

# 2025 ANNUAL FAMILY SURVEY

## *Response*

Information collected and  
analyzed by the school's  
Accountability Committee



# Peak to Peak Charter School Leadership Response to 2024-2025 Family Survey Feedback

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## Introduction

The Accountability Committee exists to gather and analyze data in order to assess the school’s progress toward its mission and vision, and to share those findings with the Peak to Peak Board of Directors, the administration, and the wider school community. As part of this work, the 2024–2025 Family Survey was conducted between Friday, January 10, and Monday, February 10, 2025. The results were presented to the Board of Directors on April 2, 2025, and the full report is available on the Peak to Peak website.

In response to the survey’s conclusions, our Executive Directors, in partnership with the Accountability Committee, prepared a formal Leadership Response that was approved at our most recent meeting. This year’s survey included new questions designed to gather family feedback on Friends of Peak to Peak, volunteerism and giving, and how responsive the school is to parent/guardian concerns.

In total, the survey reflected the perspectives of families representing 522 students. While this was a lower response rate than anticipated, we were encouraged by

follow-up responses from 141 families explaining why they did not participate: 23% said they were already satisfied overall, 41% said they had simply forgotten, and 36% indicated the survey was too long or gave other reasons for not completing it.

This document synthesizes insights from recent meetings and interviews with school leadership across elementary, middle, and high school levels. It reflects a unified commitment to addressing parent concerns and enhancing the educational experience for all students. The following sections are organized around key themes identified in the family survey:

- Facilities and Operations,
- General Communication,
- Instruction and Testing, and
- School Climate.

This report addresses the themes identified in the Family Survey Report, but it is important to note that the school's leadership has reviewed all the details of the report, including the appendices, to ensure that they are aware of all concerns surfaced by families in the report.

## Facilities and Operations

Concerns about food service, traffic flow, electric buses, Chromebooks, and facility maintenance were the most frequently cited in last year's family survey, highlighting areas where families sought improvements to enhance students' daily experiences.

In response, leadership has implemented a range of targeted actions:

- **Nutrition & food service:** Sugary drinks, such as Izze, have been removed from free meal offerings, and breakfast and lunch menus have been enhanced with more nutritious options. Unpopular, high-sugar items like Craisins have been replaced with appealing, lower-sugar alternatives. Additionally, allergen cards have been introduced to empower younger students and ensure safe meal choices.
- **Lunch schedule adjustments:** Elementary students now have guaranteed 25 seated minutes for lunch, allowing them sufficient time to eat and engage socially in a relaxed environment.
- **Inclusive meal options:** Halal meat options continue to be offered whenever possible, with participation rates monitored to ensure that the program meets student needs effectively.

- **Traffic & student safety:** Carline procedures have been redesigned and additional staff support provided to improve traffic flow and enhance student safety during drop-off and pick-up times.
- **Morning supervision communication:** Families are receiving improved communication regarding morning bus supervision for elementary students, ensuring clarity and confidence in daily routines.
- **Facility maintenance & renovations:** While ongoing maintenance needs continue to be addressed within staff capacity, the facilities team has focused on completing major BVSD-bond-funded renovations, successfully meeting the fall 2025 deadline.

These measures demonstrate a sustained commitment to student health, safety, operational efficiency, and overall well-being, reflecting leadership's responsiveness to family feedback and dedication to continuous improvement.

## General Communication

Parents expressed frustration over communication gaps, particularly regarding schedule changes like late-start Wednesdays.

Leadership recognizes the challenges families face in staying informed and has taken multiple steps to improve communication and transparency:

- **Consolidated messaging:** All important updates and information are now delivered through the Weekly Digest, helping families stay organized and reducing the risk of missed communications.
- **Dedicated athletics page & calendar:** A centralized online hub provides schedules, updates, and key events for all athletic programs, making it easier for families to plan and engage.
- **Ongoing staff training on communication strategies:** Staff have received guidance on effective communication techniques tailored to the needs of busy families, ensuring messages are clear, timely, and accessible.
- **Increased transparency:** Leadership is committed to explaining decisions openly, even when certain requests cannot be fulfilled, fostering trust and understanding within the school community.

