

# *Board of Education*

## *Mesa County Valley School District 51*

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*Board Work Session Minutes*

*February 6, 2024*

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### **Board Work Session Minutes**

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

**Board of Education**  
**Mesa County Valley School District 51**  
**Board Work Session: February 6, 2024**  
**Adopted: March 26, 2024**

	A	B	C	D	E	AGENDA ITEMS	ACTION	
Present	x	x	x	x	x	<b>BOARD BUSINESS MEETING</b> <b>A. Call to Order/Roll Call</b>  <b>B. Agenda Approval</b>  <b>C. Executive Session</b> Executive Session for the purpose of determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and/or instructing negotiators, under C.R.S. Section 24-6-402 (4)(e), regarding negotiations with Mesa Valley Education Association.  ➤ Persons attending executive session: Board of Education (BOE) President, Mrs. Andrea Haitz, BOE Vice President, Mr. Will Jones, BOE Secretary/Treasurer, Ms. Angela Lema, BOE Director Mr. Jose Luis Chavez, BOE Director Mrs. Barb Evanson, Superintendent Dr. Brian Hill, School Attorney Ms. Tammy Eret, D51 Chief Human Resources Officer Ms. Nikki Jost.  ➤ Motion to adjourn executive session. Time spent discussing negotiations: 36 minutes (4:07 p.m. – 4:43 p.m.)  [Recess 4:43 p.m. Resume 5:00 p.m.]  <b>BOARD WORK SESSION</b>  1. Call to Order/Pledge of Allegiance  2. Black History Month Proclamation [Resolution 23/24: 61] ➤ Director Will Jones read the Black History Month Proclamation recognizing the high achievements and contributions of Black Americans in the United States.  3. National Counseling Week Recognition [Resolution 23/24: 62] ➤ BOE Director Andrea Haitz read the National School Counseling Week resolution recognizing the hard work and vital contributions of school counselors at D51.  4. Long Range Facility Master Plan Update ➤ Mr. Clint Garcia, D51 Chief Operations Officer, and Mr. Lyn Eller and Mr. Matt Porta with Hord Coplan and Macht (HCM) came forward to present the Long Range Facility Master Plan update. ➤ Mr. Eller began by describing the four phase process of learning, analyzing, developing and refining. The process is currently on Step 3, looking on options how to tackle the needs in schools and buildings.	4:01 p.m.	
Absent								
Motion					x			
Second					x			
Aye	x	x	x	x	x			
No								
Motion				x				
Second				x	x			
Aye	x	x	x	x	x			
No								
Motion				x				
Second				x	x			
Aye							4:43 p.m.	
No								
							5:00 p.m.	

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**AGENDA ITEMS**

**ACTION**

- Assessment scores are being issued, rated in three categories. These include physical conditions, educational adequacy, and utilization. Scores are assigned with an urgency code from critical down to cosmetic needs. Schools have been looked at and divided into 8 tiers from A to F, much like a report card. Tier A is above average and very good at 70% efficiency or above. This includes twenty buildings in A or B ratings. B tiers are usually older schools and C tier is starting to drop with needing more attention and maintenance. D is below 50% score mostly in conditions and adequacy. Eighteen facilities are ranked in the C and D tiers, and seven facilities have an F ranking.
- Conditions are formulated with a ratio of how much it would cost to replace the school. For example 50% means it would cost half as much to repair the school as building a new school. A building with a rating of D or F might be much harder to replace or too expensive to repair/replace. If a building had a 30% rating, it would cost nearly as much to repair as it would to replace.
- Mr. Matt Porta advised the planning committee has met five times. The members looked at newer and elementary schools first to determine adequacy. They then reviewed and toured middle schools. Guiding principles were established of being clear, safe, flexible, durable & efficient, accessible, and renewable. This will achieve a fiscally responsible and realistic plan. Safety and security presently and what is needed was reviewed, as well as a look at deferred maintenance and learning environments such as the furniture, thermal comfort, and technology.
- Questions were asked by the Board regarding security with AI software and being centered around cameras. AI would pick up specific events on cameras and send alerts. Straight data is being looked at, at the current time. It was explained that no specific school names and ratings are being identified in this presentation at this time.

**5. Strategic Plan Update – Community/Communication**

- Mr. Tracy Gallegos, D51 Director of Access, Opportunity and Family Partnerships and Ms. Callie Berkson, D51 Public Information Officer, came forward to present.
- Mr. Gallegos discussed the Graduate Profile and the collaboration used with students, families, and community partners to develop the profile. The Communication and Connection with Families Action Team and Community Task Force members were recognized and thanked.
- The Strategic Plan goals and purpose, and Year 2 Goals were discussed, including working to highlight communication and connection with D51 families, and developing and testing the portfolio of communication tools.
- Ms. Berkson went on to discuss the 3 year goal for families is for families to receive always or almost always 75% of the time timely and adequate communication. A survey was administered as a baseline.
- Results of the survey were discussed and the goal is currently being reached 70% of the time. There is a large desire to have a more easily navigated website. A majority would like an app option for the website. Most people are

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**AGENDA ITEMS**

**ACTION**

- receiving communication from emails but would prefer to use the website more often.
- Mr. Gallegos is working on being intentional about reaching every student with the 5-year plan involving three strategic objectives. Metrics will be updated annually.
- The 1<sup>st</sup> objective is to simplify messaging to families to convey essential information by being timely, consistent, prioritized and accessible.
- The new instant language assistant device was demonstrated and has 100 languages available.
- Ms. Berkson spoke about the Family Resource Guide being developed to give important tools and resources which is especially important for new families. It also serves as a guide to existing families, and will be communicated in at least two different languages. A website revamp is being completed as well as having a mobile app. A committee evaluated and recommended a new website.
- The Board commented that ILA is very inclusive and easy to use, making families feel more included. Mr. Gallegos and his team went to buildings and demonstrated the ILA to office staff, and then had staff communicate to families about this new tool. Information was included in the Friday update also.

**6. GJHS Construction Update and Academies.**

- Mr. Micah Adams, with Dynamic Programs Management, Mr. Eddie Mort, D51 Director of Operations and Maintenance, and Mr. Peter Icenogle with the Blythe Group, came forward to present. Mr. Adams explained the project is on schedule and on budget. He discussed the following stages:
  - Completed: All staff GJHS teachers have met to discuss move out. They are purging old materials and packing up textbooks, etc. Resurfacing of the track has been done.
  - In progress: Site concrete in parking lots for bus loop and west parking lot. Set remaining HVAC rooftop units. Exterior metal panels, interior finishes.
  - Upcoming: Architectural punch walks in classroom wing, install kitchen equipment, operable partitions, wood flooring in gyms, install audio video equipment, furniture delivery and install in May. Move out of old school by the end of May.
- Academy Model Design: Mr. Jory Sorenson, GJHS Principal, Mr. Jared Burek GJHS Assistant Principal, Math teacher and Admin Intern Ms. Meghan Foster came forward to present.
- GJHS being a comprehensive high school was discussed, with a plethora of choices. Goal is to have these options for students while providing a personalized experience to inspire and motivate to be D51 graduates.
- All students participate in the Academy model. It is organized around different career clusters with different pathways that focus on specific careers. There are four academies, each with 4-5 different pathways. It also aligns well with the D51 strategic plan.

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**AGENDA ITEMS**

**ACTION**

- Mr. Jared Burek discussed the four academies: 1) Arts & Humanities, 2) Environmental Science, Technology & Engineering, 3) Health Sciences & Human Services, and 4) Business, Communications & Entrepreneurship.
- He also discussed the implementation timeline from the 2021-22 year. COVID paused work in 19/20 and then 21-22 was first full year of implementing the academies. The structure was established in 22-23. As of the 23-24 school year, all students belong to one of the academies. There is a focus on ICAP, Individual Career and Academic plans.
- Ms. Foster discussed the Workforce Development Day with 125 businesses, industry and community partners participating. Mock interviews, resumes, workshops, career fair, hiring event, military options were included in the event.
- Mr. Sorensen explained the Academies will be grouped in different sections of the new building in the new school.
- BOE members asked questions about how scheduling and plans work with students. The school is teaching students how to make career decisions in high school, as well as preparing for college. Students can participate in multiple pathways at the same time.
- Superintendent Dr. Hill commended the team on the guide that was put together on the academies.

[Recess 6:27 p.m. - Resume 6:37 p.m.]

7. Middle School ELA Resource Recommendation: Ms. Jackie Anderson, Executive Director of Teaching and Learning, Ms. Nikki Johnson, Director of Secondary Curriculum and Professional Learning, Ms. Kristen Gross, 6/12 English Language Arts Content Specialist, and Amy Deschamp, K/12 Social Studies Content Specialist, came forward to present two curriculum recommendations.

- Ms. Kristen Groves described the makeup of the Instructional Resource Selection Team with various representatives from different schools and areas, and the timeframe of six full day convenings from October – February.
- Last adoptions were in the Spring of 2019 and Spring 2020. Performance data and standards were reviewed. Recommendations were made by the team for the SAvas myPerspectives program which aligned as a 6-12 program. The program will include both consumables and digital materials. There will be translation for multi lingual learners, which will build knowledge while learning to read. Two novels per student will be included. Pricing quotes were given for the program, but better numbers may become available in negotiations.
- Questions from the Board were answered regarding the current program being used, including how the new program should complement the programs being currently used in elementary and high schools. There will be assessments to provide data to see if the program is working.

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						<p>8. High School Social Studies Resource Selection Team</p> <ul style="list-style-type: none"> <li>➤ The High School SS team met seven full days from August to February. They were looking for core social studies instructional materials aligned to the Colorado academics standards in Social Studies. The last adoption was in 2008. Updating graduation requirements was discussed. 9<sup>th</sup> grade is now more focused on World History and types of credits have changed, not the number of credits. Geography is now embedded into world history. The team discussed the strong points of the SAVvas program. Three books would be purchased and this would be a six-year program. BOE asked how teachers were chosen for the committee. It was explained that teachers are invited to apply for the team and diversity, types of experience and years of experience are considered.</li> <li>➤ The Board will vote on both programs at the next business meeting in two weeks.</li> </ul> <p>9. EDEC Update/Enrollment Projections – Dr. Brian Hill, Superintendent</p> <ul style="list-style-type: none"> <li>➤ Dr. Hill explained there will be no school closures for the 24/25 school year. Also discussed was current enrollment, projections, EMS &amp; Fruita 8/9 impacts, EDEC pathways, and next steps. Since 2019, D51 has lost over 1800 students, or close to 10%.</li> <li>➤ How and why the population is declining was discussed, explaining that declining enrollment is a statewide and country-wide problem, not just a Grand Junction issue. The economy has affected the slow growth for younger individuals. Most people moving into the area are 55 plus years old. Mesa County has an older population of people moving in compared to state results. Demographers project more decline in the next two years. Discussed the five identified EDEC pathways. Staffing overages were discussed for the 24/25 school year.</li> <li>➤ Questions were asked about staffing for next year and possible elementary school closures for the 25/26 school year.</li> </ul> <p>10. School Calendars – Ms. Haitz mentioned calendars for alternative and charter schools for the Board to review. Calendars will be voted on at the February 20 business meeting.</p> <p>11. Policies – First Readings</p> <ul style="list-style-type: none"> <li>11.a. GBEE, Staff Use of Information Technology Resources</li> <li>11.b. JEA, Compulsory Attendance Ages</li> <li>11.c. JH, Student Absences and Excuses</li> <li>11.d. JKD/JKE, Student Suspension/Expulsion</li> </ul> <p>Business Meeting (Cont.)</p> <p>D. Resolution to Amend Superintendent Contract [Resolution 24/25: 60]</p> <ul style="list-style-type: none"> <li>➤ The resolution was voted on and approved.</li> </ul>	
Motion					x		
Second					x		
Aye	x	x	x	x	x		
No							Approved

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**AGENDA ITEMS**

**ACTION**

- Dr. Hill expressed his pleasure in his position at D51, reading a list of accomplishments over the past three years. He also shared his goals in his position.
  
- E. Board Open Discussion
  - Director Will Jones acknowledged Angela Christensen for organizing a wonderful White Iced celebration.
  - Director Angela Lema mentioned the New Emerson pancake breakfast which was attended by the entire Board.
  - Director Barb Evanson spoke of the need in schools for used clothing and to call any school close to your home with any donations. There is also a Community closet at GJHS. The Tope Elementary Watchdog Dads program with Kirby Richardson was also commended. Parents are encouraged to participate.
  
- F. Adjournment
  - Motion was made by Director Will Jones to adjourn.

8:23 p.m.

\_\_\_\_\_  
 Amy Navarette, Assistant Secretary  
 Board of Education

WHEREAS, during Black History Month, which was first recognized in 1915, half a century after the Thirteenth Amendment abolished slavery in the United States, we commemorate the contributions of Black Americans to our nation. Black history is an integral part of American history, and this month is a time to honor, celebrate, and reflect upon the significant impact Black individuals have had in shaping the diversity and inclusivity of our nation; and

WHEREAS, we recognize that the essence of our nation centers around the belief that all individuals are created equal and all deserve to be treated with dignity and respect; and

WHEREAS, the contributions of Black Americans from all walks of life and in all fields reflect the greatness of the United States. Black Americans have, and continue to, participate in every American effort to secure, protect, and maintain the essence of American democracy; and

WHEREAS, not only during February but throughout the remainder of this year, we as a district must continue to build awareness and understanding of Black American history and emphasize the importance of valuing differences within our school district.

NOW, THEREFORE, BE IT RESOLVED that the Mesa County Valley School District Board of Education does hereby recognize February 2024 as Black History Month. In reflection of our shared history and as we remember where we have been, may we also recognize that our only way forward is together. We encourage our community to actively engage in the various school and community activities that will take place throughout the month and celebrate the profound contributions Black History has made to our society.



Every February, school districts across the nation celebrate National School Counseling Week. Taking place from February 5-9 this year, the week is dedicated to recognizing the vital contributions of school counselors within the U.S. educational system. It aims to shine a spotlight on their dedication to a challenging but incredibly rewarding profession.

National School Counseling Week highlights our counselors' significant role in guiding students toward academic success and future career planning. The 2024 theme, "School Counseling: Standards-Based, Student-Focused," encapsulates their mission. Utilizing research, resources, and robust counseling programs, these professionals support students in becoming productive members of society. They actively guide students in exploring their talents and interests, steering them toward realizing their full potential in both school and life.

School counselors focus on fostering positive development in students' social, personal, educational, and career paths, collaborating with parents and educators to create an educational environment where all students feel prepared & supported to be and do their very best.

Tonight, we want to take this opportunity to recognize and thank our D51 school counselors for all that they do to support our students, families, staff, and schools. We are grateful for your unwavering commitment and the positive impact you have in shaping the future of our students.

FEBRUARY 06, 2024

# MESA COUNTY VALLEY DISTRICT 51 MASTER PLAN PROGRESS UPDATE



# AGENDA

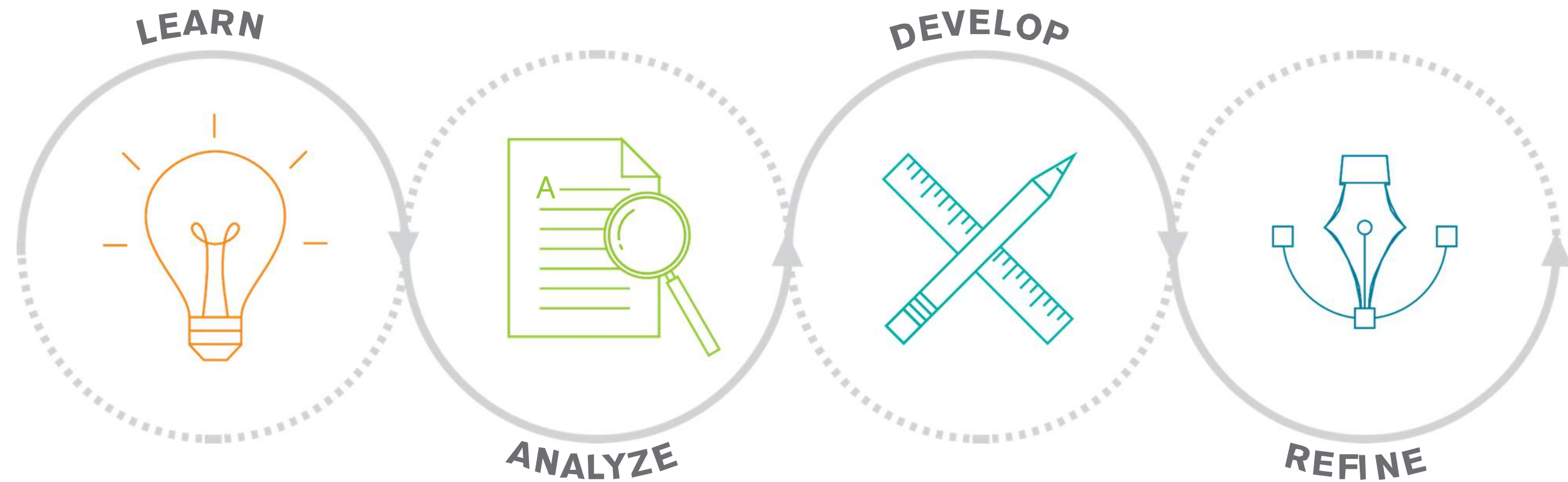
- 01** Master Plan Process
- 02** Assessment Scores Update
- 03** Planning Committee Activities
- 04** Focus Groups & Principal Interviews
- 05** Questions





01

**MASTER PLAN  
PROCESS**



**JULY - NOV '23**

**STEP 1**

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

**SEPT '23 - JAN '24**

**STEP 2**

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

**DEC '23 - FEB '24**

**STEP 3**

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

**FEB '24 - MAR '24**

**STEP 4**

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

A woman with blonde hair, wearing a black cardigan over a black and white striped dress and black boots, is smiling and looking at a smartphone. She is standing in a gallery or office space with several easels displaying various interior design photos. The background is slightly blurred, showing other people and more easels. The overall scene is in grayscale, with a teal overlay on the left side containing text.

02

ASSESSMENT  
SCORES

# SCHOOL ASSESSMENT TOOL

SCHOOL 1

SCHOOL 2

	CONDITION	EDUCATIONAL ADEQUACY	UTILIZATION	ENROLLMENT	CAPACITY
SCHOOL 1	<p>49.00%</p>	<p>79.00%</p>	<p>83.33%</p>	250	300
SCHOOL 2	<p>89.00%</p>	<p>55.00%</p>	<p>33.00%</p>	88	300

# 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
- LEARNING 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

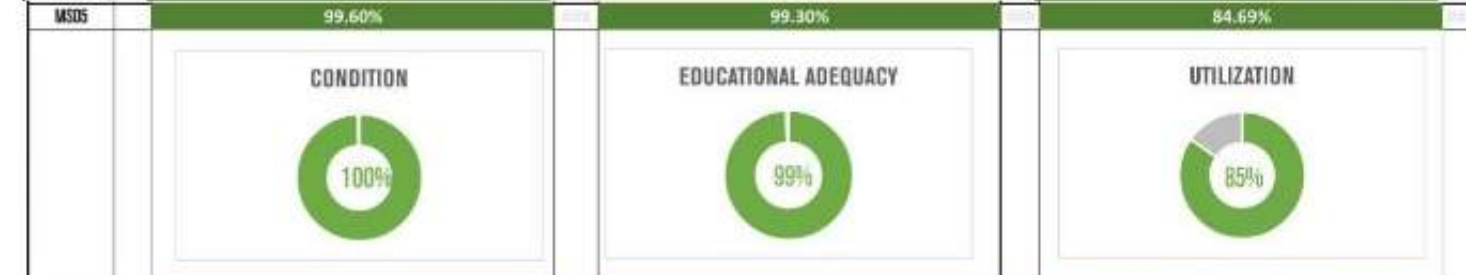
# FACILITIES TIER

# A

**HS04**



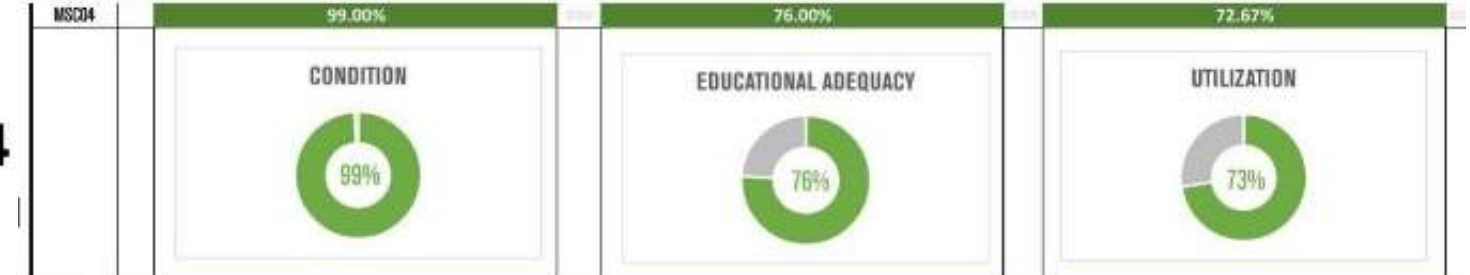
**MS05**



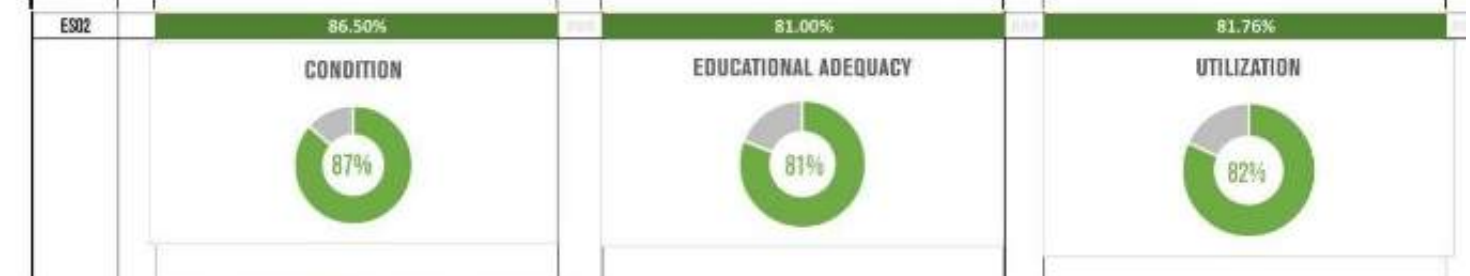
**ES17**



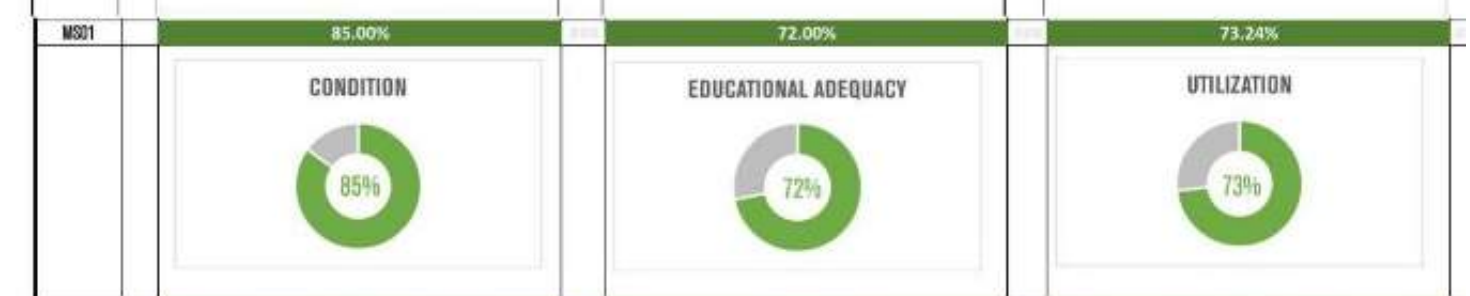
**MSC04**



**ES02**



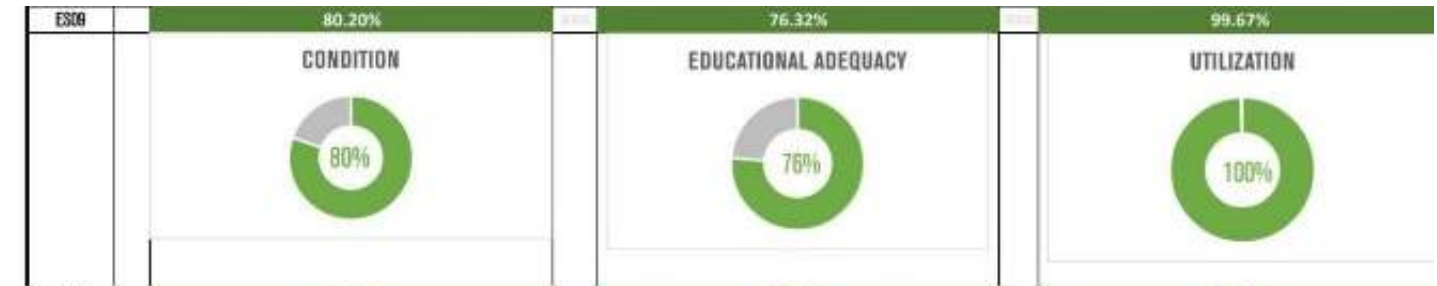
**MS01**



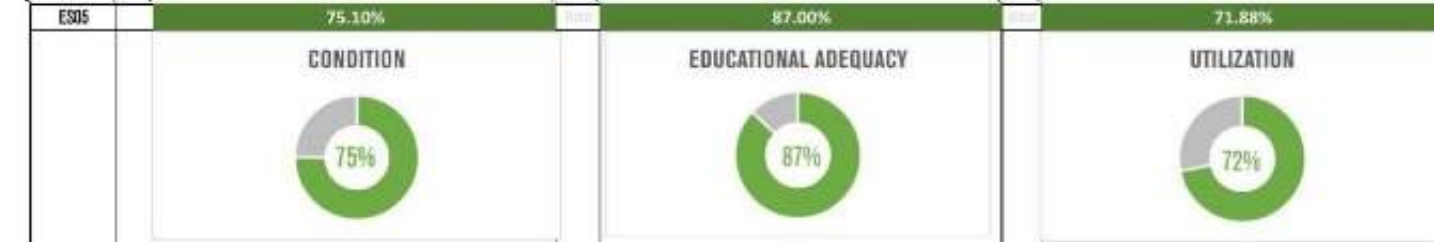
# FACILITIES TIER

# A

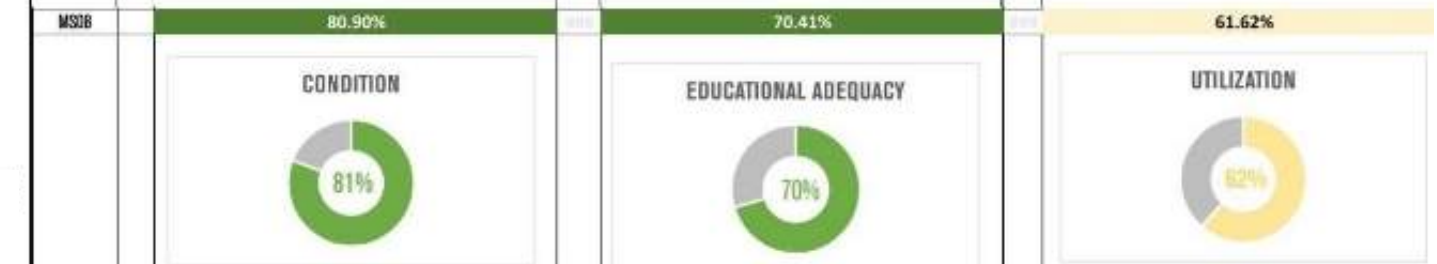
**ES09**



**ES05**



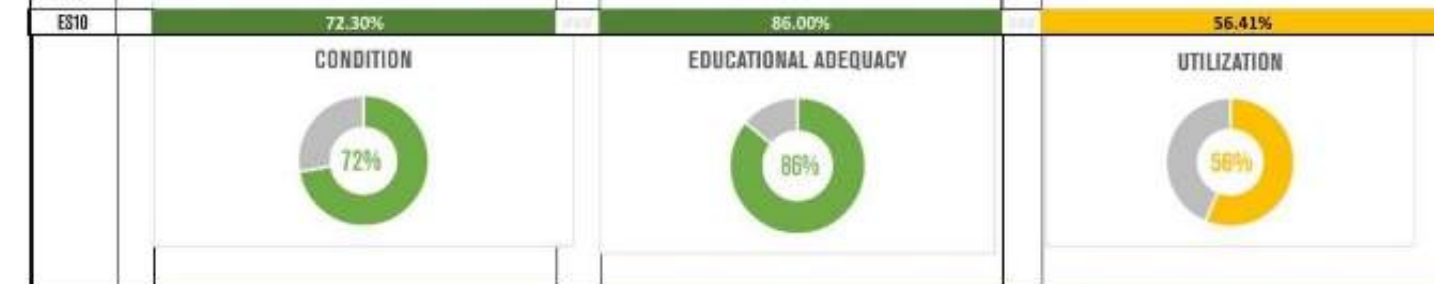
**MS08**



**ES22**



**ES10**



# FACILITIES TIER

# B

**ES11**

**ES01**

**HS01**

**HS03**

**HS02**



FACILITIES  
TIER  
B

**ES12**

**ES13**

**MS07**

**HS05**

ES12	77.80%	64.00%	67.10%
	CONDITION 78%	EDUCATIONAL ADEQUACY 64%	UTILIZATION 67%
ES13	72.30%	69.00%	62.28%
	CONDITION 72%	EDUCATIONAL ADEQUACY 69%	UTILIZATION 62%
MS07	70.80%	58.20%	60.36%
	CONDITION 71%	EDUCATIONAL ADEQUACY 58%	UTILIZATION 60%
HS05	74.10%	49.98%	69.28%
	CONDITION 74%	EDUCATIONAL ADEQUACY 50%	UTILIZATION 69%

# FACILITIES TIER

# C

**MSC02**

**ES24**

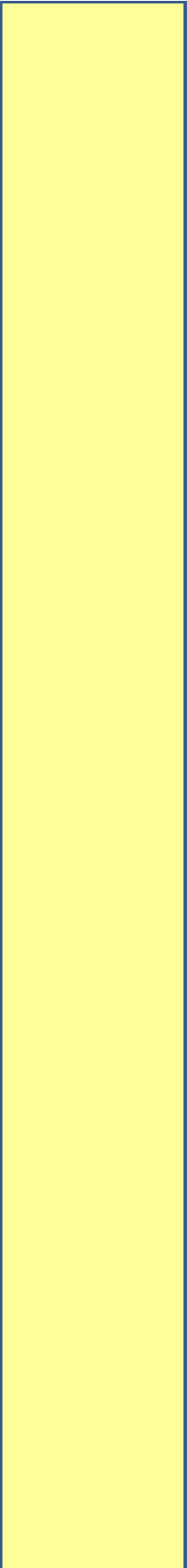
**ES04**

**ES23**

**ES18**

**MSC01**

Code	Overall Score	Condition	Educational Adequacy	Utilization
MSC02	63.90%	64%	91%	100%
ES24	67.40%	67%	88%	74%
ES04	61.40%	61%	71%	82%
ES23	66.60%	67%	63%	80%
ES18	64.80%	65%	70%	77%
MSC01	62.90%	63%	62%	92%



# FACILITIES TIER C

**A01**

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**ES16**

**ES14**

**A03**

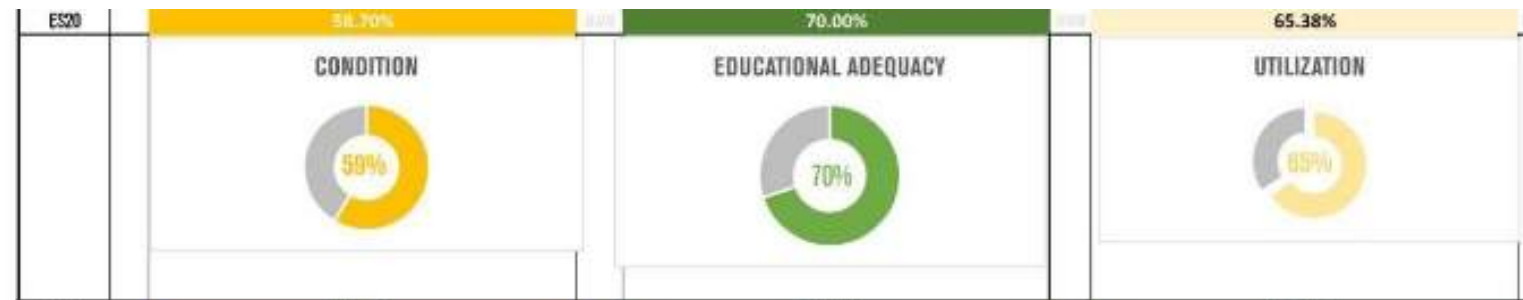
A1	62.00%		
	CONDITION 62%		
ES16	60.80%	69.00%	76.31%
	CONDITION 61%	EDUCATIONAL ADEQUACY 69%	UTILIZATION 76%
ES14	61.50%	68.00%	64.32%
	CONDITION 62%	EDUCATIONAL ADEQUACY 68%	UTILIZATION 64%
A3	60.50%		
	CONDITION 61%		



