Board of Education Agenda
Mesa County Valley School District 51
March 3, 2026 {Ti

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

Provide clear, effective, and strategic governance that is student and community-centered so that each and every student will be engaged, equipped, and empowered each and every day.

ESSENTIAL BOARD ROLES

- **Guide** the District through the superintendent
- **Communicate** and uphold the strategic vision of the district
- **Hold** the district accountable for making progress toward strategic outcomes
- **Ensure** alignment of resources and structures
- **Represent** the interests of the community while prioritizing student success across the district

BOARD'S CORE, DRIVING VALUES

- Proactive and prepared
- Respectful and professional
- Focused on student success
- Accountability with integrity
- Cohesive and committed

BOARD MEMBERS

District A – Mr. Jośe Luis Chávez, President
District B –Mrs. Barb Evanson
District C – Mrs. Andrea Haitz, Secretary
District D – Mrs. Kaci Cole
District E – Mrs. Vicki Woods, Vice President

SUPERINTENDENT

Dr. Brian Hill

Board of Education Work Session 4:00 PM

1. Call to Order/Roll Call
2. Agenda Approval
3. Executive Session
   - Pursuant to Section 24-6-402(4)(e), Colorado Revised Statutes, for the purpose of determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and/or instructing negotiators, regarding negotiations with Mesa Valley Education Association.
4. Call to Order/Pledge of Allegiance
5. Bond Projects Progress Update
6. Strategic Plan Update: Staff Wellness
7. Academic Date Presentation AOCAT
8. SEL K-12 Curriculum Presentation
9. Board Governance Planning
10. Business Meeting/Items
10.A. Segra Internet Contract
10.B. Displacements Resolution
11. Future Meetings
11.A. March 24, 2026 Board Business Meeting, Harry Butler Board Room, 5:00 p.m.
11.B. April 7, 2026 Board Work Session, Harry Butler Board Room, 5:00 p.m.
12. Executive Session
   - Pursuant to Section 24-6-402(4)(a)(b), Colorado Revised Statutes, for the purpose of receiving legal advice on specific legal questions regarding the proposed use of District-owned property for an outdoor wilderness program to include legal considerations with such use, operation, and liability matters.
13. 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.

2024 BOND PROJECTS PROGRESS UPDATE

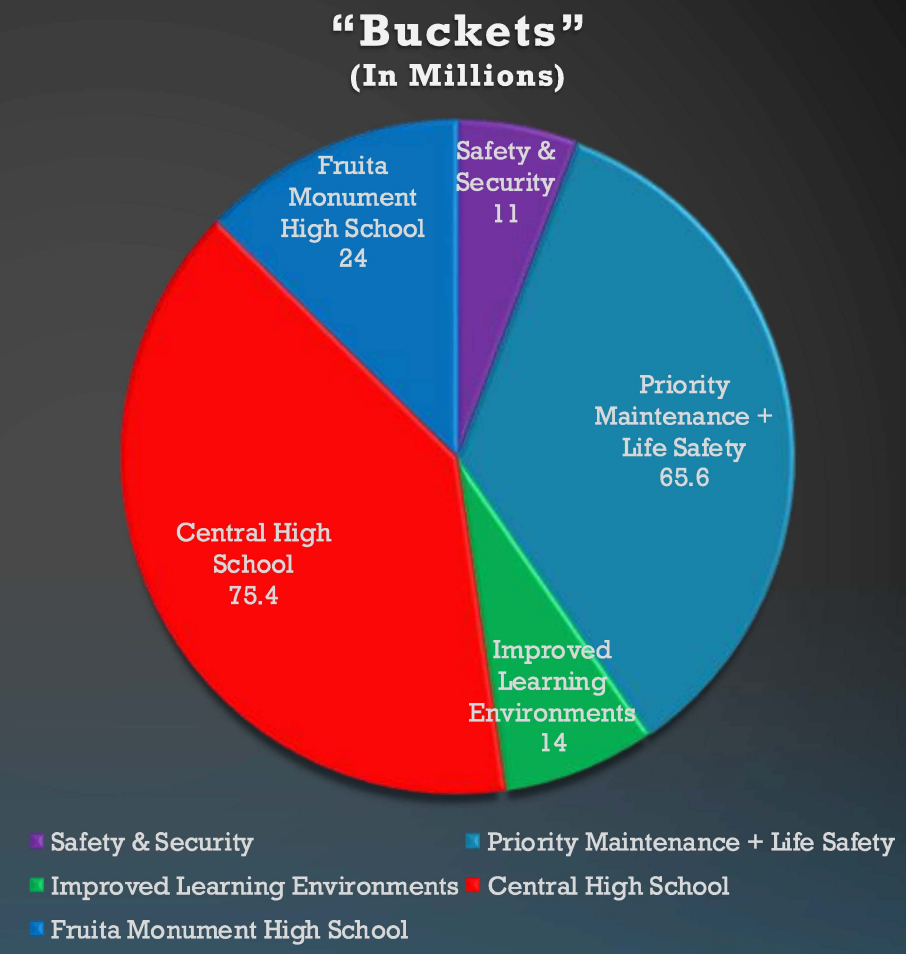
BOARD OF EDUCATION MEETING: MARCH 3RD, 2026

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

DYNAMIC
PROGRAM MANAGEMENT

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

$190M BOND SCOPE OVERVIEW



PIPS - PHASE 02 OVERVIEW

Schedule

- Design: Complete
- Construction: May 2026 – August 2026

Major Scope Items

- Fire Suppression: 8 schools
- Fire Alarm: 7 Schools
- Asbestos Abatement: 5 Schools
- Parking Lot Improvements: 7 Schools
- Safety & Security Improvements: 11 Schools
- Maker Spaces: 4 Schools
- SPED Improvements: 3 Schools
- ADA Accessibility Improvements: 5 Schools
- Opportunity Rooms: 9 Schools

Budget

- Total Budget: $37.1M
- Committed to Date: $3.3M
- Expended to Date: $2M
- Estimated Hard Costs*: $27.9M
  - *Based on Design Development (DD) Estimates
  - *Does not include FFE, IT, Design, etc.

Summer Milestones

Milestone	Standard	Early Release / Late Start
Students Last Day	5/20	5/18
Teachers Last Day	5/21	5/21
Moving Starts	5/22	5/21
Work Complete	7/26	7/26
Jan./IT/Move Back	7/27	7/27
Teachers Back	8/5	8/5
Students Back	8/11	8/12

PRIORITY IMPROVEMENT PROJECTS
PHASE 02 – SUMMER OF 2026

- Recently Completed
  - Construction Documents (CDs)
  - Furniture Design
- In Progress
  - CD Estimates & GMP Amendments
  - Site Investigations & Coordination
  - Fire Suppression Shop Drawings
  - Furniture Vendor Procurement
  - School Move Out Meetings & Preparation
- Upcoming
  - WMS Helical Pier Testing (Spring Break)
  - GMP Estimates & Finalization of Scope (March)
  - Abatement (May 21st)
  - General Contractors Mobilization (May 21st)

- DDB
  - Dos Rios ES
  - Dual Immersion Academy
  - Tope ES
  - Wingate ES
- FCI
  - Broadway ES
  - Orchard Ave ES
  - Pomona ES
  - Mt. Garfield MS
  - West MS.
- Shaw
  - Appleton ES
  - Rim Rock ES

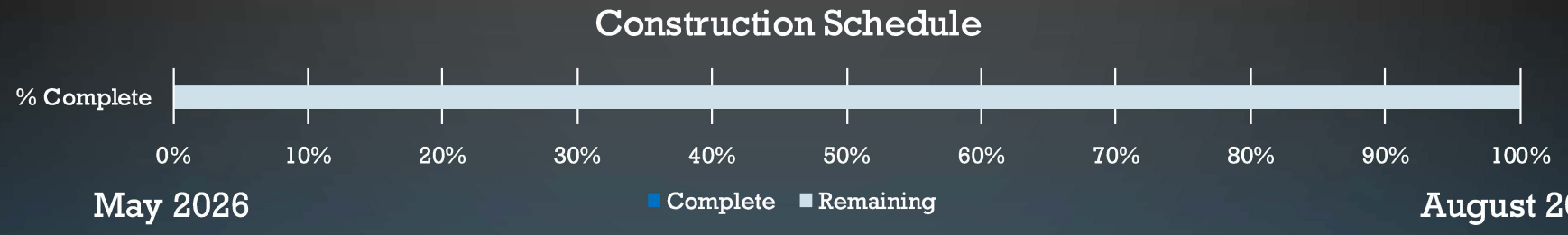
FMHS OVERVIEW

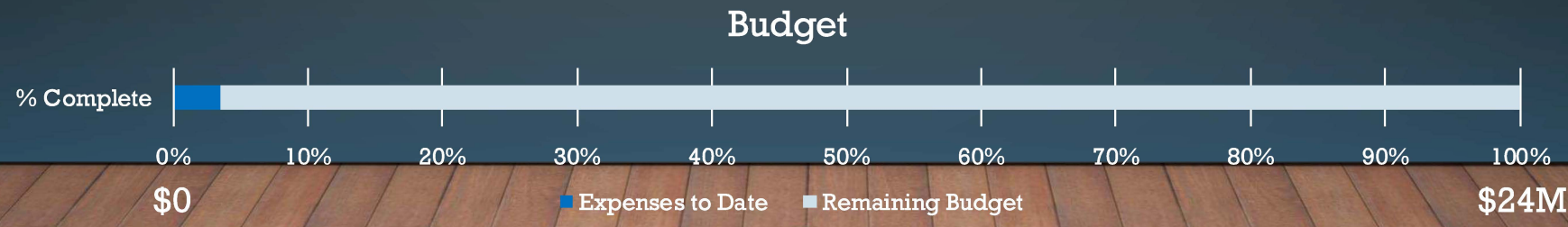
Schedule

- Design: Complete
- Construction: Spring 2026 – Fall 2027
  - Mobilize: May 2026
  - Science & CTE Additions: May 2026 – December 2026
  - Science & CTE Renovations: Spring 2027 – Fall 2027

Budget

- Total Project Budget: $24M
- Total Committed To Date: $1.5M
- Total Expended To Date: $864k





Recently Completed

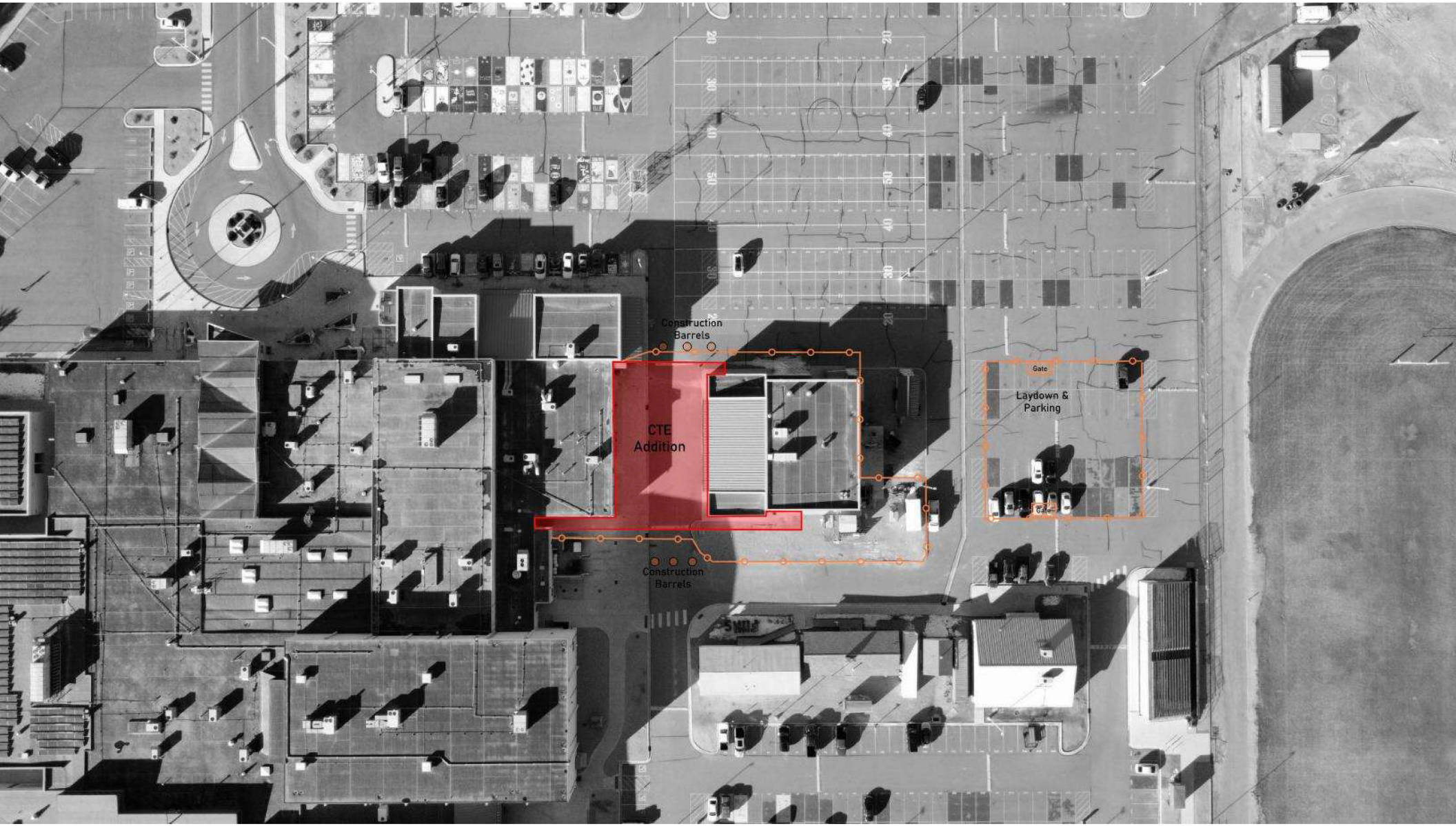
- Construction Drawings
- Furniture Design

