

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

January 5, 2021

Board Work Session 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 Board Work Session: January 5, 2020 Adopted: February 16, 2021	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present Absent	x x	x x	x x	x x	x x	BOARD WORK SESSION <p>➤ The meeting was held electronically to protect the Board and community during the COVID-19 pandemic.</p> <p>1. COVID Update</p> <p>➤ Superintendent, Dr. Diana Sirko, and Assistant Superintendent, Dr. Brian Hill, shared their hopes for in-person learning to resume tomorrow, for second semester, and continue through the year without having to move any students to remote learning. The District is working closely with Mesa County Health Department to get COVID vaccines distributed to staff members, since educators are included in Phase 1B of the vaccine rollout. Dr. Hill reported funding was secured to allow testing sites at Fruita Monument High School and Grand Mesa Middle School to remain open through March. The testing sites are free and open to staff, students and the public. He noted the quarantine window for persons exposed to the virus has shifted from fourteen days to ten days, and could be less for those who show no symptoms and test negative after six days. Dr. Sirko reported many students who initially signed up for the Online School have transitioned back to in-person learning. Currently there are over 1,000 students attending the Online School and the District will be looking to continue with the school in future years. High school principals and counselors will be working closely with high school seniors to offer assistance and, if needed, additional time after school and on weekends for seniors to secure the credits they need to graduate.</p> <p>2. 2020-2021 United Way Drawing, Mr. Corey Hafey and Mrs. Jessica Newman</p> <p>➤ Mr. Corey Hafey, Appleton Elementary School Principal, and Mrs. Jessica Newman, West Middle School Assistant Principal, presented information on this year's United Way Campaign. Mr. Hafey thanked numerous support staff members, building coordinators, United Way staff and Enstrom Candies for helping to make this year's campaign a success. Enstrom Candies generously donated almond toffee to staff members who donated to the campaign. He reminded everyone of the milestone the District reached several years ago when the District's donations exceeded a million dollars. This milestone demonstrates the generosity of District staff to support the United Way. Unlike in past years, this year the number of employees donating and the total amount donated was down. The amount raised this year was \$68,157.10 with 692 people donating. Last year the total was \$85,011.96 with 1,009 people donating. This year, the buildings with the largest percentage of staff participation were Orchard Avenue Elementary School, Redlands Middle School, Grand River High School and Basil T. Knight Building. Employees who made a minimum monthly donation, \$5 for classified, \$10 for certified and \$20 for administrators, were eligible to win a paid day off. Due to COVID-19, the names for those winning a day off were drawn in advance. Those winning a day off were:</p> <ul style="list-style-type: none"> • Ray Walls, Technology • Bridget Story, Superintendent's Office • Kathryn Myers, Chipeta Elementary School 	6:01 p.m.

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						<ul style="list-style-type: none"> • Jackie Shoptaugh, Shelledy Elementary School • Mary Thomas, Rim Rock Elementary School • Linda D. Manspeaker, Hawthorne • Tim Graus, Fruita Monument High School • Julie Christianson, Central High School • Jenifer Myers, Rim Rock Elementary School • Shanna Miller, Fruita Monument High School • Shannon Koppenhafer, New Emerson • Elaine Buda, Hawthorne • Tyler Jones, Rocky Mt. Elementary School • Amie Schraeder, Wingate Elementary School <p>➤ Mrs. Angela Christensen, D51 Foundation Coordinator, reported on United Way donations designated to the D51 Foundation. This year's donations totaled \$8,482.80. The building with the highest dollar amount designated to the D51 Foundation was the Basil T. Knight Building with \$1,585.00, and the building with the most employees designating donations to the D51 Foundation was Palisade High School with eleven employees. Each building will receive six tickets to the D51 Foundation's Annual White Iced Event. The names of employees who designated their donations to the D51 Foundation were placed in a drawing for a chance to win two tickets to this year's White Iced Event. Fiona Lenihan, Basil T. Knight Building, and Kathryn Stiles, Grand Mesa Middle School, were the winners of the White Iced Tickets.</p> <p>3. Mill Levy Presentation, Ms. Tracie Rainey</p> <p>➤ Ms. Tracie Rainey, Colorado School Finance Project Executive Director, shared a brief history of the Colorado School Finance Project. The project, formed in 1995, is non-profit, non-partisan and has a governing board comprised of national and state experts on school finance. Their mission is to compile, collect and distribute research-based, non-partisan information and data on topics relating to school finance. Ms. Rainey shared demographic information on student populations across the state and for District 51. She reviewed the history behind the mills used to calculate K-12 funding and legislative changes over the years, which have affected the mills. Legislative changes approved during 2020 could increase the mills at the county level shifting some of the financial burden from the state back to the county for public education. The legislative changes are meant to, in some counties, shift some of the tax burden from the state level to the county level, but in no way decrease current K-12 funding. Legislators may seek approval from the state supreme court, prior to enacting legislation, to insure the legislative changes cannot be challenged.</p> <p>4. 2021-2022 School Calendar, Mrs. Jennifer Marsh and Mr. Jim Butterfield</p> <p>➤ Mrs. Jennifer Marsh, Executive Director of Curriculum and Learning, and Mr. Jim Butterfield, Bookcliff Middle School Principal, submitted two 2021-2022 calendar drafts, from the calendar committee, for Board consideration. The committee was comprised of teachers, administrators, classified staff and Mesa Valley Education Association (MVEA) representatives. In drafting the calendars,</p>	

