

Board of Education

Mesa County Valley School District 51

Board Business Meeting Minutes

November 10, 2020

Board Business Meeting Minutes

A - Doug Levinson B - Paul Pitton C - Trish Mahre D - Tom Parrish E - Amy Davis						Board of Education Mesa County Valley School District 51 Business Meeting Minutes: November 10, 2020 Adopted: December 15, 2020	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present	x	x	x	x		BUSINESS MEETING	6:02 p.m.
Absent					x	A. CALL TO ORDER/ROLL CALL <ul style="list-style-type: none"> ➤ Board members attended electronically, due to an increase in COVID cases, to protect the Board, staff and the public. ➤ The meeting was streamed live through Facebook and the public was welcome to join the meeting for Audience Comments through Google Meet. ➤ Dr. Davis joined the meeting at 6:32 p.m. 	
Motion		x				B. AGENDA APPROVAL	Adopted
Second			x				
Aye	x	x	x	x			
No							
Motion	x					C. MEETING MINUTES AND SUMMARY APPROVAL	Adopted
Second		x				C-1. October 6, 2020 Board Work Session	
Aye	x	x	x	x		C-2. October 14, 2020 Board Retreat	
No						C-3. October 20, 2020 Board Business Meeting	
						D. RECOGNITIONS	
						D-1. Colorado Teacher of the Year Finalist, Fruita Monument High School Teacher, Mrs. Lisa Crabtree [Resolution 20/21: 29]	
						<ul style="list-style-type: none"> ➤ Mr. Parrish recognized Fruita Monument High School Teacher, Mrs. Lisa Crabtree, for being nominated as Colorado Teacher of the Year. Mrs. Crabtree was one of seven finalists for this prestigious honor. Nominees are chosen for their exceptional dedication, knowledge and skills they demonstrate through leadership inside and outside the classroom. They must demonstrate expertise in their field, guide students to achieve excellence, collaborate with others and create a school culture of respect and success. The Board and Superintendent Sirko thanked Mrs. Crabtree for all she has done for the District and congratulated her on her nomination. 	
						D-2. Colorado Association of Gifted and Talented 2020 Jacquelin Medina Visionary Leadership Award, Ms. Heather Baskin [Resolution 20/21: 30]	
						<ul style="list-style-type: none"> ➤ Mr. Parrish recognized Ms. Heather Baskin, Gifted and Talented Director, for receiving the 2020 Jacquelin Medina Visionary Leadership Award from the Colorado Association of Gifted and Talented. This award honors and recognizes Ms. Baskin's leadership in schools, the District and in the state for the benefit of gifted students and their families. Ms. Baskin's exceptional focus on personal connections and continuous learning as well as her advocating for gifted youth education set her apart for this prestigious award. The Board and Superintendent Sirko thanked Ms. Baskin for serving students and congratulated her on winning this award. 	
						D-3. Class 5A All-State Softball Team Selection, Central High School players Myah Arrieta and Mya Murdock [Resolution 20/21: 31]	
						<ul style="list-style-type: none"> ➤ Mr. Parrish recognized Central High School students, Myah Arrieta and 	

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						<p>Mya Murdock, for being named to the Class 5A Softball All-State First Team. Being named to the team acknowledges they are two of the best players in the state. These players' ability and skills assisted the Central High School Girls' Softball Team in having a successful season and winning the Southwestern League Title. Myah was also named the Southwestern League Player of the Year and she made the Colorado Coaches of Girls Sports All-State First Team. The Board and Superintendent Sirko congratulated Myah, Mya and Coach Else.</p> <p>E. BOARD REPORTS/COMMUNICATIONS/REQUESTS</p> <p>E-1. Innovation Funds</p> <ul style="list-style-type: none"> ➤ Report moved to a future meeting as information was not available. <p>F. LEGISLATIVE REPORT</p> <ul style="list-style-type: none"> ➤ Mr. Pitton reported on serving as the District's delegate at the Colorado Association of School Board (CASB) Delegate Assembly. The assembly votes on proposed resolutions to be presented to state and/or federal representatives. Many resolutions, over the years, have gone on to become bills and have been voted into law. He highlighted three of the resolutions members voted to forward to state representatives this year: a resolution to pause testing and teacher accountability measures during the COVID pandemic, a resolution to place cameras on buses to capture violators who fail to yield for the buses' stop arms and a resolution to address funding shortfalls when COVID money runs out in December. He noted the ballot measure to repeal a portion of the Gallagher Amendments was passed by voters and there is talk of possibly repealing the Clair Davis Act. Mr. Pitton will be reaching out to state representatives, lobbyist and others to learn what the possible impacts of the approved ballot measures will have on K-12 funding. <p>G. AUDIENCE COMMENTS</p> <ul style="list-style-type: none"> ➤ Ms. Casey Hawley, Grand Junction 81501 Ms. Hawley, a teacher with District 51, questioned at what point will a school transition to remote learning due to the lack of available substitute teachers? She spoke of having to stay home for three days due to experiencing COVID symptoms and having to wait for testing results. While at home a substitute was not provided for her class. She would like the District to start taking the numbers of COVID cases seriously. ➤ Mr. Brandon Stanfield, Grand Junction 81501 Mr. Stanfield, a seventh grade teacher at East Middle School reiterated the concerns of Ms. Hawley. He spoke of reviewing the Mesa County Health Department COVID dashboard numbers daily with his students. He shared his students and colleges are concerned about the growing number of COVID cases and the lack of substitute teachers. ➤ Mrs. Amy Lentz, Grand Junction 81506 Mrs. Lentz is a parent of two students in the District, a business owner and trustee for the Colorado Mesa University (CMU) Board. She thanked the District for allowing in person learning. She spoke of her two students having 	

