

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

October 1, 2024

Board Work Session Minutes

A - Jose Luis Chavez B - Barb Evanson C - Andrea Haitz D - Will Jones E - Angela Lema						Board of Education Mesa County Valley School District 51 Board Work Session: October 1, 2024 Adopted: November 19, 2024	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
						<u>BOARD WORK SESSION</u>	5:01 p.m.
Present	x	x	x	x	x	1. Call to Order/Pledge of Allegiance/Roll Call <ul style="list-style-type: none"> Directors Andrea Haitz and Barb Evanson attended virtually. 2. Agenda Approval 3. Nisley Elementary School Year 5 Pathway Options <ul style="list-style-type: none"> Mrs. Jennifer Marsh came forward and introduced Ms. Jenny Hinkley and Mr. Andy Swanson from the Colorado Department of Education, who attended virtually, to discuss the Year 5 plan and options for Nisley Elementary School. The Accountability framework was overviewed and explained. Key background knowledge and terms were explained by Ms. Hinkley. The state Accountability Clock was discussed and how intervention from the state increases after five years on the clock. Nisley Elementary was rated Priority Improvement for years 2017-19. The clock was paused 2020-21 due to the COVID-19 Pandemic. The rating for 2022 was Improvement and became Year 3 on Watch. 2023-24 school years were both rated as Priority Improvement for Years 4 and 5. The State Review Panel makes recommendations and rates the school on six key criteria. The six criteria include leadership at the school, infrastructure, readiness and apparent capacity of personnel to engage, likelihood of positive returns and necessity of school to remain in operation to service students. The state board must direct one of five options for future action. Nisley Elementary, specifically, was then discussed. It takes two years of Improvement rating or better to stop the clock. Nisley received one year of Improvement then went back to Priority Improvement. The state review panel did a physical visit on March 4, 2024 to review criteria. Leadership shows at adequate to implement change to improve results. 2nd criteria: Infrastructure is adequate to support school – Rated Improvement, Early Developing. 3rd criteria: There is readiness & apparent capacity of personnel to plan effectively & lead implementation of appropriate action to improve student academic performance. Rated Early Developing. 4th criteria: Readiness & apparent capacity to engage productively with and benefit from assistance provided by an external partner. Rated Early Developing. 5th Likelihood of positive returns on state investments of assistance & support to improve the performance within the urgent management structure & staffing. Rated Not Effective. 	Approved
Absent							
Motion							
Second	x				x		
Aye	x	x	x	x	x		
No							

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						<ul style="list-style-type: none"> Last criteria of necessity that school remain in operation to serve students. Determination: Yes. Panel recommends partial management by private or public entity other than the district focusing on leadership and change management. Did not recommend innovation school status. Did not recommend community school conversion. Did not recommend charter school conversion. Did not recommend closure immediately due to Nisley serving the homeless population and being a “walking” school. EASI grant supports and CDE supports are available. Next steps: Leadership will develop a pathway plan for Nisley that meets needs of the school and district. Will plan for a commissioner visit and CDE will plan and support Nisley and the District for a State Board Hearing on February 13, 2025. Questions : BOE asked Mrs. Marsh and Dr. Hill to share further. Dr. Hill added this is the district’s only school in Year 5 of the plan. He discussed the history of their levels. Mrs. Marsh spoke about students always being at the forefront of all decisions we make in our schools. She also spoke about our partners, like Strive, and how outside resources are helping with EASI dollars. Also, Title money has been spent to help make improvements. Dr. Hill spoke about the staff turnover which has had an effect also. The Board also questioned since some students are now in middle school, what interventions are being taken with those students now. How are they performing now they are in other higher level schools? Dr. Hill stated we can try to go back and track some of this data, which goes back to 2017. BOE also asked what happens after Year 5 if still on the clock. It was explained that is when the state has an accountability hearing where a pathway will be given and constant progress monitoring. Mr. Andy Swanson also added the state board would come in the spring of 2025 and would come back in 2027 for a hearing again. Data was discussed regarding the Nisley turnover and how staff leaving the school for a different school is still considered turnover. Exit interviews are not conducted when a staff person leaves a school but stays in the district. Partial management of other entities include having an external manager who directs the school’s professional development, instructional or assessment and data systems. Administration turnover was also questioned. The same principal has stayed but have had turnover in the assistant principal role. 	
						4. Legislative Update – Ms. Amy Attwood, Lobbyist, presented virtually. <ul style="list-style-type: none"> Ms. Attwood discussed rumors in upcoming legislation. She mentioned due to it being an election year, it is very busy for discussion and not so much for writing legislation. 	

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						<ul style="list-style-type: none"> Task force recommendations are due in November, so they are spending time cleaning up the list of final recommendations for the legislature. The mill levy override group is looking at the mlo formula and met last week for the first time for informative level-setting. No decisions or policy discussions were done. The state budget is the big topic. The June revenue forecast was not good, and only showed current obligations with \$550m down starting for the year. The September forecast only got worse. Ms. Attwood does not feel there will be a budget stabilization factor next year. We need to be aware of places where budgets could be cut, like CTE for example. The governor will present his budget on November 1 for his and his department's wish list. The legislature has the final decision on the budget. The new finance formula should begin with the rollout as planned. The Board asked if we felt we would have as many issues coming up this year as we had last year. Education is not in the top three priorities for voters this year, so probably should have a fair number of issues again, maybe a few less. Amendment 80 was questioned which involves school of choice. <p>5. GJHS Construction Update – Mr. Micah Adams and Jason Tisdall with Dynamic Program Management, and Eddie Mort, D51 Director of Maintenance and Operations, came forward to present. Colleen Kaneda attended online.</p> <ul style="list-style-type: none"> The ribbon cutting ceremony was mentioned and not many more updates. 2/3 of budget has been spent locally. 80% complete on the overall schedule. About 9 months are left of site-work. Recently completed: Demo of north half of old school, track striping, abatement. In progress: Excavation for new foundation at '06 gym, parking lot to be finished in mid-November. 2006 gym renovations, roofing and 700 building punch list being focused on. Upcoming work: Demolition of south half of old school, concession buildout at 700 building, aux gym renovations, parking lot paving. Photos were shown of current work. <p>6. Strategic Plan Update: Staff Pipelines – The Human Resources team of Ms Nikki Jost, Chief HR Officer, Ms. Becca Nieslanek, Ms. Katie Burnham, and Mr. Carter Ness came forward to present. Items discussed were:</p> <ul style="list-style-type: none"> Diverse and Growing pipelines - Discussed prepared and supported staff with a diverse staff mirroring our student demographic and student body. Goals beginning three years ago and some of goals no longer applicable. The quality of teaching staff is extremely important. Two goals were not met in Diversity to mirror community demographics. Mr. Carter Ness showed slides showing we are low on our diverse staff goals. Over 5% too low on Hispanic population. Ms. Jost discussed the increasing diverse leaders to 18% and found this has been increasingly challenging. This is an area where work is needed and the district will be researching districts who have better results in this area. Highlights of the 24/25 school year were discussed. 	

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						AGENDA ITEMS	ACTION
						<ul style="list-style-type: none"> • Postings for the 24/25 school were explained as far as targeting and locations posted. • The D51 Elevate Program was discussed including salary, workplace culture, educator licensing and paying for preparation. • Ms. Nieslanek discussed school visits where recruiters met with over 25 schools and departments last year. • An advertising campaign was created at two local grocery stores to help solicit key candidates. • The post-hire survey was described and results displayed. • Ms. Burnham then discussed what is being done this year to improve results. Training with CDE teams and exploring new avenues for a Mexico exchange program was described. • The Board asked questions why our diverse staff has been leaving. Ms. Jost spoke about the tracking of some of this information. Our overall percentages of diverse workforce has gone up; just the lofty goals were not reached. The goals are difficult to obtain, but the district feels these are the right goals to have. 	
						BUSINESS ITEMS	
						A. Second Reading of Policies	
Motion						A-1. Second Reading/Adoption of Policy GBEA Staff Ethics/Conflict of Interest	Adopted
Second	x				x	A-2. Second Reading/Adoption of Policy GBEB Staff Conduct	
Aye	x	x	x	x	x	A-3. Second Reading/Adoption of Policy JKA Use of Physical Intervention and Restraint	
No						A-4. Second Reading/Adoption of Policy KDEA Naming Facilities and Memorials	
						B. Open Discussion	
						<ul style="list-style-type: none"> • Central High School and the Board had their first Student Advisory meeting today. • It was also mentioned that Ms. Angela Lema was awarded The McDuffey Award by CASB for being an outstanding board member at the Boardsmanship Academy this past Saturday. She will formally recognized at a later meeting. 	
						C. Future Meetings	
						C-1. October 8, 2024, Harry Butler Board Room, 5:00 p.m., Special Board Meeting	
						C-2. October 12, 2024, Central High School Cafeteria, 9 a.m., Board Coffee	
						C-3. October 15, 2024, Harry Butler Board Room, 5:00 p.m., Board Business Meeting	
Motion					x	D. Adjournment	Adjourned
						<ul style="list-style-type: none"> • Director Angela Lema motioned to adjourn. 	
							6:24p.m.