These efforts aim to ensure families feel informed, heard, and respected.

## Instruction and Testing

Concerns in this category included instructional methods, grading practices, and standardized testing preparation.

Elementary School:

- Adopted the Wonders literacy curriculum after a year-long review process.
- Provided professional development to support implementation.
- Increased staffing for gifted students, language development, and counseling services.
- Committed to sending assessment reports three times a year and hosting parent info sessions.

Middle School:

- Introduced feedback-focused homework and shared academic language.
- Empowered teacher leaders to lead professional development.
- Realigned curriculum across grades for continuity and rigor.

High School:

- Emphasized standards-based grading to promote mastery and ownership.
- Provided additional support and check-ins for new teachers.

Academically, Peak to Peak remains one of the most rigorous options in Boulder Valley School District and in the state of Colorado. School leadership believes Standards Based Grading provides the best opportunity for students to see a visible road map of what is needed to achieve subject mastery and how they can take ownership of their learning. Compared to other schools in the district, Peak to Peak is fortunate to have a very high level of academic integration and consistency, particularly between grades 6-12.<sup>1</sup>

Finally, in response to concerns raised in the family survey about instructional consistency, school leadership is providing additional professional development opportunities and more frequent check-ins with new teachers during Late Start Wednesday. While the staff turnover has been higher at the high school level over the last couple of years, we understand and celebrate that many of the teachers who have been with Peak to Peak since its early years are now reaching retirement.<sup>2</sup>

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<sup>1</sup> For more information, please refer to the “State of the School for AC - 2025-26”:  
[https://docs.google.com/presentation/d/1HVii\\_kXgfrK8lag6XY\\_epddm7n8Vgg2Tm\\_bwlwiTry0/edit?usp=sharing](https://docs.google.com/presentation/d/1HVii_kXgfrK8lag6XY_epddm7n8Vgg2Tm_bwlwiTry0/edit?usp=sharing)

<sup>2</sup> In Colorado, the typical high school teacher turnover rate has varied over recent years. Statewide, teacher turnover was reported at 17.3% for the 2023–2024 school year, a decrease from 19.1% the

All these initiatives demonstrate a strong commitment to instructional quality and student success.

## School Climate

In response to school climate concerns identified in family and student surveys last year, Peak to Peak leadership has implemented a range of strategies to foster connection among students and between students and staff across all grade levels:

- **Guest speaker & K-12 counseling night:** School leadership invited Susan Caso to deliver her message, *“Cultivating Connection: The Heart of Parenting”*, reinforcing that students need to feel safe, seen, and valued before meaningful learning can occur.
- **Secondary FLEX time:** The new high school schedule includes weekly FLEX Time on Tuesdays. In small groups of approximately 20 students, FLEX Time provides opportunities to connect with peers, build relationships with trusted adults, explore new topics, or address academic needs.
- **Late start Wednesdays:** These mornings are dedicated to teacher collaboration and student support. Staff identify students who may benefit from extra resources, supported study halls, or additional interventions.
- **Peak Week:** This event connects students to peers, staff leaders, and real-world challenges. Sustainability is a focus, as leadership evaluates both financial and workload impacts.
- **No Place for Hate program:** Implemented at the elementary level with student-led initiatives, adapted for middle and high school through peer mentoring and assemblies.
- **Social media & phone policies:** Campaigns like *“Wait Until 8th”* promote delayed social media use, while phone restrictions during the school day reduce distractions.
- **Mental health & belonging:** Climate surveys and counselor-led lessons address students’ mental health needs, encourage cross-grade mentoring, and foster peer accountability.

These combined efforts reflect a holistic approach to fostering a safe, inclusive, and connected school community where students can thrive academically, socially, and emotionally.

