

*Board of Education
Mesa County Valley School District 51*

Agenda

May 6, 2025

Board of Education Work Session

VISION STATEMENT

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

DISTRICT MISSION

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

BOARD PURPOSE

Providing effective and ethical governance – representative of community – to support continuous success for all students.

ESSENTIAL BOARD ROLES

Guide the District through the superintendent
Engage constituents Ensure alignment of resources and structure
Measure effectiveness Model excellence

BOARD’S CORE, DRIVING VALUES

Continuous student success, respect for all, student centered, integrity, engaged communication, continuous improvement, fiscal responsibility, accountability, strategically proactive, team effectiveness

BOARD MEMBERS

District A – Mr. José Luis Chávez District
B – Mrs. Barb Evanson
District C – Mrs. Andrea Haitz, President
District D – Mr. Will Jones, Vice
President District E – Ms. Angela Lema,
Secretary

SUPERINTENDENT

Board of Education Work Session

4:00pm
Executive
Session;
5:00pm
Regular
Meeting

1. Call to Order/Roll Call
2. Agenda Approval
3. Executive Session
- A. Pursuant to Section 24-6-402(4)(e), Colorado Revised Statutes, for the purpose of determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and/or instructing negotiators, regarding negotiations with Mesa Valley Education Association.
4. Call to Order/Pledge of Allegiance - 5:00 pm
5. Asian American & Pacific Islander Heritage Month
6. Teacher Appreciation Month Proclamation
7. Masonic Teachers of the Year 2024 and 2025
8. Legislative Update
9. GJHS Construction and Bond Update
10. Bond/Security System Presentation
11. Performance Contracting
12. Strategic Plan Update: Professional Learning
13. 4th Grade Social Studies Curriculum Presentation
14. BUSINESS MEETING
- A. Early Release Calendar
- B. Administrative Personnel Action
15. Board Open Discussion
16. Future Meetings
- A. May 17, 2025 Board Coffee with the Community, Harry Butler Board Room, 9am - 11am (Regarding input on new charter schools)
- B. May 20, 2025 Board Business Meeting, Harry Butler Board Room, 5pm

PUBLIC PARTICIPATION AT BOARD MEETINGS; MEETING RULES

Adopted: September 14, 2021

Revised: November 19, 2024

The Board desires to hear the views of citizens of the District and welcomes public comments at business meetings. Public comments at work sessions or special meetings will not be allowed unless otherwise delineated on the meeting agenda. To ensure the safety, security, and orderly conduct at Board meetings all participants must adhere to these rules and any additional instructions provided by security personnel or meeting facilitators.

Eligibility and priority to address the Board: To ensure the students are prioritized and heard, the Board will allow students to speak first during the public comment portion of the meetings. Students wishing to address the Board must sign up and will be called in the order of registration before other community members.

Process/Procedure:

1. Individuals wishing to address the Board must sign up and will be called in the order of registration.
2. Comments will be limited to agenda item(s).
3. The public comment portion will be limited to 60 minutes unless the Board votes to extend the time. If additional time is approved, it will be at the discretion of the Board and based on the circumstances of the meeting.
4. Each speaker will be allotted up to three minutes to address the Board during public comment. If there are a large number of individuals signed up to speak, the Board reserves the right to reduce the time per speaker to ensure that as many voices are heard within the allotted comment period. If time constraints prevent all individuals from speaking during the public comment period, the Board encourages those unable to address the Board in person to submit their input via emails, written letters, or other formats. All submitted comments will be reviewed by the Board.
5. Speakers should not repeat the same message shared by others. If a speaker's point has already been addressed, comment briefly in support of previous comments and provide any other unique insights.

Prohibited Items: For security purposes, attendees may not bring bags into the meeting room. This includes, but is not limited to: backpacks, purses larger than a clutch, and tote bags. Exceptions will be made for medically necessary items or diaper bags, which are subject to inspection. Employees who are required to attend and work during the meeting are exempt from the bag policy but may be subject to standard security procedures.

Orderly Conduct:

1. All speakers and attendees are expected to maintain respectful and proper decorum during Board meetings.
2. Comments shall be directed to the Board as a whole and not an individual member, staff, or other attendees.
3. Personal attacks, threats, shouting, cheering, snapping, and other distractions or disruptive behavior, will not be tolerated.
4. Clapping after a comment may be allowed unless it is disrespectful or disrupts the flow of the meeting. Attendees are encouraged to keep expressions of support by clapping brief. If attendees disregard this expectation, the Board may temporarily pause the meeting to restore order or remove individuals causing the disruptions.
5. All comments must be age-appropriate, to include kindergarten through twelfth grade, and suitable for a school setting. Speakers are expected to use language and share content that is respectful and appropriate for all ages.
6. Comments containing profanity, vulgarity, or otherwise inappropriate material will not be permitted.
7. Attendees may not bring signs, banners, props, or other similar items/materials into the meeting. Any individual wishing to display any of the items referenced, or demonstrate, should do so in appropriate spaces outside of the meeting room, in compliance with District policies.
8. Media representatives wishing to record the Board meeting will be assigned a designated location to ensure their activities do not disrupt the proceedings or obstruct the view of attendees. All recording equipment must remain within the assigned area for the duration of the meeting.

Enforcement of Meeting Rules: Individuals who fail to follow the established rules for public comments or meeting decorum will receive a warning. If the disruptive behavior continues after the warning, the individual may be removed from the meeting. Repeated violations may result in a ban from attending future meetings as determined by the Board.

WHEREAS, the month of May is recognized nationwide as Asian American and Pacific Islander (AAPI) Heritage Month, a time to honor and celebrate the rich history, culture, and contributions of Asian Americans and Pacific Islanders in the United States; and

WHEREAS, AAPI Heritage Month highlights the countless ways in which Asian Americans and Pacific Islanders have shaped our society—through achievements in science, technology, business, education, the arts, and beyond; and

WHEREAS, as a district, we are committed to creating an environment that promotes access, opportunity, and a sense of belonging for all. We recognize the unique perspectives and strengths that our AAPI community members bring to the Grand Valley; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of Mesa County Valley School District 51 hereby proclaims May 2024 as Asian American and Pacific Islander Heritage Month and encourages our community to participate in events and activities that celebrate AAPI heritage and honor the many contributions of Asian Americans and Pacific Islanders throughout history.

WHEREAS, the Board of Education recognizes the vital role teachers play in shaping the minds, hearts, and futures of our students; and

WHEREAS, Teacher Appreciation Month offers an opportunity for us to express our gratitude for the dedication, passion, and tireless efforts of our D51 educators; and

WHEREAS, every day, our teachers create engaging, inclusive learning environments that spark curiosity, build confidence, and inspire students to reach their full potential; and

WHEREAS, teachers are the backbone of our community, playing an essential role in building a brighter future for our students and our community. We honor their lasting impact and commend their creativity, compassion, and unwavering commitment to the vision and mission of District 51.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Mesa County Valley School District 51 hereby proclaims the month of May 2025 as Teacher Appreciation Month, and encourages our entire community to join us in celebrating and thanking our teachers for their extraordinary contributions to our students, schools, and district.

Recognition:
Masonic Lodge Overall Teacher of the Year
Sarah Rayside, Rim Rock Elementary - 2024
Andrea Espinosa, Dual Immersion Academy - 2025

Board of Education Resolution: 24/25:82

Presented: May 6, 2025

Would Sarah Rayside and Andrea Espinosa please join me at the front of the room?

Each year, the Fraternity of Free and Accepted Masons of Colorado hosts the Masonic Public Schools Awards Ceremony to recognize exceptional educators and students throughout the Grand Valley. This long-standing tradition honors academic achievement, leadership, and a commitment to public education.

Congratulations to Sarah Rayside of Rim Rock Elementary and Andrea Espinosa of Dual Immersion Academy, who were named the 2024 and 2025 Masonic Public Schools Overall Teachers of the Year, respectively.

