

Board of Education

Mesa County Valley School District 51

Board Business Meeting Minutes

April 16, 2024

Board Business Meeting Minutes

A - José Luis Chávez B - Barb Evanson C - Andrea Haitz D - Will Jones E - Angela Lema						Board of Education Mesa County Valley School District 51 Business Meeting Minutes: April 16, 2024 Adopted: May 21, 2024	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present	x	x	x	x	x	<u>BUSINESS MEETING</u>	4:00 p.m.
Absent						A. CALL TO ORDER/ROLL CALL	
Motion						B. EXECUTIVE SESSION	
Second		x			x		
Aye	x	x	x	x	x		
No						C. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE	5:00 p.m.
Motion					x	D. AGENDA APPROVAL	Approved
Second		x					
Aye	x	x	x	x	x		
No							
Motion		x				E. MEETING MINUTES AND SUMMARY APPROVAL	Approved
Second				x		E-1. March 5, 2024 Board Work Session	
Aye	x	x	x	x	x	E-2. March 12, 2024 Board Special Meeting	
No						E-3. March 26, 2024 Board Business Meeting	
						F. RECOGNITIONS	
						F-1. Boettcher Scholarship Recipients [Resolution 23/24: 82]	
						➤ Director Jose Luis Chavez invited Bryce Davis (CHS) to come forward. A resolution was read congratulating and recognizing Bryce for earning the Boettcher Scholarship.	
						F-2. Daniels Scholarship Recipients [Resolution 23/24: 85]	
						➤ Director Angela Lema called Bryce Davis and Cyrus Lawrence to the front of the room. A recognition was read to congratulate both students for earning the Daniels Fund Scholarship.	
						F-3. Military Academy Acceptances [Resolution 23/24: 83]	
						➤ Director Barb Evanson called Kassandra Kroese and Wesley Schaefer forward. Mrs. Evanson congratulated Kassandra and Wesley for achieving acceptance into the Naval Academy and read the recognition.	
						F-4. D51 Leadership Class Recognition [Resolution 23/24: 84]	
						➤ The following people were called forward to be recognized: Heather Benjamin, Jeni Brown, Lindsey Campbell, Russell Cross, Jack Curry, Kim Espindola, Megan Fry, Tamara Krizman, Desiree Lane, Dusti Reimer, Ben Smalley, Crystal Stewart, Tyler Veatch, Bonnie Waegli, and Heather Zadra. Present were Heather Benjamin, Jack Curry, Kim Espindola, Megan Fry, Tamara Krizman, Desiree Lane, Dusti Reimer, and Crystal Stewart.	
						➤ Director Will Jones read the recognition and congratulated these individuals for graduating from the D51 Leadership Class.	
						G. BOARD REPORTS	
						G-1. Good Things	
						➤ Mrs. Lema acknowledged the Board coffee on Saturday which was also attended by Directors Haitz & Evanson.	
						➤ Director Jones spoke about attending the NSBA convention and mentioned most schools had similar issues such as declining enrollment, and security.	
						➤ Director Lema spoke about the last walk-through at GJHS, and commented the community enjoyed seeing the sports trophies, and history in the school. Alumni	

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						<p>from every decade back to the 50's were present at the event and at least four prior principals attended.</p> <ul style="list-style-type: none"> ➤ The Scenic Elementary Readathon and the New Emerson panel are events coming up. ➤ The dodge ball tournament was commented on by Director Jones. ➤ Mr. Chavez mentioned the Masonic Lodge recognized students and teachers of the year. <p>G-2. Committee/Activity Updates</p> <ul style="list-style-type: none"> ➤ The Policy committee is still meeting and reviewing policies. ➤ Dr. Hill congratulated the overall teacher of the year for this year, Ms. Sarah Rayside from Rim Rock Elementary, who was recognized at the Masonic Awards ceremony. The Masonic Lodge also gives out scholarships. <p>G-3. Negotiations Update</p> <ul style="list-style-type: none"> ➤ Mrs. Haitz provided an update on negotiations. May 2 will be the kick off composed of MVEA and district leadership. Sub-committees meet throughout the year. A survey had been sent out to teachers and Mrs. Haitz read a letter in response to the survey and results. It was pointed out the MVEA president's salary was discussed beginning in February. ➤ Mr. Jones stated the Board supports all teachers and asking questions does not mean they are against teachers. Ms. Lema mentioned the two highest raises in the past 30 years were recently achieved. Extra days have been given to help teachers, even more than what was asked for. Steps and lanes have been returned to for salary increases. The health insurance system has been overhauled to help teachers afford the benefits. ➤ Mrs. Evanson emotionally spoke about being in security and she became a board member to support teachers. She is here to represent and stand beside all teachers. ➤ Mrs. Haitz agreed with the sentiments that other board members expressed and mentioned being a board member is a very taxing position. The job requires maintaining the District so it is here for years to come. They are trying to visit schools and speak with teachers. They believe in negotiating and having conversations, not becoming two sides, but remaining as one. ➤ Dr. Hill shared that there is a meeting with Amy Sue Javernick, MVEA President, in the near future to bring more information forward. <p>H. D51 HAPPENINGS AND CELEBRATIONS – Ciera Colson presented items including:</p> <ul style="list-style-type: none"> ➤ Colleen Elliott, 1st grade paraprofessional at Pomona Elementary, being the newest Golden Apple Award winner. ➤ Assistant Principals week was celebrated the first week in April. ➤ GJHS Student Council and Booster Club sponsored the Farewell Tours at the old GJHS school. ➤ Megan Foster, GJHS teacher, and David Foster from Kiln's Coffee Bar wrote a children's book about kindness and shared with schools by donating books. Alpine Bank also helped out in the project. ➤ April 3 was Paraprofessional Day and was celebrated. ➤ On April 4, librarians were acknowledged on National School Librarian Day. ➤ April 8 was a learning opportunity for elementary schools during the solar eclipse. ➤ D51 STEM hosted its first Lego League Explorer festival. 	

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						I. SUPERINTENDENT REPORT I-1. Cell Phone Technology Update <ul style="list-style-type: none"> ➤ Dr.Hill asked Mrs. Melanie Trujillo to come forward and present the financial report first before the cell phone technology update. ➤ The third topic discussed was the cell phone technology update. ➤ Tech in Schools – the Colorado Forum approached D51 to help coordinate efforts addressing needs of student health and well being. ➤ 4 areas were prioritized. 1. Increasing mental health workers, 2. Resource hub for mental health resources 3. Assessment tools 4. Stricter cell phone policy to be delved into tonight. ➤ Data has come out around the impact of social media in affecting youth mental health. ➤ Cell phone usage is creeping down to 8-12 yr olds per a report the surgeon general has put out. ➤ Dr. Hill referenced a couple books including a newer book, The Anxious Generation. I-2. Third Quarter Business/Investment Financials <ul style="list-style-type: none"> ➤ Mrs. Melanie Trujillo, Chief Financial Officer, came forward to discuss the 3rd quarter financials. Interest rates are remaining high but expected to decrease after June 30. ➤ Final per pupil revenue from State is \$58.57 higher than budgeted. ➤ General Fund EOY expenditures expected to end lower than budgeted. ➤ All other fund tracking as expected. ➤ Medical Self insurance Fund 62 on target to return to full-funding by the close of the fiscal year. This has greatly improved and turned around since the 2020-21 school year. Employees are paying less now. The General Fund can now be allocated to be used for other priorities. ➤ Looking ahead, the school finance bill has been introduced to help eliminate the budget stabilization factor. This will be going forward, but will not go retroactive into the past. ➤ Mrs. Haitz pointed out that D51 is self-insured. She asked Mrs. Trujillo to explain how low the fund was in the past. Dependent coverage premiums are put into the fund. Employees are funded 100% for employee coverage. Other providers process the claims but D51 is self-insured. They were faced with having employees pay but now the reserve is higher and better. ➤ Dr. Hill pointed out even with the new bill, we are being funded at 1989 figures. We are still the in the lowest funded in the state and in a lower funded state. To be realistic, it is still not funding K-12 the way it needs to be funded. We will never receive the \$250M that they withheld from D51. I-3. Alternative License Designated Agency <ul style="list-style-type: none"> ➤ Mrs. Jen Marsh, Jackie Anderson and came forward to present. Alternative Licensure program and D51 has been designated a licensure agency. 2nd largest school district to become a designated agency, approved last month. ➤ The program allows our D51 hires who do not have a teaching license to crosswalk the requirements of the induction and licensure program to help with teacher shortages. ➤ Jackie Anderson exec dir of teaching and learning, spoke about the benfits and outcomes including diverse perspectives and strengthening the education pipeline. 	

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						<ul style="list-style-type: none"> ➤ There will be no cost to candidates, free to educators and materials are paid for. ➤ Melanie Balloweg alternative licensure person, described 40 teachers are pursuing alternative licensure this year. The biggest needs come from secondary and special education. ➤ Open positions were shown in Secondary, K-12 and SPED. ➤ She described who can be a candidate for the Elevate program and what the requirements are. She also described the program. Benefits and outcomes were described by Mrs. Marsh. Recruitment and retention is the goal. ➤ Mr. Chavez asked if a B.A. would be accepted from other countries. They will look into it. ➤ There will be a recruiting plan and communications plan. ➤ Goal in D51 is to create sustained area for less access to tech. ➤ Impacts in school was discussed with social media. There were many negative impacts. Current policy was discussed and the issues with enforcement. Future considerations were discussed. ➤ Ms. Lema advised she and Mrs. Haitz listened to students debating this topic. An activity showed their amount of daily screen time. ➤ Dr. Hill and Mrs. Evanson spoke about their experiences with their own children and those observed in schools. Mrs. Haitz pointed out the correlations between suicide rates and social media, as well as the lack of sleep. ➤ Next steps a draft policy at May work session then a vote at business meeting at middle of May. Dr. Hill has sent a survey to secondary schools. <p>Break at 7:10 pm and return back at 7:25 pm.</p> <p>J. AUDIENCE COMMENTS</p> <ul style="list-style-type: none"> ➤ Mr. Sean Henry, Grand Junction 81501, came forward to discuss the MVEA & D51 relationship. Teacher, coach & community member concerned about message in change for salary for MVEA. Believes it paves way for future conflict with future boards. He feels this issue causes anxiety for teachers. Wants a fulltime advocate for teachers to support teachers. ➤ Amy Sue Javernick, Fruita, 81521 MVEA & D51 Relationship acknowledged all those who attended tonight in support of MVEA. The salary of the MVEA salary is not about finances. The office of president is to be an advocate for all teachers and improve salary and benefits among other things. Would like to negotiate with actual board members, not attorneys. ➤ Brandon Lewallen, Clifton 81520 MVEA & D51 relationship, Taxpayer and parent who believes teachers should get paid well. Comments aren't about teachers. Filed a CORA request and wants to know why this has to be requested through this process, and why not transparent. Spoke about campaign funding. Spoke about capitalism and a resolution that MVEA wrote an article against it. Teachers can be supported and keep money here in district. ➤ Ms. Ricki Howie, Grand Junction 81501 – Spoke about Board saying want to reduce costs but don't see plan being put into action. Spoke about Gateway principal making large amount of money and if disbanded this school, the salary of the MVEA president would not be in question. Believes when an educator becomes an administrator, there is a separation between "me" and "us". Going after all teacher families when going after that salary. ➤ Wendi Wood, Fruita 81521 MVEA, easy to say the Board does this and that, but believes people should talk with board members and supt., not just what MVEA 	

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						<p>is saying. AS a mature adult, go to the source and find out the truth. Unions aren't a bad thing but there are issues. There are alternatives to the school board paying salary of someone going against them. Has this been investigated fully or just listening to what union says? Options and alternatives should be looked into.</p> <ul style="list-style-type: none"> ➤ CynDee Skalla, Fruita 81521 MVEA – proud retired educator and would like to thank all the unpaid school board members. Taxpayer dollars are being used to pay the MVEA president and this is a conflict of interest. Who does union truly represent? Stakeholders on both sides of the table are paying this salary. ➤ Hannah Holm, GJ 81501 MVEA & teachers – parent of 2 students that went from Kinder to GJHS and now in high school and college. Very impressed with teachers and to sustain that level of effort, they need to be able to express their insight and have a strong voice with a strong organization with strong leadership. Please continue to contribute money to MVEA president's salary. ➤ Christy Anderson, GJ 81506 – 24 year teacher of D51 and has worked with MVEA and has been called discriminatory. CEA voted against capitalism last year and billions have been given to politically charged groups. Fear drives membership to MVEA. PACE is available. Offers a transparent approach with zero contributions to political parties. ➤ Ana Elliott, GJ 81504 MVEA – thanks for all those concerned about our kids and the transparency. Confounded that the school pays a portion of the teacher's union president's salary. SPED could use that money much more usefully. The president should be beholden to anyone else like the district. ➤ Kaci Cole, GJ 81504 MVEA – wants to share an alternate view on president's salary. No longer a teacher but stays home with her child. Was formerly involved with MVEA. She is a better person and employee because of her involvement with MVEA. Was taught her voice was important and learned how to support teachers around the state. Believes the president's work is very important. Understands her contract due to her experience. ➤ Stanley Magnuson, GJ 81501, RE Nikki Jost, asking about Human Resources determining certifications for substitute teachers who cannot be used when the District needs them. He reached out to the superintendent and board members but has not been answered. He has substitute taught for many years in many states but is unable to do so. ➤ Coady Shawcroft, GJ 81506 Negotiations – speaking on his own behalf and is a former chair of MVEA. The Board, the district and MVEA put together negotiations and gained steps and lanes and salary increases. MVEA needs advocacy. Industry standard is having MVEA paid for partially or wholly by district. ➤ Carrie Thornton, GJ 81505 MVEA – teacher for 25 yrs in district and MVEA member. Working conditions for teachers are students' learning conditions. The Board makes decisions without teachers in the room. All salaries should be examined, not just the president of the union. Believes benefits will be diminished in the future. ➤ Sara Fletcher GJ 81507 phones – in agreement with Ms. SKalla about tax dollars. Thanked board and supt for presentation about cell phones. Wants special email to parents regarding this info and data on cell phones. ➤ Jolie Hendricks, GJ 81504 lockdown drills – employee in elementary school for 28 years, 22 with D51. Support MVEA but concerned about lockdown drills. 	

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Motion Second Aye No	x	x	x	x	x	<p>Believes front range always announces lock down drills, not unannounced. Due to traumatic histories with autistic children, and family violence, this was a very bad experience. Believes we should do this differently on the western slope. Wants reconsideration for announced lock down drills.</p> <p>K. CONSENT AGENDA</p> <p>K-1. Licensed and Administrative Personnel Actions</p> <p>I-1.a. Licensed & Administrative Personnel Actions [Resolution 23/24: 78]</p> <p>I-1.b. Administrative New Hires [Resolution 23/24: 81]</p> <p>K-2. Gifts [Resolution 23/24: 80]</p> <p>K-3. Grants [Resolution 23/24: 79]</p> <p>➤ Dr. Hill congratulated and thanked the new principals and administrative hires that were just approved. Audrey Hoffman excited about growing culture and empowering children. Also Shae McCurry. Excited about serving the community.</p>	Adopted
Motion Second Aye No	x	x	x	x	x	<p>L. BUSINESS ITEMS</p> <p>L-1. Second Reading/Adoption Policy ECAF – Use of Video & Audio Monitoring</p> <p>L-2. Second Reading/Adoption Policy JRCB – Privacy & Protection of Confidential Student Information</p> <p>L-3. Second Reading/Adoption Policy IHAMB – Comprehensive Health Education</p> <p>L-4. Second Reading/Adoption Policy JLC – Student Health Services & Requirements</p> <p>L-5. Second Reading/Adoption Policy JLCB – Immunization of Students</p> <p>L-6. Second Reading/Adoption Policy JRA/JRC – Student Records/Release of Information on Students</p> <p>L-7. Second Reading/Adoption REMOVAL of Policy JHD – Exclusions & Exemptions from School Attendance [Resolution 23/24: 86]</p>	Adopted
Motion Second Aye No	x	x	x	x	x	<p>M. BOARD OPEN DISCUSSION</p> <p>➤ Mrs. Haitz wanted clarity on two items for MVEA negotiations, only knows of one issue. Dr. Hill will find out. Mrs. Haitz thought salaries were all open record. Dr. Hill said if not on the website, we ask public to go through CORA request process. For consistency purposes, we follow this procedure. No charge in most cases but does take much staff time in certain situations.</p> <p>➤ Mr. Jones spoke about hiring outside district for principals. One principal retired and one moved up to another school, thus leaving openings. Both hired were internal candidates.</p> <p>➤ Board coffees will resume in September per Mrs. Haitz. Public can email Board at any time.</p>	Adopted
Motion				x		<p>N. FUTURE MEETINGS</p> <p>N-1. May 7, 2024, Harry Butler Board Room, 5:00 p.m., Board Work Session</p> <p>N-2. May 21, 2024, Harry Butler Board Room, 5:00 p.m., Board Business Meeting</p> <p>O. ADJOURNMENT</p>	8:12 p.m.
						Amy Navarette, Assistant Secretary Board of Education	

Would Bryce Davis please join me at the front of the room?

The Boettcher Scholarship is one of the most sought-after scholarships in Colorado. It focuses on keeping our most dynamic thinkers, doers, and difference-makers in the state, so that they can continue to positively impact their communities.

Over 1,500 students apply for the Boettcher Scholarship every year, and less than 50 are awarded it. The Boettcher Scholarship is awarded to students who not only excel academically, but also demonstrate strong leadership potential, are community-driven, and have outstanding character.

This year, Central High School Senior Bryce Davis was D51's sole recipient.

CHS Principal Tracy Arledge describes Bryce Davis as "extraordinary." Bryce stands out for his confidence, self-assurance, and willingness to tackle any task, no matter its size. He's determined and resourceful, always with a positive attitude and a commitment to helping others. Bryce has been an invaluable asset to several organizations across the Central High School campus. He excels academically, but even beyond academics, Bryce is well-rounded, has commendable integrity, and every day displays his exceptional leadership qualities.

The Board of Education and Superintendent Dr. Hill would like to congratulate Bryce on this outstanding achievement. We look forward to having you represent D51 as you pursue higher education in Colorado. Congratulations!

Would Bryce Davis and Cyrus Lawrence please join me at the front of the room?

High school seniors receiving scholarships is a significant accomplishment and a cause for celebration. Every year, students across District 51 receive scholarships for their academic achievements, extracurricular activities, and community involvement.

The Daniels Fund, which is awarded to students who demonstrate exceptional character, strong leadership, and a commitment to improving the communities they serve, announced their 2024 Daniels Scholars Recipients, and Bryce and Cyrus were among the 209 students selected across Colorado, New Mexico, Utah, and Wyoming.

The Daniels Scholarship Program provides the opportunity for motivated students to attend the college of their choice, receiving up to \$100,000 in assistance.

Bryce Davis and Cyrus Lawrence were awarded this scholarship because of their hard work ethic, strong leadership, commitment to improving their communities, and their exceptional character.

The Board of Education and Superintendent Dr. Hill would like to congratulate these two Seniors on receiving this prestigious award and recognize them for their dedication and commitment to their education. We wish you all the best of luck as you continue onto higher ed. Congratulations!

Would Wesley Shaefer and Cassandra Kroese please join me at the front of the room?

Being accepted into any United States Armed Services Academy is a significant accomplishment that highlights academic excellence, service, and leadership. It provides students with an exceptional education while preparing them for a career dedicated to serving their country. Individuals accepted into an armed services academy reflect the qualities of dedication, sacrifice, and the passion for wanting to make a positive and meaningful impact.

Wesley and Cassandra are Central High School Seniors who have both been accepted into our United States Armed Services Academies.

Wesley has served as a member of the JROTC program at Central High School for the past two years, demonstrating outstanding leadership within the Staff and Leadership group. His acceptance into all three armed services academies, including the Naval Academy where he will attend next year, speaks volumes about his hard work and commitment to excellence. His dedication to pursuing a degree in Nuclear Engineering and his aspiration to become a Navy Seal highlights his ambition and determination. Additionally, his passion for Rock Climbing and his adventurous spirit, reflect his well-rounded character and thirst for challenge. In the words of Wesley's JROTC Teacher Ted Leblow, "Wesley is an awesome young man with a very bright future."

Kassandra, who earned acceptance into the Naval Academy, embodies dedication, courage, and authenticity in everything she does. With a poised demeanor and unwavering dedication, she consistently challenges herself to reach new heights. Beyond her incredible talent in diving, welding, and biking, Kassandra also excels academically and leads with strength and compassion. Victor Chavez, a teacher at Central High School, described her as "Nothing short of amazing. An enigma of her generation, this young lady is an icon for dedication, courage, and is unapologetically true to herself."

The Board of Education and Superintendent Dr. Hill would like to congratulate these two students on their prestigious acceptances into our U.S. Armed Service Academies. We commend you for your commitment to serving and protecting our county, and thank you for the sacrifices you will make. We look forward to watching your successes in your future endeavors.

Would the individuals present from the Leadership D51 Cohort please join me at the front of the room?

Over the last seven months, these individuals have participated in the District's Annual Leadership D51 Program. This class was designed to engage various community leaders and organizations with the goals to:

- Learn more about District 51 through balanced and open discussion
- Deepen community relationships to support student career exploration, mental health, and deepened family partnership.
- Recruit and secure new partners and team members to support the efforts of District 51 and its Strategic Plan.

This year, a cohort of 15 business and community leaders came together once every other month for four sessions to collaborate and deepen their understanding of the District's operations. Now alumni of the program, these individuals are committed to being *Engaged and Supportive Community Partners*, actively contributing to the improvement of our D51 educational community.

The Board of Education and Superintendent Dr. Hill extend their appreciation to these individuals and their organizations for the time and effort they dedicated to learning about District 51. When our school system thrives, so does our community, and we are grateful for your collaboration and involvement. We look forward to continuing our partnership with you in the future.

Heather Benjamin
Jeni Brown
Lindsey Campbell
Russell Cross
Jack Curry

Kim Espindola
Megan Fry
Tamara Krizman
Desiree Lane
Dusti Reimer

Ben Smalley
Crystal Stewart
Tyler Veatch
Bonnie Waegli
Heather Zadra



Tech In Schools

4/16/24

Colorado Forum Work

In the summer of 2023, D51 was approached by the Colorado Forum, a geographically and politically diverse, nonpartisan organization group of 80 leaders from Colorado's business, civic, and nonprofit communities. The Forum launched a pilot program to work with three school districts and their communities to identify an area of focus that would create systemic change for the children in that district. We met throughout the summer, fall, and spring to identify potential solutions to the top priority that we identified, which is student mental health & wellbeing.



D51 Top 4 Prioritized Solutions



We convened community representatives, including district mental and behavioral health counselors, school board representatives, local business leaders, the AG's office, and postsecondary institutions. Without appropriate resources and staffing to address the crisis, D51 will focus on student mental and behavioral health, coupled with creating more mental health support within the district.

Priority #1

Increasing mental health workers in the District accompanied by a workforce strategy in the surrounding community

Priority #2

The creation of a resource hub designed to refer the school district's students to mental health resources

Priority #3

An increase in student assessment tools designed to measure mental health status of students

Priority #4

Implementation of a stricter cellphone policy designed to limit student access to social media & increase engagement during school hours

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BASED CHILDREN'S USE NOW

The environment in which kids grow up to is hostile to human development.

By Jonathan Haidt
Photographs by Maggie Shannon

Can We Save Our Children From Smartphones?

Jonathan Haidt's new book clarifies what we already know. He also has some ideas for reform.

By Peggy Noonan
April 4, 2024 at 6:18 pm ET

AA

CPR LISTEN LIVE DONATE

Stress, social media, pandemic are taking a heavy toll on Colorado kids' mental health, according to annual report

By Jenny Brundin and Sarah Mulholland
Aug. 29, 2023, 4:33 pm

SHARE: f X



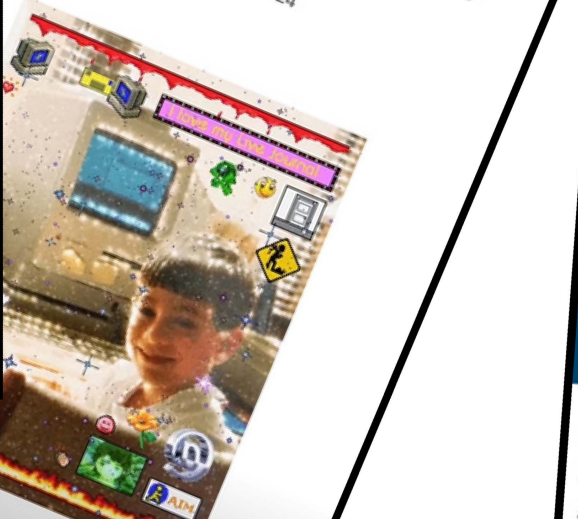
Shanna Lewis/KRCC News

THE NEW YORKER

COMING OF AGE AT THE DAWN OF THE SOCIAL INTERNET

Online platforms allowed me to cultivate a freer version of myself. Then the digital world began to close off.

By Kyle Chayka
January 13, 2024



The JOURNAL of PEDIATRICS

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COMMENTARY | VOLUME 260, 113352, SEPTEMBER 2023

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Decline in Independent Activity as a Cause of Decline in Children's Mental Well-being: Summary of the Evidence

Peter Gray, PhD • David F. Lancy, PhD • David F. Bjorklund, PhD
Published: February 23, 2023 • DOI: <https://doi.org/10.1016/j.jpeds.2023.02.004> • Check for updates

Surgeon General Issues New Advisory About Effects Social Media Use Has on Youth Mental Health

Surgeon General Dr. Vivek Murthy Urges Action to Ensure Social Media Environments are Healthy and Safe

Previously-Advised National Youth Mental Health Continues

Social Media is a Major Cause of the Mental Illness Epidemic in Teen Girls. Here's the Evidence

Journalists should stop saying that the evidence is just correlational

JON HAIDT
FEB 22, 2023

A big story last week was the partial release of CDC's bi-annual Youth Risk Behavior Survey, which showed that most teen girls (57%) now say they experience persistent sadness or hopelessness (up from 48% in 2011), and 30% of teen girls now seriously considered suicide (up from 20% in 2011). Boys are doing badly too, but their rates of depression and anxiety are not as high, and since 2011 are smaller. As I showed in my [last post](#), the big surprise was that COVID didn't have much of an impact on these trends.

Menu

RETAINS ITS SHAPE AFTER BEING SMOOSHED

The Parents in My Classroom

How my students stay tethered, via FaceTime and email, to their homes.

BY LIZ SHULMAN
MARCH 09, 2024 • 10:00 AM

THE NEW YORKER

CAN WE GET KIDS OFF SMARTPHONES?

We know that social media is bad for young people, who need more time—and freedom—offline. But the collective will to fix this problem is hard to find.

By Jessica Winter
March 28, 2024

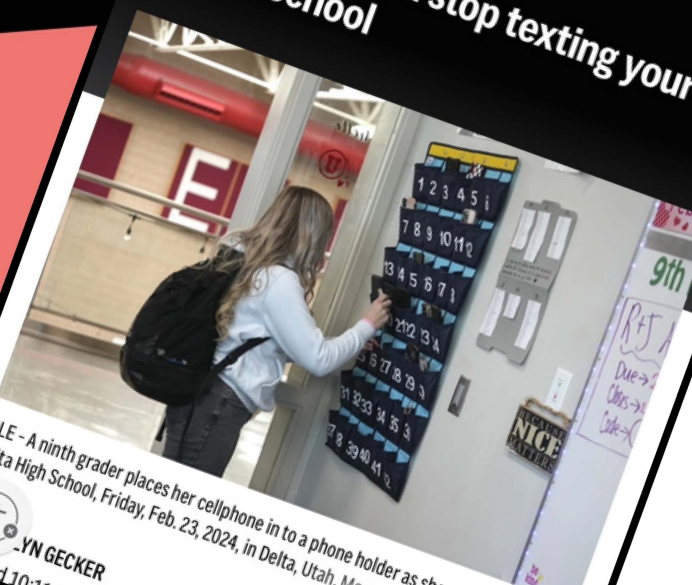
AP

Israel-Iran Trump Media stock WNBA draft

Why you should stop texting your kids at school

FILE - A ninth grader places her cellphone in to a phone holder as she enters class at Delta High School, Friday, Feb. 23, 2024, in Delta, Utah. Most schools have Read More

BY N GECKER
Updated 10:11 PM MDT, March 9, 2024



Home > How-To > Digital Life > Social Media

Tech Addiction Is Real: How to Cut Back on Screen Time and Wean Off Social Media

Going cold turkey with technology isn't realistic in our hyper-connected world, but there are ways to modulate usage and take back control of your apps and devices.

By Jason Cohen
May 12, 2023



(Credit: Vicky Leta)

Table of Contents

Slightly more than half of U.S. teens check at your phone a day? According to a new survey, the answer is yes.

NEWS

5 Things Parents Should Know About Social Media's Impact on Teens' Mental Health

A new Gallup survey finds that parents being more involved and restricting screen time has a positive impact on teenagers' mental health.

By Sierra Lyons | November 5, 2023



FLYPAPER

How to ban phones effectively

Daniel Buck
1.11.2024



Shortly before schools—and Fordham—shuttered their doors for the holiday break, Tim Daly asked a simple question in these pages: [Should schools](#)

4 educators detail why their schools are banning student cell phones

Negative behaviors associated with cell phone use and impacts on academic performance are leading some schools to harden their policies.

Published July 6, 2023
By Elena Ferrarin
Contributor



The U.S. Surgeon General's Advisory on "Social Media and Youth Mental Health"

Highlights the significant impact of social media on the mental health of children and adolescents.

The document emphasizes the need for a balanced approach to social media, acknowledging its benefits while addressing its risks to safeguard youth mental health.



Widespread Use

A vast majority of youth use social media, with significant engagement noted even among children as young as 8-12 years old.



Benefits and Risks

Social media offers both positive aspects like community building, identity affirmation, and mental health support, particularly for marginalized groups. However, it also poses serious risks, including exposure to harmful content and potential for addiction, which can negatively affect mental health, sleep patterns, and self-esteem.



Vulnerability of Adolescents

The adolescent brain is highly sensitive, making this age group particularly vulnerable to the negative effects of social media. Issues like cyberbullying, body image concerns, and sleep disruption are prevalent.



Need for Action

The advisory calls for urgent actions from various stakeholders. Policymakers, technology companies, parents, and researchers are urged to collaborate to create safer digital environments and conduct more research to better understand and mitigate the risks associated with social media use.



Recommendations for Stakeholders

Specific recommendations include developing safer platform designs, enforcing age restrictions, enhancing privacy protections, and fostering digital literacy to empower young users to navigate social media healthily.

AMERICAN ACADEMY OF PEDIATRICS

“TODAY’S CHILDREN AND TEENS DO NOT KNOW A WORLD WITHOUT DIGITAL TECHNOLOGY, BUT THE DIGITAL WORLD WASN’T BUILT WITH CHILDREN’S HEALTHY MENTAL DEVELOPMENT IN MIND. WE NEED AN APPROACH TO HELP CHILDREN BOTH ON AND OFFLINE THAT MEETS EACH CHILD WHERE THEY ARE WHILE ALSO WORKING TO MAKE THE DIGITAL SPACES THEY INHABIT SAFER AND HEALTHIER. THE SURGEON GENERAL’S ADVISORY CALLS FOR JUST THAT APPROACH.”



Jean M. Twenge, PhD
author of *Generation Me*

iGen



Why Today's
Super-Connected
Kids Are Growing Up
Less Rebellious, More
Tolerant, Less Happy—
and Completely
Unprepared for
Adulthood*

*and What That Means for the Rest of Us

HAIDT'S "4 NEW NORMS"

1. NO SMARTPHONES
BEFORE HIGH SCHOOL
2. NO SOCIAL MEDIA
BEFORE AGE 16
3. PHONE-FREE SCHOOLS
4. MORE INDEPENDENCE,
FREE PLAY, AND
RESPONSIBILITY IN
THE REAL WORLD.

#1 NEW YORK TIMES BESTSELLER

The Anxious Generation

How the Great Rewiring of
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I'm old enough to remember when the internet only existed here. Now it's attached to us like an organ we can't function without. 🥺💧😭



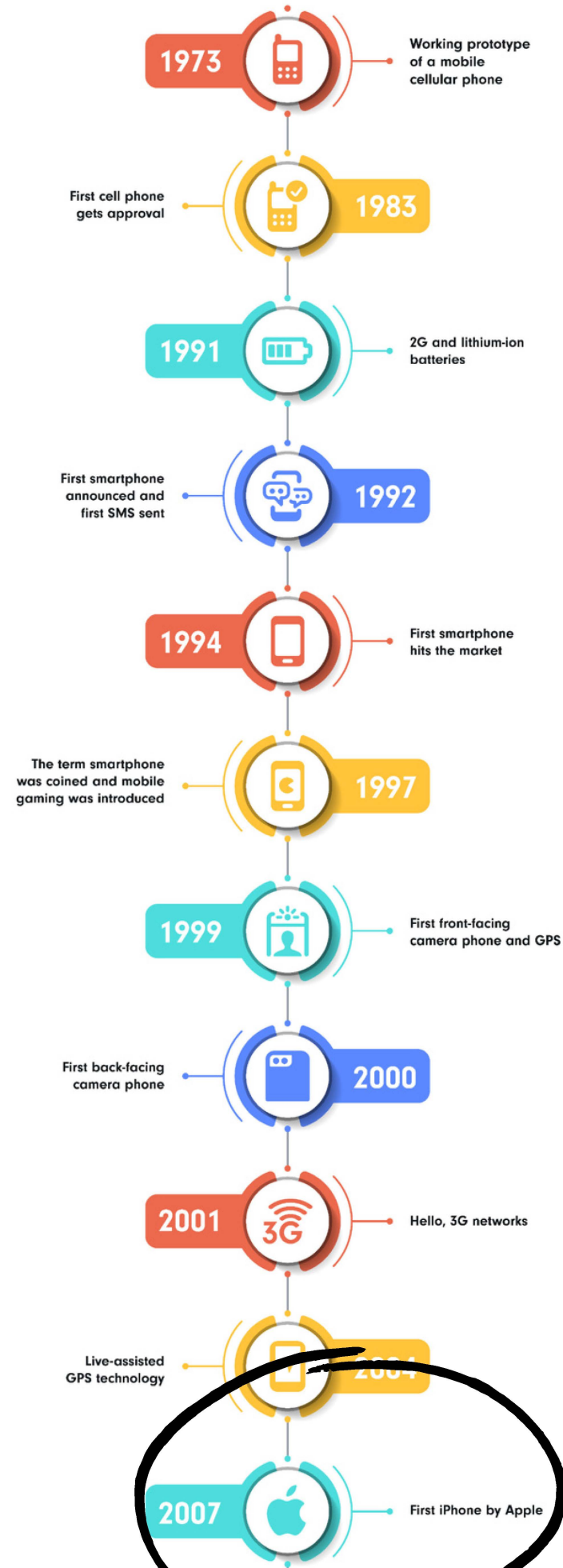
A SHIFT

“THE OLDEST MEMBERS OF GEN Z BEGAN PUBERTY AROUND 2009, WHEN SEVERAL TECH TRENDS CONVERGED: THE RAPID SPREAD OF HIGH-SPEED BROADBAND IN THE 2000’S, THE ARRIVAL OF THE IPHONE IN 2007, AND THE NEW AGE OF HYPER-VIRALIZED SOCIAL MEDIA. THE LAST OF THESE WAS KICKED OFF IN 2009 BY THE ARRIVAL OF THE “LIKE” AND “RETWEET” BUTTONS, WHICH TRANSFORMED THE SOCIAL DYNAMICS OF THE ONLINE WORLD. BEFORE 2009, SOCIAL MEDIA WAS MOST USEFUL AS A WAY TO KEEP UP WITH YOUR FRIENDS, AND WITH FEWER INSTANT AND REVERBERATING FEEDBACK FUNCTIONS IT GENERATED MUCH LESS OF THE TOXICITY WE SEE TODAY.”

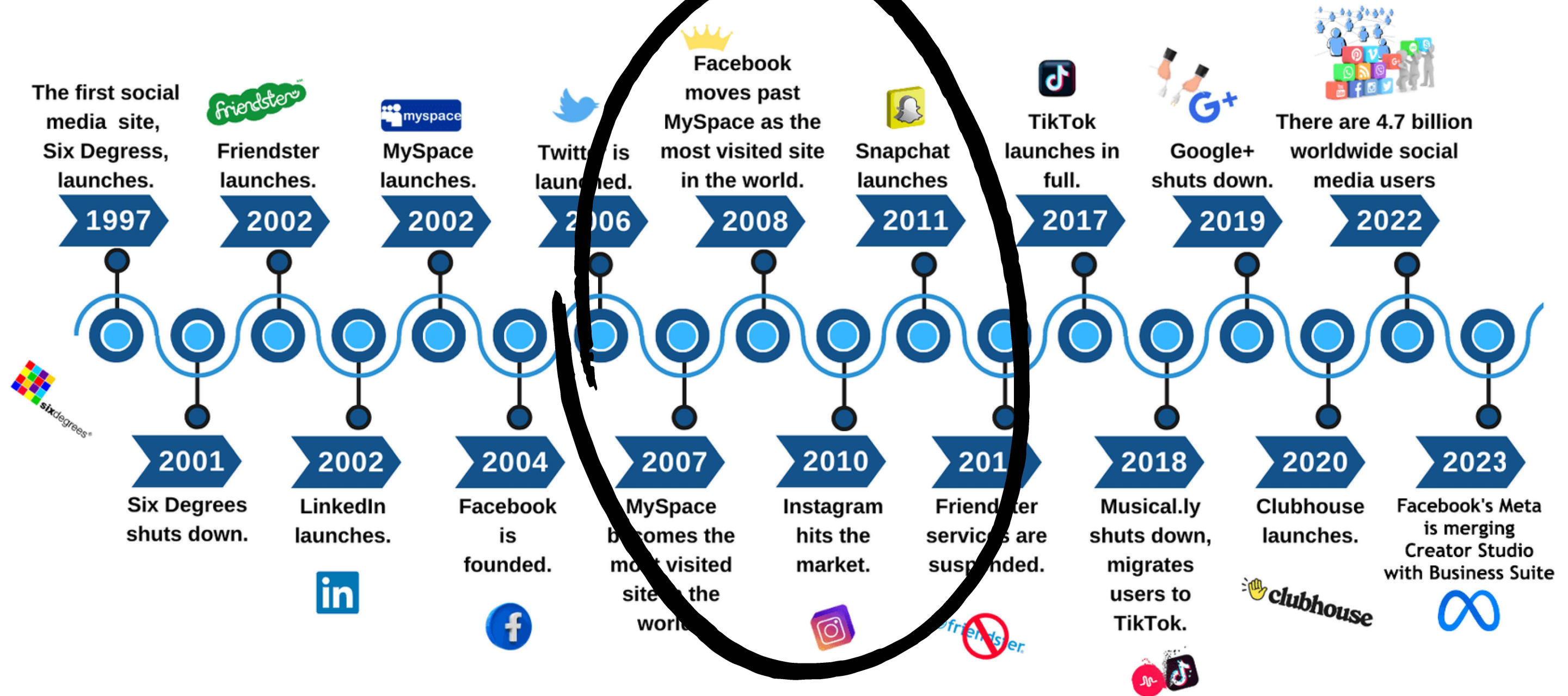


Timeline

Smartphone History



Social Media Timeline



A SHIFT

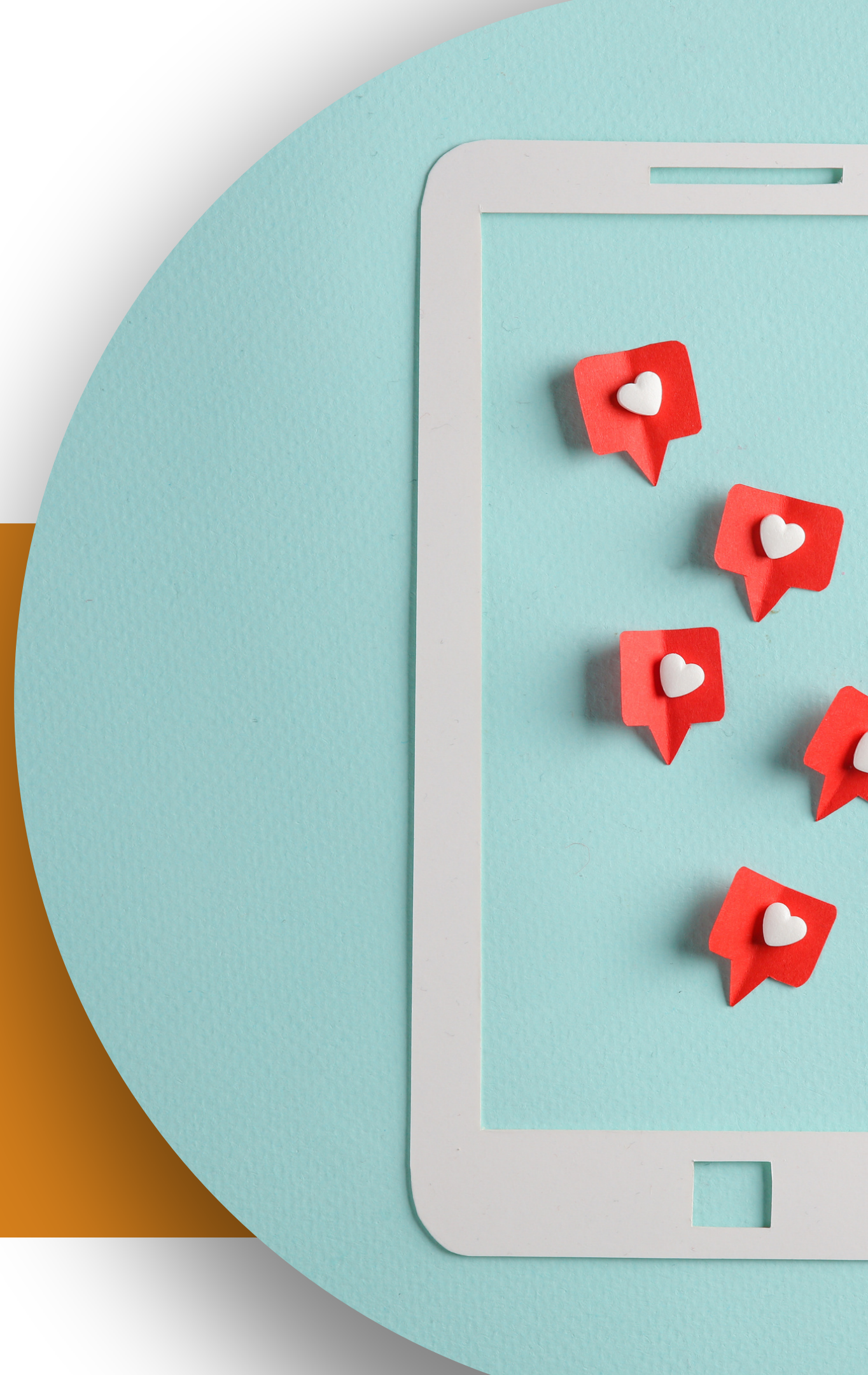
“A FOURTH TREND BEGAN JUST A FEW YEARS LATER, AND IT HIT GIRLS MUCH HARDER THAN BOYS: THE INCREASED PREVALENCE OF POSTING IMAGES OF ONESELF, AFTER SMARTPHONES ADDED FRONT-FACING CAMERAS (2010) AND FACEBOOK ACQUIRED INSTAGRAM (2012), BOOSTING ITS POPULARITY. THIS GREATLY EXPANDED THE NUMBER OF ADOLESCENTS POSTING CAREFULLY CURATED PHOTOS AND VIDEOS OF THEIR LIVES FOR THEIR PEERS AND STRANGERS, NOT JUST TO SEE, BUT TO BE JUDGED. GEN Z BECAME THE FIRST GENERATION IN HISTORY TO GO THROUGH PUBERTY WITH A PORTAL IN THEIR POCKETS THAT CALLED THEM AWAY FROM THE PEOPLE NEARBY AND INTO AN ALTERNATIVE UNIVERSE THAT WAS EXCITING, ADDICTIVE, UNSTABLE, AND UNSUITABLE FOR CHILDREN AND ADOLESCENTS.”



