

Board of Education
Mesa County Valley School District 51

Agenda

May 5, 2026

{Title}

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

Board of Education Work Session

5:00 PM

1. Call to Order/Roll Call
2. Agenda Approval
3. Executive Session
Pursuant to 24-6-402(4)(e), Colorado Revised Statutes, for the purpose of determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and /or instructing negotiators, regarding negotiations with Mesa Valley Education Association.
4. Call to Order/Pledge of Allegiance/Roll Call 5:00 p.m.
5. Asian American & Pacific Islander Heritage Month Proclamation
6. Teacher Appreciation Month
7. Bond Projects/Gateway Progress Update
8. Prepared & Supported Staff: Job Embedded PL Strategic Plan Update
9. Charter School Process & Evaluation Steps Presentation
10. Business Meeting
- 10.A. First Reading Policy JICJ Student Use of Cell Phones and Other Personal Electronic Devices
11. Future Meetings
- 11.A. May 19, 2026 Board Business Meeting, Harry Butler Board Room, 5:00 p.m. (Executive Session at 4:00 p.m.)
- 11.B. June 2, 2026 Board Work Session, Harry Butler Board Room, 5:00 p.m.
12. Executive Session
Pursuant to Section 24-6-402(4)(b), Colorado Revised Statutes, for the purpose of conferencing with an attorney for the local public body for the purposes of receiving legal advice on Board processes and procedures.
13. Adjournment

Mesa County Valley School District 51

BEDH-R

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.

WHEREAS, the month of May is recognized nationwide as Asian American and Pacific Islander (AAPI) Heritage Month, a time to honor and celebrate the history, culture, and contributions of Asian Americans and Pacific Islanders in the United States; and

WHEREAS, AAPI Heritage Month highlights the many ways in which Asian Americans and Pacific Islanders have shaped our nation and communities through contributions in science, technology, business, education, the arts, and beyond; and

WHEREAS, Mesa County Valley School District 51 is committed to fostering an environment that promotes access, opportunity, and a sense of belonging for all, and we recognize and value the perspectives and experiences that our AAPI students, staff, and families bring to our schools and the Grand Valley; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of Mesa County Valley School District 51 hereby proclaims May 2026 as Asian American and Pacific Islander Heritage Month and encourages our community to learn about, recognize, and celebrate the contributions of Asian Americans and Pacific Islanders throughout history and today.

WHEREAS, the Board of Education recognizes the vital role teachers play in shaping the minds, experiences, and futures of our students; and

WHEREAS, Teacher Appreciation Month provides an opportunity for our district and community to recognize and celebrate the dedication, care, and impact of our D51 educators; and

WHEREAS, each day, our teachers create environments where curiosity is sparked, confidence is built, and students are supported in reaching their full potential; and

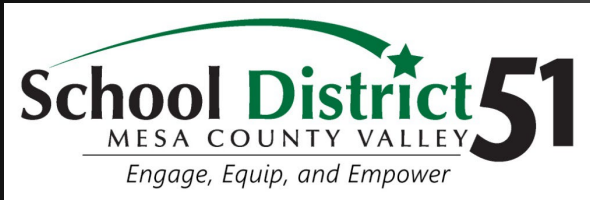
WHEREAS, in alignment with this year's theme, *Teachers Create Magic*, our educators bring learning to life in ways that inspire, connect, and empower students, helping each and every student grow, discover, and succeed; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Mesa County Valley School District 51 hereby proclaims the month of May 2026 as Teacher Appreciation Month and encourages our entire community to recognize and thank our teachers for the difference they make in the lives of our students and across our district each and every day.

2024 BOND PROJECTS PROGRESS UPDATE

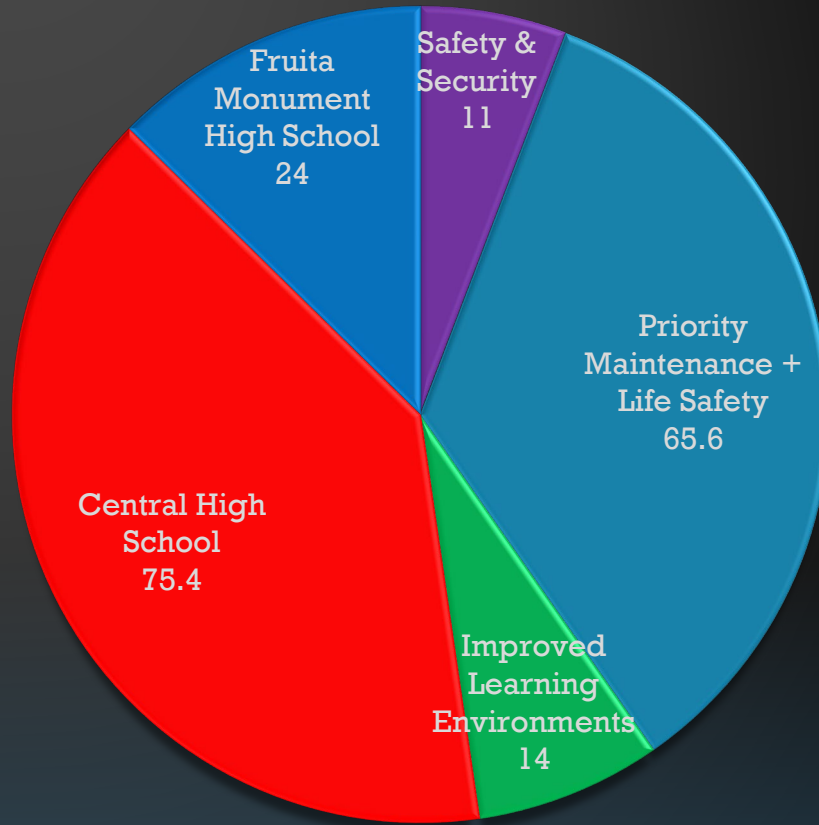
BOARD OF EDUCATION MEETING: MAY 5TH, 2026





\$190M BOND SCOPE OVERVIEW

“Buckets”
(In Millions)



- Safety & Security
- Priority Maintenance + Life Safety
- Improved Learning Environments
- Central High School
- Fruita Monument High School

PIPS - PHASE 02 OVERVIEW

SCHEDULE

- DESIGN: COMPLETE
- CONSTRUCTION: MAY 2026 – AUGUST 2026

MAJOR SCOPE ITEMS

- FIRE SUPPRESSION: 8 SCHOOLS
- FIRE ALARM: 7 SCHOOLS
- ASBESTOS ABATEMENT: 5 SCHOOLS
- PARKING LOT IMPROVEMENTS: 7 SCHOOLS
- SAFETY & SECURITY IMPROVEMENTS: 11 SCHOOLS
- MAKER SPACES: 4 SCHOOLS
- SPED IMPROVEMENTS: 3 SCHOOLS
- ADA ACCESSIBILITY IMPROVEMENTS: 5 SCHOOLS
- OPPORTUNITY ROOMS: 9 SCHOOLS
- ELEVATOR / ADA LIFT: 2 SCHOOLS

BUDGET

- TOTAL BUDGET: \$39M
- COMMITTED TO DATE: \$29M
- EXPENDED TO DATE: \$3.6M

SUMMER MILESTONES

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



PRIORITY IMPROVEMENT PROJECTS PHASE 02 – SUMMER 2026

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



FMHS OVERVIEW

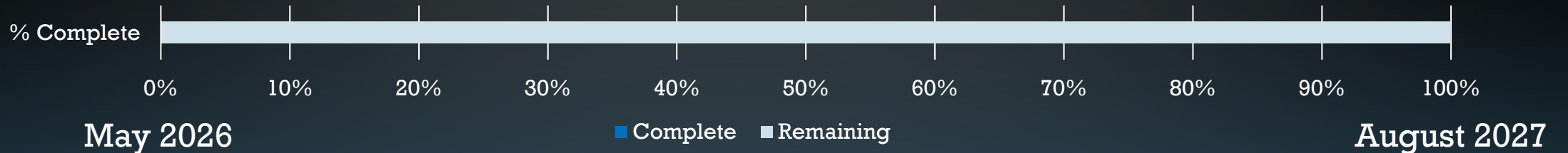
SCHEDULE

- DESIGN: COMPLETE
- CONSTRUCTION: SPRING 2026 – FALL 2027
 - GROUNDBREAKING CEREMONY: MAY 26TH AT 9:00 AM
 - SCIENCE & CTE ADDITIONS: MAY 2026 – DECEMBER 2026
 - SCIENCE & CTE RENOVATIONS: SPRING 2027 – AUGUST 2027

