

*Board of Education
Mesa County Valley School District 51*

Agenda

December 9, 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. Call to Order/Pledge of Allegiance/Roll Call
2. Agenda Approval
3. Performance Contracting Presentation
4. Bond Presentation - Central High School Update
5. Strategic Plan Update - Student Opportunities
6. 2026/2027 Calendar Presentation
- 6.A. Calendar Frequently Asked Questions
- 6.B. Proposed 26/27 School Calendar Draft
7. Mill Levy Certification
8. BUSINESS ITEMS
- 8.A. Resolution to Certify Mill Levy
- 8.B. Renaming of Facility - Nisley Elementary
9. Board Announcements
10. Future Meetings
- 10.A. December 11 - 13, 2025 Colorado Association of School Boards (CASB) Convention, Colorado Springs, CO
- 10.B. December 16, 2025 Board Business Meeting, 5:00 p.m., Harry Butler Board Room
11. 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.



**Thank you from
Schneider Electric!**

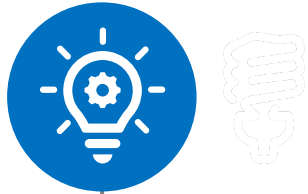
State Energy Program Timeline



Design Process

Site inspections, energy auditing and analysis, collaborative scope development and prioritization, scope design & engineering

Winter – Fall 2025



Board Update

Update Board of Ed on Final Project

December 9, 2025



Finalize Project

Finalize costs, savings and scope. Technical review by State Energy Office. Preparation of funding

November - December 2025



Project Approval

Project approval by D51 Board of Ed

December 16, 2025



Project Construction

Implementation of facility improvement and cost savings measures

Begin Spring 2026



Reducing Costs and Improving Classrooms

Scope of Work

- LED Retrofits
- HVAC Replacements
- Energy Procurement Optimization
- Long-Term Support
 - Asset Planning, Energy Mgmt., Grants

Project Benefits

- Improved Lighting Systems
 - Optimized lighting quality
 - Reduced maintenance
 - Aesthetic and technology modernizations
- Modernized Heating & Cooling Systems
 - Enhanced comfort control and air quality
 - Improved system reliability and efficiency
- Significant Operational Cost Reduction & Capital Cost Avoidance

Results

This project enables Mesa County Valley School District 51 to tackle pressing deferred maintenance issues while also improving classrooms districtwide at no cost to the taxpayer. The mechanical system upgrades in this project position D51 to shift from reactive to proactive maintenance, reduce operational costs, and create better learning environments through improved classroom comfort.

\$14.5M

Invested into D51
Schools & Facilities

**Budget
Neutral**

School Improvement
Project

500+

Students Involved
in Various STEM
Activities

Engaging the Amazing Students of D51!





Q&A

2024 BOND PROJECTS PROGRESS UPDATE

BOARD OF EDUCATION MEETING: DECEMBER 9TH, 2025



BOND SCOPE OVERVIEW

- \$190M Bond
- Three parts:
 - Central High School improvements
 - Fruita Monument High School improvements
 - Priority Improvement Projects (“PIPs”)
 - Four Phases (one for each summer)

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/rep/plan master

MILESTONES

MILESTONES + SCHEDULE

These were the milestones and dates followed during the Programming Phase effort*:

- 1/10/2025..... Team Kick-Off Meeting
- 1/29/2025..... Design Advisory Group (DAG) Workshop #1 - Guiding Principles
- 2/11/2025..... DAG Workshop #2 - Safety & Security Strategies
- 2/26/2025..... DAG Workshop #3 - Concepts Review
- 3/11/2025..... DAG Workshop #4 - Final Concepts Review
- 4/14/2025..... Programming Book Issued
- 4/14/2025..... Start of Schematic Design (SD)
- 4/22/2025..... Stakeholder Meeting #1 & DAG #5
- 5/07/2025..... Stakeholder Meeting #2 & DAG #6

*Opening during this period: Design & Engineering Team site visits to assess existing conditions, design charrettes, and design charrettes.

CENTRAL HIGH SCHOOL

NEXT STEPS

The scope of work for the construction of renovation, new construction and site work to be delivered at 2025 includes the procurement of a design package with construction phasing managed by FCI to minimize disruption to operations.

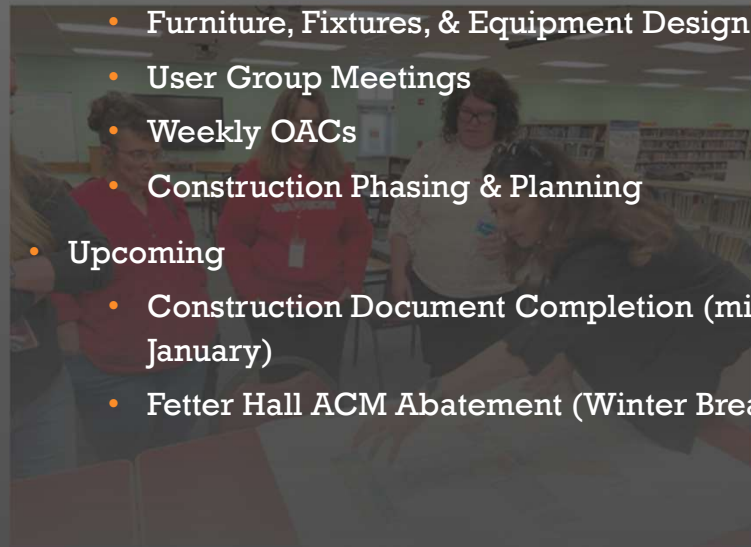
- Implement the vision determined in the Programming Phase in the next phases of design refinement.
- Continue DAG meetings and begin interviewing specific user groups within the district & school
- Engage community and executive groups on project
- Refine exterior design and work through wants/requirements for interior spaces
- FCI will continue to coordinate with DLR Group, school and district to refine cost models as design progresses

FUTURE MILESTONES

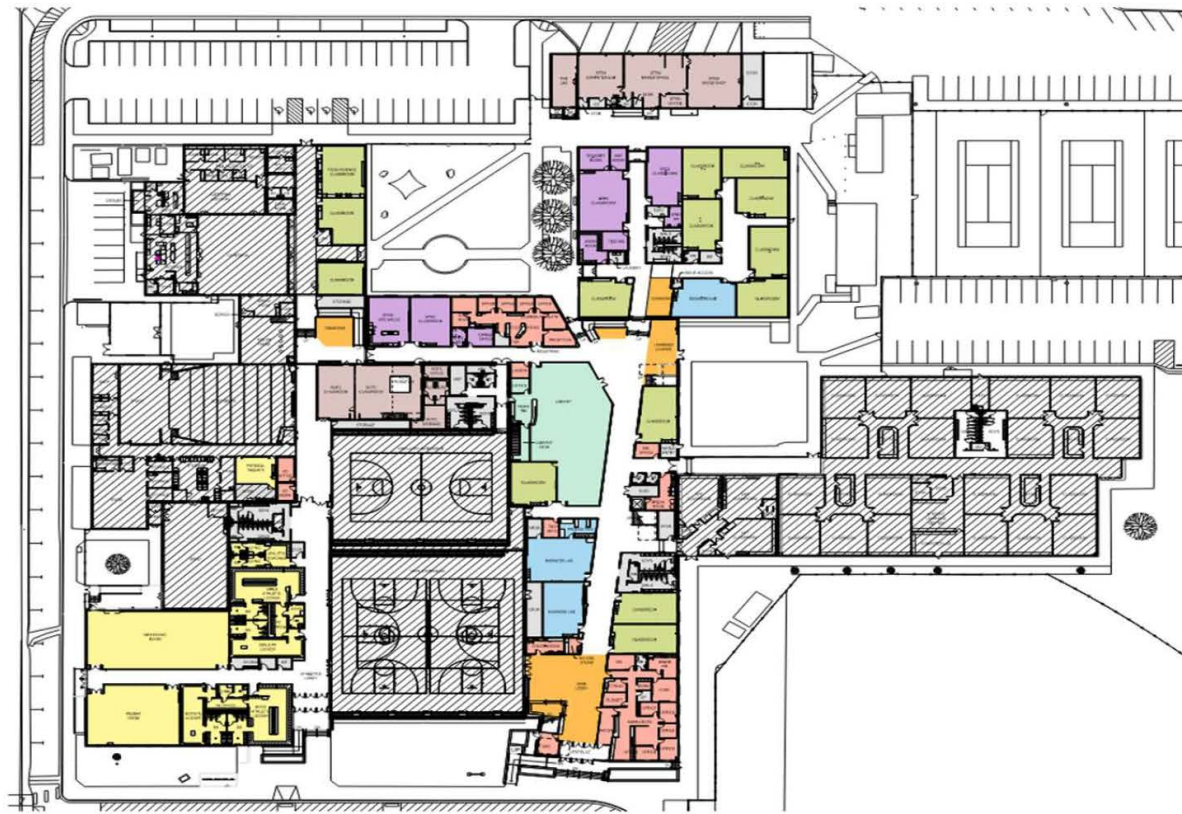
- Mid July 2025..... SD Pricing
- Late July 2025..... Start of Design Development (DD)
- Mid August 2025..... Executive Committee Meeting



- Recently Completed
 - Design Development Documents
 - Potholing for Utility Coordination
- In Progress
 - Construction Documents
 - Design Development Estimate



- Furniture, Fixtures, & Equipment Design
- User Group Meetings
- Weekly OACs
- Construction Phasing & Planning
- Upcoming
 - Construction Document Completion (mid-January)
 - Fetter Hall ACM Abatement (Winter Break)



