. Results. Client representative's signature will signify Client's agreement to disclose fully and accurately all material facts and keep us apprised of all material developments related to any matters in which the Firm is involved. In addition, it is understood that the Firm makes no promises or guarantees to Client concerning the outcome of legal services, except that we will represent Client's interests to the best of our abilities and in a manner consistent with the Colorado Rules of Professional Conduct.
12. Use of Client Name and Logo. Unless Client expressly requests otherwise, the Firm may reference that Client is a client of the Firm, and may use Client's name and logo, on its website and in its marketing materials.
13. Complete Agreement. This is a binding contract between the parties who have relied upon their own independent judgment. No other representations have been or are relied upon by either party. The agreements outlined in this Engagement Letter supersede and replace all previous agreements or contracts entered in to between Client and the Firm and its owners.
14. Miscellaneous. If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any



**Miller
Farmer
Law**

other provision of this Agreement and all such provisions shall remain in full force and effect. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. This Agreement is made and entered into in the State of Colorado and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court of competent jurisdiction in Colorado.

The Client representative's signature below indicates that Client has fully read and understands the terms and conditions outlined in this Engagement Letter and that this Engagement Letter is acceptable to Client. If Client wishes to engage the Firm, please countersign where indicated below, retain a copy for Client's records and forward a copy to the Firm. Please call the Firm if Client has questions regarding this Engagement Letter during the course of our representation.

Sincerely,

Brad Miller, Esq.

Accepted and Agreed to by:

Printed Name of Representative for Client

Signature of Representative for Client

Date: _____

COPY

719.338.4188 (Brad) or 303.810.1801 (Tim)
brad@millerfarmerlaw.com and tim@millerfarmerlaw.com
5886 Vessey Rd. Colorado Springs, CO 80908

millerfarmerlaw.com



**Miller
Farmer
Law**

**EXHIBIT A
Miller Farmer Law, LLC**

<u>Service.</u>	<u>Current Rates.</u>
Partner Attorney Services (Brad Miller and Tim Farmer):	\$225.00/hour
Senior Associate Attorney Services: (Bryce Carlson)	\$200.00/hour
Associate Attorney Services:	\$180.00/hour
Workplace/School Investigation Services:	\$200.00/hour
Paralegal/Legal Assistant Services:	\$105.00/hour
Services as Borrower's Counsel in Facility Financing or Re-financing:	\$20,000/flat fee

Schedule of Standard Charges Billed as Disbursements or Costs and Certain Policies.

1. Professional time: All communications including but not limited to, phone and email are billed at the applicable professional's rate. All research and time spent on matters requested by Client are billed at the applicable professional's rate.
2. Travel time: Billed one-way at the applicable professional's rate.
3. Mileage: \$0.545 per mile or the current IRS standard mileage rate.
4. Travel expenses: All travel expenses, including but not limited to, parking, taxis, rental cars, air travel, meals, and hotels, will be billed at cost or paid directly by Client.
5. Photocopying: Only billed if greater than 100 pages in a month, at \$.25 per page.
6. Facsimile: Only billed if greater than 100 pages in a month, at \$.25 per page.
7. Delivery Service: Reasonable cost charged by third-party or runner employed by the Firm.
8. Computerized Research: Billed at the going third party rate.

The above list represents examples of costs and expenses, but is not an exhaustive list. The billing rates set forth above are subject to change from time to time at the Firm's sole discretion. If, due to complexity or time restraints, it is necessary to utilize contract attorneys, paralegals, document or computer service personnel, the work will be charged at the rate the Firm charges for equivalent in-house personnel for services provided. The Firm may charge for paralegal or non-attorney staff

719.338.4189 (Brad) or 303.810.1601 (Tim)
brad@millerfarmerlaw.com and tim@millerfarmerlaw.com
5665 Vessey Rd. Colorado Springs, CO 80908

millerfarmerlaw.com



Miller
Farmer
Law

overtime requested by the client or which is required as a result of emergencies, short deadlines in complex matters, or other exigent circumstances, of which preclude scheduling and performing the work on a non-overtime basis.

Third party Provider Charges.

Any third-party invoice may be sent to Client for prompt, direct payment.

Payment.

Our statements for services and expenses will normally be rendered on a monthly basis and are due and payable upon receipt by Client. We expect all statements to be paid in full within fifteen (15) days after receipt. If Client anticipates a problem at any time, we ask that Client contact the Firm prior to the date-payment is due to arrange an alternative payment schedule. If a statement is not paid in full within thirty (30) days after receipt and We have not agreed in writing upon an alternative payment schedule, and subject to applicable rules and laws, We reserve the right to suspend work on Client's behalf until such time as past due invoices are fully paid. We will be entitled to charge interest thereon beginning thirty (30) days after receipt at a rate equal to the lesser of one and one-half percent per month or the maximum rate permitted by applicable law. In addition, we reserve the right to call for payment of a retainer deposit at any time. If additional services are requested after a bill is received, we consider the previous bill as having been accepted. In order to pay fees and to reimburse the Firm for costs and expenses incurred in performing services on Client's behalf, the Firm shall have a right to assert a lien against Client.

719.338.4189 (Brad) or 303.810.1801 (Tim)
brad@millerfarmerlaw.com and tim@millerfarmerlaw.com
5655 Vessey Rd. Colorado Springs, CO 80908

millerfarmerlaw.com

Montezuma-Cortez High School Ski and Snowboard Club Assumption of Risk, Release of Liability, and Indemnity Agreement

The purpose of this Agreement is to exempt, waive, and release Released Parties from any and all liability for wrongful death, personal injury, and property damage, including, but not limited to liability arising from the negligence of Released Parties; and transfer the risk of loss arising out of the participation in the Activities to the Participant or person executing this Agreement.

"Released Parties" mean Montezuma Cortez School District RE-1 and their insurance carriers, subsidiaries, affiliates, officers, directors, shareholders, members, representatives, assignees, employees, volunteers and agents, as well as any Activity sponsors and equipment manufacturers and distributors.

"Activity" and "Activities" mean skiing, snowboarding, touring, uphill and snowcat access, training, racing, and ski/ride instruction, golf and biking; participation in competitions, races, and any other events offered by Released Parties or their sponsors; and/or using for any purpose the Released Parties' permit area, property, slopes, grounds, trails, facilities, buildings, features, amenities, parking lots, sidewalks, or equipment, including, but not limited to chairlifts, surface lifts, buses, vans, and/or rental equipment.

"Me", "Myself", and "I", means the adult, being at least 18 years old, who is accepting these terms on behalf of Myself and, if applicable as a result of my purchase of frequency or pass products, tickets, admissions, lessons, rentals for others, on behalf of a minor and/or other adult.

"Minor" means the minor Participant. The person actually taking part in the activity is referred to as "Participant".

In consideration of being allowed to participate in the Activities, on behalf of Myself and all other Participants, I agree as follows:

1. **Dangers and Risks:** Participating in the Activity is hazardous and involves the risk of physical injury or death. The dangers and risks of the Activities include, but are not limited to: falling; slick or uneven surfaces; surface and subsurface snow conditions; avalanches; cornices; moguls; jumps; ice; variations in terrain; design and condition of manmade facilities, terrain features, or race venues; terrain selection of an instructor; downed timber and other forest growth; tree stumps and wells; rocks and debris; marked and unmarked obstacles; collisions; equipment failure, malfunction, or misuse; collisions or encounters with snowmobiles, snowcats and/or other motor vehicles; lift loading, unloading, and riding; adverse weather; and limited access to and/or delay of medical attention. I acknowledge that the description of the dangers and risks listed above is not complete and that participating in the Activity may be dangerous and may include other risks, including, but not limited to the acts, omissions, representations, carelessness, and

negligence of Released Parties. Released Parties will not provide constant supervision of Participants - Participants will be allowed to ski/snowboard freely away from Released Parties.

