

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

March 5, 2024

Board Work Session Minutes

A - José Luis Chávez
 B - Barbara Evanson
 C - Andrea Haitz
 D - Will Jones
 E - Angela Lema

Board of Education
Mesa County Valley School District 51
Board Work Session: March 5, 2024
Adopted: April 16, 2024

	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present	x	x	x	x	x	<u>WORK SESSION</u>	
Absent							
						<ol style="list-style-type: none"> 1. Call to Order/Pledge of Allegiance <ul style="list-style-type: none"> ➤ All Board of Education members were present. Director Barb Evanson led the Pledge of Allegiance. 2. "Say Something" Assembly Team and Community Advocates Recognition <ul style="list-style-type: none"> ➤ BOE Directors Mrs. Andrea Haitz and Mrs. Barb Evanson called Mr. and Mrs. Andrew Dawson, Mr. and Mrs. Cody Davis, Mr. and Mrs. Garrett Davis, and Mr. and Mrs. Dave Kimbrough to the front of the room. ➤ Mrs. Barb Evanson read the official Board recognition acknowledging the work of the "Say Something" assembly team led by Mr. Dawson which was presented at the D51 middle and high schools over the past few weeks. The assembly is aimed at assisting students in confronting significant challenges in their lives including bullying, suicide, addiction, sex trafficking and other pressing issues. Also acknowledged and thanked were the community members, Mr. Cody Davis, Mr. Garrett Davis and Mr. Dave Kimbrough, who facilitated and helped with the costs of this program. ➤ Director Haitz also commented and thanked the team again for bringing the program to D51. 3. Board Goals Final Facilitation <ul style="list-style-type: none"> ➤ Mr. George Welsh, representative from CEI, joined the meeting virtually. ➤ Mr. Welsh presented the final goals of the Board which were agreed upon at the last BOE meeting in the Retreat Training. He discussed the Governance Operation Norms, and Board Goals for 2024. ➤ The Board and Dr. Hill discussed how to reach these goals, specifically talking about how the Board can meet with student groups, even at least once a semester. BOE members could split up times and dates so not all members would need to go to every meeting for every school. The Board and Dr. Hill will work on a plan to set these meetings up for next year. They will also work on timelines for the four goals in upcoming workshops. ➤ Mr. Welsh also created documents and color coded the shared and individual duties from the group project at the Board Retreat. Evaluation rubrics need to be built out for the Superintendent for evaluations and measuring if collaborated work is being achieved. Mr. Welsh will continue working on the proposed rubric over the next month. ➤ The Board discussed that this information would be put into the Board binders and updated each year if necessary. 4. Strategic Plan Update – Student: Robust and Aligned Options for Learning Experiences <ul style="list-style-type: none"> ➤ Mrs. Jennifer Marsh, Chief Academic Officer, and her team, came forward to present. Presenting were Mrs. Marsh, Ms. Nicki Johnson, Ms. Cheryl Taylor, Mrs. Carrier Bollinger, Mr. Zeb Hayward and Ms. Shawn Hobbs. Mrs. Marsh discussed the goals and showed how D51 supports robust and aligned options for learning experiences under the strategic goal of prepared and supported students. 	5:05 p.m.

A - José Luis Chávez
 B - Barbara Evanson
 C - Andrea Haitz
 D - Will Jones
 E - Angela Lema

Board of Education
Mesa County Valley School District 51
Board Work Session: March 5, 2024
Adopted: April 16, 2024

A B C D E

AGENDA ITEMS

ACTION

- Mrs. Cheri Taylor, Director of Career and College Readiness, discussed the robust options for staff and families to work on with their students. These are skills all students benefit from. Three goals were reviewed and Year 1 goals have been met. During Year 2, by December 2024, there will be offered all pathways and individual career and academic plans in a menu of options. She introduced and acknowledged the task force members.
 - Mrs. Carrie Bollinger shared about the elementary school options of Dual Immersion Academy, Grand River Academy and STEAM programs.
 - Mrs. Nicki Johnson shared about the middle school options of the Challenge Program, Dual Immersion Academy, Grand River Academy and the Middle Years Program with students exposed to International Baccalaureate pedagogy.
 - Mr. Zeb Hayward and Ms. Shawn Hobbs spoke about the high school options of advanced placement courses, concurrent enrollment, and the Middle Years Program/Diploma Program. There are also alternative options such as the Career Center, JROTC, and the STEM program.
 - Ms. Nicki Johnson then discussed the three partial pathways of Language, STEAM/STEM, and IB. A survey has been developed for family and community feedback on interests. The survey is opening tonight. There will be a formal process to review new program options as well as current options. Also, the team will be strengthening the ICAP (Individual Career Academic Plan).
 - The Board asked questions and had terms such as ICAP explained in more detail. Ms. Taylor said the Board is able to review the surveys.
5. Future Bond and Mill Levy Override Discussion
- Superintendent, Dr. Brian Hill, discussed potential future bond asks and mill levy information.
 - Dr. Hill discussed current capital needs, and what would be on a 2024 Bond, if pursued. He described the definition of a bond, why we would need bonds, such as when state funding does not cover large scale projects, what bonds cover, and pay for, and how long they last.
 - Current and past bond projects were successfully passed in 1996, 2004, 2017 and 2021. BEST grants were explained and how they contribute along with bond money. Mrs. Melanie Trujillo also explained premium bonds versus regular bonds.
 - Current capital needs were discussed, as well as deferred maintenance costs with estimated \$582 million of needs over the next ten years. An additional \$100 million is needed in enhancements over the next ten years. All capital projects must be funded by the school districts through bonds and mill levy overrides.
 - Dr. Hill explained in 2024 there could be a “no tax increase” bond since the 2004 bond debt will be paid off on schedule in December 2024. The new bond would replace the old 2004 bond, thus resulting in no increase for taxpayers. 2041 would be the next chance for this scenario.
 - Dr. Hill discussed what would be on a 2024 bond in Phase 1 including making improvements spread out over all schools, addressing priority 1 and 2 repairs, addressing safety and security upgrades, learning environment upgrades, special education renovations, and facility needs at CHS and FMHS.