A SHIFT

“THE MEMBERS OF GEN Z ARE, THEREFORE, THE TEST SUBJECTS FOR A RADICAL NEW WAY OF GROWING UP, FAR FROM THE REAL-WORLD INTERACTIONS OF SMALL COMMUNITIES IN WHICH HUMANS EVOLVED. CALL IT THE GREAT REWIRING OF CHILDHOOD. IT’S AS IF THEY BECAME THE FIRST GENERATION TO GROW UP ON MARS.”

“WE ARE FOREVER ELSEWHERE.”



Communication Technology Adoption

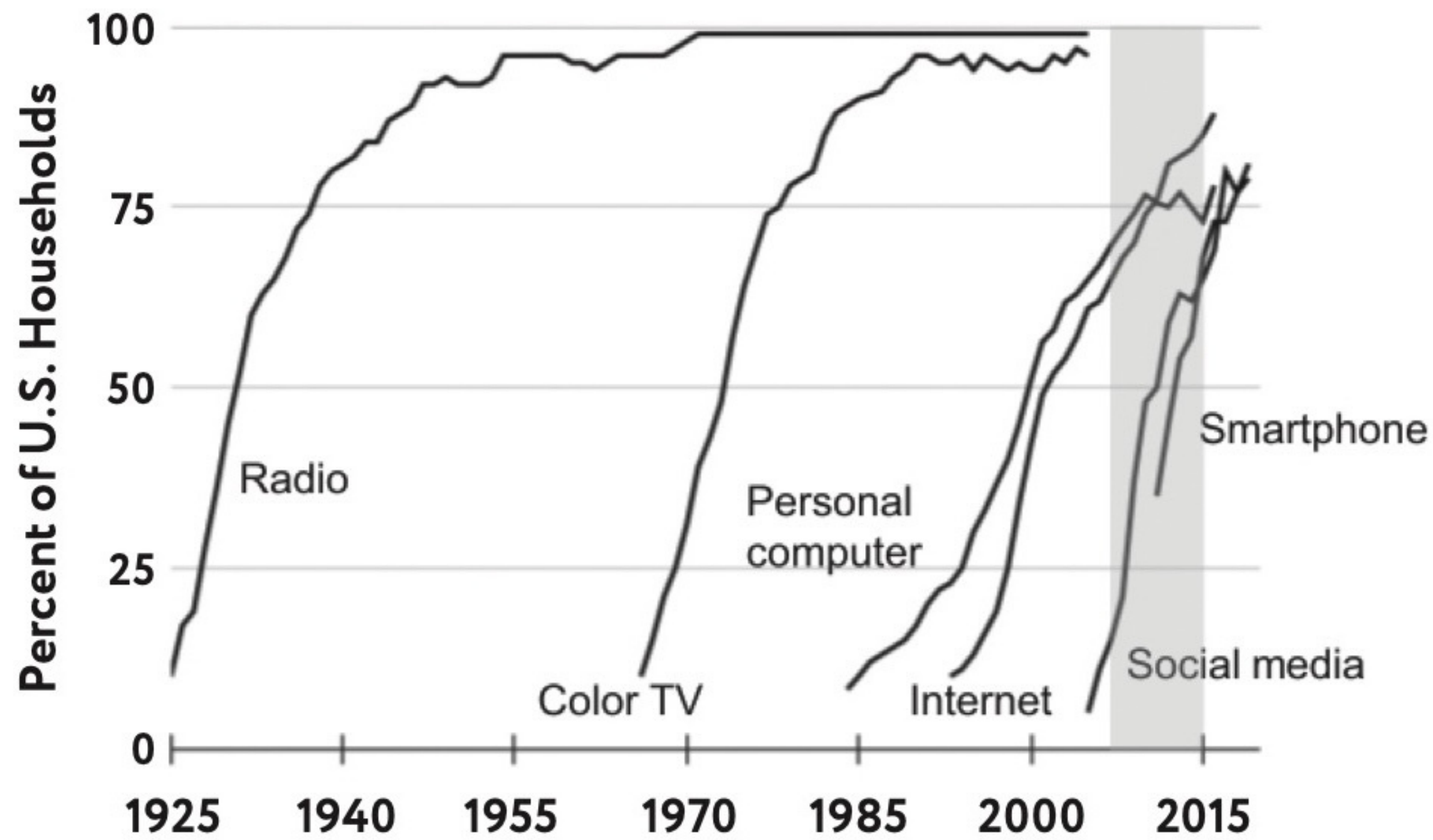
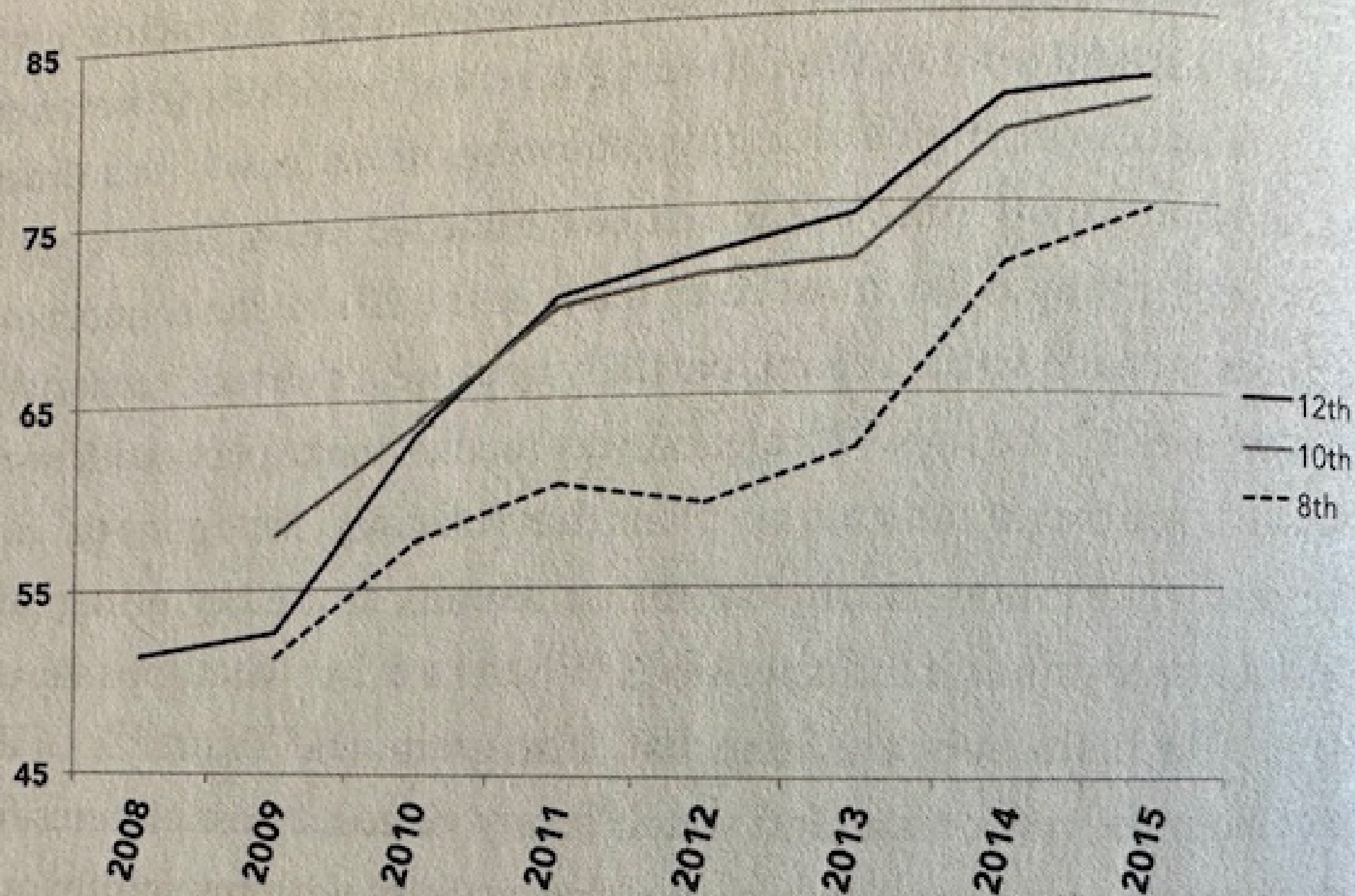


Figure 1.6. The share of U.S. households using specific technologies. The smartphone was adopted faster than any other communication technology in history. (Source: Our World in Data.)²⁵

“The arrival of the smartphone changed life for everyone after its introduction in 2007. Like radio and television before it, the smartphone swept the nation and the world. The second wave of the internet era was the rapid increase in the paired technologies of social media and the smartphone, which reached a majority of homes by 2012 or 2013. That is when girls’ mental health began to collapse, and when boys’ mental health changed in a more diffuse set of ways.”



"In seven years, social media sites went from being a daily activity for half of teens to almost all of them. That's especially true for girls: 87% of 12th-grade girls used social media sites almost every day in 2015, compared to 77% of boys."

Figure 2.3. Percentage of 8th, 10th, and 12th graders using social networking sites almost every day. Monitoring the Future, 2008–2015.

Social Media Super-Users (40+ Hours per Week)

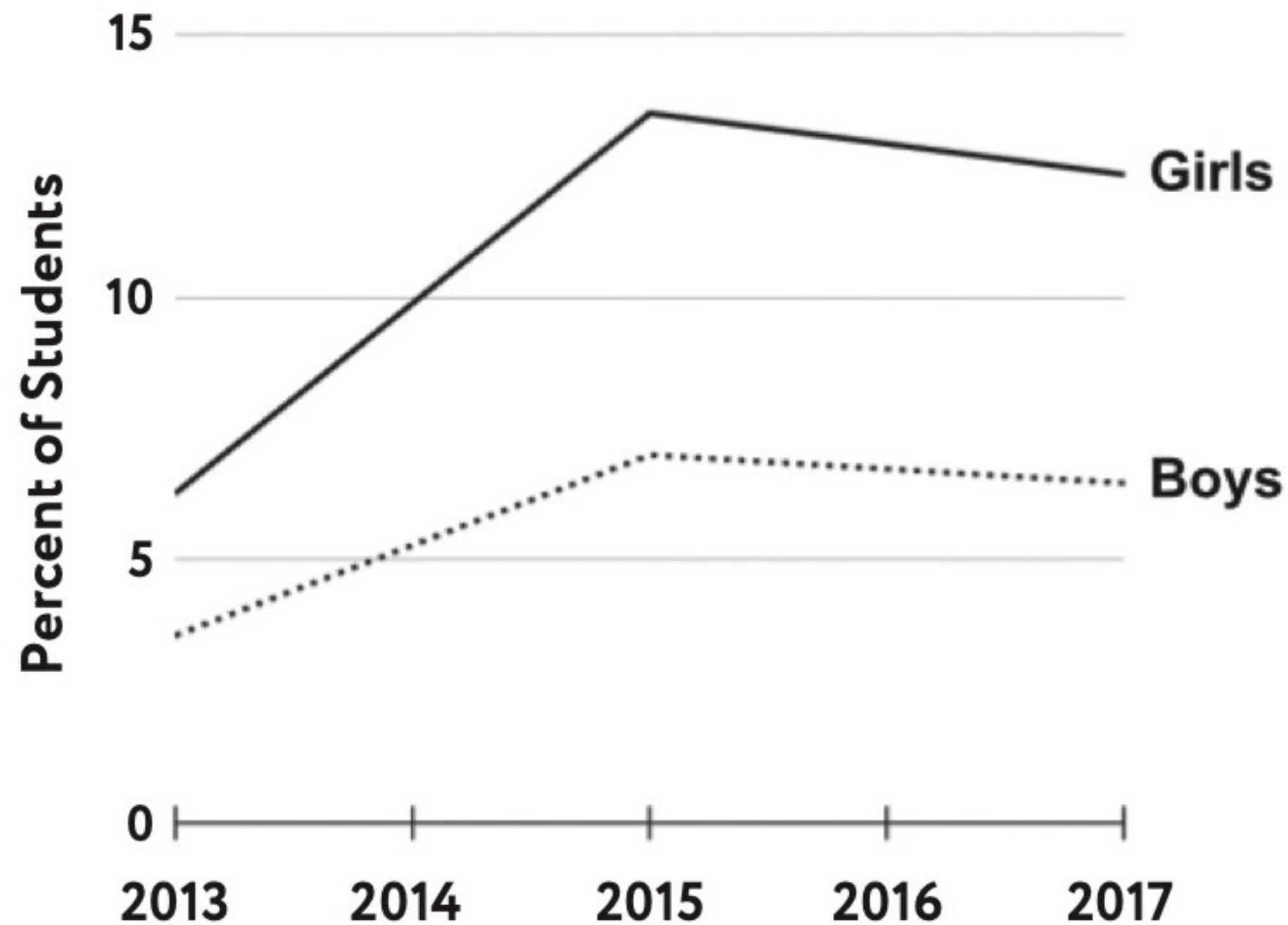


Figure 6.3. Percent of U.S. students (8th, 10th, and 12th grade) who reported spending 40 or more hours a week on social media. (Source: Monitoring the Future.)²⁸

“The visually oriented platforms all used the business model developed by Facebook: Maximize time spent on the platform in order to maximize the extraction of data and the value of the user to advertisers. By 2015, one in seven American girls had reached 40 hours a week using social media platforms. It was almost impossible for teens to spend 40 hours a week on social media before they could carry the internet with them in their pockets.”

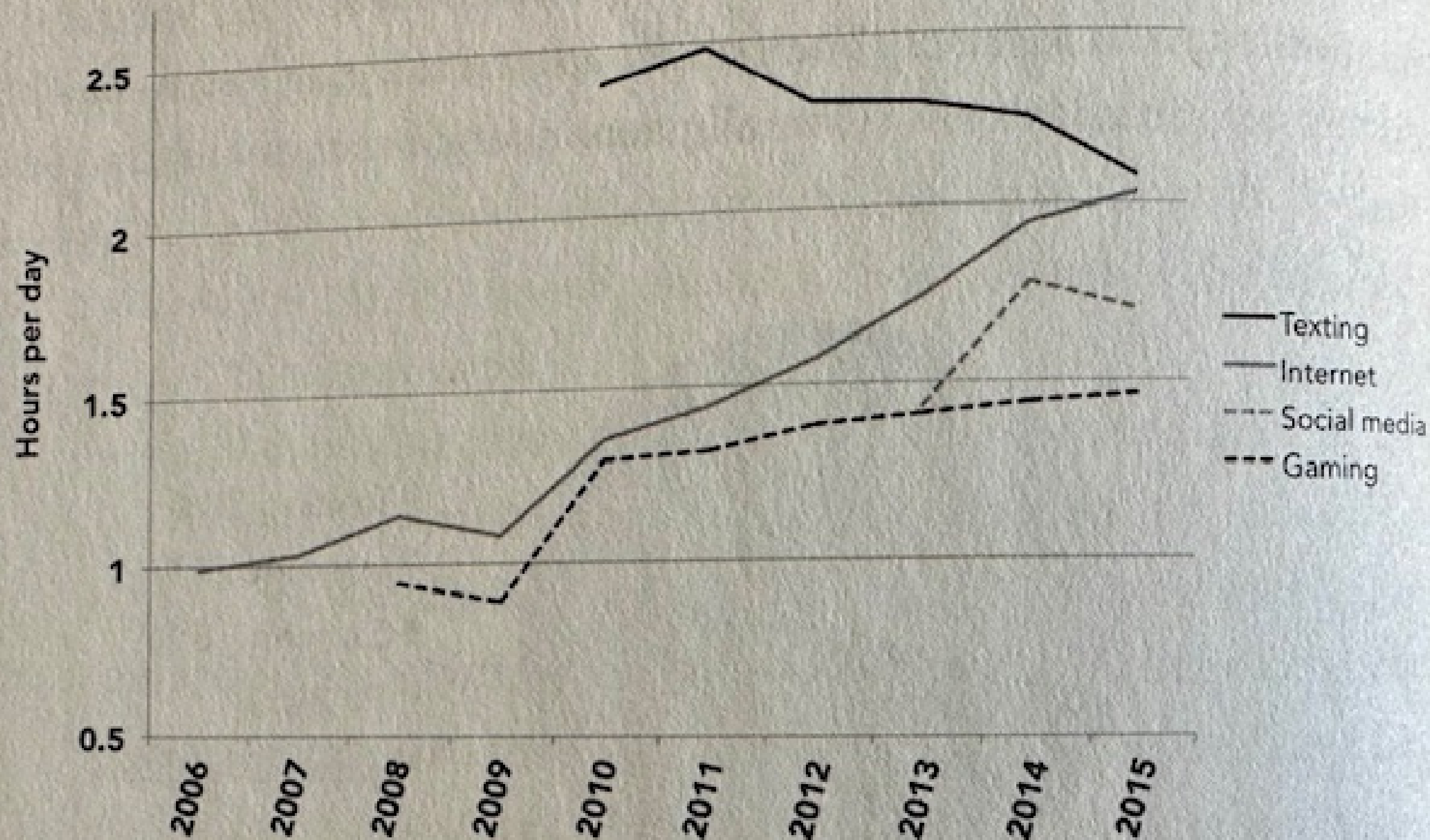


Figure 2.2. Hours per day spent by 12th graders on new media (texting, on the Internet, social media, and gaming). Monitoring the Future, 2006-2015.

“iGen high school seniors spent an average of 2 1/2 hours a day texting on their cell phones, about 2 hours a day on the internet, 1 1/2 hours a day on electronic gaming, and about a half hour on video chat. That totals six hours a day with new media. Considering that teens spend about seventeen hours a day in school, sleeping, and on homework & school activities, nearly all of their leisure hours are now spent with new media. 12th graders in 2015 spent twice as much time online as 12th graders in 2006.”

Daily Time with Friends, by Age Group

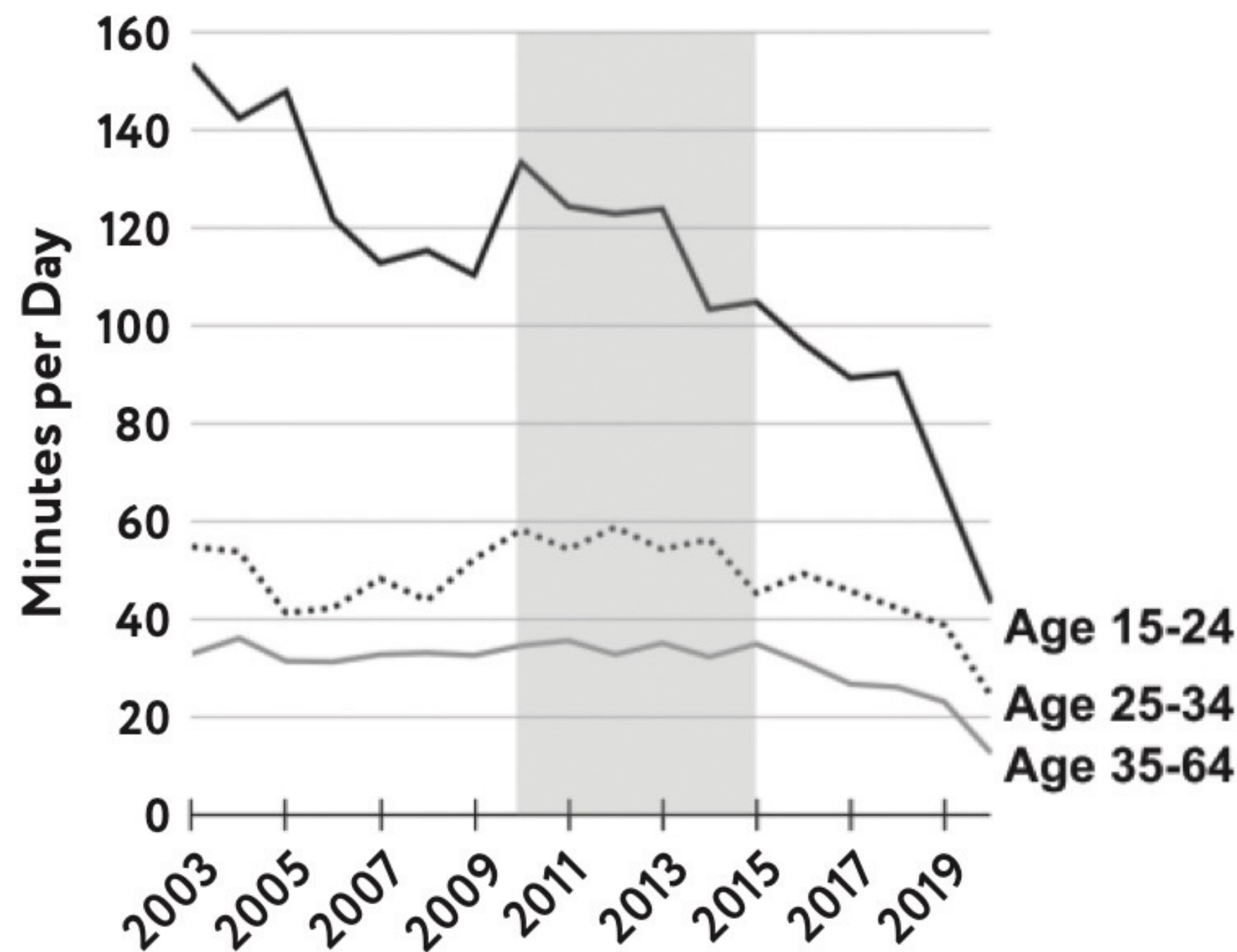
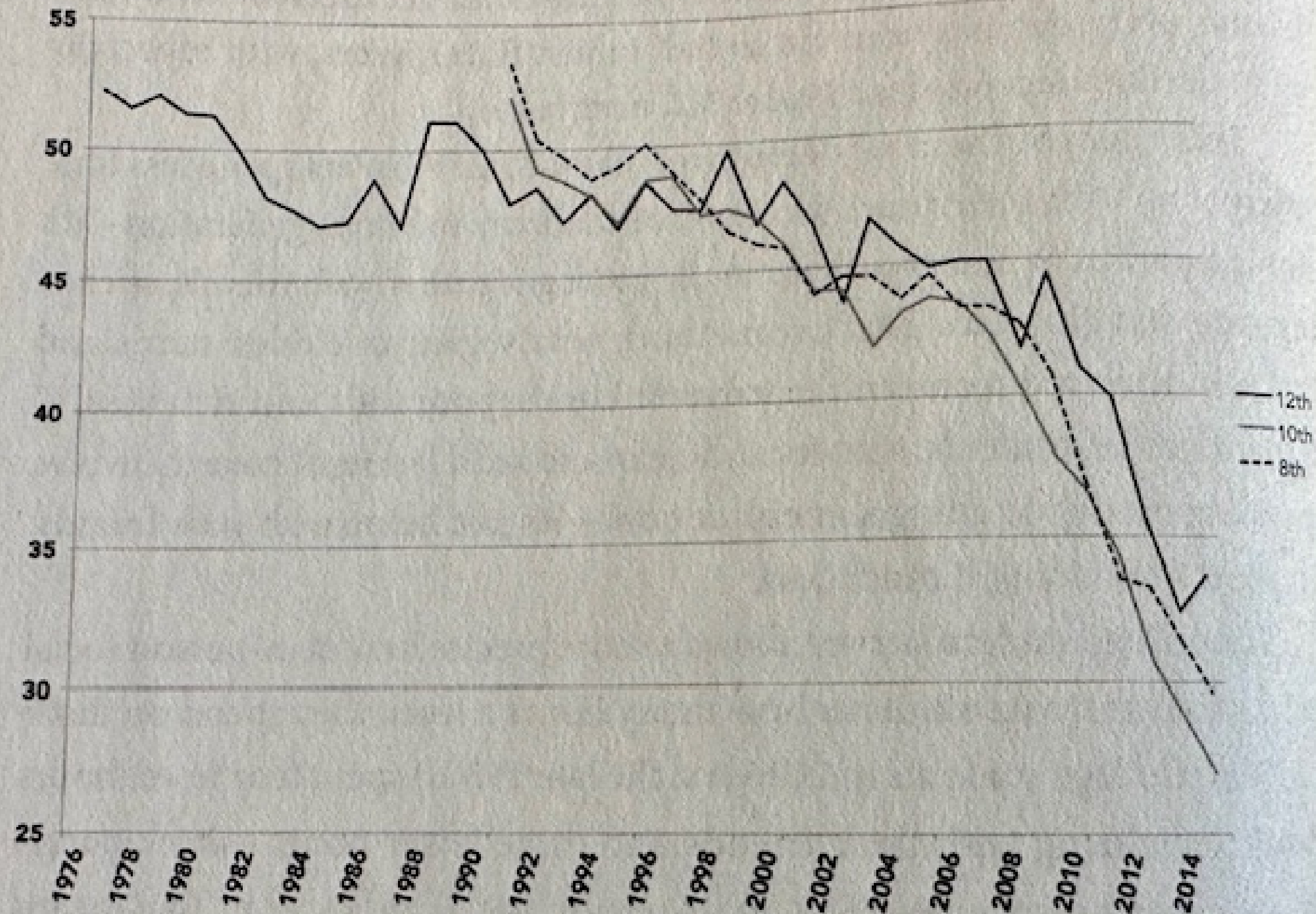


Figure 5.1. Daily average time spent with friends in minutes. Only the youngest age group shows a sharp drop before the 2020 data collection, which was performed after COVID restrictions had begun. (Source: American Time Use Study.)¹⁹

Harm #1: Social Deprivation – “Children need a lot of time to play with each other, face to face, to foster social development. Teens who spend more time using social media are more likely to suffer from depression, anxiety, and other disorders, while teens who spend more time with groups of young people have better mental health.”



“The number of teens who get together with their friends every day has been cut in half in just fifteen years, with especially steep declines recently. This might be the most definitive evidence that iGen’ers spend less time interacting with their peers face-to-face than any previous generation.”

Figure 3.2. Percentage of 8th, 10th, and 12th graders who get together with friends every day or nearly every day. Monitoring the Future, 1976–2015.

Meet Up with Friends Daily

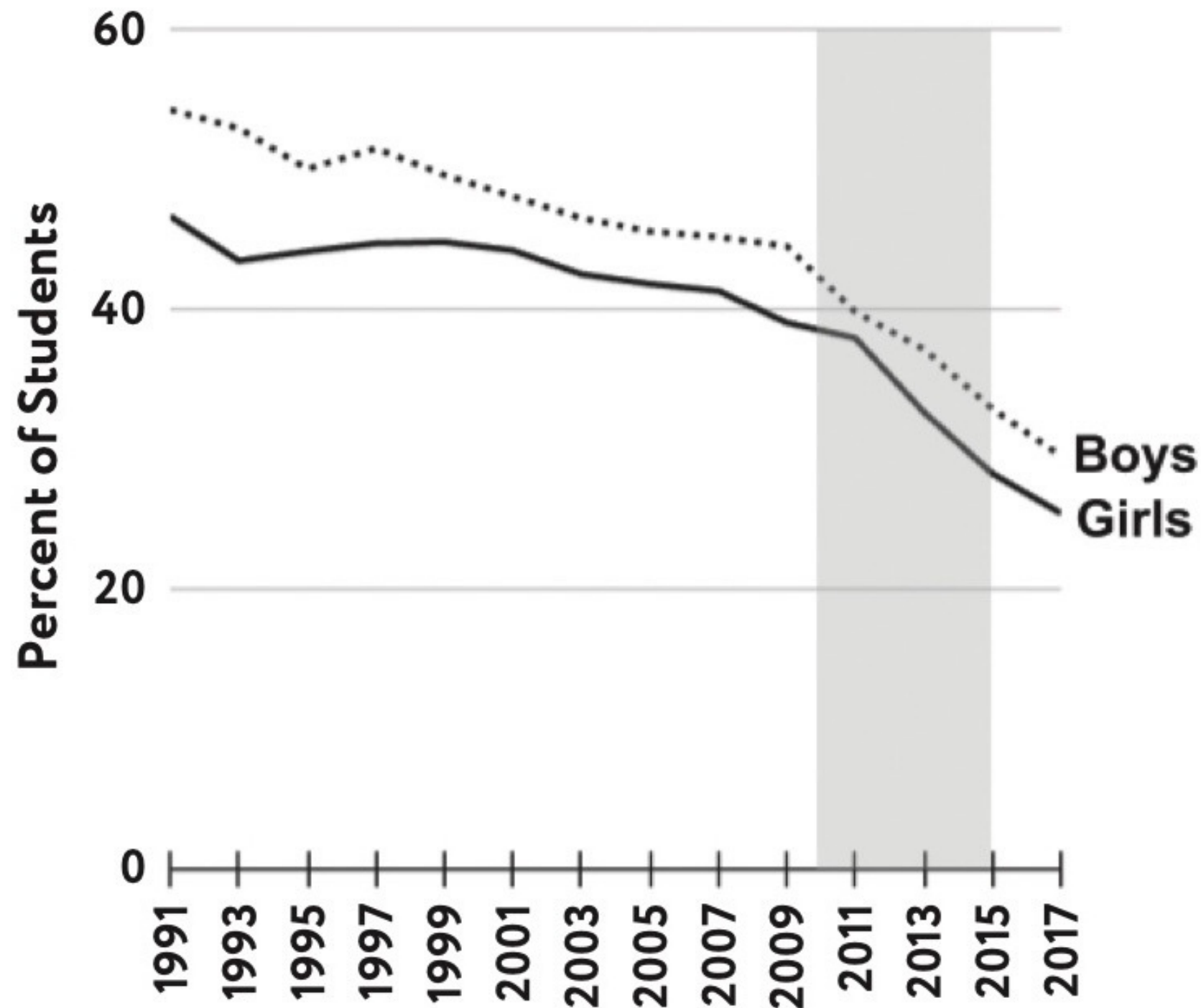
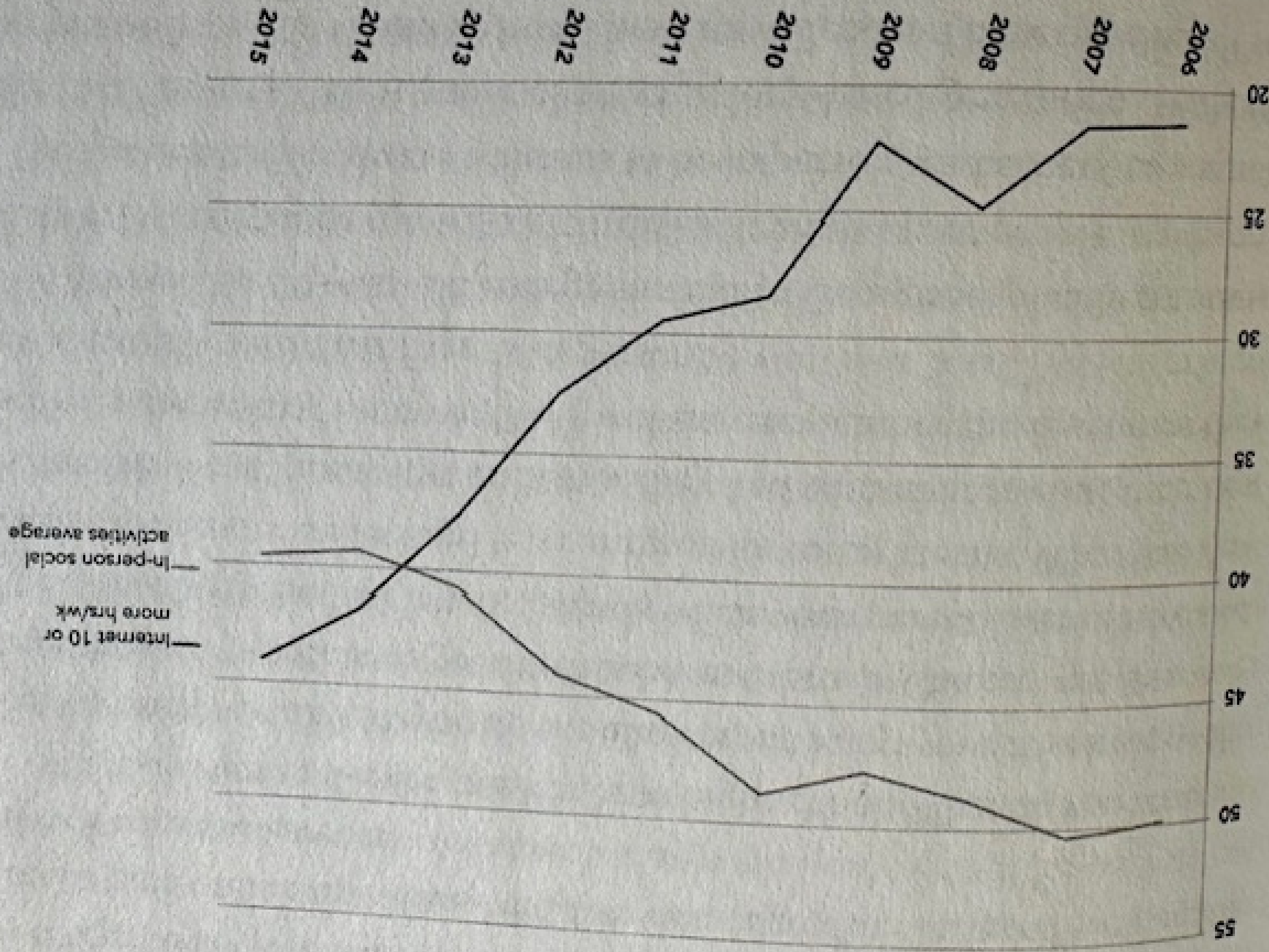


Figure 2.1. Percentage of U.S. students (8th, 10th, and 12th grade) who say that they meet up with their friends “almost every day” outside school.¹² (Source: Monitoring the Future. I explain how I use this important dataset in the endnotes.)¹³

“Surveys show that unstructured time with friends plummeted in the exact years that adolescents moved from basic phones to smartphones – the early 2010’s. This shows us a generation moving away from the real world and into the virtual, thanks to the combination of smartphones, social media, multiplayer video games, and high-speed wireless internet.”

Figure 3.4. Percentage of 12th graders who spend ten or more hours a week online and the percentage average of four in-person social activities. Monitoring the Future, 2006–2015.



“The conclusion is inescapable: the internet has taken over. Teens are Instagramming, Snapchatting, and texting with their friends more, and seeing them in person less. For iGen’ers, online friendship has replaced offline friendship.”

THE SMART PHONE SHIFT

“OF COURSE, TEENS HAD CELL PHONES SINCE THE LATE 1990’S, BUT THEY WERE “BASIC” PHONES WITH NO INTERNET ACCESS. SMART PHONES ARE VERY DIFFERENT. THEY CONNECT YOU TO THE INTERNET 24/7, THEY CAN RUN MILLIONS OF APPS, AND THEY QUICKLY BECAME THE HOME OF SOCIAL MEDIA PLATFORMS, WHICH CAN PING YOU CONTINUALLY THROUGHOUT THE DAY, URGING YOU TO CHECK OUT WHAT EVERYONE IS SAYING AND DOING. THIS KIND OF CONNECTIVITY OFFERS FEW OF THE BENEFITS OF TALKING DIRECTLY WITH FRIENDS. IN FACT, FOR MANY YOUNG PEOPLE, IT’S POISONOUS.”



