

*Board of Education
Mesa County Valley School District 51*

Agenda

June 3, 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

5:00 PM

1. BUDGET HEARING
 - A. Call to Order
 - B. Adjourn
2. WORK SESSION
 - A. Pledge of Allegiance
 - B. Caribbean American Heritage Month
 - C. Strategic Plan Update
 - D. School Closure Update
3. Board Open Discussion
4. Adjournment

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.

Board of Education Resolution 24-25: 96

Adopted: June 3, 2025

WHEREAS, Caribbean American Heritage Month is a time to celebrate the achievements, culture, and contributions of the millions of individuals of Caribbean origin living in the United States, and to honor a shared history of resilience that has strengthened and enriched our nation for generations; and

WHEREAS, Caribbean Americans have played influential roles in shaping our society—enriching fields like the arts, business, education, science, journalism, technology, government, and more. Their leadership and advocacy have helped drive progress and strengthen communities across the country; and

WHEREAS, the month of June has been nationally designated as Caribbean American Heritage Month, offering an opportunity to recognize, celebrate, and reflect on the rich heritage, diverse traditions, and lasting impact of Caribbean Americans; and

NOW, THEREFORE, BE IT RESOLVED, that the Mesa County Valley School District 51 Board of Education recognizes June 2025 as Caribbean American Heritage Month and encourages our community to celebrate the history, culture, and contributions of Caribbean Americans to our schools, our community, and our country.

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 June 3, 2025.

*Amy Navarette
Board of Education Assistant Secretary*

DRAFT

Mesa County Valley School District 51 (D51) Strategic Plan

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Core Behaviors, Mission, and Vision

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.

Graduate Profile



Graduates Are:

CREATIVE PROBLEM SOLVERS

D51 students demonstrate:

- Creativity and Innovation
- Resilience
- Critical Thinking

ENGAGE

CULTURALLY CONNECTED

D51 students demonstrate:

- Teamwork
- Global & Cultural Awareness
- Skilled Communication

EQUIP

READY FOR CAREER AND LIFE

D51 students demonstrate:

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

EMPOWER

Created by students and community members in Mesa Valley

What We Heard From Our Community

In the spring of 2025, the D51 Community Steering Committee convened to develop this strategic plan. As part of this work, committee members interviewed community members about the district's strengths and areas for growth. The process resulted in 224 completed interviews. **224+** different members of your community. This brings a broad community voice into our process.

This group included:

- **92+** parents and/or family members
- **40+** current students
- **21+** former students
- **63+** teachers or school/district staff
- **34+** community members involved with local organizations or nonprofits
- **22+** community members involved with local business
- **2+** higher education faculty or staff
- **17+** interviews conducted with the Spanish-speaking community

In addition to these interviews, the steering committee reviewed numerous staff, student, and family surveys along with academic and financial data to inform the development of the strategic plan.

Data that informed the design process:

Teacher Surveys: 1,401 (Teaching and Learning Conditions Colorado (TLCC) Survey)

Student Survey: 9,544 (Panorama)

Family Survey: 2,261 (Panorama)

The key themes that emerged from these conversations and feedback are summarized below.

Strengths

Through community listening activities and interviews, D51's key strengths emerged clearly in community members' feedback. Numerous interviewees praised the district's focus on academic success, pointing to what they observed as meaningful improvements in student achievement, especially in reading and mathematics. Community participants consistently highlighted the district's commitment to student wellness as particularly valuable, with many specifically commending D51's mental health supports, social-emotional learning initiatives, and efforts to create environments where students feel like they belong. According to interviewees, family and community engagement represents another significant

strength, with respondents appreciating the district's deliberate efforts to involve families in decision-making processes and enhance communication, including what many described as improved Spanish-language outreach. Community members repeatedly expressed appreciation for the expansion of educational pathways, with interviewees specifically mentioning their support for dual-language models, alternative education programs, and career-focused opportunities. The dedication of D51's educators was a frequent theme in the feedback, with participants characterizing teachers and staff as passionate and committed to student success. Finally, various respondents noted the positive impact of facility improvements, stating that new and renovated buildings have significantly enhanced the overall learning environment.

