

June 2, 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

4:00 PM

1. Call to Order/Roll Call
2. Agenda Approval
3. Executive Session
- 3.A. Pursuant to Section 24-6-402(4)(b), Colorado Revised Statutes, for conference with legal counsel for the purpose of receiving legal advice on specific legal questions, specifically to discuss the property of Fruita Middle School.
- 3.B. 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.
4. Budget Hearing 5:00 p.m.
- 4.A. Call to Order
- 4.B. Adjournment of Budget Hearing
5. Pledge of Allegiance
6. Caribbean American Heritage Month
7. Bond Projects/Allocation of Additional Funds
8. Healthy Kids Colorado Survey Result Findings
9. Charter School Application Update
10. Business Meeting
- 10.A. Administrator New Hires
- 10.B. Expulsion Appeal
11. Future Meetings
- 11.A. June 16, 2026 Board Business Meeting, Harry Butler Board Room, 5:00 p.m., Executive Session at 4:00 p.m.
- 11.B. August 4, 2026 Board Work Session, Harry Butler Board Room, 5:00 p.m.
12. Adjournment

# Mesa County Valley School District 51

BEDH-R

## PUBLIC PARTICIPATION AT BOARD MEETINGS; MEETING RULES

Adopted: September 14, 2021

Revised: November 19, 2024

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The Board desires to hear the views of citizens of the District and welcomes public comments at business meetings. Public comments at work sessions or special meetings will not be allowed unless otherwise delineated on the meeting agenda. To ensure the safety, security, and orderly conduct at Board meetings all participants must adhere to these rules and any additional instructions provided by security personnel or meeting facilitators.

**Eligibility and priority to address the Board:** To ensure the students are prioritized and heard, the Board will allow students to speak first during the public comment portion of the meetings. Students wishing to address the Board must sign up and will be called in the order of registration before other community members.

### **Process/Procedure:**

1. Individuals wishing to address the Board must sign up and will be called in the order of registration.
2. Comments will be limited to agenda item(s).
3. The public comment portion will be limited to 60 minutes unless the Board votes to extend the time. If additional time is approved, it will be at the discretion of the Board and based on the circumstances of the meeting.
4. Each speaker will be allotted up to three minutes to address the Board during public comment. If there are a large number of individuals signed up to speak, the Board reserves the right to reduce the time per speaker to ensure that as many voices are heard within the allotted comment period. If time constraints prevent all individuals from speaking during the public comment period, the Board encourages those unable to address the Board in person to submit their input via emails, written letters, or other formats. All submitted comments will be reviewed by the Board.
5. Speakers should not repeat the same message shared by others. If a speaker's point has already been addressed, comment briefly in support of previous comments and provide any other unique insights.

**Prohibited Items:** For security purposes, attendees may not bring bags into the meeting room. This includes, but is not limited to: backpacks, purses larger than a clutch, and tote bags. Exceptions will be made for medically necessary items or diaper bags, which are subject to inspection. Employees who are required to attend and work during the meeting are exempt from the bag policy but may be subject to standard security procedures.

### **Orderly Conduct:**

1. All speakers and attendees are expected to maintain respectful and proper decorum during Board meetings.
2. Comments shall be directed to the Board as a whole and not an individual member, staff, or other attendees.
3. Personal attacks, threats, shouting, cheering, snapping, and other distractions or disruptive behavior, will not be tolerated.
4. Clapping after a comment may be allowed unless it is disrespectful or disrupts the flow of the meeting. Attendees are encouraged to keep expressions of support by clapping brief. If attendees disregard this expectation, the Board may temporarily pause the meeting to restore order or remove individuals causing the disruptions.
5. All comments must be age-appropriate, to include kindergarten through twelfth grade, and suitable for a school setting. Speakers are expected to use language and share content that is respectful and appropriate for all ages.
6. Comments containing profanity, vulgarity, or otherwise inappropriate material will not be permitted.
7. Attendees may not bring signs, banners, props, or other similar items/materials into the meeting. Any individual wishing to display any of the items referenced, or demonstrate, should do so in appropriate spaces outside of the meeting room, in compliance with District policies.
8. Media representatives wishing to record the Board meeting will be assigned a designated location to ensure their activities do not disrupt the proceedings or obstruct the view of attendees. All recording equipment must remain within the assigned area for the duration of the meeting.

**Enforcement of Meeting Rules:** Individuals who fail to follow the established rules for public comments or meeting decorum will receive a warning. If the disruptive behavior continues after the warning, the individual may be removed from the meeting. Repeated violations may result in a ban from attending future meetings as determined by the Board.

Board of Education Resolution 25/26: 96

Adopted: June 2, 2026

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WHEREAS, Caribbean American Heritage Month celebrates the rich history, vibrant culture, and enduring contributions of Caribbean Americans, whose leadership, resilience, and achievements continue to strengthen communities across the United States; and

WHEREAS, Caribbean Americans have played influential roles in shaping our society, making significant contributions in education, business, science, healthcare, public service, the arts, and many other fields; and

WHEREAS, June is nationally recognized as Caribbean American Heritage Month, providing an opportunity to honor the diverse heritage and lasting impact of Caribbean Americans;

NOW, THEREFORE, BE IT RESOLVED, that the Mesa County Valley School District 51 Board of Education recognizes June 2026 as Caribbean American Heritage Month and encourages our district and broader community to celebrate the history, culture, and contributions of Caribbean Americans to our schools, state, and nation.

