

# PEAK TO PEAK

A Charter School Proposal for the Boulder Valley School District,  
Colorado

May 26, 1998

Submitted by Peak to Peak Charter Schools, Inc.,  
a Colorado Nonprofit Corporation

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## **Overview**

The Board of Directors of Peak to Peak Charter Schools, Inc., a Colorado nonprofit corporation, is pleased to present the Boulder Valley Board of Education with a unique kindergarten through twelfth-grade charter school proposal. Peak to Peak will open with a college preparatory high school program and will expand to include both middle and elementary school programs during the subsequent years.

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. High expectations are an important part of the Peak to Peak school culture. Students will be encouraged to work hard and strive to achieve their full potential.

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 successfully meet the educational challenges of higher education and it prepares them to be well-educated citizens in an increasingly complicated world. Peak to Peak will take this time-tested education and make it accessible to

students who are interested in a focused college preparatory program, regardless of their cultural or economic backgrounds.

### ***High School Program***

Peak to Peak's high school program will enroll 400-600 students, significantly smaller than enrollments at BVSD's comprehensive high schools. This school will have the security of a closed campus, and a collegial atmosphere in which class sizes are consistent and moderate, every student is known and valued as an individual, and teachers have the opportunity to develop more thoughtful relationships with students.

In designing the curriculum, Peak to Peak surveyed over 40 colleges and universities regarding their entrance requirements (Appendix B). Survey results revealed a common emphasis on traditional liberal arts subjects. This finding led to the development of a sequence of required and elective courses in each core area, ensuring that all Peak to Peak graduates exceed minimum requirements to attend a college of their choice.

Peak to Peak has developed an outreach plan and will recruit, retain and graduate a diverse student body. Recruitment efforts include visiting schools and working with outreach organizations to attract minorities and other students who may not otherwise have considered a college preparatory program. As part of retention efforts, Peak to Peak will offer a summer *Jump Start* program for incoming students, which will be devoted to the development of skills needed for academic success.

As part of its goal to graduate all of its students and have them be accepted by a four-year college of their choice, all students in the middle and high school programs will participate in comprehensive college planning and counseling. Students and parents will be involved through seminars and educational programs on preparing -- academically, socially and financially-- for college.

### ***Middle School Program***

The Peak to Peak middle school program (grades 6, 7, 8) is modeled after BVSD's Summit (Charter) Middle School. This program offers a challenging sequence of courses in core academic areas and a variety of electives to allow students to round out their education and become well prepared for any high school program.

Students will select courses in the Peak to Peak middle school program based on their interests, performance on placement exams, and guidance from parents, teachers and counselors. Most courses in the middle school program will have students from several grade levels. Students are encouraged to test into higher levels of courses so that they can achieve their goals for challenge and advancement.

### ***Elementary School Program***

Peak to Peak's Elementary School program will use the nationally recognized Core Knowledge Sequence as its basis for content. 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 the strong skill-building programs Peak to Peak will adopt, the curriculum will meet or exceed all Colorado standards of student learning.

### ***Implementation***

Peak to Peak will open for 9th and 10th grades in the fall of 1999. Initial enrollment will be 200-225 students split between 9th and 10th grades. In the subsequent two years, Peak to Peak will expand to serve

11th and 12th grade students, with an expected total enrollment for the high school program of between 400-600 students, depending on space limitations.

The elementary program is planned to begin with an enrollment of 125-175 students in the fall of 2000. Ultimately, the elementary program will grow to accommodate two rounds, or approximately 300 students, as space allows.

The middle school program is planned to begin for 6th, 7th and 8th grade in the fall of 2001 with an enrollment of between 200 and 250 students. Peak to Peak will eventually serve up to 350 middle school students.

### ***Facility Plan***

Peak to Peak proposes to share space with existing programs within BVSD. As shown in the District's Facility Master Plan, many schools have substantial excess capacity. Peak to Peak is willing to be sited in either an under-utilized facility or in any District space which may become available within the Boulder, Louisville, Lafayette or Broomfield communities. Peak to Peak understands that this arrangement would likely result in the elementary, middle and high school programs each being sited on different campuses. Peak to Peak wants to be a flexible and cooperative participant in the District's comprehensive facilities strategy.

Siting Peak to Peak programs in BVSD facilities will bring financial benefit to BVSD, since charter schools operating in BVSD space forego nearly \$900 per pupil in funding (15% of per pupil operating revenues (PPOR) and 100% of the insurance and capital reserve allocations) as reimbursement for operating expenses, maintenance, and utilities. If Peak to Peak builds its own facilities, the \$900 in per pupil operating revenue, insurance and capital reserve funding which would otherwise be returned to BVSD will instead be paid to banks and real estate lenders. At Peak to Peak's full capacity, this would amount to over \$1.1 million per year by the final year of a five year charter.

By locating Peak to Peak programs in under-utilized school facilities, BVSD would ease the financial problems facing the district, allow the District to more easily meet the desires of neighborhood families to keep small neighborhood schools open, and meet the desires of all of the families who want the unique K-12 college preparatory program offered by Peak to Peak.

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## **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

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## GOALS AND OBJECTIVES

The goals and objectives of Peak to Peak derive from its mission statement and ideals. Progress made in meeting these goals will be analyzed annually. Parents, students, faculty, administrators, the Board of Directors (Board) and the Accountability Committee will re-evaluate these goals 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.

### **1. GOAL - Provide an exemplary liberal arts college preparatory education from Kindergarten through twelfth grade.**

**A. Objective** - Meet or exceed the BVSD and State of Colorado content standards.

**Measurement** - When State academic assessment tests are administered, at least 90% of Peak to Peak students will meet or exceed BVSD and State standards in each subject area.

**B. Objective** - Provide an excellent, sequential curriculum which builds a student's knowledge base and critical thinking skills, beginning at the elementary level, through a liberal arts, college preparatory education.

**Measurement** - Students and parents will be involved in the development and implementation of a curriculum assessment plan to insure continuous review and improvement of the Peak to Peak educational program.

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

**Measurement** - Assessment measures and placement actions will be quantified and reviewed annually by the Accountability Committee.

**D. Objective** - Ensure that graduating seniors meet the course requirements of

selective public and private colleges and universities.

**Measurement** - At least 90% of Peak to Peak graduates who choose to apply will be admitted to a four-year college or university.

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

**A. Objective** - Establish and maintain effective outreach and support programs.

**Measurement** - Enrollment and retention data will be analyzed and reviewed

annually to provide baseline data and input on improvement of outreach and retention plans.

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

**A. Objective** - Maintain a closed campus.

**B. Objective** - 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.

**C. Objective** -Enhance each student's social and emotional development through co-curricular activities.

**D. Objective** - Encourage parents to participate actively in the school.

**E. Objective** -Model and foster respect and support among the students, faculty, staff, administration,

**F. Objective** - Promote respectful relationships among all members of the school community by means of the school honor code.

**Measurement** - The above objectives will be measured by the annual school satisfaction surveys and from periodic focus groups with parents, faculty and students. Peak to Peak will generate different surveys for students, parents, faculty, administrative staff and Board members. The data will be analyzed for the purpose of developing an action plan for continuous improvement in school climate and operation.

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

**A. Objective** - Students will have a meaningful role in: development and maintenance of the school honor code and discipline policy, course evaluation, and student government.

**B. Objective** - There will be student representation on selected committees as approved by the Board.

**Measurement:** Satisfaction surveys will be administered to get feedback from students at all grade levels. The data will be analyzed for the purpose of developing an action plan for continuous improvement and reported to the students.

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

**A. Objective** - Maintain records and conduct business in accordance with customary procedures for financial accountability.

**Measurement** - Specified in the administrative audit and budget sections of this proposal.

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## **IDEALS**

In addition to the measurable goals for the school, Peak to Peak has developed ideals for students, faculty, parents and Board members. Peak to Peak is committed to promoting the attainment of these ideals and will use them to help recall the intent in starting the school and to evaluate the success of faculty and students.

### **Ideals for Students**

Develop skills in critical reasoning, creative problem solving and higher-order thinking.

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 necessary to succeed at Peak to Peak

### **Ideals for Faculty**

Teach effectively, impart knowledge, develop skills, and promote understanding of subject areas among students.

Teach applicable study and research 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.

### **Ideals for Parents**

Be active supporters of the school philosophy, community, and policies.

Encourage a cooperative, respectful partnership with all members of the school community.

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 in order to enhance their school experience.

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.

### **Ideals for Board Members**

Give direction to the administrative and teaching staff.

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 Board 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.

Convey the school's message to the public and the school's constituencies, and build public support for the school.

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## **EDUCATIONAL PROGRAM AND STANDARDS**

Peak to Peak is a kindergarten through 12th 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.

There is substantial support for the idea 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. The opportunity to be challenged, supported and systematically guided



toward a future that includes a college degree is part of the unique mission of this school and the key rationale for proposing an integrated K-12 solution.

The Peak to Peak K-12 program offers careful articulation between levels of schooling and increased flexibility to adapt to student needs while still maintaining coherent and challenging curriculum and standards. Peak to Peak elementary, middle and high school programs have been carefully crafted to offer students and families consistent high expectations, challenge, and courses that provide a robust foundation for future learning.

Students at Peak to Peak will be 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.