Sarah is known for her dedication to student growth, academic success, and inclusive leadership—qualities that continue to inspire both her students and fellow educators. Andrea’s passion for bilingual education, her unwavering care for students, and her work to build bridges across cultures have left a meaningful and lasting impact in our district.

We’re proud to recognize these outstanding educators for the difference they make in their classrooms, in their schools, and throughout the D51 community. And a special thank you to our *Engaged & Supportive Community Partners* at the local Masonic Lodge for helping highlight the incredible work happening across our schools.

The Board of Education and Superintendent Dr. Brian Hill congratulate both Sarah and Andrea on this well-deserved recognition. Thank you for going above and beyond for your students and for being such a great example of the heart, talent, and impact of D51 educators.

GJHS

PROGRESS UPDATE

MAY 6TH , 2025



OVERVIEW

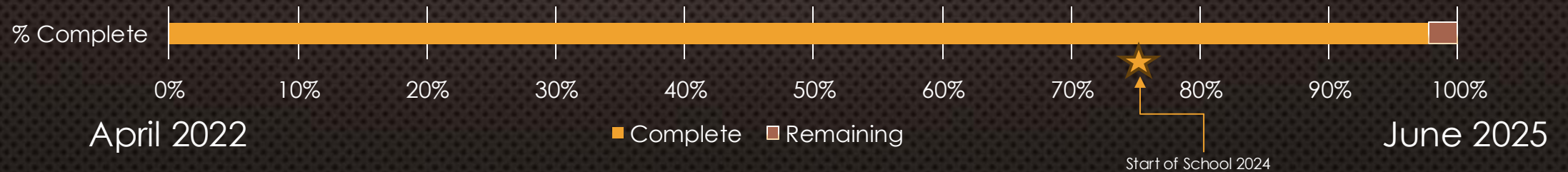
SCHEDULE

- ~~DESIGN: FALL 2021—SUMMER 2022~~
- ~~CONSTRUCTION: SUMMER 2022—SUMMER 2024~~
- ~~ABATE & DEMO EXISTING GJHS: SUMMER 2024—FALL 2024~~
- SITEWORK/LANDSCAPING: FALL 2024 – SUMMER 2025
- ~~2006 AUX GYM: FALL 2024—JANUARY 2025~~

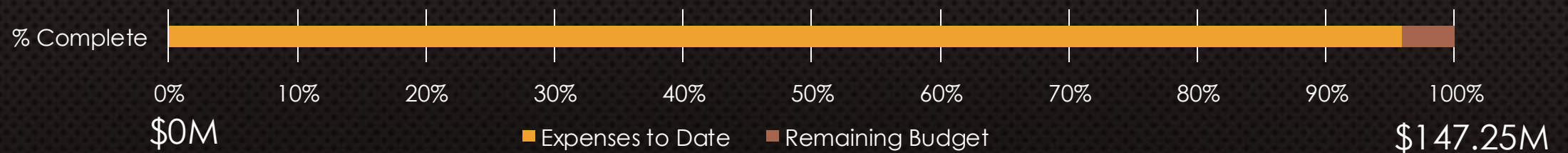
BUDGET

- TOTAL BUDGET: \$147.25M
- SOURCES: \$115M ('21 BOND), \$10M (BEST), \$19.5M ('17 BOND), \$2.5M (INTEREST), \$250K (DONATIONS)
- TOTAL COMMITTED TO DATE: \$145.6M (THRU APRIL)
- TOTAL EXPENDED: \$141.3M (THRU MARCH)
- LOCAL EXPENDITURES: \$92.2M (THRU MARCH)

Completion (as a % of Scheduled Construction Days)



Completion (as a % of Project Budget)



RECENTLY COMPLETED

- 700 BUILDING PARKING LOT PREPARATION
- SITE LANDSCAPE PREPARATION
- BASEBALL & TENNIS FENCE PANEL INSTALL
- ATHLETIC TURF INSTALLATION
- 2006 AUX GYM RIBBON CUTTING CEREMONY





IN PROGRESS

- TENNIS COURT FINISH
- SITE PREPARATION FOR GRASS TO BE LAID
- NORTH TRACK & FIELD AREA COMPLETION
- SITE CONCRETE COMPLETION



UPCOMING

- CONCESSIONS BUILDOUT AT THE 700 BUILDING
- SITE LANDSCAPING COMPLETION
- SITE SOD COMPLETION
- 700 BUILDING ASPHALT COMPLETION
- FINAL SITE CLEAN



2025 CONSTRUCTION METRICS

AVERAGE NUMBER OF CONSTRUCTION PERSONNEL ONSITE EACH DAY: 25

CUBIC YARDS OF GRAVEL PLACED: 2,557

LINEAR FEET OF CHAIN LINK FENCE INSTALLED: 4,777

LINEAR FEET OF IRRIGATION PIPE INSTALLED: 7,450

SQUARE FEET OF ARTIFICIAL TURF INSTALLED: 113,705

[Drone Video Link](#)





THANK

YOU

COLLEEN.KANEDA@DYNAMICPM.COM

2024 BOND PROJECTS PROGRESS UPDATE

BOARD OF EDUCATION MEETING: MAY 6TH, 2025



BOND SCOPE OVERVIEW

- \$190M Bond
- Three parts:
 - Central High School improvements
 - Fruita Monument High School improvements
 - Priority Improvement Projects (“PIPs”)

OVERALL PROJECT COST ESTIMATE	
PHASE 1 (2024)	
SAFETY AND SECURITY ENHANCEMENTS	\$14 - 16 M
PRIORITY MAINTENANCE + LIFE SAFETY	\$69 - 71 M
IMPROVED LEARNING ENVIRONMENTS	\$12 - 14 M
CENTRAL HS IMPROVEMENTS	\$65 - 68 M
FRUITA MONUMENT HS IMPROVEMENTS	\$18 - 21 M
POTENTIAL BOND PROJECT TOTAL	\$178 M - 190M

MESA COUNTY VALLEY SCHOOL DISTRICT 51 MAY 31, 2024 25-YEAR FACILITY MASTER PLAN

177 bond/replace master sheet 10/20/24

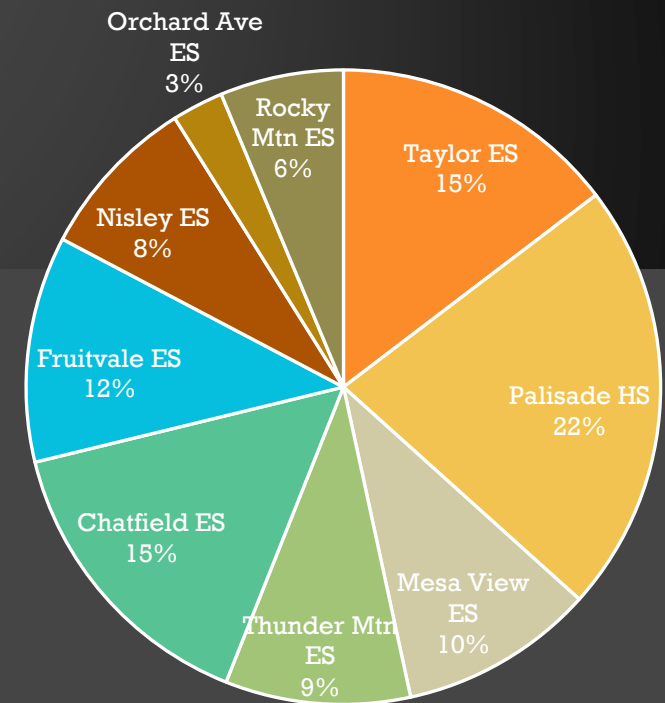
PIP'S - RECENTLY COMPLETED

- Design
 - 100% Construction Documents
 - Furniture Design
 - Orchard Avenue
- Procurement
 - Abatement Contractors
 - Four contractors selected
 - American Abatement – Central HS (1 room)
 - Asbestos Professionals – Fruitvale ES
 - Excel Environmental – Taylor ES
 - Orion Environmental – Nisley ES
 - Moving Companies
 - Two moving companies selected
 - Mesa Moving
 - Two Men and A Truck
- Procurement continued
 - Furniture – in progress
- Construction
 - GMP Estimates completed
 - Permit applications submitted
 - Fire suppression shop drawings started
 - Preconstruction kick-off meetings

