



2023 Annual  
*Family*  
**SURVEY**

Information collected and  
analyzed by the school  
Accountability Committee



**PEAK TO PEAK**  
CHARTER SCHOOL



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# PEAK TO PEAK'S 2023 Annual Family Survey Results

## 2023 Annual Family Survey Overview

The purpose of the Accountability Committee is to gather and analyze data to assess the school's progress toward its mission and vision and to provide results of that analysis to the Peak to Peak Board of Directors, the administration and the rest of the Peak to Peak Community.

## Preface

- Survey was conducted from Friday, January 6 through Tuesday, February 7, 2023.
- The survey and all comments are anonymous.
- This report will be forwarded to the Board of Directors, the Executive Director of Education, and the Executive Director of Operations.
- The Accountability Committee will provide a follow-up report in the fall of 2023 on what actions the school has taken in response to these survey results.
- Data was collected using the Qualtrics platform. This cloud-based software provides increased flexibility and analytical capabilities for Accountability Committee parent volunteers.
- New this year: the survey was communicated via text, email, website and QR code flyers in strategic places on campus to ensure better parent engagement.

Peak to Peak experienced some changes in the 2022-2023 school year.

- We welcomed Jennifer Klein in her first year as the new Executive Director of Education. Ms. Klein has been supporting education improvements for over 20 years. More of her bio can be found [here](#).

The Accountability Committee would like to thank Peak to Peak families for completing the survey and providing meaningful comments. This input helps Peak to Peak to continue to evolve and improve. We are also grateful for the assistance of the Board of Directors, Executive Leadership Team and our K-12 Assessment, Data, and Tech Manager, Tracy Durland, for acquiring the Qualtrics license and for the opportunity to use this platform for administering and analyzing the 2023 Family Survey. Additionally, the promotion of the Family Survey could not happen without the assistance of Ileana Peterson, Jen Dauzvardis and Traci Schoeneweis.

## Survey Overview & Methodology

- The annual Family Survey provides the school administration and the Board of Directors with an understanding of the parent/guardian view of how successfully Peak to Peak is achieving its [mission](#).
- The survey results inform Key Performance Indicator (KPI) #11 for our [Strategic Plan](#).
- [Results from prior years](#) have led to improvements in areas such as technology, facilities, and communication channels to name a few.
- Offering the survey each year is part of the school commitment to Strategic Pillar #4:



For 15 years the Accountability Committee has used the annual Family Survey to collect feedback using the school's Mission and Strategic Plan as foundations. The 2023 survey categories and questions reflect language changes on most questions to provide clarity as well as brevity to the survey. This was done to ensure higher participation rates. More information is available in the [Appendix](#).

Though the process for surveying our families has not changed over the last 15 years, we acknowledge that this is an "opt-in" survey. Respondents are not part of a random sample. This creates selection bias; respondents are frequently either very happy or very unhappy with their student's experience at Peak to Peak. This emotion tends to cause swings in positivity rates, depending on the events surrounding the survey collection dates. While the scientific analysis measures are slightly different based on this acknowledgment, the value of the candid feedback is no less diminished.

## Survey Reporting

We'll present the data in both 5-point scale and percent positive for comparative purposes in this report. Below is an example of what each family is asked as they take the survey.



English

Please rate the following items related to **Quality of Instruction** with your specific student in mind.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't have enough information to answer
This student receives instructional support necessary to master the required coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Each category of response is assigned a number.

Strongly Disagree=1

Disagree=2

Neither Agree nor Disagree=3

Agree=4

Strongly Agree=5

**Likert 5-point scale** is a common survey best practice which gives respondents an option to be neutral and aligns with comparative external benchmark data. The numerical Likert values used in this survey can generally be interpreted as follows:

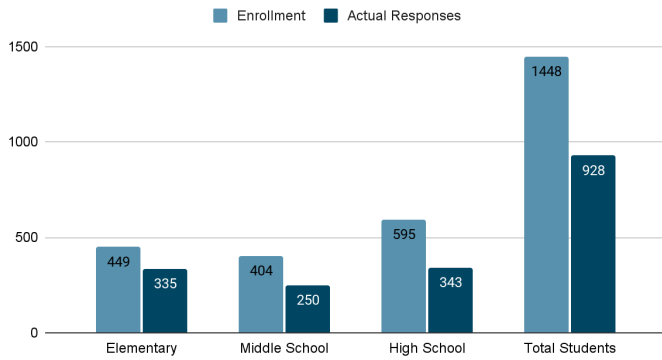
Very Positive	Positive	Somewhat Positive	Neutral	Negative
<b>3.75</b> and above	<b>3.45-3.74</b>	<b>3.23-3.44</b>	<b>3.01-3.22</b>	Below <b>3</b>

For **Percent Positive** we have measured the percent of respondents who have selected "Agree" or "Strongly Agree". For our KPI threshold, the goal is that **overall 80% of responses are in the positive range.**

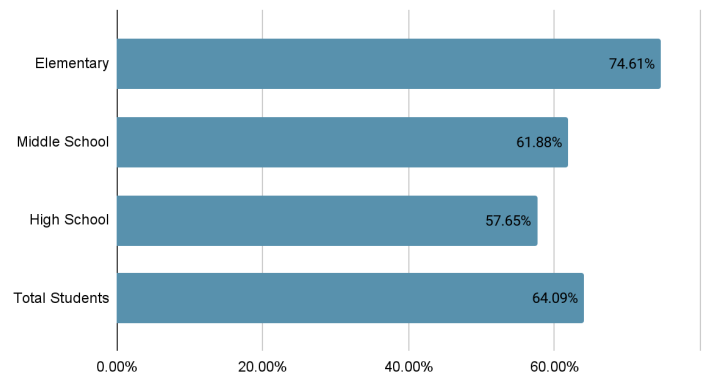
## Response Rates

The 2023 survey response rate represented covers 928 students. Below you can see the response by school level.

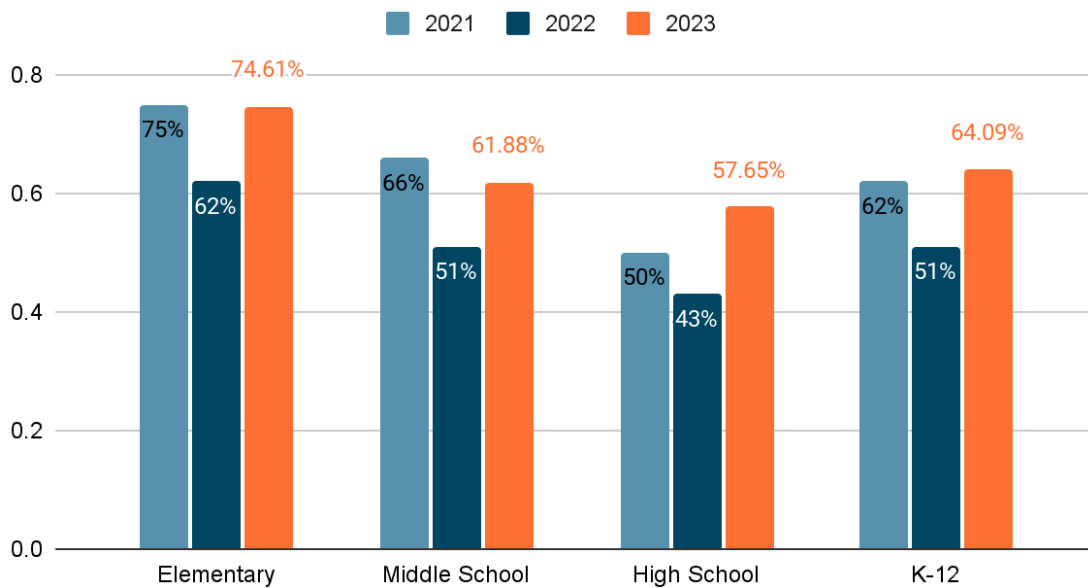
Responses by School



Response Rate by School



## Historical Comparison on Response Rate



Each year the Accountability Committee works with our administration to reach the 60% response rate goal set forth in the Strategic Plan. We are thrilled that we exceeded that goal this year.

One additional item of note: The Qualtrics platform provides the opportunity for language translation for our survey. This year 1.94% of respondents completed the survey in Spanish. The Accountability Committee is grateful that we are able to ensure all families at Peak to Peak are able to complete the survey in a language that best suits them.



## Quality Areas Discussion

There are four Quality areas outlined in our current Strategic Plan:

### **Instruction**

### **Relationships**

### **Operations**

### **Opportunities**

Each of these categories is analyzed at the school level. Five-year comparisons are provided in graph format, used in all of our historical reports, and are found in the Appendix. The percentages displayed were derived by adding *Strongly Agree* and *Agree* responses together as a portion of the total responses.

This year the Accountability Committee decided to focus on creating objective measures of strength and concern using Percent Positive to questions, as well as continuing the review of Thematic Observations.

**Strengths and Concerns Defined-** We determined that school strengths are areas where 85% or more respondents felt positive in response to the question. An area of concern was defined by falling below the 80% threshold or having five years of continuous decline.

**Thematic Observations are not a complete list of all comments, only prevalent themes.** Comments specific to individuals, both positive and negative, will be provided directly to Executive Leadership Team (ELT) members and the Board of Directors.

A full list of questions, Likert Scale, Percent Positive and historical data can be found in the Appendix of this report.

## Thematic Observations

The Accountability Committee reviewed over 1,000 open-ended comments covering all school levels as well as comments providing additional feedback in all operational areas of the school. We were pleased and grateful for the high number of positive comments, many for specific teachers, counselors, front-office staff and the administration.

Where we saw concerns, we've summarized these thematic observations into four major categories:

### 1. Learners with Identified Needs

This category combines the concerns of several groups:

- special education (SPED)
- gifted talented (ALPS)
- twice exceptional
- bilingual

We combined the concerns of these groups because they share many of the same challenges, including early and accurate identification, unique academic support or extension needs and sometimes additional social emotional learning (SEL) support.

[The Accountability Committee is eager to support the Board and our ELT with additional research or analysis as they evaluate the current and future needs of these groups.](#)

### 2. School Climate

This category is based on the comments we saw voiced in the following ways:

- Concerns about bullying or unsafe, disruptive classroom behavior
- Concerns about students having trouble making friends or building relationships with trusted adults at school
- A perception of bias against students or families based on ideological, religious or political views.
- Concerns around teaching styles that felt intimidating or demeaning.
- A need for rebuilding of trust between families and school leadership. The comments addressing Communication Pathways effectiveness speak to this concern.

