

Board of Education
Mesa County Valley School District 51

Agenda

April 1, 2025

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VISION STATEMENT

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

DISTRICT 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.

BOARD PURPOSE

Provide clear, effective, and strategic governance that is student and community-centered so that each and every student will be engaged, equipped, and empowered each and every day.

ESSENTIAL BOARD ROLES

- **Guide** the District through the superintendent
- **Communicate** and uphold the strategic vision of the district
- **Hold** the district accountable for making progress toward strategic outcomes
- **Ensure** alignment of resources and structures
- **Represent** the interests of the community while prioritizing student success across the district

BOARD'S CORE, DRIVING VALUES

- Proactive and prepared
- Respectful and professional
- Focused on student success
- Accountability with integrity
- Cohesive and committed

BOARD MEMBERS

District A – Mr. José Luis Chávez,
President

District B – Mrs. Barb Evanson

District C – Mrs. Andrea Haitz, Secretary

District D – Mrs. Kaci Cole

District E – Mrs. Vicki Woods,
Vice President

SUPERINTENDENT

Dr. Brian Hill

Board of Education Work Session

5:00 PM

1. Call to Order/Pledge of Allegiance/Roll Call
2. Arab American Heritage Month Proclamation
3. Colorado School Finance Project Adequacy Study
4. Strategic Plan Update: Community Resource Allocation
5. SS 4th Grade & ELA 12th Grade Resource Recommendation
6. School Closure and Hiring Update
7. BUSINESS ITEMS
- 7.A. First Reading of Policy IKF - Graduation Requirements
8. Board Open Discussion
9. Future Meetings:

April 5, 2025 Board Coffee with the Community, Pear Park Elementary School Cafeteria, 9am - 11am

April 15, 2025 Board Business Meeting, Harry Butler Board Room at R-5 High School, 5pm
10. Adjournment

Mesa County Valley School District 51

BEDH-R

PUBLIC PARTICIPATION AT BOARD MEETINGS; MEETING RULES

Adopted: September 14, 2021

Revised: November 19, 2024

The Board desires to hear the views of citizens of the District and welcomes public comments at business meetings. Public comments at work sessions or special meetings will not be allowed unless otherwise delineated on the meeting agenda. To ensure the safety, security, and orderly conduct at Board meetings all participants must adhere to these rules and any additional instructions provided by security personnel or meeting facilitators.

Eligibility and priority to address the Board: To ensure the students are prioritized and heard, the Board will allow students to speak first during the public comment portion of the meetings. Students wishing to address the Board must sign up and will be called in the order of registration before other community members.

Process/Procedure:

1. Individuals wishing to address the Board must sign up and will be called in the order of registration.
2. Comments will be limited to agenda item(s).
3. The public comment portion will be limited to 60 minutes unless the Board votes to extend the time. If additional time is approved, it will be at the discretion of the Board and based on the circumstances of the meeting.
4. Each speaker will be allotted up to three minutes to address the Board during public comment. If there are a large number of individuals signed up to speak, the Board reserves the right to reduce the time per speaker to ensure that as many voices are heard within the allotted comment period. If time constraints prevent all individuals from speaking during the public comment period, the Board encourages those unable to address the Board in person to submit their input via emails, written letters, or other formats. All submitted comments will be reviewed by the Board.
5. Speakers should not repeat the same message shared by others. If a speaker's point has already been addressed, comment briefly in support of previous comments and provide any other unique insights.

Prohibited Items: For security purposes, attendees may not bring bags into the meeting room. This includes, but is not limited to: backpacks, purses larger than a clutch, and tote bags. Exceptions will be made for medically necessary items or diaper bags, which are subject to inspection. Employees who are required to attend and work during the meeting are exempt from the bag policy but may be subject to standard security procedures.

Orderly Conduct:

1. All speakers and attendees are expected to maintain respectful and proper decorum during Board meetings.
2. Comments shall be directed to the Board as a whole and not an individual member, staff, or other attendees.
3. Personal attacks, threats, shouting, cheering, snapping, and other distractions or disruptive behavior, will not be tolerated.
4. Clapping after a comment may be allowed unless it is disrespectful or disrupts the flow of the meeting. Attendees are encouraged to keep expressions of support by clapping brief. If attendees disregard this expectation, the Board may temporarily pause the meeting to restore order or remove individuals causing the disruptions.
5. All comments must be age-appropriate, to include kindergarten through twelfth grade, and suitable for a school setting. Speakers are expected to use language and share content that is respectful and appropriate for all ages.
6. Comments containing profanity, vulgarity, or otherwise inappropriate material will not be permitted.
7. Attendees may not bring signs, banners, props, or other similar items/materials into the meeting. Any individual wishing to display any of the items referenced, or demonstrate, should do so in appropriate spaces outside of the meeting room, in compliance with District policies.
8. Media representatives wishing to record the Board meeting will be assigned a designated location to ensure their activities do not disrupt the proceedings or obstruct the view of attendees. All recording equipment must remain within the assigned area for the duration of the meeting.

Enforcement of Meeting Rules: Individuals who fail to follow the established rules for public comments or meeting decorum will receive a warning. If the disruptive behavior continues after the warning, the individual may be removed from the meeting. Repeated violations may result in a ban from attending future meetings as determined by the Board.

Board of Education Resolution: 24/25: 77

Adopted: April 1, 2025

WHEREAS, April is nationally recognized as Arab American Heritage Month, a time to celebrate the history, culture, and countless contributions of Arab Americans across the United States; and

WHEREAS, in Colorado alone, over 40,000 people proudly trace their heritage to Arab ancestry, bringing with them a rich backgrounds, beliefs, and traditions, and demonstrating a strong legacy of innovation, hard work, and community-minded values; and

WHEREAS District 51 embraces and celebrates the vibrant heritage of Arab American students, staff, families, and community members, and remains dedicated to creating learning environments where all students feel seen, respected, and empowered to learn alongside their peers; and

THEREFORE, BE IT RESOLVED that the Mesa County Valley School District Board of Education and Superintendent Hill proclaim April as Arab American Heritage Month, and invite the entire D51 community to join us in recognizing and celebrating the meaningful impact Arab Americans have made—and continue to make—within our schools, our community, and our country.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District No. 51 Board of Education on April 1, 2025.

Amy Navarette
Board of Education Assistant Secretary

ADEQUACY STUDY UPDATE

Mesa County Valley 51

April 1st, 2025

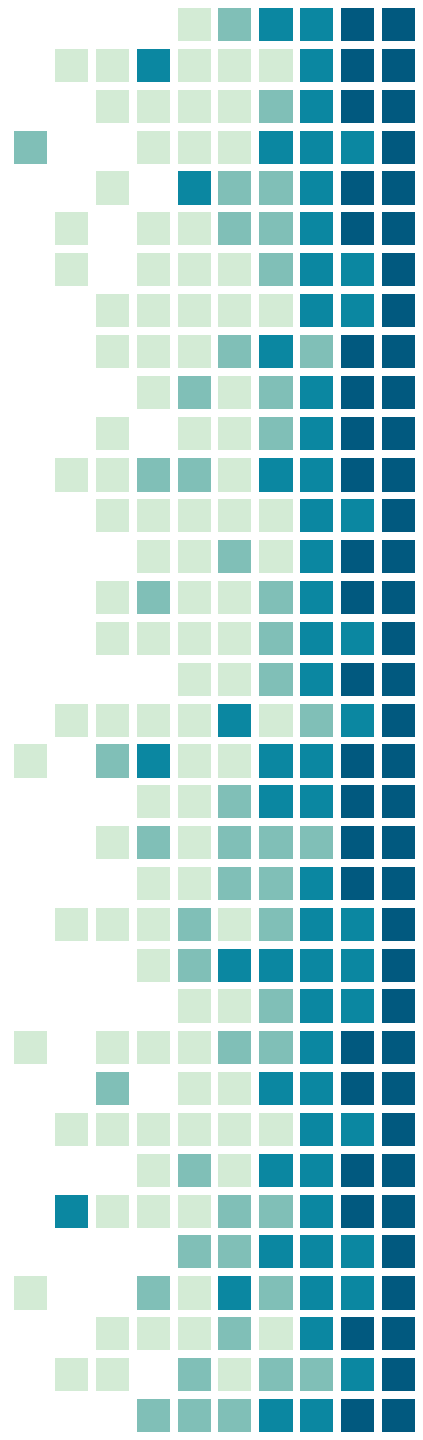
COLORADO SCHOOL FINANCE PROJECT

Support Children - Support The Future

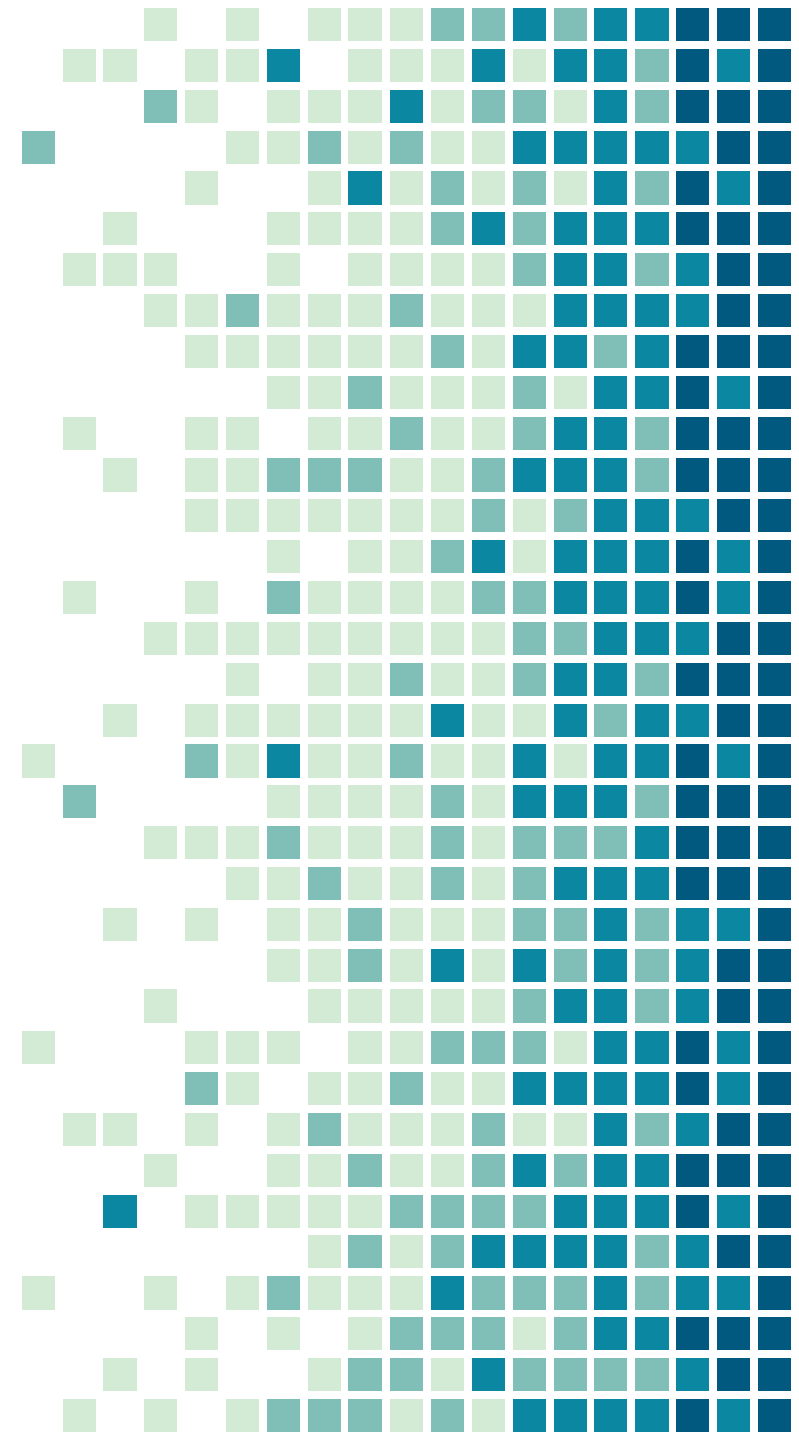
WHO WE ARE

- Non-profit, non-partisan
- Supported by school district contributions
- School finance analysis for local and state policy makers since 1995
- Governed by a board comprised of national and state experts on school finance

Our Mission: To compile, collect and distribute research-based, non-partisan information and data on topics related to school finance for state and local policymakers. CSFP also supports school districts by providing expertise, technical assistance and capacity building related to best practices in school finance.

