

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

September 3, 2024

Board Work Session 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: September 3, 2024 Draft Adopted: October 15, 2024	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present	X	X	X		x	A. Call to Order/Roll Call ➤ Mr. Jones was excused from the meeting. B. Agenda Approval	4:03 p.m.
Absent				x			Approved
Motion 2 nd		X			x	C. Executive Session for discussion under C.R.S. 24-6-402(4)(h) regarding a matter of individual student(s) where public disclosure would adversely affect the person or persons involved, in an appeal of student expulsion. ➤ Present in Executive Session were Directors Andrea Haitz, Angela Lema, Barb Evanson, Jose Luis Chavez, and D51 attorney, Tammy Eret. ➤ Time spent discussing matter: 10 minutes (4:07 p.m. – 4:17 p.m.) ➤ The Board did not ask for oral arguments for and no oral arguments were requested. They Board had no additional questions for any parties involved. ➤ The Board found there no additional questions to be answered. A draft of a statement of reasons why the expulsion is being upheld will be sent to the related party. ➤ A motion was made to adjourn Executive Session and take recess until the 5pm regular Board Work Session.	4:07 p.m.
Aye/No	X	X	X		x		
Motion 2 nd		X			x		
Aye/No	X	X	X		x		
Motion 2 nd		X			X		
Aye/No	X	X	X		X	RECESS {4:17 p.m. – 5:04 p.m.}	5:04 p.m.
						1. Call to Order	
						2. Agenda Approval ➤ Agenda was approved earlier in the meeting.	
						3. Mr. Chavez read the proclamation for Hispanic Heritage Month [Resolution 24/25:10] to acknowledge all those of Hispanic heritage in D51.	
						4. Patriot Day Proclamation was read by Mrs. Evanson [Resolution 24/25: 11].	
						5. Superintendent Evaluation Update – Mr. George Welsh, CEI, spoke about the sample Evaluation instrument he put together from the information in March 2024. The rubric for the evaluation and the evaluation survey were displayed and explained. There would be a timeline with a survey beginning the process, then a self-evaluation by the Superintendent, followed by the actual evaluation.	
						6. Strategic Plan Update: Academic Success – Ms. Jackie Anderson, Mr. Newt Klusmire, Ms. Nikki Johnston, Ms. Curry Newton, Ms. Stacey Cohen, Danny Medved and Mrs. Jen Marsh came forward to present Year 3 of Strategic Plan. ➤ Academic successes were discussed. The community investment through the 2017 mil levy was acknowledged. ➤ By June 2025 all schools should be in highest two levels of the school	

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						<p>performance frameworks.</p> <ul style="list-style-type: none"> ➤ Substantial progress has been made in early literacy with 71% at or above benchmark in grades K – 3. This is an all-time high. ➤ D51 is one of only three districts since 2019 to have positive results in ELA and Math, grades 3 – 8. ➤ In HS, there has been substantial improvement in closing the gap between 2018 D51 and State results. This year our 9th graders outperformed the state results, as well as juniors. The highest graduation rate is being celebrated at 81%. ➤ Ms. Anderson discussed how we achieved these results, explaining the four core behaviors. The vision was also discussed as well as the mission. ➤ The Board thanked the team and all teachers for the wonderful results on the report. Consistent curriculum has propelled the results to these levels, with five additional academic days and the mil to purchase high quality resources. Time with students is extremely important with students in seats, as well as staff days and quality materials. There is a level of intentionality and purpose for this work to meet the grade level objectives. ➤ Dr. Hill pointed out we still have work to do to continue achieving the final goals. <p>7. First Reading of Policy FCB, Closing Schools</p> <ul style="list-style-type: none"> ➤ The 2nd reading/adoption will be done in business meeting in two weeks. The community can email the Board with any questions or comments. <p>8. Notice of Charter School Application</p> <ul style="list-style-type: none"> ➤ Mrs. Haitz advised of the receipt of the Charter School application received recently. There will be a presentation in two weeks, if the application is deemed acceptable. The District is the authorizer of charter schools in our area. <p>9. Orchard Mesa Pool Intergovernmental Agreement Discussion</p> <ul style="list-style-type: none"> ➤ Mrs. Haitz explained there are a couple items being finalized on the IGA. Dr. Hill explained the meetings we have had with the City of Grand Junction and trying to come to a resolution without incurring any additional costs between now and the end of the IGA agreement. <p><u>BUSINESS ITEMS</u></p> <p>D. Second Reading & Removal of Policies</p> <p>D-1. DFA/DFAA Revenues from Investments/Use of Surplus Fund</p> <ul style="list-style-type: none"> ➤ Mrs. Evanson discussed the policy and questioned the fiscal oversights and what they are. Mrs. Trujillo came forward to address the questions. She explained the fiscal oversight committee and how to continue the funding stream with interest rates decreasing. The policy revised the older policy in line with other districts and the details. The Fiscal Oversight Committee will further define the procedures and share these with the Board. The District needs to value safety of funds overall with taxpayer money. ➤ Mrs. Haitz asked Mrs. Trujillo to walk through the process to help the Board understand how the process works. She discussed the committee and how investing is decided upon and done, adhering to requirements of the state. Protections are outlined in the procedures making sure investments are not made overly in any one area. 	
Motion					X		
2 nd							
Aye/No	X	X	X		X		Adopted