2. Release and Indemnification: By signing this Agreement, I, on my own behalf and, if applicable, on behalf of Minor and adult Participant(s), acknowledge the risks and dangers associated with the Activities and agree to (1) assume any and all risks of injury or death to Participant resulting from participation in any Activity; (2) waive, release, and not sue or file any actions or claims against Released Parties that are based on, arise or result from, in whole or in part, participation in any Activities, including, but not limited to negligence and premises liability claims; and (3) indemnify, defend, and hold harmless the Released Parties from and against any liability or damage of any kind and from any suits, claims or demands, including legal fees and expenses whether or not in litigation, arising out of, or related to, Participant's participation in the Activity.

3. Media Release: I give Released Parties permission to take and use photographs or recordings of Participant taken during an Activity and use and sublicense such material for any purpose in print, advertisements, films or videos and on line and broadcast presentations of any sort.

4. Medical Care: I authorize the Released Parties to call for medical care for Participant or to transport Participant to a medical facility or hospital if, in their opinion, medical attention is needed. I agree to pay all costs associated with such medical care and related transportation.

5. Acknowledgment: By accepting this Agreement on behalf of any Participants other than Myself, I am representing under penalty of fraud that I am entitled to execute this Agreement as either the parent or legal guardian of the Participant or that I have been given the express authority and permission from the other adult Participants to accept the terms of this Agreement on each of their behalf, and that by doing so, I am agreeing to be personally responsible for any claims brought by any other Participant, should they refuse to accept the terms of this Agreement.

6. Non-Transferable/Confiscation: Except for Platinum Passes, all passes and tickets are not transferable. No passes or tickets may be resold. Passes and tickets may be confiscated and not reissued if, in the sole judgment of the Released Parties the Participant: a) acts in a manner that could endanger the safety of any person; b) violates the law; c) provides ski lessons or related services for compensation; or c) engages in fraud or misconduct or creates a nuisance. Re-issued passes may be subject to a replacement fee. I agree to immediately notify the ski area operator and authorities if the pass is lost or stolen and that failure to do so may result in loss of skiing privileges. I also understand and acknowledge that this pass is non-refundable.

READ FRONT SIDE BEFORE SIGNING

7. Miscellaneous: This Agreement will apply for every day a Participant engages in any Activity without requiring Me or Participant to sign an additional Agreement for each day, season, or year, until a new release of liability and waiver of legal rights is executed by or on behalf of Me or Participant, or I revoke it in writing and that writing is accepted in writing, signed by the Released Parties' authorized representative. All claims arising from or related to any Activity by Participant, including for injury to person or property and/or death shall be governed by Colorado law, without regard to conflicts of law principles, and that exclusive jurisdiction shall be in the State District Court, San Miguel County, Colorado. This Agreement shall be binding to the fullest extent permitted by law. If any provision of this Agreement is found to be unenforceable, the remaining terms shall be enforceable to the full extent permitted by law. This Agreement shall be binding upon my assignees, subrogees, distributors, heirs, next of kin, executors and personal representatives.

BY SIGNING BELOW, I ACKNOWLEDGE THAT I CAREFULLY READ THE FRONT AND BACK OF THIS AGREEMENT, UNDERSTAND ITS CONTENTS AND ACCEPT IT, ON BEHALF OF MYSELF AND PARTICIPANT, AND I ACCEPT FULL RESPONSIBILITY FOR MY SAFETY AND THE SAFETY OF PARTICIPANT AND ASSUME AND UNDERSTAND ALL RISKS.

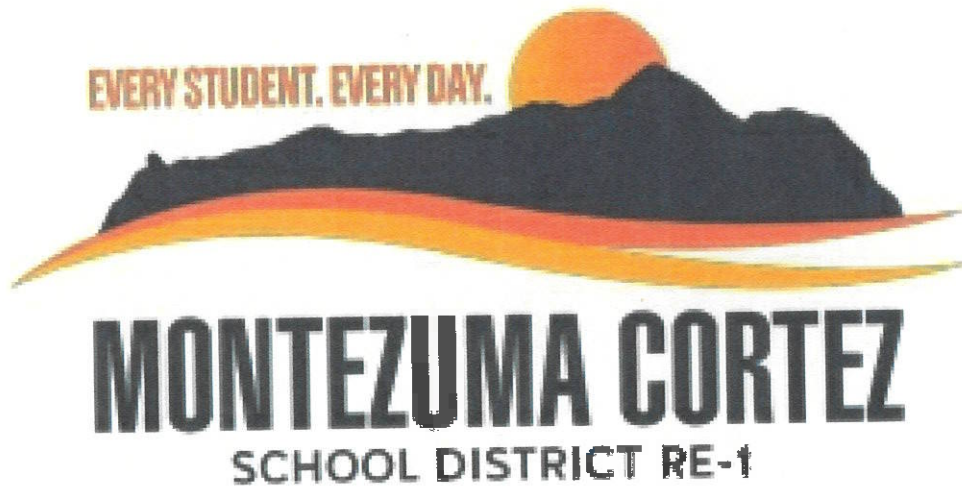
Participant Name: _____

Participant DoB: _____

Participant Signature: _____ Date: _____

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ Date: _____



Policy:
First Reading

Public Request for Open Records Form

Montezuma-Cortez School District RE-1 public school records shall be available for inspection during regular business hours upon request made to the custodian of the record. Inspection of the record shall take place where designated by the custodian of the record, and will not be disruptive to the operations of the office, and shall be done in the presence of the custodian of the record. There is no duty to create a public record that does not already exist. If more than one hour of staff time will be required to respond to the request for records, such staff time in excess of one hour shall be charged to the person seeking access at a rate of \$33.58 per hour, to be paid prior to inspection of the records. Copies may be furnished upon request and within a reasonable time and will cost \$.25 per page, to be paid in advance.