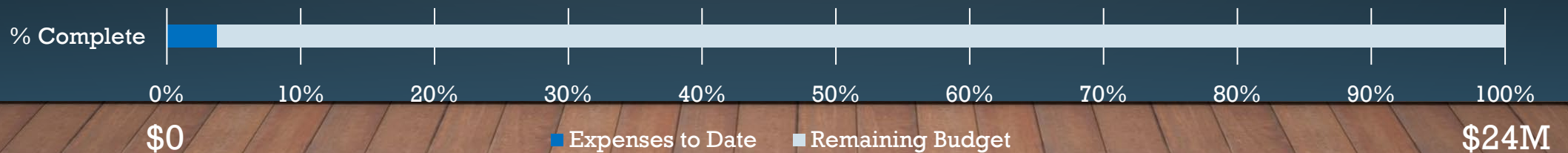
BUDGET

- TOTAL PROJECT BUDGET: \$24M
- TOTAL COMMITTED TO DATE: \$19.4M
- TOTAL EXPENDED TO DATE: \$937K

Construction Schedule



Budget

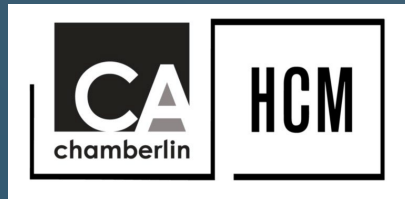


RECENTLY COMPLETED

- FURNITURE VENDOR PROCUREMENT: OFFICE OUTFITTERS
- MOVER PROCUREMENT: GENTLE HANDS
- PHASE 01 ABATEMENT PROCUREMENT: ORION ENVIRONMENTAL

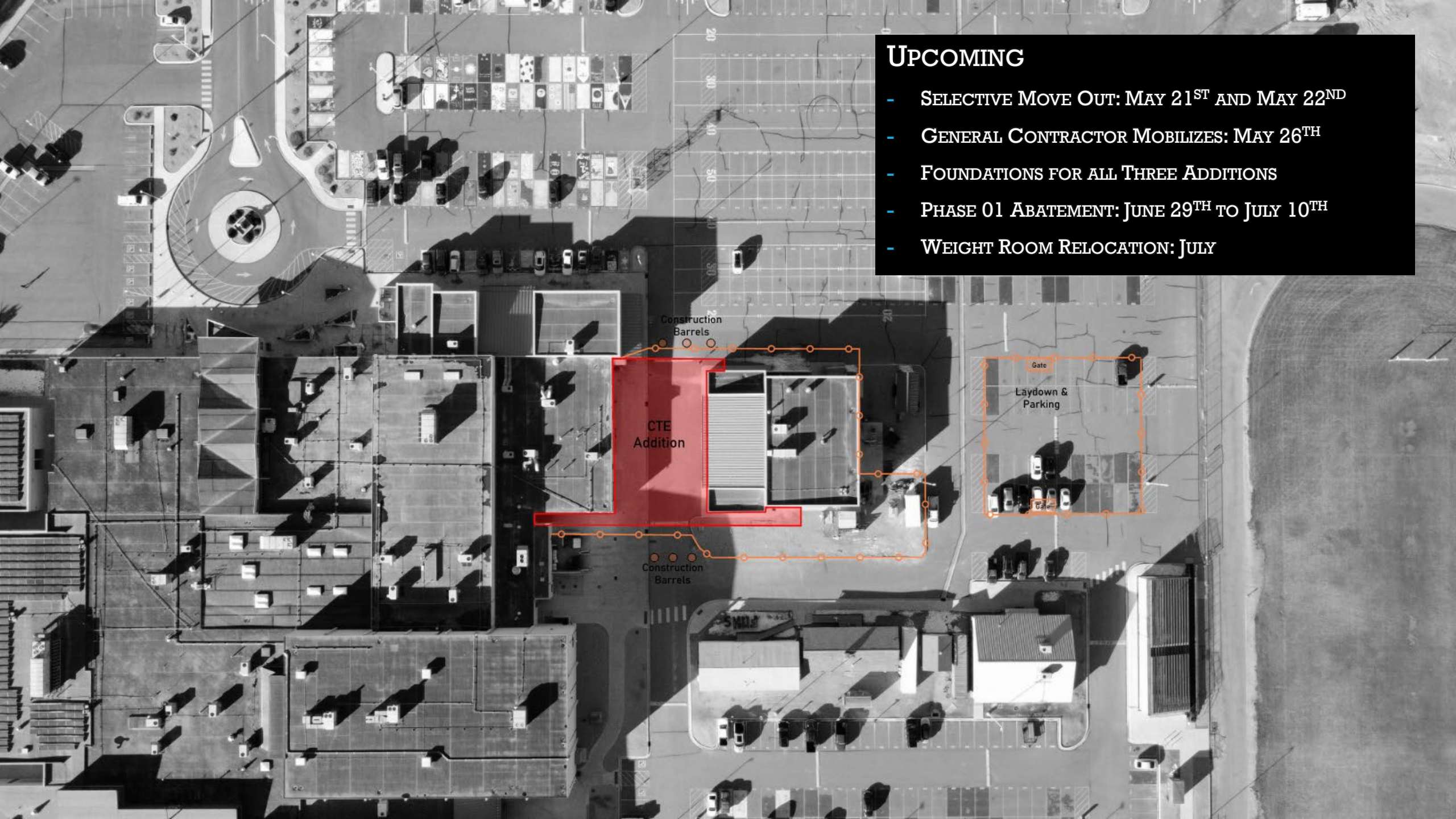
IN PROGRESS

- CD ESTIMATE & GMP AMENDMENT
- LONG LEAD MATERIAL PROCUREMENT
- SITE WALKS & COORDINATION
- UTILITY COORDINATION



UPCOMING

- SELECTIVE MOVE OUT: MAY 21ST AND MAY 22ND
- GENERAL CONTRACTOR MOBILIZES: MAY 26TH
- FOUNDATIONS FOR ALL THREE ADDITIONS
- PHASE 01 ABATEMENT: JUNE 29TH TO JULY 10TH
- WEIGHT ROOM RELOCATION: JULY



GATEWAY WORK TIMELINE

Completed

- Salvage and preparation work.
- Asbestos sampling, abatement, and clearances.
- Demolition contractor process and selection.
- Propane tank removal and utility termination work have been addressed.

In Progress

- Demolition permit work is underway.
- Electrical, water, and sewer terminations are being verified.
- The current focus is making sure demolition can begin safely.

Next

- Final Safety and security runs May 13 – June 1.
- Building demolition, backfill, and DG are planned for June 2 – July 1.
- Final inspection targeted for July 1.

GATEWAY SCHOOL

2023 Facilities Masterplan

- Significant roofing and structural deficiencies, including sagging areas and deteriorated overhands.
- Complete lack of ADA accessibility, including no elevator between floors and non-compliant restrooms and hardware.
- Life Safety and fire code violations, such as non-compliant exterior egress stairs and the absence of a fire sprinkler system.
- Outdated mechanical, electrical, and plumbing systems, many of which are at or beyond their useful life.
- Exterior and interior deterioration, including hazardous materials, failing finishes, and inefficient insulation and windows.



DEFERRED MAINTENANCE COSTS



Facility Area	Estimated Repair 2024	% of Total
Total Campus Costs	\$7,279,162	100%
1946 Main Building	\$4,080,000	56%
Remaining Campus	\$3,199,162	44%

2026 Estimated Cost (Escalated +Soft Costs)
\$9.6M
\$5.4M
\$4.2M

👉 \$7.2M in 2024 → ≈ \$9.6M in today's dollars

Includes ~5% annual escalation since May 2024 and 20% soft costs

ADDRESSING FACILITY SAFETY



THANK YOU

COLLEEN.KANEDA@DYNAMICCPM.COM





#WeAreD51

Prepared and Supported Staff
Job-Embedded Professional Learning
May 5, 2026

ENGAGE - EQUIP - EMPOWER

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

MISSION

VISION

CORE BEHAVIORS

GRADUATE PROFILE



2025 -2030 STRATEGIC PLAN FOCUS AND PRIORITY AREAS

(1) Prepared and Supported Students

- Academic Success
- Student Opportunities

(2) Well -Being and Belonging

- Student Wellness
- Staff Wellness

(3) Prepared and Supported Staff

- Staff Retention & Job - Embedded Professional Learning
- Staff Recruitment

(4) Effective District Operations

- Community Partnerships
- Effective District Operations

2025 -2030 Focus Area 3: Prepared and Supported Staff

Priority 1: Job - Embedded Professional Learning: All staff will have access to job - embedded professional learning intentionally aligned to support increase student outcomes.

Goal 1: By June 2030, 70 percent of D51 teachers will respond positively to the following statement included on the TLCC Survey “Professional Learning opportunities are personalized and aligned to teachers’ needs and strengths” This would demonstrate an increase of nine percent from the 2022 response rate of 61 percent.

Secondary Early Release Friday

Secondary Early Release Fridays (ERF): Dedicated Time to Improve Student Outcomes

Purpose

Early Release Fridays in secondary schools are designed for intentional, collaborative professional learning to improve student outcomes. Focus areas include vertical/departmental alignment, data-driven instruction, MTSS protocols and structures, interdisciplinary collaboration, and effective implementation of board-adopted curricular resources.