Areas for Improvement

Community feedback also revealed several areas where D51 has opportunities for improvement, according to interview participants. Staff retention emerged as a significant concern, with many community members specifically highlighting challenges related to educator compensation, increasing workloads, and symptoms of burnout that they believe threaten the district's ability to maintain a quality workforce. Though family engagement was noted as a strength, interviewees also identified shortcomings in this area, with several community respondents characterizing decision-making processes as opaque or inconsistent and calling for more transparent, proactive communication — particularly for Spanish-speaking families. Academic standards were another area of concern, as numerous community members expressed worry about what they perceived as declining academic rigor and inconsistent expectations across different schools. Regarding language programs, interviewees strongly advocated for expanding dual-language education beyond elementary levels, with many community participants noting that current English learners often feel isolated and suggesting the traditional English as a Second Language model be reconsidered. Finally, facility decisions drew significant community feedback, with several respondents questioning the transparency around school closure processes and emphasizing the need for greater community involvement in infrastructure planning, specifically recommending more direct input from the educators and families who use these buildings daily.

How Can We Support Students?

Community input regarding how D51 can better support diverse student needs centered around two key themes, according to interview participants. First, personalized education approaches emerged as a priority, with many community members specifically advocating for learning models that honor each student's unique strengths and interests. Interviewees offered numerous suggestions in this area, including what they described as necessary expansions to flexible graduation pathways, increased internship opportunities, more project-based learning experiences, and enhanced career and technical education options — all aimed at creating more individualized academic journeys. The second major theme focused on equity concerns, with many community respondents expressing worry about what they perceived as uneven access to opportunities across different schools in the district. These participants particularly emphasized the importance of ensuring all students, regardless of which school they attend, have equitable access to specialized programs, academic opportunities, enrichment activities, and intervention services. According to those interviewed, addressing these disparities would help fulfill the district's commitment to serving all students effectively.

Prepared and Supported Students

Every D51 student will receive engaging, high-quality instruction every day, developing the enduring skills outlined in the D51 Graduate Profile and growing academically in core subjects.

Priority One: Academic Success

Each and every student thrives academically, demonstrating growth and achievement through meaningful learning experiences aligned to Colorado's academic standards and D51's curriculum.

Effective Schools

Goal One: *By June 2030, 90 percent or more of D51 schools will earn a "Performance" rating on their School Performance Framework.*

Early Childhood Through Graduation: Math and Literacy

Goal Two:

By June 2030, D51 will achieve academic excellence across all grade levels through high-quality, direct, and targeted instruction, intervention, and acceleration.

- **Early Literacy:** *Students in kindergarten through third grade will demonstrate above- or well-above-average growth in student literacy proficiency, as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) benchmark assessments.*
- **Upper Elementary Achievement:** *Students in third through fifth grade will meet or exceed the state's percentage of students who are considered proficient or better in both English Language Arts (ELA) and math, as measured by the Colorado Measures of Academic Success (CMAS).*
- **Middle School Performance:** *Students in sixth through eighth grade will meet or exceed the state's percentage of students proficient or better in English Language Arts (ELA) and math, as measured by CMAS.*
- **High School Success:**
 - *Credit Completion: Students in ninth and 10th grade will earn full credit in core Math and ELA.*
 - *College Readiness: Students in ninth through 11th grade will meet or exceed the state average for students meeting or exceeding expectations on the SAT or Preliminary SAT (PSAT) in Evidence-Based Reading and Writing (ERW) and Math.*
 - *Graduation Rate: D51 will meet or exceed the state's graduation rate*