Date of Request: _____

Person Requesting Information

Name: _____

Mailing Address: _____

City, State, Zip Code: _____

Telephone Number: _____

Email Address: _____

Information and/or Documents Requested (Please be specific):

Need Inspection Only: _____ **Need Copies:** _____

Reason for Requesting Information and/or Documents:

For office use:

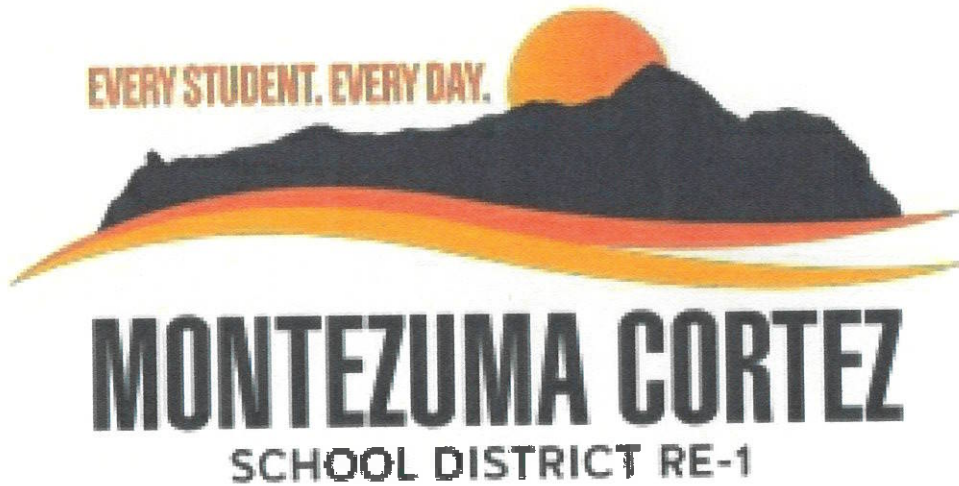
Date of Notification to Requesting Party _____ Cost _____

Approved: _____ Denied: _____ By: _____

Reason Denied:

Confidential Personnel Record: _____ Confidential Student Record: _____

Does Not Exist: _____ Other: _____ Explain: _____



Policy:

Second Reading

Nondiscrimination/Equal Opportunity

The Board is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

For purposes of this policy, these terms have the following meanings:

- “Race” includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.
- “Protective Hairstyle” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.
- “Sexual Orientation” means a person’s orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person’s perception thereof.

This policy and supporting regulation(s) will be used to address all concerns regarding unlawful discrimination and harassment. Alleged conduct regarding sex-based discrimination and sexual harassment will follow the complaint and investigation procedures specific to this conduct.

In keeping with these statements, the following are objectives of this school district:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation, and applicable judicial interpretations.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial, and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which they live.
5. To initiate a process of reviewing all policies and practices of this school district in order to achieve the objectives of this policy to the greatest extent possible.
6. To investigate and resolve promptly any complaints of unlawful discrimination and harassment.

7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of Board policy.

Annual notice

The district will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the district are offered without regard to disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the district will also issue written notice that it does not discriminate on the basis of age, genetic information, or conditions related to pregnancy or childbirth. The announcement will also include the name, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities.

The notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made available to persons who are visually or hearing impaired.

The notice will appear on a continuing basis in all district media containing general information, including: teachers' guides, school publications, the district's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters, and annual letters to parents.

Harassment is prohibited

Harassment based on a person's disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry or need for special education services is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work, and members of the public can access and receive the benefit of district facilities and programs. All such harassment, by district employees, students, and third parties, is strictly prohibited.

All district employees and students share the responsibility to ensure that harassment does not occur at any district school, on any district property, at any district or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any district curricular or non-curricular activity or event.

Reporting unlawful discrimination and harassment

Any student who believes they have been a target of unlawful discrimination or harassment, as defined in Board policy and supporting regulations, or who has witnessed such unlawful discrimination or harassment, must immediately report it to an administrator, counselor, teacher, or the district's compliance officer and file a complaint as set forth in the regulation which accompanies this policy.

Any employee, applicant for employment, or member of the public who believes they have been a target of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, must file a complaint with either an immediate supervisor or the district's compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, an alternate compliance officer will be designated to investigate the matter in accordance with this policy's accompanying regulation.

District action

All district employees who witness unlawful discrimination or harassment must take prompt and effective action to stop it, as prescribed by the district.

The district will take appropriate action to promptly and impartially investigate allegations of unlawful discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the district will take interim measures during the investigation to protect against further unlawful discrimination, harassment, or retaliation.

To the extent possible, all reports of unlawful discrimination or harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, employee, or member of the public may be subject to adverse treatment in retaliation for any good faith report of harassment under this policy.

Upon determining that incidents of unlawful discrimination or harassment are occurring in particular district settings or activities, the district will implement measures designed to remedy the problem in those areas or activities.

Any student or employee who engages in unlawful discrimination or harassment will be disciplined according to applicable Board policies and the district will take reasonable action to restore lost educational or employment opportunities to the target(s).

In cases involving potential criminal conduct, the district will determine whether appropriate law enforcement officials should be notified.

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all district schools and departments. The policy and complaint process must be prominently posted on the district's website, referenced in student and employee handbooks and made otherwise available to all students, staff, and members of the public through electronic or hard-copy distribution. Training materials regarding sex-based discrimination and sexual harassment are available to the public on the district's website.

Students and district employees will receive periodic training related to recognizing and preventing unlawful discrimination and harassment. District employees must receive additional training related to handling reports of unlawful discrimination and harassment. The training will include, but not be limited to:

- awareness of groups protected under state and federal law and/or targeted groups;
- how to recognize and react to unlawful discrimination and harassment; and
- proven harassment prevention strategies.

The Montezuma-Cortez School District Re-1 does not discriminate on the basis of race, color, national origin, sex, disability or age. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

El Distrito Escolar Montezuma-Cortez Re-1 no discrimina por motivos de raza, color, nacionalidad, sexo, discapacidad o edad. Las siguientes personas han sido designadas para atender consultas sobre las políticas de no discriminación:

Title IX Coordinator and Investigator: Cynthia Eldredge, Executive Director of Human Resources, ~~Lis Richard, Assistant Superintendent~~ 970-565-7522 ext. 1135 1133 or email richard@cortez.k12.co.us - cynthia.eldredge@cortez.k12.co.us

Compliance Officer:

Montezuma-Cortez School District RE-1
400 North Elm Street
Cortez, CO 81321

Adopted: March 13, 1979
Revised: January 22, 1985
Revised: January 11, 2000
Revised: August 19, 2008
Revised: October 4, 2011
Revised: July 28, 2020 (Emergency)
Revised: September 21st, 2021
Revised: February 22, 2022

LEGAL REFS.: 20 U.S.C. 1681 (*Title VII, Education Amendments of 1972*)
20 U.S.C. 1701-1758 (*Equal Employment Opportunity Act of 1972*)
29 U.S.C. 621 *et seq.* (*Age Discrimination in Employment Act of 1967*)
29 U.S.C. 701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
42 U.S.C. 12101 *et seq.* (*Title II of the Americans with Disabilities Act*)
42 U.S.C. 2000d (*Title VI of the Civil Rights Act of 1964, as amended in 1972*)
42 U.S.C. 2000e (*Title VII of the Civil Rights Act of 1964*)
42 U.S.C. 2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)
34 C.F.R. Part 100 through Part 110 (*civil rights regulations*)
C.R.S. 2-4-401 (13.5) (*definition of sexual orientation, which includes transgender*)
C.R.S. 18-9-121 (*bias-motivated crimes*)
C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)
C.R.S. 22-32-110 (1)(k) (*definition of racial or ethnic background includes hair texture, definition of protective hairstyle*)
C.R.S. 24-34-301 *et seq.* (*Colorado Civil Rights Division*)

Montezuma-Cortez School District RE-1

File: AC

C.R.S. 24-34-301 (7) (*definition of sexual orientation, which includes transgender*)

C.R.S. 24-34-402 *et seq.* (*discriminatory or unfair employment practices*)

C.R.S. 24-34-402.3 (*discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees*)

C.R.S. 24-34-601 (*unlawful discrimination in places of public accommodation*)

C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)

CROSS REFS.: GBA, Open Hiring/Equal Employment Opportunity
GBAA, Sexual Harassment
JB, Equal Educational Opportunities
JBB*, Sexual Harassment

