

Board of Education

Mesa County Valley School District 51

Board Work Session Minutes

January 3, 2023

Board Work Session Minutes

A - Doug Levinson
 B - Kari Sholtes
 C - Andrea Haitz
 D - Will Jones
 E - Angela Lema

Board of Education
Mesa County Valley School District 51
Board Work Session: January 3, 2023
Adopted: February 21, 2023

	A	B	C	D	E		
						AGENDA ITEMS	ACTION
Present	x	x	x	x	x	BOARD WORK SESSION	5:03 p.m.
Absent						<p>1. Board Appreciation Month Recognition [Resolution 22/23: 43]</p> <ul style="list-style-type: none"> ➤ Superintendent Hill read the recognition thanking the Board of Education Members for their hard work and dedication in serving on behalf of District 51 students, families, staff and the community. Members work countless hours, participating in meetings, communicating with constituents, and reviewing proposals without compensation. Superintendent Hill urged the community to join him in recognizing the Board of Education Members and declared January as School Board Recognition Month. <p>2. United Way Campaign/Drawings</p> <ul style="list-style-type: none"> ➤ Mr. Corey Hafey, United Way Campaign Co-chair and Appleton Elementary Principal, and Mrs. Angela Christensen, D51 Foundation Coordinator, were present to share information on this year's United Way Campaign. ➤ Mr. Hafey, introduced United Way of Mesa County's Executive Director, Mr. Jeb Miracle, and Administrative and Donor Manager, Ms. Cassidy Lujan. Mr. Hafey reported 843 staff members donated this year to the United Way, which is up from last year, but the total amount donated of \$74,381.50, was down from last year. Buildings with the highest participation rate receive a traveling trophy. This year's winners were Dos Rios Elementary School, Bookcliff Middle School, Valley High School and the Emerson Building. The names of classified staff who donated a minimum of \$5 per month, certified \$10 per month and administrators \$20 per month were entered into a drawing to receive a paid day off. The drawing winners were: <ul style="list-style-type: none"> • Classified: Ms. Denise Cording Laird (Administrative Service Center), Mr. Daniel Mulkey (Central High School), Ms. Eva Geske (Basil T. Knight Center), Mrs. Kandi Faller (Thunder Mt. Elementary School), Ms. Ann Bricker (Central High School) and Ms. Kathy Sipes (West Middle School) • Certified: Ms. Brittney Willms (Shelledy Elementary School), Ms. Cynthia Valdez (Mesa View Elementary School), Ms. Lanae Bordon (Thunder Mt. Elementary School), Ms. Ruth McKee (Fruita 8/9 School), Ms. Wendi McComb (Appleton Elementary School) and Ms. Elaine Buda (Compass Building) • Administrators: Mr. Lanc Sellden (Central High School), Ms. Jayme Chiaro (Chipeta Elementary School), and Mrs. Jennifer Marsh (Emerson Building) ➤ Mrs. Angela Christensen reported the amount of United Way donations District 51 staff designated to go to the D51 Foundation was \$9,009. She shared information on the Mesa County Imagination Library and this year's White Iced event, scheduled Saturday, February 4. She noted the building with the highest dollar amount donated was the Basil T. Knight Center, the building with the highest number of donors was Palisade High School, and each will receive six free tickets to the White Iced. Two names were drawn to receive two free White Iced tickets each, from those employees who designated their donations to the D51 Foundation. The two names drawn were Mr. Tyler Jones (Rocky Mt. Elementary School) and Ms. Christine Spillane (Grand Junction High School). 	

