Board of Education

Mesa County Valley School District 51

Board Business Meeting Minutes *November 19 , 2024*

Board Business Meeting Minutes

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

A - Jośe 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: November 19, 2024
Adopted: December 10, 2024

	A	B	C	D	E	AGENDA ITEMS	ACTION
						BUSINESS MEETING	5:00 p.m.
Present	x	x	x	x	x	A. CALL TO ORDER/ PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE/ROLL CALL	
Absent						➢ All directors were present and the pledge was recited.	
Motion					x	B. AGENDA APPROVAL	Approved
Second				x			
Aye	x	x	x	x	x		
No							
Motion					x	C. MEETING MINUTES AND SUMMARY APPROVAL	Approved
Second				x		C-1. October 1, 2024 Board Work Session Minutes	
Aye	x	x	x	x	x	C-2. October 8, 2024 Board Special Meeting Minutes	
No						C-3. October 15 2024 Board Business Meeting Minutes	
						D. RECOGNITIONS	
						D-1. Native American Heritage Month [Resolution 24/25:24]	
						➢ Director Haitz read the recognition acknowledging the achievements of Native American Heritage families, students and staff.	
						D-2. CHSAA 2nd Place State Golf Winners, All-State & Player of the Year [Resolution 24/25: 25]	
						➢ Director Chavez called the golf team of Jack Kaul, Hunter Simmons, Ky Korte and Will Simpson forward to accept and acknowledge their awards. The team placed second in the CHSSA State tournament and Ky Korte was named as Player of the Year. Jack, Hunter and Ky were also named to the All-State First Team.	
						D-3. Southwest League All Conference Softball Player and Coach of the Year [Resolution 24/25: 26]	
						➢ Director Jones invited coach Adam Diaz and student Jaxon Clark forward. The resolution was read honoring the two individuals and highlighting their achievements.	
						D-4. FFA National Individual and Team Winner [Resolution 24/25: 27]	
						➢ Director Evanson called Taylor Schacht, Ava Stephens, Alexis Uhrich, Reina Roberts and Ryer Roberts forward. Taylor and Ava were present and brought pictures of all their teammates who could not attend. Mrs. Evanson read the resolution congratulating the students on their achievements.	
						D-5. Terrel H. Bell Award for Outstanding School Leadership [Resolution 24/25:28]	
						➢ Director Lema called Mesa View Elementary principal, Stacey Cohen, forward to accept the Terrel H. Bell Award for Outstanding School Leadership. A recognition defining Ms. Cohen's accomplishment was read to the audience.	
						➢	
						E. BOARD REPORTS	
						E-1. Good Things	
						➢ None	
						E-2. Committee/Activity Updates	
						➢ None	

A - Jośe 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: November 19, 2024
Adopted: December 10, 2024

A	B	C	D	E	AGENDA ITEMS	ACTION

F. D51 HAPPENINGS AND CELEBRATIONS

Ms. Ciera Colson, Marketing and Communications Specialist, came forward to highlight the following:

- Golden Apple Award winner Adam Aiden, paraprofessional, at Mesa View Elementary.
- Past Saturday, over 300 elementary students in Lego League @ FMHS.
- Every teacher and staff member received toffee from Enstrom's, totaling over 3,500 pounds.
- 1st graders received new books from local Rotary Clubs.
- Mesa Club hosted Cyber Security competition for middle schoolers.
- National Letter of Intent Signing Day for all 4 major D51 high schools.
- D51 High school students had look at healthcare careers to explore in demand healthcare jobs thanks to St. Mary's Hospital and Community Hospital.

G. SUPERINTENDENT REPORT

G-1. EDEC Criteria Update & School Closure Decision

- Dr. Hill said a few words to express his concern and sharing of feelings with the community regarding school closures. He expressed his empathy in this difficult situation. He asked those present to lower their armor to understand the data behind the decisions, and also to in the future to think about their words, which can build up or tear down. Please be mindful of these words and remember we all love our community dearly even in this difficult situation. D51 appreciates your love for your schools and communities.
- Dr. Hill presented an Elementary Declining Enrollment Update beginning with the EDEC Problem Statement.
- The process that began in November 2022 was outlines and steps were described that have occurred from that time until the present.
- Enrollment decline was discussed as well as the number of empty seats in schools.
- Mr. Shannon Bingham, Demographer, spoke about enrollment history and explained there are about 400 less students per year on average. The declining birth rate was displayed in the presentation.
- He also displayed the enrollment forecast for the next five years.
- Mr. Bingham also spoke specifically about the Redlands subdivisions and growth which do not seem to be bringing in children with the new growth. Other areas in Grand Junction and Whitewater were also discussed.
- Housing affordability and declining birthrate in Colorado have been significant factors.
- Trends in growth in the county, state and nation were displayed by Dr. Hill.
- Not only were state demographers' projections and numbers displayed, but also data from Mesa County Public Health Department.
- Data shows older adults over age 65 continue to increase over younger age groups.
- Dr. Hill discussed the financial implications in our schools.
- School staffings, allocations, and how tax dollars work were explained.
- The East Middle School and Fruita 8/9 school closures were discussed.

AGENDA ITEMS — ACTION

- Mrs. Melanie Trujillo, Chief Financial Officer came forward to share the Governor's budget proposal for 2025/2026. She discussed the bleak outlook for funding from the State. Averaging will be eliminated.
- She explained it will be late April or early May before we know for sure what our funding for next year will be.
- Dr. Hill spoke about EDEC findings and how closures were helpful in the recommendations.
- With closing three schools, we would not have to have a reduction in force.
- The Nisley Elementary School is not a EDEC recommendation, but an academic underperformance issue. The Year 5 Accountability Clock was explained.
- The EDEC committee was described as to the make-up of teachers, community members, etc.
- Five pathways to solve the issues were identified with school closures being the first pathway. The identified criteria was also determined by the committee with six total different criteria being identified.
- The EDEC ratings of the two lowest rated schools, Scenic Elementary and Clifton Elementary were explained and discussed.
- Mr. Bingham discussed the possible boundary changes.
- Staff would begin to apply in mid-February for new positions once School of Choice is closed and we know enrollment numbers.
- Student and Family support was described.

{Break at 7:43pm. Resume meeting at 7:59pm.}

H. AUDIENCE COMMENTS

- Kayden Porter – 81503, 4th grader at Scenic Elementary. Kaden spoke about being bullied at a previous school. She now attends Scenic and feels a part of the Scenic family and it is her safe place.
- Marley Abbott – 81507, 3rd grader at Scenic Elementary. She stated she will be sad if Scenic closes and her friends may go to other schools. She wants her sister to attend Scenic also. She enjoys riding her bike at school.
- Raegan Turner – She is 7 years old and came from Holy Family Catholic School. She has caught up in reading while attending Scenic.
- Olive Lawson – 81507, Scenic 4th grader and likes the teachers. She stated she is friends with all the students and enjoys interacting with students in other grades. She likes choir, band, and more.
- Kora Lei Baker – She has been at Scenic for three years and is in 2nd grade. She thinks Scenic is the best school that could be a school. She likes the slushies.
- Adaline Austin –81507, 4th grader at Scenic and loves all the kids and teachers. She and her brother love their teachers and want to stay at Scenic through 5th grade.
- Arabella Barbich – Nisley Elementary student – She stated Nisley has motivated her to learn and be good at school. It makes her happy and the school tries to make all kids in school be good. The school is the best to her and it is so good to all the kids that go there, even the new kids.
- Moises Cruz –81504, Stated he goes to Nisley and will miss his friends and teachers. He likes his school and it helps him to learn and do everything. He

A	B	C	D	E	AGENDA ITEMS	ACTION

gets to play with his friends and he loves his teachers. He will miss and remember them, and never forget them. He loves how they teach him and his friends.

- Presley Weaver – Student at Scenic for 5 years and her mom went there years ago when she was a kids. It's like home; not just a school. She feels comfortable and safe. WHBN, work hard and be nice. That's the motto at Scenic Elementary.
- Lucille Rozenblum – 81505, She loves Scenic School and has Fox pride. WHBN is very important and it's a safe community where they care about each other. The school is amazing and so are the teachers.
- Kayla Meyer – 81507, Concerned about closure of Scenic Elementary. Wants to be the voice of these students. Was held back in school and had great support at Scenic Elementary. Is now attending CMU in Nursing program on a full academic scholarship. She witnesses her nephew excelling but now she is full of fear of Scenic being closed. Does not feel like Fruita had enough room when Fruita 8/9 was closed. WHBN.
- Kim Carville – 81507, Parent of 2 Scenic students. Feels Scenic is like no other school in the district. Speaks from experience that the small community at Scenic is why they succeed. Both of her sons require small interventions and instructions. They do not need the extras to serve every student. Feels a lack of transparency and communication. She is asking for open minds and to for the Board to listen to the possibilities. Can the decision be made in two weeks after they come together with possibilities?
- Shannan Speer – 81507, Stated Scenic has had a 13% enrollment increase. The neighboring schools are so close to capacity and will be at full capacity. Stated Fruita and OM are underutilized and are ugly buildings. Do we know sizes of classes? Should not vote without these answers. Teachers will be overwhelmed with overcrowded schools. Students will be left behind academically and more bullying will occur. Outbuildings are not effective. Traffic will be awful if more students are there. The parking lot is not maneuverable. Scenic education is second to none.
- Sarah D'Alessandro – 81507, This is a difficult decision and appreciates the Board's work and time. Doesn't want just numbers to be looked at. Wants creative thought and decision making. This is a lack of transparency by only giving six days' notice to the school, staff and students. Should not close a school with more potential than any other in the valley. Feels like the decision has already been made. Challenges us to give them more time.
- Eve Roberts – 81507, Has Kinder & 2nd grade students at Scenic. Wishes they would've started at Scenic sooner. On Google, Scenic rated #1 and the only 10 out of 10 school. Out of towners see this and it's important. Why as a business person would you close a top school? The Facility Master Plan is not fair just because there are not walls. It doesn't fit into the D51 model and the District should shine like a light and be a magnet school. Imagine a school without walls with hands on projects and love for learning.
- Chad Roberts – 81507, Has a 2nd grader & Kinder at Scenic. Discussed taking a quantity over quality decision. Spoke about burnout for elementary school teachers. Does Scenic have a lower operating cost than other schools? Would like to have questions answered before a vote.

A - Jośe 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: November 19, 2024
Adopted: December 10, 2024

A	B	C	D	E	AGENDA ITEMS	ACTION

- Brian Austin – 81507, Discussed current development of Redlands subdivision. Listed number of units that developer said the area will have and with numbers of kids. 72% increase in number of homes since numbers given in April, 2024. An email was sent at 5:30pm tonight to the Board discussing these new numbers. Other schools will be over capacity even if School of Choice is eliminated. He is for school of choice and all students should have the choice to experience good schools and teachers. All three schools in Redlands are needed.
- Sidney Wood – 81501, Has a degree in Education from Yale University. Recommendations of 300 – 400 school students in one school is not successful. Has 18 different studies for anyone to look at. Students in smaller schools do better and earn better wages later. Harmful effects occur from larger schools. Student test scores went down when schools were consolidated. Results far outweigh fiscal benefits of closing smaller schools. Lower enrollment will not increase by closing best schools.
- J. Harawi, 81507 – Is a physician in private practice here in the community. Discussed demographic data of aging population and more healthcare providers being needed. Closing a high performing school will not help this issue. We need to attract people looking for more high performing schools. He is a parent of Scenic students moved from Holy Family Catholic School and is very pleased.
- Kelsey Stanley – 81507, Concerned parent of 3rd grader and a substitute teacher. Very difficult decision and would like Board to look at other options. Will consider leaving district if Scenic closes. This would be a devastating loss to the community and families should have a voice in shaping their student's education. Overcrowding other schools is not the answer. Even with a closure vote they will not go away.
- Phyliss Flower 81507– Appreciated Dr. Hill's information and is a mother of a Scenic student very long ago. Having been in workforce for very long time, has been in lots of organizations that have made fiscal decisions such as these. Please consider other options.
- Pat McBride -81504, Discussed a policy in the agenda – Community Use of District Facilities – Significant increase in cost for people renting out district facilities. Small groups cannot afford these costs and hope Board will take a longer time to make big increases.
- Perry Cabot – 81507, Community member in water business. Projecting double growth in Colorado. Son went to Scenic Elementary and believes he is successful due to this school. The building, in his opinion as being a professional scientist, should not be the determining factor. Please channel your passion and help school stay open. This should be a shining example of letting the parents decide, and be brave.
- Ana Elliott – 81504, Blown away by Dr. Hill's report. Talked about death rates. Graduated from high school in 1973 in California with class of over 500. 63 million abortions since 1973. When Roe v. Wade was overturned two years ago, Colorado has become a state with a culture of death. Chatfield had to have additional buildings years ago but there weren't all the abortions. We wouldn't be in this situation otherwise.
- Kevin Cordova – 81507, Nervous lines of questioning are leading to a decision tonight. He is a parent of Scenic students. His students have great support at Scenic. Believes the scoring does not add up when looking at different schools.

A	B	C	D	E	AGENDA ITEMS	ACTION

Orchard Avenue is now off the closure list but wants to know how sudden change is explained when other costs for other school buildings is much greater. Over $10m was approved on 4A for these schools to be closed.

- Erin Fiedler –81521, Parent of 4th & 2nd graders at Scenic and a 7th grader who went to Scenic. When moved from Front Range, researched schools extensively. Does not know what future will hold but the choice of a Redlands school will not be available nor will they have the option. They are School of Choice and will be looking at all options, including outside of D51. More students will be pulled from D51 if closed.
- Shaina Allmer, 81501 – Declining enrollment and other options are not being considered. Overcrowding will not work. All other schools will be overcrowded and creating disadvantages for a disadvantaged population. There wont' be intervention classes and can we guarantee students will get this individualized attention? Performance will further decline. School of Choice will no longer be available in overcrowded schools. Board was voted in and should be our voice now.
- Andrew Fitzgerald – 81507, Thank you to Board for having the public and for making decisions. He is an attorney in Utah and Colorado and had son graduate from Scenic who is autistic. The gift Scenic gave to his family is invaluable. The people and culture created there has helped his son succeed at Redlands Middle School. There are opportunities and costs. When kids are removed from homes, as he sees in his profession, he has never seen anything like Scenic who takes all diversities and puts their arms around them and makes them successful. This is because of it's culture and teachers and bringing up academic results like never ever seen.
- Jim Rush – 81527, Colorado West Area Square and Round Dance Council, Spoke about Policy KF, Community Use of School Facilities - Has concern with Facilitron and new rental fees and building use rates. Wonders how accurate these rates are. Geographic costs are different everywhere. May be too high or too low. Please spot check some of these numbers. Please rely on expertise of your own staff, not just Facilitron.
- Donald Hunger – Grand Junction, Closures are very difficult for many students. Low birth rates and people moving is very confusing. Some families have left for homeschool and other options. We need to ask why some families are pulling kids out for other reasons. There is a housing crisis hurting young families and young families aren't moving into expensive home or apartments, but moving out of town. Local officials have not helped this and it's surprising only three schools are being shut down. The community needs to grapple with the reality without tearing itself apart. May take years to come. This is not new information. H supports Dr. Hill.
- Autumn Fitzgerald – Grand Junction, Thanks to Board for time, effort and dedication. We are not adversaries. We want to weigh in and provide solutions and support each other for appropriate solutions. March 23, 2023 meeting should have had more notice regarding hiring demographer. Only two days' notice and votes made at March 9 meeting. Did not give public time to participate. Should have been a public meeting at Scenic with more than 2 board members. Feels like decision has been made and there is lack of transparency. Did not get notice and have meaningful time to participate.

A - Jośe 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: November 19, 2024
Adopted: December 10, 2024

A	B	C	D	E	AGENDA ITEMS	ACTION

- Sam Hyslop – Concur with thoughts of the kids and big concern about birth, death and finances. Should look at what will happen to kids, not just these things. The use of modulars, traffic etc. What is the effect on the kids? Don't look at dollars; look at the students. Look at the Yale information from Sidney.
- Ginger Berry – 81521, Concern for violation of open meeting law at school closure meetings when schools were told about the closures. This ensures transparency and decision making a public decision. Said formal actions were being taken at these meetings. There should be 24 hour notice of meeting and posted online with public invitation. Open meeting law must be followed.
- Josh Worth – 81507, Thank you for listening to all concerns and for Andrea asking important questions. Need to have questions answered before voting. All developments are not being considered. An additional 430 children should be added in next four years. Redlands companies' info should be considered as construction is being sped up. Capacity will be full and overcrowded. Kids will be overlooked in this transition.
- Dan Worth – 81507, Teacher at Scenic and hopes to teach many more years. Discussed pathways EDEC came up with and Scenic fills a unique niche with a high school of choice and attendance area students. Revenue is greatly from out of district students. 13% up in enrollment and believe it will continue to grow. School closure report was released 6 days ago and has school choice options. How does New Emerson rate much higher? He believes New Emerson was not evaluated. Highest state report card and lots of governor's awards. Growth is valued. A lottery system should not be more valued. Take Nisley and bus to Scenic.
- Andres Sanchez –81520, Lead custodian at Scenic. At Scenic, there is no bullying allowed and awesome staff. If funds and money are needed, there is a grant for building repairs for buildings. Scenic is a safe place and not traffic hazards. Broadway is a dangerous street especially with crossing. Scenic has excelled with the new principal and families, kids and staff are all supported there. Please listen to the community.
- KC Selleck, 81504, – 2nd grade son at Scenic for last two months. Transferred from non-district charter school. Son has made remarkable strides and opportunities are provided like no other school. A small community focused family school is important. Scenic was at capacity, as was told, when tried to transfer there this year. Questions need to be answered before a vote is made. Closing schools is not the only option. The Board is entrusted with making good decisions.
- Dillon Weaver - Speaking for Travis Baker, 81507. Has student that attends there. He wants to help the school that his daughter attends. The group is reaching out as a community and hopes we can see that.
- Shannon Cordova – 81507, Mother of 4 past and present D51 students, Early Childhood teacher and director. Pro-kids. Live in Wingate boundaries but choose Scenic. Son has IEP, ADHD. The people at Scenic are special. They are tutored in the summer and disabilities are looked past. We are telling teachers and students their hard work is being punished. That is not ok. Scenic families are underestimated and underutilized. They were never asked for money as voters. You should want parents fighting for their kids. Please consider all options before voting.

A - Jośe 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: November 19, 2024
Adopted: December 10, 2024

A	B	C	D	E	AGENDA ITEMS	ACTION

- Change in Order was requested by Director Jones, for parents present with small childen.
- Ms. Susan Stott. –81520, Has a 2nd grade student and thought of losing school is causing much stress. Terrified losing Clifton Elementary as their 2nd family. She is the PTO president this year and both older boys attended Clifton 30 years ago. Generations of families go to Clifton with many wonderful families whose students walk to school. Kids go to office to have hair done, etc. Worried about losing their school and families and being in overcrowded schools. SPED programs in Clifton are only school programs in district meeting SPED goals. Daughter spoke also and said wants to stay in Clifton.
- Heather Cochram – 81520, Has 2nd grader at Clifton and other students who attended there. Dedicated teachers made sure her son is where he is today. Was placed on IEP and is now an academic letterer at PHS. Teachers and staff at Clifton provided this. Risk at other schools of getting lost in system. Please consider situation before voting. Breaks parents' hearts to see children upset over changing schools. We voted for you to invest in our children.
- Kaytlyn Meuwly, 81507, – Thank you to all who have listened. Scenic makes sure children get what they need. Son in process of being on IEP. What does his future entail? This is a heavy topic. Hard to find your student does not process things the same way. Teachers there are more than just teachers. Quality heart, soul and culture, not a data point. Replicate yourself and finances will come. These students cannot be left behind.
- Morgan Leyda – 81506, Appreciate Board coming to Nisley to announce closure. Safe space for students and pride in being a School District 51 RN. We look at whole student and meet monthly for wraparound services for students. No other school in district has this. Dr. Cecilia Weaver left a statement that was read. Very sad as program progress is happening, that students will be hurt. Family homeless shelter is serviced at Nisley and they don't have anyone else and can't be bused as parents aren't there. They are struggling to survive.
- Jen Binkey – 81506, Understand difficult decisions with budget. Teacher at Nisley and loves families and most vulnerable and poor have not been taken into consideration. Dedicated staff there and this is not always looked at or translated. Families are amazing. They are often left out of decisions as they are just trying to survive. Are we looking at the right resources at the right time to keep Nisley from getting past Year 5 on the Clock? Investigate work by doctors for trauma work with students. Doesn't believe vulnerable students can be moved successfully.
- Enzo Wendler – 81507, Want to be objective but that can also mean checking boxes. When something is different, it's considered low. Physical and acoustic bounds do not make a difference if you speak with parents and students. For school safety, teachers are much more aware of parents than in other schools, so this increases safety. Risks are identified extremely quickly. One size does not fit all for students. Smaller schools are important. Diversity is important and small schools have fewer safety issues. School of choice was not taken into account.
- Elisabeth Beeshaar, 81520, – Her son asked her to come and ask for school not to be closed. Attends Scenic and came from private school in the valley before. Very happy with Scenic for her autistic son. Social progress will be halted if changing school. Teachers tell her how amazing her son is. Relationships are

grown there. Without small class sizes, teachers cannot focus on individual student needs. It is an amazing school. We are being compared to Greeley and they do not do as well as Scenic.

- Judy Alexander, 81501, - Retired teacher and grandmother. Work at Clifton with the Hub to go early in morning and help working parents with their children before and after school. There are such loving people and children there. Our priority should be our children. Heart broken when children came crying over not being there. They matter more than money.
- Kate Syndstrom – 81507, Parent of 1st grade Scenic student . Homeschooled student before. Closing Scenic does not make sense to me. Getting rid of top school will exacerbate problem of enrollment. Academic excellence should not be closed down. You are elected to be our voice and listen to our voice. The decision is important.
- LaShell Allen – Taught at many schools. Mr. Jones asked about IEP students. READ plan, CLDE and 504's all should all be considered. Smaller class sizes are better especially for these kids. We are not like the Denver area.
- Jessica Murphy –81520, Thanks for listening. Mom of 3 kids, with IEP and READ plans. Can finally understand son's speech. Doesn't make sense to close Clifton and bus kids. Many parents walk kids to school and very low income area. No transportation. Marillac comes into the school and that will be gone. Clifton should not be closed. Please reconsider.
- Ethan Turner – 81506, Scenic parent. Colorado State Patrol parent of 6 children. Left Holy Family and one student has IEP. Since at Scenic, at grade level and so is daughter who was below grade level before. Mutual respect for others at Scenic and kids want to go to school, even during summer. Witnessed safety plan at Scenic and was impressed with how they reacted. Traffic will be worse if other Redlands schools have more students.
- Deb Moorland, 81521 Fruita. –Concerned citizen. Thanks to Board members and it is not an easy job. This is very heartbreaking. Retired counselor and crisis clinician. Hard process. Last stage is acceptance when there is loss. Kids are most important thing. Modeling behavior and emotional abilities is helping your children with acceptance and resiliancy. Acceptance of change is needed to get through life. Everyone will not end up happy here. Make last step and help kids accept what they need to accept.
- Noah Tucker – 81504, Raised kids here and are D51 graduates. Saw a compassionate side of Dr. Hill and see that in all of us. Urge families that it comes down to a fiscal decision and is the most difficult decision. Parents should stand strong behind children and lead with guidance and acceptance, making it easier for everyone. Grew up homeless and switched schools often. Understand displacement. They did it and kids need guidance to accept transition. Someone has to make the transition. The community cannot figure out millions of dollars. You are elected so you will make a good fiscally sounds decisions and parents will stand behind children.
- Jared Miles – 81507, Does work in IT. All 5 kids went to Scenic, oldest now 19. After one year for one son, came up to all standards and propelled him ahead. Graduated from FMHS and CMU Tech with 4.0 as pharmacy tech. All kids faced disabilities with ADHD and Autism. Daily updates were provided and problems were addressed and solutions found. His students all are doing well. Count the costs saved.

A - Jośe 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: November 19, 2024
Adopted: December 10, 2024

A	B	C	D	E	AGENDA ITEMS	ACTION

- Roberta Baker – 81507, Grandmother of 3 students at Scenic and 3 kids went there. Read letter from son's 5th grade teacher from 1990 from Scenic. High level of parental support; can't find it anywhere else. Denver teachers were talking about small Scenic. Many stories of kids being brought up to level at Scenic. Think about kids, not just what the adults want.
- Andrew D'Alessandro – 81507, Physician at ER in support of Scenic. Data is biased. School in Boulder was referenced. Scenic's physical space is a positive. It attracts other students. Move New Emerson into Scenic. Greater outdoor learning space. Look at the budget, building needs and timeline. Serve students within financial restraints and use parents to your advantage. Pass more laws to get money for the schools.
- Jessica Hearns – 81521, Support for Board, Dr. Hill and Amy, Senior leadership. Thank you for continued support of public processes. Very vulnerable time but BOE is here because you are trusted and believed in. Trusts you enough to pass two ballot measures. There is trust and faith in the process. We know you've done the work and however you vote, you're doing the best for the students.
- Travis Baker –His sister is a Scenic parent. She passed on speaking. If Scenic closes, don't know where will send sister's student.
- Alicia Mabrey – 81507, Scenic parent – Thanks for serving on the Board. And also to Andrea for always answering questions. Significant problem with funding in district. Do not believe this is last result. We aren't other districts. With budget presentation, need to recruit staff, not run them off. Open concept is good. Accountability and mutual respect in every corner of the building at Scenic. Not enough research has been done about parents pulling students out of our district. Please delay the vote. Closing Nisley will be detrimental.

{Break at 10:40pm. Return at 10:50pm.}

- The Board addressed some of the comments.
- Classroom size was addressed with class sizes and the transition. Dr. Hill explained staff at schools are increased along with the additional students. Mrs. Melanie Trujillo, D51 CFO, explained more about class sizes being more controllable with larger total schools.
- Mr. Clint Garcia, COO, came forward also to explain that buildings have been reviewed and some rooms are used differently than actual classrooms that can be transitioned for classroom space. Modulars were used in Fruita and can be used as a last resort. The Facilities Master Plan reviewed these items also. It reviewed the number of teaching spaces. HTM did this process.
- It was clarified that New Emerson *WAS* evaluated in the EDEC report.
- Transportation and traffic issues were discussed.
- SPED issues were discussed. Mr. Dan Bunnell came forward to discuss.
- The Clifton Hub and Rec were discussed for Clifton Elementary. Mrs. Jennifer Marsh, Chief Academic Officer, came forward to confirm these programs would continue at other schools. School of Choice would still be offered as available.
- The community use fees were discussed in the new policy coming forward, Policy KF. The numbers and costs came from the district committee, not from Facilitron.

A - Jośe 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: November 19, 2024
Adopted: December 10, 2024

	A	B	C	D	E	AGENDA ITEMS	ACTION
Motion					x	I. CONSENT AGENDA	Adopted
Second		x				I-1. Licensed and Administrative Personnel Actions [Resolution 24/25:29]	
Aye	x	x	x	x	x	I-2. Gifts [Resolution 24/25:30]	
No							
						J. BUSINESS ITEMS	
						J-1. Policies 1st Readings	
						➢ All policies J-1a. through J-1ff. will have 2nd readings and vote will occur at December 10th meeting.	
Motion					x	J-2. Resolutions regarding school closures	
Second				x		J-2a. Resolution to Close Nisley Elementary School [Resolution 24/25:31]	
Aye	x	x	x	x	x		Adopted
No							
Motion				x		J-2b. Resolution to Close Clifton and Scenic Elementary Schools [Resolution	
Second		x				24/25:32]	Tabled
Aye	x	x	x	x	x	➢ Motion was made by Director Jones to table this resolution.	
No						➢ There will be a special meeting held on Friday, November 22, 2024 at 5:00 p.m. to take a vote on Resolution 24/25:32.	
						K. BOARD OPEN DISCUSSION	
						L. FUTURE MEETINGS	
						L-1. December 3, 2024, Harry Butler Board Room, 5:00pm, Board Special Meeting	
						L-2. December 4 – 7, 2024, Colorado Springs, CO, CASB Annual Convention	
						L-3. December 10, 2024, Harry Butler Board Room, 5:00pm, Board Business Meeting	
						➢ Special Meeting was added for Friday, November 22, 2024 at 5:00 p.m.	
Motion				x		M. ADJOURNMENT	12:05 a.m.

_____
Amy Navarette, Assistant Secretary
Board of Education

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

Mesa County Valley School District 51

Proclamation:
Native American Heritage Month

Board of Education Resolution: 24/25: 24

Presented: November 19, 2024

WHEREAS, Native American Heritage Month is an opportunity to recognize the history, culture, traditions, and contributions of Native Americans, who were the original inhabitants of this land and continue to play a vital role in shaping our nation's heritage and future; and

WHEREAS, the Native American community enriches our local, state, and national identity through their achievements in education, art, science, public service, agriculture, and many other fields; and

WHEREAS, District 51 is committed to fostering a culture of respect, belonging, and understanding by recognizing the unique perspectives and valuable contributions of Native American students, families, and staff within our schools and community; and

WHEREAS, this month the importance of education in preserving and sharing Native American histories and cultures to ensure their stories are understood and honored by future generations; and

THEREFORE, BE IT RESOLVED, The District 51 Board of Education proclaims November as Native American Heritage Month, encouraging our community to honor Native American history and culture while reaffirming our commitment to educating students about their contributions and legacy.

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

Mesa County Valley School District 51

Recognition:
CHSAA 2nd Place State, GJHS Boy's Golf Team
All-State Team & Player of the Year, Ky Korte

Board of Education Resolution: 24/25: 25 Presented: November 19, 2024

The Board would like to invite Grand Junction High School students Jack Kaul, Ky Korte, Hunter Simmons, and Will Simpson to the front of the room.

The Grand Junction High School Boys Golf Team had an incredible 2024 season, culminating with their 2nd place finish at the Colorado Class 4A State Championship at Tiara Rado Golf Course—right here at home.

Senior Ky Korte led the Tigers with a strong third-place finish, followed by fellow senior Jack Kaul in sixth place and junior Hunter Simmons, who placed tenth. Their top-10 individual finishes helped the team achieve a total score of 447 strokes, finishing 21 strokes over par, and earning them the runner-up position behind Cheyenne Mountain.

The Tigers also shined earlier in the season, winning the 4A Region 4 Tournament at Black Canyon Golf Course in Montrose with an impressive team score of 207 strokes, finishing 6 strokes under par. These achievements reflect the team's hard work, the leadership of Coach Tom Lefebre, and the support of their school community. Their culture of discipline, sportsmanship, and excellence has been key to their continued success.

Additionally, Senior Ky Korte was a standout leader throughout the season, earning a spot on the All-State 1st Team alongside teammates Jack and Hunter, and receiving the prestigious Player of the Year honor. Ky's consistent performance played a pivotal role in the team's success, including his 3rd place individual finish at State, where he posted rounds of 72 and 73 for a total of 145, three strokes over par. Ky's dedication extends beyond the course as he looks ahead to continuing his academic and athletic career at Colorado Mesa University, where he will join the Mavericks' golf program next fall.

The Board of Education and Superintendent Dr. Hill proudly congratulate these talented student-athletes on an incredible season and their remarkable achievements. Balancing academics and athletics takes immense dedication, time management, and focus. This team has set a high standard for future players and represents District 51 with pride. Congratulations on a fantastic season, and we look forward to your continued success!

Mesa County Valley School District 51

Recognition:
Southwest League All-Conference
Softball Player & Coach of the Year

Board of Education Resolution: 24/25: 26

Presented: November 19, 2024

The Board would like to invite Grand Junction High School junior, Jaxon Clark, and Fruita Monument High School Head Softball Coach, Adam Diaz, to the front of the room.

Jaxon Clark, a junior at Grand Junction High School, was named the Southwest League's Player of the Year for her outstanding season. At the plate, she achieved a remarkable .524 batting average, collected 89 hits, drove in 38 runs, and scored 53 times, proving her reliability and consistency as a key offensive player. Defensively, Jaxon showcased her versatility, maintaining a .946 fielding percentage and stepping up as a pitcher when needed. Over two varsity seasons, she posted a 5.73 ERA across 29 games, demonstrating her ability to perform under pressure.

Jaxon's talent, leadership, and work ethic were vital to the Tigers' successful season, making her a force to be reckoned with in high school softball.

Adam Diaz, head softball coach at Fruita Monument High School, was named Coach of the Year after leading the Wildcats to a Southwestern League championship and a top-eight finish at state. Known for fostering competitiveness and resilience, Diaz emphasizes teamwork and pride, helping his players perform their best in high-pressure moments. With standout offensive seasons averaging over 11 runs per game, his leadership has been key to the Wildcats' success. More than a coach, Diaz is a mentor who values effort, unity, and continues to work to build a team that is strong and full of depth.

Both Jaxon Clark and Coach Adam Diaz have made impactful contributions to high school softball in District 51. Their dedication and achievements not only elevate their teams but also inspire our entire D51 athletic community.

The Board of Education and Superintendent Dr. Hill are proud to celebrate their accomplishments and are proud of the positive impact they continue to make. Congratulations to Jaxon and Coach Diaz on these well-deserved honors! We look forward to seeing what next year will bring!

Mesa County Valley School District 51

Recognition:
FFA National Convention
Individual and Team Winners

Board of Education Resolution: 24/25: 27

Presented: November 19, 2024

The Board would like to invite Fruita Monument High School FFA members Taylor Schacht, Alexis Uhrich, Reina Roberts, Ava Stephens, and Ryer Roberts to the front of the room.

The Fruita Monument High School Future Farmers of America (FFA) team recently represented District 51 at the National FFA Convention in Indianapolis, an event that brings together thousands of students, educators, and industry leaders to celebrate achievements, develop leadership skills, and drive innovation in agricultural education.

FMHS students excelled on the national stage, with the Milk Quality Team—Taylor Schacht, Alexis Uhrich, Reina Roberts, and Ava Stephens—earning Silver Team recognition and placing in the top 25 in the nation! Their expertise in milk and cheese identification, defect detection, mastitis testing, and dairy industry knowledge demonstrated their passion for ensuring consumer safety and quality. Individually, Taylor Schacht and Alexis Uhrich both received Silver honors, while Reina Roberts and Ava Stephens earned individual Bronze honors for their outstanding performance.

Additionally, Ryer Roberts was awarded the American FFA Degree, an honor achieved by only the top 1% of FFA members nationwide. Ryer is the 21st recipient in the 82-year history of District 51's FFA program. This award reflects extraordinary dedication, requiring significant community service, financial investment, and active participation at the state and national levels. Ryer also represented Colorado as a National FFA Officer candidate, advancing to the highly competitive interview stage.

The Board of Education and Superintendent Dr. Hill would like to congratulate these students on their achievements. They have showcased the high standards of excellence in District 51 and highlighted the important role of agricultural education in shaping future leaders of our community and beyond. Congratulations to you all!

Mesa County Valley School District 51

Recognition:
Terrel H. Bell Award Recipient
Stacey Cohen, Mesa View Principal

Board of Education Resolution: 24/25: 28

Presented: November 19, 2024

The Board would like to invite Mesa View Elementary Principal Stacey Cohen to join us at the front of the room.

The Board of Education is proud to recognize Stacey Cohen, Principal of Mesa View Elementary School, for receiving the prestigious Terrel H. Bell Award for Outstanding School Leadership. This national honor is awarded to exceptional leaders who demonstrate dedication to their schools, communities, and student success, and Principal Cohen wholeheartedly embodies these qualities.

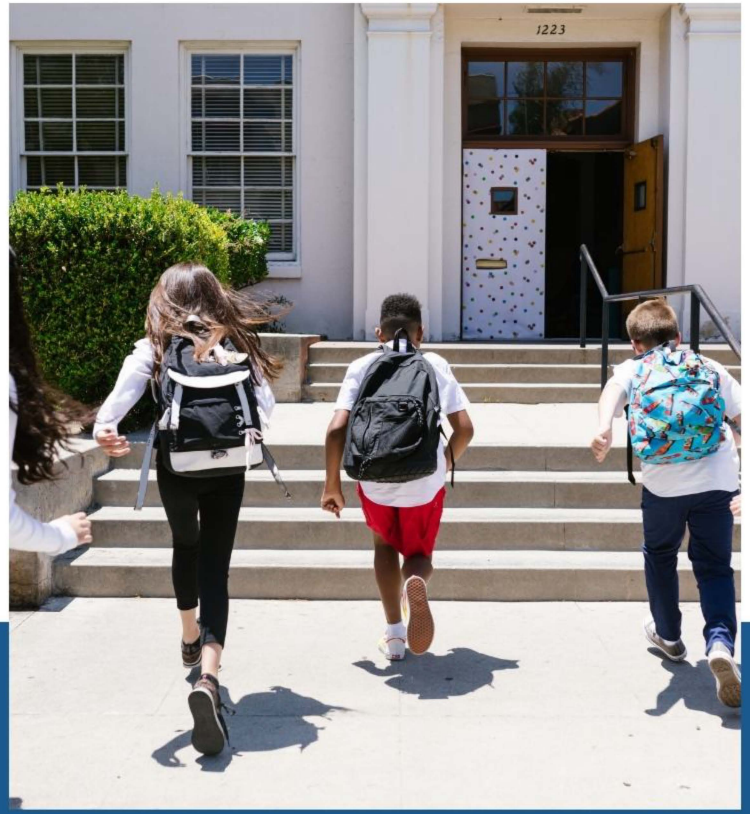
Under Stacey's leadership, Mesa View Elementary has become a model of excellence, recently earning recognition as a National Blue Ribbon School. Her commitment to fostering a culture of growth, collaboration, and high expectations has inspired her staff and students to achieve continued success. Stacey's ability to lead with compassion and vision has not only elevated her school but has also made her a shining example of what strong, effective leadership looks like within District 51.