Nondiscrimination/Equal Opportunity

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Montezuma-Cortez School District RE-1 does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

Complaint procedures have been established for students, parents, employees, and members of the public. The following person(s) have been identified as the compliance officer for the district:

~~District Assistant Superintendent, Risha VanderWey, Superintendent~~

Name(s) of employee(s) designated as compliance officer

400 North Elm Street, Cortez, CO 81321 – P. O. Box R, Cortez, CO 81321

Address

~~970-565-7282 ext. 1115~~

Telephone Number

Name(s) of employee(s) designated as the Title IX Coordinator

~~District Assistant Superintendent Cynthia Eldredge, Executive Director of Human Resources~~

Name(s) of employee(s) designated as Title IX Coordinator

400 North Elm Street, Cortez, CO 81321 – P. O. Box R, Cortez, CO 81321

Address

~~970-565-7282 ext. 1135~~

Telephone Number

Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex, gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

Revised: October 13, 2020

REVISED: February 22, 2022

Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)

The district is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The district must promptly respond to concerns and complaints of unlawful discrimination and/or harassment; take action in response when unlawful discrimination and/or harassment is discovered; impose appropriate sanctions on offenders in a case-by-case manner; and protect the privacy of all those involved in unlawful discrimination and/or harassment complaints as required by state and federal law. When appropriate, the complaint will be referred to law enforcement for investigation.

The district adopted the following procedures to promptly and fairly address nondiscriminatory equal opportunity and compliance process as opposed to other Title IX complaints. Sexual harassment investigation procedure will follow policy AC-R-2. Complaints may be submitted orally or in writing to the Compliance Officer.

Title IX Coordinator and Investigator:

Cynthia Eldredge, Executive Director of Human Resources

400 North Elm Street, Cortez, CO 81321

970-565-7522 ext. 1135

Email-cynthia.eldredge@cortez.k12.co.us

Lis Richard, Assistant Superintendent

400 North Elm St. Cortez, CO 81321

970-565-7522 ext. 1133

Email-lrichard@cortez.k12.co.us

Definitions

1. **“Compliance officer”** means a district employee designated by the Board to receive complaints of alleged unlawful discrimination and harassment. If the designated individual is not qualified or is unable to act as such, the superintendent must designate another district employee who will serve until a successor is appointed by the Board.
2. **“Aggrieved individual”** means a student, the parents or guardians of a student under the age of 18 acting on behalf of a student, an employee of the district, or member of the public who is directly affected by and/or is witness to an alleged violation of Board policies prohibiting unlawful discrimination or harassment.

Compliance officer’s duties

The compliance officer is responsible for conducting an investigation and coordinating all complaint procedures and processes for any alleged violation of federal or state statute or Board policy prohibiting unlawful discrimination or harassment. The compliance officer’s duties include: providing notice to students, parents/guardians of students, employees, and the general public concerning the compliance process; providing training for district staff regarding the prohibition of discrimination/harassment in all district programs, activities, and employment practices;

disseminating information concerning the forms and procedures for the filing of complaints; ensuring the prompt investigation of all complaints; coordinating hearing procedures; and identifying and addressing any patterns or systemic problems that arise during the review of complaints. The compliance officer may delegate any or all of the foregoing responsibilities as necessary and/or appropriate under the circumstances.

Complaint procedure

An aggrieved individual is encouraged to promptly report the incident as provided in Board policy and this regulation. All reports received by teachers, counselors, principals, or other district employees must be promptly forwarded to the compliance officer. If the compliance officer is the individual alleged to have engaged in the prohibited conduct, the complaint must be forwarded to the superintendent.

Any aggrieved individual may file with the compliance officer a complaint charging the district, another student, or any district employee with unlawful discrimination or harassment. Complaints may be made orally or in writing. Persons who wish to file a written complaint are encouraged to use the district's complaint form.

All complaints must include a detailed description of the alleged events, the dates the alleged events occurred, and names of the parties involved, including any witnesses. The complaint must be made as soon as possible after the incident.

The compliance officer must confer with the aggrieved individual and/or the alleged target of the unlawful discrimination or harassment as soon as is reasonably possible, but no later than sixty (60) calendar days following the compliance officer's receipt of the complaint in order to obtain a clear understanding of the basis of the complaint.

Within sixty (60) calendar days following the initial meeting with the aggrieved individual and/or alleged target, the compliance officer must attempt to meet with the individual alleged to have engaged in the prohibited conduct and, if this individual is a student, their parents/guardians in order to obtain a response to the complaint. Such person(s) must be informed of all allegations that, in the compliance officer's judgment, are necessary to achieve a full and accurate disclosure of material information or to otherwise resolve the complaint.

At the initial meetings, the compliance officer must explain the avenues for informal and formal action, provide a description of the complaint process, and explain that both the target and the individual alleged to have engaged in prohibited conduct have the right to exit the informal process and request a formal resolution of the matter at any time. The compliance officer must also explain that whether or not the individual files a written complaint or otherwise requests action, the district is required by law to take steps to correct the unlawful discrimination or harassment and to prevent recurring unlawful discrimination, harassment, or retaliation against anyone who makes a report or participates in an investigation. The compliance officer must also explain that any request for confidentiality will be honored so long as doing so does not preclude the district from responding effectively to prohibited conduct and preventing future prohibited conduct.

Informal action

If the aggrieved individual and/or the individual alleged to have engaged in the prohibited conduct requests that the matter be resolved in an informal manner and/or the compliance officer believes that the matter is suitable to such resolution, the compliance officer may attempt to resolve the matter informally through mediation, counseling, or other non-disciplinary means. If both parties feel a resolution has been achieved through the informal process, then no further compliance action must be taken. No party may be compelled to resolve a complaint of unlawful discrimination or harassment informally and either party may request an end to an informal process at any time. Informal resolution may not be used to process complaints against a district employee and may not be used between students where the underlying offense involves sexual assault or other acts of violence.

Formal action

If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer must promptly investigate the allegations to determine whether and/or to what extent, unlawful discrimination or harassment has occurred. The compliance officer may consider the following types of information in determining whether unlawful discrimination or harassment occurred:

- a. statements by any witness to the alleged incident;
- b. evidence about the relative credibility of the parties involved;
- c. evidence relative to whether the individual alleged to have engaged in prohibited conduct has been found to have engaged in prohibited conduct against others;
- d. evidence of the aggrieved individual and/or alleged target's reaction or change in behavior following the alleged prohibited conduct;
- e. evidence about whether the alleged target and/or aggrieved individual took action to protest the conduct;
- f. evidence and witness statements or testimony presented by the parties involved;
- g. other contemporaneous evidence; and/or
- h. any other evidence deemed relevant by the compliance officer.

In deciding whether conduct is a violation of law or policy, all relevant circumstances must be considered by the compliance officer, including:

- a. the degree to which the conduct affected one or more student's education or one or more employee's work environment;
- b. the type, frequency, and duration of the conduct;
- c. the identity of and relationship between the individual alleged to have engaged in the prohibited conduct and the aggrieved individual and/or alleged target
- d. the number of individuals alleged to have engaged in the prohibited conduct and number of targets of the prohibited conduct;
- e. the ages of the individual alleged to have engaged in the prohibited conduct and the aggrieved individual and/or alleged target
- f. the size of the school, location of the incident, and context in which it occurred; and
- g. other incidents at the school.

