

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

October 3, 2023

Board Work Session Meeting Minutes

A - Doug Levinson B - Kari Sholtes C - Andrea Haitz D - Will Jones E - Angela Lema						Board of Education Mesa County Valley School District 51 Board Work Session: October 3, 2023 Adopted: November 14, 2023	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present	x	x	x	x	x	BOARD WORK SESSION	5:03p.m.
Absent						<p>➤ Mr. Levinson attended virtually.</p> <p>1. Legislative Update</p> <p>➤ Ms. Amy Atwood, Contract Lobbyist, reported the forecasted state revenue is projected to be flat without much increase and noted about sixty percent of the Districts funding comes from the State. She reported many school districts will be struggling due to stimulus and pandemic money ending and statewide declining enrollment. She spoke about the work of the State Accountability System Task Force and the School Finance Formula Task Force, which could affect school funding. She anticipates the majority of proposed bills will focus on the three top campaign issues of housing, health care and environment with only a minimal amount of bills being proposed for education.</p> <p>2. Social Media Lawsuit</p> <p>➤ Ms. Tammy Eret, Legal Counsel, Mr. Dan Burke, Technology Executive Director, and Mr. Joel Wright, Kirton McConkie PC Associate, shared information and recommended the District join a nationwide class action lawsuit against specific social media services. Joining the lawsuit would give the District the opportunity to pursue claims for damages caused by social media sites such as Youtube, Facebook, Instagram, Snapchat, and TicToc.</p> <p>➤ Mr. Wright joined the meeting virtually. He spoke on the ability for school districts to pursue damages against social media sites, similar to how settlements have been obtained from the vaping and opioid industries. He reported, had District 51 been a part of a lawsuit settled in May, the District could have recovered around \$800,000 in unrestricted funds. He shared information on the ramifications, cost associated with and workings of social media sites. Social media sites have created distractions within the schools, caused an increase in mental health issues, created a platform for social media bullying and threats, fostered fights to be recorded and shared to garner more social media hits, and swatting (making false threats on social media to schools), placing some schools in a position to take steps to ban student usage of cell phones. Mr. Wright reported the lawsuit will take several years to be settled but there would be no monetary cost to the District, as attorneys would only be paid if a settlement or judgment was reached.</p> <p>3. Grand Junction High School Update</p> <p>➤ Mr. Micah Adams, Dynamic Program Management Associate, Mr. Peter Icenogle, Blythe Group + Co Director of Architecture, and Mr. Eddie Mort, Maintenance, Grounds and Operations Director, shared information and photos of the Grand Junction High School construction project. A brief overview of the budget, construction time line, work in progress and work completed was shared. Recently completed work included the selection of asbestos abatement contractors and alleyway improvements. A short video of the construction site, accompanied by the Grand Junction Tiger's fight song was shown.</p>	

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						4. Strategic Plan Update <ul style="list-style-type: none"> ➤ Dr. Brian Hill, Superintendent, Ms. Nikki Jost, Chief Human Resource Officer, and Ms. Becca Nieslanik, HR Support Staff Recruiting Specialist, updated the Board on the Strategic Plan Priority Area of Diverse and Growing Pipelines, under the Focus Area of Prepared and Supported Staff. ➤ Dr. Hill reported this year, year two of the Strategic Plan, would focus heavily on the Graduate Profile and ensuring the plan is meaningful at the campus level because the work being done at the campus level has a direct tie to and impact on the Graduate Profile. ➤ Ms. Jost reported on the work being done to increase diversity in the work place, primarily focusing on race and ethnicity. Information was shared on steps completed this past year and ongoing work still in progress. Steps completed included a conversion to a "Steps & Lanes" pay schedule for licensed personnel to help with hiring and retention and development and implementation of a "Grow your Own Program" to assist current employees in becoming leaders throughout the District. Steps still in progress include increased advertising and working with community partners to increase teacher candidate pools. Ms. Jost reported on steps to be taken to reach year two goals of increasing diversity of teaching staff to eleven percent, increase diversity of leaders to ten percent and increase the number of qualified certified staff and leader candidates. Information was shared on changing the mindset to retention and then recruitment, versus recruitment and then retention. Data on the diverse work force of comparable districts was displayed showing the District in the middle of ten comparable districts. ➤ Ms. Nieslanik shared information on successful work completed in acquiring a more diverse work force. She shared information on trainings held with building administrators to review hiring practices and emphasis on the need for a diverse work force. She noted diversity also includes those with a different educational background, work experience and lifestyles, noting the District's focus on alternative licensure candidates has helped increase diversity in the workforce. Information was shared on initiatives available to current staff to help offset educational costs to enabling some staff to earn a teaching degree, alternative licensure or administrative license. 	
						5. D51 Data & District Performance Framework <ul style="list-style-type: none"> ➤ Mrs. Jennifer Marsh, Chief Academic Officer, Mr. Paul Jebe, Site Director, and Ms. Curry Newton, Assessment Director, reported on the District's Performance Framework rating from the state and answered questions from the Board. The Strategic Plan year one goal, to have eighty percent of schools at the Performance or Improvement level by August 2023, was met. Graphics were displayed showing all the District schools and their state performance levels, which are used to calculate the District's Performance Level. Information was 	
						shared on how the data from the state is viewed, how the data is compared with other comparable districts and statewide to assist with making the necessary changes to improve student learning. An explanation of how school districts are rated, based on the Performance Framework, was given with District 51 being rated as Accredited with an Improvement Plan. An overview of how testing data	

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						<p>is used and weighted to determine the District's Performance Framework was given. For elementary and middle school, sixty percent is based on student growth and forty percent on student achievement, whereas for high school the breakdown is forty percent on growth, thirty percent on achievement and thirty percent on post-secondary workforce readiness. Post-secondary workforce readiness is based on testing scores, matriculation rates, graduation rates and dropout rates. Graphics were shared and elaborated on as to the ways the District breaks down the state data to examine different area ratings to determine improvements needed. A comparison of scores earned from the state over the past three years was shared.</p> <p>RECESS: 6:30 – 6:42pm</p> <p>6. Enrollment Update: Staffing and Financial Impacts</p> <ul style="list-style-type: none"> ➤ Mrs. Jennifer Marsh, Ms. Nikki Jost and Mrs. Melanie Trujillo, Chief Financial Officer, updated the Board on current school staffing following the closure of East Middle School (EMS). Information was shared on the current systemic staffing model which allocates staffing based on student location with considerations for the type of work performed, the number of hours worked, student demographics and programs offered. Updated middle school staffing numbers were shared along with staffing adjustments and other cost savings attributed to the closure of EMS. Information was given on the status of staff members who worked at EMS prior to the closure and the effects of the school closure on Nutrition Services and Custodial Departments. Nutrition services staffing at middle schools is now at the sustainable level and the shortage of custodial staff was decreased slightly by reallocating the custodial staff from EMS to other schools. Data was shared on where students shifted following the closure of EMS, which showed twenty-eight students no longer attending a District school along with a breakdown of the leave codes for those twenty-eight students. Usage of the EMS building was shown, with some staff trainings happening at the building and continued use of the gym by the District athletic teams and Grand Junction Parks and Recreation. Community meetings will be scheduled to gather input from the community to assist in determining future building usage. ➤ Dr. Brian Hill reported on current student enrollment numbers in comparison to previous years, noting the District is down almost 1800 students since 2019. He displayed comparable data and elaborated on student enrollment numbers and birth rates and displayed data on student mobility by showing leave and enter codes for students over the past year. 	
						<ul style="list-style-type: none"> ➤ Mrs. Trujillo shared information on how student enrollment numbers will be projected for the coming year and the current number of unfunded positions in the District. <p>7. Policy First Reading</p> <p>7.a. AC, Nondiscrimination</p> <p>7.b. JLCD, Administering Medicines to Students</p>	

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						AGENDA ITEMS	ACTION
						➤ It was noted policy AC, Nondiscrimination is being revised to incorporate policy AC-1, Nondiscrimination and AC-2, Sexual Assault into one policy of AC, Nondiscrimination. 7. Board Open Discussion ➤ None at this time.	
						<u>BUSINESS MEETING</u>	
Present	x	x	x	x	x	A. Call to Order/Roll Call	
Absent						➤ Mr. Doug Levinson attended/participated virtually.	
Motion				x		B. Agenda Approval	Approved as Amended
Second				x	x	➤ Mrs. Haitz requested a motion to amend the agenda, to add as item C, a vote to join the social media lawsuit.	
Aye	x	x	x	x	x		
No							
Motion				x		C. Vote to join in a mass joinder litigation against certain social media companies.	Approved
Second				x	x		
Aye	x	x	x	x	x		
No							
Motion				x		D. Resolution to Explore Pathways Presented by the Declining Enrollment Committee	Adopted
Second				x	x	[Resolution 23/24: 22]	
Aye	x	x	x	x	x	➤ Board discussion and acknowledgement of a policy needing to be adopted, by the Board, prior to any future school closures.	
No							
Motion				x		E. Adjourn	7:48 p.m.
						<div style="text-align: right;"> _____ Amy Navarette, Assistant Secretary Board of Education </div>	



GJHS

PROGRESS UPDATE

OCTOBER 3RD, 2023

School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower

GJ

OVERVIEW

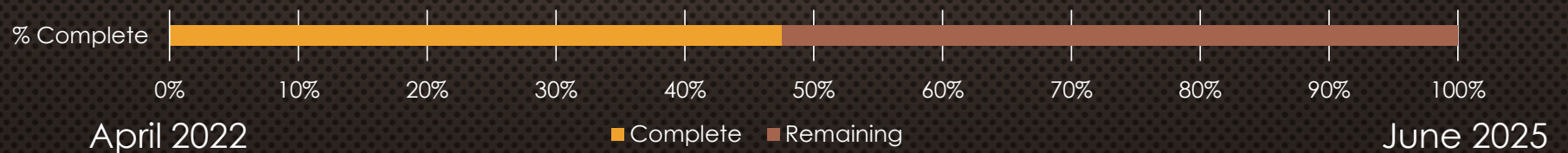
SCHEDULE

- DESIGN: FALL 2021 – SUMMER 2022
- CONSTRUCTION: SUMMER 2022 – SUMMER 2024
- ABATEMENT & DEMO OF EXISTING GJHS: SUMMER 2024 – FALL 2024
- SITEWORK/LANDSCAPING: FALL 2024 – SPRING 2025