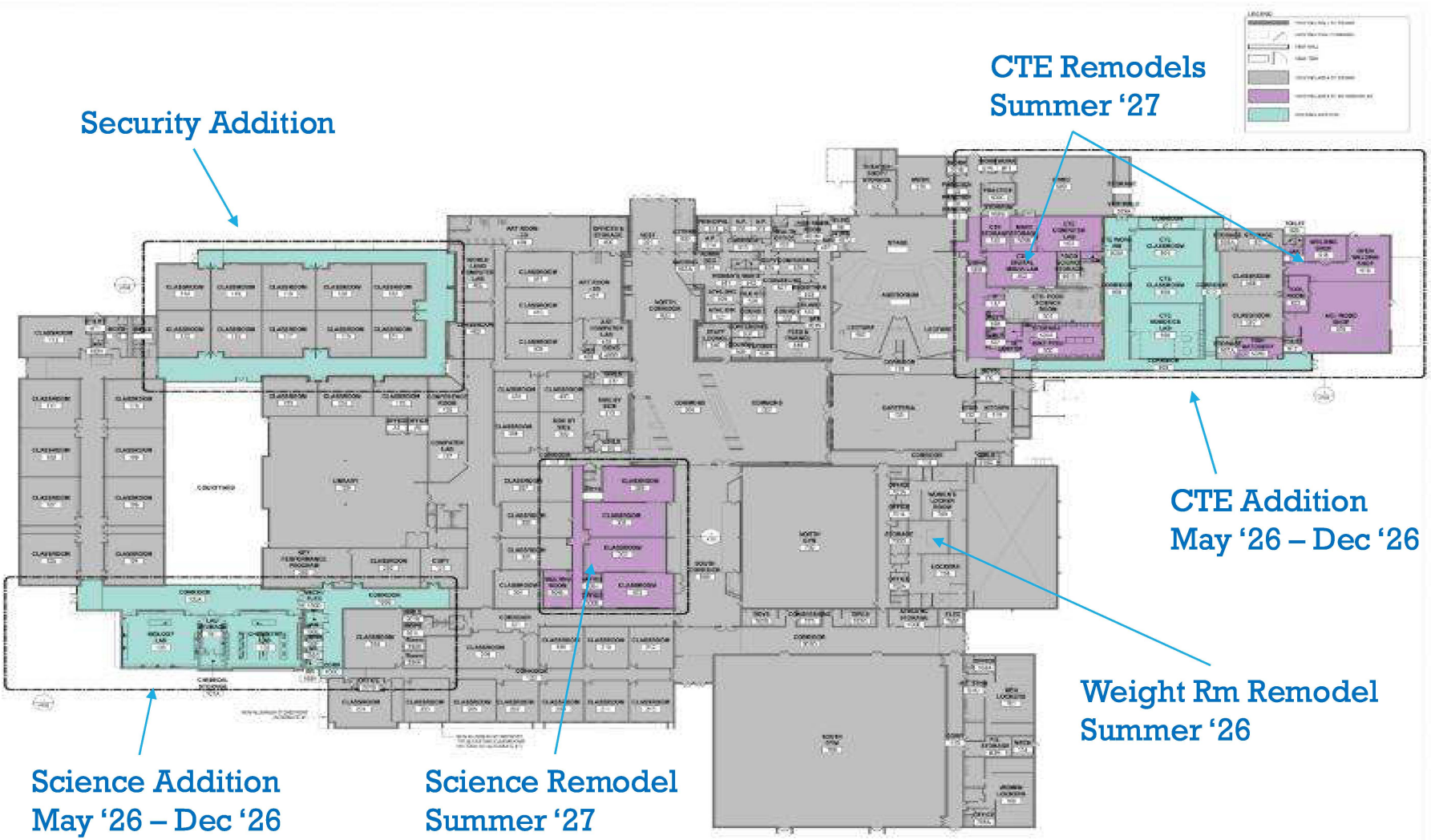
In Progress

- CD Estimate & GMP Amendment
- Site Investigations & Coordination
- Furniture Vendor Procurement

Upcoming

- Weight Room Design - March
- GMP Estimate - March
- GC to Mobilize – May 22nd
- Site Utility Relocations - June


Construction
Barrels
CTE
Addition
Gate
Laydown &
Parking
Gate
Construction
Barrels


Security Addition
CTE Remodels
Summer '27
CTE Addition
May '26 – Dec '26
Weight Rm Remodel
Summer '26
Science Addition
May '26 – Dec '26
Science Remodel
Summer '27
FMHS - 2025
ADDITION AND
REMODEL
OVERALL FLOOR
PLAN
A101

THANK YOU

COLLEEN.KANEDA@DYNAMICPM.COM

Well-Being and Belonging
Staff Wellness
March 3, 2026

ENGAGE - EQUIP - EMPOWER

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

MISSION

VISION

CORE BEHAVIORS

GRADUATE PROFILE

2025-2030 STRATEGIC PLAN
FOCUS AND PRIORITY AREAS

(1) Prepared and Supported Students

- Academic Success
- Student Opportunities

(2) Well-Being and Belonging

- Student Wellness
- **Staff Wellness**

(3) Prepared and Supported Staff

- Staff Retention
- Staff Recruitment

(4) Effective District Operations

- Community Partnerships
- Effective District Operations

2025 -2030 Focus Area 2: Staff Wellness

- **Goal One:** By 2030, all schools and departments will demonstrate an increase in favorable responses within the **belonging domain** of the Staff Panorama Survey.
  - **Departments** will aim to increase from **74 to 79 percent.**
  - **Schools** will aim to 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 from **62 to 67 percent**.
  - **Schools** will aim to increase from **60 to 65 percent**.

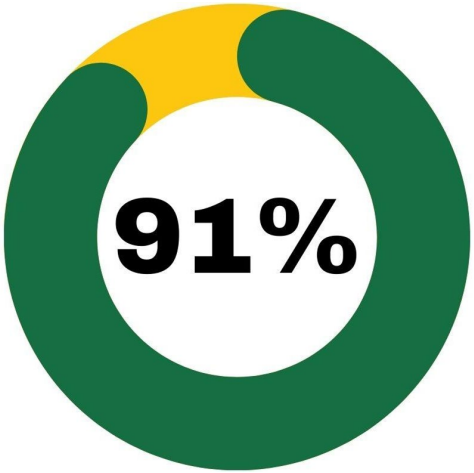
Strategies created by the Community Task Force

Strategies				
Peer Connection Develop and launch events to support staff belonging, and facilitate site-based belonging campaigns.	**Recognition** Establish consistent systems of recognition for staff across the school district.	**Leadership Support** Review and streamline school-level communication and meeting schedules.	**Data Collection and Leadership Support** Use surveys and focus groups to collect and respond to staff input.	**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.
How will we measure our progress?	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.			

Staff Wellness Focus Areas

Wellness Teams

5 YEAR GOAL: Ensure all sites have a Wellness Champion and establish wellness teams at all sites



of schools have
School Wellness Champions

Highlights:

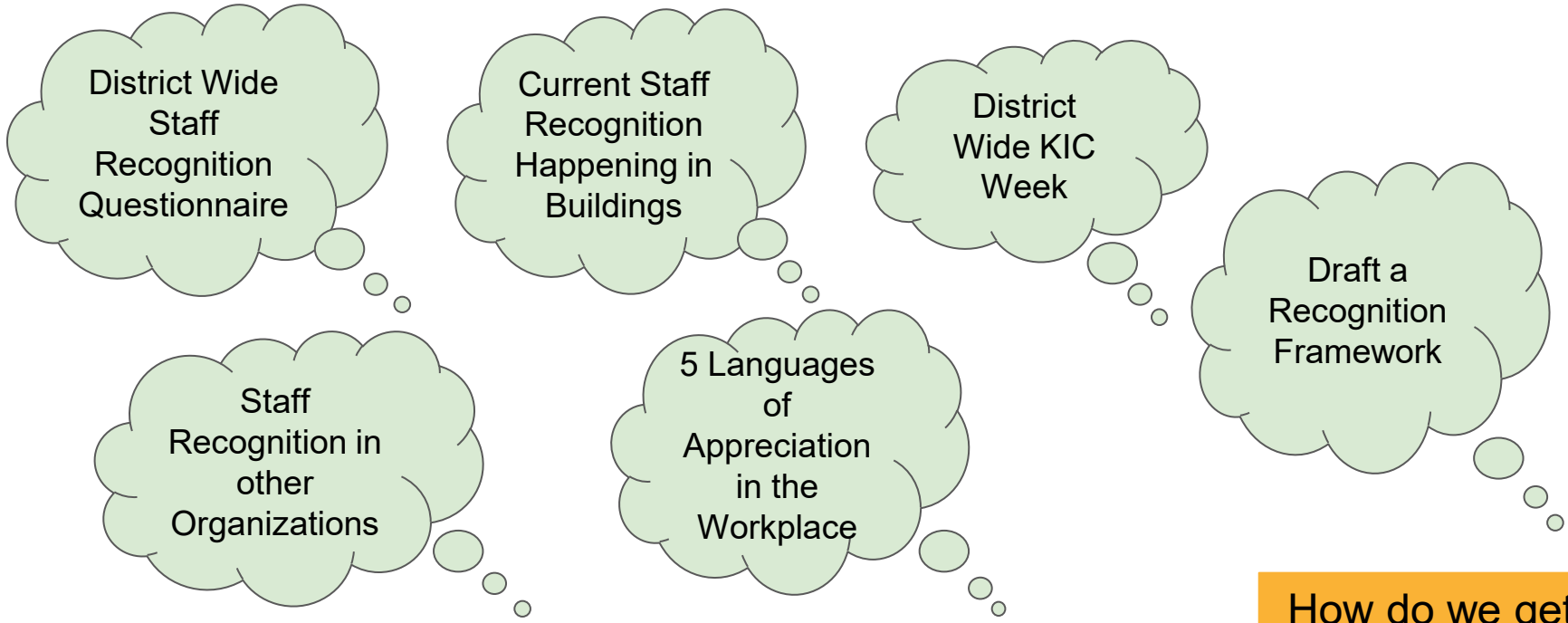
- Introduced Cultivating Resilience Resource to WC's
- Weight Lifting
- Yoga
- Hikes
- Wellness and Mindfulness weekly email
- Caramel Apple Bar during Conferences
- Participation in District Challenges
- Organized turkey dinners with "all the fixings" to be given out to students
- Encouraged staff to participate in Staff Survey
- Staff Wellness Days where choose from several self-care activities
- D51 Foundation Staff Wellness Activities

Leadership Practices

5 YEAR GOAL: Create and Implement a Leadership Framework

Staff Recognition

5 YEAR GOAL: District Wide Recognition Program



How do we get there?