PRIORITY IMPROVEMENT PROJECTS

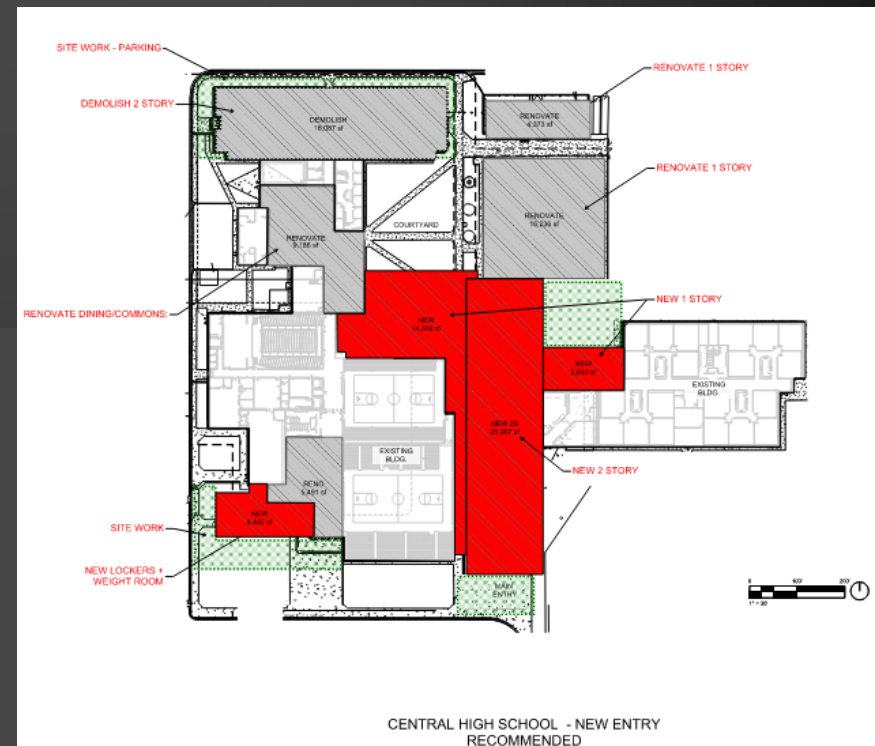
- **Asset Construction Management**
 - Taylor ES: fire sprinklers, casework replacement (in abatement areas), select interior renovations to accommodate additional staff & students, maker space improvements, safety bollards, site fencing, ADA door hardware.
 - PHS: fire sprinklers, fire alarm, site fencing, security vestibule addition.
- **Distinctive Design Build**
 - Mesa View ES: fire sprinklers, playground fall surface replacement, ADA door hardware, select interior renovations in SPED, multipurpose, and maker space areas, addition of drinking fountains.
 - Thunder Mtn ES: fire sprinklers, SPED playground, bike path, ADA door hardware, ADA parking improvements.
- **FCI**
 - Chatfield ES: fire sprinklers, select interior renovations to accommodate additional staff & students, secure vestibule improvements, basketball court and play area resurfacing
 - Fruitvale ES: fire sprinklers, SPED playground improvements, parking lot improvements, media center renovations, small group rooms.
 - Nisley ES: fire sprinklers, bathroom remodel for ADA accessibility
 - Rocky Mtn ES: fire alarm, miscellaneous site improvements, maker space & small group rooms
 - Orchard Avenue ES: small group rooms

GMP Estimates as % of Phase 01



CENTRAL HIGH SCHOOL

- Recently Completed
 - Conceptual Design & Estimate
- In Progress
 - Schematic Design
 - Design Advisory Group
 - User Groups
 - Weekly OACs
 - Construction Phasing & Planning
- Upcoming
 - Schematic Design Completion (mid-June)
 - Schematic Design Estimate (mid-July)
 - Present SD Design and Estimate to BOE (August 5th)
 - Community Meeting (August 6th)



FRUITA MONUMENT HIGH SCHOOL

- Recently Completed
 - Conceptual Design
- In Progress
 - Conceptual Estimate
 - Schematic Design
 - Design Advisory Group
 - User Groups
- Upcoming
 - Schematic Design Completion
 - Schematic Design Estimate
 - Present SD Design and Estimate to BOE
 - Community Meeting



FRUITA MONUMENT HIGH SCHOOL



THANK YOU

COLLEEN.KANEDA@DYNAMICPM.COM





SAFE SCHOOLS

Safety and Security Upgrades

Safe Students, Strong Schools Protecting D51 Every Day!

Presentation Overview

01

Intro: Strengthening Schools

05

Integration with Emergency Response & Law Enforcement

02

Enhancing Monitoring

06

Implementation Plan & Next Steps

03

Outdoor Intercoms for Secure Entry & Communication

07

Funding Opportunities & Grant Resources

04

Visitor Management Systems in Every School

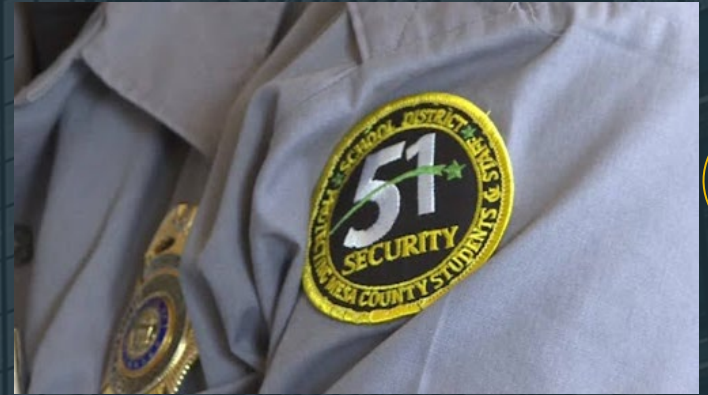
08

Conclusion: A Commitment to Safer Schools

01 Strengthening School Safety in District 51

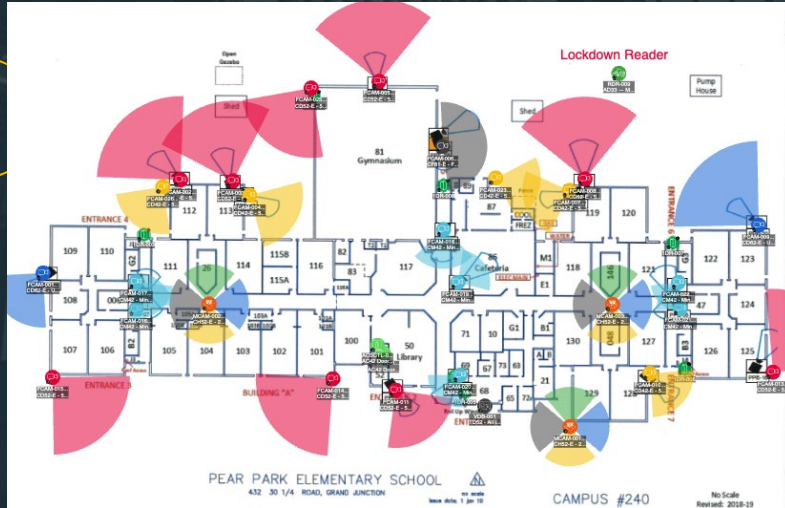
Commitment to a Safe Learning Environment:

1. **Prioritizing Student & Staff Safety** – Creating a secure learning environment.
2. **Addressing Modern Security Challenges** – Proactively responding to evolving threats.
3. **Investing in Advanced Security Technology** – Enhancing protection with updated cameras, visitor systems, and intercoms.
4. **Collaborating with Law Enforcement & Community** – Strengthening emergency response and preparedness.
5. **Ensuring Long-Term Security Improvements** – Implementing sustainable, cost-effective solutions.