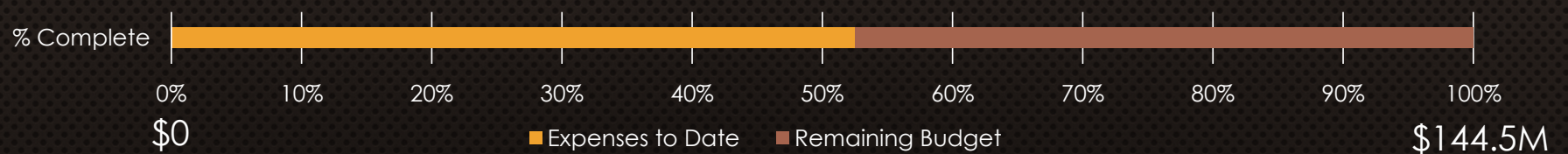
BUDGET

- TOTAL BUDGET: \$144.5M
- SOURCES: \$115M ('21 BOND), \$10M (BEST), \$19.5M ('17 BOND)
- TOTAL COMMITTED TO DATE: \$140.1M (THRU SEPT)
- TOTAL EXPENDED: \$75.9M (THRU AUG)
- LOCAL EXPENDITURES: \$51.6M (THRU AUG)

Completion (as a % of Scheduled Construction Days)



Completion (as a % of Project Budget)





RECENTLY COMPLETED

- CONTRACTORS SELECTED FOR PHASE 02 OF ASBESTOS ABATEMENT (SUMMER OF '24)
- ALLEYWAY IMPROVEMENTS
- COOLING TOWER SET



IN PROGRESS

- PROCUREMENT OF MOVING COMPANY
- PROCUREMENT OF SHOP EQUIPMENT
- BRICK VENEER
- DRYWALL TAPE & FINISH IN COMMONS
- CASEWORK AND FLOORING IN CLASSROOM WINGS

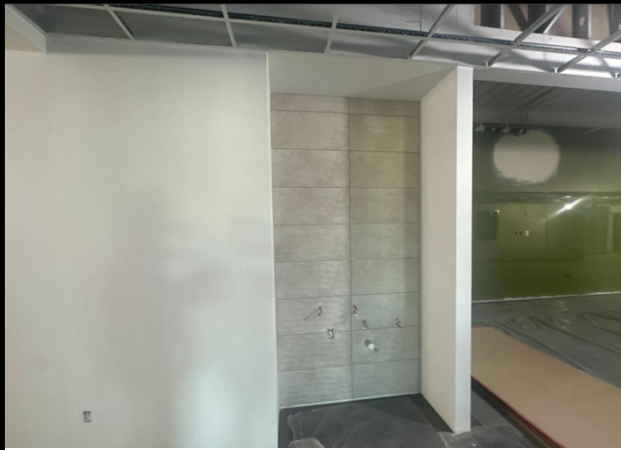


UPCOMING

- RFQP FOR FITNESS EQUIPMENT
- TERRAZZO FLOORING
- ASPHALT PAVING ON E. SIDE OF SITE
- ENVELOPE COMMISSIONING SITE WALK
- ELEVATOR INSTALLATION



Interior Glazing



Drinking Fountain Tile



Exterior Glazing and Insulation

CONSTRUCTION METRICS

AVERAGE NUMBER OF CONSTRUCTION PERSONNEL ONSITE EACH DAY: 276

NUMBER OF LOCAL CONSTRUCTION WORKERS: 351 IN AUGUST

NUMBER OF CONSTRUCTION MATERIALS TEST REPORTS GENERATED: OVER 715

BRICK VENEER INSTALLED / ON-SITE:

- MODULAR BRICK – 190,000 PIECES (UP 90,000 PIECES)
- SUPERIOR EMPEROR (5 SLOT) – 22,000 PIECES (UP 8,000 PIECES)

WALL / FLOOR TILE INSTALLED – 19,500 SQUARE FEET (UP 16,500 SF)

ROOF MEMBRANE PLACED – 128,000 SQUARE FEET (UP 22,000 SF)

SIDEWALK / SITE CONCRETE PLACED – 8,200 SF

CURB & GUTTER PLACED – 1,000 LF



HUB Drywall



Floor Prep for Terrazzo

Drone Video [Link](#)



A black and white photograph of two female students in a science laboratory. They are both focused on their work, with one student looking through a microscope and the other observing. The lab bench is equipped with various scientific instruments, including microscopes and a ring stand. The background shows a typical classroom or lab setting with shelves and windows.

THANK

YOU

COLLEEN.KANEDA@DYNAMICPM.COM

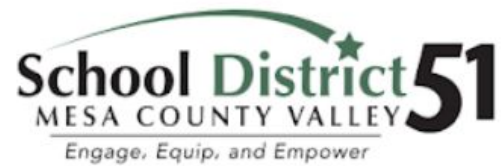


#WeAreD51

Strategic Implementation Update

2023 - 2024

October 3rd, 2023



STRATEGIC PLAN

Re-Centering in the Grad Profile



School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower

ENGAGE: CREATIVE PROBLEM SOLVERS
D51 students put original ideas and thoughts into the work that they do and do not let problems stop them from making progress.
D51 students have mastered creative problem solving when they can demonstrate:

CREATIVITY AND INNOVATION:

- Demonstrate curiosity, imagination, and eagerness to learn more.
- Build on personal experience to specify a challenging problem to investigate.
- Engage in novel approaches, moves, directions, ideas and/or consider multiple perspectives.
- Synthesize ideas in original and surprising ways.

RESILIENCE:

- Set and focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course.
- Set learning goals, stay motivated and engaged in pursuing these goals, measure progress towards those goals, and make changes to their approach as necessary.
- Work effectively in a climate of ambiguity and changing priorities.

CRITICAL THINKING:

- Recognize that problems can be identified and possible solutions can be generated; define the problem at hand using a variety of strategies.
- Make connections between information gathered and personal experiences to test and verify solutions.
- Interpret information and draw conclusions based upon information gathered to formulate a new problem.

EQUIP: CULTURALLY AWARE
D51 students are aware of, understand, and are open to cultural differences, exchange their thoughts and ideas effectively, and work to make everyone feel equal, safe, and appreciated.
D51 students have mastered cultural awareness when they can demonstrate:

TEAMWORK:

- Recognize how members of a community rely on each other and value personal contributions.
- Follow a process to generate ideas, negotiate roles and responsibilities, and respect consensus when making decisions.
- Use interpersonal skills to learn and work with individuals from diverse backgrounds and perspectives.

GLOBAL AND CULTURAL AWARENESS:

- Apply knowledge and skills, independently or with others, to implement sophisticated, appropriate, and workable solutions that address complex global and local problems.

SKILLED COMMUNICATION:

- Communicate clearly, listen actively, and work collaboratively and cooperatively with a diverse set of people to problem solve and negotiate conflict constructively.
- Navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

EMPOWER: READY FOR CAREER AND LIFE
D51 students understand their potential, career options, and the skills needed to achieve their goals.
D51 students have mastered career and life readiness when they can demonstrate:

ACADEMIC PROFICIENCY:

- Graduates can demonstrate mastery of core academic content according to graduation guidelines.

SELF-DIRECTION:

- Demonstrate curiosity and open-mindedness.
- Learn how to make a measured judgment after analyzing information, data, and facts.
- Identify solutions for personal and social problems.
- Anticipate and evaluate the consequences of their actions.
- Recognize how critical thinking skills are useful both inside and outside of school.
- Reflect on their role to promote personal, family, and community well-being.

SELF-AWARENESS:

- Assess personal strengths and limitations with a well-grounded sense of confidence, optimism and a growth mindset.
- Understand their emotions, thoughts, and values and how they influence behavior in many different contexts.

SELF-ADVOCACY:

- Appropriately and confidently express a range of emotions and communicate clearly about their ideas and needs.
- Have a clear sense for their goals, abilities, and needs and how to make informed decisions based upon them in a variety of contexts.
- Pursue goals and opportunities responsibly.

CAREER AWARENESS:

- Engage in exploration initiated by personal interests in careers and other life pursuits.
- Demonstrate knowledge, understanding, and awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas.





PROFESSIONAL LEARNING

Objective: District 51 educators and leaders engage in personalized professional learning aligned to:

- Academic Standard mastery.
- Supporting the social and emotional needs of students.
- Responding to the needs of all groups of students.

DIVERSE AND GROWING PIPELINES

Objective: District 51 will grow a diverse and healthy pipeline of qualified leaders and educators that will support the strategic goals of the district.

STAFF WELLNESS

Objective: District 51 staff receive the mental health support they need to engage with students and families as healthy leaders.

Today's Strategic Priority Deep Dive



DIVERSE AND GROWING PIPELINES

Objective: District 51 will grow a diverse and healthy pipeline of qualified leaders and educators that will support the strategic goals of the district.

Diverse and Growing Pipelines

Aligned Initiatives:

- Redesign Teacher and Counselor Salary Schedules
 - **Completed!**
 - Introduced and Implemented “Steps & Lanes” salary model for the 2023-24 school year.
- Increase Advertising and Augment Recruiting Strategies
 - **Ongoing**
- Engage with Teach Colorado to recruit more teacher candidates
 - **Ongoing**
- Expand the Districts existing Grow Your Own Program to include leaders
 - **Completed!**
 - Created and awarded 6 scholarships and 2 residencies to staff for the 2023-24 school year as part of the D51 Pathway to Principalship program.



