

# D51 Gifted Education Newsletter

February 2023

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## News from our GT Director

Last month I linked all the pieces of the strategic plan in our newsletter. Hopefully, you have had a chance to review the strategic plan and think about how it supports and includes you. There are connections for students, families, staff, and community members. On January 17th our K-8 GT Teachers connected each piece to the work we do every day. Here are the key points of what we did and what we determined:

- Each person started by reflecting on their job and how they would answer these categories of questions:
  - Mission: What do we do? Who do we serve? What are we trying to accomplish? What impact do we want to achieve?



#### FOUR CORE BEHAVIORS

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

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

D51 values individuality, inclusivity, and belonging.

D51 commits to continuous improvement.

#### VISION

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

#### MISSION

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

- Vision: Where are we going moving forward? What do we want to achieve in the future? What would the ideal future look like? How would we know if we reached the ideal?
- Values: What do we stand for? What do we value? What behaviors must we use and expect to reach our goals?
- We then aligned these personal reflections with the [Colorado Department of Education's \(CDE\) Gifted Education laws and rules](#). Last year, a team from CDE visited our district and provided feedback on how we were meeting these laws and rules. For more information on their feedback see the [October 2022 D51 GT Newsletter](#).
- Our main reason for doing this foundational work is to confirm or clarify all pieces of the strategic plan as a guide for D51 GT Department work. These are the pieces that were adopted that day...
- Mission: D51 engages our community, families, and staff to deliver individualized, collaborative, and challenging educational experiences to prepare each and every student for their brightest future.
- Four Core Behaviors:
  - D51 focuses on the whole learner to foster growth and high achievement.
  - D51 believes in the strengths of our people, our schools, and our communities.
  - D51 values individuality, inclusivity, and belonging.
  - D51 commits to continuous improvement.

What do you think? Do you feel these represent D51 gifted education? I would love to hear your thoughts. The D51 GT Team has more work to do with the strategic plan and we will keep you updated.

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## *Student Interviews - Tope Elementary*

Do you have a student in your life that has a goal for theater or performing arts? Did you know that Grand Junction has a community theater for students that helps to build creativity, risk-taking skills, and fostering self-confidence? It is called the Theatre Project.



### Theatre Project

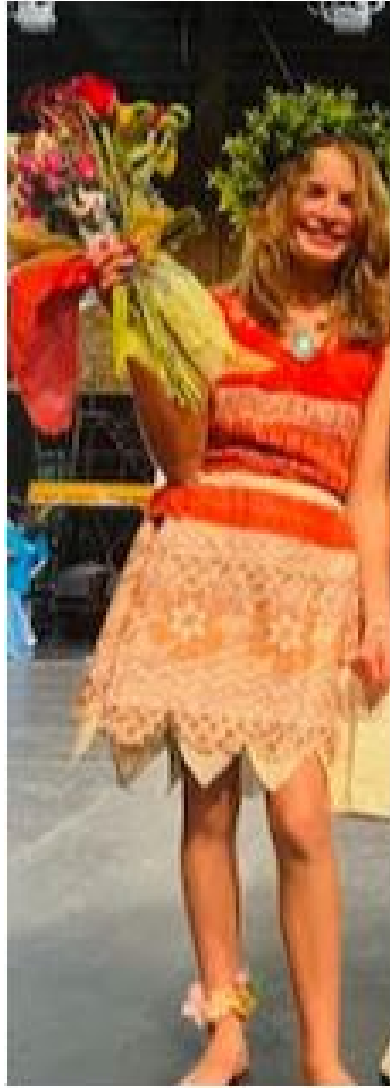
Recently, two students in the GT program from Tope Elementary learned about the art of theatrical performance and developed their love for the arts in a new and exciting way. Destiny King, a third-grade student, auditioned and became part of the ocean as she danced, sang, and swayed as a wave in the recent musical production of *Moana*. Destiny performed along with fifth grader Olympia Albers, who played a lead role in the production as Moana herself. Both girls enjoyed the experience so much that they are both considering trying out in the spring at Creative Avenues for the next theater opportunity of *Aladdin*.

Destiny's favorite part about being in theater is dancing on stage because she likes learning the dances and teaching the dances to others. She was also in the production of *Lion King* last year as a bird and a wildebeest. According to Destiny, the hardest part about being in a production is learning the dances by memory because the director usually will only teach the dance moves once, and then the students need to practice at home and learn the moves by heart.

Olympia loved playing the role of Moana but also admits that learning all her lines and being able to "push away" her nervousness was challenging. Something that was important to her was being able to recover quickly after an occasional mess-up. She feels that being in a production like *Moana* would be fun for anyone that wants to learn about theater and meet new friends.

Click [HERE](#) if you would like to learn more about the theater project and find out about the next production.

If you would like to watch the local performance of Moana, click [HERE](#).



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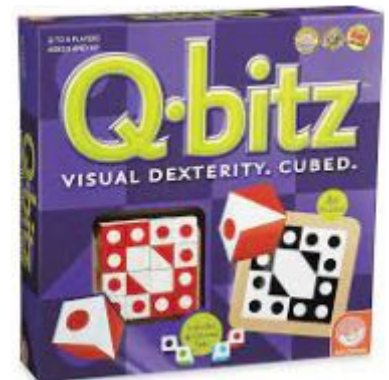
## *Student Recommendations of Games from Orchard Ave. Elementary*

Some learners at Orchard Avenue have opinions on some games that you might want to buy at our local game shop for family fun (Board Fox Games downtown).

