

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
Engaged Communication

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
CORTEZ, COLORADO -- BOARD OF EDUCATION

Tuesday, April 19th, 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/UCHfOVI7thefkOWXvZTg4DTQ>
Meeting attendees including audience members may be recorded.

1. Call to order
2. Pledge to Flag
3. **Executive Session:** Pursuant to C.R.S. 24-6-402(4)(c) the board will consider application materials and letters of reference pertaining to the candidates for Superintendent.
4. Set the Agenda
5. Student Presentation: M-CHS Student Government
6. Approval of Minutes for Feb. 15th Executive Session, Feb. 15th Board Meeting, April 5th Executive Session, **April 5th Special Meeting, and April 15th Special Meeting.**
7. Celebration Reports
8. Superintendent's Report
9. Staff Reports –School UIP Presentations
10. Board Requests/Reports
11. Citizens Address the Board * 1 Hour limit (3 minutes each / Must turn in a filled out ticket)
12. Discussion Items: N/A
13. Action Item:
 - a. CASB Policy Review (tabled)
 - b. Consent Calendar (see list)
 - b. Resolution for Appointment of Superintendent for 2022-2023
 - c. Board & Superintendent Covenants
 - d. Move May 17th Meeting to May 16th **
 - e. School Board Meeting Calendar 2022/2023
 - f. Capital Reserve Requests
 - a. M-CMS Concession Wall \$13,000
 - b. Panther Stadium Track Completion \$130,235
 - g. Donations
 - a. M-CHS 35 mm Cameras \$150.00
 - b. Manauh: LOR Foundation donation for playground \$25,000
 - c. Kemper: LOR Foundation donation for water fountains \$1,800

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, April 19th 2022

District Office – 400 N. Elm Street

Regular Meeting 6:00 PM

AGENDA Cont.

13. Action Item Cont.:

h. Supplemental Budget

- a. ESSER III (Multiple technology/supply items - see list) \$1,285,000
- b. SWOS: CO Health Foundation Mini Grant \$9,937.00
- c. Colorado School of Public Health \$700

i. Policy Revisions – First Reading

- a. CBA/CBC Qualifications/Powers and responsibilities of Superintendent
- b. CBB Recruitment of Superintendent
- c. KHC Distribution/Posting of Promotional Literature
- d. KHC-R Distribution/Posting of Promotional Literature
- e. JICEA School-Related Student Publication
- f. JICEC Student Distribution of noncurricular Materials
- g. BGE Staff Participation in Political Activities
- h. IIB-R Class Size

14. Adjournment

Next Work Session Tuesday, May 3rd, at 6:00 PM

****Next Regular Board Meeting Tuesday, May 17th, 6:00 PM**

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.

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Administration Building – 400 North Elm Street
Tuesday, March 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
Tom Burris, Superintendent
Kyle Archibeque, Exe. Director of Finance (ZOOM)
Jim Parr, Exe. Director of Academics
Cynthia Eldredge, Exe. Director of Human Resources

Absent:

1. *Executive Session: For a conference with the district's attorney for legal advice on pending litigation per C.R.S. 24-6-402(4)(b).*

Vice President Wright made a motion to go into executive session for a conference with the district's attorney for legal advice on pending litigation per C.R.S. 24-6-402(4)(b); she invited the board, the attorney (by ZOOM), Mr. Burris, and Mrs. Eldredge. The motion was seconded by Mr. Rice.
Aye: Frazier, Hall, Hart, Noyes, Rice, Wells, and Wright Nay: None. Motion carried.

They adjourned to this executive session at 6:03PM.
The board returned at 6:06 PM.

Vice President Wright amended her motion to invite into the session James Parr and Kyle Archibeque (by ZOOM) as well. The motion was seconded by Ed Rice.
Aye: Frazier, Hall, Hart, Noyes, Rice, Wells, and Wright Nay: None. Motion carried.

The board and invited attendees reentered the session at 6:09 PM. The session ended at 7:08 PM and the board meeting restarted at 7:11 PM.

Secretary, Board of Education

President, Board of Education

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Tuesday, March 15, 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.

Absent:

Amita Crowley, M-CHS Student Rep.

Administration Attendance:

Tom Burris, Interim Superintendent
 Kyle Archibeque, Exe. Director of Finance (ZOOM)
 Jim Parr, Exe. Director of Academics
 Cynthia Eldredge, Exe. Director of Human Resources
 Debra Ramsey, Exe. Assistant
 Katie Nelson, Principal
 Whitney Rapp, Principal
 Robert Laymon, Principal
 Angela Sauk, Principal
 Drew Pearson, Principal
 Eric Chandler, Principal
 Andrea Martinez, Preschool Director

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: For a conference with the district's attorney for legal advice on pending litigation per C.R.S. 24-6-402(4)(b).

Vice President Wright made a motion to go into executive session for a conference with the district's attorney for legal advice on pending litigation per C.R.S. 24-6-402(4)(b); she invited the board, the attorney (by ZOOM), Mr. Burris, and Mrs. Eldredge. The motion was seconded by Mr. Rice.
 Aye: Frazier, Hall, Hart, Noyes, Rice, Wells, and Wright Nay: None. Motion carried.

They adjourned to this executive session at 6:03PM.
 The board returned at 6:06 PM.

Vice President Wright amended her motion to invite into the session James Parr and Kyle Archibeque (by ZOOM) as well. The motion was seconded by Ed Rice.
 Aye: Frazier, Hall, Hart, Noyes, Rice, Wells, and Wright Nay: None. Motion carried.

The board and invited attendees reentered the session at 6:09 PM. The session ended at 7:08 PM and the board meeting restarted at 7:11 PM.

4. Set the Agenda

Vice President Wright moved to set the agenda. The motion was seconded by Director Hall.
Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

5. Student Presentation: N/A**6. Approval of Minutes for Feb. 8th Executive Session, Feb. 22nd Board Meeting, Feb. 26th Special Meeting, March 1st Special Meeting, and March 10th Special Meeting.**

Vice President Wright made a motion to approve the meeting minutes from Feb. 8th Executive Session, Feb. 22nd Board Meeting, Feb. 26th Special Meeting, March 1st Special Meeting, and March 10th Special Meeting.
Director Hart seconded the motion.

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

7. Celebration Reports

Vice President Wright reported that the middle school play went well. President Noyes said their wrestlers were also having a good season. Director Rice had attended the Cortez FFA Fundraiser and reported that they had a good crowd. Director Hall reported that the high school play starts this weekend and involves community members. President Noyes asked Nancy Shaw to report on the Budget Stabilization Resolution. Mrs. Shaw reported that in 2008 the state borrowed \$10 billion from K-12 education funding and since the 2009-2010 school year has been under-funded school districts statewide. M-CSD RE-1 School Board put together a resolution to make sure this issue is talked about. Over 700 signatures from other rural schools were collected and Mrs. Shaw talked to the chairman of the state education committee, and a rally was held in Durango, Rep. Don Coram is on board. The resolution quickly reached the correct people and is now being considered with a possible result expected as soon as the end of the month. President Noyes then celebrated the employment of Tom Burris as the new Interim Superintendent. President Noyes thanked the executive directors for being rock stars over the last couple months.

8. Superintendent's Report

Mr. Burris submitted his report to the board. Burris highlighted that he was spending time at the schools and planning a board retreat on March 22nd with a boardmanship training provided by Linda Paul. He asked the board if they approved of having the meeting at the Mancos Water Conservancy District Office. They all agreed. He pointed out that the district would provide sandwiches and refreshments.

9. Staff Reports

Mr. Archibeque submitted his report to the board, he was attending by ZOOM. He highlighted that the Lakeview property has been reviewed by legal and there will be a resolution later in the meeting to be signed by the board to finalize the process of returning it back to the proper owners. Mr. Burris will sign the Quit Claim deeds addressed to the Mikkleson's and Schaffer's and it will be notarized; then they owners will need to get those filed at the county. Mr. Archibeque mentioned the board would be seeing supplemental budget requests for the Connecting Colorado Students Grants and the Emergency Connectivity Fund. He said the district had received a donation of wood scraps from Muscanell Millworks to the M-CHS Building Trades class with a possible 2nd similar donation coming in again next month. The estimated value was about \$100.00 per donation.

Mr. Parr submitted his report to the board. He highlighted the pending adaption of new K-5 ELA Curriculum. Of the 5 programs reviewed he was pleased to announce the curriculum committee all agreed on suggesting Benchmark Education – Benchmark Workshop (2021) to the board for their approval. He has discussed a 3 year agreement with the sales representative and based on our current K-5 enrollment, the district should expect to pay \$257,972.00 for this program (with digital options, 3 year commitment, and call support center). If board approves, the next steps would be finalize cost & purchase, order and delivery, and then set up of professional development. This choice was also favored by the District Accountability Committee. Parr wanted the board to know he was encouraged to see turnout during the review process. He gave handouts to the board with samples of this curriculum and the rubric used by for the program reviews. He also advised the board of the upcoming assessment dates.

Mrs. Eldredge submitted her report to the board. She highlighted staff benefits and invited John Corbett from USI (the district's insurance broker of record) to report to the board. Mr. Corbett showed a Powerpoint presentation to the board. He suggested some options for the district to consider are changing the contract start dates from July to January, he advised again the current stop loss sick levels, and he reported identifying commissions that were being paid that were not transparent. Director Hall and President Noyes thanked Mr. Corbett for the presentation and his efforts to save money for the district. Mrs. Eldredge also highlighted the employee systems and utilization report.

Principals & Preschool Director: Reports were submitted by Andrea Martinez, Katie Nelson, Drew Pearson, and Eric Chandler. Mr. Chandler explained the pending action item on the Rural CO Action Program was an opportunity for M-CHS to apply for two upcoming grants along with a cohort school (currently not finalized which one). This would provide an estimated \$250,000 for career connected learning. The first deadline was April 1st and a second option deadline was May 1st. The second grant is the CDE Concurrent Enrollment expansion and Innovation Grant Program for an estimated \$50,000 to help teachers get certified to teach concurrent enrollment classes and helps students with some concurrent enrollment fees (books, student fees etc.). Mr. Chandler wanted to get the board's blessing to proceed.

10. Board Requests/Reports

Vice President Wright reported on legislative changes from her most recent meeting and Avery Wright reported the high school was preparing the play, Prom and testing.

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

Nancy Shaw- Teacher & EAC Representative: Mrs. Shaw said the staff was not consulted on the new calendar options, causing 3 options of the calendar to be presented to both the community and the staff at the same time. The item most questioned seems to be the 2 half day professional development on Fridays. She felt that if the calendar was truly a 4 day calendar there should be no Fridays at all. She thought the staff deserved a vote. Other suggestions were about the professional development were to have 1 full day Friday a month or possible to use a Tuesday afterschool.

Matt Wolford – Teacher: He was aware the board would be looking at a proposed salary schedule soon and he wanted to ask the board to consider adopting it. He is a graduate of CU Boulder, and has a master's degree from Adams State University, and is a Navy veteran. He was new to the district this year and only made \$900.00 from months' worth of service to the district. He heard about Cortez at a recruiting fair in Denver attending by Dr. Jason Wayman. He cited that over 8,000 teachers applied for 37 jobs in Boulder Valley, but that Cortez was not well known. He thought the district needed to be better known because this is a great place to live, work and play. He said the district not only needed to get the necessary raises but they need to get attention and ideas out. He said a constant fresh prospective would be helpful. He talked about the high costs involved in teacher turnover.

Cassie Panther – Teacher: She thanked the board and superintendent for being here every month. She loves her job and the area. She is a 4 year employee and still struggles to make ends meet. She knew it was tough for everyone right now in Montezuma County. She observed that her school allow had a turnover of 12 people and that it greatly impacts the children. She said a competitive pay scale would help us retain and save on training. She said money was a bigger issue at the state as well, but please consider a livable wage for Cortez.

Laurie Austin- Teacher: She said teaching has been the best journey ever. We need to keep our dynamite teachers here in Cortez. She felt that the proposed 2 half days on Fridays for professional development was unacceptable. She suggested the board make the calendar a true 4 day calendar, as supported by the community. She suggested other options were 1 full Friday a month or use afterschool on Tuesdays for professional development. She said we have dynamite teachers, administrators, and board members and we all just need to work together.

Paul DeWitt – Community Member: He addressed the board about ESSER III grant spending considerations. He thought mental health resources should be part of the district's plan to recover. He gave data about effecting our local children. He said the board has said they know their district best but the data is surprising as it does not reflect our families. He suggested that the board talk to other groups like tribal leaders, the staff at the homeless shelter, and local pediatricians. He said to use this opportunity to support all.

A short break was taken at 8:47 PM.

The board reconvened at 9:01 PM.

12. Discussion Items:

- a. **6-8 Curriculum:** President Noyes said this was added to the agenda to start the conversation. Parr said any changes wouldn't be ready for fall 2022. He said whether we need to replace this curriculum or not, he thought allowing the proper amount of time was the most important part for him to allow the district to have transparency and an opportunity for all parties to be involved. Parr explained that the district currently use a 5 year cycle for curriculum and that is an ongoing process. His suggestion would be to start talking about in early fall if needed. He pointed out there was less guidelines involved in replacing 6-8th grade curriculum; it would just have to pass state standards. He said he should note the state standards align with common core. The staff at the middle school is doing a good job with what they have. Director Frazier expressed wanting something a curriculum that does not have to be supplemented. The board felt like it was fair to allow teachers a chance to amend what they have now. Mr. Archibeque reminded of the 2021 expense of \$130,000 curriculum and then this year's expense of \$257,000, and we are considering replacing something from year at an additional \$150,000. This big dollar amounts will take away from building projects we want to do. The district needs to stick to a cycle for large purchases. Mr. Pearson added that teachers just want consistency and preparation. Noyes said to keep this as a talking point.

13. Action Item:

a. Consent Calendar (see list)

Director Hall made a motion to approve the consent calendar, and it was seconded by Vice President Wright. Wright asked that the list label which school, grade, and subject a teacher teaches so the board will quickly know what needs the district has. Mrs. Eldredge said the district could provide that information.
Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

b. K-5 ELA Curriculum

Director Wells made a motion to approve the K-5 Curriculum. It was seconded by Sherri Wright. Wells remembered there were multiple options and decided to amend his motion. Director Wells then made a motion to amend his previous motion to specify that it will be for Benchmark Education – Benchmark Workshop (2021) Curriculum, with 3 year digital, at a cost of \$257, 972.00. Vice President Wright seconded the amended motion.

Vote on amended motion: Aye: Frazier, Hall, Noyes, Rice, Wells and Wright Nay: Hart. Motion carried.

Vote on original motion: Aye: Frazier, Hall, Noyes, Rice, Wells and Wright Nay: Hart. Motion carried.

c. 2022-2023 School Calendar

Vice President Wright made a motion to accept the proposed 4 day school calendar for 2022-2023. Director Hall seconded the motion. Wright asked Mr. Parr about the Friday professional development days? Mr. Parr reminded the board that M-CSD RE-1 is a Priority Improvement school. The chosen professional development was decided to the best timing to drive/honor the district's data. The team decided that the 2 half Fridays a month gave us a consistent plan. The district needs to get our students back to pre-covid and we have a lot of loss. Parr was passionate about the necessity of consistency so the district does not end up back where they always seem to be. This time will also help the district to development a common assessment platform district wide so the district knows what level our children are at. Director Hall said we need to move forward with this and give our administrators a chance to do what works for their staff. Director Wells likes getting opinions from multiple viewpoints, but felt it was most important to listen to our administrative teams. Principals supported 2 half day Fridays for professional development. Adding it to a work day evening

would be a huge mental ask and an all-day data session may be better in the morning than the afternoon as data is taxing. Staff can choose plan time, but this is about data collection and use. This district would be about the middle of what the area schools are asking for on professional development. Avery Wright said for students, if a workday evening was used it would take away from a student's ability to retake a test or talk with their teacher.

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

d. Flag Donation

Vice President Wright made a motion to accept the donation of an American Flag, which was seconded by Director Hart.

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

e. Rural CoAction Program

Director Wells made a motion to approve M-CHS's request to apply for the Rural CoAction Program. Director hall seconded the motion.

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

f. Lakeview Property - Surplus Resolution

Director Hall read the resolution. Vice President Wright made a motion for the board to sign the Lakeview Property - Surplus Resolution, which was seconded by Director Rice.

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

g. Supplemental Budget:

i. CCSG – Connecting Colorado Students Grant - \$139,800

Director Hall read the supplemental budget for CCSG – Connecting Colorado Students Grant - \$139,800. A motion was made by Vice President Wright to approve the supplemental budget for CCSG – Connecting Colorado Students Grant for \$139,800, and was seconded by Director Hart.

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

ii. ECF- Emergency Connectivity Fund - \$254,836

Director Hall read the ECF- Emergency Connectivity Fund - \$254,836. A motion was made by Director Wells to approve the supplemental budget for the ECF- Emergency Connectivity Fund for \$254,836.

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

f. Policy Revisions – First Reading: N/A

g. Policy Revisions – Second Reading

i. KDB-E Public Request for Open Records Form

Motion made by Vice President Wright to approve policy KDB-E Public Request for Open Records Form for second reading. The motion was seconded by Director Wells.

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

13. Adjournment

President Noyes adjourned the meeting at 10:09 PM.

Secretary, Board of Education

President, Board of Education

**MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Administration Building – 400 North Elm Street
Tuesday, April 5, 2022**

**Executive Session
Meeting Minutes**

Board Attendance:

Sheri Noyes, President, District F
Sherrri 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:

Administration Attendance:

Cynthia Eldredge, Exe. Director of Human Services, ZOOM

Brad Miller, District Legal Counsel

- 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 Superintendent candidates who are not yet finalist/s as defined by Colorado Revised Statute 24-72-204(3)(a)(XI).*

Vice President Wright made a motion 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 Superintendent candidates who are not yet finalist/s as defined by Colorado Revised Statute 24-72-204(3)(a)(XI). Wright invited the board, Mrs. Eldredge, Mr. Burris, and Mr. Miller. The motion was seconded by Director Wells. Aye: Frazier, Hall, Hart, Noyes, Rice, Wells, and Wright Nay: None. Motion carried.

They adjourned to this executive session at 6:02 PM.

The session ended at 7:16 PM and the board meeting restarted at 7:20 PM.

Secretary, Board of Education

President, Board of Education

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1
Tuesday, April 5, 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
Avery Wright, M-CHS Student Rep.

Absent:

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, ZOOM
Debra Ramsey, Exe. Assistant

Brad Miller, District Legal Counsel

1. Call to Order

a. The meeting was called to order by President Sheri Noyes at 6:01 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 Superintendent candidates who are not yet finalist/s as defined by Colorado Revised Statute 24-72-204(3)(a)(XI).

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They adjourned to this executive session at 6:02 PM.

The session ended at 7:16 PM and the board meeting restarted at 7:20 PM.

4. Set the Agenda

- a. Vice President Wright moved to set the agenda. The motion was seconded by Director Rice.
Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

5. Discussions Items**a. Policy CBA/CBC and CBB**

President Noyes said that Board had read through these policies and they were pretty straight forward. All were in agreement with the statement. She asked Mrs. Ramsey to include them on the agenda for the April board meeting for first reading as is.

b. Policy KHC, KHC-R, JICEA, JICEA, Sample XXXX

President Noyes expressed that the board was wanting these policies to reflect clear guidance on expectations for our school leadership at all schools. Mr. Burris suggested sending them to CASB for review and then have first reading at the April board meeting. Mr. Miller said that devices were more common nowadays and the suggested policy reflects on new responsibilities.

c. Salary Schedule Review

Mr. Archibeque provided the board with handouts of the current and proposed salary schedules to compare and discuss before they go in next year's budget. Coach's stipends were not included at this time. Archibeque said there would be discussions to come about a policy to do with classroom sizes. The goal of the proposed salary schedule was to make it regionally competitive. This proposal was based on Durango and Central (Shiprock) pay scale, and was only less than Dove Creek (regionally). An example was given of a starting teacher this year was \$31,557.00 and next year this would be \$36,000.00, with a \$600.00 increase on each step. There had been at least 1 step added to every position so no one goes backwards and changes to account for those well past 10 years in some areas. Burris said any future changes should start at the base pay line, then go across the scale. Mr. Archibeque explained how changes would affect each department. Also, he said there was still discussion about how the 12 month employees would work with one suggestion being that they follow the teachers calendar during the school year, some like Maintenance may need to remain on 5, 8 hour days. The board thanked the executive team for the work on the proposal and expressed excitement towards improved pay for the staff.

d. Board & Superintendent Covenants

A summary of the board's input that had been put together by Mr. Burris and was provided to the board. The board wanted to make more edits and clear up duplicate items before final approval at the April 19th Board Meeting.

6. Action Items**a. Resolution to name finalists for Superintendent position**

Mr. Burris suggested to President Noyes that the board name their finalist for the superintendent position. Vice President Wright made a motion to name Dave Crews, Christopher Burr, and Jack Props as finalist for Superintendent. Director Hall seconded the motion. Vice president Wright was grateful to have had multiple applicants to review (7). Eldredge will set up interviews upon coordinating with District Accountability Committee, Community, Staff Committee, and Board. The most likely dates for the interviews were April 14th and 15th. She will prepare interview materials, then the reference checks, followed by an executive session on April 19th where the board can announce their selection for Superintendent. Eldredge reminded that board it was not required that they make a selection if a quality candidate is not identified. Aye: Frazier, Hall, Hart, Noyes, Rice, Wells and Wright Nay: None. Motion carried.

b. Paid administrative leave

Mr. Burris recommended to the board discuss and review the paid administrative Leave document regarding Dr. Risha VanderWey. Hall made a motion to approve the document for paid administrative leave for Dr. Risha VanderWey. The motion was seconded by Director Hart. President Noyes preceded to give a brief timeline of the order of events in the process leading up to placing Dr. Risha VanderWey on paid administrative leave. Director Rice said the board was in sink on the issue and the decision was the best for the district and the students. Director Frazier pointed out the whole board was following legal council's advice through the entire process.

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

c. Separation Agreement

Vice President Wright made a motion to accept the separation agreement regarding Dr. Risha VanderWey. Director Rice seconded the motion. President Noyes gave the background and timeline as to how she received the separation agreement from Dr. VanderWey's attorney.

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

d. CASB Policy Review \$16,000 yearly

Mr. Burris asked if the board wanted to table this item since he has a call into CASB to get the quote. It sounded like it would be much less but he needed to confirm. Director Rice motion to leave the item of business on the table. Vice President Wright seconded the motion.

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

e. Board Docs \$11,000.00 yearly

Mr. Burris recommended that the board approve the yearly subscription to Board Docs. Director Frazier moved to approve the purchase of Board Docs. Director Hall seconded the motion. Ramsey reported to the board that she sat through a training/presentation this fall with Board Docs and that it looked like a good way to get organized and look more professional with board documents and meetings items. It would allow for more transparency for the community as board packet documents would be available and clear. The agenda would be listed in the order of Robert's rules of order. Archibeque requested that if the board is considering both Board Docs and the CASB Policy options, that they move one of the purchases to 22/23 year budget in July.

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

7. Adjournment

The meeting was adjourned at 8:55 PM.

Secretary, Board of Education

President, Board of Education

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

MINUTES
Special Meeting 10:00 AM

Board Attendance:

Sheri Noyes, President, District F
Sherri Wright, Vice-President, District C ZOOM
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:

Tom Burris, Interim Superintendent
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 10:04AM

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. Interview for Superintendent: Jack (John) Props began at 10:05 and ended at 11:40 AM

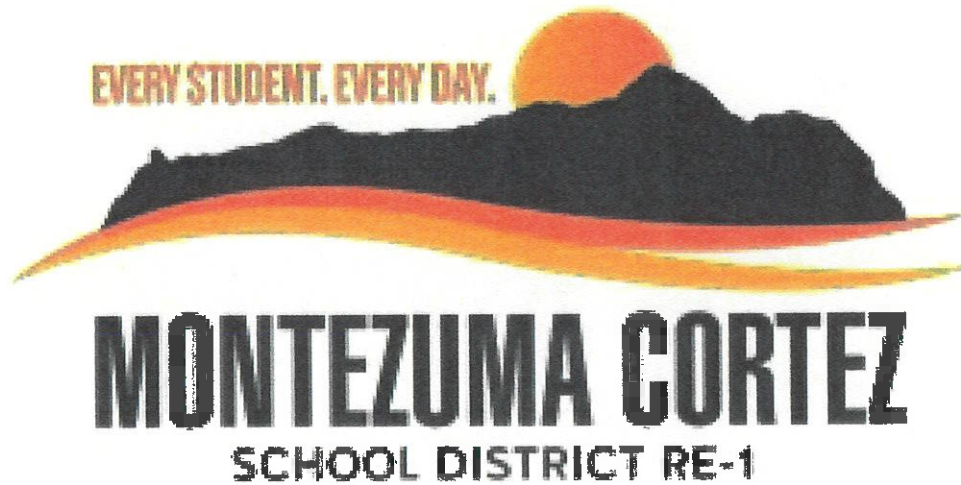
4. Interview for Superintendent: David Crews. President Noyes reported to the board that Mr. Crews had withdrawn his application.

6. Adjournment

The meeting was adjourned at 11:51 AM.

Secretary, Board of Education

President, Board of Education



BOARD REPORT:

SUPERINTENDENT

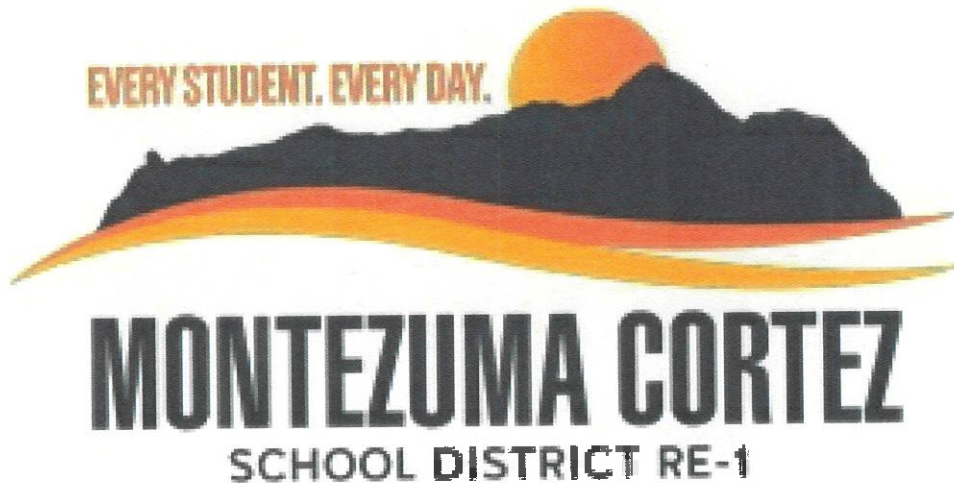
Superintendents Report

April 19, 2022, Board Meeting

- 1) 5 cards update -- in your packet is the finished tabulation of the feedback I've received for my visits with each site. I have been to most buildings and talked about the results.
- 2) Superintendents Advisory Council --- We had our first meeting of the SAC last Wednesday. Deb was there and captured the questions and answers. The document was forwarded to all staff and the board.
- 3) I have attended the Rural Alliance zoom meetings, the Professional Practices and licensure meetings and Superintendents' meetings at PCC. But my number one job in the district is supporting teachers and our leaders.
- 4) I have been working with the leadership team on different projects. I appreciate their dedication and expertise. I especially appreciate their willingness to allow me to work with them as a team and individually. They are awesome and make this the best small district in the state.
- 5) I have reached out to San Juan College, Ft. Lewis College, and Eastern NM University. I would like to explore and grow your own opportunity for our support staff.
- 6) To Do List
 - a. Get class sizes from all sites.
 - b. Class size guidelines for a policy
 - c. Superintendents Advisory Council
 - d. Complete the Covenants
 - e. Visit all sites with the response to the five cards.
 - f. Visit with Councilmen Whiteskunk and Wall about our reading curriculum and connectivity at Towaoc
- 7) Prepare for Graduation

"After spring break education is like a rollercoaster. All you can do is throw up your hands and scream"

~Dr. Susan Stege



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: April 19, 2022
To: Board of Education Members
From: Kyle J. Archibeque, Director of Finance

1. School Year 2022-2023 Budget Scenarios

I have attached a brief presentation regarding the 2022-2023 MCSD Budget Scenario and the position we find ourselves in at this point in time. We have a pretty solid Per Pupil Revenue (PPR) amount (\$9325.45) and Funded Membership Number (2669.9) to confidently start calculating our 2022-2023 budget.