*I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on June 2, 2026.*

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*Amy Navarette  
Board of Education Assistant Secretary*

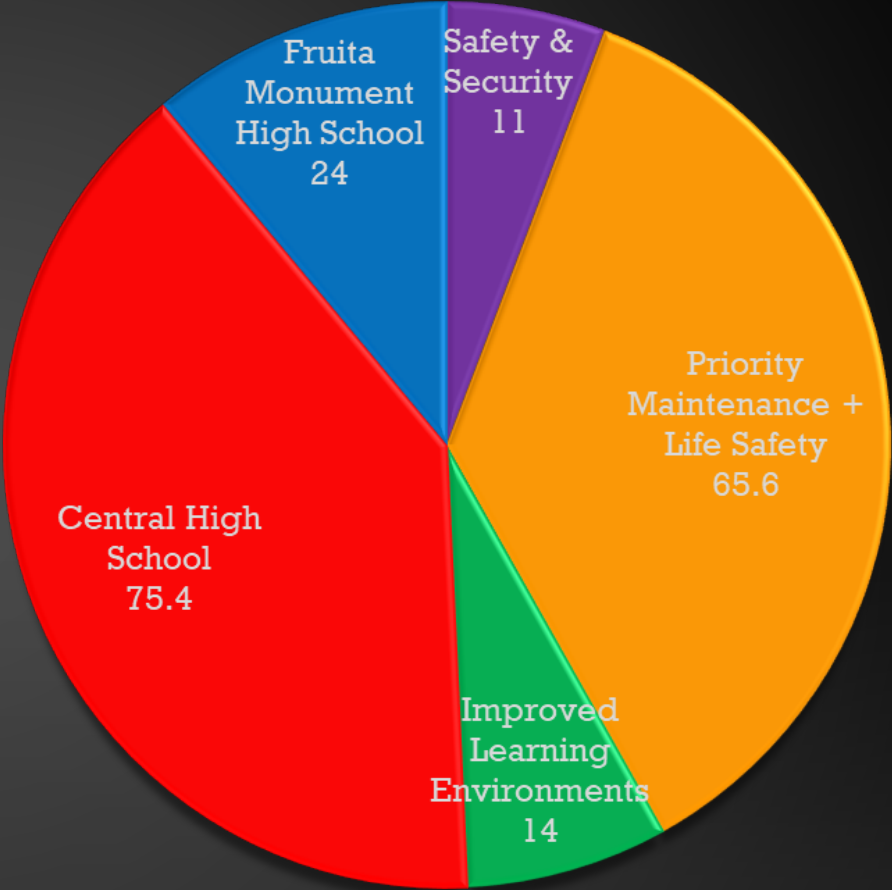
# 2024 BOND PROJECTS PROGRESS UPDATE

BOARD OF EDUCATION MEETING: JUNE 2<sup>ND</sup>, 2026



# \$190M BOND SCOPE OVERVIEW

## “Buckets” (In Millions)



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



# CHS OVERVIEW

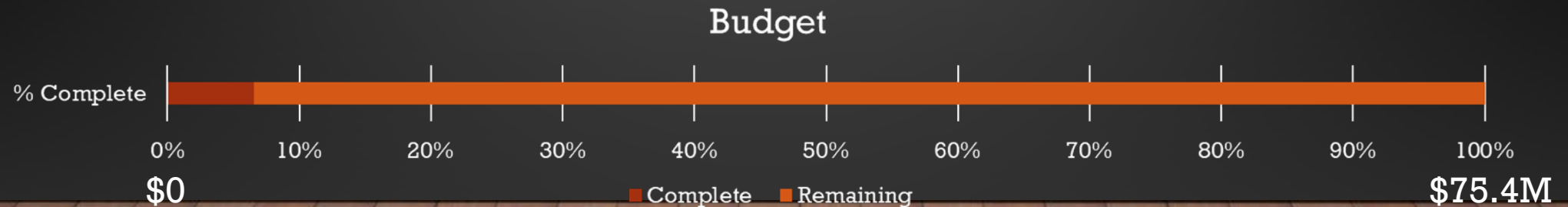
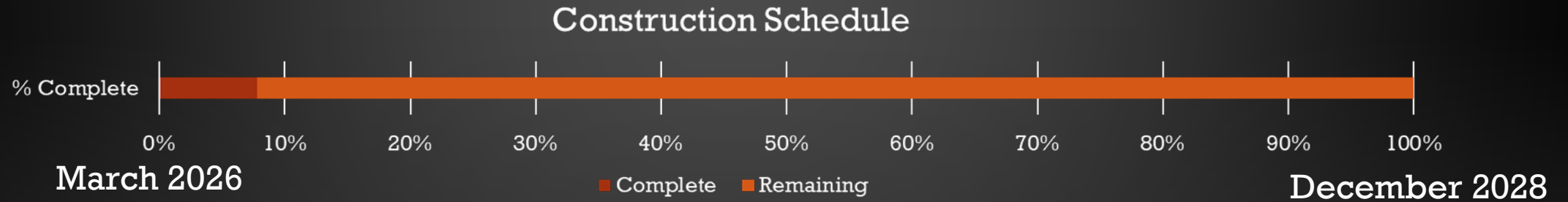
## Schedule

Construction: Spring 2026 – Fall 2028

- Athletics Addition / Reno – March '26 – Dec '26
- Fetter Hall & Temp Library Reno – Summer 2026
- Set Admin Modular – Summer 2026
- Demo S. Fetter & Locker Rms – Dec '26 – March '27
- Two-Story Classroom Addition – March '27 – Aug '28
- Two-Story Demo & New Parking Lot – Aug '28 – Dec '28