The Terrel H. Bell Award highlights the vital role of principals in creating thriving schools, and Stacey's selection as a recipient speaks volumes about her impact. It is a testament to her relentless dedication and unwavering belief that every student ***can***!

The Board of Education and Superintendent Dr. Hill are excited to recognize Principal Cohen for this amazing accomplishment. We are proud to have her represent our district on a national stage and proud to have her as a member of our D51 family. Congratulations on this incredibly well-deserved achievement!

Elementary Declining Enrollment Update

Board of Education
Business Meeting
11/19/24



EDEC Problem Statement

CURRENT DECLINING STUDENT ENROLLMENT NEGATIVELY IMPACTS D51 RESOURCES AND INFRASTRUCTURE. THE IMPACT LIMITS D51'S ABILITY TO ASSEMBLE THE CRITICAL RESOURCES AND INFRASTRUCTURE TO ADEQUATELY SUPPORT & IMPLEMENT THE STRATEGIC PLAN. WE DESIRE TO REALLOCATE RESOURCES TO CREATE SAFE, SUCCESSFUL CLASSROOMS FOR STUDENTS AND STAFF.

Timeline

Timeline

Nov. 2022

Shannon presented D51 Leadership with updated enrollment numbers and projections showing a continued decline

Dec. 2022

Shannon presented the enrollment projections data to Board Members. Board Members agreed to the District exploring school closures

Mar. 2023

East Middle School Closure. Board charges District staff to create a committee to address declining enrollment at the elementary level

Oct. 2023

Board voted 5-0 to approve Resolution to Explore Pathways Presented by the Declining Enrollment Committee

Dec. 2023

Fruita 8/9 School Closure

Feb. 2024

Superintendent delayed elementary school closure decisions due to timing and need for policy development. Clarified that decisions would be made in Fall 2024

Mar. 2024

Worked with A&M to develop a Decision Model based on the closure criteria recommended by the EDEC.

Sept. 2024

Board adopted policy FCB: Closing Schools

Fall 2024

Combining Decision Model findings with enrollment numbers & projections to run scenarios prior to recommendations

Timeline

Oct.-Nov. — Finalized scenarios and recommendations

Nov. 8 — Shared Closure Report & school closure recommendations with Board

Nov. 12-15 — Shared closure recommendations with staff at impacted schools

Nov. 15 — Public release of Closure Report with recommendations

Nov. 19 — Public presentation to Board & Board vote on school closures for 2025-26 school year

Dec. 2024 — Finalize boundaries for impacted schools

Dec. 2024 — Engage with families of impacted schools to share options and next steps

Jan. 2025 — School of Choice

Spring 2025 — Hiring of staff & support families through transition to new schools for 2025-26 school year

Enrollment

Enrollment Decline

Since 2019, D51 has seen a decline in student enrollment by 2,049 students. That is a 9.3% decrease.

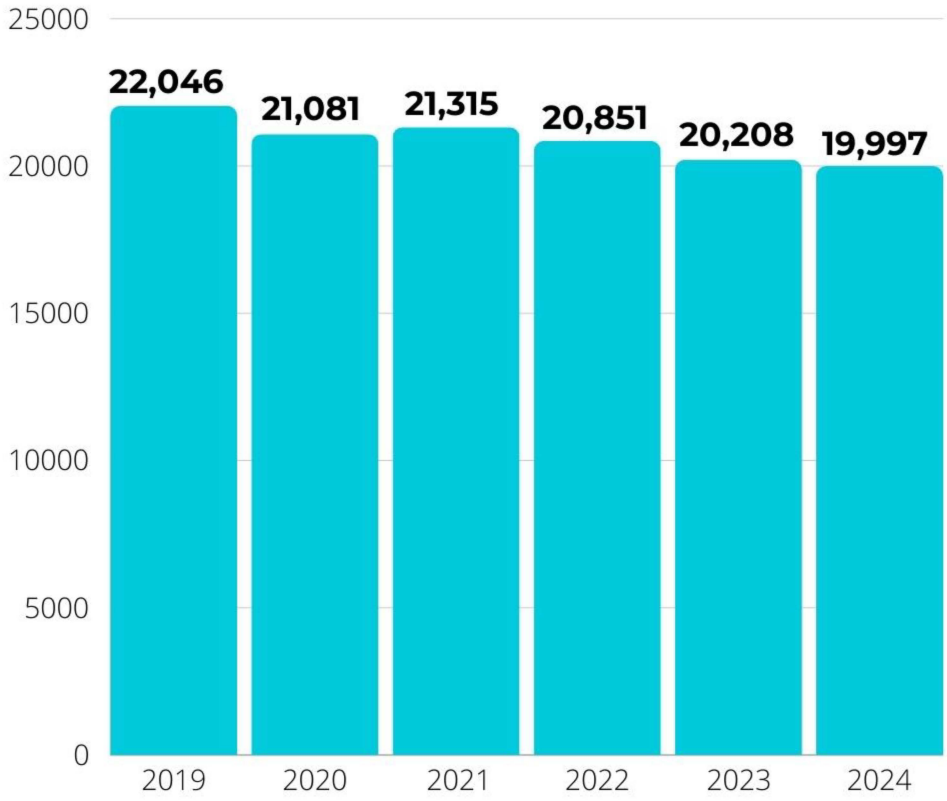
Factors include lower birth rates, affordability, housing, school options, etc.

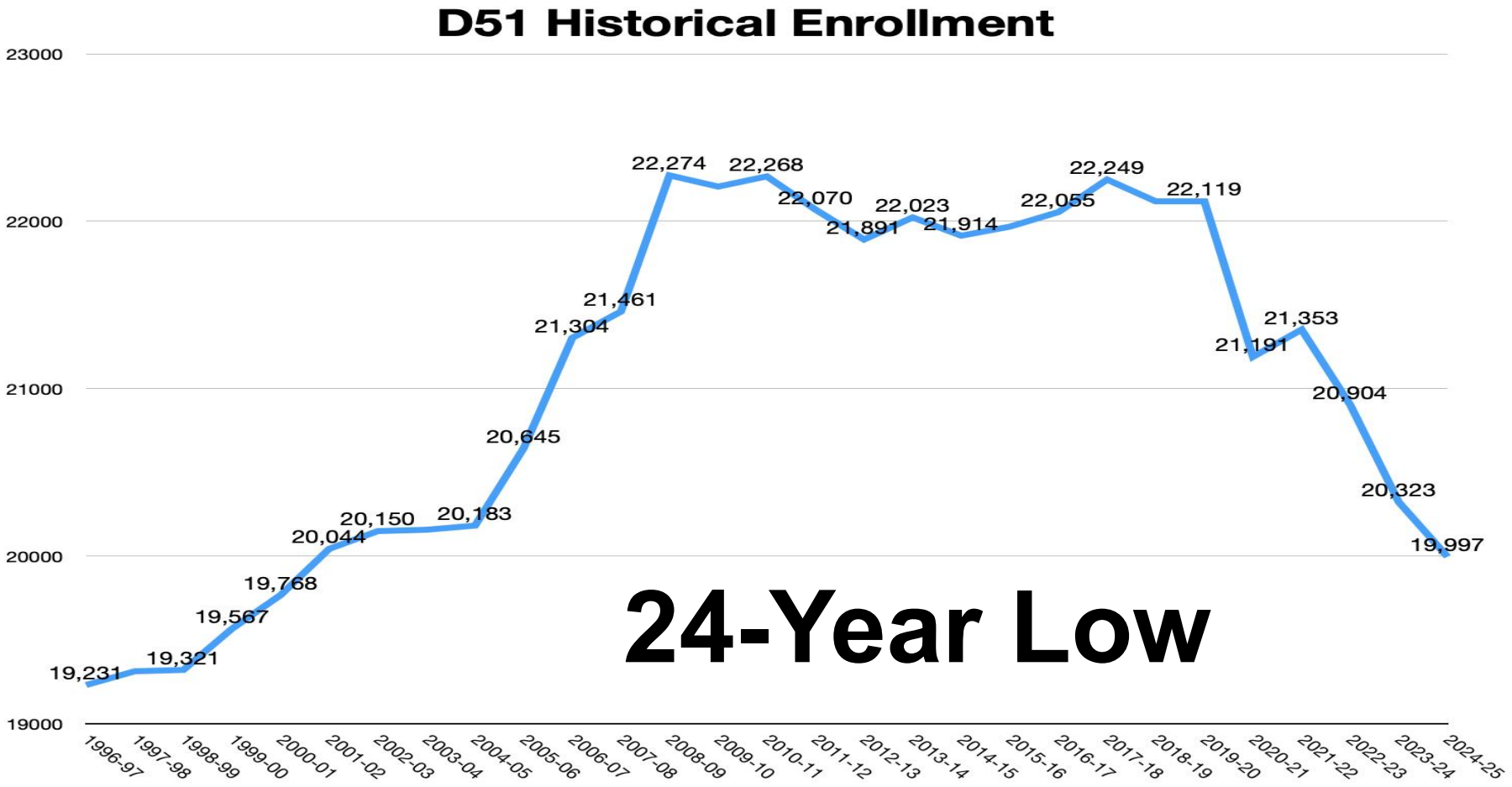
Empty Seats:

- Elementary = 4,715 **(65% utilization)**
- Middle = 1,369 **(74% utilization)**
- High = 30 **(98% utilization)**
- Total = 6,114 **(71% utilization)**

<u>Schools should ideally be at 85% or higher utilization</u>

Even during peak enrollment, elementary school utilization was between 71% to 78%.




D51 Historical Enrollment
23000
22000
21000
20000
19000
19,231
19,321
19,567
19,768
20,044
20,150
20,183
20,645
21,304
21,461
22,274
22,268
22,070
21,891
22,023
21,914
22,055
22,249
22,119
21,191
21,353
20,904
20,323
19,997
1996-97
1997-98
1998-99
1999-00
2000-01
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25
24-Year Low

Mesa 51 School District Enrollment Status and Forecast

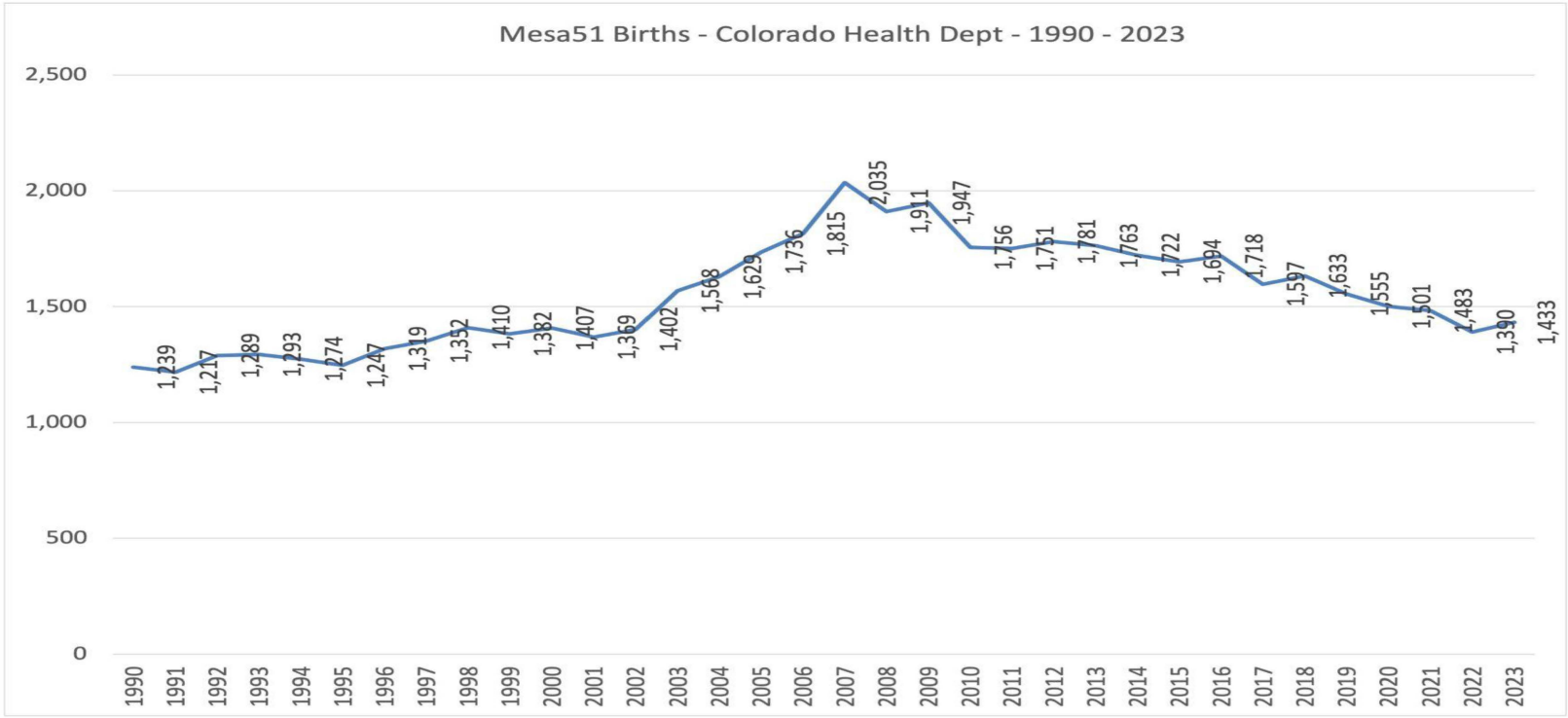
WESTERN DEMOGRAPHICS, Inc.

Shannon Bingham
Western Demographics, Inc.
10/10/24

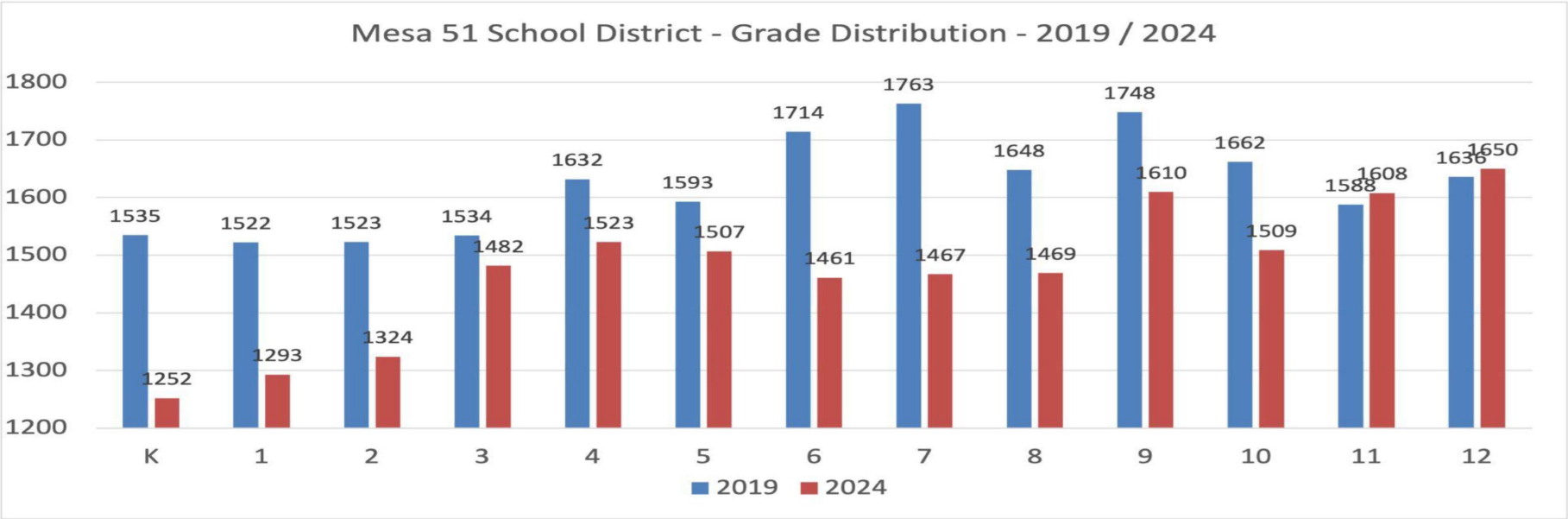
Enrollment History

Historical Enrollment			Totals by School Type							
Year	K	12	(K-5)	(6-8)	(9-12)	(K-12)	ps	Tot w PS	Net Growth	
2019	1535	1636	9339	5125	6634	21098	948	22046		
2020	1521	1570	8948	4911	6507	20366	807	21173	-873	
2021	1487	1653	8981	4812	6726	20519	809	21328	155	
2022	1354	1648	8872	4544	6622	20038	813	20851	-477	
2023	1270	1588	8565	4465	6394	19424	795	20219	-632	*3 yr Average*
2024	1252	1650	8381	4397	6377	19155	842	19997	-222	*-444*
		-398	<------Kindergarten to senior class change							

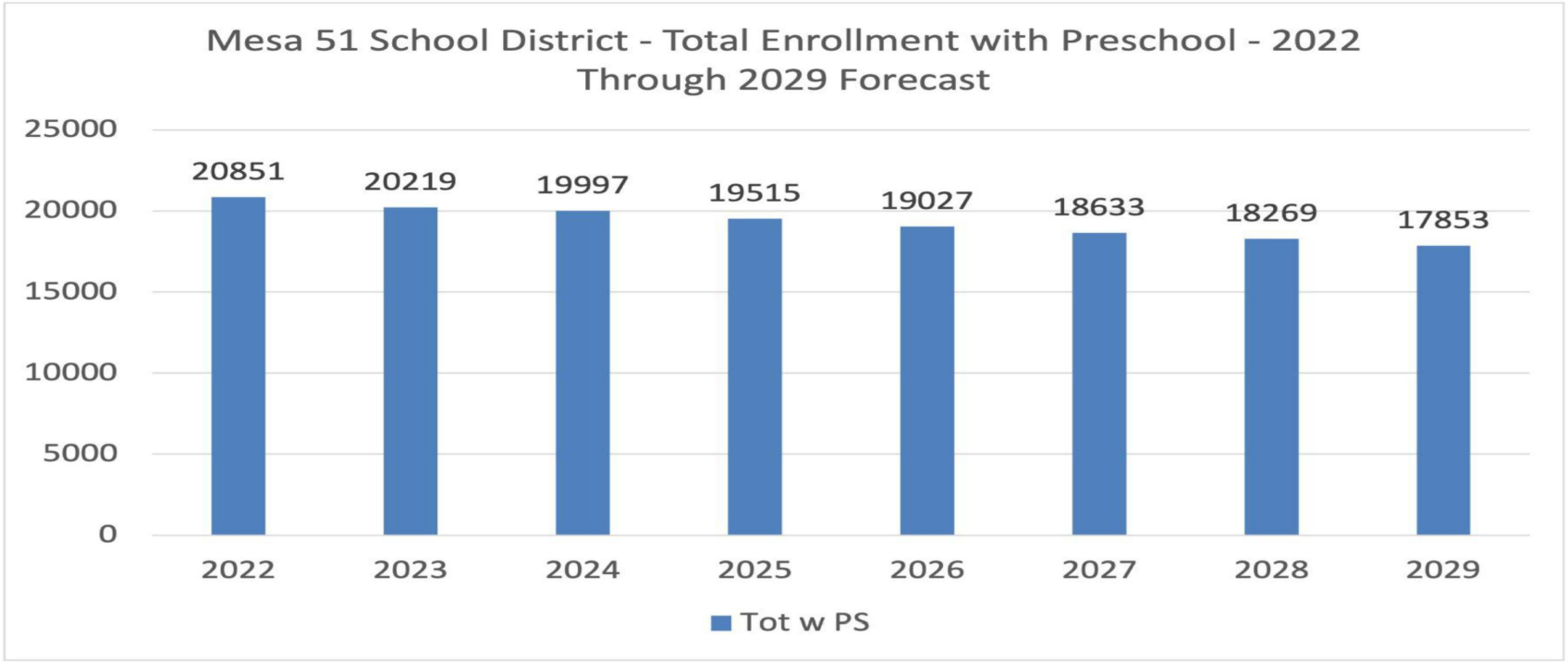
Births


Mesa51 Births - Colorado Health Dept - 1990 - 2023
2,500
2,000
1,500
1,000
500
0
1,239
1,217
1,289
1,293
1,274
1,247
1,319
1,352
1,410
1,382
1,407
1,369
1,402
1,568
1,629
1,736
1,815
2,035
1,911
1,947
1,756
1,751
1,781
1,763
1,722
1,694
1,718
1,597
1,633
1,555
1,501
1,483
1,390
1,433
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023

Grade Distribution



Enrollment History and Forecast



Enrollment Forecast by Level

Selected Basis	(K-5)	(6-8)	(9-12)	(K-12)	ps	Tot w PS	Net Change
2025	8104	4398	6171	18673	842	19515	-483
2026	7801	4407	5978	18185	842	19027	-487
2027	7477	4406	5908	17791	842	18633	-394
2028	7401	4205	5821	17427	842	18269	-364
2029	7210	3971	5830	17011	842	17853	-416

2025 Forecast - Elementary

Level	Year	School	PK	K	1	2	3	4	5	Tot K-5	Tot PK-5	Scheduled Capacity (26:1)	Utilization	Permanent Capacity (Comfortable Fit)	Utilization
ES	2025	APPLETON	27	48	56	70	71	80	78	403	430	492	87%	544	79%
ES	2025	BROADWAY	39	32	36	38	44	50	53	253	292	351	83%	352	83%
ES	2025	CHATFIELD	49	55	50	45	38	62	59	309	358	421	85%	425	84%
ES	2025	CHIPETA	0	59	56	51	48	64	77	355	355	444	80%	488	73%
ES	2025	CLIFTON	41	46	46	52	39	50	58	291	332	492	67%	580	57%
ES	2025	DOS RIOS	27	39	36	43	42	50	47	257	284	538	53%	597	48%
ES	2025	DUAL IMMERSION	26	48	46	47	44	49	48	282	308	304	101%	338	91%
ES	2025	FRUITVALE	28	46	45	47	61	68	55	322	350	491	71%	546	64%
ES	2025	GATEWAY ES	0	1	1	1	1	1	1	6	6				
ES	2025	GRV ES	0	6	6	6	4	5	7	34	34				
ES	2025	Hawthorne	79	0	0	0	0	0	0	0	79				
ES	2025	INDEPENDENCE ACADEMY ES	30	46	47	50	50	53	51	297	327				
ES	2025	Juniper Ridge	0	49	34	38	41	50	33	245	245				
ES	2025	LINCOLN ORCHARD MESA	26	27	27	41	44	39	46	224	250	397	63%	591	42%
ES	2025	LOMA	17	21	21	28	43	34	34	181	198	280	71%	312	63%
ES	2025	MESA VALLEY COMMUNITY	0	27	26	22	21	35	26	157	157				
ES	2025	MESA VIEW	50	52	50	61	47	49	65	324	374	514	73%	571	65%
ES	2025	MONUMENT RIDGE	0	39	38	43	45	60	68	293	293	468	63%	554	53%
ES	2025	NEW EMERSON	0	23	22	24	23	23	21	136	136	234	58%	248	55%
ES	2025	NISLEY	51	55	52	54	49	41	37	288	339	562	60%	595	57%
ES	2025	ORCHARD AVE	26	45	42	37	47	48	59	278	304	468	65%	542	56%
ES	2025	Pear Park	48	60	58	63	47	70	67	365	413	608	68%	608	68%
ES	2025	POMONA	25	61	60	68	54	65	62	370	395	515	77%	550	72%
ES	2025	Rim Rock	29	32	32	47	53	51	43	258	287	585	49%	590	49%
ES	2025	ROCKY MOUNTAIN	28	58	57	50	60	75	63	363	391	561	70%	597	65%
ES	2025	SCENIC	0	30	29	32	47	40	52	230	230	304	76%	311	74%
ES	2025	SHELLEDY	52	46	44	52	36	54	71	303	355	514	69%	644	55%
ES	2025	TAYLOR	21	43	42	42	48	50	59	284	305	468	65%	453	67%
ES	2025	THUNDER MTN	52	71	70	54	59	68	55	377	429	515	83%	623	69%
ES	2025	TOPE	71	56	52	41	47	41	54	291	362	538	67%	519	70%
ES	2025	WINGATE	0	37	61	58	65	65	65	351	351	468	75%	543	65%

2025 Forecast - Secondary

Level	Year	School	6	7	8	9	10	11	12	Tot K-5	Tot PK-5	Scheduled Capacity (26:1)	Utilization	Permanent Capacity (Comfortable Fit)	Utilization
MS	2025	BOOKCLIFF	194	185	149					528	528	936	56%	761	69%
MS	2025	FRUITA	233	224	212					669	669	853	78%	850	79%
MS	2025	GATEWAY MS	0	1	2					3	3				
MS	2025	GRAND MESA	172	130	176					477	477	852	56%	674	71%
MS	2025	INDEPENDENCE ACADEMY MS	58	52	54					163	163				
MS	2025	JUNIPER_RIDGE	48	38	33					119	119				
MS	2025	MESA VALLEY COMMUNITY	22	25	25					72	72				
MS	2025	MT GARFIELD	176	189	190					555	555	665	83%	753	74%
MS	2025	ORCHARD MESA	183	178	192					552	552	686	80%	777	71%
MS	2025	REDLANDS	205	221	229					655	655	811	81%	708	93%
MS	2025	WEST	173	156	160					489	489	520	94%	587	83%
SHS	2025	CENTRAL				392	299	300	368	1359	1359	1601	85%	1498	91%
SHS	2025	FRUITA MONUMENT				317	317	295	357	1286	1286	1560	82%	1332	97%
SHS	2025	GATEWAY HS				1	0	0	2	3	3				
SHS	2025	GRAND JUNCTION				438	565	435	431	1869	1869	1580	118%	1725	108%
SHS	2025	MESA VALLEY COMMUNITY				26	27	31	22	106	106				
SHS	2025	PALISADE				302	288	259	225	1074	1074	1082	99%	966	111%
SHS	2025	R-5				0	5	56	129	190	190	300	63%	247	77%

Elementary Forecast by Year

Level	School	2025	2026	2027	2028	2029	2030	2031	2032	Scheduled Capacity (26:1)	Utilization 2025	Utilization 2029	Permanent Capacity (Comfortable Fit)	Utilization 2025	Utilization 2029
ES	APPLETON	430	428	416	412	399	397	396	389	492	87%	81%	544	79%	73%
ES	BROADWAY	292	277	264	259	257	254	248	243	351	83%	73%	352	83%	73%
ES	CHATFIELD	358	342	315	320	313	309	304	296	421	85%	74%	425	84%	74%
ES	CHIPETA	355	339	325	327	328	324	315	307	444	80%	74%	488	73%	67%
ES	CLIFTON	332	311	298	298	284	282	276	271	492	67%	58%	580	57%	49%
ES	DOS RIOS	284	271	253	247	237	235	228	223	538	53%	44%	597	48%	40%
ES	DUAL IMMERSION	308	305	298	298	292	288	281	274	304	101%	96%	338	91%	86%
ES	FRUITVALE	350	343	322	309	305	301	294	287	491	71%	62%	546	64%	56%
ES	GATEWAY ES	6	6	6	6	6	6	6	6						
ES	GRV ES	34	33	33	36	34	33	32	30						
ES	Hawthorne	79	79	79	79	79	79	79	79						
ES	INDEPENDENCE ACADEMY ES	327	323	317	315	309	305	299	292						
ES	Juniper Ridge	245	246	227	222	215	213	206	200						
ES	LINCOLN ORCHARD MESA	250	227	209	190	172	170	167	163	397	63%	43%	591	42%	29%
ES	LOMA	198	184	174	153	146	142	140	137	280	71%	52%	312	63%	47%
ES	MESA VALLEY COMMUNITY	72	73	74	73	73	72	73	73						
ES	MESA VIEW	374	357	358	355	347	341	334	328	514	73%	68%	571	65%	61%
ES	MONUMENT RIDGE	293	276	266	271	273	280	283	286	468	63%	58%	554	53%	49%
ES	NEW EMERSON	136	135	132	129	125	122	119	116	234	58%	53%	248	55%	50%
ES	NISLEY	339	344	343	342	330	320	308	295	562	60%	59%	595	57%	55%
ES	ORCHARD AVE	304	284	274	269	269	264	260	253	468	65%	57%	542	56%	50%
ES	Pear Park	413	403	387	396	386	380	372	364	608	68%	63%	608	68%	63%
ES	POMONA	395	395	390	402	392	393	388	384	515	77%	76%	550	72%	71%
ES	Rim Rock	287	288	280	273	267	274	279	283	585	49%	46%	590	49%	45%
ES	ROCKY MOUNTAIN	391	379	356	349	347	342	335	327	561	70%	62%	597	65%	58%
ES	SCENIC	230	206	193	175	167	165	160	157	304	76%	55%	311	74%	54%
ES	SHELLEDY	355	328	316	324	312	307	302	294	514	69%	61%	644	55%	48%
ES	TAYLOR	305	289	282	279	275	270	265	258	468	65%	59%	453	67%	61%
ES	THUNDER MTN	429	427	415	417	419	406	392	377	515	83%	81%	623	69%	67%
ES	TOPE	362	355	358	359	360	356	349	342	538	67%	67%	519	70%	69%
ES	WINGATE	351	326	305	287	269	247	247	246	468	75%	57%	543	65%	50%

Secondary Forecast by Year

Level	School	2025	2026	2027	2028	2029	2030	2031	2032	Scheduled Capacity (26:1)	Utilization 2025	Utilization 2029	Permanent Capacity (Comfortable Fit)	Utilization 2025	Utilization 2029
MS	BOOKCLIFF	528	548	537	504	484	475	485	501	936	56%	52%	761	69%	64%
MS	FRUITA	669	696	683	641	585	517	482	450	853	78%	69%	850	79%	69%
MS	GATEWAY MS	3	2	1	2	2	4	4	4						
MS	GRAND MESA	477	452	497	451	423	383	403	410	852	56%	50%	674	71%	63%
MS	INDEPENDENCE ACADEMY MS	163	160	162	159	155	148	146	145						
MS	JUNIPER_RIDGE	119	106	108	99	105	91	87	84						
MS	MT GARFIELD	555	567	569	550	514	492	507	516	665	83%	77%	753	74%	68%
MS	ORCHARD MESA	552	543	542	536	509	475	450	438	686	80%	74%	777	71%	66%
MS	REDLANDS	655	661	658	669	624	575	519	480	811	81%	77%	708	93%	88%
MS	WEST	489	482	465	419	397	392	407	410	520	94%	76%	587	83%	68%
SHS	CENTRAL	1359	1300	1283	1305	1247	1228	1173	1108	1601	85%	78%	1498	91%	83%
SHS	FRUITA MONUMENT	1286	1164	1145	1156	1186	1212	1175	1108	1560	82%	76%	1332	97%	89%
SHS	GATEWAY HS	3	3	4	4	4	2	2	3						
SHS	GRAND JUNCTION	1869	1861	1839	1713	1719	1652	1570	1497	1580	118%	109%	1725	108%	100%
SHS	PALISADE	1074	1084	1084	1066	1074	1079	1053	1033	1082	99%	99%	966	111%	111%
SHS	R-5	190	193	193	194	195	200	212	209	300	63%	65%	247	77%	79%

If… Then:™
Population Trends and Transitions in Mesa County

November 4, 2024

State Demography Office, Department of Local Affairs
Demography.dola.colorado.gov

COLORADO
Department of Local Affairs

Big Picture Trends

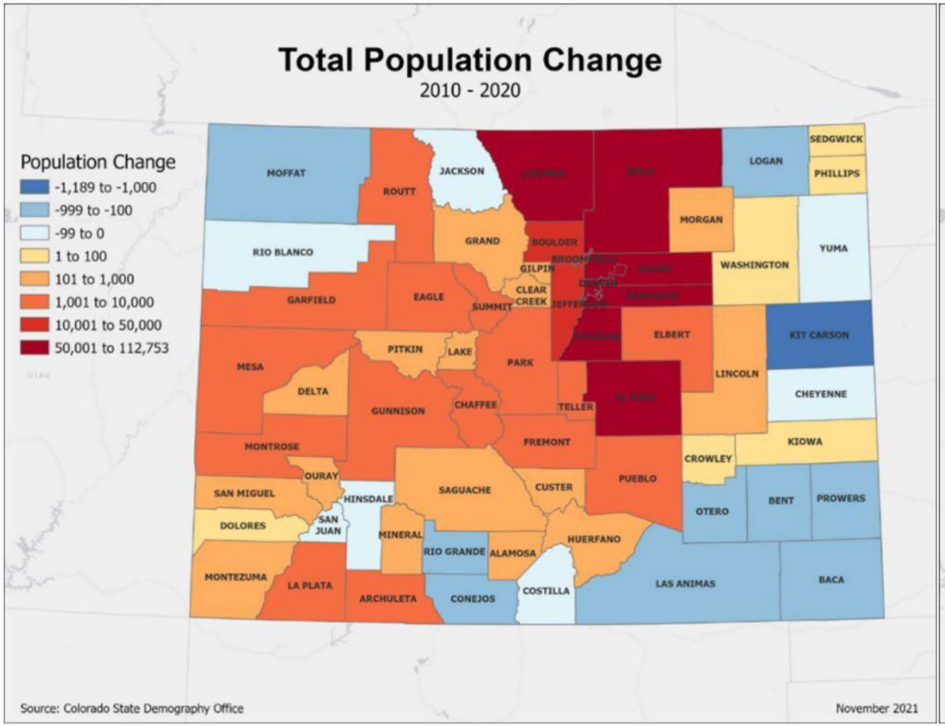
- Population growing at a slowing rate – births down, deaths up
- Migration and mobility slowing
  - Harder to attract and retaining the best and brightest
  - "In" migration similar levels, growing "out" migration
- Demand for labor (new jobs and retirements) drives migration
- Aging – impacts everything
  - Largest share of future growth is the 65+
  - Early working age and youth becoming smaller share of total pop
  - Growing race and ethnic diversity.