A - José Luis Chávez
 B - Barbara Evanson
 C - Andrea Haitz
 D - Will Jones
 E - Angela Lema

Board of Education
Mesa County Valley School District 51
Board Work Session: March 5, 2024
Adopted: April 16, 2024

	A	B	C	D	E		ACTION
						AGENDA ITEMS	
						<ul style="list-style-type: none"> ➤ Mill Levy Overrides (MLO) would cover additional operation expenses including teacher salaries, instructional materials and maintenance. Capital expenditures come out of bonds, not MLO's. MLO's supplement state funding. ➤ MLO's were received in 1996, 2004 and 2017. Benefits of the 2017 MLO, that will sunset in 2027 and will be expiring, were explained. ➤ Next steps were discussed. A small committee has been meeting to discuss the issue but no decisions have been made. A decision will need to be made if anything will be pursued in 2024 at all, and if so, whether it will be a bond, a MLO, or both. No decision has been made at this time. July 26, 2024 is when a final decision needs to be made by if any of the bond or MLO options will be pursued. ➤ The Board asked about pros and cons of MLO's and the different options that could be taken, as well as options of timing for asking for a bond or MLO. 	
						<u>BUSINESS MEETING</u>	
Present	x	x	x	x	x	A. Roll Call	
Absent							
Motion						B. Agenda Approval	Approved
Second						➤ No objections.	
Aye		x			x		
No							
						C. Policies 2 nd Readings/Adoption	
						C-1. JLCDC Medically Necessary Treatment in School Setting	
						C-2. JKBA Disciplinary Removal From Classroom	Adopted
Motion					x		
Second							
Aye	x	x	x	x	x		
No							
Motion				x		D. Personnel Actions; Administrator New Hire [Resolution 23/24: 70]	Adopted
Second					x		
Aye	x	x	x	x	x		
No							
						E. Board Open Discussion	
						➤ Mr. Jones spoke about the CASB Winter Legislative Session where he was able to see the state capital and look around for a couple days. He stated there were many important people he was able to meet and a student engagement group was there that spoke about issues in schools.	
						➤ Dr. Hill echoed that Todd McClaskey taking the Career Center principal job is a positive thing and it is much appreciated of him coming back after retiring to be the interim principal, and now the principal. The District is still interviewing for other positions and will give an update regarding teaching positions to the Board in the near future.	
						➤ Dr. Hill mentioned he, Melanie Trujillo and Clint Garcia will be attending the city council meeting this week to present for student fees and releasing funds. There may potentially be discussion about the future of those funds.	
						➤ There will be a FMHS play this week, <i>Beauty and the Beast</i> . Mrs. Haitz commended the casts of the GJHS production <i>Matilda</i> , and the CHS production of <i>Mean Girls</i> .	

A - José Luis Chávez
 B - Barbara Evanson
 C - Andrea Haitz
 D - Will Jones
 E - Angela Lema

Board of Education
Mesa County Valley School District 51
Board Work Session: March 5, 2024
Adopted: April 16, 2024

	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Motion Second					x	<ul style="list-style-type: none"> ➤ Mr. Jones recognized the FMHS Boys Basketball team going 26-1 on the season and making the "Great Eight". ➤ The Board Coffee with the community will be held on Saturday with Directors Chavez and Lema attending at the Pomona Elementary cafeteria. <p>F. Adjournment</p> <ul style="list-style-type: none"> ➤ Director Angela Lema made a motion to adjourn. 	7:14 p.m.
						<hr style="width: 20%; margin-left: auto;"/> Amy Navarette, Assistant Secretary Board of Education	

Will Andrew Dawson, Dave Kimbrough, Cody Davis, and Garrett Davis please join me at the front of the room?

Earlier this year, District 51 partnered with the Say Something Assembly organization to foster a culture of safety, awareness, and support within our D51 community. Over the last two weeks, Andrew, the CEO and Founder of Operation for Freedom, and his team have visited all D51 Secondary Schools, hosting the “Say Something” assembly, which is aimed at assisting students in confronting significant challenges including bullying, suicide, addiction, sex trafficking, and other pressing issues. We want to commend the dedicated efforts of Andrew and the Say Something Assembly team for empowering our students with the knowledge and tools to speak up and take action in times of need.

Furthermore, our *Engaged and Supportive Community Partners* are essential to our district’s success. They play instrumental roles in helping us facilitate opportunities that engage, equip, and empower our students to thrive in school, career, and life. Dave Kimbrough, Cody Davis, and Garrett Davis were integral in facilitating this initiative. Through their support in securing funding and their dedication to advocating for the safety and well-being of every student in District 51, we were able to provide these assemblies across all secondary D51 schools.

These assemblies have had a significant impact. Together, your collective efforts have opened the door to creating a culture of open communication and empowerment, resulting in a safer and more supportive environment for our students to thrive.

The Board of Education and Superintendent Hill would like to thank you for your outstanding contributions to making our schools the best they can be. Your support in preparing our students for life within and beyond D51 is invaluable. We are thankful for your partnership and look forward to continued collaboration in ensuring the safety and well-being of our students.



#WeAreD51

Strategic Priority

District 51 students are equipped to pursue career, post-secondary, or military options upon graduation.

ROBUST AND ALIGNED OPTIONS

4.1



FOUR CORE BEHAVIORS

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

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

D51 values individuality, inclusivity, and belonging.