Year Two Goals

Year 2 (By June 2024)

D51 will increase the diversity of its teaching staff to 11%.

D51 will increase the number of qualified certified candidates to 1,200 candidates.

D51 will increase the diversity of our leaders to 10%.

D51 will increase the number of qualified leader candidates by 30% as compared to 2021.

Increasing our diverse workforce goals should remain.

Recruitment goals need to change.

Year Two Goals

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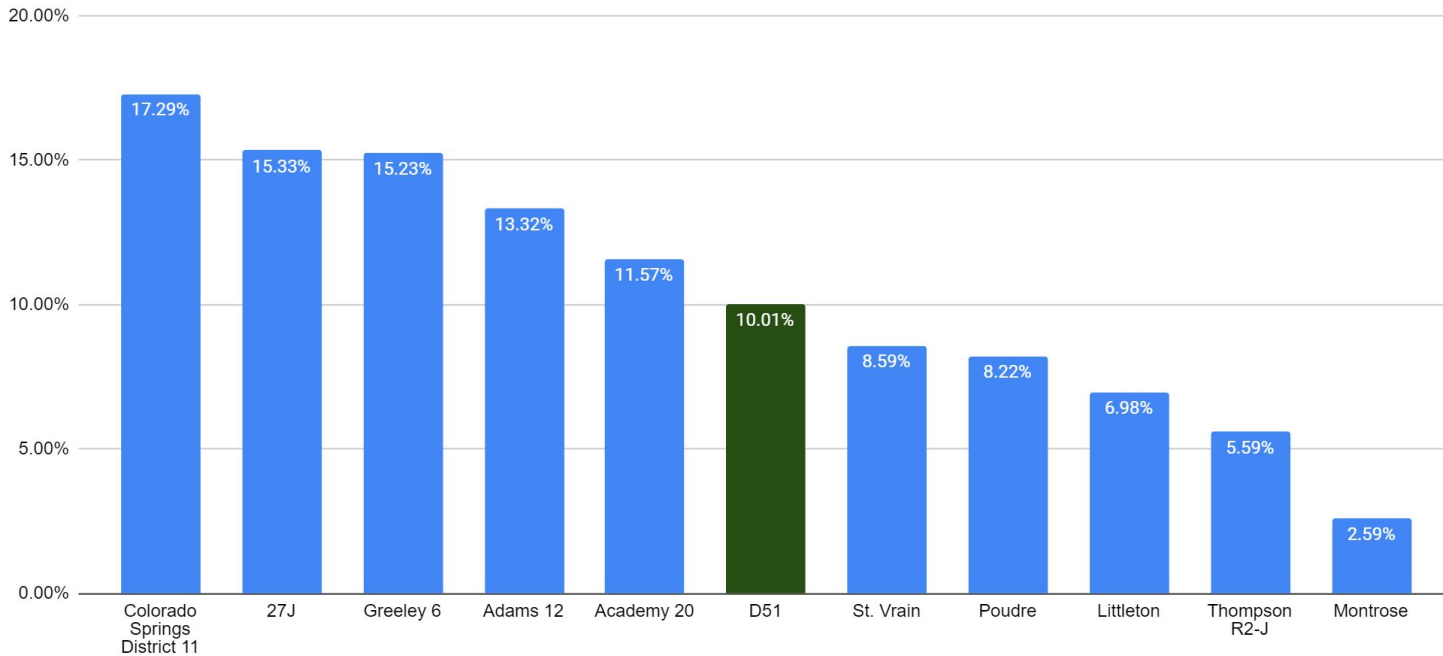
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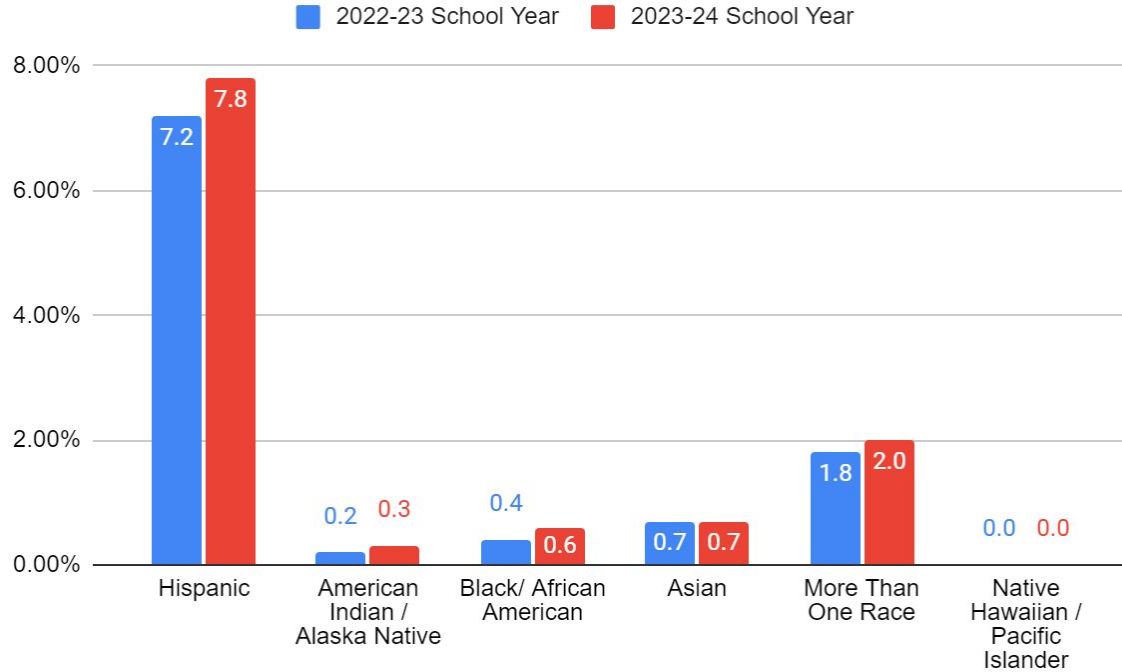


Year Two Goals - Increase Diverse Teaching Staff to 11%

Teacher Diversity - Comparable Districts - 2022-23 School Year



Year Two Goals - Increase Diverse Teaching Staff to 11% - Goal Met



Year Two Goals

Year 2 (By June 2024)

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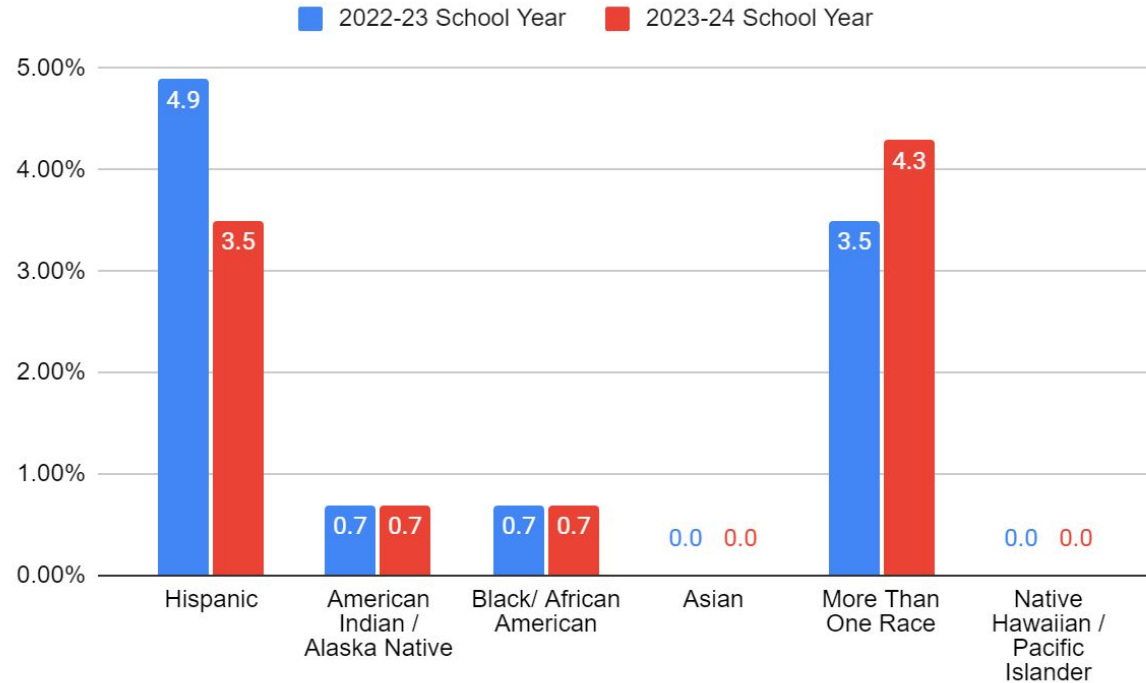
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D51 will increase the diversity of our leaders to 10%.

D51 will increase the number of qualified leader candidates by 30% as compared to 2021.



Year Two Goals - Increase Diverse Leaders to 10% - Goal Not Met



What did we do to see the increase in our diverse teaching staff?

Hiring training with Principals about hiring a diverse workforce

- Virtual training with Principals prior to hiring season
 - Reiterated importance of hiring diverse candidates at individual locations

Being part of the strategic plan - becoming a district initiative

- Developed Recruiting and Retaining a Diverse Workforce documents for leaders in March 2022
- If a district names diverse hiring as a priority, positive word of mouth and prioritization will increase likelihood of a diverse candidate wanting to apply

Focus on Alternative Licensure candidates

- 32.5% of our alt license candidates were minority candidates (13 of 40)
- 17.2% of our traditional licensed candidates were minority candidates (21 of 122)
- 20.99% of all hired candidates were minority candidates (34 of 162)



What did we do to see the increase in our diverse teaching staff?