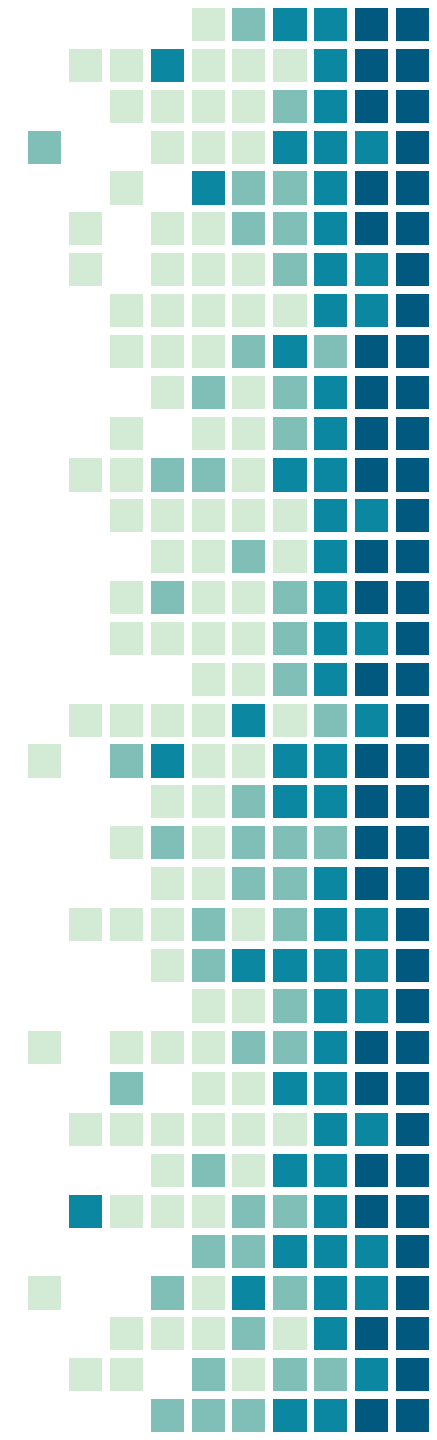


ADEQUACY STUDIES



Three Approaches, Two Consultants

- Colorado required that two separate vendors undertake separate studies
- One vendor had to use input-based approaches (evidence-based and professional judgment approaches) and one vendor had to use an output-based approach (cost function)
- Both studies were required to look at all of the same parameters



Study Components

Input Study

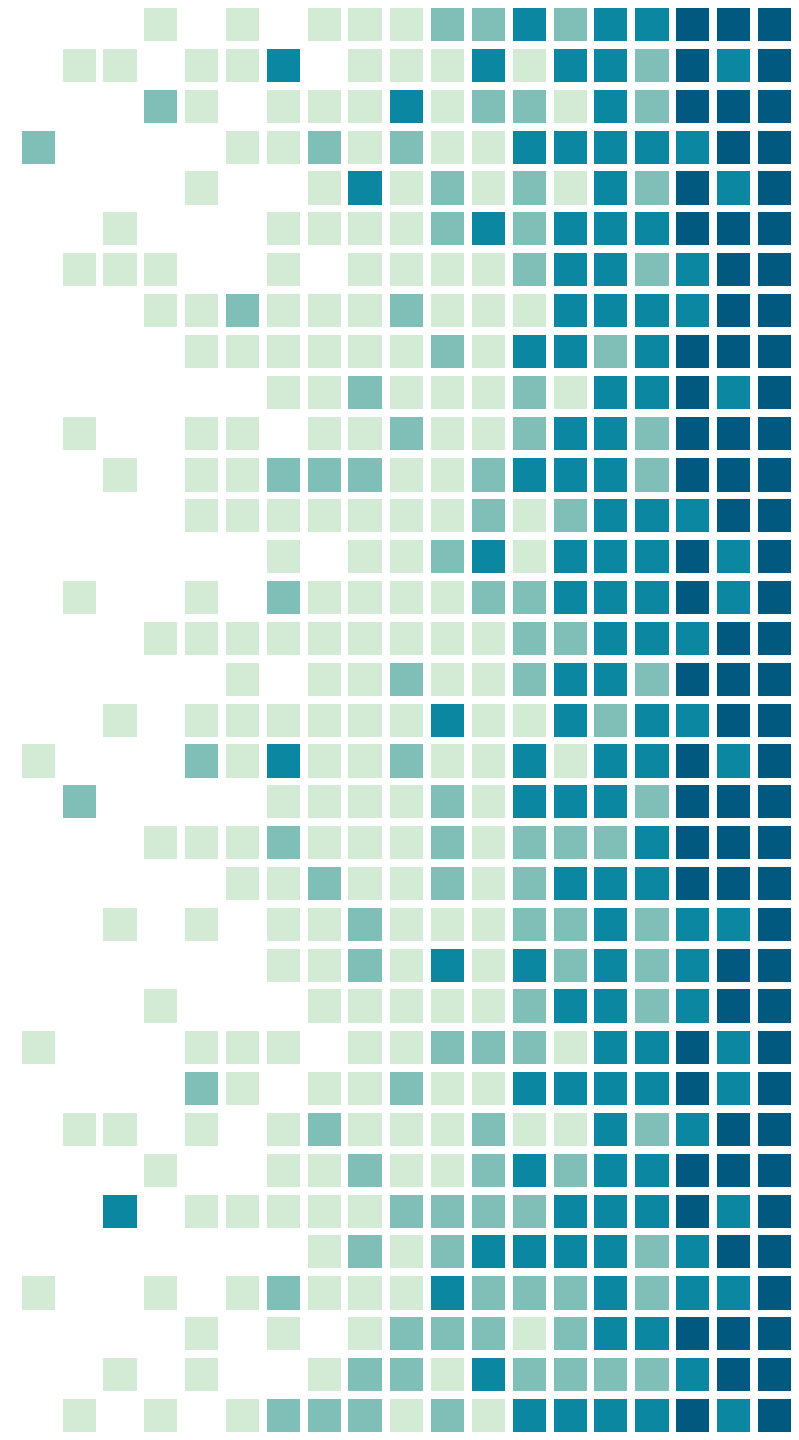
- Adequacy Studies
- Review of Current Formula
- Stakeholder Engagement (Survey)
- Impacts of Wealth and Income
- Special Education Study
- Landscape Analysis
- Cost of Living Adjustment Analysis

Output Study

- Adequacy Study
- Review of Current Formula
- Stakeholder Engagement (Town halls and survey)
- Equity Study
- Student Outcomes
- Efficiency and Resource Use



INPUT APPROACH



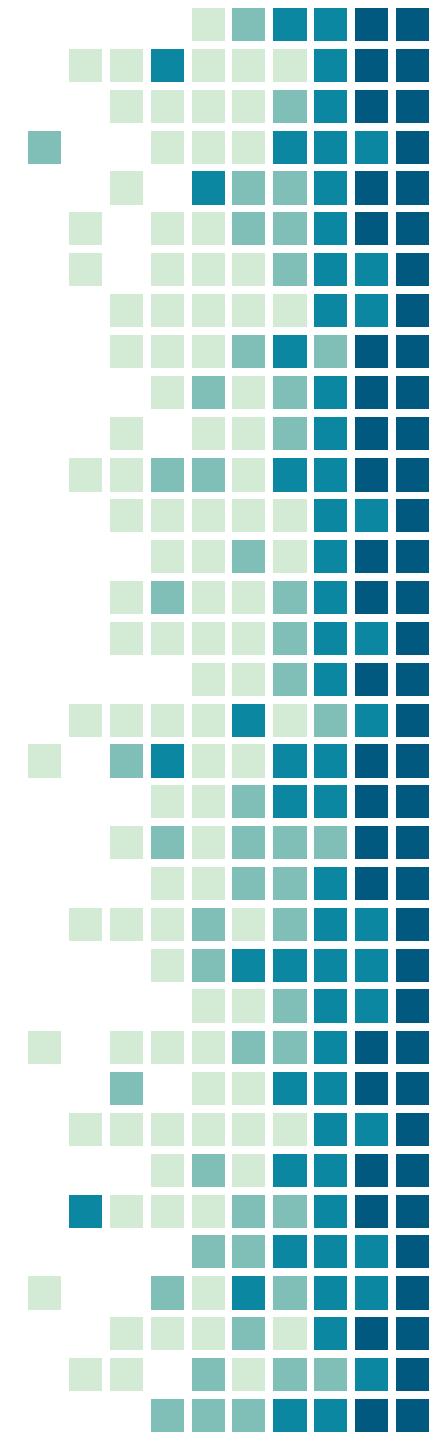
Professional Judgment Approach

- Utilized six representative districts that mirrored the size differences in districts in the state
- Worked with Colorado Department of Education (CDE) to identify the educational standards Colorado students, teachers, schools, and districts are expected to meet



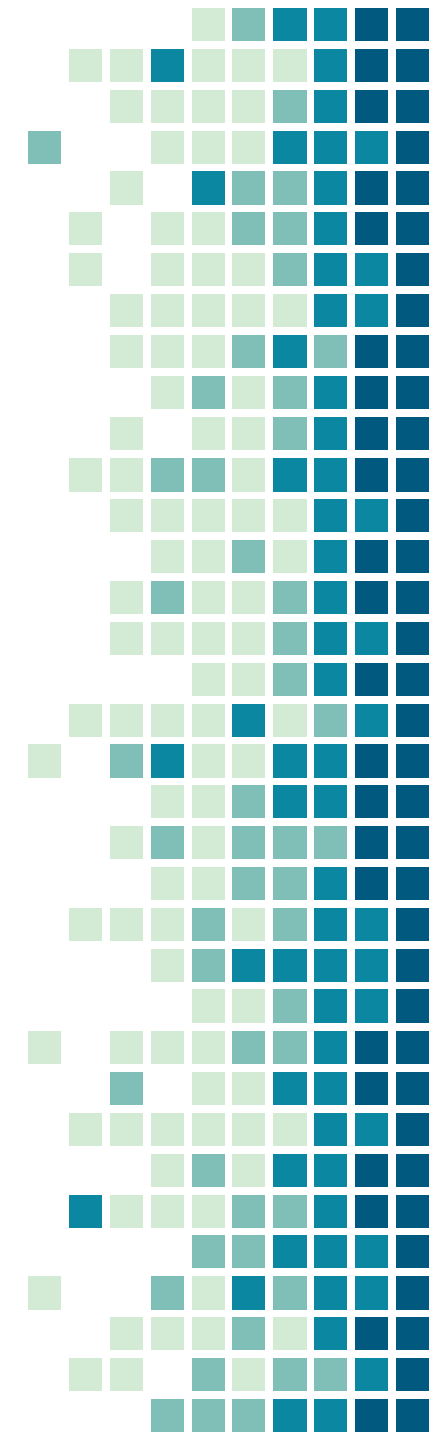
Professional Judgment Approach

- Held a series of panels with Colorado educators to identify resources, including:
 - School (3 panels)
 - Special needs (2 panels)
 - District (4 panels)
 - CFO (1 panel)
 - Remoteness (1 panel), and
 - Statewide (1 panel)
- Each panel reviewed the work of the prior panel(s)
- No panel discussed dollars per pupil, just identified the resources needed



Professional Judgment Approach

- APA team utilized statewide average salaries along with adjusted benefit costs to identify:
 - Base cost
 - Weights for student adjustments
 - District adjustments
- Results of the PJ study were then reconciled with EB results for final study recommendations



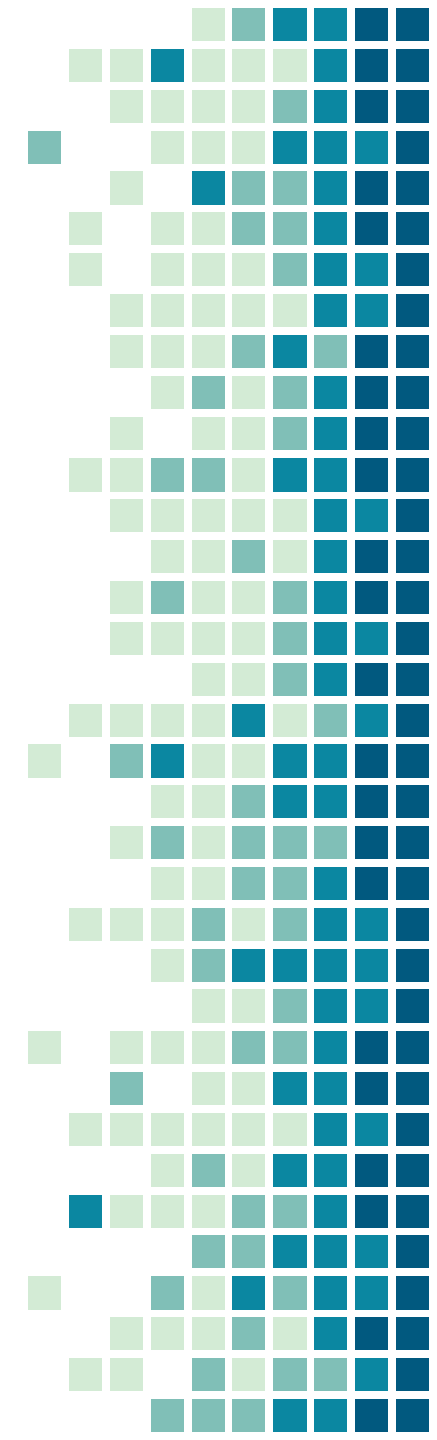
Review of Current Formula

- Utilized the review of the current SFA and HB24-1448 to help guide later analysis
- **Strengths of HB24-1448 include:**
 - Soft landing for declining enrollment districts while using a single current year count
 - Removal of multiplicative approach
 - Use of district size and locale adjustments
 - Higher weights and inclusion of special education weight
 - Elimination of budget stabilization factor (BSF)



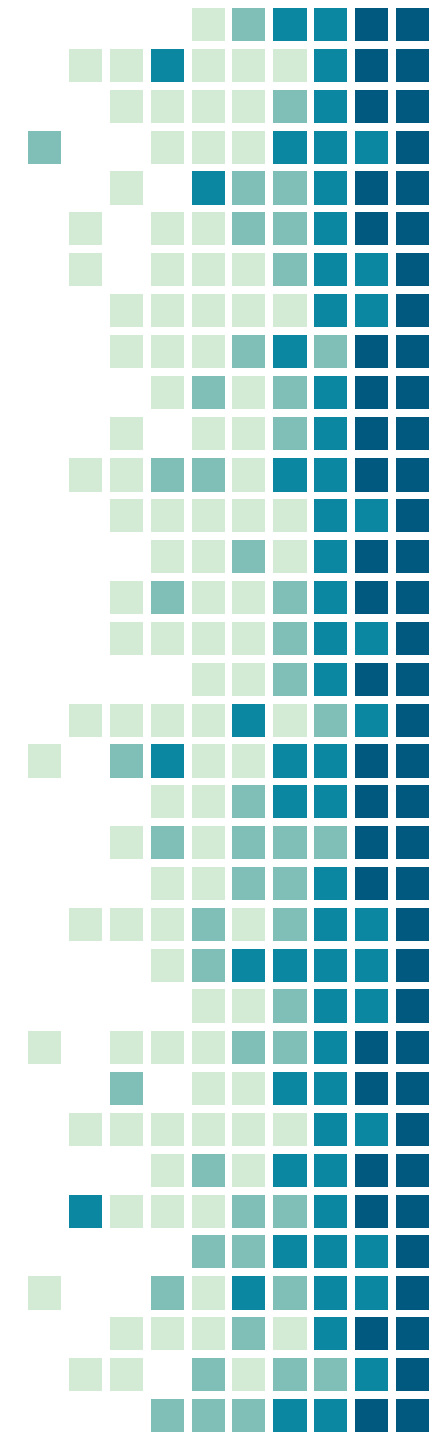
Review of Current Formula

- Weaknesses of HB24-1448:
 - No clear rationale for the base cost
 - Recommend review of cost of living factor Unclear on the combined impact of district size adjustment and locale factor
 - Weights are lower than adequacy studies tend to recommend
 - Potential inequities of local overrides
 - Some areas have potential funding cliffs for districts



