

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

September 5, 2023

Board Business Meeting Minutes

A - Doug Levinson
 B - Kari Sholtes
 C - Andrea Haitz
 D - Will Jones
 E - Angela Lema

Board of Education
Mesa County Valley School District 51
Board Work Session: September 5, 2023
Adopted: October 17, 2023

	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present	x	x	x	x	x	BOARD WORK SESSION	5:02 p.m.
Absent						<ol style="list-style-type: none"> 1. Call to Order/Pledge of Allegiance 2. Hispanic Heritage Month [Resolution 23/24: 08] <ul style="list-style-type: none"> ➤ Mrs. Haitz read the resolution to recognize Hispanic Heritage Month. Hispanic Heritage Month is celebrated from September 15 to October 15 to highlight the cultures and histories of the Hispanic community and bring awareness to the contributions of the Hispanic and Latino population to the fields of art, music, literature, science, politics, business and other aspect of today's society. 3. Long Range Facility Master Plan Update <ul style="list-style-type: none"> ➤ Mr. Clint Garcia, Chief Operations Officer, and Mr. Matt Porta, Hord Coplan Macht, Inc. Principal, shared information and timelines on the development of a Long Range Facility Master Plan. The Plan will be essential in prioritizing future projects and budgeting. Information was shared on the various consultants the District will be working with to assess District properties to determine building needs and inadequacies in areas, such as structural, mechanical, cosmetic, safety, energy efficiency, etc. Timelines were displayed showing the majority of on-site assessment work to be completed in late September of 2023 and the final plan to be completed in March of 2024. 4. Strategic Plan Update <ul style="list-style-type: none"> ➤ Superintendent Hill noted this year's Strategic Plan presentations will focus on the work being done in the nine priority areas under the three main focus areas of the Strategic Plan. Tonight's update will focus on the two priority areas of student and staff wellness. He reviewed the Graduate Profile and the three focus areas of the community driven Strategic Plan. ➤ Mrs. Jennifer March, Chief Academic Officer, Mr. Dan Bunnell, Executive Director of Student Services, Ms. Ayme Zortman, Curriculum and Learning Design Specialist, and Ms. Connie Mack, Benefits Manager, displayed and reviewed data on student and staff surveys. Information was shared on the Panorama Survey and the Colorado Healthy Kids Survey administered to students. The surveys are essential tools in supporting student needs, measuring climate and culture of a school and measuring the progress of reaching wellness goals. The Panorama Survey for students is not an anonymous survey whereas the Colorado Healthy Kids Survey is an anonymous survey. Students have the option of opting out of either or both of the surveys and the results from the Panorama Survey are only shared with essential school staff. Information was shared on numerous resources available to staff to promote and maintain good physical and mental health. Staff also complete a Panorama Survey, which is used to measure progress toward reaching wellness goals. The staff Panorama Survey is an anonymous survey. 	
						5. Elementary and Secondary School Emergency Relief (ESSER) Fund Update	

- A - Doug Levinson
- B - Kari Sholtes
- C - Andrea Haitz
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- E - Angela Lema

Board of Education
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	A	B	C	D	E	AGENDA ITEMS	ACTION
						<p style="margin-left: 40px;">➤ Mrs. Jennifer Marsh and Mrs. Melanie Trujillo, Chief Financial Officer, presented information on the four allocations of ESSER Funds received by the District and spending requirements. ESSER Funds were provided to school districts to support strategies to assist students, families and educators in response to the COVID pandemic and are one-time funding. The different ESSER Fund allocations were intended to address immediate crisis needs, provide stability and manage the health crisis, and assist in recovery and acceleration of students learning during the pandemic. Information was shared on how spending allocation were determined and how funds were distributed in relation to the requirements of the specific allocation. A timeline graph was displayed showing a comparison of ESSER Funds received and funding shortfalls from the state, due to the state's budget stabilization factor.</p> <p>6. Update on Revised Social Studies Standards and HB1192 Committee</p> <p style="margin-left: 40px;">➤ Mrs. Jennifer Marsh and Ms. Jackie Anderson, Executive Director Curriculum and Learning, reviewed changes in Colorado law, which precipitated changes to the state's social studies standards. Information was presented on what the District is doing to address those changes. Changes will require more robust content to be taught and require teaching on the Holocaust and certain genocides, teaching historical information on the contributions of marginalized groups outlined in the standards and contribution of key philosophers and American historical figures of diverse backgrounds, and teaching on specific Colorado court cases and government structures. Changes to Colorado law will also require school districts to hold public forums to give communities an opportunity to learn more about the standards.</p> <p>7. Board Open Discussion</p> <p style="margin-left: 40px;">➤ Dr. Sholtes recapped the need to have information on the effects of the closing of East Middle School shared publicly. She noted two-two and one meetings will be held with Board members prior to the information being shared publicly at a Board meeting.</p> <p style="margin-left: 40px;">➤ Mrs. Haitz requested information be shared with the community as to the future use of the East Middle School campus. Dr. Hill noted the District will seek to gather community input prior to any decisions being made.</p> <p style="margin-left: 40px;">➤ Mrs. Haitz reported, as the voting delegate for District 51, she will be attending a Colorado Association of School Boards (CASB) Delegate Assembly in October. Ms. Haitz explained, prior to the Delegate Assembly CASB distributes a packet of resolutions, drafted by various school boards, to be voted on at the Delegate Assembly. Board members will be reviewing the resolutions to determine which resolution the Board wishes to support.</p>	
						8. Adjournment	7:17 p.m.
<p>_____ Amy Navarette, Assistant Secretary Board of Education</p>							

Board of Education Resolution: 23-24: 08

Presented: September 5, 2023

WHEREAS, Hispanic Heritage Month is celebrated annually in the United States from September 15 to October 15 to honor the contributions, cultures, and histories of our Hispanic community; and

WHEREAS, the diverse Hispanic and Latino community encompasses various cultures, languages, traditions, and histories from countries across Latin America, Spain, and the Caribbean; and

WHEREAS, Our Hispanic communities continue to help shape and build our great state of Colorado, playing a key role in the contribution to the fields of art, music, literature, science, politics, and business, among various others; and

WHEREAS, Celebrating Hispanic Heritage Month provides an opportunity for our school district to foster cultural understanding, create access and opportunities for all, and embrace diversity among our students, staff, and community members; and now

THEREFORE, BE IT RESOLVED that the Mesa County Valley School District Board of Education does hereby recognize September 2023 as Hispanic Heritage Month and encourages our community to join our Hispanic and Latino population in celebrating their history and contributions to our community, state, and nation.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on September 5, 2023.