We have also starting to get some preliminary federal and state grant allocation amounts that should be coming out end of April, beginning of May.

Overall we are in a very good spot to take on the Salary schedule overhaul. We are looking at approximately \$1.5 Million additional dollars in the General Fund as compared to 2021-2022.

2. Quarterly Financial Statements – Quarter 3 (Jan-March)

Attached you will find our 3rd Quarter financial statements for school year 2021-2022. With 75% of our year gone, we have spent 62% of our General Operating budget. Because our General Operating budget is made up of approximately 80% in salaries and benefit, this percentage is always a bit misleading.

As we are aware, our self insurance fund will continue to be of concern until we can start making changes. Per the presentation you were given by our new insurance broker, we cannot commit to any changes until January of 2023. Therefore we will continue to fund this at an increased rate until those changes start to take effect.

3. Pleasant View and Manaugh Building Conditions and Assessments

At this point in time, we have had two (2) separate entities assess conditions of Manaugh and Pleasant View School buildings. Wilson Structural Engineering Inc assessed the general structural condition of the buildings and Mazzetti assessed the mechanical, electrical, and plumbing conditions.

The District just recently received the set of reports from Mazetti so our next steps will be to discuss internally as administrative staff and then bring recommendations to the board.

4. 2022-2023 Salary Schedules

My hope was to have the Salary Schedules for 2022-23 finalized for approval at this time. However, there were some items that needed to be addressed so I asked Mr. Burris if we could postpone these final review and approval till a later date. With such a big change, I want to ensure we iron out as much as possible considering this effects peoples paycheck.

5. Capital Projects

- a. **MCHS Practice Field** – The MCHS practice field is unsafe for students or athletes to use at this time. We have contingencies in place for athletic practices and PE classes until August. Currently, we are considering a turf replacement for this particular field. Reasons include water conservation, pest control, lifetime and maintenance of field and the potential to work with other agencies to help fund some aspects of the project.

We are in conversation with vendors that install artificial grass and turf, we are in talks with the city of Cortez, and are working with local water agencies to find potential cost savings that we might apply for as this would be a huge savings of water if we have artificial turf/grass. Cortez is interested in a partnership that would allow them to run youth football on this field and maybe they would be able to help financially, but these are just preliminary conversations and nothing is promised as of yet. Preliminary costs are looking to be between \$600K and \$700K for the field. We would also need to consider fencing, lighting and seating options as additional cost.

6. Capital Reserve Requests *

- a. CMS Concession Wall = \$13,000
- b. Stadium Track Completion = \$130,235 – Letter and Quote Attached
 - i. Please read the letter of explanation and quote from the vendor that installed the track in 2019.

7. Donations *

- a. MCHS – 35mm Camera x 2 Valued at Approximately - \$150
 - b. Manaugh – LOR Donation for Playground -\$25,000
-

c. Kemper – LOR Foundation Donation for water 2 water fountains - \$1,800

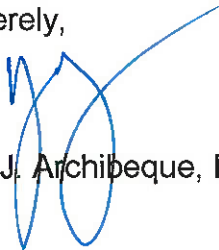
8. Supplemental Budget *

- a. ESSER III - \$1,285,000
- b. CO Health Foundation Mini Grant - \$9,937.00 (SWOS)
- c. Colorado School of Public Health - \$700

ACTION ITEMS *

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

Sincerely,



Kyle J. Archibeque, Director of Finance



**EVERY STUDENT.
EVERY DAY.**

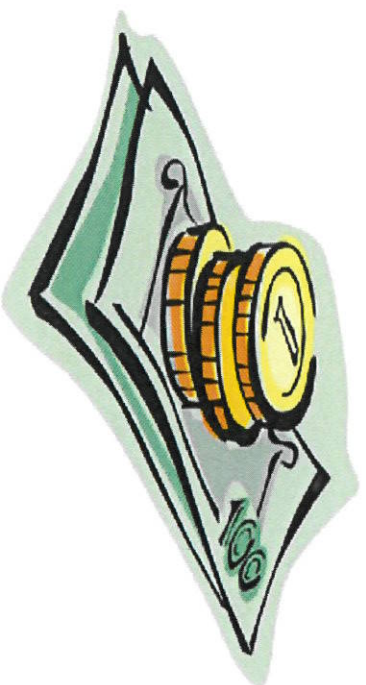
Preliminary Budget Proposal for School Year 2022-2023

PREPARED FOR SCHOOL BOARD MEETING ON APRIL 19TH, 2022



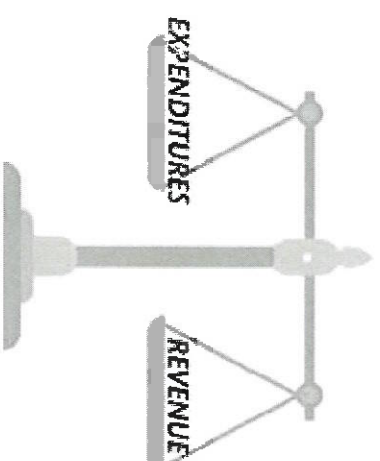
Agenda

1. Colorado Public School Finance Overview
2. General Operating Budget
3. Grant Funds
4. COVID Relief Funds
5. Legislative Updates 21-22



Colorado Public School Finance

Colorado public schools receive funding from a variety of sources. However, most revenues to Colorado's 178 school districts are provided through the Public School Finance Act of 1994.



Total Program Funding

- The total amount of money each school district receives under the School Finance Act is referred to as “**Total Program**”.
- Total program includes both the state share and local share.
- The local share is generated through property taxes and specific ownership taxes (vehicle ownership taxes).



Total Program Funding

- **Step 1**
 - **Funded Pupil Count** multiplied by the **Per Pupil Funding Amount**.
- **Step 2**
 - Add the additional **At-Risk funding, On-line Enrollment funding** and **Accelerating Students through Concurrent Enrollment (ASCENT) funding** to come to the **Total Program Amount**.
- **Step 3**
 - Deduct a **Budget Stabilization Factor** from **Total Program Amount**



Budget Stabilization (Negative) Factor

- After the Total Program amount is calculated, the Budget Stabilization (Negative) Factor is applied.
- In 2009-10, Colorado's legislature created a new factor in the school finance formula due to the Great Recession and economic downturn that put pressure on the state's budget.



Budget Stabilization (Negative) Factor

- The factor is a state budget tool that proportionally reduces the amount of total funding for each school district.
- According to the data gathered by the Colorado School Finance Project, MCSD RE-1 has lost approximately \$29.3 million dollars in revenue from 2009 to 2021.



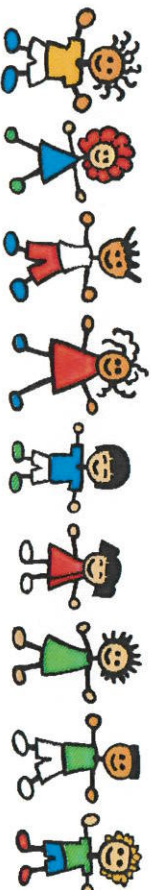
Funded Pupil Count

- Each year, all public school districts across the state of Colorado and the Charter School Institute participate in the **Student October Count Snapshot** data submission to the Colorado Department of Education (CDE).
- The purpose of this data collection is to obtain required student-level data as provided for by state statute, including information regarding students' funding eligibility as outlined in the Public School Finance Act of 1994, as amended.



Funded Pupil Count

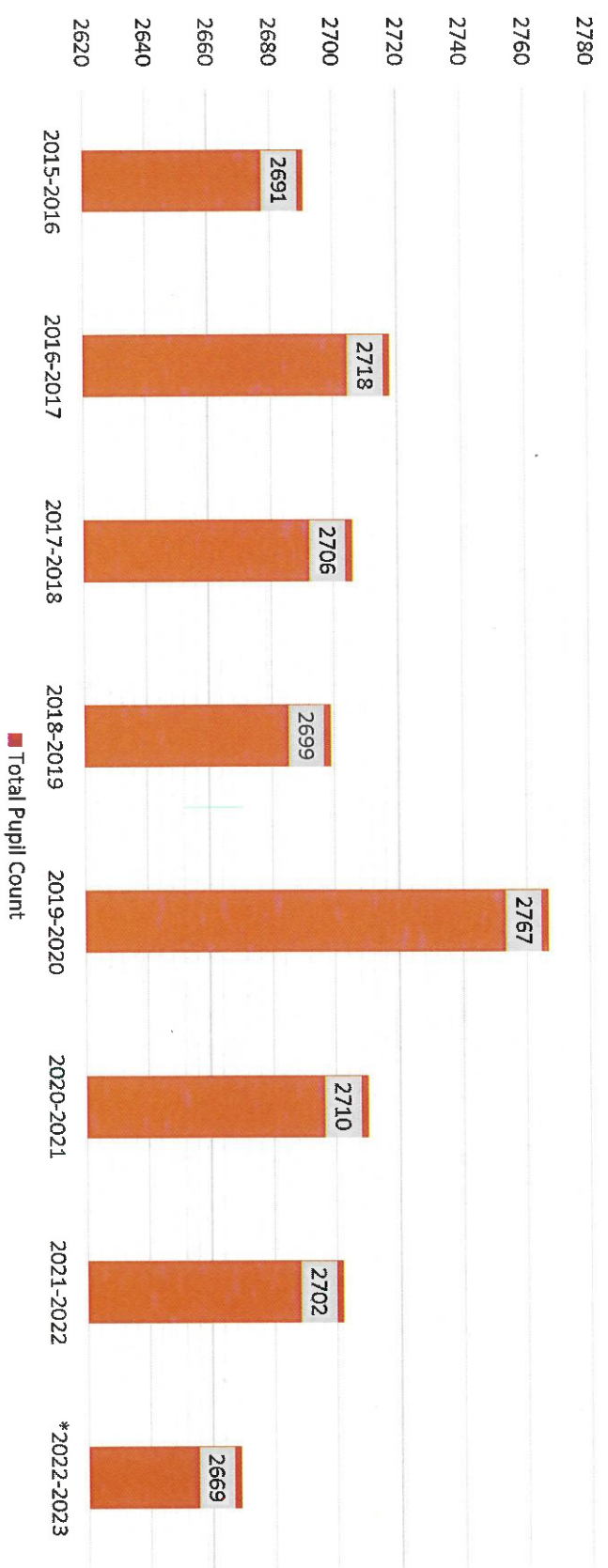
- In an effort to ensure accurate reporting of those data fields associated with student funding, the School Finance Division's School Auditing Office conducts compliance audits of each district's Student October count data, which determine **per pupil funding** and **at-risk funding**.
- Pupil Enrollment Count are conducted in October of each school year.





Funded Pupil Count – Historical Trends

MCSD Student Count 2015-2022



*Projected Numbers

Figures on this page are rounded to nearest whole number.

Base Per Pupil Funding

- **Base Per Pupil Funding** is the base amount of funding per student which is adjusted every year.
- For more information, look at [Colorado Amendment 23 of 2001](#).
- For **2022-2023**, the inflation rate used by the state was 3.5%



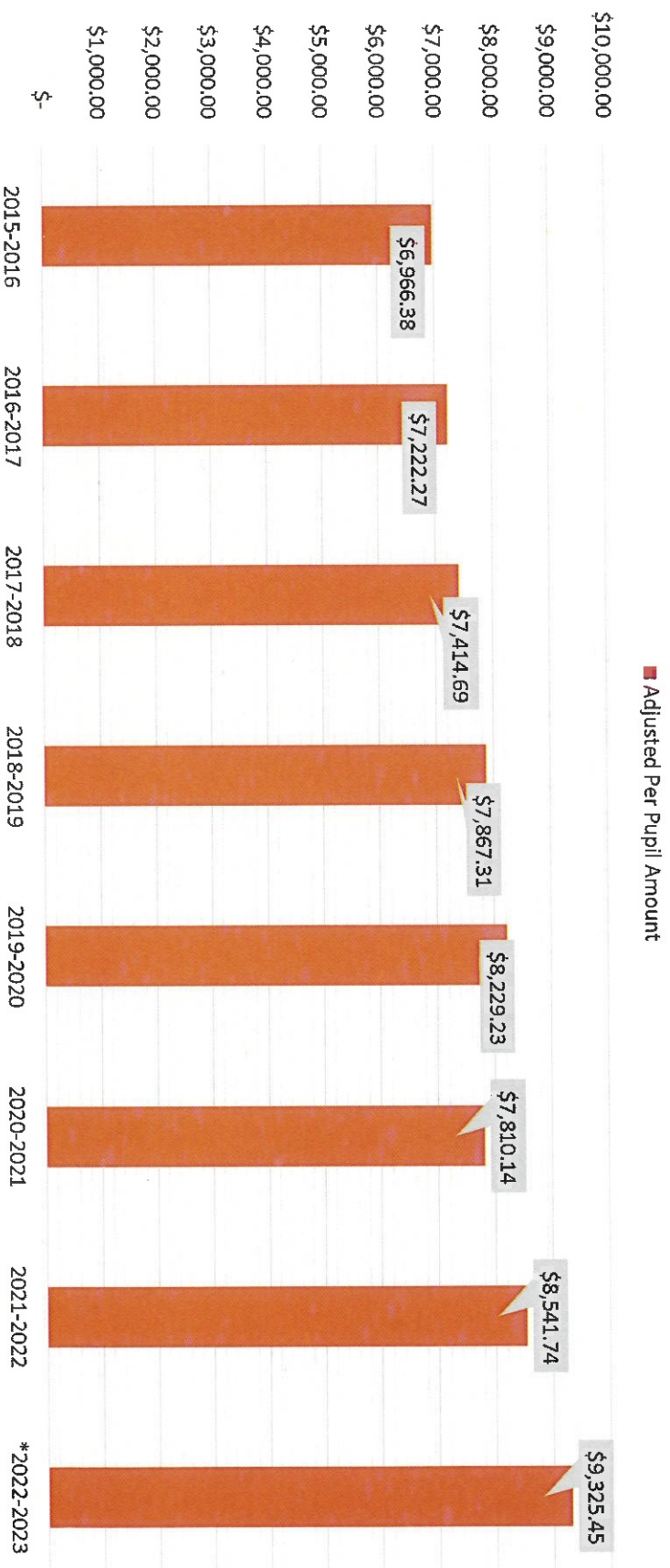
Base Per Pupil Funding

- **Factors Considered:**
 - **Cost of Living:**
 - Determined by a legislative study every two years. Districts with higher costs of living have a higher factor.
 - Example, Aspen has a higher cost of living factor than Cortez.
 - **Personnel and Non-personnel costs:**
 - Personnel costs factor vary by school district based on enrollment. For all districts, employee salaries and benefits represent the largest single expense. As such, the formula directs funding based on these costs.
 - **Size of District:**
 - Similar to the personnel costs factor, the size factor is unique to each district and is determined using enrollment. Small districts have larger size factors than districts with higher enrollment.



Base Per Pupil Funding – Historical Trends

MCCSD Per Pupil Funding Amount 2015-2022



*Projected Numbers

Base Per Pupil Funding Comparison SY 2021-2022 vs SY 2022-2023

- **School Year 2021-2022**

- Base Per Pupil Amount = \$8,541.74

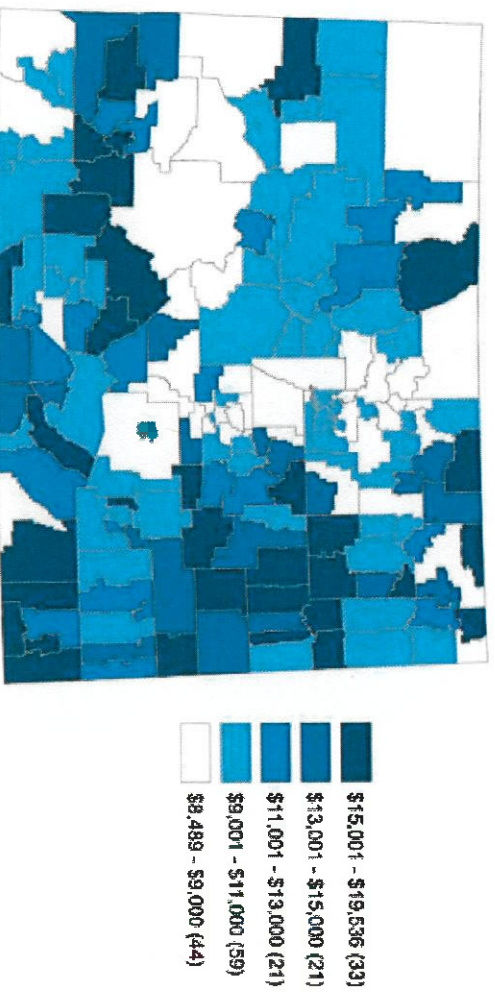
- **School Year 2022-2023**

- Projected Base Per Pupil Amount = \$9,325.45 (+\$783.71)



Base Per Pupil Funding Comparison State Wide

In 2021-22, funding per pupil ranged from \$8,489 in the Branson School District to \$19,536 in the Pawnee School District.



Source: Legislative Council Staff.
Note: Numbers in parentheses indicate the number of school districts in each tier.



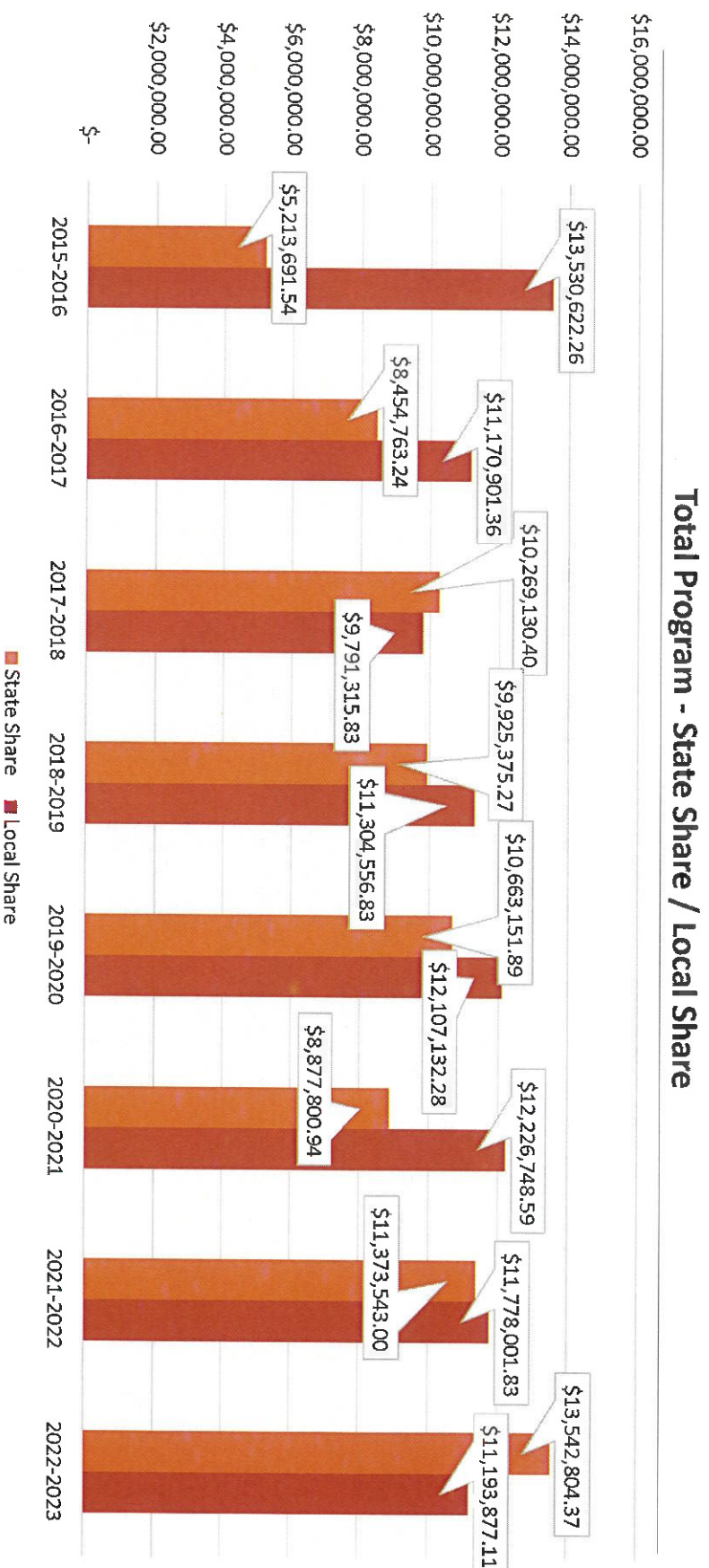
Example: Total Program Funding Formula

Below is an example of how total program funding was calculated, for a school with 1000 students, based on the SY 2015-16 final appropriation.

There are many additional calculations and each district has different calculations based on individual demographics and characteristics are not shown below. This is only an example to show how the formula generally works.

Total Funded Pupil Count (Includes Online)	1000
Online Pupil Count	100
Base Funding (BF)	\$ 6,951.53
Cost of Living (CL)	1.216
Personnel Costs (PL)	90%
Size (SZ)	1.0297
Total Formula Per Pupil Funding $[SZ*((BF*CL*PL)+(BF*(1-PL)))]$	\$ 8,551.20
<hr/>	
Total Formula Funding (Formula Per Pupil Funding * (Total Funded Pupils – Online – ASCENT))	\$ 7,696,084.07
Total At-Risk Funding	\$ 150,599.00
Total Online/ASCENT Funding	\$ 861,581.94
Total Program Funding (Pre-Negative Factor)	\$ 8,708,265.01
Per Pupil = Total Program Funding / Total Funded Pupil Count (Pre-Negative Factor)	\$ 8,708.27
Negative Factor at (7.05%) * Total Program Funding	\$ 613,932.68
Total Program Funding (Post-Negative Factor)	\$ 8,094,332.33
Total Program Per Pupil Funding (Post-Negative Factor)	\$ 8,094.33

General Operating Fund – Historical Trends

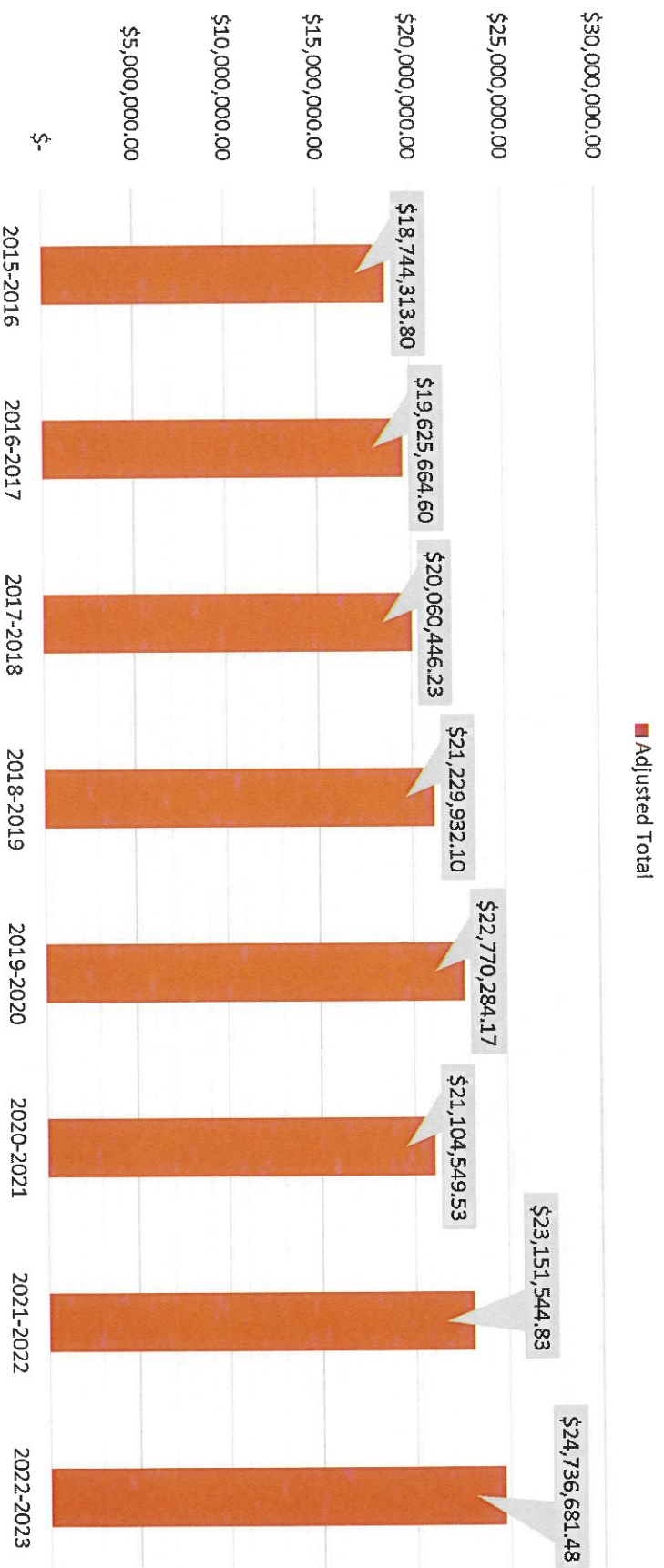


* Projected Numbers

Local Share is revenue received from property taxes and specific ownership taxes

General Operating Fund – Historical Trends

Total Program Funding (After Budget Stabilization Factor Applied)



*Projected Numbers

General Operating Budget Considerations - School Year 2022-2023

- Salary Schedule Increases (Includes a 1 step increase)
- Capital Projects for 2022-2023
- Insurance Increases (both General Liability and Self Insurance)
- Utility Increases



Preliminary 2022-2023 General Fund Budget Summary

- 2022-23 ESTIMATED FUNDED PUPIL COUNT = **2,669.9**
- 2022-23 ESTIMATED FULLY FUNDED TOTAL PROGRAM = **\$25,680,999.61**
- 2022-23 ESTIMATED BUDGET STABILIZATION FACTOR = **\$(994,318.13)**
- 2022-23 ESTIMATED TOTAL PROGRAM AFTER BUDGET STABILIZATION FACTOR = **\$24,736,681.48**
- 2022-23 ESTIMATED PROPERTY TAXES = **\$10,009,952.68**
- 2022-23 ESTIMATED SPECIFIC OWNERSHIP TAXES = **\$1,183,924.43**
- 2022-23 ESTIMATED STATE SHARE = **\$13,542,804.37**
- 2022-23 ESTIMATED PER PUPIL FUNDING AFTER BUDGET STABILIZATION FACTOR = **\$9,325.45**
- CHANGE IN FUNDED PUPILS FROM 2021-22 = **-33**
- CHANGE IN TOTAL PROGRAM AFTER BUDGET STABILIZATION FACTOR FROM 2021-22 = **+\$1,585,126.65**
- CHANGE IN PER PUPIL FUNDING FROM 2021-22 = **+\$783.71**

Grant Funds – Federal Grants

- The United States government issues **federal grants** out of their own revenue. These grants provide partial or complete funding to individuals or institutions.
- Federal grants are divided into two general categories: **Direct and Pass-through**.
 - **Direct grants** ensure the recipients receive their funding directly from the government
 - **Pass-through grants** are given to the state first and eligible charities, community groups, and other types of applicants second.
 - In addition to this division, federal grants are further separated into block grants, categorical grants, earmark grants, formula grants, and project grants.