Continued Grow Your Own and Partnerships to provide funding for alt license candidates

- ERR (Educator and Recruitment and Retention) Grant - CDE Initiative:
 - 2022-23
 - 14 people in D51 received awards (11 of these were alternative teachers)
 - Total \$90,300. The average award amount was \$6,946
 - 2023-24
 - This fiscal year, 15 people in D51 have been approved for ERR awards (13 of those are alternative teachers)
 - The FY24 awards for Mesa 51 educators total \$85,920.40. The average award amount is \$6,137.
 - \$176,200.40 within the last 2 years have gone to 29 staff members pursuing licensure
- District Incentives (2023-24)
 - 5 Candidates offered Grow Your Own (\$5,000) to pursue alternative licensure
 - 6 Candidates offered SPED Endorsement Incentive (\$6,000) to pursue SPED Licensure while also working in a SPED Position
 - 6 Candidates offered Pathway to Principalship (Grant Funded) \$6,500 to pursue administrative licensure. 2 were selected for admin residencies and our currently working Full-Time in Clifton Elementary as well as Grand Mesa Middle + Mount Garfield Middle.



2023-24 School Year Highlights

- Increase of 1.4% Hispanic Counselors +.6% Hispanic Teachers
- Increase of .8% of Leaders who are More Than One Race
- Slight increases in American Indian/Alaskan Native, Black/African American and More than one race Teachers.
- Slight increases in Hispanic, American Indian/Alaska Native, Asian and Native Hawaiian / Pacific Islander Support Staff



2023-24 School Year Opportunities for Growth

- Need to increase Hispanic Leaders
- Need to increase Male Teachers and Counselors
- Find ways to further diversify support staff (stagnant growth)



What are we doing this year to increase our diverse workforce?

Hiring Meetings with Schools

- Recruiters are meeting with all schools individually to determine hiring questions and needs for schools and offering training as needed. (18 to date)
- Reiterating importance of hiring a diverse workforce as a outlined goal in the strategic plan

Continued Focus on Alternative Licensure candidates

- Continuing pursuit of becoming designated alternative license agency
- Further network and develop partnerships that support candidates through alternative licenses. (Alt Programs including Boces / Universities) as well as financial support (Mesa County Workforce Center, CDE, Teach Colorado and more)

Recruiter attending National Conference - AASPA

Publicized accommodations process for employees and candidates



What are we doing this year to increase our diverse workforce?

International Recruiting

- New avenue we are pursuing which allows for the following:
 - Recruiting in more diverse nations brings in more diverse talent
 - Filling hard to fill positions
 - Increases teacher pool for schools.
 - Recruitment of bilingual educators to serve in Dual Immersion programs or CLD classrooms



Grand Mesa Middle School

September 22 at 6:29 PM · 🌐

Welcome to our 2 new teachers from the Philippines. Ms. Weldritz in 7th math and Ms. Cabaron in 6th grade support.





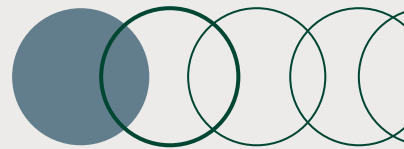
#WeAreD51

Questions?

October 3rd, 2023



District & School Performance Frameworks (DPF/SPF)



Jennifer Marsh: Chief Academic Officer
Paul Jebe: Site Director
Curry Newton: Director of Assessment



FOUR CORE BEHAVIORS

D51 focuses on the whole learner to foster growth and high achievement.

D51 believes in the strengths of our people, our schools, and our communities.

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

VISION

Engage, equip, and empower each and every student, each and every day.

MISSION

D51 engages our community, families, and staff to deliver individualized, collaborative, and challenging educational experiences to prepare each and every student for their brightest future.



Strategic Plan Year 1 Goal

By August of 2023, 80% of our schools will be at the Performance of Improvement Levels (Highest two Levels on SPF)

2023/2024			
Performance	Improvement	Priority Improvement	Turnaround
27	6	7	1
80%		20%	

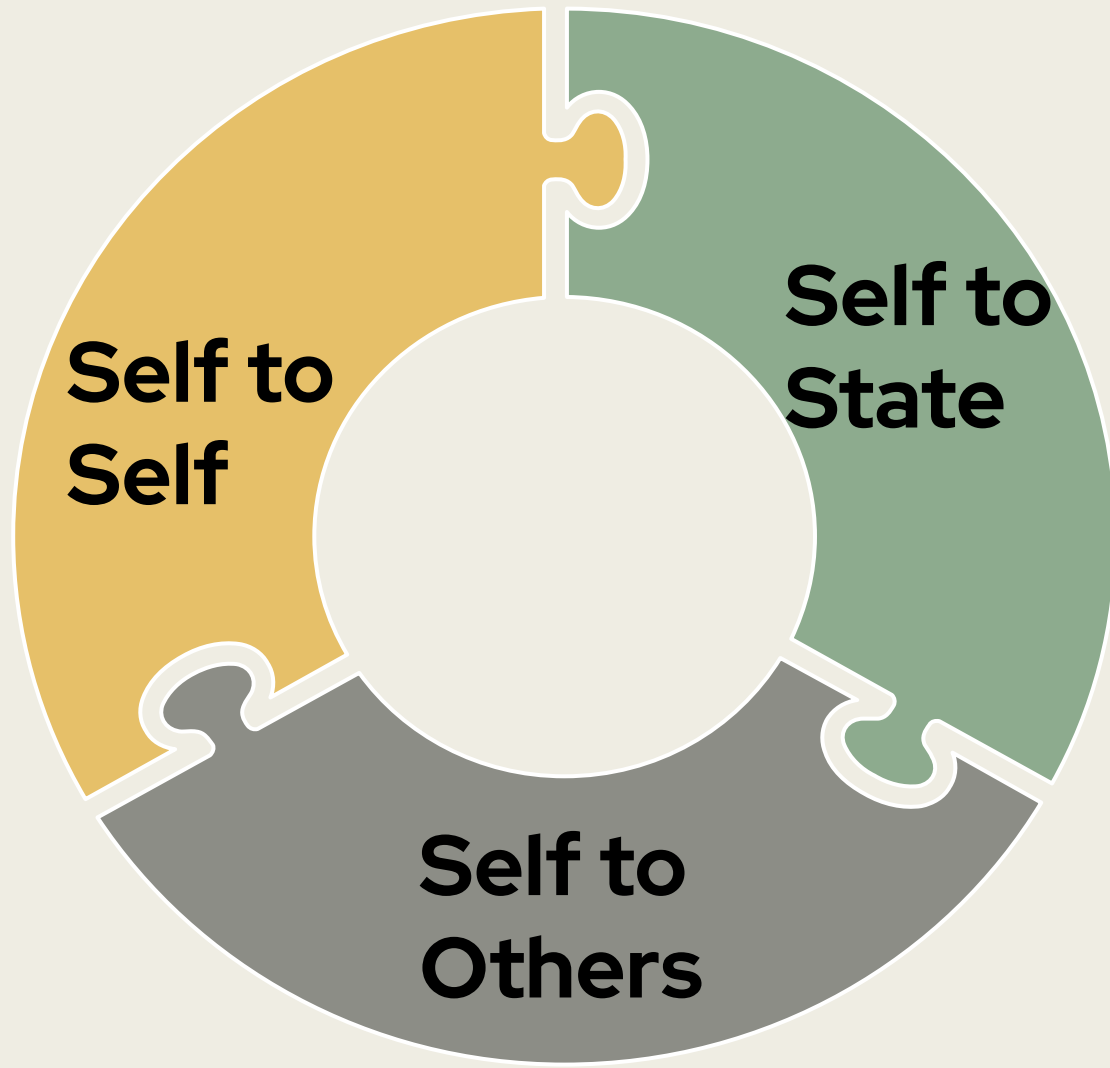
Strategic Plan Year	Goal	Data From	SPF School Year	Result
One	80%	22/23 school year	23/24 school year	80%
Two	90%	23/24 school year	24/25 school year	
Three	100%	24/25 school year	25/26 school year	

2023/2024			
Performance	Improvement	Priority Improvement	Turnaround
27	6	7	1
80%		20%	

Performance	GJHS	New Emerson	Taylor
Appleton	Independence	Orchard Ave	Tope
Broadway	Juniper	PHS	WMS
Chatfield	Lincoln Orchard	Pomona	Wingate
Chipeta	Loma	RMS	
Dual Immersion	Mesa View	Rim Rock	
EMS	Monument Ridge	Scenic	
FMHS	MGMS	Shelledy	

