

Board of Education Mesa County Valley School District 51

Agenda

April 21, 2026

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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

Board of Education Business Meeting

5:00 PM

1. Call to Order/Roll Call
2. Agenda Approval
3. Executive Session
Pursuant to Section 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 / Moment of Silence
5. Meeting Minutes and Summary Approval
- 5.A. March 3, 2026 Board Work Session Minutes
- 5.B. March 24, 2026 Board Business Meeting Minutes
6. Recognitions
- 6.A. Braille Challenge Winner
- 6.B. MathCounts Nationals Qualifier
- 6.C. Middle School All-State Choir
- 6.D. Southwestern League Boys Basketball Player and Coach of the Year
- 6.E. D51 Masonic Teacher of the Year
- 6.F. D51 Leadership Class
7. Board Reports
- 7.A. Good Things
- 7.B. Committee/Activity Updates
8. D51 Happenings and Celebrations
9. Superintendent's Report
- 9.A. Legislative Report
- 9.B. Third Quarter Business / Investment Financials
- 9.C. More Social, Less Media Presentation
10. Audience Comments
11. Consent Agenda
- 11.A. Licensed and Administrative Personnel Action
- 11.B. Administrator New Hires
- 11.C. Gifts from the Public
- 11.D. Grants
12. Business Item
- 12.A. Policy KF - Community Use of School Facilities
2nd Reading / Adoption
13. Future Meeting Agenda Items
14. Future Meetings
- 14.A. May 5, 2026 Board Work Session, Harry Butler Board Room, 5:00 p.m.
Executive Session 4:00 p.m.
- 14.B. May 19, 2026 Board Business Meeting, Harry Butler Board Room, 5:00 p.m.
Executive Session 4:00 p.m.
15. Executive Session
Pursuant to Section 24-6-402(4)(h), Colorado Revised Statutes regarding the matter of individual student(s) for expulsion/appeal purposes and where public disclosure would adversely affect the person or persons involved.
16. Business Item
- 16.A. Expulsion Appeal
- 16.B. Expulsion Appeal (2)

17. Adjournment
18. Expulsion Report as of March 31, 2026

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.

Board of Education Resolution: 25/26: 73

Presented: April 21, 2026

Would Awnaleesa Sanchez please join me at the front of the room?

Awnaleesa, a 2nd grader at Lincoln Orchard Mesa, recently earned 1st place at the apprentice level in the 2026 Denver Metro Regional Braille Challenge. This competition brings together students who are blind or visually impaired to demonstrate their skills in braille literacy, including reading, comprehension, spelling, and proofreading, all under timed conditions.

The Braille Challenge is the only academic competition of its kind, with participants from across the United States and around the world. Awnaleesa's accomplishment is a reflection of the hard work she has put into developing these essential literacy skills, which open doors to academic success, future opportunities, and lifelong independence. It also speaks to the curiosity, determination, and positive spirit she brings to learning each day.

We also want to recognize Angela Sims, Teacher for the Visually Impaired, for her support and dedication in helping Awnaleesa reach this milestone.

The Board of Education and Superintendent Dr. Hill want to congratulate Awnaleesa on this well-earned recognition. We are so proud of you and all that you have accomplished!

Board of Education Resolution: 25/26: 74

Presented: April 21, 2026

Would Elise Donaldson please join me at the front of the room?

Elise is a 7th grade student at Redlands Middle School who is also participating in concurrent math coursework through Grand River Academy. She recently earned 1st place at the Colorado MATHCOUNTS Competition, held locally at Juniper Ridge, and went on to compete at the state tournament, placing among the top four students in Colorado. This achievement secured her a spot on the Colorado state team, and she will represent Colorado at the national competition this May.

MATHCOUNTS is a highly competitive, nationwide program for middle school students, that builds problem-solving skills through a series of rigorous rounds, including individual and team challenges focused on speed, accuracy, and mathematical reasoning.

Elise's accomplishment is especially notable, as she the first student from District 51 to earn a spot on the Colorado MATHCOUNTS national team. This achievement reflects not only her exceptional mathematical ability, but also her dedication, perseverance, and willingness to challenge herself at the highest level.

The Board of Education and Superintendent Dr. Hill would like to recognize Elise for this incredible accomplishment and wish her the best as she represents Colorado on the national stage.

Board of Education Resolution: 25/26: 75

Presented: April 21, 2026

Would the students and directors from Independence Academy involved in this year's Middle School All-State Choir please join me at the front?

The Middle School All-State Choir features some of Colorado's top young vocalists and helps prepare students for advanced music opportunities in high school and beyond. Open only to seventh and eighth graders, the selection process is highly competitive and includes a rigorous audition and a director's recommendation, confirming each student's readiness to perform at a high level.

This year, two Independence Academy students were selected for the All-State Choir Festival.

The Board of Education and Superintendent Dr. Hill congratulate these students on their dedication and achievement in the vocal arts. We also extend our appreciation to their directors for their continued support and leadership in guiding and inspiring these talented students throughout the year.

Director Leah Skelton

Lucinda DeFord, 7th Grade

Ginny Lewis, 8th Grade

Board of Education Resolution: 24/25: 76

Presented: April 21, 2026

Would Jhett Wells and Coach Johnson please join me at the front of the room?

Jhett, a senior at Fruita Monument High School, was named the 2025–26 Southwestern League Boys Basketball Player of the Year, while Grand Junction High School boys basketball coach Dutch Johnson was recognized as Coach of the Year.

This year, Fruita Monument Boys Basketball delivered a standout season, finishing the regular season 17–7, capturing a league championship, and earning a spot among Colorado’s top 10 teams in the 6A classification. The Wildcats were led by standout performances from Jhett, who has established himself as one of the top players in the state. A three-time Southwestern League Player of the Year, earning the honor in back-to-back-to-back seasons, Jhett continuously delivered dominant performances, including a 38-point game in a key rivalry matchup. He also set a new school record with an impressive 51-point game and will continue his academic and athletic career at Western Colorado University.

Coach Johnson led Grand Junction High School to an outstanding 21–5 season, advancing to the Class 5A “Great 8” state playoffs. He is widely respected for his leadership and the positive impact he has on his student-athletes. Under his guidance, the Tigers consistently compete at a high level while demonstrating discipline, resilience, and strong character.

The Board of Education and Superintendent Dr. Hill congratulate Jhett and Coach Johnson on an incredible season and thank them for representing District 51 with pride, leadership, and excellence. We look forward to your success in the upcoming seasons!

Board of Education Resolution: 25/26: 77

Presented: April 21, 2026

Would Sutton Casey please join me at the front of the room?

Each year, the Fraternity of Free and Accepted Masons of Colorado hosts the Masonic Public Schools Awards Ceremony to recognize exceptional educators and students throughout the Grand Valley. This long-standing tradition honors academic achievement, leadership, and a commitment to public education.

Tonight, we'd like to recognize Sutton Casey of R-5 High School, who was named Outstanding D51 Educator of the Year. Mrs. Casey has dedicated more than three decades to District 51, bringing a deep passion for supporting all students, especially through her work with the R-5 High School Young Parents Program, where she connects teen parents with resources to help them succeed. She brings creativity and care into her classroom, from teaching students to sew and give back to others, to leading projects that foster connection and support for peers. Through strong community partnerships and a commitment to kindness, Mrs. Casey creates an environment where students feel valued, empowered, and inspired.

We're proud to recognize our outstanding educators for the difference they make in their classrooms, in their schools, and throughout the D51 community. And a special thank you to our *Engaged & Supportive Community Partners* at the local Masonic Lodge for helping highlight the incredible work happening across our schools.

The Board of Education and Superintendent Dr. Hill congratulate Mrs. Casey on this well-deserved recognition. Thank you for going above and beyond for your students and for being such a great example of the heart, talent, and impact of D51 educators.

Board of Education Resolution: 25/26: 78

Presented: April 21, 2026

Would the individuals present from this year's Leadership D51 Cohort please join me at the front of the room?

Over the past seven months, this group has participated in the District's annual Leadership D51 program, designed to connect community leaders with the work happening across our schools. Through open dialogue and collaboration, participants gained a deeper understanding of District 51, strengthened relationships that support student opportunities and well-being, and explored ways to partner in advancing the District's Strategic Plan.

This year's cohort of 20 business and community leaders met regularly throughout five sessions, building meaningful connections and insight into the day-to-day operations of our district. As alumni of the program, they now serve as engaged and supportive community partners, helping to strengthen opportunities for our students and schools.

The Board of Education and Superintendent Dr. Hill extend their appreciation to each participant and their organizations for their time, commitment, and partnership. When our schools are strong, our community is strong, and we are grateful for the role each of you plays in supporting District 51.

- Rick Reynolds
- Hank Braxtan
- Chelsea McCormick
- Joya Boyd
- Scott Cotton
- Sara Fletcher
- Tina Ross
- Amanda Chipchase
- Ivy Archuleta
- Luke Feather
- Kelsey Wells
- Richie Ann Ashcraft
- Loren Tippen
- Bronson Henriques
- Maria Watson
- Melissa Calhoon
- Michelle Capp
- Shannon Gerdes
- Johanna Vanwaveran

2025-26

3rd Quarter Business/Investment Reports

3rd Quarter Financials

Reviewed by Fiscal Oversight Committee

- **General Fund:**

- Revenues

- 71% of budgeted revenues received
 - Last year: 74% - slight shift due to split between state/local funding, still expecting revenues in line with readopted budget by June 30th
 - Projecting EOY revenues at 99.9% of budget

- Expenditures

- 72% of budgeted expenditures spent
 - Last year: 73%
 - 2nd COLA in-lieu payment to staff to be paid in May
 - Projecting EOY expenditures at 99.47% of budget
 - Position vacancies, reductions a factor

3rd Quarter Financials

Projected General Fund Ending Balance:

- Projected TABOR reserve requirement: \$8.4m
- Unassigned: \$4.5m
- Committed Requirement - 20% of Net Expenditures: \$50m
- Unassigned and Committed: Projected at 21.8% of Net Expenditures

Reference -

Current budget, average monthly salary/benefit costs:

$$\$16.7\text{m} \times 3 \text{ months} = \$50\text{m}$$

Current budget, average monthly operating costs:

$$\$21\text{m} \times 3 \text{ months} = \$63\text{m}$$

3rd Quarter Financials

Expected Continued Pressures:

Federal - April 3rd Presidential Budget Request for FY2027 once again proposes federal grant program reduction/elimination:

Title II - Reduction and consolidation into a block grant

Title III - Elimination

Title I Part C - Elimination

State - Possibility of mid-year funding rescission if revenue projections aren't met/economic conditions deteriorate

Local - Continued need to manage declines in student enrollment
Uncertainty around future local control of Specific Ownership collections

Other Funds

- **Highlight: Medical Fund (Fund 62)**

- Utilization of Samaritan program helping to limit cost of high dollar claims to plan
- Shifting pharmaceutical sourcing also seeing cost savings to plan
- *Still expecting no increase to medical insurance premiums for employees or district in 2027 plan year*

- **Monitoring: Risk Management (Fund 64)**

- Increased transfer to General Fund in readopted budget from \$1.5m to \$2m
- Fund is still expected to use about half of reserves by year end
- Transfer from General Fund has not kept pace with rising costs for property/liability insurance costs and staffing costs
- Will need to plan to increase transfer again in FY2026-27 budget

Looking Ahead: 2026-27

- School Finance under consideration
 - ✚ Avoids the reintroduction of Budget Stabilization Factor and the reductions that were proposed through changes to Specific Ownership
 - Utilizes one-time reserve dollars to pay for statutorily required increases to categoricals, such as Special Education, ELL, and at-risk
 - Next year:
 - 2.3% inflation
 - Maintains planned 30% phase-in of the new finance formula
 - Drops student count averaging to 3 years
 - Hold harmless to 2024-25 funding at 5 year averaged student count expected
 - **Anticipating a revenue decrease of ~\$355k from current budget**
- Continuing to work through the budget process while awaiting final funding levels
- Colorado's legislative session set to adjourn no later than May 13th

2025-26

3rd Quarter Business/Investment Reports

More Social, Less Media 2.0

Board Business Meeting



Research Review



Staff Engagement



Policy Next Steps



EdTech & AI Analysis

What We're Covering Tonight

01



A Look Back & Current Research

Evidence for bell-to-bell cellphone policies

02



Staff Engagement & Survey Results

Where our high school staff stand

03



Policy Update & Next Steps

Proposed direction for school board action

04



EdTech & AI in the Classroom

Ongoing analysis and recommended adjustments

01

A Look Back & Current Research

What the evidence tells us about phones & learning

D[★]51

MORE
SOCIAL
LESS
MEDIA

2.0

**MORE SOCIAL, LESS
MEDIA: A LOOK BACK
TO LOOK FORWARD**

Teenagers' daily screen time



9
hours

Note: U.S. teens. Includes an average of 5 hours daily on social media (girls 5.3 hours, boys 4.4 hours) plus other screen time. Sources: Gallup; Common Sense Media.