### 3. More Opportunities/More Space

This category is a combination of the comments requesting additional classroom and theater space, particularly at the elementary and middle school levels as well as the high volume of requests for more opportunities in technology, robotics, visual and performing arts, and sports.

#### 4. Facility and Operations

This category includes concerns about the electric buses, pick up and drop off drive line, technology equipment concerns and lunch operations. The Accountability Committee hopes to assist the Board and ELT with addressing these concerns with additional communication and analysis efforts and helping build pride and ownership in our facilities among our students and families.

## Quality of Instruction

### Elementary School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.32	88.69%	-1.31pt	4.28%
<i>Teachers keep this student appropriately challenged.</i>	4.21	84.55%	-2.19pt	7.27%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	4.23	86.50%	+2.3pt	5.21%
<i>This student's growth and learning is assessed in a variety of ways.</i>	4.17	84.71%	+17.6pt	8.92%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	3.97	75.90%	+0.9pt	10.75%
<i>This student is prepared to perform well on standardized tests.</i>	3.95	73.58%	-0.37pt	16.23%

Thematic observations show many positive comments about specific teachers as well as general appreciation for learning progress.

- [Learners with Identified Needs](#) had the highest volume of concerned comments.
- The next highest volume of concerns was [Student Specific Communication](#).

The highlighted text above provides a link to comment summary tables in the Appendix.

## Middle School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.16	88.00%	+0.87pt	4.00%
<i>Teachers keep this student appropriately challenged.</i>	4.19	89.88%	+7.88pt	3.24%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	4.11	87.45%	+7.86pt	5.44%
<i>This student's growth and learning is assessed in a variety of ways.</i>	4.00	77.16%	+17.16pt	17.24%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	3.87	73.28%	+6.07pt	15.95%
<i>This student is prepared to perform well on standardized tests.</i>	3.82	70.39%	+2.79pt	18.88%

Thematic observations show many positive comments and appreciation for teachers and counselors.

Concerns at the middle school level were dominated by the following categories:

- **School Climate** - As mentioned above, this group of comments brought up concerns about the overall culture feeling intimidating. Comments also included concerns about teaching style and inconsistent treatment of students.
- **Learners with Identified Needs** - Comments centered around support for SPED and ALPS students as well as several comments related to curriculum choices and level of rigor.

## High School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student receives the instructional support necessary to master the required coursework.</i>	4.32	89.64%	-0.93pt	5.62%
<i>Teachers keep this student appropriately challenged.</i>	4.27	88.56%	+8.99pt	6.16%
<i>Materials and methods used in the classroom meet the academic needs of this student.</i>	4.17	85.20%	+4.17pt	8.76%
<i>This student's growth and learning is assessed in a variety of ways.</i>	4.15	84.64%	+15.61pt	8.15%
<i>This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.</i>	4.02	78.15%	+3.9pt	11.69%
<i>This student is prepared to perform well on standardized tests.</i>	3.85	71.97%	-6.33pt	15.29%

The Accountability Committee would like to emphasize the high volume of appreciative comments for teachers and staff.

Concerns included:

- [Specific Class and/or Teacher Concerns](#) - Specific class or teacher concerns had the highest volume of comments at the high school level.
- [Standardized Test Concerns](#) - The next highest volume of comments related to concerns around specific student performance on standardized tests, AP tests as well as the PSAT and SAT. Comments included requests for test preparation and executive functioning support.
- [Learners with Identified Needs](#) - The Committee has grouped into this category comments related to SPED support, requests for differentiated learning, and concerns that students are not being challenged.

## Quality of Relationships

### Elementary School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	4.47	92.62%	+1.95pt	4.31%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	4.35	91.54%	+3.56pt	5.14%
<i>For this student I am well-informed about school-level activities.</i>	4.46	92.22%	+2.51pt	5.99%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	4.24	86.54%	+2.15pt	7.34%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	4.24	85.24%	-0.23pt	9.94%

There were many positive comments praising teachers, the elementary counselor and staff as well as the inclusive environment at Peak to Peak.

Concerns centered on:

- **School Climate** - Here the most frequently mentioned were bullying; poor classroom behavior; inconsistent discipline; intimidating teaching style; the student not fitting in with classmates or not finding a trusted adult; biased treatment due to moral, religious or political views; and the Social Emotional Learning curriculum not being effective.
- **Learners with Identified Needs** - Under this category, the most frequent concerns centered on support for SPED students and bilingual learners.

## Middle School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	3.98	79.04%	+2.36pt	11.35%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	3.96	76.89%	+14.82pt	16.39%
<i>For this student I am well-informed about school-level activities.</i>	4.02	82.26%	+4.26pt	8.87%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	3.80	72.08%	-2.41pt	16.67%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	3.98	78.86%	+6.36pt	10.57%

There were many positive comments with appreciation sent to several specific teachers, counselors and staff.

Concerns at the middle school level included:

- **School Climate** - As discussed in the Thematic Observation section, middle school families mentioned concerns with bullying and a culture that did not feel welcoming, or could feel elitist. Some commented that their students don't feel seen or supported. Also in this category, some parents have a perception that certain teachers have a shaming or negative teaching style.
- **General Communication Challenges** - The emphasis on this category was somewhat unique to the middle school with parents commenting on struggles to find the MS announcements and concerns about finding more information on social activities and sports events.

## High School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student has at least one adult at Peak to Peak whom they trust and can approach with issues or concerns.</i>	4.29	87.34%	-1.6pt	8.23%
<i>This student is positively impacted by efforts at the school level to teach about character.</i>	4.03	77.91%	+0.73pt	17.48%
<i>For this student I am well-informed about school-level activities.</i>	4.24	87.28%	+3.26pt	7.40%
<i>Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.</i>	3.81	70.54%	+2.52pt	16.07%
<i>Peak to Peak supports the social/emotional needs of this student.</i>	3.84	70.37%	+2.34pt	20.06%
<i>This student feels a clear sense of belonging in a supportive and inclusive school community.</i>	4.00	76.05%	+5.56pt	16.17%

There were many positive comments for our high school teachers, counselors and staff. The College Planning and Counseling Center was congratulated for their hard work and expertise.

Concerns include:

- **School Climate** - Comments in this group include concerns about bullying; inconsistent discipline; intimidating teaching style; the student not fitting in with classmates or not finding a trusted adult; biased treatment due to moral, religious or political views, and biased treatment of athletes.
- **Academic Balance** - The next highest number of comments at the high school level was related to academic balance and concerns about the amount of homework.

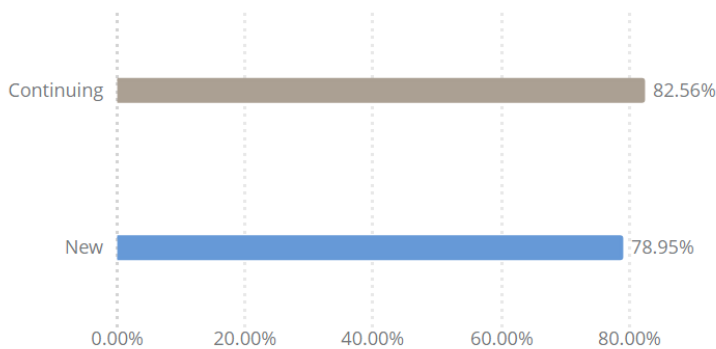


Under Quality of Relationships, the Accountability Committee includes the question “Based on this student’s experience, I would recommend Peak to Peak to my friends and family.” The data and thematic observations on this question are as follows:

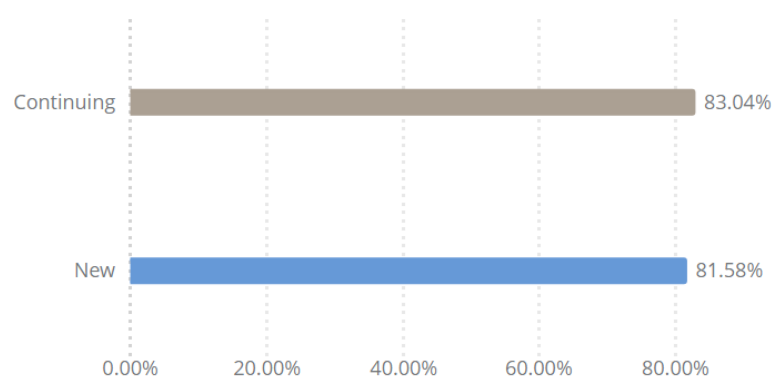
	5 point scale	Percent Positive	vs 2022	Neutral
Elementary School	4.31	85.80%	+1.8pt	8.16%
Middle School	4.23	82.59%	+4.2pt	9.28%
High School	4.18	81.95%	+7.97pt	10.95%
K-12	4.23	83.52%	+4.49pt	9.28%

Seeing more positive responses to this item for all school levels was heartening. At the high school level, continuing students were slightly more positive than new students. At the middle school level, both categories were very close. The elementary school showed that new students were slightly more positive than continuing students.

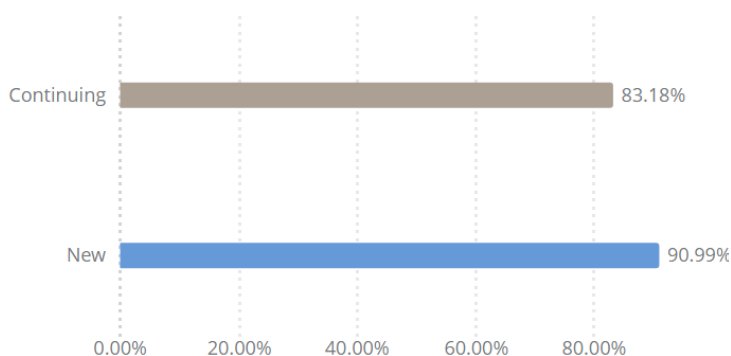
HS-New vs Continuing Based on this student's... 338



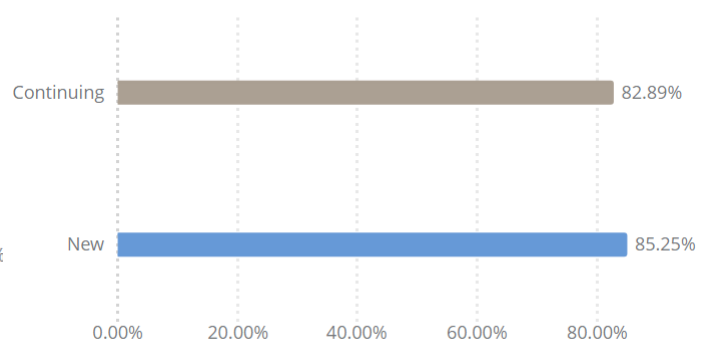
MS-New vs Continuing Based on this student's... 247



ES-New vs Continuing Based on this student's... 331



K-12-New vs Continuing Based on this student's ... 916



## Quality of Operations

### Elementary School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>The school's available technology is adequate for learning.</i>	4.28	87.38%	-4.26pt	8.83%
<i>The campus and physical facilities are adequate for learning.</i>	4.25	86.77%	-5.87pt	7.08%

Positive comments here mentioned the K-5 technology opportunities and an innovative learning environment.