### **Q-bitz**

Q-bitz received 4 and 5 stars from the third and fifth graders. Here is what they had to say:

- "I liked how there were three rounds and each round was more challenging."
- "It's a good memory game, but challenging and fun."
- "Your brain hurts at the end."
- "Loved it because you are racing against others to complete the pattern and you have to be super focused."



### **SLAPZI**

SI APZI received 4 ½ and 5 stars from first third and fifth graders. Here is what they had to say:





- “It’s fun, challenging and fascinating. You can learn new words.”
- “You have to be quick and think quickly.”
- “So much fun! It makes you think.” (Lots of giggles from first graders.)
- “You have to be able to read to play this game, so younger kids would need someone to read the clue cards.”
- “It’s fun because you have so many different ways to play.”
- “If you don’t like speed games, then this game might be too

stressful for you.”

## ITZI

ITZI received 4 ½ and 5 stars from fifth graders. Here is what they had to say:

- “I think this game is for people who like fast paced games and not so much for people who like slow paced games. If you like trivia games, this game is for you.”
- “Amazing game! Extremely funny!! Definitely recommend it for family fun.”
- “It’s a fun, challenging game that stimulates the brain. Since it is fast paced, you might need to practice.”
- “It gets the brain going, but not made for people who lose their temper easily.”



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The next two games were reviewed by a fourth grader who took them home to play with his family.

## Roller Coaster Challenge

Last night, I played the game Roller Coaster Challenge. Game cards tell you where to put certain pieces to start. At the bottom of the card it tells which pieces you’ll need to finish the roller coaster, and on the back of the card is the solution to the puzzle. Your job is to connect the pieces that the card told you to place using the pieces it listed on the bottom.

I give this game a 3 ½ star rating (out of 5). My sister rated it 4 out of 5. Some pros of this game are: it really stretches your brain, it can be played with family and friends, it has different levels of difficulty so that anybody can play, and last but not least, it keeps you busy for hours.

Some cons of this game are: the instructions are kind of hard to follow, and it falls over pretty easily. Check it out and see what you think!



## Gravity Maze

In the game Gravity Maze, you are trying to make the towers lead a marble to the end point. The cards tell you what other towers you need to build and then you need to use your brain to figure out where the other towers go so your marble gets to the end.

I rate this 4 stars out of 5 because it is easy to learn. Young kids can play, you can play by yourself, or you can play with your family. The game is well built and the pieces fit solidly together. The game board is a little small and I wish this game had a bigger base. I hope you will get this game and enjoy it too.



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## ***Lego League Challenge at Rim Rock Elementary***



5th-grade students from Rim Rock Elementary were excited to compete in the First Lego League Challenge tournament in November. They worked really hard to learn everything from coding to building and modifying their robot to working together as a team. In just 6 short weeks they worked really hard to be ready for the tournament. I sat down with them to ask them some questions about our season. Here are their responses.

*What are you most proud of during this season?*

Several of the teammates shared that they were most proud of learning how to code the robot to complete missions. Others mentioned that they were proud of our innovation project, a solar-powered car.

*What was your favorite part of the season?*

They all said the tournament was their favorite.

"I really liked spending the day with my teammates, it was really fun."- Jaymz Barrett

*What was the most challenging task of the season, and what did you learn the most about during this season?*

They all said that coding was by far the most challenging, and something they learned the most about. Several of the team members said that they felt the most difficult thing was having to recode our robot at the tournament.

*What word would you use to describe our team?*

Persistent- Ryder Van Why

Amazing- Axie Lee

Fun- Sylvie Lee

Kind- Kevin Watt

Better- Jaymz Barret

Fun- Wyatt Menge

Magnificent- Jeremiah Hoisington

*Some words of advice for future Lego League Challenge teams*







“Don’t get frustrated.” -Jeremiah Hoisington  
 “Don’t get mad over tiny things.” Jaymz Barrett  
 “Don’t mess around a lot.” Ryder Van Why  
 “Try hard and have fun!” Wyatt Menge  
 “Practice, practice, practice.” Kevin Watt  
 “Never give up!” Sylvie Lee  
 “Do good.” Axie Lee



**ARE YOU INTERESTED IN A  
 UNIQUE MIDDLE SCHOOL  
 EXPERIENCE?**

**WE ARE INTERESTED IN  
 SEEING YOUR APPLICATION!**

Come join a middle school program as  
 exceptional as you.

-  Work with other students that **LOVE** learning
-  Build leadership skills
-  Discover friendships
-  Experience learning outdoors
-  Embrace challenges
-  Accelerate your learning to earn high school credit



**CONTACT US**

The Challenge Program  
 830 Gunnison Ave.  
 Grand Junction, CO 81501

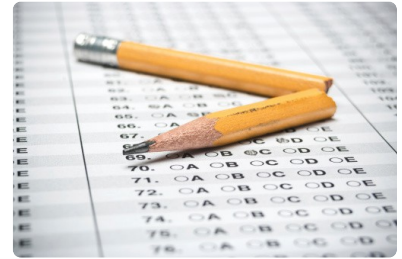




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## Thinking of Opting Out of Testing?

