

A - Doug Levinson B - Paul Pitton C - John Williams D - Tom Parrish E - Amy Davis						Board of Education Mesa County Valley School District 51 Business Meeting Minutes: April 16, 2019 Adopted: May 28, 2019	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present Absent	x	x	x	x	x	<u>BUSINESS MEETING</u> A. CALL TO ORDER/PLEDGE OF ALLEGIANCE ➤ Mr. Parrish welcomed attendees to the April Business Meeting and gave instructions for meeting participants to address the Board, <i>under Item G, Audience Comments.</i> ➤ Mr. Levinson and Dr. Davis were excused absent.	6:00 p.m.
Motion Second Aye No		x		x		B. AGENDA APPROVAL	Adopted
Motion Second Aye No				x		C. MEETING MINUTES AND SUMMARY APPROVAL C-1. March 5, 2019, Board Work Session Minutes C-2. March 26, 2019, Board Business Meeting Minutes	Adopted
						D. RECOGNITIONS D-1. Recognition for Grand Junction High School Knowledge Bowl Champions [Resolution: 18/19: 76] ➤ Mr. Pitton invited the Grand Junction High School Knowledge Bowl team members to the front of the room. The Grand Junction High School Knowledge Bowl team has established a standing dynasty after winning the state competition for the past twenty-two years. Mr. Pitton shared how proud the Board and Superintendent Sirko are of these students and the hard work they have done in and out of the classroom. Members of this year's team were Evan Ancell, Katreena Bass, Andrew Bennett, Anthony Booth, Amanda Gordon, Miguel Iglesias, James Rasmussen, Parker Stacy and Noah Terlouw. ➤ The Board and Superintendent Sirko congratulated the Knowledge Bowl Students for their hard work and accomplishments.	
						D-2. Recognition for the 2019 All State Music Students [Resolution: 18/19: 75] ➤ Mr. Parrish requested all the music students, who qualified for All State Choir, Jazz Choir, Orchestra, Band and Jazz Band; and their directors to step to the front of the room. Students must go through a demanding process to demonstrate they have mastered a variety of skills and techniques to qualify for All State Music. The following students selected for All State Music represent some of the finest musicians in the state: ❖ All State Middle School Choir • Bookcliff Middle School (Miriam Deming, Director): Tamara Avila-Ruiz, Rhiannon Parker, Elizabeth Rader-Mirabito and Sheena Tolboe • East Middle School (Raisha Quinn, Director): Gracelynn Stone and Maya Znamenacek • Fruita Middle School (Teri Bohl, Director): Kylee McRorie and Lauren Scott • Mt. Garfield Middle School (Dara Fubler, Director): Lauren Noble	

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						<ul style="list-style-type: none"> • West Middle School (David Siemens, Director): Kael Sievers ❖ All State Choir <ul style="list-style-type: none"> • Central High School (Stan Scott, Director): Heather Eglet and Cassie Knight • Fruita Monument High School (Jessica Hazard Hanely, Director): KC Davis, Carlana Hatch, Garret Hinton, Joshua Riley and Katherine Seaton • Grand Junction High School (Brad Hirsh, Director): Newell Berry, Teresa Gandy, Elizabeth Gorsuch, Indiana Jones, Bridget Miller and Bryce Peck • Palisade High School (Matt Doty, Director): Celestyn Baker and Kierstain Bear ❖ All State Jazz Choir <ul style="list-style-type: none"> • Celestyn Baker from Palisade High School and Carson Pope from Grand Junction High School ❖ All State Band <ul style="list-style-type: none"> • Fruita Monument High School (Ryan Crabtree, Director): Parker Burkey and Barent Foley • Grand Junction High School (Isaac Lavadie, Director): Amanda Gordon and Ben Leinbach • Palisade High School (Jeff Mason, Director): Isabella Findley and Heather McClimans ❖ All State Jazz Band <ul style="list-style-type: none"> • Gareth Rader from Palisade High School ❖ All State Orchestra <ul style="list-style-type: none"> • Central High School (Amber Campbell, Director): Jason Fitzgerald and Sarah Payton • Fruita Monument High School (Rachel Lavadie, Director): Avalon Brinton and Parker Burkey • Grand Junction High School (Cameron Law, Director): Lauryn Burton and Amanda Gordon • Palisade High School (Troy Raper, Director): Maura Lake, Jonathan May and Emilia Rhodes ➤ The Board and Superintendent Sirko congratulated the students for their accomplishments and thanked the directors for their hard work and dedication. <p>E. BOARD REPORTS/COMMUNICATIONS/REQUESTS</p> <ul style="list-style-type: none"> ➤ Mr. Pitton recently attended a concert at Redlands Middle School and really enjoyed the performance. He encouraged everyone take time to enjoy a performance by our very talented students. <p>F. LEGISLATIVE REPORT</p> <ul style="list-style-type: none"> ➤ Mr. Pitton reported on the recent Colorado Athletic Directors Association (CADA) meeting he attended. The association is considering numerous resolutions to make changes to athletic and spirit teams; in regards to current 	

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						bills before the legislation, Mr. Pitton reported the Full-Day Kindergarten Bill passed the house and would be going before the senate. Changes to the Tabor Bill were still being discussed and progressing. G. AUDIENCE COMMENTS ➤ None at this time. H. SUPERINTENDENT'S REPORT ➤ Superintendent Sirko spoke about the Alpine Bank Student of the Quarter Luncheon she attended at Colorado Mesa University. The luncheon celebrates the accomplishments of chosen middle and high school students. The luncheon is sponsored by Alpine Bank and students receive a \$500.00 scholarship from Colorado Mesa University. H-1. Quarterly Business/Investment Financials, Mrs. Vi Crawford, Ms. Melanie Heath ➤ Mrs. Crawford, Director of Financial Services and Ms. Heath, Assistant Director of Financial Services, highlighted a few items noted in the Fiscal Oversight Committee memo. The Fiscal Oversight Committee is comprised of members from the community, with a financial background, who review the District's budget. ➤ Ms. Heath noted there was an increase in the Per Pupil Rate (PPR) from the state, over the anticipated amount. A portion of the additional funds from the state will be distributed to the charter schools. The District may need to look at adding funding to the Physical Activities Fund due to higher than expected increase in travel and lodging expenses. ➤ Mrs. Crawford shared the District would be reviewing and updating the Fiscal Oversight Committee Charter. H-2. College and Career Readiness, Mr. Tim Foster and Mrs. Jody Diers ➤ Mr. Foster, Colorado Mesa University (CMU) President, thanked the Board for the opportunity to work with students in the challenges of pursuing a secondary education. He shared a graphic of CMU tuition rates in comparison of other Colorado universities. CMU's tuition is lower than nine other universities in the state. CMU will not be increasing tuition for this next school year and CMU's tuition is the same regardless of the course of study a student enters. ➤ Mrs. Diers, CMU Director of Residence Life, displayed information regarding the number of District 51 students who have enrolled in concurrent enrollment at CMU or Western Colorado Community College (WCCC) over the past five years. 829 students have participated in concurrent enrollment and earned 7,397 credits prior to graduating high school. This averages out to be more than eight credits per student. She shared information on the Pathways in Technology Early College High School (P-TECH) Program beginning next year at Central High School. The program, sponsored by partners throughout the county, currently has over eighty students enrolled for next year. The hope is to have around eighty students enrolled every	

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						AGENDA ITEMS	ACTION
						year, with some students being able to obtain an associate degree prior to graduating high school. ➤ Mr. Foster and Mrs. Diers thanked Superintendent Sirko and the Board for their assistance in working through some difficulties during the first year of the Career & College Advisor Partnership. The partnership between CMU, District 51 and Montrose County School District places advisors in each high school to assist students and parents in all aspects of a secondary education. Two of the current five advisors will not be returning next year so CMU staff will be working with D51 administrators and counselors to fill those positions.	
						H-3. Bond Update ➤ Reviewed	
						H-4. Expulsion Report ➤ Reviewed	
						H-5. Communication Report/District Initiatives ➤ Reviewed	
Motion Second Aye No		x		x		I. CONSENT AGENDA I-1. Personnel Actions I-1.a. Licensed and Administrative Personnel Actions [Resolution: 18/19: 77] I-1.b. Certified New Hires [Resolution: 18/19:78] I-2. Gifts [Resolution: 18/19: 74] I-3. D51 Curriculum Resources Adoption I-3.a. 6-8 English Language Arts [Resolution: 18/19: 79] I-3.b. AP Human Geography [Resolution 18/19: 80] I-3.c. AP Psychology [Resolution 18/19:81] I-3.d. AP US Government [Resolution 18/19: 82] I-3.e. AP US History [Resolution 18/19: 83] I-3.f. Elementary Physical Education [18/19:84]	Adopted
Motion Second Aye No		x	x	x		J. BUSINESS ITEMS J-1. Policy, Second Reading J-1.a. IGA, Curriculum Development J-1.b. IHCD, Advanced College Placement J-1.c. JKA, Use of Physical Intervention and Restraint	Adopted
Motion Second Aye No		x		x		J-2. Alternative Calendars J-2.a. Dual Immersion Academy J-2.b. New Emerson School J-2.c. Juniper Ridge Charter School J-2.d. Mesa Valley Community School J-2.e. Independence Academy	Adopted
		x	x	x		J-3. Policy First Reading J-3.a. JRA/JRC, Student Records	

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						J-3.b. IKF, Graduation Requirements (2020 and prior) J-3.c. IKF(2), Graduation Requirements (2021 and thereafter) J-3.d. JF, School Admissions										Reviewed
						J-4. Policy Review of JKAA, Time Out Rooms										
						K. BOARD OPEN DISCUSSION ➤ None at this time										
						L. FUTURE MEETINGS ➤ Reviewed.										
						M. EXECUTIVE SESSION ➤ None at this time										
Motion						N. ADJOURNMENT										7:11 p.m.
Second																
Aye																
No																
						Bridget Story, Assistant Secretary Board of Education										

Board of Education
Mesa County Valley School District 51
Business Meeting Minutes: April 16, 2019
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AGENDA ITEMS						ACTION
Motion Second Aye No					J-3.b. IKF, Graduation Requirements (2020 and prior) J-3.c. IKF(2), Graduation Requirements (2021 and thereafter) J-3.d. JF, School Admissions J-4. Policy Review of JKAA, Time Out Rooms K. BOARD OPEN DISCUSSION ➤ None at this time L. FUTURE MEETINGS ➤ Reviewed. M. EXECUTIVE SESSION ➤ None at this time N. ADJOURNMENT	Reviewed <

The Board of Education would like to invite the Grand Junction High School Knowledge Bowl Team to the front.

The Board and Superintendent Sirko would like to congratulate the Grand Junction High School Knowledge Bowl for their 22nd state championship win!

The team, coached by GJHS teacher Coady Shawcroft, place first in both the overall competition, and in the Class 5A tournament which took place last month in Fort Collins.

The Board of Education and Superintendent Sirko are proud of how hard these students work both in and out of the classroom, and for continuing the long-standing legacy of the GJHS Academic Team. Congratulations.

Coach: Coady Shawcroft

Evan Ancell

Katreena Bass

Andrew Bennett

Anthony Booth

Amanda Gordon

Miguel Iglesias

James Rasmussen

Parker Stacy

Noah TerLouw

Board of Education Resolution: 18/19: 75

Presented: April 16, 2019

The Board of Education would like to invite the All State Choir, Jazz Choir, Orchestra, Band, and Jazz Band students to the front.

Year after year, the District 51 music program distinguishes itself as one of the most accomplished programs in the state. Undoubtedly, that is because of the countless hours these students and their directors dedicate to practice and performing throughout the year.

The audition process for All State events is demanding, and requires students to demonstrate a variety of skills and techniques to be considered for the opportunity to attend All State events.

The 2018-19 All State musicians honored here this evening represent the very finest in Colorado student musicians. The Board and Superintendent Sirko extend their congratulations to all of these remarkable musicians.

All State Middle School Choir

Bookcliff Middle School – Miriam Deming, Director

Tamara Avila-Ruiz

Rhiannon Parker

Elizabeth Rader-Mirabito

Sheena Tolboe

East Middle School – Raisha Quinn, Director

Gracelynn Stone

Maya Znamenacek

Fruita Middle School – Teri Bohl, Director

Kylee McRorie

Lauren Scott

Mount Garfield Middle School – Dara Fubler, Director

Lauren Noble

West Middle School – David Siemens, Director

Kael Sievers

All State Choir

Central High School – Stan Scott, Director

Heather Eglet

Cassie Knight

Fruita Monument High School – Jessica Hazard Hanely, Director

KC Davis

Carlana Hatch

Garret Hinton

Joshua Riley

Katherine Seaton

Grand Junction High School – Brad Hirsh, Director

Newell Berry

Teresa Gandy

Elizabeth Gorsuch

Indiana Jones

Bridget Miller

Bryce Peck

Palisade High School – Matt Doty, Director

Celestyn Baker

Kierstain Bear

All State Jazz Choir

Celestyn Baker, Palisade High School

Carson Pope, Grand Junction High School

All State Band

Fruita Monument High School – Ryan Crabtree, Director

Parker Burkey

Barent Foley

Grand Junction High School – Isaac Lavadie, Director

Amanda Gordon

Ben Leinbach

Palisade High School – Jeff Mason, Director

Isabella Findley

Heather McClimans

All State Jazz Band

Gareth Rader, Palisade High School

All State Orchestra

Central High School – Amber Campbell, Director

Jason Fitzgerald

Sarah Payton

Fruita Monument High School – Rachel Lavadie & Ryan Crabtree, Director

Avalon Brinton

Parker Burkey

Grand Junction High School – Cameron Law & Isaac Lavadie, Director

Lauryn Burton

Amanda Gordon

Palisade High School – Troy Raper, Director

Maura Lake

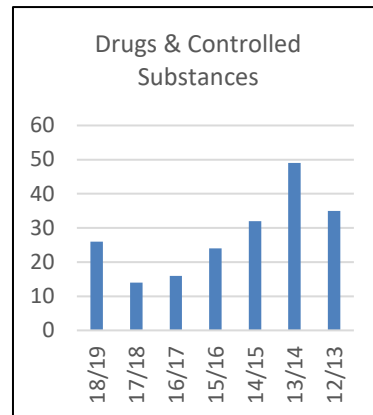
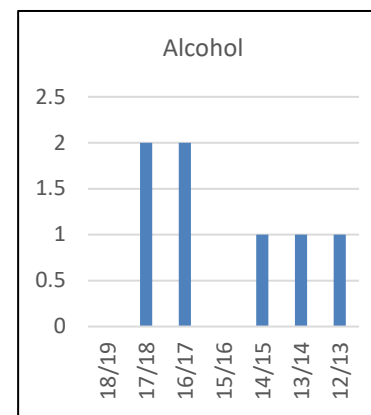
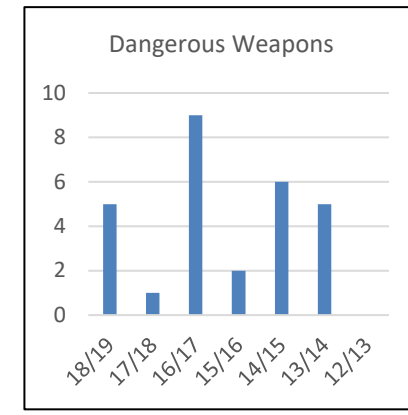
Jonathan May

Emilia Rhodes

														Total for previous years as of March 31 of:					
Category	High School				Middle School				Elementary School				Total		16/17	15/16	14/15	13/14	12/13
	18/19		17/18		18/19		17/18		18/19		17/18		18/19	17/18					
	M	F	M	F	M	F	M	F	M	F	M	F							
100	18	5	14		2	1							26	14	16	24	32	49	35
200			2											2	2		1	1	1
300																			
400	4							1					4	1		2	1		4
500	4				1			1					5	1	9	2	6	5	
600																			
700															1	1			2
DSP																			
VOO	8	3	4	1	4	1	1	1					16	7	8	5	6	10	7
Total	34	8	20	1	7	2	1	3					51	25	36	34	46	65	49

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 March 14 – April 10, 2019

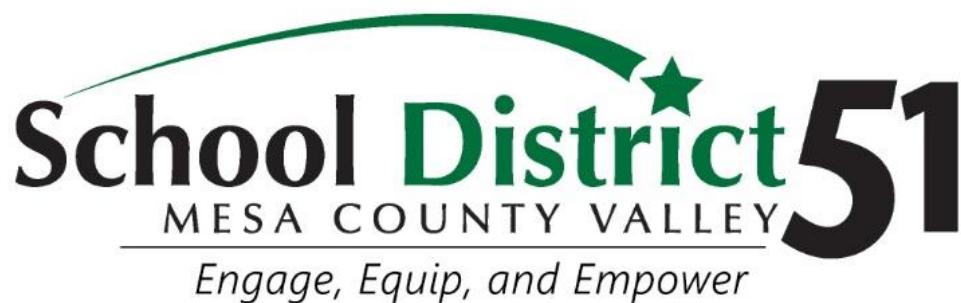
Includes

Earned Media Coverage

Paid Media Coverage

Electronic Direct Communication

Social Media Reports



Media Coverage

The Daily Sentinel

March 14, [Survey: most students say they're disengaged from school experience](#)

March 20, [Academic team from GJHS wins state tournament](#)

March 21, [D51 lines up ducks for new Fruita elementary school](#)

March 24, [Annual sunshine law ratings](#)

March 27, [Early release day moves from Wednesday to Friday](#)

March 28, [Mercury exposure closes Chipeta Elementary School today, Friday](#)

March 30, [Mercury was found in five school rooms](#)

March 30, [Dozens of entry points, building layout pose security concerns at GJHS](#)

March 30, [The trouble with Grand Junction High School](#)

March 31, [Updated curriculum in School District 51 met with elation from students, teachers](#)

April 2, [Today is Day 4 of Chipeta closure](#)

April 2, [Chipeta Elementary to reopen Wednesday](#)

April 4, [River: half empty, half full](#)

April 5, [Operation: Razorback suckers](#)

KREX

March 24, [Grand Valley youth receives law enforcement training](#)

March 27, [Chipeta Elementary closed due to mercury exposure](#)

March 27, [Golden Apple Award: Mrs. Kindall](#)

April 3, [Water conservation month](#)

April 4, [Sources of Strength program](#)

April 9, [April's Golden Apple Award: 2nd grade teacher Mrs. Neilsen](#)

April 10, [D51 hosts parent info sessions](#)

KKCO/KJCT

- March 14, [Student climate strike](#)
- March 15, [Chromebook donation](#)
- March 19, [More reports sent to Safe2Tell](#)
- March 20, [GJHS wins Knowledge Bowl for 21st time](#)
- March 25, [Students in District 51 begin state standardized tests this week](#)
- March 28, [Chipeta Elementary closed due to mercury exposure](#)
- March 28, [Lunch Lizard will be out for Chipeta families on Friday](#)
- March 29, [Stomach bug in schools](#)
- March 29, [Redlands Middle School career fair](#)
- April 1, [Chipeta Elementary School will remain closed Tuesday](#)
- April 1, [Student journalists investigate conditions at Grand Junction High School](#)
- April 2, [Palisade High School breaks ground on fish hatchery](#)
- April 2, [OMMS principal leaving this summer](#)
- April 2, [Classes resume at Chipeta Elementary Wednesday](#)
- April 6, [Kids put egg drop skills to the test](#)
- April 9, [RSVP here: School District 51 hosts Parent Info Sessions at area high schools](#)
- April 10, [District 51 talks bullying with parents](#)

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.