Amy Navarette
Board of Education Assistant Secretary

SEPTEMBER 5, 2023

MESA COUNTY VALLEY DISTRICT 51 MASTER PLAN PROGRESS UPDATE



AGENDA

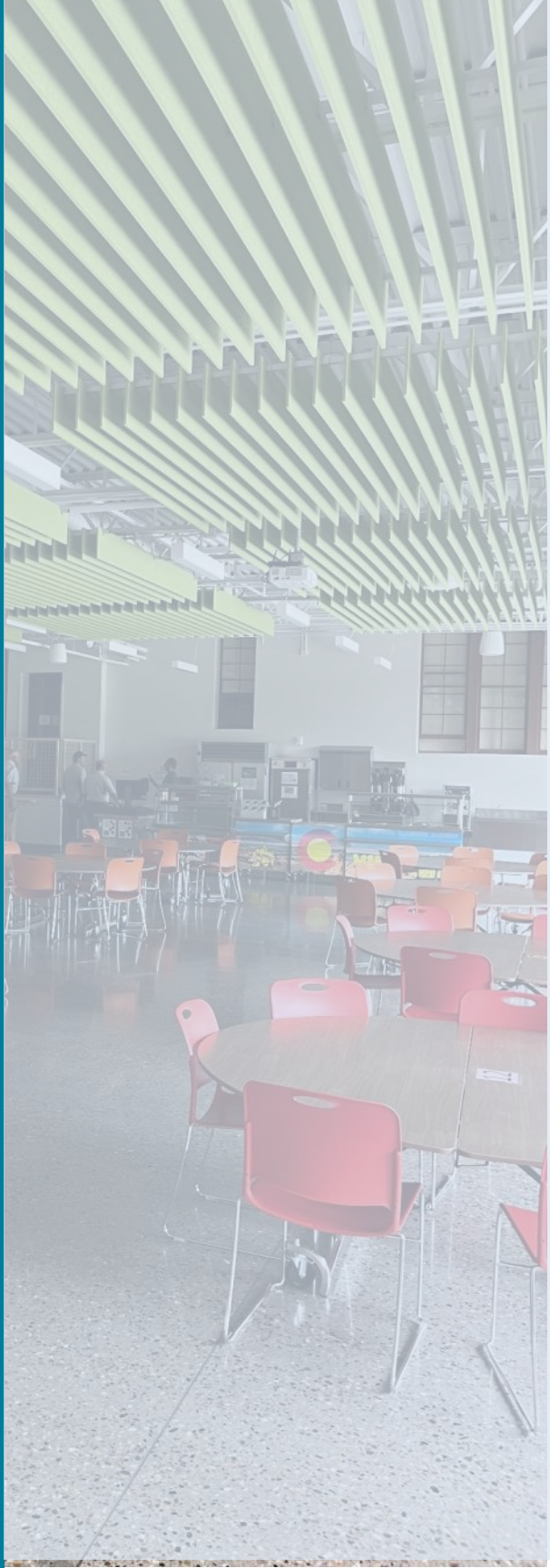
01 Team

02 Master Plan Process

03 Schedule

04 Assessment Progress

05 Questions





01

INTRODUCTIONS



MATT
PORTA

Principal in Charge

25+

Years of Experience

100+

Total PK-12 projects

THE HCM TEAM

hord | coplan | macht

ARCHITECTURE | LANDSCAPE ARCHITECTURE | INTERIOR DESIGN | PLANNING



MATT PORTA
Principal-in-Charge



LYN ELLER
Master Planner



JOEL PEHRSON
Assessment Architect



RAGAN FERRARA
Assessment Architect

OUR PLANNING CONSULTANTS



FCI CONSTRUCTORS
COST ESTIMATING



BIG HORN
CONSULTING
ENGINEERS



**LINDAUER DUNN,
INC.**
STRUCTURAL ENGINEERS

A • C • G

AUSTIN
CIVIL GROUP

WHO WE ARE

**LEADERS IN
EDUCATIONAL
DESIGN IN
COLORADO.**

hord | coplan | macht

ARCHITECTURE LANDSCAPE ARCHITECTURE INTERIOR DESIGN PLANNING

Integrated design practice

Architecture
Landscape Architecture
Planning
Interior Design
Graphic Design
Sustainable Design

K12 expertise

40+

years of K12 experience in Colorado

48

colorado school districts

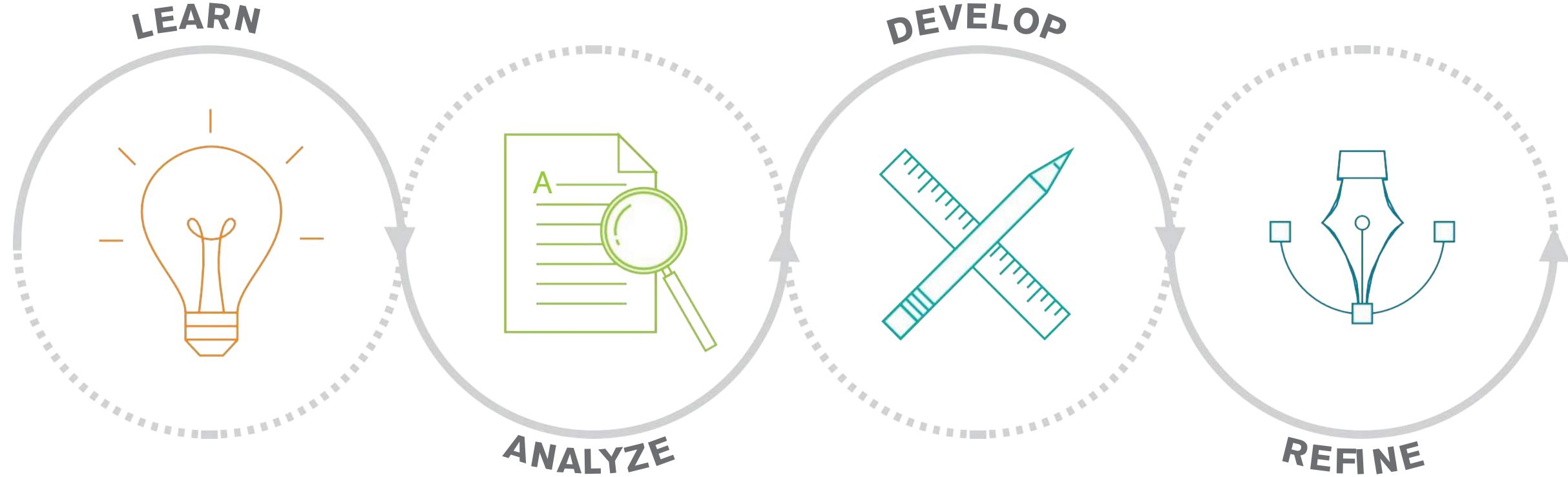
45+

dedicated studio members



02

**MASTER PLAN
PROCESS**



STEP 1

- Kick-Off / Map Out Process**
- Establish Goals**
- Tour Schools**
- Facility / Ed Assessments**

STEP 2

- Compile Information**
- Record Assessments**
- Review Demographics**
- Analyze Utilization**

STEP 3

- Develop Options**
- Apply Cost Data**
- Engage Community**
- Evaluate Options**

STEP 4

- Finalize Master Plan**
- Prioritize Projects**
- Create Bond Scope**
- Summary / Graphics**

A woman with blonde hair, wearing a black and white striped dress and a black cardigan, is looking at a smartphone. She is standing in a gallery or showroom with several large display boards on easels. The boards show various interior design photos and architectural plans. The scene is brightly lit, and the overall atmosphere is professional and modern.

