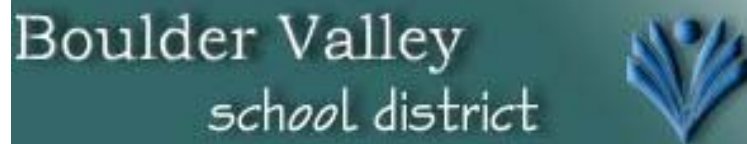




Peak to Peak Charter Schools, Inc.

Boulder Valley School District



Charter Renewal Application

December 1, 2004



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# Charter Renewal Application

## 1. Charter Renewal - Executive Summary

Peak to Peak Charter School, Inc. is pleased to submit its application for renewal of its charter with the Boulder Valley School District (BVSD). This document provides all information needed to comply with the Colorado Revised Statutes, Title 22, Article 30.5, Part 1, Section 110, Subsection 2, Paragraphs A, B and C which define the statutory requirements for a renewal application. In addition, Peak to Peak has updated its May 26, 1998 Proposal document to reflect the current state of the school.

The sections of this document contain the renewal application describing Peak to Peak's academic outcomes and other areas of progress, financial health, use of Section 17, Article IX money, a summary of major changes to the proposal, and a rewrite of the proposal, incorporating updated bylaws, goals and objectives approved by the membership in 2002 and 2004, along with changes to bring the proposal document into line with current school operation and current law. Appendices are included to provide additional detail in many areas.

Peak to Peak appreciates the opportunity to work with BVSD to finalize this agreement, coming to a mutually satisfactory contract by the deadline of February 1, 2005.

## 2. School Progress - C.R.S 22-30.5-110(2)(a)

Statutory requirement: "A report on the progress of the charter school in achieving the goals, objectives, pupil performance standards, content standards, and other terms of the charter contract and the results achieved by the charter school's students on the assessments administered through the Colorado student assessment program."

Peak to Peak has produced impressive results in its first four and one half years of operation. In all areas, from academic curriculum to school culture, from accomplishment of standards to athletics and activities, from student leadership to fiscal responsibility, the organization has met or exceeded expectations. The remainder of this section comprises a summary of key accomplishments against each of Peak to Peak's goals and objectives, spelled out in the original proposal. Some new objectives have been added to allow the school to track its progress in additional areas.

Peak to Peak produced a year-end report for the 2003-2004 school year to highlight the numerous successes within the four primary pillars of the school, which provides extensive additional information about accomplishments in a wide variety of areas. Appendix G includes this year-end report.

### ***2.1. Goal 1: Provide an exemplary liberal arts college preparatory education from kindergarten through twelfth grade.***

#### ***2.1.1. 1A. Meet or exceed BVSD and State of Colorado content standards.***

We are proud to present the excellent academic outcomes produced by Peak to Peak Charter School. The academic results in this section come from the Colorado Student

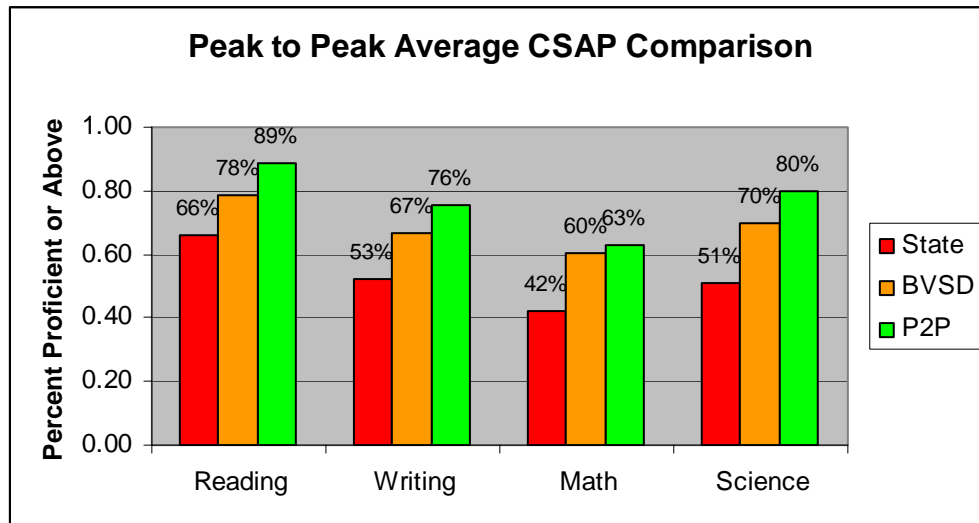


Assessment Program (CSAP) and related measurements of school and student performance.

Peak to Peak’s rigorous curriculum has resulted in the school’s ranking “Excellent” at the elementary, middle, and high school levels, and earning multiple “John Irwin School of Excellence” awards. The Excellent ratings and the John Irwin Awards are based on CSAP scores and are presented to schools that rate within the top 8 percent of all Colorado public schools. This was the first year that Peak to Peak High School was eligible for the award. Peak to Peak Elementary School has been the recipient of two previous John Irwin Schools of Excellence Awards. (Source: Peak to Peak’s 2004 End-of-Year Report and School Improvement Plan).

In addition, on October 7, 2004, BVSD informed Peak to Peak that the school achieved Adequate Yearly Progress in compliance with the requirements of No Child Left Behind (See Appendix D.)

As shown in the following chart, Peak to Peak’s CSAP results in 2004 were significantly higher than BVSD and state averages.



(Source: Actual CSAP results. For additional information, see Appendix A.)

Peak to Peak complies with BVSD reporting requirements which include improvement plans for any individual grade or subject level within the school’s CSAP results that do not meet the high-level standard of performance.

While CSAP is a key measurement of academic success, Peak to Peak has achieved academic success well beyond those items measured by CSAP. These successes cover a wide range of academic areas and include not only student successes in those areas but the school’s success in demonstrating academic leadership and making a variety of academic leadership opportunities available to students. The remainder of Section 2 describes these accomplishments. For additional information, see Appendix G.





**2.1.2. 1B. Provide an excellent, sequential curriculum that builds a student's knowledge base and critical thinking skills from the elementary level through a liberal arts, college preparatory education.**

In just four short years, Peak to Peak has developed a formidable, cohesive curriculum, which is described in greater detail in Sections 5, 6, 7 and 8 of the updated proposal. Students begin with the elementary Core Knowledge-based curriculum and proceed to the middle school curriculum which reinforces and builds on the solid foundation, preparing students for the rigorous college preparatory high school curriculum. (See Appendix I, Appendix J and <http://www.coreknowledge.org> for more information.)

A recent Colorado study has concluded that the Core Knowledge curriculum, on which Peak to Peak's elementary program is based, produces significant results. (See Appendix P.)

Peak to Peak classrooms feature a chart showing Bloom's Taxonomy, which prompts both faculty and students to strive for higher-level thinking in all classroom activities. (See Appendix F.)

World language is offered throughout the curriculum, facilitating a high degree of fluency in another language by graduation. The World Language Department is currently applying for membership in the National French Honor Society and the National Spanish Honor Society.

At the present time, more than half of the core high school courses offered at Peak to Peak are Advanced Placement (AP) courses, and half of all middle school courses are honors courses designed to help prepare students for the rigorous college preparatory curriculum in high school.

**2.1.3. 1C. Provide appropriate placement for students needing additional support or challenge by conducting qualitative and quantitative assessments as needed.**

Appropriate placement occurs in the elementary program through ability grouping, differentiation, compaction and subject matter acceleration. CSAP and QRI data help to ensure the proper placement of students. At the middle school and high school levels, students are placed in the appropriate level of courses based on teacher recommendations and, for returning students, student and parent preference. Incoming students take placement tests in math and English after acceptance through open enrollment to determine the optimum class placement.

**2.1.4. 1D. Ensure that graduating seniors meet the course requirements of selective public and private colleges and universities.**

Preparing students for college includes many areas of growth and learning beyond academics. From the beginning, Peak to Peak has focused on maintaining a school environment in which every student's unique needs and talents are recognized and nurtured. Peak to Peak has made available to students numerous opportunities to explore their leadership and extracurricular abilities, from a vigorous, successful athletics program to an active Student Council to numerous other activities. Peak to Peak's focus on Character Development and community service permeates these

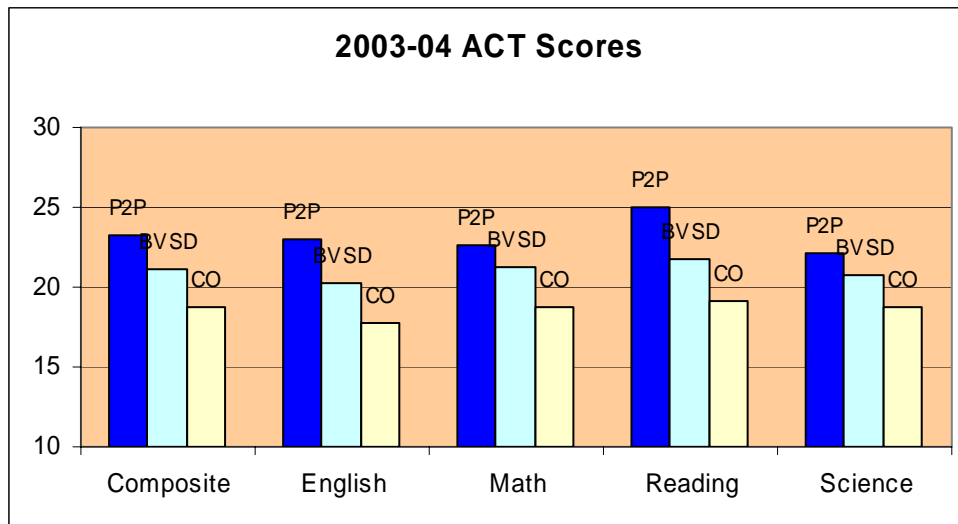


activities. See Appendix G and Appendix K for extensive additional information about such activities.

Following Peak to Peak’s original contract terms, the school’s college preparatory mission has been continually developed and enhanced to reach the point where, in 2004, the school’s efforts were recognized by the North Central Association. Peak to Peak has been approved as a North Central Association Candidate for College Preparatory School Accreditation. Only one other public school in Colorado has received NCA’s College Preparatory Accreditation. By the time Peak to Peak graduates its first senior class in 2005, we anticipate that those students will include on their transcripts that Peak to Peak has achieved North Central Association College Preparatory Accreditation. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) is a non-governmental, voluntary organization that accredits more than 9,000 public and private schools. For over 100 years, its focus has been to advance the quality of education and school improvement.

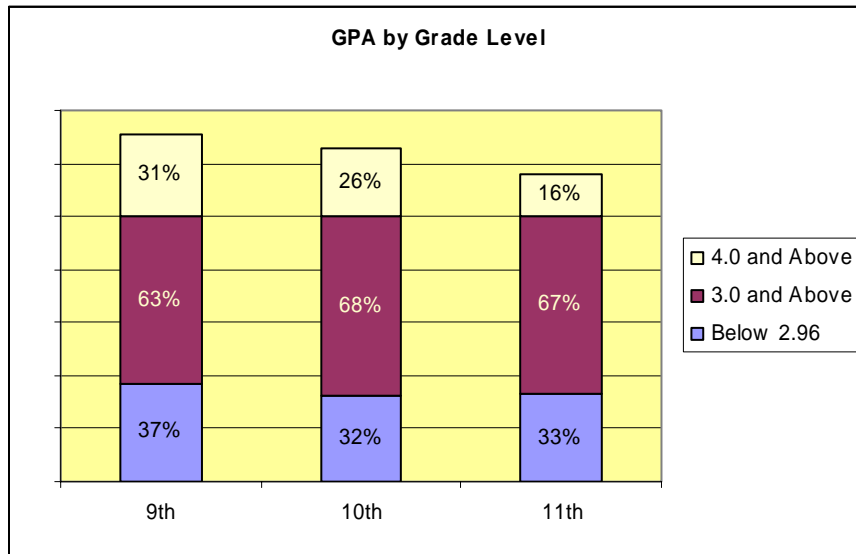
A review of college entrance requirements in the fall of 2003 indicates that Peak to Peak graduation requirements are well aligned with standards of selective public and private colleges and universities. Peak to Peak has increased its extracurricular opportunities to ensure a well-rounded high school experience for its students since that is an important factor in college admissions. (See the updated proposal, Section 23.1, Preparation for College Entrance.)

Peak to Peak’s first group of high school students to take the ACT in 2004 achieved scores significantly higher than BVSD, other neighboring districts and the state in general.



(Source: CDE website. For more information, see Appendix B.)

In the 2003-2004 academic year, two thirds of Peak to Peak’s High School students earned a Grade Point Average of 3.0 or above while taking an average of 2.1 honors classes per student.



(Source: Appendix C.)

**2.1.5. 1E. Peak to Peak will become one of the top 100 schools in the United States.**

For the 2004-05 school year, Peak to Peak will offer eleven AP courses, which is one component of the Newsweek Top 100 High Schools measurement. The school is currently analyzing its high school performance for future inclusion in national measurements for top schools in the country. Preliminary analysis indicates that Peak to Peak is well positioned to be one of the top 100 schools in the 2005-2006 academic year.

Peak to Peak was named a “Best Bet” by the Center for Educational Reform in 2004. The award is presented to approximately 100 of the nation’s 2,996 charter schools in recognition of exceptional progress over time.

**2.1.6. 1F. All students will meet established P2P content standards or have an ILP written.**

In March 2004, Peak to Peak established standard-based report cards for K-5. All students who do not meet established literacy standards have ILPs in place.

**2.1.7. 1G. Hire and retain qualified administrators, teachers and staff**

Peak to Peak has implemented an extensive process for hiring and retaining administrators, teachers and staff. The growth of the school is highly evident in the increased size of the faculty/staff:

- 2000-01: 13 teachers and staff
- 2001-02: 45 teachers and staff
- 2002-03: 71 teachers and staff
- 2003-04: More than 100 teachers and staff

Peak to Peak’s hiring process has been developed with input on best practices from human resources professionals, administrators, teachers and hiring team members.



This process is designed to thoroughly assess whether a candidate is a good “fit” for the Peak to Peak environment. There are three important and interrelated aspects of this assessment:

1. **Technical** - educational background, certifications, trainings, professional background, life experiences, content knowledge, etc... (items on resume)
2. **Behavioral** - competencies, or skills in the following areas: classroom, cognitive, communication, interpersonal, leadership and administration / management
3. **Motivational** - observed behaviors during the hiring process; how strong is the candidate’s desire to teach generally and at Peak to Peak specifically?

Peak to Peak’s hiring process is extensive with multiple steps, including initial committee review of application materials, brief telephone interviews, demonstration (mock) lessons, behavioral interviews and writing samples.

During the 2003-2004 school year, Peak to Peak’s elementary teachers had an average of eight years of teaching experience; 90 percent taught within their field of degree, and 29 percent held advanced degrees. Peak to Peak’s secondary teachers averaged six years of teaching experience; 95 percent taught within their field of degree, and 62 percent held advanced degrees. Furthermore, Peak to Peak’s kindergarten through twelfth grade administrative team has an average of 15 years of experience in education.

The school has also implemented processes for peer mentoring, professional development and formal evaluations. The primary objective of the teacher professional growth process is to improve the quality of instruction throughout Peak to Peak’s kindergarten through twelfth grade program, thereby promoting student achievement. Professional growth at Peak to Peak is a three-pronged approach, including observations (formal and informal), the evaluation process, and professional development.

In 2004, Peak to Peak was chosen as a site for the Alternative Teacher License Program by the Colorado Department of Education (CDE). Only a handful of individual schools across the state are licensing sites, which makes this a prestigious recognition. In 2005, the school will begin to host teachers external to Peak to Peak through this program.

While the financial challenge of delivering Peak to Peak’s program while funding its own facility is daunting, the school nonetheless is keenly focused on paying its staff and faculty on a scale comparable to that available elsewhere in the area.

Peak to Peak has created a comprehensive Staff Handbook as a complete reference source to ensure all faculty members are familiar with the academic policies, practices and procedures of the school. (See Appendix H for more information.)

### **2.1.8. 1H: Maximize external revenue opportunities**

The school continually evaluates external revenue generating opportunities, such as hosting summer athletic and academic camps. The school rents its sports facilities and space to external organizations. Peak to Peak anticipates that the Alternative Teacher License Program will be revenue-generating in 2005-06.



### 2.1.9. *1I. Use technology productively*

Peak to Peak makes extensive use of technology to support curriculum and other goals of the school. The school's computer labs are designed to facilitate group learning, and each classroom has at least one computer for in-class research. Multiple classrooms are equipped with "Smart Boards" which allow guided learning using a variety of computer-based tools.

Email is used as an efficient, environmentally friendly way to deliver important information to the school community: students, parents, teachers, staff, board and committees. In addition, the board of directors has put in place a vehicle to allow members of the community to use email to communicate with the board.

Peak to Peak has implemented systems to offer both homework and grades online to students and parents, and has extensive parent-teacher conferences at all levels of the school to ensure good communication.

### 2.1.10. *1J. Contract negotiations*

The Contract Renewal Committee has reviewed statutory requirements for a contract renewal with BVSD, written the renewal documentation, reviewed/updated policies and waivers, and participated in constructive negotiation sessions with BVSD staff. The Committee is hopeful that successful conclusion of the negotiation process will result in a renewed contract with the BVSD.

### 2.1.11. *1K. Provide exceptional library services for all teachers and students in grades K-12.*

Peak to Peak currently operates two library sites in existing classrooms including a kindergarten through fifth grade library in the south building and a sixth through twelfth grade library in the north building. These libraries serve students through on-line research capabilities as well as with print materials. They serve teachers through lesson plan research and support. Each library operates under a comprehensive library strategic plan. The school anticipates constructing a single kindergarten through twelfth grade library facility as the centerpiece of the campus.

### 2.1.12. *1L. Peak to Peak will provide summer camp services in academics, athletics, and extra curricular activities for all students.*

In spring 2004, Peak to Peak developed plans for academic and athletic summer camps. The athletic camps were well attended in summer 2004, and one component of our academic camp was implemented. In addition to the athletic programs, the school anticipates fully implementing the academic camps for the summer of 2005.



## ***2.2. GOAL 2: Encourage the enrollment, retention and graduation of students from all economic and ethnic backgrounds.***

### ***2.2.1. 2A. Establish and maintain effective outreach and support programs.***

Peak to Peak conducts annual open enrollment activities that are designed to attract students who will benefit from the school's rigorous academic curriculum and positive, character-based school environment. Since 2000, Peak to Peak has been listed on 24 percent of the applications received in BVSD.

The school provides outreach to populations who might otherwise not know about Peak to Peak. These efforts include Spanish language brochures and tours. Peak to Peak has conducted a high-level study to understand its demographics as compared to other BVSD schools. The study showed that the percentage of minority students attending Peak to Peak is higher than 60% of other district schools. Additional information about Peak to Peak's demographics can be found in the updated proposal in Section 9, Outreach Plan, and in Appendix E, Peak to Peak BVSD Report Card.

## ***2.3. GOAL 3: Promote a safe, positive, and respectful environment.***

### ***2.3.1. 3A. Value students and parents as customers and be responsive to their concerns in a manner that is consistent with the school's goals and mission.***

Each spring, Peak to Peak seeks feedback on overall satisfaction with the school through surveys that provide information for school accountability and valuable feedback for setting goals, making changes, and evaluating new programs. Some highlights from the 2004 survey include the following:

#### Elementary Parents:

- 97 percent agreed that Peak to Peak is a community that values and recognizes scholarship, academic achievement and creativity.
- 95 percent agreed that Peak to Peak provides an environment in which each student is known, respected and valued as an individual of great potential and promise.
- 95 percent agreed that teachers and administrators encourage respect, responsibility and a positive school culture.
- 96 percent are satisfied with the education at Peak to Peak.

#### Secondary Parents:

- 95 percent are satisfied with the education provided at Peak to Peak.
- 95 percent agreed that Peak to Peak is a community that values and recognizes scholarship, academic achievement and creativity.
- 94 percent agreed that teachers and administrators encourage respect, responsibility and a positive school culture.
- 94 percent agreed that Peak to Peak challenges their child to achieve his/her academic potential.

#### Students:



- 94 percent of high school students are satisfied with the education they are receiving at Peak to Peak.
- 88 percent of middle school students are satisfied with the education they are receiving at Peak to Peak.
- 98 percent of students in third through fifth grades like the education they are receiving at Peak to Peak.
- 90 percent of students in kindergarten through second grade like going to school at Peak to Peak.

With the start of the 2004 school year, the board and administration have undertaken a significant focus on improving the overall communications within the school community.

**2.3.2. 3B. Enhance each student's social, emotional and physical development.**

The school has actively expanded opportunities for students in the areas of extra-curricular activities and athletics. Please see Appendix K, Peak to Peak Athletics and Activities, for more detail. As a member of the Colorado High School Activities Association (CHSAA), Peak to Peak participates in the highly competitive 3A Metro League. Additionally, Peak to Peak is part of the Middle Level Athletic Association (MLAC). The school currently offers the following activities and athletics by program level:

Elementary School	Middle School	High School
<ul style="list-style-type: none"> <li>• Student Council</li> <li>• Book Writing Club</li> <li>• Chess Club</li> <li>• Destination Imagination</li> <li>• Drama Club</li> <li>• Story Telling Club</li> <li>• Turning the Wheel Productions</li> <li>• Yearbook</li> <li>• 5<sup>th</sup> grade choir, band, orchestra</li> <li>• YMCA basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Student Council</li> <li>• National Junior Honor Society</li> <li>• Math Club</li> <li>• Chess Club</li> <li>• Destination Imagination</li> <li>• Robotics Club</li> <li>• Turning the Wheel Productions</li> <li>• Yearbook</li> <li>• Ten levels of choir, band, orchestra</li> <li>• Gold Crown competitive basketball</li> <li>• Cross country, track (6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>)</li> <li>• Intramural sports (6<sup>th</sup>/7<sup>th</sup>): basketball, flag football, volleyball, soccer</li> <li>• 8th grade athletics: soccer, basketball, volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Student Council</li> <li>• National Honor Society</li> <li>• Colorado State Math Competition</li> <li>• Mock Trial</li> <li>• Journalism</li> <li>• Speech &amp; Debate</li> <li>• Petanque Club</li> <li>• Web Team</li> <li>• Yearbook</li> <li>• Sports/Games Club</li> <li>• Wilderness &amp; Adventure Club</li> <li>• Creative Writers Club</li> <li>• Reading Buddies (with elementary)</li> <li>• Pep Club</li> <li>• Eleven levels of choir, band, orchestra</li> <li>• Boys' sports: golf, soccer, cross country, basketball, ice hockey, track, baseball</li> </ul>

Many examples of successes in this area can be seen in Appendix G. A few more recent examples are:

- Members of Peak to Peak's Speech and Debate Team won honors in their first state competition of the season at Summit County High School.



- High School boys' soccer coach Peter Chandler was named the Metro League Soccer Coach of the Year bringing the newest and youngest Metro team (first year of membership) to a seventh place finish in the state, and a quarter finalist in the state competition. The PUMAS tied for second in the Metro League.
- An eighth grade student won first place in the county-wide Culture of Giving Art Contest. Entries will be on display at The Dairy Center for the Arts.

Peak to Peak's mission includes preparing students to become active and responsible citizens of an interdependent world. The ACCESS program provides students an opportunity to identify with a small group of students and an adult, and can support students in transitioning from one grade to the next and to college. Students currently meet in ACCESS groups each Wednesday to discuss topics appropriate to their grade level. For example, high school students may discuss college and career planning and graduation requirements while middle school students focus on cross-curricular study skills.

### *2.3.3. 3C. Encourage parents to participate actively in the school.*

Peak to Peak is fortunate to have many volunteers who generously donate their time. It helps build community as teachers, staff, parents and students unite in their dedication to a strong, college preparatory education. Ninety percent of elementary parents and almost 75 percent of middle and high school parents volunteer. The amount of time that parents spend at Peak to Peak is also impressive. Almost 15 percent of elementary families and 10 percent of secondary families volunteer more than 25 hours of work each month.

In addition to encouraging and welcoming volunteer contributions from families, Peak to Peak also encourages feedback from all families. The school's board meetings are open to the public and publicized using a wide variety of communication vehicles. The board and staff conduct monthly Parent/Staff/Board Coffees to encourage parental input, and the school's Accountability Committee's Parent, Educator, Administrator and Kids (PEAK) Forum program is used to communicate with the school community about important issues and solicit input to aid in decision making.

### *2.3.4. 3D. Model and foster respect and support among the students, faculty, staff, administration, and the Board of Directors.*

In 2003, a Code of Conduct was written and posted for all participants to follow during Peak to Peak meetings. In 2004, the school is merging the elementary and secondary character development teams into one kindergarten through twelfth grade team comprising teachers at different grade levels and parents. In the most recent survey, nearly 90% of students said they feel safe at school.

As reflected in the numbers below, and echoed with Peak to Peak's School Resource Officer, Peak to Peak is an extremely safe environment, with little or no crime and few discipline problems.





### Safety and Discipline

Safe schools are a top priority for parents, teachers, and communities. Your school's safety and discipline record for the 2002-2003 school year is:

Type of Incident	Number of Incidents Reported	Action Taken				
		In School Suspension	Out of School Suspension	Expulsion	Referred to Law Enforce.	Other
Substance Abuse - Drugs	1		1			
Substance Abuse - Alcohol						
Substance Abuse - Tobacco	5		5			
Assaults/Fights						
Habitually Disruptive Students						
Dangerous Weapons	1		1			
Other Violations of Code of Conduct	25	2	23			

Source: Colorado Department of Education School Report Card.

**2.3.5. 3E. Promote respectful relationships among all members of the school community by means of the school honor code.**

The school honor code, "I will strive to achieve excellence in scholarship and character," is known and followed by the vast majority of the Peak to Peak community on a consistent basis.

**2.3.6. 3F. The Peak to Peak campus will be designed, built and maintained so that it supports the school's mission and goals in a fiscally responsible manner.**

Peak to Peak's facility fully supports the mission and goals of the school, providing a safe, comfortable learning environment that supports all areas of the curriculum, including specialized facilities for science, technology and the arts as well as athletics. For information about the facility, see the updated proposal, Section 11, Site Plan.

**2.3.7. 3G. Ensure the Peak to Peak Board of Directors focuses on strategic and meaningful school development.**

The Board of Directors and staff of Peak to Peak have implemented the guidelines outlined in Peak to Peak's bylaws (the Governance section of the original proposal) and in many cases gone significantly beyond what was originally envisioned. The organization has implemented extensive systems, policies (both replacements for state and BVSD requirements the school was permitted to waive, and others), procedures and practices to ensure the smooth, consistent governance of the organization. Numerous standing volunteer committees have a significant positive impact on the functioning and governance of the school, and board members serve as liaisons to each of these committees.

Peak to Peak takes seriously its mission to provide an exemplary kindergarten through twelfth grade liberal arts, college preparatory education. As an



accountability tool to ensure that resources are allocated toward activities that support Peak to Peak's goals, the Board of Directors created and annually updates its Strategic Plan.

The Board of Directors, with significant input from community leaders, developed a comprehensive two-year strategic plan to guide the school for the 2003-04 and 2004-05 school years. In spring 2005, the board will again undertake updating the strategic plan to guide the school for the future years. Additionally, all board members participate as liaisons to various school committees and functions.

## ***2.4. GOAL 4. Provide students with opportunities to participate in decision making.***

### ***2.4.1. 4A. Students will have a meaningful role in: scheduling events, student led activities, and student government.***

Peak to Peak's mission includes preparing students to become active and responsible citizens of an interdependent world. To accomplish this important aspect of the school's program, Peak to Peak has established a goal to provide students with opportunities to participate in decision making.

Numerous examples of this appear throughout the school. In the 2003-04 school year, the elementary student council started the World Fair and supported the elementary program. At middle school, the student council initiated fun activities for students by hosting a costume party in October and a Valentines Day Dance in February. The council supported the community by making signs for Peak to Peak's Jog-a-thon and reducing the Valentines Dance admission price for students who donated food for a local food bank.

In 2003-04, the high school student council's first task was to write and approve its constitution. The council kept active developing new after-school activities for students, sponsoring the weekly coffee house called the "Peak Perk," creating Peak to Peak's first prom, and running a very successful carnival for younger students. The high school student council brought a well-crafted proposal to the Board of Directors for a modified closed campus lunch policy for juniors and seniors who meet and follow strict guidelines. After several iterations in which the student council representatives showed great leadership, ingenuity and perseverance, the modified closed campus policy was adopted for the 2004-2005 school year, allowing qualifying juniors and seniors who meet certain strict standards and who have parent permission to leave campus during their lunch period.

### ***2.4.2. 4B. There will be student representation on selected committees as approved by the board.***

Students serve as Student Ambassadors for the Community Relations Committee. The school student councils engage in a wide variety of leadership activities associated with events throughout the school.



## **2.5. GOAL 5. Demonstrate fiscal responsibility.**

### **2.5.1. 5A. Maintain records and conduct business in accordance with customary procedures for financial accountability.**

The Director of Operations has developed financial policies in accordance with customary procedures for financial accountability. The school undergoes an annual audit, produces quarterly financials, and has formalized a budget process. In addition to the Director of Operations, the school employs an accountant, who currently is a CPA, and identifies a treasurer on the Board of Directors, currently also a CPA.

### **2.5.2. 5B. Fund development plan to support the strategic plan, including capital campaign.**

Peak to Peak implements fundraisers and grant procurement throughout the school year to provide funds for critical school needs. For example, grants for literacy support have been used to purchase leveled readers for elementary classrooms. Past fundraisers have included silent auctions, a jog-a-thon and an annual gift campaign. The school is currently conducting a capital campaign to fund the Performing Arts Complex.

## **3. School Finance - C.R.S 22-30.5-110(2)(b)**

Statutory requirement: "A financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such costs to other schools or other comparable organizations, in a format required by the state board of education."

Per the BVSD Budget department, this requirement is fully addressed by the 03-04 BVSD CAFR audit.

## **4. Article IX, Section 17 funds use - C.R.S 22-30.5-110(2)(c)(I)**

Statutory Requirement: "For renewal applications submitted on or after July 1, 2001, but prior to July 1, 2010, a statement specifying how the charter school intends to use the one-percent increase in the statewide base per pupil funding for state fiscal years 2001-02 through 2010-11 required by section 17 of article IX of the state constitution to raise student achievement."

As a result of the 1 percent associated with Amendment 23, Peak to Peak will receive approximately \$59.05 per FTE which equates to \$67,878 for the 2004-05 school year. Peak to Peak directs resources to areas where it can make the largest impact on students with the greatest needs. These funds were used to hire a full-time literacy teacher, at a cost of \$49,339, to work with struggling readers in small groups at both the elementary and secondary level. The remaining \$18,539 was used to hire one full-time paraprofessional in kindergarten, and multiple part-time paraprofessionals in first through fifth grades to work with the math, reading and spelling ability groups. Kindergarten classes average 24 children taught by one teacher and one full-time paraprofessional, providing an instructional staff to student ratio of 12:1.

Classes in first and second grade average 24 students, and classes in third grade average 26 students. Peak to Peak has on average three classroom teachers, a literacy teacher, and a



paraprofessional assigned to each grade level during math, reading and spelling, resulting in an average instructional staff to student ratios of 14.4:1 for first and second grade, and 15.6:1 for third grade. In addition, numerous volunteers work with small groups during math and reading to further ensure more direct contact with each child.

## 5. 2004 Proposal Update

Peak to Peak is pleased to have this opportunity to update its original proposal, submitted May 26, 1998. This update of the document reflects the current and anticipated future state of the school. In carrying out Peak to Peak's original proposal, members of the school community have learned a great deal during the first four and one-half years of operation; the updated proposal reflects that learning.

While school representatives and BVSD staff have begun negotiations on the ultimate contents of the renewed contract, which will incorporate the proposal by reference, those negotiations have not been concluded. Because of this, the updated proposal does not reflect any results that may have, by the time of submission, resulted from the negotiation effort.

### 5.1. *Proposal Changes - Summary and Rationale*

Following is a summary of key changes requested from Peak to Peak's original proposal and contract with the BVSD.

**Goals, Objectives, Bylaws:** Peak to Peak has fine tuned both its goals and objectives and its bylaws during the term of the original contract. These updates have been voted on and approved as required by Peak to Peak's bylaws and are included in the updated proposal.

**Enrollment limits:** The school's position is that enrollment caps are no longer to be imposed on Peak to Peak as a whole or at any program level, unless they are based on the three criteria supported by state law: to facilitate the academic success of students enrolled in the charter school, its ability to achieve the other objectives specified in the charter contract, and the capacity of the charter school facility or site.

**Fair Share Definition:** Peak to Peak's current contract provides that a "fair share" of some mill levy overrides be distributed to the school each year. Peak to Peak maintains that a school's fair share is a pro-rata share based on the school's total enrollment versus BVSD's total enrollment.

**Purchased Services:** Peak to Peak's original contract contained language that obligated the school to purchase certain services from BVSD. Since state law allows charter schools to purchase services at the school's discretion, the school's position is that Peak to Peak may purchase services at its discretion.

**Open Enrollment:** Peak to Peak's original contract stipulated that Peak to Peak run its own open enrollment process. Since that time, BVSD centralized the open enrollment process district-wide and required that Peak to Peak adopt the new procedure. Peak to Peak waives BVSD Policy JECC, Assignment of Students to Schools. This waiver will ensure that once enrolled, Peak to Peak students will not need to re-enter the lottery even if their grade level changes through promotion, acceleration, or retention, even as they move from the elementary school to the middle school or from the middle school to the high school. Peak to Peak will follow JECC - R, Open Enrollment Procedures and Information as shown in Appendix O, with the exception of the section called "Selection Process."



**Early Childhood Education:** Peak to Peak reserves the option to start an Early Childhood Education Program at some point during the contract term.

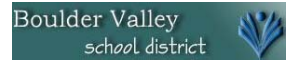
**Facilities Needs:** BVSD will fairly consider Peak to Peak for any future BVSD bonds and available district facilities.

**Dispute Resolution:** Peak to Peak's original contract contained language regarding dispute resolution. Since the proposal becomes part of the renewed contract, we included and revised the language from the original contract to account for precedents that were established after the original contract was signed.

**Character Development:** Peak to Peak has integrated "Character Development" into the school. Character Development, a program that incorporates universally-accepted principles into the school, is not an add-on program. It is infused in the school through the curriculum, student activities, and teacher and staff role-modeling. It includes "bullyproofing" education for kindergarten through sixth grade and "no harassment" education for seventh through twelfth grades.



BVSD Contract Renewal





# Proposal Update 2004

## 1. Proposal Update 2004 - Overview

The Board of Directors of Peak to Peak Charter Schools, Inc. (Peak to Peak), a Colorado nonprofit corporation, is pleased to present the Boulder Valley Board of Education a proposal to renew Peak to Peak's contract with Boulder Valley School District. Opening its doors for operation in 2000, Peak to Peak has successfully operated a unique kindergarten through twelfth-grade college preparatory, liberal arts charter school in Boulder Valley and would welcome the opportunity to continue operating within BVSD.

Peak to Peak gives students a foundation for a lifetime of learning and discovery. High expectations are an important part of the Peak to Peak school culture, and students are encouraged to work hard and strive to achieve their full potential. Peak to Peak students who demonstrate a mastery of knowledge and skills are challenged through appropriate placement in each subject area.

A liberal arts education has been recognized throughout history for its broad benefits and its appropriateness as a foundation for future learning. By focusing on a liberal arts college preparatory program, Peak to Peak achieves two important objectives: it prepares students to meet successfully the educational challenges of higher education, and it prepares them to be well-educated citizens in an increasingly complex world. Peak to Peak takes this time-tested education and makes it accessible to students who are interested in a focused college preparatory program, regardless of their cultural or economic backgrounds.

A standards-based school, Peak to Peak is designed from the ground up for graduates to meet or exceed the entrance requirements of top colleges and universities. The elementary, middle and high school programs have been carefully crafted as a unified, coherent and challenging curriculum, which progressively builds each student's foundation of knowledge and mastery of skills, while preparing them for university life.

Peak to Peak is dedicated to helping its students become active and responsible citizens of an interdependent world. It is, therefore, expected that Peak to Peak students will consider how their decisions and actions can affect themselves and others. To achieve this goal, Character Development has been infused throughout the culture of the school in several ways:

- Teacher and staff role modeling
- The existing curriculum
- Behavior and discipline codes
- Community service

Peak to Peak is small enough to ensure that each student is known and valued but large enough to provide a variety of academic, athletic, and extracurricular activities. Students' character also matters at Peak to Peak. The school's size provides opportunities to work with students as they participate in and assume leadership roles in extracurricular activities and the school community.

An additional benefit of Peak to Peak's close-knit school community is the safety provided by teachers and staff knowing students individually, and recognizing when a person is not



part of the school community. This security is reinforced by Peak to Peak's modified closed campus. With the exception of high school juniors and seniors who have received parental permission and earned the privilege of going off campus during lunch, Peak to Peak maintains a closed campus.

### **1.1. *Elementary School***

Peak to Peak Elementary School uses the nationally recognized Core Knowledge Sequence. In addition to reading, writing, spelling, math, social studies, and science, Peak to Peak elementary students participate in P.E., art, world language (Spanish or French), music and library time.

### **1.2. *Middle School***

Students entering Peak to Peak Middle School enroll in courses specifically designed to prepare students to take and succeed in Peak to Peak's advanced college preparatory high school courses. In addition, they enjoy a variety of courses such as P.E., music, theater, art, and technology. Students are also encouraged to participate in Peak to Peak's extracurricular sports program, as well as a variety of clubs, competitions, and an annual theater production.

### **1.3. *High School***

Peak to Peak High School features Advanced Placement courses and additional programs such as the CU Succeed Gold Program, with university courses taught during the school day by University of Colorado, Denver, adjunct professors on-staff at Peak to Peak. To recognize students who desire a challenging, well-rounded high school experience and indicate to highly selective colleges a student's commitment to excellence, Peak to Peak offers the "Peak Scholar Award." The high school also provides an assortment of courses in P.E., music, theater, art, journalism, and technology and will add to the course selection as the program continues to grow. Students are also encouraged to participate in Peak to Peak's extracurricular sports, theater performances, clubs, and competitions.

### **1.4. *Implementation – School History***

Starting with its first year, Peak to Peak has consistently attracted new students while earning state-wide recognitions. Peak to Peak has developed from 196 students the first year to nearly 1,200 this year. It has grown from a staff of about 20 in 2000 to welcoming over 100 faculty and staff this school year. The school has moved from a small day care center building to a 26-acre, three-building campus. Most importantly, Peak to Peak's teachers and staff have taken a vision of a comprehensive, college preparatory public school and developed a school that has proven that when students are challenged they can and do rise to the occasion.

With growth has come demonstrated academic success. Peak to Peak has ranked "Excellent" at the elementary, middle, and high school levels, earning multiple "John Irwin School of Excellence Awards." In its first reporting year, Peak to Peak High School qualified for the "John Irwin School of Excellence Award" and scored at the top of the district and state in the ACT tests.





## 2. Peak to Peak's Vision and Mission

Peak to Peak's decision-making is guided by the school's vision and mission. These broad and ambitious statements, combined with the school's goals and objectives and strategic plan, guide every aspect of the school's operation.

### 2.1. *Vision Statement*

The Peak to Peak community will inspire students to fulfill their academic dreams for college, to develop their creative passions and athletic talents, and to become responsible citizens.

### 2.2. *Mission Statement*

Peak to Peak's Mission is to:

- Provide broad access to an exemplary K-12 liberal arts, college preparatory education that challenges students to achieve their academic potential.
- Be a community that values and recognizes scholarship, academic achievement, and creativity.
- Provide an environment in which each student is known, respected, and valued as an individual of great potential and promise.
- Prepare students to become active and responsible citizens of an interdependent world.

### 2.3. *Peak to Peak Core Values / Pillars*

Peak to Peak is guided by a core set of values and commitments to students, staff and the community at large. The Year-End Report, shown in Appendix G, highlights the tremendous progress we've made toward each of these pillars during the 2003-04 school year.

#### 2.3.1. *Pillar 1. We Value Learning: Educational Philosophy*

Learning is the core value of Peak to Peak. The school emphasizes excellence in a college preparatory education by focusing its efforts on the capability of students of all backgrounds and cultures to grow academically and personally.

#### 2.3.2. *Pillar 2. We Value Character Development*

Respect, responsibility, and other universally valued character traits are embedded in the curriculum and school culture to help equip students for long-term success in life.

#### 2.3.3. *Pillar 3. We Value Our Faculty and Staff*

Peak to Peak fosters an environment that is fair, challenging, and innovative and that supports extensive professional development. We take pride in the excellence of our faculty and staff.



### 2.3.4. *Pillar 4. We Welcome Our Community*

Peak to Peak actively includes students, staff, parents and community partners. Our partners have the opportunity to engage in productive dialogue and to make a difference.

## 3. Goals and Objectives

### 3.1. *Overview*

The goals and objectives of Peak to Peak derive from its mission statement and ideals. Progress made in meeting these goals is analyzed annually. Parents, students, faculty, administrators, the Board of Directors and the Accountability Committee re-evaluate these goals regularly to update them in response to emerging needs. Such needs are identified through careful examination of information including annual satisfaction surveys, performance on various tests and assessments, and baseline data gathered on incoming students.

### 3.2. *Updated Goals*

In spring 2004, Peak to Peak proposed changes in the wording of its goals. The membership approved the goal changes in 2004 and the revised goals are presented here:

**Goal 1:** Provide an exemplary liberal arts college preparatory education from kindergarten through twelfth grade.

**GOAL 2:** Attract, enroll, retain and graduate college-bound students from all economic and ethnic backgrounds.

**GOAL 3:** Promote a safe, positive, and respectful school culture and environment.

**GOAL 4:** Support students to become self-directed, active and responsible participants in school, the broader community and life.

**GOAL 5:** Demonstrate effective school management.

(Source: Amendments to Peak to Peak Bylaws, dated March 13, 2004)

Peak to Peak has operated since 2000 using the goals identified in the original bylaws. As part of the contract renewal process, the school desires to update the goals and objectives to reflect the evolved status and needs of the school. Preliminary work toward this end has resulted in the following goals and objectives. Several objectives have been moved under more appropriate broadened goals and others are established as placeholder thoughts to create possible new objectives. Parents, students, faculty, administrators, the Board of Directors and the Accountability Committee will re-evaluate these objectives regularly to update them in response to emerging needs. Such needs will be identified through careful examination of information including annual satisfaction surveys, performance on various tests and assessments, and baseline data gathered on incoming students. With the passage of the bylaw changes by the Peak to Peak community and the adoption of the new bylaws with the contract renewal, the school will update the two-year strategic plan, including these goals and objectives, in spring 2005. The goals and objectives as currently written in the strategic plan are included for comparison with the proposed goals and objectives.



### 3.3. *2000-2004 goals and objectives in Strategic Plan*

Following are the goals and objectives established in 2000. The objectives have been enhanced over time to reflect the development of the school.

#### 3.3.1. *Goal 1: Provide an exemplary liberal arts college preparatory education from kindergarten through twelfth grade.*

- 1A Meet or exceed BVSD and State of Colorado content standards.
- 1B Provide an excellent, sequential curriculum that builds a student's knowledge base and critical thinking skills from the elementary level through a liberal arts, college preparatory education.
- 1C Provide appropriate placement for students needing additional support or challenge by conducting qualitative and quantitative assessments as needed.
- 1D Ensure that graduating seniors meet the course requirements of selective public and private colleges and universities.
- 1E Peak to Peak will become one of the top 100 schools in the United States.
- 1F All students will meet established P2P content standards OR have an ILP written.
- 1G Hire and retain qualified administrators, teachers and staff
- 1H Maximize external revenue opportunities
- 1I Technology
- 1J Contract negotiations
- 1K Provide exceptional library services for all teachers and students in grades K-12.
- 1L Peak to Peak will provide summer camp services in academics, athletics, and extracurricular activities for all students.

#### 3.3.2. *GOAL 2: Encourage the enrollment, retention and graduation of students from all economic and ethnic backgrounds.*

- 2A Establish and maintain effective outreach and support programs.

#### 3.3.3. *GOAL 3: Promote a safe, positive, and respectful environment.*

- 3A Value students and parents as customers and be responsive to their concerns in a manner that is consistent with the school's goals and mission.
- 3B Enhance each student's social, emotional and physical development.
- 3C Encourage parents to participate actively in the school.
- 3D Model and foster respect and support among the students, faculty, staff, administration, and the board of directors.
- 3E Promote respectful relationships among all members of the school community by means of the school honor code.
- 3F Design build and maintain the Peak to Peak campus so that it supports the school's mission and goals in a fiscally responsible manner.
- 3G Ensure the Peak to Peak Board of Directors focuses on strategic and meaningful school development.



**3.3.4. GOAL 4: Provide students with opportunities to participate in decision making.**

- 4A Ensure students have a meaningful role in scheduling events, student led activities, and student government.
- 4B Allow for student representation on selected committees as approved by the board.

**3.3.5. GOAL 5: Demonstrate fiscal responsibility.**

- 5A Maintain records and conduct business in accordance with customary procedures for financial accountability.
- 5B Fund development plan to support the strategic plan, including capital campaign.

**3.4. 2005 and future goals and objectives in Strategic Plan**

Following are the goals and objectives established for 2005 and beyond. The objectives will be enhanced during spring 2005 to reflect the future of the school.

**3.4.1. Goal 1: Provide an exemplary liberal arts college preparatory education from kindergarten through twelfth grade.**

- 1A Meet or exceed BVSD and State of Colorado content standards.
- 1B Provide an excellent, sequential curriculum that builds a student's knowledge base and critical thinking skills from the elementary level through a liberal arts, college preparatory education.
- 1C Provide appropriate placement for all students.
- 1F All students will meet established P2P content standards or be on a plan for improvement, including 504, IPS and IEP.
- 1I Technology
- 1K Provide exceptional library services for all teachers and students in grades K-12.

**3.4.2. GOAL 2: Attract, enroll, retain and graduate college-bound students from all economic and ethnic backgrounds.**

- 2A Attract and enroll
- New Ensure well-rounded program that incorporates components desired by college admissions.
- 1L Peak to Peak will provide summer camp services in academics, athletics, and extracurricular activities for all students.
- New Counseling/college planning center
- New Student services--support and retention
- New Graduation planning
- 1D Ensure that graduating seniors meet the course requirements of selective public and private colleges and universities.



3.4.3. *GOAL 3: Promote a safe, positive, and respectful school culture and environment.*

- 3A Value students and parents as customers and be responsive to their concerns in a manner that is consistent with the school's goals and mission.
- 3C Encourage parents to participate actively in the school.
- 3D Model and foster respect and support among the students, faculty, staff, administration, and the board of directors.
- 3E Promote respectful relationships among all members of the school community.
- 3F Design, build and maintain the Peak to Peak campus so that it supports the school's mission and goals in a fiscally responsible manner.
- New Promote and encourage character development for all members of the school community.

3.4.4. *GOAL 4: Support students to become self-directed, active and responsible participants in school, the broader community and life.*

- 4A Ensure students have a meaningful role in: scheduling events, student led activities, and student government.
- 4B Allow for student representation on selected committees as approved by the board.
- 3B Enhance each student's social, emotional and physical development.
- New Support students in becoming responsible citizens.
- New Help students develop a passion.
- New Develop an exemplary college counseling center.

3.4.5. *GOAL 5: Demonstrate effective school management.*

- 5A Fiscal responsibility (The original objective will be changed to a strategy: Maintain records and conduct business in accordance with customary procedures for financial accountability.)
- 5B Create and implement a fund development plan to support the strategic plan, including capital campaign.
- 1H Maximize external revenue opportunities
- New Effective Administration
- 3G Effective policy development (The original objective will be changed to a strategy: Ensure the Peak to Peak Board of Directors focuses on strategic and meaningful school development.)
- New Ensure effective independent oversight of school operations and governance (Accountability)
- 1G Hire and retain qualified administrators, teachers and staff
- New Effective organizational development
- New Communication across all stakeholders
- 1E Peak to Peak will become one of the top 100 schools in the United States.
- 1J Contract negotiations



## 4. Expectations for Students, Faculty, Parents, Board

In addition to the measurable goals for the school, Peak to Peak has expectations for students, faculty, parents and board members. Peak to Peak is committed to promoting the attainment of these expectations and uses them to help recall the intent in starting the school and to evaluate the success of faculty and students.

### 4.1. *Expectations for Students*

- Develop skills in critical reasoning, creative problem solving and higher-level thinking in order to succeed in the college of choice.
- Obtain a mastery of English and express ideas competently and fluently in oral and written presentation.
- Achieve a high degree of fluency in a foreign language.
- Master content in each core subject to the best of one's ability.
- Internalize and practice the values of citizenship, responsibility, personal and intellectual integrity and respect for the rights and human dignity of oneself and others.
- Be part of the larger community through participation in various activities, such as service projects, internships and artistic performances.
- Develop collaborative skills and the ability to move easily between independent work and team work.
- Personally commit to the effort and initiative necessary to succeed at Peak to Peak, including seeking out leadership roles.

### 4.2. *Expectations for Faculty*

- Teach effectively, impart knowledge, develop skills, and promote understanding of subject areas among students to prepare them to succeed in college.
- Teach applicable study and research skills, including the appropriate use of technology to enhance these skills
- Model independent thinking skills, creative problem solving, abstract reasoning, and the same values for which the students are accountable.
- Be active supporters of the school philosophy, community and policies. Teachers are expected to participate in staff development programs and are strongly encouraged to support other school activities.
- Continue intellectual and professional development.
- Encourage a cooperative, respectful partnership with students, parents, administrators, and the Board of Directors.
- Provide feedback on the achievement of goals and objectives.
- Assess student performance frequently and objectively, and communicate performance results honestly and constructively.
- Listen and respond to student and parent concerns in a responsible, constructive and resourceful manner.

### 4.3. *Expectations for Parents*

- Be active supporters of the school philosophy, community, and policies, including the school's college preparatory mission.
- Encourage a cooperative, respectful partnership with all members of the school community.



- Use the school's Communication Pathways. Speak honestly and constructively with the staff or board members directly involved when problems arise.
- Recognize and appreciate excellent work and efforts by the students, the teachers, and the staff and volunteers who contribute to the program's success.
- Provide the school with constructive feedback and evaluations that help the school become better for all students.
- Support their children's educational needs outside the classroom to enhance their school experience and increase their success.
- Understand that the school relies on families' support and contribute to the school through volunteer work and/or other resources.
- Understand and support the homework philosophy.
- Communicate respectfully with teachers, administrators and staff.
- Respect teachers' judgment in the assignment of grades, and understand that grades convey useful information.

#### **4.4. *Expectations for Board Members***

- Give direction to the administrative and teaching staff that supports the college preparatory mission of the school.
- Be accountable to the parents and the public.
- Ensure that the goals and policies of the school are implemented.
- Develop school policies consistent with the mission, goals, ideals and educational program of Peak to Peak, and gather input from the school staff, students, and parents in developing such policies.
- Work on behalf of the entire school, and not as an advocate specifically for one's own child.
- Make careful distinction between official statements as a member of the Board of Directors and statements made as an individual who happens also to be a board member.
- Create an environment that encourages and enables individuals to responsibly express their opinions while bringing together all constituencies in support of the school's mission.
- Establish good working relationships with the administrative staff, faculty, students and parents.
- Understand that the school relies on board members' support and contribute to the school through active participation and leadership in fundraising.
- Convey the school's message to the public and the school's constituencies, and build public support for the school.

## **5. Educational Program and Standards**

Peak to Peak is a kindergarten through twelfth grade school that focuses on providing students at all grade levels with the opportunity to take challenging courses in a small, collegial environment that supports high academic achievement and ambitious goals. Courses at each level of schooling are carefully designed to prepare students for the next level so that Peak to Peak graduates are well qualified to pursue their dreams for college and careers.

Research suggests that the earliest elementary school experiences are fundamental to the ultimate success of students in high school and to their enrollment in college. Improving graduation rates, reducing dropout rates, and increasing the rate at which graduates



choose to enroll in higher education all rest on the foundation of effective schooling long before those children walk through the doors of the high school program. Cross-curricular study skills, character development, and technology skills are incorporated into the standards and benchmarks throughout the carefully articulated kindergarten through twelfth grade curriculum. Department team leaders cooperate to align curriculum in each subject area from kindergarten through twelfth grade.

The opportunity to be challenged, supported and systematically guided toward a future that includes a college degree is part of the unique mission of Peak to Peak and the key rationale for the school's integrated kindergarten through twelfth grade solution. Students at Peak to Peak are encouraged to challenge themselves by working hard, making their best efforts in all endeavors, and taking courses at an appropriately challenging level. As long as a student and his or her family are committed to the mission, goals and educational program of Peak to Peak, the school will help the student succeed and flourish.

### ***5.1. Content Standards, Benchmarks, Curriculum and Assessments***

Peak to Peak students must meet or exceed all district and State of Colorado model content standards. Peak to Peak's extensively-researched content standards, benchmarks, curriculum and assessments are based on successful and highly regarded programs around the country, such as the Core Knowledge Sequence, the Advanced Placement (AP) course outlines and content definitions from the College Board. The curriculum development process is cyclical and ongoing: standards, benchmarks, curriculum, assessments, and detailed course descriptions continue to be refined as the school evaluates the effectiveness of the program in increasing student academic achievement.

### ***5.2. Special Education/Gifted Education***

At Peak to Peak, special education services are available to exceptional children, including both students with disabilities and gifted students, in accordance with C.R.S. 22-20-103(3.4). Within the scope of the educational program defined by Peak to Peak, the school does not discriminate based on ability or disability. Accommodations for students are made following the principles outlined in *Teaching Kids with Learning Difficulties in the Regular Classroom* and *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner, and other recommended resources.

Students at Peak to Peak are expected to be challenged and to work hard. All students are expected to master basic skills and content as well as higher-order thinking skills and concepts. Elementary school teachers working at Peak to Peak are experienced in, and committed to, providing rich and challenging experiences in the classroom; middle school and high school teachers demonstrate a high level of knowledge in their content areas and excellent teaching strategies. Teachers use performance grouping within the class as appropriate (kindergarten through fifth grade) using internal assessments, CSAP and QRI data help to ensure the proper placement of students, and placement in core courses based on mastery of previous material and aptitude (sixth through twelfth grade) in order to meet the needs of students.

In addition to regular classroom teachers, the school employs teachers with certification in special education and experience in ability grouping, classroom differentiation, compaction and subject matter acceleration strategies for exceptional children. These teachers work with students, classroom teachers, and parents to identify and develop additional strategies for meeting the needs of students with diverse learning styles. Additional special education services are provided by specialists in accordance with a student's Individual Education Plan (IEP).





Peak to Peak proposes to change the model under which Special Education services are purchased from BVSD from the current “Insured Model” to the “Combination Model” (source: Study commissioned by CDE from Expert Educational Solutions LLC.) According to this document, “under the combination model, the charter school and the school district negotiate a combination of district-contracted services and services to be provided by the charter school.” This will allow Peak to Peak to collaborate with the district to ensure that Peak to Peak students receive quality Special Education services, and will allow us to better meet the needs of the student population. Under this model, in cooperation with BVSD, Peak to Peak may, if it chooses, use its own hiring process to hire certified faculty to provide Special Education services to its students. BVSD will approve the hiring of Peak to Peak Special Education teachers.

### **5.3. *English Language Learners***

Peak to Peak students are enrolled through the open enrollment random lottery process as described in Section 20. Some students who accept enrollment in Peak to Peak qualify for English Language Learner (ELL) services. Under Peak to Peak’s original contract, those students were required to either turn down their Peak to Peak enrollment and attend a BVSD school where ELL services are provided or accept Peak to Peak enrollment and sign a document waiving their right to ELL services.

Peak to Peak requests that the school operate differently than other BVSD schools with regard to ELL services. Under BVSD’s current model, ELL students are sent to specific schools, superseding the open enrollment process. Peak to Peak proposes that ELL students who enroll into Peak to Peak through the process outlined in Section 20, Admissions Process, be provided ELL services by the Peak to Peak faculty under a model that is similar to the “Combination Model” described in Section 5.2, Special Education/Gifted Education. This would allow Peak to Peak to meet the needs of ELL students who choose to enroll at the school.

### **5.4. *Technology***

Peak to Peak is implementing a comprehensive kindergarten through twelfth grade technology plan across the curriculum. All classroom teachers are expected to become proficient in the use of technology. Peak to Peak works to establish relationships with the many technology companies and technologists in Boulder County to explore more fully the opportunities for effectively using technology. The school makes a particular effort to ensure that students who do not have access to computers at home have ample opportunity and support for using technology at school.

## **6. Peak to Peak Elementary School**

### **6.1. *Overview***

Peak to Peak Elementary School uses the nationally recognized Core Knowledge Sequence as its basis for content, except as noted below. Core Knowledge provides a rich, varied program that has shown great success with students from a wide variety of backgrounds. It has been well-received by BVSD parents and has demonstrated a record of successful student achievement both locally and nationally. When combined with Peak to Peak’s strong skill-building programs, the curriculum meets or exceeds Colorado standards of student learning. In math, reading, and spelling, students are grouped by ability to ensure appropriate challenge and progress.



## 6.2. *Reading*

Since learning to read well is the most critical factor for future success in school, reading instruction is a prime focus of Peak to Peak. Peak to Peak uses a structured reading skills curriculum that emphasizes phonics, phonemic awareness and extensive practice with appropriate books. Given the many levels of preparation characteristic of entering kindergartners and first graders, Peak to Peak clusters students by performance as a regular part of reading instruction in the primary grades.

Literature selections for each grade are based on the Core Knowledge Sequence, along with other modern and classical literature, drama, poetry and speeches. Given the depth and breadth of Core Knowledge content in history, geography, science and the arts, there are many opportunities to integrate reading instruction across the curriculum.

## 6.3. *Writing*

Peak to Peak emphasizes the development of clear and articulate writing by students in all grades as outlined in the Core Knowledge Sequence. Beginning in kindergarten, and continuing throughout elementary, middle, and high school, students write stories, poems, reports and plays. To build skills, all students are assessed on a common writing continuum and taught writing skills using the research-based Six-Trait Analytical Writing Assessment Model from the Northwest Regional Educational Laboratory (NREL) or similar assessment. Students use technology throughout the elementary and middle school years to support the writing, editing and publication process.

## 6.4. *Spelling and Vocabulary Development*

Formal spelling instruction and vocabulary development begin in first grade. Spelling and vocabulary words and concepts are drawn both from traditional texts and from the content areas being studied. Students are encouraged to use accurate spelling in all writing, and teachers identify spelling errors for student correction even if the writing was not for an English assignment. Dictionary, thesaurus and vocabulary development skills will be explicitly taught beginning in first grade and continuing throughout elementary school.

## 6.5. *Mathematics*

Beginning in first grade, students are placed in flexible math groups to ensure that each individual is appropriately challenged. Fourth and fifth grade students who have progressed through the elementary math curriculum are encouraged to enroll in middle school math at the appropriate level. Peak to Peak's math curriculum places equal emphasis on math content and problem-solving skills.

## 6.6. *History*

Peak to Peak uses the Core Knowledge Sequence as the basis for the curriculum in world and American history. The Core Knowledge Sequence in history has been nationally acclaimed for its breadth, depth and coherence. The wide variety of source materials, histories, historical fiction, art, architecture, poetry, drama and speeches provide a wonderful opportunity for student learning and achievement. The Peak to Peak curriculum complies with all provisions of C.R.S. 22-1-104(2). Peak to Peak also teaches Colorado History in third grade, consistent with C.R.S. 22-1-104(1).



## **6.7. Geography**

Peak to Peak uses the Core Knowledge Sequence content along with the Colorado model content standards for geography. As in the other Core Knowledge schools within BVSD, geography is taught both as a science and as an adjunct to understanding history.

## **6.8. Science**

Peak to Peak uses the Core Knowledge science sequence as well as standards-based curriculum elements as a basis for elementary science content. In the elementary school program, much of the science is hands-on. To further enrich and deepen student science understanding, Peak to Peak makes ample use of the many scientific resources in Boulder County. Funds permitting, Peak to Peak may engage a science teaching specialist to help teachers plan and implement elementary science instruction.

## **6.9. Art**

Art is an integral part of the school experience. Students have ample opportunity to make art, learn about art, and view art at every grade level. Some of the art appreciation and understanding is tied to the Core Knowledge content for that grade level. Formal art classes begin in first grade, though kindergartners have daily opportunities for informal art experiences.

## **6.10. Music**

Music is an important facet of a good elementary education. Like art, music is sometimes learned for its own sake, and sometimes in relationship to other subjects studied. Instrumental music learned at an early age has been shown to be a key factor in brain development. In fifth grade, students choose between band, orchestra, and choir to focus their music studies.

## **6.11. World Language**

Peak to Peak encourages all students to become proficient in at least one language in addition to English. At the elementary level, students have world language instruction in Spanish and/or French, with a focus on pronunciation, vocabulary, and cultural studies.

# **7. Peak to Peak Middle School**

## **7.1. Overview**

Peak to Peak Middle School (grades six, seven and eight) offers a challenging sequence of courses in core academic areas and groups students according to subject mastery rather than grade classifications or age. While maintaining a small middle school environment, Peak to Peak offers a rich variety of electives to allow students to round out their education and become well prepared for Peak to Peak's challenging high school program.

Students select courses in Peak to Peak Middle School based on their interests, performance on placement exams, and guidance from parents, teachers and counselors. Many courses in the middle school have students from several grade levels. Students are encouraged to challenge themselves by taking the most difficult courses they can in order to prepare them for high school and achieve their goals for college.



Even for students whose preparation for middle school may not have been ideal, Peak to Peak gives motivated and hard-working students from any background the substantial and thorough preparation they need to make the most of Peak to Peak High School.

## 7.2. *College Counseling and Course Selection - The Middle School Connection*

Decisions to attend—or not attend—college are often unknowingly made much earlier than students or parents realize. While most parents say that they want their children to go to college, and most middle school students also have a dream for college, very few students or parents understand just how much preparation is required—and that the minimum requirements for a high school diploma too often fall far short of the entrance requirements at major public universities. Student and family decisions on math and English courses as early as middle school set the stage for unexpected narrowing of options as the student later finishes high school. Even today, seniors who are good students with good grades and an otherwise strong background are often surprised to learn that they are ineligible to attend the University of Colorado, Boulder, because they never took a fourth year of qualifying English courses.

At Peak to Peak, all students in the middle and high schools participate in comprehensive college planning and counseling. Families are involved through parent seminars and educational programs on preparing—academically, socially and financially—for college.

## 7.3. *English*

Peak to Peak offers sequential English courses, each with an honors option, which emphasize close reading of high-quality works of literature and a focus on the development of robust writing skills. Each course incorporates a grammar and mechanics scope-and-sequence for skill development and a vocabulary development sequence. The English Department has developed the Peak to Peak *Writer's Handbook* that is used across subject areas and grade levels.

## 7.4. *World Language*

Becoming fluent in a world language and learning about the cultures where the target language is spoken is a key goal of Peak to Peak. Students who never take the opportunity to really learn another language miss important opportunities to gain knowledge about the differences and commonalities we all share. At Peak to Peak, students take a world language during all three years of middle school. Peak to Peak offers beginning, intermediate, and advanced Spanish and French. Courses balance listening, reading, speaking, writing and learning about the target culture. In three years of middle school instruction, students complete two years of high school world languages. As freshmen, they enter level three of high school world languages.

## 7.5. *Mathematics*

Peak to Peak offers at least six different mathematics courses to students in middle school. As recommended by the U.S. Secretary of Education, all Peak to Peak Middle School students are to complete a full course in algebra by eighth grade, though many Peak to Peak students take it in sixth or seventh grade. Peak to Peak is strongly committed to allowing students to progress as far as their abilities and interest permit.

Middle school courses include: pre-algebra, pre-algebra honors, algebra A and B (a two-year sequence), algebra honors, and proof geometry honors; students who have completed



the middle school math sequence are placed in high school courses. Students at all levels are expected to master both calculation and concepts before advancing to the next course.

## **7.6. *Science***

Peak to Peak offers a science curriculum that delves into three broad areas: life sciences, earth sciences, and physical sciences, with an honors option in each area. Science instruction features exposition and development of theories and key scientific principles through experimentation, reading, class workshops and lecture.

## **7.7. *History and Social Sciences***

Peak to Peak offers a three-year sequence in the social sciences that incorporates world history, American history, and geography/international relations, with an honors option for the last. The seventh grade course includes the Constitution of the United States, in compliance with C.R.S. 22-1-109.

## **7.8. *Electives***

Middle school students choose from a variety of electives, such as art, theater, orchestra, band, and choir. They are also required to take at least one semester of physical education per year and one semester of health.

# **8. Peak to Peak High School**

## **8.1. *Overview***

Peak to Peak provides a rigorous, college preparatory, academic program for high school students who value challenge and the opportunity to work closely with a small group of teachers in a collegial environment. The academic program is structured around a required sequence of courses in mathematics, science, English, history, and world language. Students are encouraged to take the most challenging courses they can, based on motivation, adequate preparation, and teacher recommendation. Arts and athletics courses motivate students to become lifelong participants in these endeavors, which are an important part of a well-rounded life. Peak to Peak High School maintains a small high school environment while at the same time providing a well-rounded high school experience for its students.

Peak to Peak has developed a Peak Scholar Program for motivated high school students. Designed to challenge students who desire a well-rounded high school experience, the Peak Scholar Diploma indicates to highly selective colleges the student's high level of commitment to excellence. Importantly, the Peak Scholar Program's designed is based on the admissions guidelines of top universities and encompasses the Advanced Placement program, the CU Succeed Gold program, honor roll standing, community service hours, and leadership.

## **8.2. *Graduation Requirements***

To earn a high school diploma, Peak to Peak students must successfully complete a minimum of 220 credits. Each year-long, full-time course earns 10 credits. In addition to the course requirements specified below, each student will take electives to complete the minimum 220 unit requirement. Peak to Peak encourages high school students to take advantage of opportunities to earn college credit through numerous AP and CU Succeed



Gold courses taught onsite. To help prepare its special education students for college, Peak to Peak modifies graduation requirements as appropriate through the Individual Education Plan (IEP) process. In addition to the academic requirements, students must complete 100 hours of community service to graduate.

### **8.3. *Mathematics***

Peak to Peak requires students to pass four years of mathematics, selected from courses such as algebra, geometry (with formal proofs), algebra II/trigonometry, pre-calculus, (each with an honors option), math topics, AP statistics/formal logic, AP calculus AB, and AP calculus BC.

### **8.4. *English***

Students must successfully complete four years of English, selected from courses such as world literature, British literature, American literature (each with an honors option), language and composition, AP language and composition, and AP literature. Each literature course features a selection of traditional and modern classics, and a balance of critical reading, analysis, writing and oral communication skills.

### **8.5. *Social Studies***

Three years of history and geography are required and must be selected from courses such as world history, with an honors option, U.S. government/human geography, AP U.S. government/AP human geography, U.S. history, AP U.S. history, AP world history, and AP European history. In addition, students may choose to take elective social studies courses, such as world religions or economics.

### **8.6. *Science***

Peak to Peak requires students to pass three years of laboratory science, selected from courses such as biology, chemistry, physics (each with an honors option), anatomy and physiology, AP biology, AP chemistry, and AP physics. A fourth year of science is required by many engineering schools and is strongly recommended for students contemplating a college major in science, math or the social sciences.

### **8.7. *World Language***

Students must complete three years or Level Four in a single world language. Language offerings include: Spanish 10, Spanish 20, Spanish 30, Spanish 40 (with an honors option), AP Spanish language, AP Spanish literature, French 10, French 20, French 30, French 40, AP French language, and AP French literature. All courses focus on listening, reading, writing and speaking skills.

### **8.8. *Other Graduation Requirements***

In addition to their core courses, students must pass a one-semester health course, a one-semester research and information technology course (or pass a practical examination), two semesters of physical education (which may be waived when participation in a formal athletic program has been pre-approved and sufficient documentation is submitted), and two years of the arts.



## 8.9. *Electives*

In order to earn enough credits to graduate, students may choose from a variety of electives, including courses such as orchestra, band, choir, theater, journalism, forensics, various studio art classes, world religions, and economics. Peak to Peak periodically develops new elective classes that are specifically based on faculty and student interest.

## 9. Outreach Plan

### 9.1. *Open Admissions*

Peak to Peak is strongly committed to excellence and fairness. The school will not discriminate on the basis of race, creed, color, ethnicity, national origin, sexual orientation or eligibility for services for exceptional children. There are no entrance exams and Peak to Peak does not review any academic records prior to admissions. The only requirements for admission to Peak to Peak are that students and their families:

- Desire the rigorous and academically challenging college preparatory program.
- Commit to the hard work necessary to achieve success.
- Understand that the school relies on families' support.
- Read and agree to actively support the school's vision and mission.
- Subscribe to the expectations of the school.

### 9.2. *Learning Environment*

Preparing kindergarten through twelfth-grade students with the knowledge and skills necessary to flourish in an increasingly complex and technological world becomes more challenging every day. High school graduates with critical thinking preparation, adequate knowledge base, and experience in analyzing problems are prepared to succeed in the nation's top universities.

Peak to Peak is committed to providing equity in educational access and opportunity to all academically-oriented students who desire a rigorous and rewarding liberal arts, college preparatory, public education. Peak to Peak believes in the capacity of all motivated students to succeed, and will help families to create thinking, responsible citizens for our nation's future. To that end, Peak to Peak has established an inclusive learning environment where students from all ethnic and socio-economic backgrounds are welcomed, respected and academically challenged.

### 9.3. *Public Awareness*

Peak to Peak uses a multi-faceted strategy to reach the larger Boulder Valley community and keep them informed of the school's progress and enrollment opportunities. In addition to providing announcements of information meetings to the newspapers that serve different communities of Boulder Valley, Peak to Peak uses a website as well as other tools and opportunities to disseminate information about the school.

To reach the broadest population, Boulder Valley School District will include information about Peak to Peak in all district open-enrollment and public relations information in the same manner as other district schools. For example, the district will include Peak to Peak on the district website, in its mailings to all students, to students in fifth grade describing Peak to Peak Middle School and to students in eighth grade describing Peak to Peak High School. In addition to the public awareness efforts, the district will provide Peak to Peak



with information about how the district as a whole and individual district schools are providing information about their schools, to support Peak to Peak in the same manner.

#### 9.4. *Outreach Efforts*

In compliance with the Charter School Program, Title V, Part B, Non-Regulatory Guidance (July 2004), "A charter school that is oversubscribed and, consequently, must use a lottery, generally must include in that lottery all eligible applicants for admission." There are exemptions for students such as those currently enrolled, siblings, and children of school founders and staff members. When recruiting students, the Guidance requires that charter schools target, "... all segments of the parent community."

The Guidance does provide for and Peak to Peak does, "... target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs." While Peak to Peak does not weight admissions lotteries to enroll certain types of students based on criteria such as race, gender, language ability, area of residence or socioeconomic status, the school has since its inception proactively sought ways to reach families who may not otherwise hear about the school or understand that although college preparatory in nature, the school is public and charges no tuition. (See section 20, Admissions Process, for enrollment criteria.)

Each year, Peak to Peak incorporates in its open enrollment communication plan, a number of activities specifically designed for this purpose. These activities have included Spanish language information provided to a number of community resources such as local small businesses, Head Start, and Sister Carmen. Peak to Peak has also held Spanish language school tours and contacted nearby neighbors to encourage their consideration of the school. Peak to Peak continually looks for opportunities to reach out to a broad base in the community.

Peak to Peak's message to students is threefold:

1. Each individual is valued and can succeed.
2. The school's well-trained faculty will help each student learn the set of study skills (time management, organization, and planning needed to maximize his or her learning opportunities).
3. The school will provide an environment that is safe and respectful, and values individual differences, scholarship, academic achievement and creativity.

This effort resulted in the following statistics for the 2003-2004 school year; it is assumed that similar statistics currently exist:

- a. Peak to Peak enrolled a higher percentage of minority students than approximately 60 percent of the other BVSD schools.
- b. Peak to Peak enrolled a higher percentage of Hispanic students than approximately half of the other BVSD schools.
- c. Peak to Peak enrolled a higher percentage of ELL students than approximately 55 percent of the other BVSD schools.

(Source: BVSD website as of November 7, 2004)

Data collected from Peak to Peak students and parents demonstrates that the community outreach, combined with Peak to Peak's Character Development, is creating a welcome, supportive environment for all members of the community. For example, 95 percent of elementary students agreed that Peak to Peak provides an environment in which each student is known, respected and valued as an individual of great potential and promise. Additionally, 97 percent of parents of middle and high school students say students of different cultures, racial and ethnic backgrounds are treated with respect. Peak to Peak is





dedicated to ensuring that students of varied backgrounds are respected and will continue to work with students to promote that respect within the student body.

### ***9.5. Academic Support (was: Jump Start Program)***

Peak to Peak has programs to assist students who are in need of additional academic help, and the school will consistently seek opportunities to strengthen that support. Examples of Peak to Peak programs have included:

#### ***9.5.1. Jump Start***

Struggling elementary students at Peak to Peak have the opportunity to enroll in a summer Jump Start program. This program ensures that students are well prepared to enter Peak to Peak's college-preparatory middle and high school even with some prior educational deficits. Jump Start students receive coaching and practice devoted to the development of reading, writing, math and study skills needed for success in the school. This helps ensure the success of the students in a demanding, college preparatory educational environment. It also provides an opportunity for students to get to know a few faculty members as mentors and resources, and build camaraderie and comfort in the transition from elementary school to middle school. Summer academic programs also will be considered at the middle school and high school.

#### ***9.5.2. Study Skills Support***

Peak to Peak recognizes that acquisition of efficient work and study habits is a significant contributor to students' sense of comfort and their eagerness to take on new challenges. The school includes the development of appropriate study and research skills as a goal for each discipline. Students also are taught how to organize, plan and track their work so that they can meet their goals. To provide additional help, study skills classes have been offered after school at Peak to Peak.

#### ***9.5.3. Teachers Office Hours and After School Support***

Elementary teachers are available after school for students who have questions or need additional assistance. Middle school and high school teacher establish office hours in order to assist students. In addition, Peak to Peak has provided an after school program for students who have either not completed their homework or have done an assignment incorrectly or unacceptably.

#### ***9.5.4. Tutoring***

One of the benefits of a kindergarten through twelfth grade school with a character-based program is the opportunity for older students to provide tutoring assistance to younger students. Examples include National Honors Society members tutoring middle school students and middle school and high school student "Reading Buddies" reading to elementary students after school.

#### ***9.5.5. Homework and Grades On-Line***

Peak to Peak has initiated several programs to assist students and their parents obtain information about homework and grades. While parents of Peak to Peak's younger students receive information in their "Friday Folders," upper class students and their parents have access to homework and their individual student's progress through the internet. The school provides computer access at the school for families



who do not have access at home. Peak to Peak has also mailed progress reports to parents of any student who is experiencing difficulty in any core course so that the family can become involved in working with the student and the school to resolve the problem.

### 9.5.6. *College Counseling*

As mentioned earlier, decisions to attend - or not attend - college are often unknowingly made much earlier than students or parents realize. While 91 percent of parents say that they want their children to go to college, and 86 percent of students surveyed also have a dream for college, very few students or parents understand just how much preparation is required - and that the minimum requirements for a typical high school diploma often fall far short of the entrance requirements at major public universities.

All students in the Peak to Peak middle school and high school will participate in comprehensive college planning and academic counseling. Information about student grants and loans is part of that counseling process. Families will be involved through parent seminars and educational programs on preparing - academically, socially and financially - for a college education.

## 10. Plan for Evaluating Pupil Performance

### 10.1. *Pupil Evaluation*

Peak to Peak uses a variety of formal and informal measures to gauge performance and evaluate instructional and program effectiveness. Teachers define and administer periodic tests to evaluate pupil performance in specific subjects on a regular basis. Projects and reports provide additional opportunities for students to demonstrate proficiency. All students have been assessed on Colorado Basic Literacy Act (CBLA) standards and continue to be monitored for literacy if they have been placed on ILPs.

Peak to Peak administers CSAP tests on a schedule established by the State and will participate in the analysis of longitudinal assessment data. Other norm-referenced or criterion-referenced tests will be administered as deemed useful for evaluating student achievement and instructional effectiveness. Peak to Peak is strongly committed to using data to continuously improve and enhance instruction and to provide parents with concrete evidence of student accomplishment.

### 10.2. *Longitudinal Analysis*

Peak to Peak is dedicated to providing a quality education for each student who has chosen to attend the school. Longitudinal analysis provides important data to determine whether individual students are growing at an academically satisfactory rate.

Indicator D of BVSD's accreditation requires value-added growth. Peak to Peak looks forward to receiving longitudinal CSAP data from the district and will put that information to use for school and individual student improvement. In addition, recently approved HB 1433 requires that the Colorado Department of Education indicate the degree of longitudinal growth achieved by each student taking CSAP tests and the sufficiency of that growth in reaching proficiency. Peak to Peak currently uses CSAP data to improve learning. The additional longitudinal data will be valuable in improving that effort.

Peak to Peak uses test results to improve student learning and drive corrective actions in the event that pupil performance at the school falls below achievement goals. For



example, teachers review data for achievement gaps and areas of strength. They have the information to identify remediation needs for low-achieving students. Individual teachers also are encouraged to remediate within the classroom and to use office hours to work with students. The test information has also been used in the school's horizontal and vertical teaming.

## 11. Site Plan

Peak to Peak Charter School operates a public educational institution under a charter school contract with the Boulder Valley School District. Prairie View, Inc., a Colorado non-profit corporation, owns the property, approximately 26 acres, and improvements located at 800 Merlin Drive, Lafayette, Colorado. An express corporate purpose of Prairie View is to provide facilities for the school's operation. In furtherance of this purpose, in September 2001 the corporation issued \$18.8 million in revenue bonds and financed the design, development and Phase I construction of a kindergarten through twelfth grade campus on the property. The corporation leased the entire 26-acre site and facilities to the school. In April 2004, the revenue bonds were refinanced to reduce the debt payment and allow for an infusion of funding to construct further improvements.

### 11.1. Facility Plan

One of the largest tasks the school has undertaken is constructing a facility for its students and faculty. In September 2002, Peak to Peak proudly opened the doors of its newly constructed 100,000 square foot Phase I buildings to its 1,028 students. Due to prudent financial management of the original Phase I construction project, Phase II quickly followed in February 2003, with the opening of a music building, providing two music classrooms. A synthetic grass sports field and track were also completed in May 2003.

The facility improvements currently consist of approximately 104,000 square feet: two classroom buildings, a music building, and a "commons" building that includes a gymnasium, weight room, art room, cafeteria, and serving kitchen. In fall 2004, a Phase III construction project began to add a performing arts complex. The construction of this Phase III project will be completed in December 2004, and the capital campaign supporting the project is expected to be completed in 2007. However, the systems and equipment necessary for theatrical and musical productions is not part of this project, and the school must rely on future fundraising efforts for its acquisition and installation. In addition, landscaping remains an urgent need as a source for shade, and as a mechanism for run-off and erosion control, and the school plans in the near future to begin construction of a building to house Peak to Peak's library and additional classroom space.

### 11.2. Space Analysis

Demand for the Peak to Peak program is high, as evidenced by the school being listed on 27 percent of all open enrollment applications received by BVSD for the 2004-2005 school year. As the school continues to grow to meet enrollment projections, Peak to Peak's campus will remain incomplete and unable to fully meet curricular, enrichment, and technology programming needs. The secondary and elementary libraries currently occupy four classrooms, a teachers' lounge occupies one classroom, the elementary art program shares space with kindergarten enrichment, and the elementary Spanish program is mobile, with no dedicated classroom space available. In addition, the current lunchroom capacity is inadequate to service projected student enrollment.

The demand for the Peak to Peak athletic facilities is high, both internally and externally. The growth of the Peak to Peak athletic department programming is limited by finished gym space, incomplete athletic facilities, and available land. Due to the irregular shape of



the site and the inherent geographical features, the placement of the fields was optimized to allow for future projects. Peak to Peak has pursued and will continue to pursue partnerships with surrounding and nearby landowners for the installation of additional athletic facilities and lighting.

### 11.3. BVSD Assistance with Peak to Peak Facility Needs

The Prairie View, Inc. Bonds, Peak to Peak Lease, performing arts complex, performing arts complex balance, landscaping, athletic facilities and library are individually and collectively deemed to be current “capital construction” needs of Peak to Peak within the meaning of C.R.S. 22-30.5-403(4) and 22-30.5-105(c)(2004).

To comply with C.R.S. 22-30.5-105(c)(III) BVSD will include Peak to Peak’s current and future capital construction needs as part of any future ballot questions for approval of bonded indebtedness.

Peak to Peak would like the school’s facility needs to be considered when district-owned land or buildings are vacant. Those lands and/or buildings would be available for Peak to Peak under C.R.S. 22-30.5-104(7)(c). When that space is available, Peak to Peak will work with BVSD to determine whether the available facility meets Peak to Peak’s facilities needs.

## 12. Evidence of Support

### 12.1. Enrollment Applications

Since Peak to Peak first opened its doors in the fall of 2000, it has received an exceptional level of support from families in BVSD and other nearby districts. In its first year, with no building, no staff, and just a vision, approximately 600 students applied to the school. As shown in the following matrix, Peak to Peak has consistently received a disproportionately high number of enrollment applications.

School Year	BVSD OE Applications	Peak to Peak OE Applications	Percentage of BVSD OE Applications which Included Peak to Peak
2001- 2002	3,138	639	20%
2002 - 2003	3,985	1,096	28%
2003 - 2004	4,187	1,127	27%
2004 - 2005	3,897	830	21%
Average	3,801	923	24%

Source: BVSD Open Enrollment Office.

### 12.2. Enrollment Growth

School enrollment has also consistently demonstrated community support. In the four years since its inception, Peak to Peak has grown to six times its original size.



School Year	Elementary Enrollment	Middle School Enrollment	High School Enrollment	Total Enrollment
2000 - 2001	196	0	0	196
2001- 2002	441	152	13	606
2002 - 2003	502	393	132	1,027
2003 - 2004	458	421	229	1,108
2004 - 2005	409	422	343	1,174

Source: 2000-2004 data: Colorado Department of Education; 2004-2005 data: Peak to Peak Registrar.

### 12.3. Enrollment by Previous School Type

Students from a variety of schools and school districts have been drawn to Peak to Peak, sharing a common vision of excellence in academics and character.

School Year	Students who Previously Attended BVSD Schools	Students who Did Not Previously Attend BVSD Schools	Total Enrollment
2000 - 2004	456	637	1,093
2004 - 2005	39	42	81
Total	495	679	1,174

Assumptions:

- Actual data for Out-of-District Enrollment and New-to-District Students
- Actual data for 2004-2005 Private School and Home School Students
- 2000-2004 data for Private School and Home School unavailable. Data is based on the ratio of 2004-2005 actual data.

## 13. Transportation Plan

Peak to Peak students arrive from every city in Boulder County and several neighboring counties. Since students enroll from throughout the district, a variety of solutions is required. Transportation planning is an ongoing process to provide information, updates, and assessment.

### 13.1. Site Planning

Traffic patterns were considered when planning Peak to Peak’s campus. First, bus availability was a consideration when selecting the site. After the site was selected, traffic flow and alternative transportation modes were planned. Included on the site are two long drives to accommodate automobile drop off and pick up. The drives were located on opposite sides of the campus to facilitate traffic flow. In addition, a four-way stop was added to the main entrance. The school provided bicycle racks to encourage students to ride bikes as well as sidewalks and crosswalks to support walkers.



### ***13.2. RTD Bus Service for High School and Middle School Students***

Peak to Peak is fortunate to have several RTD bus lines within a close proximity. The "Jump" bus, which runs on Arapahoe Road from central Boulder east to Lafayette, stops directly in front of Peak to Peak. Students fill those buses on a daily basis. Buses from Broomfield, Longmont, Louisville, Boulder, and other parts of Lafayette also arrive to the Park-n-Ride located within walking distance of the school. If students prefer, they can transfer from other bus lines onto the "Jump" bus which takes them directly to the school. Bus schedules and passes are readily available at the school, and the school encourages older students to make use of the bus service. An RTD monthly pass or tokens are provided upon request to any Peak to Peak middle or high school student who does not live within walking distance of the school and is eligible for the federal free and reduced lunch program.

### ***13.3. Carpool Organization***

Peak to Peak's facilitation of carpools has been very successful in reducing the number of vehicle trips to and from the school. If a parent does not sign a request to be excluded, Peak to Peak provides that student's name and address to the Denver Regional Council of Government (DRCOG) Ride Arranger Program. DRCOG then sends each family a letter that lists contact information for the families who live closest to them.

### ***13.4. Walking and Biking***

Students living within a reasonable distance of the school are encouraged to walk or ride their bikes.

## **14. Budget**

### ***14.1. Purchased Services***

A list of services to be purchased, the majority required by the district and some optional, was included in Peak to Peak's original contract. Peak to Peak has purchased those services from BVSD over the past four years at a cost of approximately \$1,500/FTE/YEAR (2004-05 figures).

Peak to Peak will indicate which services it wishes to purchase for the following fiscal year, at a specific, mutually agreed upon time each year, according to Statute C.R.S. 22-30.5-112(B)(III)(b).

Examples of services that may be purchased in whole or in part at Peak to Peak's discretion are:

- Benefits Administration.
- Business Services.
- Computer Services (MIS).
- Human Resource Services.
- Instructional Media Services.
- Payroll Services.
- Purchasing Services.



- Special Education - (All, or portion if charter can provide some services internally based on C.R.S. 22-30.5-112(III)(a.8) (See Section 5.2, Special Education/Gifted Education).
- Warehouse Services.
- K-3 Literacy.
- Communication Services.
- ELL (NEW) - (All, or portion if charter can provide some services internally based on C.R.S. 22-30.5-112(III)(a.8)).
- Instructional Packages, such as TAG and Literacy.
- Insurance Services.
- Legal Services - (shall not include the school district's legal or other costs attributable to litigation or the resolution of a dispute with a charter school, nor to any expenses related to contract negotiations).
- Site Related Expenses.
- Transportation - occasional.

### ***14.2. Insurance/Capital Reserve Funding***

Peak to Peak built its own facilities and therefore receives 100 percent of insurance and capital reserve funding.

### ***14.3. Projected First-Year Budget***

Appendix L shows how Peak to Peak will manage its expenses during the first fiscal year of the new contract - July 2005-June 2006. The FTE figure used to develop the budget is based on the assumption that the enrollment may fluctuate +/- 5 percent. Peak to Peak has developed an annual budget for each of its four years of operations, and has operated within its budget for each of these years. It has continued to operate with a lean administrative structure.

Peak to Peak prepares its budget based on CDE codes, and groups expenses based on the recommendation of its auditors.

### ***14.4. Impact on BVSD***

Peak to Peak's growth has occurred over several years and the school has attracted many students who were not previously attending BVSD schools, including those attending other districts' schools, private schools and those who were previously home schooled. (See Section 12.3, Enrollment by Previous School Type.)

## **15. Displacement of Students and Staff**

Peak to Peak estimates that nearly 60 percent of Peak to Peak's students did not enroll from other BVSD schools. Instead, those students previously attended another nearby school district, recently moved into the district, or were home school or private school students. Future Peak to Peak growth projections are expected to be modest and over time, with nominal impact expected on BVSD.

The hiring of teachers between BVSD and Peak to Peak has been reciprocal. Several BVSD teachers have applied for positions at Peak to Peak and been hired. Some Peak to Peak teachers have also left the school to accept positions with the district. This two-way hiring



has provided an opportunity for teachers to seek an appropriate fit for their individual situation.

## 16. Governance and Operations

Peak to Peak's bylaws, as amended by vote of the membership in 2002 (See Appendix M.) and again in 2004 (See O), are reproduced in this section in their entirety. For the purposes of this document, the section number, 16, appears as a prefix for the bylaws section number, and the paragraph numbers appear as simple numbers in each subsection. For reference purposes, then, a reference to "Section 3.1" in the text of a bylaw means Section 16, subsection 16.3, paragraph 1.

### 16.1. Name

1. The corporation shall be named Peak to Peak Charter Schools, Inc., and be referred to as the "Corporation" or "School" or "Peak to Peak."
2. The governing body of the School shall be the Board of Directors.

### 16.2. Purpose

1. The School shall have the mission of providing broad access to an exemplary kindergarten through twelfth grade liberal arts, college preparatory education.
2. Peak to Peak intends to operate as a public Charter School as defined in C.R.S. 22-30.5-102. Once its Charter is granted, it will function as a nonprofit corporation claiming sovereign immunity under C.R.S. 22-30.5-104(4).
3. The Board of Directors shall have the purpose of administering and governing the charter school in a manner agreed to by the School and the Boulder Valley Board of Education [C.R.S. 22-30.5-104(4)]. The Board of Directors is responsible for the operation of the school, including but not limited to, preparation of the budget, contracting for services, and personnel matters [C.R.S. 22-30.5-104(7)(a)].
4. All money raised, after payment of related expenses, shall be utilized in support of the school. The Board of Directors shall allocate resources to the School at its sole discretion.

### 16.3. Membership

1. The parents or legal guardians of a child enrolled at Peak to Peak, Peak to Peak faculty, staff and administration, and the Peak to Peak Board of Directors shall constitute the membership of Peak to Peak Charter Schools, Inc. Each family unit will have one vote per child attending Peak to Peak at the time of the vote. Each current member of the Peak to Peak faculty, staff or administration will have one vote due to being an employee of the school, in addition to any votes they may have due to being part of a Peak to Peak family unit. Lastly, any current member of the Peak to Peak Board of Directors who does not have a child enrolled at Peak to Peak will have one vote.
2. The role of a member shall include:
  - a. attending general meetings;





- b. staying informed on school issues by reading the school's newsletters and communications;
  - c. electing the members of the Board of Directors;
  - d. communicating opinions to the Board of Directors; and
  - e. serving/participating in volunteer roles whenever possible.
3. As a public school, Peak to Peak will conform to State and Federal statutes for non-discrimination in its admission policies.

#### ***16.4. Membership Meetings***

1. There shall be at least one general membership meeting of Peak to Peak each year.
2. A general meeting shall be held in the spring of each year and shall be known as the Annual Meeting for the purpose of receiving a report from the Board of Directors and committees and other information exchange. Public notification shall be given at least seven days prior to the meeting.
3. Special meetings, such as a Board of Directors' candidate forum, may be called by the Board of Directors. The purpose of the meeting shall be stated and at least seven days public notice shall be given.
4. Except as provided in Amendments (section 10) of these bylaws, general membership meetings are primarily informational; business matters requiring a vote are the domain of the Board of Directors.
5. Meetings shall be held at the school or a location specified by the Board of Directors.
6. Minutes of such meetings shall be kept by the Secretary.

#### ***16.5. Board of Directors***

1. The Board of Directors shall govern the affairs of Peak to Peak Charter Schools, Inc. and shall be responsible for governing the school according to these bylaws.
2. The Board of Directors shall consist of the following:
  - a. Voting Members
    1. The Board of Directors shall consist of seven voting members.
    2. At least four of the voting members shall be parents of a child enrolled at Peak to Peak.
    3. No voting member of the Board shall receive compensation for their role as a member of the Board or as a member of a standing committee overseen by the Board.
  - b. Non-Voting Members
    1. The Principal of the school or his/her designee shall serve as a non-voting member of the Board.
    2. The Director of Operations of the school or his/her designee shall serve as a non-voting member of the Board.
    3. The Executive Director of the school or his/her designee shall serve as a non-voting member of the Board.
3. Terms of Office



- a. Board members shall be elected for three-year terms.
  - b. Board members (four) elected in 2004 would serve two-year terms. Board members (three) elected in 2005 would serve three-year terms. In 2006 two Board members would be elected to one-year terms and two would be elected to three-year terms. In 2007 and thereon, all elections would be for three-year terms.
  - c. Board members may run for re-election.
4. Duties and Powers
- a. To elect officers from the Board members to serve as President, Vice-President, Treasurer, and Secretary;
  - b. To set policy, in accordance with the Peak to Peak mission, goals, and educational program, necessary for the orderly day-to-day operation of the school;
  - c. To set a budget for each school year based on the Boulder Valley School District's ("District") funds allocated to the school;
  - d. To create a Budget Committee, a Hiring/Organizational Development Committee, an Accountability Committee, and other committees as needed;
  - e. To design personnel selection procedures and job descriptions consistent with legal requirements, to be used by the Hiring/Organizational Development Committee;
  - f. To hire and terminate staff members in accordance with District, State, and Federal guidelines;
  - g. To promote enrollment in the school;
  - h. To determine any fees due from students in accordance with District, State and Federal guidelines;
  - i. To assess performance on standardized tests, and evaluate and recommend other assessments as required;
  - j. To select at least one voting Board member, in addition to the Principal, to serve on the Hiring/Organizational Development Committee;
  - k. To select one Board member to serve on the Accountability Committee;
  - l. To select one Board member to serve as liaison with the BVSD Board of Education and the District administration;
  - m. To regularly attend Board meetings or be subject to removal from his/her position by a vote of the Board after four consecutive, unexcused absences from such meetings;
  - n. To fill, by majority vote, any vacancies that may occur on the Board of Directors until the next regular election.
  - o. To serve on or as a liaison to at least one standing committee.
  - p. To appoint non-voting Board members.

### ***16.6. Duties of the Officers of the Board of Directors***

1. The President shall preside at all meetings of the Board of Directors, prepare and distribute an agenda for all meetings, coordinate the work of the officers of the Board, chair the Annual Meeting, and act as the official representative of the Board to the school community.
2. The Vice-President shall perform all duties of the President in his/her absence, and assist the President as necessary.
3. The Treasurer shall be responsible for all funds and securities of the School, have final responsibility for the financial statements of the School, serve as a member of the Budget Committee, and ensure that any grant monies received are expended consistently with the terms of such grants.
4. The Secretary shall keep a record of all minutes of the Board of Directors and general membership meetings, distribute copies of the minutes to the Board of Directors, and keep and make available to the public copies of the minutes and all written committee reports, and keep the Corporate Seal.



## 16.7. Elections

1. Nominations for the Board of Directors
  - a. A ballot of candidates for the Board shall be prepared in March by a Nominating Committee consisting of no fewer than three members, with the majority of the committee members not concurrently serving as members of the Board of Directors.
  - b. The Nominating Committee shall solicit nominations from the membership for candidates for the Board.
  - c. The Nominating Committee shall prepare a ballot consisting of those nominated to be candidates.
  - d. A petition for a nominee signed by a minimum of 10 percent of the members shall automatically place that nominee on the ballot as a candidate.
2. Elections for the Board of Directors
  - a. Members of the School shall vote for candidates for members of the Board in the spring of each year by secret ballot.
  - b. Members may vote for as many candidates as there are vacancies to be filled.
  - c. Election of the members of the Board will be determined by a plurality of the votes cast.
  - d. To provide continuity of leadership, newly elected Board members will attend as non-voting members until they formally assume their duties as Directors.
  - e. The term of office will be from June 1 to May 31.
  - f. The Nominating Committee will run all elections for the Board and tabulate results, which they shall certify to the Board at the first Board meeting following the conclusion of the election.
3. Recall of a Member of the Board of Directors
  - a. The recall election process shall be initiated when the Board of Directors is presented with a petition stating the Board member's name, the reason for removal, the name(s) of the person(s) responsible for the petition, and the signatures of 10 percent of the voting membership no less than 14 days prior to the next regularly scheduled Board meeting and no less than 4 months prior to the expiration of the term of office of the Board member on the petition.
  - b. So as to prevent interference with the learning environment, such petitions may not be solicited on school grounds from one hour before until one hour after normal school hours.
  - c. Once the Board of Directors receives a valid petition, the Board will be compelled to add the petition as an item on the agenda at the next regular Board meeting.
  - d. If, after the petition is discussed at the Board meeting, it is not withdrawn, the Board will hold a Special Election conforming to Section 7 (Elections) of the bylaws one month after the Board meeting. The ballot will state the Board member's name, the reason for removal, the name(s) of the person(s) responsible for the petition, and will ask whether or not the Board member in question shall be removed or retained. The ballot will also include the names of replacement candidates.
  - e. In order for the Board member to be removed, the ballot must meet the same requirements as for adding an amendment (Bylaws Section 10.5).
  - f. In the event a Board member is successfully removed, the vacancy will be filled from the replacement candidates as provided for in Section 7 (Elections).
  - g. Unethical or illegal conduct shall be grounds for immediate removal from the Board whether or not such conduct occurs while acting in the capacity of a Board member, subject to a majority vote of the remaining Board members.



## ***16.8. Agenda Format of Meetings and the Decision Process***

1. Regular Meetings of the Board of Directors
  - a. Regular meetings of the Board shall be held at least once per month.
  - b. Meetings are open to the public, and notice of all meetings of the Board shall be given by posting in a designated public place at least 24 hours in advance, in accordance with Colorado's Open Meetings Law [C.R.S. 24-6-40].
  - c. Executive sessions shall be held only at posted regular or special meetings for the sole purpose of discussing personnel, legal, real estate, and other limited matters, in accordance with state law [C.R.S. 24-6-402 (4)].
2. Quorum
  - a. At any meeting of the Board, a majority of the voting Board members shall constitute a quorum for the transaction of business.
  - b. When a quorum is present, the affirmative vote of a majority of the voting Board members present will decide any question, except when a larger vote is required by these Bylaws.
  - c. A tie vote of the Board constitutes a failure of that item to pass.
3. The agenda format for all meetings of the Board of Directors and committee meetings shall be: call to order, roll call, approval of minutes, public input, report by the President, report by the Executive Principal, committee reports, old business, new business, Board member concerns, adjournment.
4. The rules of Robert's Rules of Order, Revised, shall govern procedures in all cases to which they are applicable, and in which they are not inconsistent with these Bylaws and any Special Rules of Order that the Board of Directors may adopt.

## ***16.9. Standing Committee Responsibilities***

1. Standing committee members shall be responsible for gathering information, exploring options, reporting on progress made toward meeting goals, and bringing recommendations to the Board of Directors for discussion and action.
2. All committees shall consist of parent volunteers and any interested community member or Peak to Peak administrative staff or faculty member.
3. Standing Committees Requiring a Board Member
  - a. The Hiring/Organizational Development Committee shall be responsible for recruiting and recommending, based on selection procedures and job descriptions approved by the Board, candidates for the positions of Principal and staff and faculty members of the school.
  - b. The Accountability Committee shall be responsible for the following tasks:
    - i. To make recommendations for assessment of the educational program, student achievement, and staff, parent and student satisfaction;
    - ii. To make recommendations for establishing goals and a plan for improvement based on the needs assessment and consistent with the mission and goals of the school;
    - iii. To monitor the progress made toward meeting the improvement goals;
    - iv. To solicit input from staff, parents, and students during all phases of assessment, plan development, implementation and evaluation; and,
    - v. To submit an annual report to the Board of Directors and the District, and make it available to the public.



- c. The Budget Committee shall be responsible for developing and submitting an annual balanced budget to the Board of Directors for approval.
4. Other standing committees may include, with approval of the Board, Communications, Outreach, Curriculum, Enrollment and Registration, Facilities, Fundraising, Grant Writing, Scheduling, Social, Transportation, Technology, and Volunteer Coordination.

### ***16.10. Amendments***

1. The mission, or goals of Peak to Peak may be altered, amended or repealed and a new mission or goals may be adopted only by vote of the general membership. Sections 3.1, 3.2, 4.1, 4.3, 4.6, 5.1, 5.2, 5.3, 5.4(b), 5.4(c), 5.4(e), 5.4(f), 5.4(h), 5.4(m), 5.4(n), 6.3, 6.4, 7.1, 7.2, 8.1, 8.2, 10.1, 10.2, 10.3, 10.4, and 10.5 of these Bylaws may be altered, amended or repealed only by vote of the general membership. The proposed amendment must be published at least thirty days prior to any vote of the membership.
2. The Peak to Peak Board of Directors may pass a resolution proposing an amendment pursuant to 10.1 and shall submit such proposed amendment to a vote of the membership.
3. Any member may propose an amendment pursuant to 10.1 by providing the Board with a proposed amendment signed by at least 10 percent of the membership.
4. Voting by the general membership of Peak to Peak pursuant to 10.1 shall be by ballot and returned in person, by mail or electronically.
5. In order for any amendment pursuant to 10.1 to take effect, at least 66 percent of cast ballots must be in favor of the amendment, and at least 30 percent of the membership must have cast valid ballots.
6. If any section of these Bylaws is found to be in violation of school district, State of Colorado or Federal guidelines or law, that section shall be rendered invalid, but the remaining Bylaws shall remain in force as though such invalid section were not part of these Bylaws.

### ***16.11. Contracts, Loans, Checks and Deposits***

1. **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School. Such authority may be general or confined to specific instances.
2. **Loans.** No loans shall be contracted on behalf of the School and no evidences of indebtedness shall be issued in its name unless authorized by a vote by the Board of Directors. Such authority may be general or confined to specific instances. This language should not be construed to mean that the School cannot issue purchase orders or pay for approved expenditures in the ordinary course of business.
3. **Checks, Drafts, etc.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the School shall be signed by such officer or officers, agent or agents of the School and in such manner as shall be from time to time be determined by resolution of the Board of Directors.
4. **Deposits.** All monies received by the School must be deposited into a bank or other financial institution. All funds of the School not otherwise employed shall be maintained



on deposit to the credit of the School in such banks, trust companies or other depositories as the Board of Directors may select.

### ***16.12. Fiscal Year***

1. The fiscal year of the School shall begin on the 1st day of July and end on the 30th day of June of each year.

### ***16.13. Corporate Seal***

1. The Board of Directors shall provide a corporate seal which shall be circular in form and shall have inscribed thereon "Peak to Peak Charter Schools, Inc." and the words "Corporate Seal."

### ***16.14. Waiver of Notice***

1. Unless otherwise provided by law, whenever any notice is required by any Board of Directors member under the provisions of these Bylaws or under the provision of the Articles of Incorporation or under the provisions of the applicable Business Corporation Act, waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

### ***16.15. Use of Assets and Dissolution***

1. As a not-for-profit corporation, no member or officer may be unduly enriched from assets of the corporation. All assets are held solely for the support of the School.
2. Upon dissolution of Peak to Peak, all corporate assets will be disposed of as stated in the Articles of Incorporation.

### ***16.16. Offices***

1. The principal office of the School in the State of Colorado shall be located at 800 Merlin Street, Lafayette, Colorado 80026. The School may move this office and/or have other offices as the Board of Directors may require from time to time.

## **17. Employee Relationships**

Peak to Peak hires, retains and rewards excellent teachers and staff who are proficient in their subjects, effective contributors to the overall success and operation of the school, and strongly committed to fully implementing the Peak to Peak mission. To accomplish this ambitious objective, Peak to Peak created a Hiring/Organizational Development Committee, comprised of parents, administrators, teachers and board members, that uses a comprehensive interviewing process for hiring teachers and administrators.

All employees are hired under "at will" employment terms, which is fully disclosed in offers of employment. Peak to Peak's personnel policies and procedures are available for review at the school. Initial salaries are set by the board based on a wide-range salary scale, and the board conducts rehire and salary offers annually with individual employees who are offered further employment. Peak to Peak employees currently receive the same benefits package as other BVSD employees. Peak to Peak considers a range of base salary plus merit pay to reward the teachers and staff who epitomize the ideals the school seeks to achieve.



### ***17.1. Alternative Teaching Certificates (PLACE) and Certification***

Peak to Peak attracts both licensed, experienced teachers as well as professionals whose background and experience may not include teaching in the traditional classroom or a degree in education. Accordingly, Peak to Peak policies outline teacher qualifications and waive the initial requirement for teachers to hold a Colorado teaching certificate. Peak to Peak has been chosen as a site for the Alternative Teacher License Program by the Colorado Department of Education. Only a handful of individual schools across the state are licensing sites, which makes this a prestigious recognition. Peak to Peak teachers may go through this comprehensive certification program to gain full Colorado certification.

Additionally, Peak to Peak offers an extensive professional development program for its teaching staff. Peak to Peak may choose to waive requirements for PLACE certification for art, music, drama and technology teachers, and other part-time teachers who have professional experience in their chosen fields. In that event, alternative training and development plans will be established by Peak to Peak for those teachers. All staff and teachers will comply with the background check provisions of state law.

In compliance with No Child Left Behind (NCLB) legislation, all Peak to Peak teachers will meet the official criteria for "highly qualified" status by the end of the 2005-06 school year. Indeed, the majority (85 percent) of Peak to Peak's teachers already meet those criteria; those who do not are currently either pursuing certification through Peak to Peak's Alternative Teacher Licensing Program or will meet the criteria by passing a uniform state standard evaluation in their core subject area.

### ***17.2. Teacher Evaluations***

Since excellent teaching is central to the mission of the school, Peak to Peak places great importance on the effectiveness of its teachers. The school employs a teacher evaluation process that includes both formal and informal observation of teaching by the administration and/or by the board or its designees, solicitation of feedback on teaching effectiveness from students and parents, administration and board observations on the teacher's contributions to school operations and welfare, and self-critique by the teacher. Teachers are reviewed at regular intervals deemed appropriate by the administration and the board. In compliance with state law, teacher evaluations are confidential, and all board discussion related to specific teacher evaluations or concerns are conducted in executive session, consistent with the provisions of Colorado's Open Meetings Law. Information about the evaluation process is included in the Staff Handbook. (See Appendix H.)

### ***17.3. Leaves of Absence***

The school employs faculty, support professionals, and clerical personnel. According to Colorado statute, employees of the school who transfer from the District will be granted a one-year leave of absence from the District. The employee may request that the leave be extended two years prior to April 1 of the first year of service. If the employee wishes to return to the District while on leave, the employee shall be provided an appropriate position in the District. The school hires the majority of its staff from outside the District.

### ***17.4. Fringe Benefits***

As required under the Colorado Charter Schools Act, employees of the school participate in Colorado's Public Employees Retirement Association (PERA) retirement program. Like the



other charter schools within BVSD, all employees currently are eligible to participate, as a group, in the District's group insurance program.

## **17.5. Personnel Policies and Procedures**

Pursuant to C.R.S. 22-30.5-104 (7) (a), a charter school shall be responsible for its own personnel matters. This statute recognizes that one of the values of charter schools to the state is their ability to serve as a laboratory where new ideas can be tested and evaluated. Peak to Peak has waived the Boulder Valley School District Master Agreement with the Boulder Valley Education Association, the Para-Educators Association Negotiated Agreement, the Office Professionals Negotiated Agreement, the Service Employees Negotiated Agreement, and all related work rules, salary schedules, step increase schedules, cost-of-living increase schedules, and any other compensation-related matters for all school employees. Peak to Peak has waived the Personnel Policies and Procedures adopted by the Boulder Valley School District.