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

Peak to Peak students will meet or exceed all BVSD and State of Colorado model content standards. Content standards, benchmarks, curriculum and assessments for the college preparatory educational program featured at Peak to Peak will be based on successful and highly regarded programs around the country. Models used include the *Core Knowledge Sequence*, the *California Mathematics Academic Content Standards*, *Summit (Charter) Middle School's draft content standards as detailed in the 1997-98 Annual Report to the Board of Education*, and Advanced Placement (AP) course outlines and content definitions from the College Board. Detailed course offerings and curriculum will be refined as the school evaluates the effectiveness of the program in increasing student academic achievement.

### ***Special Education/Gifted Education***

At Peak to Peak, special education services will be available to exceptional children, including both students with disabilities and gifted students, in accordance with Colorado state law 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 will be made following the principles outlined in *Teaching Special Education Students in the Regular Classroom* and *Teaching the Talented and Gifted in the Regular Classroom* by Susan Winebrenner, and other recommended resources.

Students at Peak to Peak can expect to be challenged and to work hard. All students will be expected to master basic skills and content as well as higher-order thinking skills and concepts. Elementary school teachers working at Peak to Peak will be experienced in, and committed to, providing rich and challenging experiences in the classroom; middle and high school program teachers will demonstrate a high level of knowledge in their content areas and excellent teaching strategies. Teachers will use performance grouping within the class as appropriate (grades K-5) and placement in core courses based on mastery of previous material and aptitude (grades 6-12) in order to meet the needs of students.

In addition to regular classroom teachers, the school will employ a resource teacher with certification in special education and experience in classroom differentiation strategies for exceptional children. The resource teacher will work with students, classroom teachers, and parents to identify and develop additional strategies for meeting the needs of students with diverse learning styles. The resource teacher will also work with teachers to implement a program incorporating study skills in the classroom to benefit all students. Additional special education services will be provided by specialists in accordance with a student's Individual Education Plan (IEP).

### ***Technology***

Peak to Peak will implement a comprehensive K-12 technology plan across the curriculum. All classroom teachers will be expected to become proficient in the use of technology and will be evaluated on the

effectiveness of their integration of technology into their lesson plans. Peak to Peak will work 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 will make 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.

## **High School Program**

### ***Overview***

Peak to Peak will provide 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 will be structured around a required sequence of courses in mathematics, science, English, history, and foreign language. While there is a specific course sequence in each subject area, students who successfully complete a placement test may move ahead to the next highest course. The Peak to Peak Board will establish prerequisites for advanced courses. AP and honors courses are open to any Peak to Peak student who has completed the prerequisite courses.

Arts and athletics courses will encourage students to become lifelong participants in these endeavors, which are an important part of a well-rounded life. Courses in health, government and logic will give Peak to Peak students the knowledge and reasoning skills to make healthy, responsible and informed decisions on personal and civic issues.

Peak to Peak's board will adopt curriculum for each course offered and will establish a process for parents, students and subscribers to review and comment on curriculum, textbooks and instructional effectiveness.

### ***High School Program and Graduation Requirements***

To earn a high school diploma, Peak to Peak students will need to successfully complete 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 round out the 220 unit requirement. Peak to Peak will encourage high school students to take advantage of opportunities to earn college credit through the widest variety of AP courses offered in the Boulder Valley School District. To help prepare its special education students for college, Peak to Peak will modify graduation requirements as appropriate through the Individual Education Plan (IEP) process.

### ***Mathematics***

Three years of mathematics, selected from Algebra I, Geometry (with formal proofs), Algebra II/Trigonometry, AP Statistics, AP Computer Science, Advanced Mathematics, AP Calculus, Formal Logic. *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 colleges. Many engineering schools require four years of mathematics and strongly recommend Calculus. Students who complete Algebra I or Geometry prior to entering high school will still be required to take at least three years of mathematics during high school to earn a high school diploma.*

### ***English***

Four years of English, selected from: English Composition and Rhetoric, World Literature, American Literature, Forensics (Debate), Writers Workshop, AP Language and Composition, AP Literature, AP British Literature. Each literature course will feature a selection of traditional and modern classics, and a balance of critical reading, analysis, writing and oral communication skills instruction and evaluation.

English Composition and Rhetoric is a writing and reasoning skills course that will provide an intensive tutorial in the development of robust writing skills and thoughtful public speaking skills.

### ***History/Geography/Government/Economics***

Three and one half years of history and geography, selected from the following courses: World History and Geography: Pre-history - 1650, World History and Geography: 1600 - 1985, American History, AP American History, Geography, AP European History, American and International Government, Economics. All students are required to take at least one year of world history, one year of American History, and one semester of American and International Government.

### ***Science and Technology***

Three years of laboratory science, selected from: Chemistry and Physics (Chem/Physics), Biology I, Chemistry I, Physics I, AP Biology, AP Chemistry, AP Physics, AP Computer Science. Students may select two 5-credit courses from Statistics, Technology, Programming, or Formal Logic in lieu of the third year of laboratory science. *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. (Students majoring in Psychology, Sociology, Anthropology, or Geography are often surprised at the level of science and mathematics course work required at the college level.)*

### ***Foreign Language***

Students must complete Level 4 in a *single* foreign language or complete three years in a *single* foreign language. Language offerings will include: Spanish 1, Spanish 2, Spanish 3, AP Spanish, AP Spanish Literature, French 1, French 2, French 3, AP French Language, AP French Literature. All courses will include listening, reading, writing and speaking skills. Other language offerings may be available based on student interest. After-school clubs, lunch tables, and summer intensives will be available for students who wish to further develop their skills. *The University of Colorado requires three years of a single foreign language, and many other schools recommend three years. Since some colleges do not recognize foreign language credit from the middle school level, we strongly encourage all students to take three years of a single foreign language in high school.*

### ***Roots of English***

Students must pass a 2.5-credit course in the development of the English language, with a focus on vocabulary and roots drawn from other languages.

### ***Health***

Students must complete a 2.5-credit course in health.

### ***Research and Information Technology***

Students must complete a 5-credit course in Research and Information Technology or pass a practical examination in the use of technology and information resources. In addition to the practical elements of how to use technology, the course will offer a specific focus on learning to evaluate the quality and credibility of information resources and the student's own work products.

### ***Arts***

Students must complete at least 20 credits in their choice of arts courses. Performance and studio courses may be repeated for credit. Courses may include: orchestra, band, choir, drama, art history and various

studio art classes. Peak to Peak will survey students and establish arts classes that are specifically based on student interests.

### ***Physical Education***

Students must complete at least 10 credits of physical education. Students who participate in extra-curricular or outside sports may receive credit for 2.5 credits of physical education for each forty hours of training and competition time supervised by a coach. If the sport is not school-sponsored, it must be under the sanction of a recognized local, state or national sports body (such as YMCA, Boulder F.C. Soccer, U.S. Swimming, U.S. Figure Skating Association) in order for the student to gain credit. Appropriate documentation must be completed by the student, family and coach and approved by the Principal 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. is offered on a Pass/Fail basis.

### ***Other Electives***

Peak to Peak will survey students to develop other electives that match student interest and demand.

## **Peak to Peak Middle School Program**

### ***Overview***

The Peak to Peak middle school program (grades 6, 7, 8) is modeled after Boulder's Summit (Charter) Middle School. Summit offers a challenging sequences of courses in core academic areas and groups students according to subject mastery rather than grade classifications or age. A rich variety of electives allow students to round out their education and become well prepared for challenging high school programs.

Students will select courses in the Peak to Peak middle school program based on their interests, performance on placement exams, and guidance from parents, teachers and counselors. Most courses in the middle school program will have students from several grade levels. Students are encouraged to test into higher levels of courses so that they can achieve their goals for challenge and advancement.

Even for students whose preparation for middle school may not have been ideal, Peak to Peak will give motivated and hard-working students from any background the substantial and thorough preparation they need to make the most of Peak to Peak's high school program.

### ***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 91% of parents say that they want their children to go to college, and 86% of 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 school programs will participate in comprehensive college planning and counseling. Families will be involved through parent seminars and educational programs on preparing -- academically, socially and financially -- for college.

### ***Placement***

Students select courses in the Peak to Peak middle school program based on their interests, performance on placement exams offered before school begins, and guidance from counselors, teachers and parents. Most middle school classes at Peak to Peak will have students from several grade levels. Students are encouraged to test into higher levels of courses so that they can achieve their goals for challenge and advancement.

### ***English***

Peak to Peak will offer four sequential English courses 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. Like Summit, Peak to Peak intends, "to provide students with the powers of analysis to make reading and writing about literature a meaningful experience, as well as to create engaging experiences with literature that will foster life-long reading pleasure," (1997-1998 Summit Middle School Annual Report, p. 35).

### ***Foreign Language***

Becoming fluent in a foreign 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 learn about the differences and commonalities we all share. At Peak to Peak all students will take a foreign language beginning in sixth grade. Peak to Peak will offer Beginning Spanish, Spanish I, and Spanish II, and Beginning French, French I, and French II. Other languages may be offered if there is adequate student demand. Courses will balance listening, reading, speaking, writing and learning about the target culture.

It is the school's intention to allow students to complete the equivalent of two year's of high school instruction in three years of middle school foreign language. Students who complete this three year sequence should be able to enter Level III in the corresponding high school language program. After-school clubs, lunch tables, and summer intensives will be available for students who wish to further develop their skills. It is the school's ideal that the three years of foreign language in the middle school program and the additional three years foreign language in the high school program will allow students to become fluent and appreciative of the literature, culture, and art of countries where that language is spoken.

