

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

February 4, 2025

Board Work Session Minutes

A - Jose Luis Chavez B - Barb Evanson C - Andrea Hartz D - Will Jones E - Angela Lema						Board of Education Mesa County Valley School District 51 Board Work Session: February 4, 2025 Adopted: March 25, 2025	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
						<u>BOARD WORK SESSION</u>	5:02 p.m.
Present	x	x	x	x	x	1. Call to Order/Pledge of Allegiance <ul style="list-style-type: none"> All directors were present. Director Chavez led the Pledge of Allegiance. 2. Black History Month Proclamation [Resolution 24/25: 57A] <ul style="list-style-type: none"> Mrs. Andrea Hartz read the proclamation to honor and recognize Black History Month. 3. National Counseling Week Recognition <ul style="list-style-type: none"> Director Hartz read a recognition acknowledging National School Counseling Week. 4. Strategic Plan Update – Communications <ul style="list-style-type: none"> Mr. Tracy Gallegos, D51 Director of Opportunity and Partnership, Estrella Ruiz Gutierrez, Family Coordinator, and Callie Berkson, Public Information Officer, came forward to present “Communication and Connection with Families”. Mr. Gallegos spoke about the success of this program with communication and connection with families. Ms. Callie Berkson explained that to be engaging and equipping students, each family must be reached. She discussed improvements in communication such as the new district website launched last May. The mobile app was launched two weeks ago. Ms. Estrella Ruiz spoke about the D51 journey on the roadmap involving staff, families and family partners. Community partnerships and family engagement was discussed. Professional development & training for staff is being provided. Family learning partnerships have been expanded. Ms. Berkson discussed Leadership D51 which has 24 participants at this time. Surveys were discussed and Year 3 goals described. A main goal is to have families always or almost always feel they have adequate communication needs being met. A second goal is to mirror committees with the demographics of the district’s student population. Ms. Ruiz spoke about building family relationships and Mr. Gallegos spoke about family partnerships. The foundation of these relationships will be supported even more in the future. 	
Absent							

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						<ul style="list-style-type: none"> The Board asked how many students speak mostly Spanish and what other languages are spoken. Mr. Gallegos said Dari is the 2nd most used language now after Spanish, but also many families have primary languages of Chinese Mandarin and Vietnamese, as well as some Russian. About twenty-six languages are supported by their department, Ms. Ruiz explained. Thirteen are translated through the website. 	
						5. School Closure Update <ul style="list-style-type: none"> Mrs. Jennifer Marsh, Chief Academic Officer, Ms. Nikki Jost, Chief Human Resources Officer, and Ms. Melanie Trujillo, Chief Financial Officer, came forward. Mr. Clint Garcia, Chief Operations Office, attended virtually. The Board had requested an update on how support is being provided through the elementary school closures. The transition process was discussed, as well as the mission and purpose of the closure processes. Phases were broken down by month. January & February included the goals of building empathy and understanding. March & April include planning & implementations. Summer will involve the moving, then a strong start in the fall and beginning of the school year. Knowledge from closing and combining other schools in the past has led the planning process this time. District supports for closing and receiving schools were discussed, meeting with receiving or closing schools each week. Also, weekly meetings with senior leadership and site directors have been held. Academics & student services are remaining and will remain strong for the remainder of the 24/25 school year. May 19 will be the last day of school for the ten schools affected (the 3 closing and the 7 receiving schools). Preschools in Nisley & Clifton Schools will be combined and moved into the Nisley building. Mr. Garcia spoke about operations and the bond work and abatement. Processes are being refined and meetings being held with contractors, etc. They are also working with IT so equipment is being moved correctly. Ms. Jost spoke about Human Resources' actions including meeting with schools and setting up times for 1 on 1 sessions. The goal is to open positions in middle February and send out emails to all closing schools with the information, initially being listed internally only. Extra sub days will be provided for interview prep, etc. An early retirement incentive was offered and 18 letters have been received for this request. About 33 in-district retirement notices have been received. Hiring will continue through the summer. Ms. Trujillo discussed Finance issues and staffing being finalized the week of February 10th with POST-School of Choice enrollment numbers, so then posting of positions can begin. 	