Staff Benefits & Wellness Newsletter

D51 Benefits & Wellness Newsletter
January 2026

What's Inside

- Winter Jokes
- FREE Well-Being Support for All Employees
- New UMR ID Cards
- D51 Health Plan Resets This Month
- January Action for Happiness Calendar
- Your Health FSA: Don't Leave Money on the Table
- Tier 2 Out of Pocket Costs Increasing for 2026
- NEW PERA ROTH Option
- Healthy Recipes
- FREE Blood Draw Health Panels
- January Wellness Challenge - Money Manager
- AllOne Health Webinars
  - Creating an Annual Well-Being Plan
  - Establishing Boundaries in the Workplace

Read More
D51 Healthy Schools Employee Wellness Website

Employee Assistance Program
(TriadEAP now AllOne Health)

2025 Benefits Guide

2026 Benefits Guide

GLP-1 Weight Loss Program Impact

1 GLP 1 Program

aptacash Powered by Apta Health

Provides affordable access to GLP-1 medications for managing weight and improving health.

What are GLP-1 Drugs?
GLP-1 drugs are a class of medications used primarily to treat type 2 diabetes and obesity. Examples include Wegovy and Ozempic.

Program HIghlights:

- **$0 out of pocket for D51 health plan members, *if covered for obesity***
- Cut monthly employer plan costs by **up to 75%**

Participants > 6 months lost an average of 30 lbs

School District 51
MESA COUNTY VALLEY

GLP-1 Weight Loss Program Impact

Health Improvements

- Resolution or improvement of prediabetes, blood pressure, and cholesterol levels
- Reduced joint pain and improved mobility
- Increased energy, confidence, and overall mental health
- Several participants discontinued or reduced other medications

Provider/Portal Feedback

- Staff feel supported, respected, and well-cared-for.
- Providers and communication are major program strengths.
- Program Experience: 4.8 / 5
  - Dashboard Ease, Appointment Scheduling, Refill Request, Provider Communication
- Provider Care: 4.8 / 5
  - Compassion & Support, Listening & Understanding, Quality of Care, GLP-1 Knowledge

Staff Voice

- "This program has **changed my life.**"
- "One of the **best benefits** the district offers."
- "It would be **devastating to lose** this program."
- "Thank you for supporting staff wellness."
- "It is **saving my life** and I'm also **saving money** on other health care expenses."

School District 51
MESA COUNTY VALLEY

2025-2030 Focus Area 2: Wellbeing and Belonging

Priority Area 2: Staff Wellness, Belonging

Department Belonging

Spring 2025	Fall 2025	2026-2029	2030 GOAL
74%	75%	TBD	79%

+1

School Belonging

Spring 2025	Fall 2025	2026-2029	2030 GOAL
72%	74%	TBD	77%

+2

2025-2030 Focus Area 2: Wellbeing and Belonging

Priority Area 2: Staff Wellness, Wellbeing

Department Well-Being

Spring 2025	Fall 2025	2026-2029	2030 GOAL
62%	63%	TBD	67%

+1

School Well-Being

Spring 2025	Fall 2025	2026-2029	2030 GOAL
60%	62%	TBD	65%

+2

D51

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.

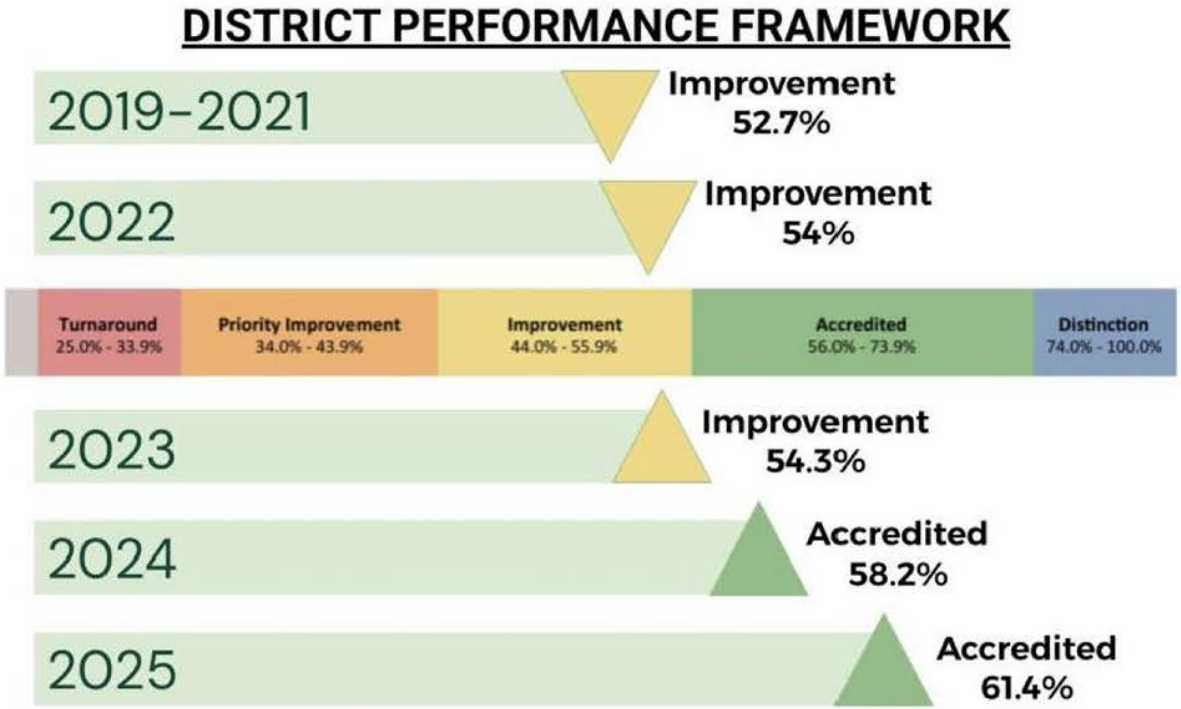
What follow-up questions might you have?

Board of Education
ACCESS and Opportunity
Community Advisory Team Presentation

March 3, 2026

School District 51
MESA COUNTY VALLEY

PREPARED & SUPPORTED STUDENTS



DISTRICT UNIFIED IMPROVEMENT PLAN

COLORADO
Department of Education

2025 Preliminary District Performance Framework

2000: Mesa County Valley 51 — Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	4,120	95.9%	743.3	59	6.00/8	Meets
	Previously Identified for READ Plan	858	91.5%	708.9	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	1,795	94.7%	731.6	32	0.50/1	Approaching
	Minority Students	1,232	95.9%	734.9	39	0.50/1	Approaching
	Multilingual Learners	286	94.3%	718.6	8	0.25/1	Does Not Meet
	Students with Disabilities	755	88.3%	710.6	1	0.25/1	Does Not Meet
CMAS - Math	All Students	4,129	96.0%	739.6	61	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,801	94.9%	728.6	35	0.50/1	Approaching
	Minority Students	1,238	96.1%	731.3	42	0.50/1	Approaching
	Multilingual Learners	299	96.8%	716.6	11	0.25/1	Does Not Meet
	Students with Disabilities	759	88.8%	712.9	7	0.25/1	Does Not Meet
CMAS - Science	All Students	1,378	95.5%	739.5	56	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	582	94.6%	728.7	34	0.50/1	Approaching
	Minority Students	391	95.0%	730.6	38	0.50/1	Approaching
	Multilingual Learners	94	96.0%	716.7	13	0.25/1	Does Not Meet
	Students with Disabilities	268	92.5%	713.8	9	0.25/1	Does Not Meet
TOTAL		*	*	*	*	22.50/36	Meets