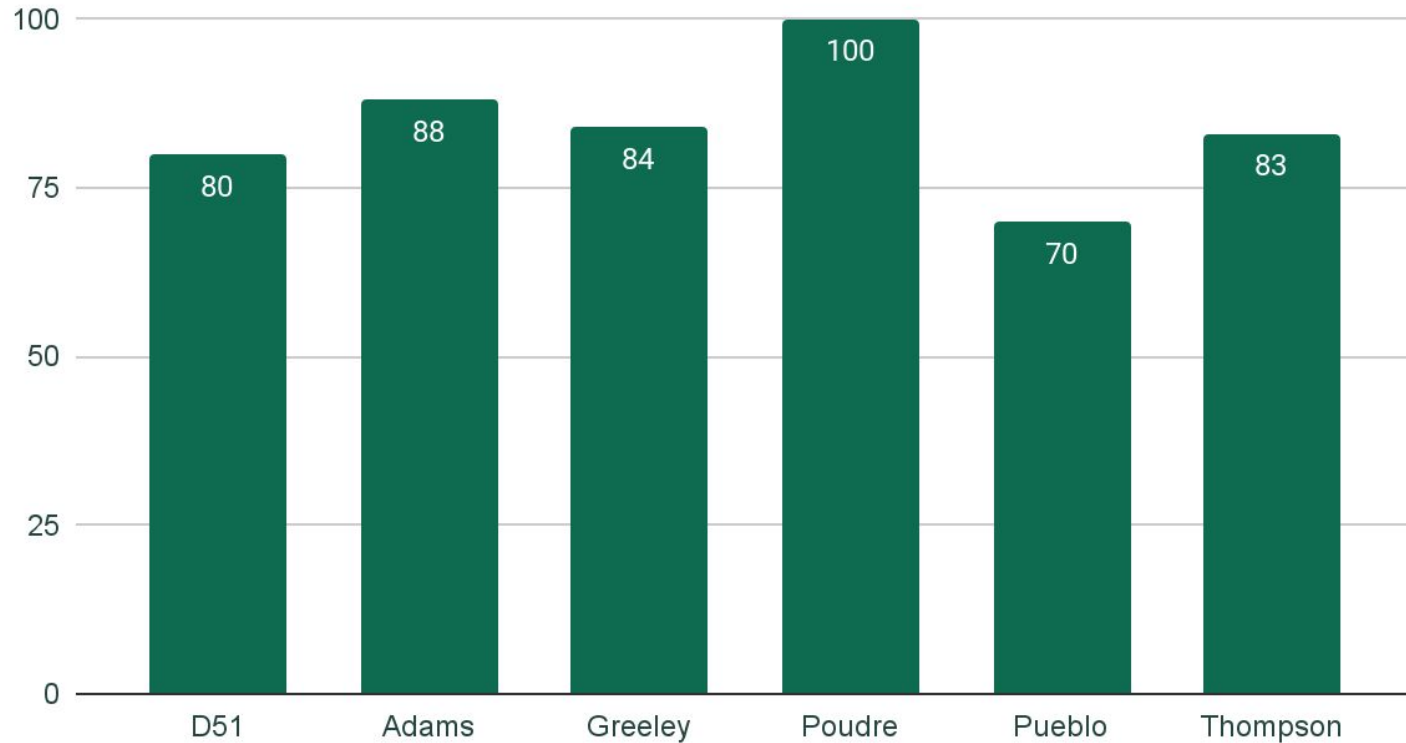
2023/2024			
Performance	Improvement	Priority Improvement	Turnaround
27	6	7	1
80%		20%	

Improvement	Priority	Turn Around
BMS	CHS	Clifton
Dos Rios	Fruitvale	AEC
Fruita 8/9	GMMS	R-5
FMS	Grand River	Insufficient Data
Pear Park	Nisley	Gateway
Rocky Mtn.	OMMS	Mesa Valley Community



Comparison Districts

Percent Earning Top Two Ratings on SPF 2023



Preliminary 2023 School Plan Ratings for the State

	Number of Schools	Percentage of Schools
Performance	1081	65%
Improvement Plan	376	23%
Priority Improvement Plan	164	10%
Turn Around	41	2%
Insufficient State Data	159	
New School	12	
School Closed	35	
Total 1868 schools		

Mesa County School D51

Performance 66%

Improvement 15%

Priority Improvement 17%

Turnaround 2%

Insufficient State Data 3

Accreditation Category/Plan Types

<i>Accreditation Category/Plan Type</i>
Accredited w/Distinction (District only)
Accredited (District) or Performance Plan (School)
Accredited w/Improvement Plan (District) or Improvement Plan (School)
Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

Cut-Points for Plan/Category Type Assignment		
Total Framework Points	<i>District</i>	<i>School</i>
	74.0%	not applicable
	56.0%	53.0%
	44.0%	42.0%
	34.0%	34.0%
	25.0%	25.0%

2000: Mesa County Valley 51

Accreditation Rating

Official Rating

Accredited with Improvement Plan

54.3/100
Points Earned

Cut-Points for Plan/Category Type Assignment

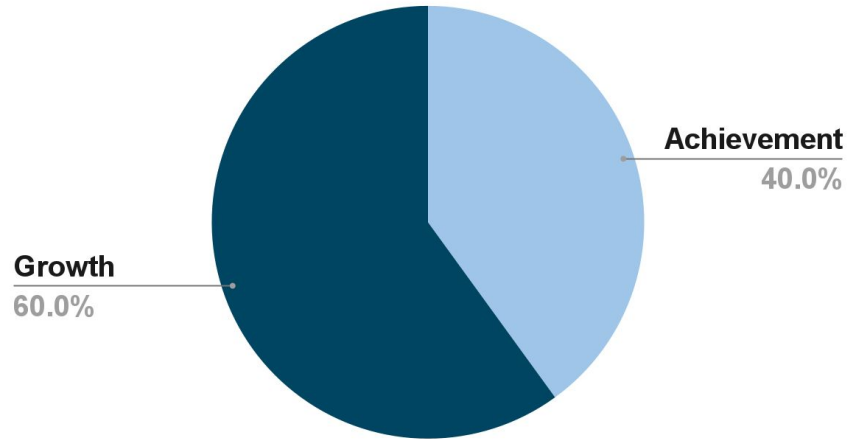
Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

Preliminary 2023 District Accreditation Ratings

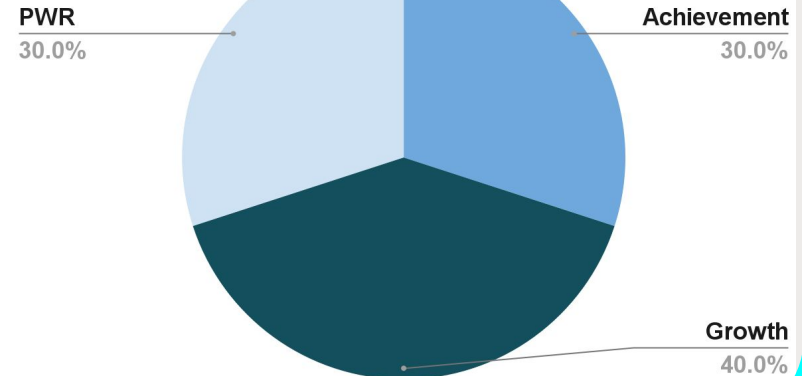
	Number of Districts	Percentage of Districts
Distinction	12	7%
Accredited	70	38%
Improvement Plan	48	26%
Priority Improvement Plan	19	10%
Turn Around	3	2%
Insufficient State Data	32	17%
Total 184 Districts		

How Does This Look In The Actual District Performance Framework / DPF?

Elementary & Middle School SPF



High School SPF



Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Summary of Ratings for Growth, Achievement, and PWR by School Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	62.5%	25/40	Meets	62%	Accredited
	Academic Growth	61.6%	37/60	Approaching		
Middle	Academic Achievement	45.8%	18.3/40	Approaching	50.5%	Improvement
	Academic Growth	53.6%	32.2/60	Approaching		
High	Academic Achievement	46.9%	14.1/30	Approaching	50.7%	Improvement
	Academic Growth	53.6%	21.4/40	Approaching		
	Postsecondary & Workforce Readiness	50.5%	15.2/30	Approaching		

Earn possible points for each area: Achievement, Growth, & PWR

Diversity Groups and WIDA ACCESS

CMAS - Math	All Students	2,603	50.0	6/8	Meets
	Free/Reduced-Price Lunch Eligible	1,224	48.0	.5/1	Approaching
	Minority Students	781	48.0	.5/1	Approaching
	Multilingual Learners	129	50.0	.75/1	Meets
	Students with Disabilities	463	41.0	.5/1	Approaching
English Language Proficiency	English Language Proficiency	306	51.5	1.5/2	Meets
	On Track to EL Proficiency	308	65.3%	1.5/2	Meets
TOTAL	TOTAL	*	*	17.25/28	Approaching

Change In Points Over Time (2019 – 2023)

Level	Performance Indicator	2019 Points Earned	2022 Points Earned	2023 Points Earned	Point Difference
Elementary	Academic Achievement	18.6 / 40	21.7 / 40	25 / 40	3.3
	Academic Growth	37.0 / 60	41.8 / 60	37 / 60	-4.8
Middle	Academic Achievement	17.5 / 40	18.3 / 40	18.3 / 40	0
	Academic Growth	32.7 / 60	32.2 / 60	32.2 / 60	0
High	Academic Achievement	12.9 / 30	13.1 / 30	14.1 / 30	1
	Academic Growth	24.6 / 40	19.6 / 40	21.4 / 40	1.8
	PWR	15.7 / 30	16.6 / 30	15.2 / 30	-1.4

2000: Mesa County Valley 51

Accreditation Rating

Official Rating

Accredited with Improvement Plan

54.3/100
Points Earned

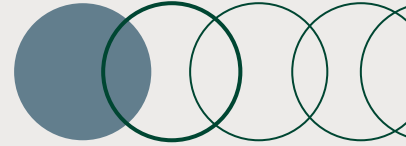
+1.7 pts

Cut-Points for Plan/Category Type Assignment

Total Framework Points	<i>District</i>	<i>School</i>	<i>Accreditation Category/Plan Type</i>
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)



School & District Performance Frameworks (DPF/SPF)



Thank you for your time.

