

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

Public comment or addressing the Board of Education is not allowed during a work session meeting.

Tuesday, August 3rd, 2021
7:00 PM

Our work session may be viewed on our YouTube Channel at:
<https://www.youtube.com/channel/UCHfOVI7thefkOWXvZTg4DTQ>
Meeting attendees including audience members may be recorded.

WORK SESSION

AGENDA

District Office – 400 N. Elm Street

1. Call to order
2. Pledge to Flag
3. Set the Agenda
4. Discussions Items
 - a. Wrestling Program Review
 - b. Critical Race Theory Discussion
 - c. Facility Master Plan
 - d. Lakeview School Property Update
 - e. M-CMS Carpet Needs
 - f. Mesa Roof
 - g. Manaugh Playground
 - h. BOE Venue Update
 - i. STEM Opportunity
 - j. School Year Calendar
 - k. Rural School Resolution
 - l. Corona Virus-19 Update

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.
- If you are interested in helping the Montezuma-Cortez achievement effort, please talk with any member of the Leadership Team or call the District Office at (970) 565-7522. Opportunities abound. Your participation is highly desired.

Montezuma-Cortez School District

Facilities Master Plan



SLATERPAULL
ARCHITECTS

Strategic Plan for Implementation

PHASE ONE: INITIAL OPTIONS MATRIX

Initial analysis of the 12 District facilities included in this master plan involved a comprehensive comparison of numerous inter-related plans for the district. Seven different district-wide approaches were presented for consideration by the School Board, the Planning Team, and the community at large. The comparative options matrix follows the narrative descriptions below.

0. “No Action” (No present cost)

This option was presented in order to discuss the implications for not taking action at this time. There would be no up-front costs, which is appealing during the current economic downturn; however, continuing to “patch” the problems at the district facilities without a comprehensive roadmap would continue to invest money in failing facilities with no long-term benefits. No action or plan will result in the continuing repeated depletion of capital reserves for minor repairs, upgrades and alterations which do not contribute to the improvement of the district facilities or their educational contributions.

PROS:

No bond election, grants or other immediate means of funding must be provided.

CONS:

Over the long term (5-15 years) capital will be spent to maintain a district which will look largely the same or worse and have the same educational limitations as today's district.

No energy-efficiency savings will be realized.

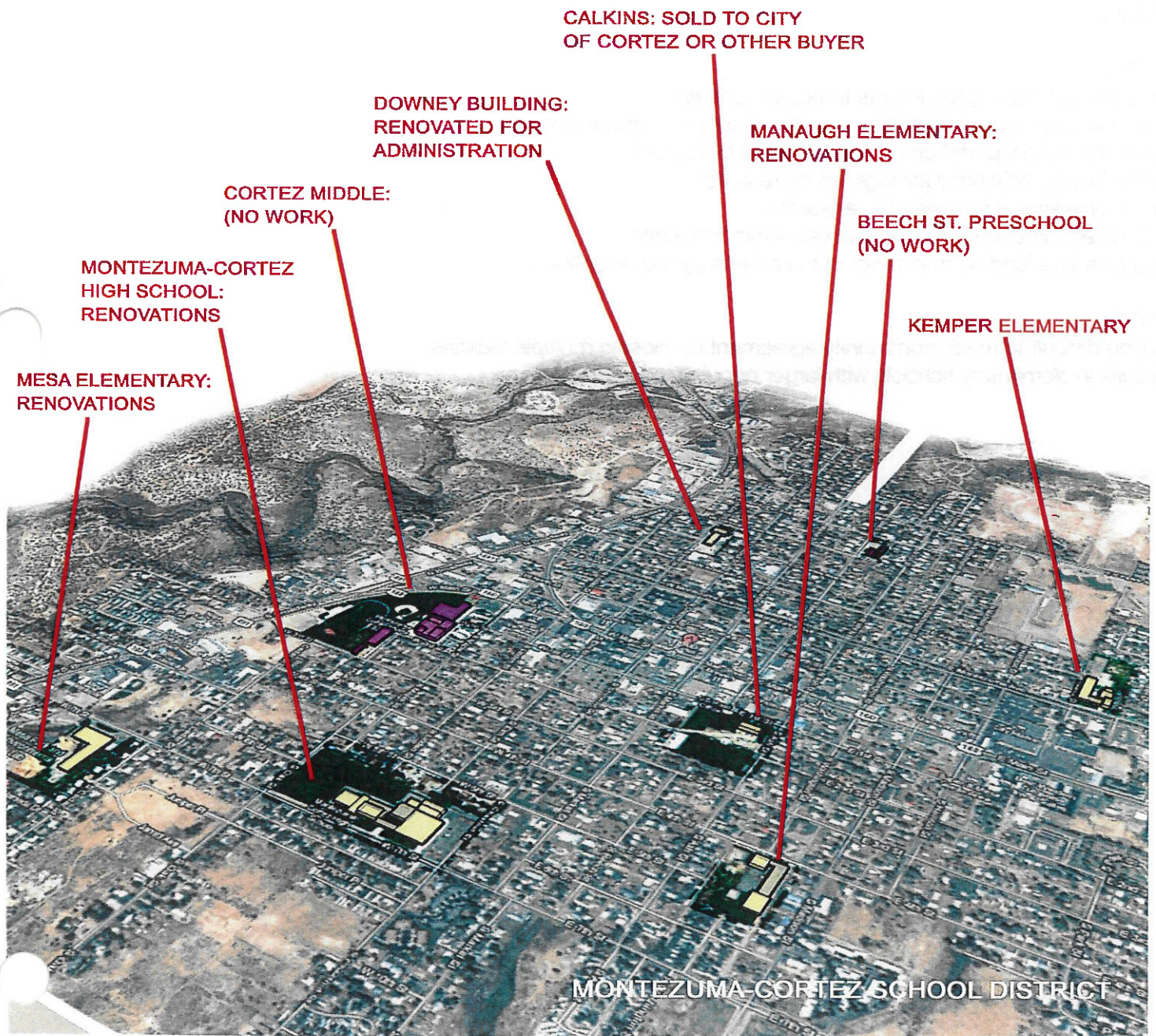
No operational or transportation cost savings will be realized.

1

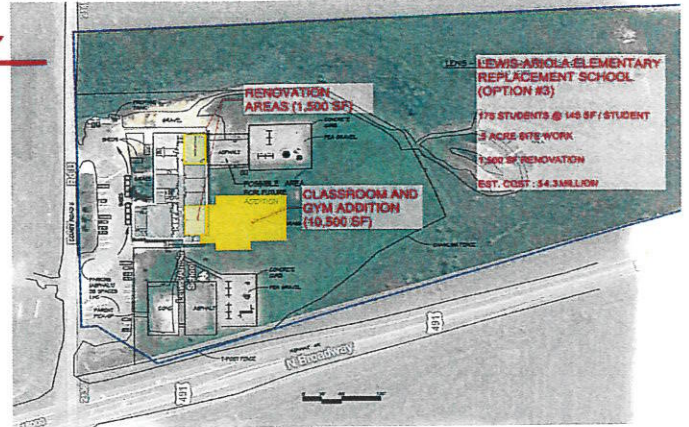
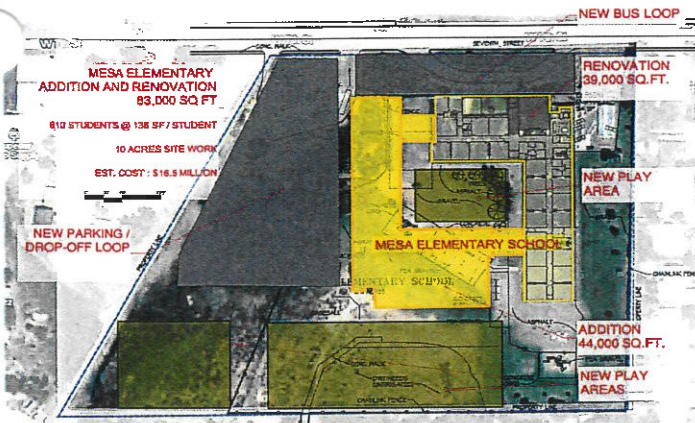
MASTER PLAN OPTION ONE: RENOVATIONS



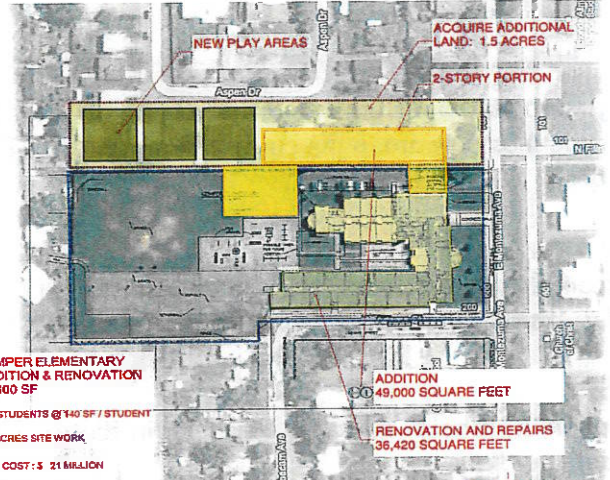
FLANAGAN ARCHITECTURE, INC.



LEWIS-ARRIOLA ELEMENTARY



MESA ELEMENTARY



KEMPER ELEMENTARY

MASTER PLAN OPTION TWO: CONSOLIDATION



FLANAGAN ARCHITECTURE, INC.

FLANAGAN ARCHITECTURE, INC.