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						<p>the committee considered stakeholder survey feedback, prerequisite guidelines and the work completed from past calendar committees. Surveys results from staff showed the majority of staff members rated the current calendar as a three or a four with one being horrible and five being excellent. Parent survey feedback showed the majority of parents felt the calendar only needed minor changes or was ideal. The two calendars presented mirrored each other with the exception of the scheduling of an elementary workday and an in-service day.</p> <p>[Recess 7:40 p.m. Resume Meeting 7:52 p.m.]</p> <p>5. Boundary Discussion, Mr. Shannon Bingham</p> <ul style="list-style-type: none"> ➤ Mr. Shannon Bingham, Demographer with Western Demographics, Inc., reviewed information regarding proposed boundary changes for elementary students living in a portion of the Appleton, Pomona and Tope Elementary School areas, high school students living in the Redlands area and elementary students residing in a portion of the Wingate Elementary School attendance area. Boundary changes for the elementary schools are necessary to accommodate growth in the Appleton Elementary School and Wingate Elementary School areas. Community meetings were held, virtually, to gather feedback from community members, parents and staff. Information from the meetings and surveys results were reviewed. The majority of people surveyed felt growth in the areas needed to be addressed and boundary changes were the best way to address overcrowding at the buildings. Transportation costs could remain cost neutral unless the District provides transportation for students to attend the school falling under the old boundary during the phase in period. The proposed changes are as follows: <ul style="list-style-type: none"> • For the Appleton Elementary School area, changes include switching students currently living in the Pomona Elementary School attendance area south of I-70 and east of 26 Road to Tope Elementary School. Students living in the Appleton Elementary School area south of G Road would shift to Pomona Elementary School. Students could have the option to remain in their current school with the boundary changes transitioning over a period of five years. With housing growth projected to remain steady for the area north of I-70 the District may need to look at adding an additional school in several years. • The proposed changes for Wingate Elementary School attendance area would be to shift students living in Panorama Subdivision (approximately 21 Road) and west from Wingate Elementary School to Broadway Elementary School. Broadway Elementary School has space available for the additional students and is located closer to the Panorama Subdivision area than Wingate Elementary School. • The propose boundary changes for the high schools would allow high school students to attend the same school as the municipality they live in and balance the number of students at the three main high schools, Fruita Monument, Central and Grand Junction High Schools. Balancing the numbers at the high school would allow for similar course offerings and 	

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						<p>resource levels. To balance the high schools the proposed boundary changes would be necessary along with adding additional space at Fruita Monument High School to bring the school back to a four-year high school with the Fruita 8/9 School transitioning to a middle school. Mr. Bingham reiterated replacing Grand Junction High School is the District's most pressing capital project. The proposed boundary changes would shift students living in the Scenic and Broadway Elementary Schools boundaries to Grand Junction High School, and possibly students from Wingate Elementary School boundary area to Grand Junction High School. The boundary changes could be phased in over a number of years.</p> <ul style="list-style-type: none"> Mr. Bingham shared several additional scenarios provided through stakeholder feedback. The additional scenarios included moving high school students currently living in the Mesa Mall area from Fruita Monument High School to Grand Junction High School, shifting a smaller number of students from Appleton Elementary School to Pomona Elementary School and moving students living in the Riverside area, currently the Wingate Elementary School east attendance boundary, to Scenic Elementary School. Regarding the additional scenarios, Mr. Bingham noted there would be additional busing cost in switching the high school students, the smaller shifts of students from Appleton Elementary School to Pomona Elementary School would not be a great enough shift of students and he did not know if Scenic Elementary School could accommodate additional students. <p>6. Policy First Reading JKD/JKE, Student Suspension/Expulsion</p> <ul style="list-style-type: none"> Mr. John Williams, General Counsel, noted the changes to the policy reflected changes in the law regarding suspensions/expulsions for students in grades kindergarten through second grade. <p><u>BUSINESS MEETING</u></p> <p>A. Call to Order/Roll Call</p> <p>B. Agenda Approval</p> <p>C. Resolution to Approve AMN Contract [Resolution 20/21: 23]</p> <p>D. Executive Session Personnel: For discussion of a personnel matter under C.R.S. Section 24-6-402(4) (f) personnel matters except if the employee who is the subject of the session has requested an open meeting, or if the personnel matter involves more than one employee, all of the employees have requested an open meeting. Discussion will be regarding the Superintendent's employment evaluation</p>	
Present	x	x	x	x	x		8:42 p.m.
Absent							
Motion		x					
Second	x						Approved
Aye	x	x	x	x	x		
No							
Motion		x					
Second					x		
Aye	x	x	x	x	x		Adopted
No							