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.

March 23

March 30



Did You Know?
 It's almost time to register for kindergarten!



<h3 style="text-align: center;">Kindergarten Roundup</h3> <p style="text-align: center;">10 a.m. to 4 p.m.</p> <p style="text-align: center;">Wednesday, March 27, 2019</p> <p style="text-align: center;"><i>**Must be 5 years old on or before July 15, 2019</i></p>	<p><u>Participating Schools</u></p> <ul style="list-style-type: none"> Appleton Elementary Broadway Elementary Chatfield Elementary Chipeta Elementary Clifton Elementary Dos Rios Elementary Fruitvale Elementary Lincoln Orchard Mesa Elementary Loma Elementary Mesa View Elementary Nisley Elementary Orchard Ave. Elementary Pear Park Elementary Pomona Elementary Rim Rock Elementary Rocky Mt. Elementary Scenic Elementary Shelley Elementary Taylor Elementary Thunder Mt. Elementary STEAM at Tope Elementary Wingate Elementary
<p>How to Register for Kindergarten in D51</p> <ol style="list-style-type: none"> 1. Complete online registration between March 21 and March 26 at bit.ly/D51Kroundup. 2. Attend Kindergarten Roundup March 27 and bring copies of: <ul style="list-style-type: none"> Child's birth certificate Child's immunization records Proof of residency Parent/guardian's photo ID <p>If you are unable to join us for Kindergarten Roundup, please complete online registration at bit.ly/D51Kroundup and bring all documents listed above to your neighborhood school any day the school is open.</p>	



Did You Know?
 There are three Parent Info Sessions coming up in April

April 10



April 17



April 24



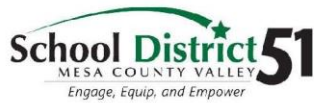
<p>Bullying reporting, response, and definition</p> <p>Speaker: Kati Garner, D51 Mental Health and Crisis Coordinator, & Logan Martin, GJPD</p> <p>When: 6:00-7:15 p.m.</p> <p>Where: Grand Junction High School Library, 1400 N. Fifth St.</p> <p>More Info: Call Melissa Fisher at 254-5500, ext. 12142</p> <p>RSVP https://goo.gl/forms/FT0U4z9Yj2XNEkby2</p>	<p>Marijuana and Opioids</p> <p>Speaker: Patrick Rice, Colorado State Patrol</p> <p>When: 6:00-7:15 p.m.</p> <p>Where: Fruita Monument High School Library, 1102 Wildcat Ave.</p> <p>More Info: Call Sara Hammond at 254-6600, ext. 23144</p> <p>RSVP https://forms.gle/2hae1uC1touDwuH88</p>	<p>Social media, sexting, and internet safety</p> <p>Speaker: Deputy Mike Dixon, School Resource Officer</p> <p>When: 6-7:15 p.m.</p> <p>Where: Central High School Library, 550 Warrior Way</p> <p>More Info: Call Courtney Flores at 254-6200, ext. 22113</p> <p>RSVP https://goo.gl/forms/AGxajX7y0BK6kQ0j2</p>
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Free Dinner and Childcare provided at all three events!

Open to all District 51 families!

April 6

April 13



Did You Know?

Students are organizing a run/walk for mental health, resiliency

What are your Sources of Strength?

Find out April 13



Sources of Strength Stroll

10 a.m. to 12:30 p.m.

Saturday, April 13

Outside Primary Care Partners, 3150 N. 12th St.

Free Color Run!
White T-shirts for \$5!
Food Truck!
Fun Activities to Spread
Hope, Find Strength, and
Prevent Suicide!

Presented by

Palisade High
School Live
Above Club

Register Now!

Bit.ly/sourcesstroll19



Math Resources Community Night

Thursday, April 18, 2019

5 - 7 p.m.

Harry Butler Board Room

455 N. 22nd St.

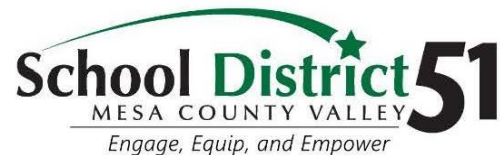


Preview math
resources that
teachers are
considering for
classrooms!

Ask questions
about District
51 math
curriculum and
instruction!

Preview new
technology
and see how it
supports math
learning!

Questions? Contact the D51 Curriculum Department at 970-254-5302.



Electronic Direct Communication

Staff Newsletter

District 51 Insider

School District 51 Staff Newsletter | March 2019

Communications Report

Every month, the Communications Department puts together a brief snapshot of what we've been up to. [Read the current report here.](#)

[March 5 Board Brief](#)

[March 26 Board Brief](#)



District 51 transitioning to G Suite applications

In Summer 2017, District 51 began the enormous task of transitioning work applications and software from Microsoft to G Suite. A big shift is coming in June 2019. [Click here for more information in the third update.](#)

[First update](#)

[Second update](#)

Community Hospital Newsletter

Check out Community Hospital's March newsletter, with important information for D51 Employees on the CHIP Health Plan. [Click here for the newsletter.](#)



Internal Job Opportunities

Classroom para-professional and Special Education positions for Extended Learning (Summer 2018-19) are posted.

[Click here to submit an internal application.](#)

Help Us Out

Do you know of any **Discounts for D51 employees?** (gym memberships, technology, subscriptions, retail discounts, etc.) Please send us an email so we can make information available to staff! [Click here to see what discount info we have so far.](#)

Overwhelmed by all the **Acronyms and Jargon?** (What's an IEP? Or PBL?) [Check out this list and let us know](#) if we're missing any!

Stay Connected

D51 News - Primary source for things happening in District 51.

Staff News - Exclusive information for D51 staff.

D51 Classifieds - A forum for D51 staff to search for or post items for sale.

D51 Communications - Help us get the word out about great things happening in D51!

TRIAD - Employee Assistance Program - Get professional help with a variety of things including



Superintendent's Corner, March 2019

Check out the video above for an update from Dr. Diana Sirko.

Human Resources Did You Know?

Human Resources wants to remind all staff that they have begun posting hard to fill positions for the 19-20 school year. Be on the lookout for more postings to come in the near future.

If you are interested in applying for a transfer or would like to see the available open positions, please visit the district webpage: [Click Here](#).

If you need more information or have any questions please contact one of the following members of HR:

Licensed Staff - Cindy Starr - ext. 11131

Support Staff - Sue Guadrola - ext. 11240



D51 Foundation donates Chromebooks to East Middle School

The D51 Foundation gave approximately \$11,900 worth of Chromebooks to East Middle School earlier this month. This donation was made possible because of a grant the D51 Foundation received from the Grand Junction Lions Club.

The mission of the Foundation is to raise funds for academic growth and achievement while promoting outreach to benefit kids and our community. The funding priorities for the D51F are technology in classrooms and professional learning opportunities for staff. [Learn more at www.d51foundation.org.](#)

Early Release moves to Friday for 2019-20 school year

On March 26, the Board unanimously voted to shift Early Release days from Wednesdays to Fridays. [Click here to learn more about the shift.](#)

The Board has also decided to start secondary levels (Middle and High School) later, as recommended by the Calendar Committee. Starting in 2019-20, all schools will start after 6 a.m. [Learn more here.](#)



GJHS wins State Knowledge Bowl for the 21st time

The Grand Junction High School Academic Team won the 5A State Championship for the 21st time at the Colorado Knowledge Bowl State Tournament, which took place March 18-19 at Colorado State University in Ft. Collins!

The team includes students James Rasmussen, Amanda Gordon, Katreana Bass, Anthony Booth, Parker Stacy, Evan Ancell, Noah TerLouw, Andrew Bennett, and Miguel Iglesias, and is coached by Coady Shawcroft.

but not limited to financial or legal advice, mental illness support, relationship help, overcoming life challenges, etc.

Want more D51 news?

[Click here to sign up](#) for the monthly Community Newsletter to hear about MORE great things happening in District 51. [Check out previous editions here.](#)



Looking for a change?

D51 Support Staff positions are posted throughout the year as positions open up. If you are looking for a change, and have been in your current position for at least six months, be sure to check out [our employment page.](#)

Questions? Contact [Sue Guadrola](#) at ext. 11240

Did we miss something?

We want to hear from you! Staff are welcome to ask questions about the information you read or provide suggestions for future articles.

Submit your ideas/feedback/comments to [Cat Foster](#)



HeadSpace is back!

D51 employees can redeem another free year of the popular meditation app, HeadSpace!

[Click here for more information](#) on the benefits of meditation, and how you can redeem the offer.



Save the Date!

For the district-wide staff event of the year! The annual Salute to Staff will take place on Monday, April 22 at the Two Rivers Convention Center! [Click here for more information.](#)



Teachers and students restore historical site

Mt. Garfield Middle School Teachers Stephanie Bernstein, Ginger DeCavitch, Sean Seams, Rachel K. Smith, and Nikki Johnston, along with MGMS students, were recently awarded the Stephen H. Hart Award for historical preservation. [Learn more about the award here](#), and [watch a video about their work here.](#)



TRIAD - Employee Assistance Program

D51 Employees can get 24/7 access to an experienced counselor over the phone. [Click here for more information about TRIAD's Telephonic Counseling.](#)

TRIAD is D51's Employee Assistance Program (EAP). [Click here for more information](#) about the EAP, resources, and contact information so you can find relief.

District 51 Wellness Program

[Download the D51 Wellness Calendar Here](#)

[Click here for information about upcoming challenges](#)

Feb D51 Wellness Employees of the Month

Congratulations to Toni Gunther from Tope Elementary! Toni "is a role model for health, wellness, and balance with it all," and "Toni continues to work hard and respect the need for physical and mental health, even through multiple obstacles in her personal life."

Nominate an employee today!

If you see a co-worker being healthy (walking at lunch, eating healthy snacks, exercising, etc.) [nominate them today!](#)

D51 Wellness

Learn more about upcoming challenges, wellness perks, and other ways to stay healthy at the [D51 Wellness website!](#)

Questions? Forgot your username or password? Contact [Gussie Boyd](#).



Safe2Tell use

Congratulations! Since the relaunch of Safe2Tell two years ago, more people are using the free, confidential reporting tool and saving lives. More students are learning about Safe2Tell and

finding it effective because of you. Reports to Safe2Tell have increased from 387 in 2017-18 to 558 in 2018-19.

Please remember that, as staff members, reporting to Safe2Tell does not take the place of mandatory reporting. If you suspect a child is being harmed or is in danger, or are notified of threatening behavior, please make sure you contact local law enforcement or the [Department of Human Services](#) - NOT Safe2Tell!

Studies show that students perform better academically in safe learning environments where there are open avenues of communication to report dangerous or threatening behavior. Students also thrive when they have at least one caring, committed pro-social adult involved in their lives. Remember that you can be that adult, and Safe2Tell is there for students.



Second Annual D51 Tech Expo

Help showcase and demonstrate how you use technology in your classroom at this summer's Tech Expo! Reserve a booth for the July 22nd event, and learn more about the expo at [www.d51schools.org/TechExpo](#)



D51 Safety Video

What happens during a lockdown or shelter-in-place at a school or building? Check out the video above, made in partnership with local law enforcement and the fire department, to learn more about the responses during a school incident.



School start times to change

All District 51 schools will start the day at 8 a.m. or later starting Aug. 12, 2019. Learn more about when your child will start (and end) the school day, what led to the change, and other calendar changes (such as Early Release moving) [here](#).



D51 releases anti-bullying PSA

Learn more about bullying - a pattern of harassing behavior targeted at you by a person who has physical, emotional, financial, or social power over you - and how to report it in this [video](#) made right here in D51, and visit the Bullying Prevention Page [here](#).



Central approved for P-TECH

Central High School is among just seven schools in Colorado approved to offer a P-TECH program starting in 2019-20! Learn more about P-TECH and how your child can earn an associate's tuition-free [here](#).



Trio of parent info nights in April

All D51 families are invited to attend three Parent Info Sessions next month. Free dinner and

Safe2Tell numbers up

It has been nearly two years since District 51 schools ramped up awareness of the state Safe2Tell reporting system. Those efforts are paying off, as more people are using it. See the data [here](#) and reach Safe2Tell by clicking below.

Safe2Tell



Walk for a good cause April 13

Do you know your sources of strength? Find out at the [Sources Stroll](#) from 10:30 a.m. to 12:30 p.m. Saturday, April 13, outside Primary Care Partners. Enjoy a colorful 1-mile color run/walk and activities related to D51's Sources of Strength clubs and Live Above.



Sports Honors

Congratulations to state wrestling champions Jay Skalecki and Hunter Tobiasson, both of Grand Junction High School, and state wrestling runner-up Keegan Bailey of Fruita Monument! Congrats are also in order for our All Conference athletes in:

- Boys Basketball (SWL)
- Boys Basketball (WSL)
- Girls Basketball (SWL)
- Girls Basketball (WSL)



Pomona students log 1,872 hours of reading time

As reward for Pomona students reading at total of 112,327



Lockdowns, shelters explained

School safety is a top priority in D51. Watch the [video](#) above to learn more about what happens when your child's school is in lockdown or shelter-in-place.

Important Dates

March 25: CMAS testing begins

April 9: SAT testing

April 10: PSAT testing

April 29: No schools in session for elementary planning, middle school in-service, and high school non-contact day.

Music Festival April 24-27

Listen to more than 200 orchestra, band, and choir ensembles from across the state at the [94th Annual Colorado West Invitational Music Performance Festival](#) April 24-27! Performances will be hosted at Central, Grand Junction and Palisade high schools and CMU.



D51 Foundation donates devices

The [District 51 Foundation](#) donated 30 Chromebooks to East Middle School on March 15 thanks in part to a donation from GJ Lions Club. D51F donates Chromebooks to various schools as funding becomes available to help them get closer to a 1:1 student-to-device ratio.



childcare will be offered.

- [April 10](#): 6 p.m. in the Grand Junction High School Library. Topics to include school bullying definitions, reporting, and legal consequences.
- [April 17](#): 6 p.m. in the Fruita Monument Library. Topics to include pot and opioids.
- [April 24](#): 6 p.m. in the Central High School Library. Topics to include internet and smartphone safety.



Holocaust speaker at GJHS

Grand Junction was honored to host Holocaust survivor Peter Gorg at an all-school assembly on Tuesday. Mr. Gorg shared his experience growing up as a Hungarian Jew in the 1940s.



