

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

May 7, 2024

Board Work Session Minutes

A - Jose Luis Chavez B - Barb Evanson C - Andrea Haitz D - Will Jones E - Angela Lema						Board of Education Mesa County Valley School District 51 Board Work Session: May 7, 2024 Adopted: June 18, 2024	
	A	B	C	D	E		
						AGENDA ITEMS	ACTION
						<u>BOARD WORK SESSION</u>	4:06 p.m.
Present	x	x	x	x	x	A. Call to Order/Roll Call	Approved
Absent							
Motion					x	B. Agenda Approval	
Second		x					
Aye	x	x	x	x	x		
No							
Motion		x				C. Executive Session	
Second				x		Executive Session Executive Session for the purpose of determining	
Aye	x	x	x	x	x	positions relative to matters that may be subject to negotiations, developing	
No						strategy for negotiations, and/or instructing negotiators, under C.R.S. Section 24-	
						6-402 (4)(e), regarding negotiations with Mesa Valley Education Association	
						➤ Persons attending executive session: Board of Education (BOE) President,	
						Mrs. Andrea Haitz, BOE Vice President, Mr. Will Jones, BOE	
						Secretary/Treasurer, Ms. Angela Lema, BOE Director Mr. Jose Luis	
						Chavez, BOE Director Mrs. Barb Evanson, Superintendent Dr. Brian Hill,	
						School Attorney Ms. Tammy Eret, D51 Chief Human Resources Officer Ms.	
						Nikki Jost, Mrs. Jennifer Marsh, Chief Academic Officer, Mrs. Melanie	
						Trujillo, Chief Financial Officer.	
						➤ Time spent discussing negotiations: 55 minutes (4:06 p.m. – 5:01 p.m.)	
						➤ Ms. Lema motioned to adjourn executive session and move back to the	
						regular meeting. Mrs. Evanson seconded the motion. No objections were	
						made.	
		x			x	➤ A Certification by Registered Attorney was entered into the minutes.	
						1. Call to Order/Pledge of Allegiance	
						2. Asian American & Pacific Islander Heritage Month	
						➤ Board President, Mrs. Andrea Haitz read a resolution to recognize Asian	
						American & Pacific Islander Heritage Month. [Resolution 23/24: 89]	
						3. Teacher Appreciation Month	
						➤ Mrs. Andrea Haitz, Board of Education President, read the resolution	
						recognizing our teachers and their contributions. May 2024 was proclaimed	
						Teacher Appreciation Month [Resolution 23/24: 90]	
						➤ Dr. Brian Hill thanked the nutrition department for making cookies for all the	
						schools in honor of Teacher Appreciation Week.	
						➤ Mrs. Haitz acknowledged Holocaust Remembrance Day which was yesterday,	
						May 6. A moment of silence was observed.	
						4. Revised Teaching & Learning Framework	
						➤ Ms. Jackie Anderson and Chief Academic Officer Jennifer Marsh came forward.	

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						AGENDA ITEMS	ACTION
						<ul style="list-style-type: none"> ➤ The 2024 Revised Teaching Learning Framework was displayed in the presentation. ➤ The four beliefs were discussed and eight of the forty-eight practices were discussed to go along with the beliefs. ➤ The Board asked questions regarding training for all staff, the previous system, and commented on interaction during teaching with all being engaged ➤ Ms. Anderson discussed how to make more than a year's growth in less that same time. ➤ Mr. Chavez spoke about the social connection to schools. 	
						5. Strategic Plan Update – Staff/Professional Learning <ul style="list-style-type: none"> ➤ Mrs. Jennifer Marsh and her team came forward to present which included Jamie Burnham, Linnea Hulshof, Cami Kidd, Carrie Wertz, Heather Flick, ➤ Jamie Burnham discussed how to ensure professional learning with student learning academic standards and mastery ➤ The Board adopted calendar was displayed and discussed with work days and professional learning days which align to our strategic plan goals. ➤ It was noted that D51 is one of only three districts to have positive outcomes toward academic mastery. ➤ Professional learning calendars were also displayed. ➤ Ms. Cami Kidd, Shelledy Elementary Principal, discussed the professional learning designs by district leadership and elementary principals. ➤ Jackie Truckey discussed secondary level professional learning designs. The January 7, 2025 date was discussed and the importance of this date to see if goals are being met. NIC Network Improvement Community professional learning is held at the end of January. Next year will highlight highly effective and cost effective strategies for classroom management. ➤ Linnea Holshuf then discussed the measurement of effectiveness in D51. There were strong participation rates this year, especially in elementary. ➤ Carrier Wertz, Instructional Coach at Fruitvale Elementary, helps educators come together and plan together in LC Learning Community time. ➤ Heather Flick spoke about the survey results which answer the question of how the D51 program evaluation model helps monitor progress toward the Strategic plan goals. ➤ Next steps were described of obtaining broader participation and hoping to achieve increases in each area of goals. ➤ Jamie Burnham noted this is not an exhausted list and gave examples. ➤ Questions from Board were raised regarding addressing teachers that may be falling through the cracks and not feel like they are receiving the professional learning they feel they need. Ms. Burnham discussed how teachers are supported through instructional coaches. ➤ Different cultural values were discussed and explained from the strategic plan. Concrete definitions have not been created yet in this program. 	
						6. Culturally & Linguistically Diverse Education <ul style="list-style-type: none"> ➤ Ms. Linnea Hulshof, Mr. Dan Bunnell, Mrs. Jennifer Marsh, Regina Quintana, and Ms. Lisa McCall came forward to present. 	

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	A	B	C	D	E	AGENDA ITEMS	ACTION
						<ul style="list-style-type: none"> ➤ Dr. Hulshof started by defining terms and laws required in the Colorado Revised Statutes under the English Language Proficiency Act 22-24-103. ➤ Federal laws were also defined and described. ➤ One group of students that is growing in our area are the newcomers, someone who recently arrived in the U.S., usually in past two years. ➤ Students, with limited or interrupted formal education were discussed. ➤ Ms. Quintana described the multilingual learner terms of NEP, non English proficient, LEP limited Engl Prof, FEP Fluent English proficient; monitor years 1 and 2, per state requirements. ➤ 40 students in one year new to english then 40 more, then 29 more new to English, despite declining enrollment in D51. 22/23 school year, 135 more students new to English. ➤ Graphs were displayed showing the breakdowns of these newcomers. ➤ Lisa McCall spoke how the district has repnded to these growing needs such as collaboration between departments, extended summer learning, increase in CLDE staffing and after school programming for next year. ➤ State will provide \$400k to newcomers for teachers and staff, addl curriculum resources and support to parents & students. ➤ Questions: Board questioned the one-time funding and if it was for teachers, or how it will be used. Dr. Hill described the funding the state is providing on this one time basis. The money was designated for 52 students but we actually received 135 students so still very underfunded. More CLDE teachers have been added. ➤ Dr. Hill commented we accept all through our doors and thanked this team in the spirit of teacher appreciation week, due to being great teachers. <p>7. Policies 1st Readings</p> <p>7a. Policy IJL – Library Materials Selection</p> <p>7b. Policy IJJ – Instructional Resources Selection & Adoption</p> <p>7c. Policy JICJ – Student Use of Cell Phones & Other Personal Electronic Devices</p> <p>7d. Policy KEC – Public Complaints About Instructional Material</p> <ul style="list-style-type: none"> ➤ Mrs. Haitz mentioned all first readings of policies are for the Board to review. The cell phone policy is especially important and over the next two weeks, more review will be done by principals. The policy will differentiate by level, K-8, then 9-12. Families will need to help the district with enforcing this with their students, especially with no cell phones for K-8. Surveys are being sent out to admin to obtain more feedback. ➤ Questions were asked about how students will store their phones and having consistency. A possibility of adding strong encouragement for students not to pull out phones at passing period times, and having a storage area in each class for cell phones was discussed. ➤ A pilot program with cell phone locked bags is being considered. ➤ Maybe wording can include each school shall make a consistent procedure across their buildings. ➤ Maybe also include a Tips & Tricks for parents with students constantly on screen time. Also will need FAQ's before next school year. 	