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Motion Second Aye No	x	x	x	x	x	➤ Move to executive session. Person attending: Dr. Davis, Mr. Levinson, Mrs. Mahre, Mr. Parrish, Mr. Pitton and Superintendent Sirko	Moved
Motion Second Aye No	x	x	x	x	x	➤ Move to adjourn executive session. Time spent discussing Superintendent's evaluation 30 minutes.	Moved
Motion Second Aye No	x	x	x	x	x	E. Adjournment: 9:22 p.m.	Adjourn
						<div style="text-align: right;"> _____ Bridget Story, Secretary Board of Education </div>	



1750 30th St., #424, Boulder, CO 80301, 303-823-0165, binghams@earthnet.net

MEMORANDUM

TO: Board of Education, Mesa 51 County Valley School District
FROM: Shannon Bingham, President, Western Demographics Inc.
DATE: December 31, 2020
SUBJECT: School Boundary Study

The analysis and stakeholder involvement phases of the current boundary change scenarios have been completed and the proposed changes and stakeholder survey results are included in this document. I will present this material to the Board publicly next week and will address the predominantly constructive response exhibited by parents and other stakeholders to the proposals. Please have a look at the survey document appended as the last three pages of this summary to read the community response to the proposals. As the project has proceeded, other scenarios, issues and future actions have been suggested or noted by stakeholders. Also, the proposed phasing of the changes results in some transportation costs. I will forward further analysis regarding these two additional data items to the Board on Monday. I look forward to presenting the material to you at your meeting and answering your questions. Best regards.

Potential Boundary Changes to Balance Enrollment FMHS / GJHS / Fruita 8-9 – Mesa 51 School District



Shannon Bingham, Planner / Facilitator
11/16/20



The Challenge

- Grand Junction High School and Fruita-Monument High School populations have diverged in size and new housing growth in Fruita is more widespread than new housing in northwest Grand Junction.
 - GJHS - 1402
 - FMHS / FM89 9th – $1378 + 485 = 1863$
- Even during the pandemic, housing growth has continued in Fruita, the Redlands and Northwest Grand Junction, but
- Housing growth has been more concentrated in Fruita and the Redlands



The Challenge (continued)

- Relative school sizes among the three Mesa 51 full-sized high school buildings (Palisade High was constructed smaller - includes the IB curriculum)
 - Enrollment at GJHS this fall was lower
 - (1402 total, average grade size 350)
 - Central HS (1610 total, average grade size 403)
 - FMHS (1378 total, average grade size 460)
- GJHS average grade sizes are becoming smaller than Central HS and FMHS
 - Fruita-Monument – 460
 - Central – 403
 - Grand Junction - 350



3

The Challenge (continued)

- High school boundary changes have been discussed historically to ensure that all three high schools have:
 - Similar enrollment
 - Similar course offerings and
 - Similar resource levels
- School boundaries have been unchanged for decades other than when new buildings have activated



4

Timing

- **GJHS** to be replaced by a new facility
- Eventual Conversion of **FMHS** to 4-year HS and conversion of **Fruita 8/9** to its designed MS configuration depend upon further classroom expansion at **FMHS**
- Boundary changes would be phased-in over four years
- Choice and pandemic effects will continue to influence enrollment



5

Scenarios

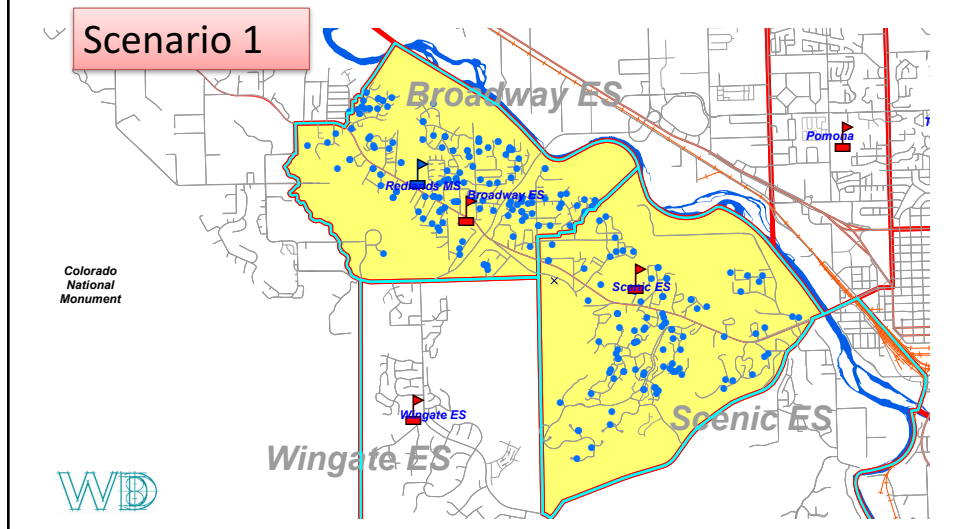
- Scenarios
 - Scenario 1 – Move **FMHS** students in the Scenic Elementary and Broadway Elementary attendance areas to **GJHS**
 - Scenario 2 - Move FMHS students in Scenic, Broadway and the area around and east of Wingate Elementary to **GJHS**
 - Students would continue to feed Redlands MS and a partial feeder might result
 - Affects enrollment at **FMHS** and **Fruita 8/9**, but that affect is eventually replaced by future growth