02 Enhancing Monitoring

Upgrades



- Additional Camera Coverage
- Updated Video Management Software
- Integrated Reporting combining incident reports with video
- Enhanced Video Retention 10s 30 days
- Manual Video Review vs. Instant discovery
- Video Lapses/Video Cutouts vs. Cloud backup & Stability
- Manual Review (Time) vs. Instant Identification of incidents
- No Analytics vs. Motion Analytics identifying people, vehicles in seconds

02 Enhancing Monitoring

Outdoor Camera
Downtown

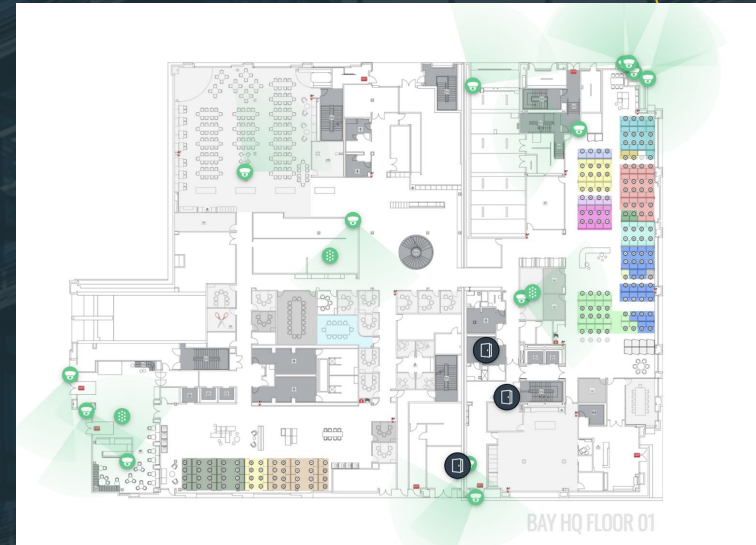
Vehicle ▾ Date Range: Today, 10:00 AM PDT - Today, 11:00 AM PDT ▾

History Search all cameras ✕

Wednesday, November 6, 2019

Color:

Make: All Makes ▾
Body Type: All Types ▾



BAY HQ FLOOR 01

03 Outdoor Intercoms for Secure Entry & Communication



- **Keeps Doors Locked & Checks Visitors** – Only lets in approved guests after verifying their identity.
- **See & Talk Before Unlocking** – Staff can view and chat with visitors through live video and audio before opening doors.
- **Works with Cameras & Security Systems** – Connects with existing safety tech for a stronger security setup.
- **Instant Alerts & Easy Remote Access** – Staff can approve or deny entry from their phone, computer, or Ipad anytime.
- **Fast Emergency Response** – Helps schools quickly communicate and lock down if needed.

Visitor Management Systems in Every School

04 District Consistency

- **Real-Time Alerts & Notifications** – Instantly notifies staff of unauthorized visitors.
- **Digital Check-In & Badging** – Tracks all visitors, staff, and contractors in real time.
- **Improved Access Control** – Restricts entry to authorized individuals only.
- **Seamless Integration** – Connects with cameras and security systems for enhanced monitoring.
- **Simplified Compliance & Reporting** – Provides detailed visitor logs for audits and safety reviews



05 Integration with Emergency Response & Law Enforcement

- **Rapid Emergency Response** – Law enforcement can access live camera feeds to respond faster to incidents on campus.
- **Safer Evacuations & Lockdowns** – The Verkada system helps law enforcement monitor movements and secure students more effectively during emergencies..



06 Implementation Plan and Next Steps

OBJECTIVE	APR	MAY	JUN	JUL	AUG	SEP
Installation of Exterior Camara's						
Installation of interior cameras/replacing access control systems						
Installing new door intercoms						
Completion of Project						
Training for staff and all user groups						
Ongoing Training						

07 Funding/Grant Resources

- Security Camera/Door Access Budget
 - \$9,205,870
- Verkada budget
 - \$4,245.255
 - Auto software updates
 - 10 year warranty
- Total project savings of nearly 5M redirected toward otherl safety and security enhancements.
- BEST Grant Application submitted
 - 1.2 million for safety and security

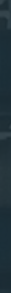
08 A Commitment to Safer Schools

- **Creating a Secure Environment** – Safety measures help ensure students and staff can focus on learning and teaching without unnecessary disruptions.
- **Consistency Across All Schools** – A district-wide approach means everyone knows what to expect, no matter which building they're in.
- **Supporting Daily Learning** – When people feel safe, they're better able to do their jobs, connect with others, and stay focused on what matters.



THANKS

Questions



State Energy Program Timeline



IGA Approval

D51 Board of Ed approves IGA contract,
Schneider begins project development
December 2024



Finalize Project

Finalize costs, savings and scope. Technical
review by State Energy Office
Summer 2025



Auditing, Collaboration & Design

Site inspections, energy auditing and analysis,
collaborative scope development and
prioritization, scope design & engineering
Winter – Summer 2025



Project Approval

Project approval by D51
Board of Ed
August 5, 2025



Project Construction

Implementation of facility improvement
and cost savings measures
Begin Fall 2025

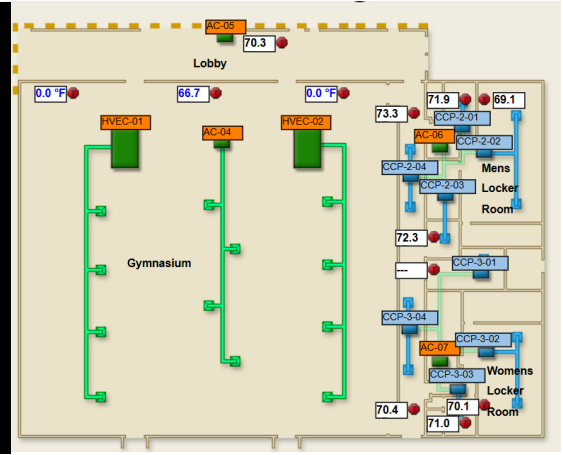
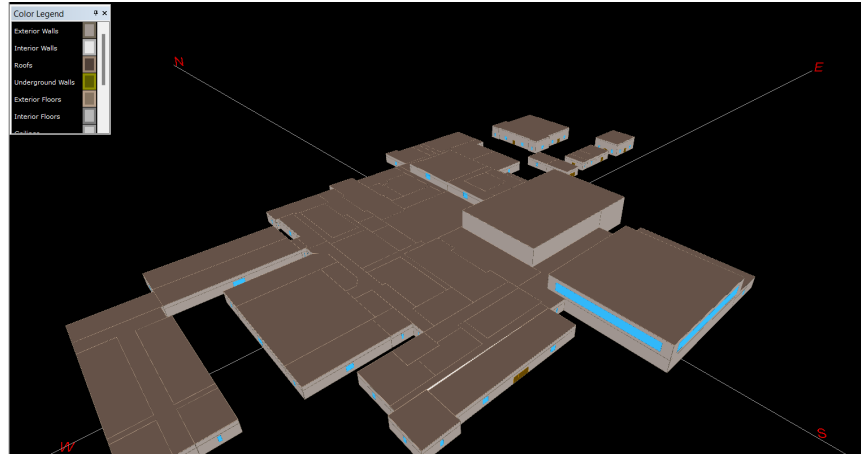
Auditing, Collaboration and Design



D51

Auditing

- Site auditing by engineering teams
 - Automation
 - Mechanical
 - Solar
 - Energy
 - Electrical
- Water & Lighting audits
- Utility & Telecom bill auditing
- Audit of building automation system (BAS) front end



Collaboration

- Bi-Weekly OAC's (owner-architect-contractor)
- Milestone meetings
- Detailed scope discussion with department leads/teams
- Mandated State Program meetings & technical review
- Stakeholder interviews & lighting scope mock-ups

