Board of Education Agenda

Mesa County Valley School District 51

October 6, 2026

Meeting Location: Harry Butler Board Room, 455B N. 22nd, Grand Junction, CO 81501

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 5:00 PM

1. Call to Order / Pledge of Allegiance / Roll Call
2. Agenda Approval
3. Legislative Update and Election Preview
4. State Demographer Report
5. Priority Improvement School Presentation
6. Bond Projects Progress Update
7. District Owned Property/Land Update
8. Prepared and Supported Students - Academic Success
9. Business Meeting Items

9.A. Policy DN - School Property Disposal - 1st Reading
9.B. Policy GBI - Criminal History Record Information - 1st Reading
9.C. Policy EBBA - Prevention of Disease/Infection Transmission - 1st Reading
9.D. Policy EBBB - Accident Reports - 1st Reading
9.E. Policy EBCE - Emergency Closings - 1st Reading
9.F. Policy ECA/ECAB - Security/Access to Buildings - 1st Reading
9.G. Policy DBD - Budget Priorities - 1st Reading
9.H. Resolution for Independence Academy Charter School

10. Future Meetings

10.A. October 20, 2026 Board Business Meeting, Harry Butler Board Room - 5:00 p.m.
10.B. November 17, 2026 Board Business Meeting, Harry Butler Board Room - 5:00 p.m.

11. Adjourn

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.



Mesa County Demographic Outlook

Nancy Gedeon
Estimates Demographer

Mesa County Valley School District 51
October 6, 2026

COLORADO
Department of Local Affairs
State Demography Office

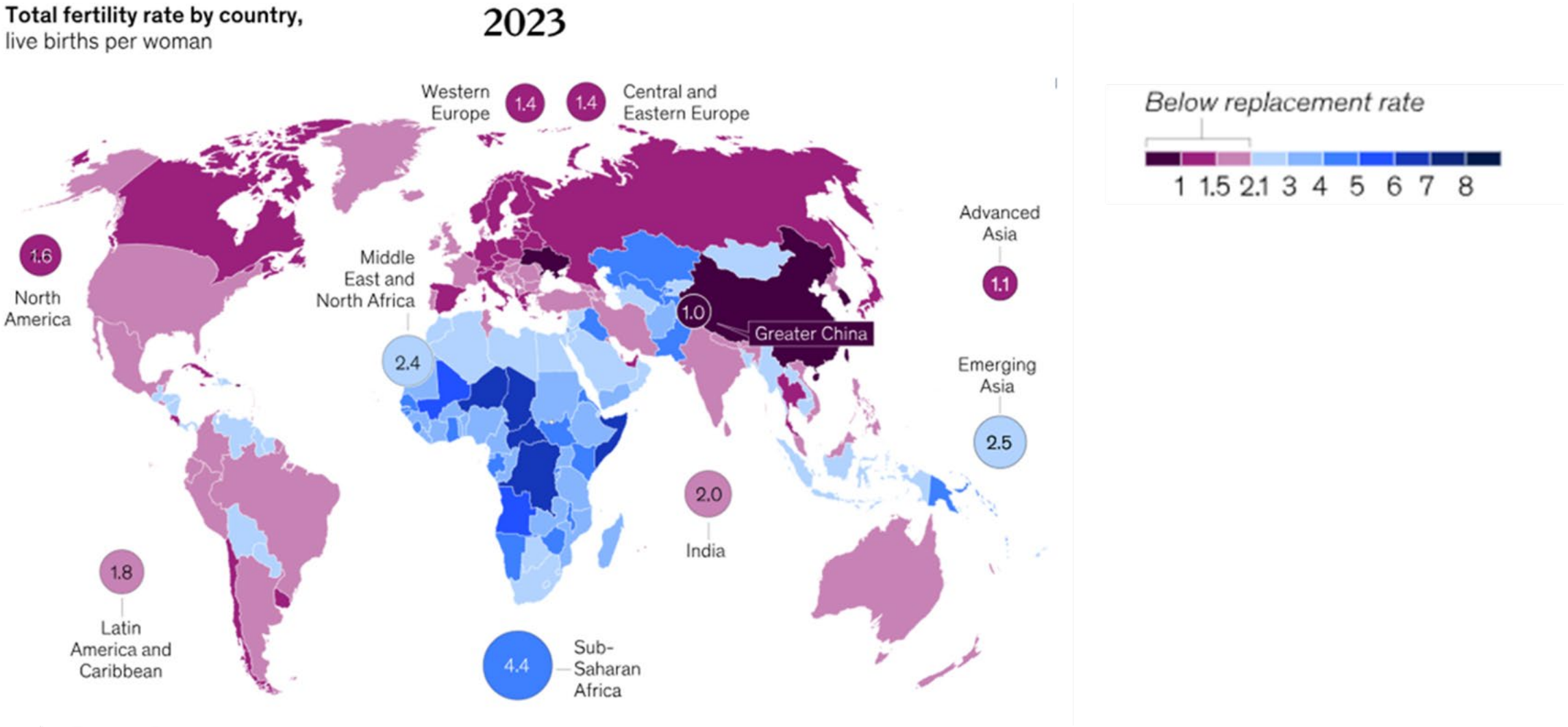
Key Population Trends



- Lower fertility rates = Fewer births
- Aging = More deaths
  - Slower population growth
- Net migration a key population growth driver
- Increasingly more diverse

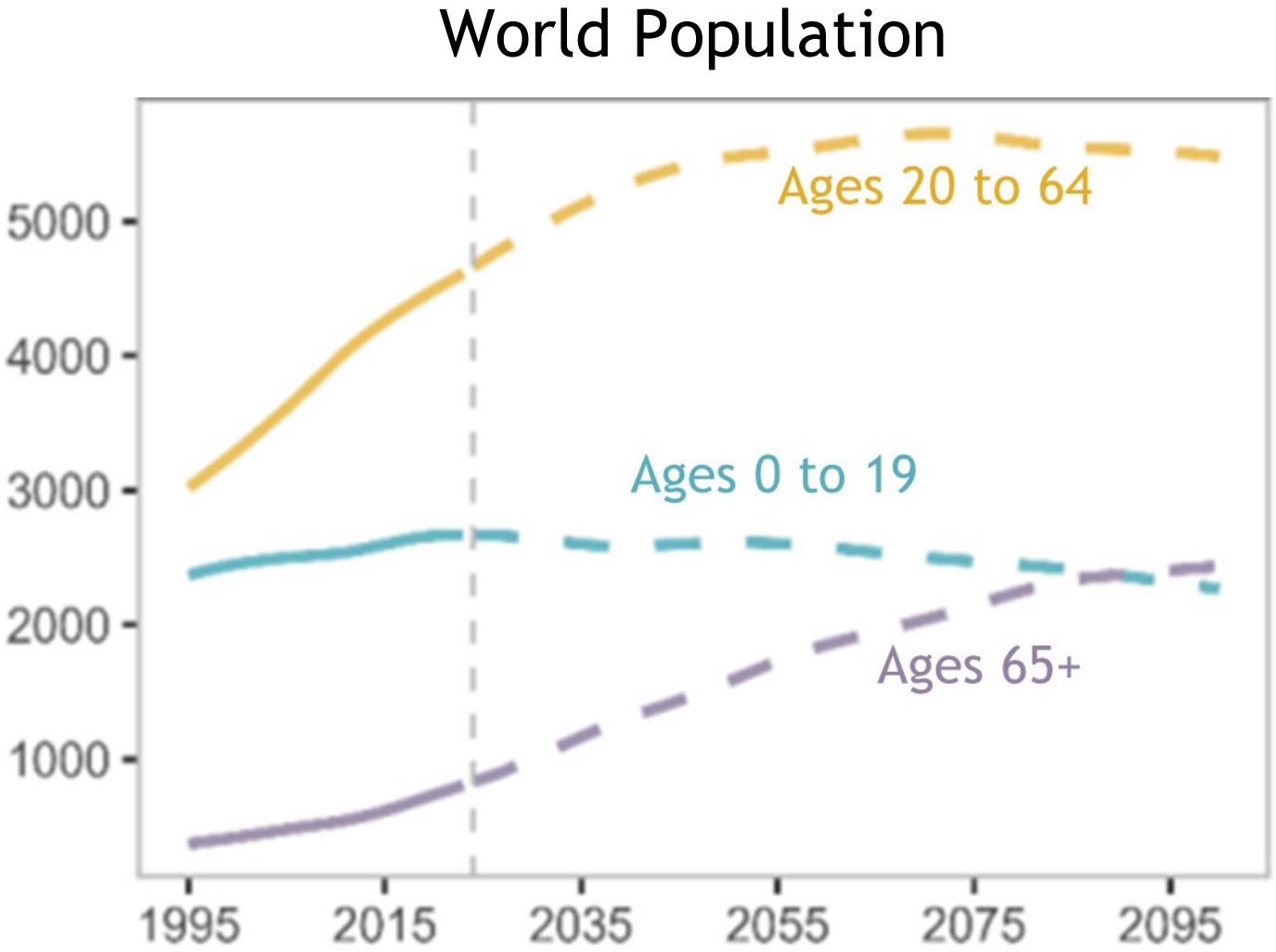
Global Trends

Fertility rates have fallen everywhere



Source: McKinsey Global Institute analysis of the United Nations *World Population Prospects 2024*. https://www.mckinsey.com/mgi/our-research/dependency-and-depopulation-confronting-the-consequences-of-a-new-demographic-reality

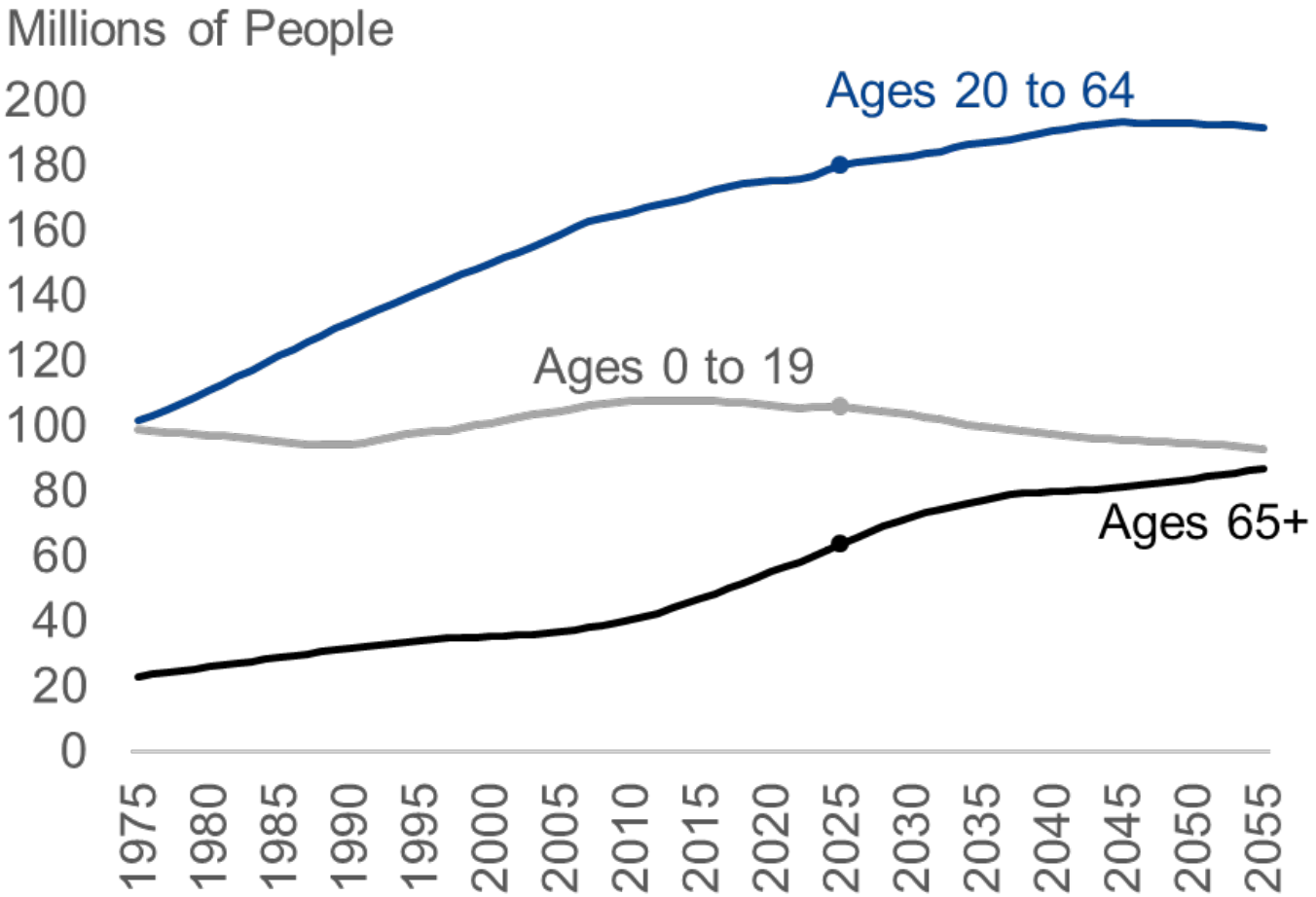
Global Population Slowing and Aging



- Strongest growth in the 65+ population
- School-age population in decline
- Near-term rise in the working-age population

Source: United Nations *World Population Prospects 2024*.
https://population.un.org/wpp/assets/Files/WPP2024_Summary-of-Results.pdf

U.S. Population Slowing and Aging



- Strongest growth in the 65+ population
- School-age population in decline
- Near-term rise in the working-age population

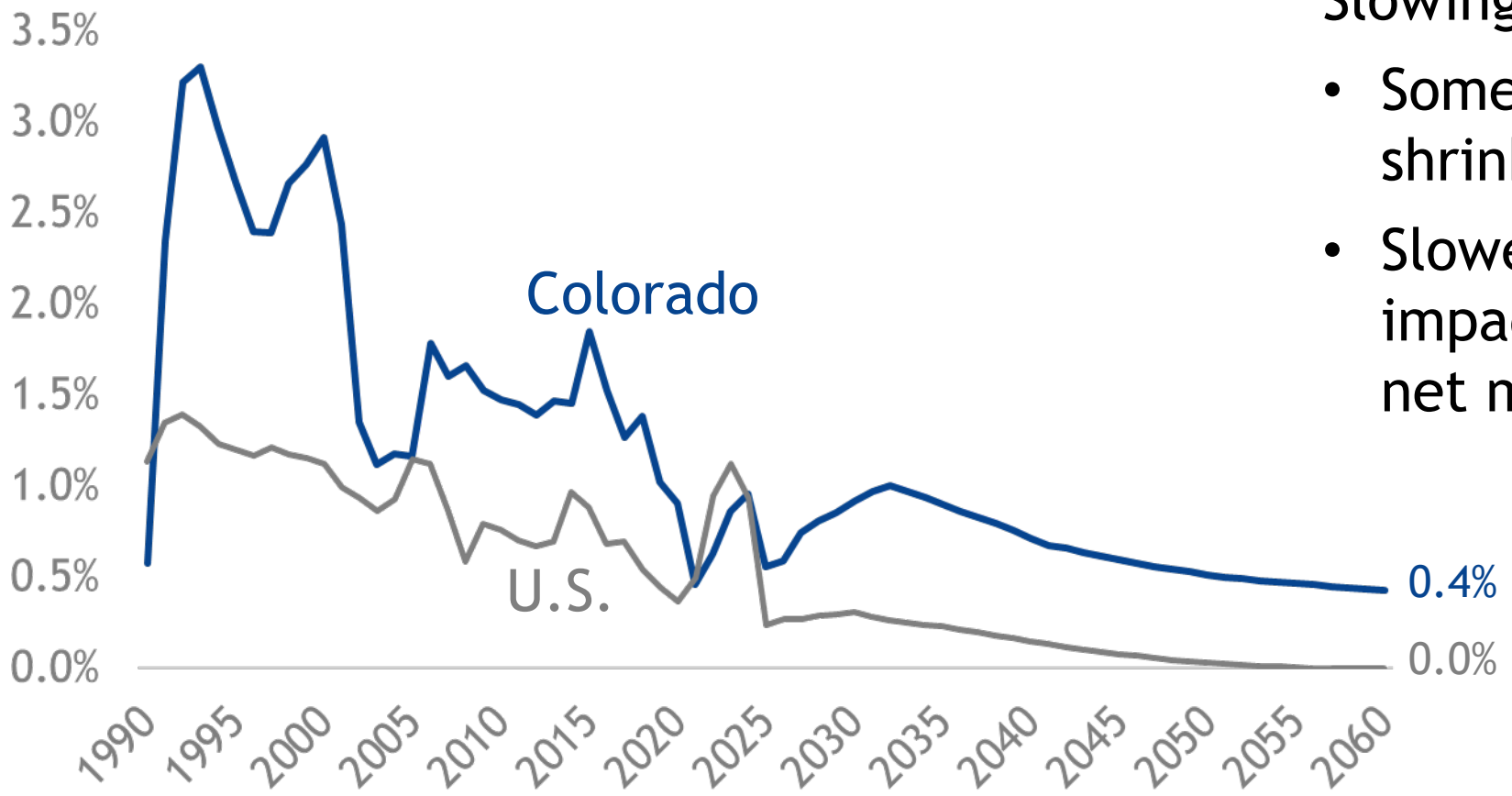
Source: U.S. Congressional Budget Office, *An Update to the Demographic Outlook, 2025 to 2055.* https://www.cbo.gov/publication/61390

Colorado Trends

Population growth rates are slowing



Annual Population Percent Change



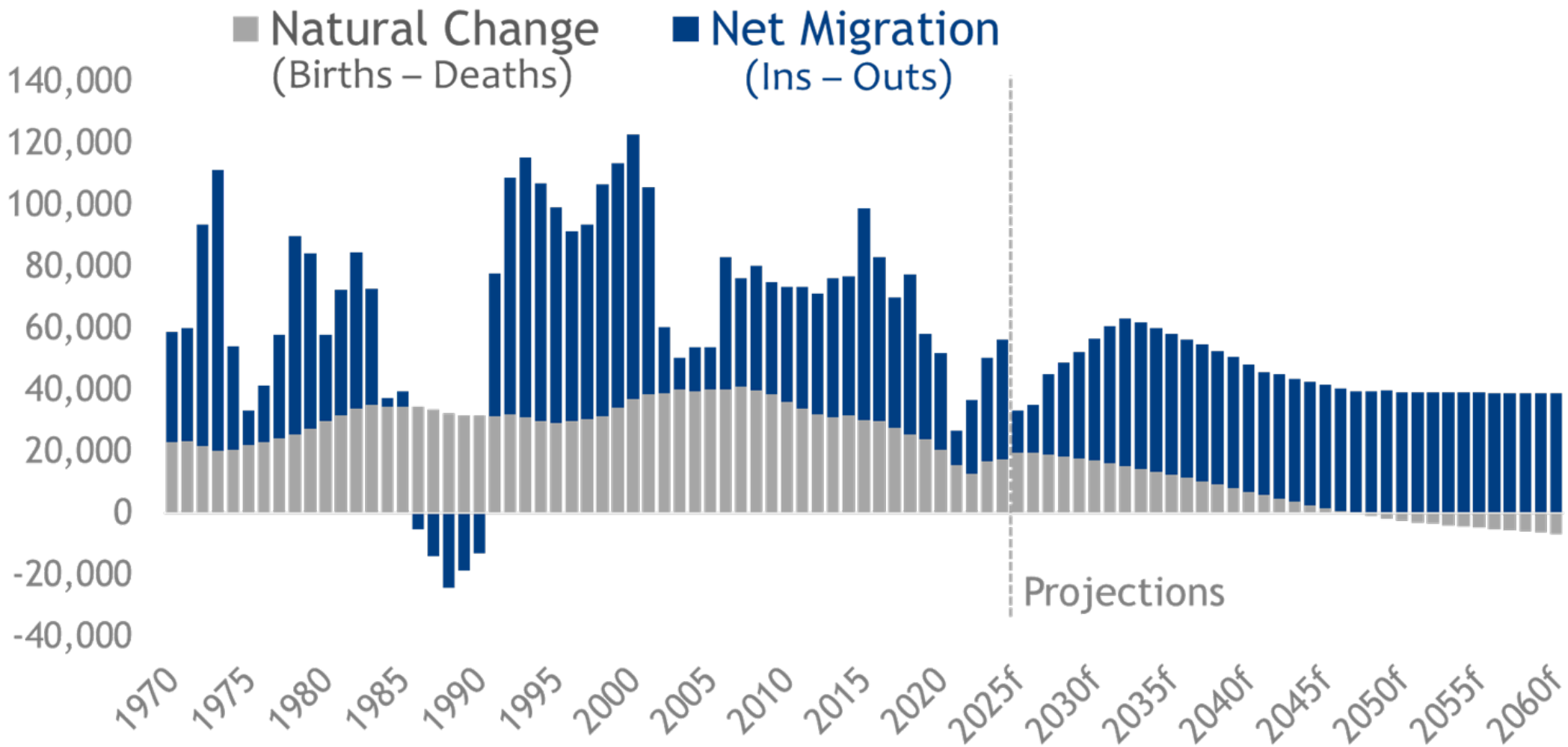
Slowing U.S. Population Growth

- Some states are already shrinking
- Slower U.S. growth will impact Colorado's growth via net migration

Source: State Demography Office, vintage 2024 estimates and projections;
U.S. Congressional Budget Office, *An Update to the Demographic Outlook, 2025 to 2055.*

Colorado Components of Population Change

CO

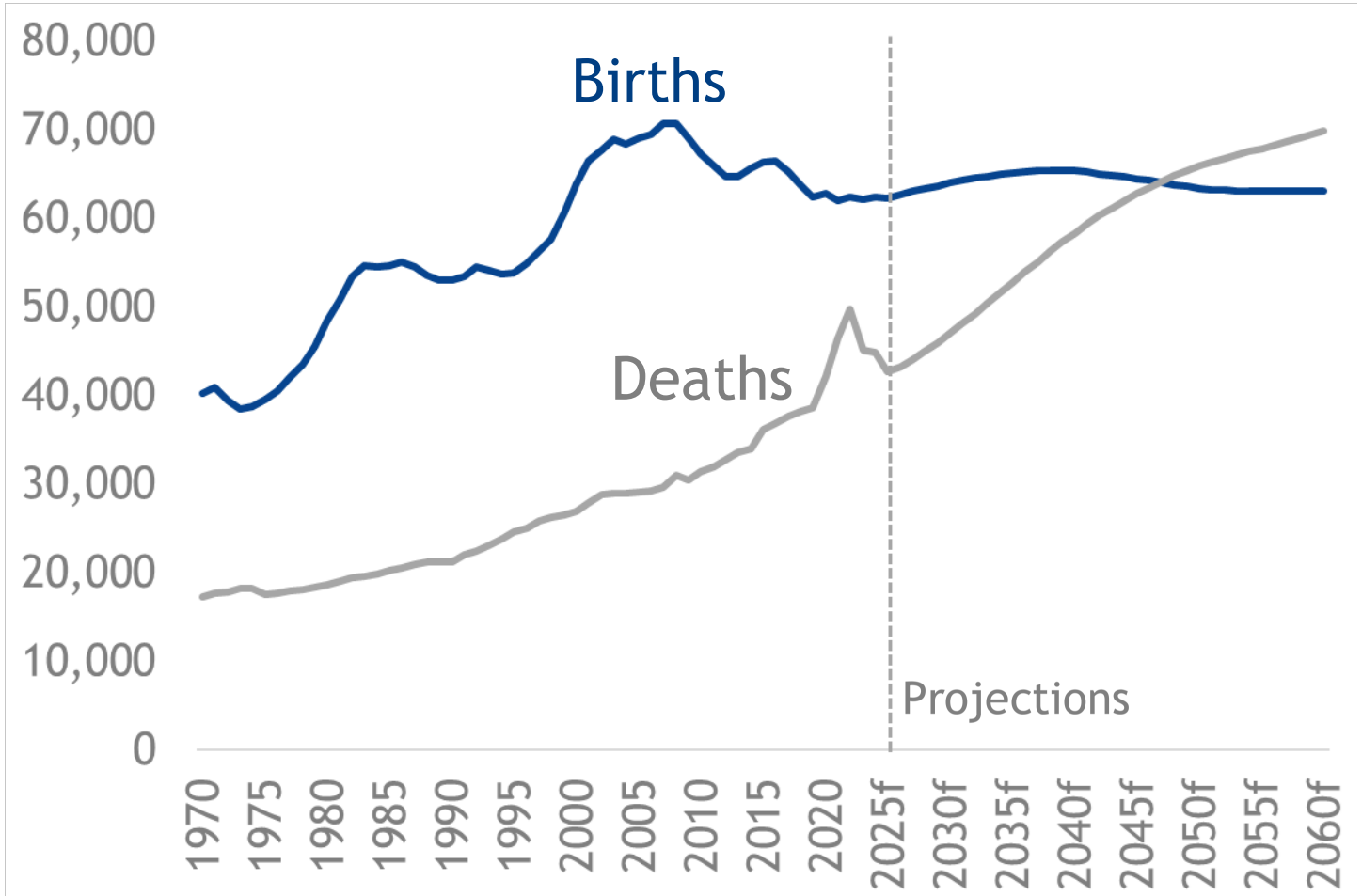


Source: State Demography Office, vintage 2024 estimates and projections.

