

**BE A YETI.
BE LEGENDARY.**

Snowy Peaks Junior/Senior High School

2026–2027 Student and Parent Handbook

Behavior Policy and Family Guide



Grades 7–12 | Summit School District | Colorado

Welcome to Snowy Peaks

Welcome to the Snowy Peaks learning community! We are proud to be a small, relationship-based school that is unapologetically and relentlessly student-centered. At Snowy Peaks, students are known, valued, supported, and challenged. Our size allows us to build meaningful relationships, provide individualized support, and work closely with students and families to help every Yeti find success.

Our school experience is built around four cornerstones: Academics, Character, Community, and Nature. These cornerstones guide how we help students grow toward the Summit School District Graduate Profile. We want every Yeti to graduate prepared, courageous, curious, growth-oriented, and globally aware. We maintain a relentless focus on learning while recognizing that who students become is just as important as what they know and can do. Through small classes, standards-based instruction, Be Legendary, WIN, service learning, and experiential opportunities, students develop the knowledge, skills, character, confidence, and curiosity they need for life after graduation.

Snowy Peaks is a place for students who want to grow. We expect students to attend consistently, work hard, produce quality work, contribute positively to our community, and problem-solve when challenges arise. We also know that growth is rarely a straight line. Students will make mistakes, hit the rumble strips, and experience difficult moments. Our job is to teach the skills they need, protect teaching and learning, and help them repair harm and move forward.

We lead with love and end with hope. We believe deeply in our students, and we will work tirelessly to help each Yeti grow across our four cornerstones and become the kind of graduate our district envisions: prepared for what comes next, courageous in the face of challenge, curious about the world, committed to growth, and globally aware. We are excited for another incredible year and proud to welcome you to the Yeti family.

Be Legendary!

James Smith

Principal and English Teacher

How to Use This Handbook

This handbook explains the Snowy Peaks student experience, school expectations, academic supports, privileges, and school-level procedures. Snowy Peaks operates within Summit School District Board policy and the Summit School District Conduct and Discipline Handbook. When this handbook and a governing district policy differ, the district policy controls.

Families and students are expected to review this handbook together. Questions are always welcome. Please contact the school when you need clarification or assistance.

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1 Who We Are

Mission

Snowy Peaks provides a safe, student-centered, relationship-based environment in which all students have a chance to excel academically, develop strong character, contribute to their community, and find their place in nature. Our diploma ensures that each student develops the knowledge, skills, and habits needed for postsecondary education, training, employment, and adult life.

Summit School District Mission

Summit School District creates a safe learning community in which each and every person belongs, grows and thrives.

Graduate Profile

Trait	Snowy Peaks Graduates
Prepared	Develop the academic, professional, and life skills needed for their next step.
Courageous	Take informed risks, persevere through challenges, and advocate for themselves and others.
Curious	Ask meaningful questions, think critically, and solve problems using multiple strategies.
Growth-Oriented	Remain flexible, learn from feedback, adapt to change, and continue developing.
Globally Aware	Participate in local and global communities, welcome different perspectives, and communicate across lines of difference.

Our Four Cornerstones

Cornerstone	What It Means at Snowy Peaks
Academics	Students demonstrate proficiency in grade-level standards through individualized instruction, meaningful feedback, revision, and authentic application.
Character	Students develop habits of success, dignity, integrity, respect, communication, problem-solving, and responsibility.
Community	Students build healthy relationships, serve others, contribute to the school, and understand their responsibilities as community members.
Nature	Students learn through outdoor and experiential opportunities that build connection, courage, well-being, and stewardship.

2 The Yeti Way

The Yeti Way describes how students and adults create a safe, productive, and welcoming school. Expectations apply in classrooms, common areas, school vehicles, experiential activities, online spaces connected to school, and school-sponsored events.

The 6 Ps

Habit	Expectation
Prompt	Arrive before the bell, begin on time, return promptly from breaks, and meet agreed-upon deadlines.
Prepared	Bring needed materials, charge the school Chromebook, and arrive physically, mentally, and academically ready.
Polite	Treat people and spaces with dignity and respect. No meanness.
Positive Mental Attitude uh	Approach learning and challenges with a growth mindset. Be a thermostat, not a thermometer.
Participate	Engage appropriately, contribute, ask questions, and problem-solve when a different form of participation is needed.
Produce	Complete high-quality work in a timely manner and use feedback to improve.