**M.C. HIGH:
RENOVATIONS**

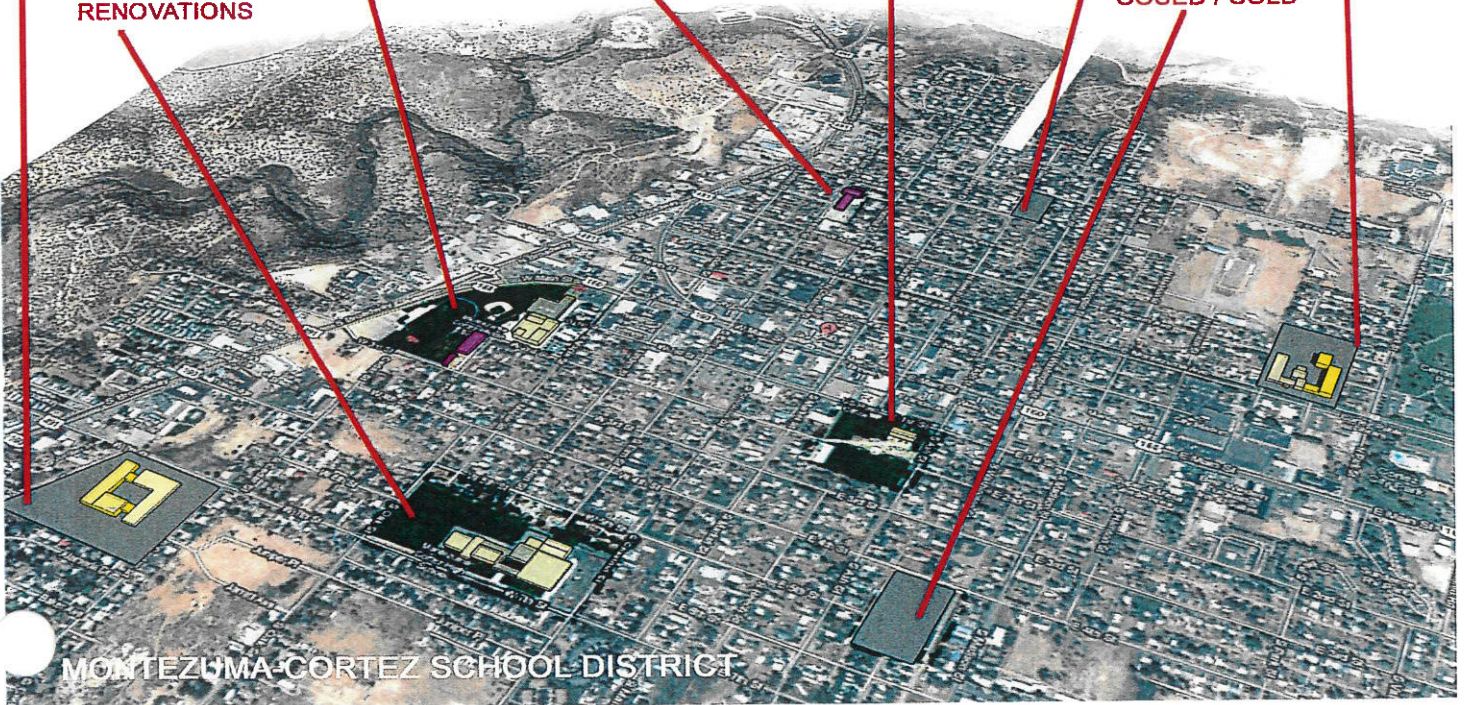
**CORTEZ MIDDLE:
RENOVATIONS**

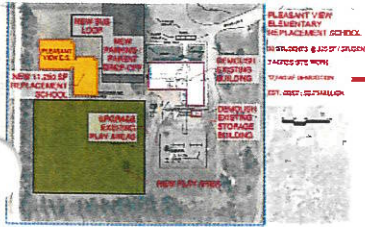
**DOWNEY ADMIN:
CLOSED / SOLD**

**CALKINS: RESTORED
FOR ADMINISTRATION**

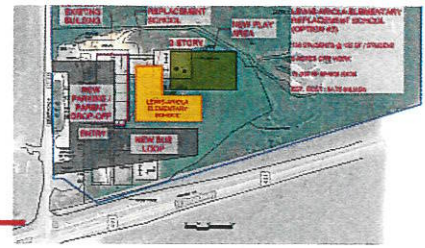
**BEECH STREET
PK - COSED / SOLD**

**MANAUGH ELEM.:
COSED / SOLD**

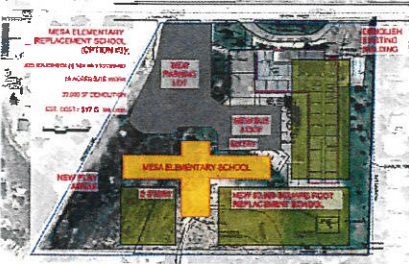




**PLEASANT VIEW
ELEMENTARY**

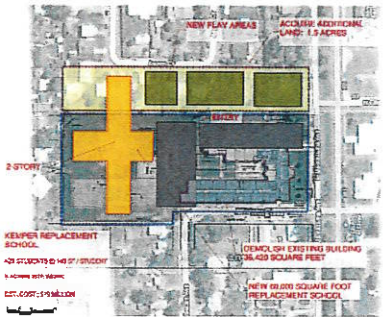


**LEWIS-ARRIOLA
ELEMENTARY**

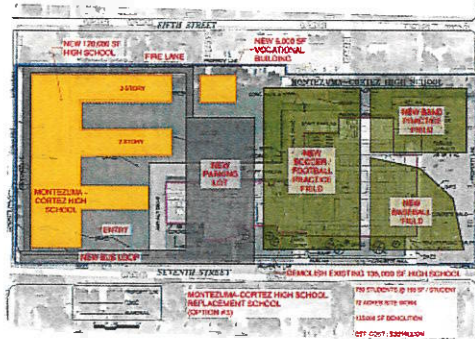


MESA ELEMENTARY

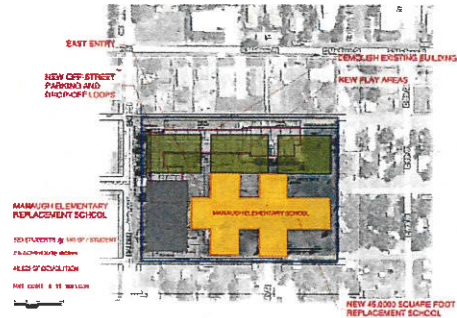
**MASTER PLAN OPTION THREE:
REPLACEMENTS**



KEMPER ELEMENTARY



**MONTEZUMA-CORTEZ
HIGH SCHOOL**



MANAUGH ELEMENTARY



**CORTEZ MIDDLE:
RENOVATIONS**

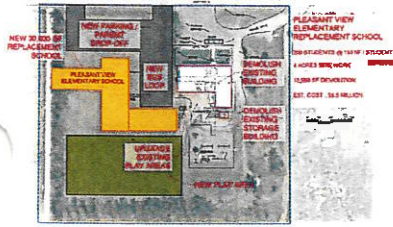
**DOWNEY ADMIN:
CLOSED / SOLD**

**CALKINS: RESTORED
FOR ADMINISTRATION**

**BEECH STREET
PK - RENOVATIONS**

MONTEZUMA-CORTEZ SCHOOL DISTRICT

**PLEASANT VIEW
ELEMENTARY**



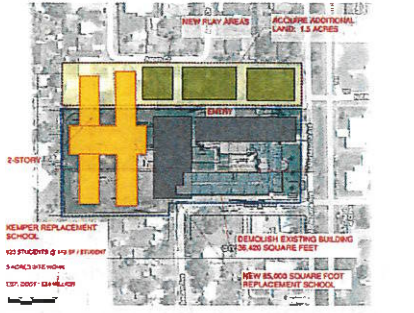
**LEWIS-ARRIOLA
MIDDLE SCHOOL**



**MASTER PLAN OPTION FOUR:
REDISTRIBUTION**

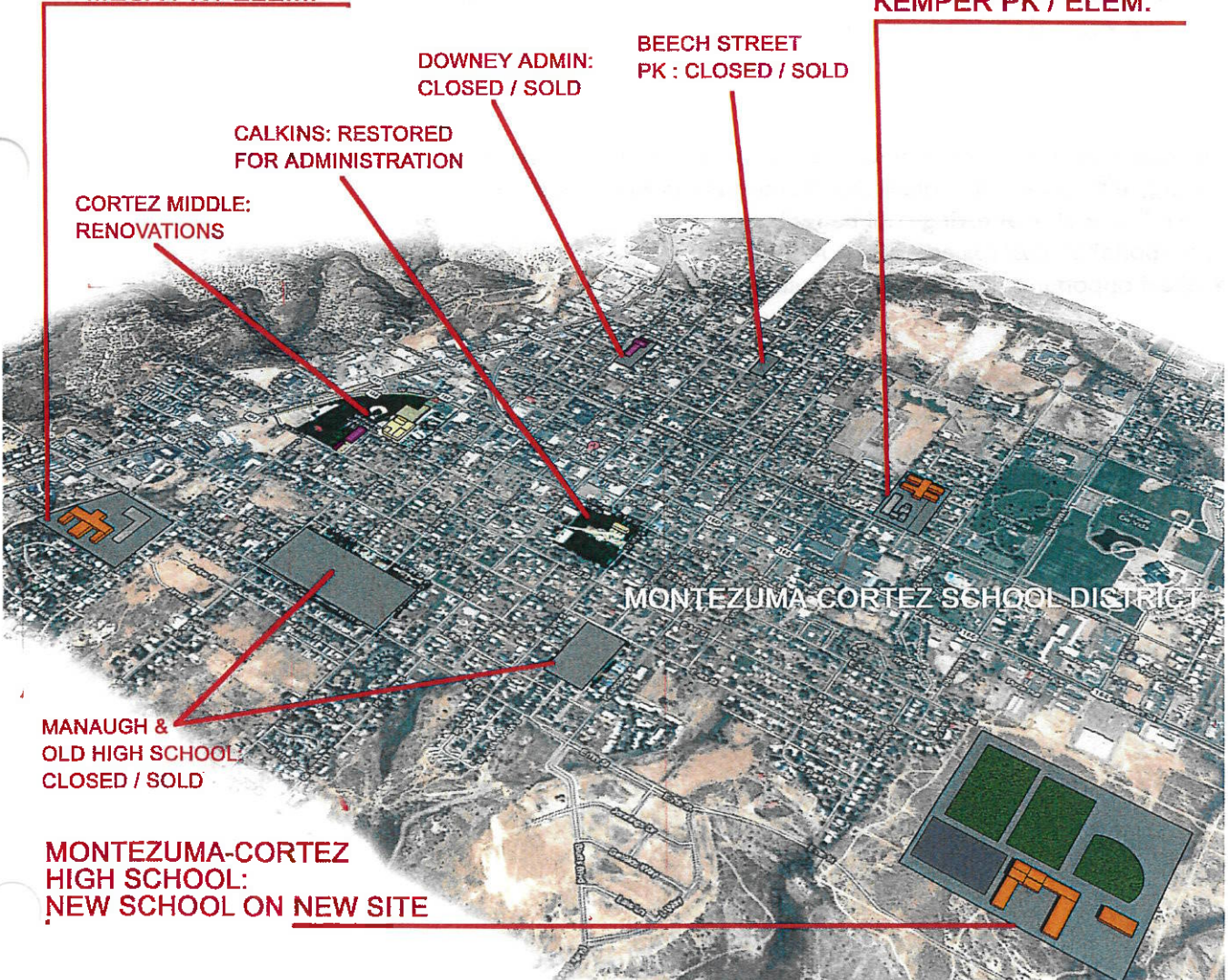


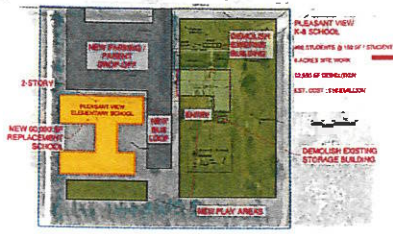
SLATERPAULL ARCHITECTS, INC. FLANAGAN ARCHITECTURE, INC.



MESA PK / ELEM.

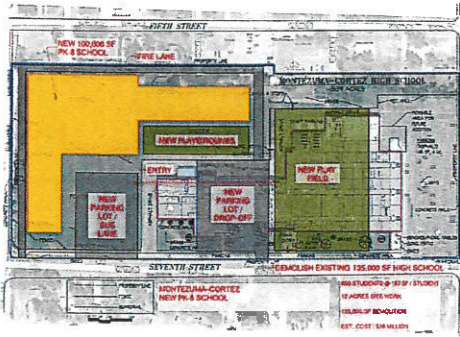
KEMPER PK / ELEM.