Grant Funds – Federal Grants

- MCSD Active Federal Grants
 - Coronavirus Relief Fund (CRF)
 - ESSA School Improvement
 - ESSER (I, II, III)
 - Title Programs (I, II, III, IV, V, VI)
 - RISE
 - Impact Aid
- To date we do have some preliminary federal grant award amounts for 2022-2023 that have been shared to us, but these amounts have not officially been released publicly. These award amounts should be more defined as the month goes on and will be presented in the final budget proposal in May.



Grant Funds – State Grants

- **State grants** come directly from the state government's revenue. Typically, more money is available from state governments than the federal government.
- **Note:** Each state manages its funding differently.



Grant Funds – State Grants

- MCSD Active State Grants
 - Advanced Placement Incentive
 - Colorado State Library Grant
 - Computer/Science Education Connecting Colorado Students Grant
 - ELPA - Professional Development
 - READ Act
 - Retaining Teachers Grant
 - School Access for Emergency Response
 - School Health Professionals Grant
 - School Security Disbursement Grant
 - School Turnaround Leaders Development
- To date we do have some preliminary state grant award amounts for 2022-2023 that have been shared to us, but these amounts have not officially been released publicly. These award amounts should be more defined as the month goes on and will be presented in the final budget proposal in May.



Grant Funds – Local and Private Grants

- Local and Private grants are generally an allocation from a foundation, corporation, or local government agency.



Grant Funds – Local and Private Grants

- MCSD Active Local/Private Grants
- El Pomar Foundation Grant



Legislative Updates 22-23

School Accountability

After a two-year pandemic pause, Colorado plans to transition back to reporting on how well schools are teaching students, but the state won't intervene in struggling schools until 2023-24. A bill to restart the accountability system unanimously passed the Senate but still needs approval in the House.



Legislative Updates 22-23

Teacher Evaluations

Teacher evaluations have also been on pause during the pandemic. A bill supported by Polis that would reduce the weight given to measures of student academic growth, provide more training for evaluators, and bring back evaluations in 2023-24 received bipartisan support in the Senate Education Committee and is waiting for funding in the appropriations committee.



Legislative Updates 22-23

Teacher shortages

Two bills that go almost hand-in-hand would make it easier for retired teachers to return to the classroom. One would let older educators work as substitutes for more days without endangering their pensions, while another would let them accept full-time positions if rural districts couldn't fill them other ways. School district leaders called the bills — both awaiting the governor's signature — one of the most helpful things lawmakers could do other than increase funding.



Legislative Updates 22-23

Reading Instruction

Three years ago, Colorado lawmakers required early elementary teachers to show they understood best practices in teaching reading, part of a broader effort to raise persistently low reading levels. This year, they're asking principals and other administrators who supervise elementary teachers to take similar training. A bipartisan bill passed the Senate Education Committee unanimously.



Thank You

End of Presentation

Please direct all questions to the Finance Director



MONTEZUMA CORTEZ SCHOOL DISTRICT RE-1
FY 2021-22 Budget to Actual Comparisons
General Fund

March 31, 2022

Percentage of Year Completed:

75%

	FY 2020-21 Audited	FY 2021-22 Budget	FY 2021-22 YTD	% Collected/ Spent
BEGINNING FUND BALANCE	\$ 12,208,064.35	\$ 13,984,210.10	\$ 13,984,210.10	
REVENUE				
Local	\$ 12,850,528.14	\$ 10,623,961.00	\$ 3,398,481.90	32%
County	\$ 242,747.89	\$ 243,000.00	\$ 79,938.30	33%
State	\$ 9,830,962.30	\$ 13,553,956.00	\$ 10,105,500.23	75%
Federal	\$ 931,098.00	\$ 550,000.00	\$ 396,080.00	72%
Total Revenue	\$ 23,855,336.33	\$ 24,970,917.00	\$ 13,980,000.43	56%
Transfers	\$ (2,261,856.62)	\$ (2,578,115.00)	\$ (50,000.00)	2%
Allocations	\$ (3,228,349.13)	\$ (3,646,181.00)	\$ (1,914,621.33)	53%
Net Revenue	\$ 18,365,130.58	\$ 18,746,621.00	\$ 12,015,379.10	64%
EXPENDITURES				
Manauh	\$ 1,376,549.18	\$ 1,761,184.00	\$ 1,016,845.44	58%
Mesa	\$ 1,462,256.66	\$ 1,847,631.00	\$ 1,098,185.23	59%
Kemper	\$ 1,677,016.06	\$ 2,010,470.00	\$ 1,258,641.45	63%
Lewis Arriola	\$ 567,249.58	\$ 736,626.00	\$ 482,822.17	66%
Pleasant View	\$ 145,123.23	\$ 205,780.00	\$ 132,592.18	64%
Cortez Middle School	\$ 2,993,947.48	\$ 3,508,547.00	\$ 2,301,486.34	66%
Montezuma-Cortez High School	\$ 3,575,433.44	\$ 3,774,174.43	\$ 2,375,586.70	63%
Other Education/Support	\$ 414,127.59	\$ 979,534.57	\$ 199,353.74	20%
Health Services	\$ 46,625.61	\$ 97,154.00	\$ 66,438.38	68%
Curriculum	\$ 363,335.75	\$ 374,993.00	\$ 115,487.81	31%
Business Services	\$ 376,636.23	\$ 436,740.00	\$ 327,778.71	75%
Operations & Maintenance	\$ 762,048.24	\$ 774,602.00	\$ 554,694.36	72%
Utilities	\$ 703,932.19	\$ 737,673.00	\$ 495,747.46	67%
Technology	\$ 346,280.70	\$ 392,583.00	\$ 274,896.01	70%
Student Transportation	\$ 789,713.70	\$ 863,568.00	\$ 636,327.52	74%
Human Resources	\$ 273,260.60	\$ 301,090.00	\$ 219,508.51	73%
Governance	\$ 304,004.00	\$ 294,995.00	\$ 248,561.21	84%
Board Of Education Travel & Dues	\$ 28,097.00	\$ 36,500.00	\$ 31,621.01	87%
BOCES	\$ 323,452.59	\$ 333,336.00	\$ 197,112.41	59%
Election, Legal, Audit	\$ 53,060.00	\$ 118,000.00	\$ 76,023.06	64%
Net Expenditures	\$ 16,588,984.83	\$ 19,585,181.00	\$ 12,109,709.70	62%
Net Income (Loss)	\$ 1,776,145.75	\$ (838,560.00)	\$ (94,330.60)	
ENDING FUND BALANCE	\$ 13,984,210.10	\$ 13,145,650.10	\$ 13,889,879.50	

MONTEZUMA CORTEZ SCHOOL DISTRICT RE-1
FY 2021-2022 Balance Sheet
General Fund
March 31, 2022

ASSETS	YTD
Cash on Hand	\$ 13,134,904.56
Taxes Receivable	\$ 362,852.00
Interfund Loans Receivable	\$ 756,884.55
Interfund Transfers	\$ (236,316.08)
Intergovernmental Accounts Receivable	\$ 140,411.66
Intragovernmental Accounts Receivable	\$ (199,051.19)
Prepaid Expenses	\$ -
Total Assets	\$ 13,959,685.50
LIABILITIES	
Intergovernmental A/P Charters	\$ -
Accounts Payable	\$ -
Accrued Salaries & Benefits	\$ -
Deferred Revenue Property Tax	\$ (124,489.00)
Deferred Revenue RSF	\$ (511.90)
Total Liabilities	\$ (125,000.90)
FUND BALANCE	
Retricted Fund Balance	\$ 1,783,699.74
Tabor Reserve	\$ 850,000.00
Committed Fund Balance - KM	\$ 1,109,098.58
Assigned Fund Balance	\$ 10,227,044.63
Total Fund Balance	\$ 13,969,842.95
Total Liabilities and Fund Balance	\$ 14,094,843.85
Total (Income)/Loss	\$ (135,158.35)
Total Liability and Equity	\$ 13,959,685.50
Ending Fund Balance	\$ 13,834,684.60

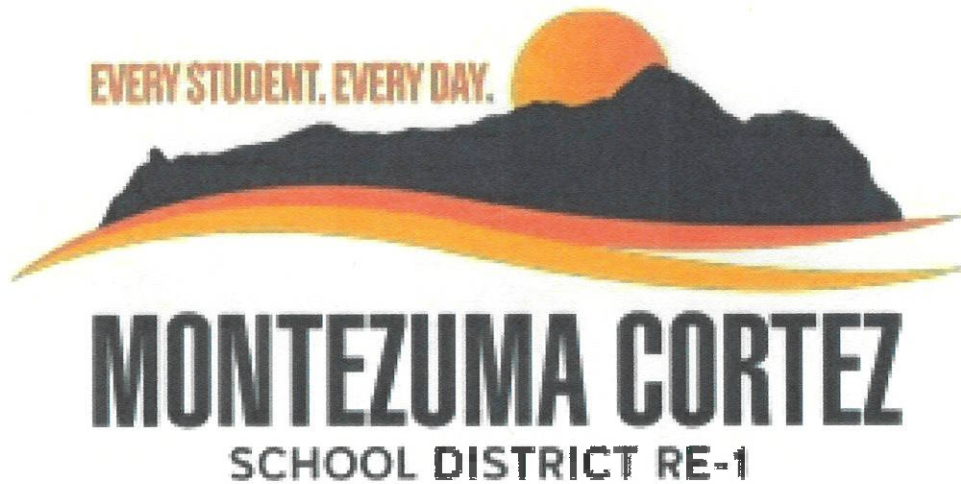
Ending Fund Balance Detail:	
Reserve for Kinder Morgan Tax	\$ 1,251,108.95
Reserve for Tabor	\$ 850,000.00
Unreserved	\$ 11,733,575.65
Total Fund Balance	\$ 13,834,684.60

MONTEZUMA CORTEZ SCHOOL DISTRICT RE-1
Annual Comparisons - All Funds
March 31, 2022

Percentage of Year Completed:

75%

		FY2019-20	FY2020-21	FY 2021-22	FY 2021-22	
		Audited	Audited	Budget	YTD	
General Fund	Beginning Fund Balance	\$ 9,337,545.15	\$ 12,186,143.14	\$ 13,962,288.57	\$ 13,962,288.57	
	Revenue	\$ 21,576,638.99	\$ 18,365,130.62	\$ 18,874,621.00	\$ 12,015,379.10	64%
	Expenditures	\$ 18,728,041.00	\$ 16,588,985.19	\$ 19,585,141.00	\$ 12,150,536.64	62%
	Ending Fund Balance	\$ 12,186,143.14	\$ 13,962,288.57	\$ 13,251,768.57	\$ 13,827,131.03	
Technology Fund	Beginning Fund Balance	\$ 102,391.40	\$ 471,154.40	\$ 507,176.90	\$ 507,176.90	
	Revenue	\$ 674,121.76	\$ 479,213.50	\$ 607,386.00	\$ -	0%
	Expenditures	\$ 305,358.76	\$ 443,191.00	\$ 607,386.00	\$ 399,341.51	66%
	Ending Fund Balance	\$ 471,154.40	\$ 507,176.90	\$ 507,176.90	\$ 107,835.39	
Activity/Athletic Fund	Beginning Fund Balance	\$ 0.03	\$ -	\$ -	\$ -	
	Revenue	\$ 518,312.76	\$ 507,579.87	\$ 574,820.00	\$ 56,992.00	10%
	Expenditures	\$ 518,312.73	\$ 507,579.87	\$ 574,820.00	\$ 382,350.06	67%
	Ending Fund Balance	\$ 0.06	\$ -	\$ -	\$ (325,358.06)	
Insurance Reserve Fund	Beginning Fund Balance	\$ 225,764.97	\$ 177,880.94	\$ 203,132.94	\$ 203,132.94	
	Revenue	\$ 100,017.00	\$ 217,765.00	\$ 262,000.00	\$ 50,688.01	19%
	Expenditures	\$ 147,901.03	\$ 192,513.00	\$ 262,000.00	\$ 208,385.55	80%
	Ending Fund Balance	\$ 177,880.94	\$ 203,132.94	\$ 203,132.94	\$ 45,435.40	
PreSchool Fund	Beginning Fund Balance	\$ 61,295.42	\$ 26,800.98	\$ 40,218.57	\$ 40,218.57	
	Revenue	\$ 730,220.17	\$ 478,285.50	\$ 542,267.00	\$ 18,717.75	3%
	Expenditures	\$ 764,714.61	\$ 464,867.91	\$ 569,068.00	\$ 343,863.64	60%
	Ending Fund Balance	\$ 26,800.98	\$ 40,218.57	\$ 13,417.57	\$ (284,927.32)	
Nutritional Services Fund	Beginning Fund Balance	\$ 94,418.02	\$ 35,610.19	\$ 100,879.09	\$ 100,879.09	
	Revenue	\$ 1,155,568.55	\$ 1,020,118.16	\$ 1,143,035.00	\$ 674,755.03	59%
	Expenditures	\$ 1,214,376.38	\$ 954,849.26	\$ 1,147,700.00	\$ 727,013.45	63%
	Ending Fund Balance	\$ 35,610.19	\$ 100,879.09	\$ 96,214.09	\$ 48,620.67	
Government Designated Grants Funds	Beginning Fund Balance	\$ 10,506.69	\$ 8,217.69	\$ 6,713.54	\$ 6,713.54	
	Revenue	\$ 2,727,086.00	\$ 5,783,710.25	\$ 15,077,484.91	\$ 2,267,829.51	15%
	Expenditures	\$ 2,729,375.00	\$ 5,785,214.40	\$ 15,186,143.00	\$ 2,535,899.65	17%
	Ending Fund Balance	\$ 8,217.69	\$ 6,713.54	\$ (101,944.55)	\$ (261,356.60)	
Trust & Agency Fund (Fundraising)	Beginning Fund Balance	\$ 276,468.47	\$ 321,627.85	\$ 327,292.22	\$ 327,292.22	
	Revenue	\$ 362,684.25	\$ 159,472.00	\$ 500,000.00	\$ 225,535.33	32%
	Expenditures	\$ 317,524.87	\$ 153,807.63	\$ 500,000.00	\$ 183,439.16	31%
	Ending Fund Balance	\$ 321,627.85	\$ 327,292.22	\$ 327,292.22	\$ 369,388.39	
Bond Redemption Fund	Beginning Fund Balance	\$ 1,601,045.25	\$ 1,654,109.73	\$ 1,439,840.12	\$ 1,439,840.12	
	Revenue	\$ 1,466,222.81	\$ 1,196,800.40	\$ 1,423,527.00	\$ 325,653.11	23%
	Expenditures	\$ 1,413,158.33	\$ 1,411,070.01	\$ 1,423,527.00	\$ 1,210,312.84	85%
	Ending Fund Balance	\$ 1,654,109.73	\$ 1,439,840.12	\$ 1,439,840.12	\$ 555,180.39	
Capital Projects Fund	Beginning Fund Balance	\$ 1,060,260.50	\$ 1,337,964.40	\$ 944,666.52	\$ 944,666.52	
	Revenue	\$ 885,117.25	\$ 1,276,674.45	\$ 1,536,044.00	\$ 109,164.15	7%
	Expenditures	\$ 607,413.35	\$ 1,669,972.33	\$ 1,602,300.00	\$ 559,092.37	35%
	Ending Fund Balance	\$ 1,337,964.40	\$ 944,666.52	\$ 878,410.52	\$ 494,738.30	
Self Insurance Fund	Beginning Fund Balance	\$ 1,827,953.33	\$ 1,401,173.90	\$ 788,618.79	\$ 788,618.79	
	Revenue	\$ 3,031,352.54	\$ 3,058,582.00	\$ 3,136,703.00	\$ 2,328,992.22	74%
	Expenditures	\$ 3,458,131.97	\$ 3,671,137.11	\$ 3,693,654.00	\$ 2,796,256.46	76%
	Ending Fund Balance	\$ 1,401,173.90	\$ 788,618.79	\$ 231,667.79	\$ 321,354.55	



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

April 19, 2022

Board Report-

Jim Parr- Executive Director of Student Academic Services

Report to RE-1 Board of Education

Jim Parr

Executive Director of Student Academic Services

April 19, 2022



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UIP executive summary presentation

I will be presenting the UIP executive summary for the district followed by individual schools sharing their executive summaries as well.

Overview of 2021 CMAS results will be discussed as well (Data included in this packet)

K-5 ELA adoption update-

Kyle Archibeque, Dean Palmquist and I are working with Benchmark to get final numbers together for the purchase of Benchmark ELA material. It is anticipated that materials should be available for teachers to review prior to the end of the current school year in May.

Assessment Platform update-

School principals and district administrators have watched presentations from NWEA (MAP) and Renaissance (STAR) assessment platforms.

I will be soliciting feedback from a group of teachers regarding the effectiveness of current assessments and receiving input on how they would like to see the district proceed.

Elementary Report cards-

We would like to begin a discussion on the overall effectiveness of the current report card used at elementary levels.

Assessment & State Testing- In progress

RE-1 State Assessment window- Mar. 21st-Apr. 29th.

CMAS/CoAlt/PSAT/ SAT Testing season is upon us! We have begun receiving material from CDE & Pearson to get testing going.

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:



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-
- English/ Language Arts
 - Math
 - 5th & 8th grade students will take Science
 - Social Studies will not be tested in 2022

Students in grades 9-11 will take: **Testing complete!** (other than make ups)

- 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

Principal Mentoring & PD-

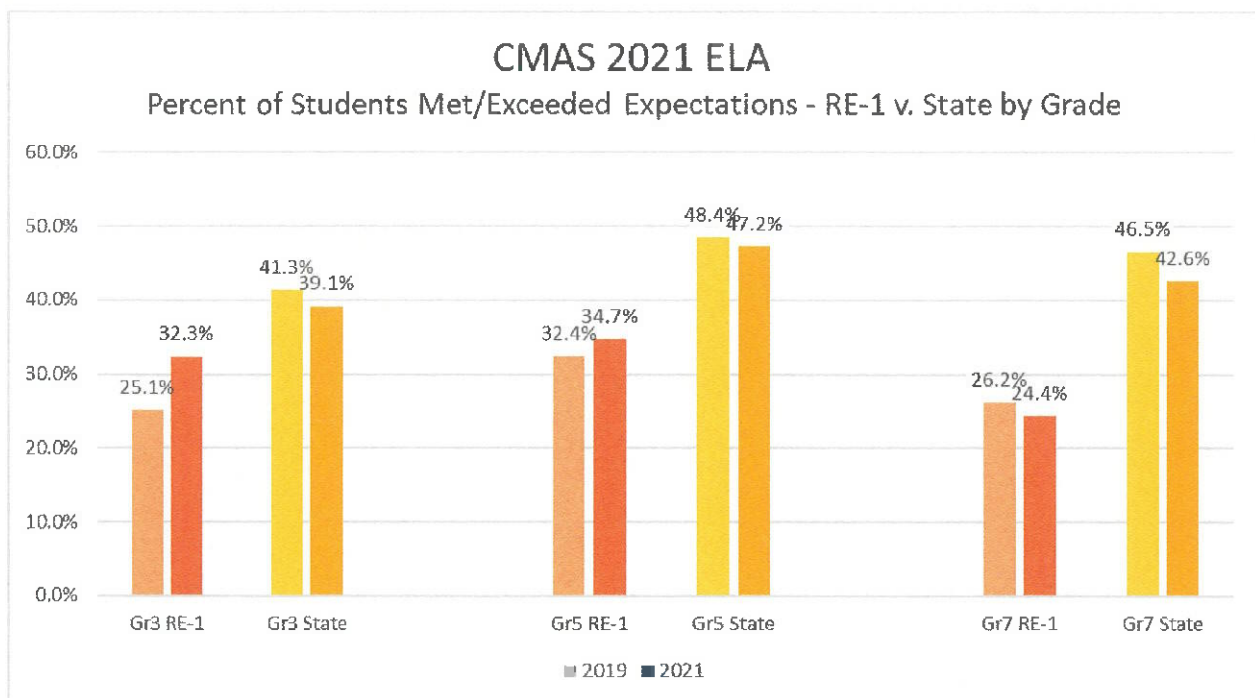
A practice that the district has been involved with over the past few years is mentor meetings with principals. Historically this has been conducted by the superintendent and assistant superintendent but this year I have taken this on.

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

Principals will continue working with **Proactive Leaders** to continue to support best practices of observable teaching.

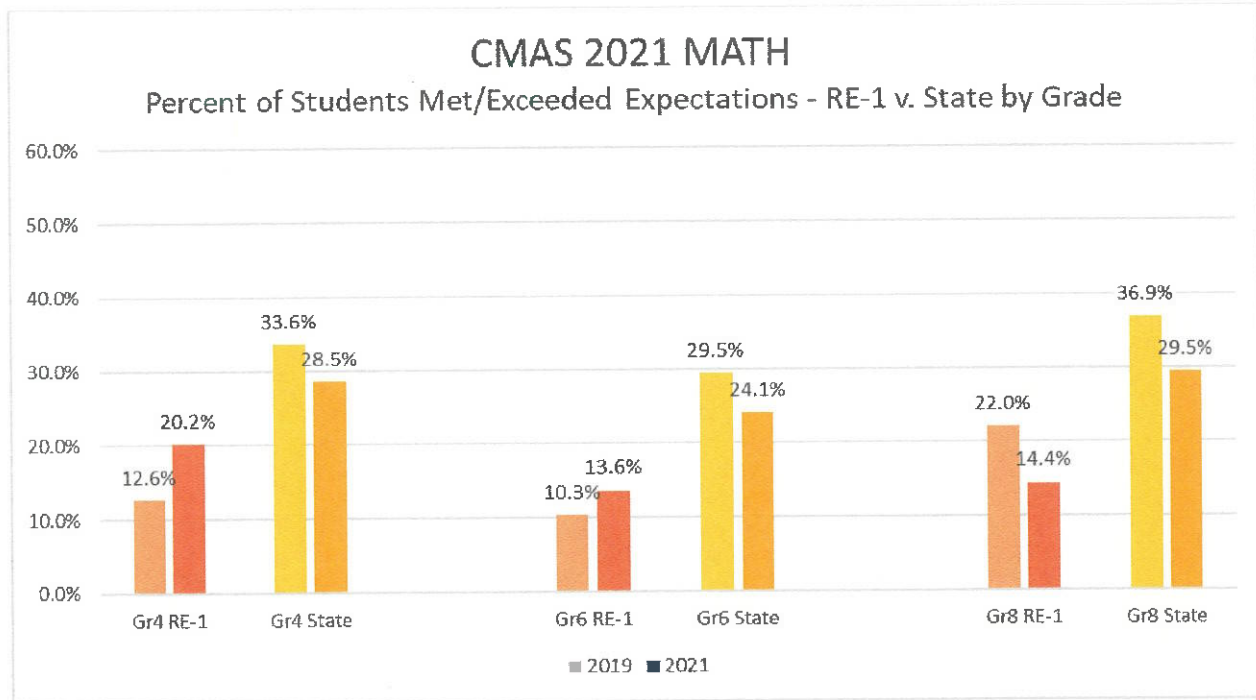
CMAS 2021 High-Level Data Summary

ELA



- Performance in ELA improved in Elementary grades (Grs 3 & 5) in the district, though performance declined across the state in these grades.
- Performance in Gr7 ELA decreased, though students in RE-1 demonstrated less of a decline than those across the state.

MATH



- Similar to ELA, performance in Math improved in grades 4 and 6 in the district, though performance declined across the state in this grade.
- Performance in Gr8 Math decreased in RE-1 at a similar rate to the statewide trend.

Superintendent:
Risha Vanderwey

[District Website](#)

Serves Grades K-12

2018-19 Student Enrollment ⓘ

2,686

Free/Reduced Price Lunch Eligible Students

District: 60%

State: 41%

Minority Students

District: 51%

State: 47%

English Learners

District: 5%

State: 16%

Students with Disabilities

District: 13%

State: 11%

2019 Performance Framework Results

What is the performance framework? ⓘ

Official Performance Rating ⓘ

How are performance framework ratings determined?

Accredited with Priority Improvement ⓘ

Distinction - 74.0%

Accredited - 56.0%

Improvement - 44.0% **43.3%**

Priority Improvement - 34.0%

Turnaround - 25.0%

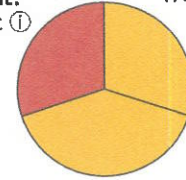
What does this rating mean and how does it compare to other districts? ⓘ

Performance Indicator Ratings ⓘ

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

Achievement:
Does Not Meet ⓘ

Postsecondary & Workforce Readiness:
Approaching ⓘ



Growth:
Approaching ⓘ



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

2021-22 Unified Improvement Plan

What is Unified Improvement Planning? ⓘ

Performance Challenges ⓘ



Where is the district focusing its attention?

ACHIEVEMENT in Math and ELA in grades 3-8

Achievement in math and in grades 3-8 for identified gifted students

GAPS in Growth, Achievement, and PSR Data

List continues. Click below to view more.

Root Causes ⓘ



What issues underlie these challenges?