Peak to Peak developed and adopted policies addressing hiring, compensation, evaluation, discipline, termination, professional development, licensure, scheduling and preparation time, career track advancement or promotion, sick leave and other leaves, site governance, and grievance processing. Adopted policies and procedures are available for review at the school.

## **18. Administrative Audit**

Peak to Peak agrees to keep appropriate financial records in accordance with applicable federal, state, and local laws, rules and regulations. Those records are made available to the District, as reasonably requested from time to time. Peak to Peak participates in the district external audit, and in addition commissions a separate audit report outside of the district CAFR. This separate audit report has been provided to Peak to Peak board members, BVSD, Prairie View bondholders, the trustee, the rating agencies, and the Peak to Peak Accountability Committee. The audit is also available in the Peak to Peak Business Office for the general public. Affiliated corporations are included in the scope of this audit. The Director of Operations, who is the administrator responsible for the school's finances, currently is covered by an insurance policy which provides \$25,000 Employee Dishonesty coverage.

## **19. Liability and Insurance**

The Colorado Governmental Immunity Act, C.R.S. 24-10-101 et seq. limits the school district's liability. It is recognized that Peak to Peak's liability is also limited by that state statute.

Peak to Peak purchases insurance policies to cover and protect the charter school's buildings, grounds, Board of Directors and employees. If any of this coverage is purchased through the district, the school agrees to adhere to the respective procedures.

Peak to Peak understands the importance of risk-management and prevention. The school continues to implement procedures and directives that address, but are not limited to, the following types of potential perils and other events: third-party claims, injury claims, employee dishonesty, workers' compensation, personnel issues, Americans with Disabilities Act issues, and environmental issues.





## 20. Admissions Process

### 20.1. Applications

During Peak to Peak's contract, enrollment decisions will be made in a nondiscriminatory manner as specified in this application, as currently outlined in C.R.S. 22-30.5-104(3), C.R.S. 22-30.5-109(7), and C.R.S. 22-36-101. Peak to Peak waives BVSD Policy JECC, Assignment of Students to Schools. This waiver will ensure that once enrolled, Peak to Peak students will not need to re-enter the lottery even if their grade level changes through promotion, acceleration, or retention, even as they move from the elementary school to the middle school or from the middle school to the high school. Peak to Peak will follow JECC - R, Open Enrollment Procedures and Information as shown in Appendix O, with the exception of the section called "Selection Process."

JECC - R's "Selection Process" is replaced with the following for Peak to Peak:

- Approval of open enrollment in Peak to Peak is based on Peak to Peak's renewal proposal's Admission Process, Section 20.
- Each year, Peak to Peak's Board of Directors or designee will provide an estimate to BVSD about the number of spaces available in each grade level. These numbers may change as students enroll in and out of Peak to Peak. BVSD will continue to fill available spaces at Peak to Peak until October 1 of each school year.
- When the number of applicants exceeds the number of spaces available, students will be admitted by a random selection lottery. A wait list currently is kept at the Education Center.
- Students of Peak to Peak schools are given enrollment preference as follows:
  1. Children of current or past members of Peak to Peak's Board of Directors.
  2. Children of subscribers for new school growth.
  3. Children of teachers and staff employed by Peak to Peak.
  4. Siblings of students attending Peak to Peak during the Open Enrollment period.
  5. Siblings of students who have been selected for admission into Peak to Peak through the current-year lottery process.
  6. A student who applies during the open-enrollment period is placed on the waiting list, is not offered admission before the next lottery period, and re-applies for admission in the immediately successive open enrollment period, that student will receive a weight of 2.0 in the lottery for new students at the new grade level.
  7. Students who live within BVSD boundaries.
  8. Students who live outside of BVSD boundaries.

Children of staff members regardless of when hired (whether hired before, during or after BVSD's open enrollment period) and children of Peak to Peak subscribers, and children of current and former members of the Board of Directors will be allowed to enroll for the next school year even if the grade level would otherwise be considered full. Children of subscribers, children of current and former board members, children of staff, and siblings of Peak to Peak students receive the same preference whether they live within or outside BVSD attendance boundaries.

Each year, students admitted with a preference will be limited to a maximum of 10 percent of Peak to Peak's new enrollment, except that there shall be no limit to the number of students admitted under the sibling preferences, other than the space available in a given grade level after higher level preferences are admitted. The 10 percent allowed



comprises children of teachers, staff members, past and present board members and subscribers. If Peak to Peak starts an Early Childhood Education program, it will follow applicable federal guidelines for enrollment.

## ***20.2. Grade Levels***

Parents must submit an application for the regular grade for which the student would ordinarily enroll in the following year. In the event that Peak to Peak and the parents of a child jointly agree that a child would be more appropriately placed in a different grade, Peak to Peak will place that child in the new grade on a trial basis.

## ***20.3. Continuing Enrollment***

Peak to Peak students are guaranteed enrollment for each succeeding year unless their parents go through the open enrollment process and enroll in another school. Once enrolled, Peak to Peak students do not need to re-enter the lottery, even if their grade level changes through promotion, acceleration, or retention, and even as they move from the elementary school to the middle school or from the middle school to the high school.

## ***20.4. Siblings Applying Concurrently for Enrollment***

Section removed.

## ***20.5. Enrollment Numbers***

During the term of Peak to Peak's contract, the school will enroll students as currently outlined in C.R.S. 22-30.5-109(7) and Peak to Peak's policies included in this proposal. Within three business days following the end of each year's open enrollment period, Peak to Peak's Board of Directors or designee will provide to the district the number of students Peak to Peak anticipates it can enroll for the next school year. The enrollment numbers will take into account the school's ability to facilitate the academic success of students enrolled in the school, its ability to achieve the other objectives specified in this charter contract, and the capacity of the school facility or site. If at any point prior to October 1st of each year Peak to Peak determines that it can enroll additional students as currently outlined in C.R.S. 22-30.5-109(7), Peak to Peak will notify the district of the change. Peak to Peak may enroll students who will not be eligible for funding at Peak to Peak at any time thereafter for the remainder of the then current year. In the event Peak to Peak's enrollment drops during the school year, Peak to Peak may accept students from its wait list, if any, to fill available positions.

## **21. Waivers**

Peak to Peak seeks to waive certain state statutes and BVSD policies where such waivers appropriately reflect the nature and operation of the school. A summary of these waivers appears in this section, and the detailed waiver information appears in Appendix S and Appendix T.

### ***21.1. State Waivers***

Pursuant to the Charter Schools Act, Peak to Peak requests waivers of certain Colorado Revised Statutes listed below. Appendix S provides information about each statute, with information on how Peak to Peak will accomplish the intent of each statute. These waivers will enable the school to better meet its mission, goals and objectives, and implement its



educational program. The Peak to Peak budget has been developed under the assumption that these waivers will be granted. The duration requested for each of the waivers is the duration of the charter school contract.

**C.R.S. 22-1-110 - Effect of Use of Alcohol and Controlled Substances to be Taught.** This law requires schools to teach the effects, the social dangers of use and the illegal aspects of use of alcohol and controlled substances.

**C.R.S. 22-9-106 - Local Boards of Education - Duties/Performance Evaluations.** This law requires local boards of education to adopt a written system to evaluate the employment performance of licensed personnel and specifies required components of such an evaluation system.

**C.R.S. 22-32-109(1)(b) - Local Boards of Education - Specific Duties/Competitive Bidding.** This law requires local boards of education to adopt policies and prescribe rules for competitive bidding in the purchase of services, except professional services, in the district.

**C.R.S. 22-32-109(1)(f) - Local Boards of Education - Specific Duties/Selection and Pay of Personnel.** This law requires local boards of education to employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation.

**C.R.S. 22-32-109(1)(h) - Local Board of Education - Specific Duties/Bonding of Staff.** This law requires local boards of education to require the bonding of staff members.

**C.R.S. 22-32-109(1)(n)(I) - Local Boards of Education - Specific Duties/School Calendar.** This law requires local boards of education to determine the length of time which the schools of the district will be in session.

**C.R.S. 22-32-109(1)(n)(II) - Local Board of Education - Specific Duties/Teacher-Pupil Contact Hours.** This law establishes a minimum number of teacher-pupil contact hours, which the adopted school calendar must meet.

**C.R.S. 22-32-109(1)(t) - Local Boards of Education - Specific Duties/Textbooks and Curriculum.** This law requires local boards of education to determine the educational programs to be carried on in the schools on the district and to prescribe any textbooks for any course of instruction or study.

**C.R.S. 22-32-109.7 - Local Boards of Education - Specific Duties - Employment of Personnel.** This law specifies the duties of local boards with regard to conducting background checks of employees, including criminal background check and contacts with previous employers.

**C.R.S. 22-32-109.8 - Applicants Selected for Non-Licensed Positions - Submittal of Form and Fingerprints - Prohibition Against Employing Persons Failing to Comply.** This law requires local boards of education to require potential employees to submit a set of fingerprints and to release the fingerprints to the Colorado Bureau of Investigation for processing.

**C.R.S. 22-32-109.9 - Licensed Personnel - Submittal of Fingerprints.** This law requires local boards of education to require fingerprints from any licensed personnel employed on or after January 1, 1991, whom the district believes has been convicted of any felony or misdemeanor (not including misdemeanor traffic offense or infractions), subsequent to such employment.



**C.R.S. 22–32-110(1)(h) - Local Board Powers/Terminate Employment of Personnel.**

This law gives local boards of education the power to discharge or otherwise terminate the employment of any personnel.

**C.R.S. 22–32-110(1)(i) - Local Board Powers/Reimburse Employees for Expenses.** This law gives local boards of education the power to reimburse employee for expenses incurred in the performance of their duties.

**C.R.S. 22–32-110(1)(j) - Local Board Powers/Procure Insurance.** This law gives local boards of education the power to procure group life, health or accident insurance covering employees of the district.

**C.R.S. 22–32-110(1)(k) - Local Board Powers/Policies Related to In-Service Training and Official Conduct.** This law gives local boards of education the power to adopt written policies related to the in-service training, professional growth, safety, official conduct, and welfare of the employees.

**C.R.S. 22–32-110(1)(ee) - Local Board Powers/Employ Teachers' Aides and other Non-Licensed Personnel.** This law gives local boards of education the power to employ teachers' aides and other auxiliary, non-licensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children.

**C.R.S. 22-110(1)(y) - Local Board Powers/Accept Gifts and Donations.** This law gives local boards of education the power to accept gifts, donations, or grants of any kind made to the district and to expend or use said gifts, donations, or grants in accordance with the conditions prescribed by the donor.

**C.R.S. 22-32-119 - Kindergartens.** This law gives local boards of education the power to establish and maintain kindergartens for the instruction of children one year prior to the year in which they would be eligible for admission to the first grade. Such kindergartens shall be a part of the public school system.

**C.R.S. 22-28-111(1)(a). Coordination of district preschool program with extended day services.** This law gives any school district which establishes a district preschool program the ability to coordinate the program with extended day services if the district council and the school district find that there exists a need for such services. Such services may be coordinated by the school district through one or more privately funded child care centers or publicly funded early childhood education agencies or through the school district itself.

**C.R.S. 22-32-120 - Food Services.** This law gives local boards of education the power to establish, maintain, equip and operate a food-service facility and sets minimum requirements for the operation of such a facility.

**C.R.S. 22-32-126 - Principals - Employment and Authority.** This law gives local boards of education the power to employ principals who shall hold valid supervisory or administrative certificates to supervise the operation and management of the school and sets forth the responsibilities and duties of the principal.

**C.R.S. 22-63-201 - Teacher Employment - License Required - Exception.** This law prohibits a local board of education from entering an employment contract with any person as a teacher, unless such person holds a provisional or professional teacher's license or authorization

**C.R.S. 22-63-202 - Employment Contracts - Contracts to be in Writing - Duration-Damage Provisions.** This law requires every employment contract entered into by a teacher or chief administrative officer for the performance of services for a school district



to be in writing and contain a damage provision if the individual breaches or refuses to perform services pursuant to the contract.

**C.R.S. 22-63-203 - Probationary Teachers - Renewal and Non-Renewal of Employment Contracts.** This law relates to the employment of probationary teachers, teachers employed during the first three years of their full-time continuous employment with a school district.

**C.R.S. 22-63-206 - Transfer - Compensation.** This statute gives school districts the authority to transfer teachers from one school, position, or grade level to another within the district and addresses the compensation of teachers so transferred.

**C.R.S. 22-63-301 - Grounds for Dismissal.** This statute enumerates the grounds for dismissing a teacher.

**C.R.S. 22-63-302 - Procedure for Dismissal - Judicial Review.** This statute sets forth a process, including judicial review, which school districts must follow for dismissing teachers.

**C.R.S. 22-63-402 - Services - Disbursements.** This statute provides that a warrant for the disbursement of school district moneys shall not be drawn in favor of any person for services as a teacher, unless such person either holds a valid license or authorization from the Department of Education.

**C.R.S. 22-63-401 - Salary Schedule - Adoptions - Changes.** This statute requires local boards of education to adopt a salary schedule, a teacher salary policy based on the level of performance demonstrated by the teacher or a combination of the salary schedule and salary policy. The law prohibits changes in the salary schedule or policy during the school year to reduce teacher salaries.

**C.R.S. 22-63-403 - Payment of Salaries.** This statute provides that if a teacher's employment is terminated prior to the end of the employment contract and prior to receiving all salary installments, the teacher is entitled to a pro-rata share of the salary installments for the period during which no services are required to be performed, except as provided by law.

## ***21.2. BVSD Policy Waivers***

Peak to Peak requests a waiver from any Boulder Valley School District policy or future policy which is clearly in conflict with the mission, goals, or educational program outlined in this document. To ensure that Peak to Peak has policies in place for its educational program and operations, listed below are the policies that Peak to Peak specifically waives. Appendix T provides information on how Peak to Peak will accomplish the intent of each policy through a Peak to Peak replacement policy.

### ***Policy Section A, Foundations and Basic Commitments***

ABA (Also KC), Community Involvement in Decision-making; ABB, Staff Involvement in Decision-making; AD, Educational Philosophy; AFC-1 (Also GCN-1), Evaluation of Professional Staff, Teachers; AFC-2 (Also GCN-2), Evaluation of Professional Staff Administrators; AFD (Also GDN), Evaluation of Support Staff;

### ***Policy Section B, Board Governance and Operations***

BAA, Board Operations; BBA, School Board Powers and Duties



BBFA, Board Member Conflict of Interest; BBFB, Board Member Conduct; BCF (Also BDF), Advisory Committees to the Board; BCG, School Attorney; BD/BDA/BDB, Board Operations; BDA/BCB, Board Organizational Meeting/Board Officers; BDC, Executive Sessions; BDDA, Notification of Board Meetings; BDDB, Agenda Format; BDDC, Agenda Preparation and Dissemination; BDDG, Minutes; BDDH (Also KD), Public Participation at Board Meetings; BE, School Board Work Sessions and Retreats; BF, Board Policy Development; BFC, Policy Adoption; BFCA (Also CHB), Board Review of Administrative Rules; BFD, Policy Dissemination

BFE, Administration in Policy Absence; BFF, Suspension of Policies; BFG/BFGA, Policy Review and Evaluation/Manual Accuracy Check; BHD/BHE, Board Member Compensation and Expenses/Insurance;

### *Policy Section C, General School Administration*

CC, Administrative Organization Plan; CD, Management Team; CE, Administrative Councils, Cabinets, and Committees; CF, School Building Administration (And Principalship); CFD, Leadership/Decision-Making Philosophy; CHA, Development of Administrative Rules; CHB (Also BFCA), Board Review of Administrative Rules; CHD (Also BFE), Administration in Policy Absence; CJ, Administrative Intern Program (Leadership Education Program); CK, Consultants

### *Policy Section D, Fiscal Management*

DB, Annual Operating Budget; DBB, Fiscal Year; DBC, Budget Deadlines and Schedules; DBH, Budget Adoption Procedures; DBK, Budget Transfers; DD, Grants Management; DEB, Loan Programs (Funds from State Tax Sources); DFA, Cash Management/Investment Policy; DFB, Revenues from Licensing of School Facilities for Telecommunication Uses; DG/DGA, Depository of Funds/Authorized Signatures; DI, Fiscal Accounting and Reporting; DIA, Accounting System

DID, Inventories (And Property Accounting); DIE, Audits; DIEA, Peak to Peak Finance Committee; DJ, Purchasing and Contracting; DJB, Petty Cash Accounts; DJGA, Sales Calls and Demonstrations; DK, Payment Procedures; DL/DLA, Payroll Procedures/Payday Schedules; DLB, Salary Deductions; DLC, Employee Expense Reimbursements; DN, School Properties Disposal Procedures;

### *Policy Section E, Support Services*

EBCB, Fire Drills; EBCD, Emergency Closings; EC, Buildings and Grounds Maintenance; ECA, Buildings and Grounds Security; ECAA, Access to Buildings (And Key Control); ECAB, Vandalism

ECB, Buildings and Grounds Maintenance (and Operations); ED, Material Resources Management; EDBA, Maintenance and Control of Instructional Materials; EDC, Authorized Use of School-Owned Materials; EEA, Student Transportation Services; EEAA, Walkers and Riders; EEACC (Also JFCC), Student Conduct on School Buses; EF, Food Services Management; EGAAA, Duplication of Copyrighted Material; EGAEA, Staff Use of Electronic Mail; EI, Insurance Management; EIB, Liability Insurance

### *Policy Section F, Facility Development*

FA/FB, Facilities Development Goals/Facilities Planning; FC, Facilities Capitalization Program; FEA, Educational Specifications; FEB, Selection of Architect; FECB, Construction Plans and Specifications; FEE, Site Acquisition Procedure; FEF, Construction Contracts



Bidding and Awards; FEG, Supervision of Construction; FG, Inspection and Acceptance of New Facilities; FL, Retirement of Facilities;

### *Policy Section G, Personnel*

GA, Personnel Policies Goals; GAA, Hiring; GBB (Also ABB), Staff Involvement in Decision-making; GBL, Personnel Records; GBLA, References for Current or Former Staff Members; GBM, Staff Complaints and Grievances; GCA, Professional Staff Positions; GCB, Professional Staff Contracts and Compensation Plans; GCBA-1, Professional Staff Salary Schedules Teachers; GCBB, Professional Staff Supplementary Pay Plans; GCBC, Professional Staff Additional Benefits; GCBD-1, Professional Staff Leaves and Absences Teachers; GCBD-2, Professional Staff Leaves and Absences Administrators; GCBE, Professional Staff Personal Days and Holidays; GCC/GCD-1, Professional Staff Recruiting/Hiring Teachers; GCC/GCD-2, Professional Staff Recruiting/Hiring Administrators; GCC/GCD-3, Selections and Appointment of Administrators; GCDA, Professional Staff Certification Responsibilities; GCE, Part-Time Professional Staff Employment; GCEA, Arrangements for Professional Staff Substitutes; GCF, Professional Staff Orientation; GCG, Professional Staff Probation and Tenure; GCI, Professional Staff Assignments and Transfers; GCJ, Professional Staff Time Schedules; GCL, Professional Staff Development Opportunities; GCN-1 (Also AFC-1), Evaluation of Professional Staff Teachers; GCN-2 (Also AFC-2), Evaluation of Professional Staff Administrators; GCP, Suspension and Dismissal of Teachers; GCPA, Reduction in Professional Staff Work Force; GCPB, Resignation of Professional Staff Members; GCPD, Suspension and Dismissal of Teachers (And Contract Nonrenewal); GCQAB, Tutoring for Pay; GCQB, Professional Research and Publishing Policy; GDA, Support Staff; GDB/GDBA, Support Staff Contracts and Compensation Plans/Salary Schedules; GDBB, Support Staff Supplementary Pay Plans; GDBC, Support Staff Additional Benefits; GDBD, Support Staff Leaves and Absences; GDBE, Support Staff Personal Days and Holidays; GDC/GDD, Support Staff Recruiting/Hiring; GDG, Support Staff Probation; GDH, Support Staff Seniority; GDI, Support Staff Reassignments and Transfers; GDJ, Support Staff Time Schedules; GDL, Support Staff Development Opportunities; GDN (Also AFD), Evaluation of Support Staff; GDO, Support Staff Promotions; GDPA, Reduction in Support Staff Work Force; GDPB, Resignation of Support Staff Members; GDPD, Suspension and Dismissal of Support Staff Members; GDOA, Nonschool Employment of Support Staff Members;

### *Policy Section H, Negotiations*

All of Section H is waived.

### *Policy Section I, Instruction*

IC/ICA, School Year/School Calendar; ID, School Day; IE, Organization of Instruction; IF, Curriculum Research, Development, and Trial Status; IFB, Pilot Projects; IGA, Basic Instructional Program; IGAD, Occupational Education (Career Education); IGAE, Health Education; IGAI, Human Sexuality; IGBB, Programs for Gifted Students; IGDC, Student Social Events; IGDE, Student Activity Fees; IGDF, Student Fundraising Activities; IGDG, Student Activities Funds Management; IGE, Adult Education Programs; IHB, Class Size; IHHA, Individual Help (And Tutoring); IHIA, Performance Contracting; IIAA, IIAB, Basic Learning Materials Selection and Adoption; IIAC, Library Media Center Learning Materials Selection; IIAE, Right To Inspect Instructional Materials: Research or Experimentation Projects Funded by the United States Department of Education; IIBA, Teachers Aides; IICA, Field Trips; IJ, Guidance Program; IKA/IKAA/IKAB, Grading Systems/Final Examinations/Student Progress Reports to Parents; IKB, Homework; IKC, Weighted Grades ; IKE, Promotion, Nonpromotion, and Acceleration of Students; IKEA, Make-Up Opportunities; IKF, Graduation Requirements; IL, Testing Programs; INB, Teaching about Controversial Issues; INI, Exemptions from Required Instruction;



***Policy Section J, Students***

JEC, School Admissions; JECB, Admission of Nonresident Students; JECBA, Admission of F-1 Visa, J-1 Foreign Exchange Program Students, Immigrant Students, and Dependents of Nonimmigrant Visa Holders; JECC, Assignment of Students to Schools; JECD, Assignment of Transfer Students to Classes and Grade Levels; JED, Student Absences and Excuses; JFCC (Also EEACC), Student Conduct on School Buses; JFH, Student Complaints and Grievances; JGD/JGE, Student Suspension/Expulsion;

***Policy Section K, School-Community Relations***

KA, School-Community Relations Goals; KAB, Community School Program; KB, Public Information Program; KBA, Public's Right to Know; KBB, School-Sponsored Information Media; KBC, News Media Relations; KBCA, News Releases; KD (Also BDDH), Public Participation at Board Meetings; KG, Community Use of School Facilities; KGD, Use of School Buildings as Child-Care Centers; KH, Public Gifts to the School; KHA, Solicitation of Gifts and Donations; KHB, Sponsorships; KL, Public Complaints; KLB, Public Complaints About the Curricular or Instructional Materials or Strategies

***Policy Section L, Education-Agency Relations***

LEA, Student Teaching and Internships

**Notwithstanding the above waivers, the school will abide by the following:**

- Federal and State laws regarding nondiscrimination [C.R.S. 22-30.5-104 (3)].
- Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which require that there be a mechanism for employees to complain about alleged discrimination.
- Colorado Public Employees Retirement Association and workers' compensation statutes.
- Fair Labor Standards Act.
- Title VI of the Civil Rights Act of 1964.
- Title IX of the Education Amendments of 1972.
- Federal, State and local laws, and BVSD policy, regarding a drug-free work place.
- BVSD policy regarding the rights of students to not participate in school activities that are contrary to a student's religious or philosophical beliefs or training.
- BVSD policy regarding the rights of students to not participate in school activities that are inappropriate due to a student's physical disability.
- BVSD policy prohibiting any explicit or implied endorsement of religion. studies of the history, literature, and politics of religion will be allowed in accordance with BVSD policy.

## **22. Board of Directors at Time of Submittal**

**Sheryl Shafer, President**

Sheryl Shafer's professional background has centered on marketing communications - from writing and editing to leadership experience as vice president of marketing communications of a tech company to managing a consulting practice for the past 11 years. This business experience has well served her current focus as an educational advocate. She has been an active volunteer for Peak to Peak since 1998, serving as co-chair of the Hiring/Organizational Development, Community Relations, Character Development and





Grant Writing committees. She previously served on the parent board of her children's pre-school and former elementary school. Ms. Shafer has a ninth grade daughter and a sixth grade son who attend Peak to Peak.

#### **Don Ferguson, Vice President**

Don Ferguson is an I/T Consultant with 20 years' experience in technology services and project management. He recently left his position at IBM as a Certified Executive Project Manager to start a consulting practice, applying his business experience and his passion for the productive use of technology to help small companies realize the promise of their investment in technology. Mr. Ferguson has seven years' experience as a board member, strategic planner and I/T Committee chair of a local non-profit school and strategic planner and I/T consultant for a local non-profit arts organization. He has a BA in Mathematics from Colorado College and an MS in theoretical Computer Science from the University of Colorado. Mr. Ferguson lives with his two children in Broomfield. His daughter attends Peak to Peak High School; his son hopes to attend in the future.

#### **Tim Jones, Treasurer**

Timothy Jones is the President of The Louis and Harold Price Foundation, a private family foundation with offices in New Jersey and Colorado. His responsibilities include oversight of all facets of the foundation including grantmaking activities, investments and administrative and financial operations. Prior to joining the Price Foundation in 1999, Mr. Jones was Senior Vice President for Finance & Administration and Treasurer of the University of Colorado Foundation where he worked for ten years. He began his career with the CPA firm of Deloitte & Touche. Mr. Jones has been actively involved as a volunteer on a variety of nonprofit boards in Boulder County since moving to the area in 1989. A Colorado-licensed Certified Public Accountant, he earned joint undergraduate degrees in Accounting & Business Administration from the University of Kansas. Married to Mrs. Dana Jones, an active volunteer at the school, they have three daughters who attend Peak to Peak: two in high school and one in elementary school.

#### **Carolyn Jannsen. Secretary**

Carolyn Jannsen's professional background is in health care, specifically patient education and health care management. Before moving to Colorado from Wisconsin in June 2000 she managed a successful private practice in Counseling and Behavioral Therapy for adults and adolescents. Ms. Jannsen has been an active volunteer at Peak to Peak for the last three years ~ in the classroom, contributing to curriculum development, assisting at fundraising events and Chairing the Secondary Character Development Team. She and her husband Tom have three children at Peak to Peak: one in high school and two in elementary school.

#### **Tim Carrig**

Dr. Tim Carrig moved to Lafayette in 1995 after working for several years at the Los Alamos National Laboratory. Previously, he served briefly as an instructor in the School of Electrical Engineering at Cornell University. He is currently Director of Research & Development at Coherent Technologies, Inc., in Louisville where he leads a team developing next-generation laser radar systems. Dr. Carrig holds undergraduate degrees in physics and mathematics, has a Cornell doctorate in applied physics, and is a registered patent agent. He enjoys international recognition as an expert in the fields of solid-state lasers and laser remote sensing. He has one son in high school at Peak to Peak.

#### **Kitty deKieffer**



Kitty L. deKieffer's degree and professional life was in the field of accounting. For the last 15 years, she has volunteered in the nonprofit community chairing over 30 events and raising over four million dollars for Boulder County. She has sat on many boards and was the past chair of the Boulder Philharmonic, the Humane Society of Boulder County, Douglass Elementary, and the YWCA of Boulder County. Ms. deKieffer is the Development and Public Information Director for the Mental Health Center of Boulder County, Inc., and is the Executive Director for the Boulder County Mental Health Foundation. She sits on two boards. She is a past winner of the 9 Who Cares Channel 9 award and the Daily Camera Pacesetter award. At Peak to Peak, she sits on the Friends of Peak to Peak board and chairs the current capital campaign. Her son is in tenth grade at Peak to Peak.

#### **Ashley Johnson**

Ashley Johnson is a certified secondary teacher with a bachelor's degree in history and government from the University of Texas at Austin. Her background includes teaching high school history and geography, working as a litigation legal assistant, and serving as the administrative legal assistant to a committee of the Supreme Court of Texas. After moving to Colorado, she was active in her neighborhood elementary school, serving on the School Improvement Team and as a reading program leader. Ms. Johnson has been an active Peak to Peak volunteer since 1999. She has served as co-chair of Peak to Peak's Hiring committee, has worked on the Assessment and Grounds & Maintenance committees, and as a classroom and health room volunteer. She has two boys, one in the elementary school and one in middle school at Peak to Peak.

#### **Anthony Fontana, K-12 Executive Principal, (Ex-Officio)**

After teaching English for 13 years, Mr. Fontana served as the assistant principal for the secondary program at Peak to Peak and is now in his second year as the executive principal. Mr. Fontana earned a B.A. in English from Colorado State University and a master's degree in organizational management from the University of Phoenix. Mr. Fontana has coached a wide variety of sports, including volleyball. He was previously recognized by The Denver Post and The Rocky Mountain News as 5A Volleyball Coach of the Year.

#### **Donna Newberg-Long, Principal, Elementary Program (Ex-Officio)**

Donna Newberg-Long brings a wealth of teaching and administrative experience to the Board of Directors. Before joining Peak to Peak, she founded a pre-school through eighth grade school in Hawaii, which included managing the school's facility construction and developing a full program for 165 students. She is a certified teacher in Colorado, Hawaii and Washington and has taught all academic subjects including math, science, history, English, geography and art. Ms. Newberg-Long brings her energy, experience and insights from 24 years of teaching and school administration to the Peak to Peak community. She holds a Bachelor of Arts degree in education from Washington State University and a master's degree in education from Antioch New England Graduate School. She is also the mother of four grown children.

#### **Stephanie Rowe, Director of Operations (Ex-Officio)**

Stephanie Rowe has more than 14 years' experience in the field of finance working as an investment analyst, instructor and as a bookkeeper/treasurer for a non-profit corporation. She received a Bachelor of Science degree in computer science from the University of Western Ontario, London, Canada, and a master of business administration-finance degree from Schulich School of Business, Toronto, Canada. She is a chartered financial analyst. Ms. Rowe's two elementary age children attend Peak to Peak.



## 23. Selective College Requirements

In October 2003 Peak to Peak updated its original college survey by surveying over 100 colleges and universities regarding their entrance requirements. The result of this review revealed a common emphasis on traditional liberal arts subjects and core requirements. Peak to Peak's graduation requirements are in alignment with the requirements of the surveyed colleges and universities. In addition to the in-depth review of university requirements including ACT and SAT scores, information pertaining to successful student admissions was obtained. For example Peak to Peak graduation requirements include 100 hours of community service. (See Appendix Q, College Requirements, for more information.)

### 23.1. Preparation for College Entrance

The Peak to Peak College Planning Center encourages every secondary student to plan for his or her post high school education and career. To assist students and parents, the following provides a brief summary of the essential components for preparing for college entrance. Outlined below are the admission criteria employed by both selective and highly selective colleges. (Additional comprehensive information is provided to Peak to Peak students by counselors in the Counseling/College Planning Center.)

#### Summary of Required Subject Area Credits for Admission to Selective and Highly Selective Colleges and Universities; Comparison with Peak to Peak Graduation Requirements:

Subject	Selective Colleges and Universities	Highly Selective Colleges and Universities	Peak to Peak Graduation Requirements
English	40	40	40
Math	40	40	40*
Science	30	30	30 (40 recommended)
Foreign Language	30 (same language)	30 (same language)	30 (same language)
Social Studies	30	30	30
Technology			5
Arts			20
Advanced Placement		may be required	strongly recommended
Total Credits Required	180	200	220 (minimum)

\*Peak to Peak currently requires 40 math credits in accordance with new Colorado requirements which take effect for incoming freshmen beginning in 2010.

Colleges and universities generally use an index that includes a combination of grade point average (GPA) and test scores (SAT I and/or ACT) to determine admission in combination with other criteria. While specific information on each college and university is available in the Peak to Peak counseling office, students should also be aware of the following general guidelines that colleges and universities use in evaluating potential candidates.

### 23.2. Quality of Work

Colleges closely examine the quality of a student's record. Quality is based on both the courses taken and the student's performance in those courses. (In considering course selection, the depth and breadth of study a course provides should be considered.)



Selective colleges look for evidence that students challenged themselves by taking the most advanced courses available to them. The high school scholastic record as reflected in the student's GPA still serves as the best predictor of academic success in college. Grades, therefore, are important for college entrance. Peak to Peak currently computes each student's GPA at the end of each semester, and only semester grades are used in the computation. Grades earned in each semester of ninth, tenth, eleventh, and twelfth grades will be used to determine the overall high school GPA, which is included on all transcripts. A low GPA severely limits choices for college admission.

### ***23.3. Performance on Appropriate Tests***

Most colleges and universities use three primary testing programs—ACT, SAT and PSAT/NMSQT—in the admissions and placement process. Further information is provided below and is also available in the counseling office.

- **American College Test (ACT):** The ACT results are accepted by all colleges in Colorado. ACT tests are designed to measure the student's ability to perform the kind of intellectual tasks typically performed by college students. The major portion of the ACT battery consists of four tests: English, Mathematics, Reading, and Science Reasoning. In addition to the tests named, there is an Interest Inventory in the student profile section. The Interest Inventory provides data on the ability of the student to relate his or her interest pattern to 24 college majors and the world of work in general. The ACT is administered nationally in professional test centers five times each year: in October, December, February, April, and June. The PLAN is a multiple-choice test designed to match the ACT. It measures skills in English, math, reading and science reasoning. It is designed for college-bound students in grade 10, but is open to any student who has completed Algebra I. Included in the assessment is a score that predicts a student's ACT composite score, as well as information regarding possible career fields. The PLAN is administered at Peak to Peak each fall.
- **College Board Scholastic Aptitude Test (SAT I) and SAT II/Achievement Tests:** The SAT I is used by colleges and universities as an entrance test. It is the most commonly used test in the eastern schools. The SAT I consists of multiple sections: one math and one verbal, with a third section that tests writing skills. The test is designed to provide reliable indications of a student's ability to do college level work and is administered nationally in November, December, January, March, May, and June. SAT II/Achievement tests provide information about a student's knowledge of subject matter and are used extensively for placement purposes by some institutions. Students should consult with the counseling office to determine institution requirements.
- **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT):** The PSAT/NMSQT is designed to give students (typically juniors) experience with tests similar to those required for college admission. In addition, results of this test are used as a competitive examination in the National Merit Scholarship Program. Any junior who has a 3.3 GPA or higher should take this test given each year in October. Students who have taken Algebra 1 are encouraged to take the PSAT; however, only junior scores qualify for scholarship consideration.

### ***23.4. Participation in a Variety of Activities***

Participation in a variety of activities both in and out of school is important to demonstrate to colleges that a student is well rounded. Participation in activities such as clubs, student government, athletics, drama, and other out-of-school activities is a significant consideration in college admission. The critical point is not how many activities, but the quality of participation, including offices held and how fully students carry out their responsibilities.



### **23.5. *Personal Recommendations***

Developing positive and professional relationships with adults, including teachers, counselors and coaches, for letters of recommendation is an important aspect of college entrance. Although not all colleges and universities include personal recommendations in the admissions process, some schools place considerable weight on these documents, which include factors such as judgment, industry, and reliability, in addition to intellectual capabilities.

### **23.6. *Leadership***

Peak to Peak is an excellent school for students who wish to contribute to creating the culture and the programs that will shape the school now and in the future. Furthermore, many colleges seek students who have made an impact on their high schools or other organizations. For example, Yale asks the question in its admissions process: "Who will contribute most significantly to the Yale community?" For motivated students, Peak to Peak offers many opportunities to stand out in the college admissions process. Peak to Peak welcomes and embraces student voices in fulfilling the mission and vision of the school.

## **24. Early Childhood Education Program**

Peak to Peak would like the option to start an Early Childhood Education Program at some point during the term of the contract.

According to the National Research Council, "[C]hildren who attend well-planned, high-quality early childhood programs in which curriculum aims are specified and integrated across domains tend to learn more and are better prepared to master the complex demands of formal schooling... Young children who are living in circumstances that place them at greater risk of school failure... are much more likely to succeed in school if they attend well-planned, high-quality early childhood program." (Source: Eager to Learn, 2001)

The Core Knowledge organization has developed an early childhood education program that offers younger students the sequential learning experience provided in the Core Knowledge elementary program. The preschool program is based on the following principal, "We can, and must, establish high expectations for all young children, recognizing that the rates and approaches to learning may vary among individuals."

Peak to Peak appreciates the benefits an early education program offers young students and proposes the option to start a program during the contract period. Such a program would comply with applicable state and federal law.

## **25. Dispute Resolution**

In the event any dispute arises between the school district and Peak to Peak including, without limitation, the implementation of or waiver from any policies, regulations, or procedures, such dispute shall first be submitted to the superintendent of the school district or his or her designee for review. Thereafter, representatives of the school district and Peak to Peak shall meet and attempt in good faith to negotiate a resolution of the dispute. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure, they shall submit the matter to the Boulder Valley Board of Education for its consideration. The decision of the board shall be determined within 30 days and the decision shall be final; provided, however, Peak to Peak may appeal to the



State Board of Education concerning those matters within its jurisdiction under the Charter School Act, or to the appropriate court for those matters within the court's jurisdiction.

## 26. Appendices



### Appendix A. CSAP Results

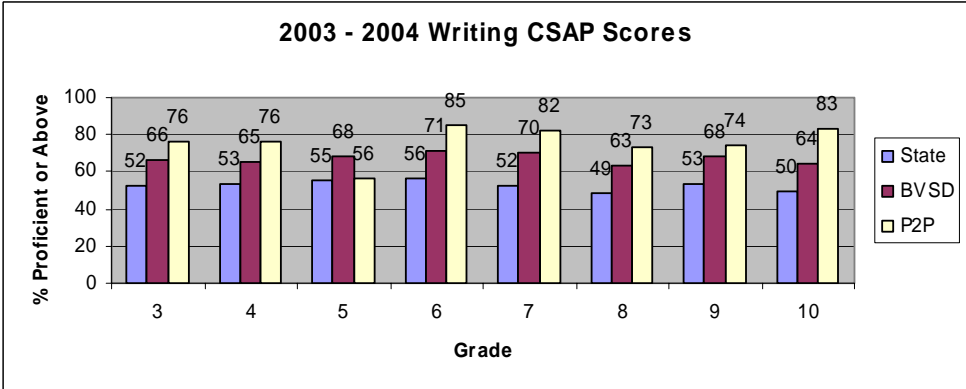
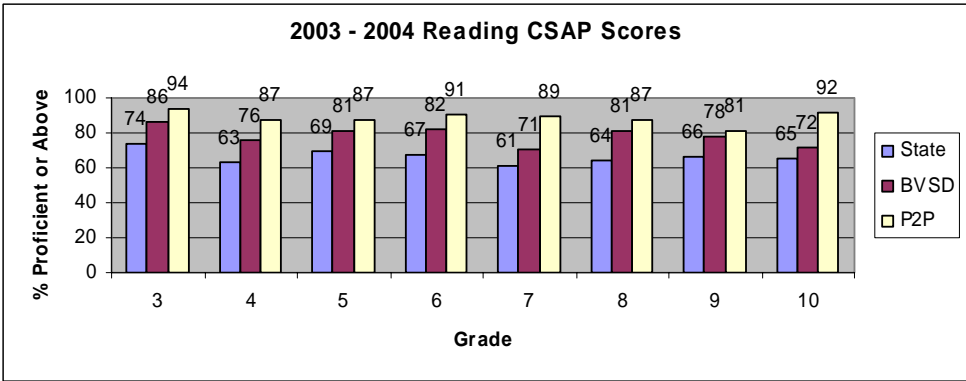
Grade	Reading			
	2000-01	2001-02	2002-03	2003-04
3	100	83	92	94
4	91	87	76	87
5	85	91	95	87
6		92	91	91
7		81	87	89
8		90	86	87
9			92	81
10			84	92

Grade	Writing			
	2000-01	2001-02	2002-03	2003-04
3		61	85	76
4	88	83	58	76
5		85	83	56
6		78	82	85
7		74	87	82
8		77	69	73
9			81	74
10			72	83

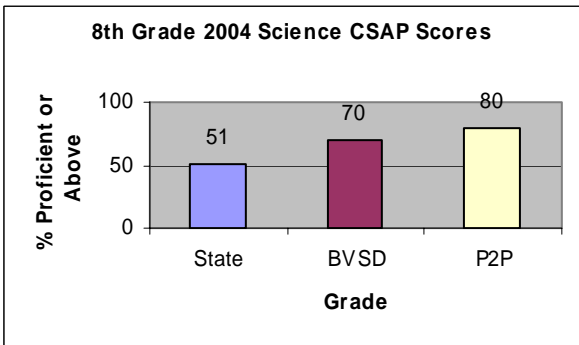
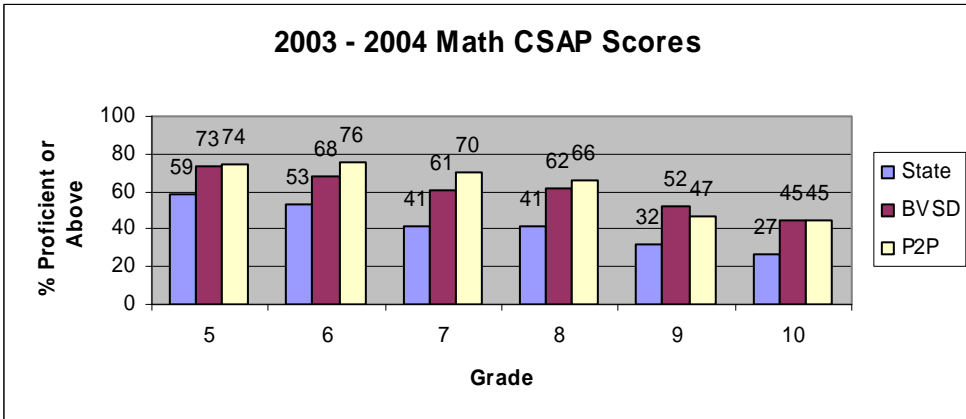
Grade	Math			
	2000-01	2001-02	2002-03	2003-04
5	77	80	85	74
6		85	75	76
7		55	73	70
8		63	44	66
9			49	47
10			40	45

Grade	Science		
	2001-02	2002-03	2003-04
8	80	66	80

(Source: BVSD)



Note: the lower fifth grade writing score resulted from an error which caused an entire fifth grade class to be recorded with a zero score.







## Appendix B. 2004 ACT Results

District Name	School Name	Total Students	Average composite	Average English	Average Math	Average Reading	Average Science Reasoning
<b>STATE TOTALS</b>	<b>STATE TOTALS</b>	<b>47412</b>	<b>18.8</b>	<b>17.8</b>	<b>18.8</b>	<b>19.1</b>	<b>18.8</b>
ADAMS 12 FIVE STAR SCHOOLS	<b>DISTRICT TOTALS</b>	<b>2010</b>	17.6	16.5	17.7	17.9	17.7
ADAMS 12 FIVE STAR SCHOOLS	ACADEMY OF CHARTER SCHOOLS	47	18.8	18.0	19.3	19.4	18.1
ADAMS 12 FIVE STAR SCHOOLS	VANTAGE POINT	56	14.6	12.4	15.1	15.5	14.7
ADAMS 12 FIVE STAR SCHOOLS	HORIZON HIGH SCHOOL	423	17.9	16.8	18.0	18.2	17.9
ADAMS 12 FIVE STAR SCHOOLS	LEGACY HIGH SCHOOL	458	18.2	17.5	17.9	18.6	18.2
ADAMS 12 FIVE STAR SCHOOLS	THORNTON HIGH SCHOOL	507	17.4	16.2	17.5	17.8	17.6
ADAMS 12 FIVE STAR SCHOOLS	NORTHGLENN HIGH SCHOOL	506	17.1	15.8	17.5	17.2	17.4
<b>BOULDER VALLEY RE 2</b>	<b>DISTRICT TOTALS</b>	<b>1967</b>	<b>21.1</b>	<b>20.3</b>	<b>21.2</b>	<b>21.8</b>	<b>20.8</b>
BOULDER VALLEY RE 2	ARAPAHOE RIDGE HIGH SCHOOL	98	10.7	9.9	10.7	11.0	10.9
BOULDER VALLEY RE 2	BOULDER HIGH SCHOOL	414	22.5	21.9	22.8	23.2	21.8
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	12	X	X	X	X	X
BOULDER VALLEY RE 2	BROOMFIELD HIGH SCHOOL	255	20.6	19.7	20.9	20.9	20.6
BOULDER VALLEY RE 2	CENTAURUS HIGH SCHOOL	233	17.9	16.2	18.6	18.4	18.1
BOULDER VALLEY RE 2	FAIRVIEW HIGH SCHOOL	425	23.7	23.2	23.2	24.7	23.0
BOULDER VALLEY RE 2	MONARCH HIGH SCHOOL	387	21.9	21.1	22.1	22.3	21.6
BOULDER VALLEY RE 2	NEW VISTA HIGH SCHOOL	68	21.1	20.8	19.7	23.1	20.3
BOULDER VALLEY RE 2	NEDERLAND MIDDLE-SENIOR HIGH SCHOOL	50	19.5	17.9	19.5	20.1	19.9
<b>BOULDER VALLEY RE 2</b>	<b>PEAK TO PEAK CHARTER SCHOOL</b>	<b>25</b>	<b>23.3</b>	<b>23.0</b>	<b>22.6</b>	<b>25.0</b>	<b>22.1</b>
CHERRY CREEK 5	<b>DISTRICT TOTALS</b>	<b>3195</b>	20.6	19.9	20.8	20.9	20.4
DENVER COUNTY 1	<b>DISTRICT TOTALS</b>	<b>3262</b>	15.4	14.3	15.4	15.8	15.6
DOUGLAS COUNTY RE 1	<b>DISTRICT TOTALS</b>	<b>2480</b>	20.8	20.2	21.0	21.1	20.7
GREELEY 6	<b>DISTRICT TOTALS</b>	<b>887</b>	16.6	15.5	16.7	17.2	16.7
JEFFERSON COUNTY R-1	<b>DISTRICT TOTALS</b>	<b>6188</b>	19.5	18.8	19.4	19.8	19.6
ST VRAIN VALLEY RE 1J	<b>DISTRICT TOTALS</b>	<b>1389</b>	19.2	18.4	18.9	19.6	19.6

(Source: CDE website.)



BVSD Contract Renewal





## Appendix C. Grade Point Average

Board presentation  
September 9, 2004  
College Counseling Center

Review of current student GPA's from 2003-2004:

9<sup>th</sup> graders: (currently 10<sup>th</sup> for all except 20 students who were retained as 9<sup>th</sup> graders due to lack of credits)

37 students 2.96 GPA and below  
63 students 3.0 and above

---

total 100 students

31% above 4.0 GPA  
37% below 2.96 GPA

10<sup>th</sup> graders: (currently 11<sup>th</sup> except for the 5 students who were retained as 10<sup>th</sup>)

23 students 2.96 GPA or below  
48 students 3.0 GPA or above

---

total 71 students

26% above 4.0 GPA  
32% below 2.96 GPA

11<sup>th</sup> graders: (currently 12<sup>th</sup> except for 3 students who were retained as 11<sup>th</sup>)

6 students 2.96 GPA or below  
12 students 3.0 GPA or above

---

total 18 students

16% above 4.0 GPA  
33% below 2.96 GPA



BVSD Contract Renewal





## Appendix D. NCLB Adequate Yearly Progress

**From:** Albert Hernandez  
**Sent:** Thursday, October 07, 2004 2:41 PM  
**To:** Donna Newberg-Long; Anthony Fontana  
**Subject:** Notification of AYP 2004 school determinations  
**Importance:** High

I am happy to inform you that your school has made Adequate Yearly Progress (AYP).

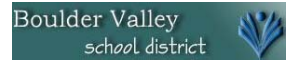
Below, I have included your school's AYP determinations for 2003 and 2004, as well as the number of targets on which your school was judged on to make the 2004 determination. Since your school made AYP, the percent of targets met will equal 100. Please note that CDE expects to release AYP determinations some time between mid and late October. CDE calculates and will report the percent of targets in a way that a school making AYP might actually not have 100 percent of targets met. This scenario will occur if your school missed an initial performance target, but made the corresponding safe harbor.

Please note that at the bottom of this email, I have provided background information on No Child Left Behind and making Adequate Yearly Progress. This description is intended to help you convey AYP determination to your community. It will also illustrate that the performance and safe harbor targets are "one in the same." This is why the district has chosen to consider these targets as one, resulting in 100 percent of targets being met for those schools that made AYP. More specifically, for a school that did not make AYP double counting these targets inflates the number of targets missed which we believe is misleading.

SCHOOL/DISTRICT	Grade Level	Final AYP 2003	Adequate Yearly Progress 2004			
			Final AYP 2004	# AYP targets met	# AYP targets judged on	% of AYP targets met
DISTRICT (ALL LEVELS)	EMH	No	NO	140	142	99
PEAK TO PEAK	E	Yes	YES	16	16	100
PEAK TO PEAK	M	Yes	YES	14	14	100
PEAK TO PEAK	H	Yes	YES	6	6	100



BVSD Contract Renewal



## Appendix E. Peak to Peak BVSD Report Card

### Program Characteristics

Peak to Peak is a K-12 public charter school offering a liberal arts, character-based, college preparatory curriculum. It is designed from the ground up for graduates to meet or exceed the entrance requirements of top colleges and universities. Students at Peak to Peak who demonstrate a mastery of knowledge and skills are challenged through appropriate placement in each subject area.

The school is small enough to ensure that each student is known and valued but large enough to provide a variety of academic, athletic, and extracurricular activities.

Peak to Peak's elementary program uses the nationally recognized Core Knowledge program. Students entering middle school enroll in courses specifically designed to prepare students to take and succeed in Peak to Peak's advanced courses.

Peak to Peak's high school features the "Peak Scholar Award." Designed to challenge students who desire a well-rounded high school experience, the Peak Scholar Diploma indicates to highly selective colleges the Peak Scholar's commitment to excellence. The Peak Scholar Diploma demonstrates achievement in the following areas:

- AP courses and exams
- The CU Succeed Gold Program with university courses taught during the school day by CU adjunct professors who are on-staff at Peak to Peak
- Honor Roll distinction
- A commitment to our community through community service
- Leadership or extracurricular activities

### Teacher Quality

Teacher Quality – Peak to Peak is extremely fortunate to have a highly educated and experience teaching staff. Peak to Peak teachers are experts in their subject areas and those with university teaching experience have extensive connections within higher education communities.

Peak to Peak provides additional literacy support through small group instruction in our math and reading labs. We have received additional help from the State through the Read to Achieve Grant and Amendment 23 money.

There is a commitment by the Peak to Peak Board of Directors and staff to support challenging, appropriate placement for students, and differentiation within the classroom to meet the variety of individual student differences.

Peak to Peak's secondary teachers have an average of six years of teaching experience; 95 percent teach within their field of degree, and 62 percent hold advanced degrees. The elementary teachers have an average of eight years of teaching experience; 90 percent teach within their field of degree, and 29 percent hold advanced degrees. Furthermore, Peak to Peak's K-12 administrative team has an average of 15 years of experience in education.

Student to teacher ratio: 19.9:1

According to the 2002-03 Snapshot Survey:

- 98 percent of elementary parents and 97 percent of secondary parents say teachers at this school encourage their student to do his/her best.
- 96 percent of elementary parents and 97 percent of secondary parents agree teachers at this school are committed to maximizing student achievement.

### Demographics

Gender				Ethnicity									
Female		Male		American Indian		African American		Caucasian		Asian		Hispanic	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
496	46.5	529	51.2	10	1.0	11	1.1	635	81.3	123	12.0	46	4.7

Special Programs											
ELL		Free Lunch		Reduced Lunch		SPED		504		TAG	
#	%	#	%	#	%	#	%	#	%	#	%
29	2.8	13	1.3	0	0.0	39	3.8	17	1.7	153	14.9

### Special Programs and Opportunities

#### Elementary Programs:

- BAASC (Before and After School Care program) provides academic support and activities for students whose parents need extended care for their children until 6 p.m. each day and many holidays.
- After-school sports activities such as basketball and floor hockey
- Destination Imagination
- Community Service projects
- Skip-Its
- Student Council
- Talent Show
- Storytelling Club
- Student Recycling Committee
- Spelling Bee
- BVSD Geography Bee
- Mad Science

#### Middle/High School Programs:

- Competitive Sports Activities
- Student Council
- Boulder Valley School District Science Fair
- BVSD Geography Bee
- Character Reflections Contest
- BVSD Art Show
- Weekly Game Club
- Spring Musical
- High School Coffee Shop (run by students)
- Service Learning Projects
- Destination Imagination
- Yearbook
- Talent Show
- Film Club
- Boulder Middle School Challenge
- 9-News Health Fair
- Student Peer Mediation Program

### Safety

Peak to Peak's Safe School Plan, including the Emergency Response Team/Plan as well as the Crisis Response Team/Plan, has been modified annually in response to our change in facilities each year. Our current Safe School Plan (Crisis Management Plan) has been completed with the recommended improvements from our disaster services consultant. It was distributed to all classrooms following a teacher and staff training in August 2003.

Peak to Peak has incorporated into its curriculum planning the Character Development program. The elementary school celebrates various character traits with activities and assemblies that focus on good character development, while the middle/high school is working to embed character development into the curriculum. The BullyProofing and Anti-Harassment programs were instituted in our second year and are ascribed to by the teachers, students and community members of Peak to Peak. The basis of these programs is to empower bystanders to stand up for what is right, even when it is difficult to do so.

## What you want to know about Peak to Peak Charter School

### Message from the Principal

Peak to Peak is a K-12 public charter school offering a liberal arts, college preparatory curriculum that gives students a foundation for a lifetime of learning and discovery. High expectations are an important part of the Peak to Peak school culture, and students are encouraged to work hard and strive to achieve their full potential.

This message is captured in Peak to Peak's vision statement:

"The Peak to Peak community will inspire students to fulfill their academic dreams for college, to develop their creative passion and athletic talents, and to become responsible citizens."

At Peak to Peak, the elementary, middle and high school programs have been carefully crafted as a unified, coherent and challenging curriculum, which progressively builds each student's foundation of knowledge and mastery of skills, while preparing them for university life.

Peak to Peak's elementary program uses the nationally recognized Core Knowledge Sequence. In addition to reading, writing, spelling, math, and science, Peak to Peak elementary students participate in P.E., art, Spanish, music and library time.

Students entering middle school enroll in courses specifically designed to prepare students to take and succeed in Peak to Peak's advanced college preparatory high school courses. In addition, they enjoy a variety of courses such as P.E., music, theater, art, and technology. Students are also encouraged to participate in Peak to Peak's extracurricular sports program, as well as a variety of clubs, competitions, and an annual theater production.

Peak to Peak's high school features Advanced Placement (AP) courses and the CU Succeed Gold Program with university courses taught during the school day by University of Colorado, Denver, adjunct professors on staff at Peak to Peak. The high school also provides an assortment of courses in P.E., music, theater, art, journalism, and technology and will add to the course selection as the program continues to grow. Students are also encouraged to participate in Peak to Peak's extracurricular sports, theater performances, clubs, and competitions.

800 Merlin Drive  
Lafayette, Colorado 80026  
<http://www.peaktopeak.org/>  
720.890.5907  
Elementary Principal: Donna Newberg-Long  
Secondary Principal: Anthony Fontana

## What Peak to Peak Parents Are Saying

Peak to Peak is a school that provides the tools and programs for students to be prepared for their college careers and life beyond academia. It is academically rigorous with flexible course options. We chose this school because it is a complete K-12 environment that deliberately connects all phases and elements of education toward a common goal of college preparation. The teachers are the main reason we are so happy at Peak to Peak. They are committed to helping each student succeed. My children have been inspired, challenged and encouraged by their teachers to rise to a higher standard.

Peak to Peak provides parents with many meaningful ways to become involved: from being a Board member to organizing social activities to helping teachers in the classroom to collecting data for goal setting, parents can play a significant role at Peak to Peak, if they desire.

## Parent Satisfaction

According to the 2002-03 Snapshot Survey . . .

- 95 percent of elementary parents and 91 percent of secondary parents say their child has a positive attitude about his/her school.
- 98 percent of elementary parents and 94 percent of secondary parents agree that the school sets high and realistic expectations for their child.
- 94 percent of parents say they feel welcome at this school.

## Family and Community Involvement

Peak to Peak actively encourages parents to participate in numerous volunteer committees focusing on areas such as curriculum, character development, lunch, fund development, or technology. Additionally, teachers welcome parental involvement in the classroom and parents have opportunities to serve on the Board of Directors. The result: More than 400 people contributed in excess of 25,000 volunteer hours last year.

Peak to Peak's Accountability Committee surveys annually gather detailed information from students, parents, and staff, as well. Last year, 90 percent of Peak to Peak's elementary parents and 69 percent of middle and high school parents provided insights through the Accountability Committee survey. The school uses that information to hone the school's mission and improve student learning. BVSD's Snapshot Survey for Peak to Peak had a 47 percent and 60 percent return rate for our households and school staff, respectively.

Peak to Peak makes a concerted effort to be a good neighbor within Lafayette. This is evidenced by the school's good working relationship with the City of Lafayette staff and elected officials.

The school believes in contributing to the City through community service. For example, Peak to Peak's junior class completed a fall food drive, collecting more than 6,500 food items for Sister Carmen and Community Food Bank. As winter approaches each year, the elementary school conducts a coat drive. The school also looks for ways to make a personal difference in community members' lives. For example, when a mobile home in a nearby senior citizens neighborhood caught fire, Peak to Peak students helped clear burned debris from the home and held a bake sale to raise money for the couple.

## Achievement Data

**CSAP Tests:** The achievement data below will look a little different from how it has been presented in the past. Boulder Valley has adopted the Colorado Department of Education's weighted index for analyzing CSAP data instead of percent proficient and above as we have historically.

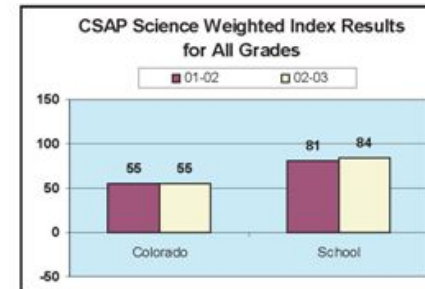
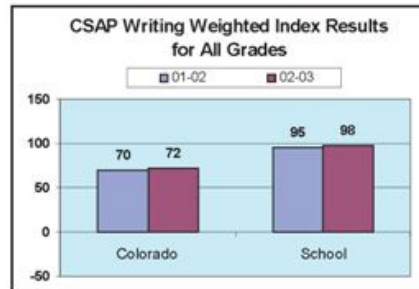
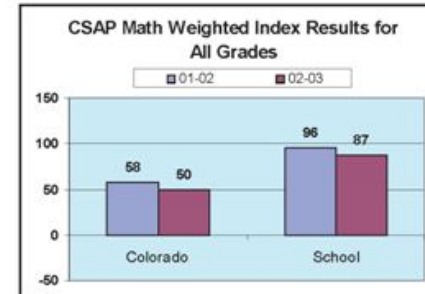
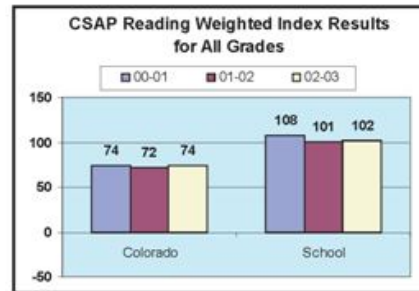
The main limitation of using percent proficient and above is that it is not sensitive to all changes in performance. For the highest achieving students, progressing from proficient to advanced is of value. For lower achieving students, progressing from unsatisfactory to partially proficient is a meaningful step on the way to reaching proficiency. Yet neither of these improvements is recognized when we focus exclusively on proficient and above.

One of the biggest advantages of the weighted index is that it recognizes gains or losses across all performance levels, not just from partially proficient and below to proficient and above or vice versa. Also, the weighted index allows for averaging across grade levels and comparison across years in school.

To calculate the weighted index, each performance level is given an assigned value and then the values are averaged. An advanced proficient score is worth 150, proficient is 100, partially proficient is 50 and unsatisfactory and not tested receive -50. If all students were to achieve a score of proficient, a school's weighted index score would be 100. The weighted index calculation works in much the same way as a grade point average (GPA). Point values are given for each grade (or level of proficiency) and the average falls between the values associated with those categories.

Please note, weighted index calculations must be viewed in light of standard error. Standard error gives a rough idea of how much we might expect the average score for all students to vary due to chance, based on the number of students who were assessed. Standard error figures are given in the End of Year report for each school.

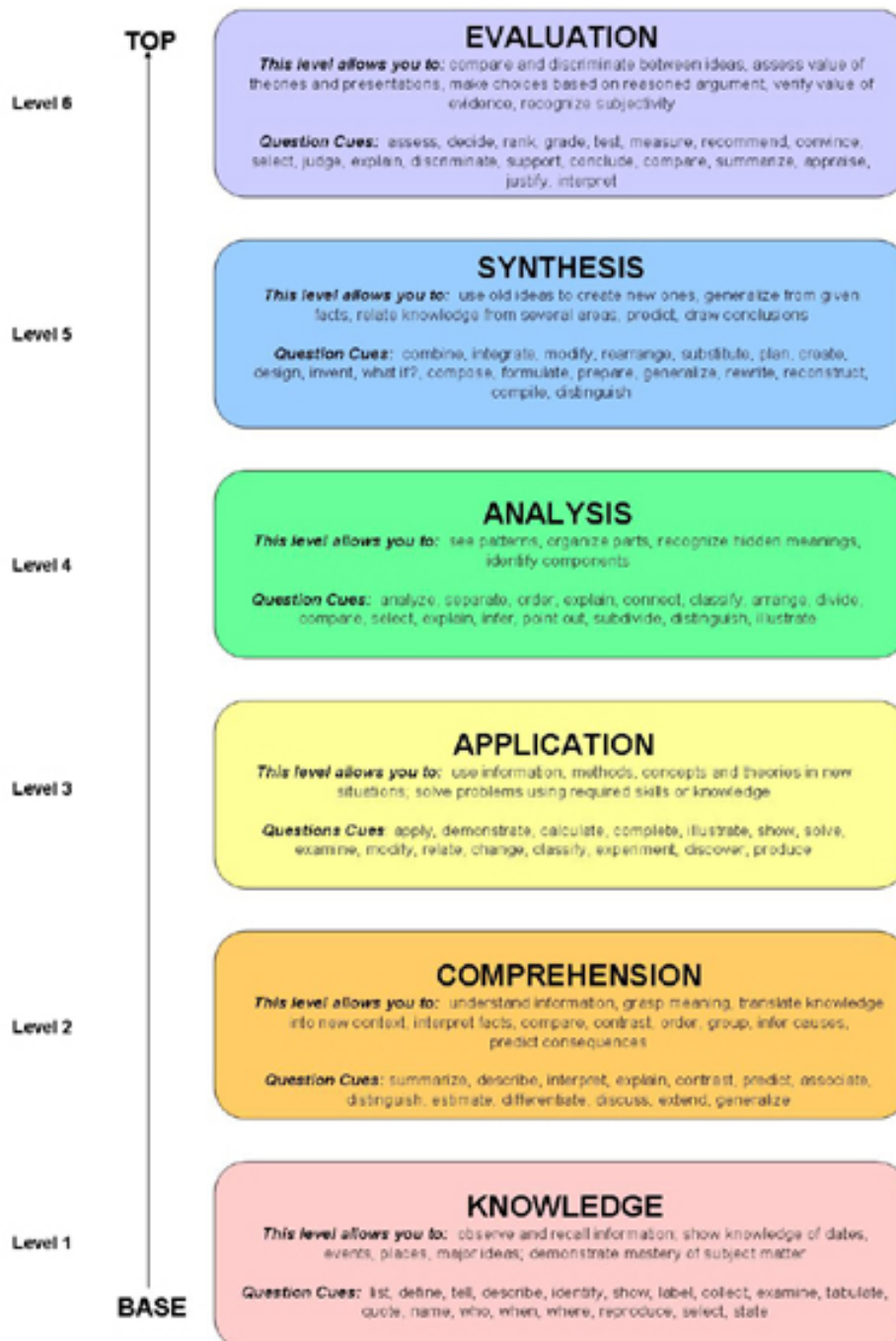
You can find CSAP data analyzed in terms of percent proficient and above on the BVSD website at: [http://www.bvsc.k12.co.us/assessment/bv\\_csapdownload.shtml](http://www.bvsc.k12.co.us/assessment/bv_csapdownload.shtml). The Colorado Department of Education school accountability reports also present the data in this way.





## Appendix F. Bloom's Taxonomy

### Bloom's Taxonomy for Questions





## *Appendix G. Peak to Peak 2003-2004 Year End Successes*

This appendix contains a document prepared in spring 2004 to capture Peak to Peak's successes in a variety of areas.



# PEAK TO PEAK CHARTER SCHOOL



## Peak to Peak Core Values/Pillars

Peak to Peak is guided by a core set of values and commitments to our students, staff and the community at large. This newsletter highlights the tremendous

progress we've made toward each of these pillars during the 2003-04 school year.

### 1. We Value Learning: Educational Philosophy

Learning is the core value of Peak to Peak. Our school emphasizes excellence in a college preparatory education by focusing its efforts on the capability of students of all backgrounds and cultures to grow academically and personally.

### 2. We Value Character Development

Respect, responsibility, and other universally valued character traits are embedded in the curriculum and school culture to help equip students for long-term success in life.

### 3. We Value Our Faculty and Staff

Peak to Peak fosters an environment that is fair, challenging, and innovative and that supports extensive professional development. We take pride in the excellence of our faculty and staff.

### 4. We Welcome Our Community

Peak to Peak actively includes students, staff, parents and community partners. Our partners have the opportunity to engage in productive dialogue and to make a difference.

## A New Stage in Our Development

Peak to Peak has experienced phenomenal growth during its start-up years:

- In 1998, 14 "founding" families delivered Peak to Peak's contract application to the Boulder Valley School District.
- From 1998 to 2000, 90 "subscriber" families worked tirelessly to complete all the preparatory work to open the school.
- Peak to Peak opened in 2000 with 197 students in grades K-5 and 13 primary teachers and staff.
- In 2001-02, we enrolled approximately 600 students in grades K-9 and employed 45 teachers/ staff.
- In 2002-03, we enrolled about 1,000 students in grades K-10 and employed 71 teachers/ staff.
- In 2003-04, we enrolled approximately 1,100 students in grades K-11 and employ more than 100 teachers/staff.

Building this educational community, complete with students, teachers, curriculum and facilities, has required the exceptional entrepreneurial talents of many community members. Many of the tasks that dedicated parents completed in the early years have now been passed on to our highly qualified paid staff. As a prime example, our character development initiative was started and supported by a parent-led committee through this year.

Next year, however, Jessica Bailey, 3rd grade teacher, and a team of grade-level teachers and parents will lead the character development team.

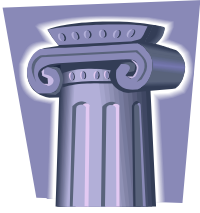
We are now in a position to shift from the fast-paced entrepreneurial, start-up phase to



Peak to Peak's 100,000-square-foot, four-building campus opened in 2002.

a more manageable stage of our development. As we close out our fourth year and look toward our fifth, we have much to be proud of in our progress, and even more to look forward to next year.

Highlights for the 2004-05 year will include graduating our first senior class, renegotiating our contract with the district, launching the capital campaign to build the auditoria and further refining systems to enhance the smooth operations of our school.



## Pillar 1: We Value Learning: Educational Philosophy

Learning is the core value of Peak to Peak. Our school emphasizes excellence in a college preparatory education by focusing its efforts on the capability of students of all backgrounds and cultures to grow academically and personally.



### Academic Excellence

The story is short and sweet: 100% of our students took the CSAP test. All three levels of Peak to Peak received the Colorado State Academic Performance Rating of "Excellent" this year.

Furthermore, at most levels our scores improved over last year, which paints a clear picture of an academically-focused, college preparatory school in action.

To top it off, Peak to Peak again won the prestigious John Irwin School of Excellence award this year. Given by the State of Colorado, John Irwin Awards are presented to schools whose academic performance rate in the top eight percent of all Colorado public schools. This is the first year that Peak to Peak's high school has been eligible for the award. Peak to Peak's elementary school has been the recipient of two previous John Irwin Schools of Excellence Awards.

### Secondary Curriculum Advances

Peak to Peak is a challenging liberal arts college preparatory school designed to provide students with excellent preparation for entrance to the best colleges and universities. The school was designed as an Advanced Placement (AP) high school, with middle and high school courses specifically designed to prepare students to take and succeed in AP classes and college courses. Our small size allows our teaching and counseling staff to know students individually and encourage students in their endeavors.

More than one-fourth of our high school students took at least one AP course in 2003-04. In 2004-05 we will be adding ten more AP offerings. We expect our AP enrollment and offerings to continue to expand as we prepare to send our first senior class off to college in 2005.

Supporting our extensive and growing AP program is our very fine Honors program, which continued to grow and expand this year. For example, Peak to Peak's science department differentiated the seventh grade Earth Science class by adding honors sections in addition to the regular sections of the class. While most middle schools do not have honors classes in science, Peak to Peak has shown that it can improve the learning of all students by offering these classes.

### Peak Scholar Program

Peak to Peak this year unveiled the Peak Scholar Program for motivated high school students. Designed to challenge and recognize students who desire a well-rounded high school experience, the Peak Scholar Diploma will indicate to highly selective colleges the student's high level of commitment to excellence. The Peak Scholar Program was designed based on the admissions

guidelines of top universities. "As a college prep school, our community is united in our efforts to prepare our students for college," said Peak to Peak's Executive Principal Tony Fontana. "The Peak Scholar Diploma is a package of information about a student that highlights a strong commitment to academics and involvement and leadership in all areas."

"Obtaining a Peak Scholar Award will not be easy," said Fontana. "However, we have a great group of dedicated students who are already demonstrating leadership and academic talent."



### CU Succeed Gold Program

This year, Peak to Peak offered its first on-site CU course through the University of Colorado's Succeed Gold Program, Mr. Mathew's Advanced Placement American History. We're

excited about this new program and look forward to the introduction of additional university courses as our high school continues to grow. The CU program provides Peak to Peak students with the opportunity to take college courses at Peak to Peak during school hours, while simultaneously earning college credit through the University of Colorado at Denver.

### College Visits Prepare Students

This year saw an increase in student visits to college campuses and in college admissions counselors' visits to Peak to Peak. These visits have encouraged students to explore education after high school, have helped to make their work at Peak to Peak more focused, and have provided concrete information about the college application process.





## National Honor Society Begins

The National Honor Society (NHS) and National Junior Honor Society (NJHS) are the nation's premier organizations established to recognize outstanding high school and middle level students. More than just an honor roll,

NHS and NJHS serve to honor those students who have demonstrated excellence in the areas of scholarship, leadership, service, and character (and citizenship for NJHS).

This year the Peak to Peak chapters of the National Honor Society and the National Junior Honor Society held their first induction of new members. Inducted into the National Honor Society were Jennifer Buchtel, Kiersi Burkhart, Emily Clark, Chris Davids, Erica Escajeda, Yash Flaten, Tanya Goldhaber, Danielle Kemp, Caroline Miller, Liesel Mundhenke, Meghan Roche, Crystal Simon, Amy Standley, Jon Wolfe, and John Yu. National Junior Honor Society members include Devyn Shafer, Katrina Janssen, Brooke Osekavege, Teri Andony, Nicole Drew, Rachel Drew, Hania Flaten, Jonathon Gu, Derien Jastrzebski, Lauren Kelley, Darleny Lee, Ashley Maguarany, Tim Nguyen, Kate O'Halloran, Taylor Stevens, Xan Tanner, Lindsay Wright and Tracy Wright.



## National Merit Finalist

The National Merit<sup>®</sup> Scholarship Program is an academic competition for recognition and scholarships that began in 1955. High school students enter the National Merit Program by taking a test which serves as an initial screen of 50,000 recognized students out of 1.3 million entrants nationwide.

Congratulations to junior Julie Bir, who was chosen as a National Merit Scholar finalist.

## Students Attend National Leadership Conference

Three Peak to Peak high school students, Lindsay Jones, Chris Davids, and Caroline Miller, were selected to participate in the National Student Leadership Conference in Washington, D.C. to study distinctions of leadership. The National Student Leadership's mission is to identify and recognize outstanding youth leaders from around the world. Caroline Miller was also selected to serve as an intern for two days in the office of Senate Majority Leader Bill Frist. Congratulations to these students!

## Award Winners in Writing Contest

This year four Peak to Peak students placed in the *Longmont Daily Times-Call* "Color Your World" Editorial Writing Contest. Erica Morris won 2<sup>nd</sup> place in Grades 9-12 Editorial Writing; Trevor Doner won

Rocky Mountain Talent Search

3<sup>rd</sup> place in Grades 9-12 Editorial Writing; Jennifer Buchtel won Editor's Choice in Grades 9-12 Editorial Writing; and Ally Hatch won Honorable Mention in Grades 6-8 Editorial Writing. Congratulations to these students on being such persuasive writers!

## Student Wins Statewide Contest

Peak to Peak third-grade student Antonia Lin was one of four winners of a statewide storytelling competition and selected to perform at the Children's Literature Conference at the University of Colorado in Boulder. An active reader, Antonia participated in Peak to Peak's library's storytelling club last year. She developed a story-telling selection and submitted it to the state-level competition by video. "We were delighted that Antonia was selected as a winner in this storytelling competition," said Peak to Peak Librarian Beth Hickernell. "She is such a wonderful storyteller, and it was a great opportunity for her to showcase her love of reading."



## Peak Scientists

Peak to Peak's scientific community was out in full force this year for the science fair. Dozens of students participated in the Peak to Peak Science Fair and went on to represent Peak to Peak at the 2004 BVSD District Science Fair.

Congratulations to Sean Larson and Yan Li, who tied for 2<sup>nd</sup> place in the Senior Division for Chemistry and received an award from the NACE Foundation for the best project demonstrating awareness of the importance of controlling and preventing corrosion; to Kelly Larson and Caitlin Danielson, who won 1<sup>st</sup> place in the Junior Division for Behavioral and Social Science; to Jhenya Nahreini, who won 2<sup>nd</sup> place in the Junior Division for Earth and Space Science; and to Sarah Rumbley and Nina Zabolotnaya, who won 3<sup>rd</sup> place in the Junior Division for Math.

Joshua Cockroft won 2<sup>nd</sup> place in the Junior Division for Physics and went on to represent Peak to Peak at the Intel Affiliated Colorado State Science Fair at Colorado State University. Josh placed 3<sup>rd</sup> overall (out of 33 finalists) in the Junior Physics Division. His project, entitled "The Light Wave," was an investigation of wave phenomena. Josh demonstrated diffraction and interference effects using both water and light waves.

## Mock Trial Club Success

In the first year of our Mock Trial Club, the team narrowly missed going to the state finals. The judge expressed how impressed he was at the club's accomplishments and was amazed that we were a first year team.



Congratulations to eight high school and middle school students who participated in the Rocky Mountain Talent Search program at the University of Denver last summer! Students attend the DU program from across the country, and Peak to Peak had one of the highest percentages of

attendees from any one school. Congratulations to Tanya Goldhaber, Olive Camp, Bernadette Hsu, Vicky Li, Sarah Rumbley, Devyn Shafer, Ben Black and Chris Lapanse.

Fifth grader Casey Ross took the PLUS test for academically gifted 5th and 6<sup>th</sup> graders. He scored remarkably well on this test and as a result was named a "High Scoring RMTS Participant." Casey was invited to be recognized at the 2003-2004 Rocky Mountain Talent Search Awards Ceremony at the University of Denver.

**Students Get a Taste of History**

The AP Government students visited the Federal Court House in Denver for a tour and lessons from

Hon. Timothy Tymkovich. Students worked with clerks as well as got an insider's look at how the Court of Appeals in the 10th Circuit works.

**Reading Counts**

The Reading Counts program completed its first full year at Peak to Peak. The program has made a remarkable difference in many students' reading ability, enthusiasm for reading, and exposure to many types of literature. It was used in grades K-11 this year and has exceeded expectations.

**Puma Growl Gets Going**

This year saw the founding for our school newspaper, the Puma Growl. This fine publication helps keep our community informed throughout the year and was the source of some of the information in the publication you are reading right now! Congratulations to all who are involved in the Growl.

**Growth in Sports & Activities**



This year we have experienced tremendous growth in our activities programs. Peak to Peak has many opportunities for students to participate in a variety of activities that will help them grow personally

and make them more attractive to colleges and universities. With the expanded program, we now have sports and clubs to meet the needs of almost every student. Some examples include:

- National Honor Society
- National Junior Honor Society
- Colorado State Math Competition
- Math League
- Mock Trial
- Field trips to colleges
- Spirit Club
- Booster Club
- Reading Buddies
- Creative Writing Club
- Ski Club
- High School Activities Night
- Hosting a basketball game at the Pepsi Center

These are all new additions to our already established clubs and sports. In addition, all of our sports are now Colorado High School Activities Association (CHSAA) certified, an upgrade from last year's schedules. Next year, we will have a full schedule for all of our sports because we have

joined the Metro League. We also anticipate entering state music competitions. We will continue to add many other clubs, like Academic Decathlon, and other sports as our enrollment increases to support these additions. "We strongly believe that we must focus on these programs and establish a great tradition of success," says Peter Chandler, Director of Athletics and Activities. "These activities support the mission and vision of the school, and enhance the education of students."

Our athletics programs also continued to expand this year. Our athletic teams all had increased participation, and we added a JV team in boys soccer and a "C" team in volleyball. We added softball to the list of athletic offerings and participated in our first post-season competitions in cross country, volleyball, basketball and track in our first year as CHSAA member.

We played at the Pepsi Center during one of our regular season basketball games. One of our track athletes, Marci Winer., took 5<sup>th</sup> place in the 400 meter Boulder County Track Meet. Yash Flaten. was named to the Honorable Mention All County Soccer Team, and our boys and girls soccer teams narrowly missed getting into the Metro League playoffs.

Powder Puff football began this year. Our Boosters Club got off the ground, and this was the first year for sponsoring track meets at the high school and middle school levels.

## Destination Imagination Competition

Peak to Peak was well represented at the regional Destination Imagination tournament by a strong troupe of enthusiastic, creative, ingenious teams that showcased their talents in quick-thinking improvisation, cognitive thinking and problem solving. Participating were the following teams:

- The Peak to Peak Pirates: John Hamerly, Colin Johnson, Taylor Jackson, Noah Mitchell, Noelle Andrews, Maya Tobar
- The Peak to Peak Freedoms: Maddy Love, Aveline Marshall, Gwen Mulligan, Kristen Baker, Madeleine Sargent, Josephine P
- The Peak to Peak Tigers: Cassidy Clark, Rachel Reeser, Noah Starbuck, Madison Corona, Noah Volkman, Philip Ward
- The Peak to Peak Milkshakes: Logan Mitchell, Andy Ross, Drew Otey, Dylan Patch, Christopher Roob, Maddy Platt, Madison Andrews
- The Peak to Peak Woodchicks: Taylor Dorans, Kendal Noble, Emily Williams, Laura Kelly, Allison Kelly, Yaejin Lee, Stephanie Colgate

The Woodchicks, amidst stiff competition, received 2nd place honors in their category and won a chance to participate in the state competition in Denver. The Milkshakes received the "Spirit of DI" Award.



### Peak Artists Shine

Peak to Peak's art students have received significant recognition in the past year, participating in several local art shows.

As part of the celebration of National Charter Schools Week, the Colorado League of Charter Schools hosted the first annual Colorado Charter School Art Expo,

entitled "Through the Eyes of Many," to showcase the artistic talents of charter school students, grades K-12, and to promote the importance of the arts. All charter schools throughout the state were asked to submit entries for the cover of the invitation for the event. Governor Bill Owens opened the art show and unveiled Peak to Peak 9<sup>th</sup> grader Caroline Taylor's self-portrait pencil drawing, which was chosen for the cover of the invitation. Also showing artwork at the state capital were elementary students Ariel Hippen and Cassidy Clark, middle school students Kaatje Jones and Elliott Pyle, and high school students Kiersi Burkhart, Caitlyn Andrews, Olive Camp and Tim Nguyen. Congratulations to all these Peak artists!

Peak to Peak participated in the Congressional Art Show sponsored by Representative Mark Udall. We submitted five entries, and Jennifer Kaniecki won third place for 10<sup>th</sup> grade drawing. Approximately 10,000 people viewed this exhibition and monetary prizes were awarded at a ceremony with Representative Udall.

In the Boulder Valley Schools Board room a collage of block prints by Danielle Kemp, Jenny Luo, Marissa Mc Kercher and Kiersi Burkhart will be

displayed for a year and then will hang on our walls. Jessica Xu's work has been chosen to appear in the Boulder Valley Board Room for one year. Peak student art work has also been shown at the BVSD Credit Union and the District high school and K-8 art shows.

Our high school students participated in a district art show at The Dairy Center for the Arts in Boulder. Angelique Thigpen, Adam Noffsinger, Brianna Charles, Jenny Luo, Mari Leivan, Keri Davis, Meghan Roche, Lauren Cuevas, Danielle Morris, Kiersi Burkhart, Danielle Kemp, Marcia Winer, Marissa Mc Kercher, Aaron Dramann, Lacey Horton, Mari Leivan, Caitlyn Andrews and Andrea Hassett participated.

Our middle school students participated in a district art show at the Boulder Public Library. Attendees could see works by: Xan Tanner, Austin Jones, Angela Chen, Saira Siraj, Molly Dorans, Jessica Xu, Jirui Qin, Lauren Willkomm, Anna Rashbaum, Jordan Richardson, Riley Volkman, Melissa Pearson, Addison Howard, Tim Van Dehy, Jessica Hsu, Hannah Wirthlin, Jonathon Wehrend, Zhenghua Yang, Megan Gosselin, Martin Baird, Kari Taylor and Paitoon Meetin.

Approximately 150 students entered the Vision of Giving Art Contest, which encompassed two contests, one within our school and one county-wide. Our in-house middle school winners were Molly Dorans, Margaret Weingart, Devin Hinshaw, Lauren Willkomm and Megan Manley. The high school winners were Marcia Winer, Caitlyn Andrews, Tanya Goldhaber, and Shaun McGehan. We are pleased to announce that Molly Dorans won Honorable Mention at the middle school level at the county-wide competition. Entries were on display at The Dairy through the end of 2003.



## Peak's Performing Artists



The performing arts are alive and well at Peak to Peak! Many students are involved in a variety of art forms, from music to acting to dance.

This year the Music Department went to a music festival at Elitches and performed well, earning a silver for

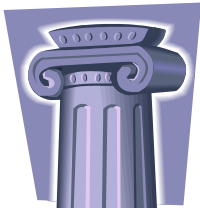
concert band and gold medals for Phoenix Fire and orchestra. Our Puma Pride sang the national anthem at Coors field during a Rockies game.

Congratulations to Christopher Waterbury (6th grade) and Genevieve Waterbury (5th grade) for being selected to perform in Boulder's Dinner Theatre production of *Joseph and the Amazing Technicolor Dreamcoat*. Two casts of twelve children performed three to five times per week.

Waeli Wang, a seventh grade ballerina at Peak to Peak, performed for the second year in *The*

*Nutcracker*. Students Katie Ferguson, Bridget Maginity, Kelley Larson and Katherine Larson, Catherine Ruelas, and Nini Heins performed in Ballet Nouveau Colorado's *Nutcracker* at the Legacy Theater this year.

Peak to Peak's production of *Our Town* was a smashing success. With less than a month of rehearsal time, the play opened to capacity crowds who left the theater completely impressed with the quality of the acting and staging. Director Susanna Morrow, who has directed many successful plays, says, "Peak to Peak students are dedicated and ready to perform." The drama club is "planning on a new stage and light sets. We are really looking forward to the incoming freshman to participate," explains Irene Hessner, a sophomore. With word of the success of *Our Town* spreading, we can expect packed houses for future performances.



## Pillar 2: We Value Character Development

Respect, responsibility, and other universally valued character traits are embedded in the curriculum and school culture to help equip students for long-term success in life.

### Character in the School Culture

The vocabulary of character at Peak to Peak gives students, teachers, staff and parents the benefit of "speaking the same language" regarding character. Starting in kindergarten, students learn the common language of character and what these traits look like in the classroom, in the hallway, and all around the school.

Students are given the opportunity to recognize and acknowledge positive character in fellow classmates through "Character Counts" boxes. As students see each other exemplifying character, they write down the good character on a card and put the card in the box. In some classes teachers draw out cards once a week and read them to the class, to celebrate good character, while in other classes, students whose cards are chosen attend a "Pizza with the Principal" luncheon.

Character in action is demonstrated as students often go above and beyond their personal responsibility to help put away chairs and books, as well as pick up scraps on the playground, even though they didn't create the mess.

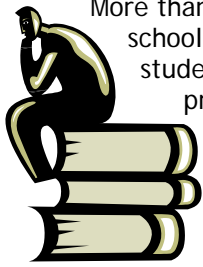
### Character in the Curriculum

Teachers from kindergarten through Advanced Placement classes capitalized on teachable moments in the classroom and in the curriculum. In the curriculum, this occurred naturally in studying history and reading literature.

- Recently third grade students role-played the historical figure of Pocahontas as she stood up for what was right, even though it was difficult. As students study the historical figures of Martin Luther King, Buddha, Ghandi and others, they learned about characteristics that made these people such successful leaders. The elementary teachers used the *Core Virtues* curriculum that ties Core Knowledge in with character.
- All teachers received a book called "Peak to Peak's Life Skills that Build Good Character" developed by the Character Development Team. This book describes the components of character and provides definitions, ways to practice, discussion and journaling questions, and role models for each of the 20 life skills.
- Secondary Spanish students wrote books for Mayan children in Guatemala.
- Bibliotherapy was introduced into the English Department in secondary as a way to build on the

components of character and discuss issues such as racism, suicide and harassment.

### “Readers are Leaders”



More than 50 elementary, middle and high school students participated in the student-initiated Reading Buddies program. Katrina Janssen, 8<sup>th</sup> grade student, met with elementary principal Donna Long and BAASC director Donna Carbone to establish the program. It has given secondary students a fun and rewarding way to help younger students realize the joy of reading and recognize how reading and school success go together. As one first grader said, “I think I am going to be a leader because “readers are leaders!”

### Tutors/Mentors and Leaders

Advanced secondary Spanish students are tutoring students having difficulty in lower level Spanish classes. Both the tutors and the tutees reflected on the experiences. One 6<sup>th</sup> grader summed up his experiences with his high school Spanish tutor: “I’m not good at Spanish, and she helped me get my first A. I’m thankful to my tutor for helping me!” Additionally, National Honor Society provides morning tutors for younger students, and, through the peer mediator program, high school students support middle school students who are struggling with peer relations.

### Character Contests

**Art Contest:** Students K-11 were invited to create a piece of art representing what good character means to them. All entries were displayed in the front of the north building. The chosen artist, Angela Chen, was commissioned for a character art piece to serve as the background of the climbing wall in the elementary gym.

**Civics/Leadership Essays:** As part of their social studies classes, middle school students wrote an essay about the characteristics of great leaders. Essay winners included Alexander Atallah, Allie Daly, Kavya Ramanan, Lauren Slack, Hannah Hausman, Jonathan Gu, Jhenya Nahreini, Devyn Shafer, Sarah Bird and Jordan Richardson.

**Art/Vision of Giving:** Students in art classes drew what generosity and giving mean to them and what their “Vision of Giving” is.

**Character Reflections Poetry and Essay Contest:** More than 200 students entered the “Envisioning Character” contest; the entries were a wonderful testimonial to how character is taking hold at Peak to Peak! Top winners include Lucas Corely, Nicole Lopez Del Carril, Chris Waterbury, Chase Graves, Miranda Landcaster Moore, Kaitliln Skattum, Emily Chandler, Angela Chen, Katrina Janssen, Ashley

Magurany, Lena Antman, Shaun McGehan, Lacey Horton, Danielle Morris, Ashley Burton.

### Students Take Action

Character Development is explained as follows: We grow in character by using our **head** (knowledge and understanding), our **heart** (feelings and empathy) and our **hands** (behavior and service). Ultimately, we want students to understand how important service is and how it helps all of us grow in our character. Peak to Peak students served their community and their world to make it better in many ways:



- Students and families K-11 generously donated to a hugely successful food drive initiated by the junior class.
- Elementary students took seriously the trait of “Valuing Others” through a pen pal program in which classes wrote letters to elderly citizens for several months. This program culminated with the pen pal coming in for a visit. This was a fabulous opportunity to connect with our community and the elderly population.
- One kindergarten class went into the community handing out carnations and valentines they had made that said, “You make the world a better place.” They visited the Lafayette Public Library and the Lafayette City Hall. The people at these places were VERY thankful that someone valued them! They said no school had ever done that before.
- 7<sup>th</sup> and 8<sup>th</sup> grade ACCESS classes put together more than 400 holiday gift bags, including special home-made cards, for seniors in the area.
- 9<sup>th</sup> grade World History classes combined research with a community service project to raise money to free slaves in Sudan and raise awareness of the issues of modern slavery. The students also wrote editorials, gave presentations, gathered signatures for a petition, created a website and handed out leaflets.



### Links to School & Families

Peak to Peak acknowledges that character development begins in the home. This year at the elementary level, we worked to link what the students learned at school regarding character back to the family via family discussion questions. First and third grade students and families received character-related questions to facilitate discussion on character in the family.

Notes recognizing good character and end-of-the-year character recognition awards were favorites with the students and further connected the school’s character initiative with the home.





## Pillar 3: We Value Our Faculty and Staff

Peak to Peak fosters an environment that is fair, challenging, and innovative and supports extensive professional development. We take pride in the excellence of our faculty and staff.

### Teacher Awards & Honors

Peak to Peak congratulates the following teachers for their outstanding leadership and recognition within the education community:

- Kanasha Baynard, Secondary Assistant Principal, awarded her Colorado administrative license
- Kristie Betts, English teacher, finalist for the Foundation for Boulder Valley Schools Impact on Learning Award
- Amanda Crowley, Spanish teacher, recipient of a New York City Teaching Fellowship to teach at a bilingual school in New York City
- Lori Douglass, second grade teacher and reading department chair, member of the Colorado League of Charter Schools accreditation site visit team
- Trevor Harris, PE teacher, completed his Colorado alternative license program
- Megan Freeman, English teacher and department chair, finalist for the Foundation for Boulder Valley Schools Impact on Learning Award
- Brad Fink, PE teacher, completed his Colorado alternative license program
- Kyle Mathews, history teacher and department chair, completed his Colorado alternative license program
- Susan Prieto, kindergarten teacher, selected to present a unit of study at the National Core Knowledge Conference in Georgia
- Brian Rozinsky, English teacher, awarded his New York teaching license
- Kim Saporito, art teacher, appointed as an honorarium instructor in the CU-Succeed Gold Program, University of Colorado at Denver, and appointed as the high school teacher representative on the BVSD Art Council
- Erika Stutzman, won third place in the Best of Colorado Excellence in Journalism competition, sponsored by the Colorado Professional Chapter of the Society of Professional Journalists
- Sherrie Walter, second grade teacher, awarded her master's degree in instruction and curriculum with a reading endorsement from the University of Colorado at Boulder

### Exceptional Teachers



Peak to Peak is becoming widely known for its exceptional faculty. The teaching staff is carefully selected following an extensive interview process by a team that includes administrators, other teachers and

parents. Our secondary teachers have an average of six years of teaching experience; 95 percent teach within their field of degree and 62 percent hold advanced degrees. Our elementary teachers have an average of eight years of teaching experience; 90 percent teach within their field of degree and 29 percent hold advanced degrees. Furthermore, our administrative team has an average of 14.5 years of

experience in education. Typical comments on the annual survey in the spring of 2003 included:

- The teachers are so caring, helpful and encouraging!*  
—Middle School Student
- My child is an individual, not a number. She loves her teachers and they take the time to know her. They don't accept less than my daughter's best.*  
—High School Parent
- P2P's faculty is INCREDIBLE! They continually have a positive influence on my child & seem to genuinely care.*  
—High School Parent
- I truly value the education my son is receiving - it is excellent! Foundational! Ahead of the curve!*  
—Elementary School Parent

### Personal Growth

Our Peak to Peak family grew in many ways this year. Congratulations to the following staff members whose families now enjoy the pitter-patter of tiny feet: Adam DiGiacomo, Adam Thaler, Brendon Feddema, Haviland Staggers, Brad Fink, and John Wilcox. Stay tuned for more tiny additions! Wedding bells are chiming for Eileen Gardner, Breeann Flesch, Kristi Tiefel and Joan Eckhart's son.

*Good organizations are living bodies that grow new muscles to meet challenges.*

*-- Robert Townsend*

## Teamwork

Peak to Peak has continually evolved to meet the challenges of our growing programs, and this year that included the development of

team leaders in each department, K-11. The team leaders concentrated on leading the continued development of standards and benchmarks; overseeing the development of new courses, including textbook and curriculum material selection; overseeing department budgets and purchasing; leading department in-services and meetings; participating in the hiring of new departmental staff; and coordinating the mentoring of new staff.

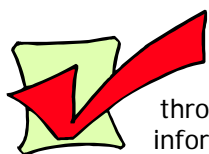
The 2003-2004 team leaders included Lori Douglass (elementary reading), Adam Thaler (elementary math), Megan Freeman (English), Kyle Mathews (social studies), Adam DiGiacomo (science), Bob Maurer (math), Gurpreet Gill and Andy Tucker (world languages). The 2004-2005 team leaders include Lori Douglass (elementary Core Knowledge), Adam Thaler (elementary math), Nicky Zaayman and Susan Prieto (elementary science), Sherrie Walter (literacy), Jessica Bailey (character development), Megan Freeman (English), Kyle Mathews (social studies), Adam DiGiacomo (science), and Anita Chakraborty-Spotts (math).

Many Peak to Peak teachers also participated on teams outside of their departments or grade levels. In addition to coaching and sponsoring various clubs and student activities, such as student council and honor society, teachers participated on various school committees, such as Curriculum, Accountability, Technology, Professional Development, Character Development, and ad hoc committees.

Our administration also developed a Building Leadership Team (the BLT). This provided a weekly forum for the administration to meet to discuss vision, program development, and any issues as a team. The BLT consists of Tony Fontana (Executive and Secondary Principal), Donna Newberg-Long (Elementary Principal), Kaneshia Baynard (Assistant Secondary Principal), Brendon Feddema (Dean of Students), and Peter Chandler (Activities and Athletics Director).

Our voting Board of Directors members for 2003-04 included Chris Howard, Sheryl Shafer, Karen Baker, Ronda Kelley, Ashley Johnson, Kitty deKieffer and Tim Carrig. Don Ferguson joined the board as Karen Baker stepped down in January. We are grateful for the tremendous contributions of outgoing board members and founders Chris Howard and Ronda Kelley. We also welcome Carolyn Janssen and Tim Jones for 2004-05.

## Parent Satisfaction



Each spring, Peak to Peak seeks feedback on the overall satisfaction with the school through surveys that provide information for school accountability and valuable feedback for setting goals, making changes, and evaluating new programs. Some highlights from the 2004 survey include the following:

Elementary Parents:

- 97% agreed that Peak to Peak is a community that values and recognizes scholarship, academic achievement and creativity
- 95% agreed that Peak to Peak provides an environment in which each student is known, respected and valued as an individual of great potential and promise

- 95% agreed that teachers and administrators encourage respect, responsibility and a positive school culture
- 96% are satisfied with the education at Peak to Peak

Secondary Parents:

- 95% are satisfied with the education provided at Peak to Peak
- 95% agreed that Peak to Peak is a community that values and recognizes scholarship, academic achievement and creativity
- 94% agreed that teachers and administrators encourage respect, responsibility and a positive school culture
- 94% agreed that Peak to Peak challenges their child to achieve his/her academic potential



## Alternative Licensing Site

Peak to Peak is thrilled to announce that on May 13<sup>th</sup> the school was chosen as an Alternative Licensing Site by the Colorado Department of Education (CDE). Only a handful of individual schools across the state are licensing sites, which makes this a prestigious award. Kaneshia Baynard and a team of teachers, staff and parents were instrumental in preparing the massive 84-page submission, which CDE cited as a model to other schools. The school applauds Ms. Baynard and her team for a job well done!

## Professional Development

The Peak to Peak professional development program experienced an exciting year of growth. More than 88 professional development hours were offered on-site to the school's faculty on topics such as differentiation and CSAP. As of April, our teachers had logged an impressive average of 50 hours of professional development, compared to the 24 hours required by BVSD. For 2004-2005, our teachers will complete a minimum of 40 hours.

## Professional Growth

The primary objective of the teacher professional growth process is to improve the quality of instruction throughout Peak to Peak's K-12 program, thereby promoting student achievement. Professional growth at Peak to Peak is a three-pronged approach, including observations (formal and informal), the evaluation process, and professional development.

The observation/evaluation process was created to align with Peak to Peak's mission and the school's original proposal language. This year, Peak to Peak implemented a more comprehensive observation and evaluation process to further support teachers in their professional growth toward becoming master teachers. This process includes informal and formal observations. Informal observations by administrators, team leaders, and peers were ongoing throughout the year. In addition, Assistant Principal Kanesha Baynard spearheaded the implementation of the Peer Coaching Program, which is a structured program wherein two teachers, paired for the year, observe and provide

The newly formed Professional Development Planning Committee, composed of teachers, administrators, and board and/or H/OD members, is already planning next year's sessions, which will focus on differentiation, engaged learning, reading strategies, writing across the curriculum, math across the curriculum, effective classroom management, stress reduction, technology, and peer coaching.

constructive feedback to each other on teaching strategies and techniques. Approximately 14 teachers participated in the Peer Coaching Program this year.

Formal observations by a team of administrators, board and/or H/OD members occur at least once a year for all teachers as part of the evaluation process. Formal observations include a pre-conference, the observation itself, and a post-conference with the evaluation team. Based on information collected during the observations and conferences, all teachers developed a professional growth plan (explained below) by the end of the school year.

Through the professional growth process, we have a solid system in place to meet the goal of supporting teachers in their growth toward becoming master teachers. This process will, of course, continue to be refined as we work to meet the needs of our professional teaching and administrative staff, and the needs of our students and programs, but we're off to a great start.

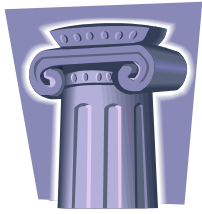
## Professional Growth Plans

Peak to Peak recognizes that in a constantly changing school and community environment, teachers will engage in ongoing, reflective, meaningful professional growth and development. To promote professional growth and development, all teachers have written professional growth plans. A professional growth plan is a "living" document that captures teacher goals, growth and needs throughout the term of his or her employment at Peak to Peak.

### *What Do Professional Growth Plans Achieve?*

- Create direction and focus in teaching
- Coordinate teacher and school goals
- Recognize that change in education is ongoing
- Provide opportunities for collegiality, collaborative planning and teaching development
- Create opportunities for relevant and useful dialogue between teachers and administrators about the art and craft of teaching





## Pillar 4: We Welcome Our Community

Peak to Peak actively includes students, staff, parents and community partners. Our partners have the opportunity to engage in productive dialogue and to make a difference.

### Successful Fundraising Activities

Our thanks go out to all the kind Peak to Peak families who participated in this year's fundraising activities. Your generosity has resulted in another successful year!



This year's success is highlighted in several important fundraising areas. First, the total number of families who participated in our annual gift increased by 14 percent, with 44% of our families making contributions. The percentage of families who participate in our fundraising efforts is important as we begin our efforts to attract outside funding to build our auditeria. With the

increase in participation came an increase of 7% in the total amount of money contributed this year. Following Australian tradition, Peak to Peak's Booster Club held its third annual Quiz Night, a great entertaining way to raise money for our sports and activities program. This year's trivia night also initiated a drive to purchase Peak to Peak's first bus. Finally, Peak to Peak held its first school-wide jog-a-thon. In addition to the healthy fun and school spirit that was raised, Peak to Peak netted over \$53,000!

Grants were another successful area this year. Our teachers received 11 mini-grants from the Foundation for Boulder Valley Schools. Peak to Peak also received \$80,000 in expansion funding from the Walton Foundation, bringing the total funds received from the Walton Foundation to \$250,000, the lifetime maximum grant from that source. The expansion funds are earmarked for equipping the science labs, enabling us to enrich our science curriculum and offer appropriate labs, especially for the more advanced high school and AP science courses.

All area schools rely on fundraising efforts to support their programs. These efforts are even more important at Peak to Peak since we pay for our buildings out of our operating budget. Unlike other Boulder Valley schools that incur no cost for their buildings since they are paid through taxpayer supported bonds, Peak to Peak must repay the bond that funded our land and buildings. As a result, Peak to Peak has approximately 25%

less in operating funds per student than other BVSD schools.

### College Prep Accreditation in the Works

By the time Peak to Peak graduates its first senior class in 2005, we anticipate that those students will include on their transcripts that our school is a candidate for North Central Association College Preparatory Accreditation.

Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) is a non-governmental, voluntary organization that accredits more than 9,000 public and private schools. For over 100 years, its focus has been to advance the quality of education and school improvement.

In Colorado, all schools are accredited by the state through the district in which they reside. However, the state process, although rigorous, does not provide for a specialized college preparatory accreditation. When completed, Peak to Peak will be one of only two public schools in Colorado to have an NCA College Preparatory Accreditation.

Peak to Peak's Accountability Committee began work this spring to document how we meet the standards and criteria for a college preparatory school in five specific areas: school improvement plan; information systems; process of schooling; vision, leadership-governance and school community; and resources and allocation. Since the focus of NCA is increased student performance, this accreditation is a continuous process of school improvement for the life of our school.

The initial NCA site visit is scheduled for August 31<sup>st</sup>. We anticipate that the results will be favorable and the NCA state director will recommend Peak to Peak as a candidate for accreditation. The recommendation will be presented for consideration at the October 2004 NCA board meeting. If approved, the new accreditation will provide to selective and highly selective colleges, and our community, the assurance that Peak to Peak is meeting high quality standards and fulfilling its commitment to provide an education that prepares students to succeed at their universities.





## Peak to Peak Attractive to Investors

This year, Peak to Peak reduced our bond's interest rate and saved over \$1 million over the life of the loan.

When Peak to Peak issued its original bonds at 8.31%, the bonds were rated "speculative" by Moody's Investor Services. Standard and Poor's has now raised Peak to Peak's bond rating to "investment grade." With the State of Colorado's "moral obligation" backing, and the purchase of bond insurance, Peak to Peak issued bonds with an AAA rating at a new interest rate of 5.18 percent.

As a result of the bond refinancing, the net present value of savings to Peak to Peak is \$1,027,266. The annual debt service payment will be lowered by approximately \$70,000 after Peak to Peak takes out \$494,508, which will support facility enhancements. Peak to Peak's investment banker indicated that Peak to Peak's positive bond rating was a result of our solid fiscal management, strong board and continued excellent educational product, resulting in strong demand.

### Strong Enrollment Demand

Each year, the number of applications to Peak to Peak far exceeds the number of openings. For this school year, Peak to Peak received more than 25 percent of all the open enrollment applications submitted for the entire BVSD during the open enrollment period. With over 50 schools in the district, this number is almost 15 times the district average. Peak to Peak's demand remains strong for the 2004-05 school year as the school received approximately 700 new enrollment applications.

### Volunteers Make a Difference

Peak to Peak is fortunate to have so many volunteers donate their time. It helps build community as our teachers, staff, parents and students unite in their dedication to a strong, college prep education.

An estimated 20,000 hours of volunteer time were donated to Peak to Peak this year. Ninety percent of our elementary parents and almost 75 percent of our middle and high school parents volunteer. The amount of time that parents spend at Peak to Peak is also impressive, with almost 15 percent of our elementary families and 10 percent of our secondary families volunteering over 25 hours of work each month.

### Student Councils Initiate Ideas

Peak to Peak's mission includes preparing students to become active and responsible citizens of an interdependent world. To accomplish this, Peak to Peak has established a goal to provide students with opportunities to participate in decision making. Our student councils epitomize that participation.

Our elementary Student Council started the World Fair and supported the elementary program.

At middle school, our student council did a great job running their meetings in a democratic manner. They initiated fun activities for our students by hosting a costume party in October and a Valentines Day Dance in February. The council supported the community by making signs for Peak to Peak's Jog-a-thon and reducing the Valentines Dance admission price for students who donated food for a local food bank.

This year, the High School Student Council was kept busy with new initiatives. Their first task was to write and approve their constitution. They kept active developing new after-school activities for our students, sponsoring the weekly coffee house called the "Peak Perk," creating Peak to Peak's first prom, and running a very successful carnival for our younger students.

### Mission Drives Strategic Plan

Peak to Peak takes seriously its mission to provide an exemplary K-12 liberal arts, college preparatory education. As an accountability tool to ensure that resources are allocated toward activities that support Peak to Peak's goals, the Board of Directors annually updates its strategic plan.

Following the end of school last year, the Board of Directors started its annual Strategic Plan update by conducting a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. The SWOT provided an opportunity to review what works and determine what areas need additional attention. The information derived from the SWOT helped drive the strategic plan and the allocation of resources.

Results from the annual survey show that improvements have occurred in all areas of concentration.



## Peak to Peak's Vision

The Peak to Peak community will inspire students to fulfill their academic dreams for college, to develop their creative passions and athletic talents, and to become responsible citizens.





## *Appendix H. Peak to Peak Staff Handbook*

Due to its length, and with approval from Dr. Christopher King, Assistant Superintendent for School Leadership, Boulder Valley School District, one copy of the Peak to Peak Staff Handbook will be provided as a separate document.



*Appendix I. Peak to Peak High School Course Outline*

# Peak to Peak

**College Prep in a Small School Environment**

**High School Academic Planning Guide  
and  
Course Description Booklet**

**2004-2005**



## **Peak to Peak Overview**

### **What is Peak to Peak?**

Peak to Peak is a challenging, liberal arts, college preparatory kindergarten through 12th grade public charter school designed to provide students with excellent preparation for entrance to the best colleges and universities. Peak to Peak intends to become known as one of the top 100 schools in the United States.

Charter schools, public schools with their own boards of directors, operate within local public school districts. Because they are public schools, charter schools receive public funding and do not charge tuition.

### **Peak to Peak's Mission**

- Provide broad access to an exemplary K-12 liberal arts, college preparatory education that challenges students to achieve their academic potential.
- Be a community that values and recognizes scholarship, academic achievement and creativity.
- Provide an environment in which each student is known, respected and valued as an individual of great potential and promise.
- Prepare students to become active and responsible citizens of an interdependent world.

### **Peak to Peak's Vision**

The Peak to Peak community will inspire students to fulfill their academic dreams for college, to develop their creative passions and athletic talents, and to become responsible citizens.