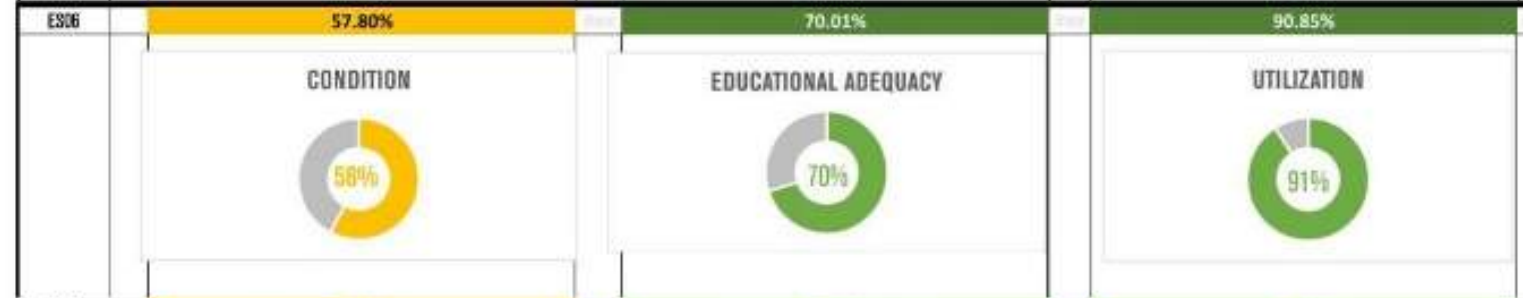
# FACILITIES TIER

# D

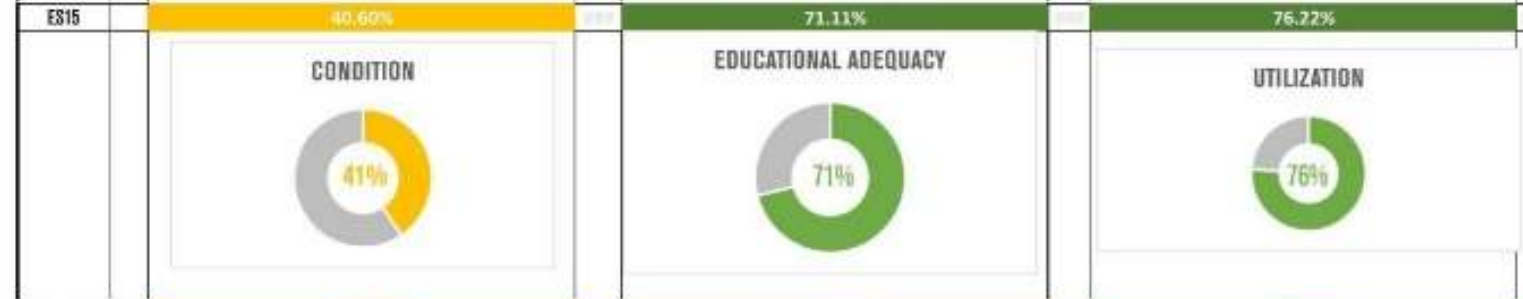
**ES20**



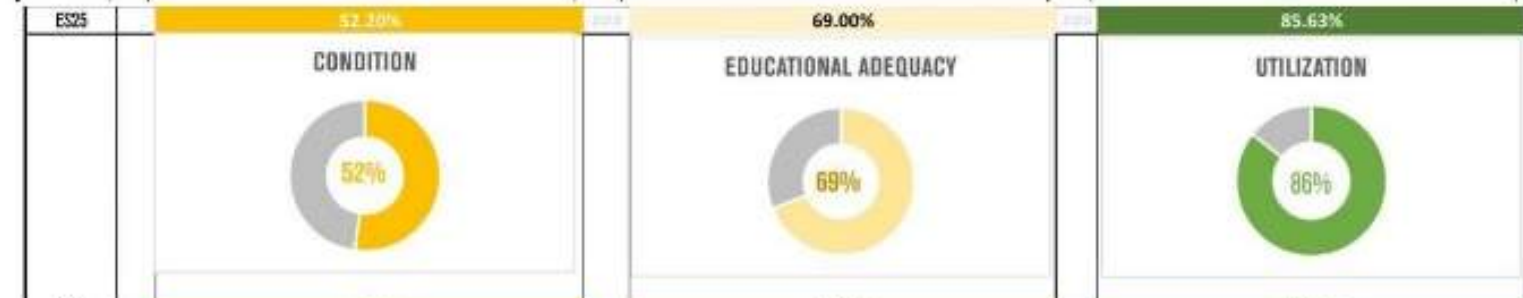
**ES06**



**ES15**

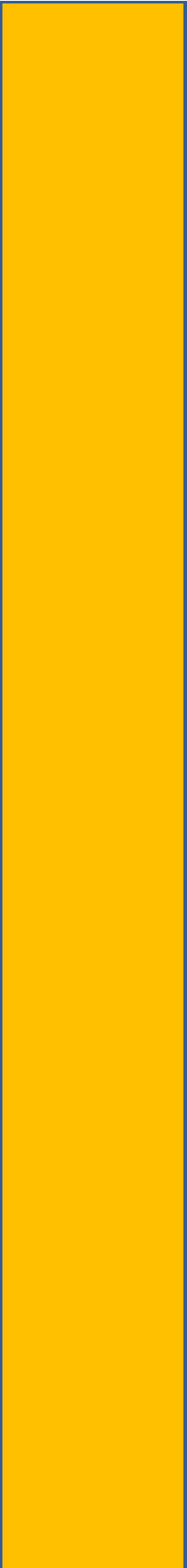


**ES25**



**ES07**





# FACILITIES TIER

# D

**A05**

**ES21**

**MS02**



# FACILITIES

# TIER

# F

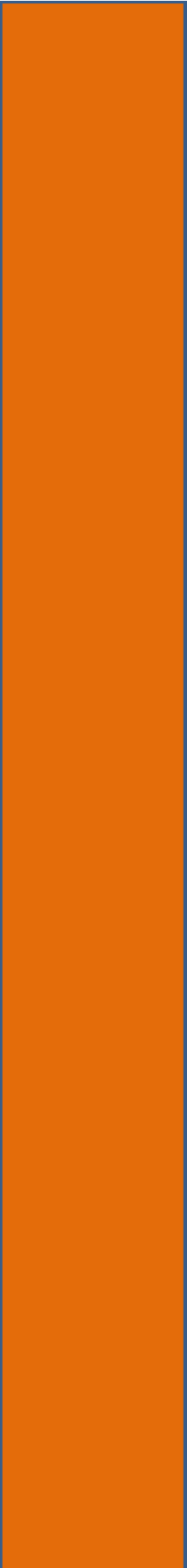
**A04**

**MS06**

**ES19**

**ES08**





# FACILITIES TIER

# F

**ES03**

**A02**

**MSC03**

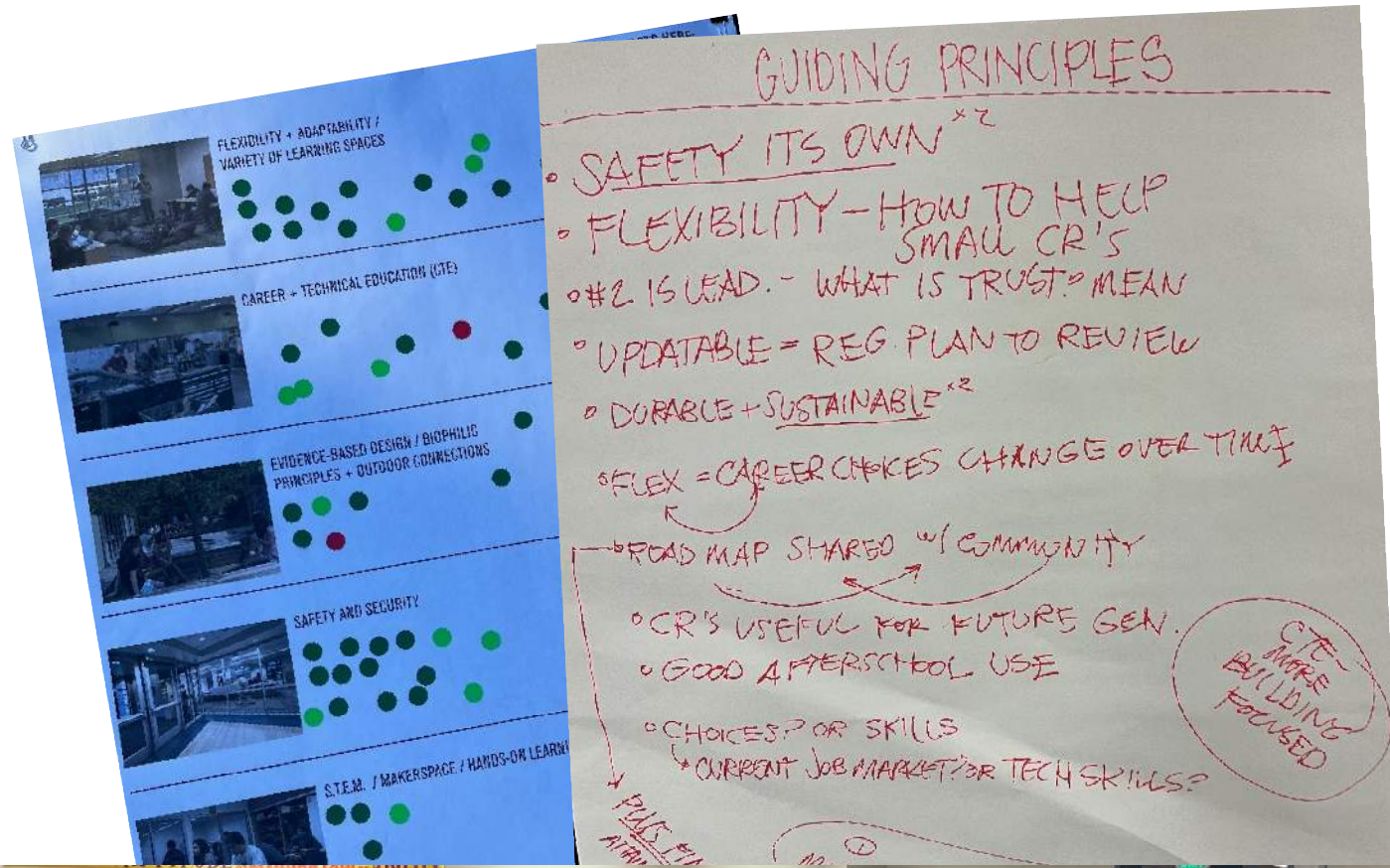




03

**PLANNING  
COMMITTEE  
ACTIVITIES**

# PLANNING COMMITTEE ACTIVITIES



## MEETINGS AT SCHOOLS:

PC01: OCTOBER 12

PC02: NOVEMBER 9

PC03: DECEMBER 14

PC04: JANUARY 18

PC05: FEBRUARY 15



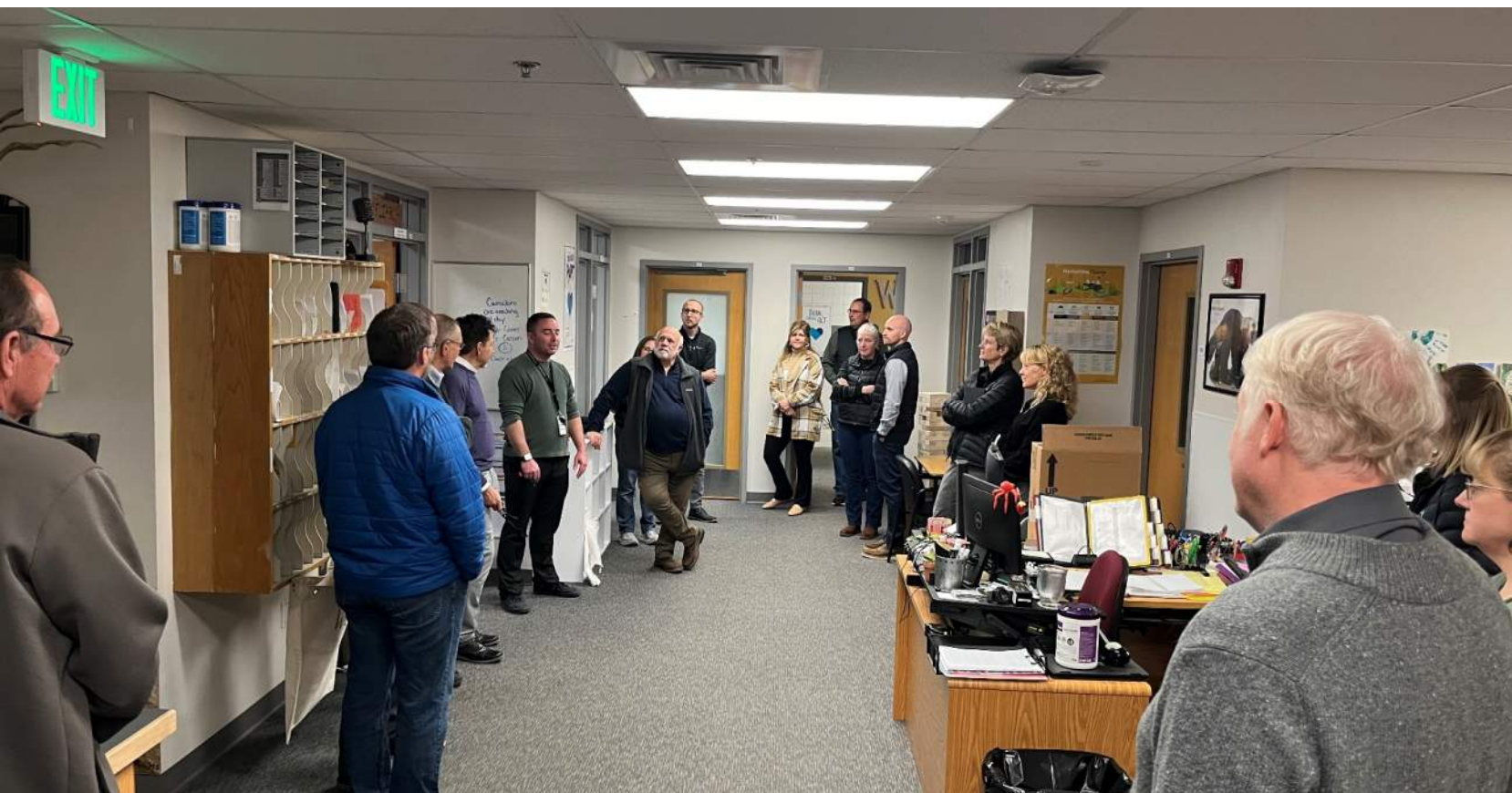


PEAR PARK ES



MONUMENT RIDGE ES







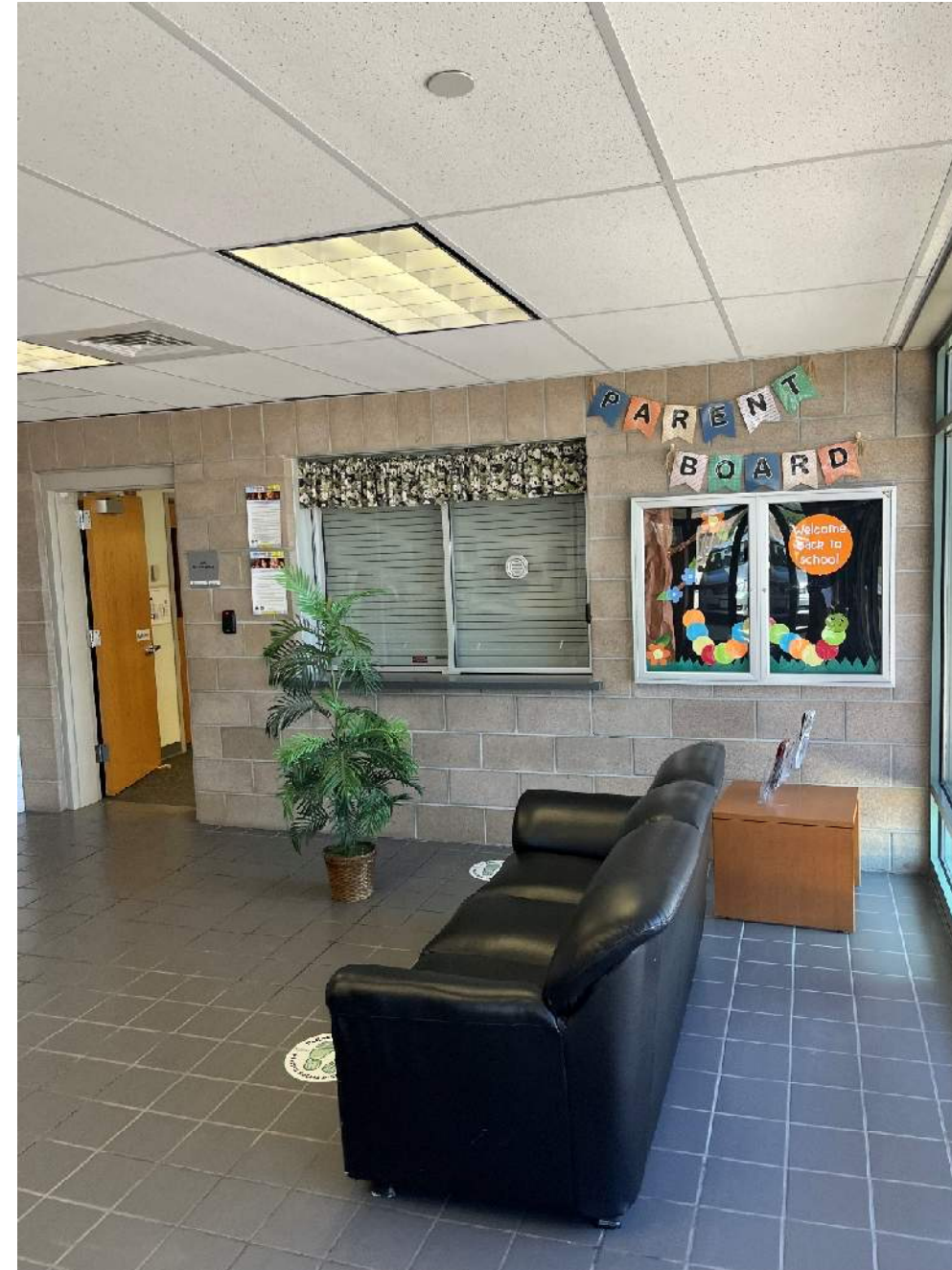
# 51 in '50: MASTER PLAN GUIDING PRINCIPLES

- **Clear:** Involve every community and stakeholder through a clear, attainable and available plan
- **Safe:** Improve Communication, Control access, and Enhance Supervision throughout schools
- **Flexible:** Develop flexible spaces to support Next Generation Learning, Changing enrollments, and Evolving Career Paths and Skills
- **Durable & Efficient:** Prioritize decisions leading to long-lasting, energy-conscious facilities
- **Accessible:** Promote Community involvement with Safe Access and Afterschool Use Opportunities
- **Renewable:** Produce a realistic, financially feasible strategy that can be updated on a regular schedule

# SAFETY + SECURITY

## MCVS DISTRICT 51 MASTER PLAN

- ACCESS CONTROL / DOORS
- COMMUNICATIONS
- SITE FENCING
- ENTRY PROTECTION
- TRAFFIC BOLLARDS
- FIRE SPRINKLERS / ALARM
- CODE COMPLIANCE



# DEFERRED MAINTENANCE

## MCVS DISTRICT 51 MASTER PLAN

- MAINTENANCE
- REPAIRS
- SYSTEMS FUNCTION



# LEARNING ENVIRONMENT

MCVS DISTRICT 51 **MASTER PLAN**

- FLEXIBLE FURNITURE
- THERMAL COMFORT
- INSTRUCTIONAL TECHNOLOGY
- VARIETY OF SPACES:  
BREAKOUT AREAS,  
PROJECT-BASED LEARNING



# GROUP EXERCISE (DEC)











## MCVS DISTRICT 51 MASTER PLAN

- **SCOPE PACKAGES X 5**  
(SAFETY, MAINTENANCE, LEARNING ENV.,  
NEW CONSTR.,+?)

- **PLAN PHASES x 3**  
(4 YR, 8 YR, 12 YR)

- **SCHOOL GROUPS x 3**  
(ES, MS, HS)

**EACH GROUP REPORT OUT**

 School District 51 <small>MESA COUNTY VALLEY</small> <small>Engage. Equip. and Empower.</small>	2024 PHASE 1	2028 PHASE 2	2032 PHASE 3	hord   coplan   macht
<b>ELEMENTARY SCHOOLS</b>				NOTES
<b>MIDDLE SCHOOLS</b>				NOTES
<b>HIGH SCHOOLS</b>				NOTES

	2024 PHASE 1	2028 PHASE 2	2032 PHASE 3	(A)
ELEMENTARY SCHOOLS	<p>CONSOLIDATION</p> <p>NEW CONSTRUCTION</p>	<p>MAINTENANCE</p> <p>LEARNING ENVIRONMENT</p>	<p>NEW CONSTRUCTION</p> <p>CONSOLIDATION</p>	<p>NOTES:</p> <ul style="list-style-type: none"> <li>• Imminent need</li> <li>• Consolidation may require new builds.</li> </ul>
MIDDLE SCHOOLS	<p>LEARNING ENVIRONMENT</p> <p>SAFETY &amp; SECURITY</p>	<p>CONSOLIDATION</p> <p>MAINTENANCE</p>		<p>NOTES:</p> <ul style="list-style-type: none"> <li>• Hope we DON'T have to consolidate any more.</li> <li>• Address Learning Environments + Safety.</li> <li>• Probably more to do...</li> </ul>
HIGH SCHOOLS	<p>NEW CONSTRUCTION</p> <p>LEARNING ENVIRONMENT</p>	<p>MAINTENANCE</p> <p>SAFETY &amp; SECURITY</p>		<p>NOTES:</p> <ul style="list-style-type: none"> <li>• Construction (CHS) would address safety</li> <li>• Address Learning Environments + Safety</li> </ul>

	2024 PHASE 1	2028 PHASE 2	2032 PHASE 3	(B)
ELEMENTARY SCHOOLS	<p>CONSOLIDATION</p> <p>MAINTENANCE</p>	<p>LEARNING ENVIRONMENT</p> <p>SAFETY &amp; SECURITY</p>	<p>New Construction</p>	<p>NOTES:</p>
MIDDLE SCHOOLS	<p>MAINTENANCE</p> <p>SAFETY &amp; SECURITY</p>	<p>NEW CONSTRUCTION</p> <p>LEARNING ENVIRONMENT</p>		<p>NOTES:</p>
HIGH SCHOOLS	<p>MAINTENANCE</p> <p>SAFETY &amp; SECURITY</p>	<p>LEARNING ENVIRONMENT</p> <p>NEW CONSTRUCTION CHS?</p>	<p>NEW CONSTRUCTION FMHS?</p>	<p>NOTES:</p>

# THEMES / TAKEAWAYS

	2024 PHASE 1	2028 PHASE 2	2032 PHASE 3	(E) NOTES:
ELEMENTARY SCHOOLS	MAINTENANCE CONSOLIDATION	NEW CONSTRUCTION SAFETY & SECURITY	MAINTENANCE LEARNING ENVIRONMENT	
MIDDLE SCHOOLS	SAFETY & SECURITY LEARNING ENVIRONMENT	CONSOLIDATION NEW CONSTRUCTION		
HIGH SCHOOLS	MAINTENANCE NEW CONSTRUCTION	SAFETY & SECURITY LEARNING ENVIRONMENT		

- **Safety /Security and Maintenance** are Phase 1 Priorities
- **Maintenance** should be combined with other packages to gain support in a bond election
- **Learning Environments** improvements should be deferred to Phase 2 or combined with safety needs if in Phase 1.
- **Mostly, New Construction** should be deferred to Ph2/ Ph3. Declining enrollment makes it hard to support, although new work at HS builds equity after GJHS replacement.

# GROUP EXERCISE (JAN)

## TIER D FACILITIES

Facility	Condition	Educational Adequacy	Utilization	Cost to Repair	Notes
ES20	56.00%	75.00%	64.00%	\$10.00	This Elementary school is in fair condition. The most significant physical needs will require portions of new roof, exterior wall repair, exterior windows and door replacement, structural repairs to foundations, fire sprinklers, interior finishes and significant ADA upgrades. There is an opportunity but not urgent need to replace HVAC, plumbing and parking facilities. The school's educational adequacy is limited by lack of special education / small group support spaces, lack of computer lab, and overall conditions in the learning environments. The school enrollment is below capacity and slightly below the ideal range of utilization.
ES06	57.00%	76.00%	65.00%	\$10.00	This Elementary school is in fair condition. The most significant physical needs are related to ADA accessibility upgrades plus site and foundation drainage improvements. The building will also need a new roof, windows, new boilers, pumps and cooling mechanical units. Upgrades are recommended for light fixtures and fire alarm system. The school's educational adequacy is limited by lack of special education / small group support spaces, insufficient storage and security, and overall conditions in the learning environments. The school enrollment is below capacity but within the ideal range of utilization.
ES15	58.00%	75.50%	65.00%	\$15.00	This Elementary school is in poor condition. The most significant physical needs are related to replacing HVAC, cooling units and controls, adding a fire sprinkler system, site and parking lot paving, restroom renovations for ADA access, flooring replacement and an opening need for window replacement. The school's educational adequacy is limited by lack of special education / small group support spaces, and overall conditions in the learning environments. The school enrollment is below capacity and slightly below the ideal range of utilization.
ES25	52.00%	69.00%	65.50%	\$13.50	This Elementary school is in poor condition. Physical needs include replacing HVAC systems, lighting fixtures, adding a fire sprinkler system, site and parking lot paving, ADA upgrades for toilets and doors, and classrooms. There is also significant structural movement throughout the building which has damaged exterior corners and interior finishes which need to be repaired. The roof will soon need a new roof. The school's educational adequacy is limited by inadequate special education / small group support spaces, lack of daylight in the learning environments, and inadequate / older classrooms. The school enrollment is below capacity but within the ideal range of utilization.
ES07	55.00%	68.00%	63.00%	\$11.50	This Elementary school is in poor condition. Physical needs include replacing HVAC systems, lighting fixtures, adding a fire sprinkler system, site and parking lot paving, ADA upgrades for toilets and doors, and classrooms. The school will soon need a new roof. The school's educational adequacy is limited by inadequate special education / small group support spaces, lack of daylight in the learning environments, and inadequate / older classrooms. The school enrollment is below capacity but within the ideal range of utilization.
MS04	58.00%	68.00%	65.00%	\$18.00	This Middle school is in fair condition. The most significant physical needs are related to replacing HVAC equipment and controls, Electrical service and lighting upgrades, roof replacement, window replacement, parking lot paving, and adding the sprinkler system. There is a need for some structural repairs, new ceilings, ADA restrooms, classroom flooring, and some ADA accessibility. The school's educational adequacy is limited by classroom lighting and acoustics, special education support spaces, general classroom, gym and science lab deficiencies. The school enrollment is below capacity and slightly below the ideal range of utilization.
ES21	57.00%	69.00%	77.00%	\$15.00	This Elementary school is in poor condition. Physical needs include replacing HVAC systems, electrical equipment and lighting fixtures, adding a fire sprinkler system, site and parking lot paving, ADA upgrades for toilets and doors, new boilers, radiators, and classrooms. There is also significant cooling and fabric around the exterior corners and ceiling, and a new roof request. The school's educational adequacy is limited by lack of special education / small group support spaces, inadequate class and science lab, acoustical and lighting conditions in the learning environments, and inadequate / older classrooms. The school enrollment is below capacity but within the ideal range of utilization.
MS02	58.00%	67.00%	65.00%	\$18.50	This Middle school is in fair to poor condition. The most significant physical needs are related to replacing HVAC equipment and controls, Electrical service and lighting upgrades, roof replacement, window replacement, parking lot paving, and adding the sprinkler system. There is a need for new ceilings, ADA restrooms, classroom flooring. The school's educational adequacy is limited by classroom lighting and acoustics, special education support spaces, general classroom, computer lab, and overall safety concerns. The school enrollment is below capacity but within the ideal range of utilization.

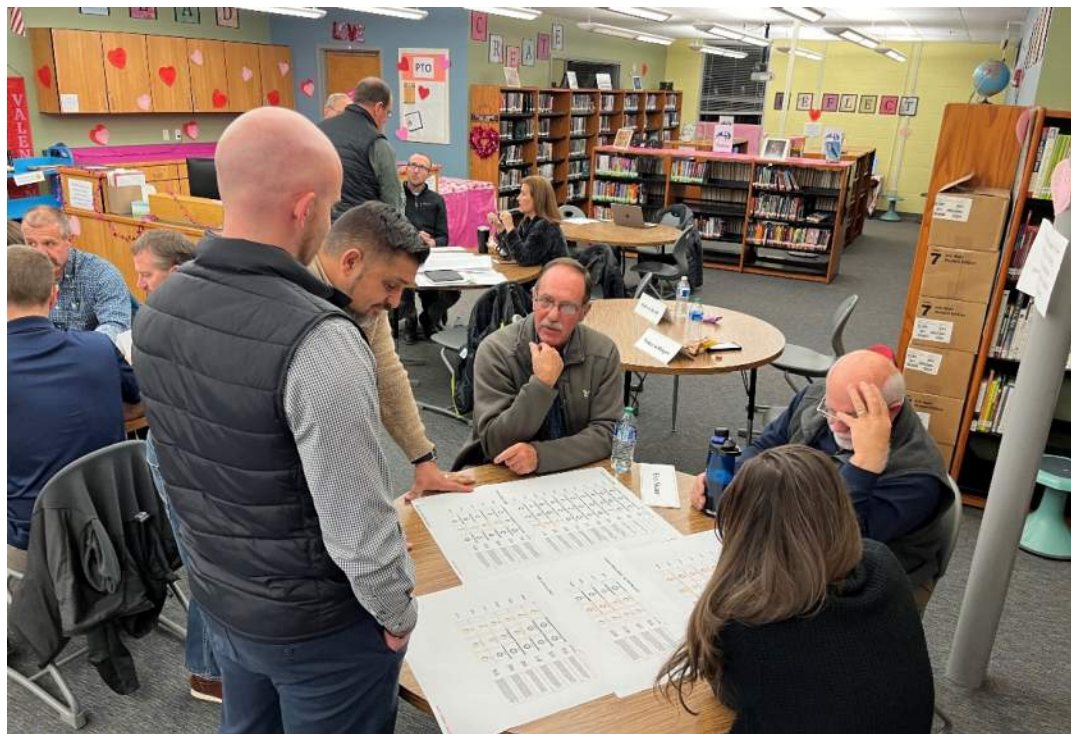
- How to Approach D51 Facility Needs?
- At what point do you stop spending money on a poor facility?
- What is your strategy for repairs to schools?

## TIER F FACILITIES

Facility	Condition	Educational Adequacy	Utilization	Cost to Repair	Notes
MS03	58.00%	69.00%	63.00%	\$11.50	This Middle school is in fair condition. The most significant physical needs are related to replacing HVAC equipment and controls, Electrical lighting and fire alarm upgrades, site concrete repairs, window replacement, and adding the sprinkler and elevator. There is a need for some new ceiling, ADA restrooms, parking lot paving, and classroom needs. The school's educational adequacy is limited by classroom lighting and acoustics, special education support spaces, general classroom and computer lab adequacy, and some site / traffic safety concerns, and admin office location. The school enrollment is above capacity and above the ideal range of utilization.
MS06	58.00%	69.00%	65.00%	\$13.00	This Middle school is in fair condition. The most significant physical needs are related to replacing HVAC equipment and controls, Electrical lighting and fire alarm upgrades, site concrete repairs, window replacement, and adding the sprinkler system. There is a need for some new ceiling, ADA restrooms, parking lot paving, and classroom needs. The school's educational adequacy is limited by classroom lighting and acoustics, special education support spaces, general classroom, computer lab, and overall safety concerns, and admin office location. The school enrollment is above capacity and above the ideal range of utilization.
ES19	58.00%	69.00%	65.00%	\$14.00	This Elementary school is in very poor condition. The most significant physical needs are related to replacing HVAC cooling units and controls, adding a fire sprinkler system, site and parking lot paving. The school's educational adequacy is limited by lack of special education / small group support spaces, and overall lighting conditions in the learning environments. The school enrollment is below capacity but within the ideal range of utilization.