No Meanness

Snowy Peaks does not accept mean behavior. Students do not need to be close friends, agree with one another, or enjoy the same things. They must treat one another with dignity and refrain from behavior intended to embarrass, exclude, degrade, intimidate, or harm. Mean behavior will receive a response and may also constitute bullying, harassment, discrimination, retaliation, or another district-defined violation.

Problem-Solving

Conflict is inevitable. Combat is optional. Students are encouraged to use the Four Magic Words: “Can I problem-solve?” The student should explain the concern, listen to the other person, identify what is needed, and participate in a reasonable solution. Adults will help students problem-solve while continuing to protect safety, dignity, teaching, and learning.

3 Schedule and Annual Calendar

Bell Schedule

The 2026–27 bell schedule remains unchanged from 2025–26. Students begin each morning with Morning Meeting during the first block. Lunch occurs at the same time each day. Be Legendary and Unplugged follow lunch, and Wednesday includes early dismissal.

2026-27 Bell Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
0 hour 7:30-8:15	0 hour 7:30-8:15	0 hour 7:30-8:15	0 hour 7:30-8:15	0 hour 7:30-8:15
Period 1 8:15 - 10:00 (Includes a Morning Meeting)	Period 3 8:15 - 10:00 (Includes a Morning Meeting)	Period 1 8:15 - 10:00 (Includes a Morning Meeting)	Period 3 8:15 - 10:00 (Includes a Morning Meeting)	Period 1 8:15 - 9:13
				Period 2 9:17 - 9:58
Period 2 10:04 - 11:30	Period 4 10:04 - 11:30	Period 2 10:04- 11:30	Period 4 10:04 - 11:30	Period 3 10:02 - 10:43
				Period 4 10:47 - 11:30
Lunch 11:30 - 12:00	Lunch 11:30 - 12:00	Lunch 11:30 - 12:00	Lunch 11:30 - 12:00	Lunch 11:30 - 12:00
Be Legendary* 12:00 - 1:00 *includes Unplugged from 12:00-12:20	Be Legendary* 12:00 - 1:00 *includes Unplugged from 12:00-12:20	Be Legendary* 12:00 - 12:20 *only Unplugged	Be Legendary* 12:00 - 1:00 *includes Unplugged from 12:00-12:20	Be Legendary* 12:00 - 12:20 *only Unplugged
Period 6 1:04 - 2:00	Period 6 1:04 - 2:00	Period 6 12:24 - 1:20	Period 6 1:04 - 2:00	5th Be Legendary* What I Need or Experiential Learning 12:20 - 3:10
Period 7* 2:04 - 3:10 *Includes a check-out	Period 7* 2:04 - 3:10 *Includes a check-out	Period 7 1:24 - 2:20 Early Dismissal 2:20 - 3:10	Period 7* 2:04 - 3:10 *Includes a check-out	

Summit School District RE-1 2026 - 2027 School Calendar																																																							
81 93 - Student Contact Days Per Semester (174 Total)																																																							
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Color Key:

Family Connection/No School Elementary	Elementary Planning Day	Snow Day Make-Up Days (If applicable)	First Day of Classes (Pre-K Preschool & Kindergarten)	Furlough Day for All Staff
No School for Students / Teachers on Duty	No School for Students/Staff	First Day of Classes (Secondary)	Last Day of Classes (all Students)/Last Day for Teachers	New Teacher Orientation
First Day of Classes (1st through - 5th Grades)	End Trimester	End of Semester	End of Quarter	