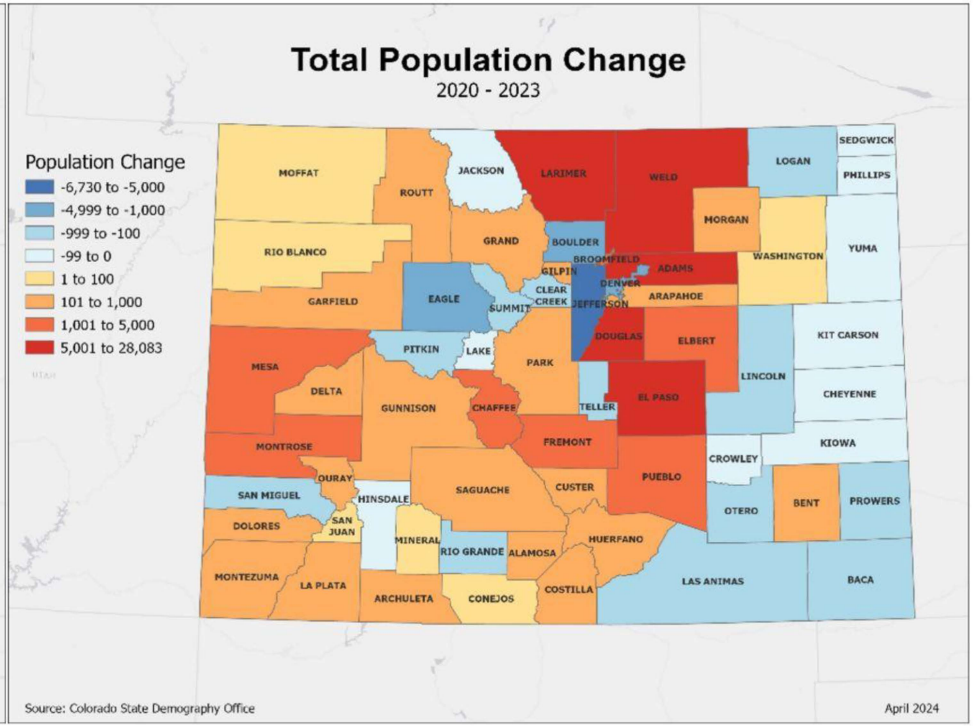
Big Picture Numbers

	2010-2020		2020-2021		2021-2022		2022-23	
United States	22.3MM	7.4%	520k	0.1%	1.256MM	0.4%	1.643	.5%
Colorado	744.5k	14.8%	26.5k	0.5%	27.7k	0.5%	36.5	.6%
Colorado Rank	9th	6th	11th	20th	12th	19th	9th	18th

- 2010 – 2020 - Second slowest decade for US in terms of growth
- 2020 – 2021 – Slowest ever recorded growth rate -17 states lost population
- 2021 – 2022 – Some return to pre-COVID19 states lost population
- 2022 – 2023 - 8 states lost population – 19 states natural decline, immigration increases

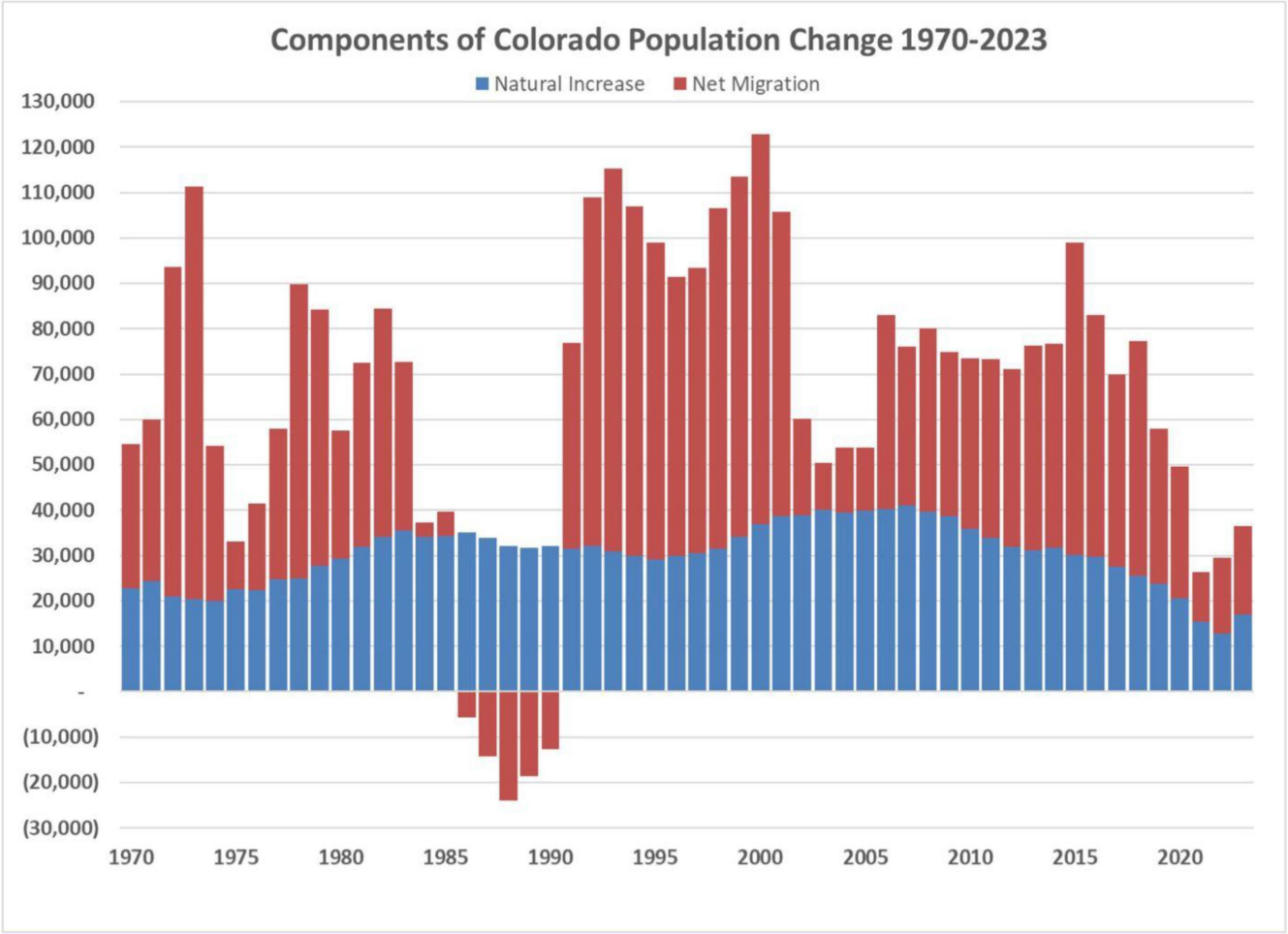
Source: Colorado State Demography Office Population Estimates. Census Bureau Population Estimates 2020-2023





2010 to 2020 - 95% of population and job growth along Front Range

Source: Colorado State Demography Office Population Estimates, Accessed March, 2024
https://gis.dola.colorado.gov/ComponentsOfChange/

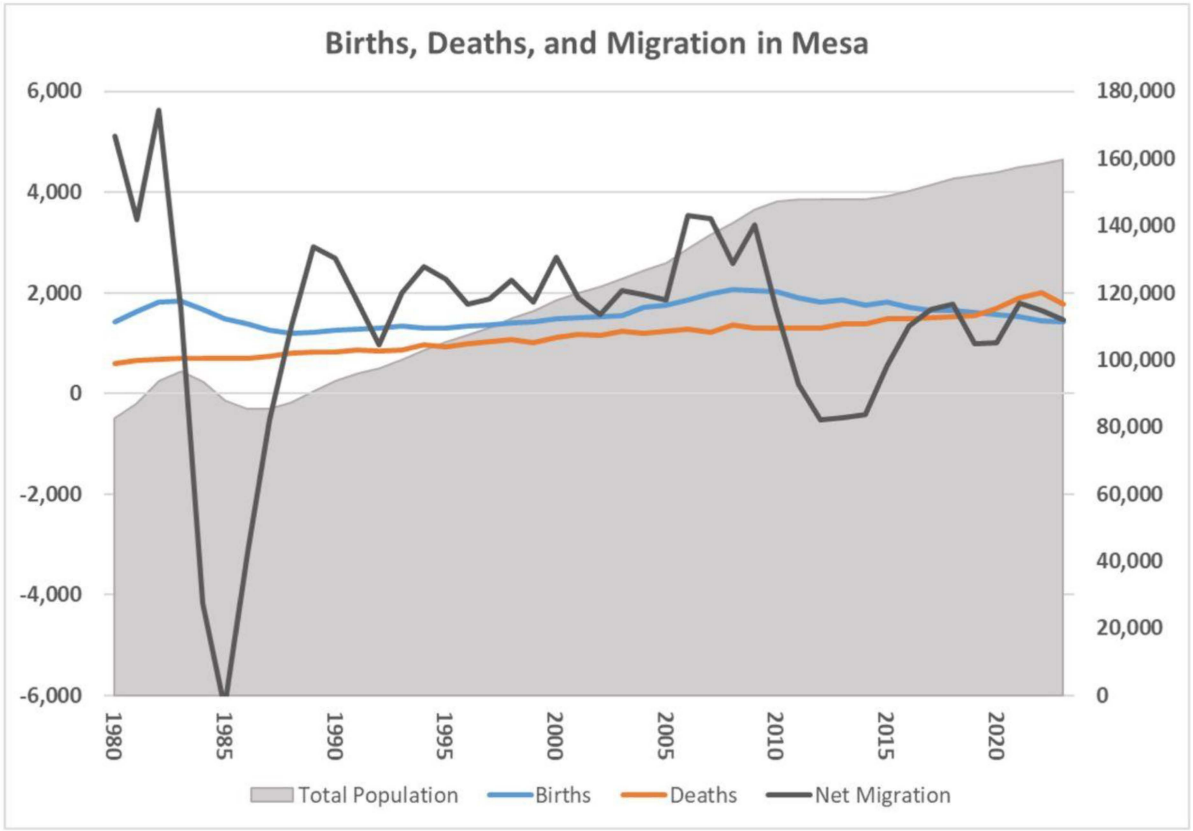


2023
62K – Births
45K – Deaths
20K - Migration

Colorado growth slows from an annual average of 74K last decade to 30,000 average so far this decade

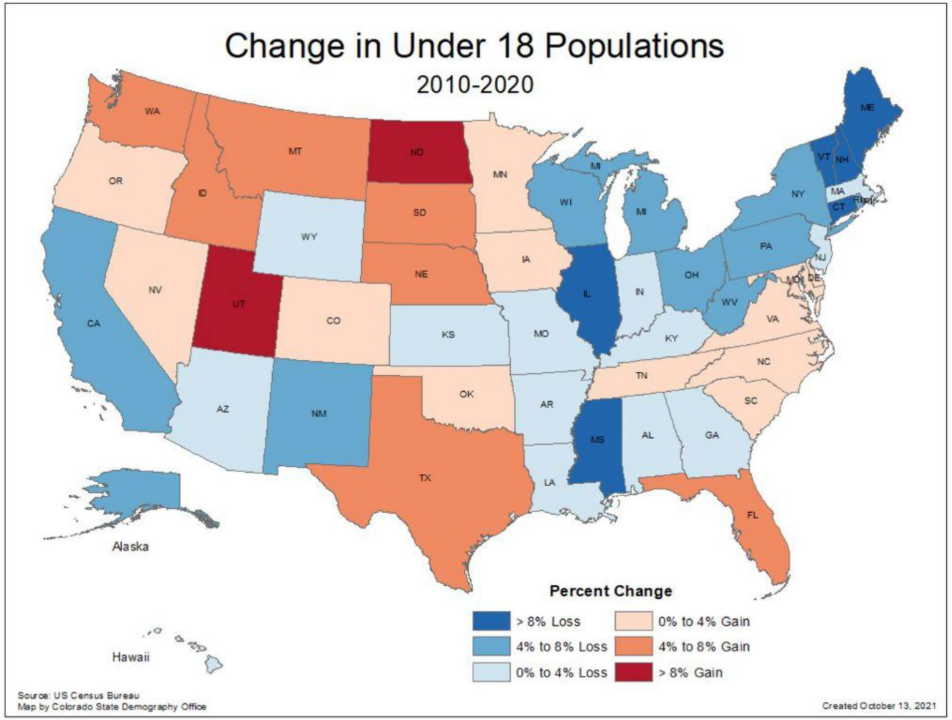
Source: State Demography Office, Population Estimates v2023

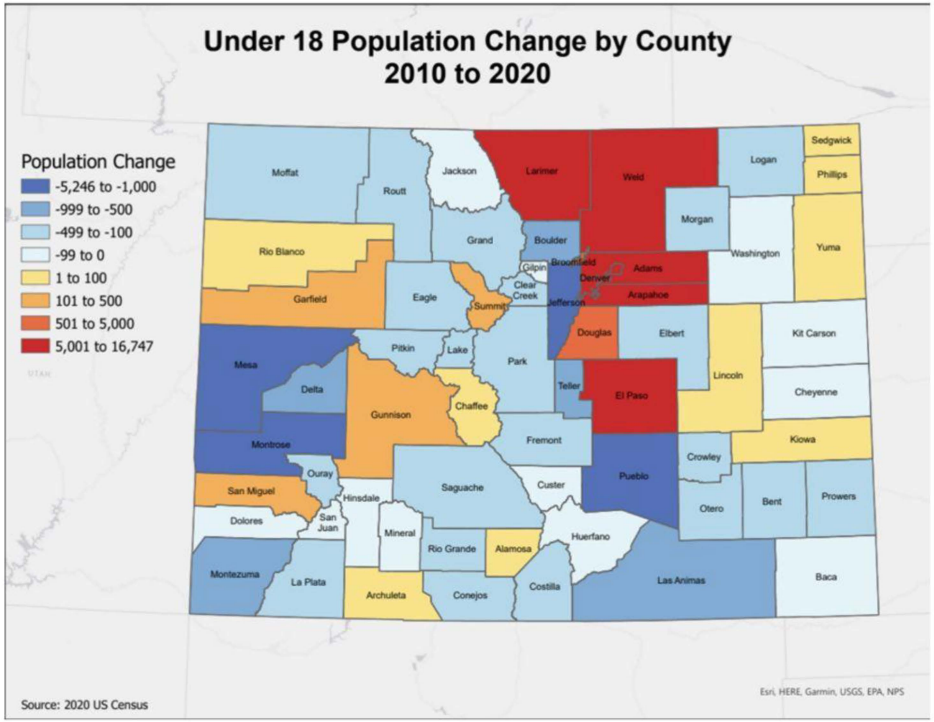
Annual Population Change



Births
2008 – 2,062
2023 - 1,428

Source: State Demography Office, Vintage 2023

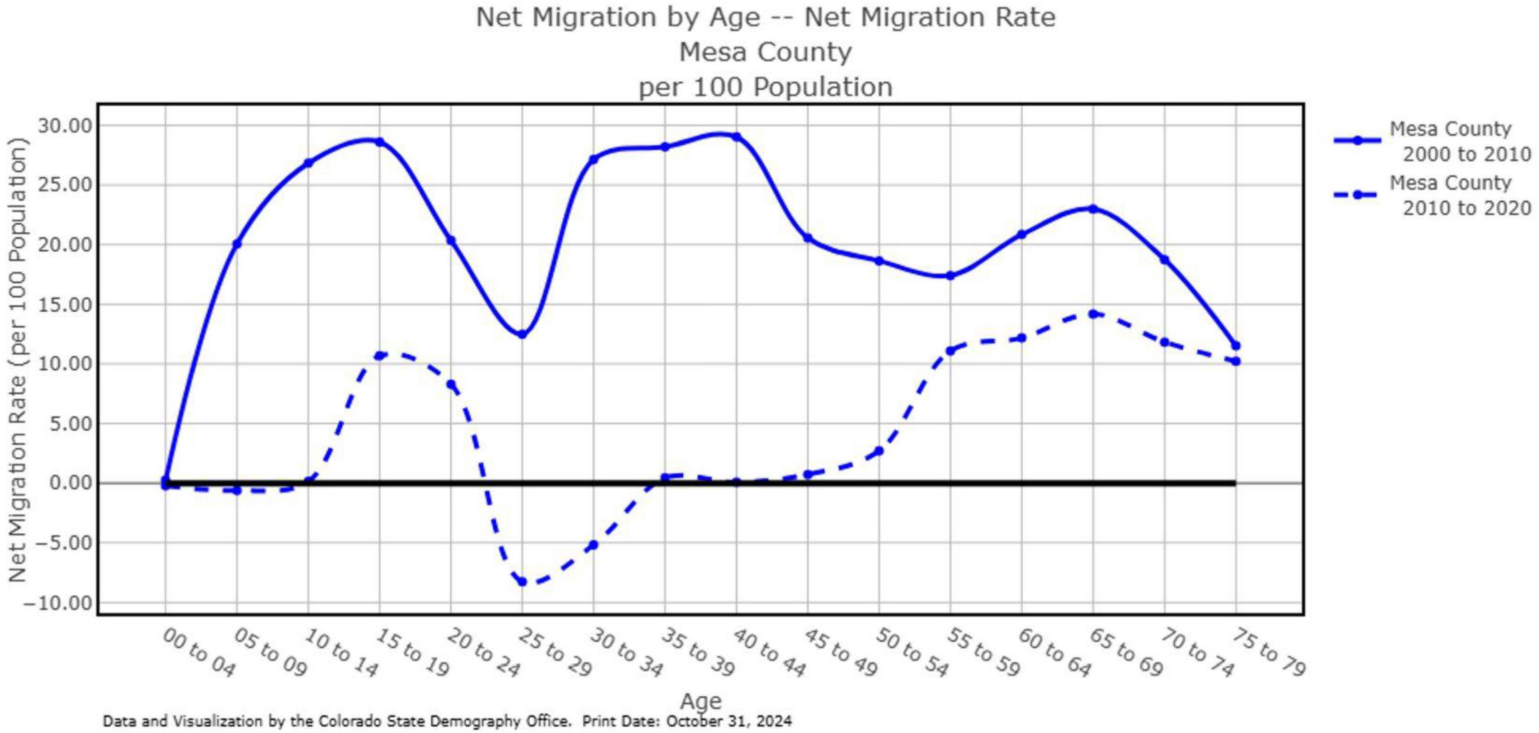




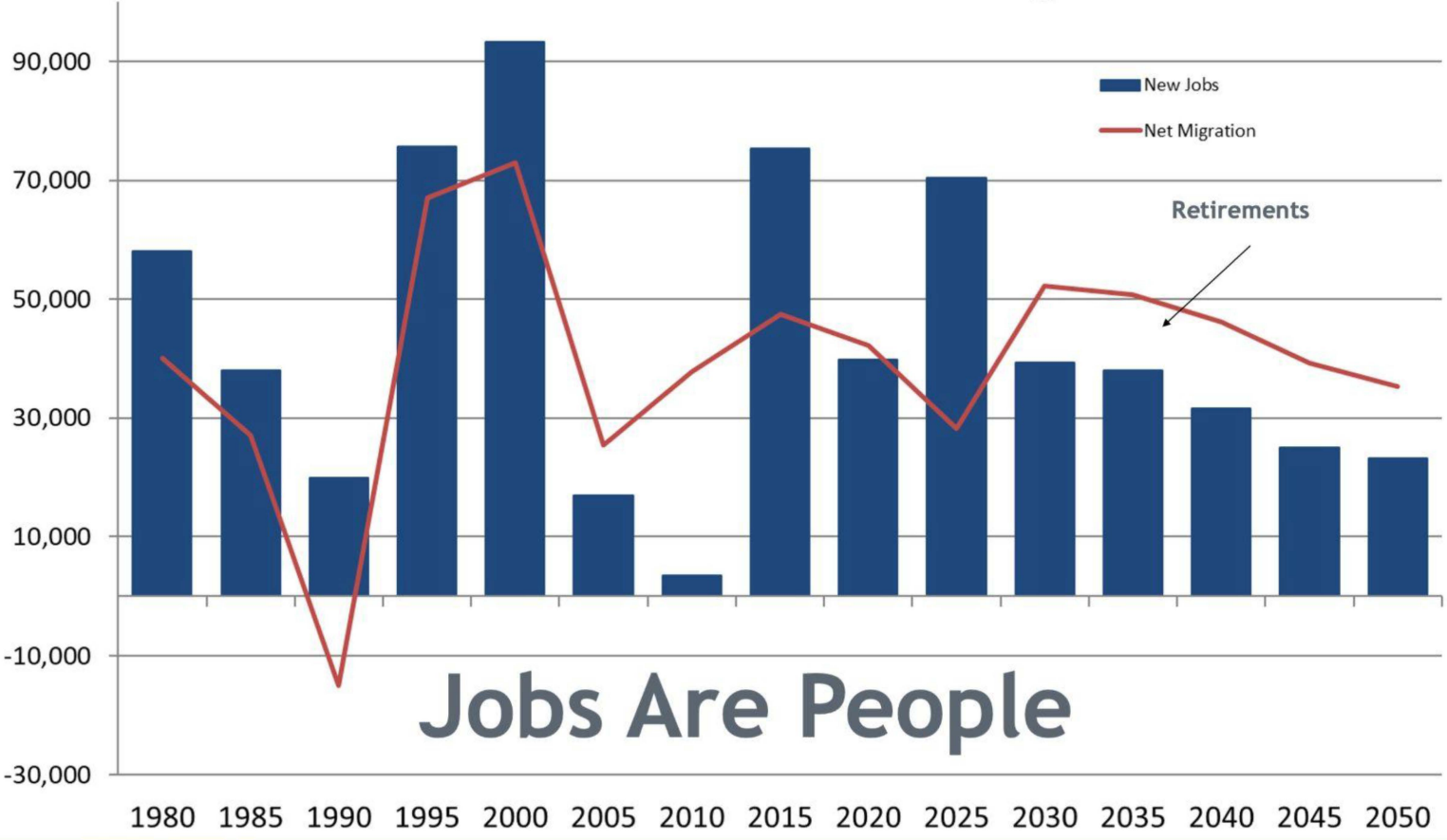
- Births down 650,000 in the US compared to peak in 2007.
- Population Under 18 Declined by over 1,000,000 over the decade
- 27 states lost population under 18
- Colorado births down 8K compared to peak in 2007 +38,000 over decade, 43 of 64 declined

Net Migration by Age

Mesa County, 2000-2010 versus 2010-2020



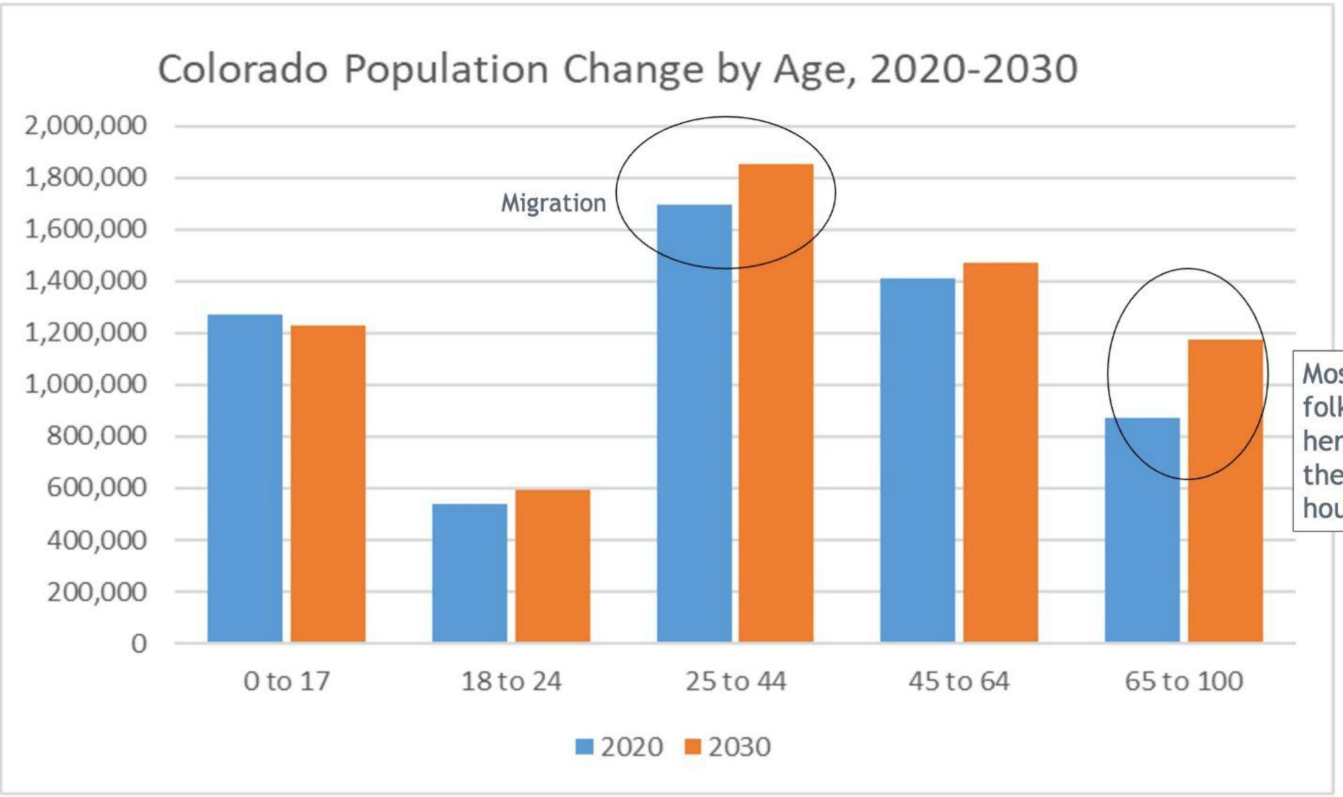
Colorado New Jobs and Net Migration



New Jobs + Retirements
= Demand for Migration

- 40K new jobs
- 40K retirements
- ?? remote jobs

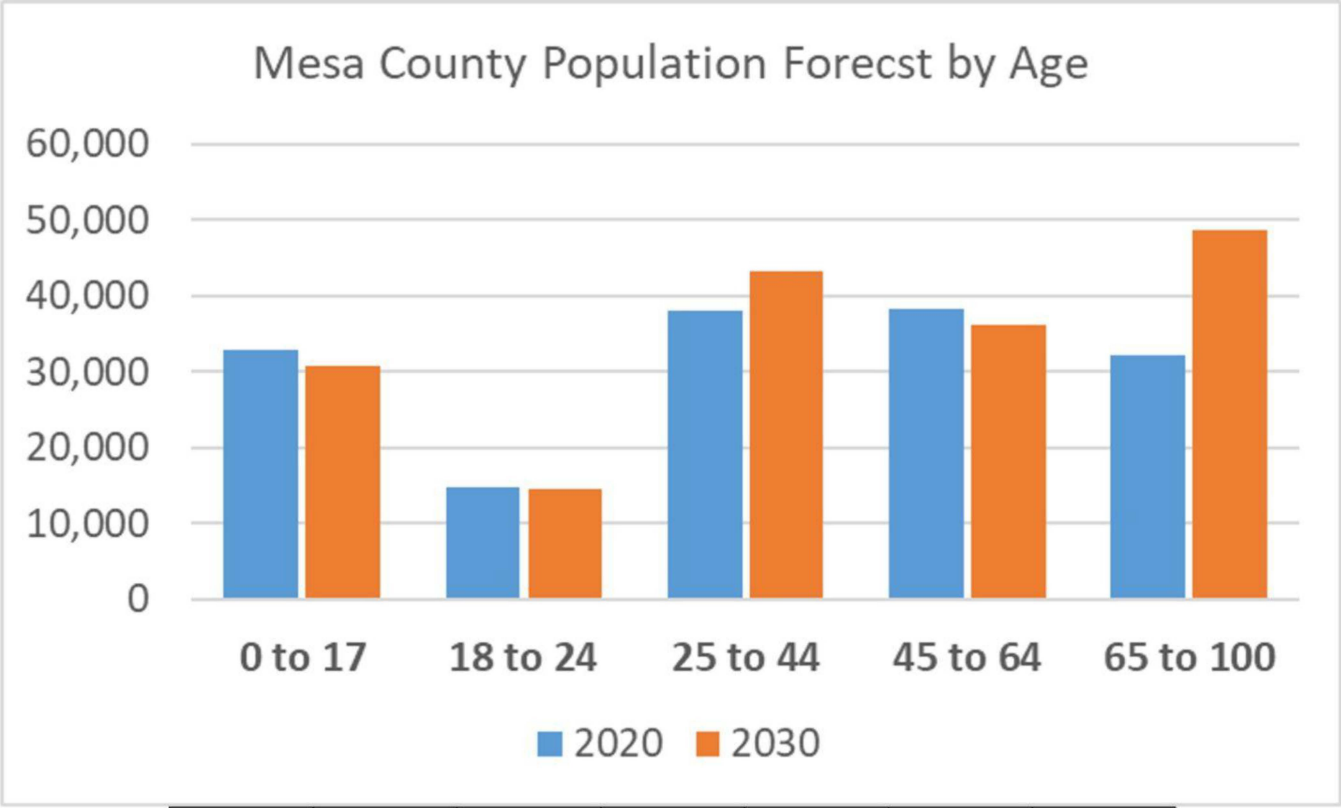
= 80K+ workers



- 6th Youngest State in 2020
- 3rd Fastest-growing share of population 65 years and over between 2010 and 2020

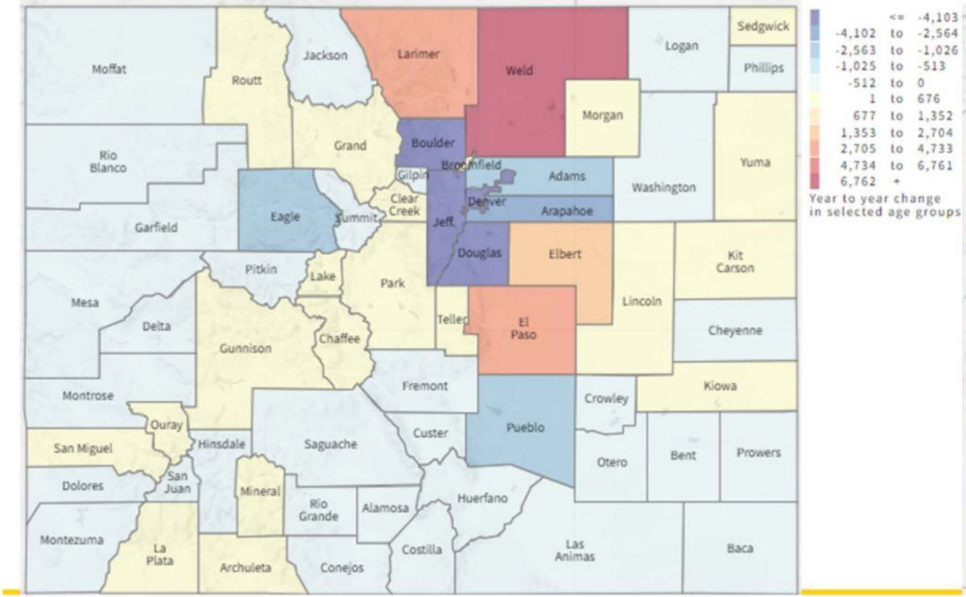
Most of these folks already live here and most of them own their house.

	0 to 17	18 to 24	25 to 44	45 to 64	65+	Total
2020	1,270,519	539,144	1,694,991	1,410,374	869,556	5,784,584
2030	1,231,182	592,886	1,850,737	1,474,314	1,174,984	6,324,103
Change	-39,337	53,742	155,746	63,940	305,428	539,519



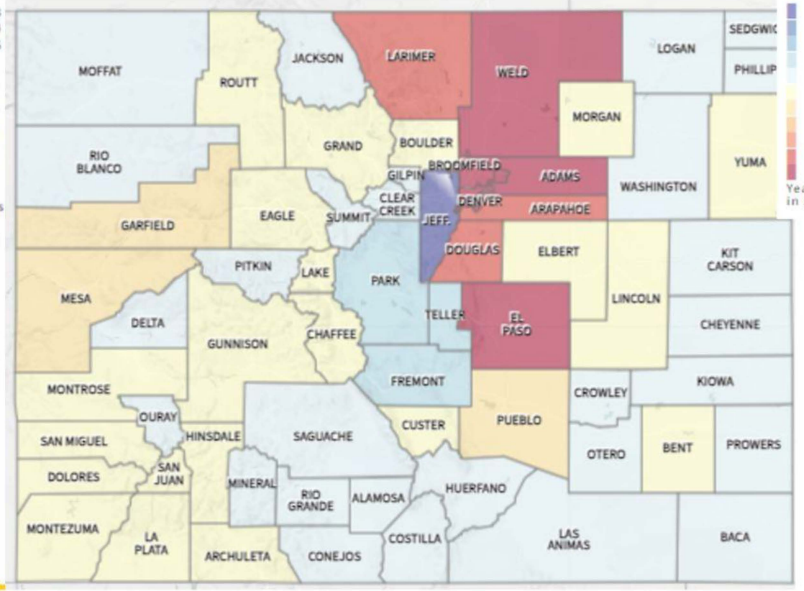
	0 to 17	18 to 24	25 to 44	45 to 64	65 to 100	Total
2020	32,913	14,737	38,019	38,217	32,107	155,993
2030	30,787	14,458	43,132	36,210	48,610	173,197
Change	-2,126	-279	5,113	-2,007	16,503	17,204

Change in the School Age Population
2020-2030

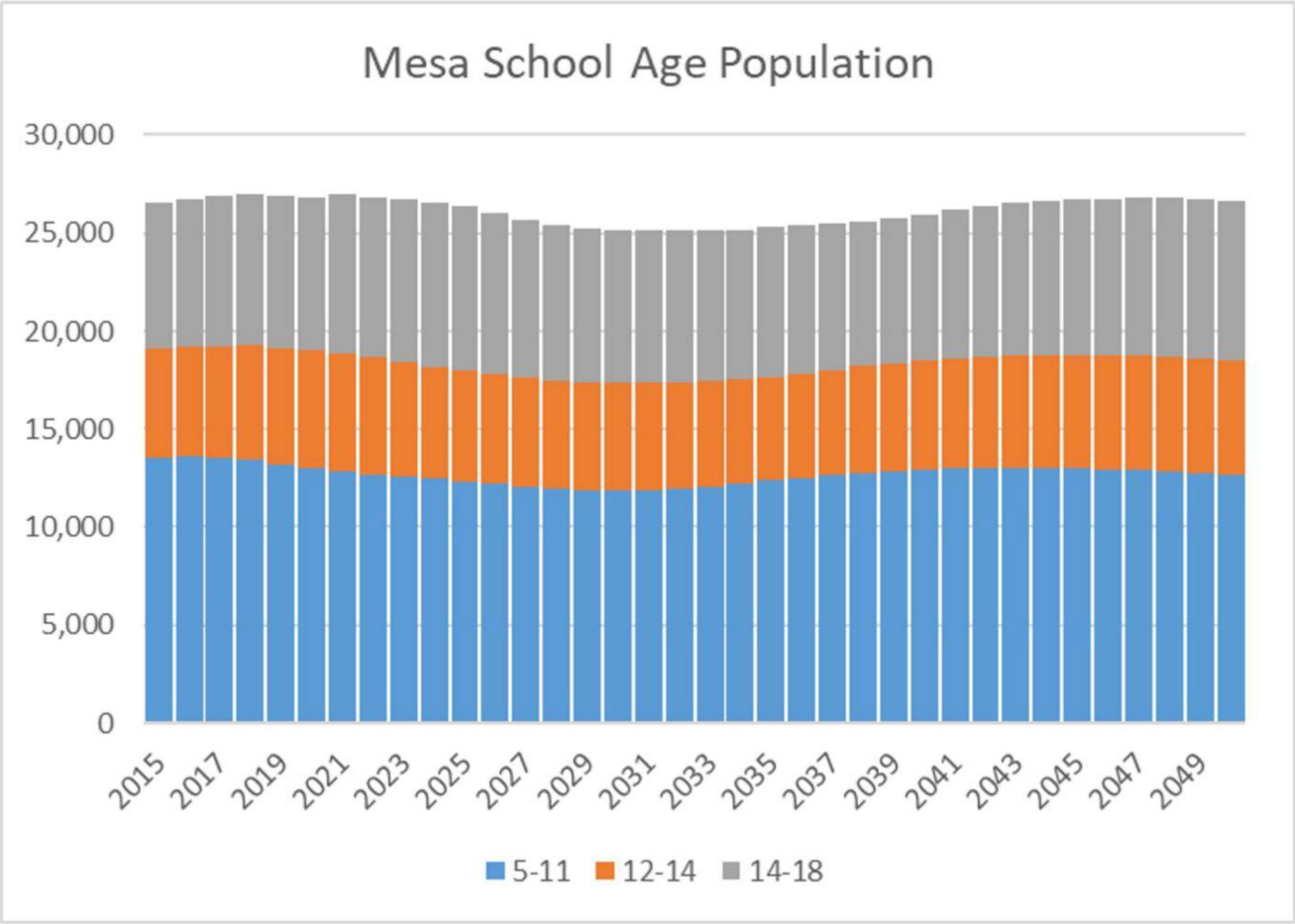


<= -4,103
-4,102 to -2,564
-2,563 to -1,026
-1,025 to -513
-512 to 0
1 to 676
677 to 1,352
1,353 to 2,704
2,705 to 4,733
4,734 to 6,761
6,762 +
Year to year change in selected age groups

Change in Prime Working Age 25-64
2020-2030

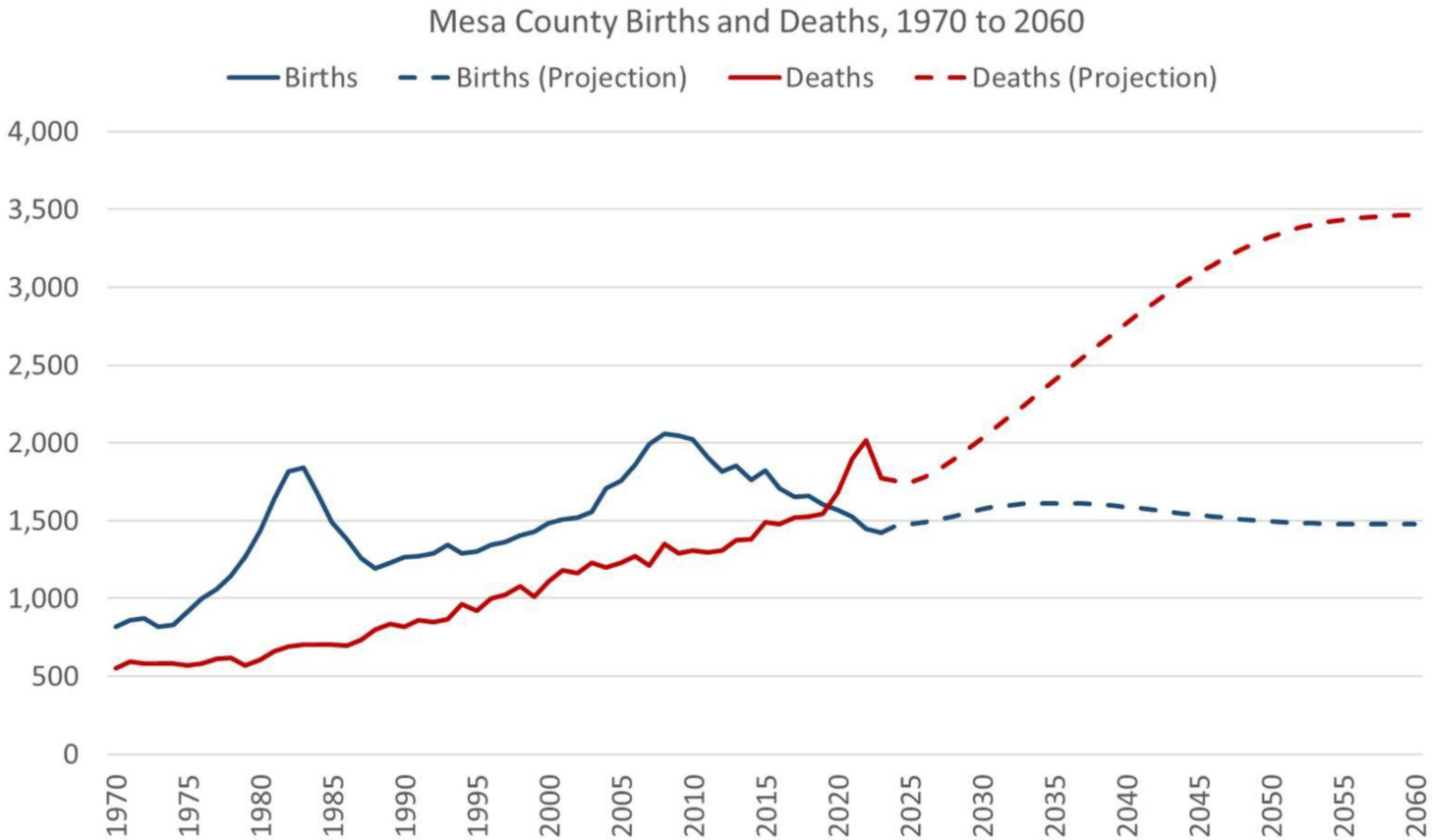


<= -6,961
-6,960 to -4,351
-4,350 to -1,740
-1,739 to -870
-869 to 0
1 to 2,378
2,379 to 4,757
4,758 to 9,513
9,514 to 16,648
16,649 to 23,783
23,784 +
Year to year change in selected age groups