Preview math resources 4/14

Want to learn more about math programming in District 51, including what curriculum is being considered? Come to the [Math Resources Community Night](#)!

opening at 10:30 a.m. 15 minutes reading March 1-12, Principal Emma-Leigh Larsen, Assistant Principal Cinnamon Cain, and 13 teachers agreed to get "pied" on March 15. Students collected \$8,000 in pledges for the Read-a-Thon, which the PTO will use to support learning at Pomona.



Mt. Garfield hosts Career Fair

Mt. Garfield Middle School hosted a College and Career Fair on March 15. Students talked to local law enforcement officers, auto mechanics, veterinarians, construction workers, chefs, and other professionals about the skills and education needed to do their jobs.



Watch the PHS gym take shape

Thanks to your support of the 2017 Bond Measure, Palisade High School now has an auxiliary gym! Watch it take shape in less than 3 minutes in this [video](#).

Tope celebrates Dr. Seuss

Dr. Seuss' birthday was March 2, and Tope celebrated a day early by having guests from the community and the school district read their favorites to students. March 2 is also [Read Across America Day](#).



MGMS wins archeology award

Three current (and one former) Mt. Garfield Middle School teachers won a Stephan Hart Award! A corresponding grant will give eighth-grade social studies students the chance to work for a day cleaning up the Mica Mines, and also pay for a Ute Heritage Day on May 8 at MGMS.



Spreading the Kindness Bug

The Kindness Bug has been traveling from school to school for the past month, with students bringing cards and other handmade gifts to peers at other D51 schools. On March 14, Tope spread the love to GJHS!



Tigers take Knowledge Bowl state title yet again!

The Grand Junction High School Academic Team won the 5A State Championship for the 21st time at the Colorado Knowledge Bowl State Tournament, which took place March 18-19 at Colorado State University in Ft. Collins! The team includes students James Rasmussen, Amanda Gordon, Katreena Bass, Anthony Booth, Parker Stacy, Evan Ancell, Noah TerLouw, and Miguel Iglesias.



Board Briefs – March 26

BOARD BRIEFS

March 26, 2019, School Board Business Meeting

Early Release moved to Fridays

Board members voted unanimously to move Early Release from Wednesdays to Fridays starting in 2019-20. The decision preserves the planning time elementary teachers use on Early Release days and responds to parents who have requested that Early Release not happen in the middle of the week. When asked if they would prefer having Early Release on Fridays instead of Wednesdays, 70 percent of people who took a public survey this winter agreed and just 10 percent disagreed with the proposed change.

The board has now achieved their three top-priority goals for the 2019-20 calendar:

1. Address Early Release Wednesdays (by moving them to Friday afternoons).
2. Have later start times for middle and high schools (board members voted March 5 to recommend all schools start at or after 8 a.m.).
3. Decrease the number of fragmented weeks (the board adopted a 2019-20 calendar at their Feb. 5 meeting that halves the number of weeks with at least one day but fewer than five days).



Business Items

Board members took the following actions:

* **Second Reading and Adoption** of Board Policy JFABB: Admission of Non-Immigrant Foreign Exchange Students, Board Policy GBGB: Personal Security & Safety, and Board Policy KFA: Public Conduct on School Property

* **First Reading** of Board Policy IGA: Curriculum Development, Board Policy IHCD: Advanced College Placement, and Board Policy JKA: Use of Physical Intervention and Restraint

* **Review** of Board Policies EBAB and EBAB-R Hazardous Materials

* **Adoption** of the 2019-2020

Student Fee Schedule

* **Adoption** of a resolution to **implement Reorganization Analysis** Recommendations

* **Adoption** of a resolution to approve a district-wide **digital copier/printer lease**

* **Review** Expulsion Report

* **Adoption** of a resolution in support of state funding for free **All-Day Kindergarten**

Recognitions

Board members recognized the following people for their achievements:

* Mt. Garfield Middle School teachers **Sean Seams, Rachel K. Smith, Stephanie Bernstein, and Olinger**



DeCavitch (retired), winners of a 2019 Stephen H. Hart Award for Historic Preservation.

* State Wrestling Champions **Keegan Bailey** of Fruita Monument (2nd in 195-lb. class), and Grand Junction High School's **J.T. Skalecki** (1st in 170-lb. class) and **Hunter Tobiasson** (1st in 220-lb. class).

* D51 Nursing Coordinator **Tanya Marvin**, nominee for the statewide Nightingale Award. Regional winners will be announced March 30.

* Nationally Certified School Nurse **Sheri Campbell**, who is now one of just 126 nurses with this certification in Colorado.

* Southwestern Conference Basketball Players of the Year **Ian Barnes** of Fruita Monument High School and **Mackenzie Younker** of Grand Junction High School.



Future Meetings

April 2 - Board Work Session, 6 p.m., Harry Butler Board Room.

April 16 - 6 p.m., Board Business Meeting, Harry Butler Board Room.

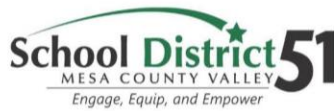
Safety and Security Update

A Safety Committee that formed after Sandy Hook in 2012 reconvened last year following Parkland. The committee recommended hardening high schools, strengthening community awareness of school safety, creating formal safety plans, having **ALICE** training, communicating with the community (including Town Hall meetings and creating a safety video), having the committee meet quarterly, continuing efforts to support Safe2Tell and Crime Stoppers and continuing a quality partnership with law enforcement.

In order to act on these recommendations, the district is installing vestibules at more schools, improving physical infrastructure at Fruita Monument High School, installing a security office near the entrance at Palisade High School, installing more security cameras, created and dispersed a safety video in cooperation with local law enforcement and fire/EMS personnel and premiered the video for an audience in August, and increased communication efforts to encourage more parents and staff to sign up for text alerts. The district is also creating videos to show the student and staff perspective during a lockdown or shelter-in-place, hosted an ALICE training last summer to train local people to serve as local ALICE trainers, meeting the goal of Town Hall meetings by offering information at PTO meetings and Back to School nights and communicating with parents after each incident, and formalizing a district safety plan with goals and best practices. Also, the district works closely with the Colorado Resource Center, has increased the number of Safe2Tell reports to 558 so far this year (up from 367 last year), continuing to work and train with law enforcement, meeting twice a year as a committee (deemed more realistic than a quarterly meeting), doing Stop the Bleed training, and using a \$300,000 Safe School Grant to improve school security. The safety video created last summer is included below.



Board Briefs – April 2



BOARD BRIEFS

April 2, 2019, Board Work Session

Gifted/Talented Advisory Committee

D51 Gifted and Talented (G/T) programming supports 780 students identified as G/T and 845 students not identified as G/T.

G/T staff includes 32 half-time positions and seven liaisons that receive stipends. All 24 traditional elementary and eight traditional middle schools in the district have a half-time G/T staff member.

In 2017-18, the board asked how gifted education and the D51 Learning Model work together and how the program can increase support for underserved populations. The G/T Advisory Committee researched these two topics and found G/T connects to the learning model by placing G/T resources in all buildings to support the Teaching and Learning Framework, helping students take ownership of their goals and learning, and working on social and emotional development.

As far as serving all populations, G/T identification factors in more than just high academic performance, and the committee would like to see up to four more FTE at the elementary and middle school level to offer greater support. The G/T Advisory Committee would like to see at least one FTE position at the high school level as well instead of stipends for people who have other jobs on top of their G/T work.



Dr. Anna Mueller Social Worlds Study

University of Chicago professor Anna Mueller is interested in coming to Mesa County to research our community. The research would focus on adolescent connectivity and how it correlates with mental health outcomes. Anyone interviewed would be anonymous. At the end of her research, Dr. Mueller would provide her findings and suggest action steps to take based on those findings.

Dr. Mueller visited the district in February to see if she would like to come to our community next year. The research project would take place during the 2020-21 school year.

The project would be funded through partners and grants, not the district. Local community funders have already pledged at least \$50,000 and possibly more to this effort if Dr. Mueller can secure the remaining expense through grants.



D51 Foundation Update

Highlights of the D51 Foundation's work in 2018-19 include sponsoring Summer Institute for teachers, hosting the Summer Ambassador Meeting, celebrating Teacher Appreciation Week with a paper doll fundraiser, sponsoring the Explore D51 class, donating four Chromebook carts with aid from GJ Lions Club, and increasing sponsorships for the annual White Iced fundraiser by 40 percent. Since 2018, the foundation has donated more than \$29,000 to teachers through grants. The foundation also has donated more than 500 Chromebooks since 2016. People can donate to the foundation through online donations, end-of-year donations, Robin's Nest, United Way, Colorado Gives Day, and other avenues.

D51 Communications
(970) 254-7912
communicate@d51schools.org

Social Media

Our posts on Facebook reach 11,536 “fans,” an increase of 290 from last month. Posts include “Maintenance Monday” bond and mill updates, information for Safe2Tell and crisis numbers, live-streamed board meetings, school announcements, weather delay information, etc.

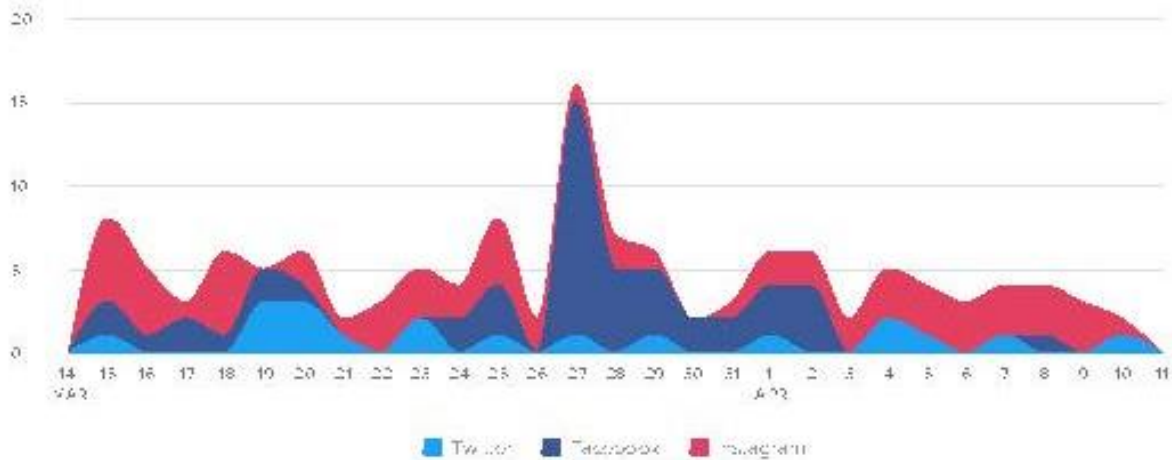
A full social media report is available upon request.

Group Stats by Profile/Page

Profile/Page	Total Fans / Followers	Fan / Follower Increase	Messages Sent	Impressions	Impressions per Post	Engagements	Engagements per Post	Link Clicks
 School District 51 @district51	3,088	0.52%	32	16,984	530.8	669	20.9	29
 Mesa Coun... ol District 51 Business Page	11,534	0.32%	111	496,270	4,470.9	7,957	71.7	4,156
 School District 51 (Business) @d51schools	1,486	4.28%	15	19,142	1,276.1	547	36.5	—

Group Audience Growth

AUDIENCE GROWTH BY DAY



Audience Growth Metrics	Total	Total Followers % Change
Total Followers	16,108	▲ 0.7%
New Twitter Followers	15	▲ 0.5%
New Facebook Fans	41	▲ 0.3%
New Instagram Followers	5	▲ 1.3%
Total Followers Gained	61	▲ 0.7%

Total followers increased by

▲ 0.7%

since previous date range

Board of Education Resolution: 18/19: 77

Adopted: April 16, 2019

Name	Location	Assignment	Effective Date
Retirements			
ARMBRUSTER, JULIE A	TOPE	GRADE 1	5/31/2019
BRADBURN, SARAH A	WEST	SCIENCE/SOCIAL STUDIES	4/26/2019
CARVER, DIANE H	THUNDER MTN	PRINCIPAL - ELEMENTARY	6/13/2019
DJOKIC, ANNE F	CLIFTON	MUSIC/GT	5/31/2019
DODD, ANNEMARIE M	CHATFIELD	KINDERGARTEN	5/31/2019
ELY, ROBIN L	EMERSON	INDUCTION PROGRAM	6/13/2019
FRANKLIN, KAREN ANN	FRUITA 8-9	SOCIAL STUDIES	5/31/2019
GRASSO, CYNTHIA LEIGH	EMERSON	EXECUTIVE DIRECTOR	6/30/2019
HELLMANN, STEPHEN	PALISADE	PHYSICAL EDUCATION	5/31/2019
HELLMANN, TORI ALLISON	PALISADE	SCIENCE	5/31/2019
HOEFLING, MARY F	HAWTHORNE	SP ED-HEARING	5/31/2019
INSKEEP, ELIZABETH J	TAYLOR	COUNSELOR	5/31/2019
KIMBALL, RENA MCKENZIE	LOMA	KINDERGARTEN	5/31/2019
LAW, JOHN C	GJHS/WEST	MUSIC	5/31/2019
LELONEK, JEANNE M	HAWTHORNE	OCCUPATIONAL THERAPIST	5/31/2019
LLOYD, JANET L	SHELLEDY	GRADE 4	5/31/2019
LOVATO, ANGELA N	APPLETON/RIM ROCK	ESL-ELEMENTARY	5/31/2019
MAGOON, JANET	CENTRAL	SP ED-MODERATE NEEDS	5/31/2019
MCEVOY, KATHRYN J	EAST	MATH	5/31/2019
MORELLI, KIMBERLY D	APPLETON	GRADE 2	5/31/2019
MOTZ, LINDA L	PALISADE	FAMILY & CONSUMER SCIENCES	5/31/2019
MUDD, CATHARINE A	FMHS	COUNSELOR	6/13/2019
PYLE, CONWYNN LEE	DUAL IMMERS ACD	GT ELEMENTARY	5/31/2019
RANEY, VERNANN M	DOS RIOS	PRINCIPAL - ELEMENTARY	6/13/2019
RIGGLE, MONTE E	WEST	TECH ED/INDUSTRIAL ARTS	5/31/2019
ROSS, JACKIE A	REDLANDS	SOCIAL STUDIES	5/31/2019
RUDOLPH, JACALYN	LINCOLN OM	SP ED-MODERATE NEEDS	5/31/2019
STARR, CHRISTOPHER P	PALISADE	STUDENT CENTER TEACHER	5/31/2019
STEPHENS, KRISTIAN G	BOOKCLIFF	LANGUAGE ARTS/SOCIAL STUDIES	5/31/2019
VANA, CHERYL	OMMS	PRINCIPAL	6/13/2019
Resignations/Termination			
BAILEY, MIRANDA G	NEW EMERSON	COMPUTER ED	5/31/2019
BLANCHARD, ELSA L	CENTRAL	MATHEMATICS	5/31/2019
BURLEY, MICHELLE C	GRAND MESA	7TH GR MATH	5/31/2019
BURTON, JANE ELIZABETH	GATEWAY	INTERVENTIONIST	5/31/2019
CHURCH, SAVANNAH K	BOOKCLIFF	6TH GR LANGUAGE ARTS	5/31/2019

Board of Education Resolution: 18/19: 77

Adopted: April 16, 2019

CRANDALL, KASSANDRA J	FRUITA 8-9	8TH GR LANGUAGE ARTS	5/31/2019
DEVINCENTIS, ALEXANDRA N	POMONA	GRADE 2	5/31/2019
ESKRIDGE, REBECCA G	EAST	8TH GR LANGUAGE ARTS	5/31/2019
FICKLIN, CINDY MICHELLE	GJHS	BUSINESS	5/31/2019
FOLEY, ALLISON A	CHATFIELD	GRADE 5	5/31/2019
FORSMAN, ANNA K	CLIFTON	GRADE 2	5/31/2019
GILBERT, LAURA A	CLIFTON	GRADE 2	5/31/2019
HAGERMAN, MANDY MARIE	APPLETON	KINDERGARTEN	5/31/2019
HAMILTON, MITCHELL DEAN	R-5	MATHEMATICS	6/4/2019
HARMON, KIMBERLEE JO	BTK	SPEECH/LANGUAGE THERAPIST	5/31/2019
HICKSON, AMY C	TAYLOR	OCCUPATIONAL THERAPIST	5/31/2019
HILGENFELD, DANNETTE L	GRAND MESA	SP ED-MODERATE NEEDS	5/31/2019
HOISINGTON, TONJA LEILA	CHATFIELD	GRADE 1	5/31/2019
JACOBSON, LISA A	BTK	SPEECH/LANGUAGE THERAPIST	5/31/2019
JESKE, LAURIE KAY	PALISADE	STUDENT CENTER TEACHER	5/31/2019
KROON SONNEN, ANNA S	BOOKCLIFF	6TH GR MATH	5/31/2019
LUDWIG, GAYLENE G	FMHS	ENGLISH LANGUAGE ARTS	5/31/2019
MARSH, SHAWN L	CENTRAL	DEAN OF STUDENTS	6/13/2019
MCKENZIE, DEXINE J	ORCHARD AVE	GRADE 2	5/31/2019
MEYER, ANNE M	HAWTHORNE	SPEECH/LANGUAGE THERAPIST	5/31/2019
MULLER, MARY E	FRUITA 8-9	ENGLISH LANGUAGE ARTS	5/31/2019
PALMER, ABIGAIL J	GJHS	SOCIAL STUDIES	5/31/2019
PAYNE, PEGGY SUE	FRUITVALE	SP ED-MODERATE NEEDS	5/31/2019
ROBERTSON, JAMIE R	GJHS	BUSINESS	5/31/2019
SHAHER, OLEVIA LEE	ORCHARD MESA	LANGUAGE ARTS/ SOCIAL STUDIES	5/31/2019
SHAVER, BRIAN K	FMHS	COUNSELOR	6/13/2019
SHELP, FRED MARTY	MT GARFIELD	7TH GR MATH	5/31/2019
SONNEN, MARK S	FRUITA MS	7TH GR MATH	5/31/2019
STEAD, KAYELYN M	EAST	SP ED-MODERATE NEEDS	5/31/2019
WARNOCK, JENNIFER N	GATEWAY	GRADES K-5	5/31/2019
WEYER, KELLY L	DOS RIOS	GRADE 4	5/31/2019
Leave of Absence			
NONE AT THIS TIME.			
New Assignments (Transfer/New Hires)			
NONE AT THIS TIME.			
Return from Leave			
NONE AT THIS TIME.			