Design

- Scope design/engineering
- Energy modeling

Baseline Breakout Analysis																	
Electric Consumption																	
	Lighting	Equipmen	Kitchen	0	0	Fans	Clg Pumps	Htg Pumps	Heating	Cooling	Dehumid	Reheat	Ext Ltg	0	0	Modeled	Utility
Month	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh	kWh
1	12,930	19,946	1,898	0	0	28,282	0	10,725	0	0	0	0	1,153	0	0	74,934	65,714
2	13,730	20,151	1,808	0	0	25,546	0	9,687	0	0	0	0	1,042	0	0	71,964	81,575
3	11,242	18,188	1,822	0	0	25,805	0	9,312	0	0	0	0	1,153	0	0	67,521	67,442
4	14,510	21,382	1,928	0	0	21,586	0	5,925	0	3,561	0	0	1,116	0	0	70,006	69,377
5	11,804	18,774	1,847	0	0	11,531	0	1,384	0	8,894	0	0	1,153	0	0	55,387	66,812
6	7,704	14,453	1,416	0	0	10,948	0	0	0	19,102	0	0	1,116	0	0	54,740	54,194
7	5,981	12,802	1,464	0	0	16,115	0	0	0	23,056	0	0	1,153	0	0	60,570	58,260
8	13,493	20,532	1,924	0	0	15,898	0	0	0	34,948	0	0	1,153	0	0	87,947	100,090
9	13,947	20,796	1,902	0	0	14,697	0	490	0	23,959	0	0	1,116	0	0	76,907	85,586
10	14,618	21,704	1,975	0	0	22,513	0	5,276	0	6,607	0	0	1,153	0	0	73,846	79,539
11	11,133	17,866	1,774	0	0	26,838	0	9,860	0	305	0	0	1,116	0	0	68,892	67,410
12	11,804	18,774	1,847	0	0	28,332	0	10,725	0	0	0	0	1,153	0	0	72,635	63,392
	142,896	225,365	21,606	0	0	248,089	0	63,382	0	120,433	0	0	13,578	0	0	835,350	859,391

Building Automation System (BAS)

What is BAS?

- It is the 'brain' of your heating, cooling and ventilation systems
- When it is functioning...
 - Controls the physical comfort of the learning environment
 - Early warning system when mechanical issues arise
 - Extends life of existing equipment/HVAC
 - Enables maintaining a large system with a small team

Current Situation

- Age of system is 17-19 years old
- Failing communication with existing controllers
- System failures leading to;
 - Discomfort in classrooms
 - Inability to diagnose mechanical issues
 - Earlier failure of existing equipment
 - Additional M&O costs
- Incomplete coverage when new units are installed
- Current deferred maintenance backlog – Reactive maintenance
- District investing in new HVAC
- Capital intensive replacement cost
- Limited funding sources for replacement

BAS Scope

- Comprehensive Replacement of Control System
- Update terminology and equipment to existing conditions
- Extend system to areas that are currently unserved
- New remote access with variable permissions
- Standardized temperature schedules and setbacks
- Customizable graphics and reporting
- Ongoing infrastructure support
- Regular system status reports and grades
- Expandable for future work
- Improved Comfort in the Learning Environment

Lighting Scope

- LED Retrofits
 - Interior & Exterior
 - Aesthetic improvements in high traffic areas
- Enhanced Light Quality in Classrooms
- Color Temperature Selection by Staff
- Improved Learning Environment
- Compliance with state fluorescent ban
- Standardized lighting inventory
- 10 year product warranty
- \$900k - \$1.5M | Tax Code 179D
- 250k | Utility Rebates

Miscellaneous Updates



Upcoming Activities

Wednesday, May 14th: Student Engagement Activities at Orchard Mesa Middle School

Thursday, June 5th: Book Giveaway / Day of Service at East Middle School

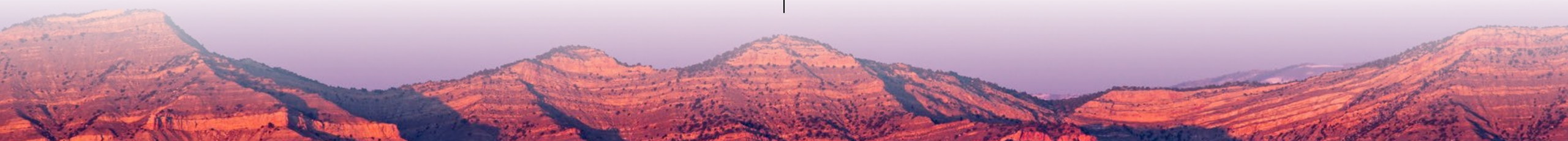
Public Engagement



*Renew.
Reimagine.
Reinvest.*



Lydia Beals
Parent, Canon City School District





Q&A



#WeAreD51

Strategic Priority
Prepared and Supported Staff

PROFESSIONAL LEARNING
May 6, 2025



FOUR CORE BEHAVIORS

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

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

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

VISION

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

MISSION

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



PROFESSIONAL LEARNING

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

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

DIVERSE AND GROWING PIPELINES

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

STAFF WELLNESS

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

Task force members include

- Jamie Burnham, Elementary Asst Director of Curriculum and Professional Learning *
- Linnea Hulshof, Coordinator of Culturally and Linguistically Diverse Education *
- Sharon Kallus, Area Director*
- Nikki Johnston, Director of Secondary Curriculum and Professional Learning*
- Heather Flick, Coordinator of Secondary Coaching and Professional Learning
- Cami Kidd, Principal of Shelledy Elementary
- Emily Currey, Assistant Principal at Dos Rios
- Audrey Morales, Assistant Principal at Redlands Middle School
- Britny Walker, K-12 Science Content Specialist
- Connie Young, Mental Health Promotion Specialist
- Alice Feild, Instructional Coach at Broadway and New Emerson
- Alexa Easley, Palisade High School Teacher and PLCLAB Co-Chair

**Will be presenting tonight*



#WeAreD51

***2022-2025
Looking Back***



Celebrating interdependent learning communities!

Job-Embedded Learning Driving K–5 Reading Success

D51 has invested in **job-embedded professional learning** — prioritizing support structures that are integrated into the daily work of educators. This includes:

- **Instructional Coaches**
- **Early Release Days**
- **Networked Improvement Communities (NIC)**
- **Learning Communities**
- **On-site visits** from our STRIVE literacy consultants.

Job-Embedded Learning Driving K–5 Reading Success

By aligning this professional learning across all sites and narrowly focusing on K–5 reading instruction, we achieved **notable growth and increased achievement in K–5 reading**. This progress underscores the impact of a sustained, system-wide approach to professional learning — one that ensures every student benefits from high-quality, evidence-based instruction.

Building Sustainable, Data-Informed Practices at Secondary

Just as elementary educators have sharpened their focus through learning communities, secondary teachers across D51 have focused on **data-informed-instruction** as a foundation of their professional practice. Secondary teams have worked to establish sustainable, enduring instructional routines that are consistently informed by real-time data:

- Regular **analysis of common assessments** and student work.
- **Instructional adjustments** based on student learning evidence.

This focus on data-informed instruction is creating stronger **learning environments** for secondary students and the opportunity to start realizing more equitable **outcomes** for all students.

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

All learners can and will learn when they feel included, respected, and valued by their learning community.

core belief

Through rigorous academic learning opportunities, all learners must be challenged, believed in, and supported to reach common, high expectations.

core belief

Learning is enhanced by continuous cycles of practice, feedback, assessment, and reflection

core belief

Educators must take collective responsibility for all students' learning

core belief

Progress and Future Focus

These practices, identified in our Teaching and Learning Framework, are critical to creating safe, supportive, and inclusive environments where all students can thrive:

- Foster predictable school and classroom routines and procedures that promote respect, inclusivity, and belonging
- Through clear expectations, explicit instruction, and feedback, help learners develop affective skills (e.g. social-awareness, self-awareness, self-management, and relationship skills)
- Celebrate learners' growth, achievement, and positive mindsets and behaviors.
- Embrace a professional responsibility to engage in reflection and professional learning about effectively responding to the social, emotional and diverse academic needs of all learners.