6

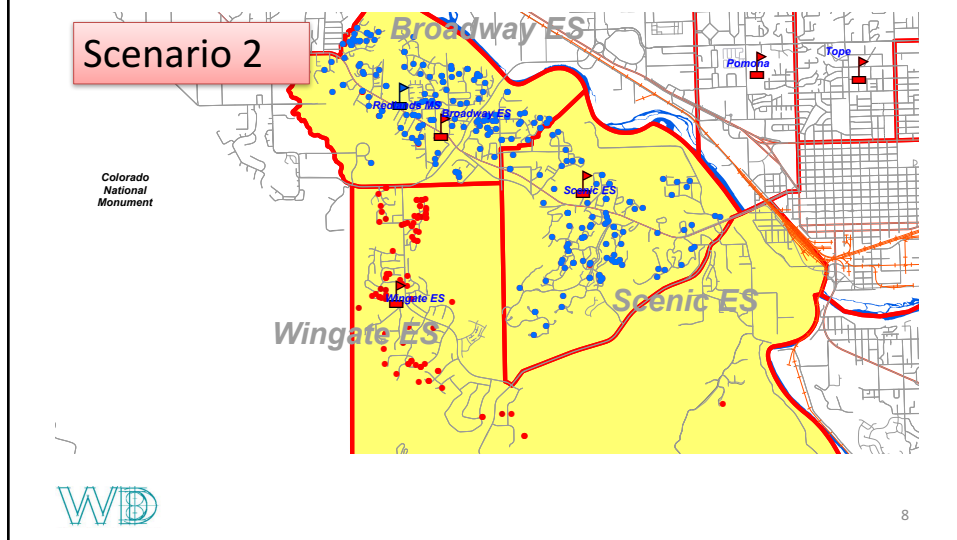
Scenario 1 - Area Proposed for Movement

Scenario 1 - Scenic and Broadway – 185 Students Assuming 70% Compliance



Scenario 2 – Area Proposed for Movement

Scenario 2 - Scenic, Broadway and eastern portion of Wingate – 245 Students Assuming 70% Compliance



Potential Boundary Changes to Balance Enrollment – Northwest Grand Junction Appleton / Pomona / Tope Virtual Parent Meeting



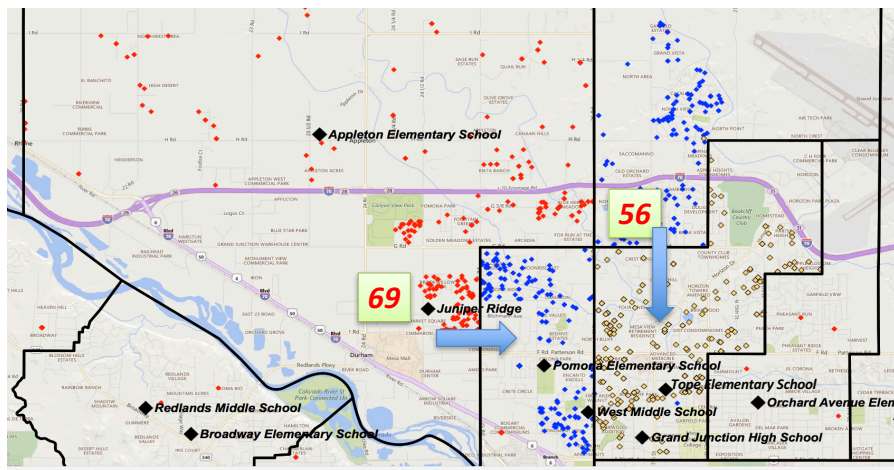
Shannon Bingham
11/18/20

Potential Elementary Boundary Changes

Move 69 Students From Appleton to Pomona ES

Move 56 Students From Pomona to Tope ES

Current Appleton Students in Red, Pomona = Blue, Tope = Tan



Shift Areas Descriptions

- Appleton to Pomona
 - The area bounded on the north by G Rd.,
 - On the west by Business 70 / U.S. 50 and
 - On the east by 25 Rd.
- Pomona to Tope
 - The area bounded on the north by I-70
 - On the west by 26 Rd.,
 - On the east by 27 Rd. and
 - On the south by G Rd.