This time is **not for individual/personal planning and grading, nor for routine tasks or meetings.** Instead, it supports schools in refining coherent, equitable systems of instruction, **ensuring that all students have access to grade-appropriate assignments aligned to Colorado Academic Standards and support requisite to meeting high expectations.**

Elementary Early Release Friday

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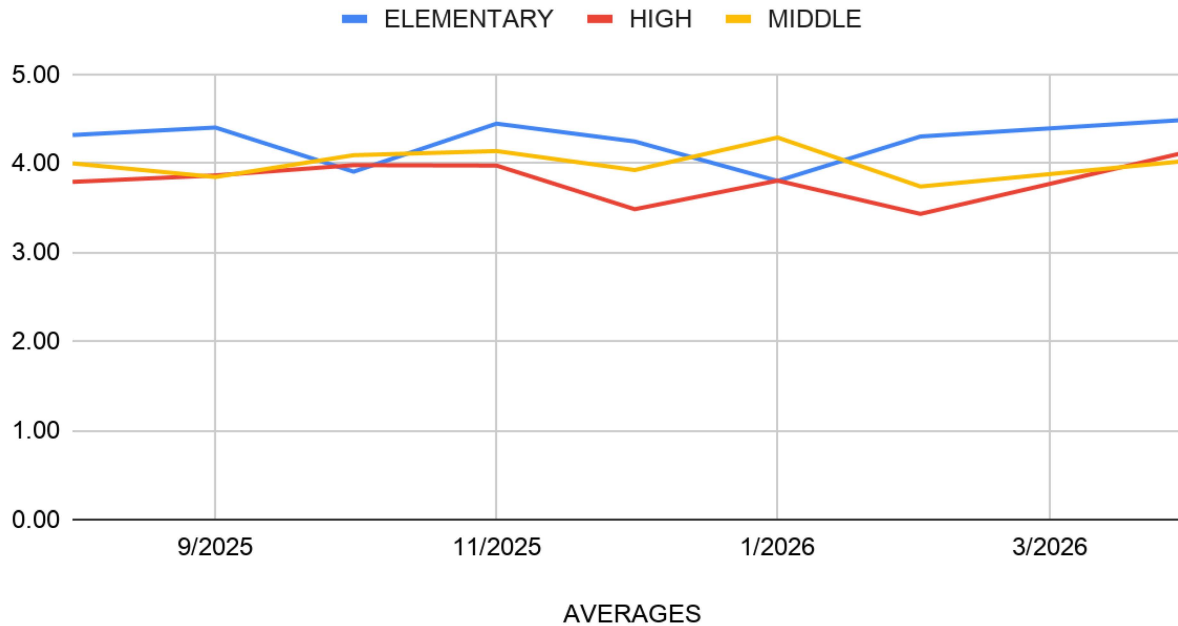
Data Collection

District ERF Survey:

1. I see a clear connection between the learning and my instructional priorities
2. The learning included opportunities to collaborate, reflect or apply ideas
3. I am confident in my ability to implement what I learned.
4. The learning will have a positive impact on student outcomes
5. I am more prepared to meet learning variability in my classroom.

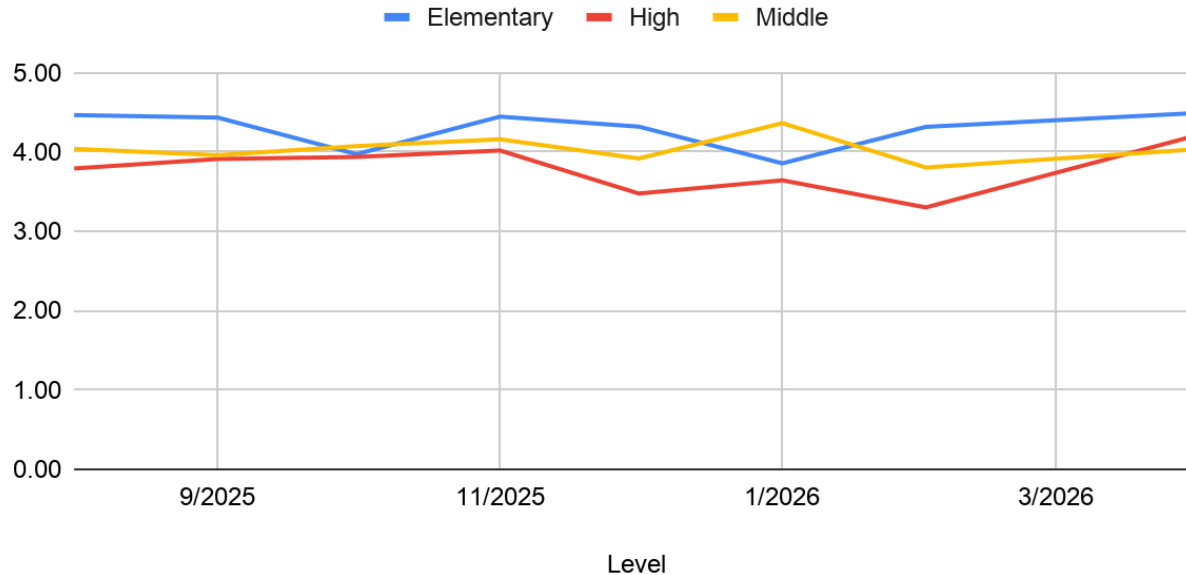
All Questions Overall Averages

ELEMENTARY, HIGH and MIDDLE



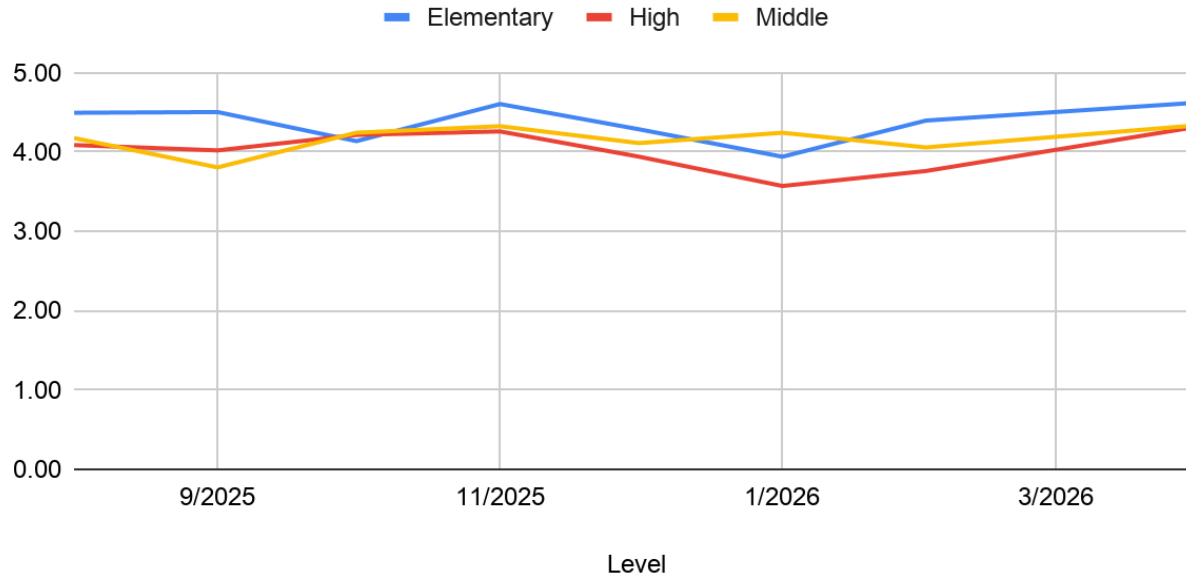
I see a clear connection between the learning and my instructional priorities

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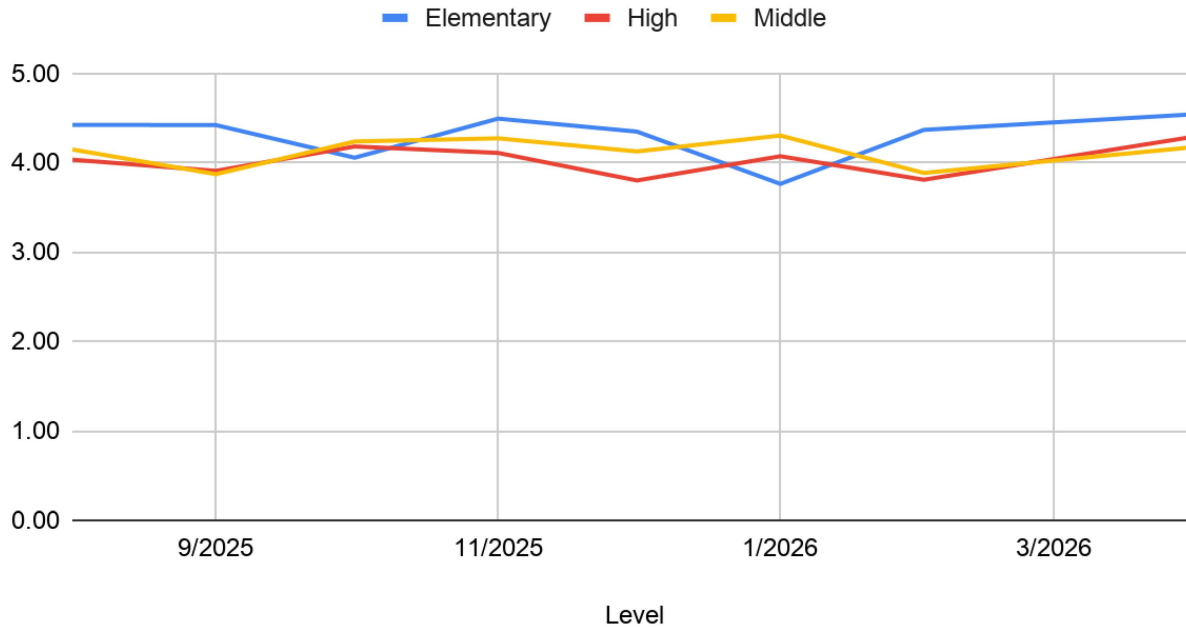
The learning included opportunities to collaborate, reflect or apply ideas

