

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

District Office

Tuesday, June 7th, 2022

4:00 – 6:00 PM Public Notice

The Board will be together to have professional photos taken for the district's website. This will not be part of the meeting and no public business will take place. This will be at the District Office.

[Join us on:](#)



**SPECIAL MEETING
AGENDA**

6:00 PM

1. Call to order
2. Pledge to Flag
3. Set the Agenda
4. Discussions Items
 - a. Cell Phones
 - b. Proposed Budget 2022-2023
5. Action Items
 - a. Strategic Planning Contract
6. Adjournment

Next Regular Board Meeting: Tuesday, June 21st, 2022

Page 1 of 1

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.
- Though the public may view the special meeting, there is no "public address the board".
- 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.

Paul and Associates, LLC
Linda M. Paul, Ed.D., President
8115 La Caverna Avenue NE
Albuquerque, NM 87122
(505) 330-4910

Proposal: Strategic Planning at the Montezuma Cortez School District

GOAL: To partner with the Montezuma Cortez School District (MCSD) and community to develop a cohesive three-to-five-year Strategic Plan.

SCOPE OF WORK: Paul and Associates will perform the following professional services.

- Review pertinent MCSD documents.
- Work with the Superintendent on the Strategic Planning process and structure of the meetings in Cortez.
- Prepare materials for on-site work and send to district for copying.
- Spend two to three days in Cortez working with administrators and the community as planned by the Superintendent and Linda Paul. On-site days will be June 13, 14 and 15, 2022 or June 14, 15 and 16, 2022.
- Send the first draft of the new three-to-five-year Strategic Plan to the Superintendent for review and feedback.
- Deliver the final Strategic Plan to the Superintendent.

COST: \$10,248.13

Activity	# of Days	Cost Per Day	
Planning	2 days	\$1,000.00	\$2,000.00
Travel	1 day	\$1,000.00	\$1,000.00
On Site	2-3 days	\$1,500.00	\$4,500.00
Finalize Strategic Plan	2 days	\$1,000.00	\$2,000.00
Subtotal			\$9,500.00
Gross Receipts Tax at 7.875%			\$748.13
Total			\$10,248.13

TIMELINE: June – July 2022

PROJECT TEAM STAFFING: Linda M. Paul, Ed.D. will be the lead for this work.

Supt. Tom Burris
Montezuma Cortez Schools
Po Box R
Cortez, Colorado 81321

Dear Tom

Sorry for the delayed response to your inquiry regarding strategic planning
The delay at my end was twofold -a minor family health issue and an exciting family matter -my older son having accepted an opportunity to head to DC to begin a program with the Diplomatic Security Service.

Needless to say he is excited, my wife is frantic and the family will be busy.

By the way, this past year I had the opportunity to work with some of our mutual friends and colleagues in the Four Corners area -even spent a full day in Durango, but with a District team from the New Mexico side of the border. That whole area still is the most beautiful place in the entire country. My sincere best wishes to you and the District.

I have now had the opportunity to give some thought to what we discussed regarding Cortez schools and your need for a strategic plan to be developed .

There appear to be many typical situations in your district – wanting great outcomes for your students right through graduation and beyond; being able to attract and retain the best possible staff ;providing a safe and secure learning environment etc..

Creating Strategic Plans that address those types of broad Focus areas and developing measurable Goals and Objectives along such lines often easily direct the composition of the workgroup invited to help develop such a plan.

I would have quickly recommended inviting around 30 +/- folks including your governing Board members, administrative leadership team, teacher/staff leaders, parents who have consistently demonstrated commitment to the District and their schools, and other similar school community leaders.

However, the situation you described suggests the need for the further inclusion of key business and property owners if the tax base is going to be significantly impacted by any potential consideration of recommendations about financing and aging facilities as we both know capital funding mechanisms are dramatically different between states. And strains between Operational and Capital revenue streams can be devastating.

That “stakeholder” issue is extremely important if finance/facilities is likely to be a major focus area of any planning initiative.

In fact, I have built into my proposal, should I be selected, time for an in depth discussion with you and your Governing Board President-plus whomever you both might wish to include- to identify your invitees to be part of the Strategic Planning team- most specifically Board

“nominees”, but also those parent and staff parents that will be asked to make a serious commitment of time and energy.

I've attached a diagram of a school Strategic Planning Model as a reference.

As you can see it is intended to be cyclical.

My understanding from our conversation was there was nothing yet in place and that you were starting at the Planning to Plan stage.

The Strategic Planning process that I would propose is a 2- 3 year model with a minimum one year annual, thorough, review by the Governing Board, and an even more frequent -perhaps quarterly- review or report by the leadership team and goal teams that have been developed within that strategic plan to the Supt.

And, this particular planning activity we are now discussing is a multi-day project.

In addition to a “pre- meeting” time that I mentioned above with you and your governing Board President I would propose at least four additional days spread out over two sessions whether they're back to back weeks would be your decision

it could be Thursday /Friday or Friday /Saturday in consecutive weeks or with some intervening time.

The first session would be an overview and ideally getting through the Mission /Vision Development, Review of Mandates, an Environmental Analysis and identification of broad focus areas.

Getting down to the more specific goal development and the finer details would be for the work groups in a second 2 day session with our members having now found themselves in comfortable work groups.

I do have templates for developing SMART goals- Specific, Measurable, Achievable, Measurable and Timely -that would assist the work groups once Focus areas have been identified.

Having provided that general description of the process, and doing business as Educon Services, I would hereby propose to facilitate the development of a Strategic Plan for your District for a total cost, inclusive of preparation, travel and 4 days facilitation at a site of your selection of:

\$ 12,500 + applicable NMGRT

Thank you for your consideration,
Sincerely,
Tom Sullivan,
Educon Services



April 26, 2022

Montezuma-Cortez School District RE-1
400th Elm St.
P.O. Box R
Cortez, CO 81321-0708

Dear Superintendent Burris and School Board Directors:

Per your request I am pleased to present this draft proposal information to you for your review. We would be honored to facilitate your strategic planning process.

Cambridge is the leading provider of Strategic Planning for America's Public Schools. Our company is built on the expertise developed working with over 1,100 school districts. For years our Associates have enjoyed a national reputation for their unsurpassed professionalism as facilitators of strategic planning and are networked with educational leaders throughout the country.

Cambridge Strategic Services is the next generation of the Cambridge Group in which I became president eight years ago. Building upon a 35 year legacy of superior performance and unremitting commitment to public education, Cambridge Strategic Services greatly expands the traditional offerings and expertise of The Cambridge Group by going beyond just the creation of your strategic plan to facilitate effective support strategies for the successful implementation of your plan.

Our next generation of Cambridge values superintendents as facilitators and places greater emphasis on a support system for the successful implementation of a district's strategic plan.

We have the unique capability of assisting clients from the earliest stages of planning to the development of a strategic organization, to the strategic design of curriculum programs, and facilities conformed to student learning.

Our proposal presents an overview of how we will support your district throughout the strategic planning process and a shows, per your request, a draft timeline that could start the strategic planning process in June, 2022. We encourage you to visit our website at www.cambridgestrategicservices.com to learn more about our process.

Please note we have provided you with our small district discount.

Please contact me personally with any questions you might have regarding our proposal. My cell is 434-531-8171 or contact me by email at kccastner@yahoo.com.

Sincerely,

Kevin C. Castner
President, Cambridge Strategic Services LLC
755 Flordon Drive, Charlottesville, VA 22901
434-531-8171
kccastner@protonmail.com



Montezuma-Cortez School District RE-1

PROPOSAL

Strategic Planning Services

Montezuma-Cortez School District RE-1 - Strategic Planning Facilitation

Prepared by

Cambridge Strategic Services LLC

755 Flordon Drive

Charlottesville, Virginia 22901

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X. Attachments – Strategic Plan Examples

Fort Smith
Amelia County
Community Summit/Forum Power Point

II. Executive Summary

The Cambridge Planning Team understands the environment and unique challenges school districts face on a daily basis. They will get to know your school district's population, and they are educators who understand how strategic planning should inform the work of an educational organization. The team that will work with your district is an experienced team of planners who are committed to both the development and implementation of your plan.

The Cambridge Planning Model is one that is based upon continuous creation, broad participation, bold aspirations, common values, student focus, systemic context, consistent direction and synchronized action in forward movement. It is NOT simply a means of compliance, reactions or easy fixes.

Our 14-step process allows a district to look at where they are and plan for where they want to go. Through a systemic process of self-examination, Cambridge associates will lead your Strategic Planning Team in the development of their beliefs, mission, parameters of operation, objectives that aim to exceed present capability, and strategies to achieve the extraordinary. It is a process that will help your district to set the bar high and develop the steps to approach that bar. Finally, it is a process that will guide your district in strategic abandonment – the shedding of those aspects of the current system that impose limitations and stifle the pursuit of higher aspirations.

While our 14-step process is a constant from each school system, no two plans are alike. Each is customized to meet the needs of individual districts and their communities.

Upon request, we can provide further detail on how we can address your objectives and strategic plan expectations.

Cambridge can do more than develop a district-wide plan. We can facilitate and/or support you through effective strategies for the implementation of your plan that include school-based planning which will create the synergy necessary to transform a school system that ensures the success of your plan.

We encourage you to check our references and we are confident they will confirm our personal, professional, and comprehensive approach to the strategic planning process.

III. Description of Firm/Company Profile

Cambridge is the leading provider of Strategic Planning for America's Schools. Our company is built upon expertise developed in our work with over 1,100 school districts. Our unique Cambridge System guarantees the district a holistic strategic context: concentration of all resources on the district mission and objectives; a continuous and consistent means of progressively taking all plans into action; and an authentic basis for evaluating system and individual performance – all dedicated to creating concepts of learning and teaching that are worthy of students and the communities in which we live.

Our Cambridge Planning Model represents the culmination of over thirty-five years' experience in strategic planning and organizational development for corporations and educational organizations throughout the world. The model is based on our exclusive concept, and it is the only complete system of continuous creation, moving from idea to action to idea. See appendix C on page 39 for Single Source Letter.

Our experienced consultants and our proven planning methodology will enable our firm to meet the District's strategic planning objectives utilizing input from the School Board, school leadership, employees, the community, and other relevant sources.

Please reference our website for detailed information about our organizational structure, what we do, and who we are: www.CambridgeStrategicServices.org.

Contact Person: Kevin C. Castner, Executive Director and President, Cambridge Strategic Services

Contact number: 434-531-8171

Email: KCastner@CambridgeStrategicServices.org; kccastner@protonmail.com

Website: www.cambridgestrategicservices.org

Company Headquarters: 755 Flordon Drive, Suite 100, Charlottesville, Virginia 22901

Federal Tax ID: 27-5097855

IV. Organizational Structure

(see Appendix A pgs. 28-32 for Resumes of Key Personnel)

The resumes of the two Cambridge Strategists who would be assigned to work on this project can be found in Section B. Highlights of some of their work experiences that describe some of their special expertise follow.

Dr. Kevin Castner (Project leader) – Currently serving as both President and Executive Director of Cambridge Strategic Services, Dr. Kevin Castner will serve as the lead Cambridge Associate. Dr. Castner has been a Cambridge educational planning strategist since 2006. He was involved in the development and implementation of the Richmond City Public Schools Strategic Plan for 4 years, which in addition to the overall strategic plan, included the development of school-based strategic plans in 33 schools. In addition to doing over 50 strategic plans in several school systems, he has been involved in Strategic Plan “refreshes” in Henry County, VA, Bloomer Public Schools, WI and Mansfield ISD, TX. Dr. Castner has also worked closely with Texas Association of School Administrators as part of the Visioning Institute, the mission driven forum for 35 Texas Superintendents that developed a common vision and plan of action for the future of Texas Public Schools.

Dr. Castner’s resume includes an 11- year tenure as Superintendent of Albemarle County, Virginia (26 schools). Previous to that, he was the Deputy Superintendent in Frederick County, Maryland (58 schools). Since 2006, he has been an Executive Coach to several new Virginia Superintendents. Selected to serve as a Race to the Top Peer Reviewer panelist for Phases one and two, Dr. Castner reviewed 8 states of which 4 were finalists in this competition and developed an even greater understanding about educational issues across the country. As Adjunct Professor for the University of Virginia, Dr. Castner taught school finance and administrative leadership classes across Virginia. Dr. Castner also works with BWP, a superintendent search firm, and has conducted over 45 superintendent searches. In the process of doing these searches, he gained extensive experience in community engagement work, the use of website published community surveys and the facilitation of Board governance retreats.

Dr. Frank E. Morgan – (as needed) Dr. Morgan is a strategist with Cambridge Strategic Services who will be involved in providing support in the strategic planning phase of plan development and any community engagement activities. He has worked for 43 years in public school districts in Virginia and South Carolina, including 16 years as a superintendent.

Dr. Morgan served for 11 years as superintendent of the Kershaw County (SC) School District, which has 20 schools and a student population of almost 11,000. He also served for five years as superintendent of the Goochland County (VA) Public Schools, which has five schools and over 2,500 students. In addition, he spent seven years as assistant superintendent in the Albemarle County (VA) Public Schools, which has 26 schools and over 14,000 students.

Dr. Morgan has significant professional experience in both the instructional and management functions of a school district. In both Goochland County and Kershaw County, he oversaw large construction and renovation programs, major technology expansions, comprehensive curriculum upgrades, and also helped to develop a number of community collaboration initiatives. In addition, Dr. Morgan has substantial experience in developing bond referendum campaigns and implementing redistricting processes.

Dr. Morgan was honored in 2018 by the South Carolina Chapter of the National School Public Relations Association (SCNSPRA) for his innovative work with school district communications. He currently works as a superintendent search consultant for BWP and Associates and also works with school districts in South Carolina on administrator professional development.

V. References and Description of Experience

(See Appendix B pgs. 33-42 for Letters of Reference)

Recent Strategic Plans

Colonial Heights Public Schools

Colonial Heights, Virginia

Point of Contact: Dr. William Sroufe, Superintendent: Jake Renolds, Internal Coordinator

E-mail:

Phone:

District Size: 3,000 students

Dates of Engagement: 2021 – completed May, 2022

Brewster Central School District

Brewster, New York

Point of Contact: Dr. Laurie Bandlow, Superintendent

E-mail: lbandlow@brewsterschools.org

Phone: 845-279-8000

District size: 4,000 students

Dates of Engagement: 2020 – completed May, 2022

Papillion La Vista Community Schools – Omaha, Nebraska

Papillion, Nebraska

Point of Contact: Dr. Andrew Rikli, Superintendent

E-mail: arikli@paplv.org

Phone: 402-960-9001

Services Provided: Development of Strategic Plan and Institute Training

District Size: 10,000 students

Dates of Engagement: 2019 – will complete plan in June, 2022

Texarkana ISD

Texarkana, Texas

Point of Contact: Dr. Doug Brubaker, Superintendent

E-mail: Doug.brubaker@txkisd.net

Phone: 903-794-3651

District Size – 8,000 students

Dates of Engagement – Spring, 2021 – completed plan in April, 2022

Manassas City Public Schools

Manassas, Virginia

Point of Contact: Dr. Kevin Newman, Superintendent; Dr. Laura Goldzung, Internal Coordinator

E-mail: lgoldzung@mcppsva.org

Phone: 571-377-6010

District Size: 7,800 students

Dates of Engagement: 2020 – completed plan in April, 2022

Arkeny Pubic Schools

Arkeny, Iowa

Point of Contact: Dr. Erick Pruitt, Superintendent; JessicaDirks, Internal Coordinator

E-mail: jessica.dirks@ankenyschools.org

Phone: 515-350-8459

District Size: 8,000 students

Dates of Engagement – 2021 – completed plan in April, 2022

Amelia County

Amelia Court House, Virginia

Point of Contact: Dr. Lori Harper, Superintendent and Dr. Cynthia Reasoner, Internal Facilitator

E-mail:

Phone: 804-561-2021

Services Provided: Development of Strategic Plan and Institute Trainong

District Size: 1,640

Dates of Engagement: 2021 – completed plan in February, 2022

Harrisonburg City Schools

Harrisonburg, Virginia

Point of Contact: Ms. Debra Fitzgerald Board President, Harrisonburg School Board and Dr. Michael Richards, Superintendent (571-528-1295)

E-mail: dfitzgerald@harrisonburg.k12.va.us

Phone: 540-476-2948

Services Provided: Development of Strategic Plan and Institute Training

District Size: 7,800 students

Dates of Engagement: 2019 - 2021

Montgomery County Public Schools

Christiansburg, VA
Points of Contact: Ms. Gunin Kiran, School Board Chair and Dr. Mark Meier,
Superintendent
E-mail: guninkiran@mcps.org
Phone: 540-390-2582
District Size: 8,400 students
Dates of Engagement: 2019 – 2020

Other Selected Strategic Plans

Fort Smith Public Schools

Fort Smith, Arkansas
Point of Contact: Dr. Doug Brubaker, Superintendent (dbrubaker@fortsmithschols.org)
Current Phone: 817-715-8075
Services Provided: Development of Strategic Plan
District Size: 15,000 students
Dates of Engagement: 2016 - 2019

Henry County Public Schools

Post Office Box 8958
Collinsville, Virginia
Current Phone: 276-734-5724 (m)
Point of Contact: Dr. Jared Cotton, now Superintendent in Chesapeake, Virginia
(jacotton@cox.net)
Services Provided: Strategic Plan Review, Action Plan Team Training, and Institute
Training
Student size, 7,900
Dates of Engagement: 2012 – 2014

Carroll Independent School District

South Lake, Texas
Point of Contact: Dr. Gina Petty, Executive Director and Internal Facilitator
(gina.peddy@southlakecarroll.edu)
Current Phone: 214-542-1886
Services Provided: Development of Strategic Plan and Year 1 Implementation Support
District size: 8,000
Dates of Engagement: 2014 - 2016

Hopewell City Public Schools

Hopewell, Virginia
Current Phone: 804-541-6400
Point of Contact: Dr. Melody Hackney, Superintendent(mhackney@hopewell.k12.va.us)
Services Provided: Strategic Plan Institute Training, Development of Strategic Plan
Student size: 4,000
Dates of Engagement: 2016-2017

Mansfield Independent School District

600 E. Broad Street
Mansfield, Texas
Point of Contact: Dr. Jim Vaszasukas, Superintendent;
Terry Morowski, Internal Coordinator (817-907-6928*, terrymorowski@gmail.com)
Current Phone: 817-299-6345*
Services Provided: Strategic Planning and Year 3 Strategic Planning Review, Institute Training
Student size: 24,000
Dates of Engagement: 2010 – 2015

Richmond City Public Schools

301 North Ninth Street
Richmond, Virginia 23219
Current Phone: 804-564-3790*
Point of Contact: Dr. Yvonne Brandon, Former Superintendent (804-833-3614*);
Mrs. Kim Bridges, Former Board Chair (BridgesJK@aol.com);
Dr. Ann Allen, Internal Coordinator (retired) (804 – 637 –6024*,
ann.allen@alumni.vcu.edu)
Services Provided: School System Strategic Planning and individual School Strategic Planning for over 30 schools; student size: 24,000
Dates of engagement: 2010 – 2014

Argyle Independent School District

Argyle, Texas
Point of Contact: Dr. Telena Wright, Superintendent (twright@argyleisd.com)
Current Phone: 940-464-7241
Services Provided: Strategic planning
Student size: 4,000
Dates of Engagement: 2016 – 2018

Gatesville Independent School District

Gatesville, Texas
Point of Contact: Dr. Eric Penrod, Superintendent
E-mail: epenrod@gatesvilleisd.org
Current phone: 512-627-2251
Service Provided: Strategic planning
Student size: 3,800
Dates of Engagement: 2016 - 2018

Winchester Public Schools

Winchester, Virginia 22601
Point of Contact: Erica Truban, Board Chair (540-336-0753*, etruban@verizon.net);
Dr. Mark Mear, Assistant Superintendent and Internal Facilitator, Superintendent Montgomery County, VA (540-686-0402*, markmear@mcps.org)
Current Phone: 540-667-4253*
Services Provided: Development of Strategic Plan; Year 1 Implementation Support and Institute Training

District size: 6,000
Dates of Engagement: 2014 – 2015

Jackson R-2 District

Jackson, Missouri
Point of Contact: Dr. John Link, Superintendent (jlink@jackson.k12.mo.us) (John retired in 2020 and now works for the Missouri Dept.of Education Elementary and Secondary Southeast Region);
Dr. Beth Emmendorfer, Assistant Superintendent and Internal Facilitator
Current Phone: 573-243-9501
Services Provided: Development of Strategic Plan
District Size – 5,000 students
Dates of Engagement: 2015-2016

Smithfield School District

Smithfield, Missouri
Point of Contact: Dr. Todd Schuetz, Superintendent (schuetz@smithfield.k12.mo.us)
Dr. Michelle Kratfile, Asst. Superintendent and Internal Facilitator
Current Phone : 816-532-0406
Services Provided : Development of Strategic Plan, Year 1 Implementation Review, Institute Training
District Size: 4,200
Dates of Engagement: 2013 – 2015

VI. Project Overview

Cambridge’s proposed process for development of Strategic Plan APPROACH TO SERVICE AND METHODOLOGY

The Cambridge Planning Model is a community- based effort that allows a school district to concentrate all its efforts and resources on constant recreation to achieve an extraordinary purpose. It provides a completely new context for everything within the system...new beliefs, mission, parameters, objectives and strategies. It allows all efforts, resources, activities and energies to be focused towards a single goal, and it allows the organization to strategically abandon those things that do not contribute to newly defined goals.

Cambridge is the leading provider of strategic planning for educational organizations and is a sole source provider of the only model that effectively leads educational organizations toward their strategic intent. This planning model is designed to develop the capability of our clients to think, plan, organize, and act strategically. In effect, strategic planning is a student-centered, community-driven effort to align all resources and energies toward the community’s highest aspirations for its students.

(See Appendix F pg. 50 for Fort Smith Summary Report – Documentation of School Community involvement of 182 people – 3,487 hours of work.)