The latest numbers are that U.S. teenagers spend an average of 9 hours a day on screens. This includes 5 hours on social media, plus 4 hours of other screen time.

Adolescents who spend more than **3 hours a day** on social media **face 2x the risk** of anxiety and depression symptoms.

And the average daily use in this age group, as of the summer of 2023, was **4.8 hours**.

— U.S. Surgeon General Vivek Murthy

Daily Time with Friends, by Age Group

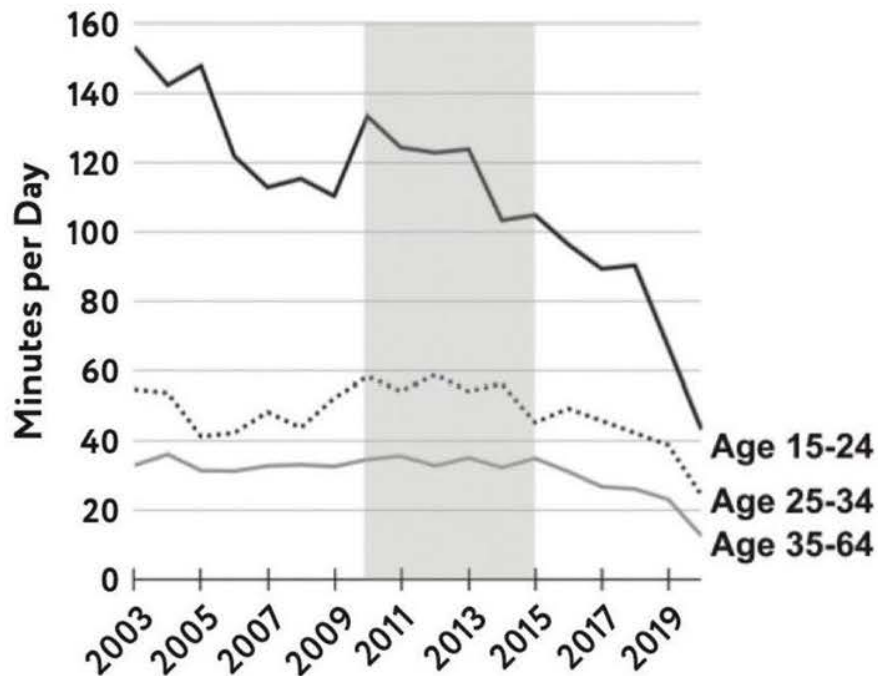


Figure 5.1. Daily average time spent with friends in minutes. Only the youngest age group shows a sharp drop before the 2020 data collection, which was performed after COVID restrictions had begun. (Source: American Time Use Study.)¹⁹

Harm #1: Social Deprivation – “Children need a lot of time to play with each other, face to face, to foster social development. Teens who spend more time using social media are more likely to suffer from depression, anxiety, and other disorders, while teens who spend more time with groups of young people have better mental health.”

Teens Who Get Less Than 7 Hours of Sleep

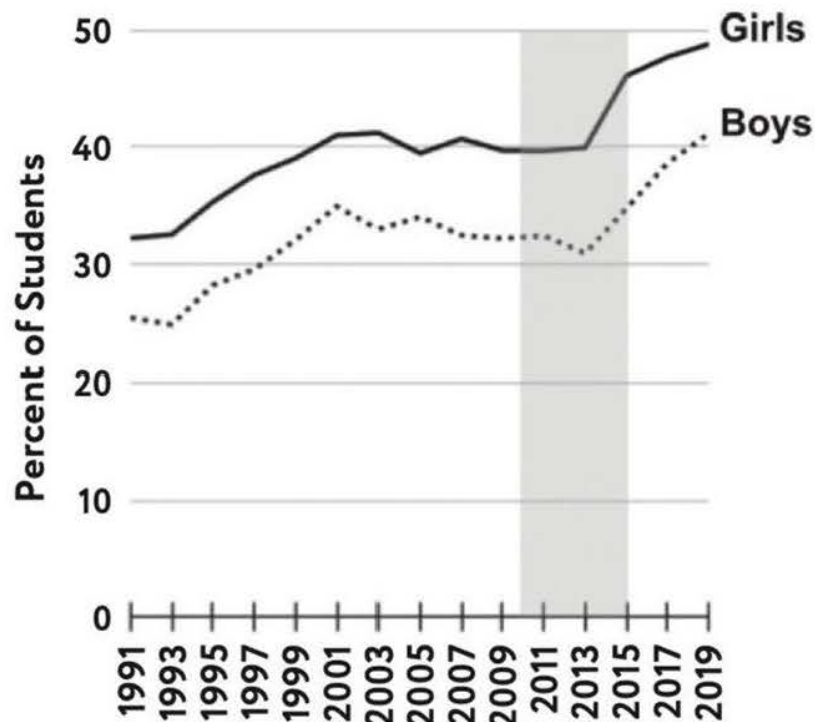


Figure 5.2. Percent of U.S. students (8th, 10th, and 12th grade) who get less than seven hours of sleep on most nights. (Source: Monitoring the Future.)³³

Harm #2: Sleep Deprivation – “Sleep-deprived teens can’t concentrate, focus, or remember as well as teens who get sufficient sleep. There are significant associations between high social media use and poor sleep, and also between high social media use and poor mental health outcomes.”

Harm #3: Attention Fragmentation

“Smartphones are kryptonite for attention. Many adolescents get hundreds of notifications per day, meaning that they rarely have five or ten minutes to think without an interruption.”



Harm #4: Addiction

“The developers of the most successful social media apps used advanced behaviorist techniques to “hook” children into becoming heavy users of their products.”



“No one wakes up thinking they want to maximize the number of times they open Instagram that day. But that’s exactly what our product teams are trying to do.”

– Max Eulenstein, Meta VP of Product,
internal email on Jan 26, 2021

“We’re basically pushers...
We’re causing reward deficit
disorder, because people
are binging on Instagram
so much they can’t feel
the reward.”

— internal message from an Instagram
employee, one of a trove of company
documents seeing the light of day during
the LA social media trial

[REDACTED] (5/04/2017 10:20:50 PDT):
>on good, we're going after <13 year olds now?

[REDACTED] (5/04/2017 10:21:12 PDT):
>zuck has been talking about that for a while

[REDACTED] (5/04/2017 10:21:37 PDT):
>yeah it was gross the last time he mentioned it

In 2024, Zuckerberg said to Congress,
“We are on the side of parents everywhere
working hard to raise their kids.”

That wasn't, and isn't, true.

“It’s a social-validation feedback loop ... exactly the kind of thing that a hacker like myself would come up with, because you’re exploiting a vulnerability in human psychology. The inventors, creators — it’s me, it’s Mark, it’s Kevin Systrom on Instagram, it’s all of these people — understood this consciously. And we did it anyway.”

– Sean Parker, founding president of Facebook who drove early design and user experience

Satisfied with Oneself

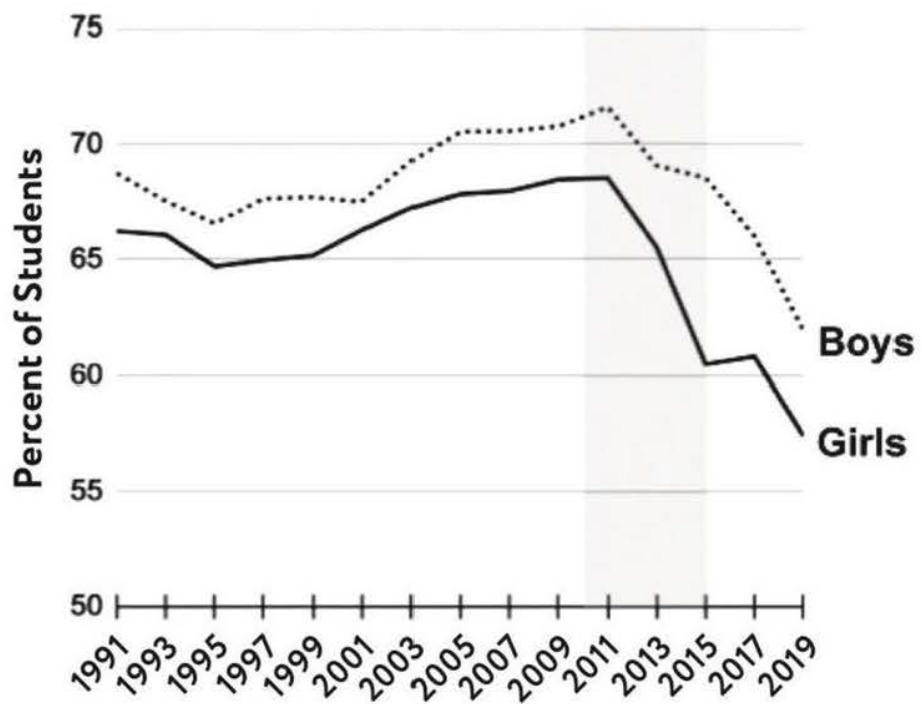


Figure 6.5. The sociometer plunge of 2012. Percent of U.S. students (8th, 10th, and 12th grade) who said they were satisfied with themselves. (Source: Monitoring the Future.)

“Girls are especially vulnerable to harm from constant social comparison because they suffer from higher rates of one kind of perfectionism: socially prescribed perfectionism, where a person feels they must live up to very high expectations prescribed by others, or by society at large.”

Often Feel Lonely

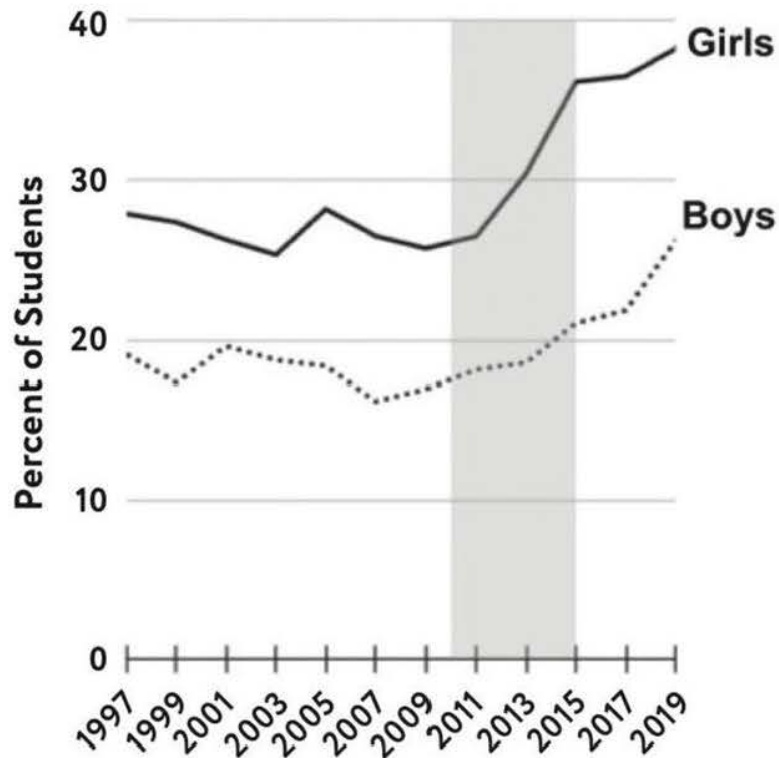
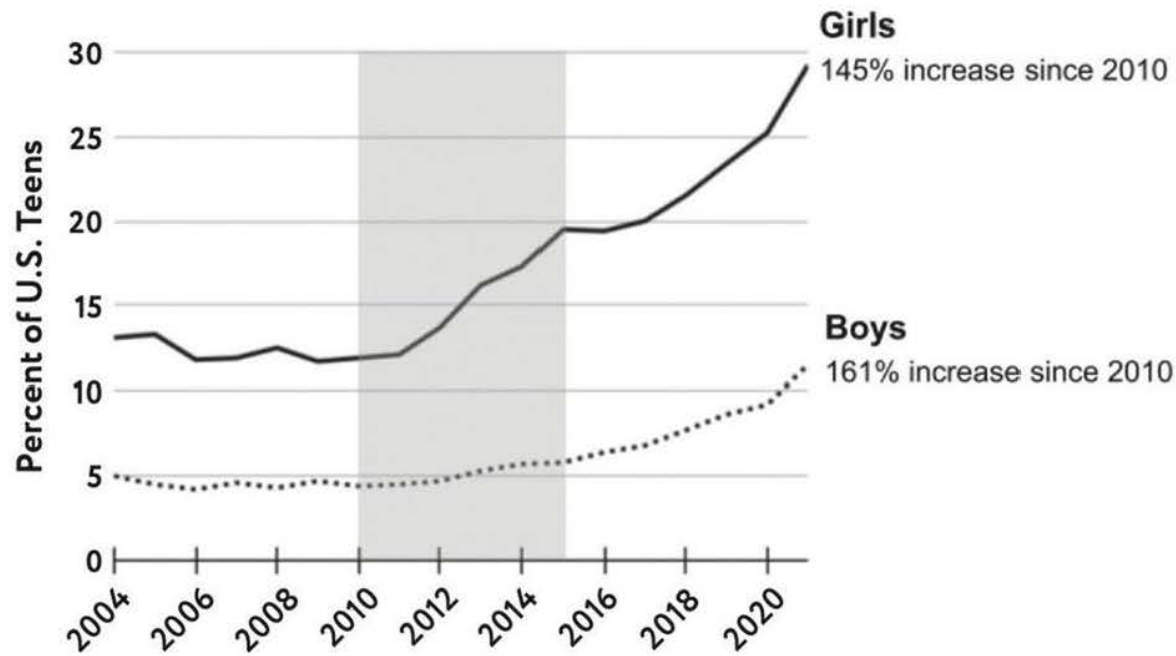