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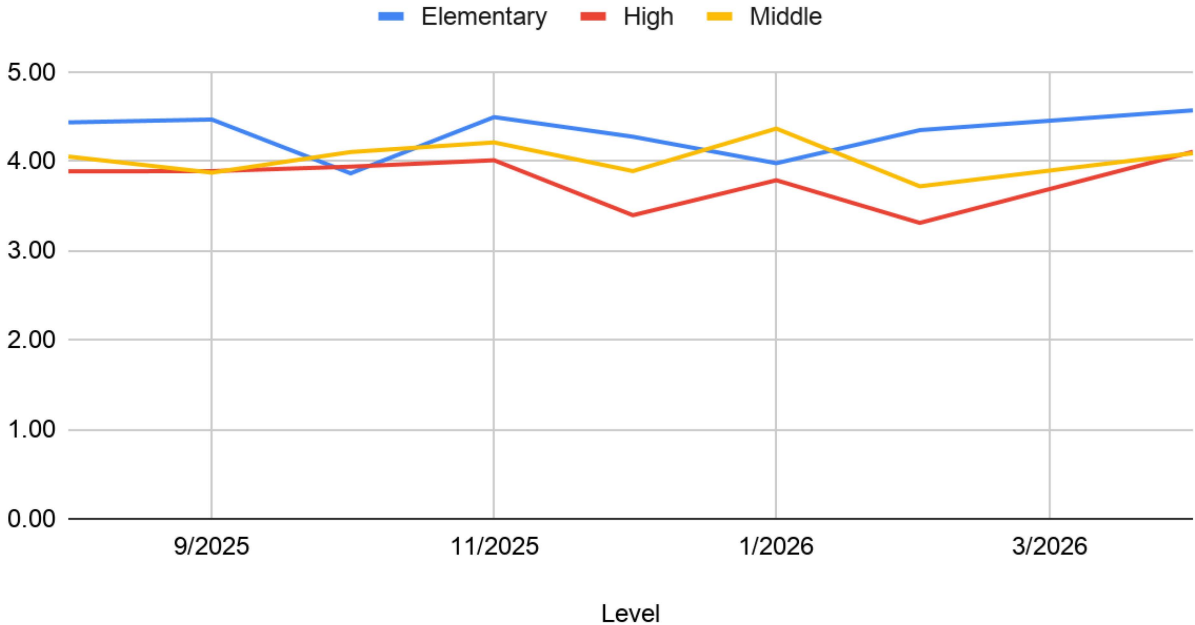
I am confident in my ability to implement what I learned

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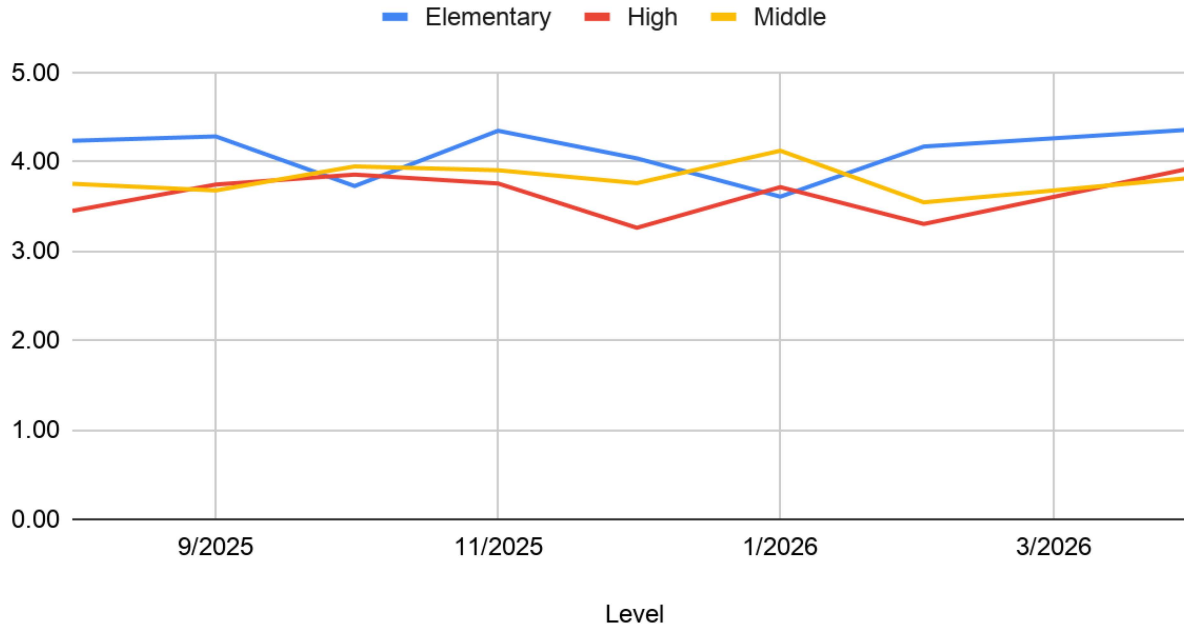
The learning will have a positive impact on student outcomes

This learning will have a positive impact on student outcomes.



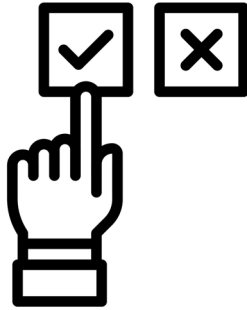
I am more prepared to meet learning variability in my classroom

I am more prepared to meet learner variability in my classroom.