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						<ul style="list-style-type: none"> The Board asked about teachers and probationary processes and their levels. It was explained teachers from closing schools (displaced non-probationary staff) will be interviewed first. The abatement work was asked about. It was work that was already being done anyway regardless of the moves. Notification to preschool families being moved will be done tomorrow morning. Mrs. Marsh explained D51 was awarded EASI dollars to work with CEI and help pay for transition teams. 	
						6. Board Open Discussion <ul style="list-style-type: none"> Director Jones wished D51 wrestlers good luck at regionals and state. The New Emerson pancake fundraiser will be held this coming Saturday. The community can look at the district website for school happenings. The Counselor Appreciation Breakfast will be held at CMU tomorrow at 8am for board members to attend. Dr. Hill was thanked for representing D51 at the Colorado State Capital and speaking about the new cell phone policy. The White Iced Celebration was great this past weekend and was put on by the D51 foundation. Ms. Lema went to the Red Rock Auto Group to see the six White Iced award recipients pick up their new Nissan Leaf electric vehicles that included two year pre-paid leases. 	Adjourned
						7. Adjournment <ul style="list-style-type: none"> The meeting was adjourned. 	5:55p.m.
						<div style="text-align: right;"> Amy Navarette, Assistant Secretary Board of Education </div>	

Board of Education Resolution: 24-25: 57A

Presented: February 4, 2025

WHEREAS, Black History Month traces its roots to 1915, marking half a century since the Thirteenth Amendment abolished slavery in the United States. What began as *Negro History Week*, was later expanded into a month-long recognition in 1976, to honor the profound impact of Black Americans on U.S. history; and

WHEREAS, African Americans have played a pivotal role in every aspect of American life—from science, education, and the arts to business and politics—enriching our national culture and history; and

WHEREAS, Black History Month serves as both a reflection on our past and a guide for our future. It provides an opportunity for our schools and community to engage in educational discussions, promote mutual respect, and ensure that historical lessons shape a society where all contributions are recognized; and

NOW, THEREFORE, BE IT RESOLVED that the Mesa County Valley School District Board of Education recognizes February 2025 as Black History Month and encourages students, staff, and the community to participate in activities that celebrate and honor Black history—not just this month, but year-round.

Board of Education Resolution: 24/25: 58

Presented: February 4, 2025

This week, February 3–7, 2025, we celebrate National School Counseling Week, recognizing the invaluable contributions of school counselors and highlighting their dedication to supporting students and schools across the U.S. education system.

This year's theme, *"School Counseling: Helping Students Thrive,"* perfectly aligns with District 51's yearlong focus—TOGETHER WE THRIVE. Our school counselors are at the heart of this mission, guiding students to discover their strengths, build confidence, and find success in school and beyond. Through their continuous support, our counselors empower students to navigate challenges, build meaningful connections, and reach their fullest potential. Their collaboration with families, teachers, and staff, creates a learning environment where every student has the opportunity to thrive—because in D51, we grow, learn, and succeed together.

The Board of Education and Superintendent Dr. Hill want to take this opportunity to recognize and thank all District 51 school counselors. You are integral to our students' success and are not thanked nearly enough for all you do.



#WeAreD51

Strategic Implementation Update Communication and Connection with Families

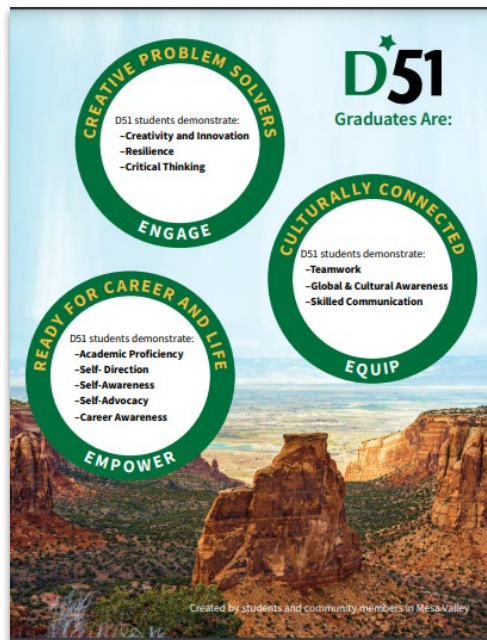
February 4, 2025



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

STRATEGIC PLAN

Re-Centering in the Grad Profile



ENGAGE: CREATIVE PROBLEM SOLVERS
D51 students put original ideas and thoughts into the work that they do and do not let problems stop them from making progress.
 D51 students have mastered creative problem solving when they can demonstrate:

CREATIVITY AND INNOVATION:

- Demonstrate curiosity, imagination, and openness to learn more.
- Build on personal experience to specify a challenging problem to investigate.
- Engage in novel approaches, moves, directions, ideas and/or consider multiple perspectives.
- Synthesize ideas in original and surprising ways.