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						<div style="text-align: right;"> _____ Amy Navarette, Assistant Secretary Board of Education </div>	



Accountability Clock Process

Presentation to the Mesa County Valley 51 School Board
October 1, 2024

Jenny Hinkle- School Transformation Specialist

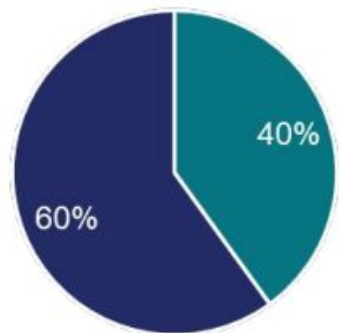
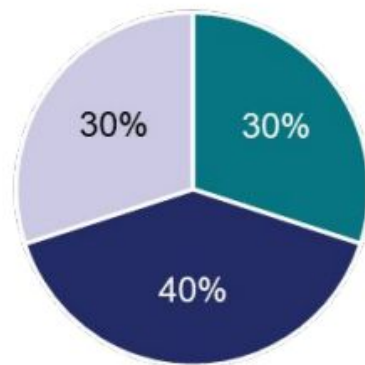


- Provide an overview of the accountability process specifically for schools that have reached year 5
- Provide an overview on Nisley Elementary School's performance and their next steps as a year 5 school

Accountability Framework Overview

Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools 30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools 40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts

Elementary & Middle Schools



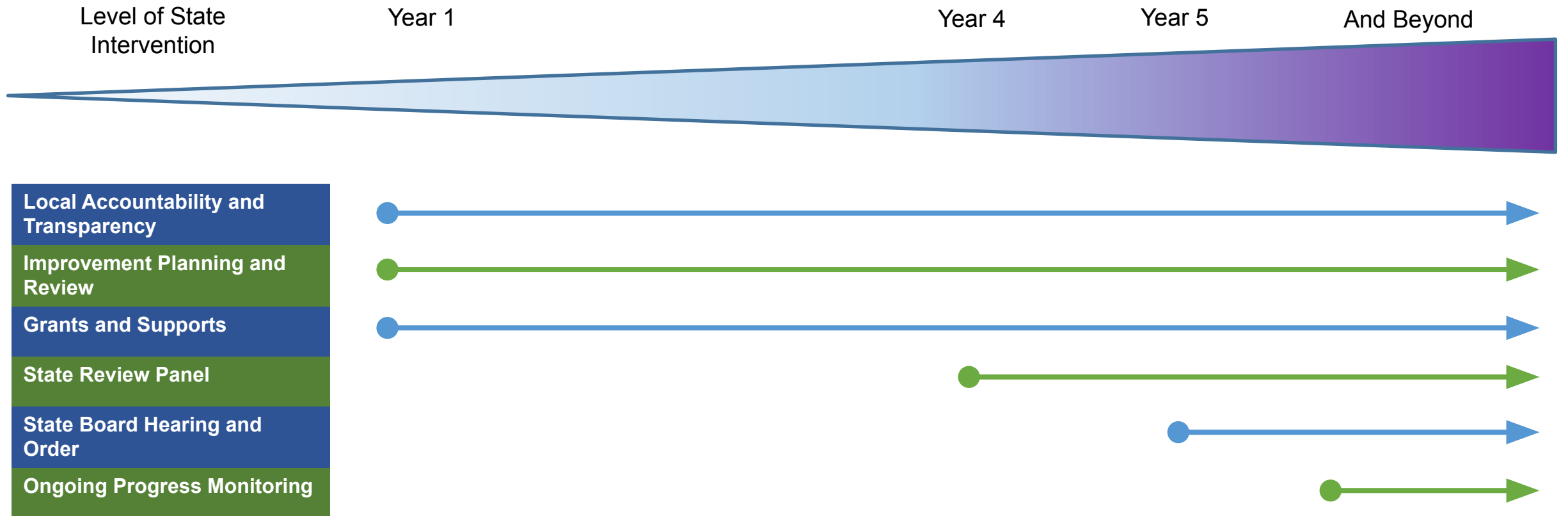
High Schools & Districts

Ratings/School Plan Types
Performance Plan
Improvement Plan
Priority Improvement Plan
Turnaround Plan
Insufficient State Data: Small Tested Population
Insufficient State Data: Low Participation

Accountability Key Background Knowledge

- **“On the Clock”**, when a school/district receives a rating of Priority Improvement or Turnaround
- **“Off the Clock”**, when school/district sustains Improvement/Performance status or higher for two consecutive years
- Schools/Districts with on the clock status are **eligible for EASI grants** to support improvement work at different stages
- **5 Consecutive Years “On the Clock”** requires that a school/district come before the State Board of Education→ at this hearing, the State Board of Education will direct **one of five** potential “Pathways” for improvement