**By Sue Jerome -- Gifted and Talented Teacher at Appleton/Chatfield Elementary Schools**



We are now approaching the time of year when we prepare for the state's standardized test (often known as CMAS tests). Students and parents frequently groan and wonder what they can do to get out of taking the tests. Often parents consider opting their student out of taking these state-mandated tests. Be sure that you carefully consider your options and their consequences.

When you opt your student out of taking the state's test(s), your school is missing a chance to see your student's performance on that test. It's a bit like a teacher looking at a jigsaw puzzle with some of the pieces covered up. Those pieces could be simply more of a large blue sky, or they could be some tree branches that do not appear in the rest of the puzzle. Without seeing all the pieces, we're not sure what is under the cover.

The teachers do their best to plan appropriate instruction for each and every student, but if we're missing part of the data, it's an incomplete plan. When students are being considered for advanced work in middle school classes, formal identification as gifted and talented, or Challenge School admission, students without CMAS scores are missing part of their data. We may have to wait longer for the data to appear in other realms (NWEA or other tests). The missing data is not considered as a negative factor, but as an unknown factor.

One of the most common methods of formal identification as gifted and talented requires a cognitive test score of 95th percentile or above and at least two different measures from criterion- or norm-referenced achievement tests, norm-referenced observation scales, and/or a qualifying performance evaluation. A Level 5 score on CMAS (Exceeded Expectations) or a CMAS test score of 95th percentile or above would count as a qualifying score. Without that score, we would have to wait for another qualifying score.

Another consideration is the opportunity to prepare your student for high-stakes testing in high school (like Advanced Placement (AP), SAT, and ACT tests). CMAS is an opportunity for students to try out an intensive online test without all of the negative consequences. A former Appleton teacher was famous for coaching his students on upcoming tests with these words: "Let's celebrate! It's a test! It's an opportunity to show what you know!"

The decision is yours, but I would encourage you to carefully consider all of the factors.

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# Scholarship Application

## 22-23 GT Scholarship Application.pdf

[Download](#)

85.9 KB

## 22-23 GT Spanish Scholarship Application.pdf

[Download](#)

74.1 KB

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## Facebook

### Westslope CO Gifted & Talented

This group is to support Westerslope Parents of Gifted & Talented and 2E kids.

We share hope, empowerment, ideas, opportunities, and overall support each other.





## COOKING MATTERS

LEARN HOW TO PREPARE HEALTHY MEALS & SNACKS

Join us for FREE cooking classes, led by nutritionists and chefs, to learn how to get the most nutrition on a limited budget!

<b>The Family Kitchen</b> February 23, 2023   6:00 - 7:00 p.m.	<b>Drink To Your Health</b> March 9, 2023   6:00 - 7:00 p.m.
<b>Making Recipes Work</b> March 2, 2023   6:00 - 7:00 p.m.	<b>Hack Your Snack</b> March 16, 2023   6:00 - 7:00 p.m.

*Classes will be at Grand Valley Wellness, 605B 28 1/4 Road.*

*For more information on this series or to RSVP for a class, please call Sandy Paulson at (970) 263-2623.*





**CHEER CLASSES**  
**WITH CENTRAL HIGH SCHOOL**  
**COED CHEER**

MIDDLE AND ELEMENTARY KIDS WELCOME!

**ONLY \$55**

*Mini Warriors Classes*

JANUARY 30TH: 5:00 - 6:00 PM

(REGISTRATION 4:30-5:00 PM)

FEBRUARY 6TH: 5:00 - 6:00 PM

FEBRUARY 13TH: 5:00 - 6:00 PM

*Mini Warriors Performance*

FEBRUARY 17TH

GAME STARTS AT 7:30- PERFORM AT HALFTIME

@CHS



**Package Includes :**

- 3 classes for 60 minutes
- T-shirt
- Performance at halftime at basketball game



**Registration Link:**

<https://forms.gle/kX4MxgPrRvKk53TT9>



**WHY?**

**YOU ASKED FOR  
IT! WE DID IT!**

**WHAT?**

Adult English classes for beginners  
Space is limited, sign up now!

**WHEN?**

January 24 - April 14, 2023  
Tuesdays and Thursdays 7:00 pm- 8:30 pm

**WHERE?**

Dual Immersion Academy  
552 W Main St

**HOW?**

Send your name and number to  
email: [eruizgut@d51schools.org](mailto:eruizgut@d51schools.org)  
Call 970-254-5500 ext. 14133

Scan  
here to  
sign up



**¿POR QUÉ?**

**¡JUSTED LO PIDIO!  
¡LO HICIMOS!**

**¿QUÉ?**

¡Clases de inglés para (adultos)  
principiantes!  
¡Cupo es limitado regístrese ahora!

**¿CUÁNDO?**

24 de enero al 14 de abril del 2023  
martes y jueves 7:00 p.m. a 8:30 p.m.

**¿DÓNDE?**

Dual Immersion Academy- Escuela DIA  
552 W Main St.