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AGENDA ITEMS	ACTION
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| <p>3. Grand Junction High School Construction Update</p> <ul style="list-style-type: none"> ➤ Mr. Micah Adams, Dynamic Program Management, Mr. Peter Icenogle, Blythe Group, and Mr. Marc Litzen, FCI Project Manager, presented updated information on the Grand Junction High School construction project. Mr. Adams shared photos of the construction site and noted the project is tracking on time with approximately twenty-five percent of the project completed. He reviewed recently completed items, items currently in progress and upcoming items. <p>4. K-12 Early Release Presentation</p> <ul style="list-style-type: none"> ➤ Mrs. Jennifer Marsh, Chief Academic Officer, Dr. Danny Medved, Professional Learning Director, and Mr. Jeremiah Johnston, Fruita Middle School Principal, shared information on the benefits of having a universal early release program across the District at all grade levels, every Friday afternoon. Information was shared on the need for the early release time, how the time would be utilized, how a District wide early release ties into the Strategic Plan and the goals hoping to be achieved. Graphics showing how District 51 compares with comparable districts across the state academically were displayed along with graphics showing how many comparable districts utilize a district wide early release program. Comparison data from last year and this year, for students qualifying for free and reduced lunches, on Individual Education Plans and English Language Learners in relation to the number of in-school and out-of-school suspensions, was reviewed. The data showed incidents are proportionately higher for those diverse groups of students. Data displaying attendance percentages, over the past two years and this year, for elementary, middle and high schools, was shown. Information was shared on a requirement for each building to develop an approved plan on how the early release time will be utilized. The plan must have data driven components to ensure outcome based measurability and the plan must prioritize the Multi-Tier Support System. Information was shared on next steps, which include reviewing operational logistics with other departments such as nutrition services and transportation, developing master schedule models and principals sharing their plans with their School Accountability Committees and obtaining feedback. ➤ Board members shared their concerns and expressed a need to ensure: <ul style="list-style-type: none"> • all schools are being held accountable and the time is being well utilized • the time will benefit students now and years down the road • the District will roll back the early release time if the desired benefits are not being reached. <p>[Recess 6:20 p.m. Resume 6:32 p.m.]</p> <p>5. Juniper Ridge Certificate of Participation Request</p> <ul style="list-style-type: none"> ➤ Juniper Ridge Community School members, Ms. Kathy Staten, Board of Stewards Treasurer, Ms. Alane Currier Griggs, Board of Steward Co-chair, Ms. Lynne Habberfield, School Finance Officer, and Ms. Kathleen Mumaw, Head of School, were present to request an amendment to a Certificate of Participation (COP) to add an additional \$3 million. Historical information was shared on the founding of Juniper Ridge Community School, how the school campus has | |
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						<p>developed over the years and enrollment numbers. The additional COP funding would be used to construct an addition onto the school's main building and refurbish an eight-plex modular unit. Information was shared on the steps taken up to this point, to add the additional needed classrooms and office space. It was reported, two new Quonset huts and a used eight-plex modular unit were purchased, but upon receipt of cost estimates to install the Quonset huts, it was determined an addition to the main building would be more cost efficient. Information was shared on the proposed usage of the additional space, noting the proposed additions would allow the school to operate effectively under the school's current programming, even if reaching maximum student enrollment.</p> <p>6. Grand Junction High School Based Health Center</p> <ul style="list-style-type: none"> ➤ Superintendent Hill reported he has received some questions around a school based health center at the new Grand Junction High School and Marillac Health is needing information, from the Board, prior to applying for a planning grant for the school based health center. ➤ Marillac Health Chief Executive Officer, Dr. Lata Ramachandran, Chief Operations Officer, Dr. Ivan Coziahr, and Chief Development Officer, Ms. Kristy Schmidt, were present to hear concerns and answer questions. Some concerns expressed, by Board members, were having an outside organization working within District buildings without the District having control over what happens within the outside organization, public perception of who has control over the outside organization, knowing if there is a need for a school based health center, needing to offer more mental health services to students, ensuring transparency to the community and stakeholders and needing to make a final determination on the space usage to avoid construction delays. ➤ Marillac Health will work to have a needs assessment conducted and share the information with the Board at a later date. <p>7. Policy First Reading</p> <p>7.a. IC/ICA, School Year/School Calendar</p> <p>7.b. IKF(2), Graduation Requirements</p> <p>7.c. JKD/JKE, Student Suspension/Expulsion</p> <p>8. Board Open Discussion</p> <ul style="list-style-type: none"> ➤ Mr. Levinson noted a recent media article implied Mrs. Haitz was acting on her own behalf, when speaking about the Orchard Mesa pool. He clarified Mrs. Haitz has reached out to all Board members and she has been doing a good job in representing all of the Board. He thanked her for the work she has been doing on behalf of the Board. <p style="text-align: center;">Adjourn</p>	
Motion		x					
Second					x		
Aye	x	x	x	x	x		
No							
						<hr style="width: 20%; margin: 0 auto;"/> Bridget Story, Assistant Secretary Board of Education	8:10 p.m.