Teens Who Get Less Than 7 Hours of Sleep

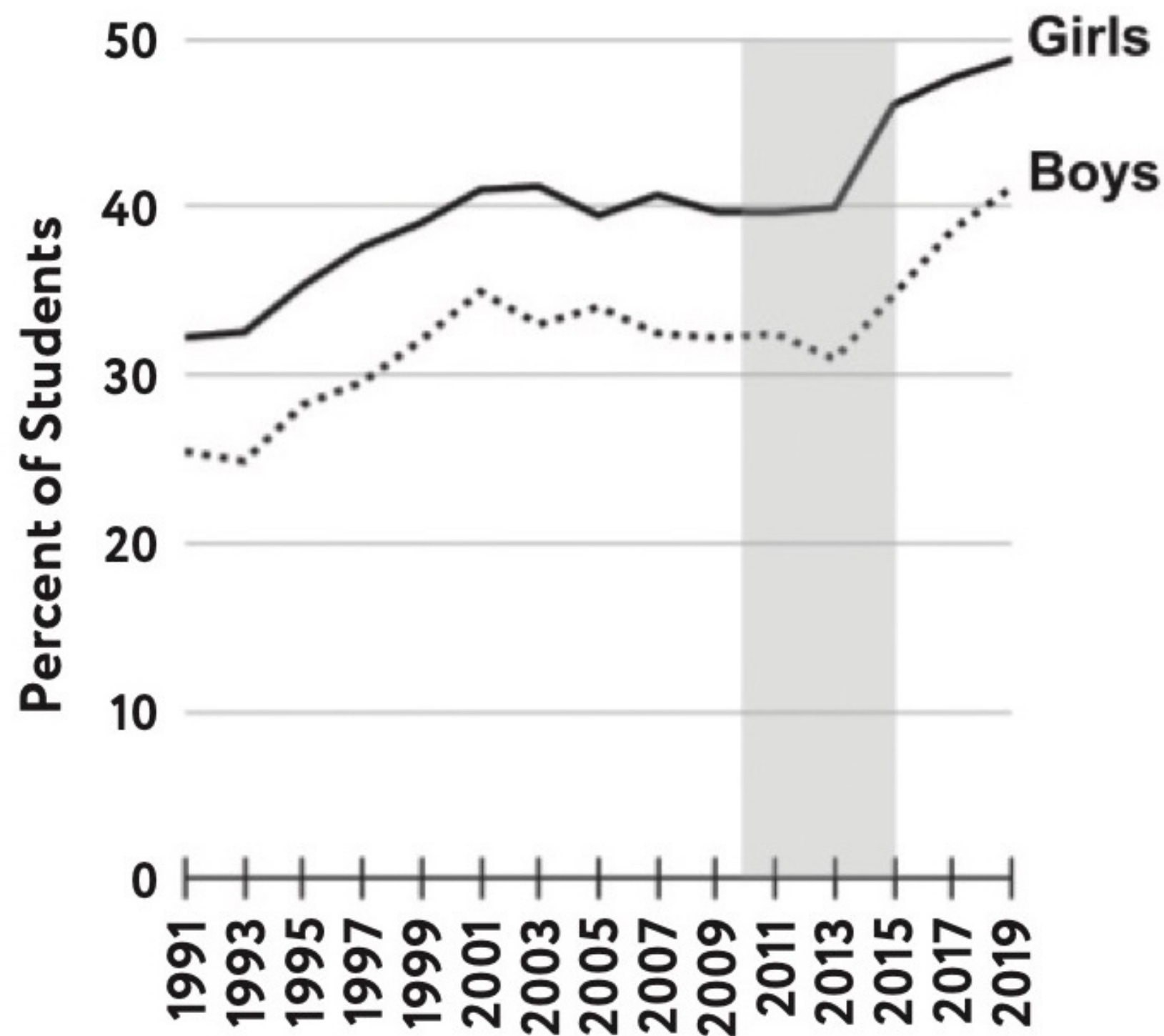
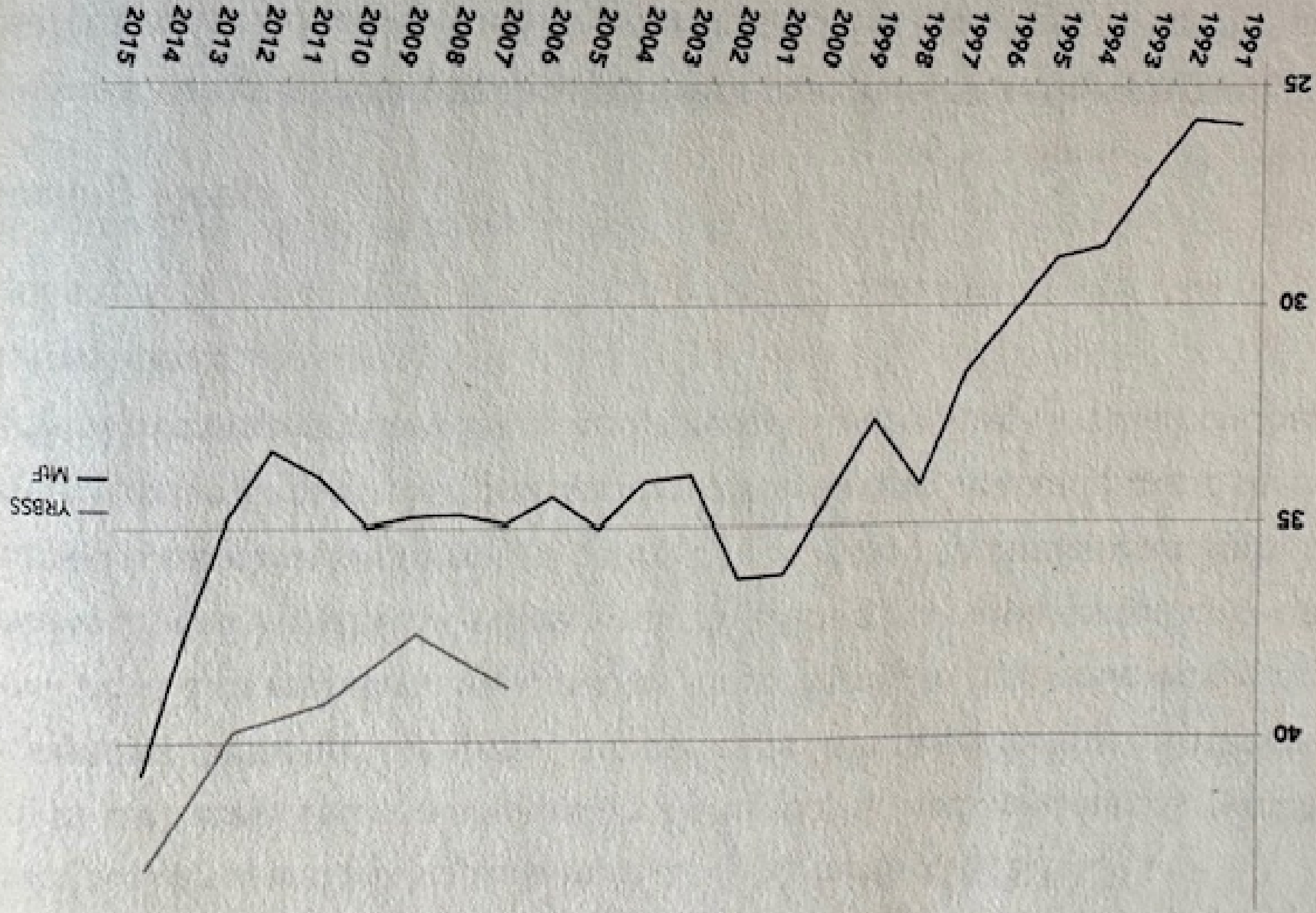


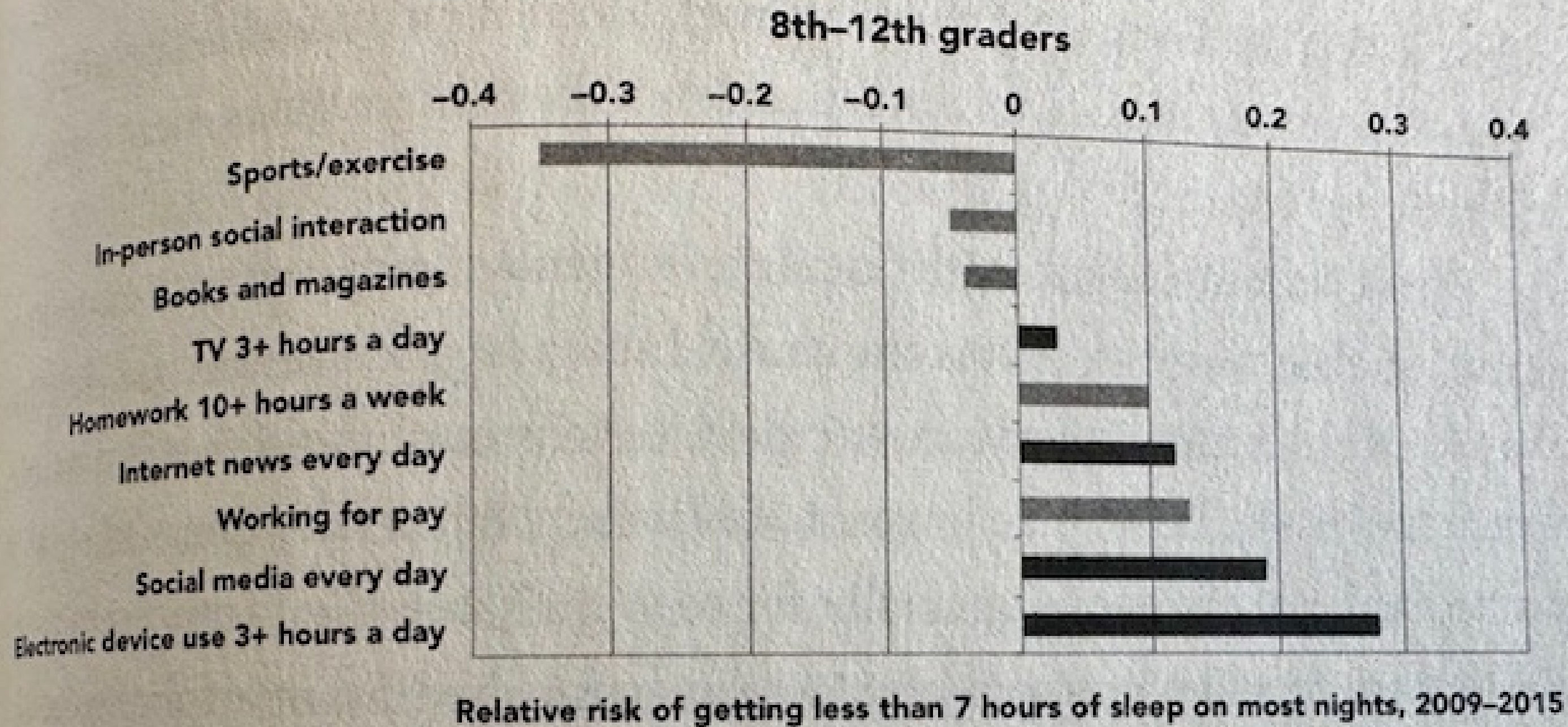
Figure 5.2. Percent of U.S. students (8th, 10th, and 12th grade) who get less than seven hours of sleep on most nights. (Source: Monitoring the Future.)³³

Harm #2:
Sleep Deprivation – “Sleep-deprived teens can’t concentrate, focus, or remember as well as teens who get sufficient sleep. There are significant associations between high social media use and poor sleep, and also between high social media use and poor mental health outcomes.”

Figure 4.12. Percentage of teens who get less than seven hours of sleep on most nights, 8th, 10th, and 12th graders (Monitoring the Future) and 9th to 12th graders (Youth Risk Behavior Surveillance System), 1991–2015.



“Smartphone use may have decreased teens’ sleep time: more teens now sleep less than seven hours most nights. Sleep experts say that teens should get about nine hours of sleep a night, so a teen who is getting less than seven hours a night is significantly sleep deprived. Fifty-seven percent more teens were sleep deprived in 2015 than in 1991. In just three years between 2012 and 2015, 22% more teens failed to get seven hours of sleep.”



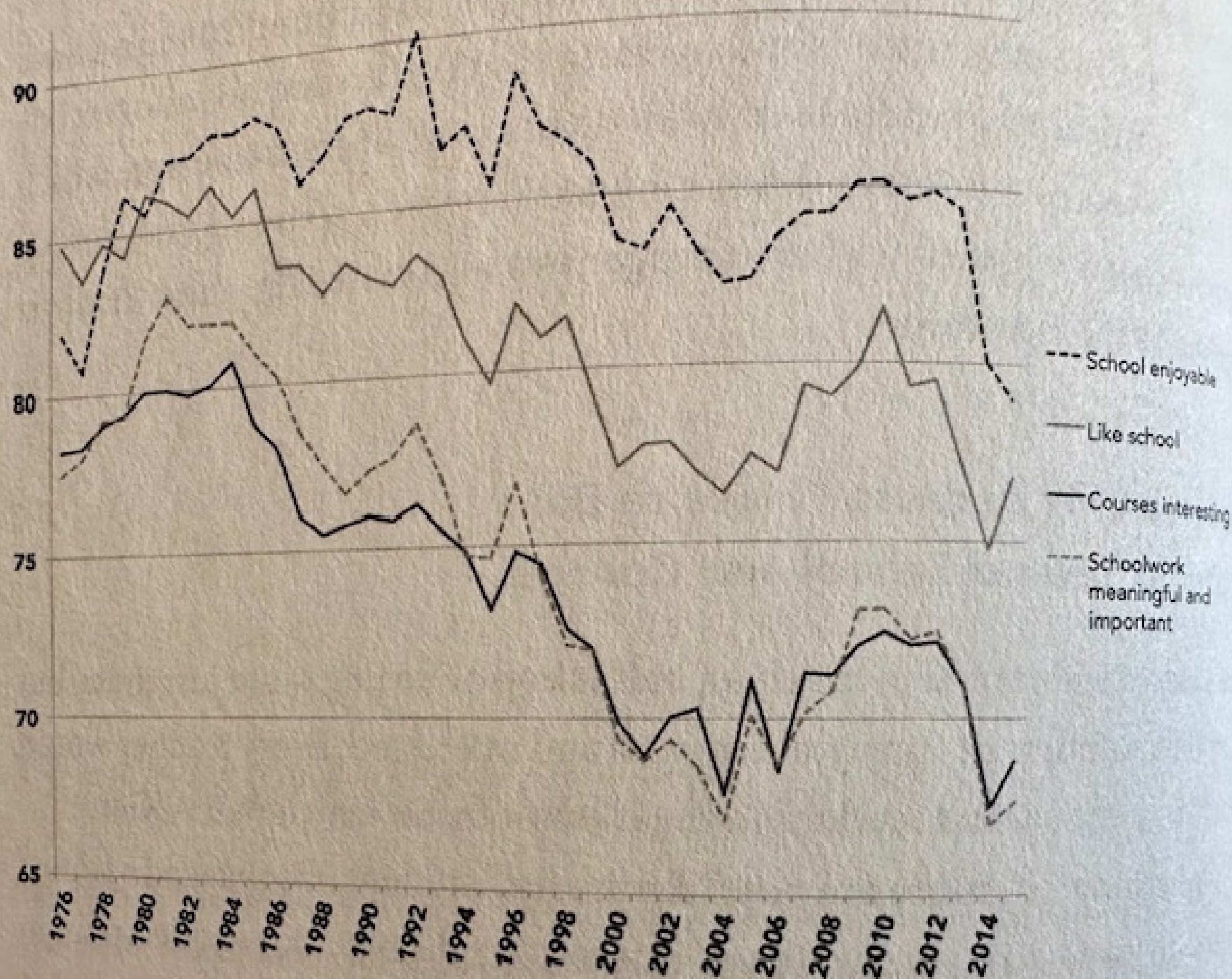
“Teens who spent three or more hours a day on electronic devices were 28% more likely to get less than seven hours of sleep, and teens who visited social media sites every day were 19% more likely not to get adequate sleep. The number of teens who don’t sleep enough goes up after two or more hours a day of electronic device use and skyrockets from there. An extensive meta-analysis of studies on electronic device use among children found similar results: children who used a media device before bed were more likely to sleep less than they should, more likely to sleep poorly, and more than twice as likely to be sleepy during the day.”

Figure 4.13. Relative risk of getting less than seven hours of sleep on most nights based on screen (black bars) and nonscreen (gray bars) activities. Monitoring the Future and Youth Risk Behavior Surveillance System, 2009–2015.

Harm #3: Attention Fragmentation

“Smartphones are kryptonite for attention. Many adolescents get hundreds of notifications per day, meaning that they rarely have five or ten minutes to think without an interruption.”





“Teens’ interest in school took a sudden plunge beginning around 2012, with fewer students saying they found school interesting, enjoyable, or meaningful. The strong push for technology in the classroom seems to have assuaged students’ boredom during the 2000’s, but by the 2010’s little in the classroom could compete with the allure of the ever-tempting smartphone.”

Figure 6.9. 12th graders’ intrinsic motivation to go to school. Monitoring the Future, 1976–2015.

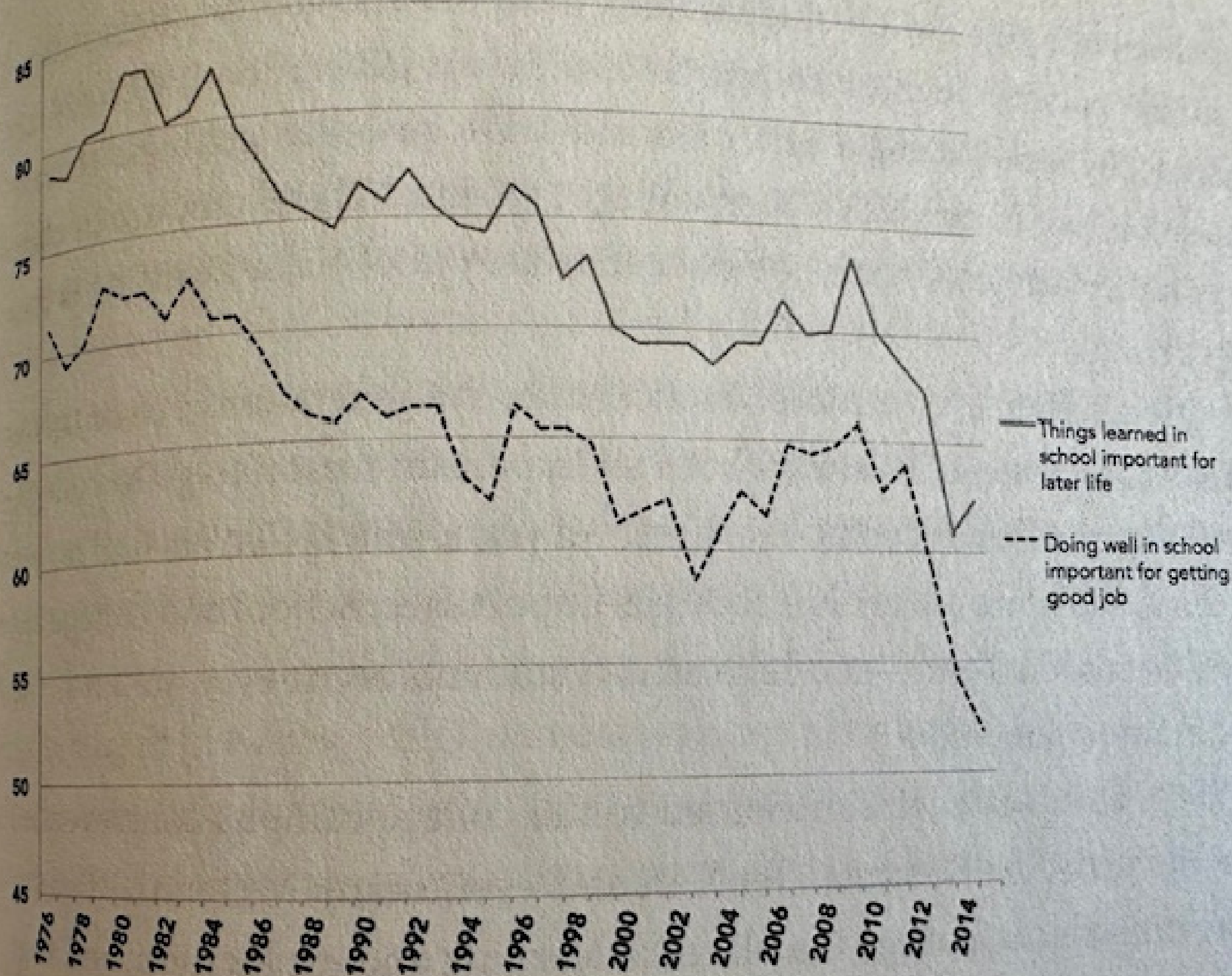


Figure 6.10. Extrinsic motivation for school, 12th graders. Monitoring the Future, 1976–2015.

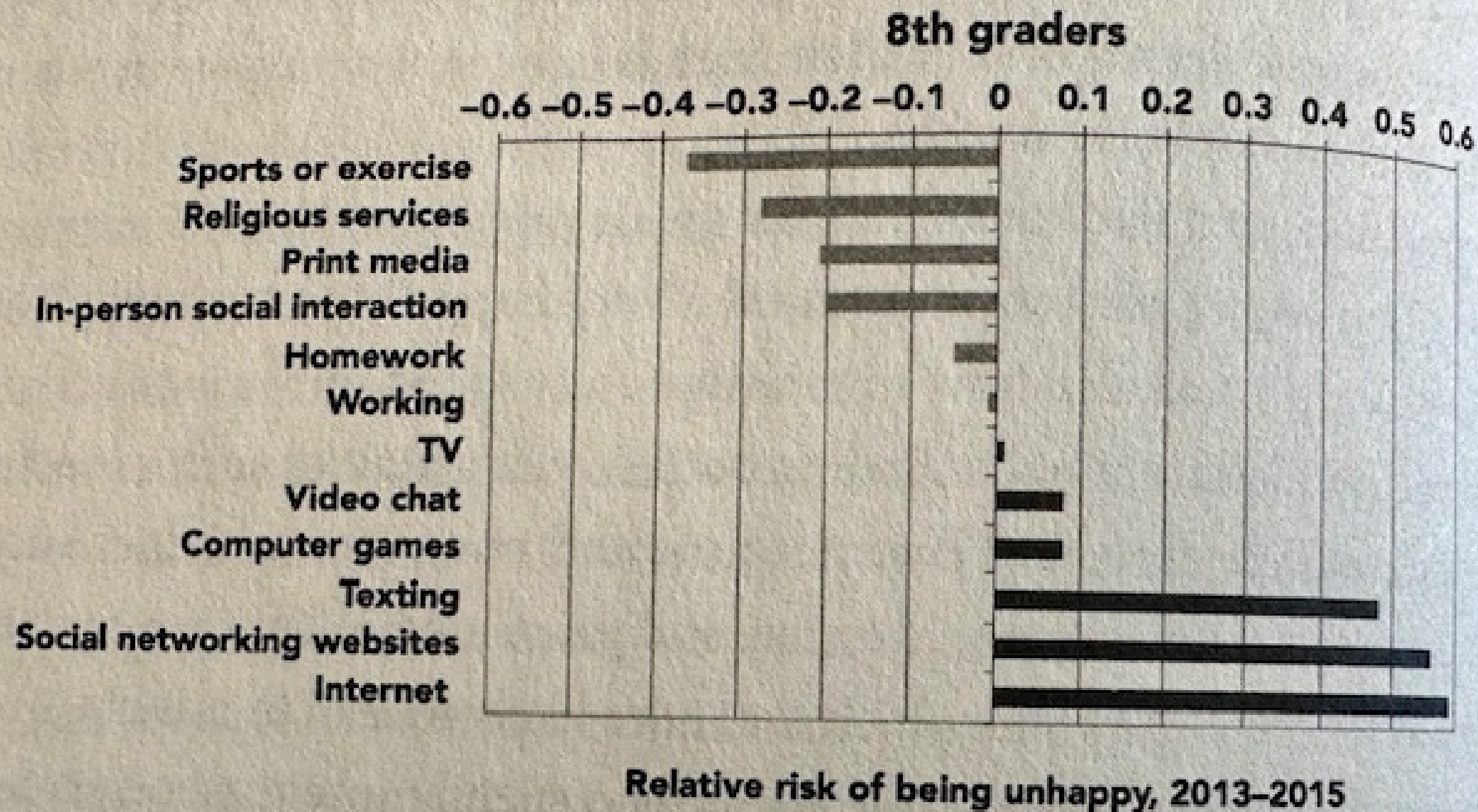
“iGen’ers aren’t even convinced that their education will help them get good jobs or give them information they will need later. Fewer 12th graders now believe that school will help them later in life, and fewer believe that doing well in school is important for getting a good job.

Increasingly, high school students don’t really see the point in going to school. High school teachers, whose jobs were already challenging, now face students who think that what they’re learning is irrelevant to their lives and future careers. Within the space of a few years, both their intrinsic and extrinsic motivations for going to school have tanked.”

Harm #4: Addiction

“The developers of the most successful social media apps used advanced behaviorist techniques to “hook” children into becoming heavy users of their products.”





“The results could not be clearer: teens who spend more time on screen activities are more likely to be unhappy, and those who spend more time on nonscreen activities are more likely to be happy. There’s not a single exception: all screen activities are linked to less happiness, and all nonscreen activities are linked to more happiness.”

Figure 3.5. Relative risk of being unhappy based on time spent on screen (black bars) and nonscreen (gray bars) activities, 8th graders. Monitoring the Future, 2013–2015.

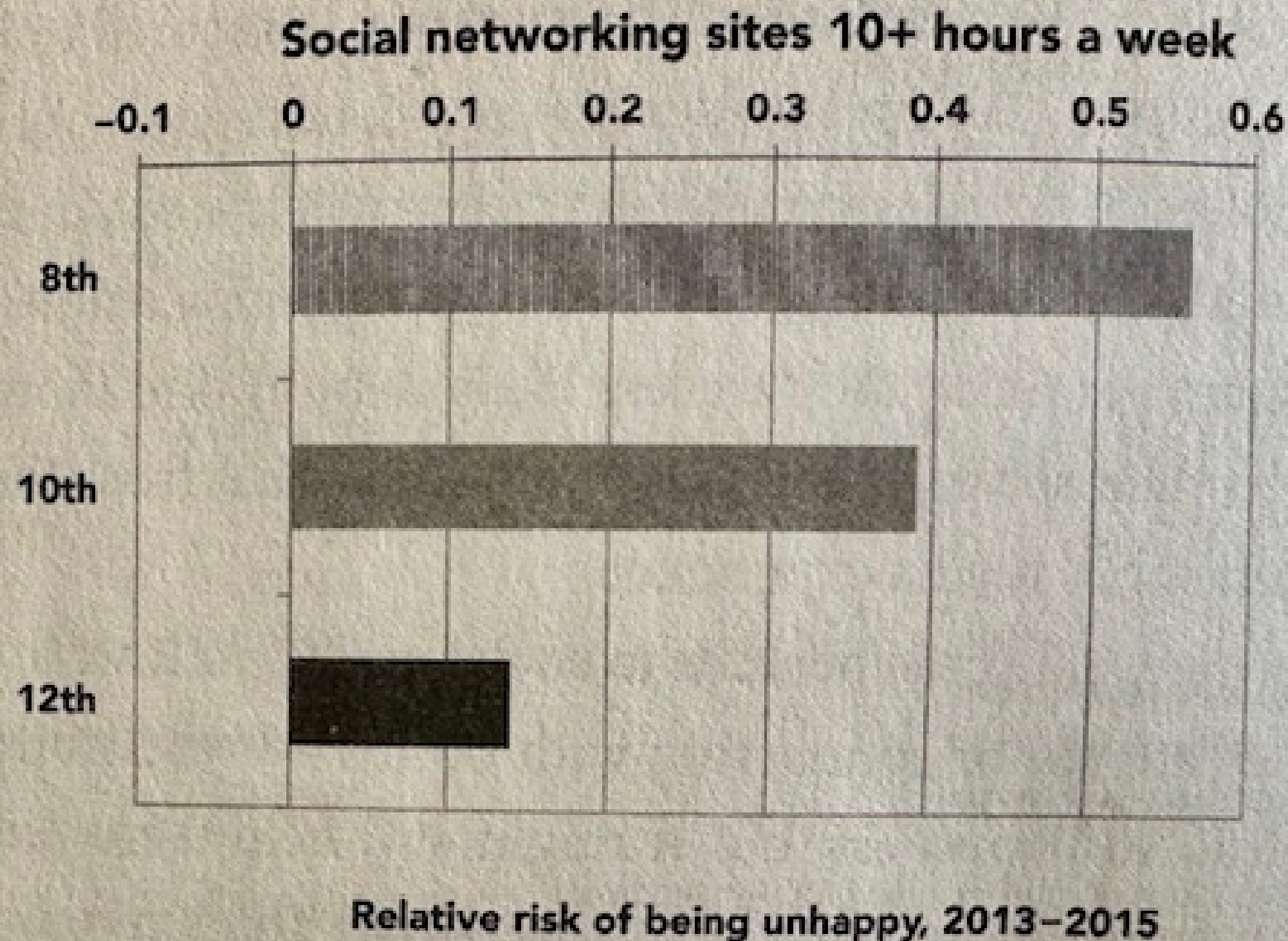


Figure 3.6. Relative risk of being unhappy from spending ten or more hours a week on social networking sites, 8th, 10th, and 12th graders. Monitoring the Future, 2013–2015.

“The risk of unhappiness due to social media use is the highest for the youngest teens. Eighth graders who spent ten or more hours a week on social networking sites were 56% more likely to be unhappy, compared to 39% for 10th graders and 14% for 12th graders. As vulnerable middle schoolers, 8th graders are still developing their identities and are often struggling with body image issues. Add in cyberbullying online, and it’s a toxic mix.”

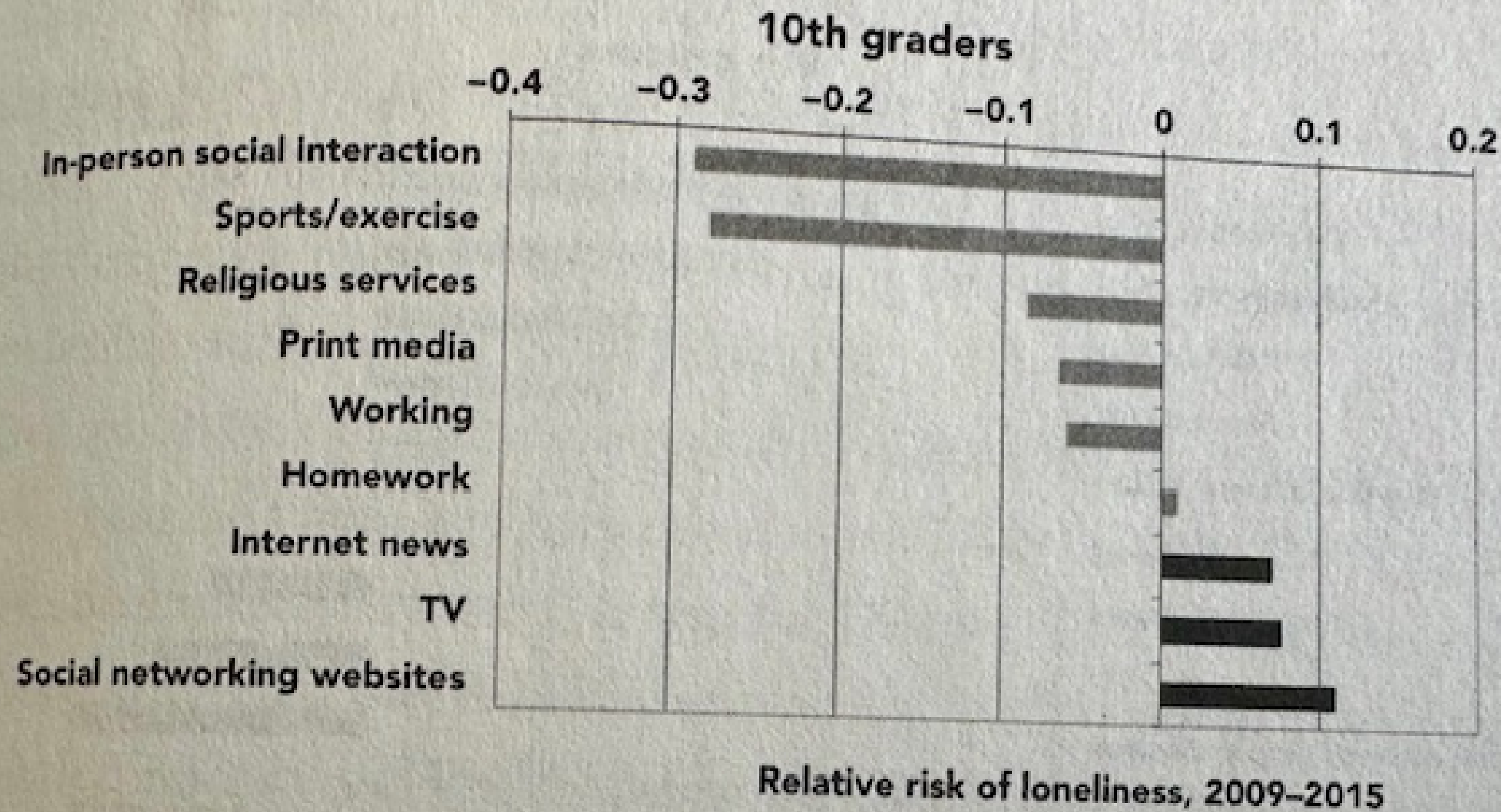
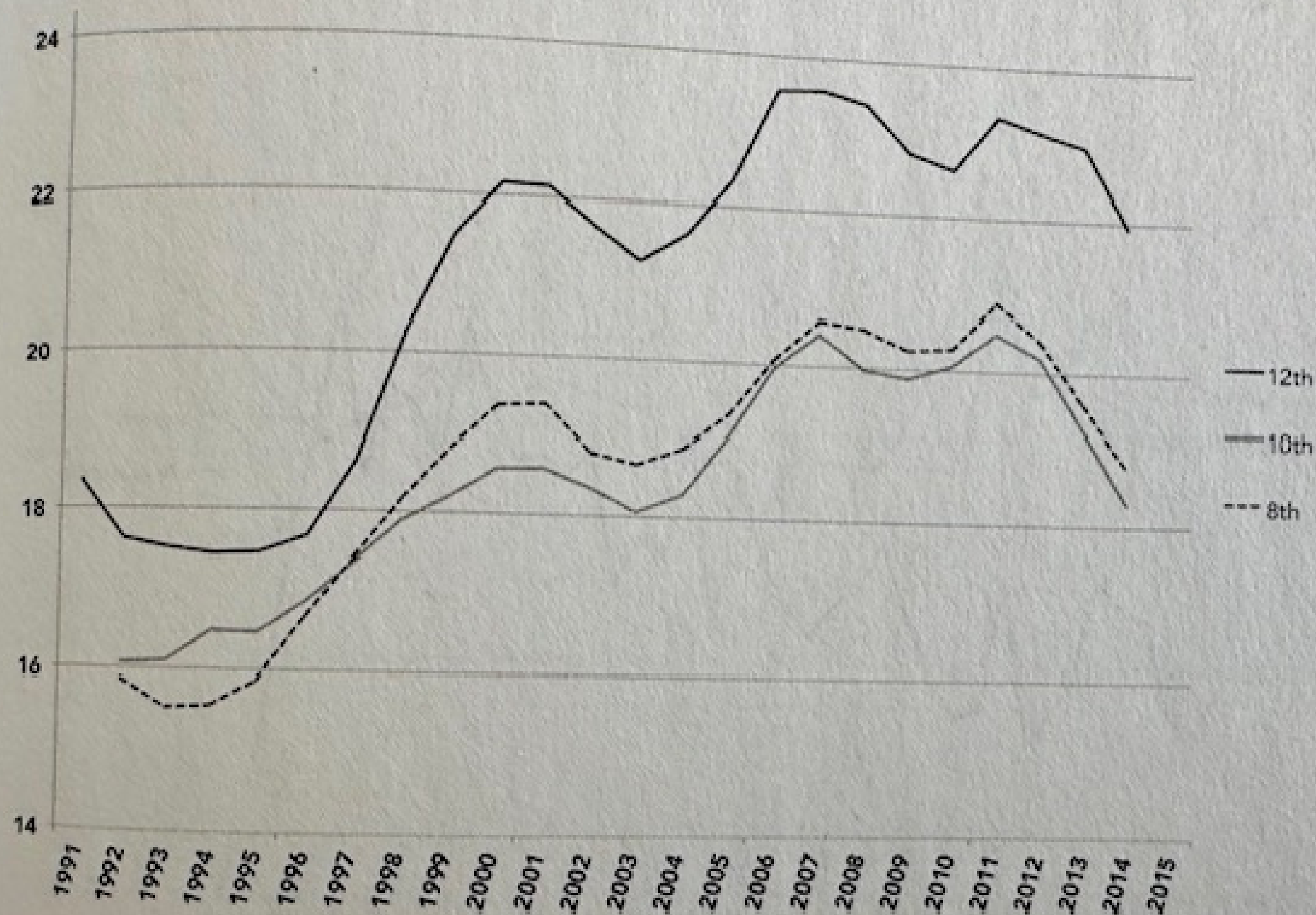


Figure 3.7. Relative risk of loneliness based on time spent on screen (black bars) and nonscreen (gray bars) activities, 10th graders. Monitoring the Future, 2009–2015.

“One argument for social media is that it can help us feel less alone and surround us with friends at every moment. If that’s true, teens who spend a lot of time on social media should be less lonely, and social media should be just as good as in-person social interaction when it comes to feeling less lonely. Unfortunately, for the allways online iGen, that turns out to not be true. Teens who visit social networking sites every day are actually more likely to agree ‘I often feel lonely,’ ‘I often feel left out of things,’ and ‘I often wish I had more good friends.’”



“When iGen arrived, teen happiness began to falter. For 8th and 10th graders especially, the gains of the 2000’s have been wiped out in the years since 2011. Just as iGen entered the samples, teen happiness started to wane from its Millennial exuberance.”

Figure 4.1. Percentage of 8th, 10th, and 12th graders who report being “very happy” (three-year moving average). Monitoring the Future, 1991–2015.

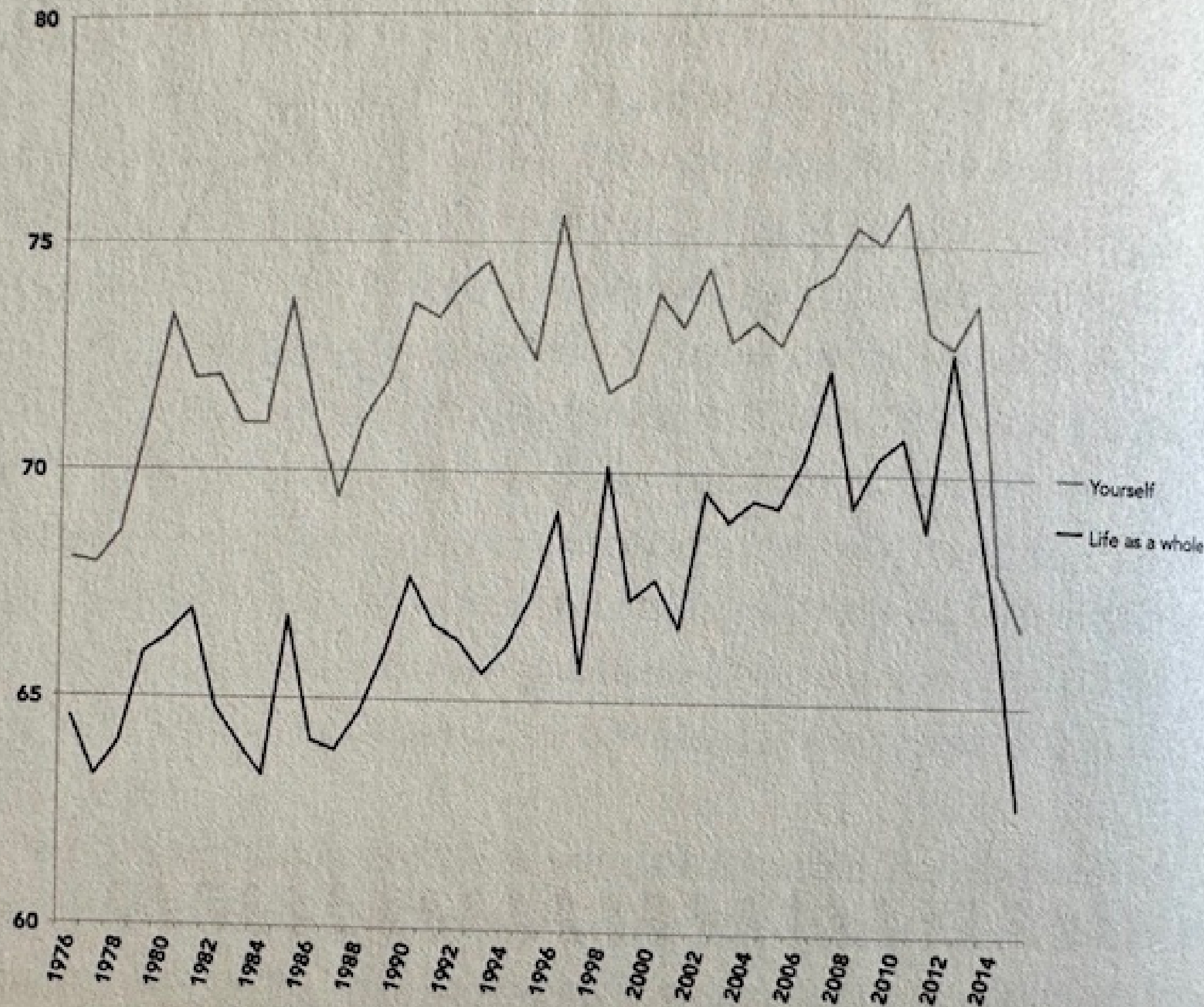
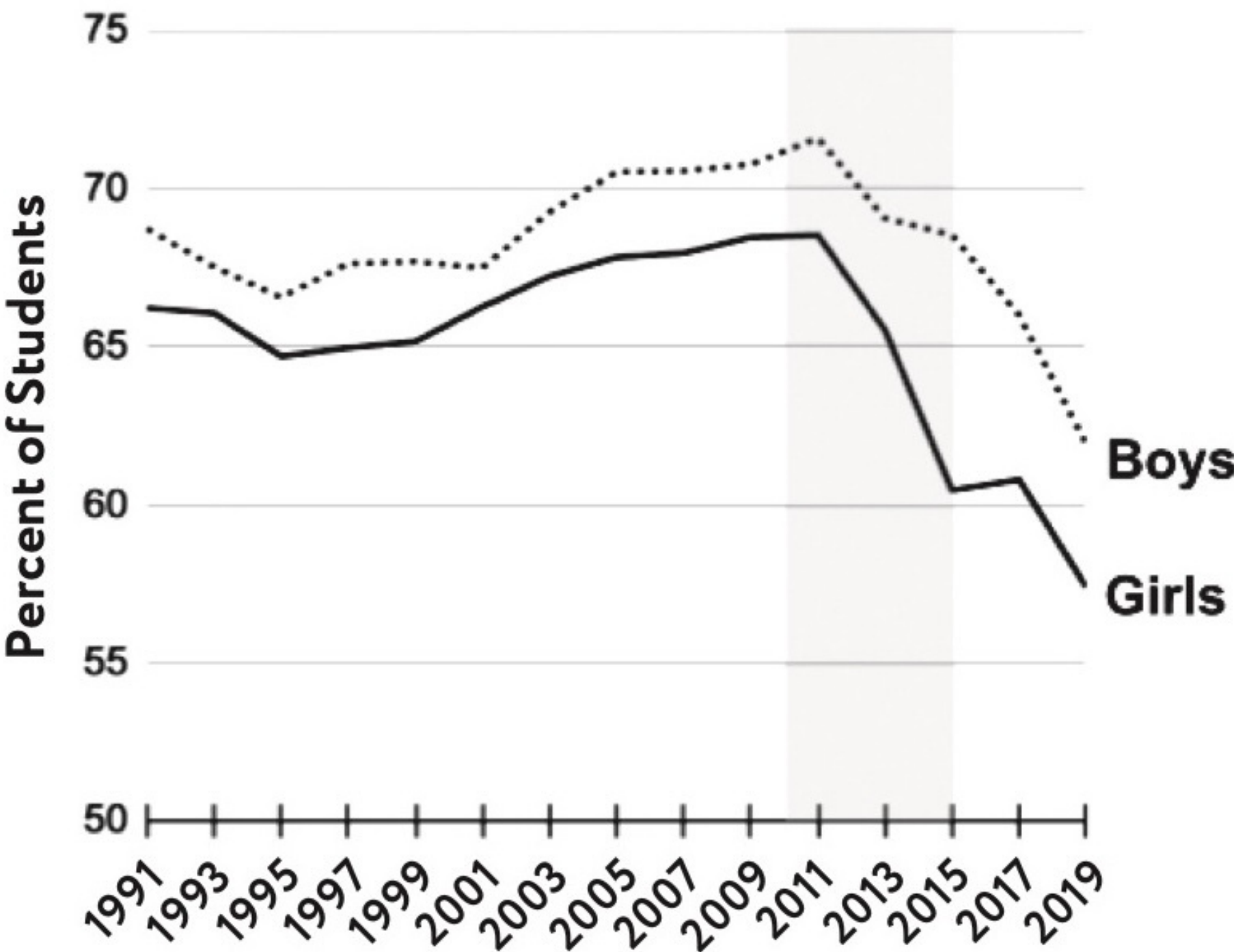


Figure 4.2. Percentage of 12th graders who are satisfied with their lives as a whole and with themselves. Monitoring the Future, 1976–2015.