Mesa County Valley School District 51

Licensed and Administrative Personnel Action

Board of Education Resolution: 18/19: 77

Adopted: April 16, 2019

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on April 16, 2019.

*Bridget Story
Assistant Secretary, Board of Education*

Board of Education Resolution: 18/19: 78

Adopted: April 16, 2019

Frazier, Amy	Thunder Mountain Elementary School Principal
<p>Ms. Frazier is returning to Colorado having served for the past four years as the Director of Elementary and Early Childhood Education in Lawton Public Schools in Lawton Oklahoma. Prior to that Ms. Frazier worked in Delta County School as a Principal for four years and Assistant Principal for five years.</p> <p>Ms. Frazier earned her Bachelor's Degree in English, Elementary Teaching from Colorado Mesa University in 1999 and her Master's Degree in Administrative Leadership and Policy Studies from University of Colorado, Denver in 2009.</p>	

Johnston, Nikki	Mt. Garfield Middle School Principal
<p>Ms. Johnston has been employed by D51 since 2005 where she started as a Science Teacher at GJHS and Grand Mesa Middle School. She served as FMHS Assistant Principal from 2012 to 2018 and then joined the Mt. Garfield team.</p> <p>Ms. Johnston earned her Bachelor's Degree in Biology from Fort Hays State University in Hays, Kansas in 1999 and her Masters of Education Degree from MidAmerica Nazarene University in Olathe, Kansas in 2002.</p>	

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on April 16, 2019.

Bridget Story
Assistant Secretary, Board of Education

**Mesa County Valley School District 51
GIFTS**

Board of Education Resolution: 18/19: 74

Adopted: April 16, 2019

Donor	Gather to Give
Gift	Cash
Value	\$1,000.00
School/Department	Art Heritage Program / Supplies for elementary art volunteers

Donor	Kerry Phillips Insurance Agency LLC
Gift	Cash
Value	\$100.00
School/Department	Fruita Monument High School / Track

Donor	Veronica Basye
Gift	Cash
Value	\$100.00
School/Department	Palisade High School / Theater

Donor	Todd Transmeier
Gift	Cash
Value	\$500.00
School/Department	Palisade High School / Band

Donor	Palisade Sunrise Rotary Club
Gift	Cash
Value	\$750.00
School/Department	Palisade High School / Fish Hatchery

Donor	Janette Romero
Gift	Mapex Horizon drum set
Value	\$800.00
School/Department	Central High School / Band

Donor	Lizard Hill Suri Alpacas LLC
Gift	Cash
Value	\$25.00
School/Department	Fruita Monument High School / Track

Donor	Fruita Chiropractic & Massage
Gift	Cash
Value	\$50.00
School/Department	Fruita Monument High School / Girls golf

**Mesa County Valley School District 51
GIFTS**

Board of Education Resolution: 18/19: 74

Adopted: April 16, 2019

Donor	Flowers by Jimmie
Gift	Cash
Value	\$50.00
School/Department	Fruita Monument High School / Girls golf

Donor	John & Sharla Skillicorn
Gift	Cash
Value	\$35.00
School/Department	Fruita Monument High School / Girls tennis

Donor	The Christian Connector Inc.
Gift	Cash
Value	\$500.00
School/Department	Fruita Monument High School / Track

Donor	Chapter CY P.E.O.
Gift	Cash
Value	\$125.00
School/Department	Early Childhood Education / Books

Donor	Mesa County School & Public Employees' Retirement Assoc.
Gift	Cash
Value	\$1,000.00
School/Department	District 51 / Salute to Staff

Donor	J. and S.A. Miller
Gift	Cash
Value	\$50.00
School/Department	Palisade High School / Band (In memory of Kellie Cather)

Donor	Altitude 24/7 Plumbing Heating & Cooling
Gift	Cash
Value	\$500.00
School/Department	Palisade High School / Cheer team

Donor	Western Precision Manufacturing
Gift	Cash
Value	\$1,000.00
School/Department	Palisade High School / Cheer team



**Mesa County Valley School District 51
GIFTS**

Board of Education Resolution: 18/19: 74

Adopted: April 16, 2019

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

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on April 16, 2019.

*Bridget Story
Assistant Secretary, Board of Education*

D51 Instructional Resource Recommendation

Content:	6-8 English Language Arts
Year for Adoption Cycle:	Spring 2019
Year for Implementation:	Fall 2019
Last Primary Adoption:	Literature resource purchased 2002, writing pre-2002
Resource Needed: (Primary, Supplementary, OR Both)	Teachers College Writing Units of Study (UoS)
Rationale for Selection: <ul style="list-style-type: none"> • Aligned with D51 Standards, UCIA, workshop model, and balanced literacy • Learning Progressions (rubrics) and student exemplars included • CCSS/D51 standards are spiraled and increase complexity with horizontal and vertical alignment • Uses a variety of teaching strategies to support diverse learners • Supports student centered learning and encourages student agency with authentic writing opportunities • Scope and sequence provides K-8 alignment; 90% of D51 elementary sites already using this same resource 	
Approximate Cost of Resource: (provide itemized list if multiple elements to resource) \$27,417.95 includes the following for 65 teachers (MS ELA content teachers and instructional coaches): <ul style="list-style-type: none"> • Grade Level Units of Study • Up The Ladder grades 3-6 (supplementary text to support implementation) Would there be an annual, recurring cost for this resource? n/a	
Recommendation for Professional Learning: Staff developer from the Teachers College will facilitate one-day (7 hours) of instruction to 61 teachers and instructional coaches on August 1, 2019 (before contract time). Team of 24 teacher leaders and 4 coaches to prepare for and deliver ongoing professional learning & support to all middle school ELA teachers, 5 times throughout the year. Level of Support Plan: Level 3	
Approximate Mill Budget Request for Professional Learning: (elements of professional learning funded by Mill budget) \$ 23,727.92 (pending availability of Professional Learning facilitator from Teachers College)	
APPROXIMATE TOTAL COST = \$51,143.87	

D51 Instructional Resource Recommendation

Professional Learning Implementation Plan Design Guidance

Level 3	<p>System-wide, Multi-year Professional Learning Program Professional learning planned over several years. This level may include event professional learning at the point of resource implementation, but also includes an ongoing focus at building PLCs and multiple staff development days. Support of this learning is a targeted focus for D51 Instructional Coaches.</p> <p>Design of Professional Learning Program: Designed collaboratively with directors with approval from ILT due to scale of implementation & scope of impact. Specialists in collaboration with teacher content teams, and directors deliver the professional learning</p> <p>Budget: Requires combined budget supports (eg, Fund 10, Title II, Mill) and multi-year budget commitments.</p> <p>Evaluation: Designed collaboratively with the program evaluation oversight student outcomes must be included in the ongoing evaluation (Director of Assessment)</p>
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* Implementation plan design thinking informed by **Learning Forward Standards for Professional Learning** and **Assessing Impact: Evaluating Professional Learning** by Joellen Killian (Corwin, 2018).

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on April 16, 2019.

*Bridget Story
Assistant Secretary, Board of Education*

D51 Instructional Resource Recommendation

Content:	AP Human Geography
Year for Adoption Cycle:	Spring 2019
Year for Implementation:	Fall 2019
Last Primary Adoption:	2008
Resource Needed: (Primary, Supplementary, OR Both)	Primary

Rationale for Selection:

- College Board redesign was completed in 2015 AP Human Geography. James Rubenstein's *The Cultural Landscape: An Introduction to Human Geography* 13th Edition aligns with the College Board which is outlined clearly in the preface of the textbook, instructor resources, and student resources.
- The team requests every student have a textbook because the newest edition emphasizes:
 - End-of-Chapter Writing Geographically questions that address the demand for more student writing practice, to help prepare for the Free Response Questions section of the AP exam
 - Debate It features present multiple perspectives on critical real-world issues, empowering students to practice debate, role playing, and writing.
 - What's Your Geography? paired with Doing Geography turns the focus back on the students, asking students to put themselves in the role of geographers just pro led to apply those general skills and techniques to their real-world experiences and environments.
 - Demographic, economic, cultural, geopolitical data and applied content.
 - The Sustainability & Our Environment feature applies stronger focus on sustainability, active learning questions, and links to related media.
 - Doing Geography applications explore geographic tools/techniques/skills to address real world problems.
- Online resource called MasteringGeography provides support for differentiated instruction multiple assessment and practice opportunities for learners
 - Supports personalized learning and builds student agency via multiple ways for students to access content and monitor their learning. Some examples include:
 - End-of-Chapter MapMaster 2.0 'Geospatial Analysis' activities have students explore patterns and relationships in spatial data using MapMaster 2.0
 - Integration of Quick Response (QR) links to Social Explorer interactive maps and visualizations of key chapter topics.
 - All real-world photos and maps within the Pearson eText link to GoogleMapsTM versions. This allows for place based learning that gives students access to volunteered imagery from the geography community.
- Engages learners to think critically about geography concepts using relevant information and spiralling content knowledge with learner friendly resources such as: maps, graphs, infographics, data, and contemporary case studies in both the text and online resources.
- Mindful guidance for teachers to support student learning using a variety of teaching methods and strategies via an online instructor resource manual and access to AP test bank questions including Free Response Questions.

D51 Instructional Resource Recommendation

Approximate Cost of Resource: (provide itemized list if multiple elements to resource)

\$52,689.80 Textbook and online (MasteringGeography) access for every student with six year license

- includes Teacher's Edition and Resources as well as implementation training

\$ 4,215.18 Shipping

Would there be an annual, recurring cost for this resource? No annual recurring cost, however the online resources license associated with this text expires in six years and the cost is approximately \$120.97 per student.

Recommendation for Professional Learning:

The team requests one full day of professional learning during August in-service. Half of the day will focus on MasteringGeography and associated online resources with an on-site trainer and the other half for team to collaborate and plan using the new resource.

Level of Support Plan: (circle one) **Level 1** / Level 2 / Level 3

Approximate Mill Budget Request for Professional Learning: (elements of professional learning funded by Mill budget)

On-site professional learning is included with the cost of resource.

APPROXIMATE TOTAL COST = \$56,904.98

Professional Learning Implementation Plan Design Guidance

Level 1	<p>Event Professional Learning Professional learning delivered to introduce teachers to the new curriculum resource and provide them the tools needed to use the resource in their classroom. (Typically done at the beginning of a school year with 1-2 days dedicated to the learning.)</p> <p>Design of Professional Learning Event: Teacher or specialist designed in collaboration with the publisher</p> <p>Budget: Mill budget</p> <p>Evaluation: Designed and completed by the specialist during the same school year.</p>
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* Implementation plan design thinking informed by Learning Forward Standards for Professional Learning and Assessing Impact: Evaluating Professional Learning by Joellen Killion (Corwin, 2018).

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Bridget Story
Assistant Secretary, Board of Education

D51 Instructional Resource Recommendation

Content:	AP Psychology
Year for Adoption Cycle:	Spring 2019
Year for Implementation:	Fall 2019
Last Primary Adoption:	2006
Resource Needed: (Primary, Supplementary, OR Both)	Primary
<p>Rationale for Selection:</p> <ul style="list-style-type: none"> Integrated curriculum presented in <i>Myers' Psychology for AP 3rd edition</i> by David G Myers and Nathan C. Dewall aligns with the 2014 College Board redesign for AP Psychology and updates for 2019-2020 was superior to the other two resources reviewed by the IRST The textbook is organized in a way that engages students thoughtfully throughout the text: <ul style="list-style-type: none"> Provides multiple opportunities for learners to practice, assess, and make connections to the College Board requirements Presents multicultural perspectives Technology resource, LaunchPad, provides support for differentiated instruction and assessment opportunities for learners: <ul style="list-style-type: none"> Guided practice for Free Response Questions (FRQ) that focuses on format and skills associated with FRQs. Multiple assessment and practice opportunities available to learners Supports personalized learning and builds student agency via multiple ways for students to access content and monitor their learning. Text and online resources engages learners to think critically about psychological concepts using relevant information and spiraling content knowledge with learner friendly resources such as: pictures, graphs, infographics, data, and videos. Mindful guidance for teachers to support student learning using a variety of teaching methods and strategies Team requests every learner to have a textbook and online access to LaunchPad due to the intensity of the course. The online resources allow for guided practice, multiple assessment opportunities and are meant to be an extension/supplement for learning as well as create easy access to the ebook when students are traveling. However, the team wants to accommodate various learning styles, accessibility and be aware of student screen time which is why they feel it is imperative that all students have a textbook and online access. 	
<p>Approximate Cost of Resource: (provide itemized list if multiple elements to resource) \$21,689.20 Textbook and online (LaunchPad) access for every student with six year license</p>	

D51 Instructional Resource Recommendation

- includes annotated Teacher's Edition, ExamView test bank, Teacher's Resource flash drive, and implementation training

\$433.78 Shipping

Would there be an annual, recurring cost for this resource?

No annual recurring cost, however the online resources license associated with this text expires in six years and the cost is approximately \$166.84 per student.

Recommendation for Professional Learning:

The team requests one full day of professional learning during August in-service. Half of the day will focus on LaunchPad and associated online resources with an on-site trainer and the other half for team to collaborate and plan using the new resource.

Level of Support Plan: (circle one) **Level 1** / Level 2 / Level 3

Approximate Mill Budget Request for Professional Learning: (elements of professional learning funded by Mill budget)

On-site professional learning is included with the cost of resource.

APPROXIMATE TOTAL COST = \$22,122.98

Professional Learning Implementation Plan Design Guidance

Level 1	<p>Event Professional Learning Professional learning delivered to introduce teachers to the new curriculum resource and provide them the tools needed to use the resource in their classroom. (Typically done at the beginning of a school year with 1-2 days dedicated to the learning.)</p> <p>Design of Professional Learning Event: Teacher or specialist designed in collaboration with the publisher</p> <p>Budget: Mill budget</p> <p>Evaluation: Designed and completed by the specialist during the same school year.</p>
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* Implementation plan design thinking informed by **Learning Forward Standards for Professional Learning** and **Assessing Impact: Evaluating Professional Learning** by Joellen Killion (Corwin, 2018).

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Bridget Story
Assistant Secretary, Board of Education

D51 Instructional Resource Recommendation

Content:	AP US Government
Year for Adoption Cycle:	Spring 2019
Year for Implementation:	Fall 2019
Last Primary Adoption:	2008
Resource Needed: (Primary, Supplementary, OR Both)	Primary Resource
<p>Rationale for Selection:</p> <ul style="list-style-type: none"> Integrated curriculum presented in <i>American Government: Stories of a Nation: For the AP Course</i> by Scott F. Abernathy and Karen Waples aligns with 2018 College Board redesign was superior with emphasis on required court cases, documents, and terminology Technology provides support for differentiated instruction, practice and assessment opportunities for learners: <ul style="list-style-type: none"> Guided practice that focuses on format and skills associated with Free Response Questions. Multiple assessment and practice opportunities available to learners Supports personalized learning and builds student agency via multiple ways for students to access content and monitor their learning. Engages learners to think critically about government concepts using relevant information and spiralling content knowledge with learner friendly resources such as: graph, infographics, data, and contemporary articles. Mindful guidance for teachers to support student learning using a variety of teaching methods and strategies 	
<p>Approximate Cost of Resource:</p> <ul style="list-style-type: none"> \$19,363.58 - 4 class set of student text <i>American Government: Stories of a Nation: For the AP Course</i> and six-use online of LaunchPad \$3,916.48 - additional LaunchPad (six-use online) resources and access for students \$465.60 - shipping of materials <p>The total cost of the resource also includes four copies of Teacher Editions and associated resources as well as one half day on-site professional development for our teachers with a trainer at no additional cost.</p> <p>Would there be an annual, recurring cost for this resource?</p> <p>No annual recurring cost, however the online resources license associated with this text expires in six years and the cost is approximately \$122.39 per student.</p>	

D51 Instructional Resource Recommendation

Recommendation for Professional Learning:

The team requests one full day of professional learning during August in-service. Half of the day will focus on LaunchPad and associated online resources with an on-site trainer and the other half for team to collaborate and plan using the new resource.