Concerns at the elementary school level included:

- [More Opportunities/More Space](#) - A desire for elementary students to have their own building and for more play space.
- [Facilities and Operations](#) - Classroom heat issues in the LMC, safety in drive line and upkeep of classrooms in the LMC

### Middle School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>The school's available technology is adequate for learning.</i>	4.05	85.54%	+4.19pt	6.20%
<i>The campus and physical facilities are adequate for learning.</i>	4.13	87.55%	-0.95pt	6.64%

Concerns at the middle school level included:

- [Facilities and Operations](#) - In the first year of 1:Web implementation, a number of comments expressed concerns about Chromebook quality and internet connectivity. Also mentioned at the middle school level were pick up/drop off drive line concerns, Auditoria improvements for theater and a dedicated kitchen lab.
- [More Opportunities/More Space](#) - There were requests for more hallway space and a dedicated middle school building.

## High School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>The school's available technology is adequate for learning.</i>	4.18	89.88%	+6.06pt	4.29%
<i>The campus and physical facilities are adequate for learning.</i>	4.23	91.02%	+3.37pt	4.49%

Concerns at the high school level mentioned:

- **Facilities and Operations** - Responses in this category most frequently mentioned a desire for an improved performance space (Auditeria) and increased support for performing arts curriculum. Several requests focused on improved maintenance of existing facilities, specifically the gym floors and Chromebooks/internet connectivity. There were also several comments conveying disappointment with the electric bus delays and related sports team transportation issues.
- **More Opportunities/More Space** - Requests for STEM Lab and more computer science curriculum choices.

## Quality of Opportunities

### Elementary School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	4.16	83.16%	+10.24pt	10.65%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	4.13	82.57%	+4.02pt	10.20%

There were appreciative comments on specific elementary school activities: Peakville, AmeriTowne and Calwood.

Concerns at the elementary school level included:

- [More Opportunities/More Space](#) - Survey respondents requested more technology opportunities as well as opportunities in music, theater, field trips and sports.

### Middle School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	3.98	80.89%	+11.42pt	12.89%
<i>This student has adequate opportunities for positive extracurricular involvement through the school.</i>	3.86	74.20%	+2.56pt	13.06%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	3.98	77.64%	+8.76pt	13.92%

There were positive comments on several specific middle school activities: WEB, Brain Bowl, Battle of the Books, Science Club, Cross Country and Track.

Concerns at the middle school level included:

- [More Opportunities/More Space](#) - Survey respondents requested more technology opportunities as well as opportunities in music, theater, science fair and sports. Similar to the elementary school comments, there were continued requests for robotics.

## High School

Question	5 point scale	Percent Positive	vs 2022	Neutral
<i>This student has opportunities to engage in innovative, collaborative, and expansive endeavors in the classroom.</i>	4.12	85.32%	+4.39pt	10.40%
<i>This student has adequate opportunities for positive extracurricular involvement through the school.</i>	4.10	83.04%	+5.17pt	9.23%
<i>Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.</i>	4.15	84.11%	+5.35pt	9.12%

Several positive comments mentioned specific opportunities, including Speech & Debate, Theater, and Peak Week.

Concerns at the high school level included:

- **School Climate** - There were a number of concerns around classroom bias related to unfair treatment of athletes or others whose strengths fall outside traditional academic ones. Perceptions indicate these students sometimes feel unseen in school. Repeated comments also indicate students with conservative viewpoints do not feel welcome in the community. Lastly, concerns were raised regarding school leadership and specific teachers or coaches not yet creating supportive, inclusive environments at school.
- **More Opportunities/More Space** - Requests included more tech curriculum, robotics clubs, more travel opportunities, and more off-campus experiential learning.

### *Summary of Quality responses*

While several areas of concern were identified in the four Quality sections and despite these unprecedented times in our community, it warrants repeating that the overall results are generally positive towards the school and the teachers. The areas that are below the 80% positive threshold as measured in our KPI #11 - Family Satisfaction, will be given additional attention and follow up.

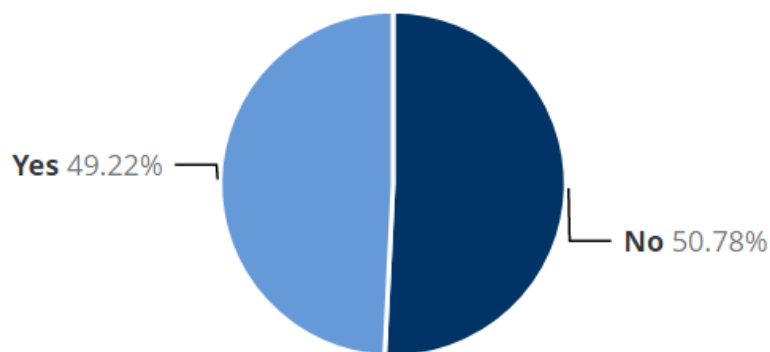
Many positive comments were offered in praise of particular teachers and other staff who have made a difference in students' lives. Comments specific to individuals, both positive and negative, will be provided directly to ELT members and the Board of Directors.

## Additional Questions Discussion

### Volunteering

This year, 49.22% of respondents indicated they volunteer in some capacity at the school, which is increased from last year (41%). Of the parents who report they volunteer ( $n=312$ ), most do so at the elementary school level (55%), with lower rates in middle school (20%) and high school (29%). Moreover, 20% of the parents answered that they “volunteer for Peak to Peak overall”.

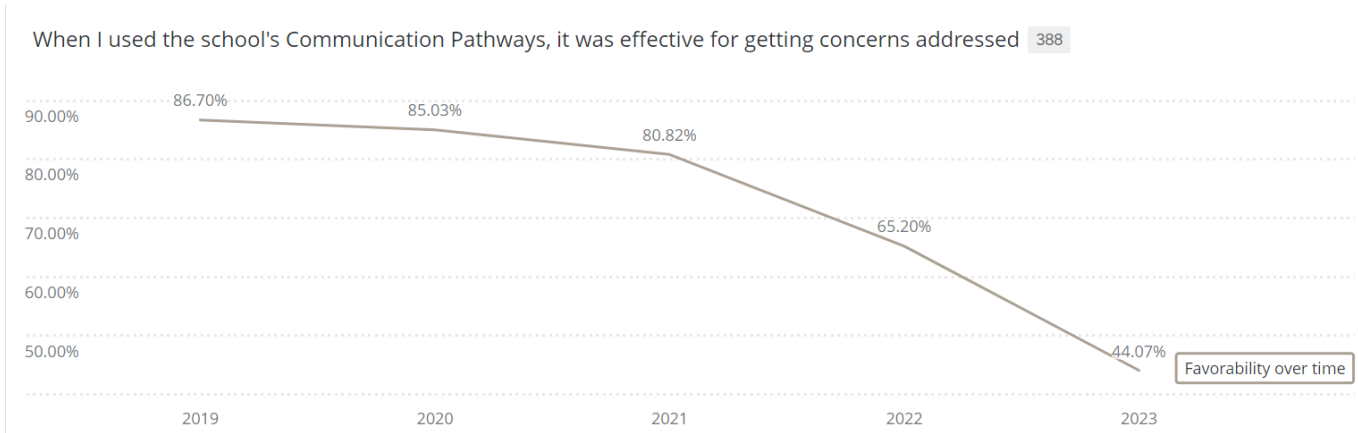
Do you volunteer at Peak to Peak? This could include helping...



## Communication Channels

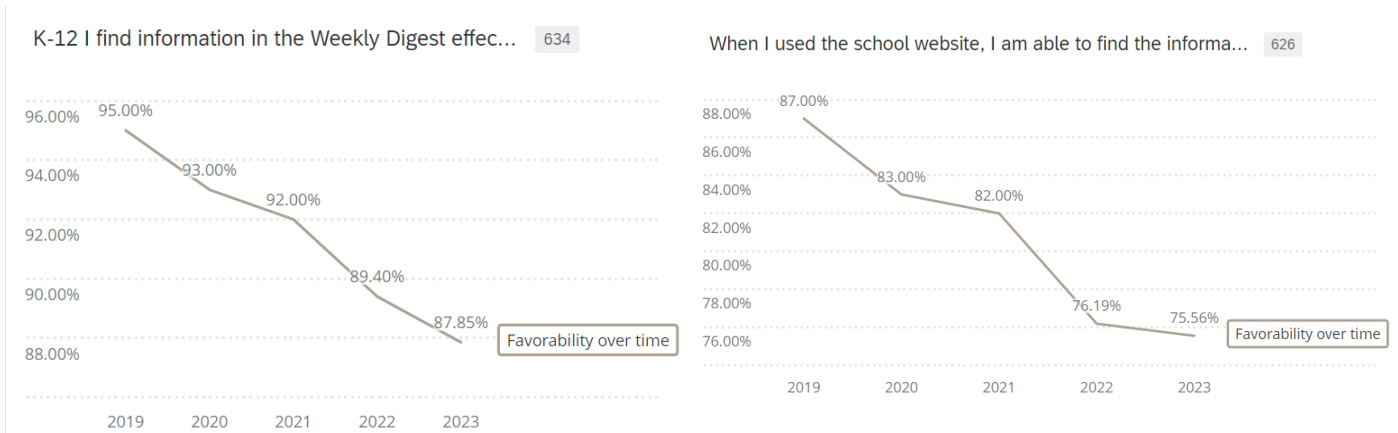
The highest volume of [comments](#) under Communications were directed at Communication Pathways. As mentioned under the Thematic Observations, there were several comments which mentioned that families did not trust the process. A similar high number of comments mentioned they had never used Communication Pathways or were unaware of what it was.