Enrollment Update: Staffing and Financial Impacts

BOE Meeting - 10/3/23

EMS Closure Follow-Up

Middle School Staffing Background

2/27/23 BOE Presentation:

Level	23-24 Projected Staffing FTE Overages
Elementary	8.30
Middle	22.80
High	14.39
Total	45.49

Systemic Staffing and SSE

- Staffing allocations are assigned to schools based on student counts
- Schools are able to staff to school needs within set parameters
- Allocations are in SSE = Systemic staffing equivalents, which consider number of hours worked and average cost of position

- Initial pre-consolidation staffing for 2023/24 SY projected overages of 22.8 positions (SSE) in middle schools
- The average classroom SSE (teachers and classified support) per middle school last year was 26.5
- 7 of 8 middle schools were over staffed based on projected student counts, ranging from 2-23% over
- Reductions and utilizations of temporary funding in prior years, meant that addressing this level of overage while maintaining all buildings, would have meant reducing academic programming and student supports

Cost Savings From EMS Closure

Budgeted Savings from Consolidation of EMS, as included in 2023/24 Adopted Budget:				
East MS SSE			27.96	\$2,320,680
Less: SSE reallocated to receiving schools				
	Bookcliff		-5.00	
	Grand Mesa		3.00	
	Orchard Mesa		-5.00	
	West		-6.00	
			-13.00	
Net SSE saved from consolidation			14.96	\$1,241,680
Other Budgeted Savings:				
EMS Cocurricular contracts				\$48,535
EMS Health Office - HA and supplies				23,177
				\$71,712
Total Budgeted Savings				\$1,313,392

- 14.96 of the middle school staffing overages were addressed through consolidation
- Consolidation resulted in a total recurring, annual savings of \$1.3 million

Staffing Impacts at Other MS's After EMS Closure

- In addition to EMS savings, 4 SSE were reduced at schools not directly impacted by the consolidation, \$300k
- In total, recouped 83% of the middle school unfunded positions for 2023/24 budget year, \$1.6m of \$1.9m in unfunded positions
- Remainder to be addressed through Fruita returning to traditional grade configuration
- General Fund dollars are currently covering remaining unfunded positions

Staffing Impacts at Other MS's After EMS Closure

- Increase to average middle school = 64 students and 4 SSE per building

	23/24 Student Count, as of 9/29/23	Change in Student Count from Original Projections	Original 23/24 Staffing Under/(Over) Projections	Actual 23/24 Staffing Adjustments	Change in SSE Adjustments From Original Under/(Over) Projections
Bookcliff	572.00	119.00	(6.17)	5.00	11.17
East		(440.00)	(0.50)	(27.96)	(27.46)
Fruita	459.00	(58.00)	(3.64)	(4.00)	(0.36)
Grand Mesa	527.00	38.00	(6.70)	(3.00)	3.70
Mount Garfield	565.00	10.00	0.09		(0.09)
Orchard Mesa	584.00	128.00	(1.39)	5.00	6.39
Redlands	597.00	59.00	(3.79)		3.79
West	460.00	120.00	(0.70)	6.05	6.75
	3,764.00	(24.00)	(22.80)	(18.91)	3.89

Original Projections are before consolidation, school of choice, and boundary changes

Former EMS Staff & Hiring Statistics

EMS Staff = 43 (30 licensed and 13 support staff)

26 EMS licensed and support staff accepted a permanent placement within D51

Of the remaining 17 staff:

- 7 licensed staff did not apply for positions within D51
- 5 support staff did not apply for positions within D51
- 5 licensed staff applied with D51 and were not hired

How many East Middle School “staff followed the students” to West, Bookcliff, or OMMS?

WMS - 6

Bookcliff - 3

OMMS - 2

Other schools - 15 across the District and at all levels

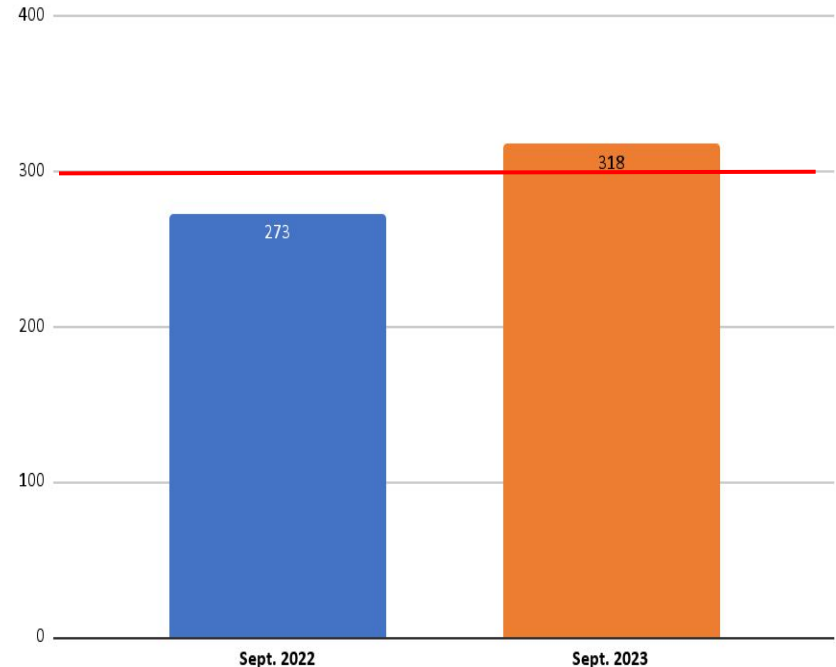
EMS Closure Impact on Nutrition Services Staffing & Delivery of Services

Metrics Used

- One metric used in Nutrition Services utilizes Average Daily Participation (ADP) to measure financial sustainability
- 300 ADP per day or greater schools achieve financial sustainability.
 - This covers all direct costs (food, non-food, and labor)
- Schools with less than 300 ADP per day are subsidized financially by schools that are exceeding 300+ ADP.

ADP Comparison

- September of 2022 average middle school ADP was 273
- September of 2023 average middle school ADP was 318
- ADP adjusted, removing HSMA increase



EMS Closure Impact on Custodial Staffing & Delivery of Services

- The Custodial Department was able to re-allocate the Custodial FTE from East MS to help increase the level of cleaning possible in providing safe and healthy learning environments for students
- This means being able to vacuum, sweep, and mop every classroom every night at more schools
 - Custodial staffing was reduced during the Great Recession budget cuts and has not returned to previous levels
 - Spreading current staff over fewer buildings means less square footage cleaned per FTE without additional costs
 - FTE was shifted to schools with the highest square footage cleaned per person, with a priority on elementary schools

Former EMS Students No Longer Enrolled In D51

- 2022-23 EMS School Enrollment: 432 students (Oct. 2022)
- Students Enrolled at EMS in 2022-23 No Longer In D51 Schools In 2023-24:
 - 28 EMS students no longer enrolled in D51 (6.4%)
 - In-State Transfer: 8 (28.5%)
 - Out-Of-State Transfer: 12 (42.8%)
 - Non-Public School Transfer: 5 (17.8%)
 - Homeschool Transfer: 1 (3.5%)
 - Drop Out/Discontinued Schooling: 2 (7.1%)

Current & Future Use of EMS Building

Community Meetings

- Planned community meetings to discuss the future use of EMS facilities and gather feedback

Current use:

- District Professional Learning
- District athletics (Wrestling)
- City Parks and Recreation (Intergovernmental Agreement IGA)

Potential Building Uses

- Utilize East to house existing District programs
- Long Range Facility Planning to help determine path forward

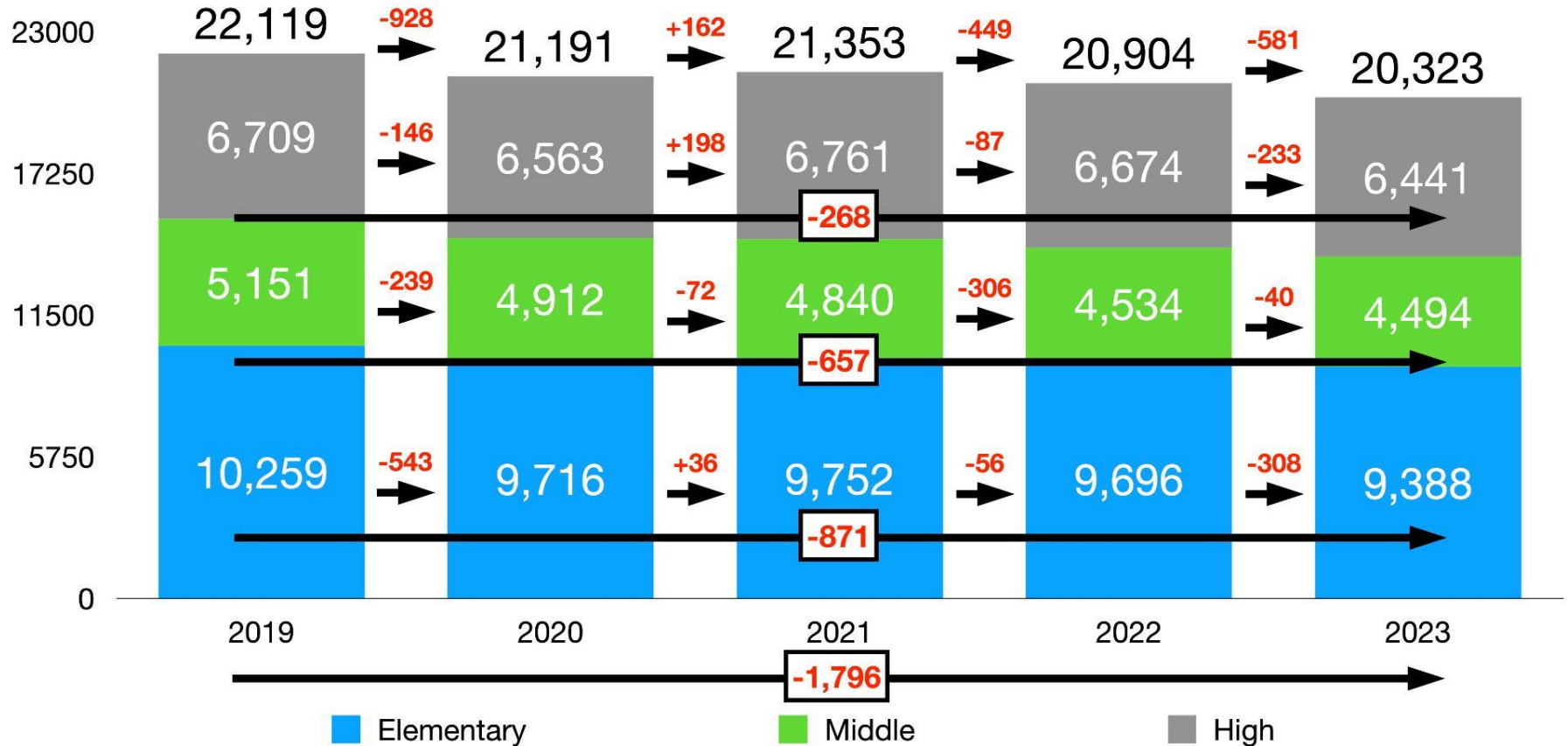
MS Class Size and Scheduling

- Each D51 Middle School is staffed appropriately through the Systemic Staffing Model
- The Art and Science of creating a Master Schedule