Attracting, developing, and retaining effective educators/ Staffing Crisis

District Systems and Structures for Accountability and School Improvement

Improving culture of high expectations and culturally relevant engagement

List continues. Click below to view more.

Improvement Strategies ⓘ



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

Build a strong team of effective educators - recruitment and retention

Building a strong team of effective educators - Enhance support for Principals

Building a Team of Effective Educators - Observation and feedback to teachers

List continues. Click below to view more.

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

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

Colorado's Unified Improvement Plan for District

Montezuma-Cortez RE-1 UIP 2021-22 | District: Montezuma-Cortez RE-1 | Org ID: 2035 | Framework:
Accredited with Priority Improvement Plan: Meets 95% Participation | **Draft UIP**

Executive Summary

District Context

Montezuma Cortez RE-1 school district is currently facing transition and challenge unseen in this district. At the beginning of the 2021-22 school year an entirely new central administration staff took over the district. Positions that turned over were: Superintendent, Assistant Superintendent, Executive Director of Student Academic Services (Curriculum & Instruction), Executive Director of Human Resources, Executive Director of Finance, Director of Facilities and 2 of 6 building principal positions. All but one of the central administrative positions were filled with people new to the district and new to the state in the case of the superintendent. Thus it was the new administration's position to begin the year and continue with plans and initiatives that had been established by the previous district leaders. Unfortunately the following unforeseen situations made being a passive audience to how the district operates almost impossible and require immediate action.

The first of the issues that began to arise were based in curricular resources the district recently adopted for use as the primary mode of ELA instruction for grades K-8. Sections of the community (including board members) have been overly aggressive about removing of materials that supposedly contain tenets of CRT. This has caused distrust between teaching staff, the school board and members of the community as a whole. Ultimately the school board is asking that materials be removed and replaced.

The second major issue and arguably most severe and pressing relates to the conditions revolving around COVID-19 and the variant within Montezuma County and the city of Cortez. Unlike last year where this area did not feel much of the effect of the virus, this year the virus has caused far more illness directly to staff, students and families resulting quarantines, closures, hospitalizations and death. To combat this our new superintendent requested that the district maintain a mask mandate that would significantly limit quarantining and school closures. Without the backing of state mandates the school board vehemently rejected this along with any other requirements that would be helpful in limiting virus spread in schools. The consequences of these actions have led to severe staff shortages, school closures and a crisis of staff leaving the profession. Significant to the point that the district has engaged in a compression study to determine immediately which schools might need to be downsized or closed completely as adequate qualified staffing is not available. This coincides with an overall reduction in teacher and substitute teacher workforce that the district is already suffering through. Some of these changes could be implemented as early as January 2022 as the need is dire.

An additional action that is taking place is the reduction of workdays from 5 to 4 during the week. The hope is a 4 day calendar for the remainder of the 2021-22 school year will be sufficient enough to maintain current staff levels and not lose more staff to neighboring districts that already have 4 day work weeks.

The factors of new administration, curriculum change, staffing crisis and pandemic concerns have led to a highly

unstable working environment from which progress has been a challenge. Many of the plans and goals listed here in this plan have continued from the previous year(s) as many are based in strong best practices and areas where the district still needs improvement however most are also secondary to the need to keep schools open and operating for this school year.

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

INSPIRE COMMUNITY TRUST AND SUPPORT TO DRIVE STUDENT ACHIEVEMENT

The District is engaged in several efforts to deepen community collaborations to drive student achievement. Successful implementation of this strategy would result in an increase in community engagement in individual school communities (School Accountability Committees, PTAs, etc) and in the broader district improvement efforts. In addition the community would demonstrate a greater awareness of and investment in the District academic goals and progress including increased participation in testing/decreased opt-outs. Finally, the deepened collaborations will result in additional resources being leveraged in the community through Collective Impact and the partnership with the Tribe. This strategy is also a turnaround best practice as identified by UVA and CDE and we anticipate it to be an area of recommended growth from our federal programs review. In addition success will be largely based upon the transition of a completely new central administrative team and new building principals. Above stated strategies will continue to be utilized throughout the 2021-22 school year.



BUILD A STRONG TEAM OF EFFECTIVE EDUCATORS - RECRUITMENT AND RETENTION

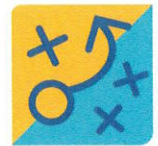
The District is committed to becoming "the best rural district for teachers to live, work, and make a difference in the lives of students". To accomplish this the District will implement a comprehensive talent management strategic plan that will address recruitment, development, and retention. This will result in an increase in the number and quality of applicants applying to the District, earlier hiring of quality applicants, and increased employee satisfaction and retention across the district. This strategy has also been identified as a turnaround best practice by UVA, Mass Insights, CDE and Public Impact. Furthermore, this was an area that was specifically identified as a priority focus for Cortez based on feedback from our CDE partners, UVA, and our EDT data.



ENSURE ACADEMIC EXCELLENCE IN ALL SCHOOLS -IMPROVING RIGOR OF TIER I INSTRUCTION

The District will work with schools to improve rigor of Tier I instruction through provision of professional development, instructional resources, and coaching to support deeper standards-based planning and instruction. Support all teachers in using data to monitor student

learning and progress with a particular emphasis on supporting Native American students and English language learners through implementation of Tier I strategies to support language development. The district is also implementing additional PD and coaching aligned to Get Better Faster



BUILDING A STRONG TEAM OF EFFECTIVE EDUCATORS - ENHANCE SUPPORT FOR PRINCIPALS

The District will strengthen support for principals and aspiring principals to deepen their instructional leadership skills in implementing high leverage instructional leadership strategies to support DDI, culture and climate of high expectations and performance, high quality Tier I instruction, and observation and feedback. This will be done through support provided by Proactive Leaders (formerly UVA consultants) as well as enrolling identified leaders in the proven RELAY instructional leadership academies. In addition, the District will enhance and revise the Principal PLCs that the District provides on a bi-monthly basis to all instructional leaders in the district. These PLCs are intended to help drive the District priorities of DDI, Climate and Culture, and Developing Effective Educators. This is identified as a turnaround best practice by UVA, CDE and other turnaround research.



ENSURING ACADEMIC EXCELLENCE - ALIGNED STRATEGIES FOR DROP-OUT/GRADUATION

The District will implement a coordinated system to track risk data, identify students at risk, and identify gaps in services and work to create shared solutions to meet those needs and reduce the drop-out rate and ensure all students have the opportunity to graduate and pursue PSR options. The district will work to better align strategies (such as AVID) in grades 6-12 and to focus on ensuring successful transitions in 6th and 9th grades



BUILDING A TEAM OF EFFECTIVE EDUCATORS - OBSERVATION AND FEEDBACK TO TEACHERS

The District will engage principals and school leadership in establishing common expectations for observation and support of teachers and ensure principals and other instructional leaders have training and support to provide effective feedback (using Get Better Faster) to teachers to drive improvements in Tier I instruction. The District will also support district coaches to help teachers implement core curriculum including Wit and Wisdom (new for 2020-21) and Engage NY and to support ELL and ESS students.



ENSURE ACADEMIC EXCELLENCE IN ALL SCHOOLS - 90 DAY PLANS (UVA)

All schools will develop and implement 90 day improvement action plans to drive rapid improvement aligned with the UIP and District Pathways plan. The 90 day plans are developed by the schools' instructional leadership teams and are closely monitored by those teams as well as the District academic leadership team. This is a turnaround strategy identified by UVA as a best practice for turnaround districts and schools and is consistent with research from Mass Insights and Public Impact on identifying clear goals and short-term wins.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

INCONSISTENCY IN TIER I INSTRUCTION

The District is experiencing inconsistency in the rigor of Tier I instruction in ELA and Math in Grades K-8 (including gifted students). This is being driven by two main issues: 1. MATH: Gaps in professional knowledge and skills to support deep implementation of math standards and practices in K-8. 2. DDI: Inconsistent implementation of DDI practices across grades and schools, specifically looking at math data. Specifically, while all schools/grades have a dedicated DDI/PLC time weekly there is variation in team capacity to implement a successful DDI cycle and while rigorous, aligned district interim assessments exist for grades K-5 and 6-8, but the district is now focusing on implementing strong formative data practices to strengthen weekly data meetings. These two factors continue to be areas of focus coming out of 18 months of education under the umbrella of COVID-19. More students were disengaged during that period when in-person learning was not the prime option for nearly 30% of the RE-1 student population. An additional issue that has an effect on Tier 1 instruction is a movement initiated certain members of our community and is also supported by school board members to remove K-8 ELA core instructional programming based on the supposition that the materials contain tenets of Critical Race Theory. This has caused reluctance and hesitancy to move forward while creating gaps and inconsistency in instruction.



DISTRICT SYSTEMS AND STRUCTURES FOR ACCOUNTABILITY AND SCHOOL IMPROVEMENT

To strengthen District systems and structures to drive and support deep and comprehensive school improvement efforts in our schools that are not operating at a "Performance" level. Current conditions within the school district also highlight the need for bolstering strategies as the challenges have become far more acute. Specifically the District has identified three key areas where weaknesses in District systems are contributing to our District performance as well as the performance deficits in some of our schools. These include: 1. ADMINISTRATIVE TRANSITION: The 2021-22 school year has seen unusually significant change and turn over at the highest levels of district administration. The positions that have new personnel/ leadership are: Superintendent, Assistant Superintendent, Executive Director of Student Academic Services (Curriculum &

Instruction), Executive Director of Human Resources, Executive Director of Finance, Director of Facilities and 2 out of 6 building principal positions. Additionally only one of the turned over positions was filled by an “in-district” person basically leaving a large gap of institutional knowledge lost. 2. **TALENT MANAGEMENT:** the District has historically lacked a creative, strategic District strategy for attracting, developing, and retaining top talent in teachers and leaders. The District has identified an acute challenge to maintain minimum levels of staff coverage. Based upon multiple factors (COVID, rural district, teacher shortage, etc.) maintaining adequate staffing particularly in the area of ESS has become an overwhelming challenge without relief. The district is continuing the development a comprehensive talent management and recruitment/retention plan but this is still in an initial phase. This includes strategies to expand the breadth and depth of the applicant pool through strategic pipeline partnerships, deepening building level and district supports for new teachers, struggling teachers, and teacher leadership; and retaining effective teachers. While the stated strategies will continue to be utilized for 2021-22 school year the district is also needing to take far more drastic steps of downsizing or potentially closing one of our elementary schools in order to have adequate teacher coverage. Additional steps may also be taken to provide teachers with relief by moving to a 4 day schedule for the remainder of the 21-22 school year. 3. **TIME AND SCHEDULE:** The District has significantly fewer student contact days as compared to other districts across the state, especially districts serving high percentage of students eligible for Free and Reduced Lunch. Due to anticipated budget cuts and the need to increase teacher salaries, the district is considering options for changing the schedule that may continue to impact this. 4. **CULTURE OF ACCOUNTABILITY AND SUSTAINABLE SCHOOL IMPROVEMENT STRUCTURES:** The District has been implementing deep level District turnaround with Proactive Leaders/UVA but the essential turnaround practices are not yet at the level of sustainable implementation across all schools due to staff and leadership turnover and the stages of engagement among our schools. Specifically, the secondary schools (CMS and MCHS) are in year 3 of engagement in the work. In addition, the district is in early phases of partnering with RELAY to deepen principal capacity to execute key instructional strategies to improve rigor



IMPROVING CULTURE OF HIGH EXPECTATIONS AND CULTURALLY RELEVANT ENGAGEMENT

The District has not had a consistent culture of high expectations and academic engagement. In addition, the District has not consistently utilized culturally relevant academic and cultural engagement strategies to support Native American students and students eligible for free and reduced lunch. 1. **CULTURALLY RELEVANT STRATEGIES:** Need for additional culturally relevant strategies for engaging and supporting minority and FRL students in K-8 and in High School Post-Secondary goal setting and support. 2. **COMMUNITY ENGAGEMENT AND CULTURE OF CELEBRATING ACADEMIC ACHIEVEMENT:** The District has not been successful in consistently engaging the parent community and community at large in supporting the school and district improvement work and in supporting a strong community culture of celebrating academic performance and high expectations.



ATTRACTING, DEVELOPING, AND RETAINING EFFECTIVE EDUCATORS/ STAFFING CRISIS

The district is struggling to consistently attract, develop, and retain effective educators. Specifically, the district turnover rate is consistently above 20% and above the state and approximately half of our teachers are in their first year of teaching. 2021-22 School year has seen this issue intensify into a staffing crisis as educators have struggled to maintain fortitude during the pandemic and schools have had to close in-person learning due to not having adequate staff (certified and non-certified). This impacts our ability to implement and sustain rigorous Tier I instruction and to differentiate to meet the needs of struggling students as well as gifted students.

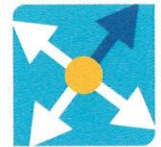


Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

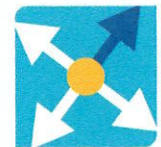
GROWTH IN MATH IN GRADES 3-8

In conjunction statewide assessment and accountability pauses the district continues to not yet demonstrate adequate growth to close our achievement gaps. New State baseline growth data suggests amongst the limited number that were assessed growth fell below the 50th percentile while also trailing state averages. Growth in math remains below the 50th MGP state standard. Specifically, the District MGP is 43 for Math in grades 4-8. While this is an improvement over the prior year's MGP of 40 there is still work to do to improve math growth (and achievement) in math district-wide.



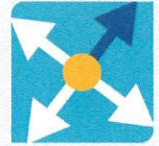
ACHIEVEMENT IN MATH AND ELA IN GRADES 3-8

Despite previous improvements statewide the district continues to not yet demonstrate adequate growth to close our achievement gaps. New State baseline growth data suggests amongst the limited number that were assessed growth fell below the 50th percentile while also trailing state averages. The District is demonstrating steady improvements in the percentage of students scoring as "meets" or above in grades 3-8 with an improvement of 5% in ELA and 2% in math in elementary and 1% in math and 4% in ELA for middle school. In grades 3-5 the District has also shown progress in reducing the percentage of students scoring at the lowest level on CMAS in math.



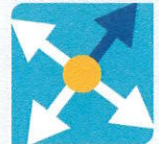
PSR - DROP OUT RATE

While the District has made progress in reducing the drop-out rate, it remains higher than acceptable by state and District standards. The District's drop-out rate includes the traditional high school (MCHS - 3.9%) and an alternative high school campus (SWOS - 22.7%).



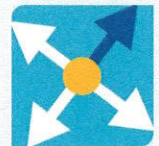
GAPS IN GROWTH, ACHIEVEMENT, AND PSR DATA

The District continues to experience gaps in growth, achievement, and PSR indicators across our K-12 continuum for Native American students, ELL students, and students who qualify for Free and Reduced Lunch.



ACHIEVEMENT IN MATH AND IN GRADES 3-8 FOR IDENTIFIED GIFTED STUDENTS

Gifted students have made improvements in the percentage of students scoring in the "above" category in ELA in grades 3-8 but decreased by in math. In addition, GT students in our district are scoring below other GT students in the state



Colorado's Unified Improvement Plan for School

Kemper Elementary School UIP 2021-22 | District: Montezuma-Cortez RE-1 | Org ID: 2035 | School ID: 4546 | Framework: Priority Improvement Plan: Meets 95% Participation | Draft UIP

Executive Summary

School Context

Kemper Elementary is located in Cortez, Colorado. During the 2021-2022 school Kemper had approximately 363 students enrolled (October 1st count). Kemper Elementary serves kindergarten through fifth grade. 49% of Kemper's total enrollment qualifies for Free Lunch and 5% qualifies for Reduced Lunch. Kemper's student population is brokedown by the following ethnicities: Native AM/Native Alaskan 22.8%, Asian 1.4%, African AM 0%, Hispanic 21.5%, Caucasian 48.5% and Two or more 5.8%.

During the 2020-2021 school year Kemper Elementary conducted in person learning for the majority of the school year. Twenty-seven of the school days were conducted by remote learning due to COVID- 19 pandemic.

Thus far, during the 2021-2022 school year, Kemper has conducted 17 days of remote learning due to COVID- 19. Transitioning from in person learning to remote learning is challenging for our staff and students. The constant disruptions to learning have been difficult. With that being said, Kemper Elementary is dedicated to provide our students with the best education possible despite the challenges brought on by the global pandemic.

During the 2020-2021 school year, approximately 1/3 of Kemper's students participated in CDLS, online schooling. There were many challenges to engage and grow students enrolled in CLDS.

During the 2020- 2021 Kemper did participate in the state assessment. Third and Fifth grade participated in the ELA assessment and Fourth grade participated in the math assessment.

Third Grade ELA CMAS Results:

Did Not Meet: 13.5%

Partially Met: 25.0%

Approached: 17.3%

Met: 36.5%

Exceeded: 7.7%

Met/Exceeded: 44.2%

2019-2020 CMAS data showed in 3rd grade Kemper had 27.4% of students who scored in the the Met/Exceeds category.

Fourth Grade Math CMAS Results:

Did Not Meet: 15.0%

Partially Met: 20.0%

Approached: 17.5%

Met: 45.0%

Exceeded: 2.5%

Met/Exceeded: 47.5%

2019-2020 4th grade data showed that Kemper had 11.9% of students who scored in the the Met/Exceeds category.

Fifth Grade ELA CMAS Results:

Did Not Meet: 7.4%

Partially Met: 11.1%

Approached: 33.3%

Met: 46.3%

Exceeded: 1.9%

Met/Exceeded: 48.1%

2019-2020 5th grade data showed that Kemper had 38.3% of students who scored in the the Met/Exceeds category.

2020-2021 CMAS Participation Percentages:

Kemper had 106 students participate in the ELA assessments (3rd and 5th grade combined) which accounted for 57% of our total enrollment in those grades.

Kemper had 40 students participate in the Math assessment (4th grade only) which accounted for 21% of our total enrollment in that grade.

2021- 2022 Beginning of the Year (BOY) Dibels Data

334 Students tested

Red: 146 (44%)

Yellow: 48 (14%)

Green: 58 (17%)

Blue: 82 (25%)

Dibels testing is showing that over half (58%) of our students are testing below grade level at the beginning of this school year.

The major goals stated in Kemper's 90 Day Plan for the 2021-2022 are to increase ELA and Math growth/achievement, rigorous tier I instruction, strong data driven instruction systems, continuous feedback cycle for teachers, and to maintain a positive school culture and climate.

Kemper's first major focus area or "Big Rock" is a focus on Trauma Informed Practices, Social Emotional Learning and Positive Behavior Intervention Systems (PBIS) .

Kemper Elementary fosters a safe and positive learning environment that focuses on the social emotional well-being of staff and students through a trauma informed lens.

The desired outcomes of this focus is to decrease discipline referrals by 20%, have fewer number of students out of class at any given time, increased results on student and teacher perception survey- all survey items pertaining to a positive school climate will be above 90%, increase participation in "Caught Being FIERCE"- 85% of students will receive a Caught Being FIERCE ticket by the end of the year and 100% of staff will use the Tiered Response Protocol when responding to students

The next major focus is continuous instruction feedback for staff. The desired outcome is to increase class observations and feedback meetings for teachers on rigorous instruction. All teachers will receive constant feedback from the principal, assistant principal and/or instructional coach on a consistent basis.

The last major focus is to grow our data driven instruction systems. The desired outcome is to use the immediate use of data to drive instruction. The use of aggressive monitoring, exit tickets, Do Nows, district assessments will be reviewed weekly during data team meetings. The meetings will be used to determine the learning gaps and to create a re-teach plan to address gaps.

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

WEEKLY FORMATIVE ASSESSMENTS DATA REVIEW/COMMON LESSON PLANNING

Improve rigorous Tier-1 math instruction through the use of common grade-level lesson planning. The lesson plan template is from the research-based Get Better Faster best instructional practices training the staff received last fall. It is a document that requires sequential planning with critical thinking skills of students placed at the forefront, and solid objectives and outcomes identified. All certified staff will also receive consistent feedback on instructional needs and support. Zearn math interventions will take place a minimum of twice per week for all second through fifth grade students. This intervention program will also be offered to students in need of after school tutoring. Cross-curricular instruction will be a focus point for the fourth and fifth grade classes, as they are departmentalized. This will help drive math instruction in other content areas. Continued refinement of the common lesson plans and feedback on rigorous instruction will be a top priority for Kemper Elementary School.



IMPROVE DATA DRIVEN INSTRUCTION AND PLCS

The school will work with the district and use our 90-Day Plan from the Turnaround Partner, University of Virginia (UVA), to implement a system of data driven instruction that includes ongoing student progress monitoring, collaborative planning and meaningful, ongoing data analysis opportunities for teachers.



SIGNIFICANTLY CLOSE THE ACHIEVEMENT GAPS BETWEEN STUDENTS

Kemper Elementary will utilize an intervention block for identified students that need to make gains in reading and math. The daily schedule will provide a minimum of 40 minutes for identified students who need additional support to close the achievement gap.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

INCONSISTENT RIGOROUS TIER-1 MATH INSTRUCTION.

Some teachers need additional training in teaching Engage New York math and more focused review in math data assessment meetings. We continue to use the Zearn math intervention program for students who did not meet state expectations in growth and achievement.



TEACHER TURNOVER IN MATH HAS BEEN DETRIMENTAL TO INSTRUCTION.

Of our five math teachers, we had two new math teachers last year and this added to our inconsistent math instruction. It is very difficult to find experienced teachers for crucial content instruction. This continued to be the situation for the 2021-2022 school year. 4th grade started out the year with a long term sub and then hired a teacher in November.



DATA DRIVEN INSTRUCTION

Staff are not consistently using formative assessment data to drive daily, Tier 1 instructional decisions that include the use of research-based instructional strategies to support language development and address student learning gaps identified through ongoing progress monitoring.



CONTINUE TO REMAIN FOCUSED ON RIGOROUS TIER-1 ELA INSTRUCTION.

Kemper's currently using Success for All which is a reading program that requires a 90 minute block. In addition, we have an intervention program, LEXIA, which is leveled to challenge the students at their academic ability. We need to increase opportunities for students to receive literacy instruction at grade level and use a school-wide rigorous writing rubric. consistent feedback from instructional observation also shows the commitment to remain strong in our improving growth and achievement in ELA.



CONTINUE TO IMPROVE ELA DATA TEAMS

Grade level teams have an hour and fifteen minutes each Wednesday to go over academic achievement/growth results. Decisions on curriculum and interventions are made with the principal at this time and this is an area the school must improve in during the 2019-2020 school year.

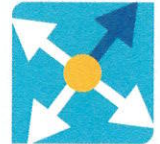


Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

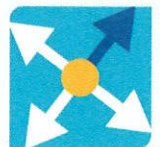
IMPROVE CMAS GROWTH AND PROFICIENCY LEVELS IN MATH

In previous years, both growth and proficiency levels in math have dropped. Kemper Elementary School's Growth in math was significantly lower than state expectations (26 MGP) in 2019, which was the last full scale testing year. The achievement levels have gone from an increase of 7% during the 2017-2018 school year to a drop of 4%, resulting in 17% of our students meeting or exceeding state expectations during the 2018-2019 school year. We will continue to show an increase in growth and achievement scores in math



CONTINUE TO IMPROVE CMAS READING GROWTH AND ACHIEVEMENT

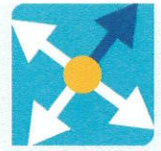
CMAS reading achievement levels improved to 35% meeting or exceeding CDE goals during the 2018-2019 school year. This was an increase of 7%, which met our annual achievement goal for reading at Kemper Elementary School. In the 2020-2021 school year, 3rd and 5th grade both scored above the state average. During the 2017-2018 school year 28% of the students tested meet or exceeded grade level benchmarks. In 2016 and 2017, 24% of our students met or exceeded CDE grade level goals. Kemper will continue to improve ELA CMAS proficiency with a goal of 7% improvement for 2021.



DECREASE GROWTH AND ACHIEVEMENT GAPS FOR ALL GROUPS.

Based off of 2018-2019 C-MAS data, Kemper has made gains in addressing growth gaps in ELA for ethnic groups and FRL students, however, we still have achievement gaps in math for with our minority groups. Kemper will continue to address this with a goal of continuing to decrease growth

gaps for ethnic groups and FRL students to match the State expectations of 50 MGP. In 2020-2021 Kemper saw an increase in the average scale score for our minority student population. Our total number of participants from this group was decreased and only tested in particular testing subjects. We will continue to monitor this trend in the 2021-2022 school year.



Colorado's Unified Improvement Plan for School

Lewis-Arriola Elementary School UIP 2021-22 | District: Montezuma-Cortez RE-1 | Org ID: 2035 |
School ID: 5090 | Framework: Performance Plan: Meets 95% Participation | Draft UIP

Executive Summary

School Context

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

NUMBER TALKS

Success will look like all instructional staff implementing Number Talks twice a week, minimum, by the end of the 2021-22 school year. Training in Number Talks will be started by January 4th, 2022 with instructional coaching provided by the principal.



GET BETTER FASTER (GBF) RESET

Staff will use backwards designing practices to create lesson plans that will reflect the GBF rigor trajectory. Lesson plans will include math exit tickets and exemplars. They will also include time to reteach standards and provide an alternative teaching strategy for reteaching.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

IMPROVING ELA INSTRUCTIONAL PRACTICE TO INCREASE RIGOR

Staff will perform a "reset" of Get Better Faster Instructional practices that they received training on during the spring of 2020 as the pandemic began. This district priority began with schools in turnaround, Lewis staff were just beginning to implement these instructional strategies and then we shut down and went to remote learning.



IMPROVING MATH INSTRUCTIONAL PRACTICES TO INCREASE RIGOR

Staff will perform a "reset" of Get Better Faster Instructional practices to include establishing math exemplars and rigorous, monitored independent practice.



IMPROVING STUDENT NUMBER SENSE

Students lack of number sense impacts every aspect of their mathematics learning at all grade levels. Staff will receive training on Number Talks and will be expected to implement at least 2 Number Talk sessions per week by the end of the school year.

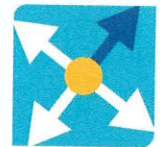


Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

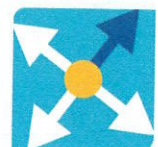
ELA GROWTH- INTERIM

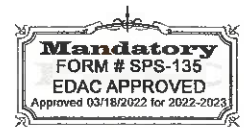
50% of all students will demonstrate mastery of ELA state standards assessed in Interim Assessment Cycle 1 and 2.



MATH MASTERY - INTERIM

50% of all student will demonstrate mastery of Math state standard assessed on Interim Assessments Cycle 3.