Accountability Clock Process



Accountability Clock Process - Requirements for a Year 5 School

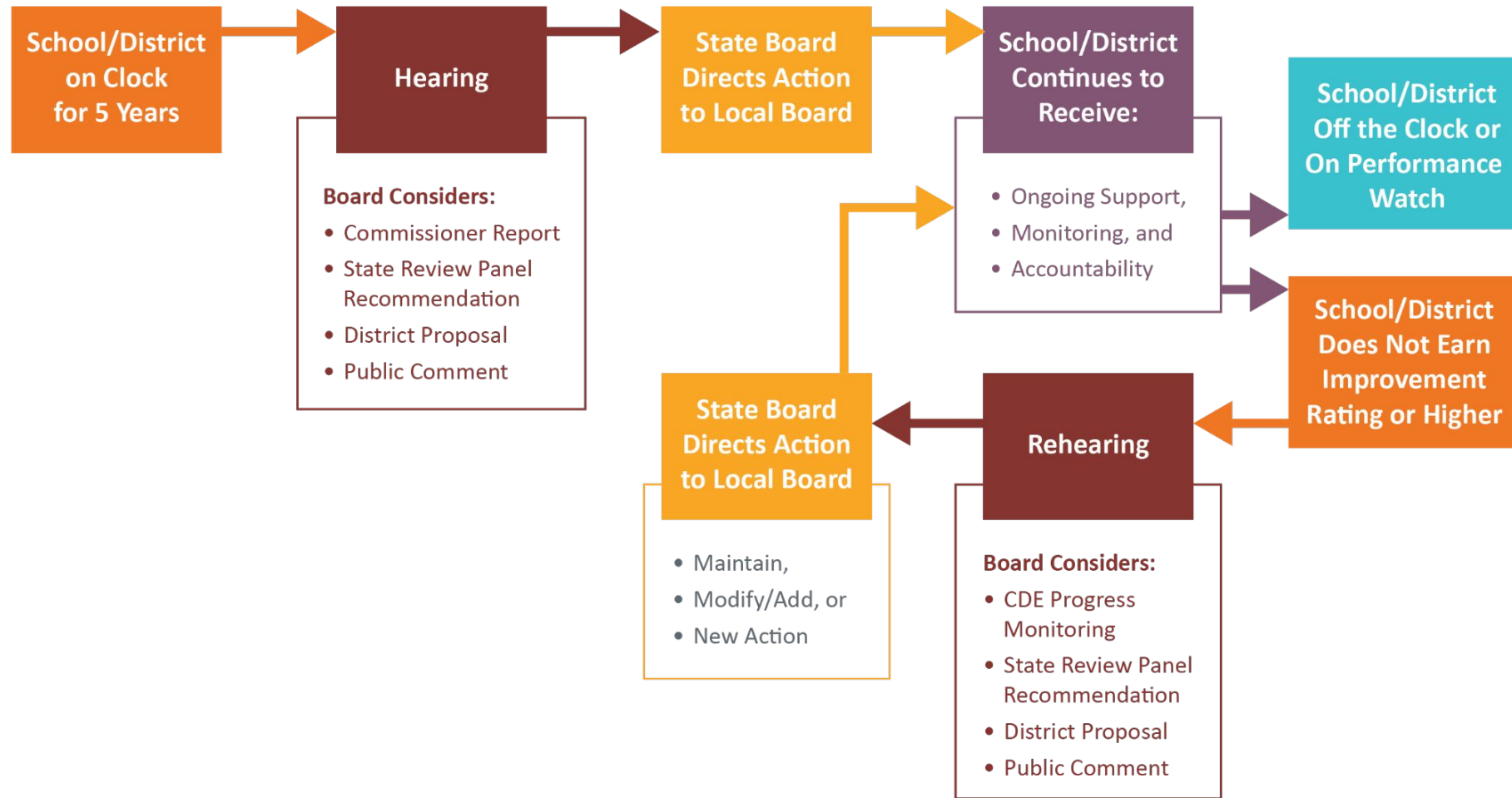


- Parent Notification of the school's status
- State Review Panel Visit (if not completed in year 4)
- Pathway Plan Selection and Development
- Commissioner Visit
- State Board Hearing

Optional Supports:

- Staff Presentation
- Local School Board Presentation

Accountability Hearing Process Flow Chart



State Review Panel

The Panel run by SchoolWorks is comprised of Colorado education experts that use a site visit process to understand and explain the extent to which schools/districts have the capacity to plan and implement the dramatic change required to exit the accountability clock.

The Panel will engage in a process that includes:

- Review of available documents (e.g., UIP, interim data)
- Conduct a 2-day site visit to interact with school and district staff and the community through interviews, focus groups, and classroom visits.

The report culminates in a recommendation for one of the statutory pathways (i.e. Innovation, Management, Charter Conversion, Community School Conversion, Closure)



State Review Panel

Based on its critical evaluation, the SRP shall report to the Commissioner information concerning the following six (6) criteria:

Whether **leadership** is adequate to implement change to improve results.

Whether the **infrastructure** is adequate to support school improvement.

The readiness and apparent capacity of personnel to **plan effectively and lead the implementation of appropriate actions** to improve student academic performance within the school or district.

The readiness and apparent capacity of personnel to **engage productively with and benefit from the assistance provided by an external partner**.

The **likelihood of positive returns** on state investments of assistance and support to improve the performance within the current management structure and staffing.

The **necessity that the public school/district remain in operation** to serve students.

Capacity Levels:

- Not Effective
- Early Developing
- Advanced Developing
- Effective

Pathway Options for Directed-Action

- External Management (Partial/Full)
- Innovation Status
- Charter School Conversion
- Closure
- Community School Conversion

Nisley Elementary School Update

Nisley Elementary School Accountability Clock Status

2017	2018	2019	2020	2021	2022	2023	2024
Priority Improvement Year 1	Priority Improvement Year 2	Priority Improvement Year 3	Paused due to COVID-19 Pandemic		Improvement *Year 3 On Watch	Priority Improvement Year 4	Priority Improvement Year 5

2020/2021 - Performance Frameworks completely paused

2022 - School Performance did not move schools/districts forward on the “Accountability Clock” unless there was a request to reconsider

2023 - The “Accountability Clock” resumed to normal operations

State Review Panel Report for Nisley Elementary School

- Visit conducted on March 4, 2024

SRP Site Visit Summary	2024 Capacity Level*
1. The leadership is adequate to implement change to improve results.	Early Developing
2. The infrastructure is adequate to support school improvement.	Early Developing
3. There is readiness and apparent capacity of personnel to plan effectively and lead the implementation of appropriate action to improve student academic performance.	Early Developing
4. There is readiness and apparent capacity to engage productively with and benefit from the assistance provided by an external partner.	Early Developing
5. There is likelihood of positive returns on state investments of assistance and support to improve the performance within the current management structure and staffing.	Not Effective
6. There is necessity that the school/district remain in operation to serve students.	Yes

Capacity Levels
-Not Effective
-Early Developing
-Advanced
Developing
-Effective

State Review Panel Report for Nisley Elementary School

Panel did recommend partial management by a private or public entity other than the district focusing on leadership and change management because the school has shown the ability to partner with other organizations.

Panel did not recommend innovation school status because the district expressed it is not a viable option based on the district's ability to support specific autonomies and flexibilities required for innovation. School leaders were not sure what could be gained from this option.

Panel did not recommend community school conversion because there is not an adequate foundation to develop this pathway despite the school having various connections with the community and serving as a community hub.

Panel did not recommend charter school conversion because there is not a large appetite for opening an additional charter and opening an additional charter school could exacerbate the issue of declining enrollments

Panel did not recommend closure because of the unique population the school serves and provides service to the only homeless sheltering serving families in Grand Junction. Transportation would be required for students to attend other schools.

Overview of CDE Supports Available to Nisley Elementary School

Grant Supports (EASI)

- Grant funding and supports are available through the Empowering Action for School Improvement application for any state or federally identified schools

CDE Supports

- Designated Support Lead
- Improvement Planning Support
- Prioritized Technical Assistance
- Accountability Process Support

Next Steps

- School and district leadership will develop a pathway plan for Nisley Elementary School that meet the needs of the school and the district
- School and district will plan and prepare for a Commissioner Visit
- CDE will plan and support Nisley Elementary and District for a State Board Hearing on February 13, 2025

Questions?

CDE Contact Information

Jenny Hinkle

Hinkle_Jennifer@cde.state.co.us

For more information about
performance frameworks, contact:
accountability@cde.state.co.us



GJHS

PROGRESS UPDATE

OCTOBER 1ST, 2024

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



OVERVIEW

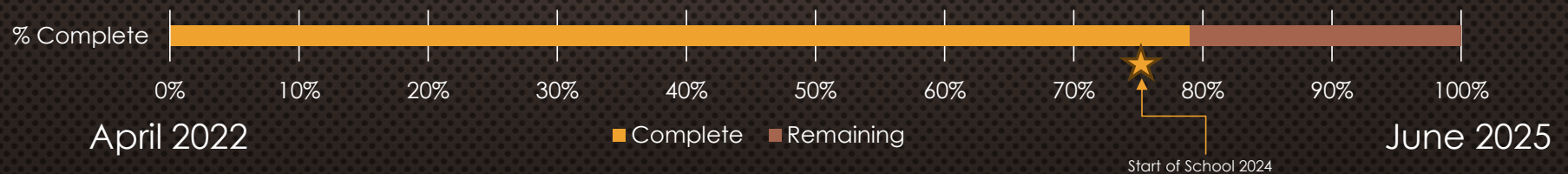
SCHEDULE

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

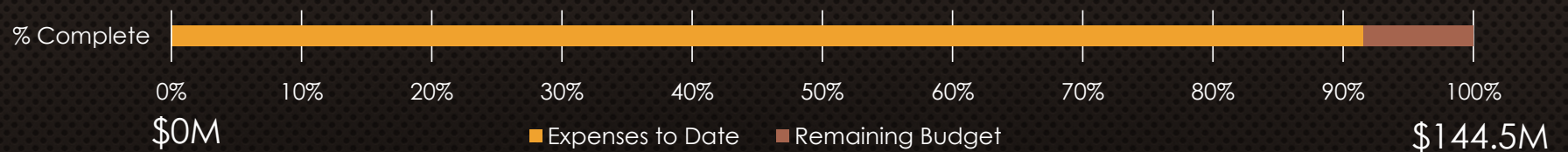
BUDGET

- TOTAL BUDGET: \$144.5M
- SOURCES: \$115M ('21 BOND), \$10M (BEST), \$19.5M ('17 BOND)
- TOTAL COMMITTED TO DATE: \$143.5M (THRU AUGUST)
- TOTAL EXPENDED: \$132.3M (THRU AUGUST)
- LOCAL EXPENDITURES: \$87.7M (THRU AUGUST)