Strategies					
<p>Culture of Excellence Re-establish high expectations aligned with the D51 Teaching and Learning Framework and support school teams to effectively monitor and meet student needs.</p>	<p>Data-Driven Instruction Enhance approaches to tracking student data at both the classroom and school level to ensure that instruction is responsive to student data.</p>	<p>Grading and Reporting Realign and strengthen grading and reporting practices from kindergarten through 12th grade.</p>	<p>Continuous Improvement Leverage continuous improvement processes to plan, implement, and monitor progress, while adjusting approaches based on student learning and staff needs.</p>	<p>Family and Community Partnership Develop academic partnerships with families to create shared approaches to supporting students.</p>	<p>Student-Centered Technology Use Implement strategic, age-appropriate policies and procedures that promote responsible use of technology and prioritize student engagement and well-being.</p>
<p>How will we measure our progress?</p>	<p>D51 will monitor DIBELS, the Colorado Department of Education's Early Learning Goals, NWEA MAPS, interim assessments, CMAS, PSAT, and credit attainment.</p>				

Priority Two: Student Opportunities

D51 will support the development of graduate profile skills and career-connected learning by expanding curricular and programmatic opportunities aligned to student interests and aspirations to best prepare students for success in careers, college, or the military.

Robust Pathway Options

Goal One: By June 2030, 100 percent of D51 families will have access to regionally and vertically aligned program options from pre-kindergarten through 12th grade.

Strategies				
Programming Audit programming, align regional offerings, and develop new compelling career pathways.	Family and Community Partnership Engage families as partners in understanding and co-creating student career pathway experiences and academic plans.	District Operations Track the needs of district options programming, provide resources, and build sustainability plans for the programs.	Programming Increase opportunities for secondary students to engage in internships and real-world career experiences, including next-generation job skills in artificial intelligence, computer science, trades, and college coursework. Increase opportunities for students in kindergarten through 12th grade to engage with the arts and social-emotional learning.	Partnership Develop enhanced community partnerships to support career-connected learning, work-based learning, and internship opportunities.
How will we measure our progress?	D51 will monitor Individual Career and Academic Plan (ICAP) completion, graduation and matriculation rates, and family partnership survey data to track progress toward successful implementation of robust options across the district.			

Graduate Profile Implementation

Goal Two: By June 2030, all students will demonstrate skills aligned to D51's graduate profile as appropriate to their grade level.

Strategies				
Skill Building Define the look-fors for each grade level with specifics on how families and staff can support and align these to the graduate profile.	Instruction Adopt and implement a social-emotional learning curriculum and align professional development to support educators in teaching skills that align with the graduate profile.	Communication Share the graduate profile skill building and student experiences happening in D51's schools with families, community, and staff.	Portfolios Implement a process of creating student portfolios as a part of the graduation experience, that includes real-world experiences aligned with the graduate profile.	Curriculum, Instruction, and Assessment Ensure all students have access to pathways aligned with graduate profile skills.
How will we measure our progress?	D51 will track the development of graduate profile assessment tools across kindergarten through -12th grade, graduation rates and matriculation across the district, and the post-secondary paths that students select.			

Well-Being and Belonging

D51 will cultivate a safe, inclusive, and supportive culture where every student and staff member feels valued, connected, and empowered to fully engage in their learning and work. A strong sense of belonging will ensure that all members of our community thrive academically, socially, and professionally.

Priority One: Student Wellness

Cultivate a safe, supportive, and inclusive learning environment where every student experiences a strong sense of belonging, is challenged, and has access to resources for success.

Student Belonging

Goal 1: By June 2030, D51 will increase the percentage of students in sixth through 12th grade who indicate they feel like they mostly or completely belong at their school by seven percent, an increase from 50 to 57 percent.

Goal 2: By June 2030, D51 will increase the percentage of students in third through fifth grade who mostly or completely feel they belong at school by seven percent, an increase from 65 to 72 percent.