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						<p>to be quarantined, due to possible COVID exposure, and the challenges her and her husband faced in trying to work and assist with their students at home. She would like the District to do wide spread COVID testing, similar to the testing being done at CMU. She suggested the District partner with CMU to test all students and staff.</p> <p>H. SUPERINTENDENT'S REPORT</p> <p>H-1. COVID Update</p> <ul style="list-style-type: none"> ➤ Superintendent Sirko reported there are now three locations for COVID testing at no cost, the Mesa County Fairgrounds, Colorado Mesa University and at a District school. She noted the number of cases are going up in the county but very few of the cases have been tied to contact within schools. ➤ Discussion pursued regarding: <ul style="list-style-type: none"> • Determining when it is necessary to move to remote learning. At this time the District is working with schools individually based on the number of students and staff quarantined. Staff and student quarantine is required if someone has tested positive for COVID-19 or has been in close contact with someone who has tested positive. • Balancing the benefits of in-person learning vs the risk of exposure to students and staff. The District must weigh the needs of the community, the benefits of in-person learning, especially for some students who rely on the school for a constant safe environment, and the ability to support students' social and emotional needs when considering moving to remote learning. The District could allow for in-person learning for younger students and remote learning for older students who are more independent. • Classroom instruction being available to students within the classroom and students who are quarantined. Almost every classroom has a camera and cameras and mics are on all Chromebooks to enable teachers to share classroom instruction with students at home. Teachers also have the capability of recording lesson plans. Classroom assignments are accessible remotely and teachers have been working with students to access lesson plans electronically to prepare for remote learning. • The need for staff and students to quarantine for fourteen days if COVID positive or due to exposure. The Colorado Department of Public Health requires a fourteen day quarantine even if a person tests negative seven days after exposure. The state and county are looking to possibly lesson this restriction to seven days. • Preparations in the event a class, school or the District would have to move to remote learning. Teachers have received professional development and training and each school has submitted a plan, to their director, outlining remote learning steps. The District now has a one to one ratio of electronic devices and classroom teachers have been working with students to give examples of how remote learning would work. Jet packs are available for families who need internet access or additional band width. Some individual classes and schools have already had to move to remote learning for short blocks of time. 	

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						<ul style="list-style-type: none"> Testing of all student and wastewater testing. The District cannot require students to be tested. Testing will be available at the schools but parents must submit a permission form for students to be tested. The logistics of obtaining permission forms from parents and testing all students and staff would need to be worked out. Batch testing could be used, but if a positive result came back then individual testing would be needed. Central High School's wastewater is being tested and more schools may be considered for wastewater testing. <p>H-2. Monument Ridge Wrap-up</p> <ul style="list-style-type: none"> Mr. Jonathan West, Chamberlain Architect and Mr. Robert Glover, Shaw Construction, presented photos of Monument Ridge Elementary School. The photos showed the accumulation of eighteen months of work to construct a well-designed, innovative school. The project was completed on time and was within budget. Mr. West and Mr. Glover acknowledged Mr. Phil Onofrio, Chief Operations Officer, Ms. Emma Leigh Larson, Monument Ridge Elementary School Principal, the construction superintendents, Chamberlain Architect and Shaw Construction for helping make everything run smoothly. Ms. Larson reported survey feedback from parents showed parents feel the student drop off and pick up areas run smoothly. She noted the Fruita Youth Counsel helped design the playground areas. <p>H-3. Technology Update</p> <ul style="list-style-type: none"> Mr. Dan Burke, Technology Executive Director, and Mr. Barry Rochford, Technology Training and Support Manager, presented information on the Technology Services Team and the status of technology devices. Mr. Burke acknowledged staff working in the Technology Department and gave a brief description of the services they provide. He emphasized his appreciation for the work everyone in his department has done in making sure students and teachers have the devices and supports they need. He thanked the former technology directors for having the foresight to move the District in a direction of technology and he thanked the community and the District 51 Foundation for making the one to one ratio of devices a reality. Mr. Rochford outlined a three phase process to get Chromebooks delivered to the schools. Phase One was completed earlier this month with the delivery of new Chromebooks and the retrieval of older devices from the high schools and middle schools. Phase Two involves taking the older devices, still under warranty, and reimaging and cleaning up the devices so they can be distributed to the elementary schools. The projected date to have the devices to the elementary schools is November 23. To speed the process the District will work with Technology Integration Group (TIG) to assist in the initial cleaning of devices and any future needed repairs. Phase Three outlines steps to assess and determine any additional needs the schools may have, deliver backup devices to each school and distribute new Chromebooks to teachers. The schools will be using a scanning devices to check out and track Chromebooks and Jetpacks. Jetpacks will be distributed to families needing additional bandwidth. The number of students who will be able to use the jet 	

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						<p>pack at the same time will vary depending on the location of where the students live. Mr. Rochford noted he is proud of the way staff members, custodians, teachers and senior leaders stepped up to help with Chromebook deliveries.</p> <p>[Recess 8:25 p.m. Resume 8:42 p.m.]</p> <p>H-4. School Improvement Plan Presentations: Nisley, Dos Rios and Chatfield Elementary Schools</p> <ul style="list-style-type: none"> ➤ Superintendent Sirko noted state accountability laws require schools on a school watch plan to present improvement plans to the Board of Education. ➤ Dr. Brian Hill, Assistant Superintendent, reviewed five key components to be included in the plans: the challenges, targets (goals), root causes, improvement strategies and action plans. ➤ Mr. Dan Bunnell, Site Director, noted the same schools who presented last year will be presenting again this year. Due to COVID-19 state testing was not complete in the spring, so school performance frameworks were frozen. ➤ Nisley Elementary School Principal, Mrs. Dorothy Wolf, and Assistant Principal, Mr. Paul Tancrede, reviewed state testing scores for math and English language arts for the years ranging from 2015 through 2019 and testing scores for reading function skills from the beginning of the 2019 school year to the beginning of this year. Data showed levels remained relatively stable, with the exception of the mid-year assessment which showed the school was moving in the right direction, prior to COVID, with reading levels improving. Staff and student surveys showed staff and students both felt student behaviors were affecting the learning environment. Mrs. Wolf shared how the staff created clear behavioral expectations. Through monitoring, modeling and reinforcing those expectations the school is reaching its' goal of improving culture and climate to insure all students feel safe, supported and included. The school participated in the state's turn-around network and used a diagnostic rubric system to determine areas where academic improvements were needed. Two major improvement strategies were shared along with next steps to improve student academics. The two strategies are to monitor learning through the use of effective assessments to prepare and respond to learners so they can thrive academically and to ensure all students feel safe, supported and included. Teachers will be using effective assessments to learn how to respond when students learn something and how to respond when students don't learn something so all students can thrive academically. ➤ Dos Rios Elementary School, Mrs. Cinnamon Cain, Principal, and Ms. Emily Currey, Assistant Principal, reviewed state testing data for students in third through fifth grades for the years 2015 through 2019. Data showed a steady increase in English language arts from 2016 through 2019 and growth in math from 2015 to 2017, but then a decline 2018 and 2019. Data for just fourth grade for the years 2016 through 2019 showed growth in both English language art and math with scores surpassing the state mean. Reading data from the beginning of 2019 to the beginning of 2020 showed a mid-year increase and then a significant decrease at the beginning of this year. Several 	