### ***Mathematics***

Peak to Peak will offer at least six different mathematics courses to students in the middle school program. As recommended by the U.S. Secretary of Education, all Peak to Peak middle school students will complete a full course in Algebra by 8th grade, though many may take it in 6th or 7th grade. Students will take a mathematics placement examination and then be advised about appropriate courses to consider. Peak to Peak is strongly committed to allowing students to progress as far as their abilities and interest permit.

Courses will include: Pre-Algebra, Honors Pre-Algebra, Algebra I, Honors Algebra I, Geometry with formal proofs, Algebra II/Trigonometry. The algebra and geometry courses will be designed to meet the same standards as BVSD high school courses to aid articulation regardless of the high school program chosen by the student. Students at all levels will be expected to master both calculation and concepts before advancing to the next course.

### ***Science***

Peak to Peak will offer a science curriculum that delves into three broad areas: Biological Sciences, Physical Sciences and Earth Sciences. Science instruction will feature exposition and development of

theories and key scientific principles through experimentation, reading, class workshops and lecture. Interested students will be able to take Chemistry/Physics, the course normally taught at the ninth grade in BVSD. All science courses will be taught by teachers holding a college degree in a scientific or mathematical discipline.

### ***History and Social Sciences***

Peak to Peak will offer a three year sequence in history and geography that incorporates both world and American history. It will be based on the Core Knowledge content sequence for history, but will be modified to better cover selected topics that may be new to students who have not come through a Core Knowledge elementary school program. The 7th grade course will include the Constitution of the United States, in compliance with C.R.S. 22-1-109.

### ***Technology***

Students must take a one semester course in the use and application of technology or pass a practical examination to demonstrate competence. Additional technology electives will be offered based on student interest and demand.

### ***Art***

Art is an elective at the middle school level, though students are required to take at least one semester of art during their three years of middle school. Art courses will include both hands-on studio courses and courses in Art History and Appreciation.

### ***Music***

Middle School music classes will include orchestra, band, and choir as well as classes on music theory and appreciation. Students will be required to take at least one semester of music.

## **Elementary School Program**

### ***Overview***

Peak to Peak's elementary school program will use 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 the strong skill-building programs Peak to Peak will adopt, the curriculum will meet or exceed Colorado standards of student learning.

### ***Reading***

Since learning to read well is the most critical factor for future success in school, reading instruction will be a prime focus of Peak to Peak. Peak to Peak will use 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 will cluster students by performance as a regular part of reading instruction in the primary grades.

As part of the process of improving communication with parents, Peak to Peak will share each child's literacy pre-test and year-end data with parents so that they are kept fully informed of their child's progress in this very important area. Additionally, parent workshops will be organized to give families ideas and practice with techniques they can use at home.

Literature selections for each grade will be 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. The Great Books methodology for guided inquiry and discussion of literature and other texts will be used beginning in second grade to help students develop critical reading and comprehension skills.

### ***Writing***

Peak to Peak will emphasize 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 and middle school, students will write stories, poems, reports and plays. To build skills, all students will be assessed on a common writing continuum and taught writing skills using the *Six-Trait Analytical Writing Assessment Model* from the Northwest Regional Educational Laboratory (NREL) or similar assessment. Students will use technology throughout the elementary and middle school years to support the writing, editing and publication process.

### ***Spelling and Vocabulary Development***

Formal spelling instruction and vocabulary development will begin in first grade. Spelling and vocabulary words and concepts will be drawn both from traditional texts and from the content areas being studied. Students will be encouraged to use accurate spelling in all writing and teachers will 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.

### ***Mathematics***

The Peak to Peak elementary program will use the detailed *California Mathematics Academic Content Standards, as adopted by the State of California, as a basis for the Peak to Peak Standards for Mathematics. The recent Fordham Foundation national review of state standards gave these revised California standards the top rating in the country. These standards certainly meet or exceed the BVSD and Colorado standards and have the added benefit of providing grade-by-grade specificity. These detailed standards and year-by-year objectives are publicly available on the Web at:*  
<http://www.cde.ca.gov/ci/math.html>

Beginning in first grade, Peak to Peak will facilitate movement of students from grade to grade in math to allow students to work at a appropriate level of challenge. Additionally, each elementary classroom will have challenge boxes available to students who want to extend and enrich their mathematical understanding. Fifth grade students who pass a summer pre-test will be encouraged to enroll in middle school math at the appropriate level.

### ***History***

Peak to Peak will use 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.

### ***History - Statutory Requirements***

The Peak to Peak curriculum will comply with all provisions of C.R.S. 22-1-104(2). Peak to Peak will also teach Colorado History in third grade, consistent with C.R.S. 22-1-1-4(1)

### ***Geography***

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

### ***Science***

Peak to Peak will use the Core Knowledge Science Sequence 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 will make ample use of the many scientific resources in Boulder County. Funds permitting, Peak to Peak will engage a science teaching specialist to help teachers plan and implement elementary science instruction.

### ***Art***

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

### ***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. Peak to Peak will encourage all students to become proficient in playing at least one musical instrument.

### ***Foreign Language:***

Peak to Peak will encourage all students to become proficient in at least one foreign language. At the elementary level, it will strive to offer a foreign language if budgetary constraints allow. In the event funding will not permit such instruction, Peak to Peak will facilitate before-school or after-school foreign language classes for all interested students and language lunch tables for the higher grades.

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## **OUTREACH PLAN**

### **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, 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 families desire the rigorous and academically challenging program;

students are committed to the hard work necessary to achieve success;

students and families read and agree to actively support the school's goals and objectives; and



students and parents subscribe to the ideals of the school

### **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 deficient critical thinking preparation, inadequate knowledge base, and inexperience in analyzing problems are not 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 with a desire for a rigorous and rewarding liberal arts, college preparatory, public education. We believe 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 will establish an inclusive learning environment where students from all ethnic and socio-economic backgrounds are welcomed, respected and academically challenged.

### **Public Awareness**

Peak to Peak will use 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 will use a Web site and community centers to further disseminate information. To reach the broadest population, it is anticipated that the Boulder Valley School District will include Peak to Peak in the district open-enrollment information packet and that it will handle a mailing to students in eighth grade describing the Peak to Peak high school program and to students in fifth grade describing the Peak to Peak middle school program.

### **Outreach Efforts**

In addition to the public awareness efforts, presentations will be made by Peak to Peak representatives at as many schools as possible. The message to students will be 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; and (3) the school will provide an environment which is safe and respectful, values individual differences, scholarship, academic achievement and creativity.

Peak to Peak will seek to establish working relationships with the Family Learning Center, Girls Count, the American Association of University Women's Expanding Your

Horizons program, and the C.U. Minority Engineering Program and other outreach organizations. All of these groups have track records of success in encouraging minority students to pursue challenging academic programs, and in providing on-going support for the students. Underachieving students who are minorities, economically disadvantaged, physically disabled, or gifted stand to gain the most from a college preparatory program with high expectations.

### **Jump Start Program**

Students bound for Peak to Peak's high school program will be offered the opportunity to enroll in a summer Jump Start program. This program will ensure that students are well prepared to enter a college-preparatory high school even with some prior educational deficits. 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 the students in a demanding, college preparatory educational environment. It will also provide an opportunity for students to get to know a few faculty members as mentors and resources even before the school year begins, and build camaraderie and comfort in the transition from middle school to high school.

## **Support Services**

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. Peak to Peak will offer study skills classes and will include development of appropriate study and research skills as a goal for each discipline. Students will be taught how to organize, plan and track their work so that they can meet their goals. A regularly scheduled after-school tutoring program will be implemented to provide students with extra support. Mid-quarter progress reports will be mailed 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 problems.

## **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% of parents say that they want their children to go to college, and 86% 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.

Student and family decisions on math and English courses as early as middle school set the stage for unexpected narrowing of the options as the student later finishes high school. Even today, seniors who are good students with good grades are often surprised to find out that they are ineligible to attend C.U. because they never took a fourth year of qualifying English courses.

All students in the Peak to Peak middle and high school programs will participate in comprehensive college planning and academic counseling. Families will be involved through parent seminars and educational programs on preparing -- academically, socially and financially -- for a college education.

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## **PLAN FOR EVALUATING PUPIL PERFORMANCE**

Peak to Peak will use a variety of formal and informal measures to gauge performance and evaluate instructional and program effectiveness.

### **Informal Assessment**

The daily, weekly and monthly school work that students bring home provides some of the best informal assessment of pupil performance for students and parents. The regular homework assignments that begin daily in first grade and continue throughout high school provide many opportunities for students to demonstrate good work habits, mastery and improvement over time.

### **Formal Assessment**

Teachers will 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 performance.

Peak to Peak students will take springtime BVSD norm-referenced tests and State Standards (CSAP) tests on a schedule established by the District or the State. Additionally, the Board may establish such other testing measures as it deems helpful for assessment of 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.