IMPORTANT DATES 2026-2027 SCHOOL YEAR	
First Day of School	August 19
Student Orientation and Celebration (mandatory student event)	August 19-21
Arapahoe Basin (A-Basin) Ropes Course Day	August 28
Yeti Family Meet-n-Eat from 5:00-6:30 PM	September 3
No School: Labor Day	September 7
School Pictures	September 11
Snowy Peaks Challenge Hike (mandatory all-day student event)	September 24
No School: Staff Professional Development	September 25
PSAT/NMSQT Test	October 7, 2026
Fall Celebration (mandatory student event)	October TBD
1 st Parent/Teacher/Student Potluck from 3:30-7:30pm	October 1
Senior Camping Trip	October 8, Tentative
End of 1st Quarter Grading Period	October 14
No School	October 15
No School Fall Break	October 16
School Picture Make-Up Day	October 22
1 st Quarter Report Cards Emailed	October 28
No School: Thanksgiving Break	November 25 - 27
2nd Quarter Parent/Teacher/Student Potluck from 3:30-7:30pm	December 3
Senior Portfolios Due	December 11 (tentative)
End of 2nd Quarter Grading Period	December 18
No School: Holiday Break	December 21 -January 1
Winter Celebration (mandatory student event)	January 8
No School: Martin Luther King Jr. Day	January 18
2nd Quarter Report Cards Emailed	January 20
Local Scholarships DUE	January 24
3 rd Quarter Parent/Teacher/Student Potluck from 3:30-7:30 pm	February 4
No School: Staff Professional Development	February 5
Hope Squad Dance (During the School Day)	February 12
JOB SHADOW DAY!	February 19
No School: Winter Break	February 22 -February 26
End of 3rd Quarter Grading Period	March 17
No School	March 18
No School	March 19
3 rd Quarter Report Cards Emailed	March 30
Local Scholarship Night@ SHS	March 30 (Tentative)
Spring Celebration (mandatory student event)	April TBD
No School: Spring Break	April 19 through April 23
Senior Personal Project Workday (mandatory)	April 28
Personal Project Showcase from 3:30-5:30 pm	May 5
4 th Quarter Parent/Teacher/Student Potluck 5:30-7:30 pm	May 5
Class of 2027 Graduation Ceremony	May 20 @ 5pm
No School: Memorial Day	May 31
Last day of Q4 Classes / 8th Grade Continuation/Cookout	June 2

All dates are subject to change and will be communicated in the weekly newsletters.

2026-2027 Snowy Peaks Yeti Staff Directory				
Staff Name	Room #	Phone #	Email Address	Responsibility
Amanda Wilson	122	970-368-1912	amanda.wilson@summitk12.org	Science
Amie Branson	103	970-368-1921	amie.branson@summitk12.org	Special Education
BeBe Konikowski	SMS	970-368-1289	barbara.konikowski@summitk12.org	School Psychologist
Brett Tomlinson	104/105	970-368-1921	brett.tomlinson@summitk12.org	Social Studies / Special Education
Drew Adkins	112	970-368-1903	drew.adkins@summitk12.org	EPIC / Physical Education & Health
Erika Kaltenbach	101	970-368-1911	erika.kaltenbach@summitk12.org	Math
Garrett Regner	A121	970-368-1906	garrett.regner@summitk12.org	Project Based Learning / Social Studies
James Smith	A120B	970-368-1901	james.smith@summitk12.org	Principal
James Steck	105	970-368-1914	james.steck@summitk12.org	English
Joe Polise	124	970-368-1913	joseph.polise@summitk12.org	Math
Justin Holmes	102	970-368-1918	justin.holmes@summitk12.org	Social Studies
Mindy Regner	112	970-368-1903	mindy.regner@summitk12.org	Behavior Specialist / Epic
MJ Meek	103	970-368-1909	megan.meek@summitk12.org	Art & Paraprofessional
Rachel Waltman	123	970-368-1900	rachel.waltman@summitk12.org	English / Science
Stefanie Kremer	A120A	970-368-1902	stefanie.kremer@summitk12.org	School Counselor
Tina Arndt	Big Room Front Door	970-368-1900	tina.arndt@summitk12.org	Secretary

4 Academics and Standards-Based Grading

Academic Expectations

Snowy Peaks has a relentless focus on learning. Students are expected to demonstrate grade-level knowledge and skills, participate in instruction, use feedback, and produce authentic evidence of learning. Small classes and strong relationships allow teachers to provide individualized instruction without lowering grade-level expectations.

Standards-Based Grading

Grades communicate a student's current level of performance on identified grade-level expectations and evidence outcomes. A score of 3 means the student meets the grade-level expectation. Students may receive additional opportunities to demonstrate learning when they have engaged in the learning process and completed the preparation established by the teacher.

Standards Based Grading Scale

Grades describe what a student currently understands and can do in relation to grade-level standards. A score of 3 means the student has met the grade-level expectation. Higher scores require students to apply their learning in more complex or unfamiliar situations.

