

# ***Board of Education Mesa County Valley School District 51***

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**Regular Meeting**

**January 6, 2009**

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## **Regular Meeting Minutes Work Session Summary**



A - Diann Rice B - Cindy Enos-Martinez C - Harry Butler D - Leslie Kiesler E - Ron Rowley						Board of Education Mesa County Valley School District 51	
						Regular Meeting Minutes/Work Session Summary: January 6, 2009 Adopted: February 16, 2009	
	A	B	C	D	E		ACTION
						<u>Business Meeting</u>	
Present	x	x	x	x	x	A. Meeting Call to Order/Roll Call	6:04 pm
Absent							
Motion					x	B. Board Policy Second Reading and Adoption	Adopted
Second		x				B-1-a. JEB, Entrance Age, Presented for First Reading & Information: December 16, 2008	
Aye	x	x		x	x	<ul style="list-style-type: none"> <li>Mr. Butler conveyed his concern for young children leaving their parents too soon, indicating he does not favor early entrance.</li> <li>Dr. Mills clarified the intent of the policy change, as being an option for parents of highly gifted students, rather than a requirement.</li> <li>Board members, Dr. Mills, and Mr. Schultz briefly discussed the value of early entrance for some students, and the process involved for interested parents.</li> </ul>	
No			x				
Motion					x	C. Adjourn	6:07 pm
Second	x						
Aye	x	x	x	x	x		
No							
						<u>WORK SESSION</u>	
						➤ Reading Recovery: Andy Laase, Alice Dunick, Jackie Wilson	
						<ul style="list-style-type: none"> <li>The report included a PowerPoint presentation, discussion, and questions, focused on the following key-points: <ul style="list-style-type: none"> <li>Overview of the definition, goals, and the role of Reading Recovery teachers;</li> <li>The implementation facts: number of children served, teachers, schools, and the funding sources;</li> <li>CSAP outcomes for reading and writing for children involved with Reading Recovery as an intervention;</li> <li>Background on the research involved in Reading Recovery as an intensive intervention;</li> <li>The importance of professional learning for teachers to study the theory and apply it with children;</li> <li>The process and the barriers involved for teacher leaders to become certified.</li> </ul> </li> <li>Pear Park Elementary teacher, Elaine Fletemeyer, came forward with her student and the student's parent to share how the student has progressed with Reading</li> </ul>	

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						<p>Recovery. The student demonstrated her skills by reading an excerpt from a favorite book.</p> <ul style="list-style-type: none"> <li>Fruitvale Elementary teacher, Kari Greenlee, came forward with her student and the student's parent to share how the student has progressed with Reading Recovery. The student demonstrated her skills by reading an excerpt from a favorite book.</li> <li>Board members and the Superintendent congratulated the students, parents, and teachers for participating in the meeting, and thanked the Reading Recovery Team for their presentation.</li> </ul> <p style="text-align: right;">Break: 7:07 pm, Reconvene: 7:17 pm</p> <p>➤ Director Districts: Mr. Shannon Bingham, Demographer</p> <ul style="list-style-type: none"> <li>Mr. Bingham reviewed his credentials and experience, and provided information on the accuracy of the data. He reported on the current numbers in each existing director district, as well as the numbers in three different boundary scenarios; information which had been previously provided for the Board's study.</li> <li>Board members indicated that although statute requires them to reside in their respective director districts, their commitment and responsibility is for all children district-wide.</li> <li>Board members discussed the configurations presented and indicated preference for the simplest and cleanest map format. Scenario two was favored.</li> <li>Final documents will be brought forward for adoption at the January 20, Business Meeting.</li> <li>Board members and the Superintendent thanked Mr. Bingham for his work and traveling in bad weather.</li> </ul> <p>➤ Conversation with Principals: Cheryl Taylor, Pear Park Elementary; Mary Biagini, Mesa View Elementary; Meri Nofzinger, Lincoln Orchard Mesa Elementary; and, Kathy Hays, Fruitvale Elementary.</p> <ul style="list-style-type: none"> <li>Each principal spoke, regarding what they are doing in their school to increase student achievement. The areas that were discussed included the following:               <ul style="list-style-type: none"> <li>Positive Behavior Support (PBS);</li> <li>Early release;</li> <li>Best practices;</li> <li>Focus on literacy and interventions;</li> <li>District-wide instructional frameworks;</li> <li>Professional learning;</li> <li>Challenges.</li> </ul> </li> </ul>	

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						<ul style="list-style-type: none"> <li>Board members and the Superintendent thanked the principals and conveyed their appreciation for the good job they are doing for all students in their schools.</li> </ul> <div style="text-align: right;"> _____  Jamie Sidanycz, Secretary  Board of Education </div>	Work Session Adjourned: 8:45 pm



## ***Mesa County Valley School District 51***

**JEB**

### **ENTRANCE AGE**

Adopted: November 3, 1987

Revised: November 16, 2004

Revision Adoption: January 6, 2009

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A child may enter kindergarten if five years old on or before September 15 of the year of enrollment. Younger students may be accepted if transferring from another public school kindergarten program and if the principal or designee determines that placement of the student in kindergarten is appropriate. A child who is four years old on or before September 15 and has been identified as a highly advanced gifted student in accordance with applicable state law and the District 51 Early Access Program Plan may enroll in kindergarten, if the principal or designee determines the placement of the student in kindergarten is appropriate.

Students enrolling in the first grade may enter if they are six years old on or before September 15 of the year of enrollment. Younger students may be accepted if transferring from a first grade in another public school and if the principal or designee determines that placement of the student in first grade is appropriate. A child who is five years old on or before September 15 and has been identified as a highly advanced gifted student in accordance with applicable state law and the District 51 Early Access Program Plan may enroll in first grade, if the principal or designee determines that placement of the student in first grade is appropriate.

A legal birth certificate or other acceptable records shall be required for enrollment age certification.

Exceptions to this policy covered by provision for the education of students with disabilities may be granted.

#### **Legal References:**

C.R.S. 22-1-115

C.R.S. 22-32-119

C.R.S. 22-54-103(10)

1 CCR 301-8, 2220-R-12.00 (highly advanced gifted children)

#### **Cross Reference:**

JEA, Compulsory Attendance Ages