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						<p>retreats were held with school staff and data researched to determine areas of improvement and develop strategies and action steps. The school has aligned student and teacher needs with District initiatives and aligned professional learning with District learning to achieve best first instruction. Mrs. Cain reviewed four major improvement strategies the school will be focusing on along with action steps and progress monitoring to reach their goals. The four major steps are: address best first instruction in English language arts; address best first instruction in math; increase achievement and growth with the subgroup of students with disabilities; and address social and emotional learning. Teachers, including special education teachers, have been tasked with monitoring five students each, to set specific goals for those students and to work to move the students along so they can reach their goals. Surveys of students in fourth and fifth grade showed only about fifty percent of students felt they belonged so the school is working to integrate social and emotional learning into lessons throughout the day and adding extra steps to improve the school's climate and culture.</p> <p>➤ Chatfield Elementary School, Mr. Dave McCall, Principal, and Mr. Sean Wilson, Assistant Principal, reviewed state testing results from 2016 to 2019. The testing showed student achievement held steady, but scores were under state mean for English language arts. Data showed a significant decline in math for the years of 2018 and 2019. State testing for student growth trends for 2018 and 2019 showed a decline in both English language arts and math. Reading levels remained relatively the same from the first of 2019 to mid-year testing but declined at the beginning of this year. The school utilized data research, quarterly meetings and parent surveys to identify root causes and develop plans. Three major improvement strategies were reviewed along with root causes, goals, action steps and progress monitoring for each strategy. The three strategies are Data Driven Instruction, Instructional Expectations and Simple Structures to Support Social Emotional Learning. A progress monitoring flow chart was reviewed and an example of a detailed action plan, to show how goals will be tracked through implementation benchmarks, was displayed. Additional data was shown to illustrate how data and progress monitoring can be used by teachers to get faster data feedback for progress monitoring. Mr. McCall acknowledged the excellent work teachers at his school are doing and thanked them for all they do.</p> <p>H-4. Expulsion Report</p> <p>➤ Reviewed</p> <p>H-5. Communication/District Initiatives</p> <p>➤ Superintendent Sirko reported on meeting with the Grand Junction Chamber of Commerce, Colorado Mesa University and representative from the local municipalities on partnering to share a common message to the community regarding the need for the community to follow state and local health department guidelines regarding COVID-19.</p>	

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Motion Second Aye No	x x x	x x x	x x x	x x x	x x x	I. CONSENT AGENDA I-1. Personnel Actions [Resolution 20/21: 32] I-2. Gifts [Resolution: 20/21: 33]	Adopted
Motion Second Aye No	x x x	x x x	x x x	x x x	x x x	J. BUSINESS ITEMS J-1. District Accountability Committee Membership [Resolution 20/21: 25]	Adopted
Motion Second Aye No	x x x	x x x	x x x	x x x	x x x	J-2. Policy Second Reading for Adoption J-2.a. ILBC, Early Literacy and Reading Comprehension J-2.b. ILBC-R, Early Literacy and Reading Comprehension	Adopted
						J-3. Policy First Reading J-3.a. JLCE, First Aid J-3.b. JLCC, Communicable Diseases	
						K. BOARD OPEN DISCUSSION K-1. High School Facility Needs ➤ Moved to a future meeting due to time constraints.	
						L. FUTURE MEETINGS L-1. December 15, Virtual Meeting, 6:00 p.m., Board Business Meeting L-2. January 5, TBD, 6:00 p.m., Board Work Session	
						M. EXECUTIVE SESSION M-1. Executive session to discuss the purchase, acquisition, lease, transfer, or sale of any real, personal or other property interest under C.R.S. Section 24-6-402(4)(a). M-2. Executive session for a conference with legal counsel for the purpose of receiving legal advice on a specific legal question under C.R.S. Section 24-6-402(4)(b) regarding the Installment Purchase Agreement between the District and Juniper Ridge Community School.	
Motion Second Aye No	x x x	x x x	x x x	x x x	x x x	➤ Motion to move to Executive Session ➤ Time spent in Executive Session discussing purchase, acquisition, lease, transfer or sale of any real, personal or other property: Six minutes ➤ Time spent in Executive Session discussing the Installment Purchase Agreement between the District and Juniper Ridge Community School: Ten minutes.	Motion Approved
Motion Second Aye No	x x x	x x x	x x x	x x x	x x x	➤ Motion to adjourn Executive Session	Motion Approved
Motion Second Aye No	x x x	x x x	x x x	x x x	x x x	N. ADJOURNMENT	10:05 p.m.
						Bridget Story, Secretary Board of Education	

Board of Education Resolution: 20/21: 29

Presented: November 10, 2020

The Board would like to recognize Ms. Lisa Crabtree.

Each year, the Colorado Teacher of the Year program honors an exceptionally dedicated, knowledgeable, and skilled K-12 classroom teacher to represent the entire profession in the state. Nominations from around the state highlight educators who are experts in their field, guide students to achieve excellence, collaborate with others, create a school culture of respect and success, foster a strong community, demonstrate leadership and innovation inside and outside of the classroom, embody lifelong learning, and express themselves in an engaging and articulate way.

This year, during an exceptionally tough year for all educators, Ms. Lisa Crabtree of Fruita Monument High School was one of just seven finalists for the prestigious honor. Ms. Crabtree was nominated for her work as a social studies teacher, creating civic engagement opportunities to her school community, and for her leadership in several student extracurricular programs.

The Colorado Department of Education conducts a rigorous selection process and considers a nominee's knowledge and skills, as well as his/her dedication to the school, district and community. Though Ms. Crabtree was not selected as the 2021 Colorado Teacher of the Year, all of us at District 51 know about her incredible work with staff and students, and know that she is well loved and respected by those she works with.