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## **SITE PLAN**

Peak to Peak has designed an integrated K-12 program that builds from year to year. Nonetheless, the school organizers want to ensure that there is reasonable opportunity for students to join the Peak to Peak community at higher grade levels even if they did not start in Peak to Peak's elementary school program. The capacities of the elementary, middle and high school components of the program have been carefully selected to allow in significant numbers of new students at each level of schooling. While 25-50 students per year may complete the 5th grade program, the middle school has capacity for approximately 75-100 students in 6th grade. Similarly, while approximately 75-100 students per year will complete Peak to Peak's 8th grade, the high school program can accommodate approximately 100-150 students in 9th grade.

### **Implementation and Rollout**

Peak to Peak will open in the fall of 1999 for 200-225 students split between 9th and 10th grades. In the subsequent two years, Peak to Peak will expand to serve 11th and 12th grade students. Expected total enrollment for the high school program is expected to be between 400 and 600 students, depending on space limitations.

The elementary program is planned to begin with an enrollment of 125-175 students in the fall of 2000. Ultimately, the elementary program will grow to accommodate two rounds, or approximately 300 students, as space allows.

The middle school program is planned to begin for 6th, 7th and 8th grade in the fall of 2001 with an enrollment of between 200 and 250 students. Peak to Peak will eventually serve up to 350 students, as space allows.

### **Facility Plan**

Colorado charter schools operate in several different kinds of space. Some lease space in commercial office buildings; others are housed in unused or under-utilized public schools. Additionally, there have been recent changes in Colorado law which have opened long range opportunities for a charter school to have bonds issued to build or purchase their own facilities.

Peak to Peak has carefully explored these alternatives and proposes to share space with existing programs within BVSD. Such arrangements have already proven successful in BVSD. Horizons Alternative School (now Horizons Charter School) shared space with other BVSD academic and vocational programs at the Paddock campus before being moved to the under-utilized Burke campus. Since opening in 1996, Summit (Charter) Middle School has shared space with Southern Hills Middle School. Additionally, numerous focus programs and strands share buildings with neighborhood programs.

This arrangement is not unique to Boulder Valley. Across Colorado, 36% of all charter schools are housed in school district space. In BVSD, both of the operating charter schools use district space due to the scarcity and high cost of real estate in Boulder Valley and the excess capacity in a number of BVSD facilities.

### **BVSD's Facilities Review**

During the past two years, the BVSD Board and administration have undertaken a sequence of detailed facilities reviews and space analyses of all the district's school buildings. The BVSD's Facility Master Plan determined maximum building and program capacities under various class size and efficiency models. Generally, the maximum capacity is consistent with the peak enrollment historically accommodated at the school.

While the capacity figures have been revised on several occasions since the first capacity report was issued nearly two years ago, all of the District's analyses show that many schools have substantial excess capacity. The "Fact Sheet, Boulder Valley School District, 1997-1998 PreK-12 Enrollment by Community" provided by Don Orr of the District's Planning Office shows the maximum capacity and CDE Enrollment (10/1/97) for each school in the District (Appendix D). The "BVSD Seat Surplus/Shortage Figures," also provided by Don Orr shows the extent to which BVSD has excess capacity across the District (Appendix E).

The table entitled, "1997-1998 Pre K-12 Enrollment by Community" shows the persistence of the space availability through the end of the forecast (2002). Compared to the student populations supported in these schools at their peak enrollments in years past, many are operating at half or less of their maximum (and historical) capacity. School Board president Linda Shoemaker acknowledged this in her letter to the community this past April, saying, "Many Boulder facilities are only half or three-quarters full" (Bulletin Board v.2 #13, April 8, 1998, News from the Boulder Valley School District), shown here in Appendix F.

At the high school level, the District recently addressed overcrowding with the new Monarch High School in Louisville. This school will open in 98/99 with 550 ninth and tenth-grade students in a building with a stated program capacity of 1,600 students.

Due to the operations expense of opening and running Monarch and the high cost of operating so many under-utilized and small facilities, BVSD initially considered closing several middle and elementary Boulder schools (Bulletin Board v.2#13, April 8, 1998, News from the Boulder Valley School District) shown here in Appendix F. The announcement stated that, "Current and projected future students require only four middle schools in Boulder." The same announcement raised the equity issue, stating that, "The Facility Master Plan cost-per-pupil analysis shows that we are spending twice as much educating in some of our facilities than in others. All of our students are in need of the additional resources which will be available if facilities are closed and schools relocated."

The district is considering a plan to ask taxpayer approval for bonds to build new facilities in the eastern part of the district and a tax override to provide the additional money needed to operate the many small and under-enrolled schools in Boulder as well as for general operating purposes. Even so, BVSD has acknowledged that they still need to continue to look at consolidating under-enrolled programs. As Superintendent Sigel stated, "even if the (tax override and bond) measure pass, the district is not likely to abandon school consolidations as a way out of a tight financial bind" (*Daily Camera*, May 2, 1998, page 1A), shown here in Appendix G.

### **Benefits to BVSD if Peak to Peak is located in District Facilities**

Although the facility costs of each school site are reasonably fixed, at an under-enrolled school these costs are spread over a much smaller number of students, resulting in higher per capita overhead costs. Peak to Peak is willing to be sited in either a currently under-utilized facility or in any space which may become available within the Boulder, Louisville, Lafayette or Broomfield communities. Peak to Peak understands that this arrangement would likely result in the elementary, middle and high school programs each being sited on different campuses. Peak to Peak wants to be a flexible and cooperative participant in the District's comprehensive facilities strategy.

Siting Peak to Peak programs in BVSD facilities will bring financial benefit to BVSD, since charter schools operating in BVSD space forego nearly \$900 per pupil in funding (15% of per pupil operating revenues (PPOR) and 100% of the insurance and capital reserve allocations) as reimbursement for operating expenses, maintenance, and utilities. Given that academically challenging charter and focus schools within BVSD have traditionally attracted many students from home schooling and private schools, there is also the benefit of bringing in more students to fill what is now expensive yet under-used capacity.

If Peak to Peak were to build its own space, the \$900 in per pupil operating revenue, insurance and capital reserve funding which would otherwise be returned to BVSD will instead be paid to banks and real estate lenders. At Peak to Peak's full capacity, this would amount to over \$1.1 million per year.

By locating Peak to Peak programs in under-utilized school facilities, BVSD would ease the financial problems facing the district, allow the District to more easily meet the desires of neighborhood families to keep small neighborhood schools open, and meet the desires of all of the families who want the unique K-12 college preparatory program offered by Peak to Peak.

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## **EVIDENCE OF SUPPORT**

Parents in Boulder Valley School District have been exceptionally supportive of all of the parent-initiated efforts to offer academically challenging programs, either as focus (magnet) schools or as charter schools. Many parents have already signed letters of interest in Peak to Peak, and we expect many more following the public forums scheduled in May, June and August. A sample letter of interest is shown in Appendix C. Additional information for interested families will be available through the Peak to Peak Web site: [http://bcn.boulder.co.us/univ\\_school/peak2peak/](http://bcn.boulder.co.us/univ_school/peak2peak/)

In a survey of Boulder County residents in Fall 1995 conducted by the Boulder Daily Camera the majority of the respondents expressed support for stronger academics. Below we present evidence for continuing community support for the type of program Peak to Peak will offer.

### ***Core Knowledge***

Core Knowledge is a sequential, content-rich elementary and middle school program. It was arrived at through a process of national meetings and expert review. Core Knowledge was selected for Peak to Peak's elementary school program for its ability to provide challenging and important content in the earliest grades to set the stage for a strong college preparatory middle and high school curriculum. Core Knowledge has been very popular with parents in Boulder Valley. BVSD Core Knowledge elementary schools programs such as High Peaks Elementary School, Superior Core Knowledge Strand and Louisville Core Knowledge Strand have been consistently oversubscribed. Furthermore, parents have demonstrated their satisfaction with the parent-originated Core Knowledge Program at High Peaks by giving that school the highest curriculum ratings in the Boulder Valley School District elementary school climate survey for the past three years. Every Core Knowledge charter school in the State of Colorado has a lengthy waiting list, indicating broad support for parent-run Core Knowledge programs.

Many national educational leaders and organizations, such as the American Federation of Teachers (AFT), strongly endorse Core Knowledge as an effective and fair educational program beneficial to students from diverse backgrounds. Though nearly half the charter schools within the State of Colorado follow the Core Knowledge model, Peak to Peak would be BVSD's first charter school to use Core Knowledge for an elementary school program.

### ***Summit (Charter) Middle School***

Summit Middle School offers a challenging, academic curriculum which is similar to that which Peak to Peak will offer middle school students. It reached its enrollment cap in its first year of operation, 1996, and has been over-subscribed ever since. Like High Peaks, Summit has been tremendously well received by parents, achieving the highest ratings in the Boulder Valley School District middle school climate survey for the past two years.

### ***Availability of Advanced Placement and International Baccalaureate Courses***

The District has several fine, comprehensive high schools which offer college preparatory courses, including both the International Baccalaureate program and various Advanced Placement courses. The explosive growth of the International Baccalaureate program and the increasing registration in demanding college preparatory courses indicate the need for more academically oriented high school options. Due to over-enrollment this year, students who lived outside Fairview High School's attendance boundaries were turned away during open enrollment. Boulder High School, the other BVSD high school offering a wide variety of Advanced Placement (AP) courses, has been largely closed to open enrollment for more than ten years. Even students enrolled in these schools are frequently turned away from AP or IB courses due to overcrowding or scheduling conflicts which force students to take fewer AP or IB courses than they would like. Peak to Peak plans to use the scheduling algorithm developed by Summit which has allowed that school to schedule core math, science, English, foreign language and social studies courses so that no student is turned away from a requested core course.