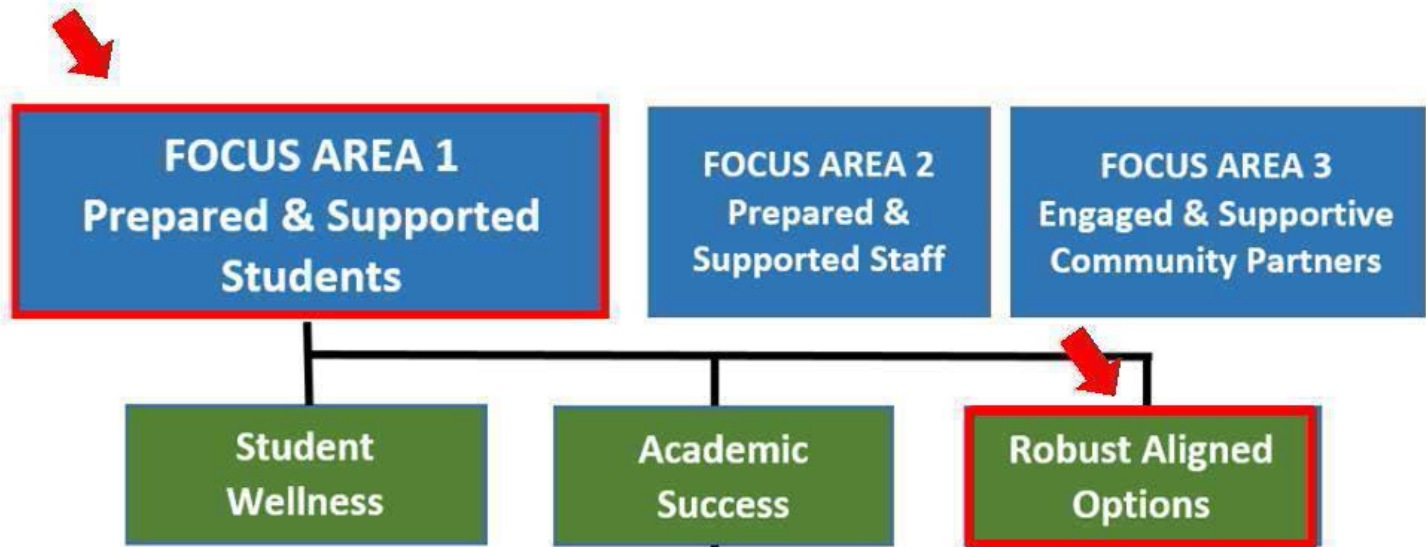
D51 commits to continuous improvement.

VISION

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

MISSION

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



POWERED BY



FOUR CORE BEHAVIORS

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

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

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

VISION

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

MISSION

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



STUDENT WELLNESS

Objective: Every District 51 student feels a sense of belonging and can access a variety of supports.

ACADEMIC SUCCESS

Objective: District 51 students will demonstrate high levels of academic growth and achievement.

ROBUST AND ALIGNED OPTIONS FOR LEARNING EXPERIENCES

Objective: District 51 students are equipped to pursue career, post-secondary, or military options upon graduation.

Robust Options

D51 Graduates Are:

CREATIVE PROBLEM SOLVERS
 D51 students demonstrate:
 -Creativity and Innovation
 -Resilience
 -Critical Thinking

ENGAGE

CULTURALLY CONNECTED
 D51 students demonstrate:
 -Teamwork
 -Global & Cultural Awareness
 -Skilled Communication

EQUIP

READY FOR CAREER AND LIFE
 D51 students demonstrate:
 -Academic Proficiency
 -Self-Direction
 -Self-Awareness
 -Self-Advocacy
 -Career Awareness

EMPOWER

Created by students and community members in Mesa Valley

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

CREATIVITY AND INNOVATION:

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

RESILIENCE:

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

CRITICAL THINKING:

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

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

TEAMWORK:

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

SKILLED COMMUNICATOR:

- Apply knowledge and skills, independently or with others, to implement, negotiate, appropriate and make adjustments that address complex global-level problems.
- Communicate clearly, listen actively, and work collaboratively and cooperatively with a diverse set of people to problem solve and negotiate conflict constructively.
- Negotiate working with differing social and cultural demands and opportunities, provide leadership, and seek to offer help when needed.

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

ACADEMIC PROFICIENCY:

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

SELF-DIRECTION:

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

SELF-AWARENESS:

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

SELF-ADVOCACY:

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

CAREER AWARENESS:

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

School District 51
 MESA COUNTY VALLEY
 Engage, Equip and Empower

Strategic Plan goals with Robust Options

GOALS FOR LEARNING EXPERIENCES

D51 staff will identify and map specialized pathways to create opportunities in the district for students and align with Individual Career and Academic Plan (ICAP) implementation.	Year 1 (By June 2023)
D51 students will access the menu of options aligned to personalized pathways and Individual Career and Academic Plans (ICAPs).	Year 2 (By December 2024)
D51 students will be engaged in a personalized pathway that meets their interests and learning needs.	Year 3 (By June 2025)
D51 students will graduate with a post-secondary plan.	Year 3 (By June 2025) 90%

Strategic Priority:

District 51 students are equipped to pursue career, post-secondary, or military options upon graduation.

Strategic Purpose:

Students must have access to Robust Opportunities that support their learning and provides awareness, exploration and experiences toward a postsecondary plan that will lead to career opportunities.

PATHWAYS TO ADDRESS DECLINING ENROLLMENT



Task Force Members

*Carrie Bollinger- Tope Elementary Principal

Curtis Englehart- Grand Junction Economic Partnership (GJEP) Executive Director

Sonia Gates- Special Education Coordinator

*Zeb Hayward- PHS Assistant Principal

*Shauna Hobbs- CHS Assistant Principal

Phil Johnston- MGMS Assistant Principal

Kelly Reuss- CMU Tech Director of Student Services

Steve States- GRA Principal

Kayla Witzel- Counselor Coordinator

**Will be presenting tonight*



#WeAreD51



Elementary

Elementary School Options

1. Dual Immersion Academy

- a. 276 students
- b. K-5
- c. DIA has been around for 21 years.

2. Grand River Academy

- a. 46 students
- b. Two locations
- c. Online hybrid with in-person learning
- d. GRA has been in existences for 13 years.

3. STEAM

- a. 789 Students
- b. STEAM (Science, Technology, Engineering, Art and Math)
- c. STEAM is currently offered at New Emerson Elementary, Pomona Elementary and Tope Elementary.
- d. STEAM has been at New Emerson for 13 years, at Pomona at 5 years and at Tope for 8 years.





#WeAreD51

Middle School

4.10

Middle School Options

1. **Challenge Program** (83 Students)
 - a. Offered at Orchard Mesa Middle School
2. **DIA** (138 students)
 - a. Dual Immersion Academy
 - b. DIA has been around for 16 years
 - c. Middle school DIA is currently offered at Bookcliff Middle School.
3. **Grand River Academy** (170 Students)
 - a. Two locations
 - b. Online and hybrid with in-person learning
 - c. GRA has been in existences for 13 years.
4. **Middle Years Programme** (All students are exposed to International Baccalaureate pedagogy)
 - a. MYP is an International Baccalaureate (IB) Programme
 - b. It is a 6th -10th grade program.
 - c. It is currently offered at Mount Garfield Middle School for our 6th-8th Grade students.
 - d. MYP is just entering candidacy at Mount Garfield.



