

June 24, 2025

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**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. José 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

Special BOE Business Meeting

5:00 PM

1. Call to Order/Roll Call
2. Agenda Approval
3. Business Items
  - 3.A. Somerset Academy Scenic View - Charter School
  - 3.B. Gateway to Success - Charter School
  - 3.C. Policy IHBA Programs for Students with Disabilities - 2nd Reading/Adoption
  - 3.D. Policy JEA Compulsory Attendance Ages - 2nd Reading/Adoption
  - 3.E. Policy JH Student Absences and Excuses - 2nd Reading/Adoption
  - 3.F. LAN/WAN Contract Approval
  - 3.G. Resolution to Designate Election Official
  - 3.H. Resolution to Approve New Strategic Plan
  - 3.I. Administrative Personnel Action
4. Board Open Discussion
5. Adjournment

# Mesa County Valley School District 51

BEDH-R

## PUBLIC PARTICIPATION AT BOARD MEETINGS; MEETING RULES

Adopted: September 14, 2021

Revised: November 19, 2024

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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.

WHEREAS, on March 31, 2025, Mesa County Valley School District 51 (the “District”) received a charter school application from Somerset Academy Scenic View (the “Applicant”);

WHEREAS, on April 10, 2025, the District Accountability Committee (“DAC”) initiated its review and evaluation of the application;

WHEREAS, on April 17, 2025, the District engaged the services of the Colorado Association of Charter School Authorizes, a third-party evaluator to conduct an independent review of the application, ensuring that the evaluation process was objective, thorough, and aligned with statutory and policy requirements;

WHEREAS, on May 17, 2025, a public community meeting was held for public input and stakeholder engagement;

WHEREAS, on June 4, 2025, District leadership conducted a formal capacity interview with representatives of the Applicant, which provided them an opportunity to elaborate on and clarify application components;

WHEREAS, subsequent to the capacity interviews, District leadership completed a comprehensive evaluation of the application (e.g., written material and verbal responses) using a rubric aligned to C.R.S. § 22-30.5-106 and the Board of Education (the “Board”) Policy LBD and LBD-R;

WHEREAS, on June 18, 2025, District leadership submitted its Final Evaluation Summary to the Board, recommending denial of the charter application based on failure to meet essential statutory criteria;

WHEREAS, following reasonable public notice, the Board has considered the written application by the Applicant, the information provided by the Applicant in requested supplemental submissions, capacity interview responses, the DAC’s evaluation and recommendation, the Colorado Associations of Charter School Authorizes review, the District leadership’s evaluation and recommendation, and community input;

NOW, THEREFORE, BE IT RESOLVED that the Board finds that the application submitted by the Applicant does not meet the requirements of C.R.S. § 22-30.5-106 and is not in the best interest of the pupils, the District, or the community, and therefore is DENIED for the following reasons:

- A. Goals, Objective, and Pupil Performance Standards - C.R.S. § 22-30.5-106(1)(c): The Applicant did not provide a complete or coherent plan for the Applicant’s educational program, curriculum, objectives, and assessment. The application lacked measurable academic goals aligned to Colorado state standards and failed to articulate a coherent assessment strategy. Additionally, curriculum descriptions in the written narrative were inconsistent with those presented during the capacity interview, including a lack of readiness and clarity regarding the educational model.
- B. Budget and Finance - C.R.S. § 22-30.5-106(1)(g): The Applicant failed to demonstrate financial soundness and sustainability. The proposed multi-year budget included inconsistencies in salary figures and demographic projections. Key revenue assumptions (e.g., enrollment based on Letter of Intent) were not validated. Reserved planning or contingency strategies were underdeveloped. Start-up/operational costs and funding sources were not fully verified or clearly secured. The lack of a sustainable fiscal plan undermines confidence in the school’s long-term viability.
- C. Governance - C.R.S. § 22-30.5-106(1)(h): The governance model lacked sufficient clarity and independence. The application did not fully define board responsibilities, oversight protocols, or the evaluation process for school leadership. Furthermore, the transition from a steering committee