### **History of Peak to Peak**

In early 1998, the founders envisioned a school climate of consistent, high expectations and encouragement for students to work hard and strive to achieve their full potential. Consultation with numerous top-ranked public and private colleges across the country led to the development of the required and elective courses at the high school level. The kindergarten through 8<sup>th</sup> grade program was designed to provide a continuous scope and sequence of skills and content that progressively builds students' foundation of knowledge and thoroughly prepares them for the rigorous high school program. Throughout the process, school founders consulted university professors, educators, community members, and other focus and charter schools to ensure the highest standards for Peak to Peak. In May 1999, Peak to Peak Charter School received approval of its contract from the Boulder Valley School District.

### **Peak to Peak Differentiators**

- The high school at Peak to Peak is small, with a maximum capacity of 600 students (compared with 1,200 to almost 2,000 at other Boulder Valley high schools). Peak to Peak offers the security of a closed campus and honor code as well as a collegial atmosphere in which class sizes are moderate, and students have the opportunity to develop sustained relationships with members of the faculty. Students feel safe, supported, and connected to peers and teachers.
- Peak to Peak's high school features the "Peak Scholar Award." Designed for students who desire a challenging, well-rounded high school experience, the Peak Scholar Diploma indicates to highly selective colleges the student's commitment to excellence.
- The school is small enough to ensure that each student is known and valued, but large enough to provide a variety of academic, athletic, and extracurricular activities. Peak to Peak students nurture their artistic talents in a variety of vocal and instrumental music classes, fine arts courses, and theatrical performances. Athletic talent shines as athletes compete on Peak to Peak's CHSAA teams such as soccer, volleyball, softball, golf, basketball, cross country, and track. Leadership skills are honed with involvement in student council, academic competitions, "Reading Buddies," the National Honor Society, and other extracurricular activities.
- Peak to Peak is an excellent school for students who wish to contribute to creating the culture and the programs that will shape the school now and in the future. Furthermore, many colleges seek students who have made an impact on their high schools or other organizations. For example, Yale asks the question in

its admissions process: “Who will contribute most significantly to the Yale community?” For motivated students, Peak to Peak offers many opportunities to stand out in the college admissions process. We welcome and embrace student voices in fulfilling the mission and vision of the school.

- Students are asked to meet or exceed college preparatory high school requirements by taking a prescribed number of required courses in core areas (refer to following sections for further detail). This ensures that students will meet or exceed minimum requirements to attend the college of their choice. Students demonstrating mastery of the knowledge and skills of a particular course will be encouraged to enroll in a more advanced course.
- Students entering the high school level with prior educational deficits, as determined by assessments given to all students in key subjects, are encouraged to participate in a Jump Start program to ensure that they will be adequately prepared for the school’s rigorous classes. In addition, students can seek help during teacher office hours or through regularly scheduled after-school tutoring programs.
- Peak to Peak recognizes that acquisition of efficient work and study habits is a significant contributor to students’ sense of comfort and their eagerness to take on new challenges. Students will be taught how to organize, plan, and track their work so that they can meet their goals.

## **Class Load**

As Peak to Peak is an academically rigorous school with a closed campus, all students must take seven classes per semester or six classes plus a study hall (minimum 60 credits per year) unless enrolled in off-site post-secondary classes. (The board may determine a policy for upper-level high school students to earn off-campus privileges.) Students enrolled in post-secondary classes (generally juniors and seniors) must maintain a minimum class load that satisfies Peak to Peak’s full-time student status requirements (estimated to be five total classes including up to two post-secondary classes). For those students enrolled in post-secondary classes, flexibility in the total class load should be coordinated with appropriate Peak to Peak personnel to ensure adequate rigor while allowing for travel to and from post-secondary classes. Students who wish to graduate early should contact appropriate Peak to Peak personnel for further details.

## **Advanced Placement Program**

Peak to Peak’s Advanced Placement (AP) Program is a challenging academic program designed to provide motivated high school students with college level academic courses. The courses provide an excellent opportunity to build study skills for a successful college experience. Attending an AP high school offers the following benefits for students:

- More than 90% of U.S. colleges and universities give college credit to students who achieve a qualifying grade on the exam.
- More than 300 additional universities in 20 countries recognize AP courses and exams.
- Approximately 50% of U.S. colleges grant a full year’s credit (sophomore standing) to qualifying students.
- The AP organization has three levels of AP diploma recognition.
- Students choose subject areas of strength to qualify for the AP diploma.
- Students may take AP courses in all high school years if prepared for the coursework.

Peak to Peak expects that all students who take an AP course also take the exam. Students who cannot afford fees associated with the AP exam should consult appropriate Peak to Peak personnel to arrange for scholarships.

The Advanced Placement Program recognizes high school students who have demonstrated outstanding college level achievement through AP courses and exam grades. Peak to Peak students can qualify for the following awards through the Advanced Placement Program:

**AP Scholar Award**—Grade of three or higher on at least three full-year AP exams

**AP Scholar with Honors Award**—Grade of three or higher on four full-year AP exams and have an average exam grade of at least 3.25

**AP Scholar with Distinction Award**—Grade of three or higher on at least five full-year AP exams and have an average exam grade of 3.5

To distinguish the commitment and scholarship of students who receive these AP-recognized awards, Peak to Peak will honor the AP award recipients at the graduation ceremony and include the awards on high school transcripts. As Peak to Peak’s students advance to higher-level courses, additional AP classes will be added incrementally. While

*I will strive to achieve excellence in scholarship and character.* — Peak to Peak's Honor Code  
college requirements and student interest will determine final course offerings, it is expected that Peak to Peak will offer the following AP classes; courses marked with an asterisk will be offered in the 2004-05 school year:

AP Literature & Composition *	AP World History *
AP Language & Composition	AP Calculus AB *
AP Spanish Language *	AP Calculus BC *
AP Spanish Literature	AP Statistics
AP French Language *	AP Biology *
AP French Literature	AP Chemistry *
AP Human Geography *	AP Physics
AP U.S. Government & Politics *	AP Computer Science AB
AP U.S. History *	AP Music Theory
AP European History	AP Studio Art

## Peak Scholar Program

Designed to challenge students who desire a well-rounded high school experience, the Peak Scholar Diploma will indicate to highly selective colleges the student's high level of commitment to excellence. Importantly, the Peak Scholar Program is designed based on the admissions guidelines of top universities.

Students may choose to enroll in the Peak Scholar Program beginning with their freshman year. To apply, students must complete an application, which is available in the college counseling center, and return it to the counseling center signed by the student and the student's parents.

The Peak Scholar Diploma demonstrates achievement in the following areas:

- Advanced Placement courses and exams
- The CU Succeed Gold Program, with university courses taught during the school day by CU adjunct professors who are on staff with Peak to Peak
- Honor Roll distinction
- A commitment to community service
- Leadership or extracurricular activities

In addition to a scholastic transcript, students will receive an individualized vita highlighting the student's character, community service, and honors as well as awards in academics, leadership, arts, athletics or technology. The focus of the vita will be high school years; however, the college counseling center will build a database of student information beginning in elementary years to show a complete and well-rounded picture of the student.

## CU Succeed Gold Program

Peak to Peak is pleased to offer CU courses through the University of Colorado's Succeed Gold Program. The CU Succeed Gold program provides Peak to Peak students with the opportunity to take college courses at Peak to Peak during school hours, while simultaneously earning college credits through the University of Colorado at Denver. Students who take a qualifying course can earn college credit at a fraction of the cost of most university courses. For the 2003-04 school year, tuition is \$48 per credit or \$144 for a 3-credit course.

### **Program Features**

- Take CU courses listed in the University's catalogue, not high school courses with university credit.
- Courses are taught by CU adjunct professors who are on staff at Peak to Peak.
- Like other CU courses, CU Succeed Gold courses are recorded on an official University of Colorado transcript.

### **Program Benefits**

- Convenience: Courses are offered at Peak to Peak during regular school hours.
- Lower tuition: Significantly lower than the same courses on the CU campus.
- Earn both high school and college credit: Students can earn college credits while satisfying Peak to Peak's course requirements.
- Waived admission application fee at CU Denver.

For more information about the CU Succeed Gold Program, visit: [www.cudenver.edu/cusucceed/](http://www.cudenver.edu/cusucceed/). Additionally, students may enroll in post-secondary classes while still attending Peak to Peak provided they maintain the minimum class load. Post-secondary classes taken while a student is attending Peak to Peak will appear on the high school transcript, and grades will be used to determine the GPA. (Note that grades used to calculate the weighted GPA will be based on a five-point scale.)

### **Graduation Requirements**

Peak to Peak's graduation requirements have been developed based on the entrance requirements of top colleges and universities as well as through analysis of the components of a strong, academic high school curriculum. Students must successfully complete a *minimum* of 220 credits in order to graduate from Peak to Peak. With the potential of earning up to 280 credits in four years of high school at Peak to Peak (seven classes per semester during each semester of high school), there is considerable flexibility in a student's high school coursework to allow pursuit of a variety of elective courses and a wide range of interests. In addition, each student is required to complete a minimum number of hours of community service as a graduation requirement. The minimum number of community service hours is to be determined by graduating class year. Listed by core academic subject or elective course category, graduation requirements include:

English	40 credits
Math	30 credits (40 credits, beginning with the Class of 2010)
Science	30 credits
Social Studies	35 credits
World Language	30 credits (of selected language)
Arts	20 credits
Technology	5 credits (beginning with Class of 2008)
Health	5 credits
P.E.	10 credits
Electives	at least 15 required; up to 75 credits may be earned

## **Grades and Grading Scale**

Letter grades will be assigned for all classes as follows:

A = exceptional achievement; grade percentage 90% and above

B = high achievement; grade percentage 80%-89%

C = average achievement; grade percentage 70%-79%

D = low achievement; grade percentage 60%-69%

F = failure to achieve; grade percentage below 60%

I = incomplete

EP = exceptional achievement, in course graded pass/no pass

P = acceptable achievement, in course graded pass/no pass

NP = unacceptable achievement, in course graded pass/no pass

- Semester grades are whole grades only, without +/- modification. Semester grades are final and are used to calculate student grade point averages.
- Quarter grades are in-progress grades and include +/- modification to the letter grade as appropriate. The +/- grade modification provides more specific course progress information to students and parents.
- Pass/no pass grading applies only to elective courses that are offered in middle school.
- A student must achieve at the equivalent of C grade work in order to pass a course that is graded pass/no pass.
- A grade of I (Incomplete) is assigned when, due to extenuating circumstances, a student has not completed sufficient coursework for the teacher to assess student work and assign a grade reflective of the student's achievement, e.g. due to extended illness or recent enrollment in the class. It is not an alternative to a grade of F, which reflects failure to achieve.
- Assignment of a grade of I requires approval of the student's counselor or a Peak to Peak administrator.
- The teacher is responsible for converting a grade of I to a regular letter grade no more than three weeks after the end of the grading period. If a student does not complete missing assignments by this deadline, each missing assignment receives a score of zero percent and the grade calculation for the applicable grading period will be made on this basis.
- Grades of F, I, and NP do not receive credit and do not count towards fulfillment of course requirements.

Please note that middle school students enrolled in high school courses have the option to receive high school course credit and to have the course or courses included on the high school transcript. Any courses taken for credit in this manner will be included in high school grade point average calculation.

## **Weighted Grades**

To encourage students to select the most demanding courses available, and to recognize the additional time and effort required, honors, AP and post-secondary courses will be weighted for calculation of a student's GPA.

Because universities and colleges vary in their admissions practices, Peak to Peak will list two GPAs on the high school transcript: one based on the weighted scale (A = 5 points, B = 4 points, C = 3 points, D = 2 points, F = 0 points) and one based on the standard four-point scale (A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points).

## **Academic Lettering**



*I will strive to achieve excellence in scholarship and character.* — Peak to Peak’s Honor Code  
Peak to Peak has implemented an academic letter system whereby students receive letter awards for high academic achievement. Essentially, students can earn an academic letter award each year for maintaining a 3.9 GPA for that year.

## Library

The Peak to Peak library is available for all Peak to Peak students for researching, studying or recreational reading. A variety of materials are available for students, and library staff is ready to assist students in finding and using materials. Library hours are 7:30 a.m. to 4:00 p.m., Monday through Friday.

## Extracurricular Activities

Opportunities are available for students to participate in numerous extracurricular activities. Peak to Peak responds to students’ interest levels for creating additional clubs and activities. At present, the following extracurricular activities, clubs and competitions are offered:

### Activities

Dances  
Theater  
Pep Band  
Peer Tutoring  
Community Service  
Student Ambassadors  
Reading Buddies  
Talent Show

### Clubs

National Junior Honor Society  
National Honor Society  
Student Council  
Poms  
Booster Club  
Creative Writing Club  
Programming Club  
Yearbook  
Peer Mediation

### Competitions

Forensics (Speech & Debate)  
Science Fair  
Quiz Bowl  
Mock Trial Club  
Math League  
CSU Math Day  
Viny Awards  
Music Competitions  
BVSD Art Show

## Extracurricular Sports

All of Peak to Peak teams compete in the Colorado High School Activities Association (CHSAA). Boys participate in cross country, golf, ice hockey, soccer, basketball, and track. Girls participate in volleyball, cross country, softball, basketball, soccer, track, and cheerleading/poms. In future years, Peak to Peak may offer additional sports, depending on student interest and funding. Currently, Peak to Peak students are participating at neighborhood schools in football, swimming, and lacrosse.

Given the record of many of our current high school and 8th grade sports teams, Peak to Peak is well positioned to field highly competitive teams in CHSAA’s Metro League. Adding to the strength of the athletic program are highly qualified coaches. Several coaches are former professional athletes and others have a record of taking teams to state competitions.

Students wishing to enroll in a sport not offered by Peak to Peak are entitled to try out for and participate in extracurricular and interscholastic activities offered by another BVSD school. Interested students should contact the athletic director at Peak to Peak. Fees for high school athletics at Peak to Peak are \$150 for the first sport, \$125 for the second sport, and \$100 for the third sport (\$500 maximum fee per family).

Regarding eligibility, CHSAA requires that during the period of athletic participation, the student must be enrolled in at least five classes and may not be failing more than one class.

## Jump Start Program

Students bound for Peak to Peak’s high school program may be offered the opportunity to enroll in a summer Jump Start program. Jump Start students will have coaching and practice devoted to the development of reading, writing, math, and study skills needed for success in the program. This will help ensure the success of students in a demanding, college preparatory educational environment. It will also provide an opportunity for students to get to know faculty members as mentors and resources even before the school year begins and will build camaraderie and comfort in the transition from middle to high school.

## Preparation for College Entrance

The Peak to Peak Counseling/College Planning Center encourages every 9<sup>th</sup> grade student to begin planning for post high school training. To assist students and parents, the following provides a brief summary of the essential components for preparing for college entrance. Outlined below are the admission criteria employed by both selective and highly selective colleges. (More comprehensive information is provided by the counseling office.)

### Summary of Required Subject Area Credits for Admission to Selective and Highly Selective Colleges and Universities; Comparison with Peak to Peak Graduation Requirements:

Subject	Selective Colleges and Universities	Highly Selective Colleges and Universities	Peak to Peak Graduation Requirements
English	40	40	40
Math	40	40	30 (40 recommended)*
Science	30	30	30 (40 recommended)
Foreign Language	30 (same language)	30 (same language)	30 (same language)
Social Studies	30	30	35
Technology			5
Arts			20
Advanced Placement		may be required	strongly recommended
Total Credits Required	180	200	220

\*Peak to Peak will require 40 math credits in accordance with new Colorado requirements, beginning with the graduating class of 2010

Colleges and universities generally use an index that includes a combination of grade point average (GPA) and test scores (SAT I or ACT) to determine admission in combination with other criteria. While specific information on each college and university is available in the Peak to Peak counseling office, students should also be aware of the following general guidelines that colleges and universities use in evaluating potential candidates.

### Quality of Work

Colleges closely examine the quality of a student’s record. Quality is based on both the courses taken and the student’s performance in those courses. (In considering course selection, the depth and breadth of study a course provides should be considered.) Selective colleges look for evidence that students challenged themselves by taking the most advanced courses available to them. The high school scholastic record as reflected in the student’s GPA still serves as the best predictor of academic success in college. Grades, therefore, are important for college entrance. The GPA is computed at the end of each semester, and only semester grades are used in computing it. Grades earned in each semester of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade will be used to determine the overall high school GPA, which is included on all transcripts. A low GPA severely limits choices for college admission.

### Performance on Appropriate Tests

Most colleges and universities use three primary testing programs—ACT, SAT and PSAT/NMSQT—in the admissions and placement process. Further information is provided below and is also available in the counseling office.

- **American College Test (ACT):** The ACT results are accepted by all colleges in Colorado. ACT tests are designed to measure the student’s ability to perform the kind of intellectual tasks typically performed by college students. The major portion of the ACT battery consists of four tests: English, Mathematics, Reading, and Science Reasoning. In addition to the tests named, there is an Interest Inventory in the student profile section. The Interest Inventory provides data on the ability of the student to relate his or her interest pattern to 24 college majors and the world of work in general. The ACT is administered nationally in professional test centers five times each year: in October, December, February, April, and June.

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- **College Board Scholastic Aptitude Test (SAT I) and SAT II/Achievement Tests:** The SAT I is used by colleges and universities as an entrance test. It is the most commonly used test in the eastern schools. The SAT I consists of multiple sections: one math and one verbal, with a third section that tests writing skills. The test is designed to provide reliable indications of a student's ability to do college level work and is administered nationally in November, December, January, March, May, and June. SAT II/Achievement tests provide information about a student's knowledge of subject matter and are used extensively for placement purposes by some institutions. Students should consult with the counseling office to determine institution requirements.
- **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT):** The PSAT/NMSQT is designed to give students (typically juniors) experience with tests similar to those required for college admission. In addition, results of this test are used as a competitive examination in the National Merit Scholarship Program. Any junior who has a 3.3 GPA or higher should take this test given each year in October. Sophomores are welcome to take the PSAT; however, only junior scores qualify for scholarship consideration.

### **Participation in a Variety of Activities**

Participation in a variety of activities both in and out of school is important to demonstrate to colleges that the student is well rounded. Participation in activities such as clubs, student government, athletics, drama, and other out-of-school activities is a significant consideration in college admission. The critical point is not how many activities but the quality of participation, including offices held and how fully students carry out their responsibilities.

### **Personal Recommendations**

Developing positive and professional relationships with adults, including teachers, counselors, and coaches, for letters of recommendation is an important aspect of college entrance. Although not all colleges and universities include personal recommendations in the admissions process, some schools place considerable weight on these documents, which include factors such as judgment, industry, and reliability in addition to intellectual capabilities.

### **Leadership**

Peak to Peak is an excellent school for students who wish to contribute to creating the culture and the programs that will shape the school now and in the future. Furthermore, many colleges seek students who have made an impact on their high schools or other organizations. For example, Yale asks the question in its admissions process: "Who will contribute most significantly to the Yale community?" For motivated students, Peak to Peak offers many opportunities to stand out in the college admissions process. We welcome and embrace student voices in fulfilling the mission and vision of the school.

## High School Course Descriptions

Based on the entrance requirements of top universities, Peak to Peak has outlined a comprehensive set of college preparatory courses. The recommended pathways are indicated through the prerequisite courses; however, Peak to Peak remains true to its mission to challenge students at a level appropriate to each individual. Changes from the recommended pathways occur through department level or instructor consent. Classes that are 10 credits meet every day for a full year; classes that are 5 credits meet every day for one semester (or possibly every other day for a year). In the future Peak to Peak plans to continue to add courses, particularly electives, based on student and faculty interest. Certain classes may be offered only one time per year or every other year depending on demand. Note: Peak to Peak reserves the right to cancel classes due to insufficient enrollment.

### Arts

**Graduation Requirement:** Students must successfully complete at least 20 credits in the arts. Most arts courses may be repeated for credit.

#### Visual Arts

"I hear...and I forget; I see...and I remember; I do... and I understand."—Confucius 500 B.C.

When students can exhibit and perform creative applications of knowledge, then learning has taken place. Art is a discipline that teaches students to see by training their eyes. Art also helps students understand different cultures throughout history and enables them to express themselves and their own culture. The discipline of art involves teaching students how to create art using materials and principles of art as well as art history and art criticism.

☐ **Art 20: Drawing, Design & Painting:** 5 credits. No prerequisite. This course is an introduction to the discipline of artistic expression through the study of pictorial composition, proportion, space, shape, and color as applied to abstract and representational design. The focus will be on improving understanding and skill in design and observation as well as learning how materials are relevant to making art through the study of works by the masters. The course includes group discussions and critiques. Projects may include drawing, architectural design, sculpture, batik, painting, or printmaking.

☐ **Art 22: Introduction to Digital Art:** 5 credits. Prerequisite: Art 20. Students will develop digital photography skills and explore the vast possibilities of image manipulation using Adobe Photoshop, Adobe ImageReady, and Macromedia Flash. The class will begin with basic functions and progress toward individual final projects. Students will learn about the use of digital color, layers, text, backgrounds, and graphics file use and production. They will also learn the basics of animation including morphing and user interaction.

☐ **Art 30: Studio Art II:** 5 credits. Prerequisite: Art 20. This course is a continued study of the principles of drawing, design and painting and the selection and expressive use of materials and media. It includes a study of traditional and contemporary ways of drawing and painting and an analysis of color theory and pictorial space. Historical and modern critical opinions and their relation to problems in the theory of art are studied. Students will have opportunities for self-initiated projects. Students who choose to take this course should be confident with their art skills and ready to produce complex finished drawings, paintings and 3D projects. More sophisticated approaches as well as more advanced techniques will be used to learn art, with the emphasis on the development of a personal style of expression.

☐ **Art 40: Studio Art III:** 5 credits. Prerequisite: Art 30. This is an advanced level course designed to give students expanded skills and increased confidence in their ability to produce art. Proficiency in basic skills will be expected. Students may expect to make decisions about what the subject matter of their artwork will be. Some instruction may be given on an individual basis with the student's particular art or career goals in mind. Students may expect to set their own goals and deadlines.

☐ **Art 50: Studio Art IV Independent Study:** 5 credits. Prerequisite: Art 40. May be repeated for credit. Students will attend class daily and will work independently. This advanced level course is designed to expand skill levels and increase production of art suitable for portfolios, art shows, contests, and admission to art schools at the college level.

☐ **Art 80: 2-D Art and Design Foundations:** 10 credits. Prerequisite: Permission of the instructor. May be taken for University of Colorado credit. This foundation course is a study of the principles and elements of art using a variety of studio media to explore compositional possibilities on a two dimensional surface. This type of design involves demonstrating the integration of these principles within the student's projects. The elements of design are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane in order

*I will strive to achieve excellence in scholarship and character.* — Peak to Peak's Honor Code to communicate content. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. In order to begin to think critically about design, this course will begin with a practical approach to solving visual problems while introducing the vocabulary of basic visual terms. Students will learn to recognize design principles and gain confidence in using visual language when presenting and talking about their work.

☐ **Art 82: Interdisciplinary Arts Project:** 10 credits. Prerequisite: Permission of the advisor. At the beginning of the year, the student prepares and submits a written proposal to the appropriate faculty from the arts disciplines involved in the proposed project. Upon approval, faculty will meet with the student or students to set appropriate short-term deadlines. (*offered 2005-2006*)

☐ **Art 90: Advanced Placement Studio Art:** 10 credits. Weighted. This course is designed for students who are seriously interested in the practical experience of art. Students will prepare and submit a portfolio at the end of the year to the AP Studio Art Program for evaluation. Depending on results, students may receive college credit for the course. (*offered 2005-2006*)

☐ **In-School Student Aide 10:** 5 credits. Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval. This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement.

## Music

The Music Department is committed to providing students with a broad base of performing opportunities at Peak to Peak. Through experiencing choir, band, orchestra, or other musical activities, students can find personal expression and work in team-building endeavors. The benefits of performing in musical activities include:

- Fostering a sense of cooperation and participation, while not discouraging a healthy competition
- Providing a channel for students' creative impulses, especially for those students whose primary mode of expression is kinesthetic
- Encouraging students to engage in performing music at ever higher levels of ability; this character-building aspect requires that students develop self-discipline and motivation to master complex tasks over a long period of time and that they forego instant gratification

Music at Peak to Peak is an integral part of the students' entire learning experience. The department's faculty believes that an active music program is a tremendous benefit to the entire school.

☐ **Music 10: History of American Music:** 5 credits. No prerequisite. American music has an extra-ordinary diversity. This course is a survey of American music and influential musicians from a historical, cultural, and political perspective. Students will gain an understanding of and appreciation for various genres, including folk, jazz, country, bluegrass, and rock 'n' roll, from the 17th century to the present. Students will master a rudimentary music vocabulary and learn the basic tools of critical listening.

☐ **Music 20: General Choir:** 10 credits. No prerequisite. The General Choir will study and perform a variety of choral repertoire including sacred, secular, folk songs, and show tunes. The students will develop their music reading, notating, and listening skills, with emphasis on vocal techniques in a large ensemble. Participation in concerts is required.

☐ **Music 22: Puma Pride (Select Choir):** 10 credits. Prerequisite: Enrollment is by audition only. Students will continue developing musical skills and performance of more challenging choral repertoire, drawn from classical and modern works sung both with accompaniment and *a capella*. Sight reading, interpretation, breath control, diction and foreign language pronunciation, blending, and ensemble skills will be stressed. Advanced students will have the opportunity to do more solo work and to serve in leadership positions within the choir. Participation in concerts is required.

☐ **Music 24: Chamber Choir:** 10 credits. Prerequisite: Enrollment is by audition only. Students must be concurrently enrolled in a Peak to Peak music ensemble. This class may meet before, during, or after school. This smaller ensemble will study and perform challenging classical and modern works. Rehearsals will focus on continuing to develop strong choral technique, with emphasis on breath control, blending within a small ensemble, and sight reading. Participation in concerts is required. The Chamber Choir will be selected based on auditions held each spring.

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☐ **Music 30: Concert Band:** 10 credits. Prerequisite: Enrollment is by audition only. The concert band will play a wide variety of sheet music. The band will develop each student's sight-reading skills. Students will play a variety of musical styles. Students are responsible for renting or owning their own instrument. Practice and participation in concerts is required.

☐ **Music 35: Wind Symphony (Select Band):** 10 credits. Prerequisite: Enrollment is by audition only. This band will focus on performance goals as they develop the musical skills needed to play challenging repertoire. Music will be drawn from a variety of styles which may include: classical, jazz, Broadway, movie soundtracks, and pep band music. Practice and participation in concerts is required. Students are responsible for renting or owning their own instrument. This group will perform pep band music at some varsity games and attendance at those games will be required.

☐ **Music 40: Jazz Band:** 10 credits. Prerequisite: Enrollment is by audition only. This jazz ensemble will study, practice, and perform jazz music. Students will develop skills in improvisation. A significant amount of the "homework" for this class will be listening to great jazz performers. This class is open only to those students who are enrolled in a Peak to Peak musical ensemble, with the exception of those who play the piano or guitar. Performance in concerts is required. This class may meet before, during, or after school.

☐ **Music 50: Concert Orchestra:** 10 Credits. Prerequisite: Three years of string instrument study, previous orchestral experience, or permission of the instructor. High school students with string experience will enjoy working on a variety of music to improve skills in intonation, balance, sound production, music theory, and ensemble performance. Music reading will introduce students to a variety of music from different cultures and eras. All students are responsible for acquisition and maintenance of their own string instrument.

☐ **Music 55: Chamber Orchestra:** 10 Credits. Prerequisite: Enrollment is by audition only. This class may meet before, during or after school. Designed for advanced string players, chamber orchestra will challenge each student to perform at a high level of skill in an ensemble setting. This orchestra will emphasize sound production, solid technique development, advanced music theory, and ensemble performance. Students should have sound music reading skills and will be assigned progressively more difficult music. All students are responsible for acquisition and maintenance of their own string instrument.

☐ **Music 80: Music Senior Project:** 10 credits. Prerequisite: Permission of the advisor. The student selects a faculty advisor and prepares and submits a written proposal for an advanced musical project. Together, the student and faculty advisor will map out deadlines for different stages, including composition, rehearsals, procuring musicians, and final performance. The student may conduct or do the musical direction for another conductor or performer, perform alone, or with others. Each student will be assessed on responsibility as well as the end production.

☐ **Music 90: Advanced Placement Music Theory:** 10 credits. Weighted. Prerequisite: Students should be able to read and write musical notation, have performance skills in voice or on an instrument, and have the permission of the instructor. This course is for ambitious and gifted music students who plan to continue their studies in music in college. It will develop students' ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will take the Advanced Placement exam. (*offered 2005-2006*)

☐ **In-School Student Aide 10:** 5 credits. Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval. This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement.

## Theater

The Theater Department strives to provide a comprehensive introduction to the various dramatic arts as well as production techniques and processes. High school level will emphasize producing plays and musicals. Since a majority of the jobs in theater are behind the scenes, Peak to Peak will educate students in all areas of production. In addition to acting, students will be given the opportunity to learn all areas of technical theater including but not limited to: scene design, stage lighting, costuming, and sound design. Students become familiar with job hierarchy and the multitude of positions in a professional theater organization. Students are encouraged to participate in both the performance and technical sides of theater, and experience as many different facets of theatrical production as possible.

☐ **Theater 10: Introduction to Theater and Performance:** 5 credits. No prerequisite. This course introduces students to the art of theater. It examines the reflective and corrective qualities of theater, types of plays and performance events, and the role of the actor in the art form. Students learn about the structure and organization of working theaters, different types of theater facilities, and hierarchical relationships within

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producing theaters, theater vocabulary and etiquette. Intensive study is given to twentieth century acting styles and processes. Students perform in class.

## English

The English Department challenges students to strive for mastery in all areas of language arts in order to become excellent scholars in all disciplines. The department promotes effective expression, critical thinking, and life-long learning. Department members regularly call on one another to provide assistance, inspiration, feedback and guidance, to share strategies and information, and to support one another through peer observations and review. Department members are committed to fostering in every student a passion for literature and a love of reading and writing. English classrooms are nurturing environments where students of all abilities feel safe to take risks and challenge themselves. English Department teachers encourage, celebrate, and champion their students.

**Graduation Requirement:** Peak to Peak students must successfully complete four years of English selected from English 10, 12, 15, 20, 25, 30, 35, 40, 90, 92.

**English 10: Composition & Literacy:** 10 English credits/10 general credits. Taken as needed. This two-period course is designed for the students who are not yet reading or writing at the high school level. This is a writing, reasoning, and analysis skills course that will provide intensive instruction in the development of writing, analysis, and public speaking skills so that students are prepared for critical reading and writing in World Literature and/or British Literature. Students will learn to craft and refine opinion essays, and compare and contrast essays, responses to literature, historical analysis, short stories, poetry, and oratory. Students will use the Six Traits Writing Model to improve all areas of writing. Students will study a variety of fiction and nonfiction texts to analyze the structure and composition techniques, as well as the literary elements. This is a one-year course that gives students an opportunity to bring their work up to grade level in reading and writing. After one year, all students are recommended either for World Literature or British Literature, depending on their accomplishments. If students do not successfully meet grade-level standards at the end of one year, they may be required to continue their enrollment in the Literacy course as a supplement to their regular English class.

**English 12: World Literature:** 10 credits. No prerequisite. This survey literature course introduces students to close and critical reading and responding (orally and in well-crafted writing) to significant works (novels, short stories, essays, plays, and poetry) by a variety of authors from different times and places in history. Students will be introduced to literary analysis and will be given many opportunities to discuss literature and apply writing skills to the development and refinement of literary arguments.

**English 15: World Literature Honors:** 10 credits. Weighted. Prerequisite: consent of instructor. This is a faster paced and more rigorous course than World Literature, designed for the student who wants an extra challenge and is willing to accept significant responsibility for the learning process. Topics covered are the same as those in World Literature.

**English 20: British Literature:** 10 credits. Prerequisite: English 10 or 12 or 15. This survey literature course will provide students with a thorough knowledge of major British novelists, poets, and playwrights from the Anglo-Saxon era to the 20th century. Students will respond to literature in a variety of written forms and oral forms, refining analytical abilities. Close readings, literary research and oral presentations will consider not just text but also the author, social climate and historical factors.

**English 25: British Literature Honors:** 10 credits. Weighted. Prerequisite: English 12 or 15 or consent of instructor. This is a faster paced and more rigorous course than British Literature, designed for the student who wants an extra challenge and is willing to accept significant responsibility for the learning process. Topics covered are the same as those in British Literature.

**English 30: American Literature II:** 10 credits. Prerequisite: English 20 or 25. This survey literature course will provide students with a thorough knowledge of major American literary works, considering extra-textual factors in analysis. Students will engage in close critical reading and responding (orally and in well-crafted writing) to significant works (novels, short stories, essays, speeches, plays, and poetry) from major American authors from a variety of regions and eras. In addition to essays, critical discussions and oral presentations, students will complete literary research projects.

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☐ **English 35: American Literature II Honors:** 10 credits. Weighted. Prerequisite: English 20 or 25 or consent of instructor. This is a faster paced and more rigorous course than American Literature, designed for the student who wants an extra challenge and is willing to accept significant responsibility for the learning process. Topics covered are the same as those in American Literature.

☐ **English 40: English Seminar:** 10 credits. Prerequisite: English 30 or 35. English Seminar is a survey literature course that emphasizes preparing students for college-level work. This is both a literature and composition class using a variety of genres and authors. The class emphasizes essays required for college applications. (*offered 2005-2006*).

☐ **English 50: Forensics (Speech & Debate):** 5 credits. No prerequisite. This course will introduce students to the craft of developing arguments and speeches for debate, extemporaneous speaking, oratory, and other areas of competitive forensics. This course may be repeated for credit.

☐ **English 60: Journalism (Newspaper):** 10 credits. No prerequisite. This elective course studies the fundamentals of journalistic procedure and writing while it produces the school newspaper. Students will design layouts, write articles, take photographs, produce page proofs, and assume financial responsibility for producing the newspaper by soliciting advertisements. Students must be willing to work outside of class to meet publication deadlines. This course may be repeated for credit.

☐ **English 70: Yearbook:** 5 credits. No prerequisite. This course is taught after school hours and during Access period. After school sessions are typically weekly, lasting approximately 3 hours each. Students work with a computer program to produce the annual yearbook. Students will learn to create design layouts, write articles, take photographs, proof pages, and assist with the financing and production of the yearbook. Students *must* be willing to work outside of class to meet publication deadlines for all aspects of the yearbook. This course may be repeated for credit.

☐ **English 90: Advanced Placement Literature and Composition:** 10 credits. Weighted. Prerequisites: 30 English credits and consent of instructor. This course prepares students to take the AP Literature and Composition examination in May. The course outline and readings will closely follow the description issued by the College Board. This course will require challenging reading drawn from the AP reading list and students will write critically in response to these literary works. Students should consider the reading and writing load when planning the remainder of their course schedule.

☐ **English 92: Advanced Placement Language and Composition:** 10 credits. Weighted. Prerequisites: 30 English credits and consent of instructor. This course prepares students to take the AP Language and Composition examination in May. The course outline and readings will closely follow the description issued by the College Board. This course will require challenging reading drawn from the AP reading list and students will write critically in response to these literary works. This course emphasizes critical thinking for a variety of purposes and responding to non-fiction material as per the AP exam. Students should consider the reading and writing load when planning the remainder of their course schedule. (*offered 2005-2006*).

☐ **In-School Student Aide 10:** 5 credits. Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval. This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement.

## Health & Wellness

Health Education introduces students to information necessary to make smart decisions throughout their lifetime. The material presented is relevant to everyday life and takes into account the diverse physical, emotional, social, and intellectual needs of high school students. Subjects include wellness, nutrition and diet, components of fitness, substance abuse and gateway drugs, disease awareness, personal well-being, and sexual education.

**Graduation Requirement:** Students must successfully complete one 5-credit course in health and wellness. It is recommended that Health & Wellness be taken in 10<sup>th</sup> grade.

☐ **Health & Wellness 10:** 5 credits. No prerequisite. This course will focus on healthy lifestyle choices, including nutrition, exercise, stress management, drug and alcohol abuse awareness, personal safety, setting limits, and human sexuality.

## Mathematics



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The Mathematics Department strongly believes that mathematics is an important and essential discipline. Mathematics not only facilitates a pattern of logical thinking but also presents a system of valuable skills that are applicable to one's everyday life. Thus, our primary goal is to help our students understand the value of mathematics and then provide them with the skills they need to achieve their full potential in this field of study. We will accomplish this in the following manner:

- Require our students to understand the concrete and abstract concepts of mathematics as well as demonstrate an ability to apply those concepts in their everyday lives
- Challenge our students to be responsible and active learners who confidently communicate their learning to others
- Maintain high expectations of our students
- Let our students know we believe in their ability to succeed in math
- Make our very best effort to place students at a level where they are challenged yet successful
- Strive to maintain a quality education for our students and regularly seek to improve our classroom pedagogy

**Graduation Requirement:** Peak to Peak students must successfully complete three years or 30 credits of mathematics. Beginning with the graduating class of 2010, Peak to Peak will require 40 math credits in accordance with newly-approved Colorado requirements. Furthermore, students are encouraged to take four full years of mathematics as recommended for college admission to the University of Colorado, University of California, and many other selective public and private colleges. Many engineering schools require four years of mathematics and strongly recommend calculus. Any course below Math 10: Algebra I in Peak to Peak's math course pathway does not receive high school credit.

☐**Math 10: Algebra I:** 10 credits. Prerequisite: Pre-Algebra. In this course, students will cover operations with integers, expressions, order of operations, exponents, scientific notation, properties and axioms, solving of one-step and multi-step equations, quadratic equations and the quadratic formula, polynomials, graphing, and probability. NOTE: After this course, students will be ready to continue their work in Algebra II but will not have enough background to take Algebra II/Trigonometry Honors without additional independent work.

☐**Math 15: Algebra I Honors:** 10 credits. Weighted. Prerequisite: Pre-Algebra Honors. Algebra I Honors is designed for the student who needs little to no review of solving multi-step equations or order of operations. This fast-paced course covers polynomials and factoring with symbol manipulation, quadratic equations, their graphs, and complex numbers, linear equations and systems, radicals, rational expressions and equations, functions, trigonometry, and an emphasis on word problems.

☐**Math 20: Geometry:** 10 credits. Prerequisite: Algebra I. In this course, students will study Euclidean geometry combined with an Algebra review of linear and quadratic equations and systems and polar coordinates. Topics will include properties and theorems of points, lines, rays, polygons, circles, planes, congruence, parallelism, perpendicularity, and similarity. Further investigation will follow into calculation of volume, area, and perimeter of plane and solid geometric figures, basic trigonometry, Pythagorean theorem, coordinate geometry, and introductory methods of proof.

☐**Math 25: Proof Geometry Honors:** 10 credits. Weighted. Prerequisites: Algebra I Honors and department recommendation. Students will study Euclidean geometry with a more detailed emphasis on inductive and deductive reasoning and will be asked to demonstrate their knowledge of the material primarily by way of proof. Topics include properties of points, lines, rays, planes, polygons, circles, spheres, congruence, parallelism, perpendicularity, similarity, transformations, basic trigonometry, calculation of area/perimeter/volume, and the Pythagorean theorem along with other theorem work.

☐**Math 30: Algebra II:** 10 credits. Prerequisite: Algebra I. Students will continue with the study of Algebra I through more complex topics like factoring, linear systems, rational and radical expressions and equations, rational and irrational numbers, inequalities, and specific families and the vocabulary of functions, i.e. quadratic, exponential, and logarithmic, and word problems associated with those functions.

☐**Math 35: Algebra II/Trigonometry Honors:** 10 credits. Weighted. Prerequisites: Algebra I Honors, Proof Geometry Honors, and consent of instructor. This fast-paced course is intended for math students who need little to no Algebra I review of basic concepts like graphing of lines, substitution/elimination, solving equations, exponents, factoring, and the quadratic formula. In this course, students study and perform operations with all functions such as linear ones with a two and three-dimensional analysis, quadratic functions, exponential and logarithmic functions, and all trigonometric functions and their inverses. Topics include: function vocabulary, Cramer's Rule, linear programming, introduction to vectors, solving quadratic equations and analyzing them graphically with real or imaginary solutions, exponential growth and decay, all logarithm properties, financial applications, sequences and series, probability through combinations and permutations, trigonometric ratios, formulas, the unit circle, and the law of sines and cosines.

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☐ **Math 40: Pre-Calculus:** 10 Credits. Prerequisite: Algebra II. This course includes the study of polynomial functions, equations, rational functions, matrix algebra, logarithm and exponential functions, conic sections, and the three dimensional coordinate system. It also includes the study of circular functions, special angles, graphs, identities, inverse trigonometry functions, solutions of right and oblique triangles, and polar coordinate systems and their applications.

☐ **Math 45: Pre-Calculus Honors:** 10 credits. Weighted. Prerequisite: Algebra II Honors. Students will take this course as direct preparation for the AP Calculus BC course next year. Topics will include function work with composition and inverses, extensive graphical analysis of functions' maxima, minima, bounds, zeros, intercepts, asymptotes, end behavior, transformations, polynomial functions, matrix algebra, conic sections, the three dimensional coordinate system, vectors and their applications, circular functions, trigonometric graphs and their amplitude, period, frequency, phase shift, parametric equations, and the polar coordinate system.

☐ **Math 50: Formal Logic:** 5 credits. Weighted. Prerequisite: Algebra II at any level and taken concurrently with AP Statistics. Logic is the study of the rules of good reasoning. The definitions, principles, and techniques covered in this class form the basis of contemporary mathematics, set theory, and computer science. (*offered 2005-2006*)

☐ **Math 55: Math Topics:** 10 credits. Prerequisite: Algebra II at any level. This course includes a mix of interesting and applicable math topics like codes, the mathematics of finance, logic, marker chains and game theory/strategy, sequences and series, modular arithmetic, advanced probability and statistics, topics with graphing calculators, and some abstract algebra. (*offered 2005-2006*)

☐ **Math 90: Advanced Placement Calculus AB:** 10 Credits. Weighted. Prerequisite: Pre-Calculus Honors or Pre-Calculus and recommendation of the instructor. This course is for highly motivated and mathematically able students who are ready for calculus but are not yet ready for the intensity and the advanced concepts of the AP Calculus BC class. Advanced Placement Calculus AB examines the theory of limits, differentiation, functional analysis, and integration. Students develop their knowledge of calculus through applications of differentiation and integration. This course is designed to prepare students to take the AP Calculus AB exam in the spring. Depending on their level of achievement on the AP exam and the college of attendance, students may be awarded college credit at college entrance.

☐ **Math 92: Advanced Placement Calculus BC:** 10 credits. Weighted. Prerequisite: Pre-Calculus Honors. This course is for students with superior motivation and ability in mathematics. AP Calculus BC is a full year course in the calculus of functions of a single variable. The AP Calculus BC course reviews the topics addressed in AP Calculus AB and, additionally, covers improper integrals, infinite series, the calculus of parametric and polar curves, L'Hôpital's Rule, vector functions, and applications of integrals. This course is designed to prepare students to take the AP Calculus BC exam in the spring. Depending on their level of achievement on the AP exam and the college of attendance, students may be awarded college credit at college entrance.

☐ **Math 94: Advanced Placement Statistics:** 5 Credits. Weighted. Prerequisite: Algebra II Honors and taken concurrently with Formal Logic. This course is designed to be equivalent to a one-semester, introductory, non-calculus based college course in statistics. The purpose of this course is to introduce students to the major concepts and tools for collection, analyses, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data: observing patterns and departures from patterns, 2) planning a study: deciding what and how to measure, 3) anticipating patterns: producing models using probability and simulation, 4) statistical inference: confirming models. Students who successfully complete the course and AP exam may receive college credit and/or advanced placement for a one-semester college statistics course. (*offered 2005-2006*)

☐ **In-School Student Aide 10:** 5 credits. Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval. This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement.

## Physical Education

The Physical Education Department fosters a love of physical activity and play in order to develop a life-long pursuit of physical fitness. The department focuses on the development of fair play, cooperation, and self-esteem, with an emphasis on skill development, knowledge, and practice. Department members share new strategies for teaching, provide feedback, and support one another. The staff mentors new teachers and communicates with others to coordinate sport and game units that work well together. Teachers within the

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Physical Education Department will encourage and promote a positive environment where students are safe, are empowered to take risks, and are successful.

**Graduation Requirement:** Students must successfully complete at least 10 credits of physical education. Students who participate in extracurricular or outside sports or athletic activity may receive credit for physical education; credit will be determined on an individual basis. Appropriate documentation must be completed by the student, family, and coach and must be pre-approved each time credit is requested. No more than five units of P.E. credit may be earned in this manner in any school year. P.E. courses may be repeated for credit. A student who wishes to receive an exemption from a P.E. course or the P.E. requirement must submit a P.E. exemption request, prior to the registration deadline for the applicable semester, for consideration by the Academic Affairs Committee. *A new P.E. exemption request must be submitted for each semester in which the exemption will apply.*

Future P.E. offerings, dependent on student interest and facilities available, may include specialized sports, weight training, and strength conditioning.

**PE 10: Non-Competitive Physical Education:** 5 credits. This class consists of a variety of sports and games as well as a fitness component that focuses on the development of skills with an emphasis on fun and non-competitive play. Some examples of sports and activities are Frisbee, rock climbing, running/ jogging, weight lifting, badminton, circus arts, fitness training, ringo, new games, and many other activities and sports. The course incorporates an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.

**PE 20: Physical Education:** 5 credits. This class consists of a variety of sports and games as well as a fitness component that focuses on being competitive and participating at a level of intensity that is greater than the non-competitive P.E. class. Some examples of sports and activities are flag football, soccer, basketball, volleyball, ultimate Frisbee, hockey, and many other activities and sports. The course incorporates an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.

**PE 30: Athletic Weights & Conditioning:** 5 credits. Prerequisite: Signature of coach or instructor consent. The purpose of this course is to provide student-athletes an opportunity to maximize their physical and mental potential in their selected areas of sports. The unique needs of both male and female athletes will be considered and instruction methods will be adjusted accordingly. Students will learn the proper techniques and form to operate the equipment in the weight room. Stretching techniques will be emphasized, as well as how to design the proper diet. Students will learn how and when to increase the intensity of their individual workout program. Goal setting, creating a positive mental mindset for competition, and leadership skills will also be a component of this course.

**In-School Student Aide 10:** 5 credits. Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval. This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement.

## Science and Technology

The Peak to Peak Science Department seeks to create excitement for, and excellence in, the pursuit of knowledge and understanding of the natural world. Students are asked to approach scientific problems both critically and creatively, while developing a fundamental understanding of science as a thought process and applying those skills to real world situations in all disciplines. Specifically, students will be encouraged to develop their abilities to interpret current events, both scientific and otherwise, using inquiry and logic-based thought.

Many of the department's courses are heavily lab-based, promoting the philosophy that the acquisition of scientific understanding is best derived from experimentation and not simply the memorization of facts. Students are actively encouraged to explore their interests above and beyond the scope of the classes with full faculty support. The department will work closely with other departments, especially social studies, health, and math, to build strong interdisciplinary projects.

Science is a constantly evolving discipline and, consequently, the science faculty is dedicated to achieving and maintaining the highest level of scientific expertise, with a current knowledge of today's struggles and breakthroughs in the sciences. In addition to providing challenging honors and AP science classes, the science department is dedicated to helping students broaden their skills and breadth of knowledge by offering challenging electives and individual research opportunities. The ultimate goal of the department is to create in

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the students a long-term love of learning and a methodology to use in interpreting and understanding the world around them—abilities to last and serve a lifetime.

Science and technology go hand-in-hand in today's world and an understanding of the technology behind modern living is essential to being successful in college and in most careers. For this reason, Peak to Peak expects each of its graduates to have facility with and an understanding of technology and its role in modern society.

**Graduation Requirement:** Peak to Peak students must successfully complete three years of laboratory science, selected from Science 10, 20, 25, 30, 35, 40, 45, 90, 92 or 94. A fourth year of science is required by many engineering schools and is strongly recommended for students contemplating a college major in science, math, or the social sciences. Peak to Peak students must also successfully complete 5 credits in Technology.

☐ **Science 10: Environmental Science:** 10 credits. This introductory class provides a solid foundation for Science 20 and Science 30 by providing depth in the areas of life, physical, and earth science and chemistry. Topics include molecular and cellular structure and function; communities; ecosystems; basic body systems; genetics and evolution; history of the earth; weather and climate; astronomy; mechanics; electromagnetism; acid and base reactions; and fermentation, respiration, and photosynthesis. Students learn research skills by investigating current problems in these topics. (*offered 2005-2006, as needed*)

☐ **Science 20: Biology I:** 10 credits. Prerequisite: Math 10. In this introduction to the science of biology, students will explore molecular and cellular structure and function; cellular organization; cellular life functions (fermentation, respiration, photosynthesis); heredity; evolution; molecular genetics; evolutionary patterns and relationships; phylogenetic classification; animal and plant reproduction; growth and development; structural, physiological, and behavioral adaptations; population dynamics; communities; ecosystems; and global issues. Laboratory exercises will introduce safe and correct laboratory technique, research documentation, and reporting.

☐ **Science 25: Biology I Honors:** 10 credits. Weighted. Prerequisite: Math 10. This is a faster paced and more rigorous course than Biology I, designed for the student who wants an extra challenge and is willing to accept significant responsibility for the learning process. Topics covered are the same as those in Biology I.

☐ **Science 30: Chemistry I:** 10 credits. Prerequisite: Science 20 or Science 25. Students will explore the structure of matter; understand chemical and physical changes; write and balance chemical equations; make calculations related to chemical reactions; understand the structure and use of the periodic table; use the periodic table to compare, contrast and predict chemical interactions; describe the role of energy during chemical reactions; understand and use safe laboratory work habits; and learn to conduct, document, and report laboratory results. Additionally, the course will introduce basic reactions and nomenclature of organic compounds and concepts of nuclear decay.

☐ **Science 35: Chemistry I Honors:** 10 credits. Weighted. Prerequisite: Science 20 or 25. This course is designed for the student wishing to accelerate in the field of chemistry. The course covers topics similar to those covered in Chemistry I, which includes the study of matter, its composition and interactions, periodicity, and chemical reactions. A strong emphasis will be placed on problem solving and the process of science. There will be a strong lab component to the course with the goal of preparing students for the AP Chemistry program.

☐ **Science 40: Physics I:** 10 credits. Prerequisite: Math 30. Students will see the world in a whole new light as they explore the world around them using the tools of physics. How does a microwave oven really cook food? What keeps an airplane in the air? How does a curveball work? We'll find out! Along the way, students will explore Newtonian mechanics (work, energy, power, motion, momentum, gravity, mass); temperature and heat, kinetics and thermodynamics, ideal gases, electricity and magnetism, waves and optics, atomic and nuclear physics. This is a lab-based class so students will understand and use safe laboratory work habits. They will learn to conduct, document and report laboratory results.

☐ **Science 45: Physics I Honors:** 10 credits. Prerequisite: Math 30. Weighted As with all honors level science courses, honors physics is for the student with a high level of interest in the field and a strong interest in pursuing a career in the sciences. This is a faster paced and more rigorous course than Physics I, designed for the student who wants an extra challenge.

☐ **Science 50: Anatomy/Physiology:** 10 credits. Prerequisites: Science 20 or 25 and Science 30 or 35. This is a full-year course in anatomy and physiology, with laboratory dissections playing a key role in the curriculum. The course is designed for those students wanting a depth of understanding in the structure and function of the human body. Focus will be at both micro and macro levels reviewing cellular functions, biochemical processes, tissue interactions, organ systems, and the interaction of those system as it relates to the human organism. This course will be appropriate for college bound students who are considering a health sciences career.

☐ **Science 90: Advanced Placement Biology:** 10 credits. Weighted. Prerequisites: Science 20 and Science 30 and departmental approval. This is a full-year course in general biology as commonly offered to college

*I will strive to achieve excellence in scholarship and character.* — Peak to Peak's Honor Code freshmen. Topics include molecules and cells, heredity and evolution, organisms, and populations. The basic themes of science as a process, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature, and science, technology, and society are woven throughout the course. The course also lays heavy emphasis on laboratory investigations, with 12 required labs designed specifically for AP Biology. Students in this class will take the AP exam.

☐ **Science 92: Advanced Placement Chemistry:** 10 credits. Weighted. Prerequisites: Science 20 or 25 and 30 or 35 and Math 30. This course is a full-year course in general chemistry as offered in typical colleges. Topics include structure of matter, states of matter, reactions, equilibrium, and laboratory experiments with known and unknown substances. A college-level chemistry textbook will be used, and the specific course topics and exercises will be adapted to meet the current AP syllabus as outlined by the College Board. Students in this class will take the AP Chemistry exam.

☐ **Science 94: Advanced Placement Physics:** 10 credits. Prerequisites: Science 40 and completion of or concurrent enrollment in Math 90 or 91. Weighted. This is a full-year course in calculus-based physics as offered in a typical college program. Topics are similar to those covered in Physics I, with the addition of kinematics and dynamics, circular motion and rotation, oscillation, electrical circuits, magnetostatics, electromagnetism, and nuclear reactions, though the topics are covered to greater depth and with increased mathematical rigor. Extensive use is made of graphing calculators, and laboratory exercises include the design, conduct, analysis and communication of results. Students in this class will take the AP exam. (*offered 2005-2006*)

☐ **Technology 10: Research and Information Technology:** 5 credits. No Prerequisite. Peak to Peak students must successfully complete this course or pass a practical examination to demonstrate competence in the use of information sources and technology. This one-semester class provides a general introduction to computer and information technology. Subjects include computer architecture, the Internet, an introduction to computer software and programming, ergonomic issues, human - computer interfaces, databases, and computer networks.

☐ **Technology 20: Introduction to Computer Programming:** 5 credits. No Prerequisite. Students learn how computers work and how computer programs function. A variety of tools are used to introduce these concepts. Students are introduced to the C programming language and write a series of programs in C. The final project for this class is a complete computer game or other application written by the student.

☐ **Technology 30: Advanced Computer Programming:** 10 credits. Prerequisite: Math 10, Technology 10, or teacher recommendation. Students receive a solid grounding in the fundamentals of computer programming and software engineering. Students design, build, and test increasingly complex programs using real-world scenarios. During the first semester, topics include program design (from requirements through documentation, testing, and maintenance), algorithms, control structures, data structures, user interface design, debugging techniques, runtime environments, and software testing. Students program in C and complete weekly programming and design exercises during the semester. During the second semester, students build on the concepts listed above and also receive instruction in object-oriented programming methods using Java. Emphasis is on proper object and class library design.

☐ **Technology 90: Advanced Placement Computer Science AB:** 10 credits. Prerequisites: Technology 20 and Math 30. Math 50 (Formal Logic) may be helpful. This is a full-year course in computer science as taught to college freshmen. Topics include design (problem definition, program design), program implementation, control abstraction, data abstraction, I/O, control (sequential, conditional, iterative, and recursive repetition), testing, debugging, exception handling, analysis of algorithms, numerical methods, data structures (data types, records, arrays, linked lists, stacks, queues, trees), and standard algorithms for searching, sorting, list, and tree operations, dynamic data structures, computer systems and networks, privacy, responsible use, and legal issues. Beginning in the 2003-2004 school year, this class switched to Java, following the change in the AP Computer Science curriculum. Students in this class will take the AP exam. (*offered 2005-2006*)

☐ **In-School Student Aide 10:** 5 credits. Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval. This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement.

## Social Studies

The Social Studies Department engages its students in a learning process in which every student's ideas and participation is valued. Students are encouraged to be intellectually curious, seek multiple perspectives in

*I will strive to achieve excellence in scholarship and character.* — Peak to Peak’s Honor Code reading and discussion, and question what they read and hear in and outside of the classroom. Critical thinking skills are taught and supported at each level as students address historical triumphs and tragedies. To achieve these goals, department members model collaboration, self-evaluation, flexibility, motivation, and openness to constructive criticism as a means to improving how they teach each day. Ultimately, the department’s objectives are: to excite students about history and lifelong learning, to attend to students’ academic needs, and to assist students in achieving their academic potential.

To motivate student involvement in the school and local communities, the department promotes creative decision-making, engages students in current events and international affairs, and teaches the skills necessary to help students become active and engaged citizens. Department members make history relevant and challenge their students to grasp the interdependence of diverse peoples and cultures, both past and present. Character development is intrinsic to the social studies curriculum across all levels. As the school grows, the department is committed to re-evaluating the direction of its curriculum and course offerings. The addition of new electives and college prerequisites over time, in conjunction with a firm grasp of student needs, will keep the department’s students inspired throughout their high school careers and beyond.

**Graduation Requirement:** Peak to Peak students must successfully complete three and a half years of history and geography, which must include Civics 10 or 90, Geography 10 or 90, History 10 or 15, History 30 or 90, or History 40, 92, or 94.

**□Civics 10: United States Government:** 5 credits. Prerequisites: History 10. United States Government is a semester-long course normally taken during a student’s sophomore year. Topics include the U.S. Constitution; the founding beliefs and values that helped create the nation’s bicameral system; and the balance of rights among individuals, states, and the nation. Students discuss electoral politics, the separation of powers, responsibilities of each of the branches of government, and the influence of factions on the political system. The course traces the transformation of policies from the late eighteenth century to the present and integrates current events on a weekly basis.

**□Civics 90: Advanced Placement United States Government and Politics:** 5 credits. Weighted. Prerequisites: History 10 and department approval. Advanced Placement United States Government and Politics is a rigorous, semester-long course that covers materials and topics similar to those in Civics 10. In addition to learning the essential characteristics of the nation’s political system, students also prepare for the AP exam. Frequent essay writing, research projects, quizzes, and verbal assessments make this a challenging and engaging course.

**□Geography 10: Human Geography:** 5 credits. Prerequisites: History 10 and Civics 10. Students study local and world regions, climates, ecosystems, population issues, cities, international trade, environmental issues, natural hazards, and geographic technology.

**□Geography 90: Advanced Placement Human Geography:** 5 credits. Weighted. Prerequisites: History 10 and department approval. Similar in content to Human Geography 10, students are introduced to the systematic study of patterns and processes that have impacted human understanding, use, and alteration of the earth’s surface. Students employ spatial concepts and landscape analysis to understand human social organization and its environmental consequences. In addition, students prepare for the AP exam.

**□History 10: World History:** 10 credits. No prerequisites. World History is a general survey course covering a range of topics from prehistory to the post-Cold War era. The first semester will consider history from the beginning of human record through 1650 in Africa, Asia, Europe, the Americas, and Oceania. The second semester will address history in similar geographic regions from 1650 to the late twentieth century. Specific attention is paid to the key influences that allowed cultures and civilizations to grow, expand territorially, contract, and collapse, and to the contacts (trade, technology development and transfer, environment, epidemics, colonization, travel, inter-marriage, war) that shaped civilizations. At the same time, students are introduced to physical, cultural, and economic geography that shaped and transformed the studied cultures.

**□History 15: World History Honors:** 10 credits. Weighted. Prerequisite: Department approval. World History Honors is a general survey course covering the same topics as World History 10. Expectations for students in the course include more rigorous research and writing projects, greater depth of study for each of the topics addressed, and an increased workload outside of class.

**□History 30: Unites States History:** 10 credits. Prerequisites: History 10, Civics 10, and Geography 10. Unites States History is a required, year-long inquiry course generally taken during a student’s junior year. This course explores the events of America’s past and present through a diversity of perspectives and integrates concepts in geography, economics, politics, social science, current events, and international affairs. The course stresses how policies were determined; how wars were fought; and how gender, race, and multicultural issues have affected, and continue to affect, North American societies. The course traces early contact among Europeans, Native Americans, and Africans, summarizes the major wars, follows the creation of the Constitution, uncovers the socio-political forces affecting cross-cultural relations, interprets judicial rulings of the Supreme Court, and tackles contemporary political issues among other topics. Students are

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**History 40: World Religions:** 5 credits. Prerequisite: History 10. World Religions will immerse students in an intensive, semester-long exploration of the beliefs, practices, and history of religions around the world. Topics covered will include Hinduism, Buddhism, Islam, Christianity, Judaism, Jainism, Sikhism, Sufism, Shinto, Confucianism, Taoism, and indigenous religions around the world. Guest speakers, field trips and research projects will make this a challenging and engaging course.

**History 90: Advanced Placement United States History:** 10 credits. Weighted. Prerequisites: History 10, Civics 10, Geography 10 and department approval. Advanced Placement United States History is a detailed inquiry course that explores the events of America's past and present while engaging students in frequent debate, detailed research and writing projects, analysis of landmark Supreme Court decisions, and discussion of how U.S. policies impact the international arena. Similar to U.S. History, AP U.S. History integrates concepts in geography, economics, politics, social science, current events and international affairs. Rather than focusing entirely on the Advanced Placement exam, a rigorous American History curriculum challenges students to think critically while also learning to master Document Based Questions (DBQ) and free response portions of the AP exam.

**History 92: Advanced Placement World History:** 10 credits. Weighted. Prerequisites: History 10, Geography 10 and department approval. Advanced Placement World History is a rigorous, year-long inquiry course that explores in-depth the development of human civilizations from prehistory to the post-Cold War era in Africa, Asia, Europe, and the Americas. In addition, students will prepare for the College Board exam. Frequent essay writing and research projects will prepare the student for the three essay topics (document-based, change over time, and comparative) on the exam. This course is offered on a rotating basis with AP European History.

**History 94: Advanced Placement European History:** 10 credits. Prerequisites: History 30 and department approval. Weighted. This full-year course is designed to prepare highly motivated juniors or seniors in preparation for the College Board AP exam. The time period covered is approximately 1450-1970, and examines the high Renaissance to the recent past in Europe. Included in this course are college-level reading and resources, research and writing projects, critical thinking and analysis, practice with document-based questions, and historiography. This course is offered on a rotating basis with AP World History. (offered 2005-2006)

**In-School Student Aide 10:** 5 credits. Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval. This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement.

## World Language

The World Language Department strives to develop a greater awareness of and appreciation for other cultures through the study of modern languages. The department believes that through the exposure to other cultures when learning another language, students will not only have a better understanding of the global community but will also become more active in their role as world citizens.

As the department seeks to have the students learn the target language as effectively as possible, the emphasis in class will begin with oral and listening skill development with some reading and writing. As students gain oral fluency, the balance will shift to more reading and writing as the academic year progresses and as they take more advanced courses. The ability to communicate orally will always be an integral part of each course. The objectives of the World Language Department are to:

- Introduce world language as early as possible as part of the daily classroom experience
- Teach awareness of different language patterns and logic
- Develop a level of fluent and effective communication that allows the exchange of ideas, information, and opinions in our global society
- Foster awareness and appreciation for diversity in cultures, lifestyles, and values as found in the Francophone and Hispanic cultures
- Expand career possibilities by developing a marketable skill

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**Graduation Requirement:** Students must successfully complete Level 4 in a *single* world language or complete three years in a *single* language. Students are welcome to enroll concurrently in more than one language. Note that world language offerings will be based on sufficient enrollment.

☐ **Spanish 10/French 10:** 10 credits. No prerequisite. This class introduces students to the basic grammar and vocabulary needed to speak rudimentary Spanish/French in the present and past tenses. Students will acquire knowledge of these components: listening, speaking, reading, writing and culture. The class is conducted primarily in the target language, with some concept explanations in English. Students will communicate with the teacher and with one another in the target language through oral exercises in the text, paired, and group communicative exercises and daily conversation. Throughout the course of the year, students will move from set phrases to more spontaneous use of the language. Topics covered in the text include conversational phrases related to introductions and small talk, descriptions of people and things, family, professions, shopping, and eating in a restaurant. Students' vocabularies will be expanded to include a variety of topics not included in the text such as foods, animals, clothing, sports and recreational activities, and rooms and furniture in the house. The course follows the National Standards for Foreign Language.

☐ **Spanish 20/French 20:** 10 credits. Prerequisite: Spanish/French 10. This class expands upon and improves the skills that the student has acquired in Spanish/French 10. Additionally, the class introduces new grammatical structures, tenses, and vocabulary. The class is conducted in Spanish/French and students are expected to speak the target language during the class. Students have ample opportunity to speak in the target language by means of oral exercises from the text, conversational opportunities with the teacher and other members of the class, and frequent paired and grouped activities. By the year's end, the student will hold general conversations, speak in a comprehensible fashion, and understand what he/she hears. The student will be able to use, in both speaking and writing, the present tense, both past tenses, the future and conditional tenses, the imperative, and the present and past perfect tenses. The students will be able to use both the regular and irregular verbs in the tenses listed previously as well as have a mastery of object pronouns, reflexive verbs, and stem-changing verbs. The course follows the National Standards for Foreign Language.

☐ **Spanish 30/French 30:** 10 credits. Prerequisite: Spanish/French 20. Spanish/French 30 is the third course needed to fulfill the Peak to Peak foreign language graduation requirement. The content of the previous courses is reviewed and expanded to complete the first cycle of basic grammar, vocabulary, and culture. Content coverage occurs in greater detail and with rising expectations for performance. The class is conducted in Spanish/French, and students are expected to interact in Spanish/French. Major goals for this course are oral communication and vocabulary acquisition. Students read for information rather than purely for skill development. Composition work increases in frequency and length with greater emphasis on grammatical accuracy. French/Spanish grammar content is presumed to be mostly in place, although accuracy levels will vary. Present subjunctive is presented for the first time and strongly emphasized throughout the year. Commands, present perfect, past perfect, past (preterit), imperfect, future, and conditional verb tenses are reintroduced and frequently reviewed. Although other aspects of grammar are also reviewed, control of verb tenses is a major objective for the year. The course follows the National Standards for Foreign Language. Furthermore, level-appropriate materials (films, literature, etc.) will be used in this course.

☐ **Spanish 40/French 40:** 10 credits. Weighted. Prerequisite: Spanish/French 30. Spanish/French 40 is an advanced course in the Spanish/French language. By the end of the year, students will have acquired a strong level of oral and written proficiency in the language studied. Classroom activities will stress the oral production of language through debates, extended conversations on topics of interest to the students, and discussion of texts and grammar concepts studied. Students will complete their study of the finer points of grammar in the language. In addition, students will read authentic, non-edited texts in the target language. These texts may include novels, plays, poems, websites, and newspapers. Students will write in-depth essays on topics covered and texts read. Students who successfully complete this course should be able to hold conversations on any topic with native speakers of the target language. Furthermore, level-appropriate materials (films, literature, etc.) will be used in this course.

☐ **Spanish 90/French 90: Advanced Placement Spanish/French Language:** 10 credits. Weighted. Prerequisite: Spanish/French 40 or permission of the instructor. This course develops language skills (reading, writing, listening and speaking) at an advanced level. Students will express themselves fluently and competently in Spanish/French in both oral and written modes on topics of current interest or culture. Students will be able to understand and respond appropriately to speech in Spanish/French. Students in this class will take the AP exam. Furthermore, level-appropriate materials (films, literature, etc.) will be used in this course.

☐ **Spanish 92/French 92: Advanced Placement Spanish/French Literature:** 10 credits. Weighted. Prerequisite: Spanish/French 40 and English 20 or concurrent enrollment. This course aims to help students achieve a proficiency in reading, understanding, and critically analyzing representative works of Spanish/French literature. In Spanish, students can expect to read and write about works by authors such as Jorge Luis Borges, Federico Garcia Lorca, Gabriel Garcia Marquez, Ana Maria Matute, Miguel de Unamuno.

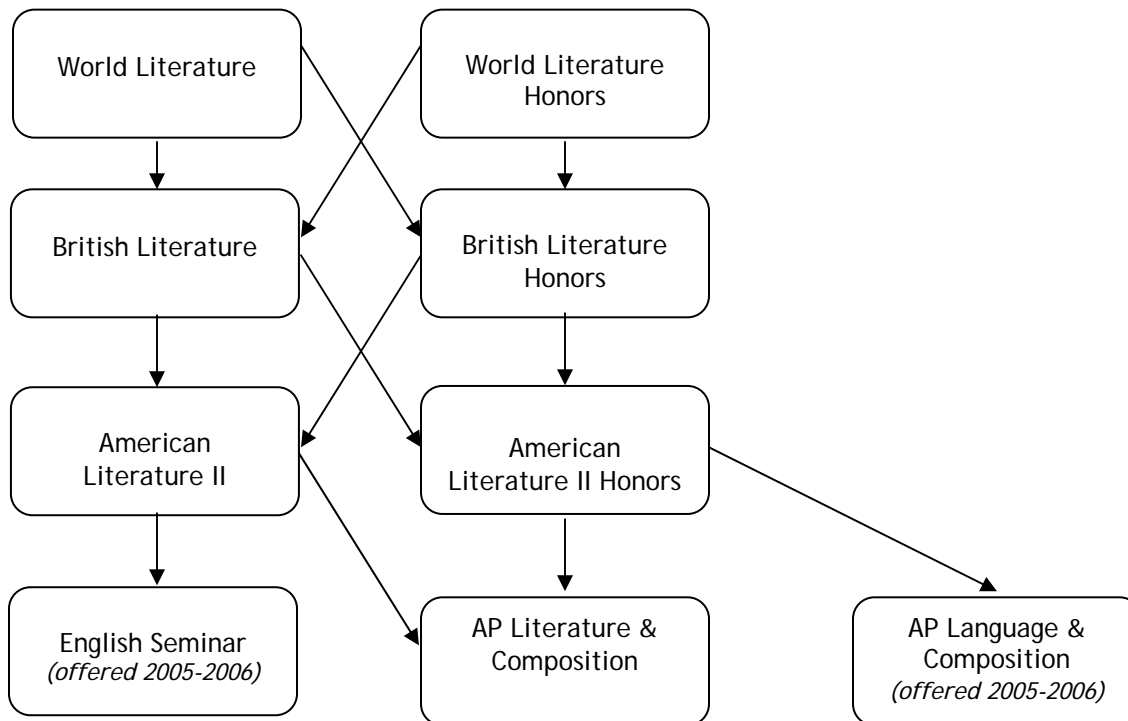


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In French, students can expect to read and write about works by authors such as Camara Laye, Maupassant, Voltaire, Molière, Giradoux, Baudelaire, La Fontaine, Labé, Hébert, Du Bellay and Apollinaire. Students in this class will take the AP exam. Furthermore, level-appropriate materials (films, literature, etc.) will be used in this course. (*offered 2005-2006*)

**☐ In-School Student Aide 10:** 5 credits. Prerequisite: minimum 2.5 GPA and administrator or faculty supervisor approval. This class is for the conscientious and trustworthy student who is interested in learning about various aspects of the school by providing service to the school community. Responsibilities may include assisting teachers in their classrooms, assisting principals, assisting office managers and other personnel, or helping with facility maintenance. Aide positions are available only with approval of the assistant principal and any appropriate supervisors. Students must maintain good academic standing and must complete mandatory training to be awarded in-school aide placement.

## CURRICULAR PATHWAYS IN ENGLISH

Peak to Peak High School

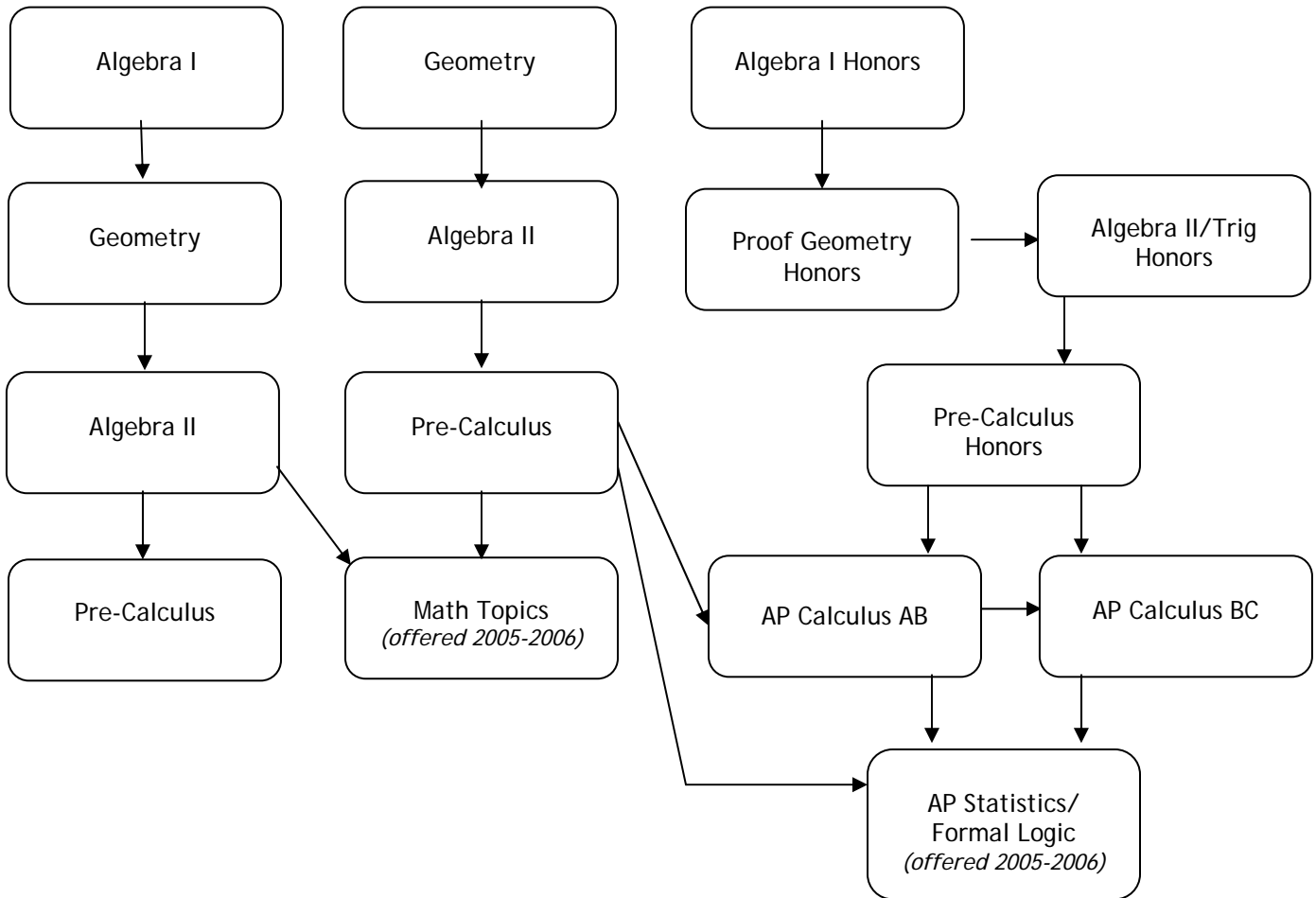


### Elective Choices



## **CURRICULAR PATHWAYS IN MATH**

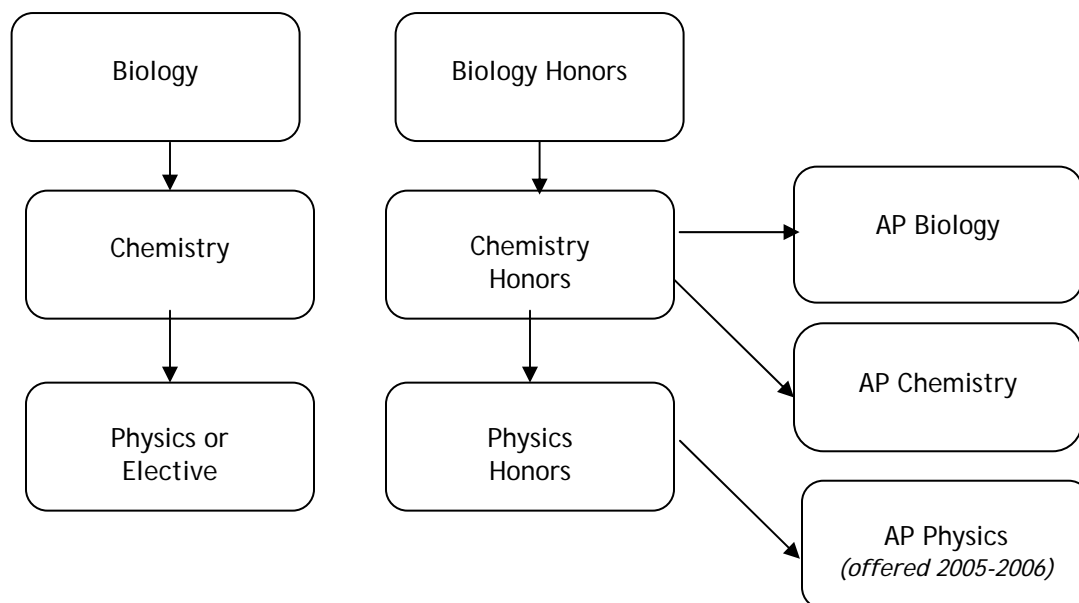
Peak to Peak High School



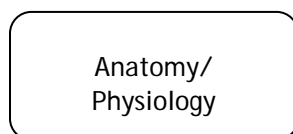
## CURRICULAR PATHWAYS IN SCIENCE & TECHNOLOGY

Peak to Peak High School

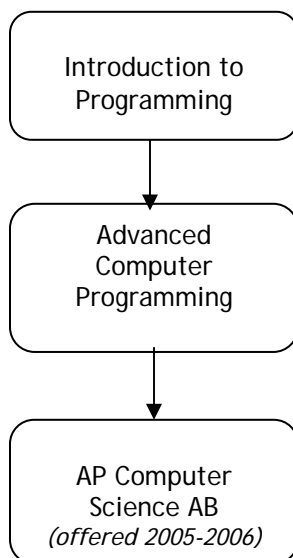
### Science



### Science Elective Choices

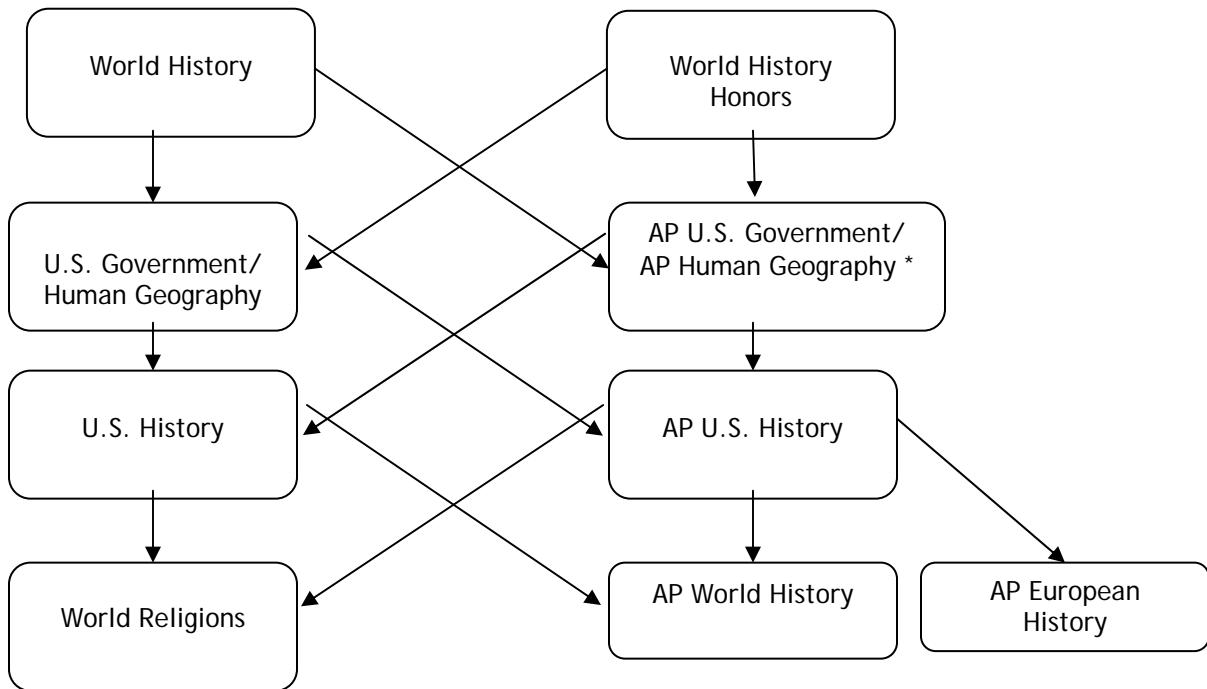


### Technology



## **CURRICULAR PATHWAYS IN SOCIAL STUDIES**

### Peak to Peak High School



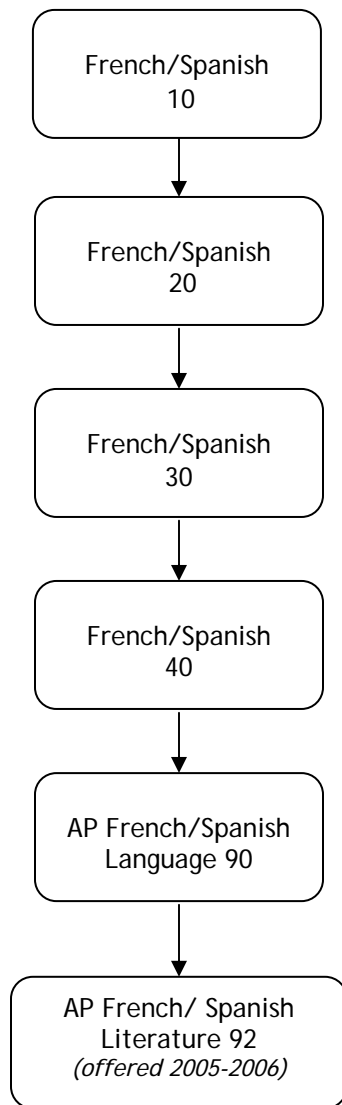
\* Incoming 9<sup>th</sup> grade students may enter at this course level, pending Social Studies Department

Possible elective additions for 2005-2006:

- Psychology
- Sociology
- Anthropology
- Economics

## **CURRICULAR PATHWAYS IN WORLD LANGUAGES**

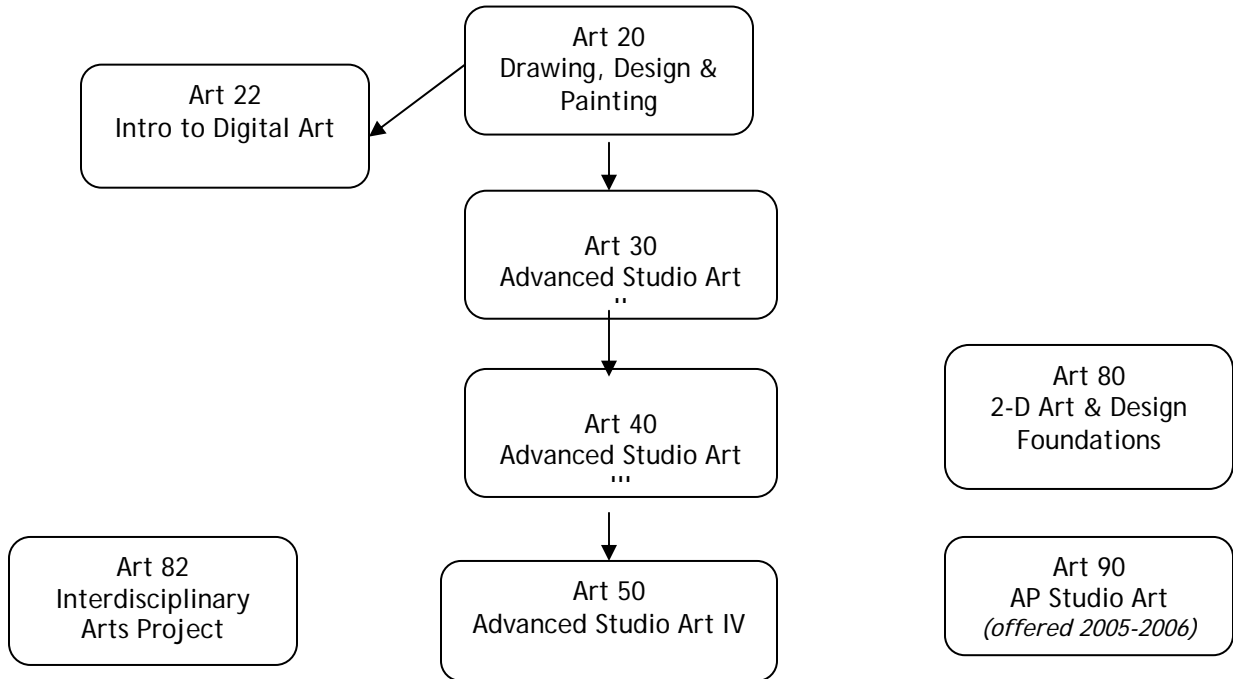
Peak to Peak High School



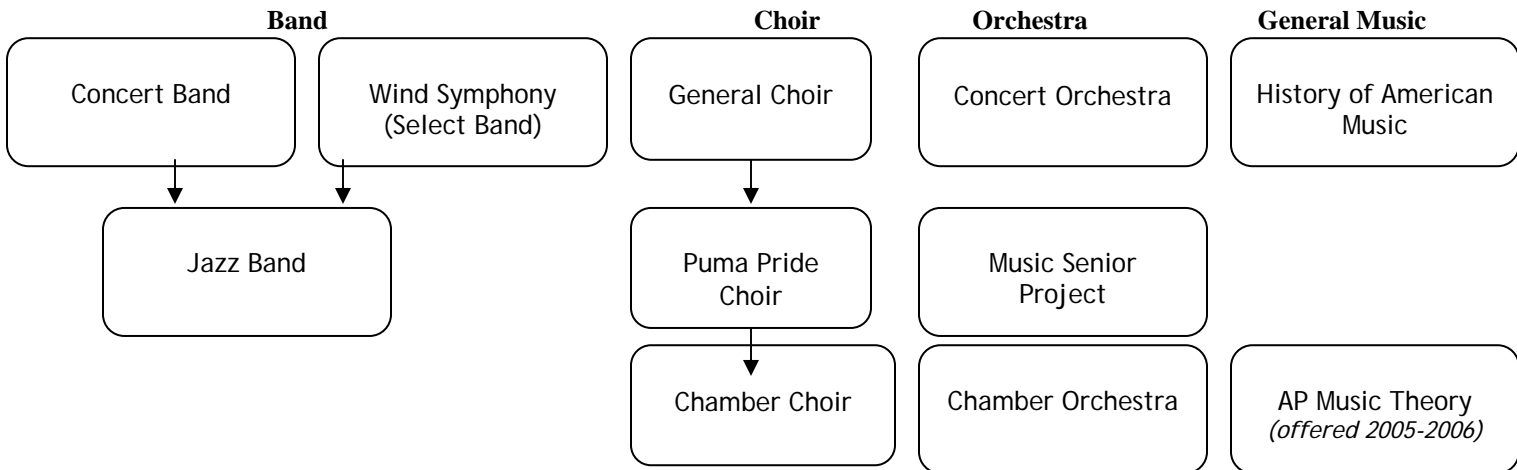
## CURRICULAR PATHWAYS IN THE ARTS, HEALTH, and PHYSICAL EDUCATION

Peak to Peak High School

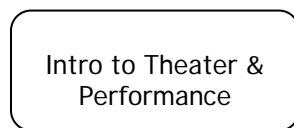
### Art



### Music



### Theater



## **Health & Wellness**

Health & Wellness

## **Physical Education**

Non-Competitive  
PE

Competitive  
PE

Athletic Weights  
& Conditioning

P.E. credits:

- 10 credits required for graduation
- 2.5 credits may be earned for each participation in school athletics or approved outside activity, with a maximum of 5 credits per year earned in this manner



*Appendix J. Peak to Peak Middle School Course Outline*

# Peak to Peak

**College Prep in a Small School Environment**

## **Middle School Academic Planning Guide and Course Description Booklet**

**2004-2005**



## Peak to Peak Overview

### ***What is Peak to Peak?***

Peak to Peak is challenging, liberal arts, college preparatory kindergarten through 12th grade public charter school designed to provide students with excellent preparation for entrance to the best colleges and universities. Peak to Peak intends to become known as one of the top 100 schools in the United States.

Charter schools, public schools with their own boards of directors, operate within local public school districts. Because they are public schools, charter schools receive public funding and do not charge tuition.

### ***Peak to Peak's Mission***

- Provide broad access to an exemplary K-12 liberal arts, college preparatory education that challenges students to achieve their academic potential.
- Be a community that values and recognizes scholarship, academic achievement and creativity.
- Provide an environment in which each student is known, respected and valued as an individual of great potential and promise.
- Prepare students to become active and responsible citizens of an interdependent world.

### ***Peak to Peak's Vision***

The Peak to Peak community will inspire students to fulfill their academic dreams for college, to develop their creative passions and athletic talents, and to become responsible citizens.

### ***History of Peak to Peak***

In early 1998, the founders envisioned a school climate of consistent, high expectations and encouragement for students to work hard and strive to achieve their full potential. Consultation with numerous top-ranked public and private colleges across the country led to the development of the required and elective courses at the high school level. The kindergarten through 8th grade program was designed to provide a continuous scope and sequence of skills and content that progressively builds students' foundation of knowledge and thoroughly prepares them for the rigorous high school program. Throughout the process, school founders consulted university professors, educators, community members, and other focus and charter schools to ensure the highest standards for Peak to Peak. In May 1999, Peak to Peak Charter School received approval of its contract from the Boulder Valley School District.

### ***Peak to Peak Differentiators***

- The school is small enough to ensure that each student is known and valued, but large enough to provide a variety of academic, athletic, and extracurricular activities. Peak to Peak students nurture their artistic talents in a variety of vocal and instrumental music classes, fine arts courses, and theatrical performances. Leadership skills are honed with involvement in student council, academic competitions, "Reading Buddies," the National Junior Honor Society, and other extracurricular activities.
- Peak to Peak recognizes that acquisition of efficient work and study habits is a significant contributor to students' sense of comfort and their eagerness to take on new challenges. Students will be taught how to organize, plan, and track their work so that they can meet their goals.

### ***Grades and Grading Scale***

Letter grades will be assigned for all classes (except P.E., which will be graded on a pass/fail basis) as follows:

A = exceptional achievement; grade percentage 90% and above

B = high achievement; grade percentage 80%-89%

C = average achievement; grade percentage 70%-79%

D = low achievement; grade percentage 60%-69%

F = failure to achieve; grade percentage below 60%

I = incomplete

EP = exceptional achievement, in course graded pass/no pass

P = acceptable achievement, in course graded pass/no pass

NP = unacceptable achievement, in course graded pass/no pass

- Semester grades are whole grades only, without +/- modification. Semester grades are final and are used to calculate student grade point averages.
- Quarter grades are in-progress grades and include +/- modification to the letter grade as appropriate. The +/- grade modification provides more specific course progress information to students and parents.
- Pass/no pass grading applies only to elective courses that are offered in middle school.
- A student must achieve at the equivalent of C grade work in order to pass a course that is graded pass/no pass.
- A grade of I (Incomplete) is assigned when, due to extenuating circumstances, a student has not completed sufficient coursework for the teacher to assess student work and assign a grade reflective of the student's achievement, e.g. due to extended illness or recent enrollment in the class. It is not an alternative to a grade of F, which reflects failure to achieve.
- Assignment of a grade of I requires approval of the student's counselor or a Peak to Peak administrator.
- The teacher is responsible for converting a grade of I to a regular letter grade no more than three weeks after the end of the grading period. If a student does not complete missing assignments by this deadline, each missing assignment receives a score of zero percent and the grade calculation for the applicable grading period will be made on this basis.
- Grades of F, I, and NP do not receive credit and do not count towards fulfillment of course requirements.

Please note that middle school students enrolled in high school courses have the option to receive high school course credit and to have the course or courses included on the high school transcript. Any courses taken for credit in this manner will be included in high school grade point average calculation.

### ***Library***

The Peak to Peak library is available for all Peak to Peak students for researching, studying, or recreational reading. A variety of materials are available for students, and library staff is ready to assist students in finding and using materials. Library hours are 7:30 – 4:00 Monday through Friday.

### ***Extracurricular Activities***

Opportunities are available for students to participate in a numerous extracurricular activities. Peak to Peak responds to students' interest levels for creating additional clubs and activities. At present, the following extracurricular activities, clubs, competition, and athletics are offered:

**Activities**

Dances  
Theater  
Pep Band  
Peer Tutoring  
Community Service  
Student Ambassadors  
Reading Buddies  
Talent Show

**Clubs**

National Junior Honor Society  
Student Council  
Booster Club

**Competitions**

Science Fair  
Quiz Bowl  
Math League  
Vinny Awards  
BVSD Art Show

**Peak to Peak Middle School athletics opportunities include:**

Cross country	6th, 7th, and 8th grade
Intramural basketball	6th and 7th grade
Boys basketball	8th grade
Girls basketball	8th grade
Intramural football	6th, 7th, and 8th grade
Boys soccer	8th grade
Girls soccer	8th grade
Track	6th, 7th, and 8th grade
Boys volleyball	8th grade
Girls volleyball	8th grade

## Middle School Course Descriptions

Peak to Peak Middle School offers a seven-period day, with five core courses and two periods of electives. High school course options are available by subject for advanced middle school students; specific placement will be determined by assessment and/or teacher recommendation. Middle school students enrolled in high school courses have the option to receive high school course credit and to have the course or courses included on the high school transcript.

### Academic Courses

#### ***English***

The English Department challenges students to strive for mastery in all areas of language arts to become excellent scholars in all disciplines. The department promotes effective expression, critical thinking, and life-long learning. Department members regularly call on one another to provide assistance, inspiration, feedback, and guidance, to share strategies and information, and to support one another through peer observations and review. Department members are committed to fostering in every student a passion for literature and a love of reading and writing. English classrooms are nurturing environments where students of all abilities feel safe to take risks and challenge themselves. English Department teachers encourage, celebrate, and champion their students.

Peak to Peak offers a literature-based curriculum that introduces students to a variety of high-quality works, many of which are recommended by Core Knowledge and others as classic pieces of literature. Each course focuses on responding to and analyzing written works orally and in writing, with strong emphasis on the writing of essays and other full-length products. In addition, the English Department has developed a scope and sequence for grammar study at each level, with additional topics introduced or re-taught as necessary.

#### English Workshop + Literacy

This two-period class is designed for students whose reading and/or writing skills are below grade level. Reading literary selections and practicing the Six Traits of Writing make up a significant part of every class day. Writing instruction emphasizes prewriting and organizational strategies, paragraph and essay structure, and various creative forms. Students learn literary terms and practice applying them. Grammar instruction includes identifying and diagramming the eight parts of speech, correct sentence structure, punctuation, and capitalization. NOTE: This class is taught in conjunction with the Literacy class, and students are automatically enrolled in both classes.

#### English Level I

Students will develop skill in decoding literal meaning in a variety of literature texts while beginning to identify stylistic and structural literary elements including plot, theme, and characterization. In writing, students will use the writing process to develop basic skills: creating and organizing solid expository paragraphs and five-paragraph essays based upon a thesis statement. They will concentrate on full paragraph development and the simple essay. Students will improve their writing and speaking by learning new vocabulary from the literature they are reading. Formal grammar instruction includes identifying the eight parts of speech, distinguishing between and using types of nouns, learning commonly confused homonyms, and correctly using end punctuation and quotation marks.

#### English Level I Honors

*I will strive to achieve excellence in scholarship and character.* — Peak to Peak’s Honor Code  
English Level I Honors is a faster paced and more rigorous course than English Level I, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered are the same as those in English Level I.

### English Level II

At Level II, students will expand their knowledge of literary elements to include point of view and figurative language. Moreover, they will gain greater skill and independence in identifying stylistic and structural elements introduced in Level I. Responses to literature will include analysis as well as literal comprehension. Instruction will also focus on refining the five-paragraph essay and using writing to persuade and inform an audience. English II also features a unit on public speaking, including gathering and organizing information, developing audience awareness, and effective presentation. Grammar topics will include sentence structure, comma rules and other internal punctuation, and recognizing common roots, prefixes, and suffixes.

### English Level II Honors

English Level II Honors is a faster paced, more rigorous course than English Level II, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered are the same as those in English Level II.

### English Level III

Students in Level III will begin to consider universal themes and cultural context in interpreting literature. Close analysis of an author’s intent and style will include references to character, conflict, setting, theme, language, and imagery. Students will broaden their writing and speaking repertoires to include a wider range of tasks, purposes, and audiences, such as persuading, sharing research findings, and entertaining an audience. Writing tasks will involve analysis of literature, exposition of author’s style, and creative writing. Students will continue to expand their experiences with various rhetorical purposes, including exposition of research, comparison/contrast, analysis of literary style, and narration/storytelling. They will also focus on improving their own personal writing style and command of formal English language. Grammar instruction will include a review of the eight parts of speech, basic phrase types, subject-verb agreement, the correct use of commas, and varying sentence structures.

### English Level III Honors

English Level III Honors is a faster paced, more rigorous course than English Level III, designed for the student who wants an extra challenge and is ready to accept significant responsibility for the learning process. The topics covered are the same as those in English Level III.

### English Level IV Honors

In English IV Honors, students will respond to literature on numerous levels, considering both universal themes and the particular culture and artistic traditions that shape a literary work. In addition to the literary elements introduced in earlier levels, students will respond to and analyze stories, poems, plays, and novels with respect to genre, archetype, diction, and symbolism. In writing, students will continue to expand their experiences with various rhetorical purposes, including exposition of research, comparison/contrast, analysis of literary style, and narration/storytelling. Grammar units will focus on improvement of writing accuracy and style, spelling, internal punctuation, and embedding information using phrases and clauses. NOTE: The literature in this class may contain mature themes and language.

## ***Mathematics***

The Mathematics Department strongly believes that mathematics is an important and essential discipline. Mathematics not only facilitates a pattern of logical thinking but also presents a system of valuable skills that are applicable to one’s everyday life. Thus, our primary goal is to help our students understand the value of

*I will strive to achieve excellence in scholarship and character.* — Peak to Peak's Honor Code mathematics and then provide them with the skills they need to achieve their full potential in this field of study. We will accomplish this in the following manner:

- Require our students to understand the concrete and abstract concepts of mathematics as well as demonstrate an ability to apply those concepts in their everyday lives
- Challenge our students to be responsible and active learners who confidently communicate their learning to others
- Maintain high expectations of our students
- Let our students know we believe in their ability to succeed in math
- Make our very best effort to place students at a level where they are challenged yet successful
- Strive to maintain a quality education for our students and regularly seek to improve our classroom pedagogy

Students are placed in the appropriate math classes based on ability and academic achievement. Students are encouraged to take the most challenging course in which they can succeed, but care is taken to avoid putting students in a situation where they may feel overwhelmed. Students will have completed at least Algebra by the end of 8th grade. Algebra, Algebra Honors, Geometry with Formal Proofs Honors, and Algebra II/Trigonometry Honors include the same course content as those described in the high school course description booklet.

### Pre-Algebra

*Prerequisite: Mastery on a Basic Computational Skills Test*

In this course, students will master the use of fractions, decimals, percents, and ratios and proportions. Further topics include unit conversions, number theory, integers, numerical and algebraic expressions, one-step equations, inequalities, graphing, perimeter, area and volume, and statistical analysis and display.

### Pre-Algebra Honors

*Prerequisite: Transition Math or mastery of Skills Test*

Pre-Algebra Honors is designed for the student who excels in math. Students need to already have a mastery of basic computational skills, including decimals and fractions, because the pace of the course is fast. All material addressed in Pre-Algebra is covered, but often in greater detail, with much more practice solving multi-step equations and an introduction to mathematical proof.

### Algebra I-A

*Prerequisite: Pre-Algebra*

In this two-year course, students will spend part of the first year reviewing Pre-Algebra skills and then will move on to cover the Algebra I course.

### Algebra I-B

*Prerequisite: Pre-Algebra*

This course is a continuation Algebra I-A. Upon completion, this course will have covered all of the regular Algebra I course.

### Algebra Honors

*Prerequisite: Pre-Algebra Honors*

Algebra Honors is designed for the student who needs little to no review of solving multi-step equations or order of operations. This fast-paced course covers polynomials and factoring with symbol manipulation, quadratic equations, their graphs, and complex numbers, linear equations and systems, radicals, rational expressions and equations, functions, trigonometry, and an emphasis on word problems.

### Proof Geometry Honors

*I will strive to achieve excellence in scholarship and character.* — Peak to Peak's Honor Code  
*Prerequisite: Algebra I Honors and department recommendation; may be taken concurrently with Algebra II/Trigonometry Honors with consent of department*

Students will study Euclidean geometry with a more detailed emphasis on inductive and deductive reasoning and will be asked to demonstrate their knowledge of the material primarily by way of proof. Topics include properties of points, lines, rays, planes, polygons, circles, spheres, congruence, parallelism, perpendicularity, similarity, transformations, basic trigonometry, calculation of area/perimeter/volume, and the Pythagorean theorem along with other theorem work.

### Algebra II/Trigonometry Honors

*Prerequisite: Algebra I Honors and Proof Geometry Honors; may be taken concurrently with Proof Geometry Honors with consent of department*

This fast-paced course is intended for math students who need little to no Algebra I review of basic concepts like graphing of lines, substitution/elimination, solving equations, exponents, factoring, and the quadratic formula. In this course, students will study and perform operations with all functions such as linear ones with a two and three-dimensional analysis, quadratic functions, exponential and logarithmic functions, and all trigonometric functions and their inverses. Topics will include function vocabulary, Cramer's Rule, linear programming, introduction to vectors, solving quadratic equations and analyzing them graphically with real or imaginary solutions, exponential growth and decay, all logarithm properties, financial applications, sequences and series, probability through combinations and permutations, trigonometric ratios, formulas, and the unit circle, and the law of sines and cosines.

## ***Science and Technology***

The Peak to Peak Science Department seeks to create excitement for, and excellence in, the pursuit of knowledge and understanding of the natural world. Students are asked to approach scientific problems both critically and creatively, while developing a fundamental understanding of science as a thought process and applying those skills to real world situations in all disciplines. Specifically, students will be encouraged to develop their abilities to interpret current events, both scientific and otherwise, using inquiry and logic-based thought.

Science and technology go hand-in-hand in today's world and an understanding of the technology behind modern living is essential to being successful in college and in most careers. For this reason, Peak to Peak expects each of its students to have facility with and an understanding of technology and its role in modern society.

Incoming sixth graders will enroll in Life Science or Life Science Honors, depending on their math skills. Seventh graders will pursue either Earth Science or Earth Science Honors, depending on their math skills. Eighth graders will explore either Physical Science or Physical Science Honors, depending on their math skills.

### Life Science

In this basic introduction to the science of biology, students will explore cell structure and function, cellular organization, cellular life functions (fermentation, respiration, photosynthesis), basic body systems, classification, simple organisms leading to more complex life forms, heredity, evolution, genetics, evolutionary patterns and relationships, growth and development, adaptation, communities, and ecosystems. Laboratory exercises will introduce safe and correct laboratory technique, basic research skills, and reporting.

### Life Science Honors

*Prerequisite: Currently enrolled in Pre-Algebra Honors or consent of instructor*

This class provides a solid introduction to the science of biology, students will explore cell structure and function, cellular organization, cellular life functions (fermentation, respiration, photosynthesis), basic body systems, classification, simple organisms leading to more complex life forms, heredity, evolution, genetics, evolutionary patterns and relationships, growth and development, adaptation, communities, and ecosystems. Laboratory exercises will introduce safe



*I will strive to achieve excellence in scholarship and character.* — Peak to Peak's Honor Code and correct laboratory technique, solid research skills and reporting. Emphasis is placed on good laboratory technique, measurement, and computation.

### Earth Science

This class provides a solid grounding in the scientific method by exploring how scientific knowledge is gained. Students learn about the earth's structure and history, rock formation, crust transformation, the ocean and atmosphere, the climate and environment, the sun, the planets, and galaxies. Emphasis is placed on learning not only about these subjects but about how scientists have developed currently held theories. Students will research current issues in these areas and perform experiments that measure local conditions relating to areas under study.

### Earth Science Honors

*Prerequisite: Pre-Algebra or consent of instructor*

This class provides a deep understanding of the scientific method by developing evidence for an atomic model of matter. This is accomplished through a series of explorations of (and experiments on) different forms and phases of matter. Students then use this knowledge to explore kinematics, laws of motion, energy and work, waves, light, and electricity. Throughout the course, topics from earth science are explored once underlying areas of basic science are understood. For instance, the study of earthquakes is incorporated into the unit on wave physics. Emphasis is placed on good laboratory technique, measurement and computation.

### Physical Science

*Prerequisite: Life Science and Earth Science*

This course provides a foundation for high school science by concentrating on the areas of chemistry and physics. First semester topics in chemistry will include properties of matter, physical and chemical changes, atomic structure, the periodic table, bonding, and chemical reactions. Second semester topics in physics will include motion, forces, simple machines, energy, heat, electricity and magnetism, and waves. An emphasis is placed on solid laboratory techniques in preparation for high school science.

### Physical Science Honors

*Prerequisite: Algebra I, Life Science, and Earth Sciences Honors or consent of instructor*

This course will introduce students to the foundations of chemistry and physics in preparation for high school science. The course will cover a number of chemistry topics first semester and physics topics second semester. This is a faster paced and more rigorous course than Physical Science, designed for the student who wants an extra challenge and is willing to accept significant responsibility for the learning process. Emphasis is placed on advanced laboratory techniques including research and numerical analysis.

## ***Social Studies***

The Social Studies Department engages its students in a learning process in which every student's ideas and participation are valued. Students are encouraged to be intellectually curious, seek multiple perspectives in reading and discussion, and question what they read and hear in and outside of the classroom. Critical thinking skills are taught and supported at each level as students address historical triumphs and tragedies. To achieve these goals, department members model collaboration, self-evaluation, flexibility, motivation, and openness to constructive criticism as a means to improving how they teach each day. Ultimately, the department's objectives are: to excite students about history and lifelong learning, to attend to students' academic needs, and to assist students in achieving their academic potential.

To motivate student involvement in the school and local communities, the department promotes creative decision-making, engages students in current events and international affairs, and teaches the skills necessary to help students become active and engaged citizens. Department members make history relevant and challenge their students to grasp the interdependence of diverse peoples and cultures, both past and present.

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Character development is intrinsic to the history curriculum across all levels. As the school grows, the department is committed to re-evaluating the direction of its curriculum and course offerings. The addition of new electives and college prerequisites over time, in conjunction with a firm grasp of student needs, will keep the department's students inspired throughout their high school careers and beyond.

### World History

Peak to Peak's introductory history class surveys the development of several of the world's influential civilizations from prehistoric cultures to the European Age of Exploration. Students are encouraged to ask important questions and build critical thinking and writing skills as they move through history. The development of map skills, basic geographical knowledge, and historical role playing are components of this course.

### American History

American History is a survey of the political, social, cultural, and economic history of the United States. The course examines the development of the U.S. as a nation and of its national character. Emphasis is given to the diverse people and cultures that coexist in America and issues arising from this mosaic. The course touches on the lives of major political and social leaders, as well as fundamental documents. American History emphasizes geographic locations and natural resources of our country, analyzing how the search for wealth and new frontiers shapes the nation physically, politically, and culturally.