Completion (as a % of Scheduled Construction Days)



Completion (as a % of Project Budget)



RECENTLY COMPLETED

- TRACK STRIPING
- ABATEMENT FOR THE OLD SCHOOL
- DEMO OF NORTH HALF OF OLD SCHOOL





IN PROGRESS

- EXCAVATION FOR NEW FOUNDATIONS AT '06 GYM
- EARTHWORK FOR PARKING LOT
- MEP SYSTEMS COMMISSIONING
- 700 BUILDING PUNCH LIST
- 2006 GYM RENOVATIONS & ROOFING

UPCOMING

- DEMO SOUTH HALF OF OLD SCHOOL
- CONCESSIONS BUILDOUT AT THE 700 BUILDING
- 2006 AUX GYM RENOVATIONS
- PARKING LOT PAVING
- INSTALL HELICAL PIERS AT '06 GYM

JUNE '24 -
December '24

±/- 170 parking space

JUNE '24 - JUNE '25

JUNE '24 -
December '24

JUNE '24 -
AUGUST '24

COMPLETE

- FCI is aiming to have this lot paved pre-December

NOTE:
1. EVERYTHING IN DASHED LINES TO BE DEMO

700 BUILDING
2006 GYM



Gym Demolition



Overview



Foundation Prep

CONSTRUCTION METRICS

AVERAGE NUMBER OF CONSTRUCTION PERSONNEL ONSITE EACH DAY: 30

NUMBER OF LOCAL CONSTRUCTION WORKERS: 42 IN SEPTEMBER

DIRT HAULED SINCE DEMO STARTED: 2,830 CY

BUILDING MATERIAL HAULED OFF: 4,060 CY

TONS OF STEEL HAULED OFF: 701 TONS



Asphalt Prep



700 Building Construction

Link to [Video](#)



THANK

YOU

COLLEEN.KANEDA@DYNAMICPM.COM





Strategic Plan Implementation

Prepared and Supported Staff

Diverse and Growing Pipelines

October 1, 2024

6.

D51 Graduate Profile



Diverse and Growing Pipelines



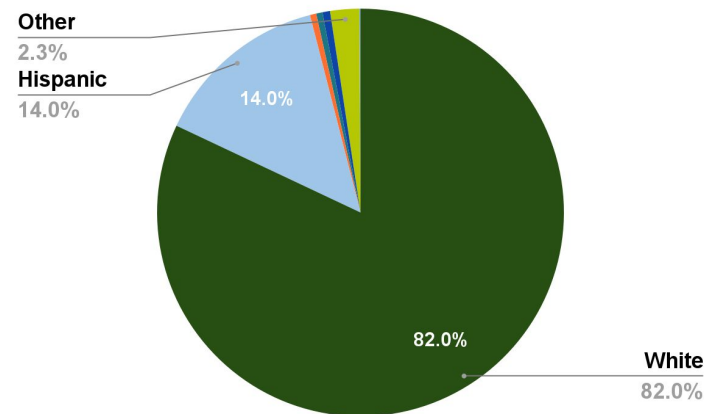
DIVERSE AND GROWING PIPELINES

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

Year Three Goals

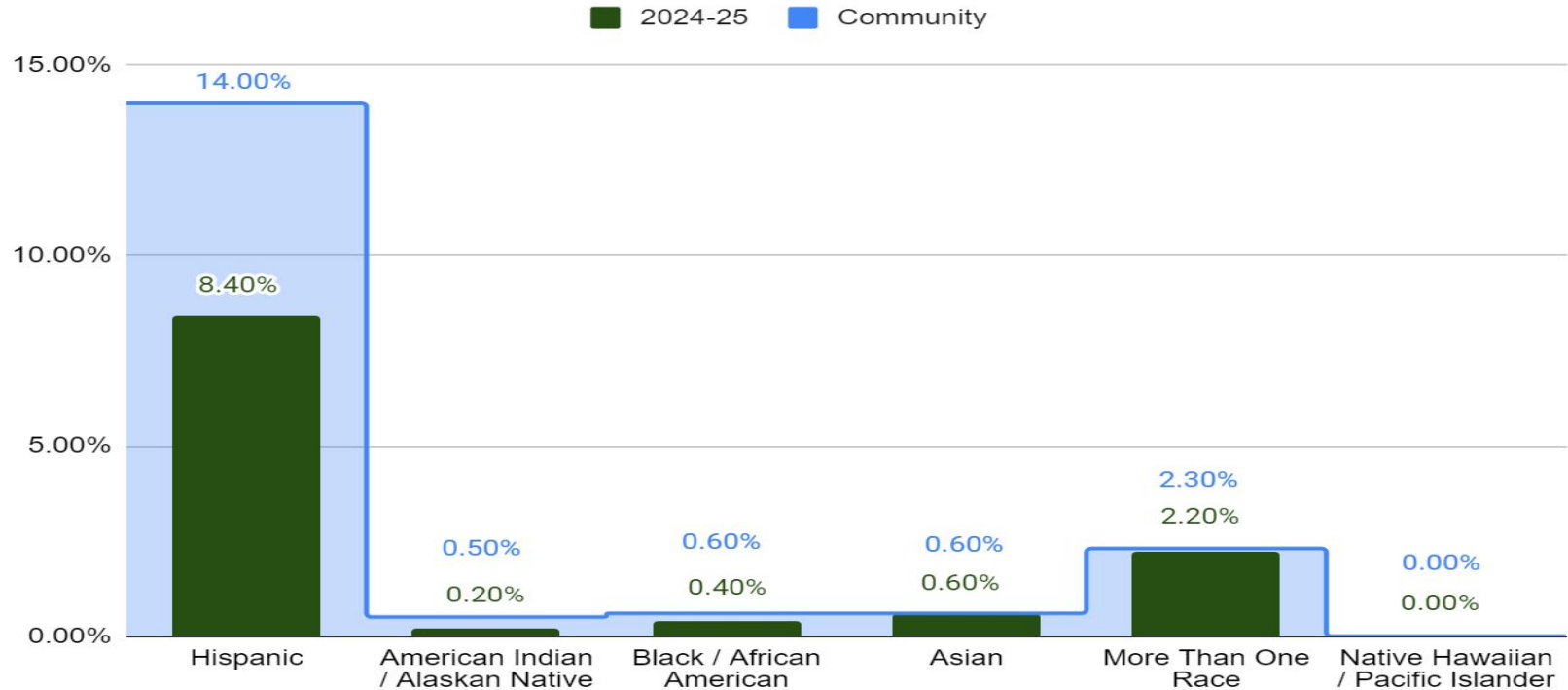
District 51 will grow a diverse and healthy pipeline of qualified educators and leaders that will support the strategic goals of the district.

- By June 2025, D51 will increase its diverse teaching staff to more closely mirror the community demographics. - **Goal Not Met**
- *By June 2025, D51 will increase the number of qualified certified candidates to 1,500 candidates.*
- By June 2025, D51 will increase the diversity of its leaders to more closely mirror the community demographics. - **Goal Not Met**
- *By June 2025, D51 will increase the number of qualified leader candidates by 45% as compared to 2021.*