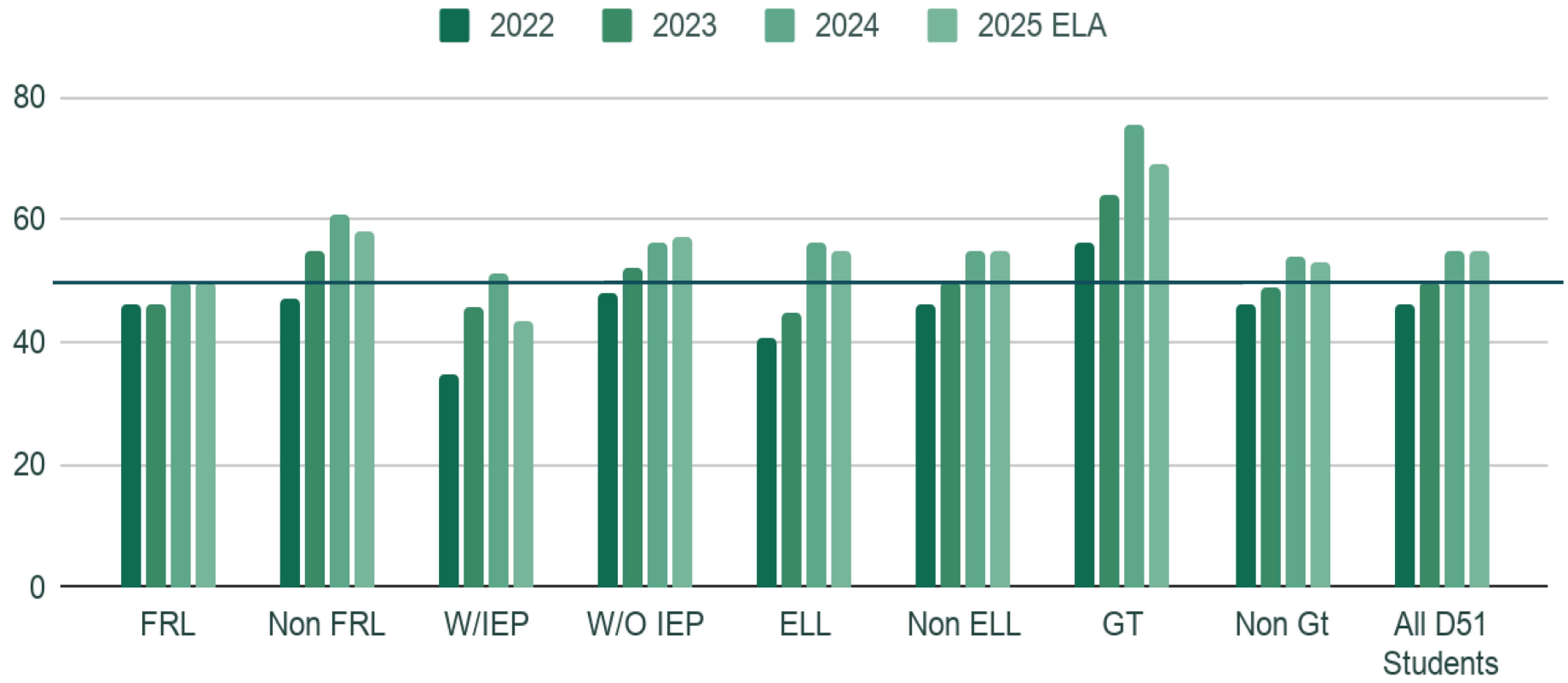
School District 51
MESA COUNTY VALLEY

DISTRICT UNIFIED IMPROVEMENT PLAN

ACADEMIC GROWTH

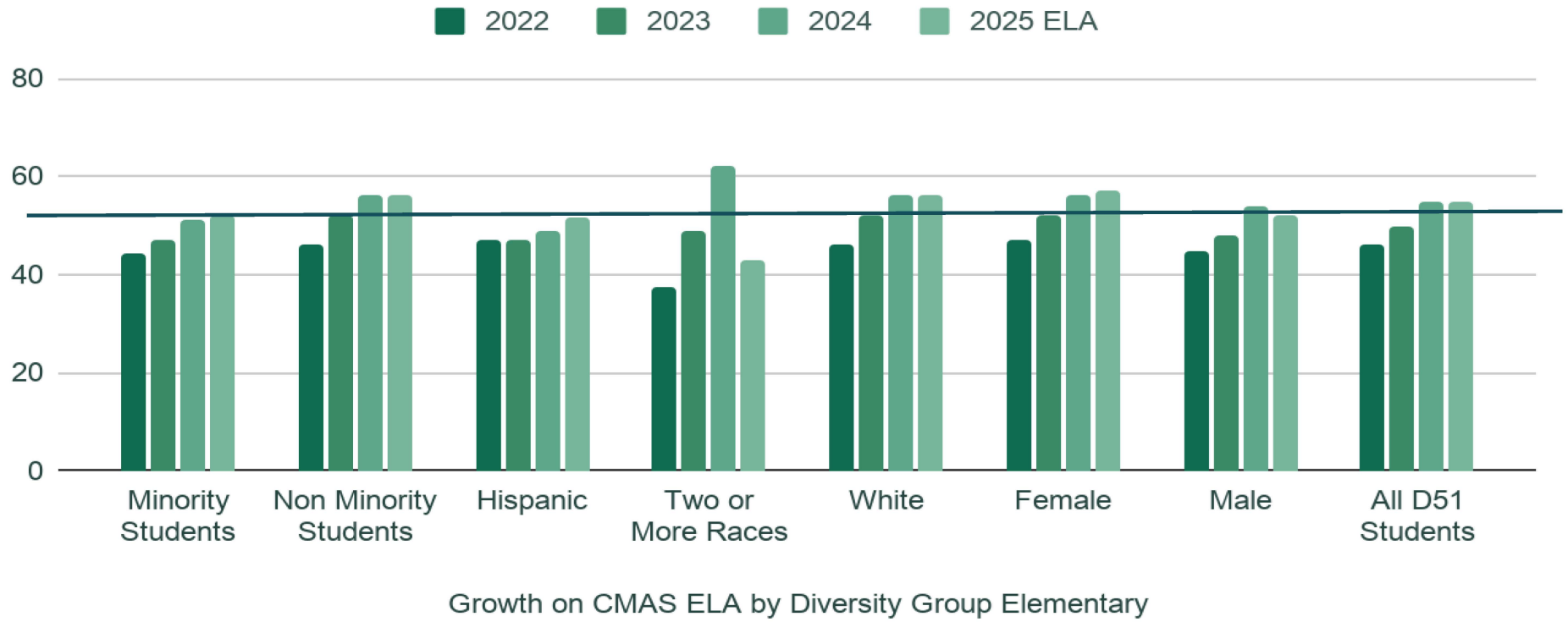
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	2,597	55.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,102	50.0	0.75/1	Meets
	Minority Students	755	52.0	0.75/1	Meets
	Multilingual Learners	157	55.0	0.75/1	Meets
	Students with Disabilities	442	43.5	0.50/1	Approaching
CMAS - Math	All Students	2,632	53.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	1,127	50.0	0.75/1	Meets
	Minority Students	785	54.0	0.75/1	Meets
	Multilingual Learners	186	51.5	0.75/1	Meets
	Students with Disabilities	453	46.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	341	58.0	1.50/2	Meets
	On Track to EL Proficiency	345	70.7%	1.50/2	Meets
TOTAL		*	*	20.50/28	Meets

CMAS Growth by Diverse Group ELA Elementary 3-5



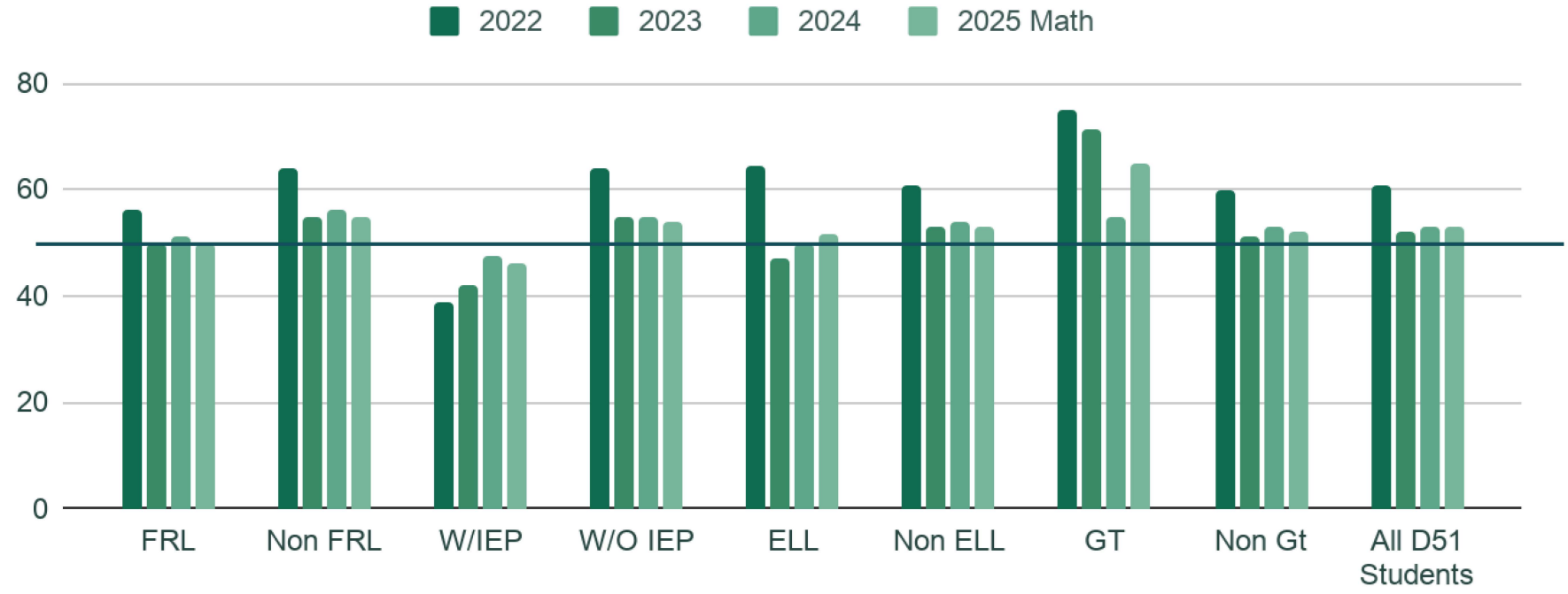
Growth on CMAS ELA by Diversity Group Elementary

CMAS Growth by Diverse Group ELA Elementary 3-5



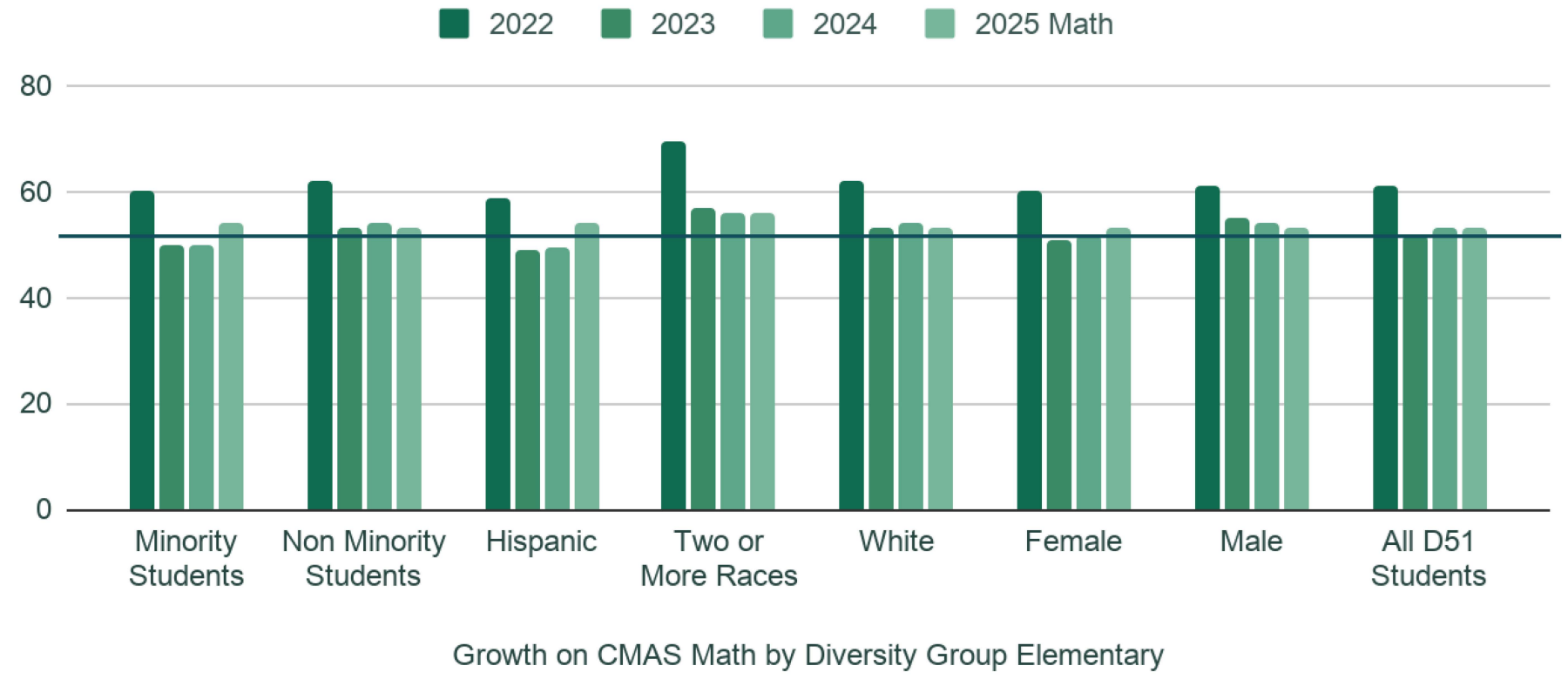
Growth on CMAS ELA by Diversity Group Elementary

CMAS Growth by Diverse Group Math Elementary 3-5



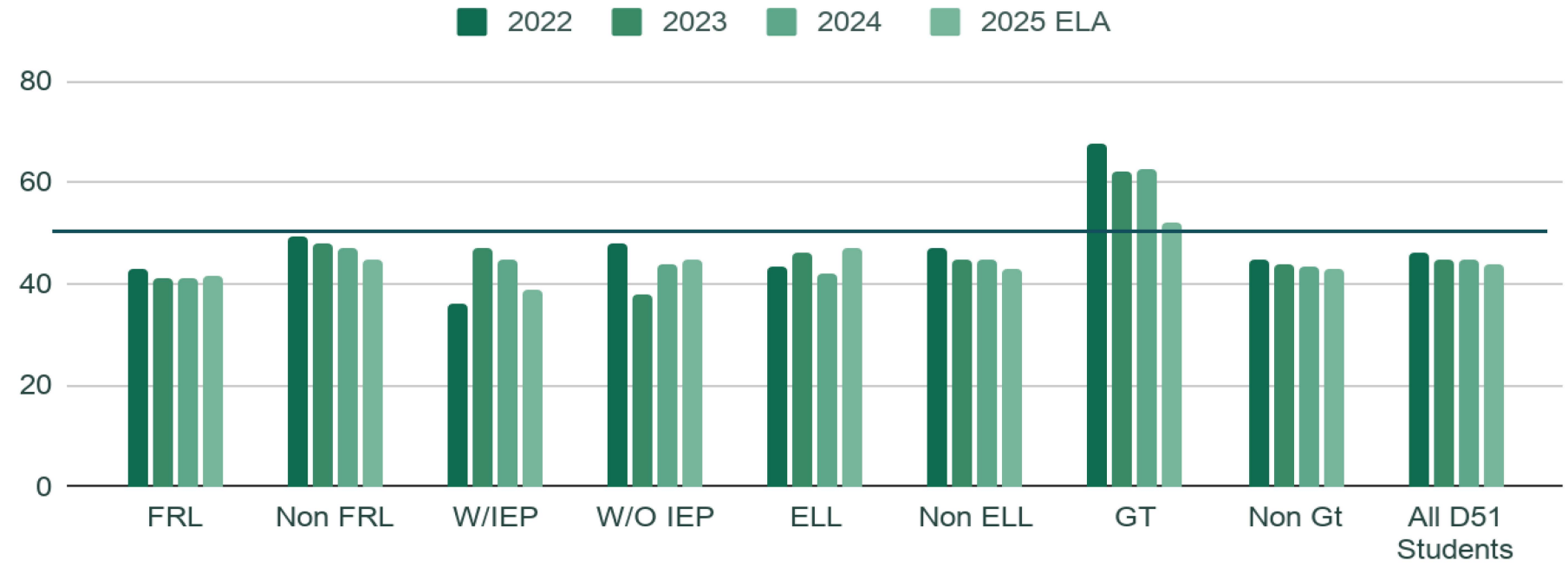
Growth on CMAS Math by Diversity Group Elementary