Figure 6.7. Percent of U.S. students (8th, 10th, and 12th grade) who agreed or mostly agreed with the statement “A lot of times I feel lonely.” (Source: Monitoring the Future.)

“This is the great irony of social media: the more you immerse yourself in it, the more lonely and depressed you become. This is true both at the individual level and at the collective level. When teens as a whole cut back on hanging out and doing things together in the real world, their culture changed. Their communion needs were left unsatisfied – even for those few teens who were not on social media.”

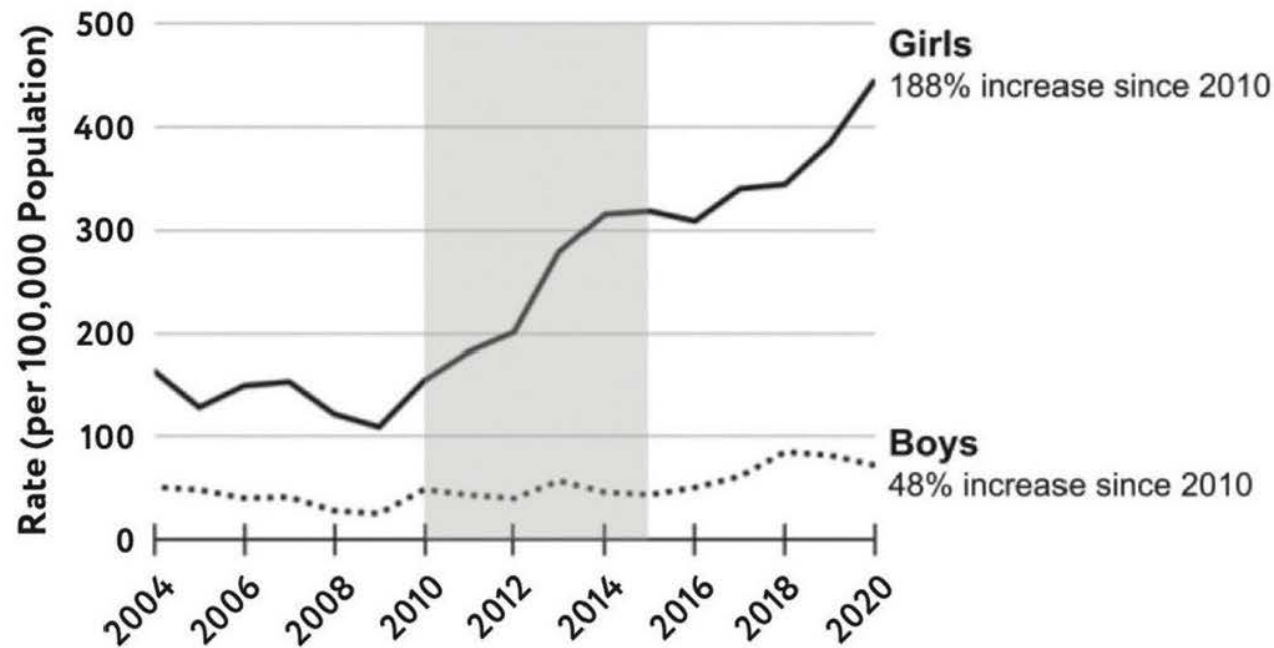
Major Depression Among Teens



“You can see a sudden and very large upturn in major depressive episodes, beginning around 2012. Depression became roughly two and a half times more prevalent.”

Figure 1.1. Percent of U.S. teens (ages 12–17) who had at least one major depressive episode in the past year, by self-report based on a symptom checklist. This was figure 7.1 in *The Coddling of the American Mind*, now updated with data beyond 2016. (Source: U.S. National Survey on Drug Use and Health.)³

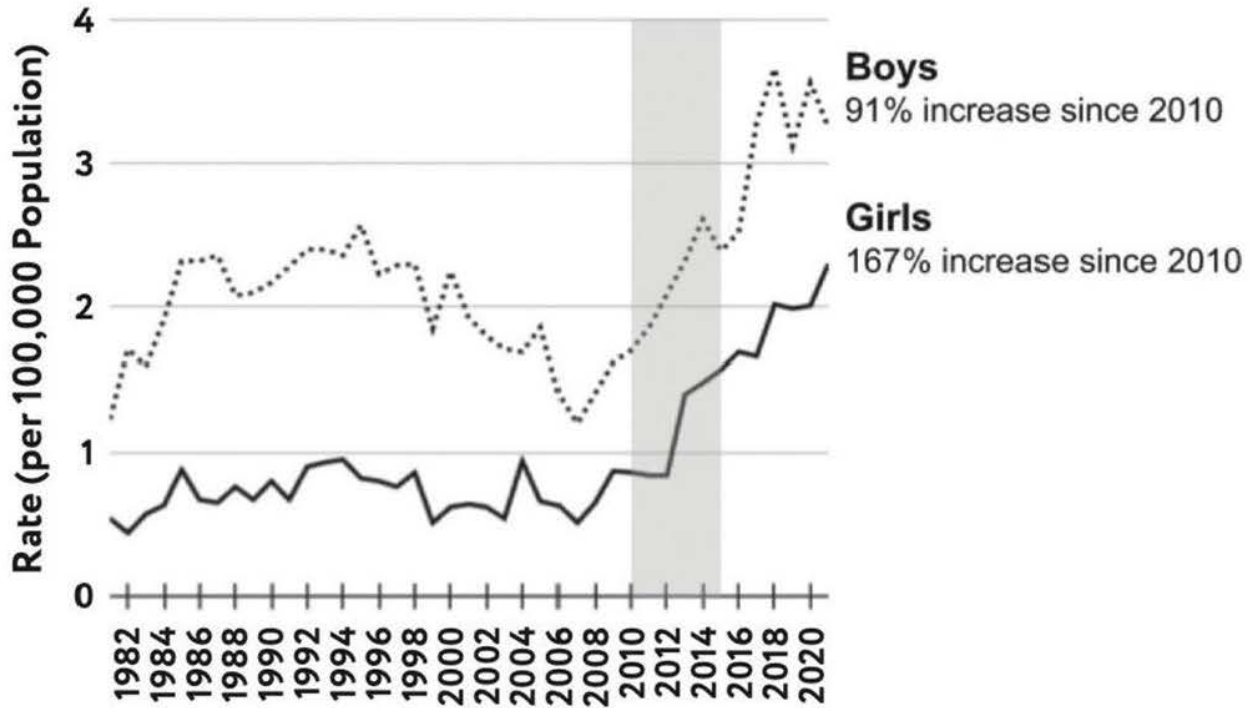
Emergency Room Visits for Self-Harm



“The rate of self-harm for these young adolescent girls nearly tripled from 2010 to 2020. The rate for older girls (ages 15-19) doubled, while the rate for women over 24 actually went down.”

Figure 1.4. The rate per 100,000 in the U.S. population at which adolescents (ages 10-14) are treated in hospital emergency rooms for nonfatal self-injury. (Source: U.S. Centers for Disease Control, National Center for Injury Prevention and Control.)²⁰

Suicide Rates for Younger Adolescents



“Adolescent suicide in the US shows a tie trend generally similar to depression, anxiety, and self-harm, although the period of rapid increase begins a few years earlier. The pairing of self-reported suffering with behavioral changes tells us that something big changed in the lives of adolescents in the early 2010’s, perhaps beginning in the late 2000’s.”

Figure 1.5. Suicide rates for U.S. adolescents, ages 10–14. (Source: U.S. Centers for Disease Control, National Center for Injury Prevention and Control.)²²

Our Goal In District 51

To better create sustained access to attention—fostering spaces and build spaces that maximize learning and thriving in our schools.





D51

MORE
SOCIAL
LESS
MEDIA

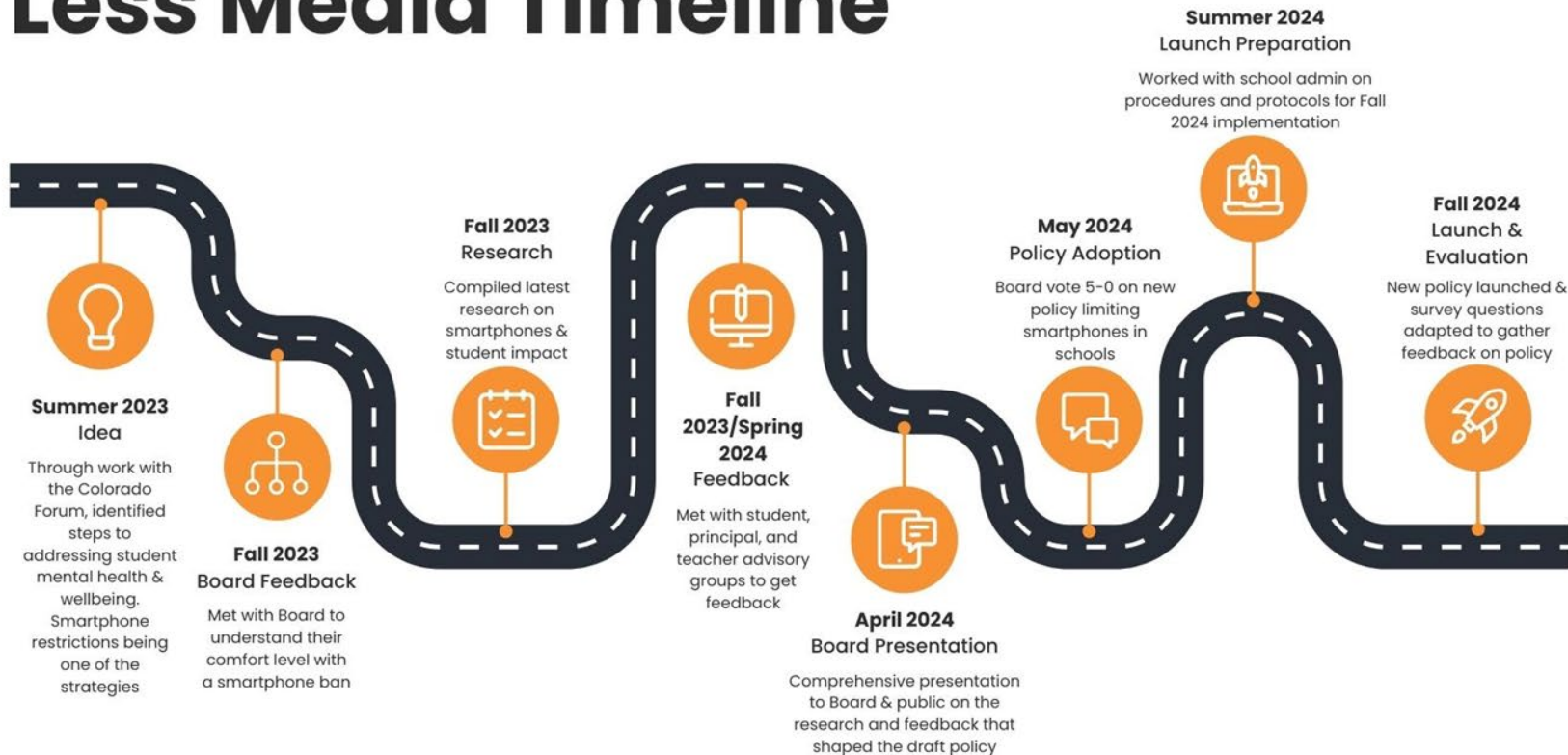
D51

MORE
SOCIAL
LESS
MEDIA

D51

MORE
SOCIAL
LESS
MEDIA

More Social, Less Media Timeline





COLORADO
FORUM



WESTERN COLORADO
COMMUNITY FOUNDATION
LEAVE YOUR MARK...Charitable Funds for Community Good

