

Peak to Peak Response to 2018 Annual Family Survey Results

Summary

The Accountability Committee presented results of the 2018 Peak to Peak Annual Family Survey to the Peak to Peak Board of Directors and administrators in the spring of 2018. A report detailing the results of the survey was also provided to the Peak to Peak Community and is available on the school website ([click here for report](#)). In general, responses to the survey statements were very positive with significant improvement in three categories: Quality of Instruction, Middle School Extracurricular Opportunities, and the school Website. However, there were four areas where parents/guardians expressed concerns either through the rating of the question or in their comments. The Board of Directors, Executive Leadership, and principals take the survey results very seriously and have responded with many changes to address the concerns of the Peak to Peak community. The following report, prepared by the Accountability Committee, summarizes those activities as reported by school leadership. More details about the survey and the response can be found in the remainder of this report.

Safety & Facilities:

Survey respondents indicated concerns regarding traffic management and facilities cleanliness. The Facilities Director and the Executive Director of Operations addressed these concerns as follows:

Traffic:

Traffic has been a frustration at the intersection of Emma Street and 120th. Left turning vehicles are holding up right turning vehicles. The proposed affordable housing development at the intersection could make traffic even more challenging. However, as part of the new development, a new stoplight and a turn lane is going to be built at Emma Street and 120th. There may also be new turn lane or traffic circle on Canterbury Drive as part of the development.

Operations leadership is working with to the City of Lafayette and the Boulder County Housing Authority to share a proposed new street through the new development to direct the Broomfield traffic (southbound vehicles), while allowing the Erie traffic (northbound vehicles) to use Emma Street to exit campus. This would ease the traffic burden at Emma Street and 120th. Also adding new lanes and roundabouts will make the traffic better. The new development is supposed to be started in 2020, with roads improvements being constructed during the first year. It is a 4-5 year project.

Cleanliness:

The school has hired a cleaning services company to do the custodial work on campus. They have had beginning-of-the- year hiccups with staffing, but we are in touch with them closely to address those issues.

New trash and recycling bins were placed in every area of the school to improve keeping trash out of hallways and off the campus. Staff are increasing their efforts to teach kids how to recycle.

Safety:

Safety risks due to being a multi-building campus is an issue, with the LMC building the most exposed. \$25K has been allocated to enhance safety of LMC; the specifics have not been finalized yet. Improvements will be done before the end of the school year.

Over the summer, cameras were installed in all of the lobbies. Now there are multiple cameras looking at the same area from different angles.

The sidewalk along the south building was heaving and presented hazards. The roof drains were taken underground and the concrete was replaced, creating a safer place there.

Elementary playground – there is a plan to make major improvements; the school has allocated \$200K for this project which will be available next July. Operations leadership will work with elementary leadership to form a committee with parents/guardians to get ideas on how to improve the playground.

Supportive Environment:

Survey respondents indicated concerns about bullying, the need to tailor instruction for individual learning styles, and the desire to recognize kids who are getting along. The school principals and the Executive Director of Education addressed these concerns as follows:

Bullying:

Elementary school:

The full elementary staff participated in a nationally-recognized behavior training last spring, which was followed up by multiple professional development sessions. This training normed expectations across the elementary school, and provided a more consistent and standardized approach to supporting students. The hope is that this intensive study of best practices for behavior will help to make sure rules are understood and enforced more consistently at both the administrative and classroom level. Lessons on bullying are taught to each grade in age-appropriate language, and consistent procedures for addressing concerns exist.

Secondary school, 6-12:

As we've witnessed this past year with a number of disciplinary cases and Safe2Tell reports, on-line/social media bullying is a rapidly growing part of this problem. Use of snapchat and other social media messaging tools has enabled students to comment indirectly to or about others, and that's something we do address at school. At the 6-12 levels, P2P has tried to address this challenge during the school day by eliminating phone use in classes, unless teachers request them to access these tools for instructional purposes. We need parents/guardians to also be aware of what accounts their students have, and what they are saying/posting. After-hours bullying is out of school's control, and falls into the jurisdiction of police departments; we need parental awareness, involvement, and support to help reduce on-line bullying.

High school, 9-12:

Puma PAC lessons are in place for norming incoming students who are coming from new schools and our middle school. Each new student has a mentor for their small group to meet with them monthly and help them learn how to manage courses, build positive relationships with peers, develop and support an inclusive school environment, maintain a bully-free environment, and get involved in school clubs and activities. Counseling lessons take place across all grade levels, primarily for 9th and 10th during their study hall time, to address social and emotional topics, as well as college preparation. Class meetings are designed to address leadership topics for the semester, and address any ongoing concerns. Specifically for technology classes, district use agreements for appropriate use of tech resources are in place and required for students to agree to during classes.

Tailored instruction for individual learning styles (middle and high school):

Peak to Peak made a number of changes this year to allow for more tailored and differentiated instruction for students.

At the K-8 level we hired a Multi-tiered Systems of Support (MTSS) coach/coordinator focused on helping teachers deal more effectively with differentiated learning styles and individual student learning needs. In the middle school hallway, there's a new sign for kids to see all assignments, tests, and homework for all classes in one place, which serves as an important reminder and helps students with executive function development.