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previous year. However, this average masks significant disparities across districts. For instance, in the metro region, districts like Boulder Valley experienced a turnover rate of just 12.4%, while semi-rural districts such as Clear Creek had a much higher rate of 27.3%. *Gamm, E. (2024, October 24). Districts and data: 2024 edition. Common Sense Institute.*

<https://www.commonsenseinstituteus.org/colorado/research/education/districts-and-data-2024-edition>

## **Conclusion**

Across all school levels, leadership has demonstrated a thoughtful and proactive approach to addressing family concerns. By balancing immediate needs with long-term priorities, and by fostering transparency and collaboration, the school continues to evolve in partnership with its community. These collective efforts underscore a shared commitment to academic excellence, student well-being, and responsive leadership.

The Accountability Committee would like to thank Peak to Peak's Executive Leadership Team for their time and commitment to the Family Survey and this Response. We are excited for the year ahead and look forward to working with Peak to Peak's Executive Leadership Team and Board of Directors on the next cycles of information gathering and analyzing.

## Appendix

### Interview with Director of Education, Jennie Klein, and Director of Operations, Jennifer Douglas

Date: September 26, 2025

Duration: 1h 1m

The meeting with the Directors of Operations and Academic Success focused on how executive leadership responds to parent concerns, the ways in which families can engage in school decision-making, and the concrete actions taken in response to recent survey feedback.

At the start of the conversation, both leaders explained how executive leadership approaches concerns raised by parents. They stressed that not all concerns are of the same nature—some are urgent and require an immediate response, while others are larger systemic issues that must be considered in the context of competing priorities. For example, concerns about food service quality have appeared on family surveys for years, but it was only recently that leadership had the capacity to make substantial changes, as other pressing priorities, such as stabilizing transportation, had to come first. Safety concerns always receive top priority. In general, leadership looks at information from multiple sources—parents/guardians, students, teachers, and data—to determine whether a concern is widespread, whether it aligns with program needs, and whether it should influence immediate or long-term decisions.

The leaders also described the structures they use to problem-solve collaboratively. Both the Executive Leadership Team (ELT) and the Teaching and Instructional Leadership Team (TILT) often come together when a concern is identified, sometimes forming subcommittees to examine an issue more closely. This collaborative model allows them to analyze themes emerging from surveys, distinguish them from one-off concerns, and decide whether an issue should be elevated to a schoolwide priority. They also acknowledged the challenge of balancing individual parent requests with what is best for the broader public school community, noting that responsiveness must be paired with fairness and equity.

Parent/ guardian involvement in solutions was another important topic. While not every concern can involve parents directly—especially issues tied to individual

student privacy—there are multiple avenues for parents to participate in shaping school practices. Committees such as those on curriculum, equity, hiring, accountability, and facilities provide structured opportunities for families to contribute. Leadership pointed to examples where parents / guardians with concerns about open enrollment were invited to join the equity committee, both to better understand the process and to provide input on future practices. Volunteer opportunities, classroom support, and advisory roles also exist. Importantly, leaders underscored their commitment to transparency: even if a request cannot be fulfilled, they strive to explain why so that families understand decisions are not arbitrary.

Concrete changes made in response to family feedback were shared in detail. Food service was a major focus. Leadership removed Izze drinks from meals after concerns about sugar content, restructured menus to include more protein and filling options, and continued halal meals to better reflect community needs. Participation rates in the lunch program are being closely monitored as an indicator of success, along with revenue data and survey results. They also shared anecdotal stories, such as the popularity of new offerings like jerk chicken with plantains, and noted ongoing efforts to reduce waste by replacing less popular items like Craisins with alternatives such as dried fruit. While federal USDA guidelines limit some flexibility, the food services team is committed to providing meals that students actually want to eat and that are nutritious.