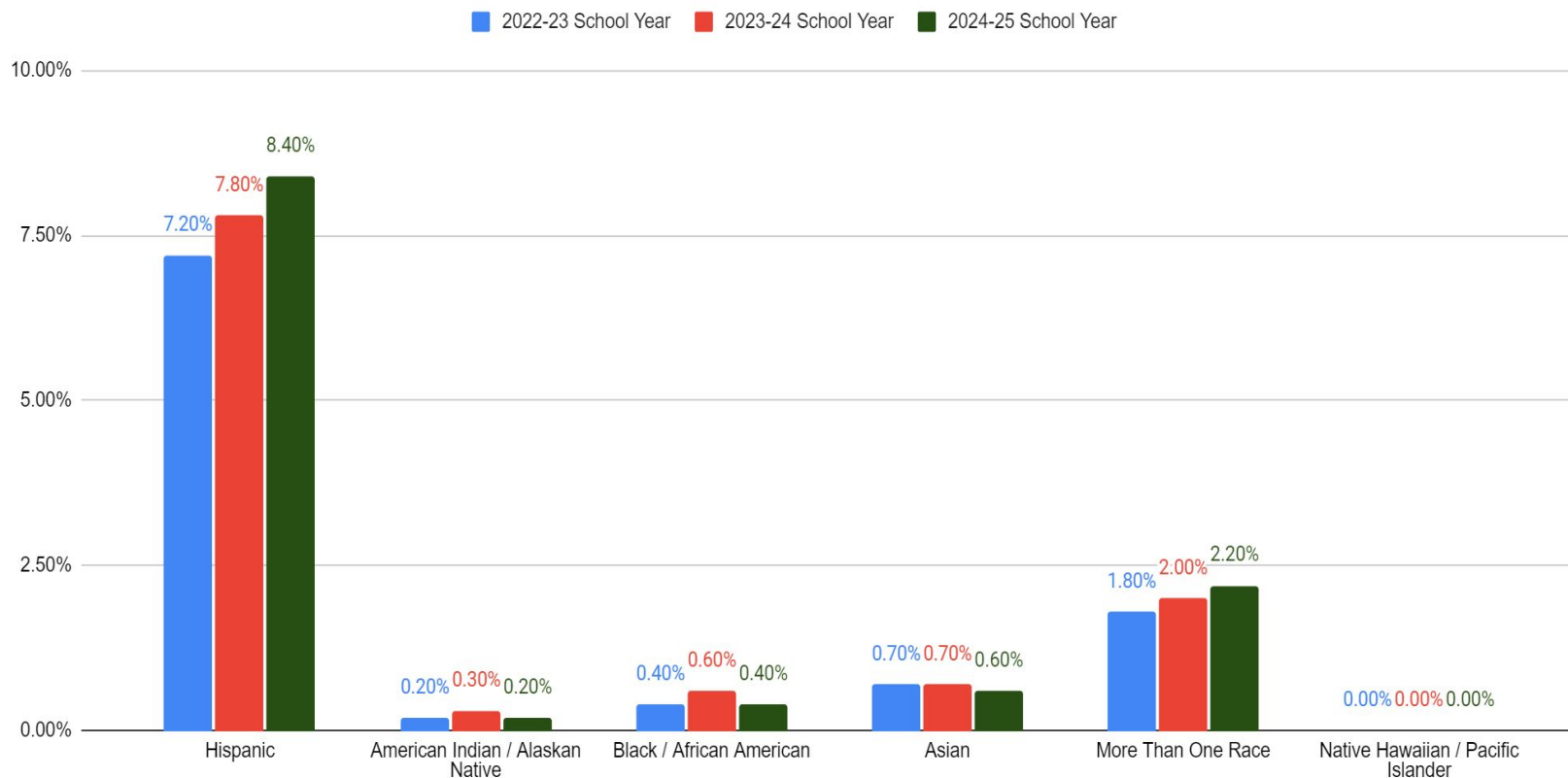


Year Three Goals:

By June 2025, D51 will increase its diverse teaching staff to more closely mirror the community demographics.