Natural Change

CO

Colorado Births and Deaths



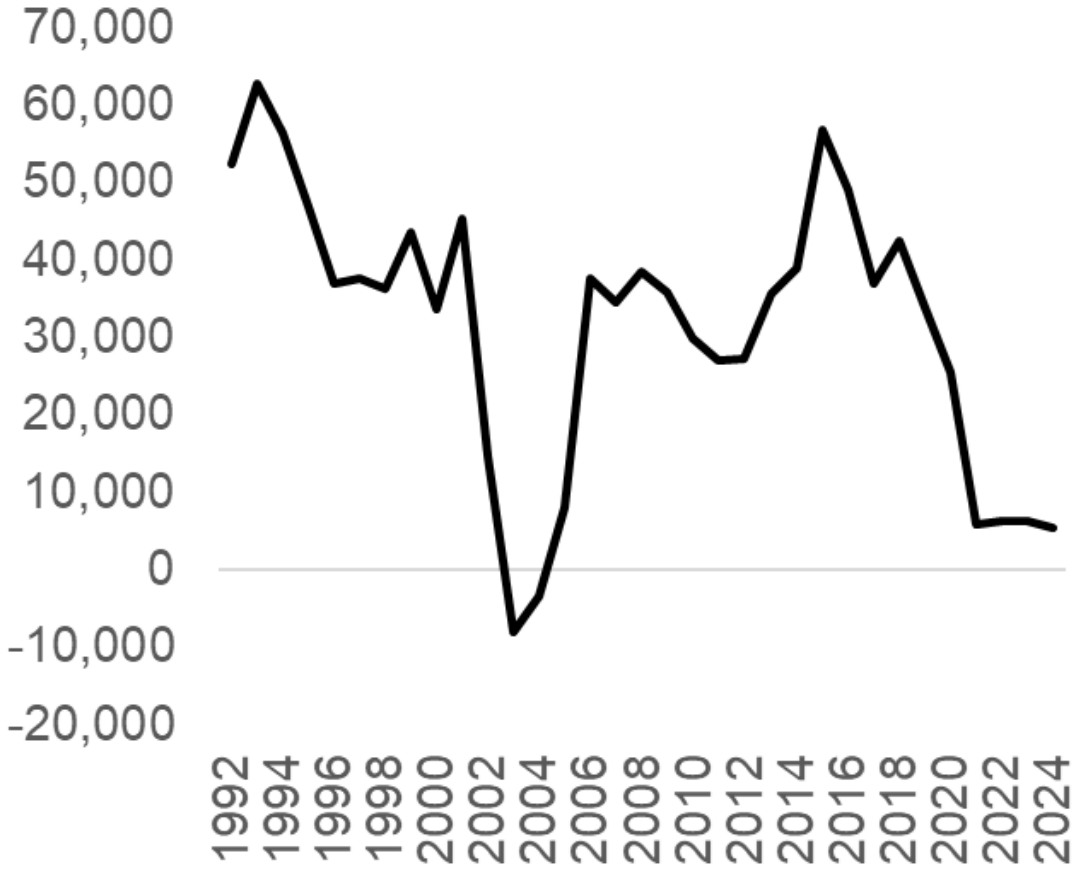
- Colorado deaths expected to exceed births beginning in 2047, compared to 2031 for the U.S.

Source: State Demography Office, vintage 2024 estimates and projections.

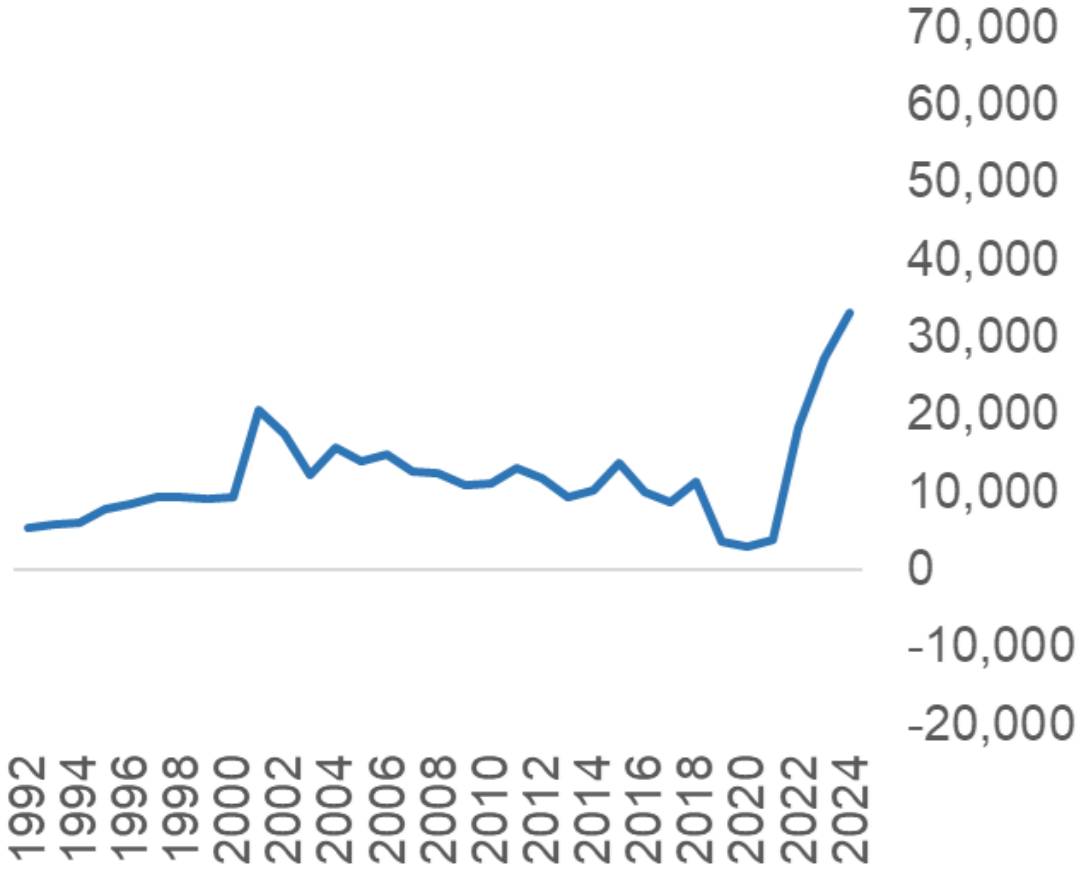
Colorado Net Migration

CO

Domestic

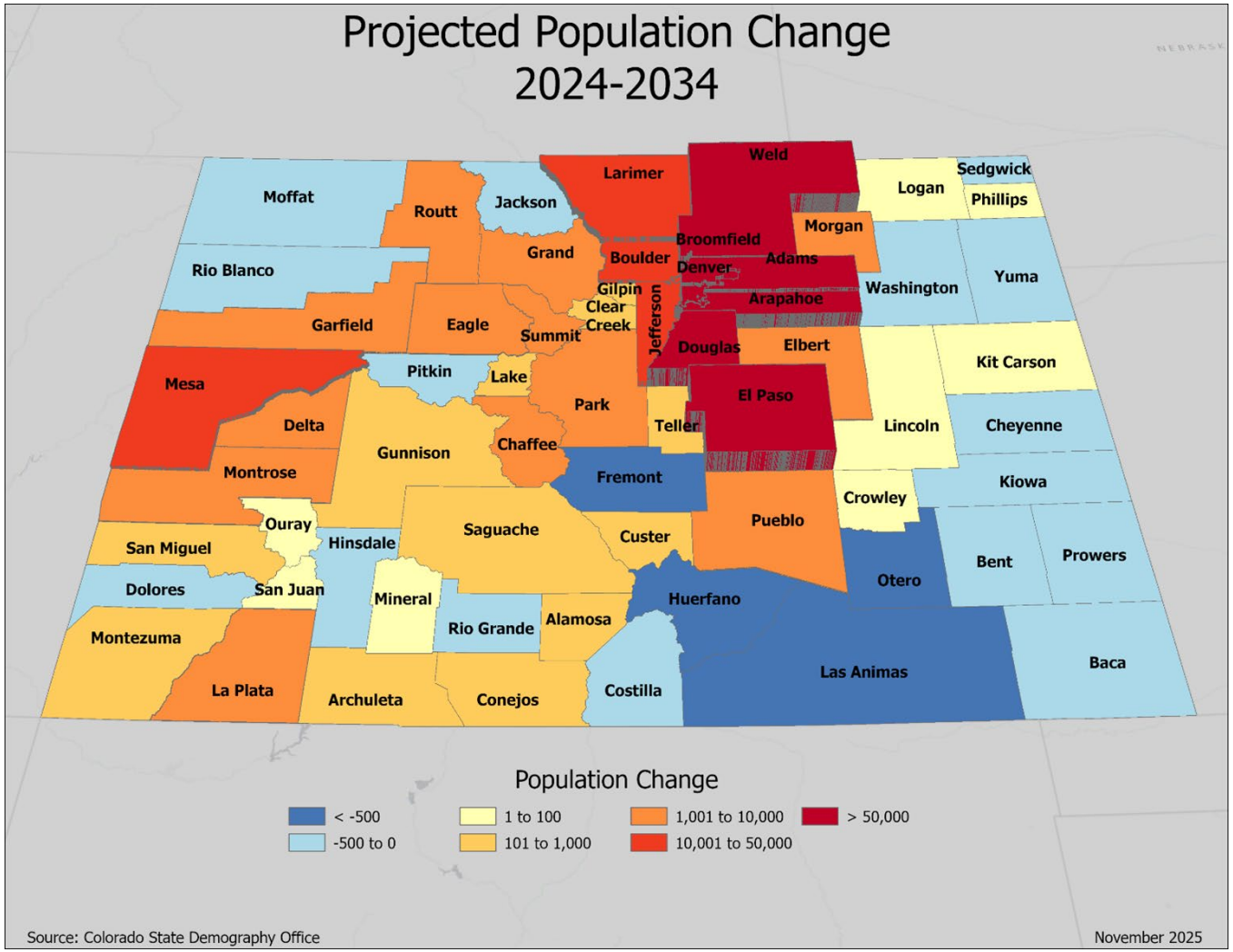


International



Source: U.S. Census Bureau Population Estimates Program.

Ten-Year Population Growth Outlook



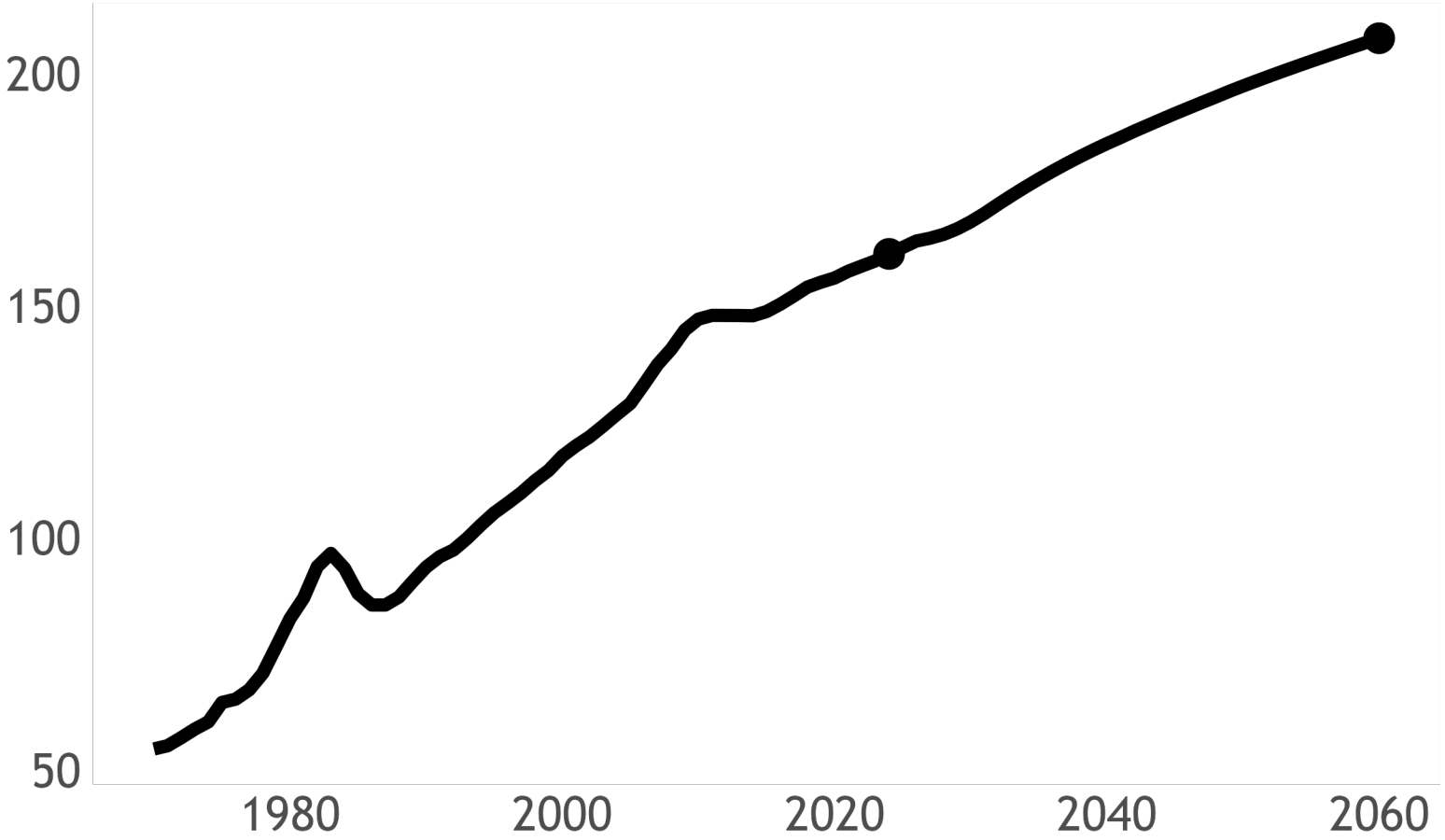
- Counties vary in growth trajectories
- Front Range still leading growth
- Growth heavily contingent upon net migration

Source: State Demography Office, vintage 2024 estimates and projections.

Mesa County

Growth continuing in Mesa County

Population For Mesa County in Thousands



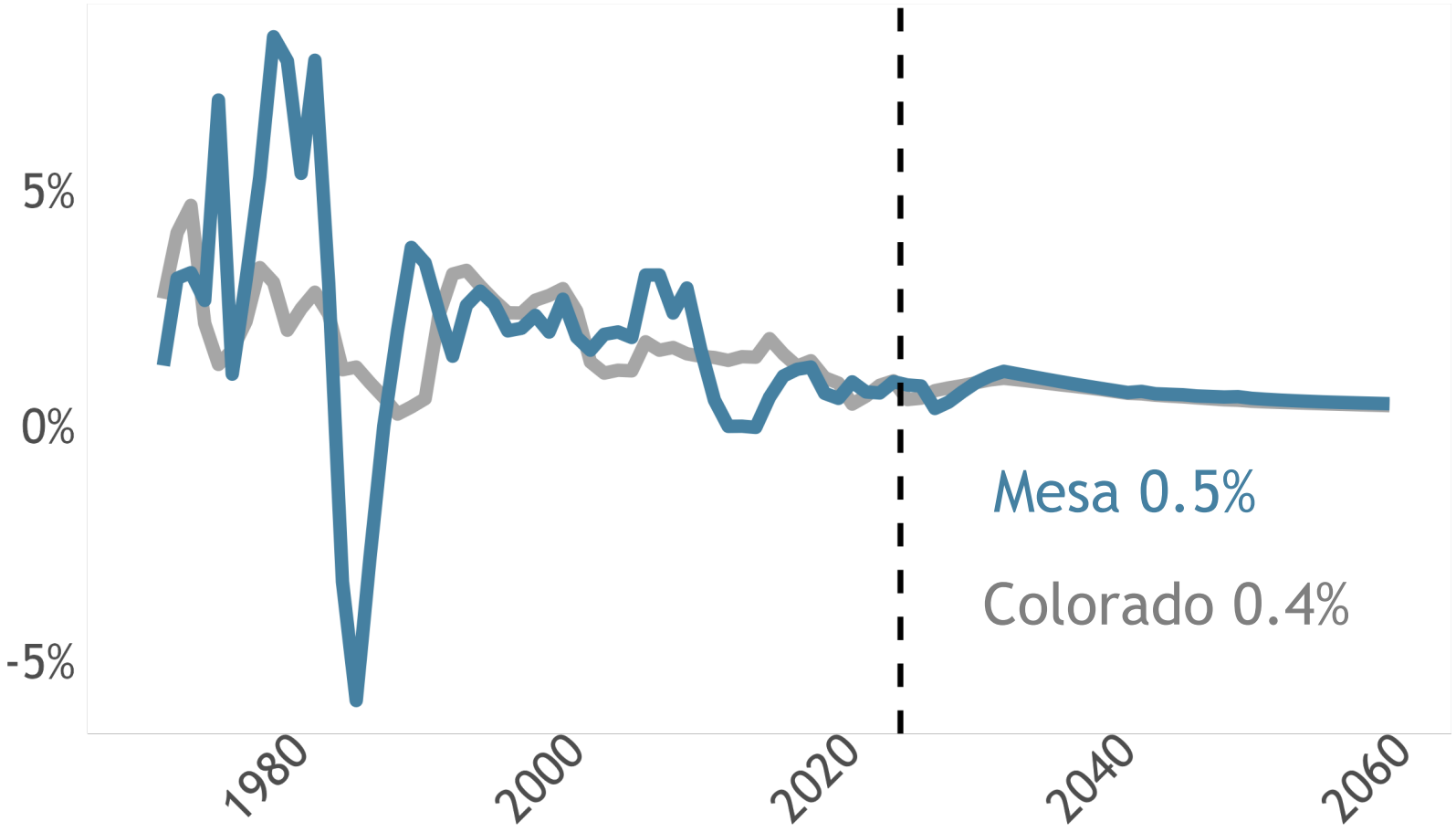
Population growth expected to continue

- 2024 estimate at 161,196
- 2060 projection at 207,656
- According to the 2020 Census, the Mesa County Valley School District 51 contains 98% of Mesa County's total population.

Source: State Demography Office, vintage 2024 estimates and projections.