#WeAreD51



High School

4.12

High School Options

1. Advanced Placement (1,107 Students)

- a. AP courses can result in college credit by taking and passing the AP National Exam
- b. Offered at all four traditional high schools

2. Concurrent Enrollment

- a. Offered at all four traditional high schools (394 Students)
- b. Offered at Colorado Mesa University (228 Students)
- c. CMU Tech (477 Students)
- d. Pathways in Technology Early College High School (PTECH) (147 Students)

3. Middle Years Programme/ Diploma Programme (126 MYP Students; 81 DP Students)

- a. MYP and DP are International Baccalaureate (IB) Programmes
- b. MYP is a 6-10th grade programme and DP is a 11-12 grade programme
- c. These two programs are offered at Palisade High School.

High School Options

1. Alternative Options

- a. R-5 (218 Students)
- b. Valley (77 Students)
- c. Key Performance Program (KPP) (166 Students)
- d. Grand River Academy (393 Students)

2. Career Center (393 Students)

- a. District Career Technical Education (CTE) Center with 7 Pathways

3. JROTC (136 Students)

- a. Junior Reserve Officers' Training Corps (JROTC)
- b. JROTC is offered at Central High School

4. STEM (152 Students)

- a. Science Technology Engineering and Math (STEM)
- b. STEM is offered at Central High School

CONTINUITY OF PROGRAMS

We have three partial pathways

1. Language

- a. We currently have an elementary and middle school option and varied options at high school (robust options at GJHS and PHS, in particular)

2. STEAM/STEM

- a. We currently have three elementary options and a high school option, but no middle school option.

3. IB

- a. We currently have a middle school MYP program, a High School MYP program and a High School DP program, but no elementary (PYP) program.

4.15

ALIGNMENT OF PROGRAMS

How might we complete these pathways or discover other pathways that would interest our parents, students and community?

1. **A family and community feedback and interest survey**
2. **A formal process to review new program options** and to support current options
3. **Strengthening the Individual Career Academic Plan (ICAP)** for students K-12

Please consider completing the Robust Options Survey

The survey will be available for all parent, guardians and community members from March 5th until April 15th.



English



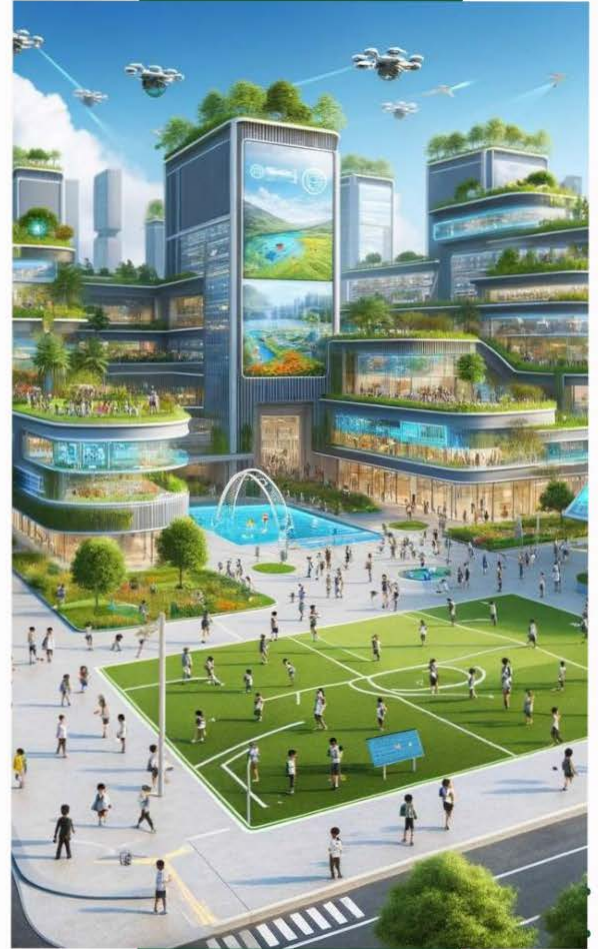
Spanish

Questions

4.18

March 5, 2024

FUTURE BOND & MILL LEVY OVERRIDE DISCUSSION



Content

- 01** Bonds
- 02** Current Capital Needs
- 03** Why Explore a Bond Now?
- 04** What Would Be on a 2024 Bond?
- 05** Mill Levy Overrides
- 06** 2017 MLO
- 07** Next Steps & Questions





BONDS



BONDS

What is a bond?

A type of debt issued by local school districts to fund educational facilities and infrastructure. It requires voter approval and is repaid over time with interest, usually through property taxes.

Why go for bonds?

School districts go out for bonds to raise significant capital for large-scale projects that their regular budgets cannot cover. These projects typically include building new schools, renovating and expanding existing facilities, updating technology, and making safety improvements, all aimed at enhancing the educational environment.

Why not use state funding?

School Finance Act funding for Colorado school districts does not provide funding for major capital needs, meaning Districts must generate the funds by taking out debt through bonds.



BONDS

What do they pay for?

School bonds can pay for a wide range of capital expenditures related to educational infrastructure. This includes constructing new school buildings, renovating and expanding existing facilities, upgrading technology and equipment, improving security measures, and making necessary repairs. The funds are generally allocated for long-term investments in the physical and technological infrastructure of the educational environment.

What do they not pay for?

School bond dollars cannot be used for operational or routine maintenance expenses. This includes salaries for teachers and staff, utility costs, classroom supplies, textbooks, and other day-to-day operational expenses. Bond funds are specifically earmarked for capital improvements and long-term investments in the school district's infrastructure, not for the regular, ongoing costs of running a school.

How long do they take to pay off?