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						AGENDA ITEMS	ACTION
Motion 2 nd Aye/No	X X	X X	X X		X X	D-2. Removal of Policy KECA, Complaints Regarding Library/Media Materials	Approved
Motion 2 nd Aye/No	x x	X x	X x		X x	E. Orchard Mesa Pool IGA ➤ Ms. Eret came forward to explain the IGA depends on the agreement between the City and MCVSD51. Final items are being agreed upon and tweaked.	Adopted
Motion					x	F. Board Open Discussion ➤ Student Advisory groups are being finalized with dates. ➤ Ms. Evanson discussed her opportunity to go to OMMS Back to School night. ➤ Board Coffee with Community to be held on October 12 at CHS.	6:27 p.m.
						G. Adjournment	
						Amy Navarette, Assistant Secretary Board of Education	

**Proclamation:
Hispanic Heritage Month**

Board of Education Resolution: 24/25: 10

Adopted: September 3, 2024

WHEREAS, Hispanic Heritage Month is observed nationwide from September 15 to October 15 each year, celebrating the rich contributions of Hispanic and Latin Americans to business, the arts, culture, politics, science, technology, athletics, and academia; and

WHEREAS, nearly a quarter of all students in Mesa County Valley School District 51, and 35% of students across the state of Colorado, are of Hispanic or Latin American descent; and

WHEREAS, Mesa County Valley School District 51 proudly honors the diverse cultural backgrounds of all our students and fosters an inclusive environment where students of all ethnicities learn together and from one another; and

WHEREAS, District 51 is committed to better serving its Hispanic, Latin, and Spanish-speaking communities as outlined in our three-year, community-driven Strategic Plan;

THEREFORE, BE IT RESOLVED, the Board of Education and Superintendent Hill proclaim September 15 through October 15, 2024, as Hispanic Heritage Month in School District 51. Let us join together and participate in activities and celebrations that honor and recognize the numerous contributions of Hispanic and Latin Americans.

**Proclamation:
Patriot Day, September 11**

Board of Education Resolution: 24/25: 11

Adopted: September 3, 2024

WHEREAS, on September 11, 2001, the American people faced the worst terrorist attack on U.S. soil in our nation's history with courage and heroism; and

WHEREAS, in the aftermath of that day, our country stood united—Americans of all races, backgrounds, and religions joined together to support the families of victims and honor the first responders who sacrificed their lives; and

WHEREAS, every year since, we unite as a nation to honor the memory of the first responders and civilians whose lives were tragically lost 23 years ago in these acts of terror; and

WHEREAS, on September 11, we pay tribute to the first responders and citizens who answered the call to save lives with tremendous courage and selflessness. On this National Day of Service and every day, we must remember to stand united with understanding, love, kindness, and respect for one another; and

WHEREAS, we must never forget the events of that painful day in our country's history so that future generations are reminded of the strength that comes when Americans from all walks of life unite; and

WHEREAS, since 9/11, we must also honor the military men and women who have answered the call to defend our freedoms;

THEREFORE, BE IT RESOLVED, the Board of Education and Superintendent Hill proclaim September 11 as a day to be forever remembered as Patriot Day.



Draft
Superintendent Evaluation Process

Philosophy:

This document outlines the district's process for annually evaluating the performance of the Mesa County Superintendent of Schools. Each year, the Board of Education will review performance based on a clearly defined role, with a focus toward identifying areas in which the Superintendent excels while emphasizing places they are encouraged to grow professionally.

Process:

Superintendent areas of focus, or Board assigned objectives, will be established upon the completion of the prior year evaluation, before the next school year, or within three months of being hired into the role.

A comprehensive anonymous survey of the school community will be conducted aligning with defined role expectations, including feedback solicited from students, staff, parents, and community members.

The Superintendent, after reviewing survey results, will complete and submit a self-reflection evaluation to each member of the Board of Education.

While referencing the Superintendent's self-reflection and considering feedback solicited formally through surveys and informally through school community interaction, each individual Board Director will complete a draft evaluation.

In the manner which it prefers, the Board of Education will create a final document to be shared with the Superintendent at their annual performance review. This will coincide with the Board of Education's decision to act on the Superintendent's contract for employment for the coming year.

Timelines:

On an annual basis, and prior to the first day of the school year, the Board and Superintendent shall meet to agree on a list of objectives to be focused on by the Superintendent in the upcoming school year.

Then, during the second two weeks of January, a survey aligned to the Superintendent's defined role will be conducted. **This will include input solicited from staff, students, parents, and community members.**

The Superintendent and Board of Education will have the opportunity to review survey results by **February 1st of each year**, the Superintendent for the purpose of informing their evaluation self-reflection and the Board of Education for the purpose of supporting the final professional practices evaluation of the Superintendent.