FLOOR PLAN - LEVEL 01

FLOOR PLAN - LEVEL 01

CENTRAL HIGH SCHOOL
 550 WARRIOR WAY, GRAND JUNCTION, CO 81504

12/03/2025



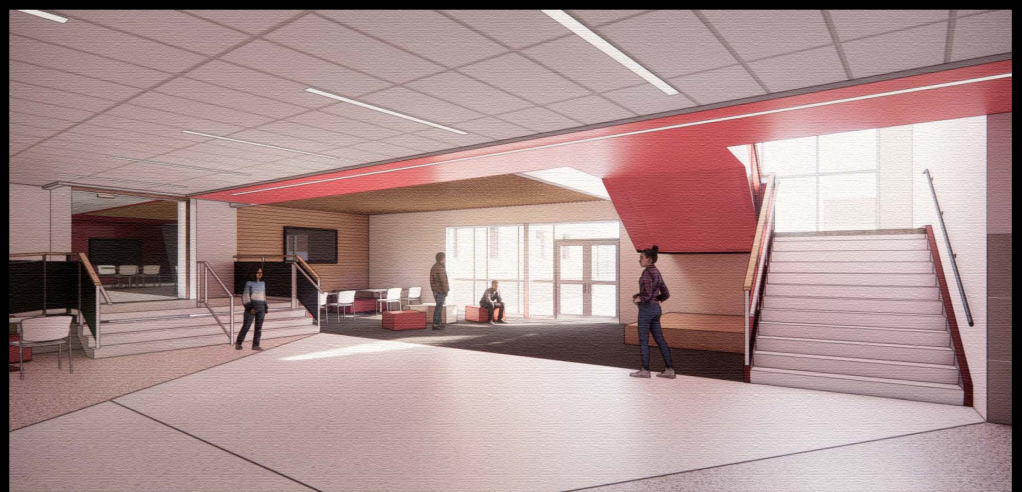
FLOOR PLAN - LEVEL 02
1"=32'

FLOOR PLAN - LEVEL 02

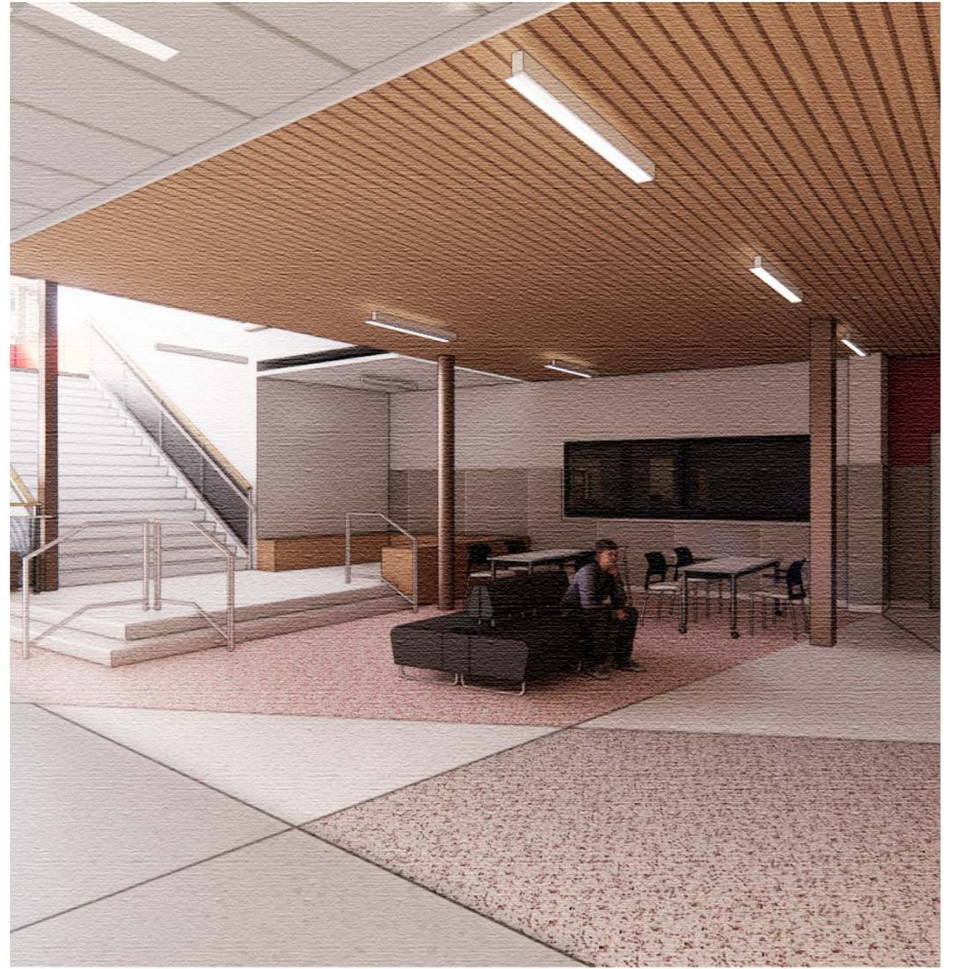
CENTRAL HIGH SCHOOL











THANK YOU

COLLEEN.KANEDA@DYNAMICPM.COM





#WeAreD51

**Prepared and Supported
Students**

Student Opportunities

ENGAGE - EQUIP - EMPOWER

What's *unchanged* in the 2025-2030
Strategic Plan:

MISSION

VISION

CORE BEHAVIORS

GRADUATE PROFILE





Strategic Plan Snapshot



FOCUS AREA ONE: 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

- » Effective Schools
- » Early Childhood Education and Graduation Math and Literacy

PRIORITY TWO: Student Opportunities

- » Graduate Profile Implementation
- » Robust Options



FOCUS AREA THREE: 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
- » Job Embedded Professional Learning

PRIORITY TWO: Staff Recruitment

- » Staff Recruitment



FOCUS AREA TWO: 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

- » Student Belonging
- » Student Attendance

PRIORITY TWO: Staff Wellness

- » Staff Belonging



FOCUS AREA FOUR: 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

PRIORITY TWO: Strategic Support Systems for Success

- » Healthy and Sustainable Financial Standing
- » District Support Services

2025-2030 STRATEGIC PLAN

FOCUS AREAS AND PRIORITIES

(1) Prepared and Supported Students

1. Academic Success
2. Student Opportunities

(2) Well-Being and Belonging

1. Student Wellness
2. Staff Wellness

(3) Prepared and Supported Staff

1. Staff Retention
2. Staff Recruitment

(4) Effective District Operations

1. Community Partnerships
2. Effective District Operations

Focus Area 1 - Prepared and Supported Students

Priority 2 - Student Opportunities

Goal 1: Robust Pathway Options	Goal 2: Graduate Profile Implementation
100% of D51 families will have access to regionally and vertically aligned program options from PK - 12th grade.	All students will demonstrate skills aligned to D51's graduate profile as appropriate to their grade level.

Task Force members

Robust Pathway Options

- Brooke Caster (PHS AP)
- Linda Flohr (WMS AP)
- Summer Kennedy (Tope Principal)
- Tyler McLaughlin (DIA Principal)
- Matt Schultz (Tech Infrastructure Mgr)
- Kristy Slife (Sped Coordinator)

Graduate Profile

- Jared Burek (GJHS AP)
- Scott Davis (RMS Principal)
- Sean Seams (K-12 SS Spec)
- Nicole Jones (Behavior Spec.)
- Summer Jones (K-12 Sci Spec)
- Nick Steinmetz (R5 Principal)
- Shauna Hobbs (CHS AP)

2025-2030 Focus Area 1: Prepared and Supported Students

Priority 2: 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.

Goal 1: By June 2030, 100% of D51 families will have access to regionally and vertically aligned program options from pre-kindergarten through 12th grade.

STUDENT OPPORTUNITIES: GOAL ONE

ROBUST PATHWAY OPTIONS

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

Year 1 – Foundation and Infrastructure

Year 2 – Pilot and Expansion

Year 3 – Scaling and Support

Year 4 – Full Alignment

Year 5 – Full Implementation and Continuous Improvement

QUARTERLY SPRINT DESIGNS: ROBUST PATHWAY OPTIONS

	Program Application	Program Evaluation
Q1	Revise program application and develop timeline	Gather samples of program audit tools
Q2	Finalize and launch program application protocol	Develop draft program audit tools (rubrics, walkthrough guides, survey/focus group questions)
Q3	Review incoming applications	Finalize audit tools with input from stakeholders
Q4	Make program recommendations; reflect on process	Plan/schedule audits for 26-27

2025-2030 Focus Area 1: Prepared and Supported Students

Priority 2: 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.

Goal 2 Graduate Profile Implementation:

All students will demonstrate skills aligned to D51's graduate profile as appropriate to their grade level.

STUDENT OPPORTUNITIES: GOAL TWO

Graduate Profile Implementation- Curriculum Integrated Prototype

By June 2030, All students will demonstrate skills aligned to D5 1's graduate profile as appropriate to their grade level

Year 1– Foundation and Infrastructure

Year 2 – Pilot and Expansion

Year 3 – Scaling and Support

Year 4 – Full Alignment

Year 5 – Full Implementation and Continuous Improvement

STUDENT OPPORTUNITIES: GOAL TWO

GRADUATE PROFILE- Social Emotional Learning

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



Quarterly Sprint Designs:

Graduate Profile Implementation

Quarter	Curriculum Integration Prototype	SEL Resource
Q1	Develop graduate profile curriculum prototype	Launch SEL curriculum selection process
Q2	Expand and refine prototype units across content areas	Review SEL curricula and make a recommendation for adoption
Q3	Map graduate profile competencies K–12 and curate exemplar tasks	Propose recommended SEL curriculum to Board
Q4	Ensure alignment between embedded curriculum and ICAP process	Plan for Implementation and Professional Learning

Celebrations



We are successful!

- **2** complete K-12 pathways for IB and Dual Language/Biliteracy.
- A progression map and sample unit to guide construction of graduate profile-aligned units.



We are progressing!

- Published the application for schools to add Program Options – two schools are applying.
- The IRST for Social/Emotional curriculum is on the cusp of making a recommendation.



We are focused.

- Criteria to ensure that opportunities are robust and aligned is in process
- Construction of units aligned to the graduate profile



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.

What questions might you have?