	5-11	12-14	14-18	Total
2015	13,556	5,532	7,451	26,539
2016	13,590	5,612	7,561	26,763
2017	13,532	5,691	7,657	26,880
2018	13,483	5,798	7,715	26,996
2019	13,214	5,906	7,763	26,883
2020	12,997	5,999	7,802	26,798
2021	12,816	6,077	8,105	26,998
2022	12,672	5,975	8,156	26,803
2023	12,583	5,861	8,275	26,719
2024	12,462	5,720	8,364	26,546
2025	12,343	5,664	8,329	26,336
2026	12,186	5,621	8,221	26,028
2027	12,052	5,585	8,072	25,709
2028	11,940	5,533	7,936	25,409
2029	11,902	5,492	7,872	25,266
2030	11,874	5,502	7,805	25,181
2031	11,889	5,496	7,754	25,139
2032	11,934	5,482	7,704	25,120
2033	12,022	5,425	7,687	25,134
2034	12,189	5,335	7,669	25,193
2035	12,377	5,258	7,653	25,288
2036	12,519	5,259	7,620	25,398
2037	12,648	5,345	7,504	25,497
2038	12,766	5,445	7,416	25,627
2039	12,864	5,505	7,401	25,770
2040	12,943	5,563	7,428	25,934
2041	12,998	5,628	7,530	26,156
2042	13,027	5,690	7,647	26,364
2043	13,031	5,749	7,727	26,507
2044	13,021	5,795	7,806	26,622
2045	12,993	5,826	7,890	26,709
2046	12,950	5,842	7,968	26,760
2047	12,898	5,850	8,035	26,783
2048	12,832	5,850	8,085	26,767
2049	12,759	5,842	8,117	26,718
2050	12,680	5,828	8,133	26,641

Forecast



Source: State Demography Office, forecast vintage 2023

Forecast Factors

- US population growth is slowing – slowing economy
- Births have slowed, deaths increase
- Migration/Mobility slowing, International?
- Aging – impact on consumption and labor
- Jobs – drives demand for labor

Mesa Thoughts

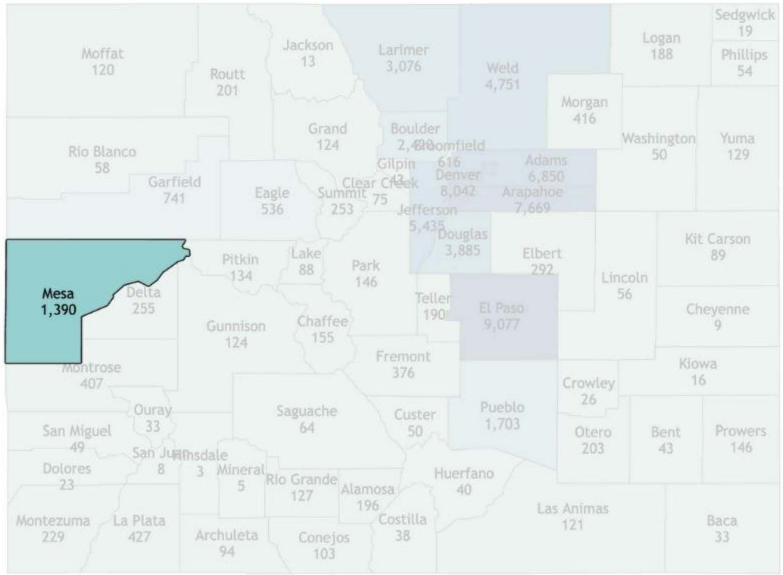
- Labor Force Demand – new jobs + retirements + remote workers
- Job growth – will it grow as its share of industries indicate?
- Will Mesa attract and retain a labor force?
- Migration has historically been young adults and older adults (drive jobs)
- Young Adults tend to have kids – but fertility has been slowing

MESA COUNTY BIRTH RATES

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

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

COLORADO
Department of Public Health & Environment

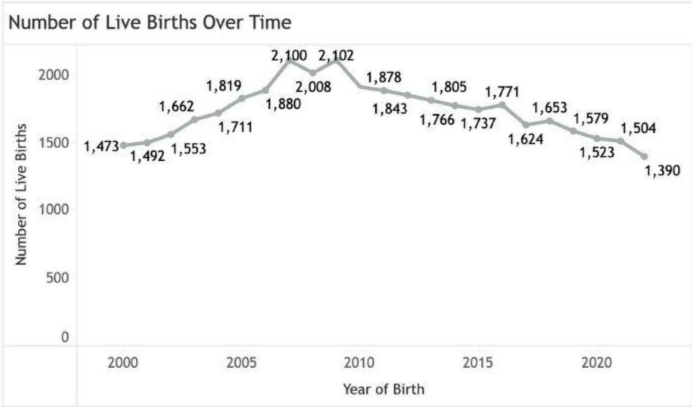


Move Slider to Select Year:

2022 — 2022

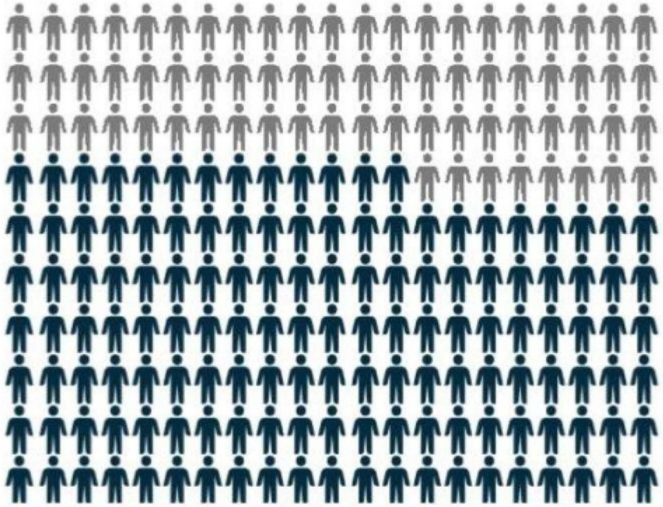
Total Number of Live Births:

1,390



MCPH DATA

Decreasing Birth Rate



The birth rate in Mesa County has been steadily decreasing for the last 15 years.

How can we adapt to better meet the needs of our changing population?

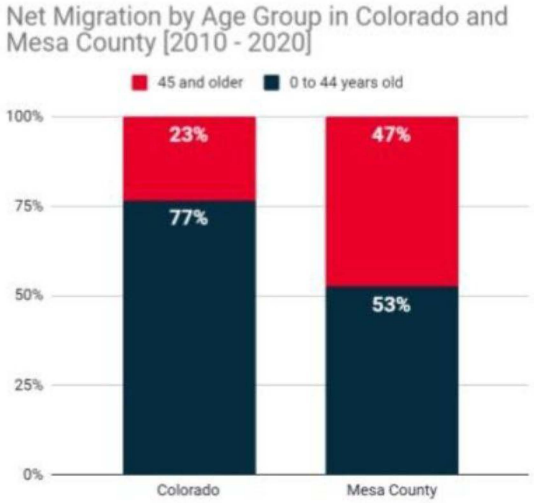
MCPH DATA

Contributing Factors

- Greater Access to Birth Control
- Inward Migration of Older Adults

MCPH DATA

Influx of Older Adults

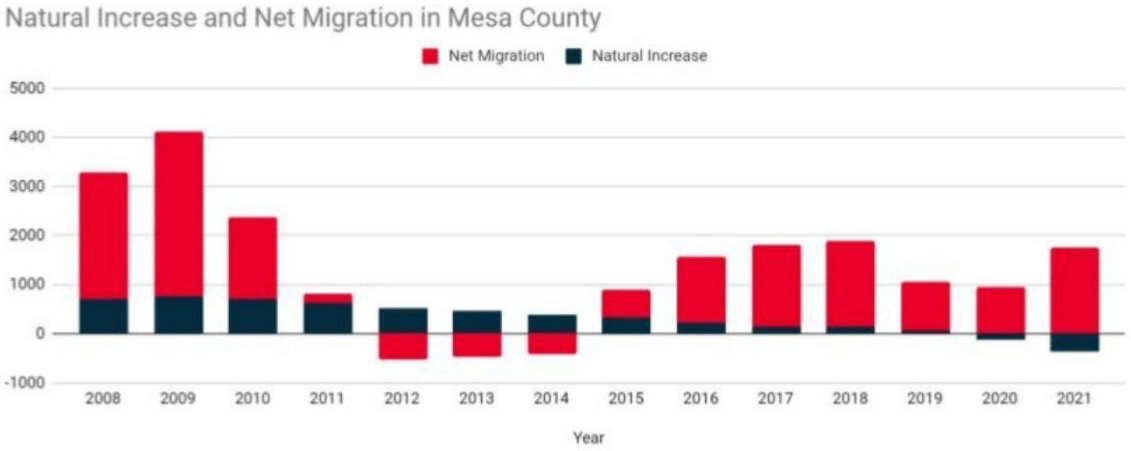


The proportion of adults 45 and older moving to Mesa County is significantly different from the statewide distribution.

MESA COUNTY PUBLIC HEALTH

MCPH DATA

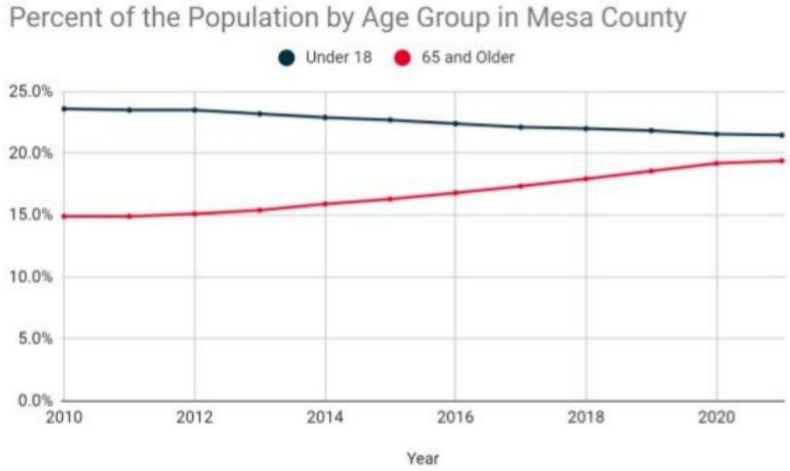
Growing Population



MESA COUNTY PUBLIC HEALTH

MCPH DATA

Aging Population



Older adults are making up a greater and greater share of the population.

MESA COUNTY PUBLIC HEALTH

Financial & Staffing Implications

Financial Implications

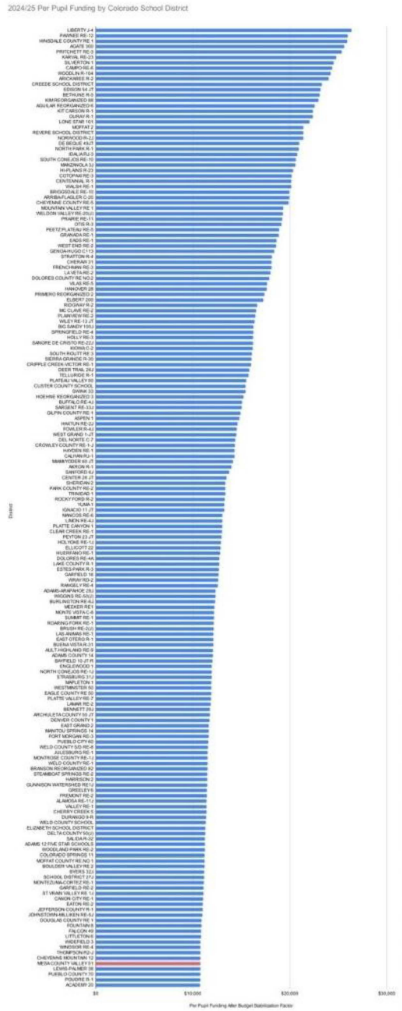
School districts funded on a per pupil basis (PPR)

Loss of students = Loss of funding

At today's PPR rate, loss of 2,049 students = $22.1 million loss in D51 per year

Colorado ranks 39th in school funding

D51 ranks 174 out of 178 school districts in PPR



Systemic Staffing

Staffing allocations are assigned to schools based on student counts

Schools are able to staff to school needs within set parameters

Allocations are in SSE = Systemic staffing equivalents, which consider number of hours worked and average cost of position

Middle School Pre-EMS Closure

Initial pre-consolidation staffing for 2023/24 SY projected overages of 22.8 positions (SSE) in middle schools

The average classroom SSE (teachers and classified support) per middle school in 2022/23 was 26.5

7 of 8 middle schools were over staffed based on projected student counts, ranging from 2-23% over

Due to prior reductions and use of temporary funding, addressing this level of overage while maintaining all buildings would have required cuts to academic programs and student supports.

Level	2023-24 Projected Staffing FTE Overages
Elementary	8.3
Middle	22.8
High	14.39
Total	**45.49**

Cost Savings From EMS Closure

14.96 of the middle school staffing overages were addressed through closure

Closure resulted in a total recurring, annual savings of $1.3 million

In addition to EMS savings, 4 SSE were reduced at schools not directly impacted by the closure, $300k

In total, recouped 83% of the middle school unfunded positions for 2023/24 budget year, $1.6m of $1.9m in unfunded positions

Remainder were to be addressed through Fruita returning to traditional grade configuration

ESSER dollars covered remaining unfunded positions

Level	2023-24 Projected Staffing FTE Overages
Elementary	8.3
Middle	22.8
High	14.39
Total	**45.49**

Staffing Impacts at Other MS's Because of EMS Closure

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

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

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

Fruita 8/9 Closure

Since 2019, FMS had declined by 150 students, Fruita 8/9 had declined by 212 students, and FMHS had declined by 61 students.

The Fruita secondary schools were overstaffed by 9 FTE.

This subsidizing of staff occurred in order to not staff the Fruita secondary schools in a way that cut programming.

Even with subsidizing of staff, Fruita secondary schools had to cut certain programs due to lack of FTE.

The average teacher salary with benefits was around $90,000.

Subsidizing 9 FTE at the average teacher salary equated to over $800,000.

We used ESSER funds to subsidize these unfunded positions, but ESSER funds were expiring in Fall of 2024, and the subsidizing of FTE was not sustainable.

Fruita 8/9 Closure

Based on projections, if we had kept the three secondary school models in Fruita in tact for the 2024-25 school year, FMS was projected to decline by another 44 students, down to 415, and Fruita 8/9 & FMHS were projected to decline by another 100 students, down to 589 at Fruita 8/9 & 1,195 at FMHS.

Based on 2024-25 enrollment projections (not including SOC), if we delayed the reconfiguration moves, FMS would have been overstaffed by 4.22 FTE, Fruita 8/9 would have been overstaffed by 5.99 FTE, and FMHS would have been overstaffed by 3.4 FTE.

Subsidizing these staffing overages in order to not impact programming in the Fruita secondary schools would have cost $1.2 million in unfunded positions that the district doesn't have.

After the closure of Fruita 8/9 and the move to a traditional 6th through 8th grade school at FMS and a traditional 9th through 12th grade school at FMHS, **the District recouped $2.1m in unfunded positions.**

Prioritizing Staff Pay & Fiscal Responsibility

Through closures, we were able to better staff schools receiving students from closed schools vs having to reduce staffing across the district which would have meant programmatic cuts.

82% of our General Fund is spent on salaries & benefits

By not spending money on subsidizing unfunded positions at the middle and high school levels, with a smart use of one-time ESSER funds, a reduction $1.3 million with Central Office staffing, plus an application of new dollars from the state towards better teacher pay, we have been able to prioritize competitive starting teacher salaries while increasing salaries for all other teachers and staff, too.

Starting teacher salary now $50,015...up from $37,500 in 2020 (Up 33%)

Moved to Steps & Lanes salary schedule

Average teacher salary has increased by 39.8% since 2020-21, up from $50,921 in 2020-21 to $71,199 in 2024-25

Reserves to over 20%...up from 5% just a few years ago

We have now met the objective of maintaining at least three months of payroll expenses

Current reserves are more in line with comparable districts and the state's benchmark for a reserve balance percentage

Current Staffing

We are currently overstaffed by 30.5 FTE, with 26.7 FTE over at the elementary school level

We are projected to decline in student enrollment by 482 students next year, with 277 of that student decline projected at the elementary level.

A loss in enrollment means the loss of per-pupil funding from the state for those students, which means a reduction in staffing at the school level.

Our staffing projections for next year show that we would need to cut approximately 43 FTE from elementary schools.

The average teacher salary w/ benefits is $97,967. At the elementary level, using the average teacher cost, we are subsidizing staffing at a cost of $2.6 million. Next year, if projections are correct and we don't close schools, we would have to subsidize staffing at the elementary level at a cost of $4.2 million.

Level	2024-25 Staffing FTE Overages
Elementary	26.7
Middle	4.9
High	1.1 under
Total	**30.5**

Level	2025-26 Projected Staffing FTE Overages
Elementary	43
Middle	5.1
High	8
Total	**56.1**

Projected Staffing Overages

Level	2025-26 Projected Staffing FTE Overages (Pre-SOC)	Cost Based on Avg Teacher Salary + Benefits
Elementary	43	$4,212,581
Middle	5.1	$499,631
High	8	$783,736
Total	**56.1**	**$5,495,948**

State Budget Forecast

After Polis' budget proposal, school leaders worry Colorado will change course on last year's school funding promises

By Jason Gonzales | November 15, 2024, 4:39pm MST

REPUBLISH

Become a Chalkbeat sponsor

2025-26 Governor's Budget Proposal

Released on November 1st

Based on 2.5% inflation

Seeks to address a $640m budget shortfall next fiscal year at the State level

- Assumes lower local share due to property tax relief changes (Requiring higher state backfill)
- Rising Medicaid costs
- TABOR revenue limitations

2025-26 Governor's Budget Proposal

For K-12, the proposal would:

Begin the implementation of a new finance formula passed in last year's legislative session

Slow implementation of the formula from 6 years to 7 years, and

Eliminate funding for averaged student counts entirely beginning in 2025-26

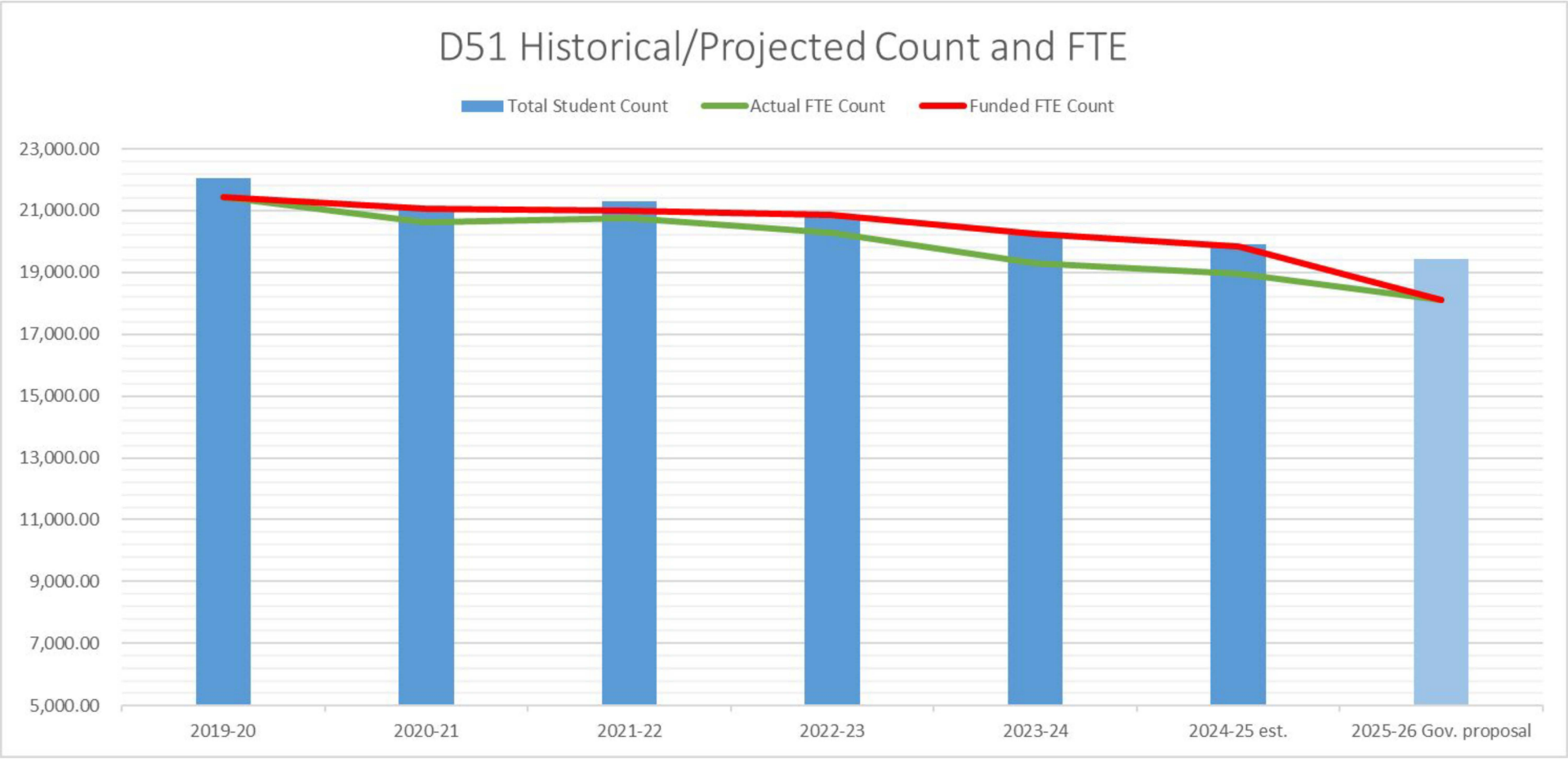
- Current formula provides up to a 5 year averaged student count
- New formula as passed last year would have allowed for up to 4 year averaged student count

Why Student Count Averaging Is Important To Districts Experiencing Declining Enrollment

“Averaging is a proven strategy to transition responsibly with master contracts, curriculum and instruction implications, and community involvement in decisions that impact students.” (CASE, Colorado Association of School Executives, April 2024)

Averaging provides time for districts to make necessary expenditure adjustments

Without averaging, district budgets will immediately be impacted by a loss of funding when there are declines in enrollment, which will force districts to move faster to make tough decisions


D51 Historical/Projected Count and FTE
Total Student Count
Actual FTE Count
Funded FTE Count
23,000.00
21,000.00
19,000.00
17,000.00
15,000.00
13,000.00
11,000.00
9,000.00
7,000.00
5,000.00
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25 est.
2025-26 Gov. proposal

Governor's Budget Projected Revenue Impacts for D51

- PPR (Per Pupil Revenue) increase 9.55%-10% (Inflation and new formula impacts)
- Estimated funded FTE decrease 8.39% (Continued projected enrollment declines and loss of funding for averaging)
- Net 0.36-0.77% increase ($777k-$1.6m)

D51's current adopted budget authorized a one time use of $2m in reserves for 2024-25 while decisions around elementary closures were made, which will need to be corrected for a balanced budget next year.

Additionally, there are annual contractual or required cost increases, such as transportation, employee health insurance, and utilities that still need to be covered.

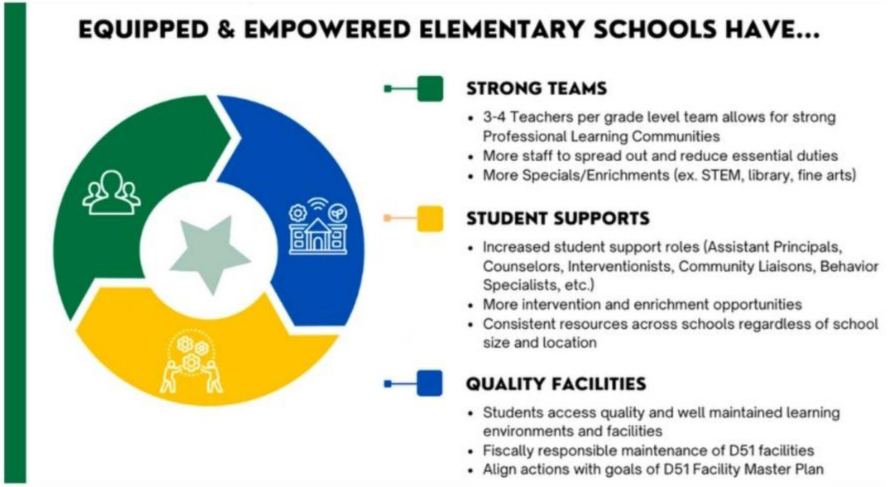
As it currently stands, these projected revenues will likely not allow for step or cost of living adjustments for staff.

Ultimately, funding will be set by the leg session that convenes January 8 - May 7, 2025

Closure Pathway

Equipped and Empowered Schools

The committee was committed to creating safe and successful classrooms for students and staff, and the idea of "Equipped and Empowered Schools" was created. Schools under this model offer better staffing and resources, ultimately having a positive impact on student academic success, safety, and teacher collaboration.



Principals expressed that an enrollment **closer to 400 students** is considered ideal, as it allows for better student support, adequate resources, and appropriate staffing.

Based on enrollment projections for the upcoming school year:

- 3 elementary schools will have enrollment above 400
- 14 elementary schools will have enrollment between 300 and 400
- 6 elementary schools will have enrollment between 200 and 300
- 2 elementary schools will have enrollment below 200

Principals emphasized the importance of consistent staffing to ensure hiring and retention success and to best support our students.

Effectively staffing schools is a challenge, and has been over the last few years, due to limited resources, with declining enrollment compounding that issue.

In order to consistently staff all of our schools as an “Equipped and Empowered Elementary School,” regardless of student enrollment size, change has to happen as staffing the current 25 elementary schools at an Equipped and Empowered level would require additional funding.

Closures To Better Utilize Schools

The recommendation is to move to closure to “rightsizing” our district by closing elementary schools now so that we can better utilize and staff the remaining schools into the future.

Much like the outcome of the closure of East Middle School and Fruita 8/9, by relocating students from a closed school through a boundary change, and boosting the enrollment at the receiving schools, we can add staff to those receiving schools as opposed to reducing the number of staff.

We would still need to reduce FTE at the elementary school level, based on projections, by about 16 FTE next year as not every school would be impacted by the school closures.

But, the schools receiving students would see an increase in FTE as opposed to a reduction, which they are currently projected to have.

Average School Enrollment Info

In 2019, which was the peak enrollment year for District 51, our elementary schools had an average enrollment of 388 students, which was closer to the ideal number of 400 for staffing efficiency purposes.

This year, due to declining enrollment since 2019, the average enrollment at District 51 elementary schools has dropped to 334, making it harder to staff our buildings.

Closing three elementary schools is projected to get our average enrollment at D51 elementary schools up to 369.

While closing four elementary schools gets that projected average elementary school enrollment up to 387, there is a risk that closing four schools might lead to the need for a reduction in force.

We do not want to lay off teachers, so we are recommending the closure of three elementary schools at this time.

But, it is essential that we continue to keep an eye on how enrollment declines are impacting our schools and staffing in the years to come.

Nisley

Nisley - Year 5 Accountability Clock

The closure recommendation for Nisley Elementary School is a recommendation outside of the Elementary Declining Enrollment Committee process.

It is a recommendation that follows policy FCB, which states that:

“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.”

In the case of Nisley Elementary School, the recommendation is being made to close the school due to academic underperformance.

This school year, **Nisley Elementary School entered Year 5 of the Accountability Clock** with the Colorado Department of Education.

Every year schools receive a performance rating based on their academic performance. These reports are delivered in the form of a School Performance Framework (SPF). For elementary schools, the SPF is based on Academic Growth (60%) and Academic Achievement (40%).

Schools can receive a rating, from lowest to highest, of Turnaround, Priority Improvement, Improvement, or Performance.

Nisley - Year 5 Accountability Clock

The State Review Panel, managed by SchoolWorks, consists of Colorado education experts who assess schools/districts "On the Clock" to determine their capacity for significant improvement.

The process includes reviewing documents, a 2-day site visit with staff and community engagement, and a final report recommending one of five improvement pathways: External Management, Innovation Status, Charter School Conversion, Closure, or Community School Conversion.

The panel evaluates six criteria, including leadership, infrastructure, personnel readiness, engagement with external support, potential impact of state investment, and the necessity for the school/district to remain open. Capacity levels are rated from "Not Effective" to "Effective."

Nisley Elementary School's accountability clock status reveals that **Nisley has scored in the bottom two academic levels on their School Performance Framework seven of the last eight years.**

Nisley Elementary School moved to a Priority Improvement rated school in 2017 and remained there until 2022.

In 2022, Nisley Elementary School moved to Improvement status after the district submitted a "request to reconsider."

A school must remain at either Improvement or Performance status for two consecutive years to exit the accountability clock. Nisley Elementary School dropped back to Priority Improvement in 2023 and has remained there.

Because of a two year accountability clock pause during COVID-19, and because they achieved Improvement status in 2022, Nisley is now in Year 5 of the Accountability Clock, even though they have been at the bottom two academic rating levels for seven of the last eight years.

Nisley - Year 5 Accountability Clock

The State Review Panel's report for Nisley Elementary School, following a site visit on March 4, 2024, assessed the school's capacity for improvement.

The school received an "Early Developing" rating in leadership, infrastructure, personnel readiness to implement improvements, and capacity to engage with external partners.

However, it was rated "Not Effective" regarding the likelihood of positive returns on state investments in the current structure.

Important to note. Even though the school scored in the bottom two capacity levels for each category, the 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.”

Nisley - Year 5 Accountability Clock

While Nisley Elementary School has served our community since 1958, the school has not been performing well academically over the past eight years despite the district and state providing additional funding for training and support.

The school has averaged a teacher turnover rate of 48.5% over the past six years with the highest turnover rate of 67.1% occurring in 2022-23.

The District has also provided numerous supports to the Nisley administration and staff during their time in low performance.

Through Empowering Action for School Improvement (EASI) grant dollars, Nisley has received close to $170,000 in additional support, and through Title I dollars, Nisley has received over $2.5 million in additional support.

In a time of declining enrollment in our district that is leading to the closure of elementary schools, the CDE pathway of “closure” is the preferred pathway at this time.

While the state did not recommend closure, their rationale was that the school serves the only homeless shelter serving Grand Junction. The District recognizes this and is dedicated to serving the homeless students at Nisley just as we do at every school that serves homeless students.

CDE has charged district leadership with developing a pathway plan for Nisley Elementary School that meets the needs of the school and the district. **The recommendation is to close Nisley Elementary School beginning with the 2025-26 school year.**

Nisley - Year 5 Accountability Clock

Students who reside in Nisley Elementary School's current attendance zone will have their boundaries adjusted to begin attending either Orchard Avenue Elementary School or Fruitvale Elementary School beginning in the 2025-26 school year.

Orchard Avenue Elementary is a Performance rated school (highest academic rating in Colorado), and Fruitvale Elementary School is an Improvement rated school (second highest academic rating in Colorado).

Nisley Elementary School currently has a little over 30 students attending their school on a transfer or School of Choice.

Those students who do not reside in Nisley Elementary School's current boundaries but attend the school will need to return to their neighborhood school beginning in the 2025-26 school year, or apply to a different school through the School of Choice process in January.

Nisley Building Deficiencies

Nisley Elementary School is in fair condition. The most significant physical needs are related to replacing HVAC rooftop units, boilers and controls, site paving, plumbing upgrades, interior finishes and casework and the replacement of light fixtures. There are also significant ACM abatement and ADA accessibility needs. This school's educational adequacy would benefit from modernized special education and small group support spaces, improved acoustical conditions in the learning environments, music classroom improvements, a better computer lab, and better supervision of spaces.

Elementary Declining Enrollment Committee

Elementary Declining Enrollment Committee

Membership:

- Elementary Teachers
- Elementary Administrators
- Family members who serve on the District Accountability Committee (DAC)
- Community Members who serve varied roles such as city planning, community assets, minority advisory committee representation, and/or on D51 Strategic Plan Priority Area Work Groups
- Members of the D51 Senior Leadership Team
- Board of Education members
- Other D51 leaders who represent communications and support with facilitation

Elementary Declining Enrollment Committee

10 Meetings With Over 30+ Hours of Work

Meeting 1 (4/11/23): Initial D51 Grounding/ Survey of Research
Meeting 2 (4/25/23): Begin Analysis of D51 Initial Consolidation Process by Developing a Problem Statement/ Review a School Consolidation Case Study
Meeting 3 (5/9/23): Learn from Demographers/ Continue Analysis of D51 Consolidation Process

- Understand what an enrollment and budget shortfall means for the district and schools
- Review other possible approaches to address enrollment decline

Meeting 4 (5/31/23): Review AND prioritize other Paths/ Begin developing D51 Consolidation Criteria

Elementary Declining Enrollment Committee

Meeting 5 (6/27/23): Understand Recommendation Report and Draft D51 Consolidation/Closure Criteria

Town Halls (6/29/23, 7/5/23 -Virtual, and 7/12/23): Framing of Current State and Problem Statement, Review of Pathways Considered, and Review Format and Potential Topics for BOE Recommendation Menu

Meeting 6 (7/11/23): Continue to Draft Consolidation/Closure Criteria

Meeting 7 (7/25/23): Continue to Draft Consolidation/Closure Criteria, Draft School Consolidation Guiding Principles

Meeting 8 (8/14/23): Continue to Draft Consolidation/Closure Criteria

Meeting 9 (8/22/23): Finalize Consolidation/Closure Criteria, Draft Why/What for Paths #2 Through #5

Meeting 10 (9/12/23): Review BOE Presentation & Potential Policy

EDEC Pathways

CURRENT DECLINING STUDENT ENROLLMENT NEGATIVELY IMPACTS D51 RESOURCES AND INFRASTRUCTURE. THE IMPACT LIMITS D51'S ABILITY TO ASSEMBLE THE CRITICAL RESOURCES AND INFRASTRUCTURE TO ADEQUATELY SUPPORT & IMPLEMENT THE STRATEGIC PLAN. WE DESIRE TO REALLOCATE RESOURCES TO CREATE SAFE, SUCCESSFUL CLASSROOMS FOR STUDENTS AND STAFF.

Pathway 1

SCHOOL CLOSURE & CONSOLIDATION:
School closure & consolidation was the most supported Pathway, with over 80% of voting members ranking it as the most viable option.

Pathway 2

MILL LEVY:
The committee heavily supported the district exploring the potential for additional mill levy overrides to help address funding shortages.

Pathway 3

PROMOTE AND INCREASE ROBUST & ALIGNED OPTIONS:
The committee supported exploring ways to highlight the different options the district offers while exploring new options to attract and retain families in D51.

Pathway 4

SUBSIDIZE & PROVIDE FLEXIBLE SUPPORT THROUGH POSSIBLE INCREASES IN STATE PER PUPIL FUNDING:
The committee determined the need to possibly use potential future increases in funding from the state to subsidize unfunded positions in the short term.

Pathway 5

ONGOING EVALUATION OF CENTRAL OFFICE STAFFING AND PROGRAMS:
The committee recommended the district continue to evaluate central office staffing and programs to identify the level of return on investment and additional savings where possible.

EDEC Closure Criteria

In March, D51 engaged with A&M to create a decision model that would apply the 6 closure criteria identified by the EDEC through a formula. Based on the EDEC criteria, and engagement with D51 leadership, A&M created data-informed methodologies to score elementary schools comparatively utilizing the EDEC's 6 consolidation factors and designate weights.

	Building Adequacy	Transportation / Proximity	Low Enrollment	Logic of Future Boundaries	School Performance	Geographic Future Growth
EDEC Points Allocation	45.3	20.6	11.6	8.7	7.6	6.4
Methodology	Facility composite score	Measure of closure impact on transportation distance	Facilities utilization today	Analysis of open seats within 2 miles of each school (present + future)	Academic achievement and growth across multiple assessments	Projections of campus enrollment change over 5 years
Source of Data for Analysis	2024 Facilities Condition Assessment	Student and School Location Data	October Count	Point-to-point distance and capacity analysis	SPF, Math, Literature Scores Since 2019	5-year Demographer projections

The combination of scores across each factor is used to calculate a total score between 0 and 100.2, and create a ranked list which prioritizes schools for consolidation consideration.

Building Adequacy - 92% Said Top Criteria

EDEC Feedback:

- Student physical safety is paramount
- Safety and viability for students
- We need to have buildings that can last long-term and not become a financial black hole. Also, we need the buildings to be safe.
- Must be considered
- I feel like this is very important, especially financially (longer term).
- Critical to building safety
- Safety & Learning Environment; Must consider this for fiscal responsibility
- Keep the best condition schools with adequacy to support all programming and student safety/accommodations.
- We need to look at the condition of the school and cost.
- Buildings that are poorly designed for current goals, require money in upcoming maintenance, and are or aren't safe should be considered either way.
- Ensure that all students can be accommodated in the building to be safe and have a positive learning environment. While also ensuring longevity of the school.

School Performance - 67% Said Not At All

EDEC Feedback:

- Should be considered, but with the least amount of weight
- Moving target
- The SPF includes too many different things that indicate different things. Also, it changes so often, and it can be affected by changes within that building.
- Achievement and growth aren't the same thing. Also, not all schools are currently given the same resources or have the same demographics to reflect positive achievement and growth.
- Picks on low performing schools
- There are so many factors that can impact this rating.
- There are too many factors that contribute to these ratings.
- Would only support growth possibly, not achievement, and maybe lower tier
- I feel this is harmful to poor and BIPOC communities. The schools they attend tend not to have the resources, nor do the parents have the resources to pay for a tutor for their child.
- Too many variables and can change with leadership.
- Our goal is to educate kids. If we have a school that's doing a good job- it should be considered.