The Board of Education and Superintendent Sirko are proud to recognize Ms. Crabtree for her continued dedication to her chosen field and students. We are always excited to see the Western Slope represented in such exemplary staff. Thank you for all you do, and congratulations.

Board of Education Resolution: 20/21: 30

Presented: November 10, 2020

The Board would like to recognize Ms. Heather Baskin.

Just last month, the Colorado Academy of Educators for the Gifted, Talented, and Creative announced that Ms. Heather Baskin was the recipient of the Jacquelin Medina Visionary Leadership Award. The award, which is presented in collaboration with the Colorado Association for Gifted and Talented and the Gifted Education Regional Consultants, honors leadership action in schools, districts, and in the state for the benefit of gifted students and their family.

Ms. Baskin was selected for the award based on her exceptional forward thinking and impact on Gifted and Talented programs in the Mesa Administrative Unit. Her focus on personal connections and continuous learning, as well as her advocacy for gifted youth education have set her apart for this prestigious state award.

The Board of Education and Superintendent Sirko are proud to recognize Ms. Baskin for this incredible honor. Thank you for serving our students, and for representing District 51. Congratulations.

Board of Education Resolution: 20/21: 31

Presented: November 10, 2020

The Board would like to recognize Myah Arrieta and Mya Murdock.

The Board of Education and Superintendent Sirko would like to recognize Myah Arrieta and Mya Murdock for recently being selected to the Class 5A All-State first team for softball, effectively recognizing them as two of the best players in Colorado.

Central High School celebrated a successful season, in which they won their seventh Southwestern League Title, and competed in the Class 5A State Final Four. This is the first time two players have been named to the All-State team since Coach Else started with the team twelve years ago. Players are selected for the first team after a process where coaches vote on nominees from around the state.

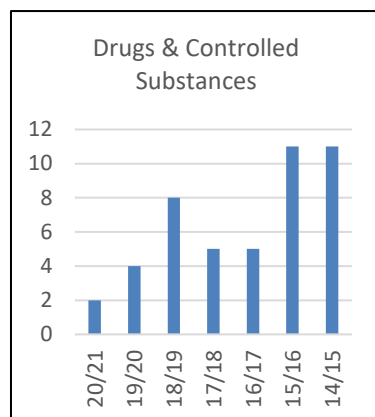
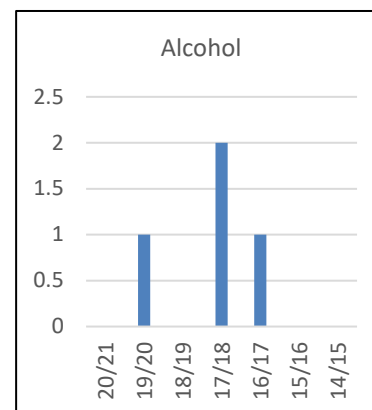
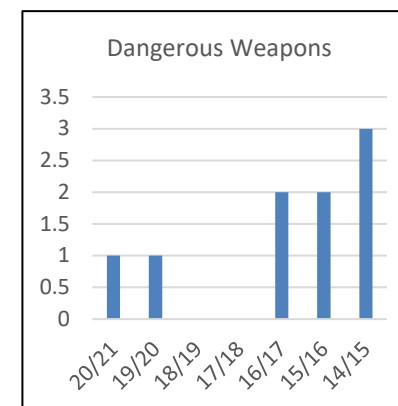
Myah Arrieta was also named the Southwestern League Player of the year and also made the Colorado Coaches of Girls Sports All-State first team.

The Board of Education and Superintendent Sirko are proud to recognize these two seniors, and their coach, for these incredible honors. Thank you for representing Central High School and District 51, both on and off the field. Congratulations.

Category	High School				Middle School				Elementary School				Total		Total for previous years as of October 31 of:				
	20/21		19/20		20/21		19/20		20/21		19/20		20/21	19/20	18/19	17/18	16/17	15/16	14/15
	M	F	M	F	M	F	M	F	M	F	M	F							
100	1	1	3	1									2	4	8	5	5	11	11
200			1											1		2	1		
300																			
400	3		1	2									3	3	1	1		1	1
500	1		1										1	1			2	2	3
600																			
700																			
DSP																			
VOO	2		1				1							2	2		1		3
Total	7	1	7	3			1						8	11	11	8	9	14	18

Category Description

100 - drug or controlled substance
200 - alcohol
300 - tobacco
400 - felony assault
500 - dangerous weapons
600 - robbery
700 - other felonies
DSP - destruction / defacement of school property
VOO - other violations



Communications Update October 16 – November 6, 2020

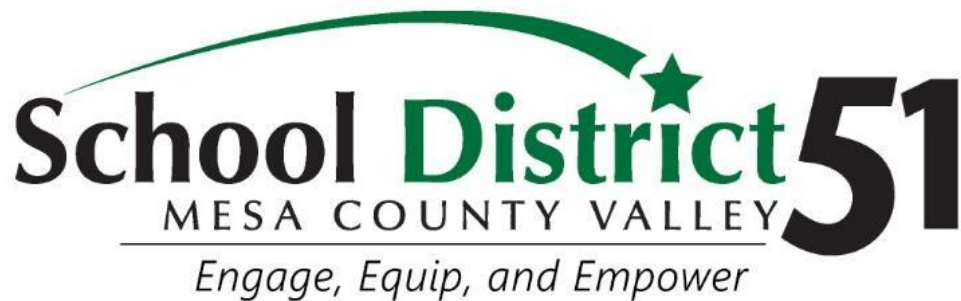
Includes

Earned Media Coverage

Paid Media Coverage

Electronic Direct Communication

Social Media Reports



Media Coverage

The Daily Sentinel

Oct 19, [D51 middle schoolers compete in solar car competition](#)
Oct 18, [District 51, CMU happy for even limited athletic revenue](#)
Oct 21, [Mother address Board of Education after incident at OMMS](#)
Oct 22, [COVID-19 uptick prompts talk of D51 readiness](#)
Oct 22, [Former teacher fostering STEM makerspace program](#)
Oct 23, [D51 semester carrying on despite sub shortage](#)
Oct 25, [Businesses prepare for return to Safer at Home variance](#)
Oct 26, [Local high school bands find path to perform during pandemic](#)
Oct 30, [Football attendance to be further restricted under COVID-19 guidelines](#)
Nov 5, [Dramatic rise in COVID-19 cases threatens in-person learning](#)

KREX

Oct 23, [East Middle School temporarily transitioning to remote learning](#)

KKCO/KJCT

Oct 21, [Beating caught on camera at Orchard Mesa Middle School](#)
Oct 22, [Uptick in COVID-19 cases in School District 51](#)
Oct 25, [District 51 and Plateau Valley schools closed for snow day Monday](#)
Oct 23, [East Middle School closes temporarily due to COVID-19 exposure](#)
Oct 28, [Local elementary school students work to spread the power of kindness](#)
Oct 30, [School district encourages parents to be safe this Halloween](#)

Paid Media

Indoor Billboards

The following ads appeared on indoor billboards owned by Local Focus at various places in the community, including Mesa Mall, Kidsplex, Glacier Ice Arena, Graff Dairy, Bananas Fun Park, etc.