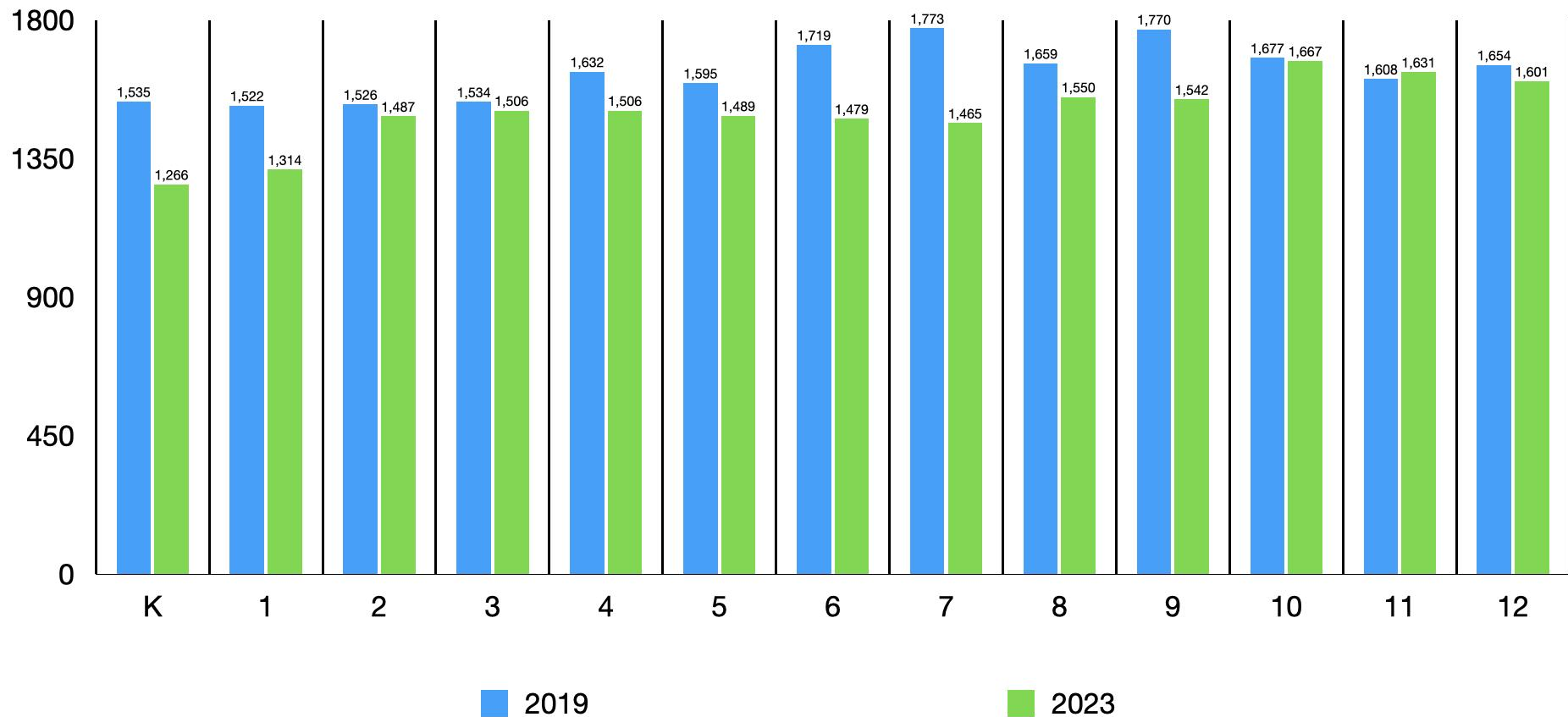
“A successful master schedule reflects the bringing together of teachers, students, facilities, and materials for the greatest possible effectiveness.”

Current Enrollment & Next Steps

D51 October 2 Counts



D51 Grade Distribution

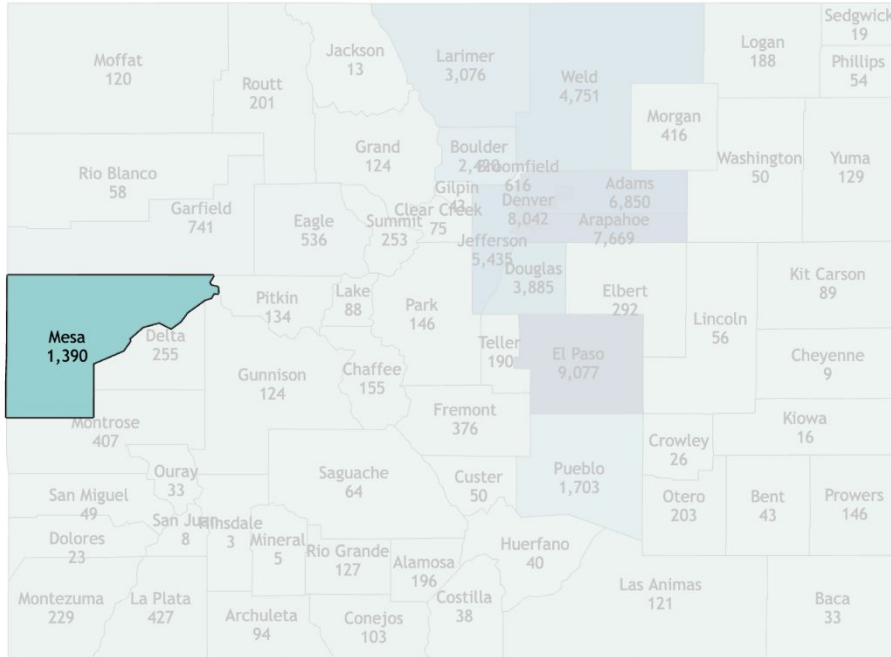


Updated Birth Rate Data



Directions: Click on map or bars in the graphs to filter data.
Hold down the Ctrl button to select multiple.

Colorado Health Information Dataset (CoHID), Live Birth Statistics, Counts, 2000-2022, excludes race



Move Slider to Select Year:

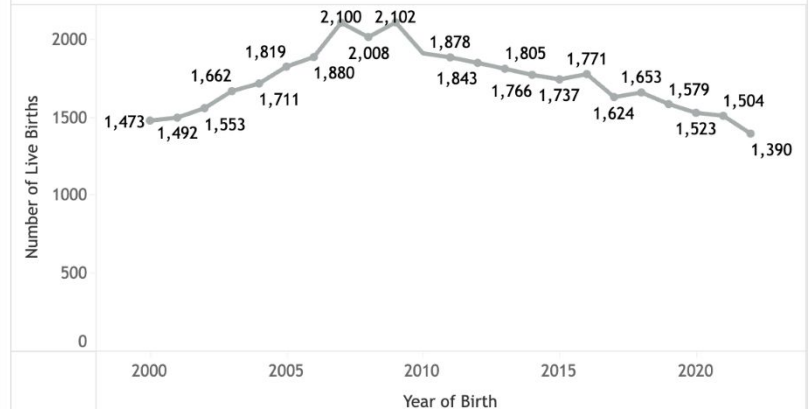
2022

2022

Total Number of Live Births:

1,390

Number of Live Births Over Time



2023-24 Enter & Leave Student Data

Students Entering By Code

Enter Code	Number	Percentage
5 (Out of Country)	51	6.1%
6 (Unknown)	13	1.5%
13 (In-State Transfer)	354	42.4%
14 (Out-of-State Transfer)	254	30.4%
15 (Non-Public School Transfer)	71	8.5%
16 (Home School Transfer)	79	9.4%
19 (State Facility Transfer)	1	0.1%
40 (Re-entry From D51 Drop Out)	9	1.0%
70 (Re-entry From GED)	1	0.1%
Total	833	

Students Leaving By Code

Leave Code	Number	Percentage
5 (Out of Country)	17	1.2%
6 (Unknown)	86	6.5%
13 (In-State Transfer)	529	40.2%
14 (Out-of-State Transfer)	363	27.6%
15 (Non-Public School Transfer)	139	10.5%
16 (Home School Transfer)	100	7.6%
19 (State Facility Transfer)	0	0%
40 (Drop Out)	67	5.0%
70 (GED)	14	1.0%
Total	1315	

Discussion Of Process In December With Shannon's Numbers

- Each December, the district's demographer provides updated enrollment projections by school and grade level for future years
- The District uses these projections in conjunction with current actual counts to:
 - Budget per pupil revenue for the next school year
 - Plan for next year's school staffing
 - Examine overall count by school and projected class sizes
 - Work with principals to plan for school of choice window
 - Work with principals to make any needed adjustments and plan for the upcoming hiring season

Potential Impacts On 2024-25 Staffing

- Current enrollment counts are lower than were projected and staffed for
- Applying current enrollment counts to staffing:
 - ~30 unfunded staffing positions
- 20 of the current unfunded positions are at the elementary level
- Using the demographers' projections from December 2022, we can anticipate:
 - Possible further decline of 1,132 elementary students by 2030/31
 - Would result in an additional 70 unfunded elementary positions by 2030/31

Potential Impacts On 2024-25 Staffing

- Next Steps:
 - Official October count will be finalized by the beginning of December
 - Updated projections will be provided by demographer in December
 - 2024/25 staffing will be updated using these data points, as well as January counts and school of choice movement

Enrollment Update: Staffing and Financial Impacts

BOE Meeting - 10/3/23

Mesa County Valley School District 51

AC

NONDISCRIMINATION

Related: AC-R

Adopted: Date of Manual Adoption

Revised: August 20, 1996

Revised: October 17, 2023

Page **1** of **4**

The Board is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the District are subject to all federal and state laws and constitutional provisions prohibiting discrimination and harassment on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, pregnancy, national origin, religion, ancestry, age, or need for special education services.