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						AGENDA ITEMS	ACTION
Motion Second Aye No						8. Board Open Discussion <ul style="list-style-type: none"> ➤ The Board asked Melanie Trujillo, Chief Financial Officer, to come forward. Recap on negotiations: Per pupil revenue adjustments will be put forward for adjustments for staff. D51 is closing gap and being tasked by Board to close the funding gaps. F8/9 Configuration will help out, as well as community partnerships and grants. \$2m will be for elementary staffing levels so \$14.7m for salary and benefit increases next year. 7% cost of living and one level step increase. Shared goal of \$50k starting salary for teachers. Average 10% increase for this employee group and others over 9% including no out of paycheck premiums for health insurance for employees. ➤ Dr. Hill commended Mel and her team for their planning, especially with ESSR. ➤ Barb Military spoke about the swearing in event with Blue Star moms, was a very good thing and great this was provided for our students entering the military. CHS military signing event. Patriot Riders put on a great event for 9 CHS students joining military. FMHS did a small event also. We will encourage schools to acknowledge these kids. ➤ Mr. Jose Luis Chavez spoke about the Seal Bi-literacy program and D51 ceremony. 	
	x	x	x	x	x	Business Items D. Personnel Action <ul style="list-style-type: none"> D-1. Licensed & Admin Personnel Actions D-2. Admin New Hires 	Approved
					x	<ul style="list-style-type: none"> ➤ Dr. Hill congratulated all new principal and administrator new hires. E. Adjournment – Motioned by Ms. Angela Lema	7:07 p.m.
						Amy Navarette, Assistant Secretary Board of Education	

Board of Education Resolution: 23/24: 89

Presented: May 7, 2024

WHEREAS, In the month of May, we take time to recognize and celebrate Asian American and Pacific Islander Heritage in the United States; and

WHEREAS, Asian American and Pacific Islander Heritage Month seeks to honor and recognize Asian Americans and Pacific Islanders and their countless contributions to our society in a variety of fields, from science and technology, to business and cultural arts; and

WHEREAS, as a district, we are committed to creating an environment that promotes access, opportunity, and a sense of belonging for all. We want to recognize that our Asian American and Pacific Islander community members bring unique perspectives and talents to the Grand Valley; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Mesa County Valley School District 51 hereby proclaims May 2024 as Asian American and Pacific Islander Heritage Month and encourages our community to engage in activities and events that celebrate their heritage and highlight the contributions of Asian Americans and Pacific Islanders throughout history.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on May 7, 2024.

Amy Navarette
Assistant Secretary, Board of Education

Board of Education Resolution: 23/24: 90

Presented: May 7, 2024

WHEREAS, the Board of Education acknowledges the essential role that teachers play in shaping the minds and futures of our students; and

WHEREAS, Teacher Appreciation Month provides a moment for us to extend our gratitude for the tireless efforts and dedication of our D51 teachers; and

WHEREAS, every day, our teachers devote themselves to fostering, engaging and inclusive environments, instilling a passion for learning and empowering their students to reach their full potential; and

WHEREAS, teachers are an integral part of our community, actively contributing to a brighter future for all students. We recognize the profound impact our teachers have on students' lives and express our sincere appreciation for their unwavering dedication, creativity, and commitment to District 51's vision and mission.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Mesa County Valley School District 51 officially proclaims the month of May 2024 as Teacher Appreciation Month, and encourage our community to join us in expressing our gratitude to our teachers, recognizing their exceptional contributions to our students, staff, and D51 community.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on May 7, 2024.

Amy Navarette
Assistant Secretary, Board of Education



2024 TEACHING AND LEARNING FRAMEWORK

- EXECUTIVE SUMMARY



a two-year revision process with
facilitation by Jackie Anderson,
ED Teaching and Learning

THANK YOU!

MEMBERS OF THE 2024 TEACHING AND LEARNING FRAMEWORK TEAM(S)

Team members included,

- Matt Borgmann
- Beth Butterfield
- Felicia Casto
- Dawn Cruickshank
- Amy Deschamp
- Julie Hickman
- Paul Jebe
- Rosemary Jennings
- Newt Klusmire
- Delia Mclaughlin
- Audrey Moralez
- Brett Rosenbaum

- Sean Seams
- Lisa Tobin

members of DILT, regularly:

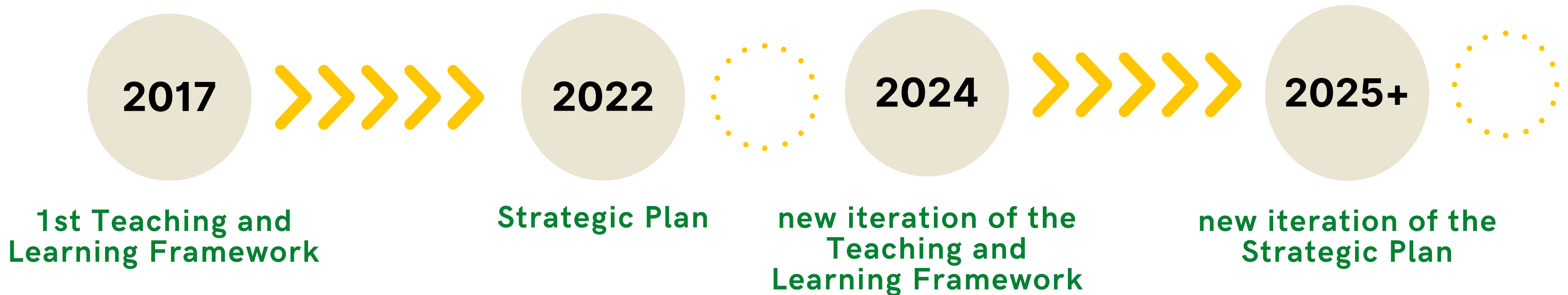
- Jamie Burnham
- Amy Frazier
- Linnea Hulshof
- Nikki Johnston
- Bill Larsen

and MVEA leadership:

- Tim Couch
- Amy Sue Javernick

TIMELINE

OF THE DEVELOPMENT OF THE D51 TEACHING AND LEARNING FRAMEWORK





These design elements are new to the 2024 edition, however:

Practices

Additional tools and supports

a preview of beliefs and practices in the 2024 Teaching and Learning Framework

All learners can and will learn when they feel included, respected, and valued by their learning community.