# GROUP EXERCISE (JAN)



# THEMES / TAKEAWAYS

## AREAS TO SPEND MONEY:

- Invest in Middle Schools (consolidation efforts complete)
- Central High School + Middle School 06
- Tier B, C, and D schools
- Prioritize Life Safety
- High utilization schools with low facility scores
- Tier D = Phase I, Tier B and C = Phase 2

## AREAS NOT TO SPEND MONEY

- Low utilization schools and F category buildings
- Other comments: Small schools may have a high utilization score, but are not operationally efficient because of the low student count and may not be where financial investments should be made.



04

**FOCUS GROUPS  
AND PRINCIPAL  
INTERVIEWS**

# PRINCIPAL INTERVIEWS

- ✓ • What would you Keep? Change? Add? Remove?
- ✓ • Space Use Confirmation
- ✓ • Systems Function (PA, Internet, etc.)
- ✓ • Site and Traffic Operations

# FOCUS GROUPS

-  Safety and Security – October 30
-  Teacher Advisory – December 4
-  ECE Leadership– December 4
-  Academic Leadership– January 10
-  SPED Leadership – January 11
- **Custodial and Maintenance - February**
- **Technology - February**

- Improve communications: 2-way radio, Staff lock-down control / Raptor App, extend PA systems
- Added / upgraded cameras; explore AI software
- Access Control at Exterior Doors, Position Switches, Student ID's
- Easy to Isolate Areas of the Building. Strategic Lines of Sight.
- “Hardening” Secure Vestibules and Admin
- Fencing and Bollards for Site and Traffic Safety

- **Safety, Comfort and Technology:** Priorities for student focus and achievement
- Moving towards flexible groupings of students (less rows)
- **Technology-** almost a 1 to 1 district now. Less need for traditional computer labs.
- Need to ensure spaces for special needs students district wide. Some schools have no SPED rooms. Students needs easy access to both SPED and General CR's.
- Moveable modern furniture helps- Whole group > small group > individual learning.
- Flexible partitions at OMMS are effective for integrated units and joining classes together. More power outlets. More windows where lacking.
- Preschool at every ES. Centers for small communities?
- Spaces for gathering families important (multi-use / multi-purpose)

- Biggest recent changes in SPED- behavioral challenges. Need quiet rooms / sensory rooms. Autism needs are also growing.
- Enrollment is down, but SPED is UP. Current spaces are not designed but rather adapted- too small for needs and equipment typically (OT / PT / Severe needs, etc.)
- Spaces also could use sinks and toilets as required, not always available.
- Break out space is helpful, but room for equipment more so.
- At Middle / High levels- need more spaces for teaching daily living skills: cooking, laundry, CT skills



# Q & A





#WeAreD51

# Strategic Implementation Update

## 2023 - 2024

February 6, 2024

5.



School District <sup>★</sup>51  
MESA COUNTY VALLEY  
*Engage. Equip. and Empower*

## STRATEGIC PLAN

School District <sup>★</sup>51  
MESA COUNTY VALLEY

# Re-Centering in the Grad Profile

**D51 Graduates Are:**

- CREATIVE PROBLEM SOLVERS**
  - D51 students demonstrate:
    - Creativity and Innovation
    - Resilience
    - Critical Thinking
- CULTURALLY CONNECTED**
  - D51 students demonstrate:
    - Teamwork
    - Global & Cultural Awareness
    - Skilled Communication
- 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, imagination, and eagerness to learn more.
- Build on personal experiences to specify a challenging problem to investigate.
- Engage in new approaches, modes, 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 in pursuing these goals, measure progress toward those goals, and make changes to their approach as necessary.
- Work effectively in a climate of ambiguity and changing priorities.

**CRITICAL THINKING:**

- Recognize that problems can be identified and possible solutions can be generated; define the problem at hand using clarity of language.
- Make connections between information gathered and personal experiences to test and apply solutions.
- Engage in discussion 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 empowered.

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.
- Utilize personal skills to learn and work with individuals from diverse backgrounds and perspectives.

**ACADEMIC PROFICIENCY: 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 reasoned judgment after analyzing information, data, and facts.
- Identify solutions for personal and social problems.
- Anticipate and evaluate the consequences of their actions.
- Recognize how individual thinking skills are used both inside and outside of school.
- Reflect on their role 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 any 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 consciously.

**CAREER AWARENESS:**

- Engage in exploration initiated by personal interests in careers and other networks.
- 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. Empower.



# Focus Area Update



# Today's Strategic Priority Deep Dive



## 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.

# Communication & Connection with Families Action Team & Community Task Force Members

Callie Berkson, Ciera Colson, Estrella Ruiz, Lisa Yarina, Claudia Pacheco,  
Danny Medved, Jayme Chiaro, Nelly Garcia, Zebulon Miracle, Jack Curry,  
Newt Klusmire, Miranda Martinez, Tracy Gallegos





# ***Strategic Purpose***

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



## Year 2 Goals

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*D51 will develop and test a portfolio of communication tools ( such as social media, emails, translated documents, etc..) that meet the diverse needs of the the community it serves.*

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YEAR 2

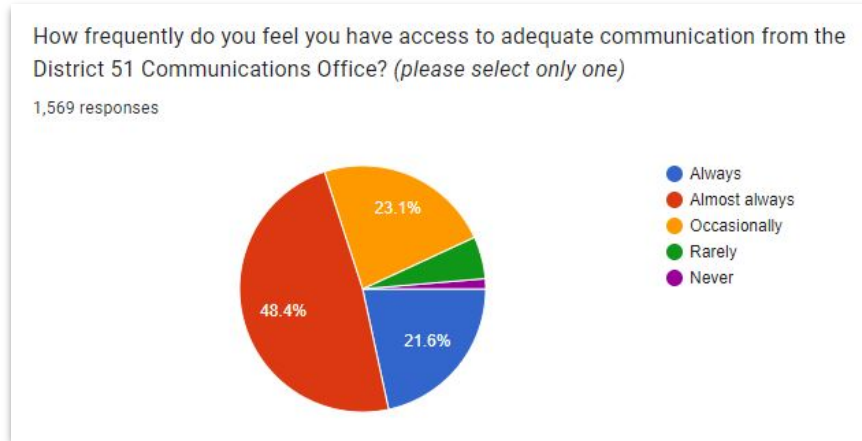
(JUNE 2024)



# 2024 Annual Communications Survey

1,569 Total Responses

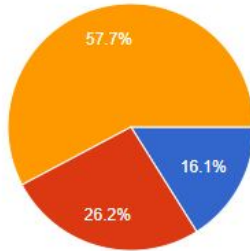
566 D51 Staff, 768 Families, 189 D51 Staff/Family, 46 Community Members



# 2024 Annual Communications Survey

Which best describes how easy the District website experience is:

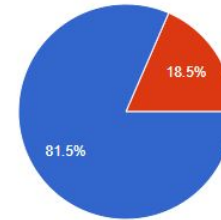
1,569 responses



- The website is hard to navigate/find what I need
- The website is easy to navigate, and I can quickly find what I need
- Sometimes I can find what I need, and sometimes I cannot

If the District had an app (with integrated school calendars, staff directory, news, parent portal, meal menus, etc.), would you download and use it on your Smartphone or other electronic device?

1,569 responses

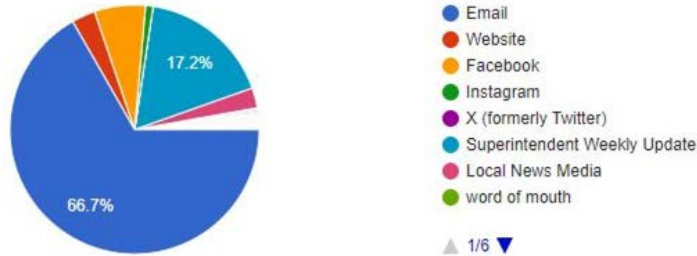


- Yes, I would use a D51 app
- No, I would not use a D51 app

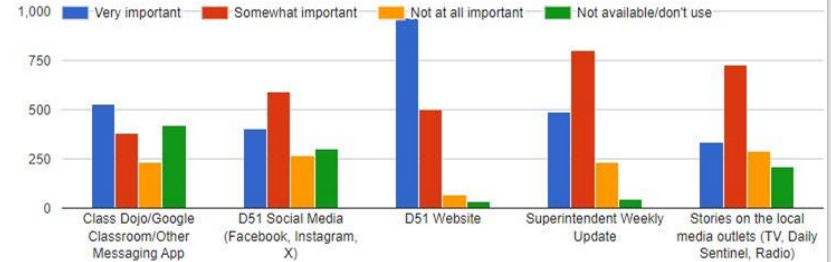
# 2024 Annual Communications Survey

What is your primary source for news about D51? *(please select only one)*

1,569 responses



Please rate how important the following forms of communication are for you to stay informed about D51 news, events, activities, etc.



# Each & Every Student

*27 member taskforce to design the Family & Community Partnership Roadmap*

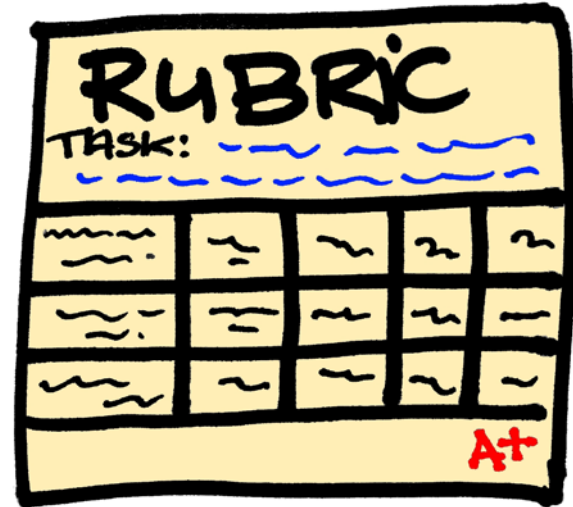
- *5 year plan*
- *3 Strategic Objectives*
- *Measurable metrics designed to be updated annually*



# Each & Every Student

## *PACT Rubric :*

- ★ *Prioritized - Most Important*
- ★ *Accessible - Easily received by all*
- ★ *Consistent - Predictable & Reliable*
- ★ *Timely - Available when needed*



# Each & Every Family

## *Instant Language Assistant in 37 buildings*

- ★ 110 languages
- ★ Speech to Text
- ★ Text to Speech
- ★ Language support in our offices to ensure communication is available in multiple languages to meet the needs of everyone in the community

**ILA**



# Family Resource Guide

Create a school toolkit in at least two languages, welcoming families as partners.

## What's Inside:

- ★ About the District
- ★ School Directory/Calendar
- ★ How to Enroll/Register
- ★ Communications
- ★ Department features like Athletics, Health, Nutrition, Options, Safety & Security, SPED, Technology, Transportation



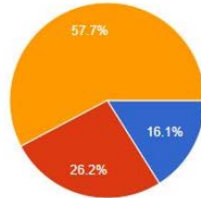
# Website Revamp

Upgrade and redesign website to serve as the HUB of the communications program



Which best describes how easy the District website experience is:

1,569 responses



- The website is hard to navigate/find what I need
- The website is easy to navigate, and I can quickly find what I need
- Sometimes I can find what I need, and sometimes I cannot







*Questions...*  
*Comments...*  
*Discussion...*



# GJHS

## PROGRESS UPDATE

FEBRUARY 6<sup>TH</sup>, 2024

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



# OVERVIEW

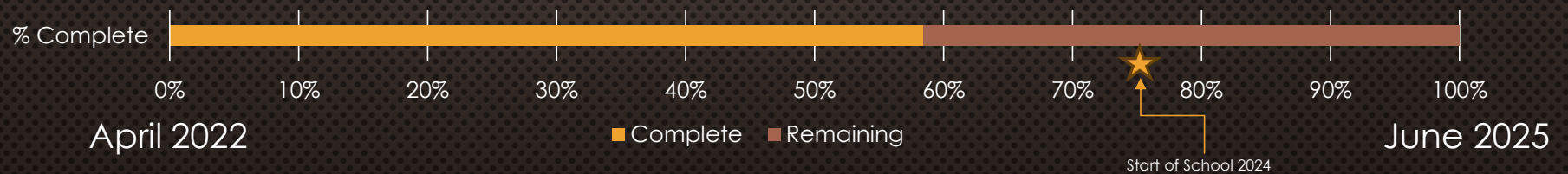
## SCHEDULE

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

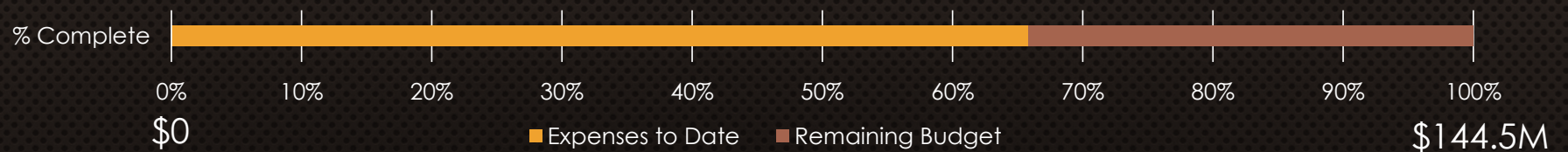
## BUDGET

- TOTAL BUDGET: \$144.5M
- SOURCES: \$115M ('21 BOND), \$10M (BEST), \$19.5M ('17 BOND)
- TOTAL COMMITTED TO DATE: \$141.7M (THRU DEC)
- TOTAL EXPENDED: \$95.2M (THRU DEC)
- LOCAL EXPENDITURES: \$66M (THRU DEC)

Completion (as a % of Scheduled Construction Days)



Completion (as a % of Project Budget)





## RECENTLY COMPLETED

- MOVING COORDINATION MEETING WITH TEACHERS
- ADD ALTERNATE ACCEPTED TO RESURFACE TRACK
- FENCING ON NORTH HALF OF SITE
- MASONRY VENEER



## IN PROGRESS

- SITE CONCRETE
- EARTHWORK FOR BUS LOOP & WEST PARKING LOT
- SET REMAINING HVAC ROOFTOP UNITS
- EXTERIOR METAL PANELS
- INTERIOR FINISHES

## UPCOMING

- ARCHITECTURAL PUNCH WALKS – CLASSROOM WING
- INSTALL KITCHEN EQUIPMENT
- INSTALL OPERABLE PARTITIONS
- INSTALL WOOD FLOORING IN GYMS
- INSTALL AUDIO VIDEO EQUIPMENT
- FURNITURE DELIVERY/INSTALL: MAY 2024
- MOVE OUT OF OLD SCHOOL: MAY 28<sup>TH</sup>





Brick Façade at Auditorium Stage



Casework at Front Office



Lockers and Corridor Wall Tile

## CONSTRUCTION METRICS

- AVERAGE NUMBER OF CONSTRUCTION PERSONNEL ONSITE EACH DAY: 231
- NUMBER OF LOCAL CONSTRUCTION WORKERS: NOV (316), DEC (316)
- NUMBER OF CONSTRUCTION MATERIALS TEST REPORTS GENERATED: OVER 801
- TERRAZZO FLOORING COMPLETE: 19,300 SF (INCREASE OF 15,700 SF)
- LVT INSTALLED: 18,800 SF (INCREASE OF 14,400 SF)
- CARPET INSTALLED: 74,500 SF (INCREASE OF 61,600 SF)
- METAL WALL PANELS INSTALLED: 16,400 SF (INCREASE OF 9,950 SF)
- API WOOD WALL INSTALLED: 1,100 SF
- EXTERIOR SITE CONCRETE POURED: 49,800 SF (INCREASE OF 11,800SF)



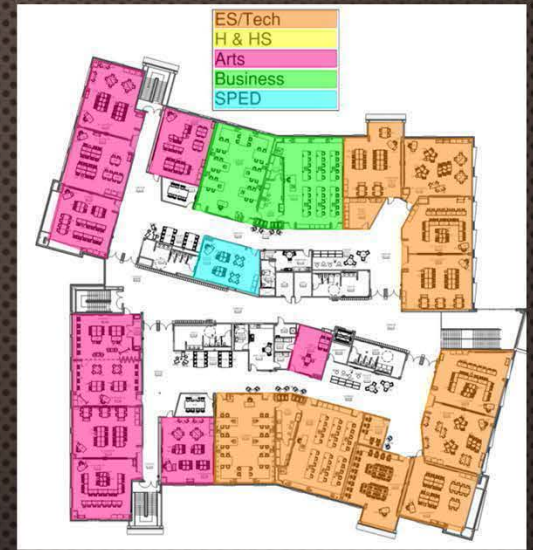
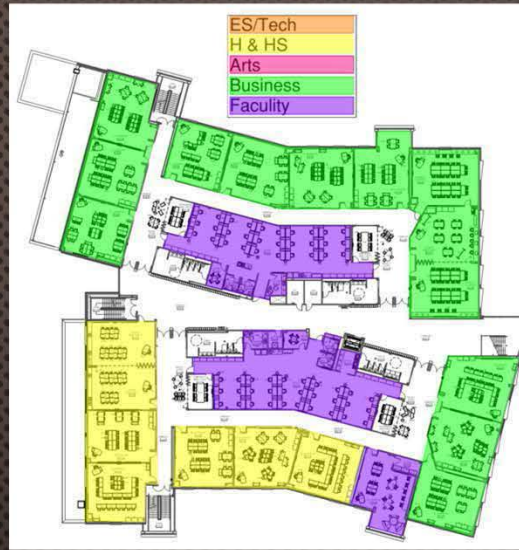
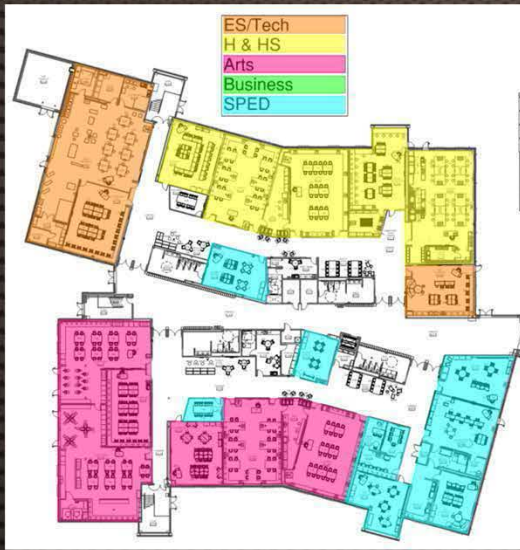
Carpet in Teacher Work Rms



Fume Hoods







# ACADEMY MODEL DESIGN

THANK

YOU

[COLLEEN.KANEDA@DYNAMICPM.COM](mailto:COLLEEN.KANEDA@DYNAMICPM.COM)



# **The Academy Model at Grand Junction High School**



***GJHS equips each student with the skills and knowledge needed to pursue their post-secondary goals, to think critically, and to lead creatively in our world.***

# What is an Academy Model?

- **ALL** students at GJHS participate in the Academy Model
- Organizes students, classes, and activities around different career clusters
- Within each Academy, there are different Pathways that focus on specific careers within its career clusters
- GJHS has four Academies, each with four to five Pathways

# What is an Academy Model?

## Goal:

- Create a more intentional high school experience through connecting to student interests and postsecondary goals



# The Academies at Grand Junction High School

## ARTS & HUMANITIES

Creative & Technical Writing

Humanities

Language & Culture

Performing Arts

Studio Art & Art Design



## ENVIRONMENTAL SCIENCE, TECHNOLOGY & ENGINEERING

Architecture & Construction

Computer Science

Engineering

Environment & Natural Resources

Technology & Manufacturing



## BUSINESS, COMMUNICATIONS & ENTREPRENEURSHIP

Business & Marketing

Communications & Media

Finance & Data Science

High School of Business



## HEALTH SCIENCES & HUMAN SERVICES

Education & Human Services

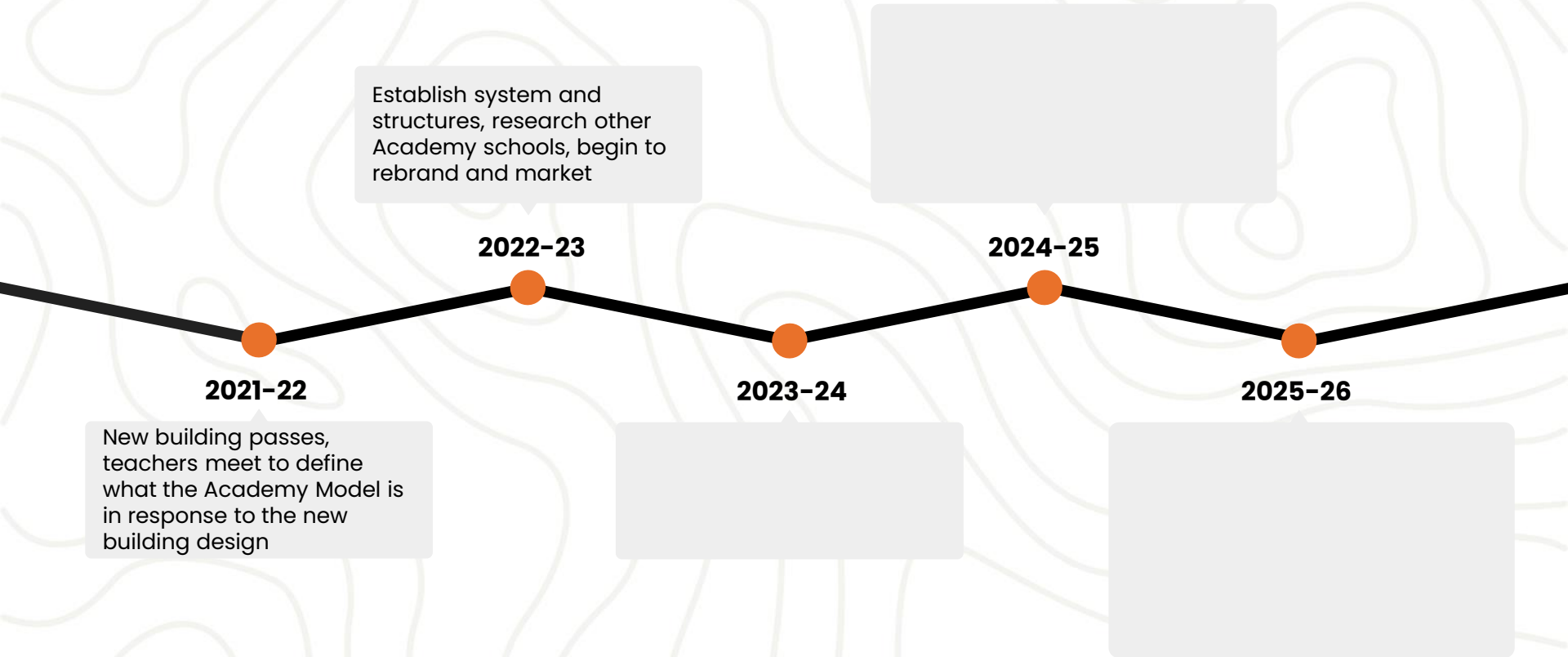
Health & Exercise Science

Hospitality

Law & Public Safety



# Implementation Timeline



**2021-22**

New building passes, teachers meet to define what the Academy Model is in response to the new building design

**2022-23**

Establish system and structures, research other Academy schools, begin to rebrand and market

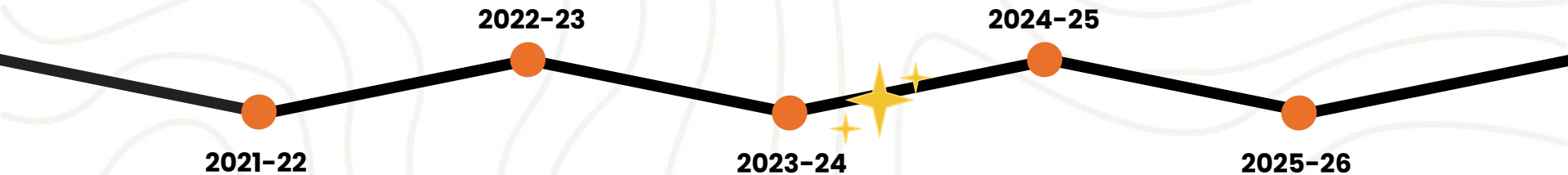
**2023-24**

**2024-25**

**2025-26**

# Where are We Now?

- Every student belongs to an Academy
- Academy Time advisory class to support students' Individual Career and Academic Plans (ICAP)
- Career Exploration, including Workforce Development Day
- Tiger Portfolio - digital portfolios to reflect students' ICAP
- Students selecting next year's classes based on Pathways





# Our Vision for the Future

## Academic Rigor

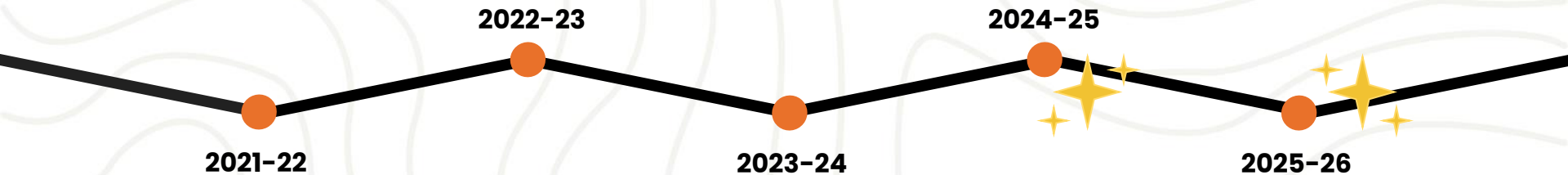
- Instructional practices aligned to D51 Strategic Plan and D51 Graduate Profile
- Expand GJHS Capstone project opportunities through CTE, Service Learning, and AP Capstone

## Community & Culture

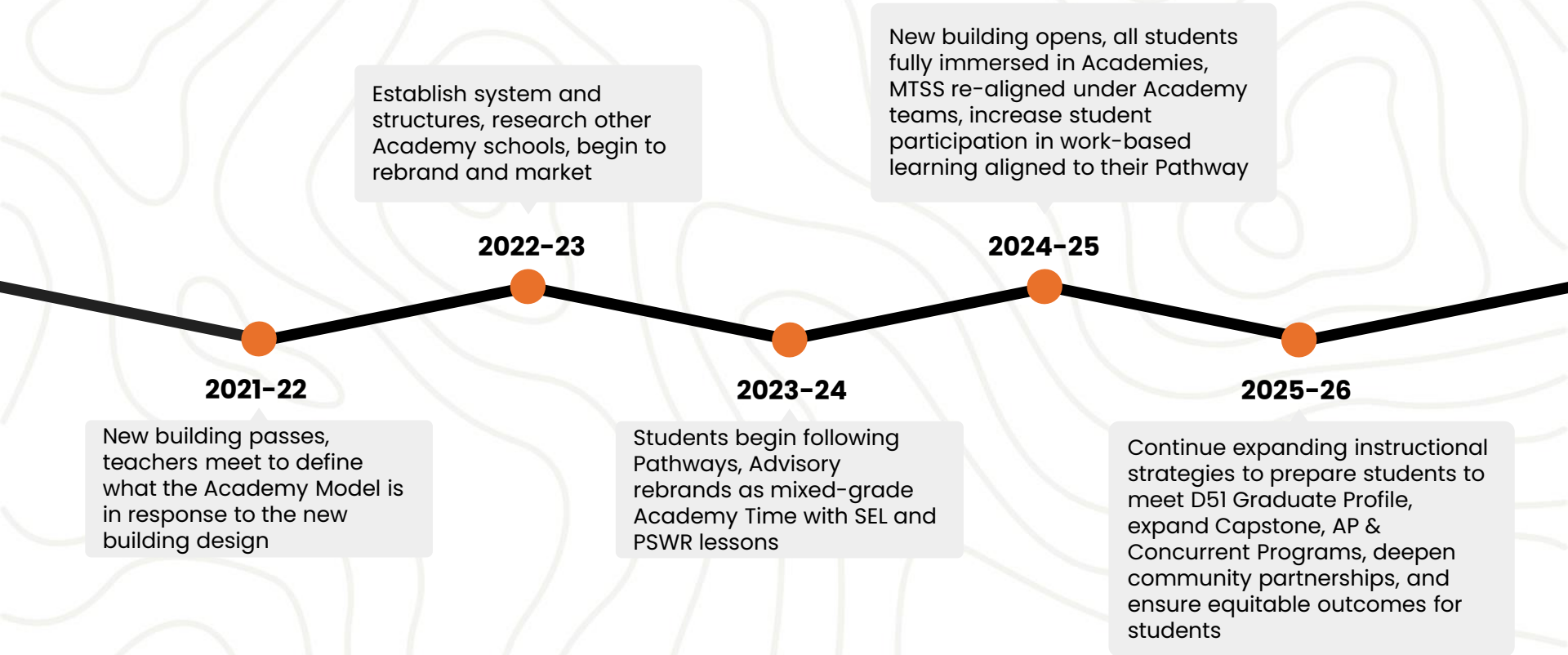
- Cohort students by Academy in core classes
- Behavior intervention support (MTSS) through Academy Teacher Kid Talks

## Career Connected

- Expand Academy experiences, including speakers, internships, work-based learning, and career-themed activities
- Increase stakeholder involvement through an Academy Advisory Board



# Implementation Timeline



**2021-22**

New building passes, teachers meet to define what the Academy Model is in response to the new building design

**2022-23**

Establish system and structures, research other Academy schools, begin to rebrand and market

**2023-24**

Students begin following Pathways, Advisory rebrands as mixed-grade Academy Time with SEL and PSWR lessons

**2024-25**

New building opens, all students fully immersed in Academies, MTSS re-aligned under Academy teams, increase student participation in work-based learning aligned to their Pathway

**2025-26**

Continue expanding instructional strategies to prepare students to meet D51 Graduate Profile, expand Capstone, AP & Concurrent Programs, deepen community partnerships, and ensure equitable outcomes for students

# Academies Support D51 Strategic Plan

## Prepared & Supported Students

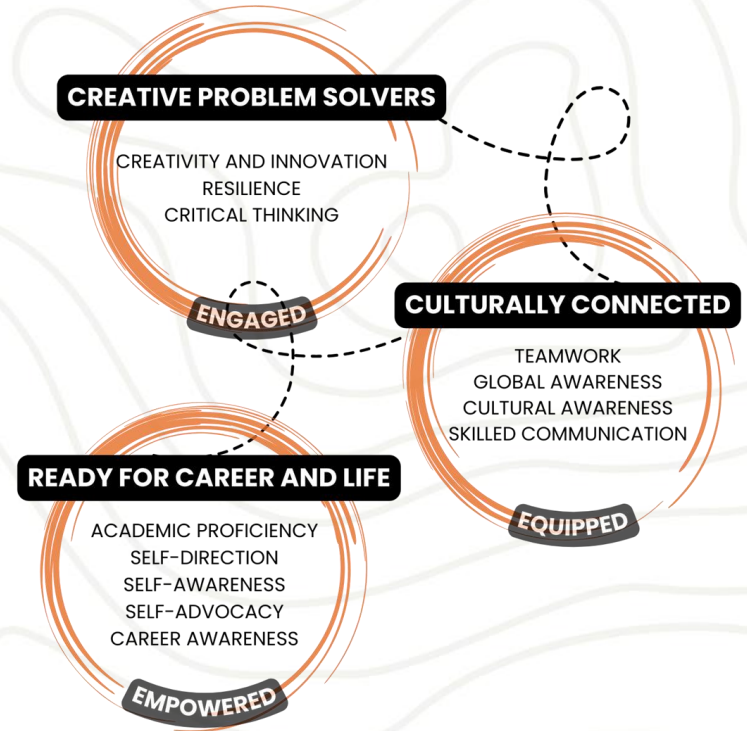
- Increase sense of belonging
- Academic rigor
- Ready for college and career

## Prepared & Supported Staff

- Staff are trained and involved in Academy implementation
- Regular professional development during In-Service and Early Release

## Engaged & Supportive Community Partners

- Integrate opportunities for community involvement in Academy lessons and career-focused activities



# Workforce Development Day

- All day, school-wide event
- Emphasized College and Career Readiness with lessons focused on career exploration, employability skills, and preparing for college



# Workforce Development Day

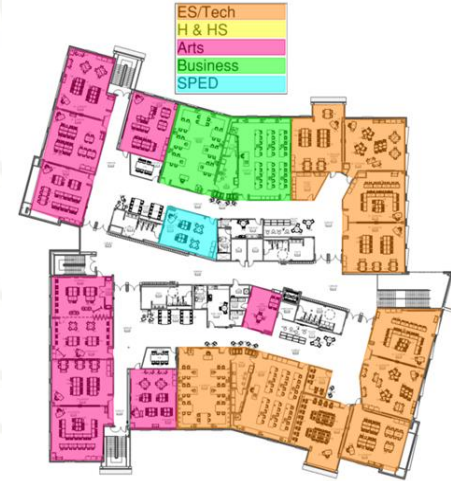
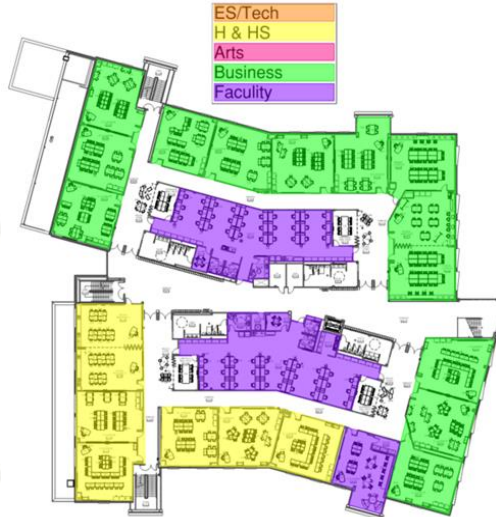
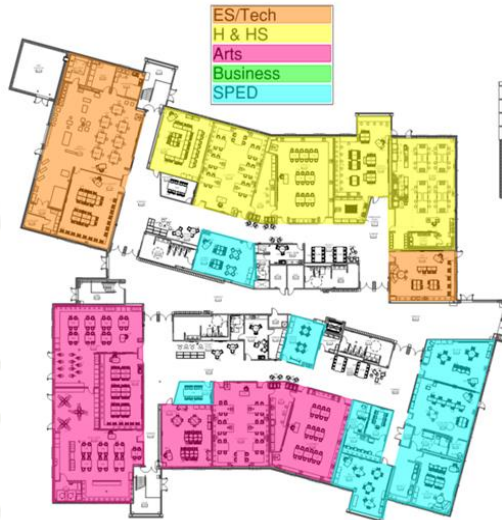
Community engagement was the key to success

- 125 business, industry, and community partners participated
- Interviewed students and gave feedback for Mock Interviews & Resumes
- Talked about their careers for Pitch Your Profession
- Offered workshops
- Participated in career fair & hiring event
- Presented about options for careers in military

Going forward, our goal is to integrate these activities into Academy Time throughout the year

# Academies in the New Building

- Academies grouped in different sections of the new building
- Allows for flexibility in grouping students, offering guest speakers, etc.