The data show only 43% of respondents felt that Communication Pathways were effective for getting concerns addressed. The chart below shows that confidence in the Communication Pathways has fallen significantly in the last five years.



[Based on this result, the Communication Pathways process and how it is presented to families at all school levels deserve further evaluation by the Board and ELT.](#)

There is a five year declining trend in favorability for the Weekly Digest. The Weekly Digest is still above 85% favorability, but the Board may consider exploring this trend. The second highest volume of concerned comments related to the website, which also shows a five year declining trend and is now at 76% favorability. Although most of the website is designed for external visitors, it might be time to rethink how families find specific information, such as sports schedules, social events and lunch menus, which several families listed as problem areas.



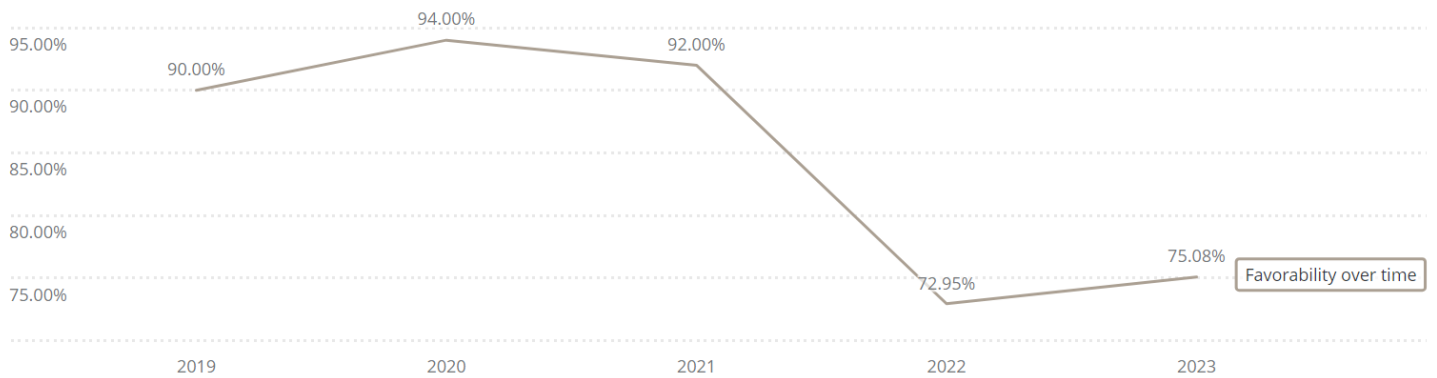
## Finances

58% of respondents are aware of school financial data and reports online, but only 37% of the respondents have looked at them.

72.84% of respondents Strongly Agreed or Agreed with the statement “The school effectively and efficiently uses its financial resources.”

Since the pandemic, the number of families who agree with the statement “I provide direct financial support to the school at a level which is meaningful to my family” has dropped.

K-12 I provide direct financial support to the school at a level which is meaningful to my family 590





## Areas Peak to Peak Does Well/Areas that Need Improvement

CATEGORY	DOES WELL			NEEDS IMPROVEMENT			NO OPINION		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Transportation	*	*	27%	*	*	38%	*	*	35%
Activities and Clubs	*	*	57%	*	*	22%	*	*	20%
Food Services	63%	73%	67%	8%	18%	20%	29%	10%	14%
Athletics	*	*	54%	*	*	19%	*	*	27%
Student Specific Communication	66%	69%	67%	27%	23%	16%	6%	8%	16%
Counseling	70%	72%	73%	16%	12%	12%	14%	15%	15%
Safety	80%	86%	81%	9%	8%	11%	19%	6%	8%
Principals	63%	67%	76%	18%	9%	9%	18%	24%	15%
Facilities Maintenance	66%	78%	75%	5%	4%	9%	28%	18%	16%
Executive Leadership (EDE, EDO)	44%	49%	54%	22%	19%	8%	34%	32%	37%
Board of Directors	40%	43%	44%	21%	18%	8%	39%	39%	48%
General Communication	83%	85%	85%	15%	12%	8%	2%	3%	7%
Fundraising	64%	66%	68%	6%	6%	4%	30%	29%	28%
Front Office Assistance	74%	81%	84%	6%	5%	4%	20%	14%	12%

Respondents who indicated *Does Well/Needs Improvement* in any area were asked for further information. The above illustration shows that parents believe Peak to Peak does many things well. The respondents who indicated *Needs Improvement* were asked for further information. Content analysis of the responses related to the correlating question provides further insight into some of these areas and is offered below:

### Transportation

This newly added category had the highest *Needs Improvement* feedback at 38%. The electric buses were mentioned as an area of concern in both Quality of Operations and Additional Feedback comment sections. [The Accountability Committee would like to send this to the Board for their evaluation and response to the community.](#)

### Activities and Clubs

This category is also newly added for 2023. Respondents gave this 57% for *Does Well* and 22% for *Needs Improvement*. Please see the Thematic Observations “More Opportunities/More Space” for a detailed review of the comments in this category.

### Food Services

Respondent concerns mentioned most frequently the need for better or healthier choices. There were also comments suggesting the timing of the lunch period was too early, the portion sizes were too small, and that certain meal options occasionally were not available by the time middle and high school students had their lunch.

## **Athletics**

Athletics was also a new category in this year's survey. 54% of respondents suggested Peak to Peak *Does Well* in this category and 19% said it *Needs Improvement*. The comments mentioned concerns about athletics communication, transportation, and specific coaching styles.

## **Student Specific Communication**

Student Specific Communication continually hovers around 67% *Does Well* as it did again this year. Comments for more specific information on student performance is higher at the elementary school level than at the secondary school levels.

## **Counseling**

Respondents provided many positive comments about the counseling team, at all school levels. The Accountability Committee requests, however, that the Board and ELT review the increasing counseling caseload at the elementary school level as a potential area of concern.

## **Safety**

The percentage of respondents reporting that Peak to Peak *Does Well* at Safety is at 81%. This is slightly lower than last year, but in line with previous years. Most concerned comments in this area related to the pick up/drop off drive line and parking lot during dismissal. Comments also mentioned unsafe classroom behavior as a concern.

## **Principals**

The *Does Well* percentage increased to 76% this year, above the last two years. The Accountability Committee would like to commend Principals on their leadership this year. With changes at the Executive Director level, we appreciate the steady support and guidance these individuals provide to their teaching teams throughout the school.

## **Facilities Maintenance**

Facilities Maintenance shows 75% *Does Well*, and 9% believe this area *Needs Improvement*. Unpacking thematic observations reveals a number of suggestions for improvements, including gym floors, traffic signage, LMC heating issues, and technology/internet connectivity concerns.

## **Executive Leadership (Executive Director of Education & Executive Director of Operations)**

The Executive Leadership category showed an improvement over last year in *Does Well* and decline in *Needs Improvement*. The Accountability Committee appreciates the Executive Leadership for their time and hard work.

## **Board of Directors**

This category showed an improvement over last year in *Does Well* and decline in *Needs Improvement*. However, the *No Opinion* response this year is higher than *Does Well*.

### ***General Communication***

General Communication ranks as one of the highest *Does Well* categories and feedback on specific Communication Channels is covered in more detail on page 21.

### ***Fundraising***

Fundraising shows very low levels of *Needs Improvement*. Events provided by Rachel Hirt and her team were acknowledged in the general comments this year.

### ***Front Office Assistance***

Comments in this area continue to be very positive and include appreciation for Front Office assistance this year, which reached 83% in the *Does Well* category this year. This category remains reliably steady in the three-year trend chart.

## Conclusion

The Accountability Committee would like to thank the teachers, counselors, facilities staff, and school leadership for making Peak to Peak the wonderful school that it is. We are encouraged to see the high level of family engagement in this year's Family Survey and look forward to building on the improvements we saw this year.

The observations in this report are based on data and informed by the comments provided by survey respondents. The comments indicate the need to:

- Address concerns raised by the families of our Learners with Identified Needs, including SPED, ALPS, twice exceptional, and bilingual learners.
- Address concerns related to the climate at Peak to Peak, rebuilding trust with families and opening channels for productive dialog wherever possible.
- Consider new possibilities for how Communication Pathways is presented to families.
- Keep families up to date on the status of the electric buses.

The Accountability Committee will continue to monitor and communicate progress on these and other benchmarks. In the fall of 2023-2024 school year, the Committee will provide the community with the response from school leadership to the results of this year's survey. The Committee wishes to thank the Peak to Peak Community for their continued participation in the Annual Family Survey.

***The 2022-2023 Accountability Committee***

## **Appendix: Survey Methodology**

The Annual Family Survey was administered as an online survey accessible via an email link sent to all families, by logging into their Peak to Peak web account and via direct links from text messages and QR codes. The survey was available from January 6 – February 7, 2023, and each family was asked to complete questions once for each child enrolled at Peak to Peak.

Once respondents completed child/school-level specific questions, they were then directed to an Additional Questions section asking questions about volunteering, communication, finances, and what areas the school does well/needs improvement. These questions were answered once per family rather than once per child. These additional questions address issues related to the whole school, such as in what capacity parents volunteer, how they receive communication from the school, and how they view the school's finances. Qualtrics software allows automatic translation into a number of languages. The Accountability Committee prepared for the survey to be available in English, Spanish, Nepali, Mandarin, Hindi and Tamil, the languages used most frequently by Peak to Peak families.