- *Ensures a stakeholder-driven process through the inclusion of all stakeholders (community, parents, students, and staff) that is proportionately representative of the district, and ensures all have an opportunity for structured input.*
- *All phases of the draft Strategic Plan and the final Strategic Plan Document that is presented to the Superintendent and the School Board is developed through consensus.*

Cambridge Strategic Performance System

The Cambridge Process is a unique system aimed at helping school districts create a comprehensive plan comprised of specific strategies to reach equally specific goals. This 14-step planning process is designed below. The summary shows the impressive detail accounted for in the process of creating a strategic plan. We hope this gives you a clear picture of the process and what kinds of results are possible when everyone works together of the betterment of the school district and the students. Depending on your district's needs, the following steps are options for you to consider.

We will integrate our process to review your present strategic plan through the lens of present stakeholders, as well as new internal and external stakeholders, such as a new superintendent, current board members and a significant new group of students and parents.

The strategic planning team will have a collection of Vital Signs data which will include an analysis of the degree of implementation of your current strategic plan.

We will customize our process to examine where you are and help you develop a plan to where you want to go.

This process will help “connect the dots” so that the didtrict’s present strategic plan will both align, build upon and more importantly create new synchronized actions to move forward with your new 2022-2027 strategic Plan. The goal is to assure that the “what” described in your new strategic plan sets expectations for the “how” the school district and individual schools will implement and document greater student achievement and success.

- *Customize the proposed process to align with your district's specific needs.*

Specifically, we feel our experience uniquely qualifies us to provide significant support beyond the creation of the strategic plan to effective strategies for successful implementation of the plan.

(See Appendix D pgs. 40-43 for Strategic Action ...It's About Implementation)

14 Step Planning Process

Phase I – Pre-planning and Readiness – Steps 1-3

Step 1: Confirm Commitment and Readiness

Prior to beginning the actual strategic planning process, there must be a general awareness of the definition of strategic planning as distinct from other kinds of planning. Included as a part of this awareness, there is a general overview of the process and discipline of planning. A Cambridge facilitator will conduct initial sessions with the selected division staff. Other such awareness sessions can be conducted throughout the district (Step 2) by the internal coordinator (trained by Cambridge) and the Superintendent.

Part 1: Awareness Sessions for Cabinet/Staff/Board (Site visit #1)

This session is an ideal way to introduce your cabinet/staff /Board to strategic planning. We explore and explain the urgent necessity of change, basic planning philosophies, the process and discipline of planning, and the most effective method of implementation.

Part of this awareness session will be a training meeting with your appointed Internal Facilitator to review the details of the Internal Facilitator Guide. In addition, another option is to present an overview of the Cambridge Process through a mini-Institute to a selected group of key leaders.

Part 2: Education Summit and Community Engagement (RECOMMENDED OPTION) (Site visit#2)

This phase of the work provides an opportunity for the district to lay the groundwork for an effective community-based strategic planning process as all stakeholders are invited to attend and learn what strategic planning means for their district. The purpose of an education summit is to introduce the community to the process, inspire them to engage, and begin to provoke their strategic thinking. These sessions may be led by your School Administrators or optionally, by your Cambridge Associates. Your Cambridge facilitators will use a series of questions, facts, and statistics about things such as technology, education, the past, and the future to begin a discussion about what may need to change in their district. It is powerful for parents, faculty and staff, community members and students alike as they discover the meaning of strategic planning and think about what the future may hold.

Facilitators will ask session participants to respond to the following prompts and questions:

Think about your own school-aged children (or grandchildren)

- What learning opportunities do children have available to them that you did not have at their age?

Imagining what their future will be...

- What will your district need to do to make dreams come true?

We want to know what you think

- What three things in your schools should we continue?
- What two things do we need to stop or abandon?
- What one thing do we need to start or add?

The facilitator will collect these responses and they will become part of the vital signs data.

Step 2: Prepare for Planning (Description of data that will be used to develop strategic plan)

First, a collection of the vital signs of the district will be prepared for use as reference material by those who will be engaged in the planning. This activity will be conducted by the district's internal coordinator with guidance and assistance from Cambridge. The intent is to present a comprehensive unbiased status report on the critical aspects of the system and the current status of plans and planning. Information and comparative data when appropriate will include things such as test scores, funding, enrollment projections, age of staff, and social, economic, political, and demographic circumstances. The intent is to provide a clear perspective of current conditions within and around the district and, by implication, what the district likely would eventually become without intervention.

- ***Review existing planning and assessment documents, including the most recent strategic plan.***

In addition to qualitative data gathered through the community summit, our Cambridge Associate who specializes in communication can work with you to create a customized survey to capture quantitative data. A survey enables a wider participation of your internal and external audiences that helps to engage more stakeholders in your strategic plan and expands your vital signs data.

Step 3: Build Planning Team

Typically, this is the Superintendent's prerogative and responsibility. The superintendent will be assisted by Cambridge and the MRHD's internal coordinator in constituting a team with the following characteristics:

1. Manageable: no more than 25.
2. Inclusive of all levels and functions within the system.
3. Reflective of all values and perspectives of the community served by the district with a disposition of good will and willing to make agreement-based decisions.
4. It is recommended that the Board is represented with no more than two Board participants.
5. It is recommended that two or more high school students be part of the group.
6. It is recommended that half of the group is a representative group from your community and is not part of system staff.

Cambridge has extensive experience with such teams and will be happy to provide advice.

Phase II. - Strategic Plan Design – Steps 4-8

Step 4: Conduct First Planning Session (Site visit #3)

The strategic planning team will meet in a work session environment, for the initial three-day planning session. The vital statistics of the district, along with existing district plans, will be available for their consideration. During this first session, the team will develop the following components of the draft plan based on agreement:

Beliefs – expressions of fundamental values: ethical code, overriding convictions, inviolable principles.

Mission – a declaration of the unique identity to which the organization aspires; its specific purpose; and the means by which it will achieve its purpose.

Parameters – boundaries within which the organization will accomplish its mission; self-imposed limitations.

Objectives – uncompromising commitments to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.

Strategies – bold resolutions that dedicate the organization's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission and objectives.

In addition, using the Vital Signs information, the team conducts extensive analyses of:

Internal Factors – a thorough, unbiased examination of the organization:

strengths; weaknesses, and the organizational critique; included also will be an examination of the district's existing plans.

External Factors – social, technological, economic, educational, political, and demographic factors, circumstances, and conditions over which the organization has no direct control.

Competition – any other organization that provides the same goods, products, and/or services to the same general clientele.

Critical Issues – threats and opportunities.

This session will be directed by a Cambridge facilitator. The district's internal coordinator will be responsible for collecting and distributing the vital signs material to all team members in advance of the meeting; making arrangements for facilities, equipment, transportation, and amenities; and providing assistance and coordination during the session. Sufficient clerical support must be available to record and produce the material generated by the team.

Step 5: Communicate the Draft Plan (see Appendix E pgs. 44-46)

This activity is essentially a continuation of the awareness sessions conducted earlier. Presentations will also be made by the Superintendent, the internal coordinator, district leaders, administrators and sometimes planning team members. The presentations will feature the draft plan developed by the planning team. This is not a time for critique or for input, but strictly for informing and inviting interested persons to serve on action teams (Step 6). In addition, the district's internal coordinator may wish to utilize a variety of public information approaches including print, electronic, and social mediums. Depending on your needs, Cambridge can be available for general assistance, interviews, and special presentations.

- *Transparently communicate the work of the strategic planning committee and the outcome of their work.*

Step 6: Build Action Teams (Site visit #4)

This very important step will be the responsibility of the district's internal coordinator with, guidance and assistance from Cambridge. An action team will be formed for each strategy. Each team will reflect a cross-section of the district including leadership, faculty, staff, and students. The internal coordinator, on behalf of the Superintendent, will designate a leader(s) for each team.

The number of action teams are determined by the number of strategies, usually 4-6. Each Team typically has 10 – 20 members.

Once the team leaders are chosen, a Cambridge facilitator, with special expertise in action planning will conduct action team leader training and provide each Action Team Leader our Action Team Leader Guide. This is a rather intensive one-day session that fully prepares the

leaders to begin development of action plans. Detailed action planning guidebooks will be provided, resources identified, and communication and support protocols established.

Recommended option – Action Planning Teams Kickoff (included in proposal cost)
– Recently we have found that bringing all of the Action Team Leaders and their Action Team members to an orientation Kickoff helps put everyone on the same page as the Action Teams begin to go through the 5 steps in Action Planning.

Step 7: Develop Action Plans

This activity will require approximately 3 months. The district's internal coordinator will provide the direct coordination and support for this phase of the planning process, with continuing support from Cambridge. In addition to the initial training, Cambridge facilitators will conduct a review session with the action team leaders and internal coordinator approximately halfway through the process. To maintain continuity, the Cambridge facilitator who provided the initial training will conduct these reviews. Action team leaders will be met with individually to assess progress and offer support and assistance as needed. The intent is to ensure that they develop action plans that are not only relevant to their strategy, but also positive in terms of return on investment. All plans must be implementable – not merely plans to plan. Each plan must also be accompanied by a cost-benefit analysis.

In recent years, Action Teams have increased their their efficiency in working with the Internal Facilitator and members of each team through the use of Google Drive.

Here are the 5 steps in the action planning process:

1. **STRATEGY ANALYSIS** describes how to ensure the team understands what, precisely, the Strategic Planning Team intended when it developed the strategy.
2. **INFORMATION GATHERING** proposes ways for the group to inform itself and develop fresh perspectives concerning approaches to implementing the strategy. **This step is critical to the strategic planning process. It represents a research and development process that includes benchmarking current system practices and input from stakeholders with best practices beyond your school system.**
3. **MOVING TO ACTION** is a process of distillation. From the huge amount of information gathered in the previous step, you determine the essential specific results which, if accomplished, would constitute the most effective way to implement the strategy.

4. **ACTION PLAN WRITING** involves taking those specific results and writing the sequence of steps or specific activities that staff would use in accomplishing them.
5. **COST-BENEFIT ANALYSIS** are the tools used by the Strategic Planning Team to gauge each of your plan's contribution to the strategy and return on investment. They describe what the payoff is for each plan and what resources the organization must create or allocate to accomplish it.

Step 8: Conduct Second Planning Session (Site visit #5)

In this two-day session, the strategic planning team will assess the plans developed by the action teams. On the first day, action team leaders will formally present their plans and answer questions posed by members of the planning team. Each presentation, including questions and answers, will require approximately forty minutes. After all presentations have been made, the strategic planning team will begin assessment of the plans and, on the second day, render one of four dispositions for each plan: accept, reject, accept with stipulations, or return for more work.

Prior to this second planning session, the internal coordinator will collect all the action plans and arrange them in the same format, including the cost-benefit analysis. About a week before this session, the internal coordinator will deliver a complete set of plans to each team member. Again, the internal coordinator will be responsible for the facilities, equipment, transportation, and amenities.

The Cambridge facilitator who conducted the first planning session will also conduct the second session. After all of the plans have been approved the planning team is involved in two more activities. They review all of the parts of the plan with the understanding that it will be moved from "draft" designation to a "final" product ready to go to the Superintendent and School Board. Finally, the planning team members will be led through a process by which they will make recommendations to the Superintendent as to which plans would be best scheduled for the first year of implementation and which could be delayed to future years.

Phase III. – Implementation/Strategic Action – Steps 9 – 12 (See Appendix D pgs. 44-47 for Strategic Action ... It's About Implementation)

Step 9: Prepare Implementation Schedule

The strategic plan with all its attendant action plans will be implemented over a number of years. The superintendent will make the final recommendations regarding timing and resource allocation. This activity is designed to assist the superintendent in making those decisions. The planning team is reconvened for a half-day session to develop specific recommendations regarding the phasing of each plan. This will be

facilitated by a Cambridge facilitator, with support and assistance from the internal coordinator. The planning team's recommendations will be immediately formatted and turned over to the superintendent, who, working through necessary processes, will develop a five-year scenario of implementation. One proviso: even though this schedule and resource plan will be rather specific, both will be subject to annual updates and to normal budgeting procedures.

Step 10: Obtain Board Approval

Approval of the plan will be accomplished under the direction and guidance of the Superintendent. We recommend that the plan be presented to the Board by the Superintendent with staff and members of the planning team present at the meeting. The Superintendent will make the final recommendations regarding timing and resource allocation to the school board and they will adopt the Mission, Beliefs, Objectives, Parameters, Strategies and Action Plans scheduled for the first year of the implementation. Upon request, Cambridge will gladly provide advice and counsel, in addition to that already included in the internal coordinator's manual and training

Step 11-12: Develop Capacity in Action/Creating a Strategic Organization (optional)

- **Development of a Roadmap – Steps 11-12 -13 outlines a detailed process for the implementation of your strategic plan with metrics and accountability measures to monitor the success of your plan.)**

(See Appendix D pgs. 44-47 for Strategic Action...It's About Implementation)

Mutual Commitments and Expectations

Mutual Commitments and Expectations and System Design, is a major undertaking and a necessary process if the strategic plan and its action plans are to be implemented. The intent is fourfold:

1. To align all jobs and programs within the district and the strategic plan.
 2. To determine best use of time for all district leadership.
 3. To infuse the action plans into the specific job accountabilities of individual leaders.
 4. To integrate an accountability and monitoring system that includes a cost-benefit analysis and direction for approved budget resource allocation.
- *Outlines a process to ensure implementation and evaluation of the plan with measurable key performance-based indicators/metrics*
 - *Ensure alignment with the current plan and processes.*
 - *Includes guidelines for resource allocation in the strategic plan.*

This will be accomplished under the direction of a Cambridge facilitator in a two-day session. Each leader will reconceptualize his/her job responsibilities in terms of the strategic plan, identify results, and establish specific objectives within the context of district support. The format and process establish the basis for continuous examination of performance.

MUTUAL COMMITMENTS & EXPECTATIONS for Strategic Plan Assignment

<p>I WILL DO THIS:</p> <p>Answers the question: What am I accountable for achieving?</p>	<p>SO THAT:</p> <p>Answers the question: Why am I accountable for this?</p> <p>Results must be: Consistent with context of Beliefs, Mission, Parameters, Objectives and Strategies</p>	<p>MY SPECIFIC COMMITMENTS ARE:</p> <p>Answers the question: How well? At what cost?</p> <p>States expectation for own performance this coming year.</p>	<p>Progress/Result Metrics</p> <p>Answers the question:</p> <p>How do the Metrics provide accountability to accomplish related Objective or Strategy?</p> <p>Specific measures in terms of time, money, quality and/or quantity for each result</p>	<p>THE SYSTEM SUPPORT REQUIRED IS:</p> <p>Answers the question: What type of support do I need from the system to meet or exceed my performance expectations this year.</p> <p>Expression of whole system's commitment of energy and resources to expectations</p>

Communication Plan – Communication and Implementation of Strategic Plan

After many months of hard work creating your strategic plan, it's critical that your stakeholders understand the plan, its components and its power to transform and move your district forward. In addition, your stakeholders want to know that your district is being accountable for the strategic goals and actions for which you have committed resources. Major areas to consider in communicating about your new strategic plan include: branding the plan, developing collateral materials such as – a webpage, posters, executive summary, comprehensive plan booklet, PowerPoint

presentation, video, and creating social media strategies. Our Cambridge facilitators have outstanding experience to assist you in the development of a comprehensive communication plan unique to your needs.

(See Appendix E pgs. 44-46 for Communication Plan)

Step 13: Systemize School Planning/Action (optional)

School planning is a more specific version of the district-wide strategic planning process in which each campus develops its own strategic plan that fits perfectly within the context of the district's strategic plan. School/site planning (elementary, middle, high school) is an optional Cambridge service. We recommend each campus principal, an internal coordinator for each campus, the District internal coordinator, and an additional five administrators attend this training.

Step 14: Create Continuously

Regular reviews are conducted by the internal coordinator utilizing the methodology described in the Internal Coordinator's Reference Manual. Annual updates are strongly recommended and are conducted by a Cambridge facilitator. This proposal includes optional fees to perform the first annual update.

****Keep the process on track, on time and on budget and with metrics for accountability.***

****The process includes an annual review/renewal of strategic plan for each school year of the strategic plan implementation.***

Internal Coordinator Training

An internal coordinator from within the school system should be appointed to manage the strategic planning project from start to finish and to start again. This training prepares the internal coordinator to serve as a champion for the process and to coordinate the effort system-wide. This training is conducted onsite by a Cambridge Associate during the initial awareness sessions of the project.

VII. Cost

Framework for Fees

Our fees are based on the conviction that the planning process cannot be priced on a strict per diem or hourly basis. It is a project; not a series of seminars, and must be judged in terms of total project effectiveness.

All meeting arrangements will be made by the district and all expenses (travel and

related, materials, etc.) associated with meetings will be borne by the district. **Please note that travel related expenses are not included in the fees below. Travel and related expenses are directly billed to the client.** As we work exclusively with education entities, we realize the importance of cognizant spending and will work with you closely to maximize planning and travel scheduling. We have provided an estimate of what we believe will represent travel costs of our Associates who are supporting your project.

Phase 1. Steps 1-10 (small district discount) \$15,900

The above fee includes Steps 1-10 and recommended Community Summit

Step 1. Confirm Commitment and Readiness

Step 2. Prepare for Planning

Step 3. Build Strategic Planning Team

Step 4. First Planning Session

Step 5. Communicate the Draft Plan

Step 6. Build Action Teams
Action Team Leader Training

Step 7. Develop Action Plans

Step 8. Second Strategic Planning Session

Step 9. Prepare Implementation Schedule

Step 10. Obtain Board Approval (Responsibility of Superintendent)

Additional Fees Total – estimate - \$7,200

Materials/booklets \$200 and estimated Travel Costs - \$7,200

Estimated Travel Cost for consultants - \$6,000 - \$7,000

Site visit 1 – 1 consultants

Site visit 2 – 1 consultants – Community Summit

Site visit 3 – 2 consultants – Strategic Planning meeting 1 – 3 days

Site visit 4 – 1 consultants – Action Teams Kick-Off

Site visit 5 – 2 consultants – Strategic Planning meeting

Additional Options – 2022- 2023 School Year

Community Summit/s Price	(\$2,000)
Steps 11/12 Mutual Expectations and Commitments	(\$TBD)
Strategic Plan Communication Plan and Support	(\$TBD)
Step #13: Systemize: School Site Planning (Training Only)	(\$TBD)
Step #14: Step Ensure Continuous Creation (First Annual Update)	(\$2,500)

Thinking

1. Confirm commitment and readiness

- ▶ Conduct basic awareness session(s) and explore system capacity and design

Planning

2. Prepare for planning

- ▶ Communicate about planning and collect vital signs data

3. Build strategic planning team

4. Conduct first planning session

- | | | |
|---------------|----------------------|--------------------|
| 1. Beliefs | 4. Internal Analysis | 7. Critical Issues |
| 2. Mission | 5. External Analysis | 8. Objectives |
| 3. Parameters | 6. Competition | 9. Strategies |

5. Communicate draft plan

6. Form action teams

7. Develop action plans

8. Conduct second planning session

- ▶ Agree on action plans and affirm the strategic plan

9. Prepare implementation schedule *(with supporting resource plan)*

10. Obtain board approval

Action

11. Develop capacity through action

- ▶ Establish strategic intent
- ▶ Explain dimensions and dynamics of Whole-Context Systems™
- ▶ Explore concepts of action and identify ways to build system capacity

Organization

12. Creating strategic organization

- ▶ Discuss inadequacy of traditional organization
- ▶ Define roles and responsibilities
- ▶ Develop mutual commitments and expectations
- ▶ Create system designs and patterns

School Planning

13. Systemize school planning/action

- ▶ Establish relationship between strategic plan and school plan
- ▶ Facilitate process and discipline in each school
- ▶ Develop mutual commitments and expectations

Planning

14. Ensure continuous creation

- ▶ Periodic reviews and regular updates



Draft Strategic Planning Timeline 2022 – 2023 School Year

Pre-planning Phase 1 – Readiness – June, 2022

- I. Internal Facilitator Training
 - a. Cambridge Institute – (optional)
 - b. Provide guidelines for preparation of Vital Signs Notebook (Internal Facilitator Guide)
 - c. Overview for selection of Strategic Planning Team (@25 people)
 - d. Building and Selection of Team
 - e. Direction for collection of Vital Signs documentation
- II. Site visit 1 – June, 2022
 - a. School Board meeting – presented overview of the Cambridge process
 - b. School Board meeting – discussion of sequence of events/calendar details for school year development of strategic plan
 - c. Awareness Session to introduce Cambridge strategic planning to Leadership Team and principals
- III. Site visit 2 – could be combined with site visit 1*
 - a. Community Summit (recommended Option)
 - b. Continued Internal Facilitator support and additional staff meetings as needed

Strategic planning Phase 2 – Design of Strategic Plan

- IV. Site Visit 3 – June, 2022
 - a. 1st STRATEGIC PLANING TEAM MEETING (3 days)
- V. Communication of Draft Strategic Plan
 - a. Press release and website information
 - b. Communication of draft plan to internal and external stakeholders
 - c. Begin recruiting action team members
- VI. SELECT ACTION TEAM LEADERS to lead Action Plans for 5-7 Strategies
 - a. Begin formation of Action Team members
 - b. 10 – 20 Action team members per Strategy
- VII. Site Visit 4 – Action Teams Kickoff Meeting – Fall 2022
 - a. ACTION TEAM LEADERS SELECTION/TRAINING (Action Team Leader Guide) – 3+ hours training session
 - b. ACTION TEAM KICKOFF MEETING – 3 hours – overview to large group and breakout meeting for each Action Team
- VIII. Offsite Support
 - a. ACTION TEAM PLANNING WORK – MINIMUM OF 5 MEETINGS
- IX. Site Visit 5 – November, 2022 - TBD
 - a. 2nd STRATEGIC PLAN TEAM MEETING (1 day)

- b. STRATEGIC PLAN TEAM RECEIVES ACTION TEAM REPORTS AND FINALIZES STRATEGIC PLAN
- X. SUPERINTENDENT REVIEWS PLAN AND PRESENTS PLAN TO BOARD
November , 2022

Strategic action Phase 3 – Implementation of Strategic Plan

- XI. Board approves strategic plan and charges superintendent to develop time line and strategy for implementation for next school year
- XII. Board/superintendent incorporate strategic plan into goals which includes implementation of strategic plan and presents adopted plan at convocation
- XIII. Periodic reviews of strategic plan implementation presented to board during school year
- XIV. Strategic plan team meets to hear progress of year 1 implementation of strategic plan and decide of adjustments are warranted one year later

IX. APPENDIX

A. Resumes..... 28-32

B. Reference letters..... 33-42

C. Single Source Letter.....43

D. Strategic Action ... It's About IMPLEMENTATION..... 44-47

E. Communication Plan..... 44-49

G. Fort Smith Community Engagement Summary.....50

X. Attachments

- Fort Smith Strategic Plan Example
- Amelia County Strategic Plan Example
- Community Summit Power Point Example

A. Resumes of Key Personnel

The most powerful resource that we provide our clients is our diverse and equally outstanding strategists. These professional facilitators and powerful thinkers are able to provide substantive support and a guiding hand in the development and ongoing implementation of an organization's future-focused thinking and planning.