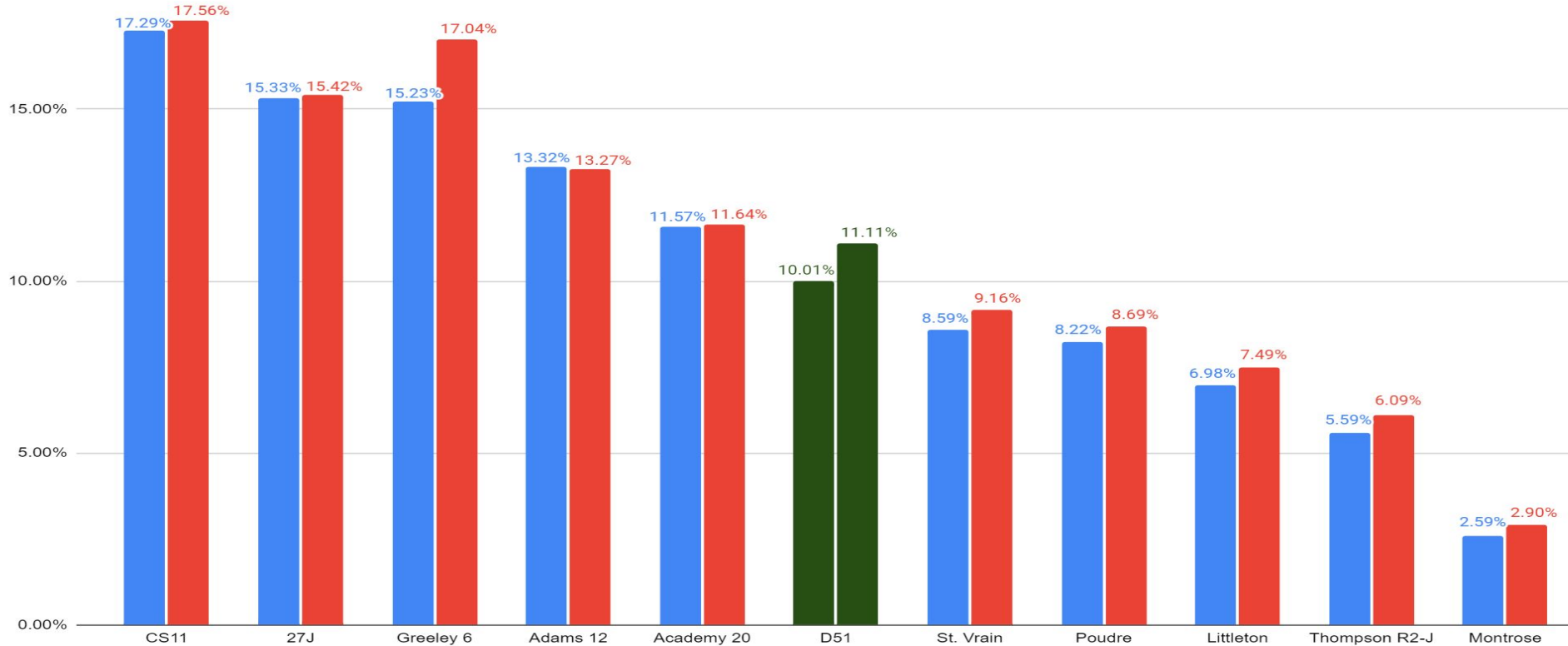


Year Three Goals - Increase Diverse Teaching Staff to 18%

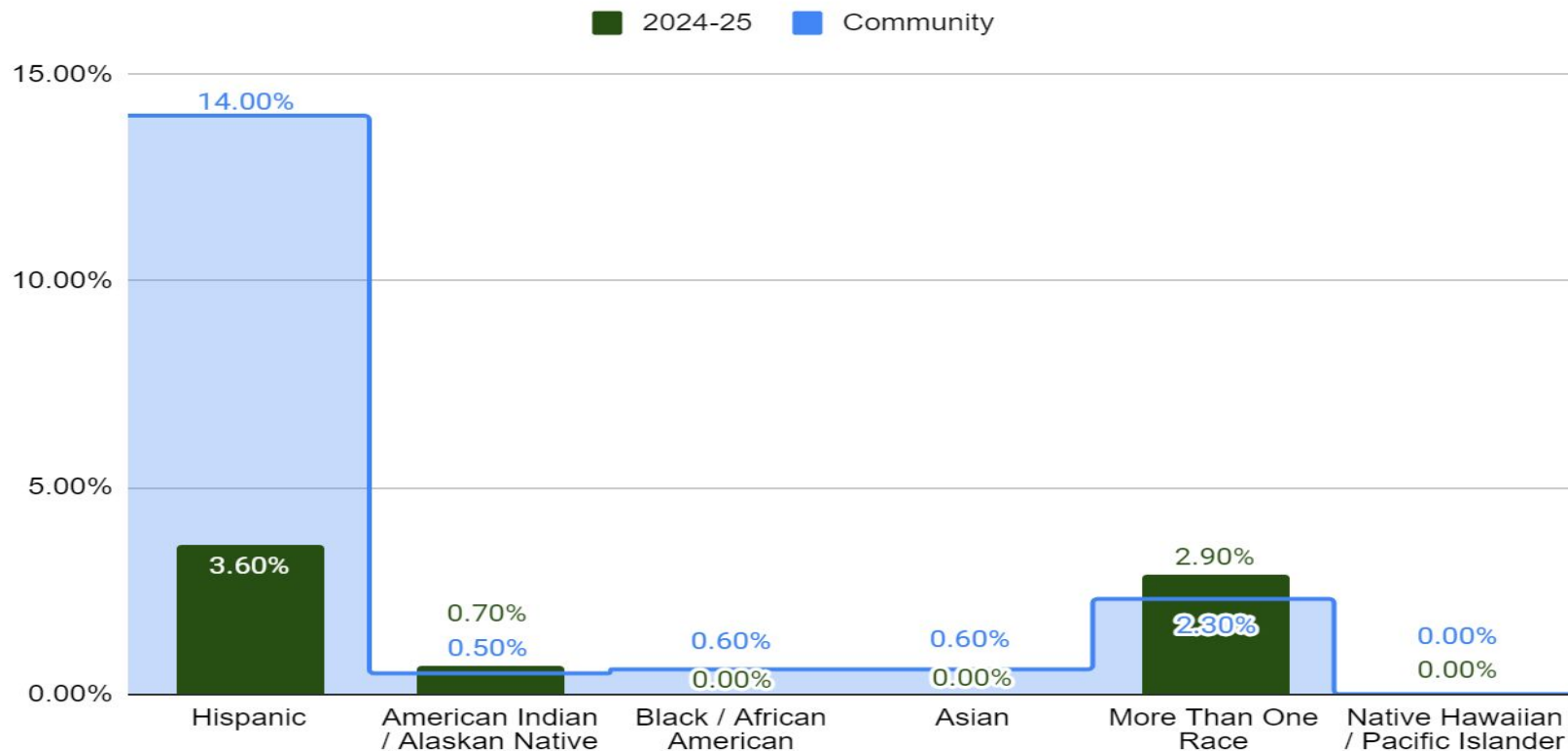


Year Three Goals - Increase Diverse Teaching Staff to 18%

Blue - 2022-23 School Year / Red - 2023-24 School Year



Year Three Goals - Increase Diverse Leaders to 18%



2024-25 School Year Highlights

- Increase of **1.7%** Hispanic Counselors **+.6%** Hispanic Teachers
- **15%** of teachers hired (not including transfers) were minority.
- **57%** less unfilled teacher openings at beginning of this school year compared to last school year
- Posted teaching / counseling positions **59** days earlier than previous school year
- **2nd** highest increase in diverse teaching staff among comparable districts



2024-25 School Year Opportunities for Growth

- Focus on retention - when/where we need to recruit:
 - Increasing the diversity of our leaders
 - Slight decrease in American Indian / Alaskan Native, African American and Asian Teachers
 - When/Where - How we are posting



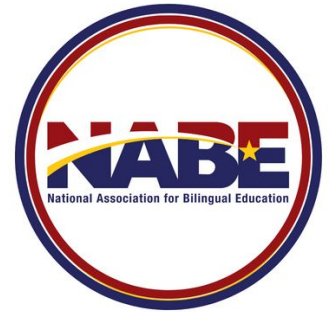
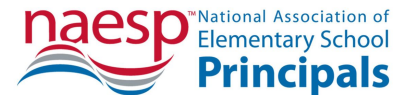


**What we did for the
2024-25 school year!**

Posted Leadership Positions



COLORADO



Introduced D51 Elevate Program

House Bill 21-1010 identified four barriers to diversifying our educator workforce:

- Salary - Steps & Lanes Salary Model
- Workplace Culture - Staff Wellness
- Educator Licensing - D51 Elevate
- Paying for Preparation - D51 Elevate

24 Total Participants as of 9/19/24

- 9 Elementary (2 Gen Ed to SpEd, 7 SpEd)
- 15 Secondary (6 Gen Ed, 4 Gen Ed to SpEd, 5 SpEd)



School Visits

- Recruiters met with over 25 schools and departments last year to understand how HR can support student and staff success.
- Emphasized importance of diverse representation in relation to student belonging and academic success.
- Addressed any barriers or challenges in the hiring process.
- Will continue to meet with other schools and departments this school year.



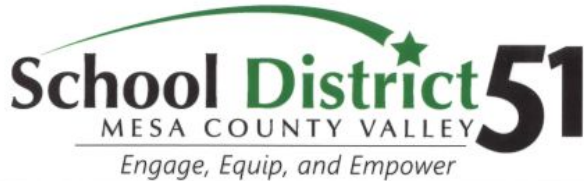
Grocery Cart + Digital Boost Advertisement

Physical Ads

- City Market (569 32 Rd)
- Safeway (2901 F Rd)
- Switching to Support Staff
October - March

Digital Boost

- 1.4 Million Impressions
(Jan-September)
- Switching to Support Staff
October - March



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

Did you know with a Bachelor's Degree,
you could become D51 Teacher?
Learn more about Alternative Teacher Licensure!

¿Sabías que con una Licenciatura,
podrías convertirte en profesor del D51?
¡Obtenga más información sobre la
Licencia Alternativa para Maestros!

Why be a D51 Teacher?

- D51 Educators Make a Difference Every Day in the Lives of D51 Students and our D51 Community!
- Professional Growth and Learning Opportunities!
- Competitive Salary & Benefits!
- PERA Retirement!! ... and more!!!

¿Por qué ser profesor del D51?

- ¡Los educadores del D51 marcan la diferencia todos los días en las vidas de los estudiantes del D51 y de nuestra comunidad del D51!
- ¡Oportunidades de crecimiento y aprendizaje profesional!
- ¡Salario y beneficios competitivos!
- ¡Retiro de PERA! ... y más!!!

#WeAreD51

Scan to learn more about Alternative Licensure:



Scan to learn more about D51 Opportunities:

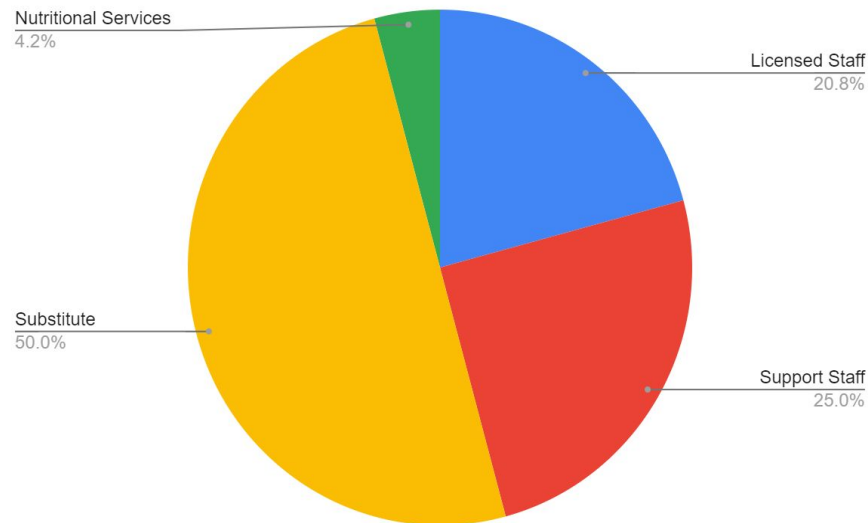


2115 Grand Ave, Grand Junction, Co
www.D51schools.org

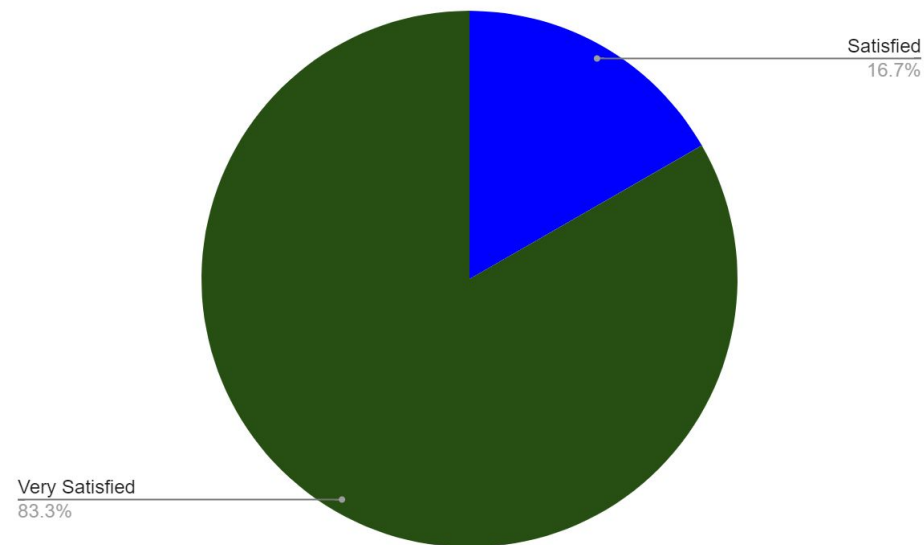


Post Hire Survey - Results (24 completed surveys)

Type of Position?