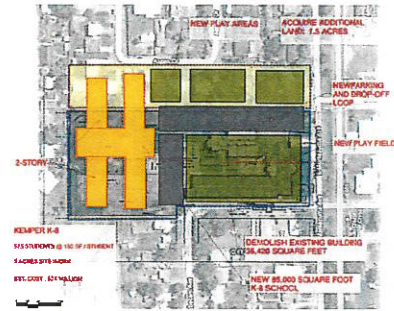


PLEASANT VIEW K-8

**MASTER PLAN OPTION FIVE:
K-8 REORDER**

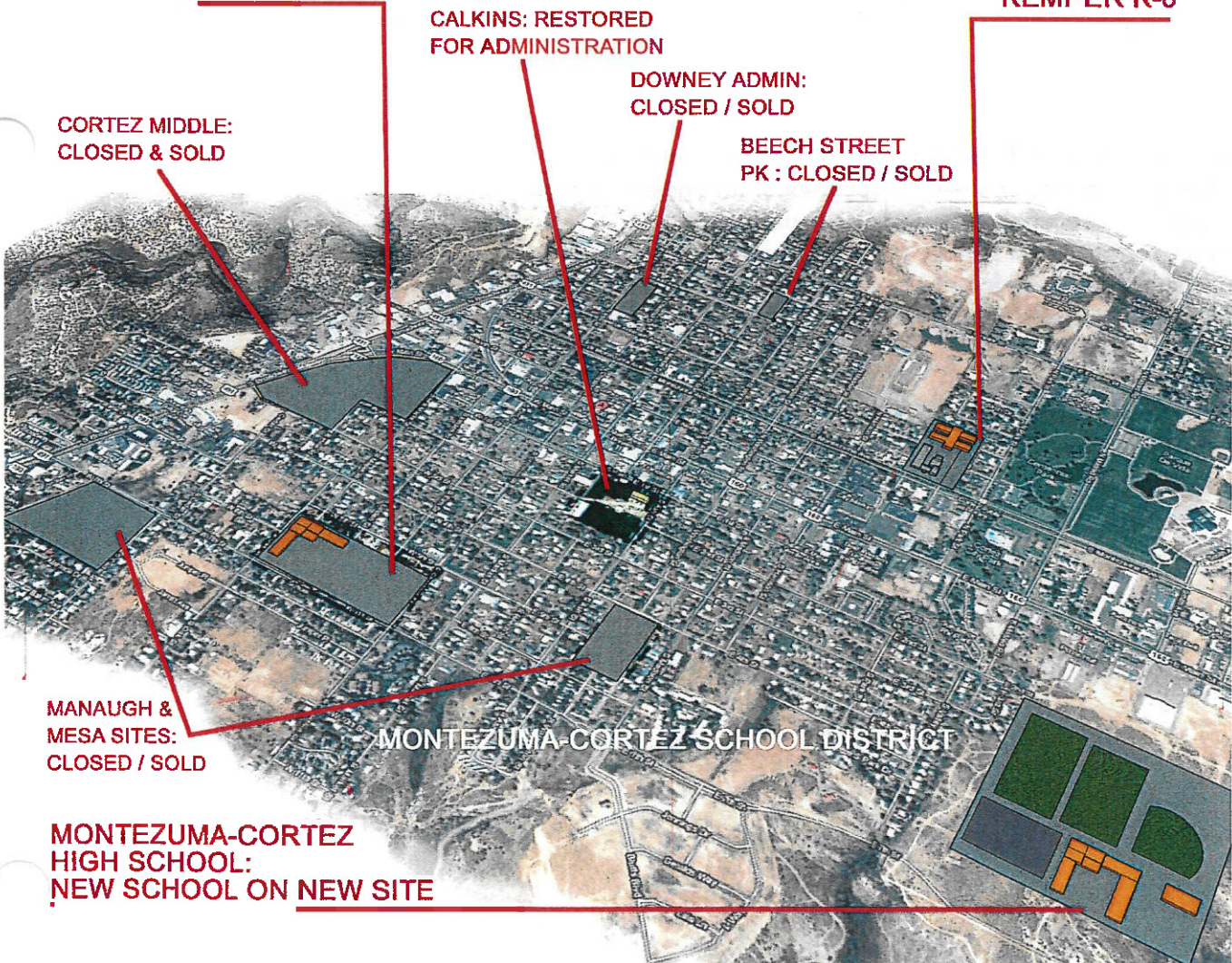


CORTEZ K-8



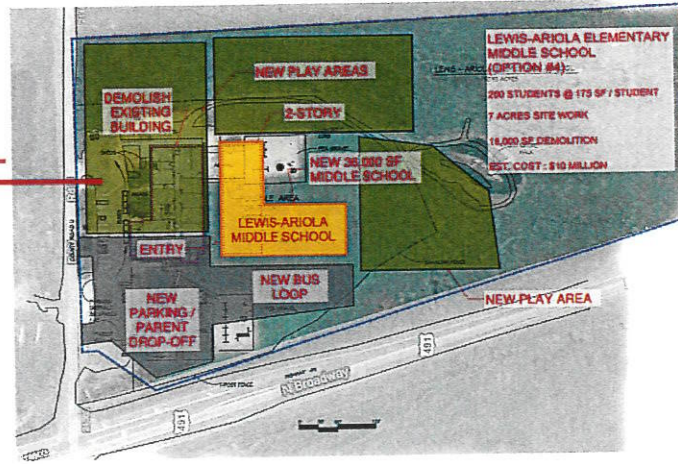
KEMPER ELEMENTARY SCHOOL

KEMPER K-8

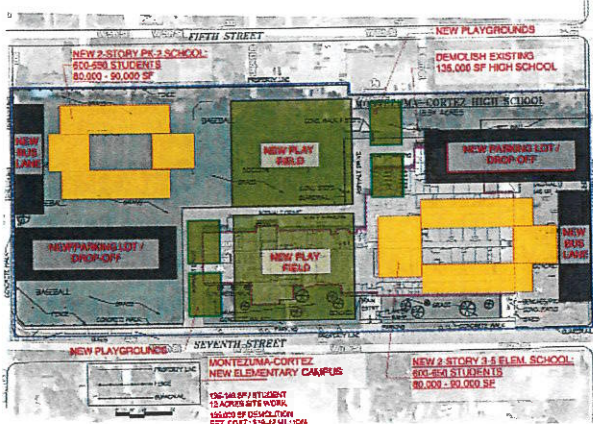


**LEWIS-ARRIOLA
ELEMENTARY SCHOOL**

**PLEASANT VIEW
DECOMMISSIONED**



**6
MASTER PLAN OPTION SIX:
CAMPUSES**



**NEW ELEMENTARY SCHOOL
CAMPUS
(PK-2 AND 3-5 SCHOOLS)**

**DOWNEY ADMIN:
DECOMMISSIONED**

**CALKINS: RESTORED
FOR ADMINISTRATION**

**BEECH STREET
DECOMMISSIONED**

**KEMPER PK / ELEM.:
DECOMMISSIONED**

**CORTEZ MIDDLE:
RENOVATIONS**

**MESA PK / ELEM.:
DECOMMISSIONED**



**MANAUGH:
DECOMMISSIONED**

**MONTEZUMA-CORTEZ
HIGH SCHOOL:
NEW SCHOOL ON NEW SITE**

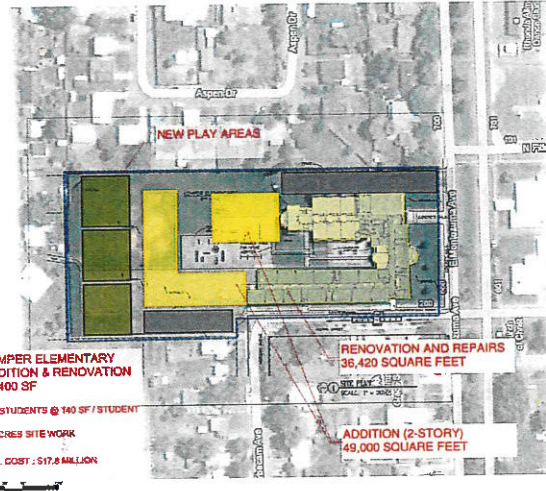
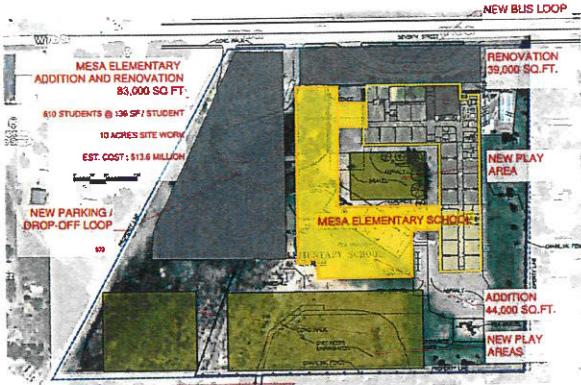
**LEWIS-ARRIOLA
ELEMENTARY SCHOOL:
ADDITION AND RENOVATION**