### World Geography and International Relations

Geography and International Relations explores humankind's relationship with the earth and with each other. Students review the major landforms located in various regions while analyzing the relationships that humans have had with each other. The course incorporates the disciplines of social sciences (anthropology, sociology, history, political science, economics, and religion) and literature in its study of modern societies.

### World Geography and International Relations Honors

This honors course integrates Physical Geography with Political Science, Environmental Studies, Economics, and Human Geography. Students learn how to use technology in the classroom to create PowerPoint presentations, Excel charts and graphs, and Web pages. A variety of maps and map-making techniques are studied and critiqued. Advanced reading, writing, and research skills are developed and emphasized.

## ***World Language***

The World Language Department strives to develop a greater awareness of and appreciation for other cultures through the study of modern languages. The department believes that through the exposure to other cultures when learning another language, students will not only have a better understanding of the global community but will also become more active in their role as world citizens.

As the department seeks to have the students learn the target language as effectively as possible, the emphasis in class will begin with oral and listening skill development with some reading and writing. As students gain oral fluency, the balance will shift to more reading and writing as the academic year progresses and as they take more advanced courses. The ability to communicate orally will always be an integral part of each course.

The objectives of the World Language Department are to:

- Introduce world language as early as possible as part of the daily classroom experience
- Teach awareness of different language patterns and logic
- Develop a level of fluent and effective communication that allows the exchange of ideas, information, and opinions in our global society
- Foster awareness and appreciation for diversity in cultures, lifestyles, and values as found in the Francophone and Hispanic cultures

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- Expand career possibilities by developing a marketable skill

At Peak to Peak, we teach Spanish in the elementary school and Spanish and French in the secondary school. The levels offered in each language depend on student interest. At the middle school level, two years of high school level language are covered in three years: Beginning, Intermediate, and Advanced. After completing this sequence, students should be able to enter high school at the third level (i.e. “Language 30”) in their respective languages. Five skills of language acquisition are emphasized: listening, speaking, reading, writing, and culture. The “communicative approach” to teaching languages is used, which involves creating as many opportunities for students to speak as possible. Teachers strive to create a comfortable learning environment in which students feel at ease making mistakes and experimenting with the language. All secondary students taking a foreign language course must purchase a workbook from the school.

### Beginning Spanish/French

This is an introductory course in which grammar, vocabulary, and culture are intertwined together as interactive units. The emphasis is on the ability to communicate in the language in the present tense and to respect the different customs and traditions within the cultures of that language. Oral, listening, writing, and reading skills all play an integral role in this course. Classes will be conducted primarily in the target language to further promote the development of oral and listening skills. By the end of this course, students should be able to mostly understand a native speaker and be able to participate in daily-life type conversations.

### Intermediate Spanish/French

*Prerequisite: One year of formal, daily instruction or instructor consent*

This is an intermediate level course that builds on the language concepts covered in the beginning course. The course places emphasis on communicating in the language in the indicative mood, including present, past, future, and conditional tenses. Classes will be conducted primarily in the target language to further promote the development of oral and listening skills. By the end of this course, students should be able to have a more thorough understanding of a native speaker and be able to hold a moderate-length conversation.

### Advanced Spanish/French

*Prerequisite: Two full years of formal, daily instruction or instructor consent*

This is an advanced level course that builds on the two previous courses and introduces more advanced vocabulary and grammatical structures. Students will improve their conversational skills as well as increase their ability to read and write in the language. By the end of this course, students should be able to understand a native speaker speaking at an ordinary rate. They should also be able to participate in a thorough conversation, express their opinions, and ask others for further information.

## Elective Courses

Peak to Peak middle school students are required to take at least one semester of Physical Education every year (exemptions will be considered on an individual basis). One semester of Health is required during middle school; students are strongly encouraged to take this course in 7th grade. Finally, all Peak to Peak students must successfully complete Research Information and Technology or pass a practical examination to demonstrate competence in the use of information sources and technology. Course offerings depend on student enrollment.

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## ***Health***

Health education introduces students to information that will be needed to make smart decisions throughout their lifetimes. The material presented is relevant to everyday life and takes into account the diverse physical, emotional, social, and intellectual needs of middle school students. Subjects include wellness, nutrition and diet, components of fitness, substance abuse and gateway drugs, disease awareness, personal well-being, and sexual education.

### Health

To assist students in making responsible health decisions, this course provides information and opportunities for mature discussion on a wide range of health topics, including nutrition and fitness, stress and emotional health, drugs, and human sexuality. This course is required during middle school and is strongly recommended during the 7th grade year.

## ***Music***

The Music Department is committed to providing students with a broad base of performing opportunities at Peak to Peak. Music at Peak to Peak is an integral part of the students' entire learning experience. The department's faculty believes that an active music program is a tremendous benefit to the entire school. Through experiencing choir, band, orchestra, or other musical activities, students can find personal expression and work in team-building endeavors. The benefits of performing in musical activities include:

- Fostering a sense of cooperation and participation, while not discouraging a healthy competition
- Providing a channel for students' creative impulses, especially for those students whose primary mode of expression is kinesthetic
- Encouraging students to engage in performing music at ever higher levels of ability; this character-building aspect requires that students develop self-discipline and motivation to master complex tasks over a long period of time and that they forego instant gratification

### Beginning Choir (one semester course)

*Prerequisite: None*

This class instills a love of singing, while introducing the students to a varied repertoire of music. Students will learn about reading, notation, listening to, analyzing, and describing music, as well as about evaluating music and music performances. In addition, they will study music in relation to history and culture.

### General Choir (full year course)

*Prerequisite: Beginning Choir or equivalent*

The General Choir will student and perform a variety of choral repertoire including sacred, secular, folk songs and show tunes. The students will continue to develop their music reading, notating, and listening skills, with emphasis on vocal techniques in a large ensemble. Participation in concerts is required.

### Phoenix Fire (full year course)

*Prerequisite: Participation in this ensemble is by audition*

Students will continue developing musical skills and performance of more challenging choral repertoire, drawn from classical and modern works sung both with accompaniment and *a capella*. Sight reading, interpretation, breath control, diction and foreign language pronunciation, blending, and ensemble skills will be stressed. Advanced students will have the opportunity to do more solo work and to serve in leadership positions within the choir. Participation in concerts is required.

### Beginning Band (full year course)

*Prerequisite: None*

This class is for students who are committed to exploring a new band instrument. Band instruments are: flute, clarinet, oboe, saxophone, French horn, trumpet, baritone, trombone, bassoon, tuba, and

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percussion. Students do not need any prior music experience. Students will learn about music theory, playing music in a group, music history, and musical performance. Students will play a variety of musical styles. Students are responsible for renting or owning their own instrument. Practice and participation in concerts is required.

Intermediate Band (full year course)

*Prerequisite: Beginning Band or audition*

This class adds on to those skills acquired in beginning band. Students will begin to focus on more complex theory and more sheet music. Students will play a variety of musical styles. Students are responsible for renting or owning their own instrument. Practice and participation in concerts is required.

Concert Band (full year course)

*Prerequisite: Audition*

The concert band will play a wide variety of sheet music. The band will develop each student’s sight-reading skills. Students will play a variety of musical styles. Students are responsible for renting or owning their own instrument. Practice and participation in concerts is required.

Wind Symphony (Select Band) (full year course)

*Prerequisite: Audition*

This band will focus on performance goals as they develop the musical skills needed to play challenging repertoire. Music will be drawn from a variety of styles which may include: classical, jazz, Broadway, movie soundtracks, and pep band music. Practice and participation in concerts is required. Students are responsible for renting or owning their own instrument. This group will perform pep band music at some varsity games and attendance at those games will be required.

Jazz Band (full year course; may meet before, during, or after school)

*Prerequisite: Audition; must have completed Beginning Band*

This jazz ensemble will study, practice, and perform jazz music. Students will develop skills in improvisation. A significant amount of the “homework” for this class will be listening to great jazz performers. This class is open only to those students who are enrolled in a Peak to Peak musical ensemble, with the exception of those who play the piano or guitar. Performance in concerts is required.

Beginning Orchestra (full year course)

*Prerequisite: One year of string instrument study or permission of the instructor*

String players will learn the joy of performing in an orchestral ensemble, with an emphasis on cooperation and participation. Goals will focus on improving music reading skills, learning methods to acquire quality technique, and preparing for public performance. All students are responsible for acquisition and maintenance of their own string instrument.

Concert Orchestra (full year course)

*Prerequisite: Three years of string instrument study, previous orchestral experience, or permission of the instructor*

Designed to be a continuation of beginning orchestra, concert orchestra aims to expand students’ appreciation of participating in a music ensemble. This orchestra will focus on more advanced issues of intonation, balance, sound production, music theory, and ensemble performance. A variety of music reading will expose students to different musical languages. Larger amounts of individual work by each student will be expected to improve skills to overcome technical demands. All students are responsible for acquisition and maintenance of their own string instrument.

Chamber Orchestra (full year course)

*Prerequisite: Audition*

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This class may meet during or after school. Designed for advanced string players, chamber orchestra will challenge each student to perform at a high level of skill in an ensemble setting. This orchestra will emphasize sound production, solid technique development, advanced music theory, and ensemble performance. Students should have sound music reading skills and will be assigned progressively more difficult music. All students are responsible for acquisition and maintenance of their own string instrument.

### ***Physical Education***

Middle school students are required to take at least one semester of Physical Education (P.E.) each year during grades 6, 7, and 8. A student may elect to take more P.E. courses than the one semester per year requirement. Middle school P.E. courses are graded on a Pass/No Pass basis. A student who wishes to receive an exemption from a P.E. course or the requirement must submit a P.E. exemption request, prior to the registration deadline for the applicable semester, for consideration by the Academic Affairs Committee. A new P.E. exemption request must be submitted for each semester in which the exemption will apply.

The Physical Education Department fosters a love of physical activity and play in order to develop a life-long pursuit of physical fitness. The department focuses on the development of fair play, cooperation, and self-esteem, with an emphasis on skill development, knowledge, and practice. Department members share new strategies for teaching, provide feedback, and support one another. The staff mentors new teachers and communicates with others to coordinate sport and game units that work well together. Teachers within the Physical Education Department will encourage and promote a positive environment where students are safe, are empowered to take risks, and are successful.

#### Noncompetitive P.E.

This class consists of a variety of sports and games as well as, a fitness component that will focus on the development of skills with an emphasis on fun and non competitive play. Some examples of sports and activities are Frisbee, rock climbing, running/jogging, weight lifting, badminton, circus arts, fitness training, ringo, new games, and many other activities and sports. There will also be an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.

#### Competitive P.E.

This class consists of a variety of sports and games as well as a fitness component that focuses on being competitive and participating at a level of intensity that is greater than the noncompetitive PE class. Some examples of sports and activities are flag football, soccer, basketball, volleyball, ultimate Frisbee, hockey, and many other activities and sports. There will also be an element of educating students to explore and understand the importance making exercise and/or playing sports part of living a healthy lifestyle.

This course is designed to foster in students a love of physical activity and play as well as to develop self-esteem, honesty, and respect for others. The focus is the development of a sense of fair play, cooperation, and the ability to work in groups. Students are offered a wide range of traditional sports, such as soccer, football, basketball, volleyball, and softball, as well as fitness and conditioning activities such as circuit training, running, and general exercising. The course also includes a component of international sports, such as juggling, which develops hand-eye/foot-eye coordination skills.

### ***Study Hall***

This course offers students an opportunity to work on their own in a supervised environment.

### ***Theater***

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### Theater

This lively and dynamic program introduces and explores the concept of theater as storytelling, while developing interpersonal and imaginative skills. Depending on the term, students may focus on story-theater, improvisation, stage combat, or Shakespeare. Students learn about being part of an ensemble, how to collaborate creatively, and the possibilities for creative expression. Students are introduced to theater etiquette and vocabulary. While a culminating presentation is performed by the class, emphasis is placed on the creative process rather than the final product.

This class may be repeated for credit.

### ***Visual Arts***

"I hear...and I forget; I see...and I remember; I do... and I understand."—Confucius 500 B.C.

When students can exhibit and perform creative applications of knowledge, then learning has taken place. Art is a discipline that teaches students to see by training their eyes. Art also helps students understand different cultures throughout history and enables them to express themselves and their own culture. The discipline of art involves teaching students how to create art using materials and principles of art as well as art history and art criticism.

#### Beginning Art

This beginning drawing, painting, and design course emphasizes artistic expression and techniques for students. This course serves as an introduction to the two-dimensional thought process and the language of vision. Students will explore design projects and the use of various materials such as pencil, watercolor, clay, papier mache, architecture, and computer graphics. This course is required for all students and is a prerequisite for the Advanced Art course.

#### Advanced Art

This course is for the student who is interested in pursuing a more in-depth exploration of the principles of artistic technique. Topics covered may include drawing, painting, sculpture, bookmaking, cartooning, clay, architecture, and computer graphics. There will be opportunities for self-initiated projects.

#### Advanced Art Independent Study

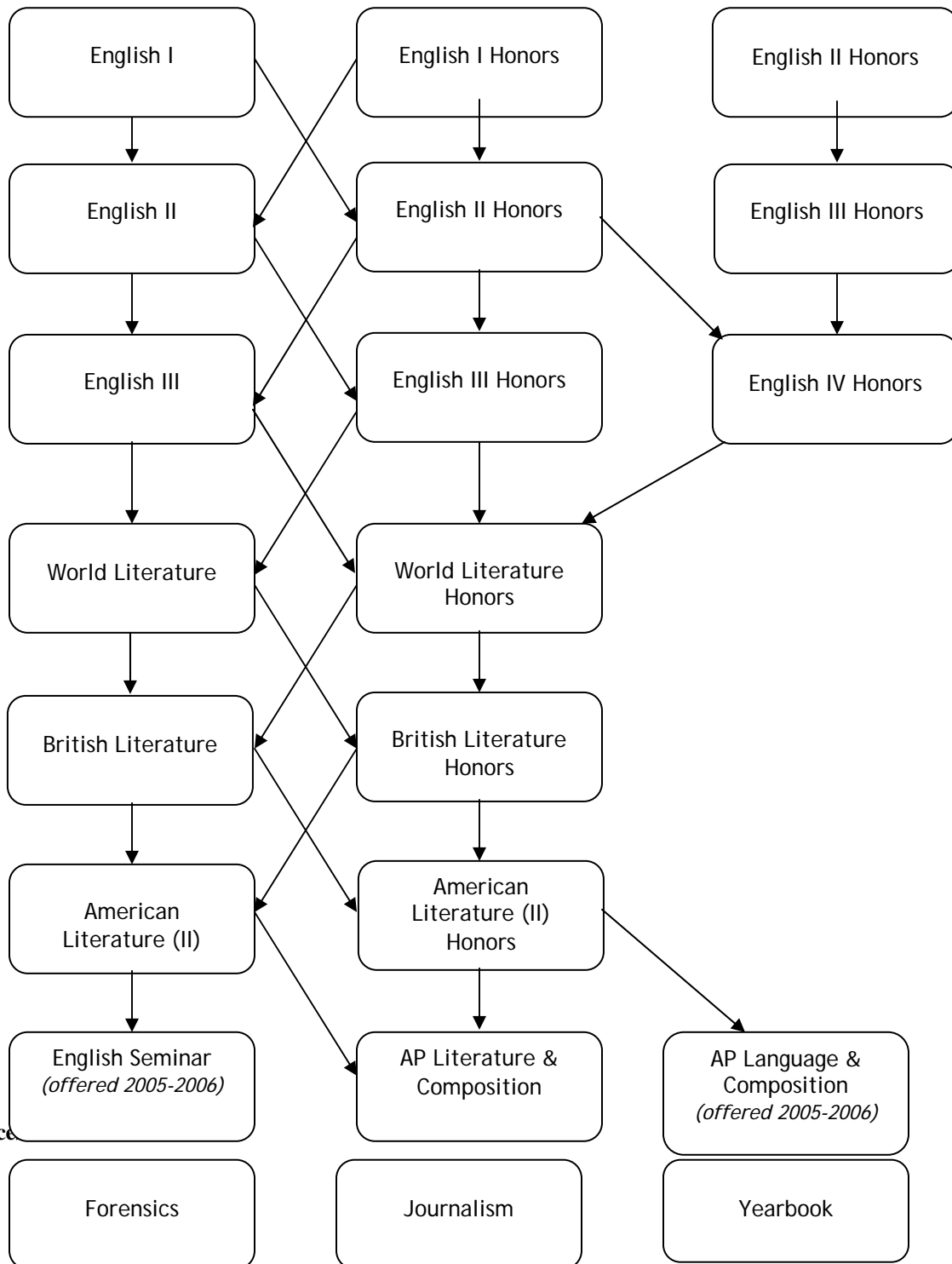
This is an advanced level course designed to give students expanded skills and increased confidence in their ability to produce art. Proficiency in basic skills will be expected. Students will make increasingly independent decisions about what the subject matter of their artwork will be. Some instruction may be given on an individual basis with the student's particular art goals in mind. This course may be repeated.

## CURRICULAR PATHWAYS IN ENGLISH

English MS

English HS

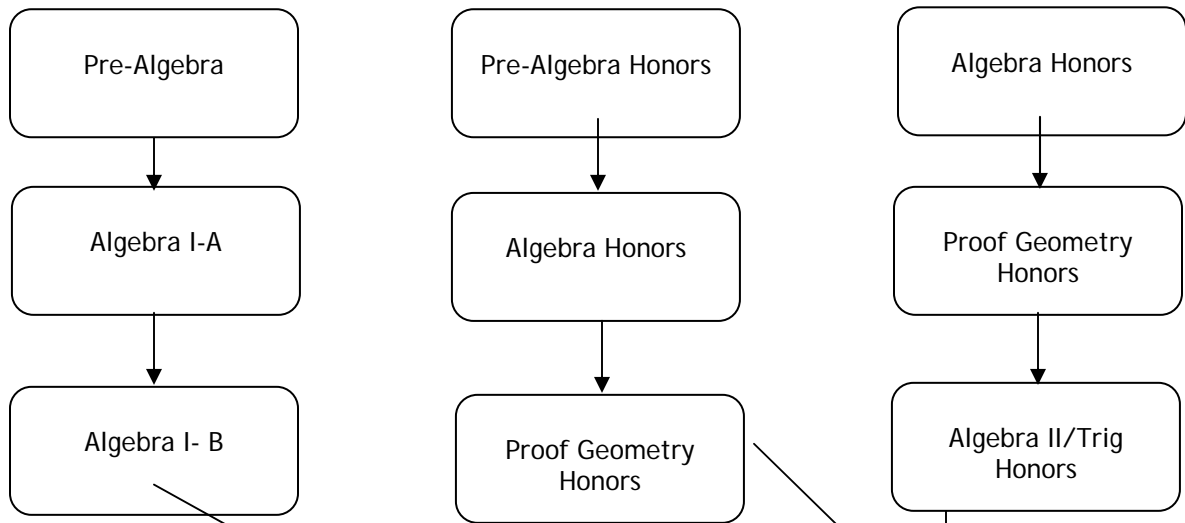
Elective Choice



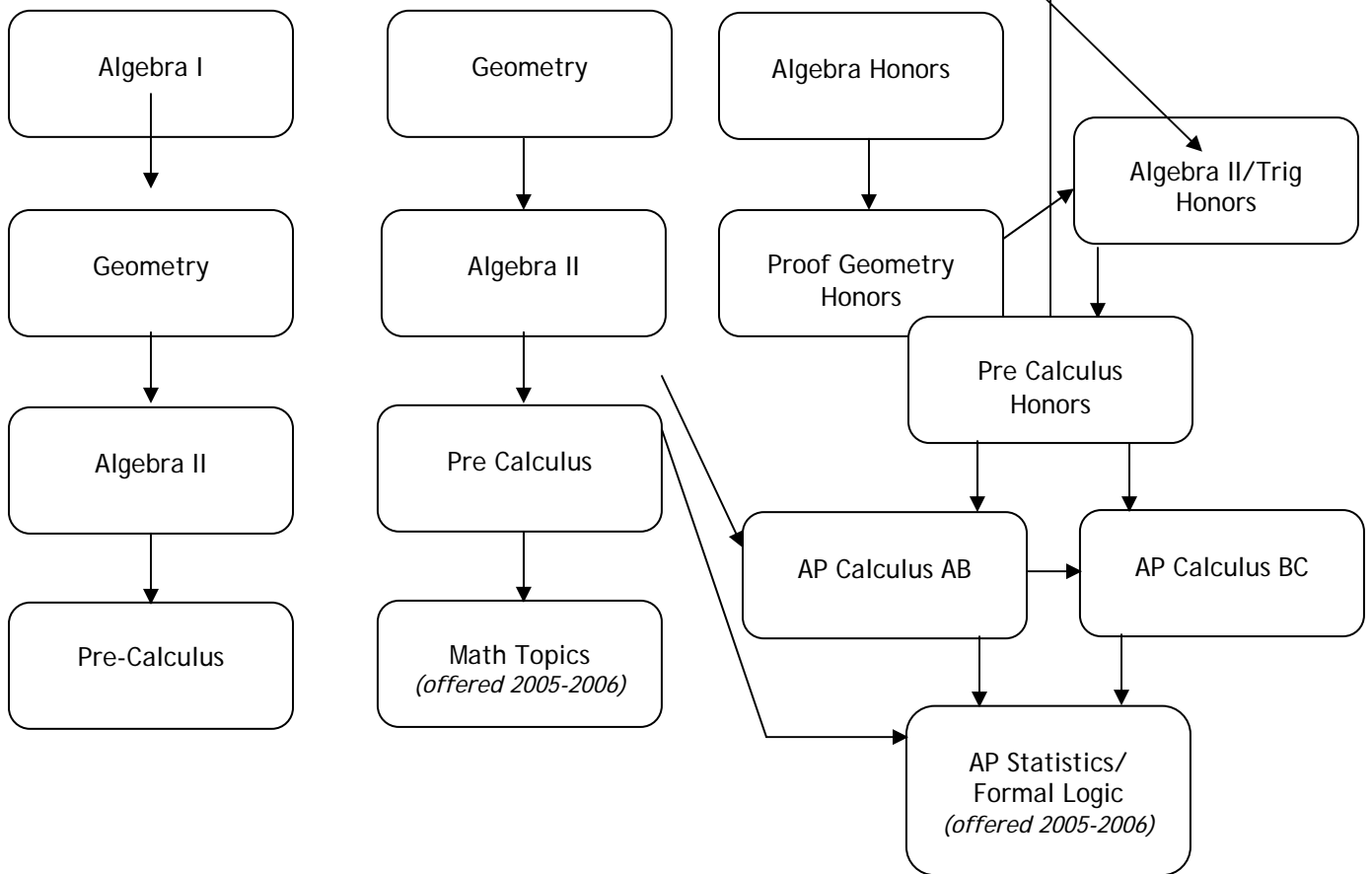


## CURRICULAR PATHWAYS IN MATH

**Math MS**

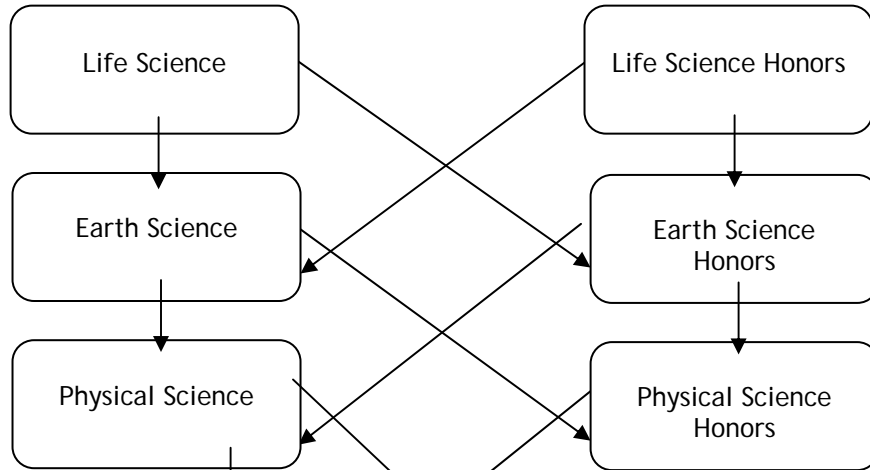


**Math HS**

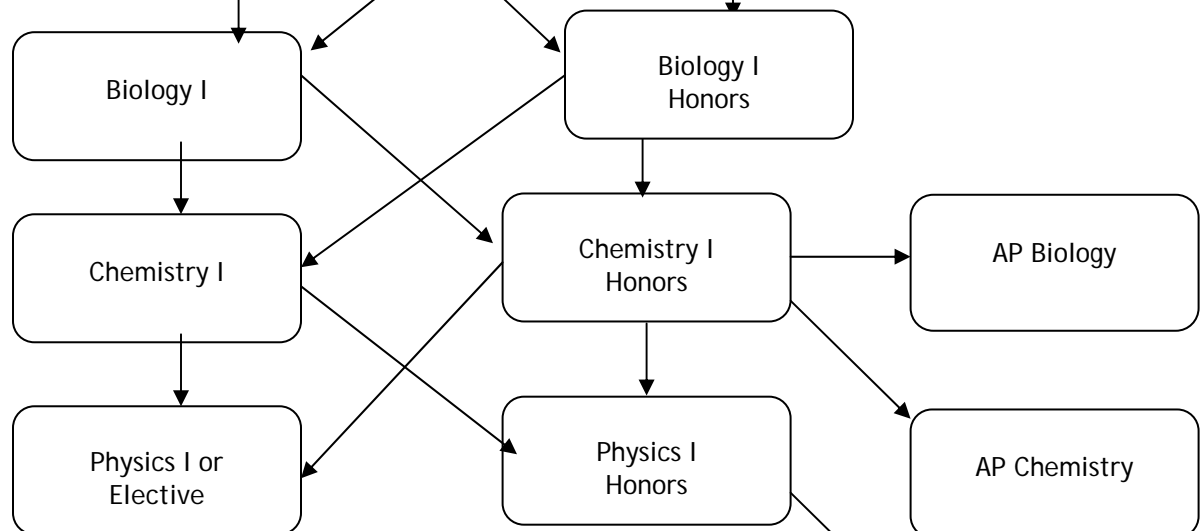


## CURRICULAR PATHWAYS IN SCIENCE

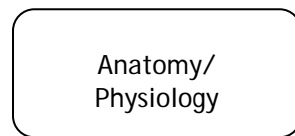
### Science MS



### Science HS

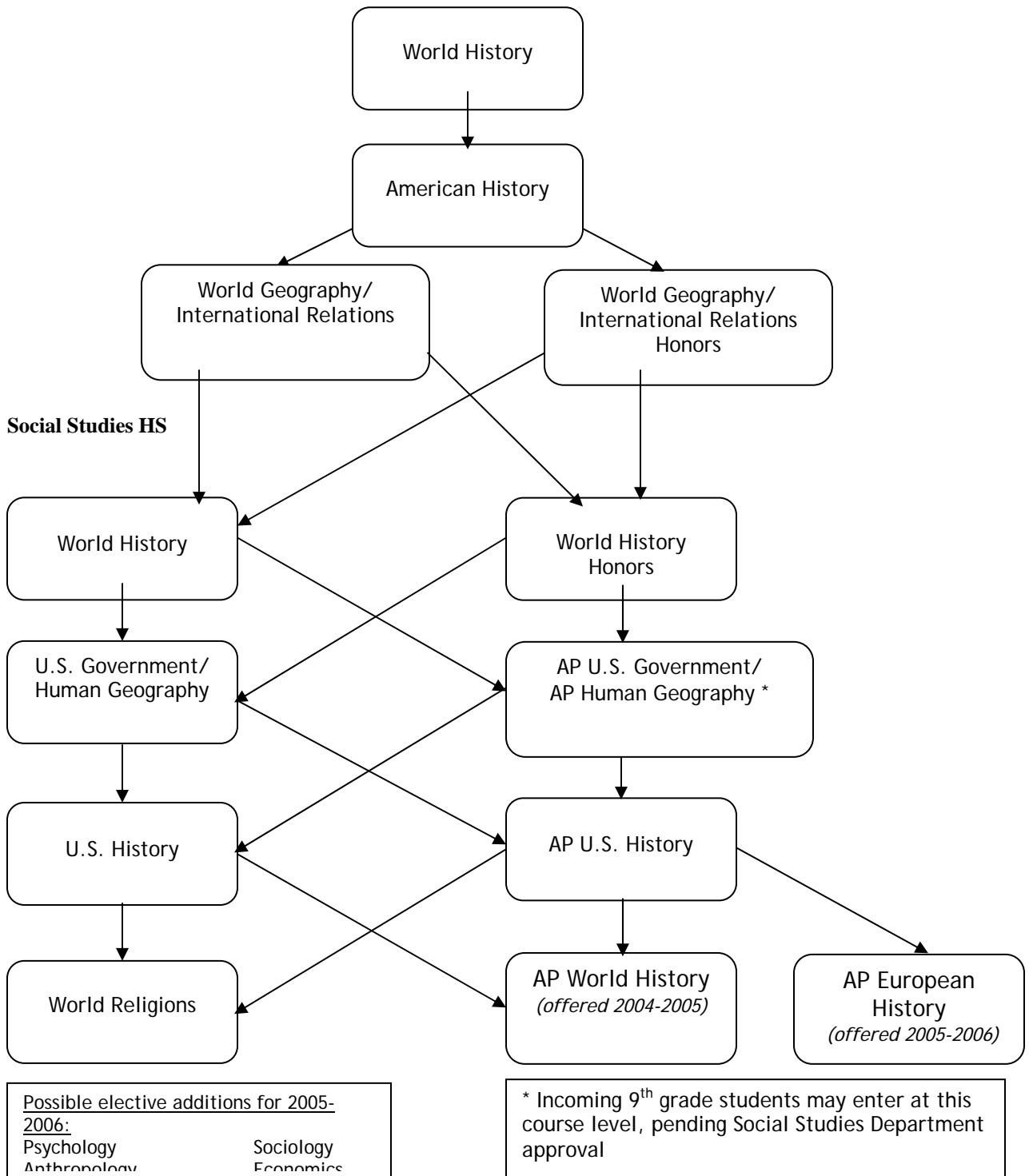


### Elective Choices

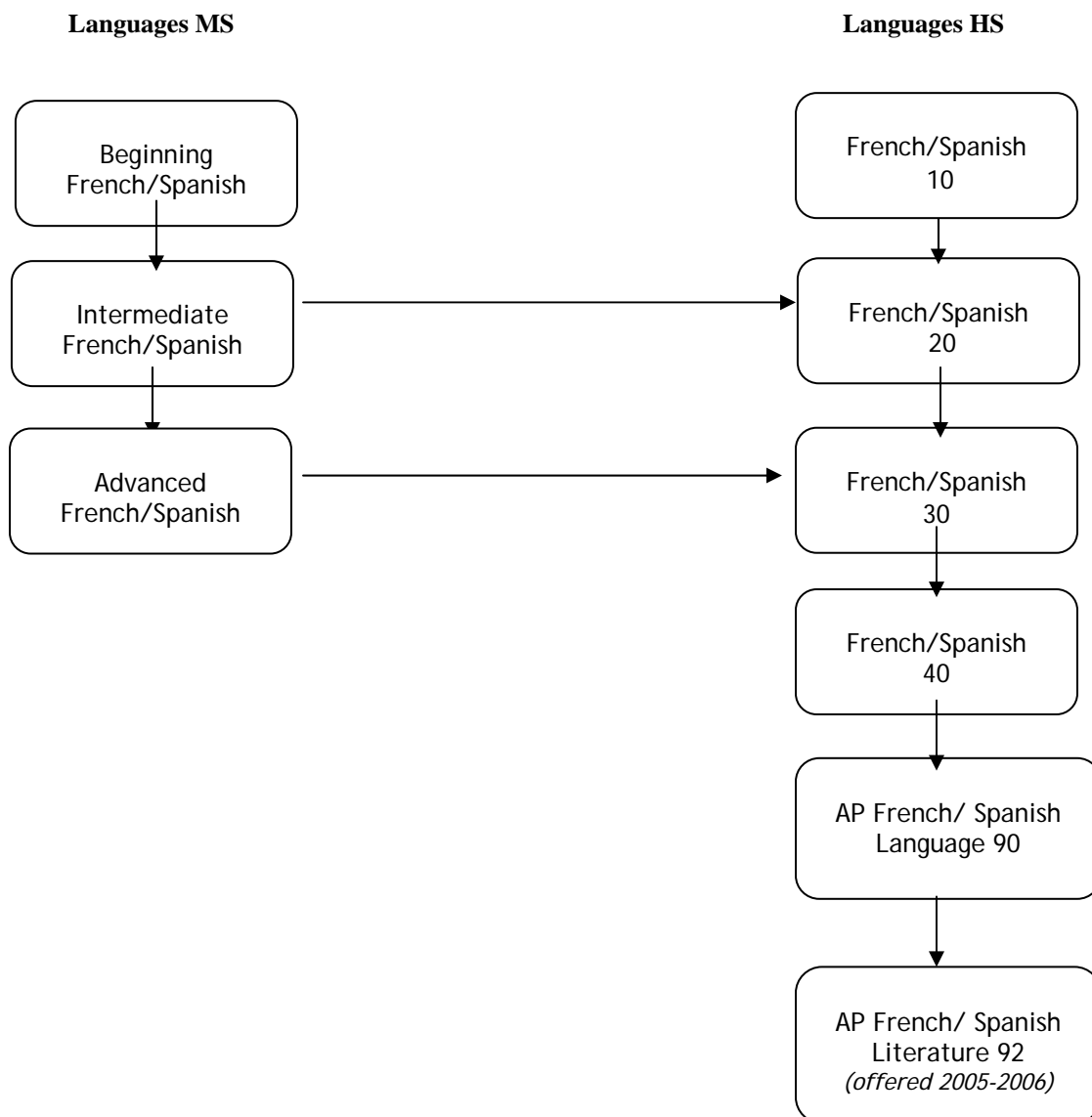


## CURRICULAR PATHWAYS IN SOCIAL STUDIES

### Social Studies MS



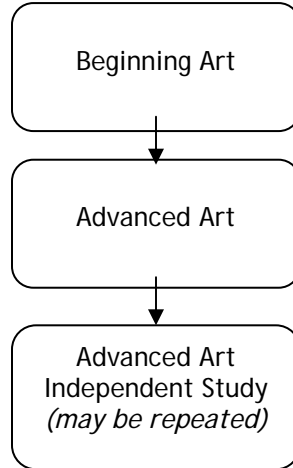
## **CURRICULAR PATHWAYS IN WORLD LANGUAGES**



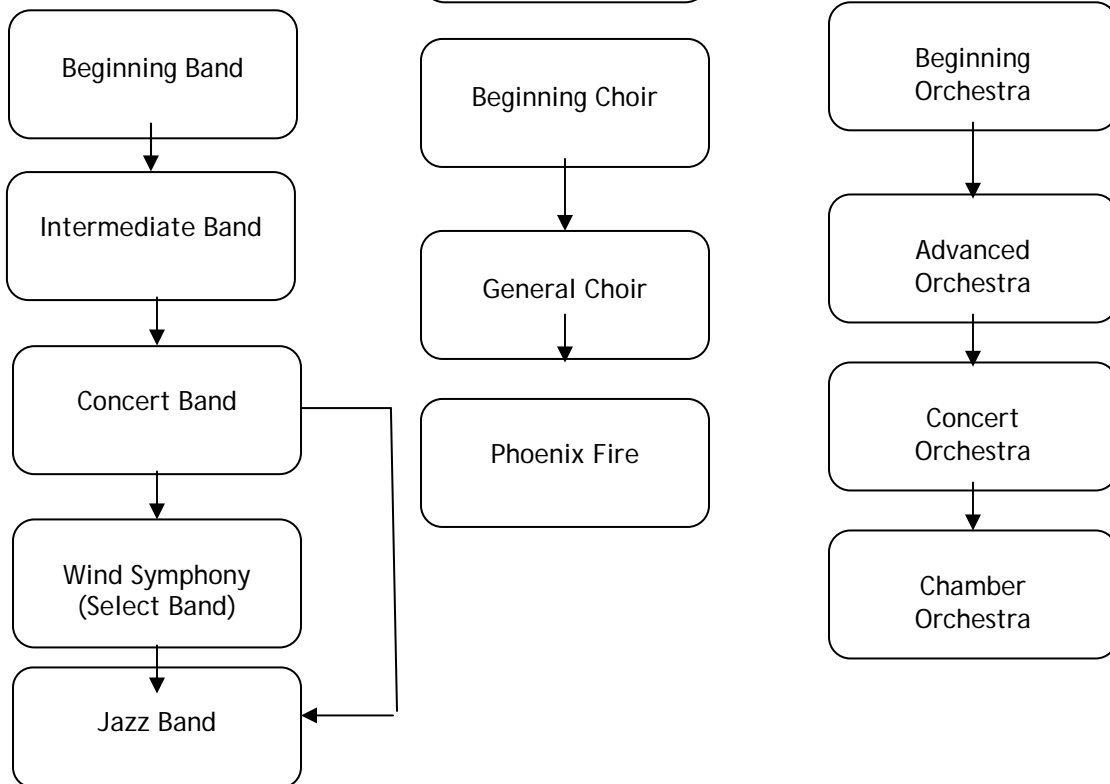
## CURRICULAR PATHWAYS IN THE ARTS

### Middle School Electives

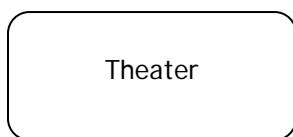
#### Art



#### Music



#### Theater



**CURRICULAR PATHWAYS**  
**Middle School Electives**

**English**

Yearbook

**Health**

Health

**Physical Education**

Non-Competitive P.E.

Competitive  
P.E.

## ***Appendix K. Peak to Peak Athletics and Activities***

### **Peak to Peak Charter School Current Activity & Athletic Offerings**

#### **Elementary School**

##### **Activities**

- Book Writing Club
- Chess Club
- Destination Imagination
- Drama Club
- Story Telling Club
- Student Council
- Turning the Wheel Productions
- Yearbook

##### **Music**

- 5th Grade Choir
- 5th Grade Band
- Beginning Orchestra

##### **Athletic**

- YMCA Basketball

#### **Middle School**

##### **Activities**

- Chess Club
- Destination Imagination
- Math Club
- National Junior Society
- Robotics Club
- Student Council
- Turning the Wheel Productions
- Wyldlife
- Yearbook

*I will strive to achieve excellence in scholarship and character.* — Peak to Peak's Honor Code

### Music

- Beginning Band
- Intermediate Band
- Concert Band
- Wind Symphony
- Jazz Band
- Beginning Choir
- General Choir
- Phoenix Fire
- Beginning Orchestra
- Advanced Orchestra

### Athletic

- Bolder Bolder
- Gold Crown - Competitive Basketball
- Intramural Sports (6<sup>th</sup>, 7th grade)
  - Basketball
  - Flag Football
  - Volleyball
  - Soccer
- 8th Grade Athletics
  - Soccer
  - Basketball
  - Volleyball
- Coed Cross Country (6th,7th,8th grade)
- Coed Track (6th,7th,8th grade)

## High School

### Activities

- Chess Club
- Destination Imagination
- Mock Trial
- National Honor Society
- Newspaper
- Petanque Club
- Speech & Debate
- Student Council
- Web Team
- Yearbook

### ACCESS Clubs

- ACT/SAT Preparation Club
- Creative Writers Club
- Mock Election
- Pep Club
- Peer Mediation
- Reading Buddies
- Silent Study Hall
- Sports/Games Club
- Wilderness & Adventure Club

### Music

- Wind Symphony



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- Jazz Band
- Chamber Choir
- Puma Pride Choir
- Advanced Orchestra

### Athletic

#### Fall

- Boys Golf, Soccer
- Girls Softball, Volleyball
- Cheerleading
- Coed Cross Country

#### Winter

- Boys Basketball, Ice Hockey
- Girls Basketball
- Cheerleading

#### Spring

- Girls Soccer
- Coed Track



# Appendix L. First-Year of Contract Budget

## PEAK TO PEAK BUDGET 2005-2006 Budget

### Summary Operating Budget

	<u>SRE</u>	<u>Object</u>	<u>2005-2006</u>	
<b><u>Revenues</u></b>				
PPOR Funding (School Finance Act)	00	5710	\$7,921,881	Per Pupil Operating Revenue (PPOR=PPR-InsRes-CapRes)
Insurance Reserves (School Finance Act)	00	5710	\$177,426	Part of Per Pupil Revenue (PPR)
1991 Override (School Finance Act)	00	5710	\$356,927	Additional Local Funding
1998 Override (School Finance Act)	00	5710	\$531,671	Additional Local Funding
2002 Override (School Finance Act)	00	5710	\$758,086	Additional Local Funding
SPED & ELPA (School Finance Act)	00	5710	\$188,415	Spec. Ed and English Language Proficiency Act
Capital Reserves	00	5710	\$191,610	Part of Per Pupil Revenue (PPR)
Title Funding	22			Title II and Title V Grants
TAG Grant	17			Talented & Gifted Funding
Charter School Facilities Funding	00	3113		Capital Construction Funding
Alternative Licensing Revenue	00	1990		Alternative Licensing - revenue
Fees	00	1990	\$60,000	Science, World Lang, Music, Athletics, Grad, etc
Friends Donations/Extra Programs	00	1990	\$282,450	Friends Donations incl DD/Lunch/Bassc/Enrichment
<b><u>Fund Balances</u></b>				
Beginning Balance (District and Contingency)	91	(840)	\$967,213	Est. of total account balances (district and contingency)
Beginning Soccer Field Reserve	91	(840)	\$90,000	Reserve for artificial turf replacement in 10 years
<b>Total Resources</b>			<b>\$11,525,679</b>	
Resources minus Expenses				\$0
<b><u>Expenses</u></b>				
Instructional Compensation	11	(0100-0200)	\$4,408,703	Sal/bens for classroom instruction, instructional paras
Instructional Program	11	(0300-0900)	\$510,006	Textbooks, department materials, extracurricular, athletics
Administrative Compensation	21-28 (excl 26)	(0100-0200)	\$1,305,213	Sals/bens for administrators, librarians, counselors, admin paras
Support Program	21-28 (excl 26)	(0300-0900)	\$95,025	Staff devel, testing, counseling exp, admin supplies, o.e., hiring
Site Cost	26	(0100-0900) (excl 441&391)	\$987,702	Facility staff, utilities, mtce, sod replacement, modulars
Debt Servicing	26	(0441)	\$1,494,000	Total annual lease payments
Repair and Replacement	26	(0391)	\$50,000	Reserve required by Bond Documents - total of \$250k
BVSD Services	52	(0860)	\$822,688	District services
Extra Program Compensation	31-38	(0100-0200)	\$182,450	Salaries for Enrichment/Bassc/Lunch
<b><u>Fund Balances</u></b>				
Tabor Reserves	93	(841)	\$289,373	3% Reserve
Teacher Salary Accrual	91	(840)	\$476,160	Teacher salary accrual - July salary of following year
Ending Contingency Reserve (Bond Doc's)	91	(840)	\$418,089	5% of (Operational Exp - DebtSrv
Ending Soccer Field Reserve	91	(840)	\$120,000	\$30k/year - fund for soccer field replacement in 10 years
Ending Bond Redemption or Facility Improvements	91	(840)	\$366,270	Early bond call funds
<b>Total Expenses</b>			<b>\$11,525,679</b>	



## Appendix M. Peak to Peak 2002 Bylaws Amendment

### Results of Voting

#### Official 2002 Peak to Peak Charter School Ballot

##### **Board of Directors**

Please vote for up to four of the following candidates:  
(You may only vote once for each candidate)

- Karen Baker  
 Chris Howard  
 Ashley Johnson  
 Ronda Kelley  
 Irene Magurany

##### **Changes to the bylaws**

The following changes have been recommended and approved by Board.  
Please vote yes or no to approve the following changes/additions:

1. The Board may appoint non-voting Board members. Currently, the bylaws indicate that the principals and business manager are non-voting Board members.

yes  no

2. At least 4 of the Board members shall be parents of a child enrolled at P2P. The current bylaws state that only 2 Board members are parents of children at P2P.

yes  no

3. The Executive Director will be a non-voting Board member. This is a new position that we are adding, beginning this coming school year.

yes  no

##### **Voting eligibility**

Families with current and incoming students are eligible to fill out 1 ballot per child.  
Subscriber families are eligible to 1 ballot per family, unless they are already able to vote as a parent of a student.

All staff members working in excess of 1/2 time are eligible to fill out 1 ballot, unless they are already able to vote as a parent of a student.

##### **Deadline for Ballots**

Ballots may be turned in at the annual meeting or returned to either Peak to Peak office and placed in the ballot box no later than 8:00 p.m. at Game Night on April 12th.



## *Appendix N. Peak to Peak 2004 Bylaws Amendment*

14Mar 2004

### Amendments to the Peak to Peak Bylaws

Dear Peak to Peak Community,

Peak to Peak's current contract with the Boulder Valley School District (BVSD) expires at the end of the 2004-05 school year. Therefore, in the fall Peak to Peak will begin negotiations with BVSD for a new contract. As part of that process, we would like to update the school's bylaws and goals. These changes must be approved through a vote of Peak to Peak's general population as stipulated in Section 10 of the current bylaws. The changes will take effect upon acceptance of our new contract with BVSD. Peak to Peak's current bylaws require that any "proposed amendment must be published at least thirty days prior to any vote of the membership." The Board of Directors has passed a resolution in support of several changes to Peak to Peak's bylaws and goals. These changes will be included on this year's ballot in the form of four amendments: one, modifying our stated school goals; two, adding a procedure to recall current Board members; three, modifying Board member terms; and four, miscellaneous changes. The miscellaneous changes are not considered substantial and mostly involve clarifying language or "cleaning up" ambiguous statements. The board believes these changes are beneficial to Peak to Peak and encourages a "yes" vote on both amendments. To become effective, at least 66% of those voting must cast ballots in favor of the amendments and at least 30% of the membership must cast valid ballots. Therefore, it is important that each person vote if they support the changes.

The proposed amendments and supporting rationale are presented below.

#### **Amendment 1: Peak to Peak's Goals shall be amended to read as follows under "Proposed Goals".**

##### Current school goals:

- (1) Provide an exemplary liberal arts college preparatory education from kindergarten through twelfth grade.
- (2) Encourage the enrollment, retention and graduation of students from all economic and ethnic backgrounds.
- (3) Promote a safe, positive, and respectful environment.
- (4) Provide students with opportunities to participate in decision making.
- (5) Demonstrate fiscal responsibility.

##### Proposed Goals:

- (1) Provide an exemplary liberal arts college preparatory education from kindergarten through twelfth grade.
- (2) Attract, enroll, retain and graduate college-bound students from all economic and ethnic backgrounds.

- (3) Promote a safe, positive, and respectful school culture and environment.
- (4) Support students to become self-directed, active and responsible participants in school, the broader community and life.
- (5) Demonstrate effective school management.

Supporting argument:

Peak to Peak's goals form the basis of our multi-year strategic plan. Specific strategic objectives are defined to achieve these goals then metrics are derived and used to measure school progress toward meeting our goals.

The proposed goals essentially maintain the essence of the original goals. However, the revised goals are broadened to better capture the mission and vision of Peak to Peak. The revised goals also better enable us to organize our strategic objectives in a more effective and logical manner.

**Amendment 2: Peak to Peak's Bylaws shall be amended to add the following Section (7.3):**

Section 7.3: Recall of a Member of the Board of Directors

- a. The recall election process shall be initiated when the Board of Directors is presented with a petition stating the Board Member's name, the reason for removal, the name(s) of the person(s) responsible for the petition, and the signatures of 10% of the voting membership no less than 14 days prior to the next regularly scheduled Board meeting and no less than 4 months prior to the expiration of the term of office of the Board Member on the petition.
- b. So as to prevent interference with the learning environment, such petitions may not be solicited on school grounds from one hour before until one hour after normal school hours.
- c. Once the Board of Directors receives a valid petition, the Board will be compelled to add the petition as an item on the agenda at the next regular Board meeting.
- d. If, after the petition is discussed at the Board meeting, it is not withdrawn, the Board will hold a Special Election conforming to Section 7 (Elections) of the bylaws one month after the Board meeting. The ballot will state the Board Member's name, the reason for removal, the name(s) of the person(s) responsible for the petition, and will ask whether or not the Board Member in question shall be removed or retained. The ballot will also include the names of replacement candidates.
- e. In order for the Board Member to be removed, the ballot must meet the same requirements as for adding an amendment (Bylaws Section 10.5).
- f. In the event a Board Member is successfully removed, the vacancy will be filled from the replacement candidates as provided for in Section 7 (Elections).
- g. Unethical or illegal conduct shall be grounds for immediate removal from the Board, whether or not such conduct occurs while acting in the capacity of a Board member, subject to a majority vote of the remaining Board members.

Supporting argument:

The purpose of this recall election process is to enable members of the Peak to Peak community to hold individual Board members directly accountable for their actions during their term of office. Currently, there exists no mechanism in the bylaws by which a Board member can be removed from office prior to the expiration of his or her term (with the exception of unexcused absences, see Section 5.4.m).



This amendment is intended to enable removal of a Board member who displays a clear and consistent trend of behavior inconsistent with the Peak to Peak philosophy; it is NOT intended to encourage removal of a member or members due to an unpopular decision. Therefore, the standard for removal is proposed to be the same as that for amending the school bylaws. Other details of the process are based on the bylaws Section of the Twin Peaks Charter Academy (Longmont, Colorado) Article 7: Termination of Membership, Section 4: Removal by Petition.

For further background reading, see:

1. Peak to Peak's bylaws
2. Allen Hankla's (2002-2003 Accountability Committee Chair) report to the Board dated May 8, 2003
3. Twin Peak Charter Academy Board of Directors' Bylaws

**Amendment 3: Peak to Peak's Bylaws shall be amended to modify Section 5.3.a as follows:**

Current Section 5.3.a:

Board members shall be elected for two-year terms.

Proposed Section 5.3.a:

Board members shall be elected for three-year terms.

Supporting argument:

Peak to Peak is a young, rapidly evolving school. It is the view of current Board members that, unless a newly elected Board member is very actively engaged in school activities prior to his or her election, it often takes half a year for a new Board member to "come up to speed" on school matters. Currently three or four Board members are elected yearly. This could result in election of a new Board with a quorum that lacks knowledge of many ongoing school matters that require rapid decision making. Switching to three-year terms would reduce the number of Board members elected yearly to two or three. This would ensure that the Board is always (barring unplanned turn-over) composed of a quorum that has at least one year of Board experience.

As a matter of policy, this term change would be implemented in the most expedient manner possible. Namely, Board members (four) elected in 2004 would serve two-year terms. Board members (three) elected in 2005 would serve three-year terms. In 2006 two Board members would be elected to one-year terms and two would be elected to three-year terms. In 2007 and thereon, all elections would be for three year terms.

**Amendment 4: Peak to Peak's Bylaws shall be amended as follows:**

**(1) We propose to modify Section 3.1 as follows:**

Current Section 3.1:

The parents or legal guardians of a child enrolled in Peak to Peak, the Peak to Peak faculty, staff, administration and subscribers to the proposal of the school shall constitute the membership of Peak to Peak Charter Schools, Inc. Each family unit will have one vote per child enrolled or on the subscription roster.

Proposed Section 3.1:

The parents or legal guardians of a child enrolled at Peak to Peak, Peak to Peak faculty, staff and administration, and the Peak to Peak Board of Directors shall constitute the membership of Peak to Peak Charter Schools, Inc. Each family unit will have one vote per child attending Peak to Peak at the time of the vote. Each current member of the Peak to Peak faculty, staff or administration will have one vote due to being an employee of the school, in addition to any votes they may have due to being part of a Peak to Peak family unit. Lastly, any current member of the Peak to Peak Board of Directors who does not have a child enrolled at Peak to Peak will have one vote.

Supporting argument:

All parents or legal guardians, faculty, staff, administration and Board members are considered part of the Peak to Peak Community. The intent is that all Community members shall be able to participate in school elections.

**(2) We propose to modify Section 5.2.b.2 as follows:**

Current Section 5.2.b.2:

The Business/Office Manager of the school or his/her designee shall serve as a non-voting member of the Board.

Proposed Section 5.2.b.2:

The Director of Operations of the school or his/her designee shall serve as a non-voting member of the Board.

Supporting argument:

Administrative titles and job descriptions have been changed since the original bylaws were written. The Business Manager job title is now Director of Operations.

**(3) We propose to modify Section 5.4.d as follows:**

Current Section 5.4.d:

To create a Budget Committee, Hiring Committee, an Accountability Committee, and other committees as needed;

Proposed Section 5.4.d:

To create a Budget Committee, Hiring/Organizational Development Committee, an Accountability Committee, and other committees as needed;

Supporting argument:

The committee name has changed since the original bylaws were written. The original Hiring Committee has evolved into an organization that expends significant time and effort on faculty, staff and administrative professional development activities.

**(4) We propose to modify Section 5.4.e as follows:**

Current Section 5.4.e:

To design personnel selection procedures and job descriptions consistent with legal requirements, to be used by the Hiring Committee;

Proposed Section 5.4.e:

To design personnel selection procedures and job descriptions consistent with legal requirements, to be used by the Hiring/Organizational Development Committee;

Supporting argument:

See (5).

**(5) We propose to modify Section 5.4.j as follows:**

Current Section 5.4.j:

To select at least one voting Board member, in addition to the Principal, to serve on the Hiring Committee;

Proposed Section 5.4.j:

To select at least one voting Board member, in addition to the Principal, to serve on the Hiring/Organizational Development Committee;

Supporting argument:

See (5).

**(6) We propose to add the following Section (5.4.o):**

Section 5.4 Duties and Powers

- o) To serve on or as a liaison to at least one standing committee.

Supporting argument:

The change emphasizes the expectation that all Board members will be engaged in school activities, that the Board is aware of activities pursued by all of the school's volunteer groups, and to ensure that all school committees have adequate access to the Board. All Board members currently serve on or as liaison to at least one committee.

**(7) We propose to delete Section 5.5 (Initial Board of Directors):**

Current Section 5.5:

Initial Board of Directors

- a. The initial Board of Directors, and any Board members elected prior to the opening of the school, shall be elected by the subscribers of the proposed school.
- b. The initial Board is comprised of three members serving one-year terms and four members serving two-year terms.]

Supporting argument:

The bylaw is moot since the school is now open.

**(8) We propose to modify Section 6.3 as follows:**

Current Section 6.3:

The Treasurer shall be responsible for all funds and securities of the School, receive and give receipts for money due the School,; deposit all such money in the name of the school in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Section 11 of these Bylaws; have final responsibility for the financial statements of the School; serve as a member of the Budget Committee, and ensure that any grant monies received are expended consistently with the terms of such grants.

Proposed Section 6.3:

The Treasurer shall be responsible for all funds and securities of the School, have final responsibility for the financial statements of the School, serve as a member of the Budget Committee, and ensure that any grant monies received are expended consistently with the terms of such grants.

Supporting argument:

The school now has permanent staff responsible for certain business functions once conducted by the Treasurer.

**(9) We propose to modify Section 8.2 as follows:**

Current Section 8.2:

- a. At any meeting of the Board, a majority of the Board members shall constitute a quorum for the transaction of business.
- b. When a quorum is present, the affirmative vote of a majority of the Board members present will decide any question, except when a larger vote is required by these Bylaws.
- c. A tie vote of the Board constitutes a failure of that item to pass.

Proposed Section 8.2:

- a. At any meeting of the Board, a majority of the voting Board members shall constitute a quorum for the transaction of business.
- b. When a quorum is present, the affirmative vote of a majority of the voting Board members present will decide any question, except when a larger vote is required by these Bylaws.
- c. A tie vote of the Board constitutes a failure of that item to pass.

Supporting argument:

As defined in Section 5.2, the Board consists of both voting and non-voting members. It is the intent of the bylaws that only voting members of the Board can vote and that Board business will only be conducted when a majority of the voting Board members are present.

**(10) We propose to modify Section 10.5 as follows:**

Current Section 10.5:

In order for any amendment pursuant to 10.1 to take effect, at least 66% of those voting must cast ballots in favor of the amendment, and at least 30 members or 30% of the membership, whichever is greater, must have cast valid ballots.

Proposed Section 10.5:

In order for any amendment pursuant to 10.1 to take effect, at least 66% of cast ballots must be in favor of the amendment and at least 30% of the membership must have cast valid ballots.

Supporting argument:

Peak to Peak has grown so that 30% of the membership is much larger than 30 members.



## Appendix O. BVSD Policy JECC-R



**Boulder Valley School District**

**File: JECC-R**

**Adopted: January 10, 1991**

**Revised: November 29, 2001**

### OPEN ENROLLMENT PROCEDURES & INFORMATION 2004/2005 School Year

The open enrollment period is from **NOVEMBER 29, 2004** *through*  
**JANUARY 21, 2005**

The Board of Education supports a variety of high quality educational programs. Students may attend their district designated neighborhood school (based on home address), or application may be made for open enrollment to another neighborhood school, a focus school (meets BVSD standards but may have a different curriculum or philosophy), or a charter school (an independent school within the district) in our school district.

#### **OPEN ENROLLMENT PROCESS AND TIMELINES:**

1. Before completing an open enrollment form, parents should obtain information about the school to which they are applying so that they are informed about the program. Some schools/grade levels are closed for open enrollment.
2. Parents may pick up an application from any school or the Education Center (6500 E. Arapahoe, Boulder, CO 80303) between November 29, 2004 and January 21, 2005.
3. Misrepresentation of information will be grounds to invalidate your open enrollment request.
4. Parents must complete and sign the application and return it to the Education Center (6500 E. Arapahoe, Boulder, CO 80303) no later than January 21, 2005, by 4:00 p.m.
5. Notification of acceptance (from the original pool of applicants) will be sent on February 4, 2005. A second round of acceptance will take place to fill any remaining vacant spots after February 25. Notification of placement on a wait list will be sent after March 18, 2005.
6. If accepted during the first round, parents must complete an enrollment confirmation form that must be received at the Education Center no later than 4:00 p.m. on February 14, 2005. Upon both completing the enrollment confirmation form and subsequent attendance, the selected school becomes the **“school of attendance”** for that level (elementary, middle, K-8, senior or multi level program).
7. If the enrollment confirmation form is not received on time, the child’s space in the school will be forfeited.
8. In order for a student to return to his/her district designated neighborhood school, an application must be submitted during the open enrollment period. The process set forth in paragraphs six and seven must be followed.

9. Wait lists will be established from the applications received during the open enrollment period. Students will be called from the wait list to fill verified vacant spots on June and August. Students new to school in the BVSD district after January 22, 2005, will be able to complete an open enrollment application to add their name to an established wait list prior to September 1, 2005.

## **INFORMATION REGARDING SPECIAL PROGRAMS:**

- All BVSD and out of district students are eligible to apply for open enrollment.
- Any special education students receiving special education services, after receiving conditional acceptance and completing a confirmation form, must have a staffing, which finds that the open enrollment placement is appropriate before a change in attendance can occur. Contact Special Education at (303) 447-5154 with questions.
- English as a Second Language services are not available at every school. Contact Literacy and Language Support Services (303) 447-5073 with questions.
- **VARSITY ELIGIBILITY:** In most cases students transferring schools after the 15th day of the school year will jeopardize losing varsity eligibility for the remainder of the school year. Students should consult the district Athletic Director at (303) 447-5252 for eligibility information. According to Colorado High School Activities Association (CHSAA) rules, students entering high school for the first time that school year shall be eligible for all interscholastic athletic competitions. A student who transfers after the 15th day of the school year or after having started practice in a sport or after participation in an interscholastic scrimmage or contest will be ineligible for varsity competition in that sport for the remainder of the school year as well as those sports in which they had competed during the previous twelve months.

## **SELECTION PROCESS:**

- Approval of open enrollment is based on available space, programming, and staffing at the requested school.
  - ✓ When the number of applicants exceeds the number of spaces available, students will be selected by a random selection lottery. A wait list will be kept at the Education Center.
  - ✓ In-district students who apply by January 21, 2005, during the open enrollment period will be given priority before students who reside outside the Boulder Valley School District.
- Preference is given to students as follows:
  - A. In-district students before any consideration is given to students outside the Boulder Valley School District.
  - B. Students wishing to return to their neighborhood schools.
  - C. District students who move out of their district designated neighborhood school attendance area and wish to remain for that level of schooling.



- D. Students of parents/guardians identified as founding families during the formation of a new strand, focus or charter school and who have worked significant hours to initiate and develop the program. Preference will be given to founding families for three years following the opening of the strand or focus school. (Charter and focus schools have additional preferences considerations as listed on the application form.)
- E. A new student whose sibling is currently attending and will be attending the school the following year.
- F. A student who is the child of an employee at the requested school.
- G. When two or more siblings apply for open enrollment at the same school, and one is accepted the other(s) will be given preference.

## **GENERAL INFORMATION:**

- After elementary and middle school, students will attend their district designated neighborhood school unless they open enroll to another middle or high school. Once enrolled in a K-8 building (or other multi-level program housed in the same building) students do not have to re-enroll.
- Students who enroll in a school other than their district designated neighborhood school are responsible for their own transportation. If space is available on an existing transportation route, parents may petition for “ridership” by contacting the district’s Transportation Office at (303) 4475120. This petition process occurs after the school year begins. Parents must petition every year for space available ridership. Transportation under the open enrollment process must be applied for annually.
- To help parents identify schools they may wish to consider for open enrollment, opportunities to visit and observe schools may be scheduled by contacting individual school offices. Please be sure to register with the school office when visiting schools.

**If there are other questions regarding open enrollment, please contact the Education Center at (303) 245-5900 for further information.**

CROSS REF.: [JC](#), School Attendance Areas

**End of File: JECC-R**

(The above is an extract of the text of JECC-R on 11/9/2004; source: BVSD website, URL: <http://www.bvsd.k12.co.us/sb/policies/JECC-R.pdf>)



## Appendix P. Core Knowledge Success

### D. Core Knowledge Schools in Colorado

One of the states in which the Core Knowledge idea has caught on is Colorado. There are currently more than 50 schools using Core Knowledge in the state. The following chart shows that Core Knowledge schools are doing quite well on the state's CSAP exam. The results of the 2002 exam are summarized below. They show that large percentages of Core Knowledge schools are posting scores ten, twenty, and even thirty points above the state average. This is additional evidence that implementation of Core Knowledge can go hand-in-hand with success on state exams.

	% of schools above state average	% of schools at least 10 % points above state average	% of schools at least 20 % points above state average	% of schools at least 30 % points above state average
3rd Grade Reading (41 schools total)	80%	63%	32%	0%
3rd Grade Writing (41 schools total)	80%	66%	54%	24%
4th Grade Reading (41 schools total)	78%	71%	46%	17%
4th Grade Writing (41 schools total)	80%	59%	44%	24%
5th Grade Math (42 schools total)	76%	64%	55%	26%
5th Grade Reading (42 schools total)	88%	64%	43%	21%
5th Grade Writing (42 schools total)	79%	55%	50%	33%
6th Grade Math (37 schools total)	84%	68%	46%	24%
6th Grade Reading (36 schools total)	81%	64%	39%	11%
6th Grade Writing (36 schools total)	81%	67%	42%	25%
7th Grade Math (31 schools total)	81%	61%	36%	29%
7th Grade Reading (31 schools total)	84%	65%	39%	16%
7th Grade Writing (32 schools total)	78%	66%	38%	22%

	% of schools above state average	% of schools at least 10 % points above state average	% of schools at least 20 % points above state average	% of schools at least 30 % points above state average
8th Grade Math (29 schools total)	69%	55%	48%	24%
8th Grade Reading (29 schools total)	79%	66%	38%	10%
8th Grade Science (29 schools total)	79%	62%	45%	14%
8th Grade Writing (29 schools total)	69%	52%	41%	21%

For more details on Core Knowledge schools in Colorado, visit the website maintained by National Core Knowledge Coordinator for Colorado, Holly Hensey, [www.ckcolorado.org](http://www.ckcolorado.org).

(Source: [http://www.coreknowledge.org/CKproto2/about/about\\_eval\\_frames.htm](http://www.coreknowledge.org/CKproto2/about/about_eval_frames.htm))

## Appendix Q. College Requirements

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
<b>Peak to Peak</b>		<b>4</b>	<b>3 to 4</b>	<b>3.5</b>	<b>3 to 4</b>	<b>3</b>	<b>2</b>						
Adams State College		4	2	3	2 - Sci 2- Sci lab	2				V 490 M480	85		Transcripts
American University D.C.	<a href="http://www.american.edu">http://www.american.edu</a>	4	3	2+	2 Natural or lab	2				V/M 650 SAT II			Most successful applicants will have completed 20 academic units by the end of their senior year, of which at least three courses will have been Advanced Placement (AP), IB, or honors courses
Auburn University	<a href="http://www.auburn.edu">http://www.auburn.edu</a>	4	3	3	1 Bio, 1 Physical					ACT 23.4 SAT 1108			The average high school GPA is 3.34. A 27 on the ACT or a 1220 on the SAT, and a 3.0 high school grade-point average calculated on academic courses only, will automatically be considered for University Academic Scholarships for Freshman
Baylor University	<a href="http://www.baylor.edu">http://www.baylor.edu</a>	4	3	2	2 Lab	2							
Boston College	<a href="http://www.bc.edu">http://www.bc.edu</a>	4	4	4	4	4				1260-1390 SAT, mean score 1362. SAT II middle to high 600's. 29-31 ACT, mean composite score 30.			The Committee on Admission also looks at the rigor of your high school program. Students challenging themselves with Honors, AP, IB, and/or college-level courses tend to be more competitive in the admission process.
Boston University	<a href="http://www.bu.edu">http://www.bu.edu</a>	4	3	3	3 (w/ lab)	2				V/M:600+ ACT 24+	48%	yes	character, breadth of interest, school recs, enrollment in honors courses

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
Brandeis University	<a href="http://www.brandeis.edu">http://www.brandeis.edu</a>	4	3	1	1	3						yes	Brandeis applicants usually have an academic program including courses that are among the most challenging offered in their schools. In addition to the secondary school program, the personal statement and supporting recommendations provide important information about subjective interests and priorities. Evidence of extra curricular involvement also contributes to the admissions decision.
Brigham Young University	<a href="http://www.byu.edu">http://www.byu.edu</a>												
Brown University	<a href="http://www.brown.edu">http://www.brown.edu</a>	4	3 to 4	2	3 to 4	3 to 4	1	1	yes	V 690 M 700	17	Volunteer work	Character/personal qualities, transcript, talent/ability
California Institute of Technology	<a href="http://www.caltech.edu">http://www.caltech.edu</a>	3	4-calculus	1	chemistry, physics				no	V 700-780 M 760-800	15		Transcript, class rank, work exp., talent/abilities, recommendations, extracurricular, interview. Most rigorous courses available
Carnegie Mellon University	<a href="http://www.cmu.edu">http://www.cmu.edu</a>	4	4	1 SS 2 Hist	3 sci 3 sci lab	2		3 to 4	Yes	V 646 M 716	38	Volunteer work	Transcript, test scores
Case Western Reserve University	<a href="http://www.cwru.edu">http://www.cwru.edu</a>	4	3		1 to 2				top 20	V 600-710 M 650-750		yes	strong record of academic performance, enthusiasm for learning, willingness to contribute to school or community, academic promise, measured in part by standardized testing, distinctive achievements or talents, knowledge of self and appreciation for individual differences, demonstrated interest in CWRU
Catholic University Of America	<a href="http://www.cua.edu">http://www.cua.edu</a>												

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
Clark University (MA)	<a href="http://www.clarku.edu">http://www.clarku.edu</a>	4	3	2	3	2	yes		top 25%	V 591- 603 M 595 - 603	68%	yes	Average GPA 3.35 . Clark places on community service and social activism. The students participating in the program this year had extensive volunteer commitments throughout high school. They have worked with a wide variety of local and national organizations, including: the March of Dimes, Students Against Destructive Decisions, Youth Judea, Meals on Wheels, Habitat for Humanity, Students Against Violence Everywhere, AmeriCorps, Facing History and Ourselves, and many civic, religious and school groups
Clarkson University (NY)	<a href="http://www.clarkson.edu">http://www.clarkson.edu</a>												
Clemson University	<a href="http://www.clemson.edu">http://www.clemson.edu</a>	4	3 to 4	3	3 to 4 Lab	3 to 4			top 10%	average SAT 1203 average ACT 26	61%	yes	Other factors including choice of major, South Carolina residency, community service, school involvement, and work experience are given some consideration in the admissions decision
College of William and Mary	<a href="http://www.wm.edu">http://www.wm.edu</a>	4	4	4	4 (3 must be lab)	4			top 25%	V 600 -710 M 590-680 ACT 29-32	41%	yes	Average GPA 3.93
Colorado Christian University		4	3	1 - SS 2 - Hist.	3 - sci lab	2 - 3				V 480-608 M 470-590	75		
Colorado College										V 630 633 M	69		
Colorado Mountain College											100		Transcripts
Colorado School of Mines		4	4	3 - Sci 3 - lab	2- SS 2 - Hist.	2				V 540-650 M 620-680	82		Transcripts
Colorado State University	<a href="http://www.colostate.edu">http://www.colostate.edu</a>	4	3	2 to 3	2	2				V 500-600 M510-610	78		Transcript, class rank, essays, recommendations, extracurricular
Colorado Technical University		2	2	2						V 430-580 M 460-600	83		Transcripts
Columbia	<a href="http://www.columbia.edu">http://www.columbia.edu</a>	4	3 or 4	3 or 4	3 or 4	3 or 4	no	no	yes	V 701 M 693	12		Character/personal qualities, class rank, essays, recommendations, transcript, test scores

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
Cornell University	<a href="http://www.cornell.edu">http://www.cornell.edu</a>	4	3 or 4		3	3	no	no	yes	V 667 M 700	29		Essays, extracurricular activities, recommendations, transcript, test scores, talent/ability
Daniel Webster		4	4	4	3	3				V 660-750 M 670-760	23		Transcript, class rank, recommendations, extracurricular, essays, character
Dartmouth College	<a href="http://www.dartmouth.edu">http://www.dartmouth.edu</a>	4	4	3	3	3	no	no	yes	V 702 M 713	18	Volunteer work	Character/personal qualities, class rank essays, extracurricular activities, recommendations, transcript, test scores, minority status
Drexel University	<a href="http://www.drexel.edu">http://www.drexel.edu</a>		3-4		1-2 lab					Sat +1200			Average GPA 3.5
Duke University	<a href="http://www.duke.edu">http://www.duke.edu</a>	4	3+	3+	3+	3 to 4			yes	V 650-740 M 670-770	23		Recommendations, transcript, test scores, extracurricular activities, talent/ ability
Emory University	<a href="http://www.emory.edu">http://www.emory.edu</a>	4	3	2 SS, 2 Hist	2 sci, 2 sci lab	2		3		V 640-720 M 660-740	42		Recommendations, transcript
Florida State University	<a href="http://www.fsu.edu">http://www.fsu.edu</a>	4	3	3	3 (2 lab)	2		4		SAT 1110-1290 ACT 23-28	49%		The essay is a very important part of your application. Avg GPA 3.5 - 4.1.
Fordham University	<a href="http://www.fordham.edu">http://www.fordham.edu</a>	4	3-4	2-4	2-3	2				SAT 1120-1300 ACT 26		yes	GPA 3.3 - 3.5, Evidence of scholastic aptitude and personal characteristics such as special talents and involvement in community or school activities
Fort Lewis College		4	4	2	2					V 445-550 M 430-540	84		Transcripts
George Washington University	<a href="http://www.gwu.edu">http://www.gwu.edu</a>								top 10 %	SAT 1240 - 1390	12%		
Georgetown University	<a href="http://www.georgetown.edu">http://www.georgetown.edu</a>	4	2 to 4	2 to 4	2 to 4	2 to 4			Yes	V 640-730 M 640-730	21	Volunteer work	Character/personal qualities, class rank, essays, recommendations, transcript, test scores, talent/ability
Georgia Institute of Technology	<a href="http://www.admission.gatech.edu">http://www.admission.gatech.edu</a>												
Harvard	<a href="http://www.harvard.edu">http://www.harvard.edu</a>	4	4	3	4	4	no	no	yes	V 700-800 M 700 790	10		Character/personal qualities, extracurricular activities, recommendations, transcript, talent/ability, class rank, work experience



University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
Harvey Mudd College		4	4	3 - Sci 3 - lab	2	2				V 670-750 M 720-790	34		Transcript, class rank, essays, recommendations, interview, extracurricular, work experience, talent/ability
Howard University	<a href="http://www.howard.edu">http://www.howard.edu</a>												
Illinois Institute of Technology	<a href="http://www.iit.edu">http://www.iit.edu</a>												
Indiana University-Bloomington	<a href="http://www.iu.edu">http://www.iu.edu</a>												
Iowa State University	<a href="http://www.iastate.edu">http://www.iastate.edu</a>												
Johns Hopkins	<a href="http://www.jhu.edu">http://www.jhu.edu</a>	4	4	2 to 3	2+	3 to 4				V: 650-750, M: 680-780			Academic rigor
Lehigh University	<a href="http://www.lehigh.edu">http://www.lehigh.edu</a>												
Loyola University Chicago	<a href="http://www.luc.edu">http://www.luc.edu</a>												
Marquette University	<a href="http://www.marquette.edu">http://www.marquette.edu</a>												
Massachusetts Institute of Technology	<a href="http://web.mit.edu/admissions/www">http://web.mit.edu/admissions/www</a>	4	thru calculus	2	phy, chem, bio	yes	no	no	no	V 680-760 M 730-800	17		Transcript, class rank, work exp, talent/abilities, recommendations, extracurricular, interview
Mesa State College										V 430-550 M 430-560			
Miami University-Oxford	<a href="http://www.muohio.edu">http://www.muohio.edu</a>	4	3	3	3	2	1			V/M: 600+ ACT: 24	74%	yes	extracurricular
Michigan State University	<a href="http://www.admis.msu.edu">http://www.admis.msu.edu</a>												
Michigan Technological University	<a href="http://www.mtu.edu">http://www.mtu.edu</a>												
Naropa University													Transcript
New Jersey Institute of Technology	<a href="http://www.njit.edu">http://www.njit.edu</a>												

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
New York University	<a href="http://www.nyu.edu">http://www.nyu.edu</a>												
North Carolina State University- Raleigh	<a href="http://www.ncsu.edu">http://www.ncsu.edu</a>												
Northwestern	<a href="http://www.northwestern.edu">http://www.northwestern.edu</a>	4	3 to 4	2 to 4	2 to 4	2 to 4	no	1 to 3					
Northwtrn-eng & sci	<a href="http://www.northwestern.edu">http://www.northwestern.edu</a>	4	3.5 to 4		3 to 4		no	5 to 6					
Norwich University		4	3	2 - Sci 2- lab	2	2				V440-560 M 440-570	91		Transcript, class rank, work exp., talent/abilities, recommendations, extracurricular, interview
Ohio State	<a href="http://www.osu.edu">http://www.osu.edu</a>												
Ohio University	<a href="http://www.ohiou.edu">http://www.ohiou.edu</a>												
Pennsylvania State University- University Park	<a href="http://www.psu.edu">http://www.psu.edu</a>								top 5%	V: 660-750, M: 680-770		yes	
Pepperdine University	<a href="http://www.pepperdine.edu">http://www.pepperdine.edu</a>												
Princeton University	<a href="http://www.princeton.edu">http://www.princeton.edu</a>	4	4		2+	4	some study			V 700-780 M 710-790	12		Transcript, class rank, recommendations, interview, extracurricular, work exp., minority status
Purdue University (West Lafayette IN)	<a href="http://www.purdue.edu">http://www.purdue.edu</a>												
Regis University		4	3	2 - Sci 1- lab	2	2				V 440-560 M 430-530	82		Transcript, class rank, recommendations, interview, extracurricular, work exp., minority status volunteer work
Rensselaer Polytechnic Institute	<a href="http://www.rpi.edu">http://www.rpi.edu</a>												
Rice University	<a href="http://www.rice.edu">http://www.rice.edu</a>	4	3	2	2	2			no	V 650-750 M 660-760	23		Transcript.
Rutgers-New Brunswick	<a href="http://www.rutgers.edu">http://www.rutgers.edu</a>	4	3 to 4		2 (chem, phy, bio)	2			5 to 9	V: 500+, M: 500+			

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
Southern Methodist University	<a href="http://www.smu.edu">http://www.smu.edu</a>												
St. Louis University	<a href="http://www.slu.edu">http://www.slu.edu</a>												
Stanford University	<a href="http://www.stanford.edu">http://www.stanford.edu</a>	4	4	3+	3+	3+	no	no		V 670-770 M 690-780	13		Transcript, class rank, essays, recommendations, extracurricular
Stevens Institute of Technology	<a href="http://www.stevens.edu">http://www.stevens.edu</a>												
SUNY College Environmental Science and Forestry	<a href="http://www.esf.edu">http://www.esf.edu</a>												
SUNY-Albany	<a href="http://www.albany.edu">http://www.albany.edu</a>												
SUNY-Binghamton	<a href="http://www.binghamton.edu">http://www.binghamton.edu</a>												
SUNY-Stony Brook	<a href="http://www.sunysb.edu">http://www.sunysb.edu</a>												
Syracuse University	<a href="http://www.syracuse.edu">http://www.syracuse.edu</a>												
Texas A&M	<a href="http://www.tamu.edu">http://www.tamu.edu</a>	4	3.5		3	2	no	no	yes	V 567 M 602	68	Volunteer work	Class rank, extracurricular activities, transcript, test scores, state residency, talent/ability
Texas Christian University	<a href="http://www.tcu.edu">http://www.tcu.edu</a>												
Tufts University	<a href="http://www.tufts.edu">http://www.tufts.edu</a>												
Tulane University	<a href="http://www.tulane.edu">http://www.tulane.edu</a>												
United States Air Force Academy		4	4	4-Sci 4-lab	3	2				V 580-670 M 610-690	17		Transcript, character, class rank, work exp., volunteer exp., talent/abilities, recommendations, extracurricular, interview minority status
Univ of Minnesota (Twin Cities)		4	3	2	3	2			top 50%	V/M:600+ ACT 21+			
University Notre Dame		4	3 to 4	2 to 4	2 to 4	2 to 4	no	3	Yes	V 620-720 M 650-730	34		Character/personal qualities, class rank, essays, extracurricular activities, recommendations, transcript, test scores, talent/ability

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
University of Alabama	<a href="http://www.ua.edu">http://www.ua.edu</a>												
University of Arizona	<a href="http://www.arizona.edu">http://www.arizona.edu</a>												
University of California - Berkeley	<a href="http://www.berkeley.edu">http://www.berkeley.edu</a>	4	3 to 4	2 SS, 2 Hist	2 to 3	2 to 3		2		V 570-700 M 620-740		Volunteer work	Essays, transcript, state residency
University of California - Davis	<a href="http://www.ucdavis.edu">http://www.ucdavis.edu</a>												
University of California - Irvine	<a href="http://www.uci.edu">http://www.uci.edu</a>												
University of California - Los Angeles	<a href="http://www.ucla.edu/">http://www.ucla.edu/</a>												
University of California -San Diego	<a href="http://www.ucsd.edu/">http://www.ucsd.edu/</a>												
University of California- Riverside	<a href="http://www.ucr.edu">http://www.ucr.edu</a>												
University of California- Santa Barbara	<a href="http://www.ucsb.edu">http://www.ucsb.edu</a>												
University of California- Santa Cruz	<a href="http://www.ucsc.edu">http://www.ucsc.edu</a>												
University of Chicago	<a href="http://www.uchicago.edu">http://www.uchicago.edu</a>	4	3 to 4	3+	3 to 4	yes			yes	1330-1480			
University of Colorado	<a href="http://www.colorado.edu">http://www.colorado.edu</a>	4	3 or 4	2 or 3	3	37655	1 music majors	1		V 569 M 590	79	Volunteer work	GPA, transcript, test scores
University of Connecticut	<a href="http://www.uconn.edu">http://www.uconn.edu</a>	4	4	2	3 (2 lab sciences)	3		3		V: 500+, M: 500+	64%		
University of Dayton	<a href="http://www.udayton.edu">http://www.udayton.edu</a>												
University of Delaware	<a href="http://www.udel.edu/">http://www.udel.edu/</a>												

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
University of Denver	<a href="http://www.du.edu">http://www.du.edu</a>												
University of Florida	<a href="http://www.ufl.edu">http://www.ufl.edu</a>												
University of Georgia	<a href="http://www.uga.edu">http://www.uga.edu</a>												
University of Illinois–Urbana-Champaign	<a href="http://www.uiuc.edu">http://www.uiuc.edu</a>												
University of Iowa	<a href="http://www.uiowa.edu">http://www.uiowa.edu</a>												
University of Kansas	<a href="http://www.ku.edu">http://www.ku.edu</a>												
University of Kentucky	<a href="http://www.uky.edu">http://www.uky.edu</a>												
University of Maryland–College Park	<a href="http://www.maryland.edu">http://www.maryland.edu</a>												
University of Massachusetts–Amherst	<a href="http://www.umass.edu">http://www.umass.edu</a>												
University of Miami	<a href="http://www.miami.edu">http://www.miami.edu</a>									V: 500+, M: 500+			avg GPA 3.97
University of Michigan–Ann Arbor	<a href="http://www.umich.edu">http://www.umich.edu</a>	4	3 to 4	3 - SS 2- Hist	3- Sci 1-lab	2				V 570-670 M 610-710	49		Transcripts, class rank, state residency, talent/ability minority status
University of Minnesota–Twin Cities	<a href="http://www1.umn.edu/twincities">http://www1.umn.edu/twincities</a>												
University of Missouri–Columbia	<a href="http://www.missouri.edu">http://www.missouri.edu</a>												
University of Missouri–Rolla	<a href="http://www.umsr.edu">http://www.umsr.edu</a>												
University of Nebraska–Lincoln	<a href="http://www.unl.edu">http://www.unl.edu</a>												
University of New Hampshire	<a href="http://www.unh.edu">http://www.unh.edu</a>												

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
University of North Carolina - Chapel Hill	<a href="http://www.unc.edu">http://www.unc.edu</a>												
University of Northern Colorado		4	3	2 - Sci 1 - lab	2					V 460-580 M 460-570	78		Transcript, class rank, character, talent/abilities, recommendations, extracurricular
University of Notre Dame	<a href="http://www.nd.edu">http://www.nd.edu</a>	4	3 to 4	2 to 4	2 to 4	2 to 4				V 620-720 M650-730	34		Transcript, class rank, essays, recommendations, extracurricular
University of Oklahoma	<a href="http://www.ou.edu">http://www.ou.edu</a>												
University of Oregon	<a href="http://www.uoregon.edu">http://www.uoregon.edu</a>												
University of Pennsylvania	<a href="http://www.upenn.edu">http://www.upenn.edu</a>												
University of Pittsburgh	<a href="http://www.pitt.edu/">http://www.pitt.edu/</a>												
University of Rochester	<a href="http://www.rochester.edu">http://www.rochester.edu</a>												
University of San Diego	<a href="http://www.SanDiego.edu">http://www.SanDiego.edu</a>												
University of San Francisco	<a href="http://www.usfca.edu">http://www.usfca.edu</a>												
University of South Carolina - Columbia	<a href="http://www.sc.edu">http://www.sc.edu</a>												
University of Southern California	<a href="http://www.usc.edu/">http://www.usc.edu/</a>												
University of Southern Colorado		4	3	2 - Sci 2 - lab	2	2				V 410-520 M 420-520	84		Transcript, class rank, essays, recommendations, extracurricular
University of Tennessee	<a href="http://www.tennessee.edu">http://www.tennessee.edu</a>												
University of Texas - Austin	<a href="http://www.utexas.edu">http://www.utexas.edu</a>	4	3+	3	2+ (of lab science)	2+	0.5	no	yes	V: 600+, M : 600+		no	Academic rigor
University of the Pacific	<a href="http://www.uop.edu">http://www.uop.edu</a>												

University	Websites	English	Math	History	Science	Language	Arts	Acad Elec	Class Rank	Avg SAT/ ACT	% Accept	Com Serv	Comments
University of Tulsa	<a href="http://www.utulsa.edu">http://www.utulsa.edu</a>												
University of Utah	<a href="http://www.utah.edu">http://www.utah.edu</a>												
University of Vermont	<a href="http://www.uvm.edu">http://www.uvm.edu</a>												
University of Virginia	<a href="http://www.virginia.edu">http://www.virginia.edu</a>	4	4	1 to 3	2 to 4	2	no		Yes	V 600-700 M 620-720	39		Alumni, minority status, transcript, state residency
University of Washington	<a href="http://www.washington.edu">http://www.washington.edu</a>												
University of Wisconsin-Madison	<a href="http://www.wisc.edu">http://www.wisc.edu</a>												
Vanderbilt University	<a href="http://www.vanderbilt.edu">http://www.vanderbilt.edu</a>	4	3 to 4	2 to 3 SS 2 Hist	2 to 3	2 to 3	no	2	Yes	V 610-700 M 640-720	46	Volunteer work	Character/personal qualities, class rank, essays, extracurricular activities, recommendations, transcript, test scores, talent/ability
Virginia Tech	<a href="http://www.vt.edu">http://www.vt.edu</a>												
Wake Forest University	<a href="http://www.wfu.edu">http://www.wfu.edu</a>												
Washington State University	<a href="http://www.wsu.edu">http://www.wsu.edu</a>												
Washington University, St. Louis	<a href="http://admissions.wustl.edu">http://admissions.wustl.edu</a>	4	4	4 - Sci 4 - lab	4 - SS 4 - Hist	2			yes	V 640-730 M 670-740	23	yes	Transcripts, essay, Academic rigor: honors, AP, IB
Western State College		4	3	2 - Sci 2 - lab	2	2				V 465-585 M 465-565	85		Transcript, class rank, essays, recommendations, extracurricular, character
Worcester Polytechnic Institute	<a href="http://www.wpi.edu">http://www.wpi.edu</a>												
Yale University	<a href="http://www.yale.edu/admit">http://www.yale.edu/admit</a>								yes	V 680- 770 M 680-770	13	Volunteer work	Character/personal qualities, class rank, essays, extracurricular activities, recommendations, transcript, test scores, talent/ability
Yeshiva University	<a href="http://www.yu.edu">http://www.yu.edu</a>												





## *Appendix R. Peak to Peak New Hire Letter*

March XX, 2004

Name  
Address  
xxxxxxx

Dear (Name):

Peak to Peak Charter School is pleased to offer you a position as XX for the 2004-05 school term. We anticipate that you will begin work on Tuesday, August 17, 2004, and continue through the 2004-2005 school term. All teachers new to Peak to Peak will report at 7:30am and work until 3:30pm on August 17 and August 18. These two days will serve as New Teacher Orientation. Professional Development days for all teachers will be August 19 – 25, 2004. August 25 will be a transition day for 6<sup>th</sup> and 9<sup>th</sup> graders. All K-12 students will report to school on August 26.

The salary offered to you for this position is a monthly amount of XX. The monthly salary is paid on the last day of each month starting with August 31, 2004. Paychecks are spread over 12 months, but the work is completed over the school year months.

Employment at Peak to Peak is contingent upon the following:

- Formal approval by BVSD, once the application, background check and reference-checking procedures are complete.
- Completion of the Peak to Peak application process, including submission of an official transcript(s).
- Proof of eligibility to work in the United States by completing an I-9.

Currently, full-time employees are eligible for the Boulder Valley School District (BVSD) benefits package. This includes seventy hours (70) of paid absences for the duration of the 2004-2005 school term. Please note that at this time, unused absences are paid back at the substitute rate at the end of the school year. This may total an additional \$950.00 in pay at the end of the year. *Please see the attached benefit sheet.*

Currently, (your position) reports directly to (supervisor name). Performance reviews are ordinarily conducted by the Executive Administrative Team, in conjunction with the Hiring/Organizational Development Committee and the Board of Directors. Your salary offer is from the Peak to Peak Charter School Board. As a professional, we request that you will keep the terms and conditions of your employment confidential.

Employment with Peak to Peak Charter School is at-will. This means you can leave your employment with Peak to Peak at any time for any reason, and Peak to Peak can end your employment at any time for any reason. No one, except in writing by the President of the Board of Directors of Peak to Peak Charter School after Board approval, can create any contract of employment that would not be at-will.

Please return a copy of this letter with your social security number, phone number, date of birth and any change of address filled out on the bottom of this page. This information is required by the district payroll office. If you have any questions, please contact Debbie Murtaugh at 303-453-4612.

(Name), we are delighted that you are joining our school! We hope you will find a compelling professional and community environment at Peak to Peak.

Sincerely,

---

(Name), Board Member  
Peak to Peak Charter School, Inc.

Name:

Social Security Number:

Phone Number:

Date of Birth:

Change of Address (if needed):

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I have read and understand the above:

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Signature\_\_

## *Appendix S. State Statute Waivers*

### **REQUEST FOR WAIVER OF COLORADO REVISED STATUTES**

The parties request the following waivers with the understanding that, even if granted, Peak to Peak is subject to limitations on its authority by virtue of its contract with Boulder Valley School District, which will remain in full force and effect. Specific Duty waivers are requested from the State Board of Education only to the extent that such delegations made in the contract from the BVSD Board to Peak to Peak would be deemed to be impermissible without such waivers.

Appendix R, Peak to Peak New Hire Letter, relates to several of these waivers.

#### **STATUTE WITH DESCRIPTION**

**C.R.S. 22-1-110 - Effect of Use of Alcohol and Controlled Substances to be Taught.** This law requires schools to teach the effects, the social dangers of use and the illegal aspects of use of alcohol and controlled substances. (Delegation)

.....

#### **RATIONALE**

Boulder Valley School District has granted to the Peak to Peak's Board of Directors the authority to determine the educational program and instructional material and strategy use to teach these topic and the extent to which these topics will be integrated into the curriculum.

#### **MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak is responsible for identifying the instructional materials and strategies used to teach these topics. Peak to Peak includes these topics in the curriculum.

#### **DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

#### **HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

#### **EXPECTED OUTCOME**

Peak to Peak expects that as a result of this waiver it will be able to implement its curriculum and ensure that students meet Peak to Peak's standards.

**STATUTE WITH DESCRIPTION**

**C.R.S. 22-9-106 - Local Boards of Education - Duties/Performance Evaluations.** This law requires local boards of education to adopt a written system to evaluate the employment performance of licensed personnel and specifies required components of such an evaluation system. (Substantive)



**RATIONALE**

Peak to Peak is responsible for its own personnel matters, including the supervision and evaluation of personnel and the method for conducting such evaluations, consistent with the Charter School Agreement.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak's evaluation plan has been provided in the Personnel policies included in the Charter School Agreement.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

With this waiver, Peak to Peak will be able to implement its program and evaluate its teachers, per the Personnel policies included in the Charter School Agreement.



**STATUTE WITH DESCRIPTION**

C.R.S. 22-32-109(1)(f) - Local Boards of Education - Specific Duties/Selection and Pay of Personnel. This law requires local boards of education to employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation. (Delegation)



**RATIONALE**

Peak to Peak is responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak remains responsible for these matters, rather than the district. Peak to Peak hires its personnel on an “at-will” basis and has established the terms and compensation for employment on an individual basis. Personnel policies are included in the Charter School Agreement.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

As a result of this waiver, Peak to Peak will select, employ and fix compensation for its own teachers and staff, in accordance with the terms and conditions set by the Charter School Agreement.

**STATUTE WITH DESCRIPTION**

C.R.S. 22-32-109(1)(h) - Local Board of Education - Specific Duties/Bonding of Staff. This law requires local boards of education to require the bonding of staff members. (Delegation)



**RATIONALE**

Peak to Peak will be responsible for its own personnel and financial matters consistent with the Charter School Agreement.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak hires its own personnel and retains responsibility for the protection of its assets, rather than the district. Peak to Peak conducts background checks on its employees, and appropriate employees are covered by Errors and Omissions and Employee Dishonesty insurance coverage.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak, per the Charter School Agreement.

**EXPECTED OUTCOME**

With this waiver, Peak to Peak will be able to implement its program and manage its finances in accordance with the Charter School Agreement.

**STATUTES WITH DESCRIPTIONS**

**C.R.S. 22-32-109(1)(n)(I) - Local Boards of Education - Specific Duties/School Calendar.** This law requires local boards of education to determine the length of time which the schools of the district will be in session. (Delegation)

**C.R.S. 22-32-109(1)(n)(II) - Local Board of Education - Specific Duties/Teacher-Pupil Contact Hours.** This law establishes a minimum number of teacher-pupil contact hours, which the adopted school calendar must meet. (Delegation)



**RATIONALE**

Peak to Peak will prescribe its own school calendar.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Prior to the beginning of the school year, Peak to Peak is responsible for setting its own calendar which is applicable to Peak to Peak. Peak to Peak’s calendar may be adopted by the Peak to Peak Board of Directors, administration, or a combination thereof. Peak to Peak meets or exceeds the number of hours required by state law.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waivers be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of these waivers will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

Prior to the beginning of the school year, Peak to Peak will set Peak to Peak’s calendar, and a copy of the calendar will be provided to the parents or guardians of all children enrolled in Peak to Peak.



**STATUTE WITH DESCRIPTION**

**C.R.S. 22-32-109(1)(t) - Local Boards of Education - Specific Duties/Textbooks and Curriculum.** This law requires local boards of education to determine the educational programs to be carried on in the schools on the district and to prescribe any textbooks for any course of instruction or study. (Delegation)



**RATIONALE**

The Peak to Peak Board of Directors is responsible for the school’s curriculum and the selection of textbooks and other instructional materials, consistent with the school’s mission, goals, and educational program.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak is responsible for the implementation of its educational program and the textbooks and strategies used to teach it, consistent with the school’s mission, goals, and educational program as outlined in Peak to Peak’s Charter School Agreement.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

Peak to Peak expects that as a result of this waiver it will be able to implement the school’s curriculum and ensure that students meet Peak to Peak’s standards, which will meet or exceed state standards and Boulder Valley School District standards.

**STATUTES WITH DESCRIPTIONS**

**C.R.S. 22-32-109.7 - Local Boards of Education - Specific Duties - Employment of Personnel.**

This law specifies the duties of local boards with regard to conducting background checks of employees, including criminal background check and contacts with previous employers. (Delegation)

**C.R.S. 22-32-109.8 - Applicants Selected for Non-Licensed Positions - Submittal of Form and Fingerprints - Prohibition Against Employing Persons Failing to Comply.** This law requires local boards of education to require potential employees to submit a set of fingerprints and to release the fingerprints to the Colorado Bureau of Investigation for processing. (Delegation)

**C.R.S. 22-32-109.9 - Licensed Personnel - Submittal of Fingerprints.** This law requires local boards of education to require fingerprints from any licensed personnel employed on or after January 1, 1991, whom the district believes has been convicted of any felony or misdemeanor (not including misdemeanor traffic offense or infractions), subsequent to such employment. (Delegation)



**RATIONALE**

The Peak to Peak Board of Directors is responsible for hiring Peak to Peak’s employees. As part of that duty, Peak to Peak, rather than Boulder Valley School District, checks references from previous employers and arranges for background checks and fingerprinting of employees.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak, rather than Boulder Valley School District, conducts background checks of employees, including criminal background check and contacts with previous employers. It requires potential employees to submit a set of fingerprints and to release the fingerprints to the Colorado Bureau of Investigation for processing. The school also requires fingerprints from any licensed personnel employed on or after January 1, 1991, whom the school believes has been convicted of any felony or misdemeanor (not including misdemeanor traffic offense or infractions), subsequent to such employment.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waivers be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of these waivers will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

As a result of these waivers, Peak to Peak will select and employ its own teachers and staff, in accordance with the terms and conditions set by the Charter School Agreement.

**STATUTES WITH DESCRIPTIONS**

**C.R.S. 22–32-110(1)(h) - Local Board Powers/Terminate Employment of Personnel.** This law gives local boards of education the power to discharge or otherwise terminate the employment of any personnel. (Delegation)

**C.R.S. 22–32-110(1)(i) - Local Board Powers/Reimburse Employees for Expenses.** This law gives local boards of education the power to reimburse employee for expenses incurred in the performance of their duties. (Delegation)

**C.R.S. 22–32-110(1)(j) - Local Board Powers/Procure Insurance.** This law gives local boards of education the power to procure group life, health or accident insurance covering employees of the district. (Delegation)

**C.R.S. 22–32-110(1)(k) - Local Board Powers/Policies Related to In-Service Training and Official Conduct.** This law gives local boards of education the power to adopt written policies related to the in-service training, professional growth, safety, official conduct, and welfare of the employees. (Delegation)

**C.R.S. 22–32-110(1)(ee) - Local Board Powers/Employ Teachers’ Aides and other Non-Licensed Personnel.** This law gives local boards of education the power to employ teachers’ aides and other auxiliary, non-licensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children. (Delegation)



**RATIONALE**

Peak to Peak is responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules and regulations, and providing its own training.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak is responsible for these matters rather the district. Peak to Peak’s administration has flexibility in structuring professional development and Peak to Peak’s Board of Directors has flexibility in structuring school policies to meet the school’s needs.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waivers be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of these waivers will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

As a result of these waivers, Peak to Peak will select and employ, and provide professional development for its own teachers and staff, in accordance with the terms and conditions set by the Charter School Agreement.

**STATUTE WITH DESCRIPTION**

C.R.S. 22-110(1)(y) - Local Board Powers/Accept Gifts and Donations. This law gives local boards of education the power to accept gifts, donations, or grants of any kind made to the district and to expend or use said gifts, donations, or grants in accordance with the conditions prescribed by the donor. (Delegation)



**RATIONALE**

Peak to Peak is responsible for its own fundraising activities.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak conducts its own fundraising and grant-writing activities in accordance with the Charter School Renewal Application.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

Peak to Peak's Board of Directors and staff will accept gifts, donations, and grants on behalf of the school.

**STATUTE WITH DESCRIPTION**

**C.R.S. 22-32-119 - Kindergartens.** This law gives local boards of education the power to establish and maintain kindergartens for the instruction of children one year prior to the year in which they would be eligible for admission to the first grade. Such kindergartens shall be a part of the public school system. (Delegation)



**RATIONALE**

Peak to Peak offers its own kindergarten program in accordance with the Charter School Agreement. Peak to Peak is authorized to develop, adopt and implement the training, study, discipline, rules and regulations governing its kindergarten program, in accordance with the Charter School Agreement.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

The Peak to Peak Board of Directors has adopted policies and the Executive Principal has prescribed rules and regulations.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

As a result of this waiver, Peak to Peak will be able to operate its kindergarten program to the benefit of the students, teachers, and community, and ensure that students have the time to achieve the curricular standards of Peak to Peak.

**STATUTE WITH DESCRIPTION**

C.R.S. 22-28-111(1)(a). Coordination of district preschool program with extended day services. This law gives any school district which establishes a district preschool program the ability to coordinate the program with extended day services if the district council and the school district find that there exists a need for such services. Such services may be coordinated by the school district through one or more privately funded child care centers or publicly funded early childhood education agencies or through the school district itself. (Delegation)



**RATIONALE**

Peak to Peak will determine whether a need for such services exists and may offer its own early childhood education program in accordance with the Charter School Agreement.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

If Peak to Peak’s Board of Directors determines that there is a need for an early childhood education program at Peak to Peak, it will adopt policies and the Executive Principal will prescribe rules and regulations to provide such services.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

As a result of this waiver, Peak to Peak will be able to operate its early childhood education program to the benefit of the students, teachers, and community, and ensure that students have the time to achieve the curricular standards of Peak to Peak.

**STATUTE WITH DESCRIPTION**

C.R.S. 22-32-120 - Food Services. This law gives local boards of education the power to establish, maintain, equip and operate a food-service facility and sets minimum requirements for the operation of such a facility. (Substantive)



**RATIONALE**

Peak to Peak operates, equips, and maintains its own food service facility and lunch program with its associated rules and regulations.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak provides students a lunch program in its own facility and students, other than high school juniors and seniors that meet specified criteria and have obtained parental permission to leave campus during the lunch period, are required to stay on school premises during the lunch period.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

As a result of this waiver, Peak to Peak will operate its own lunch program to the benefit of Peak to Peak's students, teachers and staff.

**STATUTES WITH DESCRIPTIONS**

**C.R.S. 22-32-126 - Principals - Employment and Authority.** This law gives local boards of education the power to employ principals who shall hold valid supervisory or administrative certificates to supervise the operation and management of the school and sets forth the responsibilities and duties of the principal. (Delegation)

**C.R.S. 22-63-201 - Teacher Employment - License Required - Exception.** This law prohibits a local board of education from entering an employment contract with any person as a teacher, unless such person holds a provisional or professional teacher’s license or authorization. (Substantive)

**C.R.S. 22-63-202 - Employment Contracts - Contracts to be in Writing - Duration-Damage Provisions.** This law requires every employment contract entered into by a teacher or chief administrative officer for the performance of services for a school district to be in writing and contain a damage provision if the individual breaches or refuses to perform services pursuant to the contract. (Substantive)

**C.R.S. 22-63-203 - Probationary Teachers - Renewal and Non-Renewal of Employment Contracts.** This law relates to the employment of probationary teachers, teachers employed during the first three years of their full-time continuous employment with a school district. (Substantive)

**C.R.S. 22-63-206 - Transfer - Compensation.** This statute gives school districts the authority to transfer teachers from one school, position, or grade level to another within the district and addresses the compensation of teachers so transferred. (Substantive)

**C.R.S. 22-63-301 - Grounds for Dismissal.** This statute enumerates the grounds for dismissing a teacher. (Substantive)

**C.R.S. 22-63-302 - Procedure for Dismissal - Judicial Review.** This statute sets forth a process, including judicial review, which school districts must follow for dismissing teachers. (Substantive)

**C.R.S. 22-63-402 - Services - Disbursements.** This statute provides that a warrant for the disbursement of school district moneys shall not be drawn in favor of any person for services as a teacher, unless such person either holds a valid license or authorization from the Department of Education. (Substantive).



**RATIONALE**

Peak to Peak is responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules and regulations, and providing its own training. Peak to Peak may terminate employees who cannot deliver its educational programs successfully.

**MANNER IN WHICH PEAK TO PEAK WILL COMPLY**

Peak to Peak’s Board of Directors is responsible for these matters rather than the district. Peak to Peak hires principals and teachers on an “at-will” basis and complies with all applicable laws. Teachers and staff whose performance is unsatisfactory may be terminated by Peak to Peak.

**DURATION OF THE WAIVERS**

Peak to Peak requests that the waivers be in effect for the duration of its contract with the Boulder Valley Board of Education.



**HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED**

The impact of these waivers will be measured by the performance criteria and assessments that apply to Peak to Peak, as per the Charter School Agreement.

**EXPECTED OUTCOME**

As a result of these waivers, Peak to Peak will be able to operate its educational program in a more efficient and productive manner, and will be accountable for the performance of the teachers and students at Peak to Peak. These waivers will allow Peak to Peak to select, employ and provide professional development for its own principal and teachers, in accordance with the terms and conditions set by the Charter School Agreement. Peak to Peak will be able to terminate employees who do not perform at a satisfactory level.



## Appendix T. BVSD Policy Waivers

BVSD Policies	How Peak To Peak Will Accomplish The Intent Of BVSD's Policies
ABA (Also KC), Community Involvement in Decision-making	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
ABB, Staff Involvement in Decision-making	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
AD, Educational Philosophy	Changes the philosophy to the Peak to Peak mission and vision
AFC-1 (Also GCN-1), Evaluation of Professional Staff, Teachers	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
AFC-2 (Also GCN-2), Evaluation of Professional Staff Administrators	This policy is a duplicate of Policy GCN-2
AFD (Also GDN), Evaluation of Support Staff	This policy is a duplicate of Policy GDN
BAA, Board Operations	Changes responsibility from BVSD Board to Peak to Peak Board and aligns with Peak to Peak bylaws
BBA, School Board Powers and Duties	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and aligns with Peak to Peak bylaws
BBFA, Board Member Conflict of Interest	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
BBFB, Board Member Conduct	Changes responsibility from BVSD Board to Peak to Peak Board and includes language as specified from the BVSD legal counsel to clarify the intent of the policy
BCF (Also BDF), Advisory Committees to the Board	Establishes Peak to Peak Board or Administration responsibilities and aligns with Peak to Peak bylaws
BCG, School Attorney	Establishes Peak to Peak Board or Administration responsibilities and aligns with Peak to Peak's original charter contract
BD/BDA/BDB	This policy is a duplicate of Policy BAA
BDA/BCB, Board Organizational Meeting/Board Officers	Changes responsibility from BVSD Board to Peak to Peak Board and aligns with Peak to Peak bylaws
BDC, Executive Sessions	Changes responsibility from BVSD Board to Peak to Peak Board and aligns with "at-will" employment
BDDA, Notification of Board Meetings	Changes responsibility from BVSD Board to Peak to Peak Board
BDDB, Agenda Format	Changes responsibility from BVSD Board to Peak to Peak Board

<b>BVSD Policies</b>	<b>How Peak To Peak Will Accomplish The Intent Of BVSD's Policies</b>
BDDC, Agenda Preparation and Dissemination	Changes responsibility from BVSD Board to Peak to Peak Board
BDDG, Minutes	Changes responsibility from BVSD Board to Peak to Peak Board
BDDH (Also KD), Public Participation at Board Meetings	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration, and aligns with Peak to Peak's bylaws
BE, School Board Work Sessions and Retreats	Changes responsibility from BVSD Board to Peak to Peak Board
BF, Board Policy Development	Changes responsibility from BVSD Board to Peak to Peak Board
BFC, Policy Adoption	Changes responsibility from BVSD Board to Peak to Peak Board
BFCA (Also CHB), Board Review of Administrative Rules	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
BFD, Policy Dissemination	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
BFE, Administration in Policy Absence	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
BFF, Suspension of Policies	Changes responsibility from BVSD Board to Peak to Peak Board
BFG/BFGA, Policy Review and Evaluation/Manual Accuracy Check	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
BHD/BHE, Board Member Compensation and Expenses/Insurance	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
CC, Administrative Organization Plan	Changes responsibility from BVSD Board to Peak to Peak Board
CD, Management Team	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
CE, Administrative Councils, Cabinets, and Committees	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
CF, School Building Administration (And Principalship)	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
CFD, Leadership/Decision-Making Philosophy	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
CHA, Development of Administrative Rules	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
CHB (Also BFCA), Board Review of Administrative Rules	This policy is a duplicate of Policy BFCA

<b>BVSD Policies</b>	<b>How Peak To Peak Will Accomplish The Intent Of BVSD's Policies</b>
CHD (Also BFE), Administration in Policy Absence	This policy is a duplicate of Policy BFE
CJ, Administrative Intern Program (Leadership Education Program)	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
CK, Consultants	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DB, Annual Operating Budget	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DBB, Fiscal Year	Establishes Peak to Peak fiscal year
DBC, Budget Deadlines and Schedules	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DBH, Budget Adoption Procedures	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DBK, Budget Transfers	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DD, Grants Management	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DEB, Loan Programs (Funds from State Tax Sources)	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DFA, Cash Management/Investment Policy	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DFB, Revenues from Licensing of School Facilities for Telecommunication Uses	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DG/DGA, Depository of Funds/Authorized Signatures	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DI, Fiscal Accounting and Reporting	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DIA, Accounting System	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DID, Inventories (And Property Accounting)	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DIE, Audits	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DIEA, Peak to Peak Finance Committee	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.