The time it takes to pay off school bonds can vary widely, typically ranging from 10 to 30 years, depending on the specific terms of the bond issue. The maturity length of a school bond is determined at the time of issuance and depends on the size of the bond, the interest rate, and the repayment schedule set forth by the issuing school district or local government. The goal is to match the repayment period to the useful life of the improvements funded by the bond to ensure that future taxpayers, who also benefit from the facilities, share in the payment.

Current & Past Bond Projects

1996

\$44 million for the purpose of acquiring, constructing, and equipping one elementary school each in the east area and Orchard Mesa area, and a middle school in the east area; and expanding, remodeling, constructing and equipping classrooms and school facilities at Appleton, Fruitvale, Nisley, Orchard Avenue and Pomona elementary schools, Orchard Mesa Middle School, and Central, Grand Junction, Fruita Monument, Palisade and R-5 high schools; including site expansion acquisition and development costs

\$109 million to repair and renovate all 37 existing school facilities to comply with building and safety codes, improve functionality and extend useful life and add classroom and other space where needed; construct new elementary schools in Fruita and Pear Park to relieve overcrowding; construct a new 8th & 9th grade school in Fruita, replace Bookcliff MS, and replace the Career Center facility; and acquire and develop school sites.

2004

2017

\$118.5 million for replacing OMMS with a new facility on the same site; repairing, renovating, or making additions to school buildings, including upgrades to heat and air conditioning systems and plumbing to provide for the health and safety of students and teachers; acquiring, purchasing, equipping or furnishing school buildings, including school safety and security equipment, technology and internet or network equipment; and adding gymnasiums to DIA elementary school and Palisade HS.

\$115 million for the sole purpose of replacing GJHS with a new high school on the same site and renovating the existing east gym and art building on the high school campus site...

2021



CURRENT CAPITAL NEEDS

Current Capital Needs

D51 IN '50

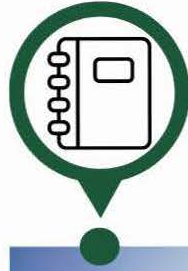
A blueprint for addressing facility needs in D51 through the year 2050. Scores building based on Facility Condition, Educational Adequacy, & Utilization.

AVERAGE AGE OF SCHOOLS

D51 School Buildings = Avg age of 48 years
Oldest School Building = 1925
Newest School Building = 2020

AVERAGE AGE OF ADMIN BUILDINGS

D51 Admin Buildings = Avg age of 78 years
Oldest Admin Building = 1903
Newest Admin Building = 1976



DEFERRED MAINTENANCE COSTS

PRIORITY 1-4 REPAIRS AND MAINTENANCE

Estimated **\$582 million** of needs over the next 10 years, in 2024 dollars, to take care of Priority 1-4 repairs and maintenance to get conditions of schools up to Tier A.

OTHER NEEDS

Estimated additional **\$100 million** of enhancements would be needed over the next 10 years, in 2024 dollars, to take care of Safety & Security Upgrades, Learning Environment Upgrades, and building needs at the high schools.

ADDITIONAL FACTORS

School finance formula does not provide allocation for capital needs. Supported using PPR or voter approved bond and mill levy overrides.

\$1.2 million budgeted annually in Capital Projects fund (supported w/General Fund dollars)

\$1 million budgeted annually from 2017 Mill Levy Override (supported w/property tax dollars - 10 year sunset)



A photograph of a playground with various colorful structures like slides, climbing frames, and ball pits. Children are seen playing on the equipment. The image is overlaid with a semi-transparent green filter. The text "WHY EXPLORE A BOND NOW?" is centered in white, bold, uppercase letters.

**WHY EXPLORE
A BOND NOW?**



WHY 2024?

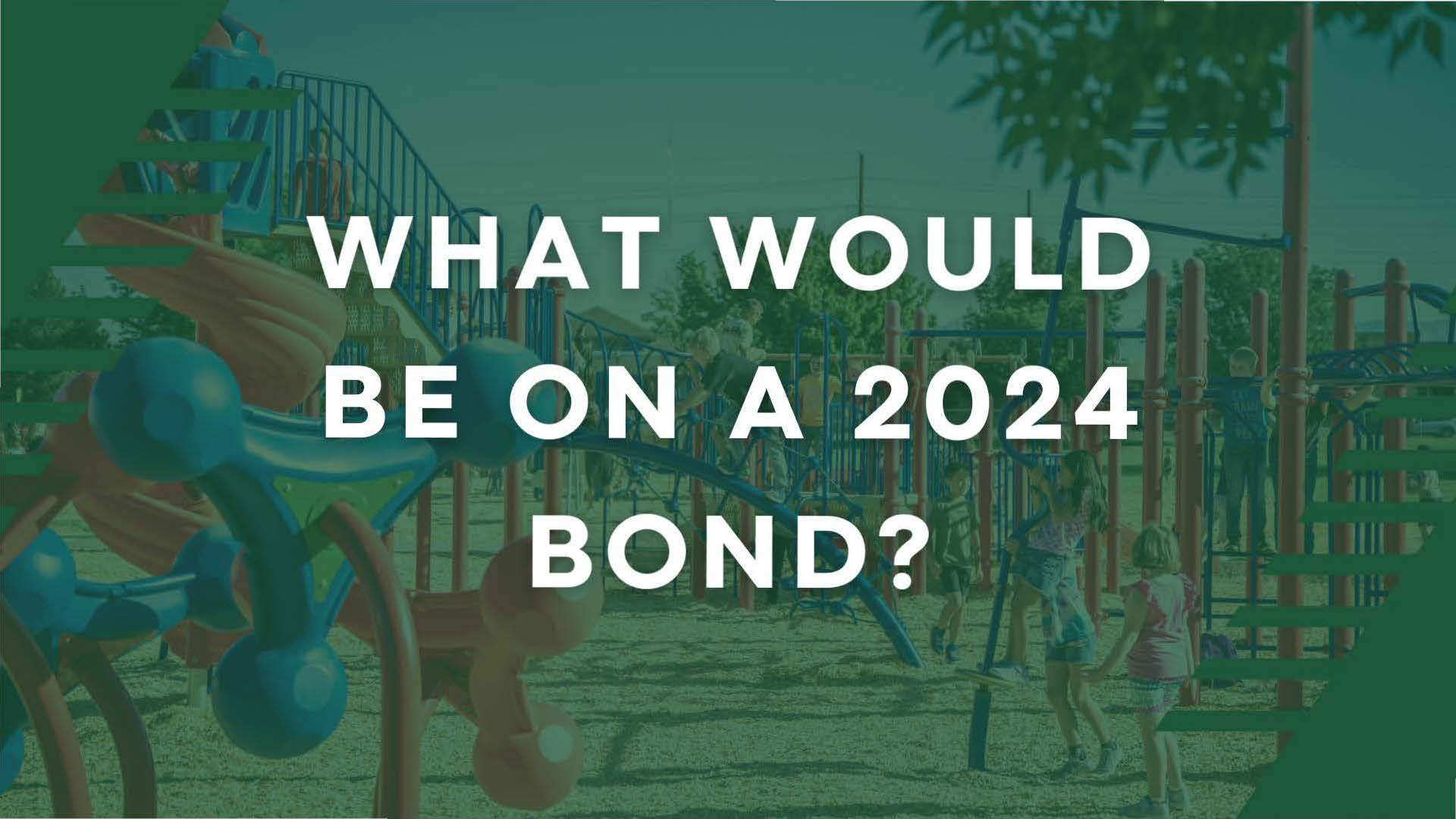
Explanation of “no tax increase” bond.