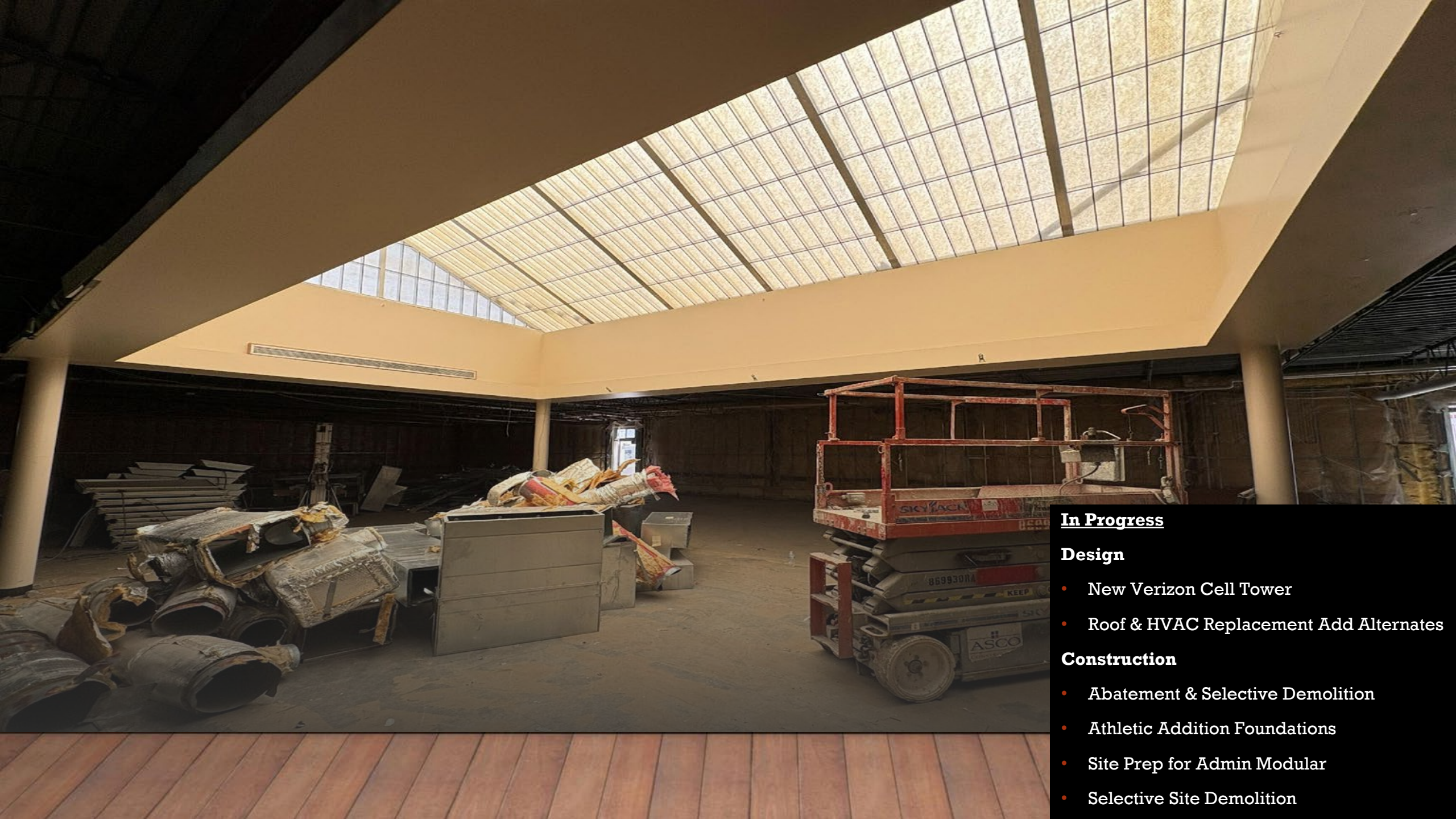
## BUDGET

- TOTAL BUDGET: \$75.4M
- TOTAL COMMITTED TO DATE: \$68M
- TOTAL EXPENDED TO DATE: \$5M





- Recently Completed
- Groundbreaking Ceremony
  - Move-out
  - Athletic Addition Deep Foundations
  - Fetter Hall Furniture Procurement