Score	What It Means
4 Exceeds Expectations	The student consistently meets the grade-level expectation and successfully applies the learning in new or unfamiliar situations. The student may also connect the learning to other standards, subjects, or real-world situations.
3.5 Above Proficient	The student consistently meets the grade-level expectation and demonstrates some success applying the learning at a more advanced level.
3 Proficient	The student meets the grade-level expectation and demonstrates the knowledge and skills required by the standard.
2.5 Approaching Proficiency	The student demonstrates part of the grade-level expectation but has not yet shown consistent proficiency in all parts of the standard.
2 Partially Proficient	The student demonstrates some foundational knowledge, skills, or academic vocabulary but is not yet meeting the grade-level expectation.
1 Does Not Yet Meet the Standard	The student does not yet demonstrate the foundational knowledge and skills needed to meet the grade-level expectation. The student requires additional instruction and support.

Score	What It Means
INC	The student has not completed all required work by the end of the grading period, so a final proficiency level cannot yet be determined. An Incomplete is temporary. The student must complete the identified work within the timeline established by the teacher and school.
IE Insufficient Evidence	There is not yet enough completed evidence to determine the student's level of proficiency. This may result from missing or incomplete assessments or assignments.

The district-approved grading scale, GPA conversion, reporting practices, and any course-specific exceptions will govern. Grading expectations are also explained in each course syllabus.

Quality Work and Deadlines

Students are expected to produce quality work in a timely manner. When a student anticipates difficulty meeting a deadline, the student must problem-solve with the teacher before the due date whenever possible.

After an absence, the student must communicate promptly and agree to a reasonable new deadline. Submitting rushed or incomplete work does not guarantee proficiency or immediately change a WIN assignment.

Academic Integrity and Artificial Intelligence

Student work must provide authentic evidence of the student's learning. Academic dishonesty includes copying, unauthorized collaboration, using prohibited information, submitting another person's work, failing to acknowledge sources, or using artificial intelligence in a way that replaces the student's thinking or violates teacher directions.

Artificial intelligence may be used only when authorized by the teacher. When authorized, students must follow the teacher's directions, disclose the use, identify or cite AI-generated material when required, verify accuracy, protect private information, and remain able to explain and defend the submitted work. AI-generated text, images, analysis, or formatting may not be presented as wholly original student work.

Responses to academic dishonesty will include an opportunity to understand the violation, repair harm, and provide authentic evidence of learning when permitted. Responses may also include family communication, loss of privileges, an alternate assessment, NG or insufficient evidence, detention, suspension, or other consequences within the district Conduct and Discipline Handbook.

Registration and Schedule Changes

Schedules are developed from student course requests, graduation needs, staffing, and available sections. Corrections are considered when a student is missing a required course, is placed at an incorrect level, has a verified academic-plan or transcript error, or experiences a documented and unforeseen circumstance. Preference alone may not be sufficient, particularly because many Snowy Peaks courses are offered only once.

When a concern involves a teacher or class experience, the student and family should first contact the teacher and develop a success plan. The counselor may assist with follow-up. Unresolved concerns may be referred to the principal.

Registration and Enrollment Verification

Confirmed schedules are generally available in PowerSchool shortly before classes begin. Families must complete annual registration and provide any required residency, custody, health, or enrollment documentation. New or transferring students can complete registration with school support. Course availability may be limited, and no schedule is final until enrollment requirements are complete.

Schedule Change Process

Schedule changes are reserved for missing graduation requirements, incorrect course placement, transcript or academic-plan errors, documented hardship, or another significant educational need. Students must continue attending the assigned class until the counselor or principal approves the change and notifies the affected teachers. Teacher, counselor or principal, and parent or guardian input or signatures may be required.

Teacher or Advisor Change Requests

A student requesting a teacher or advisor change should begin with the school counselor. Because most Snowy Peaks courses are offered only once, a change often cannot be accommodated. The usual first step is a student success and problem-solving plan developed with the student, family, teacher, counselor, and, when needed, principal.

Course Withdrawal Repeated Courses and Transfer Credit

Course changes, withdrawals, repeated courses, transfer credit, and outside coursework follow the requirements below and current Summit School District rules. Students must consult the school counselor and receive any required approval before changing enrollment or beginning outside coursework.