The Superintendent will complete and share a self-reflection of the professional practices evaluation with each individual board member each year by the end of the workday **on or before February 7th.**

By February 15th of each year, each Board Director will review survey results and the Superintendent's self-reflection, then complete their own professional practices evaluation of the Superintendent and submit it to the Board President.

By February 23rd of each year, the Board of Education will create a single agreed-upon final professional practices evaluation document to share with the Superintendent.

Before March 1st of each year, the Board of Education will meet with the Superintendent to communicate the results of the professional practices portion of the evaluation, with a focus on behaviors and actions the Superintendent should continue exhibiting and a reasonable number of areas the Superintendent should strive to improve. These focus areas will be the foundation of the Superintendent's improvement objectives for the next contract year.

Roles Evaluated:

Strategic Leadership: *The Superintendent collaboratively establishes and implements a vision for the district and student learning outcomes:*

Support for Governance: *The Superintendent supports the Board of Education in the effective governance of the district:*

District Representation: *The Superintendent represents the school district in all public matters.*

Workforce Leadership: *The Superintendent is responsible for a high-quality education workforce:*

Instructional Leadership: *The Superintendent is the instructional leader of the district:*

Resource Leadership: *The Superintendent secures and invests resources:*

Superintendent Evaluation Rubric:



FOUR CORE BEHAVIORS

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

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

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

VISION

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

MISSION

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

Strategic Plan Implementation

Prepared and Supported Students

Academic Success

September 3, 2024



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Objective: D51 students will demonstrate high levels of academic growth and achievement



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“Effective instruction isn’t about whether we taught it. It’s about whether students learned it.”

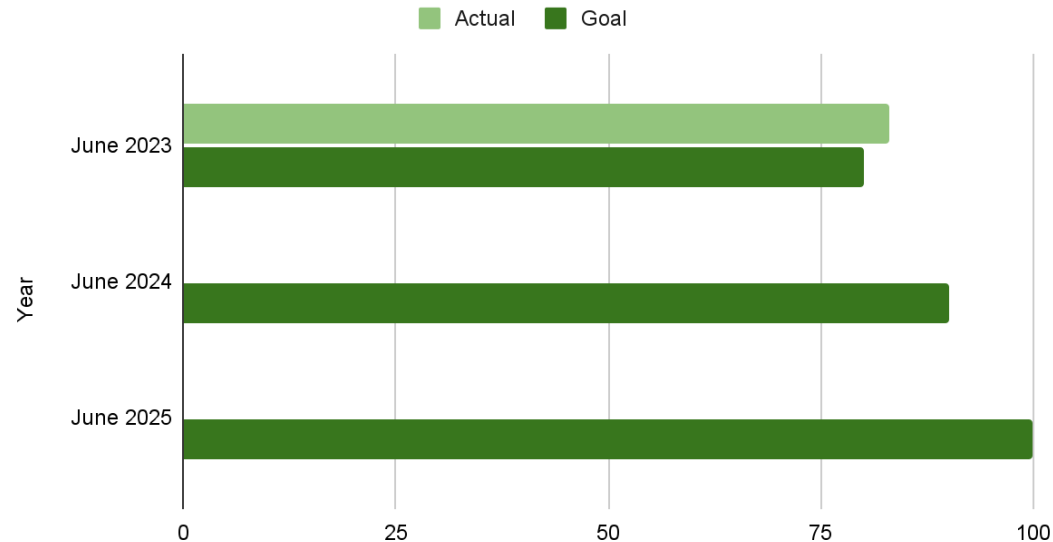
-Paul Bambrick-Santoyo, Driven by Data 2.0