3

Gradual Change

- Phased change starting with next year's kindergarteners, new move-in's and families electing to change
- Gradual five-year transition
- Transportation provided to the extent possible
- Eventually the 100+ Pomona students north of I-70 will transition to Appleton or a new school and the 100+ Appleton students south of I-70 will transition to Pomona creating a natural boundary at I-70
- School-of-choice and transfer options will vary school-to-school



4

Potential Boundary Changes to Balance Enrollment
– Redlands Area
Wingate / Broadway Virtual Stakeholder Meeting



Shannon Bingham
12/14/20

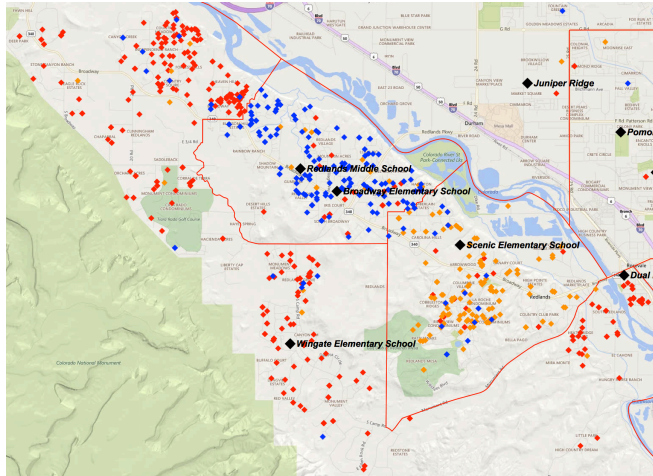
Potential Elementary Changes

- Wingate ES is growing rapidly and will exceed its capacity over the next five years
- Space exists in Broadway ES to accommodate some of this growth if minor boundary changes are made
- A neighborhood that currently has 51 Wingate students is proposed for change
- The current students are shown in order to illustrate the potential of the change over time.
- The change will be phased-in over time, so that the majority of the current students in the area affected will finish elementary school at Wingate



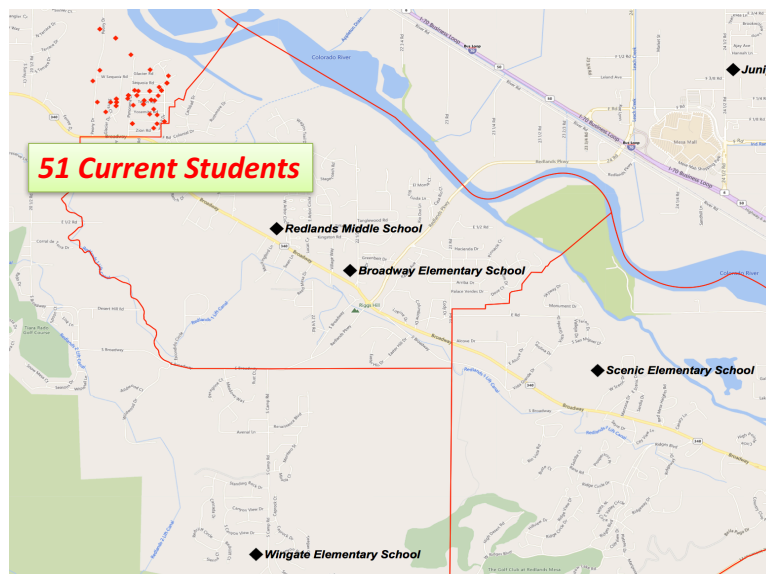
Redlands Area Elementary Student Distribution

Wingate Students in Red
Broadway Students in Blue
Scenic Students in Gold

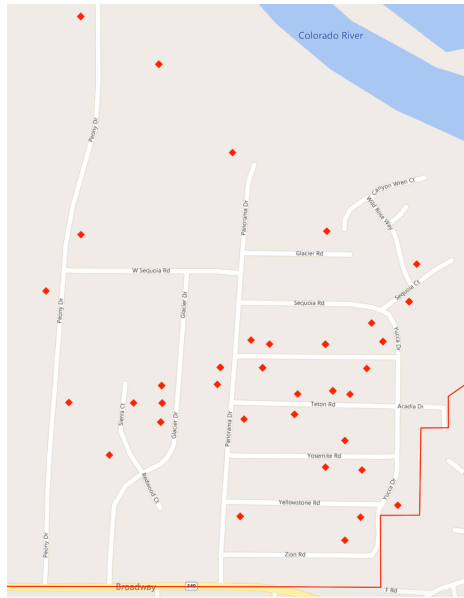


3

Shift Area Description - Wingate to Broadway



4



Peony Dr.
W. Sequoia Rd.
Glacier Rd.
Panorama Dr.
Canyon Wren Ct.
Wild Rose Way
Sequoia Ct.
Yucca Dr.
Teton Rd.
Acadia Dr.
Sierra Ct.
Redwood Ct.
Yosemite Rd.
Yellowstone Rd.
Zion Rd.

Shift Area Streets



5

Gradual Change

- Phased change starting with next year's kindergarteners, new move-in's and families electing to change
- Gradual five-year transition
- School-of-choice and transfer options will be available where space exists



6

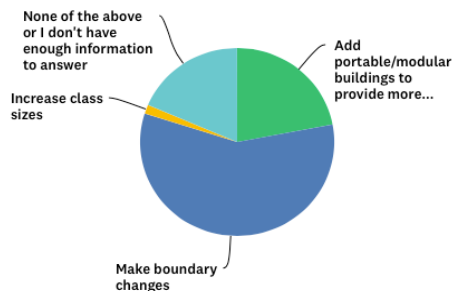
Mesa51 Survey Results

Fruita 8-9, Fruita Monument High School and Grand Junction High School Proposed Boundary Change Survey Results

General overview/responses:

- 1,612 responses were received
- Percent agreeing with “New housing growth is increasing enrollment in local high schools:” 91%
- Percent agreeing with “School District 51 should take action to address high school growth:” 89%
- Percent agreeing with “It makes sense for the schools to have about the same number of students in each grade level:” 75%

Strategies: When asked which strategy makes most sense, 58% of respondents selected “Make boundary changes.” The next most often selected response (22%) was “add portable/modular building to provide more classrooms.” That was followed by “None of the above or I don’t have enough information to answer” with 19% of respondents choosing that option. The least often selected option was “Increase class size,” with less than 2% indicating that was their preference. See chart below.