“From the 1980’s to the 2000’s, progressively more teens said they were satisfied themselves and with their lives as a whole. Then, when the first iGen’ers became high school seniors in 2012 and 2013, satisfaction suddenly plummeted, reaching all-time lows in 2015. So, as teens spent less time with their friends in person and more time on their phones, their life satisfaction dropped with astonishing speed.”

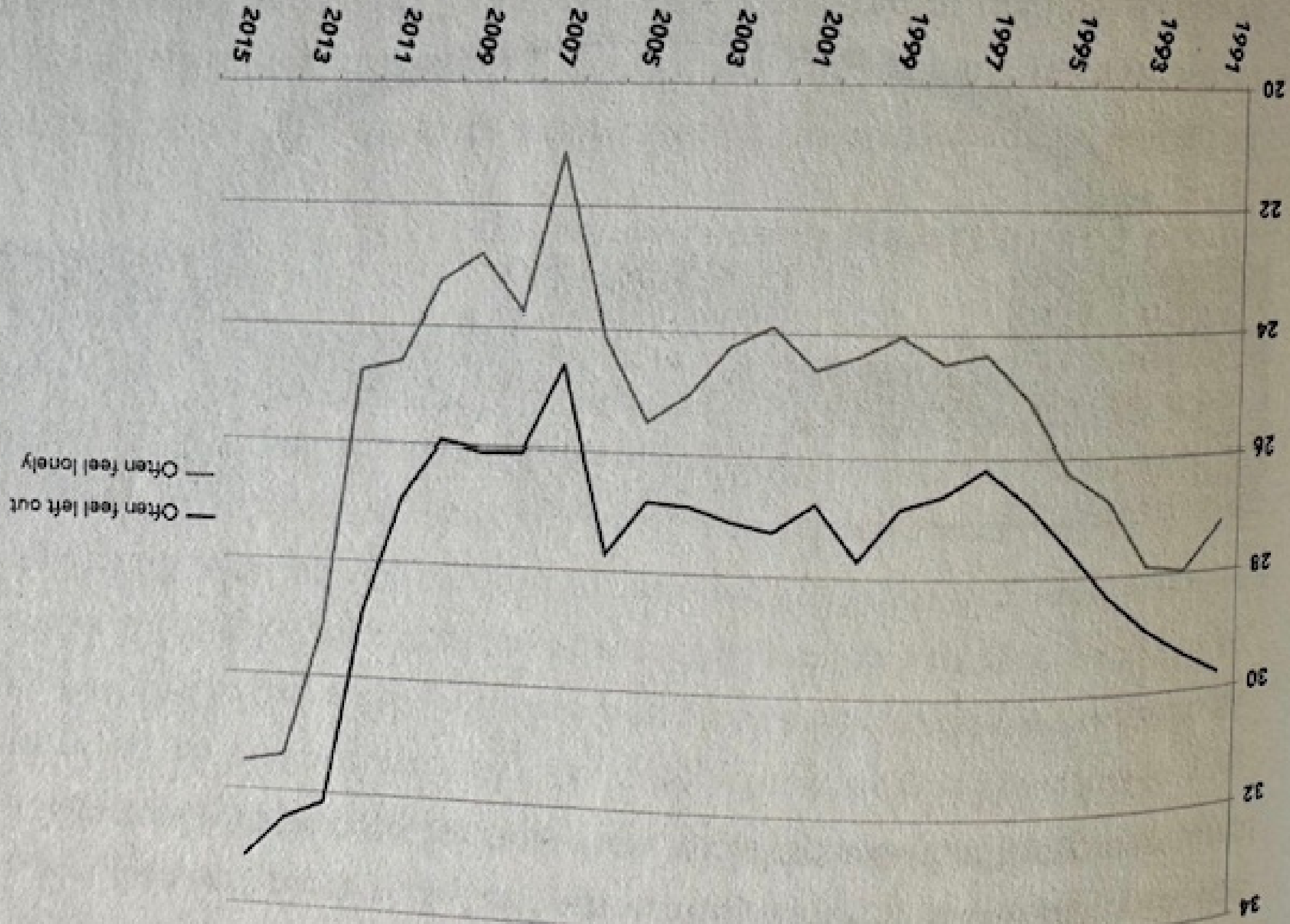
Satisfied with Oneself



“Girls are especially vulnerable to harm from constant social comparison because they suffer from higher rates of one kind of perfectionism: socially prescribed perfectionism, where a person feels they must live up to very high expectations prescribed by others, or by society at large.”

Figure 6.5. The sociometer plunge of 2012. Percent of U.S. students (8th, 10th, and 12th grade) who said they were satisfied with themselves. (Source: Monitoring the Future.)

Figure 4.3. Percentage of 8th, 10th, and 12th graders who mostly agree or agree that "I often feel left out of things" or "A lot of times I feel lonely." Monitoring the Future, 1991-2015.



"Of course, electronic communication can also have the opposite effect, helping teens feel connected to one another even when they are apart. Teens stay in close touch with their friends via text and online, exchanging funny Snapchat pictures and constantly updating everyone on what they're doing. But that doesn't assuage their loneliness: in fact, they are lonelier than they were just five years ago. A stunning 31% more 8th and 10th graders felt lonely in 2015 than in 2011. Teens are now lonelier than at any time since the survey began in 1991."

Often Feel Lonely

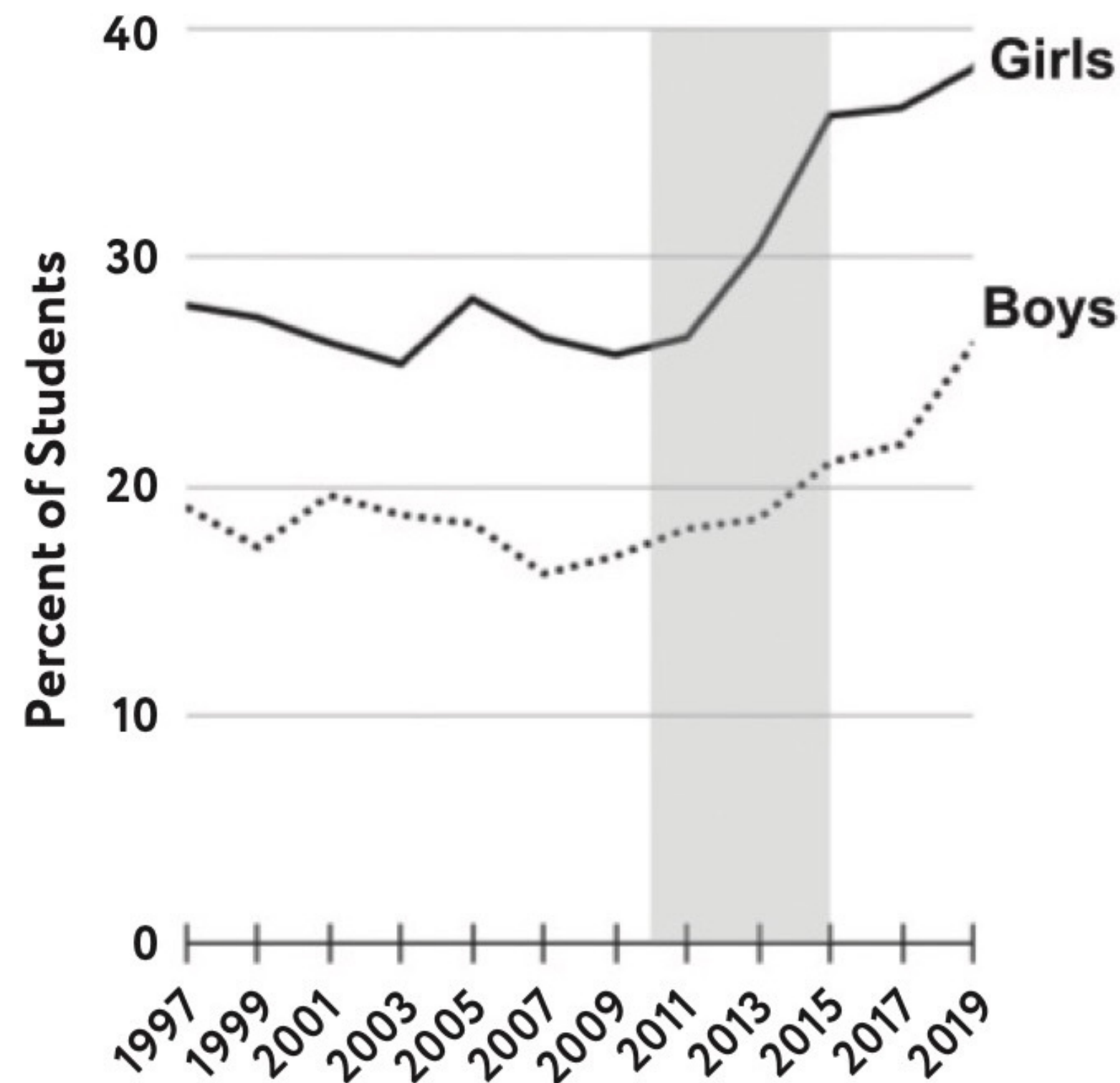


Figure 6.7. Percent of U.S. students (8th, 10th, and 12th grade) who agreed or mostly agreed with the statement "A lot of times I feel lonely." (Source: Monitoring the Future.)

"This is the great irony of social media: the more you immerse yourself in it, the more lonely and depressed you become. This is true both at the individual level and at the collective level. When teens as a whole cut back on hanging out and doing things together in the real world, their culture changed. Their communion needs were left unsatisfied – even for those few teens who were not on social media."

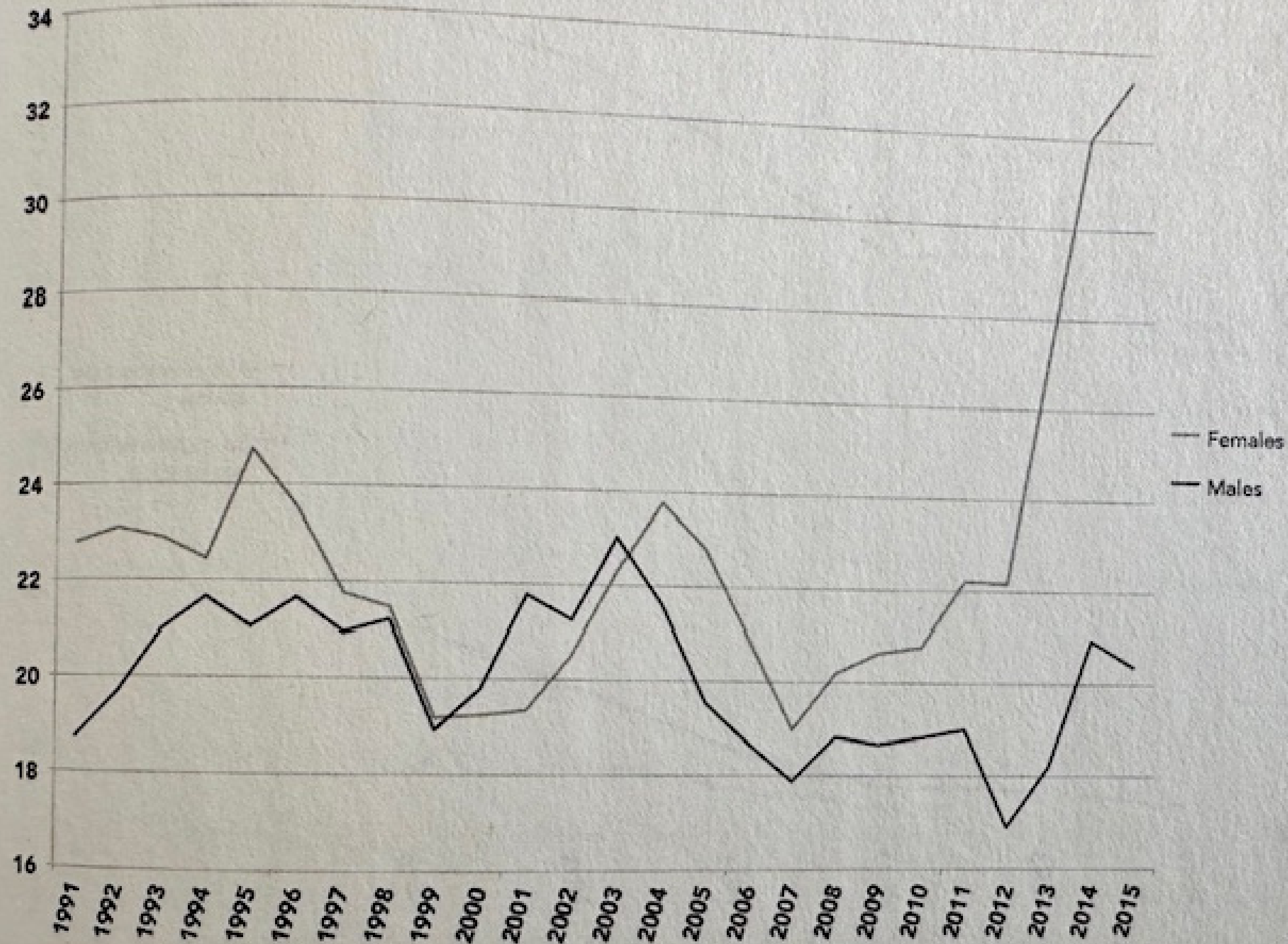


Figure 4.6. Depressive symptoms by sex, 8th, 10th, and 12th graders. Monitoring the Future, 1991–2015.

“Just as with the rise in loneliness, girls have borne the brunt of the rise in depressive symptoms. Although teen girls and boys were once about equally likely to experience the symptoms of depression, girls now report markedly higher levels. Boys’ depression increased by 21% between 2012 and 2015, and girls’ increased by 50% – more than twice as much. And girls spend more time on social media than boys do.”

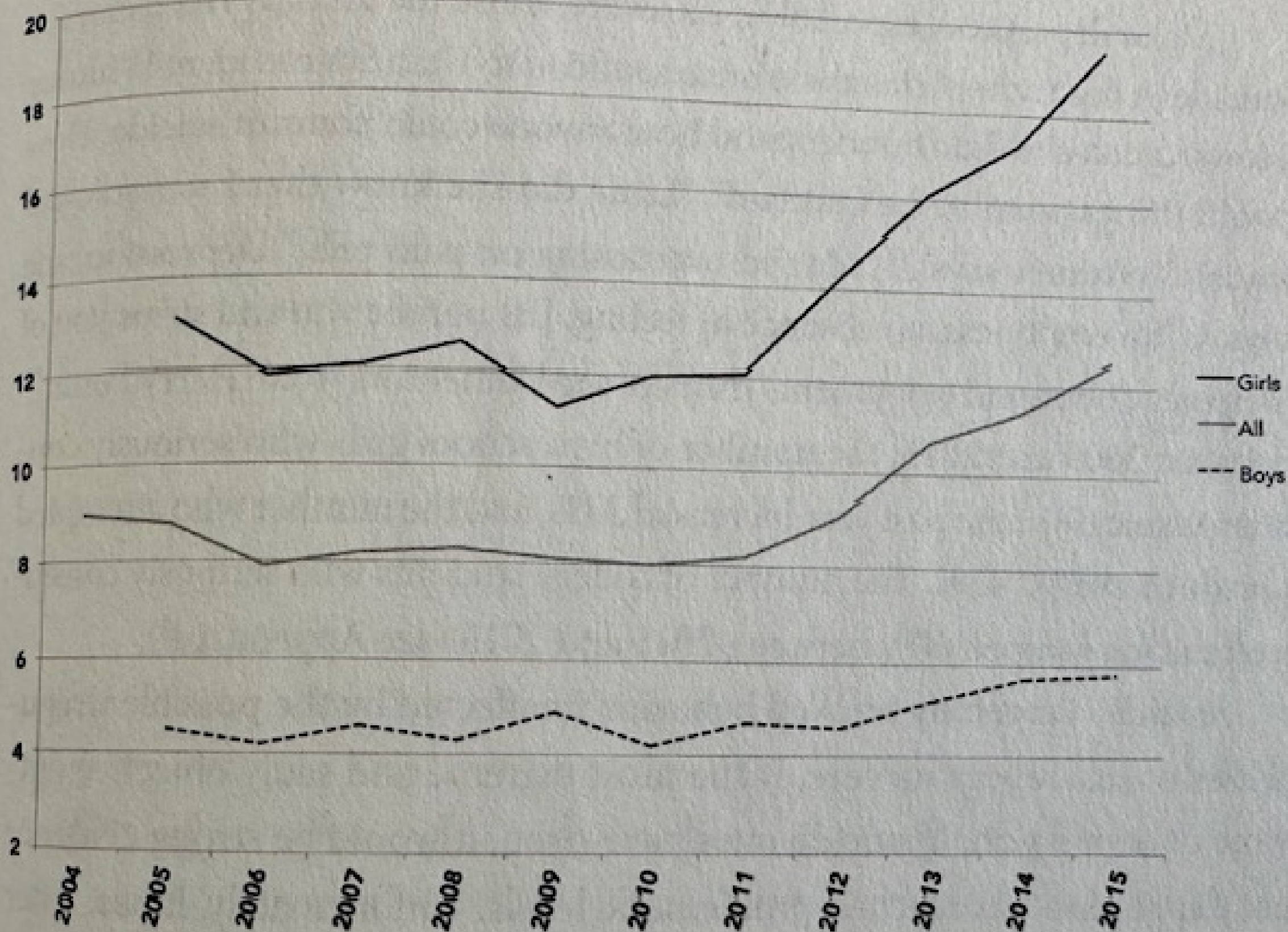
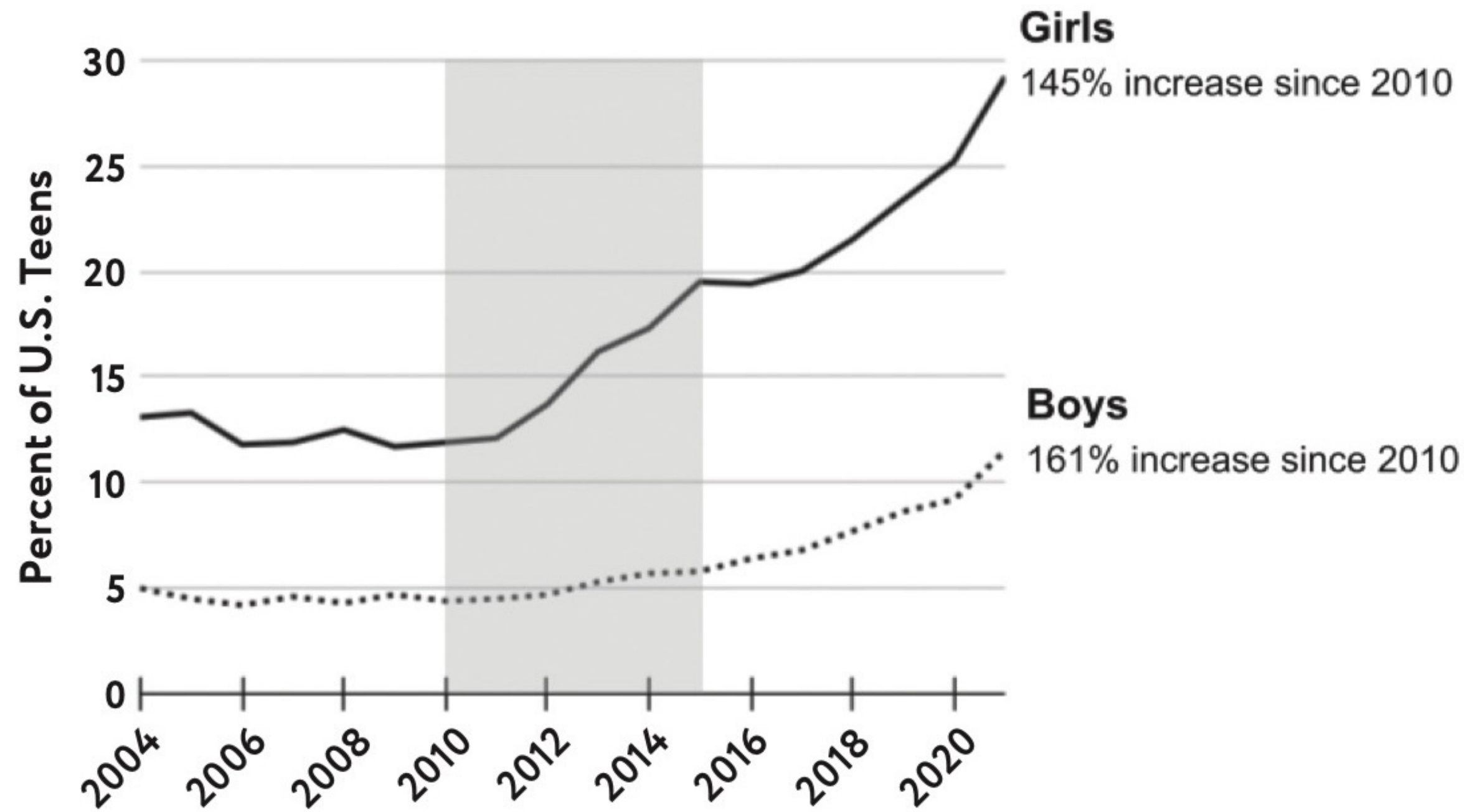


Figure 4.10. Percentage of 12- to 17-year-olds experiencing a major depressive episode in the last 12 months, overall and by sex. National Survey on Drug Use and Health, US Department of Health and Human Services, 2004–2015.

"56% more teens experienced a major depressive episode in 2015 than in 2010, and 60% more experienced severe impairment. More young people are experiencing not just symptoms of depression, and not just feelings of anxiety, but clinically diagnosable major depression. With more than one in nine teens and one in eleven young adults suffering from major depression, this is not a small issue. Even more than the data on rising loneliness and depressive symptoms, these gold-standard data suggest that something is seriously wrong in the lives of American teens."

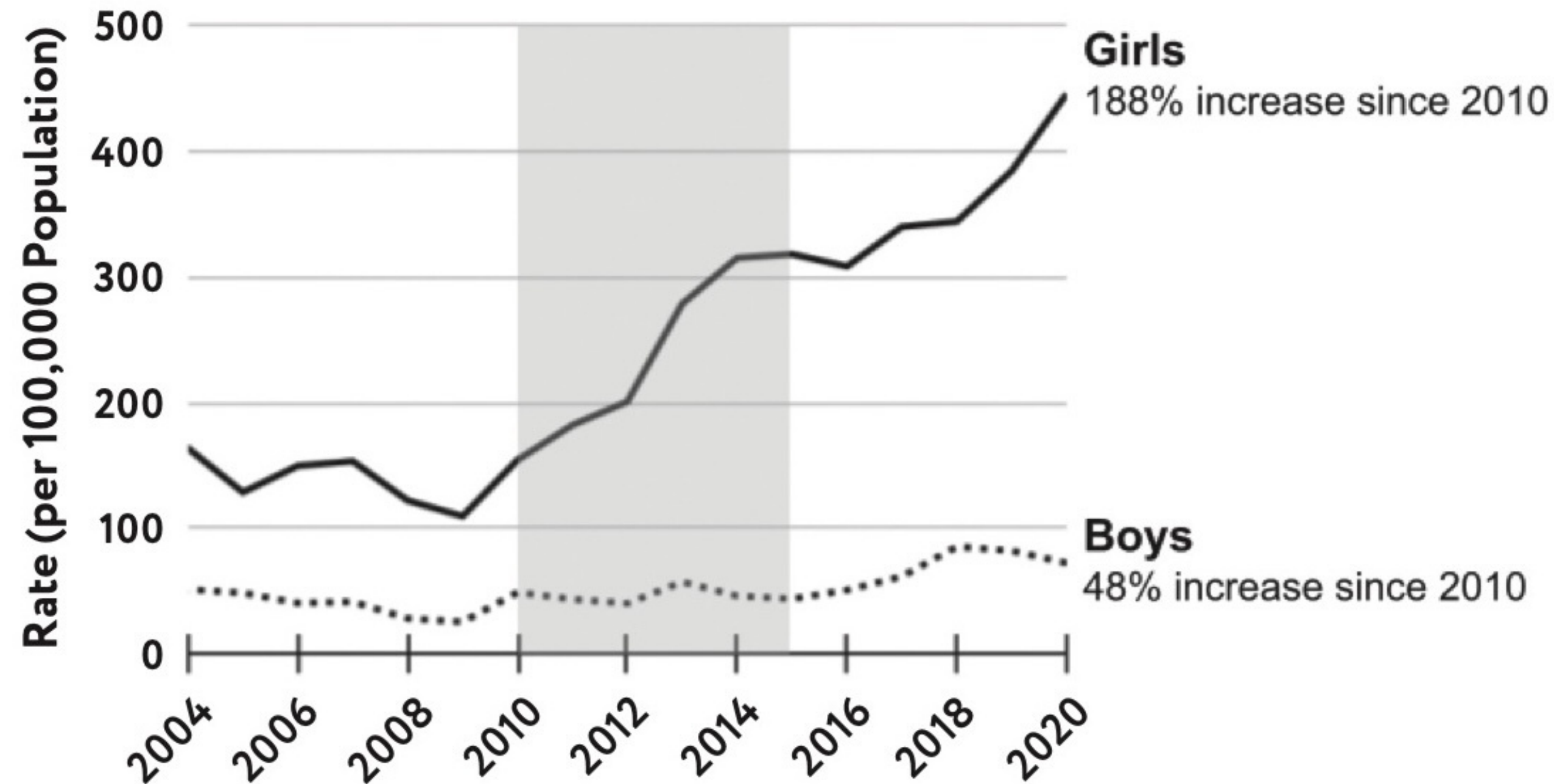
Major Depression Among Teens



“You can see a sudden and very large upturn in major depressive episodes, beginning around 2012. Depression became roughly two and a half times more prevalent.”

Figure 1.1. Percent of U.S. teens (ages 12–17) who had at least one major depressive episode in the past year, by self-report based on a symptom checklist. This was figure 7.1 in *The Coddling of the American Mind*, now updated with data beyond 2016. (Source: U.S. National Survey on Drug Use and Health.)³

Emergency Room Visits for Self-Harm



“The rate of self-harm for these young adolescent girls nearly tripled from 2010 to 2020. The rate for older girls (ages 15–19) doubled, while the rate for women over 24 actually went down.”

Figure 1.4. The rate per 100,000 in the U.S. population at which adolescents (ages 10–14) are treated in hospital emergency rooms for nonfatal self-injury. (Source: U.S. Centers for Disease Control, National Center for Injury Prevention and Control.)²⁰

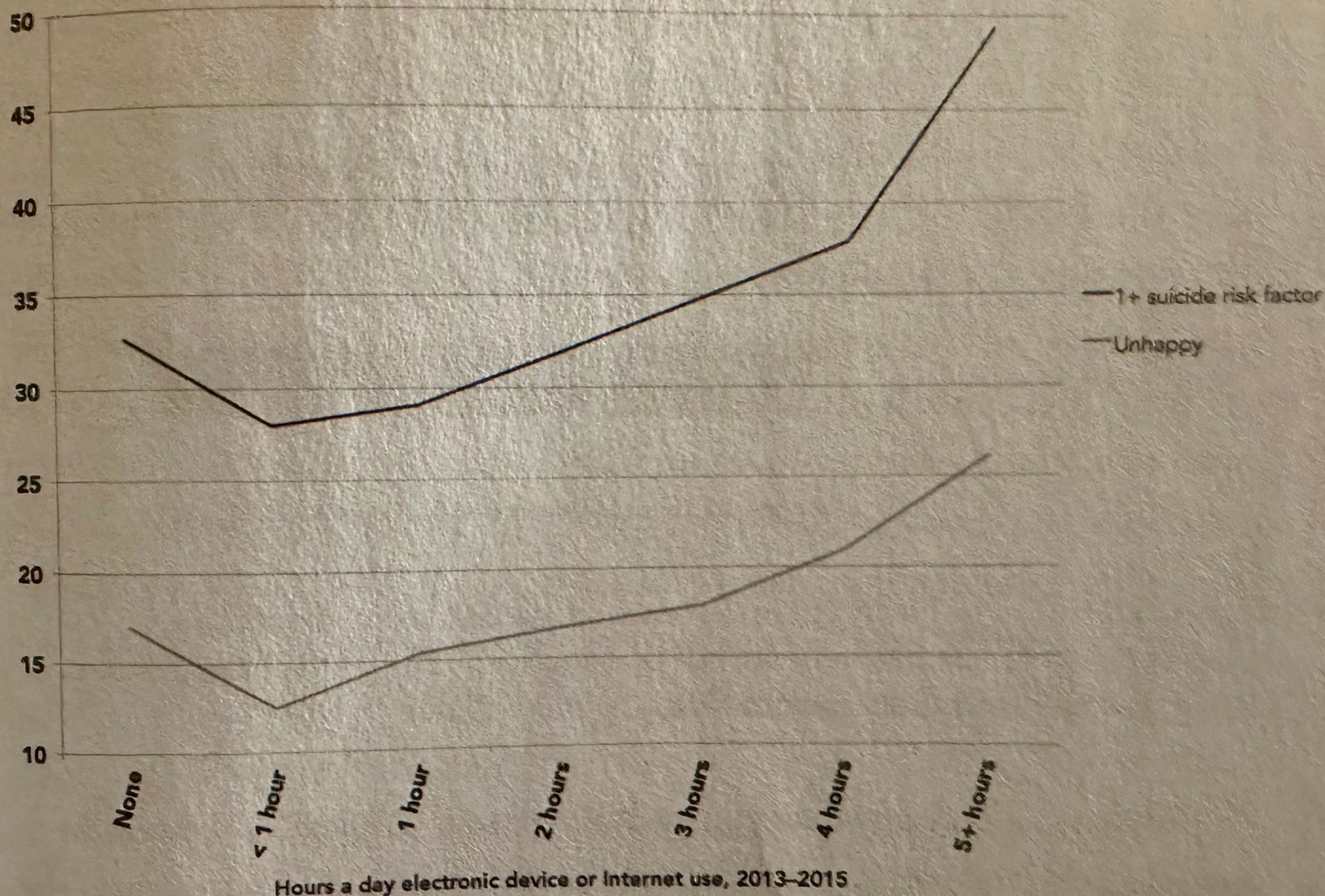


Figure 3.10. Percentage with at least one suicide risk factor and percentage unhappy by hours a day spent on electronic devices or online (exposure-response curve), 9th–12th graders (Youth Risk Behavior Surveillance System), and 8th, 10th, and 12th graders (Monitoring the Future), 2013–2015.

“Three hours of screen time a day increases the chance that a teen will be at risk for committing suicide. Risks start to increase with screen time of two hours or more a day and go up from there, with very high levels of use (five or more hours) linked to considerably higher risks of suicide and unhappiness. This suggests that moderation, not necessarily a complete elimination of electronic devices from teens’ lives, is key.”

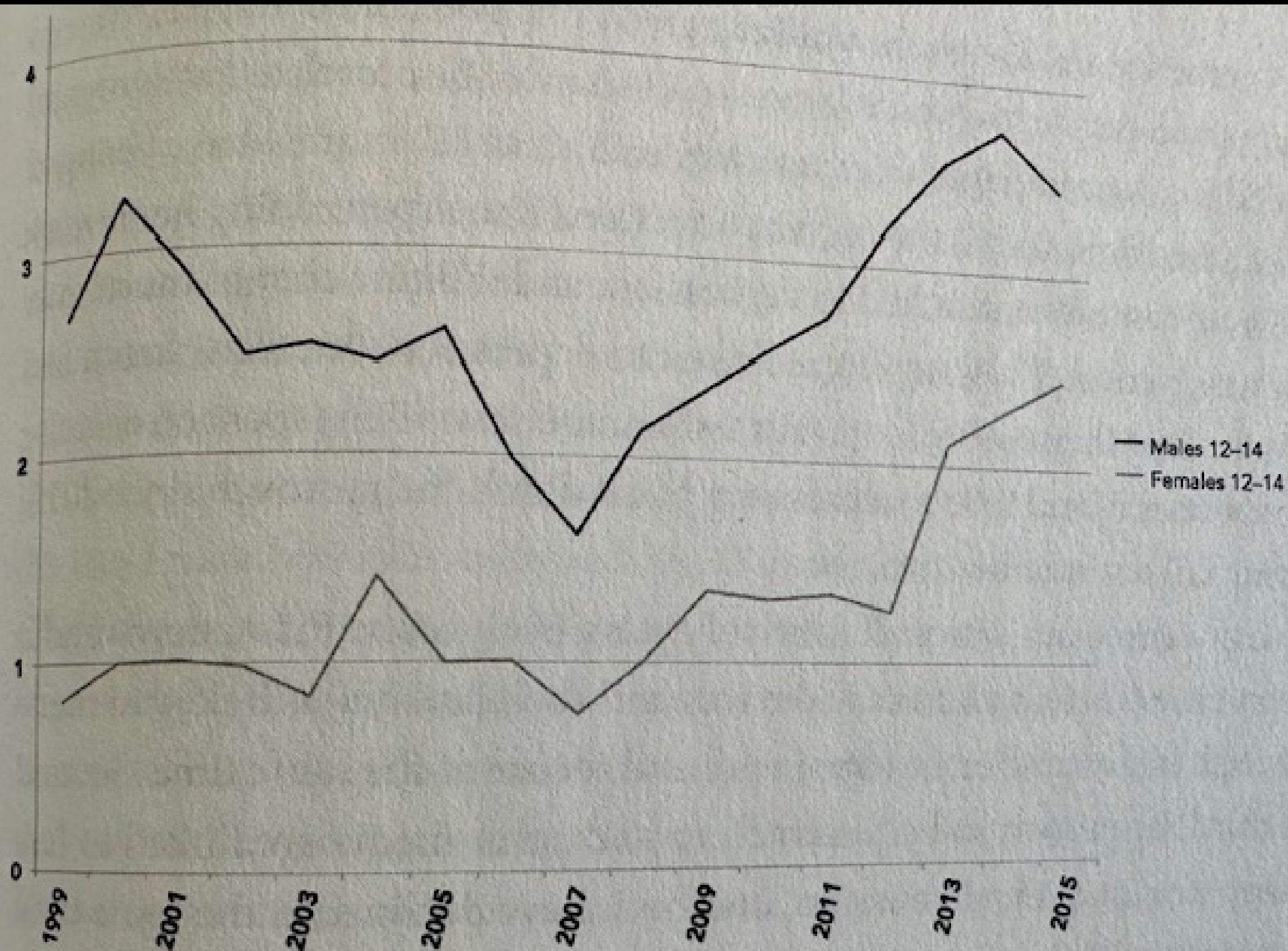


Figure 4.11. Suicide rate per 100,000 people, 12- to 14-year-olds, by sex. Fatal Injury Reports, Centers for Disease Control and Prevention, 1999-2015.

"After declining during the 1990's and stabilizing in the 2000's, the suicide rate for teens has risen again. Forty-six percent more 15- to 19-year-olds committed suicide in 2015 than in 2007, and two and a half times more 12- to 14-year-olds killed themselves."

Suicide Rates for Younger Adolescents

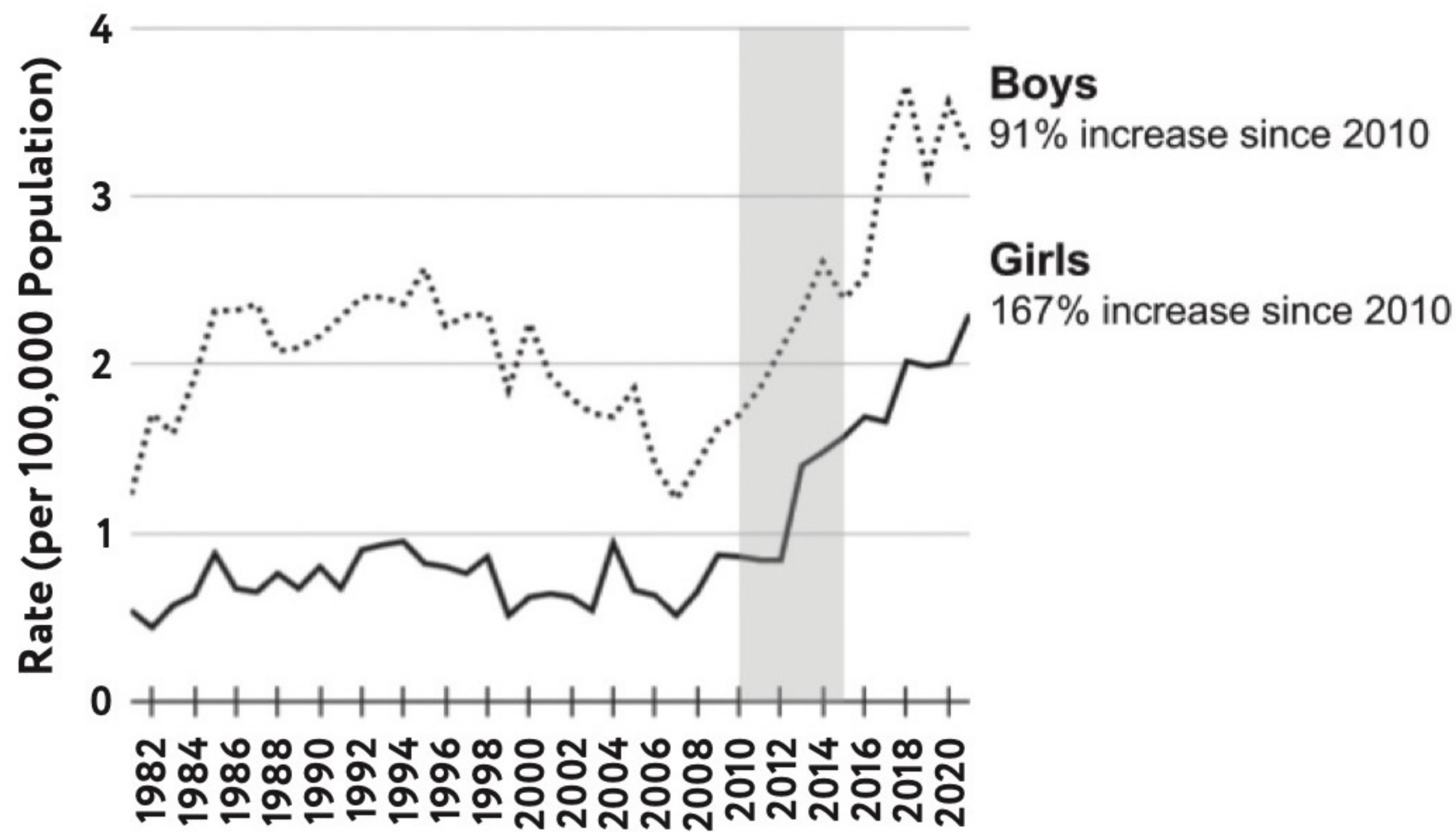


Figure 1.5. Suicide rates for U.S. adolescents, ages 10–14. (Source: U.S. Centers for Disease Control, National Center for Injury Prevention and Control.)²²

“Adolescent suicide in the US shows a tie trend generally similar to depression, anxiety, and self-harm, although the period of rapid increase begins a few years earlier. The pairing of self-reported suffering with behavioral changes tells us that something big changed in the lives of adolescents in the early 2010’s, perhaps beginning in the late 2000’s.”

**“WE HAVE OVERPROTECTED OUR
KIDS IN THE REAL WORLD AND
UNDERPROTECTED THEM IN THE
ONLINE WORLD.”**





**“TO ADDRESS THE
WIDESPREAD ANXIETY IN THIS
GENERATION, THERE ARE TWO
WHALES - TWO BIG THINGS
THAT SCHOOLS COULD DO
USING MOSTLY RESOURCES
THEY ALREADY HAVE. THESE
ARE:**

**PHONE-FREE SCHOOLS
&
MORE FREE PLAY”**

Our Goal In District 51

To better create sustained access to attention-fostering spaces and build spaces that maximize learning and thriving in our schools.





Feedback

On Feb. 13–15, I spoke with principals and assistant principals in Level Meetings about the topics of technology in schools, cell phone usage in school, and the impacts of social media on kids. We created a space for admin to discuss these topics across schools. I then sent an email to all school admin with the current technology use policy and a survey. Students in my Superintendent Student Advisory Groups at all 5 high schools, teachers in my Superintendent Teacher Advisory Group, and principals in my Superintendent Principal Advisory Group were all asked about technology use, social media, and whether or not cell phones should be restricted at school. The survey results and comments have been summarized here.

How has social media impacted your school environment? Negatively or positively.



Distractions and Lack of Focus

Many educators observe that social media distracts students from their studies, reducing their ability to concentrate on lessons.



Bullying and Cyberbullying

A significant concern is the rise in bullying, with social media providing a new platform for harassment and aggression among students, sometimes leading to physical confrontations.



Disciplinary Problems

Schools report an increase in disciplinary issues stemming from inappropriate use of social media, such as posting harmful content, which sometimes requires law enforcement intervention.



Negative Peer Interactions

Social media has been identified as a catalyst for negative peer interactions, exacerbating conflicts and spreading drama from outside to inside the school environment.



Mental Health and Well-being

The addictive nature of social media and its role in seeking validation and attention negatively affect students' mental health and social skills.



Privacy and Safety Concerns

Incidents of inappropriate content sharing, recording without consent, and exposure to harmful materials raise serious privacy and safety concerns.



Impact on School Administration

School administrators spend considerable time addressing issues related to social media, including investigating incidents, mediating conflicts, and communicating with concerned parents.