Transportation, another long-standing concern, has steadily improved. Survey results show year-over-year increases in satisfaction as leadership continues to refine operations. Communication was highlighted as both an area of progress and an ongoing challenge. The school has consolidated messaging into a weekly digest, developed a dedicated athletics page and calendar in response to parent input, and is working to train staff on communication strategies designed for “busy readers.” Despite these efforts, leadership acknowledged that information overload and varying family preferences make communication a continuous balancing act.

The conversation then turned to student supports, particularly social-emotional well-being and bullying prevention. Following incidents that drew attention to these issues, the school implemented *No Place for Hate* at the elementary level, a program that engages students directly in identifying and addressing concerns through lessons, contracts, and visible reminders like bracelets. While middle and high school students were less receptive to the program’s formal structure, leadership

adapted the approach by integrating it into the middle school house system and launching peer-led initiatives at the high school. High school students have conducted assemblies, performed skits on challenging scenarios, and led small group discussions with younger students to model positive strategies for dealing with conflict. Teachers and administrators reported strong feedback from these efforts. Mentoring across grade levels is also a feature, with high school leadership students working with elementary classes and middle schoolers benefiting from peer mentoring systems.

Concerns about social media and its impact on mental health emerged strongly from surveys, especially among middle school families. While schools cannot dictate family choices, leadership is encouraging parents to delay phone and social media use through campaigns like “Wait Until 8th.” Phones are restricted during the school day, which teachers and students alike have recognized as a positive change that reduces distraction.

On safety and substance use, the leaders confirmed that there has been no evidence of substance-abuse issues at Peak to Peak. Policies such as breathalyzer checks at dances, staff presence during events, and direct partnerships with parents aim to prevent incidents and keep students safe. The leaders emphasized that the goal is not punitive discipline but creating a safe environment where students can learn from mistakes.

Academic supports were also addressed. Teachers now use late-start Wednesdays to collaborate weekly on student data, share strategies, and identify supports. Interventionists provide flexible small-group instruction in math and reading, and students with IEPs or 504 plans receive tailored supports to meet their goals. Student support teams meet regularly to troubleshoot ongoing challenges. Leadership has also adopted new math (elementary and middle school) and literacy (elementary) curricula designed to strengthen foundational skills and offer more differentiated instruction. Writing, in particular, was highlighted as an area where new materials are expected to yield improvements.

Finally, the discussion addressed college and career readiness. The school continues to prioritize its college-preparatory mission, which is central to its identity and reputation. Partnerships with Colorado State University Extended Campus (CSU) and University of Colorado (CU) Boulder have expanded opportunities for students to earn college credit while still in high school. The

Innovation class, for instance, now carries an opportunity for CSU Extended Campus credit. First-generation college-bound students attending CU Boulder can access support through the school's TRIO Summer Bridge program, which offers a month-long, fully funded transition experience as well as college credit. While career readiness programming is less developed, both leaders acknowledged community interest in internships and mentorships and noted that individual teachers often create such opportunities within their classrooms. However, they cautioned that expanding too far into career pathways could dilute the school's core focus on college preparation.

In closing, both leaders returned to the theme of balance: between responding to parent / guardian concerns and maintaining a consistent vision for the school, between systemic priorities and individual needs, and between communication volume and clarity. The meeting underscored the school's commitment to evolving practices in partnership with families while holding firm to its mission of preparing students for academic success and personal growth.

### **Interview with Elementary Principal, Melissa Christensen**

School Accountability Committee interview with Ms. Christensen, Elementary School Principal, 9/11/25

The percent of elementary school parents who agreed or strongly agreed that they "would recommend P2P to friends and family" jumped 8.4 points to 92% last year. What led to this significant increase?

"This is an important measure for us. We talked about this increase as a leadership team. That question tells us if we're doing a good job. We have done a lot in the last year and a half to reach out to families. We have intentionally focused on communicating about individual student progress and getting more information out to families. There are also a number of community events that went away with COVID. Last year was the first year we felt like we were fully back to normal. COVID was obviously a challenge for families. Even after all students were back in person after a staggered restart, we couldn't have volunteers and we couldn't have the events the way we used to. In 24-25, we were functioning at full capacity, which is likely reflected in this positive increase on the survey."