**¿CÓMO?**

Envíe su nombre y número  
telefónico al siguiente email.  
[eruizgut@d51schools.org](mailto:eruizgut@d51schools.org)  
Llame al 970-254-5500 ext. 14133

Escanee aqui  
para  
registrarse



16<sup>th</sup> ANNUAL



# Bank of Colorado 2024 CALENDAR CONTEST

SHOW US YOUR ARTISTIC TALENT & YOU MAY SEE  
**YOUR ARTWORK PUBLISHED IN  
OUR COMMUNITY CALENDAR**

**COVER WINNER \$500**

& YOUR ARTWORK WILL BE ON THE CALENDAR COVER

**1<sup>ST</sup> PLACE WINNERS FROM EACH GRADE LEVEL \$300**  
& YOUR ARTWORK WILL BE FEATURED ON A PAGE OF THE CALENDAR

**2<sup>ND</sup> PLACE WINNERS FROM EACH GRADE LEVEL \$200**

**3<sup>RD</sup> PLACE WINNERS FROM EACH GRADE LEVEL \$100**

Submit your artwork in person at any Bank of Colorado in Grand Junction OR go to  
[bankofcolorado.com/GJcontest](http://bankofcolorado.com/GJcontest) to submit your artwork digitally.

Open to ALL students in grades K-12 at Mesa County Valley School District 51 Schools  
as well as private and home school students.

**MASTERPIECES MUST BE SUBMITTED BY FRIDAY, MARCH 31, 2023**

All monetary awards will be deposited in a Bank of Colorado Savings account. All entries must be accompanied by a completed entry form.  
Need not be a Bank of Colorado customer to enter or win.



2023 COVER WINNER JEFFERY MATHEWS  
12<sup>TH</sup> GRADE PALISADE HIGH SCHOOL

**A RECEPTION WILL BE HELD**

**WEDNESDAY**

**APRIL 26, 2023**

**AT 6:00 P.M.**

**BANK OF COLORADO  
200 GRAND AVENUE**

**TO ANNOUNCE THE WINNERS  
AND AWARD PRIZES.**

- Top 3 Finalists from each grade level will be notified the week of April 3<sup>rd</sup>, 2023.
- The final selection of student artwork will be displayed on the Bank of Colorado Facebook page and within Grand Junction branch lobbies from April 10<sup>th</sup> - April 23<sup>rd</sup>, 2023.

GRAND JUNCTION 200 Grand Ave. • 2903 Patterson Rd. • 2452 Patterson Rd. Ste.100 • 970.245.1600



# Bank of Colorado | 2024 CALENDAR CONTEST ENTRY FORM

THE CALENDAR CONTEST is sponsored through Bank of Colorado and Mesa County Valley School District 51.

## ARTWORK REQUIREMENTS:

- All artwork must be 11" x 8.5" in size, landscape orientation. If submitting digitally, artwork must be scanned at the highest resolution possible.
- Artwork must be the student's work with no additional assistance from anyone.
- One entry per student.
- Artwork CANNOT contain names or initials drawn on the front of the art piece itself.
- Artwork CANNOT be offensive in language or image.
- All submissions (in person and digital) must be accompanied by a completed Entry Form signed by both the student and parent.
- Bank of Colorado employees and their children cannot enter the contest.
- Artist must be a student in grades K-12 attending a Mesa County Valley School District 51 school, private school, or home school.
- ART PIECES GRADES K-8:** Any flat medium the student would like to pursue such as drawings, paintings, collage, etc. No computer images, sculptures, ceramics, photoshop or photo prints.
- ART PIECES GRADES 9-12:** Artwork can be anything the student has created in the following medium: ceramics, drawing, painting, photography, printmaking, etc. If artwork is in ceramic or sculpture form, the student must take a landscape photo of the artwork to submit.

**IF ARTWORK DOES NOT MEET THESE REQUIREMENTS, ENTRY WILL BE AUTOMATICALLY DISQUALIFIED FROM THE CONTEST. MASTERPIECES MUST BE SUBMITTED BY FRIDAY, MARCH 31, 2023.**

Entries can be turned into any of our three locations: 200 Grand Avenue, 2452 Patterson (across from Mall) and 2903 Patterson Rd. or submitted digitally by visiting [bankofcolorado.com/GJcontest](http://bankofcolorado.com/GJcontest).



## BY SIGNING BELOW YOU AGREE TO THE FOLLOWING:

Bank of Colorado representatives have my (our) permission to include artwork submission in a popular vote contest. I (we) understand that there will be several selection processes.

I (we) understand that the top 3 entries for each grade level will be chosen by the Calendar Contest Judging Committee. The Calendar Contest Judging Committee has the right to refuse any entry.

I (we) understand that if the entry is submitted digitally, physical artwork must be taken to Bank of Colorado at 200 Grand Ave by April 10th, 2023 for the final round of the contest. If physical artwork is not submitted by this date, I (we) understand that the artwork submission may be disqualified.

I (we) understand that if the student's artwork is chosen as a finalist in their grade level, a photo of the student as well as their name, age, and school will be used in the calendar and on social media for promotions related to the Grand Junction Bank of Colorado Calendar Contest.