What are your thoughts on cell phone use at school?

What impact are you seeing at your school?



Distraction and Disruption

Cell phones are considered significant distractions, leading to reduced focus on learning. Educators notice students being more interested in social media than engaging with their learning materials.



Behavioral Issues

There are reports of increased behavioral problems linked to cell phone use, including cyberbullying, inappropriate content sharing, and social media-related conflicts.



Equity Concerns

Some educators believe that allowing cell phone use can create inequities among students, especially at the elementary level where not all students own a phone.



Policy Enforcement

Many schools have policies restricting cell phone use, but consistent enforcement is challenging. Some schools require phones to be stored in lockers or turned off, but adherence varies.



Impact on Social Skills

There's concern that excessive cell phone use is impacting students' social and emotional learning (SEL) skills, with a shift in how they interact and communicate.



Academic Impact

The distraction from cell phones is seen to negatively affect students' academic performance and engagement.



Parental Communication Issues

Some issues arise from students using their phones to communicate with parents during school hours without going through proper channels, undermining the school's ability to manage situations effectively.



Smartwatch Concerns

The rise of smartwatches is becoming a new challenge, with similar distractions and policy enforcement issues as cell phones.



Variations in Policy Success

While some schools report success with strict no-phone policies, others find these measures too challenging to enforce and have adopted more flexible approaches, allowing teachers to decide on cell phone use in their classrooms.

Does your school have procedures in place currently to meet the wording of the policy?

	Partial Compliance	Some schools acknowledge having policies in place but note varying degrees of adherence among staff and students.	Many schools employ specific strategies like phone confiscation, use of phone "jails" or "caddies," and establishing clear rules in student handbooks to manage cell phone usage.
	Enforcement Measures	A common issue is the lack of uniform enforcement across classrooms or schools, highlighting a need for district-wide consistency.	Several responses emphasize the importance of sharing the policy with all stakeholders—teachers, students, and parents—and providing training or informational sessions to ensure understanding and compliance.
	Communication and Training	Schools aim to prevent cell phone distractions to maintain a conducive learning environment, with some extending the policy to cover all school hours, not just instructional time.	The rise of smartwatches and other devices poses new challenges, with some schools struggling to incorporate these into their existing policies.
	Impact on Learning Environment	Responses indicate varying levels of support or resistance, aiming to empower them to make better decisions and learn from their mistakes.	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.
	Smart Devices	Parental involvement	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.
	Parental Involvement	Responses indicate varying levels of support or resistance, aiming to empower them to make better decisions and learn from their mistakes.	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.
	Student Responsibility	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.
	Specific Provisions for Different Age Groups	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.
	Cultural Factors and Community	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.	Some schools focus on educating students about responsible phone use, with stricter controls for younger students compared to older ones.

Admin: If the district were to update its policy to create a total cell phone ban during school hours, what would the pros and cons be?

Pros



Increased Focus and Engagement

Many responses highlight that a total ban would enhance students' focus on education, increase engagement in class, and reduce distractions from cell phone use.



Improved Social Interactions

There is a consensus that banning phones could improve interpersonal communication among students, reducing reliance on digital communication and potentially enhancing social skills.



Reduced Negative Behaviors

A ban could decrease instances of bullying, mean behavior, and other negative interactions facilitated by cell phone use, as well as reduce distractions and academic dishonesty.



Uniformity and Clarity in Policy

The establishment of a clear, district-wide policy could provide uniformity, making it easier for teachers and administrators to enforce rules and for students to understand expectations.



Support for Mental Health and Learning Environment

Several responses suggest that less screen time could benefit students' mental health and foster a more conducive learning environment.

Cons



Enforcement Challenges

A major concern is the feasibility of enforcing a total ban, with worries about the consistency of enforcement and the potential for increased administrative burdens.



Parental and Student Pushback

There is an anticipation of significant resistance from both students and parents, which could lead to conflicts and enforcement difficulties.



Need for Technology in Education

Some responses indicate that cell phones can be useful educational tools, suggesting that a total ban could hinder the use of technology for learning purposes.



Emergency Communication Concerns

There are worries about students' ability to communicate during emergencies or coordinate with parents for after-school activities.



Lack of Real-World Preparation

A few responses argue that an outright ban does not teach students to use technology responsibly and prepare them for real-world scenarios where they will need to manage their digital device use.

Students: If the district were to update its policy to create a total cell phone ban during school hours, what would the pros and cons be?

Pros



Increased productivity, focus, and engagement in classroom activities.



Reduction in cheating and distractions.



Enhanced face-to-face interaction and communication skills among students.



Potential for improved academic performance and more effective use of class time.



Elimination of social media distractions and a higher likelihood of students paying attention to lectures.



Greater respect for the teaching environment and less worry for teachers about enforcing phone usage rules.

Cons



Safety concerns and reduced immediate communication for emergencies.



Potential for increased student rebellion and sneakiness in using phones.



Limitations on using phones as educational tools for apps like Quizlet or Kahoot.



Negative impact on students' ability to receive important communications and plan post-school activities.



Possible increase in student anxiety, loneliness, or distraction due to the lack of a familiar coping tool.



Challenges in enforcement and consistency across different classrooms and teachers.



Potential increase in punitive measures against students, which could affect the overall school environment negatively.

Teachers: If the district were to update its policy to create a total cell phone ban during school hours, what would the pros and cons be?

Pros

Reduction in distractions from social media, cameras, and notifications, enhancing focus on academic tasks.

Increased student interaction and development of more meaningful interpersonal connections.

Decrease in the filming of inappropriate behaviors or fights, reducing media-related bullying.

Encouragement of non-technological entertainment, fostering better communication and problem-solving skills.

Simplified administrative tasks by eliminating the need to address issues arising from social media.

Enhanced engagement in learning and more direct, face-to-face communication among students.

Promotion of reading physical books and a healthier relationship with technology.



Potential perception of schools exerting excessive control, possibly affecting enrollment.



Challenges in maintaining communication between parents and students during school hours.



Enforcement difficulties, especially in ensuring student compliance with the ban.



Impact on educational tools and apps that facilitate learning and communication.



Possible resistance from students accustomed to constant tech access, potentially impacting their engagement and mood.



The need for universal staff support to consistently enforce the policy.

Admin: If the district kept the current language enforcing no cell phones during instructional time, what would the pros and cons be?

Pros



Consistency and Uniformity

A consistent policy across all schools can enhance uniformity in expectations and enforcement, potentially leading to an increase in academic performance if uniformly enforced.



Increased Student Engagement

Limiting cell phone usage during class aims to enhance student focus and engagement, reducing distractions and potentially improving learning outcomes.



Teaching Responsible Use

The policy can serve as a platform to teach students about appropriate cell phone use, preparing them for responsible behavior in future professional and social contexts.



Social Interaction

By restricting phone use, students may engage more in face-to-face interactions, supporting their social and emotional development.



Reduced Cyberbullying and Distractions

Limiting phone access can decrease opportunities for cyberbullying and reduce other distractions related to phone usage.

Cons



Enforcement Challenges

A major concern is the inconsistency in policy enforcement among staff, which can lead to confusion and undermine the policy's effectiveness.



Gray Areas and Inconsistency

The policy might create "gray areas" during non-instructional times, leading to uneven application and potential inequity. Teachers with less classroom control might struggle more with enforcement.



Access to Technology

Some argue that restricting phone use might limit students' access to technology, especially when other devices like Chromebooks are unavailable or infeasible due to budget constraints.



Parent and Student Pushback

Implementing or maintaining such a policy could face resistance from both parents and students, who may view phone access as a right or necessity.



Addiction and Withdrawal

The policy does not address the underlying issue of phone addiction, and students might still find ways to use their phones, undermining the policy's intent.

Students: If the district kept the current language enforcing no cell phones during instructional time, what would the pros and cons be?

Pros



Enhanced focus and engagement in class, leading to more effective learning and timely completion of work.



Reduced distractions during instructional time, improving overall academic performance.



Maintaining access to phones outside of class allows for essential communication and a sense of security in case of emergencies.



Potential for a mental break between classes, aiding in stress management and readiness for learning.



Continued opportunity to use phones for educational purposes outside of instructional time, like research or educational apps.

Cons



Potential for increased disruptions due to students leaving class to use their phones or exploiting relaxed rules.



Challenges in enforcing the policy consistently, with potential resistance or protest from students.



Limitation on the in-class use of phones as educational tools, such as for interactive learning apps or taking pictures of notes.



Increased likelihood of students prioritizing phone use over academic responsibilities during allowed times.



Possibility of creating concentrated periods of high phone usage, potentially leading to crowded hallways or delayed transitions between classes.

Teachers: If the district kept the current language enforcing no cell phones during instructional time, what would the pros and cons be?

Pros



Promotes healthier tech boundaries and responsible use among students.



Allows checking for important family communications during breaks, balancing engagement and availability.



Maintains student engagement and focus during instructional time, fostering academic discussions and deeper learning.



Provides a compromise that acknowledges both educational needs and the personal importance of tech access, potentially improving student and parent satisfaction.



Emulates existing policies in many schools, suggesting a level of familiarity and feasibility.

Cons



Challenges in enforcement, requiring teachers to monitor and manage phone use more closely, which could blur boundaries and lead to inconsistency.



Potential for students to negotiate or pressure for phone time, disrupting class structure or leading to rushed work to maximize phone access.



Continued access to phones during non-instructional times might not fully mitigate the impact of social media on mental health and discipline.



The need for individualized policies on phone storage and access could complicate classroom management.



Potential for ongoing distractions and conflicts related to phone use during allowed times, diluting the effectiveness of the ban.

Should the cell phone/tech use policy differ by level (elementary, middle, and high), and if so, how and why?



Elementary Level

There is strong support for stricter policies at the elementary level, with many advocating for no phone usage allowed during the school day. The rationale is that younger students need to focus on developing social skills, attention spans, and are less likely to require technology for educational purposes compared to older students.



Middle School Level

The responses suggest a more nuanced approach for middle schoolers, recognizing the beginning of adolescence and increased tech familiarity. However, there's still a preference for more restrictive policies, given middle school students' ongoing development and the potential for distraction and misuse.



High School Level

There is a recognition that high school students are nearing adulthood and should be allowed more freedom with technology to prepare them for post-secondary environments and the workforce. Policies could be more lenient, with an emphasis on teaching responsible use and self-management.



Enforcement and Consistency

Across all levels, the need for consistent enforcement by staff and clear communication with parents is emphasized. There's also a recognition that policies must be realistically enforceable and supported by the school community.



Developmental Appropriateness

Many responses highlight the importance of tailoring policies to the developmental readiness and needs of students at different educational levels, suggesting that younger students need more protection from potential tech distractions.



Educational Use and Access

There's an acknowledgment that technology can play a valid educational role, especially in higher grades, and policies should not hinder this potential. However, this should be balanced with the need to minimize distraction and misuse.



Parental and Community Involvement

Gaining buy-in from parents and the broader community is seen as crucial for the successful implementation of any policy, with a need for education and dialogue about the benefits and rationale for varying policies across levels.

In Summary:



Social Media Impact

The consensus among school administrators is that social media has a predominantly negative impact on school environments, causing distractions, cyberbullying, disciplinary issues, and negatively affecting students' mental health and peer interactions.



Cell Phone Usage

Educators note that cell phone use during school hours can be disruptive, leading to decreased focus, increased behavioral problems, and challenges in policy enforcement. However, they also recognize the necessity for students to have access to phones outside of instructional times for emergencies and communication.



Policy Enforcement

Both administrators and teachers express concerns about the consistency and enforceability of cell phone policies. They highlight the need for clear guidelines, uniform enforcement, and community support to manage technology effectively in schools.



Educational Technology

There's a recognition of the positive role that certain technologies can play in education. However, there's also a call for policies to be updated to address new devices like smartwatches and to ensure that technology use is purposeful and supports learning.



Student Perspectives

Students acknowledge the potential benefits of a total cell phone ban, such as increased focus and reduced distractions, but they also worry about the implications for emergency communications and personal freedom.



Teacher and Principal Feedback

Teachers and principals echo the concerns about distractions caused by cell phones but also acknowledge the practical challenges of enforcing a total ban. They suggest that a compromise, such as banning phones in class but allowing them during breaks, might be more feasible and accepted.



Future Policy Considerations

Stakeholders suggest that any future policy changes should consider the varying needs of different age groups, the importance of clear communication and education about the policies, and the potential for technology to support educational outcomes.

Next Steps



Share

The data collected has been shared with administration, teachers, the Board of Education, and now families



Discuss

The data collected and other information pertaining to this topic is being discussed at Board Meetings.



Develop

Policy development needs to take place, incorporating all stakeholder feedback. This policy will begin enforcement next school year.



Educate

We will use the spring and summer to educate families, students, and staff on the updated policy, expectations, and what enforcement will look like. We will also use this time to educate all stakeholders on responsible tech use.



Enforce

Beginning next school year, we will begin enforcing the new policy across the district with the expectations that everyone will be in compliance.

Future Considerations



Policy Differentiation By Level

Should the policy differ for elementary school vs middle school vs high school? Why?



Which Tech?

We have focused on cell phones, but concerns were raised about other tech such as smartwatches, wireless earbuds, etc.



Consequences & Enforcement

What types of consequences will result from lack of policy compliance? Should that be school-based or districtwide? What barriers can we remove to help teachers and admin?



Tools To Support

What tools can we provide classrooms to help staff and students with compliance to policy and rules? Phone pouches, phone lockers, etc.



Other Focus Areas

How do we ensure that less time on screens equals better instruction in classes, more time outdoors, etc.? How do we make sure we aren't negatively contributing to tech use in our schools through school issued technology? How do we educate kids & families on the negative impact of unchecked tech use?

Our Goal In District 51

To better create sustained access to attention-fostering spaces and build spaces that maximize learning and thriving in our schools.



**FREE THE
ANXIOUS
GENERATION**

Tech In Schools

4/16/24

2023-24 3rd Quarter Business/Investment Reports

3rd Quarter Financials

- Reviewed by Fiscal Oversight Committee
- General Fund EOY Revenues expected to end slightly higher than budgeted
 - Final per pupil revenue from State \$58.57 higher than budgeted
 - Interest earnings remain high - Decrease to interest rates now not expected in this fiscal year, still expected in next fiscal year
- General Fund EOY Expenditures expected to end lower than budgeted
 - Closely mirroring 22/23 fiscal year 72.91% of budget as of 3/31, compared to 73.08% in the prior year
 - Lower expense projections primarily driven by level of vacant positions
 - No major unplanned expenditures to date
- All other funds tracking as expected to this point

3rd Quarter Financials

- Medical Self Insurance (Fund 62) on target to return to full-funding by close of fiscal year
- Based on current claim data, reserves expected to meet consultant recommended \$8.4m IBNR and contingency reserve, from just \$750k reserves in 2020-21
- Changes to plan design, premium structures and additional support from the General Fund have turned the fund around in just 3 fiscal years while decreasing the amounts paid by employees
- Continuing to review recommendations for next plan year:
 - Reduce support from General Fund, allowing the dollars to be used for other priorities
 - Return to regular, incremental increases for district share and dependent coverage to keep pace with costs

Looking Ahead

- School Finance bill has been introduced, SB24-188
 - Has passed the Senate, currently in the House
 - 5.2% inflation increase to base
 - Elimination of Budget Stabilization Factor
 - Proposed PPR for D51 \$10,790.53 (\$757.02 increase from current budget, 7.5%)
 - Projecting averaged funded pupil count decrease of ~480 FTE (Demographer projects decrease of 590 students K-12)
 - Potential new funding of ~\$10m (5% increase to Total Program)
 - New funding offset by declining enrollment (2.5%): Would have been \$15m in new dollars if maintained flat enrollment in 24/25
- Continuing to work through the budget process while awaiting final funding levels
- Colorado's legislative session set to adjourn May 8th

2023-24 3rd Quarter Business/Investment Reports

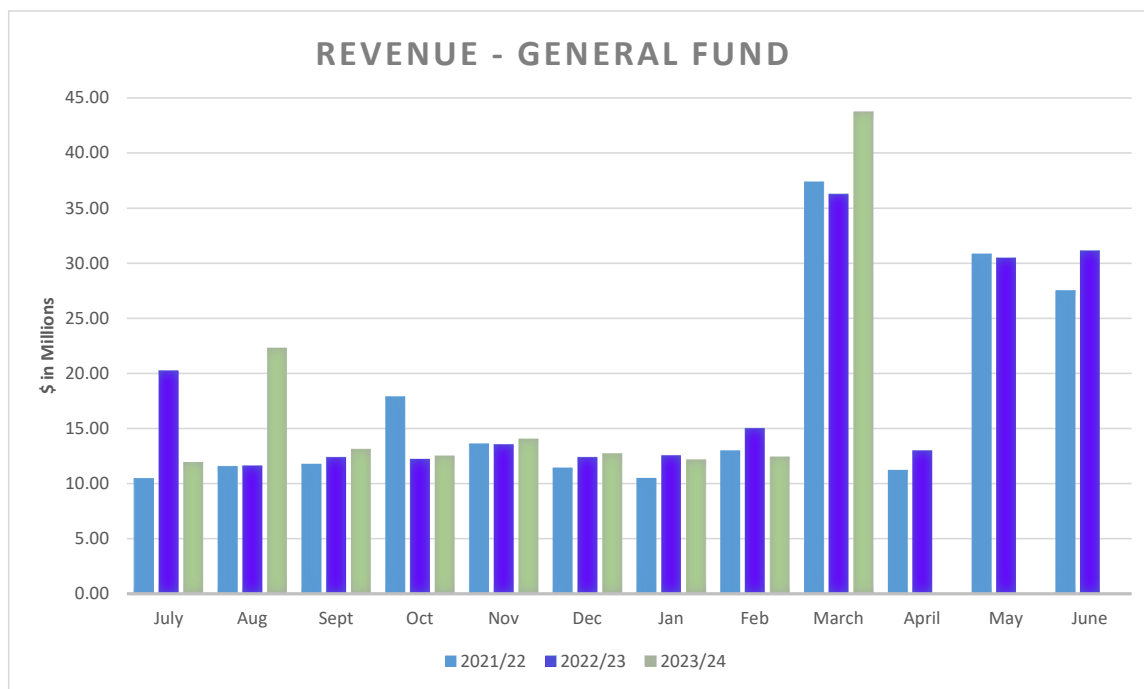
General Fund (10)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Property Tax	\$55,644,967	\$23,557,155	42.33%	\$67,478,563	\$66,542,300	98.61%	\$27,118,004	40.19%	15.12%
Specific Ownership	11,293,648	8,549,519	75.70%	10,472,382	10,752,071	102.67%	9,163,529	87.50%	7.18%
Interest	2,114,573	1,311,874	62.04%	3,500,000	3,607,131	103.06%	2,705,348	77.30%	106.22%
Other Local	2,141,722	1,816,684	84.82%	1,798,382	2,064,669	114.81%	2,013,393	111.96%	10.83%
Override Election 1996	5,541,540	2,346,331	42.34%	5,970,398	5,910,694	99.00%	2,416,568	40.48%	2.99%
Override Election 2004	4,010,723	1,699,654	42.38%	4,000,000	3,960,000	99.00%	1,624,580	40.61%	-4.42%
State	140,024,029	106,893,269	76.34%	141,404,936	143,148,590	101.23%	109,902,426	77.72%	2.82%
Mineral Lease	97,747	97,747	100.00%	350,000	153,210	43.77%	153,210	43.77%	56.74%
Federal	84,994	56,538	66.52%	66,661	87,035	130.56%	53,438	80.16%	-5.48%
Total Revenue	\$220,953,943	\$146,328,771	66.23%	\$235,041,322	\$236,225,700	100.50%	\$155,150,496	66.01%	6.03%
EXPENDITURE:									
Instructional Programs	\$119,194,077	\$87,954,954	73.79%	\$128,570,479	\$127,057,926	98.82%	\$93,894,311	73.03%	6.75%
Pupil Support Services	21,668,879	14,652,711	67.62%	26,005,682	25,507,586	98.08%	17,248,483	66.33%	17.72%
General Administration Support Services	3,342,861	2,496,627	74.69%	3,568,141	3,535,493	99.09%	2,864,551	80.28%	14.74%
School Administration Support Services	17,662,608	13,017,101	73.70%	19,663,209	19,196,565	97.63%	13,410,620	68.20%	3.02%
Business Support Services	26,397,967	20,951,671	79.37%	28,118,592	28,142,072	100.08%	22,177,204	78.87%	5.85%
Central Support Services	9,099,589	5,176,687	56.89%	7,411,779	7,496,969	101.15%	5,288,975	71.36%	2.17%
Community Services & Other Support Services	34,500	20,500	59.42%	64,732	43,291	66.88%	40,627	62.76%	98.18%
Other Uses/Leases	1,234,476	882,299	71.47%	222,500	969,556	435.76%	831,574	373.74%	-5.75%
Total Expenditure	\$198,634,957	\$145,152,550	73.08%	\$213,625,114	\$211,949,458	99.22%	\$155,756,345	72.91%	7.31%
Transfer to Charter Schools	\$10,960,423	\$8,163,549	74.48%	\$11,359,839	\$11,422,906	100.56%	\$8,772,477	77.22%	7.46%
Transfer to Preschool	3,054,188	2,290,641	75.00%	400,000	400,000	100.00%	0	0.00%	-100.00%
Transfer to Capital Projects/Insurance	3,775,970	2,831,978	75.00%	3,775,970	3,775,970	100.00%	2,831,978	75.00%	0.00%
Transfer to Physical Activities	400,000	400,000	100.00%	400,000	400,000	100.00%	400,000	100.00%	0.00%
Transfer to Medical	1,500,000	1,125,000	75.00%	1,500,000	1,500,000	100.00%	1,125,000	75.00%	0.00%
Transfer from 2017 Mill Levy Override - Additional Student Contact Days	(3,746,341)	(2,809,756)	75.00%	(4,000,552)	(4,000,552)	100.00%	(2,937,258)	73.42%	4.54%
Transfer from 2017 Mill Levy Override - Professional Development Day	(592,974)	(444,731)	75.00%	(631,247)	(631,247)	100.00%	(463,470)	73.42%	4.21%
Total Expenditure and Transfers	\$213,986,223	\$156,709,231	73.23%	\$226,429,124	\$224,816,535	99.29%	\$165,485,072	73.08%	5.60%
GAAP Basis Result of Operations	\$6,967,720			\$8,612,198	\$11,409,165				
GAAP Basis Fund Balance (Deficit) at Beginning of Year	31,203,544			38,171,264	38,171,264				
Reclassification: TABOR Emergency Reserve	0			7,064,860	7,064,860				
GAAP Basis Fund Balance (Deficit) at End of Year	\$38,171,264			\$53,848,322	\$56,645,289				
Reserves/Designations:									
Non-Spendable: Inventories	(\$317,625)			(\$250,000)	(\$300,000)				
Restricted: TABOR Emergency Reserve	0			(7,064,860)	(7,580,968)				
Committed: Board Designated Reserves equal to 10% of Expenditures/Transfers	(21,398,622)			(22,642,912)	(22,481,654)				
Unassigned/Undesignated Fund Balance	\$16,455,017			\$23,890,550	\$26,282,667				

2023-24 Re-Adopted PPR is \$10,033.51 and is based on averaged funded count of 20,260.0 FTE. Actual K-12 student count is 19,309.5 FTE.

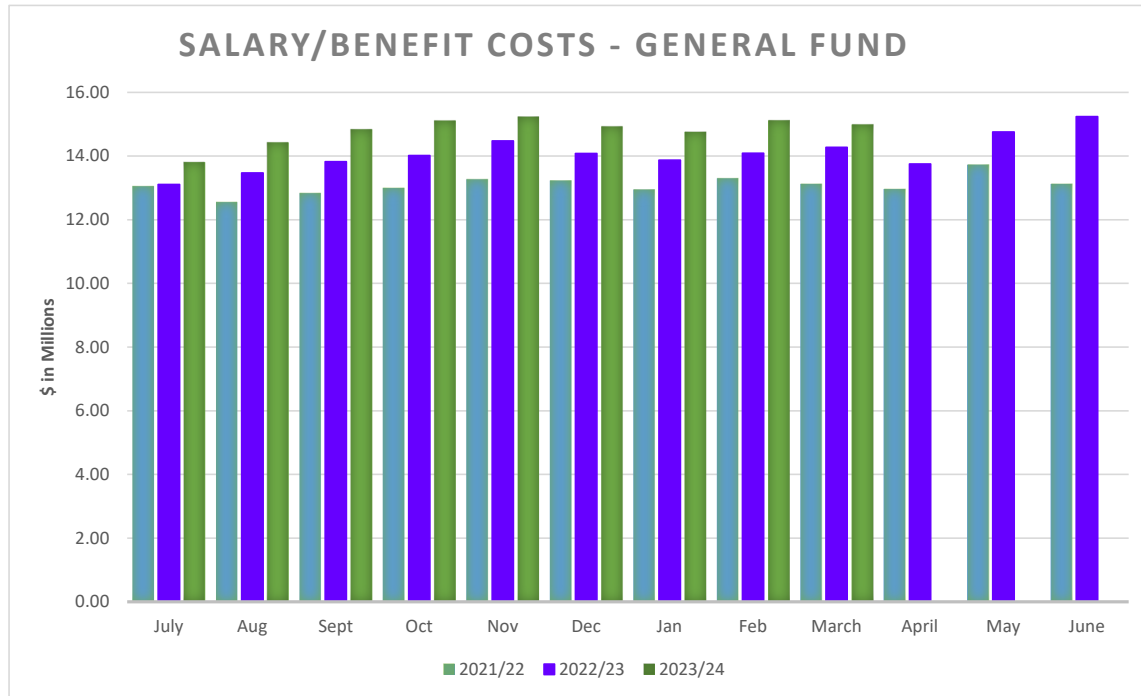
Anticipated will be updated quarterly and is based on Re-Adopted Budget

Budgeted positive result of operations is to plan for the continuation of identified supports currently paid with COVID ESSER grant dollars; such as FTE stabilization, student software subscriptions, and summer school. \$3,565,781 are one-time funds from costs temporarily paid by the ESSER III grant.



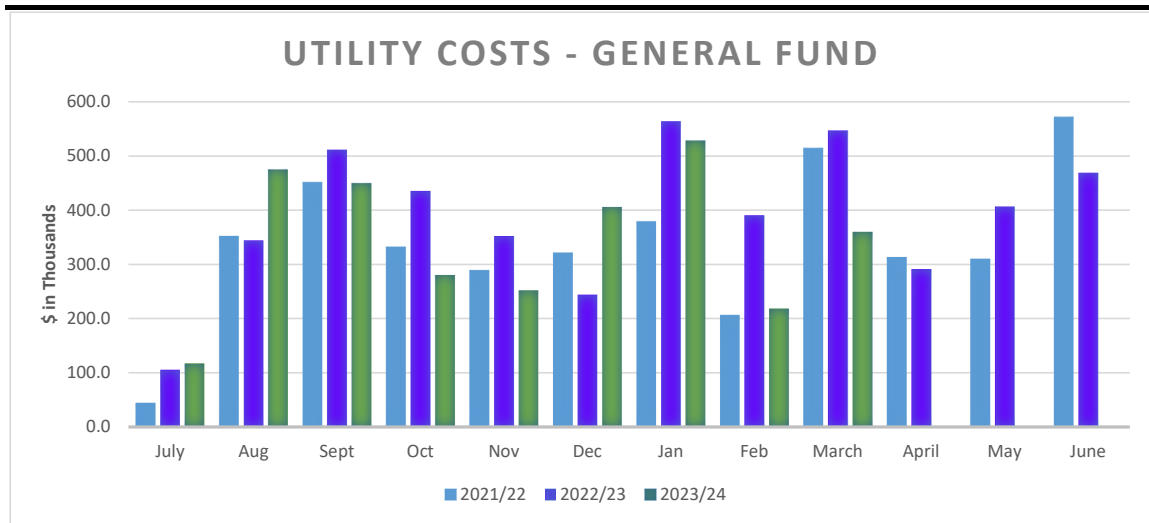
Note: The timing of Special Education revenue has varied in recent years. 2021/22 received in October, 2022/23 received in July, and 2023/24 received in August, accounting for the revenue fluctuations in Q1 and Q2.

	2021/22	2022/23	2023/24
YTD Revenue	\$136,989,698	\$146,328,771	\$155,150,496
Annual Budget	\$203,614,848	\$218,275,802	\$235,041,322
YTD % of Budget	67.28%	67.04%	66.01%
EOY Actual Revenue	\$207,330,542	\$220,953,943	
% of EOY Actual Revenue to Budget	101.82%	101.23%	

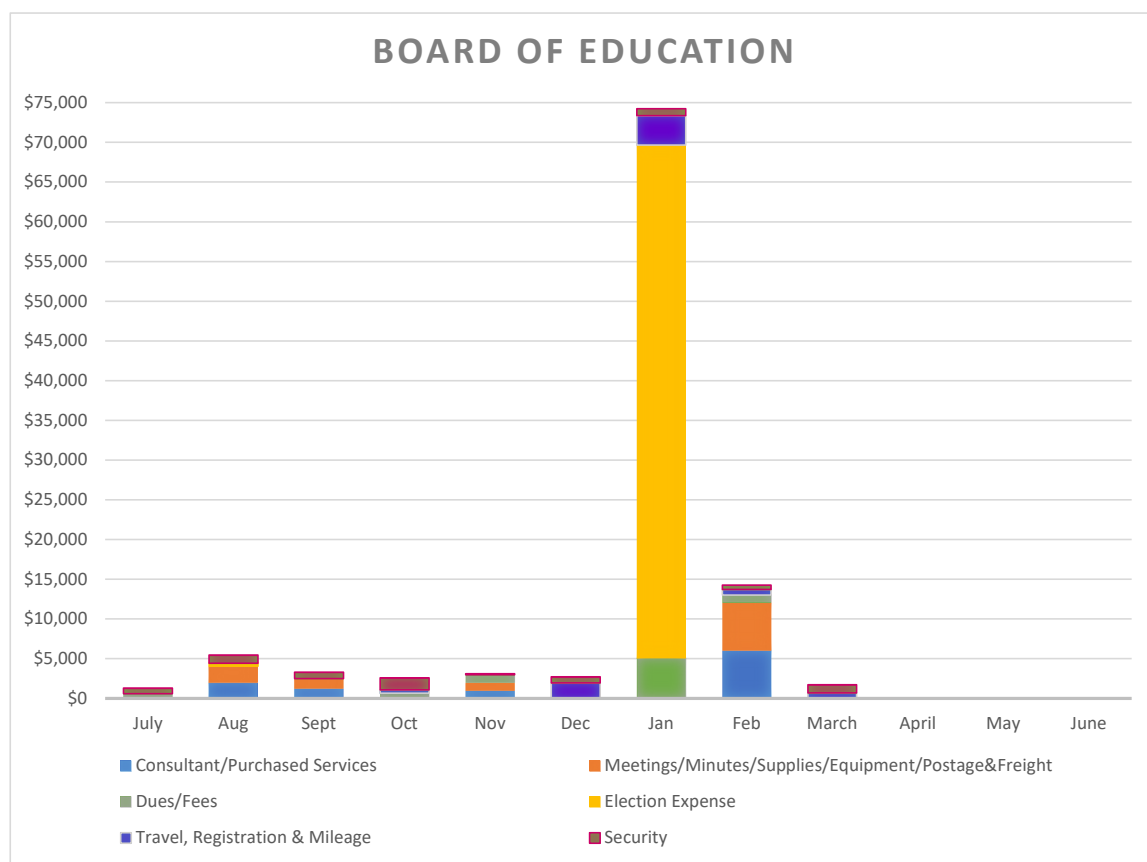


Note: June 2021 reflects adjustments for salaries/benefits moved into COVID grants.

	2021/22	2022/23	2023/24
YTD Exp	\$117,300,342	\$125,213,706	\$133,212,265
Annual Budget	\$163,086,006	\$172,618,077	\$184,568,301
YTD % of Budget	71.93%	72.54%	72.18%
EOY Actual Exp	\$157,113,780	\$168,967,104	
% of EOY Actual Revenue to Budget	96.34%	97.88%	



Total-General Fund	2021/22	2022/23	2023/24
YTD Exp	\$2,893,370	\$3,495,145	\$3,086,471
Annual Budget	\$3,564,343	\$4,537,750	\$4,644,750
YTD % of Budget	81.18%	77.02%	66.45%
EOY Actual Exp	\$4,089,010	\$4,662,327	
% of EOY Actual Revenue to Budget	114.72%	102.75%	
Natural Gas	2021/22	2022/23	2023/24
YTD Exp	\$537,669	\$732,695	\$487,023
Annual Budget	\$523,825	\$1,000,000	\$1,000,000
YTD % of Budget	102.64%	73.27%	48.70%
EOY Actual Exp	\$731,953	\$900,958	
% of EOY Actual Revenue to Budget	105.40%	90.10%	
Fuel - Propane	2021/22	2022/23	2023/24
YTD Exp	\$47,297	\$30,731	\$36,602
Annual Budget	\$36,072	\$34,500	\$34,500
YTD % of Budget	131.12%	89.08%	106.09%
EOY Actual Exp	\$64,167	\$57,778	
% of EOY Actual Revenue to Budget	177.89%	167.47%	
Electric	2021/22	2022/23	2023/24
YTD Exp	\$1,884,639	\$2,231,520	\$2,004,618
Annual Budget	\$2,406,996	\$2,818,750	\$2,925,750
YTD % of Budget	78.30%	79.17%	68.52%
EOY Actual Exp	\$2,667,155	\$2,957,061	
% of EOY Actual Revenue to Budget	110.81%	104.91%	
Disposal Services	2021/22	2022/23	2023/24
YTD Exp	\$120,928	\$161,382	\$218,326
Annual Budget	\$173,250	\$230,000	\$230,000
YTD % of Budget	69.80%	70.17%	94.92%
EOY Actual Exp	\$193,768	\$280,444	
% of EOY Actual Revenue to Budget	111.84%	121.93%	
Water	2021/22	2022/23	2023/24
YTD Exp	\$205,612	\$224,090	\$232,456
Annual Budget	\$278,250	\$303,000	\$303,000
YTD % of Budget	73.89%	73.96%	76.72%
EOY Actual Exp	\$292,691	\$308,113	
% of EOY Actual Revenue to Budget	105.19%	101.69%	
Sewer	2021/22	2022/23	2023/24
YTD Exp	\$97,226	\$114,727	\$107,444
Annual Budget	\$145,950	\$151,500	\$151,500
YTD % of Budget	66.62%	75.73%	70.92%
EOY Actual Exp	\$139,275	\$157,974	
% of EOY Actual Revenue to Budget	95.43%	104.27%	



	2021/22	2022/23	2023/24
YTD Exp	\$75,215	\$46,654	\$100,643
Annual Budget	\$117,831	\$66,323	\$136,323
YTD % of Budget	63.83%	70.34%	73.83%
EOY Actual Exp	\$122,400	\$76,391	
% of EOY Actual Revenue to Budget	103.88%	115.18%	

2017 Mill Levy Override (17)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Property Tax	\$6,518,657	\$2,762,312	42.38%	\$6,500,000	\$6,435,000	99.00%	\$2,639,118	40.60%	-4.46%
Specific Ownership	832,424	484,784	58.24%	975,818	966,060	99.00%	413,240	42.35%	-14.76%
Interest	130,168	78,494	60.30%	250,000	235,359	94.14%	181,359	72.54%	131.05%
State Mill Levy Override Match	405,666	0	0.00%	0	0		0		
Total Revenue	\$7,886,915	\$3,325,590	42.17%	\$7,725,818	\$7,636,419	98.84%	\$3,233,717	41.86%	-2.76%
EXPENDITURE:									
Instructional Materials/Educator Training	\$613,824	\$246,740	40.20%	\$1,006,309	\$941,999	93.61%	\$691,999	68.77%	180.46%
Maintenance Projects	511,892	373,898	73.04%	1,000,000	1,000,000	100.00%	292,815	29.28%	-21.69%
Technology Support	259,283	199,273	76.86%	300,000	302,167	100.72%	232,232	77.41%	16.54%
Treasurer Collection Fees	16,260	6,905	42.47%	16,500	15,537	94.16%	6,598	39.99%	-4.45%
Total Expenditure	\$1,401,259	\$826,816	59.01%	\$2,322,809	\$2,259,703	97.28%	\$1,223,644	52.68%	47.99%
Transfer to Charter Schools- Per Pupil	\$332,735	\$245,833	73.88%	\$362,444	\$362,444	100.00%	\$255,876	70.60%	4.09%
Transfer to General Fund- Professional Development Day	592,974	444,731	75.00%	631,247	631,247	100.00%	463,470	73.42%	4.21%
Transfer to General Fund-Student Contact Days	3,746,341	2,809,756	75.00%	4,000,552	4,000,552	100.00%	2,937,258	73.42%	4.54%
Transfer to Nutrition Services- Student Contact Days	103,643	77,732	75.00%	118,778	118,778	100.00%	85,300	71.81%	9.74%
Total Expenditure and Transfers	\$6,176,952	\$4,404,868	71.31%	\$7,435,830	\$7,372,724	99.15%	\$4,965,548	66.78%	12.73%
Excess (Deficiency) of Revenue	\$1,709,963			\$289,988	\$263,695				
GAAP Basis Fund Balance (Deficit) at Beginning of Year	4,247,914			5,957,877	5,957,877				
GAAP Basis Fund Balance (Deficit) at End of Year	\$5,957,877			\$6,247,865	\$6,221,572				

Note: On November 7, 2017, voters approved a mill levy override in the amount of \$6.5 million annually for a period of ten years. The funds will be used for additional student contact days, instructional materials and educator training, ongoing maintenance projects, and technology support as approved by voters.

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Preschool Program Fund (19)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Universal Preschool (UPK) Colorado-CDEC	\$0	\$0		\$4,127,726	\$3,961,874	95.98%	\$3,406,023	82.52%	
State Preschool ECEA Revenue	0	0		878,476	878,476	100.00%	878,476	100.00%	
Interest	6,413	2,817	43.93%	30,000	43,996	146.65%	32,997	109.99%	1071.35%
Total Revenue	\$6,413	\$2,817	43.93%	\$5,036,202	\$4,884,346	96.98%	\$4,317,496	85.73%	
EXPENDITURE:									
Salaries	\$1,368,051	\$1,222,705	89.38%	\$4,028,628	\$3,805,451	94.46%	\$2,780,911	69.03%	127.44%
Benefits	554,316	503,117	90.76%	1,494,703	1,405,745	94.05%	1,022,025	68.38%	103.14%
Contracted Service	419,688	419,688	100.00%	0	0		0		-100.00%
Supplies/Materials	11,184	9,199	82.25%	80,000	80,000	100.00%	63,395	79.24%	589.15%
Equipment	299	299	100.00%	1,000	10,000	1000.00%	7,098	709.80%	2273.91%
Administrative Supplies/ Equipment/Other	35,383	20,714	58.54%	25,000	25,000	100.00%	20,231	80.92%	-2.33%
Total Expenditure	\$2,388,921	\$2,175,722	91.08%	\$5,629,331	\$5,326,196	94.62%	\$3,893,660	69.17%	78.96%
Transfer from General Fund-Preschool PPR	\$2,654,188	\$1,990,641	75.00%	\$0	\$0		\$0		-100.00%
Transfer from General Fund-Preschool Salary Costs	400,000	300,000	75.00%	400,000	400,000	100.00%	0	0.00%	-100.00%
Excess (Deficiency) of Revenue	\$671,680			(\$193,129)	(\$41,850)				
GAAP Basis Fund Balance (Deficit) at Beginning of Year	137,064			808,744	808,744				
GAAP Basis Fund Balance (Deficit) at End of Year	\$808,744			\$615,615	\$766,894				

Beginning in 2023-24, the CPP program was eliminated and replaced with the Universal Preschool (UPK) Colorado program. UPK funding is based on student count throughout the year and hours of available programming.