Scenarios: Respondents were asked to indicate the extent to which they support or oppose each of three scenarios. Scenarios and percent in support follow.

Scenario 1: Assign students in grades 9-12 who reside in the Scenic Broadway elementary school boundaries (which is the eastern portion of the Redlands) to Grand Junction High School. This would reduce enrollment at both Fruita 8-9 and

Fruita-Monument High School and would eventually move approximately 185 students. Percent somewhat or strongly support: 72%.

Scenario 2: In addition to the changed noted in Scenario 1, add students who live east of Wingate Elementary School to the change. This would eventually result in 245 students having their high school boundary changed from Fruita 8-9 and Fruita Monument High School to Grand Junction High School. Percent somewhat or strongly support: 65%.

Scenario 3: Take no action. Percent somewhat or strongly support: 36%.

Demographic Overview: The majority of respondents (89%) are parents or guardians. About 18% are faculty and 6% are other district employees. Less than 2% are students. And 4% marked “other, not listed.” (The figures here do not sum to 100% because respondents could mark more than one of the options.)

Geographic area of the district respondents reside in was noted as follows:

Primary Residence	Percent
Redlands	45
Fruita	28
Grand Junction	21
Other	6

Respondents indicated which area of the district they or their child works, studies or plans to study as follows:

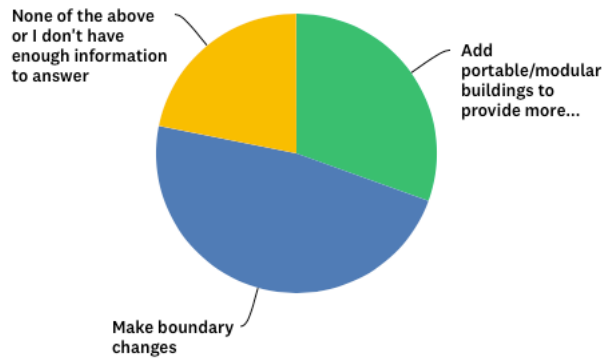
Attend/Work/Plan	Percent
Fruita Monument	47
Fruita 8-9	22
Grand Junction	20
Elsewhere in District	6
Other/Does not apply	5

Appleton, Pomona & Tope Proposed Boundary Change Survey Results

General overview/responses:

- 403 responses were received
- Percent agreeing with “Student enrollment is increasing in the Northwest Grand Junction area:” 93%
- Percent agreeing with “Mesa51 should take action to address elementary school growth in the Northwest Grand Junction area:” 90%
- Percent agreeing with “In general, boundary changes are an effective way to deal with growth in elementary schools:” 69%

Options considered: When asked which solution is best to address school growth, 48% of respondents selected “Make boundary changes.” The next most often selected response (31%) was “add portable/modular building to provide more classrooms.” And about a quarter (22%) of indicated “None of the above or I don’t have enough information to answer.” See chart below.



Support for boundary changes: The majority of those with an opinion about making boundary changes indicated they were in support of doing so (66%). While 34% oppose doing so.

Demographic Overview: The majority of respondents (91%) are parents or guardians. About 14% are teachers and 6% are other district employees. And 6% marked “other.” (The figures here do not sum to 100% because respondents could mark more than one of the options.)

Which elementary boundary respondents reside in was noted as follows:

Primary Residence	Percent
Appleton	47
Pomona	22
Tope	14
Other	17

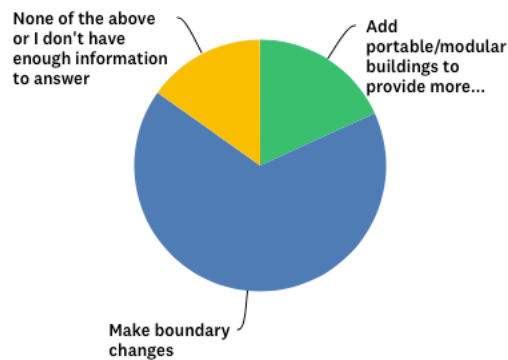
Notes: 1) Percent agreeing includes those who marked “agree” or “strongly agree” and was calculated based on those who expressed an opinion. The same was the case for those “supporting” or “strongly supporting.” 2) Total for pie chart may not sum to 100 due to rounding.