**APPLY FOR
PRESCHOOL**

School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower
**MORE INFO AT
WWW.D51SCHOOLS.ORG**

**DID YOUR CHILD TURN
4 YEARS OLD BEFORE AUGUST 31?
YOU MIGHT APPLY FOR
PRESCHOOL!**

**PICK UP AN APPLICATION
AT 410 HAWTHORNE AVENUE
7:30 A.M. - 4:30 P.M.,
MONDAY-FRIDAY**

**CALL 970-254-5429
FOR MORE INFORMATION**

Welcome Home Packages

Each month, 100 Homeowners who move into a new home in the Grand Valley receive a package that includes two branded stickers and pens, a printed infographic with more information about District 51.

TV Ads

KREX does a monthly segment highlighting a teacher who receives the KREX "Golden Apple Award." The channel advertises the award to bring awareness to D51, and to garner nominations. KJCT provides audience targeting to supply relevant information to demographics who may benefit from our information as they browse the web.

Electronic Communications

Board Briefs

- Sent to all District 51 staff, families, media, and community members who have signed up at www.d51schools.org
- Includes a summary of what was presented/discussed/adopted at the Board of Education meeting
 - [October 6 Work Session](#)
 - [October 20 Business Meeting](#)

Staff Newsletter - [click here to view](#)

- Sent to all District 51 staff
- Includes previous board briefs, information about Chromebook deliveries and D51's initiative to have a device for every student, updates for employee benefits, United Way donations information, an update from the D51 foundation, school events like the MESA solar car competition or the pumpkin patch at Appleton Elementary, a highlight on D51 principals for National Principals Month.

Family & Community Newsletter - [click here to view](#)

- Sent to 19,000+ parents and community members
- Includes previous board briefs, information about Chromebook deliveries, school events like the Kindness Campaign at Lincoln OM, snow day information, translation services, COVID-19 resources, and an update from the D51 Foundation.

The Communications Department produces, edits, facilitates, and sends the weekly Superintendent letters on alternate weeks.

Each letter, video caption, etc. is also translated into Spanish with the help of Jesus Raffo.

Social Media

A full social media report is available upon request.

Cross-Network Profiles

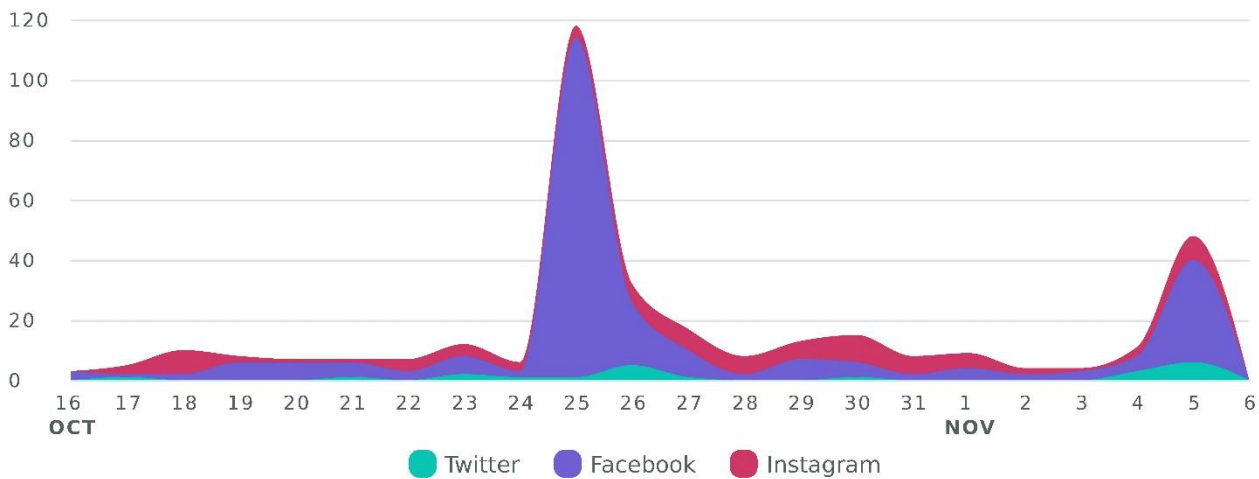
Review your aggregate profile and page metrics from the reporting period.

Profile ▲	Audience	Net Audience Growth	Published Posts	Impressions	Engagements	Engagement Rate (per Impression)
Reporting Period	21,118	276	171	537,879	58,415	10.9%
Oct 16, 2020 – Nov 6, 2020	↗1.3%	↗689%	↗30.5%	↗98%	↗151%	↗26.8%
Compare to	20,846	35	131	271,589	23,259	8.6%
Sep 24, 2020 – Oct 15, 2020						
 Mesa County Valle...	14,120	201	76	450,359	53,713	11.9%
 Mesa County Valle...	3,295	13	62	37,057	1,999	5.4%
 School District 51	3,703	62	33	50,463	2,703	5.4%

Cross-Network Audience Growth

See how your audience grew during the reporting period.