**LEARN
MORE**



COLLECTIVE ACTION:

**ACTION TAKEN
TOGETHER BY A GROUP
OF PEOPLE WHOSE GOAL
IS TO ENHANCE THEIR
CONDITION AND
ACHIEVE A COMMON
OBJECTIVE.**

Updated Policy



PreK-8th Grade

Students in grades PreK-8 are prohibited from using personal electronic devices on school premises during the designated school day. The school day includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, 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.



9th-12th Grade

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.



Additional Details

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.

Violation of the policy shall result in temporary confiscation of the device, and violation of the policy shall be subject to disciplinary action.

There are exceptions that are outlined in the policy.

CELLPHONE POLICY IN SCHOOLS: BELL-TO-BELL vs. PARTIAL BAN

BELL-TO-BELL BAN

VS

PARTIAL BAN (CLASS ONLY)



Phone away from sight eliminates the "brain drain" effect — working memory fully available for learning (Ward et al., 2017). Haidt: even a face-down phone taxes attention.

Cognition



Phone present during passing periods and lunch re-activates distraction loops before class resumes. The cognitive cost resets every time a student picks it up.



London School of Economics: test scores rose ~6% overall, up to 14% for low-achieving students, in schools with complete bans. Benefits compound over a full school year.

Academics



Studies show no measurable academic gains when phones are permitted outside of class. Students simply shift distraction time to hallways and lunch.



Bell-to-bell creates phone-free social time — students actually talk face-to-face during passing periods and lunch. Haidt: unstructured, in-person interaction is critical for adolescent development.

Social



Allowing phones during non-class time means students remain isolated on devices during the moments most valuable for building peer relationships and social skills.



Reduced exposure to social comparison, notifications, and cyberbullying during the school day. Murphy & Beland: disciplinary incidents and bullying drop significantly under complete bans.

Mental Health



Mental health benefits are blunted when phones return during unstructured time — peak social comparison and anxiety-driving behavior occurs at lunch and between classes.



Haidt and LSE: disadvantaged students benefit most from complete bans. Levels the playing field when all students are equally protected from distraction and social pressure.

Equity



Partial bans may unintentionally preserve inequity — students with less family support or more social media dependency get no protected break during the school day.

Phones in Schools: What the Research Shows

20%

avg. decline in test scores
when phones are accessible
(London School of Economics)

2012

year U.S. student achievement
begins declining as smartphones
become ubiquitous (NAEP data)

4x

more likely to be off-task
when a phone is visible—
even face-down (Thornton et al.)

Cognitive Load & Attention

- Even a silent, face-down phone reduces available working memory
- Haidt & Rausch: adolescent brains are disproportionately disrupted by phone presence
- Horvath: retrieval practice and deep reading are undermined by device access

Social & Emotional Impact

- Reduced face-to-face interaction during unstructured time
- Increased anxiety and social comparison tied to in-school phone access
- Jonathan Haidt: bell-to-bell bans among most effective structural interventions

What Bell-to-Bell Policies Actually Change



Academic Performance

Studies show meaningful gains in test scores and classroom engagement within one semester of a comprehensive ban

Peer Relationships

Students report more in-person conversation and stronger social connection during passing periods and lunch



Mental Health

Lower reported anxiety levels; reduced social comparison and cyberbullying incidents during school hours

Teacher Effectiveness

Teachers report less redirection time, more instructional momentum, and reduced friction in the classroom



Equity

Students from lower-income households benefit most—they are less likely to have alternative academic support

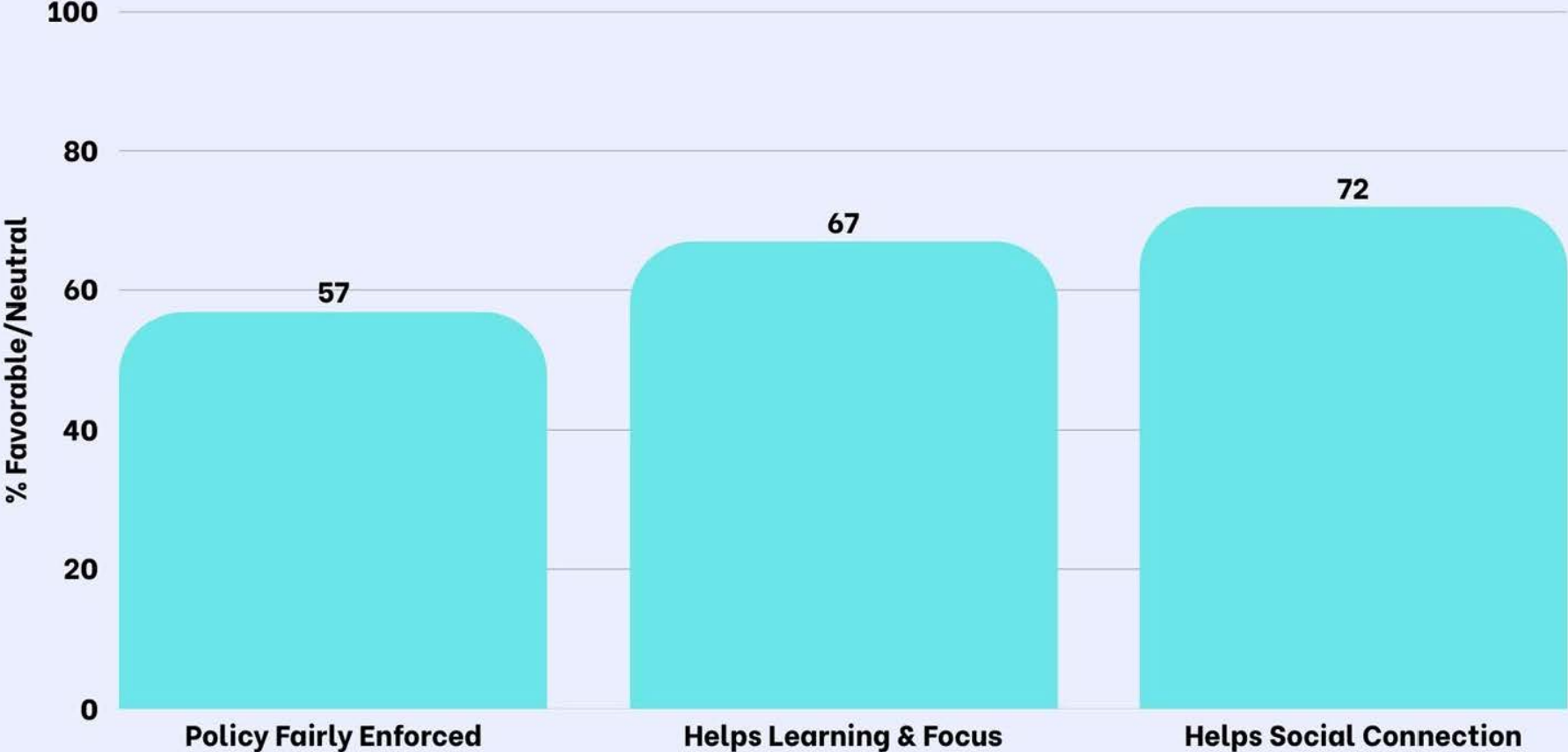


District Momentum

Our elementary and middle schools are already seeing results—expanding to high schools builds a coherent K-12 approach

SECONDARY STUDENT PANORAMA SURVEY

● Spring 2025



STAFF PANORAMA SURVEY

● Spring 2025 ● Winter 2025



FAMILY PANORAMA SURVEY

● Winter 2024 ● Fall 2025



02

Staff Engagement

Listening to our high school educators

How We Engaged High School Staff



Communication

Shared research and rationale with all high school administrators prior to survey



High School Principal Feedback

Facilitated conversation with principals at each high school — what's working, what concerns exist, would they support bell-to-bell?



Staff Survey

Deployed a structured survey to all high school staff to gauge readiness and surface barriers



Admin Alignment

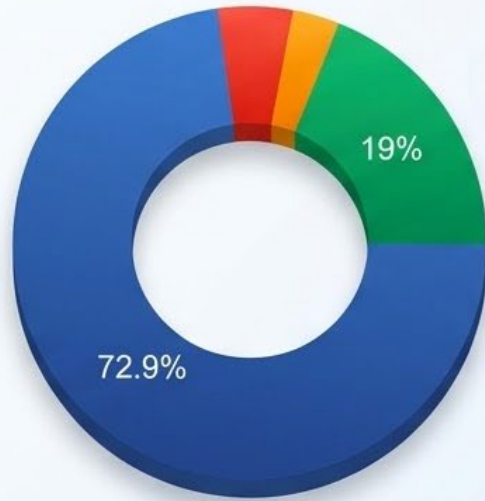
Dedicated principal meeting to review MS experience and collaboratively plan a HS rollout approach