**PLEASANT VIEW:
REPLACEMENT SCHOOL**

7 MASTER PLAN OPTION SEVEN: HYBRID

SLATERPAULL ARCHITECTS
SAN ANTONIO, TX

FLANAGAN ARCHITECTURE, P.C.
SAN ANTONIO, TX



**MESA PK / ELEM.:
RENOVATION / ADDITION**

**KEMPER PK / ELEM.:
RENOVATION / ADDITION**

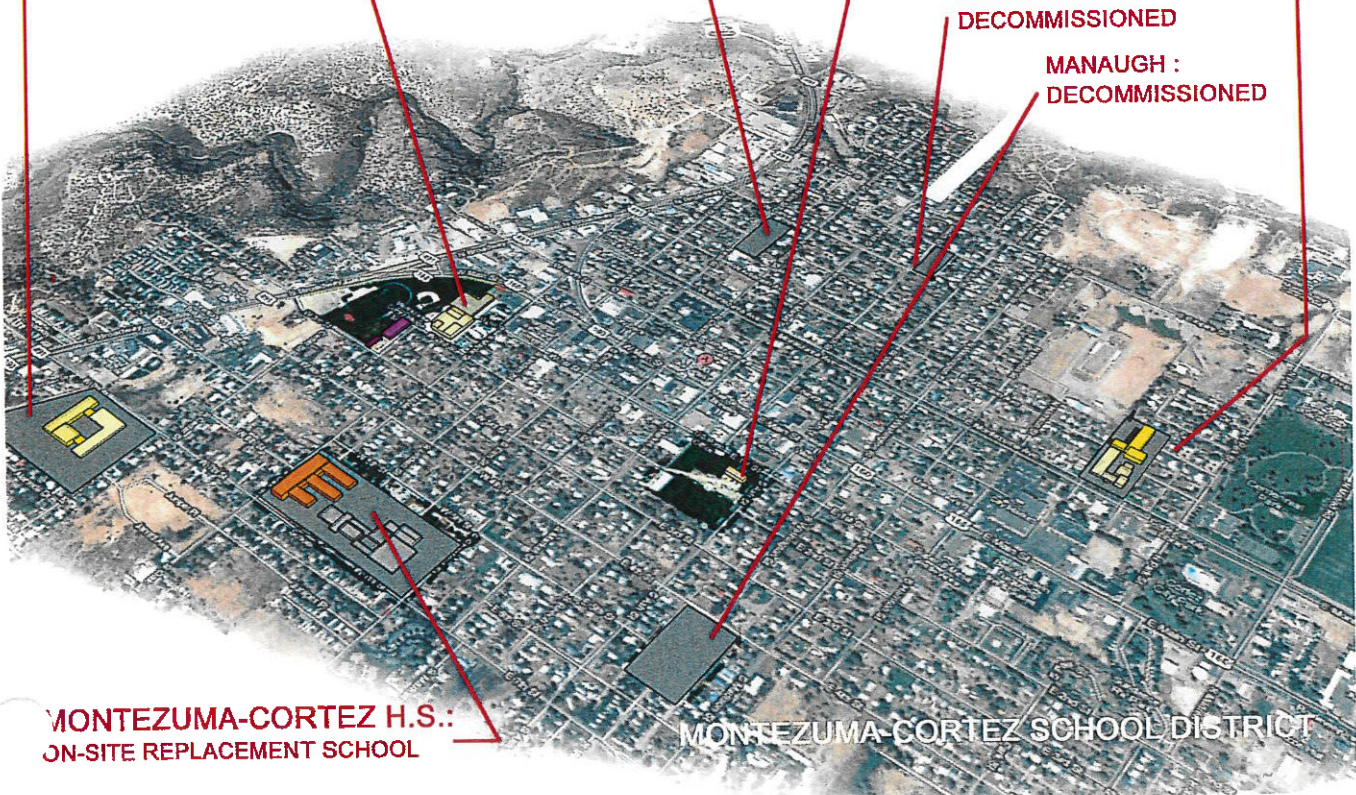
**CORTEZ MIDDLE:
RENOVATIONS**

**DOWNEY ADMIN:
DECOMMISSIONED**

**CALKINS: RESTORED
FOR ADMINISTRATION**

**BEECH STREET
DECOMMISSIONED**

**MANAUGH :
DECOMMISSIONED**



This Deed, Made this 2nd day of June in the year of our Lord one thousand ~~eight~~ ^{nine} hundred and ~~ninety~~ ^{one} ~~four~~ BETWEEN

of the County of El Paso and State of Colorado, of the first part, and

School District Number Three

of the County of El Paso and State of Colorado of the second part.

WITNESSETH, that the said party of the first part, for and in consideration of the sum of

One Dollars,

to the said party of the first part in hand paid by the said party of the second part, the receipt whereof is hereby confessed and acknowledged, has remised, released, sold, conveyed and QUIT-CLAIMED, and by these presents do remise, release, sell, convey and QUIT-CLAIM unto the said party of the second part, ~~for Public School Purposes~~ ~~heirs and assigns~~ forever, all the right, title, interest, claim and demand which the said party of the first part has in and to the following described real estate situate, lying and being in the County of

El Paso and State of Colorado, to wit:

Commencing at a point thirty feet north from the South-west Corner of the South-East quarter of Section 8, in Township Thirty Six north of Range Fifteen west of New Mexico Meridian; thence running north two hundred and ninety five feet, thence west eighty seven feet; thence south two hundred and ninety five feet; thence east eighty seven feet to place of beginning.

It is understood and agreed by the party of the second part, and it is made a part of the consideration of this conveyance, that should the said described tract of land or any part thereof, at any time become abandoned for public school purposes for the period of one year, then in that event the whole of said tract, or the part thereof so abandoned, shall, immediately revert to, and become the property of the ^{party of the} first part, his heirs and assigns. Also that the said party of the second part shall immediately, within a reasonable time after the delivery of this deed, at its sole expense erect and forever maintain upon the north line, a legal and substantial fence and a 7 foot tight board fence along the west line of said tract, above described.

TO HAVE AND TO HOLD THE SAME, together with all and singular the appurtenances and privileges thereunto belonging or in anywise thereunto appertaining, and all the estate, right, title, interest and claim whatsoever, of the said party of the first part, either in law or equity, to the only proper use, benefit and behoof of the said party of the second part, ~~heirs and assigns~~ forever.

IN WITNESS WHEREOF, the said party of the first part has hereunto set his hand and seal the day and year first above written.

Signed, Sealed and Delivered in Presence of

J. H. McCracken

SEAL

SEAL

SEAL

School	MCMS
--------	------

Item	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Roof - CMS (Commons & Con Sci)		\$ 28,000.00			
Flooring - CMS (Hallway)*		\$ 100,000.00			
Asphalt/Sealant - CMS (Parking Lot)				\$ 100,000.00	
Englehart Field	\$ 20,000.00				

Total	\$ 248,000.00
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Upcoming CR Requests

Roof - CMS (Pod area)		?
HVAC/Heating/Cooling - CMS (Cont) - Architect Design		?
Englehart Field		\$ 5,500.00

School Mesa

Item	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Roof - Mesa (Gym)	\$ 65,000.00				
Roof - Mesa (85)		\$ 154,274.00			
Roof - Mesa (66)			\$ 200,000.00		
Flooring - Mesa (Hallway)*				\$ 50,000.00	
Flooring - Mesa (Classroom)*				\$ 50,000.00	
Asphalt/Sealant - Mesa (Parking Lot)			\$ 50,000.00		

Total \$ 504,274.00

Approved in 20-21

School	Manaugh
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Item	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Roof - Manaugh (86 & 57)	\$ 210,000.00				
Roof - Manaugh (55)		\$ 105,000.00			
Flooring - Manaugh (Hallway)*	\$ 17,045.00				
Flooring - Manaugh (Classroom)*		\$ 60,000.00			
Asphalt/Sealant - Manaugh (Parking Lot)			\$ 50,000.00		
HVAC/Heating/Cooling - Manaugh (Boiler)	\$ 90,000.00				
HVAC/Heating/Cooling - Manaugh	\$ 952,350.00				

Total	\$ 1,484,395.00
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Upcoming CR Requests

Playground - Additional Costs above grant award	\$ 185,000.00
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GOCO Grant Budget

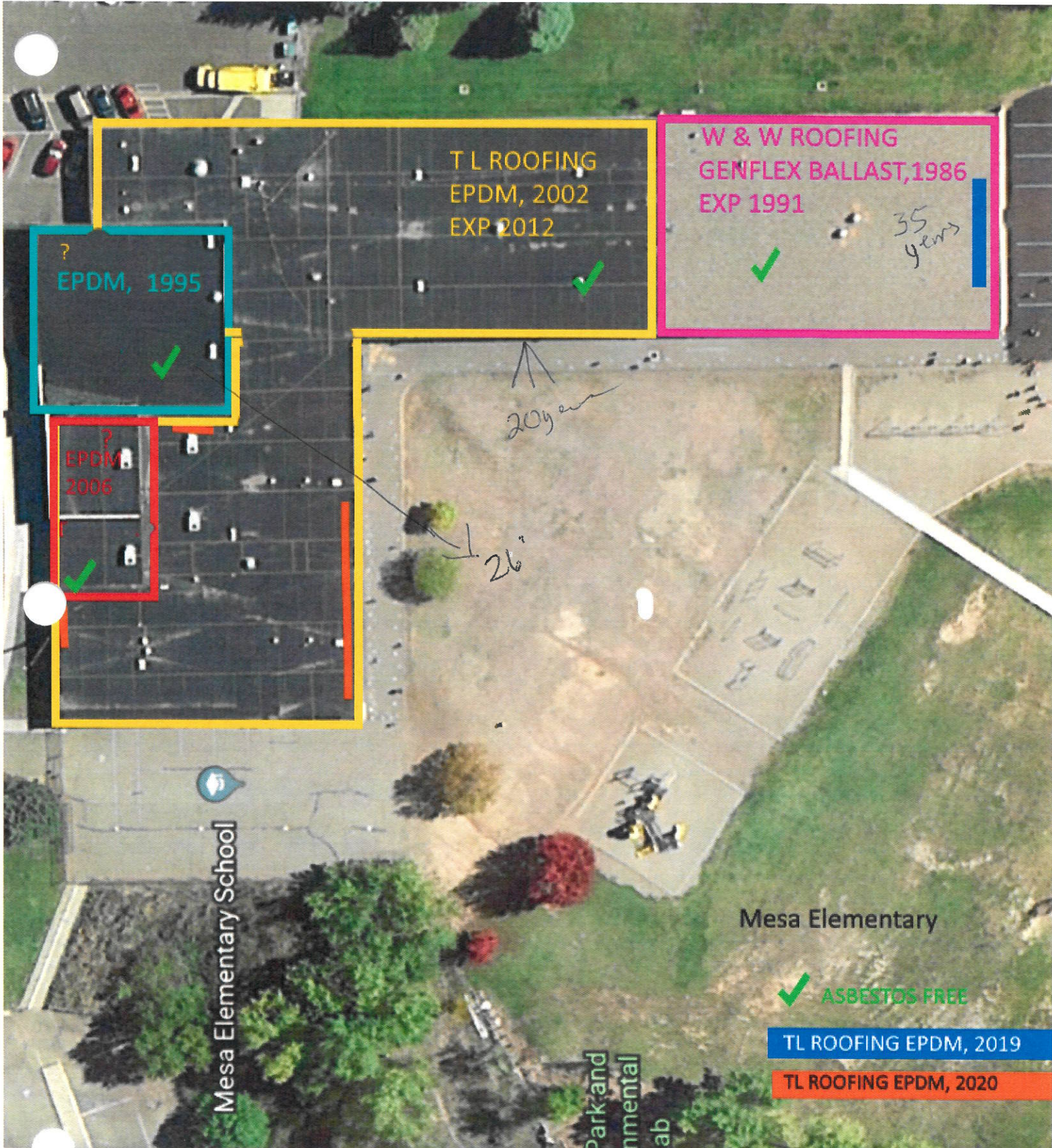
Manaugh Elementary Playground and Improvement Project Budget