School Consolidation Factor Analysis

To utilize the EDEC factors in prioritizing D51 schools for consolidation consideration, D51 contracted with A&M to develop an integrated model which applies a consistent methodology in a transparent manner which supports both objectivity and understanding.

1	2	3	4	5	6
Data Collection	**Subject Matter Expert Interviews**	**Propose Preliminary Metrics**	**Integrated and normalized metric results**	**Presented summary results to SMEs and leadership**	**Updated integrated analysis and finalized school scores/rankings**

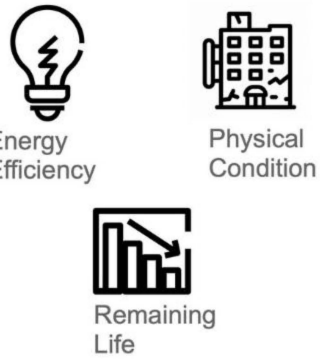
Throughout this process, A&M maintained independence from district or SME biases by only presenting analysis methodology with notional outputs, ensuring methodology was understood and vetted, but not allowing modifications based on results of preliminary analysis.

Building Adequacy

EDEC Points: 45.3

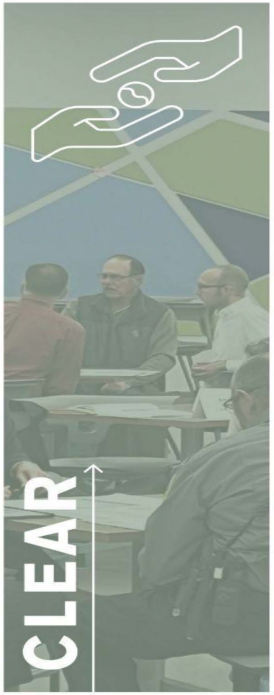
Assess the physical condition of each school and the adequacy of the facility to meet educational objectives.

	Building Condition	Building Adequacy
Subfactor scoring	Raw score adjusted by adequacy figure to produce composite score	Adjustments made against overall building condition figure depending on adequacy level
Measured attributes	Physical condition of the structure, including remaining life of substructures	Adequacy of the existing structure to serve educational needs of students

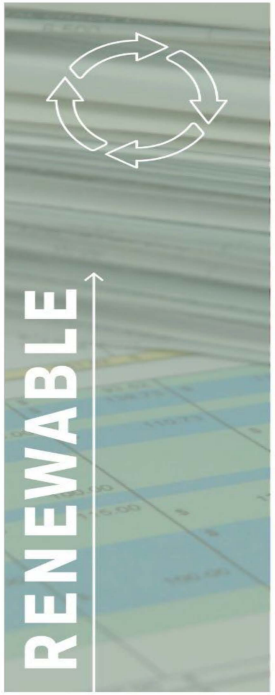


Source: 2024 Facilities Assessment by HCM

MASTER PLAN GUIDING PRINCIPLES



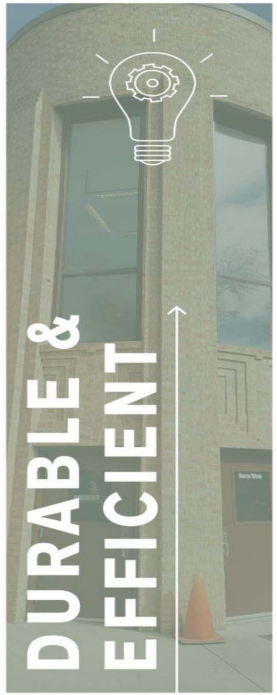
Create a clear, attainable plan that is accessible to and engages every community and stakeholder group



Produce a realistic, financially feasible strategy that can be updated on a regular schedule

Improve communication, control access, and enhance supervision throughout school facilities

Develop flexible spaces to support next generation learning, changing enrollments, and evolving career paths and skills



Prioritize decisions leading to long-lasting, energy-conscious facilities

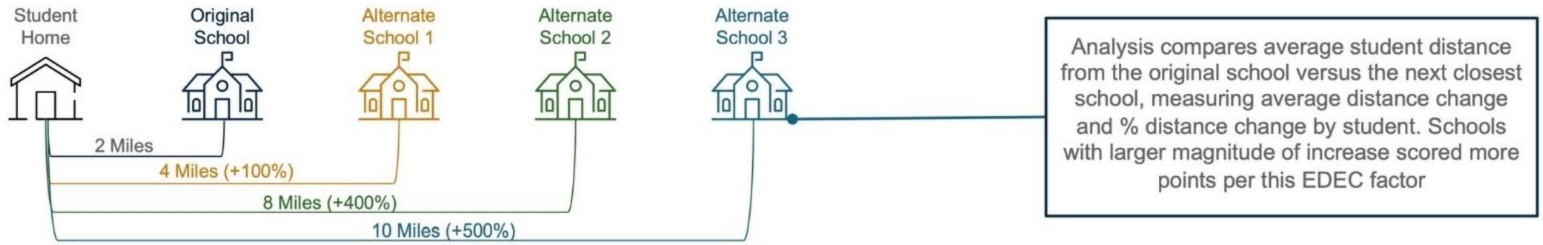
Promote community involvement with safe access and afterschool use opportunities

Transportation Proximity

EDEC Points: 20.6

Understand the proximity of students to potential alternative schools to understand the magnitude of the transportation impact caused by consolidation

	Average Mileage Increase by Student	Average Percentage Distance Change by Student
Subfactor weight	50%	50%
Measured attributes	Additional miles traveled by average student to closest alternative school	Percentage increase in distance by average student to closest alternative school



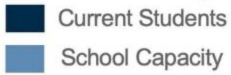
Source: A&M Analysis of student proximity to schools

Low Enrollment

EDEC Points: 11.6

Identify schools where enrollments are lowest relative to the capacity of the school to house students

	Building Utilization
Subfactor weight	100%
Measured attributes	Current utilization of a school building, comparing enrollment to capacity



In this sample, a school is operating with less than 60% of the students it was designed for. This makes it difficult for the school to provide adequate services to students as-designed

Source: Current building utilization figures as per D51

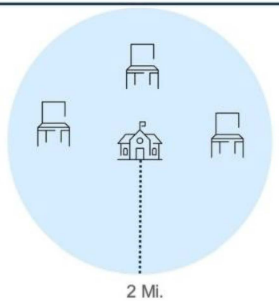
Logic of Future Boundaries

EDEC Points: 8.7

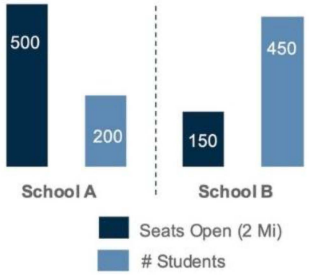
Assess the degree to which school closures could impact future boundaries, and measure the difference in impact across all schools

	Current enrollment versus current open seats	Future enrollment versus future open seats
Subfactor weight	75%	25%
Measured attributes	As of today, number of seats open within 2 miles of each school versus school enrollment	In 5 years, number of seats open within 2 miles of each school versus school enrollment

Step 1:
Analysis measures open seats within 2 miles of each school



Step 2:
Schools existing/future enrollments are compared to the open seats available in 2 mi.



Step 3:
Impact of future boundaries is compared between schools: School A consolidation less impactful to boundaries because seats exist nearby for students

	Open Seats in 2 Mi	# Students	Seat Surplus / Deficit
School A	500	200	+300
School B	150	450	-300

Source: A&M Analysis of open seats within proximity of all schools

School Performance

EDEC Points: 7.6

Measure the academic performance of all schools relative to one another

	Academic Growth	Academic Achievement
Subfactor weight	60%	40%
Measured attributes	2023 points earned by school as a percentage of 2019 points earned by school in State Performance Factor, Math, and Literacy scores	2023 points earned by school earned by school in State Performance Factor, Math, and Literacy scores

	2019 Points (Average)	2023 Points (Average)	Growth
School A	40%	70%	+75%
School B	40%	50%	+25%

School A shows superior growth in scores across a 4-year period

School A has a significantly higher achievement score as of 2023

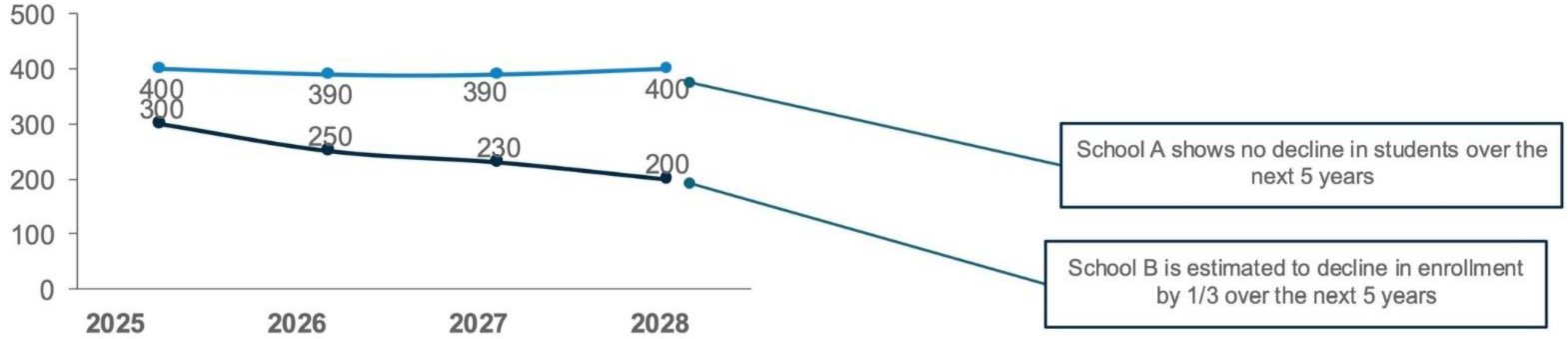
Source: CDE Figures for growth from 2019-2023 and achievement in 2023, ELA, Math, SPF

Geographic Future Growth

EDEC Points: 6.4

Measure the population growth in future years and understand how it will impact each school

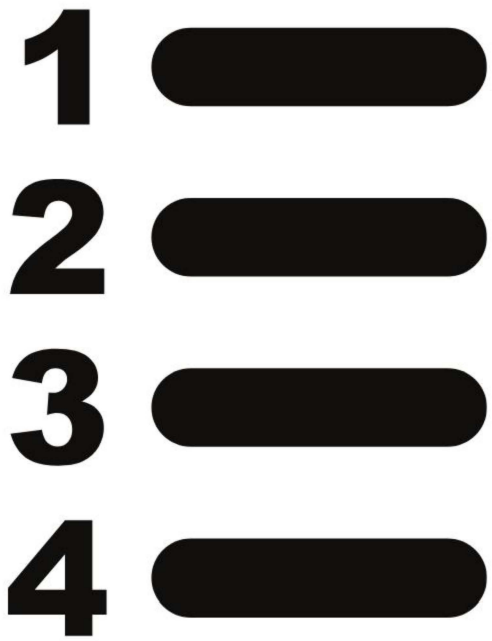
	Growth Rate over 5-Y
Subfactor weight	**100%**
Measured attributes	**Demographic projections of 5 year change in student populations by school (annual rate of change)**



Source: Western demographics of 5-Year student population change, A&M Analysis

EDEC Analysis Results

The EDEC analysis produced consolidated scores for the elementary campuses considered by EDEC. Results of each metric were normalized against peers schools to allow metrics of different magnitude and measure to be compared equally.



The Schools with the highest total rating were scored highly on the criteria established by EDEC, and are the least likely candidates for consolidation, while schools with lower scores are identified as priorities for school consolidation.

EDEC Analysis Results

The EDEC analysis produced consolidated scores for the elementary campuses considered by EDEC. Results of each metric were normalized against peers schools to allow metrics of different magnitude and measure to be compared equally.

School	Building Adequacy (45.3 Possible)	Transportation /Proximity (20.6 Possible)	Low Enrollment (11.6 Possible)	Logic of Future Boundaries (8.7 Possible)	School Performance (7.6 Possible)	Geographic Future Growth (6.4 Possible)	Total
Scenic	6.12	4.89	6.67	4.79	5.67	0	28.14
Clifton	9.29	9.62	4.69	5.05	0	5.18	33.82

The Schools with the highest total rating were scored highly on the criteria established by EDEC, and are the least likely candidates for consolidation, while schools with lower scores are identified as priorities for school consolidation.

It is important to note that the school that was the next possible option based on the application of the criteria through the decision matrix scored a 40.27, highlighting the gap between the two schools scoring the lowest and the next possible option.

Scenic

Scenic Closure Recommendation

Scenic Elementary School scored a 28.14 out of a possible 100.2 points in the decision matrix that was guided by the application of the closure criteria developed by the Elementary Declining Enrollment Committee.

Scenic Elementary School was rated an “F” as a school facility in the Facility Master Plan.

Scenic Elementary School has a capacity of 304 students, and the school’s current enrollment is 241.

Scenic currently has 144 students attending who live in the school’s attendance boundary, 25 students attending on a Transfer from another school, and 72 students attending on a School of Choice Transfer from another school.

Scenic also currently has 27 students who live in the school’s attendance boundary who attend a Choice/Option School in the district, 9 students attending another school on a Transfer, and 23 students attending another school on a School of Choice Transfer.

While Scenic Elementary School saw an increase in student enrollment this year after recent declines in enrollment, many of those new students were from the School of Choice and Transfer Process and not from natural growth in the school’s boundaries.

Scenic Elementary School is projected to decline in enrollment moving forward, as it had prior to this year, with a projected enrollment of less than 200 students as early as the 2027 school year.

Scenic Building Deficiencies

Scenic Elementary School is in a distressed condition. Physical needs include replacing HVAC systems, plumbing and lighting fixtures, adding a fire sprinkler system and elevator, site and parking lot paving, ADA upgrades, floor finishes and casework. This school's educational adequacy would benefit greatly from acoustical and physical separation between learning environments.

- Site Safety: Music modular is not connected to main building.
- Site Safety: Traffic safety bollards are not present at the front of the building.
- Site Safety: Admin line-of-sight to parking / driveway is limited.
- Site Conditions: Playground equipment is beyond its expected life.
- Site Conditions: Majority of paving requires replacement.
- Site Conditions: Site requires re-grading to drain water away from building.
- Exterior Wall: Numerous areas of masonry cracking and structural movement require repair.
- Exterior Wall Soffit panels and exterior wood framing is showing water damage / rot and should be replaced or covered with metal.
- Structural: Areas of water infiltration are causing building damage at exterior walls.
- Energy Efficiency: Exterior hollow metal windows are original, are not thermally broken and nearing end of useful life and should be replaced with newer, more energy efficient solutions.
- Life Safety: The building is combustible wood construction and should have a fire sprinkler system added for safety.
- Accessibility: Not all toilet rooms are ADA compliant.
- Accessibility: Most door hardware is not ADA compliant. Door hardware is not compliant with State standards for classroom safety/security.
- Accessibility: An elevator is required for ADA compliance.
- Interiors: Several areas of flooring require replacement.
- Interiors: Casework is beyond useful life and requires replacement throughout.
- Interiors: Stairs and railings are not code compliant and are unsafe.
- Mechanical / HVAC: Most mechanical equipment will require replacement in the next 5-10 years.
- Plumbing: Fixtures require replacement.
- Electrical: Fluorescent light fixtures will require replacement with LED fixtures within 5 years.
- Educational Adequacy: Interior lighting not LED nor dimmable.
- Educational Adequacy: Lack of walls between classrooms throughout (acoustical issues)
- Educational Adequacy: Lack of dedicated rooms designed to serve SPED population.
- Educational Adequacy: Lack of small group or pull spaces to support one-on-one or group interventions.

Scenic Closure Recommendation

The closure of Scenic Elementary School would require a boundary change, sending current and future students who reside in the current Scenic Elementary School boundary to both Broadway Elementary School and Wingate Elementary School beginning in the 2025-26 school year.

This would boost enrollment at both of those schools, provide more staffing, and allow students at Scenic (a Performance School) to attend two schools that are also Performance Schools.

Students who attend Scenic Elementary School and do not reside in the Scenic Elementary School attendance boundary would return to the school where they reside.

They will have the option to either attend their neighborhood school, apply for School of Choice to another school, or apply for a Transfer to another school.

Clifton

Clifton Closure Recommendation

Clifton Elementary School scored a 33.82 out of a possible 100.2 points in the decision matrix that was guided by the application of the closure criteria developed by the Elementary Declining Enrollment Committee.

Clifton Elementary School was rated an “D” as a school facility in the Facility Master Plan.

Clifton Elementary School has a capacity of 492 students, and the school’s current enrollment is 305.

Clifton currently has 272 students attending who live in the school’s attendance boundary, 9 students attending on a Transfer from another school, 19 students attending on a School of Choice Transfer from another school, and 5 students attending for other reasons.

Clifton also currently has 27 students who live in the school’s attendance boundary who attend a Choice/Option School in the district, 14 students attending another school on a Transfer, 30 students attending another school on a School of Choice Transfer, and 2 students attending other schools for other reasons.

Clifton Elementary School saw a decrease in student enrollment this year after previous declines in enrollment.

Clifton Elementary School is projected to decline in enrollment moving forward, as it has in current and previous years, with a projected enrollment of less than 300 students as early as the 2027 school year.

Clifton Building Deficiencies

Clifton Elementary School is in poor condition. The most significant physical needs are related to replacing HVAC rooftop units and controls, adding a fire sprinkler system, site and parking lot paving, restroom renovations for ADA access, flooring replacement and an upcoming need for window replacement. This school's educational adequacy would benefit from modernized special education and small group support spaces, and improved acoustical and conditions in the learning environments.

- Site Safety: Multiple non-connected buildings.
- Roof: Roofing was installed in 2004 and is near end of life and will require replacement.
- Exterior Wall: Caulking required at all joints in the exterior wall (around windows, between walks and the exterior wall, and at brick masonry control joints).
- Energy Efficiency: Exterior aluminum windows are original to the 1982 construction and are not thermally broken and nearing end of useful life and should be replaced with newer, more energy efficient solutions.
- Life Safety: The building does not have the current code required fire sprinkler system.
- Life Safety: Public Address system requires replacement.
- Accessibility: None of the toilet groups meet accessibility requirements.
- Interiors: Majority of carpeting original to 1982 construction and is at end of life.
- Mechanical / HVAC: Most mechanical equipment will require replacement in the next 5-10 years.
- Educational Adequacy: Interior lighting not LED nor dimmable.
- Educational Adequacy: Lack of acoustical isolation between classrooms.
- Educational Adequacy: Lack of dedicated rooms designed to serve SPED population.
- Educational Adequacy: Lack of small group or pull spaces to support one-on-one or group interventions.

Clifton Closure Recommendation

The closure of Clifton Elementary School would require a boundary change, sending current and future students who reside in the current Clifton Elementary School boundary to either both Thunder Mountain Elementary School and Rocky Mountain Elementary School, or to Thunder Mountain Elementary School, Rocky Mountain Elementary School, and Chatfield Elementary School beginning in the 2025-26 school year.

This would boost enrollment at those schools, provide more staffing, and allow students at Clifton (a Turnaround School) to attend schools that are a Performance, Improvement, and Turnaround School (was an Improvement School prior).

Students who attend Clifton Elementary School and do not reside in the Clifton Elementary School attendance boundary would return to the school where they reside.

They will have the option to either attend their neighborhood school, apply for School of Choice to another school, or apply for a Transfer to another school.

Financial & Staffing Impact Of Closures

Preliminary 2025-26 Staffing Adjustments

School	24/25 Student Count	Change In Student Count From Original Projections	Original 25/26 Staffing Under/(Over) Projections	Actual 25/26 Staffing Adjustments	Change In SSE Adjustments From Original Under/(Over) Projections
Broadway	261	36	(1.22)	1.55	2.77
Chatfield	322	58	0.30	4.78	4.48
Fruitvale	332	127	(1.74)	7.42	9.16
Orchard Avenue	293	123	(1.60)	7.47	9.07
Rocky Mountain	366	96	(2.06)	4.71	6.77
Thunder Mountain	379	115	(2.33)	5.72	8.05
Wingate	363	89	(1.88)	4.72	6.60

These are estimates that will be adjusted based on boundary changes and school of choice enrollments

Closure Efficiencies

Elementary Schools are currently overstaffed by 26.7 FTE. The average teacher salary w/ benefits is $97,967. At the elementary level, using the average teacher cost, we are subsidizing staffing at a cost of $2.6 million.

Next year, if projections are correct and we don't close schools, we would have to subsidize staffing at the elementary level by 43 FTE at a cost of $4.2 million. That's money for unfunded positions that the district doesn't have.

After the closure of Nisley, Scenic, and Clifton, **the District would recoup about $1.4m in unfunded positions.**

We would still need to reduce FTE at remaining elementary schools where there are overages to recoup the remaining amount in overages from funding unfunded positions this year.

Closure Efficiencies

2023-24 Building Operational Costs

Building Name	Total Utility Cost	Custodial Suppy Costs	Operational Costs	# of Work Orders
Clifton ES	$90,133.74	$8,438.00	$38,113.13	419
Nisley ES	$81,708.47	$6,109.00	$20,830.31	236
Scenic ES	$59,502.85	$5,398.00	$15,860.33	153
				Grand Total
Total	**$231,345.06**	**$19,945.00**	**$74,803.77**	**$326,093.83**

Note: Custodial budgets have been reallocated to receiving schools for the past closures. Realizing utility cost savings would depend on how the building is utilized in the future.

Closure Efficiencies

Total Condition Budgets - Deferred Maintenance and Safety & Security Needs

Building Name	Phase 1 Costs	Total Condition Costs	Total Replacement Costs	Rating
Clifton ES	$3,804,000	$14,830,334	$30,303,561	D
Nisley ES	$4,519,000	$8,100,981	$30,303,561	C
Scenic ES	$2,198,000	$7,657,945	$30,303,561	F
Total	**$10,521,000**	**$30,589,260**	**$90,910,683**	

Scenarios

Mesa 51 School District
Potential School Consolidations – Proposed Boundary Scenarios

WESTERN DEMOGRAPHICS, Inc.

- *All scenarios work within capacity defined in the A&M report*
- *Transportation analysis is included with additional vehicle counts and expected costs.*

11/8/24

Synopsis of Potential Consolidations in Rank Order from the A&M Report

Candidate Rank	School	Scenario	Destination School 1	Destination School 2	Destination School 3
1	**Scenic**		Broadway	Wingate	
2	**Clifton**	1	Thunder Mtn	Rocky Mtn	
	Clifton	2	Taylor	Rocky Mtn	
3	**Nisley**	1	Orchard Ave	Fruitvale	
	Nisley	2	Orchard Ave	Fruitvale	Tope
	Nisley - A portion of the boundary is moved one grade at a time.	3	Orchard Ave	Fruitvale	Tope

Transportation Impacts of Scenarios

A&M Report Order	School to be Cosoilidated	Transportation Impact	Cost
1	Scenic	Adds 1 bus	$49,486.12
2	Clifton 1	Adds 3 Buses	$148,458
	Clifton 2	Adds 3 Buses	$148,458
3	Nisley 1, 2 & 3	Adds 1 bus	$49,486.12

***NOTE: Cost scenarios are using 2024-25 base rates daily amounts of $287.71 per/day multiplied at 172 school days ***

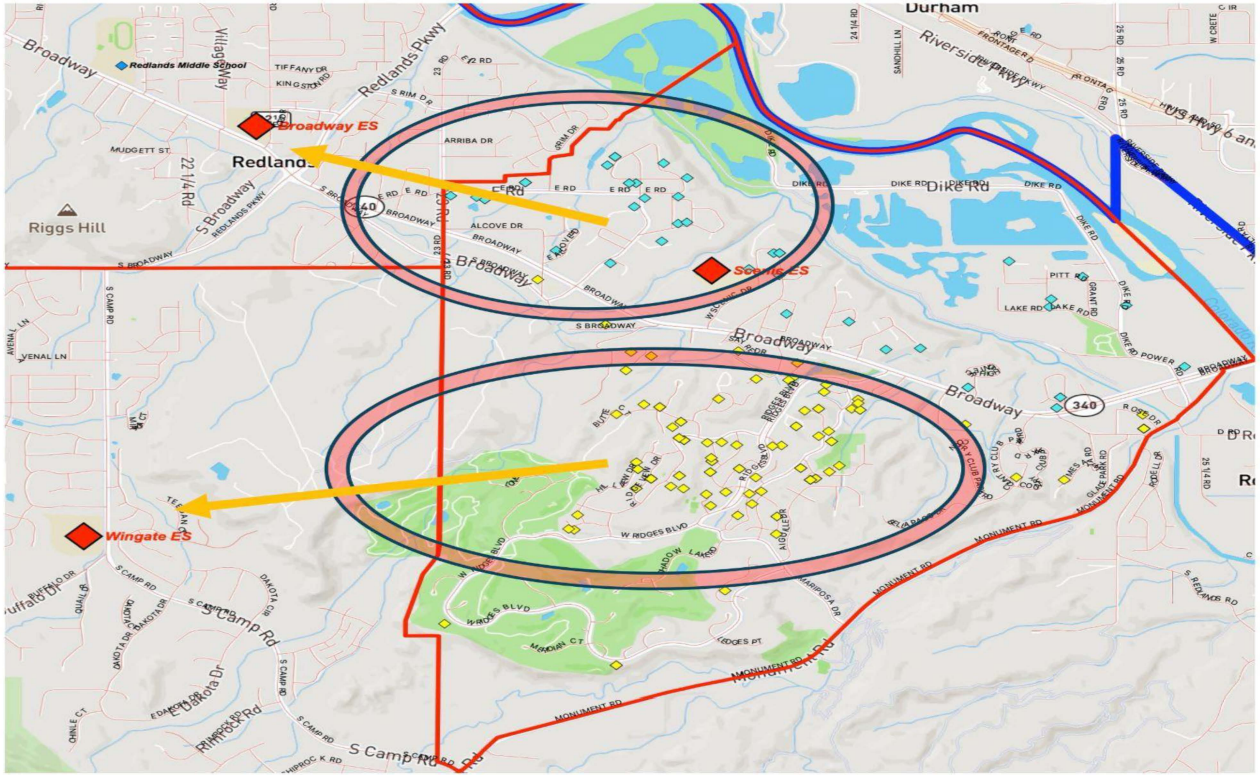
****All scenarios have vehicles that we can redeploy to service the population and transport them to their new schools****

Scenic Potential Consolidation

- Divides Scenic between Broadway and Wingate using Hwy. 340.
  - No changes to middle school feeder.
- Schools stabilize at approximately 300 (BES) and 350 (WES) students.
  - Adds 1 Bus - $50,000 per year cost

Original School	Destination 1	Destination 2	Out of Boundary
Scenic	Wingate	Broadway	Elsewhere
235	101	44	-90
Redlands	Redlands	Redlands	MS Feeder

Scenic Potential Consolidation – North of Broadway (Hwy 340) to BES, South of Broadway to WES



Scenic Consolidation Scenario - Enrollment Post Change

SCENIC

BROADWAY	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	253	238	225	220	218	215	209	204
Tot PK-5	292	277	264	259	257	254	248	243
Boundary Change	**44**	42	40	39	39	38	37	37
Adjusted Enrollment	**336**	**319**	**304**	**298**	**296**	**292**	**285**	**280**
Scheduled Capacity (26:1)	351	351	351	351	351	351	351	351
Seats Available	15	32	47	53	55	59	66	71
Permanent Capacity (Comfortable Fit)	352	352	352	352	352	352	352	352
Seats Available	16	33	48	54	56	60	67	72

WINGATE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	336	319	303	287	269	247	247	246
Tot PK-5	336	319	303	287	269	247	247	246
Boundary Change	**101**	96	91	86	81	74	74	74
Adjusted Enrollment	**437**	**415**	**394**	**373**	**350**	**321**	**321**	**320**
Scheduled Capacity (26:1)	468	468	468	468	468	468	468	468
Seats Available	31	53	74	95	118	147	147	148
Permanent Capacity (Comfortable Fit)	543	543	543	543	543	543	543	543
Seats Available	106	128	149	170	193	222	222	223

Clifton – Potential Consolidation

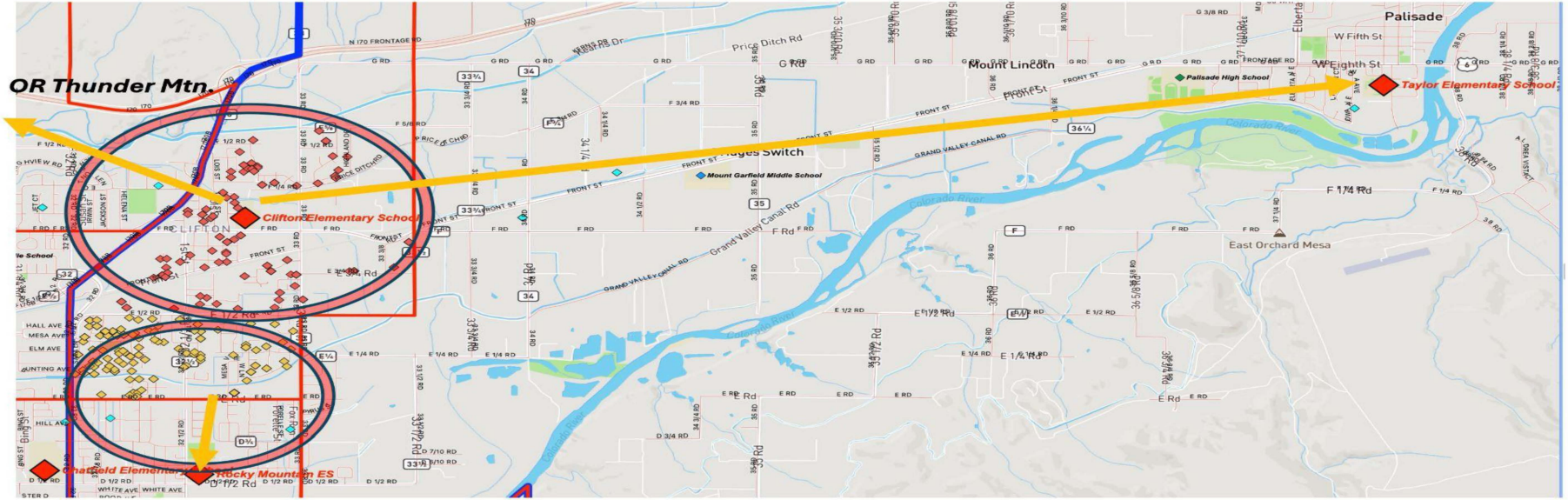
- Divides Clifton between Taylor OR Thunder Mtn. and Rocky Mtn.
  - Taylor - No changes to middle school feeder.
  - Thunder Mtn. – Changes middle school feeder.
- Rocky Mtn. close to maximum capacity under both scenarios at 585.
  - Adds 3 Buses – cost for vehicles is $150,000.

Original School	Destination 1	Destination 2	Out of Boundary
Clifton	Taylor	Rocky Mountain	Elsewhere
323	117	170	-36
Mt Garfield	Mt Garfield	Mt Garfield	MS Feeder
Original School	Destination 1	Destination 2	Out of Boundary
Clifton	Thunder Mtn	Rocky Mountain	Elsewhere
323	117	170	-36
Grand Mesa	Grand Mesa	Mt Garfield	MS Feeder

- Adds 3 Buses – cost for vehicles is $150,000.

Clifton – Potential Consolidation

Two Scenarios



Clifton Consolidation Scenario 1 - Enrollment Post Change

CLIFTON - 1

THUNDER MTN	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	377	375	363	365	367	354	340	325
Tot PK-5	429	427	415	417	419	406	392	377
Boundary Change	**117**	116	113	114	114	111	107	103
Adjusted Enrollment	546	543	528	531	533	517	499	480
Scheduled Capacity (26:1)	515	515	515	515	515	515	515	515
Seats Available	-31	-28	-13	-16	-18	-2	16	35
Permanent Capacity (Comfortable Fit)	623	623	623	623	623	623	623	623
Seats Available	77	80	95	92	90	106	124	143

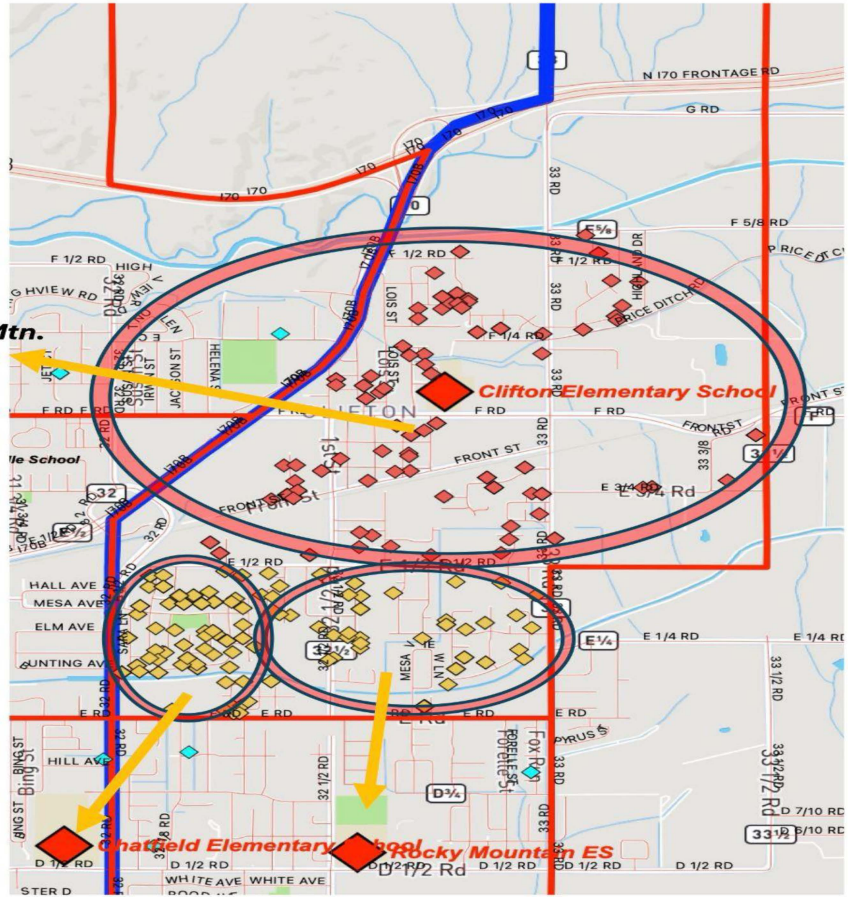
ROCKY MOUNTAIN	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	363	351	328	321	319	314	307	299
Tot PK-5	391	379	356	349	347	342	335	327
Boundary Change	**170**	165	155	152	151	149	146	142
Adjusted Enrollment	561	544	511	501	498	491	481	469
Scheduled Capacity (26:1)	561	561	561	561	561	561	561	561
Seats Available	0	17	50	60	63	70	80	92
Permanent Capacity (Comfortable Fit)	597	597	597	597	597	597	597	597
Seats Available	36	53	86	96	99	106	116	128

Clifton Consolidation Scenario 2 - Enrollment Post Change

CLIFTON - 2

TAYLOR	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	284	268	261	258	254	249	244	237
Tot PK-5	305	289	282	279	275	270	265	258
Boundary Change	117	111	108	107	105	104	102	99
Adjusted Enrollment	**422**	**400**	**390**	**386**	**380**	**374**	**367**	**357**
Scheduled Capacity (26:1)	468	468	468	468	468	468	468	468
Seats Available	46	68	78	82	88	94	101	111
Permanent Capacity (Comfortable Fit)	453	453	453	453	453	453	453	453
Seats Available	31	53	63	67	73	79	86	96

ROCKY MOUNTAIN	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	363	351	328	321	319	314	307	299
Tot PK-5	391	379	356	349	347	342	335	327
Boundary Change	170	165	155	152	151	149	146	142
Adjusted Enrollment	**561**	**544**	**511**	**501**	**498**	**491**	**481**	**469**
Scheduled Capacity (26:1)	561	561	561	561	561	561	561	561
Seats Available	0	17	50	60	63	70	80	92
Permanent Capacity (Comfortable Fit)	597	597	597	597	597	597	597	597
Seats Available	36	53	86	96	99	106	116	128



Clifton Scenario 1A – Divide the Clifton Students South of E ½ Rd. Between Chatfield and Rocky Mtn. ES

Clifton Consolidation Scenario 1A - Enrollment Post Change

CLIFTON - 1A

THUNDER MTN	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	377	375	363	365	367	354	340	325
Tot PK-5	429	427	415	417	419	406	392	377
Boundary Change	**117**	116	113	114	114	111	107	103
Adjusted Enrollment	546	543	528	531	533	517	499	480
Scheduled Capacity (26:1)	515	515	515	515	515	515	515	515
Seats Available	-31	-28	-13	-16	-18	-2	16	35
Permanent Capacity (Comfortable Fit)	623	623	623	623	623	623	623	623
Seats Available	77	80	95	92	90	106	124	143