Course Withdrawal and Drop Timeline

Students may request a course change during the first two weeks of a semester without a transcript penalty when another appropriate course is available. After that period, parent or guardian and administrative approval may be required. A withdrawal through the sixth week may be recorded as WP or WF according to the student's standing at the time of withdrawal. A WF may affect the transcript and GPA. After the sixth week, withdrawal is ordinarily considered only for an administrator-approved hardship or exceptional circumstance. Students must attend the scheduled course until the change is officially approved. Current district deadlines and transcript rules govern if they differ from these school timelines.

Repeated Courses

A student may repeat a previously passed course once to improve proficiency or a grade and may repeat a required failed course as needed to earn credit. Diploma credit is awarded only once for the same course. All attempts remain on the transcript, and GPA treatment follows current district rules.

Transfer and Outside Credit

Students transferring to Snowy Peaks must provide an official transcript from an accredited school or educational program. The school counselor will review transferred coursework to determine course equivalency, graduation credit, and transcript placement. Credits must be compatible with Colorado Academic Standards, Summit School District requirements, and the Snowy Peaks curriculum. Final approval may require review by the counselor, principal, or appropriate content-area teacher.

Grades and GPA earned at another school or accredited institution will not be included in the student's Summit School District GPA.

Students currently enrolled in Summit School District must receive approval from the counselor before enrolling in an online, correspondence, concurrent-enrollment, independent-study, or other outside course they intend to apply toward graduation. Students may transfer and apply no more than 10 credits earned outside Summit School District toward a district diploma, consistent with district requirements.

Students are responsible for ensuring that an official transcript or other required documentation is submitted by the established deadline. Coursework that was not approved in advance may not be accepted toward Snowy Peaks or Summit School District graduation requirements.

Grade Reporting and Recognition

Course status and credit are based on official grading-period results. Families receive grade reports according to the district reporting calendar. Snowy Peaks may recognize exemplary academic performance, growth, character, attendance, service, and Graduate Profile development through quarterly awards, honor-roll recognition, celebrations, or other acknowledgements.

Standards-based scores are converted for transcript and GPA purposes using the current district-approved scale. Concurrent-enrollment, transferred, or other approved courses may use a percentage, letter-grade, or weighted GPA scale established by the course provider and district.

5 WIN and Student Support

WIN and Weekly Student Status

WIN stands for **What I Need**. WIN provides students with targeted time for academic support, revision, additional practice, completion of quality work, or extension learning. WIN is not a punishment. It is a support system designed to help every student demonstrate proficiency and remain on track.

Each week, staff review students' current grades and evidence of learning. A grade or course status of **NG, IE, INC, 1, or 2** indicates that the student has not yet provided sufficient evidence of proficiency.

Status	How the Status Is Determined	What It Means for WIN
Green	The student has no classes with a current grade or status of NG, IE, INC, 1, or 2.	The student is meeting academic expectations and participates in an extension-learning opportunity. When students are in the Green, this is the preferred time for families to schedule appointments or begin planned travel. The absence must still be excused through the school.
Yellow	The student has exactly one class with a current grade or status of NG, IE, INC, 1, or 2.	The student must attend WIN and work with the assigned teacher. Support may include additional instruction, revision, practice, completion of quality work, or another step needed to demonstrate proficiency.
Red	The student has two or more classes with a current grade or status of NG, IE, INC, 1, or 2.	The student must attend WIN for more extensive support. Staff will help the student prioritize concerns, develop a plan, and work toward proficiency in the identified classes. Additional student or family problem-solving may be required when concerns continue.

Weekly status is based on the information available when coding occurs. Teachers need reasonable time to review and assess completed work. Work submitted immediately before weekly coding may not change a student's status until the following week.

Students assigned Yellow or Red must attend the scheduled WIN period, arrive on time, bring the necessary materials, and use the time productively. Missing a required WIN period does not remove the academic concern and may require additional problem-solving or make-up support.

Friday remains a regular school day. Green students participate in extension learning, while Yellow and Red students receive the academic support they need. Families receive weekly status information so that students, families, and staff can work together to help every Yeti succeed.

Student Supports

Students may receive assistance from classroom teachers, the school counselor, special education staff, English-language development staff, the behavior specialist, school mental-health professionals, and district or community partners. Students and families should contact the school when they need academic, behavioral, social-emotional, health, accessibility, language, or postsecondary support.