Every January, the Mesa County Valley School District 51 administration, staff, parents, and students recognize our board of education members during **School Board Recognition Month**. Serving on the Board of Education is an honorable, selfless service involving countless hours participating in meetings, communicating with constituents, reviewing proposals, and making tough decisions, all in the best interest of our students and families.

School board members are elected to sit in trust for their communities and are charged with meeting the community's expectations for the public education of their students. Board members receive no pay for their service, so deciding to serve on a school board truly takes an innate belief that making a difference in the lives of children is worth the public scrutiny that comes with the title.

School board members are entrusted with some of our community's most prized possessions... our children and our money. They are accountable to the community for operating schools that support student achievement. They are responsible for being good stewards of tax dollars, providing a clear and shared vision of our schools' public education, setting high standards, and requiring effective and efficient district operations.

We are proud of the work our school board does and their commitment to continuous education and training on issues related to student achievement. The elected school board members deserve recognition and thanks for their countless hours of service to public education and the children of Mesa County.

I urge our community to join me in recognizing the dedication and hard work of our local school board members and their commitment to sharing the district's vision of engaging, equipping, and empowering each and every student, each and every day.

On behalf of our staff, students, and parents, I hereby declare our appreciation to the Mesa County Valley School District 51 School Board members and proclaim the month of January 2023 to be **School Board Recognition Month**.

Mesa County Valley School District 51

IC/ICA

SCHOOL YEAR/SCHOOL CALENDAR

Adopted: April 22, 1975

Revised: October 15, 1996

Policy Manual Review: November 19, 2002

Adopted: November 15, 2022

[Policy First Reading: January 3, 2023](#)

The Board of Education is responsible for adopting the District calendar. Prior to the end of the school year, the Board must determine the length of time during which District schools must be in session during the next school year. The number of hours/days of planned teacher-student instruction and of teacher-student contract must be consistent with the Board's definition of "actively engaged in the educational process", must meet or exceed the requirements of state law, and must include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the District's educational objectives.

I. Active Engagement in the Educational Process

The Board defines "actively engaged in the educational process" as time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- Classroom instruction time
- Individual student work time while at school, including study hall and library research
- School-related field trips
- Independent study insofar as such study is allowed under District policy
- Assemblies
- Recess time
- Passing periods between classes, and from class to lunch
- Assessment days, including finals and state assessments
- Remote learning provided through the District's online learning schools approved by the Colorado Department of Education
- Individual student (and group) work time through an online learning environment
- Independent or group remote work time that is directed, controlled, monitored, or supervised by a certified or licensed teacher

"Supervision of a certificated or licensed teacher" means a certificated or licensed educator including teachers, counselors, paraprofessionals, or other certificated or licensed staff as assigned.

"Actively engaged in the educational process" does not include:

- Lunch
- Time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- Teacher preparation time
- Parent-teacher conferences
- Graduation ceremonies

Supervision by a licensed teacher does not require that the teacher be in the student's physical presence at all times, but that the teacher is exercising direction and control over the nature of the student's activities.

II. Attendance

An adequate and comprehensive system of attendance records shall be maintained for each student. Teachers shall be responsible for accurate and timely reporting of attendance in their individual classrooms.

The following ways qualify as teacher-student instruction and contact time, which may be tracked and counted for attendance purposes:

1. Presence during in-person instruction;
2. Completion of assignments at home;

Mesa County Valley School District 51

IC/ICA

SCHOOL YEAR/SCHOOL CALENDAR

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3. Logging into an online learning platform to access instruction;
 4. Logging into the online student portal to access information and materials and/or communicate with a teacher;
 5. Logging into the student email system to communicate with a teacher and/or obtain information and materials;
 6. Logging into an online collaborative platform to access information and materials;
 7. Meeting virtually with a teacher during office hours or instructional support times;
 8. Signing an online form attesting that assignments were completed at home;
 9. Demonstration of learning by the student.

The identified activities on the above list that may be accomplished on remote learning days are equivalent to in-person teacher-student instruction and contact time on in-person days based on the in-person bell schedule.

Attendance will be recorded at least once daily for days when instructional hours are provided, meaning a student is “actively engaged in the educational process”.

The District will ensure that all students who are participating in remote learning will receive equitable instruction and services. Further, the District will ensure that equitable and appropriate instruction will continue to be offered to those students requiring accommodations.