**Questions?**



# ENGLISH LANGUAGE ARTS MIDDLE SCHOOL

IRST RECOMMENDATION  
2024



# INSTRUCTIONAL RESOURCE SELECTION TEAM

## Representation

- 17 representatives, 2 from each middle school with exception of one
- Principal and Assistant Principal
- Multi-Tiered Systems of Support (MTSS) Specialist
- Gifted & Talented (GT) Coach
- Dual Immersion Academy Coordinator & CLDE Teacher

## Timeframe

- 6 Full Day Convenings
- October–February
- January Inservice Activities
- Embedded learning around Literacy Accelerators and What Works Clearinghouse's Reading Interventions for Grade 4–9

# SCOPE OF THE ADOPTION

Comprehensive English Language Arts instructional materials aligned to Colorado Academic and Common Core Standards supporting grades 6 through 8 with strong research-based instruction, reading and writing integration, and Tier 1 supports for all learners.

## **Last Adoption:**

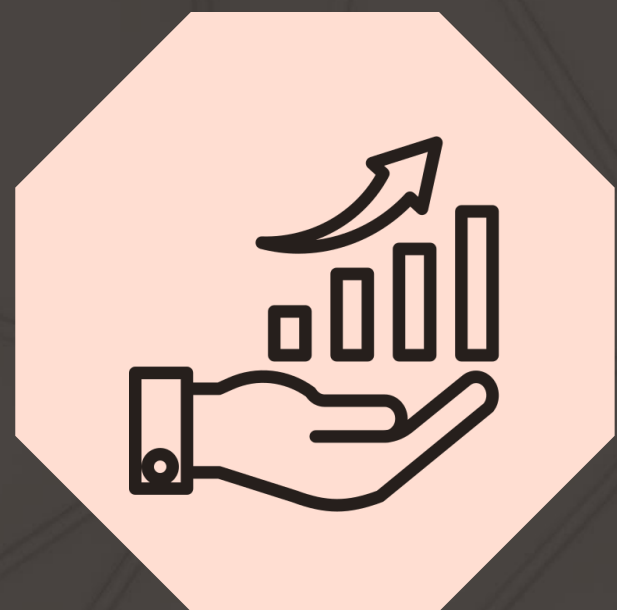
Spring 2019 = Writing Resource

Spring 2020 = Reading Resource &  
Word Study/Vocab supplement



# PROCESS TIMELINE

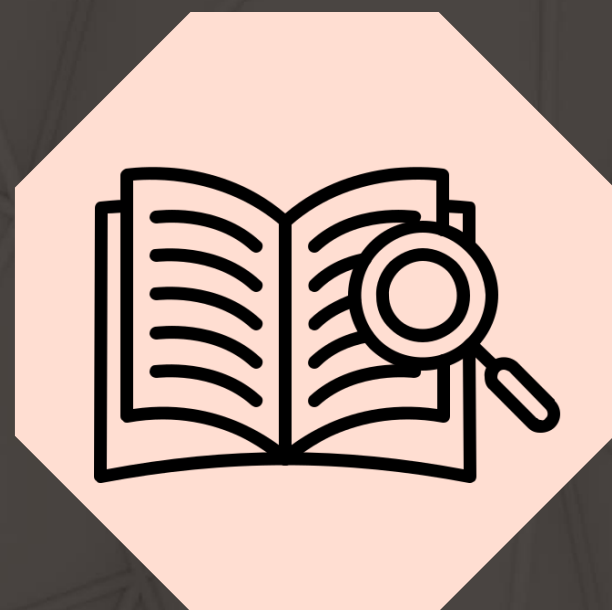
Over the course of six meetings, the team examined district performance data in literacy and considered middle school ELA's role in achieving the D51 Graduate Profile, they studied the standards as well as research around middle school literacy and the science of learning to establish "look-fors" in a high-quality curricular resource. They engaged in deep study, vendor presentations, and detailed scoring before making decisions for elimination or recommendation.



**DISTRICT DATA &  
STRATEGIC PLAN**



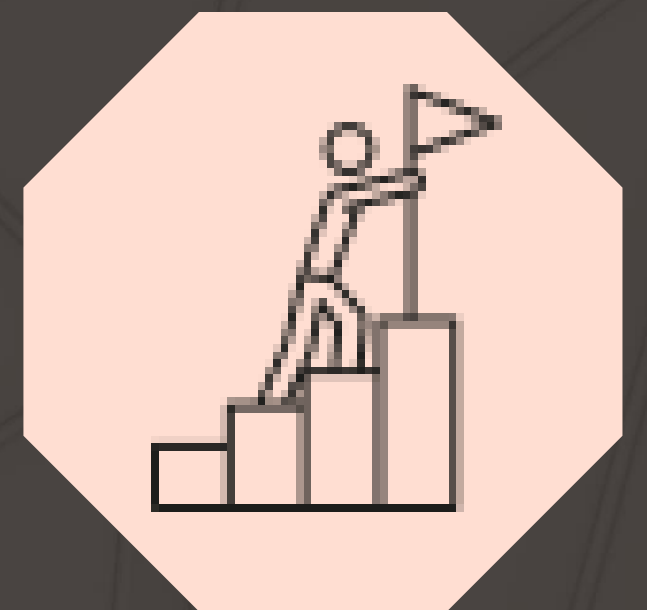
**LEARNING FOR  
CRITERIA SETTING**



**RESOURCE  
STUDY**



**EVALUATION  
RUBRIC**



**RECOMMENDATION  
& IMPLEMENTATION  
PLANNING**

# RECOMMENDED RESOURCE: SAVVAS myPerspectives ©2025

6

**CONSUMABLE  
STUDENT EDITIONS**  
(c) 2025



7

**CONSUMABLE  
STUDENT EDITIONS**  
(c) 2025



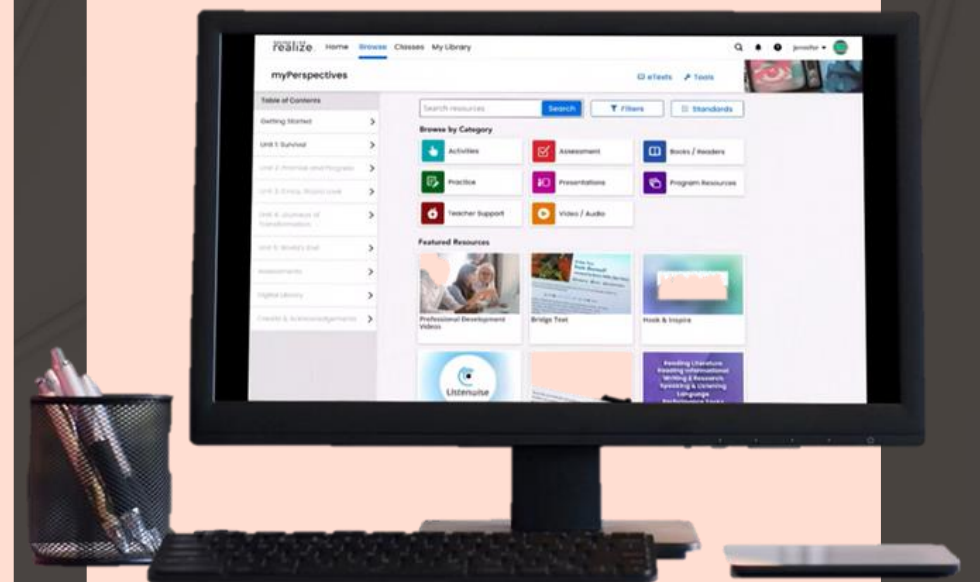
8

**CONSUMABLE  
STUDENT EDITIONS**  
(c) 2025



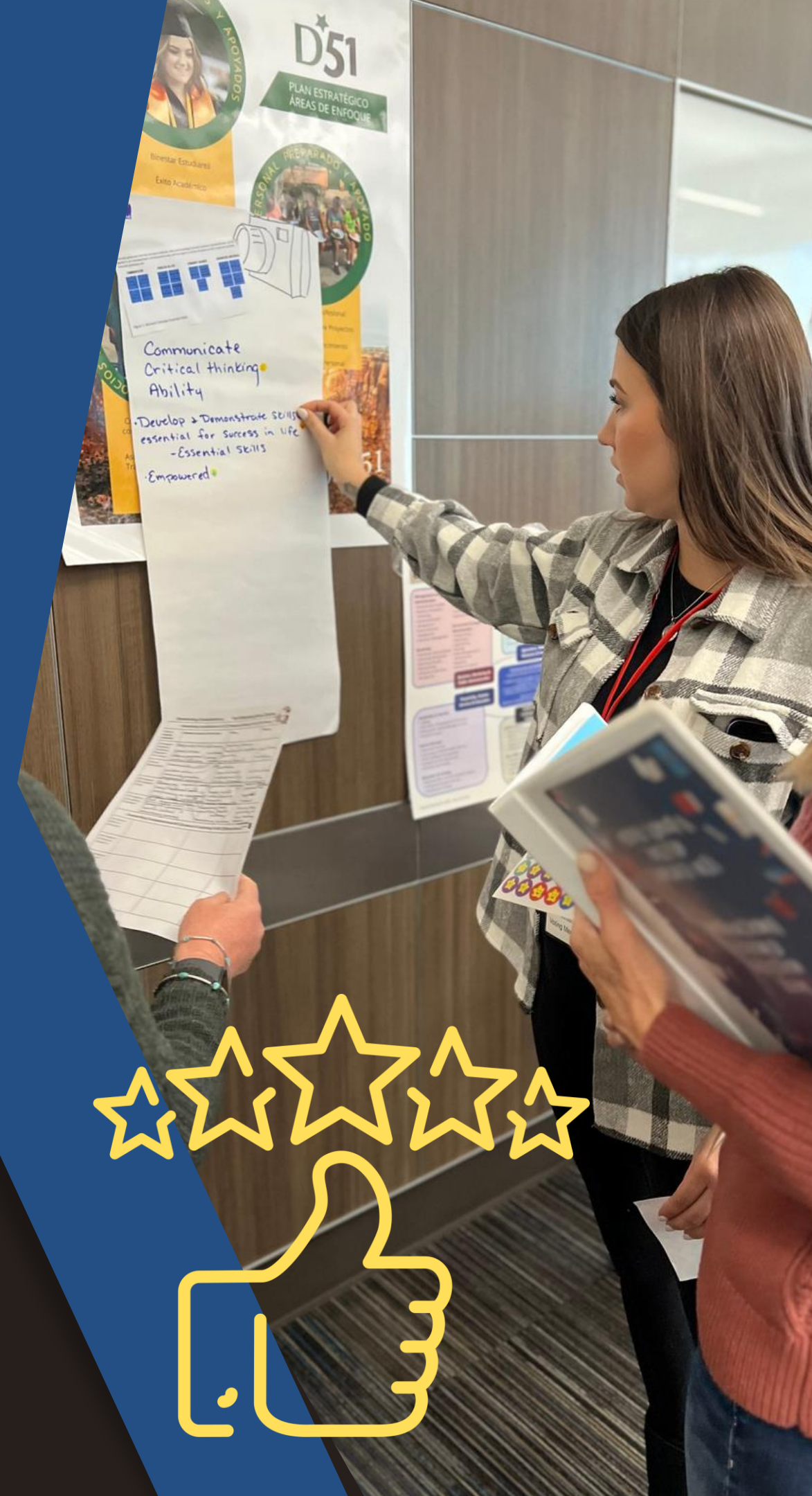
All

**DIGITAL LICENSES FOR  
SAVVAS REALIZE**



# RATIONALE HIGHLIGHTS

- Rigorous, standards-aligned learning experiences.
- Meets vision of D51 Strategic Plan and Graduate Profile, Teaching & Learning Framework.
- Systematic and explicit instruction for reading, writing and language, as well as many opportunities for speaking and listening.
- TIER 1 instruction personalization for inclusive and differentiated teaching and learning.
- Assessment variety to ensure standard mastery through multiple avenues, including student self-assessment and goal setting
- Aligns with high school ELA core resource, offering an opportunity for vertically-aligned curriculum & PL opportunities.
- Interdisciplinary videos, relevant themes, classical & contemporary texts, & innovative performance tasks.
- Rigor, scaffolds, extensions, language supports, high-quality texts, and engaging activities for students.
- Audio support and point-of-use translation support
- Authentic cross curricular connections and variety of text types (i.e. fiction, nonfiction, articles, short stories, podcasts, videos, etc)
- Meets needs of both veteran and novice teachers with flexibility but also alignment and consistency.



## Resources

- **Teacher Resource Materials: \$0**
  - Included gratis w/purchase of student editions
  - 30 teacher editions per grade level, for inclusion of special educators, too.
- **Student Resource materials: \$806,400**
  - 4,200 (~1400 per grade)  
MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION for 6 YEARS
  - 6-YEAR DIGITAL LICENSE + REVISION ASSISTANT
  - Two novels per student edition included in cost = \$0
- **Shipping Fees = \$80,640**

## PRE-NEGOTIATED COSTS

## Professional Learning

- **Savvas Product Activation: \$3,450**
- **Savvas Program Implementation Essentials: \$3,450**
- **Savvas Job Embedded Service Days (up to 12): \$43,800**
  
- **STRIVE TLC Literacy Consultants = \$156,00**
  - Two years of support with secondary literacy goals, including goals, outcomes, roadmaps; instructional frameworks, school leadership and LC DII support, professional development for evidence-based practices, MTSS support; site visits and walkthroughs

**TOTAL INVESTMENT =  
\$1,093,740**



THE INTERIOR OF THE TEMPLE IN THE ISLE OF PHILOE.

By Storey & Apple

# High School Social Studies

**World History, US History,  
American Government**

# Resource Selection Team

## Representation

- 1-2 teachers from each high school with the exception of R-5
- High School Counselor
- Culturally Linguistically Diverse (CLD) teacher
- Special Education teacher

## Time

- 7 Full day convenings
- August-February
- High School Inservice Activities

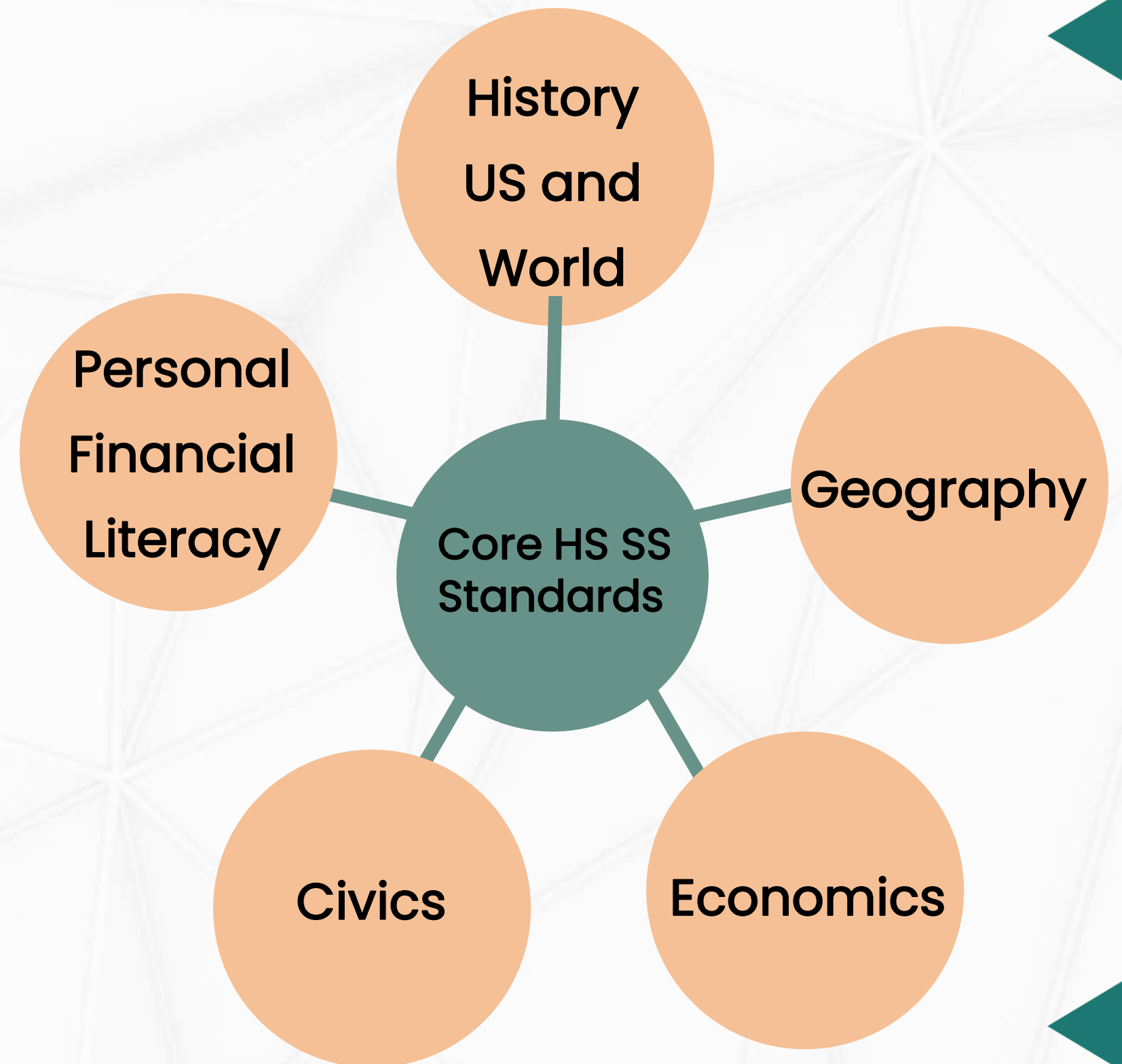


# Scope of the Adoption

Core social studies instructional materials aligned to the Colorado Academic Standards in Social Studies, supporting the 3 credits required for graduation, preserving Advanced Placement and Concurrent enrollment options for students

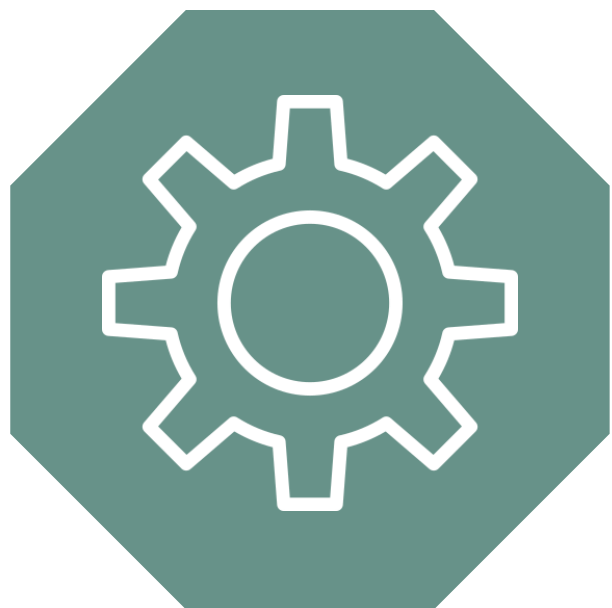
**Last Adoption: 2008**

**Standards Revision: 2022**



# Timeline

Over the course of 7 meetings the team examined data about what standards students have opportunities to master and the standardized test scores we could ground in, we studied the pros and cons of a variety of course pathways, and did a deep study of resources and scoring on our district rubric before making recommendations.



**Standards and  
Test Data**



**Course Pathways**



**Resource  
Study**



**Rubric Scoring**



**Recommendations**

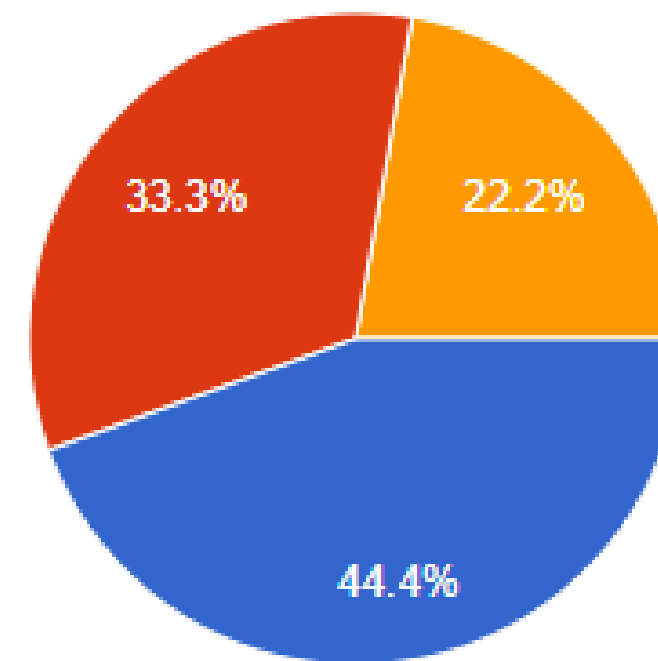
# Graduation requirements

1 year of World History with Geography Standards Embedded

1 year of US History

1 semester of American Government

1 semester of Economics and Personal Financial Literacy

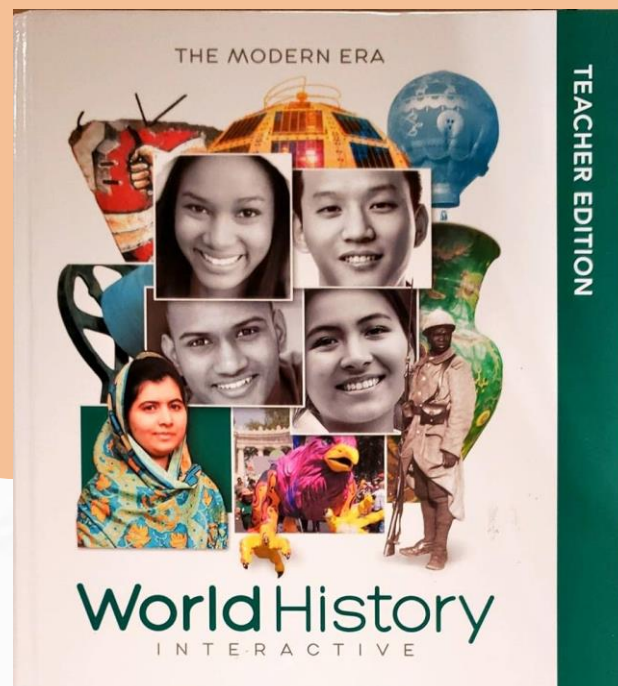


- 5 - Complete Agreement
- 4 - High Agreement
- 3 - Moderate Agreement
- 2 - Little Agreement
- 1 - Very Little Agreement
- 0 - Block - No Support

# Resource Recommendations

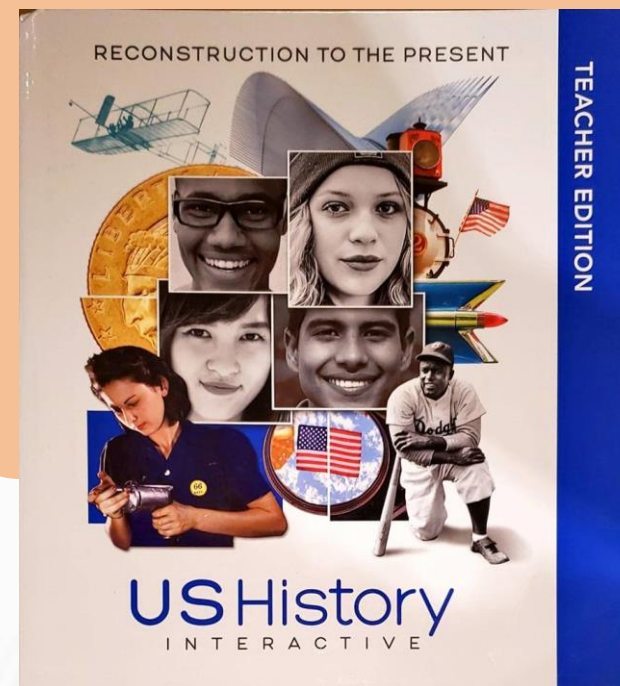
## World History

Savvas World History  
Interactive The Modern Era  
© 2022



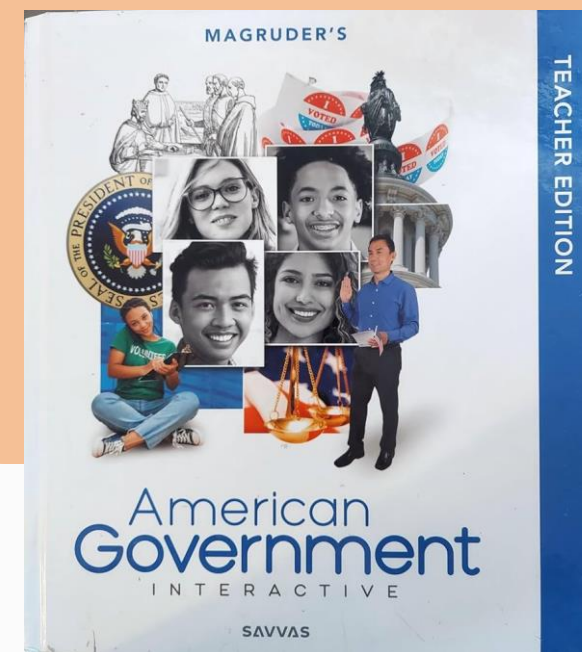
## US History

Savvas US History  
Interactive Reconstruction  
to Present © 2022



## Government

Savvas MaGruder's  
American Government  
Interactive © 2023



## Economics

Previously Adopted in 2021  
Econ Alive! The Power to  
Choose © 2020



# Embedding of Geography Standards

The Instructional Resource Selection Team felt that the geography standards are best embedded into a World History course, especially when you look at the rigor and content of the standards--migration, human populations, environmental impacts, resources and impact on conflicts, cultural diffusion, regions of the world.

## Supporting Materials

ABC-CLIO Databases: World Geography and World History

ArcGIS: GeoInquiries--District has a license for ArcGIS already

Savvas Realize access to World Geography Lessons identified by the team



# Rationale

- New graduation requirements require all students to take a modern world history course and an economics course, previously these were elective courses. (see previous Economics adoption rationale)
- Savvas is robust and up to date. Savvas offers a strong opportunity to support all standards to mastery.
- Savvas is rigorous and provides in depth resources for both teachers and students.
- Savvas provides strong support throughout and offers a strong opportunity to support all standards to mastery.
- Savvas provides rigor, depth of information, opportunity for source analysis, and opportunity for inquiry which were key look fors by our team
- Savvas has a strong differentiation setup and multiple learning opportunities for students and resources for those things for teachers.



# Resources

## World History Interactive: The Modern Era

- Savvas Realize Teacher Materials x 27 Teachers=No charge
- Student Resource Materials
  - 800 print editions and 6 years digital licenses=\$131,600
  - 650 6 years digital licenses=\$67,925

## US History Interactive: Reconstruction to Present

- Savvas Realize Teacher Materials x 27 Teachers=No charge
- Student Resource Materials
  - 800 print editions and 6 years digital licenses=\$131,600
  - 650 6 years digital licenses=\$67,925

## Magruder's American Government Interactive

- Savvas Realize Teacher Materials x 27 Teachers=No charge
- Student Resource Materials
  - 800 print editions and 6 years digital licenses=\$131,600
  - 650 6 years digital licenses=\$67,925

Shipping Costs=\$39,480

## TCI Economics Alive: The Power to Choose

- Teacher Materials x 12 Teachers=\$7,428
- Student Resource Materials
  - 500 print editions=\$48,500
  - 500 3 years digital licenses=\$34,500

Shipping Costs \$2,425

# Professional Learning

- Savvas Product Activation=\$3,450
- Savvas Program Implementation Essentials=\$3,450
- Savvas Job Embedded Service Days (8)=\$29,200
- 2 sub days for 32 teachers=TBD

**Total Investment =  
\$767,008**

# D51 Instructional Resource Recommendation

<b>Content:</b>	<b>Middle School 6-8 English Language Arts</b>
<b>Year for Adoption Cycle:</b>	<b>Fall 2023</b>
<b>Term &amp; Year for Implementation:</b>	<b>Fall 2024</b>
<b>Last Primary Adoption:</b>	<b>Spring 2019--Writing Resource; Spring 2020--Reading Resource and Word Study/Vocab supplement</b>
<b>Resource Needed:</b> (Primary, Supplementary, OR Both)	<b>Primary Resource--Savvas myPerspectives ELA © 2025</b>

**Rationale for Selection:**

- Aligns with the CO Academic Standards and CO Prepared Graduate Competencies & Essential Skills. It engages learners in rigorous, standards-aligned learning experiences.
- Aligns with D51 goals and philosophies, as with the mission and vision of the D51 Strategic Plan and Graduate Profile, as well as the D51 Teaching and Learning Framework.
- Aligns with research-based discoveries about adolescent growth and development and the science of learning, including instructional shifts in ELA/Literacy around the Science of Reading practice and the Principles of Effective Instruction.
- Fosters teachers ability to implement WWC’s Reading Intervention Recommendations and Student Achievement partners recommendations known as the Literacy Accelerators
- Offers support to personalize TIER 1 instruction for individual student needs, interests and performance levels; allows for inclusive and differentiated teaching and learning.
- Offers a variety of assessment tools to ensure learners have their needs met and have many avenues to show their mastery of the standards and content. Student self-assessments and goal setting initiate every unit and are woven throughout.
- Aligns with high school ELA core resource, offering an opportunity for vertically-aligned curriculum and professional learning opportunities.
- Engages adolescent learners through interdisciplinary videos, relevant themes, classical & contemporary texts, & innovative performance tasks.
- Provides rigor, scaffolds, extensions, language supports, high-quality texts, and engaging activities for students.
- Offers comprehensive, in-depth questions and writing prompts enabling students to link reading and writing, guiding students from understanding what a text is about to analysis of how the content is presented and why.
- Unique ability to differentiate complex texts for struggling readers through audio with speed control.
- Offers point-of-use translation support for a wide range of languages, while maintaining core text in English for all learners.
- Authentic cross curricular connections are made within lessons. And students engage reading and analyzing a variety of text types (i.e. fiction, nonfiction, articles, short stories, podcasts, videos, etc)
- Has user-friendly and inviting consumable student edition to allow students to practice a blend of both digital and print reading, annotation, drafting, and revising.
- Design meets needs of both veteran and novice teachers offering systematic and explicit instruction for reading and writing and language, as well as many opportunities for speaking and listening within each unit. It allows for some flexibility and teacher autonomy as well as provides alignment and consistency.
- Overall, this was the highest rated resource among the Instruction Resource Selection Team of 17 teachers.



