Quick Facts

• $5.6M planned for summer 2020
• $54.1M spent through December
• $58M committed to date
• $77M current total

Classroom
• $700K additional approved for Central HS STEM / Outdoor
• $8.8M additional approved for Fruita Monument HS enhanced entry

Overall Program
• $67.5M original total
Summer 2020 Whole School Projects

- Quick Facts

Thunder Mountain
- Fire alarm, sidewalks, plumbing fixtures
- Mesa View
- Fire alarm, plumbing fixtures
- Pomona
- Heating / cooling, asbestos removal, carpet, roofs, gym floor, sidewalks
- New Emerson
- Security vestibule, asbestos removal, carpet, tile, windows, lighting, blinds
- Others?
- Fire alarm
- 2-story building roof
- Grand Junction HS
- Intercom, roofs, sidewalks
- Charterfield
Quick Facts

• Gateway K-12
• Basil I Knight
• Broadway

• Fire Alarm / Intercom Systems

• Redlands
• Niseiy
• Grand River
• Fruita Monument
• Fruita Middle
• Fruita 8/9
• Dos Rios
• Career Center
• Appleton

• Flooring - Carpet / Tile / Epoxy

• Warehouse
• Topa
• Rim Rock
• Peer Park
• R-5 / Summit
• Administrative Center
• Parking Lot / Sidewalk Repairs

Summer 2020 Other Projects
Project Photos

Fruita Monument High Infill / Remodel

(occupied)
Central High STEM Addition

Project Photos

(occupied last fall)
Total

$4,940,000
$2,700,000
$755,000
$300,000

Flexibility for scheduling and controlling door locks
Upgrade keyless lock systems at CHS, FPHS, and RSHS - this will provide more
Schematic design for addition and renovation to Central High School
Potential bond funded work for other high schools

$2,500,000
$1,000,000
$350,000
$250,000
$750,000

Upgraded cafeteria doors for better security
For administrative functions
Move classes from West campus into Main building - West campus could be utilized
Only unlock during class changes
Upgrade keyless lock system - this will provide more flexibility for scheduling and
controlling door locks
Upgrade keyless lock system - this would minimize student traffic.
Install intercom entry doors to Room 141 and 142 - would minimize student traffic during classes
Install a restroom in 400 building - would minimize student traffic during classes

Security Based Projects at Grand Junction High School

$4,000,000
$1,000,000

Owners representative - to assist with architect selection and schematic design
Schematic design for new Grand Junction High School
Other potential projects or funding uses at Grand Junction High School

$500,000
$150,000
$500,000

Tenn locations
Renovate student restrooms - toilet partitions, fixtures, flooring
Fire alarm system equipment and installation
Replace the alarm system - system design and specifications
Partial roof replacement - two story where replaced with new EPDM membrane with

Estimated Cost

Potential Future Cost

Grand Junction High School Priority Maintenance Projects (based on occupancy through 2025)

Considerations for bond funded high school high school projects in 2020
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<th>January 2021</th>
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Schools Not In Session
- September 7: Labor Day
- November 23 - 27: Thanksgiving Break
- December 21 - January 1: Winter Break
- January 18: Martin Luther King Jr. Day
- February 22: Presidents' Day
- March 15-19: Spring Break

**Statistical Record Data**
- Total number of contact days elementary: 170
- Total number of contact days middle: 171
- Total number of contact days high: 174

**Classes Begin:** Aug. 10 (Grade 1-12)/Aug. 12 Kindergarten
- 1st Quarter Ends: October 8 (41 ES/MS/HS)
- 2nd Quarter Ends: December 18 (42 ES/MS/HS)
- 3rd Quarter Ends: March 12 (46 ES/MS/HS)
- 4th Quarter Ends: May 20 (41 ES/42 MS/HS)
### 2020-21 School Year DRAFT Calendar

**SCHOOLS NOT IN SESSION**

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<thead>
<tr>
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<th>Date</th>
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<tr>
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<td>August 10</td>
<td>Grades 1-12</td>
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<tr>
<td>August</td>
<td>August 12</td>
<td>Kindergarten</td>
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<tr>
<td>September</td>
<td>Labor Day</td>
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<td>December</td>
<td>December 21</td>
<td>Winter Break</td>
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<td>January</td>
<td>Martin Luther King Jr. Day</td>
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<tr>
<td>March</td>
<td>Presidents' Day</td>
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<tr>
<td>March</td>
<td>Spring Break</td>
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#### Notes:
- *First Day of School*
- Parent Teacher Conference Windows
- Teacher Ed Effectiveness Day
- Elem Planning MS/HS-In-Service
- Elem/MS educ conferences only (MS, HS in session)
- Elem Planning MS/HS-In-Service
- Parent Teacher Conference Windows
- Check with your school for the actual conference dates
- September 21 – October 23
- January 19 – February 12
- October 13
- May 14