In a learner centered environment, educators celebrate learners' growth, achievement, and positive mindsets and behaviors.

In a learner centered environment, educators foster predictable school and classroom routines and procedures that promote respect, inclusivity, and belonging.

a preview of beliefs and practices in the 2024 Teaching and Learning Framework

Through rigorous academic learning opportunities, all learners must be challenged, believed in, and supported to reach common, high expectations.

In the design of learning, educators provide learners many opportunities to respond, deepening their engagement and understanding of content/concepts while also developing their academic voices.

In the design of learning, educators backwards plan with student data so as to ensure all learners will have access to grade level content (or higher), and, where appropriate, educators plan to scaffold, accommodate, or extend.

a preview of beliefs and practices in the 2024 Teaching and Learning Framework

***Learning is
enhanced by
continuous cycles
of practice,
feedback,
assessment, and
reflection***

In monitoring learning, educators provide learners multiple opportunities for revision and multiple opportunities to demonstrate what they know, understand, and can do, allowing for productive struggle and the opportunity to learn from mistakes.

In monitoring learning, educators provide learners frequent, focused feedback on specific learning goals and provide timely, constructive, and corrective feedback to help learners understand their progress and areas for improvement.

a preview of beliefs and practices in the 2024 Teaching and Learning Framework

***Educators must
take collective
responsibility for all
students' learning***

An engaged professional measures the impact of new/refined practices on student learning, engagement, and belonging, then reflects on the data and makes adjustments.

An engaged professional embraces a professional responsibility to learn about effectively responding to the social, emotional and diverse academic needs of all learners.



2024 TEACHING AND LEARNING FRAMEWORK

- **READY FOR BACK-TO-SCHOOL,
FALL 2024**

**MESA COUNTY PUBLIC SCHOOLS
DISTRICT 51**



#WeAreD51

Strategic Priority
Prepared and Supported Staff
PROFESSIONAL LEARNING

5.



FOUR CORE BEHAVIORS

D51 focuses on the whole learner to foster growth and high achievement.

D51 believes in the strengths of our people, our schools, and our communities.

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

VISION

Engage, equip, and empower each and every student, each and every day.

MISSION

D51 engages our community, families, and staff to deliver individualized, collaborative, and challenging educational experiences to prepare each and every student for their brightest future.



PROFESSIONAL LEARNING

Objective: District 51 educators and leaders engage in personalized professional learning aligned to:

- Academic Standard mastery.
- Supporting the social and emotional needs of students.
- Responding to the needs of all groups of students.

DIVERSE AND GROWING PIPELINES

Objective: District 51 will grow a diverse and healthy pipeline of qualified leaders and educators that will support the strategic goals of the district.

STAFF WELLNESS

Objective: District 51 staff receive the mental health support they need to engage with students and families as healthy leaders.

Task force members include,

- *Jamie Burnham, Elementary Asst Director of Curriculum and Professional Learning
- *Linnea Hulshof, Coordinator of Culturally and Linguistically Diverse Education
- *Cami Kidd, Principal of Shelledy Elementary
- *Carrie Wertz, Instructional Coach at Fruitvale Elementary
- *Heather Flick, Coordinator of Secondary Coaching and Professional Learning
- Matt Borgmann, Instructional Coach and MYP Coordinator at Palisade High School
- Sharon Kallus, Area Director
- Britny Walker, K-12 Science Content Specialist
- *Jackie Truckey, Assistant Principal at Fruita Middle School

**Will be presenting tonight*



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STAFF WELLNESS

Objective: District 51 staff receive the mental health support they need to engage with students and families as healthy leaders.

POWERED BY





FOUR CORE BEHAVIORS

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D51 engages our community, families, and staff to deliver individualized, collaborative, and challenging educational experiences to prepare each and every student for their brightest future.

“Schools cannot achieve the fundamental purpose of learning for all if educators work in isolation.”

DuFour, DuFour, & Eaker, Revisiting Professional Learning Communities at Work

POWERED BY





#WeAreD51

2024-2025
Professional Learning Calendars

Abstract

January 2025							
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	

February 2025							
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9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28		

March 2025							
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23	24	25	26	27	28	29	

April 2025						
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May 2025						
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25	26	27	28	29	30	31

June 2025						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower
Re-presented: December 12, 2023

08/06	Team Conference / HR / HR De-Service (No Bullock)
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Teacher Compensation Day (No School)

11

[Navigation](#)
[Navigation](#)

28 Elementary Planning, HS/HS Sen-Senior (No Referral)

BC	New Conference Only (MS/MS in session)
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Check with your school for Board Teacher conference dates.

calendar.purdue.edu (Purdue days are in red; non-Purdue days are in blue)	
September 2	Labor Day
November 20-21	Thanksgiving Break
December 23-Jan 1	Winter Break
January 20	Martin Luther King Jr. Day
February 17	President's Day
March 13-14	Spring Break

Statistical Analysis

total number of workdays necessary = 17

Total number of worked days available - 171

Classroom Examples

1st Quarter Ends	October 9 (41 E3/98) - 44 H3
2nd Quarter Ends	December 20 (41 E3/98) - 44 H3
3rd Quarter Ends	March 12 (44 E3/98/00)
4th Quarter Ends	May 21 (45 E3 - 41 H3 - 43 H3)

July 2024							
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21	22 ALB	23	24 SAT	25 JUL	26 AUG	27	
28	29 AUG	30 S	31 S				

August 2024						
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September 2024						
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October 2024						
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November 2024						
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December 2024						
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[illegible]

January 2025							
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February 2025							
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23	24 (F)	25	26				

July		
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March 2025			
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April 2025			
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May 2025			
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June 2025			
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Learning Activity	3	4	5
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Secondary Professional Learning 24/25

January 2025						
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12	13	14	15	16	17	18
19	20	21	22	23 W	24 T	25
26	27	28 M	29 T	30 W	31	

February 2025						
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24-25 ELEMENTARY PROFESSIONAL LEARNING CALENDAR

How will the 24-25 calendar support strategic plan goals?

Elementary Professional Learning 24/25

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Secondary Professional Learning 24/25

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1.15	1.16	1.17	1.18	1.19	1.20	1.21
1.22	1.23	1.24	1.25	1.26	1.27	1.28
1.29	1.30	1.31	2.1	2.2	2.3	2.4

2.5	2.6	2.7	2.8	2.9	2.10	2.11
2.12	2.13	2.14	2.15	2.16	2.17	2.18
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2.26	2.27	2.28	2.29	2.30	2.31	3.1

3.2	3.3	3.4	3.5	3.6	3.7	3.8
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24-25 SECONDARY PROFESSIONAL LEARNING CALENDAR

How will the 24-25 calendar support strategic plan goals?

Elementary Professional Learning 24/25

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Secondary Professional Learning 24/25

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#WeAreD51

2023-2024
Program Evaluation Data

23-24 PROGRAM EVALUATION SURVEY RESULTS

In what ways does the D51 program evaluation model help us monitor progress toward Strategic Plan goals in professional learning?