Goal 3: By June 2030, schools above the school level median for student belonging will sustain at least one percent annual growth, ensuring continued improvement and a positive school climate. Schools below the median will sustain at least two percent growth. Belonging is based on the percentage of students in third through 12th grade who report mostly or completely feeling they belong at school.

Strategies				
<p>Student Support Implement curriculum that supports students to build skills to understand feelings, manage emotions, set goals, show empathy, and make decisions that align with D51's teaching and learning framework.</p>	<p>Professional Learning Provide training for teachers to support them in effectively teaching students skills that help them understand feelings, manage emotions, set goals, show empathy, and make decisions. This training should also support teachers' understanding the importance of teaching these skills to students.</p>	<p>Peer Connection Provide meaningful opportunities throughout the day for students to practice and apply skills in understanding emotions, managing their feelings, setting goals, demonstrating empathy, and making responsible decisions.</p>	<p>Culture of Excellence Embed look-fors in instructional walk-throughs that align with well-being indicators, skill-building opportunities, and D51's teaching and learning framework.</p>	<p>Systems of Support Develop stronger protocols, resources, and support for collecting and using behavior data at the school level.</p>
<p>How will we measure our progress?</p>	<p>D51 will monitor the Family Panorama Survey, family survey, and track behavior data to understand and communicate progress related to this portion of the plan.</p>			

Student Attendance

Goal 1: By June 2030, D51 will decrease the percentage of chronically absent students (those who miss 10 percent or more of class time) by 20 percent, a decrease from 37 to 17 percent..

Goal 2: By June 2030, D51 will increase the median attendance percentage for students in kindergarten through fifth grade to 97 percent or higher, students in sixth through eighth grade to 95 percent or higher, and students in ninth through 12th grade to 92 percent or higher..

Strategies				
<p>Family and Community Partnership Implement the "D51 Family & Community Partnership Roadmap" in all schools, implement attendance programming, and expand wraparound services for families in the district.</p>	<p>Culture of Excellence Analyze the reasons for low attendance, reduce barriers to attendance, implement best practices for improving attendance, and use disaggregated data to target student and family needs.</p>	<p>Extracurricular Activities Develop and implement incentive programs and remove barriers to help increase participation in extracurricular activities and athletics across the district.</p>	<p>Student Support Enhance systems for school-level teams to monitor attendance and follow up with students who have the highest needs.</p>	<p>District Operations Establish a long-term funding plan and partnerships to sustain belonging and attendance initiatives.</p>
<p>How will we measure our progress?</p>	<p>D51 will track attendance data across the district weekly to monitor progress.</p>			

Priority Two: Staff Wellness

Prioritize staff's well-being and a positive professional climate to foster a workplace culture where all staff feel valued, supported, and empowered.e.

Staff Well-Being and Belonging

Goal One: By 2030, all D51 schools and departments will demonstrate an increase in favorable responses within the belonging domain of the Staff Panorama Survey. Departments will aim to increase the favorable response rate by five percent, an increase from 74 to 79 percent. Schools will aim to increase the response rate by five or more percent, an increase from 72 to 77 percent.

Goal Two: By 2030, all schools and departments will demonstrate an increase in favorable responses within the well-being domain of the Staff Panorama Survey. Departments will aim to increase the favorable response rate by 5 percent, an increase from 62 to 67 percent. Schools will aim to increase the response rate by five or more percent, an increase from 60 to 65 percent.

Strategies				
<p>Peer Connection Develop and launch events to support staff belonging, and facilitate site-based belonging campaigns.</p>	<p>Recognition Establish consistent systems of recognition for staff across the school district.</p>	<p>Leadership Support Review and streamline school-level communication and meeting schedules.</p>	<p>Data Collection and Leadership Support Use surveys and focus groups to collect and respond to staff input.</p>	<p>Systems of Support Ensure that 100 percent of schools have a "Wellness Champion" and "Staff Well-Being Team," as well as support to increase participation in wellness programs.</p>
<p>How will we measure our progress?</p>	<p>D51 will monitor staff well-being and belonging by tracking the Panorama Staff Survey, Teaching and Learning Conditions Colorado (TLCC) Survey, monthly wellness activities tracking, and staff absences.</p>			

Prepared and Supported Staff

D51 will retain, develop, and attract a skilled and collaborative workforce, ensuring that every position is filled with staff members committed to advancing student success.