Colorado's Unified Improvement Plan for School

Manaugh Elementary School UIP 2021-22 | District: Montezuma-Cortez RE-1 | Org ID: 2035 | School ID: 5436 | Framework: Performance Plan: Meets 95% Participation | Draft UIP

Executive Summary

School Context

Priority	2021-2022 GOALS	GOAL INDICATORS (MET PROGRESS)
Strong Tier 1 Instruction	<p>All licensed teachers fully engaging in Observation-Feedback cycles (1 formal OF and 1 informal OF monthly).</p> <p>All grade levels fully engaging in Weekly Data Meetings</p>	<p>Whetstone: Frequency of observation feedback cycles (frequency)</p> <p>Observation Feedback Frequency</p> <p>Leaders effectiveness in using data</p> <p>Student data on mastery plans used as metric of success</p>
Emotional Student & Staff Engagement	<p>Students and staff feel cared for and safe at school</p> <p>100% of staff have training AND are implementing morning circles</p> <p>Restorative Culture (Alternative Discipline Practices)</p> <p>Average referrals per month 15 or fewer.</p> <p>150 Office Referrals (or fewer) for the entire year.</p> <p>How do we build relationships with students and families?</p> <p>Students utilize the wellness room to develop self-regulation skills.</p> <p>Staff and students have voice in decision making</p>	<p>Student perception survey (used at school) – use smiley face to rate grades (do students like or not like about school)</p> <p>Lunch time student focus groups</p> <p>Behavior tracking in SWIS</p> <p>Behavior support team weekly meetings</p> <p>monthly</p> <p>Student Culture Rubric (used at school)</p> <p>steps)</p> <p>Demonstrating STAR</p> <p>Culture Rubric Used monthly</p> <p>implemented at a proficient level in all classrooms.</p> <ul style="list-style-type: none"> • Culture Rubric focus on student voice • Identify staff stressors and support overall

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

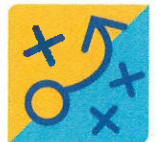
ESTABLISH A CONSISTENT CULTURE OF HIGH EXPECTATIONS FOR STUDENTS

Manauh will implement a comprehensive PBIS framework built around our schoolwide expectations and PRIDE values. We will be teaching these expectations at the beginning of the year to students and will have systems in place to provide positive reinforcement throughout the year. We will have regular class level meetings to set goals and celebrate successes and schoolwide assemblies monthly. In addition, we have hired a scholar support position which will provide real-time interventions to struggling students to enable them to quickly reset and return to class successfully. Finally, we have a behavior support team made up of the AP, school social worker, and scholar support person who will review student data weekly and ensure all students have the supports necessary to be successful. This will result in a reduction of behavior issues and increased student engagement and achievement.



IMPROVE TIER I THROUGH OBSERVATION, COACHING, AND DDI STRATEGIES

Manauh will address core root causes associated to the need to improve Tier I instruction through implementation of our Pathways plan. Specifically, we are extending our school year for both staff and students, providing intensive "restart" training at the beginning of the year and training and coaching all staff in our Pathways plan core elements of Academic Excellence, Positive Learning Environment, and Educator Development and Support. The principal and district school supervisor are partnering with the RELAY Graduate School of Education which is focused on building their skills to support teachers through regular, rigorous observation and coaching and development and implementation of structured DDI processes and PLCs. Successful implementation will include all teachers receiving regular observation and feedback aligned to the RELAY instructional growth trajectory, effective weekly data/PLC meetings, and midyear and end of year data that demonstrates improvements in student growth and achievement. In addition, we are partnering with the University of Virginia (UVA) to provide comprehensive support and accountability to the school in implementing our Pathways Plan.



ENGAGE IN COMPREHENSIVE WHOLE SCHOOL REFORM

Manauh is engaged in a comprehensive school redesign addressing Positive Learning Environment, Academic Excellence, Educator Support, and Operational Excellence. Manauh began implementation of this plan in 2017-18 with the introduction of an extended year for staff and students as well as implementation of the new systems and practices identified in the redesign plan. Redesign and reset of Manauh Elementary will result in increased student achievement due

to the end of "status quo" practices that do not yield students who are ready for secondary schools and ultimately the work force and or college environments.



MULTI-TIERED SYSTEM OF SUPPORT REFINEMENT

Mananah will have an effective MTSS system in place that will enable teachers and other staff to collect and analyze the data necessary to appropriately identify students in need of more support, effective collaboration structures to facilitate joint planning regarding supports for students, and ongoing progress monitoring. All of this will result in decreased behavioral referrals and increases in academic growth and achievement for our highest needs students.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

MTSS SYSTEM IS NOT WORKING AT A LEVEL TO ENSURE STUDENT SUCCESS AND SUPPORT

MTSS needs refinement in operating at a level in addressing assigning time, staff differentiating skills, and operating protocols to ensure student remediation and acceleration are in place.



TIER I INSTRUCTIONAL PRACTICES ARE INCONSISTENT AND NOT AT GRADE LEVEL RIGOR

Instructional Practices in core curriculum including English Language Arts and Math are not consistent across grade levels and are not consistently standards-based or at the level of rigor necessary to drive the necessary levels of student growth and achievement



CULTURE OF HIGH STUDENT EXPECTATIONS IS NOT CONSISTENTLY IN PLACE

Staff have identified and agreed to consistent academic and behavioral expectations and these are being implemented but we are still working to attain mastery in ensuring these are consistently upheld schoolwide



ABILITY GROUPING IN ELA WAS CONTRIBUTING TO LACK OF CLOSING THE GAP

The school's practice of ability grouping for the core ELA instructional block limited lower performing students' access to grade level texts and instruction

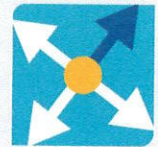


Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

ENGLISH LANGUAGE ARTS AND MATH ACHIEVEMENT AND GROWTH

While we are making gains in growth and achievement in English Language Arts and Math for all groups of students we need to make significantly greater gains to close the gap with the state. Results for the 2018 School Performance Framework shows that Manaugh has made progress in increasing the percentage of students who are scoring at "meets" or "exceeds" in both ELA math between 2016-2017 and 2017-18, with the greatest gains in ELA. However, the school did not make similar progress in ELA and the percentage of students scoring at "meets" or "exceeds" in ELA has remained steady at 8%. School achievement results on the SPF indicate a "Does Not Meet" in both math and ELA and we remain in the bottom 5% in the state in terms of achievement. To summarize, the school is experiencing persistently low levels of achievement and has not yet sustained sufficient levels of growth to dramatically improve achievement and to close persistent achievement gaps.



Colorado's Unified Improvement Plan for School

Montezuma-Cortez High School UIP 2021-22 | District: Montezuma-Cortez RE-1 | Org ID: 2035 | School ID: 6026 | Framework: Improvement Plan: Meets 95% Participation | Draft UIP

Executive Summary

School Context

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

ELL SUPPORT

Add two ELL classes to better support ELL students. Also, add a full time ELL para to assist students all day long



NA SUPPORT

Provide support for Native American students by adding a full time Native American para. Additionally, the district has added a Native American Liaison and Coordinator to help with NA parent engagement/support.



HOMEROOM

Addition of a 4 day a week Homeroom period to help address students career planning.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

LACK OF CAREER/FUTURE PLANS

Students do not have an idea as to what they want to become. This affects their motivation to do well in school.



BETTER SUPPORT SYSTEMS

Lack of support systems for our ELL and ESS students.

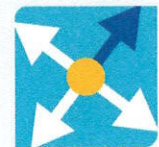


Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

POSTSECONDARY & WORKFORCE READINESS: GRADUATION, ACT AND DROPOUT

M-CHS's graduation rate, SAT scores, and dropout rate continue to barely meet or be below state expectations.



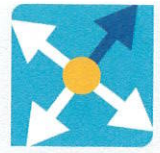
PSAT/SAT

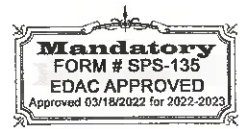
Academic Achievement (Status): Reading and Math for PSAT/SAT: Continue to be below the state average



ACADEMIC GROWTH GAPS

Academic Growth: Although M-CHS met the Academic Growth requirement as a school, work still needs to be done especially in the subgroup of Students with Disabilities.





Colorado's Unified Improvement Plan for School

Mesa Elementary School UIP 2021-22 | District: Montezuma-Cortez RE-1 | Org ID: 2035 | School ID: 5836 | Framework: Improvement Plan: Meets 95% Participation | Draft UIP

Executive Summary

School Context

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

IMPROVING RIGOR IN MATH

Students will engage in more active problem solving of multi-step problems and will demonstrate conceptual understanding through their work.



IMPROVING TRAUMA-INFORMED CARE AND CULTURE AND CLIMATE

Mesa will consistently create conditions that support a safe, engaging, relationship-building community. Specifically, Mesa will focus on trauma informed engagement and behavior support and addressing tardies and absences.



IMPROVING RIGOR AND ACHIEVEMENT IN LANGUAGE ARTS

Students will engage in more independent reading of grade level texts and will be responding to text via writing. We will see an increase in grade level reading and writing across the school



IMPROVE STAFF USE OF BACKWARDS PLANNING TO IMPROVE RIGOR OF TIER I INSTRUCTION

Backwards planning of instruction will occur regularly throughout the school year with grade level teams and departments and will drive improvements in rigor of Tier I instruction. The last Friday of the month will be set aside for a vertical collaboration PLC



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

RESPONSE TO TEXT INSTRUCTION TIER I

Mesa teachers have not successfully instructed students with response to text strategies.



LACK OF CONSISTENT STRATEGIES FOR ASSESSING DAILY STUDENT LEARNING OBJECTIVES

Mesa staff has not been consistently implementing common formative assessments and backwards lesson design, due to disruption of instruction surrounding the COVID-19 Pandemic.



TIER I-RIGOROUS TEXT

Mesa staff has not steadily engaged students with rigorous grade level text across the curriculum.



LACK OF CONSISTENT BACKWARDS PLANNING

Mesa staff has not been proficient at "backwards planning and design", resulting in lessons that do not achieve the desired academic goals. Students have not always understood what they are supposed to learn and be able to do.



VOCABULARY DEVELOPMENT

Mesa staff has not reliably emphasized vocabulary development and instruction in their classrooms, both directly and explicitly.



LACK OF CONSISTENT SYSTEMS FOR ENGAGEMENT AND DISCIPLINE FOR STUDENTS IN TRAUMA

Mesa staff has not been using PBIS and Restorative Practices consistently. Staff has not been consistently addressing absenteeism and tardiness. The school does not have a discipline form that provides students with due process. Mesa staff lacks knowledge on how to address the needs of students in poverty and crisis. Mesa staff has not been consistently celebrating and encouraging each other's successes.

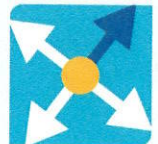


Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

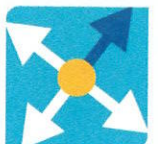
LITERACY - ACHIEVEMENT AND GROWTH

Mesa saw a slight increase in achievement in ELA increasing from 44.9% average percentile in 2021 from 39.4% proficient/above on 2019 CMAS. For Grade 3, Mesa saw a increase in average percentile from 39.45% to 44.7%. Mesa's growth in ELA on CMAS was below state expectations. To maintain and continue the gains we attained last year in achievement we need to improve growth for all students.



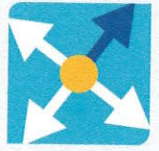
MINORITY AND FRL STUDENTS - GROUP GROWTH AND ACHIEVEMENT GAPS

Minority and FRL student subgroups are not attaining the level of growth needed to close achievement gaps. Specifically our minority students had an ELA average percentile of 41.3 for Grade 3 and 40.0 for Grade 5 in ELA and 36.6 average percentile for Grade 4 in math.



MATH - ACHIEVEMENT AND GROWTH

Mesa's growth in math on CMAS was below state expectations. Mesa's achievement in math has declined over the past two years with a 4.7% decrease in average percentile on CMAS math. However, the decrease in math is concerning.



Colorado's Unified Improvement Plan for School

Montezuma-Cortez Middle School UIP 2021-22 | District: Montezuma-Cortez RE-1 | Org ID: 2035 |
School ID: 1888 | Framework: Improvement Plan: Meets 95% Participation | Draft UIP

Executive Summary

School Context

Montezuma-Cortez Middle School (MCMS) is a sixth through eighth public school in rural Southwest Colorado and serves roughly 540 students and 65 staff members. Located near the Ute Mountain Ute (UMU) and Navajo Tribal Reservations, the school comprises approximately 45% caucasian students, 27% Native American students, 19% Hispanic students, and 9% mixed-race students. Nearly 60% of students qualify for Free and Reduced Lunch, and just over 15% are identified for special education services.

The student population has a unique makeup of racial, political, and socio-economic backgrounds, which bring a rich and diverse culture and bring about some challenges. Racial tension stemming from historical trauma paired with a microcosm of the National divisions around COVID and current political issues brings some pronounced frustrations to the school's culture, resulting in numerous outbursts and occasional fights. Presently these tensions permeate from students clear through the school board, impacting stakeholders, staff, and students alike. Current staff shortages exacerbate the issues further, bringing stress and tensions to an all-time high.

Academically, the school has struggled to achieve benchmarks. The middle school is fed by 7 area elementary schools, which collectively feed into MCMS. Across the board, these students come in below benchmark. The task of assimilating these students into a single school and climate in the pubescent years proves challenging, especially when goals have to shift from making annual yearly growth to beyond annual growth to close achievement gaps. To make these growth goals, the school has focused on systemic use of regular formative assessment to maximize instructional time and target gaps without spending time in remediation.

Additionally, the school is progressing toward implementing full-time reading and math interventionist and a data coordinator to create targeted pull-out interventions for students in identified need areas to close gaps. This goal will allow individuals to receive targeted support without distracting from the general learning progression, these closing gaps while maintaining yearly progress. This has proved challenging as there has been a staffing shortage, and therefore two of the three positions have remained unfilled, and the school lacks a consistent data source to inform interventions.

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

RESTORATIVE PRACTICES AND SOCIAL EMOTIONAL LEARNING

School-wide implementation of Restorative Circles paired with the 2nd Step SEL curriculum will support students' problem-solving skills to diminish behaviors. When behaviors persist, the Restorative Practices will develop accountable consequences that improve students' comprehension of their behavior, teach them alternatives to address problems and keep them in school reducing suspension and expulsions which negatively impact seat time and learning opportunities. The reduction of behaviors and missed class time will result in fewer classroom disruptions to support improved instruction and student's academic growth and achievement.



TARGETED INTERVENTIONS AND SUSTAINED LEARNING THROUGH BLOCK SCHEDULE

Successful use of instructional time, especially in a time with rolling quarantines, would include sustained periods of instruction where independent practice and support can be maximized to allow for appropriate rigor to produce achievement commensurate to the state levels paired with targeted intervention to close gaps.



STAFF RETENTION AND DEVELOPMENT

Success in this area would look like retaining present staff at 90% or higher from year to year with continual individualized professional development to equip staff equipping them to be highly effective educators. It would also be a school culture that attracts new seasoned professional staff to join the team.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

INADEQUATE GROWTH DATA AND TARGETED INTERVENTIONS

With Native American student achievement scores being substantially below grade level scores within M-CMS there is a need for targeted intervention to support student needs and target gaps in order to create annual growth adequate to bring achievement back on par. There is a limited structure for this as the school lacks consistent progress monitoring tools to track data, additionally, the school has built a structure to have interventionists in place to support students, though staffing shortages have rendered these structures meaningless with no personnel to support students.



CONTENDING WITH STUDENTS EMOTIONAL AND BEHAVIORAL HEALTH

Providing faculty with professional development and resources so they can provide a systematic tier 1 intervention throughout the school during the Focus Intervention Time (FIT). Getting 100% teacher buy-in to obtain consistency in delivery by all faculty members to provide students with psychological, safety, and sense of belonging needs to provide an emotionally healthy student body and strong school culture. Developing a system of accountability for students by providing expectations with simplicity and repetition through the PBIS Matrix is necessary for addressing the SEL student needs, fostering accountability, and building a healthy culture. Development of a Tiered behavior support protocol to provide teachers systemic understanding of how each behavior is addressed. Consistent utilization of restorative practices including Tier 1 proactive circles in FIT is necessary to build behavioral consequences that teach coping skills and appropriate behavioral interactions so that behaviors can diminish and academic focus can increase. This was a focus last year and will continue to be one this year



EFFECTIVE EDUCATORS AND TIER 1 INSTRUCTION

Maintaining rigorous tier 1 instruction with the eager but young, inexperienced faculty who are still mastering the best teaching practices. The more experienced teachers have developed a false sense of rigor and established habits that are ineffective coupled with the teacher/student mindset that has accepted underachievement in the past. The school district has difficulty attracting high-quality teacher candidates due to the non-competitive salary structure and the community rejecting increasing taxes (failure of two Mil Levy Overrides) to boost salaries, which perpetuates the cycle of low rigor and underperformance. The school district's inability to attract component teachers is evident by the small hiring pools which force principals to keep underperforming teachers, this issue is exacerbated by the COVID pandemic and its associated challenges. At times there are no candidates for available positions.



CONTENDING WITH STUDENTS' EMOTIONAL AND BEHAVIORAL HEALTH

Contending with Students Emotional and Behavioral Health - Providing faculty with professional development and resources so they can provide a systematic tier 1 intervention throughout the school during the Focus Intervention Time (FIT). Getting 100% teacher buy-in to obtain consistency in delivery by all faculty members to provide students with psychological, safety, and sense of belonging needs to provide an emotionally healthy student body and strong school culture. Developing a system of accountability for students by providing expectations with simplicity and repetition through the PBIS Matrix which is necessary for addressing the SEL student needs,



fostering accountability and for building a healthy culture. Consistent utilization of restorative practices in the school is necessary to build behavioral consequences that teach coping skills and appropriate behavioral interactions so that behaviors can diminish and academic focus can increase.

MATH PROFICIENCY

Lack of consistent and focused instruction resulting in loss of valuable instruction time. Tier 2 and Tier 3 instruction was lacking direction and leadership resulting in the underutilization of personnel.



EFFECTIVE EDUCATORS AND TIER 1 INSTRUCTION

Developing enhanced tier 1 instruction with the eager but young, inexperienced faculty who are still mastering the best teaching practices. The more experienced teachers have developed a false sense of rigor and established habits that are ineffective coupled with teacher/student mindset that has accepted underachievement in the past. The school district has difficulty attracting high-quality teacher candidates do to non-competitive salary structure and the community rejecting increasing taxes (failure of two Mil Levy Overrides) to boost salaries, which perpetuates the cycle of low rigor and underperformance. The school district's inability to attract component teachers as evident by the small hiring pools which force principals to keep underperforming teachers. At times there are no candidates for available positions.



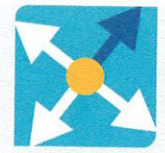
Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

ACHIEVEMENT AS MEASURED BY CMAS FOR NATIVE AMERICAN STUDENTS

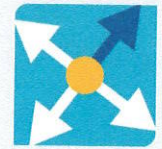
Although Native American students showed increases in ELA and Math near the median, they lag, scoring at or below the 5th percentile on achievement in all content areas. Closing the achievement gap in this area is a major challenge for several reasons; the number of students performing below grade level is significant, and the Native American students make up one-third of our student population, so closing that gap is a whole is labored as average annual growth would have been above average. For our Native American students, this issue is exacerbated by the cultural barriers

that we are working on addressing by partnering with the Ute Mountain Ute Tribe to enlist greater parental support for academic achievement. The struggle to maintain education as a priority is an ongoing challenge. Many students are additionally suffering from trauma and challenged by the cultural barriers where school focus is hindered.



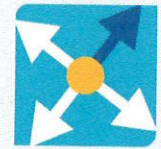
ACHIEVEMENT AS MEASURED BY CMAS IN ELA

Although gains were made in ELA over the years, this year's dip was less than that of the state, nevertheless, M-CMS students still underperform compared to the State of Colorado by 18 scale points, this gap is consistent throughout the school district.



MATH ACHIEVEMENT IN FEMALE STUDENTS

Female achievement scores are on a three-year downward trend in math, in contrast to male students who are on a five-year upward trend. This disparity with no major limiting factors such as disabilities or language barriers makes this trend especially concerning. The downward trend is moderate, but moves us further away from our goals of being on pace with the state in math achievement.



Principal:
 Andrew Pearson

[School Website](#)

Serves Grades 06-08

2018-19 Student Enrollment ⓘ

574

Free/Reduced Price Lunch Eligible Students

School: 56%

District: 60%

State: 41%

Minority Students

School: 54%

District: 51%

State: 47%

English Learners

School: 6%

District: 5%

State: 16%

Students with Disabilities

School: 11%

District: 13%

State: 11%

2019 Performance Framework Results

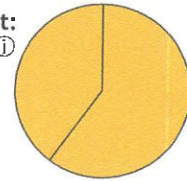
What is the performance framework? ⓘ

Official Performance Rating
 How are performance framework ratings determined? ⓘ

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

Improvement Plan ⓘ

Achievement:
 Approaching ⓘ



Growth:
 Approaching ⓘ



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?

Achievement as Measured by CMAS for Native American Students

Achievement as Measured by CMAS in ELA

Math achievement in female students



What issues underlie these challenges?

Contending with Students Emotional and Behavioral Health
 Contending with Students' Emotional and Behavioral Health
 Contending with Students' Emotional and Behavioral Health.

List continues. Click below to view more.



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

Restorative Practices and Social Emotional Learning
 Staff Retention and Development
 Targeted interventions and sustained learning through block schedule

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

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

Principal:
 Kathleen Nelson

[School Website](#)

Serves Grades K-05

2018-19 Student Enrollment ⓘ

369

Free/Reduced Price Lunch Eligible Students

School: 72%

District: 60%

State: 41%

Minority Students

School: 53%

District: 51%

State: 47%

English Learners

School: 6%

District: 5%

State: 16%

Students with Disabilities

School: 12%

District: 13%

State: 11%

2019 Performance Framework Results

What is the performance framework? ⓘ

Official Performance Rating ⓘ

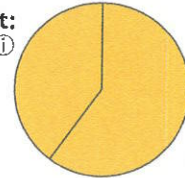
How are performance framework ratings determined?

Priority Improvement Plan ⓘ

Performance Indicator Ratings ⓘ

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

Achievement:
 Approaching ⓘ



Growth:
 Approaching ⓘ

Performance - 53.0%

Improvement - 42.0% 40.9%

Priority Improvement - 34.0%

Turnaround - 25.0%

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 ⓘ



Where is the school focusing its attention?

Continue to Improve CMAS Reading Growth and Achievement

Decrease growth and achievement gaps for all groups.

Improve CMAS Growth and Proficiency Levels in Math



Root Causes ⓘ



What issues underlie these challenges?

Continue to improve ELA Data Teams

Continue to remain focused on rigorous Tier-1 ELA instruction.

Data Driven Instruction

List continues. Click below to view more.



Improvement Strategies ⓘ



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

Improve Data Driven Instruction and PLCs

Significantly Close the Achievement Gaps Between Students

Weekly formative assessments data review/Common Lesson Planning

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

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

Principal:
Whitney Rapp

[School Website](#)

Serves Grades K-05

2018-19 Student Enrollment ⓘ

258

Free/Reduced Price Lunch Eligible Students

School: 84%

District: 60%

State: 41%

Minority Students

School: 74%

District: 51%

State: 47%

English Learners

School: 4%

District: 5%

State: 16%

Students with Disabilities

School: 18%

District: 13%

State: 11%

2019 Performance Framework Results

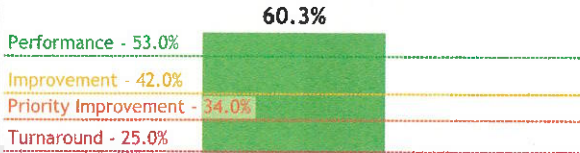
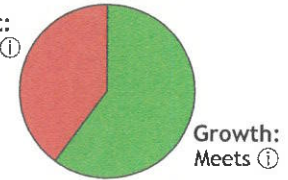
What is the performance framework? ⓘ

Official Performance Rating
 How are performance framework ratings determined?

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



Achievement: Does Not Meet ⓘ



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?

English Language Arts and Math Achievement and Growth



What issues underlie these challenges?

Ability grouping in ELA was contributing to lack of closing the gap
 Culture of High Student Expectations is not consistently in place
 Data on achievement and growth of subgroups mirrors entire student body
 List continues. Click below to view more.



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

Engage in comprehensive whole school reform
 Establish a consistent culture of high expectations for students
 Improve tier I through observation, coaching, and DDI strategies
 List continues. Click below to view more.

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

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

Principal:
James Parr

[School Website](#)

Serves Grades K-05

2018-19 Student Enrollment ⓘ

128

Free/Reduced Price Lunch Eligible Students

School: 41%

District: 60%

State: 41%

Minority Students

School: 19%

District: 51%

State: 47%

English Learners

School: 0%

District: 5%

State: 16%

Students with Disabilities

School: 11%

District: 13%

State: 11%

2019 Performance Framework Results

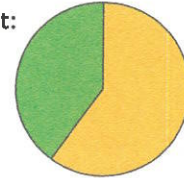
What is the performance framework? ⓘ

Official Performance Rating
 How are performance framework ratings determined?

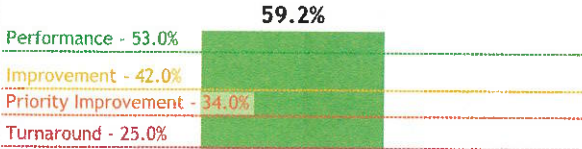
Performance Indicator Ratings
 How did students perform on different parts of the performance framework? ⓘ



Achievement: Meets ⓘ



Growth: Approaching ⓘ



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?

ELA growth- interim

Improving ELA instructional practice to increase rigor

Get Better Faster (GBF) reset

Improving Math instructional practices to increase rigor

Math mastery - Interim

Improving student number sense

Number Talks

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

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

Principal:
Robert Laymon

[School Website](#)

Serves Grades K-05

2018-19 Student Enrollment ⓘ

346

Free/Reduced Price Lunch Eligible Students

School: 77%

District: 60%

State: 41%

Minority Students

School: 59%

District: 51%

State: 47%

English Learners

School: 11%

District: 5%

State: 16%

Students with Disabilities

School: 12%

District: 13%

State: 11%

2019 Performance Framework Results

What is the performance framework? ⓘ

Official Performance Rating ⓘ

How are performance framework ratings determined?



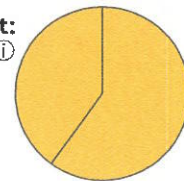
Performance Indicator Ratings ⓘ

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



Improvement Plan ⓘ

Achievement: Approaching ⓘ



Growth: Approaching ⓘ

Performance - 53.0%

Improvement - 42.0%

Priority Improvement - 34.0%

Turnaround - 25.0%

46.3%

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?

Literacy - Achievement and Growth

Explicit instruction in solving word problems

Improve staff use of backwards planning to improve rigor of Tier I instruction

Math - Achievement and Growth

Lack of consistent backwards planning

Improving rigor and achievement in language arts

Minority and FRL Students - Group growth and achievement gaps

Lack of consistent strategies for assessing daily student learning objectives

Improving rigor in math

List continues. Click below to view more.

List continues. Click below to view more.