RESILIENCE:

- Set and focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course.
- Set learning goals, stay motivated and engaged in pursuing these goals, evaluate progress towards those goals, and make changes to their approach as necessary.
- Work effectively in a climate of ambiguity and changing priorities.

CRITICAL THINKING:

- Recognize that problems can be identified and possible solutions can be generated; define the problem at hand using a variety of strategies.
- Make connections between information gathered and personal experiences to test and/or apply solutions.
- Interpret information and draw conclusions based upon information gathered to formulate a new problem.

EQUIP: CULTURALLY AWARE
D51 students are aware of, understand, and are open to cultural differences, exchange their thoughts and ideas effectively, and work to make everyone feel equal, safe, and appreciated.
 D51 students have mastered cultural awareness when they can demonstrate:

TEAMWORK:

- Recognize how members of a community rely on each other and value personal contributions.
- Follow a process to generate ideas, negotiate roles and responsibilities, and respect consensus when making decisions.
- Use interpersonal skills to learn and work with individuals from diverse backgrounds and perspectives.

GLOBAL AND CULTURAL AWARENESS:

- Apply knowledge and skills, independently or with others, to implement sophisticated, appropriate, and workable solutions that address complex global and local problems.

SKILLED COMMUNICATION:

- Communicate clearly, listen actively, and work collaboratively and cooperatively with a diverse set of people to problem solve and negotiate conflict constructively.
- Navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

EMPOWER: READY FOR CAREER AND LIFE
D51 students understand their potential, career options, and the skills needed to achieve their goals.
 D51 students have mastered career and life readiness when they can demonstrate:

ACADEMIC PROFICIENCY:

- Graduates can demonstrate mastery of core academic content according to graduation guidelines.

SELF-DIRECTION:

- Demonstrate curiosity and open-mindedness.
- Learn how to make a reasoned judgment after analyzing information, data, and facts.
- Identify solutions for personal and social problems.
- Anticipate and evaluate the consequences of their actions.
- Recognize how critical thinking skills are useful both inside and outside of school.
- Reflect on their role to promote personal, family, and community well-being.

SELF-AWARENESS:

- Assess personal strengths and limitations with a well-grounded sense of confidence, optimism and a growth mindset.
- Understand their emotions, thoughts, and values and how they influence behavior in many different contexts.

SELF-ADVOCACY:

- Appropriately and confidently express a range of emotions and communicate clearly about their ideas and needs.
- Have a clear sense for their goals, abilities, and needs and how to make informed decisions based upon them in a variety of contexts.
- Pursue goals and opportunities responsibly.

CAREER AWARENESS:

- Engage in exploration initiated by personal interests in careers and other life pursuits.
- Demonstrate knowledge, understanding, and awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas.

School District 51
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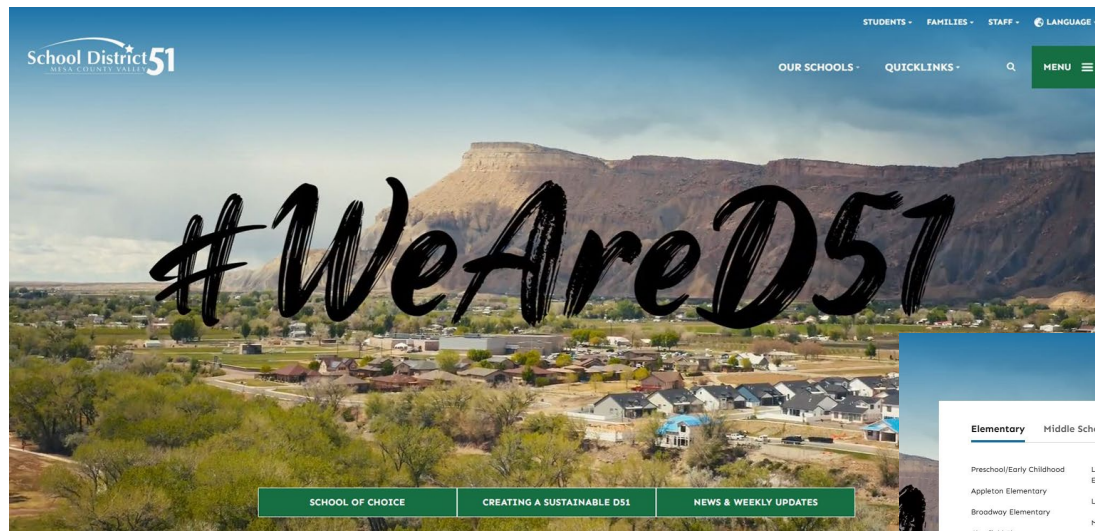
Today's Strategic Priority Deep Dive