23-24 PROGRAM EVALUATION SURVEY RESULTS

Learning Community (LC) participation (check all that apply):

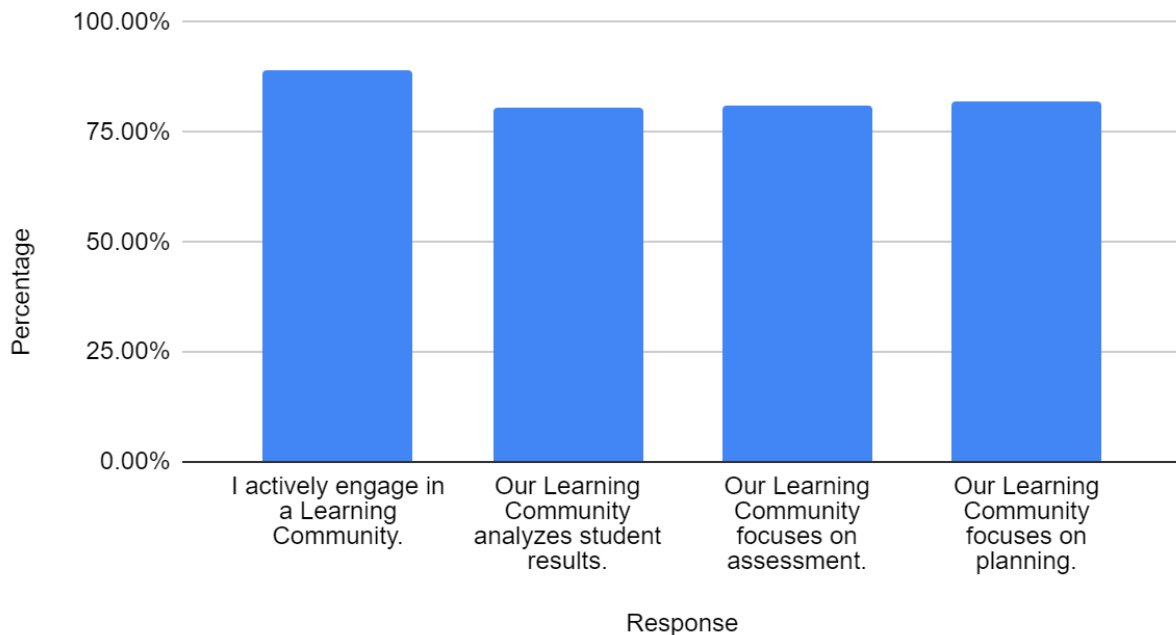
- I regularly attend a Learning Community.
- I actively engage in a Learning Community.
- Our Learning Community focuses on student learning.
- Our Learning Community focuses on planning.
- Our Learning Community focuses on assessment.
- Our Learning Community analyzes student results.
- Our Learning Community focuses on adjusting instruction based on mastery of the academic standards.

*In what ways does the D51
program evaluation model
help us monitor progress
toward Strategic Plan goals
in professional learning?*

23-24 PROGRAM EVALUATION SURVEY RESULTS

In what ways does the D51 program evaluation model help us monitor progress toward Strategic Plan goals in professional learning?

Goal # 1 - Learning Communities



23-24 PROGRAM EVALUATION SURVEY RESULTS

Each question, below, is a separate question.

Likert scale for each question, below: Strongly Agree, Agree, Disagree, Strongly Disagree

The curricular resource increases student achievement.

The curricular resource informs my decisions about instruction and assessment.

The curricular resource is aligned to content areas standards for this subject.

The curricular resource promotes effective practices, as found in the Teaching and Learning Framework.

The curricular resource engages students.

The curricular resource supports diverse learners.

The curricular resource supports advanced learners.

The curricular resource **acknowledges and affirms different cultural viewpoints.**

The curricular resource **supports the social and emotional needs of students.**

I can teach effectively with the curricular resource.

The curricular resource prepares students for the next grade level standards and rigor.

The curricular resource is easy to use.

If I had a son/daughter enrolled in this school district, I would be satisfied with the curricular resource.

*In what ways does the D51
program evaluation model
help us monitor progress
toward Strategic Plan goals
in professional learning?*

23-24 PROGRAM EVALUATION SURVEY RESULTS

In what ways does the D51 program evaluation model help us monitor progress toward Strategic Plan goals in professional learning?

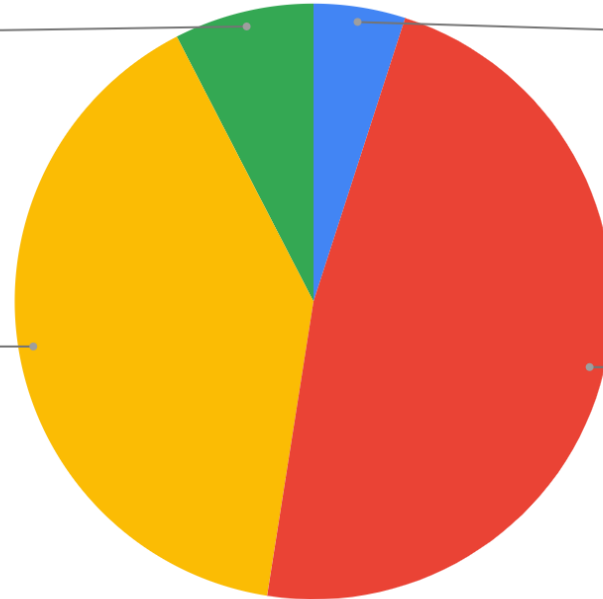
Supports the SEL Needs of Students

Strongly Disagree
7.6%

Strongly Agree
5.0%

Disagree
40.0%

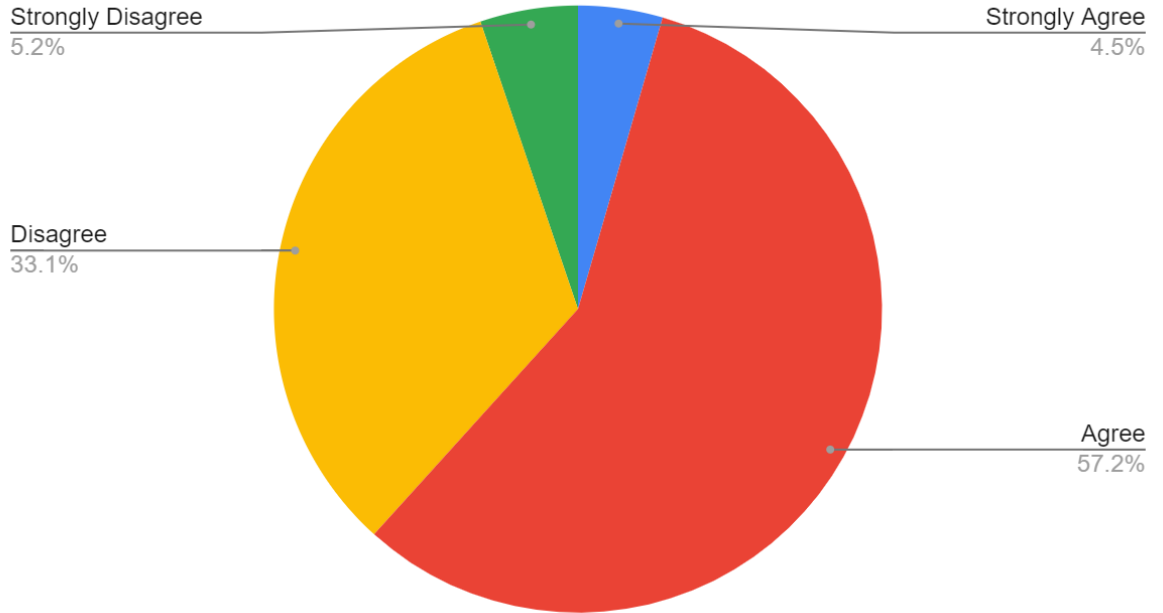
Agree
47.5%



23-24 PROGRAM EVALUATION SURVEY RESULTS

*In what ways does the
D51 program evaluation
model help us monitor
progress toward
Strategic Plan goals in
professional learning?*