Priority One: Staff Retention

Staff Retention

Goal: By 2030, D51 staff will increase their favorable response in the job satisfaction on the Staff Panorama survey by 20 percent or higher and respond at the same participation level as the 2024 survey.

Strategies				
Data Gathering Examine current teacher retention policies and support programs to improve the overall impact on teacher retention approaches.	Specialized Roles Define what positions are hard to fill and evaluate opportunities to provide differentiated pay.	Induction Research and design an induction program for support staff supervisors and support staff.	Programming Monitor the effectiveness of the district's "Grow Your Own Program" and implement any identified changes.	Data Gathering Leverage exit interview data to identify areas for growth and innovation.
How will we measure our progress?	D51 will monitor the effectiveness of staff retention efforts by tracking the TLCC survey, Panorama survey, exit interviews, and retention numbers across individual schools, grade levels, and positions.			

Job-Embedded Professional Learning

Goal: All staff will have access to job-embedded professional learning intentionally aligned to support increased student outcomes. By June 2030, 70 percent of D51 teachers will respond positively to the following statement included on the TLCC Survey "Professional learning opportunities are personalized and aligned to teachers' needs and strengths." This would demonstrate an increase of nine percent from the 2022 response rate of 61 percent.

Strategies				
Walkthroughs Leverage school and classroom walkthroughs to increase visibility into trends in quality instruction and inform professional learning opportunities.	Learning Communities Educators are given structured opportunities to collaborate, enabling them to improve student outcomes through data-driven decision-making.	Instructional Coaching Leverage the instructional coaching roles at schools to consistently support staff growth with supportive, non-evaluative feedback.	Consistency Provide consistent, high-quality teaching and ensure all students have access to appropriate grade-level content.	Coherence Develop a unified instructional program with clear priorities that are easily understood by all stakeholders.
How will we measure our progress?	D51 will monitor the quality of embedded professional learning by implementing and tracking data collected from classroom walkthroughs, the TLCC Survey, and the Panorama survey.			

Priority Two: Staff Recruitment

Attract and hire highly-skilled professionals who meet the needs of students and schools, strengthening teams across schools and departments.

Staff Recruitment

Goal: By 2030, 95 percent of D51 staff members will report that “D51 is a good place to work” on the TLCC survey, demonstrating an increase from 86 percent in 2020.

Strategies				
<p>Policy Examine current teacher recruitment policies and support programs to improve the overall impact on teacher retention approaches.</p>	<p>Programming Evaluate the “Grow Your Own Program” and consider expansion to meet “Robust Option” needs.</p>	<p>Specialized Roles Reduce vacancies for hard-to-fill positions and support staffing needs for the robust options program to align with expanded or new pathways.</p>	<p>Induction Research, design, and implement an induction program for support staff, and supervisors.</p>	<p>Data Gathering Evaluate questions found in the Panorama staff survey and add the question “Would you recommend D51 to job seekers?”</p>
<p>How will we measure our progress?</p>	<p>D51 will monitor the TLCC Survey, Staff Panorama Survey, and recruitment data to track progress on recruitment efforts.</p>			

Effective District Operations

District 51 will responsibly manage the partnerships, resources, and facilities with our community to ensure that each and every D51 student is engaged, equipped, and empowered.

Priority One: Community Partnership

Goal: Strengthen community engagement by increasing active participation with local community partners. By 2030, D51 will increase targeted events and campaigns with community partners by 10 percent, compared to current levels. These collaborative initiatives will help promote and educate community members about the school district's successes, challenges, and needs.