40 (5) 40 Structure

Long instructional blocks may use a 40/5/40 structure: approximately 40 minutes of focused learning, a five-minute reset, and another period of focused learning. During the reset, students must follow teacher directions, remain in approved areas, use technology appropriately, and return promptly. The reset supports learning and does not shorten instructional expectations.

6 Be Legendary ICAP Portfolio and Graduation

Be Legendary

Be Legendary is a required developmental course sequence that supports character, community, postsecondary planning, and the Graduate Profile. Students progress through Be Legendary I, Be Legendary II, Be Legendary III, and Senior Seminar. Instruction includes effective group skills, managing emotions, communication, assertiveness, problem-solving, conflict resolution, ICAP development, portfolio preparation, and planning for life after high school.

Individual Career and Academic Plan

Every student develops and updates an Individual Career and Academic Plan. ICAP work includes self-awareness, career exploration, postsecondary planning, course planning, financial literacy, work-based learning, experiential education, and preparation for transitions after graduation. Students store required artifacts in the school's designated portfolio system.

Portfolio Progression

Students build their ICAP and portfolio throughout their time at Snowy Peaks. At every level, students reflect on experiential-learning opportunities, document completion of community service requirements, and preserve evidence of their academic, personal, and postsecondary growth. The portfolio documents progress toward the Snowy Peaks Graduate Profile. Specific assignments, artifacts, and storage systems may change as programs and student needs develop.

Stage	Primary Focus
Grades 7 and 8	Habits of success, self-awareness, early career exploration, experiential-learning reflection, documentation of community service requirements, and introductory evidence connected to the Graduate Profile.
Be Legendary I	Foundational social and employability skills, belonging, problem-solving, goal-setting, experiential-learning reflection, documentation of community service requirements, and organization of ICAP and portfolio materials.
Be Legendary II	Career and postsecondary exploration, communication, experiential-learning reflection, documentation of community service requirements, and evidence of personal and academic growth.
Be Legendary III	Pathway planning, work-based learning, financial preparation, experiential-learning reflection, documentation of community service requirements, portfolio development, and Personal Project planning.

Stage	Primary Focus
Senior Seminar	Transition planning, experiential-learning reflection, final documentation of community service requirements, completion of ICAP requirements, the Personal Project, the final portfolio, and preparation for the Graduate Profile Defense.

Teachers, advisors, and the school counselor will communicate current requirements and deadlines. Students are responsible for maintaining their portfolio, completing and documenting required community service and experiential-learning experiences, completing required reflections, and preserving evidence of their growth.

Experiential Education

Experiential education connects Character, Community, and Nature. Students participate in Friday activities, service learning, outdoor experiences, workplace or career experiences, and other school-approved opportunities. Students maintain a log of 18 required Friday experiential-learning opportunities each year. Missed requirements may be completed through approved community service or another approved experience.

Challenge by Choice

Snowy Peaks encourages students to move beyond their comfort zones while honoring appropriate personal limits. Challenge by Choice means that students participate, communicate, and engage with the learning goal while making safe choices about the level or form of challenge. It does not mean opting out of school expectations or required programming without an approved alternative.

Graduation Requirements

Students must meet Summit School District graduation requirements, demonstrate proficiency in required academic areas, complete required credits, fulfill ICAP requirements, complete the Snowy Peaks portfolio and Personal Project, document experiential education requirements, and complete the Graduate Profile Defense.

The Snowy Peaks graduation framework requires at least 18 credits in the following areas:

- English: 4 credits.
- Mathematics: 4 credits.
- Science: 3 credits.
- Social Studies: 3 credits, including Civics.
- Be Legendary and social or employability skills: 1 credit.
- Electives aligned with the student's ICAP pathway: 2 credits.
- Physical Education and Health: 1 credit.

Students must remain enrolled in mathematics and literacy coursework while attending Snowy Peaks and advance to the next appropriate level after demonstrating proficiency. Elective pathways may include world language, career internship or work-based learning, concurrent enrollment, and other courses aligned with the student's ICAP. District-approved credit, GPA, and graduation rules govern if they are revised.

The portfolio, Personal Project, and Graduate Profile Defense provide evidence of academic learning; social and employability skills; experiential education; service; and growth as a Prepared, Courageous, Curious, Growth-Oriented, and Globally Aware graduate.