The compliance officer must prepare a written report containing findings and recommendations, as appropriate, and submit the report to the superintendent within sixty (60) calendar days following the

compliance officer's receipt of the complaint or sixty (60) calendar days following the termination of the informal resolution process.

The compliance officer's report must be advisory and must not bind the superintendent or the district to any particular course of action or remedial measure. Within sixty (60) calendar days after receiving the compliance officer's findings and recommendations, the superintendent or designee must determine any sanctions or other actions deemed appropriate, including appropriate recommendations to the Board for disciplinary or other action.

To the extent permitted by federal and state law, all parties, including the parents/guardians of all students involved, must be notified in writing of the final outcome of the investigation and all steps taken by the district within sixty (60) calendar days following the superintendent's and/or Board's determination.

Hearing procedure

For allegations under Section 504 and as otherwise required by law, the aggrieved individual may request a hearing. This hearing procedure will not address guilt or innocence or disciplinary consequences, which are instead governed by the Board's discipline policies and procedures.

The district must retain a person to serve as the impartial hearing officer, who must be knowledgeable about Section 504 and/or the ADA, if applicable. The hearing must be informal and must be recorded. Formal rules of evidence do not apply. A student is entitled to be represented by their parent/legal guardian or by an attorney. An employee is entitled to be represented by an attorney or other representative of their choice. The complainant may appear at the hearing and is entitled to present testimony and other evidence. A district representative is likewise entitled to present testimony and other evidence. The hearing must be closed to the public.

Within sixty (60) calendar days after the hearing, the hearing officer must issue a written decision based upon evidence presented at the administrative hearing, including any remedial or corrective action deemed appropriate. Remedial actions include measures designed to stop the unlawful discrimination or harassment, correct its negative impact on the affected individual, ensure that the conduct does not recur, and restore lost educational opportunities.

After the hearing officer has issued the decision, the recording of the hearing, all physical and documentary evidence, and all other items comprising the record of the hearing must be returned to the district.

Either party may seek review of the hearing officer's decision in a court of competent jurisdiction, in accordance with applicable law and applicable timelines for requesting such review.

Nothing contained herein may be interpreted to confer upon any person the right to a hearing independent of a Board policy, administrative procedure, statute, rule, regulation, or agreement expressly conferring such right. This process applies, unless the context otherwise requires and unless the requirements of another policy, procedure, statute, rule, regulation, or agreement expressly contradicts with this process, in which event the terms of the contrary policy, procedure, law, rule, regulation or agreement will govern.

Outside agencies

In addition to, or as an alternative to, filing a complaint pursuant to this regulation, a person may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are listed below.

Denver Office for Civil Rights (OCR), U.S. Department of Education, 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582. Telephone: 303-844-5695. Fax: 303-844-4303. TTY: 303-844-3417.
Email: OCR.Denver@ed.gov

Federal Office of Equal Employment Opportunity Commission (EEOC), 303 E. 17th Avenue, Suite 410, Denver, CO 80203. Telephone: 800-669-4000. Fax: 303-866-1085. TTY: 800-669-6820. ASL Video Phone: 844-234-5122. Website: <https://publicportal.eeoc.gov/portal/>

Colorado Civil Rights Division (CCRD), 1560 Broadway, Suite 825, Denver, CO 80202. Telephone: 303-894-2997 or 800-886-7675. Fax: 303-894-7830. Email: DORA_CCRD@state.co.us (general inquiries), DORA_CCRDIntake@state.co.us (intake unit)

Revised: October 13, 2020

Revised: September 21, 2021

Revised: February 22, 2022

Nondiscrimination on the Basis of Disability

The Board is committed to a policy of nondiscrimination on the basis of disability under all applicable laws, including but not limited to Section 504 of the Rehabilitation Act of 1973 ("Section 504") and the Americans with Disabilities Act ("ADA"). Section 504 and the ADA provide that no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity. The district does not unlawfully discriminate on the basis of disability in access or admission to, or treatment or employment in, its programs or activities.

The Board of Education shall designate an individual as the responsible employee to coordinate school district compliance with Section 504 and the ADA. See ACE-E-1.

The district's Section 504 and ADA compliance officer ("compliance officer") shall be responsible for continuing surveillance of district programs and activities with regard to compliance with Section 504 and the ADA and all pertinent regulations, including the development of all necessary procedures and regulations.

The compliance officer shall annually notify students, employees and members of the public regarding the district's policy and grievance procedures and of his/her name or title, office, address and telephone number. Notification shall be by posting and/or other means sufficient to reasonably provide such notice.

The superintendent shall notify applicants for admission, students, parent/guardians, sources of referral of applicants for admission, employees and applicants for employment, and members of the public that it does not discriminate on the basis of disability in the programs or activities which it operates and that it is required by Section 504 and the ADA not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulations. See AC-E.

~~**Title IX Coordinator:** Lis Richard, 400 North Elm St. Cortez, Co 81321, 970-565-7522 ext. 1133 or email lrichard@cortez.k12.co.us~~

~~**Title IX Coordinator and Investigator:** Cynthia Eldredge, Executive Director of Human Resources, Lis Richard, Assistant Superintendent 970-565-7522 ext. 1135 1133 or email lrichard@cortez.k12.co.us—cynthia.eldredge@cortez.k12.co.us~~

Adopted: May 9, 1989
Revised: May 19, 1992
Revised: January 11, 2000
Revised: October 4, 2011
Revised: September 21, 2021
Revised: February 22, 2022

LEGAL REFS.: 29 U.S.C. 701 *et seq.* (Section 504 of the Rehabilitation Act)
42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)
34 C.F.R. 104 *et seq.*

NONDISCRIMINATION ON THE BASIS OF DISABILITY

The following shall be the designated employee to coordinate school district compliance with Section 504 and the ADA:

~~Title IX Coordinator:~~

~~Lis Richard, Assistant Superintendent~~

~~400 North Elm St. Cortez, CO 81321~~

~~970-565-7522 ext. 1133~~

~~Email: lrichard@cortez.k12.co.us~~

Title IX Coordinator and Investigator:

Cynthia Eldredge, Executive Director of Human Resources

400 North Elm Street, Cortez, CO 81321

970-565-7522 ext. 1135

Email cynthia.eldredge@cortez.k12.co.us

Approved: May 9, 1989

Revised: October 1, 1991

Revised: June 24, 2008

Revised: September 21, 2021

Revised: February 22, 2022

Nondiscrimination on the Basis of Disability
(Complaint Form)

Date: _____

Name of complainant: _____

School: _____

Address: _____

Phone: _____

Summary of alleged discrimination:

Name(s) of individual(s) committing alleged discrimination:

Date(s) alleged discrimination occurred: _____

Name(s) of witness(es) to alleged discrimination: _____

If others are affected by the possible discrimination, please give their names:

Your suggestions regarding resolving the complaint: _____

Please describe any corrective action you wish to see taken with regard to the alleged discrimination. You may also provide other information relevant to this complaint.