Strategies		
Develop Awareness Build community awareness and input on school district funding needs.	Generate Funding Support Gather community support to understand school district funding needs.	Build Community Engagement Connect with parents, accountability committees, and D51 Foundation ambassadors to host events such as "Coffee & Connect" and "Strong Schools, Strong Community."

Priority Two: Effective District Operations

Healthy and Sustainable Financial Standing

Goal One: By June 2030, 85 percent of D51 staff will respond positively to the following statement found on the TLCC Survey "Instructional resources are adequate to support student learning."

District Support Services

Goal Two: By June 2030, 93 percent of D51 staff will respond positively to the following statement found on the TLCC Survey "Teachers and support personnel have adequate physical space to work productively." Additionally, 85 percent will respond positively to the following statement also found on the TLCC Survey "Our school is a safe place to work."

Strategies				
Financial Planning Monitor and review budget benchmarking and analyze strategies for competitive salaries to draw talent and new families to D51's local community.	Facilities Planning Maintain the master facilities plan and bond projects to attract others to D51's schools and local community.	Benchmarking Monitor the financial needs of the school district and identify opportunities to engage the community for support.		Transparency Report updates on the financial outlook to the community.



Elementary School Closure Update

June 3, 2025



Transition Process and Timeline for Closing and Receiving Schools

- **Academics**
 - **Finance**
 - **Human Resources**
 - **Operations**
-

Mission and Purpose of Closure Processes

We are committed to addressing the adaptive challenges of the school closure process with empathy, collaboration, and student-centered focus. By fostering unity and transparent communication, we will guide our community through the loss, learning, and reinvention necessary to ensure a transition that prioritizes what is best for students.

Closure Phases

I
Jan/Feb

Building Empathy & Understanding

- Defining Success for both Closing and Receiving Communities
- Finalize Enrollment & SOC for staffing and hiring
- Student & Staff Transition planning

II
March/
April

Planning & Implementation

- Welcoming & Culture building activities continued
- Positions Posted & Hiring
- Initial steps toward moving and organizing physical spaces

Closure Phases

III
May -July

Summer Moving
and Projects

- Bond Work
- New Classroom Prep
- Moving Classrooms
- Curriculum Moving
- Strong Start Planning

IV
July-Aug

2025-26 Strong
Start

•

District Supports for Closing and Receiving Schools

- Meetings with closing or receiving schools, initially alternating between closing and receiving with district personnel each week and is now together.
- Weekly Senior Leadership meetings to discuss closure updates and logistics
- Weekly meetings with Teaching and Learning & Student Services leadership to align supports (ILT)
- Weekly meetings with Operations and Teaching and Learning staff for logistics planning and implementation
- Weekly meetings with Site Directors and Building Principals

Finance



- School districts are funded on a per pupil basis, meaning declines in student enrollment cause a loss of funding
- D51 currently receives \$9.5M in funding through student count averaging, a mechanism historically used to help mitigate enrollment declines
 - Current formula, 2024-2025, Averaging up to 5 years
 - Next year, 2025-2026, will reduce to 4 years, and 3 years is proposed for 2026-2027
 - This means, the benefit we've been receiving to help adjust to declining enrollment is shortening dramatically resulting in a quicker loss of funding

Finance



- Initial pre-closure staffing for 2025-2026 projected 43 unfunded positions (SSE) at the elementary level, over \$4M in unfunded positions
- Pre-closure, 20 of 24 elementary schools were overstaffed based on projected student counts for 2025-2026

Finance



- Through closures, 25.88 SSE of the unfunded positions were recouped
- Additional reductions at the elementary level unrelated to closures, resulted in 7.01 SSE in unfunded position savings
- In total, 32.89 of the unfunded positions at the elementary level were recouped (73%)
- 2025-2026 staffing:
 - 10 elementary schools will receive additional staffing
 - 6 elementary schools will have the same level of staffing 2024-2025
 - 5 elementary schools not impacted by closures will see staffing reductions of 0.38-3.24 SSE due to declines in student enrollment
 - 3 elementary schools closed