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- to an operations board was not well articulated. The interview did not resolve these concerns, leaving uncertainty regarding legal compliance, effective accountability structures, and local governance.
- D. Facilities – C.R.S. § 22-30.5-106(1)(n): The Applicant failed to secure a facility or present a realistic and viable facilities plan. No cost estimates, renovation timelines, or contingency strategies were provided. The lack of a code-compliant facility to include accessibility, safety, or considerations raises major concerns about operational readiness.
- E. Students with Special Needs – C.R.S. § 22-30.5-106(1)(c), (i), and (q): The Applicant failed to describe how the school would meet the needs of students with disabilities and English Language Learners in compliance with the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and Title III. No staffing model, service delivery framework, or legal compliance assurances were provided. Specifically, the educational programming and intervention strategies are insufficient and did not demonstrate evidence to serve students with disabilities as legally required under IDEA and Section 504. The capacity interview confirmed a lack of preparation and understanding of these critical obligations.
- F. Transportation and Food Services – C.R.S. § 22-30.5-106(1)(m): The application failed to include any concrete plan for student transportation or meal services. There was no indication of how the school would meet basic student access needs, particularly for students with transportation or dietary accommodations. There was no detail on vendors, funding, or timelines for implementation. The Applicant did not have a sufficient plan for transporting students with disabilities, Individualized Education Plans (“IEP”), and Section 504 plans. The omission of this operational component poses a barrier to equitable access to educational opportunities.
- G. Lack of Demonstrated Community Need or Distinct Value – C.R.S. § 22-30.5-106(1)(d) and (k): The Applicant did not demonstrate a unique educational program that would expand opportunities for District students. The proposed instructional model closely resembles existing, high-performing schools in the District and did not articulate how it would offer innovative or differentiated programming. Letters of support were generic, and outreach efforts lacked evidence of sustained community engagement or confirmed enrollment interest.

BE IT FURTHER RESOLVED that all reports and recommendation reference herein, including District leadership evaluations, the DAC evaluation and recommendations, comments from Colorado Associations of Charter School Authorizes, the Final Evaluation Summary, capacity interview records, and all other supporting documents, are hereby incorporated into this Resolution and made part of the official record.

*I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on June 24, 2025.*

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*Amy Navarette*  
*Assistant Secretary, Board of Education*

WHEREAS, on March 26, 2025, Mesa County Valley School District 51 (the “District”) received a charter school application from Gateway for Success (the “Applicant”);

WHEREAS, on April 3, 2025, the District Accountability Committee (“DAC”) initiated its review and evaluation of the application;

WHEREAS, on April 17, 2025, the District engaged the services of the Colorado Association of Charter School Authorizes, a third-party evaluator to conduct an independent review of the application, ensuring that the evaluation process was objective, thorough, and aligned with statutory and policy requirements;

WHEREAS, on May 17, 2025, a public community meeting was held for public input and stakeholder engagement;

WHEREAS, on June 4, 2025, District leadership conducted a formal capacity interview with representatives of the Applicant, which provided them an opportunity to elaborate on and clarify application components;

WHEREAS, subsequent to the capacity interviews District leadership completed a comprehensive evaluation of the application (e.g. written material and verbal responses) using a rubric aligned to C.R.S. § 22-30.5-106 and the Board of Education (the “Board”) Policy LBD and LBD-R;

WHEREAS, on June 18, 2025, District leadership submitted its Final Evaluation Summary to the Board, recommending denial of the charter application based on failure to meet essential statutory criteria;

WHEREAS, following reasonable public notice, the Board has considered the written application by the Applicant, the information provided by the Applicant in requested supplemental submissions, capacity interview responses, the DAC’s evaluation and recommendation, the Colorado Associations of Charter School Authorizes review, the District leadership’s evaluation and recommendation, and community input;

NOW, THEREFORE, BE IT RESOLVED that the Board finds that the application submitted by the Applicant does not meet the requirements of C.R.S. § 22-30.5-106 and is not in the best interest of the pupils, the District, or the community, and therefore is DENIED for the following reasons:

- A. Goals, Objective, and Pupil Performance Standards - C.R.S. § 22-30.5-106(1)(c): The Applicant did not articulate clear, measurable academic goals aligned to Colorado state standards. The proposed academic plan lacked specificity regarding student assessment strategies, performance benchmarks, and subgroup interventions. The capacity interview revealed continued uncertainty around progress monitoring beyond credit accumulation, undermining confidence in the school’s ability to promote and measure student success.
- B. Budget and Finance - C.R.S. § 22-30.5-106(1)(g): The proposed financial plan lacked sufficient detail and risk mitigation. The budget relied heavily on ambitious enrollment projections without verification and failed to adequately account for staffing, facilities, and startup costs. Reserve planning and contingency strategies were absent. The financial framework as presented does not inspire confidence in long-term sustainability.
- C. Governance - C.R.S. § 22-30.5-106(1)(h): While the governance structure generally met baseline expectations, the application lacked clarity in board roles, training plans, and oversight responsibilities particularly in relation to the proposed Charter Management Organization (“CMO”), Pathways Management Group. The lack of definition and independent accountability

mechanisms presents a material concern.