### ***Private School Enrollments***

Private schools are a growth industry in Boulder County. Colorado Department of Education (CDE) statistics show that 12.6% of students from within the area served by Boulder Valley School District attend private school or home school.

Many academically-oriented private schools in Boulder are expanding due to high demand from within BVSD. These include the Bridge School (middle and high), Dawson (middle and high, expanding into elementary, giving it a kindergarten through 12th grade academic focus), Rocky Mountain School for the Gifted (elementary, expanding to middle), Boulder Country Day (expanding to middle school), Mountain Shadows Montessori, St. Louis, the new Roman Catholic High School, and the Academic Achievement Academy. More than two dozen students make the long daily commute to Denver to attend Kent, St. Mary's Academy, or one of the Catholic high schools.

If the District is to halt or reverse the movement of students whose families seek challenging academic programs from public to private schools, the District will need to provide more programs that address what these families and students have chosen.

### ***Conclusion***

While progress has been made in meeting the expressed wishes of Boulder Valley parents and students, it is clear from the over-subscription, over-enrollment and private school growth described above that the need persists. The existence of this unmet demand for academically challenging options at all grade levels indicates that Peak to Peak could fill a truly unique role by offering a unified and consistent focus on a sequential, content-rich, liberal arts curriculum. Support for public education will be stronger when more families feel that the public schools are responsive to their needs.

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## **TRANSPORTATION PLAN**

Peak to Peak is committed to the principle that there be equitable access to its program, and recognizes that access to transportation will help achieve this equity. Since students will enroll from throughout the district, a variety of solutions will be required. A letter will be sent to each student in the summer with information on transportation options. Transportation planning will be an ongoing process to provide information, updates, and assessment.

Peak to Peak will request that it be located within underutilized BVSD facilities which are served by public transportation.

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

Bus schedule and route information will be readily available on site and will be summarized on the Peak to Peak Web site and in literature for prospective students. The school will encourage all high school students and interested middle school students to use public transportation. An RTD monthly pass or tokens will be provided upon request to any Peak to Peak middle or high school student who is eligible for the Federal free and reduced lunch program. Peak to Peak will work with RTD to qualify its high school students for an Eco-Pass-like program.

## **Transportation Services for Elementary and Middle School Students**

To maximize enrollment opportunities for students whose families may not have the ability to provide daily transportation, and to minimize traffic impact in residential areas, Peak to Peak will arrange transportation for its elementary and middle school students to and from several major collection points around the District. Collection points will be determined by student interest and demand. This transportation will be provided free of charge to any Peak to Peak student eligible for the Federal free and reduced price lunch program and Peak to Peak will absorb the transportation costs for these students in the school's operating budget. If RTD service to the campus is inadequate, Peak to Peak may also choose to offer this service to high school students.

Peak to Peak expects to receive a pro-rata share of the state subsidies for school busing costs. Students who are ineligible for the Federal free and reduced price lunch program may be charged a fee to defray transportation costs in excess of state subsidies. Peak to Peak will request waivers of State statutes C.R.S. 22-32-113(5)(a) and C.R.S. 22-45-103, and of BVSD Policies EEA (Student Transportation), EEAA (Walkers and Riders). Peak to Peak may be unable to provide transportation services in the absence of these waivers.

The fees and costs in this proposal are based on current BVSD charges to charter schools for transportation services of approximately \$15/hour plus \$0.50 per mile.

## **Carpool Organization**

Peak to Peak will facilitate the organization of carpools to and from bus collection points and directly to and from school. Carpools have been very successful in reducing the number of vehicle trips to and from focus and charter schools. Once parents sign a release, Peak to Peak will provide a list of students and addresses to the Denver Regional Council of Government (DRCOG) Ride Arranger Program. DRCOG provides a free regional service by providing lists and maps for subscribers in a given geographic area.

## **Alternative Transportation**

In addition, families will be encouraged to utilize the following alternative transportation modes when appropriate:

*Walking and Biking:* Students living within a reasonable distance of the school will be encouraged to walk or ride their bikes. High School students will be discouraged from driving cars to school.

*DRCOG Regional Van Pool Program:* DRCOG takes van requests or organizes groups of approximately 10 commuters and provides vans to the groups. Fees vary depending on the number of commuters in the van and distance traveled.

*BVSD "Petition to Ride" Program:* BVSD policy allows students to petition for the use of available seats on current school bus routes. If Peak to Peak's schedule matches that of the neighborhood school into which it is sited, some students may be able to use the existing BVSD school bus system.

## **Traffic Mitigation**

If neighborhood traffic conditions warrant, Peak to Peak could operate on a daily schedule which is offset from that of the neighborhood school. For example, if the neighborhood school starts at 7:35 a.m. and ends at 2:15 p.m., Peak to Peak could start at 8:00 a.m. and end at 3:00 p.m., reducing traffic contention and congestion.

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## **BUDGET**

### **Purchased Services**

Peak to Peak plans to directly provide in-school instructional and administrative services. However, Peak to Peak desires and expects to purchase many centralized support services from BVSD, since these are often provided more efficiently on a large scale. As part of its annual budget process, Peak to Peak will review the services offered by BVSD and select those to be purchased for the upcoming school year.

The services which Peak-to-Peak wishes to consider purchasing include:

Benefits Administration

Business Services

Computer Services (MIS)

Human Resource Services

Instructional Media Services

Payroll Services

Purchasing Services

Special Education

Transportation - Daily

Transportation - Occasional

### **Insurance/Capital Reserve Funding**

If Peak to Peak is located in a BVSD facility and foregoes insurance reserve/capital reserve funding, then the services provided through these funds will be provided directly to Peak to Peak by BVSD in exchange for that funding.

### **Projected First Year Budget**

Appendix H is a budget showing how Peak to Peak will manage expenses during its first full year of operation. The first year enrollment of 200 is large enough to be viable; many Colorado charter schools with smaller enrollments are operating successfully. Peak to Peak will use a lean administrative structure; this is typical in charter schools with an active Board of Directors.



Peak to Peak obtained the operating budgets for several operational charter schools in Colorado, and used this information to develop the outline for its own budget. Revenue is based on the current funding arrangements for BVSD charter schools. The costs assumed for central services are based on the cost if obtained from BVSD.

At maximum size (depending on site constraints) Peak to Peak will serve approximately 1250 students by 2004, or approximately 5% of BVSD's total enrollment.

### **Impact on BVSD**

Peak to Peaks' growth will take place over several years and will be masked by the district's overall growth rate which has been averaging 2% per year. Finally, Peak to Peak expects to draw many families back into the public schools. Because of the "J" curve by which School Finance Act funds are disbursed, each student who is attracted to Peak-to-Peak from home school or private school returns an extra \$375 to the district at large.

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## **DISPLACEMENT OF STUDENTS AND STAFF**

### **Students**

Peak to Peak does not anticipate displacing any current students in order to accommodate its programs. There currently are numerous District schools that are not utilized to full capacity, and Peak to Peak anticipates that its programs can be accommodated within District facilities. As a school of choice, Peak to Peak would help relieve overcrowding in Boulder-area high schools and in the significantly overcrowded east county schools. To the degree that Boulder-area high school students select Peak to Peak, it may make it possible for students from east county to enroll in Boulder-area high schools which are currently closed to open enrollment due to overcrowding.

### **Staff**

Boulder Valley School District's own projections continue to show increases in student population for the next ten years. At current class sizes, this new enrollment requires additional teaching staff on an annual basis. Retirements and resignations create still more professional and staff vacancies. Thus, Peak to Peak's enrollment is unlikely to result in the displacement of any staff members from employment within the BVSD.

Current BVSD staff members who support Peak to Peak's mission, goals and objectives, and ideals are encouraged to apply for positions at Peak to Peak. They will be given full and fair consideration for any position for which they may be qualified.

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## **GOVERNANCE AND OPERATIONS**

### **Rules of Governance**

#### **I. Membership**

1.1 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.

1.2 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.

## **II. Membership Meetings**

2.1 There shall be at least one general membership meeting of Peak to Peak each year.

2.2 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.

2.3 Special meetings, such as a Board of Directors' candidates 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.

2.4 Except as provided in Amendments (section VIII) of these Rules of Governance, general membership meetings are primarily informational; business matters requiring a vote are the domain of the Board of Directors' meetings.

2.5 Meetings shall be held at the school or a location specified by the Board of Directors.

2.6 Minutes of such meetings shall be kept by the Secretary.

## **III. Board of Directors**

3.1 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 Rules of Governance.

3.2 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 two of the voting members shall be parents of Peak to Peak students.

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 Business/Office Manager of the school or his/her designee shall serve as a non-voting member of the Board.

3.3 Terms of Office

- a. Board members shall be elected for two-year terms.
- b. The terms shall be staggered such that in odd-numbered years three of the seven Board seats are up for election, and in even-numbered years four of the Board seats are up for election.
- c. Board members may run for re-election.

3.4 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 District funds allocated to the school;
- d. To create a Budget Committee, a Hiring Committee, and 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 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 select other assessments as required;
- j. To select at least one voting Board member, in addition to the Principal, to serve on the Hiring 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.