Mesa County Growth Rates Slowing

Annual Population Percent Change

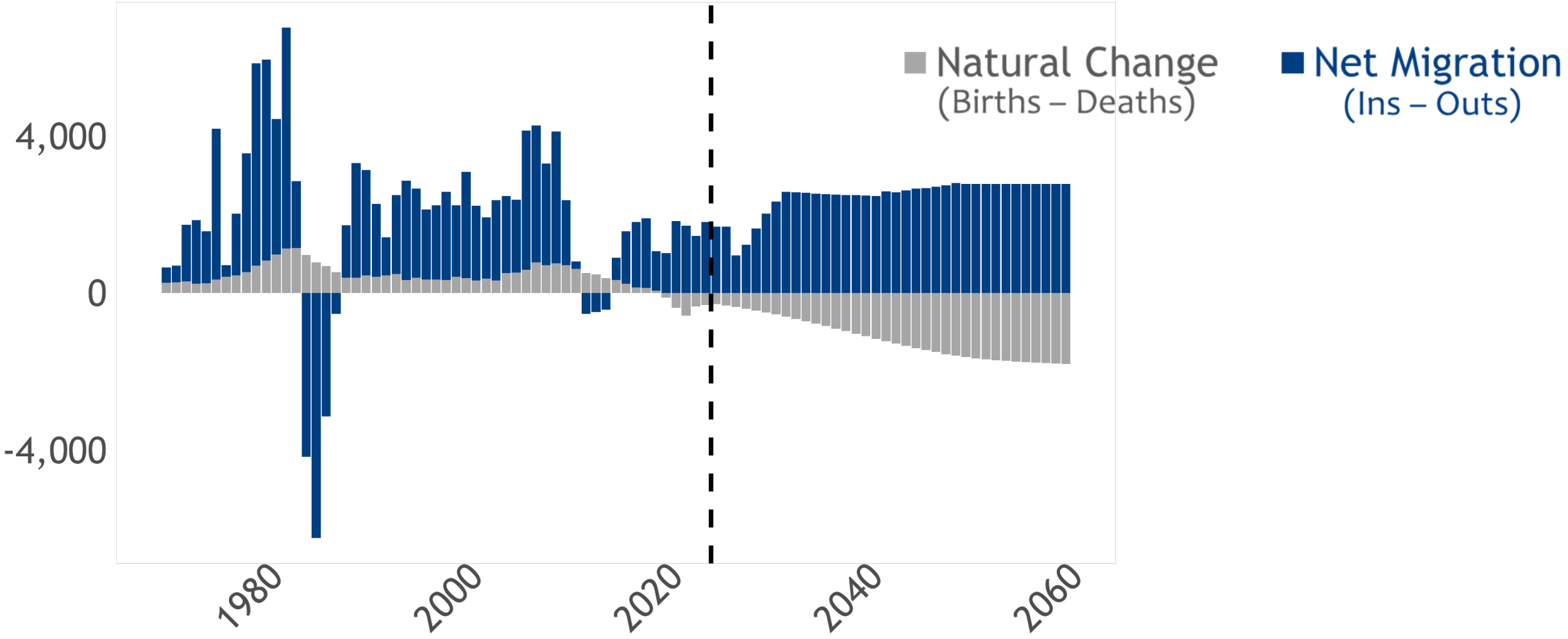


Population Growth

- Mesa has had more sporadic growth rates than the state
- Slightly faster growth than the state is expected during the forecast period

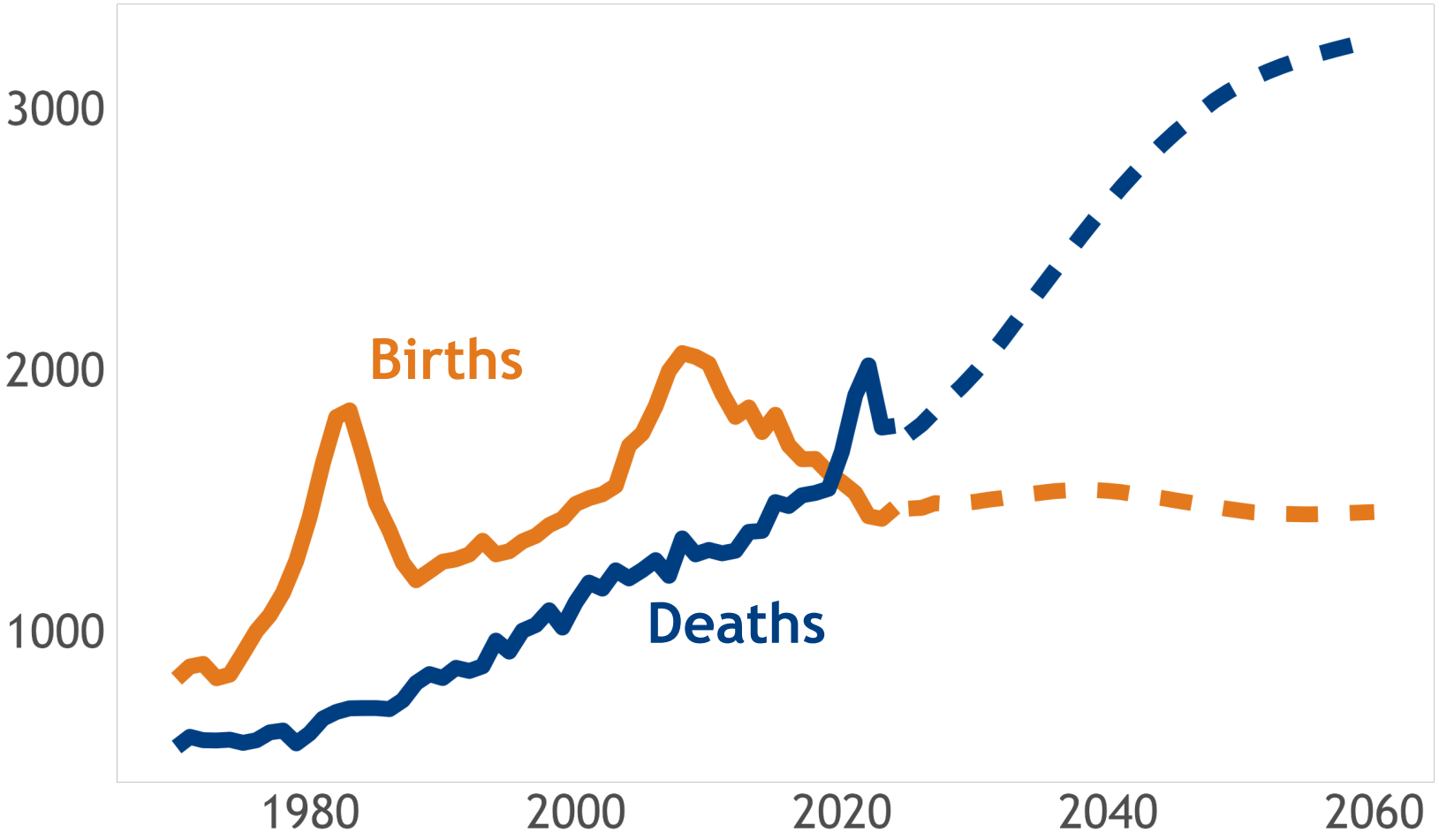
Source: State Demography Office, vintage 2024 estimates and projections.

Mesa Components of Population Change



Source: State Demography Office, vintage 2024 estimates and projections.

Mesa County Natural Change

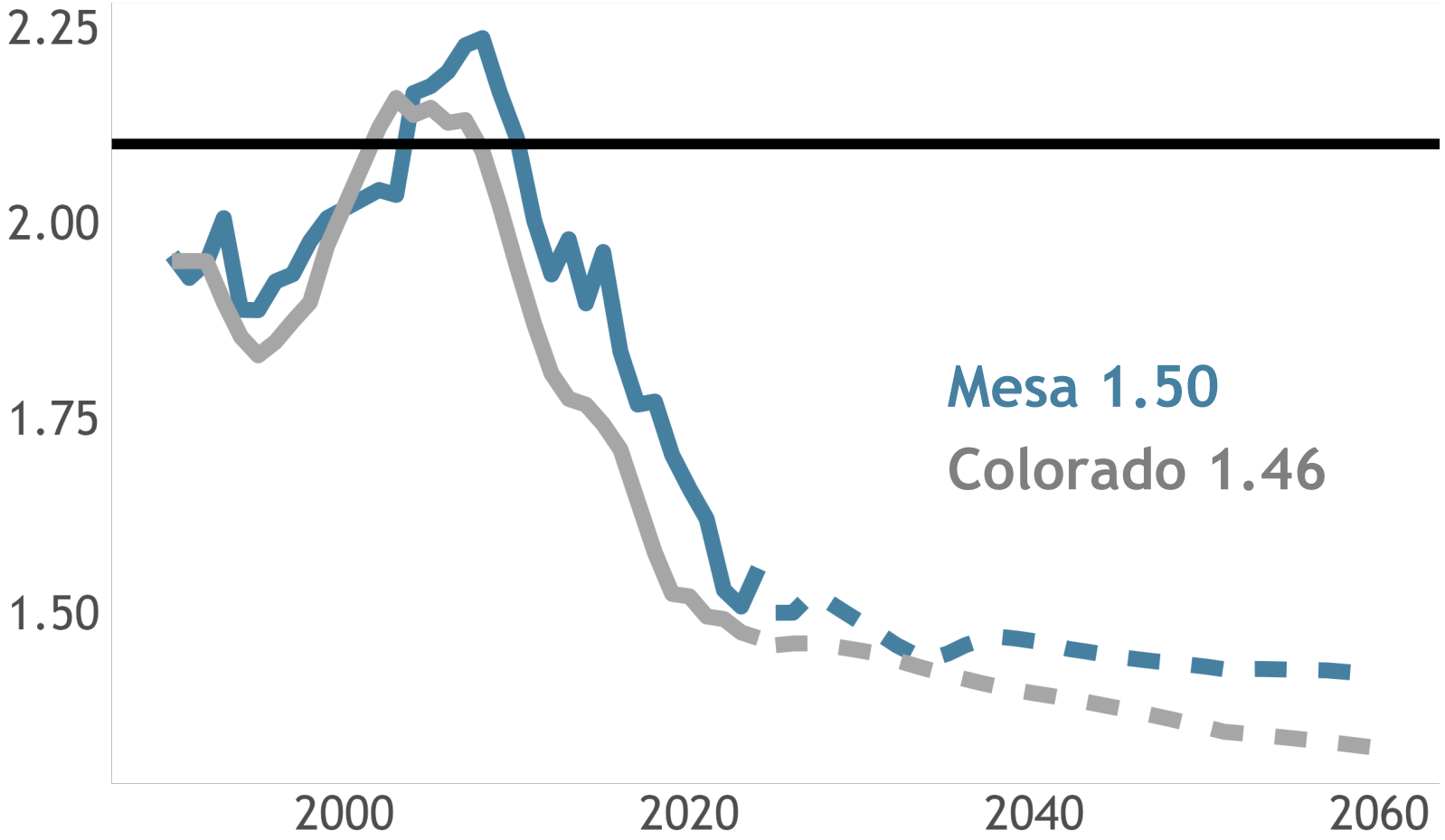


- Peak births occurred in 2008
- Mesa County deaths exceeded births beginning in 2020, compared to 2047 for Colorado

Source: State Demography Office, vintage 2024 estimates and projections.

Mesa County Fertility Rates

Total Fertility Rates

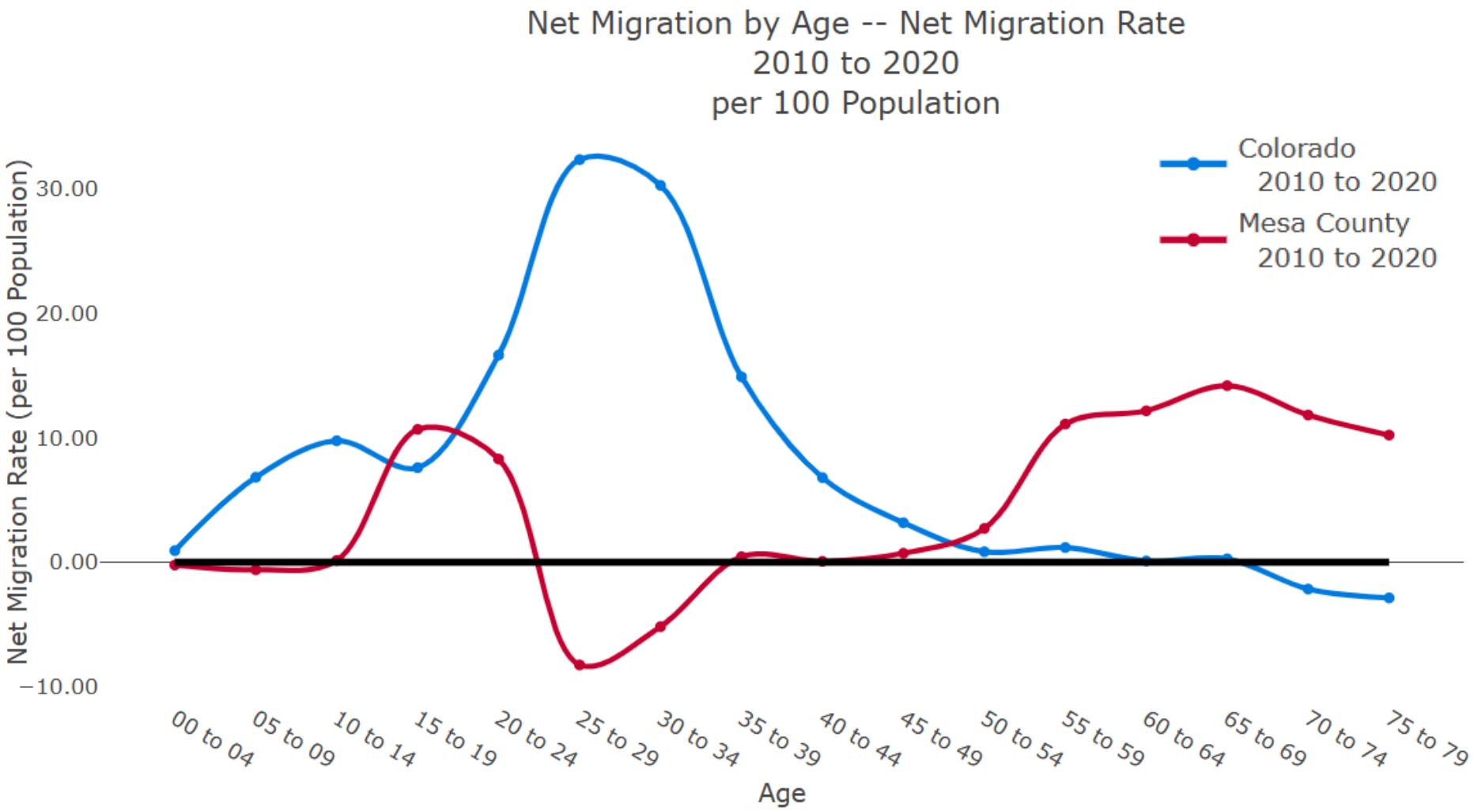


Fertility Trends

- Births on the decline across the state
- Some more recent evidence of stabilization
- Mesa TFR is slightly higher than the state

Source: State Demography Office, vintage 2024 estimates and projections.

Net Migration by Age

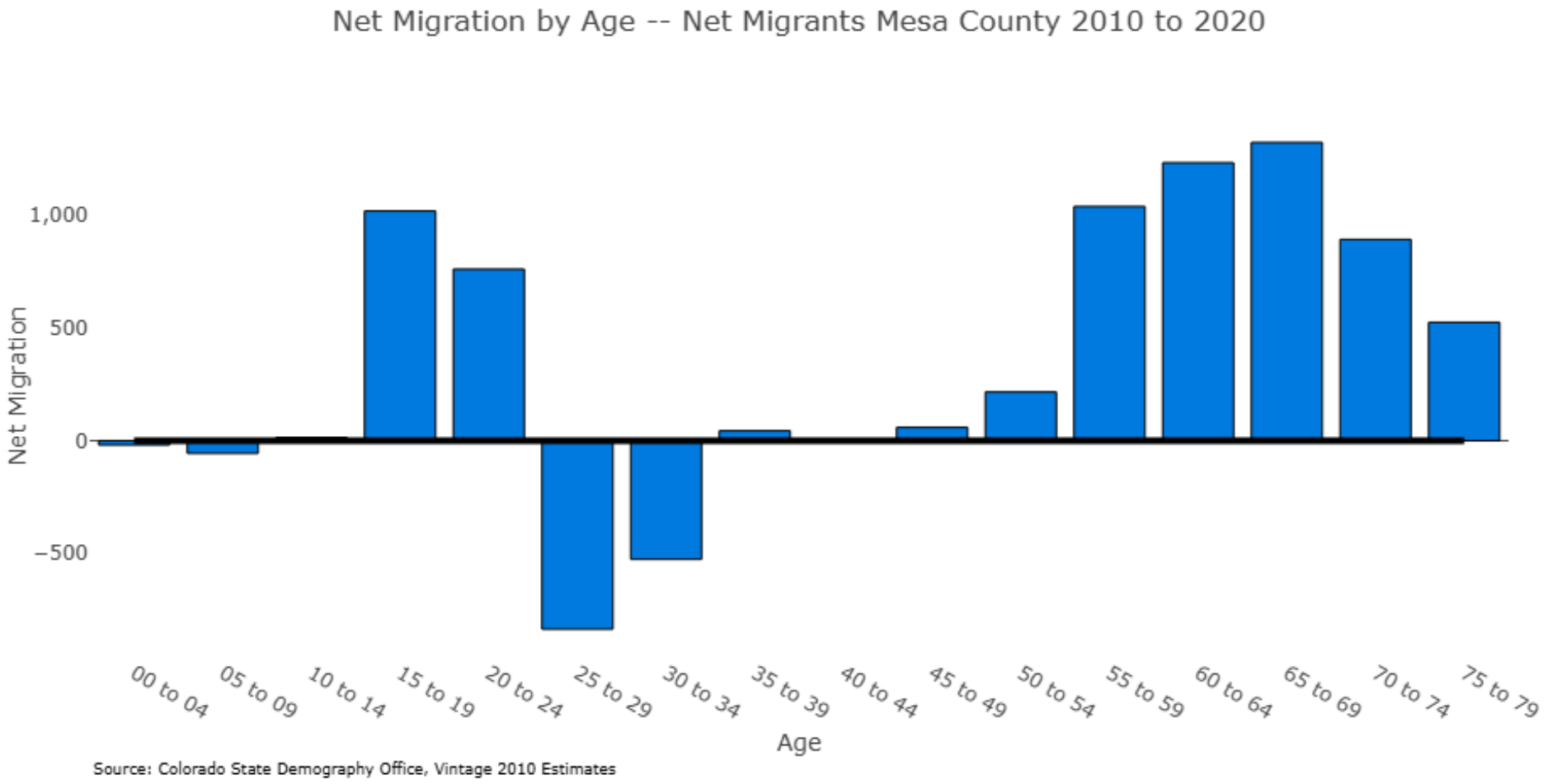


Migration Trends

- Colorado historically has attracted 25 to 35 year olds
- Mesa attracted college age and 50 years and over

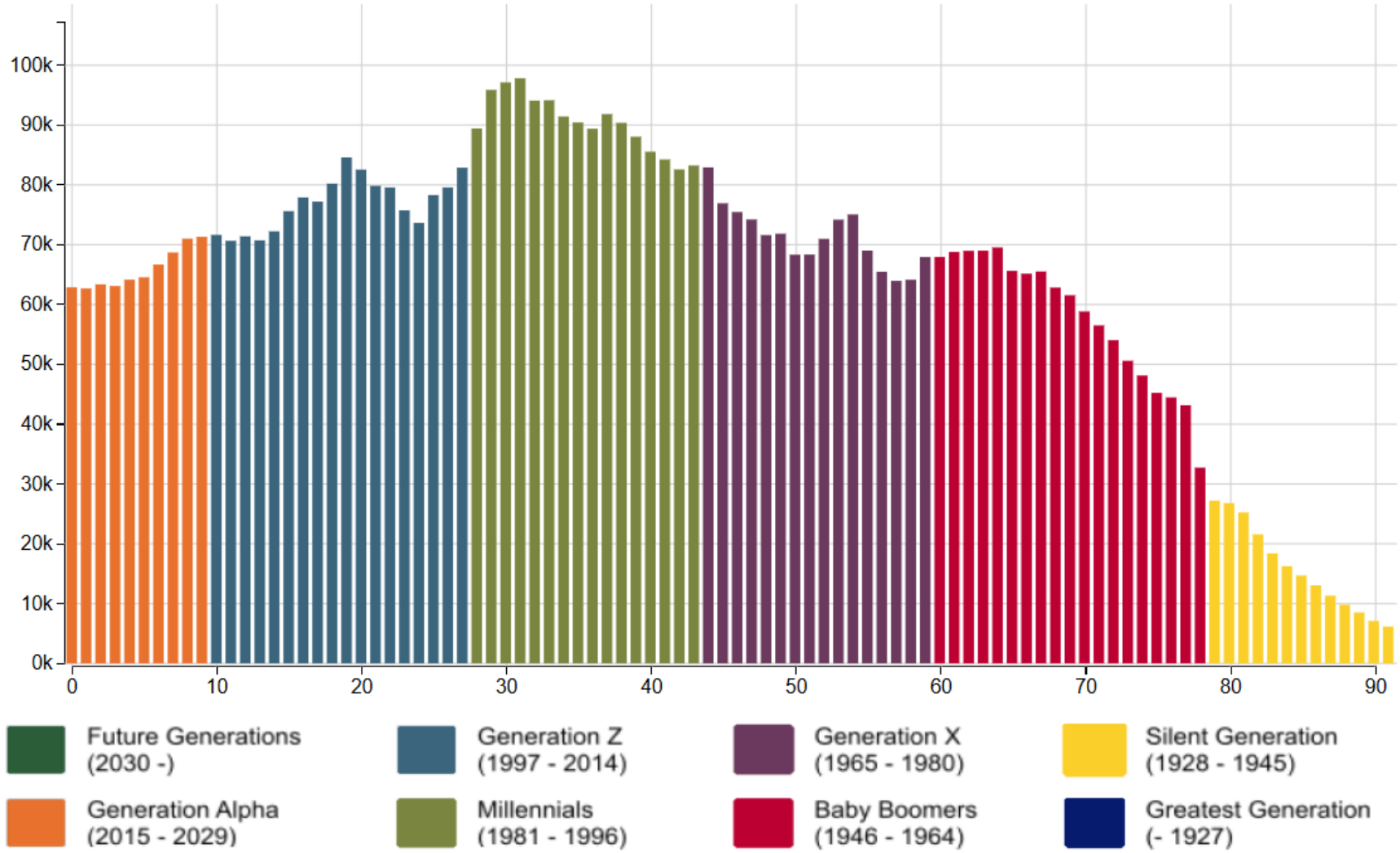
Source: State Demography Office, vintage 2024 estimates and projections.

Net Migration by Age – Mesa County



Source: State Demography Office, vintage 2024 estimates and projections.

Colorado's population by age and generation - 2024

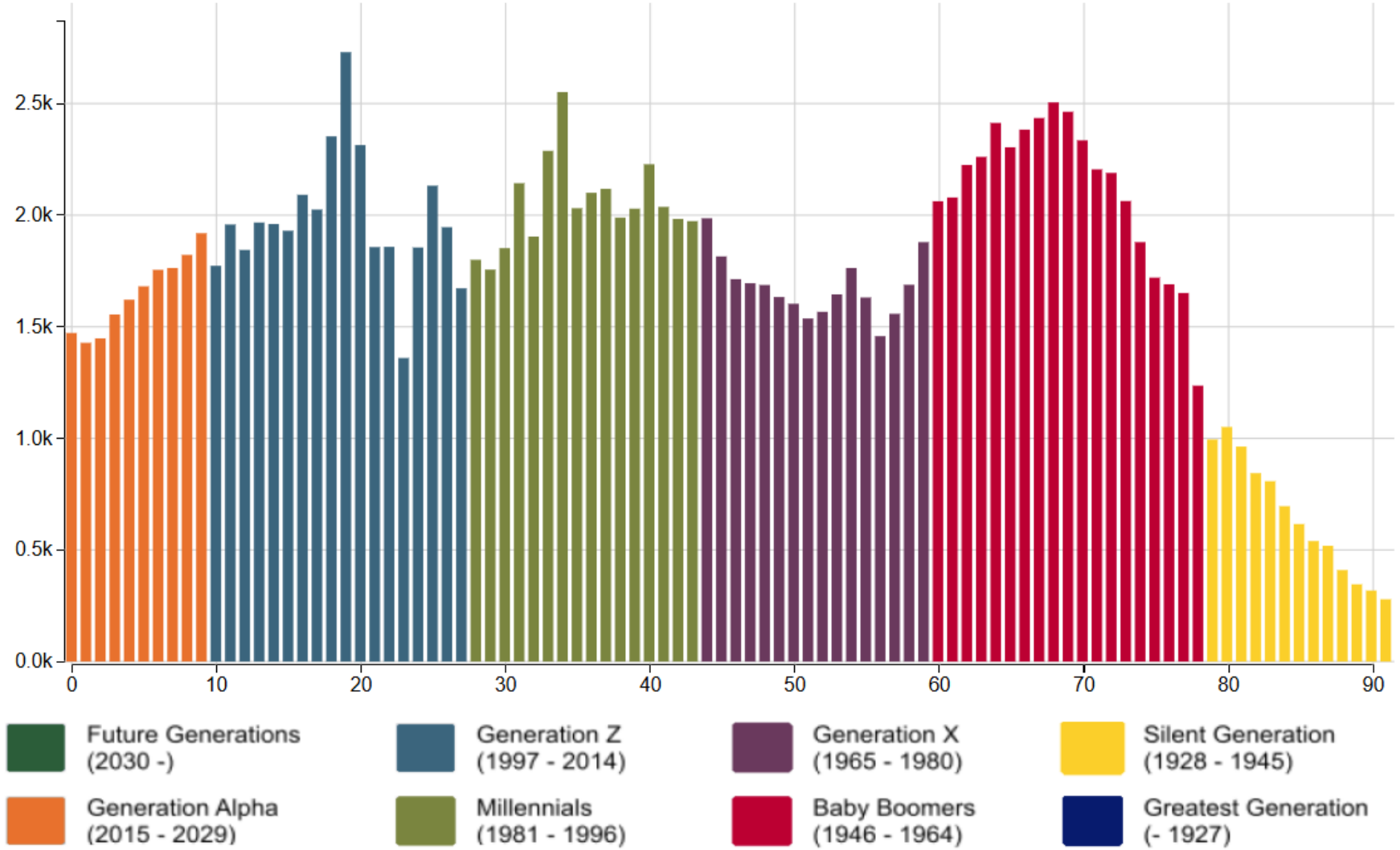


Source: Colorado State Demography Office, Vintage 2024 Estimates

View animated changes in populations over time: https://gis.dola.colorado.gov/Age-Animation-Bars/

Source: State Demography Office, vintage 2024 estimates and projections.