a D51 focus on student learning

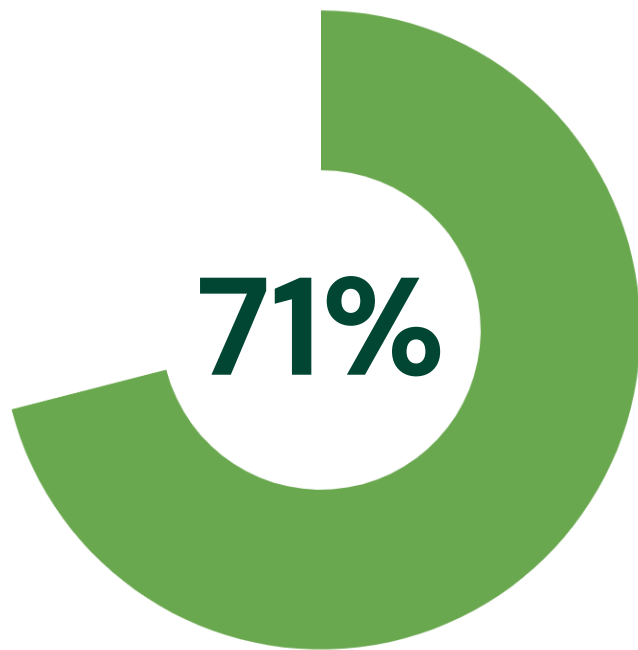


AN UPDATED REPORT ON PROGRESS TOWARD STRATEGIC PLAN GOALS IN ACADEMICS

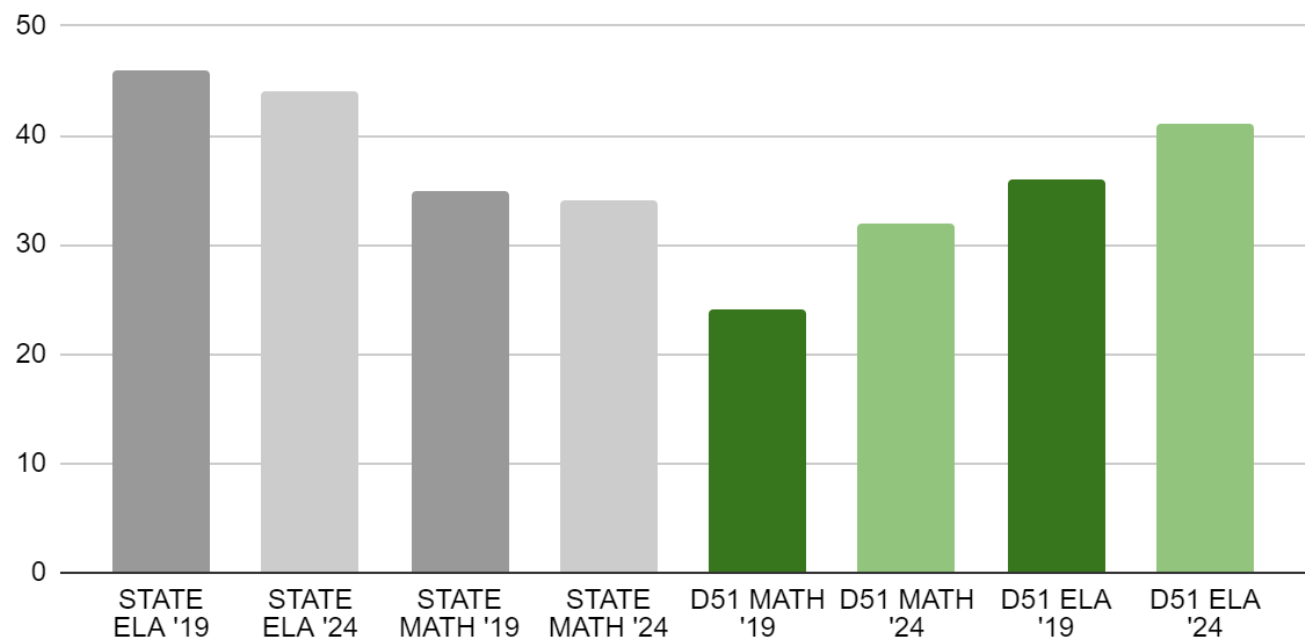
School Performance Frameworks: Goal and Actual



D51 READING AT/ABOVE BENCHMARK (GRADES K-3)



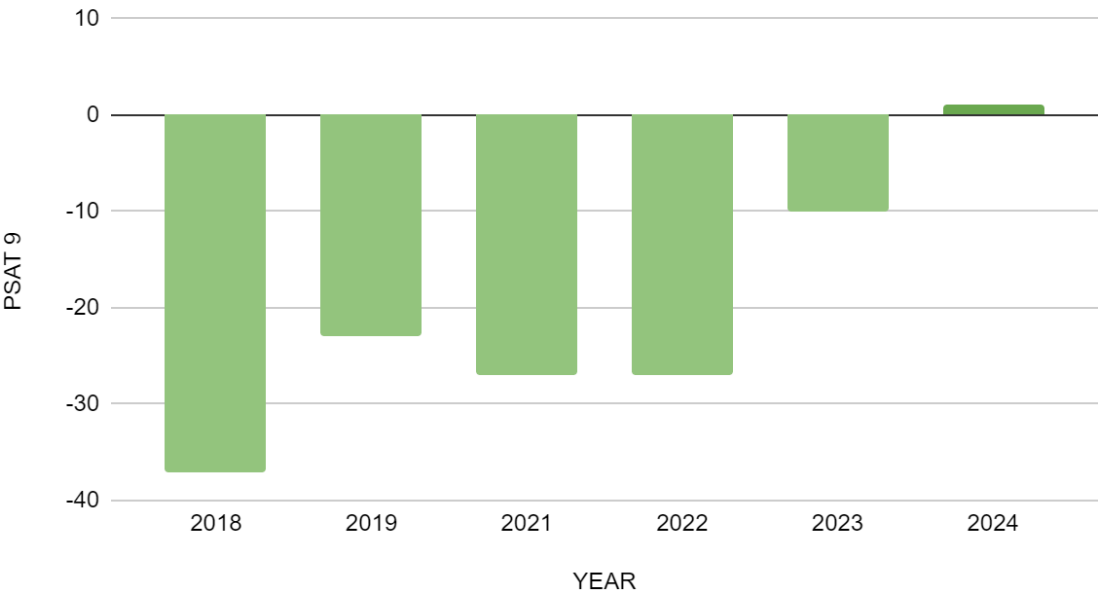
D51 STUDENT ACHIEVEMENT (GRADES 3-8)