Date \_\_\_\_\_ Art Teacher Name (if done as a class project) \_\_\_\_\_  
Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_  
Parent/Guardian Name \_\_\_\_\_ Phone (Best Contact Number) \_\_\_\_\_  
Home Address \_\_\_\_\_ Email Address \_\_\_\_\_

SIGNATURE OF STUDENT

SIGNATURE OF PARENT/LEGAL GUARDIAN OF ARTIST  
(Required if student is under 18 years)

**16<sup>th</sup> ANNUAL**  
**Bank of Colorado**  
**CONCURSO CALENDARIO 2024**

**MUÉSTRANOS TU TALENTO ARTÍSTICO Y PODRÁS VER TU OBRA PUBLICADA EN NUESTRO CALENDARIO COMUNITARIO**

**GANADOR DE LA PORTADA \$500**  
Y TU OBRA DE ARTE ESTARÁ EN LA PORTADA DEL CALENDARIO

**GANADORES DEL PRIMER LUGAR DE CADA NIVEL DE GRADO \$300**  
Y SU OBRA DE ARTE APARECERÁ EN UNA PÁGINA DEL CALENDARIO

**GANADORES DEL SEGUNDO LUGAR DE CADA NIVEL DE GRADO \$200**  
**GANADORES DEL TERCER LUGAR DE CADA NIVEL DE GRADO \$100**

Envíe su obra de arte en persona en cualquier Banco de Colorado en Grand Junction O ve a [bankofcolorado.com/GJcontest](http://bankofcolorado.com/GJcontest) para entregar su obra de arte digitalmente.

Abierto a TODOS los estudiantes en los grados K-12 en las escuelas del Distrito Escolar 51 del Valle del Condado de Mesa y también estudiantes de educación privados y de educación en el hogar.

**LAS OBRAS MAESTRAS DEBEN ENVIARSE ANTES DEL VIERNES, 31 DE MARZO DE 2023**

Todos los premios monetarios se depositarán en una cuenta de ahorros de Bank of Colorado. Todas las inscripciones deben ir acompañadas de un formulario de inscripción completo. No es necesario ser cliente de Bank of Colorado para participar o ganar.



**GANADOR DE LA PORTADA 2023 JEFFREY MATHEWS**  
ESCUELA SECUNDARIA PALISADE DE 12<sup>th</sup> GRADO

**SE REALIZARÁ UNA RECEPCIÓN**

**MIÉRCOLES**  
**APRIL 26, 2023**  
**A LAS 6:00 P.M.**

**BANCO DE COLORADO**  
**AVENIDA 200**

**PARA ANUNCIAR A LOS GANADORES**  
**Y OTORGAR PREMIOS.**

- Los 3 finalistas de cada nivel de grado serán notificados la semana del 3 de Abril de 2023. La selección final de obras de arte de los estudiantes se mostrará en la página de Facebook del Banco de Colorado y dentro de Vestibulos de la sucursal de Grand Junction del 10 al 23 de Abril de 2023.





EL CONCURSO DEL CALENDARIO está patrocinado a través de Bank of Colorado y el Distrito Escolar 51 del Valle del Condado de Mesa.

**REQUISITOS DE LA OBRA DE ARTE:**

- Todas las ilustraciones deben tener un tamaño de 11" x 8.5" y orientación horizontal.
- La obra de arte debe ser el trabajo del estudiante sin adicional Asistencia de cualquier persona.
- Una entrada por estudiante.
- Las ilustraciones NO PUEDEN contener nombres o iniciales dibujados en el frente de la pieza de arte en sí.
- Las ilustraciones NO PUEDEN ser ofensivas en lenguaje o imagen.
- Todas las presentaciones (en persona y digitales) deben ser acompañado de un formulario de inscripción completado y firmado por tanto el estudiante como el padre.
- Empleados del Banco de Colorado y sus hijos No se puede participar en el concurso.
- El artista debe ser un estudiante en los grados K-12 que asiste a una Mesa Escuela del Distrito Escolar 51 del Valle del Condado, escuela privada o escuela en casa.
- **PIEZAS DE ARTE GRADOS K-8:** Cualquier medio plano el estudiante le gustaria perseguir tales como dibujos, pinturas, collage, etc. No hay imágenes de computadora, esculturas, cerámicas, Photoshop o impresiones fotográficas.
- **PIEZAS DE ARTE GRADOS 9-12:** Las obras de arte pueden ser cualquier cosa estudiante ha creado en el siguiente medio: cerámica, dibujo, pintura, fotografía, grabado, etc. Si la obra de arte está en forma de cerámica o escultura, el estudiante debe tomar un Foto de paisaje de la obra de arte a enviar.

**SI LA OBRA DE ARTE NO CUMPLE CON ESTOS REQUISITOS, LA PARTICIPACIÓN SERÁ DESCALIFICADO AUTOMÁTICAMENTE DEL CONCURSO.  
LAS OBRAS MAESTRAS DEBEN ENVIARSE ANTES DEL VIERNES 31 DE MARZO DE 2023.**

Las entradas se pueden convertir en cualquiera de nuestras tres ubicaciones:  
200 Grand Avenue, 2452 Patterson (frente al centro comercial) y 2903 Patterson Rd.  
o enviado digitalmente visitando [bankofcolorado.com/GJcontest](http://bankofcolorado.com/GJcontest).

**AL FIRMAR A CONTINUACIÓN, USTED ACEPTA LO SIGUIENTE:**

Los representantes del Banco de Colorado tienen mi (nuestro) permiso para incluir la presentación de obras de arte en un concurso de votación popular.

Yo (nosotros) entendemos que habrá varios procesos de selección.

Yo (nosotros) entendemos que las 3 mejores entradas para cada nivel de grado serán elegidas por el Comité de Jueces del Concurso del Calendario.

El Comité de Jueces del Concurso del Calendario tiene el derecho de rechazar cualquier participación.