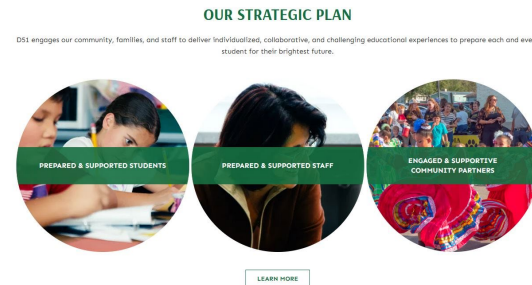
COMMUNICATION AND CONNECTION WITH FAMILIES

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

Success #1: Reaching EACH AND EVERY D51 Family

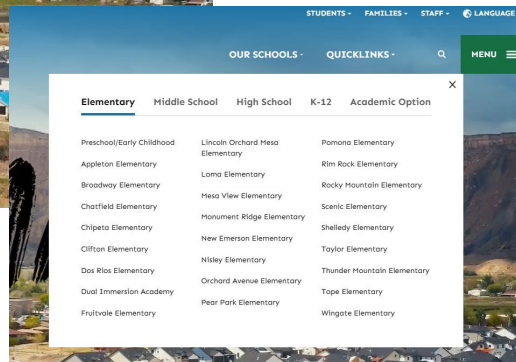


- Easier navigation
- Mobile friendly
- Cleaner design
- ADA accessible



Highlights our D51 Strategic Plan

Consistency between schools & district



Success #1: Reaching EACH AND EVERY D51 Family



Key Features:

- An integrated homepage where parents can follow each student's school calendars and news in one convenient place,
- Quick and easy access to lunch menus,
- ParentVUE integration for grade and attendance updates,
- And a searchable staff directory.

Our Journey to the Roadmap



Strengthening Communication & Outreach



Community Partnerships & Family Engagement



Professional Development & Training for Staff





Family Partnership & Home Visits



Expanding Family Learning Opportunities

NOCHES INFORMATIVAS	¿QUÉ ES LA SALUD MENTAL?	CHARLANDO CON ESTRELLA Y CLAUDIA	ENGLISH LANGUAGE CLASSES	COMPUTER LITERACY CLASSES	NEWCOMER 101:	IMMIGRATION 101:	HOME VISITS	BLACK PARENT NETWORK CULTURAL COMPETENCY SERIES
Monthly events aimed at providing families with valuable resources from both the school district and the wider community.	In this session, we offer comprehensive information on mental health, addressing prevalent issues affecting students such as depression, anxiety, stress, eating disorders, and suicide. We also equip parents with practical skills to support both their students and themselves at home.	During these "charlas," families are encouraged to engage with us about any issues they may be facing or provide feedback to enhance our services. Additionally, we use this time to review the previous informational evening and plan for the upcoming monthly meeting.	We offer beginner and intermediate Spanish classes tailored for adults seeking to improve their language skills.	Our basic computer skills courses assist parents in navigating essential digital tools such as setting up Google email accounts, connecting to Wi-Fi networks, and utilizing platforms like Zoom and Google Meet, as well as ParentVue.	Educates organizations on the U.S. immigration system, agencies, and federal policies affecting immigrants, with a focus on how to provide effective support to newcomers.	Provides foundational knowledge about the current immigration process and ways to support undocumented students.	To build trusting relationships with families to positively impact students' engagement and attendance.	4-part series on how to identify, create, organize, implement, and sustain cultural component practices that prioritize true equity and inclusivity.

Moving Forward





- **Program Overview:**
 - Educates and empowers community members on district operations, challenges, and successes.
- **Year 3 Milestone:**
 - Largest cohort to date: **24 participants**.
- **Program Goals:**
 - Grow the program to include more informed advocates who support the mission and vision of D51
 - Build a network of community leaders who champion public education.
- **Impact:**
 - Foster understanding and support for D51 schools.
 - Empowering participants to drive positive change in their communities.
 - Grow advocates who will sit on D51 committees.