2019-2024 CMAS ELA AND MATH GRADES 3-8

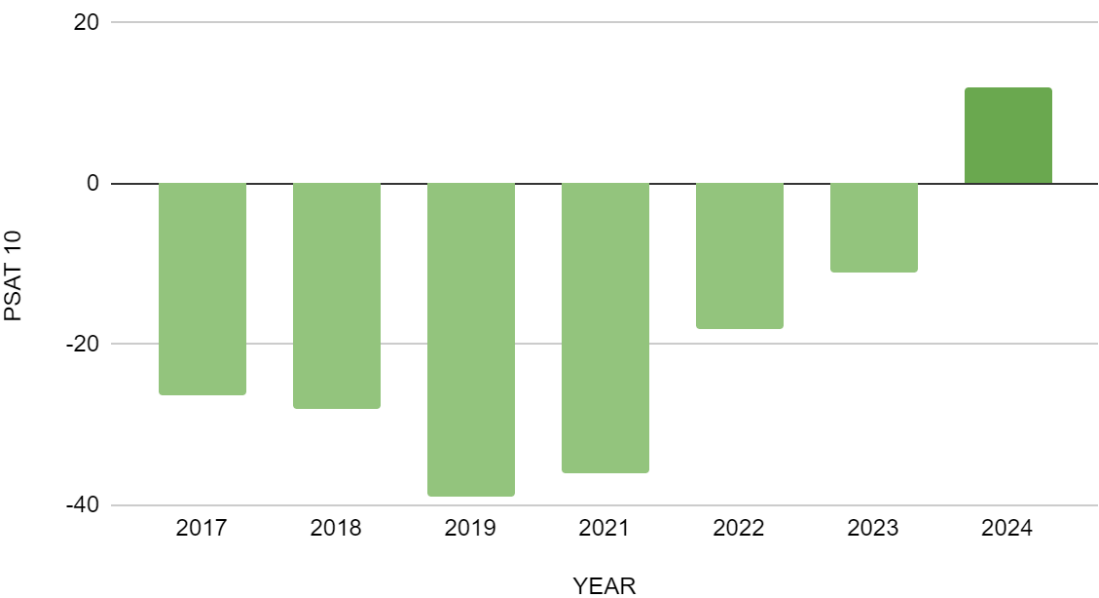
D51 STUDENT ACHIEVEMENT: PSAT 9 (GRADE 9)

GAP BETWEEN D51 AND STATE MEAN



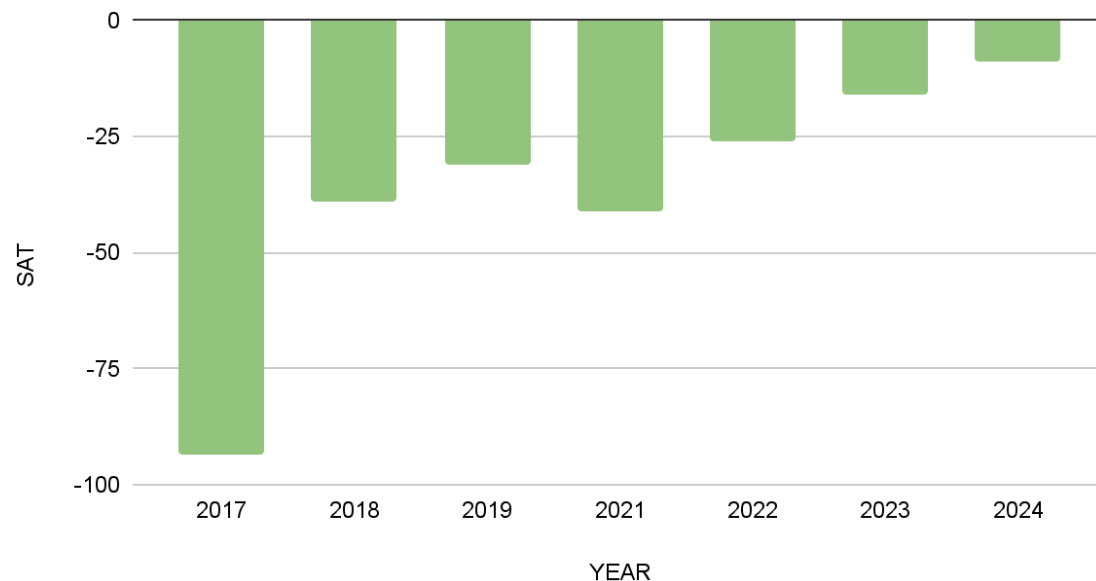
D51 STUDENT ACHIEVEMENT: PSAT 10 (GRADE 10)