2025 D51 Calendar Committee

Fall 2025

Calendar Committee Purpose & Charge

*The D51 School Calendar Committee is charged to develop and recommend a school calendar to the Superintendent and the BOE that serves as a strategic tool for improving student outcomes. Aligned with D51's commitment to **Engage, Equip, and Empower each and every student, each and every day**, the committee will design a calendar that intentionally maximizes learning time, supports students and staff, honors the Master Agreement, follows BOE policy, and reflects the diverse needs of our schools and families. Using interest-based decision-making and working toward consensus, the committee will ensure that its recommendation are collaborative, transparent, and representative of multiple perspectives. This process ensures the school calendar is a purposeful and data-informed tool for advancing learning.*

Calendar Recommendation Timeline

● Fall 2025

- Staff Survey
- Family Survey

● Oct/November

- Calendar Committee Meet
 - Review staff and family input
 - Review Constraints
 - Draft 2026-2027 Calendar Options

● December

- Board Presentation 12/09/2025
- Board Adopt 12/16/2025



Calendar Committee Members

Callie Berkson - Communication

Cheri Taylor - Dir. of Career/College

Corey Hafey - Appleton Elem. Principal

Jennifer Meyer- RMS Teacher

Lynnette Reddin -Dos Rios Teacher

Newt Klusmire- FMHS Principal

Patty Shepard - Dos Rios Counselor

Scott Swartwood- WMS Principal

CoordinatorAndrea Haitz- BOE Member

Chelsea Kraniak-GJHS Teacher

Clint Garcia - Chief Operations Officer

Dan Worth - MVEA President

Jennifer Marsh - Chief Academic Officer

Melanie Trujillo - Chief Financial Officer

Nikki Johnston - Dir, Secondary Curric./PL

Rachel Talley - HR Data Analyst

Teresa Swanson- ECE

Jose Luis Chavez- BOE Member

2026 -2027 BOE Calendar Considerations

- ❖ Solicit input from staff, families and community
- ❖ Limit fragmented or broken weeks
- ❖ Maintain student and teacher contact days
- ❖ Attention to Holidays
- ❖ Honor Master MVEA Agreement
- ❖ Attention to concurrent enrollment with CMU/CMU Tech
- ❖ Balance days in Qtrs and Semesters
- ❖ Consider the economic and employment needs of our community
- ❖ Follow Board Policy & Colorado State Statute

FAQ Review



INTEREST BASED DECISION MAKING



INTEREST BASED DECISION MAKING

Interest based decision making is a collaborative approach that focuses on the underlying needs, concerns, and goals (interests) of all parties rather than their stated positions. By identifying shared and individual interests, parties can work together to brainstorm creative options that lead to mutually beneficial solutions, fostering better relationships and more sustainable agreements.

WHY: INTEREST BASED DECISION MAKING

- ❖ Promotes collaboration
- ❖ Creates value
- ❖ Strengthens relationships
- ❖ Supports collective acceptance
- ❖ Reduces conflict

INTEREST BASED DECISION MAKING

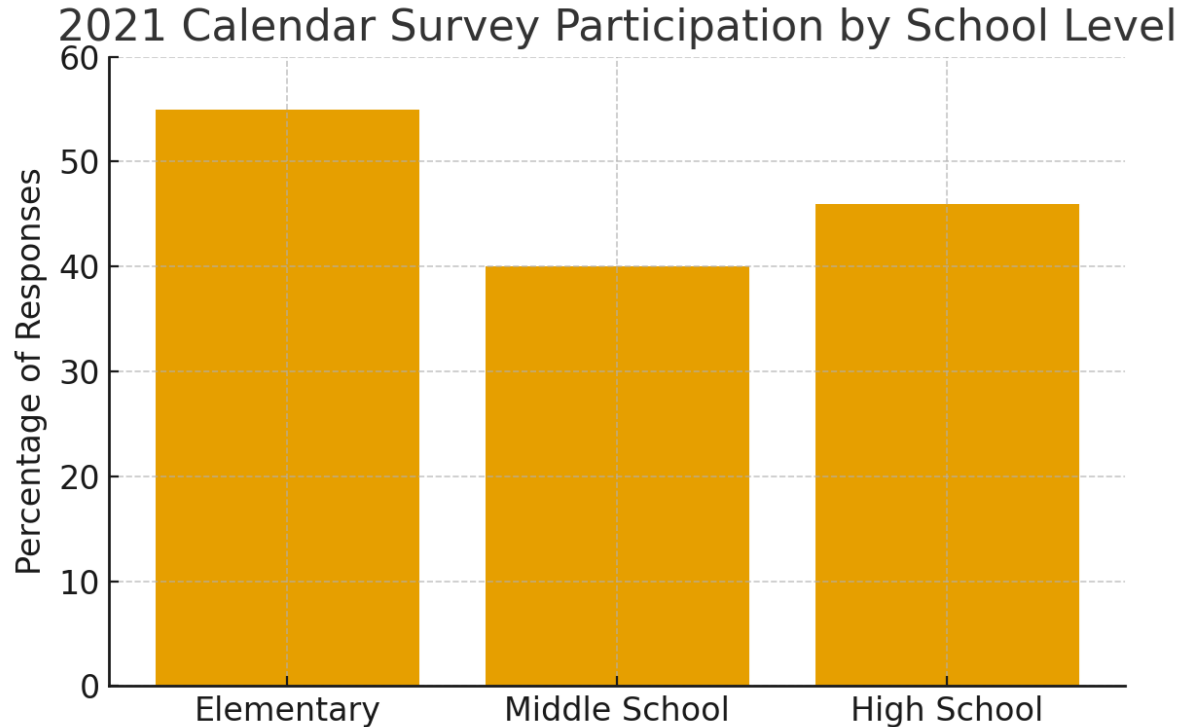
- ❖ District Academic Data Story
- ❖ Committee Members Story and Interest
- ❖ Family/Community Survey Results
- ❖ Staff Survey Results

Survey Data Review



Family/Community Calendar Survey

2021 Survey - TOTAL RESPONSES: 1,090



Family/Community Survey Questions

- **I am a....**
 - **Parent/Guardian of an elementary student**
 - **Parent/Guardian of a middle school student**
 - **Parent/Guardian of a high school student**
 - **Parent/Guardian of students in multiple levels**
 - **Family Member (grandparent, aunt/uncle, sibling, etc.) of a D51 student**
 - **Community Member (not a parent/guardian/family member of a D51 student)**
- **On a scale of 1–5, with 5 being excellent and 1 being poor, how do you feel about the current 2025–26 calendar so far?**
- **If you have concerns about the current calendar, please share your top 1–2 concerns.**
- **Did the timing of parent-teacher conference windows work well for your family?**
- **If you answered “no,” when in the school year would conference windows work best for your family?**
- **Are there any changes, additions, or adjustments you would suggest for the calendar?
(Please keep in mind that some elements, like ending before Memorial Day, starting before Labor Day, and continuing Early Release Fridays, are already set.)**

Family Survey Data Review

Demographic Family Survey Breakdown - Total Responses 427

- **37.7%** – **Elementary** Parent/Guardian
- **23.9%** – **HS** Parent/Guardian
- **21.3%** – **Multiple levels** Parent/Guardian
- **16.6%** – **MS** Parent/Guardian
- **0.2%** – Family Member (grandparent, aunt/uncle, sibling, etc.)
- **0.2%** – **Community Member** (not a parent/guardian/family member of a D51 student)

Family Survey Data Review

Favorable Level of Support

- **5 – Excellent**
~25% of responses
Mostly satisfied; minor adjustments suggested
- **4 – Good**
~30% of responses
Positive but open to tweaks
- **3 – Neutral**
~25% of responses

Unfavorable Level of Support

- **2 – Poor**
~12% of responses
Strong concerns around structure
- **1 – Very Poor**
~8% of responses
Frustrated with start date and too many days off

Family/Community Feedback Themes

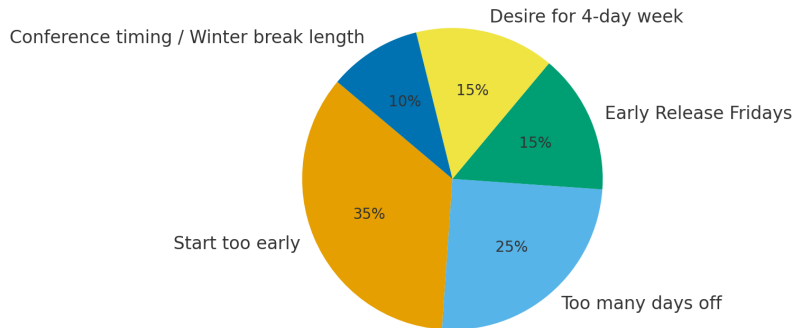
Likes

- Consistent calendar structure
- Balanced semesters
- Liked the FAQs
- Appreciation of teacher PL time

Dislikes or Requests

- Start later in August
- Too many random days off
- Revisit Early Release Fridays (shorter periods or full days off)
- Explore a 4-day week model
- Shorten winter break or return earlier in January
- Add or restore Fall Break

Top Calendar Concerns & Change Requests



Staff Survey Questions

I am a....

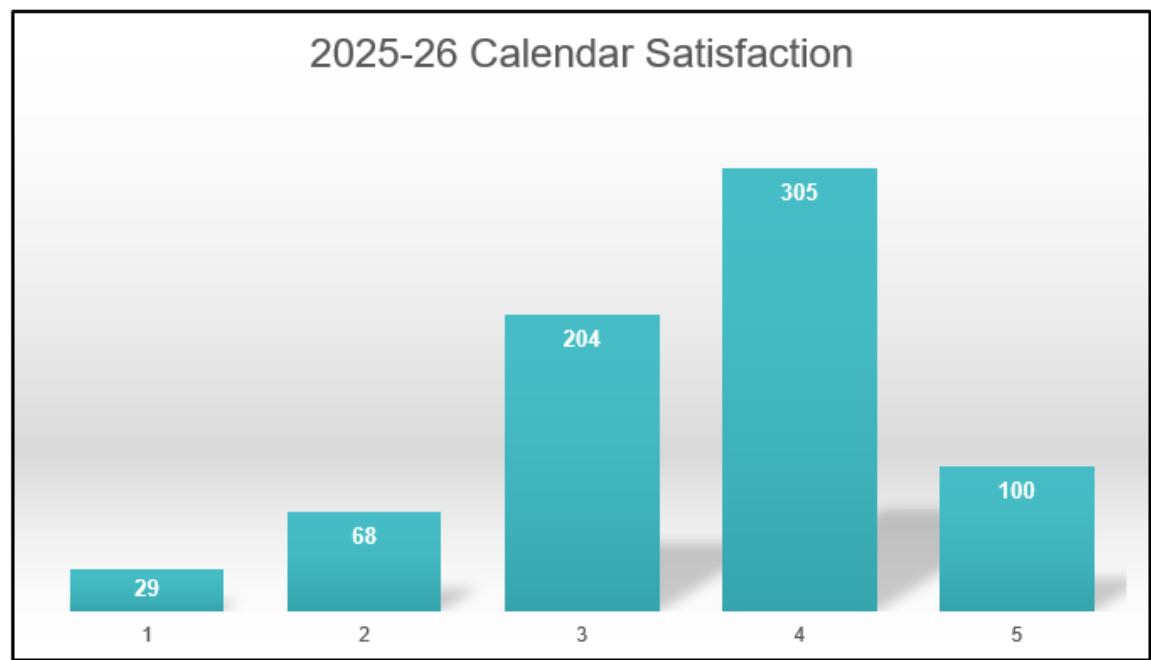
- Building Leader
 - Central Admin
 - Elem Teacher/Counselor
 - MS Teacher/Counselor
 - HS Teacher/Counselor
 - Special Service Provider
 - Support Staff Member
- While we know this year is not yet over, we would like your recommendations and feedback about the current 2025-26 Calendar
 - How satisfied are you with the current school district calendar?
 - If you have any concerns with the current 2025-26 calendar, please list your top 1 or 2 concerns below.
 - Do you have any recommendations of changes that could be made to the calendar to address the concerns you indicated above?
 - Do you support keeping the current calendar structure (start date, breaks, end date) similar in future years?
 - Yes/No/I'm unsure/NA
 - What do you like most about the current school calendar?