Source of Funds	Date Secured	GOCO Grant Request	Applicant Match (\$)	Partner Match (\$)	Total Funding (\$)	
CASH						
GOCO Grant Request		110,000.00			\$110,000.00	
Montezuma County Commissioners				16,000.00	\$16,000.00	
Manaugh Elementary School					\$0.00	
[List Partner]						
IN-KIND						
MCSO Re-1 Maintenance Install/Construction				10,000.00	\$5,000.00	
Local Businesses & Contractors				18,760.00	\$18,760.00	
					\$0.00	
TOTAL SOURCE OF FUNDS		\$110,000.00	\$0.00	\$44,760.00	\$154,760.00	
Use of Funds	Number of Units	Cost Per Unit	GOCO Funds	Applicant Funds	Partner Funds	Total Funding (\$)
CASH						
SITE PREPARATION						
General Contractor	Lump Sum	22,600.00	22,600.00			\$22,600.00
Site Demolition and Preparation <i>(remove asphalt and play equipment in areas of improvement. Prepare site for construction)</i>						\$0.00
DISCOVERY LOOP FITNESS TRAIL						
General Contractor	3600 SF	6.00	21,600.00			\$21,600.00
Cadellaria Construction (proposed)	2700 SF	6.00	16,200.00			\$16,200.00
Cadellaria Construction (proposed)	7000 SF	1.00	7,000.00			\$7,000.00
General Contractor	Lump Sum	5,000.00		5,000.00		\$5,000.00
General Contractor	6	600.00	3,600.00			\$3,600.00
New Trees, 2 1/2" Caliper						\$0.00
						\$0.00
SPORT COURTS						
General Contractor	4500 SF	4.00	18,000.00			\$18,000.00
General Contractor	Lump Sum	1,000.00	1,000.00			\$1,000.00
Court Striping and Markings						\$0.00
						\$0.00
						\$0.00
GENERAL CONDITIONS AND						
General Contractor	Lump Sum	10,000.00		10,000.00		\$10,000.00
General Contractor	Lump Sum	5,000.00	5,000.00			\$5,000.00
General Conditions, Mobilization, Estimating						\$0.00
General Conditions, Mobilization, Estimating						\$0.00
DESIGN, PERMITTING AND BIDDING						
Professional Surveyor	Lump Sum	2,500.00	2,000.00		500	\$2,500.00
Landscape Architect (MIG)	Lump Sum	10,000.00	10,000.00			\$10,000.00
Local Jurisdictions	Lump Sum	2,000.00	2,000.00			\$2,000.00
Construction Permits and Fee Allowance	Lump Sum	1,000.00	1,000.00			\$1,000.00
Bidding Costs Allowance						\$0.00
USE OF FUNDS - CASH SUBTOTAL			\$110,000.00	\$0.00	\$15,500.00	\$125,500.00

Design Quote

TASK & FEE DESCRIPTION		
Manuagh Elem. School, Cortez		
DHM Design Corp		
28-Jun-21		
Design Development - All Phases as outlined in the GOCO Cost Estimate		
Assemble base materials/survey information		
Kick off Meeting (in Cortez)		
50% Design Development - Layout/Materials Plan (including furnishings selection)		
50% Design Development - Grading Plan (coordination with Civil)		
50% Design Development - Planting Plan - no plant specification, conceptual only		
50% Design Development - coordinate Playground Design with MIG Plans		
50% Design Development Details		
50% DD Phase - Cost Estimate		
50% DD Phase Review Meeting (in Cortez)		
100% Design Development Package (including Layout, Grading, and Planting Plans)		
100% Design Development Details		
100% Design Development Specifications		
100% Design Development - Updated Cost Estimate		
100% Design Development Phase Review Meeting (in Cortez)		
	Subtotal	\$22,700.00
Construction Document Phase - Phase I Only, per GOCO Cost Estimate, see list below of Phase I scope		
50% Construction Document Package (including Layout, Grading, and Planting Plans)		
50% Construction Document Details		
50% Construction Document Specifications		
50% Construction Document Phase Review Meeting (in Cortez)		
95% Construction Document Package (including Layout, Grading, and Planting Plans)		
95% Construction Document Details		
95% Construction Document Specifications		
100% Construction Document Package (Final Submittal)		
	Subtotal	\$13,570.00
Bid Negotiation - Phase I Only		
		TBD
Construction Administration Phase - Phase I Only		
		TBD
Reimbursable expenses (printing, deliveries, mileage)		
		\$500.00
Total for Landscape Architectural Design Services		\$36,770.00
Hourly Rates:		
Principal: \$145/hour		
Project Manager/Landscape Architect: \$125/hour		
Landscape Designer: \$95/hour		
Civil Engineering Services - SET Engineering		
Task 1 - Project Management		\$960.00
Task 2 - Civil Design		\$3,480.00
Reimbursable Expenses		\$89.00
	Total	\$4,529.00
Irrigation Designer -		
Option 1 - As-Builts of existing irrigation system are provided		TBD
Option 2 - Irrigation Designer performs a site visit to establish as-builts		TBD
Option 3 - Irrigation is addressed as a Design/Build component of the project		
PHASE I Scope from GOCO Grant package		
Demolish and remove over 6000 SF of existing blacktop that is in poor, hazardous condition and replace with an expanded lawn area for informal play.		
Develop a Discovery Loop Fitness Trail (1000 LF) that will provide an accessible, all weather running surface and ADA compliant circulation route from the school to all elements of the existing and future school environment. The trail will consist of an 8' wide asphalt outer loop section and a 6' wide concrete inner loop section.		
Provide new benches (6) and shade trees (6) along the trail to allow for comfortable seating and restorative outdoor activities.		
Demolish and remove existing non-conforming, outdated play equipment and inaccessible pea gravel play surfacing.		
Develop new asphalt basketball and tetherball courts (4500 SF) in place of the existing outdated play equipment. These courts will also serve as a supportive outdoor setting for physical and occupation therapy for scholars who are enrolled in the regional Life Skills program that is housed at the school.		

Assumptions-
1. The scope/fees include a total of (4) meetings/site visits in Cortez (excluding during construction). No public meetings have been included in this scope, additional meetings would be billed at hourly rates.
2. Bid Negotiation and Construction Administration Services can be scoped as needed.
3. Structural engineering for site elements such as flagpoles, retaining walls, etc is not included.
4. Illustrative drawings can be completed for additional fees.
5. Does not include electrical/lighting design.
6. Plans will be provided to Client in digital pdf version for submittals.
7. Assumes playground design is at a schematic level and DHM will incorporate grading, layout and details of the playground in the Design Development and Construction Document sets.



T L ROOFING
EPDM, 2002
EXP 2012

W & W ROOFING
GENFLEX BALLAST, 1986
EXP 1991

35
years

?
EPDM, 1995

?
EPDM
2006

20y

26"

Mesa Elementary School

Mesa Elementary

✓ ASBESTOS FREE

TL ROOFING EPDM, 2019

TL ROOFING EPDM, 2020

Park and
Environmental
Lab

Mesa Ballast Classroom- 10036 sq ft.

1985 Re-Roof \$99,994.00 by 10036 sq ft = \$9.96 sq ft

Annex/Shop cost estimate per foot

Shop 8200 sq ft

Top Line Installers \$97,642.00 by 8200 = \$11.91 sq ft cost

Average \$10.08

TL Roofing \$67,336.70 by 8200 = \$8.25 sq ft cost

CMS Art Room cost estimate per foot

Art 2835 sq ft

Top Line Installers \$31,995.00 by 2835 = \$11.29

Average - \$10.34

TL Roofing \$26,624.00 by 2835 = \$9.39

Kemper Gym

Gym 3526 sq ft

TL Roofing \$51,170.78 by 3526 sq ft = \$14.51

Mesa Roof cost estimate

Mesa 37791 sq ft

Remaining Roof to be replaced - 37791 x \$10.50 = \$397,000.00

DRAFT

Contract for Re-Roofing at
Mesa School
December 18, 2001

The Montezuma Cortez School District RE-1, hereinafter referred to as Owner, and T & L Roofing Inc., hereinafter referred to as Contractor agree to the following conditions for the re-roofing of a portion of Mesa Elementary School 703 West 7th Street Cortez, Colorado.

The Contractor agrees to provide all labor materials, transportation, insurance's, supplies, licenses, supervision and expertise to re-roof the entire portion of Mesa Elementary School beginning at the extreme west end of said roof and continuing to the extreme east end of the east-west wing. Re-roofing will then continue south on the north-south wing and end at the point of intersection with existing ballast roof on the north-south wing. The roofing over the multipurpose room/gymnasium is not included in this contract.

The Contractor agrees to provide re-roofing with Firestone brand 60 mil membrane and comply with all terms and conditions contained in the bid invitation that was submitted by T & L and others and opened on November 16th 2001 at 2:00 p.m. These conditions will include the requirements of addendum #1, 2 and 3.

In the consideration for the satisfactory completion of the contract the Owner agrees to pay the Contractor \$98,160.00 (ninety eight thousand one hundred sixty dollars).

President District RE-1 Schools

Date

T & L Roofing

Date

NO ROOFING INFORMATION / WARRANTY FOUND:

1995 EPDM, GYM

MESA ELEMENTARY

NO ROOFING INFORMATION / WARRANTY FOUND:

2006 EPDM, 2006 REMODEL

MESA ELEMENTARY

WHITTLE INC. dba
TL ROOFING, INC.
825 E 32nd St
Durango, CO 81301

970-247-1392
970-385-4944 FAX

ATT: CORTEZ SCHOOL DISTRICT
RAY LOPEZ

RE: MESA ELEMENTARY SCHOOL

PER OUR MEETING ON ROOF OUTLINED NOTED PROBLEMS AND PROPOSED SCOPE OF WORK
PERTAINING TO SUBJECT ROOF AREAS.

WEST WING: SOUTH DRAINAGE EDGE THE EPDM FLASHING MEMBRANE IS TEARING IN THE CENTER DUE
TO NORMAL WEAR AND TEAR. THIS AREA TOTALS APPROXIMATELY 150 LINEAL FEET.
RECOMMEND INSTALLATION OF 12" WIDE SECTION OF EPDM INSTALLED OVER EDGE FLASHING DETAIL
AND EXTENDING OUT ONTO THE ADJACENT EPDM ROOF MEMBRANE . NEW SECTION OF MEMBRANE
WILL BE ATTACHED WITH EPDM FLASHING SEAM TAPE.

WEST WING NORTH EDGE: APPROXIMATELY 10 LINEAL FEET OF WALL AND EDGE FLASHINGS PULLING
AWAY FROM WALL SUBSTRATE. EXISTING CAP FLASHING WILL HAVE TO BE REMOVED FOLLOWED BY
INSTALLATION OF NEW SECTION EPDM MEMBRANE AND PERIMETER SEAM PLATES. THE EDGE
FLASHING WILL ALSO HAVE TO BE REPAIRED WITH EPDM MEMBRANE FLASHING.

WEST WING CLASS ROOM: MEMBRANE PULLING AWAY FROM INSULATION SUBSTRATE WHERE SLOPED
AND FLAT ROOF TRANSITION. INSTALLATION OF NEW SECTION OF EPDM MEMBRANE AND SEAM
PLATES INSTALLED TO HELP SECURE ROOF MEMBRANE. THIS AREA TOTALS APPROXIMATELY 20 LINEAL
FEET.

THIS WORK CAN BE COMPLETED FOR THE SUM OF \$ 3,729.00.

IF YOU SHOULD HAVE ANY QUESTIONS PLEASE CALL.