### 3.5 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.

## IV. Duties of the Officers of the Board of Directors

4.1 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.

4.2 The Vice-President shall perform all duties of the President in his/her absence, and assist the President as necessary.

4.3 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.

4.4 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.

## V. Elections

### 5.1 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% of the members shall automatically place that nominee on the ballot as a candidate.

### 5.2 Elections for the Board of Directors

a. Members of Peak to Peak 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.

## **VI. Format of Meetings and the Decision-making**

### 6.1 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)].

### 6.2 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.

6.3 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 Principal, committee reports, old business, new business, Board member concerns, adjournment.

6.4 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 Rules of Governance and any Special Rules of Order that the Board of Directors may adopt.

## **VII. Standing Committee Responsibilities**

7.1 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.

7.2 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.

7.3 Standing Committees requiring a Board Member

a. The Hiring 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.

b. The Accountability Committee shall be responsible for the following tasks:

1. To make recommendations for assessment of the educational program, student achievement, and staff, parent and student satisfaction;
2. 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;
3. To monitor the progress made toward meeting the improvement goals;
4. To solicit input from staff, parents, and students during all phases of assessment, plan development, implementation and evaluation; and
5. 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.

7.4 Other standing committees shall include, with approval of the Board, Communications, Outreach, Curriculum, Enrollment and Registration, Facilities, Fundraising, Grant Writing, Scheduling, Social, Transportation, Technology, and Volunteer Coordination.

### **VIII. Amendments**

8.1 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 1.1, 1.2, 2.1, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4(b), 3.4(c), 3.4(e), 3.4(f), 3.4(h), 3.4(m), 3.4(n), 4.3, 4.4, 5.1, 5.2, 6.1, 6.2, 8.1, 8.2, 8.3, 8.4, and 8.5 of these Rules of Governance 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

8.2 The Peak to Peak Board of Directors may pass a resolution proposing an amendment pursuant to 8.1 and shall submit such proposed amendment to a vote of the membership.

8.3 Any member may propose an amendment pursuant to 8.1 by providing the Board with a proposed amendment signed by at least 10% of the membership.

8.4 Voting by the general membership of Peak to Peak pursuant to 8.1 shall be by ballot and returned in person, by mail or electronically.

8.5 In order for any amendment pursuant to 8.1 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.

8.6 If any section of these Rules of Governance 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 Rules of Governance shall remain in force as though such invalid section were not part of these Rules of Governance.

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## **EMPLOYEE RELATIONSHIPS**

Peak to Peak is interested in hiring, retaining and rewarding teachers 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. Peak to Peak's personnel policies and procedures will be freely available for review by all teachers who apply to teach at Peak to Peaks and for all teachers who are hired. Initial salaries and benefits will be set by the Board on an individual basis and the Board will conduct salary and benefits negotiations annually with individual employees who are offered further employment. It is Peak to Peak's intent to use individual salary negotiations to reward the teachers and staff who epitomize the ideals the school seeks to achieve.

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

Peak to Peak wants flexibility to attract professionals whose background and experience may not include teaching in the traditional classroom or a degree in education. Accordingly, the program waives the requirement for teachers to hold a Colorado teaching certificate. However, uncertified full-time teachers will be expected to apply for an Alternative Teaching Certificate (PLACE) within two years after 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 and teachers will comply with the background check provisions of State law.

### **Teacher Evaluations**

Since excellent teaching is central to the mission of the school, Peak to Peak will place great importance on the effectiveness of its teachers. The school will develop a teacher evaluation process that will include both formal and informal observation of teaching by the principal and by the Board or its designees, solicitation of feedback on teaching effectiveness from students and parents, Board observations on the teacher's contributions to school operations and welfare, and self-critique by the teacher. All teachers will be reviewed annually, and teachers new to the school or on performance improvement plans will be reviewed more frequently. In compliance with State law, teacher evaluations will be kept confidential, and all Board discussion related to specific teacher evaluations or concerns will be conducted in closed session, consistent with the provisions of Colorado's Open Meetings Law.

### **Leaves of Absence**

The school will employ faculty, support professionals, and clerical personnel. According to the Charter Schools Act, 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 anticipates hiring some staff from outside the District.

### **Fringe Benefits**

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

within BVSD, all employees would be eligible to participate, as a group, in the District's group insurance program.

### **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 waives 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. As discussed in the Waivers section, Peak to Peak will waive the Personnel Policies and Procedures adopted by the Boulder Valley School District.

Instead, Peak to Peak will develop and adopt 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 will be available for review by all community members, employees and prospective employees. A copy will be furnished to the school district.

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## **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 will be made available to the District, as reasonably requested from time to time.

Peak to Peak agrees to participate in an independent annual financial and administrative operations audit. The information collected during the audit would be included in a financial report which would serve to assure that expenditures of public funds by the school were appropriate and accurately updated. To provide additional fiduciary protection, Peak to Peak's business manager will be bonded.

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## **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 will also be limited by that State statute.

Peak to Peak requests insurance through the District's existing policies to cover and protect the charter school's buildings, grounds, Board of Directors and employees. The school agrees to adhere to the procedures needed to be covered by the District's existing workers' compensation and insurance policies.

Peak to Peak understands the importance of risk-management and prevention. The school will institute policies and directives which address, but are not limited to, the following types of potential perils and other events: third-party claims, injury claims, medical treatment and health issues, employee dishonesty, workers' compensation, personnel issues, Americans with Disability Act issues, and environmental issues.

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## **ADMISSIONS PROCESS**

### **Applications**

Parents or guardians may apply for admission for a child by completing an application. Applications will be available at various sites throughout the community and also from the school's Web site. Applications will be accepted until the close of the open enrollment period established by BVSD. Applications will be processed only for students eligible to enter school at the requested grade level in the immediately following school year. (E.g., parents may not submit an application for their newborn to enter elementary school in 2004.)

### **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.

Kindergarten students must be 5-years-old by September 1 of the year in which they will start kindergarten. First grade students must be 6-years-old by September 1 of the year in which they start first grade, unless Peak to Peak determines that early promotion to first grade would be in the best interests of the child and the school.

### **Accuracy of Information Provided on Applications**

Parents are responsible for the accuracy of the information provided on the application. Material misstatements on the application, including residency, birthdate, sibling data, grade previously completed and grade applied for, are grounds for disqualification of the application and withdrawal of an offer of admission or place on the waiting list (if either has been determined). Corrected applications will be accepted, but the application will then be processed as a new application on the date the corrected application is received.

### **Lottery and Waiting List**

In the event there are more applications than spaces available, a lottery will be conducted to order the applications and prioritize students for admission. Completed applications received on or before the closing date will be included in the lottery. Preference will be given to in-district students for spaces available at each grade level. Siblings of Peak to Peak students and children of staff members will also have priority for admission. The Board will establish the number of openings available at each grade level each year and may balance enrollment by gender.

If a student 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. In each successive year that the student unsuccessfully re-applies, the weighting of 2.0 will apply. Students who did not apply for admission in the previous year will be given a weighting of 1.0 in the lottery. Parents will be notified of their child's admission offer or place on the wait list.

### **Acceptance of Admission**

Families will have ten days from the date of the offer of admission to accept or decline the offer. Peak to Peak will notify the sending school and request records once an offer of admission has been accepted. If no response is received by the deadline, Peak to Peak will assume that the offer has been declined and offer

the space to the next child on the waiting list. Peak to Peak will advise the Boulder Valley School District of the names, entering grade levels, school currently attended, school which the parent indicates that the student would have attended had the student not accepted the Peak to Peak admission offer, and the student's neighborhood elementary, middle and high school for all students who complete the acceptance of admission process. This information will be offered to allow BVSD to complete its own planning process in a timely manner.

### **Continuing Enrollment**

Peak to Peak students are guaranteed enrollment for each succeeding year unless their parents fail to complete and return an enrollment renewal form during each annual open enrollment period. 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 program to the middle school program or the middle school program to the high school program.

### **Subscribers**

As is the practice at all charter schools in the State, Peak to Peak will admit the children of the subscribers who worked to start the school. Subscribers must enroll their children during the open enrollment period for the year in which the family desires admission. Given the diverse ages of those children, very few admissions at any single grade level will be affected by this criterion in any single year.

### **Siblings of Peak to Peak Students**

In order to better support families and minimize transportation impact, Peak to Peak will offer admission priority to siblings of Peak to Peak students.

### **Children of Teachers and Staff**

In order to provide a family-friendly workplace, Peak to Peak will offer admission priority to the children of any teacher or staff member employed by Peak to Peak. These children will be prioritized on the same basis as siblings of Peak to Peak students.

### **Siblings Applying Concurrently for Enrollment**

When a family applies for admission for more than one child in the same lottery period, the multiple applications are treated as separate applications. Either one student is admitted, both are admitted, or both are wait-listed, in accordance with the lottery results. Peak to Peak cannot guarantee that siblings will all be admitted together. In the event that one child is admitted while a sibling is wait-listed, the child's parents will need to make the decision on whether to accept the offer of admission. An exception to this practice would be for a family who is applying for two students to the same grade. In this circumstance, the parents may request that the applications be considered jointly for lottery purposes. If, despite the different number of openings at each grade, it would be practical for Peak to Peak to implement a system that would administratively facilitate joint enrollment of siblings who apply concurrently to different grades, the Board may choose to implement that system.