Survey

- Nearly 1,500 respondents
- Priorities were generally consistent across respondents with Teacher Quality the highest priority for all groups
 - School Culture and Academic Performance also ranked high
- Additional Funding Priorities
 - Teacher Quality still the highest priority for all respondent groups
 - School Culture, Academic Performance, course offerings, and Student Mental Health



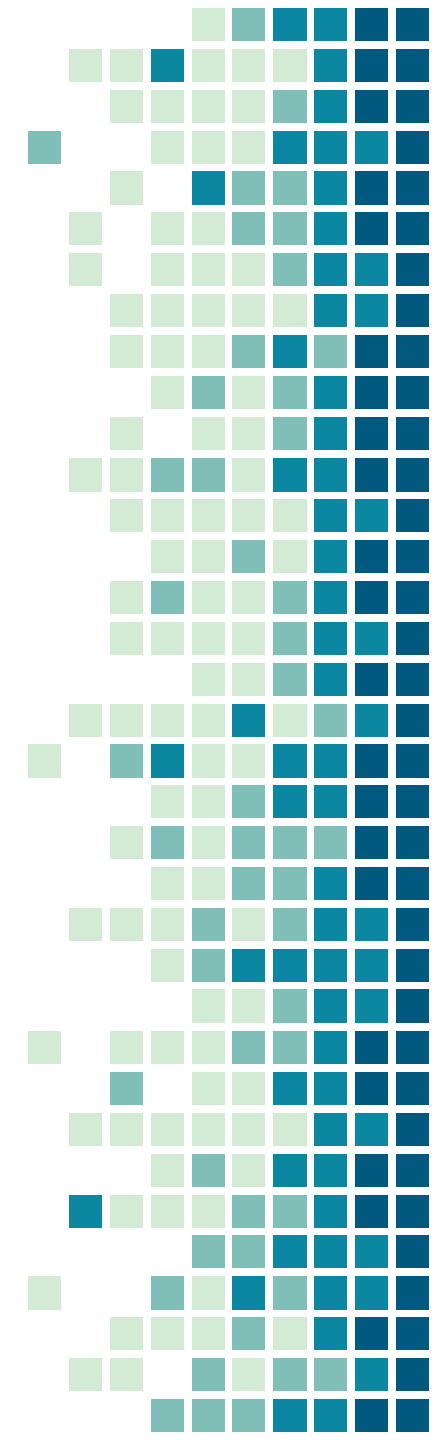
Creating Final Recommendations

- Identified a single set of recommendations based on the input findings in PJ, EB, and Special Education integrating results from other studies
- Example of this work was for behavior and mental health supports
 - EB and PJ differed on identified level of resources
 - Feedback from panelists and result of the survey showed a high need for resources in this area
 - Higher resource level was identified as part of final base cost figure



Special Education Study

- Examined current education funding system against national best practices
- Spoke to special education directors at BOCES and school districts
- Identified funding recommendations that were incorporated into the EB results
 - Included weights for mild and moderate students
 - Full reimbursement for high cost students

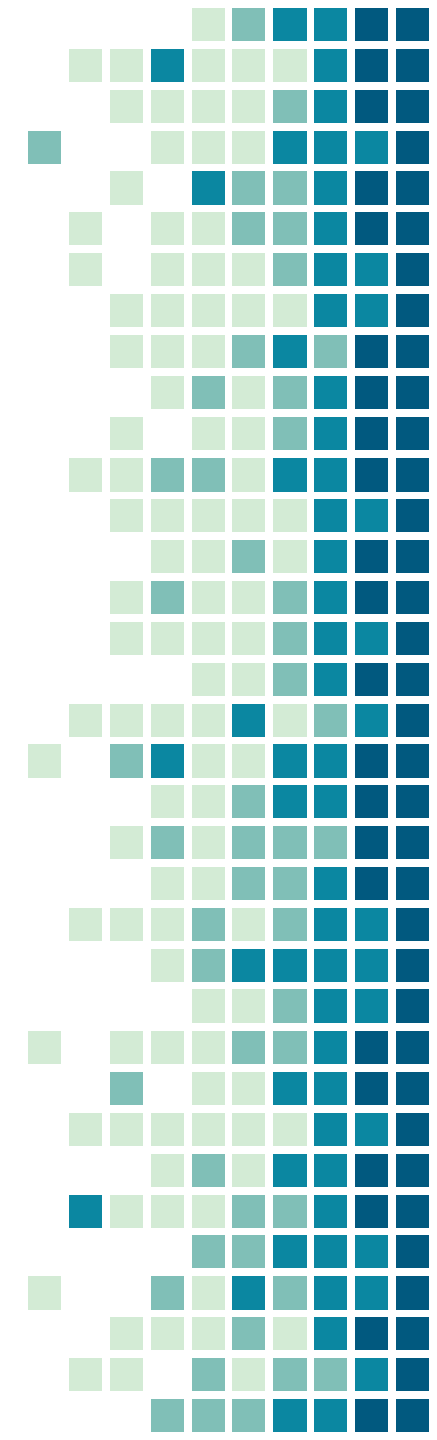


OUTPUT APPROACH



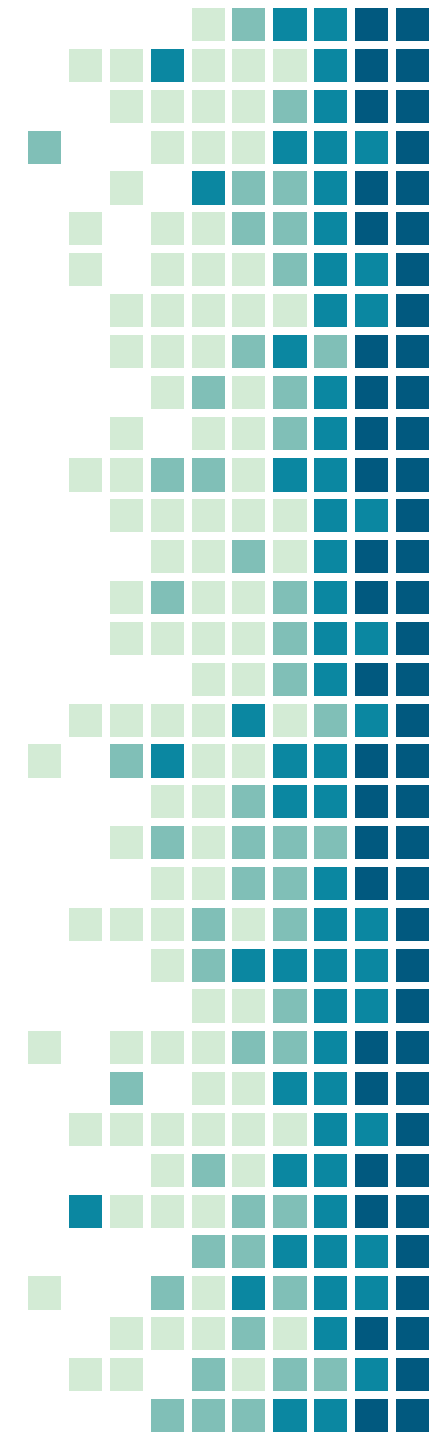
Key Goals of State Funding Formulas

- Adequate – Provide sufficient resources for all students to meet the state’s educational goals regardless of their needs or where they attend school
- Equitable - Account for differences in the costs of providing an equal educational opportunity across schools/districts and the students they serve
 - Provide more resources to schools/districts that need more
- Wealth Neutral - Account for differences in ability to raise local revenue (mostly via property taxes)
 - Achieving adequate funding levels should not depend on the property wealth of the community

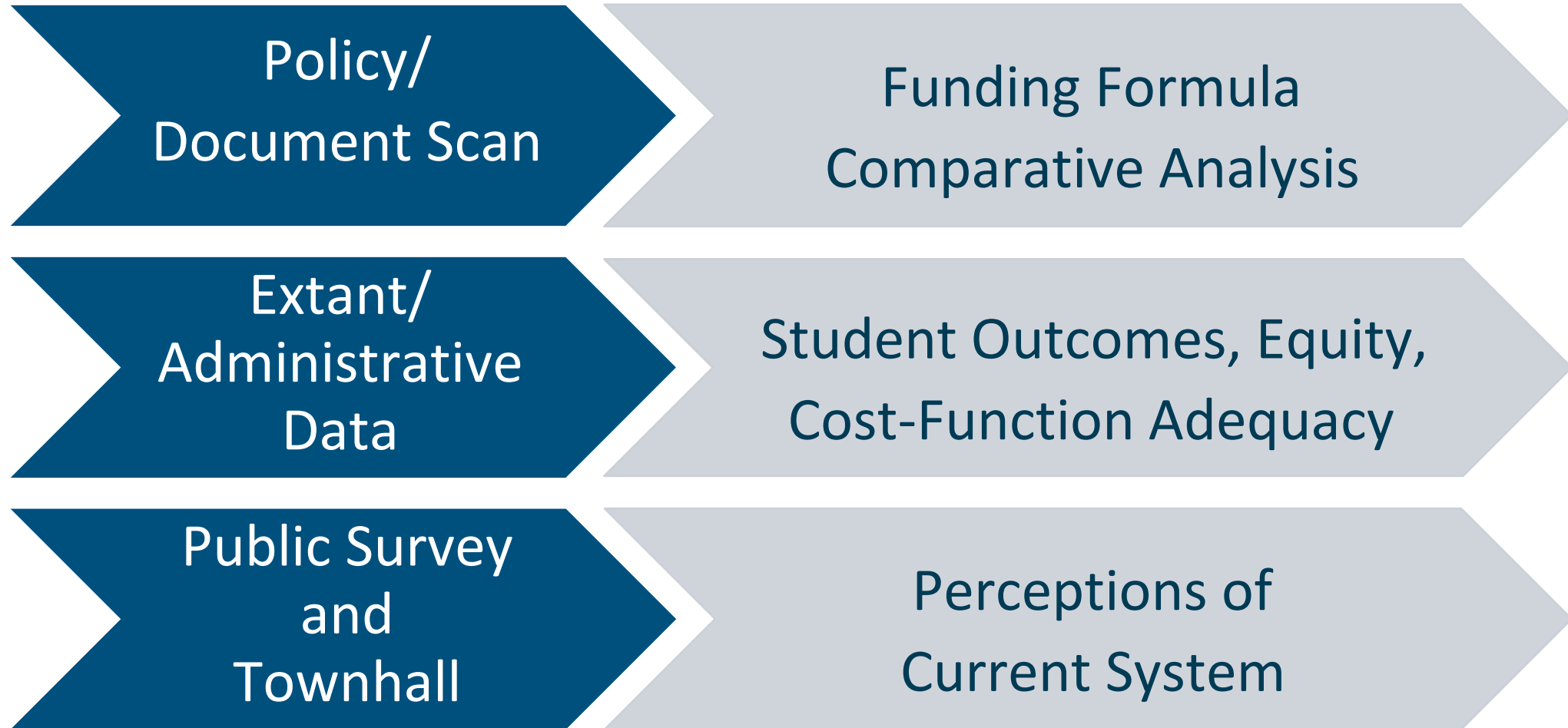


Key Study Questions

- Equity and Wealth Neutrality
 - How is existing school funding/ spending distributed with respect to student needs and other characteristics that affect cost (e.g., district or school size)?
 - To what extent are school funding levels dependent on local revenue capacity?
- Adequacy
 - Are current funding/ spending levels sufficient to meet the state's educational goals?
 - How should funding be distributed across districts to provide equal educational opportunity?