**SHOULD WE IMPLEMENT A
CONSISTENT PRE-K-12
PERSONAL ELECTRONIC
DEVICE POLICY?**

High School Staff Survey Results

Role

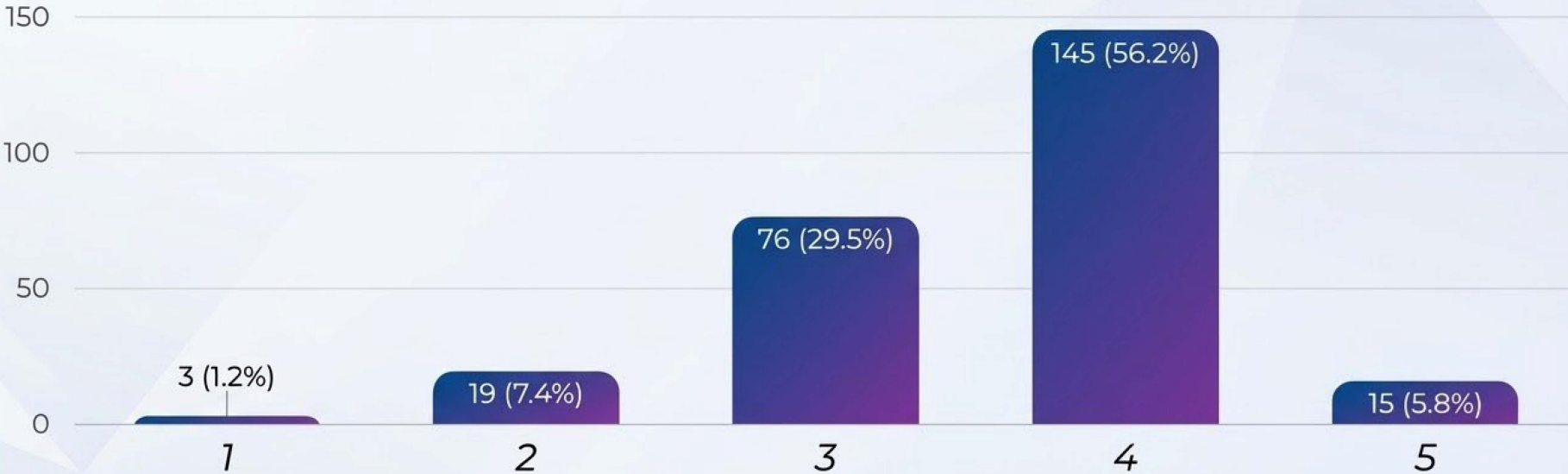
258 responses



- Classroom Teacher
- Administrator
- Counselor
- Other Staff

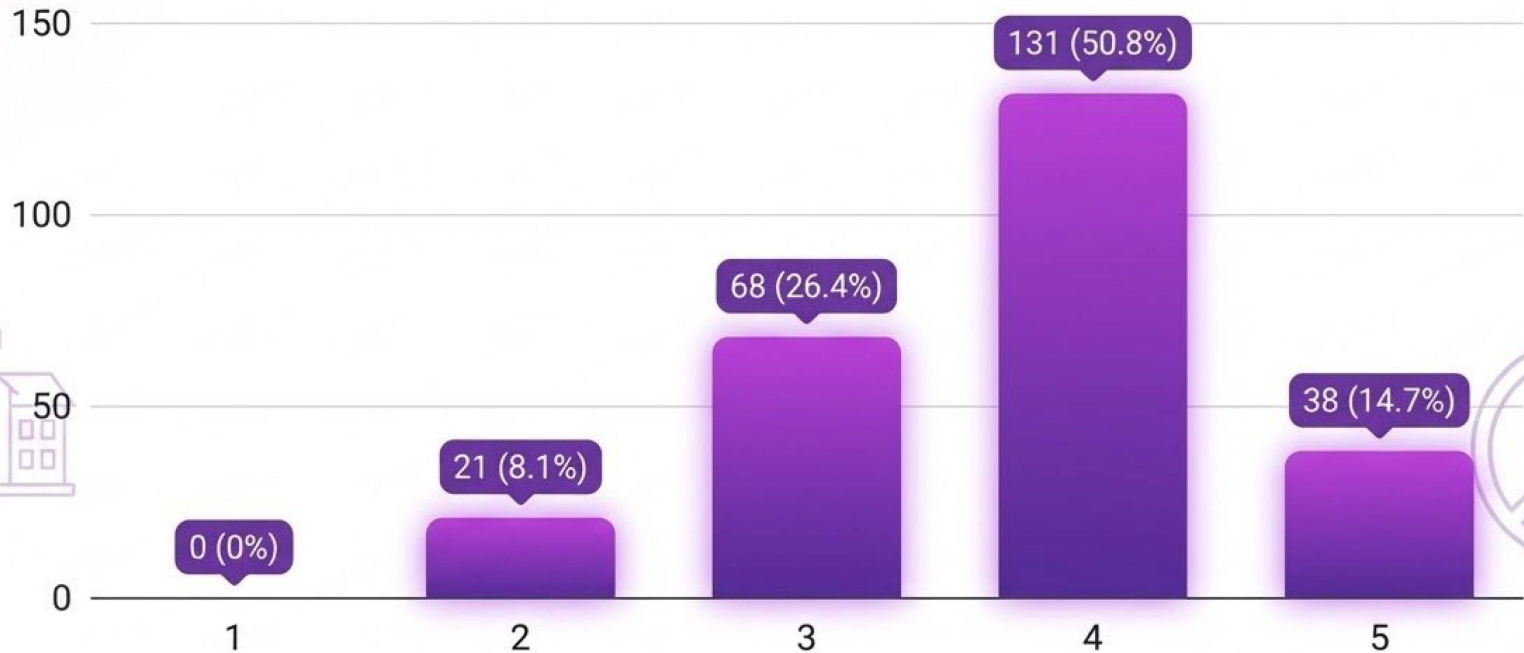
On a scale of 1 to 5, how well is the current cellphone policy being followed by students at your school?

258 responses



On a scale of 1 to 5, how well is the current cellphone policy being enforced by staff at your school?

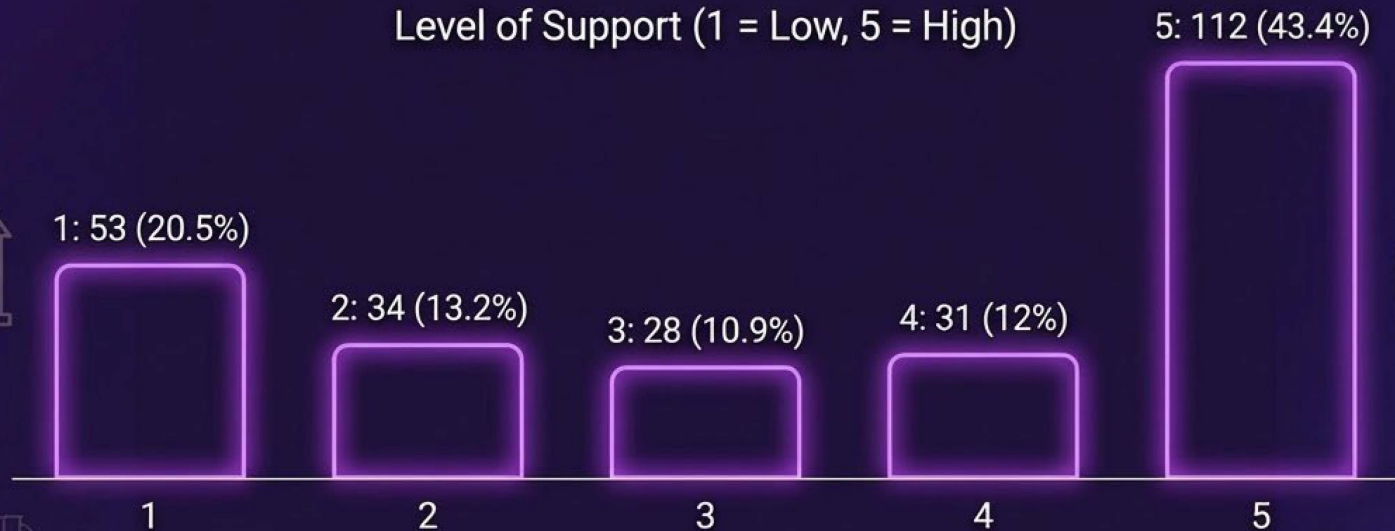
258 responses



Support for Consistent Bell-to-Bell Cellphone Restriction Policy (PreK-12)

Current policy is inconsistent. This proposal asks for support to move to a consistent PreK-12 policy, restricting cellphone use inside school buildings (bell-to-bell), with exceptions for off-campus times like lunch.

Level of Support (1 = Low, 5 = High)



PROS



Consistency and Clarity: Implementing a bell-to-bell ban across PreK-12 would create clear, consistent, and universal expectations and rules for students, staff, and parents, eliminating “gray areas” and making enforcement simpler and more effective.



Increased Focus and Engagement: Removing cell phone distractions entirely would lead to increased student focus, in to academics, better cognition, and less time lost to managing phones or being for class.



Improved Social Interaction and Mental Health: Students would be encouraged to engage more with each other-face during non-class times (passing periods, lunch), which could improve in-person communication skills and reduce issues to social media, cyberbullying, drama, and anxiety.



Easier Teacher Management: Significantly reduces reduce the constant small management tasks, power struggles, and fatigue teacher to fatigue, freeing up class time and providing better support, support for enforcement.



Preparation for Post-Secondary Life: Helps students manage without constant phone access, preparing them for workplaces tasks and developing responsible technology use.

CONS



Enforcement and Staff Workload: The greatest concern is the difficulty of enforcing a bell-to-bell ban at the high school level, especially during passing periods and lunch, with respondents noting insufficient staff for monitoring, potential non-compliance from both students and staff, and an increase in teachers' and administration's workload due to policing and discipline.



Student and Parent Pushback: Many foresee significant pushback and conflict from both students and parents who are accustomed to immediate contact, potentially leading to increased student behaviors, disciplinary issues, or students choosing to leave the district for online schooling.



Real-World Skills and Responsibility: A major theme is the belief that high school students, as young adults preparing for college and the workforce, need to learn self-regulation, responsibility, and appropriate use of technology, which a total ban prevents, effectively treating them like younger children.



Communication for Adult Responsibilities: High schoolers have adult-like responsibilities (jobs, college registration, family/childcare, extracurriculars, medical needs, emergencies, transportation) that require access to their phones for communication with parents, employers, and others during breaks and non-instructional time.



Logistical Challenges: Logistical issues include managing phone storage for a large student body (e.g., using Yonder pouches), the chaos of students retrieving phones for open-campus lunch or concurrent enrollment, and the potential for increased skipping or use of other devices (Chromebooks) as replacements.

STUDENT FEEDBACK

PROS



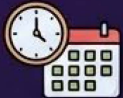
More social interaction at school



More focus on learning in the classroom



Less bullying



Consistency throughout the day

General feeling from students was that even if they didn't necessarily like the change, they understood why and would support it like any other procedural change.

CONS



Inaccessible (family, work, coaches, clubs)



Students will find ways around it



Doesn't teach students responsibility

03

Policy Update & Next Steps

Moving toward bell-to-bell district-wide

Proposed Policy Update

CURRENT POLICY

- Elementary Schools: bell-to-bell ban ✓
- Middle Schools: bell-to-bell ban ✓
- High Schools: phones banned during class only
- High School students may use phones during passing periods, lunch, before/after school



PROPOSED POLICY

- ALL schools: bell-to-bell ban — phones away from first bell to last
- Phones stored in backpacks, lockers, or designated pouches during school hours
- Exceptions: medical necessity, 504/IEP accommodations, emergency
- Consistent enforcement structure across all campuses and staff

Path to Full Implementation

Now → Spring

- Present research & staff data to board
- Board discussion and policy revision
- Formal adoption vote in May

Spring Semester

- Parent and community communication plan
- Student awareness campaign
- Staff professional development

Summer 2025

- Finalize enforcement protocols at each HS
- Determine alternative phone storage solutions, if necessary
- Train staff and review procedures

Fall 2025 (Day 1)

- Bell-to-bell in effect at all schools, PreK-12
- Monitor and support consistent implementation
- Collect data for mid-year review

04

EdTech & AI in the Classroom

Analyzing what's working — and what needs to change

**WHAT ABOUT OTHER
TECH & EDTECH?**



MR. CRUZ
CHAIRMAN

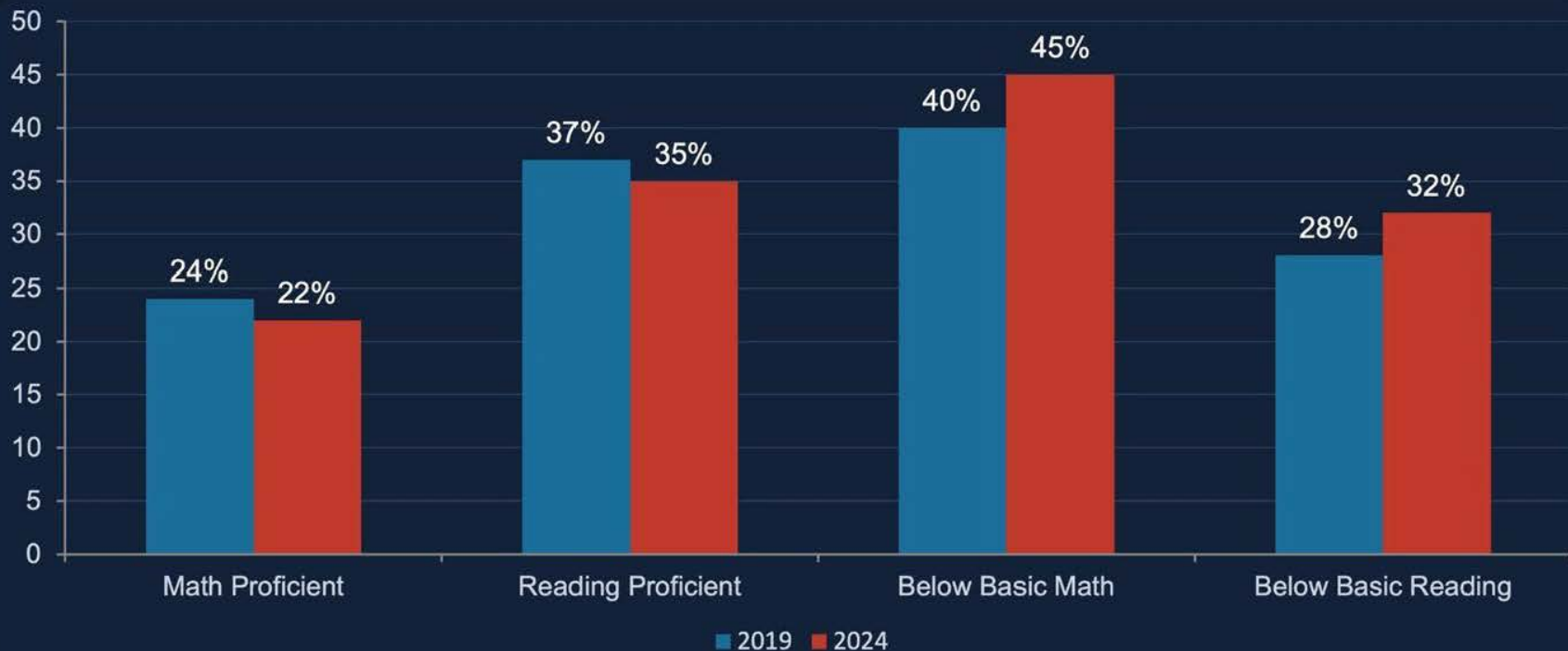
MS. CANTWELL
RANKING MEMBER



0:00 / 4:56

THE TREND

NAEP 12th Grade Proficiency (2019 vs. 2024)