**In Progress**

**Design**

- New Verizon Cell Tower
- Roof & HVAC Replacement Add Alternates

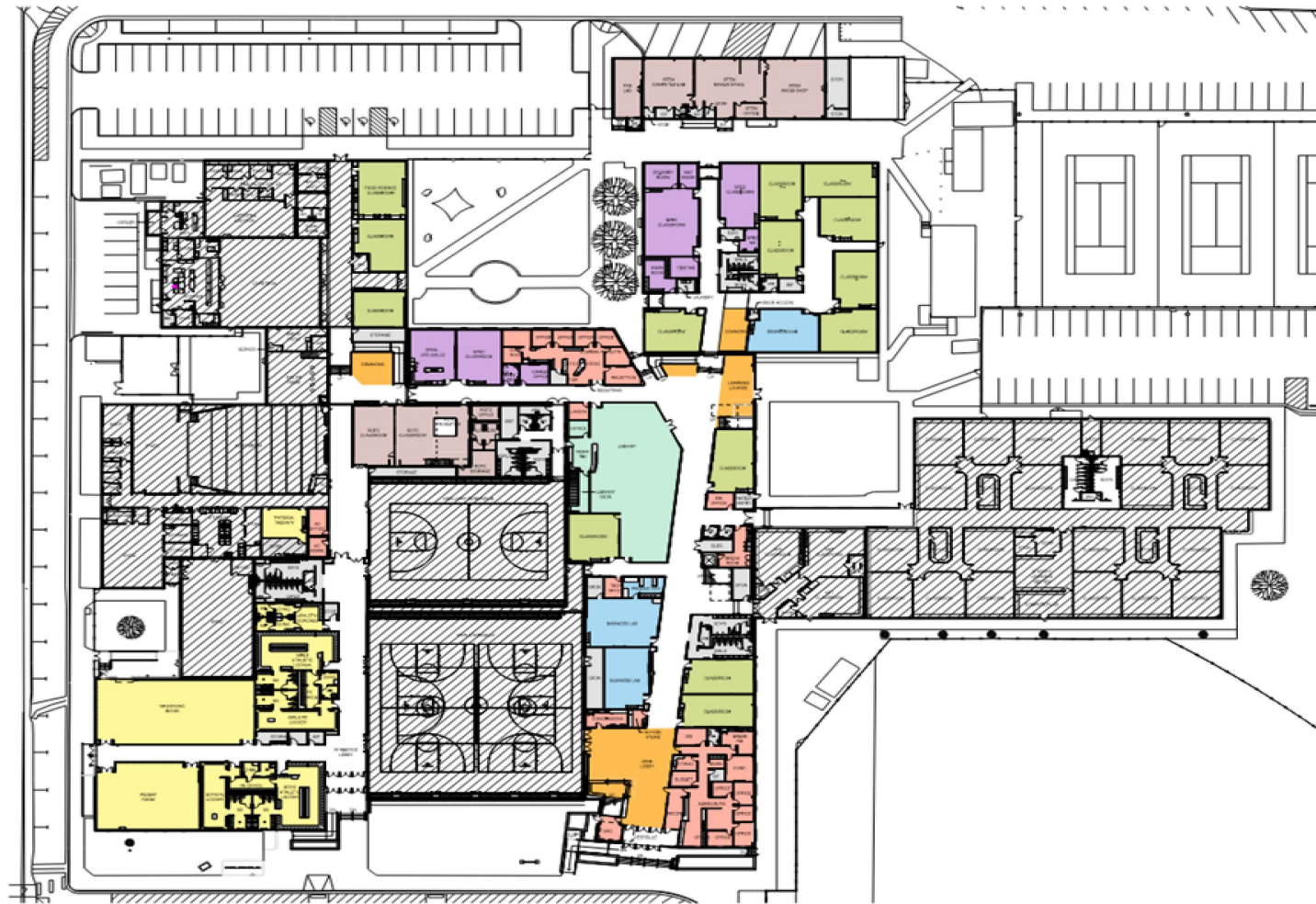
**Construction**

- Abatement & Selective Demolition
- Athletic Addition Foundations
- Site Prep for Admin Modular
- Selective Site Demolition

## Upcoming

- Admin Modular Delivery & Installation
- Temporary Library Construction
- South Fetter Hall Demolition
- Athletic Addition Underground MEP
- Fetter Hall Interior Framing/Drywall
- Athletic Addition Floor Slab, Concrete Block Walls, and Structural Steel





FLOOR PLAN - LEVEL 01

17-302

# FLOOR PLAN - LEVEL 01

CENTRAL HIGH SCHOOL  
550 WARRIOR WAY, GRAND JUNCTION, CO 81504

12/03/2025

# Bond Program Financial Position

Original Bond Amount

**\$190M**

Phase 02 PIP Savings

**\$9.3M**

Additional Bond Proceeds

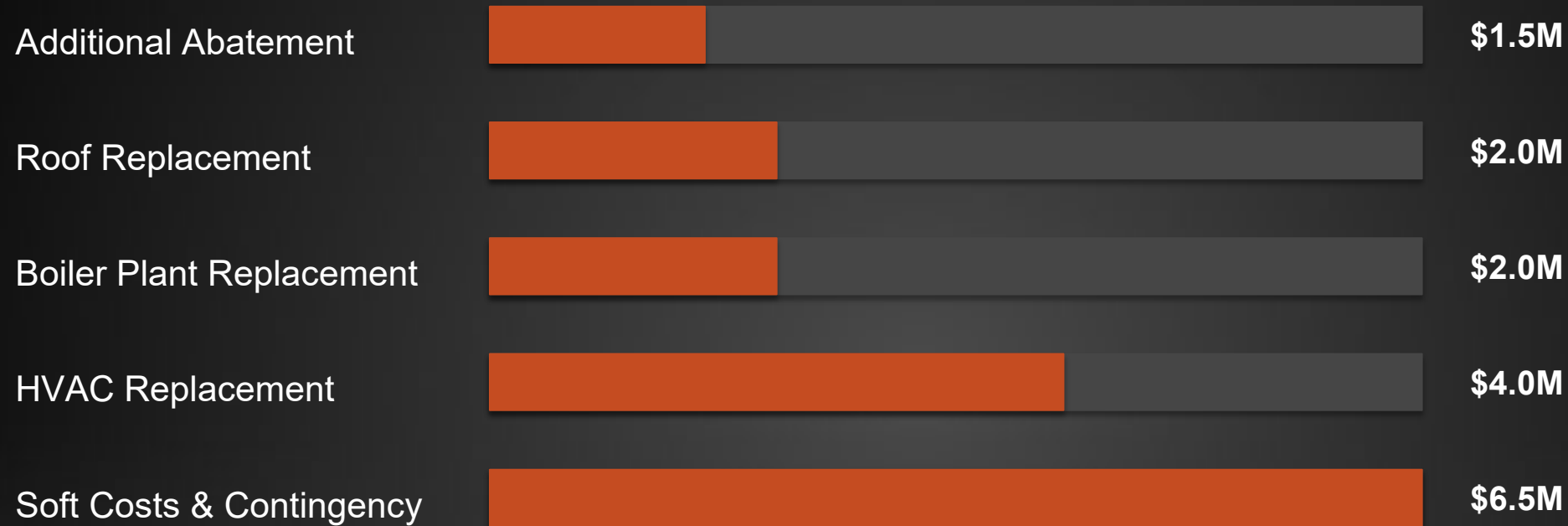
**\$18M**

Available Capacity Identified

**\$27.3M**

Available bond capacity provides an opportunity to address important facility needs now rather than relying on future funding sources.

# Central High School – High Priority Building Needs



Many of these items represent deferred maintenance needs that can be addressed while construction activity is already occurring.

Total Investment

**\$16M**

# Why Now?

## Opportunity Today

- Construction is underway
- Contractors are already mobilized
- Deferred maintenance has been identified
- Work can be coordinated with the current project

## Benefits

- Lower overall cost than future standalone work
- Reduced disruption to students and staff
- Protects long-term district assets
- Maximizes the value of the bond program

The goal is to solve important facility needs now rather than defer larger costs and disruptions to the future.

# District Athletic Facility Improvements



## Central High School

Track & Field Improvements

**Estimated Cost: \$3–4M**



## Palisade High School

Track & Field Improvements

**Estimated Cost: \$3–4M**



## Fruita Monument High School

Track & Field Improvements

**Estimated Cost: \$3–4M**

Includes track replacement, drainage improvements, field upgrades, and associated site improvements.