**Independence Academy
as of March 31, 2024**

	Audited 2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual/ Unaudited	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
GENERAL OPERATING FUND REVENUE:									
ECEA Spec Ed	\$77,057	\$66,000	86%	\$40,000	\$40,000	100.00%	\$64,322	160.80%	-2.54%
Universal Pre K	-	-		245,000	245,000	100.00%	133,211	54.37%	
Interest	69,388	40,910	59%	-	-		94,616		131.28%
Read Act	-	-		10,000	10,000	100.00%	-	0.00%	
Miscellaneous Income	3,714	932	25%	35,004	35,004	100.00%	37,196	106.26%	3890.19%
Pre-K Fees	125,753	104,166	83%	-	-		57,812		-44.50%
Material Fees	28,146	28,146	100%	23,000	23,000	100.00%	27,788	120.82%	-1.27%
Tech Fees	7,785	7,510	96%	-	-		745		-90.08%
Elective Class Fees	-	-		-	-		455		
Library Fees	800	-	0%	-	-		(150)		
MCVSD#51 Mill Levy Override 1996,2004	191,557	139,047	73%	235,955	235,955	100.00%	161,801	68.57%	16.36%
Mill Levy Matching Grant	8,408	-	0%	-	-		-		
Erate	-	-		15,000	15,000	100.00%	-	0.00%	
Donations	249	240	96%	-	-		-		-100.00%
CDHS Stabilization Grant	13,508	13,508	100%	-	-		-		-100.00%
Mesa County QRIS Grant	1,262	-	0%	-	-		-		
Capacity Building Grant	9,025	-	0%	-	-		-		
Refunds: MCVSD#51	-	-		-	-		-		
Total Revenue	\$536,653	\$400,458	74.62%	\$603,959	\$603,959	100.00%	\$577,796	95.67%	44.28%
EXPENDITURE:									
Salaries	\$1,869,128	\$1,302,814	69.70%	\$2,650,000	\$2,650,000	100.00%	\$1,712,456	64.62%	31.44%
Benefits	627,207	474,638	75.67%	932,000	932,000	100.00%	651,685	69.92%	37.30%
Purchased Services	626,874	448,371	71.52%	623,000	623,000	100.00%	468,060	75.13%	4.39%
Professional Development	56,167	36,673	65.29%	50,000	50,000	100.00%	42,039	84.08%	14.63%
Facility Rent	551,740	427,036	77.40%	611,668	611,668	100.00%	415,774	67.97%	-2.64%
Supplies	89,656	71,563	79.82%	110,000	110,000	100.00%	96,390	87.63%	34.69%
Curriculum	-	-		-	-		920		
Furniture and Fixtures	7,610	6,550	86.07%	10,000	10,000	100.00%	2,568	25.68%	-60.79%
Technology	56,668	35,857	63.28%	100,000	100,000	100.00%	36,633	36.63%	2.17%
Capital Projects	518,593	469,998	90.63%	80,000	80,000	100.00%	114,528	143.16%	-75.63%
Equipment	82,988	82,988	100.00%	-	-		7,239		-91.28%
Other Expenses	-	-		5,000	5,000	100.00%	-	0.00%	
Total Expenditure/Contingency	\$4,486,631	\$3,356,489	74.81%	\$5,171,668	\$5,171,668	100.00%	\$3,548,292	68.61%	5.71%
Expenditure/Contingency+(-) Revenue	(\$3,949,978)	(\$2,956,032)	74.84%	(\$4,567,709)	(\$4,567,709)	100.00%	(\$2,970,496)	65.03%	0.49%
Transfer from General Fund*	\$4,114,670	\$3,063,394	74.45%	\$4,585,317	\$4,585,317	100.00%	\$3,433,969	74.89%	12.10%
Fund Balance (Deficit) at Beginning of Year	4,646,939	4,646,939	100.00%	4,811,631	4,811,631	100.00%	4,811,631	100.00%	3.54%
Fund Balance (Deficit) at End of Year	\$4,811,631	\$4,754,302	98.81%	\$4,829,239	\$4,829,239	100.00%	\$5,275,103	109.23%	10.95%
MILL LEVY:									
MCVSD#51 Mill Levy Override 2017	\$130,722	\$98,644	75.46%	\$153,826	\$153,826	100.00%	\$107,635	69.97%	9.11%
Total Revenue	\$130,722	\$98,644	75.46%	\$153,826	\$153,826	100.00%	\$107,635	69.97%	9.11%
EXPENDITURE:									
Curriculum	\$93,854	\$60,272	64.22%	\$130,000	\$130,000	100.00%	\$93,514	71.93%	55.15%
Technology	-	-		25,000	25,000	100.00%	-	0.00%	
Professional Development	31,332	15,500	49.47%	50,000	50,000	100.00%	30,517	61.03%	96.88%
Total Expenditure	\$125,186	\$75,772	60.53%	\$205,000	\$205,000	100.00%	\$124,031	60.50%	63.69%
Expenditure + (-) Revenue	\$5,536	\$22,871	413.15%	(\$51,174)	(\$51,174)	100.00%	(\$16,397)	32.04%	-171.69%
Fund Balance (Deficit) at Beginning of Year	77,949	77,949	100.00%	83,485	83,485	100.00%	83,485	100.00%	7.10%
Fund Balance (Deficit) at End of Year	\$83,485	\$100,820	120.76%	\$32,311	\$32,311	100.00%	\$67,088	207.63%	-33.46%
STATE GRANT REVENUE:									
ESSER III funds	\$686,007	\$470,595	68.60%	\$0	\$0		\$0		
CS Capital Construction Grant	163,183	109,343	67.01%	99,600	99,600	100.00%	120,903	121.39%	10.57%
Total Revenue	\$849,189	\$579,938	68.29%	\$99,600	\$99,600	100.00%	\$120,903	121.39%	-79.15%
EXPENDITURE:									
ESSER III Expenditures	\$633,040	\$470,595	74.34%	\$0	\$0		\$52,967		-88.74%
CS Capital Construction Expenditure	163,183	109,343	67.01%	99,600	99,600	100.00%	120,903	121.39%	10.57%
Total Expenditure	\$796,223	\$579,938	72.84%	\$99,600	\$99,600	100.00%	\$173,870	174.57%	-70.02%
Expenditure + (-) Revenue	\$52,967	\$0	0.00%	\$0	\$0		(\$52,967)		
Fund Balance (Deficit) at Beginning of Year	(3,535)	(3,535)	100.00%	49,432	49,432	100.00%	49,432	100.00%	-1498.36%

Independence Academy
as of March 31, 2024

	Audited 2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual/ Unaudited	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
Fund Balance (Deficit) at End of Year	\$49,432	(\$3,535)	-7.15%	\$49,432	\$49,432	100.00%	(\$3,535)	-7.15%	0.00%
FUNDRAISING REVENUE:									
Fees: Supplies/Field Trips	\$92,213	\$83,472	90.52%	\$82,000	\$82,000	100.00%	\$113,262	138.12%	35.69%
Other Income	3,138	1,859	59.24%	120	120	100.00%	1,500	1250.00%	-19.31%
Local Fundraising	32,069	18,405	57.39%	20,000	20,000	100.00%	33,669	168.35%	82.94%
Total Revenue	\$127,421	\$103,735	81.41%	\$102,120	\$102,120	100.00%	\$148,432	145.35%	43.09%
EXPENDITURE:									
Purchased Services	\$237,772	\$159,274	66.99%	\$96,000	\$96,000	100.00%	\$166,646	173.59%	4.63%
Total Expenditure	\$237,772	\$159,274	66.99%	\$96,000	\$96,000	100.00%	\$166,646	173.59%	4.63%
Expenditure + (-) Revenue	(\$110,351)	(\$55,539)	50.33%	\$6,120	\$6,120	100.00%	(\$18,214)	-297.62%	-67.20%
Fund Balance (Deficit) at Beginning of Year	362,092	362,092	100.00%	251,741	251,741	100.00%	251,741	100.00%	-30.48%
Fund Balance (Deficit) at End of Year	\$251,741	\$306,553	121.77%	\$257,861	\$257,861	100.00%	\$233,527	90.56%	-23.82%
CAPITAL PROJECTS FUND - BUILDING									
Building Lease Revenue	\$702,238	\$526,741	75.01%	\$715,060	\$715,060	100.00%	\$527,266	73.74%	0.10%
Bond Accounts Interest	30,850	19,152	62.08%	35,004	35,004	100.00%	39,168	111.90%	104.51%
Total Revenue	\$733,088	\$545,893	74.46%	\$750,064	\$750,064	100.00%	\$566,434	75.52%	3.76%
EXPENDITURE:									
Debt Service Payments	\$697,838	\$697,838	100.00%	\$715,060	\$715,060	100.00%	\$697,338	97.52%	-0.07%
Excess Funds Transfer to IACS	722	722	100.00%	-	-	-	35,004	-	4748.61%
Project Construction	-	-	-	-	-	-	-	-	-
Total Expenditure	\$698,559	\$698,559	100.00%	\$715,060	\$715,060	100.00%	\$732,342	102.42%	4.84%
Expenditure + (-) Revenue	\$34,528	(\$152,667)	-442.15%	\$35,004	\$35,004	100.00%	(\$165,907)	-473.97%	8.67%
Fund Balance (Deficit) at Beginning of Year	1,252,666	1,252,666	100.00%	1,287,194	1,287,194	100.00%	1,287,194	100.00%	2.76%
Fund Balance (Deficit) at End of Year	\$1,287,194	\$1,099,999	85.46%	\$1,322,198	\$1,322,198	100.00%	\$1,121,287	84.80%	1.94%

Independence Academy Cash Flow for 2023-24

as of March 31, 2024

	ACTUAL FYE 6/30/23	9/30/23 ACTUAL TOTAL	12/31/23 ACTUAL TOTAL	3/31/24 ACTUAL TOTAL	6/30/24 ACTUAL TOTAL
	(A)				
Total Cash--Beginning of Month	\$5,342,927	\$5,361,111	\$5,280,298	\$5,488,015	\$5,361,111
Cash received:					
Per Pupil Revenue	\$4,114,670	\$350,425	\$410,449	\$380,437	\$1,141,312
ECEA Spec Ed	\$77,057	7,333	6,960	7,147	21,441
Universal Pre-K	\$0	-	16,057	17,246	33,303
Interest	\$69,388	10,077	10,372	10,259	30,708
Colorado Read Act	\$0	-	-	-	0
Other-Miscellaneous	\$3,714	-	1,142	-	1,142
Pre-K Fees	\$125,753	138	11,650	6,675	18,462
Material Fees	\$28,146	27,478	150	210	27,838
Tech Fees	\$7,785	(140)	(25)	160	(5)
Elective Class Fees	\$0	-	-	-	0
Library Fees	\$800	-	(70)	(130)	(200)
Rent Income	\$0	-	-	-	0
Capital Construction Grant	\$163,183	-	15,203	15,203	30,406
Asset Sale	\$0	-	-	-	0
MCSD#51 Mill Levy Override 1996 & 2004	\$191,557	15,450	17,698	16,574	49,721
MCSD#51 Mill Levy Override 2017	\$130,722	10,960	12,084	11,522	34,567
Mill Levy Matching Grant	\$8,408	-	-	-	0
ESSER III	\$686,007	-	-	-	0
Erate	\$0	-	-	-	0
Donation	\$249	-	-	-	0
CDHS Stabilization Grant	\$13,508	-	-	-	0
Mesa County QRIS Grant	\$1,262	-	-	-	0
Capacity Building Grant	\$9,025	-	-	-	0
Student fees	\$92,213	72,935	6,964	6,595	86,493
Student Activity other	\$3,138	-	500	94	594
Fundraising revenue	\$32,069	-	709	46	755
Total cash received	\$5,758,654	\$494,656	\$509,843	\$472,037	\$1,476,536
Cash expenditures:					
Salaries	\$2,284,215	179,707	\$190,509	189,504	\$559,719
Benefits	\$789,594	66,658	69,501	77,702	213,861
Purchased Services	\$642,918	41,762	45,594	63,829	151,185
Professional Development	\$67,499	5,447	11,657	9,487	26,591
Facility Rent	\$714,922	59,996	59,862	59,554	179,412
Office supplies	\$15,874	2,005	2,385	688	5,077
Instructional supplies	\$92,701	44,078	7,963	6,552	58,593
Curriculum	\$98,745	82,887	5,909	2,851	91,647
Equipment	\$82,988	-	7,239	-	7,239
Furniture and Fixtures	\$7,610	1,808	340	-	2,148
Misc Expense	\$0	-	-	-	0
Technology	\$72,381	1,781	566	131	2,478
Capital Construction	\$518,593	19,500	44,528	-	64,028
Other-Student activities	\$237,771	15,366	16,407	3,436	35,210
Total cash expenditures	\$5,645,811	\$520,994	\$462,459	\$413,733	\$1,397,187
Change in Accounts Payable/Receivable	(\$94,659)	(\$54,475)	\$160,333	(\$68,371)	\$37,489
Total Cash--end of month	\$5,361,111	(B)	\$5,280,298	\$5,488,015	\$5,477,948
Cash Balances:					
Operating account	\$2,547,949	\$2,456,647	\$2,638,736	\$2,614,327	\$2,639,912
Savings account	\$146,679	146,852	147,038	147,224	147,405
Money Market account	\$55,267	55,278	55,290	55,302	55,313
Payment Account	\$792	460	19,797	28,875	34,262
Colo Trust	\$2,268,781	2,278,673	2,288,955	2,299,017	2,309,504
Student Activities Account	\$341,643	342,387	338,198	333,202	344,022
Total Cash--end of month	\$5,361,111	(B)	\$5,280,298	\$5,488,015	\$5,477,948
Restricted cash:					
Tabor 3%	\$131,803	153,363	153,363	153,363	153,363
Capital Projects					
Other restricted:					
Fundraising for specific purpose					
Fees collected for specific purpose					
Unspent grant revenues					
Other?-name					
Unrestricted	5,229,308	5,126,935	5,334,652	5,324,585	5,377,054
Total Cash--end of month	\$5,361,111	(B)	\$5,280,298	\$5,488,015	\$5,477,948

Juniper Ridge Community School
as of March 31, 2024

	Audited 2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
GENERAL OPERATING FUND REVENUE:									
Mill Levy Override 2017	\$115,837	\$89,555	77.31%	\$131,947	\$131,947	100.00%	\$93,970	71.22%	4.93%
Mill Levy Override 1996 & 2004	156,421	126,236	80.70%	202,395	202,395	100.00%	141,160	69.74%	11.82%
Special Ed	134,170	103,124	76.86%	156,738	156,738	100.00%	117,553	75.00%	13.99%
Interest	10,971	5,900	53.78%	10,000	10,000	100.00%	17,497	174.97%	196.53%
Miscellaneous Income	12,439	11,999	96.46%	0	0		12,660		5.50%
Material Fees	40,800	41,000	100.49%	78,400	78,400	100.00%	47,840	61.02%	16.68%
Capital Construction Grant	153,782	113,268	73.65%	153,783	153,783	100.00%	124,311	80.84%	9.75%
CRF Allocation	0	0		0	0		0		
ESSER I Grant	0	0		0	0		0		
ESSER II Grant	115,734	72,154	62.34%	28,969	28,969	100.00%	30,751	106.15%	-57.38%
ESSER III Grant	95,739	(75,611)	-78.98%	0	0		0		-100.00%
At Risk Mitigation Funding	0	0		0	0		0		
Before and After Care	13,780	11,755	85.30%	0	0		10,059		-14.43%
READ Act	70,432	48,905	69.44%	54,102	54,102	100.00%	35,703	65.99%	-27.00%
Refund MCVSD#51	0	0		0	0		222		
Lion's Club Grant	15,000	0	0.00%	0	0		0		
Fundraising	41,197	65,200	158.26%	3,000	3,000	100.00%	55,627	1854.24%	-14.68%
Total Revenue	\$976,302	\$613,485	62.84%	\$819,333	\$819,333	100.00%	\$687,353	83.89%	12.04%
EXPENDITURE:									
Class Fund Expenses	\$1,210	\$20,708	1711.40%	\$2,000	\$2,000	100.00%	\$21,018	1050.92%	1.50%
CRF	0	0		0	0		0		
ESSER I	0	0		0	0		0		
ESSER II	97,903	69,156	70.64%	26,363	26,363	100.00%	28,996	109.99%	-58.07%
ESSER III	184,559	122,282	66.26%	0	0		0		-100.00%
ESSER III Building Project	0	0		0	0		0		
Festivals and Fairs	95	2,157	2270.67%	0	0		893		-58.59%
Gifts	194	182	93.81%	0	0		10		-94.51%
Background Checks	491	0	0.00%	382	382	100.00%	0	0.00%	
HR Services	3,293	833	25.29%	4,610	4,610	100.00%	4,338	94.10%	420.90%
READ Act	58,603	40,497	69.10%	54,102	54,102	100.00%	32,454	59.99%	-19.86%
Salaries	1,983,835	1,481,855	74.70%	2,163,549	2,163,549	100.00%	1,586,327	73.32%	7.05%
Special Ed Purchased Services	63,831	52,587	82.38%	120,000	120,000	100.00%	34,761	28.97%	-33.90%
Benefits	584,334	447,581	76.60%	661,885	661,885	100.00%	451,308	68.19%	0.83%
Utilities	121,757	90,734	74.52%	139,535	139,535	100.00%	82,772	59.32%	-8.78%
Land Lease/Rentals	77,744	57,196	73.57%	92,865	92,865	100.00%	62,876	67.71%	9.93%
COP Payments - Building	556,710	420,678	75.56%	514,145	514,145	100.00%	388,107	75.49%	-7.74%
Banking and Payroll Service Fee	1,184	1,094	92.42%	2,500	2,500	100.00%	1,375	55.01%	25.68%
Custodial Services	1,260	1,260	100.00%	46,280	46,280	100.00%	31,160	67.33%	2373.02%
Board Events	871	871	99.98%	2,000	2,000	100.00%	792	39.60%	-9.04%
Supplies/Equipment - Lease	428	140	32.82%	600	600	100.00%	0	0.00%	-100.00%
Advertising/Marketing	12,557	10,121	80.60%	15,000	15,000	100.00%	10,346	68.97%	2.22%
Professional Development	40,593	33,511	82.55%	40,031	40,031	100.00%	18,625	46.53%	-44.42%
Bad Debts	0	0		0	0		0		
Instructional Supplies	79,105	75,143	94.99%	98,442	98,442	100.00%	66,054	67.10%	-12.09%
Admin Supplies/Postage/Telephone	18,199	14,043	77.16%	17,500	17,500	100.00%	13,115	74.94%	-6.61%
Purchased Services	786,663	276,861	35.19%	339,939	339,939	100.00%	274,946	80.88%	-0.69%
Equipment/Furniture	2,529	2,529	99.99%	10,000	10,000	100.00%	1,692	16.92%	-33.07%
Tech Charge - UPN WAN	1,896	1,803	95.09%	0	0		441		-75.54%
Dues and Fees	8,507	8,487	99.76%	9,000	9,000	100.00%	10,813	120.14%	27.40%
Miscellaneous Expenses	2,117	2,067	97.64%	0	0		104		-94.97%
Contingency/Reserve	10,000	0	0.00%	10,000	10,000	100.00%	0	0.00%	
Insurance	0	0		0	0		0		
After Schhol Study Hall	0	0		0	0		0		
Before and After Care Expenses	8,275	6,328	76.47%	0	0		5,325		-15.86%
Non-Revenue Festival	3,394	0	0.00%	2,750	2,750	100.00%	0	0.00%	
Pupil Activities	1,472	994	67.53%	0	0		80		-91.95%
Fundraising Expenses	556	549	98.83%	0	0		0		-100.00%
Ren Festival	0	95		0	0		0		-100.00%

Juniper Ridge Community School
as of March 31, 2024

	Audited 2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
Volunteer Expenses	0	0		6,000	6,000	100.00%	131	2.18%	
Family Council Expenses	3,149	2,773	88.06%	0	0		3,466		24.99%
Irrigation System	0	0		0	0		0		
Facility Improvements & New Building	172,978	0	0.00%	1,114,000	1,114,000	100.00%	812,672	72.95%	
Total Expenditure/Contingency	\$4,890,292	\$3,245,113	66.36%	\$5,493,478	\$5,493,478	100.00%	\$3,944,999	71.81%	21.57%
Expenditure/Contingency+(-)									
Revenue	(\$3,913,990)	(\$2,631,628)	67.24%	(\$4,674,145)	(\$4,674,145)	100.00%	(\$3,257,646)	69.70%	23.79%
Transfer from General Fund*	\$3,772,474	\$2,799,603	74.21%	\$3,933,136	\$3,933,136	100.00%	\$3,000,019	76.28%	7.16%
Fund Balance (Deficit) at Beginning of Year	1,196,990	1,196,990	100.00%	1,055,474	1,055,474	100.00%	1,055,474	100.00%	-11.82%
Fund Balance (Deficit) at End of Year	\$1,055,474	\$1,364,965	129.32%	\$314,465	\$314,465	100.00%	\$797,848	253.72%	-41.55%

Juniper Ridge Community School Cash Flow for 2023-24

as of March 31, 2024

	ACTUAL FYE 6/30/23	9/30/23 ACTUAL TOTAL	12/31/23 ACTUAL TOTAL	3/31/24 ACTUAL TOTAL	6/30/24 ACTUAL TOTAL												
	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24					
Total Cash--Beginning of Month	\$1,116,653 (A)	\$1,084,676	\$1,064,309	\$1,158,913	\$1,084,676	\$1,178,514	\$1,217,897	\$1,231,800	\$1,084,676	\$1,250,924	\$1,245,965	\$1,027,164	\$1,084,676	\$973,050	\$973,050	\$973,050	\$1,084,676
Cash received:																	
State Student Per Pupil	\$3,772,474	\$324,290	\$364,677	\$344,484	\$1,033,452	\$344,484	\$344,484	\$344,484	\$2,066,903	\$311,039	\$311,039	\$311,039	\$3,000,019				
Mill Levy Override 2017	\$115,837	9,951	10,916	10,433	\$31,300	10,433	10,433	10,433	\$62,600	10,457	10,457	10,457	\$93,970				
Mill Levy Override 1996, 2004	\$156,421	14,026	15,989	15,007	\$45,022	15,007	15,007	15,007	\$90,045	17,039	17,039	17,039	\$141,160				
Capital Construction Grant	\$153,782	13,505	13,933	13,933	\$41,371	13,933	13,933	27,867	\$97,105	-	13,603	13,603	\$124,311				
CRF Allocation	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
ESSER I	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
ESSER II	\$115,734	-	-	-	\$0	30,759	-	-	\$30,759	(8)	-	-	\$30,751				
ESSER III	\$95,739	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
At Risk Mitigation Funding	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
READ Act	\$70,432	4,425	4,425	4,772	\$13,621	-	8,814	4,383	\$26,818	4,443	4,443	-	\$35,703				
Special Ed	\$134,170	11,458	14,665	13,061	\$39,184	13,061	13,061	13,061	\$78,369	13,061	13,061	13,061	\$117,553				
Miscellaneous Income	\$12,439	100	377	192	\$669	218	153	845	\$1,885	9,939	243	593	\$12,660				
Material Fees	\$41,000	38,500	9,000	-	\$47,500	-	-	-	\$47,500	-	250	90	\$47,840				
Before and After Care	\$13,780	-	2,020	2,555	\$4,575	2,725	1,280	1,005	\$9,585	640	194	(380)	\$10,059				
Interest	\$10,971	1,647	1,648	1,726	\$5,021	1,808	1,860	2,095	\$10,783	2,574	2,163	1,976	\$17,497				
Fundraising	\$41,197	14,101	721	20,554	\$35,376	8,540	2,725	4,704	\$51,344	138	2,701	1,444	\$55,627				
Lion's Club Grant	\$15,000	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Refund MCVSD#51	\$0	-	-	-	\$0	-	222	-	\$222	-	-	-	\$222				
Total cash received	\$4,748,976	\$432,002	\$438,371	\$426,718	\$1,297,091	440,969	\$411,973	\$423,884	\$2,573,916	\$369,321	\$375,192	\$368,942	\$3,687,372	\$0	\$0	\$0	\$0
Cash expenditures:																	
Class Fund Expenses	\$1,210	\$61	\$3,256	\$3,724	\$7,041	\$2,480	\$6,797	\$3,946	\$20,265	-	753	-	\$21,018				
CRF	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
ESSER I	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
ESSER II	\$97,903	10,872	7,562	10,481	\$28,915	81	-	-	\$28,996	-	-	-	\$28,996				
ESSER III	\$333,412	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Festivals and Fairs	\$3,394	-	578	-	\$578	-	111	204	\$893	-	-	-	\$893				
Gifts	\$194	-	-	-	\$0	-	10	-	\$10	-	-	-	\$10				
HR	\$3,293	3,324	(1,760)	-	\$1,564	-	-	-	\$1,564	(2,430)	2,259	2,673	\$4,065				
Background Checks	\$491	164	-	-	\$164	-	109	-	\$273	-	-	-	\$273				
READ Act	\$58,603	3,567	3,567	3,914	\$11,049	3,567	3,567	3,567	\$21,752	3,567	3,567	3,567	\$32,454				
Kinder Class Expenses	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Salaries	\$1,983,835	182,901	175,655	168,119	\$526,676	174,177	186,951	176,160	\$1,063,965	182,635	168,435	171,292	\$1,586,327				
Special Ed Purchased Service	\$63,831	5,254	-	-	\$5,254	3,633	3,699	3,699	\$16,286	9,233	4,489	4,753	\$34,761				
Benefits	\$578,134	47,748	47,851	49,831	\$145,430	50,787	48,152	50,768	\$295,137	52,753	51,798	51,620	\$451,308				
Utilities	\$121,757	8,594	10,331	10,220	\$29,145	11,304	7,096	1,708	\$49,253	15,662	9,461	8,395	\$82,772				
Land Lease/Rentals	\$77,744	9,349	7,722	7,722	\$24,794	7,722	7,722	7,722	\$47,961	3,292	5,812	5,812	\$62,876				
COP Payments - Building	\$556,710	45,344	45,344	45,344	\$136,032	42,013	42,013	42,013	\$262,070	42,013	42,013	42,013	\$388,107				
Banking and Payroll Service Fee	\$1,184	124	619	458	\$1,201	38	29	20	\$1,288	30	19	39	\$1,375				
Custodial Services	\$1,260	-	4,900	4,900	\$9,800	7,120	7,120	7,120	\$31,160	-	-	-	\$31,160				
Supplies/Equipment - Lease	\$428	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Board Events	\$871	-	-	-	\$0	-	-	792	\$792	-	-	-	\$792				
Advertising/Marketing	\$12,557	788	1,236	790	\$2,814	1,290	430	4,999	\$9,533	37	380	396	\$10,346				
Professional Development	\$40,538	3,058	813	11,302	\$15,173	1,415	1,128	883	\$18,599	-	25	-	\$18,625				
Bad Debt	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Instructional Supplies	\$79,405	39,914	8,369	2,312	\$50,594	4,779	1,410	1,549	\$58,332	2,711	3,069	1,942	\$66,054				
Admin Supplies/Postage/Telephone	\$18,199	368	2,237	1,163	\$3,768	1,088	3,864	828	\$9,548	1,566	1,207	795	\$13,115				
Purchased Services	\$381,392	20,678	32,424	27,756	\$80,858	47,892	26,508	24,608	\$179,865	37,841	24,766	32,475	\$274,946				
Equipment/Furniture	\$2,529	-	351	-	\$351	104	-	1,238	\$1,692	-	-	-	\$1,692				
Dues and Fees	\$8,507	6,639	-	-	\$6,639	244	3,930	-	\$10,813	-	-	-	\$10,813				
Tech Charge - UPN WAN	\$1,896	-	-	123	\$123	185	-	-	\$308	-	133	-	\$441				
Miscellaneous Expenses	\$2,117	-	-	-	\$0	-	77	-	\$77	-	27	-	\$104				
Ren Faire Expense	\$95	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Volunteer Expenses	\$0	-	-	39	\$39	92	-	-	\$131	-	-	-	\$131				
Before and After Care Expense	\$8,277	-	315	1,102	\$1,418	870	1,425	864	\$4,578	747	-	-	\$5,325				
Pupil Activities	\$1,472	-	-	-	\$0	-	-	80	\$80	-	-	-	\$80				
Fundraising Expenses	\$556	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Family Council Expense	\$3,204	-	563	2,677	\$3,240	226	-	-	\$3,466	-	-	-	\$3,466				
Facility Improvements & Building	\$23,825	149,589	85,506	46,447	\$281,541	30,849	65,842	51,492	\$429,724	284,911	97,425	613	\$812,672				
Total cash expenditures	\$4,468,822	\$38,335	\$37,440	\$38,424	\$1,374,199	\$391,957	\$417,992	\$384,262	\$2,568,411	\$34,567	\$415,637	\$326,384	\$3,944,999	-	-	-	\$0
Change in Accounts Payable/Reivable	(\$312,131)	\$85,966	\$93,673	(\$8,693)	\$170,946	(\$9,629)	\$19,923	(\$20,498)	\$160,742	\$260,286	(\$178,356)	(\$96,672)	\$146,000				
Total Cash--end of month	\$1,084,676 (B)	\$1,064,309	\$1,158,913	\$1,178,514	\$1,178,514	\$1,217,897	\$1,231,800	\$1,250,924	\$1,250,924	\$1,245,965	\$1,027,164	\$973,050	\$973,050	\$973,050	\$973,050	\$973,050	\$1,084,676
Cash Balances:																	
Square	\$1,160	\$1,243	\$2,758	\$3,103	\$3,103	\$1,343	\$1,503	\$1,272	\$1,272	\$0	\$0	\$0	\$0				
Home Loan Operating	\$161,451	\$149,355	\$250,795	\$234,335	\$234,335	\$247,535	\$234,418	\$251,429	\$251,429	\$245,168	\$199,184	\$193,209	\$193,209				
Contingency & Repair Reserve Savings	\$641,899	\$643,191	\$644,486	\$670,862	\$670,862	\$697,307	\$723,801	\$725,491	\$725,491	\$727,648	\$554,419	\$505,976	\$505,976				
Home Loan Premier Savings	\$83,046	\$73,122	\$63,196	\$63,261	\$63,261	\$63,328	\$63,396	\$63,474	\$63,474	\$63,552	\$63,626	\$63,704	\$63,704				
Material Fees Checking	\$58,684	\$58,684	\$58,684	\$67,674	\$67,674	\$68,809	\$68,809	\$69,059	\$69,059	\$69,059	\$69,059	\$68,899	\$68,899				
Petty Cash	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$48	\$67	\$112	\$112				
Tabor Reserve Savings	\$138,667	\$138,667	\$138,946	\$139,231	\$139,231	\$139,527	\$139,825	\$140,152	\$140,152	\$140,491	\$140,809	\$141,150	\$141,150				
Total Cash--end of month	\$1,084,676 (B)	\$1,064,309	\$1,158,913	\$1,178,514	\$1,178,514	\$1,217,897	\$1,231,800	\$1,250,924	\$1,250,924	\$1,245,965	\$1,027,164	\$973,050	\$973,050	\$0	\$0	\$0	\$0
Restricted cash:																	
Tabor 3%	\$127,497	\$147,888	\$147,888	\$147,888	\$147,888	\$147,888	\$147,888	\$147,888	\$147,888	\$147,888	\$147,888	\$147,888	\$147,888				
Capital Projects																	
Other restricted:																	
Fundraising for specific purpose																	
Fees collected for specific purpose																	

(A) Must equal prior month ending cash (OR beginning of year when adding cumulative quarterly income/expenses, as September, December, etc)

(B) Each Total Cash--end of month must be equal each other

Mesa Valley Community School
as of March 31, 2024

	Audited 2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
GENERAL OPERATING FUND REVENUE:									
Categorical Funding Per Pupil (SPED)	47,828	37,125	77.62%	53,232	53,232	100.00%	39,924	75.00%	7.54%
Capital Construction Grant	145,808	111,730	76.63%	102,445	102,445	100.00%	79,251	77.36%	-29.07%
Mill Levy Override 2017	73,704	57,634	78.20%	76,671	76,671	100.00%	54,272	70.79%	-5.83%
Mill Levy Override 1996 & 2004	108,004	81,241	75.22%	117,606	117,606	100.00%	81,543	69.34%	0.37%
Mill Levy Matching Grant	4,741	-	0.00%	-	-	-	-	-	-
Student Class Fees	81,870	81,870	100.00%	-	-	-	-	-	-100.00%
Colorado Read Act	12,987	-	0.00%	-	-	-	-	-	-
Donations - Restricted	-	-	-	-	-	-	-	-	-
Donations - Unrestricted	111	73	65.75%	2,000	2,000	100.00%	2,604	130.20%	3456.34%
Room Rental Fees	-	-	-	-	-	-	-	-	-
Erate Projection	-	-	-	-	-	-	-	-	-
Interest Income	12,440	10,979	88.26%	10,000	10,000	100.00%	15,402	154.02%	40.28%
Intermediate Source Grant	2,000	2,000	100.00%	-	-	-	-	-	-
MCVSD Refund	30	30	100.00%	-	-	-	-	-	-100.00%
Esser	444,771	-	0.00%	287,485	287,485	100.00%	214,426	74.59%	-
Fees - Events	-	-	-	-	-	-	850	-	-
Student Activity	-	-	-	-	-	-	183	-	-
Miscellaneous Income	261	261	100.00%	27	27	100.00%	-	0.00%	-
Total Revenue	\$934,556	\$382,943	40.98%	\$649,466	\$649,466	100.00%	\$488,455	75.21%	27.55%
EXPENDITURE:									
Salaries/Benefits	1,974,657	1,471,797	74.53%	1,848,877	1,848,877	100.00%	1,395,325	75.47%	-5.20%
Professional/Tech Services	90,163	58,965	65.40%	-	-	-	65,370	-	10.86%
Property Services	56,649	44,064	77.78%	-	-	-	58,271	-	32.24%
Purchased Services	28,493	25,432	89.26%	150,183	150,183	100.00%	21,391	14.24%	-15.89%
Professional Dev	2,518	2,518	100.00%	2,500	2,500	100.00%	3,221	128.82%	-
D51 Direct Services	20,256	15,571	76.87%	20,779	20,779	100.00%	15,304	73.65%	-1.71%
D51/Add Personnel	50,997	37,243	73.03%	64,000	64,000	100.00%	61,536	96.15%	65.23%
D51 Admin Charges	63,216	52,434	82.94%	68,563	68,563	100.00%	51,966	75.79%	-0.89%
Supplies	108,217	72,672	67.15%	113,003	113,003	100.00%	102,015	90.28%	40.38%
Events	11,647	5,514	47.34%	5,736	5,736	100.00%	4,786	83.44%	-13.21%
Facility Lease	204,675	174,427	85.22%	238,800	238,800	100.00%	185,371	77.63%	6.27%
Equipment/Furniture	8,487	7,413	87.35%	40,988	40,988	100.00%	40,088	97.80%	440.75%
Dues/Fees	3,692	3,637	98.52%	11,485	11,485	100.00%	13,082	113.90%	259.65%
Learner Funds	362,463	287,569	79.34%	82,500	82,500	100.00%	46,383	56.22%	-83.87%
Learner Contingency	-	-	-	-	-	-	-	-	-
Capital Project-Building	-	-	-	-	-	-	-	-	-
Building Improvements	-	-	-	-	-	-	-	-	-
Equalization Adjustment	-	-	-	-	-	-	-	-	-
Esser Expenses	410,403	267,267	65.12%	287,485	287,485	100.00%	192,449	66.94%	-27.99%
Total Expenditure/Contingency	3,396,533	2,526,523	74.39%	2,934,899	2,934,899	100.00%	\$2,256,556	76.89%	-10.69%
Expenditure/Contingency+(-) Revenue	(\$2,461,977)	(\$2,143,579)	87.07%	(\$2,285,433)	(\$2,285,433)	100.00%	(\$1,768,101)	77.36%	-17.52%
Transfer from General Fund*	\$2,319,950	\$1,747,785	75.34%	\$2,285,433	\$2,285,433	100.00%	\$1,732,185	75.79%	-0.89%
Fund Balance (Deficit) at Beginning of Year	760,060	760,060	100.00%	618,033	618,033	100.00%	618,033	100.00%	-18.69%
Fund Balance (Deficit) at End of Year	\$618,033	\$364,266	58.94%	\$618,033	\$618,033	100.00%	\$582,117	94.19%	59.81%

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Mesa Valley Community School Cash Flow for 2023-24

as of March 31, 2024

	ACTUAL FYE 6/30/23	Jul-23	Aug-23	Sep-23	9/30/23 ACTUAL TOTAL	Oct-23	Nov-23	Dec-23	12/31/23 ACTUAL TOTAL	Jan-24	Feb-24	Mar-24	3/31/24 ACTUAL TOTAL	Apr-24	May-24	Jun-24	6/30/24 ACTUAL TOTAL
Total Cash--Beginning of Month	\$812,513 (A)	\$644,956	\$458,329	\$554,054	\$644,956	\$541,503	\$460,641	\$427,586	\$644,956	\$570,538	\$535,465	\$598,852	\$644,956	\$587,304	\$587,304	\$587,304	\$644,956
Cash received:																	
State Student Per Pupil	\$2,319,950	\$190,722	\$202,257	\$196,490	\$589,469	\$196,490	\$196,490	\$196,490	\$1,178,937	\$184,416	\$184,416	\$184,416	\$1,732,185				
ECEA Spec Ed	\$47,828	4,125	4,747	4,436	\$13,308	4,436	4,436	4,436	\$26,616	4,436	4,436	4,436	\$39,924				
Capital Construction Grant	\$145,808	11,360	8,537	8,537	\$28,434	8,537	8,537	17,074	\$62,582	-	8,335	8,335	\$79,251				
Mill Levy Override 2017	\$73,704	6,404	5,498	5,951	\$17,853	5,951	5,951	5,951	\$35,706	6,189	6,189	6,189	\$54,272				
Mill Levy Override 1996 & 2004	\$108,004	9,027	8,093	8,560	\$25,680	8,560	8,560	8,560	\$51,360	10,061	10,061	10,061	\$81,543				
Mill Levy Matching Grant	\$4,741	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Student Class Fees	\$81,870	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Colorado Read Act	\$12,987	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Gifts/Contributions	\$111	-	27	-	\$27	2,000	-	100	\$2,127	-	-	477	\$2,604				
Room Rental Fees	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Erate	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Interest Income	\$12,440	3,241	1,478	1,545	\$6,264	1,706	1,758	1,186	\$10,914	1,267	1,319	1,903	\$15,402				
Intermediate Source Grant	\$2,000	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
MCVSD Refund	\$30	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Esser	\$444,771	-	-	-	\$0	54,844	-	121,831	\$176,675	-	37,751	-	\$214,426				
Fees - Events	\$0	-	-	-	\$0	-	-	-	\$0	-	-	850	\$850				
Student Activity	\$0	-	-	-	\$0	-	-	-	\$0	183	-	-	\$183				
Miscellaneous Income	\$261	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Total cash received	\$3,254,506	\$224,878	\$230,638	\$225,519	\$681,035	282,524	\$225,731	\$355,628	\$1,544,917	\$206,551	\$252,506	\$216,666	\$2,220,640	\$0	\$0	\$0	\$0
Cash expenditures:																	
Salaries/Benefits	\$1,974,657	\$156,556	\$162,130	\$159,079	\$477,765	\$155,947	\$152,920	\$152,225	\$938,856	\$151,422	\$151,931	\$153,115	\$1,395,325				
Professional/Tech Services	\$90,163	2,958	8,658	9,565	\$21,181	8,452	9,105	8,377	\$47,115	6,608	6,378	5,269	\$65,370				
Property Services	\$56,649	3,363	2,326	7,474	\$13,164	15,988	3,690	9,120	\$41,962	5,344	4,884	6,080	\$58,271				
Purchased Services	\$28,493	2,691	2,747	2,691	\$8,128	2,552	2,622	2,624	\$15,926	2,624	86	2,755	\$21,391				
Professional Dev	\$2,518	-	-	-	\$0	-	-	-	\$0	1,335	1,157	728	\$3,221				
D51 Direct Services	\$20,256	1,730	1,671	1,700	\$5,101	1,700	1,700	1,700	\$10,203	1,700	1,700	1,700	\$15,304				
D51/Add Personnel	\$50,997	3,356	3,883	3,883	\$11,122	6,177	9,147	8,046	\$34,492	8,203	9,516	9,326	\$61,536				
D51 Admin Charges	\$63,216	5,722	6,068	5,895	\$17,684	5,895	5,895	5,895	\$35,368	5,532	5,532	5,532	\$51,966				
Supplies	\$108,217	19,339	16,538	12,894	\$48,771	25,616	2,715	6,656	\$83,759	8,338	6,472	3,446	\$102,015				
Events	\$11,647	168	605	19	\$792	-	132	426	\$1,350	532	268	2,636	\$4,786				
Facility Lease	\$204,675	17,067	17,067	17,067	\$51,200	17,067	17,067	17,067	\$102,400	17,067	17,067	17,067	\$153,600				
Equipment/Furniture	\$8,487	22,744	12,028	3,036	\$37,807	342	308	310	\$38,768	359	420	542	\$40,088				
Dues/Fees	\$3,692	31	8,482	-	\$8,513	165	-	-	\$8,678	55	-	4,349	\$13,082				
Learner Funds	\$362,463	-	1,336	2,334	\$3,671	1,611	35,674	990	\$41,945	1,656	1,428	1,355	\$46,383				
Capital Project-Building	\$0	-	11,995	16,900	\$28,895	112	-	2,765	\$31,771	-	-	-	\$31,771				
Equalization Adjustment	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Esser Expenses	\$410,402	-	29,193	18,325	\$47,518	118,168	-	26,762	\$192,449	-	-	-	\$192,449				
Other Expenses	\$0	-	-	-	\$0	-	-	-	\$0	-	-	-	\$0				
Total cash expenditures	\$3,396,534	\$235,726	\$284,726	\$260,861	\$781,313	\$359,790	\$240,974	\$242,964	\$1,625,041	\$210,775	\$206,839	\$213,901	\$2,256,556	\$0	\$0	\$0	\$0
Change in Accounts Payable/Receivable	(\$25,529)	(\$175,779)	\$149,813	\$22,792	(\$3,175)	(\$3,595)	(\$17,812)	\$30,288	\$5,705	(\$30,849)	\$17,720	(\$14,312)	(\$21,736)				
Total Cash--end of month	\$644,956 (B)	\$458,329	\$554,054	\$541,503	\$541,503	\$460,641	\$427,586	\$570,538	\$570,538	\$535,465	\$598,852	\$587,304	\$587,304	\$587,304	\$587,304	\$587,304	\$644,956
Cash Balances:																	
Operating account	\$484,088	\$296,772	\$391,755	\$378,503	\$378,503	\$296,912	\$263,145	\$405,357	\$405,357	\$369,541	\$332,175	\$319,431	\$319,431				
SBA Account	6,026	6,027	6,054	6,054	6,054	6,055	6,056	6,056	6,056	6,057	6,057	6,057	6,057				
CSAFE	50,425	50,649	50,882	51,110	51,110	51,348	51,579	51,820	51,820	52,062	152,347	153,046	153,046				
CSAFE Tabor	104,417	104,881	105,363	105,835	105,835	106,327	106,806	107,305	107,305	107,806	108,273	108,770	108,770				
Total Cash--end of month	\$644,956 (B)	\$458,329	\$554,054	\$541,503	\$541,503	\$460,641	\$427,586	\$570,538	\$570,538	\$535,465	\$598,852	\$587,304	\$587,304	\$0	\$0	\$0	\$0
Restricted cash:																	
Tabor 3%	\$83,944	94,529	94,529	94,529	94,529	94,529	94,529	94,529	94,529	94,529	94,592	94,592	94,592				
Capital Projects																	
Other restricted:																	
Fundraising for specific purpose																	
Fees collected for specific purpose																	
Unspent grant revenues																	
Other?-name																	
Unrestricted	561,012	363,800	459,525	446,974	446,974	366,112	333,057	476,009	476,009	440,936	504,260	492,712	492,712				
Total Cash--end of month	\$644,956 (B)	\$458,329	\$554,054	\$541,503	\$541,503	\$460,641	\$427,586	\$570,538	\$570,538	\$535,465	\$598,852	\$587,304	\$587,304	\$0	\$0	\$0	\$0

(A) Must equal prior month ending cash (OR beginning of year when adding cumulative quarterly income/expenses, as in September, December, etc.)