The 2004 bond debt will be paid off, on time, on December 1, 2024, reducing our annual debt payments from \$21 million to \$18 million. This will allow us to take out an additional \$190 million in bonds without increasing the current bond mill levy.

Why is Nov. 2024 the only window of opportunity for a “no tax increase” bond?

This is the year that the 2004 debt would be paid off, allowing us the opportunity to restructure the debt schedule for additional bond dollars without increasing taxes. If we miss the 2024 ballot, we miss this opportunity for a no tax increase bond to address capital needs.

The next decrease in annual payments isn't until 2041, when all current debt will be fully repaid.

A photograph of a busy playground with children playing on various structures, overlaid with a semi-transparent green filter and white text. The playground features colorful equipment including slides, climbing frames, and ball structures. Children are seen running and playing on the equipment. The text is centered and reads:

**WHAT WOULD
BE ON A 2024
BOND?**

WHAT WOULD BE ON A 2024 BOND?

Long Range Facility Masterplan Committee is still finalizing what would be in Phase 1. Plan for completion in early April.

CURRENT PROPOSAL FROM MASTER PLANNING COMMITTEE WOULD BE TO:

- Have a balanced approach to improving all schools
- Defer any school replacements to later phases
- Address Priority 1 & 2 Repairs & Maintenance at elementary, middle, and high schools
- Address Safety & Security Upgrades at elementary, middle, and high schools
- Learning Environment Upgrades at elementary and middle schools
- Special Education Renovations at elementary schools
- Address facility needs at CHS & FMHS

HCM will update the Board of Education and the public in April, once the masterplanning process is complete.





MILL LEVY OVERRIDES

MILL LEVY OVERRIDES

What is a Mill Levy Override?

A mill levy override is a voter-approved property tax increase beyond state-set revenue limits, specifically allocated for local school district funding. This additional revenue is used for operational expenses such as teacher salaries, instructional materials, and maintenance, rather than for capital improvements or infrastructure.

Why go for MLO's?

School districts go out for mill levy overrides to increase their operating revenues beyond the limits set by existing property tax rates. Unlike bonds, which are for capital expenditures, mill levy overrides provide additional funding for operational expenses such as teacher salaries, instructional materials, transportation, and utilities.

Why not use state funding?

These overrides are necessary when the district needs more funds to maintain or improve day-to-day school operations, programs, and overall quality of education, especially when state funding is insufficient or has been reduced. Voter approval is required for these overrides, demonstrating community support for investing more in local education. D51 is currently funded 174th out of 178 districts in the state of CO, and we have the lowest MLO of our comparable districts.

MILL LEVY OVERRIDES

What do they pay for?

Mill levy overrides can pay for various operational expenses that are not typically covered by capital-focused funding like bonds.

Essentially, mill levy overrides provide schools with the flexibility to allocate funds where they are most needed for the operation and maintenance of the educational environment.

Examples:

- Salaries and benefits for teachers and staff to attract and retain quality personnel.
- Instructional materials, textbooks, and technology resources to enhance student learning.
- Programs such as art, music, physical education, and extracurricular activities that might not have adequate funding otherwise.
- Maintenance and operational costs, including utilities and transportation, ensuring a safe and conducive learning environment.
- Other general operational costs that help improve the quality of education and support the day-to-day functions of the schools.

What do they not pay for?

Mill levy override dollars are specifically meant for operational expenses and cannot be used for capital construction or major infrastructure projects. This means they cannot be allocated for:

- Building new schools or major expansion of existing facilities.
- Large-scale renovation or construction projects.
- Purchasing or upgrading major infrastructure or fixed assets that have a long-term life expectancy.
- These capital expenditures are typically funded through school bonds, not mill levy overrides. The purpose of the mill levy overrides is to supplement the district's general fund for operational needs, not to finance long-term capital investments.

Current MLO's

1996

(Permanent - flat amount, adjusts for inflation) - Approved at \$2.5m, currently adjusted for inflation at \$5.9 million, currently 2.4 Mills

(Permanent - flat amount) - \$4 million, currently 1.6 Mills

2004

2017

(10 year sunset - flat amount) - \$6.5 million, currently 2.6 Mills

HOW LONG DO MLO'S LAST?

Mill levy overrides do not have a repayment term like bonds because they are not a form of debt. Instead, a mill levy override is a temporary increase in property taxes that provides additional operational revenue for a school district. The duration of a mill levy override is set at the time of the voter approval and can vary based on local needs and regulations. The override may be permanently approved, or approved for a specific number of years, which can be extended or renewed through another vote. Once the approved duration expires, the tax rate reverts to its previous level unless voters approve an extension or increase.



2017 MLO

2017 MILL LEVY OVERRIDE

WHAT DOES IT CURRENTLY FUND?

- 5 additional student contact days
- 1 professional learning day
- Capital needs
- Tech positions
- Curriculum updates
- Charter schools receive dollars, too

WHAT IS THE COST IN TODAY'S DOLLARS?