03

SCHEDULE



JULY 2023 – MARCH 2024

1 LEARN JULY-SEPTEMBER 2023

- PC 01 Kickoff Planning + Visioning
July 11
- Assessments – Facility, Site, Educational
July 11- Sept 21
- PC 02 Guiding Principles, Assessment Updates
Aug 16

2 ANALYZE AUGUST-OCTOBER 2023

- Capacity Studies + Site Studies
Aug 9-23
- Programming
Aug 23-Sept 8
- PC 03 Assessment + Analysis Updates, Program Review
Sept 20
- Study Initial Options
Sept 15-30
- PC 04 Preliminary Options Review
Oct 24

3 DEVELOP OCTOBER-DECEMBER 2023

- Create District Master Plan Options+ Develop Cost Ranges
Oct 11 – Nov 13
- PC 05 Review Options / Costs Update
Nov 14
- Revise Options and Costs as Needed
Nov 14- Dec 11
- PC 06 Select Preferred Option / BOE Presentation
Dec 12

4 REFINE JANUARY-MARCH 2024

- BEST Grant Application(s) if Relevant
Jan 8-Jan 31
- PC 07 Prioritize District Strategies
Jan 16
- Develop Illustration, support graphics, final costs + tax impacts
Jan 17- Feb 16
- PC 08 Final Review
Feb 20
- Complete Final Report / Publish
Feb 21- Mar 12
- BOE Presentation
Mar 12

04

**ASSESSMENT
PROGRESS**



FACILITY ASSESSMENT: SCHEDULE



• **WEEK 1 : JULY 18-19**

ELEMENTARY SCHOOLS



• **WEEK 2 : JULY 25-26**

REPORTS + FOLLOW-UP



• **WEEK 3 : AUG 1-2**

ELEMENTARY SCHOOLS



• **WEEK 4 : AUG 7-11**

REPORTS + FOLLOW-UP



• **WEEK 5 : AUG 15-16**

MIDDLE SCHOOLS



• **WEEK 6 : AUG 22-23**

HIGH SCHOOLS

• **WEEKS 7/8 AUG 28 – SEPT 8**

REPORTS + FOLLOW-UP

• **WEEK 8 : SEPT 6**

GATEWAY K12

• **LATE SEPTEMBER**

D51 SUPPORT : BTK, EMERSON, CENTRAL

FACILITY ASSESSMENT: AREAS OF OBSERVATION



- **SITE** (*FIELDS, PLAY, PARKING, DRAINAGE, WALKS, ETC.*)
- **ROOFING**
- **BUILDING EXTERIOR**
- **STRUCTURE**
- **BUILDING INTERIOR**
- **CODE COMPLIANCE**
- **MECHANICAL**
- **ELECTRICAL**
- **PLUMBING**
- **TECHNOLOGY**
- **CONVEYANCES** (*ELEVATORS, ETC.*)
- **SPECIALTIES** (*EQUIPMENT, MARKER BOARDS, FURNISHINGS, ETC.*)
- **EDUCATIONAL PROGRAM / ADEQUACY**

FACILITY ASSESSMENT: DEFICIENCY CATEGORIES



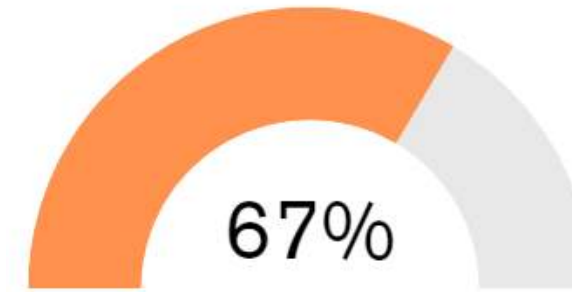
- **FIRE AND LIFE SAFETY**
- **HEALTH SAFETY / HAZARDOUS MATERIALS**
- **SAFETY AND SECURITY**
- **ADA ACCESSIBILITY**
- **EDUCATIONAL ENVIRONMENT**
- **MAINTENANCE**
- **UTILITIES / RESOURCE EFFICIENCY**
- **COSMETIC**

FACILITY ASSESSMENT: PRIORITIES (URGENCY)

- 1 • **CRITICAL IMMEDIATE NEED**
- 2 • **URGENT- WITHIN 1 YEAR**
- 3 • **SHORT TERM WITHIN 5 YEARS**
- 4 • **SHORT TERM: WITHIN 10 YEARS**
- 5 • **LONG TERM: WITHIN 15 YEARS**
- 6 • **LONG TERM: WITHIN 20 YEARS**
- 7 • **LONG TERM: WITHIN 30 YEARS**
- 8 • **EXTENDED LIFE: 50 YEARS**
- 9 • **ENHANCEMENT**
- 10 • **COSMETIC**

FACILITY ASSESSMENT: SCORING

A PHYSICAL CONDITIONS:
SCORED 1% (Poor)-100% (Excellent)



B PROGRAM ADEQUACY:
SCORED 1% (Low) - 100% (High)



C STUDENT CAPACITY:
SCORED 1% (Empty) - 100% (Full)





Q & A



#WeAreD51


Strategic Implementation Update

2023 - 2024

September 5, 2023

4.



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

STRATEGIC PLAN

Re-Centering in the Grad Profile

D51 Graduates Are:

- ENGAGE: CREATIVE PROBLEM SOLVERS**
 - D51 students demonstrate:
 - Creativity and Innovation
 - Resilience
 - Critical Thinking
- READY FOR CAREER AND LIFE**
 - D51 students demonstrate:
 - Academic Proficiency
 - Self-Direction
 - Self-Awareness
 - Self-Advocacy
 - Career Awareness
- CULTURALLY CONNECTED**
 - D51 students demonstrate:
 - Teamwork
 - Global & Cultural Awareness
 - Skilled Communication
- EQUIP**

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, imagination, and openness to learn more.
- Build on personal experience to specify a challenging problem to investigate.
- Engage in novel approaches, moves, 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 familiar strategies for engagement and evaluate progress, making necessary changes to stay the course.
- Set learning goals, stay motivated and engaged in pursuing these goals, evaluate progress towards those goals, and make changes to their approach as necessary.
- Work effectively in a climate of empathy 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 test and/or verify 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 cultural differences, exchange their thoughts and ideas effectively, and work to make everyone feel equal, safe, and appreciated.

D51 students have mastered cultural awareness when they can demonstrate:

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.
- Use interpersonal skills to learn and work with individuals from diverse backgrounds and perspectives.

GLOBAL AND CULTURAL AWARENESS:

- Apply knowledge and skills, independently or with others, to implement sophisticated, appropriate, and workable solutions that address complex global and local problems.

SKILLED COMMUNICATION:

- Communicate clearly, listen actively, and work collaboratively and cooperatively with a diverse set of people to problem solve and negotiate conflict constructively.
- Navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or 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 useful both inside and outside of school.
- Reflect on their role to promote personal, family, and community well-being.

SELF-AWARENESS:

- Assess personal strengths and limitations with a well grounded sense of confidence, optimism and a growth mindset.
- Understand their emotions, thoughts, and values 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 responsibly.

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 fulfillment and career pathways available in local, regional, national and global arenas.

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





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.



PROFESSIONAL LEARNING

Objective: District 51 educators and leaders engage in personalized professional learning aligned to:

- Academic Standard mastery.
- Supporting the social and emotional needs of students.
- Responding to the needs of all groups of students.

DIVERSE AND GROWING PIPELINES

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

STAFF WELLNESS

Objective: District 51 staff receive the mental health support they need to engage with students and families as healthy leaders.



EFFECTIVE COMMUNITY PARTNERSHIPS TO ADVANCE STRATEGIC GOALS

Objective: District 51 will identify and communicate strategic partnership with organizations and institutions in the community to support the advancement of the district's strategic goals and initiatives.

TRANSPARENT AND EFFECTIVE RESOURCE ALLOCATION

Objective: District 51 leadership will allocate resources through a lens of fiscal responsibility and in alignment with the district strategic goals.

COMMUNICATION AND CONNECTION WITH FAMILIES

Objective: District 51 will develop communication strategies to ensure opportunities for students and families are clear and available in multiple languages to meet the needs of everyone in the community.

Focus Area Update: **Student Wellness**



Year Two Goal

GOALS FOR STUDENT WELLNESS

SCHOOLS will show growth in their yearly Panorama data that closes the gap to the National norm by 50% on School Belonging through their specific goals and efforts.

Year 1 (By June 2023)
100%

Year 2 (By June 2024)
100%

The **DISTRICT** will show growth of 2% or more on the yearly Panorama Data on School Belonging for each level (Elementary and Secondary).