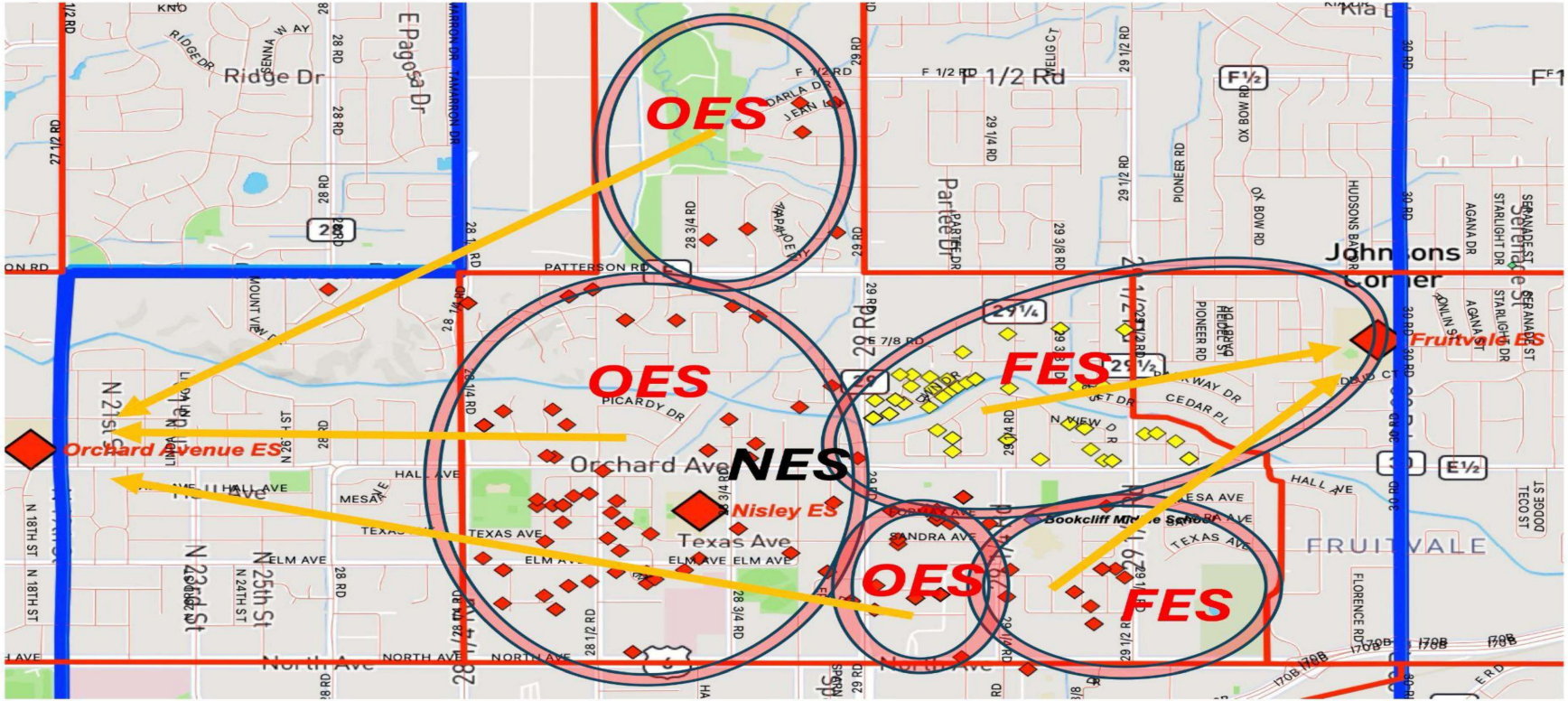
ROCKY MOUNTAIN	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	363	351	328	321	319	314	307	299
Tot PK-5	391	379	356	349	347	342	335	327
Boundary Change	**99**	96	90	88	88	87	85	83
Adjusted Enrollment	490	475	446	437	435	429	420	410
Scheduled Capacity (26:1)	561	561	561	561	561	561	561	561
Seats Available	71	86	115	124	126	132	141	151
Permanent Capacity (Comfortable Fit)	597	597	597	597	597	597	597	597
Seats Available	107	122	151	160	162	168	177	187

CHATFIELD	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	309	293	266	271	264	260	255	247
Tot PK-5	358	342	315	320	313	309	304	296
Boundary Change	**71**	68	62	63	62	61	60	59
Adjusted Enrollment	429	410	377	383	375	370	364	355
Scheduled Capacity (26:1)	421	421	421	421	421	421	421	421
Seats Available	-8	11	44	38	46	51	57	66
Permanent Capacity (Comfortable Fit)	425	425	425	425	425	425	425	425
Seats Available	-4	15	48	42	50	55	61	70

Nisley - Potential Consolidation

- Scenario 1 - Divides Nisley between Orchard Avenue and Fruitvale.
- Scenario 2 – Divides Nisley between Orchard Ave., Tope and Fruitvale.
  - Further complicates the middle school feeders in this area.
    - Adds 1 Bus - $50,000 per year cost

Nisley Potential Consolidation - 1



Nisley Consolidation Scenario 1 - Enrollment Post Change

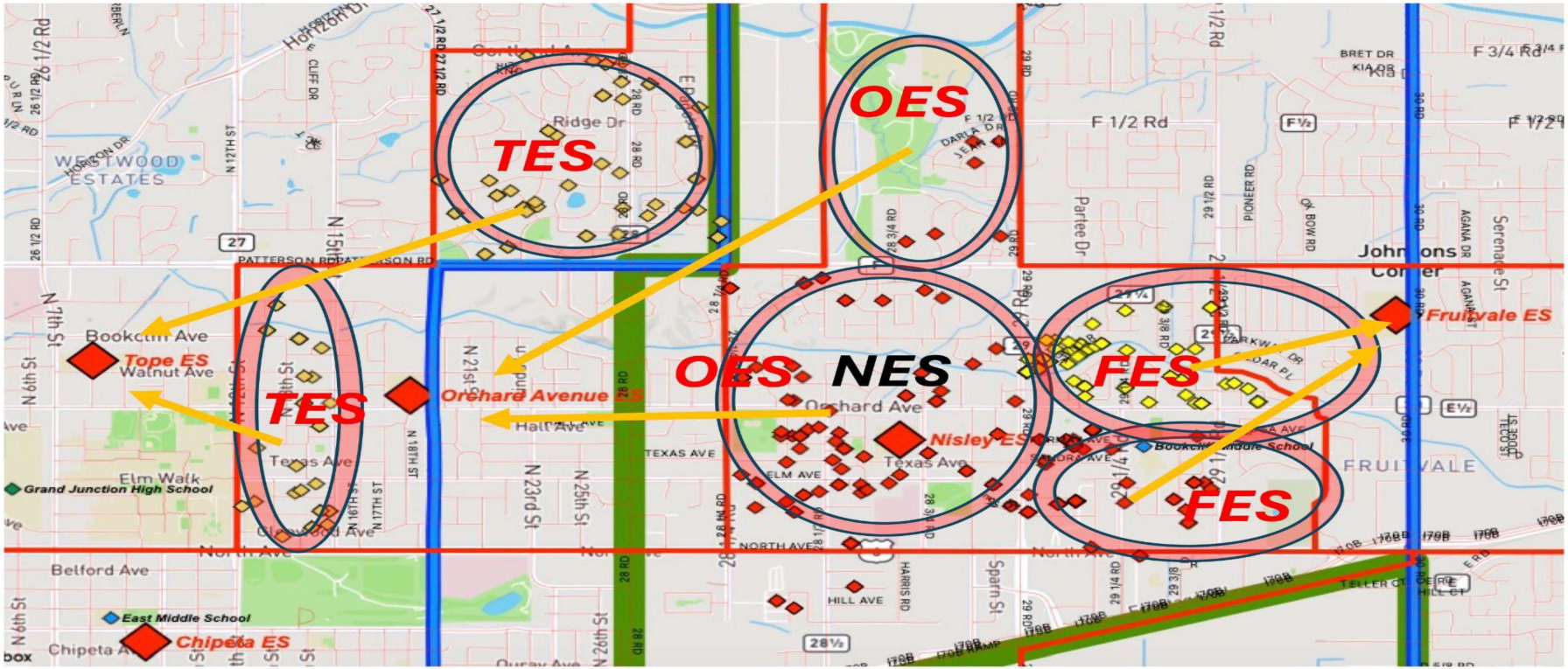
NISLEY - 1

ORCHARD AVE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	278	258	248	243	243	238	234	227
Tot PK-5	304	284	274	269	269	264	260	253
Boundary Change	**143**	134	129	127	127	124	122	119
Adjusted Enrollment	**447**	**418**	**403**	**396**	**396**	**388**	**382**	**372**
Scheduled Capacity (26:1)	468	468	468	468	468	468	468	468
Seats Available	21	50	65	72	72	80	86	96
Permanent Capacity (Comfortable Fit)	542	542	542	542	542	542	542	542
Seats Available	95	124	139	146	146	154	160	170

FRUITVALE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	322	315	294	281	277	273	266	259
Tot PK-5	350	343	322	309	305	301	294	287
Boundary Change	**143**	140	132	126	125	123	120	117
Adjusted Enrollment	**493**	**483**	**454**	**435**	**430**	**424**	**414**	**404**
Scheduled Capacity (26:1)	491	491	491	491	491	491	491	491
Seats Available	-2	8	37	56	61	67	77	87
Permanent Capacity (Comfortable Fit)	546	546	546	546	546	546	546	546
Seats Available	53	63	92	111	116	122	132	142

Students north of Mesa Ave., east of 29 attend FES
Students south of Mesa Ave., east of 29 ¼ Rd attend FES
Students south of Mesa Ave., west of 29 ¼ Rd attend OES

Nisley Potential Consolidation - 2



Nisley Consolidation Scenario 2 – Some Students Attend Tope

NISLEY - 2

ORCHARD AVE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	278	258	248	243	243	238	234	227
Tot PK-5	304	284	274	269	269	264	260	253
Boundary Change	**53**	50	48	47	47	46	45	44
Adjusted Enrollment	**357**	**334**	**322**	**316**	**316**	**310**	**305**	**297**
Scheduled Capacity (26:1)	468	468	468	468	468	468	468	468
Seats Available	111	134	146	152	152	158	163	171
Permanent Capacity (Comfortable Fit)	542	542	542	542	542	542	542	542
Seats Available	185	208	220	226	226	232	237	245

TOPE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	291	284	287	288	289	285	278	271
Tot PK-5	362	355	358	359	360	356	349	342
Boundary Change	**90**	88	89	89	90	89	87	85
Adjusted Enrollment	**452**	**443**	**447**	**448**	**450**	**445**	**436**	**427**
Scheduled Capacity (26:1)	538	538	538	538	538	538	538	538
Seats Available	86	95	91	90	88	93	102	111
Permanent Capacity (Comfortable Fit)	519	519	519	519	519	519	519	519
Seats Available	67	76	72	71	69	74	83	92

FRUITVALE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	322	315	294	281	277	273	266	259
Tot PK-5	350	343	322	309	305	301	294	287
Boundary Change	**143**	140	132	126	125	123	120	117
Adjusted Enrollment	**493**	**483**	**454**	**435**	**430**	**424**	**414**	**404**
Scheduled Capacity (26:1)	491	491	491	491	491	491	491	491
Seats Available	-2	8	37	56	61	67	77	87
Permanent Capacity (Comfortable Fit)	546	546	546	546	546	546	546	546
Seats Available	53	63	92	111	116	122	132	142

Boundary as in Scenario 1, except:

Orchard Ave. students south of Patterson, west of N 15th Stu. attend Tope

Orchard Ave. students north of Patterson between 27 ½ Rd and 28 Rd attend Tope

Nisley Consolidation Scenario 3 – Phase OAE to Tope Change One Grade at a Time Starting with Kindergarten

NISLEY - 3

ORCHARD AVE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	278	258	248	243	243	238	234	227
Tot PK-5	304	284	274	269	269	264	260	253
Boundary Change	**128**	**108**	**92**	**76**	**61**	**45**	**44**	**43**
Adjusted Enrollment	**432**	**392**	**366**	**345**	**330**	**309**	**304**	**296**
Scheduled Capacity (26:1)	468	468	468	468	468	468	468	468
Seats Available	36	76	102	123	138	159	164	172
Permanent Capacity (Comfortable Fit)	542	542	542	542	542	542	542	542
Seats Available	110	150	176	197	212	233	238	246

TOPE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	291	284	287	288	289	285	278	271
Tot PK-5	362	355	358	359	360	356	349	342
Boundary Change	**15**	30	45	60	75	90	88	86
Adjusted Enrollment	**377**	**385**	**403**	**419**	**435**	**446**	**437**	**428**
Scheduled Capacity (26:1)	538	538	538	538	538	538	538	538
Seats Available	161	153	135	119	103	92	101	110
Permanent Capacity (Comfortable Fit)	519	519	519	519	519	519	519	519
Seats Available	142	134	116	100	84	73	82	91

FRUITVALE	2025	2026	2027	2028	2029	2030	2031	2032
Tot K-5	322	315	294	281	277	273	266	259
Tot PK-5	350	343	322	309	305	301	294	287
Boundary Change	**143**	140	132	126	125	123	120	117
Adjusted Enrollment	**493**	**483**	**454**	**435**	**430**	**424**	**414**	**404**
Scheduled Capacity (26:1)	491	491	491	491	491	491	491	491
Seats Available	-2	8	37	56	61	67	77	87
Permanent Capacity (Comfortable Fit)	546	546	546	546	546	546	546	546
Seats Available	53	63	92	111	116	122	132	142

Boundary as in Scenario 2, except:

Students phased from Orchard Ave. to Tope one grade at a time starting with kindergarten

Staff Support

HR IMPLICATIONS FOR 2025-26 CLOSURES

ELEMENTARY SCHOOL STAFF IMPACTED

Because Nisley, Scenic, & Clifton would be closed, all staff in those buildings will need to apply for positions for the 2025-26 school year.

MUTUAL CONSENT

Senate Bill 10-191 requires mutual consent in the placement of teachers and counselors and eliminates forced placement. Mutual consent requires the consent of the hiring principal with input from at least two teachers assigned to the school.

HIRING PROCESS

Posting positions for teachers, counselors, and support staff will begin after the School of Choice process is complete.

HR IMPLICATIONS FOR 2025-26 CLOSURES

APPLICATION PROCESS

The D51 employment application will be condensed in order to better support staff through the application process.

EARLY RETIREMENT

Early retirement incentive for all elementary school staff. Information sent out before teaching positions are posted.

EAP & SUBS

Extra sessions through our Employee Assistance Program will be available, and every closure school employee will receive one paid sub day to be used in the second semester to assist with interviewing preparation or other personal needs.

HR IMPLICATIONS FOR 2025-26 CLOSURES

NON-PROBATIONARY & PROBATIONARY

Non-probationary teachers, counselors and support staff are guaranteed a position with D51 for the 25-26 school year. Probationary staff who don't find a mutual consent position will be non-renewed in May 2025 and are still eligible to apply for D51 positions.

HIRING PROCESS

Posting positions for teachers, counselors, and support staff will begin after the School of Choice process is complete. Our goal is to open positions in the middle of February. It is our goal to post positions internally only for a period of three weeks with positions posting external prior to spring break.

HR SUPPORT

HR will spend a ½ day at each school who is closing to answer individual questions, help review resumes, or conduct mock interviews

HR IMPLICATIONS FOR 2025-26 CLOSURES

FRUITA 8/9 LICENSED STAFF DATA

Total Licensed Staff	44
% Re-Hired	77.27%
% Temporarily Placed	4.55%
% Resigned	11.36%
% Retired	6.82%
% Non-Renewed	0.00%

HR IMPLICATIONS FOR 2025-26 CLOSURES

FRUITA 8/9 SUPPORT STAFF DATA

Total Support Staff	17
% Re-Hired	82.35%
% Temporarily Placed	0.00%
% Resigned	11.76%
% Retired	5.88%
% Non-Renewed	0.00%

Student & Family Support

Student & Family Support

Once Boundaries are finalized, communication with families informing them of their new school boundary.

Transportation options communicated with families.

Events/opportunities for receiving schools to reach out and welcome new students and families.

Call list for schools to reach out to SOC/Transfer families to provide information about neighborhood school option

School of Choice and Transfer opportunities in the spring and fall

Applied for funding from EASI grant to receive support for helping students and families with transition after closure decisions are made and into the fall semester.

Support for families, especially families with a native language other than English, from our Department of Access, Opportunity, and Family Partnerships

Student & Family Support

Meetings scheduled with Homeward Bound & other community services to support

Student Services Department primary focus remains on supporting students through individualized plans—IEPs, CLDE, ALPs, Behavior, Attendance, and more.

Once closures are announced, the Student Services team will coordinate closely with both the closing and receiving schools' case managers to ensure continuity of support for all students with existing plans.

Throughout the spring semester, Student Services will facilitate matriculation and transition planning to prepare for the shifts at closing, receiving, and supporting schools.

Once closures are announced and boundaries published, Special Education will determine who is going where either by boundary or by programming, and the case managers will work with the receiving teams and the parents to make introductions and begin communications.

Welcome message from receiving principals to all students first so that special education feels general education first. Special Education team will develop protocols for communication and steps on this.

There shouldn’t be new goals, and the provision of services should not be interrupted by these changes.

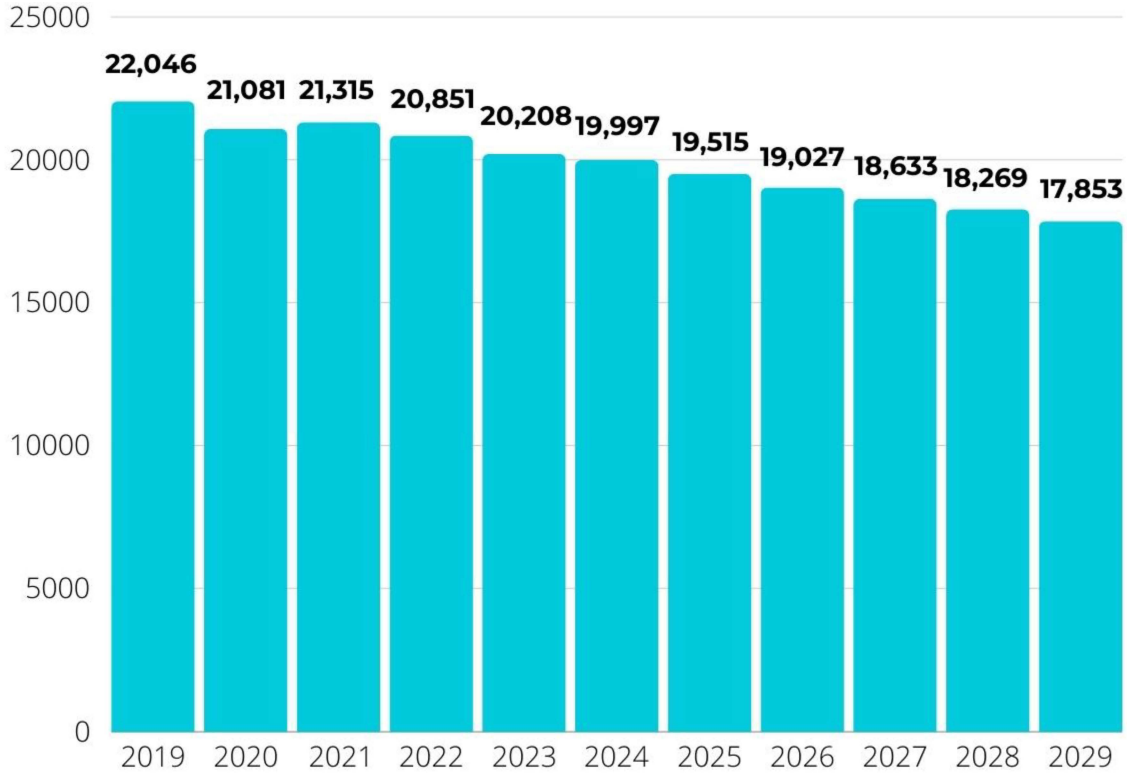
Looking Ahead

Enrollment Projections

We will continue to decline in enrollment in D51.

We can ignore the issue, but that will lead to one of two things...continue to cut FTE from schools (approximately 43 at elementary next year) or subsidize unfunded FTE at elementary school (approximately $4.2 million at elementary next year, depleting our reserves and impacting staff pay.

Or, we can make the right decision to rightsize our district by closing elementary schools now so that we can better utilize and staff the remaining schools into the future.



Key Themes

Putting Kids First

- School consolidation puts students first by spending less on underutilized buildings and administrative staff
- Healthy sized and well-staffed schools serve students best
- While consolidations can support fiscal sustainability, more importantly they help us invest more of our scarce resources close to kids (good teacher salaries, supports)
- Financial pressure we are facing reflects important investments in student success.

National Trends

- We are responding to a broader national trend in enrollment associated with birth rates and declining enrollment
- Additional financial pressure is applied by the growing need for student supports, etc.
- Short term funds associated with ESSER helped us funds these supports in the interim, but like all districts we need to figure out how to do more with less now, and we can't do that without looking at buildings

Leading from the Front

- We are taking significant actions in Central Office to maintain efficiency and put $ in the classroom
- Benchmarking shows that.
- As we consider school consolidations, we are also taking the following steps re: building consolidation

Sources of Savings

- Savings come from Building Costs, Reduction of Front Office positions, and Improved Pupil-to-teacher ratios
- While the total number of district employees may decrease, based on vacancy rates, attrition, etc. we do not anticipate there will be mass layoffs required

Objective Approach

- Community involved process has identified the criteria by which schools are being considered
- Objective analysis based on quantifiable factors, supported by qualitative considerations

Cost of Waiting

- Delaying implementation means spending more money, for longer, on underutilized schools in disrepair which are not currently serving kids as well as schools with healthier facilities and strong enrollment could
- The cost of waiting is not providing the best possible learning environment for our kids, while throwing good money after bad to keep buildings safe

Questions?

Elementary Declining Enrollment Update

Board of Education
Business Meeting
11/19/24

Elementary Declining Enrollment Update

Board of Education
Business Meeting
11/19/24

School District 51
MESA COUNTY VALLEY

Mesa County Valley School District 51

Licensed and Administrative Personnel Action

Board of Education Resolution 24/25: 29 Adopted: November 19, 2024

Name	Location	Assignment	Effective Date
Retirements			
LEON, TIMOTHY	ASC - SECURITY	DIR, SAFETY	12/31/2024
Resignations/Termination			
BURNS, PATRICIA SUZANNE	CAREER CENTER	COUNSELOR/ WRK BASED LEARN	12/10/2024
HOLTON, HANNA E	BTK	SPEECH/LANGUAGE THERAPIST	11/8/2024
Leave of Absence			
KISSNER-BERRY, REANNA L	BROADWAY	SP ED-MODERATE NEEDS	10/9/2024
New Assignments (Transfer/New Hires)			
BELL, ANASTASIA JESSALEE	GJHS	SCIENCE	10/17/2024
BERCOVITZ, STANLEY J	NISLEY	GRADE 4	10/28/2024
CLEM, JULIE L	BTK	SPC, SPECIAL INSTRUCTION TEAM	10/15/2024
JOHNSHOY, JARED CLAY	ORCHARD MESA	TECH ED/INDUSTRIAL ARTS	10/10/2024
KISHEGYI, SUSAN	GRAND RIVER	MATHEMATICS	12/16/2024
MARSHALL, LYNDON D	MESA VIEW	MUSIC	10/16/2024
NESBIT, DENAE C	ORCHARD MESA	MATHEMATICS	10/10/2024
SCHULTZ, LAURA A	APPLETON/POMONA	SP ED-MODERATE NEEDS	10/14/2024
SCROGGINS, TANIALL AILISE	ORCHARD MESA	COMPUTER ED	10/15/2024
SHELLABARGER, KYLE RAY	GJHS	SP ED-SEVERE NEEDS AUTISM	10/21/2024
WATT, MICHAEL ALLEN	DYC	MATHEMATICS/SCIENCE	10/8/2024
WHITE, TAYLOR	BTK	OCCUPATIONAL THERAPIST	12/10/2024
YOUNGER, LEANNE G	EMERSON	COACH, LEARNING MODEL	12/1/2024
Return from Leave			
KEGANS, NATALIE S	CHATFIELD	GRADE 1	10/21/2024
NOBLE, EMILY M	PALISADE	ENGLISH LANGUAGE ARTS	11/11/2024

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 November 19, 2024.

_____

Amy Navarette, Assistant Secretary
Board of Education

Board of Education Resolution: 24/25: 30 Adopted: November 19, 2024

Donor	Dixie & Raymond E. Coca
Gift	Cash
Value	$275
School/Department	Grand Junction High School Athletics

Donor	Unitarian Universalist Congregation of the Grand Valley
Gift	Cash
Value	$99.27
School/Department	GJHS Boutique & Haberdashery

Donor	GJHS Booster Club
Gift	Cash
Value	$3692.63
School/Department	Grand Junction High School

Donor	Canvas Credit Union
Gift	Cash
Value	$1500
School/Department	Grand Junction High School

Donor	GJHS Booster Club
Gift	Cash
Value	$4734.88
School/Department	Grand Junction High School

Donor	Mary & Jerome Doane
Gift	Cash
Value	$200
School/Department	Grand Junction High School

Donor	GJHS Booster Club
Gift	Cash
Value	$220
School/Department	Grand Junction High School STUCO

Donor	Elite Events of Grand Junction
Gift	Cash
Value	$400
School/Department	Grand Junction High School Wrestling Team

Donor	Mark E. Edwards
Gift	Cash
Value	$100
School/Department	Palisade High School Choir Program

Board of Education Resolution: 24/25: 30 Adopted: November 19, 2024

Donor	Jennifer Meyer
Gift	Cash
Value	$1000
School/Department	Palisade High School Boys Basketball Program

Donor	First United Methodist Church
Gift	Cash
Value	$796.17
School/Department	Nisley Elementary School Clothes Closet

Donor	Sozo Youth Sanctuary Foundation
Gift	Cash
Value	$300
School/Department	Nisley Elementary School Clothes Closet

Donor	Oliver Wilbur
Gift	Cash
Value	$500
School/Department	Wingate Elementary School Playground Donation

Donor	Grand Junction Area Realtor Association
Gift	Cash
Value	$392.50
School/Department	Wingate Elementary School Playground Donation

Donor	TUR Inc, DBA: Aaron's
Gift	Cash
Value	$300
School/Department	West Middle School Orchestra Program

Donor	Caleb Stepan
Gift	Cash
Value	$150
School/Department	West Middle School Band Program

Donor	Starbuck's
Gift	Coffee and Condiments
Value	$70
School/Department	Board of Education Coffee with the Community

Donor	David Mattson
Gift	Violins
Value	$350
School/Department	Middle & High Schools Orchestra Program

Board of Education Resolution: 24/25: 30 Adopted: November 19, 2024

Donor	David Mattson
Gift	Cello and Case
Value	$350
School/Department	Middle & High Schools Orchestra Program

Donor	Mod Pizza
Gift	35 pizzas, cheesy bread and salad
Value	$476
School/Department	Communications Department for D51 Leadership

Donor	TreyTen Homes
Gift	Zepp Spray Bottles
Value	$250
School/Department	D51 Custodial Department

Donor	Waxie Enterprises
Gift	Breakfast for Custodial Inservice
Value	$200
School/Department	D51 Custodial Department

Donor	Western Paper Distributors
Gift	Lunch for Custodial Inservice
Value	$300
School/Department	D51 Custodial Department

Donor	First Presbyterian Church
Gift	Cash
Value	$1500
School/Department	Bookcliff Middle School for The Wardrobe

Donor	Khylene L & Dewayne D. Colombe
Gift	Cash
Value	$100
School/Department	Grand Junction High School Cross Country Team

Donor	Altrusa
Gift	Cash
Value	$200
School/Department	All schools for Special Needs students

Donor	Tina Chaffin Webe, DBA: RW Trucking
Gift	Cash
Value	$500
School/Department	Grand River Academy for student supplies & activities

Board of Education Resolution: 24/25: 30 Adopted: November 19, 2024

Donor	Sandi J. Knudson
Gift	Cash
Value	$300
School/Department	Grand Junction High School Haberdashery & Boutique

Donor	The Law Offices of Stephen J. Stocks
Gift	Cash
Value	$500
School/Department	Mesa View Elementary 4th Grade Class for field trips

Donor	First Presbyterian Church
Gift	Cash
Value	$1500
School/Department	Mt. Garfield Middle School for Gator store

Donor	BRG Limited
Gift	Cash
Value	$150
School/Department	Mt. Garfield Middle School for SSN Department

TOTAL: $21,606.45

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 November 19, 2024.

Amy Navarette
Assistant Secretary, Board of Education

Mesa County Valley School District 51

ACA

NAME CHANGES

Adopted: 1st reading November 19, 2024

This policy outlines the process by which students may change the name they are referred to at school to align with their gender identity. Students may choose to be identified in school by the first name that they have designated in accordance with this policy and may request a change to their name or gender on their official student record through regulation JRA/JRC-R.

Definitions:

a. **Chosen Name"** as defined in Colorado law, is any name a student requests to be known as that differs from the student's legal name, to reflect the student's gender identity.
b. **"Legal Name"** is an individual's legal name as it appears on official government documents such as licenses, passports, and birth certificate.

Use of a Chosen Name or Preferred First Name:

The Board directs the Superintendent or designee to establish procedures allowing students to inform the school of their chosen name (or a preferred first name such as a nickname) without altering their official name in school records. Students will not be required to provide proof of a legal name change to select a chosen or preferred name for use at school and during extracurricular activities, and do not need parental approval. However, if appropriate, parents may be notified of their student's name change.

Personnel must strive to use the chosen or preferred name of all students. The District understands that honest mistakes may occur, but the intentional or knowing refusal to use a student's chosen name (for example, intentionally referring to the student by their legal name, another name that does not correspond to the student's gender identity, or avoiding the use of their name) is prohibited under this policy and under Colorado law.

The District reserves the right to deny a preferred first name if it is vulgar, offensive, obscene, or used for misrepresentation.

Name Changes on Official Student Records:

The District is required to maintain a permanent student record ("official record") that includes a student's name and gender. Students or parents who wish to alter the student's name or gender must follow the process in JRA/JRC-R. The District will not process a name change on a student's official record without a parent's signature or a court order.

Students who request a name change that is different from their legal first name agree that the designated name is, or will be, truly used to identify themselves. A name change cannot be used for any illegal purpose.

Disclosure to Third Parties:

Information about a transgender student's gender identity, legal name, or sex assigned at birth may constitute confidential personally identifiable information. Disclosing transgender status to students, staff, or third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act ("FERPA"). Accordingly, the District will work with students and their families to keep personally identifiable information related to gender identity confidential in accordance with state and federal privacy laws.

In situations where school staff or administrators are required by law to use or to report the legal name or biological sex of a student who is transgender but whose official record has not been amended, school staff and administrators must adopt practices to avoid the inadvertent disclosure of such confidential information.

LEGAL REF:
34 C.F.R. §99.1 et seq. (Family Educational Rights and Privacy Act regulations)

34 C.F.R. §99.20 (parents and students have the right to request a school change name and gender marker on their record if they feel it is incorrect, misleading, or violates privacy, and schools must provide parents with an opportunity to inspect and review educational records)
34 C.F.R. §99.31 (permitted reasons for disclosure of student records)
3 C.C.R. 708-1:81.6(A)(4) (sexual orientation harassment is deliberately misusing an individual's preferred name, form of address, or gender-related pronouns)
C.R.S. 22-1-145 (knowing or intentional failure to use a chosen name is discriminatory, and schools required to use a student's chosen name and adopt a policy on the subject)
C.R.S. 22-1-145(b) (gender identity means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth).

CROSS REFS.:
AC, Nondiscrimination/Equal Opportunity
JRA/JRC, Student Records/Release of Information on Students
JRA/JRC-R, Student Records/Release of Information on Students

The Board and the District are committed to promoting the general health, welfare, and well-being of students, staff, and members of the community.

Consequently, it is District policy that no person, including employees, students, or community members, shall be permitted to use any tobacco product on school property. Possession of any tobacco product by students is also prohibited on school property. All District employees, students, and community members are expected to be aware of the prohibited conduct addressed in this policy and comply with the prohibitions.

For purposes of this policy, the following definitions shall apply:

1. "School property" means all property owned, leased, rented, or otherwise used or contracted for use by the school district, including but not limited to the following:

    a. All indoor facilities and interior portions of any building or other structure used for students or children under the age of 21 for instruction, educational or library services, routine health care, daycare or early childhood development services, as well as administration, support services, maintenance, or storage. The term shall not apply to buildings used primarily as residences, i.e., teacherages.
    b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas, and parking areas.
    c. All vehicles used by the District for transporting students, staff, visitors, or other persons.
    d. At a school-sanctioned activity or event.

2. "Tobacco product" means:

    a. Any product or substance that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including, but not limited to, cigarettes, cigars, cigarillos, pipe tobacco, snuff, chewing tobacco, or liquid nicotine/e-liquids; and
    b. Any product or devise including an electronic device that can be used to deliver nicotine to the person inhaling from the product or device, including, but not limited to electronic cigarettes ("e-cigarettes"), hookah, e-hookah, cigars, cigarillos, pipes, and vape pens or any supplies or equipment designed or used for smoking or vaping, including, but not limited to, atomizers, tanks, chargers or e-liquids/juice, regardless of whether such supplies or products contain tobacco or nicotine.
    c. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product.

3. "Use" means lighting, chewing, inhaling, ingesting, smoking, vaping, or applying any tobacco product.

Signs will be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and Board policy. This policy will be published in departmental guidance and/or student handbooks.

Any member of the general public considered by the Superintendent or designee to be in violation of this policy will be instructed to leave District property. Employees found to be in violation of this policy will be subject to appropriate disciplinary action.

Disciplinary measures for students who violate this policy may include in-house detention, revocation of privileges, and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

LEGAL REF.:

20 U.S.C. §7971 et seq. (prohibits smoking in any indoor facility used to provide educational services to children.)
C.R.S. 18-13-121 (furnishing tobacco products to persons under 21 years old)
C.R.S. 22-32-109 (1)(bb) (policy required prohibiting the use of tobacco products on school grounds)
C.R.S. 22-32-109.1 (2)(a)(I)(H)(policy required as part of safe schools plan)
C.R.S. 25-14-103.5 (tobacco use prohibited on school property)
C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)

CROSS REF.:
KFA, Public Conduct on School Property or at School Activities

The Board of Education recognizes that effective learning and teaching take place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. Safe schools are a priority of the District and the District is committed to providing a safe environment in school, on school vehicles, and at school-sponsored activities. To that end, the Board directs the Superintendent to develop and maintain a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.

2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.

3. Procedures that address persons visiting school buildings and attending school-sponsored activities.

4. Training programs for staff and students in crisis prevention and management.

5. Training programs for staff and students in emergency response procedures that include practice drills.

6. Training programs for staff and students in how to recognize and respond to, behavior or other information that may indicate impending violence or other safety problems, including suicide and threats.

7. Training and support for students that aims to relieve the fear, embarrassment, and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.

8. Procedures for safe, confidential reporting of security and safety concerns at each school building.

9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.

10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each District building.

11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials, and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.

12. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle, and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.

13. Procedures for the reporting of criminal activity to law enforcement.

14. A child sexual abuse and assault prevention plan, including comprehensive, age-appropriate curricula regarding child sexual abuse and assault awareness and prevention, and professional development for school personnel and parents in preventing, identifying, and responding to sexual abuse and assault.

15. Procedures for notifying parents of an employee's criminal charge when such notification is required by state law.

Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law in addition to any information deemed necessary by the Department of Education.

The annual safety reports from every school in the district shall be compiled and submitted to the state Department of Education in a format specified by the State Board of Education. The report shall be made available to the public.

LEGAL REFS:

C.R.S. 9-1-101 through 9-1-106 (construction requirements, fire escapes, etc.)
C.R.S. 22-1-130(6) (safe school plan must include parent notification of employee criminal charges)
C.R.S. 22-3-101 through 22-3-104 (eye protective devices)
C.R.S. 22-32-109.1 (1)(b.5) (definition of "community partners" that board may wish to consult with in developing and implementing its safe school plan)
C.R.S. 22-32-109.1 (2) (safe school plan)
C.R.S. 22-32-109.1 (2)(b) (detailing information required in annual principal reports on the learning environment)
C.R.S. 22-32-109.1 (2.5) (districts are "encouraged" to adopt a child sexual abuse and assault prevention plan as part of a safe school plan)
C.R.S. 22-32-110 (1)(k) (board authority to adopt policies related to employee safety and official conduct)
C.R.S. 22-32-124 (2) (building inspections)
C.R.S. 24-10-106.5 (duty of care)

CROSS REFS:

ECA/ECAB, Security/Access to Buildings
KDE, School Emergency & Crisis Management
KI, Visitors to Schools

AE
ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

Adopted: November 15, 1988
Revised: 1st reading November 19, 2024

The Board accepts its ultimate responsibility for the academic accomplishments of District students. Consistent with this responsibility and as required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program.

In accordance with state law, the Board shall appoint a District accountability committee and shall determine if members shall be appointed or elected to school accountability committees. See regulation AE-R. The District accountability committee and school accountability committees shall have those powers and duties prescribed by state law.

All District accountability committee meetings and school accountability committee meetings shall be open to the public. Meeting notices for District accountability committee meetings shall be posted in the same place and manner as notices of Board meetings. Notices for school accountability committee meetings shall be posted in the school.

LEGAL REF.:

C.R.S. 22-2-117 (waivers from State Board of Education)
C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)
C.R.S. 22-11-301 and 302 (district accountability committee)
C.R.S. 22-11-401 and 402 (school accountability committees)
C.R.S. 24-6-402 (open meetings law)
1 CCR 301-1, Rules 2202-R-1.00 et seq. (accreditation rules)

CROSS REF.:

BDF, Advisory Committees

ADVISORY COMMITTEES

Adopted: October 10, 1972
Revised:1st reading November 19, 2024

The Board of Education of Mesa County Valley School District 51 encourages the participation of citizens of the District in decision-making processes. However, the legal responsibility for decision-making in all matters of policy and operation rests with the Board.