# Moving Forward

- ✓ **Address Central High School deferred maintenance needs**
- ✓ **Move forward with district athletic facility improvements**
- ✓ **Utilize available bond capacity strategically**
- ✓ **Preserve interest earnings for any future unanticipated costs or cost escalations**

**Project savings and additional bond proceeds have created an opportunity to address additional facility needs while continuing to deliver on the commitments made to voters through the 2024 Bond Program**

**THANK YOU**

**COLLEEN.KANEDA@DYNAMICCPM.COM**





# Healthy Kids Colorado Survey Data

D51 Board of Education: June 2, 2026

Fran Taffer: Colorado School of Public Health



# Agenda

- HKCS Overview Participation
- Protective Factors Data
- Wellbeing Behaviors Data
- Mental Health Data
- Substance Use Data

# Healthy Kids Colorado Survey



- Statewide survey for 6th-12 grades
- Every other year in the fall semester
- Anonymous and voluntary
- Online survey (one class period)
- Selection of schools create representative sample

# HKCS Data Overview

- **Population-Level:** aggregated data, highlights patterns
- **Anonymous:** no personal identifiers are collected
- **Prevention-Focused:** identify areas for intervention
- **Comparisons:** statistical significance vs. 'practical significance'
  - Statistical significance is marked with \* and blue chart bars

# Mesa County Valley 2025 Participation

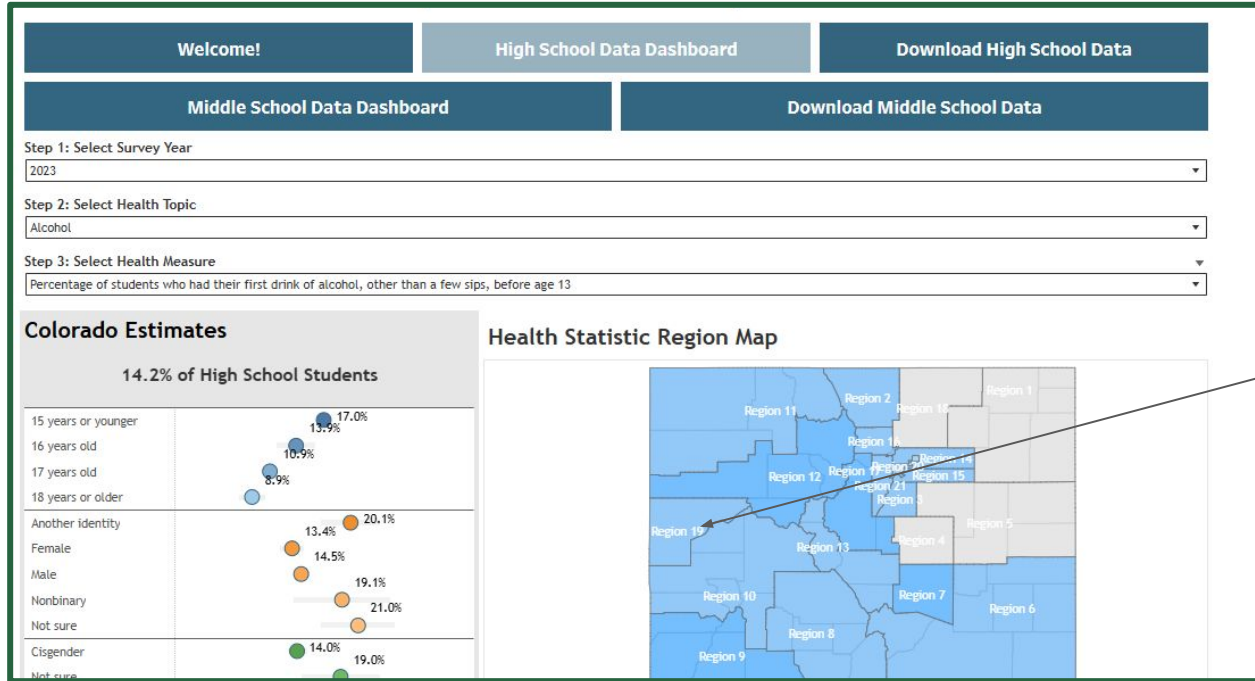
## HIGH SCHOOL

- 6 high schools
- 70% response rate
- 4,252 students

## MIDDLE SCHOOL

- 8 middle schools
- 90% response rate
- 3,590 students

# Interactive Dashboard: Regional & State Data



*D51  
Region 19*

[www.healthykidscolo.org](http://www.healthykidscolo.org)

# Data Disaggregation

**Students complete demographic information section on survey**

- Grade level
- Gender
- Race and Ethnicity (BIPOC subgroup)
- Sexual Orientation and Gender Identity (LGBTQ subgroup)

**Note: Middle school students in your district did not receive questions about sexual orientation nor gender identity on the HKCS**

# Data Equity Statement

Not all students, staff, and families are starting from the same place nor do they need the same things to reach their fullest potential.

**Generations of social, economic and environmental inequities have a greater impact on student health than individual choices and result in some youth experiencing negative health outcomes.**



# Protective Factors & Wellbeing Behaviors

*Protective factors are strong for middle and high school students and many improved from 2023 to 2025. Some student groups report lower protective factors than their peers.*

*Wellbeing behaviors are less commonly reported than protective factors and remained mostly unchanged from 2023 to 2025.*

# Protective Factors

Most students report feeling belonging and safety

	<b>Middle School</b>	<b>High School</b>
Feelings of safety in neighborhood	95.5%	96.1%
Feelings of safety at school	93.1%	94.6%
Feelings of belonging at school	72.1%	72.9%


# Protective Factors

**Most students report they have adults they can go to with a problem**

	<b>Middle School</b>	<b>High School</b>
Can ask parents/guardian for help	90.2%	88.3%
Adult to go to with problem	81.8%	82.4%

# Protective Factors Changes: Middle School


Middle school protective factors increased from 2023 to 2025

	2023	2025
Feelings of safety at school	88.0%	93.1%* 
Adult to go to with problem	77.0%	81.8%
Feelings of belonging at school	65.3%	72.1%

# Protective Factors Changes: High School

High school protective factors increased from 2023 to 2025

	2023	2025
Adult to go to with problem	76.9%	82.4%*
Feelings of belonging at school	65.2%	72.9%*
Enjoyed being in school over the last year most of the time	39.5%	46.2%*