III. School Calendar

Each year the District calendar for the next school year must be prepared by the superintendent or designee and presented to the Board for approval by March 1 during the second semester. In the discharge of this responsibility, the superintendent/designee should involve other staff and community members as may be both practical and appropriate. The calendar(s) may apply to all schools or to individual schools of the District. The District calendar or individual school calendars shall be presented by the superintendent for adoption by the Board of Education during the second semester of each year and shall be adopted by the Board prior to the end of the preceding school year. The number of days of planned teacher-student instruction and of teacher-student contact shall meet or exceed the requirements of state law.

The Board authorizes the administration in each school building to issue a school calendar based on the District calendar and in accordance with this policy. Administrators are encouraged to examine instruction time and calendar issues in the context of supporting the District’s educational objectives.

Calendars must include the dates for all staff in-service programs scheduled for the upcoming school year. The administration may allow public input from parents and staff prior to scheduling the dates for staff in-service programs, as may be both practical and appropriate.

A copy of the calendar(s) shall be provided to the parents/guardians of students enrolled in schools within the District. Any change in the calendar(s), excluding changes resulting from emergency closings or other unforeseen circumstances, shall be preceded by adequate and timely notice from the District of not less than thirty days.

The Board may approve tentative multiple-year school calendars, provided that each school calendar for an ensuing school year shall be presented for Board approval by March 1 in the spring of each year.

Legal References:

C.R.S. 22-1-112 (school year and national holidays)

Mesa County Valley School District 51

IC/ICA

SCHOOL YEAR/SCHOOL CALENDAR

Adopted: April 22, 1975

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C.R.S. 22-32-109 (1)(n) (duty to determine school year and instruction hours)

C.R.S. 22-33-102 (1) (definition of academic year)

C.R.S. 22-33-104 (1) (compulsory attendance law)

C.R.S. 22-44-115.5 (fiscal emergency)

1 C.C.R. 301-39, Rules 2254-R-2.06 (school year and instruction hours; definition of contact/instruction time)

Cross Reference:

EBCE, Emergency Closings

JH, Student Absences and Excuses

Contract Reference:

MVEA Agreement

Mesa County Valley School District 51

IKF(2)

GRADUATION REQUIREMENTS

Adopted: October 25, 2016

Adopted: May 28, 2019

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Policy First Reading: January 3, 2023

Graduation requirements are effective for the incoming 2017-2023 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. Specific course titles are listed and updated in the D51 course catalog ~~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 Earth Science~~
- ~~1.0 credit Life Science~~
- ~~1.0 credit Physical Science~~

3.0 credits of Social Studies, consisting of:

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

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

*As a condition of the Colorado Department of Education's updated graduation guidelines and beginning in 2023-2024, the Global Studies course will incorporate Genocide and Holocaust studies.

0.5 credit of Physical Education

0.5 credit of Personal Fitness / Wellness

0.5 credit of Computer Science

0.5 credit of Fine Arts

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

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 ~~GCT Manual or registration documents~~ D51 course catalog, 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.
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 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.

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 Higher Education Admission Requirement 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.

Mesa County Valley School District 51

IKF(2)

GRADUATION REQUIREMENTS

Adopted: October 25, 2016

Adopted: May 28, 2019

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- 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

JKD/JKE

STUDENT SUSPENSION/EXPULSION

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

Adopted: June 13, 1972

Revised: August 18, 1998

Readopted: September 19, 2006

Adopted: December 11, 2012

Adopted: January 19, 2021

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It is the policy of the Board of Education to provide an educational climate which maintains a disciplined and orderly environment that recognizes, preserves, and protects the individual rights of all students. This policy and the accompanying regulation shall be distributed annually to each student in elementary, middle, and high school and once to each new student in the District. In addition, this policy and the accompanying regulation and grounds for suspension/expulsion shall be posted on the District's website. ~~and provides due process of law to students, parents and school personnel through written procedures consistent with law for the suspension, expulsion, and denial of admission of students when necessary or appropriate.~~

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

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

Delegation of Authority

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

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

~~As an alternative to intervention or suspension, the principal or designee may, in his or her discretion, permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended as provided in this policy and related District disciplinary policies and regulations. This alternative to suspension shall not be used if expulsion~~