#### School Days:

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<th>Month</th>
<th>Date</th>
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<tbody>
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<td>July 2020</td>
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#### Other:

- No Schools In Session
- No Schools In Session
- No Schools In Session
- No Schools In Session
- No Schools In Session
- No Schools In Session
- No School – Conference Exchange Day
- No School – No Contract/Contact Day

#### Statistics Record:

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<tr>
<td>Total number of contact days</td>
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<td>Elementary</td>
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<td>Middle School</td>
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<tr>
<td>High School</td>
<td>174</td>
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#### Class Begin Dates:

- August 10 (Grade 1-12)
- August 12 (Kindergarten)
- October 8 (41 ES/MS - 42 HS)
- December 18 (42 ES/MS - 44 HS)
- March 19 (45 ES/MS/HS)
- May 20 (36 ES – 37 MS/HS)
Elementary Early Release Workgroup Update

Workgroup timeline:
A workgroup made up of the Assistant Superintendent, Directors, and MVEA have met multiple times throughout the fall of 2019 to discuss the possibility and implications of eliminating elementary early release. Elementary campus principals were surveyed multiple times in order to collect data on when planning time is scheduled, if that planning time met the required amount of minutes for elementary teacher planning, and what implications there would be if elementary early release was eliminated. The results of those surveys and the workgroup meetings are summarized below.

Current Elementary Early Release Structure:
- **Purpose:** Allow for elementary school staff to receive their required weekly planning minutes, and allow time for district professional learning. Two early release days a month are used for district professional learning and two early release days a month are used for individual teacher planning.
- **Days & Time:** Every Friday from 2:00 to 3:55 (switched from every Wednesday).

- **MVEA Agreement:**
  - **Section 20 - Planning Time**
  - 20.1: Individually directed planning time, free from outside influences and constraints, is essential for successful teaching. The purpose of Teacher planning time is to provide Teachers with self-directed time for planning, instructional preparation, evaluation of student work, and conferring with parents, thereby ensuring student success through a quality education.
  - 20.1.1: Sections 20.1.2–20.1.6 shall apply only to Covered Employees who are Teachers.
  - 20.1.2: Teachers shall have planning time during which they will not be assigned any regularly scheduled duties. Use of planning time referred to in this section will be at the discretion of the Teacher. No District or administrative meetings will be scheduled during this time. Time not designated as student contact time or planning time in Section 20 may be used at the building or District discretion. In the event there is an alteration to the regular school schedule, i.e. testing, assembly schedule, etc. the principal
in consultation with the Teacher(s) will establish appropriate equitable schedules.

- **20.1.3:** All Elementary Teachers shall have three hundred (300) minutes of planning time each week. At least thirty (30) minutes of uninterrupted, continuous planning time shall be provided during each student contact day. Another thirty (30) minute block of planning time will be provided on each student contact day; this “common planning time” will occur at the same time for all Teachers at the same grade level during student contact hours when possible (between the first bell and last bell) and shall not be interrupted with district or administrative meetings. When buildings collaboratively decide to deviate from this schedule of “common planning time,” they will notify the appropriate director and MVEA, and provide justification. One (1) day each quarter shall be scheduled as a planning day for elementary Teachers. All elementary schools on early release shall have a detailed collaborative plan for how release time will be used. The completed plan will be submitted to the appropriate director and MVEA to ensure that the collaborative process has been followed. Early release time shall be balanced between professional learning time and individual planning time throughout the year. Early release time dedicated to Teacher-directed planning may be used to meet the 300 minute requirement.

- **20.1.4:** All middle school Teachers shall have at least 45 minutes of planning time weekly during the student contact day. At least 225 minutes shall be for individually directed planning time. Each student contact day shall contain at least one 45-minute segment of uninterrupted individual planning time.

- **20.1.5:** High school Teachers shall have at least four hundred (400) minutes of planning time weekly during the student contact day.

- **20.1.6:** Teachers with less than full FTE position will receive planning time proportional to their FTE share.
Question: If elementary early release were eliminated, would all elementary teachers receive their required weekly planning minutes and professional learning time?
  • No.