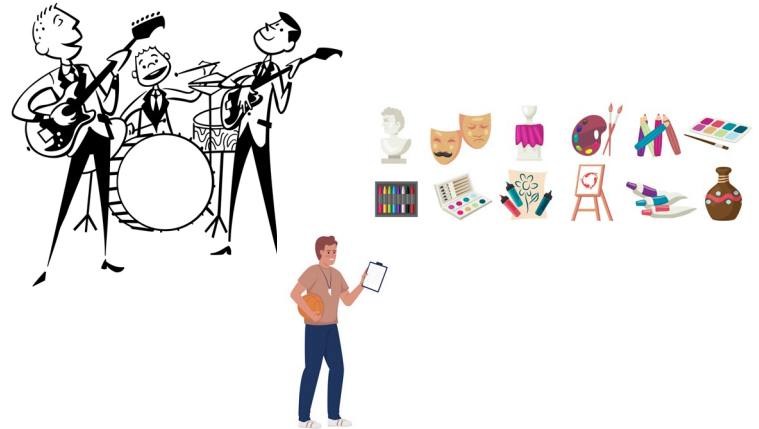


Secondary Task Force adjustments based on feedback

Added more
choice for schools



Added a virtual
meeting for
electives/
singletons

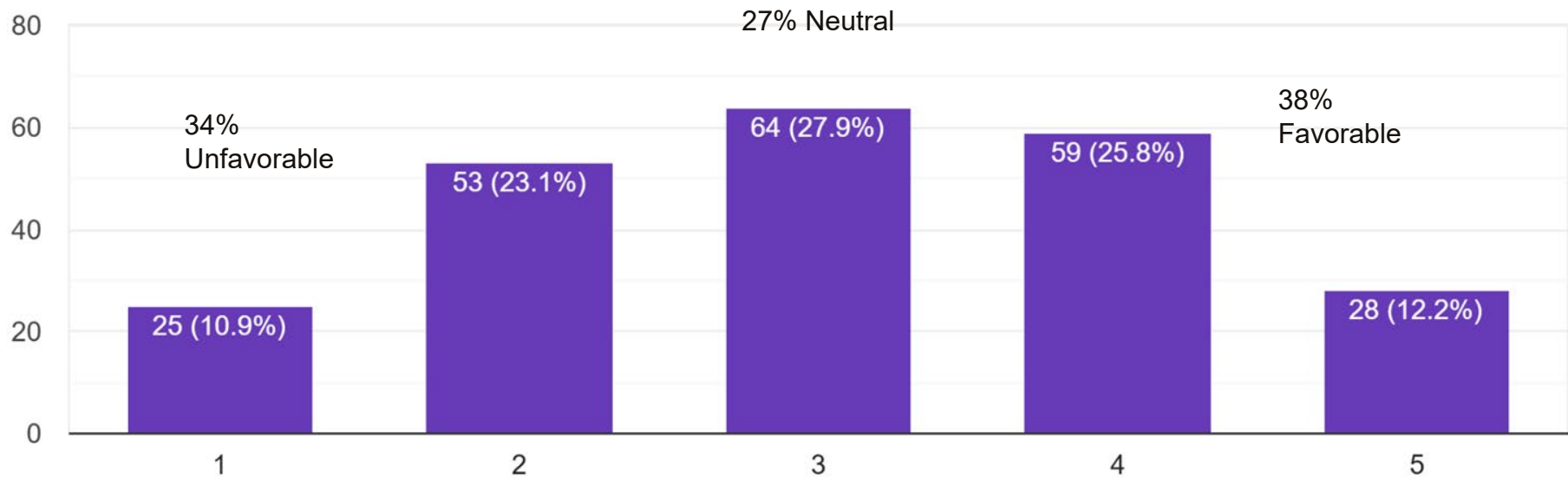


Now let's here from our principals



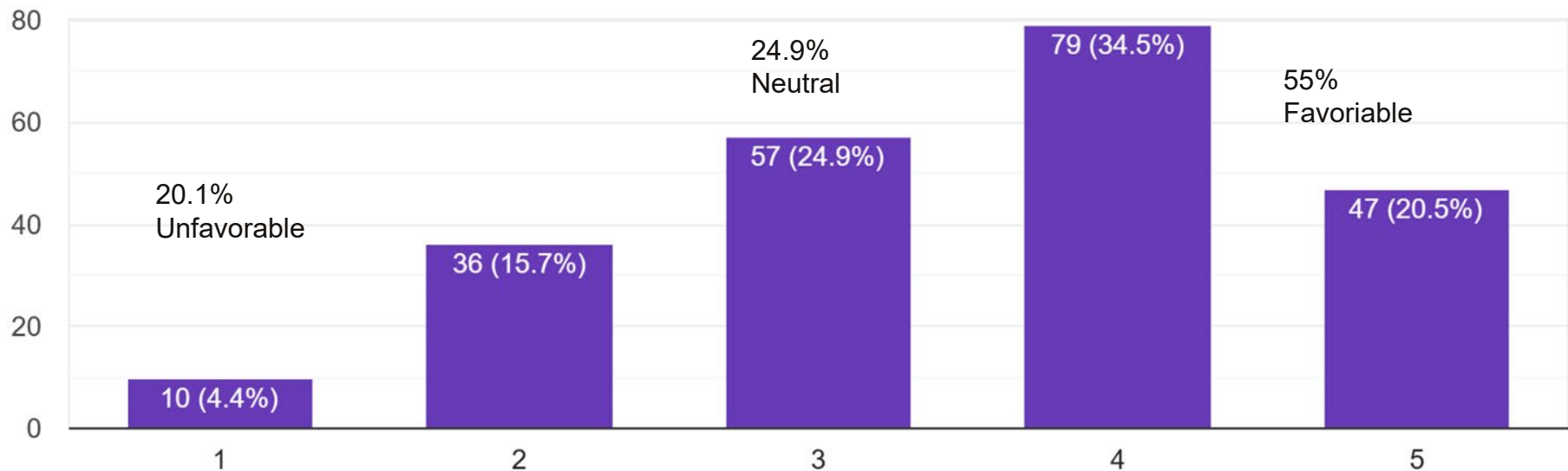
Throughout the year, I have seen a clear connection between the learning and my instruction

229 responses



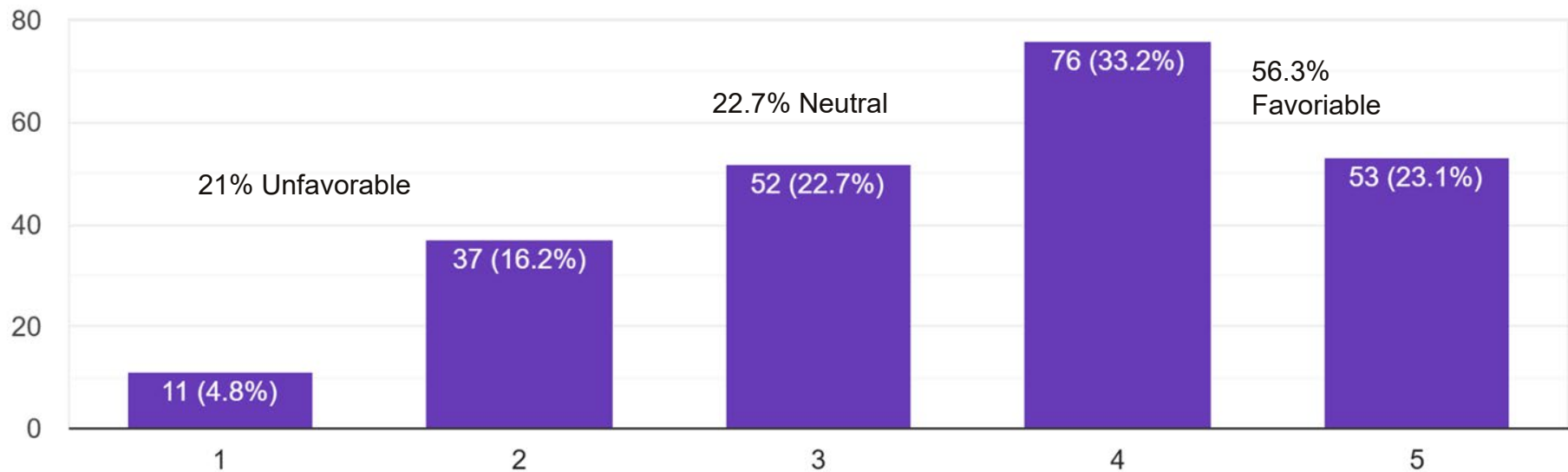
Throughout the year, the learning included opportunities to collaborate, reflect or apply ideas

229 responses



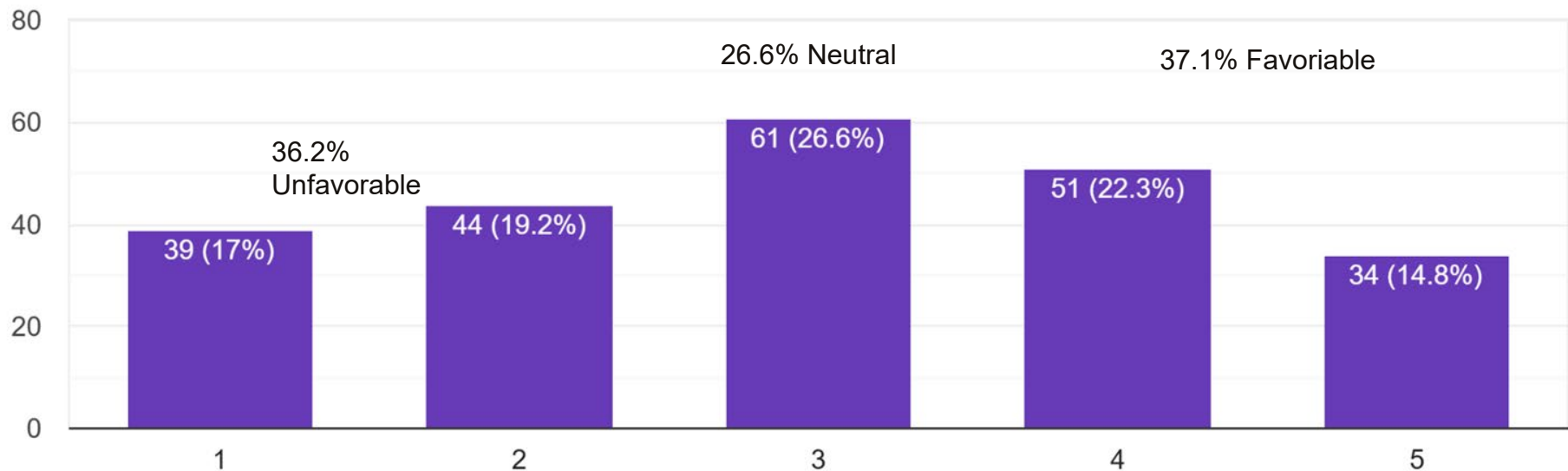
Throughout the year, I am confident in my ability to implement what I learned

229 responses



Throughout the year, the learning has had a positive impact on student outcomes?

229 responses



Qualitative feedback

We asked an additional four open ended questions for to help us further understand the impact of Secondary District Friday and how we can continue to make it better.

1. Describe one way ERF time has positively impacted your teaching or your students
2. What has your team or school done during ERF that you feel has lead to meaningful progress?
3. What barriers have limited the effectiveness of ERF at your site?
4. What supports would help your team make better use of ERF time?

Early Release Fridays: What We Heard

1. Collaboration is the Strength

- Team time is improving instructional alignment and student support
- Most impactful when teachers work in content and grade - level teams

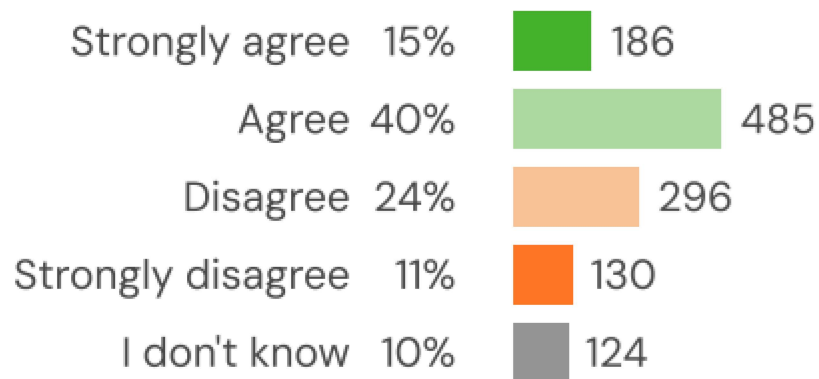
2. Relevance Drives Impact

- Building - led, classroom - connected work = highest value
- One- size- fits - all approaches limit effectiveness

3. Opportunity: Refine Use of Time

- Teachers want more time to plan, collaborate, and apply learning
- Less repetition, more focus and clarity

Q.2: Professional learning opportunities are personalized and aligned to staff needs and strengths.