Mesa’s population by age and generation - 2024

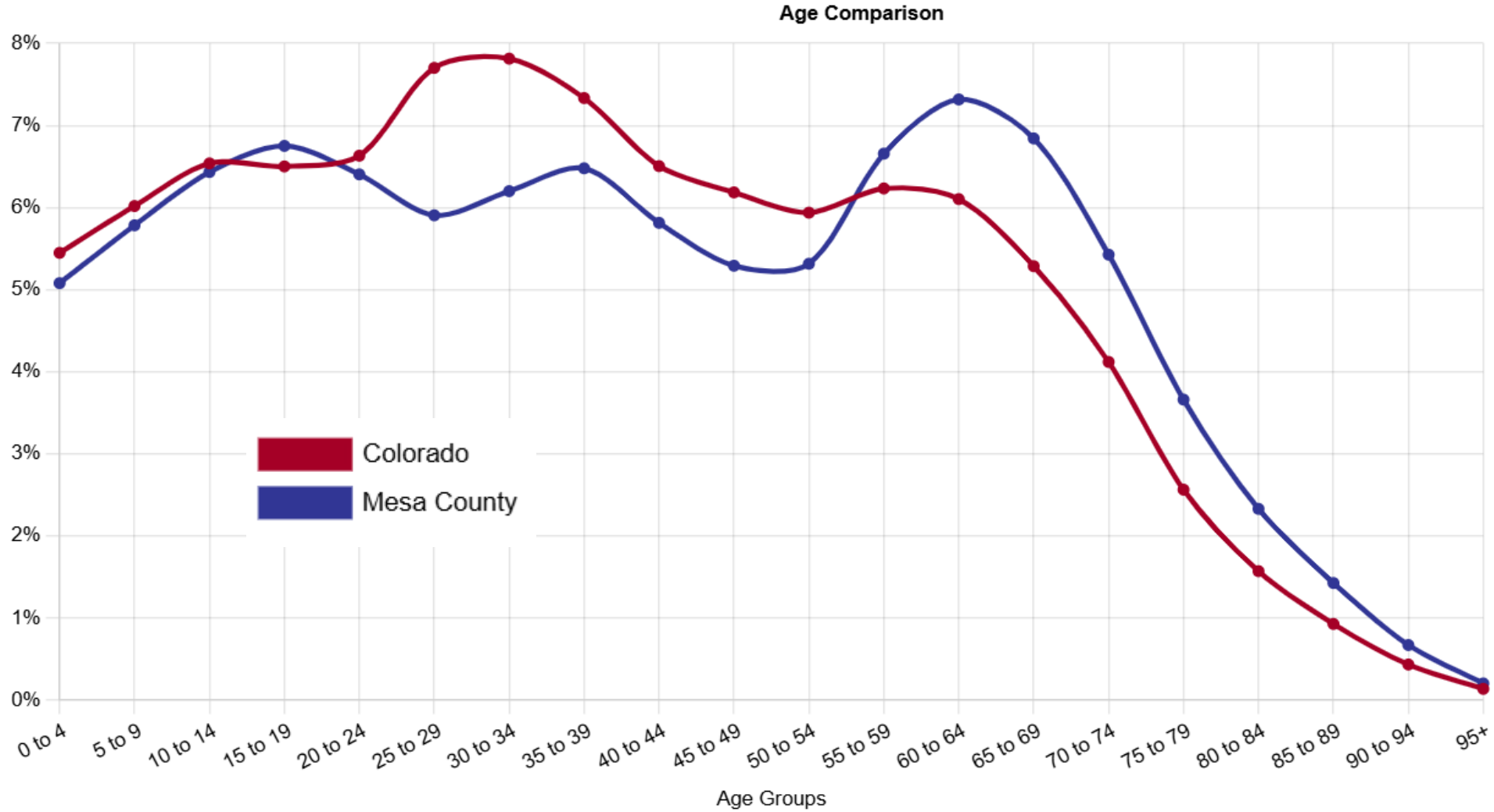


Source: Colorado State Demography Office, Vintage 2024 Estimates

View animated changes in populations over time: https://gis.dola.colorado.gov/Age-Animation-Bars/

Source: State Demography Office, vintage 2024 estimates and projections.

Mesa has different age composition than CO



State Demography Office
Vintage 2024 Estimates

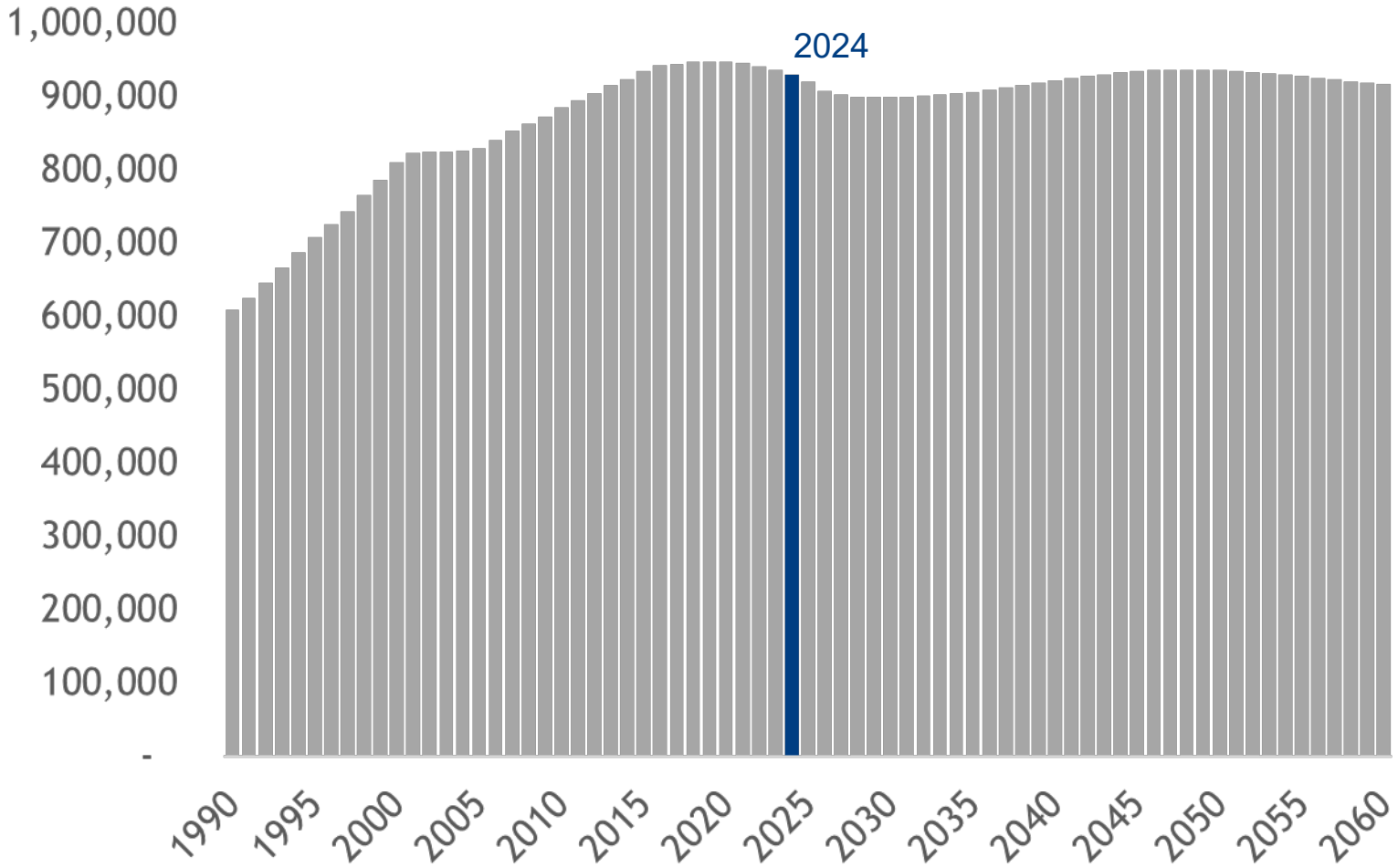
Population under 18 years:
Colorado 20.9%
Mesa County 19.9%

Population 65 years and over:
Colorado 16.5%
Mesa County 23.8%

Source: U.S. Census Bureau, 2020 Census

School Age Population - Colorado

Population Age 5 to 17 years

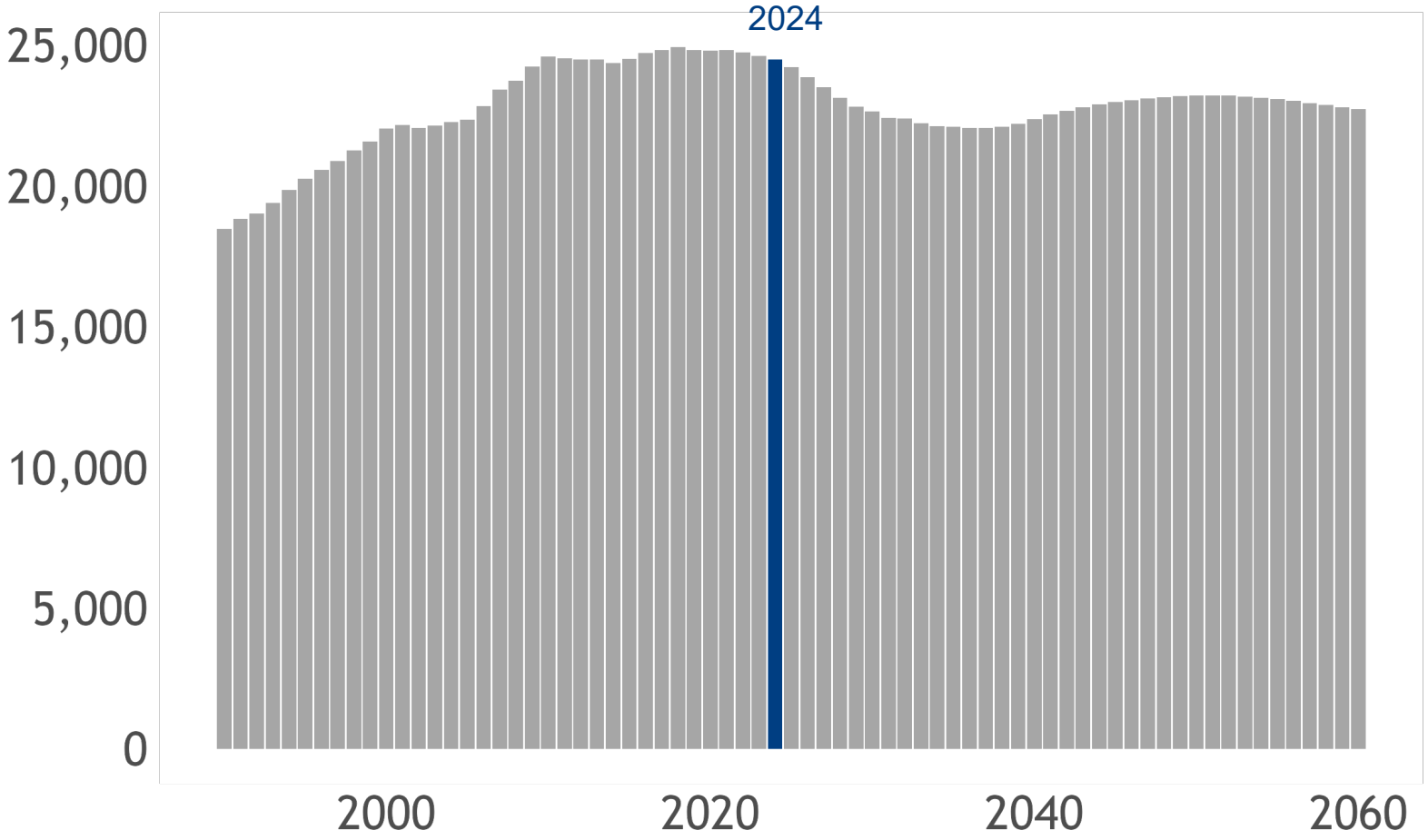


- Rebound in 2030s driven by a combination of increased migration and easing of fertility decline
- Largest volume of school age population in 2019

Source: State Demography Office, vintage 2024 estimates and projections.

School Age Population - Mesa

Population Age 5 to 17 years

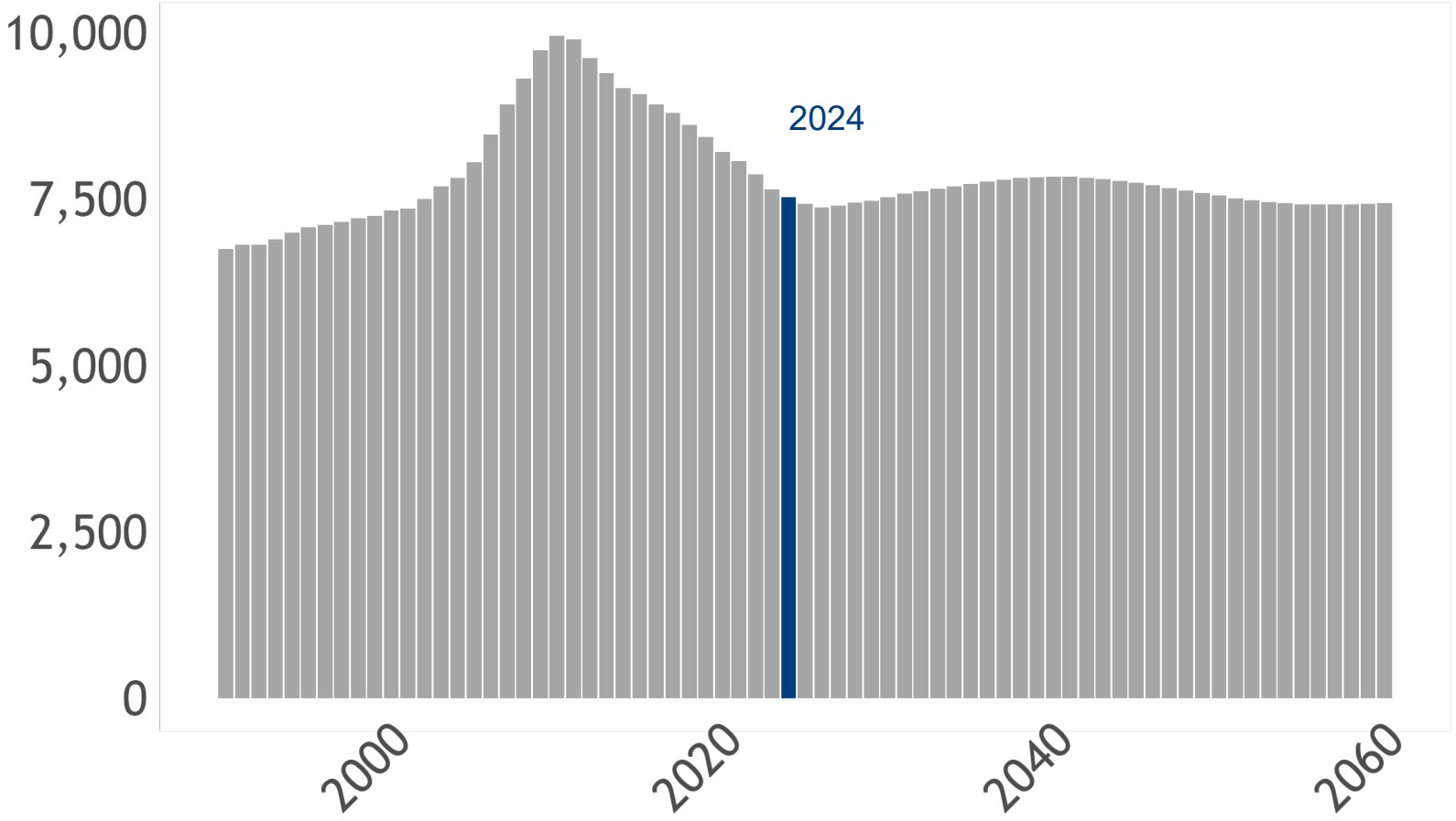


- Slight rebound expected in in 2040s
- Largest volume of school age population occurred in 2018

Source: State Demography Office, vintage 2024 estimates and projections.

Young Children Population - Mesa

Population Age 0 to 4 years

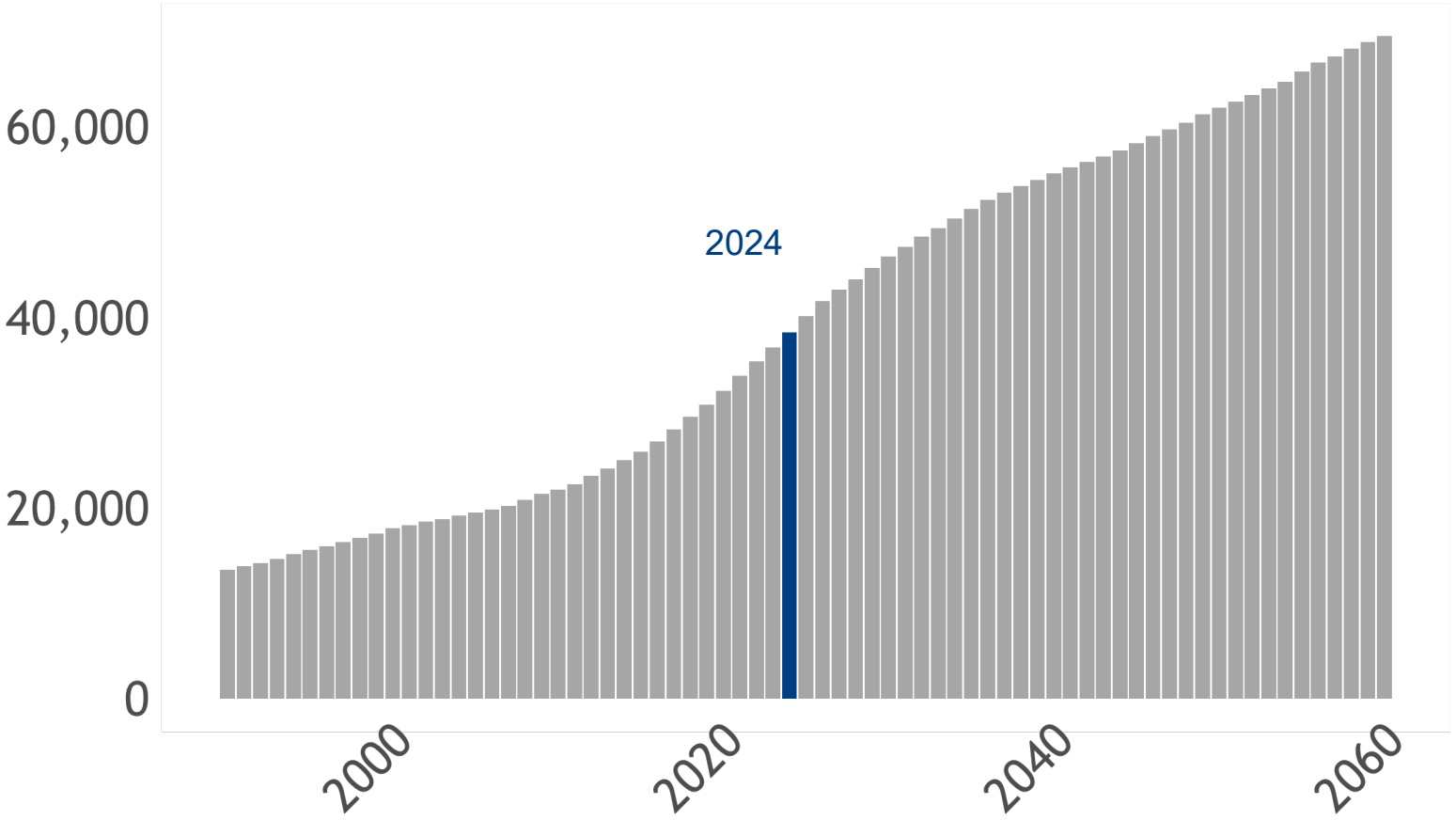


- Largest volume of Under 5 Years population occurred in 2010

Source: State Demography Office, vintage 2024 estimates and projections.

Older Adult Population - Mesa

Population 65 years and over

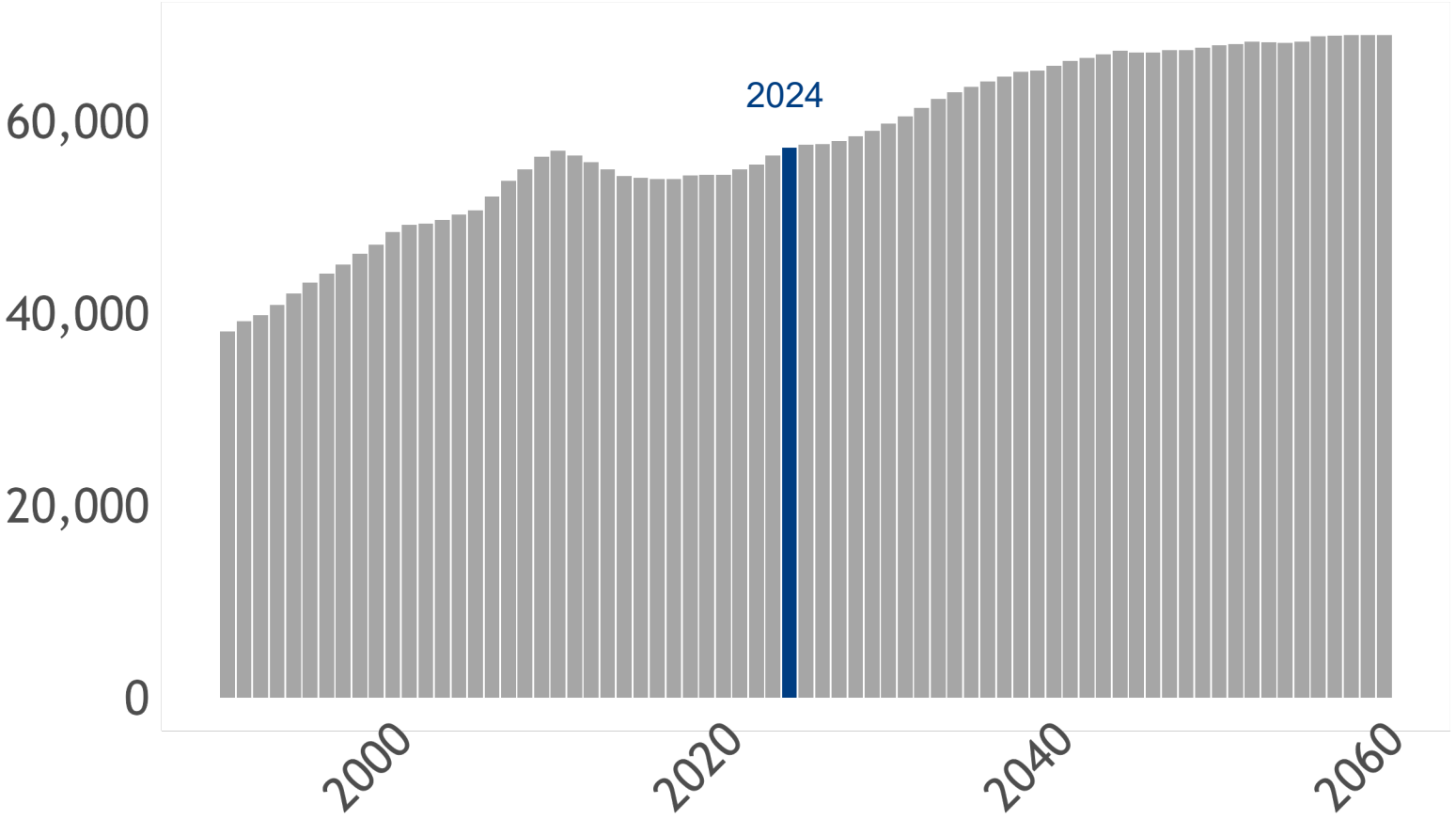


- Project to grow rapidly

Source: State Demography Office, vintage 2024 estimates and projections.