Finance



- The elementary level closures will result in over \$2.3M of ongoing annual savings

	SSE		Health Office	Transportation	Projected Net Savings
Scenic	(11.90)	(\$1,157,632)	(\$24,391)	\$60,345	(\$1,121,678)
Nisley	(7.39)	(\$718,899)	(\$26,178)	\$60,345	(\$684,732)
Clifton	(6.59)	(\$641,075)	(\$34,811)	\$120,690	(\$555,196)
	(25.88)	(\$2,517,606)	(\$85,380)	\$241,380	(\$2,361,606)

Human Resources



- Number of resignations/retirements across the system - 195
- Number of licensed positions posted since February 18, 2025
 - Elementary - 106
 - Middle - 35
 - High - 24
 - Alternative - 10
- Number of licensed openings as of May 30, 2025 by level
 - Elementary - 8
 - Middle - 2
 - High - 5
 - Alternative - 1

Human Resources



As of May 30, 2025 - Licensed Staff

- Number of resignations/retirements from closing schools - 10
- Number of staff from closing schools that have accepted a position - 54
- Number of staff from closing schools who were non-renewed - 4
 - Still eligible to apply for openings
- Number of displaced teachers from closing schools - 4
 - Still eligible to apply for openings
- Number of displaced administrators from closing schools - 2
 - Still eligible to apply for openings

Human Resources



As of May 30, 2025 - Support Staff

- Number of resignations/retirements from closing schools - 8
- Number of staff from closing schools that have accepted a position - 39
- Number of staff from closing schools still actively seeking - 1
- Custodians and nutritional services employees have been reassigned in their department

Operations (Completed)



- Walkthroughs and furniture tagging completed at all closing schools.
- Connex boxes delivered to sites for organized packing and storage.
- Title I inventory finalized; redistribution and book giveaway plans in place.
*
- Connex Box packing procedures distributed to all school sites.
- Aquos boards removed and prepared for redistribution to receiving schools.
- Classroom moves supported by Gentle Hands and Mesa Movers (May 21–23).

Operations (Completed)



- Staging areas secured at Nisley for preschool and relocated materials.
- Whiteboard and bulletin board move work orders initiated.
- Surplus distribution system set up via D51 Marketplace post-setup.
- Summer custodial schedules established to assist with moving and cleaning.
- Modular setup and furniture plan finalized for Orchard Avenue art and breakout rooms.

Spring 2025 Academics & Student Services:

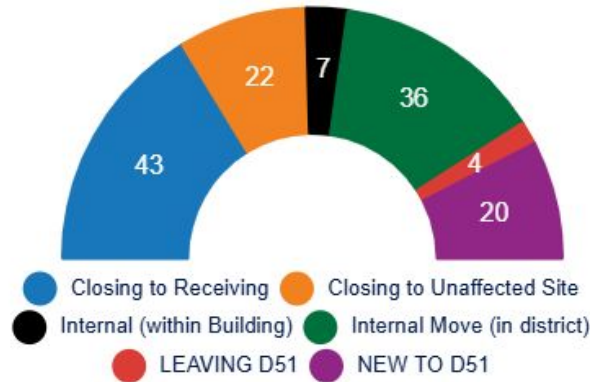
- Support a strong finish for the 24-25 SY
- Packing and moving preparations for closing schools and preschool classrooms being relocated to the Early Childhood Center at Nisley
- Supporting schools with inventory and transferring curriculum, Title I funded items and all other classroom materials.
- Building Transition Teams met on a regular basis to support and guide their school's transition activities.
- Student support services identifying and planning for students on plans:
IEP/ALP/504/MLL



Total New Classrooms and Rounds

K	+5	-2
1	+5	-3
2	+4	-1
3	+7	-2
4	+6	-1
5	+8	-1

Type of Staff Placements



Grade Level Transfers



Students on Plans

All Students from closing schools have been identified and routed to the correct receiving school.