High School Course Scope and Sequence

Snowy Peaks High School				
	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics Path 1 4 Years Required	Algebra I	Geometry PBL Math*	Algebra II PBL Math*	CMC 030 CMC 1340 PBL Math*
Mathematics Path 2 4 Years Required	Pre Algebra Algebra 1.5	Algebra I PBL Math*	Geometry PBL Math*	Algebra II CMC 025 PBL Math*
English Language Arts 4 Years Required	World Literature	American Literature PBL English*	British Literature PBL English*	CMC 1021 CMC 1022 PBL English*
Science 3 Years Required	Earth and Physical Science	Chemistry	Biology CMC biology	Supplemental Science can be taken at CMC
Social Studies 3 Years Required	Civics / Economics (Required)	World History	US History	Supplemental Social Studies can be taken at CMC

As a general guideline, the following areas and courses are considered important in preparing for college:

College Career and Postsecondary Planning

Postsecondary planning includes college, career and technical education, apprenticeships, employment, military service, community college, four-year institutions, and other training. Students should work with the counselor to select courses and experiences aligned with their ICAP. Admissions and testing requirements vary by institution; students are responsible for reviewing current requirements for each program.

Course Selection for Postsecondary Preparation

Course selection should reflect the student's ICAP, graduation requirements, interests, and postsecondary goals. Students considering a four-year college should review each institution's current admission requirements with the counselor.

- English: Writing, grammar, speech, literature, and evidence-based communication remain important for college, employment, and training. Snowy Peaks requires 4 English credits.
- Social Studies: Students complete 3 credits, including Civics. Colleges may expect coursework in U.S. History, World History, Geography, government, or related humanities.
- Mathematics: Snowy Peaks requires 4 credits. Students should progress through the most advanced mathematics they can successfully complete. Many college pathways expect Algebra I, Geometry, and Algebra II, and math- or science-related pathways may expect additional coursework.
- Science: Snowy Peaks requires 3 credits. College-bound students should pursue laboratory science, and science-related pathways may require additional coursework.

- World Language: World language is not required for a Snowy Peaks diploma, but some colleges expect two or more years of the same language. Students should verify requirements for the institutions they are considering.
- Electives and Activities: Art, business, technology, physical education, music, career and technical education, service, leadership, employment, and extracurricular activities can strengthen a student's preparation and demonstrate interests and commitments.

Career and College Resources

Students use the school's current ICAP and portfolio systems, career resources, college and training information, work-based learning, seminars, and meetings with advisors or the counselor beginning in seventh grade. Students should keep their ICAP current and use it to guide annual course selection and postsecondary planning.

College Admission Considerations

Admission requirements vary. Colleges and other programs may consider the rigor and quality of coursework, high school GPA, grades and demonstrated proficiency, essays, recommendations, activities, leadership, service, employment, portfolios, auditions, and other evidence. Middle-school grades are not included in the high school GPA. Testing policies differ by institution; students should verify whether SAT, ACT, placement testing, or no admission test is required. SAT Subject Tests have been discontinued and are not part of current planning.

Students should choose appropriately challenging courses they can complete successfully. The quality, consistency, responsibility, and depth of participation in activities are generally more meaningful than the total number of activities listed.

NCAA Student Athlete Eligibility

Students who may compete in NCAA Division I or II athletics must meet NCAA academic and amateurism requirements. Eligibility planning is the student's responsibility. Prospective college athletes should notify the counselor early, confirm that courses meet NCAA requirements, register with the NCAA Eligibility Center when appropriate, and review current information at ncaa.org.

Yeti Commitments

Students and families affirm the following commitments when choosing Snowy Peaks. These commitments create the positive, relationship-based environment students need to learn and grow.

- Choice and commitment: I want to attend Snowy Peaks, understand the handbook, and will work toward graduation and completion of ICAP, portfolio, Personal Project, experiential-learning, and Graduate Profile requirements.
- Growth: I will strive to become the best version of myself through Academics, Character, Community, and Nature and through the Graduate Profile traits.
- Promptness and attendance: I will attend regularly, arrive on time, remain where I am expected to be, and problem-solve barriers before they become patterns.
- Participation and production: I will engage in learning, use feedback, complete quality work, and communicate when I need help or a different strategy.
- Positive and community-minded behavior: I will contribute to a safe, productive community and ask, "Is the school and are other people's days better because I am here?"