<b>BVSD Policies</b>	<b>How Peak To Peak Will Accomplish The Intent Of BVSD's Policies</b>
DJ, Purchasing and Contracting	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DJB, Petty Cash Accounts	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DJGA, Sales Calls and Demonstrations	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DK, Payment Procedures	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DL/DLA, Payroll Procedures/Payday Schedules	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DLB, Salary Deductions	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DLC, Employee Expense Reimbursements	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
DN, School Properties Disposal Procedures	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EBCB, Fire Drills	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EBCD, Emergency Closings	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EC, Buildings and Grounds Maintenance	See FA/FB
ECA, Buildings and Grounds Security	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
ECAA, Access to Buildings (And Key Control)	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
ECAB, Vandalism	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
ECB, Buildings and Grounds Maintenance (and Operations)	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
ED, Material Resources Management	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EDBA, Maintenance and Control of Instructional Materials	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.

<b>BVSD Policies</b>	<b>How Peak To Peak Will Accomplish The Intent Of BVSD's Policies</b>
EDC, Authorized Use of School-Owned Materials	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EEA, Student Transportation Services	Establishes Peak to Peak Board responsibility
EEAA, Walkers and Riders	Establishes Peak to Peak expectations
EEACC (Also JFCC), Student Conduct on School Buses	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EF, Food Services Management	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EGAAA, Duplication of Copyrighted Material	Establishes the responsibility of the Peak to Peak Board or Administration
EGAEA, Staff Use of Electronic Mail	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EI, Insurance Management	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
EIB, Liability Insurance	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
FA/FB, Facilities Development Goals/Facilities Planning	Establishes Peak to Peak Board responsibility
FC, Facilities Capitalization Program	Establishes the responsibility of the Peak to Peak Board or Administration
FEA, Educational Specifications	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
FEB, Selection of Architect	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
FECB, Construction Plans and Specifications	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
FEE, Site Acquisition Procedure	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; also aligns with new legislative language on how district will assist with facility needs
FEF, Construction Contracts Bidding and Awards	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and changes bidding and contract award process
FEG, Supervision of Construction	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
FG, Inspection and Acceptance of New Facilities	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration

BVSD Policies	How Peak To Peak Will Accomplish The Intent Of BVSD's Policies
FL, Retirement of Facilities	Aligns with Peak to Peak's legal obligations under the bond documents
GA, Personnel Policies Goals	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring
GAA, Hiring	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring
GBB (Also ABB), Staff Involvement in Decision-making	This policy is a duplicate of Policy ABB
GBL, Personnel Records	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring
GBLA, References for Current or Former Staff Members	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring
GBM, Staff Complaints and Grievances	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCA, Professional Staff Positions	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCB, Professional Staff Contracts and Compensation Plans	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCBA-1, Professional Staff Salary Schedules Teachers	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCBB, Professional Staff Supplementary Pay Plans	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCBC, Professional Staff Additional Benefits	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCBD-1, Professional Staff Leaves and Absences Teachers	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCBD-2, Professional Staff Leaves and Absences Administrators	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCBE, Professional Staff Personal Days and Holidays	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCC/GCD-1, Professional Staff Recruiting/Hiring Teachers	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration



BVSD Policies	How Peak To Peak Will Accomplish The Intent Of BVSD's Policies
GCC/GCD-2, Professional Staff Recruiting/Hiring Administrators	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCC/GCD-3, Selections and Appointment of Administrators	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and aligns with Peak to Peak bylaws
GCDA, Professional Staff Certification Responsibilities	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCE, Part-Time Professional Staff Employment	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCEA, Arrangements for Professional Staff Substitutes	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCF, Professional Staff Orientation	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCG, Professional Staff Probation and Tenure	Not applicable and not replaced
GCI, Professional Staff Assignments and Transfers	Not applicable and not replaced
GCJ, Professional Staff Time Schedules	Not applicable and not replaced
GCL, Professional Staff Development Opportunities	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCN-1 (Also AFC-1), Evaluation of Professional Staff Teachers	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCN-2 (Also AFC-2), Evaluation of Professional Staff Administrators	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCP, Suspension and Dismissal of Teachers	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GCPA, Reduction in Professional Staff Work Force	Not applicable to "at-will" employment and not replaced
GCPB, Resignation of Professional Staff Members	Not applicable to "at-will" employment and not replaced
GCPD, Suspension and Dismissal of Teachers (And Contract Nonrenewal)	Not applicable and not replaced
GCOAB, Tutoring for Pay	Allows for on-site tutoring under specific conditions.
GCQB, Professional Research and Publishing Policy	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
GDA, Support Staff	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring.

BVSD Policies	How Peak To Peak Will Accomplish The Intent Of BVSD's Policies
GDB/GDBA, Support Staff Contracts and Compensation Plans/Salary Schedules	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring.
GDBB, Support Staff Supplementary Pay Plans	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring.
GDBC, Support Staff Additional Benefits	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
GDBD, Support Staff Leaves and Absences	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
GDBE, Support Staff Personal Days and Holidays	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
GDC/GDD, Support Staff Recruiting/Hiring	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
GDG, Support Staff Probation	Not applicable to "at-will" employment and not replaced.
GDH, Support Staff Seniority	Not applicable and not replaced.
GDI, Support Staff Reassignments and Transfers	Not applicable and not replaced.
GDJ, Support Staff Time Schedules	Not applicable and not replaced.
GDL, Support Staff Development Opportunities	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
GDN (Also AFD), Evaluation of Support Staff	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
GDO, Support Staff Promotions	Not applicable and not replaced.
GDPA, Reduction in Support Staff Work Force	Not applicable to "at-will" employment and not replaced.
GDPB, Resignation of Support Staff Members	Not applicable to "at-will" employment and not replaced.
GDPD, Suspension and Dismissal of Support Staff Members	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring.
GDOA, Nonschool Employment of Support Staff Members	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring.
H, Negotiations	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration; aligns with Peak to Peak's "at-will" hiring.

<b>BVSD Policies</b>	<b>How Peak To Peak Will Accomplish The Intent Of BVSD's Policies</b>
HA, Negotiation Goals	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HC, Scope of Negotiations	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HD, School Board Negotiating Powers and Duties	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HE, Board Negotiating Agents	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HG, Method of Determining Staff Negotiating Organizations	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HH, Privileges of Staff Negotiating Organizations	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HJ, Negotiations Meetings Procedures	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HL/HM, Preliminary Disposition/Announcement of Final Negotiated Agreement	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HN, Impasse Procedures	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HO, Staff Job Actions	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
HP, Negotiated Amendments and Renegotiations Procedures	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IC/ICA, School Year/School Calendar	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
ID, School Day	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IE, Organization of Instruction	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IF, Curriculum Research, Development, and Trial Status	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IFB, Pilot Projects	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IGA, Basic Instructional Program	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration

<b>BVSD Policies</b>	<b>How Peak To Peak Will Accomplish The Intent Of BVSD's Policies</b>
IGAD, Occupational Education (Career Education)	Aligns with Peak to Peak mission
IGAE, Health Education	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IGAI, Human Sexuality	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IGBB, Programs for Gifted Students	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IGDC, Student Social Events	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IGDE, Student Activity Fees	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IGDF, Student Fundraising Activities	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IGDG, Student Activities Funds Management	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IGE, Adult Education Programs	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IHB, Class Size	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IHHA, Individual Help (And Tutoring)	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IHIA, Performance Contracting	Not applicable and not replaced
IIAA, IIAB, Basic Learning Materials Selection and Adoption	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IIAC, Library Media Center Learning Materials Selection	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IIAE, Right To Inspect Instructional Materials: Research or Experimentation Projects Funded by the United States Department of Education	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IIBA, Teachers Aides	Aligns with "at-will" employment status
IICA, Field Trips	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IJ, Guidance Program	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and aligns to school mission

BVSD Policies	How Peak To Peak Will Accomplish The Intent Of BVSD's Policies
IKA/IKAA/IKAB, Grading Systems/Final Examinations/Student Progress Reports to Parents	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
IKB, Homework	Aligns with school mission and standards
IKC, Weighted Grades	Aligns with school mission and standards
IKE, Promotion, Nonpromotion, and Acceleration of Students	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and aligns with school mission and standards; provides a final decision-maker for non-promotion and acceleration
IKEA, Make-Up Opportunities	Aligns with school mission and standards
IL, Testing Programs	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
IKF, Graduation Requirements	Aligns with school mission and standards
INB, Teaching about Controversial Issues	Strengthens language of teacher responsibilities when promoting personal opinions
INI, Exemptions from Required Instruction	Aligns with Peak to Peak's philosophy of appropriate course placement based on ability rather than age
JEC, School Admissions	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
JECB, Admission of Nonresident Students	Aligns with charter contract
JECBA, Admission of F-1 Visa, J-1 Foreign Exchange Program Students, Immigrant Students, and Dependents of Nonimmigrant Visa Holders	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and aligns with the charter renewal application.
JECC, Assignment of Students to Schools	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and aligns with the charter renewal application.
JECD, Assignment of Transfer Students to Classes and Grade Levels	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration.
JED, Student Absences and Excuses	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and includes consequences for unexcused absences and tardies.
JFCC (Also EEACC), Student Conduct on School Buses	This policy is a duplicate of Policy EEACC.
JFH, Student Complaints and Grievances	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration and aligns with Peak to Peak philosophies
JGD/JGE, Student Suspension/Expulsion	As a closely-contained, K-12 campus, students with a history of sexual or violent behavior should not attend Peak to Peak, since older students and young elementary students commingle on a regular basis.

<b>BVSD Policies</b>	<b>How Peak To Peak Will Accomplish The Intent Of BVSD's Policies</b>
KA, School-Community Relations Goals	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KAB, Community School Program	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KB, Public Information Program	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KBA, Public's Right to Know	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KBB, School-Sponsored Information Media	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KBC, News Media Relations	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KBCA, News Releases	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KD (Also BDDH), Public Participation at Board Meetings	This policy is a duplicate of Policy BDDH
KG, Community Use of School Facilities	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KGD, Use of School Buildings as Child-Care Centers	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KH, Public Gifts to the School	Peak to Peak employees are at-will, and budgetary decisions are made annually.
KHA, Solicitation of Gifts and Donations	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KHB, Sponsorships	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KL, Public Complaints	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
KLB, Public Complaints About the Curricular or Instructional Materials or Strategies	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration
LEA, Student Teaching and Internships	Changes responsibility from BVSD Board or Administration to Peak to Peak Board or Administration



**Boulder Valley School District**

**File: ABA (Also KC)**

**Adopted: prior to 1969**

**Revised: date of manual adoption**

**COMMUNITY INVOLVEMENT IN DECISIONMAKING**

Since widespread public participation in school policymaking is one of the best guarantees that community interests will be reflected in the school program, a variety of advisory committees, comprised of Peak to Peak community members, are formed to secure the community's input into improving the educational program. Such committees, under the direction of Peak to Peak's Board of Directors or designee, make thorough studies of the subjects assigned them, and submit their findings and recommendations to the Board.

**Deleted:** citizens of the District

**Deleted:** public

**Deleted:** of Education through the Superintendent

**Deleted:** the Superintendent

CROSS REFS.: AF, Commitment to Accomplishment (and District Accountability Program)

BCF, Advisory Committees to the Board

NOTE: A policy relating to citizens advisory councils for individual schools is filed under BCF, Advisory Committees to the Board. See AF, Commitment to Accomplishment, for a description of the District's accountability advisory committee required under Colorado law. See also KLB, Public Complaints About the Curriculum or Instructional Materials or Strategies, for policy pertaining to the joint "Issues Commission" set up to deal with public concerns about school materials and curriculum. Further, GCC/GCD-2 has a section pertaining to screening committees for the selection of building level administrators.

**End of File: ABA (Also KC)**



**STAFF INVOLVEMENT IN DECISIONMAKING**

**Employee Participation**

Peak to Peak's Board of Directors wishes to encourage employee participation in decision-making for the school, and to provide channels for the ready communication of ideas and feelings about the operation of the school. In the planning of regulations and arrangements for the operation of the school the Executive Principal and Director of Operations shall involve, whenever feasible, those employees who will be affected by such provisions.

- Deleted: The
- Deleted: S
- Deleted: District
- Deleted: Superintendent

The Executive Principal and Director of Operations shall weigh with care the counsel given by employees and shall inform the Board of such counsel in presenting recommendations of the Board.

- Deleted: Superintendent
- Deleted: , especially that given by groups representing large segments of the staff,

**Staff Advisory Committees**

So that staff advice may be readily available to the Executive Principal, Director of Operations, and the Board, advisory bodies like the Faculty Advisory Council, if formed, shall work with the administration in areas of staff concern. Furthermore, the Executive Principal and Director of Operations may, at their own discretion, form special committees to consider issues that are not being addressed by existing groups.

- Deleted: Superintendent
- Deleted: Teachers
- Deleted: Superintendent, Assistant Superintendent, directors, and principals

*Elected* staff committees shall act in an advisory capacity to the administrative officer responsible for the area in which the committee was elected to operate. Each *appointed* committee shall act in an advisory capacity to the administrative officer by whom it was appointed.

CROSS REFS.: BCF.htm, Advisory Committees to the Board  
CD, Management Team  
CE, Administrative Councils, Cabinets, and Committees

- Deleted: AGREEMENT REFS.:  
 Teachers' agreement, Sections C, I, J .  
 Paraprofessionals' agreement, Section C .  
 Office personnel agreement, Section A  
 Principals' agreement ¶¶

Peak to Peak/BVSD Charter Contract

**End of File: ABB (Also GBB)**





**Boulder Valley School District**  
**File: AD**  
**Adopted: August 9, 1976**  
**Revised:**

## EDUCATIONAL PHILOSOPHY

Peak to Peak's Board of Directors has adopted the following philosophy of education:

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### Mission Statement:

- Provide broad access to an exemplary K-12 liberal arts, college preparatory education that challenges students to achieve their academic potential.
- Be a community that values and recognizes scholarship, academic achievement, and creativity.
- Provide an environment in which each student is known, respected, and valued as an individual of great potential and promise.
- Prepare students to become active and responsible citizens of an interdependent world.

### Vision Statement:

The Peak to Peak community will inspire students to fulfill their academic dreams for college, to develop their creative passions and athletic talents, and to become responsible citizens.

#### Peak to Peak Core Values/Pillars

Pillar 1. We Value Learning: Educational Philosophy: Learning is the core value of Peak to Peak. The school emphasizes excellence in a college preparatory education by focusing its efforts on the capability of students of all backgrounds and cultures to grow academically and personally.

Pillar 2. We Value Character Development: Respect, responsibility, and other universally valued character traits are embedded in the curriculum and school culture to help equip students for long-term success in life.

Pillar 3. We Value Our Faculty and Staff: Peak to Peak fosters an environment that is fair, challenging, and innovative and that supports extensive professional development. We take pride in the excellence of our faculty and staff.

Pillar 4. We Welcome Our Community: Peak to Peak actively includes students, staff, parents and community partners. Our partners have the opportunity to engage in productive dialogue and to make a difference.

CROSS REF.: [IA](#), Instructional Goals

Deleted: Aware of the great excitement in man's classic quest for knowledge, cognizant of the stimulation given this adventure of the mind by new discoveries in a changing world, and convinced that young people must be challenged to accept the responsibility for productive learning that is concomitant with the privilege of education, the Boulder Valley Public Schools will provide equality of opportunity for education of the individual to the maximum of his or her academic and creative abilities and in accordance with his or her needs and interests. ¶

Every constructive force within the community will be encouraged to work with the schools in developing an understanding of the fundamental concepts of American democracy based on the sense of worth, dignity, and responsibility of the individual as a contributing member of the society in which he or she lives. ¶ Instructional programs are available to eligible residents of the Boulder Valley School District. Individuality is recognized and highly prized in students, teachers, and community aspirations. ¶ In the belief that excellence of education is chiefly dependent upon the ability of the classroom teacher and upon the quality of administrative and parental support of the teacher's task, we pledge the resources of the Boulder Valley School District RE2 to cultivation of an effective teaching climate. ¶

**End of File: AD**



**Boulder Valley School District**  
**File: AFC-1 (Also GCN-1)**  
**Adopted: date of manual adoption**  
**Revised:**

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**Associated Regulation: [AFC-1-R](#)**

**EVALUATION OF PROFESSIONAL STAFF, TEACHERS**

This policy is the same as Policy GCN-1. Please refer to that policy.

**Boulder Valley School District**  
**File: AFC-2 (Also GCN-2)**  
**Adopted: date of manual adoption**  
**Revisions:**

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**EVALUATION OF PROFESSIONAL STAFF  
ADMINISTRATORS**

| This policy is the same as Policy GCN-2. Please refer to that policy.



**Boulder Valley School District**  
**File: AFD (Also GDN)**  
**Adopted: date of manual adoption**  
**Revised:**

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**EVALUATION OF SUPPORT STAFF**

This policy is the same as Policy GDN. Please refer to that policy.



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## Board Operations

ADOPTED: February 9, 1995

REVISED: February 22, 1996, June 12, 1997, August 28, 1997,  
December 11, 1997, February 11, 1999, June 24, 1999,  
October 10, 2000, January 9, 2001, January 8, 2002

ASSOCIATED REGULATION: BAA-R

### I - MEETINGS - REGULAR - EXECUTIVE - TIME

All ~~Peak to Peak~~ Board of ~~Directors~~ meetings will be designated as required by law.

a. Regular meetings of the Board shall be held at least once per month.

b. Meetings are open to the public, and notice of all meetings of the Board shall be given by posting in a designated public place at least 24 hours in advance, in accordance with Colorado's Open Meetings Law [C.R.S. 24-6-40].

c. Executive sessions shall be held only at posted regular or special meetings for the sole purpose of discussing personnel, legal, real estate, and other limited matters, in accordance with state law [C.R.S. 24-6-402 (4)].

At any regular or special meeting the Board may proceed into executive session. Only those persons invited by the Board may attend the executive session.

#### 1. Procedures for Executive Sessions:

a. Topics to be considered at an executive session are limited to those authorized by law.

b. Any topic proposed for executive session must be stated by the Board member making a motion to proceed into an executive session.

c. ~~A two-thirds vote of the quorum present is required to convene an executive session.~~

d. No final policy decisions shall be made by the Board while in executive session.

e. All matters discussed at an executive session shall remain confidential among those attending.

f. Individuals who do not respect the confidentiality of issues discussed in executive session may be censured.

**Deleted:** 1. The regular Board of Education meetings will be held on the second and fourth Tuesday of each month, commencing at 6:00 p.m. unless changed by the Board.  
2.

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g. Censure will be by two-thirds public vote of the entire Board.

h. Public comments regarding executive session will be limited to an announcement of the general topic of the executive session and/or statements agreed to by the majority of the Board at the conclusion of the executive session.

II - QUORUM - PASSAGE OF MOTIONS AND RESOLUTIONS

Quorum

a. At any meeting of the Board, a majority of the Board members shall constitute a quorum for the transaction of business.

b. When a quorum is present, the affirmative vote of a majority of the Board members present will decide any question, except when a larger vote is required by these Rules of Governance.

c. A tie vote of the Board constitutes a failure of that item to pass.

III - ELECTION OF OFFICERS

It is a duty of the Board of Directors to select officers from the Board members to serve as President, Vice-President, Treasurer, and Secretary. The election shall be by secret, written ballot. The President, Vice President, Treasurer, and Secretary shall hold office for a term of one year and until a successor is elected and qualified. The Board may appoint at its discretion an Assistant Secretary who shall hold his or her office at the pleasure of the Board.

IV - POWERS AND DUTIES OF THE PRESIDENT, VICE PRESIDENT, TREASURER, AND SECRETARY

The President shall preside at all meetings of the Board of Directors, prepare and distribute an agenda for all meetings, coordinate the work of the officers of the Board, chair the Annual Meeting, and act as the official representative of the Board to the school community.

The Vice-President shall perform all duties of the President in his/her absence, and assist the President as necessary.

The Treasurer shall be responsible for all funds and securities of Peak to Peak, receive and give receipts for money due the school; deposit all such money in the name of the school in such banks, trust companies or other depositories; have final responsibility for the financial statements of Peak to Peak; serve as a member of the Budget Committee, and ensure that any grant monies received are expended consistently with the terms of such grants.

The Secretary shall keep a record of all minutes of the Board of Directors and general membership meetings, distribute copies of the minutes to the Board of Directors, and keep and make available to the public copies of the minutes and all written committee reports.

V - BOARD MEMBER AUTHORITY

1. Because all powers of the Board lie in its action as a group, individual Board members exercise authority over school affairs only as votes are taken at a legal meeting of the Board.

2. An individual Board member can act on behalf of the Board only when he or she has been delegated such authority by a vote of

Deleted: ¶  
1. Four members shall constitute a quorum. A majority of the quorum ¶ present shall be necessary to adopt or amend any motion or ¶ resolution. Five votes are required for censure as provided in ¶ paragraph 1.g. above. Two-thirds of the quorum present is ¶ required to convene an executive session.¶

Deleted: 1. The Board of Education shall elect officers of the Board at a ¶ special meeting to be called by the incumbent Secretary within 15 ¶ days after the regular biennial School District election.¶  
¶  
2. At such special meeting the Board of Education shall elect a ¶ President and a Vice President from among its members. Voting ¶ thereon may be by secret written ballot; a majority vote of the ¶ entire Board shall be necessary for election. Each of these ¶ officers shall hold office for a term of two years and until a ¶ successor is elected and qualified.¶  
¶  
3. At such special meeting the Board shall appoint a Secretary and a ¶ Treasurer and at its discretion may appoint an Assistant Secretary ¶ and an Assistant Treasurer. The Assistant Secretary and Assistant ¶ Treasurer may or may not be members of the Board, and shall hold ¶ their offices at the pleasure of the Board.¶

Deleted: AND

Deleted: 1. The President or delegate shall take the chair, call the members ¶ to order, and, upon a quorum being present, proceed to business.¶  
¶  
2. The President shall possess the powers and perform the duties ¶ herein described to-wit:¶  
¶  
a. The President shall chair or delegate the chair at all ¶ meetings.¶ [1]

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the Board at a regular or special meeting.

3. The Board shall coordinate regular updates from advisory committees.

VI - ATTENDANCE OF MEMBERS

1. The President shall take the chair promptly at the time the Board is to convene. The President shall call the Board to order and, upon ascertainment of a quorum, shall proceed to business.

2. To regularly attend Board meetings or be subject to removal from his/her position by a vote of the Board after four consecutive, unexcused absences from such meetings;

VII - ORDER OF BUSINESS

Regular meetings of the Board shall be held at least once per month.

Meetings are open to the public, and notice of all meetings of the Board shall be given by posting in a designated public place at least 24 hours in advance, in accordance with Colorado's Open Meetings Law [C.R.S. 24-6-40].

Executive sessions shall be held only at posted regular or special meetings for the sole purpose of discussing personnel, legal, real estate, and other limited matters, in accordance with state law [C.R.S. 24-6-402 (4)].

The order of business at regular meetings will be as follows:

Call to order, roll call, approval of minutes, public input, report by the President, report by the Principal, committee reports, old business, new business, Board member concerns, adjournment.

X - RECOGNITION - SPEAKING - LIMITATION ON SPEAKING

1. No member wishing to speak, debate, give a notice, make a motion, submit a report, or for any other purpose, shall proceed until the member shall have addressed the Chair and shall have been recognized, whereupon the member may proceed to address the Board.

2. When two or more members wish to speak at once, the President shall name the one who shall speak first.

XI - QUESTIONS DECIDED WITHOUT DEBATE

The following questions will be decided without debate.

1. Adjournment to a day certain
2. Taking a recess
3. Questions relating to the priority of business

XII - VOTING

1. Voting shall be in the form of "Aye" ("Yes"), "Nay" ("No"), and "Abstain" and the names of those voting for, against, and abstaining entered in the minutes. Voting by law will be in

**Deleted:** groups, ¶ councils, School Governance Committees, and other

**Deleted:** If at the time of convening the meeting, the President and Vice ¶ President shall be absent, the Board Secretary shall call the ¶ Board to order, and the first order of business thereafter shall ¶ be the election by all members present of a member who shall be ¶ acting president pro tempore; and, when elected, such acting ¶ president pro tempore shall continue to preside as president at ¶ that meeting with all the powers and privileges of the President. ¶

3. Each member shall bring their appointment calendar to all meetings ¶ to facilitate scheduling of special meetings, workshops, and study ¶ sessions.

**Deleted:** 1. Call meeting to order, roll call, and pledge of allegiance ¶

2. Board procedures, recognitions, special presentations, and other ¶ announcements by the Chair ¶
3. Superintendent's report ¶
4. Public hearing and public participation (See Regulation BAA-R.) ¶
5. Board communications ¶

**Deleted:** 6. Information items ¶

7. Action items - consent grouping (Any Board member may request ¶ that an item be withdrawn from the consent grouping for ¶ independent consideration immediately following the regular action items.) ¶
8. Regular action items ¶
9. Discussion/study items ¶
10. Conclusion of public participation ¶
11. Adjournment ¶

Public Hearing and Public Participation. Except for designated public ¶



alphabetical order.

2. Any member of the Board may be permitted to explain his or her vote.
3. A Board member will be permitted to abstain from voting by the Board for good cause.
4. Any member who has an immediate and direct personal or financial interest in any motion or resolution pending before the Board shall disclose this fact to the Board and shall vote "Abstain" upon such motion or resolution.
5. An expression of "Abstain" during voting shall not be considered as a vote whenever these Rules refer to a majority of those present and voting or to a specific percentage of those present and voting.
6. Except as otherwise provided by Board policy, a Board member may not vote on a matter under consideration unless the Board member is physically present at the meeting or is participating by phone.

### XIII - PERSONAL PRIVILEGE

Any member may, as a matter of personal privilege, speak for a period of no longer than ten minutes upon such matters as may collectively affect the Board, its rights, its dignity, and the integrity of its proceedings, or the rights, reputation, and conduct of its individual members in their official capacities only.

### XIV - DECORUM AND CONDUCT

1. No member shall engage in private discourse or commit any other act tending to distract the attention of the Board from the business before it.
2. Members of the Board or other speakers when speaking or debating before the Board shall confine their remarks to the question under discussion or debate. In order to protect the interests of all employees, it is the policy of the District not to publicly discuss or criticize the employment of any individual.
3. Board members will strictly comply with Policy BBFB concerning conduct and ethics.

### XV - PROTEST

Any member shall have the right to protest any action of the Board, stating the member's reason therefore, and have the same entered in the minutes, provided such reasons do not impugn the motives or character of any member of the Board.

### XVI - COMMITTEES AND REPORTS

1. Temporary committees composed of members of the Board may be appointed by the Board President upon majority authorization of the Board. Each committee will receive a written charge from the entire Board. The Executive Principal and Director of Operations may serve on such temporary committees in a nonvoting capacity.
2. Reports of all temporary committees of the members of the Board shall be presented to Peak to Peak's Board of Directors.

**Deleted:** Board members, however, may ¶ participate in the discussion and may vote contemporaneously by ¶ telephone on amendments to policies concerning the Board's ¶ operations, the appointment of members to fill Board vacancies, ¶ and the appointment of a Superintendent.

**Deleted:** Superintendent

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¶ a. In writing, unless the Board shall decide otherwise.¶  
¶ b. Addressed to Boulder Valley School District RE2, Board of ¶ Education, or to the President.

3. When a conference, convention, or workshop is not attended by the full Board, those who do participate will share information, recommendations, and materials acquired at the meeting if the information is deemed necessary.
4. Board members appointed to represent the Board in activities such as the Colorado League of Charter Schools, activities will report to the entire Board on an as-needed, basis concerning their attendance and activities.
5. The Board may create a Budget Committee, a Hiring/Organizational Development Committee, and an Accountability Committee, and other committees as needed.

XVII - BOARD REQUESTS FOR INFORMATION

1. Board members have access to all school records which are not protected by law.
2. All requests for records or documents by Board members shall be made to the Executive Principal. Responses to such requests shall be done in a timely manner.
3. If a Board member requests school records, the Executive Principal, will provide copies of the documents requested to other Board Members.
4. Individual Board members should not request employees or the Executive Principal, or his or her staff to engage in research projects or compilation of data requiring staff time which is estimated to require more than three hours. Only the Board itself may authorize such requests requiring more than three hours of staff time. Responses shall be provided within an agreed upon time period.

XVIII - SPECIAL MEETINGS

1. Special meetings may be called by the President at any time, or shall be called by him or her upon written request of a majority of the members of the Board.
  - a. The President, of the Board shall cause written notice of any special meeting to be sent via e-mail to each member of the Board stating the time, place, and purpose of the meeting; It shall be sent to each member no later than 24 hours prior to the hour set for the meeting.
  - b. Any member may waive notice of the time, place, and purpose of a special meeting at any time before, during, or after such meeting, and attendance thereat shall be deemed to be a waiver.
  - c. At any special meeting, no business other than that stated in the notice of said meeting shall be transacted, unless all members are present and shall consent to consider and transact other business.
  - d. All regular and special meetings of the Board shall be open to the public, but any person who disturbs good order may be required to leave.

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found necessary or desirable. The Board will determine the method ¶ to be used for its appointment of advisory committees. Such ¶ committees, under the direction of the Superintendent, make ¶ thorough studies of the subjects assigned to them, and submit ¶ their findings and recommendations to the Board through the ¶ Superintendent.¶

¶ 6. Findings and recommendations of an advisory committee are not ¶ binding on the Board of Education which has final decision-making ¶ authority and responsibility.¶

¶ 7. Advisory committees are appointed by the Board and receive a ¶ written charge setting forth their assignment.¶

¶ 8. This policy does not apply to committees appointed by the ¶ Superintendent or school principals and other executives.

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XIX - PUBLIC HEARINGS

1. Whenever public hearings are conducted by the Board, the following procedures shall apply:

- a. Speakers shall address the Board prior to the Board's taking action on the topic of concern. Persons who have registered to speak will be called to speak at the time that the topic of concern appears on the agenda. Persons who have registered to speak on topics not on the agenda will be called to speak during the public participation portion of the meeting.
- b. Before any speakers shall be permitted to speak, the President shall announce a time limitation on individual speakers, and all registered speakers shall adhere strictly to such limitation. However, the President shall not permit any speaker to speak for longer than three minutes, exclusive of time required to answer questions of Board members, except upon the affirmative vote of the majority of the members of the Board present; provided, however, that the President may allow a speaker to use time yielded to the speaker by other persons who registered to speak. The President shall have the authority to establish rules for each public hearing to deal with the amount of time that may be used by a speaker who has been yielded time by others who have registered to speak at the public hearing.

**Deleted:** All persons desiring to speak before the Board shall register ¶ with the Secretary of the Board at the meeting in which they ¶ desire to speak. Registered s

2. Whenever public hearings that are not required by law are conducted by the Board, the President may limit the public hearing to a length of time that will permit the proponents and opponents of the measure under consideration to adequately present their arguments, while avoiding repetitious and irrelevant testimony. The President shall establish a time limit that will, in his or her judgment, enable the Board to consider the measure on its merits. The President shall allow each side an equal amount of time for its presentation. The President may, as needs dictate, limit the public hearing to matters under consideration by the Board, recognizing that time for general public input shall be provided in some manner.

XX - AMENDMENT OF RULES

1. These Rules, or any part thereof, may be amended, repealed, altered, or rescinded by the majority vote of all members of the whole Board, but they shall not be amended, repealed, altered, or rescinded without one week's prior notice of the purposed action. Such notice shall be given at a regular meeting of the Board.
2. Any amendment to these Rules shall, after the notice required in paragraph 1 above of this Rule, be filed as a motion requiring first and second consideration by the Board, in the manner prescribed in these Rules for other motions or resolutions.

3. Any change in these rules that would also change Peak to Peak's Bylaws must adhere to the rules set forth in Peak to Peak's Bylaws.

XXI - GENERAL SUSPENSION OF RULES

These Rules, or any part thereof, may be suspended by a two-thirds vote of all members present.

XXII - MATTERS NOT COVERED BY THESE RULES

Any matter not covered by these Rules shall be governed by Peak to Peak's contract with Boulder Valley School District and Robert's Rules of Order Newly Revised, or, if not covered by Robert's Rules of Order Newly Revised, by the decision of the President, subject to the right of appeal by any member as in these Rules provided for.

LEGAL REFS.:

C.R.S. 22-32-104 through -106  
C.R.S. 22-32-108  
C.R.S. 24-6-402  
C.R.S. 24-18-101 et seq.

CROSS REFS.:

BBFA, Board Member Conflict of Interest  
BBFB, Board Member Conduct  
BCF, Advisory Committees to the Board  
BDDA, Notification of Board Meetings  
BDDH, Public Participation at Board Meetings  
BDE, Special Procedures for Conducting Hearings

[Peak to Peak/BVSD Charter Contract](#)

**End of File: BAA**



**SCHOOL BOARD OF DIRECTORS POWERS AND DUTIES**

Peak to Peak's Board of Directors is responsible for the governance of the school and the protection and promulgation of school policy. The powers and duties of the Board of Education are those enumerated in the Colorado school statutes. Prime responsibilities include:

- a. To elect officers from the Board members to serve as President, Vice-President, Treasurer, and Secretary;
- b. To set policy, in accordance with the Peak to Peak mission, goals, and educational program, necessary for the orderly day-to-day operation of the school;
- c. To set a budget for each school year based on the Boulder Valley School District's ("District") funds allocated to the school;
- d. To create a Budget Committee, a Hiring/Organizational Development Committee, an Accountability Committee, and other committees as needed;
- e. To design personnel selection procedures and job descriptions consistent with legal requirements, to be used by the Hiring/Organizational Development Committee;
- f. To hire and terminate staff members in accordance with District, State, and Federal guidelines;
- g. To promote enrollment in the school;
- h. To determine any fees due from students in accordance with District, State and Federal guidelines;
- i. To assess performance on standardized tests, and evaluate and recommend other assessments as required;
- j. To select at least one voting Board member, in addition to the Principal, to serve on the Hiring/Organizational Development Committee;
- k. To select one Board member to serve on the Accountability Committee;
- l. To select one Board member to serve as liaison with the BVSD Board of Education and the District administration;
- m. To regularly attend Board meetings or be subject to removal from his/her position by a vote of the Board after four consecutive, unexcused absences from such meetings;
- n. To fill, by majority vote, any vacancies that may occur on the Board of Directors until the next regular election;
- o. To serve on or as a liaison to at least one standing committee;
- p. To appoint non-voting Board members.

Board members have an obligation to act in the overall best interests of the students, the schools, and the taxpayers, protecting the assets and assisting in the acquisition of supporting funds. It is the duty of the Board to promulgate policies and regulations for faculty, administration, and staff. The Board approves graduation requirements,

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- Deleted: 1. Selection of the Superintendent of Schools. ¶
- 2. The development of overall policy for the School District and the individual schools. ¶
- 3. The declaration of objectives and long-range goals. ¶

determines curriculum, and approves appointment, promotion, and dismissal of all school personnel.

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The school, its employees, and any group or organization using the school's buildings and facilities shall comply with all federal and state laws and executive and administrative orders applicable to the school relating to equal opportunity and nondiscrimination.

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LEGAL REFS.: C.R.S. 22-32-109  
C.R.S. 22-32-110

C.R.S. 22-30.5

AGREEMENT REFS.: Peak to Peak/BVSD Charter Contract

**End of File: BBA**

Deleted: nondiscrimination. ¶  
Specific powers and duties of the Board include: ¶  
**Employees** ¶  
1. Acceptance, rejection, or modification of recommendations from the Superintendent concerning employment, retirement, and termination of all employees. ¶  
2. Adoption of salary provisions for all employees, including those groups not represented in negotiating units. ¶  
3. Adoption of leave provisions and other fringe benefits. ¶  
4. Adoption of personnel policies consistent with sound educational management and planning. ¶  
**Students** ¶  
1. Acceptance, modification, or rejection of policies recommended by the Superintendent of Schools on admission, placement, promotion, attendance, expulsion, suspension, graduation, conduct, and discipline. ¶  
2. Acceptance, modification, or rejection of policies recommended by the Superintendent of Schools concerning health services, food services, and transportation services. ¶  
3. Fixing of tuition charges and terms of admission for nonresident pupils, and waiving of tuition if necessary for the welfare of the child. ¶  
4. A commitment to provide equal access for educational opportunities in accordance with state and federal guidelines. ¶  
**Instruction** ¶  
1. Adoption of policies and general District goals upon which the instructional programs are based and conducted. ¶  
2. Acceptance, modification, or rejection of recommendations by the Superintendent of Schools on the scope and nature of educational offerings, including the adoption of textbooks to be used. Determination of graduation requirements, years, or grades to be taught. ¶  
3. Enforcement of the pertinent statutes of the State of Colorado and the rules and regulations of the State Board of Education with respect to the educational programs of the District. ¶  
**Finance** ¶  
1. Approval and adoption of an an ... [3]

Deleted: AGREEMENT REFS.:  
Teachers' agreement, Section A  
Office personnel agreement, Section A  
Service personnel agreement,  
Preamble, Article II  
Paraprofessionals' agreement, Section A ¶



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## BOARD MEMBER CONFLICT OF INTEREST

Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of this policy to maintain public confidence and prevent the use of public office for private gain.

For purposes of this policy, Peak to Peak's Board of Directors declares that situations which present a potential conflict of interest are those in which a Board member will derive a private benefit that is either pecuniary or personal in nature from Board action. A Board member who has a personal or private interest in a matter proposed or pending before the Board shall disclose such interest to the Board in writing and shall not vote on the matter or attempt to influence the decisions of other Board members in voting on the matter. The written disclosure will be attached to the minutes of the meeting in which Board action occurred relating to the matter disclosed.

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However, if a Board member has notified the other members of the Board of his or her interest in the matter, the member may vote if the member's participation is necessary to obtain a quorum or otherwise enable the Board to act.

Deleted: complied with statutory disclosure requirements by notifying the Secretary of State

The written disclosure shall list as applicable the amount of the member's financial interest, the purpose and duration of any services rendered, and compensation received for services or such other information necessary to describe the interest.

Deleted: to the Secretary of State

The Board shall not enter into any contracts with any of its members or with the firm or corporation in which a member has a financial interest, except under the following circumstances:

1. The contract is awarded in compliance with Peak to Peak's policy regarding construction contracts bidding and awards.

Deleted: to the lowest responsible bidder based on competitive bidding procedures

2. The merchandise is sold to the highest bidder at a public auction.

3. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money.

4. If, because of geographical restrictions, the school could not otherwise reasonably afford the contract because the additional cost to the school would be greater than 10 percent of the contract with the interested member, or if the contract is for services that must be performed within a limited time period in which no other contractor can perform the services.

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5. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed per this policy.

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"Financial interest" does not include holding a minority interest in a corporation.

Except as described above, a Board member shall not be a purchaser at any sale or a vendor at any purchase made by the school.

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A member of the Board may request an advisory opinion from the school district concerning issues relating to the member's conduct and potential conflict of interest.

**Deleted:** the Secretary of State

**Deleted:** A copy of this policy will be filed with the Colorado Department of Education according to the provisions of Colorado statute. Following acknowledgment of receipt of the copy by the Department, the Board shall be exempt from the provisions of C.R.S. 18-8-308(1) and (2). A copy of the Department of Education's acknowledgment will be attached to this policy file as an exhibit to be identified as File: BBFA-E.

LEGAL REFS.: C.R.S. 22-32-109(1)(y)  
C.R.S. 24-17-101 *et seq.*

CROSS REFS.: [BAA](#), Board Operations  
[BBFB](#), Board Member Conduct

**End of File: BBFA**





**Boulder Valley School District**

**File: BBFB**

**Adopted: January 26, 1989**

**Revised:**

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## BOARD MEMBER CONDUCT

Public office is a trust created by the confidence which the public places in the integrity of its public officers. To preserve this confidence, and in accordance with state law, Peak to Peak Board members shall act as fiduciaries in carrying out their duties for the benefit of the people of the school.

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Consistent with these principles, a Board member shall not:

1. Disclose or use confidential information acquired in the course of official duties to further substantially his or her personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the member's position or which the member knows or should know is primarily for the purpose of rewarding him or her for official action taken.
3. Engage in a substantial financial transaction for private business purposes with a person whom the member supervises in the course of his or her official duties.
4. Perform an official act which directly and substantially confers an economic benefit on a business or other undertaking in which the member has a substantial financial interest or is engaged as a counsel, consultant, representative, or agent.
5. Seek employment in any capacity with the School District or Peak to Peak. Conversely, no employee of Peak to Peak shall serve as a voting board member of Peak to Peak's Board of Directors.

The phrase "economic benefit tantamount to a gift of substantial value" includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for a Board member to receive:

1. An occasional non\_pecuniary gift which is insignificant in value.
2. A non\_pecuniary award publicly presented by an organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which the member is scheduled to participate.

4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the member's position.

5. Items of perishable or nonpermanent value, including, but not limited to, meals, lodging, travel expenses, or tickets to sporting, recreational, educational, or cultural events.

6. Payment for speeches, debates, or other public events reported as honorariums.

It shall not be considered a breach of conduct for a Board member to:

Deleted: 7. Campaign contributions reported as required by state law. ¶

1. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates.

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2. Accept or receive a benefit as an indirect consequence of transacting school business.

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LEGAL REFS.: C.R.S. 24-17-104

C.R.S. 24-17-109

CROSS REF.: [BAA](#), Board Operations

**End of File: BBFB**



**ADVISORY COMMITTEES TO THE BOARD**

Since the Peak to Peak Board of Directors wishes to encourage the widespread participation of all interested groups in school policymaking, a variety of advisory committees are formed to secure the contributions of these groups towards improving the instructional program.

Such committees, under the direction of the Board, make thorough studies of the subjects assigned them, and submit their findings and recommendations to the Board through the Committee Chairperson. However, the legal responsibility for decision-making in all matters of policy and operation rests with the Board.

Deleted: the Superintendent  
 Deleted: of Education  
 Deleted: Superintendent

**Standing Committee Responsibilities**

Standing Committee members shall be responsible for gathering information, exploring options, reporting on progress made toward meeting goals, and bringing recommendations to the Board of Directors for discussion and action. All committees shall be appointed by the Board and shall consist of parent volunteers and any interested community member or Peak to Peak administrative staff or faculty member.

**Standing Committees Requiring a Board Member**

The Hiring/Organizational Development Committee shall be responsible for recruiting and recommending, based on selection procedures and job descriptions approved by the Board, candidates for the positions of Principal and staff and faculty members of Peak to Peak.

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The Accountability Committee shall be responsible for the following tasks: To make recommendations for assessment of the educational program, student achievement, and staff, parent and student satisfaction; To make recommendations for establishing goals and a plan for improvement based on the needs assessment and consistent with the mission and goals of the school; To monitor the progress made toward meeting the improvement goals; To solicit input from staff, parents, and students during all phases of assessment, plan development, implementation and evaluation; and To submit an annual report to the Board of Directors and the District, and make it available to the public.

The Budget Committee shall be responsible for developing and submitting an annual balanced budget to the Board of Directors for approval.

Other standing committees may include, but not be limited to, with approval of the Board, Communications, Outreach, Curriculum, Enrollment and Registration, Facilities,

Deleted: shall

Fundraising, Grant Writing, Scheduling, Social, Transportation, Technology, and Volunteer Coordination.

*School-level advisory committees that are required by federal or state law shall be formed and shall function in accordance with the requirements of federal or state law.*

LEGAL REF.:

C.R.S. 22-7-101 through -107 (Educational Accountability Act of 1971)  
C.R.S. 22-9-107  
C.R.S. 23-8-103(2)(c) (Educational Accountability Act of 1971)  
20 U.S.C. 7101 *et seq.*, Drug-Free Schools and Communities Act

CROSS REFS.:

ABA, Community Involvement in Decisionmaking  
AF, Commitment to Accomplishment (and District Accountability Program)  
BAA, Board Operations  
CD, Management Team  
CE, Administrative Councils, Cabinets, and Committees  
GCC/GCD-2, Professional Staff Recruiting/Hiring Administrators (Screening Committees for Building Level Administrators)  
KLB, Public Complaints About the Curriculum or Instructional Materials or Strategies (Issues Committee)

Peak to Peak/BVSD Charter Contract

NOTE: AF, Commitment to Accomplishment, contains policy on the District Accountability Committee as required by law.

**End of File: BCF [BDF]**

**Deleted:** Such committees include the District Accountability Committee, School Advisory Councils, and the following:¶  
**1. Advisory School District Personnel Performance Evaluation Council.** The BVSD Board shall appoint an advisory District personnel performance evaluation council which shall perform such duties as are required by law or designated by the BVSD Board and which shall, at a minimum, consist of one teacher, one administrator, one principal, one parent of a child enrolled in the District, and one patron (person who does not have a child in school).¶  
**2. Vocational Advisory Council and Program Committees.** The BVSD Board shall appoint a vocational advisory council which shall assist the BVSD Board in overall promotion, planning, coordination, and evaluation of all District vocational education programs. The BVSD Board shall also appoint a technical advisory committee for each vocational educational program provided by the District.¶  
**3. Drug Abuse Education and Prevention Advisory Council.** In accordance with federal law and as a recipient of funding under the Drug-Free Schools and Communities Act, the BVSD Board shall appoint a District drug abuse and education advisory council. To the extent possible, the council shall consist of representatives of local government, business, parents, students, teachers, pupil services personnel, appropriate state agencies, private schools, the medical profession, law enforcement, community-based organizations, and other groups with interest and expertise in drug and violence prevention. One individual may represent more than one of these groups.

**Deleted:** 1- and District



**Boulder Valley School District**  
**File: BCG**  
**Adopted: date of manual adoption**  
**Revisions:**

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## SCHOOL ATTORNEY

The School District will provide legal services through the School District's legal counsel for the defense of special education due process hearings and appeals and of actions against Peak to Peak for which the School District provides insurance. Such legal services shall not be provided for defense of matters involving disputes between Peak to Peak and the School District. The provision of a defense is conditioned upon prompt notification by Peak to Peak to the School District of all claims, including threatened or reasonably anticipated claims or actions; full cooperation with the School District and legal counsel in defending the claim and Peak to Peak not compromising, settling, negotiating, or otherwise similarly dealing with the claim without the express consent of the Board. Peak to Peak acknowledges that in the event of a dispute between Peak to Peak and the School District, the School District's legal counsel shall represent the School District and not Peak to Peak with respect to such disputes. However, any potential conflict arising from the representation of Peak to Peak by the School District's legal counsel shall be resolved in accordance with the Colorado Rules of Professional Conduct. Peak to Peak shall have access to legal consultation and advice from the School District's legal counsel and at the School District's expense where such assistance is requested through and approved by the School District's Superintendent or designee. In other cases, legal services shall be provided at Peak to Peak's expense.

Peak to Peak, at its discretion, can secure independent, outside legal services at its expense.

CROSS REF.:

Peak to Peak/BVSD Charter Contract

End of File: BCG

**Deleted:** The Board recognizes that the increasing complexity of School District operations frequently requires professional legal advice and services. Therefore, the Board shall retain an attorney or law firm to secure such advice and services for the Board and the District. ¶  
The school attorney's primary function is to provide legal counsel to and representation for the Board. He will attend meetings upon request and will advise the Board on specific legal problems submitted to him. ¶  
Depending upon the nature of the advice or service sought, requests for legal help on behalf of the School District may be made by the Board, the Superintendent, or by persons specifically authorized by the Superintendent to do so. Such action shall be consistent with adopted Board policy or standard practice and shall meet an obvious need of the District. ¶  
Many requests for legal assistance to the District may be considered routine, administrative matters and will not require specific Board approval or prior notice. However, when the administration concludes that unusual types or amounts of professional legal service may be required, the Board directs the Superintendent to so advise it and to seek either initial or continuing authorization for such service. ¶  
Current practice codified 1978 ¶

**Boulder Valley School District**  
**File: BD/BDA/BDB**

**SCHOOL BOARD MEETINGS/REGULAR/SPECIAL MEETINGS**

See Policy BAA and Peak to Peak by-laws.

**End of File: BD/BDA/BDB**

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¶  
**School Board**  
**Meetings/Regular/Special Meetings**¶  
ADOPTED: August 9, 1976 ¶  
REVISED: September 12, 1991  
REVISED ON THE BASIS OF  
PRACTICE: Nov. 1, 1997; Dec.  
11, 2001¶

¶  
All meetings of the Board,  
except for periods in which  
the Board ¶  
is in executive session,  
shall be open to the public.  
The ¶  
President, or in the absence  
of the President the Vice  
President, ¶  
shall serve as chairman. ¶

¶  
**REGULAR MEETINGS**¶

¶  
Regular meetings shall be  
held at the Education  
Center, 6500 ¶  
Arapahoe Road, Boulder,  
Colorado, at 6:00 p.m., on  
the second and ¶  
fourth Tuesday of each  
month. Whenever a regular  
meeting shall ¶  
fall on a legal holiday, the  
Board shall reschedule the  
meeting. ¶  
The date and place of any  
regular meeting may be  
changed by a ¶  
majority vote of the Board  
for good cause. Timely  
specific ¶  
notices of the meeting and  
agenda will be provided to  
the news ¶  
media. ¶

¶  
**SPECIAL MEETINGS**¶

¶  
Special meetings may be  
called by the President to  
be held at any ¶  
time and place and may also  
be called by the President  
upon ¶  
written request of the  
majority of the members.  
Such special ¶  
meetings shall be subject to  
the following provisions. ¶

¶  
1. Upon the call for a  
special meeting, the  
Secretary shall cause ¶  
written notice to be mailed  
or delivered to each member,  
stating ¶  
the time, place, and purpose  
of the meeting; if the  
notice be ¶  
delivered, it shall be in  
the hands of the members 24  
hours prior ¶  
to the hour set for the  
meeting and, if it be  
mailed, it shall be ¶  
mailed no later than 72  
hours prior to the hour set  
for the ¶



**Boulder Valley School District**  
**File: BDA/BCB**  
**Adopted: February 10, 1977**  
**Revised:**

**BOARD ORGANIZATIONAL MEETING/BOARD OFFICERS**

**Officers of the Peak to Peak Board of Directors**

The President shall preside at all meetings of the Board of Directors, prepare and distribute an agenda for all meetings, coordinate the work of the officers of the Board, chair the Annual Meeting, and act as the official representative of the Board to the school community.

The Vice-President shall perform all duties of the President in his/her absence, and assist the President as necessary.

The Treasurer shall be responsible for all funds and securities of Peak to Peak, receive and give receipts for money due the school; deposit all such money in the name of the school in such banks, trust companies or other depositories; have final responsibility for the financial statements of Peak to Peak; serve as a member of the Budget Committee, and ensure that any grant monies received are expended consistently with the terms of such grants.

The Secretary shall keep a record of all minutes of the Board of Directors and general membership meetings, distribute copies of the minutes to the Board of Directors, and keep and make available to the public copies of the minutes and all written committee reports.

The officers of the Board, as designated herein, shall perform the duties as may be prescribed from time to time by the laws of the State of Colorado.

LEGAL REFS.: C.R.S. 22-32-104(1), (2), (3), (4)  
 C.R.S. 22-32-108(b)

CROSS REFS.: DG/DGA, Depository of Funds/Authorized Signatures  
DH, Bonded Employees and Officers

Peak to Peak/BVSD Charter Contract

**End of File: BDA/BCB**

**Deleted: Call for Special Meeting ¶**  
 Within ten days after each regular biennial School District election, the incumbent Secretary of the School District shall call a special meeting of the Board of Education for the purpose of selecting officers of the Board and to transact other annual business such as designating fund depositories and execute consent forms for the use of authorized facsimile signatures. At such meeting the incumbent President of the Board shall preside until a successor shall have been elected and qualified.

**Deleted: ¶**  
 The officers of the Board of Education shall be a President, a Vice President, a Secretary, and a Treasurer. At the discretion of the Board, an Assistant Secretary and an Assistant Treasurer may also serve. One person may simultaneously hold the offices of Secretary and Treasurer, or the offices of Assistant Secretary and Assistant Treasurer if there be such offices. ¶  
 The President and Vice President shall be members of the Board, shall be elected by a majority of the Board by secret ballot, and shall each hold office for a term of two years and until a successor shall have been elected and qualified. Whenever a vacancy occurs in either office, the remaining members of the Board shall elect a successor to fill the vacancy for the unexpired term. A vacancy shall occur in either office under the same conditions and in the same manner as prescribed for a vacancy occurring in the office of the school directors. ¶  
 The Secretary, the Treasurer, and Assistant Secretary and Assistant Treasurer (if any) shall be appointed by the Board. They may or may not be members of the Board, and shall hold their offices at the pleasure of the Board. ¶

**Deleted: of Education**



## Executive Sessions

Discussion of Peak to Peak Board of Directors, business shall be conducted in open public meetings to the fullest extent, consistent with the interests of the school, and the general public. At any regular or special meeting, upon a vote of two-thirds of the quorum present, an executive session may be held, but only to discuss any one or more of the following:

Deleted: Board of Education

Deleted: District

1. Purchase, acquisition, lease, transfer, or sale of any real, personal, or other property. However, no executive session shall be held to conceal the fact that a board member has a personal interest in such property.

2. Conferences with an attorney for the purpose of receiving legal advice on specific legal questions. The mere presence or participation of an attorney at an executive session shall not be sufficient to satisfy this requirement.

3. Matters required to be kept confidential by federal or state law or rules and regulations. An announcement will be made indicating the specific citation to state or federal law which is the reason the matter must remain confidential.

4. Specialized details of security arrangements or investigations.

5. Determination of positions relative to matters that may be subject to negotiations, development of strategy for negotiations, and instruction of negotiators.

6. Personnel matters, unless the employee who is the subject of an executive session requests an open meeting or, if the personnel matter involves more than one employee, all of the employees have requested that the meeting be open. Discussion of personnel policies that do not require discussion of matters specific to particular employees are not considered "personnel matters." Peak to Peak shall hire staff members on an at-will basis. Discussion concerning a member of the Board are not considered "personnel matters."

Deleted: The Teacher Employment, Compensation and Dismissal Act ¶ shall prevail in teacher dismissal hearings.

7. Consideration of any document which may not be disclosed pursuant to the Open Records Act, except that consideration of work product documents and documents subject to the governmental or deliberative process privilege must occur in a public meeting, unless an executive session is otherwise allowed.

8. Discussion of individual students where public disclosure would adversely affect the person or persons involved. Prior to convening in executive session, the Board president



shall announce the topic of the executive session which shall be reflected in the minutes. The Board shall include the specific citation to statute authorizing it to meet in executive session when it announces the session and identify the particular matter to be discussed in as much detail as possible without compromising the purpose for which the executive session is authorized.

Only those persons invited by the Board may be present during executive session regardless of the topic of the session (including personnel matters). No adoption of any proposed policy, position, resolution, rule, regulation, or formal action shall occur at any executive session which is not open to the public. The discussion during such executive session shall remain confidential among those attending. The Board of Directors may invite members of the press to attend executive sessions of the Board on the express condition and understanding that their attendance is subject to the Board policy and that discussions during executive session shall remain confidential among those attending.

Deleted: Education

The Board is authorized to approve written minutes of an executive session, if written minutes are taken, in executive session.

The Board shall cause a record to be made of the executive session which shall be retained by the Board for 90 days following the session. No record shall be made of an executive session held for the purpose of discussing an individual student matter or of a session in which the discussion involves a privileged attorney-client communication. The record must include the specific statutory citation to the executive session law that allows the Board to meet in executive session.

ADOPTED: August 9, 1976

REVISED: September 12, 1991, August 14, 2001

LEGAL REFS.: C.R.S. 22-32-108(5)

C.R.S. 24-6-402(4)

C.R.S. 29-9-101

CROSS REF.: BDDG, Minutes

**End of File: BDC**



**Boulder Valley School District**  
**File: BDDA**  
**Adopted: date of manual adoption**  
**Revised: September 12, 1991**

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### NOTIFICATION OF BOARD MEETINGS

At a minimum, notice of all Board meetings will be posted in a designated public place no less than 24 hours prior to the holding of the meeting and shall include specific agenda information where possible. Excepted from such minimum notice may be emergency special meetings at which Board members have waived their right to receive at least 24 hours' advance notice. Dates of regular meetings of the Board shall be scheduled periodically and made available to the Peak to Peak community.

**Deleted:** Notice of all meetings of the Board shall be given to the press, the public, and Board members.

Notification of all special meetings shall be in accordance with Board policy and statute. The Peak to Peak community shall be informed of special or rescheduled meetings, whenever possible, in time for the public to be notified.

**Deleted:** news media and the public

**Deleted:** The news media will receive telephone notice in the event of such an emergency meeting.

**Deleted:** The media

LEGAL REFS.: C.R.S. 22-32-106  
C.R.S. 22-32-108(2), (3)  
C.R.S. 24-6-402(2)(c)  
C.R.S. 29-9-101

CROSS REFS.: [BAA](#), Board Operations  
[BE](#), School Board Work Sessions and Retreats

**End of File: BDDA**



Associated Exhibit: [BDDDB-E](#)

## AGENDA FORMAT

### Agenda Items

To expedite the business of Peak to Peak's Board of Directors, and to provide a framework for the orderly conduct of business, the President of the Board, shall prepare an agenda outlining the matters to be brought to the Board's attention at meetings.

Deleted: the

Deleted: Superintendent, in cooperation with the President and Vice

### Order of Business

The Board shall follow the order of business set up by the agenda unless the order is altered or new items are added by vote of the Board during the meeting.

Deleted: Only by majority vote of Board members present at a *regular* meeting can the Board add and/or take action on a matter which did not appear on the printed agenda. Items can be added to the agenda of a *special* meeting only by unanimous consent of the entire Board. ¶

### Consent Grouping

The consent grouping on the agenda is used for those items which usually do not require discussion or explanation as to the reason for Board action. Any Board member may request the withdrawal of any item under the consent grouping for independent consideration.

CROSS REFS.: [BAA](#), Board Operations  
[BDDC](#), Agenda Preparation and Dissemination

NOTE: An example of the agenda format for regular meetings is outlined in Peak to Peak's By-laws.

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End of File: BDDDB



**AGENDA PREPARATION AND DISSEMINATION**

In the development of the agenda for regular or special meetings, items of new business may be placed on the printed agenda by the chairman of the meeting, or by a majority of all members of Peak to Peak's Board of Directors.

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Other requests for the scheduling of appropriate matters on the meeting agenda will be considered by the Board President. A group or individual wishing to present a matter at a meeting shall submit a written request to the President of the Board of Directors at least ten days before the meeting. This will enable the appropriate presenter to provide the Board with available background information on the matter. Whether and when the proposed item will be scheduled will be decided at the earliest possible time, in keeping with other Board responsibilities.

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Copies of the agenda shall be provided each Board member prior to any meeting. The President of the Board will provide to each Board member a copy of the agenda of the regular meeting, including available information regarding each item scheduled at least 24 hours prior to a meeting.

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Deleted: On the Friday preceding a regular meeting, the Superintendent delivers

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The members of the Peak to Peak community will receive the agenda and pertinent back-up material (as appropriate) as a means of informing the community of the items and issues to be considered. Where possible, specific agenda information will be posted at a designated public place no less than 24 hours prior to a meeting.

Deleted: news

Deleted: media, designated organizations and groups, and/or each school building

Deleted: citizens

LEGAL REF.: C.R.S. 22-6-402(2)(c)

Deleted: ¶ AGREEMENT REF.: Teachers' agreement, Section F

CROSS REFS.: BAA, Board Operations  
BDDA, Notification of Board Meetings

**End of File: BDDC**



## Minutes

### REGULAR AND SPECIAL MEETINGS

Complete and accurate minutes of all regular and special meetings shall be kept by Peak to Peak's Board Secretary or designee. The minutes shall constitute the official record of the proceedings of each meeting and shall be made available for public inspection in the school's office during regular office hours.

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Deleted: Superintendent

A preliminary copy of the minutes shall be made available to Board members as soon as practicable after each meeting.

Formal consideration for approval of minutes shall be placed on the agenda of regular Board meetings only. Presented for approval will be the minutes of the preceding regular meeting, as well as the minutes of any other Board meetings held in the interval between the preceding and the present regular meeting.

### EXECUTIVE SESSIONS

The minutes of the regular or special meeting during which the executive session was called shall record that such an executive session was held, stating the general topic of the session as permitted under law.

The Board shall cause a record to be made of the executive session which shall be retained by the Board for 90 days following the session. No record shall be made of an executive session or a portion thereof held for the purpose of discussing an individual student matter or for the purpose of discussing a privileged attorney-client communication as determined by the representing attorney and reflect in the record.

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Prior to convening in executive session, the Board president shall announce on the record the specific citation to statute authorizing it to meet in executive session and identify the particular matter to be discussed inasmuch detail as possible without compromising the purpose for which the executive session is authorized.

ADOPTED: August 9, 1976

REVISED: September 12, 1991, August 14, 2001

LEGAL REFS.: C.R.S. 22-32-106

C.R.S. 22-32-109(1)(e)

CROSS REF.: BAA, Board Operations, BDC, Executive Sessions

**End of File: BDDG**



**Boulder Valley School District**  
**File: BDDH (Also KD)**  
**Adopted: August 9, 1976**  
**Revised: March 23, 1989**  
**Revised on the basis of practice: November 1, 1997**

**PUBLIC PARTICIPATION AT BOARD MEETINGS**

All regular and special meetings of the Board of Directors shall be open to the public.

Deleted: Education

The Board desires to hear viewpoints of the school community and others, and considers the responsible presentation of these viewpoints vital to the efficient operation of the school. The Board also recognizes its responsibility for the proper governance of the school and, therefore, the need to conduct its business in an orderly and efficient manner. The Board establishes the following procedures to receive input from citizens:

Deleted: residents

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- Individuals desiring to address the Board shall sign their name on the list kept by the Board Secretary prior to speaking.

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- The presiding officer of the Board shall be responsible for recognizing speakers, maintaining proper order, and adhering to any time limit set. Questions requiring investigation shall be referred to the Executive Principal for later report to the Board.

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- The presiding officer will provide a time at the beginning of each regular meeting to give patrons the opportunity to address the Board on any matters not on the agenda.

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- Residents of the district, parents of children enrolled in the school, and employees may speak immediately following introduction of a particular item and before Board discussion begins. Other persons may be allowed to speak at the discretion of the presiding officer.

Deleted: s of the District

- Participants shall identify themselves by name and direct remarks to the Board.

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- Participants may speak on any item related to the operation of the school. Complaints involving the reputation of any person connected with the school will not be heard by the Board while sitting in public session. Persons wishing to pursue a complaint will be referred through the process defined in Policy KL, Public Complaints, or Policy KLB, Public Complaints About the Curriculum or Instructional Materials or Strategies.

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- Speakers shall adhere to time limits set by the presiding officer. Generally remarks will be limited to a maximum of two minutes.

- Groups will be urged to designate a spokesperson to make their presentations. The Secretary will be given the name of the spokesperson before the meeting begins.

Deleted: and address

- The presiding officer shall reserve the right to limit, discontinue, or reopen audience participation at any time. Any person who disturbs good order may be required to leave.

Anyone wishing to submit a particular topic for formal placement on the printed Board agenda shall follow the procedures set by the Board's policy on agenda preparation.

CROSS REFS.: [BDDC](#), Agenda Preparation and Dissemination

[KL](#) and [KL-R](#), Public Complaints

[KLB](#) and [KLB-R](#), Public Complaints About the Curriculum or Instructional Materials or Strategies

**End of File: BDDH (Also KD)**





**Boulder Valley School District**  
**File: BE**  
**Adopted: date of manual adoption**  
**Revised:**

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## SCHOOL BOARD WORK SESSIONS AND RETREATS

Peak to Peak's Board of Directors, as a decision-making body, is confronted with a continuing flow of problems, issues, and needs which ultimately require action. While the Board is determined to expedite its business, it is also mindful of the importance of planning, brainstorming, and thoughtful discussion without action. Therefore, the Board may schedule work sessions and retreats from time to time in order to provide its members and the executive staff with just such opportunities. Topics for discussion and study will be announced publicly, and work sessions and retreats will be conducted in accordance with the state law on public meetings.

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Current practice codified 1978

LEGAL REF.: C.R.S. 24-6-401 *et seq.*

CROSS REF.: [BDDA](#), Notification of Board Meetings

**End of File: BE**



**BOARD POLICY DEVELOPMENT**

It is the intent of Peak to Peak's Board of Directors to develop policies and put them in writing so that they may serve as guidelines for its own operation and for the successful and efficient functioning of the school.

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Deleted: public

The Board considers policy development one of its chief responsibilities. Proposals regarding policies may originate with a member of the Board, the Executive Principal, Director of Operations, a staff member, a parent, student, consultant, civic group, or any resident of the school district. A careful and orderly process shall be used in examining such proposals prior to action upon them by the Board. The Board shall take action after hearing the recommendations of the Executive Principal and/or the Director of Operations, and the viewpoints of persons and groups affected by the policy.

Deleted: Superintendent

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The policies of the Board are framed and meant to be interpreted in terms of Peak to Peak's contract with Boulder Valley School District, school board policies, state laws and regulations and other regulatory agencies within our state and federal levels of government.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of the present and future boards. The Board will welcome suggestions for ongoing policy development.

Current practice codified 1978

**End of File: BF**

Deleted: LEGAL REF.: C.R.S. 22-32-109(1)(a-c), (w) .  
 These sections of the law require the adoption of written bylaws, of policies, rules and regulations for the administration of the District, and for the study, discipline, conduct, safety, and welfare of pupils. ¶

Deleted: AGREEMENT REFS.:  
 Teachers' agreement, Section C .  
 Office personnel agreement, Section A  
 Paraprofessionals' agreement, Section C ¶



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**POLICY ADOPTION**

Adoption of new Peak to Peak policies or the revision or repeal of existing policies is the responsibility of Peak to Peak's Board of Directors. Policies must support the mission of Peak to Peak and are to be submitted to Boulder Valley School District when approved.

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The Board shall adhere to the following procedure in considering and adopting policy proposals to ensure that they are well examined before final action:

1. First meeting — the proposal shall be presented as an information and discussion item.
2. Second meeting — the proposal shall be presented for formal consideration and action at the pleasure of the Board.

During discussion of a policy proposal, the views of the public and staff will be considered. Amendments may be proposed by Board members. An amendment will not require that action on the policy be deferred except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions; however, the above procedure is required before the policy shall be considered permanent.

Current practice codified 1978

LEGAL REF.: C.R.S. 22-32-109(1)(a-c), (w)

**End of File: BFC**



**Boulder Valley School District**  
**File: BFCA (Also CHB)**  
**Adopted: date of manual adoption**  
**Revised:**

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## BOARD REVIEW OF ADMINISTRATIVE RULES

Peak to Peak's Board of Directors reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with Peak to Peak's mission or goals or the intent of the policies adopted by the Board. The Board will be provided with copies of all school- wide regulations at the time they are issued by the administration.

Deleted: The

Deleted: District

Regulations will be officially approved by the Board when this is required by state law and when strong community, staff, or student attitudes make it advisable for the regulation to have Board approval.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Current practice codified 1978

**End of File: BFCA (Also CHB)**



**POLICY DISSEMINATION**

The Executive Principal is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by Peak to Peak's Board of Directors and the rules and regulations needed to put them into effect.

Deleted: Superintendent

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Accessibility is to extend at least to all employees of the school, the members of the Board, and, insofar as conveniently possible, to all persons in the school community.

Deleted: District

Deleted: system

All policy manuals distributed to anyone shall remain the property of the Board and shall be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time for updating.

The Board's policy manual shall be considered a public record and shall be open for inspection at the school offices during regular office hours.

Deleted: Board

Access to the policies and regulations of Boulder Valley School District, Peak to Peak's policies, the State of Colorado, and other agencies affecting students will be available and made accessible to students. These will be provided in addition to information contained in student handbooks or materials as otherwise distributed to students by the school.

Deleted: Publication(s) containing

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Deleted: or the individual school

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Current practice codified 1978

LEGAL REF.: C.R.S. 22-32-109(1)(c), (w)

**End of File: BFD**



**Boulder Valley School District**  
**File: BFE (Also CHD)**  
**Adopted: date of manual adoption**  
**Revised:**

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### ADMINISTRATION IN POLICY ABSENCE

In cases when emergency action must be taken and Peak to Peak's Board has provided no guides in policy for such action, the Executive Principal or his or her designee, shall have the power to act.

Deleted: the

Deleted: Superintendent

Such decisions, however, shall be subject to review by the Board at its next regular meeting. It shall be the duty of the Executive Principal to inform the Board promptly of such action and of the need for policy.

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Deleted: Superintendent

Current practice codified 1978

**End of File: BFE (Also CHD)**



**Boulder Valley School District**  
**File: BFF**  
**Adopted: date of manual adoption**  
**Revised:**

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### SUSPENSION OF POLICIES

In the event of special circumstances, the operation of any section or sections of [Peak to Peak's](#) Board policies, including those governing its own operation procedures, may be temporarily suspended by a two-thirds vote of Board members present at any regular or special meeting. This, however, does not apply to any section of Board policies that may be established by law or by contract, [including Peak to Peak's contract with Boulder Valley School District](#).

Current practice codified 1978

**End of File: BFF**




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**POLICY REVIEW AND EVALUATION/MANUAL ACCURACY CHECK**

In an effort to keep its written policies up to date so that they may be used consistently as a basis for Board action and administrative decision, it shall be the policy of Peak to Peak's Board of Directors to review its policies on a continuing basis.

Deleted: the

On an annual basis, the Board shall update its Strategic Plan, evaluate how the school's policies have been executed by the school staff, and weigh the results. It shall rely on the school staff, students, and the community for providing evidence of the effect of the policies which it has adopted.

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The Executive Principal is given the continuing commission of calling to the Board's attention all policies that are out of date or for other reason appear to need revision.

Deleted: Superintendent

The Board directs the Executive Principal to recall all policy and regulations manuals periodically for administrative updating and Board review.

Deleted: Superintendent

Current practice codified 1978

**End of File: BFG/BFGA**





**Boulder Valley School District**  
**File: BHD/BHE**  
**Adopted: August 9, 1976**  
**Revised on the basis of practice: date of manual adoption**

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**BOARD MEMBER COMPENSATION AND EXPENSES/INSURANCE**

No Peak to Peak Board member shall receive compensation for his or her services in such capacities.

**Deleted:** The Secretary, Assistant Secretary, Treasurer, and Assistant Treasurer may be compensated for their services in such capacities in an amount determined by the Board of Education. The President and the Vice President

All Board members may be reimbursed for necessary expenses incurred in the performance of their duties in an official capacity. Claims should be submitted quarterly.

**Deleted:** no

The Board shall purchase directors and officers insurance to protect its members individually and collectively for claims made against them as a result of their membership on the Board.

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**Deleted:** shall

**Deleted:** liability insurance and errors and omissions

LEGAL REFS.: C.R.S. 22-32-104(5)

C.R.S. 22-32-110(1), (n), (u)

CROSS REF.: [EIB](#), Liability Insurance

**End of File: BHD/BHE**



**Boulder Valley School District**  
**File: CC**  
**Adopted: date of manual adoption**  
**Revised:**

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## ADMINISTRATIVE ORGANIZATION PLAN

The Peak to Peak Board of Directors or designee is responsible for creating the organizational chart of Peak to Peak, with the Board is responsible for its approval. The Board is to keep the administrative structure in line with the needs for supervision and accountability throughout the school system.

Current practice codified 1978

**End of File: CC**

**Deleted:** The legal authority of the Board shall be transmitted through the Superintendent along specific paths from person to person as shown in the Board-approved organizational chart of the District. ¶  
The Superintendent shall have freedom to reorganize lines of authority and to revise the organizational chart, subject to Board approval of major changes and/or the elimination and creation of positions. The Board expects the Superintendent to keep the administrative structure in line with the needs for supervision and accountability throughout the school system.



**MANAGEMENT TEAM**

Peak to Peak's Board of Directors endorses the administrative team concept.

**Deleted:** The Board of Education

The leadership team at Peak to Peak consists of two functioning groups: (1) the Board of Directors and (2) the administrative team. The primary responsibility of the Board is the formulation and adoption of Peak to Peak policy. The primary responsibility of the administrative team is the execution of Peak to Peak policy.

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The team approach to administration at Peak to Peak represents an attempt to provide close cooperation and effective working relationships among administrative personnel. It is an effort to make the best use of the talents and expertise available by establishing open lines of communication and by providing a supportive atmosphere where collaborative problem-solving and decision-making can take place. This approach recognizes the mutual interdependence which exists among various components of the total organization and promotes a team effort in the identification of goals, the establishment of priorities, and the development of long-range plans. Although the concept promotes collaborative efforts, it also recognizes the need for independent administrative action in appropriate areas and in no way functions to inhibit responsible decision-making.

Within this framework, and under the leadership of the Executive Principal, all supervisory and administrative personnel in the school unite to form the administrative team.

**Deleted:** School District

**Deleted:** Superintendent of Schools

CROSS REF.: CE, Administrative Councils, Cabinets, and Committees

**Deleted:** Although all work together toward the same end, there are, by the nature of their tasks, at least three major components in the administrative team: building principals and assistants; central office leadership personnel, including, but not limited to, the Instructional Improvement Team and the Central Leadership Team; and a Superintendent's Executive Team.

**End of File: CD**



**ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES**

**Leadership Teams**

In keeping with the Board's endorsement of the leadership team concept, and with the team approach to administration inherent to that concept, the Executive Principal and Director of Operations are authorized to form such councils, cabinets, and committees as he/she finds desirable to make team leadership work for Peak to Peak. The membership, composition, and responsibilities of these and other administrative committees shall be defined by the Executive Principal and Director of Operations, and may be changed at his/her discretion.

**Deleted:** Superintendent is  
**Deleted:** the School District  
**Deleted:** ¶  
 Such groups include the Principals Advisory Council, the Instructional Improvement Team, the Central Leadership Team, and the Superintendent's Executive Team.

**Reports to the Board**

The Executive Principal will report to the Board the decisions and recommendations made by such groups when these require Board action or are a matter of Board policy. However, in making his/her own recommendations to the Board, the Executive Principal shall not be bound by the decisions of such bodies.

**Deleted:** Superintendent  
**Deleted:** Superintendent  
**Deleted:** Superintendent

**Faculty Advisory Council**

**Deleted:** Teachers

If formed and meeting, the purpose of the Faculty Advisory Council shall be to improve staff communications and to provide an opportunity for the discussion of items of concern to teachers and to the administration.

**Deleted:** Teachers

CROSS REFS.: BCE, Advisory Committees to the Board  
CD, Management Team

**Deleted:** The composition and operation of the Teachers Advisory Council shall be set forth in the teachers' agreement currently in force. ¶  
 Current practice codified 1978 ¶  
 AGREEMENT REF.: Teachers' agreement, Section I ¶

**End of File: CE**

**Deleted:** GCC/GCD-2, Professional Staff Recruiting/Hiring, Administrators ¶



**Boulder Valley School District**  
**File: CF**  
**Adopted: date of manual adoption**  
**Revised:**

**SCHOOL BUILDING ADMINISTRATION  
 (And Principalship)**

The Peak to Peak Board of Directors reaffirms the rights and responsibilities of the Executive Principal for the complete administration of the various programs within the broad scope of the adopted policies of the Board and as prescribed by the laws of Colorado. Specifically, the Executive Principal is the responsible head and professional leader in the development of the educational program and the improvement of instruction in his/her school and in interpreting Peak to Peak and the policies governing it to the community.

- Deleted: Education
- Deleted: building principals
- Deleted: eir
- Deleted: and buildings
- Deleted: principal of each school
- Deleted: that school

All instructional and administrative personnel shall work through and under the direction of the Executive Principal in the performance of their duties. The Executive Principal shall establish channels for the ready interchange of ideas between the school staff on the one hand and the Board, on the other, specifically with regard to suggestions and ideas for improving programs.

- Deleted: in each school building
- Deleted: within his school
- Deleted: his
- Deleted: central administration

LEGAL REF.: C.R.S. 22-32-126

Deleted: The Principals Advisory Council shall function as the main forum for the District's principals and assistant principals in sharing ideas, concerns, and solutions, and in formulating opinions and recommendations to be communicated to the Superintendent. ¶  
 Current practice codified 1978 ¶

End of File: CF

Deleted: AGREEMENT REFS.:  
 Teachers' agreement, Section C  
 Principals' agreement ¶  
 CROSS REF.: HA, Negotiations Goals  
 (Principles Guiding Negotiations  
 Procedures) ¶



## Leadership/Decision-Making Philosophy

Peak to Peak Charter School is charged with educating students to meet educational standards and with the responsible management of public resources in meeting that goal. The mission, vision, and strategic plan guide the school's efforts, and state law and Peak to Peak board policy govern its operation.

### COLLABORATIVE DECISION-MAKING

Decision making at Peak to Peak emphasizes the involvement of all of its stakeholders. Collaboration and participation of staff, students and community is encouraged at all levels of the organization. Standing and ad hoc committees, advisory councils, surveys, and public meetings are techniques used by the school to engage individuals in the decision-making process.

Collaborative processes are used to arrive at decisions, but ultimately the Board of Directors and/or the Executive Principal make the final decision within the parameters of Board policy, state and federal statutes.

Decision making at Peak to Peak follows a continuous improvement model. The school annually assesses achievement of its strategic initiatives.

The student, parent, community member, colleague and co-worker should be treated with a spirit of caring and cooperation. While high performance expectations are held, an emphasis will be placed on fairness and equity. Respect, integrity, tolerance, and honesty are values which govern our relationships.

End of File: CFD

Deleted: ADOPTED: February 11, 2003

REVISED:

Deleted: The Boulder Valley School District

Deleted: and vision of the New Century Graduate

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Deleted: The Boulder Valley School District is an integrated system in which each of its classrooms, schools and departments is aligned with district goals and policies. Students and their

achievement are central to all of our work. The school district interacts, works and measures itself based upon the success of our learners.

Deleted: within the Boulder Valley School District

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Deleted: CENTRAL BASED AND SITE BASED DECISION-MAKING

Deleted: The Boulder Valley School District strives to maintain a balance between decisions reached centrally and those reached at the school or district department level. Our core philosophy is that all decisions, district level or school level, should be based upon the district's strategic priorities and vision for the New

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[7]

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**Boulder Valley School District**

**File: CHA**

**Adopted: prior to 1978**

**Revised:**

**DEVELOPMENT OF ADMINISTRATIVE RULES**

~~Peak to Peak's Executive Principal and Director of Operations have~~ responsibility for carrying out, through administrative regulations, the policies established by the Board. ~~School~~ administrative regulations shall be formulated, whenever practicable, with the involvement and counsel from those who will be affected by such regulations.

**Deleted:** The

**Deleted:** Superintendent

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**Deleted:** District-wide

In recognition of the uniqueness and importance of the individual student, ~~school~~ procedures shall be comprehensive yet sufficiently flexible and adaptable to serve the needs ~~of students~~. Such procedures are to be subject to review and change at the ~~board~~ level as need requires.

**Deleted:** and individual school

**Deleted:** District-wide

**Deleted:** No attempt will be made to require all school levels to be alike for the sake of conformity or convenience, but rather to allow each

**Deleted:** schoo

**Deleted:** school level to better determine its own destiny.

**Deleted:** of each school

**Deleted:** District and/or building

**End of File: CHA**



**Boulder Valley School District**  
**File: CHB (Also BFCA)**  
**Adopted: date of manual adoption**  
**Revised:**

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**BOARD REVIEW OF ADMINISTRATIVE RULES**

This is the same as Policy BFCA. Please see BFCA for policy.

**End of File: CHB (Also BFCA)**

**Deleted:** The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with the intent of the policies adopted by the Board. The Board will be provided with copies of all District-wide regulations at the time they are issued by the administration. ¶  
Regulations will be officially approved by the Board when this is required by state law and when strong community, staff, or student attitudes make it advisable for the regulation to have Board approval. ¶  
Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

**Deleted:** Current practice codified 1978 •





**Boulder Valley School District**

**File: CHD (Also BFE)**

**Adopted:**

**Revised:**

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**ADMINISTRATION IN POLICY ABSENCE**

This is the same as Policy BFE. Please see BFE for policy.

**End of File: CHD (Also BFE)**

**Deleted:** In cases when emergency action must be taken, and the Board has provided no guides in policy for such action, the Superintendent shall have the power to act. ¶  
His decisions, however, shall be subject to review by the Board at its next regular meeting. It shall be the duty of the Superintendent to inform the Board promptly of such action and of the need for policy.

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**Boulder Valley School District**  
**File: CJ**  
**Adopted: date of manual adoption**  
**Revised:**

**ADMINISTRATIVE INTERN PROGRAM  
 (Leadership Education Program)**

Within the constraints of available resources, Peak to Peak endorses the concept of a leadership education program that will permit capable and qualified teachers and administrators to further prepare themselves for leadership positions. Such internship programs provide practical on-the-job experience which may be considered favorably in hiring for leadership positions within the school. Peak to Peak's leadership positions will be filled, however, with the person(s) who demonstrate the best fit for the school and the position from among those who apply.

Current practice codified 1978

**End of File: CJ**

**Deleted:** the Board of Education

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**Deleted:** The program shall serve to enhance the qualification of selected individuals by providing training which increases the participant's knowledge of and sensitivity to prevailing District philosophy, policy, and practice. ¶  
 Whenever District needs permit, an integral component of the leadership education program shall be the internship which shall

**Deleted:** Internship positions shall be posted according to established District procedures and eligible District employees permitted to submit applications. Other qualifications being equal, preference shall be given to candidates who have completed the didactic portion of the leadership education program. ¶  
 District

**Deleted:** on the basis of the best qualified person from among all who apply, including those from within the school system and those from outside.



**Boulder Valley School District**

**File: CK**

**Adopted: April 23, 1987**

**Revised:**

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**CONSULTANTS**

The Peak to Peak Board of Directors recognizes the value of consultants in providing professional and technical expertise in areas not normally available within the school.

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The Executive Principal may employ consultants as part of inservice training, curriculum development, and other areas provided that all fees and costs for such services are within approved budgeted amounts.

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Deleted: adult education,

The Board may appoint consultants who provide professional services directly to the Board and the Executive Principal. The Board will annually evaluate the performance of such consultants.

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Consultants who serve the school will exercise no authority over the work of the employees of the school, and will act only as advisors in the field in which they are qualified to offer assistance. All supervision of employees remains in the hands of those to whom such responsibility has been delegated by the Board.

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LEGAL REF.: C.R.S. 22-32-109(1)(b)

**End of File: CK**



## Annual Operating Budget

Both the extent and quality of educational services affect - and are affected by - the financial program. All are governed by policies of the Peak to Peak's Board of Directors, subject to the state statutes on what studies must be offered by Peak to Peak, state statutes regarding the financial resources available to Peak to Peak, and by the standards to be observed in the provision of services, facilities, and supplies.

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A proposed budget, developed under the direction of the Director of Operations, is presented to the Peak to Peak Board of Directors, no later than June 1 each year. A statement shall be submitted with the proposed budget, describing the major objectives of the educational program to be undertaken by the School District during the ensuing fiscal year and the manner in which the budget proposes to fulfill such objectives. The proposed budget will include those elements of revenue and expenditures as prescribed by state statute.

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### FUND BALANCE REQUIREMENTS

In order to ensure its ongoing financial health, Peak to Peak needs to maintain a minimum level of year-end fund balance.

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To meet this end, the General Operating Fund budget will be developed so that the total of annual ongoing expenditures, transfers, and incremental increase in required reserves does not exceed annual revenues and surplus.

If the General Operating Fund ends any fiscal year with a surplus of revenues beyond expenditures, this amount can only be used for one-time operating expenditures in subsequent years.

In addition, the General Operating Fund budget will be developed containing an ending fund balance equal to or greater than the required TABOR reserve on a generally accepted accounting principles (GAAP) basis.

The budgets for all other funds will be developed to include, at a minimum, the required TABOR reserve.

Beginning with the 2005-06 fiscal year, the General Operating Fund budget will be developed on a generally accepted accounting principles (GAAP) basis.

### LEGAL REFS.:

C.R.S. § 22-44-101-117 (school district budget law)

C.R.S. § 22-44-201-206 (financial policies and procedures)

CROSS REF.:

DB subcodes (all relate to the budget)

NOTE: The format and procedures used in developing the school budget must meet requirements of the State Board of Education as set forth in the Financial Policies and Procedures Handbook for public school districts. (C.R.S. § § 22-44-203 and 204)

**End of File: DB**

Deleted: AGREEMENT REF.: ¶  
Teachers' agreement,  
Section B ¶  
¶



**Boulder Valley School District**  
**File: DBB**  
**Adopted: date of manual adoption, Current practice codified**  
**1978**  
**Revised: April 13, 2004**

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## **Fiscal Year**

In accordance with the law, the fiscal year of Peak to Peak, shall begin July 1 and end June 30 of the same fiscal year.

**Deleted:** the District

LEGAL REF.:

C.R.S. § 22-44-102(4) (school district budget law)

**End of File: DBB**



## Budget Deadlines and Schedules

Preparation of Peak to Peak's annual budget shall proceed in line with a budget preparation calendar, which will ensure that the Board and the administration meet deadlines established by law for budget presentation and adoption.

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As a guide, the calendar of important budget schedules and dates issued annually by the Colorado Department of Education shall be used. This calendar cites the pertinent statutory requirements and shall be used as the guideline for identifying tasks and deadlines in the budget preparation process.

### LEGAL REFS.:

- C.R.S. § 22-40-102(1) (certification-tax revenues)
- C.R.S. § 22-44-103(1) (budget and appropriation-required)
- C.R.S. § 22-44-107(1) (appropriation resolution-required)
- C.R.S. § 22-44-108(2) (preparation of budget)
- C.R.S. § 22-44-109(1) (notice of budget-publication)
- C.R.S. § 22-44-110(1) and (4) (budget-consideration-adoption)

**End of File: DBC**



**Boulder Valley School District**  
**File: DBH**  
**Adopted: date of manual adoption, Current practice codified**  
**1978**  
**Revised: April 13, 2004**

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## Budget Adoption Procedures

The Director of Operations will submit a proposed budget to the Peak to Peak Board of Directors, in accordance with the law. The proposed budget shall be available for inspection in the central administration office, and public notices shall be published to that effect.

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Peak to Peak's Board shall publish an adoption date for the proposed budget, not to be later than June 30 of each year for the ensuing fiscal year.

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At the time the Board adopts the budget, it shall also adopt an accompanying appropriations resolution.

### LEGAL REFS.:

- C.R.S. § 22-44-103 (budget and appropriation-required)
- C.R.S. § 22-44-107 (appropriation resolution-required)
- C.R.S. § 22-44-109 (notice of budget-publication)
- C.R.S. § 22-44-110 (budget-consideration-adoption)

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AGREEMENT REF.: ¶  
Teachers' agreement,  
Section B ¶

**End of File: DBH**





## Budget Transfers

Under law, ~~Peak to Peak's~~ Board of ~~Directors~~, may, upon the recommendation of the ~~Director of Operations~~, transfer any unencumbered moneys from the contingency reserve account (which is within the general fund) to any other fund. The Board may not, however, transfer moneys from the capital reserve fund.

Unencumbered moneys less than \$10,000 shall not be transferred from one fund to another unless authorized in advance by the ~~Director of Operations~~. When a contingency occurs, ~~Peak to Peak's Board~~ may transfer any unencumbered moneys from the contingency reserve account, which is within the general fund, to any other fund or function.

Unencumbered moneys more than \$10,000 shall not be transferred from one fund to another unless authorized in advance by Peak to Peak's Board.  
When a contingency occurs, Peak to Peak's Board may transfer any unencumbered moneys from the contingency reserve account, which is within the general fund, to any other fund or functions.

~~Peak to Peak's~~ Board shall not transfer moneys from the capital reserve fund, the insurance reserve fund, or the instructional supplies and materials, instructional capital outlay or the other instructional purposes accounts in the general fund, with the exceptions as noted below.

Unencumbered moneys may be transferred among the instructional supplies and materials, instructional capital outlay and other instructional purposes accounts and by ~~Peak to Peak's~~ Board resolution between the capital reserve fund and insurance reserve fund or to any other risk management fund as defined in state law.

**LEGAL REFS.:**

- C.R.S. § 22-32-107 I (Duties-treasurer)
- C.R.S. § 22-44-102(3) (Definitions)
- C.R.S. § 22-44-106(1) (Contingency reserve-operating reserve)
- C.R.S. § 22-44-112 (Transfer of monies)
- C.R.S. § 22-44-113 (Borrowing from funds)
- C.R.S. § 22-45-103 (1)(a)(II) (Funds)
- C.R.S. § 22-54-105 (Funds)
- C.R.S. § 24-10-115 (Authority for public entities to obtain insurance)

**End of File: DBK**

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<del>Deleted: or the bond redemption fund</del>
<del>Deleted: ¶</del>
<del>Deleted: Board</del>
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<del>Deleted: the Board of Education by resolution</del>
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<del>Deleted: the bond redemption fund,</del>
<del>Deleted: -¶</del>
<del>Deleted: SCHOOL BUDGET ACCOUNTS¶</del>
<del>¶</del>
<del>Principals and their designees are responsible for funds ¶ budgeted to that school and may transfer moneys between their ¶ discretionary accounts. However, moneys in school staffing ¶ salary and benefit accounts cannot be transferred without the ¶ approval of the Budget Director.¶</del>
<del>¶</del>
<del>PROGRAM BUDGET ACCOUNTS¶</del>
<del>¶</del>
<del>Program managers and their designees are responsible for funds ¶ budgeted to that program and may transfer discretionary moneys ¶ according to procedures established by the program manager. ¶</del>
<del>Transfers between programs must have the approval of each ¶ program manager's immediate supervisor. ¶</del>
<del>¶</del>
<del>All budget transfers require the approval of the Budget ¶ Director.¶</del>





**GRANTS MANAGEMENT**

Peak to Peak is receptive to outside financial support to aid in delivery, maintenance, and improvement of the educational program. Peak to Peak will apply for and receive appropriate federal, state, and private grants that will support the Strategic Plan or otherwise assist in improving student achievement. In addition, funds from private corporations, trusts, and foundations will be solicited unless specifically rejected by Peak to Peak's Board of Directors.

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The term "grant" encompasses **all** federal, state, and local governmental corporate or foundation financial awards that have specific performance requirements attached and are applied for and accepted by Peak to Peak's Board.

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**Deleted:** Boulder Valley School District. The opportunity to competitively apply for a grant must be available to all District schools under the same eligibility criteria if a grant is to be used for District personnel.

Any grant in excess of \$25,000 or requiring the expenditure of non-budgeted funds must be approved by Peak to Peak's Board. The Director of Operations shall have the authority to approve **all** grants **less than** \$25,000. Additionally, the Director of Operations shall establish procedures for grant administration and for all grant applicants. Administrative staff or employees shall not make application for grant funds without an Intent to Apply form signed by the Director of Operations or designee. The Director of Operations shall provide a quarterly report to the School Board of all awarded grants.

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**Deleted:** of Education

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**Deleted:** The principal or department director shall have the authority to approve grants of less than \$2,500.

**Deleted:** District

Peak to Peak employees **or volunteers** may, however, investigate grant funding and eligibility requirements at any time without prior authorization.

**End of File: DD**



## Loan Programs (Funds from State Tax Sources)

### SHORT-TERM BORROWING

The Director of Operations, shall notify Peak to Peak's Board of Directors when it becomes evident that cash balances will not meet anticipated obligations. Under such circumstances the Peak to Peak Board may negotiate, under the provisions of Colorado statutes, for a loan in such amounts as may be required to meet such obligations. Such a loan may not be obtained without prior approval of the Board.

The Board authorizes the President and the Director of Operations to execute promissory notes on behalf of Peak to Peak, from time to time as such borrowing of funds becomes necessary and may further authorize them to execute any and all other documents necessary or incidental to the borrowing of funds. By law, these short-term loans must be repaid by the close of the fiscal year in which the loan was received.

### LEGAL REFS.:

- C.R.S. § 22-40-107 (short term loans)
- C.R.S. § 22-54-110 (loans to alleviate cash flow problems)
- C.R.S. § 29-15-101, et seq. (Tax Anticipation Note Act)

**End of File: DEB**

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¶  
 The superintendent shall notify the Board when it becomes ¶  
 evident that a general fund cash deficit will occur in any month ¶  
 in the coming fiscal year. Under such circumstances the Board ¶  
 may elect to participate in an interest-free loan program ¶  
 through the state treasurer's office by adopting a resolution ¶  
 approving participation in the program. The loan may not exceed ¶  
 an amount certified by the district's chief financial officer ¶  
 and the superintendent. However, the superintendent may not ¶  
 apply for such loan without a resolution of the Board. The state ¶  
 treasurer shall determine the method for calculating cash ¶  
 deficits and appropriate reporting mechanisms.¶  
 ¶  
 All loans shall be repaid by June 25 of the fiscal year in which ¶  
 they were made or an alternate date determined by the state ¶  
 treasurer.¶  
 ¶  
**TAX ANTICIPATION NOTES¶**  
 ¶  
 The Board may issue tax anticipation notes without an election ¶  
 if it determines that taxes due the district will not be received in time to pay projected budgeted expenses. Tax ¶  
 anticipation notes shall mature on or before June 30 of the ¶  
 fiscal year in which the tax anticipation notes were issued.¶  
 ¶  
 Tax anticipation notes issued by the district shall not exceed ¶  
 75 percent of the taxes the district expects to receive in the ¶  
 current fiscal year as shown by the current budget.¶



## Cash Management/Investment Policy

Peak to Peak's Board of Directors, authorizes the Director of Operations, to effectively manage Peak to Peak's financial assets and to invest all funds not needed immediately.

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Peak to Peak funds shall be invested in accordance with Colorado statutes and in a manner designed to accomplish the following objectives:

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1. To ensure the safety of all Peak to Peak financial assets. Peak to Peak will not enter into investment transactions which will expose itself to an undue credit risk of an issuer or a broker/dealer.

2. To ensure that adequate funds are available at all times to promptly pay all of Peak to Peak's financial obligations. Investment transactions will occur after taking into account the liquidity needs of Peak to Peak.

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3. To earn the maximum return possible on the funds available for investment while complying with state statutes and District policy.

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Peak to Peak shall maintain a minimum cash balance equal to the 3% emergency reserve required by Article X, Section 20 of the Colorado Constitution (The Taxpayer's Bill of Rights (TABOR)). This requirement will be waived if it is in conflict with the provisions of any short-term borrowing program, such as the State's interest-free loan program, authorized in Policy DEB.

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Peak to Peak's investments shall be guided by the "prudent investor" rule which states that "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived."

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(Investing Public Funds, p. 28 by Girard Miller, Government Finance Officers Association).

Peak to Peak will diversify the use of investment instruments in the investment portfolio to avoid incurring unreasonable risks inherent in overinvesting in specific instruments, individual financial institutions, or maturities. At all times, Peak to Peak's portfolio will include investments in accordance with Colorado statutes. Peak to Peak's Board of Directors will receive a quarterly reporting of investments.

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AUTHORIZED INVESTMENTS INCLUDE:

Peak to Peak is authorized to invest in the following instruments. All investments shall be made in accordance with CRS 11-10.5-101, et seq. Public Deposit Protection Act; CRS 11-47-101, et seq. Savings and Loan Association Public Deposit Protection Act; CRS 24-75-601, et. seq. Funds - Legal Investments; CRS 24-75-603, et seq. Depositories; and CRS 24-75-701 and 702, et seq. Investment Funds - Local Government Pooling.

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- \* US Treasury Obligations: Treasury Bills, Treasury Notes, Treasury Bonds, and Treasury Strips with maturities not exceeding five years from the date of purchase.
- \* Federal Instrumentality Securities: Debentures, discount notes, callable securities, step-up securities and strips issued by the following only: Federal National Mortgage Association (FNMA), Federal Farm Credit Bank (FFCB), Federal Home Loan Bank (FHLB) and Federal Home Loan Mortgage Corporation (FHLMC) with maturities not exceeding five years from the date of purchase.
- \* Commercial Paper with an original maturity of 270 days or less which is rated at least A-1 by Standard & Poor's, P-1 by Moody's, or F1 by Fitch at the time of purchase or by each service that rates the commercial paper. If the commercial paper issuer has senior debt outstanding, the senior debt must be rated at least A by Standard & Poor's, A2 by Moody's, or A by Fitch by each service that rates the issuer.
- \* Repurchase Agreements with maturities of 180 days or less collateralized by U.S. Treasury or Federal Instrumentality securities listed above with the maturity of the collateral not exceeding ten years. For the purpose of this section, the term collateral shall mean purchased securities under the terms of the District approved Master Repurchase Agreement. The purchased securities shall have a minimum market value including accrued interest of 102 percent of the dollar value of the transaction. Collateral shall be held in the District's custodian bank as safekeeping agent, and the market value of the collateral securities shall be marked-to-the-market daily.  
  
Repurchase Agreements shall be entered into only with dealers who have executed a District approved Master Repurchase Agreement with the District and who are recognized as Primary Dealers with the Federal Reserve Bank of New York. Primary Dealers approved as Repurchase Agreement counterparties shall have a short-term credit rating of at least A-1 or the equivalent and a long-term credit rating of at least A or the equivalent.
- \* Local Government Investment Pools authorized under CRS 24-75-701 and 24-75-702, that: 1) are "no-load" (i.e.: no commission fee shall be charged on purchases or sales of shares); 2) have a constant daily net asset value per share of \$1.00; 3) limit assets of the fund to U.S. Treasury obligations, Federal Instrumentality securities, repurchase agreements collateralized by U.S. Treasury or Federal Instrumentality securities, and commercial paper; 4) have a maximum stated maturity and weighted average maturity in accordance with Federal Securities Regulation 2a-7; and 5)

have a rating of AAAM by Standard and Poor's, Aaa by Moody's or AAA/V1+ by Fitch.

- \* Money Market Mutual Funds registered under the Investment Company Act of 1940 that: 1) are "no-load" (i.e.: no commission fee shall be charged on purchases or sales of shares); 2) have a constant daily net asset value per share of \$1.00; 3) limit assets of the fund to securities authorized herein; 4) have a maximum stated maturity and weighted average maturity in accordance with Federal Securities Regulation 2a-7; and 5) have a rating of AAAM by Standard and Poor's, Aaa by Moody's or AAA/V1+ by Fitch.

| It is the intent of Peak to Peak that the foregoing list of authorized securities be strictly interpreted. Any deviation from this list must be pre-approved by Peak to Peak's Board.

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LEGAL REFS.:

C.R.S. § 24-75-601-603 (Funds-legal investments)

**End of File: DFA**



**REVENUES FROM LICENSING OF SCHOOL FACILITIES  
 FOR TELECOMMUNICATION USES**

Peak to Peak's Board of Directors, as a service to the communities where its various school sites and facilities are located and as a source of revenue to the school, may license the use of its sites and facilities for the installation, maintenance, and use of telecommunication and low power radio signal equipment owned by third-party entities.

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The school, in granting the use of its sites and facilities for use by telecommunication entities, shall require at all times that the health and safety of its students, staff, and patrons are protected and the aesthetics and structural integrity of all sites and facilities will not be jeopardized by such use.

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The granting of use of Peak to Peak's site and facilities for telecommunication uses shall require that the third-party entity adhere to the following procedures and guidelines:

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1. Site identification

- Peak to Peak shall grant qualified third parties access to Peak to Peak's facilities and sites for assessment and testing purposes to determine existence of optimum location for equipment and antenna provided the third party agrees to indemnify Peak to Peak and and the School District for any liens, claims, or damages while conducting this site and facility feasibility identification.

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- Third party shall be given permission to contact appropriate jurisdictions to make preliminary investigation of zoning, land use, and other necessary permitting requirements on identified sites and facilities.

2. Submittal of preliminary design to Peak to Peak

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- Third party wishing to pursue the installation of telecommunication facilities on Peak to Peak sites and facilities after completing its site and facilities identification process shall submit to the Director of Operations the following:

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a. Survey and legal description of proposed site.

b. Design drawings and representations showing height, area requirements, and location of proposed telecommunication facilities.

c. Detailed description of the equipment proposed to be installed and the improvements to be constructed on the telecommunication sites.

d. Detailed description of the environmental, compatibility, and aesthetic impact of the proposed installation and construction on existing school use.

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e. Proposed source of electrical power and telephone connection.

3. License agreements shall require:

• The initial term to not exceed five years and shall be subject to termination by Peak to Peak for Peak to Peak purposes.

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• Provisions and procedures for renewal of the agreement for subsequent terms.

• Annual payment schedule.

• Agreement to indemnify Peak to Peak and the School District.

• Agreement to be conditioned upon third party obtaining zoning, land use, and building permit approval.

• The third party to be responsible for the processing and obtaining of all required permits, certificates, and approvals and to appear at all hearings.

• Obtaining all permits required by FCC.

• Manage all construction and installation on sites but subject to construction and safety standards promulgated by the School District.

• Nonexclusive use of sites and facilities with a covenant to cooperate with any other third-party users of telecommunication facilities utilizing the same sites.

• Provisions for multiple-site use by third party when desired and agreed to by the school.

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• All facilities and equipment installed by third parties shall accommodate all telecommunications equipment of the school.

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• License granting limited access by third party across school property to the facilities and site during construction, operation, and maintenance of the equipment and facility, which is not disruptive to school use.

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• All improvements and installations shall be installed and constructed at the third party's sole expense in a workmanlike manner, shall be removed upon termination of the use agreement unless otherwise agreed to by the school, and the site and facilities shall be restored to original condition.

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• Third party shall maintain and keep sites and facilities in good repair.

• Third party to pay all utilities, operating costs, and any taxes associated with a telecommunication use.

• Third party to maintain liability, property, and workers compensation insurance with the school as an additional insured.

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• Nonassignability without school consent.

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- Final approval by the school, which shall take into account the proposed location of the site, the compatibility to the surrounding neighborhood location of the site, the aesthetic integration of the facility, the requested term, the consideration offered, the safety and structural impact of the facility on existing uses, and the benefit to the school, telecommunication needs.

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4. This policy is not intended to vest any rights to the use of school facilities and sites in any third party. Approval of any telecommunication facility and use shall rest solely with Peak to Peak's Board of Directors, and shall be determined on a case-by-case basis.

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LEGAL REF.: C.R.S. 22-32-110(f)

CROSS REF.: [FL](#), Retirement of Facilities

**End of File: DFB**



## Depository of Funds/Authorized Signatures

All monies received by Peak to Peak shall be deposited in an official bank as designated by Peak to Peak's Board of Directors. Such financial institution must qualify as an eligible public depository in accordance with state law.

The Director of Operations and accountant, will review all banking arrangements.

Checks written on all Peak to Peak funds authorized by Peak to Peak's Board of Directors, will require the signature of the individual on the account.

Checks drawn on the various student activity funds require the signature of the Director of Operations or accountant. Monies of the school activity accounts will be deposited in a designated Peak to Peak bank account. This financial institution must qualify as an eligible public depository in accordance with state law.

**LEGAL REFS.:**

- C.R.S. § 22-32-109(1)(g) (Board of education-district duties-custody of monies)
- C.R.S. § 22-32-110(1)(x) (specific powers-custody of monies)
- C.R.S. § 22-32-121 (facsimile signature)
- C.R.S. § 22-40-104 (relates to county treasurer)
- C.R.S. § 22-40-105 (tax levies and revenues-depositories)
- C.R.S. § 22-45-104 through -106 (accounting and reporting)

**End of File: DG/DGA**

**Deleted:** the School District

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**Deleted:** Accounting Department

**Deleted:** ¶ annually and will seek competitive bids for banking services ¶ every five years

**Deleted:** ¶ When monies are withdrawn from the custody of the county ¶ treasurer, such withdrawn monies shall be deposited by the ¶ treasurer of the Board or official custodian to the credit of ¶ the district in a depository designated by the Board. ¶ ¶ The treasurer or official custodian shall comply with all ¶ requirements of state law regarding the deposit of district ¶ funds. ¶ ¶ Revenues from a tax levy for the purposes of satisfying bonded ¶ indebtedness obligations shall be administered by a commercial ¶ bank or depository trust company located in Colorado that meets ¶ the requirements set forth in state law. ¶

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**Deleted:** except student activity funds,

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**Deleted:** Treasurer of the Board of Education

**Deleted:** The use of the facsimile signature must conform to the present ¶ state statutes. It is the practice of the Board to adopt the ¶ required resolution and complete the required "consent to use ¶ facsimile signature" form at the Board's annual organizational ¶ ... [8]

**Deleted:** Principal or Assistant Principal at the ¶ school

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**Boulder Valley School District**  
**File: DI**  
**Adopted: date of manual adoption, Current practice codified**  
**1978**  
**Revised: April 13, 2004**

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## Fiscal Accounting and Reporting

The Director of Operation, shall be responsible for receiving and properly accounting for all funds of Peak to Peak.

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The accounting system used shall conform with the requirements of the State Board of Education and with generally accepted accounting principles; providing for the appropriate separation of accounts, funds, and special moneys.

In accordance with C.R.S. § 22-45-102, the Peak to Peak Board will receive financial statements on a quarterly basis.

NOTE: Fiscal accounting and reporting must meet requirements established by the State Board of Education as set forth in the Financial Policies and Procedures Handbook for public schools in Colorado. (C.R.S. §§ 22-44-203 and 22-44-204)

**End of File: DI**



**Boulder Valley School District**  
**File: DIA**  
**Adopted: prior to 1969**  
**Revised:**

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**ACCOUNTING SYSTEM**

The accounting system used by Peak to Peak provides for the classifying of all receipts as to source, and for the classifying of all expenditures as to type, in accordance with Colorado State Department of Education requirements.

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Besides the major funds (general fund and capital reserve fund), a uniform and adequate system is used in food services accounting, revolving accounting, student body activity accounting, and any other fund as authorized by law or Peak to Peak's Board of Directors.

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Records of the receipts and expenditures of all school funds are available at all times to Peak to Peak's Board of Directors, and the administration to enable them to plan and evaluate the operation of the various aspects of the school. Records are also available to the public upon request.

Cost accounting projects are constantly in progress as a measure toward better budgeting and spending.