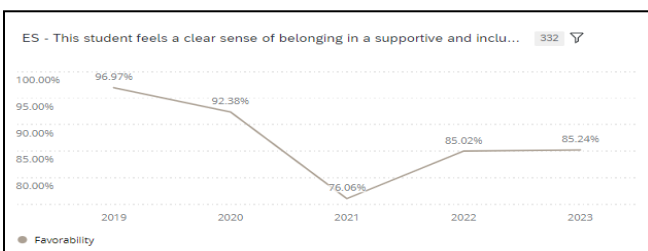
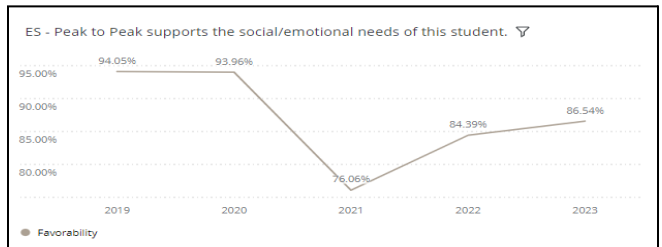
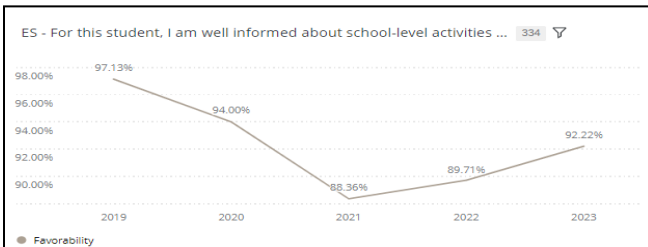
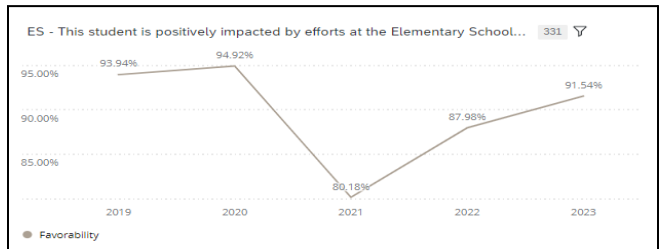
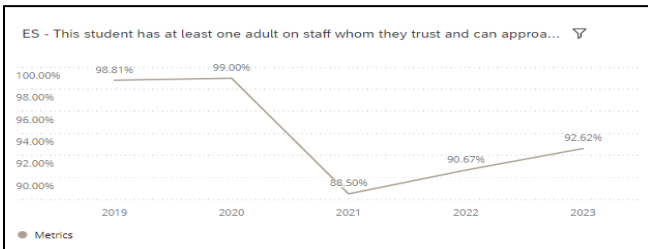
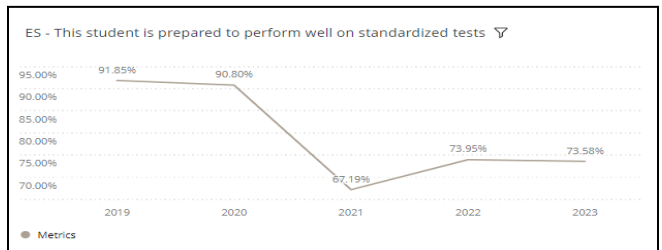
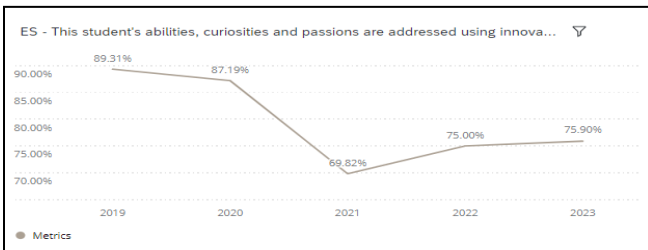
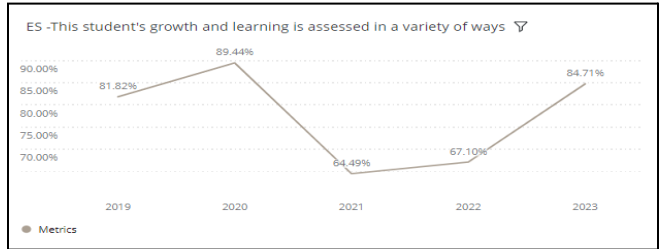
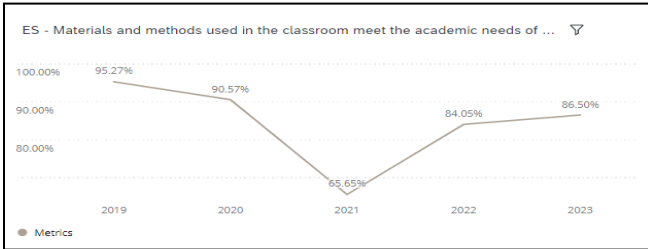
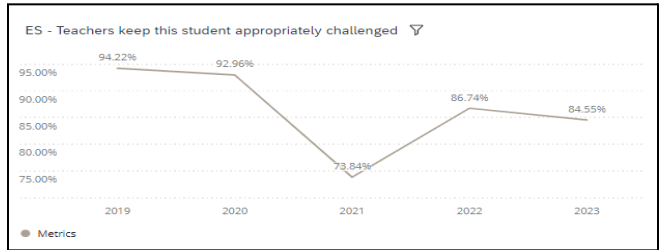
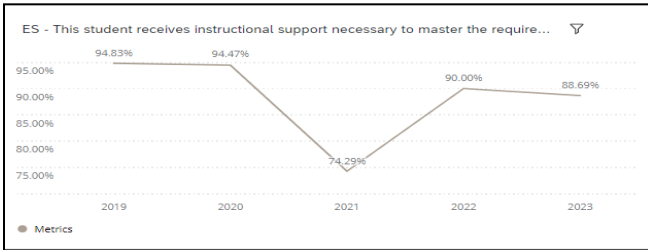
## Appendix: Changes to the 2023 Survey

First, in preparation for this year's survey, a subcommittee of the Accountability Committee reviewed the language of the survey and modified, where possible, to reduce wordiness and improve clarity. The intent of the questions was not changed, but the new wording may impact how readers understand and respond, thus skewing the results versus previous surveys. Communication Pathways questions were moved from the student level to the family level of the survey so that respondents only answered those questions one time. Three new categories: **Transportation, Athletics** and **Activities & Clubs** were added to the *Does Well/Needs Improvement* section.

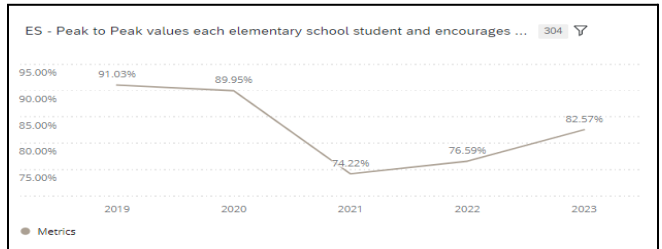
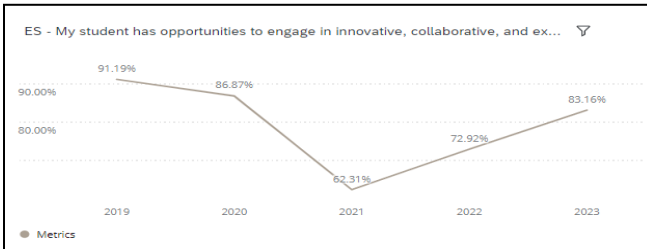
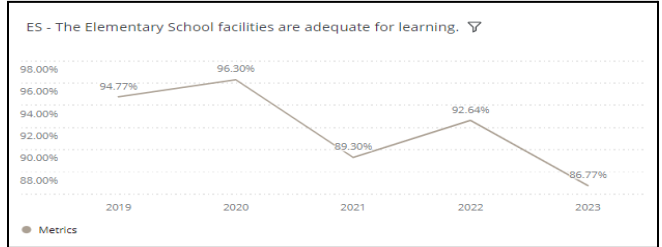
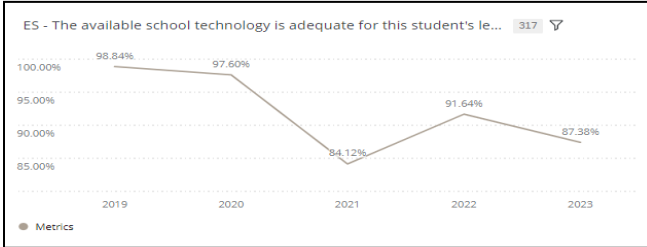
Finally, the survey end date was publicized as February 6, but the survey was not closed until 4pm on February 7. There were 3 responses submitted between midnight on the 6th and 4pm on the 7th. The Committee decided to keep these responses in the data.