(B) Each Total Cash--end of month must be equal each other

Nutrition Services Fund (21)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Student Meals	\$1,953,139	\$1,079,367	55.26%	\$61,000	\$61,000	100.00%	\$49,770	81.59%	-95.39%
Ala Carte Lunch Sales	146,311	107,498	73.47%	121,000	110,000	90.91%	70,506	58.27%	-34.41%
Adult Meals	71,460	50,959	71.31%	77,000	78,000	101.30%	62,822	81.59%	23.28%
Federal Reimbursement	5,758,492	4,138,875	71.87%	6,039,594	6,425,321	106.39%	4,498,639	74.49%	8.69%
State Reimbursement	154,182	126,361	81.96%	3,470,349	2,921,892	84.20%	2,332,724	67.22%	1746.08%
Interest on Investment	40,037	29,371	73.36%	15,000	10,000	66.67%	3,826	25.51%	-86.97%
Miscellaneous	3,106	158,338	5097.81%	4,000	14,000	350.00%	11,946 *	298.65%	-92.46%
Commodities	737,393	299,898	40.67%	936,380	923,898	98.67%	161,008	17.19%	-46.31%
Total Revenue	\$8,864,120	\$5,990,667	67.58%	\$10,724,323	\$10,544,111	98.32%	\$7,191,241	67.06%	20.04%
EXPENDITURE:									
Salaries and Benefits	\$4,629,324	\$3,459,987	74.74%	\$5,337,153	\$5,144,848	96.40%	\$3,987,978	74.72%	15.26%
Food	3,083,818	2,462,317	79.85%	3,771,496	3,810,690	101.04%	3,030,221	80.35%	23.06%
Non-Food	1,715,082	1,410,238	82.23%	1,616,487	1,709,264	105.74%	1,442,851	89.26%	2.31%
Commodities	729,167	263,125	36.09%	540,611	642,502	118.85%	199,569	36.92%	-24.15%
Total Expenditure	\$10,157,391	\$7,595,667	74.78%	\$11,265,747	\$11,307,304	100.37%	\$8,660,619	76.88%	14.02%
Transfer from 2017 Mill Levy Override - Student Contact Days	103,643	77,732	75.00%	118,778	118,778	100.00%	85,300	71.81%	
Excess (Deficiency) of Revenue & Transfer	(\$1,189,628)			(\$422,646)		(\$644,415)			
GAAP Basis Fund Balance (Deficit) at Beginning of Year	3,545,825			2,356,197		2,356,197			
GAAP Basis Fund Balance (Deficit) at End of Year	2,356,197			1,933,551		1,711,782			
Reserves/Designations:									
Non-Spendable: Inventories	(693,128)			(700,000)		(700,000)			
Restricted Fund Balance at End of Year	1,663,069			1,233,551		1,011,782			

* Cash receipts from schools - distribution to school revenue codes lags a month behind.

Anticipated will be updated quarterly and is based on Re-Adopted Budget



Mesa County Valley School District 51
2023-24 Budget Summary Report, 3rd Quarter

Presented: April 16, 2024

Government Designated Grants Fund (22)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Grant Revenue	\$43,495,925	\$32,435,925	74.57%	\$55,860,174	\$37,955,823	67.95%	\$31,112,634	55.70%	-4.08%
Total Revenue	\$43,495,925	\$32,435,925	74.57%	\$55,860,174	\$37,955,823	67.95%	\$31,112,634	55.70%	-4.08%
EXPENDITURE:									
Instructional Programs	\$18,144,067	\$11,788,912	64.97%	\$21,031,692	\$13,486,966	64.13%	\$7,867,397	37.41%	-33.26%
Pupil Support Services	13,053,118	\$9,902,010	75.86%	23,705,657	15,163,469	63.97%	8,845,357	37.31%	-10.67%
General Administration Support Services	223,918	165,644	73.98%	506,189	315,972	62.42%	184,317	36.41%	11.27%
School Administration Support Services	3,916,336	739,766	18.89%	1,935,682	1,117,729	57.74%	652,009	33.68%	-11.86%
Business Support Services	665,868	368,889	55.40%	1,529,186	1,068,326	69.86%	623,190	40.75%	68.94%
Central Support Services	806,272	401,344	49.78%	979,126	829,119	84.68%	483,653	49.40%	20.51%
Community Services & Other Support Services	1,606,069	1,252,955	78.01%	1,062,406	879,005	82.74%	512,753	48.26%	-59.08%
Facilities/Construction Services	4,960,277	2,729,484	55.03%	4,990,237	4,990,237	100.00%	3,361,643	67.36%	23.16%
Other Uses	120,000	100,000	83.33%	120,000	105,000	87.50%	105,000	87.50%	5.00%
Total Expenditure	\$43,495,925	\$27,449,005	63.11%	\$55,860,174	\$37,955,823	67.95%	\$22,635,320	40.52%	-17.54%
GAAP Basis Result of Operations	\$0	\$4,986,920		\$0	\$0		\$8,477,315		
GAAP Basis Fund Balance (Deficit) at Beginning of Year	0	0		0	0		0		
GAAP Basis Fund Balance (Deficit) at End of Year	\$0	\$4,986,920		\$0	\$0		\$8,477,315		
Reserves/Designations:									
Inventories									
Encumbrances	(335,667)	(1,040,320)					(489,077)		
Unreserved/Undesignated Fund Balance	(335,667)	\$3,946,599		\$0	\$0		\$7,988,237		

Anticipated will be updated quarterly and is based on Adopted Budget

**Physical Activities Fund (23)
as of March 31, 2024**

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Athletic Fees/Passes	\$347,534	\$221,763	63.81%	\$350,000	\$350,000	100.00%	\$327,704	93.63%	47.77%
Gate Receipts	307,340	257,046	83.64%	350,000	350,000	100.00%	234,524	67.01%	-8.76%
Misc Revenue	16,914	6,921	40.92%	36,000	0	0.00%	(7,290)	-20.25%	
Total Revenue	\$671,788	\$485,730	72.30%	\$736,000	\$700,000	95.11%	\$554,938	75.40%	14.25%
EXPENDITURE:									
Playoffs	\$215,271	\$143,596	66.70%	\$320,000	\$211,708	66.16%	\$141,219	44.13%	-1.66%
Basketball, Girls	69,691	68,427	98.19%	55,000	73,613	133.84%	73,613	133.84%	7.58%
Cheerleader/Poms	18,032	17,773	98.56%	15,000	14,538	96.92%	14,538	96.92%	-18.20%
Golf, Girls	5,484	1,722	31.40%	8,000	8,000	100.00%	1,620	20.25%	-5.92%
Soccer, Girls	27,352	8,363	30.58%	26,000	26,000	100.00%	8,877	34.14%	6.15%
Softball, Girls	42,358	42,358	100.00%	40,000	49,583	123.96%	49,583	123.96%	17.06%
Swimming, Girls	6,032	5,860	97.15%	12,000	6,177	51.48%	6,177	51.48%	5.41%
Tennis, Girls	10,730	3,513	32.74%	8,000	8,000	100.00%	2,896	36.20%	-17.56%
Lacrosse, Girls	20,588	3,880	18.85%	27,000	27,000	100.00%	5,388	19.96%	38.87%
Volleyball	67,853	67,853	100.00%	48,000	72,242	150.50%	72,242	150.50%	6.47%
Wrestling, Girls	18,873	18,873	100.00%	12,000	25,609	213.41%	25,609	213.41%	35.69%
Baseball	49,891	9,634	19.31%	40,000	40,000	100.00%	10,499	26.25%	8.98%
Basketball, Boys	60,446	57,791	95.61%	55,000	72,076	131.05%	72,076	131.05%	24.72%
Football	122,061	107,807	88.32%	130,500	138,518	106.14%	138,518	106.14%	28.49%
Golf, Boys	12,418	12,418	100.00%	8,000	12,898	161.23%	12,898	161.23%	3.87%
Soccer, Boys	26,555	26,555	100.00%	26,000	27,510	105.81%	27,510	105.81%	3.60%
Swimming, Boys	5,285	1,051	19.89%	10,000	10,000	100.00%	753	7.53%	-28.35%
Tennis, Boys	7,862	7,862	100.00%	8,000	9,542	119.28%	9,542	119.28%	21.37%
Lacrosse, Boys	20,728	2,549	12.30%	27,000	27,000	100.00%	5,964	22.09%	133.97%
Wrestling, Boys	61,218	60,802	99.32%	55,000	62,976	114.50%	62,976	114.50%	3.58%
Cross Country	13,706	13,706	100.00%	14,000	20,201	144.29%	20,201	144.29%	47.39%
Track	41,188	5,671	13.77%	40,000	40,000	100.00%	9,916	24.79%	74.85%
Contingency	0	0		5,000	5,000	100.00%	0	0.00%	
Athletic Director Travel	2,135	2,135	100.00%	3,000	3,000	100.00%	1,663	55.43%	-22.11%
Catastrophic Insurance	0	0		7,500	0	0.00%	0	0.00%	
Scholarship Fund/Other	741	707	95.41%	1,000	1,000	100.00%	295	29.50%	-58.27%
Total Expenditure	\$926,498	\$690,906	74.57%	\$1,001,000	\$992,191	99.12%	\$774,573	77.38%	12.11%
Excess (Deficiency) of Revenue	(\$254,710)			(\$265,000)	(\$292,191)				
Transfer from General Fund	400,000	400,000		400,000	400,000		400,000		
Excess (Deficiency) of Revenue & Transfer	\$145,290			\$135,000	\$107,809				
GAAP Basis Fund Balance (Deficit) at Beginning of Year	99,107			244,397	244,397				
GAAP Basis Fund Balance (Deficit) at End of Year	\$244,397			\$379,397	\$352,206				

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Beverage Fund (27)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Commissions	\$63,815	\$49,875	78.16%	\$80,000	\$75,054	93.82%	\$58,659	73.32%	17.61%
Electrical	6,468	6,468	100.00%	6,468	6,468	100.00%	0	0.00%	-100.00%
Interest	12,355	8,108	65.63%	20,000	20,000	100.00%	14,345	71.73%	76.92%
Miscellaneous	15,000	15,000	100.00%	15,000	15,000	100.00%	0	0.00%	-100.00%
Total Revenue	\$97,638	\$79,451	81.37%	\$121,468	\$116,522	95.93%	\$73,004	60.10%	-8.11%
EXPENDITURE:									
SBA Accounts	\$37,158	\$37,158	100.00%	\$51,603	\$51,603	100.00%	\$51,603	100.00%	38.87%
Staff Development	3,074	2,480	80.68%	21,000	21,000	100.00%	2,003	9.54%	-19.23%
Programs:									
Projects	30,266	22,232	73.46%	20,200	20,200	100.00%	18,583	92.00%	-16.41%
Board Approved Programs	0	0		4,000	4,000	100.00%	0	0.00%	
Total Expenditure	\$70,498	\$61,870	87.76%	\$96,803	\$96,803	100.00%	\$72,189	74.57%	16.68%
Excess (Deficiency) of Revenue	\$27,140			\$24,665		\$19,719			
GAAP Basis Fund Balance (Deficit) at Beginning of Year	310,082			337,222		337,222			
GAAP Basis Fund Balance (Deficit) at End of Year	\$337,222			\$361,887		\$356,941			
	22-23 Actual	23-24 Re-Adopted							
Student Activities	\$1,836	\$2,200							
Music	5,046	5,000							
Athletics	12,897	8,000							
Elementary Physical Activities	10,487	5,000							
Total	\$30,266	\$20,200							

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Student Body Activities Fund (29)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Local Revenues - Student Activities	\$4,880,350	\$3,743,285	76.70%	\$6,000,000	\$5,235,763	87.26%	\$4,015,891	66.93%	7.28%
Total Revenue	\$4,880,350	\$3,743,285	76.70%	\$6,000,000	\$5,235,763	87.26%	\$4,015,891	66.93%	7.28%
EXPENDITURE:									
Student Activities	\$5,134,107	\$3,327,813	64.82%	\$6,000,000	\$4,839,823	80.66%	\$3,137,065	52.28%	-5.73%
Total Expenditure	\$5,134,107	\$3,327,813	64.82%	\$6,000,000	\$4,839,823	80.66%	\$3,137,065	52.28%	-5.73%
Excess (Deficiency) of Revenue	(\$253,757)			\$0		\$395,940			
GAAP Basis Fund Balance (Deficit) at Beginning of Year	3,070,539			2,816,782		2,816,782			
GAAP Basis Fund Balance (Deficit) at End of Year	\$2,816,782			\$2,816,782		\$3,212,722			

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Bond Redemption Fund (31)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Local Property Taxes	\$23,235,263	\$9,844,791	42.37%	\$28,210,596	\$27,928,490	99.00%	\$11,356,465	40.26%	15.36%
Delinquent Taxes	8,694	5,369	61.76%	10,000	7,112	71.12%	4,392	43.92%	-18.20%
Total Revenue	\$23,243,957	\$9,850,160	42.38%	\$28,220,596	\$27,935,602	98.99%	\$11,360,857	40.26%	15.34%
EXPENDITURE:									
Bond Principal:									
2011 Series	\$9,650,000	\$9,650,000	100.00%	\$10,000,000	\$10,000,000	100.00%	\$10,000,000	100.00%	
2012 Refinance	0	0		100,000	100,000	100.00%	100,000	100.00%	
2018 Series	0	0		0	0		0		
2022 Series	0	0		0	0		0		
Bond Interest Coupons Redeemed:									
2011 Series	1,258,750	750,000	59.58%	767,500	767,500	100.00%	508,750	66.29%	
2012 Refinance	8,625	4,313	50.01%	7,375	7,375	100.00%	4,312	58.47%	
2018 Series	6,172,188	3,086,094	50.00%	6,172,188	6,172,188	100.00%	3,086,094	50.00%	
2022 Series	4,001,950	2,000,975	50.00%	4,001,950	4,001,950	100.00%	2,000,975	50.00%	
Total Expenditure	\$21,091,513	\$15,491,382	73.45%	\$21,049,013	\$21,049,013	100.00%	\$15,700,131	74.59%	
Excess (Deficiency) of Revenue	\$2,152,444			\$7,171,583	\$6,886,589				
GAAP Basis Fund Balance (Deficit) at Beginning of Year	21,470,571			23,623,015	23,623,015				
GAAP Basis Fund Balance (Deficit) at End of Year	\$23,623,015			\$30,794,598	\$30,509,604				
Mill Levy	11.028			11.354					
Assessed Value	\$2,101,430,072 *			\$2,484,639,430 **					

*Certification of Mill Levy December 13, 2023

**Certification of Mill Levy January 9, 2024

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Building Fund (41)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Interest on Investments	\$4,395,808	\$3,183,032	72.41%	\$3,200,000	\$3,063,700	95.74%	\$2,467,624	77.11%	-22.48%
Total Revenue	\$4,395,808	\$3,183,032	72.41%	\$3,200,000	\$3,063,700	95.74%	\$2,467,624	77.11%	-22.48%
EXPENDITURE:									
Building Construction & Improvements	\$46,643,377	\$23,434,780	50.24%	\$51,288,365	\$50,056,261	97.60%	\$37,931,898	73.96%	61.86%
Equipment	0	0		0	477,994		477,994		
Construction Services	2,120,223	1,779,913	83.95%	0	754,110		754,110		-57.63%
Total Expenditure	\$48,763,600	\$25,214,693	51.71%	\$51,288,365	\$51,288,365	100.00%	\$39,164,002	76.36%	55.32%
Excess (Deficiency) of Revenue	(\$44,367,792)			(\$48,088,365)		(\$48,224,665)			
Sale of Bonds	\$0			\$0	\$0				
Premium/Discount	0			0	0				
Less: Issuance Costs	0			0	0				
Net Sale of Bonds	\$0			\$0	\$0				
Excess (Deficiency) of Revenue	(\$44,367,792)			(\$48,088,365)		(\$48,224,665)			
GAAP Basis Fund Balance (Deficit) at Beginning of Year	126,536,386			82,168,594		82,168,594			
GAAP Basis Fund Balance (Deficit) at End of Year	\$82,168,594			\$34,080,229		\$33,943,929			

Proceeds from bonds approved by voters in the November 8, 2021 election will be used to build a new Grand Junction High School.

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Capital Projects Fund (43)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Interest on Investments	\$591,324	\$387,803	65.58%	\$900,000	\$820,141	91.13%	\$655,141	72.79%	68.94%
Charter School Lease Payments (COP's)	798,195	553,306	69.32%	705,200	705,200	100.00%	562,804	79.81%	1.72%
Sale of Property	0	0		1,276,783	1,273,032	99.71%	1,273,032	99.71%	
Other Local/Misc Revenue	3,444,586	2,861,960	83.09%	535,742	454,278	84.79%	145,741	27.20%	-94.91%
Capital/Right of Use Leases	1,504,360	0	0.00%	1,000,000	300,000	30.00%	0	0.00%	
Total Revenue	\$6,338,465	\$3,803,069	60.00%	\$4,417,725	\$3,552,651	80.42%	\$2,636,718	59.68%	-30.67%
EXPENDITURE:									
Ground Improvement/Land	\$147,202	\$41,544	28.22%	\$125,000	\$309,845	247.88%	\$228,655	182.92%	450.39%
Buildings	859,487	383,424	44.61%	1,984,655	1,145,436	57.71%	670,882	33.80%	74.97%
Equipment	1,502,189	2,398,875	159.69%	1,190,215	781,971	65.70%	515,184	43.28%	-78.52%
Capital/Right of Use Leases	1,504,360	0	0.00%	1,000,000	300,000	30.00%	0	0.00%	
Other Capital Outlay	89,726	351,436	391.68%	1,566,920	1,159,433	73.99%	1,159,433	73.99%	229.91%
Subtotal	\$4,102,964	\$3,175,279	77.39%	\$5,866,790	\$3,696,685	63.01%	\$2,574,154	43.88%	-18.93%
CHARTER SCHOOL DEBT SERVICE:									
Professional Services	\$2,500	\$2,500	100.00%	\$2,500	\$2,500	100.00%	\$2,500	100.00%	
COP Financing Principal	285,000	285,000	100.00%	300,000	300,000	100.00%	300,000	100.00%	
COP Financing Interest	417,325	212,225	50.85%	402,700	402,700	100.00%	205,100	50.93%	
Subtotal	\$704,825	\$499,725	70.90%	\$705,200	\$702,700	99.65%	\$507,600	150.93%	
DISTRICT DEBT SERVICE									
Lease Financing	\$1,247,836	\$1,082,007	86.71%	\$1,141,349	\$1,141,349	100.00%	\$1,041,847	91.28%	
Professional Services	2,500	3,300	132.00%	2,500	2,500	100.00%	2,500	100.00%	
COP Financing Principal	375,000	375,000	100.00%	380,000	380,000	100.00%	380,000	100.00%	
COP Financing Interest	135,053	69,673	51.59%	126,408	126,408	100.00%	65,380	51.72%	
Subtotal	\$1,760,389	\$1,529,980	86.91%	\$1,650,257	\$1,650,257	100.00%	\$1,489,727	90.27%	-2.63%
Total Expenditure	\$6,568,178	\$5,204,984	79.25%	\$8,222,247	\$6,049,642	73.58%	\$4,571,481	55.60%	-12.17%
Excess (Deficiency) of Revenue	(\$229,713)			(\$3,804,522)	(\$2,496,991)				
Transfer from General Fund	2,275,970	1,706,978		2,275,970	2,275,970		1,706,978		
Excess (Deficiency) of Revenue and Transfer	\$2,046,257			(\$1,528,552)	(\$221,021)				
GAAP Basis Fund Balance (Deficit) at Beginning of Year	15,893,182			17,939,439	17,939,439				
GAAP Basis Fund Balance (Deficit) at End of Year	\$17,939,439			\$16,410,887	\$17,718,418				
Less Reserves:									
Reclassification: TABOR Emergency Reserve	(7,064,860)			(7,064,860)	(7,064,860)				
Nondesignated Fund									
Balance at End of Year	\$10,874,579			\$9,346,027	\$10,653,558				

2022-23 Actual

Transfer: \$186.06 X 20,294.64 to Capital Projects/Insurance Reserve
Capital Projects \$ 2,275,970
Insurance Reserve \$ 1,500,000
\$ 3,775,970

2023-24 Re-Adopted Budget

Transfer: \$195.54 X 19,310.78 to Capital Projects/Insurance Reserve
Capital Projects \$ 2,275,970
Insurance Reserve \$ 1,500,000
\$ 3,775,970

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Medical Insurance Fund (62)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Medical Insurance Premiums	\$22,518,396	\$16,923,143	75.15%	\$22,397,932	\$22,289,447	99.52%	\$16,634,216	74.27%	-1.71%
Cobra Insurance Premiums	164,313	126,336	76.89%	250,000	143,698	57.48%	110,486	44.19%	-12.55%
Interest on Investments	140,327	72,289	51.51%	380,000	489,828	128.90%	354,828	93.38%	390.85%
Total Revenue	\$22,823,036	\$17,121,768	75.02%	\$23,027,932	\$22,922,973	99.54%	\$17,099,530	74.26%	-0.13%
EXPENDITURE:									
Medical - Administration/ Contracted Service	\$2,432,710	\$1,869,216	76.84%	\$3,299,900	\$3,031,145	91.86%	\$1,944,850	58.94%	4.05%
Medical Services	17,538,002	13,537,774	77.19%	19,426,705	19,421,859	99.98%	13,448,122	69.22%	-0.66%
Supplies/Equipment	564	1,491	264.36%	4,000	2,000	50.00%	23	0.58%	-98.46%
Miscellaneous	27,198	11,435	42.04%	0	10,099		10,099		-11.68%
Training	255	0	0.00%	1,000	1,000	100.00%	504	50.40%	
Total Expenditure	\$19,998,729	\$15,419,916	77.10%	\$22,731,605	\$22,466,103	98.83%	\$15,403,598	67.76%	-0.11%
Excess (Deficiency) of Revenue	\$2,824,307			\$296,327	\$456,870				
Transfer from General Fund	1,500,000	1,125,000		1,500,000	1,500,000		1,125,000		
Excess (Deficiency) of Revenue and Transfer	\$4,324,307			\$1,796,327	\$1,956,870				
GAAP FUND BALANCE:									
Beginning of Year	2,656,399			6,980,706	6,980,706				
End of Year	\$6,980,706			\$8,777,033	\$8,937,576				

Insurance Premiums are not considered a transfer.

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Dental Insurance Fund (63)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Premiums	\$1,205,370	\$906,448	75.20%	\$1,360,024	\$1,192,160	87.66%	\$887,441	65.25%	-2.10%
Total Revenue	\$1,205,370	\$906,448	75.20%	\$1,360,024	\$1,192,160	87.66%	\$887,441	65.25%	-2.10%
EXPENDITURE:									
Dental - Administration	\$73,581	\$59,833	81.32%	\$88,839	\$84,243	94.83%	\$60,371	67.96%	0.90%
Dental - Claims/Services	1,064,166	787,512	74.00%	1,266,286	1,106,894	87.41%	819,132	64.69%	4.02%
Total Expenditure	\$1,137,747	\$847,345	74.48%	\$1,355,125	\$1,191,137	87.90%	\$879,503	64.90%	3.80%
Excess (Deficiency) of Revenue	\$67,623			\$4,899	\$1,023				
GAAP FUND BALANCE:									
Beginning of Year	396,078			463,701	463,701				
End of Year	\$463,701			\$468,600	\$464,724				

Insurance Premiums are not considered a transfer.

Anticipated will be updated quarterly and is based on Re-Adopted Budget

Insurance Fund (64)
as of March 31, 2024

	2022-23 Actual 6/30/23	2022-23 Actual 3/31/23	% of Actual	2023-24 Re-Adopted Budget	2023-24 EOY Anticipated as of 3/31/24	% of Budget	2023-24 Actual 3/31/24	% of Budget	Year Over Year %
REVENUE:									
Interest on Investments	\$195,530	\$129,988	66.48%	\$350,000	\$259,841	74.24%	\$199,841	57.10%	53.74%
Insurance Premium-Employee Benefits	924,520	1,003	0.11%	1,385,000	1,253,791	90.53%	1,301	0.09%	29.71%
Miscellaneous Revenue	38,196	30,451	79.72%	12,000	25,285	210.71%	20,158	167.98%	-33.80%
Total Revenue	\$1,158,246	\$161,442	13.94%	\$1,747,000	\$1,538,917	88.09%	\$221,300	12.67%	37.08%
EXPENDITURE:									
Salaries and Benefits	\$1,086,875	\$791,862	72.86%	\$1,238,348	\$1,157,585	93.48%	\$843,379	68.11%	6.51%
Workers' Compensation	1,791,227	690,803	38.57%	1,200,000	1,449,226	120.77%	636,039	53.00%	-7.93%
Insurance Premiums / Bonds	872,671	850,108	97.41%	1,261,611	998,852	79.17%	973,027	77.13%	14.46%
Uninsured Losses / Claims	0	0		1,000	0	0.00%	0	0.00%	
Supplies / Other	169,358	102,014	60.24%	190,000	119,143	62.71%	53,696	28.26%	-47.36%
Employee Assistance Program	86,430	62,985	72.87%	150,000	88,310	58.87%	64,355	42.90%	2.18%
Wellness Program	1,429	0	0.00%	5,000	5,000	100.00%	0	0.00%	
Total Expenditure	\$4,007,990	\$2,497,772	62.32%	\$4,045,959	\$3,818,116	94.37%	\$2,570,496	63.53%	2.91%
Excess (Deficiency) of Revenue	(\$2,849,744)			(\$2,298,959)	(\$2,279,199)				
Transfer from General Fund	1,500,000	1,500,000		1,500,000	1,500,000		1,125,000		
Excess (Deficiency) of Revenue & Transfer	(\$1,349,744)			(\$798,959)	(\$779,199)				
GAAP Basis Fund Balance (Deficit) at Beginning of Year	5,611,286			4,261,542	4,261,542				
Unreserved/Undesignated Fund Balance at End of Year	\$4,261,542			\$3,462,583	\$3,482,343				

2022-23 Actual

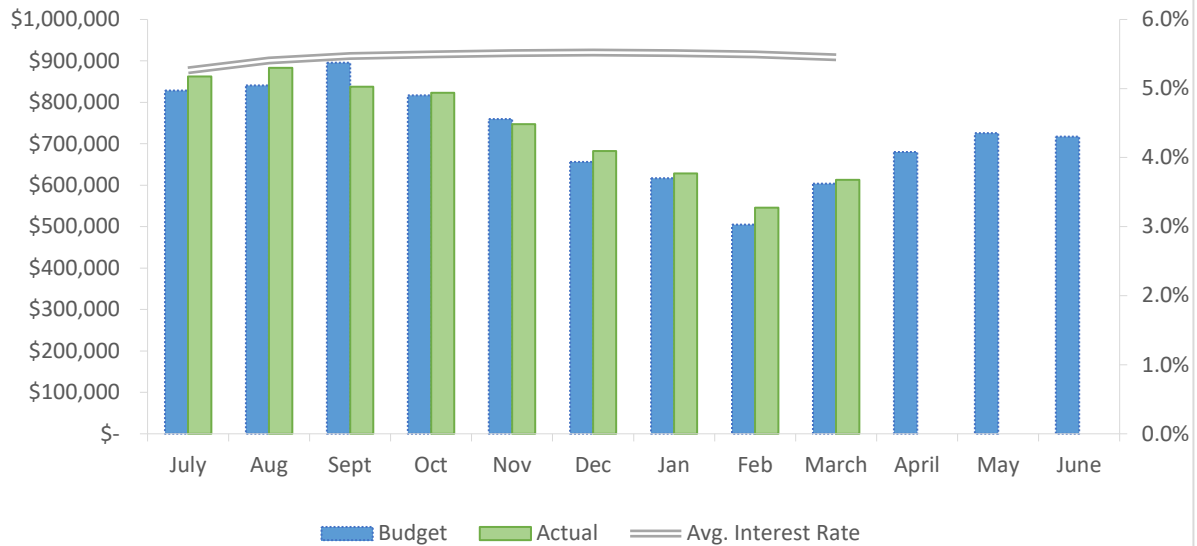
Transfer: \$186.06 X 20,294.64 to Capital Projects/Insurance Reserve	
Capital Projects	\$2,275,970
Insurance Reserve	1,500,000
	<u>\$3,775,970</u>

2023-24 Re-Adopted Budget

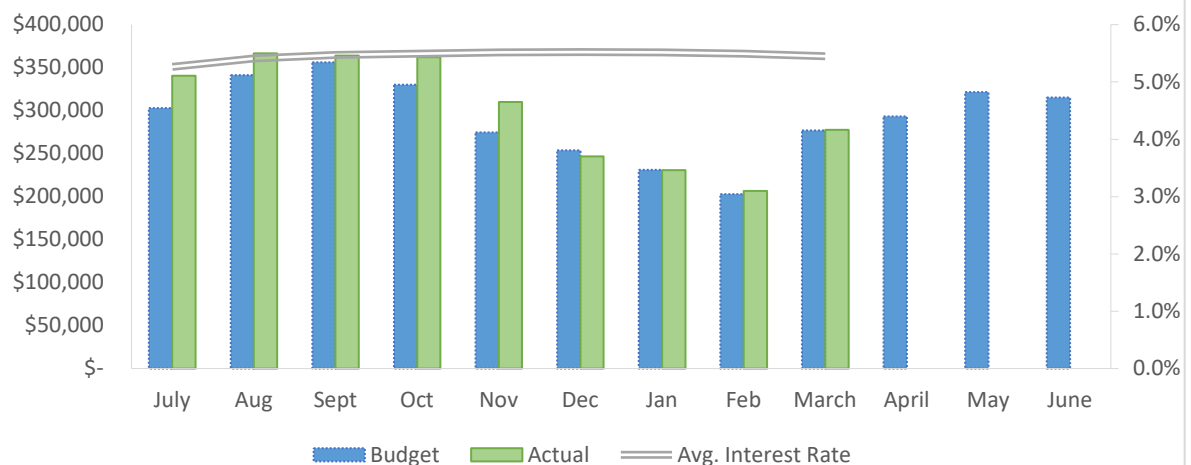
Transfer: \$195.54 X 19,310.78 to Capital Projects/Insurance Reserve	
Capital Projects	\$ 2,275,970
Insurance Reserve	\$ 1,500,000
	<u>\$ 3,775,970</u>

Anticipated will be updated quarterly and is based on Re-Adopted Budget

TOTAL INTEREST EARNED - 2023-24



GENERAL FUND INTEREST - 2023-24





Mesa County Valley School District 51

March 2024 Budget Charts, 3rd Quarter

Presented: April 16, 2024

All Funds

<i>Type of Investment</i>	<i>Fund</i>	<i>Bank or Safekeeping</i>	<i>Amount</i>	<i>Date Acquired</i>	<i>Interest Rate</i>
Alpine Bank Money Market	Pooled	Alpine Bank	\$28,741,248	4/28/23	5.450%
C-SAFE - Mesa County	31	In Trust with Mesa County Treasurer	19,346,635		5.390%
C-SAFE - General	Pooled	US Bank - Denver	25,752,876	6/27/03	5.390%
C-SAFE - 2022 GJHS Bond	41	Wells Fargo Bank - Denver	18,470,335	1/26/22	5.510%
Colo Trust - General	Pooled	Wells Fargo Bank - Denver	30,738,359	4/26/97	5.452%
Colo Trust - 2022 GJHS Bond	41	Wells Fargo Bank - Denver	18,763,128	1/26/22	5.452%
Total			\$141,812,581		

Schedule of Interest Earned (All Funds)

Source	General Fund		Colorado Preschool Program		Capital Reserve		Insurance Reserve	
	Current Qtr	YTD	Current Qtr	YTD	Current Qtr	YTD	Current Qtr	YTD
Pooled Funds *	\$715,160	\$2,705,348	\$15,996	\$32,997	\$171,301	\$655,141	\$63,511	\$199,841

Source	Nutrition Services		Beverage Fund		Health Insurance		2017 Mill Levy Override	
	Current Qtr	YTD	Current Qtr	YTD	Current Qtr	YTD	Current Qtr	YTD
Pooled Funds *	\$0	\$3,826	\$5,158	\$14,345	\$138,693	\$354,828	\$47,066	\$181,359

Source	Student Body Activities	
	Current Qtr	YTD
Pooled Funds *	\$2,871	\$7,104

Source	Building Projects	
	Current Qtr	YTD
Fund 41	\$627,213	\$2,467,624

* Pooled funds are checking account, Colo Trust General and C-SAFE General

NOTE: Earnings are not known and allocated to funds until after the end of the month, so earnings are usually recorded a month behind. For example, interest from July is not reported until August.

D51 Alternative Teacher Licensure Program

Program Planning for 2024 - 2025

A Special Thank You

Erin Dryanski, Secondary Induction Specialist

Michelle Lyon, Elementary Induction Specialist

Melanie Balleweg, Alternative Licensure Induction Specialist

Danny Medved, OMMS Principal

Thea Nelson - RMS Counselor

Dawn Cruickshank, Kyle Barber, Anne Shoffstall, Maddie Laiche,

Sonia Gates - SpEd Coordinators

Nikki Johnston - Director of Secondary Curriculum and Professional Learning

Zarra Keith - CDE Educator Preparation Program

D51 ELEVATE

D51 ELEVATE: *Educator Licensing through Alternative Training and Education*

Our alternative licensure teacher program is designed for aspiring educators ready to embark on a journey of growth, achievement, and reaching new summits in their teaching careers.

Our program, symbolized by a majestic mountain peak, embodies the spirit of achievement and the pursuit of excellence. Just as climbers strive to conquer the summit, our participants aim to elevate themselves through knowledge, dedication, and perseverance.



Logo is in draft form

Purpose

Alternative licensure programs address teacher shortages by:

- allowing individuals with expertise in specific fields to transition into teaching roles,
- diversify the teaching staff,
- meet specialized needs like math, science, and special education,
- offer professional development through teaching experiences,
- and promote retention and career advancement within the teaching profession.

Benefits and Outcomes

Strengthening the Education Pipeline :

The alternative licensure program contributes to the overall strength and sustainability of the education pipeline in D51 and beyond. By attracting new talent to the profession and providing ongoing support and mentorship, the district cultivates a robust network of educators who are committed to lifelong learning and continuous improvement.

Diverse Perspectives :

Bringing in non -traditional teachers and industry experience candidates enriches the diversity of perspectives within the teaching staff.

Benefits and Outcomes



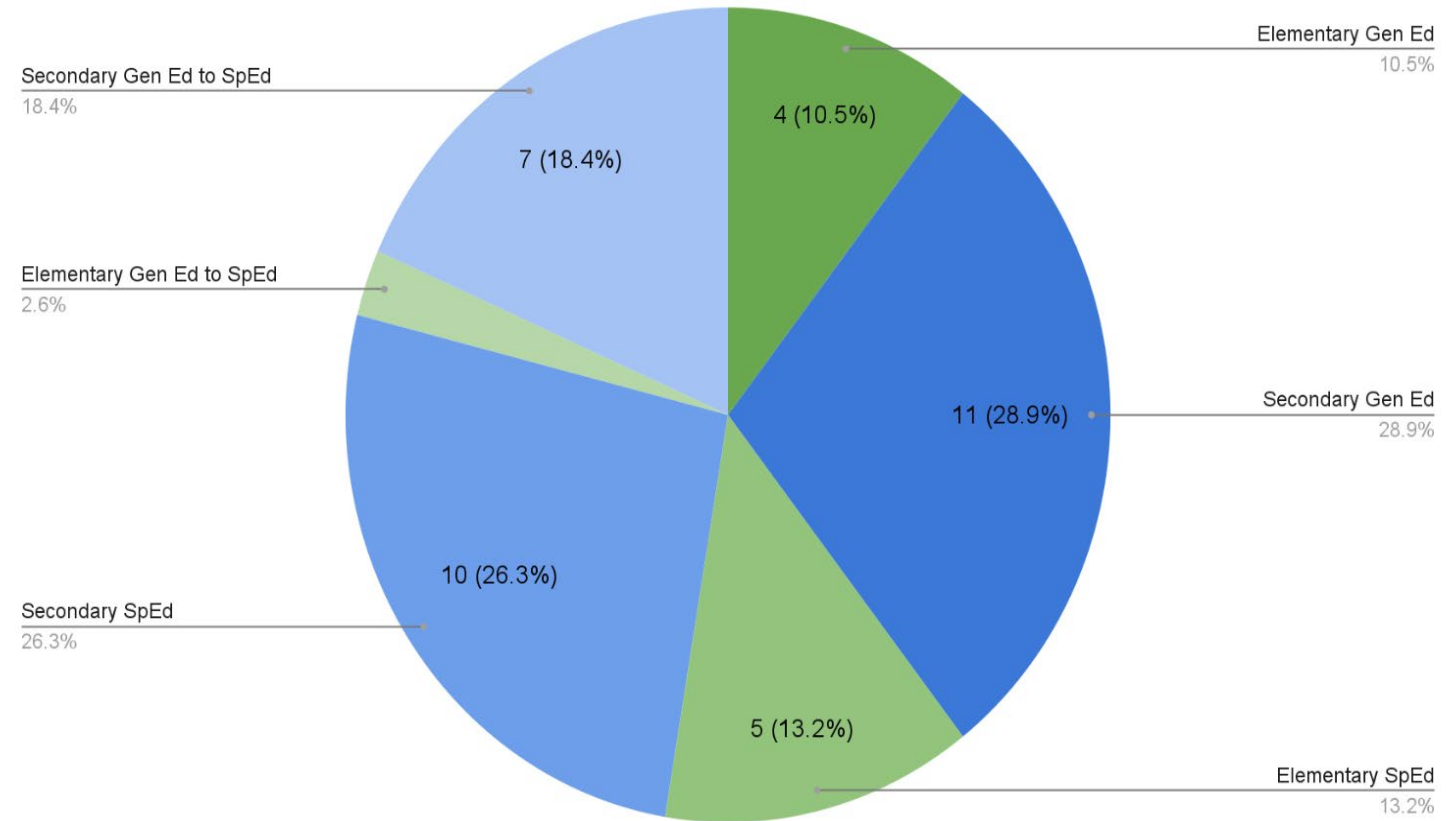
Cost -Effectiveness

- There is no cost to candidates. Eligible participants utilize the Colorado Department of Education's Educator Recruitment and Retention Grant funding to cover the program cost, materials, and all professional development and required courses. Funding cycle begins again in July 2024
- Induction Budget will be used to provide the initial funding required to support new hires. It allows for the efficient allocation of resources to support the implementation and maintenance of alternative licenses.

Establishing a Need

- Currently D51 has approximately 40 teachers pursuing alternative licensure through a multitude of programs
- Over the past 5 years the number of alternatively licensed teachers has increased steadily each year
- This is a nation -wide trend and D51 numbers are mirrored state -wide in Colorado

2023 - 2024 D51 Alternative Licensure Teachers



Becoming a Designated Agency



Based on the identified need, a proposal was submitted to and approved by the State Board of Education in March 2024 as an authorized Designated Agency for alternative preparation in the following 2 endorsement areas:

Secondary/K -12 Endorsements :

- Computer Science
- Dance
- Drama Theater Arts
- Health
- Music
- Physical Education
- Visual Art
- World Languages

Middle School Endorsements (Grades 6 -8)

- Middle School Mathematics

Secondary Endorsements (Grades 7 -12):

- Agriculture & Renewable Natural Resources
- Business/Marketing
- English Language Arts
- Family and Consumer Sciences
- Secondary Mathematics
- Science
- Social Studies
- Technology Education (Industrial Arts)

Special Education Generalist (ages 5 -21)

- Moderate Needs
- Significant Support Needs
- Significant Needs Behavior
- Significant Needs Autism

Current Open Positions

Secondary, K -12:

- **Bookcliff:** Culturally and Linguistically Diverse, Intervention
- **Orchard Mesa:** Computers, Tech Ed
- **Central :** Math
- **FMHS:** Culturally and Linguistically Diverse
- **Grand Junction:** American Sign Language
- **Palisade:** Band, Library/Media,
- **Gateway:** Science/Math

SPED:

Elementary

- **Broadway:** SNB
- **Chipeta:** .5 Moderate Needs
- **Clifton:** SSN
- **Dos Rios:** .5 Moderate Needs
- **Nisley:** .5 Moderate Needs, 1.0 Moderate Needs
- **Pomona:** SSN
- **Rim Rock:** SSN
- **Rocky Mtn:** Moderate Needs
- **Shelley:** .5 Moderate Needs
- **Tope:** SNB

SPED:

Middle:

- **Grand Mesa :** SSN
- **West :** SNA

High:

- **Central:** Moderate Needs, SNB, 2x SSN
- **FMHS :** 2x Moderate Needs, SSN
- **GJHS:** SNA

Other:

- **Division of Youth Services:** Moderate Needs
- **Grand River:** Moderate Needs



Program Description

Teachers enrolled in our alternative licensure program will be immersed in our district's mission, vision, and values. Instead of completing a separate program outside our district, they will be onboarded as contributing and successful members of our school community from day one.