▲ 0 from last survey

Favorable: **61%**

Time (All Staff)

Your average

66%

1,439 responses

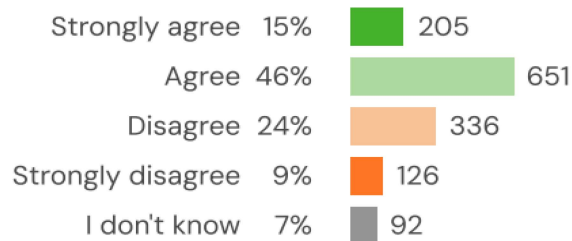
Change

▲ 9

since last survey

State average: **63%** State of Colorado

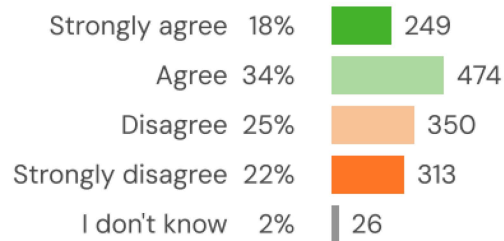
Q.3: I have adequate time to analyze and respond to student assessment data.



▲ **12** from last survey

Favorable: **65%**

Q.8: I am able to meet the expectations of my position within my contracted work hours.



▲ **15** from last survey

Favorable: **52%**

2026 -27 Adjustments for Secondary and Elementary

SECONDARY

- Added two virtual meetings with electives/ singletons
- Have a consistent schedule for the days

ELEMENTARY

- Consistent rhythm and content; however, we've created:
 - additional opportunities for Instructional Leadership Teams to prepare to deliver District Friday content when the focus is Math and Literacy
 - multiple mid-year opportunities for schools to differentiate the learning based on their walkthrough data



FOUR CORE BEHAVIORS

D51 focuses on the whole learner to foster growth and high achievement.

D51 believes in the strengths of our people, our schools, and our communities.

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

VISION

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

MISSION

D51 engages our community, families, and staff to deliver individualized, collaborative, and challenging educational experiences to prepare each and every student for their brightest future.

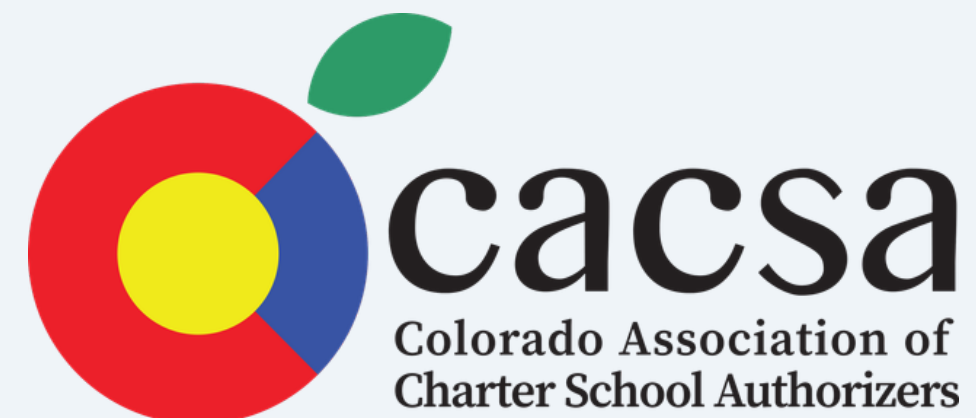
What questions might you have?



D51 Board of Education Charter Authorizing Training: The Board's Role in Charter Application Reviews

Mackenzie Khan, CACSA
Alex Medler, NN4DA

MAY 5, 2026
PRESENTED TO: MESA COUNTY SCHOOL DISTRICT 51



PURPOSE OF TODAY'S SESSION

FOCUS ON APPLICATIONS

- Clarify Board's role in authorizing
- Understand charter application and approval process
- Support fair, evidence-based decision-making
- Understand legal and appeal implications of board actions



WHAT IS AUTHORIZING?

Covers entire “charter school life cycle,” including:

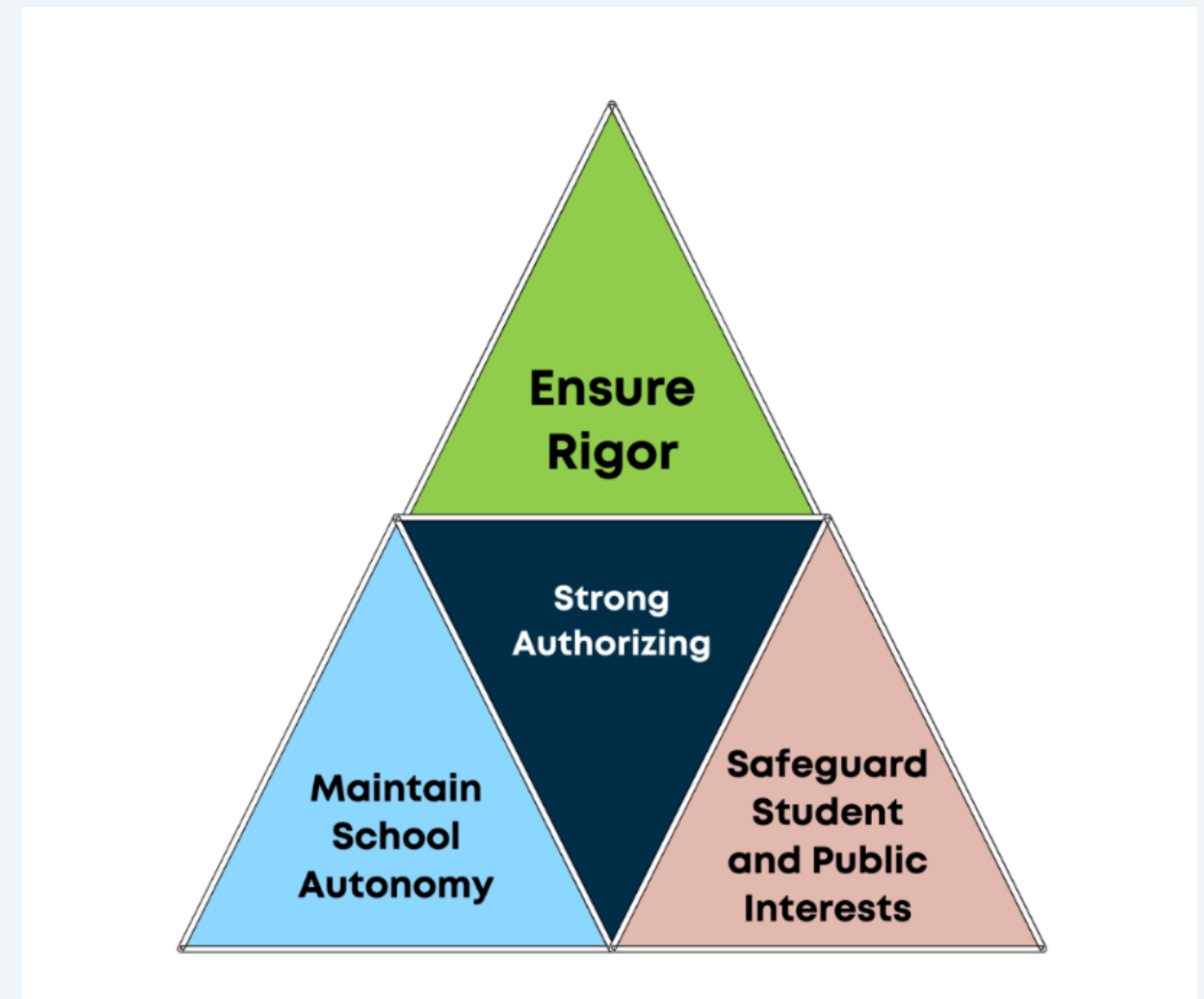
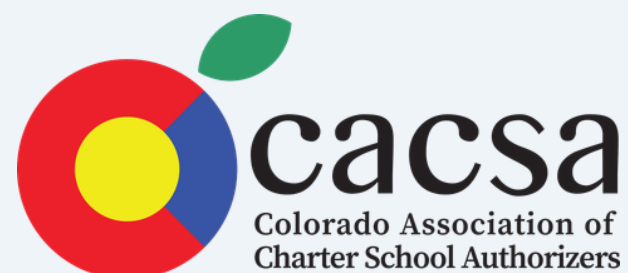
- Approval
- Contracting
- Accountability/Oversight
- Renewal



WHAT IS AUTHORIZING?

Authorizers maintain high standards and school autonomy while protecting:

- Students
- Public Funds
- Public Interests



AUTHORIZING STANDARDS

NACSA Authorizing Standards

- Blueprint for effective authorizing that helps charter authorizers balance diverse and competing interests, regardless of the policies and laws of a given state.

Colorado Authorizing Standards

- State Board passed a permanent rule in 2012 to establish standards for charter schools and charter school authorizers.
- Reflects best practices similar to NACSA authorizing standards and meets CO requirements and needs.
- Based on the recommendation of the state-wide stakeholder task force.

WHY BOARD CAPACITY IN AUTHORIZING MATTERS

Strong boards use quality authorizing to ensure:

- Charter schools meet academic, financial, and organizational standards
- Students and taxpayers are protected through accountability
- Innovation and choice are supported responsibly
- Board actions withstand appeals and legal challenges
- District-charter relationships remain stable and transparent

Staff conduct analysis and oversight but district boards decide.