Overview of Main Data Collection/Analysis Activities

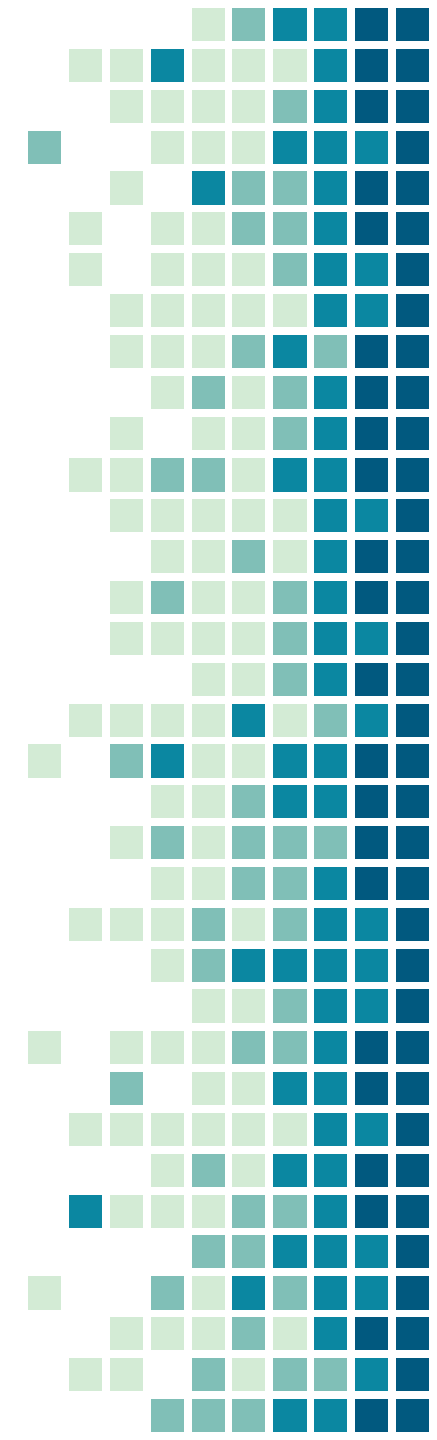


COMPARISON OF BOTH APPROACHES



Key Differences

- Output focuses on lower base and higher student weights, Input focuses on higher base and lower weights
- Output recommends using a Cost-of-Living adjustment, Input does not
- Input explicitly attempts to adjust for teacher compensation, unclear if Output does
- Input study focuses on district size adjustment, Output on school size and grade span adjustments



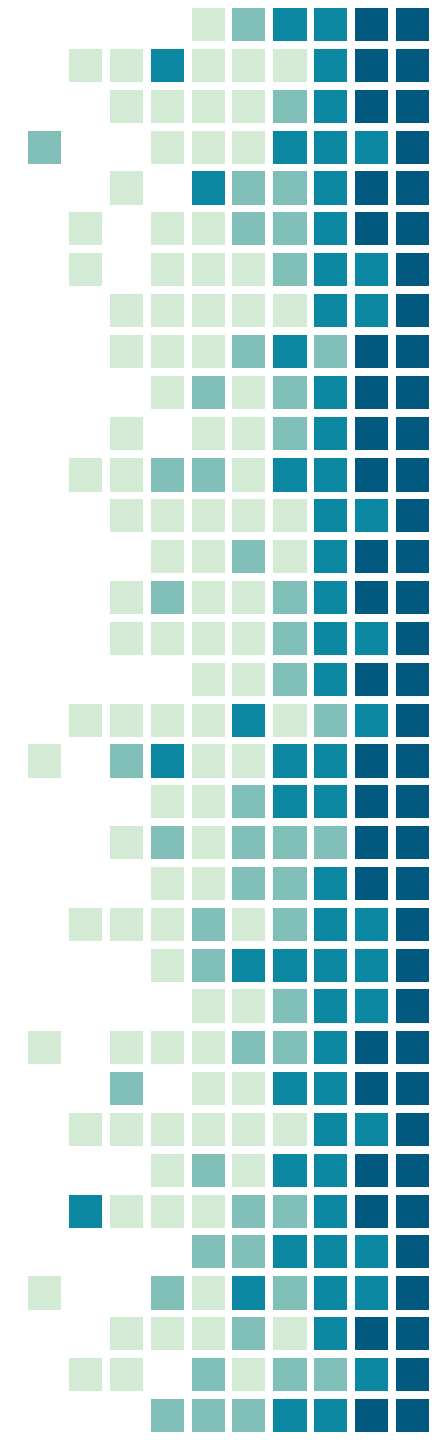
Common Themes

- Colorado's current funding is billions below what is needed to adequately serve students
- Teacher compensation is below what is needed
- Higher need districts/schools have lower performance and lower resources available
- Neither study recommends specific adjustments for locale



Key Differences

- Input provides resource base, Output only dollar figures and weights
- Output assumes secondary more expensive per pupil, Input assume elementary more expensive
- Output includes a number of funding cliffs, Input all smooth transitions



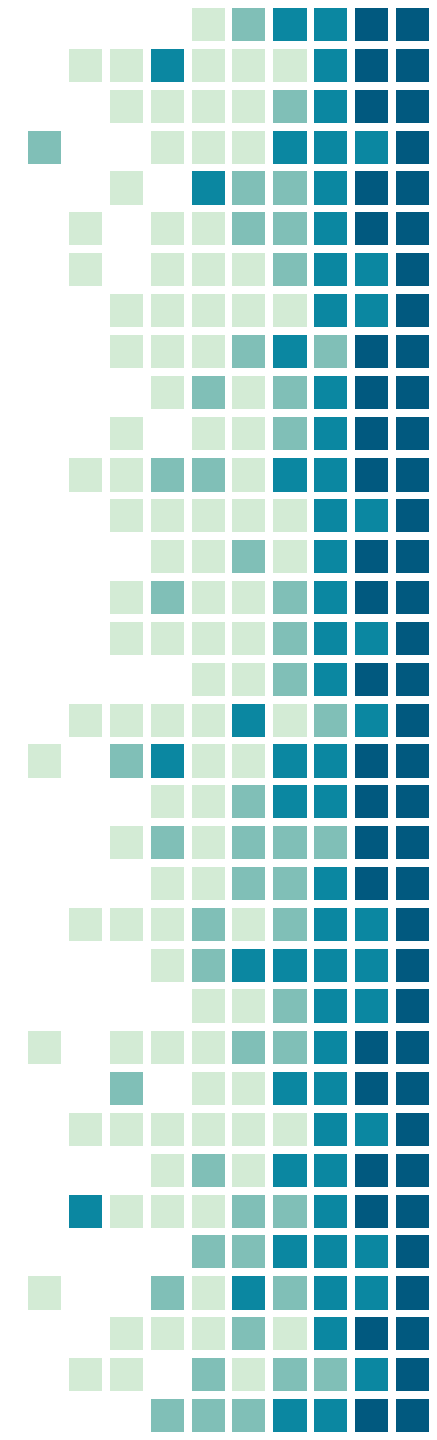
Comparison of Base and Weights (25-26 School Year)

	Parameters			Funding Amount 25-26 Dollars		
	Input Study	Output Study	HB-1448	Input Study	Output Study	HB-1448
Base	\$12,346	\$9,842	\$8,726			
At-Risk	0.35	1.07	0.25*	\$4,321	\$10,531	\$2,182
Special Education		1.20	0.25		\$11,810	\$2,182
Mild	0.44			\$5,432		
Moderate	1.10			\$13,581		
EL		1.28	0.25		\$12,598	\$2,182
WIDA 1&2	0.52			\$6,420		
WIDA 3&4	0.36			\$4,445		
WIDA 5&6	0.16			\$1,975		
* Also has concentration factor						
^ Severe special education fully state funded for Input Study						



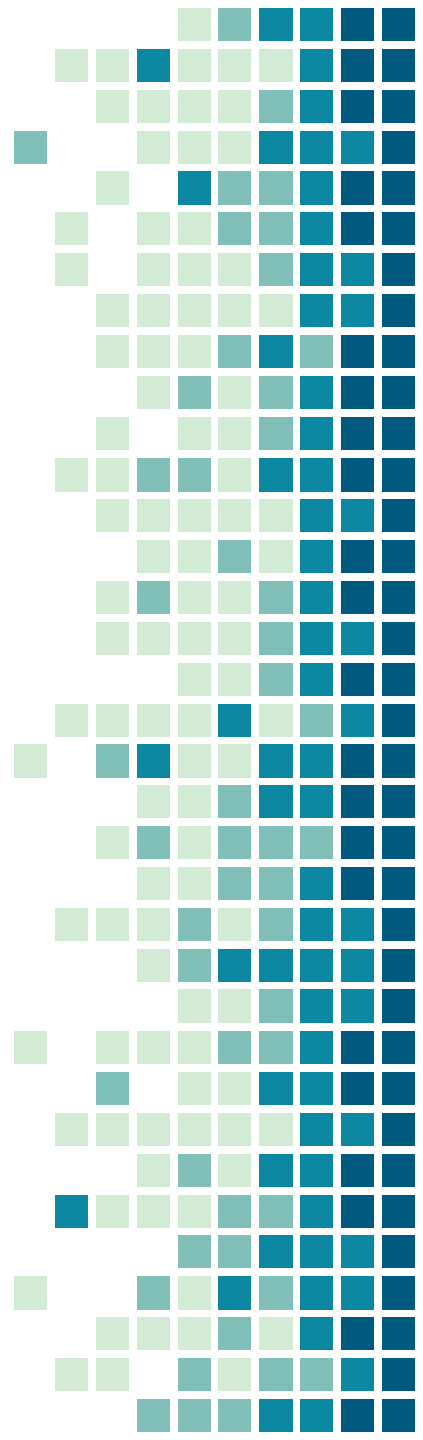
Total Program Funding and Categoricals

	Input Adequacy Model	Output Adequacy Model	24-1448 Full Implementation	Current Formula*
Base Funding	\$9,953,588,473	\$7,975,024,221	\$7,070,801,446	\$7,108,677,439
At-Risk	\$1,691,936,023	\$4,323,148,008	\$866,824,884	\$570,291,553
English Lanaguage Learners	\$323,534,805	\$861,661,442	\$142,793,027	\$57,342,842
Special Education	\$681,246,609	\$1,358,828,256	\$240,545,759	\$0
District Size	\$396,363,032	\$0	\$181,822,232	\$355,500,930
School Size	\$0	\$1,006,026,020	\$0	\$0
Grade Level	\$0	\$1,113,908,035	\$0	\$0
Cost of Living	\$0	\$1,471,581,080	\$1,437,093,324	\$1,473,107,804
Rural Schools	\$0	\$0	\$0	\$36,654,926
Locale	\$0	\$0	\$155,720,248	\$0
Additional Special Education Costs	\$532,000,000			
Additional Categorical			\$400,000,000	\$400,000,000



Total Program Funding and Categoricals

	Input Adequacy Model	Output Adequacy Model	24-1448 Full Implementation	Current Formula*
Total Program plus Categorical	\$14,023,482,407	\$18,422,854,816	\$10,808,605,930	\$10,329,428,661



Total Per Pupil Funding

	AIR - Output Adequacy		APA - Input Adequacy	
	Additional per Pupil	Total per Pupil	Additional per Pupil	Total per Pupil
Base	\$9,842		\$12,346	
At-Risk	\$10,531	\$20,373	\$4,321	\$16,667
Special Education (Output includes all students)	\$11,810	\$21,652		
Mild (Input)			\$5,432	\$17,778
Moderate (Input)			\$13,581	\$25,927
English Learners (Combine weight for comparison)	\$12,598	\$22,440	\$4,938	\$17,284



Various Scenarios for Mesa County Valley 51

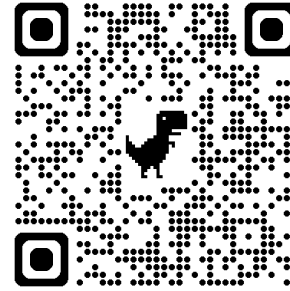
**Funding with Full Implementation of Recommendations from the Adequacy Studies
(Fall 2024 data)**

AIR Recommendation (% Increase)	APA Recommendation (% Increase)
68%	39%

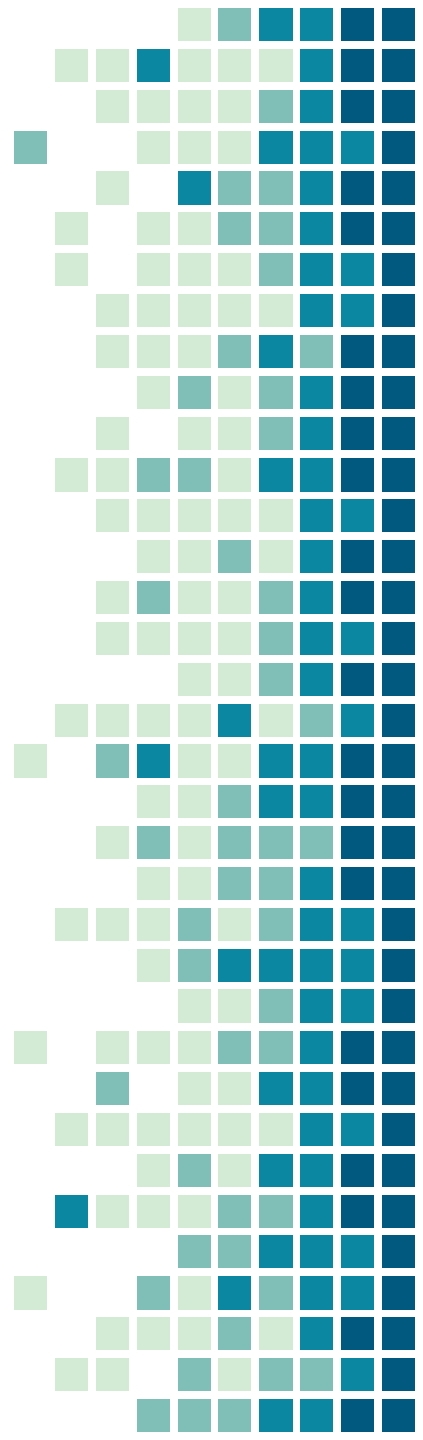
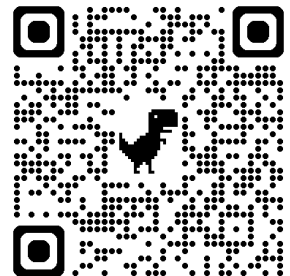


Adequacy Study Resources

Click [HERE](#) to find your district's fact sheet or scan



Click [HERE](#) to find your district's presentation or scan



THANKS!

Any questions?

Tracie Rainey

t.rainey@cosfp.org

303-860-9136

Stay connected

- <https://cosfp.org/>
- [@COSFP](#)
- [Colorado School Finance Project - Facebook](#)

Strategic Priority Update - April 1, 2025



TRANSPARENT AND EFFECTIVE RESOURCE ALLOCATION

Objective: District 51 leadership will allocate resources through a lens of fiscal responsibility and in alignment with the district strategic goals.