# Appendix: Yearly Comparison

## Elementary School Level

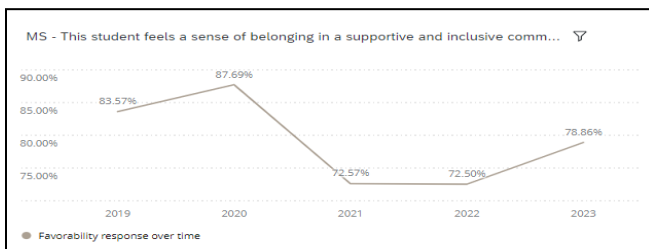
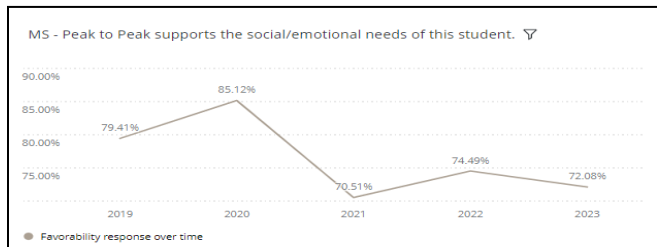
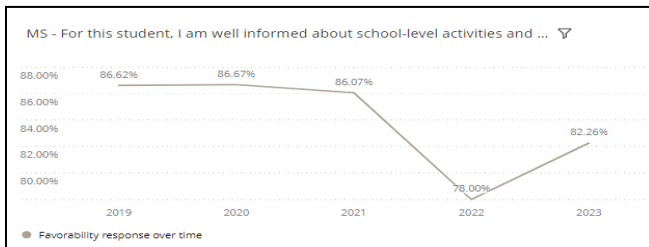
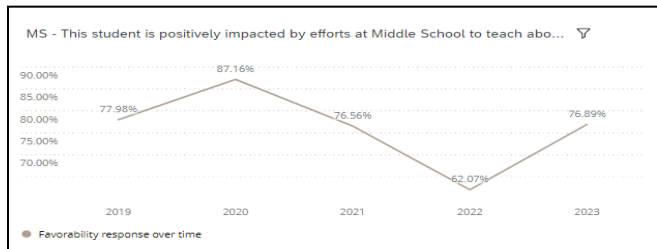
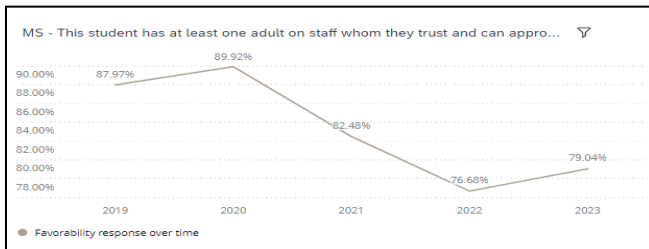
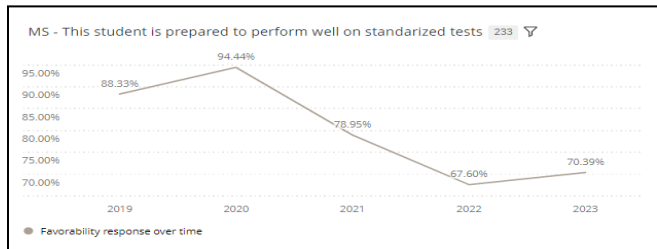
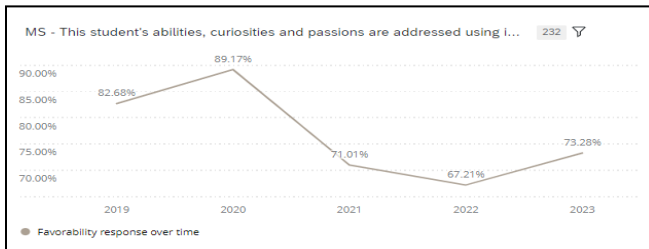
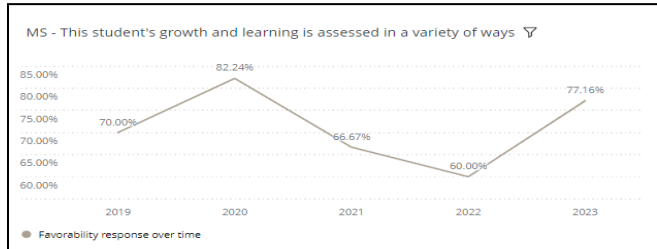
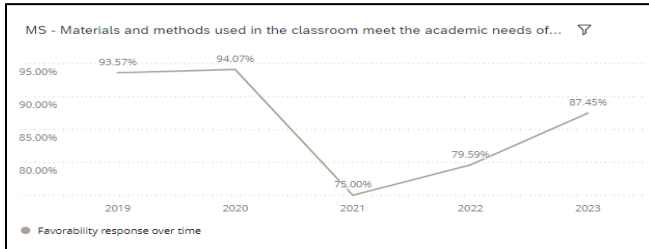
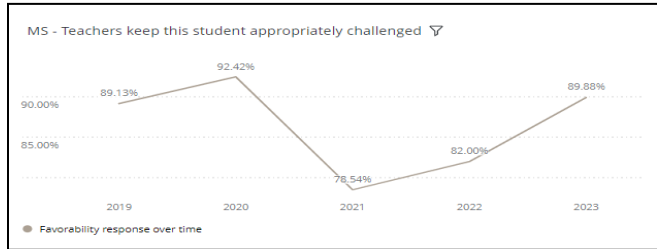
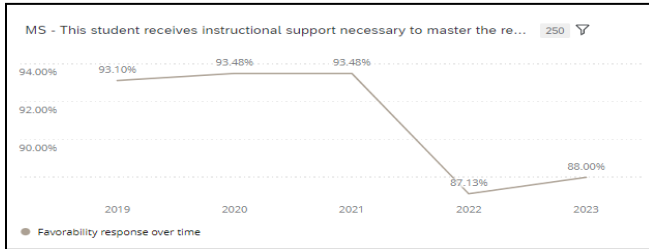


## Elementary School Level (Continued)

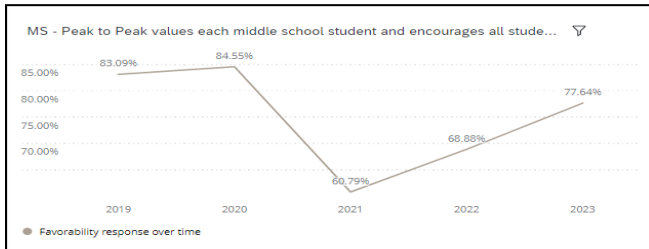
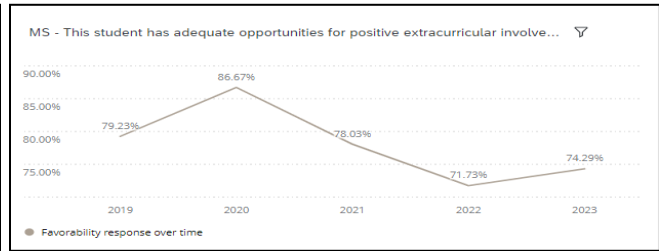
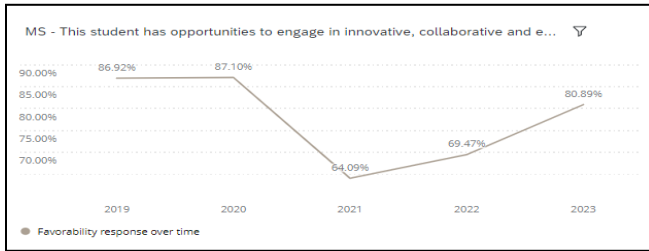
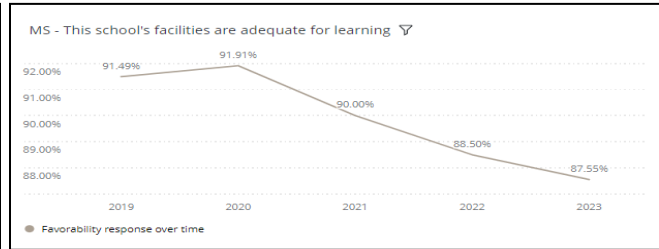
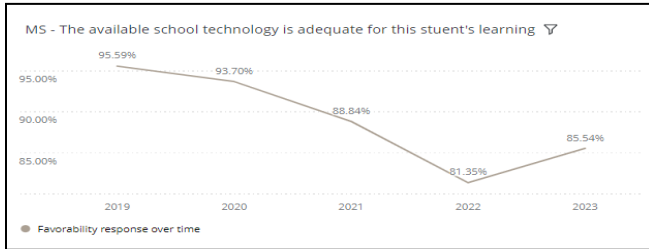




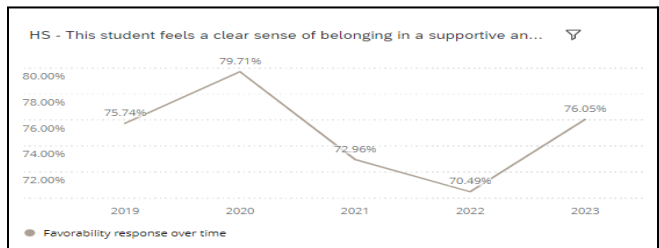
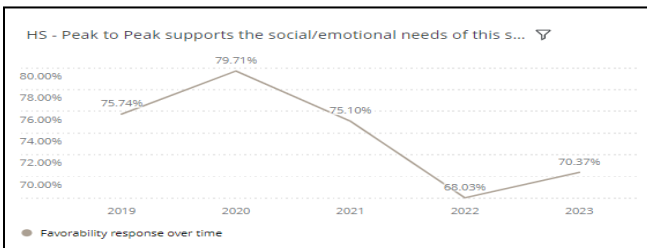
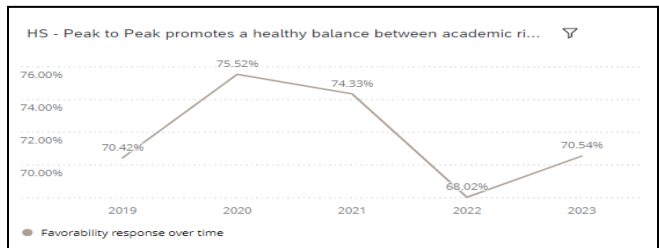
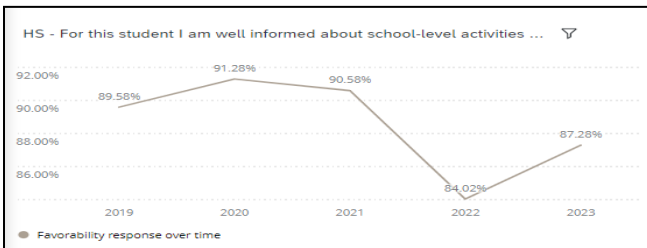
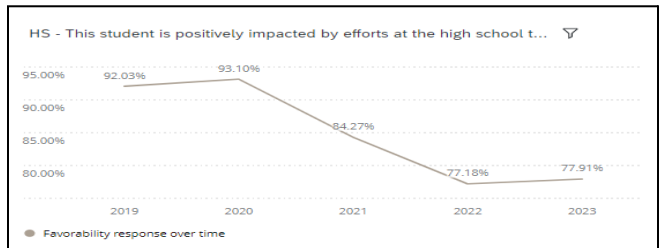
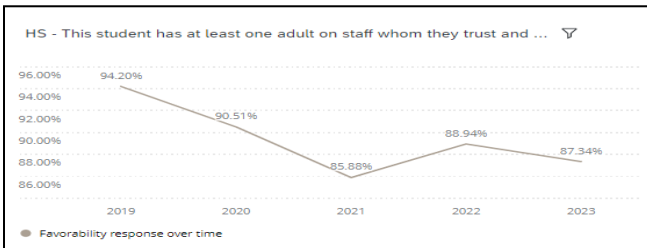
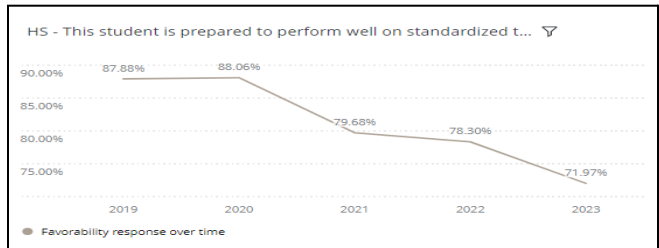
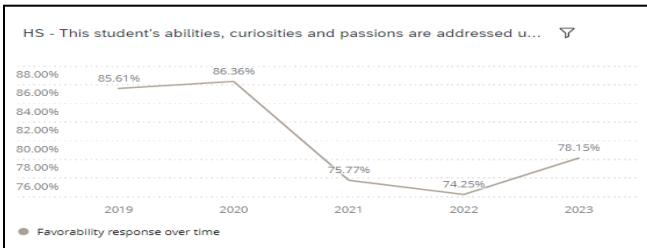
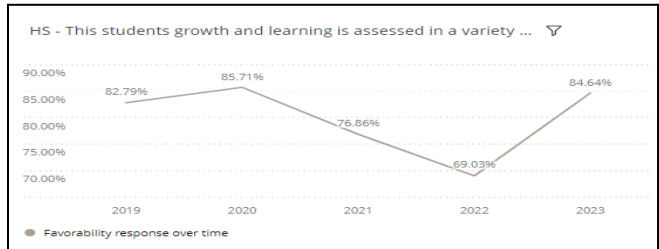
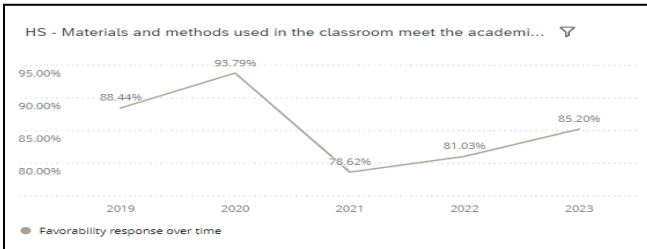
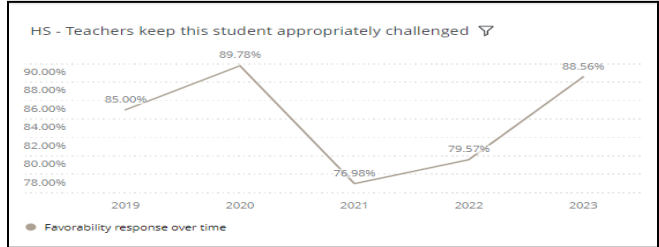
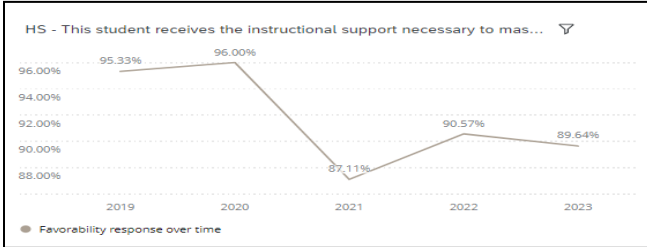
## Middle School Level