Special Education teams have had transition meeting time and early access to the appropriate student records

Students in Center based programs have been added to their new school with appropriate services and all receiving schools are aware and parents have been contacted as well

All families have been contacted by their new school welcoming them and assuring student needs will be met. Staffing has been adjusted accordingly.

Intentional Planning with Principals in April & May

- April 3rd Elementary School Transitions Meeting: Strong Start Family Partnership Presentation and student information sharing protocol.
- School Transition Teams designing and implementing transition events for new students and families
- Weekly Planning Meetings with Paul Jebe (Transition Liaison) & Family Partnerships Team
- Biweekly Planning Meetings with CEI, Paul Jebe, & Family Partnerships Team
- Summer Institute Course Facilitation Planning

- These teams drive the work for successful transition planning in each school.
- Teams meet weekly or bi-weekly.
- Very positive energy in these teams!
- Principals work together as Closing/Receiving School cohorts.
- CEI Parent Survey administered for parent perspective on what they want in this transition process.
- Survey data given to the schools so they can coordinate with their plans and activities. Good alignment observed!

**WHERE WE
STARTED**

Mission and Purpose of Closure Processes

We are committed to addressing the adaptive challenges of the school closure process with...

(how we worked) empathy, collaboration, and student-centered focus.

By fostering unity and transparent communication, we will...

(what we did) guide our community through the loss, learning, and reinvention necessary to ensure a transition that prioritizes what is best for students.

Closing Schools

Staff Temperature Checks

*How are our people doing?
Focus on a strong finish!*

Weekly Packing Challenges

*Gradually decluttering and getting ready
to move classrooms*

Open House & EOY Events

*Keeping our normal celebrations and
helping people transition*

Visits by Receiving Admin/Tchrs

Reading books & other activities

Receiving Schools

Vision of Success for Kids/Families

How do we want our new families to feel?

Ideas/Events to Welcome New Students/Families

- *Calling all families personally*
- *Inviting to our EOY activities*
- *Mailing Cards with date reminders*
- *New staff onboarding and welcoming*

Adapting Our Building

- *Do we need to add classrooms?*
- *Do we need to shift grade level rounds?*
- *Adding support rooms for new students*

Field Trips to New Schools

Kids integrate with their peers, see the school, meet teachers, and do some fun activities

OPEN HOUSES & FIELD TRIP EVENTS



Strong Start Planning Two Day Course

This Summer Institute Course helped teams take the next steps to prepare to welcome their new students and staff back in the Fall.

Hot Design Topics: Staff support for setting up classrooms, Student and Family Welcome Back plans, Inservice/Onboarding planning and specifics, School-wide SOPs and training, Back to School Night planning.

Detailed Work + Dedicated Teams = Strong Start



Intentional Planning @ Summer Institute

- Vision Building for Culture, Belonging, & Onboarding New Staff & Students
- Designing and Refining Standard Operating Procedures
 - “Road to Family Partnerships” graphic organizer, Family Engagement Continuum, Family Engagement Self Assessment Tools
- Supporting Staff in Setting Up Classrooms and Learning Environments
- Student and Family Welcome Plans
- Planning Back-to-School Night
- 90 Day Check-in Plans

Additional Ongoing Supports Offered to Families

- **Prioritized Language Support for Transition Schools**
 - Translated prioritized communications
 - Assisting with phone communication
 - Interpretations for family events
- **Family Partnerships trainings offered to staff:**
 - Family Literacy
 - D51 Home Visits
 - High Quality Family Engagement
- **Presentations to Leadership at Transition Schools:**
 - What Does a Successful Start Look Like?
 - From Participation to Partnership
- **Outreach to families identified by receiving schools as needing additional support**
 - Phone Call Contacts
 - Case Management

Thank You

Questions?