How would you rate the overall recruitment process from initial contact to job offer?



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

Connecting with State/Community partners:

- September 17th - Mesa County Workforce Center Hiring Event
- September 30th - CDE training for staff and community
- Meet with rep from CDE to discuss recruiting in Mexico - Binational Exchange Program
- Further develop partnership for housing resources



Expanding our knowledge and improving our process:

- November 4th-7th Society of Human Resources (SHRM) Inclusion Conference
- Analyze and increase responses to new hire survey to eliminate barriers in the hiring process



COLORADO
Department of Education



Questions?

October 1, 2024



STAFF ETHICS/CONFLICT OF INTEREST

Effective: August 17, 1993

Revised: October 1, 2024

Page 1 of 1

No District employee shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities in the school system. Employees are expected to perform the duties of the position to which they are assigned and to observe rules of conduct and ethical principles established by state law and district policies and regulations.

It shall be understood that all confidential information an employee is privy to as a result of district employment shall be kept strictly confidential. In addition, employees shall not utilize information solely available to them through school sources to engage in any type of work outside of the school district. This includes information concerning potential customers, clients, or employers.

An employee shall not sell any books, instructional supplies, musical instruments, equipment, or other school supplies to any student or to the parents/guardians of a student who attends the school served by the employee unless prior approval has been obtained from the Board.

Moreover, to avoid a conflict of interest, the District prohibits an employee from exercising supervisory, appointment, dismissal authority, or disciplinary action over a member of the employee's immediate family. For purposes of this policy, an employee's "immediate family" means a person who is related by blood, marriage, civil union, or adoption. In addition, an employee may not audit, verify, receive, or be entrusted with moneys received or handled by a member of the employee's immediate family. An employee shall not have access to the employer's confidential information concerning a member of the employee's immediate family, including payroll and personnel records, without approval by the Superintendent, Chief Human Resource Officer, or designee.

Disciplinary Consequences. Employees who violate this policy will receive appropriate disciplinary action, up to and including dismissal from employment.

Inquiry Procedure. This policy outlines some of the common conflicts of interest District employees confront. This list is not meant to be exhaustive. If an employee is not sure whether a course of action might create a conflict of interest within the meaning of this policy, that employee should avoid that course of action, or present a written inquiry to the employee's supervisor, who must pass it along to the Chief Human Resource Officer for consideration and direction.

STAFF CONDUCT (AND RESPONSIBILITIES)/CONFLICTS OF INTEREST

Adopted: April 22, 1975

Revised: October 1, 2024

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The District is committed to maintaining a professional workforce whose conduct conveys respect for themselves, their peers, our students, and the greater community we serve. All staff members have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work and the policies and regulations of the District.

As representatives of the District and role models for students, all staff must demonstrate and uphold high professional, ethical, and moral standards. Staff members must conduct themselves in a manner that is consistent with the educational mission of the District. Interactions between staff members must be based on mutual respect, and any disputes must be resolved in a professional manner.

All staff members are expected to carry out their assigned responsibilities with conscientious concern.

Rules of Conduct

Each staff member must observe rules of conduct established in law which specify that a school employee must not:

1. Disclose or use confidential information acquired in the course of employment to further substantially the employee's personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value that would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of the staff member's duties, or which the staff member knows or should know is primarily for the purpose of a reward for action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform any action which directly and substantially confers an economic benefit tantamount to a gift of substantial value on a business or other undertaking in which the staff member has a substantial financial interest or in which is engaged as a counsel, consultant, representative, or agent.
5. Provide professional services in a discriminatory manner regarding age, sex national origin, race, color, creed, religion, disability, or status with regard to marriage or receipt of public assistance.

It is not considered a breach of conduct for a staff member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transaction for school district business.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which are required of all personnel:

1. Punctual in attendance at work.
2. Compliance with, support of, and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. Respect for colleagues.
4. Diligence in submitting required items at times specified.
5. Care and protection of District property.
6. Concern and attention toward their own and the District's legal responsibility for the safety and welfare of students.
7. Support a healthy learning environment and be an appropriate role model for students.
8. Conduct themselves in a manner which is not disruptive to the educational and/or supportive programs of the District.
9. Do not deliberately distort or suppress subject materials in order to promote their personal view.

STAFF CONDUCT (AND RESPONSIBILITIES)/CONFLICTS OF INTEREST

Adopted: April 22, 1975

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10. Do not falsify or misrepresent records or facts relating to qualifications, to other educator's qualifications, or to student records.
 11. Maintain or observe professional, ethical, and moral boundaries with a student(s).

Child abuse

All District employees who have reasonable cause to know or suspect that any child is subjected to abuse or conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with Board policy and state law.

The Superintendent or designee is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a school district employee. Such information must remain confidential except that the Superintendent or designee must notify the Colorado Department of Education of the child abuse investigation.

Possession of deadly weapons

The Board's policy regarding public possession of deadly weapons on school property or in school buildings applies to District employees. However, the restrictions do not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Felony/misdemeanor convictions

If, after the District hires an employee, it learns or has good cause to believe that the employee has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence for a felony or misdemeanor (other than a misdemeanor traffic offense or minor infraction), the District will make inquiries to the Department of Education for purposes of screening the employee.

In addition, the District must require the employee to submit a complete set of fingerprints taken by a qualified law enforcement agency, an authorized District or BOCES employee, or any third-party approved Colorado Bureau of Investigation. Fingerprints must be submitted within twenty (20) days after receipt of written notification. The fingerprints must be forwarded to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. When the results of the fingerprint-based criminal history check reveal a record of arrest without a disposition, the District must require the employee to submit to a name-based criminal history record check. Criminal history record information must be used solely for the purpose requested and cannot be disseminated outside the receiving departments, related agencies, or other authorized entities.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of the fingerprint processing and/or name-based criminal history record check provide relevant information. Non-licensed employees must be terminated if the results of the fingerprint-based or name-based criminal history check disclose a conviction for certain felonies, as provided by law.

Employees must not be charged fees for processing fingerprints under these circumstances.

Unlawful behavior involving children

The District may make an inquiry with the Department of Education concerning whether any current employee of the District has been convicted of, pled *nolo contendere* to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior, an allegation of sexual act involving a student who is eighteen years of age or older, regardless of whether the student consented to the sexual act, or

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unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

Failure by an employee to maintain or observe professional boundaries with a student(s) or engage in a pattern of conduct with one or more students that is outside proper professional boundaries in violation of this policy or other related Board policies shall be grounds for discipline, including dismissal.

Notification concerning arrests

District employees must notify the District when they are arrested for specific criminal offenses, in accordance with this policy's accompanying regulation. The District must notify students' parents/guardians when District employees are charged with specific criminal offenses, as required by state law and in accordance with applicable Board policy.

Personnel addressing health care treatment for behavior issues

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian.