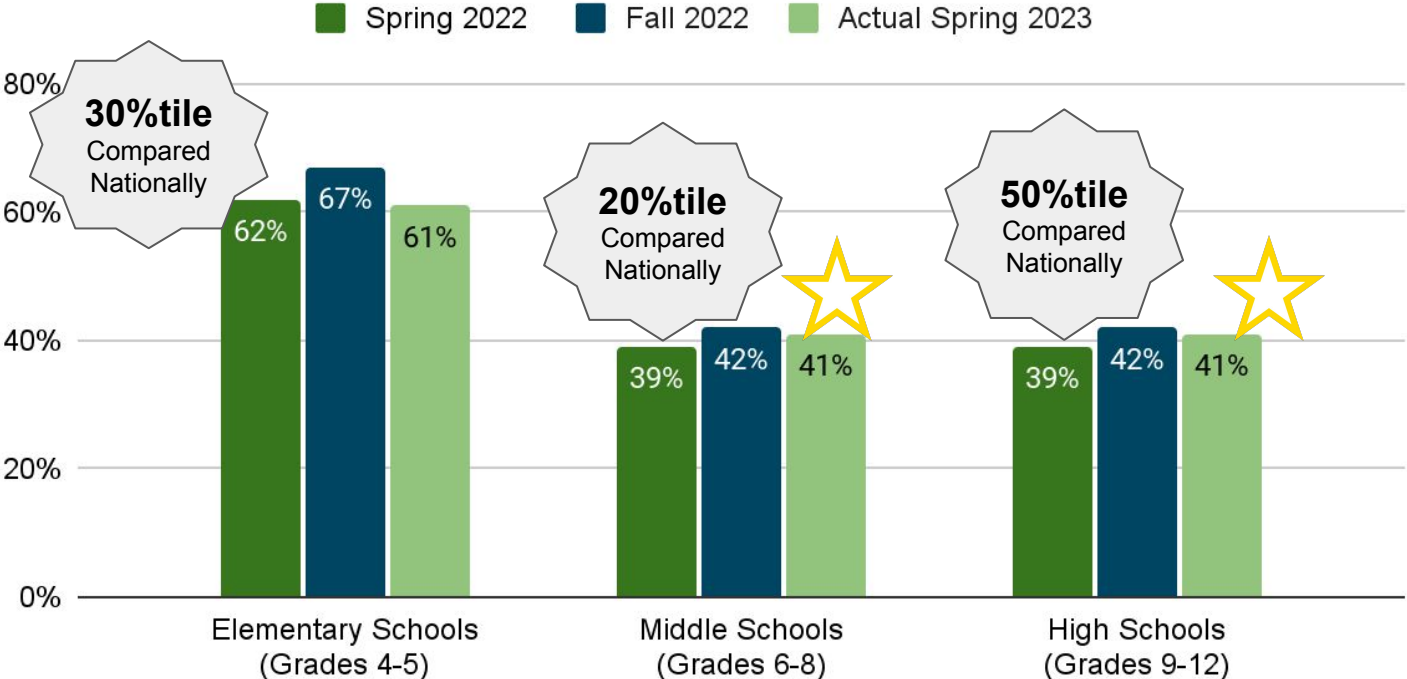
Year 1 (By June 2023)
2% or more

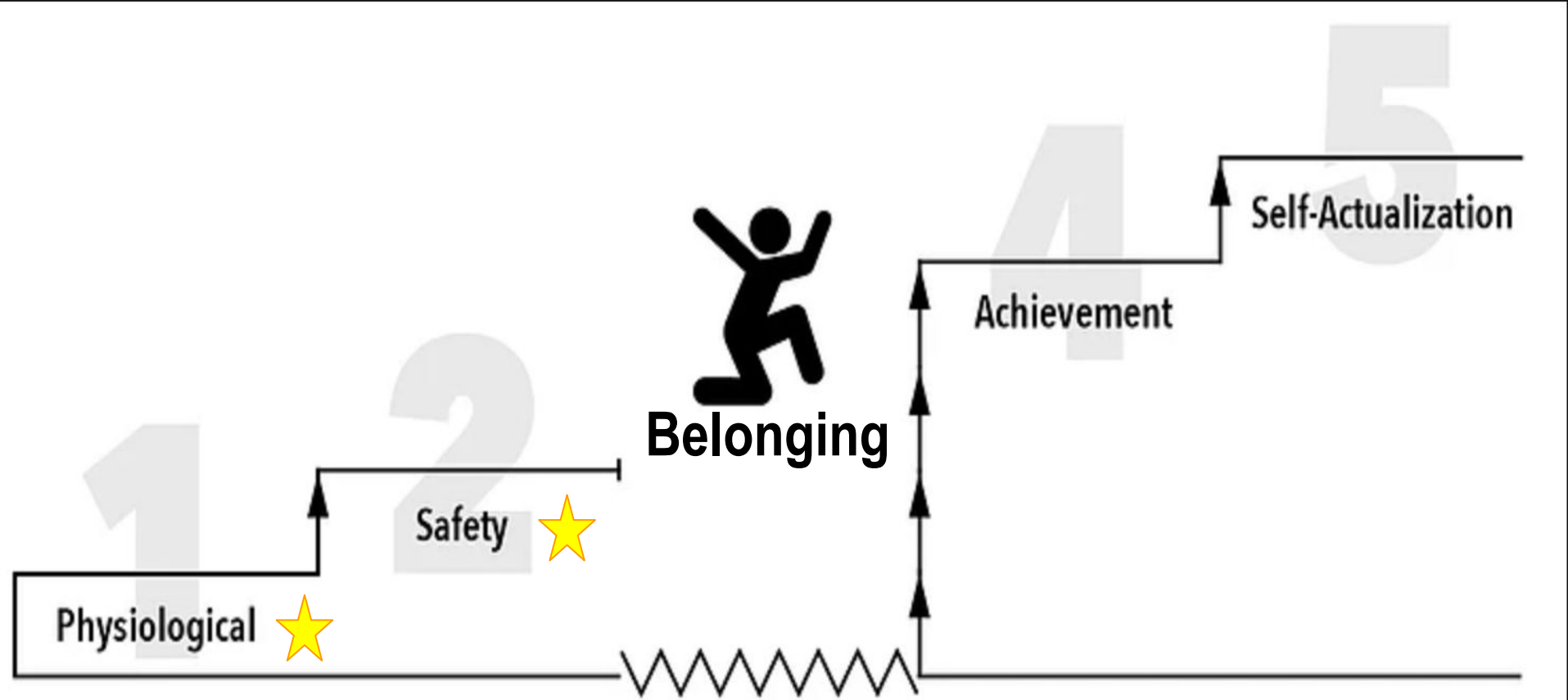
Year 2 (By June 2024)
2% or more

SCHOOLS will meet or exceed the national norm for student sense of belonging for all students, including disaggregated groups, as measured by the spring [student Panorama survey](#).