The following calendar questions apply to MS Licensed staff only

- Does the timing of the middle school conference day (currently on September 2nd) in the first semester make sense for your students?
 - Yes, leave it where it is/No, it should be earlier/No, it should be later/I'm unsure/NA
- If you answered no to the prior question, would November make more sense (Yes/No)

Staff Survey Results

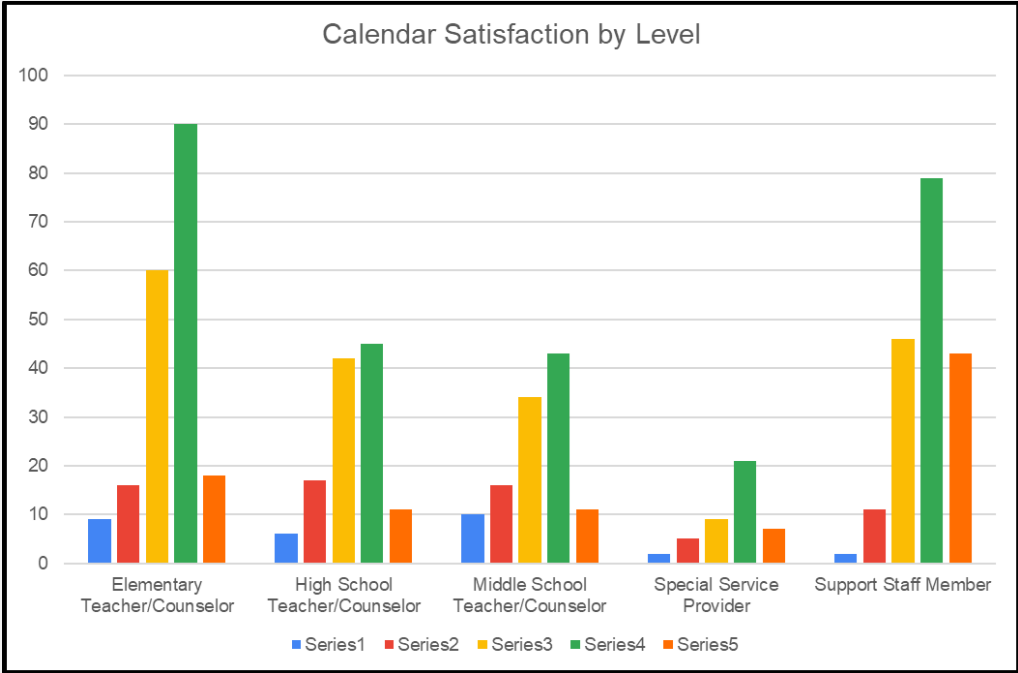
On a scale of 1 to 5, with 5 being an excellent school calendar and 1 being the worst school calendar, how satisfied are you with the current school district calendar?



	Count	%
5 (Excellent)	100	14%
4 (Good)	305	43%
3 (Neutral)	204	29%
2 (Poor)	68	10%
1 (Very Poor)	29	4%

Staff Survey Results

On a scale of 1 to 5, with 5 being an excellent school calendar and 1 being the worst school calendar, how satisfied are you with the current school district calendar?



Staff Feedback Themes

Likes

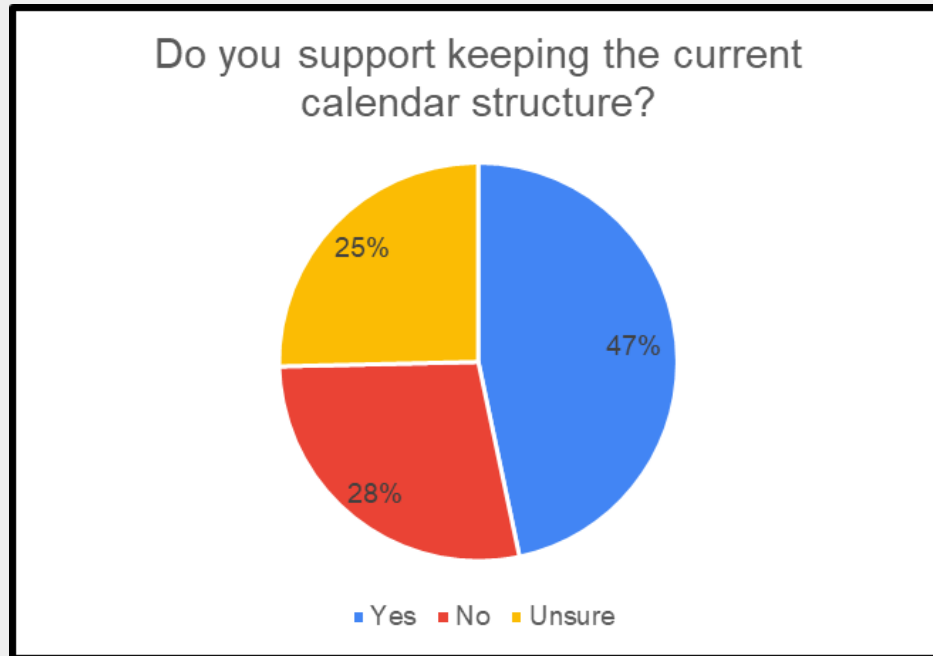
- **Balanced/Pacing**
- Finals before Winter Break - closure/pacing
- Spring Break aligned with CMU
- Predictable, meaningful breaks (ie Winter break, week at Thanksgiving, Fall Break)

Concerns

- Start Too Early (23% of total survey responders)
- Desire for a Fall Break
- Too many broken/short weeks
- Revisit Early Release Fridays (shorter periods or full days off)
- Long stretches without a break can be wearing

Staff Survey Results

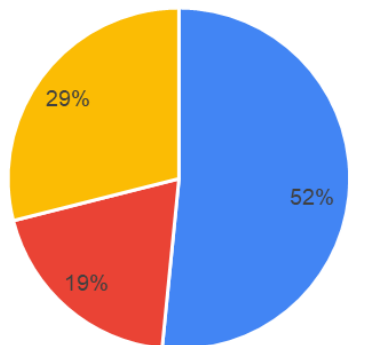
Do you support keeping the current calendar structure (start date, breaks, end date) similar in future years?



Staff Survey Results

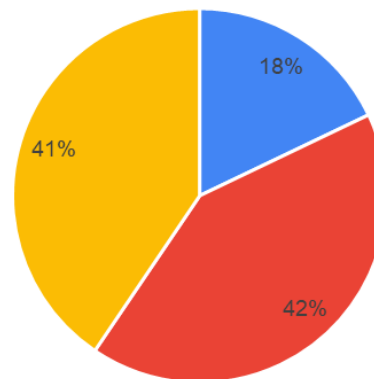
Does the timing of the middle school conference day (currently on Sep 2nd) in the first semester make sense for your students? If you answered no to the prior question, would moving the conference day from September to November make more sense?

MS Conference Day - Does timing make sense?



■ No ■ Yes ■ I'm Unsure/No Answer

Should it be moved to November?



■ No ■ Yes ■ I'm Unsure/No Answer

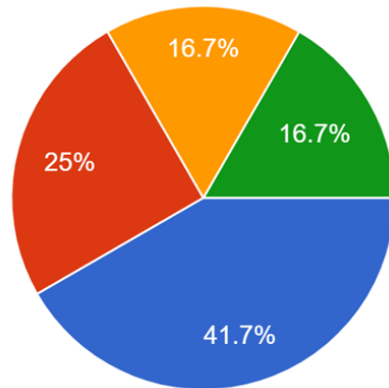


2026 -2027 Draft Calendar(s)

Committee Level of Agreement Results

What is your level of support for B-2 Calendar for 2026-27 SY?

12 responses



- Full Support
- Paritial Support
- Neutral
- Little Support - will not block
- No support - full block



July 2026						
S	M	T	W	T	F	S
			1	M	H	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	T	W	T	8
9	W	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	H	T	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	EE	29	30			

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	W	10
11	DD	DD	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	EMC	14
15	16	17	18	19	20	21
22	23	24	25	H	H	28
29	30					

December 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	H	H	26
27	28	29	30	31		

	Elem	MS	HS	Teacher
Semester 1	82	88	84	82
Semester 2	88	80	80	88
Difference	6	7	6	4

January 2027						
S	M	T	W	T	F	S
						24
3	W	T	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	H	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
					1	2
4	5	6	7	DD	10	
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	EC	15
16	17	18	19	20	21	22
23	24	25	W	27	28	29
30	H					

June 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

	Elem	MS	HS
Q1	42	41	41
Q2	42	42	42
Q3	44	44	44
Q4	44	46	48



DRAFT B2 (Adjust to start)

Classes Begin August 11, Kindergarten August 13

All Schools Classes Not in Session

W Teacher Workdays	T Teacher In Service
August 8 and 10	August 5 and 7
October 9	January 5
January 4	
March 11	EE Teacher Ed Effectiveness
May 26	September 28

Elementary Planning Only (MS/HS in Session)
September 8
April 8

Elem Conference/MS/HS In-Service (No School)
October 13

Teacher Compensation Day (No School)
October 12
April 5

Elementary Planning/MS Conference (HS in Session)
November 18

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

Elem Conferences Only (MS/HS in session)
May 24

Check with your school for Parent Teacher conference dates

Schools Not in Session (Holidays and/or Vacation Breaks)

September 7	Labor Day
November 23-27	Thanksgiving Break
December 21-Jan 1	Winter Break
January 18	Martin Luther King Jr Day
February 15	President's Day
March 22-26	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 11
1st Quarter Ends	October 8 (42 Elem - 41 MS/HS)
2nd Quarter Ends	December 16 (42 Elem/MS - 41 HS)
3rd Quarter Ends	March 10 (44 Elem/MS/HS)
4th Quarter Ends	May 25 (44 Elem - 48 MS/HS)

Calendar Highlights
Labor start
Portia Walk at start of year and end of year
Swaps Inservice and Workday at start of year
Move MS Conferences into November
Retains CD day as both a break and additional pay

Recommended 2026 -2027 Calendar

Calendar Recommendation Timeline

● Fall 2025

- Staff Survey
- Family Survey

● Oct/November

- Calendar Committee Meet
 - Review staff and family input
 - Review Constraints
 - Draft 2026-2027 Calendar Options

● December

- Board Presentation 12/09/2025
- Board Adopt 12/16/2025



Thank You
&
Any additional questions?