~~Title IX Coordinator:~~

~~Lis Richard, Assistant Superintendent
400 North Elm St. Cortez, CO 81321
970-565-7522 ext. 1133
Email: lrichard@cortez.k12.co.us~~

Title IX Coordinator and Investigator:

Cynthia Eldredge, Executive Director of Human Resources
400 North Elm Street, Cortez, CO 81321
970-565-7522 ext. 1135
email cynthia.eldredge@cortez.k12.co.us

Signature of complainant

Date

Signature of person receiving complaint

Date

Issued: October 4, 2011
Revised: September 21, 2021
Revised: February 22, 2022

Nondiscrimination on the Basis of Disability (Complaint Process)

All students, employees and members of the public shall have a ready means of resolving any claims of discrimination on the basis of disability in the district's programs or activities. Persons may file a complaint of discrimination on the basis of disability in accordance with this procedure or may file a complaint in accordance with the district's nondiscrimination/equal opportunity complaint process. See AC-R.

A complaint may also be filed with the United States Department of Education, Office for Civil Rights ("OCR") at any time before or during the district's complaint procedures. Contact information for the regional OCR office is: The Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Suite 310, Denver, Colorado, 80204-3582.

If a student, employee or member of the public believes that there has been a violation of Section 504 or the ADA, he or she shall mail or deliver to the Section 504 and ADA Compliance Officer ("compliance officer") a written statement setting out the alleged violations in specific terms, describing the incident or activity, the individuals involved, and the dates, times and locations. See ACE-E-2.

The compliance officer shall conduct an investigation as necessary to determine the facts involved and shall provide the individual filing the written statement with an opportunity to discuss the matter personally, if requested. The compliance officer shall report to the superintendent his or her findings and recommendations regarding resolution of the matter. Within 10 school days of receiving the findings and recommendation from the compliance officer, the superintendent or designee shall determine any sanctions or other action deemed appropriate, including recommendations to the Board for disciplinary or other action.

If the student, employee or member of the public is not satisfied with the handling of the matter by the superintendent, he or she may appear before the Board of Education and present the matter directly to the Board. Any action taken by the Board shall be final.

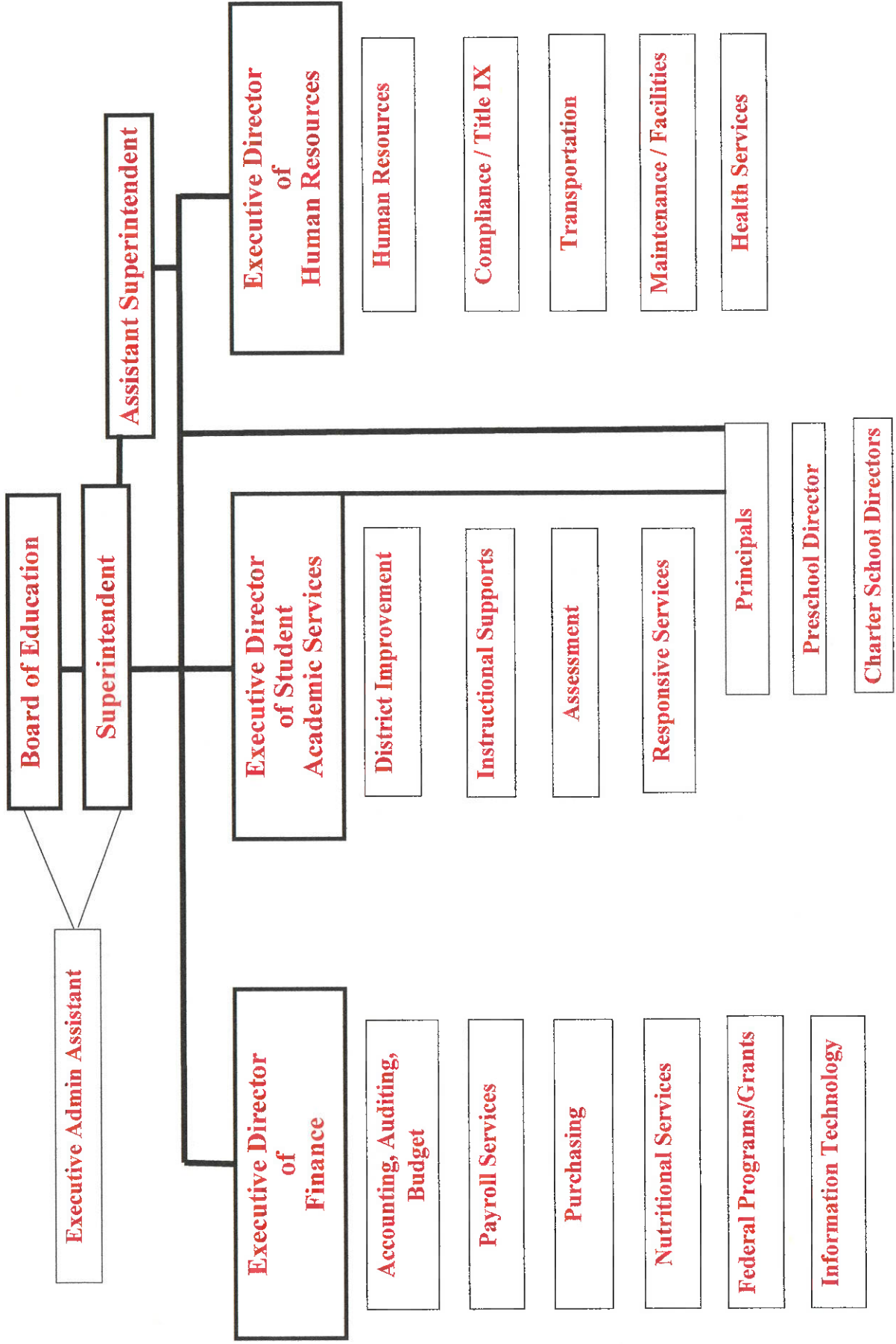
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Approved: October 4, 2011
Revised: September 21, 2021
Revised: February 22, 2022

Montezuma-Cortez School District RE-1 Leadership Organizational Chart

CCA



Teaching about Controversial/Sensitive Issues and Use of Controversial Materials

Controversial issues are defined as those problems, subjects or questions about which there are significant differences of opinion, for which there are no easy resolutions, and discussion of which generally create strong feelings among people. Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial issues because of differences in interpretation or the values people use in applying the facts.

Controversial materials are defined as learning resources which are not part of the district's approved learning resources and which are subject to disagreement as to appropriateness because they refer or relate to a controversial issue or present material in a manner which is itself controversial. Examples of such materials include, but are not limited to, those that depict explicit sexual conduct, graphic violence, profanity, drug use, or other socially undesirable behaviors, or materials that are likely to divide the community along racial, ethnic or religious lines.

Films and/or videos rated R, PG-13 or PG shall be considered controversial in accordance with this policy. X rated and NC-17 rated films and videos shall not be used in district schools. PG, PG-13 and R rated films and videos shall be considered controversial at the elementary school level. PG-13 and R rated films and videos shall be considered controversial at the middle school level. R rated films and videos shall be considered controversial at the high school level.

Controversy is inherent in the democratic way of life. It is essential, therefore, that the study and discussion of controversial issues have an important place in education for citizenship in a free society. Students can develop into free citizens with informed loyalty to democracy only through the process of examining evidence, facts and differing viewpoints; through the exercise of freedom of thought and moral choice, and through the making of responsible decisions. These procedures are as characteristic of and essential to a free society as authoritarian indoctrination is to totalitarianism.

Students have the right and need, under competent guidance and instruction, to study issues appropriate to their interest, experience, ability and age. Students must have access to relevant information and are obligated to examine carefully all sides of an issue. The student has the right to form and express personal points of view and opinions without jeopardizing the position in the classroom or in the school. Teachers have the right and the obligation to teach about controversial issues. It is the teacher's responsibility to select issues for study and discussion which contribute to the attainment of course objectives and the educational program established by

the Board and to make available to students materials concerning the various aspects of the issues.