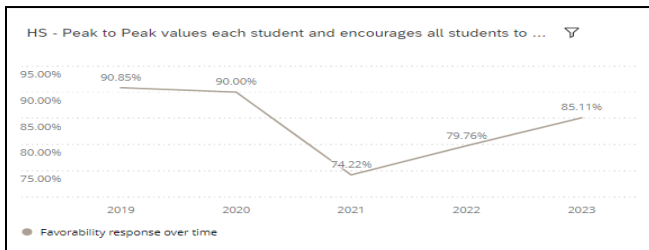
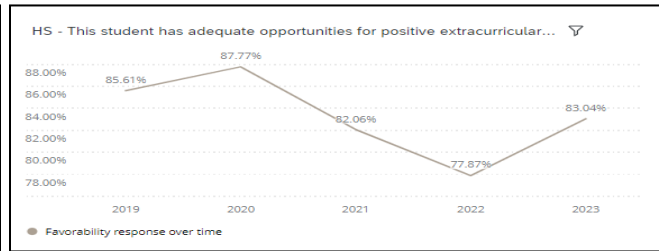
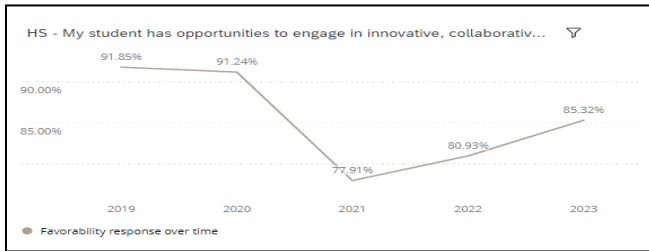
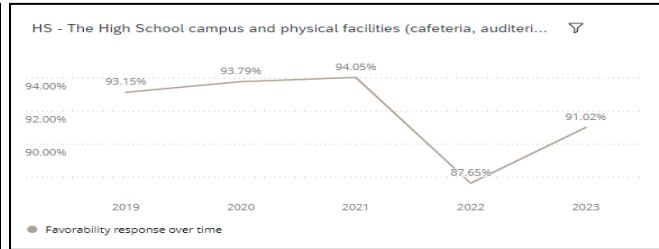
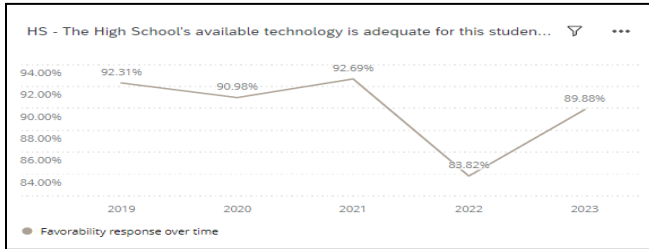
## Middle School Level (Continued)



# High School Level



## High School Level (Continued)



## Appendix: Comment Totals by Theme

### Elementary School

Thematic Observations - ES Quality of Instruction -TOTAL Comments 71	Quantity
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation for teachers/counselor (20)</li> <li>- Specific teacher kudos (3)</li> <li>- Appreciation for teaching style (1)</li> <li>- Appreciation for standardized test support (1)</li> <li>- Specific activity positive - AmeriTowne (1)</li> <li>- Appreciation for SPED support (2)</li> <li>- Appreciation for differentiated learning opportunity (2)</li> </ul>	30
Different Learner concerns: <ul style="list-style-type: none"> <li>- SPED support concerns (5)</li> <li>- ALPS extensions not challenging, curriculum not challenging (8)</li> <li>- SPED identification concern (1)</li> <li>- ALPS identification concern (1)</li> <li>- Better communication needed between SPED and general teacher(1)</li> </ul>	16
Student specific communication concerns (11)	11
Other concerns: <ul style="list-style-type: none"> <li>- Concerns about teaching style (6)</li> <li>- Teacher specific concerns (5)</li> <li>- Standardized test concerns (2)</li> <li>- Classroom environment concerns (1)</li> </ul>	14

Thematic Observations - ES Quality of Relationships -Total Comments 55	Quantity
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation for teachers/counselor/trusted adult (16)</li> <li>- Specific teacher kudos (7)</li> <li>- Specific Ms. Ball kudos (6)</li> <li>- Appreciation for teaching style (1)</li> <li>- Appreciation for inclusive environment (1)</li> <li>- Social Emotional Learning (SEL) curriculum appreciation (1)</li> <li>- 1st Grade Newsletter appreciation (1)</li> </ul>	33
School Climate concerns: <ul style="list-style-type: none"> <li>- Bullying and negative classroom behavior not addressed (5)</li> <li>- General negative - bad experience, not a good fit (8)</li> <li>- Teaching style concerns (3)</li> <li>- SEL curriculum not effective (1)</li> <li>- Student having trouble making friends (1)</li> <li>- Bias due to moral, religious or political beliefs (3)</li> <li>- Leadership not approachable (1)</li> <li>- Request for more diverse books (1)</li> </ul>	23
Different Learner concerns: <ul style="list-style-type: none"> <li>- SPED support concerns (2)</li> <li>- Bilingual support concern (1)</li> </ul>	3

*Elementary School (Continued)*

<b>Thematic Observations - ES Quality of Operations - Total Comments 28</b>	<b>Quantity</b>
Positive comments: - General appreciation for learning environment and technology (5)	5
More Opportunities/More Space concerns: - Elementary needs own building (2) - LMC classroom location concerns (3) - Need more space to play (1) - Request for robotics, Destination Imagination (2)	8
Facilities and Operations concerns: - Classrooms without heat (4) - Technology needs updating (4) - General needs improvement (2) - Lunch timing concern (1) - Electric bus concern (1) - Facilities not clean (1) - Need improved library selections (1)	14

<b>Thematic Observations - ES Quality of Opportunities -Total Comments 31</b>	<b>Quantity</b>
Positive comments: - General appreciation (4) - Specific kudos for opportunities: AmeriTowne (1); Calwood (1); Peakville (1); kindergarten stations (1)	6
More Opportunities/More Space concerns: - More art, creativity, play, theater, field trips, innovation (5) - Request for sports options, running club (1), tennis/pickle ball (1)	7
Different Learner concerns: - Concerns about ALPS program (2) - Student not challenged/no homework (2)	4
School Climate concerns: - Student not motivated (1) - Student not treated/not valued the same (3)	4
General concerns: - General negative, 3rd grade (1) - Request for more differentiated learning, more music if desired, more World Language, if desired (1) - Request for more diverse cultures represented (1)	3

*Middle School*

<b>Thematic Observations - MS Quality of Instruction Total Comments 67</b>	<b>Quantity</b>
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation for teachers/counselors/staff (21)</li> <li>- Specific class/teacher kudos (9)</li> <li>- Teaching style appreciation, efficient use of class time (1)</li> </ul>	31
School Climate concerns: <ul style="list-style-type: none"> <li>- General negative, not a good fit for student (5)</li> <li>- Specific class/ teacher concerns (8)</li> <li>- Teaching style concerns - math (3), not consistent across classes (3)</li> <li>- School climate is intimidating or not special (4)</li> </ul>	23
Learners with Identified Needs concerns: <ul style="list-style-type: none"> <li>- Student not challenged or homework not adequate (8)</li> <li>- ALPS identification concerns, due to bilingual (1)</li> <li>- ALPS program concerns (1)</li> <li>- SPED support concerns (1)</li> <li>- Student has too much homework, needs support (1)</li> </ul>	12
Student Specific Communication concerns (4)	4
1-4 Grading System concerns (2)	2

<b>Thematic Observations - MS Quality of Relationships Total Comments 52</b>	<b>Quantity</b>
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation for teachers/counselors/staff (25)</li> <li>- Specific teacher and counselor kudos (10)</li> <li>- House system appreciation (2)</li> <li>- Specific class kudos: Transitions (1)</li> </ul>	38
School Climate concerns: <ul style="list-style-type: none"> <li>- Student doesn't feel seen, welcomed or supported (3)</li> <li>- Bullying, poor behavior not corrected, inappropriate language (5)</li> <li>- Student has no trusted adult (1)</li> <li>- No counselor access (1)</li> <li>- Teaching style concerns (2)</li> <li>- Concerns about political bias, emphasis on gender pronouns (2)</li> <li>- Request for more diverse books (1)</li> </ul>	15
General Communication concerns: <ul style="list-style-type: none"> <li>- Hard to find MS announcements (1)</li> <li>- Confusion about social activities and theater events (2)</li> <li>- New counselor not well publicized (1)</li> <li>- Weekly Digest concerns (1)</li> <li>- Request for a MS Friday folder equivalent (1)</li> </ul>	6