Summer Bond Work Early Dismissal and Delayed Start

- **Appleton**
 - *New Emerson
- **Broadway**
- **Mt. Garfield**
- **Orchard Ave**
- **Pomona**
- **Tope**
- **Wingate**
- **West**

D51 Calendar: Frequently Asked Questions

Q. How is the D51 school calendar created?

A. In accordance with Board Policy IC/ICA, and under the direction of the superintendent, the D51 school calendar is developed each year by a committee made up of staff, parents, and community members. This diverse team includes licensed educators, special service providers, support and operational staff, and parent and community representatives to ensure as many perspectives as possible are considered.

When drafting the calendar, the committee must balance many requirements, including state laws that set minimum instructional hours, state testing windows, District policies, and the Mesa Valley Education Association (MVEA) agreement, which defines teacher workdays and professional development days. The proposed calendar, or calendars, are then presented to the Board of Education each spring for adoption.

Q. What factors does the Calendar Committee consider?

A. The committee reviews and balances multiple considerations when developing calendar drafts, including:

- State laws that set the minimum number of instructional hours students must receive
- Board Policy requirements, including holidays
- Master Agreement with MVEA, which establishes teacher contract days, work days, in-service days, etc.
- State and federal testing and READ Act requirements
- Impact on different district programs such as athletics, transportation, and nutrition services
- Balanced semester and grading periods to support instruction
- Survey feedback from staff, families, and the community
- Limiting fragmented or “broken” weeks
- Concurrent enrollment needs with CMU/CMU Tech

Q. Why doesn't school start later (or after Labor Day)?

A. D51 is committed to finishing the first semester before Winter Break in December. This ensures that students can take final exams, complete courses, and “close out” the semester before the holidays. This practice also keeps the semesters balanced and maintains consistent instructional pacing throughout the year.

For example, in the 2025-26 calendar, both semesters included a similar number of student contact days, which helps keep coursework, grading, and testing evenly distributed. Starting later in the year would push the first semester into January, resulting in students having to complete work following the break.

Q. What is a student contact day?

A. A student contact day is a day when students are scheduled to be in school. A non-contact day is a day when students do not attend school.

Q. How many student contact days does D51 require?

A. State law (C.R.S. 22-33-104) sets minimum instructional hours by grade level. D51 exceeds these minimums with:

- 170 days for elementary schools
- 173 days for middle schools
- 174 days for high schools

Q. What is concurrent enrollment?

A. Concurrent enrollment is a program funded and supported by District 51 that gives our D51 high school students the opportunity to take college-level courses at their high school or through Colorado Mesa University (CMU) or CMU Tech, while still in high school. Students earn both high school and college credit simultaneously, and since the district covers most of the costs, families save significantly on tuition. These courses also appear on both transcripts, giving students a head start on college, career pathways, and their future goals.

Q. Why is Spring Break scheduled in March?

A. D51 aligns Spring Break with CMU's spring break to support concurrent enrollment students and local families.

Q. How are extended breaks (Thanksgiving, Winter, Spring) determined?

A.

- Thanksgiving Break is scheduled to coincide with the holiday, providing families with an opportunity to spend time together.
- Winter Break begins after the first semester concludes, so students complete their coursework and take finals before the break. The Christmas holiday is also taken into account when setting start and end dates.
- Spring Break is aligned with Colorado Mesa University (CMU) to better support families, staff, and students who are involved in both high school and college programs through concurrent enrollment.

Q. Why doesn't the calendar include a Fall Break?

A. Adding a Fall Break would require starting school earlier or shortening Thanksgiving Break in order to meet the required number of student contact days in the first semester. D51 prioritizes keeping semesters balanced and finishing the first semester before Winter Break, so a separate Fall Break would create challenges for both instructional time and family schedules.

Q. What are student non-contact days used for?

A. Student non-contact days (teacher contract days) are used for professional development, in-service training, workdays, and elementary planning days. These days give teachers time to plan lessons, collaborate with colleagues, and participate in professional learning that keeps them current with curriculum and instructional practices.

While students are not in school, these days directly support classroom learning by ensuring teachers are prepared and supported. The number and purpose of non-contact days are outlined in the agreement between MVEA and D51 and are also referenced in Board Policy.

Q. When are Parent-Teacher Conferences scheduled?

A. Conference schedules are determined by individual schools based on learning plans, achievement goals, and quarter timelines, with the exception of first-semester Middle School conferences. Please contact your student's school for specific dates.

Q. Why don't elementary, middle, and high schools always have the same days off?

A. Colorado law requires different minimum instructional hours for each grade level (C.R.S. 22-33-104). To meet these requirements, elementary, middle, and high school schedules vary slightly. This can mean that while most breaks align, certain planning or contact days may look different by level.

Q. Why are graduation dates scheduled when they are?

A. Most D51 graduations are held at Stocker Stadium to accommodate large audiences. Graduation dates must be scheduled around other stadium events (such as JUCO) and occur before the end of the school year, while staff are still on duty to support the events.

Q. Does D51 end the school year early to accommodate the JUCO tournament?

A. No. The school year is built around balancing semesters and ensuring the first semester is completed before Winter Break. For example, in the 2024-25 school year calendar, both semesters had a balanced number of student contact days, which set the last day of school before Memorial Day weekend. While this sometimes lines up with the JUCO tournament, the tournament itself does not drive district calendar decisions.

Q. Why doesn't D51 adopt a 4-day week?

A. In 2019, a diverse committee of parents, teachers, administrators, business leaders, and community members studied this option. They hosted public forums, reviewed research, and interviewed schools with 4-day weeks. The findings showed no cost savings and raised several concerns, including:

- Reduced access to school meals and nutrition services

- Lack of affordable childcare on non-school days
- Longer school days require earlier start times
- Negative impacts on students with special needs

For more information and research regarding a 4-day week:

- [National Conference of State Legislatures: Four-Day School Week Overview](#)
- [Doing Less with Less: How a Four-Day School Week Affects Student Learning and the Teacher Workforce](#)

Q. Why are some workdays on Mondays instead of Fridays?

A. A mix of Monday and Friday workdays ensures equitable access to services for students. Many specialists (e.g., Speech/Language, Psychology, Occupational, and Physical Therapy) rotate across schools, and varied scheduling helps balance their availability.

Q. What are CD days?

A. Conference Exchange Days (CD days) are two days included in teachers' annual salary, paid at their daily rate, in exchange for 16 hours of parent-teacher conferences held outside regular hours.

Q. How many workdays are included in the MVEA agreement?

A. Six workdays are designated each school year under the MVEA Agreement:

- Two occur at the start of the school year.
- Four occur at the end of each quarter and are used for grading, planning, and preparing for the next quarter.
- No district or administrative meetings are scheduled on these days to allow staff to focus on classroom needs.



DRAFT B2

Classes Begin August 11/Kindergarten August 13
All Schools Classes Not in Session

W	Teacher Workdays	T	Teacher In-Service
August 6 and 10		August 5 and 7	
October 9		January 5	
January 4			
March 11		EE Teacher Ed Effectiveness	
May 26		September 28	
E Elementary Planning Only (MS/HS in Session)			
September 8			
April 8			

IE/EC Elem Conference/MS/HS In-Service (No School)			
October 13			

CD Teacher Compensation Day (No School)			
October 12			
April 9			

E/MC Elementary Planning/MS Conference (HS in Session)			
November 13			

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

EC Elem Conferences Only (MS/HS in session)			
May 14			

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

September 7	Labor Day
November 23-27	Thanksgiving Break
December 21-Jan 1	Winter Break
January 18	Martin Luther King Jr Day
February 15	President's Day
March 22-26	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 11
1st Quarter Ends	October 8 (40 ES - 41 MS/HS)
2nd Quarter Ends	December 18 (42 ES/MS - 43 HS)
3rd Quarter Ends	March 10 (44 ES/MS/HS)
4th Quarter Ends	May 25 (44 ES - 46 MS/HS)

Calendar Highlights	
Later start	
Partial Week at start of year and end of year	
Swaps Inservice and Workday at start of year	
Move MS Conference into November	
Retains CD day as both a break and additional pay	
Spring Break aligns with CMU	

July 2026							January 2027							19																																								
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November 2026							May 2027							18																																								
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<table border="1"> <thead> <tr> <th></th> <th>Elem</th> <th>MS</th> <th>HS</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td>Semester 1</td> <td>82</td> <td>83</td> <td>84</td> <td>92</td> </tr> <tr> <td>Semester 2</td> <td>88</td> <td>90</td> <td>90</td> <td>96</td> </tr> <tr> <td>Difference</td> <td>6</td> <td>7</td> <td>6</td> <td>4</td> </tr> </tbody> </table>								Elem	MS	HS	Teacher	Semester 1	82	83	84	92	Semester 2	88	90	90	96	Difference	6	7	6	4	<table border="1"> <thead> <tr> <th></th> <th>Elem</th> <th>MS</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>40</td> <td>41</td> <td>41</td> </tr> <tr> <td>Q2</td> <td>42</td> <td>42</td> <td>43</td> </tr> <tr> <td>Q3</td> <td>44</td> <td>44</td> <td>44</td> </tr> <tr> <td>Q4</td> <td>44</td> <td>46</td> <td>46</td> </tr> </tbody> </table>								Elem	MS	HS	Q1	40	41	41	Q2	42	42	43	Q3	44	44	44	Q4	44	46	46	
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Mill Levy Certification

December 9, 2025



Purpose

State statute requires the Board of Education to annually certify amounts to be levied for property tax collections

- Certification allows for property taxes to be collected in the 2026 tax year
- Based on assessed valuations provided by Mesa County Assessor for 2025 tax year
- Board of Education must certify mill levies and provide certification to CDE and County on or before December 15

Definitions and Calculations

Mill

Mills are used to calculate property taxes:

1 mill = 1/10 of a penny,
or 1/1000 of a dollar

\$1 per \$1,000 of
assessed property value

Calculations

Property tax revenue =
Mills x Assessed
property value/1,000

Mills = Property tax
revenue/Assessed
value x 1,000

Assessed Valuation (AV)

The taxable portion of
property value

Property value x
Assessment rate =
Assessed property
value

Residential School District Assessment Rate (RAR)

Currently 7.05% for
most properties: \$7,050
per \$100,000 market
value is taxable

Non-Residential Assessment Rate

Currently 27%: \$27,000
per \$100,000 market
value is taxable

Note: Rates are set by legislation and may change from year to year

- State property value exemptions have expired
- RAR increased from 6.7% to 7.05% for school districts
- Non-RAR decreased from 27.9% to 27%

Property Tax Uses



Local share of School Finance Act Total Program funding (PPR)

General Fund Regular Total Program Mill Levy and Abatement, as determined by CDE.