Yo (nosotros) entendemos que si la entrada se envía digitalmente, las obras de arte físicas deben llevarse al Banco de Colorado en 200 Grand Ave. antes del 10 de abril de 2023 para la ronda final del concurso. Si la obra de arte física no se presenta antes de esta fecha, yo (nosotros) entendemos que el La presentación de obras de arte puede ser descalificada.

Yo (nosotros) entendemos que si la obra de arte del estudiante es elegida como finalista en su nivel de grado, una foto del estudiante, así como su El nombre, la edad y la escuela se utilizarán en el calendario y en las redes sociales para promociones relacionadas con el Grand Junction Bank of Concurso del Calendario de Colorado.

Fecha \_\_\_\_\_ Nombre del profesor de arte (si se hace como un proyecto de clase) \_\_\_\_\_

Nombre del estudiante \_\_\_\_\_ Nivel de grado \_\_\_\_\_ Nombre de escuela \_\_\_\_\_

Nombre del padre/tutor \_\_\_\_\_ Numero de telefono (Mejor número de contacto) \_\_\_\_\_

Dirección de casa \_\_\_\_\_ Dirección de correo electrónico \_\_\_\_\_

\_\_\_\_\_  
FIRMA DEL ESTUDIANTE

\_\_\_\_\_  
FIRMA DEL PADRE/TUTOR LEGAL DEL ARTISTA  
(Requerido si el estudiante es menor de 18 años)



# CARNIVAL ART SHOW

PRESENTED BY THE



GRAND JUNCTION  
**LIONS**

## WHAT

K-8 ART CONTEST  
FREE TO SUBMIT  
ALL SUBMISSIONS WILL BE PRIZED WITH  
A 1ST, 2ND OR 3RD PLACE RIBBON  
ENTRIES DUE 2/13/2023

## WHEN

ALL ART TO BE DISPLAYED AT CARNIVAL  
FEBRUARY 18TH, 2023  
5PM-8PM  
PLEASE PICK UP YOUR ARTWORK FROM CARNIVAL

## WHERE

TWO RIVERS CONVENTION CENTER  
159 MAIN ST  
GRAND JUNCTION, CO 81506



## CARNIVAL THEME:

### HOW THE WEST WAS WON

THE GRAND JUNCTION LIONS CLUB  
2023 CARNIVAL AND PARADE  
FEBRUARY 18, 2023



## RULES:

MAX 11" X 17"  
2D DRAWINGS ONLY  
MUST BE APPROVED BY  
CURRENT SCHOOL  
STAFF MEMBER

## SUBMISSIONS/QUESTIONS?

DROP OFFS CAN BE MADE TO:  
CED GRAND JUNCTION  
310 S 12TH ST  
7AM TO 5PM  
AUSTIN@GJCED.COM

PLEASE INCLUDE NAME,  
TEACHER  
AND SCHOOL ON BACK OF  
ART WORK!

# District 51 STUDENT BUS PASS PROGRAM

500  
STUDENTS  
ENROLLED



Youth 11 & Under  
Ride Free With  
Any Passenger

## D51 Middle & High School Students

Ride Grand Valley Transit FREE

Complete the online form to get started

Pick up the free-ride sticker at participating locations

D51 Schools, GVT Transfer, Mesa County Public Libraries, Grand Junction Parks & Recreation



Check out the Learn to Ride Video  
Snap the QR Code



[gvt.mesacounty.us](http://gvt.mesacounty.us)



# ON-THE-SPOT HIRING EVENT FOR SEASONAL POSITIONS!

**EARN \$13.65 - \$19 AN HOUR**



**FEBRUARY 16TH**

**2 - 6 P.M.**

**LINCOLN PARK BARN**  
(910 N. 12TH STREET)

Camp Counselors - Daycare Aides - Downtown Ambassadors - Event Staff - Facilities Maintenance - Golf Maintenance - Horticulture - Irrigation Maintenance - Lifeguards - Recreation Leaders - Sports Officials - Streets Maintenance - Traffic Technicians - Turf Maintenance - Weed Abatement - Contact [hr@gjcity.org](mailto:hr@gjcity.org) or (970) 244-1512 for more information.



Apply in-person or ahead of time  
online at [www.gjcity.org/Jobs](http://www.gjcity.org/Jobs).



Interview on-the-spot!



## *D15 Gifted and Talented Mini-Conference*

Join us for virtual and on-demand learning about all things Gifted and Talented! Click the picture or scan the QR code to learn more about this month-long event.

SCHOOL DISTRICT 51  
8TH ANNUAL  
*Gifted and Talented*  
*Mini-Conference*

**FEBRUARY 2023**

- *Connect*  
**Month Long**  
Each week brings different topics and modes of learning
- *Inspire*  
**Variety**  
Choose from live and on-demand learning
- *Discover*  
**Relevant Topics**  
Bringing state and national topics to D51
- *Learn*  
**Stipends Available**  
for ANY teacher that completes sessions during non-work times

• *GT topics*  
**Needs Based**  
Attend the sessions that meet your individual needs

**FREE EVENT**

For more information **SCAN ME**

## Gifted Support Group

[Curated Conversations: Opportunities to Activate Talents and Passions at Home](#)

**Speaker:** Dr. Jessica Manzone

**Monday, February 6, 2023 • 6:00 p.m. PST**

**Virtual Meeting on Zoom**

<https://us02web.zoom.us/j/89419593427>



During this presentation, Dr. Manzone will discuss a set of strategies for engaging gifted learners in conversations at home. This interactive session will provide parents with some prompts for turning dinner conversations into opportunities to stimulate passions, interests, and talents.