Dr. Kevin C. Castner – Strategos – 4 – Learning, LLC
kccastner@yahoo.com; 434-531-8171

Cambridge Strategic Services President/Executive Director
Educational Planning Strategist

B.W.P. and Associates Director
Executive Superintendent Searches
Executive Coaching
School Board Development

Dr. Kevin Castner is currently president and executive director of Cambridge Strategic Services, where he has assisted school districts across the county in facilitation of their strategic plans and issues related to the design and functionality of schools since 2006.

Throughout his career his leadership roles in public education have focused on two questions- “Effective for Whom? and Effective for What?” which provided a common vision to ensure actions are directed toward assisting schools in the delivery of instructional programs that support quality and equity throughout the school system for all students.

In his role with Cambridge he worked closely with Texas Association of School Administrators as part of the Visioning Institute, the mission driven forum for 35 Texas superintendent’s that developed a common vision and plan of action for the future of Texas public schools.

Currently he is also a Director of BWP where he has been part of over 45 superintendent searches the past several years and has facilitated several Board governance retreats.

His knowledge of educational issues across the country beyond the school systems he has worked with on strategic plans or superintendent searches was further enhanced when he was selected to serve as a Race to the Top Peer Review panelist for Phase 1 and 2. Dr. Castner reviewed eight states of which four were finalists in this prestigious competition.

As an adjunct instructor for the University of Virginia and Virginia Commonwealth University Kevin has taught instructional leadership and school finance courses across Virginia. Also, since 2006 Kevin has worked with Aspiring Superintendents Program and has been the mentored several new superintendents as part of the Virginia Association of School Superintendents’ Executive Coaching Service.

Dr. Castner's resume includes an 11-year tenure as Superintendent of Albemarle County Schools, Virginia.

He also has served as an interim superintendent in Montgomery and Shenandoah counties.

Previous to being a superintendent, he worked in leadership roles in Maryland for 25 years in the counties of Prince George's, Charles and Frederick, where he last served as Deputy Superintendent. In that role he developed the Maryland Assessment Consortium, based upon the work of McTighe and Wiggins, which involved all Maryland counties in creating performance assessment test banks that supported the Maryland School Performance curriculum frameworks.

Education

Doctorate in Educational Administration and Curriculum - George Washington University

Master's in Educational Administration and Curriculum – University of Maryland

Bachelor of Science in Biology and Chemistry – Marquette University

Membership/Affiliation

ASCD National Consortium on Performance Assessment

Served on the Maryland State Department of Education Consultant Group to Support School Performance Program Implementation

Maryland Center for Values Education, former Member of Board of Directors

Superintendent Institute of America

Urban Superintendency Association of America

Honors/Awards

Race to the Top Peer Review Panelist – Phases I and II

National Association of Gifted Children, Administrator of the Year

Excellence in Education Leadership Award from the University of Virginia Council of Educational Achievement

Washington Post Distinguished Principal Educational Leadership Award

George Washington University School of Education and Human Development

Certificate of Commendation for Distinguished Educational Leadership

Selected Publications/Presentations

Moving from Seat Time to Mastery: One District's Case Study (Educational Leadership – 1993)

Using Alternative Performance Assessment to Drive Instruction – Presentation/s at National ASCD Conferences

Leading the Learning for Their Future, Not our Past: Educating the Neo - Millennials – Urban Superintendent and Superintendency Institute Conferences

Frank Edward Morgan
2002 Deep Ridge Court
Henrico, VA 23233
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drfrankemorgan@gmail.com

EDUCATION

1999 Ed.D. in Administration, The College of William and Mary
Dissertation Topic: *Factors Influencing School Board Decisions on Redistricting*
1993 Ed.S. in Administration, The College of William and Mary
1980 M.Ed. in Administration, Virginia Commonwealth University
1975 B.A. in French, The College of Wooster (Ohio)
1974 Exchange Student, University of Nantes, France

PROFESSIONAL EXPERIENCE

2019-Present Associate – Cambridge Strategic Planning Services
2018-Present Search Consultant – BWP and Associates
2007-2018 Superintendent – Kershaw County, South Carolina School District
2002-2007 Superintendent – Goochland County, Virginia Public Schools
1995-2002 Assistant Superintendent for Support Services – Albemarle
County, Virginia Public Schools
1992-1995 Director of Instruction – Albemarle County, Virginia Public Schools
1986-1992 Principal - Colonial Heights Middle School – Colonial Heights, Virginia
Public Schools
1985-1986 Assistant Project Administrator - Varina High School: The Governor's
Center for Educational Innovation and Technology – Henrico County,
Virginia Public Schools
1983-1985 Assistant Principal at John Rolfe Middle School – Henrico County, Virginia
Public Schools
1983-1986 Public Schools
1982-1983 Teacher and Administrative Assistant at John Rolfe Middle School –
Henrico County, Virginia Public Schools
1981-1984 Summer School Site Director – Henrico County, Virginia Public Schools
1979-1982 Teacher and Department Chairman at John Rolfe Middle School -
Henrico County, Virginia Public Schools
1975-1979 Teacher at Fairfield Middle School – Henrico County, Virginia Public
Schools

PROFESSIONAL AFFILIATIONS

- American Association of School Administrators (AASA)
- Association for Supervision and Curriculum Development (ASCD)
- South Carolina Association of School Administrators (SCASA)
- SCASA Executive Board
- Phi Delta Kappa
- Kappa Delta Pi

- Adjunct instructor - Virginia Commonwealth University

SELECTED RECOGNITION

- 1999: Dissertation nominated by the School of Education of The College of William and Mary for the Morphet Award, a national award program for doctoral dissertations in Education.
- 2002: Recipient of Administrative Leadership Award from the University of Virginia Chapter of Phi Delta Kappa.
- 2014 – United Way of Kershaw County Volunteer of the Year
- 2018 – Superintendent of the Year – SC Chapter of the National School Public Relations Association
- Finalist (twice) for South Carolina Superintendent of the Year (2015, 2017)

SELECTED CONFERENCE PRESENTATIONS

- “Planning for a Middle School – High School Complex.” Governor’s Education Conference (Virginia). July, 2005.
- “Using Technology for Increased Communication with Families.” Governor’s Education Conference (Virginia). July, 2006.
- “Blogging as a Communication Tool.” Virginia School Boards Association (VSBA) Annual Conference. November, 2006.
- “Hiring the Right Teacher.” South Carolina Association of School Administrators Personnel Conference. September, 2008.
- “My Superintendent Blogs and Podcasts.” National School Public Relations Association Conference. August, 2010.
- Trainer for the South Carolina Center for Executive Education Leadership. 2017-18.

SELECTED PUBLICATIONS

- “Communicating your budget to the public can increase support.” American School Board Journal. May, 2005.
- “What I learned being a book buddy.” American School Board Journal. November, 2007.
- “Going for Gold – New Jackson Facility to LEED the Way.” The Maintenance Update. Spring/Summer, 2010.
- 130+ monthly columns for the *Camden (SC) Chronicle-Independent*

Reference Letters



Doug Brubaker, Ph. D.
Superintendent of Schools

October 17, 2019

To Whom It May Concern:

We are pleased to offer this letter of support and recommendation for Dr. Kevin Castner and Cambridge Strategic Services. Dr. Castner and his associates were a perfect selection for a district where the community, parents, educators and other professionals were primed to share opinions and observations during the Vision 2023 Strategic Planning process. We also have some insights to share about the return on our investment of time, energy, and financial resources in our strategic planning effort.

Dr. Castner and Dr. E. Wayne Harris skillfully guided a team of people with disparate experiences toward a shared vision, mission, and goals, and they supported the FSPS administration with practical guidance and a no-nonsense approach to facilitation. As a result, Cambridge Services created an environment that allowed district administrators to function as trusted resources rather than managers.

It is important to consider the potential return on investment in strategic planning services. Our investment of time, energy, and financial resources in the Cambridge process has continued to pay significant dividends to our entire community. By identifying our highest priorities as a school district and then using utilizing our plan as a touchstone for decision-making, we have made progress toward achieving our goals in several key ways over the course of the last two years

- The process used to develop the Vision 2023 Strategic Plan identified over \$600 million in needs that a subsequent citizen-led process pared down to a \$121 million millage proposal. The board-adopted proposal included new safety features for each campus, ninth grade centers, additional storm shelters, a new regional career and technology facility, and a technology replacement cycle.

- Because of the unusually high stakeholder involvement in the planning and needs prioritization process, an independent group of residents who had been involved in those efforts banded together to raise over \$87,000 to promote the \$121 million ballot measure. This led to the first successful ballot proposition to increase

school district funding in over 30 years by an unprecedented margin of 62-38%.

- The adoption of the strategic plan also led to \$300,000 in cuts for underutilized software and the elimination of two central office positions. Proceeds were used in part to increase the number of nurses and police officers within our schools in alignment with our strategic plan.
- This year, our district leadership team is identifying Key Performance Indicators (KPIs) with department leaders that are based on our Vision 2023 plan. This project is enabling our district to embed our highest priorities in our evaluation processes and our culture. We continue to work toward our vision of a "premier district where innovation creates excellence" as formulated during the strategic planning process facilitated by Cambridge. This process has led to the development of a deeper understanding of our highest priorities, which has helped us to identify opportunities to make progress toward achieving our highest goals with each decision that we make.

Please contact me if I can provide any additional information.

Best regards,

Doug Brubaker, Ph.D. Superintendent



Superintendent Jared A. Cotton, Ed.D.
3300 Kings Mountain Road
P.O. Box 8958
Collinsville, VA 24078-8958
Phone: (276)634-4711
Fax: (276)638-8990

February 4, 2015/updated 2019

To Whom It May Concern:

It is my pleasure to write a letter of recommendation for Dr. Kevin Castner and Cambridge Strategic Services. Our work with Dr. Castner over the past couple of years has been instrumental to making our school division's strategic plan, EnVision 2018, a reality. Today, our strategic plan is an integral part of how we operate as a professional learning organization. In addition, stakeholders in our educational community can easily articulate the school division's vision, mission, and strategic goals. This is largely attributed to our meaningful work with Dr. Castner and Cambridge Strategic Services.

When I arrived in Henry County as a new superintendent, the strategic plan had recently been revised. Several members of the

community had taken part in crafting the new plan, and I spent the first several months working with staff to implement identified strategies. Early in the process, I learned that members of my staff had concerns about some of the proposed actions outlined in the plan. In addition, some of the school-based leaders and central office administrators were not familiar with the components of the plan, and others did not fully support what was included. Moreover, the plan lacked a sense of accountability, and it appeared that only a few staff members were taking ownership for implementation.

After consulting with Dr. Castner, he suggested that we revisit our existing strategic plan. He met with senior leadership staff to help us reinvest in our vision and mission and streamline our initiatives. In addition, Dr. Castner outlined a process to review and revise our current plan, engage stakeholders in the implementation phase, align initiatives throughout the school division, foster accountability for implementation, and identify measures of success so that we could monitor our progress toward meeting established goals and objectives. He also worked with the action teams and action team leaders to help build capacity for them to continue to lead the innovative practices that have been implemented in Henry County. As a result of his guidance, we worked together to create a meaningful plan that is helping us realize our inspirational vision and goals that have been established for our students. In addition, our school division has received several accolades for the innovative work that has been accomplished as the result of our well-developed plan.

As a school division, we were fortunate to work with someone with Dr. Castner's experience and knowledge base. We have also greatly benefited from the logical process that Cambridge Strategic Services utilizes when working with strategic planning. I am proud to say that Henry County Public Schools now has a strategic plan that is a truly a part of how we do business. It has become a dynamic document that helps everyone in the organization focus on our established vision, mission, and goals. I am excited about the great work we have ahead of us, and I am grateful for the sage advice and ongoing support from Dr. Castner and Cambridge Strategic Services. As a result of the support provided, our hopes for the students and staff in Henry County will become a reality.

I am pleased to report that Henry County Schools made significant gains as a result of our newly revised strategic plan. The list below includes just some of those accomplishments:

- All schools met the necessary benchmarks to earn accreditation from the Virginia Department of Education (VDOE).
- Achievement gaps between the largest student subgroups narrowed to single digits across all levels.

- Henry County Public Schools was selected as a member of Digital Promise: The League of Innovative Schools as a result of innovative learning and assessment practices that were developed as a result of the strategic plan, envision 2018.
- Henry County opened the first New Tech Network high schools in Virginia and HCPS continues to host visits from across the country for school staff to observe this innovative program.
- HCPS expanded the 1:1 technology initiative in order to provide all students in grades 3-12 with a device.
- The graduation rate for HCPS continued to increase each year and the drop-out decreased as the result of practices put in place to support success for all students.
- Through partnerships with local businesses and the Patrick Henry Community College, HCPS expanded career and technical programs to offer students new opportunities to pursue careers in advanced manufacturing, healthcare, and STEM.
- I was honored to be selected as the Virginia Superintendent of the Year based on the successful work in HCPS.

I would be happy to provide additional information if requested.

Sincerely,




CARROLL COUNTY INDEPENDENT SCHOOL DISTRICT
 2400 N. Carroll Avenue. Southlake, TX 76092
 Phone (817) 949-7063, Fax (817) 949-7077
<http://www.southlakecarroll.edu>

Gina Peddy Executive Director for Curriculum and Instruction

July 9, 2015/updated 2019

To Whom It May Concern:

Last year, Carroll ISO contracted with Cambridge Strategic Services to facilitate the strategic planning for our district. Dr. Castner guided our district with quality through this process and coaching, guiding, facilitating, and leading throughout the creation of the strategic plan.

Communication and promoting understanding from all participants is one of Dr. Castner's greatest strengths. From the beginning, Dr. Castner clearly stated the expectations of strategic planning. He expressed the need to create and communicate a shared vision both

will be very satisfied with the breadth of their knowledge regarding strategic planning and the attentiveness they will provide your school division during the entire process. If you have any questions or desire additional information please feel free to contact me at (804) 561-2621 or reasonerc@ameliaschools.com.

Sincerely,

Cynthia R. Reasoner

Cynthia R. Reasoner, Ed.D.
Director of Instruction



John Link, Superintendent
Jackson R-2 School District

www.jacksonschools.com
(573) 243-9503

614 East Adams Street, Jackson, MO 63755-2150 (573) 243-9501 / Fax

Addendum 2017

How Strategic Planning Impacted Jackson R-2 School District

On Saturday, August 5, 2017 11:02 AM, John Link <jlink@jackson.k12.mo.us> wrote:

Kevin

Things are moving along as planned. We had our yearly review with the team and the Board and am amazed how much we have accomplished in the last year.

Our plan is truly driving our district to the future and allowed us to pass our Bond issue at 73% approval in the spring. We also handed out over 2000 chrome books to students this past week as was part of our technology strategies with a plan to be 1-1 K-12 in three years. I really can not imagine where we would be without your assistance and the plan we put in place.

Have a great weekend and again thank you from the bottom of my heart. Our children are receiving a better experience because of the work we partnered with Cambridge.

Amelia County Public Schools

8701 Otterburn Road, Suite 101
Amelia Court House, Virginia 23002

Lori Harper, Ed D.
Division Superintendent

Phone: 804/ 561-2621
Fax: 804/ 561-3057

March 8, 2022

To Whom It May Concern:

I am writing to offer a letter of recommendation on behalf of Dr. Kevin Castner and Dr. Wayne Harris with Cambridge Strategic Services. Amelia County Public Schools contracted with Cambridge Strategic Services from approximately February 2021 through December 2021 for strategic planning services. The guidance and support that Dr. Castner and Dr. Harris provided our school division was tremendous. As a small, rural school division with three schools, a staff of 235 full time employees, and approximately 1,650 students, Amelia County Public Schools did not have the resources available to effectively implement a high-quality strategic planning process without support. Because of our size, Amelia County Public Schools received a “small school division” discount which was of great benefit to us and made obtaining strategic planning services possible.

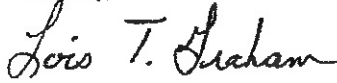
Some of the services that Cambridge Strategic Services provided were as follows:

- Guidance and support in planning our community forum “kick-off” on the strategic planning process
- Training for myself and our four action team leaders
- Training our strategic planning team on the process and facilitating our work in creating our strategic plan which included: belief statements, mission statement, objectives, parameters, and strategies
- Training for action team members on their role in informing each strategy, completing a cost/benefit analysis, and action steps
- Reviewing all documents and providing feedback, including our full strategic plan, prior to presenting it to the School Board for approval

I recommend the services of Dr. Kevin Castner and Dr. Wayne Harris with Cambridge Strategic Services without reservation. I believe you

the resulting final product will lead to an even stronger school system.

Sincerely,



Lois T. Graham, Ed.D.
Internal Coordinator



Jackson R-2 School District

Dr. Beth Emmendorfer
Assistant Superintendent

Dr. John Link
Superintendent

Mr. Bleau Deckerd
Associate Superintendent

Dr. Matt Lacy
Bollinger Associate Superintendent
Associate Superintendent

Mr. Jeff

To Whom It May Concern:

The Jackson R-2 District completed the strategic planning process in June 2016 with the help of Kevin Castner of Cambridge Strategic Services. Dr. Castner worked with our administrative team to build a coalition of community leaders, students, teachers, parents, and administrators to prepare the framework of the plan. The process was well organized by the Jackson R-2 team, with Dr. Castner serving as the facilitator.

I have to say this process has completely changed our school and community culture and expectations. We already had an amazing school system but the new level of trust and pride our community has gained has been exceptional. We have seen positive change in every aspect, from athletics to the Board of Education — simply amazing.

We just passed a resolution to pursue a 22 million dollar bond issue in April and everything we have set as our goal for this is derived from our Strategic Plan. It is truly driving our district.

Thanks for all of your help, none of this would have been possible without your guidance. As we plan to reconvene and review we may seek your input again.

Jackson R — 2 is a strong believer in the process and anything we can do to help just let us know.

For questions or more information, feel free to contact me at atjlink@jr2mail.cprq or call 573-243-9501.

Best regards,

- Creating a Strategic Plan, forced CISD to evaluate some of our 'traditional' practices that we had been doing for years and created a context for strategic abandonment of some of these practice



Montgomery County
Public Schools

Montgomery County Public Schools, Virginia

November 5, 2020

To Whom It May Concern,

It is with great pleasure that I write this letter of recommendation for Dr. Kevin Castner and Cambridge Strategic Services. Under the guidance of Dr. Castner, we have just completed the development of a new strategic plan for Montgomery County Public Schools. Having worked on the development of several long term plans, I found this to be an excellent process that resulted in a bold and ambitious plan which will help build a stronger and more progressive school system.

Under Dr. Castner's guidance, every aspect of strategic planning was addressed in a professional and well planned manner. This included training for the process, presentations to ensure that board members and staff understood the process, and community meetings to ensure that all stakeholders were included in the process. Dr. Castner and Dr. Wayne Harris led the work of a core team to masterfully develop a draft plan. Their skills in leading the team to discuss difficult topics and reach consensus were outstanding. Action Teams, which were composed of a cross-section of the community, then developed action plans which were well researched and very relevant to the specific needs of Montgomery County. Because of the careful planning and intentional efforts to include all constituents and address current issues, an ambitious, pragmatic, and proactive plan was developed. We were so pleased to develop a plan which we believe will take the school district into the future.

Throughout the process, Dr. Castner provided guidance and was available to answer questions and give ongoing support. Most importantly, the process was carefully designed to include research and community input, thus ensuring that the plan would represent the explicit needs of Montgomery County Public Schools. As we move into the implementation and monitoring phases, I am confident this plan will be well supported and will lead Montgomery County to great accomplishments.

I strongly recommend Dr, Kevin Castner and Cambridge Strategic Services. I was extremely impressed and pleased by the professionalism, attention to detail, and ability to lead groups to consensus while encouraging aspirations and following a clear sequential process. I am convinced that the excitement generated through the Cambridge process and

internally and externally and he expressed the need for our community and staff to look beyond "good" and to create greater aspiration for students, staff and community. For our community, this facilitation was crucial to meet strong expectations of excellence. Our students perform at very high levels. Continuous improvement and/or change can be difficult when performance is high. We were fortunate to experience a facilitator who established a culture of respect between strong administrators, strong teachers, strong parents, and strong community members. Dr. Castner was magnificent in this area in achieving this communication goal navigating through difficult conversations and. At the conclusion of our first year, a video was created for the Board presentation <https://vimeo.com/128268720>. This video demonstrates the impact the strategic planning process had on our wonderful stakeholders.

District support was another crucial component that Dr. Castner provided for our district. He was readily available to help not only internal facilitators, but also any member of our committees. One Action Team was having a difficult time narrowing tasks. Dr. Castner made himself available taking the time to walk committee members through the defined process and provided suggestions. Without this individualized attention, the team would have eventually dissolved because a consensus would not have been an option. Finally, the creativity provided by Dr. Castner allowed our Action Teams to truly create a plan that will allow our district to be leaders in the 21st century learning environment.

Because of Dr. Castner's communication skills, support, and creative approach, and overall educational leadership experience, Carroll ISO was able to create a Strategic Plan that will allow our students to not only achieve academic excellence, but also, be caring, productive citizens.