Resource Allocation Team Members

Ashley Zhang, Clint Garcia, Dan Bollinger, Dan Prinster, Eddie Mort, Jennelle Ochoa, Keegan Pfeiffer, Mandy Budd, Melanie Trujillo, Rachel Talley, Tony Marsh



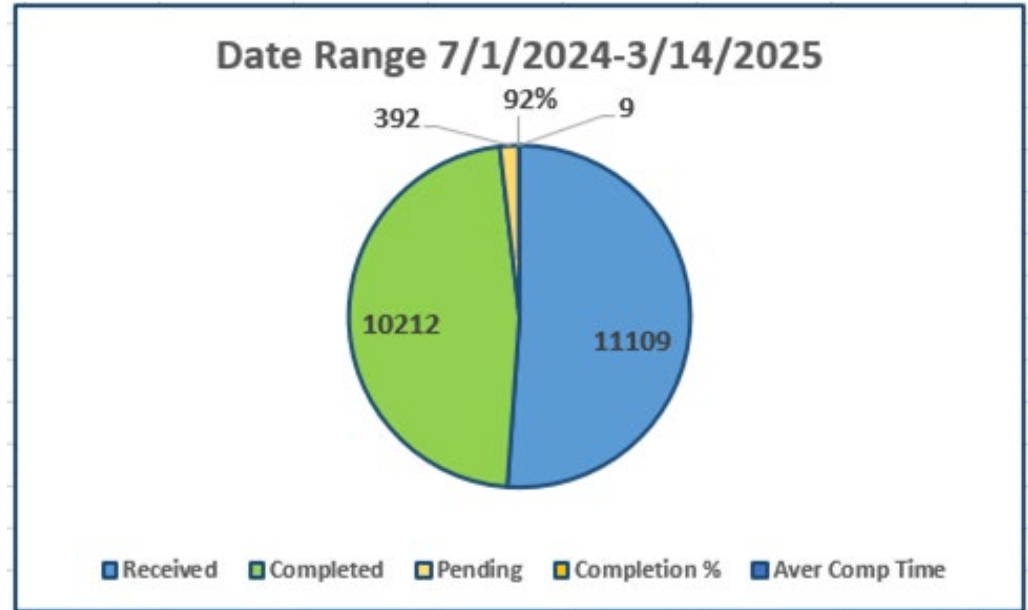
“Looking Back”

Facilitron

- Facilitron has been used to capture our work order and spending data.

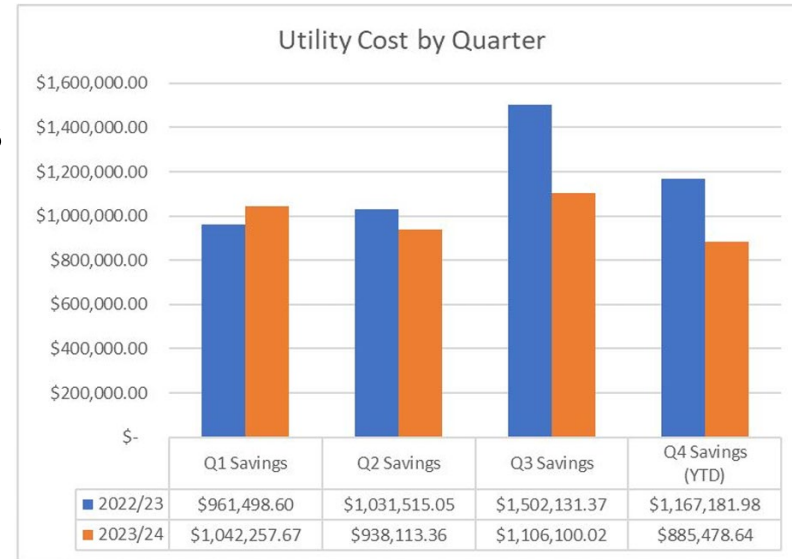
- Maintenance/Trades Work Orders:

- Total work orders
- Completed
- Pending
- Time of Completion



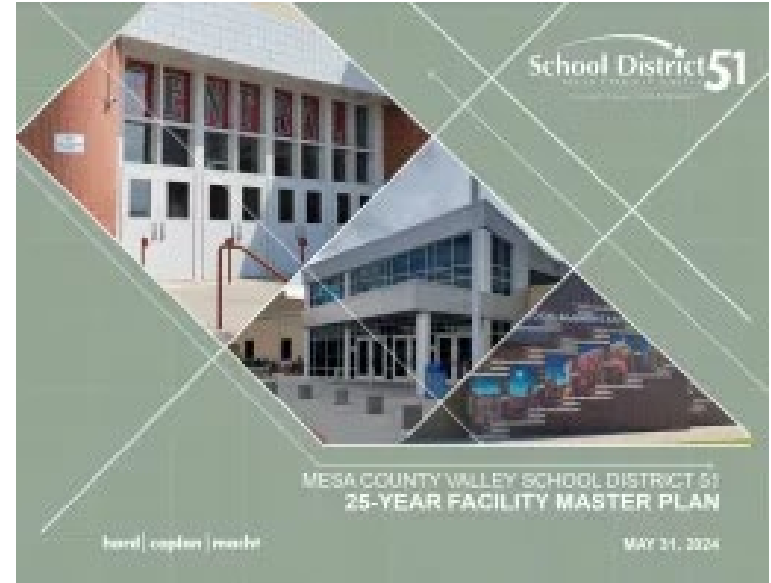
Energy Management

- Utility Cost Savings **\$452,523** (FY 22/23)
 - Achieved through - Billing Auditing
 - Strategic Scheduling of HVAC systems
- Continued work to find additional savings.



Facilities Master Plan

- Completion of a 25 year Facilities Master Plan
- Analyzing data from 47 buildings
 - Building Condition
 - Educational Adequacy
 - Building Utilization





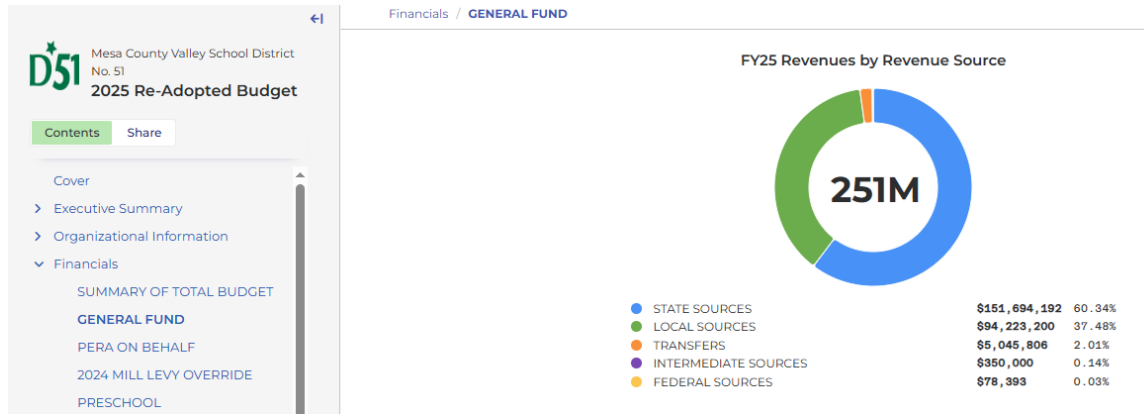
“Current Year Focus”

Capital Budgeting

- **Clear, School-Driven Application Process**
Schools apply for funding based on set criteria and deadlines.
- **Cross-Department Review Committee**
A 7-member team evaluates projects for impact, safety, urgency, and value.
- **Annual Timeline for Awards & Projects**
Applications open in October, funds awarded in January, projects start by spring.
- **Supports a Wide Range of Projects**
\$230K in 2024–25 for safety, tech, upgrades, and facility improvements.

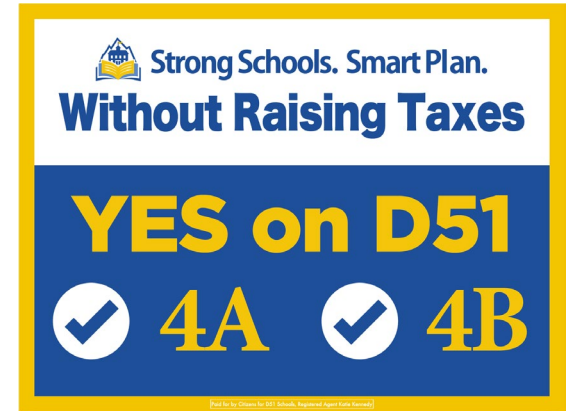
Digital Budget Book

- Launched in January
- Available on the District's Financial Transparency website
- Enhanced usability of the District's budget and visual presentation of information
- Improved accessibility for multiple languages and viewing on mobile devices



Bond & MLO

- Consistent communication across all channels emphasized the benefits to our community
- District leadership, board members, and community advocates worked in sync
- Regular updates, open forums, and clear communication with stakeholders





“On Hold”

Timing and Funding Concerns

- Two projects planned for this year are currently on hold, but we are still committed to the work when funding allows
 - Redesign of the budget request process to align with Strategic Plan goals
 - Funding challenges next year will significantly reduce the possibility of funding requests
 - Differentiation of school budget allocations to reflect student populations
 - Funding challenges also prevent the implementation of this priority at this time
 - New money won't be available, meaning we would just be reshuffling current allocations



“Moving Forward”

Transparency for Bond Funds

- Currently developing a transparency webpage to track utilization of Bond funds to the building and project level
- Similar to what was developed for the 2017 Bond
- Public will be able to see dollar by dollar the investments made in their schools as projects are completed

Enhanced Transparency and Communication

- Commitment to transparency is ongoing
- Remained focused on continued improvements and regular communications

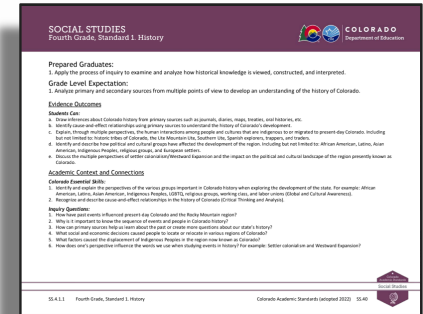


Questions...
Comments...
Discussion...

4th Grade
Social Studies
Recommended
Resource Adoption

Why 4th Grade IRST

- The adoption of the Colorado State Social Studies Standards in 2022 and with 1/3 of the districts buildings taking the CMAS this spring; teachers have asked for supporting instructional materials to teach with the D51 Inquiry Units.
- The last primary adoption was *A Rendezvous with Colorado History* © Sterling Ties Publications, 1999 and *The Story of Colorado* 1979 (Purchase Dates Unknown)
- Colorado State Academic Standards for 4th grade are specific to Colorado in theme.
 - This created an important motivation to identify resources that authentically align with our standards and content focus to further support our students to reach mastery of the standards.



Our 4th Grade Instructional Resource Selection Team

Laurel Ward (4th Grade) - Thunder Mountain Elementary

Alisha Bazaou (Special Education) - Pear Park Elementary

Malissa Squires (4th Grade) - Appleton Elementary

Mandy Jarman (4th Grade) - Tope Elementary

Shelly Smith (4th Grade) - Pomona Elementary

Stephanie Zimmerman (4th Grade) - Tope Elementary

Brittney Bristol (4th Grade) - Monument Ridge Elementary

4th Grade IRST TIMELINE



Vet Resource Samples 1/23

Reground in the standards and Vision, finalize selection rubric, use rubric to narrow scope of evaluation

Finalize Choice 2/26

Final meeting to finalize our recommendation for adoption



1

2

3

4

Launch 12/18

Grounding and preparing for our selection process

Vendor Presentations 2/19

Top 3 Vendors present. Chose our top 2 or 1.

Synthesized Roles and Responsibilities In Alignment with the Standards

History

4th grade History standards emphasize developing historical inquiry skills and a comprehensive understanding of Colorado's history within the broader context of United States history. Students are expected to analyze primary and secondary sources from multiple perspectives, construct timelines, and identify cause-and-effect relationships to comprehend Colorado's development, including the interactions between various cultural groups. The standards require critical thinking skills, encouraging students to examine historical events from multiple viewpoints, understand complex issues like settler colonialism and Westward Expansion, and make connections between historical events and present-day Colorado. Literacy, requiring students to conduct research, evaluate sources, and effectively communicate and technology.

Geography

4th grade Geography standards emphasize developing geographic skills and understanding the relationship between Colorado's physical environment and human activities. Students are expected to use various geographic tools, including maps, latitude and longitude, and other resources to analyze how goods, services, and human activities are distributed across the state. The standards encourage students to use geographic tools to analyze how goods, services, and human activities are distributed across the state, encouraging students to use geographic tools to analyze how goods, services, and human activities are distributed across the state.

Teachers...	Building Leaders...	I Wonder...
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What are key roles and responsibilities you are taking away from your analysis?

- We need to identify what the standards are asking students to know and do in order to better identify a resource
- Our resource that we select needs to be as comprehensive as possible to address all of the needs across the contents of Social Studies
- Utilizing HMH to support Colorado History and ELA
 - Possibly advocating for changing readings about Florida based historical sites and events to Colorado? (Outside of out scope and roles, but could be a proposal to the ELA specialist and curriculum team)
- Building leaders should be updated and help provide time for proper planning and instruction of social studies content and skills aligned to mastery of the standards.

Civics

4th grade Civics standards emphasize understanding the functions of critical thinking skills and skills, such as orally and in writing.