SINCERELY, TOM ANDERSON
7-21-2020

Approved
Ray Lopez 7/28/20

How to Invest Your Funding in Students' Success

Maximize Your ARP ESSER III to Engage K-12 Students & Reduce Learning Loss + Funding Information Resources

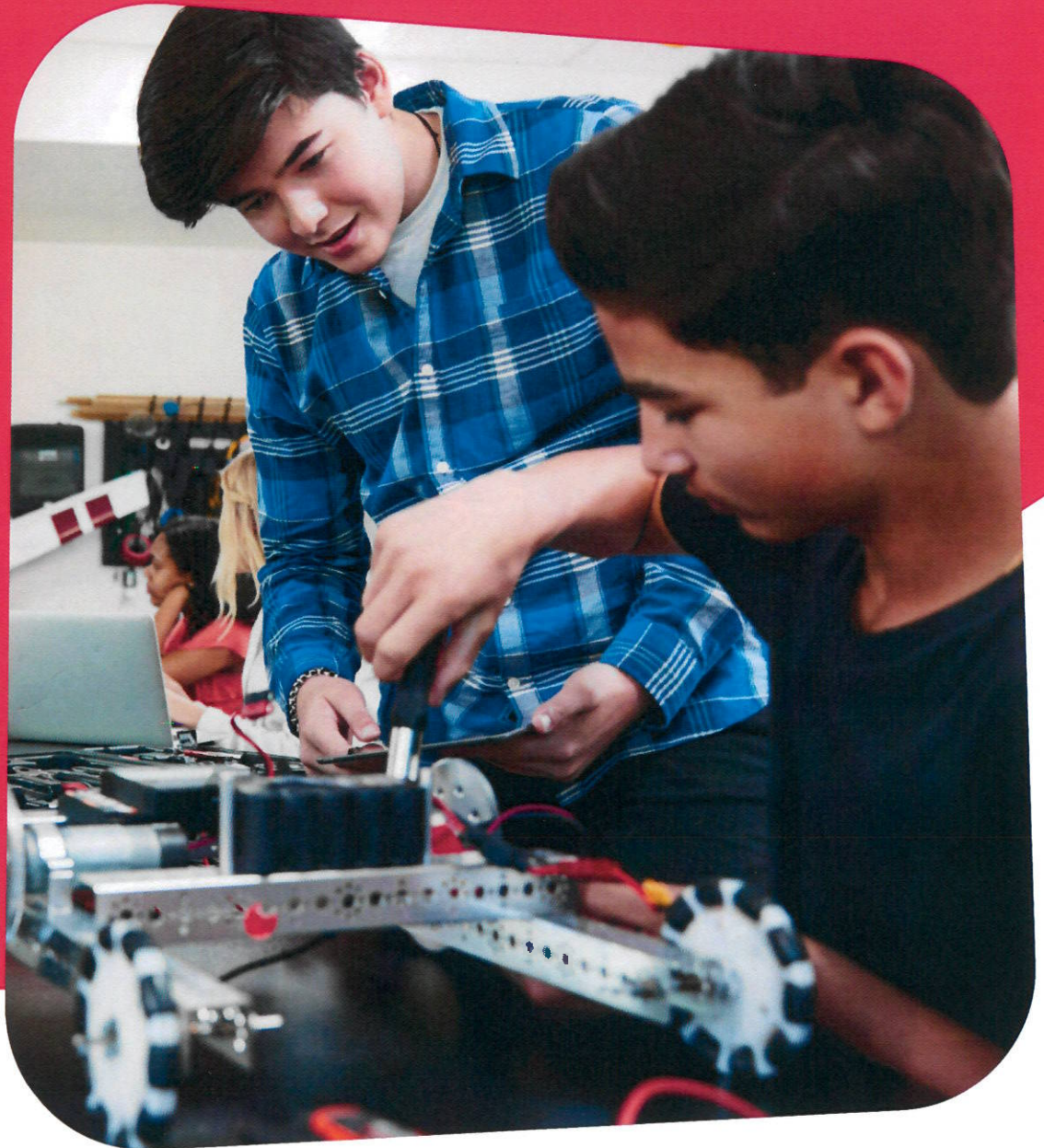


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Introduction

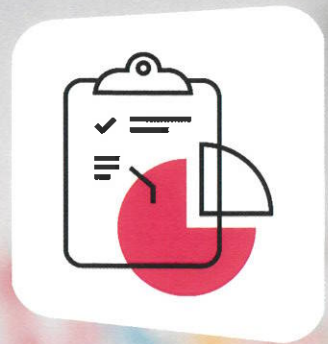
Missing assignments. Dwindling attendance. Disengaged students. This has been the experience for many teachers who switched to remote learning during the COVID-19 pandemic. Learning loss was rampant, and engagement was at an all-time low.

Now that in-person learning is in sight, the pressure to re-engage learners and mitigate learning loss is immense. But after the year educators and learners have had, how do schools get students excited about learning again?

Project-based learning has been shown to have a positive effect on student engagement and learning. SmartLab Learning's unique approach to project-based learning engages students in hands-on, STEM-focused experiences that are supported by standards-aligned supplemental math and science curriculum. With this solution, learners choose projects they care about, collaborate with their peers, and present their findings—all while applying core concepts to what they're doing.

This resource serves as a guide to help you maximize your school's ARP ESSER III stimulus funding, particularly when it comes to providing engaging, equitable STEM programming that supports math and science standards—two areas where students most often experience learning loss. By using this crucial funding to reignite students' interest in school, their learning retention, academic performance, and social growth will improve.

All guidance and recommendations included in this ebook are based on available information at the time of writing.



CHAPTER 1:
How to Increase
Student Engagement
to Accelerate Learning

Engagement Starts with Support

In the first half of 2021, most schools in the U.S. will have implemented the proper spacing and health measures to support in-person learning, which, as we've learned through the pandemic, is one of the best ways to keep learners engaged.

Engaged learners have fewer truancy issues and higher graduation rates (Trowler, 2010), therefore, giving them opportunities to have better outcomes, learn essential hard and soft skills, and improve test scores. By focusing on solutions that have proven to positively impact student engagement, administrators will set their students—and themselves—up for success.

So how can your school boost student engagement while fulfilling core requirements?

SmartLab Learning: Engage Learners with Hands-on, Standards-Aligned Curriculum

Every SmartLab Learning solution begins with student engagement. We do this by:

- Providing our unique, student-led, project-based learning approach
- Designing technology-rich, 21st-century classroom environments
- Giving students opportunities to apply core math and science skills through our supplemental curriculum
- Infusing collaborative learning into every experience



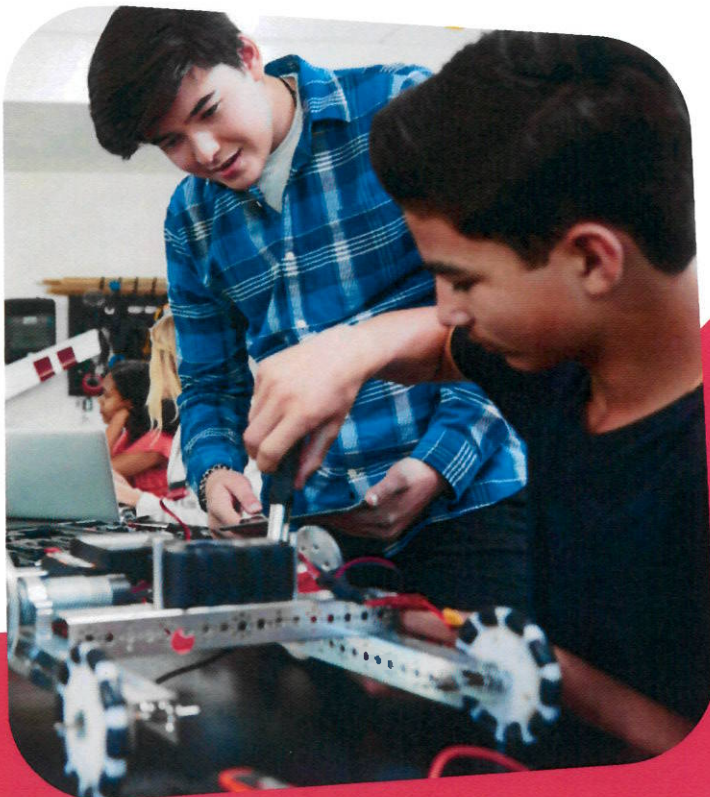
When they're actively engaged in their learning, students infuse core concepts with meaning and connect them to real-world applications. Plus, since every SmartLab Learning solution is intentionally designed for self-directed and collaborative work, students take ownership of their learning. This also helps students build communication and problem-solving skills, not to mention nurtures their social-emotional development—critical in a year when most learning happened in physical isolation. As schools approach the 2021–22 academic year, administrators should leverage their ARP ESSER III funding to address the effects of extended remote learning on students, both academic and social-emotional. We recommend prioritizing the following when planning your ARP ESSER III funding allocation:

BUILD REAL-WORLD CONNECTIONS INTO STUDENT LEARNING.

Students often ask their teachers, “But when will I use this?” With SmartLab Learning’s project-based framework, students apply the concepts they’re learning in core classes to help them solve real-world problems.

USE TECHNOLOGY TO MOTIVATE AND INSPIRE.

From robots, to weather mapping, to 3D design, incorporating current and innovative technology into classroom learning is an excellent way to capture and keep students’ attention. In a technology-rich environment like the SmartLab HQ, social interactions among students and between students and teachers become more fluid as users learn, demonstrate, and teach each other how to use new tools. Students make deeper connections to subject matter when they can touch, experiment, and share relevant new technologies (Hannafin, 1997).



④ EMPHASIZE PROJECT-BASED LEARNING.

SmartLab Learning, we develop open-ended, project-based learning experiences that engage students at all grade levels in STEM. Our math and science standards-aligned curriculum empowers students to integrate their own ideas and creativity while providing them with opportunities to showcase authentic evidence of learning.

Students who followed a project-based learning curriculum like SmartLab Learning experienced a 63 percent gain in social studies learning, equal to five or six months of increased learning. Altogether, this approach led to a 23 percent gain in informational reading—an additional two months of learning for the year (Duke et al, 2020).

🔍 INTRODUCE PROGRAMMING THAT ALLOWS FOR STUDENT-LED LEARNING.

When students direct their own learning, they become increasingly able to apply creativity and problem solving at school and in their future careers (Feehan, 1999). SmartLab Learning's open-ended engagements leave room for students to learn at their own pace, while providing opportunities for them to self-reflect and assess their progress along the way. Perhaps best of all, SmartLab Learning's remote and hybrid solutions can keep students engaged and able to direct themselves no matter where (or when) they're learning.



SmartLab Learning Solutions for K-12

The logo for SmartLab HQ is displayed on a red rounded rectangle. It features the word "smartlab" in a lowercase, sans-serif font with a colorful dot above the 'a', and "HQ" in a smaller font below it.

smartlab
HQ

SmartLab HQ

Our flagship, whole-classroom lab immerses learners in engaging STEAM programming.

The logo for SmartLab Studio is displayed on an orange rounded rectangle. It features the word "smartlab" in a lowercase, sans-serif font with a colorful dot above the 'a', and "STUDIO" in a smaller font below it.

smartlab
STUDIO

SmartLab Studio

Boost your students' writing, leadership, and project management skills in this dedicated broadcasting space.

The logo for SmartLab Rover is displayed on a blue rounded rectangle. It features the word "smartlab" in a lowercase, sans-serif font with a colorful dot above the 'a', and "ROVER" in a smaller font below it.

smartlab
ROVER

SmartLab Rover

Focused mobile learning centers allow students to explore pathways in any classroom, while supplementing core math and science curriculum.