Accordingly, no otherwise qualified student, employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination or harassment in any District program or activity on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, pregnancy, national origin, religion, ancestry, age, or need for special education services.

For purposes of this policy and other policies including a nondiscrimination statement, the following definitions shall apply;

- “Race” includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.
- “Protective Hairstyle” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.
- “Sexual Orientation” means an individual’s identity, or other individual’s perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction.
- “Gender Expression” means an individual’s way of reflecting and expressing the individual’s gender to the outside world, typically demonstrated through appearance, dress, and behavior.
- “Gender Identity” means an individual’s innate sense of the individual’s own gender, which may or may not correspond with the individual’s sex assigned at birth.

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

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

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation, and applicable judicial interpretations.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial, and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.

Mesa County Valley School District 51

AC

NONDISCRIMINATION

Related: AC-R

Adopted: Date of Manual Adoption

Revised: August 20, 1996

Revised: October 17, 2023

Page 2 of 4

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4. To utilize educational experiences to build each individual's pride in the community in which they live.
 5. To initiate a process of reviewing all policies and practices of this school district in order to achieve the objectives of this policy to the greatest extent possible.
 6. To investigate and resolve promptly any complaints of unlawful discrimination and harassment.
 7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of Board policy.

Harassment is prohibited

Harassment based on a person's protected class is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work, and members of the public can access and receive the benefit of District facilities and programs. All such harassment, by District employees, students, and third parties, is strictly prohibited.

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

Reporting unlawful discrimination and harassment

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

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

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

District action

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

Mesa County Valley School District 51

AC

NONDISCRIMINATION

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Page **3** of **4**

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

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

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

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

Annual notice

The District will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the District are offered without regard to any protected status. The announcement will also include the name, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities.

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

In addition, this policy and its corresponding regulations are posted on the District's website and will appear on a continuing basis in all District media containing general information, including: school publications, recruitment materials, application forms, vacancy announcements, student handbooks, and made otherwise available to all students, staff, and members of the public through electronic or hard copy.

Notice and training

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

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

Mesa County Valley School District 51

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[29 U.S.C. 621](#) et seq. (Age Discrimination in Employment Act of 1967)
[29 U.S.C. 701](#) et seq. (Section 504 of the Rehabilitation Act of 1973)
[42 U.S.C. 12101](#) et seq. (Title II of the Americans with Disabilities Act)
[42 U.S.C. 2000d](#) (Title VI of the Civil Rights Act of 1964, as amended in 1972)
[42 U.S.C. 2000e](#) (Title VII of the Civil Rights Act of 1964)
[42 U.S.C. 2000ff](#) et seq. (Genetic Information Nondiscrimination Act of 2008)
[34 C.F.R. Part 100](#) through Part 110 (civil rights regulations)
[C.R.S. 2-4-401](#) (3.4) (definition of gender expression)
[C.R.S. 2-4-401 \(3.5\)](#) (definition of gender identity)
[C.R.S. 2-4-401 \(13.5\)](#) (definition of sexual orientation, which includes transgender)
[C.R.S. 18-9-121](#) (bias-motivated crimes)
[C.R.S. 22-1-143](#) (definition of harassment or discrimination)
[C.R.S. 22-32-110 \(1\)\(k\)](#) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
[C.R.S. 24-34-301](#) et seq. (Colorado Civil Rights Division)
[C.R.S. 24-34-301](#) (3.3) (definition of gender expression)
[C.R.S. 24-34-301](#) (3.5) (definition of gender identity)
[C.R.S. 24-34-301](#) (7) (definition of sexual orientation, which includes transgender)
[C.R.S. 24-34-402](#) et seq. (discriminatory or unfair employment practices)
[C.R.S. 24-34-402.3](#) (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)
[C.R.S. 24-34-601](#) (unlawful discrimination in places of public accommodation)
[C.R.S. 24-34-602](#) (penalty and civil liability for unlawful discrimination)

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

School personnel shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours and the student's parent/guardian is not available to administer the medication during the school day.

Medication may be administered to students by school personnel whom a registered nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication, but does not include medical marijuana. The term "nonprescription medication" includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements. For preschool students, any routine medication, prescription or non-prescription (over-the-counter) must be administered only with a current written order of a health care provider with prescriptive authority and with written parental consent. Home remedies, including homeopathic medications shall never be given to a preschool student.

The administration of medical marijuana shall be in accordance with the Board's policy on administration of medical marijuana to qualified students.

Medication may be administered only when the following requirements are met:

1. Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing health care practitioner shall be printed on the container.
2. The student's parent or legal guardian has completed and signed the District's medication agreement form, and either:
 - a. The student's health care practitioner with prescriptive authority in Colorado has completed the district's medication agreement form, or
 - b. The administration involves an over-the-counter medication such as Advil or Tylenol and there is a standing medical order that applies.
3. The parent or legal guardian is responsible for providing all medication to be administered to the student.

Self-administration of Prescription Medication for asthma, allergies or anaphylaxis or other prescription medication

A student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition or who is prescribed medication by a licensed health care practitioner may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening or other condition for which the medication is prescribed. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. A treatment plan for student possession and self-administration of medication to treat asthma, a food allergy, other severe allergies, or a related, life-threatening condition shall be approved in accordance with the regulation accompanying this policy, and shall be effective only for the school year in which it is approved.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition, or other condition for which the medication is prescribed may be

limited or revoked by the school principal after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Use of stock epinephrine auto-injectors in emergency situations

To the extent manufacturer or pharmaceutical company funding programs and supplies are available, the District shall have a stock supply of epinephrine auto-injectors for use in emergency anaphylaxis events that occur on school grounds. Any administration of a stock epinephrine auto-injector to a student by a district employee shall be in accordance with applicable state law, including applicable State Board of Education rules.

The District's stock supply of epinephrine auto-injectors is not intended to replace student-specific orders or medication provided by the student's parent/guardian to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.

Use of opiate antagonists in emergency situations

To the extent state funding and supplies are available, the District shall have a stock supply of opiate antagonists to assist a student who is at risk of experiencing an opiate-related drug overdose event. For purposes of this policy, an opiate antagonist means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the federal Food and Drug Administration (FDA) for the treatment of a drug overdose.

The stock supply of opiate antagonists may also be used to assist a District employee or any other person who shows signs of experiencing an opiate-related drug overdose event.

Administration of an opiate antagonist by a District employee to a student and any other person shall be in accordance with applicable state law.

Unused Medication

It is the responsibility of the student's parent(s) or legal guardian to obtain all unused medication from the school when the medication is expired, discontinued, the school year ends, or the family transfers to another district. Any medication not collected by the parent or legal guardian will be disposed of in accordance with applicable law.

Medical Marijuana

A student shall not possess or self-administer medical marijuana on school grounds, on a school bus, or at any school sponsored events. This policy applies to all students except those covered by, and in compliance with, District policy JLCDB, Administration of Medical Marijuana to Qualified Students.

Student Responsibility

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of Board Policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

LEGAL REFS.:

[C.R.S. 12-38-132](#)

(delegation of nursing tasks)

C.R.S. 12-38-132.3	(school nurses – over-the-counter medication)
C.R.S. 22-1-119	(no liability for adverse drug reactions/side effects)
C.R.S. 22-1-119.1	(board may adopt policy to acquire a stock supply of opiate antagonists)
C.R.S. 22-1-119.3(3)(c), (d)	(no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus, or at a school-sponsored event)
C.R.S. 22-1-119.5	(Colorado Schoolchildren's Asthma, Food Allergy, and Anaphylaxis Health Management Act)
C.R.S. 22-2-135	(Colorado School Children's Food Allergy and Anaphylaxis Management Act)
C.R.S. 24-10-101 et. seq.	(Colorado Governmental Immunity Act)
C.R.S. 25-1.5-115	(Opiate antagonist bulk purchase fund)
1 CCR 301-68	(State Board of Education rules regarding student possession and administration of asthma, allergy, and anaphylaxis management medications or other prescription medications)
6 CCR 1010-6, Rule 9-105	(regulations)

CROSS REFS.:

[JICH](#), Drug and Alcohol Involvement by Student
[JKD/JKE](#), Suspension/Expulsion of Students
[JLCDA](#), Students with Food Allergies
[JLCE](#), First Aid and Emergency Medical Care

**Resolution to Explore Pathways Presented by the
Elementary Declining Enrollment Committee**

Board of Education Resolution 23/24: 22

Adopted: October 3, 2023

WHEREAS, the Mesa County Valley School District 51's vision is to engage, equip, and empower each and every student every day; and

WHEREAS, the District has been experiencing declining enrollment since 2019; and

WHEREAS, substantial and ongoing declining enrollment can have a direct impact on adequate programming, can lead to inefficient and unsustainable staffing, create difficulty in providing adequate services for students, create underutilization of facilities, and create increased safety risks; and

WHEREAS, on March 16, 2023, the Board of Education adopted Resolution 22/23: 72, Resolution to Form a Committee to Address Declining Student Enrollment at the Elementary Schools; and

WHEREAS, the Elementary Declining Enrollment Committee (EDEC), consisting of staff, parents and community members, was formed; and

WHEREAS, the EDEC held numerous meetings to explore various options to address declining enrollment at the elementary school level; and

WHEREAS, information has been shared with the Board of Education on five pathways the committee members deemed are the best options to consider when addressing declining enrollment at the elementary level; and

WHEREAS, the Board of Education wishes to acknowledge and honor the work of the Elementary Declining Enrollment Committee, now

THEREFORE, BE IT RESOLVED, the Board of Education hereby directs the Superintendent of Schools to take into consideration the five pathways identified by the EDEC to address the District's declining enrollment at the elementary level, and to implement such pathways deemed viable.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on October 3, 2023.

*Amy Navarette
Assistant Secretary, Board of Education*