LEGAL REFS.: C.R.S. 22-45-101 *et seq.*  
 C.R.S. 29-1-501 *et seq.*

NOTE: The Financial Policies and Procedures Handbook published by the State Board of Education establishes guidelines for public schools' accounting systems and procedures, under C.R.S. 22-44-203 and 22-44-204.

**End of File: DIA**



**INVENTORIES**  
**(And Property Accounting)**

The Peak to Peak Board of Directors directs that Peak to Peak maintain a system for the inventory of all fixed assets including land, buildings, vehicles, and equipment. After July 1, 2001, the school will also maintain an inventory of infrastructure assets including roads, bridges, tunnels, drainage systems, sidewalks, curbs, and water/sewer distribution collection systems.

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Fixed assets (also called capital assets) are those Peak to Peak assets that are of a tangible nature, have a useful life of over one year, and have a unit value of \$5,000 or more.

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Infrastructure assets are normally stationary in nature and can be preserved for a significantly greater number of years than capital assets. Infrastructure assets also have a unit value of \$5,000 or greater.

All fixed assets and infrastructure assets of Peak to Peak will be included in the government-wide financial statements.

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The Director of Operations will cause an inventory of capital and infrastructure assets to be performed annually. The Director of Operations assumes responsibility for the property accounting system. Principals and designated administrators are accountable to the Director of Operations for assets assigned to their respective departments.

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**LEGAL REF.:**

C.R.S. 29-1-506

**CROSS REFS.:**

ED, Material Resources Management  
 EDDBA, Maintenance and Control of Instructional Materials

**End of File: DID [DID]**



## Audits

In accordance with state law, all funds and accounts of Peak to Peak shall be audited annually, following the close of the fiscal year.

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Peak to Peak's Board of Directors shall issue a request for proposal (RFP) or use some other similar process for selection of an independent auditor licensed to practice in Colorado and knowledgeable in government accounting to conduct the audit. The independent auditor also shall audit the activities accounts of Peak to Peak, Prairie View, Inc., and Friends of Peak to Peak for report to Peak to Peak's Board of Directors.

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The audit report shall be completed and submitted by the auditor to Peak to Peak within five months after the close of the fiscal year unless a request for an extension of time is granted by the state auditor. Within 30 days after Peak to Peak's Board receives the audit, it shall be submitted to the state auditor and the Colorado Department of Education.

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 The auditor shall meet with the Board to discuss the audit ¶ report, make recommendations to the Board concerning its ¶ accounting records, procedures and related activities as may ¶ appear necessary or desirable and shall perform such other ¶ related services as may be requested by the Board.¶

Peak to Peak's Board reserves the right to request an audit at more frequent intervals if desired.

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**LEGAL REFS.:**

- C.R.S. § 22-32-109(1)(k) (Board of Education-specific duties)
- C.R.S. § 24-75-601.3 (Remedial actions - investments not made in conformance with statute)
- C.R.S. § 29-1-601, et seq. (Local government audit law)

**End of File: DIE**



### Peak to Peak Finance Committee

Peak to Peak's Board of Directors has the responsibility to Peak to Peak students and taxpayers to properly account for public funds. In keeping with the adopted principles of sound financial management, Peak to Peak's Board of Directors establishes a Budget Committee to assist in its oversight responsibilities. The primary responsibilities for Peak to Peak's Budget Committee shall be as follows:

- \* Recommend the selection of an external auditor, considering independence, qualifications and cost of services. Review the scope, plan and coordination of the independent audit efforts. Consider the auditor's findings and recommendations for appropriate actions.
- \* Review quarterly financial reports provided by the Director of Operations.
- \* Review Peak to Peak financial policies and procedures.
- \* Review any new debt issuance.
- \* Encourage continuous improvement of Peak to Peak financial policies and procedures.

Peak to Peak's Budget Committee shall be comprised of five members: one being Peak to Peak's Board of Directors' treasurer who shall serve as chair of the Budget Committee, the Director of Operations, Peak to Peak's accountant, and two community members with expertise in governmental accounting and financial management. The community members will be selected by the Budget Committee and recommended to the Peak to Peak Board of Directors for a two year term on the committee. Peak to Peak's independent auditor may be asked to attend selected committee meetings.

Peak to Peak's Budget Committee shall meet at least two times annually, or more frequently, as circumstances dictate. The committee shall submit a report to the Board of Directors at the end of each fiscal year detailing its activities during the fiscal year.

LEGAL REFS.:

- C.R.S. § 22-32-109(1)(k) (Board of Education-specific duties)
- C.R.S. § 22-54-101, et seq. (Public School Finance Act of 1994)
- C.R.S. § 29-1-601, et seq. (Local government audit law)

CROSS REFS.:

- BBA, School Board Powers and Duties
- DI, Fiscal Accounting and Reporting
- DIE, Audits

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**End of File: DIEA**



Associated Regulation: [DJ-R](#)

## PURCHASING AND CONTRACTING

Purchases are made to obtain the optimum value for each dollar expended. Competition is the basis for all purchasing, unless it is impossible or impractical to conduct competitive buying.

All competitive bidders will be granted equal consideration, although the Peak to Peak Board of Directors may, in the best interest of Peak to Peak, provide for prequalification of bidders. Each transaction shall be regarded on its own merits.

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### Awarding of Contracts

First consideration shall be given to the interests, policies, and objectives of Peak to Peak in awarding contracts. Other factors to be considered include quality, availability, and price of the product, quality and availability of service, and responsibility of the vendor. Responsibility of the vendor shall include, but not be limited to, evidence of nondiscriminatory hiring practices, nondiscriminatory subcontracting practices, and evidence of meeting specified delivery deadlines. However, Peak to Peak reserves the right to reject any and all bids, in whole or in part. The acceptance, individually or on behalf of the school, of any benefits or services offered by vendors in addition to the bid specifications is prohibited.

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When all factors, including price, are equal, the award shall be made to local vendors.

Unless otherwise provided by resolution, all contracts for \$10,000 or more to which Peak to Peak's Board of Directors is a party shall first be authorized by Board resolution, prepared with the approval of the attorney for Peak to Peak. After Board approval, all contracts shall be executed by the Peak to Peak President and Secretary. The Peak to Peak Secretary shall see that one properly executed copy is delivered to the other party and that a copy is properly filed with the Director of Operations.

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The Director of Operations has the authority to enter into agreements with third parties for training or other services or activities within the mission of Peak to Peak provided that the amount involved is less than \$10,000.

Deleted: Contracts between \$10,000 and \$24,999 must be signed by the Peak to Peak Board President, but do not require formal Peak to Peak Board approval if the provisions of this policy have been complied with, and funds have been budgeted for the purchase or contract.

### Trade Practices and Vendor Relations

#### A. General

Peak to Peak shall cooperate with trade and industrial associations and with government and private agencies in the formulation and development of sound business methods that will foster and promote fair, ethical, and legal trade practices.

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## B. Sale of Goods by District Employees

No employee, and no firm owned in whole or in part by an employee, will be allowed to sell to Peak to Peak or to students of Peak to Peak, goods or services of any kind without the express prior written consent of the Peak to Peak Board.

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## C. Purchase of Goods and Services to be Paid for by Parents or Students

1. All goods and services related to school activities that are over \$2,000 and to be paid for by parents or students shall be controlled and administered by the Director of Operations, who shall request that Peak to Peak's Business Office obtain bids or quotations as required under this policy. Free and fair competition on the part of vendors shall be ensured.

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2. The vendor selected may be identified as the successful bidder, but may in no way be identified as the "official" vendor of Peak to Peak by either school staff or by the vendor himself.

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3. Parents and/or students shall be informed of their option to obtain goods and services from vendors other than those selected by Peak to Peak, if they so elect. The Director of Operations may, upon good cause being shown and in the best interests of Peak to Peak, bar any firm or person from the use of school facilities for soliciting purchases from, or services to, students.

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## Purchasing Procedures

### A. Specifications

All specifications should state clearly what is required, and should be written in such a manner as to provide for competitive buying.

### B. Purchasing - Responsibility

1. Peak to Peak's Business Office shall issue purchase requisitions and is authorized to issue procurement cards for the purchase of items and services authorized in Peak to Peak's adopted budget and purchased in accordance with this policy.

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2. Peak to Peak's Business Office shall have the responsibility and authority to administer this policy, and shall provide for central control and accounting concerning purchase and delivery of materials, supplies, and equipment for all instructional and service use.

### C. Purchasing - Bids and Quotations

Competitive bidding for the purchase of goods and services, except professional services, shall be accomplished in accordance with this policy.

1. For the purchase of goods or services with a unit price of less than \$5,000, the Director of Operations may issue orders or make procurement card purchases directly with the vendor, using applicable Peak to Peak catalogs or price lists, or obtaining informal telephone or written quotations. When a Board-approved employee is selling a product or service that falls within this range, competitive pricing must be obtained by the Peak to Peak Business Office, using informal telephone or written quotations from two or more

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sources. Large volume pricing will be obtained through the sealed bid process if significant savings are anticipated. Peak to Peak may also authorize departments and employees to make procurement card purchases as provided in paragraph D. below.

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2. For the purchase of goods or services with a unit price between \$5,000 and \$24,999.99, Peak to Peak Business Office will obtain informal telephone or written quotations from two or more sources. Large volume pricing will be obtained through the sealed bid process if significant savings are anticipated.

3. For the purchase of goods or services with a unit price of \$25,000 or over, written bids shall be obtained by the Peak to Peak Business Office. Bids for items with a unit price of \$10,000 or more will be submitted to the Board of Directors for approval.

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4. Textbooks are ordered in accordance with Peak to Peak's approved textbook list.

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5. Library books are ordered on the basis of discount from lists and services available.

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6. Purchases over \$10,000 must be approved by the Peak to Peak Board of Directors.

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#### D. Procurement Cards

Departments may apply to Peak to Peak's Business Office for the issuance of procurement cards to authorized employees. The cards may be used for small purchases within restricted dollar and commodity limits established by the Peak to Peak Business Office and the Director of Operations. All procurement cardholders must comply with the terms and conditions of the cardholder handbook and agreement as approved by the Purchasing Department.

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#### E. Cooperative Purchasing

The Purchasing Department and Peak to Peak may join in cooperative purchasing with other school districts, the State of Colorado, or any other entity where such purchasing benefits the school.

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#### F. Emergency Purchases

If a condition develops which is likely to result in immediate physical injury to persons, damage to Peak to Peak property, or significant financial loss to Peak to Peak if action is not taken immediately, limited emergency purchases can be made without following the competitive bid procedures if the Director of Operations or designee so authorizes.

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LEGAL REFS.: C.R.S. 22-32-109(1)(b)  
C.R.S. 22-63-204

End of File: DJ



## Petty Cash Accounts

For such purchases as cannot be reasonably handled through the regular central purchasing channels, ~~the Peak to Peak Business Office,~~ shall be permitted to maintain a petty cash fund for the use of staff members, ~~students, and volunteers~~ in purchasing small items for curriculum or ~~authorized co-curricular activities.~~

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The amounts of the various petty cash funds must be specifically established by ~~Peak to Peak's Director of Operations,~~

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No orders may be placed nor materials requested which are to be paid for with petty cash funds before such orders or requests have been discussed with and approved by the ~~appropriate budget manager,~~ responsible for the petty cash ~~amount.~~ All proper ordering procedures shall be followed.

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**End of File: DJB**



**Boulder Valley School District**  
**File: DJGA**  
**Adopted: date of manual adoption**  
**Revised:**

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### SALES CALLS AND DEMONSTRATIONS

Sales representatives shall be required to transact their business with Peak to Peak's Business Office, only, and are not permitted in schools or other departments for the purpose of making sales.

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If special or technical details about goods or services to be purchased are required, permission for visits must be obtained through Peak to Peak's Business Office and Executive Principal.

**Deleted:** the Purchasing Department, Executive Director of Elementary Education, and/or Executive Director of Secondary Education

Sales calls and demonstrations shall be scheduled at times that will not interfere with the instructional program.

Current practice codified 1978

**End of File: DJGA**



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## Payment Procedures

All demands for payment from Peak to Peak funds shall be processed by the Peak to Peak Business Office, under the general supervision of the Director of Operations.

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Adequate accounting procedures shall be observed in the payment of all bills.

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The Director of Operations and Peak to Peak's Treasurer shall ensure that budget allocations are observed, and that total expenditures do not exceed the amount allocated in the budget for all items.

Deleted: The Director of ¶ Finance and Accounting shall have the authority, as granted ¶ annually by the Board of Education, to affix the facsimile ¶ signature of the Board Treasurer to warrants, orders, or checks ¶ issued in the conduct of the official fiscal business of the ¶ School District.

CROSS REF.:

DG/DGA, Depository of Funds/Authorized Signatures

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**End of File: DK**



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## Payroll Procedures/Payday Schedules

### PAYROLL DISTRIBUTION AND RECORDS

All employees will be paid via direct deposit to an account at the financial institution of their choice. A payroll check will be issued only with the prior written approval of the Director of Operations.

Deleted: Chief ¶  
 Personnel Officer

Each employee must have on file a tax exemption certificate (W-4 form) and authorization and application for any other form of payroll deduction benefits.

Payroll direct deposit notices will be delivered either through the District electronic mail system, Peak to Peak's electronic mail system, or through the employee's supervisor. During the months of June, July, and August, those employees not currently working will receive their direct deposit notices through the District's electronic mail system, Peak to Peak's electronic mail system, or via the U. S. mail.

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In the event that an employee is overpaid in error, the error will be corrected and any change in net pay will be deducted from the employee's next pay, unless alternative arrangements have been made.

In the event that an employee is underpaid in error, the error will be corrected and any change in net pay will be paid to the employee within 10 working days, subject to individual employee contracts and state law.

LEGAL REF.:  
 C.R.S. § 22-63-104 (pertains to certification as a prerequisite for payment)

Deleted: AGREEMENT REFS.: ¶  
 Office personnel agreement, Section C ¶  
 Service personnel agreement, Article XIV ¶

**End of File: DL/DLA**





**Boulder Valley School District**

**File: DLB**

**Adopted: prior to 1969, date of manual adoption**

**Revised: August 12, 2003, June 22, 2004**

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## Salary Deductions

Deductions shall be made from the compensation of all employees for federal and state income tax in keeping with federal and state requirements.

All other deductions, except those required by court order and state law (i.e. wage garnishments, court-ordered child support, PERA, etc.) shall be made with the permission of the employee.

The Director of Operations is authorized to approve the types of voluntary deductions available to employees.

Deleted: Superintendent

Salary deductions shall be made for absences not covered by an individual employee's agreement with Peak to Peak. Such deductions shall be calculated on the basis of the employee's work year.

Deleted: leave policies adopted by the Board of Education

Deleted: .

CROSS REFS.:

- GCBC, Professional Staff Fringe Benefits
- GDGC, Support Staff

Deleted: AGREEMENT REFS.: ¶  
Teachers' agreement, Section F ¶  
Service personnel agreement, Article III ¶  
Paraprofessionals' agreement, Section C ¶



Deleted: ¶

## Employee Expense Reimbursements

Employees who are required to travel from school to school and/or out of town on business for Peak to Peak, shall be reimbursed upon application by the employee and approval by their supervisor if travel is greater than 200 miles.

Deleted: the District

Claims for reimbursement shall be accompanied by such documentation as may be required by Peak to Peak's Business Office. Mileage reimbursements shall be made at Peak to Peak's mileage reimbursement rate. This rate is based upon the current Internal Revenue Service approved mileage rate as of July 1 of the current fiscal year.

Deleted: the Accounting Department

Deleted: the District's current

If an employee travels out of town on business or for professional training, an "Application For Attendance At A Professional Meeting" form must be completed and approved by the Professional Development Budget Manager prior to the trip.

Deleted: the ¶ employee's supervisor

If an employee receives a cash advance for professional travel, any unused advance must be returned to Peak to Peak within 30 days of the trip. If an unused advance is not returned in a timely manner, Peak to Peak is authorized to deduct the full amount of the advance from the employee's next net pay.

Deleted: Professional travel ¶ outside of the contiguous 48 states requires approval of the ¶ Superintendent prior to the trip.

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Any expense reimbursements that are to be paid directly to an employee require authorization by the Professional Development Budget Manager. This includes, but is not limited to, professional travel reimbursements, contract for service payments and Personnel Action Form additional compensation payments.

Deleted: employee's supervisor

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CROSS REF.:  
 BHD/BHE, Board Member Compensation and Expenses/Insurance

Deleted: AGREEMENT REFS.: ¶ Teachers' agreement, Section E ¶ Paraprofessionals' agreement, Section F

**End of File: DLC**



**Boulder Valley School District**  
**File: DN**  
**Adopted: date of manual adoption**  
**Revised:**

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## SCHOOL PROPERTIES DISPOSAL PROCEDURES

~~The Director of Operations and Executive Principal~~ shall determine whether school property other than real estate is obsolete and/or of no further value to the school, and shall decide the manner of disposal of such equipment: by sealed bid, auction, or appraisal.

Current practice codified 1978

CROSS REF.: [FL](#), Retirement of Facilities

End of File: DN

**Deleted:** The Executive Director for Business and Support Services or his

**Deleted:** designee

**Deleted:** S

**Deleted:** District

**Deleted:** The Boulder Valley School District will conduct sales at least once a year of items declared surplus by the District. All such items shall be placed on display prior to sale. ¶

Teachers and other building personnel will be notified before the public, so that they may preview and request materials they desire in their classroom or department. ¶

The public will be given advance notice of these sales, and will be given an opportunity to view the items on display. ¶

**Deleted:** NOTE: Details regarding disposal of surplus furniture and equipment are available from the business office. Details regarding disposal of textbooks are available from the District Instructional Materials Center. ¶



**Boulder Valley School District**  
**File: EBCB**  
**Adopted: date of manual adoption**  
**Revised:**

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## **FIRE DRILLS**

In order to teach the proper procedure for evacuating the building, each school in Boulder Valley School District is required to conduct at least one unannounced fire drill each month. No pupil is allowed to reenter the building before the proper signal has been given.

The Director of Operations or designee shall keep a record of all fire drills held at Peak to Peak and shall furnish reports to the security office at the end of each school year or as may be required at other times by the Superintendent.

Deleted: Principals

Deleted: in their schools

Current practice codified 1978

LEGAL REF.: C.R.S. 28-2-401 through -405

**End of File: EBCB**



**Boulder Valley School District**  
**File: EBCD**  
**Adopted: date of manual adoption**  
**Revised:**

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**Associated Regulation: [EBCD-R](#)**

### **EMERGENCY CLOSINGS**

The Executive Principal is empowered to close the schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health, safety, or welfare of the students.

Deleted: Superintendent

The action of the Executive Principal shall be ratified by Peak to Peak's Board of Directors at the next regular meeting following any school closing.

Deleted: the Board of Education

Deleted: Superintendent

Parents, students, and staff members shall be informed early in each school year how they will be notified of emergency closings or early dismissals.

Current practice codified 1978

LEGAL REF.: C.R.S. 22-50-103(3)

**End of File: EBCD**



**Boulder Valley School District**

**File: EC**

**Adopted:**

**Revised:**

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**BUILDINGS AND GROUNDS MANAGEMENT**

NOTE: See [FA/FB](#), Facilities Development Goals/Facilities Planning.

**Deleted:** , for the Board's policy statement on full capacity use of the School District's buildings and grounds

**End of File: EC**



**BUILDINGS AND GROUNDS SECURITY**

It shall be the intent of the ~~Peak to Peak Board of Directors~~ to provide security for the students, employees, and facilities of the ~~school~~. This ~~school~~-wide security program shall be administered ~~by the Director of Operations~~. In emergencies, ~~the security system operator will be notified~~.

**Deleted:** Board of Education

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**Deleted:** building staff may call on the Security Department for assistance

The ~~Director of Operations or designee~~ shall conduct annual school building inspections to address the removal of hazards and vandalism and any other barriers to safety and supervision.

**Deleted:** through the Security Department, which is part of the Division of Operational Services

**Deleted:** School District

LEGAL REF.:

- C.R.S. 18-9-112
- C.R.S. 18-9-117
- C.R.S. 22-22-109.1(5)

CROSS REFS.:

ECA subcodes (all relate to security)

**End of File: ECA [ECA]**



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## **Access to Buildings (And Key Control)**

Adopted: date of manual adoption  
Revised: February 10, 2004  
Associated Regulation: ECAA-R

School buildings constitute one of the greatest investments of the community's taxpayers, and Peak to Peak's Board of Directors considers it in the public's best interests to protect that investment adequately. Thus, measures shall be taken by the school administration to secure buildings and grounds against trespass.

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Access to school buildings and grounds outside of regular school hours shall be limited to personnel, Board Members and other designated volunteers whose work requires it; other individuals and groups shall be allowed on school property only with the specific knowledge and permission of the responsible administrator or designee, or with a contract issued by Peak to Peak.

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An adequate key control system shall be established which will limit access to buildings to authorized personnel only. The issuance and control of keys shall be the responsibility of the Director of Operations or designee.

Deleted: Community Schools

The Director of Operations or designee shall establish guidelines for limiting the number of unlocked entrances at buildings during school hours.

Deleted: Department of Operations & Environmental Services at the district level and the building principal at the school level

**LEGAL REF.:**

- C.R.S. § 18-9-112 (loitering)
- C.R.S. § 18-9-117 (unlawful conduct on public property)
- C.R.S. § 22-32-109.1 (building safety and security policy is required part of school safety plan)

Deleted: The Division of Operations and Environmental Services

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End of File: ECAA





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## Vandalism

ADOPTED: date of manual adoption  
REVISED: February 10, 2004  
ASSOCIATED REGULATION: ECAB-R

Incidents of willful or malicious abuse, destruction, defacing, and theft of the property of Peak to Peak, are clearly contrary to the best interests of Peak to Peak, and injurious to the rights and welfare of the entire community. It shall be the policy of Peak to Peak to prosecute to the fullest extent of the law persons found to have committed such acts.

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Full restitution for the damage caused shall be sought from such persons – or, in the case of minors, from their parents – under the laws of this state.

LEGAL REF.:

- C.R.S. § 13-21-107 (damages for destruction or bodily injury caused by minors)
- C.R.S. § 18-9-113 (desecration of venerated objects)
- C.R.S. § 18-9-117 (unlawful conduct on public property)

CROSS REF.:

- ECA, Building and Grounds Security
- JKD/JKE, Student Suspension/Expulsion

**End of File: ECAB**



**Boulder Valley School District**  
**File: ECB**  
**Issued: prior to 1969**  
**Revised: date of manual adoption**

Associated Regulation: [ECB-R](#)

**BUILDINGS AND GROUNDS MAINTENANCE**  
**(And Operations)**

The *operation* of the school plant involves all activities necessary to keep the physical plant open and ready for use. *Maintenance* of the plant refers to the regular upkeep, repair, or replacement of any part of the physical plant.

**Principal's Responsibility**

Because the operational and maintenance programs are so vital to the instructional program, it is important that the Executive Principal and Director of Operations cooperate closely. The Director of Operations shall make recommendations regarding the employment, assignment, transfer, or dismissal of custodians in his or her building. The Director of Operations or designee shall make periodic inspections of the building and grounds, and shall request needed operational and maintenance services through the proper channels.

Deleted: building principal and the Manager of Maintenance, Safety, and Operations

Deleted: principal

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**Teacher's Responsibility**

The teacher should be constantly aware that the classroom environment can have a positive or negative effect on learning. Classrooms should be clean, orderly, and attractive, and the furniture and equipment should fit the needs of the students. Problems should be brought to the attention of the principal immediately, so that he or she may arrange for their solution.

**End of File: ECB**



**Boulder Valley School District**  
**File: ED**  
**Adopted: date of manual adoption**  
**Revised:**

**MATERIAL RESOURCES MANAGEMENT**

The physical management of materials, supplies, and equipment — both instructional and non-instructional — falls in the area of business and support operations and thus shall be under the general supervision of the Director of Operations.

**Deleted:** Executive Director of Business and Support Services

Conscientious efforts shall be made in the management of resources to achieve efficiency and economy through centralized and bulk purchasing, whenever this is consistent with available storage and distribution facilities. Good management also requires that supplies, materials, equipment, and spare parts are readily available when and where needed, but that space not be used for storing unnecessary inventory.

In supervision of the material resources of the school, the Director of Operations shall establish such regulations as are necessary for the control of these resources on a school-wide basis. Controls shall include a continuous inventory list of equipment, maintenance records for major items, and records of materials and equipment that are assigned to students or staff members for personal use.

**Deleted:** his

**Deleted:** District

**Deleted:** Executive Director of Business and Support Services

**Deleted:** District

**Deleted:** or school

Current practice codified 1978

CROSS REF.: ED subcodes (all relate to resources management)

**End of File: ED**

**Deleted:** NOTE: Specific day-to-day management and control of instructional materials is the responsibility of the District Instructional Materials Center. ¶



**Boulder Valley School District**  
**File: EDDBA**  
**Adopted: date of manual adoption:**  
**Revised:**

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**Associated Regulation:** [EDBA-R](#)

## MAINTENANCE AND CONTROL OF INSTRUCTIONAL MATERIALS

Instructional materials and equipment owned by the District or the school shall be classified and catalogued according to an acceptable system. When students are issued District-owned or school-owned books, either free or for a rental fee, each teacher shall keep records. Books issued bear the stamp of the Peak to Peak.

Deleted: District

### Musical Instruments

The Boulder Valley Schools own close to half a million dollars' worth of musical instruments. To safeguard this large investment, and because the schools are accountable to the state and to the public for accurate yearly inventories, the following guidelines are set by the Board:

1. The issuance of musical instruments shall be on a year-to-year basis, and eligibility for a District-owned instrument shall depend on the effort and progress of the student.
2. **Elementary.** Beginning students may use school-owned violins for only one year. At the end of the year, students will be expected to obtain their own violins.
3. Students and parents shall be required to sign a contract each year for the use of district-wide or school-wide instruments, and they must assume responsibility for loss, damage, repairs, replacements of strings, and bow rehairing.
4. **Secondary.** The larger and more expensive District-owned instruments may be used by students by contractual agreement with the instructor. For continuous use, a new contract shall be signed each year. Special contracts are required for use of an instrument in the summer music program.
5. For reasons of insurance and accountability, all District-owned instruments will be inventoried yearly. Teachers shall be responsible for maintaining inventory records on all school-owned instruments.

Deleted: purchase

Current practice codified 1978

CROSS REF.: [JN](#), Student Fees, Fines, and Charges

**End of File: EDDBA**



**Boulder Valley School District**  
**File: EDC**  
**Adopted: prior to 1969**  
**Revised: August 26, 1974**

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**AUTHORIZED USE OF SCHOOL-OWNED MATERIALS**

School equipment shall not be loaned or leased to outside agencies, groups, or individuals except upon the special authorization of the appropriate administrator in unusual circumstances.

When facilities are used by community groups, use of school equipment — except for that which is normally considered part of the facility itself — will not be permitted except for rare instances when, in the judgment of the Director of Operations or designee, such uses are justified. An additional fee may be charged if the Director of Operations or designee, think it necessary.

**Deleted:** building principal

**Deleted:** and the appropriate level Executive Director

**Deleted:** principal

Examples of equipment for which extra fees may be charged are: (a) stage scenery and flats; (b) projectors; (c) stage lighting equipment; (d) music stands. Any stage lighting equipment and projectors must be operated by school (or school-approved) personnel. School operators shall be paid by the School District at an established hourly rate or at a flat fee as established by the Director of Operations.

**Deleted:** principal and approved by the appropriate Executive Director

CROSS REF.: [KG](#), Community Use of School Facilities

**End of File: EDC**



**Boulder Valley School District**  
**File: EEA**  
**Adopted prior to 1969**  
**Revised: date of manual adoption**

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**Associated Regulation: [EEA-R](#)**

## **STUDENT TRANSPORTATION SERVICES**

### **School-Owned and School-Operated Transportation System**

For those students eligible for transportation, the School District makes all the provisions for the operation and maintenance of a fleet of school buses to transport pupils to and from schools, except in rare instances in which the School District contracts with an individual citizen to provide pupil transportation. It is recognized by the state legislature that transportation is a necessary element of the educational system, and the state has granted financial aid for it the same as for instruction and other current expenses of the school.

Under Colorado school law, the Board of Education is not required to furnish transportation. The Board may determine the routes of transportation and the points at which pupils shall be received and delivered. It is emphasized that the Board of Education may require parents to furnish their own transportation, especially from remote areas; to contribute toward the expense of transportation; or to furnish some financial assistance in lieu of transportation.

### **Legal Limitations**

The School District is prevented by law from (1) providing transportation to pupils enrolled in private or parochial schools in any motor vehicle owned, operated, or maintained by the District, either with or without compensation to the District; (2) becoming indebted for payments in lieu of transportation to any person or organization for pupils enrolled in private or parochial schools; or (3) obtaining reimbursement from the Public School Transportation Fund for transportation in any motor vehicle — whether owned or rented and operated by the District, or privately owned or operated for such purpose under contract with the District — in which pupils enrolled in private or parochial schools are transported simultaneously with pupils enrolled in public schools.

### **Transportation - Special Education**

"Special transportation" refers to those transportation services provided to handicapped students in addition to regularly provided transportation services. These services may be required because of the special nature of the program, the exceptional characteristics of the students, and/or the location of special education programs and services.

1. Special transportation will be provided for all handicapped children who are unable to walk to school safely and who are unable to ride regularly provided transportation.

2. Each elementary special education child requiring special transportation will be picked up at his home and returned to his home or as near to his home as possible in the event the bus is unable to turn around safely. Junior and senior high school children may meet the bus at a central location a reasonable distance from home.

### **Transportation During Boundary Changes**

Any Board-approved school boundary change may result in transportation services being provided to both the prior school and the new school of attendance.

In the case of elementary, middle, and junior high students, transportation will only be provided to the new school of attendance once the boundary change becomes effective.

In the case of senior high students, transportation may be provided to the previous school of attendance up to one year after the effective date of the change so that junior students may complete their senior year.

### **Transportation for Pupils Attending School Out of Their Regular Attendance Area**

Transportation services shall not be provided for those students attending school out of the attendance area of their regularly assigned school. It becomes the responsibility, therefore, of the parent(s) or guardian to see that their child is transported to the school out of the attendance area. However, the Board will allow the students to meet the school bus at an existing bus stop within the attendance area of the new school. The student may ride the school bus from that point to school and return as long as there is space on the bus and no new bus stop is established.

All students attending schools out of their regular attendance area must have the change approved by the supervisor of Pupil Personnel Services.

[Peak to Peak Charter School may, but is not required to, purchase and operate a fleet of school buses to transport pupils to and from school-related activities and/or school.](#)

NOTE: [IGBF](#), Bilingual Instruction, and its accompanying regulation provide for transportation of children enrolled in special bilingual classes.

[Ref: EEAC School Bus Safety Program](#)

**End of File: EEA**



**WALKERS AND RIDERS**

Charter schools are not provided bus service for their students. Because Peak to Peak enrollment draws from the entire school district, its transportation situation is quite different than that pertaining to many neighborhood schools. Peak to Peak encourages students living the following distances from the school to walk or ride their bikes.

- Elementary (K-6) - one and one-half miles
- Middle schools (5-8) - two miles
- Junior and senior high schools - two and one-half miles

Peak to Peak families are encouraged to utilize alternative transportation modes when appropriate, including but not limited to:

- [DRCOG Ride Arrangers](#)
- [Other Carpooling Arrangements](#)
- [RTD Bus Service](#)
- [BVSD's "Petition to Ride" Program](#)

In addition, an RTD monthly pass or tokens are provided upon request to any Peak to Peak middle or high school student who does not live within walking distance stated above and is eligible for the federal free and reduced lunch program.

**End of File: EEAA**

**Deleted:** Measurements for determining a student's eligibility for District transportation shall be made along the shortest normal and safe walking route from home to school. Distance shall be computed from the point on the public street where the main entrance or entrances to school occur(s) and shall terminate at the property line of owned or rented property which is closest to school on the route traveled. The following criteria are established for student walking distance:

**Deleted:** Even though a student may be eligible for transportation, elementary school pupils may be required to walk up to one and one-half miles, middle school students up to two miles, and junior and senior high school students up to two and one-half miles to a regularly established route or to public transportation. Students may be required to walk a greater distance if necessary to reach the closest public passageway suitable for use as an established bus route. In the event that school authorities rule that public transportation is to be used, any reimbursement for use of public transportation will be negotiated by the District. Students not qualifying for transportation under the regular policies of the Board of Education will not be provided transportation unless special approval is given by the Superintendent in response to a written request and then only in unusual or emergency situations or if the safety of the student(s) would merit approval of such a request.

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**STUDENT CONDUCT ON SCHOOL BUSES**

Parents rightfully expect safe, efficient school bus service. However, it remains the responsibility of the parent to extend full cooperation in seeing that his child obeys the bus regulations as established and that he practices all recommended safety procedures.

Students shall be required to conform to all regulations regarding discipline, behavior, and safety while riding on the school bus. A list of the basic rules are distributed to students.

Violation of bus regulations may result in suspension from the privilege of riding the bus. The suspension and length of suspension shall be determined by the appropriate building principal, after consultation with the parent and bus driver as well as the trip sponsor and the Dean of Students, as deemed necessary. Written notice of the suspension by the principal will be given to both the parents and the Dean of Students. No child will be required to leave the bus between the school-sponsored activity and the school.

- Deleted: Manager of Transportation
- Deleted: Director of Pupil Services
- Deleted: his home
- Deleted: Manager of Transportation

If suspension from the privilege of riding the bus is determined to be tantamount to suspension from school, the length of suspension shall be subject to state law and Board policies regarding student suspension.

LEGAL REFS.: C.R.S. 22-32-109(1)(w)  
C.R.S. Title 22, Article 33

CROSS REF.: [JGD/JGE](#), Student Suspension/Expulsion

NOTE: The transportation office publishes regulations for student conduct on school buses, and distributes these to all bus drivers, schools, and students at least annually.

**End of File: EEACC (Also JFCC)**



**Boulder Valley School District**

**File: EF**

**Adopted: prior to 1969**

**Revised on the basis of practice: date of manual adoption**

**Associated Regulation: [EF-R](#)**

**FOOD SERVICES MANAGEMENT**

In the interest of the health and welfare of all students, it is the intent of [Peak to Peak's Board of Directors](#), that a food service program be provided [when possible](#) for those who wish to participate.

**Deleted:** the Board of Education

[The Director of Operations or his or her designee](#) shall be responsible for planning, implementing, monitoring, evaluating, and reporting the necessary mechanics of the [food service program](#). The primary function of the [program](#) shall be to provide nutritious meals to students in accordance with guidelines from the state and federal agencies. Sanitation standards shall be met as prescribed by state and local departments of health.

**Deleted:** The Manager of Food Services, under the overall supervision of the Director of Plant and Auxiliary Services,

**Deleted:** Food Services Department

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Prices of meals to students and adults shall be determined by [Peak to Peak's Board](#). The food services program is expected to operate as nearly as possible on a self-supporting basis, without the use of general school revenues except those necessary to provide adequate physical facilities. Free [or reduced-priced](#) meals shall be available for those students who qualify.

**Deleted:** the Board of Education

**Hot Lunch Programs**

The hot lunch program [makes it possible to serve well-balanced meals at minimum cost](#). [Peak to Peak's menus are periodically reviewed by a nutritionist to ensure quality and nutritional value](#). [Peak to Peak](#) agrees to the following regulations:

**Deleted:** provided in cooperation with the National School Lunch Program

**Deleted:** As required for participation in the National School Lunch Program,

**Deleted:** the Board

1. The food service programs [is to](#) be operated on a nonprofit basis.

2. A [lunch will](#) be made available for students to meet at least one-third of their daily food requirements.

**Deleted:** "Type A" lunch

3. Free and reduced-price lunches [will](#) be provided [to those](#) students who [qualify under the free or reduced-price meals program](#).

**Deleted:** cannot afford to pay the price of the "Type A" lunch

Students shall be permitted to bring their lunches from home, and may purchase milk at school.

**Use of Lunchroom Facilities**

All students who choose to use the school lunch facilities are expected to use acceptable table manners. Students unable to demonstrate acceptable manners and proper behavior shall be [subject to Peak to Peak's standing discipline policy](#).

**Deleted:** excluded from the lunch program for a period to be determined by the building principal

School cafeterias are not open to the general public. However, parents and patrons who occasionally visit the schools at lunch time may be invited by the principal to participate at the regular adult price.

In the interest of health and safety, in order to avoid competition with other local food outlets, and in order to ensure that school facilities will be ready for use for the regular school program, certain restrictions shall be placed upon use of the Peak to Peak's food service facilities for other than regular school purposes.

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These restrictions are set forth in Peak to Peak's policy regarding community use of school facilities.

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### Competitive Food Service

In order to avoid competition between the school's nonprofit food service and any food services operated for profit, competitive food service operations shall be approved by Peak to Peak's board.

Deleted: closed for a period beginning one-half hour prior to the first scheduled lunch or breakfast period and remain closed until one-half hour after the last scheduled lunch or breakfast period.

"Competitive food service" shall be defined as any food or beverage service that is separate from the federal/state-reimbursed food service, and is operated for profit by school-approved student organizations.

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LEGAL REFS.: C.R.S. 22-32-120

C.R.S. 22-45-106

CROSS REFS.: EF subcodes (all relate to food services in the schools)

[KG](#), Community Use of School Facilities

**End of File: EF**



**Boulder Valley School District**  
**File: EGAAA\***  
**Adopted: date of manual adoption**  
**Revised and Adopted: April 28, 1988**

**Associated Exhibit: EGAAA-E2**  
**Associated Regulation: EGAAA-R**

**DUPLICATION OF COPYRIGHTED MATERIAL**

Copyrighted materials shall not be duplicated by Peak to Peak employees or on school equipment in violation of the exclusive rights of the holders of the copyright on such materials.

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 Deleted: S  
 Deleted: District

Copyrighted materials may be duplicated only with the prior written permission of the copyright holder, or when the duplication constitutes a "fair use" of the materials as that term is defined by law. The School District and Peak to Peak assume no liability for infringement of copyright by individual employees.

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Copyrighted computer software shall not be duplicated for personal, business, or other use without the express written permission of the copyright owner.

Specific regulations and guidelines developed to assist school staff in determining the correct procedures in duplicating copyrighted materials shall be widely distributed throughout the District, and shall be strictly observed and adhered to by everyone involved in duplicating materials for school use.

Current practice codified 1978

LEGAL REFS.: Title 17, U.S. Code (P.L. 94-553, October 19, 1976)  
 Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions, March 19, 1976, printed as H.R. 94-1476, pp. 70-71

CROSS REF.: [GCQB](#), Professional Research and Publishing

NOTE: The accompanying Regulation EGAAA\*-R and Exhibits EGAAA\*-E(1) and EGAAA\*-E(2) are considered an integral part of this policy in that they set forth, in summary, the specific legal requirements regarding duplicating of copyrighted materials.

**End of File: EGAAA\***



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## Staff Use of Electronic Mail

ADOPTED: November 27, 2001  
ASSOCIATED REGULATION: EGAEA-R  
ASSOCIATED EXHIBIT: GBEE/ EGAEA-E

Electronic mail ("e-mail") is a message that is transmitted between two or more computers or electronic terminals regardless of the physical form. Electronic mail sent or received by the Peak to Peak's Board of Directors, the school, or the school's employees may be a "public record" subject to retention under state archiving statutes and possibly inspection and disclosure under the Colorado Open Records Act.

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In order to ensure compliance with the state law, district policies and regulations, as well as appropriate use of the electronic communications systems, Peak to Peak retains the right to inspect, maintain, and, if appropriate, disclose all electronic communications sent over the district electronic mail system by a Peak to Peak employee or Board Member. Therefore, employees have no expectation of privacy when using district electronic mail systems. Employees are hereby notified that electronic messages can be retrieved even after those messages have been deleted from an individual computer.

Other avenues of communication should be used for confidential matters or privileged communications such as student records unless appropriate encryption measures are taken to ensure confidentiality and maintain the appropriate privilege.

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Peak to Peak employees may not access another employee's electronic mail without the employee's consent or authorization from an appropriate administrator. Peak to Peak employees will take appropriate security measures, which includes maintaining the confidentiality of passwords and codes and ensuring that terminals do not become available for unauthorized use.

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Users of the district electronic mail systems are responsible for using the system appropriately as outlined in the associated regulations and acceptable use agreement. Improper use includes, but is not limited to, violating copyright or intellectual property rights, the Family Educational Rights and Privacy Act, and the Colorado Open Records Act or local, state and federal laws. Use of the system must comply with BVSD Policy including GBCB (Staff Conduct and Responsibilities), BGC/BGCA (Staff Ethics) and JO (Student Records). District electronic mail systems may not be used to participate in political activities. Use of the district electronic mail systems for which the district will incur an expense is not permitted without

authorization from the appropriate administrator.

Failure to follow the acceptable use procedures may result in the loss of the privilege to use electronic mail and may result in disciplinary action.

LEGAL REFS.:

C.R.S. 24-6-401 et. seq., 24-72-201 et. seq., 24-80-101  
et. seq., Colorado Open Records Act  
20 U.S.C. 1232g., Federal Family Educational Rights and  
Privacy Act of 1974

CROSS REF.:

GBEE, Staff Use of District Technology  
JS, Student Use of District Technology  
JO/JO-R, Student Records  
GBCB, Staff Conduct and Responsibilities  
BGC/BGCA, Staff Ethics

**End of File: EGAEA**



**Boulder Valley School District**  
**File: EI**  
**Adopted prior to 1969**  
**Revised: August 13, 1987**

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### INSURANCE MANAGEMENT

Peak to Peak shall maintain a comprehensive insurance program for loss or damage of school buildings and/or equipment.

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Insurance policies shall be maintained by the Director of Operations.

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In addition to insurance of buildings and equipment, Peak to Peak shall also carry general liability insurance, wrongful acts and legal liabilities insurance ("errors and omissions"), vehicle insurance, and such other insurance as may be deemed necessary and prudent to protect the interests of Peak to Peak, its people, and its property.

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LEGAL REF.: C.R.S. 22-32-110(1)(s), (t), (u), (v)

CROSS REF.: [EIB](#), Liability Insurance

**End of File: EI**



**Boulder Valley School District**  
**File: EIB**  
**Adopted: date of manual adoption**  
**Revised: August 13, 1987**

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**LIABILITY INSURANCE**

~~Peak to Peak~~ shall maintain a wrongful acts and legal liability ("errors and omissions") insurance policy on ~~Peak to Peak's Board of Directors~~ and all employees of the ~~school~~. The coverage provides reimbursement for legal fees and such loss as the insured shall become legally obligated to pay.

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The insurance policies shall be maintained ~~by the Director of Operations~~.

**Deleted:** in the insurance office

Current practice codified 1978

LEGAL REF.: C.R.S. 22-32-110(1)(u)

CROSS REF.: [BHD/BHE](#), Board Member Compensation and Expenses/Insurance

**End of File: EIB**





**FACILITIES DEVELOPMENT GOALS/FACILITIES PLANNING**

**Determining School Needs**

Peak to Peak shall require a careful and continuous review of building needs of the entire campus. Needs shall be determined primarily upon the following criteria:

**Deleted:** The Board of Education  
**Deleted:** School District

1. Facilities already available, and the extent of their use.
2. Number, type, and residence of the students to be accommodated.
3. Educational goals, and the resulting curriculum, extracurricular activities, auxiliary services, and administrative services required.
4. Non-school use of school facilities.

**Full Capacity Use of Facilities**

To protect the large investment in buildings made by the taxpayers and bondholders, the Board, through the Director of Operations, shall aim towards full capacity use of its facilities by the following methods:

**Deleted:** of the School District  
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1. Using foresight in locating and planning school buildings,
2. Designing special areas and equipment for as extensive use as possible.
3. Perpetual study of room use and pupil-station use as compared with the capacity of each.
4. Adequate programming of classes and teacher time.

**Deleted:** and in setting attendance area boundaries

5. Making school buildings available to the patrons of the community to the greatest extent possible within established regulations made for the protection of the interests and property of the school.

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**Plant Development**

Plant development involves all operations which result in an increase in the total amount and/or value of the property owned by Peak to Peak. This includes:

1. Acquisition or improvement of sites.
2. Building of new structures or additions, or the alteration of or addition to old structures.
3. Purchase and replacement of furniture and equipment for old or new structures.

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**Deleted: Enrollment Capacities of New Construction ¶**  
 The Board of Education has adopted a general policy indicating approximate enrollment capacities of new schools as follows: .  
 ¶  
 1. .

**End of File: FA/FB**



**Boulder Valley School District**  
**File: FC**  
**Adopted prior to 1969**  
**Revised: date of manual adoption**

**FACILITIES CAPITALIZATION PROGRAM**

The Board of Education may submit to the registered qualified electors of the School District, at any regular school election or at a special election called for the purpose, the question of contracting a bonded indebtedness for the purpose of erecting and/or furnishing school buildings and/or purchasing land for improvement of school sites. Before such a bond election, specific needs for facilities are made clear to the general public and careful estimates are made as to the amounts required for the sites, buildings, and equipment.

When Boulder Valley School District (BVSD) is considering submitting any question of contracting bonded indebtedness to the eligible electors of the district at an upcoming election, Peak to Peak may participate in discussions regarding the possible submission of such a question at the earliest possible time in order to assess Peak to Peak’s capital construction needs for possible inclusion in BVSD’s questions of contracting bonded indebtedness.

If a Peak to Peak needs assessment study determines that Peak to Peak has capital constructions needs, Peak to Peak may:

Work with the school district to seek moneys to fund such capital construction needs by requesting that Peak to Peak’s capital construction needs be included in BVSD’s question of bonded indebtedness to be submitted to the voters of the district or;

Submit a ballot question for approval of a special mill levy to the voters of the district

Peak to Peak may also issue bonds for capital needs via the building corporation of Prairie View Inc.

LEGAL REFS.: C.R.S. 22-41-109

C.R.S. 22-42-101 *et seq.*

C.R.S.22-30.5-404

CROSS REF.: DCA\*, Tax Anticipation Notes

**End of File: FC**

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**Deleted:** Following approval by the voters, the date of the issue will be coordinated with tax collection dates, payments on bonds already outstanding, and favorable market conditions. Disposition of bonds shall then be accomplished by sale of bonds authorized. The Board reserves the right to reject any and all bids. ¶

The bond redemption fund of the District comes directly and solely out of the levy of taxes initiated by the successful bond election. In anticipation of interest and principal payments, the Board adopts annual resolutions authorizing the withdrawal from the bond redemption fund of the amounts needed to meet the payments due and the deposit of such money with the depository for honoring the bonds and interest coupons presented for payment. Through action of the Board of Education, the School District shall be permitted to purchase its own bonds prior to maturity date in accordance with present statutes. ¶

The building fund is the fund authorized by the approval of the bond issue. The initial receipts from the sale of bonds are deposited in this fund, and actual authorized expenditures are made from it. ¶



**Boulder Valley School District**  
**File: FEA**  
**Adopted: June 14, 1979**  
**Revised:**

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## EDUCATIONAL SPECIFICATIONS

### General Specifications

Peak to Peak shall base specifications for school building construction on assessed needs and budget constraints.

End of File: FEA

**Deleted:** General specifications for school building construction shall be developed and approved by the Board of Education to serve as guidelines for major remodeling, building additions, and new building construction. The specifications will include descriptions of educational program requirements stated as parameters within which all elementary and secondary instructional spaces shall be designed. ¶

**Deleted: Specific Specifications ¶**  
Comprehensive educational specifications will be developed within the parameters of the District's general specifications for each major remodeling project, building addition, or new building. These specifications will be developed with the assistance of the professional staff, keeping in mind the specified program needs of the students served. ¶  
These specifications will include: ¶  
1. Plan of school organization and estimated enrollment for the proposed construction. ¶  
2. Description of the students to be served. ¶  
3. Description of the proposed curriculum and the teaching methods and techniques to be employed. ¶  
4. Schedule of space relationships. ¶  
5. Relationships of special areas and major equipment needed for each area. ¶  
Upon Board consideration and approval, these specifications will be the basis for final architectural planning and design. ¶  
NOTE: Educational specifications guidelines are found in the Boulder Valley School District's educational programs, published by the District and available from the central office. ¶



**Boulder Valley School District**  
**File: FEB**  
**Adopted: prior to 1969**  
**Revised:**

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### SELECTION OF ARCHITECT

Peak to Peak's Board of Directors, will discharge its responsibility to secure architectural services by considering and selecting the architect or architects from those recommended to the Board by the Director of Operations or designee,

Deleted: The Board of Education

Deleted: Superintendent of Schools

The Board shall execute a contract document with each architect which shall include a general description of the project(s) contemplated, services to be performed by the architect and services to be furnished by the school, compensation to the architect, procedures required for alterations of plans, and such other provisions as the Board may deem necessary and advisable.

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LEGAL REFS.: C.R.S. 12-4-101  
C.R.S. 12-4-102

**End of File: FEB**



**Boulder Valley School District**  
**File: FECB**  
**Adopted prior to 1969**  
**Revised:**

**CONSTRUCTION PLANS AND SPECIFICATIONS**

In various planning meetings, the architect shall work with the Director of Operations, and/or with committee or staff members or volunteers he or she designates, to coordinate needs and isolate problems requiring individual treatment. The architect shall then work toward meeting educational needs and desires within the financial limitations designated by Peak to Peak's Board of Directors. The Board shall approve, disapprove, expand, or delete portions of the project presented by the architect and recommended by the Director of Operations.

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As soon as a general plan acceptable to the Board of Directors has been developed, the architect shall prepare preliminary drawings for the building project. The preliminary drawings shall be required to include the following: a plot plan; floor plans; elevations; typical sections (indicating outside grades); boring or soil data; a preliminary outline of the material specifications; a description of the general method of heating, ventilating, and lighting; the overall dimensions; and pupil capacities of all instructional areas.

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After basic decisions are made, the architect shall be instructed to proceed with the working drawings. These drawings shall include site and floor plans; typical sections; elevations; and plans for heating, ventilating, plumbing, and electrical work. The specifications supplementing the working drawings shall describe in detail the materials to be furnished, the methods to be used, and the labor to be performed in the erection and equipping of the building.

When the working drawings and specifications have been completed to the architect's satisfaction, have been approved by the controlling city, county, and state agencies, and have been accepted by the Director of Operations, they shall be submitted to the Board of Directors for approval.

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When the preliminary drawings have been approved by the Board of Directors, the Board shall require the architect to prepare: (1) careful estimate of the cost of the project and (2) a definite time schedule for the completion of each phase of the building project. These shall both be accomplished as early as possible in the planning process.

**End of File: FECB**



**Boulder Valley School District**  
**File: FEE**  
**Adopted: date of manual adoption**  
**Revised:**

**SITE ACQUISITION PROCEDURE**

Peak to Peak Board of Directors will identify its facility needs and work with the Director of Operations or designee to acquire or build facilities to meet those needs.

See Peak to Peak/BVSD charter contract renewal application for specific manner in which Peak to Peak and the district will work together to meet Peak to Peak’s facility needs.

Current practice codified 1978

**End of File: FEE**

**Deleted:** The Board of Education will discharge its legal responsibility to acquire necessary school sites by the following method: ¶

1. It shall require periodic reports from the Superintendent as to current and future needs for elementary schools, middle schools, junior high schools, senior high schools, and for such other facilities as appear to be necessary. ¶
2. It shall consult, through the Superintendent, with other public agencies whose activities bear on education or community development. ¶
3. Upon the recommendation of the Superintendent, it shall establish a priority calendar for the acquisition of the various sites needed. ¶
4. It may require appraisal reports of the value of the property based upon comparable sales in the area, including recommendations as to necessary Board action. ¶
5. It shall authorize options to be taken on priorities, based upon the appraisal reports and the recommendations of the Superintendent. ¶
6. It may take further action as necessary to institute eminent domain proceedings to effect the satisfactory acquisition of property for school purposes. Such action will be taken only after reasonable negotiations fail. ¶
7. In acquiring school sites, the following basic standards for size shall be used as a guide: elementary - five acres, plus one acre for each 100 enrolled; middle school and junior high school - ten acres plus one acre for each 100 enrolled; senior high school - 20 acres, plus one acre for each 100 enrolled; and in cases of joint-use school-park sites, the School District should own at least two-thirds of the area provided by the preceding standards. ¶

Adopted prior to 1969 ¶

**Acquiring Property by Dedication ¶**  
 Property acquired by the Boulder Valley School District RE2 as the result of dedication requirements of the various governmental bodies within the District shall meet the following standards: ¶

1. Conveyance to the District shall be by general warranty deed. ¶
2. Title to the property shall be shown by an ownership and encumbrance report prepared by an abstract or title company having an office within the District, at the expense of the grantor of the dedicated property. ¶
3. The property dedicated and conveyed to the District shall be in fee simple and not subject to any reversions, possibilities of reverter, conditions subsequent, or any other condition that might prevent fee simple title from vesting in the District. ¶
4. The property dedicated and conveyed to the District shall be shown by a survey plat of the property and a subdivision plat, if applicable, showing the location of the dedicated property. ¶
5. The dedicated property upon conveyance shall be free of all liens, encumbrances, encroachments, ... [10]

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Associated Regulation: [FEF-R](#)

**CONSTRUCTION CONTRACTS BIDDING AND AWARDS**

Peak to Peak’s contract with Boulder Valley School District delegates all rights and obligations for facility construction to Peak to Peak. In carrying out the delegation of responsibility for facilities, Peak to Peak must rely to a large degree on private financing mechanisms and private non-profit entities. Therefore, Peak to Peak and any private entities constructing facilities for Peak to Peak's benefit are able to utilize commercially reasonable bidding procedures.

The agreement with the contractor shall include, among other things, provisions concerning the scope of the work, the time of completion, the contract sum, and compensation to the contractor. It shall be supplemented by a list of general conditions which shall give detailed definitions and descriptions of the various responsibilities and relationships involved in the construction project.

All surety bonds required for contractors shall be furnished on forms approved by the attorney for the school. The surety shall be an organization licensed to do business in the State of Colorado. Peak to Peak, shall determine the amount of such bonds and may also specify the conditions under which the bonds may be written and accepted. The attorney shall advise the Board of necessary steps to be taken for recovery or prosecution in any case of performance failure under a surety bond.

The school shall not release any surety bond until the date of its expiration or the completion of the contract covered by the bond.

LEGAL REFS.: C.R.S. 38-26-101  
 C.R.S. 38-26-105 through -107

**End of File: FEF**

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**Deleted:** The Board of Education shall advertise the availability of drawings and specifications to be procured by any qualified building contractor interested in participating in open competitive bidding for the construction of school buildings. ¶ Sealed bids shall be opened in a public meeting at the time and place specified in the invitation to bid. All bidders for contracts with the Board shall submit with their bids certified cashier's checks or bid bond prepared on the forms approved by the attorney for the School District in the amount required in the specifications as approved by the Board. ¶ The Board of Education will take the bids under advisement rather than arrive at an immediate selection, allowing ample time for careful study by the architect, school administrative officials, and the attorney for the School District. The Board of Education shall reserve the right to reject any or all bids or to waive technicalities. However, if the Board accepts the bid of any contractor other than the lowest responsible bidder, it shall do so only for defensible reasons and after careful deliberation and legal advice. ¶ Having determined the successful bidder, the Board shall pass a resolution indicating that the bid has been accepted and shall authorize the execution of a formal agreement with the contractor. The bid security of the successful bidder shall be retained by the Board of Education until the contractor has executed his contract and furnished the payment and performance bonds prepared on forms approved by the attorney for the School District. ¶ The bid security of all the unsuccessful bidders, except the three lowest bidders, shall be returned within three days after the bids are opened. The bid security of the lowest bidders shall be returned promptly after the School District and the successful bidder have executed a contract; or, if no contract has been made within 30 days after date of opening the bids, upon demand of the bidder at any time thereafter so long as he has not been notified of the acceptance of his bid. ¶

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**SUPERVISION OF CONSTRUCTION**

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**Building Construction Review**

All significant Peak to Peak and/or Prairie View, Inc. construction projects shall require an Owner's Representative who will either be employed by or under contract and directly responsible to the school or Prairie View. The Owner's Representative will meet with and review the architect's and contractor's activities in his supervision of building construction. This review shall include adequacy of field inspection of the contractor's operations, administrative activities of the architect relating to construction, and any other matters relating to the interest of the school.

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**Reports**

The school's representative shall make periodic reports to Peak to Peak and/or Prairie View's Board of Directors.

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Deleted: certifying by his personal knowledge that the work of the construction contractor and the architect is being performed in accordance with plans, specifications, and their contracts with the School District

**Authorization of Change Orders**

A change order will first be approved by the Director of Operations or his or her designee in consultation with Peak to Peak's Owner's Representative, who will determine whether or not it is a matter for Board consideration. All change orders at a cost that exceeds \$10,000 shall be approved by Peak to Peak's Board of Directors. If they decide Board consideration is not necessary, then the signature of the Director of Operations shall be considered Board action.

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**End of File: FEG**

Deleted: AGREEMENT REF.:  
Principals' agreement ¶

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**Boulder Valley School District**  
**File: FG**  
**Adopted: prior to 1969**  
**Revised:**

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**INSPECTION AND ACCEPTANCE OF NEW FACILITIES**

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Upon completion of the building construction and a final inspection of all its aspects by the architect, contractors, and school officials, a recommendation for its acceptance is made by the Director of Operations or designee,

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**End of File: FG**



**Boulder Valley School District**  
**File: FL**  
**Adopted:**  
**Revised: August 26, 1999**  
**Revised: April 19, 1984**

**RETIREMENT OF FACILITIES**

The decision to sell Peak to Peak's real school property rests solely with the Board of Directors. The Board's decision shall be based upon whether such property is needed within the foreseeable future for the purposes of the school, unless such property is sold to a Colorado state agency or political subdivision or the Board anticipates that the school will become the tenant of the property under a lease, with or without an option to purchase.

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In the case that property is owned by Prairie View, Inc., any sale of facilities shall follow the procedures established in the property's bond documents.

Deleted: All sales must be by sealed bid pursuant to notice of sale, published at least twice and at least five days (excluding Saturday and Sunday) before the bid opening or auction date in all newspapers of general circulation within the School District.¶  
 All bids of \$500 or more must be accompanied by a certified check in the amount of 5 percent of the total bid price, made payable to the School District.¶  
 Bid proposals must be filed in duplicate on the forms provided by the School District.¶  
 The Board of Education reserves the right to reject any or all bids.¶  
 When selling real estate, the Board shall establish a minimum value acceptable to the Board. A legal description must be given of all such property offered for sale. The terms of the sale shall be cash, and the total purchase price must be paid before title or possession is given.¶  
 The Board of Education may lease school property pending the sale thereof and may also, at its discretion, lease school property which is not needed for the purposes of the District.¶  
 If, in the judgment of the Board of Education, the best interests of the District are served, the provisions of this policy requiring competitive bidding and cash sales may be waived and the Board may authorize the sale or other disposition of surplus property upon such terms and conditions as it may approve.

LEGAL REF.: C.R.S. 22-32-110(e) and (f)

CROSS REF.: DFB, Revenues from Licensing of School Facilities for Telecommunication Uses

NOTE: For disposal of school property other than real estate, see DN, School Properties Disposal Procedures.

**End of File: FL**



**PERSONNEL POLICIES GOALS**

The Peak to Peak Board recognizes that a dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. The Board is interested in its personnel as individuals, and recognizes its responsibility for promoting the general welfare of the staff.

The Board is committed to providing a highly competent, well-trained staff for its school, able to fit each discipline and area of responsibility into a balanced, well-run school program.

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The Peak to Peak Board of Directors shall outline duties of school employees and arrangements shall be made for the regular evaluation of all staff.

Deleted: Duties of school employees shall be outlined by the Superintendent and approved by the Board,

The Board's specific personnel goals are:

1. To design and conduct an evaluation program that will contribute to the improvement of staff performance.
2. To develop and manage a staff compensation program that will attract and retain the best employees.
3. To provide in-service training programs for all employees that will improve their performance as well as their chances for retention and promotion.
4. To recruit, select, and hire the best qualified people to staff the school.
5. To foster the quality of human relationships necessary to obtain optimum staff performance and satisfaction.
6. To use staff talent as effectively and economically as possible, for the benefit of the total school program.

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Current practice codified 1978 [301-35 amendments 9.15.04.doc](#)

**End of File: GA**



**Peak to Peak**  
**File: GAA**  
**Adopted:**  
**Revised:**

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## HIRING

Peak to Peak is interested in hiring, retaining and rewarding professional staff members who are excellent teachers, proficient in their subjects, effective contributors to the overall success and operation of the school, and strongly committed to fully implementing the Peak to Peak mission. To accomplish this ambitious objective, Peak to Peak will hire teachers and other employees under “at-will” employment terms or terms otherwise determined by the Board, which will be fully disclosed in any offers of employment. The Board on an individual basis will set initial salaries and benefits and the Board will conduct salary and benefits meetings annually with individual employees who are offered further employment. It is Peak to Peak’s intent to use its own salary structure to reward the teachers and staff who epitomize the ideals the school seeks to achieve.

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The Hiring/Organizational Development Committee members shall be appointed by the Peak to Peak Board of Directors. The Hiring/Organizational Development team’s primary goal is to make recommendations to the Peak to Peak Board of Directors regarding the hiring (and retaining) of teachers and other professional staff who will inspire excellence and promote student achievement as well as Peak to Peak’s overall mission and vision.

End of File: Policy GAA



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**Hiring/Organizational Development Committee**

***Confidentiality and Conflict of Interest Policy***

The success of Peak to Peak's hiring process and the resulting quality of the administrators, teachers and support staff we hire depends very much on our ability to keep confidences and remain impartial. Maintaining confidences and avoiding conflicts of interest are required of all who participate in the hiring process. In doing so, we accomplish these three purposes:

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- It allows candidates to protect their existing livelihoods and privacy
- It protects Peak to Peak's reputation, which in turn impacts the future of our school
- It prevents compromising situations, which can impact our ability to attract the best qualified candidates

While not all members of the Hiring/Organizational Development (H/OD) team are expected to be experts on the nuances of confidentiality and potential conflicts of interest during the hiring process, the expectation is nonetheless that these concepts will be maintained to the highest standard. Possible conflicts are too numerous to specify individually; however, we will provide an opportunity to discuss various possibilities at interviewing training. Common expectations include:

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- Not discussing the names or any other information regarding applicants or interviewees with anyone other than specific H/OD team members or board members
- Not participating in an interview or any part of the selection decision for a particular position if you have a vested personal interest in the outcome
- Conducting discussions of confidential information only in settings where such confidences can be maintained and not jeopardized
- Exercising judgment in situations where public statements of personal opinion or the status of committee activities may be detrimental to Peak to Peak's reputation
- Maintaining the confidential status of information obtained as "confidential forever"

All persons involved in the hiring process are required to ask questions of the chair or board when a particular planned action or participation in a hiring decision might be in conflict with this policy. Due to the seriousness of this policy, the consequence of behavior that is in conflict with this policy is removal from the hiring committee or the hiring process. The chair and/or the board will look into possible breaches, and the board will accept their decision.

I have read this policy, understand it, and have asked any clarifying questions necessary. Based on this, I agree to comply with this policy and understand the consequences of not doing so.

\_\_\_\_\_  
Name (sign and print)

\_\_\_\_\_  
Date

**End of File: *INSERT POLICY GAA-E (P2P)***



**Peak to Peak**  
**File: GAA - R**  
**Adopted:**  
**Revised:**

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## Hiring and Organizational Development Committee

The Hiring/Organizational Development Committee's primary goal is to make recommendations to the Peak to Peak Board of Directors regarding the hiring (and retaining) of teachers and other professional staff who will inspire excellence and promote student achievement as well as Peak to Peak's overall mission and vision.

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Peak to Peak's hiring process has been developed and refined since the school's inception with input on best practices from human resources professionals, administrators, teachers and hiring team members. This process is designed to thoroughly assess whether a candidate is a good "fit" for the Peak to Peak environment. There are three important and interrelated aspects of this assessment:

1. **Technical** – educational background, certifications, trainings, professional background, life experiences, content knowledge, etc... (Items on resume)
2. **Behavioral** – competencies, or skills in the following areas: classroom, cognitive, communication, interpersonal, leadership and administration/management
3. **Motivational** – observed behaviors during the hiring process; how strong is the candidate's desire to teach generally and at Peak to Peak specifically?

### Steps in the Hiring Process

1. Define needs and write job descriptions as necessary
2. Advertise openings – CDE website, Colorado League of Charter Schools website, newspapers
3. Application materials:
  - Application
  - Resume
  - Unofficial transcripts
4. Anchor and/or human resource contact receives inquiries and application materials. Applications and resumes are distributed as an email attachment or as hard copy in file for individual review first. Applicants may be eliminated after any of the following steps.
5. Committee review at meeting
  - Agenda (candidate list, status)
  - Position tracking
  - Schedule
6. Phone screen for qualified candidates (tool)
7. Mock lesson (tool, submit lesson plan at time of lesson)
8. Debrief with students (tool)

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9. Candidate observation in classroom(s)
10. Behavioral Interview
  - General Questions
  - Behavior Questions
  - Candidate's Questions
  - Closing – Salary, timeframe, interest
  - Writing Sample
11. Candidate Information Packet
12. Debrief, rubric, follow-up conversation (if necessary), decision
13. Reference checks
14. Candidate recommendation to the Board for their approval
15. Offer letter
16. Official transcripts
17. Background, fingerprint check
18. New hire checklist
19. Employee files - contents

### **Committee Basics**

- Bell curve hiring timeline– Hiring starts in late February, becomes busier in March and peaks in April and May. The season continues until all hires have been made (may extend into the summer months).
- Confidentiality – Required for all members of the hiring team. The ability to maintain confidences and remain impartial protects the school's reputation and the privacy of all who work there.
- Professionalism—The hiring team is the first point of contact for most candidates. Our level of professionalism is highly important, from our communication to our appearance at hiring events (follow same standards for our administrators and teachers).

**End of File: *Policy GAA-R***



**Boulder Valley School District**  
**File: GBB (Also ABB)**  
**Adopted: date of manual adoption**  
**Revised:**

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**STAFF INVOLVEMENT IN DECISIONMAKING**

This policy is the same as ABB. Please refer to Policy ABB.

End of File: GBB (Also ABB)

**Deleted: Employee Participation ¶**

The Board wishes to encourage employee participation in decisionmaking for the School District, and to provide channels for the ready communication of ideas and feelings about the operation of the schools. In the planning of regulations and arrangements for the operation of the schools, the Superintendent shall involve, whenever feasible, those employees who will be affected by such provisions. ¶

The Superintendent shall weigh with care the counsel given by employees, especially that given by groups representing large segments of the staff, and shall inform the Board of such counsel in presenting recommendations of the Board. ¶

**Staff Advisory Committees ¶**

So that staff advice may be readily available to the Superintendent and the Board, advisory bodies like the Teachers Advisory Council shall work with the administration in areas of staff concern. Furthermore, the Superintendent, Assistant Superintendent, directors, and principals may at their own discretion form special committees to consider issues that are not being addressed by existing groups. ¶

*Elected* staff committees shall act in an advisory capacity to the administrative officer responsible for the area in which the committee was elected to operate.

Each *appointed* committee shall act in an advisory capacity to the administrative officer by whom it was appointed. ¶

Current practice codified 1978 ¶

AGREEMENT REFS.: Teachers' agreement, Sections C, I, J .

Paraprofessionals' agreement, Section C .

Office personnel agreement, Section A .

Principals' agreement ¶

CROSS REFS.: [BCE](#), Advisory

Committees to the Board .

[CD](#), Management Team .

[CE](#), Administrative Councils, Cabinets,

and Committees ¶



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**PERSONNEL RECORDS**

An effective system of personnel records shall be developed and maintained according to the following guidelines:

1. A personnel folder for each employee shall be maintained in the Peak to Peak office. The school district shall retain copies needed for payroll, benefits administration, and other purposes required by law.

Deleted: , certificated and classified,

2. In addition to the application for employment, references, and transcripts, employee folders shall contain records and information relative to compensation, evaluations, miscellaneous change of status, and other information as deemed appropriate.

3. Under the Colorado Open Records law, the employee's application form is open to the public. Transcripts of the employee's grades are not considered part of the application form and are not open to the public; nor is the remainder of the employee's personnel file.

4. Each employee shall have the right, upon request, to review the contents of his or her own personnel file, with the exception of references and recommendations provided to Peak to Peak by universities, colleges, or other persons not connected with Peak to Peak that are accompanied by a signed statement by the employee waiving access.

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5. Necessary steps shall be taken to safeguard against the unauthorized use of all confidential materials.

Current practice codified 1978

LEGAL REFS.: C.R.S. 22-9-109  
C.R.S. 24-72-204

**End of File: GBL**

Deleted: AGREEMENT REFS.:  
Teachers' agreement, Sections D, F  
Paraprofessionals' agreement, Section D  
Office personnel agreement, Section C ¶



**Peak to Peak**  
**File: GBLA**  
**Adopted:**  
**Revised:**

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## **References for Current or Former Staff Members**

Executive Administration, the President of the Board of Directors, or their designee must handle employment references for current or former staff members on behalf of Peak to Peak Charter School. No other staff members are allowed to give employment references on behalf of the school.

### **Information Provided**

Neutral references will include dates of employment and positions held. If the current or former staff member would like a more comprehensive employment reference, a waiver must be signed and given to the administration. Additional information may include:

- Appropriate job-related information
- Responsibilities of position
- Knowledge of specific job-related skills
- Position competencies
- Professional performance
- Salary history

**Waiver**      See Request for Recommendation and Permission to Provide a Reference  
Document: *GBLA-E (P2P)*

### ***Personal References***

Any staff member who provides a personal reference for a current or former staff member must state clearly that it is a personal reference and not given as a representative of Peak to Peak Charter School.

**End of File: POLICY GBLA (P2P)**



**Peak to Peak**  
**File: GBLA - E**  
**Adopted:**  
**Revised:**

*Request for Recommendation and Permission to Provide a Reference*

Dear Administrator,

Please consider providing employment references regarding my employment. In listing you as a reference, I understand that you may be contacted by prospective employers and may comment on:

- Appropriate job-related information
- Responsibilities of position
- Knowledge of specific job-related skills
- Position competencies
- Professional performance
- Salary history

I also am fully aware that such a request from prospective employers may ask specific questions regarding areas of strength as well as developmental needs.

I agree to allow Peak to Peak Charter School and its administration to give reference information without any threat of legal action. I hereby release Peak to Peak Charter School, its officers and agents, of any legal liability for providing such information about my employment.

Staff Member Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

Prospective Employer Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

**End of File: *POLICY* GBLA-E (P2P)**



**Boulder Valley School District**  
**File: GBM**  
**Adopted: date of manual adoption**  
**Revised:**

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**Associated Regulation: [GBM-R](#)**

## **STAFF COMPLAINTS AND GRIEVANCES**

It is the **Peak to Peak** Board's desire that procedures for settling differences should provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured of an opportunity for orderly presentation and review of complaints without fear of reprisal.

Specific procedures for the resolution of grievances shall be established **by the Peak to Peak Board**. ~~in agreements between the Board and recognized employee organizations, and shall apply only to grievances as defined in the particular agreement.~~

~~In addition, the Board shall approve complaint and grievance procedures for those employees not represented by an employee group.~~

Current practice codified 1978

~~AGREEMENT REFS.: Teachers' agreement, Sections G, J  
Office personnel agreement, Section D  
Service personnel agreement, Article V  
Principals' agreement  
Paraprofessionals' agreement, Section E~~

~~NOTE: Detailed procedures for the handling of complaints and grievances of employees not covered by an agreement between the Board and a recognized employee group follow as Board approved regulations.~~

**End of File: GBM**



**Boulder Valley School District**  
**File: GCA**  
**Adopted: prior to 1969**  
**Revised on the basis of practice: date of manual adoption**

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**Associated Regulation: [GCA-R](#)**

## **PROFESSIONAL STAFF POSITIONS**

The Superintendent shall have the responsibility, subject to consultation and approval by the Board, to arrange the administrative, supervisory staff in any manner which in his judgment best serves the Boulder Valley School District.

The Board will approve the broad purpose and function of leadership positions, in harmony with state laws and regulations, and will approve a statement of job requirements as recommended by the Superintendent. The Board shall delegate to the Superintendent the task of writing, or causing to be written, a specific job description for the position within the guidelines of Board-approved job requirements.

### **Administrative Team**

The Board has set forth its philosophy regarding the role of leadership personnel in the administrative operations of the School District in its policy pertaining to the School District's management team.

The primary responsibility of the administrative team is the execution of School District policy; therefore, administrative team members shall be expected to question, through proper channels, those District policies and procedures with which they have reason to disagree and/or feel can be improved by their suggestions.

Specific job descriptions for the various administrative team positions, as well as the District's organizational chart, shall set forth the duties connected with each administrative position and make clear their organizational relationship to each other and to the Board.

### **Teachers**

The major responsibility of a teacher at **Peak to Peak Charter School** in the Boulder Valley Schools is to provide an effective instructional program in the classroom. This responsibility involves preparation and planning, both long-range and immediate; understanding and applying sound professional teaching methods; and developing and maintaining effective pupil, parent, and community relationships.

In addition, teachers are charged with certain other duties as required by the statutes of the State of Colorado, ~~and by the policies and procedures of the School District~~ **to the extent applicable to Peak to Peak, and the policies and procedures of Peak to Peak School**. These duties include such activities as student record keeping, student discipline, reporting to parents, supervision of students, and the requisitioning, care of, and accounting for instructional materials.

An integral component of Peak to Peak's success is its ability to selectively hire its teachers. The school will operate differently from other schools, with a unique curriculum for which having the proper teachers is essential. Therefore, Peak to Peak will develop its own at-will employment offer and terms and conditions of employment.

Teachers shall be qualified to teach at Peak to Peak, subject to selection by the Board of Directors, provided that they demonstrate exceptional teaching ability with students and have one or more of the following:

- a valid Colorado Professional or Provisional Teacher's License
- a valid teacher's license from another state
- a valid Colorado Alternative Teaching Certificate
- graduate degree in the field of study in which they will teach
- undergraduate degree in the field of study in which they will teach, and teaching experience
- undergraduate degree in the field of study in which they will teach, and relevant professional experience
- undergraduate degree in the field of study in which they will teach, and demonstrable ability to teach
- undergraduate degree with a strong academic performance in a wide range of core academic courses, and demonstrable ability to teach
- graduate degree in education with a minor in the field of study in which they will teach
- graduate degree in education with relevant professional experience
- outstanding professional accomplishments in the field of specialization in which they will teach, plus a graduate or undergraduate degree
- graduate degree in a field related to the area to be taught, plus a combination of specialized interest, independent study, and work experience in areas highly relevant to the field in which they will teach

In certain circumstances, such as a physical education teacher who is certified by a nationally recognized fitness and training organization or a coach with certification from the national governing organization of the sport in which he or she will coach, the requirement for an undergraduate degree may be waived.

~~AGREEMENT REF.: Teachers' agreement, Sections A, C~~

~~CROSS REFS.: [CD](#), Management Team~~

~~-[CE](#), School Building Administration (And Principalship)~~

~~-[GCA-R](#) and [GCA](#) subcodes (all relate to professional staff positions)~~

~~NOTE: Job descriptions for all personnel are kept in a separate collection of job descriptions, on file in the personnel office.~~

**End of File: GCA**





**PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS**

The ~~Peak to Peak~~ Board of ~~Directors~~ ~~Education~~ recognizes that attractive compensation plans, including adequate base salary, salary incentives, and appropriate employee benefits, are necessary to attract and retain the high caliber of professionals desired ~~by Peak to Peak School.~~ ~~in the Boulder Valley School District.~~

**Employment Agreements**

Employment agreements entered into by a teacher or administrative officer for the performance of services for the ~~school~~ are considered “at-will”.

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~~Every teacher or administrator is expected to fulfill his or her employment agreement in every respect, both professionally and legally. Compliance with state law is considered a condition of employment at Peak to Peak Charter School.~~

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**Contracts**

Pursuant to Colorado statutes, every employment contract entered into by a teacher or chief administrative officer for the performance of services for the ~~school~~ shall be in writing. This legal requirement does not, however, apply to part-time or substitute teachers.

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Every ~~contracted~~ teacher or administrator is expected to fulfill his ~~or her~~ employment ~~agreement~~ ~~contract~~ in every respect, both professionally and legally. Compliance with state law is considered a condition of employment ~~at Peak to Peak Charter School.~~ ~~in the Boulder Valley School District.~~

**Teachers' Compensation Plans**

It is the ~~Peak to Peak~~ Board's intent to review teachers' compensation plans periodically. ~~Each employee will have an individual employment agreement. with representatives of the District's teaching staff. Once adopted by the Board, these compensation plans shall be considered appendices to the Board's policy manual.~~

~~Placement on a salary schedule shall be in accordance with a teacher's assignment, experience, and qualifications as specified in the compensation plan. Advancement on the salary scale shall depend on evidence of the continued professional growth of the teacher.~~

**Administrators' Compensation Plans**

Administrators' compensation plans and benefits shall be determined by ~~the Peak to Peak~~ Board ~~of Directors~~ ~~action~~, with consideration given to responsibility, performance, education, years of experience, and the number of days in each yearly assignment.

Administrators' salaries and contracts are reviewed annually by the **Board of Directors, Superintendent**.

The following general guidelines apply to administrative team member **employment agreements contracts** and compensation plans:

1. Members of the administrative team shall receive all the applicable rights and benefits enjoyed by other members of the **Peak to Peak District's** professional staff. Benefits shall include, but not be limited to, provisions for sick leave and additional sick leave, payment for unused sick leave, personal leave, leave for professional improvement, educational improvement, health insurance, **and** early retirement.

**Deleted:** , and, where appropriate and within **Peak to Peak District** policy, earned vacation and holidays. Rights will include transfer and assignment considerations, established evaluation guidelines, and grievance procedures

2. ~~Within the total salary structure of the District,~~ Salaries of administrative team members shall be related to and commensurate with responsibility, educational preparation, years of experience, and the number of days in each yearly assignment. Salaries shall be based upon and maintained in appropriate relationships with other employee classifications, ~~settings (school districts).~~

**Deleted:** and shall be commensurate with those earned by administrators in similar

3. Every effort will be made by the **Peak to Peak Board of Directors Education** to provide appropriate support for administrative team members and protection from undue harassment in the proper execution of their duties.

4. There shall be provided, by the **Peak to Peak Board of Directors Education**, sufficient support and assistance for the efficient and effective performance of the administrative team member.

5. Administrative team personnel may be authorized to make consulting or speaking engagements of a professional nature outside the **school District** provided such commitments do not adversely affect the performance of their **school District** assignments. Team members may accept honoraria in connection with these authorized **out-of-school out-of-District** activities.

Current practice codified 1978

LEGAL REFS.: C.R.S. 22-32-110(1)(k)

C.R.S. 22-32-126

C.R.S. 22-60-107 et seq.

C.R.S. 22-61-102

C.R.S. 22-63-103 through -107

~~AGREEMENT REFS.: Teachers' agreement, Sections A, C, E  
Principals' agreement~~

CROSS REFS.: [DL/DLA](#), Payroll Procedures/Payday Schedules

[GCB](#) subcodes (all pertain to compensation and benefits)

[GCDA](#)\*, Professional Staff Certification Responsibilities

[GCG](#), Professional Staff Probation and Tenure

[GCJ](#), Professional Staff Time Schedules

[GCL](#), Professional Staff Development Opportunities

~~NOTE: The master agreement between the Board and the BVEA is to be considered an appendix to this manual, and has the full force of Board policy. Excerpts from this agreement have been coded appropriately to topic, and are presented as agreement references throughout this manual.~~

**End of File: GCB**



**Boulder Valley School District**  
**File: GCBA-1**  
**Adopted: date of manual adoption**  
**Revised:**

Associated Regulation: [GCBA-1-R](#)

## PROFESSIONAL STAFF SALARY SCHEDULES TEACHERS

Peak to Peak will hire teachers and other employees under “at-will” employment terms or terms otherwise determined by the Board, which will be fully disclosed in any offers of employment. The Board on an individual basis will set initial salaries and benefits and the Board will conduct salary and benefits meetings annually with individual employees who are offered further employment. It is Peak to Peak’s intent to use an individual salary structure to reward the teachers and staff who epitomize the ideals the school seeks to achieve.

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~~The Board of Education shall adopt the salary schedule for the regular teaching personnel and shall place each teacher in the School District on the salary schedule at least commensurate with, but not limited to, his education, prior experience, and experience in the District. The schedule adopted by the Board shall remain in effect until changed or modified by the Board in accordance with law.~~

~~Salary increments will be conditional upon evidence of the continued professional growth of the teacher. Employees who do not comply with the requirements of the Board of Education and/or the state may not be granted salary increases or may not be retained on the staff.~~

~~Placement on the salary schedule shall be in accordance with requirements developed by the administration and approved by the Board of Education.~~

~~The Boulder Valley School District shall comply with statutory provisions in regard to salary schedules.~~

~~**Annual Increments.** Any certificated employee who works 50 percent or more of the normal work time for his position, and who serves at least one half of a school year, qualifies for annual increments.~~

~~**Inservice Education Credit for Advancement on the Salary Schedule.** The School District provides an incentive system for certificated employees by encouraging them to accumulate credit for advancement on the salary schedule through participating in and completing approved inservice activities.~~

~~An employee can obtain District inservice credit either by participating in a course, workshop, or other activity approved by the District’s inservice committee, or by submitting an individual request to the inservice committee for independent work. An employee may qualify for a maximum of four semester hours of District inservice credit per year.~~

~~All activities that provide inservice credit must have been approved by the inservice committee prior to the beginning of that activity.~~

~~**Professional Growth and Recertification.** Professional growth requirements shall be established in accordance with the requirements for continuing certification under Colorado statutes. These requirements must be met in order for a teacher to qualify for the next increment(s) or increase(s) on the salary schedule.~~

~~A teacher who is at the maximum of the salary schedule must meet the requirements in order to qualify for any further increment(s) or salary increase(s).~~

~~Teachers who do not meet professional growth requirements will not receive increments or other salary increases for which they would otherwise become eligible during the period of such delinquency. They shall resume the regular position on the salary schedule at the beginning of the next contract year after the year of the professional growth requirement deficiency has been removed. Increases lost through noncompliance with professional growth requirements cannot be recouped.~~

Current practice codified 1978

LEGAL REFS.: C.R.S. 22-32-110(1)(k)

C.R.S. 22-60-107 *et seq.*

C.R.S. 22-63-103 through -107

AGREEMENT REF.: Teachers' agreement, Sections D, E

CROSS REFS.: [DL/DLA](#), Payroll Procedures/Payday Schedules

[GCDA](#)\*, Professional Staff Certification Responsibilities

[GCL](#), Professional Staff Development Opportunities

**End of File: GCBA-1**

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**Boulder Valley School District**  
**File: GCBB**  
**Adopted: prior to 1969**  
**Revised on the basis of practice: date of manual adoption**

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## **PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS**

### **Supplementary Pay**

Teachers who are regularly assigned to duties which require extra time or responsibility over and above their basic ~~employment contractual~~ obligations shall receive extra compensation **approved by administration**. ~~in accordance with a Board approved "extra pay for extra duty" schedule.~~

~~Teachers who are given released time or class time to discharge assigned responsibilities shall not be entitled to extra duty pay.~~

~~Teachers newly appointed to an extra duty assignment shall be placed on step one of the extra duty schedule. Teachers already employed in an extra duty assignment shall be placed on the appropriate step. Experience in another extra pay assignment — or in another school district — shall not apply in determining placement on the extra duty pay schedule.~~

### **Student Teacher Supervision**

~~Teachers who supervise student teachers will be compensated directly by the colleges and universities whose students they supervise.~~

LEGAL REF.: C.R.S. 22-63-115(3)

AGREEMENT REF.: Teachers' agreement, Sections C, D, E

CROSS REFS.: [LEA](#), Student Teaching and Internships

**End of File: GCBB**



## Professional Staff **Additional** Fringe Benefits

Associated Regulation: GCBC-R

In addition to the employee's regular salary and the various types of leave provisions provided, the **Peak to Peak** Board also extends several other benefits for **professional certificated** personnel. These benefits are designed to protect professional staff members' present and future economic security and provide incentive for professional development that will benefit the **school** District.

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~~Full time regular certificated employees who are not covered by negotiated Board/staff agreements shall be extended fringe benefits at least equal to those of other professional employees.~~

### INSURANCE

**If purchased through the Boulder Valley School District,** employees' premiums for health, dental, life, and long-term disability insurance shall be paid ~~in accordance with negotiated agreements with staff units.~~ Family memberships may be added through a payroll deduction plan. Other insurance options in lieu of cash may be provided for leadership personnel.

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**Peak to Peak shall purchase a liability insurance policy covering employees acting within the scope of their employment.**

~~The Board also wishes to make group health and dental insurance available for retirees who meet the following criteria:~~

- ~~1. Completed at least ten years of service for the Boulder Valley School District.~~
- ~~2. Retired under the Colorado Public Employees' Retirement Association (PERA) pension plan.~~

~~The Board shall purchase a liability insurance policy covering District employees acting within the scope of their employment.~~

### PERA

All regular employees at Peak to Peak in the School District participate in the Public Employees' Retirement Association of Colorado under the provisions set by Colorado statutes.

#### WORKERS' COMPENSATION

Under Colorado statutes, Peak to Peak ~~the School District~~ carries workers' compensation insurance. Should any employee be injured as a result of an injury arising out of and in the course of his or her employment as a Peak to Peak ~~District~~ employee, benefits will be provided as specified in the workers' compensation law.

In order to receive the workers' compensation benefits, injured employees are required to report the injury to their immediate supervisor. If the injured employee needs medical attention, he or she calls the Peak to Peak office to approve a visit to the District's designated workers' compensation clinic. Within four days after the injury occurred, the employee and supervisor must report to the Peak to Peak office and complete a written statement of injury. For non-severe injuries, the reports and written statement must be completed prior to visiting a physician for the injury.

#### TAX ~~DEFERRED SAVINGS PLANS~~ SHELTERED ANNUITIES

If offered by the District, employees may participate in PERA's Voluntary Investment Plan (401k), the District's tax sheltered annuity plan (403b) and/or the deferred compensation plan (457) through payroll deduction following established District procedures. No other tax deferred investment savings plans shall be available through the District. The employee is solely responsible for their investment elections and for compliance with Internal Revenue Code rules and regulations.

#### LEGAL REFS.:

C.R.S. 22-32-110(1)(j)  
C.R.S. 24-51-101 et seq.  
C.R.S. Title 8, Articles 40-47

#### ~~AGREEMENT REFS.:~~

~~Teachers' agreement, Section E~~  
~~Leadership Team Employment Handbook, Section III~~

#### CROSS REF.:

GCPC, Retirement of Professional Staff Members

NOTE: PERA also offers a voluntary plan for decreasing term life insurance for any active non-retired member of PERA. The administration of this program is handled by PERA, not by the School District.

ADOPTED: prior to 1978

REVISED: date of manual adoption, May 28, 1992; August 12, 2003

**End of File: CCBC**





**Boulder Valley School District**  
**File: GCBD-1**  
**Adopted: date of manual adoption**  
**Revised:**

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## **PROFESSIONAL STAFF LEAVES AND ABSENCES TEACHERS**

The Board provides a plan for leaves and absences designed to help members of the certificated staff maintain their physical health, take care of family and other personal emergencies, improve professionally, and discharge important and necessary civic and military obligations.

Such leaves and absences shall be granted in accordance with the law, ~~and with the terms of Board/staff agreements as shall be in force from time to time~~,

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In general, ~~the Board shall grant~~ two basic types of leaves **may be granted:**

*Short-term leaves*, including sick leave, personal leave, leave for the fulfillment of civic duties (such as voting, jury duty, and court appearances), religious holiday leave, short-term military leave (such as National Guard or reserve units training), and short-term professional leaves for approved professional activities.

*Extended leaves of absence*, including leave of absence for improvement of health, leave of absence for governmental service, extended leaves for personal reasons; military leave for active service; leaves of absence for educational improvement; vocational education proficiency leave; business, industrial, or governmental leave for professional development; professional leave for association business.

Short-term leaves may be granted by the **Administration Superintendent** or designee. Extended leaves of absence shall require Board approval.

~~The specific terms and procedures for each type of leave shall be in accordance with those set forth in the current agreement between the Board and the recognized employee unit. Those professional staff members not covered by a negotiated agreement shall be extended leave privileges at least equal to those of other professional employees.~~

Current practice codified 1978

LEGAL REF.: C.R.S. 22-63-112(2)(a)

AGREEMENT REF.: Teachers' agreement, Sections D, E, F

**End of File: GCBD-1**



**Boulder Valley School District**  
**File: GCBD-2**  
**Adopted: date of manual adoption**  
**Revised: May 28, 1992**

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## PROFESSIONAL STAFF LEAVES AND ABSENCES

### ADMINISTRATORS

Administrative and supervisory personnel shall be granted leave privileges on substantially the same basis that such leave is granted teachers. **Leaves and absences granted shall be approved by Peak to Peak's Board of Directors or designee and will comply with all applicable laws.** Bereavement leave, sick leave, personal leave, time off to vote, time for jury duty and court appearances, religious holiday leave, leave for professional study, and military leave for administrators shall be granted in accordance with the teachers' negotiated agreement.

#### **Short-Term Professional Leave**

Each member of the administrative team will have an appropriate allocation of funds annually available for expenses to attend inservice conferences and meetings. In addition, funds will be available to send administrators to significant national meetings on a regular basis. Approved short-term leaves for professional purposes shall be considered part of the administrator's regular assignment.

#### **Short-Term Absence Reporting**

Administrators shall be responsible for reporting their absences from their assignments. The Superintendent shall be informed of substantial absences of building principals and other key central administrators.

#### **Extended Leave for Professional Improvement**

Any member of the administrative team, after serving five years with the District in an administrative capacity, shall be eligible to apply — subject to the recommendation of the Superintendent and approval by the Board of Education — for up to a one-year leave of absence for professional study at one-half pay for that year or portion of the year for which the leave has been approved.

Applicants for such leave will be considered, first, on the basis of benefit of the leave to the District; and, second, on the basis of the employee's past contribution to the District. The application for a leave for professional study shall be filed in the office of the immediate director no later than March 1 or October 1 preceding the term that is desired that the leave become effective. Decisions shall be made no later than April 1 or November 1 preceding the term desired.

Prior to receiving his or her monthly prorated salary payments while on leave, the member shall execute and file with the Board a declaration of intent to return to the District in a

~~similar position and to duly and faithfully perform satisfactory service for a period of not less than one year upon completion of the leave and study. A promissory note for the amount of pay to be received while on leave shall be executed and filed with the Board as collateral and security for the Board against nonperformance of intention. This note will be due in full upon the first day of assigned duty if the member does not return to work for the District.~~

Current practice codified 1978

LEGAL REF.: C.R.S. 22-63-203(2)(b)(III)

~~AGREEMENT REFS.: Teachers' agreement, Section E  
Leadership Team Employment Handbook, Section IV~~

CROSS REF.: [GCBE](#), Professional Staff Vacations and Holidays

**End of File: GCBD-2**



**Boulder Valley School District**  
**File: GCBE**  
**Adopted: date of manual adoption**  
**Revised: May 28, 1992**

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## PROFESSIONAL STAFF ~~VACATIONS AND HOLIDAYS~~ **PERSONAL DAYS**

### ~~School-Year Personnel~~

The school calendar, as adopted by the **Peak to Peak** Board, shall establish the school recess periods and holidays for **professional** ~~certificated~~ staff members employed on a school-year basis.

Currently, full-time employees are eligible for the Boulder Valley School District (BVSD) benefits package. This includes seventy ~~(70)~~ hours of paid absences for the duration of the school term. Please note that at this time, unused absences are paid back at the substitute rate at the end of the school year.

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Any other personal days shall be determined on an individual basis and will comply with all applicable laws. Vacations that surround Thanksgiving, Winter Break, Spring Break, and the start and end of school are discouraged and must be approved by the Principal at least one month prior to the requested absence.

### ~~Administrative Team Members~~

~~Regular full time administrators who are employed to work at least 241 days per year shall receive paid vacation. For the first year appointment and each year thereafter, the administrator shall receive 20 days vacation which will accumulate for his or her use at the rate of one and two third days per month beginning with the first month of employment.~~

~~Vacation days may be taken as accumulated at the rate of one and two third days per month, or may accrue to the total of 20 days and be used at the conclusion of the current contract year.~~

~~Vacation requests must have the approval of the administrator's immediate supervisor before they are granted, and vacation days used must be reported on the administrator's attendance report.~~

~~A schedule shall set forth vacation time for each leadership group. Certain modifications of vacation schedules may be necessary occasionally to meet work needs in specific schools or departments. In the case of regular vacations, modifications should be made through proper channels, with final written approval by the appropriate director, Assistant Superintendent, or Superintendent of Schools.~~

~~Vacation days accumulated but not used at the conclusion of the contract year may carry over to the following year. The total accumulation may not exceed 40 days of vacation time without the written authorization of the Superintendent of Schools.~~

~~Upon termination, an administrator who has been eligible to receive paid vacation shall be paid a lump sum at his or her current daily rate for accumulated days of vacation. Additional vacation time shall not be credited based upon the unused, accumulated vacation days for which the administrator is paid.~~

Current practice codified 1978

LEGAL REF.: C.R.S. 22-1-112

CROSS REF.: [IC/ICA](#), School Year/School Calendar

**End of File: GCBE**



**Associated Regulation: [GCC/GCD-1-R](#)**

**PROFESSIONAL STAFF RECRUITING/HIRING  
 TEACHERS**

Peak to Peak is interested in hiring, retaining and rewarding professional staff members who are excellent teachers, proficient in their subjects, effective contributors to the overall success and operation of the school, and strongly committed to fully implementing the Peak to Peak mission. To accomplish this ambitious objective, Peak to Peak will hire teachers under “at-will” employment terms or terms otherwise determined by the Board, which will be fully disclosed in any offers of employment. The Board on an individual basis will set initial salaries and benefits and the Board will conduct salary and benefits meetings annually with individual employees who are offered further employment. It is Peak to Peak’s intent to use its salary structure to reward the teachers who epitomize the ideals the school seeks to achieve.

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**Recruitment**

~~The Boulder Valley School District is committed to securing the services of the best instructional and leadership personnel available. Only professionally trained individuals who meet state statutory requirements and who satisfy locally established standards will be considered.~~

~~The Boulder Valley School District seeks minority applicants in accordance with its policy pertaining to equal opportunity employment. The District is committed to providing an educational experience enhanced by the professional contributions of representatives of different races, creeds, sexes, and ethnic backgrounds.~~

~~All instructional personnel shall be recruited by the District’s professional staff under the immediate direction of the Director of Personnel.~~

**Selection**

~~It is the policy of the Boulder Valley School District to select employees solely on the basis of character, professional qualifications, and critical job requirements. Employees will be selected in a manner which does not discriminate against them on the basis of race, age, marital status, color, sex, creed, handicap, or national origin.~~

~~All certificated personnel placed under contract are required to furnish to the Personnel Division all documents necessary for executing a valid contract, and shall also meet all statutory or District requirements with regard to health certificates, official transcripts, and oath of allegiance prior to assuming an assignment.~~

**Appointment**

~~The actual appointment of certificated employees shall be made by the Board of Education upon the recommendation of the Superintendent of Schools.~~

## **Re-Employment After Resignation**

~~A teacher who resigns from the Boulder Valley Schools and later reapplies for appointment shall be considered under the same policies for recruitment and selection that apply to all candidates for employment in the District. However, previous Boulder Valley experience may be counted as local credit, except that for each year of absence from the Boulder Valley School District such teacher shall lose one year of local credit.~~

Current practice codified 1978

LEGAL REFS.: C.R.S. 22-32-109(f), 22-32-126

C.R.S. 22-61-101, 22-61-103

C.R.S. 22-63-103, 22-63-107

~~AGREEMENT REF.: Teachers' agreement, Sections D, E~~

CROSS REFS.: [AC](#), Nondiscrimination

[ACA\\*](#), Nondiscrimination on the Basis of Sex (Compliance with Title IX)

[GBA](#), Equal Opportunity Employment (And Affirmative Action)

**End of File: GCC/GCD-1**



Associated Regulation: [GCC/GCD-2-R](#)

**PROFESSIONAL STAFF RECRUITING/HIRING  
 ADMINISTRATORS**

Peak to Peak is interested in hiring, retaining and rewarding professional staff members who are excellent and proficient administrators, effective contributors to the overall success and operation of the school, and strongly committed to fully implementing the Peak to Peak mission. To accomplish this ambitious objective, Peak to Peak will hire administrators under “at-will” employment terms or terms otherwise determined by the Board, which will be fully disclosed in any offers of employment. The Board on an individual basis will set initial salaries and benefits and the Board will conduct salary and benefits meetings annually with individual employees who are offered further employment. It is Peak to Peak’s intent to use its salary structure to reward the administrators who epitomize the ideals the school seeks to achieve.

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The primary goal in the selection and appointment of administrators shall be to place the best qualified person in each position.

All vacant positions and new positions will be posted and advertised for a period of 21 calendar days. All employees and applicant candidates who are qualified for and interested in administrative positions shall have the opportunity to be considered for appointment or promotion, strictly on a merit basis, without regard to race, creed, color, age, nationality, sex, marital status, or handicap.

A firm effort will be made to actively seek well qualified women and minorities for consideration for administrative vacancies.

Applications for administrative positions will be accepted from within and without the District. Selection and appointment of administrators shall be in accordance with the above policies, with broad-based advisory involvement of parties affected unless this is deemed impracticable in the judgment of the Superintendent. The procedures may vary depending upon the level and type of position to be filled.

The Superintendent may make emergency appointments on an interim basis.

The Board of Education exercises its own prerogative in the selection and appointment of the Superintendent of Schools. The Superintendent of Schools is charged with the responsibility for selection, transfer, promotion, and making recommendations to the Board for appointment and dismissal of all other District administrators.



LEGAL REFS.: C.R.S. 22-32-109(f), 22-32-126  
C.R.S. 22-61-101, 22-61-103  
C.R.S. 22-63-103, 22-63-107

CROSS REFS.: [AC](#), Nondiscrimination  
[ACA\\*](#), Nondiscrimination on the Basis of Sex (Compliance with Title IX)  
[CBA/CBB](#), Qualifications, Duties/Recruitment, and Appointment of Superintendent  
[GBA](#), Equal Opportunity Employment (And Affirmative Action)

**End of File: GCC/GCD-2**



**Boulder Valley School District**  
**File: GCC/GCD-3**  
**Adopted: March 21, 1991**  
**Revised:**

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## SELECTION AND APPOINTMENT OF ADMINISTRATORS

Peak to Peak's Board of Directors or designee shall be responsible for the selection and appointment of Peak to Peak's administrators.

Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. Peak to Peak will hire employees under "at-will" employment terms or terms otherwise determined by the Board of Directors, which will be fully disclosed in any offers of employment.

The Peak to Peak Board of Directors shall appoint a Hiring/Organizational Development Committee. The Hiring/Organizational Development Committee shall conduct the hiring process and make recommendations to the Peak to Peak Board of Directors regarding the hiring (and retaining) of professional staff who will inspire excellence and promote student achievement as well as Peak to Peak's overall mission and vision.

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Peak to Peak's hiring process has been developed and refined since the school's inception with input on best practices from human resources professionals, administrators, teachers and hiring team members. This process is designed to thoroughly assess whether a candidate is a good "fit" for the Peak to Peak environment.

At least one voting member of the Peak to Peak Board of Directors must serve on the Hiring/Organizational Development Committee.

~~The primary goal in the selection and appointment of administrators shall be to employ or appoint the best qualified person for each position, with consideration given to the individual and unique requirements of particular positions. The hiring and placement of administrators shall reflect the School District's mission, beliefs, and goals.~~

~~All applicants who are qualified for administrative positions shall have the opportunity to be considered for appointment or promotion without regard to race, age, color, religion, nationality, gender, or handicap. The Boulder Valley School District is an equal opportunity employer and actively seeks minority applicants.~~

~~Selection and appointment procedures for administrators shall be established by the Superintendent. At the Superintendent's direction, the Human Resources Division shall develop specific procedures for the selection and appointment of both certificated and classified administrators. The Superintendent will share these procedures and any subsequent revisions with the Board of Education. The Board of Education determines its own procedures for the selection and appointment of the Superintendent of Schools.~~

~~At any point during the selection and appointment process, the Superintendent may determine that additional applicants should be generated. In such situations, the selection and appointment process will begin again.~~

~~The Superintendent will inform the Board of Education of each administrative vacancy as it occurs and outline the procedure for filling the position. The Superintendent will make a recommendation for appointment to the Board of Education prior to the official Board meeting at which Board approval is sought. Announcements to news media will occur after Board of Education action is taken.~~

LEGAL REFS.: C.R.S. 22-32-109(f), 22-32-126

C.R.S. 22-61-101

C.R.S. 22-63-201

**End of File: GCC/GCD-3**



**Boulder Valley School District**  
**File: GCDA\***  
**Adopted:**  
**Revised: February 26, 1981**

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## **PROFESSIONAL STAFF CERTIFICATION RESPONSIBILITIES**

Peak to Peak wants flexibility to attract professional staff whose backgrounds and experience may not include teaching in the traditional classroom or a degree in education. Accordingly, Peak to Peak does not require teachers to hold certification by the Colorado State Department of Education. However, uncertified full-time teachers will be expected to apply for an Alternative Teaching Certificate (PLACE) within two years of beginning to teach at Peak to Peak. Peak to Peak may choose to waive requirements for PLACE certification for art, music, drama, and technology teachers, and other part-time teachers who have professional experience in their chosen fields. In that event, alternative training and development plans will be established by Peak to Peak for those teachers. All staff including teachers will comply with the background check provision of State law.

~~Professional staff employment in the Boulder Valley School District is conditional upon the employee's holding current certification by the Colorado State Department of Education at all times. It shall, therefore, be the employee's responsibility to meet all recertification and professional growth requirements set by statute and by State Department of Education regulations.~~

LEGAL REF.: C.R.S. 22-60-101 *et seq.* (Teacher Certification Act of 1975)

CROSS REFS.: GCBA-1, Professional Staff Salary Schedules, Teachers  
GCL, Professional Staff Development Opportunities

**End of File: GCDA\***



**Boulder Valley School District**  
**File: GCE**  
**Adopted: date of manual adoption**  
**Revised:**

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## **PART-TIME ~~SUBSTITUTE~~ PROFESSIONAL STAFF EMPLOYMENT**

*Part-time* teachers are defined as teachers who work during the entire academic year but fewer than **a full teaching load** ~~four hours per day~~. *Substitute teachers* are employed to fill temporary vacancies caused by the absence of regular teachers; they work more than four hours per day but fewer than 90 days per year. *Limited-term* teachers are employed in a regular classroom assignment and work at least four hours per day and more than 90 days per year, but for a limited term only.

~~Part time, substitute, and limited term teachers are not eligible for tenure. They are employed under special contracts (different from the type of contract the Board enters into with its regular teachers) as permitted by law.~~

**The Peak to Peak Executive Principal, Board of Directors, or designee shall evaluate teachers, who are employed on a part-time basis as defined above, in the same manner as regular teachers.**

~~Teachers who are employed on a part time, substitute, or limited term basis shall be evaluated by their building principals in the same manner as regular teachers.~~

Current practice codified 1978

~~LEGAL REF.: C.R.S. 22-63-101 through 118~~

~~AGREEMENT REF.: Teachers' agreement, Sections A, C, D~~

CROSS REF.: [GCA](#), Professional Staff Positions (and regulation)

**End of File: GCE**



**Boulder Valley School District**  
**File: GCEA**  
**Adopted: date of manual adoption**  
**Revised:**

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**Associated Regulation: [GCEA-R](#)**

### **ARRANGEMENTS FOR PROFESSIONAL STAFF SUBSTITUTES**

When professional staff members are absent due to illness, personal or professional reasons, they shall follow the procedure outlined in the current staff handbook.

Substitutes are expected to assume full teaching responsibilities rather than provide mere supervision for students; therefore, they shall be given as much support as possible by building administrators and regular teachers.

Teachers are at all times to maintain a folder for use by a substitute teacher if necessary. The folder will be maintained in the front office. The items it will include are listed in the current staff handbook.

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~~The Superintendent or his designee shall have the authority to employ as many substitute teachers as may be necessary to take the place of teachers who are temporarily absent.~~

~~Substitutes hired by the Boulder Valley School District must be fully qualified professionals who hold valid Colorado teaching certificates. Except in emergencies, substitutes will be assigned to teach only in areas of endorsement or qualifications according to North Central regulations. They shall not be under a regular written contract with the District.~~

~~Substitutes are expected to assume full teaching responsibilities rather than provide mere supervision for students; therefore, they shall be given as much support as possible by building administrators and regular teachers.~~

Current practice codified 1978

LEGAL REF.: C.R.S. 22-63-102 *et seq.*

AGREEMENT REF.: Teachers' agreement, Sections C, D

**End of File: GCEA**



**Boulder Valley School District**  
**File: GCF**  
**Adopted: prior to 1969**  
**Revised: date of manual adoption, May 28, 1992**

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## **PROFESSIONAL STAFF ORIENTATION**

Orientation shall be considered an important part of a new teacher's first year at Peak to Peak. The orientation program shall be designed to assist new teachers in becoming acquainted with the Peak to Peak community as well as any other briefings deemed necessary by the Peak to Peak Board or the Administration Team.

Each teacher new to Peak to Peak shall attend the orientation prior to the regular professional development days scheduled for all teachers at the start of the school year.

~~Orientation shall be considered an important part of a new teacher's first year in the system. The orientation program shall be designed to assist new teachers in becoming acquainted with — and adjusted to — the community, the School District, and the individual school; it shall include adequate briefings regarding policies of the Board, regulations of the administration, and the District's instructional program.~~

~~Each teacher new to the District shall attend the preschool session for new teachers. In addition, workshops will be conducted for his or her grade level and teaching area, as well as instruction in first aid in accordance with District policy and regulations.~~

~~All teachers shall attend the preschool session conducted for all District employees.~~

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~~AGREEMENT REF.: Teachers' agreement, Section C~~

**End of File: GCF**



**Boulder Valley School District**  
**File: GCG**  
**Adopted: date of manual adoption**  
**Revised:**

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Peak to Peak waives as not applicable this BVSD policy GCG. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. Peak to Peak will hire employees under “at-will” employment terms or terms otherwise determined by the Board of Directors, which will be fully disclosed in any offers of employment.