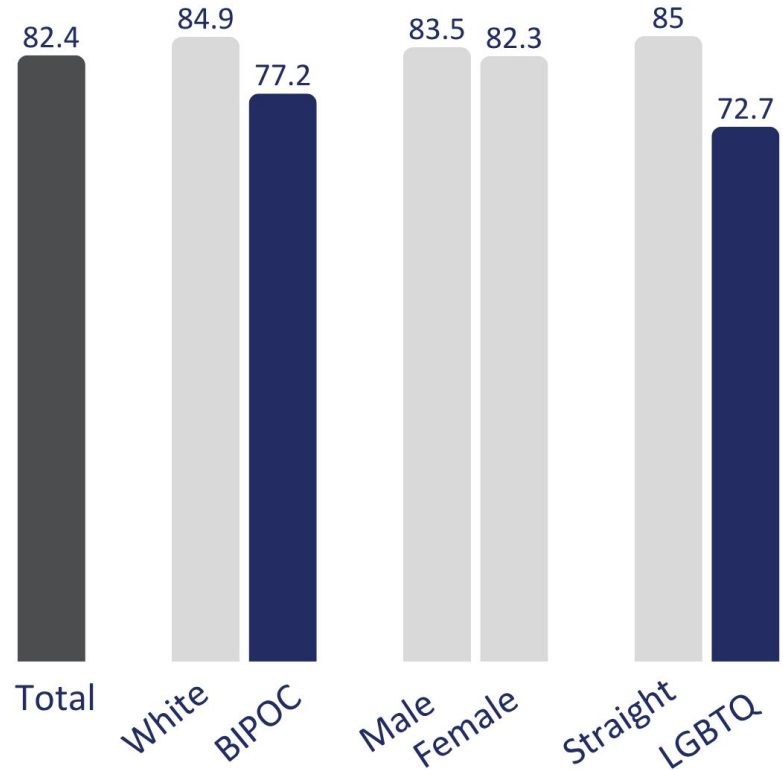


# Adult To Go To With Problem

**LGBTQ students and BIPOC students report having an adult to go to with a problem at statistically lower rates than their peers**


Blue bars indicate statistically significant difference from the high school total

Percent of High School Students Who Report An Adult To Go To With A Problem



# Wellbeing Behaviors

About half of students report wellbeing behaviors, with most measures remaining relatively unchanged from 2023 to 2025

	Middle School	High School
Hour of physical activity most days	61.1%	60.8%
Screentime for 3+ hours (not for school)	47.6%	59.1%
Sleep 8 hours most school nights	59.0%	<b>39.5%*</b>  (2023- 33.9%)

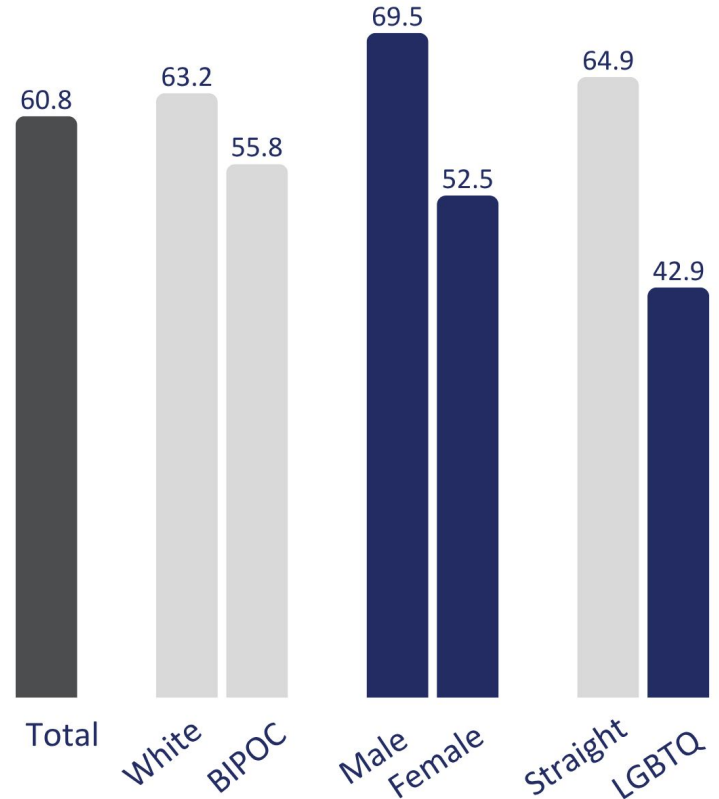
# Exercise

**Male students report exercise at a statistically higher rate than their peers**

**Female students and LGBTQ students report exercise at a statistically lower rate than their peers**

Blue bars indicate statistically significant difference from the high school total

Percent of High School Students Who Report An Hour of Exercise Most Days





# Mental Health

*Many middle and high school mental health indicators improved from 2023 to 2025.*

*Some students continue to experience stress and mental health challenges.*

# Mental Health


**Most students report positive mental health, though many experience ongoing stress**

	<b>Middle School</b>	<b>High School</b>
Stress is unmanageable (most days)	40.3%	37.2%
Poor mental health most days (past month)	17.7%	22.8%
Persistent sadness and hopelessness (past year)	18.4%	20.3%
Seriously considered attempting suicide	13.3% (ever)	10.4% (last year)

# Mental Health Changes: Middle School

Middle school reports of mental health concerns decreased from 2023 to 2025


	2023	2025
Persistent sadness and hopelessness (past year)	23.1%	18.4%*
Seriously considered killing themselves (ever)	17.6%	13.3%*
Plan for how they would kill themselves (ever)	11.6%	8.4%*



# Mental Health Changes: High School

High school reports of mental health concerns decreased from 2023 to 2025

	2023	2025
Stress is unmanageable (most days)	43.2%	37.2%*
Poor mental health most days (past month)	28.2%	22.8%*
Persistent sadness and hopelessness (past year)	25.0%	20.3%*