CMAS Growth by Diverse Group Math Elementary 3-5



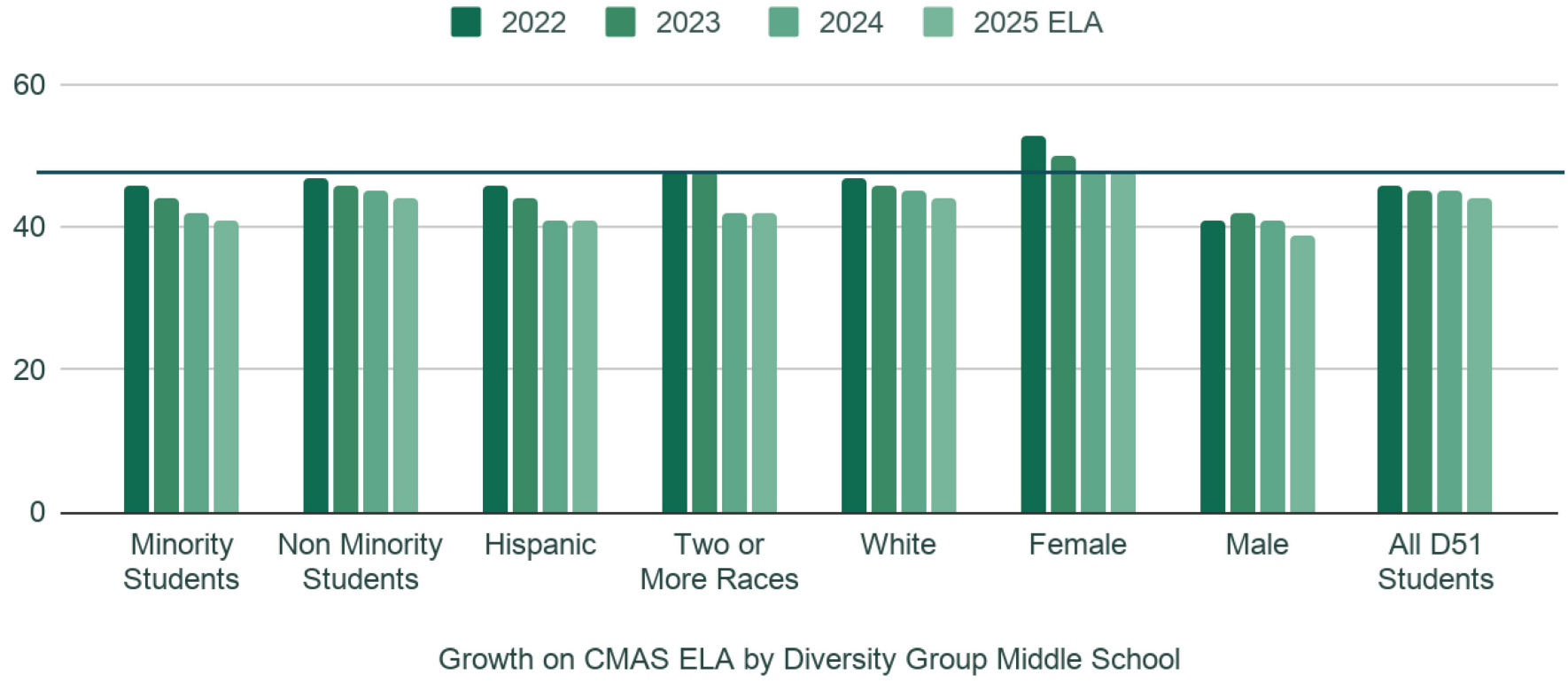
Growth on CMAS Math by Diversity Group Elementary

CMAS Growth by Diverse Group ELA Middle School 6-8



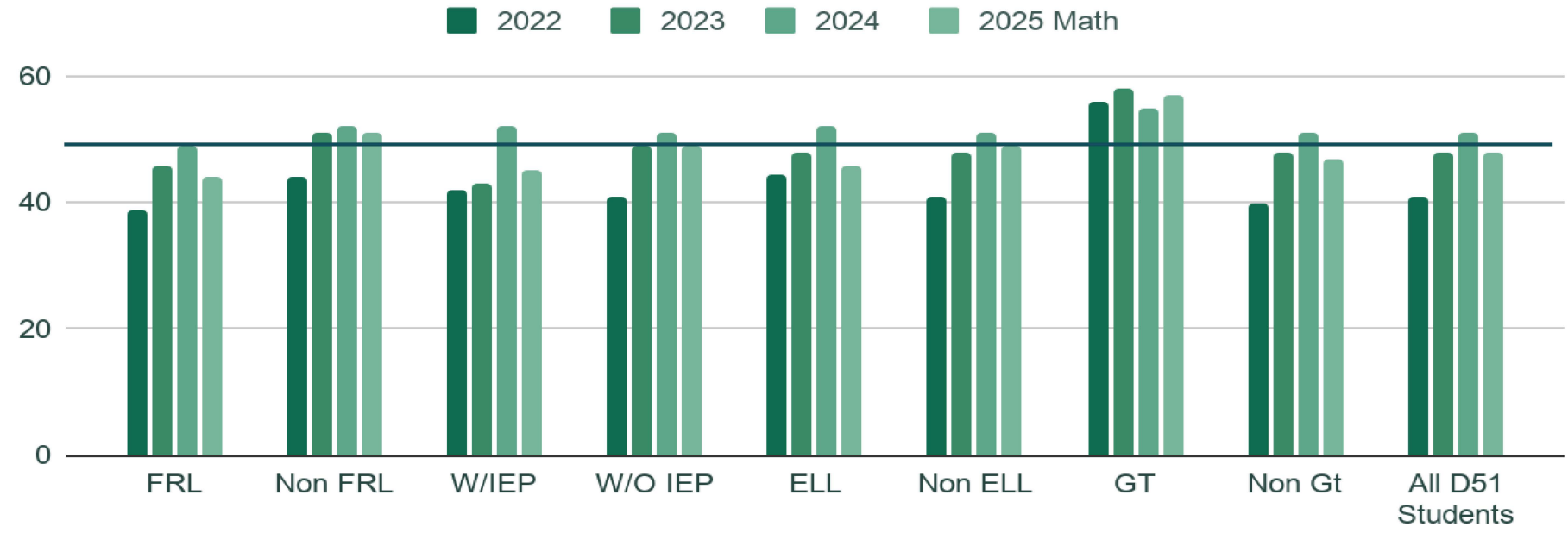
Growth on CMAS ELA by Diversity Group Middle School

CMAS Growth by Diverse Group ELA Middle School 6-8



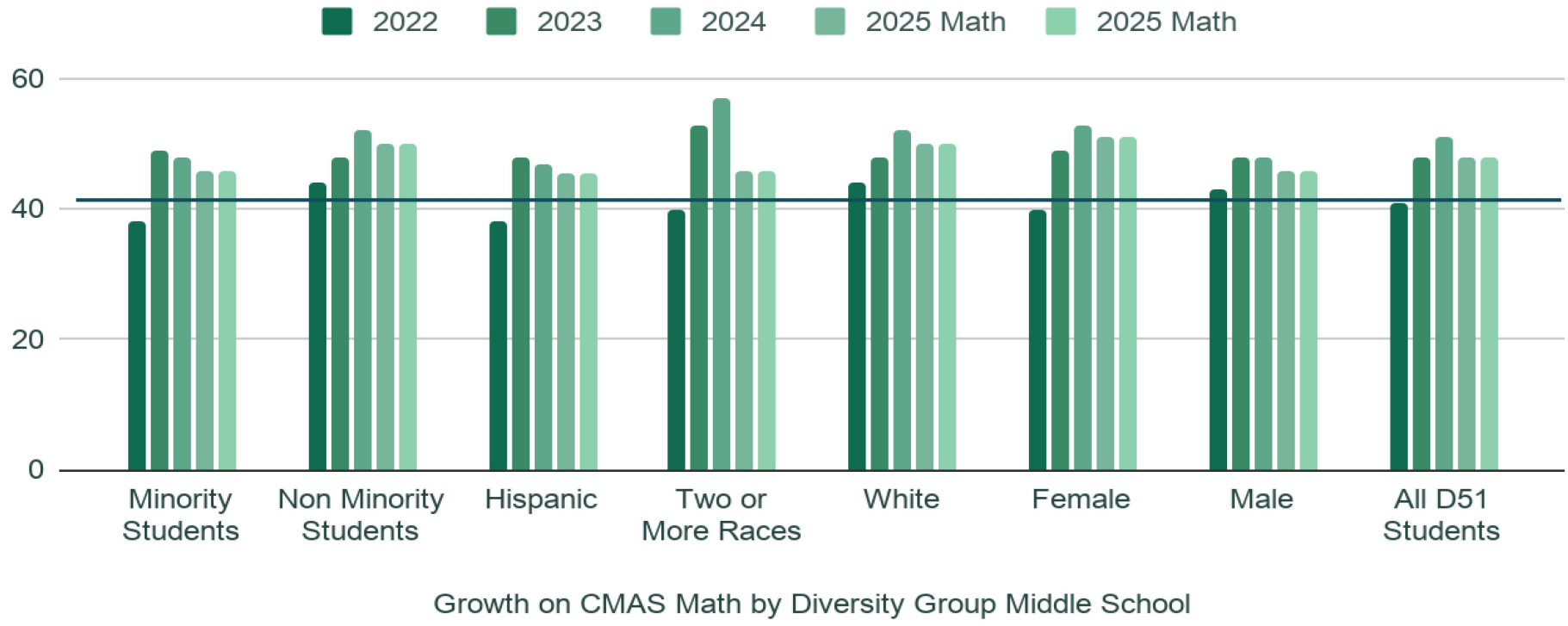
Growth on CMAS ELA by Diversity Group Middle School

CMAS Growth by Diverse Group Math Middle School 6-8



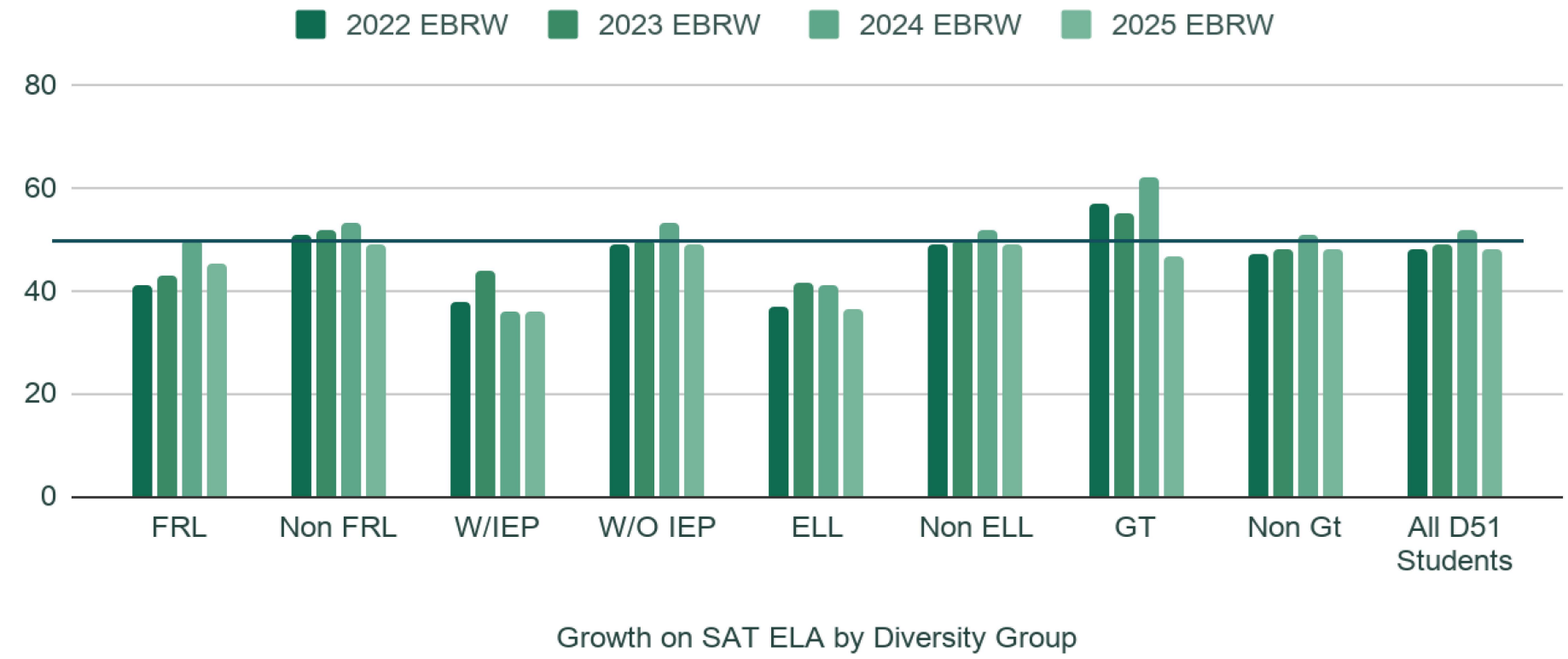
Growth on CMAS Math by Diversity Group Middle School