#### **~~PROFESSIONAL STAFF PROBATION AND TENURE~~**

~~Certificated personnel shall serve probationary periods and be granted tenure in accordance with the provisions of state law. All statutory requirements regarding probationary status, automatic reemployment, nonrenewal of contract, tenure, and cessation of tenure shall be observed, as well as provisions of pertinent sections of the negotiated agreement.~~

~~The Board expects thorough and competent evaluations of all certificated personnel throughout their employment in the District, but especially during their probationary years and before they become candidates for tenure.~~

Current practice codified 1978

LEGAL REF.: C.R.S. 22-63-101 through -118 (Teacher Employment, Dismissal and Tenure Act)

~~AGREEMENT REFS.: Teachers' agreement, Section D  
Principals' agreement~~

CROSS REFS.: [AFC-1](#), Evaluation of Professional Staff, Teachers  
[AFC-2](#), Evaluation of Professional Staff, Administrators

**End of File: GCG**





~~Boulder Valley School District~~

~~File: GCI~~

~~Adopted: prior to 1969 (teachers); February 10, 1977  
(administrators)~~

~~Revised on the basis of practice: date of manual adoption-~~

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Peak to Peak waives as not applicable this BVSD policy GCI. This BVSD policy has to do with assignments and transfers among the various buildings in BVSD. This is not relevant to Peak to Peak.

## ~~PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS~~

### ~~Assignments and Transfers, Teachers~~

~~Specific employee placement, including building assignments, shall be the responsibility of the Director of Personnel; they shall be made as soon as practicable after the initial appointment.~~

~~In making such assignments, the Director of Personnel shall ensure that the best interests of the District are served, and that no employee is discriminated against on the basis of sex, race, creed, color, marital status, age, handicap, national origin, or membership or nonmembership in any group or organization.~~

~~At no time shall a professional staff member be assigned to a position for which he does not qualify by virtue of academic preparation or certification.~~

~~Assignments may be changed whenever the best interests of the educational program will be served by such a change. Requests for transfers may be initiated by the teacher or by the building principal. Whenever a request for transfer is made, it is ethical and advisable for all parties concerned to discuss the merits of the request in an effort to arrive at a common understanding. However, the person wishing to be transferred to another building may make his request directly to the Director of Personnel.~~

~~When a request for transfer is made by a principal, the principal shall inform the teacher concerned before submitting the request to the Director of Personnel. He shall give the teacher specific reasons for the request, and shall send a written report of the conference to the executive director in charge of his grade level. The appropriate executive director shall refer the request, with his recommendation, to the Director of Personnel.~~

~~When a request for transfer is made by a teacher, length of satisfactory service in the Boulder Valley School District shall be recognized as an important factor relating to the request.~~

~~Nothing in this policy shall preclude the prerogative of the Superintendent to transfer professional personnel in this District when the Superintendent feels such transfer is in the~~

~~best interests of the School District. Such transfers need have no approval from any other professional staff member.~~

### **Transfers of Administrators**

~~Administrators may request transfers. They may apply for positions declared vacant, and shall be required to follow the procedures established for filling such vacancies.~~

~~When it serves the best interests of the District, the Superintendent of Schools may approve requests for transfer or initiate transfer or reassignment, notwithstanding established procedures for filling vacancies. Such transfers and reassignments shall not be restricted to lateral transfers, but may be made at any level of responsibility, provided that the Superintendent of Schools has discussed the matter in advance with the individuals involved and with the Board of Education.~~

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~~LEGAL REFS.: C.R.S. 22-32-126~~

~~C.R.S. 22-63-114~~

~~AGREEMENT REFS.: Teachers' agreement, Sections C, D~~

~~Principals' agreement~~

**End of File: GCI**



**Boulder Valley School District**

**File: GCJ**

**Adopted:**

**Revised:**

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Peak to Peak waives as not applicable this BVSD policy GCJ. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. Peak to Peak has waived the Boulder Valley School District Master Agreement with the Boulder Valley Education Association, which is referenced in this policy.

**PROFESSIONAL STAFF TIME SCHEDULES**

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~~AGREEMENT REFS.: Teachers' agreement, Section C  
Principals' agreement~~

~~End of File: GCJ~~



**PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES**

**Staff Growth and Development**

The **Peak to Peak Board of Directors** recognizes the importance of maintaining, developing, and extending the skills of professional staff members. Opportunities shall be provided systematically to ensure staff growth and development, which will be reflected in increased personal and professional competence.

Provisions shall be made for growth producing experiences through:

1. Planned in-service programs, courses, seminars, and workshops ~~offered within the school system.~~
2. Visits to other classrooms and schools and attendance at conferences, workshops, and other professional meetings ~~.~~
3. **Continuing education in relevant subject areas** ~~Leaves of absence for advanced training.~~

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In addition, released time may be granted for conferences and visitations — and expenses may be reimbursed — provided such activities are approved in advance by the **Peak to Peak** principal and the **Board** ~~appropriate director~~ and are within budget allocations for the purpose.

**Leadership Education Program**

~~Within the constraints of available resources, the Board of Education endorses the concept of a leadership education program which will permit capable and qualified District teachers and administrators to further prepare themselves for candidacy for District leadership positions. The program shall provide training experiences designed to increase the participants' knowledge of and sensitivity to prevailing District philosophy, policy, and practice.~~

~~Whenever District needs permit, internships shall be an integral component of the leadership education program. Internship positions shall be posted in accordance with established District policy and procedures regarding administrative internships and filling of vacancies.~~

~~District leadership positions, however, will be awarded to the best qualified person from among all who apply, including those from within the school system and those from outside.~~

LEGAL REF.: C.R.S. 22-32-110(1)(k)

~~AGREEMENT REFS.: Teachers' agreement, Sections E, F  
Principals' agreement~~

CROSS REFS.: [CJ](#), Administrative Intern Program (Leadership Education Program)  
[DLC](#), Expense Reimbursements  
[GCBA-1](#), Professional Staff Salary Schedules, Teachers  
[GCDA\\*](#), Professional Staff Certification Responsibilities

~~NOTE: The professional growth plan and the compensation and functions of the various professional growth committees are filed under GCDA\*, Professional Staff Certification Responsibilities, and the accompanying regulation. Sabbatical leaves are covered under GCBD-1 and GCBD-2, Professional Staff Leaves and Absences, Teachers and Professional Staff Leaves and Absences, Administrators.~~

End of File: GCL



**Boulder Valley School District**  
**File: GCN-1 (Also AFC-1)**  
**Adopted: date of manual adoption**  
**Revised:**

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**Associated Regulation: [GCN-1-R \(Also AFC-1-R\)](#)**

## **EVALUATION OF PROFESSIONAL STAFF TEACHERS**

Since excellent teaching is central to the mission of the school, Peak to Peak places great importance on the effectiveness of its teachers.

The school employs a teacher evaluation process that includes both formal and informal observation of teaching by the administration and/or the Board or its designees, solicitation of feedback on teaching effectiveness from students and parents, administration and Board observations on the teacher's contributions to school operations and welfare, and self-critique by the teacher. Teachers are reviewed at regular intervals as deemed appropriate by the administration and the Board.

In compliance with State law, teacher evaluations are confidential, and all Board discussion related to specific teacher evaluations or concerns are conducted in executive session, consistent with the provisions of Colorado's Open Meetings Law. Information about the evaluation process is included in the Staff Handbook.

~~The Board recognizes that a thorough, regular appraisal of teaching performance is critical to the realization of District goals. The primary goal of teacher evaluation shall be the growth of individual staff members as well as the strengthening of the school staff as a whole.~~

~~Formal evaluations shall be made by the building principal or by other administrative personnel authorized to do so.~~

~~Formal evaluations of *probationary teachers* shall be made at least twice a year. Formal evaluations of *tenure teachers* shall be conducted at least once every three years; however, performance appraisal is an ongoing duty of all principals and supervisors and shall not be limited to a specific time or place. Guidelines set forth in negotiated agreements shall be minimum requirements only.~~

~~The following general guidelines shall be observed:~~

- ~~1. The Board expects principals and supervisors to exert every effort to encourage staff members to develop their teaching performance to an optimum degree.~~
- ~~2. The Board expects principals and supervisors to devote a substantial amount of time and effort to the appraisal process.~~
- ~~3. Performance appraisal shall be continuous; it shall not be limited to times and procedures set for formal evaluations.~~

~~4. Evaluations shall be conducted in a fair and friendly manner. Principals shall make every effort to understand the needs of the teacher and shall provide all possible help when improvement is needed.~~

~~5. When a teacher's performance is unacceptable, the principal or supervisor shall:~~

- ~~a. Specifically identify areas needing improvement.~~
- ~~b. Offer specific suggestions for improvement.~~
- ~~c. Give the teacher adequate time to show improvement.~~

~~6. All formal evaluations shall be written and dated. The staff member being evaluated shall have the opportunity to review the evaluation with the evaluator, and both shall sign and date the appraisal statement. The Superintendent shall establish channels for the appeal of unfavorable appraisals.~~

~~7. If, in spite of good faith efforts by the principal or supervisor, a teacher's performance remains unsatisfactory, the teacher shall be given appropriate notice that nonrenewal or dismissal is likely; all procedures shall be followed, and all deadlines met, in accordance with the state statutes, applicable portions of negotiated agreements, and the policies of the Board.~~

Current practice codified 1978

LEGAL REF.: C.R.S. 22-63-101 *et seq.*

AGREEMENT REF.: Teachers' agreement, Section D

CROSS REFS.: [GBM](#), Staff Complaints and Grievances  
[GCG](#), Professional Staff Probation and Tenure  
[GCPD](#), Suspension and Dismissal of Teachers (And Contract Nonrenewal)

**End of File: GCN-1 (Also AFC-1)**



**Boulder Valley School District**  
**File: GCN-2 (Also AFC-2)**  
**Adopted: date of manual adoption**  
**Revised:**

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## **EVALUATION OF PROFESSIONAL STAFF ADMINISTRATORS**

Administrative staff evaluations will include both formal and informal observations of the staff member's work by the principal and by the Peak to Peak Board of Directors or its designees, solicitation of feedback on the effectiveness of the work performed from students and parents, and Board observations of the staff member. All administrative staff members shall be reviewed at regular intervals as deemed appropriate by the administration and the Board.

In compliance with State law, staff member evaluations will be kept confidential, and all Board discussions related to specific staff member evaluations or concerns will be conducted in closed sessions, consistent with the provisions of Colorado's Open Meetings Law.

The Superintendent shall institute and maintain a comprehensive program for the evaluation of administrative team members. Evaluations shall be conducted at least once a year, according to the following guidelines:

1. Evaluation criteria for each position shall be in written form and shall be made available to the administrator.
2. Evaluations shall be made by the person to whom the administrator is immediately responsible.
3. Results of the evaluation shall be put in writing and shall be discussed with the administrator by the person who makes the evaluation.
4. The administrator being evaluated shall have the right to attach a memorandum to the written evaluation, and the right to appeal through established procedures.
5. Results of the evaluations shall be kept in confidential personnel records maintained in the central office.

In accordance with Colorado statutes, information gathered and written evaluative documents used in retention, promotion, or termination of a leadership team member shall be accessible to the person concerned or his representative.

In cases of possible demotion or termination of contract, records shall be kept of formal evaluations and evaluative conferences conducted in the seven to 12 month period preceding the effective date of the demotion or termination.



Current practice codified 1978

~~LEGAL REF.: C.R.S. 24-72-204~~

CROSS REFS.: [GBL](#), Personnel Records

[GBM](#), Staff Complaints and Grievances

[GCPD](#), Suspension and Dismissal of Teachers (And Contract Nonrenewal)

**End of File: GCN-2 (Also AFC-2)**

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**Boulder Valley School District**  
**File: GCP**  
**Adopted: date of manual adoption**  
**Revised:**

## **SUSPENSION AND DISMISSAL OF TEACHERS**

Peak to Peak shall hire teachers on an at-will basis. The Peak to Peak Board of Directors shall have the authority, at its discretion, to place on administrative leave, suspend, or dismiss a teacher from regular teaching duties due to conduct or performance issues. Such leave, suspension, or dismissal shall be with or without pay at the determination of the Peak to Peak Board considering the circumstances of the leave, suspension, or dismissal. Provided, however, that no administrative leave, suspension, or dismissal shall be for constitutionally impermissible reasons.



~~Boulder Valley School District~~  
~~File: GCPA~~  
~~Adopted:~~  
~~Revised:~~

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Peak to Peak waives as not applicable this BVSD policy GCPA. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. Peak to Peak will hire employees under “at-will” employment terms or terms otherwise determined by the Board of Directors, which will be fully disclosed in any offers of employment.

~~**REDUCTION IN PROFESSIONAL STAFF WORK FORCE**~~

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~~LEGAL REF.: C.R.S. 22-63-112(3)~~

~~AGREEMENT REF.: Teachers' agreement, Section D~~

~~**End of File: GCPA**~~



**Boulder Valley School District**  
**File: GCPB**  
**Adopted: prior to 1969**  
**Revised on the basis of statute: date of manual adoption**

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Peak to Peak waives as not applicable this BVSD policy GCPB. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. Peak to Peak will hire employees under “at-will” employment terms or terms otherwise determined by the Board of Directors, which will be fully disclosed in any offers of employment.

## **RESIGNATION OF PROFESSIONAL STAFF MEMBERS**

### **Cancellation of Contract**

~~In accordance with state statutes, a teacher may cancel a contract prior to the beginning of an academic year by giving written notice on or before July 15, during any academic year by giving at least 30 days' written notice, or at any time by mutual agreement with the Board of Education.~~

~~A teacher who fails to honor a contract, except in accordance with the statutes, shall be held responsible for the ordinary and necessary expenses incurred in securing a replacement, to a maximum of one twelfth of his annual salary. In addition, the teacher's certificate may be suspended.~~

### **Reemployment After Resignation**

~~An employee who resigns from the Boulder Valley School District and later applies for a new appointment may count previous Boulder Valley experience at the rate of local credit; with the limitation that, for each year of absence from Boulder, the person loses one year of local credit.~~

~~LEGAL REF.: C.R.S. 22-63-107(3)~~

~~AGREEMENT REF.: Teachers' agreement, Section D~~

**End of File: GCPB**



**Boulder Valley School District**  
**File: GCPD**  
**Adopted: date of manual adoption**  
**Revised: June 27, 1991**

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**Associated Exhibit: [GCPD-1-E](#)**

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Peak to Peak waives as not applicable this BVSD policy GCPD. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. In this case Peak to Peak's suspension and dismissal policy is contained in policy GCP (P2P).

## **SUSPENSION AND DISMISSAL OF TEACHERS** **(And Contract Nonrenewal)**

### **Suspension From Duty**

The Superintendent shall have the authority at his or her discretion, to place on administrative leave or to suspend a teacher from regular teaching duties. Such leave or suspension shall be with pay. The Superintendent shall report all such leaves or suspensions to the Board at its next meeting.

### **Nonrenewal of Contract (Probationary Teachers)**

Full time probationary teachers who are currently employed by the Board shall be reemployed for the succeeding academic year at the appropriate salary unless the Board does not renew the contract of such teacher pursuant to law.

### **Dismissal**

The Board shall follow the procedures established by law for the dismissal of certificated teachers.

If an employee is dismissed as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by credible evidence, the Superintendent is delegated the responsibility for immediately notifying the Colorado Department of Education and for providing any information requested by the department concerning the circumstances of the dismissal.

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LEGAL REFS.: C.R.S. 22-32-109.7 and 110(h)  
C.R.S. 22-63-101 through 403

AGREEMENT REF.: Teachers' agreement, Section D

**End of File: GCPD**



**Boulder Valley School District**  
**File: GCQAB**  
**Adopted: date of manual adoption**  
**Revised:**

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### TUTORING FOR PAY

To assure all students reasonable assistance without charge from their own teachers and to avoid placing a teacher in a position where he or she may have a conflict of interest, teachers shall not be permitted to receive money for tutoring any student they have in class or upon whose evaluation or assignment they will be called upon to pass.

Further, no tutoring for which a teacher receives a fee will be carried on in the school building unless a procedure is developed to ensure that the teacher carrying out the tutoring is covered by appropriate insurance. The Board of Directors may create policies that provide that the individual teacher performing the tutoring pay for his or her share of the insurance coverage.

Current practice codified 1978

**End of File: GCQAB**

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## Professional Research and Publishing Policy

File: GCQB

### Copyright on Publication and Dissemination of School Materials

It is the policy of Peak to Peak School that it retain a nonexclusive right to use educational materials that are developed by Peak to Peak employees in the context of their jobs. The developer of intellectual property materials shall retain the rights to the materials outside the Boulder Valley School District (BSVD). Boulder Valley School District shall have a continuing right of non-exclusive use within BSVD of any curriculum materials developed by Peak to Peak.

Educational materials are defined as written, audiovisual, or manipulative materials used by administrators, teachers, or students.

The objectives of this policy are:

1. Encourage employees to make educational materials available for public use within and outside the District.
2. Protect the District's primary role of educating students.
3. Protect the potential benefits to Peak to Peak and its employees through the publication of new educational materials.

However, nothing included herein alters the status of materials developed under federally funded programs, which are, by federal law, public property.

It is not the purpose of this policy to discourage writing for professional journals on the employee's own time. The intent is to clearly delineate between the development of educational materials and later writing about that development.

End of File: GCQB



**Boulder Valley School District**

**File: GDA**

**Adopted: date of manual adoption**

**Revised:**

## **SUPPORT STAFF**

Support staff personnel are those employees whose work is not primarily instructional. This classification applies to non-administrative personnel in the areas of maintenance, operations, transportation, and food services, as well as secretarial, clerical, paraprofessional personnel, and other categories as established by the Board.

Peak to Peak will hire support staff employees under “at-will” employment terms or terms otherwise determined by the Board, which will be fully disclosed in any offers of employment. The Board on an individual basis will set initial salaries and benefits and the Board will conduct salary and benefits meetings annually with individual employees who are offered further employment.

Deleted: negotiations

End File: GDA





**Boulder Valley School District**  
**File: GDB/GDBA**  
**Adopted: date of manual adoption**  
**Revised:**

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**SUPPORT STAFF CONTRACTS AND COMPENSATION  
PLANS/SALARY SCHEDULES**

**~~Salary Schedule/Classification~~**

The Peak to Peak Board of Directors shall negotiate individual employment agreements for the various classifications on noncertificated staff, including office personnel, custodians and maintenance personnel, food service personnel, aides, and other categories as established by the Board.

Salaries shall take into account the qualifications required for the job, the responsibilities of the position, and relevant experience.

~~The Board shall establish salary schedules for the various classifications of noncertificated staff, including office personnel, custodians and maintenance personnel, food service personnel, aides, and other categories as established by the Board.~~

~~Placement on such schedules shall take into account the qualifications required for the job, the responsibilities of the position, and the number of years the employee has been in service in the District, as well as other relevant factors that help determine such placement.~~

~~Newly employed persons shall be placed on the first step of the classification to which the position has been assigned, unless advanced placement is approved. Annual increments shall be conditional upon the employee's satisfactory performance in the position.~~

~~The anniversary date (for salary changes only) shall be January 1 for all classified personnel.~~

**~~Probationary/Regular Employment~~**

~~Upon satisfactory completion of their probationary term, full time classified employees shall be engaged for regular employment.~~

Current practice codified 1978

LEGAL REF.: C.R.S. 22-32-109(1)(f)

AGREEMENT REFS.: Office personnel agreement, Sections A, C, E  
Paraprofessionals' agreement, Section F  
Service personnel agreement, Preamble, Articles I, II, III, XIV, XVI, Appendix

**End of File: GDB/GDBA**



**Boulder Valley School District**  
**File: GDBB**  
**Adopted: date of manual adoption**  
**Revised: May 28, 1992**

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**SUPPORT STAFF SUPPLEMENTARY PAY PLANS**  
**(Overtime Pay)**

Peak to Peak School will comply with all provisions of the Fair Labor Standards Act.

All overtime must be pre-approved by the Executive Principal and Director of Operations. This does not apply to health, safety, or security issues.

This policy applies to all non-exempt employees. If you are unclear whether you fall within the exempt or non-exempt category, please contact Peak to Peak's Director of Operations.

~~Overtime shall be paid at the rate of time and one half to classified employees for work over and above the standard 40 hour workweek. Alternatively, in lieu of overtime compensation and in a manner consistent with that negotiated by each employee group, classified employees working in excess of 40 hours in a workweek may receive compensatory time off at a rate of one and one half hours for each hour of employment for which overtime compensation is due.~~

~~All hours worked shall be accurately recorded in the manner required by the employee's supervisor.~~

~~All overtime work shall have the prior approval of the employee's principal and/or other immediate supervisor.~~

Current practice codified 1978

LEGAL REF.: 29 U.S.C. 207

~~AGREEMENT REFS.: Office personnel agreement, Section E  
Service personnel agreement, Article VII  
Paraprofessionals' agreement, Section F~~

CROSS REF.: [GDJ](#), Support Staff Time Schedules

**End of File: GDBB**



## Support Staff **Additional Fringe Benefits**

In addition to the employee's regular salary and the various types of leave provisions approved by the Board, **Peak to Peak School** ~~the School District~~ provides **additional fringe benefits** for its various groups of **support staff**. ~~classified employees.~~

Deleted: .

~~Specific provisions for fringe benefits shall be in accordance with negotiated agreements with the several employee units.~~

### PERA

All regular employees in the School District participate in the Public Employees' Retirement Association of Colorado under the provisions set by Colorado statutes.

### WORKERS' COMPENSATION

As required by law, **Peak to Peak** ~~the School District~~ carries workers' compensation insurance. Should an employee be injured as a result of an injury arising out of and in the course of his or her employment as a **school District** employee, benefits will be provided as specified in the workers' compensation law.

### TAX DEFERRED SAVINGS PLANS

If offered by the District, employees may participate in PERA's Voluntary Investment Plan (401k), the District's tax sheltered annuity plan (403b) and/or the deferred compensation plan (457) through payroll deduction following established District procedures. No other tax deferred investment savings plans shall be available through the District. The employee is solely responsible for their investment elections and for compliance with Internal Revenue Code rules and regulations. **Peak to Peak accepts no responsibility for a program other than as an employer accommodating an employee's request for payroll deduction. Participating employees and investment companies agree to hold Peak to Peak harmless for the performance of any tax deferred savings programs.**

### LEGAL REFS.:

C.R.S. 22-32-110(1)(j)  
C.R.S. 24-51-101 et seq.  
C.R.S. Title 8, Articles 40-47

~~AGREEMENT REFS.:~~

~~— Office personnel agreement, Section E~~  
~~— Paraprofessionals' agreement, Section F~~  
~~— Service personnel agreement, Articles X, XV~~

CROSS REFS.:

DLC, Expense Reimbursements  
GDA-R, Support Staff Positions  
GDPC, Retirement of Support Staff Members

NOTES: PERA also offers a voluntary plan for decreasing term life insurance for any active non-retired member of PERA. The administration of this program, however, is handled by PERA, not by the School District.

GCBC-R [GCBD-R], relating to procedures for obtaining workers' compensation in case of injury on the job, also applies to classified employees.

ADOPTED: prior to 1969

REVISED date of manual adoption June 25, 1992; August 12, 2003

**End of File: GDBC**



**Boulder Valley School District**  
**File: GDBD**  
**Adopted:**  
**Revised: August 13, 1987**

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## **SUPPORT STAFF LEAVES AND ABSENCES**

The **Peak to Peak** Board provides a plan for leaves and absences designed to help members of the **support** ~~classified~~ staff maintain their physical health, take care of family and other personal emergencies, improve professionally, and discharge important and necessary civic and military obligations.

Such leaves and absences shall be granted in accordance with the law; **and** applicable **Board** District policies. ~~, and with the terms of Board/staff negotiated agreements as shall be in force from time to time.~~

In general, ~~the Board shall grant~~ two basic types of leaves **may be granted**:

*Short-term leaves*, including sick leave, personal leave, injury leave, leave for the fulfillment of civic duties (such as jury duty), short-term military leave, and short-term administrative leave for approved professional meetings or activities.

*Long-term leaves*, including leave of absence for improvement of health; leave of absence for governmental service; extended leaves for personal reasons; military leave for active service; leaves of absence for research and training.

Short-term leaves may be granted by the **administrator** ~~Superintendent~~ or designee. Long-term leaves of absence shall require Board approval.

~~The specific terms and procedures for each type of leave shall be in accordance with those set forth in the current agreements between the Board and recognized employee units.~~

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**End of File: GDBD**



**Boulder Valley School District**  
**File: GDBE**  
**Adopted prior to 1969**  
**Revised: date of manual adoption, June 25, 1992**

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**SUPPORT STAFF ~~PERSONAL DAYS VACATIONS AND HOLIDAYS~~**

~~Personal Days~~ Vacations and holidays for ~~support staff~~ classified employees shall be in accordance with ~~employment agreements~~ and shall comply with all applicable laws. The school calendar, as adopted by the Peak to Peak Board, establishes the school recess periods and holidays for staff members employed on a school-year basis. ~~the procedures and other provisions contained within the negotiated agreements with the several employee units.~~

LEGAL REF.: C.R.S. 22-1-112

~~AGREEMENT REFS.: Office personnel agreement, Section E  
Service personnel agreement, Articles VIII, IX~~

CROSS REF.: [IC/ICA](#), School Year/School Calendar

**End of File: GDBE**



**Boulder Valley School District**  
**File: GDC/GDD**  
**Adopted: prior to 1969**  
**Revised on the basis of practice: date of manual adoption**

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## SUPPORT STAFF RECRUITING/HIRING

### Recruitment

~~Peak to Peak~~ The Boulder Valley School District is committed to securing the services of the best support staff personnel available. Only qualified individuals who meet state statutory requirements and satisfy locally established standards will be considered.

Deleted:

~~The Boulder Valley School District seeks minority applicants. The District is committed to a support staff enhanced by the contribution of representatives of different races, creeds, sexes, and ethnic backgrounds.~~

~~All support staff personnel shall be recruited by the District's professional staff under the immediate direction of the Director of Personnel.~~

### Posting of Vacancies

~~Notice of support staff vacancies, accompanied by a brief job description, shall be posted by the Personnel Division in all buildings throughout the School District. When appropriate, other recruitment sources may also be advised of the vacancy.~~

~~Any qualified employee may apply according to District procedures.~~

~~Applicants will be prescreened by the Personnel Department, and candidates will be referred to the line administrator where the vacancy exists. The line administrator shall forward a recommendation to the Director of Personnel or his designee for final approval.~~

~~Other factors being equal, the order of preference for appointment will be:~~

- ~~1. An employee assigned to the department/building in which the vacancy occurs.~~
- ~~2. Other employees within the school system.~~
- ~~3. Applicants outside the school system.~~

### Selection

It is the policy of ~~Peak to Peak~~ the Boulder Valley School District to select employees fully on the basis of character, qualifications, and critical job requirements. Employees will be selected in a manner ~~that~~ ~~which~~ does not discriminate against them on the basis of race, color, sex, creed, age, handicap, marital status, or national origin.

### Appointment

The actual appointment of support staff personnel is made by the Board of **Directors Education** upon the recommendation of the **Superintendent of Schools principal or hiring administrator**.

All support staff personnel employed by the District shall be required to furnish to the Personnel Division all prescribed documents, and are required to meet all District requirements prior to actively assuming an assignment.

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LEGAL REF.: C.R.S. 22-32-109(1)(f)

~~AGREEMENT REFS.: Office personnel agreement, Section C  
Service personnel agreement, Article XIII  
Paraprofessionals' agreement, Section D~~

CROSS REF.: [GBA](#), Equal Opportunity Employment (And Affirmative Action)

~~NOTE: See *Operation of Physical Plant*, Section A, for detailed procedures regarding the employment of custodial staff members. It is on file in the office of Maintenance, Operations, and Safety.~~

**End of File: GDC/GDD**





**Boulder Valley School District**  
**File: GDG**  
**Adopted prior to 1969**  
**Revised: date of manual adoption**

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Peak to Peak waives as not applicable this BVSD policy GDG. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. Peak to Peak will hire employees under “at-will” employment terms or terms otherwise determined by the Board of Directors, which will be fully disclosed in any offers of employment.

### **SUPPORT STAFF PROBATION**

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~~All new support staff members shall be hired for a probationary period as specified in the appropriate negotiated agreement. This shall be an appraisal period, the satisfactory completion of which shall be the basis of continued employment.~~

~~The performance of the probationary employee shall be formally evaluated before the end of the probationary period, and at least annually thereafter.~~

~~If at any time during the probationary period the employee fails, in the judgment of his supervisor, to demonstrate sufficient ability to do the work assigned or otherwise appears unsuited for the position, the supervisor shall recommend termination through normal administrative channels.~~

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~~AGREEMENT REFS.: Office personnel agreement, Sections C, E  
Service personnel agreement, Articles XIII, XVI, Appendix A  
Paraprofessionals' agreement, Section D~~

CROSS REF.: [AFD](#), Evaluation of Support Staff

**End of File: GDG**



**Boulder Valley School District**  
**File: GDH**  
**Adopted:**  
**Revised:**

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Peak to Peak waives as not applicable this BVSD policy GDH. Peak to Peak has waived the Office Professionals Negotiated Agreement, the Service Employees Negotiated Agreement, and the Para-Educators Association Negotiated Agreement that are referenced in this policy.

#### **~~SUPPORT STAFF SENIORITY~~**

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~~AGREEMENT REFS.: Office personnel agreement, Section C  
Service personnel agreement, Article XIII  
Paraprofessionals' agreement, Section D~~

~~CROSS REF.: [GDPA](#), Reduction in Support Staff Work Force~~

**End of File: GDH**



**Boulder Valley School District**  
**File: GDI**  
**Adopted prior to 1969**  
**Revised: date of manual adoption, June 25, 1992**

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Peak to Peak waives as not applicable this BVSD policy GDI. This BVSD policy has to do with reassignments and transfers among the various buildings in BVSD. This is not relevant to Peak to Peak.

Peak to Peak has waived the Office Professionals Negotiated Agreement, the Service Employees Negotiated Agreement, and the Para-Educators Association Negotiated Agreement that are referenced in this policy.

#### **SUPPORT STAFF REASSIGNMENTS AND TRANSFERS**

~~The relocation of classified employees may become necessary to meet the needs of the School District and for other good reasons including the desire of an employee to serve elsewhere in the system. Changes in assignments may, therefore, be initiated by the employee or by the administration.~~

~~It shall be the objective of the administration to effect transfers and reassignments in full cooperation with all concerned, when possible. Specific procedures and considerations governing transfers and reassignments shall be in accordance with negotiated agreements with the several employee units. The Board delegates to the Superintendent of Schools or designee the authority to establish equitable procedures for the transfer or reassignment of those classified employees not subject to a negotiated agreement.~~

~~AGREEMENT REFS.: Office personnel agreement, Section C  
Service personnel agreement, Article XIII  
Paraprofessionals' agreement, Section D~~

**End of File: GDI**



**Boulder Valley School District**  
**File: GDJ**  
**Adopted prior to 1969**  
**Revised: date of manual adoption**

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Peak to Peak waives as not applicable this BVSD policy GDJ. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters.

Peak to Peak has waived the Office Professionals Negotiated Agreement and the Service Employees Negotiated Agreement that are referenced in this policy.

### **SUPPORT STAFF TIME SCHEDULES**

The basic workday, week, and year for full-time regular employees shall be as follows:

Basic Workday -eight hours  
Basic workweek -40 hours  
Basic work year -261 days

Regular ten month and 11 month employees shall work the same basic workday and week, but their basic work year shall be 200 days and 220 days, respectively.

Except when otherwise directed, the appropriate Assistant Superintendent or director may determine the normal daily work schedules of the employees in his division, after considering the educational and operational needs of the District.

While the basic workweek of most classified employees will be 40 hours, there will be some positions and circumstances which may require a longer workweek.

AGREEMENT REFS.: Office personnel agreement, Sections C, E  
Service personnel agreement, Article VII

CROSS REF.: [GDBB](#), Support Staff Supplementary Pay Plans (Overtime Pay)

NOTE: See *Operation of Physical Plant*, Section D, for detailed procedures regarding timekeeping for custodians. It is on file in the office of Maintenance, Operations, and Safety.

End of File: GDJ



**Boulder Valley School District**  
**File: GDL**  
**Adopted: date of manual adoption**  
**Revised:**

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## SUPPORT STAFF DEVELOPMENT OPPORTUNITIES

~~Classified employees~~ **Support staff** is an integral part of ~~the District's~~ **Peak to Peak's** total staff. Their training and development are essential to the efficient and economical operation of the schools.

Deleted:

Therefore, all ~~classified employees~~ **support staff** shall be encouraged to grow in job skills and to take additional training that will improve their skills on the job. It shall be the responsibility of ~~leadership personnel~~ **supervisors** to assist to the maximum degree in the training of custodians, clerks, and other classified employees assigned to their buildings.

Absences to attend meetings, conventions, conferences, or workshops of local, state, or national associations which serve to advance the welfare of the ~~District school through the upgrading and strengthening of the classified service~~ may be granted by the ~~Superintendent of Schools~~ **Executive Principal**, or designee, without loss of pay to the employee.

Current practice codified 1978

LEGAL REF.: C.R.S. 22-32-110(1)(k)

AGREEMENT REFS.: ~~Office personnel agreement, Sections C, E~~  
~~Service personnel agreement, Article XII~~

CROSS REF.: [GDF](#), Support Staff Orientation (And Inservice Training)

**End of File: GDL**



**Boulder Valley School District**  
**File: CDN (Also AFD)**  
**Adopted: date of manual adoption**  
**Revised:**

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## EVALUATION OF SUPPORT STAFF

Support staff evaluations will include both formal and informal observations of the staff member's work by the principal and by the Peak to Peak Board of Directors or its designees, solicitation of feedback on the effectiveness of the work performed from students and parents, Board observations on the staff member's contributions to school operations and welfare, and self-critique by the staff member. All support staff members shall be reviewed at regular intervals as deemed appropriate by the administration and the Board.

In compliance with State law, staff member evaluations will be kept confidential, and all Board discussions related to specific staff member evaluations or concerns will be conducted in closed sessions, consistent with the provisions of Colorado's Open Meetings Law.

~~In evaluating the performance of support staff, the same general guidelines set by the Board for professional personnel shall pertain:~~

- ~~1. The Board expects supervisory staff members to exert every effort to encourage staff members to develop their job performance to an optimum degree.~~
- ~~2. The Board expects supervisory staff members to devote a substantial amount of time and effort to the evaluation process.~~
- ~~3. Performance appraisal shall be continuous; it shall not be limited to times and places set for formal evaluations. Guidelines set forth in negotiated agreements shall be considered *minimum* requirements only.~~
- ~~4. Evaluations shall be conducted in a fair and friendly manner. Supervisory staff shall make every effort to understand the needs of the employee, and provide all possible help when improvement is needed.~~
- ~~5. When an employee's performance is unacceptable, the supervisor shall:
  - a. Specifically identify areas needing improvement.
  - b. Offer specific suggestions for improvement.
  - c. Give the employee adequate time to show improvement.~~
- ~~6. All formal evaluations shall be made in writing, and the regular documentation of conferences, conversations, and observations shall be encouraged. The staff member being evaluated shall have the opportunity to review the evaluation with the evaluator, and both shall sign the evaluation statement. The Superintendent shall establish channels for the appeal of unfavorable evaluations.~~

~~7. If, in spite of good faith efforts by the supervisor, an employee's performance remains unsatisfactory, the employee will be given appropriate notice that dismissal is likely. All legal or contractual procedures for dismissal shall be observed.~~

Current practice codified 1978

~~AGREEMENT REFS.: Office personnel agreement, Section C, Addendum  
-Service personnel agreement, Article XIII  
-Paraprofessionals' agreement, Section D~~

CROSS REFS.: [GBL](#), Personnel Records  
[GBM](#), Staff Complaints and Grievances  
[GDG](#), Support Staff Probation  
[GDPD](#), Suspension and Dismissal of Support Staff Members

**End of File: GDN (Also AFD)**



**Boulder Valley School District**  
~~File: GDO~~  
~~Adopted: prior to 1969~~  
~~Revised on the basis of practice: date of manual adoption~~

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Peak to Peak waives as not applicable this BVSD policy GDO. This BVSD policy has to do with promotions to higher classifications in the various support staff positions in BVSD. This is not relevant to Peak to Peak.

Peak to Peak has waived the Office Professionals Negotiated Agreement and the Service Employees Negotiated Agreement that are referenced in this policy.

### **SUPPORT STAFF PROMOTIONS**

~~When support staff vacancies are to be filled, preference shall be given to qualified applicants from within the school system if the qualifications (proven and potential ability, training, experience, and personality) of such personnel are equal to those of other applicants.~~

~~District support staff positions will be filled, however, on the basis of the best qualified person from among all who apply, including those from within the school system and those from outside.~~

~~An employee promoted to a higher classification shall receive two performance reviews over a four month period in the new position. The employee shall discuss the review with the supervisor and shall receive a copy of each. At the completion of the appraisal period, the employee will receive verification of continued employment, appointment, or reinstatement in the former classification.~~

~~AGREEMENT REFS.: Office personnel agreement, Section C  
Service personnel agreement, Article XIII~~

~~CROSS REFS.: [AFD](#), Evaluation of Support Staff  
[GBA](#), Equal Opportunity Employment (And Affirmative Action)~~

~~NOTE: *Operation of Physical Plant*, Section A, has some procedures pertaining to promotions of *custodial* staff members. It is on file in the office of Maintenance, Operations, and Safety.~~

**End of File: GDO**





~~Boulder Valley School District~~  
~~File: GDPA~~  
~~Adopted:~~  
~~Revised:~~

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Peak to Peak waives as not applicable this BVSD policy GDG. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. Peak to Peak will hire employees under “at-will” employment terms or terms otherwise determined by the Board of Directors, which will be fully disclosed in any offers of employment.

Peak to Peak has waived the Office Professionals Negotiated Agreement, the Service Employees Negotiated Agreement, and the Para-Educators Association Negotiated Agreement that are referenced in this policy.

### ~~REDUCTION IN SUPPORT STAFF WORK FORCE~~

~~AGREEMENT REFS.: Office personnel agreement, Section C  
Service personnel agreement, Article XIII  
Paraprofessionals' agreement, Section D~~

~~End of File: GDPA~~



~~Boulder Valley School District~~  
~~File: GDPB~~  
~~Adopted prior to 1969~~  
~~Revised: date of manual adoption~~

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Peak to Peak waives as not applicable this BVSD policy GDPB. Pursuant to C.R.S. 22-30.5-104(7a) a charter school shall be responsible for its own personnel matters. Peak to Peak will hire employees under “at-will” employment terms or terms otherwise determined by the Board of Directors, which will be fully disclosed in any offers of employment.

Peak to Peak has waived the Office Professionals Negotiated Agreement that is referenced in this policy.

## **~~RESIGNATION OF SUPPORT STAFF MEMBERS~~**

~~In the case of voluntary resignation, regular employees will be required to give two weeks' written notice to the administration. Failure to comply with this requirement may result in forfeiture of termination benefits.~~

~~AGREEMENT REF.: Office personnel agreement, Section C~~

~~End of File: GDPB~~



**Boulder Valley School District**  
**File: GDPD**  
**Adopted:**  
**Revised: February 23, 1989**

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## **SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS**

Peak to Peak shall hire support staff members on an at-will basis. The Peak to Peak Board of Directors shall have the authority, at its discretion, to place on administrative leave, suspend, or dismiss a support staff member from regular duties. Such leave, suspension, or dismissal shall be with or without pay at the determination of the Peak to Peak Board considering the circumstances of the leave, suspension, or dismissal. Provided, however, that no administrative leave, suspension, or dismissal shall be for constitutionally impermissible reasons.

~~Specific dismissal procedures shall be established with each employee group.~~

~~Two weeks' written notice shall be given regular employees who are dismissed as a result of retrenchment or abolition of position due to lack of work or funds or for reasons beyond the employee's control. Temporary employees may be dismissed without advance notice.~~

~~When an employee demonstrates inability to do the work assigned, the department supervisor or principal will advise the employee in writing according to established District procedures, and shall offer concrete suggestions for correction and improvement. If, after a reasonable length of time, it becomes evident that the employee cannot satisfactorily fill the position, the employee shall be dismissed.~~

~~An employee dismissed for just cause may be dismissed without advance notice but will be given written notification setting forth the reasons for dismissal. "Just cause" includes, but is not limited to:~~

- ~~1. Absence without notification;~~
- ~~2. Excessive absence or tardiness;~~
- ~~3. Abuse of illness leave privileges;~~
- ~~4. Discourteous, offensive, or abusive conduct or language toward other employees, students, or the public;~~
- ~~5. Unethical or obscene actions, gestures, or statements toward other employees, students, or any other person while on District property, during working hours, or at any time or place to the extent the conduct may adversely affect the operations of the District or the employee's fitness to perform his or her duties;~~
- ~~6. Dishonesty;~~
- ~~7. Possessing, using, transmitting, addiction to, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage,~~

~~chemical, controlled substance, or intoxicant of any kind not prescribed by a physician, while on duty or while on District property at any time as an employee;~~

~~8. Falsifying any information supplied to the School District, including, but not limited to, information supplied on application forms, employment records, or any other School District records;~~

~~9. Incompetency or inefficiency in the performance of duties, including, but not limited to, failure to follow or carry out instructions or failure to perform a job assignment in a satisfactory manner;~~

~~10. Insubordination, including, but not limited to, refusal to properly perform assigned work;~~

~~11. Failure to possess a valid driver's license, or being denied coverage as a driver of District vehicles by the general liability insurance carrier insuring the District, when it is a requirement of the position;~~

~~12. Failure to follow District policies, safety regulations, procedures, or practices or failure to report conditions or situations which could be injurious to personnel or equipment;~~

~~13. Medical disability resulting in unfitness for continued duty;~~

~~14. Provoking, instigating, or participating in a fight or scuffle on District property or while on duty;~~

~~15. Temporary or permanent removal, use of, or possession of District property without proper authorization; and~~

~~16. Conduct by an employee at any time or in any place which may adversely affect the health, safety, or welfare of students or personnel, the operation of the District, or the employee's fitness to perform his or her duties.~~

~~An employee so dismissed may, if he or she desires, pursue the matter through the line of authority outlined in the appropriate grievance procedure. Should the decision be made in the employee's favor, he or she will not suffer any loss in pay or other fringe benefits as a result of the time and grievance hearing.~~

~~LEGAL REFS.: C.R.S. 22-32-110(1)(h)  
C.R.S. 22-32-126(3)~~

**End of File: GDPD**



**Boulder Valley School District**  
**File: GDQA**  
**Adopted prior to 1969**  
**Revised:**

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### **NONSCHOOL EMPLOYMENT OF SUPPORT STAFF MEMBERS**

**Peak to Peak** employees shall not engage in any outside activities to the extent that they interfere in any way with their regular duties with the school District.

Deleted:

**End of File: GDQA**



**Boulder Valley School District**

**File: H**

**Adopted:**

**Revised:**

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## NEGOTIATIONS

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

**End of File: H**

**Deleted:** AGREEMENT REFS.:  
Teachers' agreement, Sections A, B  
Office personnel agreement, Sections A, B  
Service personnel agreement, Preamble, Articles I through IV ¶  
NOTE: Many specific sections of the various agreements, such as those pertaining to grievance procedures, fringe benefits, leaves and absences, etc., have been coded according to topic and referred to under the appropriate headings throughout this manual for easy reference. ¶  
All agreements between the Board and recognized employee units are considered appendices to this policy manual and carry the full force of Board policy for the duration of the agreements. ¶



**Boulder Valley School District**  
**File: HA**  
**Adopted: October 27, 1977**  
**Revised:**

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**NEGOTIATIONS GOALS**  
**(Principles Guiding Negotiating Procedures)**

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

CROSS REF.: [HG](#), Method of Determining Staff Negotiating Organizations

**End of File: HA**

**Deleted: Preamble ¶**

All policies, plans, and regulations as well as the work of every employee of the School District, are directed toward the main goal of the system — the education of the individual child. ¶

The purpose of the Board of Education is to provide education of the highest character for the residents of the District in which the Board operates, taking into account the needs and desires of the people of the District and their ability and willingness to support such a program of education. ¶

The Board's legal authority issues directly from the state constitution as it is expressed through the state legislature and through the votes of the qualified electors within the boundaries of the School District. ¶

The Superintendent of Schools acts as the chief executive officer and he is responsible to the Board for the total operation of the School District. He has the responsibility of carrying out all policies established by the Board. ¶ All School District personnel have the ultimate responsibility of providing the best possible education to the individual in the classroom. ¶

**Principles to be Followed in Professional Negotiating Procedures ¶**

1. Attainment of the objectives of the educational program conducted in the schools of the District requires mutual understanding, cooperation, and good faith among the Board of Education, the Superintendent of Schools and his administrative staff, the professional personnel, the service personnel, and other citizens of the community. To this end, free and open exchange of views is desirable, proper, and necessary. ¶

2. It is recognized that the success of the educational program conducted in the public schools of the District depends upon the willing services of well-qualified personnel who are reasonably well satisfied with the conditions under which their services are rendered. It is further recognized that personnel have the right to join, or to refrain from joining, any organization for their professional or economic improvement, and for the advancement of public education, but that membership in any organization shall not be required as a condition of employment in the schools of the District. ¶

3. While members of the administrative staff, including but not limited to the Assistant Superintendents, executive directors, directors, managers, foremen, principals, and assistant principals, may organize or join in professional associations, such employees are not eligible for inclusion in a negotiating unit recognized by the Board of Education pursuant to this policy. Matters pertaining to salaries, terms and conditions of employment, and processing of alleged grievances will be determined by the Board of Education as policy after an opportunity for consultation with the administrative staff. ¶

AGREEMENT REFS.: Teachers' agreement, Sections A, B .

Paraprofessionals' agreement, Se... [11]



**Boulder Valley School District**  
**File: HC**  
**Adopted prior to 1969**  
**Revised:**

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**SCOPE OF NEGOTIATIONS**

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

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**End of File: HC**

**Deleted:** Following the granting of recognition to an organization to represent an employee unit, the Board of Education, through its designated representatives, will meet with the representatives of the organization to negotiate and reach agreements on matters pertaining to salaries, terms and conditions of employment, and processing of alleged grievances. ¶  
It shall be the duty of both parties to negotiate in good faith and in timely fashion. .  
¶  
AGREEMENT REFS.: Teachers' agreement, Section B .  
Office personnel agreement, Section B .  
Service personnel agreement, Articles II, III





**Boulder Valley School District**  
**File: HD**  
**Adopted: date of manual adoption**  
**Revised:**

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## SCHOOL BOARD NEGOTIATING POWERS AND DUTIES

The Board, as the duly constituted representative of the people and as the agent of the state, is legally responsible for the conduct of public education in the School District, and the authority to make final decisions as provided by law may not be delegated or abdicated.

The School Board has by contract delegated Peak to Peak's Board or designees the responsibility for the conduct of public education at Peak to Peak Charter Schools.

Peak to Peak Board's rights include, but are not limited to, all matters relating to the management of the schools and their administration; the employment and direction of staff; and the determination of the school's program of instruction.

Deleted: The Board's

Deleted: District

Current practice codified 1978

LEGAL REFS.: C.R.S. 22-32-109  
C.R.S. 22-32-110

~~AGREEMENT REFS.: Teachers' agreement, Section A  
Office personnel agreement, Section A  
Service personnel agreement, Preamble, Article II~~

CROSS REF.: [BBA](#), School Board Powers and Duties

**End of File: HD**



**Boulder Valley School District**  
**File: HE**  
**Adopted: prior to 1969**  
**Revised: February 10, 1977**

## BOARD NEGOTIATING AGENTS

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

**End of File: HE**

**Deleted:** Prior to the time set for entering into the process of negotiations, the Board and the negotiating unit shall each appoint a negotiating team which shall conduct negotiations. ¶  
The negotiating team for the Board may be selected from the administrative staff of the school system and shall be responsible to the Board of Education and the Superintendent. Either party may, if it so desires, use the services of outside consultants and may call upon proper representatives to participate in negotiations. ¶  
The duties of the Board's chief negotiator shall be as follows: ¶  
1. The chief negotiator shall report to the Board of Education and shall work in consultation with the Superintendent of Schools. ¶  
2. As chairman of the Board's negotiations team, he shall assume leadership responsibility in developing positions, representing the Board in the negotiation process, and in preparing agreements with employees. ¶  
3. Detailed duties: . . .  
¶  
a. Solicits parameters and guidelines from the Board as basis for the modification of agreements with negotiating units. ¶  
¶  
b. Discusses with administrators requirements of the District and long-range objectives that need to influence the development of District proposals and positions. ¶  
¶  
c. Initiates and schedules meetings with negotiating units for exchange of proposals and counterproposals. ¶  
¶  
d. Serves as chairman of the Board team in negotiations meetings. ¶  
¶  
e. Prepares and modifies, as needed, counterproposals and positions and discusses with Board members and administrators as their time permits. ¶  
¶  
f. Advises Superintendent and Board of Education on financial implications of various proposals. ¶  
¶  
g. Assembles comparative data from other districts as requested concerning issues in negotiations. ¶  
¶  
h. Prepares media releases and/or discusses negotiations status as needed with news media. ¶  
¶  
i. Develops data and position statements as needed for a mediator or fact-finder. ¶  
¶  
j. Discusses contents and implications of agreements with administrators as requested. ¶  
¶  
k. Participates in the handling of grievances as requested. ¶  
AGREEMENT REFS.: Teachers' agreement, Section B . . .  
Office personnel agreement, Section B . . .  
Service personnel agreement, Article III ¶  
CROSS REF.: [HG](#), Method of Determining Staff Negotiating . . . [12]



**Boulder Valley School District**  
**File: HG**  
**Adopted: October 27, 1977**  
**Revised: April 28, 1994**

## METHOD OF DETERMINING STAFF NEGOTIATING ORGANIZATIONS

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

CROSS REFS.: HA, Negotiations Goals (Principles Guiding Negotiating Procedures)  
HE, Board Negotiating Agents (pertains to negotiating teams or outside consultants representing the negotiating parties)

**End of File: HG**

### **Deleted: Recognition of an Organization by the Board of Education ¶**

1. **Election Request** - Upon receipt of a petition so requesting and signed by at least 30 percent of the employees of the District who are eligible for inclusion in a negotiating unit as set forth in this policy, the Superintendent of Schools will call an election to permit such employees to determine which organization, if any, should be recognized by the Board of Education as the negotiating unit representative in (1) matters pertaining to salaries, (2) terms and conditions of employment, and (3) processing of alleged grievances. ¶

2. **The Unit** - A "unit" as referred to in this policy shall mean an employee group organized in one of the following classifications: ¶

a. Central office and building administrators, supervisors and coordinators, and generally all personnel holding supervisory power over other employees and/or who evaluate the performance of other employees, except Assistant Superintendents and directors; ¶

b. Certificated teachers, librarians, counselors, reading specialists, psychologists, speech and language specialists, and social workers who are employed in such capacity on at least a half-time contract; ¶

c. Regularly employed service personnel who hold no supervisory responsibility over others; ¶

d. Regularly employed secretarial and clerical personnel except the secretary to the Superintendent; and ¶

e. Paraprofessionals including instructional aides, clerical aides, special education aides, and lunchroom supervisors and other paraprofessionals not covered by other bargaining groups. ¶

3. **Petition Procedures** - Petition forms shall be prepared by the Superintendent and be made available to members of the petitioning body upon written request to the Superintendent. ¶

A copy of this policy shall be attached to all petition forms. Petition forms shall indicate that those who sign are certifying that (1) they have read this policy; (2) that they request the Superintendent to call a representative election pursuant to provisions set forth in this policy; and (3) that to the best of their knowledge, they are employees of the District who are eligible for inclusion in the negotiating unit. ¶

4. **Notice of the Call for an Election** - Within ten days during the regular school year following the receipt by the Superintendent of petitions bearing the valid and certified signatures of at least 30 percent of the employees of the District who are eligible for inclusion in the negotiating unit, the Superintendent shall cause notice to be posted for a period of ten days in each school, and the central offices of the District. Such notice shall include the following [13]



**Boulder Valley School District**  
**File: HH**  
**Adopted:**  
**Revised:**

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**PRIVILEGES OF STAFF NEGOTIATING ORGANIZATIONS**

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

**End of File: HH**

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Deleted: AGREEMENT REF.:  
Teachers' agreement, Section F ¶



**Boulder Valley School District**  
**File: HJ**  
**Adopted prior to 1969**  
**Revised: date of manual adoption**

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## NEGOTIATIONS MEETINGS PROCEDURES

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

**End of File: HJ**

**Deleted:** Following the granting of recognition to an organization to represent an employee unit, the Board of Education, through its designated representatives, will meet with the representatives of the organization to negotiate and reach agreement on matters pertaining to salaries, terms and conditions of employment, and processing of alleged grievances. ¶

**Time and Place of Negotiations ¶**  
Negotiations meetings shall be scheduled at times which will interfere least with school schedules and the educational program. They will be conducted at times and places mutually agreeable to the negotiators named by each party. ¶

**Initiating Negotiations ¶**  
The request for negotiations between the representative organization and the Board shall be submitted in writing and shall include all proposals to be negotiated. Within ten days following the receipt of request for negotiations, both the Board and the organization shall make written acknowledgment of such request. ¶

**Conducting Negotiations ¶**  
During negotiations, the representatives of the Board and the organizations will present relevant data, exchange points of view, and make proposals and counterproposals. Upon the request of either party, the other will make available for inspection its records and data pertinent to the subject of negotiation. ¶

Formal negotiations meetings between the parties shall be conducted in open or closed sessions, as agreed upon between the parties. During negotiations, unilateral communications by the Board to organization members or by the organization to the Board or its individual members on matters concerning or pertaining to current negotiation are prohibited. This does not preclude the Superintendent or other administrators from communicating with District employees — or vice versa — on matters relating to the normal conduct of District affairs. ¶

The procedures set forth in this policy do not preclude additional negotiations whenever the Board and the organization agree that such negotiations are necessary. .

¶  
AGREEMENT REFS.: Teachers' agreement, Section B .  
Office personnel agreement, Section B .  
Service personnel agreement, Article IV .  
Paraprofessionals' agreement, Section B ¶



**Boulder Valley School District**  
**File: HL/HM**  
**Adopted: March 24, 1969**  
**Revised:**

**PRELIMINARY DISPOSITION/ANNOUNCEMENT OF FINAL NEGOTIATED AGREEMENT**

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

End of File: HL/HM

**Deleted:** Tentative agreements reached as a result of negotiations shall be reduced to writing and presented to the organization for ratification. The organization shall have 30 days (exclusive of June 5 to September 5) from the date that the tentative agreement has been presented in which to file a written reply. Absence of a written reply within this allowed time shall constitute ratification. ¶

Following such ratification, the agreements shall be presented to the Board for its tentative ratification. Final ratification by the Board shall be withheld pending public hearings on the proposed budget for the ensuing calendar fiscal year, the adoption of a budget by the Board, and certification by the County Commissioners. ¶

The Board of Education shall submit to the appropriate appropriating or tax levying body a request for a tax levy to raise such funds as shall be sufficient to fund the proposed operating budget and shall make every effort to secure its approval. It is expressly understood, however, that submission of the budget to referendum is the sole prerogative of the Board. If less than the requested amount is appropriated or will be produced by the certified tax levy, the representatives of the Board and the organization shall renegotiate within the framework of the amount of funds so appropriated or to be produced by the certified tax levy. Following the adoption of such budget and after the negotiated agreements are adopted by the Board, said agreements shall be entered as an addendum to the policies of the District. ¶

In the adoption of this policy, the Board hereby declares that nothing contained herein is intended to be construed as to delegate or limit the powers, duties, discretions, and responsibilities of a board of education as prescribed by the constitution and laws of the State of Colorado. If any provision of this policy — or any application of this policy — shall be found contrary to law, such provision or application shall have effect only to the extent permitted by law. ¶

Nothing contained herein shall be construed to deny or restrict to any employee rights he may have under the laws and constitutions of the State of Colorado and the United States. . . .

¶

AGREEMENT REFS.: Teachers' agreement, Section B . . .  
 Office personnel agreement, Section B . . .  
 Service personnel agreement, Article IV . . .  
 Paraprofessionals' agreement, Section B ¶



**Boulder Valley School District**  
**File: HN**  
**Adopted prior to 1969**  
**Revised on the basis of practice: date of manual adoption**

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### IMPASSE PROCEDURES

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

**End of File: HN**

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**Deleted:** When it becomes apparent that the parties are unable to reach a satisfactory agreement, they may declare that an impasse exists, and the following procedure shall be followed for mediation: ¶

1. The issues in dispute shall be submitted to a mediator for the purpose of inducing the Board and the organization to make a voluntary agreement. ¶
  2. The selection of a mediator shall be made by written request of the American Arbitration Association or, as appropriate, of the Federal Mediation and Conciliation Service. If the FMCS is to be used, a request to them for assistance shall be made by each party or as required by the FMCS. ¶
  3. If the AAA is to be used, the request should ask for the names of seven qualified mediators, to be submitted to the Board and the organization. From among these, a mediator shall be selected by agreement between the Board and the organization. If there is no agreement, the Board and the organization shall alternately strike names from the list until one name remains. If this person declines to mediate the dispute, the last two names to be stricken from the list shall be sent to the AAA with the request to select the mediator from these two. ¶
  4. The format, dates, and times of meetings will be arranged by the mediator, and such meetings will be conducted in closed sessions. ¶
  5. The mediator shall meet with representatives of the Board and the organization, either separately or together. ¶
  6. If mediation fails in whole or in part, the mediator shall report the issues that remain in dispute to the respective parties. ¶
  7. The cost for services of the mediator, including per diem expenses, if any, and necessary and actual travel expenses, shall be shared equally between the Board and the organization. ¶
- AGREEMENT REFS.: Teachers' agreement, Section B .  
Office personnel agreement, Section B .  
Service personnel agreement, Article IV  
Paraprofessionals' agreement, Section B ¶
- NOTE: The agreement between the Board and the BVEA also contains a *fact-finding* procedure in the event mediation fails to bring about agreement on all issues. See teachers' agreement, B-6.3.1 *et seq.* ¶



**Boulder Valley School District**  
**File: HO**  
**Adopted:**  
**Revised:**

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**STAFF JOB ACTIONS**

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

**Deleted:** AGREEMENT REFS.:  
Teachers' agreement, Section A .  
Office personnel agreement, Section A .  
Service personnel agreement, Article II .  
Paraprofessionals' agreement, Section A ¶

**End of File: HO**





**Boulder Valley School District**  
**File: HP**  
**Adopted:**  
**Revised:**

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**NEGOTIATED AMENDMENTS AND RENEGOTIATIONS PROCEDURES**

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher or administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

**End of File: HP**

**Deleted:** AGREEMENT REFS.:  
Teachers' agreement, Section A .  
Office personnel agreement, Section A .  
Service personnel agreement, Articles II,  
XVII .  
Paraprofessionals' agreement, Sections A,  
H



**Boulder Valley School District**  
**File: IC/ICA**  
**Revised and Adopted: September 21, 1987**  
**Revised: February 13, 2001**

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## SCHOOL YEAR/SCHOOL CALENDAR/NATIONAL HOLIDAYS

The Boulder Valley School District conducts a regular day school program for students from kindergarten through 12th grade, with an academic year in accord with state statute.

Peak to Peak's Board of Directors is responsible for approving Peak to Peak's school year calendar.

**Deleted:** Prior to November 1, the Board shall adopt multi-year calendars for subsequent years. If the Board does not adopt the proposed calendar(s) prior to November 1, it shall set a specific date for such adoption or any revised calendar adoptions. At its discretion, the Board may adopt a calendar for a one-year period. The calendar will be developed by the administration in cooperation with District staff and parent representatives.¶

The following have been designated as national holidays under state law:

1. Thanksgiving Day;
2. Christmas Day;
3. New Year's Day;
4. Dr. Martin Luther King Jr. Day;
5. Washington-Lincoln Day (Presidents Day)
6. Memorial Day;
7. Independence Day;
8. Labor Day; and
9. Veterans Day.

Whether all national holidays shall also be vacation days shall be determined by the Peak to Peak Board of Directors as part of the calendar adoption process. Schools are encouraged to teach about the civic and historical significance of national holidays in accordance with applicable Board policies.

LEGAL REFS.: C.R.S. 22-1-112

C.R.S. 22-32-109(1)(n)

C.R.S. 22-33-102(1)

C.R.S. 22-33-104(1)

C.R.S. 24-11-101 *et seq.*

**End of File: IC/ICA**



**Boulder Valley School District**  
**File: ID**  
**Adopted: February 23, 1978**  
**Revised:**

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## SCHOOL DAY

**Deleted:** The Board of Education

Peak to Peak's Board of Directors, shall establish the length of the school day.

Early arrival at school is discouraged, except when there are unusual circumstances in which case special arrangements for the proper supervision of the child must be made in advance with the principal.

**End of File: ID**



**Boulder Valley School District**  
**File: IE**  
**Adopted: August 12, 1977**  
**Revised:**

**ORGANIZATION OF INSTRUCTION**

Peak to Peak Charter Schools operates a college preparatory instructional program for kindergarten through 12th grade and may operate an early childhood education program.

The Elementary School has a program for kindergarten through 5th grade; Middle School, grades 6 through 8; and senior High School, grades 9 through 12.

Peak to Peak students are guaranteed enrollment for each succeeding year unless the student accepts enrollment in another school. Once enrolled, Peak to Peak students do not need to re-enter the open enrollment lottery even if their grade level changes through promotion, acceleration, or retention, even as they move to successive program levels.

LEGAL REFS.: C.R.S. 22-32-109(1)(v)  
 C.R.S. 22-32-119

**End of File: IE**

- Deleted: The Boulder Valley School District
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- Deleted: Boulder High School, Broomfield High School, and Fairview High School feeder areas are organized on a K-6, 7-9, and 10-12 basis. ¶  
 The Centaurus High School attendance area is organized in a K-4-4-4 pattern, with the elementary enrolling kindergarten through 4th grade; middle school, 5th through 8th grade; and senior high, 9th through 12th grade. ¶  
 The Nederland area is organized in a K-6-6 pattern, with elementary enrolling K-6, and the Junior-Senior High School, 7th through 12th grade. ¶  
 The area Vocational School operates for secondary students 16 years of age and over, including adults.



**Boulder Valley School District**  
**File: IF**  
**Adopted: March 31, 1985**  
**Revised: November 18, 1993**

**Associated Regulation:** [IF-R](#)  
**Associated Exhibits:** [IF-E1](#), [IF-E2](#), [IF-E3](#), [IF-E4](#), [IF-E5](#)

### CURRICULUM RESEARCH, DEVELOPMENT, AND TRIAL STATUS

The Board of Education is responsible for approving all courses of study in the Boulder Valley Schools. Proposed changes, modifications, additions, and deletions are considered by the Board upon recommendation of the Superintendent of Schools. The development of curriculum and the implementation of change are intricate processes, and require the close cooperation of staff in the Curriculum Division and other people concerned. Generally speaking, impetus for change may come from a group of staff members, students, members of the Board, parents, or other patrons of the District.

Peak to Peak’s Board of Directors is responsible for approving Peak to Peak’s curriculum and standards. By April 1<sup>st</sup> of each year, Peak to Peak will provide to the School District information about its instructional program.

The Board of Education of the Boulder Valley School District recognizes the important role of research in keeping curriculum appropriate, significant, and effective for students. The Board of Education, therefore, encourages the continuing search at the classroom, building, District, state, national, and international levels for new and improved ways to be responsive to different learning needs and aspirations of students; to changes in society's needs or directions; and to different and changing educational expectations of the community. To that end, it is the policy of the Boulder Valley School District to encourage and support the research of new instructional ideas and the development of curricula that have promise for improving teaching and learning. Further, the Boulder Valley School District provides opportunities for implementing courses and strategies on trial bases when approval is requested prior to implementation.

#### New Courses

Peak to Peak teachers are encouraged within the constraints of the curriculum and budget to develop new courses that fall within the mission of the school. A department that wishes to develop a new course proposal is to work closely with the Curriculum Committee and Administration. Peak to Peak’s Board of Directors is responsible for the approval of all new courses.

LEGAL REF.: C.R.S. 22-32-109(1)(t)

CROSS REFS.: IF subcodes (all relate to curriculum development)

I<sub>1</sub>AA and subcodes (all relate to instructional materials)

I<sub>1</sub>NB, Teaching About Controversial Issues

I<sub>1</sub>KL, Public Complaints About the Curriculum or Instructional Materials or Strategies

**Deleted: Changes in a Curriculum Strand and/or New Courses for District-Wide Implementation** (Immediate Implementation through Board Approval) ¶  
 Major program changes in curriculum strand and/or new courses proposed for District-wide implementation must be approved by the Board of Education prior to activation in the schools of the District. The process for securing this approval requires the identification of need, proposed goals and objectives, student outcomes, development plans, evaluative criteria, resource and training needs, and the prior review and endorsement of other appropriate groups as determined by the Executive Director of Curriculum. Forms *Curriculum Strand/Course Change Proposal* and *Syllabus for Curriculum Strand/Course Changes* (forms E-1 and E-2), available in the Division of Curriculum and at the schools, provide directions for this process and must be used in the request for approval. ¶  
**Changes in a Curriculum Strand and/or**

**Deleted: on a Trial Status**

**Deleted:** Any new strand of curriculum or course developed as a result of research and appropriate procedure may be implemented on a limited or trial basis. The purpose of the trial implementation is to determine if the new strand of curriculum or course is appropriate for District-wide adoption. Forms *Trial Status Proposal and Syllabus for Trial Status* (forms E-3 and E-4), available in the Division of Curriculum and at the schools, provide directions for application for trial status and must be used in the request for approval prior to activation in the school. After the evaluation of the trial period, a recommendation may be made to the Board of Education for approval District-wide. ¶  
 Because the students enrolled in our schools have a wide diversity of interests and talents, and because of the sensitivity to community values and standards required in a public school system, and because it is easy in one's enthusiasm to move past established guidelines, the professional staff is advised that ¶  
 1. the Board expects the professional staff to follow published guidelines concerning curriculum development; ¶  
 2. the Board encourages development of curricular and extracurricular offerings that are responsive to the needs and interests of all students; ¶  
 3. the Board reaffirms its policies relating to materials selection and teaching of controversial issues in the schools; and ¶  
 4. the Board recognizes and supports use of the classroom teacher's responsible judgment in selecting appropriate materials for use from among the array of such materials available. ¶  
 Portions adopted prior to 1969 ¶

**Deleted: AGREEMENT REF.:** Teachers' agreement, Section E ¶

**End of File: IF**



**Boulder Valley School District**  
**File: IFB**  
**Adopted: February 23, 1978**  
**Revised: February 28, 1985**

Associated Exhibits: [IFB-E1](#), [IFB-E2](#)

**PILOT PROJECTS**

The overall effectiveness of any organization depends upon its ability to 1) assess the current operational practices in relation to predetermined objectives and expected outcomes, 2) make wise decisions concerning possible modification of these practices or institution of new ideas, and 3) encourage staff members to be informed about and responsive to changing conditions in the field and changing needs in the community. It is the policy of the Peak to Peak Board of Directors to encourage, support, and pilot experimental projects and alternative educational processes that have promise for improving teaching and learning and widening options that fall within the mission of the school.

Peak to Peak teachers are encouraged within the constraints of the curriculum and budget to develop new standards and courses. A department that wishes to develop a new course proposal is to work closely with the Curriculum Committee and Administration. Peak to Peak's Board of Directors is responsible for the approval of all new standards and courses.

**End of File: IFB**

**Deleted:** Boulder Valley School District

**Deleted:** ¶  
 An experimental project is defined as a modification of program, process, or service planned on a limited scale and implemented to determine the degree to which the modification would be applicable for future large scale District adoption. These projects shall be approved for one, two, or three years and must be evaluated at the end of the pilot time. Board of Education approval is required to move any experimental project to regular status or to extend the pilot time. Minor or small scale modifications of present programs are not considered in this category. ¶  
 An alternative program is here defined as an educational process that is unique and distinctive from the regular program, appropriate for a broad cross-section of students, and one which is optional for the students enrolled. An alternative program may differ from the regular program or other alternative programs in instructional methodology, organization of content, time, and evaluation, and in priorities among educational goals. Proposals for development of alternatives include an evaluation design that provides for comparative analysis between the alternative and other programs, an evaluation budget, assurance of access for a representative group of students, and the rationale, goals, and projected operational costs of the alternative. An alternative program will be evaluated in terms of achievement of District goals, its own goals and objectives, and comparative costs. ¶  
 The procedures to be followed for the development and approval of all pilot projects — experimental or alternative — are described in Administrative Guidelines in the Division of Instruction. ¶  
 Current practice codified 1978 ¶



Associated Regulation: [IGA-R](#)

### BASIC INSTRUCTIONAL PROGRAM

The educational program shall provide both formal studies to meet the general academic needs of all students and, to the extent possible, opportunities for individual children to develop specific talents and interests in more specialized fields.

An atmosphere shall prevail in which healthy growth is fostered, ability is recognized, and excellence encouraged, and in which a productive life is held before students as a model to emulate.

The various instructional programs shall be developed with the view towards maintaining balanced, integrated, and sequentially articulated curricula which will serve the educational needs of all school-aged children in Peak to Peak.

Deleted: the District

In all instances, the curriculum shall meet the educational requirements established by state statutes and the State Department of Education. Additions or modifications to the curriculum will not be considered by Peak to Peak's Board of Directors, unless they are congruent with Peak to Peak's goals.

Deleted: District

Deleted: the Board of Education

Peak to Peak's program requirements are designed to provide a liberal arts, college preparatory education.

Deleted: provide a minimum program of study upon which individual schools may build a more complete program which meets the unique needs of students in their particular communities.

Deleted: The

#### Elementary School

Peak to Peak's elementary program uses the nationally recognized Core Knowledge Sequence. In addition to reading, writing, spelling, math, and science, Peak to Peak elementary students participate in P.E., art, world language such as Spanish or French, music and library time.

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#### Middle School

Students entering middle school enroll in courses specifically designed to prepare students to take and succeed in Peak to Peak's advanced college preparatory high school courses. In addition, they enjoy a variety of courses such as P.E., music, theater, art, and technology. Students are also encouraged to participate in Peak to Peak's extracurricular sports program, as well as a variety of clubs, competitions, and an annual theater production.

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#### High School

Peak to Peak High School features Advanced Placement (AP) courses and additional programs such as CU Succeed Gold Program, with university courses taught during the

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school day by University of Colorado, Denver, adjunct professors on-staff at Peak to Peak. To recognize students who desire a challenging, well-rounded high school experience and indicate to highly selective colleges a student's commitment to excellence, Peak to Peak offers the "Peak Scholar Award." The high school also provides an assortment of courses in P.E., music, theater, art, journalism, and technology and will add to the course selection as the program continues to grow. Students are also encouraged to participate in Peak to Peak's extracurricular sports, theater performances, clubs, and competitions.

Specific course requirements shall be developed by Peak to Peak's administration, subject to Board approval. They shall be congruent with the Peak to Peak's educational goals and with the requirements of state law and the State Department of Education.

Current practice codified 1978

LEGAL REFS.: C.R.S. 22-1-104; 22-1-105

C.R.S. 22-1-108 through -111

C.R.S. 22-25-101 *et seq.*

CROSS REFS.: [IKE](#), Graduation Requirements

**End of File: IGA**

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**Deleted: Elementary Program ¶**

Primary emphasis in the elementary grades is placed on instruction in all basic skills: language arts, mathematics, science, and social studies.

Communication and computation competencies are particularly essential for all students. Creativity is encouraged early in many subject areas. Music, art, physical education, health, and safety are introduced at an early level. ¶

The content, scope, and sequence for courses, as well as time allotments and schedules, are described in administrative bulletins and regulations and in curriculum guides. ¶

**Middle School Program ¶**

The middle school in the Boulder Valley School District strives to personalize education for its students by achieving a balance between academic and personal/social development. High expectations will be set for students to develop skills and gain essential information to enable them to continue their education successfully. At the same time students will be given support as they face the developmental challenges of adolescence. To this end, the instruction will emphasize certain essentials of successful middle level education, including interdisciplinary team organization, flexible scheduling, advisory programs, exploratory opportunities, instructional strategies appropriate to the age level of students, common learning environments, co-curricular opportunities, transitional emphasis, and an instructional program which balances high academic expectations with the unique developmental needs of early adolescents. ¶

**Senior High School Program ¶**

The senior high school shall include a variety of courses in language arts, mathematics, science, social studies, foreign language, home economics, industrial arts, business education, health and physical education, vocational education, arts, and music. ¶

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**Boulder Valley School District**  
**File: IGAD**  
**Adopted: date of manual adoption**  
**Revised:**

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**OCCUPATIONAL EDUCATION**  
**(Career Education)**

Peak to Peak Charter School is responsible for providing a liberal arts, college preparatory curriculum. It does not provide occupational education.

LEGAL REF.: C.R.S. 23-60-301 through -305

CROSS REF.: [KAB\\*](#), Community School Program

**End of File: IGAD**

**Deleted:** The Boulder Valley Public School District is responsible for providing a total school curriculum that is related to the real life goals of students so they are motivated to choose from among many alternatives, the direction they will take after high school. The Board of Education through its educational philosophy (AD) and the adoption of the instructional goals (IA) provides educational opportunities that will enable every young person to develop to their full potential by: ¶

1. Assuring that instruction is relevant to real life concerns of students. ¶
2. Providing all with ample opportunities to explore the knowledge, skills, technical requirements, working conditions, and political and social environments and responsibilities of each of the career fields that are open to them. ¶
3. Providing guidance service adequate to ensure that every young person gains expert help in assessing his personal interests, aptitudes, and abilities, in making career choices, and in planning an appropriate educational program. ¶
4. Providing a K-12 curriculum based on career goals that will allow all students to prepare for the occupational fields of their choice by acquiring skills and knowledge that will enable them to (a) obtain entry-level employment in jobs not requiring advance training, and (b) continue education and training in post-high school institutions or in business and industry. ¶

Current practice codified 1978 ¶



## Health Education

ADOPTED: June 13, 1991  
REVISED: August 27, 1992, May 26, 1994, June 24, 2003  
ASSOCIATED EXHIBIT: IGAE-E

Peak to Peak's Board of Directors believes that the goal of health education is to promote physical, intellectual, emotional and social well being, not just to prevent disease. A healthy school is one where all students receive consistent messages reinforcing their personal worth, supporting individual and family differences, and emphasizing personal responsibility for health. Because many young people engage in a variety of health-risk behaviors that could potentially affect their academic achievement and lead to serious health consequences, an abstinence-based health education program is a necessary element of the academic curriculum. Not only is it important for our youth to know basic health facts, but it is of equal importance for them to achieve self-esteem, develop skills for evaluating basic values and beliefs related to health, and to make responsible decisions. It is through the acquisition of knowledge and the development of these skills that young people will become more fully equipped to attain a healthier life.

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The achievement of this goal is a shared responsibility among the family, the school, and the community. The role of the school should be to provide a knowledge base at all levels, promote self-awareness, provide decision-making skills, and nurture personal responsibility through the promotion of positive physical, intellectual, emotional and social health habits and attitudes. The health curriculum should provide a planned sequence of learning experiences that are developmentally appropriate and culturally sensitive.

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### REQUIREMENTS

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units, and materials shall apply to any health education instruction offered by Peak to Peak:

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1. The basic curriculum and materials to be used in Peak to Peak's health program shall be available for inspection during school hours upon request by any member of the public. Periodically, the Executive Principal shall direct the basic curriculum and materials used in the Peak to Peak's health education program be available for public inspection. Peak to Peak's Board of Directors shall schedule a public meeting to receive comments from the

public concerning the basic curriculum and materials used in the health education program.

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2. Parents/guardians of all students shall be notified in writing prior to the students' involvement in the human sexuality section of a health education course of instruction. The notice to parents/guardians informs the parents that they may exclude their child from a specific portion or portions of the instruction on the grounds that it is contrary to the religious beliefs and teachings or closely held personal beliefs of the student or the student's parent or guardian students for whom parents/guardians have submitted a signed exemption form shall be excluded from involvement in those portions of the health curriculum specified by the parents/guardians. All exclusion records shall be maintained in student files.

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3. Peak to Peak shall give parents/guardians so requesting an opportunity to review the materials to be used and participate in a conference with the instructor and principal in order to assist the parent/guardian in determining whether to request an exemption for the student from a specific portion of the planned instruction.

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4. Teachers assigned to teach health shall have appropriate preparation including specific health education training. The School District provides professional development opportunities and incentives for all elementary, middle and high school health teachers to maintain and upgrade their knowledge and skills, including required training on the human sexuality curriculum.

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5. Community-based speakers may be used to enhance the health education curriculum by presenting timely and appropriate information on topics being covered in the learning materials. Such speakers must be approved by Peak to Peak's Board of Directors. It shall be the responsibility of the health teacher to prepare the students for, and follow up on presentations by community-based speakers.

Deleted: the health education coordinator and will be listed in the health teachers' resource ¶ guid

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LEGAL REF.:

C.R.S. 22-25-106(4) and -110(2)

CROSS REFS.:

- IF subcodes (all relate to curriculum development)
- IGAG, Teaching About Drugs, Alcohol, and Tobacco
- IGAI, Human Sexuality
- IIAA, IIAB Learning Materials Selection and Adoption
- IKF, Graduation Requirements
- INI, Exemptions from Required Instruction

End of File: IGAE



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**Associated Regulation: [IGAI-R](#)**

## HUMAN SEXUALITY

### Human Sexuality

Peak to Peak's Board of Directors is concerned with the health and well-being of every young person in Peak to Peak and charges the professional staff to enable students to develop the desire, knowledge, skills, and attitudes to attain a high degree of physical and mental health. The achievement of this goal is shared with the family and community.

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Deleted: the Boulder Valley School District

The role of the school is to enable students to understand their own development in the context of human development in general. Especially important is developing an understanding and respect for their own bodies as they mature and to reflect upon their developing sexuality in terms of their own values and their valuing of others. To accomplish this goal, abstinence-based human sexuality shall be a part of the health education curriculum. Instruction in human sexuality shall include information dealing with growth and development of the human body, human sexuality, and reproduction. Instruction shall be provided for every student at least once during grades 5-8 and 10-12.

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### Purpose

The grade and course level objectives for the human sexuality curriculum specify knowledge and attitudes to be acquired regarding the biological and interpersonal aspects of sex and reproduction, including:

- knowledge of the reproductive system of the body
- respect for the human body and human life

### Conditions

1. The value system within which human sexuality may be effectively taught espouses the recognition of human dignity and the presence of different points of view based on religious and moral convictions and basic beliefs.
2. There will be recognition by the teacher that individual viewpoints concerning related topics may be morally related.

### Content

1. In grades 5-12, the human sexuality curriculum shall be consistent with the Board-approved program goals for health education.

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2. Any spontaneous questions asked during instruction in human sexuality may be answered specifically and briefly.

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3. Specific topics for the curriculum are approved by the Peak to Peak Board of Directors.

### Parental Approval System

In grades 5-12, no pupil will be excluded from instruction in this program without a signed and filed parental exclusion form. Those students not receiving instruction in this area should have an alternative learning experience from the health curriculum.

### Teacher Preparation

Only trained and approved staff shall teach the human sexuality curriculum.

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### Use of Resource Personnel

In those special or unique circumstances when resource personnel may be required for assistance in human sexuality instruction, approval must be obtained from Peak to Peak's Board of Directors before they make presentations in classrooms.

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### Instructional Materials

Because of the sensitive nature of the human sexuality curriculum, in addition to established policies and regulations concerning the approval of new materials, all audio-visual and supplementary classroom instructional materials related to human sexuality can be reviewed by a committee of teachers and administrators and will be approved by Peak to Peak's Board to determine if the materials are suitable for use.

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Deleted: This committee will be chaired by a certificated staff member appointed by the Superintendent or designee. ¶

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LEGAL REF.: C.R.S. 22-25-106(4) and -110(2)

CROSS REFS.: [IGAE](#), Health Education  
[IF](#) subcodes (all relate to curriculum development)

End of File: IGAI



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## **Programs for Gifted Students**

In Colorado, gifted and talented students are included in the legal definition of exceptional students (CRS 22-20-103; CRS 22-26-101-104, 1 CCR 301-8). Peak to Peak Charter School recognizes the obligation to provide instructional and support services to all exceptional students K-12. Gifted and talented students are defined as those whose demonstrated or potential abilities are so outstanding that it becomes essential to provide them with qualitatively different educational programming. In the BVSD and Peak to Peak, these students are identified using multiple criteria including research-based assessments.

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Research shows there is a need for programming that provides opportunities for acceleration and fast-paced learning, complexity of thinking, and in-depth learning. In keeping with the accepted educational principles for serving gifted and talented students, Peak to Peak incorporates instructional philosophies that include differentiation, compacting, cluster-grouping, and acceleration such that students will be provided appropriate programming designed to meet their cognitive and affective needs.

### **Gifted and Talented Education at Peak to Peak Secondary Schools**

At Peak to Peak, gifted and talented programming is built into the curriculum and course offerings at all levels. While gifted and talented students may be identified for district reporting purposes, programming for the needs of the gifted is available to all students who can benefit from it, with individual concerns addressed on an “as needed” basis. Peak to Peak offers identification, ability and cluster grouping, opportunities for acceleration, a range of enrichment activities and programs, and compaction and differentiation of the curriculum for students who desire or need it. Counseling for academic course selection, as well as for social emotional needs is available.

### **Identification, Acceleration, Ability and Cluster Grouping, Placement**

Although the majority of students will have been identified as gifted prior to entering a secondary school, a provision for identification is still necessary in the cases of underachievement, “late bloomers,” and previous demonstration of high ability in a single topic or subject area that is showing evidence of branching out. Therefore, testing may be available and can be recommended by faculty members with parent approval. Acceleration and ability grouping are fundamental principles guiding Peak to Peak’s programming and course offerings. For example, Peak to Peak offers a number of levels of math and English

courses, including honors classes. We will not rely solely on course levels to develop ability grouping, rather ability and cluster grouping will be utilized within the classroom to achieve differentiation. This is particularly necessary when there is a diverse population and when numbers are small such that honors courses may not be offered. Where numbers and scheduling permits, honors courses will be offered in math, English, science, and social studies. Students are placed based on assessments, review of past performance, teacher recommendations, and parent requests. At any time during the year, if a student's placement is not meeting his or her needs, the student's schedule may be changed and the student moved to a more appropriate level if there are no scheduling limitations. Placement concerns may be brought to the attention of the teacher and/or TAG/ALPS coordinator first, then to the principal. In cases where agreement is not reached regarding placement, parents may opt to override the decision and have final say, provided they sign an override form in advance. Students in middle school who require additional acceleration may take high school courses; those in high school may take college level courses either in person, by mail, or through distance learning. Eighth graders taking high school courses may opt to receive high school credit, keeping in mind the grade earned is averaged into their high school grade point average and reported on their high school transcript. Peak to Peak's commitment to accurate placement, flexible scheduling, and mixed age/grade level classes allows gifted students to be grouped according to their abilities and interests, without the stigma of being "pulled out" or labeled "different" by their peers. Also, we believe that incorporating gifted and talented programming throughout the curriculum has the added benefit of improving instruction and learning opportunities for all students in the school.

### **Compaction and Differentiation**

At Peak to Peak, compaction and differentiation are featured in the curriculum as a whole. In addition, compaction and differentiation occur within individual courses.

### **Exceptionally Gifted, Twice Exceptional, and Underachievers**

Close attention will be paid to students in these categories due to the likelihood that other accommodations or resources may be necessary. For upper levels of giftedness where these techniques or programs may not fully suffice, in-depth independent studies or small group seminars may be needed.

### **Procedural**

Compaction is part of the overall curriculum in several core subjects. For example, Peak to Peak's foreign language curriculum for middle school offers the equivalent of two years of high school language over the course of two years. Students may elect to take two languages concurrently. Once students, gifted or otherwise, have demonstrated mastery of a benchmark, they are not required to continue practicing that identical skill or to show knowledge of that specific content. Instead, students who demonstrate proficiency are given alternate assignments or proceed to new material. Pre-testing is also used so that gifted students do not have to relearn what they already know. All teachers, both established and incoming, will receive regular in-service training for developing and refining strategies in compacting and differentiation of curriculum material within the classroom and ongoing professional development. The aforementioned techniques will be combined to meet the overall educational and intellectual challenge needs of a majority of the gifted population.



## Enrichment Activities

Peak to Peak offers a range of curricular and extra-curricular enrichment activities for students. Many of these enrichment activities have an academic emphasis for all participants. Students with similar interests and desire for additional challenges are encouraged to participate in activities that may include Science Fair, History Day, Destination Imagination, Quiz Bowl, Knowledge Bowl, Math Counts Spanish/French Club, Debate Team, Chess Club, Mock Trial, and yearbook.

ADOPTED: August 28, 2001  
REVISED:

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**End of File: IGBB**



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Associated Regulation: [IGDC-R](#)

**STUDENT SOCIAL EVENTS**

Peak to Peak's Board of Directors believes that social activities in school life assist students in learning how to enjoy worthwhile group events, how to conduct them, and how to contribute to the enjoyment of others. Therefore, school groups and classes may hold social events for their membership under authorization and staff supervision, conforming to the rules developed by Peak to Peak's Administration, using school facilities.

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The principal and the teaching staff shall evaluate social events in terms of contributions to student growth and morale.

Proper chaperoning shall be provided under direction of the Executive Principal or his or her designee,

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School organizations holding dances and other social functions will provide for adequate protection to control traffic, to protect parking areas during the function, and to be on call as necessary for guarding the welfare of the guests.

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Current practice codified 1978

**End of File: IGDC**



**Boulder Valley School District**  
**File: IGDE**  
**Adopted: 1978**  
**Revised: 1995**

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### **STUDENT ACTIVITIES FEES**

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Secondary students may purchase the school yearbook or student activity ticket for a reasonable fee to cover costs and on an optional basis. There shall be no compulsory dues for belonging to a class. Special assessments voted by class members or clubs for specific purposes may be permitted.

Fees will be charged for school-sponsored organizations as determined by [Peak to Peak's Board of Directors](#), however, no student shall be prevented from participating by the high cost of an activity or by his or her limited financial resources.

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**End of File: IGDE**



**STUDENT FUND-RAISING ACTIVITIES**

Peak to Peak's Board of Directors recognizes there may be some need for students to raise funds to conduct school activities. All such related activities are regulated by the school and must be:

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1. Conducted by a recognized student group for the purpose of contributing to educational objectives.
2. Appropriate to the age or grade level.
3. Activities in which schools may appropriately engage.
4. Conducted under the supervision of teachers or administrators.
5. Conducted in such a manner and at such times as not to encroach upon instructional time, interfere with regularly scheduled school classes and activities, or involve excessive out-of-school time.
6. Not unduly demanding on teacher time or work.
7. Evaluated annually by teachers, administrators, and students.
8. Conducted to avoid excessive financial impact on the community.

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9. Limited to prevent over-emphasis on fund raising as a part of the educational program.

10. Door-to-door solicitation by students is discouraged as the school's primary fundraising mechanism and is prohibited for elementary and middle school students.

The application of the above criteria for student sales and activities shall be supervised by the Director of Operations or designee. The Director of Operations or designee shall approve each fund-raising activity in advance. The use of a coordinating committee to review product quality, to avoid duplication, and to prevent violation of this policy is encouraged.

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- Deleted: appropriate Assistant Superintendent
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At the end of the school year, Director of Operations or designee shall submit to the Board of Directors a list of sales or fund drives conducted during the past school year. In cases in which there may be some question with respect to appropriateness, the Director of Operations or designee shall obtain the approval of the Board of Directors before such fund-raising activities take place.

**End of File: IGDF**



**Associated Regulation: [IGDG-R](#)**

**STUDENT ACTIVITIES FUNDS MANAGEMENT**

Student activity funds may be raised and spent to promote the general welfare, education, and morale of all students and shall finance authorized activities of student organizations and Peak to Peak.

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Student activity funds are considered a part of the total fiscal operation of the school, and therefore are subject to the policies and regulations established by Peak to Peak's Board of Directors and the Director of Operations. The funds shall be managed in accordance with sound business practices — including sound budgetary and accounting procedures as well as audits — in the same manner as regular school funds. Principals shall participate in the preparation, modification, and interpretation of policies, regulations, and procedures that affect student activity funds.

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Student activity funds are to be used to finance a program of authorized school activities which may augment but not replace the activities financed by the school. Funds derived from the student body as a whole shall be so expended as to benefit the student body as a whole, and the student body shall be represented in the democratic management of those funds raised by students and expended for their benefit. Funds derived from authorized clubs and organizations shall be expended to benefit the specific club or organization and, insofar as possible, to benefit those students currently in school who have contributed to the accumulation of these funds.

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Activity fund raising shall be conducted in such a manner as to offer minimum competition to commercial concerns and to Peak to Peak's established programs, such as the lunch program, while still benefiting the student body as a whole.

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Authorized school-sponsored clubs and organizations may use Peak to Peak's facilities and equipment for fund raising if such use does not create an additional cost to the school. If additional cost is incurred, the club or organization shall pay such cost.

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The purchase of goods and services to be paid for by parents or students which are related to school activities shall be controlled and administered by the Director of Operations or his or her designee through the approved purchasing policy of the school.

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Funds generated by parent/patron organizations, raised directly or indirectly on behalf of any school or school activity, may be deposited in a designated account within that particular school's bank account, or maintained in a separate account under the control of the parent/patron organization.

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If the first option is exercised, the school's bank account will serve as the bank for the parent/patron organization. If the parent/patron organization elects to maintain a separate bank account, the organization is asked to file a summary income and expense report with Peak to Peak on a quarterly basis and will also be included in the annual audit.

**Deleted:** activity fund

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**Deleted:** the School District on an annual basis.

**Deleted:** Expenditures in excess of \$50 made by a parent/patron organization on behalf of the school requires prior approval by the principal.¶

Current practice codified 1978

CROSS REF: [DG/DGA](#), Depository of Funds/Authorized Signatures

**End of File: IGDDG**



## Adult Education Programs

### ADULT EDUCATION

To the extent Peak to Peak's Board of Directors, deems feasible, the school may provide courses to meet the needs of post-school-age residents.

This program is to be self-supporting and tuition-based.

Current practice codified 1978

ADOPTED:           date of manual adoption

REVISED:           June 12, 2001

End of File: IGE

**Deleted:** the Board of Education

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**Deleted:** The Community School Program of the Boulder Valley School ¶ District is the agency which provides adult education classes in a ¶ great variety of subjects through the Lifelong Learning Program.¶

**Deleted:** ADULT EDUCATION/GENERAL EDUCATIONAL ¶ DEVELOPMENT TESTS (GED)¶  
¶ The Boulder Valley School District administers the General ¶ Educational Development test battery multiple times throughout ¶ each year under state and national guidelines. The GED Tests give ¶ eligible individuals an opportunity to earn a Colorado High School ¶ Equivalency Diploma, a credential accepted for employment and ¶ college entrance.¶  
¶ Those interested in taking the tests should contact the GED Testing ¶ Office of the District for current information on testing eligibility, ¶ requirements, and costs.¶

**Deleted:** ADULT EDUCATION/GED PREPARATION CLASSES¶  
¶ The Boulder Valley School District offers GED preparation classes ¶ during the academic calendar year. The classes are tuition-based ¶ with individualized instruction available in English and Spanish.¶





**Boulder Valley School District**  
**File: IHB**  
**Adopted:**  
**Revised:**

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**CLASS SIZE**

Peak to Peak's Board of Directors is responsible for determining class sizes.

**End of File: IHB**

**Deleted:** AGREEMENT REF.:  
Teachers' agreement, Section C ¶



**Boulder Valley School District**  
**File: IHHA**  
**Adopted: date of manual adoption**  
**Revised:**

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**INDIVIDUAL HELP**  
**(And Tutoring)**

**Tutoring As a Private Enterprise**

As a service only, a list of tutors may be maintained in the administrative offices for patrons who are seeking this type of service. Interested, qualified persons may register their names on the list. The tutor will be selected by the person wishing to avail himself of this service.

Peak to Peak Charter School shall not be involved in any other way, and will assume no responsibility for tutorial performance, pay, qualifications, etc. All arrangements for tutoring must be made directly between the individuals involved.

Deleted: The School District

Current practice codified 1978

CROSS REF.: [GCQAB](#), Tutoring for Pay

**End of File: IHHA**



**Boulder Valley School District**

**File: IHIA**

**Adopted:**

**Revised:**

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**PERFORMANCE CONTRACTING**

This policy is waived, since Boulder Valley School District's Teachers' Agreement is not applicable to Peak to Peak Charter School.

**Deleted:** AGREEMENT REF.:  
Teachers' agreement, Section D

**End of File: IHIA**

[This policy is in a PDF file on BVSD's website and could not be copied into this document for tracking.](#)



**Boulder Valley School District**  
**File: IIAA, IIAB**  
**Adopted: 3/5/81**  
**Revised: 9/12/91, 3/10/94**

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## **BASIC LEARNING MATERIALS SELECTION AND ADOPTION**

The Peak to Peak Board of Directors has the responsibility for approving basic learning materials of the school. Appropriate committees, which include representatives of teachers, parents, community members, and students, where appropriate, shall review and evaluate proposed basic learning materials. Based upon the application of consistent criteria and procedures, these committees will recommend the materials for adoption by the Board.

Peak to Peak's course of study is designed to encourage growth and development of each student toward the school's mission and strategic vision. Selected learning materials must facilitate each student's progress toward course or grade level goals and objectives as steps toward reaching student content standards.

Public notice will be given of any proposed adoptions of basic learning materials. Patrons will have the opportunity to review and comment on the learning materials before action is taken by the Board of Directors. In some special circumstances learning materials may not immediately be available for review from the publisher. In that situation information about the materials will be provided for public review.

The Peak to Peak Board of Directors delegates to the professional staff the selection of supplementary materials. All supplementary materials are to be selected according to the criteria and procedure outlined in administrative regulation adopted by Peak to Peak. Peak to Peak has a movie/video rule for classroom use. Teachers must follow the rules outlined therein before showing any movie to a class or part of a class.

When the use of a supplementary material changes so that it becomes by definition a basic learning material for a course, the material must be approved formally for use as basic according to this policy.

### **CROSS REF.:**

- ☉IIAB, Supplementary Materials Selection
- ☉IIAC, Library Materials Selection
- ☉INB, Teaching About Controversial Issues
- ☉KLB, Public Complaints About Curriculum or Instructional Materials

End of File: IIAA



## Boulder Valley School District

File: IIAC

Adopted: Sept. 10, 2002

Revised:

Associated Regulation: [IIAC-R](#)

### LIBRARY MEDIA CENTER LEARNING MATERIALS SELECTION

#### GOALS

The library goals are to support the mission of Peak to Peak School in consonance with:

1. To implement, enrich and support innovative education for all students at Peak to Peak through access to a wide range of resources and development of curriculum;
2. To improve learning and teaching through research, teacher training, collaboration, and dissemination of successful educational practices, methods and materials.

It is the policy of Peak to Peak Charter School to provide a broad range of educational materials to enrich and support the curriculum and to meet the needs of the individual students and teachers. The professional library staff should provide students with a wide range of materials of diverse appeal. Materials should be available in a variety of formats and represent varying levels of difficulty and varying points of view. In selecting materials, principles outweigh personal opinion. Materials are considered for their quality and appropriateness.

Literature for children and young adults is an integral part of all literature. It is judged by the same quality standards as adult materials and is equally affected by social and political conditions. Books with deliberately discriminatory attitudes or obvious political and religious bias are not purchased.

Books are selected on the basis of accuracy, literary and artistic quality, quality of content, including suitability of subject matter and appropriateness of vocabulary to the reader's age, and the needs of the library collection.

Fiction is provided for a wide range of interest and reading abilities. Well-written books of imaginative fiction and those which authentically portray a period, incident, or way of life are selected despite the occasional use of a questionable word or illustration, provided the total impact of the books meets other basic criteria.

Non-fiction must be accurate, informative, and up-to-date, and selected in as wide a range of reading levels and interests as possible. Textbooks are purchased only when there is little or no material available in any other form on a subject. Recommended books on sex and reproduction for children and young adults are selected and shelved in their regular classified places.

Non-print materials are purchased using the same criteria as well as on visual and aural qualities.

#### RESPONSIBILITY

**Deleted:** The Board of Education delegates the selection of library media center learning materials to the library media specialists and the District Instructional Media Center (DIMC) certificated staff, in consultation with faculty, administration, and students. The final responsibility for media center materials rests with the principal and, for the DIMC, with the DIMC Director. ¶ In order to ensure that library media centers will contain materials that provide a wide range of opportunities for students and teachers in their search for information, the following criteria will apply: ¶

1. Individuals selecting materials must have a comprehensive knowledge of the curriculum. ¶
2. Individuals selecting materials must have a knowledge of the community to be served by the center. ¶
3. Materials selected will be of high quality and will be consistent with the general selection criteria described in this policy statement. ¶

In addition, the Board of Education of Boulder Valley Public School District RE-2J subscribes to the American Library Association's *School Library Bill of Rights*, which states in part that the responsibilities of school library media centers include: ¶

... to provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served. ¶

¶ to provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards. ¶

¶ to provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments. ¶

1. The Board of Directors is responsible for approving the published policies of the Peak to Peak Library Media Center.
2. Responsibility for the actual selection of all library materials is delegated by the Peak to Peak Board to the professional library staff. The selection process involves open opportunity for consultation with administrators, faculty, supervisors, parents, and students. Selection is based on evaluation
  - a. By the professional library staff
  - b. In professional library tools and other review media
  - c. By other responsible professionals
2. In selecting materials library staff, administrators, and faculty are guided by the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, standards adopted by the American Association of School Librarians, and Colorado State Department of Education Standards for Information Literacy.
3. The collection will be developed systematically, ensuring a well-balanced coverage of subjects, opinions, and formats and a wide range of materials on various levels of difficulty supporting the diverse interests, needs, and viewpoints of the school community.
4. The Peak to Peak Library Media Center accepts no responsibility for enforcing what a parent may not want a child to see, read, or view while in the library. Parents or legal guardians who do not want their children to have access to certain library materials, facilities, or services, should so advise their children.

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#### CRITERIA

1. In general, learning resources shall be selected for their strengths, rather than rejected for their weaknesses.
2. Materials should support and be consistent with Peak to Peak's general educational goals and specific courses.
3. Materials should be selected to enrich and support both the curriculum and the personal needs of our students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests. Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.
4. Care will be taken to select materials meeting standards of high quality in
  - a. Presentation
  - b. Physical format
  - c. Educational significance
  - d. Readability
  - e. Authenticity / accuracy
  - f. Artistic quality or literary style
  - g. Factual content
  - h. Treatment that is clear, comprehensible, skillful, convincing, well organized, and unbiased.
  - i. Special features, such as useful illustrations, photographs, maps, charts, graphs, etc.
  - j. Technical production / construction that is well-crafted, durable, manageable, and attractive
5. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and / or the curriculum. Selected materials

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- should support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented by the particular facility for which they are chosen.
6. Materials should be selected representing opposing points of view on controversial issues, encouraging individual analysis.
  7. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.
  8. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
  9. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships with other area collections and depending upon extent of need.
  10. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
  11. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

#### PROCEDURES FOR SELECTION

The school library media professional, in conjunction with teachers, administrators, students, parents, and the Peak to Peak librarian, will be responsible for the selection of materials. In coordinating this process, the school library media specialist will do the following:

1. Arrange, when possible, for firsthand examination of items to be purchased.
2. Use reputable, unbiased, professionally prepared selection aids when firsthand examination of materials is not possible. Among the sources to be consulted are:

- AASA Science Books and Films
- American Film & Video Association Evaluation
- Basic Book Collection for Elementary Grades
- Basic Book Collection for Junior High Schools
- The Best in Children's Books
- Booklist
- Children's Software Review
- Bulletin of the Center for Children's Books
- Horn Book
- Kirkus Reviews
- Book Report
- Library Journal
- Multimedia Schools
- Reference Books for School Libraries
- School Library Journal
- Technology Connection



VOYA  
Wilson Catalog Series:  
    Children's Catalog  
    Junior High School Catalog  
    Senior High School Catalog  
CD-ROMs for Schools and Libraries  
Other sources as appropriate

3. Consider recommendations from faculty, students, and parents.
4. Judge gift items by standard selection criteria and, upon acceptance of such items, reserve the right to incorporate into the collection only those meeting the above criteria.
5. Purchase duplicates of extensively used material.
6. Purchase replacements for worn, damaged, or missing materials basic to the collection.
7. Determine a procedure for preventative maintenance and repair of material.

#### WEEDING

The collection of the library information center will be continually reevaluated in relation to evolving curriculum, new formats of materials, new instructional methods, and the current needs of its user. Materials no longer appropriate should be removed. Lost and worn materials of lasting value should be replaced. Weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items:

- In poor physical condition
- Containing obsolete subject matter
- No longer needed to support the curriculum or student / faculty interests
- Superseded by more current information
- Containing inaccurate information

#### CONTROVERSIAL MATERIALS

The library does not exclude titles, other than by budgetary limitations, except for those that do not meet selection criteria. Because there are a wide variety of criteria used by parents in determining what is suitable for their children to read, the library holds that the parent or guardian assumes final responsibility for what materials their children borrow from the library. The library attempts to judge materials on the whole and not on an isolated part. Patrons who feel that inappropriate items have been selected for the collection may ask for reconsideration. They will be asked to complete a "Request for Reconsideration of Library Materials" form.

The school library media center exists to serve students, faculty, and the Peak to Peak community by implementing, enriching, and supporting the school educational program. Materials will be provided for a wide range of interests on varied levels of difficulty with diversity of appeal and representing different points of view.

#### PROCEDURE FOR CHALLENGED MATERIALS

The following procedures will be followed when the appropriateness of an item in the collection is challenged:

1. Complainant will be asked to complete a “Request for Reconsideration of Library Materials” form. This report will be forwarded to the principal, who will then inform the school Board of Directors.
2. The Reconsideration Request will be forwarded to a library review committee, appointed by the school board that will consist of the library information specialist, the principal, a teacher, and an administrator from the school board.
3. A meeting of the library review committee will be scheduled within one week of receipt of the Reconsideration Request.
4. Material will be judged by the committee as to its conformance with the criteria for selection listed in this selection policy.
5. The written decision of the committee will be presented to the school board and the complainant by the principal, who will inform them as to the committee’s decision.
6. If the complainant is dissatisfied with the decision, a request may be submitted to the principle for a review of all proceedings by the school board of directors, who will render a final decision as to the appropriateness of the materials in question.
7. Challenged materials will remain in circulation until the process is completed.

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The Reconsideration Committee will be a standing committee. Personal, religious, political, or social vies of committee members must not be used to determine whether or not material is retained. The reconsideration committee has six basic responsibilities:

1. Read, listen to, or view, in its entirety, the challenged material. It is important to view the material as a whole, rather than focusing on sections that may be offensive to some.
2. Obtain and read all of the reviews of the material at the time of publication of the item.
3. Read and discuss the library’s criteria for selection, and any other pertinent policies or procedures, as well as the selection process.
4. Discuss the challenged material as a group, inviting specialists such as school nurses or counselors, and other staff who may not be on the committee, but whose counsel would be valuable.
5. Make a written recommendation to the Executive Principal on the outcome of the discussion. The recommendation choices are retain, remove, restrict, or reclassify. Some members of the committee may submit a minority opinion.
6. Notify the complainant of the committee’s decision and provide information about any appeal procedures.

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CROSS REFS.: [IIAA](#) subcodes (all relate to instructional materials)

[INB](#), Teaching About Controversial Issues

[KLB](#), Public Complaints About the Curriculum or Instructional Materials or Strategies

**End of File: IIAC**



**Boulder Valley School District**  
**File: IIAE**  
**Adopted: June 11, 1987**  
**Revised:**

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**RIGHT TO INSPECT INSTRUCTIONAL MATERIALS:  
RESEARCH OR EXPERIMENTATION PROJECTS  
FUNDED BY THE UNITED STATES DEPARTMENT OF EDUCATION**

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

As used herein, the term "research or experimentation program or project" means any program or project designed to explore or develop new or unproven teaching methods or techniques. The designation of any program or project as a research or experimentation program or project shall be made by Peak to Peak's Board of Directors,

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Any complaints arising under this policy may be submitted under Policies KL or KLB, as appropriate.

LEGAL REF.: 20 U.S.C. 1232h

**End of File: IIAE**



**Boulder Valley School District**  
**File: IIBA**  
**Adopted:**  
**Revised:**

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**TEACHERS' AIDES**

Employment by a teacher or administrator for the performance of services at Peak to Peak Charter School is considered "at will".

Every teacher, teacher aide, and administrator is expected to fulfill his or her duties in every respect, both professionally and legally. Compliance with applicable laws is considered a condition of employment at Peak to Peak.

**Deleted:** AGREEMENT REF.:  
Teachers' agreement, Section H

**End of File: IIBA**



**Associated Regulation: [IICA-R](#)**

**FIELD TRIPS**

Peak to Peak's Board of Directors believes that students at Peak to Peak are fortunate to have numerous and varied educational resources located nearby. These resources provide an excellent opportunity for students to become acquainted with various aspects of their community. The Board approves and encourages trips to resource areas if such visits will yield greater learning opportunities than would other techniques for providing the needed educational experience for students.

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**General**

Proposed field trips must fit into Peak to Peak's accepted curriculum for the grade level of or within the subject area studied by the students who will be participating in the field trips.

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The professional staff will take all necessary steps to avoid undesirable repetition or overlap in field trip experiences.

Peak to Peak has field trip procedures. The procedures must be followed by all individuals planning and conducting a field trip.

CROSS REFS.: [EEAD](#), Special Use of School Buses  
[IICAA\\*](#), Student Activity Trips  
[KAB\\*](#), Community School Program

**End of File: IICA**



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## GUIDANCE PROGRAM

The College Counseling Center serves the personal and academic needs of students in middle and high school. Each of the counselors serves as a consultant/counselor for the elementary students on an “as needed” basis.

### COUNSELING CENTER PHILOSOPHY:

The primary goal of the Peak to Peak counseling program is to promote and enhance student growth and learning. As a department we provide services to all students and acknowledge that diversity is a valuable component of our community. We address the needs of the whole person by helping students develop competencies in the following three areas: academic, career and social/emotional/character development. As a counseling center, we strive to achieve a balance among all three areas of student development.

The delivery of counseling services is provided in a wide variety of ways including: academic advising, career guidance, college preparation, individual counseling, small and large group counseling, classroom mini life-skill lessons, consultation, mediation and coordination of services between students, parents, teachers and the community. We believe each student has the potential to be a productive and positive individual within our community as well as contributing to our society as a whole. The counseling center is designed to support the goals and mission of Peak to Peak, as well as the National Standards for School Counseling.

### COLLEGE VISITS:

College and university admissions counselors schedule visits to Peak to Peak throughout the fall and spring. Students who do attend a visitation meeting are not to be penalized for their absence if they have a pass. Students are responsible for completing any missed work.