1. Board-appointed advisory committees, both District-wide and at the school level, shall function within organizational frameworks approved by the Board. A staff member or members will be assigned to each group to help it develop an appropriate constitution and/or bylaws, carry out its functions, and coordinate its work with other advisory and staff groups. Only the Board shall have the authority to dissolve committees it has created.
2. School- and District-level advisory committees that are required under federal and state programs shall be formed and shall function in accordance with the requirements pertaining to each specific federal or state program. The Board shall grant to those bodies the advisory responsibilities relevant to the planning, implementation, and evaluation of such program or project in accordance with applicable law.
3. Community groups that are neither appointed by the Board nor formed as required under federal or state programs are encouraged to offer suggestions and advice to the Board in order to assist it in the decision-making process. The final responsibility for all decisions, however, rests with the Board of Education alone.

Appointments of citizens to board advisory committees shall be approved by the Board. An advisory committee member shall be removed from office by the Board if he or she does not attend three consecutive meetings unless the committee by resolution approves any additional absences or unless such absences are due to temporary disability or illness. In addition, the committee by majority vote may request the removal from office of any member. Such removal shall require subsequent Board approval.

If required by state law, advisory committee meetings shall be open to the public, and meeting notices shall be posted. If notice of the meeting is legally required, such notice shall be posted in the same place and manner as notices of Board meetings.

LEGAL REF.:

C.R.S. 22-9-107 (licensed personnel performance evaluation council)
C.R.S. 22-11-301, 401 (accountability committees)
C.R.S. 22-32-109.1 (2) (community consultation on safe school plan, including conduct and discipline code)
C.R.S. 24-6-402 (open meetings law)

CROSS REF.:

AE, Commitment to Accomplishment (and District Accountability Program)
BDFB, Vocational Advisory Council
BEDA, Notification of Board Meetings
CBI, Evaluation of Superintendent
GCOA, Evaluation of Certificated Staff (Certificated Staff Other Than Administrators)
GCOC, Evaluation of Professional Staff (Administrators)
JIC, Student Conduct
JK, Student Discipline
KCB, Community Participation in Decision Making

SCHOOL BUILDING ADMINISTRATION

Adopted: January 9, 1973, 1988
Revised: 1st reading November 19, 2024

All school principals shall act as the chief administrative officers of their own buildings and grounds. They shall be responsible for and shall have authority over the actions of the students, professional and support staff members, visitors, and persons hired to perform special tasks. The principals shall have both the authority and responsibility of developing administrative guidelines and procedures for the operation of their respective buildings within the limitations of Board policy and central administration procedures and guidelines.

Principals shall also be responsible for achieving the long- and short-range educational objectives and mission of the District, as those pertain to students and staff in their schools.

In the absence of a school principal, the Superintendent or designee shall assume all authority and duties of the principal.

LEGAL REFS.:

C.R.S. 22-32-109 (1)(jj) (boards to identify areas where principals need professional development)
C.R.S. 22-32-126 (employment of principals)
C.R.S. 22-60.5-301, 306 (principal and administrator licenses)
C.R.S. 22-63-103 (1.5) (definition of administrator)
C.R.S. 22-63-201 (exception to licensure requirement)

The Superintendent has responsibility for carrying out the policies established by the Board. The Superintendent or designee has the authority to develop administrative regulations as may be needed for the implementation of Board policies.

In the development of administrative regulations, the Superintendent or designee may involve at the planning stage, those departments or staff affected by such rules.

The Board itself shall approve administrative regulations when specific state or federal laws require the Board to do so or when the Board or Superintendent considers such approval desirable.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all District employees and students will carry them out willingly.

The Superintendent or designee will develop a method for disseminating District policies and regulations to District employees, students, parents/guardians, and members of the public who are affected by them.

Disregarding board policy and administrative regulations by employees may be interpreted as insubordination and/or willful neglect of duty.

In an effort to keep its written policies up-to-date, the Superintendent or designee shall review policies on a continuous basis. From time to time the Board may temporarily suspend or repeal existing policies by a majority vote of Board members present at any regular or special meeting.

The District shall promote and provide for equal opportunity in the recruitment, selection, development, promotion, compensation, and dismissal of all personnel. The District's commitment to equal employment opportunity shall apply to all otherwise qualified persons without regard to disability, race, creed, color, national origin, gender, sex, sexual orientation, gender expression, gender identity, religion, veteran status, pregnancy, marital status, age, ancestry, genetic information, need for special education services, or any other applicable status protected by federal, state, or local law ("protected status"). For purposes of this policy, the above terms and "harassment" shall have the definitions expressed in Policy AC.

The District is committed to nondiscrimination in all areas of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion, and termination.

The District does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities. The following person/people have been designated to handle inquiries regarding the non-discrimination policies:

The following person has been designated as the compliance officer for the District:

Jan Blair
596 N. Westgate Drive, Grand Junction, CO 81505
(970) 254-6222
Jan.Blair@d51schools.org

The following person has been designated as the Title IX Coordinator for the District

Lindsay Martin
2115 Grand Avenue
(970) 254-5139
titleIX@d51schools.org

LEGAL REF.:

20 U.S.C. §1681 (Title IX of the Education Amendments of 1972)
29 U.S.C. §201 et seq. (Fair Labor Standards Act)
29 U.S.C. §621 et seq. (Age Discrimination in Employment Act of 1967)
29 U.S.C. §794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. §1210 et seq. (Title II of the Americans with Disabilities Act)
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964)
42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)
42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)
C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-401 (13.5) (definition of sexual orientation)
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 22-61-101 (discrimination in employment prohibited)
C.R.S. 24-34-301 et seq. (Colorado Civil Rights Division procedures)
C.R.S. 24-34-301 (3.3) (definition of gender expression)

C.R.S. 24-34-301 (3.5) (definition of gender identity)
C.R.S. 24-34-301 (7) (definition of sexual orientation)
C.R.S. 24-34-402 et seq. (discriminatory or unfair employment practices)
C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)

CROSS REF.:

AC, Nondiscrimination
GBAA, Sexual Harassment

Recruiting:

The Board desires the Superintendent to develop and maintain a recruitment program designed to attract and hold the best possible professional personnel in the District's schools.

It is the responsibility of the Superintendent, with the assistance of other administrators, to determine the personnel needs of the District in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other professional personnel will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the diverse characteristics of the school system and the need for staff members of various backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed in the District's schools. Any present employee of the District may apply for a position for which they are licensed and meet other stated requirements.

Background Checks:

Prior to hiring any person, in accordance with state law, the District must conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the District must comply with the Fair Credit Reporting Act and applicable state law.

Hiring:

Discrimination in the hiring process on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, genetic information, age, or conditions related to pregnancy or childbirth is prohibited.

All candidates will be considered on the basis of their merits, qualifications, and the needs of the District.

All interviewing and selection procedures will ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent. Unless otherwise required by law, the final selection for nomination will be made only by the Human Resources Department.

Appointment of Candidates:

Recommendations for employment shall be made at regular meetings of the Board. The vote of a majority of the Board is necessary to approve the appointment of teachers and administrators. If there is a negative vote by the Board, the superintendent must submit a new recommendation to the Board for approval.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the District to the appropriate state agency.

Officer/Coordinator:

The following person has been designated as the compliance officer for the District:

Jan Blair
596 N. Westgate Drive, Grand Junction, CO 81505
(970) 254-6222

Jan.Blair@d51schools.org

The following person has been designated as the Title IX Coordinator for the District

Lindsay Martin
2115 Grand Avenue
(970) 254-5139
titleIX@d51schools.org

LEGAL REFS.:
15 U.S.C. 1681 et seq. (Fair Credit Reporting Act)
20 U.S.C. 6312 (c)(6) (teacher licensure requirements under Every Student Succeeds Act)
42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)
28 C.F.R. 50.12 (b) (notification requirements regarding fingerprints)
C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-401 (13.5) (definition of sexual orientation)
C.R.S. 8-2-126 (limits employers' use of consumer credit information)
C.R.S. 8-2-131 (employers prohibited from asking age-related questions on initial job applications)
C.R.S. 13-80-103.9 (liability for failure to perform an education employment required background check)
C.R.S. 14-14-111.5 (Child Support Enforcement procedures)
C.R.S. 22-2-119 (inquiries prior to hiring)
C.R.S. 22-2-119.3 (6)(d) (name-based judicial record check – definition)
C.R.S. 22-32-109 (1)(f) (Board duty to employ personnel)
C.R.S. 22-32-109 (1)(pp) (annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)
C.R.S. 22-32-109.7 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.8 (non-licensed personnel – submittal of fingerprints and name-based criminal history record check)
C.R.S. 22-32-126 (principal's role in hiring and assignment)
C.R.S. 22-60.5-114 (3) (State Board can waive some requirements for initial license applicants upon request of school district)
C.R.S. 22-60.5-201 (types of teacher licenses issued)
C.R.S. 22-61-101 (prohibiting discrimination)
C.R.S. 22-61-103 (requirement for teacher's oath or written pledge)
C.R.S. 22-63-201 (licensure required)
C.R.S. 22-63-202 (employment contracts and mutual consent placement)
C.R.S. 22-63-206 (transfers)
C.R.S. 24-5-101 (effect of criminal conviction on employment)
C.R.S. 24-34-301 (9) (definition of gender expression)
C.R.S. 24-34-301 (10) (definition of gender identity)
C.R.S. 24-34-301 (24) (definition of sexual orientation)
C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices)
C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)
C.R.S. 24-72-202 (4.5) (definition of personnel file in open records law)
3 C.C.R. 708-1:40.2 (definition of age-based bona fide occupational qualification)

Mesa County Valley School District 51
GDE/GDF
CLASSIFIED STAFF RECRUITING/HIRING

Related: GDE/GDF-R
Adopted: January 9, 1973
Revised: 1st Reading November 19, 2024

The District shall establish and budget for classified positions in the school district on the basis of need and the financial resources of the District.

Recruiting:

The recruitment and selection of candidates for these positions shall be the responsibility of the Superintendent or designee who shall confer with principals and other supervisory personnel in making a selection.

All vacancies shall be made known to the present staff. Anyone qualified for a position may submit an application.

Background checks:

Prior to hiring any person, in accordance with state law, the District shall conduct criminal background checks and consult with previous employers regarding the applicant's fitness for employment.

All applicants recommended for a position in the District shall submit a set of fingerprints and a form with information about felony or misdemeanor convictions as required by law. (This requirement shall not apply to any student currently enrolled in the District applying for a job.) Applicants may be conditionally employed prior to receiving the fingerprint results.

Hiring:

Discrimination in the hiring process on the basis of disability, race, creed, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, marital status, religion, ancestry, age, genetic information, or conditions related to pregnancy or childbirth is prohibited.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the District to the appropriate state agency.

LEGAL REF.:

15 U.S.C. 1681 et seq. (Fair Credit Reporting Act)
42 U.S.C. 653 (a) (Personal Responsibility and Work Opportunity Reconciliation Act)
42 U.S.C. 2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)
28 C.F.R. 50.12 (b) (notification requirements regarding fingerprints)
C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-401 (13.5) (definition of sexual orientation)
C.R.S. 8-2-126 (limits employers' use of consumer credit information)
C.R.S. 13-80-103.9 (liability for failure to perform an education employment required background check)
C.R.S. 14-14-111.5 (Child Support Enforcement procedures)
C.R.S. 22-2-119 (duty to make inquiries prior to hiring)
C.R.S. 22-2-119.3 (6)(d) (name-based criminal history record check - definition)
C.R.S. 22-32-109 (1)(f) (Board duty to employ personnel)
C.R.S. 22-32-109 (1)(pp) (annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs)

CROSS REF.:

GBA, Equal Opportunity Employment

Every student of this school district will have equal educational opportunities through programs offered in the school district regardless of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, veteran status, ancestry, or need for special education services. A lack of English language skills will not be a barrier to admission and participation in the career and technical education (CTE) programs of the District.

This concept of equal educational opportunity will guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum, and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities will be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that District programs are in compliance with applicable laws and regulations, the Board directs the Superintendent or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks, and supplemental materials for discriminatory bias.
2. Training – provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access – review programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment, and related matters.
5. Student evaluation instruments – review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
6. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

The District does not discriminate in its educational, employment, or hiring practices on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, veteran statutes, ancestry, or need for special education services.

The following person has been designated as the compliance officer for the District:

Jan Blair
596 N. Westgate Drive, Grand Junction, CO 81505
(970) 254-6222
Jan.Blair@d51schools.org

The following person has been designated as the Title IX Coordinator for the District

Lindsay Martin
2115 Grand Avenue
(970) 254-5139
titleIX@d51schools.org

LEGAL REFS.:
20 U.S.C. §1681 (Title IX of the Education Amendments of 1972)
20 U.S.C. §1701-1758 (Equal Educational Opportunities Act of 1974)
29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)

C.R.S. 2-4-401 (3.4) (definition of gender expression)
C.R.S. 2-4-401 (3.5) (definition of gender identity)
C.R.S. 2-4-401 (13.5) (definition of sexual orientation)
C.R.S. 22-32-109 (1)(II) (Board duty to adopt written policies prohibiting discrimination)
C.R.S. 22-32-109.1 (2) (conduct and discipline code to be revised as necessary including based on any relevant school district data)
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 24-34-301 (9) (definition of gender expression)
C.R.S. 24-34-301 (10) (definition of gender identity)
C.R.S. 24-34-301 (24) (definition of sexual orientation)
C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)
C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS.:

AC, Nondiscrimination/Equal Opportunity
JBB, Sexual Harassment

Admission

All persons aged six and under 21 years who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum and residing within the boundaries of the District, may be permitted to attend public schools of the District without payment of tuition.

A birth certificate or other satisfactory evidence of legal age, as well as proof of residence, shall be required of each student entering school in this District for the first time.

Students new to the District will be enrolled conditionally until records, including discipline records, from the schools previously attended by the student are received by the District. Notice of the conditional enrollment status of new students will be clearly indicated on all new student enrollment forms. In the event the student's records indicate a reason to deny admission, the student's conditional enrollment status will be revoked. The student's parent/guardian will be provided with written notice of the denial of admission. The notice will inform the parent/guardian of the right to request a hearing.

Denial of Admission

The Board of Education, Superintendent, or Superintendent's designee may deny admission to the schools of the District in accordance with applicable law.

The grounds for denial of admission to students requesting choice enrollment include:

1. There is a lack of space or teaching staff within a particular program or school requested, in which case priority shall be given to resident students applying for admission to such a program or school.
2. The school requested does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet the special needs of the student as defined in the student's IEP.
3. The student does not meet the established eligibility criteria for participating in a particular program, including but not limited to age requirements, course prerequisites, and required levels of performance, as outlined by the school for all students in the program.
4. The student has been expelled from any school district during the preceding 12 months, or the student has engaged in behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other students or of school personnel.
5. The student has graduated from the twelfth grade of any school or is in receipt of a document evidencing completion of the equivalent of a secondary curriculum.
6. Other grounds provided by law.

The Board will provide due process of law to students and parents/guardians through written procedures consistent with applicable law for denial of admission to a student.

The policy and procedures for denial of admission will be the same as those for student suspension and expulsion inasmuch as the same section of the law governs these areas.

Nondiscrimination

Consistent with applicable law and District policy, the District does not discriminate on the basis of disability, race, creed, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, marital status, religion, ancestry, age, genetic information, conditions related to pregnancy or childbirth, or need for special education services, or any other applicable status protected by federal, state, or local law, in making enrollment decisions.

The following person has been designated as the compliance officer for the District:

Jan Blair
596 N. Westgate Drive, Grand Junction, CO 81505
(970) 254-6222
Jan.Blair@d51schools.org

The following person has been designated as the Title IX Coordinator for the District

Lindsay Martin
2115 Grand Avenue
(970) 254-5139
titleIX@d51schools.org

LEGAL REFS.:

C.R.S. 22-1-102 (defines "resident")
C.R.S. 22-1-102.5 (defines "homeless child)
C.R.S. 22-1-115 (school age is any age over five and under twenty-one years)
C.R.S. 22-2-409 (notification of risk)
C.R.S. 22-32-109 (1)(ll) (Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner)
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 22-32-115 (tuition to another school district)
C.R.S. 22-32-116 (non-resident students)
C.R.S. 22-32-138 (enrollment of students in out-of-home placements)
C.R.S. 22-33-103 through 22-33-110 (school attendance law)
C.R.S. 22-33-105 (2)(c) (requiring hearing to be convened if requested within 10 days after denial of admission or expulsion)

Mesa County Valley School District 51

JIC

STUDENT CONDUCT

Related: JIC-R
Adopted: June 13, 1982
Revised: 1st reading November 19, 2024

It is the intention of the Board of Education that the District's schools help students achieve maximum development of individual knowledge, skills, and competence and that they learn behavior patterns that will enable them to be responsible, contributing members of society.

The Board, in accordance with applicable law, has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly, and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JIC" in the file name constitute the conduct section of the legally required code.

The Board may consult with parents/guardians, students, teachers, administrators, and other community members in the development and review of the conduct and discipline code.

The conduct and discipline code shall be provided to each student upon enrollment in elementary, middle, and high school. The District shall take reasonable measures to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the District. In addition, any significant change in the code shall be provided to students and posted in each school.

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all District employees, the educational purpose underlying all school activities, the widely shared use of District property, and the rights and welfare of other students and staff. All employees of the District shall be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the conduct and discipline code.

LEGAL REF.:

C.R.S. 22-11-302 (1)(f) (district accountability committee shall provide input to the board regarding the creation and enforcement of the conduct and discipline code)
C.R.S. 22-32-109.1 (2) (policy required as part of safe schools plan)
C.R.S. 22-32-109.1 (2)(a) (school district shall take reasonable measures to ensure students are familiar with the conduct and discipline code)
C.R.S. 22-33-106 (1)(a-g) (grounds for suspension, expulsion, and denial of admission)

CROSS REF.:

JIC subcodes (all pertain to student conduct)
GBEB – Staff Conduct (and Responsibilities)/Conflict of Interests
JK - Student Discipline

STUDENT DRESS CODE

Adopted: June 13, 1972
Revised:1st reading November 19, 2024

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students must not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or the maintenance of a safe and orderly school.

Any student deemed in violation of the student dress code must be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there will be no further penalty.

Unacceptable Items

The following items are not acceptable in school buildings, on school grounds, or at school activities:

1. Any manner of grooming or apparel, including clothing, jewelry, emblems, and/or badges which by virtue of color, arrangement, trademark, or other attribute is associated with, or denotes membership in or affiliation with, any gang, is not allowed;
2. Sunglasses or dark glasses, absent a verified medical condition, worn inside the classroom;
3. Inappropriately sheer, tight, or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh, or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and chest;
4. Any inappropriate or disruptive clothing item or accessory that causes or may cause a substantial disruption to or material interference with school safety, personal safety, and/or the learning environment may result in discretionary intervention by school administrators;
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, tattoos, apparel, head coverings, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that;
6. Refer to drugs, tobacco, alcohol, or weapons;
7. Are of a sexual nature;
8. Are obscene, profane, vulgar, lewd, or legally libelous;
9. Threaten the safety or welfare of any person;
10. Promote any activity prohibited by the student code of conduct;
11. Tattoos displaying any of these must be covered at all times;
12. Soled shoes or sandals must be worn at all times; or,
13. No exposed undergarments.

Graduation Adornments

Graduating students are expected to wear the attire customarily worn for the graduation ceremony at their school, with the specific exceptions outlined below.

A student may adorn the cap, gown, or stole customarily worn at their school with traditional objects of tribal regalia and/or objects of cultural or religious significance. Adornments are something worn in addition to, but not replacing, graduation attire, and are not limited to decorating graduation caps. Tribal regalia or objects of cultural or religious significance means formal attire used in recognized practices and traditions of a certain group of people. Adornments cannot include any alphabetical letters other than the student's name or numerals other than the graduating class (e.g. Class of 2022). Other written statements, phrases, or slogans are not permitted.

Students are required to request permission to wear an adornment in advance, and the District reserves the right to prohibit any adornments that are obscene, defamatory, fraudulent, profane, threatening, inappropriate, disruptive, or violate the dress code in any other manner. If it is determined that the adornment would cause a substantial disruption or material interference based on reliable evidence, the student's request may be denied. Students who

wear adornments that have not been approved may be required to remove the adornment if the adornment is likely to cause a substantial disruption of, or material interference with, the graduation ceremony.

An adornment worn by a student must comply with the school's and school district's dress code policies.

Exceptions:

Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extracurricular or sports activities (such as cheerleading or dance uniforms and the like) may be worn to school when approved by the sponsor or coach.

Building principals in conjunction with their supervisors may develop and adopt school-specific dress codes that are consistent with this policy.

LEGAL REF.:

C.R.S. 22-32-109.1 (2)(a)(I)(J) (boards duty to adopt student dress code)
C.R.S. 22-1-142.5 (students permitted to wear recognized objects of cultural or religious significance at graduation that are not substantially disruptive)

CROSS REF.:

IMDB, Flag Displays
JBB, Sex-based Harassment
JIC, Student Conduct
JICDA, Code of Student Conduct
JICF, Secret Societies/Gang Activity
JICH, Alcohol Use/Drug Abuse by Students
JICI, Dangerous Weapons in the Schools
JK, Student Discipline
JKD/JKE, Student Suspension/Expulsion

The Board recognizes there are certain behaviors that, if tolerated, would quickly compromise the type of learning environment to which the students and staff are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall result in immediate action being taken by the District.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior will be subject to appropriate disciplinary action including suspension and/or expulsion in accordance with Board policy concerning student suspension, expulsions, and other disciplinary interventions. As appropriate and in accordance with applicable law and Board policy students may also be referred to law enforcement authorities. At the discretion of the District and when appropriate, the student may receive appropriate intervention designed to address the problem behavior. The District may also conduct a threat assessment of the student.

Students shall immediately report questionable behavior or potentially violent situations to an administrator, counselor, or teacher. All reports shall be taken seriously.

A staff who witnesses or receives a report of a student's act of violence and aggression must notify the building principal or designee as soon as possible.

Acts of violence and aggression are any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and probability of harm or injury.

An act of violence and aggression includes but is not limited to the following behaviors:

1. Possession, threat with, or use of a weapon - as described in the Board's weapons policy.

2. Physical assault - the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or harm.

3. Verbal abuse - includes but is not limited to, swearing, screaming, obscene gestures, or threats directed, either orally (including by telephone) or in writing (including text, social media, or other electronic means), at an individual, his or her family or a group.

4. Intimidation - an act intended to frighten or coerce someone into submission or obedience.

5. Extortion - the use of verbal or physical coercion in order to obtain financial or material gain from others.

6. Bullying – as described in the Board's policy on bullying prevention and education.

7. Gang/Hate Activity - as described in the Board's policy.

8. Sexual Harassment or other forms of harassment- as described in the Board's sexual harassment policy and nondiscrimination policy.

9. Stalking - the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.

10. Defiance - a serious act or instance of defying or opposing legitimate authority.

11. Discriminatory Slurs - insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, religion, national origin, ancestry, disability or need for special educational services.

12. Vandalism - damaging or defacing property owned by or in the rightful possession of another.

13. Terrorism - a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

LEGAL REFS.:

C.R.S. 22-32-109.1 (1)(b) (definition of bullying)
C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)
C.R.S. 24-34-301 (9) (definition of gender expression)
C.R.S. 24-34-301 (10) (definition of gender identity)
C.R.S. 24-34-301 (24) (definition of sexual orientation)

CROSS REFS.:

AC, Nondiscrimination
JBB, Sexual Harassment
JICDA, Code of Student Conduct
JICDE, Bullying Prevention, and Education
JICF, Secret Societies/Gang Activity
JICI, Dangerous Weapons In The Schools

SECRET SOCIETIES/GANG ACTIVITIES

Related: JICF-R
Adopted: April 4, 2000
Revised: 1st reading November 19, 2024

Gang activities have the potential of endangering students and threatening to disrupt the educational process in our schools. The Board of Education desires to keep District schools and students free from the threats or harmful influence of any groups or gangs that advocate drug use, violence, disruptive behavior, or intimidation of persons based on their religious beliefs, race, or ethnicity.

Gang activities are often marked by the prominent display of certain colors or other evidence in wearing apparel by students, graffiti with distinctive symbols, and the use of signals and/or gestures to denote gang membership. Students who adopt a dress style suggestive of such display, even when not associated with gang activity, may become targets of anti-social behavior.

The principal or designee shall take reasonable steps to deter gang activity, intimidation of students, or confrontations between members of different gangs on school grounds, in school vehicles, and at school activities or sanctioned events.

The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs or which symbolizes advocacy of drug use, violence, disruptive behavior, or intimidation of persons based on their religious beliefs, race or ethnicity is prohibited on school grounds, in school vehicles, and at any District or school activity or sanctioned events.

LEGAL REFS.:

C.R.S. 22-32-109.1 (2)(a)(I)(F) (policy required as part of safe schools plan)

CROSS REFS.:

GBAA, Sexual Harassment
JIC, Student Conduct
JICDD, Violent and Aggressive Behavior
JICI, Dangerous Weapons In The Schools
JICA, Student Dress Code

Mesa County Valley School District 51

JICI

WEAPONS IN THE SCHOOLS

Adopted: November 17, 1987
Revised: 1st reading November 19, 2024

Using, possessing, or threatening to use a dangerous weapon on District property, when being transported in vehicles dispatched by the District or one of its schools, during a school-sponsored or District-sponsored activity or event, and off school property when the conduct has a reasonable connection to the school or any District curricular or non-curricular event without the authorization of the school or the school district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, "dangerous weapon" means:

a. A firearm.

b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.

c. A fixed-blade knife with a blade that exceeds three inches in length.

d. A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length.

e. Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to a slingshot, bludgeon, nun chucks, brass knuckles or artificial knuckles of any kind.

Students who use, possess, or threaten to use a dangerous weapon in violation of this policy shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions, and other disciplinary interventions.

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The Superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification must be in writing.

Firearm facsimiles

Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on District property, when being transported in vehicles dispatched by the District or one of its schools, during a school-sponsored or District-sponsored activity or event, and off school property when such conduct has a reasonable connection to the school or any District curricular or non-curricular event without the authorization of the school or school district is prohibited. Students who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion.

A student may seek prior authorization from the building principal to carry, bring, use, or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school-related activity. A student's failure to obtain such prior authorization is a violation of this policy provision and may result in disciplinary action, including but not limited to suspension and/or expulsion. The principal's decision to deny or permit a student to carry, bring, use, or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and

circumstances involved. School administrators shall consider violations of this policy provision on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Local Restrictions

The Board of Education determines that extra precautions regarding knives are important and necessary to provide for student safety. Therefore, the carrying, bringing, using, or possessing of any knife, regardless of the length of the blade, in any school building, on school grounds, or other District property, when being transported in vehicles owned or dispatched by the District or the District's transportation contractor, at any school-sponsored or District-sponsored activity or event, or off school property when the conduct has a reasonable connection to the school or any District curricular or non-curricular event without the authorization of the school or the school district is prohibited. Students who violate this policy provision shall be subject to appropriate discipline, including suspension or expulsion.

Recordkeeping

The District shall maintain records that describe the circumstances involving expulsions of students who bring dangerous weapons to school, the number of students expelled, and the types of weapons involved as required by law.

Referral to law enforcement

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the District to the appropriate law enforcement agency.

LEGAL REFS.:
18 U.S.C. §921 (a)(3) (federal definition of "firearm")
20 U.S.C. §7151 (Gun-Free Schools Act)
20 U.S.C. §7151 (h) (requiring schools to have policies requiring referral to law enforcement)

C.R.S. 22-32-109.1 (2)(a)(I)(G) (policy required as part of safe schools plan)
C.R.S. 22-33-102 (4) (definition of a dangerous weapon)
C.R.S. 22-33-106 (1) (grounds for suspension, expulsion, denial of admission)
C.R.S. 22-33-106 (1)(f) (must adopt a policy regarding firearm facsimiles)

CROSS REFS.:
JKD/JKE, Student Suspension/Expulsion
JK, Student Discipline
JICDA, Code of Student Conduct

The Board believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objective of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. All policies and procedures for handling student discipline problems shall be designed to achieve these broad objectives.

The Board, in accordance with applicable law, has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly, and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JK" in the file name shall be considered as constituting the discipline section of the legally required code.

Immunity for Enforcement of Discipline Code:

An act of a teacher or other employee shall not be considered child abuse if the act was performed in good faith and in compliance with the student discipline code adopted by the Board.
A teacher or any other person acting in good faith and in compliance with the discipline code adopted by the Board shall be immune from criminal prosecution or civil liability unless the person is acting willfully or wantonly.

Remedial Discipline Plans:

The principal may develop a remedial discipline plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events. The goal of the remedial discipline plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.

Discipline of Habitually Disruptive Students:

Students who have caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year may be declared habitually disruptive students. Any student enrolled in the District's schools may be subject to being declared a habitually disruptive student. Declaration as a habitually disruptive student may result in the student's suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions, and other disciplinary interventions.

Discipline of Special Education Students:

Students with disabilities shall be disciplined in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and other applicable state and federal laws. A student with a disability shall be subject to expulsion as a habitually disruptive student only if a determination has been made by the student's IEP or Section 504 team that the disruptive behavior is not a manifestation of the student's disability.

Distribution of conduct and discipline code:

The conduct and discipline code shall be provided to each student upon enrollment in elementary, middle, and high school. The district shall take reasonable measures to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the District. In addition, any significant change in the code shall be provided to students and posted in each school.

LEGAL REFS.:

29 U.S.C. 701 et seq. (Section 504 of the Rehabilitation Act of 1973)
20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)
C.R.S. 18-6-401(1) (definition of child abuse)
C.R.S. 22-11-302(1)(f) (district accountability committee input regarding discipline code)
C.R.S. 22-20-101 et seq. (Exceptional Children's Educational Act)
C.R.S. 22-32-109.1(2) (adoption and distribution of discipline code)
C.R.S. 22-32-109.1(9) (immunity provisions in safe schools law)
C.R.S. 22-32-126(5) (communication of disciplinary information)
C.R.S. 22-33-106(1) (grounds for suspension, expulsion, and denial of admission)
C.R.S. 22-33-106(1)(c.5) (definition of a habitually disruptive student)
C.R.S. 22-33-202 (identification of at-risk students

CROSS REFS.:
JIC, Student Conduct, and subcodes
JK subcodes (all relate to discipline)
JRA/JRC, Student Records

The Board of Education shall provide due process of law to students through written procedures consistent with the law for the suspension or expulsion of students and the denial of admissions. (*See JKD/JKE-R)* In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary process.

Proportionate disciplinary interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff.

The Board and its designee(s) shall consider the following factors in determining whether to suspend or expel a student:

1. The student's age;
2. The student's disciplinary history;
3. The student's eligibility as a student with a disability;
4. The seriousness of the violation committed by the student;
5. The threat posted to any student or staff;
6. The likelihood that a lesser intervention would properly address the violation; and
7. Whether excluding the student from school is necessary to preserve the learning environment.

For a student in preschool, kindergarten, first grade, or second grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed, and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

Other Disciplinary Interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to: detention, in-school suspension, implementation of a remedial discipline plan, participation in restorative practices or positive behavioral intervention support ("PBIS") programs, referral to the juvenile assessment center for counseling or other services, or other approaches that address the student's misconduct and minimize exposure to the criminal and juvenile justice systems. As another intervention and alternative to suspension, the principal or designee may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations. This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in the school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Nothing in this policy shall limit the Board's and its designees' authority to suspend and/or expel a student as deemed appropriate by the Board and its designees. The decision to suspend and/or expel a student instead of proving an alternative to suspension or expulsion or the failure of an intervention to remediate the student's behavior shall not be grounds to prevent the Board and its designees from proceeding with appropriate disciplinary measures, including but not limited to suspension and/or expulsion.

Delegation of Authority:

1. **Students in preschool through second grade:** The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds states in C.R.S. 22-33-106.1(2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see JKDA/JKEA).

2. **Students in third grade and higher grade levels:** The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in third grade and higher grade levels in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106(1)(a), (1)(c) or (1)(e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106(1)(d) unless expulsion is mandatory under law (see JKDA/JKEA).

3. The Board of Education delegates to the Superintendent or designee the authority to suspend a student, in accordance with C.R.S. 22-33-105 and 22-33-106.1(3), for an additional ten (10) school days, plus up to and including an additional ten (10) days necessary in order to present the matter to the Board, but the total period of suspension shall not exceed twenty-five (25) school days

4. Unless otherwise determined by the Board, the Board delegates to the Superintendent or designee who shall serve as a hearing officer the authority, to deny admission to or expel for any period not extending beyond one (1) calendar year any student whom the Superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the District. If the hearing is conducted by a designee serving as a hearing officer, the hearing officer shall prepare findings of fact and recommendations for the Superintendent at the conclusion of the hearing. The Superintendent shall render a written opinion on the expulsion matter within five (5) business days after the hearing whether the hearing is conducted by the hearing officer or the Superintendent.

   The Superintendent shall report on each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. Such denial of admission or expulsion by the Superintendent shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments related to the decision, and questions of clarification from the Board.

Expulsion for unlawful sexual behavior or crime of violence:

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the Board to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board delegates to the Superintendent or the Superintendent's designee the authority to make this determination.

If the Superintendent or the Superintendent's designee makes a determination that the student should not be educated in the school, it may proceed with suspension or expulsion in accordance with this policy and the accompanying regulation. Alternatively, the Superintendent or designee may determine that it will wait until the conclusion of the court proceedings to consider suspension or expulsion. If the Superintendent or designee decides to wait, the District shall provide the student with an appropriate alternate education program, including, but not limited to, an online program or a home-based program, pending the resolution of the court proceedings. Until there is a disposition of the charge, the student shall not be permitted to return to the public school program from which the student was removed, and the time spent in an alternate education program shall not be considered a period of expulsion.

LEGAL REFS.:

C.R.S. 16-22-102(9) (unlawful sexual behavior)
C.R.S. 18-1.3-406 (crime of violence)
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)(E) (policy required as part of conduct and discipline code)
C.R.S. 22-32-109.1 (3) (agreements with state agencies)
C.R.S. 22-32-144 (restorative justice practices)
C.R.S. 22-33-105 (suspension, expulsion, and denial of admission)
C.R.S. 22-33-106 (grounds for suspension, expulsion, and denial of admission)
C.R.S. 22-33-106.1 (suspension and expulsion for students in preschool through second grade)
C.R.S. 22-33-106.3 (use of student's written statements in expulsion hearings)
C.R.S. 22-33-106.5 (information concerning offenses committed by students)
C.R.S. 22-33-107 (compulsory attendance law)
C.R.S. 22-33-107.5 (notice of failure to attend)
C.R.S. 22-33-108 (juvenile judicial proceedings)

CROSS REFS.:

GBGB, Personal Security & Safety
JEA, Compulsory Attendance Ages
JF, School Admissions
JIC, Student Conduct
JK, Student Discipline
JKG, Expulsion Prevention

Student Fees, Fines, and Charges:

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the District's education program except tuition when allowed by law. However, the District may require students to pay textbook fees for expendable materials and other miscellaneous fees as more fully set forth in this policy.

All student fees and charges shall be adopted by the Board. The fees shall remain in place until modified or removed by Board resolution. All student fees adopted by the Board shall be used for the purposes set forth in the motion and shall not be spent for any other purpose.

When publicizing any information concerning any fee authorized to be collected by this policy, the school shall specify whether the fee is voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid.

Among the fees which the Board may authorize are the following:

Textbooks, library resources, one-to-one computing devices, and other school property

Textbooks shall be provided on a loan basis. Students may be asked to pay a nonrefundable rental fee reasonably related to the actual cost of some or all of the textbooks provided for the student. The rental fee and corresponding depreciation schedule shall be adopted by the Board prior to the textbook's introduction into the classroom. No rental fee will be assessed for textbooks and workbooks used in the classroom for reference.

Students may be assessed a loss or damage deposit prior to the use of textbooks, library resources, one-to-one computing devices, and other school property provided by the District. This deposit shall be refundable, subject to any applicable fines or related charges. The fines will be for the amount of the loss. In computing a fine, the District will impose a reasonable amount to cover the cost of the textbook library resource, one-to-one computing device, or other school property provided by the District.

If the school district has made a reasonable effort to obtain payment for lost or damaged textbooks, library resources, one-to-one computing devices, or other school property and the student is graduating, the District may deny the privilege of participation in the graduation ceremony if the student fails to return or replace a textbook, library resources, one-to-one computing devices, or other school property by the date of the ceremony. Alternative payment methods, such as installment plans or school services, shall apply to students who are unable to pay.

A student shall not be refused use of textbooks based on failure to pay the required fees.

Fees for expendable supplies and materials

Teachers shall determine a basic course for each class which can be completed with materials furnished by the school. However, students may be charged a fee for expendable supplies and materials used in the course. Fees for expendable supplies and materials shall relate directly to the actual cost of providing these materials to the student. Students shall be required to pay for materials that go into shop, crafts, or art projects that are above the basic requirements for the course and are to be retained by the student.

Miscellaneous fees:

Students may be asked to pay miscellaneous fees and expenses on a voluntary basis as a condition of attending, participating in, or obtaining materials/clothing/equipment used in a school-sponsored activity or program not within the academic portion of the educational program.

Rental fees for the use of items such as choral robes, band uniforms, and school-owned instruments shall be approved by the Board upon the recommendation of the Superintendent.

Students participating in activities/sports that are not required by the teacher or used in the determination of a grade may be required to pay charges covering the cost of the activity. Such charges may include but are not limited to admission fees, food costs, and transportation costs on activity trips. However, it is incumbent upon the teacher and principal to make every effort to be sure no student is denied the right to participate in trips or other enrichment activities because of lack of funds.

The District may impose and collect a fee for the payment of excess transportation costs in accordance with state law. Only those students who use the District's transportation services shall be required to pay any transportation fee.