GAP BETWEEN D51 AND STATE MEAN

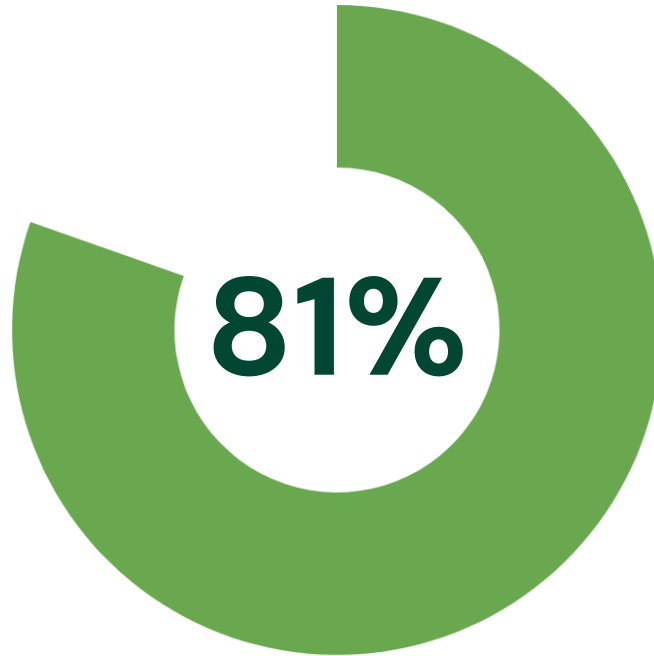


D51 STUDENT ACHIEVEMENT: SAT (GRADE 11)

GAP BETWEEN D51 AND STATE MEAN



D51 GRADUATION RATE (GRADES 12+)





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The four key resources at the heart of high-quality academic experiences for students are:

- **Consistent opportunities to work on grade-appropriate [or higher] assignments**
- **Strong instruction that lets students do most of the thinking in the lesson**
- **A sense of deep engagement in what they're learning**
- **Teachers who hold high expectations for students and truly believe they can meet grade-level standards.**

- TNTP's "The Opportunity Myth"

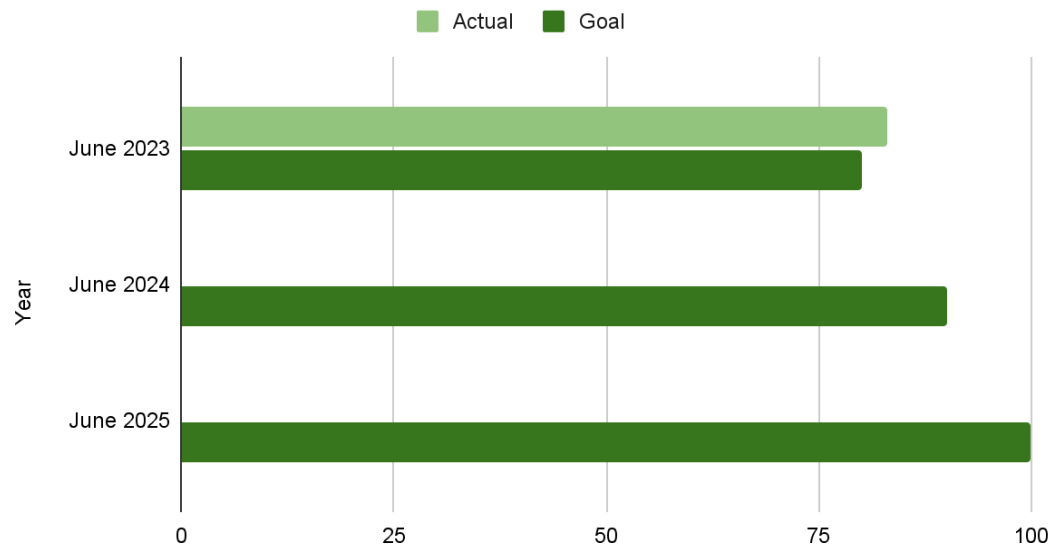
a D51 focus on deep engagement

D⁵¹
Teaching
and Learning
Framework



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

School Performance Frameworks: Goal and Actual





FOUR CORE BEHAVIORS

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What questions might you have?



Mesa County Valley School District 51

FCB

CLOSING SCHOOLS

Related: FCB-R

Presented for 1st Reading: September 3, 2024

It is the responsibility of Mesa County School District 51's Board of Education ("Board") to operate schools in an instructionally and financially sound manner that best serves Mesa County Valley School District's ("District") mission, vision, core behaviors, and strategic plan. As financial conditions and/or populations mature or shift (including student enrollment) within the District, the operation of certain schools may no longer be feasible in a manner that provides exceptional experiences for the District's students. In such case, it may be necessary for the Board to determine if a school(s) are needed for their original purpose or should be put to use to benefit the District in other ways.