### About the Speaker

Jessica Manzone is an Assistant Professor of Practice in the College of Education at Northern Arizona University. She was a classroom teacher and instructional coach before entering higher education. Jessica currently serves as lead faculty for the Arizona Teacher Residency where she

works to prepare graduate students for future careers serving their local communities. Jessica's research interests include curriculum and instruction for diverse gifted and advanced students. Jessica speaks at state, national, and international conferences on gifted education and provides demonstration lessons for school districts related to curriculum and instruction.

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## CAGT Happenings



### Conversations With CAGT

1st and 3rd Tuesdays each month at 5:00 pm MST on [Facebook Live](#)

*Conversations with CAGT* is back with an all-new season of timely, relevant topics by preeminent local, national, and international specialists in the field of gifted education! CWC has a new format this season with programs premiering on the **first and third Tuesdays of the month** at 5:00 pm MST on Facebook Live. [Check out past Conversations with CAGT programs on our website](#), where you may rewatch experts anytime, including Linda Silverman, Jim Delisle, Julie Skolnick, Jonathan Mooney, Joy Lawson Davis, Jaime Castellano, and many others. *Conversations with CAGT* is an incredible opportunity to get expert advice on topics regarding giftedness for FREE with time to ask your questions. The best part is that as a CAGT member your questions get priority! Join us on the **first and third Tuesdays of the month** at 5:00 pm MST on Facebook Live!

**Tuesday, Feb. 7th: Julia Nyberg and Jessica Manzone**

*"Creating Curriculum Opportunities for All through Home and Community Connections"*

**Tuesday, Feb. 21st: Mike Postma**

*"Anxiety and its Impact on Gifted/2e Children, Teens and Young Adults"*

[Visit our website](#) for upcoming "Conversations" and to view past sessions!

### Other virtual events presented by CAGT

add new info

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### Legislative Day

**CAGT Legislative Day is Back in Person and NOW OPEN!**

February 23, 2023

8:00 AM-2:30 PM

After two years of hosting this event virtually, we are excited to now be back in person for our [2023 Legislative Day at the Capitol!](#) Our

Legislative Committee has created a one of a kind experience for 9th-12th grade students who are passionate about issues facing their community, county, and our state. CAGT is providing students the opportunity to apply to shadow a legislator and experience the legislative process firsthand.





Students can [click here](#) to get more information about the day, the criteria needed to apply and to registration. Registration is now open!

Again, we are so excited to be back at the Capitol and hope to see you there!

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## Recorded Media & Misc. Resources from CAGT

- [“Seven Clever Ways to Spark Your Kid’s Creativity”](#) (LifeHacker)
- [“When Your ADHD Kid Gets in Trouble: Executive Functioning with Seth Perler”](#) (YouTube)
- [“The Responsibility of Being Kind to your 2e Self”](#) (With Understanding Comes Calm)
- [“How to Tell if Your Child is Gifted”](#) (STEM Education Guide)
- [“Homeschooling Your Gifted Kid”](#) (The Tech Advocate)
- [“Early College Programs for Gifted Students”](#) (Profoundly Gifted Parenting)

## New GT Books:

Note: CAGT does not officially endorse book titles; this list is simply to inform you of the most recently published books related to gifted education.

- [The Gifted Learner: How to Help](#) by Fidelma Healy Eames
- [I Used to be Gifted: Understanding, Nurturing, and Teaching Gifted Learners at Home and in the Classroom](#) by Mark Hess
- [Female, Gifted and Black: Awesome Art and Literary Pioneers Who Changed the World](#) by Becca Anderson and M.J. Fievre
- [Gifted Children and Adolescents Through the Lens of Neuropsychology](#) by Hanna David and Eva Gyarmathy

## In the News &GT Articles:

- [“Developing Racial Identity Among Gifted Students of Color”](#) (The Tech Advocate)
- [“Gifted Adults and Second Childhoods: Revisiting Essential Stages of Development”](#) (SENG Library)
- [“I’m Convinced My Child’s Teacher Has it Out for Her: When Teachers Play Favorites”](#) (Slate)
- [“Addressing the Well-Being of Young Children”](#) (SENG Journal)
- [“Ten Years Later: What has Changed and What Remains the Same in Gifted Education”](#) (Gifted Challenges Blog)
- [“When One Child Has a Diagnosis and Their Siblings Are All Neurotypical”](#) (Raising Lifelong Learners Blog)
- [“The Typical Gifted Program is Likely to Become Even Less Equitable”](#) (Fordham Institute)
- [“Asynchronous Development of a Gifted Child and Their Unique Needs”](#) (Parenting for Brain)
- [“Why I’m Against the Economics for Educating Gifted Children”](#) (Fordham Institute)
- [“The Biggest Enemy of Equity Isn’t Excellence...it’s Mediocrity”](#) (Education Next)
- [“Counselor’s Corner: An Interview with Tom Greenspon”](#) (SENG Journal)
- [“Mensa: What Happens When ‘Child Geniuses’ Grow Up”](#) (BBC News)

[Click here to view our extensive list of local and national GT-friendly summer camps and opportunities.](#)

*NOTE: This list is intended for informational purposes only. CAGT does not endorse any of these organizations.*

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## Rocky Mountain PBS Kids

### [Social worker redefines self-care with iron smelting](#)

by Cullen Purser • Published on January 14, 2023



FRUITA, Colo. — Social worker Iain Cooley takes an axe to a four-foot-tall mud chimney. The chimney falls to the ground, revealing a molten glob of what Cooley hopes to be workable iron.