The Board may charge student parking fees to offset costs associated with parking and other student-supportive expenditures that enhance the school community (as long as the primary intent, costs associated with parking, is met).

Waiver of fees:

All fees, fines, and charges for textbooks and expendable supplies and materials required for classes within the academic portion of the educational program and any transportation fee shall be waived for indigent students. For purposes of determining if a student is able to pay, an indigent student is defined as any child who is eligible for a free or reduced-price lunch under the federal poverty income guidelines.

All fees for textbooks, expendable supplies and materials, and miscellaneous fees shall be waived for students in out-of-home placements, as that term is defined by C.R.S 22-32-138 (1)(h).

Fee schedule:

The District shall prepare and make available upon request a complete list of student fees, describing how the amount of each fee was derived and the purpose of each fee.

Parents shall be informed on the fee schedule or otherwise regarding how to apply for a waiver of fees, whether fees are voluntary or mandatory, and the specific activity from which the student will be excluded if the fee is not paid. Students qualifying for a fee waiver will receive it without unnecessary embarrassment or public exposure to their needs.

LEGAL REFS.:

C.R.S. 22-32-109 (1)(u) (free textbooks to indigent students w/o loss/damage deposit)
C.R.S. 22-32-110 (1)(o) (textbooks for free or reasonable rental fee)
C.R.S. 22-32-110 (1)(jj) (sanctions for failing to return textbooks and library resources)
C.R.S. 22-32-113 (5) (transportation of pupils and imposition of fee for excess transportation costs)
C.R.S. 22-32-117 (fees)
C.R.S. 22-32-118 (summer school fees)
C.R.S. 22-32-138 (7) (waiver of fees for students in out-of-home placements)

C.R.S. 22-45-104 (disposition of moneys collected from fines and fees)

CROSS REFS:

EFC, Free and Reduced Price Food Services
JJ, Co-curricular and Interscholastic Programs

It is the District's policy to make District facilities, buildings, or grounds (collectively "Facilities") available to the community for worthwhile purposes when such uses will not interfere with District/school programs or events. The Board reserves and delegates to the District:

1. The right to approve or to refuse approval or to cancel any and all contracts issued for the use of District Facilities when it is deemed that such action is necessary for the best interests of the District; and,

2. The right to administer fees for the use of District Facilities and for other related costs.

Endorsement

Permission for use of District Facilities shall not constitute a District endorsement of any organization, the beliefs of an organization or group, nor the expression of any opinion regarding the nomination, retention, election, or defeat of any candidate, nor the expression of any opinion as to the passage or defeat of any issue.

Priority of Use

1. First priority will be given to preschool through grade 12 school-related activities.

2. Second priority will be given to any other district-sponsored activities.

3. Other community group requests for Facilities use will be approved on a space-available basis and are subject to cancellation due to school-related/District-sponsored activities.

Restrictions and Requirements

1. All applicable District policies will be enforced.

2. District Facilities use requests for ongoing use will not be approved for a period in excess of one year.

3. No construction work will be done to any grounds or athletic fields by outside groups without completion of the District's Facilities work order process without the consent of the Chief Operating Officer.

4. Requests for Facilities use must be made through the District's event management system except in the following circumstances:

    a. Building principals or their designee may approve the use of Facilities under their supervision for normal activities involved in the operation of their school programs without contracting through the District's event management system unless there is a need for specialized personnel. However, all requests for the use of Facilities must be submitted through Facilitron. Principals and high school athletic directors should establish their calendar of events well in advance, giving priority to school functions.

5. Groups or individuals wishing to use District Facilities must submit a community use application at least one week prior to the scheduled activity. Requests for major events requiring long-term preparation (competitive sports, concerts, plays, etc.) may be accepted one year in advance of the activity.

6. All users must indemnify the District as to its property and any person whose property may be within the building or facility for loss or damage to such property caused by any person or persons attending the meeting/activity/event or any damage or injury arising by reason of holding the meeting/activity/event.

7. Groups or individuals must also submit a current certificate of liability insurance, a federal tax classification document, and any other applicable forms (available from the school or district building, from the facilities department, or from the District website, which can be found on the following link: https://www.d51schools.org/district-services111/facilities/facility-rentals-building-use.

8. No application shall be approved unless the applicant provides satisfactory assurance that the use of the Facilities will be under the direct supervision of one or more adults responsible for supervising the proposed activity. Such supervision must ensure that members of the group remain in the assigned portion of the facility. Failure to properly supervise the proposed activity may result in immediate revocation of the use and will disqualify the user from any future use of District buildings or facilities.

9. Requests for Facilities usage will constitute willingness to comply with all rules and regulations regarding the use of District Facilities as prescribed by the District administration.

10. Groups using District Facilities shall agree to indemnify the District for any damage to school or District property and to hold the District harmless from all responsibility for any harm, damage, injury, or loss to persons or property resulting from such use.

11. In the event of damage to District Facilities, the user will accept the estimate of the amount of damage, as provided by the Facilities Management Department, and will pay all repair costs within thirty (30) days of receipt of an invoice/bill.

12. Whenever a community group is permitted to use any District Facilities, at least one District employee must be on hand, paid for by the organization when in the opinion of the appropriate administrator it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, number to be served, and number of volunteer helpers.

13. Whenever a cafeteria or kitchen is used, it shall be under the supervision of a school nutrition employee and in accordance with food services policies and regulations through the District's Nutrition Services Department. The group using the kitchen Facilities shall reimburse the District for the salary of the employee and facility use fees based on the current fee schedule. If the kitchen is requested, additional approval is required through the District's Nutrition Services Department. Recurring kitchen use will require a separate memorandum of understanding between the District and the user. No one under the age of eighteen (18) shall be allowed in the kitchen.

14. In the event security/fire alarms are actuated during their use, the user will be charged for the response of local municipal agencies and/or District personnel.

15. Persons using District Facilities must confine themselves to the rooms, corridors, or areas assigned for their use, and to the approved times. All rooms, corridors, or areas must be vacated completely at the designated time.

16. All buildings must be vacated one hour before the regularly scheduled custodian departing time; otherwise, additional fees will be assessed unless other arrangements have been made.

Cancelations/Closures/Refunds

1. District Cancellations

a. The District reserves the right to cancel a previously approved event or use when a District Facilities becomes unavailable due to the closure of school buildings, facilities, or grounds as the result of an emergency, inclement weather, energy shortage, conservation program, major maintenance/renovation, staff shortages, or any other event beyond the reasonable control of the school or District.
b. A full refund will be issued automatically through Facilitron for any cancelation.
c. The District shall attempt to notify any users of any cancelations twenty-four (24) hours in advance unless it is beyond the reasonable control of the school or District.

2. User Cancelations

   a. At least twenty-four (24) hours notice must be given through the District's event management system if cancelation is necessary by the user.
   b. Refunds for fees will automatically be issued through Facilitron upon notice of cancelation by the District or user

Available Facilities

District Facilities available for use by the community when not in use by the District include the following categories, and guidelines, in conjunction with the fee schedule:

1. Cafeterias, Classrooms, Commons, Library/Media Centers

2. Auditoriums, Board Rooms, Gyms, Wrestling/Weight Rooms

   a. Hardwood floors are restricted to soft-sole footwear such as tennis shoes; no rollerblades.
   b. Use of gym floors will be restricted to activities that will not cause damage.
   c. Users and participants shall not consume food or beverages, other than water, within gyms or auditoriums.
   d. All areas are only to be used for the purpose for which they were designed and constructed.

3. Athletic/Playfields, School Fields/Grounds, Courtyards, Tennis Courts/Tracks, Parking Lots

   a. All areas are only to be used for the purpose for which they were designed and constructed.
   b. Wheeled vehicles and horses shall be restricted to established roadways and parking lots
   c. Placement of buildings, structures, or equipment by outside organizations will not be allowed on District property without prior approval, and such written approval must accompany the building and facility use request form. This is to comply with any sanitation and/or fire standards that must be observed by the District.

4. Playgrounds and Playground Equipment: When not in use by the District or authorized programs, playgrounds and playground equipment are available to the community. The use of these facilities does not require a permit, but such use is at the risk of the user.

Access and Availability

1. All District Facilities usage must comply with District policies relating to official holidays and school closures, thus District Facilities will not be available for community use on those days which are designated as official holidays or non-working days for District employees.

2. Overnight Use:

a. Overnight accommodations that do not interfere with a scheduled District activity may be approved by the building principal or designee.
b. The building principal or designee will determine the time that the areas being used will be secured by the custodian on duty. Supervision after this time will be the responsibility of the person(s) sponsoring the group.
c. Persons using District Facilities must confine themselves to the room(s), corridor(s), or area(s) assigned for their use during the approved time. Areas must be vacated completely at the agreed-upon time.
d. The person(s) supervising as well as the person(s) signing the use contract will be held responsible for any misuse of District Facilities or equipment.
e. The user will be solely responsible for all personnel and property liability and may be required to purchase liability insurance coverage for the activity.

Denials of Requests

The District reserves the right to deny requests, including immediate cancellation of any approved Facilities use requests, from individuals, groups, or organizations that:

1. Advance any doctrine or theory that is subversive to the Constitution or laws of the state of Colorado or the United States;

2. Advocate social or political change by use of violence;

3. Involve activities such as bonfires or activities that require the use of fuels, propane, flammable liquids, or materials, which are not allowed on school property with the exception of District-sponsored activities using contained barbecues; or,

4. Have demonstrated previous misuse or abuse of District facilities, as well as non-payment of previous use.

Prohibited Per Policy or Law

1. The use and possession of alcoholic beverages or drugs by any person or group on or in District Facilities is strictly prohibited.

2. Smoking, including the use of marijuana and vapes is prohibited in all District Facilities.

3. No person will bring, carry, use, or possess a deadly weapon on, or in, District Facilities, except as permitted by law. A "deadly weapon" includes, but is not limited to, a firearm, loaded or unloaded, a knife, bludgeon, or any other weapon or instrument which, in the manner in which it is intended to be used, is capable of producing death or serious bodily injury.

4. Any use of District Facilities shall not in any manner create a nuisance or hazard to other persons on or near these Facilities.

Fees

District Facility use fees will be determined by the Chief Operations Officer and available on the District's website under _____.

1. Deposit – The District reserves the right to require a deposit for protection of the building facility and equipment, and to guarantee the rental or expenses.

2. Weekend, Non-Working/Furlough Days, and Holiday Use – In establishing the fee schedules, the District may impose a higher fee for weekend and holiday use due to the increased administrative burdens related to the use of District facilities on those days.

    a. These increased burdens may include such things as making arrangements for heating, ventilating, and air conditioning; assuring the availability of adequate custodial staff; handling security concerns; rescheduling planned maintenance and repair; and responding to concerns resulting from the increased level of traffic, parking and other activities around the Facilities that would otherwise not occur on weekends and holidays.
    b. Except for District-sponsored activities, all use of District Facilities beyond the regularly staffed work day may require an additional fee according to the current fee schedule.

3. Custodial Overtime – Custodial overtime applies to each category and is charged at all times outside of the regularly scheduled custodial workday.

    a. Custodial support is required unless an approved District representative is present.
    b. Custodial overtime for all groups will be charged according to the current fee schedule for non-staff hours during weekends, holidays, non-working days, and furlough days.
    c. Weekend building use requires a two-hour minimum per room custodial overtime charge unless an approved District representative is used and specific parameters are met.

4. Snow Removal – Should snow removal be required at a facility outside of normal building or facility hours, users will be billed by the hour per the current fee schedule. The District's facilities department will remove snow when the accumulation is two inches or more as close to the use time as possible.

5. Multiple Rooms in a Facility – When using more than one room in a facility, the fee will be established by Facilitron according to the type and size of the event.

6. District Equipment – A fee may be assessed for the use of certain District equipment.

7. Additional Fees – Schools are not permitted to charge additional fees above and beyond the fee schedule.

8. Special Use – Fees for any special requests not covered by this policy or the current fee schedule will be determined by the Chief Operations Officer.

9. Payments – Fees must be paid as soon as possible after receipt of the invoice. Payment for any event must be paid in full prior to the event taking place unless other arrangements are made with The Building Use Department.

10. Individuals or entities with a history of delinquent payments may be suspended from future use of District buildings or facilities.

Furniture and Equipment

1. Requests for use of District equipment must be included on the use request form and are subject to availability.

2. District Facilities users may also arrange to use furniture and equipment which is located in that facility unless approved by the Building Use Department.

3. Furniture and equipment may not be removed from the premises.

4. District Facilities users approved to use the equipment shall be responsible for any damage that may occur while the furniture or equipment is being used.

5. District Facilities users who bring and leave personally owned items or equipment in school facilities do so at their own risk. Such equipment is not covered by insurance and the District cannot pay for repairs, damage, or loss.

6. Certain equipment and/or furniture including specialized District equipment, e.g., audiovisual equipment, public address systems, etc., may be provided based, upon availability, for a fee in accordance with the current fee schedule with principal approval.

7. Additional charges may be assessed by the Building Use Department on a site-to-site basis.

8. Only authorized personnel who have completed proper training as determined by the Performing Arts Department will be allowed to run the lights and soundboards when using the auditoriums. A Performing Arts contract must be signed and added as an addendum to the building use contract in the event the user will use lights, soundboards, or other Performing Arts equipment.

Sports Camps

District-sponsored sports camps must be approved by the District athletic department and conform to Colorado High School Activities Association regulations and District athletic policies. A use request must be completed and submitted through Facilitron. Fees per the current fee schedule will apply for all other non-district-sponsored camps.

VISITORS TO SCHOOLS

Related: KI-E1, KI-E2, KI-R
Adopted: Date of Manual Adoption
Revised: 1st reading November 19, 2024

The District encourages parents/guardians and other citizens of the District to visit classrooms, activities, and functions at any time to observe the work of the schools. The District believes that there is no better way for the public to learn what the schools are doing.

In order to ensure that no unauthorized persons enter buildings with wrongful intent, all visitors to the schools shall report to the school office when entering, and show proper identification and reason for being at the school. Visitors shall wear name-tags which identify them as visitors. This may also apply when visitors are attending an assembly, athletic event, or other school program in areas typically recognized for large group assembly of the community, such as gymnasiums, auditoriums, etc., or when parents are attending activities clearly for the purpose of parent involvement, such as open house or parent-teacher conferences. Any school staff member who encounters a visitor without a visitor badge shall escort that visitor to the main office to sign in.

All exterior perimeter doors shall be locked during the school day and at other times as designated by the Superintendent or designee. Visitor access is restricted to the main entrance only. There may be times, such as during high school lunch periods when it is necessary for exterior doors to be unlocked. When this is the case, the door must be monitored by an adult standing at the door. Propping exterior doors is prohibited at all times during the school day. Staff, students, and visitors should be reminded throughout the school year not to open exterior doors for visitors trying to gain access into the building. Everyone must go through the proper procedure to gain access into the building at the main entrance.

When citizens wish to visit classrooms, they must contact the building principal or designee to determine appropriate visitation times. The principal or designee retains the right to restrict classroom visits or reschedule a planned, or unplanned, visit as they deem appropriate to serve the educational needs of students, to maintain the educational program, or to avoid disruption of instruction. The principal or designee may impose reasonable restrictions upon the time, duration, frequency, and location of visits. In visiting a classroom, visitors shall refrain from making statements or engaging in conduct which interrupts instruction or causes distractions for students, or otherwise disrupts the learning environment. Visitors are not allowed to have unsupervised contact with students other than their own child. Visitors who would like to volunteer at a school must undergo the District screening process, including successful completion of a volunteer application and background check (see policy IJOC). Visitors shall not share with others information about students received during the visit, including but not limited to a student's academic performance, behavior, or status as a free/reduced lunch pupil.

If it is discovered that a visitor is listed on the national or local sex offender registry, the person will not be allowed to visit the school except under the circumstances specified below. The school principal or designee will be alerted when a visitor match to the sex offender registry is discovered. At the discretion of the school principal or designee, the visitor may be asked to leave the school grounds. If the person who is matched to the sex offender registry is a parent/guardian of a student at the school, that parent may be allowed to visit his or her child in the school as long as he or she is in direct line-of-sight supervision by a school or District staff member, and as long as there are no court orders to the contrary. A visitor who is listed on the sex offender registry will have no unsupervised contact with any student while on school grounds.

Visitors are expected to adhere to all school and District rules and regulations, as well as the laws of the State of Colorado, while visiting a District facility, including refraining from using or distributing any tobacco product, alcohol, marijuana or any controlled substance while on school grounds.

Carrying a firearm into a school is prohibited, even for those with a valid permit to carry firearms. Items that have a primary use as a weapon should not be brought into schools or District facilities.

Unauthorized persons shall not loiter on school property at any time. All District employees are expected to help enforce the anti-loitering rule and state law that prohibits loitering and interfering with normal school activities by informing the principal or designee of suspected loitering. Law enforcement shall be called if persons violating this policy refuse to comply.

Visiting schools is a privilege, not a right, which may be limited, denied, or revoked by the principal or designee based on considerations of student and/or staff health, safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy. The District reserves the right to ask any visitor to leave a school or district building for any reason, including but not limited to maintaining the health and safety of students and staff, maintaining a proper educational environment, preventing the disruption of the educational process, or failure to comply with this or any district policy.

Failure to comply with the terms of this policy and the lawful directions of District officials, District security officers, or any other law enforcement officers acting in the performance of duties, or failure to identify oneself to such officials or officers when lawfully requested to do so, may subject the individual to criminal charges. Violations of this policy may also be addressed by restricting access to District schools and facilities, through employee discipline procedures and other lawful means.

LEGAL REFS.:

C.R.S. 18-9-109 (interference with school staff or students)
C.R.S. 18-9-110 (trespass, interference at or in public buildings)
C.R.S. 18-9-112 (definition of loitering)
C.R.S. 18-9-117 (unlawful conduct on public property)
C.R.S. 18-12-105.5 (unlawful possession of weapons on school property)
C.R.S. 22-32-109.1 (7) (Board must adopt open school policy)

CBK
PERSONNEL POLICIES AFFECTING THE SUPERINTENDENT

Adopted: January 9, 1973
Revised to Conform with Practice: Date of Manual Adoption
Policy Manual Review: September 3, 2002
1st Reading To Be Repealed: November 19, 2024

Unless specifically enumerated by contractual agreement, the personnel policies established by the district shall apply to the superintendent.

Mesa County Valley School District 51

CCBA

DELEGATION OF AUTHORITY

Adopted: January 9, 1973
Policy Manual Review: September 3, 2002
1st Reading To Be Repealed: November 19, 2024

The superintendent of schools may delegate duties or work to subordinate officers or employees as required for the effective administration of the school system except in such matters where the statutes or resolutions of the Board of Education prohibit the delegation of such authority.

All reports or recommendations to the Board from any officer or employee under the direction of the superintendent shall be made to the office of the superintendent.

The superintendent shall develop procedures and regulations for implementing Board policy. These rules and detailed arrangements shall constitute the school district's administrative regulations. The superintendent shall evaluate recommendations offered by employees, students, the community and other interested groups when establishing these regulations.

The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board will be provided copies of all district-wide regulations issued by the administration.

Regulations will be officially approved by the Board when required by state law and when strong community, staff or student attitudes make it advisable for the regulations to have Board approval.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Regulations will be included in the Board's policy manual, which shall be available in the superintendent’s office and on the district web page.

The superintendent shall also devise other appropriate means for disseminating particular regulations to the staff members, students and/or members of the public who are affected by them.

Cross Reference:

BGA, Policy Development System

Mesa County Valley School District 51

GBKA

GUIDELINES FOR INFORMAL HEARINGS

Adopted: April 19, 1988
Policy Manual Review: January 21, 2003
1st Reading To Be Repealed: November 19, 2024

This policy shall guide members of the administrative staff charged by Board policy, administrative procedure, statute, rule, regulation or agreement with responsibility for conducting informal hearings.

Nothing contained herein shall be interpreted to confer upon any person the right to an informal hearing independent of a Board policy, administrative procedure, statute, rule, regulation or agreement expressly conferring such right. These guidelines shall apply, unless the context otherwise requires and unless the requirements of another policy, procedure, statute, rule, regulation or agreement expressly contradicts these guidelines, in which event the terms of the contrary policy, procedure, law, rule, regulation or agreement shall govern.

The purpose of an informal hearing is to give a person facing adverse administrative action the opportunity to meet with the responsible administrator in order to review such action. The meeting is intended to serve as an initial check against mistaken information upon which administrative action is based and allow the administrator to determine if there are reasonable grounds to believe that the administrative action should not be taken.

The administrator shall provide the affected person a written statement of charges, evidence and reasons supporting the proposed adverse action. The student or affected person shall be given an opportunity to respond to the charges and reasons orally and/or in writing and to present evidence supporting his or her side of the issue. The proceedings need not be elaborate. Formal rules of procedure and evidence shall not apply. Unless clearly warranted by the circumstances there need be no delay between the notice, the informal hearing and the initial decision.

An employee who as a member of a reserve or national guard unit or any other branch of the military organized under state or federal law who is required to take annual active duty during the school year shall be granted military leave with a right of reinstatement in accordance with state and federal law.

The employee shall receive full salary and benefits during such leave up to a maximum of 15 calendar days annually. All remaining leave to fulfill the annual military obligation shall be unpaid leave.

An employee taking leave under this policy shall forward a copy of his military orders to the superintendent or his designee.

Military leave of absence without pay shall be granted to any regular, full-time employee who enlists for military duty with any branch of the United States armed forces or who is called into active military service in time of war or other emergency declared by the proper authority of the state or United States. The employee shall be considered on a leave of absence during military service.

Upon completion of military service, the employee shall be reinstated in the same or a similar position of like seniority, status and pay if such is available at the same salary and benefits which he would have received if he had not taken leave, subject to the following conditions:

1. The position has not been abolished.

2. The employee is not physically or mentally disabled from performing the duties of the position.

3. The employee submits an honorable discharge or other form of release indicating that his military service was satisfactory.

4. The employee notifies the district of intent to return to work within the time period set out in law.

Upon reinstatement, the employee shall have the same rights with respect to vacation, sick leave and other benefits as if he actually had been employed during the time of such leave.

Legal Reference:

38 U.S.C. §2021, Veterans Re-employment Rights Act
C.R.S. 28-3-601 *et seq.*

Contract Reference:

MVEA agreement, Extended Leaves

LICENSED STAFF RECRUITING/HIRING (ADMINISTRATORS)

Adopted: January 9, 1973
Revised: April 16, 1991
Policy Manual Review: January 21, 2003 1st
Reading To be Repealed: November 19, 2024

When an administrative vacancy occurs, the superintendent shall attempt to recruit the most capable persons available. In the discharge of this responsibility, the superintendent or designee may involve other staff members, parents and members of the community as may be both practical and effective. Only those candidates who meet the qualifications and who display the ability to successfully carry out the duties of the position shall be considered.

All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. Applications shall be solicited from qualified members of the staff. The vacancy may be listed with placement offices at selected educational institutions in Colorado, in neighboring states and with other educational placement agencies.

There shall be no discrimination in the hiring process on the basis of race, color, religion, sex, marital status, age, national origin or disability.

The executive director of human resources shall be responsible for processing applications as well as for managing the recruitment and interview process. The standards established for applications, recruitment, interviews and fingerprinting as set forth in Policy GCE/GCF shall apply.

The superintendent shall submit nominations to the board for administrative personnel appointments. While the board may accept or reject nominations, election shall be valid only if made on the nomination of the superintendent. In the case of rejection, the superintendent shall make another nomination.

Legal References:

C.R.S. 22-32-109 (1)(f)
C.R.S. 22-32-109.9(1)
C.R.S. 22-32-126
C.R.S. 22-61-101
C.R.S. 22-61-103
C.R.S 24-34-402(1)

Cross References:

GBA, Equal Opportunity Employment

An employee who as a member of a reserve or national guard unit or any other branch of the military organized under state or federal law who is required to take annual active duty during the school year shall be granted military leave with a right of reinstatement in accordance with state and federal law.

The employee shall receive full salary and benefits during such leave up to a maximum of 15 calendar days annually. All remaining leave to fulfill the annual military obligation shall be unpaid leave.

An employee taking leave under this policy shall forward a copy of his military orders to the superintendent or his designee.

Military leave of absence without pay shall be granted to any regular, full-time employee who enlists for military duty with any branch of the United States armed forces or who is called into active military service in time of war or other emergency declared by the proper authority of the state or United States. The employee shall be considered on a leave of absence during military service.

Upon completion of military service, the employee shall be reinstated in the same or a similar position of like seniority, status and pay if such is available at the same salary and benefits which he would have received if he had not taken leave, subject to the following conditions:

1. The position has not been abolished.

2. The employee is not physically or mentally disabled from performing the duties of the position.

3. The employee submits an honorable discharge or other form of release indicating that his military service was satisfactory.

4. The employee notifies the district of intent to return to work within the time period set out in law.

Upon reinstatement, the employee shall have the same rights with respect to vacation, sick leave and other benefits as if he actually had been employed during the time of such leave.

Legal References:

38 U.S.C. §2021, Veterans Re-employment Rights Act
C.R.S. 28-3-601 *et seq.*

GDU
SUPPORT STAFF POSITIONS REQUIRING OPERATION OF A MOTOR VEHICLE

Adopted: February 20, 1990
Policy Manual Review: January 21, 2003
1st Reading To Be Repealed: November 19, 2024

The superintendent or his designee shall designate those support positions in the district for which possession of a current, valid Colorado driver's license and evidence of motor vehicle insurability is a prerequisite of employment. Thereafter, all advertisements and other notices regarding opportunities for such employment positions shall set forth the driver's license and insurance requirements.

If the employee must drive school-owned equipment as part of the job, the employee must qualify as being insurable to operate such equipment.

Persons shall not be hired for or retained in any position requiring the operation of a motor vehicle unless they qualify.

Cross Reference:

GDQD, Discipline, Suspension & Dismissal of Support Staff

Mesa County Valley School District 51
IJOC
SCHOOL VOLUNTEERS

Adopted: February 20, 1990
Revised: June 21, 1994
Policy Manual Review: November 19, 2002
1st Reading To Be Repealed: November 19, 2024

The Board of Education recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program shall be to:

1. Assist employees in providing more individualization and enrichment of instruction or supervision of students.
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total education process.
3. Strengthen school/community relations through positive participation.

A volunteer is an appointed official who serves on an occasional or regular basis at the pleasure of the Board at school sites or other educational facilities to support the efforts of professional personnel and carry out the purposes set forth above. Such officials serve in that capacity with no compensation of any kind, other than reimbursement for duly authorized expenditures actually incurred.

The Board delegates authority to the executive director of human resources to appoint volunteers and to terminate such appointments. Such appointments, which shall be terminable at any time without notice at the will of either party shall be effective upon execution of the *Volunteer Agreement* form. The appointment of volunteers to official positions within the district is not to conflict with or replace any regularly authorized personnel allotment.

Volunteers shall work with students under the immediate supervision and direction of a certificated person.

Volunteers are expected to comply with all policies and regulations set forth by the district. If applicable to the position, volunteers may be required to complete examinations or other certification, i.e. requirements of volunteer "walk-on" coaches by the Colorado High School Activities Association.

Volunteers shall be insured for liability under the district insurance programs, but shall not be entitled to any employee benefits of any type, including, but not limited to, benefits under workers' compensation laws, unemployment compensation laws, wage and hour laws, and similar or related laws. The Superintendent is directed to take such action as is necessary to exercise the option under section 8-40-202(1)(a)(I)(B), C.R.S. to exclude appointed volunteers as "employees" within the coverage of the Colorado Workers' Compensation Act for the district's current and future policies of worker's compensation insurance. The Superintendent shall also notify each volunteer of such action promptly at the time such election to exclude is exercised.

<u>Background Checks And Fingerprinting</u>

Volunteer appointees likely to be involved in one-to-one situations with children on a frequent basis hold positions of public trust. Accordingly, they shall be required to submit a set of fingerprints and a notarized form with information about felony or misdemeanor convictions as required by law in accordance with regulations governing applicants for support staff positions.

Legal References:
C.R.S. 8-40-202 (Workers' Compensation Act)
C.R.S 22-32-109.7(1) and (2)
C.R.S. 22-32-109.8
C.R.S. 22-32-109.9(1)
C.R.S. 22-32-110(ee)
C.R.S. 24-10-103(4)(a)(Colorado Governmental Immunity Act)

Cross References:
GCBC, Professional Staff Supplementary Pay Plans
GDE/GDF, Classified Staff Recruiting/Hiring

The District encourages family members, retired employees, and other community members to volunteer in schools and other District sites. Volunteers are essential to fulfilling the District's mission and vision, assisting staff, and contributing to school safety and security.

For purposes of this policy, a "volunteer" is an individual who provides a service without compensation, or benefits of any type, including but not limited to worker's compensation, for the benefit of a District school, staff, or students, subject to the direction and control of the school's principal or designees. Examples of services volunteers may provide include, but are not limited to: tutoring, leading small group activities, helping teachers/staff with organizational tasks, supervising students on field trips, working special events, and coaching student-athletes.

Parents and guardians who are visiting their child's classroom only, attending an activity involving their student, or having a meal with their student do not have to register as a volunteer, but must sign in as visitors at the school and present a valid ID, in accordance with Policy KI. Parents or guardians assisting students other than their own or attending a school-wide or classroom activity, such as field day or field trips, must register as a volunteer through the District website.

In order to help ensure appropriate oversight of school activities and the welfare and safety of staff and students, every individual who wishes to serve as a volunteer, including parents and guardians, must register and pass a background check through the District's volunteer management system. To register as a District volunteer, individuals must be at least 18 years of age. Individuals under the age of 18 may be allowed to volunteer at District-wide events on a case-by-case basis by the sponsors of the or the principal of the school. Under no circumstance should any person under the age of 18 be left with students unsupervised. Persons under the age of 18 will only be allowed to volunteer or assist in a classroom or at activities while under the direct supervision of a District staff member, and they must be in direct line-of-sight supervision at all times.

The volunteer registration process shall be conducted in accordance with the following procedures:

1. Adults over the age of 18 who wish to serve as volunteers must first complete a volunteer application and agreement.

2. A criminal background check will be conducted by the District, at its expense, as part of the volunteer application review process. This background check is utilized to ensure the safety and welfare of the District's students and staff.

3. All information collected during the volunteer application and background check process will be maintained by the District and, to the extent permitted by law, considered confidential.

4. The District reserves the right to deny an application or decline the services of a volunteer at any time for any reason. (For purposes of this policy, "conviction" means a conviction by a jury or a court, and can include pleas of no contest or the imposition of a deferred or suspended sentence by the court). Possible reasons for denial or dismissal of volunteers include but are not limited to:

    a. Most felony convictions
    b. Two or more DUI convictions in the past five years
    c. Any domestic violence convictions
    d. Any child abuse/reckless endangerment convictions, including neglect
    e. Any outstanding criminal warrants
    f. Any current felony or abuse-related charges where the court date is outstanding
    g. Any felony conviction involving the illegal sale of a controlled substance in the past five years
    h. Any conviction involving unlawful sexual behavior or unlawful behavior involving a child
    a. An active restraining order that includes any District school or facility
    j. Involvement in a custody dispute that limits or restricts access to a District student or site

k. Any other information that suggests an applicant's volunteer service may be incompatible with the protection of student health, welfare, or safety.

5. Volunteers who have completed the application will receive a notice if their application has been approved by the District. All volunteers will be required to show valid identification when they arrive to volunteer at a school or other site. The form of identification can include but is not limited to, a valid state-issued driver's license, a state-issued ID card, a valid military-issued ID card, or a valid passport. Volunteers will be required to sign in at the school computer kiosk to log volunteer hours and will be required to sign out once they have completed volunteer activities. Once a volunteer signs in, he or she will be issued a badge that includes his or her name and status as a volunteer. This badge must be worn while engaging in volunteer activities at any District site. The badge can be removed after logging out as a volunteer and leaving the site.

6. Registered volunteers are subject to follow-up background checks at the discretion of the District. A new background check will be conducted a year after the original volunteer application is approved. Volunteers will receive notification of the requirement for a new background check and will be required to submit a new volunteer application to be approved as a volunteer in the school district.

The principal or principal's designees shall identify appropriate services for volunteers serving each school and shall train volunteers as necessary to perform such services. To the extent necessary to perform services assigned by the principal or designee, volunteers may be authorized to use District computers and receive Internet access. A volunteer's use of District computers and the Internet shall be subject to the terms and conditions of Policy GBEE governing employee use of District technology.

The use of volunteers at any school or District activity shall not conflict with or replace any regularly authorized personnel staffing allotment.

Volunteers shall comply with all applicable Board policies and regulations, as well as with all applicable school rules.

Volunteer status may be granted, denied, or revoked at any time at the District's discretion.

The Superintendent or designee shall establish regulation or administrative guidelines to assist District personnel in the uniform and consistent implementation of this policy.

LEGAL REFS.:
CRS 22-12-101, (teacher and school administrator protection act)
CRS 24-10-101, (governmental immunity)

CROSS REFS.:
Policy KI, Visitors to Schools
Policy KFA, Public Conduct on School Property
Policy GBEE, Staff Use of the Internet and Electronic Communications

Mesa County Valley School District 51

Resolution to Close Nisley Elementary School

Board of Education Resolution 24/25: 31 Adopted: November 19, 2024

WHEREAS, the Board of Education's vision is to engage, equip, and empower each and every student each and every day; and

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

WHEREAS, while declining enrollment is often a significant factor in school closures, other factors such as deteriorating facility conditions, academic underperformance, or financial challenges may also necessitate the consolidation or closure of a school; and

WHEREAS, Nisley Elementary School has experienced persistent academic underperformance, evidenced by scoring in the bottom two academic levels on the Colorado Department of Education ("CDE") School Performance Framework for seven of the last eight years; and

WHEREAS, Nisley Elementary School is currently in Year 5 of the CDE Accountability Clock for receiving an underperformance rating of Priority Improvement or Turnaround status, and

WHEREAS, Nisley Elementary School entered year 5 of the CDE Accountability Clock during the 2023-2024 school year, having failed to sustain Improvement or Performance ratings for two consecutive years; and

WHEREAS, the State Review Panel's assessment following a March 4, 2024 site visit rated Nisley Elementary School as "Not Effective" in demonstrating a likelihood of positive returns on continued state investments in its current structure; and

WHEREAS, despite receiving additional support through Empowering Action for School Improvement grants, Title 1 funding, and District-provided resources, Nisley Elementary School has remained on the Accountability Clock with CDE; and

WHEREAS, the closure of Nisley Elementary School, represents the most viable option to ensure that students receive a high-quality education; and

WHEREAS, closure of Nisley Elementary School would necessitate boundary changes to incorporate the Nisley Elementary School attendance area students into other elementary school attendance areas; and

WHEREAS, the closure of Nisley Elementary School will displace eight (8) non-probationary teachers/counselors; and

THEREFORE, BE IT RESOLVED, the Board of Education hereby directs the Superintendent of Schools to work with District and school administration and staff to close Nisley Elementary School; and

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Mesa County Valley School District 51 Board of Education hereby authorizes the Superintendent to work with Mr. Shannon Bingham to facilitate the redrawing of school boundaries, as necessary, to accommodate the closure of Nisley Elementary School.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on November 19, 2024.

Amy Navarette
Assistant Secretary, Board of Education

Board of Education Resolution 24/25: 32 Tabled: November 19, 2024

WHEREAS, the Board of Education's vision is to engage, equip, and empower each and every student each and every day; and

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

WHEREAS, declining enrollment has a direct impact on school staffing and programming, can lead to inefficient and unsustainable staffing, create difficulties in providing adequate services for students, creates underutilization of facilities and increased safety risks; and

WHEREAS, Western Demographics Demographer, Mr. Shannon Bingham, presented to the Board of Education information projecting declining enrollment over the next five to seven years; and

WHEREAS, in March of 2023, the Board charged District staff to create a committee to address declining enrollment at the elementary level;

WHEREAS, the Elementary Declining Enrollment Committee ("EDEC") was created and composed of District and school leadership, teachers, community members, family members and Board members;

WHEREAS, the EDEC developed five viable pathways, the most viable being school closure/consolidations, along with six closure criteria;

WHEREAS, the District engaged Alvarez & Marsal ("A&M") to apply EDEC's six closure criteria into an integrated model to comparatively score each elementary school;

WHEREAS, based on the EDEC criteria and A&M's methodologies it is recommended that Clifton Elementary School, located at 3276 F Road, Clifton, Colorado, and Scenic Elementary School, located at 451 W. Scenic Drive, Grand Junction, Colorado, be closed to address current staffing and budgetary issues facing elementary schools, due to declining enrollment; and

WHEREAS, the closure of Clifton and Scenic Elementary Schools, would necessitate boundary changes to incorporate Clifton and Scenic Elementary School attendance area students into other elementary school attendance areas; and

WHEREAS, the closure of Clifton Elementary School will displace sixteen (16) non-probationary teachers/counselors; and

WHEREAS, the closure of Scenic Elementary School will displace fourteen (14) non-probationary teachers/counselors; and

WHEREAS, the Board of Education finds it in the best interest of the District to close Clifton Elementary School and Scenic Elementary School; now

THEREFORE, BE IT RESOLVED, the Board of Education hereby directs the Superintendent of Schools to work with District and school administration and staff to close Clifton and Scenic Elementary Schools; and

Board of Education Resolution 24/25: 32 Tabled: November 19, 2024

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Mesa County Valley School District 51 Board of Education hereby authorizes the Superintendent to work with Mr. Shannon Bingham to facilitate the redrawing of school boundaries, as necessary, to accommodate the closure of Clifton and Scenic Elementary Schools.

I certify that the information contained herein is accurate and was tabled by the Mesa County Valley School District 51 Board of Education on November 19, 2024.

Amy Navarette
Assistant Secretary, Board of Education