Acknowledges and Affirms Different Cultural Values





#WeAreD51

***Next steps for task force in 2024-
2025***

24-25

NEXT STEPS

Use professional learning and program evaluation model help us make and monitor progress toward Strategic Plan goals in professional learning

Elementary Professional Learning 24/25

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Secondary Professional Learning 24/25

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THANK YOU

*What questions might
you have?*



#WeAreD51

Culturally and Linguistically Diverse Education

May 7, 2024

6.

Multilingual Learners: Protected by State and Federal Laws

Multilingual learners (MLs) are those students who are linguistically diverse and identified as having a level of English Language Proficiency that requires language support to achieve standards in grade-level content in English (Colorado Revised Statutes under the English Language Proficiency Act 22-24-103)

Multilingual Learners: Protected by State and Federal Laws

Lau v. Nichols – 414 U.S. 563 (1974): Supreme Court case which reaffirmed the Title VI of the Civil Rights Act of 1964.

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

What is a Newcomer?

A newcomer is defined as a person who recently arrived in the United States, typically within the past two years (US Department of Education, 2016). Newcomers are a highly heterogeneous group with different needs. While some newcomers adjust to life in the United States with relative ease, other newcomers encounter significant hurdles.

What is a Newcomer?



Types of Newcomers

Types of Newcomers¹

- **Literate, on level newcomers:** Students with educational backgrounds who have literacy skills and academic schooling in their own language that align with their grade level
- **Literate, partially schooled newcomers:** Students with native language literacy skills and some academic schooling
- **Newcomer students with interrupted education:** Students with disrupted or weak educational backgrounds and below-grade-level or no literacy in their own native language.

SLIFE Students

A Student with Limited or Interrupted Formal Education (SLIFE) are English learners who:

- Have not had the opportunity to participate in formal education previously.
- Are at least two grade levels below peers in content area knowledge.
- Have low or no literacy or numeracy skills.
- Are members of collectivistic cultures.

¹ DeCapua, A. & Marshall, H.W. (2011) Breaking new ground: Teaching English learners with limited or interrupted formal education in U.S. secondary schools. University of Michigan Press.

Multilingual Learner Terms

NEP: Non-English Proficient

- A student who speaks a language other than English and does not comprehend, speak, read, or write English.

LEP: Limited English Proficient

- A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

FEP: Fluent English Proficient Monitor year 1

- A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A Monitor Year 1 student should have been re-designated based upon assessments and a body of evidence from previous school year.

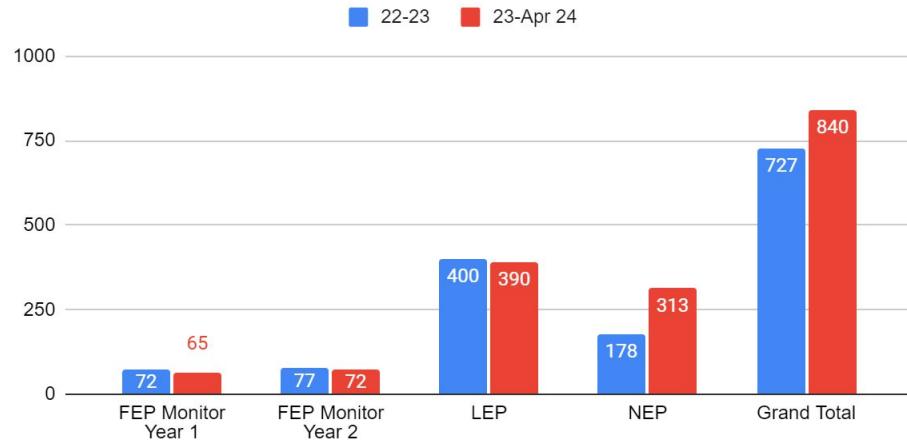
Monitor year 2

- A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A student in Monitor Year 2 should have been re-designated based upon assessments and a body of evidence and have been in Monitor year 1 during the previous school year.

Multilingual Learners Entering Our Schools



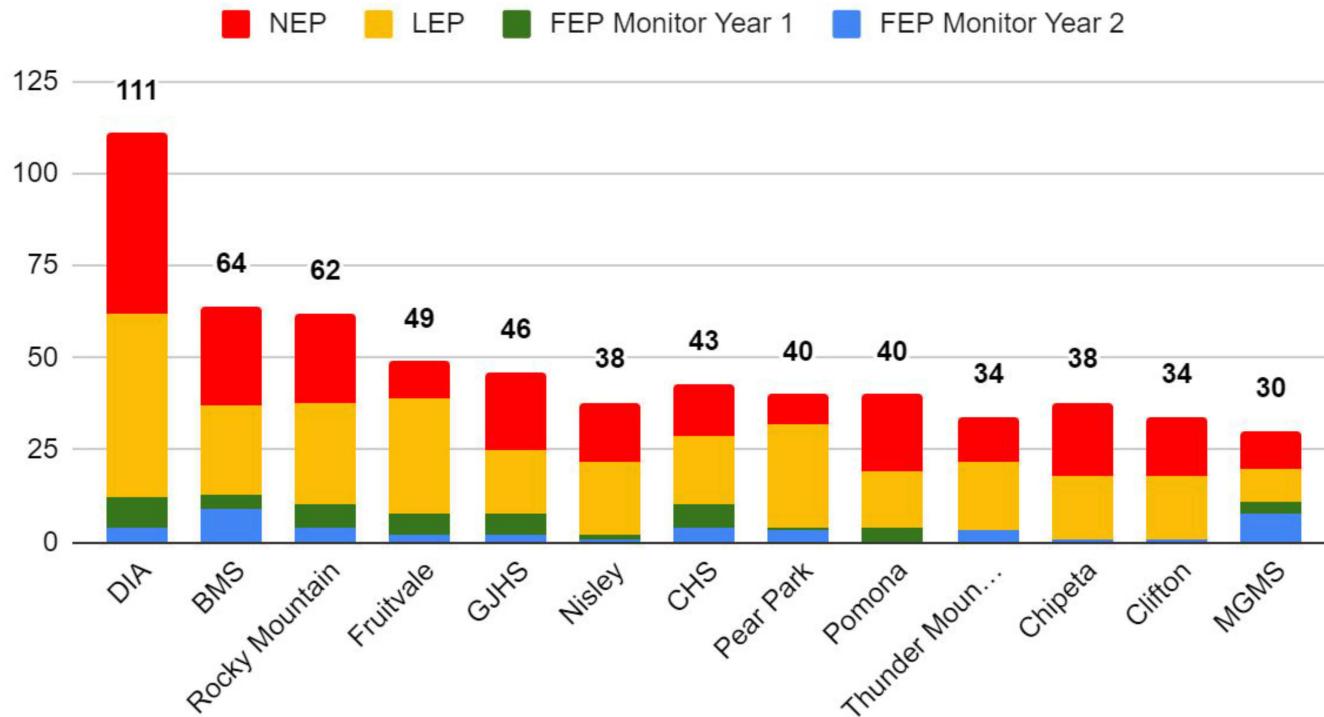
CLDE Overall Student Count



CLDE Overall Student Count

As of April, the CLDE Department has qualified 135 more students "new to English" than during the 22-23 school year.