Over 90% of elementary school families agreed or strongly agree with all Quality of Relationships questions. Congrats on the beautiful work you're doing ensuring students have strong relationships. In particular, the percent of elementary school

parents who agreed or strongly agreed that “P2P supports the social/emotional needs of this student” increased 9.6 points to 92%. What led to this significant increase?

“We are trying to do a better job of communicating about what we do to families. SEL [Social-Emotional Learning] is a big focus in the elementary school, and we continue with specific SEL work at the secondary level. We know we have a reputation externally for just focusing on academic rigor, but others are not always aware of all the whole child work we’re doing. With older students, we talk explicitly with kids about SEL skills, and at elementary level, we have a couple of groups focused on character and kindness. In the last year, we’ve done a better job of communicating and sharing information about this work and also involving others. We adopted the No Place for Hate curriculum, through which we lead student driven work around how we’re treating others and addressing inequities. Students cooperate with staff members and drive this work. Last year was our third year leading the Great Kindness Challenge, a month-long initiative. While we have used Zones of Regulation work at the elementary-school level for a few years, last year we were more intentional with sharing this information with families.”

The Quality of Instruction section of the survey received the lowest number of positive responses. The percent of families who said their child “receives instructional support necessary to master the required coursework” decreased by 3 points to 88%, and some of the quantitative reflections might indicate a decline in instructional quality. Can you share more about what led to these results? In what ways have you already addressed or are you planning to address these concerns? How will impact be monitored and communicated?

“We have noticed for a couple of years and it came to the highest priority last year that our literacy curriculum was not up-to-date and in alignment with recent research and practices around teaching reading. Our curriculum wasn’t serving our teachers and students well, so we led a year-long exploration process to address this issue. We had a committee that put many hours into finding our new curriculum, Wonders. This was a huge financial investment for the entire school (more than we would normally spend on elementary curriculum), but the committee found the curriculum to be the best fit. Teachers are incorporating literacy best practices and refreshing their skills. This is our first year implementing Wonders, and teachers are participating in professional development as they implement the curriculum. Classroom performance wasn’t where it needed to be, and this has been our biggest focus area this year.

The initial feedback we've received is that teachers are into the new curriculum. Big changes are rarely unanimous, but so far there is unanimous feedback from the committee and teachers that this was the best program to implement. The results are palpable. We've never seen staff as excited to teach a new program. I can't think of a single person who is unhappy with this change. Those who normally hate scripted curriculum are on board, and from what we've heard, everyone feels like a better teacher. Most teachers are saying that even though there is a significant growth curve, they feel like they're doing better. The feedback from teachers is strong and the committee folks still love the curriculum. It's too early to say what the feedback from students will be, but we're eager to track growth and outcomes this year using the DIBELS Assessment, which measures basic reading comprehension and other foundational skills like decoding or reading fluency. We will compare data from before and after. We assess students three times a year in addition to shorter progress monitoring. We will also be using classroom observations and teacher anecdotal data to measure effectiveness of the new curriculum.

We are also focusing on family communication and supporting families in understanding scores and reports. This is a priority as we roll out the new curriculum. We will send families assessment reports three times a year and will offer parent info sessions throughout the year.

By the end of this year, we will be able to reflect on how the new curriculum and communication is going. We will offer an Open House at the end of the year where we will showcase the program and outcomes.

In addition, we have increased staffing to ensure students have the instructional support they need. We have increased staffing for the gifted and talented program, we now have our own English language development teacher on staff full time, and we have added an additional elementary school counselor. These additional staff enable us to differentiate more and support individual students."