Working Age Population - Mesa

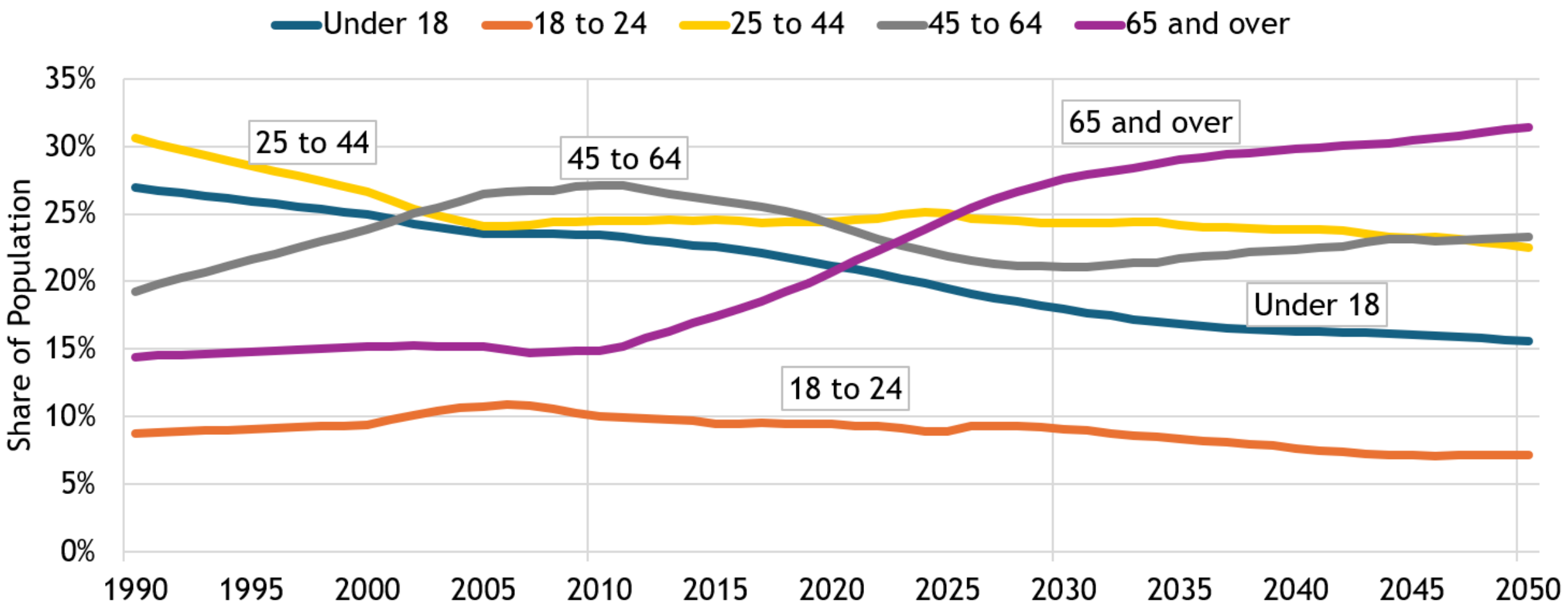
Population 25 to 54 years



- Projected to grow slowly

Source: State Demography Office, vintage 2024 estimates and projections.

Share of Population by Age Group – Mesa County



Source: State Demography Office, vintage 2024 estimates and projections.

Risks to the Population Forecast

- Push/pull relative to other states, counties
  - Housing affordability
  - Competition for labor
  - Natural disasters, water availability
- National population growth
  - Immigration policy
  - Geopolitical events
- Economic activity
  - Net migration tied to the business cycle

- Remote/hybrid work: Less concentrated growth or return to work?
- Housing turnover: Will more Coloradans move out freeing up supply?
- Automation & AI: Will AI impact labor markets?

Plan and invest with resiliency (many possible futures) in mind.

Questions?

Nancy Gedeon

nancy.gedeon@state.co.us

demography.dola.colorado.gov

COLORADO

Department of Local Affairs

School Improvement BOE Presentation

October 6, 2026

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.



Tonight's Presentation

Tonight's purpose is to inform our community about a D51 school that has received a state rating of Priority Improvement(PI) what the school's plan for success are.

This School Board presentation is a process required by the Colorado Department of Education.

What does it mean to receive this rating?

Accredited (District) or Performance Plan (School)
Accredited w/Improvement Plan (District) or Improvement Plan (School)
Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

Accreditation categories are based on the total percentage of points earned on their School Performance Framework.

Plan Type and Rating with Growth/Achievement Totals

Priority Improvement Plan

39.4/100
Points Earned

Year 1

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	39.0%	15.6/40	Approaching
Academic Growth	39.6%	23.8/60	Approaching

Growth Is A Path To Improvement

40%

Achievement Points for ALL students and for DIVERSE groups of students

60%

Growth Points for ALL students and for DIVERSE groups of students

Growth almost always precedes achievement

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	197	94.2%	728.0	24	4.00/8	Approaching
	Previously Identified for READ Plan	32	92.3%	695.7	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	116	95.5%	724.1	18	0.50/1	Approaching
	Minority Students	69	92.5%	721.2	12	0.25/1	Does Not Meet
	Multilingual Learners	30	94.3%	706.4	1	0.25/1	Does Not Meet
	Students with Disabilities	35	92.5%	704.0	1	0.25/1	Does Not Meet
CMAS - Math	All Students	199	95.1%	727.0	31	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	117	96.3%	725.4	27	0.50/1	Approaching
	Minority Students	70	93.8%	720.7	18	0.50/1	Approaching
	Multilingual Learners	30	94.3%	717.7	12	0.25/1	Does Not Meet
	Students with Disabilities	36	95.0%	709.3	3	0.25/1	Does Not Meet
CMAS - Science	All Students	57	91.3%	711.3	7	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	31	90.0%	705.5	2	0.25/1	Does Not Meet
	Minority Students	16	85.7%	698.4	1	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	13.25/34	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	117	27.0	2.00/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	60	24.5	0.25/1	Does Not Meet
	Minority Students	36	21.0	0.25/1	Does Not Meet
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	120	37.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	61	40.0	0.50/1	Approaching
	Minority Students	39	37.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	34	42.0	2.00/4	Approaching
	On Track to EL Proficiency	-	-	0.00/0	-
TOTAL		*	*	9.50/24	Approaching

Broad Approaches In School's Improvement Work

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	152	97.0%	715.0	5	2.00/8	Does Not Meet
	Previously Identified for READ Plan	38	95.3%	690.2	-	0.00/0	-
	English Learners	n < 16	-	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	110	96.8%	712.4	2	0.25/1	Does Not Meet
	Minority Students	75	96.4%	712.0	2	0.25/1	Does Not Meet
	Students with Disabilities	31	97.0%	694.7	1	0.25/1	Does Not Meet
CMAS - Math	All Students	153	98.2%	710.3	4	2.00/8	Does Not Meet
	English Learners	n < 16	-	-	-	0.00/0	-
				708.4	3	0.25/1	Does Not Meet
				707.3	2	0.25/1	Does Not Meet
				695.9	1	0.25/1	Does Not Meet
TOTAL				*	*	5.50/22	Does Not Meet

n Scale core	Percentile Rank	Pts Earned/ Eligible	Rating
38.2	44	4.00/8	Approaching
25.3	18	0.50/1	Approaching
33.0	32	0.50/1	Approaching
32.9	32	0.50/1	Approaching
11.5	1	0.25/1	Does Not Meet
25.1	33	4.00/8	Approaching
15.3	13	0.25/1	Does Not Meet
20.6	23	0.50/1	Approaching
17.1	17	0.50/1	Approaching
08.1	3	0.25/1	Does Not Meet
*	*	11.25/24	Approaching

an Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
735.6	41	4.00/8	Approaching
700.6	-	0.00/0	-
-	-	0.00/0	-
732.9	35	0.50/1	Approaching
736.3	43	0.50/1	Approaching
706.3	1	0.25/1	Does Not Meet
723.6	24	4.00/8	Approaching
-	-	0.00/0	-
718.9	14	0.25/1	Does Not Meet
723.3	24	0.50/1	Approaching
693.4	1	0.25/1	Does Not Meet
*	*	10.25/22	Approaching

le	Percentile Rank	Pts Earned/ Eligible	Rating
	38	4.00/8	Approaching
	-	0.00/0	-
	34	0.50/1	Approaching
	27	0.50/1	Approaching
	26	0.50/1	Approaching
	1	0.25/1	Does Not Meet
	38	4.00/8	Approaching
	33	0.50/1	Approaching
	26	0.50/1	Approaching
	21	0.50/1	Approaching
	1	0.25/1	Does Not Meet
	*	11.50/24	Approaching

Numerous Areas of Impact

ACADEMIC

Subject		pation te	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - Englis Language Art		5%	34.0	2.00/8	Does Not Meet
			-	0.00/0	-
		5%	32.5	0.25/1	Does Not Meet
	Minority Students	20	77.8%	35.0	0.50/1	Approaching
	Students with Disabilities	n < 20	-	-	0.00/0	-
CMAS - Math	All Students	50	89.8%	19.5	2.00/8	Does Not Meet
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	33	87.8%	23.0	0.25/1	Does Not Meet
	Minority Students	28	90.3%	22.5	0.25/1	Does Not Meet
	Students with Disabilities	n < 20	-	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	-	0.00/0	-
TOTAL	TOTAL	*	*	*	5.25/20	Does Not Meet

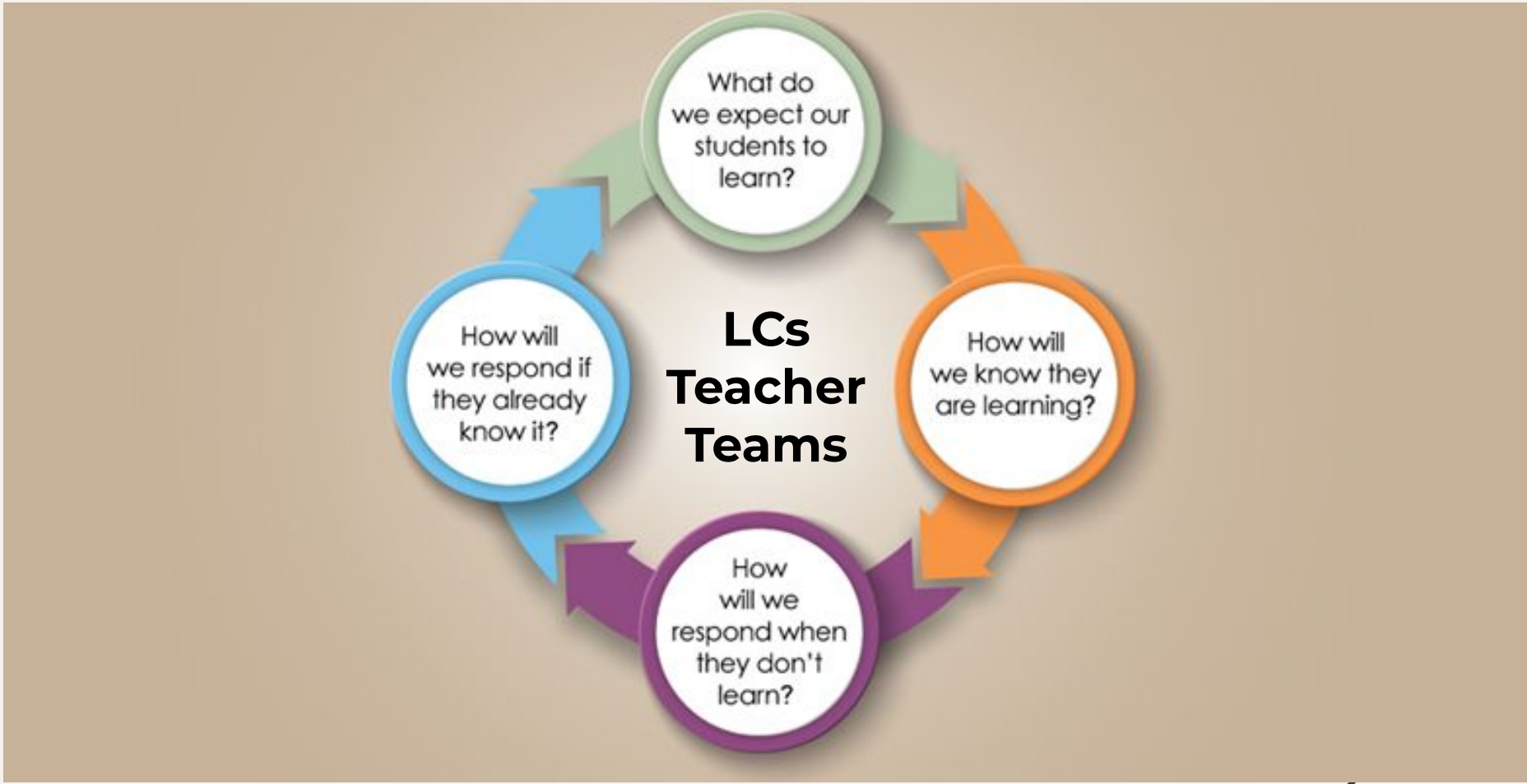
Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
46.0	4.00/8	Approaching
43.0	0.50/1	Approaching
44.0	0.50/1	Approaching
45.0	0.50/1	Approaching
35.5	0.50/1	Approaching
31.0	2.00/8	Does Not Meet
-	0.00/0	-
27.0	0.25/1	Does Not Meet
24.5	0.25/1	Does Not Meet
30.0	0.25/1	Does Not Meet
-	0.00/0	-
-	0.00/0	-
*	8.75/23	Approaching

Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
40.0	4.00/8	Approaching
-	0.00/0	-
37.0	0.50/1	Approaching
-	0.00/0	-
-	0.00/0	-
35.0	4.00/8	Approaching
-	0.00/0	-
33.0	0.25/1	Does Not Meet
-	0.00/0	-
-	0.00/0	-
-	0.00/0	-
-	0.00/0	-
*	8.75/18	Approaching

edian Growth rcentile/Rate	Pts Earned/ Eligible	Rating
53.0	6.00/8	Meets
-	0.00/0	-
56.0	0.75/1	Meets
-	0.00/0	-
-	0.00/0	-
93.0	8.00/8	Exceeds
-	0.00/0	-
92.0	1.00/1	Exceeds
93.0	1.00/1	Exceeds
-	0.00/0	-
-	0.00/0	-
-	0.00/0	-
*	16.75/19	Exceeds

What Approaches Do Schools Take Towards Improvement When They Are Identified?

- The Director of Assessment will review the UIP to ensure alignment with district and state requirements and provide feedback as needed.
- The Site Director will support the Principal and oversee the implementation of the school's Major Improvement Strategies (MIS), including monitoring progress and supporting adjustments based on data over time.
- Principals also work with their Instructional Leadership teams and LCs throughout the year analysing data and action planning to address teaching and learning gaps.
- Fruitvale is receiving additional outside supports
  - Consultant - CDE (Transformation and/or STRIVE)
  - Empowering Action for School Improvement (EASI) funds


What do we expect our students to learn?
How will we know they are learning?
How will we respond when they don't learn?
How will we respond if they already know it?
LCs Teacher Teams

LCs ground themselves in DATA and STUDENT WORK





They Set Quarterly Goals/Sprints Around Instruction and Student Outcomes

Quarter 1 Sprint

Do Adult Actions > > > > Progress Monitoring > > > > Student Results

Use the action step rows below to indicate specific teams by grade level or content. Include the adult actions they intend to take this quarter (Do-Action Steps), and the student results they hope to achieve (Goal/Outcome).

Who is Reponsible / Team Name?	Do-Action Steps / How will you measure it?	Due Date	Student Goal/Outcome	Completed
K-5 teachers Coach Principal HMH/Strive External Supports	**Grade**: K **Do-Action Step**: Choose Your Own Adventure (edit) **Describe Do-Action Step**: Training all staff in DIBELS 8 Administering BOY Benchmark assessment Creating Focus Folders Begin planning for small groups using this data Dibels 8 Progress Monitoring	10/11/2023	**Student Goal/Outcome**: Other **Describe Goal/Outcome**: Identify well below students and begin moving them out of the well below category.	
K-5 teachers Coach Principal HMH/Strive External Supports	**Grade**: 1 **Do-Action Step**: Choose Your Own Adventure (edit) **Describe Do-Action Step**: Training all staff in DIBELS 8 Administering BOY Benchmark assessment Creating Focus Folders Begin planning for small groups using this data Dibels 8 Progress Monitoring	10/11/2023	**Student Goal/Outcome**: Other **Describe Goal/Outcome**: Identify well below students and begin moving them out of the well below category.	



And They Monitor and Adjust Instruction to Reteach and Reassess for Learning







Tonight You Will Hear From

Fruitvale Elementary

Principal
Angela Galyon

Fruitvale Elementary

Priority Improvement Plan	39.4/100 Points Earned

Year 1

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	39.0%	15.6/40	Approaching
Academic Growth	39.6%	23.8/60	Approaching

Major Improvement Strategy # 1:

Assessment Systems and Data Culture: Data Informed Instruction

Supported through work with STRIVE Consultant and Transformation Network (Monthly)



Leverage weekly PLC time for team planning & data meetings

Major Improvement Strategy # 3

Best First Instruction: Vision for Instruction

Supported through work with STRIVE Consultant and Transformation Network (Monthly)

01	Emphasizing Aligned Tier One Instruction	• Create, Equip, and Monitor Aligned Vision for Instruction • Providing access to grade level content for all learners
02	Backwards Planning	• Guided by priority standards and proficiency Scales • Internalizing lesson plans • Driven by data
03	Monitor and adjust	• Monthly walkthroughs with Strive Consultant and Transformation Network • Breaking the Vision for Instruction into monthly/quarterly focus areas • Responsive professional learning

Leverage weekly PLC time for team planning & data meetings

Major Improvement Strategy # 2

Effective Student Supports and Culture: Consistent Schoolwide Systems

01	Aligned Tier One Instruction	• Implement Kindness in the Classroom lessons with fidelity • Parent Partnerships and Clear Communication • School Events aligned with KIC themes
02	Implement Consistent School Wide Systems and Routines	• Collect data at all community events • Building Leadership Team analyze results • Act upon feedback - create welcome for families
03	Consistent Staff Responses	• Trauma Informed • Training Staff • Monitoring and Adjusting

Conclusion: Charting the Path to a Bright Future

Sustaining Excellence through Innovation, Community, and Continuous Growth

Empowering Growth

Cultivating high standards and lifelong success for all students.

Strengthening Unity

Building strong partnerships between schools, families, and communities.

Sustaining Innovation

Driven by data-informed practices and continuous improvement cycles.

Thanks to our Principal Galyon for leading this work in their schools!

Questions?