Audience Gained, by Day



Audience Metrics	Totals	% Change
Total Audience ⓘ	21,118	↗1.3%
Total Net Audience Growth ⓘ	276	↗689%
Twitter Followers Gained	22	↗69.2%
Facebook Page Likes	241	↗630%
Instagram Followers Gained	89	↗78%



Mesa County Valley School District 51

District Accountability Committee (DAC) Membership
2020-2021 School Year

Board of Education Resolution: 20/21: 26

Adopted: November 10, 2020

<i>Current Member Name</i>	<i>Representative Area</i>
Nick Allan	Community Representative/Member
Katherine Beeler	Teacher, Clifton Elementary, D51
Steve Brown	Teacher, Grand Junction High School, D51
Shawn Bryant	Teacher, Pear Park Elementary, D51
Jayne Chiaro	Administrator, Elementary School Representative
Vickie Cooper	Parent, Representative
Chelsie Hess	Community Representative/Member
Brian Hill	Assistant Superintendent, D51
Paul Jebe	Director of site Leadership, D51
Teresa Nees	Community Representative/Member
Diana Sirko	Superintendent, D51
Kristen Smith	Parent, Representative

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 November 10, 2020.

Bridget Story
Secretary, Board of Education

Mesa County Valley School District 51
GIFTS

Board of Education Resolution: 20/21: 33

Adopted: November 10, 2020

Donor	Wilson Family Foundation
Gift	Cash
Value	\$10,000.00
School/Department	Clifton Elementary School / Bikes, helmets, locks, books and other school needs

Donor	970 Church
Gift	Cash
Value	\$1,000.00
School/Department	Clifton Elementary School / Family Center

Donor	Charles and Robbie Breaux
Gift	Cash
Value	\$250.00
School/Department	Clifton Elementary School / Family Center

Donor	Rocky Mt. Sanitation
Gift	Cash
Value	\$100.00
School/Department	Clifton Elementary School / Family Center

Donor	Weside Delicatessen Inc. dba The Winery Restaurant
Gift	Cash
Value	\$500.00
School/Department	Clifton Elementary School / Family Center

Donor	Charlotte Bowhay
Gift	Cash
Value	\$100.00
School/Department	Clifton Elementary School / Family Center

Donor	Colette Fluharty
Gift	Cash
Value	\$100.00
School/Department	Clifton Elementary School / Kindergarten supplies

Donor	Knaysi Enterprises Inc. dba Pablo's Pizza
Gift	Cash
Value	\$200.00
School/Department	Clifton Elementary School / Family Center

Mesa County Valley School District 51
GIFTS

Board of Education Resolution: 20/21: 33

Adopted: November 10, 2020

Donor	Benjamin and Chera Miller
Gift	Cash
Value	\$150.00
School/Department	Palisade High School / Boys' Soccer

Donor	Carol McDaneld
Gift	Cash
Value	\$2,000.00
School/Department	Dual Immersion Academy / Buddy benches for recess area

Donor	Downtown Vineyard Church
Gift	Cash
Value	\$500.00
School/Department	Chipeta Elementary School / Thanksgiving gift baskets

Donor	Mim Rapp
Gift	Violin and bows
Value	\$80.00
School/Department	Orchard Mesa Middle School /Orchestra

Donor	Allen Fries
Gift	Cash
Value	\$25.00
School/Department	Fruita Monument High School / Future Farmers of America

Donor	Elaine Higgins
Gift	Cash
Value	\$50.00
School/Department	Fruita Monument High School / Future Farmers of America

Donor	Miriam Hoffman
Gift	Cash
Value	\$25.00
School/Department	Fruita Monument High School / Future Farmers of America

Donor	David and Carol McEndaffer
Gift	Cash
Value	\$25.00
School/Department	Fruita Monument High School / Future Farmers of America

Donor	Barbara Zirkle
Gift	Cash
Value	\$25.00
School/Department	Fruita Monument High School / Future Farmers of America

**Mesa County Valley School District 51
GIFTS**

Board of Education Resolution: 20/21: 33

Adopted: November 10, 2020

Donor	Ben and Nancy Kembel
Gift	Cash
Value	\$50.00
School/Department	Fruita Monument High School / Future Farmers of America

Donor	Charles and Lillian Peek
Gift	Cash
Value	\$50.00
School/Department	Fruita Monument High School / Future Farmers of America

Donor	Karen and Melvin Propp
Gift	Cash
Value	\$50.00
School/Department	Fruita Monument High School / Future Farmers of America

Donor	Linda Klein
Gift	Cash
Value	\$100.00
School/Department	Fruita Monument High School / Future Farmers of America

Donor	Manchester Family Rentals
Gift	Six boxes of new holiday ornaments
Value	\$1,000.00
School/Department	Grand Junction High School / Tiger Boutique and Haberdashery

Donor	Estate of Delores Crane
Gift	Cash
Value	\$334.80
School/Department	Taylor Elementary School / Library resources

Donor	High Country Beverage
Gift	School and art supplies
Value	\$1,700.00
School/Department	D51 Online Program and REACH Program / Student and staff use

Donor	Platinum Sign
Gift	Cash
Value	\$300.00
School/Department	Palisade High School / Athletic signs

Donor	Felicia Casto
Gift	Cash
Value	\$100.00
School/Department	Palisade High School / Courtesy Fund (teacher and staff food)

**Mesa County Valley School District 51
GIFTS**

Board of Education Resolution: 20/21: 33

Adopted: November 10, 2020

Donor	Jeffrey and Margel Pitcher
Gift	Cash
Value	\$50.00
School/Department	Palisade High School / Courtesy Fund (teacher and staff food)

Donor	P.J. and Lisa McGovern
Gift	Cash
Value	\$25.00
School/Department	Palisade High School / Theater Department

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 November 10, 2020.

Bridget Story

Secretary, Board of Education

Mesa County Valley School District 51
ILBC
EARLY LITERACY AND READING COMPREHENSION
Adopted: November 10, 2020

The Board believes reading is the skill most closely associated with success in school. In accordance with this belief and state law, the District shall provide students enrolled in kindergarten, first, second, and third grades with instructional programming and interventions to enable these students, to the greatest extent possible, to achieve reading competency and attain the skills necessary to achieve the Board's and state's academic achievement goals.

The instructional programming and interventions shall be evidence-based and scientifically-based and shall focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills and reading comprehension.

Assessments and READ Plans

In accordance with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules, the District shall assess the reading readiness level of every kindergarten student and the literacy and reading comprehension level of every first, second, and third-grade student. If the assessment of the student indicates the student has a significant reading deficiency:

1. The student shall be then be assessed using a state board approved diagnostic assessment within 60 calendar days of the initial administration of the interim reading assessment.
2. During the 60-day window, the District shall ensure the student receives scientifically-based and evidence-based core instruction and a CDE approved intervention;
3. The student will be progress monitored;
4. A student's READ Plan shall be developed in accordance with this policy's accompanying regulation, ILBC-R.