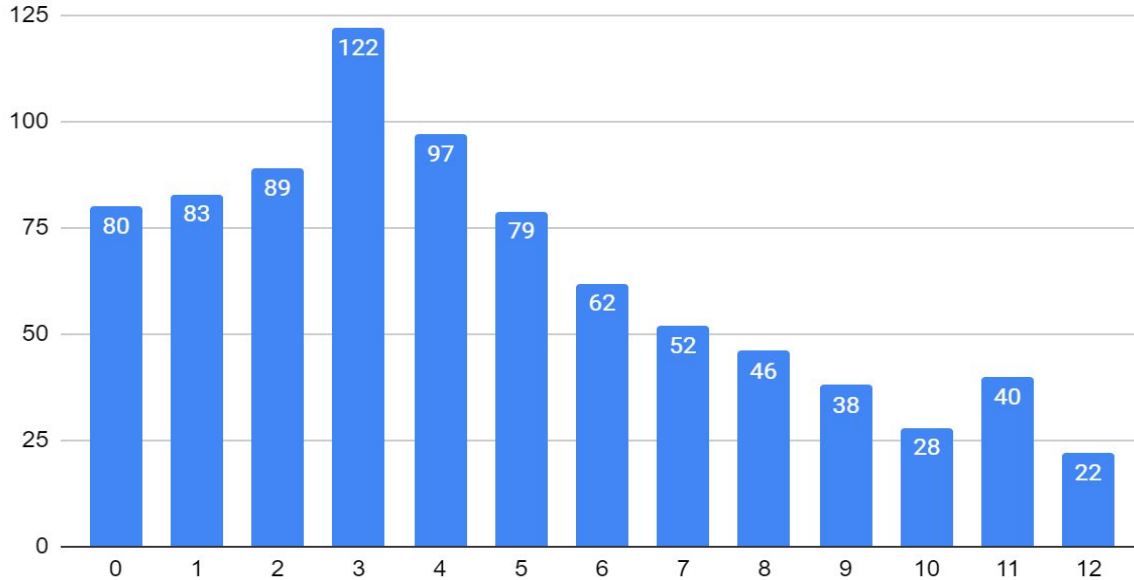
District 51 Schools with over 30 Multilingual Learners



April, 2024

Multilingual Learners by Grade Level

*Kindergarten
students are
"0"*



CLDE Students by grade level

February, 2024

How Has the District Responded to the Growing Needs?

- Collaboration between Departments
- Extended Learning this Summer
- Instruction for Newcomers at Summer Institute
- Policy Work Group
- Increase in CLDE Staffing
- After School Programming for Next Year

THANK YOU

What questions do
you have?

Mesa County Valley School District 51

IJL

LIBRARY MATERIALS SELECTION

Related: IJL-R

Adopted: November 3, 1987

Revised: November 15, 1988

Revised: November 19, 2002

Revised 1st Reading: May 7, 2024

The Board of Education is by virtue of the Colorado constitution and statutes vested with authority and discretion over the selection of resource materials contained in the various libraries throughout the district.

The building principals and/or certified school librarians or designees of each school in which a library is located shall exercise delegated authority with respect to materials located in the library of that particular building, subject to review by a district-level library review panel (per KECA) in the case of a formal complaint.

Decisions made pursuant to the delegation of authority shall be final, subject to review at the discretion of the Board of Education.

In selecting materials to be acquired for libraries, those persons exercising delegated authority shall be guided by the objectives and criteria enumerated in policies, IJL, IJL-R and school library policies and procedures manuals which describe the appropriate selection and operating processes for the district.

The superintendent or designee is authorized to develop or designate development of appropriate and reasonable procedures for the implementation of this policy. Any such procedures developed for the implementation of this policy shall be subject to review by the Board of Education.

Legal References:

C.R.S. 22-1-104(2)
C.R.S. 22-32-109 (1)(t)
C.R.S. 22-32-110(1) (o), (p), (q), (r)
C.R.S. 22-53-108(2)

Cross References:

IB, Academic Freedom
IIJ, Textual Material Selection and Adoption
KEC, Public Complaints About Instructional Materials
KECA, Public Complaints About Library-Media Materials

INSTRUCTIONAL RESOURCES SELECTION AND ADOPTION

Adopted: October 10, 1972, Revised: November 15, 1988

Revised: July 11, 2011, Adopted: December 11, 2012,

Adopted: March 20, 2018, Adopted: April 19, 2022

Revised 1st Reading: May 7, 2024

As the governing body of the school district, the Board is legally responsible for the selection of all instructional materials. Since the Board is a policymaking body, it delegates to the district's professional personnel the authority for the selection of instructional and library materials in accordance with this policy.

Classroom and school library materials will be selected by the school librarians or appropriate personnel approved by the school administrator in consultation with district administrators, who shall develop and implement a process for the selection of new instructional materials. Final decision on purchase shall rest with the superintendent or designee. All instructional resources and materials shall be aligned with the district's academic standards and support the district's educational objectives.

Gifts and donations to the classroom and school library are accepted or rejected with the understanding that the decision for use and disposition of the materials and/or funds will be determined using the same selection criteria as purchased materials. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.

When initially selecting materials or accepting donations of materials the following criteria will be considered:

1. Contribute to the curriculum (as defined by the state standards) and support the interests of the students
2. Be appropriate for the subject area and for the age, emotional development, ability level, language levels, and for the social, emotional, and intellectual development of the students for whom the materials are selected
3. Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
4. Be readily found in reviews and recommendations of standard selection sources, including professional journal reviews and award lists
5. Demonstrate the validity, accuracy, and appropriateness of the material, particularly for nonfiction
6. Contribute to the breadth of materials for students to study issues that have political, economic, or social significance and represent differing viewpoints on controversial issues and allow for critical analysis of issue
7. Exhibit a high degree of potential user appeal and interest, including recommendations from digital literacy partners, district personnel, students and staff
8. Meet high standards in literary, artistic, and aesthetic quality
9. For the selection of materials only: Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
10. Demonstrate physical format, appearance, and durability commensurate with cost and/or need
11. Show timeliness or permanence of the content
12. Despite its inclusion of content or language that may be considered offensive—graphic depictions of violence or sex, for example—the relative literary value of the material as a whole outweighs its potential to offend.

All textbooks, library materials and other instructional resources and materials shall be available for inspection by students' parents/guardians.