Wingate and Broadway Proposed Boundary Change Survey Results

General overview/responses:

- 66 responses were received
- Percent agreeing with “Student enrollment is increasing in the in the Redlands area:” 94%
- Percent agreeing with “Mesa51 should take action to address elementary school growth in the Redlands area:” 87%
- Percent agreeing with “In general, boundary changes are an effective way to deal with growth in elementary schools:” 79%

Options considered: When asked which solution is best to address school growth, 67% of respondents selected “Make boundary changes.” The next most often selected response (18%) was “add portable/modular building to provide more classrooms.” Less than a fifth (15%) indicated “None of the above or I don’t have enough information to answer.” See chart below.



Support for boundary changes: The majority of those with an opinion about making boundary changes indicated they were in support of doing so (78%). While 22% oppose doing so.

Demographic Overview: The majority of respondents (81%) are parents or guardians. About 19% are teachers and 12% are other district employees. And 2% marked “other.” (The figures here do not sum to 100% because respondents could mark more than one of the options.)

More respondents were from the Wingate area than any other area (58%). The table below shows in which elementary boundary respondents reside.

Primary Residence	Percent
Wingate	58
Broadway	22
Scenic	5
Other	15

Notes: 1) Percent agreeing includes those who marked “agree” or “strongly agree” and was calculated based on those who expressed an opinion. The same was the case for those “supporting” or “strongly supporting.” 2) Total for pie chart may not sum to 100 due to rounding.

Mesa County Valley School District 51

JKD/JKE

STUDENT SUSPENSION/EXPULSION

Page 1 of 3

Related: JKD/JKE-R, JKD/JKE-E

Adopted: June 13, 1972

Revised: August 18, 1998

Readopted: September 19, 2006

Adopted: December 11, 2012

Revision First Reading: January 5, 2020

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It is the policy of the Board of Education to provide an educational climate which maintains a disciplined and orderly environment that recognizes, preserves, and protects the individual rights of all students, and provides due process of law to students, parents and school personnel through written procedures consistent with law for the suspension, expulsion, and denial of admission of students when necessary or appropriate.

Further, the Board of Education hereby directs the superintendent to periodically review current procedures and, if necessary, develop new procedures consistent with this policy.

The superintendent shall arrange to make this policy and the accompanying procedures (along with grounds for which students may be suspended or expelled) distributed once annually to each student in elementary, middle, and high school, and once to each new student in the dDistrict. This policy and the accompanying procedures and grounds for suspension/expulsion shall be posted in each school of on the dDistrict's website. ~~In addition, any significant change in this policy and accompanying procedures shall be distributed to each student and posted in each school.~~

Delegation of Authority

1. The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in third through twelfth grade in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1)(a), (1)(b), (1)(c) or (1)(e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1)(d) unless expulsion is mandatory under law (see exhibit coded JKD/JKE-E), but the total period of suspension shall not exceed 25 school days. The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in grades preschool through second grade in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106.1(2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see JKD/JKE-E).

The Board of Education encourages the use of available interventions to address a student's misconduct. The use of interventions will vary depending on the facts and circumstances of an individual case. Whether an intervention is appropriate and, if so, the type of intervention, is at the discretion of the principal or designee. Interventions can include detention, in-school suspension, counseling, restorative justice, peer mediation or other services or approaches to address the misconduct and that do not involve out-of-school suspension or expulsion. Interventions should not be used as an alternative if the principal or designee determines that an intervention is not appropriate given the circumstances, would be disruptive to the operations of the school, or be detrimental to the learning environment, .

As an alternative to intervention or suspension, the principal or designee may, in his or her discretion, permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended as provided in this policy and related District disciplinary policies and regulations. This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to

Mesa County Valley School District 51

JKD/JKE

STUDENT SUSPENSION/EXPULSION

Page 1 of 3

Related: JKD/JKE-R, JKD/JKE-E

Adopted: June 13, 1972

Revised: August 18, 1998

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Revision First Reading: January 5, 2020

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the learning environment.

For a student in preschool, kindergarten, first grade or second grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the students.

Nothing in this policy shall limit the Board's and its designees' authority to suspend and/or expel a student as deemed appropriate by the Board or its designees. The decision to suspend and/or expel a student instead of providing an alternative to suspension or expulsion or the failure of an intervention to remediate the student's behavior shall not be grounds to prevent the Board and its designees from proceeding with the appropriate disciplinary measures, including but not limited to suspension and/or expulsion.

2. The Board of Education delegates to the superintendent of schools the authority to suspend, in accordance with Section 22-33-105, C.R.S., a student for an additional ten (10) school days, plus an additional ten (10) school days maximum when necessary in order to present the matter to the Board.
3. The Board of Education delegates to the superintendent of schools the authority, in accordance with Section 22-33-105, C.R.S., to deny admission to or expel for any period not extending beyond one calendar year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the District. Such denial of admission or expulsion shall be subject to appeal to the Board. Each student subject to denial or expulsion shall be given an opportunity for a hearing before the superintendent or a designee of the superintendent. If the hearing is conducted by a designee acting as a hearing officer, the hearing officer shall forward findings of fact and recommendations to the superintendent as soon as feasible after the hearing. The superintendent shall render a written opinion within five school days after the hearing.
4. The superintendent shall report to the Board at its next ~~Business~~ Meeting each action taken denying admission or expelling a student pursuant to the authority delegated hereunder, such report containing a brief description of the circumstances and reasons for such action.
5. Such denial of admission or expulsion shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented and that were determined at the hearing conducted by the superintendent or by a designee acting as a hearing officer, arguments relating to the decision and questions of clarification from the Board.
6. In determining whether to suspend or expel a student, the Board and other persons to whom disciplinary authority is delegated pursuant to this policy may consider a variety of factors, including, but not limited to, the following:
 - a. the student's age;
 - b. the student's disciplinary history;
 - c. whether the student has a disability;