Year 3 Goals for Communications & Connections w/ Families

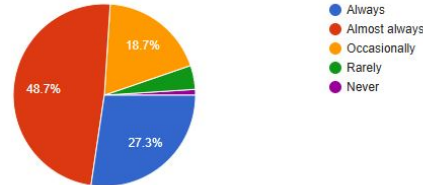
GOALS FOR COMMUNICATIONS AND CONNECTIONS	
Departments serving migrant families and families who primarily speak a language other than English will connect with school leaders to discuss ways to better meet the needs of these families, and then collaborate with the Communications Department to see how they can aid in these efforts. The Communications Department will seek a communications audit to review its current tools and see which ones could be used more effectively and determine if any should be added.	Year 1 (By June 2023)
D51 will develop and test a portfolio of communication tools (such as social media, emails, translated documents, etc.) that meet the diverse needs of the community it serves.	Year 2 (By June 2024)
75% of all parents/guardians surveyed will say they always or almost always have access to adequate communication from their school and district.	Year 3 (By June 2025)
The demographic makeup of school accountability committees, district accountability committees, and district leadership committees will mirror the demographic makeup of the district's student population.	Year 3 (By June 2025)

- **Goal #1:** 75% of all parents/guardians surveyed will say they always or almost always have access to adequate communication from their school and district.
 - Currently gathering data for our second annual Communications Survey (still open until February 6)
 - Excited to share some positive early results!

DISTRICT: 76%

How frequently do you feel you have access to adequate communication from the District 51 Communications Office? (please select only one)

684 responses

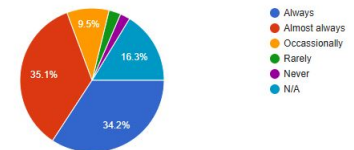


SCHOOLS: 82%

SCHOOL SPECIFIC COMMUNICATIONS - Schools across District 51 utilize various methods of communication regarding events, activities, school-based programs, etc.

How frequently do you feel you have access to adequate communication from your child(ren)'s school?

675 responses



Year 3 Goals for Communications & Connections w/ Families

GOALS FOR COMMUNICATIONS AND CONNECTIONS

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Year 1
(By June 2023)

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Year 2
(By June 2024)

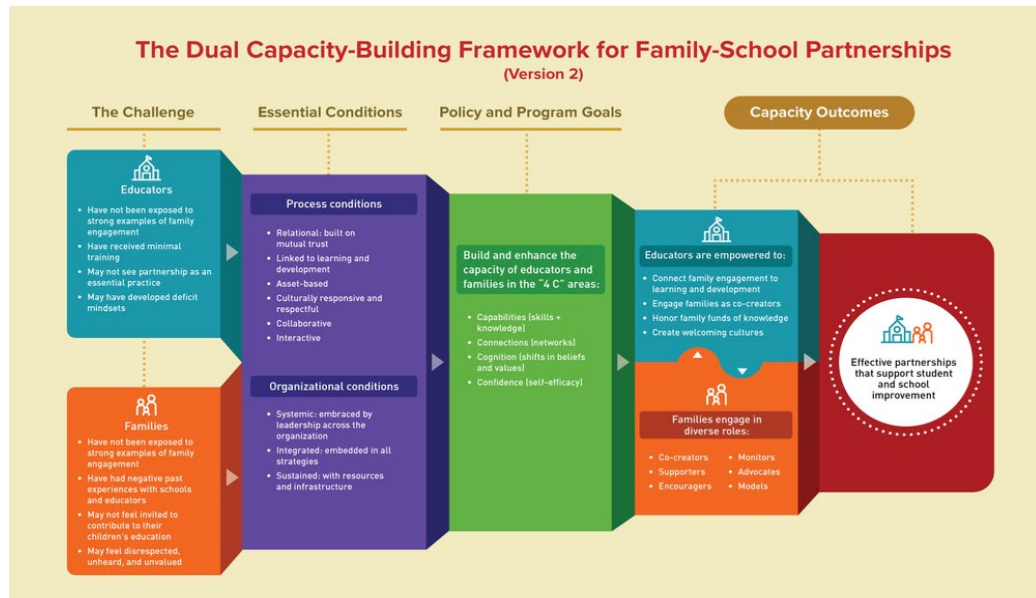
75% of all parents/guardians surveyed will say they always or almost always have access to adequate communication from their school and district.

Year 3
(By June 2025)

The demographic makeup of school accountability committees, district accountability committees, and district leadership committees will mirror the demographic makeup of the district's student population.