Level of Support Plan: (circle one) **Level 1** / Level 2 / Level 3

Approximate Mill Budget Request for Professional Learning: (elements of professional learning funded by Mill budget)

On-site professional learning is included with the cost of resource.

APPROXIMATE TOTAL COST = \$23,745.66

Professional Learning Implementation Plan Design Guidance

Level 1	<p>Event Professional Learning Professional learning delivered to introduce teachers to the new curriculum resource and provide them the tools needed to use the resource in their classroom. (Typically done at the beginning of a school year with 1-2 days dedicated to the learning.)</p> <p>Design of Professional Learning Event: Teacher or specialist designed in collaboration with the publisher</p> <p>Budget: Mill budget</p> <p>Evaluation: Designed and completed by the specialist during the same school year.</p>
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* Implementation plan design thinking informed by Learning Forward Standards for Professional Learning and Assessing Impact: Evaluating Professional Learning by Joellen Killian (Corwin, 2018).

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*Bridget Story
Assistant Secretary, Board of Education*

D51 Instructional Resource Recommendation

Content:	AP US History
Year for Adoption Cycle:	Spring 2019
Year for Implementation:	Fall 2019
Last Primary Adoption:	2007 (PHS 2011)
Resource Needed: (Primary, Supplementary, OR Both)	Primary Resource

Rationale for Selection:

- Integrated curriculum presented in *America's History for the AP Course* by Henretta, Edwards, Hinderake, and Self aligns with the 2015 College Board redesign for US History
- *America's History for the AP Course* by Henretta, Edwards, Hinderake, Self was superior to the other two resources reviewed by the IRST and emphasizes the required thematic learning objectives as well as the four historical thinking skills necessary in this AP course
- The textbook is organized in a way that engages students thoughtfully throughout the text:
 - Provides multiple opportunities for learners to practice, assess, and make connections to the College Board requirements (primary source analysis, etc)
 - Presents multicultural perspectives
- Technology resource, Launch Pad, provides support for differentiated instruction and assessment opportunities for learners:
 - Guided practice for Free Response Questions (FRQ) that focuses on format and skills associated with FRQs.
 - Multiple assessment and practice opportunities available to learners
 - Supports personalized learning and builds student agency via multiple ways for students to access content and monitor their learning.
- Text and online resources engages learners to think critically about historical concepts using relevant information and spiraling content knowledge with learner friendly resources such as: pictures, graphs, infographics, data, and primary sources.
- Mindful guidance for teachers to support student learning using a variety of teaching methods and strategies
- Team requests every learner to have a textbook and online access to LaunchPad due to the intensity of the course. The online resources allow for guided practice, multiple assessment opportunities and are meant to be an extension/supplement for learning as well as create easy access to the ebook when students are traveling. However, the team wants to accommodate various learning styles, accessibility and be aware of student screen time which is why they feel it is imperative that all students have a textbook and online access.

D51 Instructional Resource Recommendation

Cost of Resource:

\$21,375.90 Textbook and online (LaunchPad) access for every student with six year license

- includes annotated Teacher's Edition, ExamView test bank, Teacher's Resource flash drive, and implementation training

\$427.52 Shipping

Would there be an annual, recurring cost for this resource?

No annual recurring cost, however the online resources license associated with this text expires in six years and the cost is approximately \$158.34 per student.

Recommendation for Professional Learning:

The team requests one full day of professional learning during August in-service. Half of the day will focus on LaunchPad and associated online resources with an on-site trainer and the other half for team to collaborate and plan using the new resource.

Level of Support Plan: (circle one) **Level 1** / Level 2 / Level 3

Mill Budget Request for Professional Learning: (elements of professional learning funded by Mill budget)

On-site professional learning is included with the cost of resource.

APPROXIMATE TOTAL COST = \$21,803.42

Professional Learning Implementation Plan Design Guidance

Level 1	<p>Event Professional Learning Professional learning delivered to introduce teachers to the new curriculum resource and provide them the tools needed to use the resource in their classroom. (Typically done at the beginning of a school year with 1-2 days dedicated to the learning.)</p> <p>Design of Professional Learning Event: Teacher or specialist designed in collaboration with the publisher</p> <p>Budget: Mill budget</p> <p>Evaluation: Designed and completed by the specialist during the same school year.</p>
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Bridget Story
Assistant Secretary, Board of Education

D51 Instructional Resource Recommendation

Content:	Elementary Physical Education
Year for Adoption Cycle:	Spring 2019
Year for Implementation:	Fall 2019
Last Primary Adoption:	None
Resource Needed: (Primary, Supplementary, OR Both)	Nutrition and Personal Fitness and Wellness: Both Primary and Supplementary
Rationale for Selection: <ul style="list-style-type: none"> Physical Education is an academic subject. Integrated curriculum approach from standards in Comprehensive Health and Physical Education. Hands on discovery for students to develop lifelong healthy eating habits. Hands on discovery to create experiences for students to explore and develop how their body systems react to physical activity. Emphasis on the development of lifelong practices for Nutrition and Personal Fitness & Wellness. Creating equity by providing all schools with quality materials. 	
Approximate Cost of Resource: (provide itemized list if multiple elements to resource) <ul style="list-style-type: none"> 24 sets of the Fruit and Veggies Set Garden Heros Bean Bag Activity Pack = \$3,122.64 24 sets NutriPlay Food-Tag Frenzy Set = \$10,068.00 24 sets of 30 Gopher Optic HR Monitors = \$71,976.00 24 30 port charges @ \$129.99 = \$3119.76 24 Pocket Storage Systems = \$343.64 Would there be an annual, recurring cost for this resource? If yes, please describe. <ul style="list-style-type: none"> There would not be an annual cost. 	
Recommendation for Professional Learning: Trainings for Nutrition Education resources will happen during our monthly PE PLC's. There will not be a cost for this. Gopher Sports (vendor) will provide a free training on the Gopher Optics HR monitor. Level of Support Plan: (circle one) Level 1 / Level 2 / Level 3	
Approximate Mill Budget Request for Professional Learning: (elements of professional learning funded by Mill budget) No Cost.	
APPROXIMATE TOTAL COST = \$88,630.04	

D51 Instructional Resource Recommendation

Professional Learning Implementation Plan Design Guidance

Level 1	<p>Event Professional Learning Professional learning delivered to introduce teachers to the new curriculum resource and provide them the tools needed to use the resource in their classroom. (Typically done at the beginning of a school year with 1-2 days dedicated to the learning.)</p> <p>Design of Professional Learning Event: Teacher or specialist designed in collaboration with the publisher</p> <p>Budget: Mill budget</p> <p>Evaluation: Designed and completed by the specialist during the same school year.</p>
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*Bridget Story
Assistant Secretary, Board of Education*

The Board of Education is required by state law to determine the educational programs to be carried on in the schools of the District. The Board recognizes that ultimate authority and decision on matters of curriculum are responsibilities of the Board.

The District's curriculum shall be aligned with Colorado Academic Standards so each student will have the educational experiences needed to achieve the standards. Curriculum is defined as an organized plan of instruction that engages students in mastering the standards.

The Office of Teaching & Learning Design, under the direction of the superintendent or designee, is responsible for the facilitation of the development and ongoing revision of the curriculum. Successful curriculum development is a collaborative enterprise involving impacted District staff members, carried out under the leadership of the superintendent or designee, and using multiple resources.

The District's curriculum shall be reviewed at regular intervals to verify curriculum is aligned with the District's educational objectives and Colorado Academic Standards. All new courses of study, as well as the elimination or extensive alteration of the content of current courses, shall be aligned with Colorado Academic Standards, support District identified practices, and support the District's educational objectives. Responsibility for approving new courses of study, extensively altering existing courses of study, and eliminating courses of study shall rest with the superintendent or his/her designee.

The District has developed a unified curriculum and related resources/products that can be accessed by all personnel on the online Teaching & Learning Site (TLS). Teachers are required to follow this curriculum. Curriculum is embodied in various documents and delineates program scope and sequence, grade level expectations, units and/or lessons and formative and benchmark assessments. The products found on the Teaching & Learning Site (TLS) represent the District's standards-based curriculum which includes essential learning outcomes intended for all students. They require careful structuring, articulation, systematic planning, explicit teaching, and assessment/evaluation.

The District's standards-based curriculum is established and maintained in conformity with the following principles:

1. Curriculum must be consistent with the Board's stated philosophy and goals.
2. Curriculum must serve the needs of society as well as the individual.
3. When selecting resources to support curriculum the District shall seek input from and shall work in cooperation with educators, parents, students, business persons and members of the community who are representative of the cultural diversity of the District.
4. Improvement of the curriculum must be a continuous process based on research and critical analysis.
5. Curriculum must be influenced by continuing discoveries about child growth and development, and the nature of the learning process.
6. Curriculum must have sufficient flexibility to allow for differentiated teaching and learning styles.
7. Curriculum must focus on all students and all Colorado Academic Standards.
8. Curriculum must be designed with the end in mind using a backwards progression 12th grade to preschool.

Mesa County Valley School District 51

IGA

CURRICULUM DEVELOPMENT

Adopted: May 8, 1990

Revised: December 1, 1998

Tabled: November 13, 2012

Adopted: December 11, 2012

Adopted: April 16, 2019

9. Curriculum will be vertically articulated and horizontally coordinated.
10. Curriculum shall be designed to prepare all students with the skills and tools necessary to be successful in our rapidly changing world.

The superintendent shall by appropriate regulations implement the provisions of this policy.

Legal References:

C.R.S. 22-7-407

1 CCR 301-1, Rules 2202-R-2.07(2)

CONCURRENT ENROLLMENT AND POST SECONDARY INSTITUTION

Related: IHCD-R

Adopted: June 13, 1972

Revised: April 16, 1991

Revised: November 19, 2002

Adopted: April 16, 2019

Page 1 of 1

The purpose of this policy is to implement the concurrent enrollment Programs Act, C.R.S. 22-35-101 et seq.

Any student who is in 9th grade or higher, is not more than twenty years old and is enrolled in a District 51 high school is eligible to apply for concurrent enrollment from a post-secondary institution at the District's expense. Summer courses are allowable.

The school district and the participating institution of higher education shall enter into a written cooperative agreement which shall include but not be limited to academic credit and payment of tuition. Financial provisions between the school district and the participating institution of higher education shall follow guidelines established by the Colorado Department of Education unless the district and the institution of higher education mutually agree upon alternative financial provisions. In all cases, financial provisions shall be included in the cooperative agreement. Copies of each such agreement shall be submitted annually by the district to the Colorado Department of Education.

Academic credit granted for course work successfully completed by a student under this program may qualify as high school credit or credit at the institution of higher education or both. An appeal procedure is provided in the event a student is denied high school credit. A student participating in this program shall still be considered as enrolled in the district and eligible for all high school activities.

High school credit shall be denied for college courses that do not meet or exceed published District graduation requirements for academic credit in subject or content that does not meet the District's academic standards.

In accordance with the Concurrent Enrollment Program Act and applicable cooperative agreement, payment of tuition shall depend on the student's successful completion of an approved post-secondary course. The institution of higher education may charge additional tuition and/or associated fees to the qualified student or the student's parent/guardian in addition to the tuition paid by the District.

Prior to paying the tuition for any qualified student, the District shall require the student and the student's parent/guardian to sign an agreement. This agreement shall require the student and/or student's parent/guardian shall repay the amount of tuition paid by the District on the student's behalf if the student does not receive a C or above or otherwise does not complete the post-secondary course for any reason.

Information about Concurrent Enrollment shall be distributed annually to all students in grades 8 through 12 and to their parents.

Legal References:

C.R.S. 22-35-101, *et seq.*

Mesa County Valley School District 51

JKA

USE OF PHYSICAL INTERVENTION

Adopted: June 13, 1972

Revised: November 17, 1987

Adopted: May 20, 2008

Revised: July 11, 2011

Adopted: April 16, 2019

To maintain a safe learning environment, District employees may, within the scope of their employment and consistent with state law, use physical intervention in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical Intervention

Corporal punishment shall not be administered to any student by any District employee.

Within the scope of their employment, District employees may use reasonable and appropriate physical intervention with a student, that does not constitute restraint as defined by this policy, to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects upon a student or within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than five minutes unless the provisions regarding restraint contained in this policy and accompany regulations are followed.

Restraint

For purposes of this policy and accompanying regulation, restraint is defined as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force and seclusion. Restraint shall not include:

1. The holding of a student for less than five minutes by a District employee for the protection of the student or others and actions excluded from the definition of restraint in state law;
2. Brief holding of a student by one adult for the purpose of calming or comforting the student;
3. Minimal physical contact for the purpose of safely escorting a student from one area to another;
4. Minimal physical contact for the purpose of assisting the student in completing a task or response.

District employees shall not use restraint as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior. District employees are also prohibited from restraining a student by use of a prone restraint, mechanical restraint or chemical restraint, as those terms are defined by applicable state law and this policy's accompanying regulation.

Restraint shall only be administered by District employees trained in accordance with applicable State Board of Education rules.

Exceptions

The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3)' and
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. 18-1-901 (3)(e).

Legal References:

C.R.S. 18-1-703 (*use of physical force by those supervising minors*)

C.R.S. 18-1-901 (3)(e) (*definition of a deadly weapon*)

C.R.S. 18-6-401 (1) (*definition of child abuse*)

C.R.S. 19-1-103 (1) (*definition of abuse and neglect*)

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)(D) (*policy required as part of safe schools plan*)

C.R.S. 22-32-109.1 (2)(a)(I)(L) (*policies for use of restraint and seclusion on students and information on process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code*)

C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law*)

C.R.S. 22-32-147 (*use of restraints on students*)

C.R.S. 26-20-101 et seq. (*Protection of Persons from Restraint Act*)

1 CCR 301-45 (*State Board of Education rules for the Administration of the Protection of Persons from Restraint Act*)

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	W	I	E	8	9	x
12	13	14	15	16	x	18
19	20	21	22	23	x	25
26	27	28	29	30	x	



2019-2020 School Year Dual Immersion Academy Adopted April 16, 2019

SCHOOLS NOT IN SESSION

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	W	T	T	W	10
11	12 *	13	14 *K	15	x	17
18	19	20	21	22	x	24
25	26	27	28	29	x	31

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	x	8
9	10	11	12	13	x	15
16	CD	18	19	20	x	22
23	24	25	26	27	x	29

***First Day of School**
August 12 - Grades 1-12
August 14 - Kindergarten

**All Schools
Teacher Workdays**
August 6, 9
October 14
January 6
March 12
May 22

Teacher In-Service
August 7, 8
October 15

Teacher EE Day
September 16

**Elem Planning & MS
In-Service
HS in Session**
September 17
December 2

**Elem Planning
MS/HS-In-Service**
January 7
March 13

**DIA Parent Teacher
Conferences
(8 a.m. – 8 p.m.)**
October 16 & 17

**DIA Parent Teacher
Conferences
(4 – 8 p.m.)**
January 22 & 23

**DIA Parent Teacher
Conferences
(Noon – 8 p.m.)**
May 20

**Elem Conferences Only
Including DIA
(MS, HS in session)**
May 21

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	x	7
8	9	10	11	12	x	14
15	EE	M	E	18	19	x
22	23	24	25	26	x	28
29	30					

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	x	7
8	9	10	•	W	x	14
15	16	17	18	19	20	21
22	23	24	25	26	x	28
29	30	31				

Schools Not In Session
September 2Labor Day
November 25 - 29Thanksgiving Break
December 23-January 3Winter Break
January 20Martin Luther King, Jr. Day
February 17 Presidents' Day
March 16-20Spring Break

October 2019						
S	M	T	W	T	F	S
		1	2	3	x	5
6	7	8	9	•	x	12
13	W	T	DC	DC	x	19
20	21	22	23	24	x	26
27	28	29	30	31		

April 2020						
S	M	T	W	T	F	S
			1	2	x	4
5	6	7	8	9	x	11
12	13	14	15	16	x	18
19	20	21	22	23	x	25
26	27	28	29	30		

W		No Schools In Session – Teacher Work Day
T		No Schools in Session – Teacher In-Service
EE		No Schools in Session – Ed Effectiveness Day
M	E	HS in Session – Elementary Planning & Middle School In-Service
I	E	No Schools in Session – MS/HS In-Service & Elementary Planning Day
EM/C		HS In-Session – Elementary & MS Conferences
E/C		MS/HS in Session – Elementary Conferences
#		School in Session (DIA Conferences 4 – 8)
DC		DIA Conference Day—No School (Conferences 8 a.m. to 8 p.m.)
DC		DIA Conference Day—No School (Conferences Noon to 8 p.m.)
X		DIA Only Non-student Contact Day
•		Last Day of Quarter
		No School - Non Contract Days
CD		No School - Conference Exchange Day