2024 BOND PROJECTS PROGRESS UPDATE

BOARD OF EDUCATION MEETING: OCTOBER 6TH, 2026

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

DYNAMIC
PROGRAM MANAGEMENT

PIPS - PHASE 02 OVERVIEW

Schedule

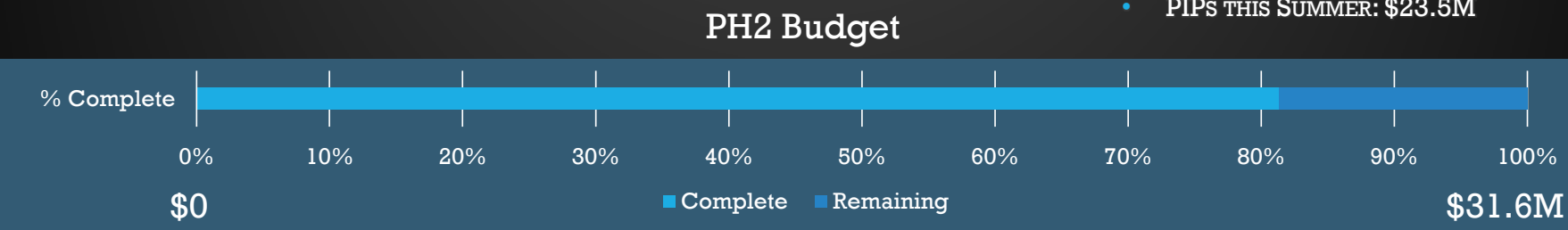
- Complete
- WMS Security Gates – October

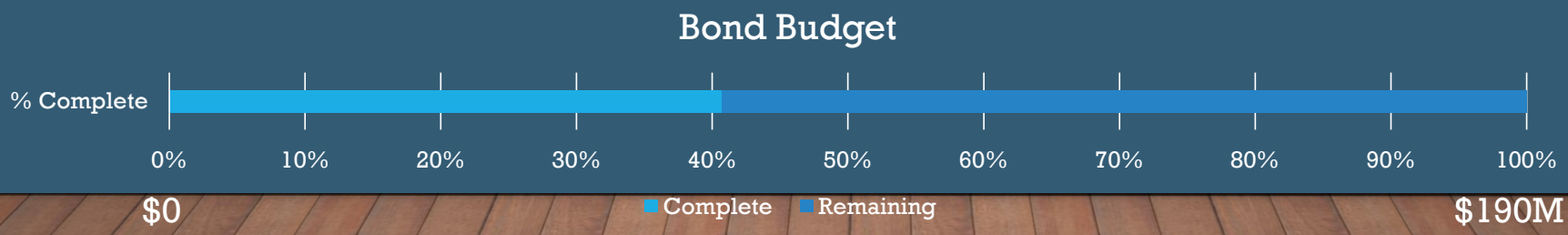
Budget

- Total Budget: $31.6M
- Committed to Date: $29.8M
- Spent to Date: $25.7M (Thru August)
- Local Expenditures: ~$18.9M

Spent by Month

- May: $2.2M
- June: $7.7M
- July: $9.1M
- August: $4.5M
- PIPs this Summer: $23.5M





PIPS - PHASE 02 – SUMMER 2026
HUGE SHOUT OUT TO ALL THE PARTNERS

Abatement Contractors

- Asbestos Professionals
  - Appleton ES
- Excel Environmental
  - Orchard Avenue ES
  - Pomona ES
- Orion Environmental
  - West MS
- Spyder Environmental
  - Mount Garfield MS

Architects

- Chamberlin Architects
- HCM

Furniture Vendors

- Office Outfitters
  - Dos Rios ES
  - Broadway ES
  - Mt. Garfield MS
- OS Schools
  - Appleton ES
  - Rim Rock ES
  - West MS
- Lakeshore
  - West MS

General Contractors

- 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

Movers

- Baileys
  - Pomona ES
- Gentle Hands
  - Appleton ES
  - Rim Rock ES
  - West MS
- Mesa Movers
  - Mount Garfield MS
  - Orchard Avenue ES
- Two Men & a Truck
  - Dos Rios ES
  - Dual Immersion Academy
  - Tope ES
  - Wingate ES









BOOKCLIFF MIDDLE SCHOOL

- Security bollards
- Perimeter fencing improvements
- Intercom upgrades
- Fire alarm upgrades
- Slab Stabilization
- Roof Replacement
- Furniture Improvements

FRUITA MIDDLE SCHOOL

- Furniture Upgrades
- Classroom Technology Upgrades
- Security Bollards and site fencing
- Exterior caulking and brick repair



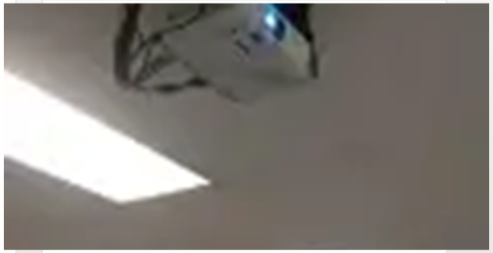












GRAND MESA MIDDLE SCHOOL

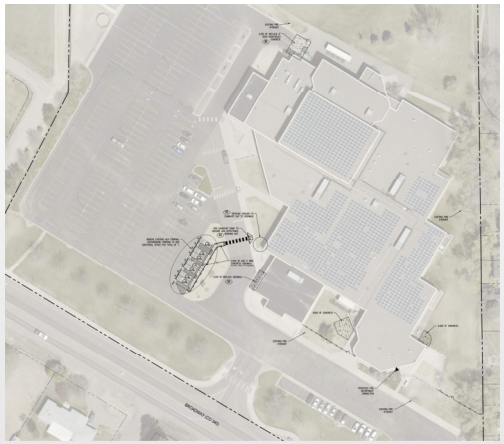
- Add Bollards at main entrance
- Exterior Caulking
- Furniture Upgrades
- Classroom Technology Upgrades
- Landscape improvements
- Improve some classroom sizes
- Improve drainage in service courtyard

REDLANDS MIDDLE SCHOOL

- Install bollards at main entry
- Fire alarm upgrades
- Fire Sprinkler Addition
- Site security fencing
- Furniture Upgrades
- Classroom Technology Upgrades
- SPED/Opportunity Room Improvements
- ADA Parking Improvements







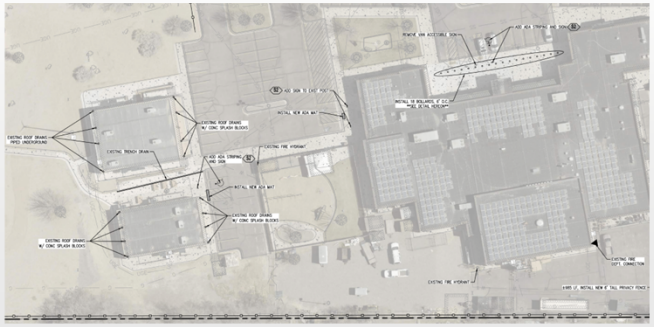
THE CAREER CENTER

- New fire alarm system
- Improve Site security fencing
- Add security bollards
- Adjust door closers for safety









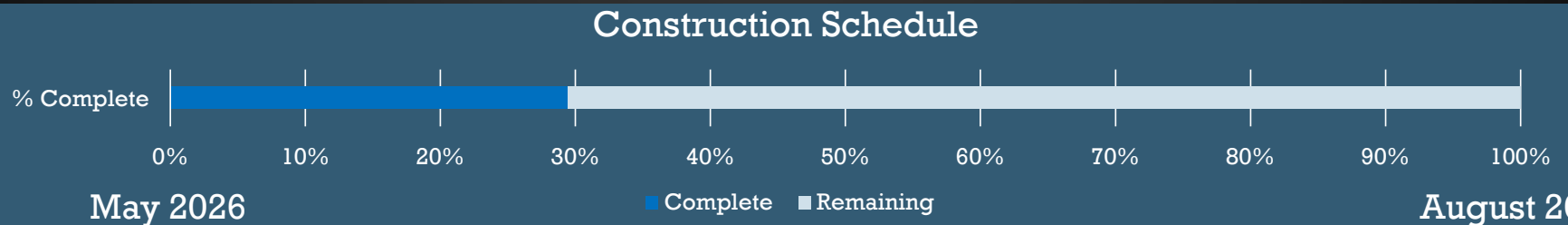
FMHS OVERVIEW

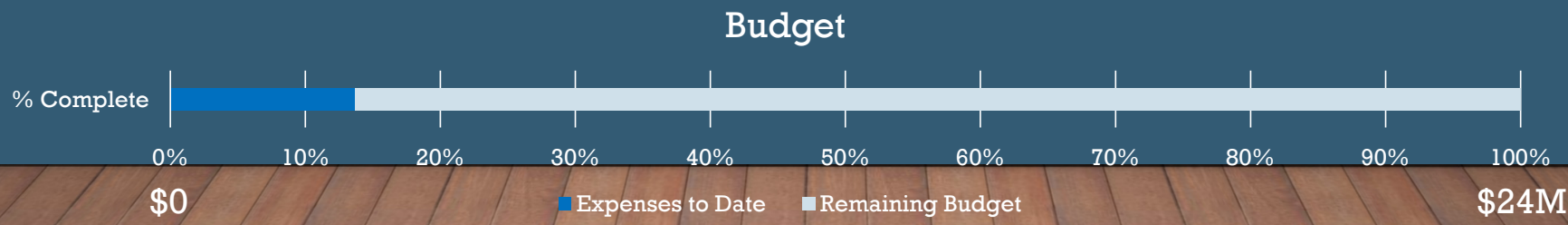
Schedule

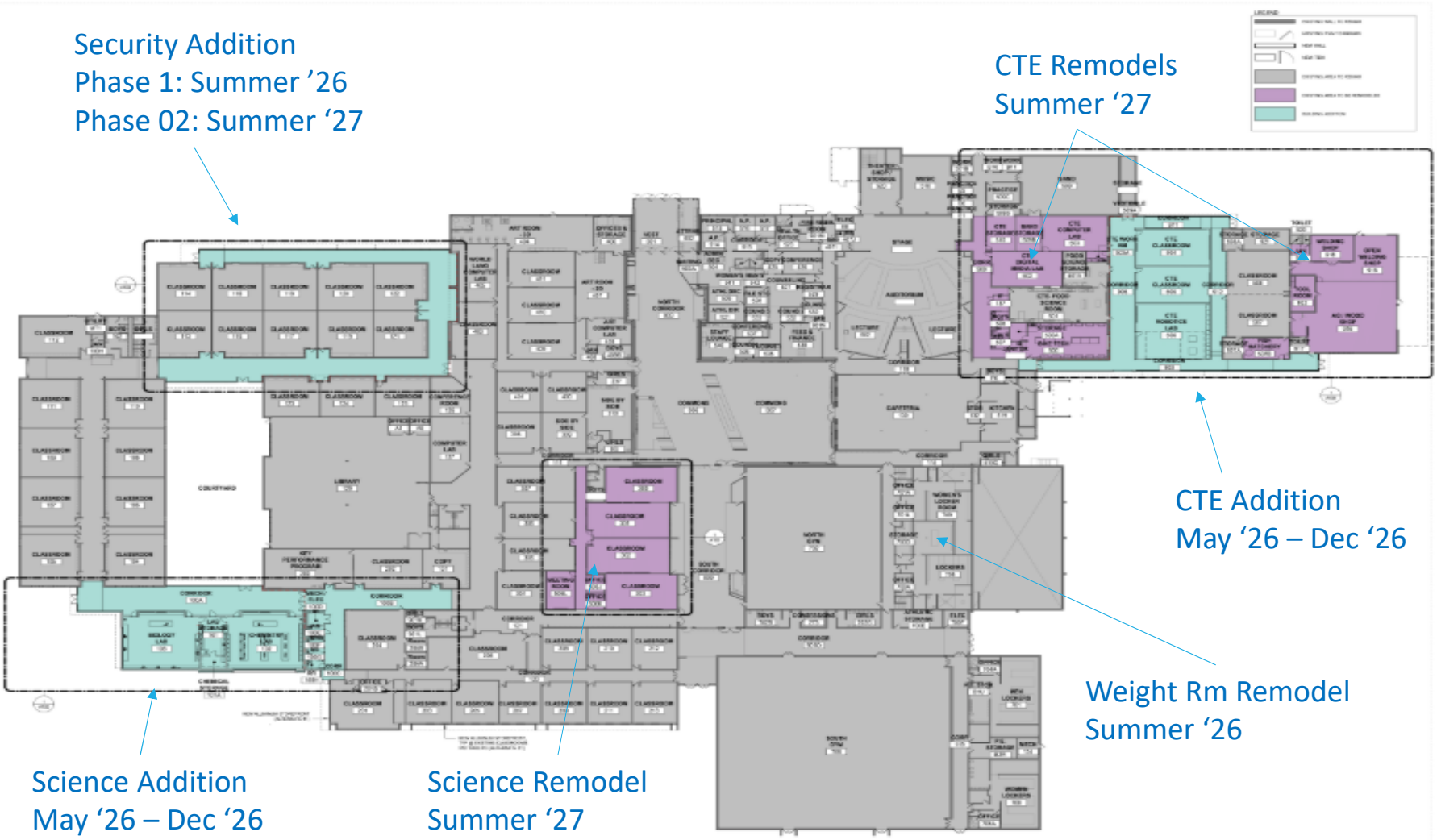
- Construction: Spring 2026 – Fall 2027
  - Science & CTE Additions: May 2026 – December 2026
  - Science & CTE Renovations: Spring 2027 – August 2027
  - Security Addition: Summer 2027

Budget

- Total Project Budget: $24M
- Total Committed To Date: $20M
- Total Expended To Date: $3.8M (Thru August)
- Local Expenditures: $2.8M







CA chamberlin HCM

SHAW CONSTRUCTION Since 1962

FMHS - 2025 ADDITION AND REMODEL

OVERALL FLOOR PLAN

A101



Recently Completed

- CTE Structural Steel
- Science Addition Slab on Grade
- Courtyard Concrete & Landscape Boulders
- Science Lift Station
- Storm Sewer Installation



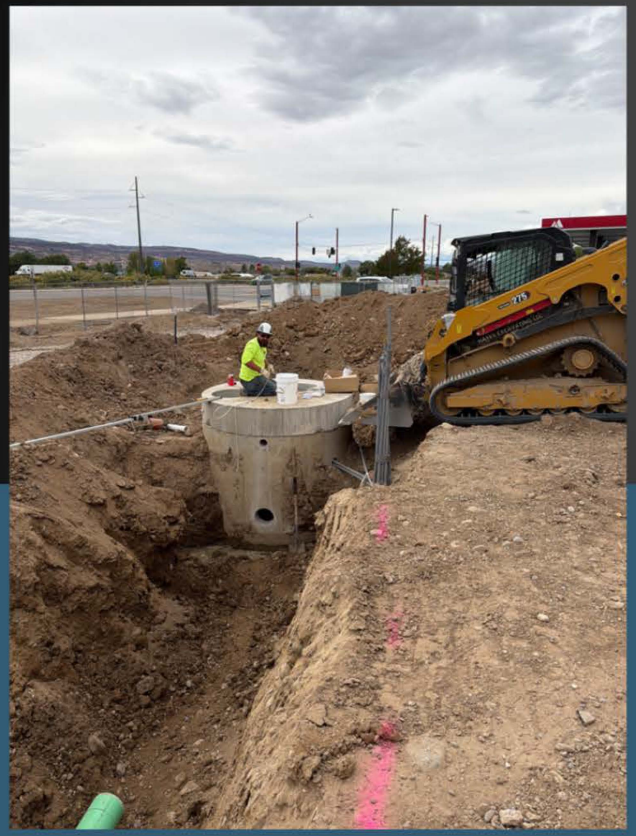
In Progress

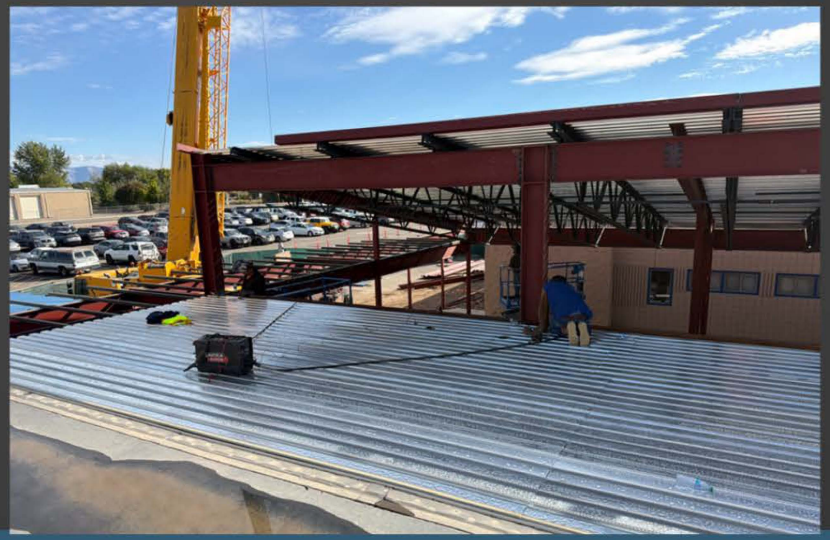
- Science Addition Structural Steel
- Exterior & Interior Framing
- RTU Curb Installations



Upcoming

- Roofing
- MEP Rough-In
- Exterior Finishes
- Interior Drywall & Finishes









THANK YOU

COLLEEN.KANEDA@DYNAMICPM.COM



District 51 Real Estate Portfolio

Vacant and Underutilized Properties

Board of Education Working Draft

October 6, 2026

Working Portfolio Categories

Categories will be refined as sales and negotiations progress

School District 51
MESA COUNTY VALLEY

SALE/POTENTIAL LISTING	CURRENTLY IN USE BY OUTSIDE ENTITIES	FUTURE DISTRICT NEED
7 properties	**3 properties**	**3 properties**
Properties in various stages of the sale process	Properties currently supporting District or community programs	Potential sites for future schools or District facilities

The following property slides are grouped by these four categories.

Basil T. Knight Center

596 N. Westgate Drive, Grand Junction



UNDER CONTRACT

SITE

1.24 acres

STATUS

Buyer contract in progress

CURRENT DIRECTION

Complete contract and report final sale proceeds to the Board.

Emerson Building

930 Ute Avenue, Grand Junction



LISTED FOR SALE

SITE

1.15 acres

STATUS

Actively marketed for sale

CURRENT DIRECTION

Continue listing process and update the Board when an acceptable offer is received.

Mt. Garfield Adjacent Land

East of Mt. Garfield Middle School



LISTED FOR SALE

SITE

1.86 acres

STATUS

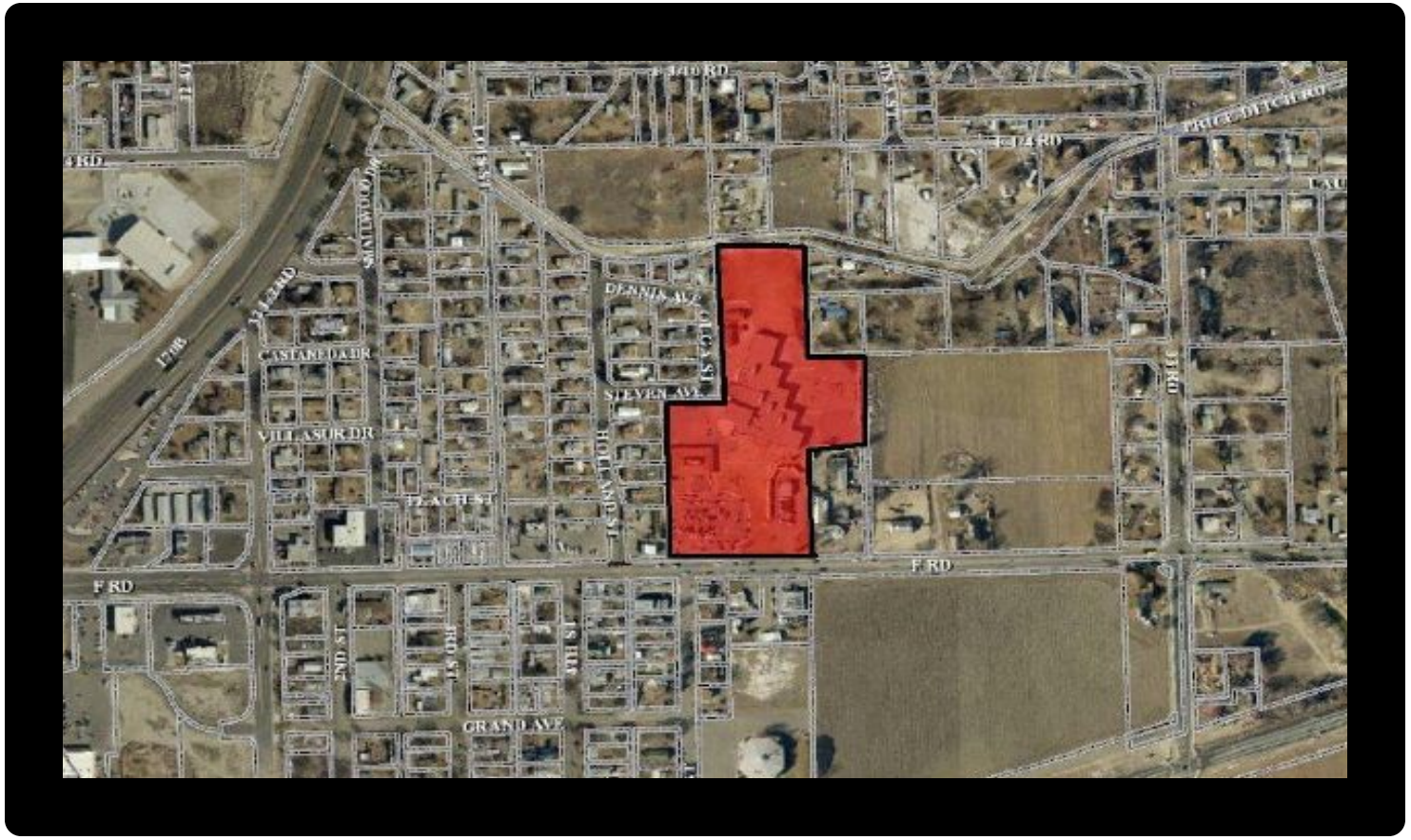
Listed for sale; parcel is not usable for school operations

CURRENT DIRECTION

Continue marketing the parcel for sale.

Clifton Elementary

3276 F Road, Mesa County



SALE CANDIDATE

SITE

8.57 acres

STATUS

Vacant and being prepared for sale

CURRENT DIRECTION

Prepare the property for public listing.

Scenic Elementary

451 W. Scenic Drive, Mesa County

School District 51
MESA COUNTY VALLEY



LISTING COMING SOON

SITE

17.03 acres

STATUS

Vacant; listing coming soon

CURRENT DIRECTION

Listing coming soon.

New Emerson Elementary

2660 Unaweep Avenue, Grand Junction

School District 51
MESA COUNTY VALLEY



LISTING COMING SOON

SITE

3.69 acres

STATUS

Program relocated; listing coming soon

CURRENT DIRECTION

Listing coming soon.

Old Fruita Middle School

239 N. Maple Street, Fruita



ACTIVE NEGOTIATION FOR SALE

SITE

12.75 acres

STATUS

Closed in 2024; active negotiations with the City of Fruita

CURRENT DIRECTION

Continue negotiations with the City of Fruita and return to the Board with proposed terms.

Dos Rios Adjacent Land

265 Linden Avenue, Grand Junction

School District 51
MESA COUNTY VALLEY



CURRENT AGREEMENT

AREA

4.98 acres of a 15.01-acre parcel

STATUS

Mesa County bike park agreement through 2031

CURRENT DIRECTION

Maintain the current agreement while preserving future sale as an option.

Mesa View Adjacent Land

2969 B Road, Grand Junction

School District 51
MESA COUNTY VALLEY



DISTRICT PROGRAM USE

SITE

9.49 acres

STATUS

Outdoor learning and science program; no independent access

CURRENT DIRECTION

Retain for current school and outdoor learning use. Lack of independent access creates a significant barrier to sale.

18th Street Cottage

519 N. 18th Street, Grand Junction



LEASED PROPERTY

SITE

0.28 acres

STATUS

Leased to a daycare or preschool group; occupant has expressed interest in purchase

CURRENT DIRECTION

Follow up with the current occupant regarding a potential purchase.