71% of elementary families agreed or strongly agreed that "This student is prepared to perform well on standardized tests". Can you share more about what led to these results? In what ways have you already addressed or are you planning to address these concerns? How will impact be monitored and communicated?

"This number fluctuates up and down, but I was surprised by that number. Standardized tests have not been the focus when we communicate with families, and we're wondering if we need to talk more about it than we do. This could be a reflection of families not feeling like the reading instruction is strong enough. We start standardized assessments in 3rd grade, so half of the elementary families may

not know what it is, as their child hasn't yet taken a standardized test. Last year was our second year of using a new math program. We are comfortable with the math curriculum and are doing a refresh on that. We are reflecting on whether we are challenging kids as we should be and communicating that home. This is the second year we will send progress reports home to families across grade levels on certain days of the year. We are standardizing the communication and the look of the reports, and we are considering tying the progress reports more to assessments and standardized tests."

Food service (nutrition, portion size, timing) and traffic safety were brought up as concerns on the family survey. Can you share more about what led to these results? In what ways have you already addressed or are you planning to address these concerns? How will impact be monitored and communicated?

"Jen Douglas holds kudos for addressing both of these concerns. Food service now has a little card that lists allergens for food being served. The younger kids don't know the allergens as well, and the images connected to allergens allow them to have agency in what they're eating. Previously, we served Izzes every morning as a fruit option—these have been removed. Families shared concerns with the timing of eating, and we have updated the schedule to ensure every elementary grade has 25 seated minutes for lunch. The new schedule and the changes to food service are working well this year.

Jen Douglas worked last year to do an analysis of the traffic flow and the backup in the carline. We have changed the rhythm and pattern for making it flow better. We have added staff members to support with dismissal, secondary students now go into their own carline, and everything seems to be flowing better. There were some concerns with morning elementary busing, and we are better communicating this year that we have supervision to walk the students over to the school in the morning. We will continue to monitor and adjust the traffic flow as needed."

### **Interview with Middle School Principal, Clara Quinlan**

The three areas of opportunity for middle school that arise from the 2024-2025 Family Survey responses cover:

- Transition support from elementary
- Peer pressure & bullying
- Engagement in academics

## **1. How is the school supporting students' transition from elementary to middle school, both academically and socially?**

### A. Academic Transition Support

#### Strengths

- Spring meetings between 5th and 6th grade educators ensure continuity and preparedness.
- The shift to feedback-focused homework and clear standards aims to reduce bias and improve transparency in standardized grading.
- A proactive course (Transitions Seminar) for sixth graders that builds foundational academic and organizational skills.

#### Challenges

- Teachers and families are still adapting to the grading changes, especially the removal of homework from grade calculations.
- Bridging the difference in communication styles between elementary and middle school remains a work in progress.

#### Opportunities

- Parent / Guardian Q&A sessions are a promising practice to demystify grading and digital tools like Google Classroom.
- Teaching shared academic language across stakeholders (students, teachers, families) could foster deeper engagement.

### B. Social-Emotional Development

#### Strengths

- Late-start Wednesdays allow interdisciplinary teams to discuss student well-being.
- Multi-Tiered Systems of Support (MTSS) framework: Teachers act as “investigators” to assess students holistically—academically, socially, and emotionally.
- Data collection includes screeners, assessments, parent feedback, and observational data.

#### Challenges

- Data interpretation and balancing qualitative insights with quantitative data requires nuanced understanding and training.
- Maintaining confidentiality while acting on data is a delicate but well-managed process.

## Opportunities

- Push-In observations allow for discreet, authentic data gathering on student behavior and engagement.
- Early and frequent communication with families, especially for new or homeschooled students, strengthens support systems.

## 2. What actions are being taken to address concerns about bullying, peer pressure, and mental health at this age level?