# D51 Instructional Resource Recommendation

**Approximate Cost of Resource:** (provide itemized list if multiple elements to resource)

- Teacher Resource Materials: \$0 x 90 teachers = \$0 (included gratis w/purchase of student editions)
  - 30 teacher editions per grade level, including editions for special education teachers
- Student Resource materials:
  - 4,200 MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION 6-YEAR + 6-YEAR REVISION ASSISTANT + 6-YEAR LICENSE GRADES 6-8= \$806,400
  - Two novels per student edition license included in cost = \$0
  - Shipping Fees = \$80,640

**Would there be an annual, recurring cost for this resource?** No; consumables are a recurring cost but are factored into the overall cost of the six-year subscription above.

## Recommendation for Professional Learning Support:

Level of Support Plan: Level 3 - System-wide, Multi-year, Professional Learning Support

- Year 1 Vendor Implementation Support: Savvas myPerspective **\$50,700**
  - Vendor supported facilitation for launching curriculum at district-level learning events (Summer/Fall Institute, Inservice - Aug, Oct, Jan, March)
  - Job-embedded support for Teachers and Leaders (12 days)
- Year 1-2 Embedded literacy support throughout the year: Strive TLC Consultancy **\$156,000**
  - 8 months (26 days x \$3,000 = \$78,000 x 2 years); Monthly virtual check-ins- no additional costs
  - 2 summer planning days in Grand Junction with MS district team: plan out year goals/outcomes, roadmaps for implementation, determine Impact, determine action steps for STRIVE to complete for fall 2024
  - School leadership team meeting and systems
  - Instructional Framework development (literacy (purposeful reading, writing, discussion around content standards) in all classrooms every day)
  - Professional Learning community meetings and systems to strengthen and measure MTSS with focus on tier 1 and scaffolding with tier 2 supports
  - Professional development- developing, implementing, sustaining- creative ways to engage all teachers with evidence-based PD
  - Coaching support for instructional coach and/or teacher leaders
  - Principal supports and systems, including walkthroughs and debriefing focused on evidence-based implementation of Instructional Framework
  - MTSS (Instructional framework (tier 1), scaffolding core (tier 2), interventions (tier 3))

**Investment total for Resources: ~\$806,400**

**Investment total for Professional Learning: ~\$213,000**

**Investment total for Shipping: ~\$80,640**

**APPROXIMATE TOTAL INVESTMENT=\$1,093,740**

(adoption out of Mill cycle; will use braided remaining ESSER funds prior to expiration instead)

# D51 Instructional Resource Recommendation

## Professional Learning Implementation Plan Design Guidance

<p><b>Level</b> <b>3</b></p>	<p><b>System-wide, Multi-year Professional Learning Program</b> Professional learning planned over several years. This level may include event professional learning at the point of resource implementation, but also includes an ongoing focus at building PLCs and multiple staff development days. Support of this learning is a targeted focus for D51 Instructional Coaches.</p> <p><b>Design of Professional Learning Program:</b> Designed collaboratively with Directors (Professional Learning, Curriculum, and Site) with approval from ILT due to scale of implementation &amp; scope of impact. Specialists in collaboration with teacher content teams, coach coordinators, and directors deliver the professional learning</p> <p><b>Budget:</b> Requires combined budget supports (eg, Fund 10, Title II, Mill) and multi-year budget commitments.</p> <p><b>Evaluation:</b> Designed collaboratively with the program evaluation oversight student outcomes must be included in the ongoing evaluation (Director of Assessment)</p>
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\* Implementation plan design thinking informed by [Learning Forward Standards for Professional Learning](#) and [Assessing Impact: Evaluating Professional Learning](#) by Joellen Killion (Corwin, 2018).

## D51 Instructional Resource Recommendation

<b>Content:</b>	High School Social Studies
<b>Year for Adoption Cycle:</b>	2023-2024
<b>Year for Implementation:</b>	2024-2025
<b>Last Primary Adoption:</b>	2008
<b>Resource Needed:</b> (Primary, Supplementary, OR Both)	Saavas: World History Interactive The Modern Era Saavas: US History Interactive Reconstruction to Present Saavas: Magruder’s American Government Interactive TCI: Economics Alive

### Rationale for Selection:

- New graduation requirements require all students to take a modern world history course and an economics course, previously these were elective courses. (see previous Economics adoption rationale below)
- Aligns with the CO Academic Standards and CO Prepared Graduate Competencies & Essential Skills. It engages learners in rigorous, standards-aligned learning experiences.
- Aligns with D51 goals and philosophies, as with the mission and vision of the D51 Strategic Plan and Graduate Profile, as well as the D51 Teaching and Learning Framework.
- Saavas is more robust and up to date. Saavas offers a much stronger opportunity to support all standards to mastery.
- Saavas is more rigorous and provides more in depth resources for both teachers and students.
- Saavas provides stronger support throughout and offers a much stronger opportunity to support all standards to mastery. It scored higher on our rubric and was preferred by teachers during their inservice inquiry.
- Saavas provides more rigor, depth of information, opportunity for source analysis, and opportunity for inquiry which were key look fors by our team
- Saavas has a stronger differentiation setup and multiple learning opportunities for students and resources for those things for teachers.

Economics: [TCI Recommendation Rationale](#) (approved in 2021)

### Approximate Cost of Resource: (provide itemized list if multiple elements to resource)

#### World History Interactive: The Modern Era

- Teacher Resource Materials X 27 Teachers= No Charge
- Student Resource Materials
  - 800 Student print editions and 6 years digital licenses=\$131,600
  - 650 6 years digital licenses=\$67,925

#### US History Interactive: Reconstruction to Present

## D51 Instructional Resource Recommendation

- Teacher Resource Materials X 27 Teachers= No Charge
- Student Resource Materials
  - 800 Student print editions and 6 years digital licenses=\$131,600
  - 650 6 years digital licenses=\$67,925

### Magruder's American Government Interactive

- Teacher Resource Materials X 27 Teachers= No Charge
- Student Resource Materials
  - 800 Student print editions and 6 years digital licenses=\$131,600
  - 650 6 years digital licenses=\$67,925

**Shipping Fees= \$39, 480**

**Total Cost= \$638, 055**

### TCI Economics Alive

- Teacher Resource Materials X 12 teachers= \$7,428
- Student Resource Materials
  - 500 Student print editions = \$48,500
  - 3 years digital licenses=\$34,500
  - Shipping Fees=\$2425

**Total Cost=\$92,853**

**Would there be an annual, recurring cost for this resource?** If yes, please describe.

There will be **no** annual recurring cost, the online resources license associated with the Saavas materials expires in six years. There will be **no** annual recurring cost, the online resources license associated with this text expires in three years(this is in line with the initial purchase of this resource which will expire in 2027).

### Recommendation for Professional Learning:

#### Level of Support Plan:

### Approximate Mill Budget Request for Professional Learning:

(elements of professional learning funded by Mill budget)

#### Level 1

Product Activation Training with the Saavas Trainers= \$3450

Program Implementation Essentials with Saavas Trainers=\$3450

8 Job Embedded Service Days with Saavas=\$29,200 (to be used for Summer Institute and guided implementation days at buildings)

#### Level 2

Provide 2 sub days for each building team to work on implementation with content specialist

Approximately 32 teachers X 2 days= TBD

# D51 Instructional Resource Recommendation

Investment total for Resources: \$689,003  
 Investment total for Professional Learning: \$36,100  
 Investment total for Shipping: \$41,905

**APPROXIMATE TOTAL COST = \$767,008**

## Professional Learning Implementation Plan Design Guidance

<b>Level 1</b>	<p><b>Event Professional Learning</b>          Professional learning delivered to introduce teachers to the new curriculum resource and provide them the tools needed to use the resource in their classroom. (Typically done at the beginning of a school year with 1-2 days dedicated to the learning.)</p> <p><b>Design of Professional Learning Event:</b>          Teacher or specialist designed in collaboration with the publisher</p> <p><b>Budget:</b> Mill budget</p> <p><b>Evaluation:</b> Designed and completed by the specialist during the same school year.</p>
<b>Level 2</b>	<p><b>Year- Long Ongoing Professional Learning Program</b>          Professional learning planned for an entire school year. This level may include event professional learning at the beginning of the school year, but also includes an ongoing focus at building PLCs and staff development days.</p> <p><b>Design of Professional Learning Program:</b>          Specialist designed in collaboration with teacher content teams, Content Specialists, Coach Coordinators, Directors of Professional Learning and Curriculum, and one or more Site Directors</p> <p><b>Budget:</b> Requires combined budget support</p> <p><b>Evaluation:</b> Designed collaboratively with teachers, specialist(s), Directors of Professional Learning and Curriculum, and completed by the specialist during the same school year.</p>
<b>Level</b>	<p><b>System-wide, Multi-year Professional Learning Program</b>          Professional learning planned over several years. This level may include event professional learning at the point of resource implementation, but also includes an ongoing focus at building PLCs and multiple staff development days. Support of this learning is a targeted focus for D51 Instructional Coaches.</p>

## D51 Instructional Resource Recommendation

**3**

**Design of Professional Learning Program:**

Designed collaboratively with Directors (Professional Learning, Curriculum, and Site) with approval from ILT due to scale of implementation & scope of impact. Specialists in collaboration with teacher content teams, coach coordinators, and directors deliver the professional learning

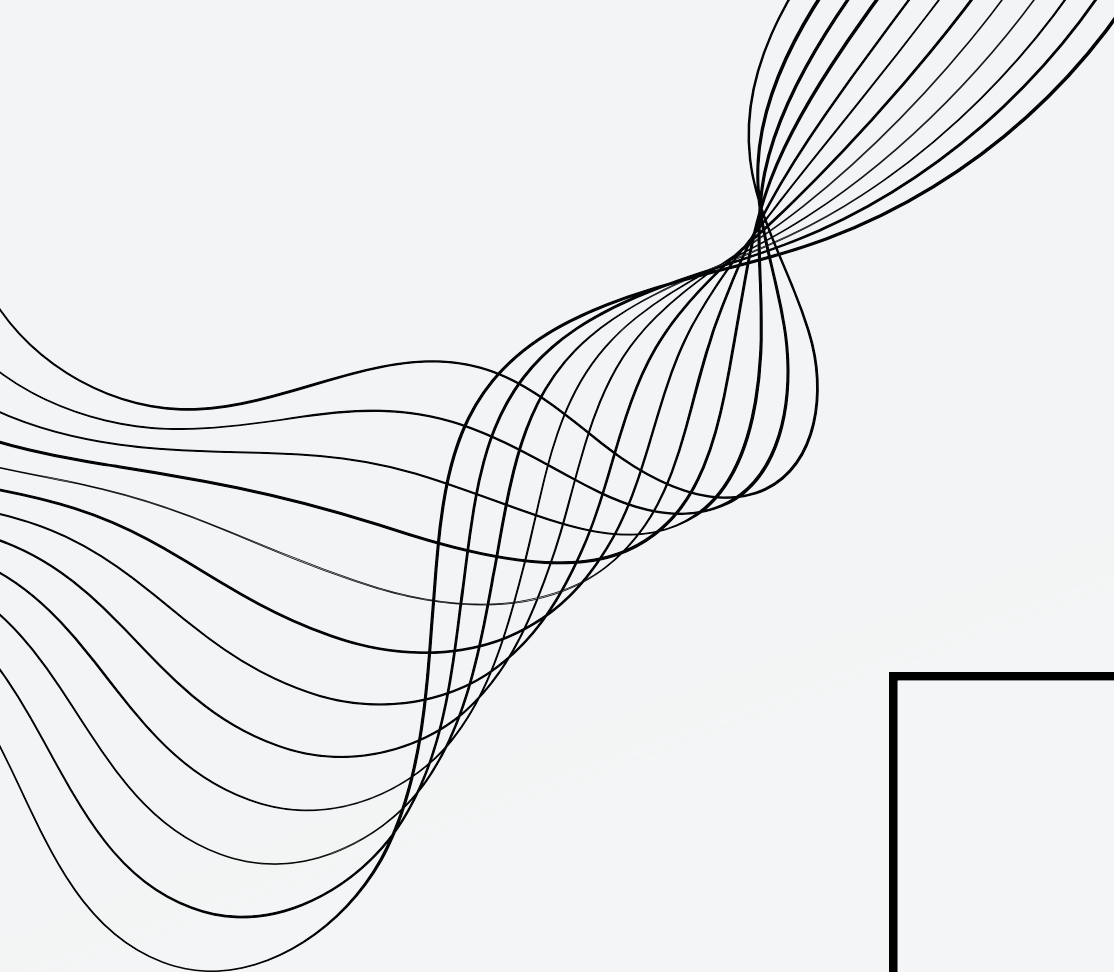
**Budget:**

Requires combined budget supports (eg, Fund 10, Title II, Mill) and multi-year budget commitments.

**Evaluation:**

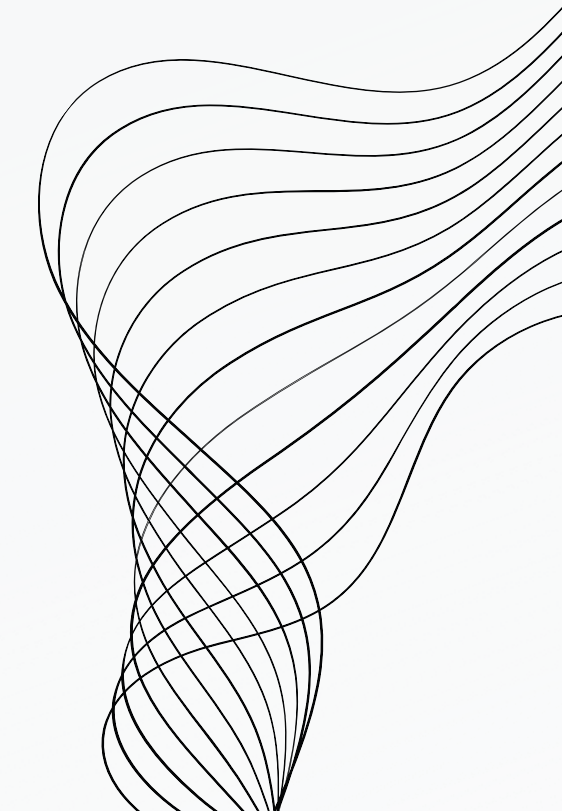
Designed collaboratively with the program evaluation oversight student outcomes must be included in the ongoing evaluation (Director of Assessment)

\* Implementation plan design thinking informed by [Learning Forward Standards for Professional Learning](#) and [Assessing Impact: Evaluating Professional Learning](#) by Joellen Killian (Corwin, 2018).



**EDEC**  
**UPDATE**

**BOE WORK SESSION 2/6/2024**





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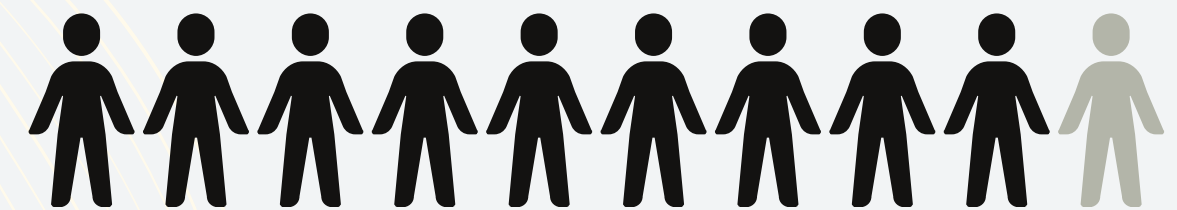


**RESTATING  
THE PROBLEM**

# EDEC PROBLEM STATEMENT

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

≈ 10%



Enrollment has been declining in D51 since 2019. Over that period of time, we have declined from 22,046 students to 20,208 students...a decline of over 1,800 students, or close to 10%

# STATE DEMOGRAPHIC DATA

## *Trends*

- Jobs, labor force, population, age, housing - **connected**
- Population growing at a slowing rate - births down, deaths up
- Migration and mobility slowing
  - Harder to attract and retaining the best and brightest.
  - Labor tight - very competitive in US
- Concentrated growth in Metro areas
- Aging - impacts everything... including the economy, labor force, housing, and public finance.
  - Largest share of future growth is the 65+
  - Retirements create demand for new workers



# STATE DEMOGRAPHER DATA

## Big Picture

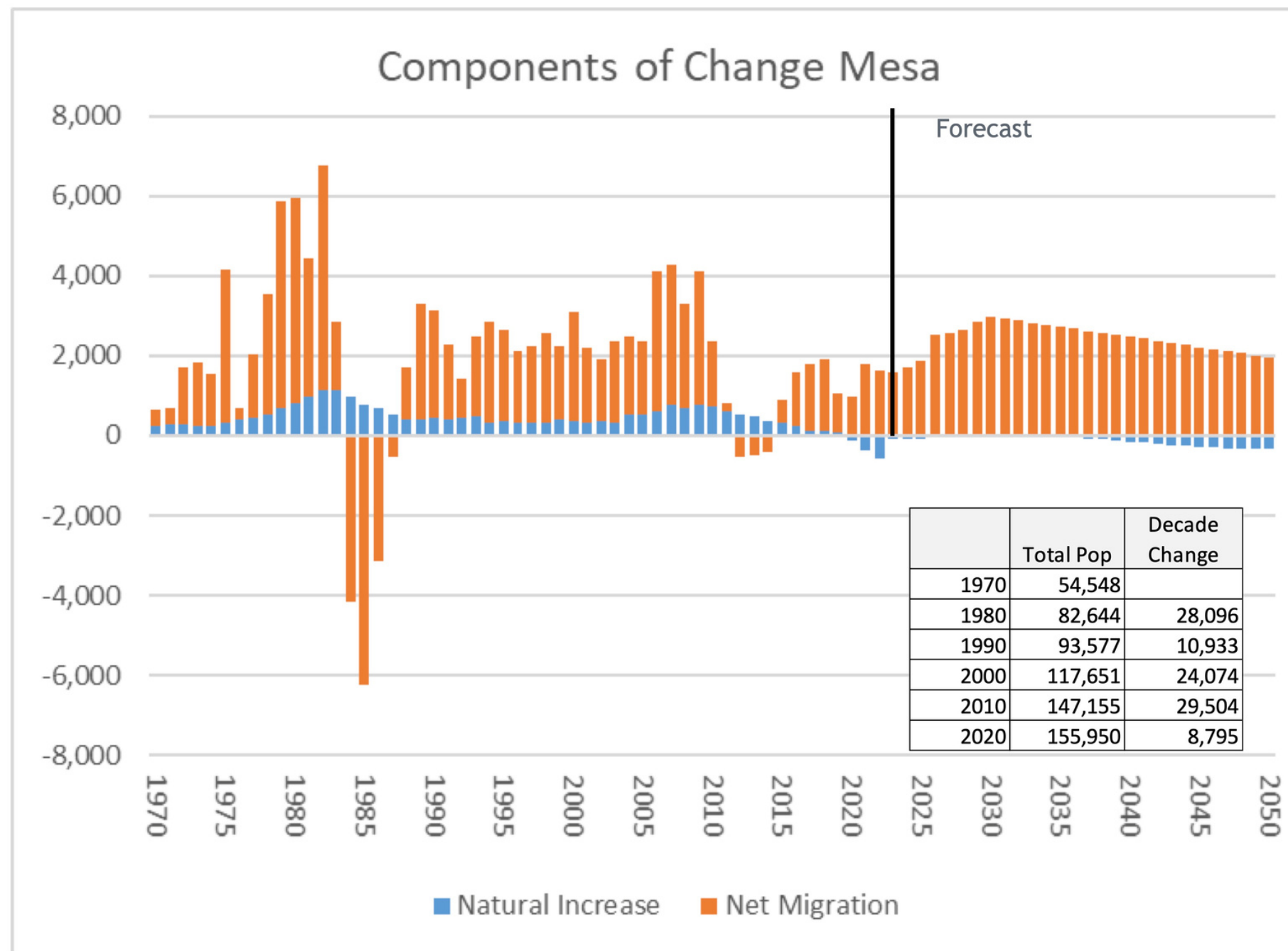
*Growth is Slowing*

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

- 2010 - 2020
  - Second slowest decade for US in terms of growth
- 2020 - 2021
  - Slowest year for US growth rate;
  - 17 states lost population
- 2021 - 2022
  - 19 states lost population

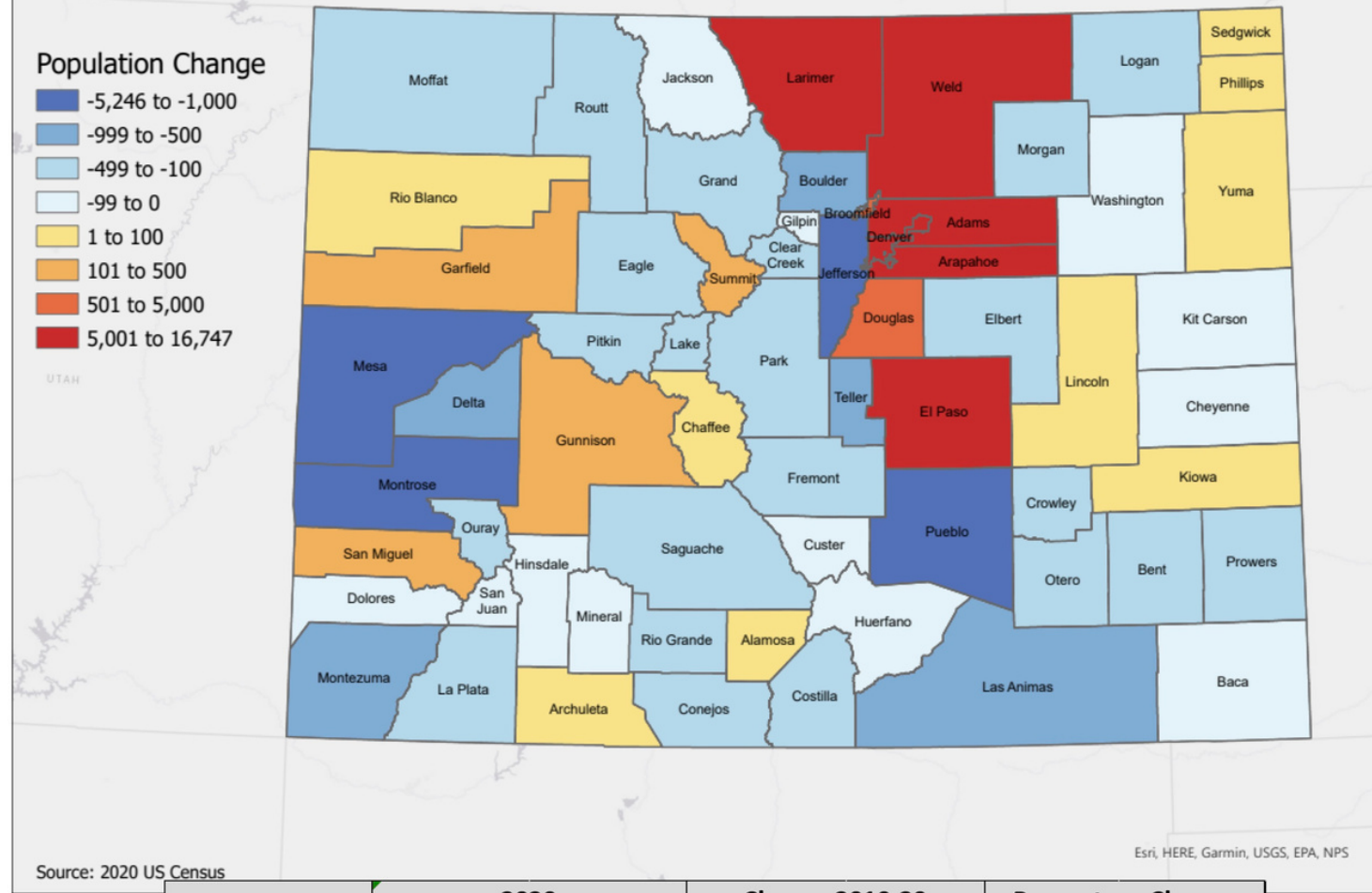


# STATE DEMOGRAPHIC DATA



# STATE DEMOGRAPHER DATA

Under 18 Population Change by County  
2010 to 2020

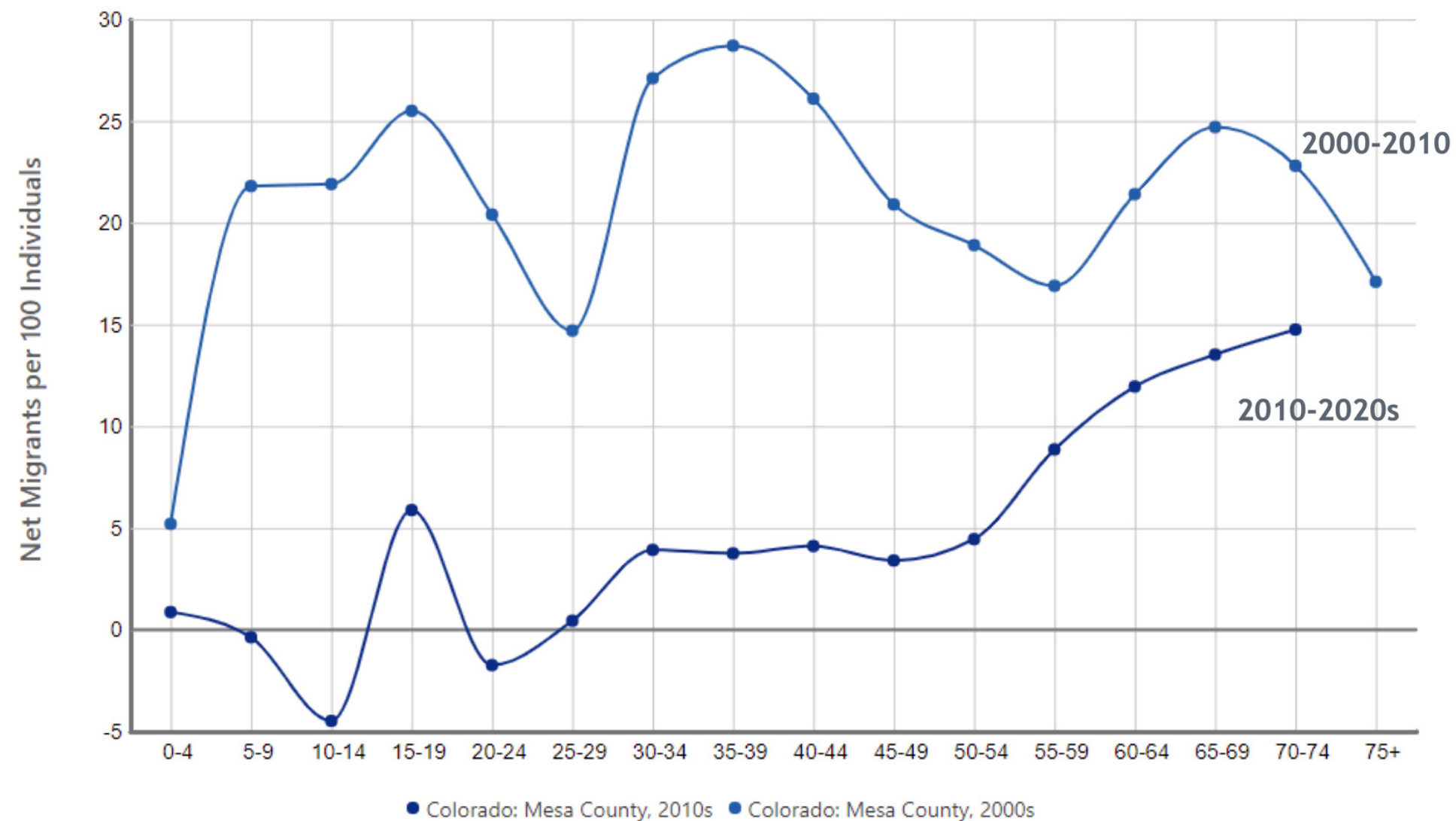


- Population Under 18 increased by 38K over the decade.
- Only 5% of the total 744,518 growth was from the under 18

Areaname	2020		Change 2010-20		Percentage Change	
	Total	Age 0 to 17	Total	Age 0 to 17	Total	Age 0 to 17
COLORADO STATE	5,773,714	1,264,138	744,518	38,529	14.8%	3.1%
MESA COUNTY	155,703	32,648	8,980	-1,869	6.1%	-5.4%
Collbran	369	67	-339	-126	-47.9%	-65.3%
De Beque	493	120	-11	-6	-2.2%	-4.8%
Fruita	13,395	3,444	749	-150	5.9%	-4.2%
Grand Junction	65,560	12,305	6,994	-122	11.9%	-1.0%
Palisade	2,565	461	-127	-140	-4.7%	-23.3%
Unincorp. Area	73,321	16,251	1,714	-1,325	2.4%	-7.5%

# STATE DEMOGRAPHIC DATA

Net Migration by Age Mesa County

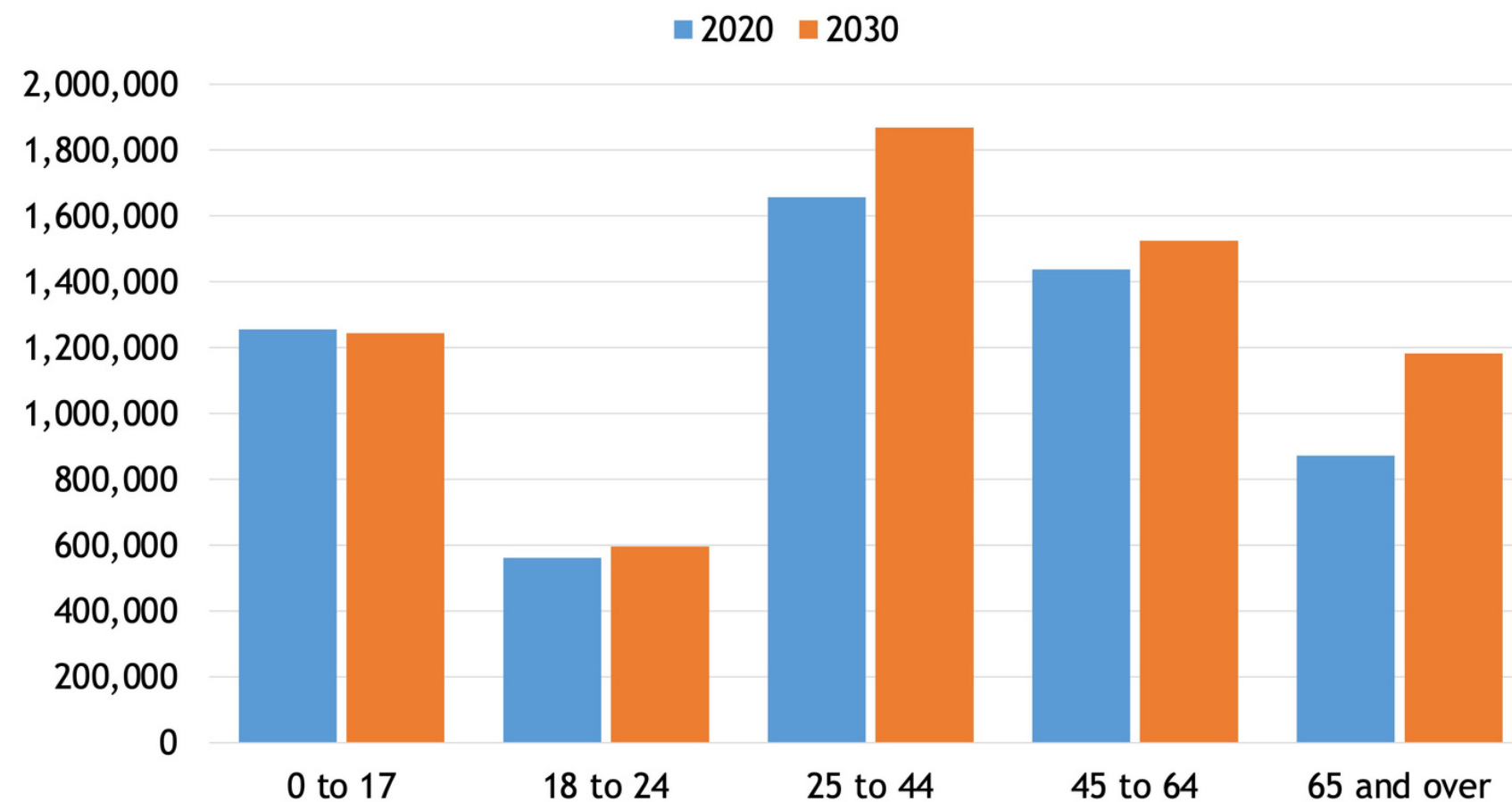


Egan-Robertson, David, Katherine J. Curtis, Richelle L. Winkler, Kenneth M. Johnson, and Caitlin Bourbeau, Age-Specific Net Migration Estimates for US Counties, 1950-2020. Applied Population Laboratory, University of Wisconsin - Madison, 2023 (Beta Release). Web.