The flaming mass of metal is the end product of a years-long pursuit. But, more importantly for Cooley, it was an act of self-care — time purposefully set aside to replenish and recharge a worn-out spirit.

After earning a degree in human ecology, Cooley set their eyes on earning master's degree in social work. Most higher education programs in social work require people to have worked in the field for a year or two to acclimate students to the real-world pressures they will face, including burnout.

Burnout comes from several sources, Cooley said. Most social work programs are metrics-based; numbers determine funding. In the realm of crisis response, measuring the outcome of those served is nearly impossible. Counting people who come in and out of the doors is easier. This puts immense pressure on managers to prioritize a factory-like approach to mental health care. The needs are so often greater than the resources, or the humans doing the work.

"I work in the mental health social work field. And you will hear 'self-care' more regularly in that field, [than] anywhere else," Cooley said. "It is also where it is the most 'Catch-22-ed'. I mean, it is [what] we talk about all the time. We encourage one another to be engaging with it as much as we can. Your boss is telling you to engage in self-care one day and then on your next day off is calling you and asking you to come in."

"It can feel very much like a bottomless pit where there is no end there; it doesn't get better. You don't ever feel yourself getting out of the pit, you're just in it," continued Cooley. Burnout is imminent.

Having experienced burnout on more than one occasion, Cooley has learned that it's hard to know when you are in it. They said one of their most valuable skills is the awareness to know when they are feeling a sense of burnout and creating a remedy as soon as possible.

### **It takes a village to smelt**

Cooley didn't need the physical work of others to make this happen. They wanted to share the magic. "[It was an] excuse to invite friends over and have people engaged and turn it into an event

as opposed to just me sitting there by myself in a chair watching charcoal burn away and hoping that it works out," they said.

Self-care can take any form needed for the individual, but for Cooley, it usually means doing some elaborate process, often at a great expense of effort, and maybe for no real end product.

"I was not efficient at all. It required a lot more energy ... there wasn't anyone who said, 'Well, you can't do it like that because it has to be done at this time or it has to be done this way.' I was like, 'Well, I just want to do it this way, so I'm going to,' and those are the things that are replenishing because I mean, I'm entirely getting to direct what it is I'm doing and why," Cooley explained.

And that is a sense of agency: feeling for a moment that you have the power to direct your own actions. For Cooley, self-care looked like giving themselves a moment where they were the captain of their own ship.

It isn't lost on Cooley that they work from a position of privilege that others may not have. Many literally cannot stop to care for themselves or they will be fired, lose their housing or not be able to feed their kids. And this is the Catch-22 Cooley refers to. They can either feel guilty, not care for themselves, and reach irreparable burnout, or they can stay replenished and able to give.

"We exist within a capitalist system that is built around extracting as much from whatever the medium is, whether that is materials and resources or people. And one of the challenges when you talk about self-care is that you're saying things that are in opposition to our cultural norms, which makes it really challenging to actually enact the things you talk about when it comes to self-care," said Cooley.

Cooley suggests "individualism" is a negative result of capitalist ideology.

"I think nothing facilitates self-care better than pulling people out of the enforced individualism mindset that we have become so attached to in our culture because that's how you get caught in a system where you can't take self-care or you ... lose your job, don't have a place to live, whatever it is," they said.

Cooley continued: "If we were supporting one another in the way that we all have the capacity to ... [then] no one would ever be in a position in which self-care meant losing their job or losing a place to live, because those things would be available through community."

Cooley isn't immune to feelings of guilt when choosing to care for themselves momentarily over caring for others. But, they are practiced in knowing they serve better when they are in a position of strength.

"When we care for ourselves, when we have the energy we need to show up and be present in our lives, it only benefits [other people]," Cooley said.

Starting next year Cooley will enter into their master's program and prepare more fully to contribute to the discussion of creating a framework where everyone could take time to give themselves a moment of self-care.



"A huge part of why I don't feel guilty about taking self-care and taking time is because my desire is to facilitate building as much of the community scaffolding as I can from a place of stability and health in myself so that other people are able to utilize that same framework," Cooley said.

There's one more ingredient in smelting that hasn't been mentioned: limestone. In smelting, limestone serves as a flux. The process starts by building a fire in the furnace with charcoal. Then you 'charge' the furnace in layers of charcoal, ore and flux. Then you repeat in that order every 15 minutes or so and the layers sink and the iron gathers in the bottom of the furnace.

By taking some time off to smelt iron, Cooley has shown a model of a flux for our lives in the form of self-care: routine replenishment of the spirit in order to be more able to give of the self.



Iain Cooley hard at work smelting iron, a hobby they found helps clear their mind and prevent burnout.



A friend of Cooley's assisting by providing pedal-powered forced air.



Iain pours a layer of limestone flux.

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## ***D51 Gifted & Talented Department***



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**Brandy Headlee**

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