Participation requirements:

- Hold a Bachelor's degree,
- 24 credit hours in the subject/content you will be teaching, **or** attempt the Praxis exam in that content area
- Secure a teaching position within D51.

Program Description

Program Overview:

D51 alternative licensure teachers will engage in a two-year program structured as a gradual release model. Professional learning is based on the Colorado Teacher Quality Standards to support the academic, social, and emotional needs of students and respond to the needs of all groups of students. The learning centers on D51's Teaching and Learning Framework competencies: Learner-Centered Environments, Design for Learning, Monitoring Learning, and Professional Engagement.

- Year 1 - fundamental teaching skills: Asynchronous online learning; observation days; once-a-month new teacher meetings in-person
- Year 2 - CLDE practices; Asynchronous online learning; English Language Learner CDE requirement; Science of Reading CDE requirements for SpEd candidates; once-a-quarter meetings in-person
 - In both years, candidates are supported by skilled mentors through various activities, including instructional practices, professional learning sessions, and reflective cycles.
- Completing this program allows candidates to:
 - Apply for their initial teacher's license from the Colorado Department of Education.
 - Add a Special Education endorsement to a professional teaching license

Benefits and Outcomes



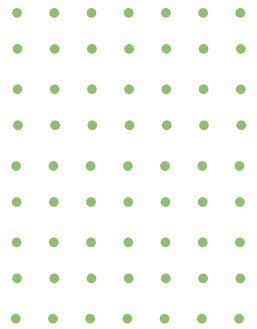
Customized Professional Development :

Educators receive targeted professional development that aligns with the D51 Strategic Plan and Teaching & Learning Framework. This personalized approach ensures that teachers are equipped with the knowledge and skills necessary to implement district initiatives effectively and meet the evolving needs of students.

Enhancing Teacher Retention :

Providing opportunities for general educators to transition into high -needs teaching areas like Special Education can improve teacher retention rates. When educators feel supported in their career growth and have access to relevant training and resources, they are more likely to stay with the district long -term, reducing turnover and maintaining continuity for students.

Questions?



Thank you!

Board of Education Resolution: 23/24: 78

Adopted: April 16, 2024

Name	Location	Assignment	Effective Date
Retirements			
BELL, BRYAN S	WEST	8TH GR LANGUAGE ARTS	5/24/2024
BENNETT, LAURA J	RIM ROCK	GRADE 5	5/24/2024
BOLLAN, JACKIE G	FRUITA 8-9	MATHEMATICS	5/24/2024
CHAPPELL, JENNIFER J	WEST	COMPUTER ED	5/24/2024
COX, THOMAS J	FMHS	INTERVENTIONIST	5/24/2024
DANIELS, DIANA KATHLEEN	FRUITA 8-9	PROGRESS MONITOR	5/24/2024
DIEHL, CARI LEE	REDLANDS	8TH GR LANGUAGE ARTS	5/24/2024
ELLYSON, JENIFER JANE	TOPE	GRADE 3	5/24/2024
FLORES, KATRINA SUZANN	CENTRAL	ENGLISH	5/24/2024
GRIFFIN, MARTHA S	PEAR PARK	COUNSELOR	5/24/2024
HAVENS, SUSAN J	FRUITA MS	SP ED-MODERATE NEEDS	5/24/2024
HODGES, VALERIE R	MT GARFIELD	6TH GR SCIENCE	5/24/2024
JEBE, PAUL A	EMERSON	SITE LEADERSHIP DIRECTOR	6/30/2024
MELCHIOR, LISA MARIE	CENTRAL	SP ED-MODERATE NEEDS	5/24/2024
MEYERS, MARY N	ORCHARD MESA	SP ED-MODERATE NEEDS	5/24/2024
MOHLER, ELIZABETH JANE	CLIFTON	SP ED-MODERATE NEEDS	5/24/2024
MORRISON, ROCHELLE E	TOPE	GIFTED/TALENTED	5/24/2024
PEWTERS, MICHAEL J	FMHS	MATHEMATICS	5/24/2024
PLANTIKO, JASON	FRUITA 8-9	PRINCIPAL	6/6/2024
PLANTIKO, LORI E	GJHS	COUNSELOR	6/6/2024
POWELL, LANCE M	CHIPETA/DOS RIOS	GIFTED/TALENTED	5/24/2024
RAYER, LARITA	GJHS	SP ED-MODERATE NEEDS	5/24/2024
SCHMALZ, TERRY A	NEW EMERSON	PRINCIPAL, ELEM	6/5/2024
SCOTT, PAMELA S	REDLANDS	8TH GR SOCIAL STUDIES	5/24/2024
SCROGGINS, RONDA REBECCA	PALISADE	LIBRARIAN	5/24/2024
SIDANYCZ, ALEX JOHN	CENTRAL	MATHEMATICS	5/24/2024
TATE, JO ANNA	GRAND MESA	COUNSELOR	5/31/2024
WHITE, JANE S	MT GARFIELD	7TH GR MATH	5/24/2024
WIDHAMMER, TAMMIE R	FMHS	ART	5/24/2024
YOST, CHARLES E	CENTRAL	MATHEMATICS	5/24/2024
Resignations/Termination			
BACHER, JOY M	ITINERANT	TEACHER	5/24/2024
BODINE, RAMSI	GRAND MESA	MATHEMATICS	5/24/2024
BOUMAN, ELIZABETH C	MT GARFIELD	SP ED-MODERATE NEEDS	5/24/2024

Board of Education Resolution: 23/24: 78

Adopted: April 16, 2024

CASTANEDA, KALENA S	WEST	COUNSELOR	5/31/2024
CHRISTENSEN, KIMBERLEY S	SUMMIT PROGRAM	SP ED-MODERATE NEEDS	5/24/2024
CHURCH, SANDRA L	NISLEY	MTSS	5/24/2024
CONIFF, VALERIE DEANNE	BOOKCLIFF	PHYSICAL EDUCATION	5/24/2024
DAGOSTINO, MICHELLE L	ORCHARD AVE	GRADE 4	5/24/2024
DICKHAUSEN, JACOB W	R-5	SOCIAL STUDIES	5/24/2024
ERVIN, DEEANDRA L	GJHS	SP ED-MODERATE NEEDS	5/24/2024
FREY, KELSEY L	ROCKY MOUNTAIN	GRADE 3	5/24/2024
FRYE, JESSICA R	COMPASS	SCHOOL NURSE	5/24/2024
GIBSON, GINGER G	GJHS	SP ED-SSN	5/24/2024
GIL, MEGAN D	CLIFTON	GRADE 1	5/24/2024
GONZALEZ, CHRISTINA	BTK	PSYCHOLOGIST	5/29/2024
HALL, EMILY G	DOS RIOS	GRADE 2	5/24/2024
HAUTALA, SHIRLEY R	CENTRAL	ASST PRINCIPAL, HIGH SCHOOL	6/5/2024
HEADLEE, BRANDY L	COMPASS	GIFTED/TALENTED	6/3/2024
HEADLEE, JUSTO I	R-5	SCIENCE	5/24/2024
HEINER, REBEKAH L	CLIFTON	GRADE 4	5/24/2024
HINES, ERIN CHRISTIE	ORCHARD AVE	SP ED-SNB	5/24/2024
JONES, TAMI LYN	WINGATE	SP ED-MODERATE NEEDS	4/26/2024
JURGENS, JENNIFER J	MESA VIEW	SP ED-SSN	5/24/2024
LADLOW, CAROLINE G	BOOKCLIFF	6TH GR SCIENCE	5/24/2024
LENNOX, REBECCA M	NISLEY	GRADE 4	5/24/2024
MARSHALL, LYNDON D	PALISADE	INSTRUMENTAL MUSIC	5/24/2024
MCCOY, KELSEY R	FRUITVALE	GRADE 3	5/24/2024
MEDINA, KENZI C	THUNDER MTN	GRADE 1	5/24/2024
MOORE, HANNAH ROSE	ROCKY MOUNTAIN	GRADE 4	5/24/2024
NOE, CHRISTINE L	PREVENT SVCS	SP ED-MODERATE NEEDS	5/24/2024
QUEZADA ALONSO, EVELYN Y	CHATFIELD	KINDERGARTEN	5/24/2024
RIDDLE, KARA L	GJHS	BUSINESS	5/24/2024
SCHULTZ, MEGAN M	MONUMENT RIDGE	GRADE 2	5/24/2024
SEIFF, KRISTEN JUNE	CLIFTON	GRADE 1	5/24/2024
ST GEMME-PATE, MARY-ELIZA J	BROADWAY	COUNSELOR	5/24/2024
SWEET, CHABLIS R	THUNDER MTN	COUNSELOR	5/24/2024
VAN HORN, ASHLEY E	PEAR PARK	GRADE 3	5/24/2024
WARNER, HANNAH MCKAY	PEAR PARK	GRADE 1	5/24/2024
WARNER, MICHAEL AARON	BOOKCLIFF	TECH ED/INDUSTRIAL ARTS	5/24/2024

Board of Education Resolution: 23/24: 78

Adopted: April 16, 2024

WILKERSON, KASSIDY S	GATEWAY	GENERAL ELEM ED	5/24/2024
WISE, ALISA M	DOS RIOS	GRADE 5	5/24/2024
Leave of Absence			
NONE			
New Assignments (Transfer/New Hires)			
BALDWIN, KARSTEN D	ORCHARD AVE	GRADES 3-4-5	8/1/2024
BENCH, REBECCA L	CENTRAL	ENGLISH LANGUAGE ARTS	8/1/2024
BLACK, JOSHUA B	BOOKCLIFF	6TH GR MATH	8/1/2024
BOONE, EMILY GRACE	NISLEY	GRADE 1	8/1/2024
CASEBIER, RACHEL D	MESA VIEW	GRADE 1	8/1/2024
GREEN, JULIE M	NISLEY	GRADE 5	8/1/2024
INGALLS, SAMANTHA A	ORCHARD AVE	SP ED-SNB	7/30/2024
JAMES, JOSHUA A	ORCHARD MESA	SOCIAL STUDIES	8/1/2024
LHUILIER, DAVID L	GRAND MESA	SP ED-MODERATE NEEDS	7/30/2024
MAGYAR, DANIELLE RENEE	ORCHARD MESA	MATHEMATICS	8/1/2024
MANLEY, CHRISTOPHER	SHELLEDY	GRADES 3-4-5	8/1/2024
MAUSER, NALINE OLIVIA	CLIFTON	GRADE 4	8/1/2024
PRICE, AMBER A	BTK	SP ED-PRESCHOOL	7/30/2024
RENWICK, CHRISTINE	SHELLEDY	SP ED-MODERATE NEEDS	7/30/2024
SEELY, JARED D	GRAND MESA	MATHEMATICS	8/1/2024
STEELE, HAILEY E	CLIFTON	GRADES K-1-2-3	8/1/2024
STEWART, DEBORAH M	CLIFTON	SP ED-PRESCHOOL	7/30/2024
TUCK, HANNAH LYNN	LINCOLN OM	GRADE 5	8/1/2024
TUCKER, BOBBY C	PALISADE	SP ED-MODERATE NEEDS	7/30/2024
WARD, CORI	FMHS	COUNSELOR (SEL)	7/16/2024
Return from Leave			
NONE			

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on April 16, 2024.

Amy Navarette, Assistant Secretary
Board of Education

Aubrey Hoffman - New Emerson Elementary School Principal

- Mesa County Valley School District, Instructional Coach - 2018-present
- Mesa County Valley School District, New Emerson Elementary, Teacher - 2011-2018
- Mesa County Valley School District, Pomona Elementary, Teacher - 2010-2011
- Mesa County Valley School District, Pomona Elementary, Teacher - 2007-2009

Ms. Hoffman received her Bachelor's degree in English Literature from Colorado Mesa University in 2004 and her Master's degree in English Speakers of Other Languages from Colorado Mesa University in 2009. Ms. Hoffman also received her Master's certificate in Educational Leadership from Colorado Mesa University in 2022.

Shae McCurry - Lincoln Orchard Mesa Elementary School Principal

- Mesa County Valley School District, Assistant Principal - 2022-present
- Mesa County Valley School District, Instructional Coach - 2020-2022
- Mesa County Valley School District, Appleton Elementary, Teacher - 2017-2020
- Mesa County Valley School District, Rim Rock Elementary, Teacher - 2011-2017

Ms. McCurry received her Bachelor's degree in Liberal Arts in Elementary Education from Colorado Mesa University in 2010 and her Master's degree in Educational Leadership from Colorado Mesa University in 2020.

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on April 16, 2024.

Amy Navarette, Assistant Secretary

Board of Education

Board of Education Resolution: 23/24: 80

Adopted: April 16, 2024

Donor	Michelle Calkins
Gift	Cash
Value	\$50
School/Department	GJHS Girls Soccer

Donor	Divergent Properties LLC
Gift	Cash
Value	\$150
School/Department	GJHS Girls Soccer

Donor	Entrada Consulting Group Inc.
Gift	Cash
Value	\$750
School/Department	GJHS Girls Soccer

Donor	Innovative Rural Sales
Gift	Cash
Value	\$150
School/Department	GJHS Girls Soccer

Donor	Logic Wealth Strategies
Gift	Cash
Value	\$1000
School/Department	GJHS Girls Soccer

Donor	Mesa Optical Lab, LLC
Gift	Cash
Value	\$500
School/Department	GJHS Girls Soccer

Donor	Mission Ready LTD, Earl Perry
Gift	Cash
Value	\$200
School/Department	GJHS Girls Soccer

Donor	Judy C. Ousley
Gift	Cash
Value	\$75
School/Department	GJHS Girls Soccer

Donor	Todd D. & Laura M. Ousley
Gift	Cash
Value	\$150
School/Department	GJHS Girls Soccer

Board of Education Resolution: 23/24: 80

Adopted: April 16, 2024

Donor	William Dodds Prakken & Judith Prakken
Gift	Cash
Value	\$50
School/Department	GJHS Girls Soccer

Donor	Michelle & Casey Sanders
Gift	Cash
Value	\$250
School/Department	GJHS Girls Soccer

Donor	Friends of Youth and Nature
Gift	Cash
Value	\$300
School/Department	Mesa View Elementary 3 rd Grade Eureka Donation

Donor	BPO Elks #575
Gift	Cash
Value	\$1800
School/Department	Mesa View Elementary Chicken Hawks Lego League

Donor	Dare to Care Inc.
Gift	Cash
Value	\$100
School/Department	Mesa View Elementary Chicken Hawks Lego League

Donor	Dual Immersion Academy PTA
Gift	Cash
Value	\$500
School/Department	Mesa View Elementary Chicken Hawks Lego League

Donor	Priscilla & James Gutierrez
Gift	Cash
Value	\$20
School/Department	Mesa View Elementary Chicken Hawks Lego League

Donor	Mary McMinn & Irene Morfin
Gift	Cash
Value	\$10
School/Department	Mesa View Elementary Chicken Hawks Lego League

Donor	Susan Saruwatari
Gift	Cash
Value	\$100
School/Department	Mesa View Elementary Chicken Hawks Lego League

Board of Education Resolution: 23/24: 80

Adopted: April 16, 2024

Donor	Donna Wiggins
Gift	Cash
Value	\$20
School/Department	Mesa View Elementary Chicken Hawks Lego League

Donor	Bishop Agency LLC
Gift	Cash
Value	\$250
School/Department	Palisade High School Cheer Team

Donor	BRG Limited, DBA Diorios
Gift	Cash
Value	\$100
School/Department	Palisade High School Cheer Team

Donor	Fruita Consumer Co-op Association
Gift	Cash
Value	\$100
School/Department	Palisade High School Cheer Team

Donor	Hercules Industries Inc.
Gift	Cash
Value	\$250
School/Department	Palisade High School Girls Soccer Team

Donor	Gail Fitzgibbons
Gift	Cash
Value	\$100
School/Department	Palisade High School Speech Team

Donor	Abtak Enterprises LLC, DBA Canyon Electric
Gift	Cash
Value	\$100
School/Department	Palisade High School Track Team

Donor	Adcock Concrete Inc.
Gift	Cash
Value	\$200
School/Department	Palisade High School Track Team

Donor	Sequent Information Systems LLC
Gift	Cash
Value	\$100
School/Department	Palisade High School Track Team

Board of Education Resolution: 23/24: 80

Adopted: April 16, 2024

Donor	Patricia & Edward Harty
Gift	Cash
Value	\$100
School/Department	R-5 High School OWL Program

Donor	Whitewater Building Materials
Gift	Cash
Value	\$100
School/Department	R-5 High School Yearbook Program

Donor	Fred Filip
Gift	Cello with Case
Value	\$2000
School/Department	Palisade High School Music Program/Orchestra

Donor	Amanda Potter/Sunrise Real Estate
Gift	Cash
Value	\$400
School/Department	Nisley Elementary School to purchase t-shirts for Field Day

Donor	Donors Choose
Gift	Cash
Value	Total of \$1140
School/Department	Various Schools and Programs

Total Gifts: \$11,315

NOW THEREFORE BE IT RESOLVED the Mesa County Valley School District 51 Board of Education, in accepting the donations listed above, extends their appreciation and acknowledges these important partnerships within the community which support learning for all students.

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on April 16, 2024.

Amy Navarette
Assistant Secretary, Board of Education

Board of Education Resolution 23/24: 79

Adopted: April 16, 2024

Grant Title	Title I Grants to LEAs Competitive
Source	Colorado Department of Education
Fund Number	22-610-5010
Site	District, GRA
Description	Staff development for District Strategic Plan and DDI continuation, staff development at Grand River Academy
Budget Amount	\$232,000
Fiscal Year	06/30/2024
Authorized Representative	Jen Marsh

Grant Title	School Transformation Grant Program
Source	Colorado Department of Education
Fund Number	22-610-3227
Site	Fruitvale, Nisley, OMMS
Description	Staff development for School Transformation Network at Fruitvale and OMMS, Staff development for Accountability Pathways at Nisley
Budget Amount	\$140,000
Fiscal Year	06/30/2024
Authorized Representative	Jen Marsh

NOW THEREFORE BE IT RESOLVED that the Mesa County Valley School District No. 51 Board of Education approved the above identified grant funds for expenditure purposes April 16, 2024.

Amy Navarette
Assistant Secretary, Board of Education

Mesa County Valley School District No. 51

ECAF: USE OF VIDEO AND AUDIO MONITORING

Adopted: June 20, 2006

Revised: April 16, 2024

The Board of Education recognizes that maintaining the safety and security of students, staff and District property is best implemented with a multifaceted approach. To the extent modern technology provides tools to maintain safety and security, the use of technology such as video surveillance cameras is supported by the Board.

Video surveillance may be utilized in and around schools, on District property and on school transportation vehicles. Cameras may be equipped with audio recording capabilities as well. Video surveillance shall be in accordance with applicable law pertaining to such use. The District also shall comply with applicable law related to maintaining video recordings.

The superintendent or designee is directed to develop regulations governing the use of video surveillance in accordance with applicable law and established Board policies and regulations.

Exclusions

Recording of teacher instruction for purposes of completing a licensed personnel performance evaluation is not intended to be covered by this policy and shall not be permitted except as provided by state law. Recording of students for purposes of their educational programming is also not intended to be covered by this policy.

LEGAL REFS.:

20 U.S.C. §1232g (*Family Educational Rights and Privacy Act of 1974*)

34 C.F.R. §99.1 et seq. (*FERPA regulations*)

C.R.S. 24-72-113 (*limit on retention of passive surveillance records*)

CROSS REF:

JRA-JRC, Student Records/Release of Information on Students

GBEB, Staff Conduct (and Responsibilities)

JIC, Student Conduct, and subcodes

JK, Student Discipline, and subcodes

**JRCB: PRIVACY AND PROTECTION OF CONFIDENTIAL
STUDENT INFORMATION**

Related: JRCB-R

Adopted: June 20, 2006

Revised: April 16, 2024

The Board of Education is committed to protecting the confidentiality of student information obtained, created and/or maintained by the District. Student privacy and the District's use of confidential student information are protected by federal and state law, including the Family Educational Rights and Privacy Act ("FERPA") and the Student Data Transparency and Security Act (the Act). The Board directs District staff to manage its student data privacy, protection, and security obligations in accordance with this policy and applicable law.

Definitions

"Student education records" are those records that relate directly to a student. Student education records may contain, but not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any Individualized Educational Program (IEP).

"Student personally identifiable information" or "student PII" means information that, alone or in combination, personally identifies an individual student or the student's parent or family, and that is collected, maintained, generated, or inferred by the District, either directly or through a school service, or by a school service contract provider or school service on-demand provider.

"Security breach" means the unauthorized disclosure of student educational records or student PII by a third party.

The following terms used in this policy shall be defined by the Act: "school service," "school service contract provider" and "school service on-demand provider."

Access, collection, and sharing within the District

The District shall follow applicable law and board policy in the District's access to, collection, and sharing of student education records.

District employees shall ensure that confidential information in student education records is disclosed within the District only to officials who have a legitimate educational interest, in accordance with applicable law and Board policy.

Outsourcing and disclosure to third parties

District employees shall ensure that student education records are disclosed to persons and organizations outside the district only as authorized by applicable law and Board policy. The term "organizations outside the district" includes school service on-demand providers and school service contract providers.

Any contact between the District and a school service contract provider shall include the provisions required by the Act, including provisions that require the school service contract provider to safeguard the privacy and security of student PII and impose penalties on the school service contract provider for noncompliance with the contract.

In accordance with the Act, the District shall post the following on its website:

- a list of the school service contract providers that it contracts with and a copy of each contract; and
- to the extent practicable, a list of the school service on-demand providers that the District uses.

Privacy and security standards

The security of student education records maintained by the District is a high priority. The District shall maintain an authentication and authorization process to tract and periodically audit the security and safeguarding of student educational records.

Security breach or other unauthorized disclosure

Employees who disclose student education records in a manner inconsistent with applicable law and Board policy may be subject to disciplinary action, up to and including termination from employment. Any discipline imposed shall be in accordance with applicable law and Board policy.

Employee concerns about a possible security breach shall be reported immediately to the Superintendent and Technology Executive Director. If the Superintendent or the Technology Executive Director is the person alleged to be responsible for the security breach, the staff member shall report the concern to the Superintendent or designee.

When the District determines that a school service contract provider has committed a material breach of its contract with the District, and that such material breach involves the misuse or unauthorized release of student PII, the District shall follow this policy's accompanying regulation in addressing the material breach.

Nothing in this policy or its accompanying regulation shall prohibit or restrict the District from terminating its contract with the school service provider, as deemed appropriate by the District and in accordance with the contract and the Act.

Data retention and destruction

The District shall retain and destroy student education records in accordance with applicable law and Board policy.

Staff training

The District shall provide periodic in-service trainings to appropriate District employees to inform them of their obligations under applicable law and Board policy concerning the confidentiality of student education records.

Parent/guardian complaints

In accordance with this policy's accompanying regulation, a parent/guardian of a District student may file a written complaint with the District if the parent/guardian believes the District has failed to comply with the Act.

Parent/guardian requests to amend student education records

Parent/guardian requests to amend a student's education records shall be in accordance with the District's procedures governing access to and amendment of student education records under FERPA, applicable state law, and Board policy.

Oversight, audits, and review

The Superintendent or designee shall be responsible for ensuring compliance with this policy and its required privacy and security standards.

The District's practices with respect to student data privacy and the implementation of this policy shall be periodically audited by the Superintendent or his designee.

A privacy and security audit shall be performed by the District on an annual basis. Such audit shall include a review of existing user access to and the security of student education records and student PII.

The Superintendent or designee shall annually review this policy and accompanying regulation to ensure it remains current and adequate to protect the confidentiality of student education records in light of advances in data technology and dissemination. The Superintendent or designee shall recommend revisions to this policy and/or accompanying regulation as deemed appropriate or necessary.

Compliance with governing law and Board policy

The District shall comply with FERPA and its regulations, the Act, and other state and federal laws governing the confidentiality of student education records. The District shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

LEGAL REFS.:

15 U.S.C. 6501 et seq. (*Children's Online Privacy Protection Act*)
20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)
20 U.S.C. 1232h (*Protection of Pupil Rights Amendment*)
20 U.S.C. 1415 (*IDEIA procedural safeguards, including parent right to access student records*)
20 U.S.C. 8025 (*access to student information by military recruiters*)
34 C.F.R. 99.1 et seq. (*FERPA regulations*)
34 C.F.R. 300.610 et seq. (*IDEIA regulations concerning confidentiality of student education records*)
C.R.S. 19-1-303 and 304 (*records and information sharing under Colorado Children's Code*)
C.R.S. 22-1-123 (*district shall comply with FERPA and federal law on protection of pupil rights*)
C.R.S. 22-16-101 et seq. (*Student Data Transparency and Security Act*)
C.R.S. 22-16-107 (2)(a) (*policy required regarding a public hearing to discuss a material breach of contract by school service contract provider*)
C.R.S. 22-16-107 (4) (*policy required regarding student information privacy and protection*)
C.R.S. 22-16-112 (2)(a) (*policy required concerning parent complaints and opportunity for hearing*)
C.R.S. 24-72-204 (3)(a)(VI) (*schools cannot disclose student address and phone number without consent*)
C.R.S. 24-72-204 (3)(d) (*information to military recruiters*)
C.R.S. 24-72-204 (3)(e)(I) (*certain FERPA provisions enacted into Colorado Law*)
C.R.S. 24-72-204 (3)(e)(II) (*disclosure by staff of information gained through personal knowledge or observation*)
C.R.S. 24-80-101 et seq. (*State Archives and Public Records Act*)
C.R.S. 25.5-1-116 (*confidentiality of HCPF records*)

CROSS REFS.:

BEDH, Public Participation at Board Meetings
EHB, Records Access and Management
GBEB, Staff Conduct (And Responsibilities)/Conflicts of Interest
GBEE, Staff Use of Information Technology Resources
JLDAC, Screening/Evaluating of Students (And Treatment of Mental Disorders)
JRA/JRC, Student Records
JRCA, Sharing of Student Records/Information between School District and State Agencies
JS, Student Use of Technology Resources

The Board believes Comprehensive Health Education is an integral part of each student's education. In a school situation, mental and physical health play an important role in the academic and social development of students. Consistent, skills-focused, and standards-based health education for all students increases their readiness and ability to learn. The District believes that integrated health education is essential for all students to be career and college-ready.

An evidence-informed, comprehensive health education program increases students' knowledge and skills related to physical, social, emotional, and mental health, is instructive regarding accessing reliable health and wellness resources, and improves a student's decision-making and communications skills.

Comprehensive Health Education means a planned, sequential health program of learning experiences in preschool through grade twelve, which shall be integrated across elementary, middle, and high school levels. The health education program, including comprehensive human sexuality education, shall be age-appropriate, culturally and linguistically sensitive, and medically accurate, as defined by Colorado State Statute.

The health education program shall:

1. Be available to all students in all schools;
2. Promote involvement of families, parents, guardians, and other trusted adults;
3. Provide instruction that addresses the skills, topics, and content outlined in Colorado Academic Standards and based on state and federal statutes (see Health Education Guidelines).

Each school will ensure all students have an equitable opportunity to gain the knowledge and skills to address their physical, social, emotional, and mental health.

The District will provide the necessary resources, facilities, and support to schools to implement health education in all schools. This includes curriculum and resources based on state standards, grade-level guidance for addressing health education content, local data (such as findings from the Healthy Kids Colorado Survey, Healthy Schools Smart Source, or similar), and professional learning opportunities. The customary policies and regulations concerning the approval of new curriculum content, units, and materials shall apply to any health education courses offered by the District. Materials approved by the District will only be used at the designated grade level; teachers will not use unapproved materials.

Students' parents/guardians shall be notified in writing prior to the student's involvement in the health education course. The notice to parents/guardians shall include a detailed, substantive outline of the topics and materials to be presented. The notice shall inform students' parents/guardians that they may exempt their child, upon written request, from any portion of the District's comprehensive health education curriculum. Students shall be provided with alternate educational assignments or activities for credit corresponding to that portion of the planned curriculum from which they are exempt.

LEGAL REFS.:

20 U.S.C. 7906 (*prohibited uses of Title I Funds*)

C.R.S. 22-1-128 (*education regarding human sexuality*)

C.R.S. 22-25-105 (*Colorado Comprehensive Health Education Program*)

C.R.S. 22-25-106 (4) (*District must provide exemption procedure*)

C.R.S. 22-25-110 (2) (*operation of other health education programs*)

CROSS REFS.:

IGA, Curriculum Development

IHAMB-R, Health and Family Life/Sex Education (Exemption Procedure)

JLC, Student Health Services and Records, and subcodes

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JLC
Student Health Services and Requirements
Adopted: November 17, 1987
Revised:
Revised: April 16, 2024
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The purpose of the school health program shall be to support students in safely and equitably receiving educational services, by providing appropriate health accommodations and services.

The objectives of the school health program are:

1. To promote good health habits among students.
2. To stimulate a sanitary, safe and healthful environment in school.
3. To assist in the identification and referral to appropriate health care providers for medical, psychological and physical needs.

Health records

Health records shall be maintained by the nursing staff and kept in a separate and secure health file in the school health office.

Access to the health files shall be limited to only those school personnel who have a specific and legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly teaching environment.

The nursing staff shall maintain a log showing who has been given access, when access occurred and to which specific records.

Annual screening programs

The vision and hearing of all students in kindergarten, first, second, third, fifth, seventh and ninth grades or students in comparable age groups referred for testing shall be tested during the school year by the school nurse, teacher, principal or other qualified person authorized by the school district, as required by law. These screenings shall not be required of any student whose parent/guardian objects on religious or personal grounds.

The parent/guardian shall be informed when a deficiency is found.

Dental health

The school district shall participate in programs to encourage good dental health including instruction, dental examination clinics when available and referral to agencies which can provide aid for those in need.

Communicable diseases

Students showing symptoms of a communicable disease, an infectious condition, or illness or disability of a serious nature shall be referred to the school nurse. The school nurse shall report the presence of a communicable disease, if action is necessary to protect the health of other students and staff.

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LEGAL REFS.:

20 U.S.C. 7906 (prohibition against the use of Title I funds to operate a program of contraception distribution in the schools)

C.R.S. 13-22-102, (minors may consent to medical treatment)

C.R.S. 22-1-116 (vision and hearing tests)

C.R.S. 25-4-402 (parental consent not required to treat minor for sexually transmitted infection)

C.R.S. 25-4-901 et seq. (school entry immunization)

C.R.S. 25-6-102 (dissemination of contraceptive information)

6 CCR 1010-6, Rule 6.13 (requirements for health services in schools)

CROSS REFS.:

GBEB - Staff Conduct

JF – School Admissions

JLCB - Immunization of Students

JLCC – Communicable Diseases

JLCD - Administering Medication to Students

JLDAC – Screening/Evaluating of Students (And Treatment of Mental Disorders)

The District will annually provide parents/guardians of each student enrolled in the District a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given, the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine for the school's enrolled student population for the previous school year compared to the vaccinated children standard, and a statement that the school is required to collect and report the information, but the school does not control the school's specific immunization rates or establish the vaccinated children standard.

No student is permitted to attend or continue to attend any school in this District without meeting the legal requirements of immunization against disease unless the student has presented one of the following, as provided by law:

- a written authorization signed by a parent/guardian requesting local public health officials administer the immunizations;
- a certificate of medical exemption;
- a certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or
- a certificate of nonmedical exemption.

Students who do not submit an up to date certificate of immunization, a written authorization signed by one parent/guardian requesting local public health officials to administer the immunizations, or a valid certificate of medical or nonmedical exemption will be suspended and/or expelled from school according to this policy's accompanying regulation.

All information distributed to parents/guardians by the District will inform them of their rights to seek an exemption from immunization requirements.

LEGAL REFS.:C.R.S. [22-32-140](#) (*annual distribution of standardized immunization document required*)

C.R.S. [22-33-106](#) (*grounds for suspension, expulsion and denial of admission*)

C.R.S. [25-4-901](#) *et seq.* (*school entry immunizations*)

6 CCR [1009-2](#) (*school immunization requirements*)

CROSS REFS.:

JF, School Admissions

JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)

JRA/JRC, Student Records

STUDENT RECORDS/RELEASE OF INFORMATION ON STUDENTS

Related: JRA/JRC-R

Adopted: October 12, 1976

Revised: April 16, 2024

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In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy.

The superintendent or designee shall provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

Content and custody of student education records

The principal is the official custodian of records in his/her building.

Student education records in all formats and media, including photographic and electronic, are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information:

- identifying data;
- academic work completed;
- level of achievement (grades, standardized achievement test scores);
- attendance data;
- scores on standardized intelligence, aptitude, and psychological tests;
- interests inventory results
- health and medical information;
- family background information;
- teacher or counselor ratings and observations;
- reports of serious or recurrent behavior problems; and
- any Individualized Education Program (IEP).

Student records do not include records maintained by the law enforcement units of the school or school district that are created by that unit for the purpose of law enforcement.

Nothing in this policy shall prevent administrators, teachers, or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein shall be maintained as a part of each student's education record.

School personnel shall use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures shall be required.

Access to student education records by parents and eligible students

A parent/guardian ("parent") has the right to inspect and review his or her child's education records if the student is under eighteen (18) years of age. If a student is eighteen (18) years old or older ("eligible student"), the student may inspect or review his/her own education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal

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income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students shall be in accordance with the regulation accompanying this policy.

Request to amend student education records

A parent or eligible student may ask the District to amend a student education record they believe is inaccurate, misleading, or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record shall be in accordance with the regulation accompanying this policy.

Disclosure with written consent

Whenever the District is required by law or policy to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice provided to the parent or eligible student shall contain the following:

1. The specific records to be disclosed;
2. The specific reasons for such disclosure;
3. The specific identity of any person, agency, or organization requesting such information and the intended uses of the information;
4. The method or manner by which the records will be disclosed; and
5. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program, or any other school program shall not constitute the specific written consent required by this policy.

All signed consent forms shall be retained by the District.

Disclosure without written consent

The District may disclose student education records or personally identifiable information contained therein without written consent of the parent or eligible student if the disclosure meets one of the following conditions:

1. The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with the law, only those school officials who have a legitimate educational interest as described in this policy shall be permitted access to specific student education records.
 - a. For purposes of this policy, a "school official" is a person employed by the District as an administrator, supervisor, teacher, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditors, consultants or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.
 - b. A school official has a "legitimate educational interest" if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement; (2) used within the context of official district business and not

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for purposes extraneous to the official's areas of responsibility; (3) relevant to the accomplishment of some task or a determination about the student; and (4) consistent with the purposes for which the data are maintained.

2. The disclosure is to officials of another school, school system, or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated, or corrected as necessary.
3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.
4. The disclosure is in connection with a student's application for, or receipt of, financial aid.
5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information shall only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.
6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests; to administer student aid programs; or improve instruction.
7. The disclosure is to accrediting organizations for accrediting functions.
8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.
9. The disclosure is in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or others.
10. The disclosure is to comply with a judicial order or lawful subpoena. The District shall make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena unless:
 - a. The court order or subpoena prohibits such notification; or
 - b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.
11. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service, or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.
12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in accordance with applicable state or tribal law, for the care and protection of the

student.

13. The disclosure is of “directory information” as defined by this policy.

Disclosure of directory information

Directory information may also be disclosed without the written consent of the parent or eligible student. “Directory information” means information contained in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information that may be released includes but is not limited to the student’s name, e-mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a password known only by the authorized user.

Student telephone numbers and addresses shall not be disclosed pursuant to this section.

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories or directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 7 or the following Monday if September 7 is a Saturday or Sunday.

Disclosure of disciplinary information to school personnel

In accordance with state law, the principal or designee shall communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person.

State law requires the principal or designee to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and/or the student's parent may challenge the accuracy of disciplinary information through the process outlined in this policy and accompanying regulation.

Disclosure to military recruiting officers

Names, addresses, and home telephone numbers as well as directory information of secondary school students shall be released to military recruiting officers within 90 days of the request unless a parent or eligible student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the district in furnishing this information will be paid by the requesting service.

Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the District shall release directory information consisting of the student's name, date of birth, and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The District shall obtain written consent annually from a

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parent before the release of any non-directory information required for billing. To accomplish this, the District shall do at least one of the following:

- Include a consent form with the "start of school" information each fall.
- Include a consent provision on the Medical Emergency form.
- Include a consent form with IEP packet materials.

Disclosure to the Colorado Commission on Higher Education ("CCHE")

On or before December 31 of each school year, the school district shall disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

Annual notification of rights

The District shall notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act and this policy and accompanying regulation and exhibit may be obtained from the office of the Superintendent during normal business hours.

Governing law

The District shall comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. The District shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

LEGAL REFS.:

20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)
20 U.S.C. 7908 (*military recruiter access to student records*)
34 C.F.R. §99.1 et seq. (*FERPA Regulations*)
34 C.F.R. 300.610 et seq. (*IDEIA regulations concerning confidentiality of student education records*)
C.R.S. 19-1-303 and 304 (*records and information sharing under Colorado Children's Code*)
C.R.S. 22-1-123 (*district shall comply with FERPA*)
C.R.S. 22-32-109 (1)(ff) (*duty to establish policy on disclosing eighth-grade students names and mailing addresses to the Colorado Commission on Higher Education*)
C.R.S. 22-32-109.1 (6) (*duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safe*)
C.R.S. 22-32-109.3 (2) (*duty to share disciplinary and attendance information with criminal justice agencies*)
C.R.S. 22-33-106.5 (*court to notify of conviction of crime of violence and unlawful sexual behavior*)

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C.R.S. 22-33-107.5 *(school district to notify of failure to attend school)*
C.R.S. 22-72-204 (2)(e) *(denial of inspection of materials received, made or kept by Safe2Tell Program)*
C.R.S. 24-72-204 (3)(a)(VI) *(schools cannot disclose address and phone numbers without consent)*
C.R.S. 24-72-204 (3)(d) *(information to military recruiters)*
C.R.S. 24-72-204 (3)(e)(I) *(certain FERPA provisions enacted into Colorado Law)*
C.R.S. 24-72-204 (3)(e)(II) *(disclosure by staff of information gained through personal knowledge or observation)*
C.R.S. 24-72-205 (5) *(fee for copying public record)*
C.R.S. 25.5-1-116 *(confidentiality of HCPF records)*

CROSS REF.:

JK - Student Discipline

JLC - Student Health Services and Requirements

JRCA - Sharing of Students Records/Information between School District and State Agencies

**Repeal of Exclusions and Exemptions
from School Attendance (Policy JHD)**

Board of Education Resolution: 23/24: 86

Rescission Adoption: April 16, 2024

WHEREAS, there exists the policy JHD, Exclusions and Exemptions from School Attendance, adopted on August 6, 2002; and

WHEREAS, Policy JHD, Exclusions and Exemptions from School Attendance, pertains to other policies and procedures that have now been rewritten to include the same language and addressing the same procedure; and

WHEREAS, Policy JHD, Exclusions and Exemptions from School Attendance, is encompassed in the already adopted policies; and

WHEREAS, Policy JH Student Absences and Excuses was adopted on February 20, 2024; and

WHEREAS, Policy JHD is no longer a usable and viable policy; and

WHEREAS, notice of the proposed changes for Policy JHD, Exclusions and Exemptions from School Attendance, to be rescinded, was given at the Board's prior meeting on March 26, 2024, as required by Policy BGB;

THEREFORE, BE IT RESOLVED that the Board hereby rescinds existing Policy JHD, Exclusions and Exemptions from School Attendance, from the Mesa County Valley School District 51 policies.

*I certify that the information contained herein is accurate and was adopted by the
Mesa County Valley School District No. 51 Board of Education on April 16, 2024.*

Amy Navarette
Assistant Secretary, Board of Education

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

Related: JHD-E

Adopted: Date of Manual Adoption

Policy Manual Review: August 6, 2002

Rescinded: April 16, 2024

Denial of Admission

It is the policy of this Board of Education to provide due process of law to students and parents through written procedures consistent with law for denial of admission to a student.

The policy and procedures for denial of admission shall be the same as those for student suspension and expulsion, inasmuch as the same sections of the law govern these areas.

The grounds for denial of admission shall be those established by law. (See Exhibit JKD/JKE-E.)

Exemptions from Attendance

A child may be exempt from school attendance as allowed by law.

Legal Reference:

C.R.S. 22-33-104 through 22-33-109

Cross References:

JEA, Compulsory Attendance Age

JEB, Entrance Age

JKD/JKE, Student Suspension/Expulsion

JLC, Student Health Services and Requirements

JLCB, Immunization of Students

Category	High School				Middle School				Elementary School				Total		Total for previous years as of: March 31				
	23/24		22/23		23/24		22/23		23/24		22/23		23/24	22/23	21/22	20/21	19/20	18/19	17/18
	M	F	M	F	M	F	M	F	M	F	M	F							
100			6	7			8	2						23	2	4	12	26	13
200			1											1			1		2
300																			
400	2		6	7	3	4	4	1					9	18	16	7	6	4	1
500	8	1	12	2			3	1					9	18	8	2	6	4	1
600																			
700	1				1								2						
800	3				2								5						
900					1								1						
VOO	1	1	9	7	2		6	5					4	27	6	6	11	13	6
Total	15	2	34	23	9	4	21	9					30	87	32	19	36	47	23

Category Description

100 - drug or controlled substance
200 - alcohol
300 - tobacco
400 - felony assault
500 - dangerous weapons
600 - robbery
700 - other felonies
800 - disobedient/defiant or repeated interference
900 - detrimental behavior
V00 - other violations