Question: If elementary early release were eliminated, what commitments would District 51 have to make in order to meet the required weekly planning minutes and professional learning time?
  • Additional staffing for Special Area classes to provide teacher planning time. Approximately 14 certified employees and 3 classified employees for an estimated additional cost of $1,193,500. This includes salary and benefits.
  • 7 elementary schools would need additional building space to accommodate additional Special Area classes.
  • Loss of all-staff district planning time would need to be added somewhere else in the calendar which could mean adding more elementary planning days and additional “choppy weeks.”

Question: What options are available with regards to elementary early release?
  1. Keep elementary early release the way it is currently structured.
  2. Keep elementary early release, but change the day of the week it is held on.
  3. Eliminate elementary early release and commit dollars, facility needs, and additional planning time to maintain the required weekly planning minutes and district/building-level professional learning.
  4. Explore a K-12 early release with the following potential benefits:
     • Continue to ensure that elementary planning time minutes are met.
     • Continue to ensure that elementary teachers have all-staff professional learning time built into their schedule.
     • Add the potential for planning across specialized areas and grade levels (K-12 Special Education teachers could all meet at the same time for planning, K-12 Gifted & Talented teachers could all meet at the same time for planning, etc.)
     • Older siblings would be released early on Fridays to help watch younger siblings.
• Potential elimination of some in-service days, which would decrease the amount of choppy weeks on the calendar.

**Work group recommendations:**

• Maintain the current Friday early release for elementary schools for the 2020-21 school year. Eliminating elementary early release at this point would create a number of implications, including additional dollars, facility needs, etc., which the district is not ready to commit at this time.

• Allow the elementary early release workgroup more time in the spring and fall of 2020 to work with campus and district administration to explore the possibility of a K-12 early release to see if this is a viable solution for D51.
Vision 2020
Working DRAFT

Purpose and Intent of Vision 2020 Process:

- Engage all factions of the school community in revisiting our common vision, and mission.
- Create clear, shared goals and objectives that clarify the goals and outcomes for learning that are standards based and improve overall student achievement and district efficacy.
- Create a plan of action to accomplish each of the shared goals based on data review, clear expectations and improvement targets.
- Monitor performance using data, Key Performance Indicators, and a robust body of evidence.
- Employ instructional strategies that are consistent with the D51 Learning Model.
- Foster leadership at all levels through clarity and the buy in to achieve the designated outcomes that are determined.
- Articulate clear benchmarks and indicators to foster continuous evaluation and progress monitoring, making adjustments and mid-course corrections where needed, and celebrations of progress made on each of the goals and outcomes.
- Get approval of all components of updated Strategic Plan and Objectives from Board of Education.

Step 1: January and February

Hold meetings with representative groups from across our district and communities, at all levels, to gather input, and the perspectives needed, to inform the updated Vision 2020 Strategic Plan.

Examples:

School Community Engagement Meetings: 4 community and parent meetings (PTA/PTO, etc) that are advertised widely across the school district and three communities. One in Fruita, two in Grand Junction, and one in Palisade.
Staff Meetings and input: Cabinet meeting, District Leadership Team, Support Staff general meeting, Department meetings, Professional development sessions or Principal/Asst. Principal Meetings. Association Representative meetings at MVEA, individual schools and/or regional meetings, surveys and written feedback, DAC Meetings, and Special Education DAC

Business and Community Groups input:
- GJEP Board meeting
- Chamber of Commerce Board Meeting / Latino Chamber of Commerce
- Invited Community Leaders Meetings (reps from each community, County, Hospitals, Banks, Real Estate Companies, Other Heath Care and Wellness groups, Partners such as Hilltop, Mindsprings, and Strive, District vendors such as STA, Architects, and Contractors, )
- CMU and WCCC representatives
- Internal Committees and Groups such as the Minority Advisory Council, D51 Foundation, and Charter Schools
- Other community groups such as Lions, Rotary, Eagles...
- Childcare providers and preschools
- City and Town Councils from Palisade, Grand Junction, and Fruita

Student Input:
- Student Advisory Committee
- Student Council or other student groups

Step 2: Late February and March
Refine Vision (if determined necessary), Identify Key Values, Focus Areas, and Strategic Objectives using input from all meetings and stakeholder groups. Identify Action Steps, Goals, and Key Performance Indicators, and Benchmarks to measure progress, outcomes and accomplishments

Step 3: April
Get final approval from Board of Education, Align Unified Improvement Plan, Finalize Action Plans, Budget, and Priorities