Current budget is \$7.4 million, with less buying power in the curriculum and maintenance categories than originally intended. Also, one fewer technology position than originally planned to stay within budget constraints.

Flat dollar amount MLO has not allowed for the maintenance of funding levels in real terms as the cost of goods and services increase over time.

WHAT HAPPENS WHEN IT SUNSETS?

When the 2017 MLO sunsets in 2027, General Fund budget will not be able to support these critical and ongoing needs



2017 MILL LEVY OVERRIDE

WHAT WOULD BE LOST IF IT SUNSETS?

- 5 fewer student contact days, reduction in staff pay due to fewer days of work (Ex. Teacher contracts will decrease from 188 days to 183 days, equal to about a 3% reduction in pay)
- No funding for curriculum updates and related training for educators
- Loss of in-school technology positions, supporting teachers and students with devices
- Capital budgets cut in half. Only the \$1.2m allocated in Capital Projects funds will remain

OPPORTUNITIES TO EXTEND THE MLO?

The MLO would need to be placed on a ballot to extend it, and we only have opportunities in 2024, 2025, 2026, or 2027 before it sunsets

OPTIONS FOR THE MLO?

- Extend it for another 10 years with no changes for no tax increase
- Extend it with no sunset and no other changes for no tax increase
- Extend it for another 10 years and have it adjust for inflation
- Extend it with no sunset and have it adjust for inflation
- Increase the MLO ask to provide more funding than the 2017 MLO provides





NEXT STEPS



Next Steps

A small group is currently meeting to plan for a potential bond and/or MLO. No decisions have been made, yet.



Engaging with polling company to finalize questions for polling. Polling results back by late March/early April.



Engage with other municipalities to explore other asks for November ballot.



Decide on whether we go for bond alone, bond and MLO, or don't go in 2024.



Formation of campaign committee & appointment of chairs. Fundraising.



Messaging to the community and engagement with stakeholders

**MUST INFORM
COUNTY CLERK &
RECORDER OF
PARTICIPATION IN
COORDINATED
POLLING PLACE
ELECTION BY 7/26.**



QUESTIONS?

March 5, 2024

FUTURE BOND & MILL LEVY OVERRIDE DISCUSSION



The provision of medically necessary treatment to students by private healthcare specialists must be done in accordance with this policy. If medically necessary treatment requires the administration of prescription and/or nonprescription medications to students, such administration must be in accordance with applicable law and the Board's policy concerning the administration of medications to students.

Definitions

For purposes of this policy, the following definitions apply:

1. "Medically necessary treatment" means treatment recommended or ordered by a Colorado-licensed healthcare provider acting within the scope of the healthcare provider's license.
2. "Private healthcare specialist" means a healthcare provider who is licensed, certified, or otherwise authorized to provide healthcare services in Colorado, including pediatric behavioral health treatment providers pursuant to the state medical assistance program, C.R.S. 25.5, articles 4, 5, and 6, and autism services providers who provide treatment pursuant to C.R.S. 10-16-104 (1.4). The term "private health care specialist" does not include individuals employed or contracted by the District to provide medical or other services for students.

Notification of Rights

Section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and Title II of the federal "Americans with Disabilities Act of 1990" provide rights and protections to students to access medically necessary treatment required by the student to have meaningful access to the benefits of a public education, or to attend school without risks to the student's health or safety due to the student's disabling medical condition.

Determination Whether Medically Necessary Treatment Must be Provided on School Premises

The District welcomes private providers to consult and collaborate with school-based service providers so long as the integrity of the student's instructional program can be maintained, and there is no disruption to the student's learning or the learning of others.

Consistent with state law, the District also welcomes students' private health care specialists to observe, collaborate with instructional personnel, and provide medically necessary treatment in the school setting so long as these activities are conducted consistent with the requirements of applicable state and federal law, including, but not limited to, the Individuals with Disabilities Education Act ("IDEA"), Section 504, and Title II of the ADA, and in a manner that does not interfere with the student's instructional program or disrupt the student's learning or the learning of others.

With respect to determining whether medically necessary treatment may be provided in the school setting, the following process will apply:

1. Using district-approved forms, the student's parent or legal guardian must submit a written request for the provision of medically necessary treatment, including a copy of the relevant prescription or order.
2. The District will convene a group of knowledgeable individuals, including the student's parent or legal guardian, the private health care specialist who ordered the treatment, and relevant members of the student's IEP or 504 team, to consider whether the treatment can be provided consistent with applicable laws and this policy.
3. If so, the group gathered will develop a written plan that describes the form, frequency, and duration of services, the designated location for services, and other details related to the provision of medically necessary

services in the school setting. The written plan must be signed by the school administrator, the private health care specialist, and the student's parent or legal guardian.

4. If not, the group will provide the student's parent or legal guardian with written notice regarding the reasons for its decision and the student's right to appeal as outlined in this policy.

Access to School Setting by Private Health-Care Specialists

Private healthcare specialists will be granted access to school or district property to observe, collaborate, and/or provide medically necessary treatment consistent with this policy and the District's policies and procedures concerning visitors to the school.

With respect to the provision of medically necessary treatment at school, such treatment may not be provided until a written plan is developed in accordance with the process described above, and the private health care specialist and the student's parent or legal guardian sign an agreement that reflects the following requirements have been met:

1. The private health care specialist has provided proof of Colorado licensure.
2. The private health care specialist has submitted the requisite background check, including fingerprinting.
3. The private health care specialist has certified that they will be supervised by their employing agency and not the District.
4. The private health care specialist has signed a confidentiality agreement reflecting their understanding of and commitment to comply with the Family Educational Rights and Privacy Act (FERPA).
5. The private care specialist has sufficient General Liability, Auto Liability, and Professional Liability insurance.
6. The private health care specialist has agreed to waive any and all claims for relief concerning any injuries to the private health care specialist caused by the student and/or any other student.
7. The student's parent or legal guardian has agreed to waive any and all claims for relief related to the provision of medically necessary services in the school setting.
8. The student's parent or legal guardian and the private health care specialist have agreed to indemnify, defend, and hold the District harmless against any and all claims incurred as a result of any act or omission by the private health care specialist.