Voter Approved Mill Levy Overrides

Provides additional revenue beyond the state-set revenue limits for operational expenses such as staff salaries, instructional materials, and ongoing maintenance.

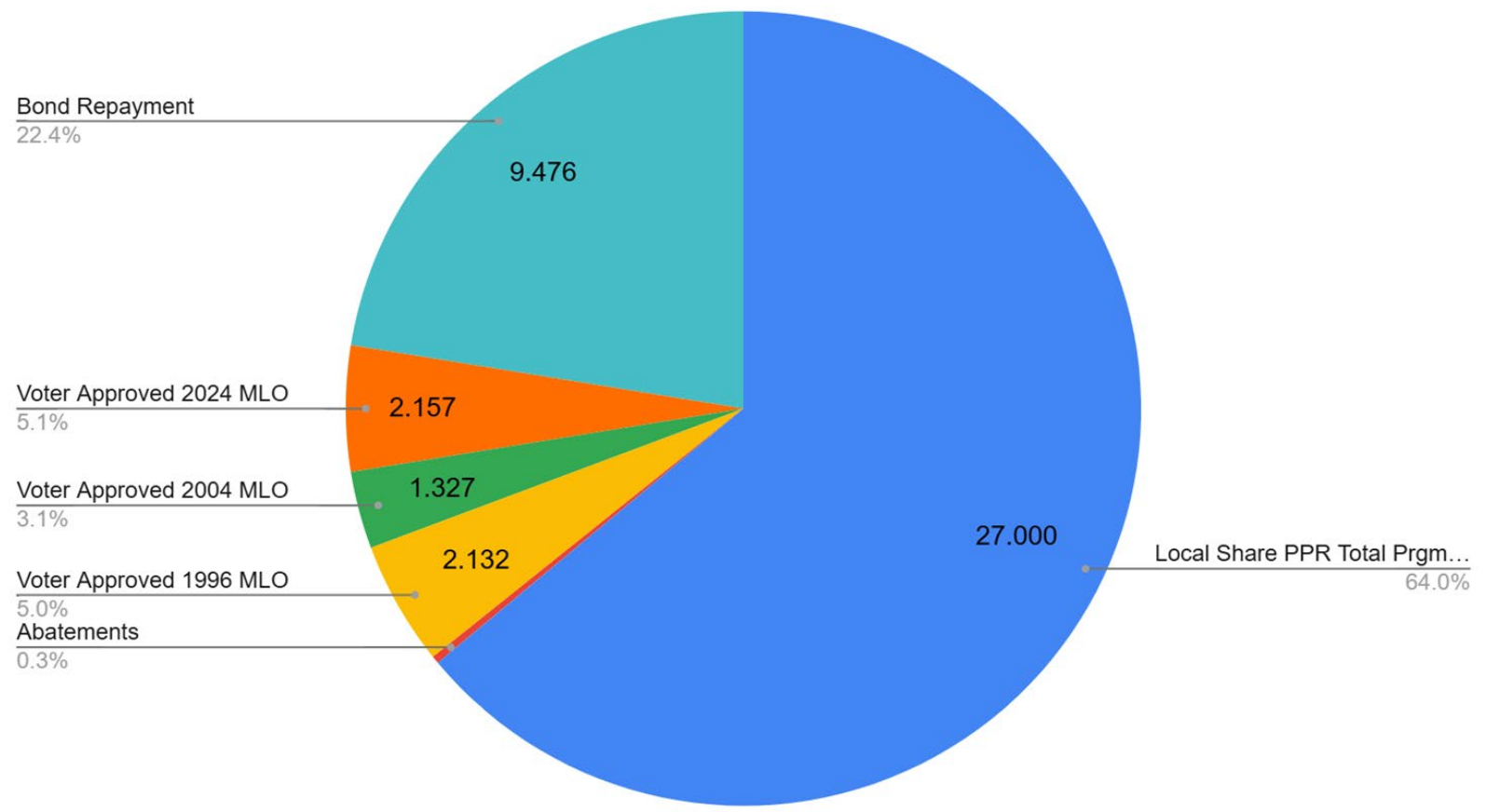


Voter Approved Bond Redemption

Repayment of principal and interest on bond debt issued by local school districts to fund educational facilities and infrastructure.

2026 Requested Mill Levy Certification

2026 Requested Mill Levy Certification



Total Program Property Tax Collections

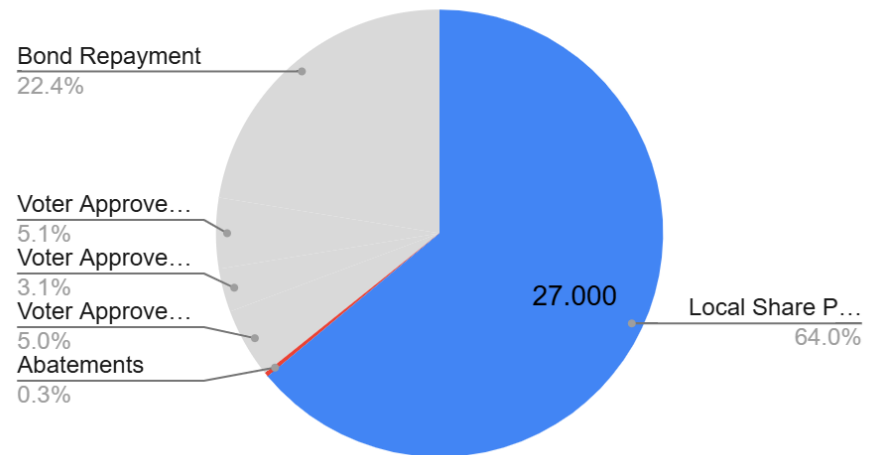
Property tax is the first revenue in for school districts, plus the amount of specific ownership tax collected

Local property tax and specific ownership account for roughly 42% of PPR funding

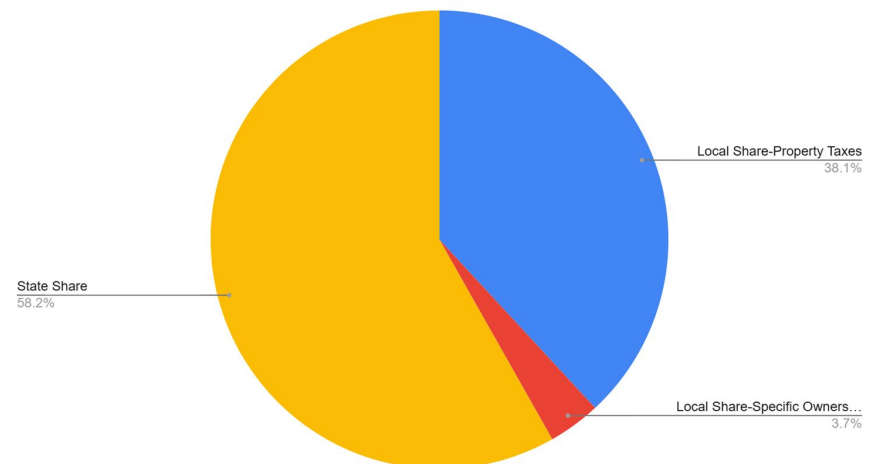
Remaining 58% is backfilled by the State

- Absent state funding, the mill would need to be 71.030

2026 Requested Mill Levy Certification



2025-26 Total Program Funding PPR



Mill Levy Override Property Tax Collections

Capped at 31% of Total Program,
D51 approved MLOs total under 8% of Total Program

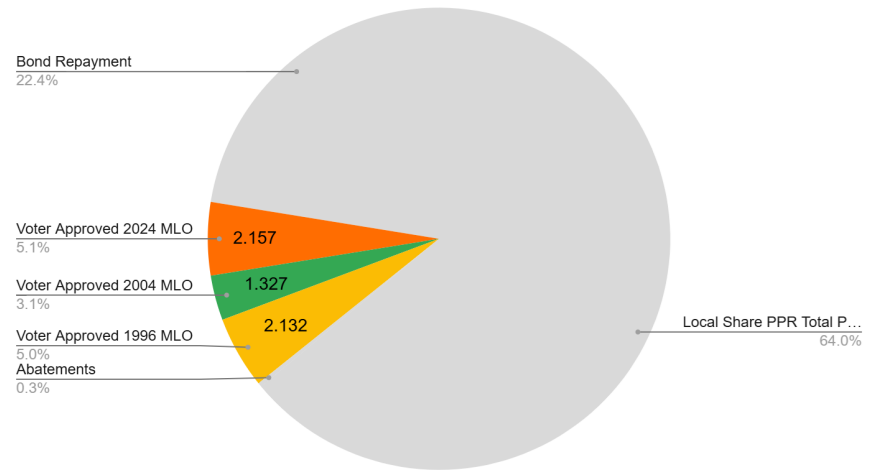
Approved MLOs total \$16,922,781

1996:
Permanent, flat amount, adjusts for inflation
Approved to fund operating expenses of schools

2004:
Permanent, flat amount
Approved to fund operating expenses of schools

2017/2024:
Permanent extension of the 2017 MLO, flat amount
Continues student contact days, Curriculum and related trng, Schl Tech positions, Bldg Maintenance