Mesa County Valley School District 51

JKD/JKE

STUDENT SUSPENSION/EXPULSION

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Related: JKD/JKE-R, JKD/JKE-E

Adopted: June 13, 1972

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Adopted: December 11, 2012

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- d. the seriousness of the violation committed by the student;
 - e. whether the violation committed by the student threatened the safety of any student or staff member; and
 - f. whether a lesser intervention would properly address the violation committed by the student.

Expulsion for unlawful sexual behavior or crimes of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 and 18 is alleged to have committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the Board of Education to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

The Board may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the ~~e~~District to provide an alternative educational program for the student as specified in state law.

Annual reports

The Board annually shall report to the State Board of Education the number of students expelled from ~~e~~District schools for disciplinary reasons or for failure to submit certificates of immunization. Expelled students shall not be included in calculating the dropout rate for the school or the ~~e~~District.

Information to parents

Upon expelling a student, ~~D~~istrict personnel shall provide information to the student's parent or guardian concerning the educational alternatives available to the student during the period of expulsion, including the right of the parent/guardian to request that the ~~e~~District provide services during the expulsion. If the parent or guardian chooses to provide a home-based education program for the student, District personnel shall assist the parent in obtaining appropriate curricula for the student if requested by the parent or guardian.

If a student is expelled for the remainder of the school year and is not receiving educational services through the ~~e~~District, the school district shall contact the expelled student's parent or guardian at least once every 60 days until the beginning of the next school year to determine whether the child is receiving educational services from some other source.

Legal References:

Mesa County Valley School District 51

JKD/JKE

STUDENT SUSPENSION/EXPULSION

Page 1 of 3

Related: JKD/JKE-R, JKD/JKE-E

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C.R.S. 16-11-309 (*crime of violence*)

C.R.S. 16-22-102(9) (*unlawful sexual behavior*)

C.R.S. 18-1.3-406 (*crime of violence*)

C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)

C.R.S. 22-32-109.1 (2)(a)(I)(E) (*policy required as part of ~~safe schools plan~~conduct and discipline code*)

C.R.S. 22-32-109.1 (3) (*agreements with state agencies*)

C.R.S. 22-32-144 (*restorative justice practices*)

C.R.S. 22-33-105 (*suspension, expulsion and denial of admission*)

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

C.R.S. 22-33-106.1 (*suspension and expulsion for students in preschool through second grade*)

C.R.S. 22-33-106.3 (*use of student's written statements in expulsion hearings*)

C.R.S. 22-33-106.5 (*information concerning offenses committed by students*)

C.R.S. 22-33-107 (*compulsory attendance law*)

C.R.S. 22-33-107.5 (*notice of failure to attend*)

C.R.S. 22-33-108 (*juvenile judicial proceedings*)

C.R.S. 25-4-903 (1) (*immunization*)

Cross References:

GBGB, Personal Security & Safety

JEA, Compulsory Attendance Ages

JF, School Admissions

JIC, Student Conduct ~~and subcodes~~

JK, Student Discipline

JKG, Expulsion Prevention

Board of Education Resolution 20/21: 37

Adopted: January 5, 2021

WHEREAS, Mesa County School District 51 employs physical therapists, occupational therapists, speech language pathologists, therapy assistants, clinicians and psychologists to provide needed services to students; and

WHEREAS, Mesa County Valley School District 51 has been experiencing difficulty in filling many of these needed positions; and

WHEREAS, AMN Healthcare, Inc. ("AMN") is a company licensed to in Colorado; whose business is to locate and provide physical therapists, occupational therapists, speech language pathologists, therapy assistants, clinicians and psychologists to school districts and other entities; and

WHEREAS, the District desires to contract with AMN for AMN to locate and provide such contract workers to the District; and

WHEREAS, the District has negotiated a contract with AMN for the provision of such contract workers, a copy of which has been provided to and reviewed by the Board of Education; and

WHEREAS; the Board of Education finds the terms of the negotiated contract to be acceptable and in the best interest of the District.

NOW, THEREFORE, BE IT RESOLVED, that Mesa County Valley School District 51 Board of Education hereby authorizes Nikki Jost, Executive Director of Human Resources, to sign the contract with AMN to provide the needed therapy and healthcare staff; and

BE IT FURTHER RESOLVED that the Board of Education approves the three-year term of the contract, subject to rights of termination spelled out therein.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on January 5, 2021.

*Bridget Story
Secretary, Board of Education*