- D. Facilities – C.R.S. § 22-30.5-106(1)(n): The Applicant failed to secure a facility or present a realistic and detailed facilities plan. No cost estimates, renovation timelines, or contingency strategies were provided. The lack of a viable and code-compliant facility plan raises major concerns about operational readiness by the proposed opening date.
- E. Students with Special Needs – C.R.S. § 22-30.5-106(1)(c), (i), and (q): The Applicant failed to describe how the school would meet the needs of students with disabilities, those requiring 504 accommodations, and English Language Learners in compliance with the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and Title III. No staffing model, service delivery framework, or legal compliance assurances were provided. These omissions indicate a lack of capacity to meet federally mandated educational obligations.
- F. Transportation and Food Services – C.R.S. § 22-30.5-106(1)(m): The application failed to outline any viable plan to provide transportation or food services for students. There was no detail on vendors, funding, or timelines for implementation. This is a critical omission for ensuring equitable access to educational opportunities.
- G. Lack of Demonstrated Community Need or Distinct Value – C.R.S. § 22-30.5-106(1)(d) and (k): While the school proposed a trauma-informed, blended learning model, it did not present compelling evidence of unmet demand or how its program would meaningfully differentiate from existing District alternatives. Current programs like Grand River Academy and R-5 High School already serve at-risk students effectively, with R-5 recognized as a state-rated Alternative Cooperative Education (“ACE”) program.

BE IT FURTHER RESOLVED that all reports and recommendation reference herein, including District leadership evaluations, the DAC evaluation and recommendations, comments from Colorado Associations of Charter School Authorizes, the Final Evaluation Summary, capacity interview records, and all other supporting documents, are hereby incorporated into this Resolution and made part of the official record.

*I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on June 24, 2025.*

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*Amy Navarette*  
*Assistant Secretary, Board of Education*

**Mesa County Valley School District 51**  
**IHBA**  
**PROGRAMS FOR STUDENTS WITH DISABILITIES**

Related: IHBA-R  
Adopted: November 3, 1987  
Revised: 2<sup>nd</sup> reading June 24, 2025

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Consistent with the intention of the Board of Education to offer educational opportunities to all students, which will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational programs for students with disabilities attending public school in accordance with state and federal law.

Any student identified as a child with a disability pursuant to the Individuals with Disabilities Education Act ("IDEA") and/or Section 504 of the Rehabilitation Act ("Section 504") who is between the ages of 3 and 21 and who has not been awarded a regular high school diploma or reach the age of 21, whichever comes first, has the right to a free appropriate public education.

A student identified as a child with a disability under the IDEA shall become eligible for special education services on the student's third birthday and shall be eligible to continue receiving special education services through the time that they receive a regular high school diploma or reach the age of twenty-one, whichever comes first. An IDEA-eligible student reaching age twenty-one after the beginning of an academic year shall have the right to complete the semester in which the twenty-first birthday occurs or attend until the student receives a regular high school diploma, whichever comes first.

Similarly, students with Section 504 plans are eligible to receive the related aids, services, and accommodations outlined in their Section 504 plans while enrolled in District schools and through the time that they graduate from high school or reach the age of twenty-one, whichever comes first. All students with disabilities are required by federal law to be included in state and district-wide assessments with appropriate accommodations where necessary. For IDEA-eligible students, if an IEP team determines that a child must take an alternate state assessment, the IEP must include a description of the assessment to be administered and a statement as to why the student cannot participate in the regular state assessment. In addition, the IEP shall specify whether the student shall achieve the content standards adopted by the District or whether the student shall achieve individualized standards, which would indicate the student has met the requirements of the student's IEP

**LEGAL REF.:**

20 U.S.C. §1401 et seq. (Individuals with Disabilities Education Act)  
29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)  
C.R.S. 22-7-1006.3(3)(c) & (d) (state assessment of students with IEPs)  
C.R.S. 22-20-101 et seq. (Exceptional Children's Education Act)

**CROSS REF.:**

JKD/JKE

# **Mesa County Valley School District 51**

**JEA**

## **COMPULSORY ATTENDANCE AGES**

Related: JEA-R

Adopted: June 13, 1972

Revised: 2<sup>nd</sup> reading June 24, 2025

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Every child who has attained the age of six years on or before August 1 of each year and is under the age of 17 is required to attend public school, with such exceptions as provided by law. It is the parents' responsibility to ensure attendance. The courts may issue orders against the child, the child's parent, or both compelling the child to attend school or the parent to take reasonable steps to ensure the child's attendance. These orders may include, but are not limited to, requiring the parent, child, or both to follow an appropriate treatment plan that addresses problems affecting the child's school attendance and that ensures an opportunity for the child to obtain a quality education.