AUTHORIZING GOVERNANCE (BOARD) VERSUS AUTHORIZER OPERATIONS (STAFF)

District School Board Exercising Authorizing Governance

- Set policy
- Review evidence
- Articulate findings
- Make decisions
- Ensure accountability

District Staff Conducting Authorizer Operations

- Conduct review
- Summarize findings
- Monitor implementation
- Analyze data
- Manage processes
- Provide services and support as appropriate

BOARD DECISIONS AND STAFF WORK

District School Board

- Develop and approve charter policies
- Convene meetings for charter applicants
- Vote on charter proposals
- Vote on charter contracts
- Receive and review annual reports
- Follow renewal process
- Vote on required interventions
- Vote on renewals
- Vote on renewed contracts
- Vote on revocations

District Staff

- Develop proposals for charter policies
- Develop and implement application review
- Negotiate charter contracts
- Oversee school opening
- Conduct oversight and monitoring
- Provide services per contract and agreements
- Create annual reports for each school
- Develop and implement renewal process
- Take actions supported by contract and law
- Recommend non-renewal or revocation
- Oversee school closure and follow-up

ROLES ACROSS THE CHARTER SCHOOL LIFECYCLE

APPLICATION & REVIEW	CONTRACTING & PRE-OPENING	OVERSIGHT & MONITORING	RENEWAL	CLOSURE
<p>Staff: Conduct application review, analysis, interviews, and due diligence</p> <p>Board: Reviews recommendations and votes to approve or deny</p>	<p>Staff: Negotiate contract terms, set performance frameworks, monitor readiness</p> <p>Board: Approves charter contract and key conditions for opening</p>	<p>Staff: Conduct ongoing monitoring, site visits, data analysis, compliance checks</p> <p>Board: Receives reports and ensures accountability expectations are upheld</p>	<p>Staff: Compile performance record, evaluate against contract, make recommendation</p> <p>Board: Votes to renew, renew with conditions, or not renew</p>	<p>Staff: Manage closure process, ensure student transition, oversee compliance</p> <p>Board: Votes on revocation or non-renewal and ensures responsible closure</p>

CHARTER SCHOOL APPLICATIONS

Structured, multi-step review process.

- Letter of intent and application submission
- Checking for “Completeness”
- Staff and expert review of academic, financial, and operational plan
- Review based on transparent, comprehensive rubric
- District Accountability Committee (DAC) review
- Capacity interviews and clarification with the applicant
- Public hearing
- Board decision (approve or deny, and articulate justification/findings)

Key Implications for Boards

- Board decision is final step in structured process—not the process itself
- Board should rely on summarized findings, not re-review applications themselves
- Integrity and consistency of process directly impact defensibility of decision

WHO REVIEWS THE APPLICATION?

Multiple parties contribute to the review process:

- District staff coordinate the process and evaluate application components
- External experts may review academic and financial plans
- DAC provides community input
- School board reviews findings and makes the final decision

Key Implications for Boards

- Your role is not to conduct the review—it is to evaluate the results of the review
- Effective decisions depend on trusting a strong, structured review process
- Blurring roles between board and staff can compromise objectivity and consistency
- Resolution findings inform contract negotiation and determine focus of any appeal

BOARD ROLE IN APPLICATION DECISIONS

The board is responsible for:

- Reviewing staff summaries and recommendations
- Ensuring the review process was fair, rigorous, and aligned to standards
- Making a decision based on evidence in the record
- Determining the final justification for their action (included in any resolution)
- Voting to approve or deny the application

Key Implications for Boards

- Decisions must be grounded in documented evidence—not opinion or advocacy
- Your rationale must be clearly articulated and recorded
- Weak or unclear decisions increase the likelihood of appeal and reversal

STANDARD OF APPEAL

CRS 22-30.5-108. Appeal - standard of review – procedures

- ...the state board, at a public hearing, shall determine whether the final decision of the local board of education was contrary to the best interests of the pupils, school district, or community.

Key Implication for Boards:

- Your decision must clearly demonstrate alignment with the best interests of students, the district, and the community
- Decisions that are not well-supported in the record are more vulnerable on appeal

APPEAL SCOPE

CRS 22-30.5-108. Appeal - standard of review – procedures

- The person bringing the appeal shall limit the grounds of the appeal to the grounds for the denial specified by the local board of education.

Key Implication for Boards:

- Your written rationale defines the scope of the appeal
- Weak or unclear reasoning limits your ability to defend the decision

RECORD OF APPEAL

The record used during an appeal is expansive:

1. Charter application, including amendments;
2. DAC input;
3. Authorizer board meeting records;
4. All correspondence between authorizer and charter applicants/charter school;
5. All other materials considered by the authorizer; and
6. Resolution or other written grounds for authorizer's determination.

APPEAL TAKEAWAYS

1. Appeals limited to specified grounds for the decision listed in board resolution
2. All deliberation leading to decision is potentially relevant: including all board communication and discussion
3. Ultimate standard is whether the board's decision was contrary to the best interests of the pupils, school district, or community.

THE CHARTER CONTRACT

If approved, the next step is negotiating the charter contract

The contract is a legally binding agreement between:

- The authorizer (board)
- The charter school governing board

The contract defines:

- Performance expectations
- Operational requirements
- Reporting obligations

Key Implications for Boards

- The contract—not the application—governs the school’s accountability
- Decisions made during contracting directly impact future oversight and renewal
- Lack of clarity in the contract creates long-term risk for the authorizer

FROM APPLICATION TO CONTRACT

- The approved application informs—but does not replace—the contract
- During contracting, staff:
 - Translate proposal elements into enforceable terms
 - Clarify vague or incomplete components
 - Align commitments to authorizer standards and policies
- Not all elements of the application automatically carry into the contract

Key Implications for Boards

- Approval does not mean every detail in the application is locked in
- The contract must reflect what is enforceable—not just what was proposed
- Misalignment between the application and contract creates confusion and risk later

WHAT MAKES A STRONG CONTRACT

A strong charter contract includes:

- Clear, measurable performance expectations
- Defined metrics and timelines
- Specific reporting requirements
- Codifies the “material aspects” of the school and its program
- Alignment to authorizer policy and state law

Expectations should be:

- Objective
- Transparent
- Consistently applied across schools

Key Implications for Boards

- If expectations are not measurable, they cannot be enforced
- Inconsistent contract terms across schools create equity and legal issues
- Strong contracts reduce ambiguity during oversight and renewal

CONTRACTING PITFALLS

Common challenges during contracting include:

- Vague or non-measurable performance expectations
- Carrying forward unclear application language
- Inconsistent terms across schools
- Failure to align contract with district policies

These issues often emerge later during:

- Monitoring
- Renewal
- Closure

Key Implications for Boards

- Most renewal and closure challenges start in contracting
- Weak contracts limit your ability to hold schools accountable
- Investing in strong contracts upfront prevents major issues later
- Contracts should anticipate future events that may become necessary

PRE-OPENING (YEAR ZERO)

After contract execution, schools enter the pre-opening phase (“Year Zero”). This phase focuses on preparing the school to open in alignment with the contract.

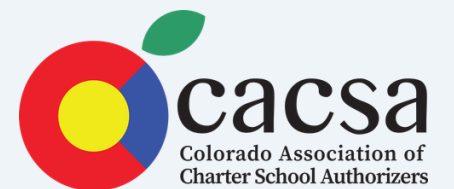
Key areas of work include:

- Hiring leadership and staff
- Securing and preparing facilities
- Establishing operational and financial systems
- Finalizing policies and procedures

Schools must meet all pre-opening requirements before serving students

Key Implications for Boards

- Approval does not guarantee readiness to open
- Pre-opening is where the promises in the application become reality
- Weak execution in this phase often leads to early performance and compliance issues



PRE-OPENING CONDITIONS & READINESS

- Conditions from approval are carried into the pre-opening phase
- Common pre-opening conditions include:
 - Facility secured and compliant
 - Qualified school leader and staff hired
 - Financial systems and budgets finalized
 - Enrollment and operational plans confirmed
- Staff verify completion of conditions through documentation and check-ins
- Failure to meet conditions on time can lead to a school not opening as planned

Key Implications for Boards

- Conditions must be clear, measurable, and verified—not assumed complete
- Opening a school without meeting conditions creates significant risk
- Boards are ultimately responsible for ensuring readiness before students are served

COMMON PRE-OPENING PITFALLS

- Common challenges during pre-opening include:
 - Delays in securing a facility
 - Leadership or staffing gaps
 - Weak operational systems
 - Enrollment shortfalls
- These risks can impact:
 - Opening timelines
 - Financial viability
 - Early academic performance
 - Failure to implement the school's proposed model or program with fidelity

Key Implications for Boards

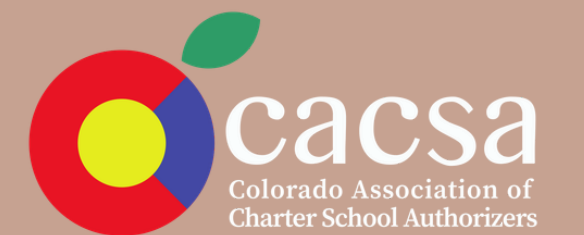
- Most school failures can be traced back to pre-opening weaknesses
- Early warning signs should be taken seriously—not minimized
- It is better to delay opening than to open unprepared

KEY TAKEAWAYS

- Charter authorizing is a **governance responsibility across the full school lifecycle**
- The **charter contract establishes the standard** for performance and accountability
- **Oversight and monitoring create the record** used for renewal and closure decisions
- Board decisions must be **grounded in documented evidence and aligned to law, policy, and contract**
- **Consistency across schools and over time** is essential for fairness and legal defensibility
- Weakness in earlier phases (contracting, oversight) **creates risk in high-stakes decisions**

Strong authorizing ensures students have access to high-quality schools, protects public resources, and supports meaningful school choice.