Appleton West

Mesa County



PURCHASED FOR FUTURE SCHOOL SITE

SITE

34.90 acres

STATUS

FUTURE DISCUSSION

CURRENT STATUS

Potential school site; currently an irrigated agricultural field

1188 17½ Road

Fruita

School District 51
MESA COUNTY VALLEY



PURCHASED FOR FUTURE SCHOOL SITE

SITE

15.56 acres

STATUS

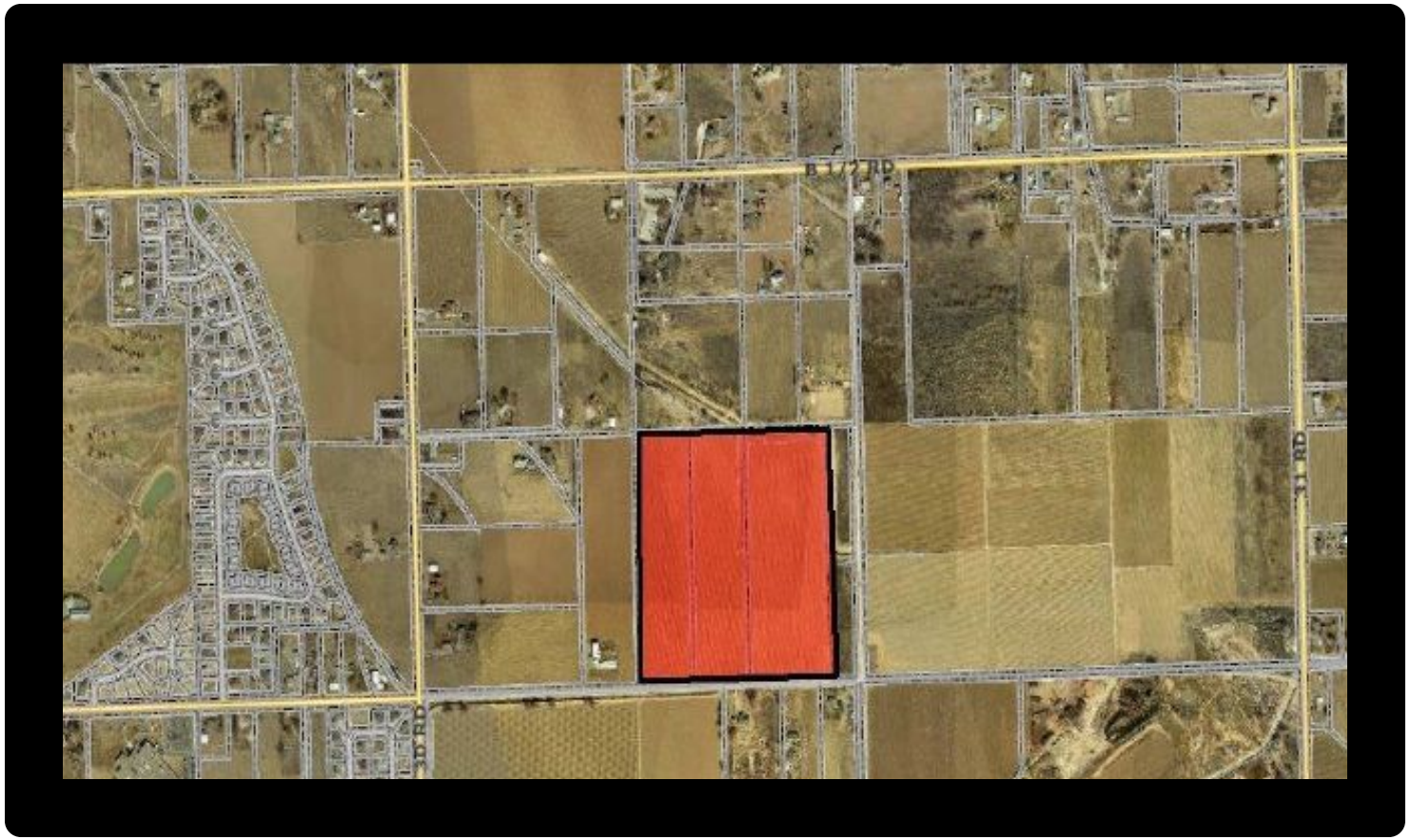
FUTURE DISCUSSION

CURRENT STATUS

Potential elementary school site; currently an irrigated agricultural field

30½ and B Roads

Mesa County



PURCHASED FOR FUTURE SCHOOL SITE

SITE

34.23 acres

STATUS

FUTURE DISCUSSION

CURRENT STATUS

Potential middle or high school site; currently leased for agricultural use

Columbus Science Park

Grand Junction

School District 51
MESA COUNTY VALLEY



EVALUATE FOR SALE

SITE

5.11 acres

STATUS

Sale evaluation underway; educational or land-use restriction applies

CURRENT DIRECTION

Evaluate sale options consistent with the property use restriction.

16 and L Roads

Mesa County near Fruita



OPERATIONAL AND NEGOTIATION

TOTAL PROPERTY

10 acres D51

31.16 acresCity of Fruita

STATUS

Approximately 10 acres support Fruita bus operations; City discussions continue for the remaining acreage

CURRENT DIRECTION

Retain the bus lot and continue discussions with the City regarding the remaining acreage.

Questions & Discussion



Prepared and Supported Students

Academic Success

Academic Success

Reading

Mathematics

Graduation

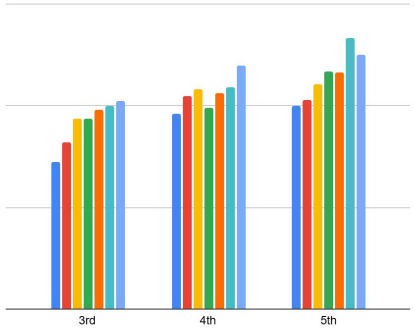
School Performance Framework

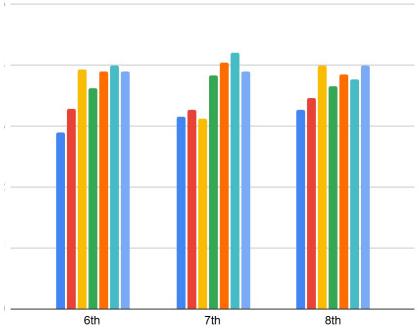
Students prepared for future opportunities.

ACADEMIC ACHIEVEMENT

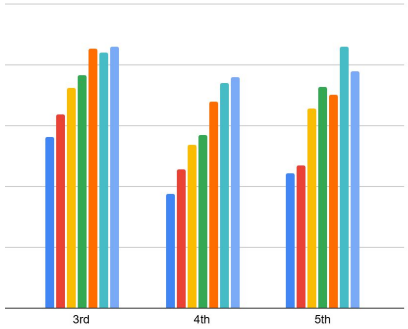
Students are achieving at higher levels than they were several years ago.

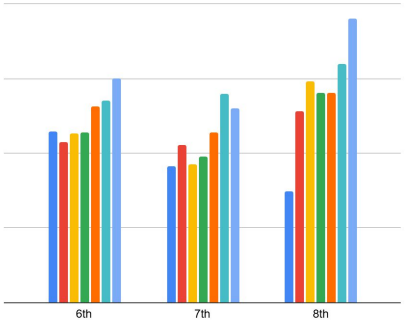
ELA





MATH





We have **substantial evidence of improvement,** and we know that **our goals are attainable.**

Meeting or Exceeding

ACADEMIC ACHIEVEMENT

percentage gaps relative to the State

	3	4	5	6	7	8	9	10	11
ELA	0	0	-1	-3	-3	-8	0	+1	0
MATH	+2	-1	-1	-3	-7	0	-1	-1	-6

The Academic Success Task Force aims to **increase consistency** - consistency **across content areas, grades, schools, and student groups.**

Overall results tell us whether the system is improving.

Disaggregated results help us understand **who is experiencing success** and **who needs a different response**.

2026 ELEMENTARY MATH

D51 Overall Proficiency

40%

State: **40%**

currently meeting the 2030 goal overall, 3-5

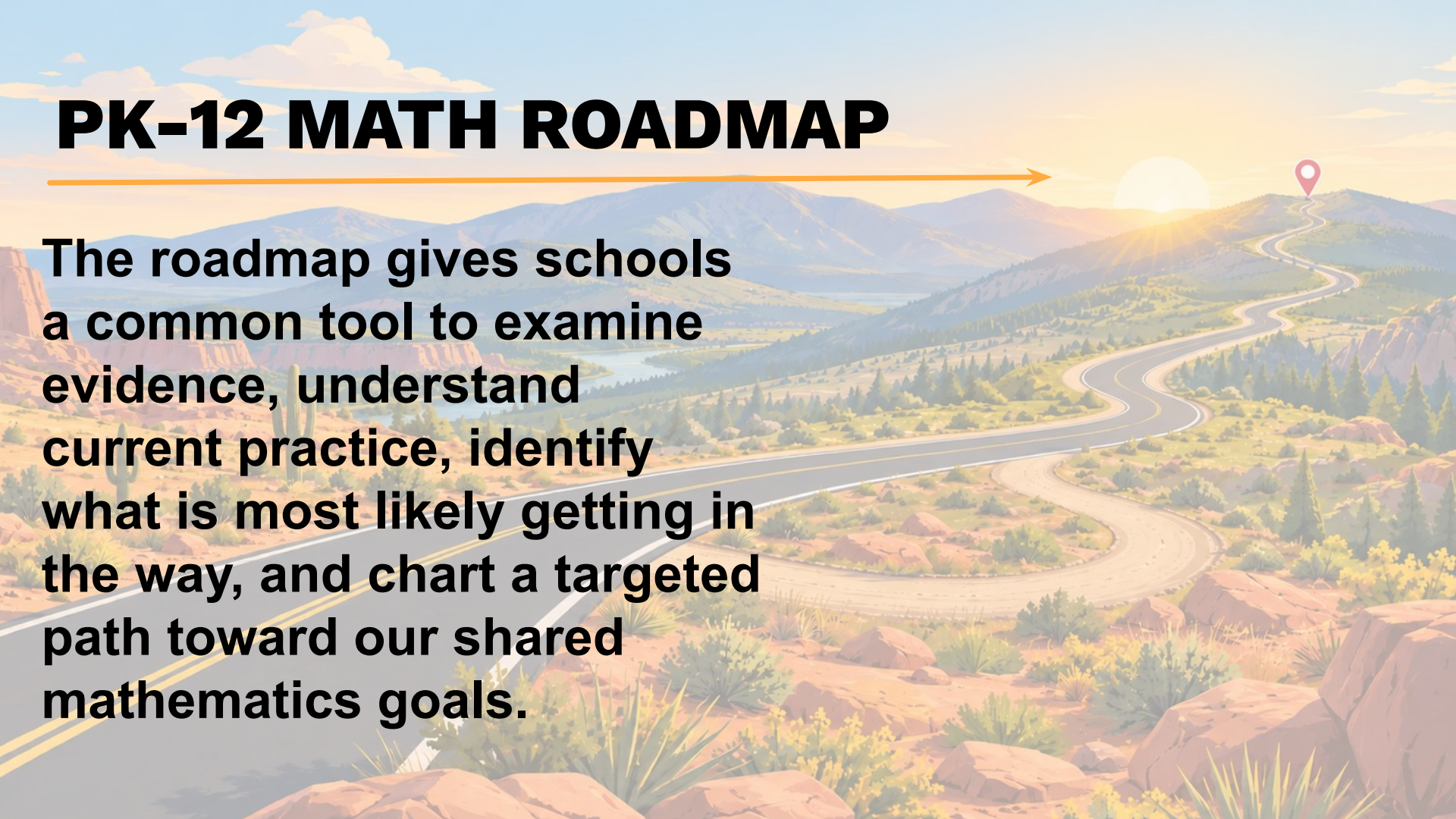
Student group	D51-to-State
All D51	0
FRL eligible	+5
English learner	-6
Special education	-4
Gifted	+5
Hispanic	+5

Academic Success

From evidence to more precise action

- **PreK-12 Mathematics Roadmap**
- **Professional Learning: Effective Early Release and Targeted Learning Secondary ELA and Mathematics Teachers**

PK–12 MATH ROADMAP



The roadmap gives schools a common tool to examine evidence, understand current practice, identify what is most likely getting in the way, and chart a targeted path toward our shared mathematics goals.

PK–12 MATH ROADMAP

The roadmap gives schools a common tool to examine evidence, understand current practice, identify what is most likely getting in the way, and chart a targeted path toward our shared mathematics goals.

VISION + GUARDRAILS

What we believe and expect

STANDARDS + PATHWAYS

What students learn, PreK–12

CURRICULUM + INSTRUCTION

How learning is delivered

ASSESSMENT + DATA

Knowing where students are

INTERVENTION

Responsive support

PROFESSIONAL LEARNING

How adults improve

PK–12 MATH ROADMAP

The roadmap gives schools a common tool to examine evidence, understand current practice, identify what is most likely getting in the way, and chart a targeted path toward our shared mathematics goals.

STEP 01

If the data show...

Review the SPF. If **Approaching** or **Does Not Meet** for Academic Math Growth and/or Achievement....

STEP 02

Teams will...

- Complete a facilitated CMAS data-dig to understand results.
- Engage in provided professional learning around subclaims C and D.
- Calendar time to collaboratively backwards plan Unit 1 and 2.

RESOURCES:

- Data-dig facilitator guide
- Subclaims C, D PL slidedeck

STEP 03

Pay attention to...

How students engage with reasoning and modeling tasks in Bridges Unit 2.

TARGET GRADES:

- **Grade 3**
- **Grade 4**
- **Grade 5**

STEP 04

Then monitor...

In the PLC's first short cycle:

- Collect/analyze a common, Unit 2 formative assessment (either a reasoning or modeling task).
- Calibrate on grade-level expectations for representation, justification, critique, and solution connections.
- Identify what to adjust in instruction.

STEP 05

and accelerate growth...

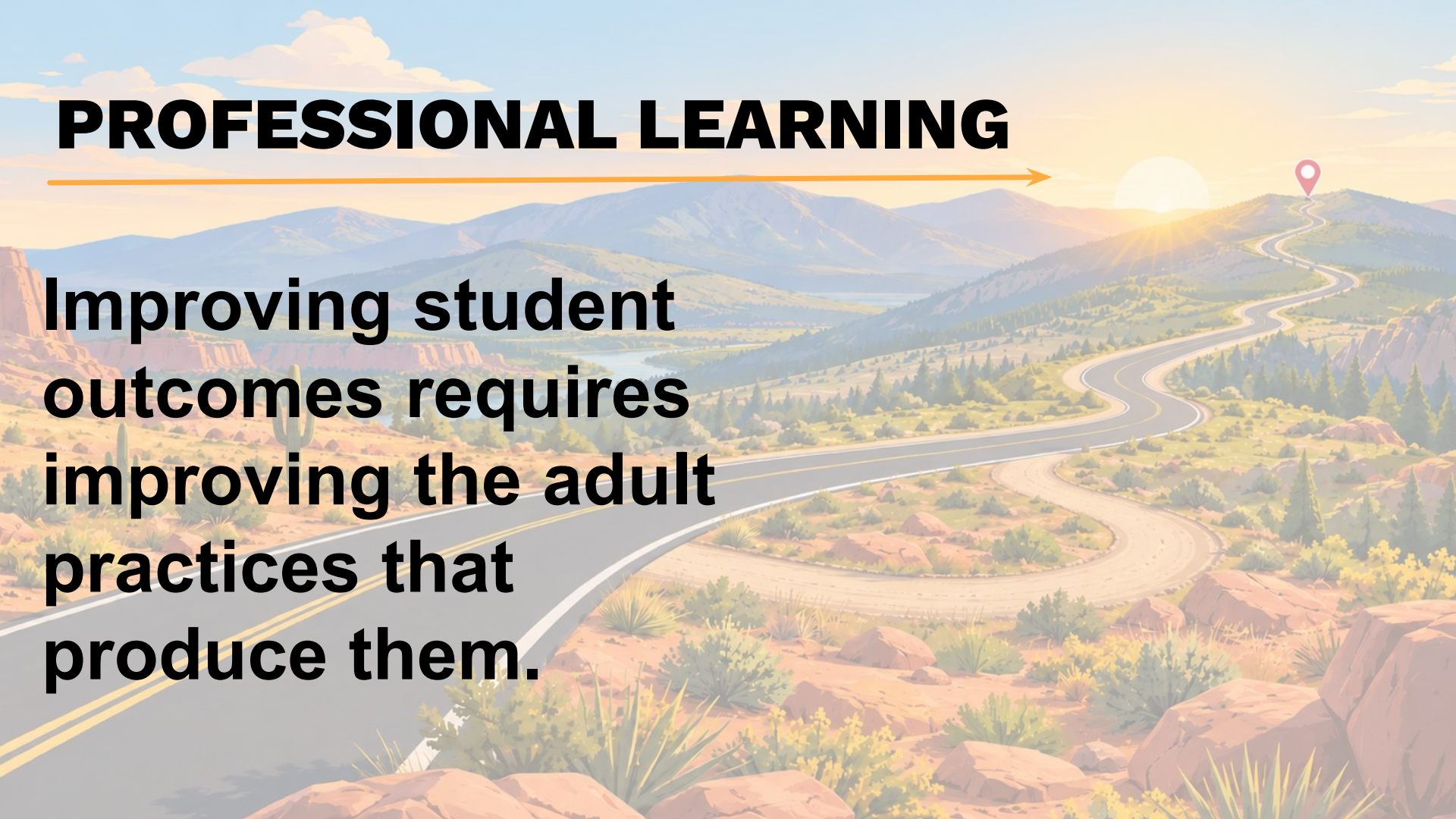
Later tasks require stronger independent reasoning, modeling & mathematical communication.

Use the October interim assessment to progress monitor students- all students and diverse groups of students. Then develop reteach and acceleration plans and correct pacing.

LONG-TERM OUTCOME:

CMAS Academic Math Growth & performance on Subclaims C and D increase.

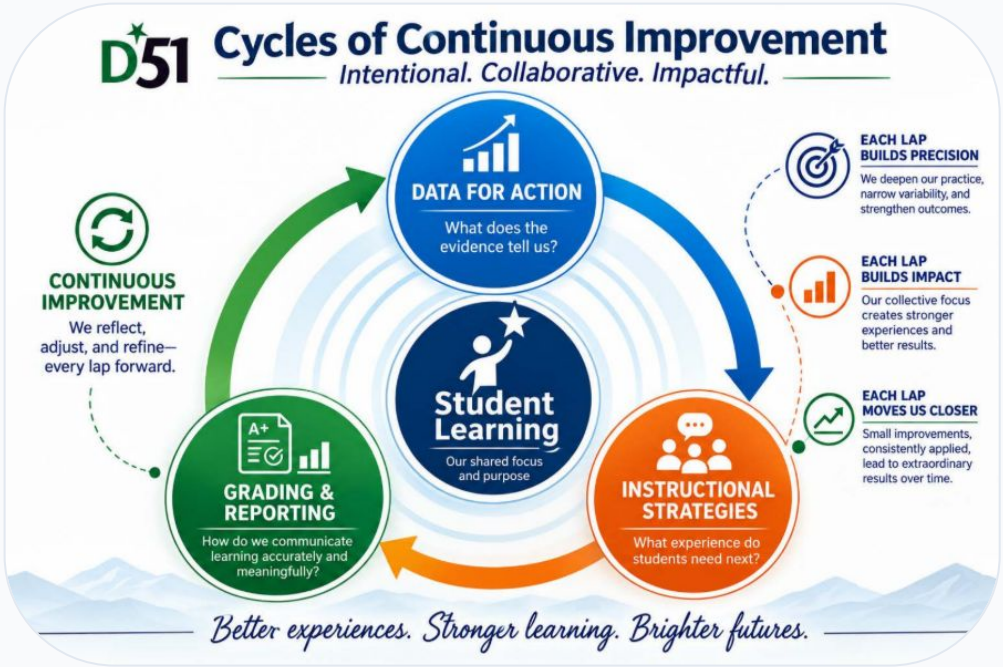
PROFESSIONAL LEARNING



Improving student outcomes requires improving the adult practices that produce them.

PROFESSIONAL LEARNING

The measure of Early Release is what improves in practice—and ***for students***.



WE ARE EXAMINING

participation • educator feedback • evidence of impact

WE ARE IMPROVING

content and coherence • facilitation • application to practice

PROFESSIONAL LEARNING

Our Strategic Plan academic goals require deeper, content-specific learning in ELA and mathematics.



KEEP
District-wide instructional practices

Evidence-based practices from the Teaching & Learning Framework that strengthen instruction across content areas

ADD
Deeper learning for 6-12 ELA + Math

Grade-level Standards + Rigor
Content-specific Pedagogy
Using Student Evidence to Plan
Scaffolding without Lowering Expectations
Extension + Acceleration

Thank you for your time



~~The executive director of support services is charged with the responsibility of handling the disposal of unusable and obsolete materials and equipment.~~

Sale, Lease, or other Disposition of Real Property. The Board delegates the responsibility for the lease of real property for less than _____ years to the Superintendent or designee. Otherwise, the sale, lease, or other disposition, including, without limitation, demolition. of real property shall be voted on by the Board.

Guidelines for the Sale of Surplus Real Property to the Public.

~~Any agreement for the sale or other disposal of land, buildings, and major property rights must have the approval of the Board of Education. Minor property rights may be sold or disposed of by auction, negotiated sale or disposal if approved by the superintendent or designee.~~
Prior to a sale or a lease of greater _____ years, the Board must make a determination that the real property may not be needed within the foreseeable future for any purpose authorized by law. After such a determination, the real property may be sold, leased for greater _____ years, or otherwise disposed of by the Board upon such terms and conditions as it may approve.

No finding that the property may not be needed within the foreseeable future shall be necessary if the property is sold or conveyed by the Board to a state agency or political subdivision of this state.

When the Board determines that real property may not be needed within the foreseeable future for any purpose authorized by law, the following guidelines will apply:

1. Obtain an appraisal.
2. Advertise for sale by competitive bid, or conduct a public auction.
3. Make the final recommendation to the Board regarding the acceptance of offers for purchase of real property.

The District may dispose of or recycle non-salvageable items without submitting to bid or auction, with established procedures.

LEGAL REFS.:~~egal References~~:

C.R.S. 22-32-110 (1)(e)
C.R.S. 24-18-202

~~Cross Reference~~CROSS REF.:~~:~~

DJE, Bidding Requirements & Procedures

The Board is committed to ensuring the protection of the Criminal Justice Information ~~(CJI)~~ and its subset of Criminal History Record Information ~~(CHRI)~~. ~~until the information is purged or destroyed in accordance with applicable record retention rules.~~ CHRI will be retained for a period of three (3) years after an employee's separation or retirement from the District, at which point the information will be purged or destroyed in accordance with applicable record retention rules.

Accordingly, this policy applies to any electronic or physical media containing Federal Bureau of Investigation ("FBI") or Colorado Bureau of Investigation ("CBI") CJI while being stored, accessed, or physically moved from a secure location within the District. This policy also applies to any authorized person who accesses, stores, and/or transports electronic or physical media containing CHRI.

~~Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)~~Definitions.

Criminal Justice Information ("CJI"). CJI refers to all of the FBI Criminal Justice Information Services (CJIS) provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to, biometric, identity history, biographic, property, and case/incident history data.

Criminal History Record Information ("CHRI"). CHRI means information collected by criminal justice agencies on individuals consisting of identifiable descriptions and notations of arrests, detentions, indictments, information, or other formal criminal charges, and any disposition arising therefrom, including acquittal, sentencing, correctional supervision, and release. The term does not include identification information such as fingerprint records if such information does not indicate the individual's involvement with the criminal justice system. CHRI is a subset of CJI and, for the purposes of this document, is considered interchangeable. Due to its comparatively sensitive nature, additional controls are required for the access, use, and dissemination of CHRI.

Proper access, use, and dissemination of CHRI

CHRI must only be used for an authorized purpose consistent with the purpose for which it was accessed or requested and cannot be disseminated outside the receiving departments, related agencies, or other authorized entities. Dissemination to another agency is authorized if:

(a) the other agency is an authorized recipient of such information and is being serviced by the accessing agency, or
(b) the other agency is performing noncriminal justice administrative functions on behalf of the authorized recipient and the outsourcing of said functions has been approved by Colorado Bureau of Investigation (CBI) officials with applicable agreements in place.

Personnel security screening

Access to CJI and/or CHRI is restricted to authorized personnel. Authorized personnel are defined as an individual, or group of individuals, who have completed security awareness training and have been granted access to CJI data ~~due to an essential function of their job~~.