CMAS Growth by Diverse Group Math Middle School

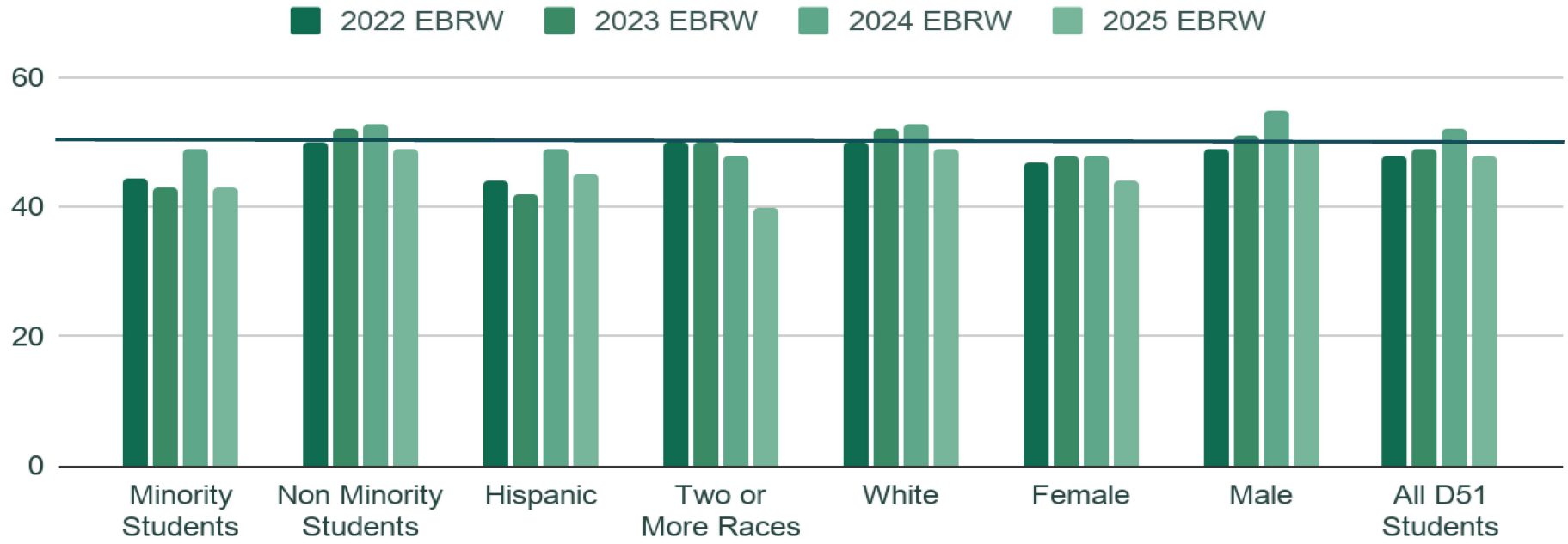


Growth on CMAS Math by Diversity Group Middle School

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

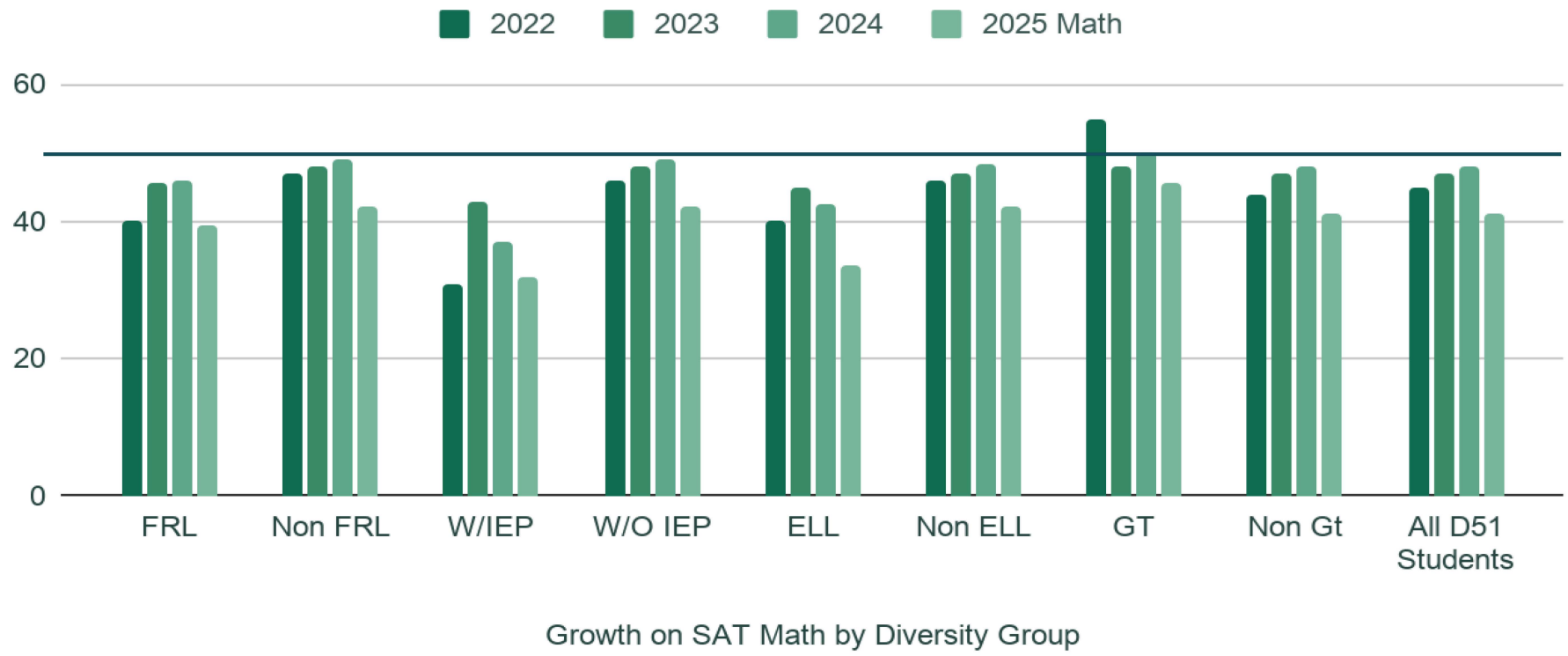


PSAT/SAT Growth by Diverse Group ELA High School 9-11

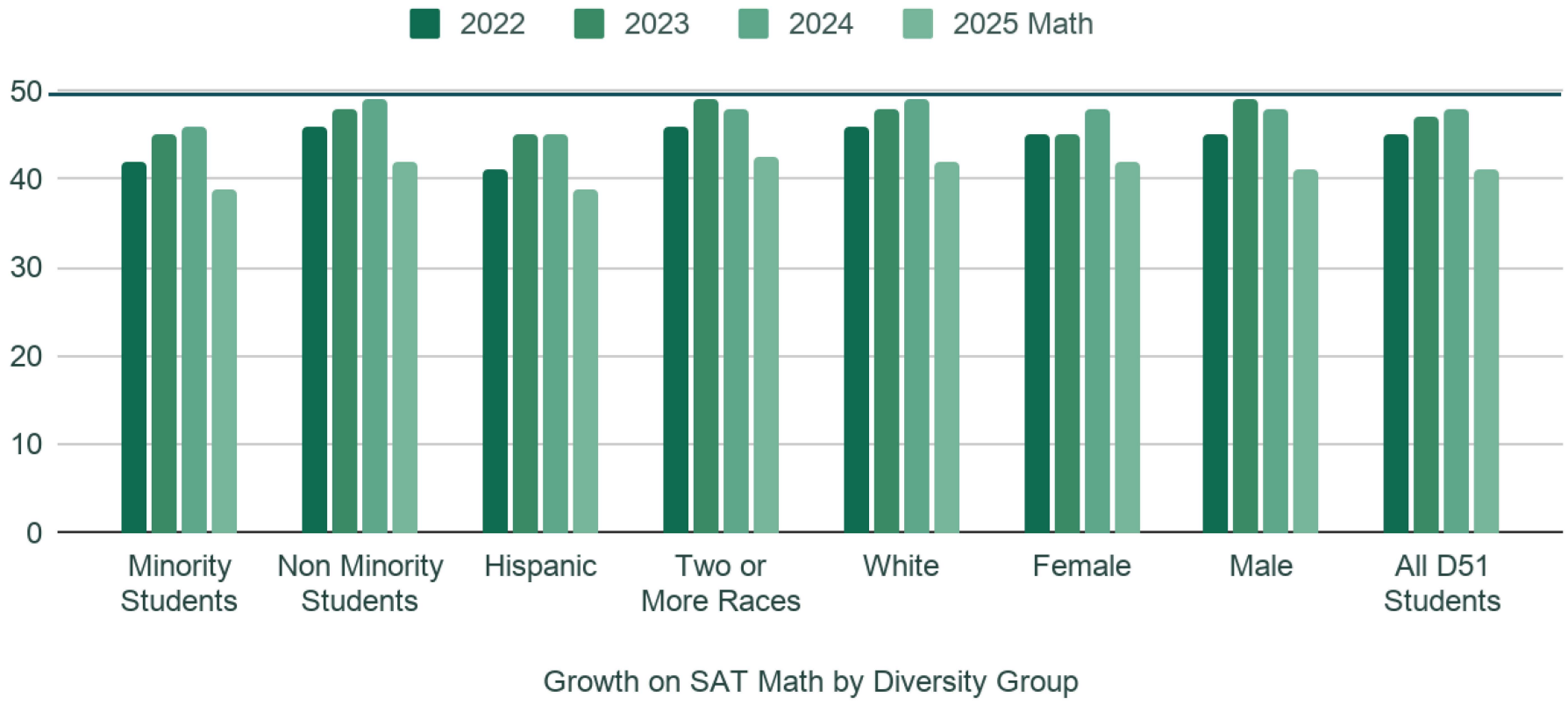


Growth on SAT ELA by Diversity Group

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



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



Focus Area 1, Priority Area 1, Goal 2: Achievement Summary

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

Summary of 24 -25 Achievement and Baseline for 25 -30 Goals

(does not yet include interim NWEA metrics nor credit completion at HS)

Elementary		Middle School	High School	
DIBELS	CMAS	CMAS	P/SAT	GRAD RATE
Meeting all three goals	Exceeding State in **5 of 6** categories for **Literacy and Math**	Meeting or exceeding State in **0 of 6** categories for **Literacy and Math**	**Reading/Writing meeting or exceeding in 6 of 6** categories **Math exceeding in 3 of 6** categories	**On the rise at 83%** and not yet exceeding the State (84%)

D51 Strategies for Universal Instruction:
The Teaching and Learning Framework

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

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

core belief

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

core belief

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

core belief

Educators must take collective responsibility for all students' learning

core belief

D51 Strategies for Universal Instruction:

How We Support Access to Learning: Title I

What Title I is

Federal funding used to provide additional support in schools serving higher numbers of students experiencing economic barriers

How D51 uses Title I

Strengthens access to grade-level learning for all students
Provides additional instructional support where students need it most
Supports extended learning time and targeted assistance
Invests in staff and resources that directly support student learning

Title I is about ensuring opportunity—not lowering expectations

D51 Strategies for Universal Instruction:
How We Support Students with Disabilities

Who this supports

Students with disabilities who need specialized supports to access learning

How D51 supports students with an IEP

Students learn alongside peers whenever possible
Supports are designed to remove barriers, not limit opportunity
Services focus on helping students access grade-level content
Teams regularly monitor progress and adjust supports as needed

Students with disabilities deserve access, challenge, and belonging

D51 Strategies for Universal Instruction:

How We Extend Learning: Gifted & Talented

Who this supports

Students who demonstrate advanced learning needs or exceptional strengths

How D51 supports gifted students

Provides opportunities for advanced learning and deeper challenge
Focuses on continued growth, not just early achievement
Works to identify giftedness across diverse backgrounds
Supports engagement so students remain challenged over time