# STATE DEMOGRAPHER DATA

## Forecast by Age Group - Colorado

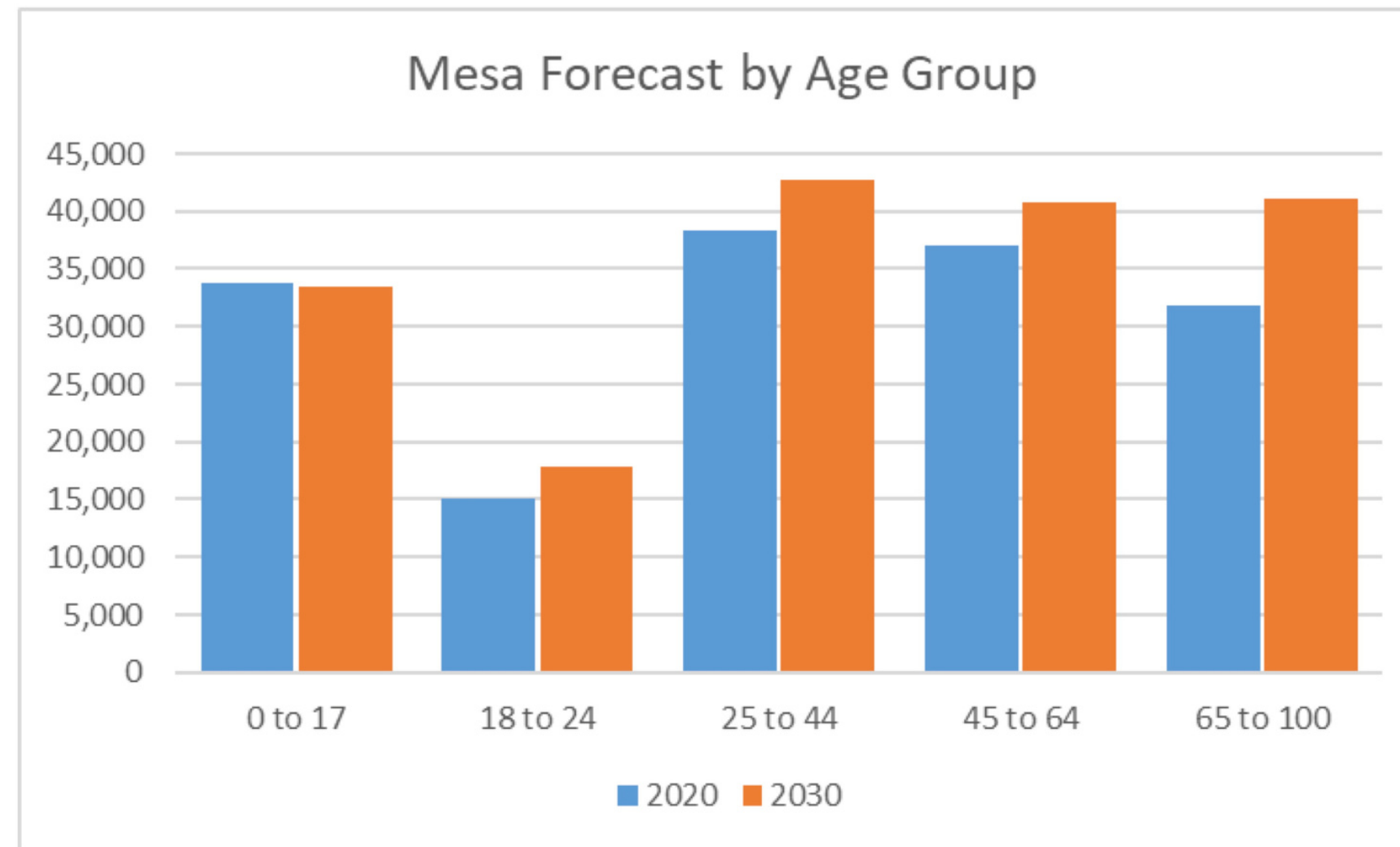


2020-2030	0 to 17	18 to 24	25 to 44	45 to 64	65 and over	Total
Pop change	-11,565	35,538	211,026	86,842	310,235	632,076
% change	-0.9%	6.3%	12.7%	6.0%	35.6%	10.9%





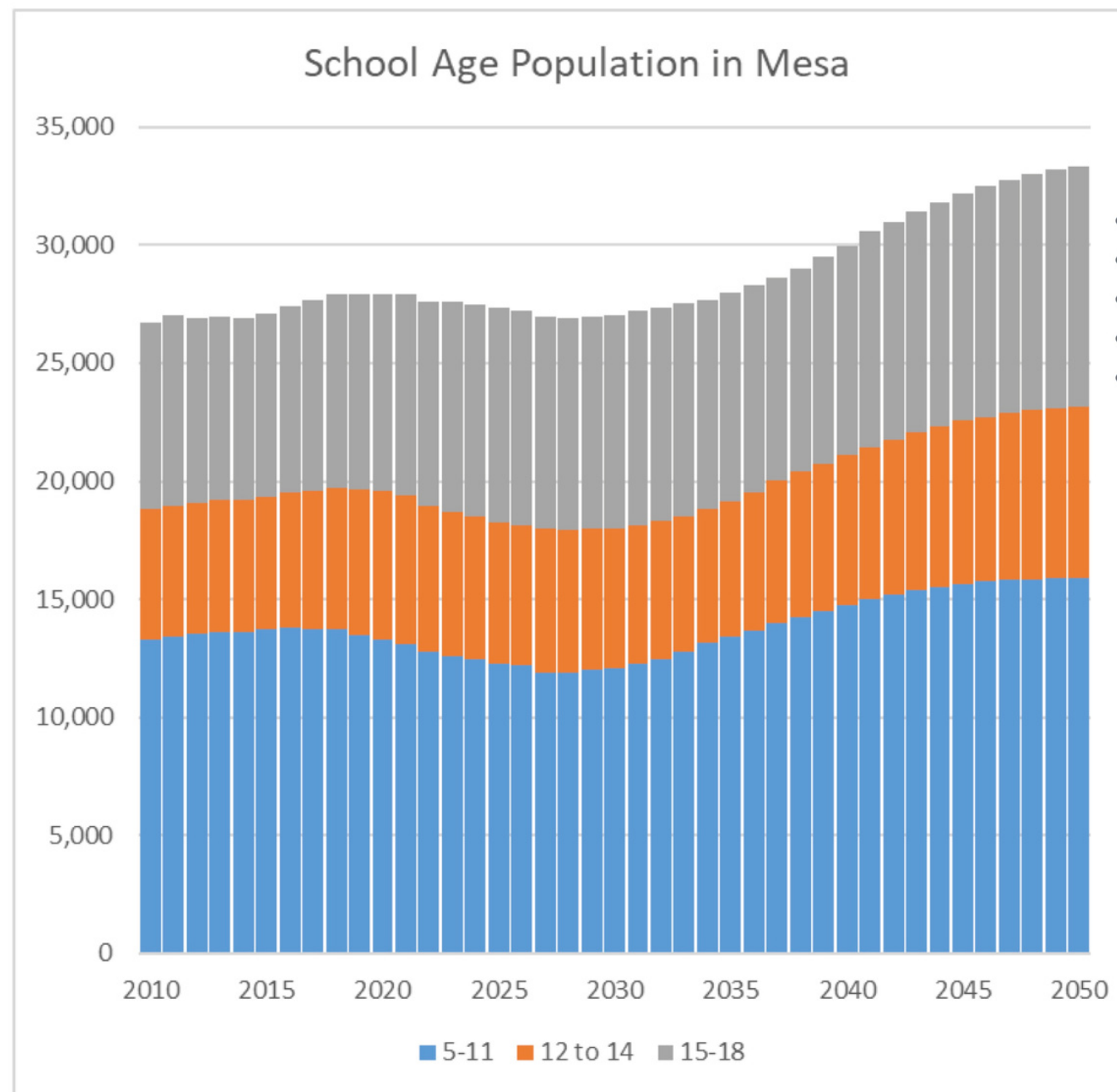
# STATE DEMOGRAPHY DATA



	0 to 17	18 to 24	25 to 44	45 to 64	65+	Total
2020	33,730	15,055	38,265	37,059	31,845	155,954
2030	33,442	17,918	42,720	40,838	41,116	176,034
Change	-288	2,863	4,455	3,779	9,271	20,080



# STATE DEMOGRAPHER DATA



- Peak of 27,900 in 2020
- Return to 27,900 in 2035
- 5-11 peak 2016 return 2036
- 12-14 peak 2021 return 2039
- 15-18 peak 2025 return 2041



# STATE DEMOGRAPHER DATA

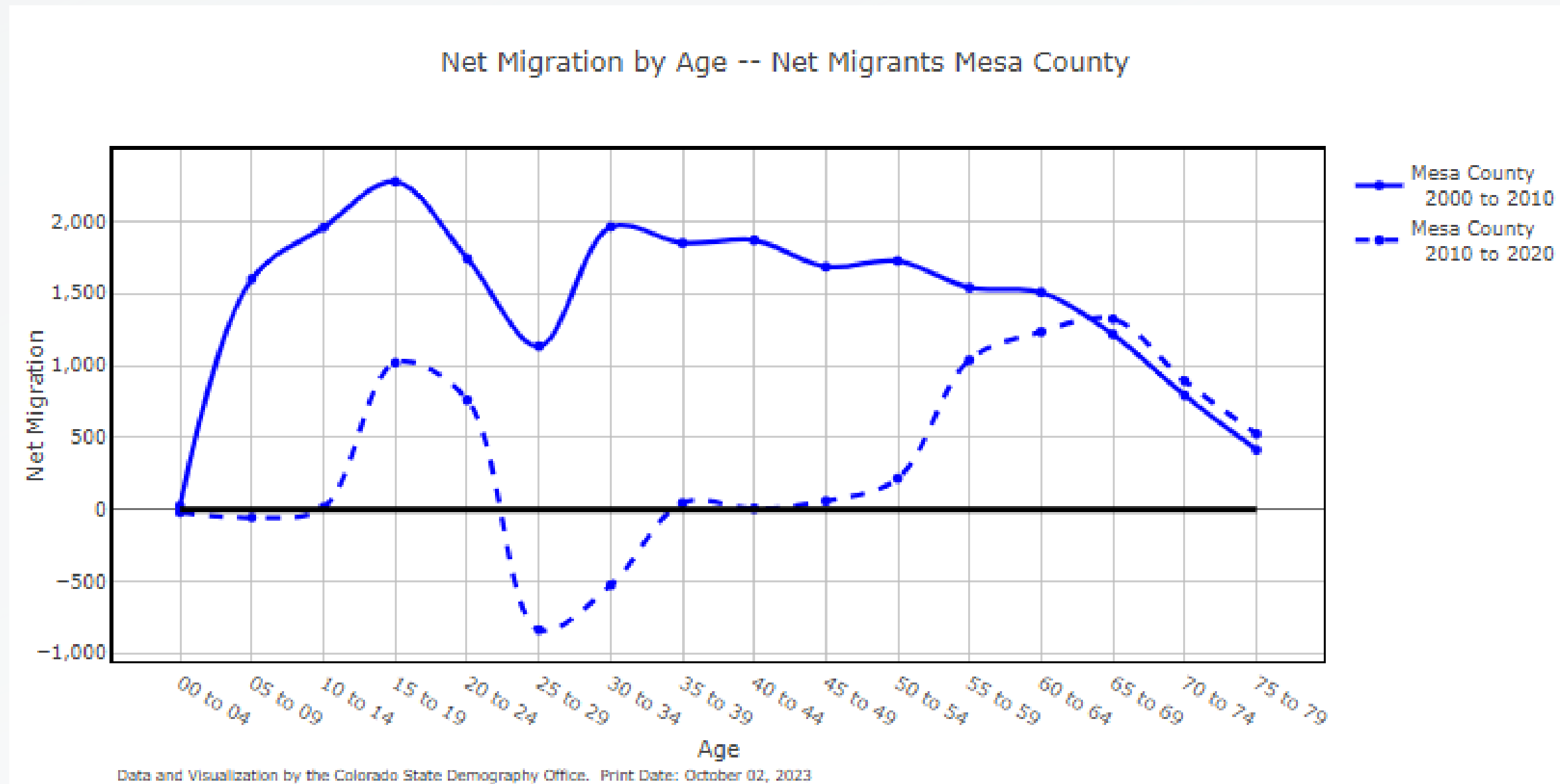
## *Forecast Factors - Population*

- Population growth is slowing - but still growing
  - Births have slowed
  - Migration/Mobility slowing,
  - Harder to attract and retain people
- Fastest growth in the 65+
  - Retirements - will need new workers
  - Drive parts of the economy
  - Move less and smaller household size
- Job growth drives migration
  - New jobs and retirements
  - Housing, community services, schools



# STATE DEMOGRAPHY DATA

- “We have evaluated the population by age data as a whole and created a net migration by age over the decade comparison which is pretty interesting for Mesa.”
- “It really changed over the decade, primarily driven by changes in the economy.”
- “The dashed line is this last decade and the solid one is the prior decade.”
- “This last decade, Mesa had an out migration of young adults. This was driven by the economy.”
- “This is always what leads to the slow down in school enrollment, on top of the declines in birth rates.”
- “I would keep an eye on the economy and chat with GJEP on a regular basis to see what they are seeing for job growth and also keep an eye on housing development with the city.”
- “Both of these indicators will give you a general idea how things are going.”
- “If there is a lot of job growth, often you will then see more migration and a potential for kids.”



# MESA COUNTY BIRTH RATES

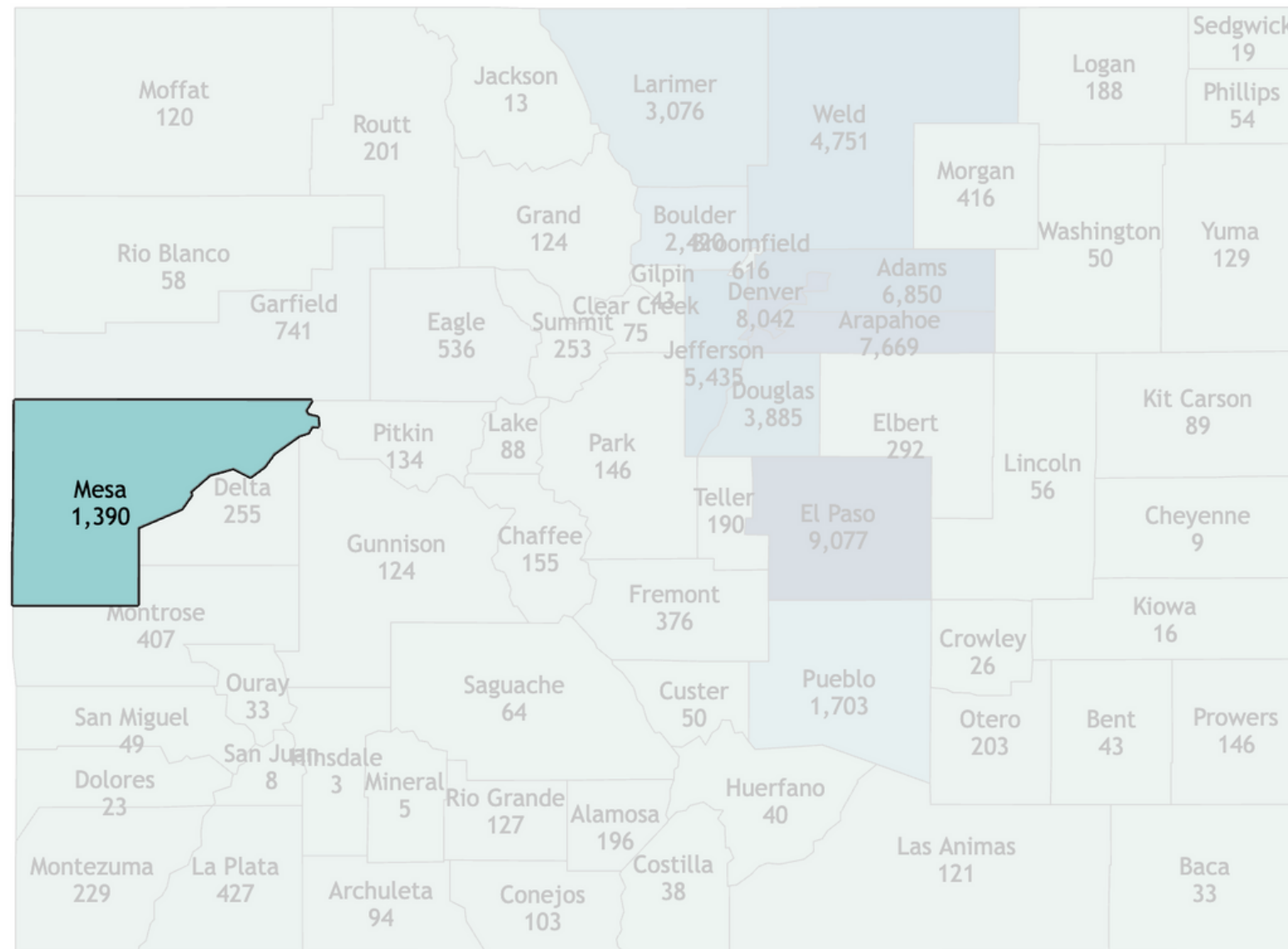


**Directions:** Click on map or bars in the graphs to filter data. Hold down the Ctrl button to select multiple.

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



**COLORADO**  
Department of Public Health & Environment



Move Slider to Select Year:

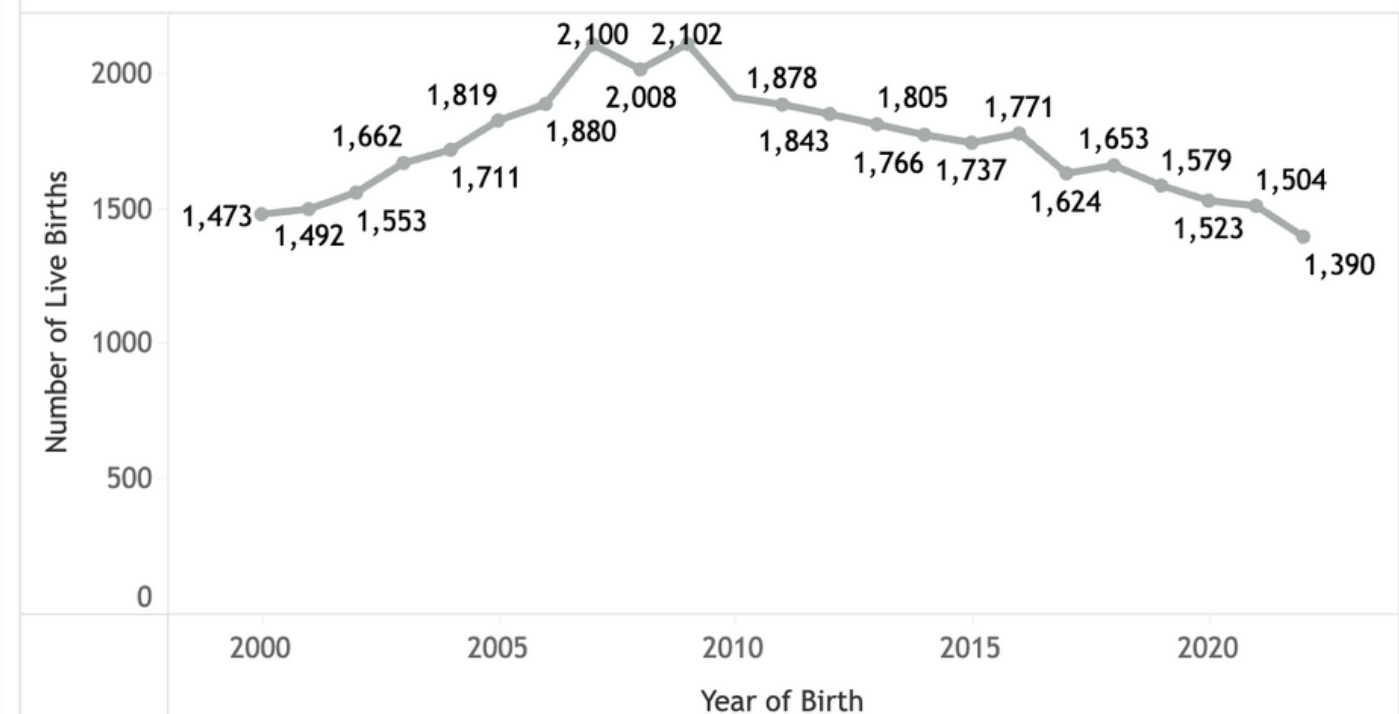
2022

2022

Total Number of Live Births:

**1,390**

Number of Live Births Over Time



# MCPH DATA

## Decreasing Birth Rate



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

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

# MCPH DATA

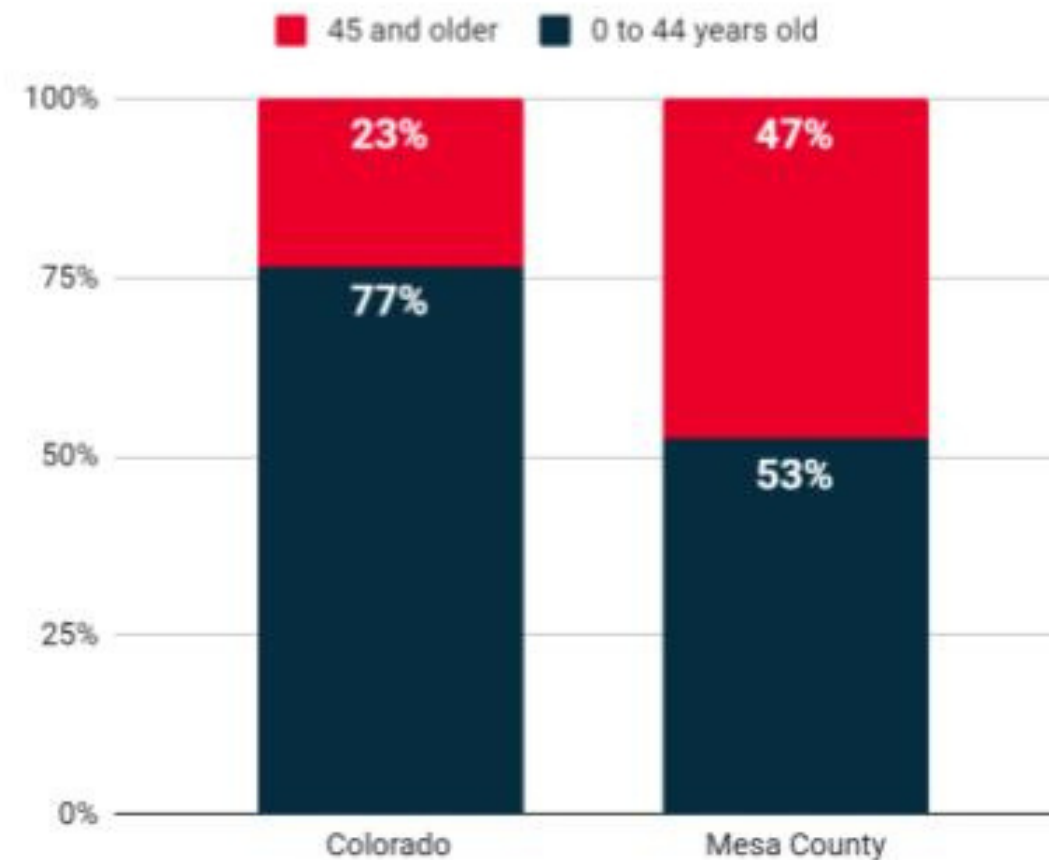
## Contributing Factors

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

# MCPH DATA

## Influx of Older Adults

Net Migration by Age Group in Colorado and Mesa County [2010 - 2020]



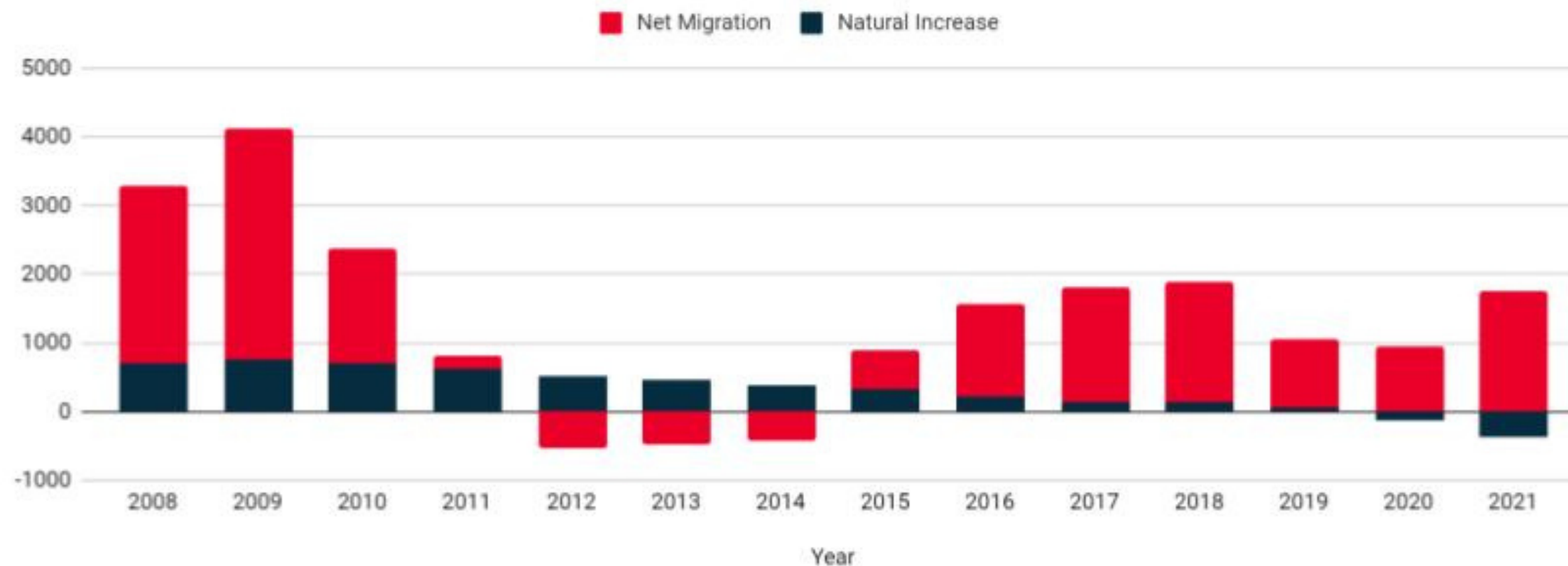
The proportion of adults 45 and older moving to Mesa County is significantly different from the statewide distribution.



# MCPH DATA

## Growing Population

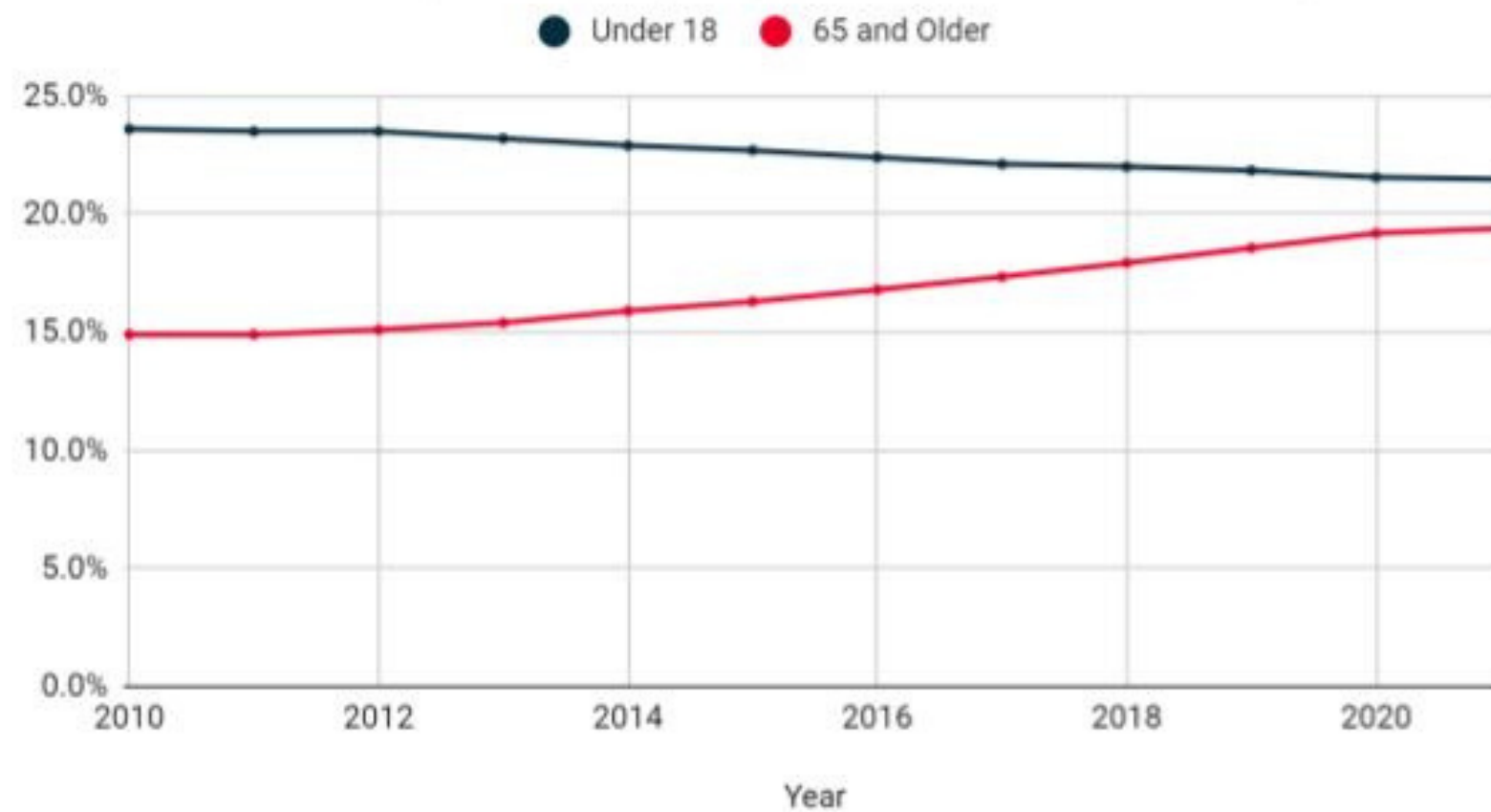
Natural Increase and Net Migration in Mesa County



# MCPH DATA

## Aging Population

Percent of the Population by Age Group in Mesa County



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

# CDE DATA

- For the second straight year student enrollment in Colorado’s public schools declined with the 2023–24 school year PK–12 student enrollment reaching the state's lowest mark in a decade.
- The last time Colorado’s public school enrollment was this low was 2013.
- For the 2023–24 school year, the largest combined enrollment decreases occurred in pre-kindergarten through first grade, with 3,691 fewer students than in 2022. A similar-sized decrease occurred in those grade levels in 2022.
- The largest overall grade decrease in 2023 occurred in the first grade, which declined by 3.91% or 2,478 students when compared to first graders in 2022. Kindergarten saw 1,068 fewer students than were in kindergarten in 2022 for a 1.79% decrease.
- A total of 113 of the state’s 178 school districts reported drops in enrollment.