Legal References:

C.R.S. 22-1-104(2)

C.R.S. 22-32-109 (1) (t)

INSTRUCTIONAL RESOURCES SELECTION AND ADOPTION

Adopted: October 10, 1972, Revised: November 15, 1988

Revised: July 11, 2011, Adopted: December 11, 2012,

Adopted: March 20, 2018, Adopted: April 19, 2022

Revised 1st Reading: May 7, 2024

C.R.S. 22-32-110(1) (o), (p), (q), (r)

C.R.S. 22-53-108(2)

Cross References:

IB, Academic Freedom

IGA, Curriculum Development

IJL, Library Materials Selection

KEC, Public Complaints About Instructional Materials

JICJ
STUDENT USE OF CELL PHONES
AND OTHER PERSONAL ELECTRONIC DEVICES

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Adopted: March 23, 2010
Revised 1st Reading: May 7, 2024

The Board of Education believes that personal electronic devices may be useful tools for students in the educational environment and can play a vital communication role during emergency situations. However, possession and use of personal electronic devices in school situations must be regulated to assure that the use or presence of such devices does not disrupt or interfere with the educational process or school operations, or impair the safety, welfare and privacy of students and staff. Therefore, students may only use PTDs on district property, on a district vehicle or at a district or school-sponsored activity or event in accordance with this policy.

For purposes of this policy, "personal electronic devices" includes any privately-owned portable technology device including but not limited to cell phones, a smart or electronic watch, tablets, laptops, Chromebook, virtual reality device, earbuds/earphones, cameras, audio and/or video recorders and players, and any other hand-held electronic communication and data storage devices.

Students shall not use personal electronic devices as follows:

1. Students in grades K – 8 are prohibited from using personal electronic devices on school premises during the school day and at school sponsored programs, events, or activities. The school day includes but is not limited to instructional time, lunch periods, recess, or any other time during the designated school day. All personal electronic devices shall be kept out of sight or in designated areas and all notifications turned off.
2. Student in grades 9 – 12 are prohibited from using personal electronic devices during instructional time. Instructional time includes the entire period of a scheduled class, and other time when students are directed to report to and participate in any instructional activity. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other electronic devices. Personal electronic devices may be used during passing times and lunch periods.

Regardless of the permitted uses or limitations placed on the use of personal electronic devices, the following conduct is prohibited:

3. To engage in, promote or facilitate any conduct that otherwise violates the Code of Student Conduct or other Board policies or regulations, or state or federal law.
4. In any manner that causes or results in disruption of the educational environment or school sponsored extracurricular activities or events, or impairs or interferes with school or District operations;
5. To photograph or record the activities of other students or school personnel on District property or at school or school-sponsored activities, or to disseminate to others such photographs or recordings, in a manner intended to cause or result in, or in a manner the student using the device should reasonably have foreseen would cause or result in, emotional distress, embarrassment or humiliation of a person, or an invasion or violation of any person's reasonable expectation of privacy.

JICJ
STUDENT USE OF CELL PHONES
AND OTHER PERSONAL ELECTRONIC DEVICES

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Adopted: March 23, 2010
Revised 1st Reading: May 7, 2024

6. Use of personal electronic devices in locker rooms, bathrooms, or other locations where the presence of such devices pose an unreasonable risk to the safety, welfare or privacy of other persons, as determined by the building principal.

When their use is otherwise prohibited by this policy or by school rules. The principal may, in his or her discretion, establish and enforce additional rules for use of personal electronic devices appropriate to individual campus needs. School officials are encouraged to set guidelines for the use of such devices during school trips and extracurricular activities.

It is the student's responsibility to ensure that personal electronic devices are turned off and placed out of sight or in designated areas during times when use is not authorized. Personal electronic devices (1) that produce any audible sound, a ring tone or vibrating alert, whether through a speaker, earbuds/earphones, buzzer or other means or (2) that are displayed or in plain view at such times shall be deemed to be used in violation of this policy.

Exceptions. Students may possess and use personal electronic devices during instructional time or when otherwise prohibited, under the following circumstances:

1. When specifically authorized pursuant to a current individual education plan (IEP), a Section 504 accommodation plan, or a health care plan in force and effect regarding the student.
2. The use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" shall mean an actual or imminent threat to health or safety of students and/or school personnel, which may result in death, bodily injury or property damage.
3. For instructional purposes in accordance with specific school procedures and under the direction of the school principal.

Violations

Students violating the policy shall be subject to disciplinary action up to and including suspension and expulsion. Personal electronic devices that are reasonably suspected of being used or possessed in violation of this Policy shall be subject to temporary confiscation by school authorities. Students shall be required to turn personal electronic devices over to any teacher or other school official upon request. Students who refuse to surrender a personal electronic device upon request by a teacher or other school official shall be subject to disciplinary action.

Loss or Damage. The district shall not be responsible for loss, theft or destruction of personal electronic devices brought onto school or district property or while the student is attending district or school-sponsored activities or events.

LEGAL REF.:

Mesa County Valley School District 51

JICJ STUDENT USE OF CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

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C.R.S. [18-7-109](#) (*posting, possession or exchange of a private image by a juvenile*)

CROSS REFS.: [JIC](#) and subcodes, Student Conduct

[JIH](#), Student Interviews, Interrogations, Searches and Arrests

[JK](#) and subcodes, Student Discipline

[JS*](#), Student Use of the Internet and Electronic Communications

PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Related: KEC-R

Adopted: October 10, 1972

Revised: September 1, 1987

Revised: September 17, 2002

Revised 1st Reading: May 7, 2024

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The Board has approved principals governing the selection of all instructional materials including library books and has established the policies pertaining to the selection process. However, the Board wishes to amplify its principals on the selection of books and other materials which present controversial topics or which for other reasons might be challenged.

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

1. Religion-Factual, unbiased material on all major religions has a place in school libraries.
2. Ideologies-Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material on the level of their students on various ideologies or philosophies which exert of have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education, and other phases of life.
3. Profanity/obscenity-Materials shall be subjected to a test of literary merit by media specialists and teachers who will take into consideration the maturity of students and the standards of the community.

Process for Reevaluation of Instruction Materials

The Principal or their designee shall be responsible for monitoring instructional materials in their schools. The Board shall not permit any other individual or group to exercise censorship over instructional materials and library collections but recognizes that at times, a reevaluation of certain materials may be desirable. In such instances, the following process and criteria will be applied:

The Board recognizes the right of an individual parent/guardian to request their child not read a given book. When such a request is presented, the Board encourages matters be resolved informally between the parent/guardian and the teacher, librarian, and/or school administrator who should resolve the situation, perhaps by arranging for use of alternative materials for their child meeting essentially the same instructional purpose. Teachers, librarians, and/or school administrators should work directly with the parent/guardian who raises concern to determine whether the parent/guardian's child should be prohibited from accessing certain instructional materials that may be available at school. This does not apply, however, to basic program texts and materials prescribed within the established curricula that the Board has adopted.

Complainants who bypass this informal review/reconsideration procedure and who initially seek action from the Board shall be informed of this policy and its accompanying regulation, KEC-R, and instructed first to seek solution to their concern with the teacher, librarian, or Principal involved. The Board will not consider a complaint about instructional resources unless the procedures outlined in this policy and its accompanying regulation are followed.