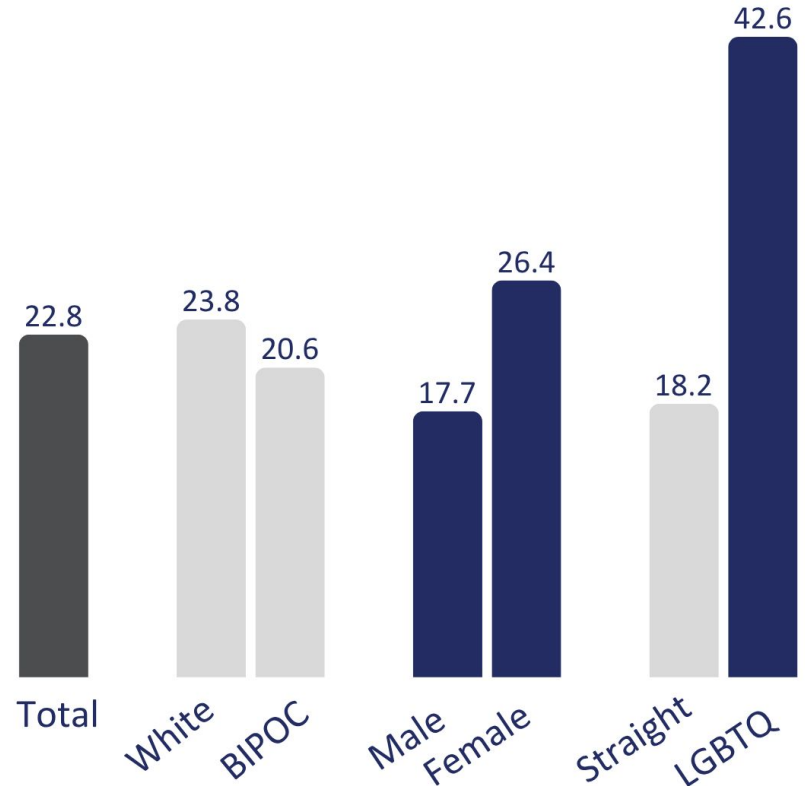
# Mental Health

**Male students report poor mental health at statistically lower rate than their peers**

**Female students and LGBTQ students report poor mental health at a statistically higher rate than their peers**



Blue bars indicate statistically significant difference from the high school total

Percent of High School Students Report Poor Mental Health Most Days (past month)



# Bullying

Most students do not report bullying; electronic bullying decreased from 2023 to 2025

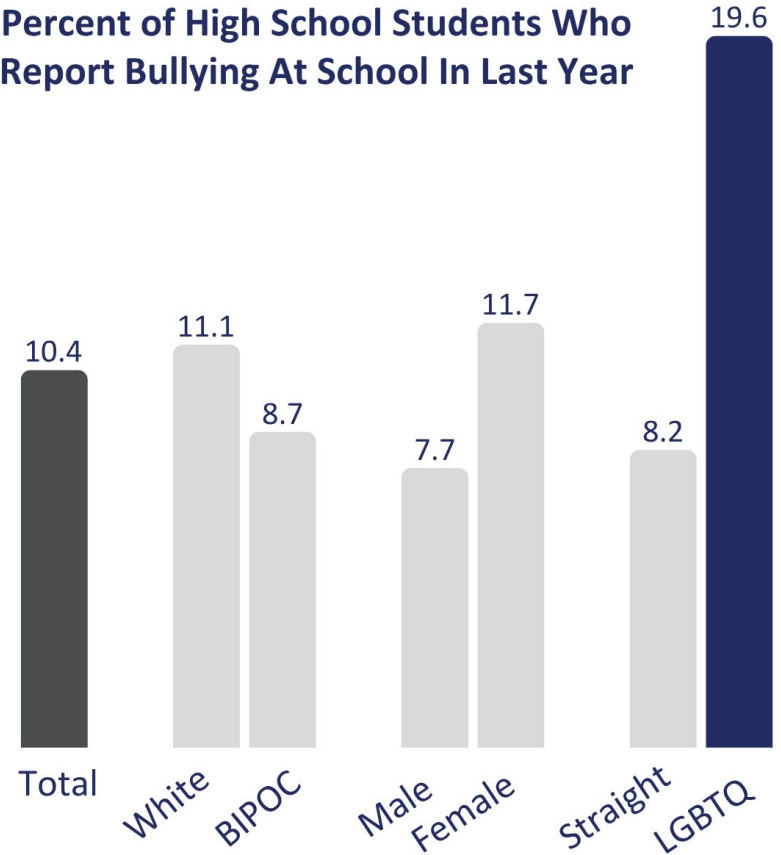
	Middle School	High School
Bullied on school property (past year)	20.6%	10.4%
<u>Among students bullied at school</u> , those who were bullied in a classroom	55.6%	54.1%
Electronically bullied (past year)	<b>9.8%*</b> (2023- 12.1%) 	<b>7.0%*</b> (2023- 9.6%) 

# Bullying

**LGBTQ students report bullying at a statistically higher rate than their peers**

Blue bars indicate statistically significant difference from the high school total

Percent of High School Students Who Report Bullying At School In Last Year





# Substance Use

*Middle school substance use and related risk factors declined from 2023 to 2025.*

*High school substance use remained similar to 2023 levels.*

# Substance Use: Current Use


Most students report no current (past 30 days) substance use

	Middle School	High School
Alcohol use (past 30 days)	3.2%	12.5%
Vapor product use (past 30 days)	3.4%	9.3%
Marijuana use (past 30 days)	1.4%	7.6%

# Alcohol Use Changes: Middle School

Middle school alcohol use and related risk factors declined from 2023 to 2025


	2023	2025
Ever had a drink of alcohol	24.0%	18.6%*
Feel it would be easy to get alcohol	23.2%	18.1%*
First drink of alcohol before the age of 11	15.1%	11.6%*
Alcohol in the past 30 days	5.0%	3.2%*



# Vapor Use Changes: Middle School

Middle school vapor products use and related risk factors declined from 2023 to 2025


	2023	2025
Ever used a vapor product	17.0%	10.5%*
Feel it would be easy to get a vapor product	23.1%	16.7%*
Vapor product in the past 30 days	6.2%	3.4%*
Think it is wrong for youth to use vapor products	91.9%	94.9%*