Teachers may use controversial learning materials and discuss controversial issues if they contribute to the attainment of course objectives directly related to Board-adopted academic standards. The educational purpose of teaching about controversial issues or using controversial materials must be student achievement in academic standards rather than reaching conclusions about the validity of a specific point of view.

In teaching about controversial issues, teachers shall work cooperatively with the building principal. Teachers shall obtain approval from the building principal prior to the use of any controversial materials. If a teacher has a question regarding whether an issue or resource is controversial within the meaning of this policy, the teacher shall contact the principal. The principal ~~may~~ **will** instruct the teacher to notify students' parents/guardians and ~~obtain~~ **require** parents/guardians' permission prior to discussing a controversial issue or using controversial materials **with a permission slip**. Teachers shall inform the principal of controversial issues that arise unexpectedly which cause or are likely to cause concern for students and/or their parents/guardians.

When teaching about controversial issues, teachers **will present information in an objective manner and impartially to ensure multiple perspectives are represented, and model citizenship to present fairly the various sides of an issue.** ~~may express their personal viewpoints and opinions; however, they also have the obligation to be as objective as possible and impartially to present fairly the various several sides of an issue. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students to those views.~~

Controversial issues are to be presented with good judgment and coordination with the building principal, keeping in mind the maturity and background of the students. The influence on values, attitudes and responsibility of the individual students must be considered in conjunction with the actual subject content.

When controversial issues or controversial materials are used as part of the instructional program, alternative learning activities shall be provided when feasible at the request of a student or the student's parents/guardians.

Revised: November 11, 2014

Revised: February 22, 2022

CROSS REFS.: IJ, Instructional Resources and Materials

KEC, Public Concerns/Complaints about Instructional Resources

KEF*, Public Concerns/Complaints about Teaching Methods, Activities or Presentations

File: IMB

3 of 3

NOTE: This policy statement is based on a position statement of the Colorado State Board of Education.

C.R.S. 22-32-110 (1)(r). Board of Education Specific Powers related to controversial content

TEACHING ABOUT CONTROVERSIAL/SENSITIVE ISSUES

The teaching of controversial issues and the selection and use of controversial learning resources requires the recognition of responsibilities by the teacher to students, by the principal to the school, and by the school to the community.

Process for the Approval of Teaching about Controversial Issues or for Using Controversial Materials:

The teacher must confer with the principal prior to the teaching of controversial issues or using controversial materials. At this conference the teacher must identify the controversial issue or resource, present the educational purpose for the proposed instruction, and identify the academic standards to be addressed in the instruction.

The teacher may make this initial presentation verbally. However, the principal may, in his or her discretion, require the teacher to submit a written proposal for the use of the resource.

The principal may approve the teacher's request on the basis of a teacher's verbal presentation at the initial conference. If the principal thinks that the request should be denied or is unsure of whether the request should be approved or denied, he or she shall require the teacher to submit the request in writing, addressing the issues that are discussed at the initial conference and any other issues or concerns that the principal deems appropriate.

If a written request is required, the principal shall advise the teacher of his or her decision in writing within five working days of submission of the written request. A decision denying a teacher's request shall be accompanied by a statement of reasons for the denial. Those reasons must be reasonably related to legitimate educational concerns.

Guidelines for Principals

In reviewing a specific request from a teacher for teaching about controversial issues or for use of controversial materials, the principal will adhere to the following guidelines:

1. The principal will approve or disapprove the teaching of controversial issues and the use of controversial learning resources on the basis of the teaching guidelines listed in this regulation under guidelines for teachers. The principal must pay particular attention to how the request relates to student achievement of the academic standards.
2. The principal will also ~~determine whether parental permission should be obtained with a permission slip~~ ensure parental permission obtained on controversial issue films.

Guidelines for Teachers

Teaching about controversial issues and use of controversial learning resources are permitted in accordance with this regulation as long as the issue or resource is relevant to the academic standards and curriculum objectives of the course.

1. Controversial learning resources include those which are not included in the approved curriculum of the district, and which are subject to disagreement as to appropriateness. Examples of such materials include, but are not limited to, those that depict explicit sexual conduct, graphic violence, profanities, drug use, or other socially undesirable behaviors, or materials that are likely to divide the community along racial, ethnic, or religious lines. If a teacher has a question regarding whether a resource is controversial within the meaning of this policy, he or she shall consult with the principal.
2. R, PG-13, or PG rated films and/or videos shall be considered controversial within the meaning of this policy and regulation and shall require prior approval of the principal according to the guidelines listed below. X rated, full length R rated and NC-17 rated films and videos shall not be used in District schools.

PG rated films and videos shall be considered controversial at the elementary school level.

PG-13 rated films and videos shall be considered controversial at the middle and high school level. Excerpts from R rated films and videos shall be considered controversial at the high school level.

3. Issues and learning resources selected for discussion and study must be appropriate for instructional use and contribute to the attainment of the academic standards of the course.
4. All course content and activities must be consistent with relevant academic standards and stated course objectives.
5. The issues and learning resources should be within the level of the student's ability and maturity.
6. In teaching about controversial issues or using controversial learning resources, student achievement in the academic standards and understanding of the democratic process will be the primary goals.
7. Teaching strategies should be fairly employed so that various sides of the issues are explored.
8. Suitable materials including facts and concepts relating to various aspects of the issue should be available.
9. If the application to the principal is approved, then the teacher will plan for alternative learning activities at the request of the student's parent.

Discussion with School Principal

If, following the decision, the teacher and principal are still in disagreement concerning the denial of the proposed teaching of a controversial issue or the planned use of controversial

learning resources, upon receipt of the written request of the teacher, the principal will forward the matter to the Assistant Superintendent. Copies of the request will be placed in the school file.

The Assistant Superintendent will within two working days review the teacher's written request for review to determine its completeness and specificity. If the request lacks complete and/or specific information, the form will be returned to the teacher for additional information prior to review by a committee of staff and citizens. An information copy will also be provided to the principal.

After the administrative review is completed, and the request has met the requirements for completeness and specificity, the Assistant Superintendent will schedule a meeting of the review committee for the purpose of reviewing the disagreement.

Membership of the Review Committee

The members of the review committee will be appointed by the Assistant Superintendent or designee. The Assistant Superintendent, or designee, will serve as chairperson of the review committee.

The members of the review committee may include members of the administrative staff, principal, library staff, teachers, and community members at the Assistant Superintendent's discretion. However, not less than 25% of the members will be classroom teachers employed by the district. 25% of the committee shall be parents and/or community members.

The chairperson will not be a voting member of the review committee except in instances of tie votes. The chairperson will be authorized to establish all procedures and rules to be followed by the review committee.

Role of the Review Committee

The committee will review all materials submitted by the principal and any additional materials submitted by the teacher.

Oral and/or written testimony for consideration by the committee will be limited to the teacher and principal involved, and the appropriate program manager(s).

After reviewing the challenge and considering the principal's report, pertinent testimony, available professional reviews and applicable curriculum guides, the committee will share its recommendation with the teacher and principal within five working days after the hearing.