November 2019						
S	M	T	W	T	F	S
					x	2
3	4	5	6	7	x	9
10	11	12	13	14	x	16
17	18	19	20	21	x	23
24	CD	26	27	28	29	30

May 2020						
S	M	T	W	T	F	S
					x	2
3	4	5	6	7	x	9
10	11	12	13	14	x	16
17	18	19	DC	E/C	W	23
24	H	26	27	28	29	30
31						

December 2019						
S	M	T	W	T	F	S
1	M	E	3	4	5	x
8	9	10	11	12	x	14
15	16	17	18	•	x	21
22	23	24	25	26	27	28
29	30	31				

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Statistical Record Data for Dual Immersion Academy
Total number of contact days elementary - 133

Classes Begin...Aug. 12 (Grade 1-12)/Aug. 14 Kindergarten
1st Quarter Ends.....October 10 (33 days)
2nd Quarter Ends.....December 19 (31 days)
3rd Quarter Ends.....March 11 (35 days)
4th Quarter Ends.....May 21 (34 days)

**2019-2020 School Year
New Emerson STEAM
Adopted April 16, 2019**

SCHOOLS NOT IN SESSION

***First Day of School**
August 12 - Grades 1-12
August 14 - Kindergarten

**All Schools
Teacher Workdays**

August 6, 9
October 14
January 6
March 12
May 22

Teacher In-Service
August 7, 8
October 15

Teacher EE Day
September 16

**Elem Planning & MS
In-Service
HS in Session**
September 17
December 2

**Elem Planning
MS/HS-In-Service**
January 7
March 13

**New Emerson
Parent Teacher
Conferences
(School in Session
Conferences 4 – 8 p.m.)**

October 24
January 23

Conferences 10 – 2 p.m.
October 18
January 24

**Conferences
8 – 4:30 p.m.**
May 21

Schools Not In Session

September 2Labor Day
November 25 - 29Thanksgiving Break
December 23-January 3.....Winter Break
January 20Martin Luther King, Jr. Day
February 17 Presidents' Day
March 16-20.....Spring Break

W	No Schools In Session – Teacher Work Day
T	No Schools in Session – Teacher In-Service
EE	No Schools in Session – Ed Effectiveness Day
M E	HS in Session – Elementary Planning & Middle School In-Service
I E	No Schools in Session – MS/HS In-Service & Elementary Planning Day
EM/C	HS In-Session – Elementary & MS Conferences
E/C	MS/HS in Session – Elementary Conferences
#	School in Session - Conferences 4-8 PM
•	Last Day of Quarter
	No School - Non Contract Days
CD	No School - Conference Exchange Day
W/P	4 Hours Workday/4 Hours Planning Day
X	New Emerson Only – Non-student contact days

Statistical Record Data for New Emerson
Total number of contact days - 134

*Classes Begin-Aug. 12 (Grade 1-12)/Aug. 14 Kindergarten
1st Quarter Ends.....October 10 (33 days)
2nd Quarter Ends.....December 19 (31 days)
3rd Quarter Ends.....March 11 (35 days)
4th Quarter Ends.....May 21 (35 days)

July 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	W	I E	8	9	X	11
12	13	14	15	16	X	18
19	20	21	22	23	X	25
26	27	28	29	30	X	

August 2019

S	M	T	W	T	F	S
				1	2	3
4	5	W	T	T	W	10
11	12 *	13	14 *K	15	X	17
18	19	20	21	22	X	24
25	26	27	28	29	X	31

February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	X	8
9	10	11	12	13	X	15
16	CD	18	19	20	X	22
23	24	25	26	27	X	29

September 2019

S	M	T	W	T	F	S
1	2	3	4	5	X	7
8	9	10	11	12	X	14
15	EE	M E	18	19	X	21
22	23	24	25	26	X	28
29	30					

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	X	7
8	9	10	•	W	I E	14
15	16	17	18	19	X	21
22	23	24	25	26	X	28
29	30	31				

October 2019

S	M	T	W	T	F	S
		1	2	3	X	5
6	7	8	9	•	X	12
13	W	T	E/M C	W/P	X	19
20	21	22	23	24	X	26
27	28	29	30	31		

April 2020

S	M	T	W	T	F	S
			1	2	X	4
5	6	7	8	9	X	11
12	13	14	15	16	X	18
19	20	21	22	23	X	25
26	27	28	29	30		

November 2019

S	M	T	W	T	F	S
					X	2
3	4	5	6	7	X	9
10	11	12	13	14	X	16
17	18	19	20	21	X	23
24	CD	26	27	28	29	30

May 2020

S	M	T	W	T	F	S
					X	2
3	4	5	6	7	X	9
10	11	12	13	14	X	16
17	18	19	20	E/C •	W	23
24	H	26	27	28	29	30
31						

December 2019

S	M	T	W	T	F	S
1	M E	3	4	5	X	7
8	9	10	11	12	X	14
15	16	17	18	•	X	21
22	23	24	25	26	27	28
29	30	31				

June 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	W	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	T	W	W	22	23	24
25	W	W	W	W	30	31

February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26		28
29	30					

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	•	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	•	26
27	28	29	30	31	C	

April 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	C	C	25
26	27	28	29	30		

November 2019

S	M	T	W	T	F	S
					C	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2020

S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	W	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	•	21
22	23	24	25	26	27	28
29	30	31				

June 2020

S	M	T	W	T	F	S
	1	2	3	4	•	6
7	T	T	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
29	29	30				



Juniper Ridge Community School

**2019-2020 School Year
Adopted April 16, 2019**

Teacher Work Days

August 20 & 21, 2019
August 26 - 29, 2019
January 6, 2020
May 15, 2020

Teacher In-Service

September 6, 13, & 20, 2019
October 4, 11, 18, & 25, 2019
November 8, 15, & 29, 2019
December 6 & 13, 2019
January 10, 17, 24, & 31, 2020
February 7, 14, 21, & 28, 2020

Teacher Training

August 13 & 14, 2019
August 19, 2019
June 8 & 9, 2020

Teacher In-Service

March 6, 13, & 27, 2020
April 3, 10, & 27, 2020
May 3, 10, & 17, 2020
June 5, 2020

Parent/Teacher Conferences

October 31 (School in Session till 12:20/Conference 1-5)
Conferences No School
November 1, 2019 April 23 & 24, 2020

School Not In Session

September 2 Labor Day
November 18-22..... Thanksgiving Break
December 23-January 3..... Winter Break
January 20 Martin Luther King, Jr. Day
February 17 President's Day
March 16-20 Spring Break

Statistical Record Data

Total number of contact days 170

Classes Begin.....September 3, 2019
1st Quarter Ends.....October 25, 2019 – 39 days
2nd Quarter Ends.....December 20, 2019 – 34 days
3rd Quarter Ends.....March 13, 2020 - 46 days
4th Quarter Ends.....June 5, 2020 – 51 days
Last Day of School.....June 5, 2020

General Staff Information

Administrative Director's First DayAugust 12, 2019
Teachers' First Day.....August 13, 2019
Teachers' Last Day.....June 9, 2020
Administrative Director's Last Day.....June 18, 2020

T	Teacher In-service / Class Prep
C	Parent/Teacher Conferences – No School
C	Parent/Teacher Conferences – Early Release Day
W	Teacher Planning & In-service Day
•	Last Day of Quarter-School in Session
	No School-Non Contact Days
	All Grades Early Release
	All Grades Early Release Michaelmas Festival
	All Grades Early Release May Faire Festival

School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	●	●	❖	15	16	17
18	19	20	\$	22	23	24
25	26	27	28	29	30	31
September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	◆	12
13	\$	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	◆	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	❖	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	\$	28	29	30	31	
February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	F	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	◆	13	14
15	16	17	18	19	20	21
22	23	24	25	26	F	28
29	30	31				
April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	◆	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Holidays (Office Closed):
 Sept. 2—Labor Day
 Nov. 25-29—Thanksgiving Break
 Dec. 23-Jan. 7—Winter Break
 Jan. 20—Martin Luther King Jr. Day
 Feb. 17—Presidents' Day
 March 12-20—Spring Break



MESA VALLEY
COMMUNITY SCHOOL

Adopted April 16, 2019

Key

●	MVCS On-site Class Orientation: 9-12 Grades—Aug. 12 1-8 Grades—Aug. 13
❖	Semesters/Classes Begin
◆	Quarters End
\$	Funding Allotment Opens
F	Science Fair—Feb. 14 History Fair—March 27 (tentative)
	All-School Picnic—August 8
	HS Classes Holiday Makeup Day (Monday classes meet on Friday)
	Staff Workday
	Admin Workday
	DIBELS Testing (K-3 Grades) NWEA Testing (1-12 Grades) (Scheduled within these days.) (tentative)
	CogAT Testing (2 & 7 Grades) (tentative)
	CMAS Testing (3-8 + 11 Grades) SAT & PSAT (9-11 Grades) Parent Workshops No On-site MVCS classes (tentative)
	Parent-Teacher Conferences (For students in MVCS classes only) (MVCS On-site Classes in session)
	Graduation—May 22, 2 PM; 2 Rivers (tentative)
	Curriculum Swap—May 20
	MVCS Office Open
	MVCS Office Closed

172 instructional days

**R-5 High School
2019-2020 School Year
Adopted April 16, 2019**

**Add These Important Dates To
Your Calendar**

R-5 Not In Session

Teacher Work Day

August 5, 6
October 14
January 6
March 12
May 22

Teacher In-Service

August 7, 8
October 15

Teacher EE Day

September 16

ACE Day

September 17
March 30

R-5 In Session

**R-5 Parent/Teacher
Conferences**

September 18
November 20
February 5

**R-5 Session
Start/Intake**

August 9
September 18
October 16
January 8
March 23

Schools Not In Session

September 2 Labor Day
November 25 - 29 Thanksgiving Break
December 23-January 3 Winter Break
January 20 Martin Luther King, Jr. Day
February 17 Presidents' Day
March 16-20 Spring Break

W	No Schools In Session – Teacher Work Day
T	No Schools in Session – Teacher In-Service
EE	No Schools in Session – Ed Effectiveness Day
I E	No Schools in Session – MS/HS In-Service & Elementary Planning Day
A	ACE Day – No School for R5 Students
#	R-5 Session Start/Intake
C	School in Session / R-5 Conference
.	Last Day of Quarter
	No School - Non Contract Days
CD	No School - Conference Exchange Day

Total number of contact days R-5 High School - 174

Classes Begin.....August 9, 2019
1st Quarter Ends.....October 11 (43 Days HS)
2nd Quarter Ends.....December 20 (43 Days HS)
3rd Quarter Ends.....March 11 (44 Days HS)
4th Quarter Ends.....May 21 (44 Days HS)

July 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	W	I	E	8	9	10
12	13	14	15	16	17	18
19	CD	21	22	23	24	25
26	27	28	29	30	31	

August 2019

S	M	T	W	T	F	S
				1	2	3
4	W	W	T	T	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2020

S	M	T	W	T	F	S
						1
2	3	4	C	6	7	8
9	10	11	12	13	14	15
16	A	18	19	20	21	22
23	24	25	26	27	28	29

September 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	EE	A	C	19	20	21
22	23	24	25	26	27	28
29	30					

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	.	W	I	E
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	.	12
13	W	T	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	C	21	22	23
24	CD	26	27	28	29	30

May 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	.	W	23
24	H	26	27	28	29	30
31						

December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	.	21
22	23	24	25	26	27	28
29	30	31				

June 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
				1	W	3
4	5	6	T	T	Y	10
11	T	T	14	15	W	17
18	19	20	21	22	W	24
25	26	27	28	29	W	31

S	M	T	W	T	F	S
1	H	3	4	5	W	7
8	9	10	11	12	W	14
15	16	17	18	19	W	21
22	23	24	25	26	W	28
29	30					

S	M	T	W	T	F	S
		1	2	3	W	5
6	7	8	9	10*	W	12
13	14	15	16	17	W	19
20	C	C	C	C	W	26
27	28	29	30	31		

S	M	T	W	TH	F	S
					W	2
3	4	5	6	7	W	9
10	11	12	13	14	W	16
17	18	19	20	21	W	23
24	H	H	H	H	H	30

S	M	T	W	T	F	S
1	2	3	4	5	W	7
8	9	10	11	12	W	14
15	16	17	18	19*	W	21
22	H	H	H	H	H	28
29	H	H				

S	M	T	W	T	F	S
			H	H	H	4
5	6	7	8	9	W	11
12	13	14	15	16	W	18
19	H	21	22	23	W	25
26	27	28	29	30	W	

S	M	T	W	T	F	S
						1
2	3	4	5	6	W	8
9	10	11	12	13	W	15
16	H	18	19	20	W	22
23	24	25	26	27	W	29

S	M	T	W	T	F	S
1	2	3	4	5	W	7
8	9	10	11	12*	W	14
15	SB	SB	SB	SB	SB	21
22	23	24	C	C	W	28
29	30	31				

S	M	T	W	T	F	S
			1	2	W	4
5	6	7	8	9	W	11
12	13	14	15	16	W	18
19	20	21	22	23	W	25
26	27	28	29	30		

S	M	T	W	TH	F	S
					W	2
3	4	5	6	7	W	9
10	11	12	13	14	W	16
17	18	19	20	21*	W	23
24/31	25	26	27	28	29	30

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Independence Academy Charter School Calendar

Adopted: April 16, 2019

2019-2020 School Year

Jarret Sharp- Executive Director

Becky Polniak- Executive Secretary

Kindra Nicodemus- Office Manager

<http://independenceacademygj.com/>

970-254-6850

Classes Begin- August 14, 2019

1st Quarter Ends- October 10, 2019 (33 days)

2nd Quarter Ends- December 19, 2019 (36 days)

3rd Quarter Ends- March 12, 2020 (38 days)

4th Quarter Ends- May 21, 2020 (36 days)

Final School Day - May 21, 2020

Parent/Teacher Conferences

October 21-24, 2019 (school in session)

March 25-26, 2020 (school in session)

Teacher Pre-Service

August 7-9, 12-13, 2019

School Not In Session

September 2, 2019- Labor Day

November 25-29, 2019- Thanksgiving

December 23, 2019-January 3, 2020- Christmas Break

January 20, 2020- Martin Luther King Jr Day

February 17, 2020- Presidents' Day

March 16-20, 2020- Spring Break

T	Teacher Pre-service
C	Parent/Teacher Conf. (school in session)
H	No school Holiday
*	Last day of Quarter- (school in session)
W	PLC- No school
SB	Spring Break

Statement of Purpose

The District shall collect and maintain education records concerning the growth and development of individual students to provide information to parents, school officials and other persons having a legitimate educational interest in the education records of individual students, to provide a basis for the evaluation and improvement of school programs and the individual needs of students and to provide a historical record of individual students who have attended the District. Such education records shall be maintained so as to insure the privacy of individual students and their parents in conformity with state and federal laws.

Definitions

The terms specified below shall, for purpose of this policy only, be defined as follows:

1. "Record" means written or recorded information or data in any medium or format, including but not limited to handwriting, print and paper, tapes, film, microfilm and microfiche and electronic or digital data.
2. "Education records" means those records which contain information directly related to a student and which are maintained by the district or by a person acting for or on behalf of the district.
3. "Personally identifiable" means that data or information including the name of the student, the student's parents or other family members; the address of the student; a personal identifier such as the student's Social Security number, student's number, biometrics records, identifiers such as a student's date of birth, place of birth and mother's maiden name or a list of personal characteristics which would make it possible to identify the student with reasonable certainty. This definition includes any information which can be traced easily to a student.
4. "Parent" means a natural parent, an adoptive parent, the legal guardian of a student, or an individual acting as a parent of a student in the absence of a parent or guardian.
5. "Student" means any person who is attending or has attended District 51 and about whom the district maintains education records or personally identifiable information.
6. "Eligible student" means a student who has attained 18 years of age or is attending an institution of post-secondary education.
7. "School official" means and includes the following parties:

(a) persons employed by the District or holding volunteer positions as teachers, administrators, coaches, athletic trainers, counselors, school psychologists, para-professionals and instructional or administrative support staff members;

(b) persons serving on the Board of Education;

(c) attorneys and/or law firms appointed by the Board of Education as District legal counsel;

(d) contractors, consultants, professionals and other outside parties or service providers, provided that such persons or firms —

- (i) are performing or have contracted with the District to perform institutional services or functions
- (ii) are under the direct control of the District with respect to the use and maintenance of educational records, and
- (iii) have agreed to be subject to the requirements of this policy and state and federal law regarding the use and redisclosure of personally identifiable information from educational records.

The District shall consider non-employed individuals serving as members of an official District or school crisis or risk assessment team (including law enforcement officers, health care providers, social workers and representatives of other local or state agencies or organizations), to be school officials under this subsection while acting in their capacity as members of such teams.