*Middle School (Continued)*

<b>Thematic Observations - MS Quality of Operations -Total Comments 35</b>	<b>Quantity</b>
Facilities and Operations concerns: <ul style="list-style-type: none"> <li>- Chromebook, 1:Web, Internet concerns (12)</li> <li>- Drive line concerns (2)</li> <li>- Classrooms without heat (1)</li> <li>- Auditeria needs improvement (1)</li> <li>- Bathroom cleanliness concerns (1)</li> <li>- Library seems limited (1)</li> </ul>	17
More Opportunities, More Space concerns: <ul style="list-style-type: none"> <li>- Request for more space, wider hallways (5)</li> <li>Request for dedicated kitchen space for Kitchen Chemistry (1)</li> <li>- Request for more technology and robotics options (3)</li> <li>- Request for more sports options (1)</li> </ul>	10
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation (3)</li> <li>- Chromebooks appreciation (1)</li> </ul>	4

<b>Thematic Observations - MS Quality of Opportunities - Total Comments 33</b>	<b>Quantity</b>
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation (7)</li> <li>- Specific teacher and coach kudos (4)</li> <li>- Specific activity appreciation (4): WEB, Brain Bowl, Battle of the Books, Science Club</li> </ul>	15
More Opportunities, More Space concerns: <ul style="list-style-type: none"> <li>- Request for more opportunities (7), clubs (1), sports (1), robotics (1), science fair support (1), computing options (1)</li> </ul>	12
General concerns: <ul style="list-style-type: none"> <li>- Needs improvement (2)</li> <li>- More individual recognition (1)</li> <li>- Students not valued equally (1), favoritism (1), bias against conservatives (1)</li> <li>- Activity and sport communication concerns (2)</li> </ul>	8



## High School

<b>Thematic Observations - HS Quality of Instruction - Total Comments 92</b>	<b>Quantity</b>
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation for teachers/counselors/staff (30)</li> <li>- Specific class/teacher kudos (11)</li> </ul>	41
Specific class/teacher/teaching style concerns (27)	27
School Climate concerns: <ul style="list-style-type: none"> <li>- General negative, concerns about decline in academic rigor (10)</li> <li>- Leadership absent (1)</li> <li>- Academic balance concerns (1)</li> <li>- Concerns about consistency between classes (3)</li> <li>- Request for World History (1), more Technology options (2)</li> <li>- Concerns about political bias (3)</li> </ul>	20
Standardized Test concerns: <ul style="list-style-type: none"> <li>- AP preparation concerns, timing of tests (5)</li> <li>- Request for more test prep/executive functioning support (6)</li> <li>- Concerns about overemphasis of standardized tests (1)</li> <li>- Declining student performance (2)</li> </ul>	14
Different Learner concerns: <ul style="list-style-type: none"> <li>- SPED support concerns (2)</li> <li>- Student not challenged (2)</li> <li>- Request for more project-based learning/practical learning (2)</li> <li>- More differentiated learning (1)</li> </ul>	7

<b>Thematic Observations - HS Quality of Relationships -Total Comments 73</b>	<b>Quantity</b>
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation for teachers/counselors/staff (27)</li> <li>- Specific class/teacher kudos (10)</li> </ul>	37
School Climate concerns: <ul style="list-style-type: none"> <li>- General negative: intolerance (2), elitist (1), drugs (1), bullying (3), too political (5), lack of trust (1), biased toward academics (1)</li> <li>- Student doesn't feel included, no trusted adult relationship (4)</li> <li>- Concerns about decline in academic rigor (4)</li> <li>- Specific teacher/course/coach/teaching style concerns (7)</li> <li>- Concerns about political bias (4)</li> <li>- Request for more diversity in teachers (1), at Board level (1)</li> <li>- Concerns about mental health support (1)</li> <li>- Small school, fewer friend opportunities (1)</li> </ul>	37
Academic Balance concerns: <ul style="list-style-type: none"> <li>- Concerns about too much homework/academic balance (6)</li> </ul>	6
General Communication concerns (2)	2
Student Specific Communication concerns (1)	1

High School (Continued)

<b>Thematic Observations - HS Quality of Operations -Total Comments 45</b>	<b>Quantity</b>
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation (5)</li> <li>- Specific staff kudos - Rachel Hirt (1)</li> <li>- Technology appreciation (2)</li> </ul>	8
Facilities and Operations concerns: <ul style="list-style-type: none"> <li>- Auditoria/performing arts space needs improvement (8)</li> <li>- Internet/WiFi concerns (7)</li> <li>- Chromebook concerns (7)</li> <li>- Electric bus concerns (4)</li> <li>- Gym floor concerns (1)</li> <li>- Classrooms without heat (1), need improvement (1)</li> <li>- Concerns on cleanliness (1)</li> <li>- Request for physical textbooks (1)</li> </ul>	31
More Opportunities, More Space concerns: <ul style="list-style-type: none"> <li>- Request for dedicated STEM/Robotics space (2)</li> <li>- Request for more computer science/technology classes (2)</li> </ul>	4
Safety concerns, critical situation planning (1)	1

<b>Thematic Observations - HS Quality of Opportunities -Total Comments 45</b>	<b>Quantity</b>
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation (12)</li> <li>- Specific opportunity kudos: Speech &amp; Debate (1), Peak Week (3), Theater (1)</li> </ul>	17
School Climate concerns: <ul style="list-style-type: none"> <li>- Specific teacher/coach/leadership concerns (2)</li> <li>- Specific course concerns (3)</li> <li>- Student doesn't feel seen/valued (1), not welcoming (1)</li> <li>- Concerns about political bias (4)</li> <li>- Bias against athletes/athletics (2)</li> <li>- Concerns on starting new clubs (1), not all accepted (1)</li> <li>- Concerns on cost of extracurriculars (1)</li> <li>- Athletics culture too extreme/too competitive (2)</li> <li>- School too small (1), too academically focused (1)</li> </ul>	20
More Opportunities, More Space concerns: <ul style="list-style-type: none"> <li>- Request for more experiential learning (1), more electives (1)</li> <li>- Request for rock band (1), more sports (2), more PE electives (1)</li> <li>- Request for more STEM opportunities/robotics (1)</li> <li>- Request for job shadowing/off-campus opportunities (2)</li> </ul>	8
Student Specific Communication concerns (2)	2
General Communication concerns: <ul style="list-style-type: none"> <li>- Hard to find information on athletics (1)</li> </ul>	1

## Communication Channels

Thematic Observations - Communication Channels -Total Comments 92	Quantity
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation (8)</li> <li>- Teachers/counselors/principals are responsive (8)</li> <li>- Appreciation for Ileana Peterson for Spanish translation (1)</li> <li>- Appreciation for Google Classroom summaries (2)</li> <li>- Appreciation for Elementary Newsletters (1)</li> <li>- Appreciation for High School Counseling Digest (1)</li> <li>- Appreciation for Weekly Digest (5)</li> <li>- Appreciation for email reminders (1)</li> </ul>	27
Communication Pathways concerns: <ul style="list-style-type: none"> <li>- Not effective/don't trust (9), teachers/principals/BOD unresponsive (7)</li> <li>- Hard to use (2)</li> <li>- Don't like to use (1), now feel ostracized (1)</li> <li>- Never used (7)</li> <li>- Unsure/Don't know what it is (5)</li> </ul>	32
Weekly Digest concerns: <ul style="list-style-type: none"> <li>- Dense/hard to read (10), mobile device concerns (3)</li> <li>- Repetitive (2)</li> <li>- Request to change the publication day (1)</li> </ul>	16
Website concerns: <ul style="list-style-type: none"> <li>- Not user friendly (6), athletics page not user friendly (1)</li> <li>- Information on student activities/sports should be easier to find (4)</li> <li>- Unable to pull up elementary lunch menu (1)</li> </ul>	12
General comment on volume of information: <ul style="list-style-type: none"> <li>- Emails are long (2), frequent (2)</li> </ul>	4
Drive-line communication concerns (1)	1

*Additional Feedback*

Thematic Observations - Additional Feedback -Total Comments 135	Quantity
Positive comments: <ul style="list-style-type: none"> <li>- General appreciation (9)</li> <li>- Specific teacher/counselor/coach kudos (9)</li> <li>- College counseling center kudos (3)</li> <li>- Front office staff kudos (2)</li> <li>- Facilities staff kudos (1)</li> <li>- Electric bus appreciation (2)</li> </ul>	26
Facilities and Operations concerns: <ul style="list-style-type: none"> <li>- Electric bus concerns (25)</li> <li>- Lunch concerns: portion size (3), need healthier options (13), need more vegetarian options (3), use BVSD service (2), need lunch calendar (2), too expensive (1)</li> <li>- Safety concerns: drive line/4-way stop (9), needs improvement (2), request for campus supervisor (1), safety audit (2), active shooter planning (1)</li> <li>- Auditoria needs improvement/performing arts funding (5)</li> <li>- WiFi concerns (2)</li> <li>- Snow/Ice removal concerns (1)</li> <li>- Front entrance wall repair (1)</li> <li>- Stop signs need replacement (2), need guest signage (1)</li> <li>- Cleanliness concerns (3)</li> </ul>	79
School Climate concerns: <ul style="list-style-type: none"> <li>- Specific teacher/counselor/coach/leadership concerns (17)</li> <li>- General negative, not transparent (1), leadership concerns (2), bullying (3), elitist (1), inconsistent discipline (1), lacking school spirit (1)</li> <li>- Concerns about political bias, include DEI in family survey (1)</li> <li>- Request for additional elementary counselor (1)</li> </ul>	28
More Opportunities/More Space concerns: <ul style="list-style-type: none"> <li>- Request for more clubs (4), sports options (4), robotics (1), Kindergarten swimming (1), ES extracurricular activities (3)</li> </ul>	13
General Communication concerns: <ul style="list-style-type: none"> <li>- Website (1), event notice (2)</li> <li>- Athletics communication (2)</li> </ul>	5