Growth and belonging matter at every level of learning

D51 Strategies for Universal Instruction:
How We Support Multilingual Learners

Who this supports

Students who are learning English in addition to one or more other languages

How D51 supports multilingual learners

Provides dedicated English language instruction alongside grade-level learning
Supports students in building academic language across all subjects
Encourages collaboration between classroom teachers and language specialists
Offers additional support for newcomers and students with interrupted formal education

Multilingualism is a strength, and students deserve access to rigorous learning while developing English

Thank you for your time

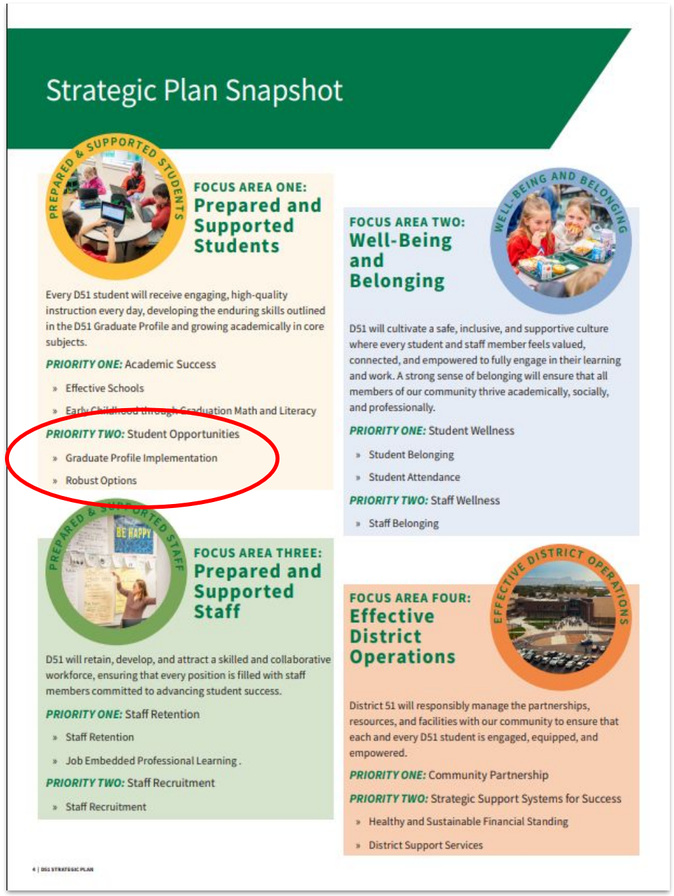
School District 51
MESA COUNTY VALLEY

SEL K-12 Curriculum Presentation

Building Skills for Academic Success, Workforce Readiness, and Positive School Communities

The Vision

Aligning to D51's Strategic Plan



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 through Graduation Math and Literacy

PRIORITY TWO: Student Opportunities

- Graduate Profile Implementation
- Robust Options

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 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 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

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

2025 Strategic Plan
Student Opportunities Goal

Standards Alignment

Colorado Essential Skills

Collaborative for Academic, Social, and Emotional Learning (CASEL)

COLORADO
Department of Education

ards

Why SEL?

The Research

Research shows that high-quality SEL instruction leads to:

- Improved academic performance
- Increased student engagement
- Stronger peer relationships
- Reduced behavioral incidents
- Greater long-term workforce readiness

SEL Instructional Resource Selection Team (IRST)

K-12 Teachers
(Primary) Fruitvale Elementary
(Intermediate) Loma Elementary
Mount Garfield Middle School
Bookcliff Middle School
R-5 High School
Fruita Monument High School

K-12 Teacher Specialists
(SPED) Lincoln OM Elementary
(CLDE) Bookcliff Middle School
(CTE) Career Center

K-12 Counselors
Lincoln Orchard Mesa Elementary
West Middle School
Grand Junction High School

K-12 Administrators
(Principal) Mesa View Elementary
(Asst. Principal) Fruita Middle School
(Asst. Principal)Grand Junction High

Coordinator/Specialist/Instructional Coach Office
(504 Coordinator) K-12
(Behavior Specialist) Elementary
(Instructional Coach) Elementary

District & Community Process Observers

District Specialists: CTE & Mental Health
Community Members & Business Leaders

Needs Assessment, Process, Timeline

Needs Assessment: Fall 2024

- Comprehensive district-wide SEL Needs Assessment
- Staff Survey

Conclusions:

- ❖ Current approach is inconsistent and fragmented
- ❖ D51 survey shows need for systemic resource to support student well-being and skill attainment

Process/Timeline: August 2025 - February 2026

- The Instructional Resource Selection Team met regularly, beginning in August, reviewed high-quality resources against established criteria, and made recommendations in January.
- The Curriculum Resources Governance Committee reviewed the process and community feedback, then, in February, advanced recommendations.

Instructional Resource Selection Team (IRST) Evaluation Rubric

- Overall Criteria
- Social Emotional Learning Specific
- Assessment
- Technology

Recommended K-12 Resource

Kindness in the Classroom

RANDOM ACTS OF KINDNESS FOUNDATION®

- Explicitly teach core SEL skills
- Foster positive school climate
- Build empathy and responsibility
- Strengthen home-to-school connections.

Instructional Resource Selection Team Rubric Data

Overall Criteria

Overall Criteria	High	Medium	Low	Not Found
1. Align with the Colorado Prepared Graduate Competencies	11	4	1	1
2. Align with the Colorado Academic Standards. Engages learners in rigorous, standards-aligned learning experiences.	12	5	0	0
3. Align with D51 goals and philosophies, as with the mission, vision, and 2024 Teaching and Learning Framework.	9	8	0	0
4. Align with discoveries about adolescent growth and development and the science of learning.	9	8	0	0
5. Consider individual student needs, interests and performance levels; allow for inclusive and differentiated teaching and learning.	8	9	0	0
TOTAL	**49**	**34**	**1**	**1**

SEL Specific Criteria

SEL Specific	High	Medium	Low	Not Found
1. Supports students' social emotional development and understanding through explicit, comprehensive teaching that aligns with CASEL's five SEL competencies.	15	2	0	0
2. Supports students with postsecondary and workforce readiness skill acquisition.	7	7	2	1
3. Provides students with the opportunity to learn using evidence-based, effective social emotional approaches (ie: S.A.F.E.-- sequenced, active, focused, explicit)	12	4	0	1
4. Provides Tier 2 and Tier 3 supports.	7	9	0	1
5. Supports adult professional learning.	7	9	1	0
6. Provides tools and strategies to involve and inform families.	15	1	1	0
7. Provides content that is trauma informed.	4	2	7	4
TOTAL	**67**	**34**	**11**	**7**

Foundational Framework & Research

Fully aligned to the CASEL 5 Core Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Evidence of Impact

Increase in:

- Student's sense of belonging
- Emotional regulation
- Peer relationship strength
- Positive school climate ratings

Decrease in:

- Bullying incidents
- Conflict-related disciplinary issues
- Student aggression

Academic & Workforce Readiness

Building Skills for Life Beyond School

COLORADO
ACADEMIC STANDARDS

All Students
All Standards

Core Concepts

Core Unit Themes

Caring

Courage

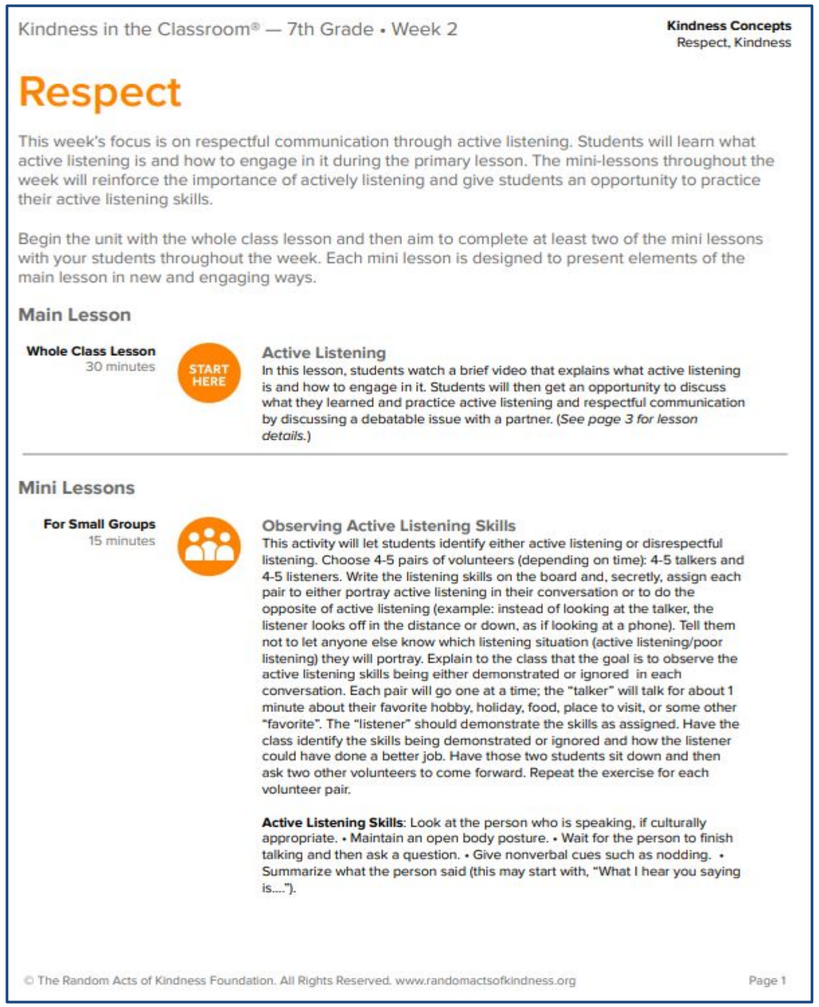
Respect

Responsibility

Integrity

Inclusiveness

Instructional Framework



Kindness in the Classroom® — 7th Grade • Week 2

Kindness Concepts
Respect, Kindness

Respect

This week's focus is on respectful communication through active listening. Students will learn what active listening is and how to engage in it during the primary lesson. The mini-lessons throughout the week will reinforce the importance of actively listening and give students an opportunity to practice their active listening skills.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes

START HERE

Active Listening
In this lesson, students watch a brief video that explains what active listening is and how to engage in it. Students will then get an opportunity to discuss what they learned and practice active listening and respectful communication by discussing a debatable issue with a partner. (*See page 3 for lesson details.*)

Mini Lessons

For Small Groups
15 minutes

Observing Active Listening Skills
This activity will let students identify either active listening or disrespectful listening. Choose 4-5 pairs of volunteers (depending on time): 4-5 talkers and 4-5 listeners. Write the listening skills on the board and, secretly, assign each pair to either portray active listening in their conversation or to do the opposite of active listening (example: instead of looking at the talker, the listener looks off in the distance or down, as if looking at a phone). Tell them not to let anyone else know which listening situation (active listening/poor listening) they will portray. Explain to the class that the goal is to observe the active listening skills being either demonstrated or ignored in each conversation. Each pair will go one at a time; the "talker" will talk for about 1 minute about their favorite hobby, holiday, food, place to visit, or some other "favorite". The "listener" should demonstrate the skills as assigned. Have the class identify the skills being demonstrated or ignored and how the listener could have done a better job. Have those two students sit down and then ask two other volunteers to come forward. Repeat the exercise for each volunteer pair.

Active Listening Skills: Look at the person who is speaking, if culturally appropriate. • Maintain an open body posture. • Wait for the person to finish talking and then ask a question. • Give nonverbal cues such as nodding. • Summarize what the person said (this may start with, "What I hear you saying is....").