Before disclosure of any personally identifiable information from an education record to any contractor, consultant, professional or other outside party or service provider meeting the conditions in (i) (ii) and (iii) set forth above, such party or provider shall provide written assurance in a form acceptable to the District that such conditions are satisfied in connection with such disclosure; and

(e) other individuals within the District determined to have a legitimate educational interest in education records, such as a parent or student serving on an official district committee or school-sponsored organization, or assisting another school official in performing his or her tasks, as designated in a writing signed by the Superintendent.

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8. “Disclosure” means to permit access to the release, transfer or other communication of personally identifiable information contained in education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.

Rights of Parents and Eligible Students (Access to Education Records)

District 51 shall provide parents of students, who are or who have been in attendance at a school within the district access to the education records of such students. However, an eligible student may inspect or review his or her own records and provide written consent for disclosure of such records and personally identifiable information therein. If an eligible student is a dependent for federal income tax purposes, the parent also is entitled to access his/her child’s educational records despite the lack of written consent from the eligible student. The right to access shall include:

1. The right to be provided a list of the types of education records which are maintained by the district and are directly related to students.
2. The right to inspect and review the content of those records.
3. The right to obtain copies of those records.
4. The right to a response from the district to reasonable requests for explanations and interpretations of those records.
5. The right to inspect, review or be provided with a response from the district as set forth above as soon as practicable after the request is made.

If the request for access includes a request for access to education records which include information on more than one student, the right to access shall be limited to those portions of such education records as relate to the individual student for whom or concerning whom the request for access is made.

Requesting records from other school districts

When a student transfers to this school district from another district, the receiving school shall request the student’s records from the transferring district if the records have not already been forwarded to the receiving school.

Challenges to the Content of Education Records

Parents of students and eligible students shall be provided an opportunity for a hearing to challenge the content of such students' education records in order to correct or clarify inaccurate or misleading material or otherwise purge from the students' education records inaccurate, misleading or otherwise inappropriate data contained therein in violation of the privacy and other rights of students. The parents of students and eligible students also shall be provided an opportunity to insert as a part of any education record a written explanation respecting the contents of any such student's education record.

Procedures and guidelines for a formal hearing regarding challenges to the content of education records or request for inclusion of explanatory material shall at a minimum include the following:

1. The hearing shall be conducted and decided within a reasonable period of time following the request for the hearing.
2. The hearing shall be conducted and the decision rendered by a district official who does not have a direct interest in the outcome of the hearing.
3. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be represented by an attorney at all stages of the proceeding.
4. The decision shall be rendered in writing within 30 working days after the conclusion of the hearing. Nothing contained herein, however, shall be construed as a limitation upon or discouragement of informal proceedings to settle any dispute arising with a parent of a student or an eligible student regarding the content of the student's education records through informal meetings and discussions with the parents or the eligible student. While district personnel are encouraged to employ informal procedures to accommodate or resolve disputes of such nature, a recourse to informal proceedings shall in no way be deemed a prerequisite to the right of parents and eligible students to a formal hearing to challenge the content of education records.

Annual Notification of Rights

The District will notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. The notice will be in the form provided on Exhibit JRA/JRC-E(1). Such notice shall be given to parents and eligible students by one or more of the following methods:

1. By at least one conspicuous publication in a newspaper of general circulation within the district.

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2. By inclusion in school newspapers, handbooks or similar publications produced or maintained for general circulation to parents and students.
 3. By a general mailing or “take home” notice.

For notice to parents or eligible students who are disabled or whose primary or home language is other than English, the format, language or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act and this policy may be obtained from the office of the Superintendent during normal business hours.

Disclosure of Directory Information

The District may disclose directory information from a student’s educational records without the consent of the parent or eligible student. A parent or eligible student may refuse to permit the designation of any and all categories of information as directory information with respect to that student by informing the Director of Student Services or the registrar of the school in which the student is enrolled of such refusal in writing at least 20 days in advance of disclosure. Such refusal shall be documented in the form set forth in Exhibit JRA/JRC-E(2).

“Directory information” means information contained in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information that may be released shall include, but is not limited to, the student’s name; address, telephone number, date of birth; photograph; grade level; participation in officially recognized activities and sports; height and weight of athletic team members; dates of attendance; and degrees, awards, honors, and other distinctions received. However, unless otherwise provided by law, addresses and telephone numbers of students shall not be disclosed as directory information except to a state or federal law enforcement agency where such student is under investigation by such agency and the agency shows that such information is necessary for the investigation.

Disclosure to Third Parties (Persons Who May Receive Education Records Without Consent)

The District will disclose personally identifiable information from student records without the written consent of the parent or eligible student only to those persons or entities allowed under federal or state law to receive such information. Pursuant to such laws, disclosures of such information may be made to or for the following:

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1. Other school officials who have a legitimate educational interest in the student. A school official has a “legitimate educational interest” if disclosure to such official is:
 - a. Necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement;
 - b. Used within the context of official district business and not for purposes extraneous to the official’s areas of responsibility;
 - c. Relevant to the accomplishment of some task or to a determination about the student; and
 - d. Consistent with the purposes for which the data are maintained.

Pursuant to state law and Board Policy JK, the principal or designee shall communicate certain disciplinary information concerning students enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student.

2. Officials of other school systems in which the student seeks or intends to enroll or transfer. In this case disciplinary information may be included.
3. Organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering tests, administering student aid programs and improving instruction, if upon a written agreement between the organization and the district, the organization agrees that such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representative of such organizations and such information will be destroyed when no longer needed for the purposes for which it is conducted.
4. Accrediting organizations in order to carry out their accrediting function.
5. In connection with financial aid which a student has applied for or received.
6. In compliance with judicial orders or pursuant to any lawfully issued subpoena upon condition that parents and eligible students are notified of all such orders or subpoenas in advance of the compliance therewith by the district.
7. In compliance with an *Ex Parte* court order under the Patriot Act.

8. Governmental agencies and officials as required by law. For example, on or before December 31 of each school year, District shall disclose to the Colorado Commission of Higher Education (CCHE) the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.
9. The names, addresses and home telephone numbers of students in any secondary school shall be released to a recruiting officer for any branch of the United States armed forces who requests such information unless any such student submits a request, in writing, that such information not be released. The recruiting officer requesting and receiving any such information shall certify, in writing, that the data released will be used for the sole purpose of providing information to students regarding military service, and that the information obtained will not be released to any person or organization other than individuals within the recruiting services of the armed forces.
10. To appropriate persons in connection with a bona fide emergency if knowledge of such information is necessary to protect the health and safety of a student or other persons. In determining whether such a bona fide emergency exists, school officials may take into account the seriousness of the threat to the health or safety of the student or other persons, the need for such records to meet the emergency, the person to whom the educational records are to be disclosed, whether the person to whom such records are released is in a position to deal with the emergency, the extent to which time is of the essence in dealing with the emergency.
11. The disclosure is information that the district has designated as “directory information” as provided above. However, unless otherwise provided by law, addresses and telephone numbers of students shall not be disclosed as directory information except to a state or federal law enforcement agency where such student is under investigation by such agency and the agency shows that such information is necessary for the investigation.
12. In connection with any legal action by the district against a parent or a student, or in connection with any legal action against the district by a parent or a student when the educational records of the student are relevant for the defense or prosecution to proceed with the claim.
13. The disclosure concerns information provided to the District under federal law requiring sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and law Enforcement Act of 1994.

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14. Disclosures of disciplinary and attendance information to a criminal justice agency pursuant to Policy JRCA.

Disclosures to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the District shall release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. As required by applicable law, the district shall:

1. obtain written consent annually from a parent before the release of any non-directory information required for billing accessing the child's or parent's benefits or insurance for the first time; and, To accomplish this, the District shall do one or more of the following:

2. provide the parents with written notification of their rights and protections under applicable law before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the parental consent and annually thereafter.

_____ a. include a consent form with the "start of school" information each fall

_____ b. include a consent form with IEP packet materials.

_____ c. include a consent provision on the Medical Emergency form

Verification of Identity

The district will use reasonable methods to identify and authenticate the identity of parents, student, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

Consent to Disclosure of Education Records

Except as provided in the "Disclosures to Third Persons" section above, education records relating to a student shall not be disclosed to third persons except upon written parental consent or the written consent of an eligible student according to the following procedures:

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1. All consents shall be in writing and shall be received by school officials prior to the disclosure of education records to any third parties. The superintendent or designee shall prescribe a consent form to be used for this purpose which shall be designed to elicit the following information:

- a. A specification of the records to be released.
- b. The reasons or other justification the parent gives for requesting that education records be released to a third person.
- c. The names of all persons to whom the records are to be released.

Parent or eligible student consent shall only be valid for the specific instance or purpose for which it was given. Consent for a student to participate in any course, school activity, special education program, or in any other school program shall not constitute the specific written consent required.

All signed consent forms shall be retained by the school district.

2. Whenever the district is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the following information shall be provided in writing to the parent or eligible student:
 - a. The specific records to be released
 - b. The specific reason for such release
 - c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information
 - d. The method or manner by which the records will be released
 - e. The right to review or receive a copy of the records to be released
3. Upon release of education records to a third person, school officials shall on request supply a copy of all education records released or to be released to a third party.

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4. Release of information to a third party, other than those who may receive records without parental consent, shall be on the condition that no education record or information contained therein may be disclosed to another without the written consent of the parent or eligible student.

Disclosure Log

Each school official or employee charged with maintaining education records shall maintain with respect to each student for whom education records are maintained a written or electronic log or registration of each request and each disclosure of personally identifiable information from the education records of a student. The log or registry shall be kept with the education records of the student and shall indicate:

1. The parties who have requested or obtained personally identifiable information from the education records of the student.
2. The names of the parties to which the receiving party may disclose the information on behalf of the district.
3. The legitimate interests these parties had in requesting, obtaining, or redisclosing the information.
4. Emergency information

The log need not reflect disclosure of directory information or disclosure to a parent of a student or an eligible student or disclosure pursuant to the written consent of a parent of a student or an eligible student when the consent is specific with respect to the party or parties to whom the disclosure is made, or disclosures to school officials or employees having a legitimate education interest in the education records of the student, or disclosures of information to military recruiters.

The log or registry of disclosure may be inspected by the parent of the student or the eligible student, by the school official and assistants who are responsible for the custody of the records and by the federal agency responsible for monitoring and auditing the record-keeping procedures of the district pursuant to the Family Educational Rights and Privacy Act of 1974.

Waivers

A parent or eligible student may waive any or all of his/her rights protected by this policy. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The district does not require a waiver but may request a waiver. Any waiver under this provision may be revoked at any time by written instrument.

Administrative Procedures

The superintendent or designee shall be authorized and directed to establish appropriate procedures to administer this policy.

Legal Refs:

20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)

20 U.S.C. 7908 (*military recruiter information contained in No Child Left Behind Act of 2001*)

34 C.F.R. 99.1 *et seq* (*FERPA regulations*)

C.R.S. 19-1-303 and 304 (*records and information sharing under Colorado Children's Code*)

C.R.S. 22-1-123 (*district shall comply with FERPA*)

C.R.S. 22-32-109(1)(ff) (*duty to establish policy on disclosing eighth grade students names and mailing addresses to the Colorado Commission on Higher Education*)

C.R.S. 22-32-109.1(6) (*duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safe*)

C.R.S. 22-32-109.3(2) (*duty to share disciplinary and attendance information with criminal justice agencies*)

C.R.S. 22-33-106.5 (*court to notify of conviction of crime of violence and unlawful sexual behavior*)

C.R.S. 22-33-107.5 (*school district to notify of failure to attend school*)

C.R.S. 24-72-204(3)(a)(VI) (*schools cannot disclose address and phone number without consent unless otherwise provided by law*)

C.R.S. 24-72-204(3)(b) (*schools may disclose scholastic, medical, psychological or sociological information to law enforcement agency where student is under investigation*)

C.R.S. 24-72-204(3)(d) (*information to military recruiters*)

Mesa County Valley School District 51

JRA/JRC

STUDENT RECORDS

Related: JRA/JRC-R

Adopted: October 12, 1976, Revised: June 17, 1997

Policy Manual Review: August 6, 2002

Adopted: September 15, 2009

Adopted: June 20, 2017

Revision First Reading: April 16, 2019

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C.R.S. 24-72-204(3)(e)(I) (*certain FERPA provisions enacted into Colorado Law*)

C.R.S. 24-72-204(3)(e)(II) (*disclosure by staff of information gained through personal knowledge or observation*)

C.R.S. 24-72-205(5) (*fee for copying public record*)

C.R.S. 25.5-1-116 (*confidentiality of HCPF records*)

CROSS REFS: GBG, Liability of School Personnel/Staff Protection

JK, Student Discipline

JLC, Student Health Services and Records

JRCA*, Sharing of Student Records/Information between School District and State Agencies

GRADUATION REQUIREMENTS

Adopted: June 6, 2000

Revised: April 20, 2004

Amended: June 19, 2007, October 16, 2007

Revision First Reading: April 16, 2019

Page 1 of 4

Graduation requirements are effective for the incoming 2007 high school freshmen students, graduating in the year 2011 ~~and thereafter through 2020.~~

Students shall have the opportunity to graduate from Mesa County Valley School District 51 schools by satisfying the requirements set forth below for issuance of a Mesa County Valley School District 51 diploma or certificate of completion. The Board of Education's goal is for all students to earn a Mesa County Valley School District 51 diploma.

A student must complete the required standards-based 25 credit units to graduate. These credits must be earned in courses approved by the Superintendent or his designee for credit toward high school graduation. A student must be properly registered and credits properly authorized in order to receive credit for courses completed. In the case of a student transferring from educational programs outside of Mesa County Valley School District 51, reasonable effort shall be made to adjust the student's programs to the requirements for graduation. Students dropping out of Mesa County Valley School District 51 schools and then re-entering at a later date shall follow the policies for graduation as established by the Board for their year of re-entry.

No student may participate in commencement exercises until all graduation requirements have been met.

A student must complete the following coursework to receive a Mesa County Valley School District 51 diploma:

Earn twenty-five (25) standards-based credits from the following required and elective courses:

4.0 credits of Language Arts

- 1.0 credit Composition/Literature 9th Grade
- 1.0 credit Composition/Literature 10th Grade
- 0.5 credit Speech or Forensics
- 0.5 credit Composition 11th Grade, College Prep Comp, or AP Language
- 1.0 credit Composition/Literature 11th Grade or AP Language
- 0.5 credit Literature 12th Grade
- 0.5 credit Language Arts Elective

3.0 credits of Mathematics

3.0 credits of Science

- 1.0 credit Geo-Physical (or equivalent)
- 1.0 credit Biology (or equivalent)
- 1.0 credit Science Elective

3.0 credits of Social Studies

- 1.0 credit World Geography or Global Studies
- 0.5 credit Social Studies elective

GRADUATION REQUIREMENTS

NOTE: This revision replaces IKF(2) as well.

Adopted: June 6, 2000

Revised: April 20, 2004

Amended: June 19, 2007

Amended: October 16, 2007

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1.0 credit U.S History

0.5 credit American Government

1.0 credit of Physical Education

0.5 credit Personal Fitness & Wellness

0.5 credit Physical Education Elective

0.5 credit of Personal Finance-Economics, selected from the following:

- Personal Finance (Math or Elective Credit)*
- Economics (SS or Elective Credit)*
- AP Economics (SS or Elective Credit)*
- **Life Management/Wealth Management or equivalent**
- Independent Living with emphasis on Personal Finance (Elective Credit)*

Note: 2008 state law and standards revision may require re-evaluation of course curriculum

- **ACE Career Development / PWR Frameworks**

0.5 credit of Computer / Technology Literacy

- Computer Applications (or equivalent entry-level-class) **OR**
- Advanced Level Class through Challenge Test or Computer Science Reference the Counselor Collaboration Team (CCT) manual for the list of courses

0.5 credit of Fine Arts

(Selected from theater, video, art, music, dance, photography, or humanities courses)

9.5 or 10.0 credits of Other Electives

- * Dependent on Core or Elective Credit earned in Personal Finance-Economics

Total Required Credits: 25

Service Learning (**minimum of 30 hours required**) Grand Junction High School only

It is expected that most students will complete six to seven credits each school year to accumulate the required total of twenty-five (25) standards-based credits.

Students will receive 0.5 elective credit if they are proficient or advanced in one or more areas of the CSAP CMAS A assessment during the freshman and/or sophomore years. Class ranking and GPA will not be affected as students will receive a P for proficient/passing instead of a letter grade. The maximum credit each year is 0.5 and the sophomore credit does not need to represent a different CSAP CMAS area than the freshman credit.

Students Studying Abroad

Mesa County Valley School District 51 encourages exposure of students to different cultures, and encourages opportunities for students to develop proficiency in a world language / foreign language. Student exchange between countries is a pathway to accomplish these objectives. Each high school and middle school will make students aware of this district policy, and encourage student participation in out-of-the country exchange programs.

GRADUATION REQUIREMENTS

NOTE: This revision replaces IKF(2) as well.