Student Retention Due To Student's Significant Reading Deficiency

The decision to retain a student due to the student's significant reading deficiency shall be made by the building principal, in consultation with the student's parent/guardian, the student's teacher, and other appropriate school personnel.

The meeting to discuss the possible retention of a student with a significant reading deficiency and the notice required by the READ Act are addressed in this policy's accompanying regulation, ILBC-R.

If a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

The District shall annually report to the Colorado Department of Education (CDE) the state-assigned student identifier for each student enrolled in the District who has a READ Plan. Other information required by the READ Act and applicable State Board of Education rules shall also be reported to CDE.

Mesa County Valley School District 51
ILBC
EARLY LITERACY AND READING COMPREHENSION
Adopted: November 10, 2020

The District shall also use the reported student data to develop and implement District and school improvement plans in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

Legal Refs: C.R.S. 22-7-1201 et seq. (Colorado Reading to Ensure Academic Development (READ) Act)
C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)
1 CCR 301-1, Rules 2202-R-1.00 et seq. (State Board of Education rules for the Administration of the Accreditation of School Districts)
1 CCR 301-92, Rules 2202-R-1.00 et seq. (State Board of Education rules for the Administration of the Colorado Reading to Ensure Academic Development (READ) Act)

Cross Refs: AE, Commitment to Accomplishment (and District Accountability Program)

Mesa County Valley School District 51
ILBC-R
EARLY LITERACY AND READING COMPREHENSION
Adopted: November 10, 2020

The District shall comply with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules in implementing this regulation. This regulation addresses the procedures the District shall follow in creating a student's READ Plan, communicating with the student's parent/guardian concerning the creation, contents, and implementation of the student's READ Plan, and determining whether a student with a significant reading deficiency will advance to the next grade level.

A. Development of a READ Plan

A READ Plan shall be developed for a student in kindergarten, first, second or third grade who is identified with a significant reading deficiency in accordance with the READ Act and applicable State Board of Education rules. A significant reading deficiency means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board of Education.

If the student is in kindergarten, the READ Plan shall be a component of the kindergartner's individualized readiness plan. The District may include components of a student's individualized readiness plan that apply to teach literacy as part of a student's READ Plan after the student completes kindergarten, so long as the District assesses the student in first, second, and third grades in accordance with Board policy, the READ Act, and applicable State Board of Education rules.

Alternatively, and in lieu of a READ Plan, the District may address the student's identified significant reading deficiency in the student's Individualized Education Program (IEP), in accordance with applicable law.

Components of the READ Plan

At a minimum, the student's READ Plan shall include:

1. the students specific, diagnosed reading skill deficiencies to be remediated for the student to attain reading competency;
2. the goals and benchmarks for the student's growth in attaining reading competency;
3. the instructional programming and interventions the student will receive in reading; at a minimum, the student must receive educational services in a daily literacy block;
4. the manner in which the student's progress will be monitored and evaluated;
5. the strategies the student's parent/guardian is encouraged to use in assisting the student;
6. any additional services the student's teacher deems available and appropriate to accelerate the student's reading skills development.

Communication With the Student's Parent/Guardian

The student's teacher, along with other school personnel as requested by the teacher, shall meet with the student's parent/guardian, if possible, to create the student's READ Plan. At this meeting, the student's teacher shall discuss the following with the student's parent/guardian:

1. The state's goal for all children in Colorado is to graduate from high school, having attained skill levels that adequately prepare them for post-secondary studies or the workforce.

Mesa County Valley School District 51
ILBC-R
EARLY LITERACY AND READING COMPREHENSION
Adopted: November 10, 2020

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2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.
 3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.
 4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school.
 5. The nature of the student's significant reading deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.
 6. Under state law, the student qualifies for and the District is required to provide targeted, scientifically-based or evidence-based interventions to remediate the student's specific, diagnosed reading skill deficiencies, and the student's READ Plan shall include these interventions.
 7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ Plan.
 8. The student's READ Plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.
 9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year prior to fourth grade, state law requires the parent/guardian, student's teacher, and other school personnel to meet and consider retention as an intervention strategy.

At the conclusion of the meeting or as soon as possible thereafter, school personnel shall provide the student's parent/guardian with a written explanation of the information discussed in items 1-9 above, and a copy of the student's READ Plan.

If the student's parent/guardian is unable to attend the meeting, the student's teacher shall provide the student's parent/guardian with a copy of the student's READ Plan, a written explanation of items 1-9 above, and a written explanation of the scientifically-based or evidence-based reading instructional programming and other reading-related services the student will receive under the plan as well as the strategies the parent/guardian is encouraged to apply to assist the student.

Review and Implementation of a READ Plan

School personnel shall provide updates to the parent/guardian of a student with a READ Plan, which may occur through existing methods of communication, concerning the results of the intervention instruction described in the plan and the student's progress toward achieving reading competency. School personnel are encouraged to communicate with the student's parent/guardian about the parent's/guardian's progress implementing the home reading strategies in the student's READ Plan.

The District shall ensure that a student's READ Plan is reviewed, revised, and implemented until the student attains reading competency, regardless of the student's grade level and regardless of whether

the student was enrolled in the District when the READ Plan was originally developed or transferred enrollment to the District after the READ Plan was developed.

B. Student Promotion or Retention

Within 45 days before the end of any school year, school personnel shall provide a written notification to the parent/guardian of a student in kindergarten, first, second or third grade who continues to be identified as a student with a significant reading deficiency.

At a minimum, the written notification to the student's parent/guardian shall state:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency, and therefore, state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. School personnel will work with the student's parent/guardian to schedule a date, time and place for the meeting.

The written notification shall not be required if:

1. the student is a student with a disability who is eligible to take the alternative statewide assessment or whose disability substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency;
2. the student is identified as a Multiple language learner and the student's significant reading deficiency is due primarily to the student's language skills; or
3. the student is completing the second school year at the same grade level.

Meeting to Discuss Possible Retention

The discussion of the student's possible retention due to the student's significant reading deficiency may take place during a student's IEP meeting, Parent/Teacher Conference, or READ Plan meeting, if completed within 45 days before the end of any school year. During the meeting, school personnel shall discuss the following with the student's parent/guardian:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading efficiency, is able to maintain adequate academic progress at the next grade level.
2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.
3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.