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

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

Principal:
Eric Chandler

[School Website](#)

Serves Grades 09-12

2018-19 Student Enrollment ⓘ

667

Free/Reduced Price Lunch Eligible Students

School: 43%

District: 60%

State: 41%

Minority Students

School: 49%

District: 51%

State: 47%

English Learners

School: 6%

District: 5%

State: 16%

Students with Disabilities

School: 12%

District: 13%

State: 11%

2019 Performance Framework Results

What is the performance framework? ⓘ

Official Performance Rating ⓘ

How are performance framework ratings determined?

Improvement Plan ⓘ

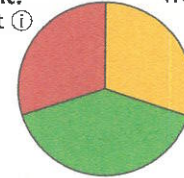


Performance Indicator Ratings ⓘ

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

Achievement:
Does Not Meet ⓘ

Postsecondary & Workforce Readiness:
Approaching ⓘ



Growth:
Meets ⓘ



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 Growth Gaps

Better support systems

ELL Support

Postsecondary & Workforce Readiness:
Graduation, ACT and Dropout

Homeroom

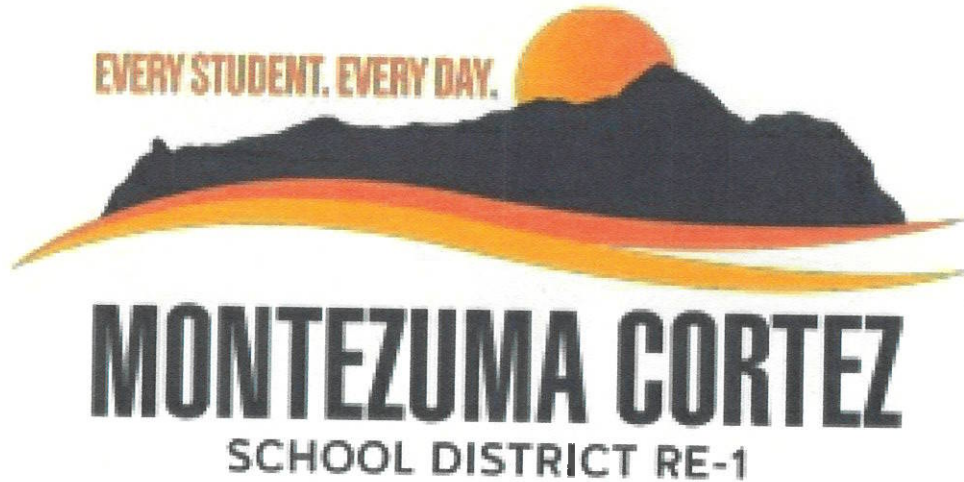
PSAT/SAT

Lack of career/future plans

NA Support

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

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



Staff Reports: Principals

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

April 12, 2022

Highlights:

Kemper Third, Fourth and Fifth grade students are finishing CMAS testing this week. I am very proud of our students and the effort they put into this assessment.

The window for End of Year (EOY) Dibels testing opens April 22 - May 13 2022. Our Intervention team is preparing to start those assessments in the upcoming weeks.

Events/Activities:

Kemper's PTO, KPAT, is hosting a 1950,s Inspired Family Dance located at the MCHS Commons. The dance is on Saturday, May 14th from 5:30-7:30. This event will be open to the public.

Kemper will be hosting a Parent Engagement Night and Art Show. 5th grade students will be presenting their Science Expo in the gym. Kindergarten through Fourth grade will be displaying their "Out of this World" Art. Will we have telescopes for stargazing, dinner and a movie will also be provided for families.

**OUT OF THIS WORLD ART SHOW &
PARENT'S NIGHT**

AGENDA

When: Thursday, April 21st, 5:00PM - 9:30PM

Where: Kemper Elementary School

5:00-7:00 PM

ART SHOW AND SCIENCE EXPO

Drinks and treats will also be served.

The Art Show will be in the hallways and Science Expo (*5th Grade only*) will be in the gym.

6:00- 6:30

DINNER

Dinner will be available to those who want it. Hotdogs, chips and soda/bottled water.

7:00-9:00

MOVIE

A movie will be available to those who accompany their children. All unaccompanied children will not be allowed to attend.

8:30-9:30

STAR GAZING

Stargazing will also be available to those who accompany their children. All unaccompanied children will not be allowed to participate



MANAUGH ELEMENTARY

300 E 4th St. Cortez, CO 81321

Office: (970) 565-7691 Fax: (970) 565-5142

Whitney Rapp – Principal Robbin Lewis – Assistant Principal

April Board Report

Recent Activities

- Assemblies have shifted back to in person the past few months and we are absolutely loving being face-to-face to celebrate our scholars who are demonstrating their PRIDE values during our Tiger PRIDE Assemblies and showing growth in the math and skills groups at our Skills assemblies.
- We have been approved for the extension on our GOCO grant after significant delays due to COVID closures/quarantines. LOR foundation is partnering with us to help cover the increased bid costs that have spiked post-pandemic and we are working to secure a contractor/project manager that will be able to oversee completion of the playground project within the next 6 months.
- We had a successful Family Night where we reviewed our schools goals and provided families with an update on overall progress. Our school counselor had families participate in one of the lessons she has done school wide helping students understand the power of their words. Then we closed out with parents sharing feedback.

Recent Academic Achievement/Growth Data:

- We have seen overall growth in all DIBELS scores across all grade levels. Average reading growth: 10.9 overall; highest growth in 3rd grade: 15.5

Other Items of Note:

- CMAS and CoAlt (for our Life Skills students that qualify) testing has been running smoothly. As we reflect on how to improve our practice, we're looking at having additional support from district/BOCES staff for the CoAlt testing so it is not so time consuming for our SSN Life Skills teacher. This would allow for more service delivery time and reduce the disruptions to the students' schedules.

MANAUGH  P·R·I·D·E

Our mission is to provide a relevant, engaging, and challenging education to ensure all our scholars demonstrate excellence.



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

Mesa School Board Report 4-14-22

- Pinion Project continues to utilize the campus on Friday's from 7:30 am to 5:30 pm for their Friday School Program.
- CMAS Testing continues. 5th Grade Science starts 4-18-22
- DIBLES benchmarking will be starting 4-18-22 followed by the end of year STAR Math, STAR Reading, and STAR Early Literacy.
- 100% of this year's Read Plans have been signed by parents.
- After School tutoring ends April 28th.
- 4th/5th grade mile run has been scheduled for May 5th.
- 4th/5th grade track meet has been scheduled for May 12th.
- Mesa field day for grades K-3 is scheduled for May 19th.
- Open positions for 2022-23 include Special Education and Attendance Secretary. An offer of employment has been made for our ESS teacher position on 4-14-22 and has been accepted.



Colorado's Unified Improvement Plan for School

Mesa Elementary School UIP 2021-22 | District: Montezuma-Cortez RE-1 | Org ID: 2035 | School ID: 5836 | Framework: Improvement Plan: Meets 95% Participation | Draft UIP

Executive Summary

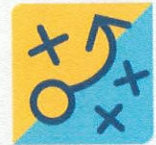
School Context

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

IMPROVING RIGOR IN MATH

Students will engage in more active problem solving of multi-step problems and will demonstrate conceptual understanding through their work.



IMPROVING TRAUMA-INFORMED CARE AND CULTURE AND CLIMATE

Mesa will consistently create conditions that support a safe, engaging, relationship-building community. Specifically, Mesa will focus on trauma informed engagement and behavior support and addressing tardies and absences.



IMPROVING RIGOR AND ACHIEVEMENT IN LANGUAGE ARTS

Students will engage in more independent reading of grade level texts and will be responding to text via writing. We will see an increase in grade level reading and writing across the school



IMPROVE STAFF USE OF BACKWARDS PLANNING TO IMPROVE RIGOR OF TIER I INSTRUCTION

Backwards planning of instruction will occur regularly throughout the school year with grade level teams and departments and will drive improvements in rigor of Tier I instruction. The last Friday of the month will be set aside for a vertical collaboration PLC



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

RESPONSE TO TEXT INSTRUCTION TIER I

Mesa teachers have not successfully instructed students with response to text strategies.



LACK OF CONSISTENT STRATEGIES FOR ASSESSING DAILY STUDENT LEARNING OBJECTIVES

Mesa staff has not been consistently implementing common formative assessments and backwards lesson design, due to disruption of instruction surrounding the COVID-19 Pandemic.



TIER I-RIGOROUS TEXT

Mesa staff has not steadily engaged students with rigorous grade level text across the curriculum.



LACK OF CONSISTENT BACKWARDS PLANNING

Mesa staff has not been proficient at "backwards planning and design", resulting in lessons that do not achieve the desired academic goals. Students have not always understood what they are supposed to learn and be able to do.



VOCABULARY DEVELOPMENT

Mesa staff has not reliably emphasized vocabulary development and instruction in their classrooms, both directly and explicitly.



LACK OF CONSISTENT SYSTEMS FOR ENGAGEMENT AND DISCIPLINE FOR STUDENTS IN TRAUMA

Mesa staff has not been using PBIS and Restorative Practices consistently. Staff has not been consistently addressing absenteeism and tardiness. The school does not have a discipline form that provides students with due process. Mesa staff lacks knowledge on how to address the needs of students in poverty and crisis. Mesa staff has not been consistently celebrating and encouraging each other's successes.



Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

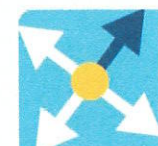
LITERACY - ACHIEVEMENT AND GROWTH

Mesa saw a slight increase in achievement in ELA increasing from 44.9% average percentile in 2021 from 39.4% proficient/above on 2019 CMAS. For Grade 3, Mesa saw a increase in average percentile from 39.45% to 44.7%. Mesa's growth in ELA on CMAS was below state expectations. To maintain and continue the gains we attained last year in achievement we need to improve growth for all students.



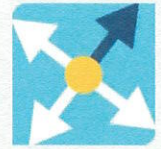
MINORITY AND FRL STUDENTS - GROUP GROWTH AND ACHIEVEMENT GAPS

Minority and FRL student subgroups are not attaining the level of growth needed to close achievement gaps. Specifically our minority students had an ELA average percentile of 41.3 for Grade 3 and 40.0 for Grade 5 in ELA and 36.6 average percentile for Grade 4 in math.



MATH - ACHIEVEMENT AND GROWTH

Mesa's growth in math on CMAS was below state expectations. Mesa's achievement in math has declined over the past two years with a 4.7% decrease in average percentile on CMAS math. However, the decrease in math is concerning.



Mesa Grade Level Data 2021-2022

K - STAR Early Lit

BOY	9/40 23%	12/40 30%	9/40 23%	10/40 25%
MOY	8/44 18%	4/44 9%	13/44 30%	19/44 43%
EOY				

K - DIBELS

BOY	24/42 57%	6/42 14%	8/42 19%	4/42 9%
MOY	18/44 41%	7/44 16%	10/44 23%	9/44 20%
EOY				

1st - STAR Math

BOY	4/33 12%	7/33 21%	5/33 15%	17/33 52%
MOY	1/33 3%	3/33 9%	5/33 15%	24/33 73%
EOY				

1st - STAR Early Lit

BOY	7/35 20%	9/35 26%	6/35 17%	13/35 37%
MOY	6/33 18%	3/33 9%	7/33 21%	17/33 52%
EOY				

1st - DIBELS

BOY	13/35 37%	7/35 20%	6/35 17%	9/35 26%
MOY	17/33 52%	2/33 6%	5/33 15%	9/33 27%
EOY				

2nd- STAR Math *(see note below)

BOY	9/48 19%	15/48 31%	15/48 31%	9/48 19%
MOY	13/60 22%	5/60 8%	18/60 30%	24/60 40%
EOY				

2nd- STAR Early Lit

BOY	24/58 41%	12/58 21%	8/58 14%	14/58 24%
MOY	16/60 27%	9/60 15%	15/60 25%	20/60 43%
EOY				

2nd- DIBELS

BOY	25/58 43%	7/58 12%	12/28 21%	14/58 24%
MOY	27/60 45%	8/60 13%	15/60 25%	10/60 17%
EOY				

3rd- STAR Math *(see note below)

BOY	11/47 23%	11/47 23%	11/47 27%	14/47 30%
MOY	5/52 10%	7/52 13%	11/52 21%	29/52 56%
EOY				

3rd- STAR Reading

BOY	15/50 30%	12/50 24%	11/50 22%	12/50 24%
MOY	9/52 13%	16/52 31%	11/52 21%	16/52 31%
EOY				

3rd - DIBELS

BOY	26/52 50%	5/52 10%	12/52 23%	9/52 17%
MOY	23/50 46%	10/50 20%	8/50 16%	9/50 18%
EOY				

4th - STAR Math

BOY	4/41 10%	11/41 27%	11/41 27%	15/41 37%
MOY	7/42 17%	7/42 17%	7/42 17%	21/42 50%
EOY				

4th - STAR Reading

BOY	9/43 21%	8/43 19%	14/43 33%	12/43 28%
MOY	10/42 24%	11/42 26%	8/42 19%	13/42 31%
EOY				

4th - DIBELS

BOY	13/43 30%	7/43 16%	11/43 26%	12/43 28%
MOY	15/41 37%	4/41 10%	6/41 15%	16/41 39%
EOY				

5th - STAR Math

BOY	19/53 36%	12/53 23%	10/53 19%	12/53 23%
MOY	18/56 32%	10/56 18%	13/56 23%	15/56 27%
EOY				

5th - STAR Reading

BOY	21/55 38%	12/55 22%	10/55 18%	12/55 22%
MOY	18/56 32%	11/56 20%	13/56 23%	14/56 25%
EOY				

5th - DIBELS

BOY	26/56 46%	15/56 27%	5/56 9%	10/56 18%
MOY	22/57 39%	15/57 26%	8/57 14%	12/57 21%
EOY				

Mesa K-5 STAR ELA

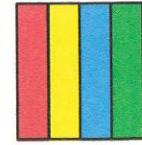
BOY	47/222 21%	56/222 25%	52/222 23%	67/222 30%
MOY	44/243 18%	32/243 13%	54/243 22%	113/243 47%
EOY				

Mesa K-5 STAR MATH

BOY	85/281 30%	65/281 23%	58/281 21%	73/281 26%
MOY	67/287 23%	54/287 19%	67/287 23%	99/287 34%
EOY				

Mesa K-5 DIBEL Comp Scores

BOY	127/286 44%	47/286 16%	54/286 19%	58/286 20%
MOY	122/285 43%	46/285 16%	52/285 18%	65/285 23%
EOY				



many students had to take STAR BOY MATH outside of the benchmark window so the data was not pulled for BOY (rec'd STAR seats late & quarantined)



Urgent Intervention
Strategic Benchmark
Above Benchmark

COLLABORATIVE LITERACY

SIPPS

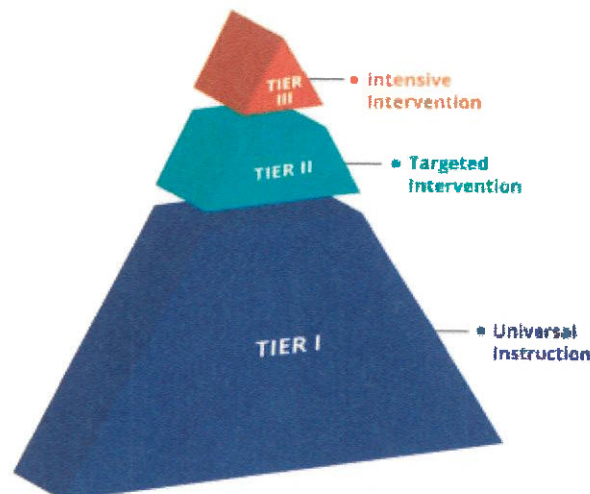
[HOME](#) [PROGRAMS](#) [SIPPS](#)

SIPPS: Accelerative Foundational Skills Instruction

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English Language Learners (ELLs) and students identified with dyslexia.

The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. When used as a core/Tier 1 program, *SIPPS* supports the acquisition of grade-level, foundational skills standards. When used as Tier 2 and Tier 3, *SIPPS* accelerates progress so that students are able to efficiently close the gap and engage in grade-level reading.

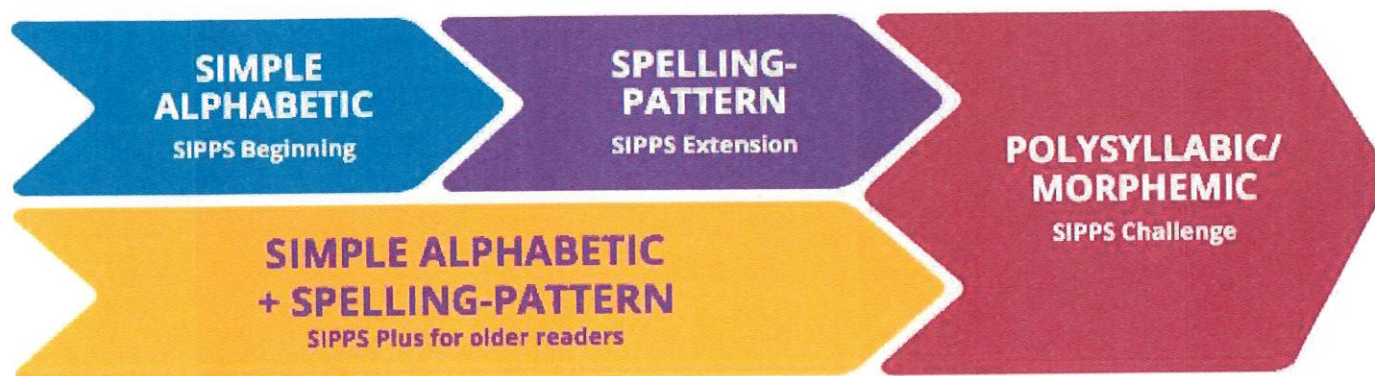
SIPPS aligns with the MTSS (Multi-Tiered System of Support) framework and can be used across all three tiers of instruction.



How It Works

PHONICS CONTINUUM

SIPPS[®] (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)



Beginning and Plus
<ul style="list-style-type: none"> • Short vowels • Single consonants • Identifying initial, final, and medial sounds • Reading and spelling CVC words • Consonant digraphs

Extension and Plus
<ul style="list-style-type: none"> • Inflectional endings: <i>-s, -ed, -ing</i> • Consonant blends • Consonant trigraphs • Long vowels <ul style="list-style-type: none"> - Final <i>e</i> - Vowel patterns • <i>r</i>-controlled vowels • Diphthongs • Silent letters • Hard/soft <i>c</i> and <i>g</i> • Two-syllable decoding

Challenge
<ul style="list-style-type: none"> • 6 syllable types • Syllable division • Affixes • Sight syllables • Implications of the <i>sciwa</i> • Meaningful morphemes • High-frequency academic vocabulary at three developmental levels (grade 2, grade 3, and grade 4 and above)

GRADES K-3

Beginning Level addresses the simple alphabetic phase.

Extension Level addresses the spelling-pattern phase.

Challenge Level addresses the most complex, polysyllabic/morphemic phase.

GRADES 4-12

SIPPS Plus addresses the simple alphabetic and spelling-pattern phases of foundational skills instruction and is uniquely designed for intervention instruction for students in grades 4-12.

Challenge Level addresses the most complex, polysyllabic stage of decoding. Differentiated word lists make it easy to adapt each lesson for readers in middle or high school.

Extension Level	✓	▲	▲						
Challenge Level		✓	✓	▲	▲	▲	▲	▲	
SIPPS Plus				▲	▲	▲	▲	▲	

✓ = Grade-level instruction ▲ = Below grade-level instruction

Data-Driven, Differentiated Instruction

SIPPS is taught in groups of students with similar needs, which allows teachers to target exactly what students need to know next.

PLACEMENT ASSESSMENT AND MASTERY TESTS

A program-specific placement assessment provides the data needed to group students with similar decoding needs. Periodic mastery tests help teachers monitor student progress and support the teachers in decision-making around pacing and reteaching.

INTENSIVE MULTISENSORY INSTRUCTION

For students in need of additional support, the *Intensive Multisensory Instruction for SIPPS Handbook* provides teachers with enhanced routines, which include strategies for integrating visual, auditory, and kinesthetic-tactile learning pathways that help students connect and remember their learning.

Engaging, Age-Appropriate Text for All Readers

Students are intrinsically motivated to read age-appropriate controlled text that includes recently taught spelling-sounds and sight words. In *SIPPS* Beginning and Extension Levels, students progress from small, decodable readers to an anthology of engaging stories that are carefully scaffolded to build skills from the phonics continuum. In *SIPPS* Plus, the *Dreams on Wheels* reader provides high-interest, low-level texts for older students reading at a first- or second-grade level.

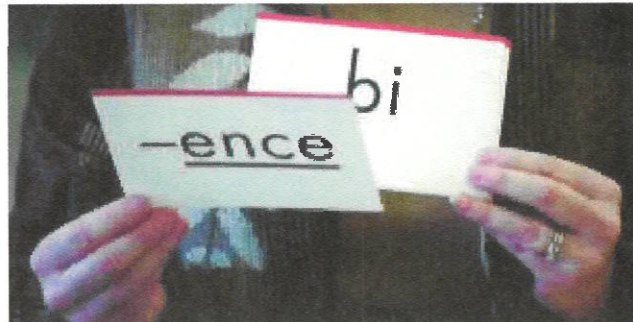
Optional Fluency Libraries support *SIPPS* instruction by helping students transition from decodable texts to trade books that are specially chosen for characteristics of decodability.

Research-Based Instruction

SIPPS meets the following Institute of Education Sciences (IES) recommendations for foundational skills instruction (2019):

vocabulary knowledge.

2. Develop awareness of the segments of sounds in speech and how they link to letters.
3. Teach students to decode words, analyze word parts, and write and recognize words.
4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.



What Works Clearinghouse. 2019. *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. US Department of Education: Institute for Education Sciences.

For more information, please see [Evidence-based Practices in the SIPPS Program \(IES Alignment\)](#)

Aligned with Being a Reader for Multi-Tiered Support

When used alongside *Being a Reader* for Tier 1, the scopes and sequences and teaching routines align, providing a smooth transition for students moving between tiers.

Teacher Support

EMBEDDED PROFESSIONAL LEARNING

Like other Collaborative Literacy programs, *SIPPS* is constructed so that teachers who implement it deepen their content knowledge and develop their pedagogical expertise every day as they engage with the curriculum and embedded professional learning.

LEARNING PORTAL

The [Learning Portal](#) is the all-in-one home for digital, professional learning, and implementation resources. Here, teachers access digital manuals, manage program resources and student reproducibles, build and share paperless assessments and reports, and get the latest updates and notifications. The Teacher Learning System provides just-in-time, ongoing professional learning opportunities directly to teachers via the Learning Portal.

COLLABORATIVE COACH - NEW!

Collaborative Coach is a personalized, interactive, video-based asynchronous coaching experience designed to meet each educator's individual teaching practice with one-on-one coaching. [Learn more about Collaborative Coach.](#)

REMOTE GUIDANCE

essential learning, and at-home activities.



Related Resources

[SIPPS: Evidence Base and Impact](#)

[Structured Literacy and the SIPPS Program](#)

[LETRS and the SIPPS Program](#)

[The Orton-Gillingham Approach and the SIPPS Program](#)

White Paper: What practices support effective, high-quality reading intervention?

[See More Resources >](#)

Find Out More

[DOWNLOAD SAMPLE LESSON](#)

[START A FREE TRIAL](#)

[SIPPS BROCHURE](#)

[THREE-MINUTE VIDEO](#)

[VIEW A SIPPS WEBINAR](#)

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Related Blog Posts

Leader Spotlight: Paula Kavalec, Principal, Falcon Elementary School, Colorado Springs, CO

New Study Shows SIPPS Meets ESSA Level 2 Requirements: Program Accelerates Acquisition of Foundational Skills for Striving Readers

SIPPS Educator Spotlight: Arcadia Longoria, Weslaco ISD, Texas

SIPPS Educator Spotlight: Jessica Witmer,
Anthem, Arizona

[See More Blog Posts >](#)

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Fax: 510.464.3670
Email: info@collaborativeclassroom.org

Find us on

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SIGN ME UP!

**PROGRAMS
ABOUT
RESOURCES
EVENTS**

Beech Street Preschool April Board Report

1. Updates on Program

- We are working on learning about Spring and animal habitats. We hosted a kindergarten early registration night that was successful and included us working together with staff from the elementary schools. We will be planning to have a night that families can also tour the elementary schools and meet kindergarten teachers sometime the first week of May.

2. Assessments

- Teachers will be working on entering their final check points for Teaching Strategies Gold.

3. Concerns

- Right now there is not a lot of concern, we are working on finishing out the year, finding ways to retain staff and hoping to find qualified staff to fill positions that will be needed next year.

4. Upcoming Events

- We will have an Easter egg hunt this Thursday (4/14) for our students and are also working on setting up some fun field trips for our preschoolers to enjoy. We are working on final necessities needed for our preschool graduation which will be held on May 26th.



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

April March Board Report for Montezuma-Cortez Middle School

Celebrations/Program Updates:

- Wrestling wrapped up a great season. The wrestlers finished strong in the league and finished 7th in regionals, with seven students qualifying for state
- CMAS testing is underway, beginning Thursday the 14th and wrapping up Tuesday the 26th.
- Track & Field is in full swing, with two upcoming home meets.
- We will be having a staff barbeque lunch for our team on Thursday the 5th to celebrate Teacher Appreciation Week. We would welcome anyone who would like to cover lunch duty so staff can enjoy an uninterrupted thank-you lunch.
- The M-CMS bands participated in the All-District band night on April 5th. They displayed their incredible talents performing with their high school peers. Mr. Campo has done amazing things, including being nationally recognized for outstanding music programming for the last two years.

Staffing Updates:

- We are beginning our hiring process for next year. At present, we have four staff resigning at the end of the year: one AP/AD and two sixth grade teachers all leaving the area, and one teacher changing careers. We additionally have an ESS Para retiring, another ESS teacher transferring within the district, and a 7th-grade teacher transitioning to a part-time position to finish grad school. We will have 11 teaching jobs to fill next year, including the present openings.

Concerns/Solutions:

- Behavior
 - We have had five discipline review hearings for students this month. Two were for students with three suspensions for habitually disruptive behavior detrimental to the learning environment. Two more were for possession and distribution of drugs/paraphernalia. The last was for repeated offenses from a student expelled for a while earlier in the year.
- Cell Phones:
 - We have dealt with countless issues with cell phones this year, including pictures taken at school used for cyberbullying, sexual harassment, posting demeaning images, and creating fake staff Instagram accounts. There have also been multiple Instagram pages dedicated to fights occurring at the school, which cannot be removed. These actions have contributed to excessive hours of discipline meetings and the resignation of at least one staff member. Our Leadership Team requests the school board review this policy to prohibit any use of cell phones on a school campus. There is no longer a need for cell phones on campus with one-to-one devices, and they have become a substantial problem and distraction to the learning environment.