### LEGAL REF.:

C.R.S. 22-32-110 (1)(mm) (board may authorize school employee to represent school district in judicial proceedings to enforce compulsory attendance)

C.R.S. 22-33-104 (compulsory school attendance ages)

C.R.S. 22-33-104.5 (home-based education)

C.R.S. 22-33-107 (enforcement of school attendance laws)

C.R.S. 22-33-108(4) (judicial proceedings to enforce school attendance laws)

The importance of regular, daily attendance as a basis for academic achievement cannot be overemphasized. Absences have a negative effect on instructional continuity, regardless of attempts to make up the work. The District believes duplication of the classroom experience can never be accomplished with make-up assignments. The school cannot teach students who are not present. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

The District establishes the school attendance period by adopting a school calendar. All schools will have attendance rules that incorporate the District's attendance requirements as outlined by district policy and regulations.

### **Excused Absences**

The following shall be considered excused absences:

1. A student who is temporarily ill or injured;
2. Prearranged absences, approved by the principal or designee, in advance of the absence for appointments or circumstances which cannot be taken care of outside of school hours;
3. A student who is absent for an extended period due to a physical, mental, or emotional disability;
4. A student attending a funeral, religious observation, legal proceedings, medical procedures, or extenuating circumstances determined by the principal;
5. A student who is attending any school-sponsored activity, activities of an educational nature with advance approval by the administration, or a work-study program under the supervision of the school;
6. A student who is suspended or expelled; or,
7. A student in out-of-home placement (as that term is defined by C.R.S. 22-32-138(1)(h)), absent due to court appearances and participation in court-ordered activities, so long as the student's assigned social worker verifies the student's absence was for a court appearance or court-ordered activity.

The District may require suitable proof regarding the above exceptions, including written statements from medical sources.

### **Unexcused Absences**

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parent(s)/guardian(s) of the student receiving an unexcused absence shall be notified orally or in writing by the District of the unexcused absence.

The District may initiate judicial proceedings to enforce compulsory attendance if a student is absent four (4) days in one month or ten (10) days in one year.

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**Chronic absenteeism**

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has 10% or more total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee.

If a student is identified as "chronically absent," the principal or designee will develop a plan to improve the student's attendance. The plan will include evidence-based practices and research-driven strategies. When practicable, the student's parent/guardian will participate in the development of the plan.

Nothing herein will require the principal or designee to identify a student as "chronically absent" prior to declaring the student as a "habitual truant" and pursuing court proceedings against the student and his or her parents/guardians to compel the student's attendance in accordance with state law.

**Tardiness**

Tardiness is defined as the appearance of a student without a proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect on the rights of the non-tardy student to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness. Parent(s)/guardian(s) shall be notified of all penalties regarding tardiness.

Schools will develop a fair and equitable tardy policy that will effectively utilize resources and not result in an increase in out-of-school suspensions.

**Truancy**

If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant.

**Make-up Work**

Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the principal or designee or unless the absence is due to the student's expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day of return to class. There shall be two (2) days allowed for make-up work for each day of absence.

Make-up work shall be allowed following an unexcused absence or following a student's suspension from school, with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the principal or designee.

Unless otherwise permitted by the principal or designee, make-up work shall not be provided during a student's expulsion. Rather, the District shall offer alternative education services to the expelled student in accordance with state law. The principal or designee shall determine the amount of credit the expelled student will receive for work completed during any alternative education program.

# **Mesa County Valley School District 51**

**JH**

## **STUDENT ABSENCES AND EXCUSES**

Related: JH-R

Adopted: June 13, 1972

Revised: 2<sup>nd</sup> reading June 24, 2025

Page **3** of **3**

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### LEGAL REFS.:

C.R.S. 22-14-101 et seq. (dropout prevention and student re-engagement)

C.R.S. 22-32-109 (1)(n) (length of school year, instruction & contact time)

C.R.S. 22-32-109.1 (2)(a) (conduct and discipline code)

C.R.S. 22-32-138 (6) (excused absence requirements for students in out-of-home placements)

C.R.S. 22-33-101 et seq. (School Attendance Law of 1963)

C.R.S. 22-33-105 (3)(d)(III) (opportunity to make up work during suspension)

C.R.S. 22-33-108 (judicial proceedings to enforce school attendance laws)