<p>Teachers...</p> <ul style="list-style-type: none"> • Have background knowledge on current civic topics in Colorado • Model research skills • Understand diverse perspectives on policy issues • Teach about civic participation and different levels of government 	<p>Students...</p> <ul style="list-style-type: none"> • Create projects demonstrating civic knowledge and critical thinking • Understand policy debates • Comprehend relationships between different levels of government (local, state, and national) 	<p>Building Leaders...</p> <ul style="list-style-type: none"> • Observe student in formation • Review research variety of civic policy 	<p>Teachers...</p> <ul style="list-style-type: none"> • Model decision-making skills for financial well-being • Illustrate goods/services processes and resources in Colorado • Create opportunity cost experiences 	<p>Students...</p> <ul style="list-style-type: none"> • Analyze choices and long-term consequences • Learn how to respond to incentives • Understand production of goods/services and resource influence on state economy 	<p>Building Leaders...</p> <ul style="list-style-type: none"> • Support development of decision-making skills related to incentives and financial well-being • Assist students in analyzing choices and consequences 	<p>I Wonder...</p> <ul style="list-style-type: none"> • Availability of resources on Colorado's use of resources, goods, and services
--	--	---	---	---	---	---

A Guide to Look for the right resource...

Vision statement was created by grounding in the rigor of our state standards and supported by roles of students, teachers, and building leaders, and the mission and vision of D51:

In our 4th grade social studies classrooms, we **cultivate curious, empathetic learners** through vibrant, **multisensory experiences** that bring history, geography, civics, economics, and personal financial literacy to life. Our dynamic, inclusive environments inspire students to engage in collaborative, hands-on activities, lively discussions, and researched based diverse learning displays, fostering critical thinking and communication skills by integrating technology and community partnerships. We **engage, equip, and empower young citizens** to value multiple perspectives, connect the past to the present, and **see themselves as active participants in our world's ongoing story** , prepared to shape a better future.

Rubric

01

Overarching Considerations

Addresses the state standards, D51 TLF and Mission/Vision, and whole child development

02

4th Social Studies Specific

Addresses 4th Grade social studies content and skills, inquiry, and diverse learning experiences directed by Colorado history, geography, civics, and economics/personal financial literacy

04

Assessment

Addresses assessment of knowledge and literacy/content skills, feedback and self assessment opportunities.

05

Technology

Addresses support and alignment with physical resources, diverse/english language learner supports, and media/digital literacy practices

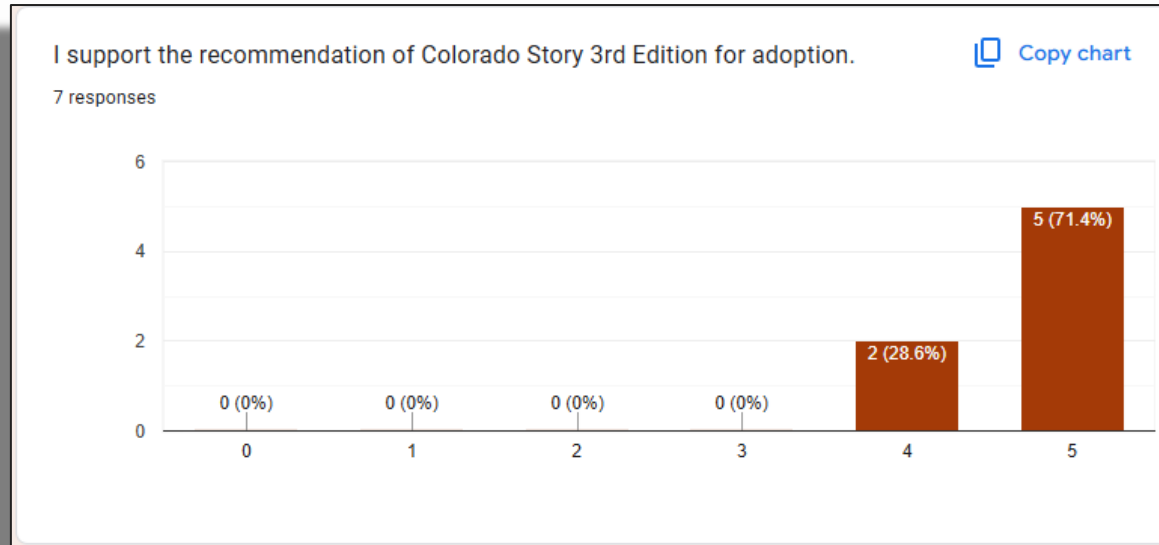
Initially Vetted 6 Resources

1. Discover Colorado: People, Places, and Time
2. Colorado Story 3rd Edition
3. Exploring Colorado Social Studies
4. Young Citizens Colorado
5. Studies Weekly Colorado
6. My World Social Studies Colorado

We used our criteria to create a compatibility spectrum with the resources:



Consensus Vote



The team was strongly in consensus of recommending *The Colorado Story 3rd Edition* for adoption in D51.

Rationale: Student and Teacher Supports

- Offers both digital and print options, giving teachers flexibility in content delivery and students multiple ways to engage with materials
- Aligns with D51's goals and mission while providing rigorous, complex content that highlights multiple perspectives throughout Colorado's history
- Supports differentiation through "dig in" and "dig deeper" questions, highlighting/reading text features for struggling readers, and personalized digital platform options
- Offers teacher-friendly resources including correlation guides, pacing guides, hyperlinked navigation, and downloadable slideshows
- Enhances classroom communication through interactive features like virtual sticky notes that allow students to send exit tickets directly to teachers

Rationale: Social Studies Content and Skills

- Includes diverse assessment options: accommodation tests, document assessments, short answer, and self-assessments with strong "I can" statements
- Provides opportunities for students to engage with primary and secondary sources, enhancing critical thinking and evaluation skills
- Builds important social studies skills such as map reading, geography knowledge, and communication through discussions and activities
- Includes engaging, collaborative projects and inquiry-based units that spark curiosity and student interest
- Combines with museum/external partnerships to create a comprehensive, high-quality learning experience that extends beyond the textbook

Rationale: Cross Curricular Connections

- Features career connections that can be linked to ICAP and STEAM career exploration at the 4th grade level
- Integrates reading, writing, and communicating standards, strengthening literacy skills including comprehension and critical thinking
- Provides cross-curricular connections with a correlation guide that maps Colorado Social Studies standards in a spiral design
- Follows a learning process similar to the current ELA resource, creating familiarity and consistency for both teachers and students

PL Needs & Implementation Ideas

Initial Resource Training Summer -Fall 2025:

- Summer Institute Kickoff - two-day (27-28/29 -30) introduction to The Colorado Story
 - Comprehensive overview of physical and digital components
 - Hands-on exploration with guided facilitation of the resource
 - Integration with existing 4th grade curriculum in alignment with Colorado Academic Standards
 - Implementation plans and possible revision of inquiry units to ensure a strong start for implementation
- Back-to-School Resource Orientation
 - Before school starts (if possible) during inservice or leadership academy
 - Focus on immediate implementation needs for first quarter
 - Distribution of quick -start guides and essential materials
- Digital Resource Library/Drive
 - Curated collection of vendor -provided PL videos (if available)
 - On-demand access for just-in-time learning

PL Needs & Implementation Ideas

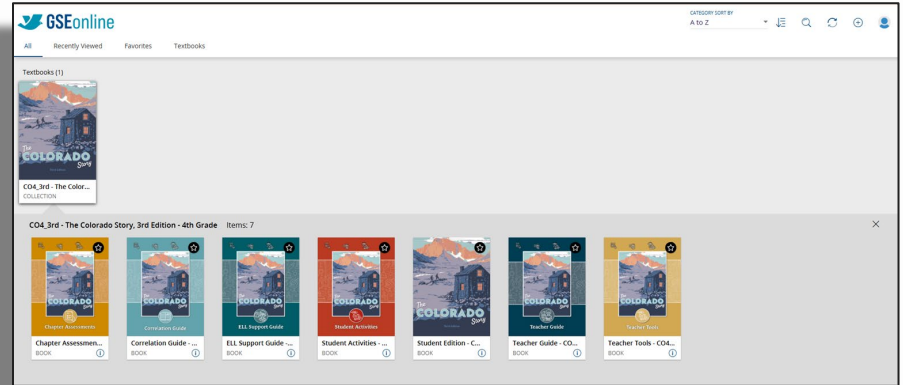
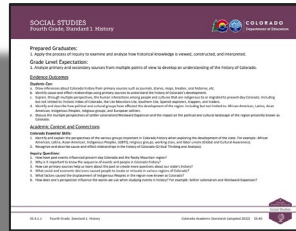
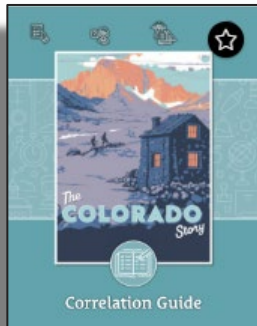
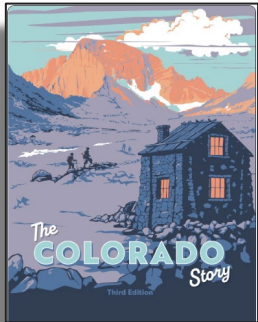
Ongoing Support Structure

- Learning Community Sessions
 - Dedicated time for 4th grade teams during existing LC meetings
 - Focus on upcoming units and addressing implementation challenges
- Quarterly Deep Dives
 - Half-day release time each quarter
 - In-depth exploration of upcoming resource components
 - Collaborative planning for differentiation and assessment
- District Friday PD Mini-Sessions
 - 45-minute focused sessions during district PD Fridays
 - Rotating topics based on teacher feedback and observed needs
 - Practical classroom application strategies

Community Open House

March 4, 2025

We invited the community to an open house to review *The Colorado Story 3rd Edition*. Community members had the opportunity to view the 4th grade standards, The physical copies and digital platform of the resource, and correlation guide (standards aligned lessons throughout the resource).



Community Open House Feedback

“Reasonable amount of materials. This allows teachers to add or adjust their instruction. Excellent materials to support becoming a better reader, goals, vocabulary, check in, dig deeper, and revisions.”

“GSE online supports for ELL and Special Education students. Supports D51 curriculum well with detailed information in the chapters that are aligned with the standards.”

“The Colorado Story will help mold good humans.”

“Wonderful resource- if the teachers are able to impart the values and spirit embodied in this program, we will have wonderfully prepared adults!”

“I like the reference to primary and secondary sources. This seems like a great resource. I like the diverse perspectives and modern history lessons in the resource.”

Approximate Cost of *The Colorado Story*



Resources ~\$185,500

6 Year Digital Licenses Teacher and Student and the physical resource



Professional Learning ~\$12,000

Negotiate for a custom PL package to amplify implementation and continued professional learning for our system.



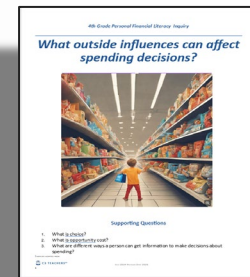
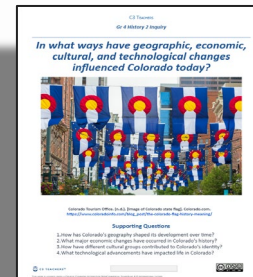
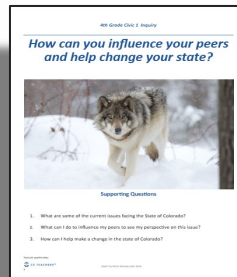
Total Investment ~ \$200,000

Recommendation for adoption *The Colorado Story 3rd Edition*



The resource our team is recommending for adoption is *The Colorado Story 3rd Edition* © 2024 Gibbs Smith Education. The team valued the resources authentic learning experiences and its alignment with our standards. The team also felt this resource will support and grow our student towards mastery of the standards with supports of our current UCIA.

Social Studies Inquiries



SENIOR YEAR ELA CREDIT

D51 ELA PATHWAYS & INSTRUCTIONAL RESOURCE SELECTION

D51 BOARD OF EDUCATION PRESENTATION

APRIL 1, 2025



Scope of the Adoption

Comprehensive English Language Arts instructional materials aligned to Colorado Academic and Common Core Standards with research-based instructional design, reading and writing integration, and strong Tier 1 supports for all learners. Supports a one-semester twelfth grade core composition and literature course (currently Modern Lit/Comp or British Lit/Comp) which serves between 60-70% of 12th grade students.

Last Adoption:

Elements of Literature: British ©2003

Elements of Literature: World © 2003

Adventures in Modern Literature ©1970



12TH GRADE OPTIONS

POSSIBLE PATHWAYS FOR OUR PATHWAYS WORK



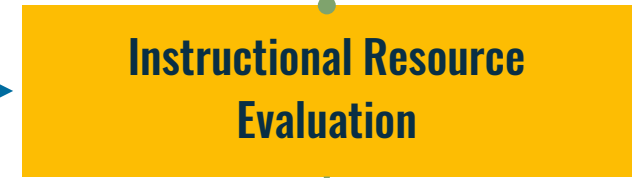
Exploring the existing pathway to identify needs--likely driven by our non-negotiables and the needs of identified student populations



Exploring the field of possible options--likely driven by our non-negotiables--**adding** based on needs of identified student populations



Naming non-negotiable common assessments and desired results for any identified 12th GR course option lacking UCIA clarity



Appraising by deeply studying with evaluation criteria, rubrics, frameworks & standards

Committing to a selection based on D51 Evaluation Rubric: categories, criteria met, and evidence of look-fors

PART 1 TIMELINE: CREDIT & PATHWAY

01

Nov 11

Launch meeting for grounding in purpose & vision

02

Nov 19 12-4

Study data and course descriptions to identify needs of pathway

03

Dec 5 12-4

Finalization of credit options for revised pathway and consensus voting; creation of rationale

04

Jan 9 4-6

Culmination of part 1 work to create guidance for pt. 2, including resource selection criteria

Pt.
2


Jan-Mar

Draft 2-3 common assessments as framework for 3 six week units
Identify high quality supporting resources for adoption recommendation

Voting members

REPRESENTATIVES

Members of the team, in consultation with stakeholders, will determine the course options available for senior year required core credit and will survey available resources and make a recommendation for adoption based on the needs of our D51 Graduate Profile and the Common Core State Standards.