Year 3 (By June 2025)
100%

Goal: Increase Belonging by 2% from Spring to Spring Panorama





Source: Belonging through a Culture of Dignity (2019) by Floyd Cobb & John Knownapple

Panorama Mental Health and Well-Being Students 3-5 and 6-12



PANORAMA
EDUCATION

Administered 8/21/23 - 9/1/23

Survey Topics

3rd - 5th Grades

Number of Students Surveyed: **3777**

Percentage of Students Surveyed: **91.14%**

Safety and Security
Your Feelings
Feelings in General

12 Questions in Total

6th - 12th Grades

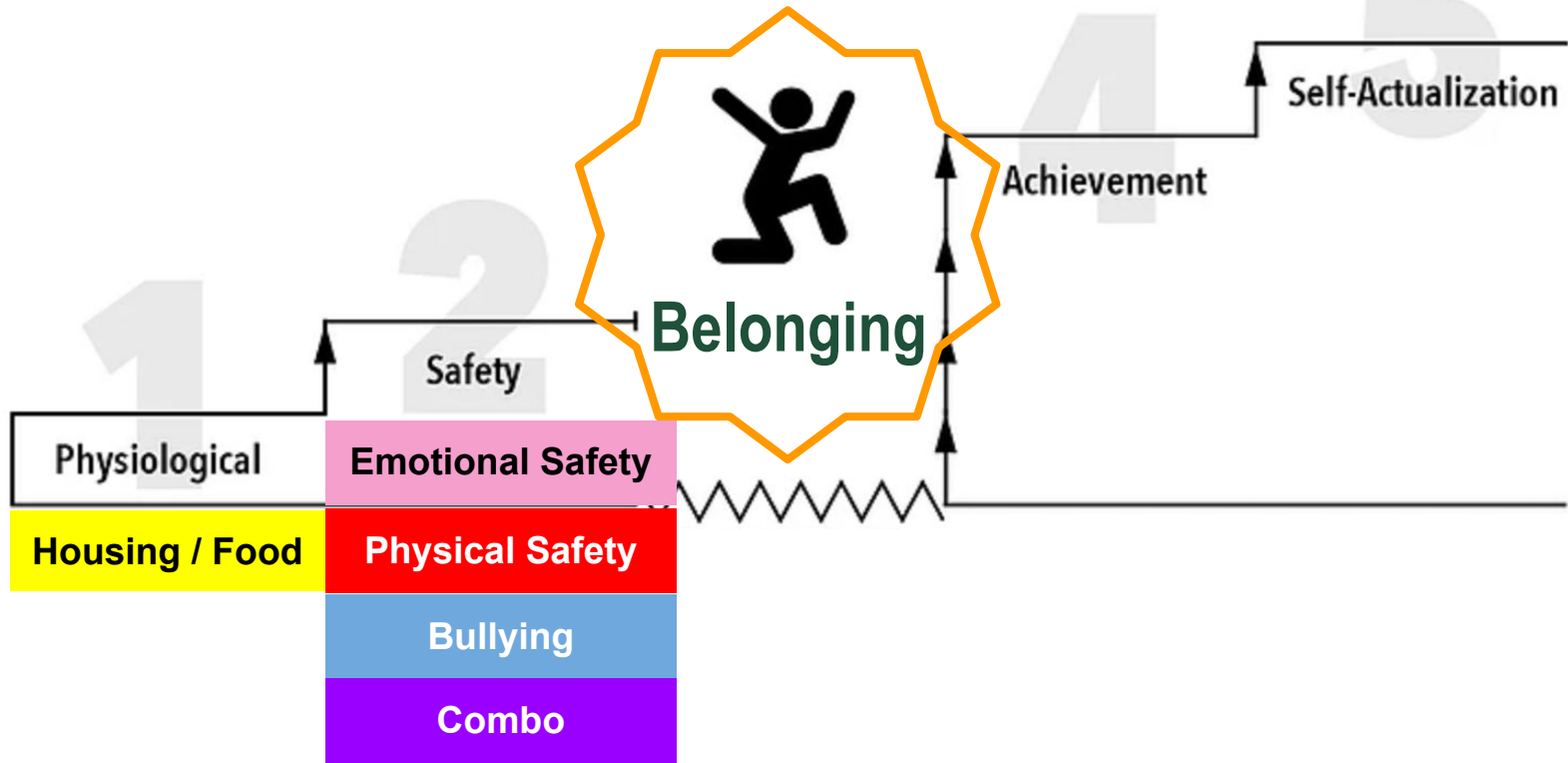
Number of Students Surveyed: **7926**

Percentage of Students Surveyed: **75%**

Safety and Security
Your Feelings
Feelings in General

19 Questions in Total

	Grades 3-5		Grades 6-12
Color	Factors that Determine a Student's "Color"	Color	Factors that Determine a Student's "Color"
YELLOW	Student has at least one "Yellow" response: Food/Housing insecurity, "Feels Afraid Every Day"	YELLOW	Student has at least one "Yellow" response: Food/Housing insecurity, "Almost always feels afraid", or requested to speak with counselor about a big problem or something they're worried about
PINK	Student has at least one "Pink" response: "Feels Sad Every Day", "Feels Happy No Days", "No Trusted Adult"	PINK	Student has at least one "Pink" response: "Almost never feels hopeful", "Almost always feels sad", "Almost always feels afraid" or requested to speak with counselor about major life changes
RED	Student has at least one "Red" response: "Feels Safe No Days" or student requested to talk to counselor or principal about their safety or the safety of someone else	RED	Student has at least one "Red" response: "Almost never feels safe" or student requested to talk to counselor or principal about their safety or the safety of someone else
BLUE		BLUE	Student has at least on "Blue" response: Student has recently been harassed, threatened, publicly humiliated (embarrassed), or a target of aggression (hit, kicked, pushed, spit on, etc...) by another student or students, in-person or online AND this MAY have occurred multiple times in the past month
PURPLE		PURPLE	Student has at least one "Red" response AND one "Blue" Response



Source: Belonging through a Culture of Dignity (2019) by Floyd Cobb & John Krownapple

3rd - 12th Grades	Student has at least one "Yellow" response: Food/Housing insecurity AND 6-12: requested to speak with counselor about a big problem or something they're worried about.
Response	Attempt to make contact/respond to need/request within 3 weeks to determine level of urgency. Prioritize based on level of concern. Prioritize students with multiple indicators that require a timely response.
Support	Food/Housing Insecurity: Counselors or Admin make initial contact with student to confirm need. If need is confirmed, Counselors or Admin follow internal processes to address student needs (e.g., REACH referral, Grand Valley Connects, KidsAid, etc...)

Questions and Data

Questions	Does your family have enough food at home to eat breakfast, lunch, and dinner every day, even if it's not your favorite food?	Do you currently live in a tent, a camper, a hotel, or a homeless shelter?	Do you currently live in someone else's house with friends or another family?	During the week, how many times did you feel AFRAID ?	Do you need to talk to your school counselor about a big problem or something you are worried about?
Grades 3-5	6.78% Percentage of students that answered NO	3.63% Percentage of students that answered YES	8.39% Percentage of students that answered YES	3.84% Percentage of students that answered NO DAYS	
Grades 6-12	3.42% Percentage of students that answered NO	1.12% Percentage of students that answered YES	4.58% Percentage of students that answered YES	1.56% Percentage of students that answered ALMOST ALWAYS	4.72% Percentage of students that answered YES

3rd - 12th Grades	Student has at least one "Pink" response: "Feels Sad Every Day", "Feels Happy No Days", "No Trusted Adult"
Response	Attempt to make contact/respond within 1 month .
Support	Support will be determined after initial contact with the student.

Questions and Data

Questions	In the past week, how many days did you feel happy ?	In the past week, how many days did you feel sad ?	Do you need to talk to your school counselor about a big problem or something you are worried about?	
Grades 3-5	2.75% Percentage of students that answered NO DAYS	4.45% Percentage of students that answered EVERY DAY	25.63% Percentage of students that answered YES	
Questions	In the past week, how many days did you feel afraid ?	In the past week, how many days did you feel hopeful ?	In the past week, how many days did you feel sad ?	Would you like to speak to a school counselor about any major changes in your life in the past year?
Grades 6-12	1.56% Percentage of students that answered Almost ALWAYS	3.33% Percentage of students that answered Almost NEVER	2.71% Percentage of students that answered Almost ALWAYS	5.84% Percentage of students that answered YES

3rd - 12th
Grades

Student has at least one "Red" response: "Feels Safe No Days" or student requested to talk to counselor or principal about their safety or the safety of someone else

Response

Attempt to make contact/respond within **24 hours**. All contacts should be made within 48 hours to determine level of urgency.