Year 3
(By June 2025)

- **Goal #2:** The demographic makeup of school accountability committees, district accountability committees, and district leadership committees will mirror the demographic makeup of the district's student population.
 - Working with school and district leadership to gather baseline data of those committees.
 - Will create resources to help schools and district leaders communicate the importance of diversity and representation while also supporting committee recruitment efforts.



Building Family Leadership







Elementary School Closure Update



Spring 2025



Transition Process and Timeline for Closing and Receiving Schools

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



Mission and Purpose of Closure Processes

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



Phases by month

PHASE	OBJECTIVE	Jan	Feb	March	April	May	June	July	Aug
I	Building Empathy and Understanding								
II	Planning and Implementation								
III	Summer Moving								
IV	Strong Start								

Closure Phases

I
Jan/Feb

Building Empathy & Understanding

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

II
March/
April

Planning & Implementation

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

District Supports for Closing and Receiving Schools

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

Academics & Student Services:



- Supporting schools in continuing teaching and learning for the 24-25 SY
- Closing and Receiving schools have created building based Transition Teams to oversee and support each school's transition.
- Supporting schools with inventory and transferring curriculum, Title I funded items and all other classroom materials.
- Student support services identifying and planning for students on plans: IEP/ALP/504/MLL
- Making plans for an Early Childhood Center to be located at Nisley Elementary 2025-26 SY
- Early dismissal for Clifton, Nisley & Scenic due to closure as well as an early dismissal related to bond work in Taylor & Fruitvale namely due to abatement.

Academics & Student Services:

- Two Day Early Dismissal: **May 19 last day for students at schools below.**
 - Nisley, Clifton, and Scenic for closure
 - Wingate, Broadway, Orchard, Chatfield, & Rocky Mtn for receiving reconfiguration
 - Fruitvale and Taylor for receiving and bond abatement work
 - Pre-schools
 - Nisley (2) (relocating internally and abatement)
 - Clifton (2) (relocating)
 - Fruitvale (1) (relocating and abatement)
 - Chatfield (2) (relocating)
 - Orchard Ave (1) (relocating)
 - Taylor (1) (abatement)
 - Broadway (1) (consolidation from 2:1)



Operations



- Additional coordination between receiving schools and Bond work.
- Schools that have been identified in phase I bond projects and school closures are Taylor, Chatfield, Fruitvale, Rocky Mtn.
- Coordination of pre k programs into Nisley after Bond work is completed and add the Early Childhood Center
- An extensive amount of furniture, instructional materials, and equipment from closing schools must be packed, stored, and strategically relocated to the receiving schools.
- Abatement designs underway; preliminary scope of work discussed.

Operations (Next Steps)



- Delivery of moving boxes and packing materials.
- Deployment of roll-offs and connexes starting Spring Break for packing and storage.
- Coordination of storage of furniture into connex boxes during construction.
- Outsourcing movers for school moves.
- Coordination with technology on the removal and reinstallation of IT equipment.
- Educational adequacy planning meetings with school administrators.

Human Resources



- Completed school visits with closing schools
- One on one sessions with recruiters are ongoing (over 30 have been completed)
- HR weekly emails to staff at closing schools will start once positions open - positions will only be posted internally for a 3 week window
- Staff members from closing schools will receive one extra sub day
- Employment application has been condensed
- Extra sessions are available through our EAP (Employee Assistance Program) if needed
- Early Retirement Incentive offered to all elementary school based employees - 18 letters received

Human Resources



- Anticipate positions opening mid February (more positions will open in March, April, May. June, etc) Non-probationary teachers/counselors and support staff are guaranteed a position next year.
- Probationary teachers will be non-renewed if they don't find a position by the beginning of May. They are still eligible to apply after they are nonrenewed. As a reminder, hiring continues throughout the summer.
- Support staff, teachers and counselors from closing schools will be guaranteed some interviews at their student's receiving schools. (I.E. Scenic K-2 teachers are guaranteed interviews in K-2 at Broadway and Wingate; Grades 3-5 are guaranteed interviews in 3-5; specials are guaranteed interviews in their special area.)

Finance

- Continuing to work on next year's staffing for all schools
- Pre-School of Choice (SOC) enrollment numbers have been shared with schools by Site Directors
- Staffing will be finalized the week of February 10th with Post-SOC enrollment numbers, so that posting of positions can begin



Thank You

Questions?