Without Reservations,

Gina Peddy

(Executive Director for Curriculum and Instruction Carroll ISD)

Addendum 2019

How Strategic Planning Impacted Carroll Independent School District

- Strategic Planning provided our leaders with a better understanding of how to create and shape a culture. We tended to be more traditional in our approach to learning, so by creating a Strategy that focused on fostering innovation in our classrooms it allowed our staff the opportunity to be more innovative in their approach to teaching.
- Prior to creating a Strategic Plan for our district, CISD had a set of core values and beliefs that provided direction for everything that we did, but while creating the Strategic Plan we determined that we needed to add a core value so we added Compassionate Service to our set of core values and it truly has made both our staff and students have a better understanding of compassion. We started talking about social and emotional learning years before it became a focal point for other districts.



C. Single Source Letter

January, 2022

To Whom It May Concern:

This letter is documentation that Cambridge Strategic Services is a single source provider of the Cambridge Performance System™. This is an original exclusive concept designed to create total, holistic systems in which all energies and resources are dedicated to action with the strategic intent and within strategic context. Our exclusive Strategics® concept is the only complete system of continuous creation involving the 14 steps of our Cambridge Planning model.

Our system is a unique holistic organizational concept for public education that cannot be found anywhere else. This process includes not only administrators, board members, and teachers; it also includes all other staff, community members, parents, and students. They are all stakeholders, and as such, are involved in the planning stage, the action plan development, and the implementation phase of the process which will ultimately lead to creating a complete strategic system.

Sincerely,

Kevin Castner
Executive Director/President
Cambridge Strategic Services

D. STRATEGIC ACTION: It's About IMPLEMENTATION

**“All things are created twice: First a mental creation (Vision);
Second, a physical creation (Execution)” - Steven Covey**

Strategic Planning ... Why do we exist?

The most important reason, maybe the only critical reason that an organization needs a strategic plan is to clarify strategic intent or purpose: not where we are going or how we are getting there, but WHY DO WE EXIST. The fact, the parts of a plan that describe where the organization is going or how it is getting there become obsolete fairly quickly in this uncertain world. If a leader is too invested with the “where” or the “how” then the plan can become a death sentence for an organization. However, if the strategic intent (the “WHY”) has never been clarified and clearly articulated, then the leader, and by default, the organization, has no other choice but to focus on and place value on the plan itself or begin to justify methods and decisions with references to only past success.

What Role does the Strategic Intent Have in an Organization?

Once the leader (involving selected others very intentionally in the process) has clarified the purpose of the organization, at least three critical catalysts are in motion:

1. Clarifying strategic intent and communicating it well allows those within the organization who understand to make informed choice about their ability to connect to, be inspired by, and believe in that “because”. In other words, clarifying the purpose of an organization is the critical step in getting the “right people on the bus” and the culture, quality, and ultimate success of the organization is dependent on this human capital connected to a cause that transcends themselves.
2. Clear purpose liberates persons at all levels of the organization to respond, create, and problem-solve in a constantly changing context because the strategic intent acts as a guide to behavior. In fact, if the intent is clear and communicated thoroughly and people are making a clear choice to follow that cause, they can trust their own instincts because they possess a belief system aligned with the strategic intent. In fact, the issues in “managing” people arise due to differences in beliefs which drive behaviors, and there is no way to “manage” people into a different belief system.
3. Strategic intent provides the filter to make decisions about what to abandon in an organization. More than ever, it is critical to be agile as an organization and to strip away the barriers that impede creativity when constantly traveling over unfamiliar terrain. Clear purpose provides the lens or magnetic north to eliminate ways of doing, being, knowing, operating that are just convenient, familiar, historically successful or efficient and frees people to embrace new challenges with less baggage and more energy.

Establishing Strategic Intent – The strategic plan provides a completely new context for everything within the system. Therefore, it is necessary to bring all action into that context.

Mutual Commitments and Expectations

Since a strategic plan can't be realized with the organization that developed it, every aspect of the system must be aligned with the strategic intent. It is necessary for administrators and key personnel to develop a more complete understanding of the dynamics of whole-context organization dynamics. This can be accomplished through the development of actual mutual expectations and commitments by all key staff as they discover the constant emergence of the organization.

School Site Planning

In order to guarantee that the Strategic Plan is realized, it must be translated into individual school plans. It is necessary to train school planning facilitators, along with principals in the process and discipline of school planning in a strategic context. The school facilitators then working with the district Internal Facilitator for Strategic Planning, will facilitate the planning process for their own school.

Organizing the Administrative Staff for Implementation

Organizing the administrative staff for effective implementation goes beyond the initial implementation effort. Most plans that fail do so at the point of implementation not just year one but in the efforts to insure sustainability over the 5 year implementation cycle of the system strategic plan. The whole purpose of strategic planning is to translate innovative ideas into actions and to make necessary purposeful adjustments over the duration of the plan. This inevitably proves to be a difficult undertaking in school districts. Among the reasons for this is resistance to change, operational distractions, staff turnover, and confusion regarding who is accountable for what. To counteract an organizations inclination to resist change or to sustain the momentum of the plan, steps must be taken to assure successful ongoing implementation.

There are two conditions which are crucial for successful sustainable implementation. First, those responsible for the organization must relentlessly support the implementation of the plan over the five-year cycle. The support of the superintendent is especially important, but the implementation success is even more likely, if leadership for change is shared by the entire staff. The staff must view the site plan as the new over-arching schema that provides the context for all existing and proposed activities within the school system and the schools. Everything must be judged in terms of the consistency with and contribution toward achieving the district's mission.

The second essential requirement for translating the plan into action is the through fusion of the action plans into the mutual accountabilities of all system leaders. Unless the action plans are woven into the normal work of staff, the change effort will not be successful. Thus, the chief responsibility of the strategic planner is not to get the plan approved. It is to assure that the district can successfully implement the approved plan. To do this, it is necessary to carefully organize the work of the administrative staff annually with periodic updates throughout each year of the plan. Each administrator should identify acceptable performance expectations for each portion of the plan they are responsible

NEXT STEPS

First a mental creation – Strategic Plan Vision – Strategic Planning Steps 1-8

Second a physical creation – Strategic Plan Execution – Strategic Planning Steps 9-14

Step 14 – Ensure continuous creation

FRAMEWORK FOR THE EVALUATION OF YOUR STRATEGIC PLAN

In the purpose of your mission statement you declare WHY DO YOU EXIST. After your first year of implementation of your strategic plan, to what degree have you achieved your highest aspirations?

1. In the purpose of your mission statement you declare WHY DO YOU EXIST?
After your first year of implementation of your strategic plan, to what degree have you achieved your highest aspirations?
2. The objectives of your strategic plan are achieved through specific measurable, observable or demonstrable results that exceed the current capacity when you first developed your plan.

IMPLEMENTATION THOUGHTS ...

In the development of your strategic plan, we go from a general all- embracing mission statement that gets incrementally narrowed or focused through measurable student centered objectives that are supported by strategies that dedicate the school system's resources and energies to achieve your mission and objectives through suggested action plans for each strategy.

The specifics of how this occurs begins when the strategic plan is sent to the superintendent and accepted by the school board. At that point the Superintendent and the Board prioritize what will occur during the first year of implementation of your strategic plan.

At this point, as you try to create a culture for continuous improvement that is driven by your strategic plan, there is a need to create a balance of the bigger vision of the WHY of the strategic plan as stated in its purpose and the student centered objectives with the WHAT you will be doing with the implementation of the strategies with supporting action plans.

The framework that you need to create this balance can be accomplished by how you approach the evaluation expectations for the effective implementation of your plan. What you don't want is just to check off what action plans have been accomplished.

In transforming your school system to the aspirations and innovations of your strategic plan you must ensure the development of:

1. Clarity of purpose and values,
2. Sense of direction,

This sense of direction needs to be clarified through your Board adopted school system goals. This might mean the superintendent/Board taking editorial privilege (without changing

intent) with your strategic planning objectives to convert them to school system goals.

3. Leadership commitment,
4. Infrastructure for taking action,
5. Resource allocation flexibility and support,
6. And most critically ASSESSMENT MECHANISMS (additional information available upon request)

While all of the above are needed to change critical systems in ways that respond to and support the strategic intent of your plan it is your ASSESSMENT MECHANISMS that can enable you to backward map to create the balance of the What and Why of you plan.

7. Communication Plan for implementing strategic plan

After many months of hard work creating your school district's strategic plan, it's critical that your stakeholders understand the plan, its components and its power to transform and move your district forward. In addition, your stakeholders want to know that your district is being accountable for the strategic goals and actions for which you have committed resources. A communication plan that addresses your unique needs can be crafted and delivered with a visually compelling brand and collateral materials to ensure awareness and understanding of your plan.

E. COMMUNICATION PLAN

Communication Plan for Reaching Stakeholders

After many months of hard work creating your strategic plan, it's critical that your stakeholders understand the plan, its components and its power to transform and move your district forward. In addition, your stakeholders need to know that your district is accountable for the strategic goals and actions to which you have committed resources.

Our Cambridge facilitator has outstanding experience to assist you in the development of a comprehensive communication plan unique to your needs. Here are the major areas that our facilitator will review with you as a customized communications plan is built for your new strategic plan:

- **Branding** – The strategic plan needs its own identity and branding aside from your school district's brand and identity. Branding creates an instant recognition of the plan and its components, as well as conveys a positive feeling for the plan. Creating your plan's identity first begins with a meaningful name for the plan.

In addition to a name, easily understood graphics should be developed to communicate the major parts of the plan. Strategic plan graphics most frequently illustrate the mission and main goal areas in a visually attractive way that provides easy recognition of the plan and its major components.

- **Collateral Materials** – Once the brand identity and name are established for the plan, collateral materials can be developed that communicate the plan to the district’s stakeholders. Here are some types of collateral materials that districts have used to raise awareness of and support for their strategic plans:
 - **Website** – Your district’s strategic plan needs its own area as part of your district’s website and should be linked from the district’s homepage. Your district’s website is the front door to your schools and it’s critical that the strategic plan be easily accessible to visitors. The website should feature the plan’s visual graphic brand and identity as well as all its components, including the vision, mission, goals, strategies, action steps and key metrics. Districts may also use a data dashboard to display annual progress in meeting the key metrics associated with each goal area.
 - **Posters** – Posters featuring the plan’s visual graphics can be displayed throughout the district’s schools and offices so that employees and visitors can see a consistent focus on the plan and its goals. Posters provide an instant recognition of the strategic plan brand and its major components.
 - **Executive Summary** – This high-level overview of the strategic plan usually contains a letter from the Superintendent and/or School Board Chairman, the list of participants in the strategic plan steering committee/plan development group, and the plan’s vision, mission and goal areas, and strategies. The Executive Summary can be in a printed form and created electronically for the website.
 - **Comprehensive Plan Booklet** – For those stakeholders needing a deeper dive into the plan, a comprehensive plan booklet can be developed that contains every piece of the strategic plan, including all the items listed above in the executive summary plus detailed action plans and key metrics. This, too, can be in printed form and electronic form for the website.
 - **PowerPoint Template and Presentation** – A presentation can be developed that covers the highlights of the strategic plan and used by the Superintendent, School Board Members, key district leaders and principals to share with community groups, faculty and staff, PTAs/PTOs, and business leaders. This ensures that the same message is being delivered consistently about your strategic plan no matter who delivers it.
 - **Video** – A short video that explains the major components of the strategic plan can generate excitement and greater awareness of the plan. Creative and expressive ways to communicate the plan through video can be used, such as involving students and teachers. The video can be posted on the district homepage as well as through the district’s social media channels.

- **Social Media Strategies** – Building on the plan’s brand, a hashtag Twitter campaign can be created to engage stakeholders in helping your district tell its success stories around the plan. For example, one district’s plan used the tag line, Every Student Succeeds, so the hashtag #everystudentsucceeds was created to encourage teachers, parents and staff to share stories about student success connected to the strategic plan. Your district’s Facebook page is also an excellent place to post stories about the impact of your strategic plan.

A Word About Your Stakeholders ...

Of all the stakeholders, perhaps the most important audience is your school district’s employees. Here’s why.

- **First, employees will be deeply involved in carrying out the plan’s work and ensuring its success.** It is imperative that employees understand the vision, mission and goals of the organization for which they work. Further, they should be able to see their own work in the plan, no matter where they are in the school division, and be engaged in the action steps that will move your district toward success.
- **Second, school district employees are often seen as one of the most credible sources of information about what’s happening inside the schools.** They are often asked by neighbors, friends and family for school news and updates. This is a great opportunity for your district to ensure they have accurate and timely information about the strategic plan so they can respond with the right answer when asked what’s new in their school system.

While employees rank high among your key audiences to communicate with about your strategic plan, other important audiences include:

- City Council or County Board of Supervisors,
- Parents and families,
- Business partners,
- Community leaders, and
- Volunteers and mentors.

It All Starts with a Communications Plan

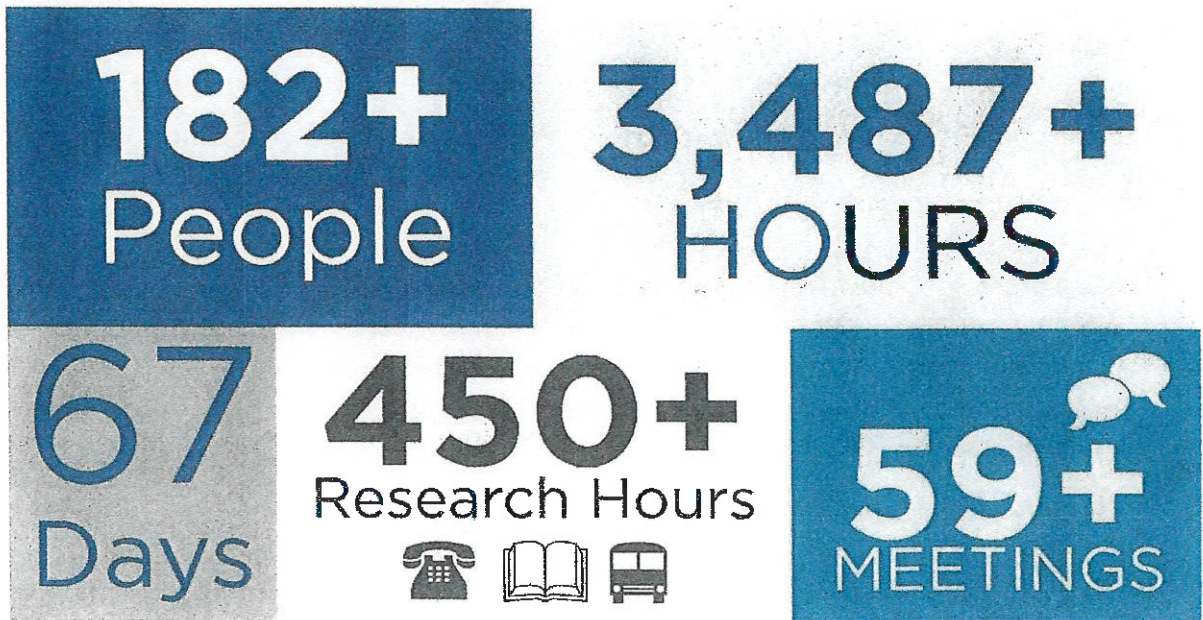
Creating a communications plan is the first step in the launch and rollout of your district’s completed strategic plan. This ensures that communications are timed and coordinated to have maximum impact with your audiences. In addition, the communications plan is aligned with your budget so that your district spends every communications dollar effectively and efficiently.

VISION 2023

FORT SMITH PUBLIC SCHOOLS

Summary Report

Indicators of Community Involvement, Strategies, Action Plans, and Highlights



Snapshot of the Numbers:

- Strategic Planning Team: 32 people x 751 hours over 3.5 days
- Action Team Leader Training: 21 people x 63 hours
- Action Teams: 182 people x 2,673 hours from September 18 - November 17, 2017
- 55 Action Team Meetings + 4 Strategic Planning Team Meetings
- Dozens of Small Group Action Team Meetings
- Estimated Small Group/Research Hours = 450+
- Student Involvement:

4 Strategic Planning Team Members 4 Action Team members
12 elementary, junior high and senior high school students collaboratively interpreted and developed a video presenting the Equity Team Action Plan.

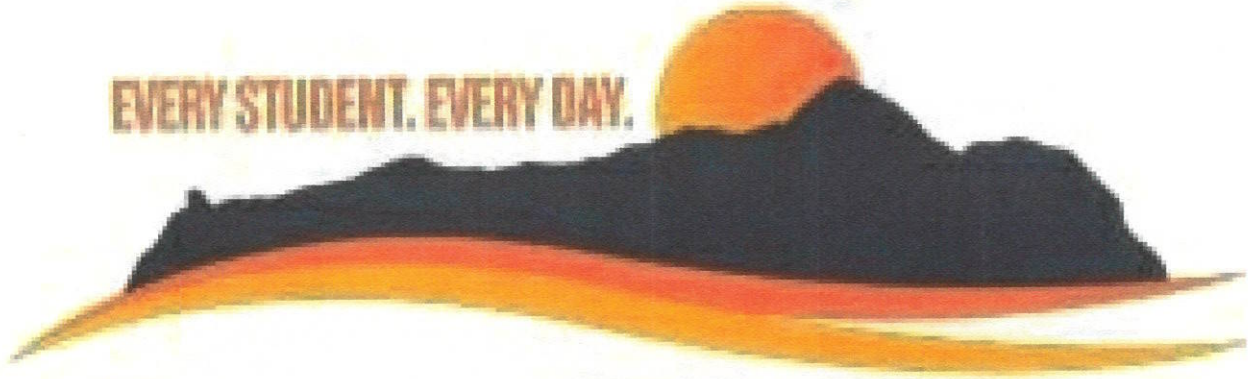
May 2017 - Board Retreat

August 2017 - Strategic Planning Retreat

September-November 2017 - Action Team Research & Planning

December - Action Team Reporting & Board Review

EVERY STUDENT. EVERY DAY.



MONTEZUMA CORTEZ

SCHOOL DISTRICT RE-1

**Proposed Budget
SY 2022-23**

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APPROPRIATION RESOLUTION FY 2022-23

Be it resolved by the Board of Education of *Montezuma-Cortez School District RE-1* in Montezuma County, that the amounts shown in the following schedule be appropriated to each fund as specified in the Adopted Budget for the fiscal year beginning July 1, 2022 and ending June 30, 2023.

FUND	APPROPRIATION AMOUNT
General Fund	1. \$ 21,071,999.25
1a. Technology Fund	1a. \$ 285,000.00
1b. Pupil Activity Fund	1b. \$ 741,105.00
1c. Insurance Reserve Fund	1c. \$ 256,548.00
1d. Pre-School Fund	1d. \$ 283,812.00
Special Revenue Funds:	
2. Food Service Fund	2. \$ 1,164,000.00
3. Capital Reserve Special Revenue Fund	3. \$ -
4. Govt Designated-Purpose Grants Fund	4. \$ 13,896,418.70
4. Govt Designated-Purpose Grants Fund - Charters	4. \$ -
5. Pupil Activity Special Revenue Fund	5. \$ 300,000.00
6. Full-Day Kindergarten Mill Levy Override Fund	6. \$ -
7. Transportation Fund	7. \$ -
8. Other Special Revenue Funds	8. \$ -
Bond Redemption Fund	
9a. Bond Redemption Fund	9a. \$ 1,410,508.00
9b. Non-Voter Approved Debt Fund	9b. \$ -
Capital Projects Funds:	
10. Building Fund	10. \$ -
11. Special Building and Technology Fund	11. \$ -
12. Capital Reserve Capital Projects Fund	12. \$ 2,796,674.00
13. Capital Reserve Capital Projects Fund - Charters	13. \$ -
Enterprise Funds:	
14. Other Enterprise Funds	14. \$ -
Internal Service Funds:	
15. Risk-Related Activity Fund	15. \$ 3,502,168.00
16. Other Internal Service Funds	16. \$ -
Trust/Agency Funds:	
17. Pupil Activity Agency Fund	17. \$ -
18. Trust and Other Agency Funds	18. \$ -
19. Foundation Fund	19. \$ -
TOTAL APPROPRIATION	20. \$ 45,708,232.95

Adopted this Tuesday, June 21, 2022

Montezuma-Cortez School District RE-1

Signature, President of the Board in accordance with 22-44-110(4).

Signature, Secretary of the Board attesting to the Board President signature

RESOLUTION TO USE BEGINNING FUND BALANCE FY 2022-23

WHEREAS, C.R.S. 22-44-105 states that a budget, duly adopted pursuant to this article shall not provide for expenditures, interfund transfers, or reserves, in excess of available revenues and beginning fund balance.

WHEREAS, the Board of Education may authorize the use of a portion of the beginning fund balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the district's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit.

WHEREAS, the Board of Education has determined the beginning fund balances in the State of Colorado are sufficient to allow for the one-time expenditures and the action will not an ongoing deficit.

NOW, THEREFORE, BE IT RESOLVED:

IN ACCORDANCE with C.R.S. 22-44-105, the Board of Education authorizes the use of the designated amount of the FY2020-21 beginning fund balance for the following funds:
(PLEASE SEE ATTACHED DETAIL)

BE IT FURTHER RESOLVED, the use of this portion of these beginning fund balances for the purpose/s set forth above will not lead to ongoing deficits in the funds.

Adopted this Tuesday, June 21, 2022

Montezuma-Cortez School District RE-1

Signature, President of the Board in accordance with 22-44-110(4).