Support

If there is a concern about building level capacity to respond to student needs within 48 hours, contact Amy Frazier ext. 14115

Questions and Data

Questions	In the past week, how many days did you feel safe ?	Do you need to talk to your school counselor or principal about your safety or the safety of someone else?
Grades 3-5	1.99% Percentage of students that answered NO DAYS	17.66% Percentage of students that answered YES
Grades 6-12	1.03% Percentage of students that answered ALMOST NEVER	2.90% Percentage of students that answered YES

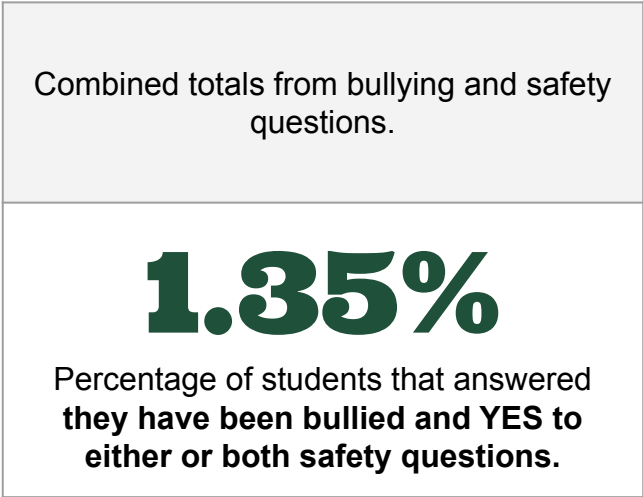
6th - 12th Grades	Student has recently been harassed, threatened, publicly humiliated (embarrassed), or a target of aggression (hit, kicked, pushed, spit on, etc...) by another student or students, in-person or online AND this MAY have occurred multiple times in the past month
Response	School Admin attempt to make contact with student within 24 hours . "Blue" responses may indicate that the student has recently been a target of bullying behavior . When speaking with the student, consider important factors such as: if the student belongs to a protected class (disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or the need for special education services), if the student reports multiple recent incidents, or if the student has historically been a target of bullying.
Support	For questions/support contact Jason Talley after initial contact is made to collect more information.

Questions and Data

<p>Have you recently been harassed, threatened, publicly humiliated (embarrassed), or a target of aggression (hit, kicked, pushed, spit on, etc...) by another student or students, in-person or online?</p>	<p>If you answered yes to the previous question, has this happened multiple times in the past month?</p>
<p style="text-align: center;">8.21%</p> <p style="text-align: center;">Percentage of students that answered YES</p>	<p style="text-align: center;">4.06%</p> <p style="text-align: center;">Percentage of students that answered YES</p>

6th - 12th Grades	The student has at least one "Red" response AND one "Blue" Response
Response	Both admin and counselor attempt to make contact and follow response requirements listed below
Support	For questions/support contact Jason Talley after initial contact is made to collect more information. Admin respond to "Blue" responses. Counselors or Admin respond to "Red" response.

Questions and Data





6th - 12th Grades

- Survey Window: Sept 18-29



PANORAMA
EDUCATION

K-5 Perception Survey
Family Survey
End of the Year Perception Survey



Focus Area Update: **Staff Wellness**



Focus Area Update



STAFF WELLNESS

Objective: District 51 staff receive the mental health support they need to engage with students and families as healthy leaders.

Year 2 Goal

GOALS FOR STAFF WELLNESS

D51 will issue an anonymous staff survey in which staff can report on their general well being.

Year 1
(By June 2023)

D51 will increase favorable responses by 2% from the previous year to the district's survey questions related to staff's overall wellbeing.

Year 2
(By June 2024)

D51 will increase favorable responses to 90% regarding educators' overall impression of their school, as well as future employment plans on the Teaching and Learning Conditions Colorado (TLCC) Survey.

Year 3
(By June 2025)

Employee Wellness Model





MONUMENT
HEALTH

Health Plan Population & Clinical Data

GoodLife Wellness Platform -
Health Risk Assessment

Data Sources - Timeline



Survey Instrument



PANORAMA
EDUCATION

Survey Instrument

Well-being

During the past week how often did you feel _____ at work?

Questions #18-27:

- Engaged
- Excited
- Exhausted
- Frustrated
- Happy
- Hopeful
- Overwhelmed
- Safe
- Stressed-out
- Worried

Response Options:

- Almost Never
- Once in a while
- Sometimes
- Frequently
- Almost Always

Survey Instrument

28. How effective do you feel at your job right now?

Topic: Well-being | Type: Multiple Choice

- Not at all effective
- Slightly effective
- Somewhat effective
- Quite effective
- Extremely effective

29. How much does your work matter to you?

Topic: Well-being | Type: Multiple Choice

- Does not matter at all
- Matters a little bit
- Matters some
- Matters quite a lot
- Matters a tremendous amount

30. How meaningful for you is the work that you do?

Topic: Well-being | Type: Multiple Choice

- Not at all meaningful
- Slightly meaningful
- Somewhat meaningful
- Quite meaningful
- Extremely meaningful

31. Overall, how satisfied are you with your job right now?

Topic: Well-being | Type: Multiple Choice

- Not at all satisfied
- Slightly satisfied
- Somewhat satisfied
- Quite satisfied
- Extremely satisfied

32. What has helped you the most in managing your stress?

Topic: Well-being | Type: Multiple Choice

- Supervisor Support
- Self-Care
- Counseling
- Diet/Exercise
- Family Support



D51 & Elementary and
Secondary School
Emergency Relief
Funds
(ESSER)





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.

D51
Graduates Are:

CREATIVE PROBLEM SOLVERS
ENGAGE

D51 students demonstrate:

- Creativity and Innovation
- Resilience
- Critical Thinking

CULTURALLY CONNECTED
EQUIP

D51 students demonstrate:

- Teamwork
- Global & Cultural Awareness
- Skilled Communication

READY FOR CAREER AND LIFE
EMPOWER

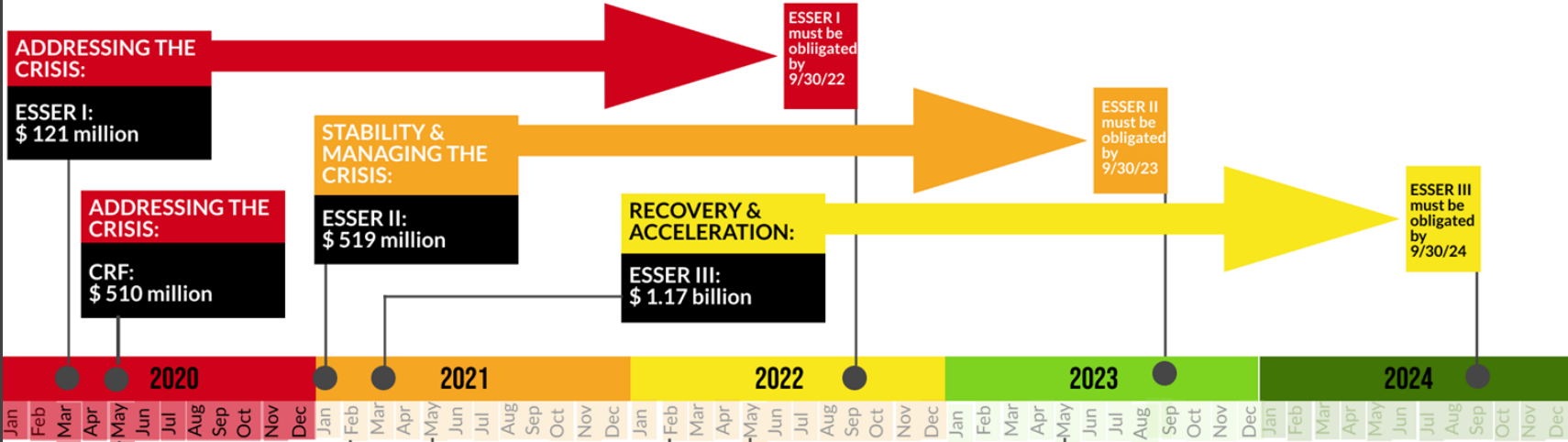
D51 students demonstrate:

- Academic Proficiency
- Self-Direction
- Self-Awareness
- Self-Advocacy
- Career Awareness



Funding Timeline

FEDERAL



STATE

STATE FUNDING SHORTFALL
Increased by \$612.1 million to new all-time high of \$1.18 billion

STATE FUNDING SHORTFALL
Decreased by \$481.4 million to \$571.2 million

STATE FUNDING SHORTFALL
Decreased by \$182 million to \$321.2 million

STATE FUNDING
Decreased by \$180 million to \$141 million

STATE FUNDING
To Be Determined

STATE FUNDING SUPPLEMENTAL
Provided additional \$13 million

STATE FUNDING SUPPLEMENTAL
Provided additional \$68 million

State funding information is addressing the Budget Stabilization Factor, the mechanism used by the legislature to achieve budget savings for the state by reducing each district's total funding.
[\(2022 School Funding Handbook\)](#)





Other Funding Facts

2019-2020 Total Program Funding: \$180,143,621.79 (\$8,064 Per Pupil Funding)

2020-2021 Total Program Funding: \$169,741,127 (\$7,717 Per Pupil Funding)

2021-2022 Total Program Funding: \$187,114,065 (\$8,527 Per Pupil Funding)

2022-2023 Total Program Funding: \$206,000,000 (\$9,388 Per Pupil Funding)

Local Share: 32%

State Share: 68%

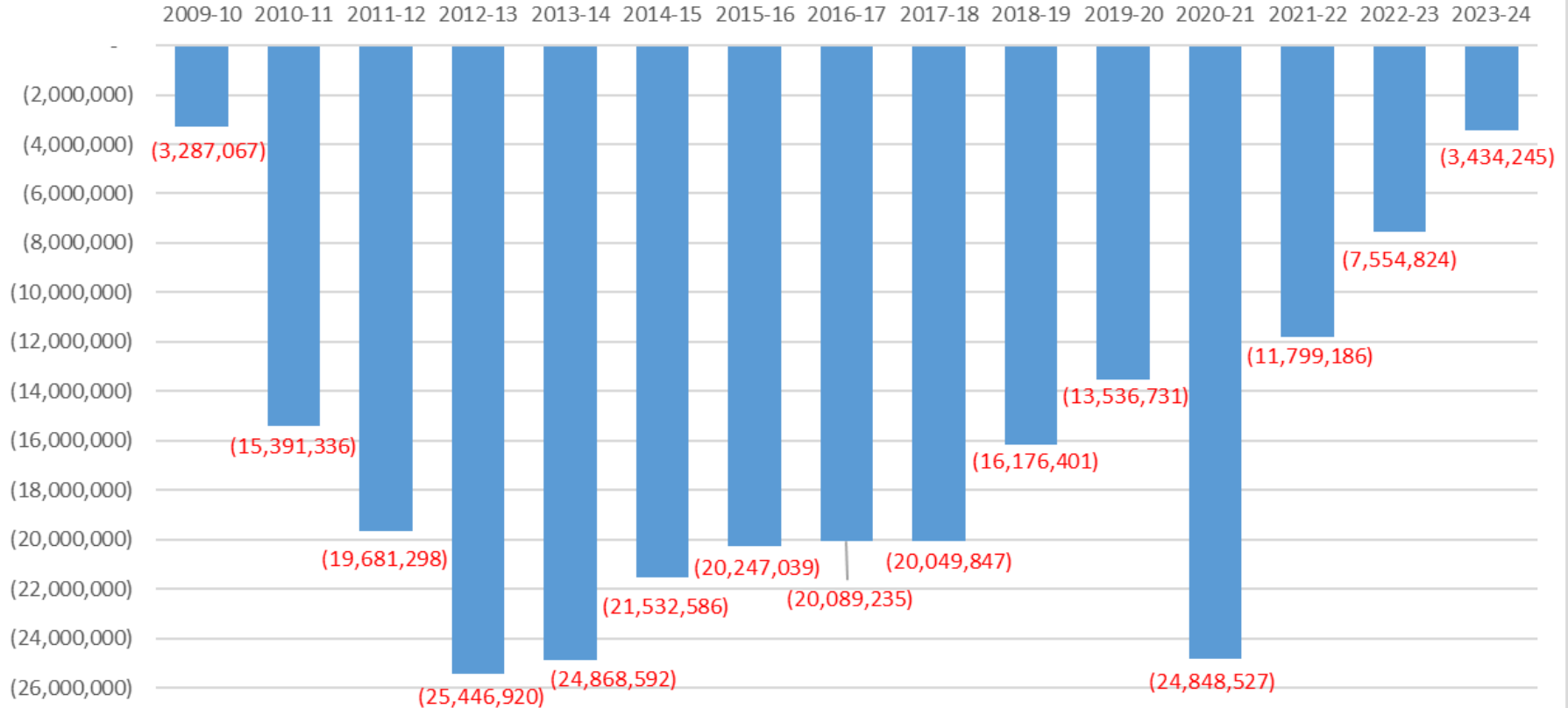
Loss in state share for the 2020-21 school year: ~~-\$24,848,527~~

Loss in state share for the 2021-22 school year: ~~-\$11,794,456~~

Loss in state share for the 2022-23 school year: ~~-\$7,551,894~~



MCVSD51 Budget Stabilization Factor Funding Reductions Cumulative Reduction \$247,943,833



How much funding was allocated to Mesa County Valley 51?

CRF: \$10,982,190

ESSER I (CARES Act): \$3,409,529

Addressing the immediate crisis

Expenditures allowed through Sept. 30, 2022

ESSER II (CRRSA Act): \$20,490,100

Providing stability and managing the health crisis

Expenditures allowed through Sept. 30, 2023

ESSER III (ARP Act): \$45,728,542

Recovery and acceleration

Expenditures allowed through Sept. 30, 2024

[Use of Funds Plan](#)



ESSER Funds

CRF

The Coronavirus Relief Fund

used to address the immediate crisis

ESSER I

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) - *used to address the immediate crisis*

ESSER II

The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act) - *used to provide stability and manage the health crisis*

ESSER III

The American Rescue Plan (ARP) - *used to assist in recovery and acceleration of learning*



COVID Grant Spending Buckets

Safe and *Healthy* Learning Environments

Nurses, health assistants, HVAC, PPE, cleaning supplies, custodial, HEPA filters, water fill stations



Lost *Learning* and Accelerated *Learning*

Online program, summer school, intervention resources, tutoring, and SPED/ELL



Mental health service positions
Student Mental Health

Covid Workload compensation, APLUs, PL, sub incentives, Tech Coaches and Instructional Coaches