LEGAL REFS.:

28 C.F.R. 50.12 (b)	<i>(notification requirements regarding fingerprints)</i>
C.R.S. 18-12-105.5	<i>(unlawful carrying/possession of weapons on school grounds)</i>
C.R.S. 18-12-214 (3)(b)	<i>(school security officers may carry concealed handgun pursuant to valid permit)</i>
C.R.S. 19-3-308 (5.7)	<i>(child abuse reporting)</i>
C.R.S. 22-1-130	<i>(parent notification of employee criminal charges)</i>
C.R.S. 22-2-119.3 (6)(d)	<i>(name-based criminal history record check-definition)</i>
C.R.S. 22-32-109 (1)(ee)	<i>(duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission)</i>
C.R.S. 22-32-109 (1)(pp)	<i>(annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)</i>
C.R.S. 22-32-109.1 (8)	<i>(policy requiring inquiries upon good cause to the Department of Education for the purpose of screening employees)</i>
C.R.S. 22-32-109.7	<i>(duty to make inquiries prior to hiring)</i>
C.R.S. 22-32-109.8	<i>(non-licensed personnel – submittal of fingerprints and name-based criminal history record check)</i>
C.R.S. 22-32-109.8 (6)(a)	<i>(requirement to terminate non-licensed employees for certain felony offenses)</i>
C.R.S. 22-32-109.9	<i>(licensed personnel – submittal of fingerprints and name-based criminal history record check)</i>
C.R.S. 22-32-110 (1)(k)	<i>(power to adopt conduct rules)</i>
C.R.S. 24-18-104	<i>(government employee rules of conduct)</i>
C.R.S. 24-18-109	<i>(local government employee rules of conduct)</i>
C.R.S. 24-18-110	<i>(voluntary disclosure)</i>

CROSS REFS.:

JLC, Student Health Services and Requirements

JLDAC, Screening/Evaluating of Students

JLF, Reporting Child Abuse/Child Protection

KFA, Public Conduct on School Property

Mesa County Valley School District 51
JKA
USE OF PHYSICAL INTERVENTION AND RESTRAINT

Adopted: June 13, 1972

Revised: October 1, 2024

To maintain a safe learning environment, District employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical Intervention

Corporal punishment shall not be imposed on a child by any District employee or volunteer.

Within the scope of their employment and consistent with this policy, District employees may use reasonable and appropriate physical intervention with a student, that does not constitute restraint as defined by this policy, to accomplish the following:

1. To quell a disturbance threatening damage to property or physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against bodily injury or to prevent the destruction of property which could lead to bodily injury to the student or others.

Under no circumstances shall a student be physically held for more than one minute unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Restraint and Seclusion

For purposes of this policy and accompanying regulation, restraint is defined by state law and this policy as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to, the use of bodily physical force, mechanical devices, and chemicals. If property damage may be involved, restraint may only be used when the destruction of property could possibly result in bodily harm to the student or another person.

Restraint does not include the holding of a student for less than one minute for the protection of the student or others and other actions excluded from the definition of restraint as outlined in the accompanying regulation.

Seclusion is defined by state law and this policy as the placement of a student alone in a room from which egress is involuntarily prevented. Seclusion does not include "time out" as outlined in the accompanying regulation. If a student is placed in a seclusion room, the student must be continually monitored by District employees. The seclusion room must be a safe space free from injurious items and must not be a space used by school staff for offices, storage, or custodial purposes.

Only District employees trained in accordance with applicable State Board of Education Rules may use restraint and seclusion. District employees shall not use restraint or seclusion as a form of discipline or to gain compliance from a student, and they are prohibited from restraining a student by use of a prone restraint, mechanical restraint, or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.

Exceptions

The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply:

1. To certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3); however, no law enforcement officer or armed security official shall use handcuffs on any student unless the student poses an immediate danger to themselves or others or if handcuffs are solely used during a custodial arrest requiring transport.
2. When a student is openly displaying a deadly weapon, as defined in C.R.S. 18-1-901 (3)(e).

LEGAL:

C.R.S. 18-1-703	(use of physical force by those supervising minors)
C.R.S. 18-1-901 (3)(e)	(definition of a deadly weapon)
C.R.S. 18-6-401 (1)	(definition of child abuse)
C.R.S. 19-1-103 (1)	(definition of abuse and neglect)
C.R.S. 22-1-140	(definition of corporal punishment, and prohibition against volunteers or employees from imposing corporal punishment on a child)
C.R.S. 22-32-109.1 (2)(a)	(adoption and enforcement of discipline code)
C.R.S. 22-32-109.1 (2)(a)(I)(D)	(policy required as part of safe schools plan)
C.R.S. 22-32-109.1 (2)(a)(I)(L)	(policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code)
C.R.S. 22-32-109.1 (2)(a)(D)	(prohibition against corporal punishment shall be included in student conduct and discipline code)
C.R.S. 22-32-109.1 (9)	(immunity provisions in safe schools law)
C.R.S. 22-32-147	(use of restraints on students)
C.R.S. 26-20-101 - 26-20-111	(Protection of Individuals from Restraint and Seclusion Act)
1 CCR 301-45	(State Board of Education Rules for the Administration of the Protection of Individuals from Restraint and Seclusion Act)

REF.:

JKA-R - Use of Physical Intervention and Restraint

The District and the Board of Education ("Board") recognize the significance of naming school District facilities as an opportunity to honor individuals, groups, or entities that have made extraordinary contributions to the school district, education, or community. District facilities, including but not limited to buildings, rooms, athletic fields, playgrounds, auditoriums, and other significant spaces within District facilities or on District property shall be named only by formal action of the Board and shall honor the highest ideals and integrity of the District and only when such individual has been determined to characterize sustained and exemplary service to others.

1. Criteria for Naming:

- a. Individuals: Facilities may be named after individuals who have:
 - Demonstrated exceptional service, leadership, or support to the school district.
 - Made significant contributions to education, youth, or the community.
 - Served as a role model or inspiration to students and the community.
- b. Groups or Organizations: Facilities may be named in recognition of organizations or groups that have provided extraordinary support or service to the district.
- c. Geographical or Historical Significance: Facilities may be named to reflect geographical locations, historical events, or cultural heritage significant to the community.

2. Process for Naming or Renaming Facilities:

- a. Proposal Submission: Any individual or group may submit a proposal for naming or renaming a facility. The proposal must be submitted in writing to the Superintendent and should include:
 - The name being proposed.
 - A detailed rationale for the name.
 - Biographical information, if applicable.
- b. Review Process:
 - The Superintendent will establish a Naming Committee to review proposals.
 - The Naming Committee will consider the merits of the proposal, including its alignment with district values and criteria, and will solicit input as appropriate.
 - The Naming Committee will present its recommendation to the Board for approval.
- c. School Board Approval: The Board will have the final authority to approve or deny any naming or renaming proposal.

3. Conditions for Renaming:

- a. Renaming existing facilities will be considered only in exceptional circumstances, such as:
 - The original name no longer aligns with the District's values or mission.
 - The facility undergoes a significant change in purpose or use.
- b. Proposals for renaming should follow the same process and criteria as for naming new facilities.

Memorials/Tributes: The District and Board recognize the need for a thoughtful and consistent approach to memorials and tributes within the school community.

1. Types:

- a. Temporary Memorials: Temporary memorials, such as flowers, banners, or other items, may be placed on school property with prior approval for a limited period (typically no more than 30 days).
- b. Permanent Memorials: Permanent memorials, such as plaques, benches, trees, or other installations, may be considered if they serve a lasting purpose and do not disrupt the educational environment.

2. Criteria for Approval:

- a. Memorials and tributes should align with the values and mission of the District.
- b. Memorials or tributes should honor individuals or groups who have had a significant positive impact on the school or community.
- c. The content and placement of memorials or tributes must be appropriate for the school environment and age-appropriate for students.
- d. The cost and maintenance of any permanent memorial or tribute should be covered by the requestor or through private funding unless otherwise approved by the Board.

3. Restrictions:

- a. Memorials or tributes that promote political, religious, or commercial messages are not permitted.
- b. No memorial or tribute shall be installed or displayed without prior approval from the Board.
- c. The District reserves the right to remove any memorial or tribute that becomes unsafe, deteriorates, or no longer aligns with the District's values or mission.

4. Process for Requesting a Memorial or Tribute:

- a. A formal written request must be submitted to the Superintendent or designee, detailing the proposed memorial or tribute, its purpose, and the desired location.
- b. The Superintendent or designee will review the request and consult with relevant stakeholders before making a recommendation to the Board.
- c. The Board will have final approval of any permanent memorial tribute.