Signature, Secretary of the Board attesting to the Board President signature

RESOLUTION TO USE BEGINNING FUND BALANCE FY 2022-23

IN ACCORDANCE with C.R.S. 22-44-105, the **Montezuma-Cortez School District RE-1** Board of Education authorizes the use of a portion of the FY 2022-23 beginning fund balance for the following funds:

FUND NAME	REASON	AMOUNT
General Fund -		
1. General Fund RE1	Expenditures > Revenues Overall	1 \$ 82,011.08
1a. Technology Fund		1a.
1b. Pupil Activity Fund		1b.
1c. Insurance Reserve Fund	Expenditures > Revenues Overall	1c. \$ 55,998.00
1d. Pre-School Fund		1d. \$ -
Special Revenue Funds:		
2. Food Service Special Revenue Fund	Expenditures > Revenues Overall	2 \$ 219,440.00
3. Capital Reserve Special Revenue Fund		3 \$ -
4. Governmental Designated-Purpose Grants Fund		4 \$ -
5. Pupil Activity Special Revenue Fund		5 \$ -
6. Full-Day Kindergarten Mill Levy Override Fund		6 \$ -
7. Transportation Fund		7 \$ -
8. Other Special Revenue Funds		8 \$ -
Bond Redemption Fund		
9. Bond Redemption Fund		9
9a. Non-Voter Approved Debt Fund		9a. \$ -
Capital Projects Funds:		
10. Building Fund		10 \$ -
11. Special Building and Technology Fund		11 \$ -
12. Capital Reserve Capital Projects Fund	Expenditures > Revenues Overall	12 \$ 412,636.00
12a. Capital Res Capital Projects Fund - Charters		12a. \$ -
Enterprise Funds:		
13. Not Used		13 \$ -
14. Other Enterprise Funds		14 \$ -
Internal Service Funds:		
15. Risk-Related Activity Fund	Expenditures > Revenues Overall	15 \$ 231,668.00
16. Other Internal Service Funds		16 \$ -
Trust/Agency Funds:		
17. Pupil Activity Agency Fund		17 \$ -
18. Trust and Other Agency Funds		18 \$ -
19. Foundation Fund		19 \$ -
Component Units:		
		20 \$ -
TOTAL APPROPRIATION - USE OF BEGINNING FUND BALANCE		\$ 1,001,753.08

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 100: General Fund Balance Summary

	Audited 2020-21	Final Budget 2021-2022	Proposed Budget 2022-23
Beginning Fund Balance	\$ 12,861,978.00	\$ 12,186,143.21	\$ 14,712,816.00
Revenue			
Revenue From Local Sources	\$ 12,850,528.14	\$ 10,751,961.17	\$ 11,530,877.11
Revenue From Local Sources (Reserved)	\$ -	\$ -	\$ -
Revenue From Intermediate Sources	\$ 242,747.89	\$ 243,000.00	\$ 243,000.00
Revenue From State Sources	\$ 9,830,962.29	\$ 13,564,592.69	\$ 14,491,389.55
Revenue From Federal Sources	\$ 931,098.04	\$ 550,000.00	\$ 750,000.00
Revenue From Other Sources	\$ -	\$ -	\$ -
Total Revenue	\$ 23,855,336.36	\$ 25,109,553.86	\$ 27,015,266.66
Transfers and Allocations			
Total Transfers to Other Funds	\$ 2,261,856.62	\$ 2,573,450.00	\$ 2,236,105.00
Total Allocations to Charters and CPP	\$ 3,228,349.13	\$ 3,646,181.09	\$ 3,789,173.49
Total Transfers and Allocations	\$ 5,490,205.75	\$ 6,219,631.09	\$ 6,025,278.49
Total Revenue less Transfers & Allocations	\$ 18,365,130.61	\$ 18,889,922.77	\$ 20,989,988.17
Net Revenue Including Beginning Fund Balance	\$ 31,227,108.61	\$ 31,076,065.98	\$ 35,702,804.17
Total Expenditures	\$ 18,197,138.00	\$ 18,812,716.49	\$ 21,071,999.25
Ending Fund Balance	\$ 14,712,816.00	\$ 12,263,349.49	\$ 14,630,804.92
Fund Balance Detail			
Reserve for TABOR	\$ 850,000.00	\$ 850,000.00	\$ 850,000.00
Reserve for Kinder Morgan	\$ 1,251,109.00	\$ 1,251,109.00	\$ 1,251,109.00
3-Month Emergency Reserve	\$ 12,611,707.00	\$ 10,162,240.49	\$ 12,529,695.92
Target Range for Healthy Fund Balance	\$ 4,500,000.00	\$ 4,500,000.00	\$ 4,500,000.00
Re-1 Available Fund Balance	\$ 12,611,707.00	\$ 10,162,240.49	\$ 12,529,695.92
Variance (carryover)	\$ 8,111,707.00	\$ 5,662,240.49	\$ 8,029,695.92

MONTEZUMA-CORTEZ RE-1
Adopted Budget 2022-2023 (for June, 21, 2022)
Fund 100: General Fund Revenue Detail

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022-23
Revenue From Local Sources					
Object	Description				
1110	Current Property Taxes	\$ 11,262,127.03	\$ 9,405,118.43	\$ 8,768,005.00	\$ 10,009,952.68
1120	Specific Ownership Taxes	\$ 1,284,251.00	\$ 1,149,342.74	\$ 1,157,586.00	\$ 1,183,924.43
1140	Delinquent Taxes and Penalties and Interest on Taxes	\$ 30,915.22	\$ -	\$ 492,755.00	\$ 50,000.00
1190	Other Taxes from Local Sources	\$ -	\$ -	\$ 45,331.00	\$ 50,000.00
1310	Tuition from Other Colorado Districts / BOCES	\$ 4,750.00	\$ -	\$ -	\$ -
1500	Earnings on Investments	\$ 17,618.59	\$ 50,000.00	\$ 4,751.00	\$ 50,000.00
1900	Other Revenue from Local Sources	\$ 25,935.68	\$ 3,500.00	\$ 20,148.00	\$ 10,000.00
1910	Facility Use and Rent	\$ 17,371.07	\$ 16,000.00	\$ 20,422.00	\$ 16,000.00
1920	Contributions and Donations	\$ 400.00	\$ -	\$ -	\$ -
1930	Sale of Fixed Assets	\$ 20,932.89	\$ -	\$ 762.00	\$ 1,000.00
1952	Services Provided other Colorado Districts: local	\$ 39,073.12	\$ -	\$ -	\$ -
1952	Services Provided CPP: local	\$ -	\$ -	\$ -	\$ -
1954	Services Provided Charter Schools: local	\$ 147,153.54	\$ 128,000.00	\$ 150,344.00	\$ 160,000.00
	Total Revenue From Local Sources	\$ 12,850,528.14	\$ 10,751,961.17	\$ 10,660,104.00	\$ 11,530,877.11
Revenue From Intermediate (County) Sources					
2010	County Mineral Leases current year	\$ 155,724.41	\$ 155,000.00	\$ 79,482.00	\$ 155,000.00
2020	Public School Lands (Secure Rural Schools)	\$ 87,023.48	\$ 88,000.00	\$ -	\$ 88,000.00
2030	Colorado Div of Wildlife	\$ -	\$ -	\$ 795.00	\$ -
	Total Revenue From Intermediate Sources	\$ 242,747.89	\$ 243,000.00	\$ 80,277.00	\$ 243,000.00
Revenue From State Sources					
3000	Other Revenues	\$ -	\$ -	\$ 273.00	\$ -
3000	At Risk Supplemental Aid, Charters (3115)	\$ 16,915.98	\$ 12,500.00	\$ -	\$ 15,000.00
3000	COVID Mitigation Funding (3119)	\$ 89,358.74	\$ -	\$ -	\$ -
3000	State Revenue from CDE Transportation (3160)	\$ 261,291.43	\$ 248,000.00	\$ -	\$ 250,000.00
3000	READ Act (3206)	\$ -	\$ -	\$ -	\$ -
3000	Rural Schools Funding (3230)	\$ 389,427.58	\$ 472,506.69	\$ 472,506.69	\$ 524,149.26
3000	READ Act FY 20 (3259)	\$ -	\$ -	\$ -	\$ -
3000	At Risk Supplemental Aid, District and Charters (3230)	\$ 21,888.52	\$ -	\$ -	\$ 20,000.00
3000	At Risk (3235)	\$ -	\$ -	\$ 23,739.74	\$ -
3000	State Revenue from AP Exam Grant (3270)	\$ 901.00	\$ -	\$ 511.00	\$ -
3000	State of CO CHF Mini Gratr (3510)	\$ -	\$ 9,937.00	\$ 9,937.00	\$ -
3010	CSHP (3000)	\$ 700.00	\$ 700.00	\$ 700.00	\$ -
3010	State Revenue from CTA Funding (3120)	\$ 114,324.00	\$ 120,000.00	\$ 82,687.00	\$ 120,000.00

MONTEZUMA-CORTEZ RE-1
Adopted Budget 2022-2023 (for June, 21, 2022)
Fund 100: General Fund Revenue Detail

	Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022-23
3010 State Revenue for On-Behalf Payments for PERA (3898)	\$ -	\$ -		
3110 State Equalization	\$ 8,877,707.04	\$ 12,655,949.00	\$ 11,714,696.51	\$ 13,532,240.29
3951 Service Provided within the BOCES: SWAP (3899)	\$ 59,148.00	\$ 45,000.00	\$ 29,967.52	\$ 45,000.00
Total Revenue From State Sources	\$ 9,830,962.29	\$ 13,564,592.69	\$ 12,334,745.46	\$ 14,491,389.55
Revenue From Federal Sources				
4000 CARES CRF At Risk Funds (5012)	\$ 116,274.04	\$ -		
4000 CDHP COVID 19 Testing			\$ 1,667.00	
4020 Impact Aid (4041)	\$ 814,824.00	\$ 550,000.00	\$ 723,483.00	\$ 750,000.00
Total Revenue From Federal Sources	\$ 931,098.04	\$ 550,000.00	\$ 725,150.00	\$ 750,000.00
Total General Fund Revenue For All Sources	\$ 23,855,336.36	\$ 25,109,553.86	\$ 23,800,276.46	\$ 27,015,266.66
Transfers (To) other Sources				
5213 Transfer to Technology Fund	\$ 400,000.00	\$ 280,000.00	\$ 280,000.00	\$ 200,000.00
5214 Transfer to CMS Activity Fund	\$ 120,341.00	\$ 141,000.00	\$ -	\$ 149,905.00
5214 Transfer to MCHS Activity Fund	\$ 341,515.62	\$ 380,500.00	\$ -	\$ 536,200.00
5218 Transfer to Insurance Reserve	\$ 200,000.00	\$ 261,950.00	\$ 50,000.00	\$ 200,000.00
5221 Transfer to School Nutritional Services	\$ 150,000.00	\$ 150,000.00	\$ -	\$ 150,000.00
5243 Transfer to Capital Projects Fund	\$ 1,050,000.00	\$ 1,360,000.00	\$ -	\$ 1,000,000.00
Total Transfers To (From) Other Funds	\$ 2,261,856.62	\$ 2,573,450.00	\$ 330,000.00	\$ 2,236,105.00
Allocations (To) Other Sources				
5711 Battle Rock Charter School	\$ 651,912.88	\$ 724,195.00	\$ 603,788.00	\$ 783,002.64
5711 Kiva Montessori Charter School	\$ 1,081,320.70	\$ 1,191,131.00	\$ 991,160.00	\$ 1,295,682.94
5711 South West Open School Charter School	\$ 1,030,576.80	\$ 1,145,745.90	\$ 954,407.00	\$ 1,239,754.18
5819 Allocation to CPP Fund (3141)	\$ 464,538.75	\$ 585,109.19	\$ 530,267.00	\$ 470,733.73
Total Allocations	\$ 3,228,349.13	\$ 3,646,181.09	\$ 3,079,622.00	\$ 3,789,173.49
Total Adjusted Revenue	\$ 18,365,130.61	\$ 18,889,922.77	\$ 20,390,654.46	\$ 20,989,988.17

MONTEZUMA-CORTEZ RE-1
Adopted Budget 2022-2023 (for June, 21, 2022)
Fund 100: General Fund Expenditures Detail

	Audited 2020-21	Final Budget 2021-2022	Proposed Budget 2022-23
General Fund Expenditures			
Manalugh Elementary	\$ 1,376,939.33	\$ 1,706,683.74	\$ 1,682,490.00
Mesa Elementary	\$ 1,454,913.79	\$ 1,957,131.53	\$ 2,080,755.00
Kemper Elementary	\$ 1,666,324.07	\$ 1,950,970.17	\$ 2,257,452.00
Lewis Arriola Elementary	\$ 565,147.43	\$ 671,311.62	\$ 825,242.00
Pleasant View Elementary	\$ 144,486.32	\$ 159,280.12	\$ 221,702.00
Montezum-Cortez Middle School	\$ 2,985,720.18	\$ 3,334,047.39	\$ 3,562,605.00
Montezuma-Cortez High School	\$ 3,561,585.00	\$ 3,641,664.15	\$ 4,025,367.00
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Business Services	\$ 376,636.23	\$ 346,739.75	\$ 431,160.00
Student Academic Services	\$ 322,835.75	\$ 491,992.92	\$ 493,460.00
Human Resources	\$ 273,260.60	\$ 301,090.00	\$ 300,000.00
Health Services	\$ 46,625.61	\$ 91,654.00	\$ 109,396.00
Maintenance	\$ 657,999.73	\$ 770,902.00	\$ 1,088,800.00
Custodial	\$ 51,375.69	\$ 70,700.00	\$ 72,000.00
Transportation	\$ 789,713.70	\$ 863,568.00	\$ 966,000.00
Technology	\$ 346,280.70	\$ 392,582.13	\$ 428,000.00
Safety	\$ 9,438.60	\$ 24,000.00	\$ 24,000.00
Governance and Executive Administration	\$ 709,614.50	\$ 767,791.00	\$ 1,012,836.00
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Gifted and Talented Education	\$ 29,450.96	\$ 36,666.00	\$ 39,000.00
Other General Education Services	\$ 162,285.58	\$ 70,067.00	\$ 236,734.00
Special Education	\$ 28,170.91	\$ 176,300.00	\$ 187,000.00
New Wings	\$ 1,177.22	\$ 5,000.00	\$ 5,000.00
Colorado Read Act Grant	\$ -	\$ -	\$ -
Other Support Services	\$ 86,419.00	\$ 49,700.00	\$ 38,000.00
On-Behalf Payment for PERA Salaries	\$ -	\$ -	\$ -
Utilities	\$ 703,932.19	\$ 737,673.00	\$ 785,000.00
Charter Flow Through	\$ 146,611.14	\$ 195,201.96	\$ 200,000.25
Total Expenditures	\$ 18,197,138.00	\$ 18,812,716.49	\$ 21,071,999.25

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 100: General Fund Expenditures

		Final Budget 2021-2022	Proposed Budget 2022-23
Manaugh Elementary			
Object	Description		
0100	Salaries	\$ 1,141,800.49	\$ 1,150,000.00
0200	Benefits	\$ 532,535.75	\$ 500,000.00
0300-0800	Operating	\$ 32,347.50	\$ 32,490.00
	Substitutes Salaries	\$ 35,000.00	\$ -
	Substitutes Benefits	\$ 10,000.00	\$ -
Total Manaugh Elementary		\$ 1,706,683.74	\$ 1,682,490.00
Mesa Elementary			
Object	Description		
0100	Salaries	\$ 1,346,852.00	\$ 1,480,000.00
0200	Benefits	\$ 568,910.28	\$ 560,000.00
0300-0800	Operating	\$ 41,369.25	\$ 40,755.00
	Substitutes Salaries	\$ 30,000.00	\$ -
	Substitutes Benefits	\$ 6,000.00	\$ -
Total Mesa Elementary		\$ 1,957,131.53	\$ 2,080,755.00
Kemper Elementary			
Object	Description		
0100	Salaries	\$ 1,351,408.69	\$ 1,610,000.00
0200	Benefits	\$ 547,050.24	\$ 600,000.00
0300-0800	Operating	\$ 52,511.25	\$ 47,452.00
	Substitutes Salaries	\$ 40,000.00	\$ -
	Substitutes Benefits	\$ 10,000.00	\$ -
Total Kemper Elementary		\$ 1,950,970.17	\$ 2,257,452.00
Lewis Arriola Elementary			
Object	Description		
0100	Salaries	\$ 466,124.45	\$ 563,000.00
0200	Benefits	\$ 188,687.18	\$ 245,000.00
0300-0800	Operating	\$ 16,500.00	\$ 17,242.00
	Substitutes Salaries	\$ 13,000.00	\$ -
	Substitutes Benefits	\$ 4,000.00	\$ -
	Mileage for Teachers & Admin	\$ 315.00	\$ -
Total Lewis Arriola Elementary		\$ 671,311.62	\$ 825,242.00
Pleasant View Elementary			
Object	Description		
0100	Salaries	\$ 102,143.87	\$ 150,000.00
0200	Benefits	\$ 54,136.25	\$ 67,000.00
0300-0800	Operating	\$ 3,000.00	\$ 4,702.00
	Substitutes Salaries	\$ 6,000.00	\$ -
	Substitutes Benefits	\$ 2,000.00	\$ -
	Mileage for Teachers & Admin	\$ 1,500.00	\$ -
Total Pleasant View Elementary		\$ 159,280.12	\$ 221,702.00
Montezuma - Cortez Middle School			
Object	Description		
0100	Salaries	\$ 2,160,434.49	\$ 2,450,000.00
0200	Benefits	\$ 1,058,612.90	\$ 1,012,000.00
0300-0800	Operating	\$ 115,000.00	\$ 100,605.00
	Substitutes Salaries	\$ 85,000.00	\$ -
	Substitutes Benefits	\$ 20,000.00	\$ -
	Purch Service - Resource Officer	\$ 11,500.00	\$ -
Total Cortez Middle School		\$ 3,334,047.39	\$ 3,562,605.00
Montezuma - Cortez High School			
Object	Description		
0100	Salaries	\$ 2,315,757.93	\$ 2,670,000.00
0200	Benefits	\$ 1,088,406.23	\$ 1,112,000.00
0569	Tuition - Higher Education	\$ 120,000.00	\$ 120,000.00
0300-0800	Operating	\$ 117,500.00	\$ 123,367.00
	Substitutes Salaries	\$ 63,000.00	\$ -
	Substitutes Benefits	\$ 12,000.00	\$ -
	Resource Officer	\$ 11,500.00	\$ -
Total Montezuma-Cortez High School		\$ 3,641,664.15	\$ 4,025,367.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 100: General Fund Expenditures

		Final Budget 2021-2022	Proposed Budget 2022-23
Business Services			
Object	Description		
0100	Salaries	\$ 199,035.00	\$ 240,000.00
0200	Benefits	\$ 81,918.75	\$ 120,000.00
0300	Professionals/Technical Services	\$ 36,500.00	\$ 38,600.00
0500	Purchased Services	\$ 5,700.00	\$ 22,960.00
0600	Supplies	\$ 6,175.00	\$ 4,000.00
0700	Equipment	\$ 3,325.00	\$ 2,300.00
0800	Other Objects	\$ 475.00	\$ 3,300.00
	Banking Fees	\$ 1,900.00	
	Postage	\$ 13,000.00	
	Travel and Registrations	\$ 2,850.00	
	Transportation	\$ 1,235.00	
	Allocation from CPP	\$ (5,374.00)	
Total Business Services		\$ 346,739.75	\$ 431,160.00
Student Academic Services			
Object	Description		
0100	Salaries	\$ 172,994.92	\$ 200,000.00
0200	Benefits	\$ 81,038.00	\$ 100,000.00
0300	Professionals/Technical Services		\$ 20,000.00
0500	Purchased Services	\$ 18,500.00	\$ 18,760.00
0600	Supplies	\$ 6,500.00	\$ 151,500.00
0700	Equipment	\$ 2,500.00	\$ 2,500.00
0800	Other Objects	\$ 700.00	\$ 700.00
	Travel, Registration, and Entrance	\$ 19,760.00	
	AVID Travel, Registration and Entrance	\$ 40,000.00	
	Books and Periodicals	\$ 150,000.00	
Total Student Academic Services		\$ 491,992.92	\$ 493,460.00
Human Resources			
Object	Description		
0100	Salaries	\$ 191,101.00	\$ 180,000.00
0200	Benefits	\$ 79,935.00	\$ 90,000.00
0300	Professionals/Technical Services	\$ -	\$ 800.00
0500	Purchased Services	\$ 13,637.00	\$ 11,500.00
0600	Supplies	\$ 7,054.00	\$ 9,200.00
0700	Equipment	\$ -	\$ 7,000.00
0800	Other Objects	\$ 1,411.00	\$ 1,500.00
	Training and PD	\$ -	
	Software and Training	\$ -	
	Travel and Registrations	\$ 7,524.00	
	Transportation	\$ 428.00	
Total Human Resources		\$ 301,090.00	\$ 300,000.00
Health Services			
Object	Description		
0100	Salaries	\$ 64,890.00	\$ 74,260.00
0200	Benefits	\$ 16,975.00	\$ 20,000.00
0300	Professionals/Technical Services	\$ 3,750.00	\$ 3,750.00
0400	Purchased Property Services	\$ 385.00	\$ 385.00
0500	Purchased Services	\$ 2,860.00	\$ 5,291.00
0600	Supplies	\$ 4,538.00	\$ 4,500.00
0700	Equipment	\$ 1,100.00	\$ 1,100.00
0800	Other Objects	\$ 110.00	\$ 110.00
	Travel, Registration, and Entrance	\$ 2,420.00	
	Allocation from CPP	\$ (5,374.00)	
Total Health Services		\$ 91,654.00	\$ 109,396.00
Maintenance			
Object	Description		
0100	Salaries	\$ 360,000.00	\$ 650,000.00
0200	Benefits	\$ 170,000.00	\$ 200,000.00
0500	Purchased Services	\$ 92,000.00	\$ 95,800.00
0600	Supplies	\$ 100,000.00	\$ 105,000.00
0700	Equipment	\$ 20,000.00	\$ 25,000.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 100: General Fund Expenditures