Support and Stability for Educators





CRF -
Corona virus
Relief Fund
\$10,982,190

- *Prioritized immediate pandemic response needs of District schools, District charter schools, and local private schools*
 - D51 schools:
 - Create safe and healthy learning environments
 - \$2,192,492
 - Address lost instructional time and accelerated learning
 - \$5,045,359
 - Support educators and staff stability and well-being
 - \$3,143,070
 - Admin & Indirect
 - \$54
 - D51 charter schools:
 - Furniture, technology, PPE, cleaning supplies
 - \$601,215

Prioritized immediate pandemic response needs of District schools, District charter schools, and local private schools that resulted from the State's increased budget shortfall

**ESSER I -
CARES Act**

\$3,409,529

- D51 schools:
 - Create safe and healthy learning environments for students:
 - Custodial salaries/ benefits: \$2,942,665
 - PPE \$189,621
 - Admin & Indirect \$ 67,869
- Charter Schools and Private Schools
 - D51 charter schools: \$186,653
 - Local private schools: \$ 22,721

Provide stability and manage the health crisis

ESSER II - CRRSA

Act

\$20,490,100

- D51 schools:
 - Create safe and healthy learning environments
 - \$ 886,927
 - Address lost instructional time and accelerated learning
 - \$ 4,619,135
 - Support educators and staff stability and well-being
 - \$10,906,440
 - Meet mental health needs of students and staff
 - \$ 744,449
 - Admin & Indirect
 - \$ 2,120,320
- D51 charter schools:
 - Staff, cleaning, construction
 - \$1,212,829



Assist in recovery and acceleration of learning

Provide stability and manage the health crisis



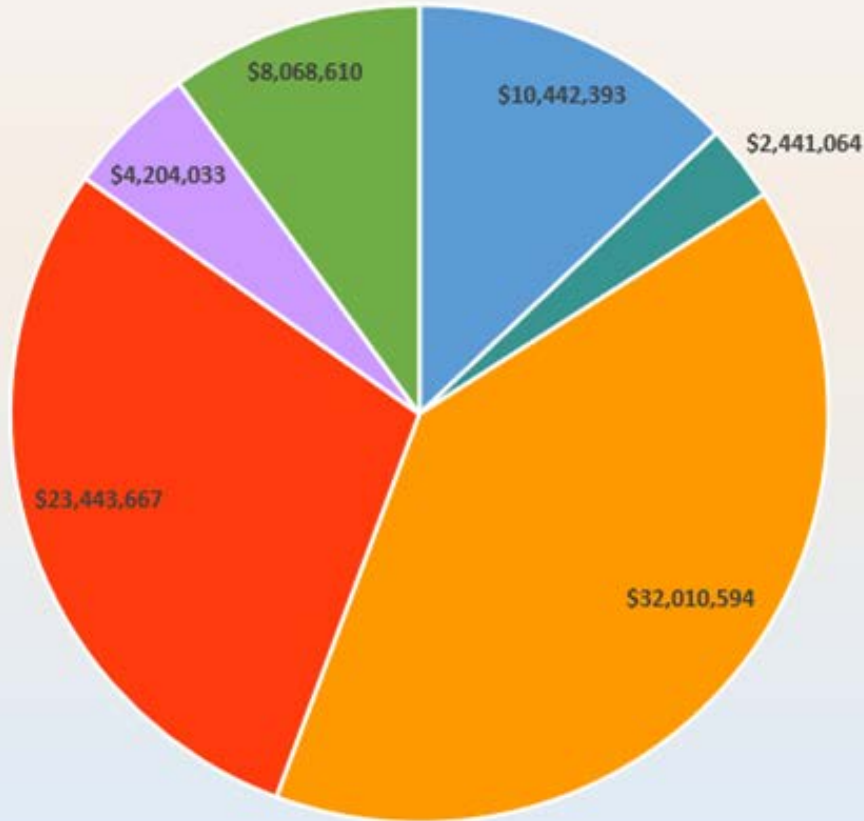
ESSER III -

ARP Act

\$ 45,728,542

- D51 schools
 - Create safe and healthy learning environments
 - \$ 4,230,688
 - Address lost instructional time and accelerated learning
 - \$22,346,100
 - Support educators and staff stability and well-being
 - \$ 9,394,157
 - Meet mental health needs of students and staff
 - \$ 1,696,615
 - Admin & Indirect
 - \$ 5,880,367
- D51 charter schools
 - Staff and construction
 - \$2,180,615

Overall Spending Buckets across all COVID Grants



- Safe and Healthy Learning Environments
- Mental Health for Students and Staff
- Lost Learning and Accelerated Learning
- Support and Stability for Educators
- D51 Charter Schools & Private Schools
- Admin & Indirect



ESSER Use of Funds Plan

How will the Local Education Agency ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionate from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care,

Considerations to include:

- In what ways have students been impacted by lost instructional time (the pandemic)?
- Have any student groups been disproportionately impacted? If so, which ones?
- How were the evidence-based interventions selected to respond to identified academic, social, emotional, and mental health needs and any identified disproportionality?
- How will we measure the success of the interventions on students' academic, social, emotional, and mental health needs?

[ESSER Dashboard \(View Only\)](#) :



[Report Abuse](#) [Help](#)

ESSER 2020-2021 thru 2023-2024 Proposed Budget


[ESSER 20-21 thru 23-24 - Allowable Activity](#)

[ESSER 20-21 thru 23-24 Proposed Budget Activities](#)

[ESSER 20-21 thru 23-24](#)

Feedback Form





Thank you!
Questions?

K-12 Standards and Legislation

Social Studies

Revised December 2022

Legislation affecting Social Studies

1336

Revision of High School History Standard 3 to include the addition of Holocaust and Genocide Studies. This also included a timeline of July 1, 2023 for districts to identify the course required for high school graduation where these standards are met.

1192

Significant Revisions to High School History Standard 2 to include historically marginalized groups outlined in standards. Requires community forums to be held every 6 years; wherein, the community is invited to discuss the content standards in history and civics.

067

Revisions to evidence outcomes in Civics to strengthen civics education around the 3 branches and foundational documents, as well as work around the Colorado State Constitution.

1336

20th century genocides such as the Armenian Genocide; the Holocaust perpetrated by the fascist German Nazi Party (National Socialist German Worker's Party) and its collaborators; Cambodian Genocide; the Union of Soviet Socialist Republics murder of Ukrainian nationals; genocides conducted by the Communist Party of China (CPC) against its political opponents during the Totalization Period, Collectivization, the Great Leap Forward, the Cultural Revolution, and Mao's Famine; and the current genocide of the Uyghurs.

1192

History Standard

Analyze how opposing perspectives, compromise, and cooperation have shaped national unity and diversity. For example: the rights and contributions diverse groups and individuals, named groups

Civics Standard

Describe the origins, foundations, purposes, and limitations of government, including the contribution of key philosophers and American historical figures of diverse backgrounds

067

Colorado specific court cases and a broader cross section of Supreme Court cases to examine

Also specific mentions of Colorado State government structures and documents.

Summary of changes and D51 efforts to align



HS: Course (re)alignment and Instructional Resource Selection

MS: Implementation of a newly adopted and aligned resource

ELEM: (Re)writing units and curating resources for our unified curriculum

The 1192 Council: November Forums

Purpose: to plan and promote **community forums**; wherein, **stakeholders** from across the school system and community are invited to **review and discuss** the K-12 content **standards in History and Civics**

Q & A



English Language Arts Middle School

Launching an Instructional Resource Selection Team