Responding to the Needs of All Student Groups

More Work Still Needs to Be Done in Reducing Barriers for All Students

In District 51, students with an Individualized Education Program (IEP), identified as language learners, or who qualify for Free or Reduced Lunch (FRL) often still encounter barriers that result in lower rates of meeting or exceeding academic expectations.

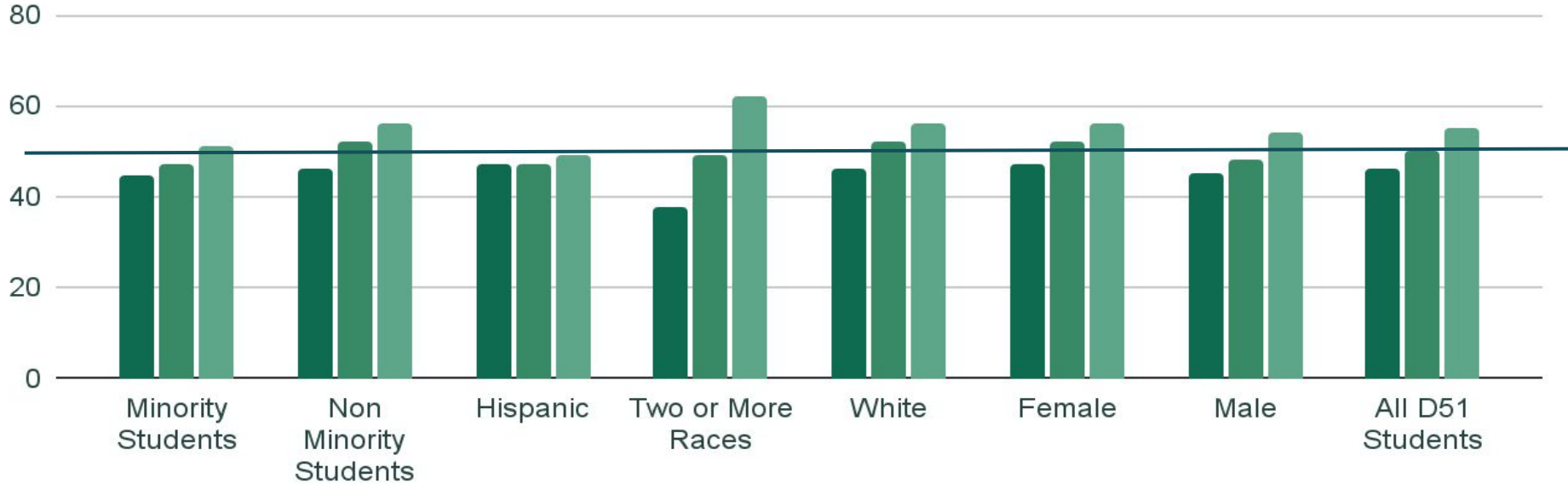
Responding to the Needs of All Student Groups

Some Bright Spots

Student growth data for diverse populations is trending upward in a variety of places on CMAS/PSAT/SAT.

CMAS Growth by Diverse Group ELA Elementary 3-5

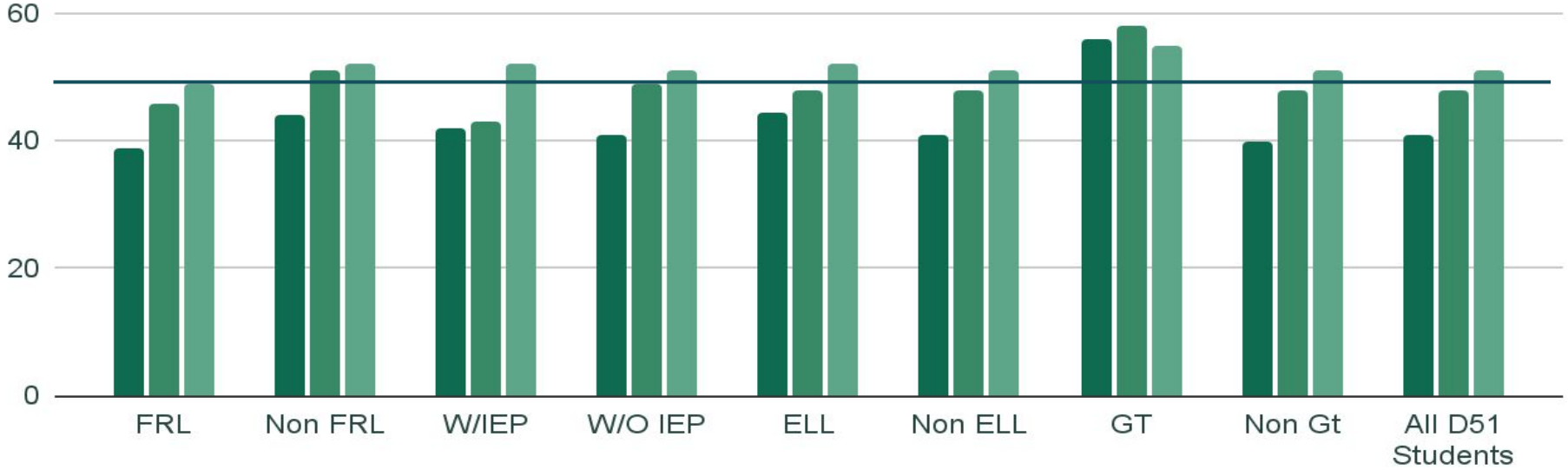
2022 2023 2024



Growth on CMAS ELA by Diversity Group Elementary

CMAS Growth by Diverse Group Math Middle School 6-8

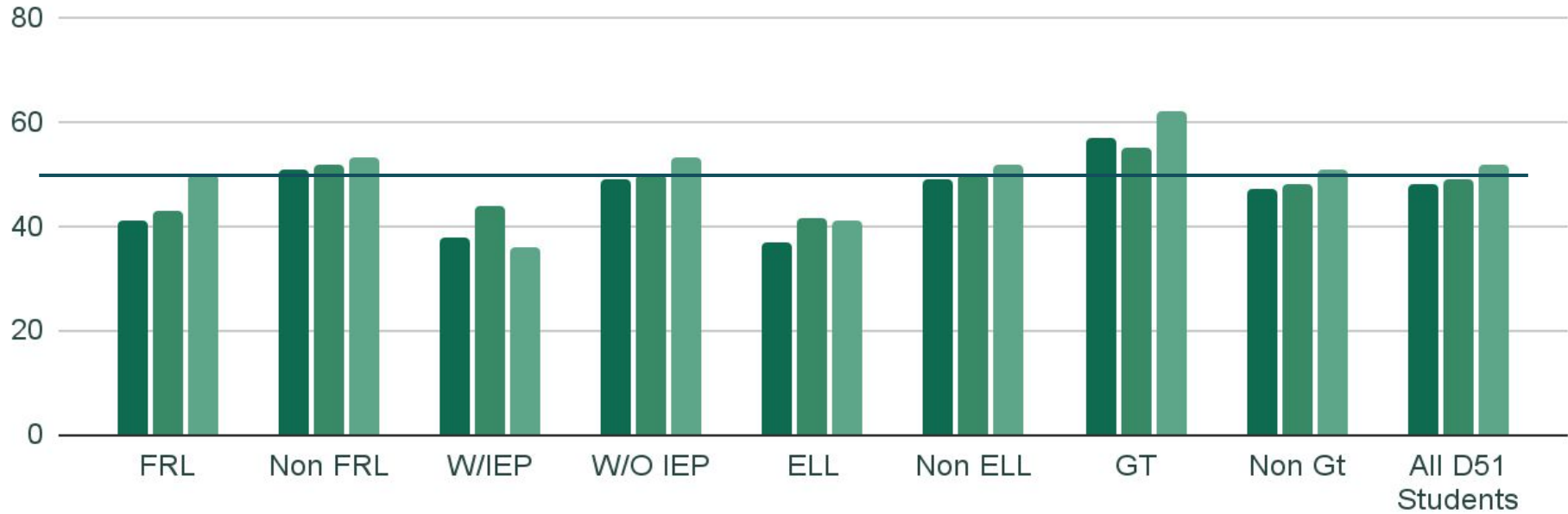
2022 2023 2024



Growth on CMAS Math by Diversity Group Middle School

PSAT/SAT Growth by Diverse Group ELA High School 9-11

2022 ELA 2023 ELA 2024 ELA



Growth on SAT ELA by Diversity Group



#WeAreD51

2025 - 2030
Looking Forward

Looking Ahead: Focus Areas for the Next Five Years

- Deepen **Job-Embedded Professional Learning**
- Ensure **Instructional Walkthroughs** are consistent and universal
- Continue to **Elevate and Strengthen Learning Communities (LCs)**
- Sustain and Refine **Early Release Fridays** at Elementary (and Secondary*)
- Align all professional learning to the **Teaching and Learning Framework**