FEEDBACK?



“Our school district is now in an excellent position thanks to the guidance, service, and support of CACSA.”

-Boulder Valley School District

What CACSA Offers School Districts

Tools - Training - Networks - Support

“I highly recommend CACSA to any district or organization seeking a knowledgeable, principled, and professional partner in charter school authorizing. They are an exceptional resource in a complex and high-stakes space.”

-Mesa County Valley School District 51

Authorizer Support Services



Application & Approval

Expert external reviewers for charter applications, capacity interviews, and quality evaluations that support clear, evidence-based board decisions.



Contracting & Performance Frameworks

Clear, compliant contracts and performance metrics that define academic, financial, and operational expectations from the start.



Monitoring & Oversight

Site visit tools, annual performance reviews, and actionable data analysis to support schools throughout the charter term.



Renewal, Intervention & Closure

Structured processes for renewal decisions, intervention planning, and orderly, student-centered closure when necessary.

How to Engage with CACSA



Become a CACSA Member



Request district-specific support



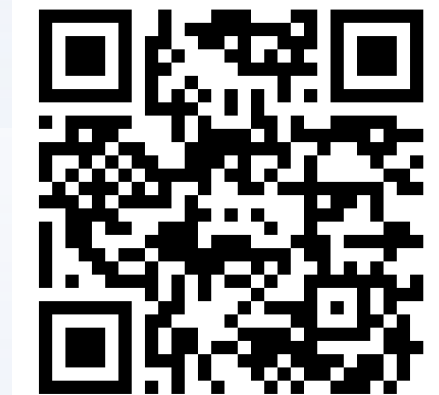
Join monthly meetings



Invite CACSA to train your board



Access statewide tools + templates



Scan to connect with CACSA or request district support.

Contact

Mackenzie Khan, Ed.D.

Executive Director

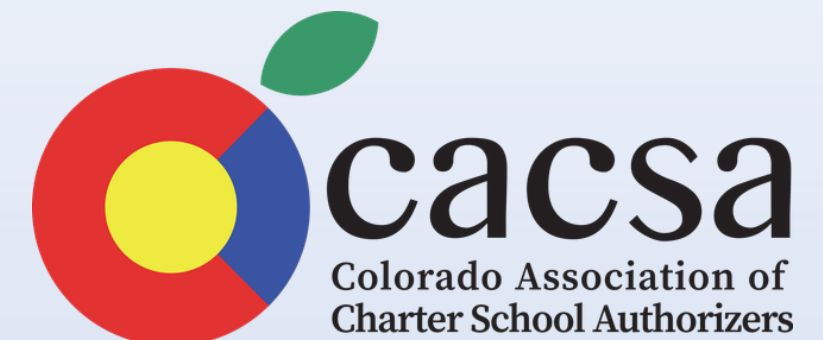
mackenzie.khan@coauthorizers.org

Vanessa Glenn

Project Coordinator

vanessa.glenn@coauthorizers.org

coauthorizers.org



CONTACT INFORMATION

Mackenzie Khan, Ed.D.

Executive Director, Colorado Association of Charter School
Authorizers

Mackenzie.Khan@coauthorizers.org

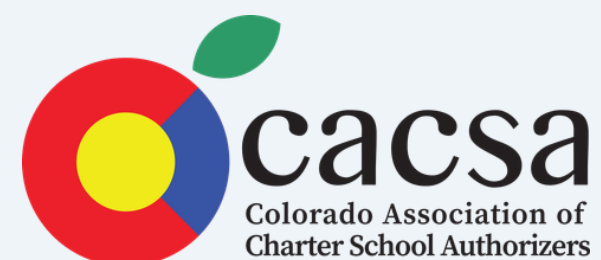
web: coauthorizers.org

Alex Medler, Ph.D.

Executive Director, National Network for District
Authorizing

Alex.Medler@nn4da.org

web: NN4DA.org



Mesa County Valley School District 51

JICJ

STUDENT USE OF CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

Page 1 of 2

Adopted: March 23, 2010

Revised: ~~May 21, 2024~~ 1st reading ~~May 5, 2026~~

The Board of Education believes that personal electronic devices may be useful tools for students in the educational environment and can play a vital communication role during emergency situations. However, possession and use of personal electronic devices in school situations must be regulated to ensure that the use or presence of such devices does not disrupt or interfere with the educational process or school operations, or impair the safety, welfare, and privacy of students and staff. Therefore, in order to create engaging spaces in the educational environment that fosters sustained attention and maximizes learning, students may only use personal electronic devices on District property, in a District vehicle, or at a District or school-sponsored activity or event in accordance with this policy.

For purposes of this policy, "personal electronic devices" include any privately-owned portable technology device, including but not limited to cell phones, a smart or electronic watch, tablets, laptops, Chromebooks, virtual reality devices, wireless earbuds/earphones, cameras, audio and/or video recorders and players, and any other hand-held electronic communication and data storage devices.

~~Students shall not use personal electronic devices as follows:~~

~~1. Students in grades PreK – 8-12 are prohibited from using personal electronic devices on school premises/campus during the designated school day. The school day includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, passing times, events, or activities, or any other time during the designated school day. All personal electronic devices shall be kept in designated areas and turned off. Students shall not have personal electronic devices on their person at any time while on campus during the designated school day, including in clothing such as pockets, hoodies, jackets, or waistbands.~~

~~2. Students in grades 9 – 12 are prohibited from using personal electronic devices during instructional time. Instructional time includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity. Students may wear smart or electronic watches, but may not use any communication applications or features that are prohibited from use on other electronic devices, and all notifications must be turned off. All personal electronic devices shall be kept in designated areas and turned off during instructional time. Personal electronic devices may be used during passing times and lunch periods; however, such use is discouraged.~~

It is the student's responsibility to ensure that personal electronic devices are turned off and placed in designated areas during times when use is not authorized. Personal electronic devices (1) that produce any audible sound, a ring tone, or vibrating alert, whether through a speaker, earbuds/earphones, buzzer, or other means, or (2) that are displayed or in plain view at such times shall be deemed to be used in violation of this policy.

Regardless of the permitted uses or limitations placed on the use of personal electronic devices, the following conduct is prohibited:

1. To engage in, promote, or facilitate any conduct that otherwise violates the Code of Student Conduct or other Board policies or regulations, or state or federal law.
2. In any manner that causes or results in disruption of the educational environment or school-sponsored extracurricular activities or events, or impairs or interferes with school or District operations;

Mesa County Valley School District 51

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STUDENT USE OF CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

Page 2 of 2

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3. To photograph or record the activities of other students or school personnel on District property or at school or school-sponsored activities, or to disseminate to others such photographs or recordings, in a manner intended to cause or result in, or in a manner the student using the device should reasonably have foreseen would cause or result in, emotional distress, embarrassment or humiliation of a person, or an invasion or violation of any person's reasonable expectation of privacy.
 4. Use of personal electronic devices in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of other persons, as determined by the building principal.
 5. When their use is otherwise prohibited by this policy or by school rules. The principal may, at his or her discretion, establish and enforce additional rules for the use of personal electronic devices appropriate to individual campus needs. School officials are encouraged to set guidelines for the use of such devices during school trips and extracurricular activities.

Exceptions. Students may possess and use personal electronic devices during instructional time or when otherwise prohibited, under the following circumstances:

1. When specifically authorized under a current individual education plan (IEP), a Section 504 accommodation plan, or a health care plan in force and effect regarding the student.
2. The use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" shall mean an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or property damage.
3. For instructional purposes in accordance with specific school procedures and under the direction of the school principal.

Violations

Students violating the policy shall be subject to disciplinary action up to and including suspension and expulsion. Personal electronic devices that are reasonably suspected of being used or possessed in violation of this Policy shall be subject to temporary confiscation by school authorities. Students shall be required to turn personal electronic devices over to any teacher or other school official upon request. Students who refuse to surrender a personal electronic device upon request by a teacher or other school official shall be subject to disciplinary action.

Loss or Damage. The District shall not be responsible for the loss, theft, or destruction of personal electronic devices brought onto school, or District property, or while the student is attending District or school-sponsored activities or events.

LEGAL ~~REF.~~ REF.:

C.R.S. 18-7-109 (*posting, possession, or exchange of a private image by a juvenile*)

CROSS REFS.:

JIC, Student Conduct

JK, Student Discipline

JS, Student Use of Technology Resources

Mesa County Valley School District 51

JICJ

**STUDENT USE OF CELL PHONES
AND OTHER PERSONAL ELECTRONIC DEVICES**

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Adopted: March 23, 2010

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