Darcy Stanco	ELA Teacher, FMHS
Vanessa Hayward	ELA Teacher, FMHS
Coral Knox	ELA Teacher, PHS
Sutton Casey	ELA Teacher, R-5
Molly Pietroski	SPED Teacher, PHS
Megan Read	ELA Teacher, GJHS
Stacey Keever	Counselor, GJHS
Lisa McCall	CLDE Coach
Newt Klusmire	Principal, FMHS
Carla King	ELA Teacher, GJHS
Jon Burke	Counselor, PHS



Rationale for New D51 ELA Pathway Options

Key points for expanded options in pathway

- Creates more opportunities to offer the robust options named in our D51 Strategic Plan
- Schools afforded flexibility and autonomy in expanding programming to best fit school's vision
- Equity created in expanding ELA credit opportunities
- Gives student more voice and choice and purposeful learning aligned to their post-graduation pursuits and passions

Key points for one core comp/lit 12 course



- Create a UCIA that offers teachers flexibility and autonomy within literature content but focuses on relevant skills & experiences for seniors
- Allow for equity in college & career readiness for students not in more rigorous path
- Available high-quality resources offer teachers a wealth of grade-level text to choose from supported by a high quality resource adoption,
- Affords the clarity, equity, and fidelity that common assessments can provide for both D51 graduate outcomes
- Better collaboration opportunities among senior year teachers as a learning community, as well as with supporting co-teachers (SPED & CLD)
- Continuity across the district will better support transfer students and their teachers.

**This was the final rationale as presented to CRGC
Jan 2025**

PART 2 TIMELINE: UCIA & RESOURCES

05

Jan 21 (Tues)

Update course descriptions; priority review and common assessment pitch narrowing; resource options review--selection criteria

06

Feb 6 12-4

Study resources for support of common assessment vision and content flexibility for teachers; vendor presentation?

07

Mar 5 12-4

Vendor presentation to finalize resource recommendation for adoption; plan PL for March in-service around common assessments; potential novel adoption?

08

Mar 26 4-6

Finalize UCIA and supporting documents; design professional learning for Summer Institute and launch in August

PL

May 29-30

Summer Institute for interested SPED, CLD and ELA teachers to collaborate around UCIA and new resource for 12th grade Comp/Lit

MAJOR OBJECTIVES:

Draft 2-3 common assessments as framework for 3 (six week) units

Identify high quality supporting resources for adoption recommendation

03/13 Inservice

Opportunity for PL on common assessments for 12th grade



Voting members--Part 2

REPRESENTATIVES

Members of the team, in consultation with stakeholders, will design UCIA framework for Comp/Lit 12 course and will survey available resources and make a recommendation for adoption based on the needs of our D51 Graduate Profile and the Common Core State Standards.

Sutton Casey

ELA Teacher, R-5

Darcy Stanco

ELA Teacher, FMHS ELA

Pete Ray

Teacher, FMHS ELA

Coral Knox

Teacher, PHS

Jillian Geis

ELA (SPED) Teacher, PHS

Megan Read

ELA Teacher, GJHS SPED

Bonnie Bradshaw

Teacher, GJHS CLDE

Lisa McCall

Teacher, CHS

Our best hopes for students of Comp/Lit 12



Reflections:

What are your **best hopes** for students who complete half of a year in Composition & Literature 12?

...finish the semester with independent writing skills, an appreciation for various socio-cultural perspectives and an interest in a varied of media & literary connections

...be effective communicators (spoken & written); able to research & know fact vs. "crap;" have critical thinking skills in order to make the world around them better

...be prepared, regardless of next steps; they hopefully can fill out apps, write essays, read books/manuals, evaluate source credibility, synthesize & summarize

...have guidance on how to evaluate informational text, read plenty of thought-provoking literature, engage in meaningful and respectful discussions, and have choice in the literature they read

...be empowered to reach into their futures with confidence and a sense of ability to communicate their thinking with a sense of their impact on the world.

Draft of Comp/Lit 12 Course Description

Embark on a journey to explore literary periods ranging anywhere from the Anglo-Saxon era of British Literature to the Modernist age in Composition & Literature 12! This course invites you to explore how great works reflect and challenge the times that produced them. You'll develop crucial skills that extend far beyond the classroom - from crafting powerful arguments and conducting meaningful research to engaging in thought-provoking discussions about literature that still resonates today.

Through a blend of classic works and contemporary texts, along with readings of your choice, you'll sharpen your ability to think critically, communicate confidently, and evaluate information in our complex world. Whether your path leads to college, career, or community engagement, you'll leave equipped with the skills to express your ideas effectively and make a positive impact.

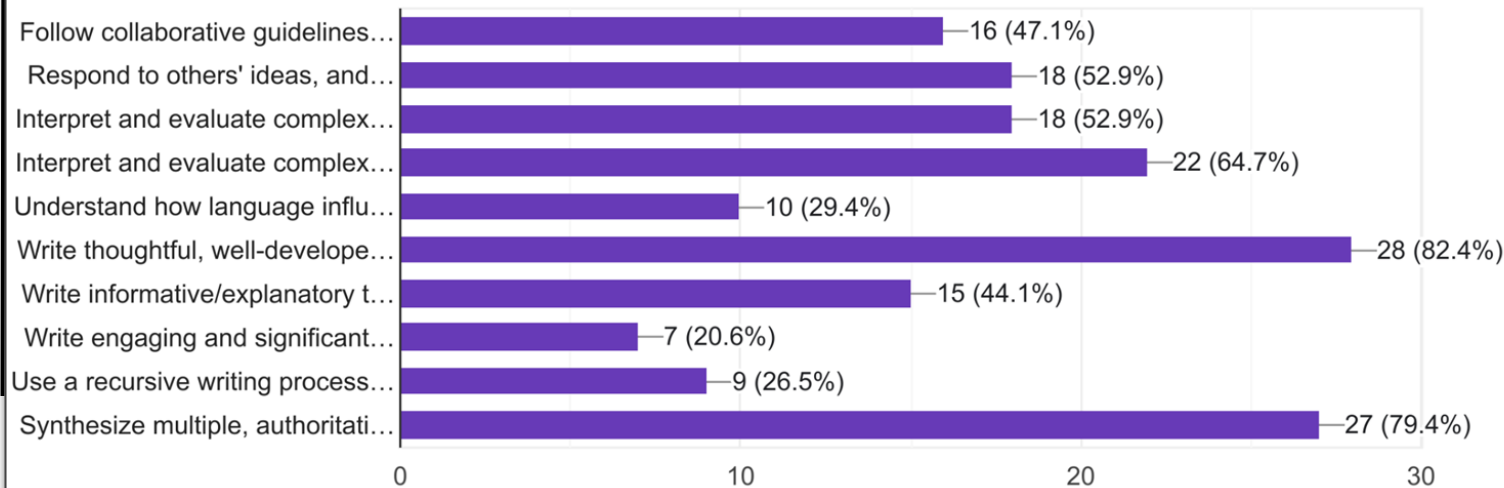
This dynamic class emphasizes student choice, diverse perspectives, and real-world connections, helping you become not just a stronger reader and writer, but an empowered, thoughtful participant in our global conversation.



CAS PREPARED GRADUATE & GRADE LEVEL EXPECTATIONS FOR 12TH GRADE-- D51 TEACHER TOP 5

Of the ten Grade Level Expectations for twelfth grade as listed in our Colorado Academic Standards (Prepared Graduate Vertical Progressions), which...ommendations by marking each with a check mark.

34 responses



1. Collaborate
2. Listen, evaluate and respond
3. Complex literature
4. Complex informational text
5. Language influence on comprehension of narr, arg, and info text
6. Write arguments
7. Write info/explanatory texts
8. Write narratives
9. Recursive Writing Process to Produce, Publish, Respond to Feedback
10. Synthesize for research projects





COMMON ASSESSMENTS FOR YEAR 1 IMPLEMENTATION

→ 12th Grade ELA Research-Based Argument Project: Does Literacy Matter?

→ FICTION Panel Discussion -OR-
NONFICTION Panel Discussion

→ Literary Analysis Project: A Story Across Time

These guidelines outline three performance-based common assessments designed by this team in alignment with the Colorado Academic Standards prioritized in teacher feedback.

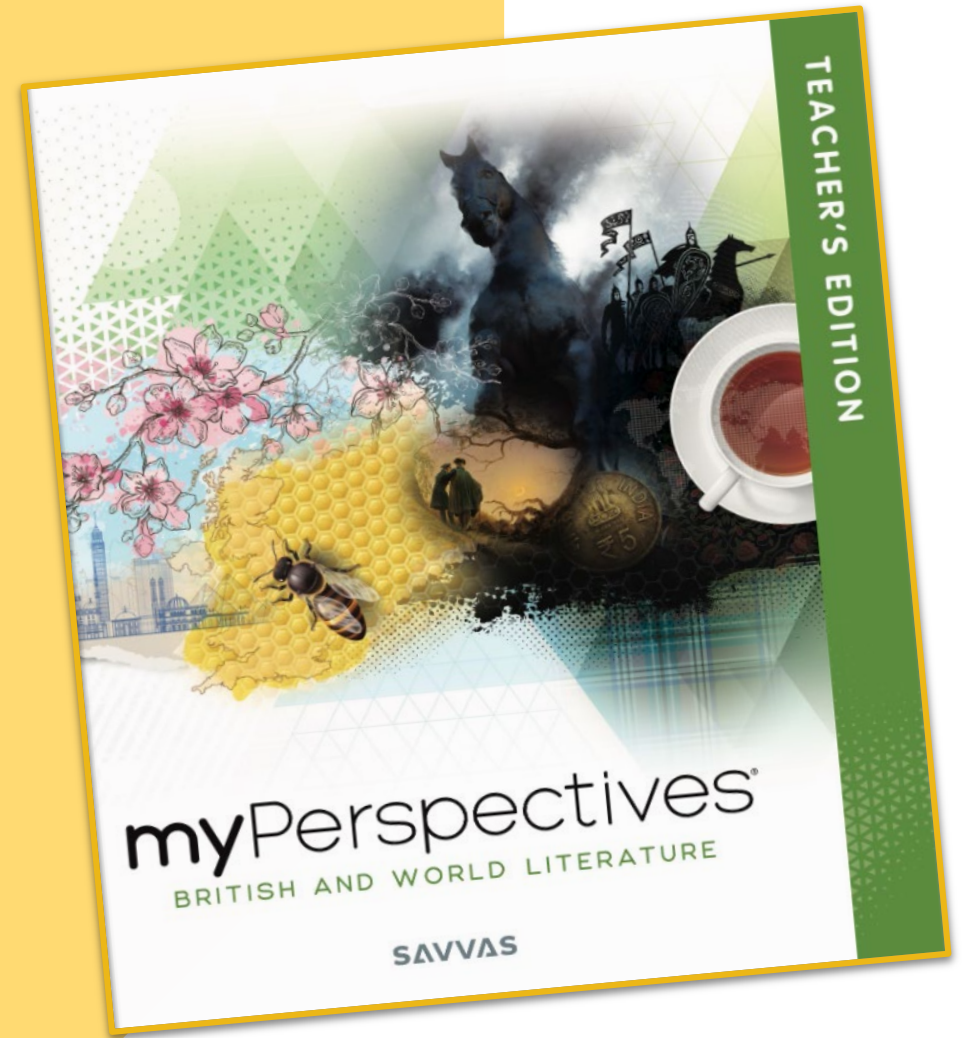
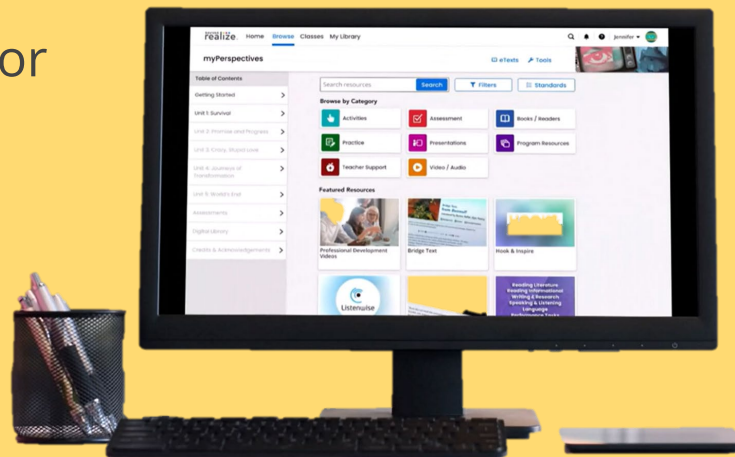


RECOMMENDED RESOURCE

Savvas myPerspectives: British & World Literature ©2025

Hybrid model:

- Classroom sets of hardcover student editions
- Digital Licenses for Savvas Realize



Rationale Highlights

- Rigorous, standards-aligned learning experiences.
- Meets vision of **D51 Strategic Plan, Graduate Profile, and D51 Teaching and Learning Framework.**
- **Full 6-12 alignment of ELA core resources**, offering opportunity for vertically-aligned curriculum and professional learning opportunities, as well as avoidance of redundancies.
- Design meets needs of both veteran and novice teachers offering **systematic and explicit instruction for reading and writing and language**, as well as many opportunities for **speaking and listening within each unit.**
- **Flexibility** and **teacher autonomy** but also **alignment** and **consistency** with a wealth of texts and instructional activities and additional assessments teachers can draw from to help **support mastery of our common district-created UCIA performance assessments and student outcomes.**
- **Effective and efficient implementation** due to **familiarity** with digital platform navigation as well as gradual-release structures.
- Student opportunity to **ponder own futures and cultures through the lens of literature**
- **Engages** adolescent learners through interdisciplinary videos, relevant themes and essential questions, and some innovative performance tasks, while **offering avenues of study** within traditional British literary periods but also among world & contemporary texts.
- TIER 1 **instruction personalization** for inclusive and differentiated teaching and learning.