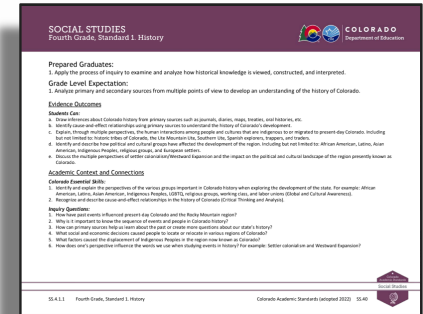
THANK YOU

*What questions might
you have?*

4th Grade
Social Studies
Recommended
Resource Adoption

4th Grade Instructional Resource Recommendation

- 4th Grade Social Studies focuses, specifically, on Colorado (history, economics, civics, geography)
- Social Studies is now a tested subject on CMAS
- The last primary 4th grade Social Studies adoption was *A Rendezvous with Colorado History* © Sterling Ties Publications, 1999, and *The Story of Colorado* 1979



Our 4th Grade Instructional Resource Selection Team

Laurel Ward (4th Grade) - Thunder Mountain Elementary

Alisha Bazaou (Special Education) - Pear Park Elementary

Malissa Squires (4th Grade) - Appleton Elementary

Mandy Jarman (4th Grade) - Tope Elementary

Shelly Smith (4th Grade) - Pomona Elementary

Stephanie Zimmerman (4th Grade) - Tope Elementary

Brittney Bristol (4th Grade) - Monument Ridge Elementary

Roles and Responsibilities: Resources In Alignment with the Standards

History

4th grade History standards emphasize developing historical inquiry skills and a comprehensive understanding of Colorado's history within the broader context of United States history. Students are expected to analyze primary and secondary sources from multiple perspectives, construct timelines, and identify cause-and-effect relationships to comprehend Colorado's development, including the interactions between various cultural groups. The standards require critical thinking skills, encouraging students to examine historical events from multiple viewpoints, understand complex issues like settler colonialism and Westward Expansion, and make connections between historical events and present-day Colorado. Literacy, requiring students to conduct research, evaluate sources, and effectively communicate findings using technology.

<p>Teachers...</p> <p>Analyze primary and secondary sources Understand multiple perspectives Develop history-based content skills and vocabulary Identify cause and effect relationships</p>	<p>Building Leaders...</p> <ul style="list-style-type: none"> Arrange guest speakers Support time to plan and teach with fidelity 	<p>I Wonder...</p> <ul style="list-style-type: none"> How to connect present-day Colorado to historical events? How to cover the range from settler colonialism/Westward Expansion to present-day Colorado?
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Geography

4th grade Geography standards emphasize developing geographic skills and understanding the relationship between Colorado's physical environment and human activities. Students are expected to use various geographic tools, including maps, latitude and longitude, and other resources to research and answer questions about Colorado's geography, regions, and development over time. The standards require students to analyze how the physical environment influences human settlement, adaptation, and modification of the landscape, as well as the movement of goods, services, and technology within the state. Additionally, the curriculum stresses critical thinking, inquiry skills, and information literacy, encouraging students to examine multiple perspectives, create and investigate geographic questions, and effectively communicate their findings using appropriate vocabulary and technology.

<p>Teachers...</p> <ul style="list-style-type: none"> Develop geographic skills related to Colorado's physical environment and human activities Teach research skills Focus on media literacy Engage with local geography 	<p>Students...</p> <ul style="list-style-type: none"> Engage in investigations to develop geographic skills Use maps, latitude, and longitude 	<p>Building Leaders...</p> <ul style="list-style-type: none"> Connect geography to ELA standards Support presentations demonstrating critical thinking 	<p>I Wonder...</p> <ul style="list-style-type: none"> Questions about water, roads, cellular/internet access <ul style="list-style-type: none"> Use these types of questions to support student understanding?
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Civics

4th grade Civics focus on developing students' understanding of civics, emphasizing the importance of civic participation on issues affecting the state. Students are expected to investigate and analyze civic issues from the functions of Colorado's government, and learn how citizens can engage with local and state government. The standards emphasize critical thinking skills, including the ability to provide arguments for different sides of policy debates, and understand the relationships between different levels of government. Additionally, the standards emphasize skills, such as using appropriate sources for research, integrating information from multiple text sources, and presenting findings orally and in writing.

<p>Teachers...</p> <ul style="list-style-type: none"> Have background knowledge on current civic topics in Colorado Model research skills Understand diverse perspectives on policy issues Teach about civic participation and different levels of government 	<p>Students...</p> <ul style="list-style-type: none"> Create projects demonstrating civic knowledge and critical thinking Understand policy debates Comprehend relationships between different levels of government (local, state, and national) 	<p>Building Leaders...</p> <ul style="list-style-type: none"> Observe student participation in civic policy Review research on civic policy
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Economics and Personal Finance Literacy

4th grade Economics and Personal Finance Literacy encompass a comprehensive approach to developing students' understanding of economics and personal financial literacy. The economics standards focus on explaining how people respond to positive and negative incentives, understanding the production of goods and services in Colorado, and analyzing the influence of resources on the state's economy. Additionally, the personal financial literacy component emphasizes the concept of opportunity cost, requiring students to analyze choices and their long-term consequences, which helps develop critical thinking and decision-making skills essential for financial well-being.

<p>Teachers...</p> <ul style="list-style-type: none"> Model decision-making skills for financial well-being Illustrate goods/services processes and resources in Colorado Create opportunity cost experiences 	<p>Students...</p> <ul style="list-style-type: none"> Analyze choices and long-term consequences Learn how to respond to incentives Understand production of goods/services and resource influence on state economy 	<p>Building Leaders...</p> <ul style="list-style-type: none"> Support development of decision-making skills related to incentives and financial well-being Assist students in analyzing choices and consequences 	<p>I Wonder...</p> <ul style="list-style-type: none"> Availability of resources on Colorado's use of resources, goods, and services
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Roles and Responsibilities: Resources In Support of a Shared Vision

In our 4th grade social studies classrooms, we **cultivate curious, empathetic learners** through vibrant, **multisensory experiences** that bring history, geography, civics, economics, and personal financial literacy to life. Our dynamic, inclusive environments inspire students to engage in collaborative, hands-on activities, lively discussions, and researched based diverse learning displays, fostering critical thinking and communication skills by integrating technology and community partnerships. We **engage, equip, and empower young citizens** to value multiple perspectives, connect the past to the present, and **see themselves as active participants in our world's ongoing story** , prepared to shape a better future.

Roles and Responsibilities: Resources with Strengths Against the Resource Selection Rubric

01

Overarching Considerations

Addresses the state standards, D51 TLF and Mission/Vision, and whole child development

02

4th Social Studies Specific

Addresses 4th Grade social studies content and skills, inquiry, and diverse learning experiences directed by Colorado history, geography, civics, and economics/personal financial literacy

04

Assessment

Addresses assessment of knowledge and literacy/content skills, feedback and self assessment opportunities.