Security awareness training

~~Basic security awareness training is required within six months of initial assignment, and biennially thereafter, for all personnel with access to said confidential information.~~ Provide security and privacy literacy training to system users (including managers, senior executives, and contractors): as part of initial training for new users prior to accessing CJI and annually thereafter; and when required by system changes or within thirty (30) days of any security event for individuals involved in the event.

Physical security

All CJI and CHRI information must be securely stored. The ~~Human Resources Department~~District will maintain a current list of authorized personnel. Authorized personnel will take necessary steps to prevent and protect the District from physical, logical, and electronic breaches.

~~Media protection~~To protect CJI, District Personnel will:

1. Securely store electronic and physical media within a physically secure or controlled area. A secured area includes a locked drawer, cabinet, or room;
2. Restrict access to electronic and physical media to authorized individuals;
3. Ensure that only authorized personnel remove printed form or digital media from the CJI;
4. Not use personally owned information systems to access, process, store, or transmit CJI, unless the District has established and documented the specific terms and conditions for personally owned information system use;
5. Not utilize publicly accessible computers to access, process, store, or transmit CJI.
    a. Publicly accessible computers include, without limitation, hotel business center computers, convention center computers, public library computers, public kiosk computers, etc.
6. Store all hard copy CJI printouts maintained by the District in a secure area accessible to only those employees whose job function require them to handle such documents.
7. Take appropriate action when in possession of CJI while not in a secure area: (1) CJI must not leave the employee's immediate control, (2) Precautions must be taken to obscure CJI from public view, such as by means of an opaque file folder or envelope for hard copy printouts.
   For electronic devices like laptops, use session lock use and/or privacy screens. CJI will not be left in plain view. When CJI is electronically transmitted outside the boundary of the physically secure location, the data will be immediately protected using encryption.

    a. When CJI is at rest (i.e. stored electronically) outside the boundary of the physically secure location, the data must be protected using encryption. Storage devices include external hard drives from computers, printers, and copiers used with CJI. In addition, storage devices include thumb drives, flash drives, back-up tapes, mobile devices, laptops, etc.

    b. When encryption is employed, the cryptographic module used must be certified to meet FIPS 140-2 standards.

8. Lock or log off the computer when not in the immediate vicinity of work area to protect CJI. Not all District personnel have same CJI access permissions and need to keep CJI protected on a need-to-know basis.
9. Establish appropriate administrative, technical, and physical safeguards to ensure the security and confidentiality of CJI.

~~Controls must be in place to protect electronic and physical media containing CJI while at rest, stored, or actively being accessed. Electronic media includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. Physical media includes printed documents and imagery that contain CJI.~~
~~The District must securely store electronic and physical media within physically secure locations. The District restricts access to electronic and physical media to authorized individuals. If physical and personnel restrictions are not feasible, then the data must be encrypted. When no longer usable, information and related processing items must be properly disposed of to ensure confidentiality.~~

~~Retention~~
~~CJI shall be retained for three (3) years after an employee's separation or retirement from the District.~~

Media sanitization and disposal

When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, ~~print-outs~~printouts~~printouts~~, and other similar items used to process, store, and/or transmit FBI or CBI CJI must be properly disposed of in accordance with measures established by the District.

Physical media (~~print-outs~~printouts and other physical media) must be disposed of by one of the following methods:

1. S~~s~~hredding using District-issued shredders; or
2. P~~p~~laced in locked shredding bins for a private contractor to come on-site and shred, witnessed by District personnel throughout the entire process.

Electronic media (hard drives, tape cartridges, CDs, printer ribbons, flash drives, printer and copier hard drives, etc.) must be disposed of by one of the following methods:

1. Overwriting (at least 3 times) - an effective method of clearing data from magnetic media. As the name implies, overwriting uses a program to write (1s, 0s, or a combination of both) onto the location of the media where the file to be sanitized is located.
2. Degaussing - a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets (e.g., those used to hang a picture on a wall) are fairly weak and cannot effectively degauss magnetic media.
3. Destruction - a method of destroying magnetic media. As the name implies, destruction of magnetic media is to physically dismantle by methods of crushing, disassembling, etc., ensuring that the platters have been physically destroyed so that no data can be pulled.

IT systems that have been used to process, store, or transmit FBI or CBI CJI and/or sensitive and classified information must not be released from the District's control until the equipment has been sanitized and all stored information has been cleared using one of the above methods.

Account management

The District must manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts. The District must validate information systems accounts at least annually and must document the validation process.

All accounts must be reviewed at least annually by the CJIS point of contact, ~~Executive Director of Human Resources,~~ or their designee to ensure that access and account privileges are commensurate with job functions, need-to-know, and employment status on systems that contain CJI. The CJIS point of contact may also conduct periodic reviews.

Reporting information security events

The District must promptly report incident information to appropriate authorities, including the CBI's Information Security Officer ("ISO"). Information security events and weaknesses associated with information systems must be communicated in a manner allowing timely corrective action to be taken. Formal event reporting and escalation procedures must be in place. Wherever feasible, the District must employ automated mechanisms to assist in the reporting of security incidents.

All employees, contractors, and third-party users must be made aware of the procedures for reporting the different types of events and weaknesses that might have an impact on the security of District assets and are required to report any information security events and weaknesses as quickly as possible to the designated point of contact.

Policy violation/misuse notification

Violation of this policy or misuse of CHRI by any personnel can result in significant disciplinary action, up to and including loss of access privileges, civil and criminal prosecution, and/or termination.

Likewise, violation of this policy or misuse of CHRI by any visitor can result in similar disciplinary action against the sponsoring employee, and can also result in termination of services with any associated consulting organization or prosecution in the case of criminal activity.

LEGAL REFS.:

P.L. 92-544 (authorizes the FBI to exchange CHRI with officials of state and local governmental agencies for licensing and employment purposes)
28 C.F.R. 20.33 (b) (limited dissemination of criminal history record information)
28 C.F.R. 50.12 (b) (notification requirements regarding fingerprints)
C.R.S. 22-2-119.3 (6)(d) (name-based criminal history record check - definition)
C.R.S. 22-32-109.8 (non-licensed personnel - submittal of fingerprints and name-based criminal history record check)
C.R.S. 22-32-109.9 (licensed personnel - submittal of fingerprints and name-based criminal history record check)
C.R.S. 24-72-302 (definition of criminal justice information)

CROSS REFS.:

GBEB, Staff Conduct (and Responsibilities)
GCE/GCF, Licensed Staff Recruiting/Hiring
GDE/GDF & GDE/GDF-R, Classified Staff Recruiting/Hiring

Mesa County Valley School District 51

EBBA

PREVENTION OF DISEASE/INFECTION TRANSMISSION (Handling Body Fluids and Substances)

Related: EBBA-E
Adopted: December 1, 1987
Revised: ~~September 17, 2002~~1st Reading October 6, 2026

All schools shall provide a sanitary environment and shall establish routines, recommended by appropriate health professionals, for handling body fluids. "Bodily fluids" includes~~,~~ blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions (e.g., nasal discharge), and saliva.

All school district personnel shall be advised of and follow routine procedures regarding handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons potentially exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices developed in consultation with medical personnel. No distinction shall be made between body fluids from individuals with a known disease and individuals without symptoms or with an undiagnosed disease.

The procedures shall be published as school district regulations and distributed to all staff on a regular basis. Training and appropriate supplies shall be available to all personnel, including those involved in transportation and custodial services.

~~In addition to ensuring that these health and safety practices are carried out on a district-wide basis, special emphasis shall be placed in those areas of school district operation that potentially present a greater need for these precautions.~~ Under no circumstances shall students be directed or knowingly be allowed to handle body fluids other than their own.

~~Legal References~~LEGAL REFS.:

6 CCR 1010-6 (department of public health and environment rules governing schools)

CROSS REFS.~~Cross References~~:

~~GBGA, Staff Health and Safety~~
JLCC, Communicable Diseases
~~JLCE, First Aid~~

Adequate and prompt accident reporting is essential. ~~If there are injuries or property damage, prompt reports are also vital in assuring the district, staff, students and others of insurance coverage.~~

The Board requires that an accident report must be filed on every accident that takes place on school property or that involves a school vehicle, students, or staff on school-sponsored trips or activities, including staff members on authorized school business trips.

1. Vehicular Accidents: The driver of any district-owned or leased vehicle that is involved in an accident shall immediately report the accident to their supervisor and promptly notify the District departments, including Risk Management, Safety and Security, Transportation and/or Facilities, and shall fully cooperate with the District and comply with all applicable post-accident procedures and directives, including, without limitation, reporting requirements, medical evaluations, drug and alcohol screening, testing, documentation, and any other safety or investigative requirements established by the District or required by law.
2. Student Accidents:

~~1.~~ If a student is involved in or injured as a result of an accident, the incident shall also be immediately reported to the building administrator and, as appropriate, the District's Health Services, Safety and Security, Risk Management, and Transportation/Facilities departments. The District shall ensure that appropriate medical attention is provided, the student's parent or guardian is timely notified, required incident reports are completed, and relevant evidence and information concerning the accident are preserved.

3. Employee Accidents: Any employee involved in or injured as a result of an accident while performing District duties shall immediately report the accident to the employee's supervisor and promptly notify Human Resources and Risk Management, regardless of the apparent severity of the injury or damage. The employee shall comply with all applicable workers' compensation, medical evaluation, drug and alcohol screening, testing, documentation, investigation, and return-to-work requirements and shall fully cooperate with all District directives related to the accident.
4. Supervisor Responsibilities. Supervisors who become aware of an accident shall immediately follow all applicable District accident-response procedures and directives, including ensuring appropriate notifications are made, required reports and documentation are completed, employees are directed to required medical evaluations or drug and alcohol screening, and relevant evidence is preserved. Supervisors shall not waive, delay, modify, or disregard any required post-accident procedure without authorization from Human Resources, Risk Management, or other authorized District personnel.

For additional procedures related to reporting accidents, please contact the Risk Management Department.
~~The board requires therefore~~therefore requires ~~that an accident report be filed on every accident that takes place on school property or that involves a school vehicle, students or staff on school-sponsored trips, including staff members on authorized school business trips. Such reports are required whether or not there are any immediately evident injuries or damage to property.~~

~~The risk management department shall establish procedures for filing accident reports and ensure reports include details that (1) might be helpful in preventing similar accidents in the future, (2) are needed for filing insurance claims, (3) might be important in case of litigation.~~

Mesa County Valley School District 51

EBCE

EMERGENCY CLOSINGS

Adopted: October 6, 1987

Revised: ~~November 15, 1988~~1st Reading October 6, 2026

~~Policy Manual Review: September 17, 2002~~

The ~~Superintendent~~superintendent is empowered to close the schools or to dismiss them early in the event of hazardous weather or other emergencies ~~which~~ that threaten the safety, health, or welfare of students or staff members. It is understood that, if appropriate, the ~~Superintendent~~he will take such action only after consultation with appropriate authorities. ~~If a school day is lost due to an emergency, the Board at its next regular meeting shall ratify the administrative action in closing the school.~~

Parents, students, and staff members shall be informed early in each school year how they shall be notified in the event of emergency closings or early dismissals.

All staff members, except for teachers and personnel who work only on teacher ~~work-days~~workdays or on student days, unless otherwise notified, shall be required to report to work as soon as possible on emergency days.

~~Legal References~~LEGAL REFS.:

C.R.S. 22-32-109 (1)(n)
C.R.S. 22-33-104 (1)

~~Cross Reference~~CROSS REFS.:

IC/ICA, School Year/School Calendar

Mesa County Valley School District 51

ECA/ECAB

SECURITY/ACCESS TO BUILDINGS

Adopted: April 22, 1975

Revised: ~~September 17, 2002~~1st Reading October 6, 2026

Security for district buildings and grounds contributes to the well-being and safety of students and staff, as well as the sites themselves. ~~(during regular school hours as well as non-school hours) contributes to the well-being and safety of students and staff as well as to that of the sites themselves~~.

For safety and security purposes, access to District buildings and facilities, whether by students, staff members, or visitors, shall be limited as deemed appropriate by the Safety and Security department in collaboration with the Superintendent. Entry control systems shall be established to limit access to buildings to authorized personnel and safeguard against entry by unauthorized persons.

Access to Buildings/Facilities. The Superintendent or designee and the Safety and Security department have the authority to determine which employees can access the building outside of normal working hours. Any employee entering a building outside of normal working hours must call the Safety and Security department dispatch center upon arrival at the building or facility. Upon departure, the employee must verify that the doors and windows are closed and locked and that no person remains. If the employee is unable to secure the building upon leaving, the employee will inform the Safety and Security dispatch operator of that fact.

'Security' means not only keeping buildings locked and secure but also taking appropriate steps to provide protection from physical hazards and incidents of school violence. It also includes providing protection from fire hazards and faulty equipment and safe use of electrical, plumbing, and heating equipment. The Board requires and encourages close cooperation with local police, fire, and sheriff's departments and insurance company inspectors and will assist these parties by having floor plans of buildings and site plans showing campus boundaries available upon request.

During regular school hours, flow of traffic into and out of buildings shall be closely monitored and may be limited to certain doors. Consistent with Board Regulation KI-R, visitors shall be required to check in, to show proper identification, and to state the reason for being at the school. Visitor identification shall be scanned through the District's visitor identification system (Verkada~~Raptor~~), and all visitors shall wear a badge identifying them as visitors at all times while at District facilities. This requirement may not apply when parents/guardians have been invited to school-wide functions such as back-to-school night or parent-teacher conferences.

~~Each school building shall be inspected annually to address removal of hazards and vandalism and any other barriers to safety and supervision.~~

~~During regular school hours, flow of traffic into and out of buildings shall be closely monitored and limited to certain doors. Visitors shall be required to check in to show proper identification and reason for being at the school and shall wear name tags identifying them as visitors. This will not apply when parents/guardians have been invited to a classroom or assembly program.~~

~~Personnel shall be issued necessary building keys to perform their assigned duties. The immediate supervisor will issue keys. Maintenance/Custodial personnel shall wear identification badges.~~

~~"Security" means not only keeping buildings locked and secure but also providing protection against physical hazards and acts of violence. It also includes having available floor plans of buildings and site plans showing campus boundaries and access points. The Board requires and encourages close cooperation with local police, fire and sheriff's departments and insurance company inspectors.~~

~~Funds and valuable records shall be kept in a secure place.~~

Mesa County Valley School District 51

ECA/ECAB

SECURITY/ACCESS TO BUILDINGS

Adopted: April 22, 1975

Revised: ~~September 17, 2002~~1st Reading October 6, 2026

~~Alarm systems and other devices that protect buildings against illegal entry and vandalism shall be installed where appropriate. Employment of security personnel may be approved by the superintendent in situations where special risks are involved.~~

~~Legal References~~LEGAL REFS.:

C.R.S. 18-9-112
C.R.S. 18-9-117

Mesa County Valley School District 51

DBD

~~DETERMINATION OF~~ BUDGET PRIORITIES

Adopted: November 17, 1992

~~Policy Manual Review~~Revised: ~~September 3, 2002~~1st Reading October 6, 2026

In fulfilling its stewardship responsibility to the community, the Board seeks to establish priorities for the use of District resources. In developing the proposed budget and recommendations for the use of District resources, including additional available General Fund revenues, the Superintendent shall consider the District's long-term fiscal sustainability, existing and reasonably anticipated financial obligations, and the need to preserve sufficient financial flexibility.

The Superintendent shall be guided by the following principles and requirements:

1. Promote long-term fiscal sustainability by considering anticipated revenues and expenditures and known or reasonably anticipated future financial obligations and budget pressures; maintaining reserves at Board-established levels; ensuring that new recurring expenditures are supported by reasonably anticipated recurring revenues sufficient to sustain those expenditures; minimizing reliance on reserves or other nonrecurring revenues to fund ongoing expenditures; preserving sufficient financial flexibility to respond to changes in enrollment, state funding, the school finance formula, and other financial conditions; and maintaining organizational capacity to achieve the Board's goals in future years;
2. Provide sufficient contingency planning and flexibility to address material changes in budget assumptions or financial conditions;
3. Prioritize advancement of the District's strategic plan, with recommendations for the use of funds identifying the applicable strategic priority or goal and, where appropriate, the anticipated measurable impact on student outcomes, student access, staff capacity, operational effectiveness, or fiscal sustainability;
4. Be in a clear and understandable format that promotes transparency and public understanding;
5. Itemize District expenditures by fund;
6. Clearly describe proposed expenditures and their intended purpose;
7. Show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year;
8. Include reasonable and supportable projections of anticipated revenues and expenditures;
9. Disclose budget planning assumptions;
10. Not provide for expenditures, interfund transfers, or reserves in excess of available revenues and beginning fund balances;
11. Not include the use of beginning fund balance unless the Board has adopted a resolution as described in state law specifically authorizing such use;
12. Reflect reasonably anticipated changes in employee compensation and benefit costs;
13. Maintain a committed operating reserve in the General Fund of not less than 20%, of net expenditures and transfers, and not provide for a reduction below that level without prior approval of the Board, except as otherwise required by law or the state constitution;
14. Comply with state and federal law; and
15. Consider and appropriately plan for the District's current and anticipated facility needs.

~~Each School Advisory Council shall make recommendations to the principal relative to priorities for expenditures of District funds by the school. A copy of these recommendations shall be sent to the District Accountability Committee and to the Board. The Superintendent shall consider these recommendations when formulating budget requests to be presented to the Board of Education.~~

Mesa County Valley School District 51

DBD

~~DETERMINATION OF~~ BUDGET PRIORITIES

Adopted: November 17, 1992

~~Policy Manual Review~~Revised: ~~September 3, 2002~~1st Reading October 6, 2026

~~The District Accountability Committee shall make recommendations to the Board relative to priorities for expenditures of District funds. The Board shall consider these priorities when it adopts the annual budget.~~

~~Legal References~~LEGAL REF.:

C.R.S. 22-~~7~~44-105(1.5) (budget parameters regarding expenses not exceeding revenue and use of beginning fund balance)~~105~~

~~C.R.S. 22-7-106~~
~~C.R.S. 22-7-207~~
~~C.R.S. 22-53-209~~

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

Resolution to Approve Charter School Application For Independence Academy Charter (High) School

Board of Education Resolution 26/27: 19 Presented: October 6, 2026

WHEREAS, on April 1, 2026, Mesa County Valley School District 51 (the "District") received a charter school application from Independence Academy Charter School (the "IACS") to expand its existing District-authorized K-8 charter school to include grades 9 through 12;

WHEREAS, the District undertook a comprehensive review of the application, including review by the District Accountability Committee, an independent third-party evaluator, District leadership, a capacity interview, community input, and consideration by the Board;

WHEREAS, on June 16, 2026, based on the record then before it, the Board adopted Resolution 25/26:106 denying the proposed expansion because the application did not sufficiently address measurable academic goals, evidence of demand, the educational program and graduation pathway, staffing, services for students with disabilities, and the value of the proposed program;

WHEREAS, on July 8, 2026, IACS exercised its statutory appeal rights, and the parties agreed to enter into facilitation. During the facilitation process, IACS provided an Educational Design Framework and the Resolution Concern Crosswalk specifically addressing the concerns identified in the Board's denial;

WHEREAS, the Board has reviewed the original application and record, Resolution 25/26:106, the Educational Design Framework, the District Resolution Concern Crosswalk, and the information presented at the public meeting for which this Resolution is considered;

WHEREAS, the Board finds that the record before it has materially changed since the initial denial because IACS has supplied additional, specific implementation commitments and information responsive to the identified deficiencies;

WHEREAS, the Board also considers the particular circumstances of IACS, including, without limitation, that IACS is an existing District-authorized charter school with an established K-8 operating history, demonstrated financial stability, and an identified facility for the proposed expansion, thereby reducing implementation risks that may be present in establishing an entirely new charter school;

WHEREAS, the Board's reconsideration is therefore based on the supplemented materials and IACS's particular circumstances, and not merely on the fact that an appeal was filed;

NOW, THEREFORE, BE IT RESOLVED that, based on the complete record, to include the supplemental materials now before it, the Board finds that approval of the proposed expansion of IACS to include grades 9-12 is in the best interest of the pupils, the District, or the community, subject to the completion and approval of a charter contract and requirements stated below:

A. Goals, Objectives, and Pupil Performance Standards - C.R.S. § 22-30.5-106(1)(c): The supplemental materials identify measurable academic goals, credit completion benchmarks, monitoring, etc., providing substantially greater specificity regarding how grades 9-12 will be monitored.

B. Evaluation/Evidence of Support - C.R.S. § 22-30.5-106(1)(d): The supplemental materials provide additional quantified evidence of family interest and describe continued outreach beyond currently enrolled IACS families, together with a public and transparent enrollment process.

C. Educational Program - C.R.S. § 22-30.5-106(1)(e): The supplemental materials provide, without limitation, a defined instructional schedule, a graduation pathway, course design, advanced and postsecondary opportunities, and processes for monitoring graduation progress.

D. Employees – C.R.S. § 22-30.5-106(1)(i): The supplemental materials identify, without limitation, staffing functions, counseling and mental-health supports, special education staffing, and provider

arrangements.

E. Students with Special Needs – C.R.S. § 22-30.5-106(1)(c), (i), and (q): The supplemental materials provide additional detail regarding the manner in which the proposed expansion will identify, support, and serve students with disabilities.

F. Lack of Demonstrated Community Need or Distinct Value – C.R.S. § 22-30.5-106(1)(d) and (k): The supplemental materials more specifically describe the proposed 9 through 12 expansion as a small school, arts-integrated and interdisciplinary model that combines core instruction, exhibitions, portfolio evidence, and community-connected learning while acknowledging and complementing the District's existing high school programs.

BE IT FURTHER RESOLVED that approval is conditioned upon negotiation and execution of a mutually acceptable charter contract. The charter contract shall incorporate, as appropriate, the material commitments contained in the District Resolution Concern Crosswalk and the Educational Design Framework, and shall address, at a minimum, enrollment, academic and graduation accountability, staffing and licensure, special education and Section 504 services, financial and reserve expectations, facility and operational requirements, reporting and monitoring, and any other terms necessary to ensure lawful and responsible implementation of the grades 9 through 12 expansion.

BE IT FURTHER RESOLVED that this approval is expressly limited to the facts and record concerning IACS's proposed grades 9 through 12 expansion. It does not establish a Board practice that deficiencies identified in an initial charter decision may be cured as a matter of right on appeal, nor does it create an expectation that the Board will reverse a denial whenever an applicant submits new or revised materials. Future charter matters will be decided independently based on the record properly before the Board, the governing law and Board policy, the applicant's demonstrated capacity, and the best interests of the pupils, District, and community.

BE IT FINALLY RESOLVED that the Board's prior Resolution should not be construed as a determination that the Board's prior decision was erroneous or that the deficiencies identified in Resolution 25/26:106 were immaterial. Resolution 25/26:106 remains an accurate statement of the Board's findings based on the record existing on June 16, 2026. This Resolution supersedes the disposition of denial in Resolution 25/26:106 solely because the Board is now acting on a materially supplemented record and, on that record, approves the grades 9 through 12 expansion subject to the terms of this Resolution and the final charter contract.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on October 6, 2026.

Amy Navarette
Assistant Secretary, Board of Education