THE DIVERGENCE

EdTech Adoption vs. Academic Performance (2010–2024)



The Pivot Point

2012

The year NAEP scores peaked. Coincides with mass rollout of 1:1 iPad and Chromebook programs across U.S. school districts.

3 Mechanisms by Which EdTech Harms Learning

01

Attention Fragmentation

Screens break sustained focused attention — the cognitive gateway to deep learning. Students with a device open could not maintain on-task focus for even 6 minutes.

02

Peer Distraction

PISA 2022: 25% of students reported being distracted by other students' devices in most or every class, describing it as disrupting the lesson flow.

03

Displacement of Connection

Devices displace the social-emotional interactions and human connection that are irreplaceable for development. Screen time crowds out reading, play, and conversation.

JONATHAN HAIDT

Social Psychologist · NYU Stern School of Business



EdTech harms education. Putting a computer or tablet on a kid's desk — the one-to-one devices — harms education. I'm increasingly confident about that. The distraction effects are enormous. They swamp any possible benefit.

The Anxious Generation (2024) · After Babel Substack · NYU Stern

Haidt's research shows school loneliness was stable globally until ~2012, then rose sharply as smartphones and 1:1 device programs entered classrooms.

DR. JARED COONEY HORVATH

Neuroscientist · University of Melbourne / Harvard · *The Digital Delusion* (2025)



In nearly every context, EdTech doesn't come close to the minimum threshold for meaningful learning impact. For the first time in the history of standardized cognitive measurement, children are consistently scoring lower on key measures of cognitive development.

Meta-Analysis Finding

After reviewing tens of thousands of studies: General 1:1 EdTech showed negative or negligible effects in the overwhelming majority of cases. Narrow adaptive drills showed some modest gains in limited skills. Stanford's 2024 review of 119 early-literacy app studies found minimal meaningful impact.

DECISION MAKING SPECTRUM

Knowing the new research on the impact of edtech on learning, there are two ends of the decision making spectrum.

**GET RID OF
ALL EDTECH**



**HEAD IN THE SAND AND
IGNORE THE DATA**



**WHAT IS THE VISION
FOR EDTECH IN D51?**

Classroom Technology Self-Study: 2025-26

We want learning environments where students are thinking, talking, collaborating, and engaging deeply — not passively consuming screens.

1:1 Device Use

- Frequency, duration, and purpose of Chromebook use during instruction
- When do devices enhance learning vs. compete with student-centered practice?
- Curriculum dependencies: Lexia, DreamBox, HMH, Amplify

Passive Screen Exposure

- Smartboards, display panels, and projections on without direct instructional purpose
- When do screens displace student discourse and interaction?
- Elementary focus; extended to middle and high school

Elementary Outdoor Play

- Scheduled vs. actual minutes of outdoor play and recess by grade
- Alignment with BOE policies ADF and ADF-R
- Whole-child well-being and real-world social interaction

What We're Doing and When

Dec - Jan

Gathering & Analyzing Data

- Communicate scope to building leaders via DLT
- Elementary: Outdoor play minutes + lunch routine audit (ADF/ADF-R)
- Elem, MS, HS: Device use + passive screen walkthroughs, surveys

Jan - Mar

Communicating Findings & Next Steps

- January and February Level Meetings: share initial findings, gather leadership input
- March Leadership Academy: preview new guidance and 2026–27 expectations

Apr - Aug

Implementing Expectations

- May and July Leadership Institute: orient leaders and ILTs to new technology guidance
- Parent and student-facing communications distributed
- Back-to-school inservice: all staff commit to new technology expectations

Common 2026-2027 Expectations & Guidance



Expectation

Turn off passive screens when not used for a purpose connected to the learning



Expectation

Screens closed during interactions (increase peer-to-peer interaction)



Guidance

Intentional screen use (e.g. for learning targets and success criteria, explicit instruction, modeling, targeted intervention)



Next Steps

Monitoring implementation and policy updates

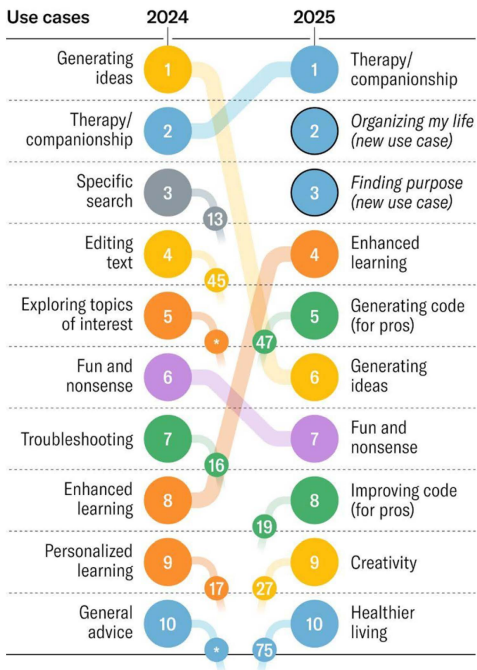
**WHAT IS THE VISION
FOR AI IN D51?**

Top 10 Gen AI Use Cases

The top 10 gen AI use cases in 2025 indicate a shift from technical to emotional applications, and in particular, growth in areas such as therapy, personal productivity, and personal development.

Themes

PERSONAL AND PROFESSIONAL SUPPORT	TECHNICAL ASSISTANCE AND TROUBLESHOOTING
CONTENT CREATION AND EDITING	CREATIVITY AND RECREATION
LEARNING AND EDUCATION	RESEARCH, ANALYSIS, AND DECISION-MAKING



*Did not make list of top 100 in 2025

Source: Filtered.com



AI in D51: Current Practice

AI in Application

- D51 is integrating AI as an instructional support tool, with more than half of educators actively using AI across all grade levels.
- AI is primarily supporting communication and enhancing lesson planning and differentiation (e.g. tools for IEP development and scaffolding multilingual support).

AI Support for Educators

- This work has been supported with professional learning on AI, available by-request from our AI fellows.
- D51 educators also have access to AI technologies/tools that ensure safe, intentional use, as with MagicSchools.

AI in D51: Current Practice

D51 is below the state average in the AI categories

Strong staff interest and early use

There is need for clearer guidance and increased professional learning

Use of AI (All Staff) 

53%



Support for AI (Leaders) 

37%



Strategic Focus Moving Forward

- Establish a clear district vision for AI in teaching and learning
- Develop guidelines for student and staff use
- Invest in targeted professional learning
- Build leader capacity to support implementation
- Move from individual use → system-wide instructional integration

AI in Education: Expert Perspectives

We have focused on:

- Defining AI in education
- Clarifying the Opportunities and Risks
- Prioritizing Digital Citizenship
- Strengthening AI Literacy

What we need to do:

- Leveraging the Science of Teaching and Learning
- Elevating the Skills that Matter Most
- Prioritizing Relationships and Connections

Launching a 2026-2027 AI **GUIDE** Team

G – Ground Learning in Standards

U – Use Technology with Purpose

I – Integrate with Integrity

D – Deepen Engagement

E – Explore Innovation Ethically

Our Ask of the Board



Engage with the research

We are confident the evidence supports this move. We welcome your questions.



Support a policy revision

Direction to move forward with updating the Personal Electronic Device policy for the 2026–27 school year.



Stay informed: Classroom technology self-study

A district-wide study of 1:1 device use and passive screen exposure is underway — full findings and action plans by end of Fall 2026.



Mesa County Valley School District 51

Licensed and Administrative Personnel Action

Board of Education Resolution 25/26: 79

Presented: April 21, 2026

Name	Location	Assignment	Effective Date
Retirements			
COLEMAN, CATHERAN	BOOKCLIFF	8TH GR SOCIAL STUDIES	5/21/2026
GUNTHER, TONI L	TOPE	PHYSICAL EDUCATION	5/21/2026
GUSTIN, LISA E	BTK	OCCUPATIONAL THERAPIST	5/21/2026
REITHINGER, BRIGITTE K	FMHS	GERMAN	5/21/2026
Resignations/Termination			
BRANNAN, ERIC L	CENTRAL	SP ED-SNB (SOAR)	5/21/2026
COSBY, SHAINA M	THUNDER MTN	GRADE 4	5/21/2026
HEINTZLEMAN, PAUL D	BTK	PSYCHOLOGIST	5/26/2026
HUGHES, AMANDA C	MONUMENT RIDGE	SP ED-MODERATE NEEDS	5/21/2026
KRUEGER, ELLY	DUAL IMMERS ACD	KINDERGARTEN	5/21/2026
LARSON, LUKE A	LINCOLN OM	GRADE 4	5/21/2026
LEONARDI, KARA M	BOOKCLIFF/ CENTRAL	MUSIC	5/21/2026
LHUIILLIER III, DAVID L	GRAND MESA	SP ED-MODERATE NEEDS	5/21/2026
PIPKIN, PATRICIA J	ROCKY MOUNTAIN	CLD	5/21/2026
RICO, EDITH	ROCKY MOUNTAIN	CLD	5/21/2026
SEAMS, SEAN M	EMERSON	SPC,CURRICULUM/LEARN DESIGN	6/4/2026
SUAREZ TAVERA, JOSE	DUAL IMMERS ACD	GRADE 4	4/5/2026
VOGEL, RACHAEL J	THUNDER MTN	GRADE 4	5/21/2026
Leave of Absence			
None at this time.			
New Assignments (Transfer/New Hires)			
ANDREWS, MISTY D	TAYLOR	SPED - RESOURCE	8/3/2026
BLACK, GRACE E	THUNDER MTN	KINDERGARTEN	8/5/2026
BROWN, CALEB LIVINGSTON	PALISADE	SPED- SSN (LIFE)	8/3/2026
CALABRESE, ALEXIS M	BTK	SPED - PHYSICAL THERAPIST	8/4/2026
CAMPBELL, DANE B	GJHS	SPED- SSN (LIFE)	8/3/2026
CARIS, MARIE R	WEST	ENGLISH LANGUAGE ARTS	8/5/2026
CROUCH, RYLEE A	TOPE	PHYSICAL EDUCATION	8/5/2026
DERRIEUX, DREW C	CENTRAL	PHYSICAL EDUCATION	8/5/2026
DYSART, RUSSELL K	PALISADE	ENGLISH LANGUAGE ARTS	8/5/2026
EMILSSON, JESSICA R	PALISADE	SPED - RESOURCE	8/3/2026
ESTRADA, AUDREY KAY	CHIPETA	KINDERGARTEN	8/5/2026
FRANKLIN, CHRISTOPHER R	CENTRAL	SPED- SSN (LIFE)	8/3/2026



Mesa County Valley School District 51

Licensed and Administrative Personnel Action

Board of Education Resolution 25/26: 79

Presented: April 21, 2026

GRANDGENETT, EMMA J	WEST	SCIENCE	8/5/2026
HROMADKA, MARY ELENA	CHATFIELD	GRADE 1	8/5/2026
HURREN, AUDREY E	PALISADE	DRAMA/VOCAL MUSIC	8/5/2026
KEYS, RACHELLE S	BTK	AUDIOLOGIST	8/4/2026
KORNSE, ERICA F	GJHS	SCIENCE	8/5/2026
LOUGHRAN, EDWARD	CHATFIELD	GRADE 1	8/5/2026
MILLER, KIMBERLY A	CENTRAL	SPED- SSN (LIFE)	8/3/2026
MORROW, STEVEN A	R-5	SPED - MODERATE NEEDS	8/3/2026
RAY, CHRISTINA L	LINCOLN OM	SPED - RESOURCE	8/3/2026
RUCKS, GAVIN P	PALISADE	SOCIAL STUDIES	8/5/2026
SCARFE, MICHELLE N	BTK	SP ED, K-12 SPEECH/LANG	8/5/2026
SKILLICORN, ERICA L	WINGATE	KINDERGARTEN	8/5/2026
THOMAS, KARI A	GRAND RIVER	SPED- SSN (LIFE)	8/3/2026
THYNE, AUSTIN G	ORCHARD MESA	MATHEMATICS	8/5/2026
TRUITT, KRISTI L	DUAL IMMERS ACD	GRADE 1	8/5/2026
UPHOFF, MORGAN E	CHATFIELD	SPED - RESOURCE	8/3/2026
WEEMS, ECHO L	ECE CENTER	SP ED-PRESCHOOL	8/3/2026
Return from Leave			
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 April 21, 2026.