2026 Requested Mill Levy Certification



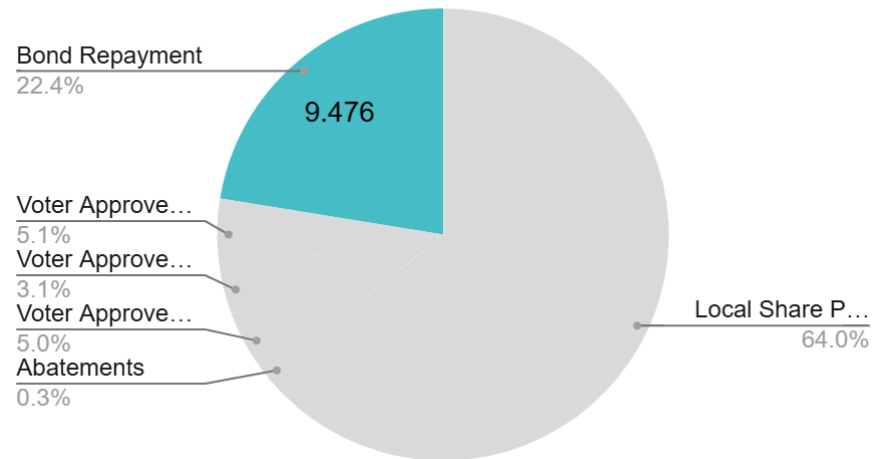
Bond Redemption Property Tax Collections

Capital construction needs, capped at 20% of net assessed valuation and annual limitation in ballot questions

Generates funds to pay off voter approved principal and interest on Bond debt

Collected funds can only be used for bond payments, and are held by the Mesa County Treasurer's office

2026 Requested Mill Levy Certification



Bond Redemption Grand Junction HS

GJHS Bond Project: \$3.1 million in remaining funds to be returned to taxpayers through reduced levy amount

Reduction of 1.849 mills

2025 Bond Redemption Levy: 11.325

Less Tax Rate Reduction: (1.476)

2026 Bond Redemption Levy: 9.476



Savings of \$65/yr on a \$500k residential property

Savings of \$250/yr on a \$500k non-residential property

Summary

Prior Year Net Assessed Valuation:

\$2,518,036,350

Current Year Net Assessed Valuation:

\$3,013,315,750

19.7% growth, Re-assessment year

D51 Mill Levy Comparison to Prior Year:

Decrease of 2.859 Mills Levied,

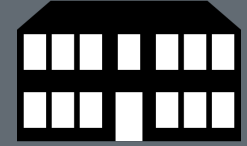
Total Mills = 42.218

Residential



Taxpayer Examples

Non-Residential



Effect on Market Value per \$100,000	FY25 Mills	FY26 Mills	Variance
Assessment Rate	6.70%	7.05%	0.3%
Assessed Value	\$6,700	\$7,050	\$350
Mill Levy	45.077	42.218	-2.859
Annual Taxes	\$302.02	\$297.64	-\$4.38

Effect on Market Value per \$100,000	FY25 Mills	FY26 Mills	Variance
Assessment Rate	27.90%	27.00%	-1%
Assessed Value	\$27,900	\$27,000	-\$900
Mill Levy	45.077	42.218	-2.859
Annual Taxes	\$1,257.65	\$1,139.89	-\$117.76

**Decrease of 2.859
Mills Levied,
Total Mills =
42.218**

Add'l Property Tax Information



Sheila Reiner
Mesa County Treasurer
544 Rood Avenue, Room 100
P.O. Box 20000
Grand Junction, CO 81502-5001
970-244-1824

IMPORTANT PROPERTY TAX DOCUMENT

REAL ESTATE PROPERTY TAX NOTICE 2024 TAXES DUE IN 2025

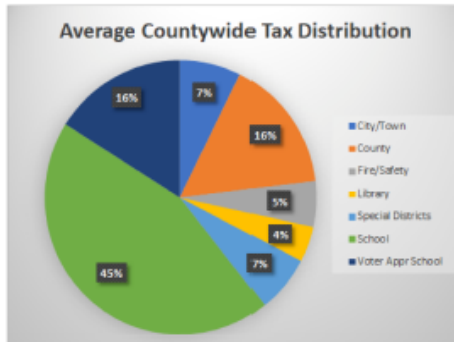
SB 25 - In absence of State Legislature Funding, your School General Fund mill levy would have been 80.3580000

Valuation	Actual	Assessed
LAND	72070	4830
BUILDINGS/IMPROVE	234430	15710
PERSONAL	0	0
TOTAL	306500	20540
SR EXEMPTION	0	0
NET TOTAL	306500	20540

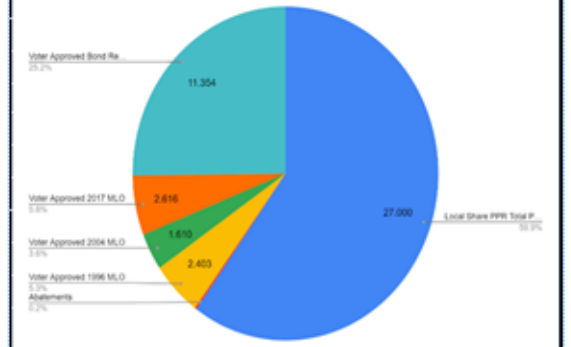
Tax Authority	Mill Levy	Temp Mill Levy Credit	General Tax
CLIFTON FIRE PROTECTIO	11.55200	0.00000	237.28
CLIFTON SANITATION DIS	0.00000	0.00000	0.00
COLORADO RIVER WATER C	0.50100	0.00000	10.29
CLIFTON WATER DISTRICT	0.00000	0.00000	0.00
GRAND RIVER MOSQUITO C	1.18400	0.06000	24.32
GRAND VALLEY DRAINAGE	1.77800	0.00000	36.48
LIBRARY DISTRICT	3.00500	0.00000	61.72
MESA COUNTY	11.31400	0.59600	232.39
COUNTY ROAD & BRIDGE-F	0.27400	0.00000	5.63
SCHOOL DIST #51 GEN	31.17100	0.00000	640.26
SCHOOL DIST# 51 BOND	11.32500	0.00000	232.62
SCHOOL DIST# 51 2017 O	0.00000	0.00000	0.00
SCHOOL DIST# 51 2024 O	2.58100	0.00000	53.01
UTE WATER CONSERVANCY	0.00000	0.00000	0.00
TOTAL NET LEVY=	74.6830000		1534.00

ADMIN FEE	0.00
SPECIAL ASSESSMENT	50.00
PREPAYMENT	0.00
VET/SENIOR HOMESTEAD EXEMP	0.00
GRAND TOTAL	\$1,584.00

Distribution Breakdown



School District 51 Breakout Statutory Requirement and Voter Approved Mill Levies



Statutory Requirement	Schl Dist51 Local Share	27.094
Voter Approved	Schl Dist51 96 Mill Levy Override	2.403
Voter Approved	Schl Dist51 04 Mill Levy Override	1.61
Voter Approved	Schl Dist51 17 Mill Levy Override	2.616
Voter Approved	Schl Dist51 Bond	11.354
Total Mill Levy		45.077

Local Share of School Finance Act Total Program Funding: 27.000 mills per HB20-1418

Total Program Funding for school districts is set through the School Finance Act of 1994, and is calculated annually for each district. Total Program Funding consists of local property tax dollars, local specific ownership taxes, and state share. Currently approximately one-third of D51's Total Program Funding is generated from local taxes. The remaining two-thirds of Total Program Funding is provided by the State.

1996 Mill Levy Override

Provides ongoing support for school operating expenses. Increases annually by inflation.

2004 Mill Levy Override

Provides ongoing support for school operating expenses. Fixed at \$4 million annually.

2017 Mill Levy Override

Approved by voters for a 10 year term. Provides five additional school days, updated curriculum and educator training on new resources, technology support, and funding for building maintenance. Fixed at \$6.5 million annually.

Bond Redemption Fund

Repayment of principal and interest on voter approved debt. Funds collected can only be used for bond payments and are held in trust with the Mesa County Treasurer's Office.

Certification Resolution and Next Steps

	2024-2025	2025-2026	Difference
General Fund (Regular) Total Program HB20-1418	27.000	27.000	0.000
Abatements	0.088	0.126	0.038
Voter Approved: Override Election 1996	2.494	2.132	(0.362)
Voter Approved: Override Election 2004	1.589	1.327	(0.262)
Voter Approved: Override Election 2024	2.581	2.157	(0.424)
Total General Fund	33.752	32.742	(1.010)
Bond Redemption Fund	11.325	9.476	(1.849)
Total All Funds	45.077	42.218	(2.859)

- Approval of resolution
- Certification will then be provided to County Commissioners and CDE ahead of December 15th deadline

Mill Levy Certification

December 9, 2025



**Certification of Mill Levy
 (Including Full Abatement)**

Board of Education Resolution 25/26: 31

Presented: December 9, 2025

WHEREAS, Section 22-40-102(6), C.R.S., requires that the Board of Education certify to the Board of County Commissioners by December 15, 2025, the amount to be raised from levies against the valuation for assessment of all taxable property located within the District for the General Fund, Bond Redemption Fund, Transportation Fund, and Special Building Fund.

WHEREAS, the following has been certified by the Mesa County Assessor for property within the boundaries of Mesa County Valley School District No. 51:

Net Assessed Valuation	\$3,013,315,750
Taxes Collected on Omitted Property by August 1, 2025	\$72,082.71
Tax Abatements Refunded as of August 1, 2025	\$378,379.57

WHEREAS, Section 39-10-114(1) (a) (I) (B), C.R.S. provides:

Any taxing entity may adjust the amount of its tax levy authorized pursuant to the provisions of section 29-1-301 by an additional amount that does not exceed the proportional share of the total amount of abatements and refunds made pursuant to this section. After calculating the amount of property tax revenues necessary to satisfy the requirements of the “Public School Finance Act of 2025”, article 54 of title 22, any school district shall add an amount equal to the proportional share of the total amount of abatements and refunds granted pursuant to the provisions of this section prior to the setting of the mill levy for such school district.

WHEREAS, the board wishes to avail itself for the provision of Section 39-10-114(1) (a) (I) (B), C.R.S.

THEREFORE, BE IT RESOLVED, the Board of Education of Mesa County Valley School District No. 51 does hereby certify to the Mesa County Commissioners the amounts of levies required against the valuation for assessment of all taxable property located within the boundaries of this school district for the General and Bond Redemption Funds for the 2025-2026 and 2026-2027 budget years.