Pre-negotiated Costs

Professional Learning

Year 1 Vendor Implementation Support:
Sawvas myPerspectives = ~\$8,000

- Vendor supported facilitation for (re)launching curriculum at district-level learning events
 - Summer Institute
 - August, October, January, March in-service days

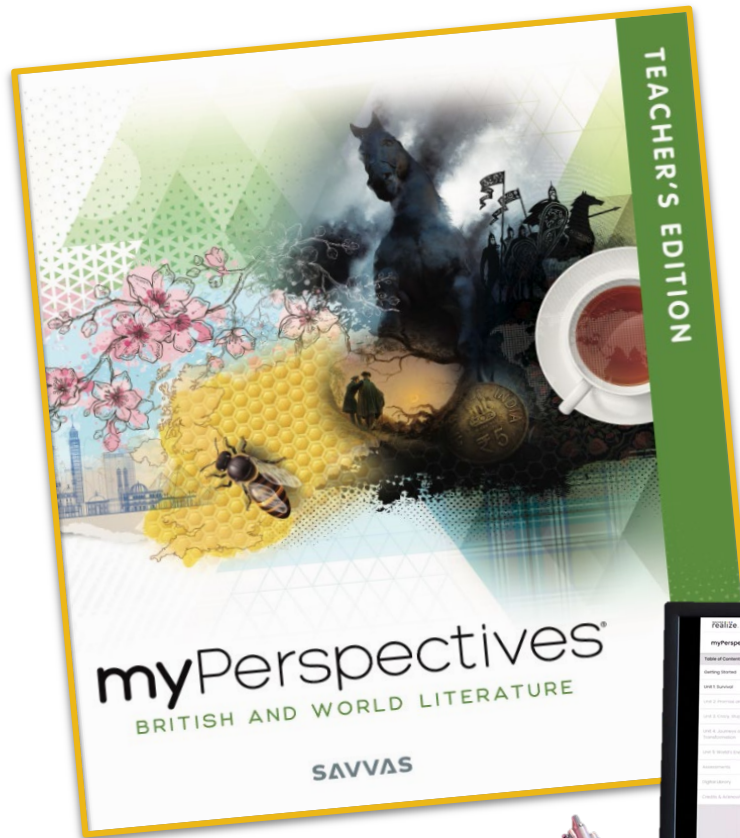


Resources

- **Teacher Resource Materials = \$0**
 - Incl. gratis w/purchase of student editions
 - 30 teacher editions per grade level, including editions for special education teachers
- **Student Resource Materials = ~\$167,000**
 - **550** myPerspectives 2025 Hardcover Student Editions
 - **750** total digital licenses + Revision Assistant (six-year license)
 - **Two novels** per student edition license included in cost (1,500) = \$0
- **Shipping Fees = ~\$9,850**

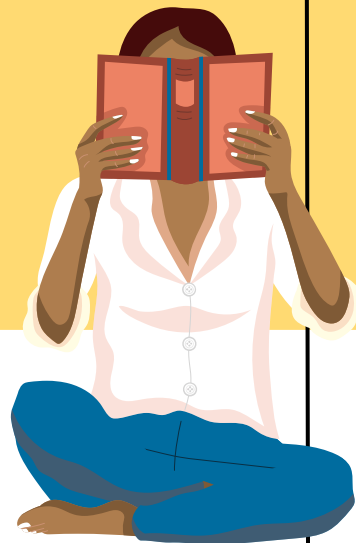
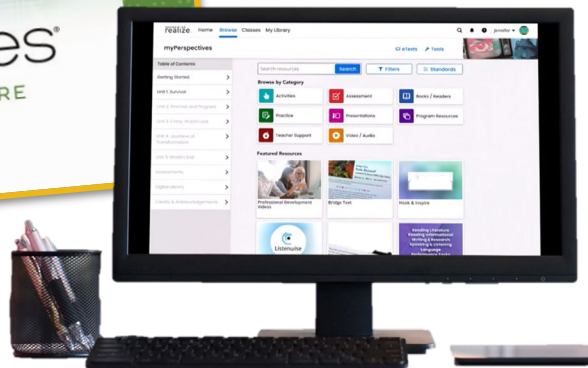
TOTAL INVESTMENT = ~\$184,000

TEACHER ACCESS



We hope to offer early professional learning in a two-day Summer Institute in late May, but also to have teacher editions deliverable in early May.

For now, teachers have access to the Reviewer page and access to the digital demo account.



PL Needs & Ideas for Implementation

- Digital refresher as well as a deeper dive for those familiar with myP but not fully harnessing it yet
 - ✓ Highlight “deep cuts” alternate texts, supports, media, etc.
- Backwards plan with strategies modeled for a specific unit
- Familiarize with scaffold and best practices in use of them
- Focus on vertical alignment--show progression of skills (not just reading content); specifically the 11-12 grade connections or gaps
- Collaborate on course opening/introduction to set tone for seniors reflecting on future & next steps for their lives and continued literacy
- Collaboration for backwards planning that celebrates and taps into teachers’ shared previous successes




Here the team captured their current best thinking about what they and their colleagues would need for support to effectively begin a year one implementation.



Elementary School Closure Update

April 1, 2025



Transition Process and Timeline for Closing and Receiving Schools

- **Academics**
 - **Operations**
 - **Human Resources**
-

Mission and Purpose of Closure Processes

We are committed to addressing the adaptive challenges of the school closure process with empathy, collaboration, and student-centered focus. By fostering unity and transparent communication, we will guide our community through the loss, learning, and reinvention necessary to ensure a transition that prioritizes what is best for students.

Closure Phases

I
Jan/Feb

Building Empathy & Understanding

- Defining Success for both Closing and Receiving Communities
- Finalize Enrollment & SOC for staffing and hiring
- Student & Staff Transition planning

II
March/
April

Planning & Implementation

- Welcoming & Culture building activities continued
- Positions Posted & Hiring
- Initial steps toward moving and organizing physical spaces

District Supports for Closing and Receiving Schools

- Meetings with closing or receiving schools, initially alternating between closing and receiving with district personnel each week and is now together.
- Weekly Senior Leadership meetings to discuss closure updates and logistics
- Weekly meetings with Teaching and Learning & Student Services leadership to align supports (ILT)
- Weekly meetings with Operations and Teaching and Learning staff for logistics planning
- Weekly meetings with Site Directors and Building Principals

Human Resources



- Number of resignations/retirements across the system - 100
- Number of licensed positions posted since 2/18/25
 - Elementary - 81
 - Middle - 23
 - High - 12
 - Alternative - 5
- Number of licensed openings as of 3/28/25 by level
 - Elementary - 21
 - Middle - 16
 - High - 9
 - Alternative - 4

Human Resources



As of March 28, 2025 - Licensed Staff

- Number of resignations/retirements from closing schools - 5
- Number of staff from closing schools that have accepted a position - 41
- Number of staff from closing schools still actively seeking - 21
- Average number of interviews - 4
- Number of staff from closing schools who have not applied - 12

Human Resources



As of March 28, 2025 - Support Staff

Reminder: The majority of support staff positions are posted after spring break

- Number of resignations/retirements from closing schools - 3
- Number of staff from closing schools that have accepted a position - 27
- Number of staff from closing schools still actively seeking - 12
- Custodians and nutritional services employees will be reassigned in their department

Operations



- Scheduled delivery of 11,760 packing boxes to all closure and receiving sites by the completed EOD April 4th to support staff with moving materials.
- 11 dumpsters have been arranged at all sites to facilitate efficient site clearance. We have also provided carts, and plastic totes to assist with moving.
- Support teams have been working together to create clear timelines and share updates across departments. Warehouse, Facilities, IT, Purchasing, Custodial, etc...
- Instructional and Operational teams hold planning sessions weekly to align timelines, storage needs, and transition support.
- Continued coordination between bond work projects, closure, and receiving school logistics.

Operations (Next Steps)



- Staff final Workday set for May 20, and staff final packing day set for May 22, giving teams dedicated time for closure duties and packing.
- 46 Conex boxes have been mapped and allocated for delivery to school sites to store materials while work is in progress.
- Large furniture and curriculum moves will begin May 23.
- Purchasing will host book giveaway from June 11 - 14.
- All efforts are focused on ensuring a smooth transition and readiness for the upcoming school year.

71	13
DESTINATION SCHOOL CODE	DESTINATION ROOM NUMBER
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NAME (LAST, FIRST INITIAL OR PLACE OF ORIGIN)	
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X	5
TITLE (Check if yes)	CONNEX (TEMP STORAGE LOCATION)

So many boxes with so many destinations

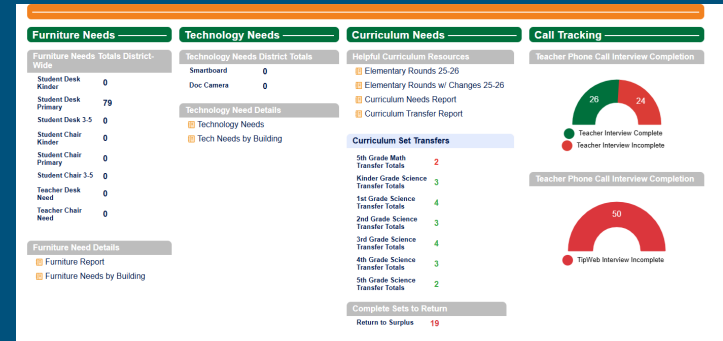
Academics & Student Services:

- Supporting schools in continuing teaching and learning for the 24-25 SY
- Moving preparations for closing schools and preschool classrooms that are being relocated to Nisley
- Supporting schools with inventory and transferring curriculum, Title I funded items and all other classroom materials.
- Building Transition Teams meeting on a regular basis to support and guide their school's transition activities.
- Student support services identifying and planning for students on plans:
IEP/ALP/504/MLL



Moving Preparations: Coordinated and Intentional Guidance and Support

- Moving Meetings - Outlining protocols, guidance and support
 - Closing Schools
 - Receiving Schools with bond work
- Teacher Transition Interviews
 - Each teacher is interviewed
 - Instructional, furniture and technology needs



A dashboard has been created to monitor movement and needs

Elementary Rounds/Classes for the 2025 -26 SY

Appleton Elementary	3	—	3	—	3	—	3	—	3	—	3	—
Broadway Elementary	2	—	2	—	2	—	3	▲	2	—	3	▲
Chatfield Elementary	3	—	3	—	3	▲	3	—	4	▲	3	▲
Chipeta Elementary	3	—	3	▲	3	—	3	—	3	—	3	—
Dos Rios Elementary	2	—	2	—	2	—	2	—	2	—	2	—
Dual Immersion Academy	2	—	2	—	2	—	2	—	2	—	2	—
Fruitvale Elementary	3	▲	3	—	3	—	4	▲	4	▲	4	▲
Lincoln Orchard Mesa Elementary	2	—	2	▼	2	—	2	—	2	—	2	▼
Loma Elementary	2	▲	1	▼	2	—	2	—	2	—	2	—
Mesa View Elementary	2	▼	2	—	3	—	3	▲	2	▼	3	▲
Monument Ridge Elementary	3	▲	2	—	2	—	3	—	3	—	3	—
New Emerson Elementary	1	—	1	—	1	—	1	—	1	—	1	—
Orchard Avenue Elementary	3	▲	4	▲	3	▲	3	▲	3	—	4	▲

District Supported Closing & Receiving Principal Meetings

- Building Empathy and Understanding
- Transition Team Synergy
- Student Placement Protocols
- Planning for Belonging
- Role Norming
- Communication Alignment
- Time to Collaborate



- These teams drive the work for successful transition planning in each school.
- Teams meet weekly or bi-weekly.
- Very positive energy in these teams!
- Principals work together as Closing/Receiving School cohorts.
- CEI Parent Survey administered for parent perspective on what they want in this transition process.
- Survey data given to the schools so they can coordinate with their plans and activities. Good alignment observed!

Closing Schools

Staff Temperature Checks

How are our people doing?

Focus on a strong finish!

Weekly Packing Challenges

Gradually decluttering and getting ready to move classrooms

Open House & EOY Events

Keeping our normal celebrations and helping people transition

Visits by Receiving Admin/Tchrs

Reading books & other activities

Receiving Schools

Vision of Success for Kids/Families

How do we want our new families to feel?

Ideas/Events to Welcome New Students/Families

- *Calling all families personally*
- *Inviting to our EOY activities*
- *Mailing Cards with date reminders*
- *New staff onboarding and welcoming*

Adapting Our Building

- *Do we need to add classrooms?*
- *Do we need to shift grade level rounds?*
- *Adding support rooms for new students*

Field Trips to New Schools

Kids integrate with their peers, see the school, meet teachers, and do some fun activities



Welcome to Broadway Elementary

Family Resource Guide *for new and returning families*



School Year 2025-26



What's Inside:

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Thank You

Questions?

Mesa County Valley School District 51

IKF

GRADUATION REQUIREMENTS

Adopted: January 17, 2023

Revised: 1st reading April 1, 2025

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Graduation requirements are effective for the incoming 20243 high school freshmen students 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.

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

3.0 credits of Social Studies, consisting of

- 1.0 credit of ~~Global Studies~~ World Studies _____ 1.0 credit of U.S History

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0.5 credit of American Government

0.5 credit of ~~Social Studies elective~~ Economics

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

0.5 credit ~~foref~~ Physical Education

0.5 credit ~~foref~~ 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 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.

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

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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.