Upcoming Events for Board Members:

- May 5th - Staff appreciation lunch from 10:30 am - 1:15 pm
- May 12th - Final Community Engagement Night 5:00 - 7:00 pm
- May 24th - 8th-grade continuation 5:00 - 6:00 pm



MONTEZUMA-CORTEZ HIGH SCHOOL

PREPARE, GRADUATE, TRANSITION, AND SUCCEED!

April Board Report

We just finished with the SAT/PSAT testing on the 13th and will have the Science CMASS test on the 20th.

Registration is now complete, and we are in the beginning stages of Master Scheduling for next year. We are working on determining which classes will “make” based on numbers. Upon completion of that, we will then figure out who will be teaching what classes. This information will then be put into PowerSchool which will then determine the specific Master Schedule. This entire process takes awhile and are hoping to have it completed by the beginning of May so that students can see schedules before we leave for the school year.

Spring sports are in full swing. There have been a few cancellations due to weather, but the spring seasons is going well. We also have a lot of activities happening right: All district band festival, Honor Band trips, All state Band, Jazz band concert (4/21), Drama one act festival (4/29-30), IML Art Show (4/21), Indigenous club to Gathering of Nations.

We had a successful Prom on 4/9 with an in person grand march, the first in three years.

We have hosted six Friday Schools so far this semester and have three more to go before the end of the year. We also continue to offer after school tutoring on Tuesdays and Wednesdays.

We were informed that three of our students are finalist for a Chang Chavkin Scholarship. This is a complete full ride scholarship; results won't come out until May.

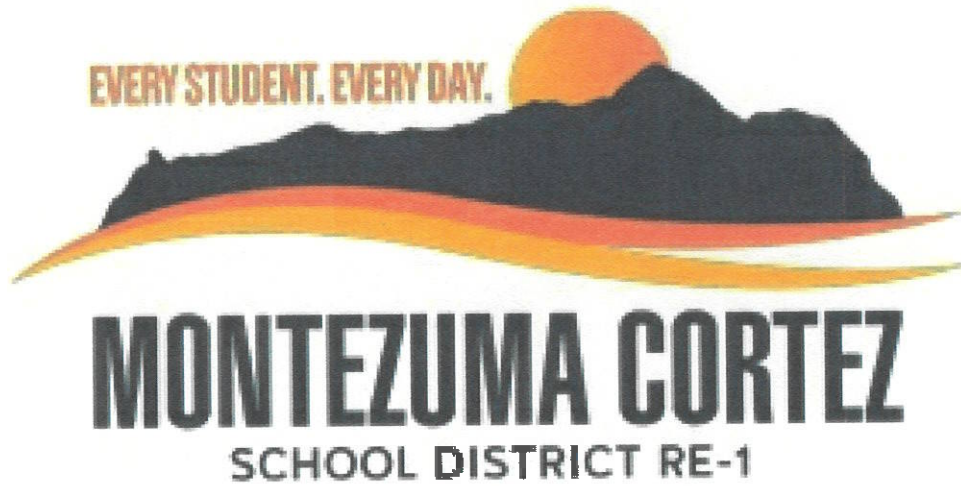
We are working with Dolores, Mancos and Dove Creek districts to collaborate on the Rural Coaction grant which is due in May.

Mr. Eric Chandler, ReDir Principal

Ms. Emily Moreland, Vice Principal

Mr. David Robinson, AD/Vice Principal

418 S. Sligo Street, Cortez, CO 81321 970-565-3722 fax 970-565-5118



Action Items



**EVERY STUDENT.
EVERY DAY.**

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

www.cortez.k12.co.us

**RESOLUTION APPOINTING A SUPERINTENDENT OF
MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1**

WHEREAS, the Board of Education has considered the candidates included in the District's list of finalists for the position of Superintendent;

and WHEREAS, the Board of Education has selected a finalist to appoint as Superintendent;

and WHEREAS, the Board declared its finalists at least 14 days before the Board of Education makes this appointment pursuant to Colo. Rev. Stat. § 24-6-402(3.5);

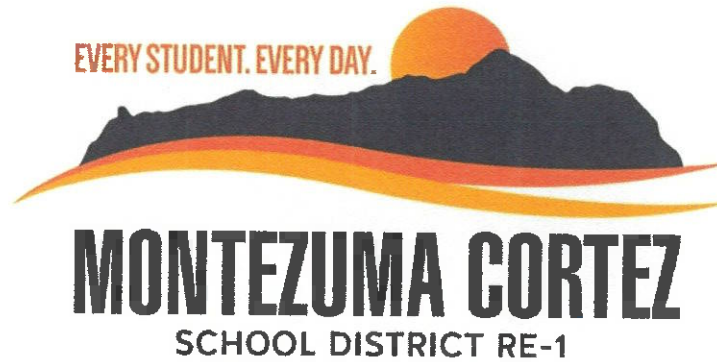
NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF
MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1:

That we appoint _____ to the position of
Superintendent for Montezuma-Cortez School District Re-1.

Approved this 19th day of April, 2022, by a vote of _____.

President, Board of Education

Attest: _____
Secretary, Board of Education



**Board of Education & Superintendent
Covenants and Promises**

Approved Date: April 19, 2022

These covenants were developed, reviewed and agreed upon by all members of the Montezuma-Cortez RE-1 School District Board of Education and the Superintendent. This occurred during a planning session held at the Mancos Water Conservancy District Office.

In attendance:

Directors: Layne Frazier, Stacey Hall, Jeanette Hart, Sheri Noyes, Ed Rice, Cody Wells, and Sherri Wright

Interim Superintendent: Tom Burris

District Success Plan

The Superintendent will:

- Develop and actional ensure smooth day to day operations.
- Actively recruit and retain new teachers to the district., for every classroom.
- Build a positive relationship with the Board of Education.
- Assess strengths, challenges and opportunities as relayed through staff input.
- Insure that student achievement is the priority.
- Build relationships and trust with staff.
- Work towards preparing students to be college, career, and Life ready.
- All students will complete school prepared for ongoing learning as well as community and global responsibilities.

Montezuma-Cortez Re-1

Governance Philosophy

The job of the Board of Education is fundamentally developing the school district “corporation” on behalf of all community residents, updating the vision, setting long term strategic targets, allocating resources to ensure that the educational mission is being carried out fully, and other high-level leadership tasks.

The governing work that must be done to assure school district success is critical to the long term success of the district and the students:

Through a comprehensive strategic plan, we will have collaboration between community/staff and board of education.

Share a strong vision and clearly define goals for the district.

Keep the community informed about our actions, as well as the school districts challenges, projects, and progress. Monitor the fiscal health of the schools within their purview.

Appropriate board and committee structures that reflect the scale and structure of the organization and ensure “sufficient and robust oversight” of key priorities.

A clear separation between strategic non-executive oversight and operational executive leadership.

Transparency.

All students graduate college and career ready.

We believe all students of M-CSD RE-1 should develop into lifelong learners.

All students should have the opportunity to explore their individual interest.

Effective Teamwork

We agree effective teams:

- Share common goals.
- Develop measurable milestones to goals.
- Respect others' ideas.
- Respect others opportunity to speak and encourage clarification and development of thoughts.
- Allow ample time for board members to talk and monitor personal time to ensure whole board participation.
- Work together to capitalize on each other's strengths.
- Consensus
- Stay the course and trust each other when things are good or bad.
- Ask questions and get everyone's opinion.
- Be responsible for group behavior and productivity.
- Commit to a vision of high expectations.
- String shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
- Accountability driven.
- Collaborative relationship with staff and the community.
- Get data savvy. Embrace and monitor data.
- Sustain resources such as professional development to meet district goals.
- Lead as a Untied team alongside the superintendent.
- Take part in team development and training.
- Help each other to stay focused on long term goals.

Montezuma-Cortez RE-1

Values and Beliefs

* Every Student, Every Day!

Integrity/Ethical --- “Do the right thing”

Students are job #1

Service to teachers and staff is our mission.

Adhere to the Code of Ethics .

Support and model a continuous improvement approach.

Welcome and encourage active (effective) participation by citizens/
community.

An unwavering belief in all students’ potential.

A passion for excellence.

Personal Responsibility.

Respect for others in the community.

All stakeholders are critical in the education process.

Values:

Learning

Diversity

Integrity

Excellence

Leadership

Sense of Community

The board addresses the educational process of schools and its students but does not oversee the daily administration of the district.

We believe all students should be critical thinkers.

Board Communication

- Be accessible.
- Listen to comments and concerns.
- Avoid being placed in a position of conflict of interest.
- Make it clear you speak/act as an individual, not for the Board of Education.
- Refer complaints back to the lowest level to be addressed and then follow the chain of command.
- Select a spokesman for the district to communicate with the media. Usually the Superintendent.
- Understand and communicate at a level that does not leave the board in a “Rolling Quorum” position.
- No Surprises.
- Make board member communication clear in minutes and notes.
- Address issues as they occur.
- Don’t let meetings get off track.
- Be prepared to participate responsibly.
- Focus on servicing all children.
- Respect the community.
- Respect other’s viewpoints.
- Respond in a timely fashion.

Communication Covenants

Purpose:

- Build trust and strong positive relationships.
- Be united in public.
- Board members will refrain from micromanagement.
- The superintendent will communicate with board members to keep them apprised of issues.
- The Superintendent will work closely with the board President and Vice President in emergency situations.
- The board will delegate inquiries to the Superintendent.
- Respect one another while also holding each other accountable.
- Create opportunities of high –quality education for every student.
- Represent the entire community without bias or favor.
- Respect the decision made by a majority of the board and represent the board responsibility in all board related matters and proper decorum and respect for others.
- Commit to being a lifelong learner through continued education in our role as a board member.
- Exhibit the traits that are expected of our staff and student.

Promises from the Montezuma-Cortez Re-1 Board of Education to the Superintendent

The Board Will...

- Commit time and effort to be a Board of Education member --- know your responsibilities and roles.
- No Surprises
- Be prepared for board meetings
- Positive influence in the community
- Accept the responsibility of our position and are held accountable for our actions.
- Conduct all business in a professional manner.
- Remove all political stances especially when making decisions and voting on agendas that directly affect students.
- Set priorities.
- Establish policies and evaluate the outcomes of the district operations.
- School Board will work with their communities to improve student achievement in their local public schools.

Promises from the Superintendent to the Montezuma-Cortez Re-1 Board of Education

The Superintendent will...

- As a general practice, provide information requested by an individual Board member to all members of the School Board.
- Keep confidential information confidential.
- No surprises.
- Keep the board informed of current happenings that effect the success of the district .
- Never mislead the board.
- Keep the focus on student achievement and success.
- Help keep the board aligned with district goals and offering professional development when appropriate and needed.
- Identify needs and polices, develop regulations, provide leadership and manage the day to day operations of the district.
- Hire, supervise and manage the central office staff and principals.

MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1

Board of Education

2022-2023 Tentative Meeting Schedule

July 2022						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10		12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13		15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9		11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	S
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30						

May 2023						
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28	29	30	31			

June 2023						
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11	12	13	14	15	16	17
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25	26	27	28	29	30	

- Board Work Session
- Board Regular Meeting and IPP Meeting (October 25)
- First and Last Day of School – August 15 and May 25
High School Graduation is May 25
- Holidays / Thanksgiving, Winter, & Spring Breaks

Approved: 4/19/2022
Prepared by DKR

Montezuma-Cortez School District RE-1 Board of Education 2021-2022 Tentative Meeting Schedule

July 2021						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
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22	23	24	25	26	27	28
29	30	31				

September 2021						
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October 2021						
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24	25	26	27	28	29	30
31						

November 2021						
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21	22	23	24	25	26	27
28	29	30				

December 2021						
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January 2022						
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30	31					

February 2022						
Su	M	Tu	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
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20	21	22	23	24	25	26
27	28	29	30	31		

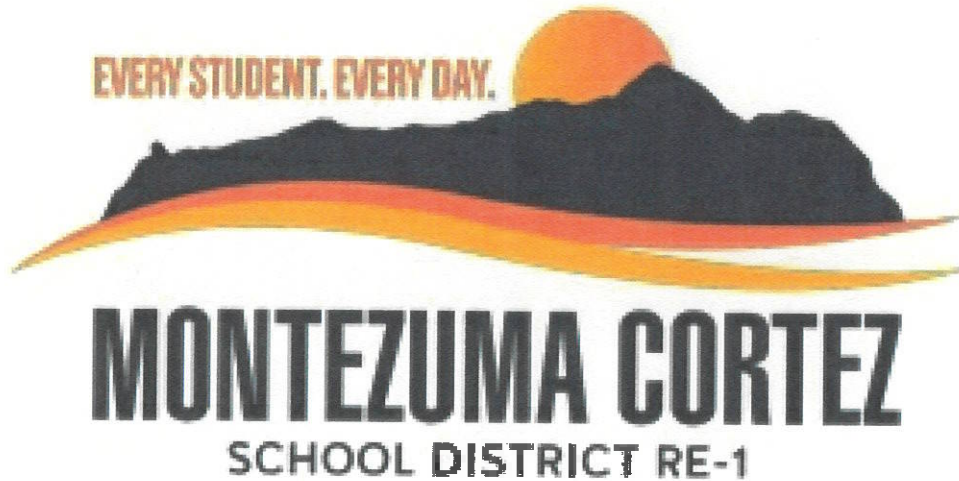
April 2022						
Su	M	Tu	W	Th	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Board Work Session
- Board Regular Meeting and IPP Meeting (October 26)
- First and Last Day of School – August 16 and May 18
High School Graduation is May 19
- Holidays/Thanksgiving/Winter/ Spring Breaks

Approved: 6/22/2021 by BOE, Prepared by DKR



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: 4/12/2022 Funds Available: \$ 880,667.3

Account # 430.800.00.4000.0800.000.0000.00.80

Amount Requested: \$ 13,000

Project Description: Update CMS Concession Area for safety of public and staff

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

Rational for Request:

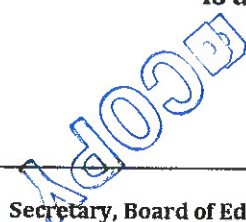
- Multiple bids provided
- Business Office confirmation funds are available
- No, permit(s) required
- Project coordinated with Maintenance & IT Departments

Approved by: Kyle J Archibeque Digitally signed by Kyle J Archibeque
Date: 2022.04.14 12:48:37 -06'00' 4/19/2022
Executive Director of Finance Date

Whereas, the Administration has need of an additional \$ 13,000 to purchase CMS Concession Wall

Now, therefore, be it resolved that \$ 13,000 expenditure from the Capital Reserve Fund. is authorized for

 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: 4/19/2022 Funds Available: \$ 880,667.00

Account # 430.800.00.4000.0800.0000.0000.00.80

Amount Requested: \$ 130,235.00

Project Description: Stadium Track - Impermeable Structural Spray

- 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: 2022.04.14 12:51:11 -06'00' 4/19/2022
Executive Director of Finance Date

Whereas, the Administration has need of an additional \$ 130,235 to purchase Stadium Track Completion

Now, therefore, be it resolved that \$ 130,235 expenditure from the Capital Reserve Fund.

is authorized for

President, Board of Education

Secretary, Board of Education

COPY



March 4, 2021

Montezuma-Cortez Schools
Ray Lopez
Cortez, CO

I wanted to provide you with a little information in regards to your running track surfacing. When we proposed new track surfacing for your school in 2019 the option of a Spiketop Basic mat was chosen. This is the beginning stage of a polyurethane running track surfacing. With having just a basic mat your surface will absorb all the wear and tear from any use of the track. This includes, track teams, public use, cheerleaders, football team. Eventually it starts to break down faster than it should because it has not had the protection of a wearing layer.

We have provided your school district with a proposal which contains (4) separate options for a wearing layer on your existing track surfacing. We have provided the options of both permeable and impermeable structural sprays to go on your existing surfacing. We have also provided a cost for each of those options in both Red and Black.

With a permeable structural spray when you have rain or snow the water will drain through the track surfacing to the existing asphalt and then sheds off towards the infield. With the impermeable structural spray there is a sealer which is applied to the track surfacing prior to the structural spray being applied. This seals the basemat and does not allow the water to drain through the surfacing to the asphalt, giving your asphalt a layer of protection from inclement weather.

The main benefit of a wearing layer/structural spray is to protect your base mat from the wear and tear of normal use. This layer is designed to take this force and protect your basemat. Once a structural spray system is in place your track surfacing, with a couple of well timed structural sprays over time, can last for upwards of 20-25 years without having to completely remove and replace your track surfacing.

One more thing we would like to offer your school. We will provide a 3-Year warranty on the new structural spray system. This will take effect the day your existing 5-Year surfacing warranty expires. This will give you a total of 8 years of warranty protection for your running track surfacing.

Respectfully Submitted

Chris Cooke
Senior Estimator



March 4, 2022

Montezuma-Cortez Schools
Ray Lopez
Cortez, CO

Running Track Surfacing

Option #1: Black Permeable Structural Spray

1. Clean running track/field events of dirt and debris by way of high powered blower.
2. Tape/plastic all structures not designated to receive new surfacing.
3. Provide and install (2) applications of Black Spiketop Structural Spray to running track, high jump apron and (3) long jump/pole vault runways. Both applications to be applied from opposite directions to ensure optimum coverage.
4. Remove tape/plastic, clean job site of all materials used to complete the job.
5. Stripe running track in accordance with NFHS rules and regulations.

Cost: \$92,990.00

Option #2: Red Permeable Structural Spray

1. Clean running track/field events of dirt and debris by way of high powered blower.
2. Tape/plastic all structures not designated to receive new surfacing.
3. Provide and install (2) applications of Red Spiketop Structural Spray to running track, high jump apron and (3) long jump/pole vault runways. Both applications to be applied from opposite directions to ensure optimum coverage.
4. Remove tape/plastic, clean job site of all materials used to complete the job.
5. Stripe running track in accordance with NFHS rules and regulations.

Cost: \$101,475.00

Option #3: Black Impermeable Structural Spray

1. Clean running track/field events of dirt and debris by way of high powered blower.
2. Tape/plastic all structures not designated to receive new surfacing.
3. Provide and install black polyurethane sealer to existing track surfacing.
4. Provide and install (2) applications of Black Spiketop Structural Spray to running track, high jump apron and (3) long jump/pole vault runways. Both applications to be applied from opposite directions to ensure optimum coverage.
5. Remove tape/plastic, clean job site of all materials used to complete the job.
6. Stripe running track in accordance with NFHS rules and regulations.

Cost: \$130,235.00



Option #4: Red Impermeable Structural Spray

1. Clean running track/field events of dirt and debris by way of high powered blower.
2. Tape/plastic all structures not designated to receive new surfacing.
3. Provide and install red polyurethane sealer to existing track surfacing.
4. Provide and install (2) applications of Red Spiketop Structural Spray to running track, high jump apron and (3) long jump/pole vault runways. Both applications to be applied from opposite directions to ensure optimum coverage.
5. Remove tape/plastic, clean job site of all materials used to complete the job.
6. Stripe running track in accordance with NFHS rules and regulations.

Cost: \$143,590.00

Includes: Materials, labor, installation costs.

Excludes: Permits, taxes, allowances, contingencies, insurance above our standard policy, seeding or sodding, grass removal, import or export of soils, lighting, electrical, fencing, bleachers, demo, concrete, base or asphalt work, Payment & Performance Bonds.

Note: Warranty work at the common start/finish which was discussed will be completed free of charge at the time the new surfacing work is going to be completed.

Note: No warranty is made, expressed or implied as to cracks reappearing in the running surface due to existing conditions of the asphalt or concrete bases.

Acceptance of Proposal

Authorized Signature

Date of Acceptance



Glen Swafford
ASBA Certified Track Builder

Note: This proposal may be
withdrawn if not accepted
Within 30 days.



April 12, 2022

Contributing Organization: LOR Foundation
Applicant Organization: Montezuma-Cortez RE-1 School District
Project Title: Manaugh Playground Remodel
Commitment Dollar Amount: \$25,000

To the Cortez RE-1 School Board:

This letter is to verify that the LOR Foundation has committed to contribute \$25,000 to the Montezuma-Cortez RE-1 School District for the Manaugh Playground remodel project. Funding is only for the designated project and will be available during the grant period, which will commence with the school board's acceptance of the gift and end with project completion. This funding helps activate the Great Outdoors Colorado funding the school has already received for the playground renovation. This commitment was made on April 11, 2022 and is contingent upon the Montezuma-Cortez School District Board of Education accepting the award by May 31, 2022. If the award is not accepted by that date, this commitment should be deemed null and void.

The LOR Foundation is a private foundation with offices in Colorado, New Mexico, Montana, and Wyoming. LOR works with rural communities in the Mountain West to enhance livability and prosperity while preserving the character that makes each community unique.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Gary Wilmot".

Gary Wilmot
Executive Director
307.349.6610
gary@lorfoundation.org

A handwritten signature in blue ink, appearing to read "Nicci Crowley".

Nicci Crowley
Cortez Community Officer
970.987.0356
nicci@lorfoundation.org



April 12, 2022

Contributing Organization: LOR Foundation
Applicant Organization: Montezuma-Cortez RE-1 School District
Project Title: Kemper Water Fountain Installation
Commitment Dollar Amount: \$1,800

To the Cortez RE-1 School Board:

This letter is to verify that the LOR Foundation has committed to contribute \$1,800 to the Montezuma-Cortez RE-1 School District to install two available water fountains in the 4th and 5th grade hallway. Funding is only for the designated project and will be available during the grant period, which will commence with the school board's acceptance of the gift and end with project completion. The committed funding covers the total project budget. This commitment was made on April 12, 2022 and is contingent upon the Montezuma-Cortez School District Board of Education accepting the award by May 31, 2022. If the award is not accepted by that date, this commitment should be deemed null and void.

The LOR Foundation is a private foundation with offices in Colorado, New Mexico, Montana, and Wyoming. LOR works with rural communities in the Mountain West to enhance livability and prosperity while preserving the character that makes each community unique.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Gary Wilmot".

Gary Wilmot
Executive Director
307.349.6610
gary@lorfoundation.org

A handwritten signature in blue ink, appearing to read "Nicci Crowley".

Nicci Crowley
Cortez Community Officer
970.987.0356
nicci@lorfoundation.org

MCSD RE-1 - SUPPLEMENTAL BUDGET 2021-2022

ESSER III 21-22

GRANT SUMMARY - ARP ESSER III provides funding to school districts to help safely reopen and sustain the safe operation of schools and address the impacts of the coronavirus pandemic on the our students.

ADDITIONAL COMMENT - 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	_____	_____	
ESSER III	225.000.00.0000.4000.000.4414.00.00	\$ 1,285,000.00	
_____	_____	_____	
Total Federal Sources			\$1,285,000.00
TOTAL REVENUES			\$1,285,000.00

MCSD RE-1 - SUPPLEMENTAL BUDGET 2021-2022

ESSER III 21-22

GRANT SUMMARY - ARP ESSER III provides funding to school districts to help safely reopen and sustain the safe operation of schools and address the impacts of the coronavirus pandemic on the our students.

ADDITIONAL COMMENT - 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			
ESSER III	225.000.00.0000.4000.000.4414.00.00	\$ 1,285,000.00	
Total Federal Sources			\$1,285,000.00
TOTAL REVENUES			\$1,285,000.00

Location	Fiscal Year	Allowable Activity	Program Code	Object Code	Funding Source	Description of Activity	Benefit	Requested Amount	Options
District Level	FY 2021-2022	Educational technology	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0735 Non-Capital Equipment	ARP - ESSER III - (4414)	Purchase classroom projectors and document cams for half of the School District's classrooms. This purchase will provide new pieces of equipment in the classroom or will continue a replacement program for projector or overhead equipment that are outdated or have become obsolete. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Portion of Population	\$250,000.00	
2035-6026 Montezuma-Cortez High School (H)	FY 2021-2022	Educational technology	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0735 Non-Capital Equipment	ARP - ESSER III - (4414)	Purchase classroom interactive white boards, smartboards, DVD drives, microphones, virtual conferencing equipment, other classroom interactive non-capital equipment, and electrical power to provide additional instructor capabilities to the Montezuma-Cortez High School students in addressing learning loss and lack of teachers available to teach due to the COVID pandemic. This purchase will provide new pieces of equipment in the classroom. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Portion of Population	\$50,000.00	
2035-6026 Montezuma-Cortez High School (H)	FY 2021-2022	Preparedness and response	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies	ARP - ESSER III - (4414)	Purchase carts for book and computer delivery to the classrooms at the Montezuma-Cortez High School. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Portion of Population	\$5,000.00	
District Level	FY 2021-2022	Improving preparedness and response efforts	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0735 Non-Capital Equipment	ARP - ESSER III - (4414)	Purchase keyless entry system for each one of the School District buildings to reduce contact points between school district staff members due to the COVID pandemic. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Whole District	\$150,000.00	
District Level	FY 2021-2022	Repairing and improving school facilities to reduce health hazards	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0735 Non-Capital Equipment	ARP - ESSER III - (4414)	Purchase touchless water filling stations, touchless faucets, and auto-flush toilets for each one of the School District buildings to reduce contact points due to the COVID pandemic. This strategy is incorporated into our public health protocol to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Whole District	\$350,000.00	
District Level	FY 2021-2022	Educational technology	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0735 Non-Capital Equipment	ARP - ESSER III - (4414)	Purchase approximately 125 student-facing and staff-facing devices (iPads, Chromebooks, and laptops), including protective cases and insurance to cover loss, damage, and replacement of the devices, for the purpose of continuing educational services during school closures and facilitating distance learning for students and educators at the Montezuma-Cortez School District Beech Street Pre-School due to the COVID pandemic. This purchase will continue a replacement program for devices that are outdated and have become obsolete.	Portion of Population	\$35,000.00	
District Level	FY 2021-2022	Other activities	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies	ARP - ESSER III - (4414)	New Teacher and Support Staff onboarding references and materials to maintain the operation of and continuity of services within the Montezuma-Cortez School District when a new teacher and/or support staff member is hired during school closures or during normal operations due to the COVID pandemic. The onboarding references and materials will be available in digital and hard copy formats to respond to any COVID operational situation of being open or closed.	Portion of Population	\$5,000.00	
District Level	FY 2021-2022	Preparedness and response	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0735 Non-Capital Equipment	ARP - ESSER III - (4414)	Purchase point of sale devices for food service delivery to the classrooms at each one of the seven school buildings. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Portion of Population	\$25,000.00	
District Level	FY 2021-2022	Preparedness and response	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies	ARP - ESSER III - (4414)	Purchase point of sale software for food service delivery to the classrooms at each one of the seven school buildings. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Portion of Population	\$7,500.00	
2035-1888 Montezuma-Cortez Middle School (M)	FY 2021-2022	Improving preparedness and response efforts	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies	ARP - ESSER III - (4414)	Provide classroom supplies, including dry erase boards and tables for over 30 classrooms at the Montezuma-Cortez Middle School to social distance the students from one another and reduce cross contamination of dry erase board markers between classroom students due to the COVID pandemic.	Whole District	\$40,000.00	

District Level	FY 2021-2022	Preparedness and response	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0730 Capitalized Equipment	ARP - ESSER III - (4414)	Purchase mobile food warming equipment for food service delivery to the classrooms at each one of the seven school buildings to keep students and staff separated from the other classrooms, in order to allow in-person school as long as possible during higher COVID case periods. By keeping the students attending in-person school, it will decrease the amount of time, effort, and cost associated with out-of-school time, due to learning loss from the COVID pandemic. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Portion of Population	\$25,000.00
District Level	FY 2021-2022	Preparedness and response	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies	ARP - ESSER III - (4414)	Purchase food carts for food service delivery to the classrooms at each one of the seven school buildings. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Portion of Population	\$7,500.00
District Level	FY 2021-2022	Preparedness and response	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0730 Capitalized Equipment	ARP - ESSER III - (4414)	Purchase portable food coolers for food service delivery to the classrooms at each one of the seven school buildings to keep students and staff separated from the other classrooms, in order to allow in-person school as long as possible during higher COVID case periods. By keeping the students attending in-person school, it will decrease the amount of time, effort, and cost associated with out-of-school time, due to learning loss from the COVID pandemic. This strategy is incorporated into our public health protocol due to the COVID pandemic to effectively maintain the health and safety of our students, educators, and support staff, in maintaining the operation of and continuity of our School District's services.	Portion of Population	\$35,000.00
2035-1888 Montezuma-Cortez Middle School (M)	FY 2021-2022	Educational technology	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0735 Non-Capital Equipment	ARP - ESSER III - (4414)	Purchase approximately 350 student-facing and staff-facing devices (iPads, Chromebooks, and laptops), including protective cases and insurance to cover loss, damage, and replacement of the devices, for the purpose of continuing educational services during school closures and facilitating distance learning for students and educators at the Montezuma-Cortez Middle School due to the COVID pandemic. This purchase will continue a replacement program for devices that are outdated and have become obsolete.	Portion of Population	\$150,000.00
2035-6026 Montezuma-Cortez High School (H)	FY 2021-2022	Educational technology	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0735 Non-Capital Equipment	ARP - ESSER III - (4414)	Purchase approximately 350 student-facing and staff-facing devices (iPads, Chromebooks, and laptops), including protective cases and insurance to cover loss, damage, and replacement of the devices, for the purpose of continuing educational services during school closures and facilitating distance learning for students and educators at the Montezuma-Cortez High School due to the COVID pandemic. This purchase will continue a replacement program for devices that are outdated and have become obsolete.	Portion of Population	\$150,000.00

U.S. DEPARTMENT OF EDUCATION FACT SHEET
American Rescue Plan Act of 2021
ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ARP ESSER)

This document outlines the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER provides a total of nearly \$122 billion to States and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER, the ARP Act includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

To address the immediate needs of schools and districts, the U.S. Department of Education (Department) will begin making ARP ESSER funds available to States this month.