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ILBC-R
EARLY LITERACY AND READING COMPREHENSION
Adopted: November 10, 2020

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4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
 5. The potential effects on the student if he or she does not advance to the next grade level.

The decision to retain a student shall be made by the building principal after the consultation with the parent/guardian and teacher.

If the parent/guardian does not attend the meeting, the decision to promote or retain shall be made by the building principal without such consultation.

At the conclusion of the meeting or as soon as possible after the decision is made to promote or retain the student, school personnel shall provide the student's parent/guardian with a written statement regarding the decision and the basis for the decision.

Mesa County Valley School District 51

JLCE

FIRST AID AND EMERGENCY CARE

Adopted: October 6, 1987

Revised: February 1, 2000

Revised: August 6, 2002

Revision First Reading: November 10, 2020

No treatment of injuries except first aid shall be permitted in the schools. -First aid is that immediate help given by the best-qualified person at hand in case of accident or sudden illness.

During the school day and during school-sponsored events, including those off-site, At least one staff person in each building shall be on duty who has a current certification from a nationally recognized course in standard have had special training in first aid and CPR. -A master-first aid kit shall be kept-stored and properly maintained in each school in accordance with applicable school health rules.

Any person who in good faith provides emergency care or assistance without compensation at the place of the emergency or accident, shall not be liable for any civil damages for acts or omissions in good faith. State law also exempts from civil liability certain health care providers who render emergency assistance in good faith and without compensation to persons injured in a competitive sport activity. The school will continue to provide emergency care after the injury until the injured student has been placed in the care of the parent/guardian or emergency health personnel.

Treatment of injuries occurring outside school jurisdiction is not the responsibility of school employees.

In all cases where the nature of an illness or an injury appears serious, the parent/~~or~~ guardian shall be contacted if possible, and the school will follow the medical emergency section of the student's registration form information in the student record database. -In extreme emergencies, where there is potential threat to life, limb or digit, school personnel shall immediately call emergency health personnel to arrangements may be made for transporting the a student's to an emergency facility on advice of emergency health personnel-immediate hospitalization whether or not the parent or guardian can be reached.

No elementary student who is ill or injured shall be sent home alone nor shall a secondary student be sent home alone unless the illness is minor and the parent/guardian has consented in advance.

Legal References:

C.R.S. 13-21-108 (civil immunity for persons rendering emergency assistance)
C.R.S. 13-21-108.5 (civil immunity for health care providers who assist in sports injuries)
C.R.S. 25-53-102 (requirements concerning automated external defibrillators in schools)
C.R.S. 24-10-106.5 (public entity duty of care)
6 CCR 1010-6, Rule 6.13 (D) (first aid and CPR certification requirement)

Cross Reference:

JLCD, Administering Medicines to Students

Mesa County Valley School District 51

JLCC

COMMUNICABLE DISEASES

Related: JLCC-R

Adopted: June 13, 1972

Revised: August 15, 1989

Policy Manual Review: August 6, 2002

Revised: September 17, 2013

Revision First Reading: November 10, 2020

The Board recognizes that some communicable diseases that may afflict students are common childhood diseases, acute and short-term in nature, ~~while others may be~~ chronic, ~~or~~ life-threatening. ~~School officials shall~~The District will rely on the advice ~~from public health agencies and others in~~of the medical community in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

Management of common communicable diseases ~~shall~~will be in accordance with Colorado Department of Public Health and Environment ~~or local public health department~~ guidelines. A student who has been diagnosed with or exhibits symptoms of a readily-transmittable ~~infectious—communicable~~ disease may be temporarily denied admission or excluded from school attendance, as deemed necessary to protect the health, safety and welfare of the student and others. Students excluded due to symptoms of a communicable disease may be sent home immediately upon notification of the parent/guardian or other emergency ~~contract~~ person designated in the student's school records. The district reserves the right to require a physician's statement authorizing the student's return to school. Students who complain of illness at school may be referred to the school nurse and may be sent home as soon as the parent/guardian or other person designated on the student's emergency authorization in the student's school records.

In all proceedings related to this policy, the district will respect the privacy rights of the student under state and federal law.

When information is received by a staff member or volunteer that a student is afflicted with a serious, readily-transmissible disease, the staff member or volunteer will promptly notify the school nurse or principal to determine appropriate measures to protect student and staff health and safety. The principal, after consultation with the student and parent/guardian, will determine which additional staff members, if any, have need to know of the affected student's condition and whether the Colorado Department of Public Health and Environment or the local public health department must be notified. Only those staff members with direct responsibility for the care of the student will be informed of the specific nature of the condition if it is determined there is a need for such individuals to know this information.

The superintendent will initiate procedures to ensure that all medical information will be held in strict confidence. Any school staff member who violates confidentiality will be subject to appropriate disciplinary measures.

The Superintendent shall develop and implement regulations addressing identification and placement of students afflicted with life-threatening communicable diseases. Such regulation shall include appropriate procedures to protect the confidentiality of medical or health-related information obtained or received by school personnel regarding students to whom such procedures apply, in order to prevent disclosures that invade or violate a student's personal privacy. School staff members who fail to keep such information in strict confidence in accordance with such procedures shall be subject to appropriate disciplinary measures.

Legal References:

C.R.S. 22-33-104 (2) (a) (compulsory attendance law not applicable to a student who is temporarily ill and such absence is approved)

C.R.S. 22-33-106 (2) ~~(b)~~ (grounds for suspension, expulsion and denial of admission)

Mesa County Valley School District 51

JLCC

COMMUNICABLE DISEASES

Related: JLCC-R

Adopted: June 13, 1972

Revised: August 15, 1989

Policy Manual Review: August 6, 2002

Revised: September 17, 2013

Revision First Reading: November 10, 2020

Cross References: EBBA, Prevention of Disease/Infection Transmission (Handling Body Fluids & Substances)
IC/ICA, School Year/School calendar
JF, School Admissions
JHCA, Physical Examinations of Students
JHD, Exclusions and Exemptions from School Attendance
JKD/JKE, Student Suspension/Expulsion
JLCE, First Aid
JRA/JRC, Student Records