 Amy Navarette, Assistant Secretary
 Board of Education

Board of Education Resolution: 25/26: 80

Presented: April 21, 2026

Nikki Johnston - Director of Site Leadership

- Mesa County Valley School District 51, Director Secondary Curriculum & Professional Learning - 2023-present
- Mesa County Valley School District 51, MGMS, Principal - 2019- 2023
- Mesa County Valley School District 51, MGMS, Assistant Principal - 2018-2019
- Mesa County Valley School District 51, FMHS, Assistant Principal - 2013-2018
- Mesa County Valley School District 51, FMHS, Teacher & Assistant Principal - 2012-2013
- Mesa County Valley School District 51, GJHS, Teacher - 2005-2012
- Wellsville Kansas Unified School District 289, Teacher - 1999-2004

Ms. Johnston earned a bachelor's degree in Biology from Fort Hays State University in 1999 and a master's degree in Education from MidAmerica Nazarene University in 2004. She later completed her Principal & Administrator Licensure program at Colorado Mesa University in 2008.

Teresa Swanson - Director of Early Childhood

- Mesa County Valley School District 51, Early Childhood Coordinator - 2024-present
- Duluth Edison Charter School, Special Education Coordinator - 2021-2023
- Douglas County Birth to 3 Program, Program Coordinator - 2019-2021
- Fond de Lac Head Start, Education and Disabilities Program Manager - 2018-2019
- Barnum Public Schools, Early Childhood Teacher - 2016-2018

Ms. Swanson earned a bachelor's degree in Communication from the University of Minnesota Duluth in 2000 and a bachelor's degree in Education from the University of Wisconsin Superior in 2016. She later earned a master's degree in Education from the University of Wisconsin Stevens Point in 2020 and completed an Education Specialist (Ed.S.) degree in Educational Leadership from Minnesota State University Moorhead in 2025.

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 April 21, 2026.

*Amy Navarette, Assistant Secretary
Board of Education*

Board of Education Resolution: 25/26: 81

Presented: April 21, 2026

Donor	Reliable Small Engine Repair
Gift	29 Small Engines
Value	\$4,900
School/Department	Career Center

Donor	Robert L., Betty K. and David Sitzman
Gift	Cash
Value	\$100
School/Department	Grand Junction High School Academic Team

Donor	Kathryn Marie Wilkinson
Gift	Cash
Value	\$500
School/Department	Grand Junction High School Happier Holidays Project

Donor	Randell B. & Katherine D. Foster
Gift	Cash
Value	\$300
School/Department	Grand Junction High School Academic Team

Donor	Robert Walker and Lisa Llewellyn Bickley
Gift	Cash
Value	\$200
School/Department	Grand Junction High School Staff Appreciation

Donor	Lomi Massage
Gift	Cash
Value	\$50
School/Department	Grand Mesa Middle School for gifts for teachers

Donor	Spring Works
Gift	Cash
Value	\$500
School/Department	Mesa View Elementary School Lego League

Donor	Fairway Independent Mortgage Corp.
Gift	Cash
Value	\$500
School/Department	Mesa View Elementary School Lego League

Donor	Asset Engineering Limited
Gift	Cash
Value	\$1,000
School/Department	Mesa View Elementary School Lego League

Board of Education Resolution: 25/26: 81

Presented: April 21, 2026

Donor	Dr. James Quackenbush
Gift	Cash
Value	\$100
School/Department	Mesa View Elementary School Lego League

Donor	Respite Essentials
Gift	Cash
Value	\$250
School/Department	Mesa View Elementary School Lego League

Donor	Hi Fives Robotics
Gift	Cash
Value	\$1,000
School/Department	Mesa View Elementary School Lego League

Donor	Anthony Albertson
Gift	Cash
Value	\$250
School/Department	Mt. Garfield Middle School LIFE Program

Donor	Ron Wersinger
Gift	Besson trumpet
Value	\$300
School/Department	Music Education Program to lend out to students

Donor	Lew Hill
Gift	Yamaha clarinet & Maestro guitar
Value	\$400
School/Department	Music Education Program

Donor	Karen Schniederjan
Gift	Conn trombone
Value	\$200
School/Department	Music Education Program

Donor	Liliana Gonzalez
Gift	Alto saxophone
Value	\$600
School/Department	Music Education Program

Donor	Barbara Chamberlin
Gift	Gemeinhardt flute
Value	\$1,000
School/Department	Music Education Program

Board of Education Resolution: 25/26: 81

Presented: April 21, 2026

Donor	Michael Bell
Gift	Normandy clarinet
Value	\$100
School/Department	Music Education Program

Donor	Ruthmary Allison
Gift	Yamaha clarinet
Value	\$200
School/Department	Music Education Program

Donor	Becky Haas
Gift	Signet flute
Value	\$150
School/Department	Music Education Program

Donor	Tracey LeFebre
Gift	Armstron flute
Value	\$300
School/Department	Music Education Program

Donor	Debra Kalish
Gift	Olds Super trombone
Value	\$300
School/Department	Music Education Program

Donor	Kay Snider, P.C.
Gift	Cash
Value	\$75
School/Department	Palisade High School Track & Field Program

Donor	Bighorn Consulting Engineers Co.
Gift	Cash
Value	\$175
School/Department	Palisade High School Girls Soccer Program

Donor	Monarch HVAC
Gift	Cash
Value	\$100
School/Department	Palisade High School Track & Field Program

Donor	Scott E. & Kathryn M. Powell
Gift	Cash
Value	\$150
School/Department	Palisade High School Climbing Club

Board of Education Resolution: 25/26: 81

Presented: April 21, 2026

Donor	Western Colorado Pediatrics
Gift	Cash
Value	\$100
School/Department	Palisade High School Track & Field Program

Donor	Ideal Completion, Clinton Kuhn
Gift	Cash
Value	\$600
School/Department	Taylor Elementary School LIFE Program

Donor	Bank of Colorado
Gift	Cash
Value	\$500
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Pittenger & Anderson, Registered Investment Advisor
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Grand Valley Bank
Gift	Cash
Value	\$500
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Dave Armbruster
Gift	Cash
Value	\$10,000
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Jeff or Valerie Franklin
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Kimberly Castner
Gift	Cash
Value	\$250
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Ralph Castner
Gift	Cash
Value	\$250
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Board of Education Resolution: 25/26: 81

Presented: April 21, 2026

Donor	Georgann Amack
Gift	Cash
Value	\$500
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Jason & Tracy Varra
Gift	Cash
Value	\$30
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	John Cheloha
Gift	Cash
Value	\$50
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Marilyn & Ernest Hunt
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Mike & Susie Gallagher
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Burton & Kelli Hamilton
Gift	Cash
Value	\$250
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Joyce & Christopher Jurgens
Gift	Cash
Value	\$30
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Douglas & Sarah Weedon
Gift	Cash
Value	\$1,000
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	John & Linda Elmer
Gift	Cash
Value	\$200
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Board of Education Resolution: 25/26: 81

Presented: April 21, 2026

Donor	Betty Jo Brown
Gift	Cash
Value	\$50
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Kevin & Diane Klein
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Catherine Knoll
Gift	Cash
Value	\$200
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Mary & Charles Olsen
Gift	Cash
Value	\$500
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Elizabeth & Robert Walker
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Wendell & Paula Hines
Gift	Cash
Value	\$150
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Allan & Nannette Neauhaus
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Nathan & Sarah Hallum
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Don & Lisa Riley
Gift	Cash
Value	\$25
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

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Donor	Jason & Tracy Varra
Gift	Cash
Value	\$30
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Georgann Amack
Gift	Cash
Value	\$500
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Dennis & Alice McCary
Gift	Cash
Value	\$50
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Rhonda Fleischer & Jeff Nelson
Gift	Cash
Value	\$50
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Thomas & Shelly Prenger
Gift	Cash
Value	\$50
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Valerie & John Florea
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Hoskin Farina & Kampf PC, Attorneys at Law
Gift	Cash
Value	\$250
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Robert & Anna Maria Fuoco
Gift	Cash
Value	\$50
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Michael Baker
Gift	Cash
Value	\$150
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

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Donor	Michael Baker
Gift	Cash
Value	\$150
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Kurt & Cynthia Mill
Gift	Cash
Value	\$100
School/Department	Tope Elementary School, Julie Armbruster Legacy Fund

Donor	Donors Choose
Gift	Cash
Value	\$505.08
School/Department	Palisade High School classroom supplies

Donor	Donors Choose
Gift	Cash
Value	\$585.82
School/Department	Orchard Avenue Elementary School 5 th grade class

Total: \$27,170.00

NOW THEREFORE BE IT RESOLVED the Mesa County Valley School District 51 Board of Education, in accepting the donations listed above, extends their appreciation and acknowledges these important partnerships within the community which support learning for all students.

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on April 21, 2026.

*Amy Navarette
Assistant Secretary, Board of Education*

Board of Education Resolution 25/26: 82

Presented: April 21, 2026

Grant Title	Colorado Academic Accelerator Grant: COAAP (3289)
Source	State
Fund Number	22
Site	Rocky Mountain, Fruitvale, and Pear Park
Description	The COAAP grant program seeks to establish or expand community learning centers that will accelerate student learning by providing academic support and enrichment as well as family engagement activities in Out of School Time programs focused on STEM, particularly math and science. This adjustment is due to CDE allowing for unspent amounts from 24/25 to carryover to 25/26.
Budget Amount	\$2,250.44
Fiscal Year	26/27
Authorized Representative	Jennifer Marsh, Chief Academic Officer

NOW THEREFORE BE IT RESOLVED that the Mesa County Valley School District No. 51 Board of Education approved the above identified grant funds for expenditure purposes April 21, 2026.

 Amy Navarette
 Assistant Secretary, Board of Education

COMMUNITY USE OF SCHOOL FACILITIES

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It is the District's policy to make District facilities, buildings, or grounds (collectively "Facilities") available to the community for worthwhile purposes when such uses will not interfere with District/school programs or events. The Board reserves and delegates to the District:

1. The right to approve or to refuse approval or to cancel any and all contracts issued for the use of District Facilities when it is deemed that such action is necessary for the best interests of the District; and,
2. The right to administer fees for the use of District Facilities and for other related costs.

Endorsement

Permission for use of District Facilities shall not constitute a District endorsement of any organization, the beliefs of an organization or group, nor the expression of any opinion regarding the nomination, retention, election, or defeat of any candidate, nor the expression of any opinion as to the passage or defeat of any issue.

Priority of Use

1. First priority will be given to preschool through grade 12 school-related activities.
2. Second priority will be given to any other district-sponsored activities.
3. Other community group requests for Facilities use will be approved on a space-available basis and are subject to cancellation due to school-related/District-sponsored activities.