ARP ESSER OVERVIEW

State Allocation of ARP ESSER Funds

- A State must **subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs)** (including charter schools that are LEAs) in the State to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.
- The ARP ESSER Fund includes **three State-level reservations for activities and interventions that respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups**, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care:
 - **5 percent of the total ARP ESSER allocation for the implementation of evidence-based interventions aimed specifically at addressing learning loss**, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - **1 percent of the total ARP ESSER allocation for evidence-based summer enrichment programs.**
 - **1 percent of the total ARP ESSER allocation for evidence-based comprehensive afterschool programs.**
- A State may use **up to ½ of 1 percent of its total ARP ESSER allocation for administrative costs and emergency needs** as determined by the State to address issues related to COVID-19.

Reservation for Homeless Children & Youth

The ARP ESSER Fund also requires the Department to reserve \$800 million to support efforts to identify homeless children and youth, and provide them with comprehensive, wrap-around services that address needs arising from the COVID-19 pandemic and allow them to attend school and participate fully in all school activities. The Department will award these funds expeditiously, and will work to coordinate these new resources with supports provided through the McKinney-Vento Homeless Assistance Act as well as other ARP ESSER Fund activities targeting homeless children and youth.

LEA Use of ARP ESSER Funds

Of the total amount allocated to an LEA from the State's ARP ESSER award, the LEA must **reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups** (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Remaining LEA funds may be used for a **wide range of activities** to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:

- coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- training and professional development on sanitizing and minimizing the spread of infectious diseases;
- purchasing supplies to sanitize and clean the LEA's facilities;
- repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- improving indoor air quality;
- addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors;

- planning and implementing activities related to summer learning and supplemental after-school programs;
- addressing learning loss; and
- other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff

LEA Safe Return to In-Person Instruction Plan

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan.

Comparison of ESSER Fund (CARES Act), ESSER II Fund (CRRSA Act), and ARP ESSER (ARP Act)

This following table outlines the primary differences between the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act 2021, Public Law 117-2, enacted on March 11, 2021; the ESSER II Fund under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, enacted on December 27, 2020; and the ESSER Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act enacted on March 27, 2020.

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
Authorizing Legislation	Section 18003 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act	Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act	Section 2001 of the American Rescue Plan (ARP) Act
Period of Funds Availability, excluding 12-month Tydings Amendment period	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by State educational agencies (SEAs) and subrecipients through September 30, 2021.	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by SEAs and subrecipients through September 30, 2022.	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by SEAs and subrecipients through September 30, 2023.
SEA Deadline for Awarding Funds	An SEA must award the funds within one year of receiving them, which will be April through June 2021, depending on an SEA’s award date.	An SEA must award the funds within one year of receiving them, which will be January 2022.	With respect to making local educational agency (LEA) subgrants (90% of the total ARP ESSER allocation), the SEA must allocate ARP ESSER funds in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives those funds. An SEA must award ARP ESSER funds not allocated to LEAs within one year of the date the SEA receives those funds.
Definition of “Awarded”	For the 90 percent of funds for LEAs, funds are generally considered “awarded” when the SEA subgrants the funds to an LEA. For the SEA reserve (see section 18003(e)), funds	Same as ESSER: For the 90 percent of funds for LEAs, funds are generally considered “awarded” when the SEA subgrants the funds to an LEA. For the SEA reserve (see section 313(e)), funds are “awarded” when the SEA	Same as ESSER: For the 90 percent of funds for LEAs, funds are generally considered “awarded” when the SEA subgrants the funds to an LEA. For the funds that the SEA reserves (section 2001(f)),

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
	are “awarded” when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.	awards a contract or subgrant, or when it retains funds to provide direct services.	funds are “awarded” when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.
LEA Uses of Funds and Reservations	<p>The CARES Act includes allowable uses of funds related to preventing, preparing for, and responding to COVID-19.</p> <p>ESSER funds may be used for the same allowable purposes as ESSER II and ARP ESSER, including hiring new staff and avoiding layoffs.</p> <p>No required reservations of funds.</p>	<p>ESSER II funds may be used for the same allowable purposes as ESSER and ARP ESSER, including hiring new staff and avoiding layoffs.</p> <p>Note that the “additional” LEA allowable uses of funds under the CRRSA Act (addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings) already are permitted under the CARES Act.</p> <p>No required reservations of funds.</p>	<p>An LEA must reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.</p> <p>The remaining ARP ESSER funds may be used for the same allowable purposes as ESSER and ESSER II, including hiring new staff and avoiding layoffs.</p> <p>Note that section 2001(e) specifically authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may also</p>

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
			use its ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.
Equitable Services	An LEA that receives ESSER funds under the CARES Act (section 18005) must provide equitable services to non-public school students and teachers in the same manner as provided under section 1117 of Title I, Part A of the ESEA.	The CRRSA Act (section 312(d)) includes a separate program of Emergency Assistance for Non-Public Schools under which eligible non-public schools may apply to an SEA to receive services or assistance. Consequently, LEAs do not provide equitable services under ESSER II.	The ARP (section 2002) includes a separate program of Emergency Assistance for Non-Public Schools (EANS). Consequently, LEAs do not provide equitable services under ARP ESSER. Under EANS, an SEA provides services or assistance to non-public schools that enroll a significant percentage of children from low-income families and are most impacted by COVID-19. EANS funds may not be used to provide reimbursements for costs incurred by non-public schools.
Maintenance of Effort (MOE)	Under the CARES Act (section 18008), there is a State MOE requirement for each of fiscal years (FYs) 2020 and 2021 (based on dollar levels of State support for education).	Under the CRRSA Act (section 317), there is a State MOE requirement for FY 2022 (based on percentages of the State's overall spending used to support education).	Under the ARP (section 2004(a)), there is a State MOE requirement for each of FYs 2022 and 2023 (based on percentages of the State's overall spending used to support education).
Maintenance of Equity	Not applicable	Not applicable	The ARP (section 2004(b) and (c)) contains both State and LEA maintenance of equity requirements for each of FYs 2022 and 2023. The Department intends to provide additional guidance on these important requirements.
Reporting	An SEA must meet the reporting requirements of section 15011, which are satisfied through the Federal Funding Accountability and	An SEA must meet the CARES Act reporting requirements that apply to ESSER funds and submit a report to the Secretary within six months of award that contains a detailed	An SEA must comply with all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require.

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
	Transparency Act (FFATA) reporting, and other reporting as the Secretary may require.	accounting of the use of ESSER II funds, that includes how the State is using funds to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, including: children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.	FFATA reporting requirements apply.
Tracking of Funds	ESSER funds must be tracked separately from other funds (including from ESSER II and ARP ESSER funds).	ESSER II funds must be tracked separately from other funds (including from ESSER and ARP ESSER funds).	ARP funds must be tracked separately from other funds (including from ESSER and ESSER II funds).

MCSD RE-1 - SUPPLEMENTAL BUDGET 2021-2022

CO Health Foundation Mini Grant

GRANT SUMMARY - Can be used to support programs that encourage access to and participation in federal child nutrition programs.

ADDITIONAL COMMENT - Awarded for School Year 2021-22

REVENUES

SOURCE OF REVENUE	ACCOUNT	AMOUNT	TOTALS
Local Sources: 1000			
	100.000.00.0000.1000.000.3510.00.00	\$ 9,937.00	
Total Local Sources			\$ 9,937.00
County Sources: 2000			
Total County Sources			\$ -
State Sources: 3000			
Total State Sources			
Federal Sources: 4000			
Total Federal Sources			\$ -
TOTAL REVENUES			\$ 9,937.00

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CO Health Foundation Mini Grant

EXPENSES

EXPENSE OBJECT	ACCOUNT	AMOUNT
Salaries: 0100		-
	_____	-
Benefits: 0200		-
	_____	-
Purchased Services: 0300		-
	_____	-
Repairs & Maintenance: 0430		-
	_____	-
Flowthrough: 0594		
SWOS Flowthrough	100.630.00.0030.0594.000.3000.00.00	9,937.00
		9,937.00
Supplies/Materials: 0600		-
	_____	-
Equipment/Capital Outlay: 0700		-
	_____	-
Other: 0800		-
	_____	-
TOTAL EXPENDITURES		9,937.00

APPROPRIATION RESOLUTION

BE IT RESOLVED by the Board of Education of School District Number RE-1 in Montezuma County that the Amount of \$9,937.00 as shown above, be appropriated to FUND 100 for the program year beginning July 1, 2021 and ending June 30, 2022.

FACOPY

Date of Adoption _____

Signature of President of the Board _____

MCS D RE-1 - SUPPLEMENTAL BUDGET 2021-2022

Colorado School of Public Health

GRANT SUMMARY - Stipend monies for schools that participated in the Healthy Kids Colorado Survey. No stipulations on how funds can be spent.

ADDITIONAL COMMENT - 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	100.000.00.0000.3010.000.3000.00.00	\$ 700.00	
Total State Sources			\$ 700.00
Federal Sources: 4000			
Title III Revenue			
Total Federal Sources			\$ -
TOTAL REVENUES			\$ 700.00

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Colorado School of Public Health

EXPENSES

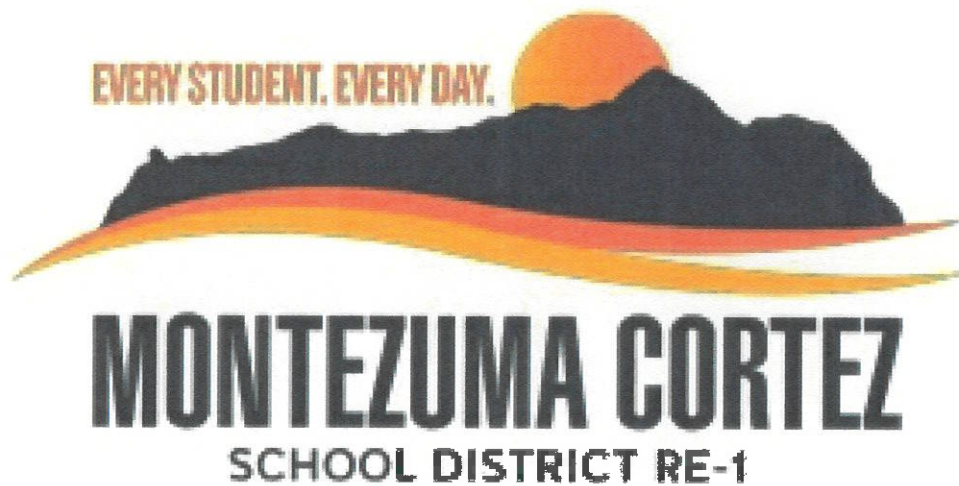
EXPENSE OBJECT	ACCOUNT	AMOUNT
Salaries: 0100		-
Benefits: 0200		-
Purchased Services: 0300		-
Repairs & Maintenance: 0430		-
Flowthrough: 0594		
SWOS Flowthrough	100.630.00.0030.0594.000.3000.00.00	400.00
		400.00
Supplies/Materials: 0600		
Supplies and Materials	100.341.00.0030.0600.000.3000.00.00	300.00
		300.00
Equipment/Capital Outlay: 0700		-
Other: 0800		-
TOTAL EXPENDITURES		700.00

APPROPRIATION RESOLUTION

BE IT RESOLVED by the Board of Education of School District Number RE-1 in Montezuma County that the Amount of \$700.00 as shown above, be appropriated to FUND 100 for the program year beginning July 1, 2021 and ending June 30, 2022.

COPY

Date of Adoption _____ Signature of President of the Board _____



Policy:
First Reading

Qualifications/Powers and Responsibilities of Superintendent

Title: Superintendent of Schools

Qualifications:

1. Hold or be qualified to hold a Colorado administrator's license for the position of superintendent preferred
2. Have a master's degree
3. Leadership experience required
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

Reports To: Board of Education

Supervises: Directly or indirectly all employees of the district

Job Goal: To provide leadership in developing and maintaining the best possible educational programs and services

PERFORMANCE RESPONSIBILITIES:

The superintendent of schools shall be responsible for the general management of the schools of the district under the requirements of the state and the policies of the Board. The superintendent shall be responsible for guiding the development of the educational objectives and programs of the school district to fulfill the educational needs of all students. The superintendent shall provide overall direction to the activities of the school district and its personnel toward the accomplishment of district goals, administer the policies of the Board, conserve the school district's assets and resources, and maintain and enhance the school district's standing in all its internal and external relationships.

The management responsibilities of the superintendent shall extend to all activities of the district, to all phases of the educational program and to all parts of the physical plant.

1. **Operations.** The superintendent shall:

- a. Manage the work of all personnel in planning and program development and direct the activities of the school district. The superintendent may delegate these responsibilities together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results of any portion of the accountability.
- b. Manage the development of long and short-range educational objectives for the improvement and growth of the school district and of educational activities in the school district.
- c. Manage the development of the overall educational process and administrative procedures and controls necessary to the implementation of educational programs for the achievement of the educational objectives of the school district, including state and district content standards.
- d. Manage the regular and systematic evaluation, analysis and appraisal of the achievements of students and the performance of personnel in each of the educational programs or activities against stated objectives of the school district.
- e. Report to the Board the progress and status of the programs and activities of the school district.
- f. Inform the Board on all matters of major importance or significance to the activities, programs and progress of the school district.

2. **Organization.** The superintendent shall:
 - a. Establish and maintain an administrative organization, which provides for the effective management of all the essential functions of the school district.
 - b. Recommend proposed revisions to the organization of the management structure including the establishment or elimination or a revision of administrative positions.
3. **Personnel.** The superintendent shall:
 - a. Develop and recommend policies and programs for personnel recruitment, selection and employment; employee relations; employee benefits and services; employee safety; personnel evaluation, and salary administration for the school district.
 - b. Ensure the maintenance of an adequate staff of properly trained administrative and supervisory personnel throughout the school district.
 - c. Recommend to the Board the selection, employment, assignment, transfer, and suspension of all personnel.
 - d. Supervise assigned personnel and conduct periodic evaluations and appraisals of their performance.
 - e. Recommend salary increases and salary adjustments for all personnel.
 - f. Develop and recommend to the Board job classifications for all new positions.
4. **Finances.** The superintendent shall:
 - a. Direct the development of the annual budget of the school district.
 - b. Review and recommend programs and supporting data for funds to be included in the annual budget of the school district.
 - c. Provide for the overall management of the school district's financial activities and take appropriate action to ensure that expenses are kept within the approved budgetary limits of the school district.
 - d. Assist principals and directors in maintaining economy and efficiency in the operation of their administrative units.
 - e. Maintain an active contact and familiarization with all local, state, federal, and philanthropic programs, which provide or could provide financial assistance to the district.
5. **Relationships.** The superintendent shall:
 - a. Act as chief executive officer of the school district.
 - b. Act as professional advisor to the Board.
 - c. Attend meetings of the Board with the right to comment on all issues.
 - d. Prepare the agenda for all educational matters for all meetings of the Board and deliver the agenda with pertinent information on each item well in advance of the meeting.
 - e. Participate in the affairs of local, state and national professional organizations.
 - f. Serve as a representative of the school system and the community at meetings on the local, state and national level.
 - g. Maintain a cooperative working relationship between the schools and the community and community agencies.
 - h. Establish and maintain such other relationships within and outside the school district as required to carry out his/her responsibility.

Adopted: January 1975

Revised: March 13, 1979

Revised: January 21, 1992

Revised: January 18, 2005

Revised: October 4, 2011

Reviewed: May 16, 2022

LEGAL REF.: C.R.S. 22-9-106 (4) (*qualifications to evaluate personnel*)

RECRUITMENT OF SUPERINTENDENT

The appointment of a superintendent is a function of the Board. The Board shall take steps to find the person it believes can most effectively translate into action the policies of the Board and the aspirations of the community and the professional staff.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. It may also, at its discretion, determine that an external search is not necessary due to a qualified internal candidate. Final selection shall rest with the Board after a thorough consideration of qualified applicants.

A vote of the majority of Board members present at a Board meeting for which due notice has been given of the intended action shall be required for the appointment of the superintendent.

Search Process

When the board conducts a search for the position, the writing or revising of the job description, requirements for applicants, selection procedures and applicable deadlines shall be adopted at a public meeting.

Records submitted to the district by an applicant for a superintendent position shall remain confidential until the applicant becomes a finalist for the position. If only three or fewer candidates possess the minimum qualifications for the position, said candidates are all considered finalists.

A list of all finalists being considered for the position shall be made public by the Board at least 14 days prior to appointing one of the finalists to fill the position. No offer of appointment shall be made prior to this public notice.

When an applicant becomes a finalist, all records submitted by the applicant shall be available for public inspection except that letters of reference or medical, psychological and sociological data shall remain confidential.

Adopted: January 1975
 Revised: September 20, 1994
 Revised: September 17, 1996
 Revised: September 30, 1997
 Revised: October 9, 2001
 Revised: January 18, 2005
 Reviewed: October 4, 2011
 Reviewed: November 16, 2021
Reviewed: May 16, 2022

LEGAL REFS.: C.R.S. 22-32-110 (1)(g)
 C.R.S. 22-44-115 (4)
 C.R.S. 24-6-402 (3.5)
 C.R.S. 24-72-204 (3) (a)(XI)(A)

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.~~ Material that promotes or favorably portrays unlawful conduct or conduct that violates Board policy, including but not limited to the Board's policies prohibiting unlawful discrimination, harassment and bullying.
2. ~~Material that promotes hostility, disorder or violence.~~ Material that is injurious to, or encourages conduct that threatens disruption of school operations or endangers the health or safety of staff and/or students.
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

Revised: May 16, 2022

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

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

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 **by mail or delivered to the district office, by** 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

Revised: May 16, 2022

DRAFT COPY

School-Related Student Publications
(School Publications Code)

The Board encourages students to express their views in school-sponsored publications while observing rules for responsible journalism and complying with this policy and state and federal law. To protect the rights of all members of the school community and to support the district’s educational mission and purposes, students are prohibited from publishing expression which:

- is false or obscene;
- is libelous, slanderous, or defamatory under state law;
- presents a clear and present danger of the commission of unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school;
- violates the privacy rights of others; or
- threatens violence to property or persons.

Student editors of school-sponsored publications are responsible for determining the news, opinion, and advertising content of their publications subject to the limitations of this policy, its accompanying regulation, and applicable state and federal law. The publications advisor within each school is responsible for supervising the production of school-sponsored publications and for teaching and encouraging free and responsible expression and professional standards of journalism.

The publications advisor has authority to establish or limit writing assignments for students working with publications and to otherwise direct and control the learning experience that publications are intended to provide when participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given.

Adopted: September 18, 2018

Revised: September 15, 2020

Reviewed: May 16, 2022

LEGAL REFS.: C.R.S. 22-1-120 (*rights of free expression for public school students*)
C.R.S. 22-1-123 (5)(e) (*state law does not prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, analysis or evaluation without obtaining written parental consent as long as participation is not prohibited by federal law*)
C.R.S. 22-32-110 (1)(r) (*power to exclude materials that are immoral or pernicious*)

CROSS REF.: JLDAC, Screening/Testing of Students

Student Distribution of Noncurricular Materials

To understand constitutional values such as the right to free speech, students must not only study such principles but also have an opportunity to put them into practice. However, there are limitations on the right of student free speech in the school setting that have been upheld by the courts because of the unique nature of the school community.

It is the goal of this policy to strike a necessary balance between a student's right of free speech and the school's need to maintain an orderly and safe school environment which respects the rights of all students on school grounds and during school-sponsored activities.

Students may distribute noncurricular materials on school property in accordance with this policy, its accompanying regulation, and applicable state and federal law.

Prohibited distribution

Students may not distribute any noncurricular materials on school property or at school-sponsored activities or events that in themselves or in the manner they are distributed:

- create or threaten to create a substantial disruption or material interference with the normal operation of the school, school activity, or event;
- advocate or encourage unlawful conduct or conduct that violates Board policy, including but not limited to the Board's policies prohibiting unlawful discrimination, harassment, and bullying;
- cause or threaten to cause injury to persons or property; or
- are obscene, defamatory, or violate any person's privacy rights.

Students who distribute materials in violation of this policy may be subject to appropriate disciplinary action, including suspension and/or expulsion.

School equipment and supplies may not be used for publication of such material.

Adopted: September 18, 2018

Revised: September 15, 2020

Reviewed: May 16, 2022

LEGAL REFS.: Tinker v. Des Moines Indep. Comm. Sch. Dist., 393 U.S. 503 (1968)
Taylor v. Roswell Indep. Sch. Dist., 713 F.3d 25 (10th Cir. 2013)
Colo. Const. Art 9, Sect. 5
C.R.S. 22-1-120 (*rights of free expression for public school students*)
C.R.S. 22-32-110 (1)(r) (*power to exclude materials that are immoral or pernicious*)

CROSS REFS.: JICEA, School-Related Student Publications
JK, Student Discipline, and subcodes
KHC, Distribution/Posting of Noncurricular Materials

DRAFT

Staff Participation in Political Activities

School District employees have the same constitutionally protected rights to speak and act on matters of public concern as any other citizens. However, these rights are not unlimited when the speech or action takes place during school time and/or on school grounds. In such cases, the Board of Education can impose reasonable restrictions on time, place and manner of the speech or action. The Board may even control the content of speech if it significantly threatens the efficient operations of the schools or if it conflicts with the educational mission of the District, as set forth by the Board.

It is the responsibility of the District to ensure that the focus of students while in the classroom and other instructional settings is upon learning within the parameters of the curriculum. Employees of the District may not use the classroom (or any other part of the school) as a forum for promoting their personal political views and their opinions on matters of public concern and may not exploit students for their own political advantage or that of a party, a candidate, a cause, etc. To that end, employees, while in the classroom or other instructional settings, shall restrict their comments to the curriculum and shall not express, through words, buttons, placards, signs or any other form, statements or messages which are not related to the curriculum being instructed or to associated job tasks.

LEGAL REFS: C.R.S. 1-45-117 (*Fair Campaign Practices Act*).

CROSS REFS.: KHC, Distribution/Posting of Promotional Literature

Adopted: 05/16/2022

Class Size

The Montezuma-Cortez School District RE-1's purpose is to provide a learning environment and conditions considerate of the needs of all learners. Therefore, the student/teacher ratio shall not exceed the number of students in a class that will compromise the educational needs of the learners.

General guidelines for class size will be:

Elementary

- Kindergarten – 15:1 20:1 Teacher w Aide
- 1st-3rd Grades -- 22:1 Average
- 4th-5th Grades – 24:1 Average

Middle School

- 6th- 8th Grades – Shall not exceed 160 students in a daily teaching load. Daily load for teachers of required English shall not exceed 150 with a maximum of 28 students per class.

High School

- 9th-12 Grades -- Shall not exceed 160 students in a daily teaching load. Daily load for teachers of required English shall not exceed 150 with a maximum of 28 students per class.

Class load limits do not apply to band or music classes or athletic electives.

Students receiving special education services integrated into a regular classroom for any part of the day shall be counted in the calculation of class load averages. Students receiving special education services not integrated into the regular classroom shall not be counted in the calculation of class load averages. Only classroom teachers charged with responsibility for the regular classroom instructional program shall be counted in determining average class loads. In elementary schools offering only one grade level, average class loads may be calculated by averaging appropriate grade levels between schools in the school district.

Course offerings must have a minimum of 8 students enrolled or the course will not be offered during the regular school day. In the event the minimum number of students do not enroll, course offerings where less than 8 students have enrolled will be accommodated by alternatives such as on-line learning, independent studies or other scheduling options. The high school principal will have the responsibility to determine a schedule appropriate to the goals and best interests of each student and insure each student has a reasonable and timely opportunity to meet all graduation requirements.

The Board understands that achieving this goal is dependent on the financial ability of the district to sustain such a ratio. In the event a class exceeds the recommended number of students, considerations may include:

- The addition of a paraprofessional in the class for designated periods of the day.
- The exceptional or unique needs of students.
- The assignment of interventionist instructors for designated periods of the day in classrooms.
- The experience of the teacher and familiarity with grade level curriculum and assessments.
- The physical make-up of the classroom and its equipment and furnishings to insure the safety of the students and teacher.
- Additional teachers at grade level if fiscally prudent.

Adopted: 05/16/2022

DRAFT