Finally, any observation, collaboration, and/or provision of medically necessary treatment on school or District grounds is subject to the following conditions:

1. At all times, all parties shall strive to avoid disruption to the learning environment of all students, avoid disruption to the student's access to educational services, and maintain the integrity of all students' instructional programs.
2. The District has sole discretion to deny a visit or to reschedule or modify a planned visit if the visit to the school will interfere with the school's necessary activities, schedule of school staff, or scheduling priorities. Except in an emergency, the private health care specialist and the student's parent/guardian will be given two (2) weeks advance notice of any rescheduling or modification of an existing visit.

-
3. The student's parent or legal guardian will be solely responsible for compensating the private health care specialist for medically necessary treatment, and the District will have no financial obligation to the private health care specialist for fees, expenses, or any other associated costs. If the private health care specialist offers suggestions, professional observations, opinions, advice, or consultation to and for District staff, the District will not be obligated to pay any associated fee or charge.
 4. The private health care specialist must follow all applicable provisions of state and federal law and District policies during any time the private health care specialist is on District premises.
 5. The District will not exercise supervisory control over the content or nature of private health care specialist's medically necessary treatment of the student. However, if requested, the District is entitled to advance discussion and advance discussion and review of the content and nature of such services in order to coordinate the medically necessary treatment with other classrooms and school activities.
 6. Permission to observe, collaborate, and/or provide medically necessary treatment on school premises may be limited or revoked if the private health care specialist violates this policy or otherwise engages in action that violates District policy and/or federal or state law.

Appeal

If the IEP team or the Section 504 team determines that any medically necessary treatment is not required to be provided in the school setting pursuant to this policy, the IEP team or Section 504 team will provide notice to the student's parents or legal guardian that the student has a right to appeal such determination. Such appeal must meet, at a minimum, the following requirements:

- a. The District will hold a hearing within a reasonable time, as determined by the District after it has received the request for an appeal from the parent/legal guardian or student.
- b. The District will provide the parent/legal guardian and student at least ten (10) calendar days notice of the date, time, and place of the hearing.
- c. The appeal hearing may be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing. The District will appoint the hearing officer.
- d. The District will provide the parent/legal guardian and student a full and fair opportunity to present evidence relevant to the issue of whether the medically necessary treatment as ordered or recommended by a private health-care specialist is required to be provided in the school setting pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, as amended or Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 et seq. The parent/legal guardian or eligible student may, at their own expense, be assisted or represented by one or more individuals of their own choice, including an attorney.
- e. The District will make its decision in writing within thirty (30) calendar days following the appeal hearing. The decision will include a summary of evidence presented at the hearing and the reasons for the decision. At the conclusion of the hearing, no additional evidence may be submitted.

Reporting

Each school shall designate a staff member to report the following to the superintendent or designee on a regular basis: the name of the requesting student, the student's request, and the outcome of the request, whether accepted or denied.

Construction and Limitation

Nothing in this policy shall be construed to prevent the District from using its staff or other qualified individuals of its choice to provide special education and related services consistent with the requirements of IDEA, Section 504, or Title II of the ADA. Likewise, nothing in this policy shall be construed to require the District to permit a third party to determine or provide special education or related services in a way that interferes with the District's obligations and authority under federal and state law.

LEGAL:

42 U.S.C. sec. 1396 and 1396d(r)(5) (stating that Colorado's Medicaid program is required to cover all medically necessary treatment, including treatment in school settings.)

C.R.S. § 22-20-121

CROSS REFS.:

JLCD, Administering Medications to Students

JLCDB*, Administration of Medical Marijuana to Qualified Students

JLCE, First Aid and Emergency Medical Care

JLCDC*-R, Authorizing Private Health-Care Specialists to Provide Medically Necessary Treatment in School Setting

KI, Visitors in Schools

DISCIPLINARY REMOVAL FROM CLASSROOM

Adopted: April 24, 2001

Revised: March 5, 2024

Related: Regulation JKBA-R

Page 1 of 1

It is the policy of the Board to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by the Board and any other appropriate classroom rules of behavior established by the building principal and/or classroom teacher to maintain order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior:

1. Violates the code of conduct adopted by the Board;
2. Is dangerous, unruly, or disruptive; or
3. Seriously interferes with the ability of the teacher to teach the class or other students to learn.

Upon the third removal from class, a teacher may remove the student from the teacher's class in accordance with this policy, its accompanying regulation, and applicable law.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

Removal from class under this policy does not prohibit the District from pursuing or implementing additional disciplinary measures, including but not limited to detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed, in accordance with Board policy concerning student suspensions, expulsions, and other disciplinary interventions.

The superintendent is directed to establish procedures to implement this policy so that removals from a classroom occur in a consistent manner throughout the District. Parents/guardians shall be notified of the student's removal from class in accordance with established procedures.

Legal:

C.R.S. 22-32-109.1 (2)(a)(I)(B) (*Policy required as part of conduct and discipline codes*)

Cross References:

JIC, subcodes (all pertain to student conduct)

JK, Student Discipline, and subcodes



Mesa County Valley School District 51

Administrator New Hires

Board of Education Resolution: 23/24: 70

Adopted: March 5, 2024

Todd McClaskey - Principal Career Center/Valley

- Mesa County Valley School District 51, Career Center Interim Principal - 2023-present
- Mesa County Valley School District 51, FMHS Principal - 2014-2023
- Mesa County Valley School District 51, FMHS Assistant Principal - 2007-2014
- Mesa County Valley School District 51, OMMS Assistant Principal - 2005-2006
- Mesa County Valley School District 51, MGMS Student Coordinator - 2004-2005
- Mesa County Valley School District 51, WMS Teacher - 1997-2004
- Ferndale School District 502, Vista Middle School in Ferndale, WA, Teacher - 1993-1997

Mr. McClaskey received his Bachelor's Degree in Mass Communications from Colorado Mesa University in 1991, his first Master's Degree in Sports Administration from University of Northern Colorado in 2002 and his second Master's Degree in Educational Leadership from Adams State College in 2006.

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 March 5, 2024.

*Amy Navarette, Assistant Secretary
Board of Education*