This Policy establishes the guidelines and procedures for the consolidation or closure of a school(s) within the District. The goal is to ensure that the decision-making process is transparent, fair, and considers the best interests of students, staff, and the community.

Definitions:

"Consolidation" - the act or process of combining two or more schools into a single more effective or coherent whole within one school building.

"School Closure" - the act or process of closing a school.

Consolidation and/or Closure:

Each year the Superintendent will conduct a study ("Study") of excess capacity in each articulation area to assess student enrollment, school's staffing levels and programming, and/or maintenance and conditions of District buildings/property in the context of its ability to deliver a robust educational program. The Superintendent may task District staff with preparing this annual Study which may include an analysis of the following:

1. Enrollment trends/projected enrollment
2. Demographic changes
3. Educational programming/quality
4. Operating costs
5. Per pupil costs
6. Staffing levels
7. Student dislocation (geographic-transportation)
8. Capacity Utilization
9. Desirability of site (e.g. safety, size, etc.)
10. Life expectancy, or associated costs to extend the life expectancy, of building

The Superintendent will present the findings of the Study to the Board in a formal meeting, typically during a scheduled board session.

Although declining enrollment is a significant factor that often leads to the consideration of school(s) consolidations or closures, it is not the only reason. A variety of factors, such as deteriorating facility conditions, academic underperformance, or financial challenges may also necessitate the consolidation or closure of a school(s). These factors, individually or in combination, could create a situation where maintaining a particular school(s) is no longer in the best interest of students, staff, or the District as a whole.

Recommendation:

The Study containing the analysis of the factors listed will be shared by the Superintendent to the Board in a written report detailing the findings of the Study in the fall semester of the school year. The Superintendent's written report shall have an initial recommendation for a consolidation or closure of school(s). Following a recommendation by the Superintendent, the final determination of whether a school(s) shall be consolidated or closed shall be made exclusively by the Board. Absent an emergency, Board action on school(s) consolidation or closure shall occur no later than the end of the fall semester of the school year.

The Superintendent's initial recommendations to the Board shall include potential school(s) consolidations, closures, or other actions to address the findings of the Study. The Superintendent's initial recommendations shall consider the Study and take reasonable steps to ensure:

1. Maximum use of resources, staff, and programs offered to students.
2. Optimize opportunities for positive impacts on student achievement and wellness resulting from consolidation or closure to ensure a comprehensive academic program and student support.
3. Increase the percentage of students who attend a school offering a robust student and staff experience.
4. Mitigate the disproportionate negative impact of school consolidations or closures on educational outcomes for students.
5. District-provided transportation options for impacted students.
6. Demographic trends and forecasts.
7. Transportation routes, street crossings, etc.
8. Condition of the facilities and major building equipment.
9. Locations of center-based programs or unique programming and staffing available to students with IEPs (individualized education plans) and 504s at each school within the region.

The Superintendent's written plan will outline the next steps, including timelines for public information sessions, outline the final decision-making process, and provide details on the transitioning plan.

Communication Plan:

Clear and timely communication is essential throughout the school(s) consolidation or closure process. The following strategies may be implemented in the event of a school(s) consolidation or closure:

1. Notification of the initial recommendation will be shared directly with impacted school staff, families, and students. This will be done through letters, emails, or announcements on the District's website or social media platforms.
2. Regular updates throughout the process to keep stakeholders informed of developments and timelines.
3. Opportunities to engage students, families, staff, and other community members of impacted schools through a presentation of the school consolidation or closure recommendation and rationale with opportunities for dialogue about planning for and implementing consolidations or closures.
4. School-based community meetings will be facilitated by central office staff and will include a presentation of the school closure recommendation and rationale, and opportunities for dialogue and engagement on the transition.

Mesa County Valley School District 51
DFA/DFAA
REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

Related: DFA/DFAA-R
Adopted: February 20, 1990
Revised: September 3, 2024

Authority for the day-to-day investment decisions is delegated to the chief financial officer or designee. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the Fiscal Oversight Committee.

Investment Objectives

All District funds allocated to a specific use, but temporarily not needed, shall be invested by the chief financial officer and designated staff in accordance with Colorado statutes and in a manner designated to accomplish the following objectives:

1. To ensure the safety of all District funds.
2. To ensure that adequate funds are available at all times to promptly pay all of the District's financial obligations;
3. To generate a rate of return consistent with the goals and risk tolerance of the District while complying with state law and District policy.
4. To manage the District's cash resources, all funds needed for general obligations will be pooled into one account for investment purposes.

Investment Management

The chief financial officer or designee will be responsible for the supervision and management of the day-to-day operations of the District's investment portfolio.

Investments shall be diversified to eliminate the risk of loss resulting from over-concentration of assets in a specific maturity, specific issuer, or a specific class of securities.

Prudence

Investments will be made with judgment and care, under circumstances prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the primary objective of safety as well as the secondary objective of the attainment of market rates of return. The District will not enter into investment transactions which will expose itself to an undue credit risk of an issuer or broker/dealer.