### **Priority for New Enrollments**

- a. Children of subscribers
- b. Siblings of Peak to Peak students and children of teachers and staff employed by Peak to Peak
- c. Children who live within the BVSD boundaries

d. Children who live outside the BVSD boundaries

### **First Year Admissions**

During the enrollment period prior to the first year of operation of each level of schooling (elementary, middle and high school) Peak to Peak will admit up to 50% of the students to the new level of schooling on a first-come, first-served basis. This allows for early involvement and participation in critical organizational and planning decisions by families who had not previously been involved in creating the school. This 50% will also include children of subscribers. For the first year, the first-come, first-served application period will begin on a date specified by the Board that is at least 30-days after the approval of the charter proposal and will end at the conclusion of the District's open enrollment period. This will allow time for significant public notification and outreach efforts to traditionally underserved communities. A waiting list will be maintained for the first-come, first-served group until the end of the open enrollment period. At that point, Peak to Peak will maintain only one waiting list per grade offered.

In any subsequent year in which a new level of the school is opened, the first-come, first-served application period will begin no sooner than the end of a 30 day public notice period.

All other enrollment slots will be filled through the standard lottery process.

### **Disputes**

The Board of Directors will establish detailed enrollment policies and procedures consistent with this proposal. The Board or its designees will make final decisions on any disputes related to enrollment or the lottery process.

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## **WAIVERS**

### **State Waivers**

Pursuant to the Charter Schools Act, Peak to Peak requests waivers of certain Colorado Revised Statutes listed below. Each statute is identified and the reason for each request given. The waivers will enable the school to better meet its mission, goals and objectives, and implement its educational program. The school anticipates that the requested waivers will have no financial impact upon the Boulder Valley School District. 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 five-year duration of the charter school Contract. Replacement policies are currently being developed.

C.R.S. 22-1-110 Effect of use of alcohol and controlled substances to be taught. Specifies how, when, and to what extent the effects of alcohol and controlled substances will be taught in all grade levels. Peak to Peak will be responsible for identifying the instructional materials and strategies used to teach these topics and the extent to which these topics will be integrated into the curriculum.

C.R.S. 22-9-106 Certified Personnel Evaluations; Local boards of education - duties. Requires school districts to have a written system and related procedures to evaluate the performance of school district certificated personnel. Peak to Peak will be responsible for its own personnel matters, including the supervision and evaluation of personnel and the method for conducting such evaluations.

C.R.S. 22-32-109 (1) (b) Board of Education - specific duties. Grants Board of Education authority to adopt policies and prescribe rules and regulations for efficient administration of the district. Peak to Peak will be operating independently from other schools in the district and should be delegated the authority to develop, adopt and implement its own operational policies, rules and regulations.

C.R.S. 22-32-109 (1) (f) Board of Education - specific duties. Requires Board of Education to employ all personnel and fix their compensation. Peak to Peak will be responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment.

C.R.S. 22-32-109 (1) (n) (II) (B) Board of Education - specific duties. Provides for adoption by the Board of Education of a district calendar applicable to all schools or of individual school calendars. Peak to Peak will prescribe its own school calendar.

C.R.S. 22-32-109 (1) (t) Board of Education - specific duties. Grants Board of Education authority to determine the educational program to be carried on in schools of the district and to prescribe textbooks. The Board of Directors of Peak to Peak will be 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.

C.R.S. 22-32-109 (1) (aa) Board of Education - specific duties. Requires districts to adopt content standards and a plan for implementation of such content standards. Peak to Peak will meet or exceed State content standards. In meeting or exceeding State content standards, faculty members in a number of Colorado charter schools are undertaking a curriculum development project in which content standards and benchmarks specific to the school's educational program are written, curriculum aligned, and appropriate assessments developed.

C.R.S. 22-32-110 (h), (i), (j), (k), (ee) Board of Education - specific duties. Grants Board of Education authority to terminate personnel; reimburse employees for expenses; procure group life, health, and accident insurance for employees; adopt policies, rules and regulations relating to efficiency, in-service training, professional growth, safety, conduct and welfare of employees; and employ teacher aides and noncertificated personnel. Peak to Peak will be 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.

C.R.S. 22-32-113 (5) (a) Transportation of pupils - when. Permits Board of Education to submit, at a special election called for such purpose, to voters the question of whether to impose and collect a fee for excess transportation costs. Peak to Peak would like to offer transportation for students to school and collect a fee from each family to assist in funding such a program. The school would waive the fee for any student who is eligible for a reduced or free meal pursuant to the "National School Lunch Act", 42 U.S.C. sec. 1751 et seq.

C.R.S. 22-32-119 Kindergartens. Permits Board of Education to establish and maintain kindergartens and prescribe courses of training, study, and rules and regulations governing the program. Peak to Peak will operate its own kindergarten program and should be authorized to develop, adopt, and implement the training, study, and rules and regulations governing its kindergarten program.

C.R.S. 22-32-126 Principals - employment and authority. Authorizes Board of Education to employ principals. Peak to Peak will be responsible for its own personnel matters, including hiring a principal. The success of the school will depend in large part upon its ability to select and employ its own staff.

C.R.S. 22-45-103 (1) (f) Transportation fund. Requires that revenues from a fee imposed for the purpose of paying excess transportation costs be deposited in the transportation fund of the district. Peak to Peak would deposit such monies collected in its own transportation fund pursuant to C.R.S. 22-30.5-112 (e) allowing fees collected from students enrolled in a charter school to be retained by such charter school.

C.R.S. 22-63-201 Teacher Employment, Compensation, and Dismissal; Employment - certificate required. Prohibits board from entering into an employment contract with a person who does not hold a teacher's certificate or letter of authorization. Peak to Peak should be granted the authority to hire teacher and principals who will further the mission, goals and objectives of the school. The Principal will not function

as a traditional school district principal but rather will be responsible for a wider range of tasks. The school seeks to attract principals and teachers from a wide variety of backgrounds, including, but not limited to, teachers residing out-of-state, teachers seeking alternative certification, persons with a background of successful teaching experience in a setting not requiring a license, as well as persons with business or other professional experience.

C.R.S. 22-63-202 Employee contracts - duration - damage provision. Requires written employment contracts with teachers, including a damages provision, and provides for temporary suspension of employment and cancellation of contract. Peak to Peak will be responsible for its own personnel matters, and should be granted the authority to develop its own employment contracts and terms and conditions of employment.

C.R.S. 22-63-203 Probationary teachers - renewal and non-renewal of employment contract. Provides for contract with probationary teachers. Peak to Peak will be responsible for its own personnel matters, including employment contracts and terms and conditions of employment.

C.R.S. 22-63-206 Teacher Employment; Transfer - compensation. Permits transfer of teachers between schools upon recommendation of district's chief administrative officer. Peak to Peak will select its own teachers. The District should not have the authority to transfer teachers into the charter school or to transfer teachers from the charter school to other district schools.

C.R.S. 22-63-301 Grounds for dismissal and C.R.S. 22-63-302 Procedure for dismissal. Provide grounds and procedures for the dismissal of teachers. The success of Peak to Peak in accomplishing its mission is dependent primarily upon the talents, skills and personal commitment of its teachers. The school must be able to terminate employees who cannot deliver its educational program successfully. The concept of tenure does not apply to the charter school.

C.R.S. 22-63-401 Salary schedule - adoption - changes. Provides for district Board of Education to adopt a salary schedule and place teachers on the schedule. Peak to Peak should be delegated the authority to determine compensation rates in individual salary negotiations with teachers.

C.R.S. 22-63-402 Teacher Employment; Services - disbursements. Prohibits disbursement of district monies to teachers not holding a valid teacher's certificate or written authorization. Peak to Peak will not require a teacher's certificate upon initial employment. Full-time teachers in core subject areas will be required to obtain certification within a reasonable amount of time.

C.R.S. 22-63-403 Payment of salaries. Governs payment of salaries upon termination of employment of a teacher. Peak to Peak will develop its own employment contracts and terms and conditions of employment.

Peak to Peak reserves the right to identify, during its implementation period, those Colorado Revised Statutes which are impediments to effective operation and to request waivers of those statutes, as specified in C.R.S. 22-2-117 (1) and (2).