C.R.S. 22-33-203 (educational alternatives for expelled students and determination of credit)

1 CCR 301-78 Rules 1.00 et seq. (standardized calculation for counting student attendance and truancy)

### CROSS REFS.:

EBCE, Emergency Closings

IC/ICA, School Year/School Calendar

JEA, Compulsory Attendance Ages

JFABE, Admission of Committed Youth

JFC, Student Withdrawal from School/Dropouts

JK, Student Discipline

JDK/JKE, Student Suspension/Expulsion



## **Mesa County Valley School District 51**

### **Designated Election Official**

Board of Education Resolution 24/25: 117

Presented: June 24, 2025

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Whereas, the regular biennial school director election for all school districts is the first Tuesday in November in each odd-numbered year, and the 2025 election will be conducted November 4, 2025, for director districts C, D, and E; and

Whereas, the Board of Education is to appoint the school district's designated election official who is responsible for working in conjunction with the county's coordinated election official and the school demographer, Mr. Shannon Bingham, to support the process and assist candidates; and

NOW, THEREFORE, BE IT RESOLVED the Mesa County Valley School District 51 Board of Education will participate in the biennial school director election and designates Mrs. Amy Navarette as the school district's designated election official.

*I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on June 24, 2025.*

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*Amy Navarette*  
*Assistant Secretary, Board of Education*

WHEREAS, a strategic plan is a vital tool in guiding school Districts in matters of policy, practice and budget; and

WHEREAS, the Mesa County Valley School District 51's Strategic Plan expired summer of 2025; and

WHEREAS, the Mesa County Valley School District 51 administration began the process to develop a new plan in January of 2025, by holding community and staff meetings to gather feedback; and

WHEREAS, in the fall of 2024 Mesa County Valley School District engaged the services of the Colorado Education Initiative, a non-profit organization, to assist in developing a new five-year strategic plan; and

WHEREAS, the first three-year strategic plan has come to completion and is ready to be extended; and

WHEREAS, following months of intensive work of gathering additional community feedback, working with a Steering Committee, comprised of parents, educators, students and community members, and a Core Team of District 51 administrators, a draft plan was submitted to the Board at the June 3, 2025 work session; and

WHEREAS, the Board of Education has reviewed the final plan; now

THEREFORE, BE IT RESOLVED, that the Board of Education wishes to move forward with the new Strategic Plan as presented; and

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Mesa County Valley School District 51 Board of Education hereby adopts the D51 Strategic Plan for the years 2025 - 2030.

*I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on June 17, 2025.*

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*Amy Navarette*  
*Assistant Secretary, Board of Education*



**Mesa County Valley School District 51**  
**Licensed and Administrative Personnel Action**

Board of Education Resolution 24/25: 116

Presented: June 24, 2025

Name	Location	Assignment	Effective Date
<b>Retirements</b>			
NONE AT THIS TIME			
<b>Resignations/Termination</b>			
LUKE, PAIGE M	THUNDER MTN	GRADE 1	5/22/2025
MELTZER, AMANDA B	CENTRAL	DRAMA	5/22/2025
<b>Leave of Absence</b>			
NONE AT THIS TIME			
<b>New Assignments (Transfer/New Hires)</b>			
CASTLETON, EMILEE I	MT GARFIELD	ASST PRINCIPAL	7/15/2025
CHANDLER, REBECCA L	BTK	SP ED-PRESCHOOL	7/29/2025
COMBS, EMILY D	PALISADE	SP ED-SSN	7/29/2025
FOSTER, JAMES J	THUNDER MTN	PHYSICAL EDUCATION	7/31/2025
HANSEN, ASHLEY L	BOOKCLIFF	SP ED-SSN	7/29/2025
HAWKINS, HEATHER A	GJHS	DEAN OF STUDENTS	7/15/2025
HUISJEN, DARIN	SAFETY & SECURITY	SAFETY & SECURITY COORD	7/7/2025
LUNDSTROM, ASHLEY F	DYC	SP ED-MODERATE NEEDS	7/29/2025
PLOCK, WILLIAM HENRY	CENTRAL	PHYSICAL EDUCATION	7/31/2025
WASHBURN, CHANTELE S	PEAR PARK	GRADE 1	7/31/2025
ZAMORA, CAMRYN M	PALISADE	ENGLISH LANG ARTS/SOCIAL STUD	7/31/2025
<b>Return from Leave</b>			
NONE AT THIS TIME			

*I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on June 24, 2025.*

\_\_\_\_\_  
 Amy Navarette, Assistant Secretary  
 Board of Education