At the secondary level, the move this year to an 8-period day enables much more flexibility and opportunity for teachers to provide more individualized and differentiated instruction. The longer block periods allow for more active labs, experiential hands-on learning opportunities, project-based learning, relationship-building, field trips, outdoor labs and experiments, and collaboration with co-rostered courses (i.e. creating double blocks of classes in the humanities, such as AP US History and AP Language and Composition). There is also more time for students to pursue Capstone research projects, SRS projects and CareerWise apprenticeships.

Finally, all classes include differentiated instruction and options to support various levels of knowledge.

Recognition for quieter kids who are simply getting it done:

There are many ways the staff tries to engage and recognize all kids who are doing well. Of the many points to make, here are a few examples.

At the elementary level, K-5 individual Character Counts Awards have been in place for many years which aim to recognize student doing good in a variety of ways—picking up trash on the playground, holding the door open for a teacher with full hands, showing extra kindness toward a classmate, etc. The teachers are working to improve it this year to more frequently highlight students with positive behavior matching each specific character trait. Additionally, each month a new student from each grade is recognized as a Pawsome Puma for showing overall positive behavior consistently. These are tracked to make sure new students are chosen year over year and giving additional students the opportunity to be highlighted.

In the middle school, teachers are writing postcards to families so families are more aware of recognition. We have also implemented student-led conferences, which provide an opportunity for students to highlight their own ideas about what they are doing well.

In high school, 9th grade teachers nominate freshmen for character awards...persisting, being in class every day, behaving well, modeling growth. 10th graders are recognized with service awards. Throughout high school, staff members target quieter students to challenge with leadership opportunities (talk at events, make announcements, etc.). Staff identifies students during MTSS meetings and in the clubs and areas of the school they supervise, and offer opportunities. For instance, a student with some skills in speaking will get nominated by the high school staff and admin for reading daily announcements. Students in clubs can lead initiatives or enter contests or respond to requests from teachers and admin on creative initiatives to lead in our 9-12 or K-12. Any student with interest can also request to tutor others and partner with our staff to lead in office hours or the Think Tank. We need everyone to find their niche and not sit on the sidelines, which is what we teach in PAC and in classes. We encourage all to find a few things that interest them and get involved for the good of the school. That leads to recognition for taking part.

Student Specific Communications:

Survey responses showed that parents/guardians want more proactive information about their specific students. The Communications Manager and the Executive Director of Education responded as follows:

Communication with our parents/guardians is of great importance to all staff. During our last in-service day, this was a topic of discussion. Teachers were encouraged to communicate positively with parent/guardians, not just during conferences. Parent/guardian communications are always welcome and encouraged. Parents/guardians can email the teachers, counselors, or staff members, with concerns or comments and/or request face-to-face meetings as needed. The email addresses for all staff members can be found on the Peak to Peak website under the Staff tab by selecting "Directory" in the drop-down menu. The directory is also linked at the bottom of every web page in the footer area.

Through the Peak to Peak web site, parents/guardians can subscribe to their student's class pages for more information and updates on the class. Help documents to guide parents/guardians through this process, as well as other frequently asked questions, are available on the Parents/Guardians page of the website. Community members are encouraged to reach out for assistance with any technical questions. For assistance, contact Jen Dauzvardis: jennifer.dauzvardis@bvsd.org

Counseling:

Responses highlighted the need for a dedicated elementary counselor, a perception that counselors too busy, and a desire for counselors to communicate sensitive curriculum topics to parents/guardians ahead of time.

Elementary counselor:

A new elementary counselor, Ms. Ball, was hired last spring and started this fall. She is already in classrooms and working with individual students. She looks forward to working with students and teachers throughout the year. Mrs. Ball introduced herself at elementary back-to-school night; for those who missed it, please refer to the introduction in the 8/31 Friday Digest. Creation of this new position has also relieved the elementary assistant principal of some of those duties, allowing Ms. Monarski to focus on other student and teacher supports.

Perception that counselors are too busy:

The middle school has a larger ratio of students to counselors, but it is in line with American School Counselor Association guidelines. We look at this regularly to determine if and when we should add more headcount to this area. Meanwhile, middle school counselors are adding focus groups in block periods, and are collaborating with content area teachers to create a blended lesson so that counseling lessons are no longer in isolation

In high school, there are more counseling resources available and these are tailored to each grade level:
9th grade—Counselors meet with all 9th graders in required fall study hall, including counseling lessons.

10th grade—Individual student meetings.

11-12th grade—Highly individualized college preparatory counseling, including family meetings, senior boot camps, and availability of post-grad coordinator every Monday open time to help students with college applications.

Finally, the counselors are providing an increased number of evening sessions and presentations for families that we hope they will attend to ask questions. There is also a weekly Counseling Digest to all high school families with important information about many aspects of student life.

Communication of sensitive counseling lesson topics to parents/guardians ahead of time:

Counselors send letters ahead to parents/guardians via email, proactively notifying parents/guardians about known sensitive topics, including gender discussions. Parents/guardians have the option to opt out their students from these lessons. The counseling curriculum is also available on the school website.

Conclusion

There are always areas where Peak to Peak can improve, even given the very positive results of the survey. The Accountability Committee appreciates the family participation in that improvement through their responses to the survey. The Committee also is grateful that the Board of Directors, the Executive Director of Education, the Executive Director of Operations, principals, and supporting administration are open and responsive to the survey results and the comments made by parents. Survey reports and responses can be found for this year and previous years on the school website or by clicking [here](#).

The Accountability Committee
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