Adopted: June 6, 2000

Revised: April 20, 2004

Amended: June 19, 2007

Amended: October 16, 2007

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1. Students will receive 2 semesters world language / foreign language credit for every semester spent studying at a school where English is not the dominant language.
 2. Students will receive 1 semester elective credit in humanities for their out-of-the-country living experience.
 3. Credit in any other content areas will be awarded upon submission by the student evidence of proficiency or appropriate student work in that content area.
 4. The safety and the quality of the student exchange program will solely be determined by the student and his or her parents or guardians. The district will not be responsible for determination of safety, quality or appropriateness of any exchange program.

The 25 standards-based credit requirements will be earned through three basic pathways as described below:

1. **Conventional Pathway.** This pathway is the standard pathway to graduation. The student will:

- Complete 25 required standards-based credits* **AND**
- Maintain a 2.0 GPA or higher, **AND**
- Demonstrate a “proficient” level, as defined by No Child Left Behind, on 9th and 10th grade CSAP in math, reading and writing or CMAS or PSAT in math and reading/writing. **OR**
 - The student will participate in prescribed interventions in their targeted area(s) of deficiency, **AND**
 - Demonstrate “proficient” or above on NWEA Map Test **OR**
 - Demonstrate proficiency on the older version of the SAT test (through Feb 2016) with a culminating score of 900
 - ACT (17**or above) or other standardized assessment, **OR**
 - Demonstrate proficiency through an alternative proficiency assessment (APA).

***ACT scores are subject to change, as ACT tests are re-normed.*

2. **Pathway of Distinction*.** This pathway provides the highly motivated student opportunities for challenging coursework and additional recognition for their rigorous work. The student will:

- Complete 25 required standards-based credits* **AND**
- Maintain a 3.5 GPA or higher, **AND**
- Demonstrate an “advanced” level on 9th and 10th grade CSAP, CMAS or PSAT in all tested areas, **OR**
 - Demonstrate “advanced” performance on the NWEA Map Test, **OR**
 - Demonstrate a score of 1110 or above on SAT, or a score of 22 or above on ACT prior to 2016 or 24** or above on ACT thereafter, **OR**
 - Complete an alternative proficiency assessment (APA) during the junior or senior year.

***ACT scores are subject to change, as ACT tests are re-normed.*

3. **Individualized Pathway.** This pathway allows for adaptation and can be utilized for:

- Students needing an individualized program of study as outlined by an individualized graduation plan.

GRADUATION REQUIREMENTS

NOTE: This revision replaces IKF(2) as well.

Adopted: June 6, 2000

Revised: April 20, 2004

Amended: June 19, 2007

Amended: October 16, 2007

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- The student will complete 25 credits aligned with the standards or the equivalent. The 25 credits could include alternative proficiency assessment or extensions of the individualized pathway that allow the student to earn the equivalent of 25 standards-based credits.
 - Students who have a GPA lower than 2.0.
 - The student will complete 25 required standards-based credits* **AND**
 - The student will participate in prescribed interventions in their targeted area(s) of deficiency **AND**
 - The student will work with appropriate staff to develop a graduation plan that supports student growth.

Certificate of Completion. The *Certificate of Completion* may be issued to students under special circumstances in lieu of a Mesa County Valley School District 51 Diploma. A student with a disability who has attended high school for at least eight (8) semesters or twelve (12) trimesters as a full time student, but who receives special education services pursuant to an Individualized Educational Program (IEP) which does not provide for the acquisition of 25 credits required for a diploma, may be issued a certificate of completion upon recommendation of the high school principal.

NOTE: Students planning to attend a four-year public college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements:

Academic Area	Class of 2009	Class of 2010+
English	4.0 credits	4.0 credits
Mathematics (Must include Alg 1, Geometry, Alg II or equivalents)	3.0 credits	4.0 credits
Natural/Physical Sciences (Two units must be lab-based)	3.0 credits	3.0 credits
Social Sciences (At least one unit of U.S. or world history)	3.0 credits	3.0 credits
Foreign Language***	Not Required	1.0 credit
Academic Electives***	2.0 credits	2.0 credits

***Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses.

Mesa County Valley School District 51

IKF(2)

GRADUATION REQUIREMENTS

Adopted: October 25, 2016

Revision First Reading: April 16, 2019

Page 1 of 9

Graduation requirements are effective for the incoming 2017 high school freshmen students, graduating in the year 2021 and thereafter.

Students shall have the opportunity to graduate from Mesa County Valley School District 51 schools by satisfying the requirements set forth below for issuance of a Mesa County Valley School District 51 diploma or certificate of attendance. The Board of Education's goal is for all students to earn a Mesa County Valley School District 51 diploma.

A student must complete the required standards-based 25 credit units to graduate. These credits must be earned in courses approved by the Superintendent or his designee for credit toward high school graduation. A student must be properly registered and credits properly authorized in order to receive credit for courses completed. In the case of students transferring from educational programs outside of Mesa County Valley School District 51, reasonable effort shall be made to adjust the students' programs to the requirements for graduation. Students exiting out of Mesa County Valley School District 51 schools and then re-entering at a later date shall follow the policies for graduation as established by the Board for their year of re-entry.

No student may participate in commencement exercises until all graduation requirements have been met.

A student must complete the following to receive a Mesa County Valley School District 51 diploma:

- I. Earn twenty-five (25) standards-based credits, with a 2.0 GPA or higher, from the following required and elective courses: Please note sSpecific course titles are listed and updated in the Counselor Collaboration Team (CCT) Manual and high school registration documents.

It is expected that most students will complete six to seven credits each school year to accumulate the required total of twenty-five (25) standards-based credits.

4.0 credits of Language Arts, consisting of

- 1.0 credit of Comp/Lit 9
- 1.0 credit of Comp/Lit 10
- 1.0 credit of Comp/Lit 11
- .5 credit of Level 12 Literature
- .5 credit of English Elective

3.0 credits of Mathematics

3.0 credits of Science, consisting of

- 1.0 credit ~~Geophysical Science~~ Earth Science
- 1.0 credit Life Science
- 1.0 credit ~~Science Elective~~ Physical Science

3.0 credits of Social Studies, consisting of:

- 1.0 credit of ~~Global Studies~~ Geographical Studies

GRADUATION REQUIREMENTS

Adopted: October 25, 2016

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- 1.0 credit of U.S History
 - .5 credit of American Government
 - .5 credit of Social Studies elective

.5 credit of Physical Education

.5 credit of Personal Fitness / Wellness

~~.5 credit of Financial Literacy- Proficiency~~

~~Courses that meet the Financial Literacy Proficiency are listed in the CCT Manual.~~

- ~~• Personal Finance (Math or Elective Credit)~~
- ~~• Economics (SS or Elective Credit)~~
- ~~• AP Economics (SS or Elective Credit)~~
- ~~• Independent Living~~
- ~~• Life Management (Elective Credit)~~
- ~~• Wealth Management (Elective Credit)~~
- ~~• AG Business Management~~

.5 credit of Computer / ~~Technology Literacy~~ Science

- ~~• Computer Applications (or equivalent entry-level class)~~

~~OR~~

- ~~• Advanced Level Technology Class (through Challenge Test)~~

.5 credit of Fine Arts

(Selected from theater, video/media production, art, music, dance, photography)

~~9.5 or~~ 10.0 Other Elective credits

Depends on Core or Elective Credit

2.0 electives aligned to the student's Individual Career and Academic Plan (ICAP)

One course listed in the CCT Manual or registration documents, which meets the criteria for Financial Literacy Proficiency.

Students Studying Abroad

Mesa County Valley School District 51 encourages exposure of students to different cultures, and encourages opportunities for students to develop proficiency in a world language. Student exchange between countries is a pathway to accomplish these objectives. Each high school and middle school will make students aware of this district policy, and encourage student participation in out-of-the country exchange programs.

1. Students will receive 2 semesters world language credit for every semester spent studying at a school where English is not the dominant language.
2. Students will receive 1 semester elective credit in humanities for their out-of-the-country living experience.
3. Credit in any other content areas will be awarded upon submission by the student evidence of proficiency or appropriate student work in that content area.

GRADUATION REQUIREMENTS

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4. The safety and the quality of the student exchange program will solely be determined by the student and his or her parents or guardians. The district will not be responsible for determination of safety, quality or appropriateness of any exchange program.

Total Required Credits: 25

- II. Complete an Individual Career Academic Plan (ICAP)
- III. Demonstrate academic proficiencies in English and math from one of the Menu of College and Career Readiness options listed ~~below~~ in the Colorado Department of Education Graduation Requirements. Colorado Department of Education Graduation Requirements can be viewed at www.cde.state.co.us/postsecondary or from the high school counseling office.

~~ACCUPLACER: Classic Accuplacer – Score of 62 or higher on Reading Comprehension~~

~~NEXT GENERATION ACCUPLACER: 241 on Reading or 236 on Writing~~

~~ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels.~~

~~ACT: Score of 18 or higher on ACT English~~

~~ACT is a national college admissions exam. It measures four subjects – English, reading, math and science. The highest possible score for each subject is 36.~~

~~ACT Compass: Score of 79 or higher~~

~~The ACT COMPASS is a computerized test that helps colleges evaluate students' skills and place them in appropriate courses. It offers tests in reading, writing, math, and English as a second language.~~

~~ACT Work Keys – National Career Readiness Certificate: Bronze or higher~~

~~ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.~~

GRADUATION REQUIREMENTS

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Advanced Placement (AP): Score of 2 or higher: AP Literature or AP Language

AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB: Score of 31 or higher

The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.

Concurrent Enrollment: Passing grade per district and higher education policy.

Concurrent enrollment provides students the opportunity to enroll in postsecondary courses, simultaneously earning high school and college credit. School districts and institutions of higher education each determine passing grades for credit. A passing grade is determined by district and higher education policy for concurrent enrollment. An eligible concurrent enrollment course is 1) the pre-requisite directly prior to a credit-bearing course or 2) a credit-bearing course.

District Capstone: Individualized

A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.

Industry Certificate: Individualized

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~~An industry certificate is a credential recognized by business and industry. Industry certificates are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.~~

~~International Baccalaureate ® (IB): Score of 4 or higher in SL or HL English~~

~~IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).~~

~~SAT: Score of 430-470 or higher~~

~~The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.~~

~~Collaboratively-developed, standards-based performance assessment: State-wide scoring criteria
(in development)~~

~~IV. Demonstrate academic proficiencies in math from one of the Menu of College and Career Readiness options listed below:~~

~~ACCUPLACER: Classic Accuplacer - Score of 61 on Elementary Algebra~~

~~NEXT GENERATION ACCUPLACER: 255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)~~

~~ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in a college courses that match their skill levels.~~

ACT: Score of 19 or higher

ACT is a national college admissions exam. It measures four subjects - English, reading, math and science. The highest possible score for each subject is 36.

ACT Compass: Score of 63 or higher

The ACT COMPASS is a computerized test that helps colleges evaluate students' skills and place them in appropriate courses. It offers tests in reading, writing, math, and English as a second language.

ACT Work Keys - National Career Readiness Certificate: Bronze or higher

ACT WorkKeys is an assessment that tests students' job skills in applied reading, writing, mathematics and 21st-century skills. Scores are based on job profiles that help employers select, hire, train, develop and retain a high-performance workforce. Students who score at the bronze level (at least 3) in applied mathematics, mapping and reading earn the ACT's National Career Readiness Certificate.

Advanced Placement (AP): Score of 2 or higher AP Calculus or Statistics

AP exams test students' ability to perform at a college level. Districts choose which AP exams will fulfill this menu option. Scores range from 1 to 5 (highest).

ASVAB: Score of 31 or higher

~~The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military.~~

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~~Industry Certificate: Individualized~~

~~An industry certificate is a credential recognized by business and industry. Industry certificates are district determined, measure a student's competency in an occupation, and they validate a knowledge base and skills that show mastery in a particular industry.~~

~~International Baccalaureate @ (IB): Score of 4 or higher SL or HL Math~~

~~IB exams assess students enrolled in the official IB Diploma Programme. Courses are offered only at authorized IB World Schools. Scores range from 1 to 7 (highest).~~

~~SAT: Score of 460-500 or higher~~

~~The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.~~

~~Collaboratively-developed, standards-based performance assessment: State-wide scoring criteria~~

~~(In development)~~

GRADUATION PATHWAYS

The 25 standards-based credit requirements will be earned through three basic pathways as described below:

1. **Conventional Pathway:** The **Conventional Pathway** will lead a student to graduation when the following criteria are met:
 - Completed 25 required standards based credits with a 2.0 GPA or higher **AND**
 - Demonstrate competency in English and Math from Menu of College and Career Readiness options.
2. **Pathway of Distinction:** This honors pathway will lead a student to graduation when the following criteria are met:
 - Completed 25 Colorado **H**igher **E**ducation **A**dmission **R**equirement based credits that meet the Colorado Higher Education Admissions (HEAR) requirements **AND**
 - Maintain a 3.5 GPA or higher **AND**
 - Demonstrate a score of 24 or above on the ACT * **OR**
 - Demonstrate a score of 1110 or above on the SAT Colorado*

(The cut scores for ACT and SAT will be determined with input from the companies that have developed the test prior to implementation.)*

3. **Individualized Pathway:** The **Individualized Pathway** is intended for students who are not proficient in multiple areas on the Menu of College and Career Readiness Demonstrations at the end of their eleventh grade year, **and/or** require an individualized program as determined by a body of evidence that includes standardized assessment, formative and summative classroom assessment, and other diagnostic assessment as needed. Individualized programs will be developed as early as preschool or at the point a student has an identified need. Students utilizing this pathway may

include, but may not be limited to, gifted and talented students, non-proficient students, and students on an individual education plans (IEPs).

- These students would complete a very structured individualized course of study focused on their specific academic needs.
- These students would complete 25 credits aligned with the standards. The 25 credits could include performance-based projects and/or extensions of the Individualized Pathway that allow the student to earn the equivalent of 25 standards-based credits.

Extensions of the Individualized Pathway to graduation can be developed. Such programs will be rigorous and must adhere to the requirements of this policy. The Key Performance Program is an example of an Individualized Pathway.

4. **Certificate of Attendance:** The *Certificate of Attendance* may be issued to students under special circumstances in lieu of a Mesa County Valley School District 51 diploma. A student with a disability who has attended high school for at least eight (8) semesters as a full time student, but who receives special education services pursuant to an Individualized Educational Program (IEP) which does not provide for the acquisition of 25 credits required for a diploma, may be issued a Certificate of Attendance upon recommendation of the high school principal.

Mesa County Valley School District 51

JF

SCHOOL ADMISSIONS

Adopted: June 13, 1972

Revised to Conform with Practice: Date of Manual Adoption

Policy Manual Review: August 6, 2002

Policy Revision First Reading: April 16, 2019

All persons age ~~5-six and under through~~ 21 years who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum shall be admitted to the schools if legal residence is within the boundary of District 51 as provided for by state law. Conditions of exception are provided by law.

A birth certificate or other satisfactory evidence of age, as well as proof of residence, shall be required of each student entering school in this district for the first time.

Denial of Admission

The Board of Education or the superintendent may deny admission to the schools of the District in accordance with applicable law.

The Board shall provide due process of law to student and parents/guardians through written procedures consistent with law for denial of admission to a student.

Nondiscrimination

The Board, superintendent, other administrators and District employees shall not unlawfully discriminate based on a student's race, color, national origin, ancestry, creed, religion, sex, sexual orientation (which includes transgender), marital status, disability or need for special education services in the determination of action under this policy.

Legal References:

C.R.S. 22-1-102 (defines "resident")

C.R.S. 22-1-102.5 (defines "homeless child")

C.R.S. 22-1-115 (school age is any age over five and under twenty-one years)

C.R.S. 22-2-409 (notification of risk)

C.R.S. 22-32-109(1)(II)(Board duty to adopt policies requiring enrollment decisions to be made in a nondiscriminatory manner)

C.R.S. 22-32-115 (tuition to another school district)

C.R.S. 22-32-116(non-resident students)

C.R.S. 22-32-138 (enrollment of students in out-of-home placements)

C.R.S. 22-33-103 through 22-33-106110 (school attendance law)

C.R.S. 22-33-105 (2)(c) (requiring hearing to be convened if requested within 10 days after denial of admission or expulsion)

Cross References:

JEB, Entrance Age

JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)

JLC, Student Health Services and Requirements

JLCB, Immunization of Students

Note: C.R.S. 22-1-102 (2) defines who may be considered a "resident."

Mesa County Valley School District 51

JKAA

TIME OUT ROOMS

Related: JKAA-R

Adopted: May 16, 2000

Policy Manual Review: August 6, 2002

Reviewed: April 16, 2019

The Board believes that, in appropriate circumstances, the use of “time-out” or “quiet” rooms is an acceptable method of in-school discipline. The purpose of this policy is to specify certain limitations upon time out use.

Students placed in time-out rooms shall always be subject to observation and adult supervision. Students placed in time-out settings shall not be “locked in” or physically restrained so that egress from the room is involuntarily prevented. In order to prevent such seclusion time out rooms shall never be locked, bolted or blocked and, preferably, doors to the rooms shall be partially opened when students are placed therein.

Legal Reference:

26-20-101, *et seq.*, C.R.S.