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JKD/JKE

STUDENT SUSPENSION/EXPULSION

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

Adopted: June 13, 1972

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~~proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.~~

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

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

2. The Board of Education delegates to the superintendent of schools the authority to suspend, in accordance with Section 22-33-105, C.R.S., a student for an additional ten (10) school days, plus up to and including an additional ten ~~(10) school days~~ ~~maximum when~~ necessary in order to present the matter to the Board.
3. Unless otherwise determined by the Board, the Board of Education delegates to the superintendent of schools or to a designee who shall serve as a hearing officer the authority, ~~in accordance with Section 22-33-105, C.R.S.,~~ to deny admission to or expel for any period not extending beyond one calendar year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the District. If the hearing is conducted by a designee serving as a hearing officer, the hearing officer shall prepare findings of fact and recommendations for the superintendent at the conclusion of the hearing. ~~Such denial of admission or expulsion shall be subject to appeal to the Board. Each student subject to denial or expulsion shall be given an opportunity for a hearing before the superintendent or a designee of the superintendent. If the hearing is conducted by a designee acting as a hearing officer, the hearing officer shall forward findings of fact and recommendations to the superintendent as soon as feasible after the hearing.~~ The superintendent shall render a written opinion in the expulsion matter within five ~~school~~ days after the hearing whether the hearing is conducted by the hearing officer or the superintendent.
4. The superintendent shall report each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. ~~at its next Business Meeting each action taken~~ ~~Any denying of admission or expelling expulsion by the superintendent shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were present, arguments relating to the decision and questions of clarification from the Board.~~ ~~a student pursuant to the authority delegated hereunder, such report containing a brief description of the circumstances and reasons for such action.~~
5. ~~Such denial of admission or expulsion shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented and that were determined at the hearing conducted by the superintendent or by a designee acting as a hearing officer, arguments relating to the decision and questions of clarification from the Board.~~
6. ~~Proportionate Discipline Interventions and Consequences~~

Mesa County Valley School District 51

JKD/JKE

STUDENT SUSPENSION/EXPULSION

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

Adopted: June 13, 1972

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In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified in writing and involved in the disciplinary procedures. Proportionate discipline interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff.

The Board and/or its designee(s) shall consider the following factors in determining whether to suspend or expel a student, the Board and other persons to whom disciplinary authority is delegated pursuant to this policy may consider a variety of factors, including, but not limited to, the following:

- 1.a. the student's age;
- 2b. the student's disciplinary history;
- 3e. the student's eligibility as a ~~whether the~~ student ~~has with~~ a disability;
- 4d. the seriousness of the violation committed by the student;
- 5e. ~~whether the violation committed by the student threatened the safety of any~~ the threat posed to any student or staff member; and
- 6f. ~~whether the likelihood that~~ a lesser intervention would properly address the violation. ~~committed by the student.~~

Other disciplinary interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to the following:

1. Give a verbal or written warning
2. Counsel and/or teach appropriate behaviors
2. Require verbal or written apology
3. "Time out"
4. Student or school call to parent
5. Conference: parent, student, teacher and/or administrator
6. Contract: behavior, academic and/or attendance
7. Detention and/or in-school suspension

As another intervention and alternative to suspension, the principal or designee at personal discretion may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations. This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Nothing in this policy shall limit the Board's and its designees' authority to suspend and/or expel a student as deemed appropriate by the Board and its designees. The decision to suspend and/or expel a student instead of providing an alternative to suspension or expulsion or the failure of an intervention to remediate the student's behavior shall not be

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JKD/JKE

STUDENT SUSPENSION/EXPULSION

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grounds to prevent the Board and its designees from proceeding with appropriate disciplinary measures, including but not limited to suspension and/or expulsion.

Expulsion for unlawful sexual behavior or crimes of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 and 18 is alleged to have committed an offense that would constitute unlawful sexual behavior, a crime of violence if committed by an adult, or any other crime that is listed in C.R.S. 19-01-304(5.5), basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

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

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

Annual reports

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

Information to parents

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

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

Legal References:

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

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~~C.R.S. 19-01-304(5.5) (reporting by prosecuting attorney)~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cross References:

GBGB, Personal Security & Safety

JEA, Compulsory Attendance Ages

JF, School Admissions

JIC, Student Conduct

JK, Student Discipline

JKG, Expulsion Prevention