		Final Budget 2021-2022	Proposed Budget 2022-23
0800	Other Objects	\$ 13,000.00	\$ 13,000.00
	Saftey	\$ 24,000.00	
	Travel, Registration, and Entrance	\$ 859.00	
	Maintenance Allocation to CPP	\$ (8,957.00)	
Total Maintenance		\$ 770,902.00	\$ 1,088,800.00
Custodial			
Object	Description		
0600	Supplies - Manaugh	\$ 9,500.00	\$ 10,000.00
0600	Supplies - Mesa	\$ 9,500.00	\$ 10,000.00
0600	Supplies - Kemper	\$ 9,500.00	\$ 10,000.00
0600	Supplies - Lewis	\$ 3,000.00	\$ 4,000.00
0600	Supplies - PV	\$ 1,000.00	\$ 1,000.00
0600	Supplies - M-CMS	\$ 13,000.00	\$ 13,000.00
0600	Supplies - M-CHS	\$ 13,000.00	\$ 18,000.00
0600	Supplies - District	\$ 12,200.00	\$ 5,500.00
0700	Equipment - District	\$ -	\$ 500.00
Total Custodial		\$ 70,700.00	\$ 72,000.00
Transportation			
Object	Description		
0100	Salaries	\$ 501,601.00	\$ 516,000.00
0200	Benefits	\$ 171,542.00	\$ 200,000.00
0300	Professionals/Technical Services	\$ 2,850.00	\$ 3,000.00
0400	Purchased Property Services	\$ 2,850.00	\$ 3,500.00
0500	Purchased Services	\$ 30,000.00	\$ 57,500.00
0600	Supplies	\$ 75,925.00	\$ 251,000.00
0700	Equipment	\$ 5,000.00	\$ 5,000.00
0800	Other Objects	\$ -	
0851	Activity Trip Reimbursments	\$ (75,000.00)	\$ (70,000.00)
	Travel & Registration	\$ 3,800.00	
	Tires	\$ 10,000.00	
	Fuel	\$ 135,000.00	
Total Transportation		\$ 863,568.00	\$ 966,000.00
Technology			
Object	Description		
0100	Salaries	\$ 265,634.50	\$ 290,000.00
0200	Benefits	\$ 114,648.63	\$ 125,000.00
0400	Purchased Property Services	\$ -	
0500	Purchased Services	\$ 4,092.00	\$ 5,500.00
0600	Supplies	\$ 1,411.00	\$ 1,500.00
0700	Equipment	\$ 5,000.00	\$ 5,000.00
0800	Other Objects	\$ 855.00	\$ 1,000.00
	Travel, Registration, and Entrance	\$ 941.00	
Total Technology		\$ 392,582.13	\$ 428,000.00
Saftey			
Object	Description		
0100	Salaries		\$ 2,000.00
0200	Benefits		\$ 500.00
0500	Purchased Services	\$ 20,000.00	\$ 19,000.00
0600	Supplies	\$ 3,000.00	\$ 2,000.00
0700	Equipment	\$ 1,000.00	\$ 500.00
0800	Other Objects		
Total Saftey		\$ 24,000.00	\$ 24,000.00
Governance and Executive Administration			
Operations:			
Object	Description		
0100	Salaries	\$ 189,090.00	\$ 332,000.00
0200	Benefits	\$ 63,352.00	\$ 100,000.00
0300	Professionals/Technical Services	\$ 6,000.00	\$ 5,000.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 100: General Fund Expenditures

		Final Budget 2021-2022	Proposed Budget 2022-23
0400	Purchased Property Services		\$ 1,600.00
0500	Purchased Services	\$ 9,500.00	\$ 31,200.00
0600	Supplies	\$ 3,325.00	\$ 11,200.00
0700	Equipment	\$ 6,350.00	\$ 5,000.00
0800	Other Objects	\$ -	\$ 6,000.00
	Purch Svcs-Community Relations	\$ 1,188.00	
	Purch Svcs-District Celebrations	\$ 2,470.00	
	Travel, Registration, and Entrance	\$ 14,878.00	
	Supplies - District Celebrations	\$ 5,225.00	
	Dues & Fees	\$ 3,800.00	
	Transportation	\$ 1,900.00	
	Allocation from CPP	\$ (16,123.00)	
Total Operations		\$ 290,955.00	\$ 492,000.00
Board of Education:			
Object	Description		
0300	Professionals/Technical Services	\$ 2,000.00	\$ 8,000.00
0500	Purchased Services	\$ 21,000.00	\$ 29,500.00
0600	Supplies	\$ 1,000.00	\$ 1,000.00
0700	Equipment	\$ 3,000.00	\$ 2,000.00
0800	Other Objects	\$ 1,000.00	\$ 1,000.00
	Travel, Registration, and Entrance	\$ 12,000.00	
	Transportation	\$ 500.00	
Total Board of Education		\$ 40,500.00	\$ 41,500.00
Elections, Legal, Auditing, Communications:			
Object	Description		
0300	Professionals/Technical Services	\$ 33,250.00	\$ 125,000.00
0500	Purchased Services	\$ 11,750.00	\$ 15,000.00
0600	Supplies	\$ 9,500.00	\$ 6,000.00
	Legal and Expulsion Services	\$ 25,000.00	
	Auditing Services	\$ 23,500.00	
Total Legal, Auditing, Elections		\$ 103,000.00	\$ 146,000.00
BOCES Services:			
Object	Description		
0561	BOCES - Online Classes E-School	\$ 30,000.00	\$ 30,000.00
0591	BOCES - ESS Services	\$ 174,761.00	\$ 174,761.00
0591	BOCES - Special Ed Preschool	\$ 26,178.00	\$ 26,178.00
0591	BOCES - Academic Contests	\$ 2,134.00	\$ 2,134.00
0591	BOCES - PE Coordinator/SWAP	\$ 50,000.00	\$ 50,000.00
0591	BOCES - Administration	\$ 50,263.00	\$ 50,263.00
Total BOCES Services		\$ 333,336.00	\$ 333,336.00
Total Governance and Exec Admin		\$ 767,791.00	\$ 1,012,836.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 100: General Fund Expenditures

		Final Budget 2021-2022	Proposed Budget 2022- 23
Gifted and Talented Education			
Object	Description		
0100	Salaries	\$ 18,672.00	\$ 19,000.00
0200	Benefits	\$ 6,654.00	\$ 8,000.00
0300-0800	Operating	\$ 11,340.00	\$ 12,000.00
Total Gifted and Talented Education		\$ 36,666.00	\$ 39,000.00
Other General Education Services			
Object	Description		
0100	Salaries	\$ 9,552.00	\$ 79,552.00
0200	Benefits	\$ 8,015.00	\$ 46,515.00
0300	Professionals/Technical Services	\$ 22,000.00	\$ 22,667.00
0500	Purchased Services	\$ 23,500.00	\$ 88,000.00
	Retiree Life Insurance	\$ 7,000.00	
	Sick Leave	\$ 20,000.00	
	Masters Stipends	\$ 12,500.00	
	Personal Leave	\$ 31,000.00	
	Mentoring Stipends	\$ 35,000.00	
	Additional Support for Schools	\$ 70,000.00	
	Staff Salaries/Benefits Adjustments	\$ -	
Total Other General Education		\$ 70,067.00	\$ 236,734.00
Special Education Services			
Object	Description		
0100	Salaries	\$ 54,000.00	\$ 75,000.00
0200	Benefits	\$ 50,000.00	\$ 39,000.00
0500	Purchased Services	\$ 60,000.00	\$ 60,000.00
0600	Supplies		\$ 13,000.00
	Operating	\$ 12,300.00	\$ -
	Life Skills Stipends	\$ 10,000.00	\$ -
Total Special Education		\$ 176,300.00	\$ 187,000.00
New Wings			
Object	Description		
0100	Salaries	\$ -	
0200	Benefits	\$ -	
0300-0800	Operating	\$ 5,000.00	\$ 5,000.00
	Substitutes Salaries	\$ -	
	Substitutes Benefits	\$ -	
Total Hub		\$ 5,000.00	\$ 5,000.00
Other Support Services			
Object	Description		
0100	Salaries	\$ 20,000.00	\$ 20,000.00
0200	Benefits	\$ 4,700.00	\$ 4,000.00
0500	Purchased Services	\$ 25,000.00	\$ 14,000.00
Total Other Support		\$ 49,700.00	\$ 38,000.00
On-Behalf Payment for PERA Salaries			
Object	Description		
0280	On-Behalf Payments	\$ -	\$ -
Utilities			
Object	Description		
0410	Water	\$ 100,000.00	\$ 105,000.00
0411	Disposal Services	\$ 45,000.00	\$ 50,000.00
0412	Sanitation	\$ 25,000.00	\$ 30,000.00
0500	Phone and Internet	\$ 25,000.00	\$ 25,000.00
0621	Natural Gas	\$ 92,500.00	\$ 100,000.00
0622	Electricity	\$ 330,000.00	\$ 335,000.00
0623	Propane	\$ 17,000.00	\$ 20,000.00
0629	McKinstry Payment	\$ 120,000.00	\$ 120,000.00
0856	Utilities Allocation to CPP	\$ (16,827.00)	
Total Utilities		\$ 737,673.00	\$ 785,000.00
Charter Flow Through			

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 100: General Fund Expenditures

Object	Description	Final Budget 2021-2022	Proposed Budget 2022- 23
0594	FT to SWOS for Impact Aid	\$ 63,000.00	\$ 63,000.00
0594	FT to SWOS for Rural School Funding	\$ 20,000.00	\$ 20,000.00
0594	FT to SWOS for Public Lands	\$ 6,825.37	\$ 6,825.37
0594	FT to SWOS for At-Risk Funding	\$ 12,000.00	\$ 12,000.00
0594	FT to Battlerock for Impact Aid	\$ 5,500.00	\$ 5,500.00
0594	FT to Battlerock for Public Lands	\$ 3,231.71	\$ 3,030.00
0594	FT to Battlerock for Rural School Funding	\$ 12,000.00	\$ 12,000.00
0594	FT to Battlerock for At-Risk Funding	\$ 7,500.00	\$ 7,500.00
0594	FT to Kiva Montessori for Impact Aid	\$ 40,000.00	\$ 40,000.00
0594	FT to Kiva Montessori for Public Lands	\$ 5,144.88	\$ 5,144.88
0594	FT to Kiva for Rural School Funding	\$ 20,000.00	\$ 20,000.00
0594	FT to Kiva Montessori for At-Risk Funding	\$ -	\$ 5,000.00
Total Charter Flow Through		\$ 195,201.96	\$ 200,000.25

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 130: Technology in General Fund

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022-23
Beginning Fund Balance		\$ 471,154.36	\$ 471,154.00	\$ 507,177.00	\$ 725,990.00
Revenue					
Object	Description				
1990	E-Rate Income	\$ 61,631.00	\$ 72,550.00	\$ -	\$ 75,000.00
1991	ECF Income		\$ 254,836.00	\$ -	\$ -
5210	Transfer From General Fund	\$ 400,000.00	\$ 280,000.00	\$ 280,000.00	\$ 200,000.00
1954	Charter School Services	\$ 17,582.00	\$ -	\$ 9,727.62	\$ 10,000.00
Total Revenue		\$ 479,213.00	\$ 607,386.00	\$ 289,727.62	\$ 285,000.00
Total Revenue Including BFB		\$ 950,367.36	\$ 1,078,540.00	\$ 796,904.62	\$ 1,010,990.00
Expenditures					
Object	Description				
0500	Purchased Services	\$ 248,370.00	\$ 70,000.00	\$ 213,692.00	\$ 258,000.00
0600	Supplies	\$ 3,081.00	\$ 4,200.00	\$ 6,650.00	\$ 17,000.00
0700	Equipment	\$ 191,739.00	\$ 31,000.00	\$ 183,223.00	\$ 10,000.00
			\$ 5,000.00		
			\$ 145,000.00		
			\$ 50,000.00		
			\$ 7,350.00		
			\$ 25,000.00		
			\$ 15,000.00		
Total Expenditures		\$ 443,190.00	\$ 352,550.00	\$ 403,565.00	\$ 285,000.00
Appropriated Reserves					
	Operating Reserve	\$ 507,177.36	\$ 725,990.00	\$ 393,339.62	\$ 725,990.00
Total Appropriated Reserves		\$ 507,177.36	\$ 725,990.00	\$ 393,339.62	\$ 725,990.00
Total Expenditures and Appropriated Reserves		\$ 950,367.36	\$ 1,078,540.00	\$ 796,904.62	\$ 1,010,990.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 140: Pupil Activity in General Fund

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022-23
Beginning Fund Balance					
Revenue					
Object	Description				
1710	Gate Receipts - MCHS	\$ 15,776.00	\$ 23,320.00	\$ 21,839.00	\$ 23,000.00
1740	Participation Fees - CMS	\$ 12,313.00	\$ 11,000.00	\$ 14,800.00	\$ 12,000.00
1740	Participation Fees - MCHS	\$ 15,836.00	\$ 19,000.00	\$ 22,743.00	\$ 20,000.00
5210	Transfer From General Fund (CMS)	\$ 117,220.00	\$ 141,000.00	\$ 141,000.00	\$ 149,905.00
5210	Transfer From General Fund (MCHS)	\$ 344,636.62	\$ 380,500.00	\$ 380,470.00	\$ 536,200.00
	Total Revenue	\$ 505,781.62	\$ 574,820.00	\$ 580,852.00	\$ 741,105.00
	Total Revenue Including BFB	\$ 505,781.62	\$ 574,820.00	\$ 580,852.00	\$ 741,105.00
Expenditures					
Object	Description				
0100	Salaries	\$ 227,408.00	\$ 126,235.00	\$ 197,114.00	\$ 285,100.00
0200	Benefits	\$ 78,863.00	\$ 29,665.00	\$ 66,831.61	\$ 84,705.00
0300	Professionals/Technical Services				\$ 13,000.00
0500	Purchased Services	\$ 106,014.50	\$ 75,166.00	\$ 113,690.00	\$ 160,600.00
0600	Supplies	\$ 53,683.00	\$ 44,800.00	\$ 22,625.00	\$ 105,400.00
0700	Property/Equipment	\$ 6,000.00	\$ 6,000.00	\$ 4,953.00	\$ 36,450.00
0800	Other Objects	\$ 58,090.00	\$ 58,090.00	\$ 42,390.00	\$ 55,850.00
		\$ 65,125.00	\$ 65,125.00		
	Total Co-Expenditures	\$ 595,183.50	\$ 405,081.00	\$ 447,603.61	\$ 741,105.00
Expenditures					
Object	Description				
		\$ 117,434.00	\$ 117,434.00	\$ -	\$ -
		\$ 52,305.00	\$ 52,305.00	\$ -	\$ -
	Total Support Program Expenditures	\$ 169,739.00	\$ 169,739.00	\$ -	\$ -
	Total Expenditures	\$ 764,922.50	\$ 574,820.00	\$ 447,603.61	\$ 741,105.00
Appropriated Reserves					
	Operating Reserve	\$ (259,140.88)	\$ -	\$ 133,248.39	\$ -
	Total Appropriated Reserves	\$ (259,140.88)	\$ -	\$ 133,248.39	\$ -
	Total Expenditures and Appropriated Reserves	\$ 505,781.62	\$ 574,820.00	\$ 580,852.00	\$ 741,105.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 180: Insurance Reserve in General Fund

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022-23
Beginning Fund Balance		\$ 177,880.94	\$ 177,880.00	\$ 203,133.14	\$ 55,998.00
Revenue					
Object	Description				
1500	Earnings on Investments	\$ 17,766.05	\$ 50.00	\$ 3.36	\$ 50.00
1986	Insurance Reimbursement			\$ 685.00	\$ 500.00
5210	Transfer From General Fund	\$ 200,000.00	\$ 261,950.00	\$ 50,000.00	\$ 200,000.00
	Total Revenue	\$ 217,766.05	\$ 262,000.00	\$ 50,688.36	\$ 200,550.00
	Total Revenue Including BFB	\$ 395,646.99	\$ 439,880.00	\$ 253,821.50	\$ 256,548.00
Expenditures					
Object	Description				
0500	Purchased Services	\$ 192,513.85	\$ 262,000.00	\$ 197,823.57	\$ 256,548.00
	Total Expenditures	\$ 192,513.85	\$ 262,000.00	\$ 197,823.57	\$ 256,548.00
Appropriated Reserves					
	Operating Reserve	\$ 203,133.14	\$ 177,880.00	\$ 55,997.93	\$ -
	Total Appropriated Reserves	\$ 203,133.14	\$ 177,880.00	\$ 55,997.93	\$ -
Total Expenditures and Appropriated Reserves		\$ 395,646.99	\$ 439,880.00	\$ 253,821.50	\$ 256,548.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 190: Colorado Preschool Program in General Fund

Proposed
 Budget 2022-
 23

	Audited 2020-21	Final Budget 2021-2022	YTD	
Beginning Fund Balance	\$ 26,800.05	\$ 26,801.00	\$ 26,801.00	
Revenue				
Object				
1310 Tuition from Individuals	\$ 13,746.75	\$ 12,000.00	\$ 23,987.00	\$ 20,000.00
3141 CPP Tax Check Off		\$ -		
3141 Allocation from the General Fund	\$ 464,538.75	\$ 530,267.00	\$ 530,267.00	\$ 363,130.00
Total Revenue	\$ 478,285.50	\$ 542,267.00	\$ 554,254.00	\$ 383,130.00
		\$ -		
Total Revenue Including BFB	\$ 505,085.55	\$ 569,068.00	\$ 581,055.00	\$ 383,130.00
Expenditures		\$ -		
General Pre-School Education 0040-0090		\$ -		
Object				
0100 Salaries	\$ 148,349.76	\$ 161,000.00	\$ 113,320.00	\$ 158,976.00
0200 Benefits	\$ 93,490.91	\$ 100,000.00	\$ 70,055.00	\$ 104,836.00
0300 Professionals/Technical Services	\$ 1,724.00	\$ 16,500.00	\$ 1,587.00	\$ 2,000.00
0400 Purchased Property Services		\$ 2,000.00		
0500 Purchased Services	\$ 143,103.68	\$ 139,583.00	\$ 142,996.00	\$ 10,000.00
0600 Supplies	\$ 3,575.00	\$ 8,000.00	\$ 2,923.00	\$ 6,000.00
0700 Non-Capital Equipment	\$ -	\$ 4,000.00		\$ 2,000.00
Repairs		\$ 52.00		
E-Care Kinder Supplementation		\$ -		
Travel, Registration, and Entrance	\$ -	\$ 2,500.00		
Building Improvements	\$ -	\$ 10,833.00		
Unallocated		\$ -		
Total Instructional Program Expenditures	\$ 390,243.35	\$ 444,468.00	\$ 330,881.00	\$ 283,812.00
Support Programs 2400-2600		\$ -		
Object				
0100 Salaries	\$ 35,938.00	\$ 37,000.00	\$ 45,048.93	\$ 57,755.00
0200 Benefits	\$ 16,427.73	\$ 17,500.00	\$ 16,574.00	\$ 21,563.00
0600 Supplies				\$ 500.00
0700 Non-Capital Equipment	\$ 22,975.65			\$ 2,000.00
0800 Other Objects				\$ 17,500.00
Internal Charge - Maintenance	\$ -	\$ 21,500.00		
Internal Charge - Business	\$ -	\$ 5,800.00		
Internal Charge - Utilities	\$ -	\$ 17,800.00		
Internal Charge - Central Admin	\$ -	\$ 22,500.00		
Internal Charge - Nursing	\$ -	\$ 2,500.00		
Total Support Program Expenditures	\$ 75,341.38	\$ 124,600.00	\$ 61,622.93	\$ 99,318.00
		\$ -		
Total Expenditures	\$ 465,584.73	\$ 569,068.00	\$ 392,503.93	\$ 383,130.00
Appropriated Reserves		\$ -		
Operating Reserve	\$ 39,500.82	\$ -		\$ -
Total Appropriated Reserves	\$ 39,500.82	\$ -	\$ -	\$ -
		\$ -		
Total Expenditures and Appropriated Reserves	\$ 505,085.55	\$ 569,068.00	\$ 392,503.93	\$ 383,130.00

MONTEZUMA-CORTEZ RE-1
Adopted Budget 2022-2023 (for June, 21, 2022)
Fund 213: Food Services Special Fund

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022-23
Beginning Fund Balance		\$ 35,610.00	\$ 35,609.62	\$ 100,879.00	\$ 291,905.39
Revenue					
Object/Grant					
1500	Earnings on Investments	\$ 73.90	\$ 60.00	\$ 54.00	\$ 60.00
1600	Food Services	\$ -	\$ -		
1610-4555	Reimbursable Revenue	\$ 24,209.00	\$ 100,000.00	\$ 32,713.74	\$ 40,000.00
1613	Reimbursable Revenue PreK	\$ 146.50			
1620	Ala Carte	\$ 11,489.00	\$ 15,000.00	\$ 15,685.96	\$ 15,000.00
1900	Misc Income		\$ -		
3000-3161	State Matching Child Nutrition	\$ 10,070.00	\$ 10,000.00	\$ 10,026.00	\$ 10,000.00
3000-3164	Start Smart Nutrition	\$ 45.00	\$ 2,275.00		
3000-3169	School Lunch Protection Prog	\$ 188.00	\$ 7,900.00		
3010	PERA On Behalf Payment		\$ -		\$ 145,000.00
4000-4553	Federal School Breakfast		\$ 145,000.00		\$ 630,000.00
4000-4555	Federal School Lunch		\$ 630,000.00		
4000-4555	COVID Summer Program	\$ 755,275.00	\$ -	\$ 867,546.00	
4000-4556	Federal Special Milk Prog	\$ 625.00	\$ 2,000.00	\$ 798.73	\$ 2,000.00
4010-4555	Commodities	\$ 67,994.70	\$ 80,800.00		\$ 2,500.00
4000-4649	Snap P-EBT			\$ 3,063.00	
4000-6555	SCA Revenue			\$ 43,838.53	
5210	Transfer from General Fund	\$ 150,000.00	\$ 150,000.00	\$ 150,000.00	\$ 100,000.00
	Total Revenue	\$1,020,116.10	\$ 1,143,035.00	\$ 1,123,725.96	\$ 944,560.00
	Total Revenue Including BFB	\$1,055,726.10	\$ 1,178,644.62	\$ 1,224,604.96	\$1,236,465.39
Expenditures					
Object					
0100	Salaries	\$ 383,514.00	\$ 400,000.00	\$ 298,520.00	\$ 400,000.00
0200	Benefits	\$ 233,748.00	\$ 245,000.00	\$ 165,730.00	\$ 245,000.00
0400	Purchased Property Services	\$ 2,606.00	\$ 5,000.00	\$ 4,684.34	\$ 5,000.00
0500	Purchased Services	\$ 9,240.00	\$ 11,000.00	\$ 9,051.36	\$ 10,000.00
0600	Supplies	\$ (2,950.10)	\$ 2,700.00	\$ 198.95	\$ 2,000.00
0630	Food	\$ 228,561.00	\$ 394,000.00	\$ 338,115.11	\$ 390,000.00
0631	Non-Food	\$ 18,259.00	\$ -	\$ 23,212.95	\$ 20,000.00
0632	Commodity Fees	\$ 551.00	\$ 3,200.00	\$ 6,516.75	\$ 5,000.00
0633	Commodities	\$ 67,994.70	\$ 80,800.00	\$ 80,175.51	\$ 80,000.00
0700	Property/Equipment	\$ 4,685.30	\$ -	\$ 590.00	\$ 1,000.00
0800	Other Objects	\$ 8,637.98	\$ 6,000.00	\$ 5,904.60	\$ 6,000.00
	PERA On Behalf Payment		\$ -	\$ -	
	Total Expenditures	\$ 954,846.88	\$ 1,147,700.00	\$ 932,699.57	\$1,164,000.00
Appropriated Reserves					
	Operating Reserve	\$ 100,879.22	\$ 30,944.62	\$ 291,905.39	\$ 72,465.39
	Total Appropriated Reserves	\$ 100,879.22	\$ 30,944.62	\$ 291,905.39	\$ 72,465.39
	Total Expenditures and Appropriated Reserves	\$1,055,726.10	\$ 1,178,644.62	\$ 1,224,604.96	\$1,236,465.39