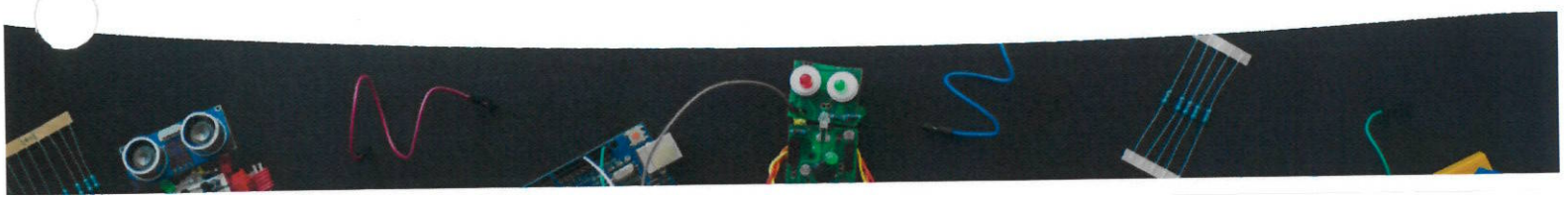
The logo for SmartLab On-the-Go is displayed on a green rounded rectangle. It features the word "smartlab" in a lowercase, sans-serif font with a colorful dot above the 'a', and "ON-THE-GO" in a smaller font below it.

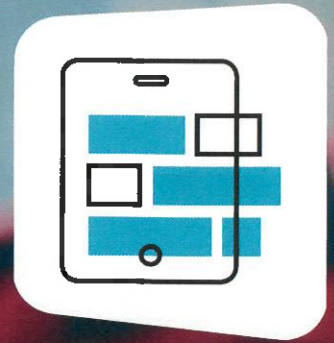
smartlab
ON-THE-GO

SmartLab On-the-Go

Remote, hybrid, and in-person learners can stay highly engaged with these grab-and-go backpacks.

Please reach out to the SmartLab Learning team to learn more about how our supplemental, standards-aligned programming can work for your school





CHAPTER 2:

How to Utilize Funding to

Find the Right Solution

Invest in Students' Long-Term Success

With funding like ARP ESSER III available, it's imperative that schools use it to keep students interested, engaged, and motivated in class. Schools that have used their federal funding to implement project-based learning solutions have seen meaningful growth in student engagement and ability, whether learning occurs in a remote or in-person format.

With a focus on student-led, project-based STEM engagements, SmartLab Learning delivers standards-aligned science and math programming while getting students excited about their schoolwork. Applying your ARP ESSER III funding to a sustainable, long-term solution, like SmartLab Learning's solutions, can help your school address key issues by increasing student engagement—not just this year, but for years to come.

What Can ESSER Funding Be Used For?

In March 2020, many administrators were left to improvise a plan for remote learning. This led to a decrease in student engagement and increased levels of learning loss as many students struggled to log in to their online classes or turn in their work. Per the terms of ARP ESSER III, a portion of a local education agency's (LEA) ESSER III Fund allocation needs to address the "academic impact of lost instructional time." Look for solutions that have evidence-based activities, curriculum, or technology that fulfills students' academic, social, and emotional needs.



With this guidance, schools should use their ARP ESSER III funding to address these immediate concerns:

- Implement student-led, project based learning engagements that mitigate learning loss while encouraging class attendance
- Update technology and modify spaces to support better 21st-century learning environments
- Include opportunities to apply core math and science skills through supplemental math and science curriculum
- Infuse learning engagements with collaborative activities that build critical “soft” skills

In addition to recommending extended school days, summer learning, or school-year programs, look for solutions that provide long-term returns on your investment of ARP ESSER III funds, such as:

- Supplemental classroom or after-school programs
- Educational technology, including hardware, software, and connectivity
- Solutions that address the unique needs of children from low-income families, children with disabilities, English learners, migrant students, and others
- Tools to measure and address learning loss (e.g., assessments, school audits, faculty training)

All U.S. school districts are working to assess their available budgets and identify how to best use the federal stimulus money to invest in students’ long-term success. SmartLab Learning’s solutions can be purchased through many of the funding channels currently available to schools.



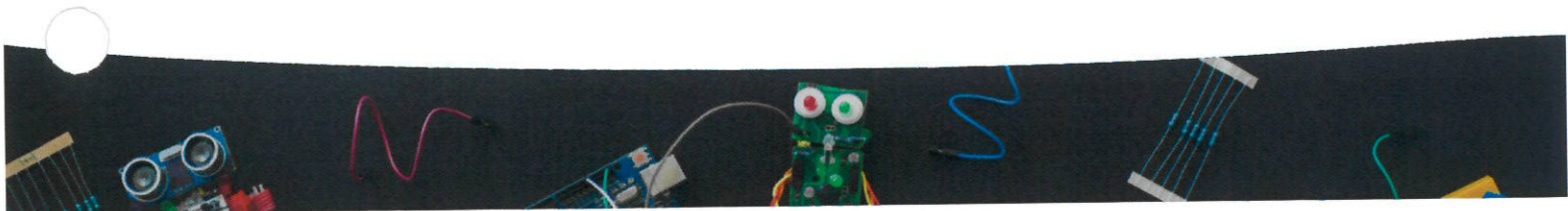
How SmartLab Learning Solutions Meet ESSER Criteria

ESSER ACCEPTABLE USES

- ✓ Any activity authorized by ESEA, IDEA, AEFLA, Perkins, or McKinney Vento.
- ✓ Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.
- ✓ Planning for and coordinating during long-term closures, including technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.
- ✓ Purchasing educational technology (including hardware, software, and connectivity).
- ✓ Planning and implementing summer learning and supplemental afterschool programs.
- ✓ Addressing learning loss.

SMARTLAB LEARNING ALIGNMENT

- ✓ SmartLab Learning programs are approved purchases under the ESEA Act.
- ✓ SmartLab Learning provides equal opportunities to all students, and is also designed to be accessible to students of any skill level or ability. In particular, students with special needs and ESL learners have excelled in SmartLab Learning's hands-on, project-based learning framework.
- ✓ SmartLab On-the-Go provides portable kits stocked with hands-on activities, educational technologies, and supplemental resources students can access from home.
- ✓ Every SmartLab Learning solution includes leading-edge, relevant technologies that help students become literate not only in current technological tools, but learn how to adapt to future technologies.
- ✓ SmartLab Learning provides standards-aligned, supplemental curriculum that reinforces core math and science concepts.
- ✓ Whether they're learning in remote or in-person settings, SmartLab learners engage with projects that are relevant and important to them. Students who are actively engaged with their learning tend to retain more core content and skills over time. SmartLab Learning also supports intervention efforts.





ESSER Funding & SmartLab Learning: Frequently Asked Questions

Q. How will a SmartLab Learning solution help my students?

A. SmartLab Learning engages learners with open-ended, project-based experiences in which they choose to solve problems that are important to them. Increasing both student and teacher engagement can dramatically impact learning outcomes, since engaged teachers have more engaged learners (Fullan, 2013). Engaged learners also have fewer truancy issues and higher graduation rates (Trowler, 2010). SmartLab Learning provides students with:

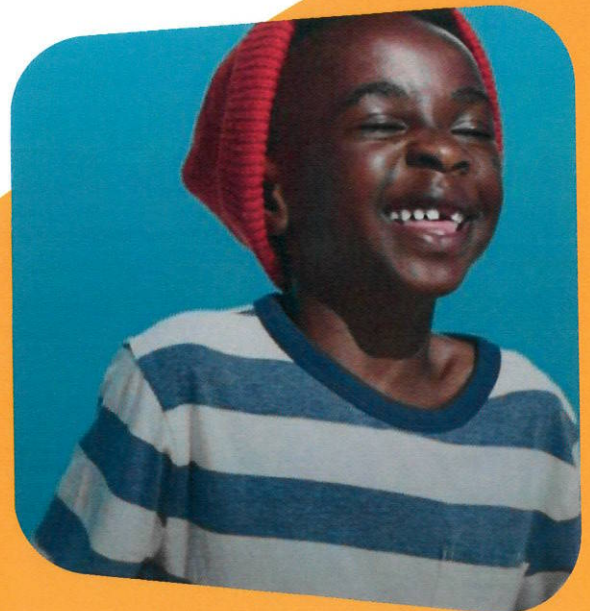
- Student-led, project-based activities
- Technology-rich spaces
- Opportunities to apply core math and science skills to problems with real-world connections
- Space to build autonomy, communication, collaboration, and problem-solving skills

Q. Do SmartLab Learning solutions come with curriculum to engage students?

A. Yes. Every SmartLab Learning solution begins with student engagement. We design our standards-aligned curriculum to help students connect core concepts to real-world problems in ways that spark their personal interests. As learners challenge themselves to work in teams or tackle new and exciting topics, they also build communication, collaboration, and problem-solving skills. Our in-classroom and remote solutions highlight self-directed, hands-on activities, so students are engaged with their learning no matter where they are.

Q. How does SmartLab Learning support educators?

A. SmartLab educators and facilitators have round-the-clock access to instructional resources, technical support, and ongoing education and workshops. Instructional training is part of our standard implementation process, so every educator is prepared to facilitate SmartLab Learning from day one.



Q. Do SmartLab programs qualify under ARP ESSER III funds?

A. Yes. Since 20% of an LEA's allocation is intended to address learning loss, any program that implements evidence-based activities to fulfill students' academic, social, and emotional needs are encouraged. Founded in research and designed by experienced educators, SmartLab Learning uses a project-based model to meet academic needs and support social-emotional programs.

Q. Where should I spend my school's ARP ESSER III allotment?

A. In addition to materials and supplies that will ensure the health and safety of students and staff, the Department of Education recommends spending funds on solutions that will mitigate learning loss. Instead of "quick-fix" solutions, the best use of these funds is on long-term, sustainable programming that can serve and engage both current and future students, particularly in STEM subjects.