Occasionally students and their families will visit campuses during the school year. While we encourage these visits during our breaks, it is not always possible for families to coordinate these visits. Students visiting other campuses are excused, but are responsible for making up any missed work. Missed work should be made up during the same time frame as students who are absent due to illness.

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**Deleted:** The focus of the counseling and guidance program in the Boulder Valley School District is on the developmental needs of all students at the elementary and secondary levels. ¶  
Counselors demonstrate respect for the dignity and worth of each individual, and encourage each student to develop individual responsibility and decisionmaking skills. Counselors are responsible for coordinating the school guidance program and involving students, parents, and appropriate staff members in designing and implementing plans for students to meet three major goals: ¶  
**1. Educational Development** - Students will participate in planning their educational experiences so that their education is consistent with educational requirements and career aspirations. ¶  
**2. Personal-Social Development** - Students will develop appropriate behaviors for a variety of social settings. Students will develop awareness of self and confidence in their own abilities in order to enhance their career and educational development. ¶  
**3. Career Development** - Students will develop career options consistent with their interests, abilities, and values. Career development includes focus on the four areas of vocational, avocational, family life, and citizenship. ¶  
Within the framework of the counseling and guidance goals, specific student and curricular objectives are being developed. ¶  
Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel, and parents and guardians. Consistent with the rights of the individual and the obligations of the counselor as a professional, the counseling relationship and resulting information is, in most instances, confidential. However, communications between students and counselors are not protected as privileged communications by Colorado law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students. ¶  
Current practice codified 1978 ¶



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**GRADING SYSTEMS/FINAL EXAMINATIONS/STUDENT PROGRESS  
 REPORTS TO PARENTS**

The scheme or technique for evaluating and reporting student progress is determined by the nature of the school's objectives, the purpose of evaluation, and the persons receiving the information. The task of developing grading and reporting procedures is tied directly to the total educational process. As the process changes, evaluation and reporting procedures also change.

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Reporting should facilitate self-evaluation by the learner and lead to improved instruction and curriculum development through feedback provided by the reporting process.

The reporting procedure should be realistic in its demands on teacher and parent time and must be in a form that is meaningful to students and parents, using terminology appropriate to the school program and the needs of the school attendance area.

**1. Elementary Education (K-5) — Grading and Reporting**

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Assessing and reporting student progress is a core way of communicating between school and home. All forms and procedures (whether progress reports or conferences) should report the student's individual progress in the major content areas of reading, language arts, mathematics, science, and social studies, as well as student attitudes, study habits, social development, and any other areas determined by the school and home. Report forms should provide space for comments by both teachers and parents. A space for attendance should be included.

Deleted: There should be continuity in philosophy of reporting student progress from kindergarten through sixth grade. Drastic differences in reporting methods from one grade level to another are undesirable. ¶  
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Reports will be provided on a regular basis which is to be determined by the Peak to Peak Board of Directors. Since conferences are an integral part of communication between school and home, one or more of these reports will include a parent-teacher conference.

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Records of pupil achievement should be kept accurately by each teacher and evidence should be accumulated to determine period markings.

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**2. Secondary Education (6-12) — Grading, Examination, and Reporting**

*a. Letter grades will be assigned for all classes as follows:*

- A = exceptional achievement; grade percentage 90% and above
- B = high achievement; grade percentage 80%-89%
- C = average achievement; grade percentage 70%-79%
- D = low achievement; grade percentage 60%-69%
- F = failure to achieve; grade percentage below 60%
- I = incomplete
- EP = exceptional achievement, in course graded pass/no pass
- P = acceptable achievement, in course graded pass/no pass



NP = unacceptable achievement, in course graded pass/no pass

**Middle and High School Grading Policy**

*Letter grades will be assigned for all classes as follows:*

A = exceptional achievement; grade percentage 90% and above

B = high achievement; grade percentage 80%-89%

C = average achievement; grade percentage 70%-79%

D = low achievement; grade percentage 60%-69%

F = failure to achieve; grade percentage below 60%

I = incomplete

EP = exceptional achievement, in course graded pass/no pass

P = acceptable achievement, in course graded pass/no pass

NP = unacceptable achievement, in course graded pass/no pass

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- Semester grades are whole grades only, without +/- modification. Semester grades are final and are used to calculate student grade point averages.
- Quarter grades are in-progress grades and include +/- modification to the letter grade as appropriate. The +/- grade modification provides more specific course progress information to students and parents.
- Pass/no pass grading applies only to elective courses that are offered in middle school.
- A student must achieve at the equivalent of C grade work in order to pass a course that is graded pass/no pass.
- A grade of I (Incomplete) is assigned when, due to extenuating circumstances, a student has not completed sufficient coursework for the teacher to assess student work and assign a grade reflective of the student's achievement, e.g. due to extended illness or recent enrollment in the class. It is not an alternative to a grade of F, which reflects failure to achieve.
- Assignment of a grade of I requires approval of the student's counselor or a Peak to Peak administrator.
- The teacher is responsible for converting a grade of I to a regular letter grade no more than three weeks after the end of the grading period. If a student does not complete missing assignments by this deadline, each missing assignment receives a score of zero percent and the grade calculation for the applicable grading period will be made on this basis.
- Grades of F, I, and NP do not receive credit and do not count towards fulfillment of course requirements.

A middle school student who qualifies for and enrolls in a high school course or courses earns high school credit for each such course. Course credit is reflected on the student's high school transcript. The grade earned for each course in which the student enrolls is included in the calculation of the student's high school grade point average.

Credit is reflected on the high school transcript unless the student and his/her parent(s) sign a course credit waiver prior to the course drop/add date of the semester in which each course is taken. The decision regarding inclusion/exclusion of credit is permanently binding.

#### **b. Final Examinations**

Summative evaluation is an important part of each course. There shall be a final culminating experience in all courses which shall include assessment of student achievement. The method to be used will be a part of the course outline distributed to students.

#### **c. Grade Report Cards**

Report cards are mailed or sent home with Peak to Peak students following the end of each grading period. Dates of distribution will be announced at the beginning of the year. These report cards are meant to be a description of the scholastic progress a student has made.

#### **d. Written Progress Reports**

Teachers are encouraged to communicate directly with parents concerning student performance. Notice of exceptional or unsatisfactory work shall be sent to parents in advance of regular quarterly reports.

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**Deleted:** Grading policy and procedure shall be distributed in writing and explained thoroughly by each teacher to students during the first week of the course. This will remove cause for misinterpretation at a later date. ¶ Honor roll shall be determined by semester grades of all courses in which the student is enrolled. In computing the total grade point average and class rank of high school students, all subjects shall be given equal weight. ¶

#### **a. Grading Scale ¶**

Secondary schools within the Boulder Valley School District generally use the letter grades A, B, C, D, and F with the following interpretations and exceptions: ¶

A = exceptional accomplishment (4 grade points) ¶

B = high accomplishment (3 grade points) ¶

C = average accomplishment (2 grade points) ¶

D = below average accomplishment (1 grade point) ¶

E = effort and attitude satisfactory; accomplishment less than minimum standard; credit granted (1 grade point) ¶

F = failure to achieve ¶

N = no grade appropriate due to nonacademic circumstances ¶

I = incomplete (automatically becomes an "F" if not completed within the time specified by school building policy) ¶

WF = withdrew — failing ¶

WP = withdrew — passing ¶

S = satisfactory accomplishment, no letter grade given, but credit earned ¶

¶ In grades 10, 11, and 12 students may elect to take course work on a pass/fail basis according to written guidelines developed at the building level. In such case, the student will earn either an S (credit earned) or an F (failure). ¶ No plus or minus signs shall be used with the letter grades on permanent records. Plus or minus signs may be used on report cards at the discretion of the teacher. Exceptions to the standard grading system shall be made only with the approval of the Assistant Superintendent of Secondary Education. ¶

**Deleted:** all pupils in the Boulder Valley Schools

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**e. Notification**

A student may not be denied credit unless the teacher has provided appropriate notification to the student and his parent or legal guardian in time that the deficiency could have been corrected. The only exception to this would be in cases in which a dramatic change of performance occurred so late in that grading period that notification was impractical.

**f. Teachers' Records**

Records of pupil achievement and attendance must be kept accurately by each teacher with ample evidence accumulated to justify the report card grades.

No grade assigned by a teacher shall be changed without notification of that teacher, the student involved, and his parent or legal guardian.

**g. Transcripts**

The cumulative record card (transcript) will show the student's census data, subjects, teachers, and grades. The cumulative grade point average will be computed and recorded after the first semester of the 12th grade.

**End of File: IKA/IKAA/IKAB**



## HOMEWORK

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### General

The term "homework" refers to tasks assigned to students by teachers to be completed during non-school hours. When designed well by teachers and done carefully by students, it is an effective instructional activity that should have a positive effect on student achievement. Homework is not, however, a substitute for in-class instruction.

In order to be beneficial to students, assigned tasks should be meaningful to purposes that can be served by independent work outside of class. Peak to Peak families have important roles outside the classroom in providing essential reinforcement for classroom learning. Homework will be assigned at all grade levels with the amount and kind of homework varying by grade level. Based on a range of study skills, time spent at home studying will vary. As a guideline, in the elementary school, approximately ten minutes times the student's grade level is expected in addition to reading time. The average amount of homework/studying at the middle level will be approximately 6-8 hours per week. At the high school level, we anticipate our students will have the ability to know how much they need to study to master the material they are covering and time needed will vary with the individual. At the elementary level, parents are asked to confirm that the student has completed the assigned homework.

Deleted: These tasks vary with the grade level and are discussed in File IKB-R.

In addition to supporting student learning, well-designed homework provides teachers with important feedback on student progress in achieving Peak to Peak's standards.

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The value of homework and its positive effects on student learning are not primarily a function of the amount of homework assigned. The value of homework is a function of the appropriateness of assignments, their quality, and their relevance to classroom instruction. In designing homework policies, schools should focus their attention on these qualitative issues while ensuring that the actual amount of homework assigned considers the needs and demands of family life and the health of students.

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### School Expectations Regarding Homework

- Homework is an instructional activity and should be planned as carefully as other instructional activities. It consists of quality assignments with clear learning objectives for students.
- The assignment of homework at each grade level shall be in accordance with school grade level guidelines.
- Homework assignments will take into consideration individual differences of students related to disability conditions, need for higher-level assignments, English proficiencies, and/or specific abilities.
- Each year schools will notify parents of their written homework guidelines.

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**Deleted: Building Responsibilities Regarding Homework¶**  
 Each school will develop specific written homework guidelines in accordance with this policy. These guidelines should encourage consistency among teachers at the same grade levels, within the same subject areas, or within the same programs (such as Tech, IB, ESL, IB, AP, honors). ¶

- The Executive Principal and teachers are responsible for addressing parent concerns and coordinating tests and other major assignments.
- Teachers will use a variety of techniques for providing meaningful feedback on homework to students.

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Deleted: <#>Schools within feeder systems will meet to address consistency of homework guidelines and expectations. ¶  
Reference: Cooper, Harris, *The Battle Over Homework* (Corwin Press, 1994).

End of File: IKB



Associated Regulation: [IKC-R](#)

### WEIGHTED GRADES

The Board of Education of the Boulder Valley School District [and Peak to Peak Charter School](#) encourages students to challenge themselves academically and to pursue the most rigorous and challenging courses that best promote their academic achievement. It is the intention of the Board [and Peak to Peak](#) to recognize and encourage additional effort and learning required in classes beyond the usual level of difficulty. To accomplish this, a weighted grade scale will be implemented and used externally for college admission and internally for determining high school grade point average, class rank, and eligibility for school academic awards and honors. [Peak to Peak will also provide un-weighted grade point averages for college admission.](#)

Weighted grade point will be displayed on student transcripts. [Class rank for a top percentage of Peak to Peak students will also be displayed on student transcripts.](#)

High schools will consider the number of students desiring weighted grade classes when determining the number of sections offered.

The following grade scale will be used for weighted grades.

- A = 5.0
- B = 4.0
- C = 3.0
- D = 2.0
- F = 0.0

[High school honors course and Advanced Placement courses will be weighted.](#)

**End of File: IKC**

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**Deleted:** All students taking high school courses may choose between a weighted or regular grade point average and rank at the end of their 11th grade school year. The selected grade point average and rank will be the only grade point average and class rank to appear on the student's transcript his or her senior year of high school.

**Deleted:** Criteria for Determining

Which Courses Are Weighted: ¶

1. Only courses in the following departments may be weighted: language arts, math, science, social studies, foreign language, with the exception that all Advanced Placement, all junior/senior International Baccalaureate courses, and fifth year language courses are to be weighted. ¶
2. Weighted courses must be other than those specifically required for graduation. ¶
3. Weighted courses may be offered in grades 9, 10, 11, or 12. ¶
4. Weighted courses must include material of greater depth and breadth, be more rigorous, and be more academically challenging than other courses for the college bound. Instructors should expect that students in weighted courses are able to work independently. ¶
5. The expected rate of learning in weighted courses must be much greater than in regular college-oriented courses. ¶
6. Weighted courses include those comparable in intellectual challenge and student ability level to Advanced Placement courses.



Associated Regulation: [IKE-R](#)

**PROMOTION, NONPROMOTION, AND ACCELERATION OF STUDENTS**

**Elementary School**

It is the policy of the Boulder Valley Schools [and Peak to Peak Charter School](#) to promote elementary school students annually. However, under certain circumstances a student may not be promoted. Because each student brings a unique background to the school setting, the decision not to promote must reflect all of the circumstances surrounding the student's progress in school. Non-promotion is only appropriate when there is reasonable assurance that the child will profit from this decision. The recommendation to change the typical order of progress shall be a team decision made by parents and school personnel. [The decision will be made by the Executive Principal with guidance from the school district. Concerns about such a decision can be brought to Peak to Peak's Board of Directors.](#)

Non-promotion is defined as having a student remain at the same grade for a second year.

No more than two years at the same grade is permitted.

A student who is accelerated will be one whose needs cannot be met in his or her present placement. A student may be accelerated in grade placement when his or her levels of academic achievement and social, emotional, physical, and cognitive development would indicate that a higher grade placement, either full or part time, would be more appropriate in order for the student to be adequately challenged educationally. The decision is made as a result of a process which involves the collection and consideration of information regarding academic, cognitive, social/emotional, and physical development of the student. The process involves the principal, teacher(s), [counselor, gifted and talented coordinator,](#) parent(s), and other school personnel as appropriate. [The decision will be made by the Executive Principal. Concerns about such a decision can be brought to Peak to Peak's Board of Directors.](#)

Deleted: with guidance from the school district

Assessment information shall include teacher-made or standardized assessments; an observation period; input from the school psychologist; and/or interview(s) with the student and parent(s). Results of this assessment should indicate that the student will be able to perform tasks at or near the top of the class. [Peak to Peak's talented and gifted team](#) may be a resource in assisting with appropriate assessments. Required assessments for compliance with the Colorado Basic Literacy Act will be considered as part of the assessment for acceleration.

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A student may be accelerated in grade placement at any time during the elementary years.

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**Middle Level**

The curriculum in Peak to Peak Middle School is designed to place students at the appropriate level in each subject area to meet their needs and abilities. Upon the recommendation of the Executive Principal or designee, a student will be promoted to the next grade in school at the end of the school year if he or she has not failed any courses taken that academic year. Courses failed must be made up through arrangements with the Executive Principal, by repeating the subject during the regular school term, by taking the subject in summer school, or by some other suitable method.

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Middle level students may be accelerated in grade placement so that some or all classes are taken at a higher grade level or at the high school.

### Senior High School

Students progress through senior high school and are graduated therefrom with the successful completion of graduation requirements set forth in Peak to Peak's Policy IKF.

Students are classified as Freshmen, Sophomores, Juniors, or Seniors, on the basis of having been promoted from a middle level school into the ninth grade, and thereafter are classified on the basis of having accumulated the number of credits necessary to make reasonable progress toward graduation, as specified in Policy IKF.

Subjects failed in the senior high school must be repeated if they are required subjects or are prerequisite to other subjects in which the pupil desires to enroll. A subject failed may be made up, through arrangements with the Executive Principal or designee, by repeating the subject during the regular school term, by taking the subject in summer school, by taking the subject by correspondence from an approved school, or by some other suitable method.

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High school students may be accelerated in grade placement so that classes are taken at a higher grade level or at the university level.

CROSS REFS.: [IGA](#), Basic Instructional Program  
[IGBB](#), Programs for Gifted Students  
[IKF](#), Graduation Requirements  
[JEC-R](#), School Admissions

End of File: IKE





**Boulder Valley School District**  
**File: IKEA**  
**Adopted:**  
**Revised: May 27, 1982, October 9, 1997**

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## MAKE-UP OPPORTUNITIES

Students are responsible for all class work missed due to any absence, either excused or unexcused.

Credit for class work missed due to *excused* absences shall be allowed when satisfactorily completed. However, credit may be lost when the student fails to complete course requirements and/or the principal considers the student's absences so excessive as to prevent that student from meeting course requirements.

Students who have been absent are responsible for arrangement of make-up work with their teachers. As a guideline, students have two days for each day of absence to make up missed assignments.

Students who have *unexcused absences* (as determined by the appropriate school administrator) shall be responsible for class work missed due to unexcused absences. Credit for class work missed due to unexcused absences shall not be allowed unless specifically permitted by the appropriate school administrator. Students are responsible for course content missed during any absence.

**Deleted:** Students who have been absent are responsible for arrangement of make-up work with their teachers within two days and turning in the completed work to the teacher(s) within a reasonable time, not to exceed two weeks, except as otherwise determined by the principal. ¶

For absences due to suspension, the school shall provide an opportunity for a student to make up school work during the period of suspension. Credit for class work missed during the suspension shall not be allowed unless specifically permitted by the principal.

CROSS REFS.: [JED](#), Student Absences and Excuses  
[JGD/JGE](#), Student Suspension/Expulsion

**End of File: IKEA**



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## Graduation Requirements

### UNITS OF CREDIT

Credits for all high school courses (grades 9-12) and for graduation requirements will be awarded on a "unit of credit" basis.

One "unit of credit" will be equal to a minimum of 12 clock hours of scheduled instruction time. At least nine clock hours of this time are to be spent in a regularly scheduled class; the remaining time may be spent in class or in instructional activities as previously approved by the teacher and principal. All work for credit allowance will be under the direction of the classroom teacher.

Conversion from the Carnegie unit to the "unit of credit" basis will be on a 1 to 10 ratio.

Credit will be allowed upon successful completion of all assigned work including work allowed for credit on a contract basis.

Independent study contracts, not to exceed a total of 30 units of credit, will be allowed for graduation credit. All contracts must be submitted in writing with prior approval by the teacher(s) and Executive Principal or designee before the work has actually started. Credit allowed must be within the maximum load of 30 units of credit during any one semester including work allowed for credit on a contract basis.

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### GENERAL REQUIREMENTS FOR GRADUATION

Minimum requirements for graduation from high school in Peak to Peak include the following:

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1. A minimum of 220 units of credit in grades 9-12, including completion of subject area requirements. A minimum of 100 units of credits must be earned in grades 11-12, unless the student qualifies for early graduation.

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2. Eight semesters of attendance beyond the eighth grade, unless the student qualifies for early graduation. (See below.)

A student's normal semester load will be considered to be 25 to 30 credits, with a maximum of 30 credits per semester permissible without prior approval of the Executive Principal's or designee's approval.

Early graduation is allowed at the end of the seventh semester, provided all requirements for graduation have been met. Early

graduation before the end of the seventh semester must be reviewed and approved by the Executive Principal or designee.

Students who complete their work at midyear and are eligible to graduate shall receive their diploma at the end of the school year and may return to take part in the graduation exercises at that time.

Students who fail to meet graduation requirements at the end of eight semesters of attendance will be permitted to continue in school and carry a sufficient course load as determined by the Executive Principal or designee to permit them to meet graduation requirements the following year.

Students who have graduation deficiencies will be given a maximum of three years from the end of the last semester in which they were in attendance to make up their work before becoming subject to new requirements which may have been instituted. Those qualifying for the high school diploma will become members of the most recent class to have been graduated.

Transfer students will be required to carry a normal load for the grade level attained at the time of transfer into Peak to Peak, and will be held responsible for Peak to Peak's requirements while enrolled as a Peak to Peak student. The Executive Principal or designee can consider extenuating circumstances in waiving Peak to Peak's graduation requirements. Those students, at a minimum, must still meet Boulder Valley School District graduation requirements. Course work completed outside the District will be evaluated for credit and for graduation requirements. In addition, at least two semesters of attendance in Boulder Valley high schools shall be required to meet District graduation requirements.

#### SUBJECT AREA REQUIREMENTS

To be eligible for a high school diploma, a student must have met the following minimum requirements in grades 9 through 12, and must also have received the recommendation of Peak to Peak High School's Executive Principal for graduation. With the exception of the math requirements, these minimum requirements for graduation are effective with the graduating class of 2009. The math graduation requirements are effective for the graduating class of 2008.

#### ENGLISH:

Students must successfully complete four years of English, selected from courses such as world literature, British literature, American literature (each with an honors option), language and composition, AP language and composition, AP literature. Each literature course features a selection of traditional and modern classics, and a balance of critical reading, analysis, writing and oral communication skills.

#### SOCIAL STUDIES:

Three years of history and geography are required and must be selected from courses such as: world history, with an honors option, U.S. government/human geography, AP U.S. government/AP human geography, U.S. history, AP U.S. history, AP world history, AP European history. In addition, students may choose to take elective social studies courses, such as world religions or economics.

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¶ Distribution Of Credits: ¶

¶ Graduating Classes Of 1998-2001...¶

10 credits Freshman

English in grade 9 ¶

10 credits World

Literature and Composition, grade 10\* ¶

10 credits American

Literature and Composition, grade 11 ¶

5 credits of

Communication, grades 9-12 ¶

5 credits additional

English course, grades 9-12 ¶

¶

\*This requirement will

apply to the class of 2002

and beyond. ¶

Students of the class

of 2001 must meet the 10

credits of tenth ¶

grade language arts

with literature and

composition courses. ¶

¶

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... [15]

**MATHEMATICS:**

Peak to Peak requires students to pass four years of mathematics, selected from courses such as algebra, geometry (with formal proofs), algebra II/trigonometry, pre-calculus, (each with an honors option), math topics, AP statistics/formal logic, AP calculus AB, and AP calculus BC.

**SCIENCE:**

Peak to Peak requires students to pass three years of laboratory science, selected from courses such as: biology, chemistry, physics (each with an honors option), anatomy and physiology, AP biology, AP chemistry, and AP physics. A fourth year of science is required by many engineering schools and is strongly recommended for students contemplating a college major in science, math or the social sciences.

**WORLD LANGUAGE:**

Students must complete three years or level 4 in a single world language. Language offerings may include: Spanish 10, Spanish 20, Spanish 30, Spanish 40 (with an honors option), AP Spanish language, AP Spanish literature, French 10, French 20, French 30, French 40, AP French language, and AP French literature. All courses include listening, reading, writing and speaking skills.

**OTHER GRADUATION REQUIREMENTS:**

In addition to their core courses, students must pass a one-semester health course, a one-semester research and information technology course (or pass a practical examination), two semesters of physical education (which may be waived when participation in a formal athletic program has been pre-approved and sufficient documentation is submitted), and two years of the arts.

**ELECTIVES:**

In order to earn enough credits to graduate, students may choose from a variety of electives, including courses such as orchestra, band, choir, theater, journalism, forensics, various studio art classes, world religions, and economics. Peak to Peak periodically develops new elective classes that are specifically based on faculty and student interest.

**COMMUNITY SERVICE:**

One hundred or more hours of volunteer community service are required for high school graduation.

Exceptions to these credit requirements may be made by the Exeuctive Principal or designee when such action is deemed in the best interest of the student and the school.

WHEN SPECIFIC REQUIREMENTS ARE WAIVED, THE STUDENT MUST STILL COMPLETE THE TOTAL OF AT LEAST 220 CREDITS FOR GRADUATION.

**REQUIREMENTS AS APPLIED TO STUDENTS WITH DISABILITIES**

To be eligible for a high school diploma, identified students with disabilities must meet objectives, appropriate for them, as determined by the Staffing/Individual Education Program (IEP) Committee. The IEP goals and objectives will reflect adaptations of the regular curriculum. To help prepare its special education students for college, Peak to Peak modifies graduation requirements as appropriate through the Individual Education Plan (IEP) process.

**REQUIREMENTS FOR ENGLISH LANGUAGE LEARNERS (ELL)**

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¶ Graduating Classes Of 2006 And Beyond...¶  
¶ 20 credits in Mathematics which must include at ¶  
least 10 credits in Algebra I or higher level ¶  
Mathematics.¶  
¶ It is highly recommended that 10 credits in ¶  
Mathematics be taken in the ninth grade

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¶ Graduating Classes Of 2006 And Beyond...¶  
¶ 10 credits in courses designated as Life Sciences¶  
¶ 10 credits in courses designated as Physical Sciences

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MINIMUM OF 5 CREDITS EARNED IN GRADE 9, THE REMAINING 10 CREDITS TO BE EARNED IN GRADES 9-12.¶  
¶ A maximum of 10 of the 15 physical education credits ¶  
. may be waived\* based on participation in comparable ¶  
. school activities (i.e., two credits may be waived\* ¶  
. for each CHSAA approved sport successfully ... [16]

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EARNED AS AN ELECTIVE.¶  
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¶ Students pursuing inte... [18]

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English as a second language classes are an alternative English program for students who are limited English proficient according to District criteria.

NON-IMMIGRANT FOREIGN STUDENTS (F-1)

A non-immigrant foreign student on a valid F-1 visa may be granted a diploma from the Boulder Valley School District if all graduation requirements and transfer student expectations of the District have been fulfilled.

NON-IMMIGRANT FOREIGN EXCHANGE STUDENTS (J-1)

The non-immigrant foreign exchange program student (J-1) will not graduate from a Boulder Valley School District high school and will not participate in graduation ceremonies.

CROSS REFS.:

IGBA, Programs for Handicapped Students (Special Education)  
IGE, Adult Education Programs  
IKE, Promotion, Nonpromotion, and Acceleration of Students  
JECBA, Admission of F-1 Visa, J-1 Foreign Exchange Students,  
Immigrant Students and Dependent of Non-Immigrant Visa Holders

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Postsecondary Occupational  
Program ¶

ADOPTED:

REVISED: June 13, 1991, December 19, 1996, January 8, 1998,  
October 23, 2001, April 30, 2002

**End of File: IKF**



**Boulder Valley School District**  
**File: IL**  
**Adopted: prior to 1969**  
**Revised on the basis of practice: date of manual adoption**

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**Associated Regulation: [IL-R](#)**

### TESTING PROGRAMS

[Peak to Peak will develop a](#) program of group testing for achievement and intelligence.

Under the direct supervision of the [Executive Principal, his or her designee](#) is responsible for scheduling and collecting tests and for reporting and interpreting all group test results.

**End of File: IL**

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**Deleted:** NOTE: The *District Standardized Testing Program*, approved by the Board on November 4, 1976, is available from the office of Evaluation and Guidance. ¶



**Boulder Valley School District**  
**File: INB**  
**Adopted: June 11, 1987**  
**Revised:**

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## **TEACHING ABOUT CONTROVERSIAL ISSUES**

Boards of Education are granted control of instruction by the Colorado State Constitution. The Board of Education of the Boulder Valley Schools accepts that responsibility but recognizes that the professional competence of the teacher is the most important factor in ensuring appropriate treatment of controversial issues. To provide guidance for teachers and others involved in the educational treatment of controversial issues, the Board of Education has adopted the following policy statements.

Contemporary society is characterized by differences of opinion arising from conflicts of values and belief which become controversial issues within the community. It is the responsibility of public education in a pluralistic, democratic society to provide for the treatment of controversial issues in a setting that allows free expression of opinion, promotes rational thought, and provides adequate learning resources.

Students should be encouraged to accept the basic freedom and responsibility to think and to learn about the issues and concerns of their society. Teaching about controversial issues is of significant educational value for these reasons:

1. Free discussion is the heart of the democratic process.
2. Controversial issues, duly selected for their educational value, age appropriateness, and congruence with adopted curricula are intrinsically relevant to an educational program that seeks to provide students with the means to become participating citizens.
3. Critical thinking and decision-making concerning both controversial and non-controversial topics are basic processes which must be developed for effective citizenship.
4. The study of controversial issues promotes student involvement in the commitment to learning, and thus makes for effective learning.

### **Controversial Issues Defined**

Controversial issues are defined as public issues that are relevant to the adopted curriculum but are not prescribed as topics, processes, or strategies within the curriculum. These issues generate sufficient attention and interest to result in identifiable opposing or varying points of view about which no consensus is achieved in the community. An issue becomes controversial when conflict is generated between proposed solutions and strong interests, deep beliefs, and close group affiliations.

Within the instructional setting, almost any topic may be considered controversial by any given individual. Controversial issues are not to be construed as those topics which only incidentally and indirectly touch the personal biases, beliefs, or values of individuals. Nor are they particularly associated with personality conflicts, disciplinary problems, or

professional grievances. Finally, teaching about controversial issues within the scope of this policy presumes a planned inquiry into such issues and not impromptu or incidental classroom discussion.

## **Responsibilities**

Teaching about controversial issues, all of which are likely to contain a significant emotional element, requires the recognition and acceptance of responsibilities by all persons concerned, including students, teachers, administrators, and patrons of the District.

**1. Students.** Student responsibilities begin with a willingness to examine objectively one's own point of view and to make a concerted effort to understand the reasons for differing points of view. Such willingness is basic to working effectively with others on issues of common concern but with divergent possible solutions. Responsibilities relating to this basic premise are further emphasized in the recognition that honest people may differ without malice, without the disruption of emotional outburst, and without impugning the character or integrity of those who have differing opinions.

**2. Teachers.** The effectiveness of the educational program in achieving the objectives set forth in this policy statement is primarily dependent upon the classroom teachers. In this regard, specific responsibilities of the teacher are:

- a. To determine the appropriateness of the issue with respect to the curriculum, course objectives, and the knowledge, maturity, and ability of the students.
- b. To advise the principal regarding the planned study of a controversial issue and to consult with the principal concerning the appropriateness of the proposal.
- c. To make provision for suitable instructional materials and adequate time to give reasonably thorough coverage of the topic, and otherwise to present the issues after adequate planning and preparation.
- d. To provide alternate projects for those students whose involvement would constitute a serious burden of conscience.
- e. To be sensitive to feelings in the community and judicious in treatment of the controversial issue.
- f. To maintain an active concern for the rights and feelings of individuals, including the right to privacy.
- g. To demonstrate by teaching style and instructional demeanor a commitment to the methods of objective inquiry in group activities.
- h. To project in the most positive way his or her personal and professional adherence to practices which reflect respect for the dignity of the individual.
- i. To ensure a balanced presentation through the careful selection of materials, guest speakers, and other instructional resources.



j. To not promote the individual teacher's political agenda or religious beliefs and to label his or her opinion pertaining to other topics as such when expressed as a personal point of view.

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k. To teach students those skills required for the analysis of complex issues and to provide a classroom environment in which students feel comfortable developing and expressing their own points of view.

**3. Administration.** The building principal shall have the following responsibilities:

a. To consult with the teachers concerning the appropriateness of proposed content and methods of teaching about controversial issues.

b. To maintain a general atmosphere conducive to dealing with controversial issues.

c. To support and protect teachers from undue and unjustified criticism that might arise from dealing with controversial issues in the classroom.

d. To ensure that the instructional program is not exploited by special interest groups or pressure tactics. (This does not preclude the utilization of guest speakers to present different points of view as long as the prior approval of the principal is secured.)

**4. Patrons.** Patrons of the Boulder Valley Public Schools are responsible:

a. To recognize that it is the responsibility of the school to present controversial issues appropriate to the curriculum.

b. To refrain from attempting to suppress the teaching about controversial issues, assuming that the guidelines of responsibility and appropriateness have been followed.

c. To inform the teacher, principal, and other appropriate personnel when they have information that indicates controversial issues are being dealt with in an inappropriate manner.

### **Complaint Procedures**

Any person having a complaint related to any matter within the scope of this policy may seek review through the procedures set forth in Policy KLB, Public Complaints About the Curriculum or Instructional Materials or Strategies.

CROSS REFS.: [IB](#), Academic Freedom

[IIAA](#) subcodes (all pertain to instructional materials)

[KLB](#), Public Complaints About the Curriculum or Instructional Materials or Strategies

**End of File: INB**



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## Exemptions from Required Instruction

ADOPTED: June 11, 1987

REVISED: June 13, 1991, August 27, 1992, June 24, 2003

The Constitution of the State of Colorado delegates the control of instruction to local Boards of Education and the Boulder Valley Board of Education has approved Peak to Peak's instructional program. Boards of Education are authorized through Colorado statutes to establish the curriculum of school districts. Any exemption from instruction that may result in an alteration in the approved curriculum for a student, either as a part of a course or as a total required course, comes under the authority of this policy. Exemption from participation in curriculum, activities, or learning resources may be made only (1) on the basis that they are contrary to the religious beliefs and teachings of a student or the student's parent or legal guardian, (2) a student's parent or legal guardian believes that the required text is not age-appropriate for a student who has been placed in a course that consists of students who are generally at a higher age-level, (3) because physical impairment limits the ability of the student to participate in a meaningful way. Requests for exemption from any portion of health education may also be made on the basis of closely held personal beliefs as described in policy IGAE - health education.

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Requests for exemptions from required instruction, including the curriculum, activities, or learning resources, on the basis that they are contrary to the religious beliefs and teachings of a student or the student's parent or legal guardian require that the parent or guardian first demonstrate that the program or resource in question actually interferes with the exercise of a sincerely held religious belief. A religious belief is defined as a view or belief that can be recognized as related to a form of worship, is based upon an existing set of tenets, and recognizes some form of deity.

Requests for exemption from required instruction, including the curriculum, activities, or learning resources, because a student is unable to participate in the necessary physical activity of a class require that the student present to the building principal a statement from a physician giving the reason for the student's inability to participate meaningfully.

Requests for exemption shall be presented in writing to the Executive Principal. The decision of whether or not to exempt a student from participation in the curriculum, activities, or learning resources on the grounds that the curriculum, activity, or learning resources controvert a religious belief, or because of physical limitations of the student, shall be made in the first instance by the building principal.

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Even when the parent or guardian can show that the situation in question interferes with the exercise of a sincerely held religious belief, the parent's request for exemption can be denied if the program or resource at issue is necessary to accomplish the educational function of the District. If the educational purpose can be accomplished by another less offensive means or by accommodating the parent's requests, such accommodation should be made unless it would substantially disrupt the administration of the educational process in the schools. The building principal shall examine with the parent or guardian the available accommodation options and determine whether an accommodation is appropriate within the curriculum and workable for the student. The decision of the building principal, if adverse to the parent, may be appealed according to the procedures of Policy KL.

Exemptions from required instruction do not excuse a student from meeting the total number of hours in instruction required yearly at the elementary and middle levels, or from the total number of semester hours required for graduation.

CROSS REFS.:

IGAC, Teaching About Religion and Religion in the Schools

IGAE, Health Education

KL, Public Complaints

**End of File: INI**



Associated Regulations: [JEC-R](#)

**SCHOOL ADMISSIONS**

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All persons between the ages of 5 and the attaining of 21 years who have not graduated from high school and who reside (as "residence" is defined by Regulation JEC-R [JF-R]) within the boundaries of this School District may attend public schools without payment of tuition. Students will be enrolled at whatever time of the school year they become residents of the District. Peak to Peak shall also admit preschool children ages 3 and 4 years of age who qualify for special programs provided by the school.

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In addition, persons who do not reside in the District may be admitted under District policies and Peak to Peak's contract with Boulder Valley School District relating to nonresident students, or by specific action of the Board.

**Registration and Opening of School**

Each year, after the adoption of the official school calendar by Peak to Peak's Board of Directors, school staff, shall be notified of the registration schedule and opening dates for the school. Well in advance of the beginning of each school year, notice shall be given of the registration schedule and location, by grade level, for Peak to Peak students.

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The Executive Principal or designee, with the assistance of teachers and secretaries under their supervision, are in charge of the registration of students in the school.

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**Documentation for Admission**

**Proof of Age:** Parents, guardians, or legal custodians should provide a birth certificate or other proof of age for all children not previously enrolled in the Boulder Valley Schools.

When these documents for admission are not available, parents, custodians, legal guardians, or students over 18 years of age and school administrators will work together with existing information to determine the student's age for school purposes.

**School Records:** Students transferring from other schools should present records of attendance, grade placement, and academic achievement, as well as any other pertinent documents which have been given them by the school they last attended.

When these school records are not available, parents, custodians, legal guardians, or students over 18 years of age and school administrators will work together with existing information to determine the student's grade placement and assignment of credit when appropriate.

In providing the information necessary for admission, students and their parents, guardians, or legal custodians shall not be required to reveal their immigration status as documented or undocumented.

### **Immunizations**

Under law, no child shall be admitted to any school in the State of Colorado for the first time unless the child can present certification from a licensed physician or authorized representative of the State Department of Health or local health department stating that the child has received immunizations against communicable diseases as specified by the Department of Health. The certificate must be presented to the appropriate school official at the time of admission. If the child's immunizations are incomplete, the child may be provisionally admitted under the circumstances set forth in Policy JHCB [JLCB], Immunization of Students. A student who is provisionally admitted under Policy JHCB [JLCB] must submit a signed certificate of completed immunizations within 60 days from the date of provisional enrollment or the student shall be excluded from school, in accordance with state law and Board policy.

Exemptions to this requirement may be granted for health, religious, personal, or other reasons specified by law.

### **Physical Examinations**

All students entering Boulder Valley Schools for the first time, including kindergarten students and first graders, are asked to have a physical examination and to submit a report from the examining physician. The purposes are:

1. To identify any deviation from normal growth and development which would hinder the child in school.
2. To serve as a guide for adapting the school program to the child's needs.

### **Denial of Admission**

In addition to the requirements for admission set forth in this policy, the following may be grounds for denial of admission:

1. Having been expelled from any school district during the preceding 12 months.
2. [Not qualifying for admission into Peak to Peak as outlined in Policy JGD/JGE.](#)
3. Behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other pupils or of school personnel.

The principal, after consultation with the Superintendent's designee, may recommend that a student be denied admission on the grounds stated above.

The Board of Education has the authority to deny admission of a resident student or may delegate that authority to the Superintendent. A resident student who is denied admission shall be entitled to a hearing regarding the denial of admission. The procedures for such denial of admission shall be the same as those for expulsion set forth in Board Policy

JGD/JGE, Student Suspension/Expulsion.

LEGAL REFS.: C.R.S. 22-1-102, -102.5, and -115

C.R.S. 22-32-115, -116, and -118

C.R.S. 22-33-103 through -106

C.R.S. 25-4-901 through -908

CROSS REFS.: [JEC-R](#), School Admissions

[JECB](#), Admission of Nonresident Students

[JGD/JGE](#), Student Suspension/Expulsion

[JHC-R2](#), Health Assessments of Students

[JHCB](#), Immunization of Students

**End of File: JEC**



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## **Admission of Nonresident Students**

Nonresident students are admitted to Peak to Peak in accordance with state law, District and Peak to Peak's policies, regulations, and guidelines concerning open enrollment, and Peak to Peak's contract with Boulder Valley School District.

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ADOPTED prior to 1969  
REVISED: date of manual adoption  
REVISED: August 27, 1992  
REVISED: June 12, 2001

CROSS REF.: JECC-R, Assignment of Students to Schools: Open Enrollment

**End of File: JECB**



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## **Admission Of F-1 Visa, J-1 Foreign Exchange Program Students, Immigrant Students, And Dependents Of Nonimmigrant Visa Holders**

All foreign students wishing to receive an F-1 visa to attend school at Peak to Peak and all Foreign Exchange programs requesting to place J-1 students at Peak to Peak must make appropriate request through the Department of Secondary Education.

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### IMMIGRANT STUDENTS

Students who have immigrated to the Boulder Valley School District from a foreign country, and are under the sponsorship of their parents or guardians living in the Boulder Valley School District, will be admitted to Peak to Peak under the same provisions and terms as any other resident or nonresident of the School District, dependent upon which residency category is applicable.

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### DEPENDENTS OF NONIMMIGRANT VISA HOLDERS

The spouse and minor children of a visa holder may enter the United States as a dependent of the visa holder. Minor dependents are admitted to Peak to Peak under the same provisions as any other resident or nonresident of the School District, dependent upon which residency category is applicable.

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### F-1 NONIMMIGRANT FOREIGN STUDENTS

Nonimmigrant students must meet certain requirements for admission to Peak to Peak, which include:

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1. The student must satisfy the same age and other general requirements of citizen students.
2. Students must provide a transcript and an official English translation of those transcripts.
3. The student must be sponsored by a responsible adult living in the Boulder Valley School District or an adjacent school district.
4. Students on F-1 visas may attend a maximum of one school year.
5. Students on F-1 visas may attend only 9-12 grade.
6. To receive the I-20 form provided by the Immigration and Naturalization Service needed to obtain an F-1 visa,



students must have paid the "full unsubsidized per capita cost" of tuition to the District, which is adjusted each year to reflect the PPR received from the State of Colorado. Once such a student is enrolled at Peak to Peak, BVSD will transfer PPR for that student to the school.

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8. Any student who has enrolled at Peak to Peak having paid tuition for a full year and must voluntarily leave the District prior to completing one semester, will be eligible for a partial refund of the tuition received for that student by Peak to Peak.

9. Students will be entered only at the beginning of a semester and for a minimum of one semester of attendance.

10. Students will not be permitted to attend classes on a noncredit or audit basis.

**Deleted:** In the event that a student does not enroll in the Boulder Valley School District, the full cost of tuition minus administrative costs will be refunded.

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J-1 NONIMMIGRANT EXCHANGE PROGRAM STUDENTS

The Boulder Valley School District annually will screen applications from organizations wishing to receive approval to solicit Host Families for Foreign Exchange students in BVSD high schools.

Once an organization has received approval from the District, organizations may contact Peak to Peak to solicit Host Families for placement of students.

It is up to the discretion of the Executive Principal or designee to determine whether sufficient space is available to place foreign exchange students.

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STUDENT ELIGIBILITY

1. At the discretion of the Executive Principal the foreign exchange student may have turned 19 years of age before September 15 of the year in which he or she enrolls at Peak to Peak, and may have graduated from his or her home country high school, or its equivalent.

2. The foreign exchange student must reside with a legal adult resident of the Boulder Valley School District or adjacent school district.

3. The foreign exchange student must have sufficient knowledge of the English language to enable effective communication, to use instructional materials and textbooks printed in English, and to function in the regular curriculum without special professional assistance. If a foreign exchange student's English proficiency is found to be insufficient to function in the regular curricular program without special professional assistance, the sponsoring exchange organization must provide a tutor or make other educational arrangements for the student.

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PLACEMENT QUOTAS FOR EXCHANGE ORGANIZATIONS

Exchange organizations must meet the following placement quotas:

Approved exchange organizations may make application for the enrollment of a number of exchange students to be determined each year by the Executive Principal or designee.

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ACADEMIC STANDARDS AND GRADUATION

Deleted: per each BVSD high school.

1. The nonimmigrant foreign student (F-1), the nonimmigrant foreign exchange program student (J-1), and dependents of nonimmigrant visa holders will be expected to meet all standards as required of any student enrolled at Peak to Peak. These students will be treated as regular students regarding attendance, academic standards, responsibilities and rights, discipline, and graduation requirements.

Deleted: After April 1, at the discretion of each high school principal ¶ any additional available foreign student slots MAY be filled ¶ by exchange organizations. However, a maximum of four ¶ students sponsored by any exchange organization may be placed in a single school and no more than two of these ¶ students should be of the same nationality.¶

2. The nonimmigrant foreign exchange program student (J-1) will not graduate from Peak to Peak High School and will not participate in graduation ceremonies.

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a. At the discretion of the school, the nonimmigrant foreign exchange program student (J-1) may be recognized at an alternate event or celebration.

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3. The nonimmigrant foreign student (F-1) will not qualify to graduate from Peak to Peak High School in most circumstances. In a situation in which the nonimmigrant foreign student (F-1) meets District graduation requirements and transfer student expectations, he or she may be granted a diploma from the Boulder Valley School District.

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Exceptions to this policy may be made by the Executive Principal when such action is deemed in the best interest of the student and the school.

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Nonimmigrant Visitors

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Foreign students visiting on a short-term basis may attend school at Peak to Peak as a visitor for a limited period of time, normally not to exceed two weeks. No class credit shall be granted for such visits.

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Current practice codified 1978  
ADOPTED: date of manual adoption  
REVISED: May 21, 1998  
REVISED: June 12, 2001

End of File: JECBA



**Boulder Valley School District**  
**File: JECC**  
**Adopted: January 10, 1991**  
**Revised:**

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**Associated Regulation: [JECC-R](#)**

### ASSIGNMENT OF STUDENTS TO SCHOOLS

Students are expected to attend the school which lies within the attendance area in which they live, with the following exceptions:

1. If a school is overcrowded, students may be assigned to other schools where space is available.
2. Principals may arrange for assignment of a student to a school other than the one in his or her designated attendance area.
3. Permission may be granted for a student to enroll in a school outside his or her attendance area, but within the Boulder Valley School District, based upon available space.

Whenever a student is assigned to a school outside his or her designated attendance area, transportation shall be the responsibility of the parents, unless regular bus transportation provided by the School District can bring the student within a reasonable distance of the school to which he or she is transferring, and the bus is not already at capacity. The exception shall be those students described in the first situation, above.

Peak to Peak students are guaranteed enrollment for each succeeding year unless their parents go through the open enrollment process and enroll in another school. Once enrolled, Peak to Peak students do not need to re-enter the lottery even if their grade level changes through promotion, acceleration, or retention, even as they move from the elementary school program to the middle school or from the middle school to the high school.

**Deleted:** Requests granted will be approved for the duration of that school level (elementary, middle level, or high school). Students must reapply, however, when moving from one level to the next, if still seeking assignment under open enrollment.

**Deleted:** Based upon projected growth and construction activity, Boulder Valley School District reserves the right to retain space for projected student enrollment.

CROSS REF.: [JC](#), School Attendance Areas

NOTE: Assignments to bilingual, ESL, Chapter 1, Special Education, and/or other special programs are made through the procedures for those programs, unless arrangements have been made to provide ESL services as outlined in Peak to Peak's renewal application.

**End of File: JECC**



**Boulder Valley School District**

**File: JECC-R**

**Adopted: January 10, 1991**

**Revised: November 29, 2001**

## **OPEN ENROLLMENT PROCEDURES & INFORMATION**

**2004/2005 School Year**

**The open enrollment period is from NOVEMBER 29, 2004, through JANUARY 21, 2005**

The Board of Education supports a variety of high quality educational programs. Students may attend their district designated neighborhood school (based on home address), or application may be made for open enrollment to another neighborhood school, a focus school (meets BVSD standards but may have a different curriculum or philosophy), or a charter school (an independent school within the district) in our school district.

### **OPEN ENROLLMENT PROCESS AND TIMELINES:**

- Approval of open enrollment in Peak to Peak is based on the criteria set forth in C.R.S. 22-30.5-109 (7).
- Each year, Peak to Peak’s Board of Directors or designee will provide an estimate to BVSD about the number of spaces available in each grade level. These numbers may change as students enroll in and out of Peak to Peak. BVSD will continue to fill available spaces until October 1 of each school year.
- When the number of applicants exceeds the number of spaces available, students will be selected by a random selection lottery. A wait list will be kept at the Education Center.
- Peak to Peak students and an affiliated charter school are given preference as follows:
  1. Children of current or past members of Peak to Peak’s Board of Directors.
  2. Children of subscribers for new school growth.
  3. Children of teachers and staff employed by Peak to Peak.
  4. Siblings of students currently attending Peak to Peak and will be attending Peak to Peak the next school year (with the exception of current seniors).
  5. Siblings of students who have been selected for admission into Peak to Peak through the current-year lottery process.
  6. A student who applies during the open-enrollment period, is placed on the waiting list, is not offered admission before the next lottery period, and re-applies for admission in the immediately successive open enrollment period.
  7. Students who live within BVSD boundaries.
  8. Students who live outside of BVSD boundaries.

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Children of staff members regardless of when hired (whether hired before, during or after BVSD’s open enrollment period) and children of Peak to Peak subscribers, and current and former members of the Board of Directors will be allowed to enroll their children for the next school year even if the class is normally considered full. Children of subscribers,

current and former board members, staff, and siblings of Peak to Peak students are given a priority whether they live in BVSD or another district.

Each year, students admitted with a preference will be limited to a maximum of 10 percent of Peak to Peak's enrollment. The 10 percent allowed under this preference comprises children of staff members, subscribers, and board members but not siblings of students enrolled in Peak to Peak. If Peak to Peak starts an Early Childhood Education program, it will follow applicable federal guidelines for enrollment.

Once enrolled in Peak to Peak, the school becomes the "school of attendance" for each succeeding year unless a student's parents or legal guardian go through the open enrollment process and enroll in another school.

The school district will notify students of their acceptance into Peak to Peak and confirm the students' acceptance into the school.

## **INFORMATION REGARDING SPECIAL PROGRAMS:**

- All BVSD and out of district students are eligible to apply for open enrollment.
- Any special education students receiving special education services, after receiving conditional acceptance and completing a confirmation form, must have a staffing, which finds that the open enrollment placement is appropriate before a change in attendance can occur. Contact Special Education at (303) 447-5154 with questions.
- English as a Second Language services are not available at every school. Contact Literacy and Language Support Services (303) 447-5073 with questions.
- **VARSITY ELIGIBILITY:** In most cases students transferring schools after the 15th day of the school year will jeopardize losing varsity eligibility for the remainder of the school year. Students should consult the district Athletic Director at (303) 447-5252 for eligibility information. According to Colorado High School Activities Association (CHSAA) rules, students entering high school for the first time that school year shall be eligible for all interscholastic athletic competitions. A student who transfers after the 15th day of the school year or after having started practice in a sport or after participation in an interscholastic scrimmage or contest will be ineligible for varsity competition in that sport for the remainder of the school year as well as those sports in which they had competed during the previous twelve months.

## **SELECTION PROCESS:**

- Approval of open enrollment is based on available space, programming, and staffing at the requested school.
  - ∨ When the number of applicants exceeds the number of spaces available, students will be selected by a random selection lottery. A wait list will be kept at the Education Center.
  - ∨ In-district students who apply by January 21, 2005, during the open enrollment period will be given priority before students who reside outside the Boulder Valley School District.
- Preference is given to students as follows:

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Deleted: <#>Before completing an open enrollment form, parents should obtain information about the school to which they are applying so that they are informed about the program. Some schools/grade levels are closed for open enrollment. ¶  
<#>Parents may pick up an application from any school or the Education Center (6500 E. Arapahoe, Boulder, CO 80303) between November 29, 2004 and January 21, 2005. ¶  
<#>Misrepresentation of information will be grounds to invalidate your open enrollment request. ¶  
<#>**Parents must complete and sign the application and return it to the Education Center (6500 ¶ E. Arapahoe, Boulder, CO 80303) no later than January 21, 2005, by 4:00 p.m. ¶**  
<#>Notification of acceptance (from the original pool of applicants) will be sent on February 4, 2005. A second round of acceptance will take place to fill any remaining vacant spots after February 25. Notification of placement on a wait list will be sent after March 18, 2005. ¶  
<#>If accepted during the first round, parents must complete an enrollment confirmation form that must be received at the Education Center no later than 4:00 p.m. on February 14, 2005. Upon both completing the enrollment confirmation form and subsequent attendance, the selected school becomes the "school of attendance" for that level (elementary, middle, K-8, senior or multi level program). ¶  
<#>If the enrollment confirmation form is not received on time, the child's space in the school will be forfeited. ¶  
<#>In order for a student to return to his/her district designated neighborhood school, an application must be submitted during the open enrollment period. The process set forth in paragraphs six and seven must be followed. ¶  
<#>Wait lists will be established from the applications received during the open enrollment period. Students will be called from the wait list to fill verified vacant spots on June and August. Students new to school in the BVSD district after January 22, 2005, will be able to complete an open enrollment application to add their name to an established wait list prior to September 1, 2005. ¶  
<#>¶

- A. In-district students before any consideration is given to students outside the Boulder Valley School District.
- B. Students wishing to return to their neighborhood schools.
- C. District students who move out of their district designated neighborhood school attendance area and wish to remain for that level of schooling.
- D. Students of parents/guardians identified as founding families during the formation of a new strand, focus or charter school and who have worked significant hours to initiate and develop the program. Preference will be given to founding families for three years following the opening of the strand or focus school. (Charter and focus schools have additional preferences considerations as listed on the application form.)
- E. A new student whose sibling is currently attending and will be attending the school the following year.
- F. A student who is the child of an employee at the requested school.
- G. When two or more siblings apply for open enrollment at the same school, and one is accepted the other(s) will be given preference. ▼

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## GENERAL INFORMATION:

- After elementary and middle school, students will attend their district designated neighborhood school unless they open enroll to another middle or high school. Once enrolled in a K-8 building (or other multi-level program housed in the same building) students do not have to re-enroll.
- Students who enroll in a school other than their district designated neighborhood school are responsible for their own transportation. If space is available on an existing transportation route, parents may petition for “ridership” by contacting the district’s Transportation Office at (303) 4475120. This petition process occurs after the school year begins. Parents must petition every year for space available ridership. Transportation under the open enrollment process must be applied for annually.
- To help parents identify schools they may wish to consider for open enrollment, opportunities to visit and observe schools may be scheduled by contacting individual school offices. Please be sure to register with the school office when visiting schools.

**If there are other questions regarding open enrollment, please contact the Education Center at (303) 245-5900 for further information.**

CROSS REF.: [JC](#), School Attendance Areas

**End of File: JECC-R**



**Boulder Valley School District**  
**File: JECD**  
**Adopted: June 25, 1998**  
**Revised: March 13, 2001**

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**ASSIGNMENT OF TRANSFER STUDENTS  
TO CLASSES AND GRADE LEVELS**

Students transferring into the Boulder Valley School District shall present records of attendance, grade placement, and academic achievement.

Students entering grades two through twelve from public, parochial, and private schools that are accredited by a recognized accrediting agency or organization shall be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring.

Peak to Peak's administration, through academic achievement tests and other evaluation/assessment measures shall determine the appropriate grade level/credit status of students transferring from home instruction or private or parochial schools that are not accredited by a recognized accrediting agency or organization.

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**LEGAL REF.:**

C.R.S. 22-33-104.5(4)

**CROSS REFS.:**

IKF, Graduation Requirements

JEC, School Admissions

JECC, Assignment of Students to Schools: Open Enrollment

JEG, Exclusions and Exemptions from School Attendance (Home-Based Education)

**End of File: JECD**



**Boulder Valley School District**  
**File: JED**  
**Adopted: October 24, 1985**  
**Revised: September 26, 1996**

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**Associated Regulation: [JED-R](#)**

## **STUDENT ABSENCES AND EXCUSES**

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Regular attendance in all classes is an integral part of the educational process. Students are expected to be in attendance every day school is in session as required by law and District policy. Participation in the classroom is a significant aspect of a student's academic performance, and failure to attend is considered to be grounds for academic sanction. The student attendance policy should be carried out with the primary objective of encouraging each student to attend school regularly and to maintain academic standing.

### **Excused Absences**

Excused absences mean absences due to temporary illness or injury, and any other reason deemed acceptable by the principal. In general, prior notice of absence from the student's parent or guardian is required and the principal may require additional verification, such as a physician's statement, when appropriate.

### **Unexcused Absences**

Unexcused absences include all other absences. Prior knowledge and approval of an absence by the student's parent or guardian and/or prior knowledge of an absence by any school employee shall not excuse the absence without acceptance by the principal.

### **Tardiness**

Tardiness is considered a form of absence and may be treated as such in imposing sanctions. The Executive Principal or designee shall assign consequences as appropriate for unexcused tardies.

### **Notification of Absences**

Schools shall establish a system of monitoring individual unexcused absences. Schools shall make a reasonable effort to notify parents or guardians when students are absent without prior authorization. When appropriate, such notices should be individual and may be made by computer-generated calls. Form letters may also be used. Notices should be explicit as to the District's definition of excused absences and the primary concern of encouraging attendance.

### **Consequences**

Regular attendance is an educational requirement of all classes in the schools. Unexcused absences may subject the student to appropriate consequences. These may include



disciplinary measures, the imposition of academic sanctions, and/or the initiation of court proceedings to enforce the requirements of the Colorado School Attendance Law.

As an academic sanction for unexcused absence, schools may reduce or deny course credit. Any such sanction, however, must be rationally related to an educational purpose.

In addition, the Executive Principal or designee shall assign additional non-academic consequences as appropriate.

Students are responsible for all class work missed due to absence. The teacher shall make educationally appropriate provisions for completion of missed class work. Credit for class work missed due to excused absence shall be allowed when satisfactorily completed. Credit for class work missed due to unexcused absence or truancy shall not be allowed unless specifically permitted by the principal.

Whenever a student becomes subject to reduction or loss of credit due to absence, the school will make a reasonable effort to notify the parent or guardian so that remedial action may be considered. However, school attendance is the joint responsibility of the student, his or her parent or guardian, and the school, and the failure or inability to give such notice shall not bar the imposition of the sanction.

### **Readmission**

Students will be readmitted to school after an absence. However, readmission may be conditioned upon receipt of written or oral notice from the parent or guardian explaining the absence.

When a student has been under a physician's treatment, the school may require the physician's statement that the student is sufficiently recovered to return to school without creating any risk to the student or other students.

### **Habitually Truant Students**

An "habitual truant" shall be defined as a student of compulsory attendance age who has four unexcused absences from school or from class in any one month or ten unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences.

In order to reduce the incidence of truancy, parents of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

When a student is declared habitually truant, the school shall, in cooperation with the student and parent, guardian, or legal custodian, develop a plan to assist the child to remain in school.

LEGAL REFS.: C.R.S. 22-33-104  
C.R.S. 22-33-107

CROSS REFS.: [IKEA](#), Make-Up Opportunities  
[JGD/JGE](#), Student Suspension/Expulsion

**End of File: JED**



**Boulder Valley School District**  
**File: JFCC (Also EEACC)**  
**Adopted prior to 1969**  
**Revised: date of manual adoption, September 23, 1993**

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**STUDENT CONDUCT ON SCHOOL BUSES**

This is the same policy as Policy EEACC. Refer to EEACC for the policy.

**End of File: EEACC (Also JFCC)**



**Boulder Valley School District**  
**File: JFH**  
**Adopted: June 18, 1992**  
**Revised: June 1, 1998**

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**Associated Regulation: JFH-R**

### **STUDENT COMPLAINTS AND GRIEVANCES**

It is the policy of the Board of Education and Peak to Peak that all students be treated justly and without discrimination.

Students who are aggrieved by a decision or action of school personnel that they believe to be in violation of Boulder Valley School District or Peak to Peak policies or school rules, or they believe discriminatory in nature shall have available a procedure to inquire concerning the decision or action and to express their concerns. Please refer to Peak to Peak's communication policy and other relevant policies (such as AC, ACA, ACB, JB, JF and JG) to determine the appropriate procedure. Such procedure shall not apply to a teacher's determination of a student's grade, unless the student believes the grade to have resulted from discrimination.

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CROSS REFS.: AC, Nondiscrimination  
ACA\*, Nondiscrimination on the Basis of Sex (Compliance with Title IX)  
ACB, Nondiscrimination on the Basis of Disability  
JB, Equal Educational Opportunities  
JF subcodes (all relate to student rights and responsibilities)  
JG subcodes (all relate to student discipline)

**End of File: JFH**



**Boulder Valley School District**  
**File: JGD/JGE**

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## **Student Suspension/Expulsion**

The Board of Education takes seriously the obligation to educate every student in this District. Extended suspension is viewed as a very serious step in the discipline and intervention process, and expulsion is generally to be recommended as the last step in that extensive process, except where expulsion is required by state law.

### A. Definitions

1. "Suspension" means the exclusion of a student from attending school and participating in school activities for a specified and limited period of time as set forth under Suspension Authority below.

2. "Expulsion" means the exclusion of a student from attending school and participating in school activities for a specified period of time not to extend beyond one calendar year. Expulsion of a student with disabilities does not include a cessation of all educational services.

3. "Classroom suspension" means the exclusion of a student from the classroom by a teacher for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student.

4. "In-school suspension" means the exclusion of a student from the classroom and from participation in regular school activities, with continuous supervision and instruction in a location separate from the regular school environment.

5. "Student with disabilities" means a student for whom a determination of disability has been made by a duly convened staffing committee in accordance with state and federal laws governing the education of children with disabilities. For purposes of this policy, a student with disabilities does not include a student who is determined to be disabled solely by virtue of being an alcoholic or drug addict.

6. "Parent" means a student's parent, guardian, or legal custodian.

7. "Informal hearing" means an opportunity for a student to be informed of the evidence and to explain his or her position regarding the incident constituting grounds for discipline. An informal hearing does not include representation by counsel, the ability to confront and cross-examine witnesses, or the ability to call witnesses to verify the student's version of the incident.

## B. Grounds

Subject to the District's responsibility under the Exceptional Children's Education Act and applicable federal statutes, students may be suspended or expelled for the following behaviors while in school buildings, on school grounds, in school vehicles, or at school-sponsored activities, except that in appropriate circumstances a student may be suspended or expelled for behavior off school property, as authorized by law:

1. Serious violations, as determined by the principal, including, but not limited to, fighting; initiating or participating in bomb scares or false alarms; improper sexual contact; the unauthorized use, possession, exchange, or sale of alcohol or controlled substances; and being under the influence of alcohol or controlled substances.

2. Carrying, bringing, using, or possessing a dangerous weapon without the authorization of the school or School District, for which expulsion is mandatory. "Dangerous weapon" means: (a) a firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm; (b) any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; (c) a fixed-blade knife with a blade that measures longer than three inches in length, or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches; or (d) any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury. A student may, but need not, be expelled for the behavior described in this paragraph if, as soon as possible upon discovery that he or she is in possession of the dangerous weapon, the student notifies and delivers the weapon to a teacher, administrator, or other authorized person.

In accordance with federal law, expulsion shall be for one calendar year for any student who is determined to have brought a firearm to school without the authority of the school or the District. The Superintendent may reduce the length of this required expulsion period on a case-by-case basis. Any student bringing a firearm to school shall be referred to appropriate law enforcement officials.

3. The sale of a drug or controlled substance, for which expulsion is mandatory.

4. The commission of an act which, if committed by an adult, would be robbery under the criminal law, for which expulsion is mandatory.

5. The commission of an act which, if committed by an adult, would be first or second degree assault under the criminal law, for which expulsion is mandatory.

6. Continued willful disobedience or open and persistent defiance of proper authority, including, but not limited to, repeated violations of School District policy and repeated instances of misconduct, no single occurrence of which might otherwise constitute a ground for suspension or expulsion.

7. Willful destruction or defacing of school property.

8. Behavior on or off school property which is detrimental to the welfare or safety of the student, other students, or of school personnel, including behavior which creates a threat of physical harm to the student or to other students.

9. Declaration of the student as habitually disruptive pursuant to Policy and Regulation JGC and JGC-R, Discipline of Habitually Disruptive Students, for which expulsion shall be mandatory. "Disruptive behavior" means behavior by the student which is initiated, willful, and overt. After the FIRST AND second suspensions of a student pursuant to Policy and Regulation JGC and JGC-R, the school MUST develop a remedial discipline plans for the student. The District will encourage and solicit the full participation of the student's parents in the development of any such remedial discipline plan.

10. Repeated interference with the school's ability to provide educational opportunities to other students.

11. Assault upon, disorderly conduct toward, harassment of, making knowingly false allegations of child abuse against, and any criminal offense against a teacher or other school employee, or damage to property of a teacher or other school employee which occurs on school premises. A minimum of three days' suspension is mandatory for such behavior.

12. Use or possession of any tobacco product.

13. Unauthorized absence from school for all or any portion of the school day.

14. Stealing or attempting to steal property belonging to the School District or to a private individual.

15. Vandalism, damage, or destruction to property belonging to the School District or to a private individual.

16. Sexual harassment of students or staff.

17. Violation of rules concerning proper use of School District computers and/or concerning Internet access.

18. Trespassing onto School District property or remaining on School District property after being requested to leave by an authorized school official.

19. Gang-related activity.

20. Violation of any school or School District policy or regulation governing student conduct.

In addition to any reporting responsibilities related to suspected child abuse or neglect under District Policy JHG/JHG-R, the building principal shall also take steps to immediately notify the parent or guardian whenever there is reasonable cause to know or suspect that sexual contact has occurred between students (whether or not consensual) while the student is on school property, at school activities, or in school vehicles. "Sexual contact" for this purpose means "the knowing touching of the victim's intimate parts by the actor, or of the actor's

intimate parts by the victim, or the knowing touching of the clothing covering the immediate area of the victim's or actor's intimate parts if that sexual contact is for the purposes of sexual arousal, gratification, or abuse."

C. Suspension Authority

Suspension is viewed as a very serious step in the discipline and intervention process. A school principal or designee may suspend a student for up to five school days for grounds 6-20 listed above and may suspend a student for up to ten school days for grounds 1-5 listed above. The Superintendent or designee may extend a suspension for up to ten additional school days, and another ten days if necessary in order to present the issue of expulsion to the next meeting of the Board of Education. In no event may the total period of suspension exceed 25 consecutive school days.

D. Suspension Procedure

1. Due process takes place at an informal hearing where the principal or designee shall give the student written or oral notice of the charges against him or her. The student will be provided an opportunity to present his or her side of the story. The charges must rest on one of the grounds enumerated in this policy. The notice shall be in a language and manner which the student and parents can understand. At this informal hearing, the student does not have the right to secure counsel, to confront and cross-examine witnesses, or to call witnesses to verify the student's version of the incident. There need be no delay between the time notice is given and the time of the hearing.

2. A reasonable attempt will be made to immediately notify the student's parents of the charges against the student and of the contemplated disciplinary action.

3. The informal hearing should precede removal of the student from school, unless an emergency or threat of substantial disruption requires immediate removal, in which case the informal hearing should follow as soon after the student's removal as practicable.

4. If a decision is made to suspend a student, the student will be so notified. The school principal or designee shall promptly send a letter to the parents and the student explaining the action taken and the period of such suspension and inviting the parents to meet with the principal or designee pursuant to paragraph 6 below for the purpose of discussing the matter. Such notice shall be in a language and manner which the student and parents can understand.

5. A copy of the written notice of suspension of a student with disabilities will be forwarded to the Office of Special Education for review and for purposes of determining whether a change of placement is implicated. A copy of the written notice of suspension of students without disabilities will be forwarded to the Office of Elementary or Secondary Education for review and appropriate follow-up.

6. No student shall be readmitted to school after a suspension until a meeting has taken place between the principal or designee



and the parents to review the suspension or until, in the discretion of the principal or designee, the parent of the suspended student has substantially agreed to review the suspension with the principal or designee. The suspending authority shall make reasonable efforts to meet with the parents, but if the principal or designee cannot contact the parents or if the parents repeatedly fail to appear for scheduled meetings, the principal or designee may readmit such student and shall not extend the period of suspension. The purpose of the readmittance conference shall be to address whether there is a need to develop a remedial discipline plan for the pupil in an effort to prevent further disciplinary action.

7. The school administrator or designee will provide parents names of individuals willing to act as advocates for families and students.

8. Nothing contained in this procedure shall prevent the principal or designee from arranging for parents to attend the meeting with the student at which notice of charges is given and an informal hearing is held if necessary, if the meeting can be arranged within a reasonable time period.

9. A suspended student shall be required to leave the school grounds immediately after the parents and the principal or designee have determined the best way to transfer custody of the student to the parents.

10. In accordance with state law, law enforcement authorities may be involved in the removal of the student from the school where there are reasonable grounds to believe that the student has committed an act which would be a felony, misdemeanor, or municipal ordinance violation if committed by an adult. In such cases, the parents should be notified as soon as practicable.

11. Absences due to suspension shall be deemed to be unexcused. Students are responsible for all class work missed due to absence. During the period of suspension, the school shall provide an opportunity for a student to make up school work during the period of suspension.

12. If the suspension is for more than ten days, the student shall be given the opportunity to request a review of the suspension before the appropriate executive director or designee. The executive director's decision is final. If a review is requested, the suspension shall remain in effect pending the review.

#### E. Alternatives to Suspension

In lieu of suspension, a principal or designee may, in his or her discretion, and upon consent of the student's teachers, permit the student to remain in school on the condition that the student's parent, guardian, or legal custodian attend class with the student for a period of time established by the principal or designee. In the event that the parent, guardian, or legal custodian cannot or will not attend class with the student, or this alternative would be or becomes disruptive to the educational process, this alternative shall be terminated and the student shall be suspended. This alternative is not available if expulsion proceedings have been or will be initiated.

F. Expulsion Authority

1. The Board may conduct the hearing at which the question of expulsion is determined.

2. In the event the Board does not conduct an expulsion hearing, it hereby delegates to the Superintendent or Superintendent's designee the authority to conduct expulsion hearings and delegates to the Superintendent the authority to expel students. The Superintendent shall report on each case acted upon at the Board's next regularly scheduled meeting, briefly describing the circumstances and the reasons for the action taken.

3. In any case in which the power to expel has been delegated to the Superintendent, the decision of the Superintendent may be appealed upon the written request of the student or parent to the Board. Upon a request for an appeal, the Board will determine the procedure to be utilized and will promptly advise the student and parents of the procedure involved.

G. Expulsion Procedure

1. If the principal believes that grounds for expulsion exist, he or she shall notify the Superintendent or designee in writing and request that expulsion proceedings be initiated.

2. The Superintendent or designee shall notify the student and parents in writing of the charges against the student, which must be one of the grounds set forth for suspension and expulsion in this policy. Such notice shall be in a manner and language the student and parents can understand.

3. The hearing will be held before the Board or the Superintendent, or designee.

4. Testimony and information shall be presented under oath. However, technical rules of evidence shall not be applicable and the Board or Superintendent may consider and give appropriate weight to such information or evidence deemed appropriate. The student may be represented by counsel and will be afforded the opportunity to confront and cross-examine witnesses supporting the charge and to call witnesses on the student's behalf. A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event of an appeal.

5. The Board or Superintendent will make specific findings in support of any decision reached. The Superintendent shall issue a written decision within five days after the expulsion hearing. In the event of a decision to expel, the student will be advised of the right to appeal and the right to obtain judicial review.

6. Upon expelling a student, the District shall provide information to the student's parents concerning the educational alternatives available to the student during the period of expulsion. If the student is between the ages of 7 and 16 and is expelled for the remainder of a school year, the parents are responsible for assuring compliance with the compulsory school attendance laws during the period of expulsion. If the parents choose to provide a home-based educational program for the student, the District shall assist them in obtaining appropriate curricula. Upon request of a student or student's parent, the

District shall provide for any student who is expelled from the District, any educational services that are deemed appropriate for the student by the District.

"Educational services" means any of the following types of services to provide instruction in the academic areas of reading, writing, mathematics, science, and social studies:

- a. tutoring services;
- b. alternative educational programs;
- c. vocational education programs.

The educational services provided are designed to provide a second chance for the student to succeed in achieving an education. While receiving educational services, a student may be suspended or expelled. Except as required by federal law, the District is not required to provide educational services to any student who is suspended or expelled while receiving educational services until the period of the suspension or expulsion is completed. The educational services need not be provided on School District property.

7. If a student is expelled for the remainder of the school year and if the student is not receiving educational services through the District, the District shall contact the student's parents at least once every 60 days until the beginning of the next school year to determine whether the student is receiving educational services. The District need not contact the student's parents after the student is enrolled in another school district, or in an independent or parochial school, or if the student is committed to the Department of Human Services or is sentenced pursuant to the Children's Code contained in Article 2 of Title 19 of the Colorado Revised Statutes.

8. No student shall be readmitted to school after an expulsion until a meeting has taken place between the principal or designee and the parents to review the expulsion or until, in the discretion of the principal or designee, the parent of the expelled student has substantially agreed to review the expulsion with the principal or designee. If the principal or designee cannot contact the parents or if the parents repeatedly fail to appear for scheduled meetings, the principal or designee may readmit the student. The purpose of the readmittance conference shall be to answer questions about the expulsion, clarify expectations regarding behavior, and consider alternatives or interventions to assist the student. The conference will be held upon the student's return to school.

9. In accordance with state law, any student expelled for reasons specified in paragraphs 1-5 and/or 8 of the Grounds for Suspension and Expulsion in this policy, and who is convicted, adjudicated a juvenile delinquent, receives a deferred judgment, or is placed in a diversion program as a result of committing the offense for which the student was expelled (except with respect to crimes against property), shall not be enrolled or reenrolled in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed. If the District has no actual knowledge of the name of the victim or the offense for which a student was expelled, the student shall be prohibited from enrollment or reenrollment under this policy only

upon request of the victim or a member of the victim's immediate family at a school where the student seeks to enroll or reenroll.

#### H. Classroom Suspension Authority

A teacher may remove a student from the teacher's classroom for one day for causing a material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student. Prior to any such removal, the teacher shall provide the student with the same level of due process to which the student would be entitled for suspensions from school of ten days or less, as set forth above.

#### I. Classroom Suspension Procedure

1. The teacher initiating a one-day classroom suspension shall provide the principal or designee with assignments and other coursework to be completed by the student during the period of suspension, and shall contact the parent or legal guardian of the student as soon as possible after removal to request his or her attendance at a conference regarding the classroom suspension.

2. The teacher may develop a behavior plan approved by the principal after a student's first one-day classroom suspension during any grading term (quarter, trimester or semester) and shall develop a behavior plan approved by the principal after a student's second one-day classroom suspension during any grading term. The behavior plan shall indicate that the third incident during a grading period of material and substantial disruption in the classroom through behavior that is initiated, willful, and overt on the part of the student after classroom suspensions for the first two incidents will result in the student's removal from the classroom for the remainder of the grading term. The teacher shall provide a copy of the behavior plan, as well as a copy of each revision thereto, to the student and the parent or legal guardian of the student.

3. For any student removed from the classroom for the remainder of a grading term as provided in paragraph 2 above, the teacher responsible for the removal shall provide the principal or designee with a lesson plan, assignments, other coursework, quizzes, and exams for the remainder of the grading term so as to allow the student to complete and receive credit for the course.

4. Classroom suspensions shall not count as suspensions for purposes of declaring a student as "habitually disruptive."

5. A teacher's ability to impose classroom suspensions shall be subject to governing law and the District's policies and regulations concerning suspension/expulsion of students with disabilities./p>

#### J. At-Risk Students

The school shall identify students who are at risk of suspension or expulsion. An at-risk student includes, but is not limited to, any student who is likely to be declared habitually truant or habitually disruptive.

The District may enter agreements with appropriate local and state agencies, community-based organizations, and institutions of higher education for the provision of services to students at



an alternate education program shall not be considered a period of suspension or expulsion.

As used in this policy, a "crime of violence" means any of the following crimes as defined by law committed, conspired to be committed, or attempted to be committed by a student in connection with which the student used or possessed and threatened the use of a deadly weapon, or caused serious bodily injury or death to any other person except another participant: (1) any crime against an at-risk adult or at-risk juvenile; (2) murder; (3) first or second degree assault; (4) kidnapping; (5) sexual assault; (6) aggravated robbery; (7) first degree arson; (8) first degree burglary; (9) escape; or (10) criminal extortion. "Crime of violence" also means any felony unlawful sexual offense in which the student caused bodily injury to the victim or in which the student used threats, intimidation, or force against the victim.

As used in this policy, "unlawful sexual behavior" means any of the following offenses, as defined by law, or criminal attempt, conspiracy, or solicitation to commit any of the following offenses: (1) first, second, or third degree sexual assault; (2) sexual assault on a child; (3) sexual assault on a child by one in a position of trust; (4) enticement of a child; (5) incest or aggravated incest; (6) trafficking in children; (7) sexual exploitation of children; (8) procurement of a child for sexual exploitation; (9) indecent exposure; (10) soliciting for child prostitution; (11) pandering of a child; (12) procurement of a child; (13) keeping a place of child prostitution; (14) pimping of a child; (15) inducement of child prostitution; or (16) patronizing a prostituted child.

#### L. Discipline Information

The school principal shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives such information shall maintain the confidentiality of the information and does not have the authority to communicate the information to any other person. The student and his or her parents may request an opportunity to challenge the accuracy of the disciplinary information pursuant to the procedures set forth under Policy JO-R, Student Records, in the Challenges to Content of Records subsection.

#### M. Students with Disabilities

Students with disabilities under the Individuals with Disabilities Education Act ("special education students") and students with disabilities under Section 504 of the Rehabilitation Act of 1973 ("§ 504 students") are neither immune from the District's disciplinary processes nor entitled to participate in programs when their behavior impairs the education of other students or disrupts the education process. Regardless of whether their behavior is a manifestation of their disabilities, § 504 students currently engaging in the illegal use of drugs or in the use of alcohol may be disciplined for the use or possession of illegal drugs or alcohol to the same extent as non-disabled students. Additional requirements and authority regarding the discipline of students with disabilities is as follows:

1. The principal or designee shall immediately remove a student with a disability from a situation in which he or she poses a threat of physical harm to himself or herself, or to other persons, by placing the student in an appropriate alternative setting or by suspending the student, as set forth below.

2. In accordance with governing law, the IEP or § 504 team may change a disabled student's placement to an appropriate interim alternative educational setting for not more than 45 days if:

a. the student has carried a weapon to school or to a school function;

b. the student knowingly possessed, used, sold, or solicited the sale of a controlled substance while at school or at a school function; or

c. a hearing officer so orders.

Such placement in an interim alternative educational setting is permissible even if the disabled student's behavior was a manifestation of his or her disability.

3. Students with disabilities may not be suspended or removed to another setting in excess of ten consecutive school days, or subjected to a series of suspensions or removals during the school year (or during a single placement within the school year) that constitute a change of placement, unless a determination has been made by a duly convened IEP or § 504 team that the misconduct constituting grounds for suspension or removal longer than these specified periods was not a manifestation of the student's disability (this provision does not apply to placement in an appropriate interim alternative educational setting).

4. If the IEP or § 504 team determines that the student's conduct was a manifestation of the student's disability, the suspension or removal may not exceed the periods specified in the first sentence of paragraph 3 and the appropriateness of the student's IEP or § 504 Plan shall be reviewed and necessary revisions shall be made, in accordance with governing law.

5. If the IEP or § 504 team determines that the student's conduct was not a manifestation of the student's disability, the student may be suspended or removed for longer than the periods specified in the first sentence of paragraph 3. Special education students, but not § 504 students, must continue to receive educational services as determined by the IEP team.

6. Within ten days of a suspension or removal in excess of the periods specified in the first sentence of paragraph 3, the IEP team shall either develop a functional behavioral assessment of the special education student, develop a behavioral intervention plan for the special education student, or review and modify the special education student's existing behavioral intervention plan, as appropriate.

7. Prior to expulsion of a student with a disability, a determination must be made by a duly convened IEP or § 504 team that the misconduct constituting grounds for expulsion was not a manifestation of the student's disability. If the IEP or § 504

team determines that the student's conduct was a manifestation of the student's disability, the expulsion proceedings shall be discontinued and the appropriateness of the student's IEP or § 504 Plan shall be reviewed and necessary revisions shall be made, in accordance with governing law. If the IEP or § 504 team determines that the student's conduct was not a manifestation of the student's disability, the student may be expelled. Special education students, but not § 504 students, must continue to receive educational services as determined by the IEP team.

ADOPTED: August 9, 1976

REVISED: Revised: June 27, 1991, September 23, 1993, September 26, 1996, October 9, 1997, February 26, 1998, March 5, 1998, August 27, 1998, August 12, 1999, June 22, 2000, October 9, 2001

LEGAL REFS.: 20 U.S.C. 1401 et seq.

C.R.S. 12-22-303

C.R.S. 18-1-901(3)(e)

C.R.S. 19-1-119(5)

C.R.S. 22-20-101 et seq.

C.R.S. 22-32-109.1

C.R.S. 22-33-104

C.R.S. 22-33-104(2)(d)

C.R.S. 22-33-105

C.R.S. 22-33-106

Title 18, Article 3, part 2

Title 18, Article 4, part 3

CROSS REFS.: GBEA, Staff Protection

JEG, Exclusions and Exemptions from School Attendance (Home-Based Education)

JFC, Student Conduct, and subcodes (Student Conduct Code)

JG and all subcodes, Student Discipline Code

JGC/JGC-R, Discipline of Habitually Disruptive Students

JHG/JHG-R, Reporting of Child Abuse/Neglect

KL, Public Complaints

Comprehensive Plan for Special Education Services in the Boulder Valley School District

**End of File: JGD/JGE**





**SCHOOL-COMMUNITY RELATIONS GOALS**

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A climate of mutual understanding and cooperation is essential if the educational program is to meet student and community needs and expectations. Support for the schools is evident when the public is aware of issues, accomplishments, and needs of the school, and participates in the decision-making process.

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Effective school-community relations requires a planned, systematic, interactive communication network. This provides the basis for mutual understanding and effective teamwork between the school and the public they serve. Students are the focus, and effective school-community relations serve to encourage optimal levels of student development and achievement.

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Everyone connected with Peak to Peak shall play a part in effective school-community relations:

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1. **The Board of Directors.** Members of the Board are the formal link between the public and the school. They interact with and reach out to both school personnel and the community. They represent the public in presenting the views, needs, desires, suggestions, and criticisms of the community to the professional staff with coordination of the Executive Principal. They also interpret the ideas of the professional staff to the community they represent, encourage public understanding of the needs of schools, and lead in the development of an outstanding educational system.

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2. **The Executive Principal and School Staff.** The communication program of Peak to Peak is a direct responsibility of the Executive Principal, who is assisted in this task by other staff members, school volunteers, and the school district's Director of Communication Services if that service is purchased from the school district.

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Deleted: The building principals are the District's primary representatives in their own school communities.

3. **Director of Communication Services.** This administrator has the specific responsibility to direct the District's comprehensive internal and external information and communication programs. Responsibilities include interpreting Board of Education policies to the staff and community, and advising the Superintendent, Board of Education, and District staff on communication activities.

4. **Other Employees of the School.** All staff members are an essential part of the District's communication effort. They must stay informed of school policies and actions so they can take an active role in sharing accurate information with the public. Employees are often asked to participate directly in informing the public about various aspects of school operations, and in receiving and reacting to public input regarding these operations.

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5. **Students.** Students play an important part in representing the school in the community. They may participate in committees, take part in school activities, and in dozens of ways, convey their impressions of the school to their families, friends, and the community.

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6. **Parents.** Parents are an important link in creating an effective school-community partnership. They are the first teachers children have, and support from the home enhances learning for students. Parents support activities at the school, participate in committees, and are an integral part of the communication chain.

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7. **Advisory Committees.** Peak to Peak's Board of Directors or Executive Principal may form Advisory Committees to conduct studies and submit findings.

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Deleted: Since widespread public participation in school affairs is one of the best guarantees that community interests will be reflected in the school program, a variety of advisory committees, comprised of citizens of the District, are formed to secure the public's input into improving the educational program. Such committees, under the direction of the Superintendent, make thorough studies of the subjects assigned them, and submit their findings and recommendations to the Board of Education through the Superintendent.

8. **Community Services.** Service to the community in a variety of forms, such as community use of school facilities, is another method of communication between local citizens and the school system, as is the school's contributions to civic and community organizations.

Primary objectives of the school-community relations program shall be incorporated into the school's planning process and reviewed annually or as necessary. Such objectives shall be designed to reflect the goals of the school.

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**End of File: KA**



**Boulder Valley School District**  
**File: KAB\***  
**Adopted: December 14, 1977**  
**Revised: September 26, 1991**

Associated Regulation: [KAB-R](#)

**COMMUNITY SCHOOL PROGRAM**

Peak to Peak's Director of Operations is responsible for the school's buildings and will establish procedures for their use by the community (when the use is not incompatible with the needs of the school program or a school setting). The school will facilitate and administer the rental of facilities to community users. As appropriate and consistent with Board policies, the school shall respond to other community needs by the provision of programs, activities, and collaboration.

Revenue generated by the rental of the school facilities shall be used for support of the school.

LEGAL REF.: C.R.S. 22-32-118

CROSS REFS.: [EEADA\\*](#), Use of School Buses by Community Groups  
[KG](#), Community Use of School Facilities  
[KGD\\*](#), Use of School Buildings as Child-Care Centers  
[KM](#), Relations with Community Organizations

**End of File: KAB\***

**Deleted:** The Board of Education recognizes the value of offering life-long learning opportunities for students and patrons of the School District. Accordingly, the Board of Education authorizes the establishment and supports the continuing vitality of the Community School Program in cooperation with local school sites, to fulfill its goal of providing the community with educational and enrichment opportunities through extended use of the District's facilities. ¶ Specifically, the goals of the Community School Program are to: ¶  
 1. Improve the ability of the schools to more completely meet the educational needs of students as defined by the goals of the School District. ¶  
 2. Increase the availability and the use of schools and other resources (when this is not incompatible with the needs of the school program) to more effectively meet the needs of all patrons. ¶  
 3. Promote community/schools cooperation, participation, and awareness, and thereby increase the opportunity of students and patrons to express and meet their needs. ¶  
 The Community School Program

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**Associated Regulation: [KB-R](#)**

**PUBLIC INFORMATION PROGRAM**

The residents of the School District and others are interested in Peak to Peak as it relates to the family and as a part of society — an extension which exists to perform a special function in the development of children. Therefore, Peak to Peak's Board of Directors, Executive Principal, and school employees shall make every attempt to:

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1. Keep the public informed about the policies, administrative operations, objectives, and educational programs of the school.

2. Provide full and accurate information, whether favorable or unfavorable, together with interpretation and explanation of school plans and programs.

3. Encourage and provide opportunities for direct communication between school officials and the community, in order to foster an open flow of information and opinions.

4. Listen to and be responsive to constituent ideas and concerns.

5. Report data on the achievement of goals and objectives, as well as student achievement, graduation rates, and other information required by the Colorado Department of Education to the school district on an annual basis. Data concerning Peak to Peak's achievement shall be sent to parents of students.

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The Executive Principal shall develop procedures and techniques for ensuring a continuous and free-flowing line of communication between the staff and the District's residents.

Peak to Peak recognizes the importance of the principals and teachers as communicators and interpreters of the school program to parents and the general public.

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LEGAL REFS.: C.R.S. 22-35-109  
 C.R.S. 22-53-208(5)

**End of File: KB**



**Boulder Valley School District**  
**File: KBA**  
**Adopted: March 23, 1989**  
**Revised:**

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### PUBLIC'S RIGHT TO KNOW

Peak to Peak's Board of Directors recognizes the right of the public to information concerning its actions, policies, and educational and business operations. The Board encourages study, discussion, and active participation by all concerned in the promotion of the best possible program of education for the community.

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Peak to Peak's Board has a responsibility to members of the school community to serve as the official governing body which makes final decisions on all matters of policy and educational programs within the school. However, it recognizes the importance of cooperating with individuals and organizations in the school, encouraging their active participation in educational policymaking, and engaging in dialogue with the community in order to solve educational and financial problems.

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The Board shall accept the following basic principles that are essential to a public relations program:

1. The Board is a public servant, and its meetings and records shall be matters of public information, subject to such restrictions as are set by federal law or regulation, by state statute, or by pertinent court rulings.

2. The press, the public, and school employees shall be welcome to attend the Board's regular and special meetings. During meetings, oral and written communications may be received and considered when placed on the agenda.

3. The official minutes, written policies, and other records of the Board, except those excluded by law, are public documents and shall be available upon request during regular business hours at the school. The Board Secretary shall serve as custodian for all Board records. The Board Secretary or his or her designee shall provide copies of public records of the Board at a reasonable cost to any person who so requests, unless such disclosure would be contrary to the public interest, as described in state law.

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4. The Board shall keep in mind that maintaining the confidence and respect of the community is of paramount importance to the success of the educational program of the District.

5. The Board supports the right of the people to know about the programs and services of their schools and shall make every effort to disseminate information. The Executive Principal is authorized to keep parents and others in the particular school's community informed about the school's program and activities.

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LEGAL REFS.: C.R.S. 22-9-109  
C.R.S. 22-32-109(1)(C)  
C.R.S. 24-72-201 *et seq.*

CROSS REFS.: [BDDG](#), Minutes  
[GBL](#), Personnel Records  
[JQ](#), Student Records

**End of File: KBA**



**Boulder Valley School District**  
**File: KBB**  
**Adopted: prior to 1969**  
**Revised: March 23, 1989**

**SCHOOL-SPONSORED INFORMATION MEDIA**

As part of an ongoing effort to keep the community informed and to solicit public input, regular publications such as newsletters, brochures, reports, and news releases shall be prepared and disseminated by Peak to Peak,

**Deleted:** under the names of the Boulder Valley School District and the individual schools

To provide internal and external publics with accurate and timely information about our school, the Board shall charge the Executive Principal with preparing a variety of publications for dissemination within and outside the District. The purpose of these publications is to provide the District's various publics with information about educational program, and Peak to Peak Board policies, and to encourage readers to direct comments, criticisms, and suggestions back to the school,

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Peak to Peak shall cooperate with the school district and the news media and serve as a clearinghouse for information about the school for various community groups and agencies — public, private, and governmental. In addition, the Executive Principal shall be a resource center for school staff members whose duties include some public relations work.

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CROSS REF.: [KBC](#), News Media Relations

**End of File: KBB**



**Boulder Valley School District**  
**File: KBC**  
**Adopted: March 23, 1989**  
**Revised:**

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**Associated Regulation: [KBC-R](#)**

### NEWS MEDIA RELATIONS

The news media representatives shall have access to all public records and meetings, in keeping with the First Amendment to the U.S. Constitution and other legal guidelines. Press inquiries are the responsibility of the Executive Principal and those inquiries shall be directed to him or her. The Executive Principal may delegate a press inquiry to another school employee, board member, or volunteer. Every effort shall be made by school staff members to assist representatives of the press and other communication media to obtain complete and adequate coverage of the programs and activities of the school, as well as matters being considered by the Board.

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The Executive Principal shall assure that the school maintains a mutually-beneficial working relationship with the various news media in the area. All representatives of the media shall be given equal access to information about the schools. General releases of interest to the entire District shall be made available to all the media simultaneously. There shall be no exclusive releases except as media representatives request information on particular programs, plans, or problems.

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**End of File: KBC**





**Associated Regulation: [KBCA-R](#)**

**NEWS RELEASES**

Because Peak to Peak is a public institution endeavoring to serve the educational needs of the community, information shall be provided to the community about activities and concerns of our schools.

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So that school news can be given the most accurate press coverage possible, the release of official news from the school shall be coordinated as follows:

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1. Peak to Peak's Board President shall be the official spokesperson for the Board, except as this duty is delegated to another board member or the Executive Principal.

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2. The Executive Principal shall establish procedures for the dissemination of news releases pertaining to Peak to Peak.

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News releases from Peak to Peak may be handled by the Executive Principal or his or her designee, with the understanding that issues that have District-wide implications or pertain to sensitive topics will be cleared with the Superintendent's office or designee.

**Deleted:** 2. News releases which are of a District-wide nature or pertain to established District policy shall be the responsibility of the Superintendent or a designated member of the administrative staff. ¶

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While it is impossible to know how news releases will be treated by the press, every possible effort shall be made to obtain coverage of school information which will create and maintain a dignified and professionally responsible image for the School District.

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The Department of Communication Services shall provide accurate and timely information about the School District and systematically seek and report notable school events and programs. The department will also provide in-service training programs and otherwise assist local school personnel in their efforts to report newsworthy programs and promote a better understanding of our schools.

**End of File: KBCA**



**Boulder Valley School District**  
**File: KD (Also BDDH)**  
**Adopted: August 9, 1976**  
**Revised: March 23, 1989**

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**PUBLIC PARTICIPATION AT BOARD MEETINGS**

[This policy is the same as Policy BDDH. Please refer to that policy.](#)

**End of File: KD (Also BDDH)**



## Community Use of School Facilities

Peak to Peak is an integral part of each the community it serves. The school desires to nurture the communities' involvement in the schools and at the same time encourage the use of the school as community centers.

The fee structure for community use ensures that Peak to Peak will spend its money directly on the education of youth while at the same time promoting community use of the buildings and community involvement in the school.

Peak to Peak and Prairie View, Inc., delegate to the Director of Operations, or designee the authority to develop regulations and guidelines for regulating the use of school facilities and to set fees for that use and for other related costs.

Peak to Peak Board policies and regulations that govern school use of facilities shall, when applicable, also govern community use of school facilities.

The applicant, by signing the building use permit, agrees to indemnify the District, Peak to Peak, Prairie View, Inc., and any person whose property may be within the building for loss or damage to property caused by any person or persons attending any activity of the applicant or any damage or injury arising by reason of the applicant's use of the building. Peak to Peak and Prairie View reserve the right to require a performance bond, proof of satisfactory liability insurance protection, or a deposit for protection of the building facility and equipment, and to guarantee the payment of rent or expenses.

Peak to Peak and Prairie View reserve the right to refuse approval or to cancel any and all permits issued for the use of a school building or facilities when it is deemed by the Director of Operations, or designee that such action is necessary for the best interests of the school.

Permission for use of Peak to Peak facilities does not constitute District endorsement of any organization, the beliefs of an organization or group, nor the expression of any opinion regarding the nomination, retention, election, or defeat of any candidate, nor the expression of any opinion as to the passage or defeat of any ballot issue.

REVISED: September 26, 1991  
REVISED: June 26, 2001

LEGAL REF.: C.R.S. 22-32-110(1)(f)

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CROSS REFS.:

EDC, Authorized Use of School-Owned Materials

KAB\*, Community School Program

KGC, Smoking in School Buildings at

Public Functions (Use of All Tobacco  
Products)

KGD\*, Use of School Buildings as Child-Care Centers

**End of File: KG**



**Boulder Valley School District**  
**File: KGD\***  
**Adopted: October 27, 1977**  
**Revised:**

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**Associated Regulation: [KGD\\*-R](#)**

**USE OF SCHOOL BUILDINGS AS CHILD-CARE CENTERS**

Peak to Peak's Board of Directors authorizes use of public school buildings before and/or after school for child-care programs for school-age children when the building is not in use for the regular school program.

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All authorized programs will be self-supporting. Any costs incurred by the school directly related to a child-care program will be charged to the program, including but not limited to custodial services and utility costs.

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Peak to Peak is expressly prohibited from assuming responsibility as the sponsoring agency unless specific authorization is first obtained from Peak to Peak's Board of Directors.

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LEGAL REF.: C.R.S. 22-32-110(f)

**End of File: KGD\***



**PUBLIC GIFTS TO THE SCHOOL**

Any person or legal entity wishing to make a gift to Peak to Peak or to a particular staff member at Peak to Peak shall submit to the Executive Principal or designee a statement giving information relating to the nature of the gift and its proposed use. Gifts may include cash, real or personal property, stocks, bonds, and other securities, services, or in-kind contributions. The Executive Principal and Peak to Peak's Board of Directors are appreciative of those who want to give gifts to the school. Peak to Peak reserves the right to accept or decline the proposed gift, based upon established principles.

The basic principles of this policy apply to gifts to an individual school or school-sponsored group and gifts to the School District. All gifts to be received by a school will be reviewed using the budget decision-making process at the school. Priorities for the use of gifts will be set in conformance with this policy and applicable conditions upon which a gift has been accepted by the School District.

**Basic Principles Governing Gifts to Peak to Peak**

- Gifts for equipment or services that are not likely to be acquired from public funds will be encouraged.
- Gifts will not be used to substitute for regular funding requirements, but rather to enrich and supplement regular sources.
- Gifts to employ "regular" full- or part-time teachers will not be allowed. Gifts to the school may be used to pay teacher bonuses and/or fund support staff.
- Gifts of property or services that involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds, will be discouraged unless the purpose for which the gift is given is considered a priority and accepted by Peak to Peak's Board of Directors.
- Gifts on a matching basis requiring money, property, or services by the school will be discouraged as a primary fundraising tool.
- Cash gifts will be managed by the Director of Operations.
- Gifts to the school for purposes determined by the Executive Principal, Director of Operations, and Peak to Peak's Board of Directors will be encouraged.
- The Board of Directors or designee will consult with the donor in determining the use and allocation of gifts to the school.

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- Gifts for equipment or services that are not likely to be acquired from public funds will be encouraged. ¶
- Gifts of property or services that involve significant costs for insta... [19]

• Gifts available to employ "regular" full- or part-time personnel will be encouraged but subject to a determination of appropriate use by the Executive Principal and Director of Operations,

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• Gifts to Peak to Peak become the property of the school and are subject to the same controls and regulations that govern the use of all school-owned property.

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The Director of Operations has the authority to accept gifts, consistent with the basic principles, which are of a value of less than \$10,000.01. The Director of Operations will develop and implement administrative guidelines that establish the format and procedures to be followed by potential donors.

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• Cash gifts will be managed by the Director of Operations

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**Procedures will include the following:**

• Gifts of less than \$1,000.00, consistent with stated basic principles as provided in this policy, will be accepted by the authority of the Director of Operations; gifts accepted under the authority of the building principal will be reported to the Executive Principal.

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• Gifts in excess of \$1,000.00 but less than \$10,000.01 will be accepted by the authority of the Director of Operations and the Executive Principal.

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• Gifts over \$10,000.01 will be presented to and acted on by Peak to Peak's Board of Directors.

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• When a gift has been accepted, it will become the property of the school.

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• At the time of acceptance, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular program within the school or the general operation of the school.

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• All gifts received by schools or school-sponsored groups must be reported to the Director of Operations at the end of each semester. Reporting shall include amount or description of the gift, person or group donating, and the use made of the gift, including the name of the recipient staff member or group.

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**End of File: KH**



**Boulder Valley School District**  
**File: KHA**  
**Adopted: February 27, 1992**  
**Revised: April 8, 1993**

**SOLICITATION OF GIFTS AND DONATIONS**

No person, including any employee, agent, or other representative of Peak to Peak, without the knowledge or consent of Peak to Peak's Board of Directors, may act on behalf of the school to solicit a gift, grant, donation, or other gratuity from any person or legal entity. This policy does not apply to student fund-raising activities. Nothing in this policy shall discourage separate entities and organizations, such as Friends of Peak to Peak, Impact on Education, or other foundations or similar organizations, from raising money and collecting gifts and donations on their own as separate entities to the benefit of the school.

Acceptance of all gifts and donations by the school is governed by District Policy KH. The school reserves the right to accept or decline any proposed gift or donation.

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LEGAL REF.: C.R.S. 22-32-110(1)(y)

CROSS REFS.: [IGDF](#), Student Fund-Raising Activities  
[KH](#), Public Gifts to the Schools

**End of File: KHA**





## SPONSORSHIPS

### Policy Statement

Peak to Peak's Board of Directors, will consider the approval of sponsorship and exclusive rights purchasing contracts if they result in identifiable, positive benefits to the school, and its students and are consistent with the school's mission, policies, and goals.

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The primary responsibility of the Board of Directors is to preserve the academic environment of the classroom. In accordance with that basic condition, sponsorship and exclusive rights purchasing contracts shall not include provisions that would allow marketing activities, including advertising, to take place in school classrooms (except high school gymnasiums and outdoor athletic venues), lunchrooms, or hallways. Except for courses of study that have lessons relating to advertising, students shall not be required to listen to, read, or be subjected to commercial advertising in the classroom or in school-provided materials in curriculum-related activities.

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### Scope

In a sponsorship agreement, a company pays a premium or provides some economic benefit to Peak to Peak in exchange for recognition. In an exclusive rights contract, a company pays a premium or provides economic benefit in exchange for the right to be the sole provider, at the most competitive prices, of goods purchased by the school. Sales of goods and services to the school and contributions or donations made to the school that do not include additional, negotiated conditions are not covered by this policy and are governed by the purchasing and gifts and donations policies.

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### Guidelines

Each contract within the scope of this policy will be individually negotiated and subject to approval by the Board of Directors. Revenue distribution, in excess of overhead costs, will be decided by the Board as part of the approval process.

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Sponsorship programs and exclusive rights purchasing arrangements shall not:

1. Promote the use of drugs, alcohol, tobacco, firearms, or other products, activities, or conduct that create community concerns or that constitute violations of law, Peak to Peak, or District policies;
2. Advance any religious or political organization;
3. Override the identity of the District or the school;

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4. Promote, favor, or oppose the candidacy of any person for election or the adoption of any bond issues or any ballot issue submitted at an election;

5. Use ~~the District or Peak to Peak's names~~, logos, or other symbols in corporate promotions;

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6. Detract from educational and extracurricular goals of the ~~school~~;

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7. Exploit students and/or staff members of the ~~school~~;

8. Engage with companies or individuals whose actions are inconsistent with the ~~school's~~ mission and goals or community values; or

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9. Limit the ~~school's~~ selection or use of learning resources or educational programs nor authorize the implementation or use of corporate-sponsored curriculum without approval in accordance with ~~school~~ policies.

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LEGAL REFS.: C.R.S. 22-32-109(1)(b)  
C.R.S. 22-32-110(1)(c) and (y)

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A public review committee, advisory to the Board of Education, will be established to align the implementation of this policy with community values. The committee will solicit public comment and provide recommendations to the Superintendent and the Board concerning sponsorship or exclusive rights purchasing proposals that are considered under this policy. The committee will also review existing advertising, marketing, and corporate curriculum and report to the Superintendent and the Board. ¶

The review committee shall be comprised of the following representatives: ¶

1. One elementary school parent, one middle school parent, and one high school parent, appointed by the District Accountability Committee; ¶
2. One elementary school principal, one middle school principal, and one high school principal, appointed by the Principals Advisory Council; ¶
3. One elementary school student, one middle school student, and one high school student, appointed by the Deputy Superintendent following a student-nomination process; ¶
4. One senior purchasing official, appointed by the Assistant Superintendent for Business Services; ¶
5. Two administrative representatives appointed by the Superintendent; ¶
6. Two members from the public at large appointed by the Board; and ¶
7. One high school athletic director, appointed by the Executive Director of Secondary Education. ¶

CROSS REFS.: [DJ](#), Purchasing and Contracting  
[GBI](#), Staff Gifts and Solicitations  
[IGDF](#), Student Fund-Raising Activities  
[KFA](#), Special Interest Materials  
[KH](#), Public Gifts to the Schools  
[KHA](#), Solicitation of Gifts and Donations

End of File: KHB



**Boulder Valley School District**  
**File: KL**  
**Adopted: June 11, 1987**  
**Revised:**

Associated Regulation: [KL-R](#)

**PUBLIC COMPLAINTS**

~~Peak to Peak's Board of Directors~~ intends to foster a close working relationship between the ~~other~~ Boulder Valley Public Schools and ~~Peak to Peak's~~ employees and patrons by providing a fair, orderly, and timely process for handling concerns and complaints concerning the operation of the schools. This policy shall apply to all public complaints except those included in Policy KLB, Public Complaints About the Curriculum or Instructional Materials or Strategies.

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The Board of ~~Directors~~ relies on its teachers and administrators to resolve concerns of patrons. It is the policy of the Board to provide for such resolution at the level most directly involved first and in an informal manner if possible. If such resolution cannot be accomplished, however, procedures shall be made available for review at the highest administrative level with an opportunity for appeal to the Board of ~~Directors~~.

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Complaints shall be resolved consistent with policy and regulation and other standards of good educational practice adhered to by the Boulder Valley School District ~~and Peak to Peak~~.

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CROSS REF.: [KLB](#), Public Complaints About the Curriculum or Instructional Materials or Strategies

Deleted: AGREEMENT REF.: Agreement Between the Board of Education and the Teachers Represented by the Boulder Valley Education Association, Grievance Procedure ¶

**End of File: KL**



**Boulder Valley School District**  
**File: KLB**  
**Adopted: June 11, 1987**  
**Revised:**

**Associated Regulation:** [KLB-R](#)

**Associated Exhibits:** [KLB-E1](#), [KLB-E2](#), [KLB-E3](#), [KLB-E4](#)

## **PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS OR STRATEGIES**

~~[Peak to Peak's Board of Directors](#), presumes that teachers act in a professional manner and in accordance with accepted educational practice, and furthermore presumes that patrons and teachers are committed to act in the best interest of students. However, the Board recognizes the right of individuals and groups to present complaints or concerns directly related to the curriculum, instructional materials, instructional strategies, and educational activities in the schools. This policy provides a fair, orderly, and timely process for handling such complaints.~~

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This policy is limited to complaints related to specific issues of curriculum, instructional materials, instructional strategies, and educational activities. Complaints on other matters are governed by Policy KL, Public Complaints ~~and [Peak to Peak's Communication philosophy](#)~~. This policy is not to be used to supplant the procedures provided in Policy IAA, Learning Materials Selection and Adoption, Policy IAB, Supplementary Materials, and Policy IAC, Library Media Center Materials Selection.

~~[Peak to Peak's Board of Directors](#), relies on its teachers and administrators to resolve concerns of patrons. It is the policy of the Board to provide for such resolution at the level most directly involved first and in an informal manner if possible. If such resolution cannot be accomplished, however, procedures shall be made available for review at the highest administrative level with an opportunity for appeal to the Board of [Directors](#),~~

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CROSS REFS.: [IIAA](#), Basic Learning Materials Selection and Adoption  
[IIAB](#), Supplementary Materials  
[IIAC](#), Library Media Center Learning Materials Selection  
[KL](#), Public Complaints

**End of File: KLB**



Associated Regulation: [LEA-R](#)

**STUDENT TEACHING AND INTERNSHIPS**

Professional educators have a responsibility to assist in the preparation of prospective teachers. Peak to Peak’s Board of Directors recognizes this responsibility and encourages its professional staff to cooperate with institutions of higher learning in their teacher education programs when time and resources permit. The Board believes that such cooperation can and should be mutually advantageous, resulting in fresh ideas, new approaches, and stimulating experiences for the professional school staff, as well as in both realistic and effective laboratory practice for prospective teachers, and in extending the teachers' hands by increasing the teaching time. This cooperation should result in improved instructional practices in the schools, more teaching time, and an ever-increasing supply of better-prepared new teachers.

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Peak to Peak’s Board of Directors, and the school’s professional staff performing this cooperative role, must maintain their control of all elements of the educational program for the pupils for whom they are responsible. The chief concern of the school’s professional staff is the effective education of these pupils within the philosophy and objectives established by the Board of Directors. Assisting in the preparation of teachers, then, must be a secondary concern.

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This policy is intended to give personnel of the school and of teacher preparation institutions a clear understanding of objectives, functions, and procedures of this cooperative teacher education program.

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It is expected that all personnel involved — college and university students and staff, and school staff — will become familiar with and function in accordance with the principles and procedures set forth in Peak to Peak’s policies and regulations.

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Peak to Peak teachers who supervise student teachers will be reimbursed directly by the cooperating college or university.

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LEGAL REFS.: C.R.S. 22-62-101 through -105

**End of File: LEA**

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