### **Boulder Valley School District Policies**

Peak to Peak requests waivers from any Boulder Valley School District policy or future policy which is clearly in conflict with the mission, goals, and educational program outlined in this document. The school specifically waives the following BVSD policies:

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

ABB (also GBB) Staff Involvement in Decisionmaking; ABC (also JFB) Student Involvement in Decisionmaking; AFC (also GCN) Evaluation of Professional Staff; AFD (also GDN) Evaluation of

Support Staff; AFE (also IM) Evaluation of Instructional Programs; AFF (also EJ) Evaluation of Support Services; CF School Building Administration; CFA Building Principal - Job Description;

***Policy Section E, Support Services***

EEA Student Transportation Services; EEAA Walkers and Riders; EF Food Services Management;

***Policy Section G, Personnel***

GA Personnel Policies Goals; GBB (also ABB); GBL Personnel Records; GBM Staff Complaints and Grievances; GC (all) Professional Staff policies; GD (all) Support Staff policies; H (all) Negotiations;

***Policy Section I, Instruction***

IA Instructional Goals; IC School Year; ICA School Calendar; ID School Day; IF Curriculum Development; IFD Curriculum Adoption; IFE Curriculum Guides and Course Outlines; IG Curriculum Design; IGA Basic Instructional Program; IGAD Occupational Education; IGAE Health Education; IGAF Physical Education; IGAG Teaching about Drugs, Alcohol and Tobacco; IGAF Family Life Education; IGAI Sex Education; IGAJ Driver Education; IGCA Summer Schools; IH (all) Instructional Arrangements; IIA Instructional Materials; IIAA Textbook Selection and Adoption; IIB Supplementary Materials Selection and Adoption; IIC Library Materials Selection and Adoption; IIBA Teacher Aides; IICA Field Trips and Excursions; IICC School Volunteers, IK Academic Achievement; IKA Grading Systems; IKAA Final Exams; IKAB Student Progress Reports to Parents; IKAC Student Conferences; IKB Homework; IKD Honor Rolls; IKE Promotion and Retention of Students; IEA Make-Up Opportunities; IEBA Acceleration; IKF Graduation Requirements; IM (also AFE); INA Teaching Methods; IO Educational Research;

***Policy J, Students***

JEB Entrance Age; JED Student Absences and Excuses; JHFA Supervision of Students

***Policy K, Public***

KH Public Gifts to the Schools; KL Public Complaints; KLB Public Complaints about the Curriculum or Instructional Materials.

***Non-Discrimination***

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.

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## **Appendix A**

### **Peak to Peak Charter Schools, Inc. Board of Directors (at time of Submittal)**

#### **Rhonda Kelley, President**

Rhonda Kelley has two children in Boulder Valley elementary schools. She received a Bachelor of Science degree in Business Administration from Georgetown University. She brings to Peak to Peak organizational and communication skills from her work in local and federal government.

#### **Gail Heinzman, Treasurer**

Gail Heinzman has an undergraduate degree in Molecular Biology and a Master's in Business Administration from the University of Colorado. She has worked as a chief financial officer for a Denver firm, and as a Certified Public Accountant in Boulder since 1992. Gail has two children in Boulder Valley schools and has been an active school volunteer.

#### **Sally Benjamin, Secretary**

Sally Benjamin has a Bachelor of Arts degree in Visual Arts and Education from Albion College. She has three children in Boulder Valley schools -- one each in the elementary, middle and high school levels -- and has been actively involved in the schools since 1987. She has worked in the marketing department of a local company since 1984.

#### **Raul Carlos Campos**

Raul Carlos Campos has a Bachelor of Architecture degree from the Pratt Institute. He is the managing director of an international real estate firm. He brings to Peak to Peak expertise in real estate strategy, architecture and international business. Raul has two children in Boulder Valley schools. He believes that having a school of the quality and focus of Peak to Peak to aid college-bound minority students is essential to the community.

#### **Sonja Cooper**

Sonja Cooper has an undergraduate degree in Finance and a Master's degree in Systems Management from the University of Southern California. She has worked in bank management and for the United States

government. For the past five years, Sonja has traveled extensively as a consultant for juvenile health care issues. She has three children, two of whom are school-aged and one whom is in pre-school.

### **Kevin Howard**

Kevin Howard is the father of three children, two of whom attend Boulder Valley schools and one who will soon join his siblings as a kindergartner. He has twenty-two years of experience as a software engineer and over eight years of experience as a Louisville city council member. Kevin serves as Louisville's representative to the Denver Regional Council of Governments (DRCOG) and is also a past Chairman of the Math, Science and Technology Commission for the state of Colorado.

### **Steve Smith**

Steve Smith, the father of two school-aged children, has served as in-house legal counsel and/or chief financial officer of Boulder area public companies since 1978. He has an undergraduate degree in Electrical Engineering from Lehigh University, and received his J.D. from Villanova and an L.L.M. (tax) from the University of Denver.

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## **What Selective Colleges Want: Minimum H.S. Course Requirements for Applicants**

### *English*

U. of Colorado (all campuses): 4 years of English (includes 2 of composition)

U. of California (all campuses): 4 years required college preparatory English, including frequent writing and reading of classic and modern literature, poetry and drama

U. of Illinois at Urbana-Champaign: 4 years of English

U. of Texas, Austin: 4 years of English

Colorado School of Mines: 4 years of English

Carleton College: 4 years of English

Bates: 4 years of English

Wellesley: "ample work in writing and literature" "Should enroll in advanced, accelerated or honors classes"

U. of Chicago: 4 years of college preparatory English

Caltech: 3 years of English (4 years recommended)

**What a student needs: 4 years of college preparatory English**

### *History/Geography/Civics/Social Sciences*



U. of California (all): 2 years required, including 1 year of US History and 1/2 year of civics or American Government; and 1 year of world history, cultures and geography

U. of Colorado: 3 years of social science including 1 of US or World History, and 1 of Geography; if US History is used to meet the history requirement then the geography requirement may be met with 1/2 unit (one semester) of geography and 1/2 unit of World History

U. of Illinois at Urbana-Champaign: 2 years of history

U. of Texas, Austin: 3 years

Colorado School of Mines: 2 years required

Carleton: 3 or more years of social science

Bates: 3 years of social science

Wellesley: ample work in history

U. of Chicago: 2 or more years of Social Science

Caltech: US History, 1 year

**What a student needs: 3 years of history/geography/civics/social sciences**

### *Mathematics*

U of California: 3 years required, 4 years recommended, including elementary algebra, geometry (with proofs), and advanced algebra

U of Colorado: same as U of Calif. for Arts and Sciences; 4 years for Engineering

U. of Illinois at Urbana-Champaign: 3.5 years including trigonometry required for students in agricultural engineering, business, engineering, architecture, sciences; 3 years for other majors

U. of Texas, Austin: 3 years, 4 recommended

Colorado School of Mines: 4 years of mathematics

Carleton: 3 years (through Algebra II)

Bates: 3 years of mathematics

Wellesley: 4 years of mathematics

U. of Chicago: 3-4 years of mathematics

Caltech: 4 years of mathematics (calculus recommended)

**What a student needs: 3 years if Algebra I was completed in 8th grade; otherwise, 4 years.**

### *Science*

U. of California: 2 years required, 3 years recommended of laboratory science in at least two of these three areas: biology, chemistry, and physics. Laboratory courses in earth/space science are acceptable if they have as prerequisites basic knowledge in biology, chemistry or physics

U. of Colorado: Arts & Sciences: 3 years of natural science (includes 2 of laboratory science, 1 of which may be either chemistry or physics); Engineering: (must include 1 year of chemistry and 1 of physics)

U. of Illinois at Urbana-Champaign: 2 years of laboratory science

U. of Texas, Austin: 2 or 3 years of laboratory science

Colorado School of Mines: 3 years of laboratory science

Carleton: 1 year of laboratory science

Bates: at least one year of laboratory science

Wellesley: 2 years of laboratory science

U. of Chicago: 3-4 years of laboratory science

Caltech: Chemistry, Physics (calculus-based physics recommended)

**What a student needs: Three years of science, with a fourth year strongly recommended for any student contemplating a college major in engineering, science, or the social sciences.**

### *Foreign Language:*

U. of California: 2 years required, 3 years of a single foreign language recommended

U. of Colorado: 3 years of a single foreign language

U. of Illinois at Urbana-Champaign: 2 years of a foreign language

U. of Texas at Austin: 2 years of a foreign language

Bates: 2 years of a foreign language

Wellesley: 4 years of a foreign language

U. of Chicago: 2 years of a foreign language

**What a student needs: Three years of a single foreign language.**

### *Comments from other selective colleges*

Stanford: " We look for those students who have selected as rigorous an academic program as possible, and who have achieved distinction in a range of academic courses....It is always to an applicant's benefit to have taken the most demanding courses available in high school. A strong performance in accelerated, honors, or

Advanced Placement classes indicates a student's ability and desire to meet academic challenge." Harvard, Yale, Colorado College, Colby and Dartmouth have very similar statements in their information for applicants.

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# PEAK TO PEAK SCHOOLS

## A Kindergarten through 12th Grade Charter School Located in the Boulder Valley School District (BVSD)

### STATEMENT OF INTEREST

Please fill out one sheet per child. Date \_\_\_\_\_

Name of Parent(s): \_\_\_\_\_

Name of Student: \_\_\_\_\_

Grade in 1999-2000 school year: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: (day) \_\_\_\_\_ (evening) \_\_\_\_\_

(fax) \_\_\_\_\_ (e-mail) \_\_\_\_\_

**This Statement of Interest in no way obligates a student to attend Peak to Peak, nor does it guarantee enrollment, nor does it imply a guarantee of any kind that Peak to Peak as proposed to the Boulder Valley School District will be approved.**

School attending in 1998-1999: \_\_\_\_\_

School student would attend in 1999-2000 if not Peak to Peak Schools: \_\_\_\_\_

Student's neighborhood schools (required BVSD information): Elementary \_\_\_\_\_

Middle \_\_\_\_\_ High School \_\_\_\_\_

Please check the location that best identifies your residence:

North Boulder \_\_\_\_\_ South Boulder \_\_\_\_\_ East Boulder \_\_\_\_\_

Central Boulder \_\_\_\_\_ Mountains \_\_\_\_\_ Louisville \_\_\_\_\_

Lafayette \_\_\_\_\_ Broomfield \_\_\_\_\_ Out of BVSD \_\_\_\_\_