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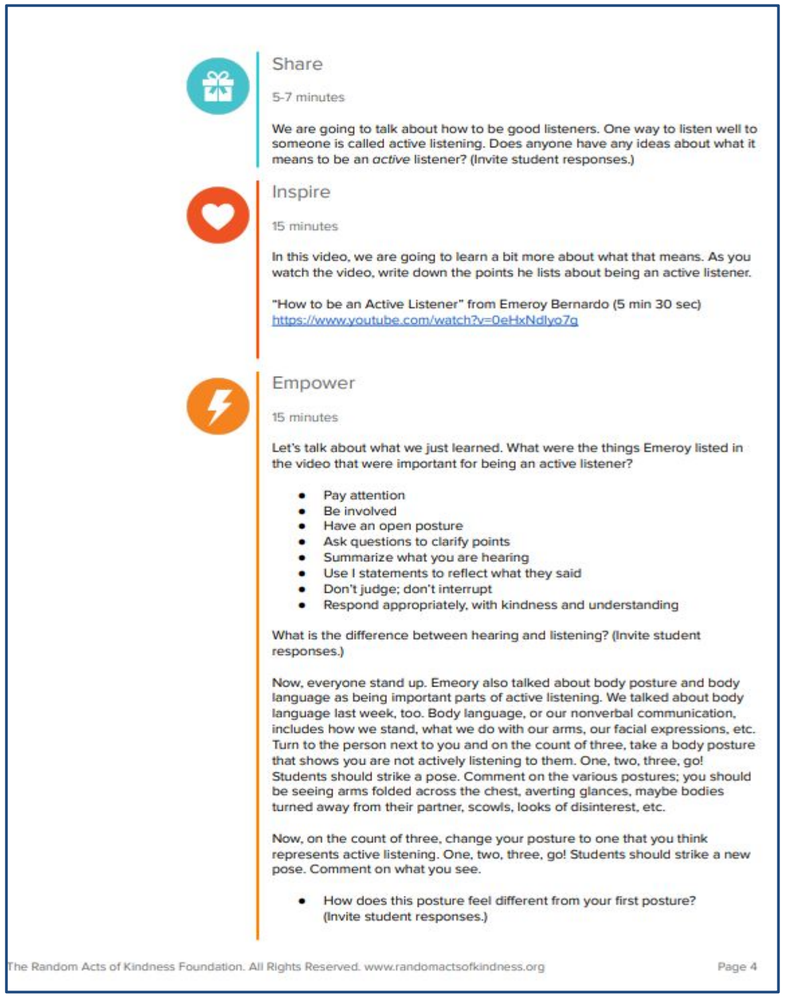

Share

5-7 minutes

We are going to talk about how to be good listeners. One way to listen well to someone is called active listening. Does anyone have any ideas about what it means to be an *active* listener? (Invite student responses.)

Inspire

15 minutes

In this video, we are going to learn a bit more about what that means. As you watch the video, write down the points he lists about being an active listener.

"How to be an Active Listener" from Emeroy Bernardo (5 min 30 sec)
https://www.youtube.com/watch?v=0eHxNdlyo7g

Empower

15 minutes

Let's talk about what we just learned. What were the things Emeroy listed in the video that were important for being an active listener?

- Pay attention
- Be involved
- Have an open posture
- Ask questions to clarify points
- Summarize what you are hearing
- Use I statements to reflect what they said
- Don't judge; don't interrupt
- Respond appropriately, with kindness and understanding

What is the difference between hearing and listening? (Invite student responses.)

Now, everyone stand up. Emeory also talked about body posture and body language as being important parts of active listening. We talked about body language last week, too. Body language, or our nonverbal communication, includes how we stand, what we do with our arms, our facial expressions, etc. Turn to the person next to you and on the count of three, take a body posture that shows you are not actively listening to them. One, two, three, go! Students should strike a pose. Comment on the various postures; you should be seeing arms folded across the chest, averting glances, maybe bodies turned away from their partner, scowls, looks of disinterest, etc.

Now, on the count of three, change your posture to one that you think represents active listening. One, two, three, go! Students should strike a new pose. Comment on what you see.

- How does this posture feel different from your first posture? (Invite student responses.)

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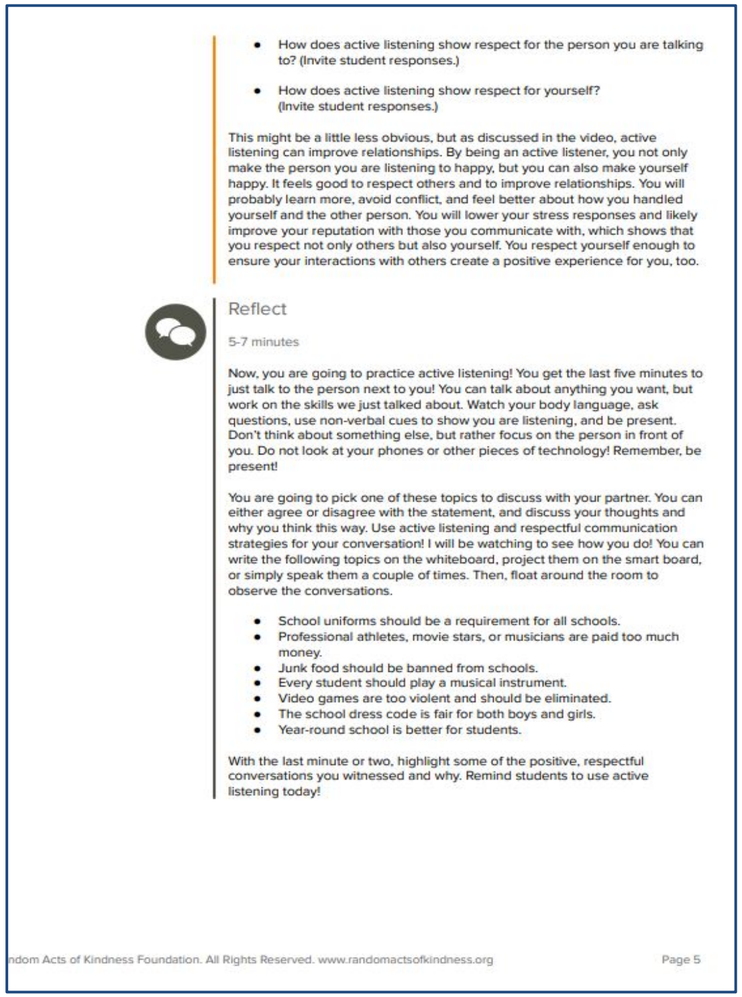

- How does active listening show respect for the person you are talking to? (Invite student responses.)
- How does active listening show respect for yourself? (Invite student responses.)

This might be a little less obvious, but as discussed in the video, active listening can improve relationships. By being an active listener, you not only make the person you are listening to happy, but you can also make yourself happy. It feels good to respect others and to improve relationships. You will probably learn more, avoid conflict, and feel better about how you handled yourself and the other person. You will lower your stress responses and likely improve your reputation with those you communicate with, which shows that you respect not only others but also yourself. You respect yourself enough to ensure your interactions with others create a positive experience for you, too.

Reflect

5-7 minutes

Now, you are going to practice active listening! You get the last five minutes to just talk to the person next to you! You can talk about anything you want, but work on the skills we just talked about. Watch your body language, ask questions, use non-verbal cues to show you are listening, and be present. Don't think about something else, but rather focus on the person in front of you. Do not look at your phones or other pieces of technology! Remember, be present!

You are going to pick one of these topics to discuss with your partner. You can either agree or disagree with the statement, and discuss your thoughts and why you think this way. Use active listening and respectful communication strategies for your conversation! I will be watching to see how you do! You can write the following topics on the whiteboard, project them on the smart board, or simply speak them a couple of times. Then, float around the room to observe the conversations.

- School uniforms should be a requirement for all schools.
- Professional athletes, movie stars, or musicians are paid too much money.
- Junk food should be banned from schools.
- Every student should play a musical instrument.
- Video games are too violent and should be eliminated.
- The school dress code is fair for both boys and girls.
- Year-round school is better for students.

With the last minute or two, highlight some of the positive, respectful conversations you witnessed and why. Remind students to use active listening today!

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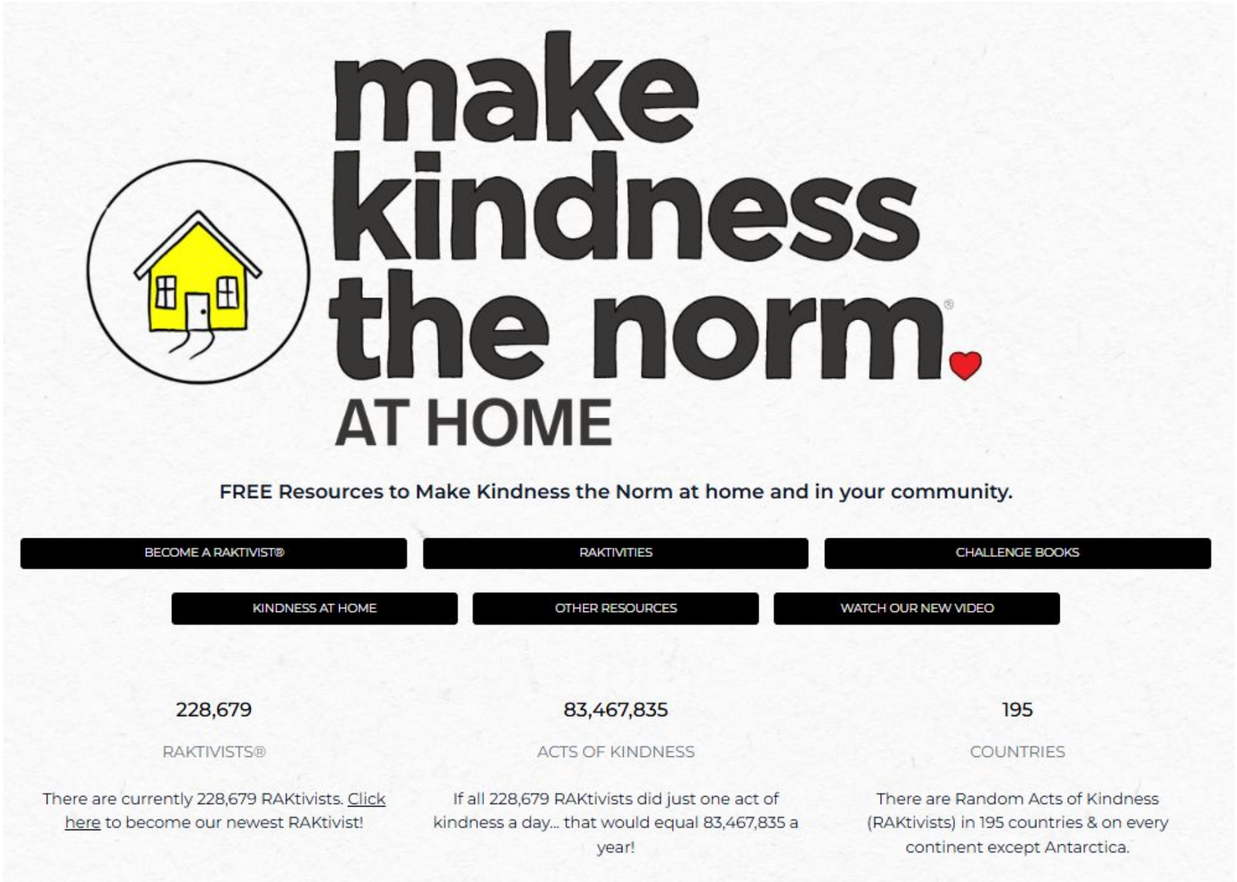
Home & Community Connection

Strengthening Family Partnerships



Implementation Overview

This is designed as Tier 1 universal instruction with a plug-and-play lesson structure and minimal preparation burden.

Year 1 implementation will include:

- Clear Expectations
- Scope and Sequence
- Communication to families
- Updated learning behavior rubric

Ongoing monitoring and feedback will guide refinement.

Community Feedback Opportunity

How You Can Get Involved:

1. Review the curriculum online
   randomactsofkindness.org

2. Fill out the online feedback form, viewable to the Board of Education

Watch for a flyer on Facebook and in Parent Square Communications!

Recommended K-12 Resource

Kindness in the Classroom

RANDOM ACTS OF KINDNESS FOUNDATION®

What questions might you have?

School District 51
MESA COUNTY VALLEY

Mesa County Valley School District 51

Displacements Due to Budget Reductions and Declining Enrollment

Board of Education Resolution 25/26: 60 Presented: March 3, 2026

WHEREAS, the Board has the statutory authority and responsibility to manage and control staffing levels and fiscal oversight; and

WHEREAS, the Board has reviewed current enrollment and projected enrollment, program needs, operational requirements, and financial conditions of the District; and

WHEREAS, the Board has determined that it is necessary and in the best interest of the District to reduce certain positions in order to maintain fiscal responsibility; and

WHEREAS, such reduction in positions may result in the displacement of certain employees;

WHEREAS, to the extent possible, the Board shall establish the actual number of teacher positions to be displaced consistent with the Board's authority to establish educational programs within the District;

THEREFORE, BE IT RESOLVED, these reductions may potentially displace 27 non-probationary teachers and 1 administrator for the 2026-27 school year due to declining enrollment and budget reductions.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on March 3, 2026.

_____

Amy Navarette
Assistant Secretary, Board of Education