Grade Level Difference Between 2023-2022

Grade	Oct. 2023	Oct. 2022	Count Difference	Percentage Difference
PreKindergarten	32,060	32,205	-145	-0.45%
Kindergarten	58,636	59,704	-1,068	-1.79%
First Grade	60,877	63,355	-2,478	-3.91%
Second Grade	64,118	61,040	3,078	5.04%
Third Grade	62,075	62,570	-495	-0.79%
Fourth Grade	63,398	62,462	936	1.50%
Fifth Grade	63,197	63,043	154	0.24%
Sixth Grade	63,637	64,311	-674	-1.05%
Seventh Grade	64,778	65,268	-490	-0.75%
Eighth Grade	65,760	67,485	-1,725	-2.56%
Ninth Grade	70,076	71,621	-1,545	-2.16%
10th Grade	70,534	70,581	-47	-0.07%
11th Grade	68,955	67,909	1,046	1.54%
12th Grade	73,188	71,545	1,643	2.30%
Detention Centers	175	165	10	6.06%
Total	881,464	883,264	-1,800	-0.20%

# CASB DATA

## K-12 Enrollment - Forecast

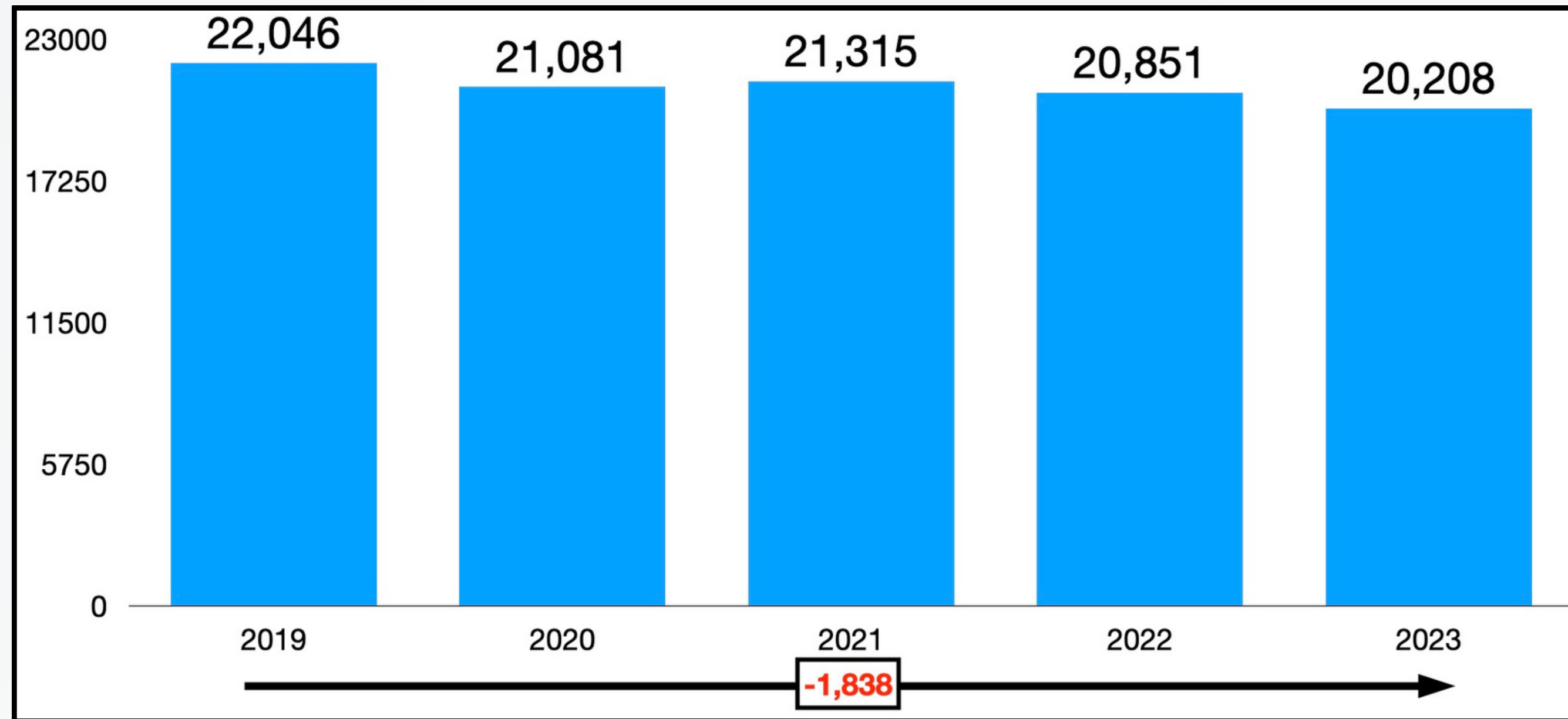
Region	Actual 2023-24	Percent Change	Estimated 2024-25	Percent Change	Estimated 2025-26	Percent Change	Average Growth
Colorado Springs	123,275	0.4%	123,717	0.4%	124,294	0.5%	0.4%
Eastern Plains	25,239	0.6%	25,605	1.5%	25,926	1.3%	1.4%
Metro Denver	470,517	-0.4%	466,055	-0.9%	462,265	-0.8%	-0.9%
Mountain	23,964	-2.3%	23,710	-1.1%	23,621	-0.4%	-0.7%
Northern	92,474	0.1%	92,779	0.3%	93,017	0.3%	0.3%
Pueblo	31,350	-2.3%	31,044	-1.0%	30,718	-1.1%	-1.0%
San Luis Valley	6,886	-1.0%	6,861	-0.4%	6,819	-0.6%	-0.5%
Southwest Mountain	13,027	-2.4%	12,954	-0.6%	12,870	-0.6%	-0.6%
Western	49,010	-1.2%	48,403	-1.2%	47,698	-1.5%	-1.3%
<b>Statewide Total</b>	<b>835,739</b>	<b>-0.4%</b>	<b>831,126</b>	<b>-0.6%</b>	<b>827,226</b>	<b>-0.5%</b>	<b>-0.5%</b>



**CURRENT  
ENROLLMENT**

# D51 OCTOBER COUNTS

- This year, alone, we declined at the elementary school level by 233 students, at the middle school level by 40 students, and at the high school level by 308 students.
- A decline of 233 students at the elementary level is akin to losing the enrollment of an entire elementary school in D51.

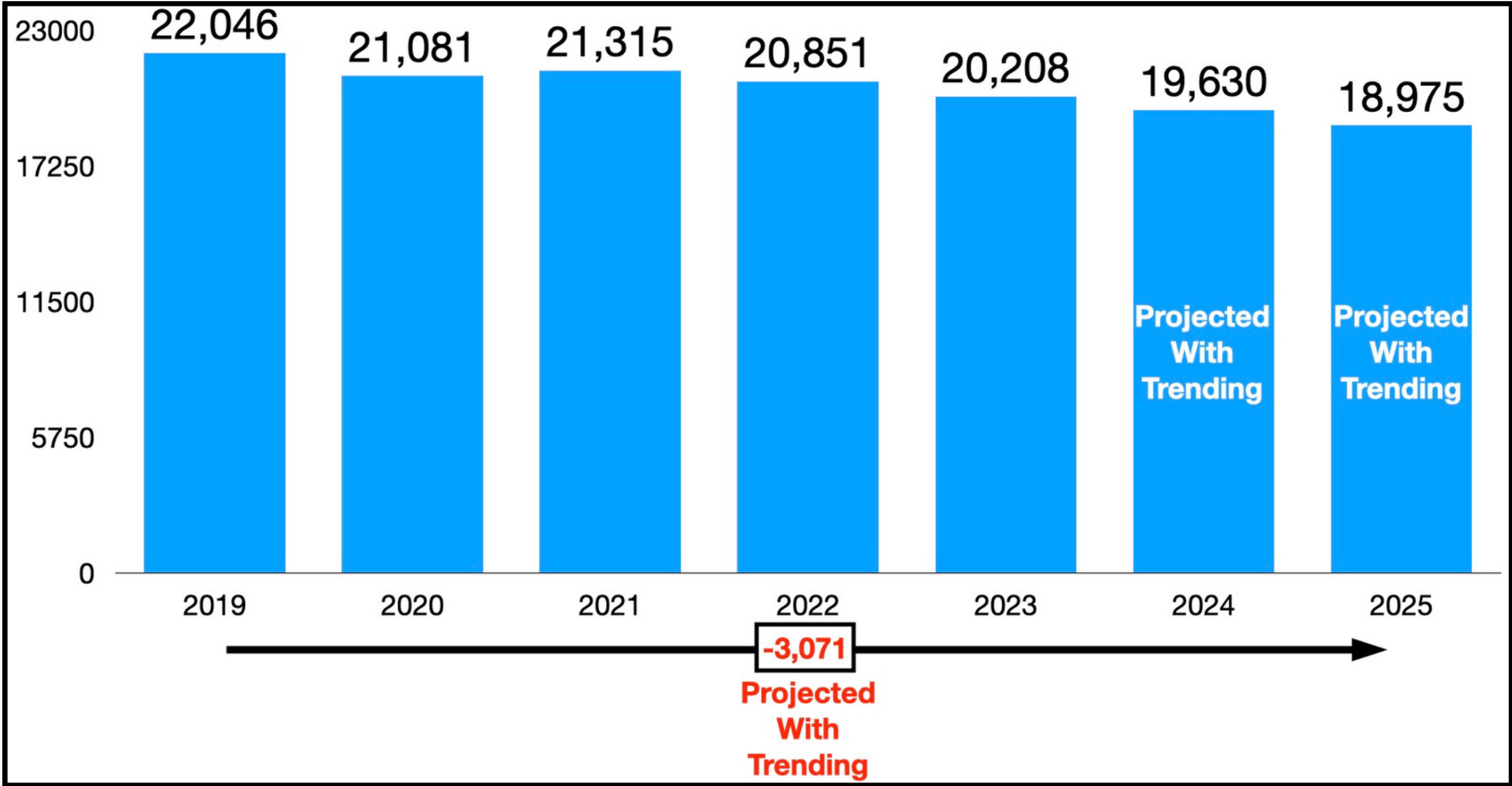




# **ENROLLMENT PROJECTIONS**

# D51 OCTOBER COUNTS W/ PROJECTIONS

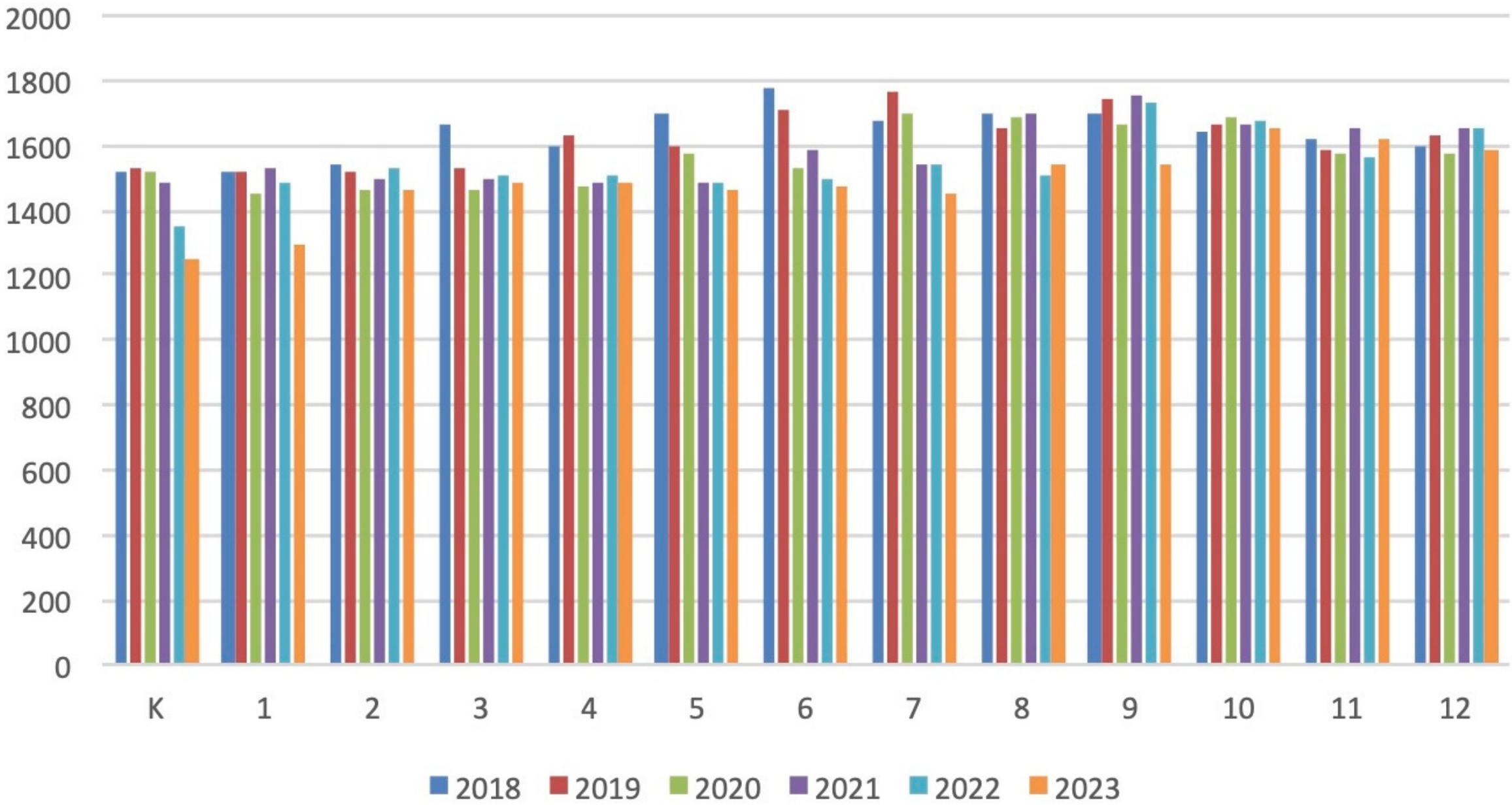
- Our local demographer is projecting that we will decline by about 590 students this coming school year, with 349 of that student decline occurring at the elementary school level.
- We all know that this is not sustainable and that something needs to change.





# D51 COHORTS

Mesa 51 SD - Grade Distribution Over Time





**EMS & FRUITA**  
**8/9 IMPACTS**



# SYSTEMIC STAFFING

- Staffing allocations are assigned to schools based on student counts
- Schools are able to staff to school needs within set parameters
- Allocations are in SSE = Systemic staffing equivalents, which consider number of hours worked and average cost of position

# MIDDLE SCHOOL PRE-EMS CLOSURE

- Initial pre-consolidation staffing for 2023/24 SY projected overages of 22.8 positions (SSE) in middle schools
- The average classroom SSE (teachers and classified support) per middle school last year was 26.5
- 7 of 8 middle schools were over staffed based on projected student counts, ranging from 2-23% over
- Reductions and utilizations of temporary funding in prior years meant that addressing this level of overage while maintaining all buildings would have meant reducing academic programming and student supports

Level	2023-24 Projected Staffing FTE Overages
Elementary	8.3
Middle	22.8
High	14.39
Total	<b>45.49</b>

# COST SAVINGS FROM EMS CLOSURE

- 14.96 of the middle school staffing overages were addressed through closure
- Closure resulted in a total recurring, annual savings of \$1.3 million
- In addition to EMS savings, 4 SSE were reduced at schools not directly impacted by the closure, \$300k
- In total, recouped 83% of the middle school unfunded positions for 2023/24 budget year, \$1.6m of \$1.9m in unfunded positions
- Remainder to be addressed through Fruita returning to traditional grade configuration
- ESSER dollars are currently covering remaining unfunded positions


Level	2023-24 Projected Staffing FTE Overages
Elementary	8.3
Middle	22.8
High	14.39
<b>Total</b>	<b>45.49</b>

# STAFFING IMPACTS AT OTHER MS'S BECAUSE OF EMS CLOSURE

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


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

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



# FRUITA PRE-8/9 CLOSURE

- Since 2019, FMS has declined by 150 students, Fruita 8/9 has declined by 212 students, and FMHS has declined by 61 students.
- Currently, the Fruita secondary schools are overstaffed by 9 FTE.
- This subsidizing of staff has occurred in order to not staff the Fruita secondary schools in a way that cuts programming.
- Even with subsidizing of staff, Fruita secondary schools have had to cut certain programs due to lack of FTE.
- The average teacher salary with benefits is now around \$90,000.
- Subsidizing 9 FTE at the average teacher salary equates to over \$800,000.
- We have used ESSER funds to subsidize these unfunded positions, but ESSER funds are expiring in Fall of 2024, and the subsidizing of FTE is not sustainable.



# FRUITA PRE-8/9 CLOSURE

- Based on projections, if we had kept the current secondary school models in Fruita in tact for the 2024-25 school year, FMS was projected to decline by another 44 students, down to 415, and Fruita 8/9 & FMHS were projected to decline by another 80 students, down to 589 at Fruita 8/9 & 1,195 at FMHS.
- Based on next year's enrollment projections (not including SOC), if we delayed the reconfiguration moves, FMS would have been overstaffed by 4.22 FTE, Fruita 8/9 would have been overstaffed by 5.99 FTE, and FMHS would have been overstaffed by 3.4 FTE.
- Subsidizing these staffing overages in order to not impact programming in the Fruita secondary schools would have cost \$1.2 million in unfunded positions that the district doesn't have.



# FRUITA PRE-8/9 CLOSURE

	2021	2022	2023	Total FTE Change Since 2021	2023 Staffing Model Reductions	2023 Subsidized FTE	2023 AVG FTE Subsidy Cost	2024 Projected FTE Over*	2024 AVG FTE Subsidy Cost*
<b>FMS</b>	-4 FTE	-3.28 FTE	-4 FTE	<b>-11.28 FTE</b>	-6.87 FTE	2.87 FTE Over	\$258,300	4.22 FTE Over	\$379,800
<b>Fruita 8/9</b>	-4.55 FTE	-	-3 FTE	<b>-7.55 FTE</b>	-8.84 FTE	5.84 FTE Over	\$525,600	5.99 FTE Over	\$539,100
<b>FMHS</b>	+3 FTE	-	-3.5 FTE	<b>-.5 FTE</b>	-4.13 FTE	.63 FTE Over	\$56,700	3.4 FTE Over	\$306,000
<b>Total</b>	<b>-5.55 FTE</b>	<b>-3.28 FTE</b>	<b>-10.5 FTE</b>	<b>-19.33 FTE</b>	<b>-19.84 FTE</b>	<b>9.34 FTE Over</b>	<b>\$840,600</b>	<b>13.61 FTE Over</b>	<b>\$1,244,900</b>

# FRUITA POST-8/9 CLOSURE

## Dec. 1 Enrollment/Staffing Projections

- Fruita 8/9 currently have 41.35 FTE through the staffing model.
- Moving from 3 schools to 2, we are adjusting staffing at FMS & FMHS based on the additional students.
- FMS is projected to gain an additional 10.04 FTE, & FMHS is projected to gain an additional 13.33 FTE.
- Instead of a projected unfunded subsidy of \$1,244,900, we would be saving that amount plus the potential for additional efficiencies gained by operating one fewer building.

	<b>Projected Enrollment*</b>	<b>Projected Staffing Adjustments*</b>
<b>FMS</b>	669	+10.04 FTE
<b>FMHS</b>	1,530	+13.33 FTE

# AVAILABLE SEATS IN BUILDINGS (PERMANENT CAPACITY)

- Currently we are utilizing 73% of the permanent seats at the elementary level. We are utilizing 71% if you include temporary seating. Schools range from 53% utilization to 99%. 85% is an industry target.
- At the middle school level, prior to the EMS closure, we were utilizing 65% of the permanent seats. That percentage increased to 72% after the closure of EMS. That percentage will increase to about 74% after the closure of Fruita 8/9 and the move of FMS.
- At the high school level, prior to the Fruita 8/9 closure, we are utilizing 88% of the permanent seats. That percentage will increase to about 95% after the closure of Fruita 8/9 and the movement of 9th to FMHS.
- As a district, after the closure of EMS and Fruita 8/9, we will be utilizing about 78% of our permanent seats.

	<b>Pre-EMS Closure</b>	<b>Post-EMS Closure</b>	<b>Post-Fruita 8/9 Closure</b>
<b>Elementary</b>	2,989	2,989	2,989
<b>Middle</b>	1,992	1,472	1,367
<b>High</b>	811	811	292
<b>Total</b>	<b>5,792</b>	<b>5,272</b>	<b>4,648</b>



# **EDEC PATHWAYS**

# EDEC PATHWAYS

## Pathway 1

### SCHOOL

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

## Pathway 2

### MILL LEVY:

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

## Pathway 3

### PROMOTE AND INCREASE ROBUST & ALIGNED OPTIONS:

The committee supported exploring ways to highlight the different options the district offers while exploring new options to attract and retain families in D51.

## Pathway 4

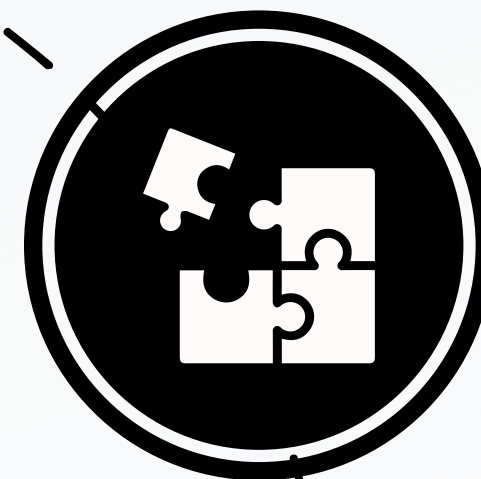
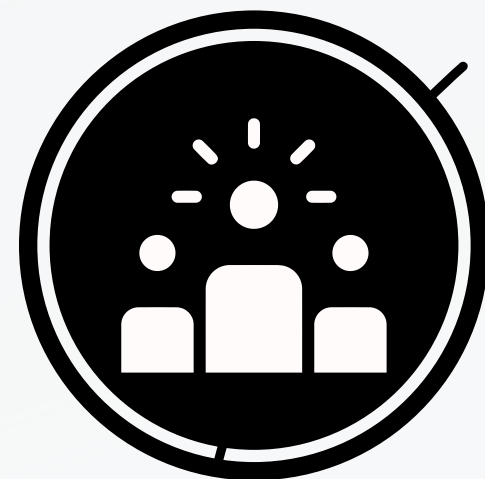
### SUBSIDIZE & PROVIDE FLEXIBLE SUPPORT THROUGH POSSIBLE INCREASES IN STATE PER PUPIL FUNDING:

The committee determined the need to possibly use potential future increases in funding from the state to subsidize unfunded positions in the short term.

## Pathway 5

### ONGOING EVALUATION OF CENTRAL OFFICE STAFFING AND PROGRAMS:

The committee recommended the district continue to evaluate central office staffing and programs to identify the level of return on investment and additional savings where possible.



# SCHOOL CLOSURE/CONSOLIDATION

The topic of school closures/consolidations is a sensitive topic, and one that D51 admin and the Board do not take lightly. We want to make sure that any decision around school closures/consolidations at the elementary level utilizes the most up-to-date data, is timely, and considers all impacts to the communities affected by the closures/consolidations. **At this time, I am not making a recommendation for the closure or consolidation of any D51 elementary schools to take effect for the 2024-25 school year.**

## Closure Criteria:

1. Building Adequacy = 45.3
2. Transportation/Proximity = 20.6
3. Low Enrollment = 11.6
4. Logic of Future Boundaries = 8.7
5. School Performance = 7.6
6. Geographic Future Growth = 6.4

- We are in the middle of completing our 25-year facilities masterplan, which will produce facility condition scores, educational adequacy scores, and building utilization numbers for all of our D51 schools.
- This data will help inform our decisions on which schools meet the criteria for closure/consolidation that were developed by the EDEC.
- We anticipate that data will be finalized in March.

UP-TO-DATE DATA

- We have learned from prior experience that this decision needs to be made in the fall semester of the school year prior to the school year of the closure/consolidation.
- Seeing as we are now almost through the month of January, and still awaiting data with more time needed in the process of identifying potential candidates for closure/consolidation, it is too late to make these decisions for the 2024-25 school year.

TIMELY

More time is needed to engage with school communities, once schools are identified, to help educate them on the decision making process, and co-create a transition plan during and after the school closure/consolidation process that takes into account the needs of those school communities.

COMMUNITY IMPACT

- When the Board voted to adopt the recommendations from the EDEC, a commitment was made to develop a district policy for closures/consolidations prior to any elementary school closure/consolidation decisions were to be made.
- We need to use this spring semester to develop and adopt that policy so that we are ready to make those decisions in accordance with the adopted policy in the fall.

POLICY

# STAFFING

- We are projected to decline in student enrollment by 590 students next year, with 349 of that student decline projected at the elementary level.
- A loss in enrollment means the loss of per-pupil funding from the state for those students, which means a reduction in staffing at the school level.
- Our staffing projections for next year show that we would need to cut over 28 FTE from elementary schools.

<b>Level</b>	<b>24-25 Projected Staffing FTE Overages (Pre-SOC)</b>
<b>Elementary</b>	28.33
<b>Middle</b>	11.60
<b>High</b>	17.36
<b>Total</b>	57.29
<b>Cost Based On Average Teacher Salary</b>	\$5,156,100

# STAFFING

- It would not be fair to our elementary schools to cut those 28 FTE because of something that is outside of their control.
- Not making those cuts would require a one year subsidizing of staff at the elementary school level.
- Our finance department has worked hard to identify some one-time ESSER grant funds that were earmarked for other uses but never spent to help cover this staffing subsidy for next school year without impacting the general fund.
- ESSER grant funds run out in September 2024, so this is our last opportunity to utilize them for one-time needs such as this.

<b>2024-25 Projected Overage</b>	<b>\$5,156,100</b>
<b>Projected Fruita Reconfiguration Savings</b>	<b>\$1,651,500</b>
<b>Net Subsidy</b>	<b>\$3,504,600</b>



- *Site Directors are working with each elementary school principal to plan for staffing for next school year.*
- *If there is an opportunity to make a reduction in staff without negatively impacting school operations (for example, if a school is projected to have very small class sizes at a grade level and could combine classes and reduce an FTE) we are going to work with principals to move forward with those reductions. Reductions at the middle and high school levels will still be made where overages are projected.*
- *We know, from our experience with our middle schools last year and our Fruita secondary schools this year, that the longer we delay decisions on these reductions the more the problem compounds in the out-years when closures/consolidations are made.*
- *For that reason, we will work with principals to identify any possible FTE reductions we can, while knowing that we have identified one-time ESSER funds to subsidize staffing in schools where reductions would negatively impact teaching and learning next year.*
- *Engaging with our partners will help D51 staff develop a preliminary consolidated school decision model which summarizes all indicators of school health to guide consolidation decisions, including:*
  - *Composite score for both (1) School Health and (2) Financial Opportunity and to include both qualitative and quantitative measures and weights identified in EDEC meetings.*
  - *Ability to run various school consolidation scenarios to understand impact on families, required shifts in enrollment, and potential savings opportunities.*
  - *Ability to adapt the model to integrate new or changing data (e.g., Facility Condition Assessments, update enrollment, etc.).*
- *And, they will help us develop a clear path forward when utilizing the model to inform school closure/consolidation decision-making.*



# EQUIPPED & EMPOWERED SCHOOLS

While we do not look forward to having to close additional schools in the future, and we are not excited about having to delay the decisions on elementary school closures/consolidation any longer, we know that we must make a timely and well thought out decision, in the end. We will get through this, together, and will be able to shift our full focus as a district away from closures and towards continuing to meet the goals laid out in our Strategic Plan.

## EQUIPPED & EMPOWERED ELEMENTARY SCHOOLS HAVE...



### STRONG TEAMS

- 3-4 Teachers per grade level team allows for strong Professional Learning Communities
- More staff to spread out and reduce essential duties
- More Specials/Enrichments (ex. STEM, library, fine arts)



### STUDENT SUPPORTS

- Increased student support roles (Assistant Principals, Counselors, Interventionists, Community Liaisons, Behavior Specialists, etc.)
- More intervention and enrichment opportunities
- Consistent resources across schools regardless of school size and location



### QUALITY FACILITIES

- Students access quality and well maintained learning environments and facilities
- Fiscally responsible maintenance of D51 facilities
- Align actions with goals of D51 Facility Master Plan

We are working internally to explore the possibility of additional MLO's to make up for the lack of state funding. We have a 2017 MLO that will sunset in 2027, so we need to decide when to make the ask of the community, if the ask will remain the same, and/or if we will need to ask for more. The 2017 MLO, which provides \$6.5 million doesn't cover the needs identified in 2017 anymore. Those costs, alone, have risen to about \$7.4 million a year.

## PATHWAY 2



- March: Presentation of current D51 options and next steps specific to Strategic Plan goals, with an emphasis on K-12 alignment.
- EOY: Survey of families about interests in current/new options, including questions about why families might chose other options.
- 2024-25: Introduction of processes to support current schools with unique programs and to support schools in adding unique programming.

## PATHWAY 3

We won't know what new funding me might receive from the state until closer to the end of the school year. Over the last few years we have prioritized new ongoing funding towards increasing staff salaries to try and be more competitive. There was a School Finance Task Force report released last week that proposes additional funding for K-12, but there is a long road left in that process. We have been engaging with content experts in the field who will assist D51 in developing a multi-year master financial model which integrates all major revenue and expense considerations, growth factors, and sensitivity analysis for key components such as enrollment, state funding, and mill levy success

## PATHWAY 4



We have been engaging with content experts in the field who will assist D51 in an immediate review of all significant ongoing academic programs and investments, (inclusive of academic programs, staffing, and curriculum) to understand efficacy, and identify investments for reprioritization. They will identify academic investments which can be immediately deprioritized (if applicable). Academic investments will be ranked and prioritized based on both efficiency and efficacy (academic ROI). They will provide objective perspective on major academic investments, They will make recommendations for potential re-investment of academic spend on more effective academic programming.