The standard of prudence to be used by investment officials will be the "prudent person" standard. It will be applied in the context of managing an overall portfolio. Individuals acting in accordance with written procedures and exercising due diligence will be relieved of personal responsibility for an individual's security credit risk or market price changes, provided that deviations from expectations are reported in a timely fashion, and appropriate action is taken to control adverse developments.

The District's quarterly reports will include details regarding the District's investments and their returns and shall be formatted in a manner that allows the Board to evaluate the success of its investment practices in light of the above-stated objective.

Legal References:

- C.R.S. 11-10.5-101, *et seq.* (Public Deposit Protection Act)
- C.R.S. 11-47-101, *et seq.* (Savings and Loan Association Public Deposit Protection Act)
- C.R.S. 22-45-103 (bond redemption fund trustee or escrow requirement)
- C.R.S. 24-75-601, *et seq.* (public funds – legal investments)
- C.R.S. 24-75-701, *et seq.* (investment funds – local government pooling)

Mesa County Valley School District 51

DFA/DFAA

REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

Related: DFA/DFAA-R

Adopted: February 20, 1990

Revised: September 3, 2024

Mesa County Valley School District 51
KECA

PUBLIC COMPLAINTS ABOUT LIBRARY-MEDIA MATERIALS

Related: KECA-R
Adopted: October 10, 1972 Revised:
September 1, 1987
Removal: September 3, 2024

The Board's basic educational philosophy expressed in Board Policy KEC applies to complaints regarding the district's instructional materials.

The Board recognizes that, as with curriculum and adopted textual materials, opinions will differ concerning appropriateness of certain library-media materials maintained by the district. It is the Board's policy to provide individuals or groups directly or indirectly affected by such library-media materials with a method of expressing and processing complaints. The process should include procedures whereby those complaints may be thoughtfully considered and remedial measures taken to address library-media materials found to be inappropriate.

The superintendent is directed to prescribe procedures which carry into effect the concepts outlined above and in Policy KEC, taking also into account the following principles:

1. Requests by parents that their child or children not be exposed to certain portions of the district's library-media materials should be accommodated where to do so would not unduly disrupt the district's educational program or deprive the students of instruction essential to the adopted curriculum.
2. Where complaints arise concerning religious material maintained in district libraries, solutions should be sought which permit retention of the material in question.
3. Complaints determined to be well-founded, whether made by groups or individuals should, if practicable, be remedied by options which restrict access on a selective basis or allow individuals to "opt out" of instruction or exposure to certain materials rather than by options which delete materials.
4. Complaints alleging that certain materials are biased or ideological should, wherever practicable, be remediated by achieving a balanced selection of materials containing opposing or contrary views.
5. Processing of complaints shall commence with an informal reevaluation by the appropriate building principal. If efforts to resolve the matter informally are not successful, a formal reevaluation will then be undertaken by a district-level review panel to be established under procedures prescribed by the superintendent. Decisions made by the panel shall be considered final, but subject to review at the discretion of the Board. Processing of the complaint through the building level and the district-level review panel shall be conditions precedent to the Board's consideration of a complaint.

Cross References:

IJL, Selection and Adoption of Library Materials

**Resolution to Appoint Superintendent,
Board of Education or Designee to Sign
Intergovernmental Agreement**

Board of Education Resolution 24/25: 12

Adopted: September 3, 2024

WHEREAS, Mesa County School District 51 (“District”), the City of Grand Junction, and Mesa County were parties to a 1982 Agreement (“1982 Agreement”) together with subsequent amendments concerning the operation of the Orchard Mesa Community Pool (the “Pool”); and

WHEREAS, in 2014 the 1982 Agreement was restated and amended (“2014 Amendment”) but subsequently expired in December 2019; and

WHEREAS, the City of Grand Junction, Mesa County and the District continued the relationship established by the 1982 and 2014 Agreements; however, Mesa County terminated its involvement on or about April 3, 2024; and

WHEREAS, the District and City of Grand Junction agree the Pool has reached the end of its useful life without major capital investment; and,

WHEREAS, the District does not want to incur additional costs (operation or demo) by delaying the demolition beyond a reasonable amount of time but understands the importance of aquatic recreation; and

WHEREAS, the District and the City of Grand Junction are composing an Intergovernmental Agreement to address various issues pertaining to the Pool including but not limited to the future closure of the Pool and the costs associated with the eventual demolition of the Pool and the immediate demolition of the attached gym/band building; and

THEREFORE, BE IT RESOLVED, the District wishes to sign an Intergovernmental Agreement regarding the Pool with the City of Grand Junction; and

FURTHER BE IT RESOLVED that the Board of Education hereby authorizes the Superintendent, the Board of Education President or designee, to finalize negotiations, to sign, and enter into an Intergovernmental Agreement with the City of Grand Junction.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on September 3, 2024.

*Amy Navarette
Assistant Secretary, Board of Education*