# Marijuana Use Changes: Middle School

Middle school marijuana use and related risk factors declined from 2023 to 2025

	2023	2025
Ever used marijuana	7.1%	4.4%
Marijuana in the past 30 days	2.7%	1.4%*
Feel it would be easy to get marijuana	13.7%	8.3%*
Think it is wrong for youth to use marijuana	92.8%	95.8%*



# Substance Use: High School


**Most high school students do not use substances, yet alcohol is the most used substance**

	<b>2025</b>
Alcohol (ever use)	41.5%
Vapor product (ever use)	28.5%
Marijuana (ever use)	20.8%
Prescription drugs (ever use)	7.4%

# Substance Use Changes: High School

More high school students report that it is wrong for youth to use substances

	2023	2025
Youth alcohol use is wrong	75.3%	79.0%*
Youth vapor product use is wrong	80.8%	84.9%*
Youth marijuana use is wrong	73.8%	80.2%*



# Now What...?

- Share district and school data internally
- Share data with community partners
- Triangulate with other surveys
- Additional analysis
- Data-driven decision making

Thank you so much!

Questions?

**Fran Taffer**

School & Youth Survey Team

Colorado School of Public Health

[fran.taffer@cuanschutz.edu](mailto:fran.taffer@cuanschutz.edu)

colorado school of  
**public health**



# 2026 Charter School Application Update

D51 | Board of Education  
June 2, 2026



# Overview of the Charter School Application Process

- Charter schools apply to operate under D51's authorization.
- Applications must meet legal, academic, operational, and financial standards (22-30.5-106).
- A structured timeline and process guide application review and decision-making.
- Final approval or denial is determined by the Board of Education via resolution.

# Key Phases in the Review Process

1. Interest Interview
2. Letter of Intent submission
3. Full application submission window
4. District Accountability Committee (DAC) evaluation & feedback
5. D51 Leadership Application review & evaluation
6. Community Meetings
7. Capacity interviews with the applicants
8. District's recommendation
9. Board final decision by resolution

# Evaluation Tools & Training

- Charter School Application & Evaluation Standards (aligned with state statute)
- Charter School Evaluation Rubric (aligned with state statute)
- Capacity Interviews

All evaluators, D51 staff, DAC and BOE were trained on how to evaluate a charter school application.

# Rating Descriptions

## Fully Developed

The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.

## Mostly Developed

The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.

## Partially Developed

The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.

## Not Developed

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

# Essential Criteria

The Rubric identifies sections of the application that are considered essential to opening a quality school, and expected to be mostly or fully developed.

- (C) Goals, Objectives, and Pupil Performance
- (D) Evidence of Support
- (F) Plan for Evaluating Pupil Performance
- (G) Budget & Finance
- (H) Governance
- (N) Facilities
- (Q) Serving Students with Special Needs
- (S) School Management Contracts

# D51 DAC Charter School Review Actions

2025-26

## DAC Training

02/05/2026  
BOE policies, Application  
& Evaluation Standards,  
Evaluation Rubric &  
Process Overview

## BridgePoint

04/02/2026  
A.Executive Summary  
B.Vision and Mission Statements  
D.Evidence of Support  
K.Parent and Community  
Involvement  
L. Enrollment Policy

## Independence Academy

04/14/2026  
A.Executive Summary  
B.Vision and Mission Statements  
D.Evidence of Support  
K.Parent and Community  
Involvement  
L. Enrollment Policy

## BOE Training

05/05/2026  
CACSA Training for BOE  
roles and responsibilities in  
Charter Application  
Reviews.



## Admin Team Training

04/09/2026

BOE policies, Application  
& Evaluation Standards,  
Evaluation Rubric &  
Process Overview

## Capacity Interview Training & Interviews

- May 14, 2026 @  
HBBR

2025-26

## Application Evaluations by D51 Admin Team

- Completed 05/12/2026

## BOE Presentations

- June 02 - Charter  
School Application  
Process Update
- June 16 - BOE Final  
Approval or Denial



# IACS 9-12 Expansion

**Anticipated Opening:** Fall 2027

**Grade Levels:** 9-12

**Educational program model:** Arts-Integrated, expeditionary and experiential high school

**Charter Management Organization (CMO):** None

**Enrollment Projections:**

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	52				



# BridgePoint High School

**Anticipated Opening:** Fall 2027

**Grade Levels Served:** 9-12

**Model:** CTE programming for Health Science and Early College

**Charter Management Organization (CMO):**None

**Enrollment Projections:**

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	75	137	199	255	255

# **The Application is the Foundation for the Charter Contract**

If approved, the charter contract becomes the legal foundation for the school's operations. It formalizes the commitments made in the application and defines the expectations, responsibilities, and accountability between the charter school and the Board of Education.

Approval requires confidence in execution, not just vision. Applications must demonstrate; feasibility, capacity and systems for accountability.

# Board of Education Responsibilities – Charter School Applications

Under **C.R.S. § 22-30.5-107**, the Board of Education is responsible for receiving, reviewing and charter school applications to determine whether approval is in the best interest of District 51 students, the district, and the broader community.

Following the this presentation the Board must:

- Consider all evidence presented in alignment with statute and Board policy (LBD/LBD-R)
- Vote to approve or deny each application by formal resolution on June 16, 2026

A decision must be based on the totality of the evidence and the charter applicant's demonstrated capacity to meet legal, academic, financial, and operational standards required by law.



Board of Education Resolution: 25/26: 95

Presented: June 2, 2026

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**Kathleen Herrera - Fruita Middle School Principal**

- Mesa County Valley School District 51, FMHS, Assistant Principal - 2023-present
- Mesa County Valley School District 51, RMS/OMMS, Learning Model Coach - 2021 - 2023
- Mesa County Valley School District 51, MGMS, Behavior Interventionist (Student Support Coord) - 2019-2021
- Mesa County Valley School District 51, MGMS, Teacher - 2012-2019

Mrs. Herrera earned a bachelor's degree in Biological Sciences from Florida State University in 2010 and a master's degree in Education from Western State College of Colorado in 2015. She later completed her Principal & Administrator Licensure program at Lamar University in 2019.

*I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on June 2, 2026.*

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*Amy Navarette, Assistant Secretary  
Board of Education*