## PATHWAY 5



# **NEXT STEPS**



01

**JANUARY**

- Notify Board
- Notify principals
- Letter to staff today
- Letter to families

02

**FEBRUARY**

- Site Directors work with each elementary school principal to plan for staffing for next school year
- Presentation to Board & public

03

**MARCH -  
FALL 2024**

- Finalize Facility Masterplan
- Continue work on EDEC Pathways, including closures & consolidations
- Create closure policy
- Communicate with potentially impacted communities

04

**FALL 2024**

- Finalize closure & consolidation process.
- Recommend elementary schools for closure or consolidation to the Board
- Board vote for closures & consolidations for 2025-26



# QUESTIONS



Adopted by BOE 2/20/24

Classes Begin August 7

All Schools Classes Not in Session

<b>W Teacher Workdays</b>	<b>T Teacher In-Service</b>
August 1,6	August 2,5
October 9	January 7
January 6	
March 14	<b>EE Teacher Ed Effectiveness</b>
May 22	September 30

<b>E/MC Elementary Planning/MS Conference (HS in Session)</b>
September 3

<b>IE/EC Elem Conference/MS/HS In-Service (No School)</b>
October 10

<b>CD Teacher Compensation Day (No School)</b>
October 14
April 11

<b>EM Elementary Planning/MS Inservice (HS in Session)</b>
November 1
April 10

<b>IE Elementary Planning, MS/HS In-Service (No School)</b>
March 13

<b>EC Elem Conferences Only (MS/HS in session)</b>
May 9

<b>New Emerson/DIA No School</b>
October 11
May 6

Check with your school for Parent Teacher conference dates  
**Schools Not in Session (Holidays and/or Vacation Breaks)**

September 2	Labor Day
November 25-29	Thanksgiving Break
December 23-Jan 3	Winter Break
January 20	Martin Luther King Jr Day
February 17	President's Day
March 17-21	Spring Break

<b>Statistical Record Data</b>
Total number of contact days elementary - 136

<b>Classes Begin</b>	<b>August 7</b>
1st Quarter Ends	October 8 (33 days)
2nd Quarter Ends	December 19 (35 days)
3rd Quarter Ends	March 12 (35 days)
4th Quarter Ends	May 21 (33 days)

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	W	T	8	9	X	11
12	13	14	15	16	X	18
19	20	21	22	23	X	25
26	27	28	29	30	X	

August 2024						
S	M	T	W	T	F	S
						3
4	T	W	7	8	X	10
11	12	13	14	15	X	17
18	19	20	21	22	X	24
25	26	27	28	29	X	31

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	X	8
9	10	11	12	13	X	15
16	17	18	19	20	X	22
23	24	25	26	27	X	

September 2024						
S	M	T	W	T	F	S
1	2	E/MC	4	5	X	7
8	9	10	11	12	X	14
15	16	17	18	19	X	21
22	23	24	25	26	X	28
29	EE					

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	X	8
9	10	11	12	IE	W	15
16	17	18	19	20	21	22
23	24	25	26	27	X	29
30	31					

October 2024						
S	M	T	W	T	F	S
		1	2	3	X	5
6	7	8	W	IE/EC	EM	12
13	CD	15	16	17	X	19
20	21	22	23	24	X	26
27	28	29	30	31		

April 2025						
S	M	T	W	T	F	S
		1	2	3	X	5
6	7	8	9	EM	CD	12
13	14	15	16	17	X	19
20	21	22	23	24	X	26
27	28	29	30			

November 2024						
S	M	T	W	T	F	S
					EM	2
3	4	5	6	7	X	9
10	11	12	13	14	X	16
17	18	19	20	21	X	23
24	25	26	27	28	29	30

May 2025						
S	M	T	W	T	F	S
				1	X	3
4	5	6	7	W/EC	EC	10
11	12	13	14	15	X	17
18	19	20	21	W	23	24
25	26	27	28	29	30	31

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	X	7
8	9	10	11	12	X	14
15	16	17	18	19	X	21
22	23	24	25	26	27	28
29	30	31				

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



**Independence Academy Charter  
School Calendar**

2024-2025 School Year

Lisa Gonsalves- Executive Director

Becky Polniak- Business Manager

Kindra Nicodemus- Office Manager

<http://independenceacademygj.com/>

970-254-6850

**July 2024**

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**January 2025**

S	M	T	W	TH	F	S
			1	2	3	4
5	W	7	8	9	W	11
12	13	14	15	16	W	18
19	20	21	22	23	W	25
26	27	28	29	30	W	

**August 2024**

S	M	T	W	TH	F	S
				1	2	3
4	T	T	T	T	W	10
11	12	13	14	15	W	17
18	19	20	21	22	W	24
25	26	27	28	29	W	31

**February 2025**

S	M	T	W	TH	F	S
						1
2	3	4	5	6	W	8
9	10	11	12	13	W	15
16	17	18	19	20	W	22
23	24	25	26	27	W	

**September 2024**

S	M	T	W	TH	F	S
1	2	C	4	5	W	7
8	9	10	11	12	W	14
15	16	17	18	19	W	21
22	23	24	25	26	W	28
29	30					

**March 2025**

S	M	T	W	TH	F	S
						1
2	3	4	5	6	W	8
9	10	11	12	13	W	15
16	17	18	19	20	21	22
23	24	25	26	27	W	29
30	31					

**October 2024**

S	M	T	W	TH	F	S
		1	2	3	W	5
6	7	8	9	10	W	12
13	14	15	16	17	C	19
20	21	22	23	24	W	26
27	28	29	30	31		

**April 2025**

S	M	T	W	TH	F	S
		1	2	3	W	5
6	7	8	9	10	W	12
13	14	15	16	17	W	19
20	21	22	23	24	W	26
27	28	29	30			

**November 2024**

S	M	T	W	TH	F	S
					W	2
3	4	5	6	7	W	9
10	11	12	13	14	W	16
17	18	19	20	21	W	23
24	25	26	27	28	29	30

**May 2025**

S	M	T	W	TH	F	S
				1	W	3
4	5	6	C	C	W	10
11	12	13	14	15	W	17
18	19	20	21	W	23	24
25	26	27	28	29	30	31

**December 2024**

S	M	T	W	TH	F	S
1	2	3	4	5	W	7
8	9	10	11	12	W	14
15	16	17	18	19	W	21
22	23	24	25	26	W	28
29	30	31				

**June 2025**

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

<b>Classes Begin</b>	
August 12, 2024 1st Grade- 8th Grade	
August 14, 2024 Pre-K & Kingergarten	
<b>Teacher Pre-Service</b>	
August 5-8, 2024	
1st Quarter Ends- October 9, 2024	
2nd Quarter Ends- December 20, 2024	
3rd Quarter Ends- March 12, 2025	
4th Quarter Ends- May 21, 2025	
<b>Parent/Teacher Conferences</b>	
September 3 & October 18 (School Not in Session)	
May 7-8, 2025(School In Session)	
<b>School Not In Session</b>	
September 2, 2024- Labor Day	
September 3, 2024- Conferences	
November 25-29, 2024- Thanksgiving	
December 23, 2024- January 3, 2025- Winter Break	
January 8, 2025- Teacher Workday	
January 20, 2025- Martin Luther King, Jr. Day	
February 17, 2025 Presidents' Day	
March 17-20, 2025- Spring Break	

T	Teacher Pre-Service
C	Parent-Teacher Conf. (school in session)
C	Parent- Teacher Conf. (school Not in session)
W	PLC's - No School

Total number of student contact days - 142  
Monday - Thursday 7:55am-4pm





**JUNIPER RIDGE  
COMMUNITY SCHOOL**

**2024-2025 School Year**  
JRCS Board of Stewards Approved 1/22/24  
Adopted by BOE 2/20/24

<b>Teacher In-Service</b> August 9, 12 January 7 April 10 June 2, 3	<b>All Staff Work Days</b> August 7, 8, 13 October 10 January 6 March 14 May 8 June 4
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

<b>Parent/Teacher Conferences</b> October 31 (No School) November 1 (No School) May 9 (No School)
------------------------------------------------------------------------------------------------------------

<b>School Not In Session</b> September 2 .....Labor Day October 11 & 14.....Fall Break November 25-29.....Thanksgiving Break December 23-January 7.....Winter Break January 20 .....Martin Luther King, Jr. Day February 17 .....President's Day February 14, 17, 18.....February Break March 17-21 .....Spring Break May 26.....Memorial Day
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Statistical Record Data</b> Total Number of Contact Days <u>170</u>
Grades 1-8 Classes Begin.....August 14 Kindergarten Classes Begin.....August 15 1st Quarter Ends.....October 9 (40 Days) 2nd Quarter Ends.....December 20 (42 Days) 3rd Quarter Ends.....March 13 (43 Days) 4th Quarter Ends.....May 30 (45 Days) Last Day of School.....May 30

<b>General Staff Information</b> Head of School's First Day .....August 1 Office Opens.....August 1 Teachers' First Day.....August 7 Teachers' Last Day.....June 4 Head of School's Last Day.....June 13 Office Closes.....June 13
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<b>T</b>	Teacher In-Service / Class Prep
<b>C</b>	Parent/Teacher Conferences
<b>W</b>	All Staff Planning & In-Service Day
•	Last Day of Quarter-School in Session
	No School-Non Contact Days
	All Grades Early Release
	No Lunch Lizard
<b>JS</b>	Jump Start Days for New Hires

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	W	T	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	JS	JS	W	W	T	10
11	T	W	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	•	W	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	•	W	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	C		

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	T	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November 2024						
S	M	T	W	T	F	S
					C	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

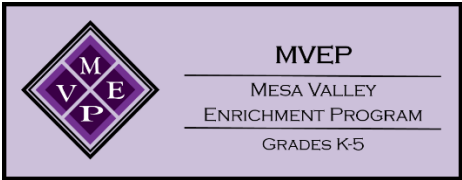
May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	W	C	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	•	31

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	•	21
22	23	24	25	26	27	28
29	30	31				

June 2025						
S	M	T	W	T	F	S
1	T	T	W	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	E!	11
12	◆	14	15	16	E!	18
19	20	21	22	23	E!	25
26	27	28	29	30	E!	



August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	OH	10
11	OR	13	14	15	◆	17
18	◆	20	21	22	23	24
25	26	27	28	29	30	31

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	E!	8
9	10	11	12	13	E!	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2024-2025 Calendar	
Grades K-5	
MVCS BOD Approved Jan. 22, 2024	
D51 BOE Approved 2/20/24	

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

KEY	
◆	First day of classes
OH/OR	Open House (OH) & Orientation (OR)
E!	Explore! Time
Office Open	Office Open
Office Closed	Office Closed
MVEP staff off NO SCHOOL (office open)	MVEP staff off NO SCHOOL (office open)
Staff Workday (office closed)	Staff Workday (office closed)
Admin Workday (office closed)	Admin Workday (office closed)

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

TRACK 1 (Mon/Wed)	
1st Sem. Begins	Aug. 19
1st Sem. Ends	Dec. 11
2nd Sem. Begins	Jan. 13
2nd Sem. Ends	May 7
TRACK 2 (Fri)	
1st Sem. Begins	Aug. 16
1st Sem. Ends	Dec. 13
2nd Sem. Begins	Jan. 10
2nd Sem. Ends	May 9

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

School/Office Closed	
Sept. 2	Labor Day
Oct. 9-11	Fall Break
Nov. 25-29	Thanks. Break
Dec. 20-Jan. 6	Winter Break
Jan. 20	MLK Day
Feb. 17	President's Day
March 17-21	Spring Break

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Statistical Record Data	
S1 October Count Hours Track 1 = 120.5	
S2 October Count Hours Track 1 = 90	

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
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January 2025						
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August 2024						
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February 2025						
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September 2024						
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October 2024						
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April 2025						
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November 2024						
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December 2024						
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**MESA VALLEY**  
COMMUNITY SCHOOL

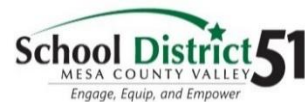
2024-2025 Calendar	
Grades 6-12	
MVCS BOD Approved Jan. 22, 2024	
D51 BOE Approved 2/20/24	

Key	
«	1st Sem. Begin + Orientation
u	2nd Sem. Begin
D	Drop Date
Yellow	Parent-Teacher Conferences
Purple	Graduation
White	Office Open
White	Office Closed
Pink	Staff Workday (office closed)
Pink	Admin Workday (office closed)

Terms	
1st Sem. Begins	Aug. 6
1st Sem. Ends	Dec. 19
2nd Sem. Begins	Jan. 7
2nd Sem. Ends	May 16

School Not in Session/Holidays	
Sept. 2	Labor Day
Oct. 10-11	Fall Break
Nov. 25-29	Thanks. Break
Dec. 20-Jan. 6	Winter Break
Jan. 20	MLK Day
Feb. 17	President's Day
Mar. 17-21	Spring Break
May 26	Memorial Day

Statistical Record Data	
Total instructional days - 177	



MVCS is a D51 public charter school.



**Adopted by BOE 2/20/24**

**Classes Begin August 7**

**All Schools Classes Not in Session**

<b>W</b> Teacher Workdays	<b>T</b> Teacher In-Service
August 1,6 October 10 January 6 March 14 May 22	August 2,5 January 7
	<b>EE</b> Teacher Ed Effectiveness
	September 30

<b>E/MC</b> Elementary Planning/MS Conference (HS in Session)
September 3

<b>IE/EC</b> Elem Conference/MS/HS In-Service (No School)
October 11

<b>CD</b> Teacher Compensation Day (No School)
October 14 April 11

<b>EM</b> Elementary Planning/MS Inservice (HS in Session)
November 1 April 10

<b>IE</b> Elementary Planning, MS/HS In-Service (No School)
March 13

<b>EC</b> Elem Conferences Only (MS/HS in session)
May 9

**Check with your school for Parent Teacher conference dates**  
**Schools Not in Session (Holidays and/or Vacation Breaks)**

September 2	Labor Day
November 25-29	Thanksgiving Break
December 23-Jan 3	Winter Break
January 20	Martin Luther King Jr Day
February 17	President's Day
March 17-21	Spring Break

<b>Statistical Record Data</b>
Total number of contact days elementary - 170
Total number of contact days middle - 171
Total number of contact days high - 174

<b>Classes Begin</b>	<b>August 10</b>
1st Quarter Ends	October 9 (43 ES/MS - 44 HS)
2nd Quarter Ends	December 20 (43 ES/MS - 44 HS)
3rd Quarter Ends	March 12 (44 ES/MS/HS)
4th Quarter Ends	May 21 (40 ES - 41 MS - 42 HS)

<b>Dates Specific to R5</b>	
<b>R</b>	Registration Days
<b>#</b>	Beginning of the Quarter/First Day of Quarter
<b>#</b>	Student Showcases/Parent Teacher Conferences
<b>A</b>	ACE Days (R5 Staff Only)

July 2024						
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January 2025						
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August 2024						
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February 2025						
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September 2024						
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March 2025						
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October 2024						
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April 2025						
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November 2024						
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May 2025						
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December 2024						
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June 2025						
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**STAFF USE OF INFORMATION TECHNOLOGY RESOURCES**

Related: GBEE-R, GBEE-E,

Adopted: June 19, 2012

1st Reading: February 6, 2024

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The District supports the use of the Internet and electronic communications by staff to improve teaching and learning through interpersonal communication, access to information, research, training and collaboration, and dissemination of successful educational practices, methods, and materials.

The internet and electronic communications are fluid environments in which users may access materials and information from many sources. Staff members shall take responsibility for their use of District technology devices to avoid contact with material or information that violates this policy. For purposes of this policy, "District technology device" means any District-owned computer, hardware, software, or other technology that is used for instructional or learning purposes and has access to the internet.

**Blocking or filtering obscene, pornographic, and harmful information**

To protect students from material and information that is obscene, including pornography and any other materials otherwise harmful to minors, as defined by the District, software that blocks or filters such material and information has been installed on all District computers having internet or electronic communications access. Blocking or filtering software may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff members over the age of 18. If a staff member accesses material or information that is obscene, pornographic, harmful to minors, or otherwise in violation of this policy or becomes aware of another person accessing such material or information, the staff member shall immediately report such access to the staff member's immediate supervisor or a school or District administrator.

**No Expectation of privacy**

District technology devices are owned by the District and are intended for educational purposes and District business at all times. Staff members shall not expect privacy when using District technology devices. The District reserves the right to monitor, inspect, copy, review, and store (at any time and without prior notice) all usage of District technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district technology devices shall remain the property of the school district.

**Public records**

Electronic communications sent and received by district employees may be considered a public record subject to public disclosure or inspection under the Colorado Open Records Act. All employee electronic communications shall be monitored to ensure that all public electronic communication records are retained, archived, and destroyed in accordance with applicable law and District policy.

**Unauthorized and unacceptable uses**

Staff members shall use District computers and computer systems in a responsible, efficient, ethical, and legal manner. Employees are expected to protect personal login and password information, and should never share access with anyone, including a co-worker, student, parents/guardian, or

**STAFF USE OF INFORMATION TECHNOLOGY RESOURCES**

Related: GBEE-R, GBEE-E,

Adopted: June 19, 2012

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volunteer. Employees are responsible for exercising good judgment when utilizing District resources and should be wary of unknown email solicitations, pop-up boxes, or writing anything in an email message that is inappropriate to say to others face-to-face. Any staff member identified as a security risk or having a history of problems with other computer systems may be denied access to the JCPS network.

Because technology and methods of using technology are constantly evolving, every unacceptable use of District computers and computer systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No staff member shall access, create, transmit, retransmit, or forward material or information that:

1. Promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.
2. Contains pornographic, obscene, or other sexually oriented materials, either as pictures or writings, which are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex, or excretion.
3. Depicts, describes, or represents in a potentially offensive way with respect to what is suitable for minors or actual simulated sexual acts or sexual content or a lewd exhibit of the genitals that, taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
4. That harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the District's nondiscrimination policies.
5. That uses inappropriate or profane language likely to be offensive to others in the school community.
6. That is knowingly false or could be construed as intending to purposely damage another person's reputation.
7. Is for personal profit, conducting a personal business, financial gain, advertising, or commercial purposes.
8. In any way expresses support for or opposition to the candidacy of any person for nomination, retention, or election to public office, or urges others to vote in favor of or against any ballot issue or referred measure.
9. Is intended to solicit, proselytize, advocate, or communicate the views of a non-school sponsored organization, except as otherwise provided in agreements with recognized employee organizations.
10. Plagiarizes the work of another.
11. Uses inappropriate or profane language or depictions likely to be offensive to others in the school community.
12. Is knowingly false or could be construed as intending to purposely damage another person's reputation.
13. Violates any federal or state law, including but not limited to copyrighted material and material protected by trade secrets that contain personal information about themselves or others, including information protected by confidentiality laws.
14. Impersonates another or transmits through an anonymous remailer.
15. Using another individual's Internet or electronic communications account without written permission from that individual.

**STAFF USE OF INFORMATION TECHNOLOGY RESOURCES**

Related: GBEE-R, GBEE-E,

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16. Accesses fee services without specific permission from the system administrator.
  17. Shares student or District staff home addresses, phone numbers, or other private information except as allowed by District policy.
  18. Unauthorized attempts to log in to any network as a system administrator.
  19. Downloading, installing, storing, or using malicious software, viruses, "cracking," and keystroke monitoring software.
  20. Attempting to evade, disable, or "crack" passwords or other security provisions of the systems on the network.
  21. Leaving an active system unattended, thereby allowing an unauthorized person to gain access to District resources through the user's login session.
  22. Attempting to gain unauthorized access to any other computer/security accounts is expressly prohibited.
  23. Taking home technology equipment (hardware or software) without permission of the staff member's supervisor.
  24. Altering technology equipment (hardware or software) without permission from the staff member's supervisor.

**Security**

Security on District technology devices and services is a high priority. Accordingly, staff members are expected to participate in security awareness training as deemed appropriate by the Superintendent or designee. Staff members who identify a security problem while using District technology devices or services must immediately notify a system administrator. Staff members should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Staff members shall not:

1. use another person's password or any other identifier;
2. share their passwords or any other related District login account information;
3. gain or attempt to gain unauthorized access to District technology devices; and/or
4. read, alter, delete or copy, or attempt to do so, electronic communications of other system users.

Any staff member identified as a security risk, or as having a history of problems with technology, may be: (1) required to take additional security awareness training(s), (2) subject to temporary access restrictions or limitations, (3) denied access to the Internet, electronic communications, software, and/or District technology devices, or (4) subject to discipline as-deemed appropriate.

**Use of social media**

Staff members may use social media within District guidelines for instructional purposes, including promoting communications with students, parents/guardians, and the community concerning school-related activities and for purposes of supplementing classroom instruction. As with any other

# **Mesa County Valley School District 51**

**GBEE**

## **STAFF USE OF INFORMATION TECHNOLOGY RESOURCES**

Related: GBEE-R, GBEE-E,

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instructional material, the application/platform and content shall be appropriate to the student's age, understanding, and range of knowledge.

Staff members are discouraged from communicating with students through personal social media platforms/applications or texting. Staff members are expected to protect the health, safety, and emotional well-being of students and to preserve the integrity of the learning environment. Online or electronic conduct that distracts or disrupts the learning environment or other conduct in violation of this or related District policies may form the basis for disciplinary action up to and including termination.

### **Vandalism**

Vandalism will result in the cancellation of privileges and may result in school disciplinary action and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, reconfigure, or disrupt the operation of any DITR, including, but not limited to, any network within the District or any network connected to the internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or District-owned software or hardware. This includes but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

### **No warranties or endorsement**

The District makes no guarantee or warranty as to the accuracy, quality, or appropriateness of information obtained by or through the use of DITR, nor does the availability of information by means of DITR imply endorsement or approval by the District of the content of such information. The District shall not be responsible for any damages, losses, or costs a Staff member suffers in using DITR, including damages, losses, or costs incurred from loss of data and service interruptions, as well as losses or damages caused by unauthorized use, misdeliveries, non-deliveries, or exposure to harmful information. Use of any information obtained via the Internet, email, or other electronic communications is at the staff member's own risk.

### **Staff use is a privilege**

The use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Staff member use of the Internet, electronic communications, and District technology devices is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages and may result in school disciplinary action and/or legal action. The District may deny, revoke, or suspend access to District technology or close accounts at any time.

Incidental personal use of District information technology is permitted as long as such use does not interfere with an employee's job duties and is otherwise in compliance with this policy and applicable law. An employee may be disciplined for personal use of District information technology that violates this policy and adversely impacts the employee's ability to perform his or her job.



# **Mesa County Valley School District 51**

**GBEE**

## **STAFF USE OF INFORMATION TECHNOLOGY RESOURCES**

Related: GBEE-R, GBEE-E,

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Staff members shall be required to sign the District's Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

### **Confidentiality**

Staff members shall not access, receive, transmit, or retransmit material regarding students, parents/guardians, District employees, or District affairs that is protected by confidentiality laws unless such access, receipt, or transmittal is in accordance with their assigned job responsibilities, applicable law and District policy. Staff members who share confidential student information via electronic communications must understand the correct use of the technology so that confidential records are not inadvertently sent or forwarded to the wrong party. Staff members who use email to disclose student records or other confidential student information in a manner inconsistent with applicable law and District policy may be subject to disciplinary action.

If material is not legally protected but is of a confidential or sensitive nature, great care shall be taken to ensure that only those with a "need to know" are allowed access to the material. Staff members shall handle all employee, student, and District records in accordance with applicable District policies.

Disclosure of confidential student records, including disclosure via electronic mail or other telecommunication systems, is governed by state and federal law, including the Family Educational Rights and Privacy Act (FERPA).

#### **Legal:**

20 U.S.C. 6751 et seq. (Enhancing Education through Technology Act of 2001)

47 U.S.C. § 254(h) (Children's Internet Protection Act of 2000)

47 C.F.R. Part 54, Subpart F (Universal Support for Schools and Libraries)

C.R.S. § 22-87-101 et seq. (Children's Internet Protection Act)

C.R.S. § 24-72-204.5 (monitoring electronic communications)

#### **Cross References:**

AC, Nondiscrimination/Equal Opportunity

# **Mesa County Valley School District 51**

**JEA**

## **COMPULSORY ATTENDANCE AGES**

Related: JEA-R Adopted: June 13, 1972

1st Reading: February 6, 2024

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Every child who has attained the age of six (6) years on or before August 1<sup>st</sup> of each year and is under the age of seventeen (17) is required to attend public school, with such exceptions as provided by law. Every parent of a child who has attained the age of six (6) years on or before August 1<sup>st</sup> and is under the age of 17 years shall ensure that the child attends public school unless the child is enrolled in an independent or parochial school or a non-public home-based educational program.

The courts may issue orders against the child, child's parent, or both compelling the child to attend school or the parent to take reasonable steps to assure the child's attendance. These orders may include but are not limited to requiring the parent, child, or both to follow an appropriate treatment plan that addresses problems affecting the child's school attendance and that ensures an opportunity for the child to obtain a quality education.

Legal:

C.R.S. 22-32-110 (1)(mm) (board may authorize school employee to represent school district in judicial proceedings to enforce compulsory attendance)

C.R.S. 22-33-104 (compulsory school attendance ages)

C.R.S. 22-33-104.5 (home-based education)

C.R.S. 22-33-107 (enforcement of school attendance laws)

C.R.S. 22-33-108 (judicial proceedings to enforce school attendance laws)

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One criterion of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Continuity in the learning process and social adaption is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements to earn full class credit: (1) satisfy all academic requirements and (2) exhibit good attendance habits as stated in this policy:

### **Excused Absences**

The following shall be considered excused absences:

1. A student who is temporarily ill or injured, or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences will be approved for an appointment or circumstances of a *serious nature* only which cannot be taken care of outside of school hours;
2. A student who is absent for an extended period due to a physical disability or a mental or behavioral health disorder;
3. A student attending a funeral, legal obligations, medical procedures, or extenuating circumstances determined by the principal;
4. A student who is pursuing a work-study program under the supervision of the school;
5. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration; or
6. A student who is suspended or expelled.

The District may require suitable proof regarding the above exceptions, including written statements from medical sources.

### **Unexcused Absences**

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parent(s)/guardian(s) of the student receiving an unexcused absence shall be notified orally or in writing by the District of the unexcused absence.

The District may initiate proceedings to enforce compulsory attendance if a student is absent four (4) days in one month or ten (10) days in one year.

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**Tardiness**

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect on the rights of the non-tardy student to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness. Parent(s)/guardian(s) shall be notified of all penalties regarding tardiness.

Schools will develop a fair and equitable tardy policy that will effectively utilize resources and not result in an increase in out-of-school suspensions.

**Truancy**

If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant.

**Make-up Work**

Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the principal or designee or unless the absence is due to the student's expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day of return to class. There shall be two (2) days allowed for make-up work for each day of absence.

Make-up work shall be allowed following an unexcused absence or following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the principal or designee.

Unless otherwise permitted by the principal or designee, make-up work shall not be provided during a student's expulsion. Rather, the District shall offer alternative education services to the expelled student in accordance with state law. The principal or designee shall determine the amount of credit the expelled student will receive for work completed during any alternative education program.

Legal:

C.R.S. 22-14-101 et seq. (dropout prevention and student re-engagement)

C.R.S. 22-32-109 (1)(n) (length of school year, instruction & contact time)

C.R.S. 22-32-109.1 (2)(a) (conduct and discipline code)

C.R.S. 22-32-138 (6) (excused absence requirements for students in out-of-home placements)

C.R.S. 22-33-101 et seq. (School Attendance Law of 1963)

C.R.S. 22-33-105 (3)(d)(III) (opportunity to make up work during suspension)

C.R.S. 22-33-108 (judicial proceedings to enforce school attendance laws)

C.R.S. 22-33-203 (educational alternatives for expelled students and determination of credit)

1 CCR 301-78 Rules 1.00 et seq. (standardized calculation for counting student attendance and truancy)

Cross References:

EBCE, Emergency Closings

IC/ICA, School Year/School Calendar

JEA, Compulsory Attendance Ages

JFABE, Admission of Committed Youth

JFC, Student Withdrawal from School/Dropouts

***Mesa County Valley School District 51***

**JH**

**STUDENT ABSENCES AND EXCUSES**

Related: JH-R Adopted: June 13, 1972

1st Reading: February 6, 2024

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JK, Student Discipline

JDK/JKE, Student Suspension/Expulsion

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

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

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

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

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

### **Other Disciplinary Interventions**

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to:

1. Detention;
2. In-school suspension
3. Remedial discipline plan
4. Participation in restorative practices or positive behavioral intervention support programs
5. Other approaches to address the student's misconduct that do not involve an out-of-school suspension or expulsion and minimize the student's exposure to the criminal and juvenile justice system.

As another intervention and alternative to suspension, the principal or designee may permit the student to remain in school with the consent of the student's teachers, if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations.

This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in the school, even if accompanied by a

# Mesa County Valley School District 51

JKD/JKE

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parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

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

### Delegation of Authority

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

**Students in preschool through second grade:** The Board of Education delegates to the principals of the District or a person designated in writing by the principal, the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three (3) school days on the grounds stated in C.R.S. 22-33-106.1(2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see JKD/JKE-E).

2. The Board of Education delegates to the superintendent of schools the authority to suspend a student, in accordance with C.R.S. 22-33-105 and 22-33-106.1(3), for an additional ten (10) school days, plus up to and including an additional ten (10) days necessary in order to present the matter to the Board, but the total period of suspension shall not exceed twenty-five (25) school days.
3. Unless otherwise determined by the Board, the Board of Education delegates to the superintendent of schools or to a designee who shall serve as a hearing officer the authority, to deny admission to or expel for any period not extending beyond one (1) calendar year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the District. If the hearing is conducted by a designee serving as a hearing officer, the hearing officer shall prepare findings of fact and recommendations for the superintendent at the conclusion of the hearing. The superintendent shall render a written opinion on the expulsion matter within five (5) business days after the hearing whether the hearing is conducted by the hearing officer or the superintendent.

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

4. Any person serving as a hearing officer shall receive training on how to serve impartially, including avoiding prejudgment of the facts at issue and conflicts of interests. The Board shall comply with all state law and Department of Education requirements regarding the content, timing, and frequency of the training.

### Expulsion for unlawful sexual behavior or crimes of violence

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JKD/JKE

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Related: JKD/JKE-R, JKD/JKE-E

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When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled. The information shall be used by the Board of Education to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with this policy. The Board may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the District to provide an alternative educational program for the student as specified in state law.

### Legal:

C.R.S. [16-22-102](#) (9) (unlawful sexual behavior)

C.R.S. [18-1.3-406](#) (crime of violence)

C.R.S. [22-32-109.1](#) (2)(a) (adoption and enforcement of discipline code)

C.R.S. [22-32-109.1](#) (2)(a)(I)(E) (policy required as part of conduct and discipline code)

C.R.S. [22-32-109.1](#) (3) (agreements with state agencies)

C.R.S. [22-32-144](#) (restorative justice practices)

C.R.S. [22-33-105](#) (suspension, expulsion and denial of admission)

C.R.S. [22-33-106](#) (grounds for suspension, expulsion and denial of admission)

C.R.S. [22-33-106.1](#) (suspension and expulsion for students in preschool through second grade)

C.R.S. [22-33-106.3](#) (use of student's written statements in expulsion hearings)

C.R.S. [22-33-106.5](#) (information concerning offenses committed by students)

C.R.S. [22-33-107](#) (compulsory attendance law)

C.R.S. [22-33-107.5](#) (notice of failure to attend)

C.R.S. [22-33-108](#) (juvenile judicial proceedings)

### Cross References:

GBGB, Personal Security & Safety

JEA, Compulsory Attendance Ages

JF, School Admissions

JIC, Student Conduct

JK, Student Discipline

JKG, Expulsion Prevention





**Amendment to Superintendent  
Employment Contract**

Board of Education Resolution 23/24: 60

Adopted: February 6, 2024

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WHEREAS, the Board of Education recognizes the exceptional service and dedication of Dr. Brian Hill in leading our district towards its educational goals; and

WHEREAS, it is in the best interest of the District to maintain stability and continuity in leadership; and

WHEREAS, it is in the best interest of the District to amend Dr. Brian Hill's employment contract; and

WHEREAS, the amendment shall include adjustments aimed at enhancing District leadership and promoting the continued achievement of the District's vision and goals, now

THEREFORE, BE IT RESOLVED, that the Board of Education of Mesa County Valley School District No. 51 hereby approves the amendment of the employment contract of Dr. Brian Hill under the terms of the employment contract attached hereto, and authorizes and directs the Board President and Secretary to execute said employment contract on behalf of the Board upon execution of same by Dr. Hill.

*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 February 6, 2024.*

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*Amy Navarette  
Board of Education Assistant Secretary*

**AMENDMENT TO SUPERINTENDENT  
EMPLOYMENT CONTRACT**

THIS AMENDMENT TO THE SUPERINTENDENT EMPLOYMENT CONTRACT ("Amendment") is entered into on the 6th day of February 2024, by and between the MESA COUNTY VALLEY SCHOOL DISTRICT NO. 51, by and through its Board of Education (the "Board") and Brian Hill ("Hill") collectively the ("Parties").

RECITALS:

A. The Parties entered into an employment contract dated July 1, 2022 ("Employment Contract") which is currently in force;

B. Hill has demonstrated exemplary leadership and achieved notable successes during his tenure;

C. Under Hill's guidance over 80% of the District's schools are performing at the highest two academic levels in the state surpassing the year 1 goal in the District's strategic plan, 80% of the District's K-3<sup>rd</sup> grade students are reading at or above grade level which is an all-time high for the District, the graduation rate is the highest the District has achieved in the last 17 years, and the students surpassed pre-pandemic academic performance scores on CMAS;

D. The Board acknowledges and appreciates Hill's unwavering dedication to the District's mission and goals;

E. Hill's skills and vision align with the strategic objectives set forth by the Board and the District's strategic plan; and,

F. The Board desires to continue the successful partnership with Hill for the benefit of the District and its stakeholders and wishes to extend Hill's Employment Contract and Hill is willing to continue to serve the Board in such office, upon the terms and conditions set forth herein.

NOW, THEREFORE, the Parties desire to extend and make certain modifications to the Employment Contract as set forth herein;

**1. Amendments**

1.1 Effective Date. The Amendments specified herein, including any modified terms, shall take effect immediately upon the execution of this Amendment.

1.3 Term. The term of Hill's Employment Contract is hereby modified from the Effective Date and expiring at 5:00 p.m. on June 30, 2030, unless earlier terminated pursuant to the provisions of the Employment Contract. Such term of employment may be extended for one (1) additional Contract Year as set forth in Paragraph 1.4 below.

3.1 Salary. Hill's base annual salary shall be paid in equal monthly installments in accordance with the policy of the Board governing the payment of salary to other licensed members of the professional staff. All base salary payments shall be subject to applicable deductions and

withholdings as required by law. The Board agrees to provide an annual cost of living adjustment ("COLA") to Hill's annual base salary. The Board shall annually meet and confer with Hill on the subject of future salary adjustments in accordance with Board policy and performance evaluations. The Board, in its discretion, may provide Hill with a salary increase that is budgeted and approved by the Board. Any salary adjustments are to be communicated to Hill. However, in no event shall any salary adjustment cause Hill's salary to be reduced below the current base salary specified in this Paragraph 3.1.

8.4 Discharge for Reasons Other than Cause. The Board may elect to terminate this Employment Contract for reasons other than good and just cause by giving Hill written notice of such termination. In the event of termination for reasons other than cause during any Contract Year of the term other than the final Contract Year, and provided that Hill does not remain in the employ of the District in another capacity after such termination, Hill shall receive a lump sum payment in lieu of sums due for salary hereunder amounting to twelve (12) months of base annual salary at the rate then in effect. In the event of termination for reasons other than cause during the final Contract Year of the term, and provided that Hill does not remain in the employ of the District in another capacity after such termination, Hill shall receive a lump sum payment in lieu of sums due for salary hereunder equal to the lesser of (i) the balance of the salary payable to Hill for the remainder of such Contract Year as of the date of termination, or (ii) six (6) months salary at the rate then in effect. The lump sum payment payable to Hill upon termination of this Contract for reasons other than good and just cause pursuant to this Paragraph 8.4 are in lieu of salary and benefits that would otherwise become due and payable under this Contract, and the District shall not be obligated to pay any other amounts or benefits in connection with such termination, except for salary and benefits accrued or earned during the period prior to the date of termination that remain unpaid, if any.

2. All other terms and conditions of the Employment Contract will remain in full force and effect.

**IN WITNESS WHEREOF**, the parties have caused this Contract to be executed in their respective names and in the case of the Board, by its President, as of the day and year first written above.

By: \_\_\_\_\_  
Dr. Brian Hill

BOARD OF EDUCATION MVSD NO. 51

By: \_\_\_\_\_  
Andrea Haitz  
President, Board of Education

ATTEST:

BY: \_\_\_\_\_  
Secretary, Board of Education