The person who objects to the book or other material shall be asked to sign a complaint on public complaint form KEC-E on which that person will document the criticism. A formal complaint shall be written, dated and signed, and submitted to the district as identified in KEC-E. Incomplete complaints will be rejected and the complainant will be required to resubmit their complaint. Any complaints not submitted in accordance with KEC-E will be rejected and the complainant will be required to resubmit their complaint. Only parents of a student enrolled in the district, students enrolled in the district, residents of the district, vendors conducting official business with the district, and/or employees of the district may file a formal complaint within the same school year that the incident or concern that is the subject of the complaint occurred. Any complaint filed outside of this timeline shall not be considered. All complaints shall address one book or other instructional material per complaint. Any complaints

Mesa County Valley School District 51
KEC

PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Related: KEC-R
Adopted: October 10, 1972
Revised: September 1, 1987
Revised: September 17, 2002
Revised 1st Reading: May 7, 2024
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addressing more than one book or instructional material will be rejected and the complainant will be required to resubmit their complaint.

Following receipt of the formal complaint, the superintendent shall provide for a reevaluation of the material in question. The superintendent or designee will accomplish this by appointing a review committee based on the points offered above and in accordance with this policy's accompanying regulation. Additionally, the Board wishes to emphasize that:

- i. A book shall not be excluded because of the writer's race or nationality or political or religious views or gender identity, gender expression, or sexual orientation.
- ii. The value of any book or other material shall be judged as a whole, taking into account the purpose of the material rather than individual, isolated expressions or incidents in the work.

The superintendent or designee shall review the review committee's recommendation and shall render a decision in the matter. Should the solution to the complaint be unsatisfactory, the complainant may appeal the decision to the Board within ten (10) working days of the date of receipt of the superintendent's decision. Such appeals must be in writing and submitted to the Secretary of the Board and include a copy of the original concern/complaint, the decision of the prior levels, and a statement of the reason(s) for the appeal. If no appeal is filed within the above deadline, the determination of the superintendent shall be final.

In summary, the Board assumes final responsibility for all books and instructional materials it makes available to students and will consider appeals in accordance with this policy's accompanying regulation. It holds its professional staff accountable for their proper selection. It recognizes rights of individual parents/guardians with respect to controversial materials used by their own children. It will provide for the reevaluation of materials in library collections upon formal request.

Board of Education Resolution: 23/24: 88

Adopted: May 7, 2024

Name	Location	Assignment	Effective Date
Retirements			
ATCHISON, LESLIE ELLEN	NEW EMERSON	COUNSELOR	5/24/2024
BUDA, ELAINE L	COMPASS	SCHOOL NURSE	5/24/2024
CURTIS, DIANA LYNN	BROADWAY	KINDERGARTEN	5/24/2024
GOZA, TAMMY JEAN	EMERSON	COACH, LEARNING MODEL	6/3/2024
SWEARSON, MARCELLA V	LOMA	GRADE 1	5/24/2024
WEEKLEY, PATRICK KEVIN	GJHS	SOCIAL STUDIES	5/24/2024
WILDRICK, NANCY L	REDLANDS	SP ED-SSN	5/24/2024
Resignations/Termination			
CARIS, MARIE R	FRUITA MS	7TH GR LANGUAGE ARTS	5/24/2024
CARLSON, JOY M	DYC	SP ED-MODERATE NEEDS	5/24/2024
GATES, SONIA R	BTK	COORDINATOR	6/7/2024
GRANDBOUCHE, MYLES	ORCHARD MESA	TECH ED/INDUSTRIAL ARTS	5/24/2024
GREGORY, RUSSELL C	GJHS	MATHEMATICS	5/24/2024
HATHAWAY, MADISON MARIE	CENTRAL	PHYSICAL EDUCATION	3/15/2024
HELDMAN, JACKIE L	FRUITA 8-9	MATHEMATICS	5/24/2024
HOOVER, JENNIFER D	RIM ROCK	KINDERGARTEN	5/24/2024
LAMB, MELANIE S	BTK	SP ED-HEARING (DEAF ED)	5/24/2024
SIEMONS, KELSEY JO	FRUITA 8-9	SCIENCE	5/24/2024
WHEELER, CAROLINE CHRISTINE	BOOKCLIFF	6TH GR LANGUAGE ARTS	5/24/2024
Leave of Absence			
MEIL, LISA A	BROADWAY	INTERVENTIONIST	3/15/2024
New Assignments (Transfer/New Hires)			
BAKER, RICHEL A	TOPE	GRADE 1	8/1/2024
BARNETTE, KRISTIN C	CLIFTON	GRADE 2	8/1/2024
BENDER, ANNABELLA FAITH	LINCOLN OM	GRADES 3-4-5	8/1/2024
BUGAS, AILEEN N	CHIPETA	GRADE 3	8/1/2024
CASEBIER, PATRICIA CAROLINE	PEAR PARK	GRADE 5	8/1/2024
HIRSCH, SKYLER JOHN	SUB CERTIFIED	SP ED-MODERATE NEEDS	7/30/2024
HOWARD, JESSINDA J	DOS RIOS	GRADE 2	8/1/2024
KELLER, BROOKLYN MICHELLE	PEAR PARK	GRADE 1	8/1/2024
LAMBLE, JEFFREY H	BOOKCLIFF	7TH GR SCIENCE	8/1/2024
MACSTEVES, PAUL W	FRUITA MS	6TH GR MATH	8/1/2024
MCAULIFFE, JAMES D	LINCOLN OM	SP ED-MODERATE NEEDS	7/30/2024



Mesa County Valley School District 51
Licensed and Administrative Personnel Action

Board of Education Resolution: 23/24: 88

Adopted: May 7, 2024

MEDINA, KASON ANDREW	CENTRAL	MATHEMATICS	8/1/2024
POLSDORFER, KATELYN MARIE	ORCHARD AVE	GRADES 3-4-5	8/1/2024
PRINGLE, SAMANTHA L	BTK	SPEECH/LANGUAGE THERAPIST	8/1/2024
QUNELL, STEVEN M	ORCHARD MESA	TECH ED/INDUSTRIAL ARTS	8/1/2024
REGNELL, LUCAS S	PALISADE	MUSIC	8/1/2024
ROMINE, JESSICA ELIZABETH	THUNDER MTN	GRADE 3	8/1/2024
SHEFFIELD, JAMES D	R-5	SCIENCE	7/31/2024
TRUITT, ADAM W	BOOKCLIFF	ASST PRINCIPAL	7/16/2024
WARKOSKI, MEGAN R	MESA VIEW	COUNSELOR	7/30/2024
WILSON, CASSANDRA ANN	NISLEY	GRADE 4	8/1/2024
Return from Leave			
NONE			

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on May 7, 2024.

 Amy Navarette, Assistant Secretary
 Board of Education

Board of Education Resolution: 23/24: 87

Adopted: May 7, 2024

Summer Kennedy - Tope Elementary School Principal

- Mesa County Valley School District, Thunder Mountain, Assistant Principal - 2022-present
- Mesa County Valley School District, Induction Specialist - 2019-2022
- Mesa County Valley School District, Wingate Elementary, Teacher - 2012-2019

Ms. Kennedy received her Bachelor's degree in Liberal Arts-Political Science from Colorado State University in 1996 and her Master's degree in Educational Leadership from Colorado Mesa University in 2021.

I hereby certify that the information contained in the above resolution is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on May 7, 2024.

Amy Navarette, Assistant Secretary

Board of Education