Restrictions and Requirements

1. All applicable District policies will be enforced.
2. District Facilities use requests for ongoing use will not be approved for a period in excess of one year.
3. No construction work will be done to any grounds or athletic fields by outside groups without completion of the District's Facilities work order process without the consent of the Chief Operating Officer.
4. Requests for Facilities use must be made through the District's event management system except in the following circumstances:
 - a. Building principals or their designee may approve the use of Facilities under their supervision for normal activities involved in the operation of their school programs without contracting through the District's event management system unless there is a need for specialized personnel. However, all requests for the use of Facilities must be submitted through Facilitron. Principals and high school athletic directors should establish their calendar of events well in advance, giving priority to school functions.
5. Groups or individuals wishing to use District Facilities must submit a community use application at least one week prior to the scheduled activity. Requests for major events requiring long-term preparation (competitive sports, concerts, plays, etc.) may be accepted one year in advance of the activity.
6. All users must indemnify the District as to its property and any person whose property may be within the building or facility for loss or damage to such property caused by any person or persons attending the meeting/activity/event or any damage or injury arising by reason of holding the meeting/activity/event.

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7. Groups or individuals must also submit a current certificate of liability insurance, a federal tax classification document, and any other applicable forms (available from the school or district building, from the facilities department, or from the District website, which can be found on the following link: <https://www.d51schools.org/district-services111/facilities/facility-rentals-building-use>).
 8. No application shall be approved unless the applicant provides satisfactory assurance that the use of the Facilities will be under the direct supervision of one or more adults responsible for supervising the proposed activity. Such supervision must ensure that members of the group remain in the assigned portion of the facility. Failure to properly supervise the proposed activity may result in immediate revocation of the use and will disqualify the user from any future use of District buildings or facilities.
 9. Requests for Facilities usage will constitute a willingness to comply with all rules and regulations regarding the use of District Facilities as prescribed by the District administration.
 10. Groups using District Facilities shall agree to indemnify the District for any damage to school or District property and to hold the District harmless from all responsibility for any harm, damage, injury, or loss to persons or property resulting from such use.
 11. In the event of damage to District Facilities, the user will accept the estimate of the amount of damage, as provided by the Facilities Management Department, and will pay all repair costs within thirty (30) days of receipt of an invoice/bill.
 12. Whenever a community group is permitted to use any District Facilities, at least one District employee must be on hand, paid for by the organization, when, in the opinion of the appropriate administrator, it is necessary to supervise the individuals and protect school property. The number of paid employees shall depend on the type of service, the number to be served, and the number of volunteer helpers.
 13. Whenever a cafeteria or kitchen is used, it shall be under the supervision of a school nutrition employee and in accordance with food services policies and regulations through the District's Nutrition Services Department. The group using the kitchen Facilities shall reimburse the District for the salary of the employee and facility use fees based on the current fee schedule. If the kitchen is requested, additional approval is required through the District's Nutrition Services Department. Recurring kitchen use will require a separate memorandum of understanding between the District and the user. No one under the age of eighteen (18) shall be allowed in the kitchen.
 14. In the event security/fire alarms are actuated during their use, the user will be charged for the response of local municipal agencies and/or District personnel.
 15. Persons using District Facilities must confine themselves to the rooms, corridors, or areas assigned for their use, and to the approved times. All rooms, corridors, or areas must be vacated completely at the designated time.
 16. All buildings must be vacated one hour before the regularly scheduled custodian's departing time; otherwise, additional fees will be assessed unless other arrangements have been made.

Cancelations/Closures/Refunds

1. District Cancellations
 - a. The District reserves the right to cancel a previously approved event or use when a District Facilities becomes unavailable due to the closure of school buildings, facilities, or grounds as the result of an

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emergency, inclement weather, energy shortage, conservation program, major maintenance/renovation, staff shortages, or any other event beyond the reasonable control of the school or District.

- b. A full refund will be issued automatically through Facilitron for any cancellation.
- c. The District shall attempt to notify any users of any cancellations seventy-two (72) hours in advance unless it is beyond the reasonable control of the school or District.

2. User Cancellations

- a. At least seventy-two (72) hours notice must be given through the District's event management system if cancellation is necessary by the user.
- b. Refunds for fees will automatically be issued through Facilitron upon notice of cancellation by the District or user

Available Facilities

District Facilities available for use by the community when not in use by the District include the following categories, and guidelines, in conjunction with the fee schedule:

1. Cafeterias, Classrooms, Commons, Library/Media Centers

2. Auditoriums, Board Rooms, Gyms, Wrestling/Weight Rooms

- a. Hardwood floors are restricted to soft-sole footwear such as tennis shoes; no rollerblades.
- b. Use of gym floors will be restricted to activities that will not cause damage.
- c. Users and participants shall not consume food or beverages, other than water, within gyms or auditoriums.
- d. All areas are only to be used for the purpose for which they were designed and constructed.

3. Athletic/Playfields, School Fields/Grounds, Courtyards, Tennis Courts/Tracks, Parking Lots

- a. All areas are only to be used for the purpose for which they were designed and constructed.
- b. Wheeled vehicles and horses shall be restricted to established roadways and parking lots
- c. Placement of buildings, structures, or equipment by outside organizations will not be allowed on District property without prior approval, and such written approval must accompany the building and facility use request form. This is to comply with any sanitation and/or fire standards that must be observed by the District.

4. Playgrounds and Playground Equipment: When not in use by the District or authorized programs, playgrounds and playground equipment are available to the community. The use of these facilities does not require a permit, but such use is at the risk of the user.

Access and Availability

1. All District Facilities usage must comply with District policies relating to official holidays and school closures. District Facilities will not be available for community use on those days that are designated as official holidays or non-working days for District employees.

2. Overnight Use:

- a. Overnight accommodations that do not interfere with a scheduled District activity may be approved by the building principal or designee.

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- b. The building principal or designee will determine the time that the areas being used will be secured by the custodian on duty. Supervision after this time will be the responsibility of the person(s) sponsoring the group.
 - c. Persons using District Facilities must confine themselves to the room(s), corridor(s), or area(s) assigned for their use during the approved time. Areas must be vacated completely at the agreed-upon time.
 - d. The person(s) supervising as well as the person(s) signing the use contract will be held responsible for any misuse of District Facilities or equipment.
 - e. The user will be solely responsible for all personnel and property liability and may be required to purchase liability insurance coverage for the activity.

Denials of Requests

The District reserves the right to deny requests, including immediate cancellation of any approved Facilities use requests, from individuals, groups, or organizations that:

1. Advance any doctrine or theory that is subversive to the Constitution or laws of the state of Colorado or the United States;
2. Advocate social or political change by use of violence;
3. Involve activities such as bonfires or activities that require the use of fuels, propane, flammable liquids, or materials, which are not allowed on school property with the exception of District-sponsored activities using contained barbecues; or,
4. Have demonstrated previous misuse or abuse of District facilities, as well as non-payment of previous use.

Prohibited Per Policy or Law

1. The use and possession of alcoholic beverages or drugs by any person or group on or in District Facilities is strictly prohibited.
2. Smoking, including the use of marijuana and vapes, is prohibited in all District Facilities.
3. No person will bring, carry, use, or possess a deadly weapon on, or in, District Facilities, except as permitted by law. A "deadly weapon" includes, but is not limited to, a firearm, loaded or unloaded, a knife, bludgeon, or any other weapon or instrument which, in the manner in which it is intended to be used, is capable of producing death or serious bodily injury.
4. Any use of District Facilities shall not, in any manner, create a nuisance or hazard to other persons on or near these Facilities.

Fees

District Facility use fees will be determined by the Chief Operations Officer and available on the District's website under <https://www.d51schools.org/district-services111/facilities/facility-rentals-building-use>.

1. Deposit – The District reserves the right to require a deposit for protection of the building facility and equipment, and to guarantee the rental or expenses.
2. Weekend, Non-Working/Furlough Days, and Holiday Use – In establishing the fee schedules, the District may impose a higher fee for weekend and holiday use due to the increased administrative burdens related to the use of District facilities on those days.

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- a. These increased burdens may include such things as making arrangements for heating, ventilating, and air conditioning; assuring the availability of adequate custodial staff; handling security concerns; rescheduling planned maintenance and repair; and responding to concerns resulting from the increased level of traffic, parking, and other activities around the Facilities that would otherwise not occur on weekends and holidays.
 - b. Except for District-sponsored activities, all use of District Facilities beyond the regularly staffed work day may require an additional fee according to the current fee schedule.
3. Custodial Overtime – Custodial overtime applies to each category and is charged at all times outside of the regularly scheduled custodial workday.
 - a. Custodial support is required unless an approved District representative is present.
 - b. Custodial overtime for all groups will be charged according to the current fee schedule for non-staff hours during weekends, holidays, non-working days, and furlough days.
 - c. Weekend building use requires a two-hour minimum per room custodial overtime charge unless an approved District representative is used and specific parameters are met.
 4. Snow Removal – Should snow removal be required at a facility outside of normal building or facility hours, users will be billed by the hour per the current fee schedule. The District's facilities department will remove snow when the accumulation is two inches or more as close to the use time as possible.
 5. Multiple Rooms in a Facility – When using more than one room in a facility, the fee will be established by Facilitron according to the type and size of the event.
 6. District Equipment – A fee may be assessed for the use of certain District equipment.
 7. Additional Fees – Schools are not permitted to charge additional fees above and beyond the fee schedule.
 8. Special Use – Fees for any special requests not covered by this policy or the current fee schedule will be determined by the Chief Operations Officer.
 9. Payments – Fees must be paid as soon as possible after receipt of the invoice. Payment for any event must be paid in full prior to the event taking place, unless other arrangements are made with The Building Use Department.
 10. Individuals or entities with a history of delinquent payments may be suspended from future use of District buildings or facilities.

Furniture and Equipment

1. Requests for use of District equipment must be included on the use request form and are subject to availability.
2. District Facilities users may also arrange to use furniture and equipment which is located in that facility unless approved by the Building Use Department.
3. Furniture and equipment may not be removed from the premises.
4. District Facilities users approved to use the equipment shall be responsible for any damage that may occur while the furniture or equipment is being used.

Mesa County Valley School District 51

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5. District Facilities users who bring and leave personally owned items or equipment in school facilities do so at their own risk. Such equipment is not covered by insurance, and the District cannot pay for repairs, damage, or loss.
6. Certain equipment and/or furniture, including specialized District equipment, e.g., audiovisual equipment, public address systems, etc., may be provided, based upon availability, for a fee in accordance with the current fee schedule, with principal approval.
7. Additional charges may be assessed by the Building Use Department on a site-to-site basis.
8. Only authorized personnel who have completed proper training as determined by the Performing Arts Department will be allowed to run the lights and soundboards when using the auditoriums. A Performing Arts contract must be signed and added as an addendum to the building use contract in the event the user will use lights, soundboards, or other Performing Arts equipment.

Sports Camps

District-sponsored sports camps must be approved by the District athletic department and conform to Colorado High School Activities Association regulations and District athletic policies. A use request must be completed and submitted through Facilitron. Fees per the current fee schedule will apply for all other non-district-sponsored camps.

Category	High School				Middle School				Elementary School				Total		Total for previous years as of: March 31				
	25/26		24/25		25/26		24/25		25/26		24/25		25/26	24/25	23/24	22/23	21/22	20/21	19/20
	M	F	M	F	M	F	M	F	M	F	M	F							
100	4		2		1	3	2	1					8	5	2	23	2	4	12
200					1								1		1				1
300																			
400	4	2	11	7	7	5	8	5	1				19	31	9	18	16	7	6
500	6		9	2	3		2	3			1		9	17	9	18	8	2	6
600																			
700			5				4							9	2				
800	1		1			2	2		3				6	3	6				
900		2			1		2						3	2	1				
VOO	3		3		8	5	6	1			1		16	11	5	27	6	6	11
Total	18	4	31	9	21	15	26	10	4		2		62	78	34	87	32	19	36

Category Description

- 100 - drug or controlled substance
- 200 - alcohol
- 300 - tobacco
- 400 - assault
- 500 - dangerous weapons
- 600 - robbery
- 700 - other felonies
- 800 - Disobedient/Defiant or Repeated Interference
- 900 - Detrimental
- V00 - other violations