Montezuma-Cortez RE-1
Preliminary Budget 2022-23
Fund 22: Governmental Designated-Purpose Grants Fund (Fund 221 to Fund 227)

Audited 2020-21	Final Budget 2021-22	YTD
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Proposed Budget 2022-23

State Revenue
Grant/Project

State Grant/Project Title
3139 ELPA - English Language Proficiency Act
3140 ELPA - English Language Proficiency Act
3192 Counselor Corp
3295 READ Act
3207 Colorado State Library
3218 School Health Professionals
3226 Advanced Placement Incentive
3227 School Turnaround Leaders Development
3239 Computer Science Education (Csed)
3245 Retaining Teachers
3273 CCSG SB20B-1001
3951 School Access for Emergency Response (SAFER)
3959 School Security Disbursement (SSD)

\$ 24,378.00	\$ 55,000.00	
\$ 29,877.00	\$ 36,000.00	\$ 25,977.33
\$ -	\$ 60,000.00	\$ 60,000.00
\$ -	\$ 136,000.00	\$ 141,447.29
\$ 4,000.00	\$ 4,000.00	
\$ 93,175.19	\$ 105,000.00	\$ 121,064.00
\$ 5,401.46	\$ -	
\$ 6,821.00	\$ 28,100.00	\$ 25,000.00
\$ -	\$ 8,800.00	
\$ 47,718.44	\$ -	
\$ 105,600.00	\$ -	
\$ 7,078.00	\$ -	
\$ 13,745.00	\$ -	
\$ 337,794.09	\$ 432,900.00	\$ 373,488.62

\$ 2,612.00
\$ 1,870.00
\$ 90,000.00
\$ 23,934.00
\$ 294.00
\$ 101,565.00
\$ -
\$ 2,689.00
\$ -
\$ -
\$ 139,800.00
\$ -
\$ -
\$ 362,764.00

Total State Grant Revenue

Federal Revenue
Grant/Project

Federal Grant/Project Title
4010 Title I-A Improving Academic Achievement
4012 Coronavirus Relief Fund (CRF)
4060 Title VI - Indian Education
4365 Title III-A English Language Learners
4367 Title II-A Improving Teacher Quality
4414 ESSER III
4419 ESSER II Discretionary
4420 ESSER II
4424 Title IV-A Student Support & Academic Enrichment
4425 ESSER I
5010 ESSA School Improvement Grant (EASI)
5425 ESSER I Discretionary
5525 CCSG - Connecting Colorado Students Grant
6012 SSRG - Safe School Return Grant
6358 Title V-B Rural and Low Income
6425 RISE
6425 RISE - St Vrain

\$ 1,212,106.88	\$ 1,417,212.00	\$ 605,720.00
\$ 1,298,437.70	\$ -	
\$ 168,008.39	\$ 170,000.00	\$ 72,197.00
\$ 9,650.00	\$ 9,198.00	\$ 5,513.00
\$ 183,288.00	\$ 190,221.00	\$ 89,483.00
\$ -	\$ 6,496,263.00	
		\$ 36,808.00
\$ 539,332.00	\$ 4,338,830.00	\$ 483,096.69
\$ 31,255.00	\$ 148,404.00	\$ 40,640.00
\$ 546,080.00	\$ 98,623.00	\$ 41,268.00
\$ 214,880.00	\$ 295,450.00	\$ 91,463.00
\$ 80,028.00	\$ -	
\$ 15,000.00	\$ -	
\$ 40,000.00	\$ -	
\$ 69,028.00	\$ 90,909.00	\$ 15,960.00
\$ 28,772.00	\$ 210,853.00	\$ 26,182.98
\$ 69,300.00	\$ 71,426.00	\$ 150.41
\$ 4,505,165.97	\$ 13,537,389.00	\$ 1,508,482.08

\$ 1,153,169.00
\$ -
\$ 179,024.00
\$ 1,269.00
\$ 147,872.00
\$ 9,751,290.00
\$ 36,308.00
\$ 1,852,072.00
\$ 93,719.00
\$ 27,818.00
\$ 126,474.00
\$ 1,559.00
\$ -
\$ -
\$ 60,179.00
\$ 98,823.70
\$ -
\$ 13,529,576.70

Total Federal Grant Revenue

Local/Intermediate Revenue
Grant/Project

Local/Intermediate Title
1500 Standards Based Education (SBE)
1740 Colorado Health Foundation
1918 University of Cincinnati Math
1970 El Pomar Foundation

\$ -	\$ 6,000.00	
	\$ 209,955.00	\$ 209,955.00
\$ 2,753.00	\$ -	
\$ 4,358.00	\$ 3,141.38	\$ -
\$ 7,111.00	\$ 219,096.38	\$ 209,955.00

\$ 4,078.00
\$ -
\$ -
\$ 4,078.00

Total Local/Intermediate Revenue

Total Gov Designated-Purpose Grants Revenue

\$ 4,850,071.06	\$ 14,189,385.38	\$ 2,091,925.70
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\$ 13,896,418.70

State Expenditures

Grant/Project	State Grant/Project Title				
3139	ELPA - English Language Proficiency Act	\$ 24,378.00	\$ 55,000.00	\$ 19,815.00	\$ 2,612.00
3140	ELPA - English Language Proficiency Act	\$ 29,877.00	\$ 36,000.00	\$ 27,425.79	\$ 1,870.00
3192	School Counselor Corp.	\$ -	\$ 26,100.00	\$ 29,434.00	\$ 90,000.00
3295	READ Act	\$ -	\$ 136,000.00	\$ 47,696.00	\$ 23,934.00
3207	Colorado State Library	\$ 4,000.00	\$ 4,000.00	\$ 3,616.48	\$ 294.00
3218	School Health Professionals	\$ 93,175.00	\$ 105,000.00	\$ 59,812.00	\$ 101,565.00
3226	Advanced Placement Incentive	\$ 5,401.00	\$ -		\$ -
3227	School Turnaround Leaders Development	\$ 6,821.00	\$ 28,100.00	\$ 18,589.00	\$ 2,689.00
3238	TIGER Music Grant	\$ 1.00			\$ -
3239	Computer Science Education (Csed)	\$ -	\$ 8,800.00		\$ -
3245	Retaining Teachers	\$ 47,718.00			\$ -
3273	CCSG SB20B-1001	\$ 105,600.00	\$ -		\$ 139,800.00
3951	School Access for Emergency Response (SAFER)	\$ 7,078.00	\$ -		\$ -
3959	School Security Disbursement (SSD)	\$ 13,745.00	\$ -		\$ -
Total State Grant Expenditures		\$ 337,794.00	\$ 399,000.00	\$ 206,388.27	\$ 362,764.00

Federal Expenditures

Grant/Project	Federal Grant/Project Title				
4010	Title I-A Improving Academic Achievement	\$ 1,179,687.00	\$ 1,417,212.00	\$ 876,858.96	\$ 1,153,169.00
4012	Coronavirus Relief Fund (CRF)	\$ 1,298,437.00	\$ -		\$ -
4060	Title VI - Indian Education	\$ 168,008.00	\$ 170,000.00	\$ 110,621.85	\$ 179,024.00
4365	Title III-A English Language Learners	\$ 9,650.00	\$ 9,198.00	\$ 7,002.52	\$ 1,269.00
4367	Title II-A Improving Teacher Quality	\$ 183,288.00	\$ 190,221.00	\$ 155,257.40	\$ 147,872.00
4414	ESSER III	\$ -	\$ 6,496,263.00	\$ -	\$ 9,751,290.00
4420	ESSER II	\$ 539,332.00	\$ 4,338,830.00	\$ 566,491.00	\$ 36,308.00
4424	Title IV-A Student Support & Academic Enrichment	\$ 2,000.00	\$ 148,404.00	\$ 4,000.00	\$ 1,852,072.00
4425	ESSER I (Education Stabilization Fund)	\$ 546,080.00	\$ 98,623.00	\$ 112,254.00	\$ 93,719.00
5010	ESSA School Improvement Grant (EASI)	\$ 214,880.00	\$ 295,450.00	\$ 134,104.00	\$ 27,818.00
5425	ESSER I Discretionary	\$ 80,028.00	\$ -		\$ 126,474.00
5525	CCSG - Connecting Colorado Students Grant	\$ 15,000.00	\$ -		\$ 1,559.00
6012	SSRG -Safe School Return Grant	\$ 40,000.00	\$ -		\$ -
6358	Title V-B Rural and Low Income	\$ 69,028.00	\$ 90,909.00	\$ 23,008.76	\$ -
6425	RISE	\$ 28,772.00	\$ 210,853.00	\$ 118,221.00	\$ 60,179.00
6425	RISE - St Vrain	\$ 69,300.00	\$ 71,426.00	\$ 11,628.67	\$ 98,823.70
Total Federal Grant Expenditures		\$ 4,443,490.00	\$ 13,537,389.00	\$ 2,119,448.16	\$ 13,529,576.70

Local/Intermediate Expenditures

Grant/Project	Local/Intermediate Title				
1500	Standards Based Education (SBE)	\$ 1,504.00	\$ 6,000.00	\$ 704.55	\$ 4,078.00
1918	University of Cincinnati Math	\$ 2,753.00	\$ -		\$ -
1970	El Pomar Foundation	\$ 4,358.00	\$ 3,141.38	\$ 3,141.36	\$ -
Total Local/Intermediate Expenditures		\$ 8,615.00	\$ 9,141.38	\$ 3,845.91	\$ 4,078.00
Total Gov Designated-Purpose Grants Expenditures		\$ 4,789,899.00	\$ 13,945,530.38	\$ 2,329,682.34	\$ 13,896,418.70

Montezuma-Cortez RE-1
Preliminary Budget 2022-23
Fund 221: Governmental Designated-Purpose Grants Fund

Grant Number:			4010	
			Title I-A	
			Improving Academic	
Program	Object	Description	Achievement	Total
		Current Year Allocation	1,153,169	1,153,169
		Prior Year Carryover		-
		Total Funds Available	1,153,169	1,153,169
0010		Elementary Instructional Program		
	0100	Salaries		-
	0200	Employee Benefits		-
	0300	Purchased Professional/Technical Services		-
	0500	Other Purchased Services		-
	0580	Travel, Registration and Entrance		-
	0600	Supplies		-
		Subtotal 0010 Elementary Instructional		-
2100		Support Services		
	0100	Salaries		-
	0200	Employee Benefits		-
	0300	Purchased Professional/Technical Services		-
	0500	Other Purchased Services		-
	0580	Travel, Registration and Entrance		-
	0600	Supplies		-
	0735	Equipment		-
		Subtotal 2100 Support Services		-
2200		Support Services		
	0100	Salaries		-
	0200	Employee Benefits		-
	0300	Purchased Professional/Technical Services		-
	0500	Other Purchased Services		-
	0580	Travel, Registration and Entrance		-
	0600	Supplies		-
		Subtotal 2200 Support Services		-
2500		School Administration		
	0100	Salaries		-
	0200	Employee Benefits		-
	0300	Purchased Professional/Technical Services		-
	0500	Other Purchased Services		-
	0580	Travel, Registration and Entrance		-
	0600	Supplies		-
	0735	Equipment		-
		Subtotal 2500 School Administration		-
		Charter School Allocations		
	0594	Battle Rock Charter School Allocation		-
	0594	Children's Kiva Montessori Allocation		-
		Subtotal Charter Schools		-
		Total Allocation/Budget		-

Montezuma-Cortez RE-1
Preliminary Budget 2022-23
Fund 222: Governmental Designated-Purpose Grants Fund

Grant Number:			3192	3207	3218	6425	
			Colorado				
Program	Object	Description	Counselor Corp	State Library	School Health Professionals	St Vrain RISE	Total
		Current Year Allocation	\$90,000.00				\$ 90,000.00
		Prior Year Carryover		\$ 294.00	\$ 101,565.00		\$ 101,859.00
		Total Funds Available	\$90,000.00	\$ 294.00	\$ 101,565.00	\$ -	\$ 191,859.00
0010		Elementary Instructional Program					
	0100	Salaries	\$ -	\$ -	\$ -		\$ -
	0200	Employee Benefits	\$ -	\$ -	\$ -		\$ -
	0300	Purchased Professional/Technical Services	\$ -	\$ -	\$ -		\$ -
	0500	Other Purchased Services	\$ -	\$ -	\$ -		\$ -
	0600	Supplies	\$ -	\$ -	\$ -		\$ -
	0800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -
		Subtotal 0010 Elementary Instructional	\$ -	\$ -	\$ -	\$ -	\$ -
0020		Middle School Instructional Program					
	0100	Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	0200	Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
	0300	Purchased Professional/Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -
	0500	Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -
	0600	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
	0800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -
		Subtotal 0020 Middle School Instructional	\$ -	\$ -	\$ -	\$ -	\$ -
0030		High School Instructional Program					
	0100	Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	0200	Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
	0300	Purchased Professional/Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -
	0500	Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -
	0600	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
	0800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -
		Subtotal 0030 High School Instructional	\$ -	\$ -	\$ -	\$ -	\$ -
2100		Support Services					
	0100	Salaries				\$ -	\$ -
	0200	Employee Benefits				\$ -	\$ -
	0300	Purchased Professional/Technical Services				\$ -	\$ -
	0580	Travel & Registration				\$ -	\$ -
	0600	Supplies				\$ -	\$ -
	0735	Non-Capital Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
	0800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -
		Subtotal 2100 Support Services	\$ -	\$ -	\$ -	\$ -	\$ -
2200		Support Services					
	0100	Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
	0200	Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
	0300	Purchased Professional/Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -
	0500	Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -
	0600	Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
	0735	Non-Capital Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
	0800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -
		Subtotal 2200 Support Services	\$ -	\$ -	\$ -	\$ -	\$ -
		Total Allocation/Budget	\$ -	\$ -	\$ -	\$ -	\$ -

Montezuma-Cortez RE-1
Preliminary Budget 2022-23
Fund 223: Governmental Designated-Purpose Grants Fund

Grant Number:		1500	1740	3259	
Program Object	Description	Standards Based Education	CHF	READ Act	Total
	Current Year Allocation				\$ -
	Prior Year Carryover	\$ 4,078.00		\$ 23,934.00	\$ 28,012.00
	Total Funds Available	\$ 4,078.00	\$ -	\$ 23,934.00	\$ 28,012.00
0010	Elementary Instructional Program				\$ -
0100	Salaries	\$ -			\$ -
0200	Employee Benefits	\$ -			\$ -
0300	Purchased Professional/Technical Services	\$ -			\$ -
0500	Other Purchased Services	\$ -			\$ -
0600	Supplies	\$ -			\$ -
0800	Other Objects	\$ -		\$ -	\$ -
	Subtotal 0010 Elementary Instructional	\$ -		\$ -	\$ -
0020	Middle School Instructional Program				\$ -
0100	Salaries	\$ -		\$ -	\$ -
0200	Employee Benefits	\$ -		\$ -	\$ -
0300	Purchased Professional/Technical Services	\$ -		\$ -	\$ -
0500	Other Purchased Services	\$ -		\$ -	\$ -
0600	Supplies	\$ -		\$ -	\$ -
0800	Other Objects	\$ -		\$ -	\$ -
	Subtotal 0020 Middle School Instructional	\$ -		\$ -	\$ -
2200	Support Services				\$ -
0100	Salaries	\$ -		\$ -	\$ -
0200	Employee Benefits	\$ -		\$ -	\$ -
0300	Purchased Professional/Technical Services	\$ -		\$ -	\$ -
0500	Other Purchased Services	\$ -		\$ -	\$ -
0600	Supplies	\$ -		\$ -	\$ -
0800	Other Objects	\$ -		\$ -	\$ -
	Subtotal 2200 Support Services	\$ -		\$ -	\$ -
2800	Support Services				\$ -
0150	Training Stipends	\$ -		\$ -	\$ -
0200	Training Stipend Benefits	\$ -		\$ -	\$ -
0500	First Responder Training Stipends	\$ -		\$ -	\$ -
0735	Equipment	\$ -		\$ -	\$ -
	Subtotal Charter Schools	\$ -		\$ -	\$ -
	Charter School Allocations				\$ -
0594	Battle Rock Charter School Allocation	\$ -		\$ -	\$ -
0594	Children's Kiva Montessori Allocation	\$ -		\$ -	\$ -
	Subtotal Charter Schools	\$ -		\$ -	\$ -
	Total Allocation/Budget	\$ -		\$ -	\$ -

Montezuma-Cortez RE-1
Preliminary Budget 2022-23
Fund 224: Governmental Designated-Purpose Grants Fund

Grant Number:			3139	3140	3273	6425	
Program	Object	Description	ELPA PD	ELPA	CCSG - HB20B-1001	RISE	Total
		Current Year Allocation					-
		Prior Year Carryover	2,612	1,870	139,800	98,824	243,106
		Total Funds Available	2,612	1,870	139,800	98,824	243,106
0010		Elementary Instructional Program					
	0100	Salaries					-
	0200	Employee Benefits					-
	0300	Purchased Professional/Technical Service	-	-			-
	0500	Other Purchased Services	-	-			-
	0600	Supplies	-	-			-
	0735	Non-Capital Equipment	-	-			-
	0800	Other Objects	-	-			-
		Subtotal 0010 Elementary Instructional	-	-	-	-	-
0020		Middle School Instructional Program					
	0100	Salaries	-	-	-	-	-
	0200	Employee Benefits	-	-	-	-	-
	0300	Purchased Professional/Technical Service	-	-	-	-	-
	0500	Other Purchased Services	-	-	-	-	-
	0600	Supplies	-	-	-	-	-
	0800	Other Objects	-	-	-	-	-
		Subtotal 0020 Middle School Instructional	-	-	-	-	-
0030		High School Instructional Program					
	0100	Salaries	-	-	-	-	-
	0200	Employee Benefits	-	-	-	-	-
	0300	Purchased Professional/Technical Service	-	-	-	-	-
	0500	Other Purchased Services	-	-	-	-	-
	0600	Supplies	-	-	-	-	-
	0800	Other Objects	-	-	-	-	-
		Subtotal 0030 High School Instructional	-	-	-	-	-
2100		Support Services					
	0100	Salaries			-	-	-
	0200	Employee Benefits			-	-	-
	0300	Purchased Professional/Technical Service	-	-	-	-	-
	0500	Other Purchased Services	-	-	-	-	-
	0580	Travel & Registration	-	-	-	-	-
	0600	Supplies	-	-	-	-	-
	0735	Non-Capital Equipment	-	-	-	-	-
	0800	Other Objects	-	-	-	-	-
		Subtotal 2100 Support Services	-	-	-	-	-
2200		Support Services					
	0100	Salaries					-
	0200	Employee Benefits					-
	0300	Purchased Professional/Technical Services					-
	0500	Other Purchased Services					-
	0580	Travel & Registration					-
	0600	Supplies					-
	0735	Non-Capital Equipment					-
	0800	Other Objects	-	-			-
		Subtotal 2200 Support Services	-	-	-	-	-
		Charter School Allocations					
	0594	SWOS Charter School Allocations	-	-			-
	0594	Battle Rock Charter School Allocation					-
	0594	Children's Kiva Charter School Allocation					-
		Subtotal Charter Schools	-	-	-	-	-
		Total Allocation/Budget	-	-	-	-	-

Montezuma-Cortez RE-1
Preliminary Budget 2022-23
Fund 225: Governmental Designated-Purpose Grants Fund