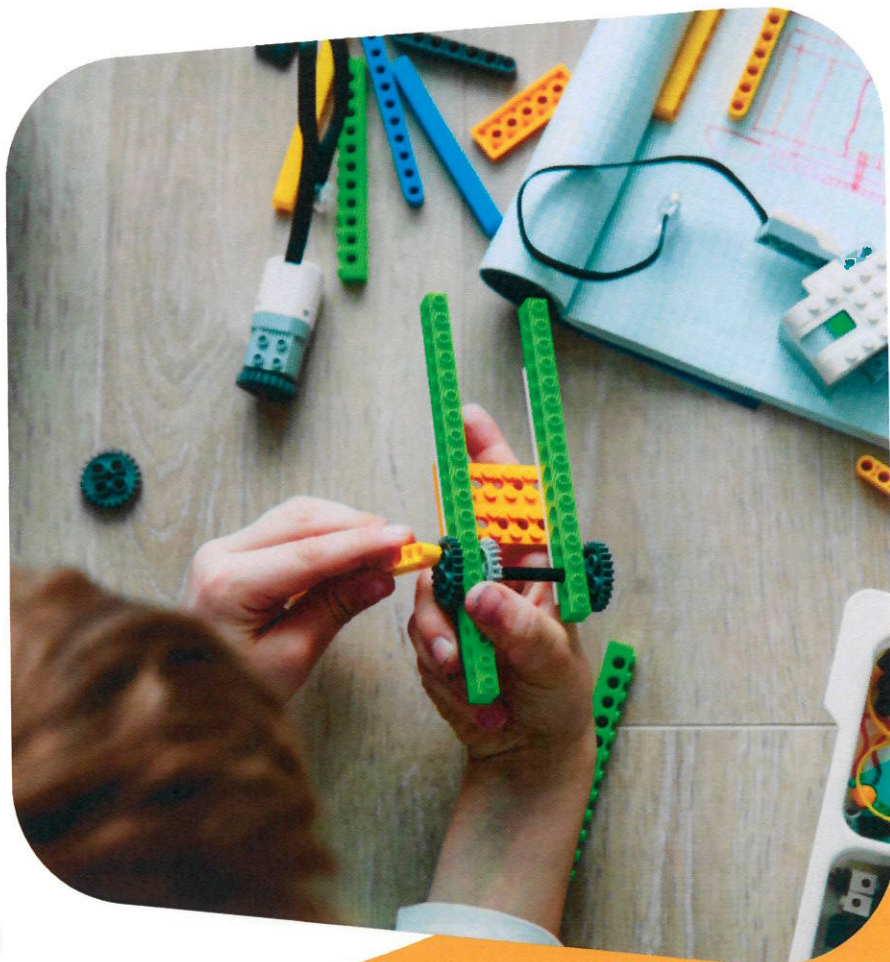


Q. How can I access my ESSER funds?

A. School districts (LEAs) must apply to their relevant SEA. Every SEA must use at least 90% of its ESSER Fund grant to make subgrants to LEAs based on how much the LEAs receive through Title IA or No Child Left Behind Act.

Q. How much flexibility do I have with my funding?

A. LEAs have considerable flexibility in determining how best to use ESSER funds. The U.S. Department of Education encourages LEAs to target activities that will reduce learning loss and support remote learning for all students, especially those who are disadvantaged or at risk of dropping out, and their teachers. LEAs may also use ESSER funds for personal protective equipment (PPE), cleaning and sanitizing materials, and similar health and safety supplies.





Appendix

What Is ESSER & ARP? Key School Funding Acronyms

Terms of the ARP ESSER III Fund

Qualifications for ESSER Funding

ESSER/ARP Resources & Links

How to Secure ARP ESSER III Funding for Your School or District

What Is ESSER & ARP? Key School Funding Acronyms

CARES Act: The Coronavirus Aid, Relief, and Economic Stimulus Act is a \$2.2 trillion economic stimulus bill passed and signed into law on March 27, 2020, to address the economic fallout from the COVID-19 pandemic.

ESSER Fund: The CARES Act established the Elementary and Secondary School Emergency Relief Fund, which distributed an initial \$13.2 billion in school funding in March 2020, and has since disbursed two more rounds of funding to schools.

CRRSA Act: The Coronavirus Response and Relief Supplemental Appropriations Act, signed into law in December 2020, provided an additional \$54.3 billion in an ESSER II Fund.

ARP Act: The American Rescue Plan was signed into law in March 2021. It includes the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER III) Fund, which allocates \$126 billion to K–12 schools.

The ESSER Fund is meant for state educational agencies (SEAs) and local educational agencies (LEAs) to help schools:

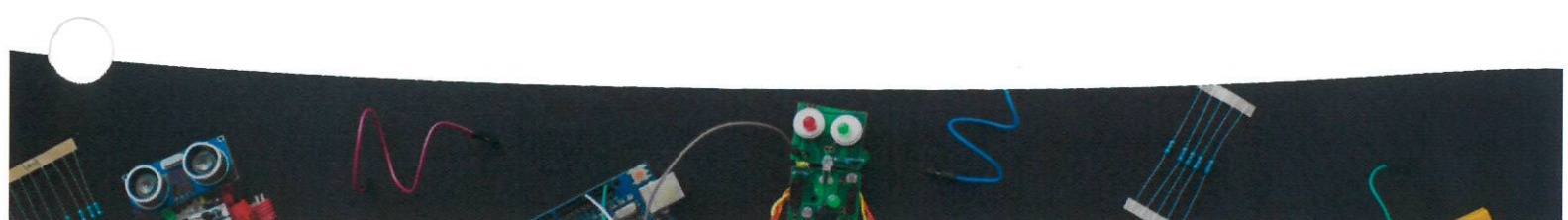
- Return safely to in-person instruction
- Maximize in-person instructional time
- Sustain the safe operation of schools
- Address the academic, social, emotional, and mental health impacts of the COVID-19 pandemic on students

Terms of the ARP ESSER III Fund

According to the National Conference of State Legislatures, each state receives funds according to the amount they currently receive under the Elementary and Secondary Education Act (ESEA), Title IA, or No Child Left Behind Act.

The terms of the ARP ESSER III Fund, effective April 22, 2021, are as follows:

- SEAs must distribute at least 90% of funds to LEAs.
- SEAs are required to reserve 5% of their allocations to address learning loss, 1% for afterschool activities, and 1% for summer learning programs.
- LEAs must reserve at least 20% of the funding they receive to address learning loss.



- Two-thirds of funds are immediately available to states, while remaining funds will be made available after states submit ARP ESSER III implementation plans.
- States have the option to reserve 10% of the allocation for emergency needs related to the COVID-19 pandemic, as determined by the state (called the SEA Reserve).
- SEAs must award funds to LEAs within 60 days of receipt.
- Funds must be utilized for all intended purposes by LEAs by September 30, 2024.

Qualifications for ARP ESSER III Funding

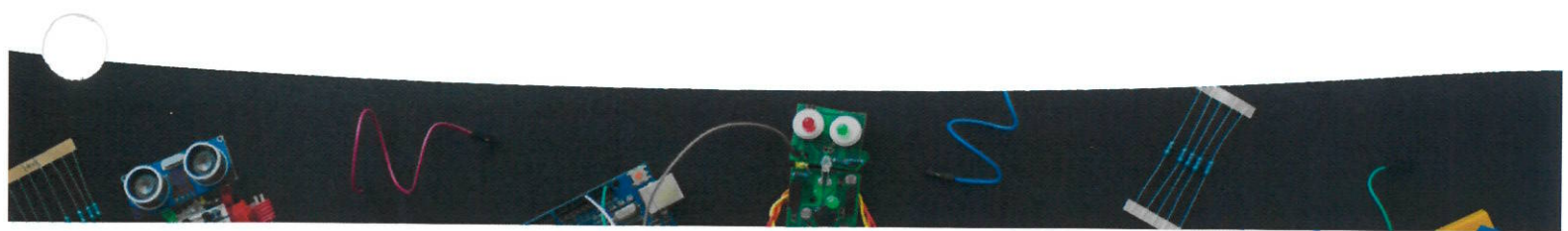
For states to take advantage of ESSER funding, they must adhere to the following terms:

- Only SEAs in the 50 United States, Puerto Rico, and the District of Columbia may apply.
- Eligible recipients include LEAs (those that oversee public, private, and charter schools), organizations that serve students and families, and any entity that receives a subgrant or contract consistent with applicable state and federal subgrant and procurement standards.
- To receive funds, LEAs must submit an implementation plan and make it available for public comment.
- Funds are only available by direct application to the U.S. Department of Education.
- Recipients must intend to spend funding on any of the allowable activities stipulated in any of the coronavirus relief bills approved by Congress.

ESSER / ARP Resources & Links

- [The Office of Elementary & Secondary Education ARP](#)
- [ARP State Allocation Table](#)
- [ARP State Strategic Plan Template + State-by-State Application Information](#)
- [ARP Resource for Non-Public Schools](#)

The Bureau of Indian Education and the Outlying Areas are not eligible to receive ESSER funds. Congress provides funds to these entities as part of a comprehensive Education Stabilization Fund.



How to Secure ARP ESSER III Funding for Your School or District

Every LEA seeking to receive ESSER III funding must apply to their SEA. Schools and LEAs should monitor their SEA's website for the latest updates and information on applications.

Since each state handles its own ESSER application process, follow these steps to start yours:

1. Visit your state government's website to access ARP ESSER III applications and list of required documents.
2. Ask your SEA to download and print the application.
3. Collect the required documents to provide to your SEA, including your implementation plan.
4. There is no deadline to submit your application; SEAs must award all ESSER funding by September 30, 2022.
5. LEAs/schools must spend their funds within one year of receipt, and before September 30, 2024. The Department of Education will monitor and has the right to audit spending.



ARP ESSER III funding is meant to help schools get back to their primary mission: To engage students in their learning and prepare them to build bright futures. SmartLab Learning is here to help.

[Explore SmartLab Learning Solutions →](#)

Proposed CASB Resolution from the RE-1 Board of Directors

1. Please provide your thoughts on whether this resolution would require additional funding if enacted?

This resolution would require additional funding to increase base salaries for teachers and other staff; to replace/consolidate three elementary schools built in 1955, 1957 and 1960; and to ensure that all students have necessary technology and internet access.

2. Resolution Text

Whereas: The Cortez-Montezuma, RE-1 school district (RE-1), like other rural districts, has great difficulty attracting and retaining teachers and other staff, including bus drivers, because of inability to pay competitive salaries, and

Whereas: The 60 plus year old elementary schools in the city of Cortez are not energy efficient, require substantial maintenance costs and have significant limitations in the ability to upgrade technology, and

Whereas: Because over 50% of RE-1 students are considered At Risk, and, as in many other rural districts, many of their families are unable to afford technology tools and internet access and many students live in remote areas with no or inadequate internet access, the District needs to assure that all students have necessary technology and internet access, and

Whereas: The median household income in Montezuma County is less than \$50,000 and, as in many rural districts, voters are reluctant to vote for any type of tax that would increase funding for public schools; NOW THEREFORE,

Be it resolved: that the RE-1 board of directors urges CASB to support additional funding for rural schools.

3. Background information and Rationale: Why is this resolution needed? Is there an underlying problem that needs to be addressed? How would this resolution facilitate service to students?

- 3a. Why is this resolution needed? Additional funding is needed to

- attract and retain high quality teachers and other staff,
- replace old elementary school buildings within the city of Cortez,
- provide computers for every student,
- address inadequate, non-existent, and unaffordable internet access for students in several parts of the district,
- upgrade technology,

- 3b. The underlying problem that needs to be addressed is lack of funding.

July 26, 2021

3c. How would this resolution facilitate service to students?

- Help attract quality teachers and other staff.
- Provide facilities that enhance 21st century learning.
- Provide needed technology.

3c. We know from informal discussions with other districts that these are common challenges in other rural areas.

Jack's comments.

- While RE-1 has many needs, we should include only the most important in this resolution.
- The needs should be specific.
- While transportation is important, according to our director of transportation, we currently have sufficient busses.
- The need for more health care services is difficult to document.
- If we get additional funding for the items listed in the resolution, we could have funding to improve needed services.