### A. Climate, Belonging, and Mental Health

#### Strengths

- Longitudinal and comparative climate survey data help track trends in student belonging, safety, and bullying.
- Counselor-led lessons on suicide prevention, boundary setting, and social media literacy are embedded in the curriculum.
- Initiatives like THINK (Is it **true**? Is it **helpful**? Is it **inspiring**? Is it **necessary**? Is it **kind**?) and No Place for Hate promote self-advocacy and peer accountability.

#### Challenges

- Students report concerns with bullying that primarily occurs on social media platforms outside adult supervision, as it feels overwhelming. Bullying reported during "in person" interactions, however, usually gets addressed.
- Many students feel adults don't understand their digital experiences, leading to underreporting.

## Opportunities

- High school students mentoring middle schoolers is a promising model.
- Teaching students actionable language to respond to hate speech or bullying is practical and scalable.

### B. Trauma-Informed Practices and Crisis Response

#### Strengths

- Staff prioritized maintaining routine and connection during recent lockdowns.
- Immediate emotional support was provided to staff and students affected by district-wide incidents.

#### Challenges

- Social media amplified anxiety during the lockdown, highlighting the need for better crisis communication.

## Opportunities

- The school's coordinated response and relational focus demonstrate strong trauma-informed leadership.
- 3. How is the curriculum ensuring students stay engaged, challenged, and prepared for the rigor of high school?**

## Strengths

- Vertical synergy in monthly meetings between curriculum leaders across grades ensure coherence from 6th to 12th grade.
- Backwards design where the curriculum is built from 12th-grade exit skills down to 6th grade, ensuring alignment and rigor.
- Strict curriculum audits where teachers review essential learning requirements and align them with state standards and internal expectations.

## Challenges

- Translating curriculum language for families without overwhelming them is a persistent challenge.
- Updating public-facing curriculum maps is ongoing but essential for trust and clarity.

## Opportunities

- Empowering teacher leaders to run PD sessions fosters ownership and innovation.
- Realignment efforts (e.g., math pathways) across school levels promote continuity and clarity.

## **Interview with High School Principal, Josh Benson**

*Thursday, September 18th, 2025*

High school leadership created teaching goals for 25-26 centered around the pillars of connection, sustainability and standards-based grading.

In response to school climate concerns raised in the family and student surveys last year, high school leadership is encouraging connection among students and between students and staff using many strategies:

- School leadership invited guest speaker, Susan Caso, to deliver her message "Cultivating Connection: The Heart of Parenting" at this year's K-12

Counseling Night. Susan reinforced the message that students need to feel safe, seen and valued before learning can begin.

- The new secondary class schedule provides FLEX Time every week on Tuesdays. FLEX Time provides students opportunities to connect with others and to build a relationship with another trusted adult. FLEX Time is held in smaller groups of approximately 20 students. Students often can choose from several learning options, giving them the chance to explore something new or satisfy an existing academic need.
- Late Start Wednesday is an integral part of building connection at Peak to Peak. This time allows teachers to connect and discuss student needs. Staff work together to identify students who might benefit from extra support either at supported study halls or from other resources.
- Peak Week is another example of how Peak to Peak helps students connect, not only to their fellow students and amazing staff leaders, but also to real world situations, challenges and learning opportunities. The theme of sustainability is also integrated into Peak Week, as leadership is continually evaluating the financial commitment and teacher workload required by this endeavor.

Academically, Peak to Peak remains one of the most rigorous options in Boulder Valley School District and in the state of Colorado. School leadership believes Standards Based Grading provides the best opportunity for students to see a visible road map of what is needed to achieve subject mastery and how they can take ownership of their learning. Compared to other schools in the district, Peak to Peak is fortunate to have a very high level of academic integration and consistency between grades 6-12.

Finally, in response to concerns raised in the family survey about instructional consistency, school leadership is providing additional professional development opportunities and more frequent check-ins with new teachers during Late Start Wednesday. While the staff turnover has been higher at the high school level in the last couple of years, it's not altogether unexpected and certainly something to celebrate, that many of the teachers who have been with Peak to Peak since its early years are now reaching retirement.