Grant Number:			4414	4419	4420	4425	5425	4060	
Program	Object	Description	ESSER II Discretionary		ESSER I Discretionary		Title VI Indian Education	Total	
			ESSER III	y	ESSER II	ESSER I	y		
		Current Year Allocation	1,285,000			-	-	179,024	1,464,024
		Prior Year Carryover	8,466,290	36,308	1,852,072	27,818	1,559		10,384,047
		Total Funds Available	9,751,290	36,308	1,852,072	27,818	1,559	179,024	11,848,071
0010		Elementary Instructional Program							
	0100	Salaries						60,456	60,456
	0200	Employee Benefits						27,365	27,365
	0300	Purchased Professional/Technical Services							-
	0500	Other Purchased Services							-
	0600	Supplies						750	750
	0723	Other Objects	-		-	-	-		-
		Subtotal 0010 Elementary Instructional						88,571	88,571
0020		Middle School Instructional Program							
	0100	Salaries						16,560	16,560
	0200	Employee Benefits						6,777	6,777
	0300	Purchased Professional/Technical Services	-		-	-	-		-
	0500	Other Purchased Services	-		-	-	-		-
	0600	Supplies	-		-	-	-		-
	0723	Other Objects	-		-	-	-		-
		Subtotal 0020 Middle School Instructional						23,337	23,337
0030		High School Instructional Program							
	0100	Salaries						20,152	20,152
	0200	Employee Benefits						11,264	11,264
	0300	Purchased Professional/Technical Services	-		-	-	-		-
	0500	Other Purchased Services	-		-	-	-		-
	0600	Supplies	-		-	-	-	500	500
	0800	Other Objects	-		-	-	-		-
		Subtotal 0030 High School Instructional						31,916	31,916
2100		Support Services - Students							
	0100	Salaries	-		-	-	-	11,650	11,650
	0200	Employee Benefits	-		-	-	-	2,796	2,796
	0300	Purchased Professional/Technical Services	-		-	-	-		-
	0500	Other Purchased Services	-		-	-	-		-
	0600	Supplies	-		-	-	-		-
	0735	Other Objects	-		-	-	-		-
		Subtotal 2100 Support Services						14,446	14,446
2200		Support Services - Staff							
	0100	Salaries	-		-	-	-		-
	0200	Employee Benefits	-		-	-	-		-
	0300	Purchased Professional/Technical Services	-		-	-	-		-
	0500	Other Purchased Services	-		-	-	-		-
	0600	Supplies	-		-	-	-	936	936
	0735	Other Objects	-		-	-	-		-
		Subtotal 2200 Support Services						936	936
2670		Facility Safety							
	0100	Salaries	-		-	-	-		-
	0200	Employee Benefits	-		-	-	-		-
	0600	Supplies	-		-	-	-		-
	0723	Major Renovations	-		-	-	-		-
		Subtotal 2400 School Administration							
Charter School Allocations									
	0594	SWOS Charter School Allocations						7,487	7,487
	0594	Battle Rock Charter School Allocation						3,083	3,083
	0594	Children's Kiva Charter School Allocation						9,248	9,248
		Subtotal Charter Schools						19,818	19,818
		Total Allocation/Budget						179,024	179,024

Montezuma-Cortez RE-1
Preliminary Budget 2022-23
Fund 226: Governmental Designated-Purpose Grants Fund

Grant Number:			3227	4365	4424	5010	6358	
			Title IV					
			School	Title III-A	Student	ESSA School	Title V-B	
			Turnaround	ELL English	Support &	Improvement	Rural &	
			Leaders	Language	Academic	Grant (EASI)	Low	
Program	Object	Description	Development	Learners	Enrichment		Income	Total
		Current Year Allocation			93,719			93,719
		Prior Year Carryover	2,689	1,269		126,474	60,179	190,611
		Total Funds Available	2,689	1,269	93,719	126,474	60,179	284,330
0010		Elementary Instructional Program						
	0100	Salaries	-	-				-
	0200	Employee Benefits	-	-				-
	0300	Purchased Professional/Technical Services	-	-				-
	0500	Other Purchased Services	-	-				-
	0600	Supplies	-	-				-
	0800	Other Objects	-	-				-
		Subtotal 0020 Middle School	-	-	-	-	-	-
0020		Middle School Instructional Program						
	0100	Salaries	-	-				-
	0200	Employee Benefits	-	-				-
	0300	Purchased Professional/Technical Services	-	-				-
	0500	Other Purchased Services	-	-				-
	0600	Supplies	-	-				-
	0800	Other Objects	-	-				-
		Subtotal 0020 Middle School	-	-	-	-	-	-
0030		High School Instructional Program						
	0100	Salaries	-	-				-
	0200	Employee Benefits	-	-				-
	0300	Purchased Professional/Technical Services	-	-				-
	0500	Other Purchased Services	-	-				-
	0600	Supplies	-	-				-
	0800	Other Objects	-	-				-
		Subtotal 0030 High School Instructional	-	-	-	-	-	-
2100		Support Services						
	0100	Salaries	-	-				-
	0200	Employee Benefits	-	-				-
	0300	Purchased Professional/Technical Services	-	-				-
	0500	Other Purchased Services	-	-				-
	0600	Supplies	-	-				-
	0735	Non-Capital Equipment	-	-				-
	0800	Other Objects	-	-				-
		Subtotal 2100 Support Services	-	-	-	-	-	-
2200		Support Services						
	0100	Salaries	-	-				-
	0200	Employee Benefits	-	-				-
	0300	Purchased Professional/Technical Services	-	-				-
	0500	Other Purchased Services	-	-				-
	0600	Supplies	-	-				-
	0735	Non-Capital Equipment	-	-				-
	0800	Other Objects	-	-				-
		Subtotal 2200 Support Services	-	-	-	-	-	-
		Charter School Allocations						
	0594	Battle Rock Charter School Allocation	-	-				-
	0594	Kiva Charter School Allocation	-	-				-
	0594	SWOS Charter School Allocation	-	-				-
		Subtotal Charter Schools	-	-	-	-	-	-
		Total Allocation/Budget	-	-	-	-	-	-

Montezuma-Cortez RE-1
Preliminary Budget 2022-23
Fund 227: Governmental Designated-Purpose Grants Fund

Grant Number:			4367	
			Title II-A	
			Teacher	
Program	Object	Description	Quality	Total
		Current Year Allocation	147,872	147,872
		Prior Year Carryover		-
		Total Funds Available	147,872	147,872
0010		Elementary Instructional Program		
	0100	Salaries	-	-
	0200	Employee Benefits	-	-
	0300	Purchased Professional/Technical Services	-	-
	0500	Other Purchased Services	-	-
	0600	Supplies	-	-
	0800	Other Objects	-	-
		Subtotal 0010 Elementary Instructional	-	-
0020		Middle School Instructional Program		
	0100	Salaries	-	-
	0200	Employee Benefits	-	-
	0300	Purchased Professional/Technical Services	-	-
	0500	Other Purchased Services	-	-
	0600	Supplies	-	-
	0800	Other Objects	-	-
		Subtotal 0020 Middle School Instructional	-	-
0030		High School Instructional Program		
	0100	Salaries	-	-
	0200	Employee Benefits	-	-
	0300	Purchased Professional/Technical Services	-	-
	0500	Other Purchased Services	-	-
	0600	Supplies	-	-
	0800	Other Objects	-	-
		Subtotal 0030 High School Instructional	-	-
2200		Support Services		
	0100	Salaries	-	-
	0200	Employee Benefits	-	-
	0300	Purchased Professional/Technical Services	-	-
	0500	Other Purchased Services	-	-
	0600	Supplies	-	-
	0800	Other Objects	-	-
		Subtotal 2200 Support Services	-	-
2500		School Administration		
	0100	Salaries	-	-
	0200	Employee Benefits	-	-
	0300	Purchased Professional/Technical Services	-	-
	0500	Other Purchased Services	-	-
	0600	Supplies	-	-
		Subtotal 2500 School Administration	-	-
Charter School Allocations				
	0594	Battle Rock Charter School Allocation	-	-
	0594	Children's Kiva Charter School Allocation	-	-
	0594	SWOS Charter School Allocation	-	-
		Subtotal Charter Schools	-	-
		Total Allocation/Budget	-	-

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 228: Governmental Designated-Purpose Grants Fund

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022- 23
Revenue					
State Funds Not In Other Funds					
Object					
3130	ESS Director BOCES	\$ 3,649.42		\$ 13,274.43	
1700	ESS Para Reimb BOCES		\$ 10,000.00	\$ 1,668.50	\$ 10,000.00
3150	Gifted & Talented BOCES	\$ 14,489.90	\$ 20,906.00	\$ 8,849.62	\$ 20,906.00
7481	Deferred Revenue FY 2021	\$ 14,805.54	\$ 14,805.00		
	Total State Revenue	\$ 32,944.86	\$ 45,711.00	\$ 23,792.55	\$ 30,906.00
	Total Revenue	\$ 32,944.86	\$ 45,711.00	\$ 23,792.55	\$ 30,906.00
Expenditures					
State Funds Not In Other Funds					
Object					
3130	Para Reimb BOCES	\$ 3,649.42	\$ 16,416.00	\$ 1,669.00	\$ 10,000.00
3150	Gifted & Talented BOCES	\$ 14,489.90	\$ 29,295.00	\$ 1,898.00	\$ 20,906.00
	Total State Expenditures	\$ 18,139.32	\$ 45,711.00	\$ 3,567.00	\$ 30,906.00
	Total Expenditures	\$ 18,139.32	\$ 45,711.00	\$ 3,567.00	\$ 30,906.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 229: Governmental Designated-Purpose Grants Fund

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022- 23
Revenue					
State Funds Not In Other Funds					
3000-3130	New Wings		\$ -		
3000-3237	MCHS Career Certificate Program	\$ 29,599.00	\$ 29,439.00	\$ 5,741.32	\$ 23,697.68
Total State Revenue		\$ 29,599.00	\$ 29,439.00	\$ 5,741.32	\$ 23,697.68
Federal Funds Not In Other Funds					
4010-4048	Perkins	\$ 62,895.00	\$ 75,000.00	\$ 83,397.84	\$ 75,000.00
4010-9003	Medicaid	\$245,093.00	\$ 357,342.00	\$ 131,921.00	\$ 149,567.00
Total Federal Revenue		\$307,988.00	\$ 432,342.00	\$ 215,318.84	\$ 224,567.00
Local and Intermediate Grants Not In Other Funds					
1840-1930	SW Hospital SBHC	\$ 16,427.00	\$ 12,000.00	\$ 13,255.92	\$ 12,000.00
1920-1931	Nathan Foundation Travel Grant	\$ -	\$ 1,010.00	\$ -	\$ 1,010.00
1920-1919	COSI Grant	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
1920-1925	Air Products Grant	\$ 1,795.00	\$ 7,000.00	\$ 3,625.00	\$ 4,000.00
1920-1964	JOM Program	\$ 30,000.00	\$ 24,013.19	\$ -	\$ -
1920-1916	LOR Foundation Grant		\$ 14,627.00	\$ 14,627.00	\$ 1,800.00
2090-2105	Homegrown Town Initiative	\$ 20,019.10	\$ 57,000.00	\$ 42,777.00	\$ 34,290.00
2090-2727	Suicide Prevetion		\$ -		\$ -
2090-2100	MCHS Colorado Garden Grant	\$ 7,075.84	\$ -		\$ -
Total Local/Intermediate Revenue		\$ 93,316.94	\$ 133,650.19	\$ 92,284.92	\$ 71,100.00
Total Revenue		\$ 430,903.94	\$ 595,431.19	\$ 313,345.08	\$ 319,364.68
Expenditures					
State Funds Not In Other Funds					
Grant					
3130	New Wings	\$ -	\$ -	\$ -	\$ -
3237	MCHS Career Certificate Program	\$ 179.15	\$ 29,439.00	\$ -	\$ 29,439.00
Total State Expenditures		\$ 179.15	\$ 29,439.00	\$ -	\$ 29,439.00
Federal Funds Not In Other Funds					
Grant					
4048	Perkins	\$ 60,938.84	\$ 75,000.00	\$ 15,472.34	\$ 75,000.00
9003	Medicaid	\$245,093.04	\$ 357,342.00	\$ 229,745.57	\$ 258,552.00
Total Federal Expenditures		\$306,031.88	\$ 432,342.00	\$ 245,217.91	\$ 333,552.00
Local and Intermediate Grants Not In Other Funds					
Grant					
1930	SW Hospital SBHC	\$ 16,427.08	\$ 12,000.00	\$ -	\$ 12,000.00
1931	Nathan Foundation Travel Grant		\$ 1,010.00	\$ -	\$ 1,010.00
1919	COSI Grant	\$ 18,000.00	\$ 18,000.00	\$ 14,857.53	\$ 18,000.00
1925	Air Products Grant	\$ 1,795.00	\$ 7,000.00	\$ 744.98	\$ 2,880.02
1964	JOM Program	\$ 5,986.81	\$ -	\$ 450.00	\$ 23,563.00
1916	LOR Foundation Grant		\$ 12,827.00	\$ 6,884.32	\$ 1,800.00
2105	Homegrown Town Initiative	\$ 33,546.90	\$ 18,520.00	\$ 65,251.94	\$ 34,290.00
2727	Suicide Prevetion		\$ -		\$ -
2100	MCHS Colorado Garden Grant	\$ 7,075.84	\$ -	\$ -	\$ -
Total Local/Intermediate Expenditures		\$ 82,831.63	\$ 69,357.00	\$ 88,188.77	\$ 93,543.02
Total Expenditures		\$ 389,042.66	\$ 531,138.00	\$ 333,406.68	\$ 456,534.02

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 230: Pupil Activity Special Revenue Fund

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022- 23
Beginning Fund Balance		\$ 321,627.85	\$ 321,538.10	\$ 321,538.00	\$ 373,200.00
Revenue					
Object					
1700	Pupil Activity	\$ 159,474.20	\$ 500,000.00	\$ 296,484.45	\$ 300,000.00
	Total Revenue	<u>\$ 159,474.20</u>	<u>\$ 500,000.00</u>	<u>\$ 296,484.45</u>	<u>\$ 300,000.00</u>
Total Revenue Including BFB		<u>\$ 481,102.05</u>	<u>\$ 821,538.10</u>	<u>\$ 618,022.45</u>	<u>\$ 673,200.00</u>
Expenditures					
Object					
0100	Salaries	\$ 400.00		\$ 400.00	
0200	Benefits	\$ 90.20		\$ 90.00	
0500	Purchased Services	\$ 54,677.40		\$ 69,699.95	\$ 90,000.00
0600	Supplies	\$ 96,078.14		\$ 157,496.17	\$ 180,000.00
0700	Equipment	\$ 1,533.64		\$ 10,109.31	\$ 20,000.00
0800	Other Objects	\$ 1,028.25		\$ 7,026.56	\$ 10,000.00
	Expenditures	<u>\$ 130,965.00</u>	<u>\$ 500,000.00</u>		
	Total Expenditures	<u>\$ 130,965.00</u>	<u>\$ 500,000.00</u>	<u>\$ 244,821.99</u>	<u>\$ 300,000.00</u>
Appropriated Reserves					
	Operating Reserve	\$ 56,330.93	\$ 321,538.10	\$ 373,200.46	\$ 373,200.00
	Total Appropriated Reserves	<u>\$ 56,330.93</u>	<u>\$ 321,538.10</u>	<u>\$ 373,200.46</u>	<u>\$ 373,200.00</u>
Total Expenditures and Appropriated Reserves		<u>\$ 187,295.93</u>	<u>\$ 821,538.10</u>	<u>\$ 618,022.45</u>	<u>\$ 673,200.00</u>

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 310: Bond Redemption Fund

	Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022-23
Beginning Fund Balance	\$1,654,109.73	\$1,439,839.75	\$ 1,439,840.00	\$ 1,356,547.00
Revenue				
Object				
1110 Current Property Taxes	\$1,191,089.00	\$1,410,479.00	\$ 1,266,229.36	\$ 1,408,582.00
1140 Delinquent Taxes and Penalties	\$ 3,874.91	\$ 3,448.00	\$ 56,128.80	\$ 5,000.00
1190 Other Taxes from Local Sources		\$ -		
1500 Earnings of Investments	\$ 1,836.45	\$ 9,600.00	\$ 2,893.15	\$ 5,000.00
Total Revenue	\$1,196,800.36	\$1,423,527.00	\$ 1,325,251.31	\$ 1,418,582.00
Total Revenue Including BFB	\$2,850,910.09	\$2,863,366.75	\$ 2,765,091.31	\$ 2,775,129.00
Expenditures				
Object				
0830 Interest	\$ 440,588.00	\$ 426,429.00	\$ 411,446.30	\$ 380,993.00
0911 Principal (Athletic Gen Obligation)	\$ 85,000.00		\$ 85,000.00	\$ 90,000.00
0913 Principal (BEST Gen Obligation)	\$ 885,482.00	\$ 997,098.00	\$ 912,098.00	\$ 939,515.00
Total Expenditures	\$1,411,070.00	\$1,423,527.00	\$ 1,408,544.30	\$ 1,410,508.00
Appropriated Reserves				
Operating Reserve	\$1,439,840.09	\$1,439,839.75	\$ 1,356,547.01	\$ 1,364,621.00
Total Appropriated Reserves	\$1,439,840.09	\$1,439,839.75	\$ 1,356,547.01	\$ 1,364,621.00
Total Expenditures and Appropriated Reserves	\$2,850,910.09	\$2,863,366.75	\$ 2,765,091.31	\$ 2,775,129.00

MONTEZUMA-CORTEZ RE-1
Adopted Budget 2022-2023 (for June, 21, 2022)
Fund 430: Capital Projects Fund

		Audited 2020-21	Final Budget 2021-2022	YTD	Proposed Budget 2022-23
Beginning Fund Balance		\$ 1,337,964.00	\$ 944,667.00	\$ 864,904.00	\$ 412,636.00
Revenue					
Object					
1500	Earnings on Investments	\$ 1,401.00	\$ 15,000.00	\$ 811.00	\$ 1,000.00
1900	Other Local Revenue	\$ 96,000.00	\$ -		
1931	Sale of Fixed Assets		\$ -		
1985	Insurance Proceeds	\$ 575.00	\$ -		
2040	Cash In Lieu of Taxes	\$ 15,461.73	\$ 15,000.00	\$ 26,096.00	\$ 20,000.00
3000-3113	Charter School Capital Construction	\$ 107,106.99	\$ 85,000.00	\$ 97,571.77	\$ 85,000.00
3000-3250	Kindergarten (CPP) Facilities Upgrades	\$ 6,052.42	\$ 80,000.00		
5210	Transfer from General Fund	\$ 1,050,000.00	\$ 1,360,000.00	\$ -	\$ 2,363,038.00
Total Revenue		\$ 1,276,597.14	\$ 1,555,000.00	\$ 124,478.77	\$ 2,469,038.00
Total Revenue Including BFB		\$ 2,614,561.14	\$ 2,499,667.00	\$ 989,382.77	\$ 2,881,674.00
Expenditures					
Object					
0300	Professionals/Technical Services		\$ 93,841.00	\$ 8,940.00	
0500	Purchased Services		\$ 5,000.00	\$ 6,080.00	
0600	Supplies		\$ 3,500.00		
0710	Land and Improvements	\$ -	\$ 15,047.00	\$ 15,561.58	
0723	Major Renovations	\$ 1,218,314.00	\$ 99,994.00	\$ 90,180.00	\$ 75,500.00
0723	Major Renovations Carried from Prior Year				\$ 555,174.00
0724	Abatement Projects	\$ -	\$ 100,000.00		
0730	Equipment	\$ -	\$ 10,242.00	\$ 10,242.00	
0732	Vehicles	\$ 247,767.00	\$ 295,512.00	\$ 295,512.00	\$ 549,000.00
0735	Non Capital Equipment	\$ 96,798.83	\$ 64,195.00	\$ 52,659.00	\$ 47,000.00
0800	Other Objects	\$ 15.00	\$ 737,432.00		\$ 1,570,000.00
Total Support Program Expenditures		\$ 1,562,894.83	\$ 1,424,763.00	\$ 479,174.58	\$ 2,796,674.00
Other Uses					
Object					
0594	Charter School Capital Const Flow Through	\$ 107,106.99	\$ 85,000.00	\$ 97,571.77	\$ 85,000.00
Total Expenditures and Other Uses		\$ 1,669,972.00	\$ 1,509,763.00	\$ 576,746.35	\$ 2,881,674.00
Appropriated Reserves					
Operating Reserve		\$ 944,589.14	\$ 989,904.00	\$ 412,636.42	\$ -
Total Appropriated Reserves		\$ 944,589.14	\$ 989,904.00	\$ 412,636.42	\$ -
Total Expenditures and Appropriated Reserves		\$ 2,614,561.14	\$ 2,499,667.00	\$ 989,382.77	\$ 2,881,674.00

MONTEZUMA-CORTEZ RE-1
 Adopted Budget 2022-2023 (for June, 21, 2022)
 Fund 630: Risk Related Activity Fund

		Audited 2020-21	Final Budget 2021- 2022	YTD	Proposed Budget 2022-23
Beginning Fund Balance		\$1,401,173.00	\$ 788,619.00	\$ 788,619.00	\$ 231,668.00
Revenue					
Object					
1500	Earnings on Investments	\$ 648.00	\$ 732.00	\$ 198.00	\$ 500.00
1900	Miscellaneous	\$ 8,802.00		\$ 175,894.00	\$ 120,000.00
1973	Employee Benefit Premium	\$3,049,132.00	\$ 3,135,970.92	\$ 2,411,194.00	\$ 3,150,000.00
5210	Transfer From General Fund				
Total Revenue		<u>\$3,058,582.00</u>	<u>\$ 3,136,702.92</u>	<u>\$ 2,587,286.00</u>	<u>\$ 3,270,500.00</u>
Total Revenue Including BFB		<u>\$4,459,755.00</u>	<u>\$ 3,925,321.92</u>	<u>\$ 3,375,905.00</u>	<u>\$ 3,502,168.00</u>
Expenditures					
Object					
0390	Other Purchased Professional Services	\$ 326,219.00	\$ 170,000.00	\$ 441,501.38	\$ 452,168.00
0520	Insurance Premiums	\$3,344,918.00	\$ 3,048,000.00	\$ 3,075,465.67	\$ 3,050,000.00
			\$ 475,654.00		
Total Expenditures		<u>\$3,671,137.00</u>	<u>\$ 3,693,654.00</u>	<u>\$ 3,516,967.05</u>	<u>\$ 3,502,168.00</u>
Appropriated Reserves					
Operating Reserve		\$ 788,618.00	\$ 231,667.92	\$ (141,062.05)	\$ -
Total Appropriated Reserves		<u>\$ 788,618.00</u>	<u>\$ 231,667.92</u>	<u>\$ (141,062.05)</u>	<u>\$ -</u>
Total Expenditures and Appropriated Reserves		<u>\$4,459,755.00</u>	<u>\$ 3,925,321.92</u>	<u>\$ 3,375,905.00</u>	<u>\$ 3,502,168.00</u>