The committee's recommendation will be based on its assessment of the issues or resources demonstrable relevance to curriculum objectives and academic standards, its predicted effectiveness in the classroom, and the provisions of Board policy and regulation. The committee's recommendation will take one of the following actions:

A recommendation that the issue or resource should be approved for use in the course.
A recommendation that the issue or resource should not be approved for use in the course.

Role of the Superintendent and the Executive Director of Academic Student Services

If the teacher chooses to appeal the committee's decision; the Superintendent and Executive Director of Academic Student Services or designee will review the committee's report and will submit an administrative decision to the Board. The Executive Director of Academic Student Services or designee will also inform the teacher, the principal, the committee, and the staff members involved of that decision. The Executive Director of Academic Student Services or designee, administrative decision will be rendered no later than 20 working days after the teacher's original written request for review has been delivered to the principal.

Administrative Decision

All administrative decisions concerning teaching about controversial issues or controversial learning resources reported to the Board will be kept on file in the District.

Status during Review

The teacher involved will not present the controversial issue or controversial learning resource to students during the review procedure outlined above.

Time Limits

It is the intent of this procedure to provide for a prompt resolution of the issues. Time limitations are to be adhered to except upon mutual agreement of the parties.

Adopted: February 22, 2022

School Closings and Cancellations

The superintendent is empowered to close the schools or to dismiss them early in event of hazardous weather or other emergencies which **would warrant a call to first responders and/or law enforcement if threaten** the safety, health, or welfare of students or staff members **is threatened**. It is understood that **for any other reason for closure or cancellation**, the superintendent will take such action only after consultation with **appropriate authorities the Montezuma-Cortez Re-1 School Board President**.

Parents, students, and staff members must be informed early in each school year as to how they will be notified in the event of emergency closings or early dismissals.

All staff members, except for teachers and personnel who work only on teacher work days or on student days, unless otherwise notified must be required to report to work as soon as possible on emergency days.

In the event school is **to physically elosed close** due to receiving **notification of** a public health emergency, **and after consultation with the Board President**, all staff with direct student contact or associated with student attendance will not physically report to work unless notified otherwise. Instead, the district will utilize a form of remote instruction. Remote instruction allows students to access lessons provided by, and supported by, their regular teachers and allows students to continue their sequence of learning despite their inability to access facilities.

To ensure all students have the ability to access their lessons via remote instruction, the district will provide one-to-one electronic devices and supply internet hotspots when appropriate.

During days of remote instruction, teachers will take attendance and monitor student participation through PowerSchool. For situations that are out of the control of the student, days of remote instruction will be treated with the same exceptions as an excused absence in regard to work assigned.

The superintendent or their designee will develop administrative regulations or a plan for implementing this policy.

Adopted: May 15, 2018
Revised: July 28, 2020 (Emergency)
Revised: February 22, 2022

LEGAL REFS.: C.R.S. 22-1-112 (school year and national holidays)
C.R.S. 22-32-109 (1)(n) (*Board's duty to determine number of instructional/
contact hours/days*)
C.R.S. 22-33-101 *et seq.* (*school attendance law*)
1 CCR 301-39, Rules 2254-R-2.06 (*Board may reduce teacher-pupil
instructional/contact time; closings deemed by Board necessary for health,
safety or welfare of pupils*)

CROSS REFS.: IC/ICA, School Year/School Calendar/Instruction Time
JLIB, Student Dismissal Precautions

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
CORTEZ, COLORADO

SUPPORT STAFF EVALUATION FORM

Employee: _____
School Year: _____

School: _____
Position: _____

- Rating: 4 Exceeds Standards
- 3 Acceptable Performance. Meets requirements of job
- 2 Improvement Required
- 1 Performance in this area is unacceptable
- NO Not Applicable

The following list of performance indicators is attempted to assist supervisor in the evaluation of classified employee's performance.

RELIABILITY: THE EMPLOYEE -

- 1.1 Arrives and leaves work at scheduled times NO 1 2 3 4
- 1.2 Respects time limits on breaks and lunch periods NO 1 2 3 4
- 1.3 Notifies supervisor and/or other designated person or absence from work according to established procedures. NO 1 2 3 4

APPEARANCE: THE EMPLOYEE -

- 2.1 Generally maintains his/her work area in a clean and organized manner NO 1 2 3 4
- 2.2 Dresses appropriately for work requirements. NO 1 2 3 4
- 2.3 Practices appropriate personal hygiene. NO 1 2 3 4

WORKING RELATIONSHIPS: THE EMPLOYEE -

- 3.1 Accepts and follows through on directions or suggestions; seeks clarification from supervisor as necessary NO 1 2 3 4
- 3.2 Accepts praise and criticism in an appropriate manner NO 1 2 3 4
- 3.3 Keeps supervisor informed of work progress and unusual problems/delays in completion of assigned work NO 1 2 3 4

PERSONAL RELATIONSHIPS: THE EMPLOYEE -

- 4.1 Displays courteous, helpful and pleasant manners in dealing with other employees and students NO 1 2 3 4
- 4.2 Expresses support for the efforts and accomplishments of other employees and students NO 1 2 3 4
- 4.3 Upholds standards for student behavior in a manner which is fair, consistent, and caring; deals with discipline according to established procedures NO 1 2 3 4

PUBLIC RELATIONS: THE EMPLOYEE -

- 5.1 Displays support for district programs and employees NO 1 2 3 4
- 5.2 Represents the district in a positive manner through courteous behavior and appropriate appearance NO 1 2 3 4
- 5.3 Maintains confidentiality of privileged information NO 1 2 3 4

JOB KNOWLEDGE: THE EMPLOYEE -

- 6.1 Displays an organized approach to completing tasks; follows acceptable process and procedures NO 1 2 3 4
- 6.2 Uses appropriate tools, equipment and materials for assigned tasks NO 1 2 3 4

PRODUCTIVITY: THE EMPLOYEE -

- 7.1 Completes assigned work within reasonable time limits as indicated by job requirements NO 1 2 3 4
- 7.2 Maintains productivity in the absence of direct supervision NO 1 2 3 4

QUALITY OF WORK: THE EMPLOYEE -

8.1 Completes work with minimal errors as measured by the number of corrections or call backs NO 1 2 3 4

8.2 Checks own work for accuracy and completeness NO 1 2 3 4

INITIATIVE: THE EMPLOYEE -

9.1 Requires only routine supervision and direction NO 1 2 3 4

9.2 Recognizes opportunities for improvement and sometimes suggests or implements improved methods NO 1 2 3 4

FLEXIBILITY: THE EMPLOYEE -

10.1 Deals effectively with minor interruptions or temporary changes in the work routine NO 1 2 3 4

10.2 Displays a willingness to support changes when provided with an explanation of the rationale NO 1 2 3 4

SAFETY: THE EMPLOYEE -

11.1 Knows and complies with established safety regulations and procedures NO 1 2 3

11.2 Regularly inspects and maintains equipment, tools or vehicles for safe operating condition NO 1 2 3 4

11.3 Recognizes and reports safety hazards to appropriate personnel NO 1 2 3 4

STRENGTHS (Comments Required)

SUGGESTED IMPROVEMENT AREAS/GOALS (Comments Required)

RECOMMENDATIONS COMMENTS:

Signature of Supervisor/Evaluator

Date

EMPLOYEE COMMENTS:

Employee Signature*

Date

*Signifies receipt of evaluation, not necessarily agreement.

Approved: February 22, 2022