05

Technology

Addresses support and alignment with physical resources, diverse/english language learner supports, and media/digital literacy practices

Initially Vetted 6 Resources

1. **Discover Colorado: People, Places, and Time**
2. **Colorado Story 3rd Edition**
3. **Exploring Colorado Social Studies**
4. **Young Citizens Colorado**
5. **Studies Weekly Colorado**
6. **My World Social Studies Colorado**

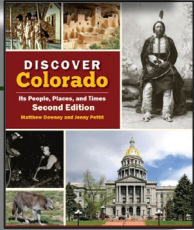


The Colorado Story, Discover Colorado, and Exploring Colorado Social Studies



The Colorado Story

Created and published by Gibbs Smith Education in 2024. Affords the physical and digital learning platform for students.



Discover Colorado

Second edition published by University Press of Colorado. Physical resource only with a digital teacher's guide website that is consistently updated.



Exploring Social Studies Colorado

Created by Teacher Created Materials (TCM) built in reader and primary source kits, with a digital reader platform. Published in 2022 in alignment with the current state standards.

Rubric Overall Scores

Colorado Story 3rd Edition

	Not Applicable (NA)	Not Found (N)	Low (L)	Medium (M)	High (H)
Overarching Considerations	0	0	0	9	26
Aligns to CO Graduate Competencies & Ess Skills	0	0	0	4	3
Aligns and engages with CO Academic Standards	0	0	0	1	6
Align with D51 Goals, philosophies, mission, TLF	0	0	0	1	6
Adolescent Growth & Dvlmt & Science of Learning	0	0	0	3	4
Allows for Inclusive & Differentiated Learning	0	0	0	0	7

Exploring Social Studies Colorado

	Not Applicable (NA)	Not Found (N)	Low (L)	Medium (M)	High (H)
Overarching Considerations	0	0	3	12	20
Aligns to CO Graduate Competencies & Ess Skills	0	0	1	2	4
Aligns and engages with CO Academic Standards	0	0	1	2	4
Align with D51 Goals, philosophies, mission, TLF	0	0	1	4	2
Adolescent Growth & Dvlmt & Science of Learning	0	0	0	3	4
Allows for Inclusive & Differentiated Learning	0	0	0	1	6

Discover Colorado 2nd Edition

	Not Applicable (NA)	Not Found (N)	Low (L)	Medium (M)	High (H)
Overarching Considerations	0	5	6	12	12
Aligns to CO Graduate Competencies & Ess Skills	0	1	1	2	3
Aligns and engages with CO Academic Standards	0	0	2	1	4
Align with D51 Goals, philosophies, mission, TLF	0	1	1	3	2
Adolescent Growth & Dvlmt & Science of Learning	0	2	0	4	1
Allows for Inclusive & Differentiated Learning	0	1	2	2	2

An updated timeline

April 1st: Presentation of *The Colorado Story 3rd Edition* to the Board as the 4th Grade IRST's recommended resource for adoption

April 7th and 15th: Board review and tabling of *The Colorado Story 3rd Edition*

April 28th: CRGC convening to review evaluation data from the IRST process and vote on whether to advance *Exploring Social Studies Colorado* as an alternative resource for recommendation, per the Board's discretion

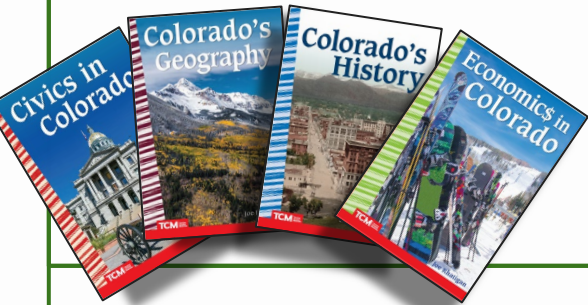
May 6th: Presentation of *Exploring Social Studies Colorado*, a CRGC recommendation to the Board should the Board continue to table or 'no' in respect to *The Colorado Story 3rd Edition*

Rubric Overall Scores

Exploring Social Studies Colorado					
	Not Applicable (NA)	Not Found (N)	Low (L)	Medium (M)	High (H)
Overarching Considerations	0	0	3	12	20
Aligns to CO Graduate Competencies & Ess Skills	0	0	1	2	4
Aligns and engages with CO Academic Standards	0	0	1	2	4
Align with D51 Goals, philosophies, mission, TLF	0	0	1	4	2
Adolescent Growth & Dvlmt & Science of Learning	0	0	0	3	4
Allows for Inclusive & Differentiated Learning	0	0	0	1	6

Exploring Social Studies Colorado

- *Exploring Social Studies Colorado* resources are designed to support deep engagement thanks to varied materials (e.g. primary and secondary sources, content readers, and inquiry-based supports).
- Inquiry is embedded across all core areas of social studies, encouraging students to think critically and deeply about Colorado -specific content.
- The program offers flexibility, allowing teachers to use readers in a variety of ways.
- Content readers and primary sources from *Exploring Social Studies Colorado* can be effectively integrated into our curriculum, particularly within inquiry -based units.
- The resource is aligned with Colorado academic standards and fosters critical thinking and meaningful engagement with Colorado-focused social studies topics.



Approx. Cost of *Exploring Social Studies Colorado*



Professional Learning \$395,000

6 Year Digital Licenses Teacher and Student and the physical resource

Thank you for your time and consideration



Classes Begin August 6/Kindergarten August 8

All Schools Classes Not in Session

W Teacher Workdays	T Teacher In-Service
July 31/August 5	August 1, 4
October 9	January 6
January 5	
March 13	
May 21	
	EE Teacher Ed Effectiveness
	September 29

E/MC Elementary Planning/MS Conference (HS in Session)
September 2

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

CD Teacher Compensation Day (No School)
October 13
April 10

E Elementary Planning Only (MS/HS in Session)
November 7
April 9

IE Elementary Planning, MS/HS In-Service (No School)
March 12

EC Elem Conferences Only (MS/HS in session)
May 8

Check with your school for Parent Teacher conference dates

Schools Not in Session (Holidays and/or Vacation Breaks)	
September 1	Labor Day
November 24-28	Thanksgiving Break
December 22-Jan 2	Winter Break
January 19	Martin Luther King Jr Day
February 16	President's Day
March 16-20	Spring Break

Statistical Record Data

Total number of contact days elementary - 170
Total number of contact days middle - 173
Total number of contact days high - 174

Classes Begin

August 6

1st Quarter Ends	October 8 (43 ES/MS - 44 HS)
2nd Quarter Ends	December 19 (43 ES/MS - 44 HS)
3rd Quarter Ends	March 11 (44 ES/MS/HS)
4th Quarter Ends	May 20 (40 ES - 41 MS - 42 HS)

July 2025						
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27	28	29	30	W		

January 2026						
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25	26	27	28	29	30	31

August 2025						
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31						

February 2026						
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September 2025						
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28	EE	30				

March 2026						
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October 2025						
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April 2026						
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November 2025						
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May 2026						
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31						

December 2025						
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June 2026						
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28	29	30				



Mesa County Valley School District 51

Administrator New Hires

Board of Education Resolution 24/25: 79

Presented: May 6, 2025

Sally Huddle - Chatfield Elementary School Principal

- Mesa County Valley School District 51, Rim Rock Elementary School Principal - 2023-present
- Mesa County Valley School District 51, MGMS Assistant Principal - 2019-2023
- Mesa County Valley School District 51, Director of Program Evaluation - 2018-2019
- Mesa County Valley School District 51, Special Education Coordinator - 2016-2018
- Iowa Reading Research Center / Iowa Wesleyan, Literacy Consultant/Professor - 2013-2016
- Des Moines Public Schools, Education Consultant - 2008-2011
- Denver Public Schools, Elementary Teacher - 2004-2008

Ms. Huddle received her Bachelor's Degree in Communication Studies from the University of Iowa in 2000, her Master's Degree in Education from the University of Iowa in 2003 and her Doctorate of Philosophy in Education from the University of Iowa in 2014.

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on May 6, 2025.

*Amy Navarette, Assistant Secretary
Board of Education*