	DOLLAR VALUE	MILL TOTAL
General Fund (Regular) Total Program HB20-1418	81,359,525	27.000
Abatements	379,678	0.126
Voter Approved: Override Election 1996	6,422,781	2.132
Voter Approved: Override Election 2004	4,000,000	1.327
Voter Approved: Override Election 2024	6,500,000	2.157
Total General Fund	98,661,984	32.742
Bond Redemption Fund	28,554,180	9.476
Transportation Fund	0.000	0.000
Special Building Fund	0.000	0.000
Total All Funds	127,216,164	42.218

CERTIFICATION OF MILL LEVY

The deadline for the Board to certify the mill levy to the County Commissioners is December 15, 2025. The local mill levy is calculated through a formula which uses enrollment growth, inflation, prior year local property tax revenue and current year certification of valuation. The valuation certification from the County Assessor's Office is as of November 25, 2025. The prior year General Fund levy was 33.752 mills including abatement. The General Fund certification is 32.742 mills including abatement, which is 0.126. The Bond Redemption levy is 9.476. The total number of mills levied is 42.218 mills.

Mill Levy Summary

General Fund

By December 10th, the District receives notification from Colorado Department of Education (CDE) of what the mill levy will be for the District for the next tax year. In other districts, the mill levy may be different than this rate depending on the assessed value per student. District 51's General Fund mill levy is 27.000 mills as determined by HB20-1418 and HB21-1164.

HB20-1418 directs districts to levy the number of mills specified by the requirements in the bill, including the establishment of temporary tax credits, if necessary, to correct historical errors. Districts shall levy the lesser of: 27 mills, with partially offsetting temporary credits if needed, the number of mills the district was required to levy in the year of de-brucing, or the number of mills required for Total Program Funding for the current budget year.

HB21-1164 requires CDE to implement a correction plan for districts with temporary tax credits. Specifically, the plan must ensure that districts incrementally reduce the temporary tax credits "as quickly as possible, but by no more than one mill each property tax year."

Tax Credit CRS, Section 39-10-114(1) (a) (I) (B)

The above referenced statutes allow school districts to add to the mill levy required for state equalization. This additional levy allows for the recovery of districts' anticipated revenue that was abated or refunded by the County Commissioners. The amount of \$378,379.57 (0.126 mills) was reflected on the certification from the county treasurer's office, and was based on an assessed value of \$3,013,315,750.

Voter-Approved Override Elections

In the November 1996 election, the voters of Mesa County authorized an additional levy to support the General Fund operating costs of the district. The mill levy is 2.132. In November 2004, voters approved an additional override to support the operating costs of new schools. The mill levy is 1.327. In November 2024, voters approved the permanent extension of a 2017 mill levy override to extend the school calendar, update instructional materials and educator training, support technology, and support additional building maintenance. The mill levy is 2.157.

Bond Redemption

The mill levy of 9.476 mills will provide revenue to meet bond debt service obligations. The project approved by voters in the November 2021 election - improvements relating to the replacement of Grand Junction High School - has been completed. Remaining project funds, currently totaling \$3,097,302.32, plus any additional interest accrued, will be transferred to the Bond Redemption Fund and be utilized to pay down those Bonds as required by the ballot question. The Bond Redemption mill levy has been reduced to take this transfer into account.

Mill Levy Comparison to Prior Year:

	2024-2025	2025-2026	Difference
General Fund (Regular) Total Program HB20-1418	27.000	27.000	0.000
Abatements	0.088	0.126	0.038
Voter Approved: Override Election 1996	2.494	2.132	(0.362)
Voter Approved: Override Election 2004	1.589	1.327	(0.262)
Voter Approved: Override Election 2024	2.581	2.157	(0.424)
Total General Fund	33.752	32.742	(1.010)
Bond Redemption Fund	11.325	9.476	(1.849)
Total All Funds	45.077	42.218	(2.859)

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 December 9, 2025.

*Amy Navarette
Assistant Secretary, Board of Education*



Naming, Renaming or Memorial Proposal Submission Form

In accordance with Board Policy KDEA – Naming Facilities and Memorials

Submit completed form and attachments to:

Naming Committee Designee - msalter@d51schools.org

Subject Line: Naming or Memorial Request – [Proposed Name]

SECTION 1 – REQUESTOR INFORMATION

Name of Requestor/Group: Dan Bunnell, Teresa Swanson, Jon Paul Burden

Affiliation (School, Department, or Organization): District 51 Student Services Department-Early Childhood

Contact Email: dan.bunnell@d51schools.org

Contact Phone: 970-254-5901 Ext. 33105

SECTION 2 – TYPE OF REQUEST

Please select one:

- Naming of a Facility or Area
- Renaming of a Facility or Area
- Memorial or Tribute Installation

If naming or renaming, specify below:

Facility/Area/Program Name: Nisley Elementary School-Preschool Center

Proposed Name: District 51 Early Childhood Center at Nisley

If memorial or tribute:

Type of Memorial/Tribute (e.g., plaque, bench, tree): _____

Proposed Location: _____



SECTION 3 – DESCRIPTION AND RATIONALE

Provide a detailed explanation describing the purpose and significance of the proposed name or memorial. Include how the proposal aligns with KDEA criteria, such as:

- Honoring individuals or groups with sustained and exemplary service
- Reflecting geographical, historical, or cultural significance
- Aligning with the values and mission of the District

Narrative (attach additional pages if necessary):

With the newer building on the Nisley Elementary campus already being renamed New Emerson STEAM, we need to rename the original school building to identify the new preschool center based program that is currently housed there. This new name includes the District 51 Early Childhood Center and will also preserve the Nisley family name in the title as this family name goes back several generations and we would like to keep the Nisley in the renaming of the building.

SECTION 4 – IF NAMING AFTER AN INDIVIDUAL

Full Name:

Relationship to the District/Community:

Summary of Contributions or Service:

Letters of Support Attached: Yes No

Biographical Information Attached: Yes No

SECTION 5 – COMMUNITY AND STAKEHOLDER INPUT

Describe how relevant stakeholders (staff, students, parents, alumni, or community) were consulted or informed:

A district naming committee was formed to make this decision.



Attach any supporting documentation, meeting notes, or letters of endorsement.

SECTION 6 – FUNDING AND MAINTENANCE (if applicable)

If proposing a memorial or permanent installation, please indicate how costs will be covered:

- Privately Funded Sponsored Other: _____

Describe long-term maintenance plans or funding source:

District will be able to utilize new signage and use the current message board.

SECTION 7 – REQUIRED ATTACHMENTS

- Detailed Rationale / Narrative
- Biographical Information (if applicable)
- Community-Input Summary
- Letters of Support
- Cost/Funding Plan (for memorials)
- Other Supporting Documents

SECTION 8 – SIGNATURES

	Name	Signature	Date
Requestor:	Dan Bunnell	<i>Dan Bunnell</i>	12-1-25
Principal/Supervisor:	_____	_____	_____
Department Director (if applicable):	_____	_____	_____



SECTION 9 – DISTRICT REVIEW & APPROVAL

		Signatures	Date
Naming Committee Review:	<input type="checkbox"/> Approve	<u>Tammy Eret</u> <small>Tammy Eret (Dec 3, 2025 11:25:48 MST)</small>	<u>Dec 3, 2025</u>
	<input type="checkbox"/> Deny	Legal Counsel	
	<input type="checkbox"/> Revise	<u>Clint Garcia</u>	<u>Dec 3, 2025</u>
		Chief Operations Officer <u>Callie Berkson</u> <small>Callie Berkson (Dec 3, 2025 14:45:45 MST)</small>	<u>Dec 3, 2025</u>
		Public Information Officer <u>Paul Cain</u> <small>Paul Cain (Dec 3, 2025 14:43:29 MST)</small>	<u>Dec 3, 2025</u>
	Director of Athletics		
	EHS Manager		
Superintendent Recommendation:	<input type="checkbox"/> Approve	<u>[Signature]</u>	<u>12/4/25</u>
	<input type="checkbox"/> Deny	Superintendent	
Board of Education Action:	<input type="checkbox"/> Approved		
	<input type="checkbox"/> Denied	Board President	












Nisley Renaming

Final Audit Report

2025-12-03

Created:	2025-12-03
By:	Lindsay Davis Martin (ldavisma@d51schools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAhWRfTTL5xEDwrjlQjZR2uDqjzOP2ufXL

"Nisley Renaming" History

-  Document created by Lindsay Davis Martin (ldavisma@d51schools.org)
2025-12-03 - 5:36:13 PM GMT
-  Document emailed to Tammy Eret (tammyl@d51schools.org) for signature
2025-12-03 - 5:42:03 PM GMT
-  Email viewed by Tammy Eret (tammyl@d51schools.org)
2025-12-03 - 6:24:55 PM GMT
-  Document e-signed by Tammy Eret (tammyl@d51schools.org)
Signature Date: 2025-12-03 - 6:25:48 PM GMT - Time Source: server
-  Document emailed to pcain@d51schools.org for signature
2025-12-03 - 6:25:50 PM GMT
-  Email viewed by pcain@d51schools.org
2025-12-03 - 9:42:28 PM GMT
-  Signer pcain@d51schools.org entered name at signing as Paul Cain
2025-12-03 - 9:43:27 PM GMT
-  Document e-signed by Paul Cain (pcain@d51schools.org)
Signature Date: 2025-12-03 - 9:43:29 PM GMT - Time Source: server
-  Document emailed to Callie Berkson (cberkson@d51schools.org) for signature
2025-12-03 - 9:43:31 PM GMT
-  Email viewed by Callie Berkson (cberkson@d51schools.org)
2025-12-03 - 9:44:11 PM GMT
-  Document e-signed by Callie Berkson (cberkson@d51schools.org)
Signature Date: 2025-12-03 - 9:45:45 PM GMT - Time Source: server

✔ Agreement completed.

2025-12-03 - 9:45:45 PM GMT






District 51 Early Childhood Center at Nisley

Final Audit Report

2025-12-03

Created:	2025-12-03
By:	Lindsay Davis Martin (ldavisma@d51schools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAHFq3giN6pO6ZxnmQ8BC_TOT11e7-mpyl

"District 51 Early Childhood Center at Nisley" History

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-  Document emailed to Clint Garcia (clint@d51schools.org) for signature
2025-12-03 - 4:01:40 PM GMT
-  Email viewed by Clint Garcia (clint@d51schools.org)
2025-12-03 - 5:28:42 PM GMT
-  Document e-signed by Clint Garcia (clint@d51schools.org)
Signature Date: 2025-12-03 - 5:28:57 PM GMT - Time Source: server
-  Agreement completed.
2025-12-03 - 5:28:57 PM GMT