- No Meanness: I will treat students, staff, and community members with dignity. It is okay to have a hard day; it is never okay to be mean.

Recommitment and Student Success Planning

When a student develops a pattern that interferes with the student's success or the success and safety of the school community, Snowy Peaks may initiate a recommitment or student success plan. This is a significant intervention intended to clarify expectations, identify barriers, provide support, repair harm, and establish measurable goals and a timeline for improvement.

The student, parent or guardian, teachers, counselor, administrator, and other appropriate support staff may participate. Families should respond to a conference request within five school days. If an in-person meeting is not possible, the school will offer another reasonable way to participate and will provide the plan and decisions in writing.

Progress will be reviewed at identified checkpoints. Supports may include academic intervention, attendance planning, counseling, behavior support, special education or Section 504 processes, mentoring, restorative work, schedule changes, or consultation with district staff. Any proposed change in placement, enrollment status, or educational program must follow district policy, applicable law, due process, and protections for students with disabilities.

Review and Appeal

A student or family who disagrees with a recommitment decision, consequence, or proposed educational change may request review by the principal and may use any additional district appeal or grievance process that applies. The school will explain the available process, timelines, and district contact when communicating the decision.

Nothing in this section supersedes Summit School District policy or applicable state or federal law. If any provision of this section conflicts with district policy or law, the controlling district policy or law will apply.

State Assessment Participation and Parent Excusal

Snowy Peaks administers state assessments according to Colorado law and district procedures. A parent or guardian may excuse a student from a state assessment by following the district's current written process and timelines. The school will provide annual testing information and directions for submitting an excusal request. Participation or nonparticipation will be handled according to applicable law and district policy.

7 Attendance and Punctuality

Regular and punctual attendance is essential to learning, relationships, and school success. Snowy Peaks follows Summit School District policy JH and the current district Conduct and Discipline Handbook.

Key District Definitions

Term	Definition
Attendance Rate	Total days attended divided by total possible attendance days.
Habitually Truant	Four unexcused absences in one month or ten unexcused absences in one school year.
Chronically Absent	Absent 10 percent or more of enrolled school days, including excused and unexcused absences.

Excused and Unexcused Absences

Parents or caregivers must inform the school of an absence. District guidance allows ten total parent-excused days during the school year. After ten days, supporting documentation may be required. Excused absences may include temporary illness or injury, disability or behavioral-health needs, documented medical appointments, approved school activities, suspension, serious emergencies, religious observances, court or agency requirements, and approved prearranged absences.

Absences not covered by an approved exception are recorded as unexcused. Families must provide an explanation within the district timeline. The district may initiate attendance interventions or judicial proceedings when statutory truancy thresholds are reached.

Prearranged Absences and Make-Up Work

Families should request prearranged absences at least five school days in advance. Students are expected to create and follow an academic plan. A request may be denied or limited when attendance or academic performance is a concern. Students absent for more than ten consecutive school days may be withdrawn under district procedures.

Students are responsible for communicating with teachers and completing agreed-upon make-up work. The school will not use attendance alone as a substitute for evaluating academic proficiency, but consequences directly related to unexcused classes may apply under district policy.

Tardies

Promptness is one of the 6 Ps. Late students complete the school's Prompt Pass and follow staff directions for entering class without interrupting instruction or Morning Meeting. Three tardies within the applicable tracking period result in Level 2 problem-solving. Repeated tardiness may affect off-campus privileges, require an attendance plan, or result in additional responses permitted by district policy.

Early Dismissal and Sign-Out

A parent or guardian must authorize early dismissal. Students must sign out through the school before leaving campus and sign back in when returning. Leaving without authorization is an unexcused absence and may also be addressed as a behavior or safety concern.

8 Activities Privileges and Experiential Opportunities

Snowy Peaks Privileges

Privileges are earned through responsible academic, attendance, and behavioral choices. A privilege may be paused when the student's current needs or conduct indicate that supervision, support, or intervention is necessary. Decisions will be communicated to the student and family when appropriate.

Off-Campus Lunch

Off-campus lunch is an earned privilege for 11th and 12th grade students with parent permission. Students who are late to any class or assigned Yellow or Red status may lose off-campus lunch privileges. Students must sign out and return on time. Students may not transport another student who is not authorized to leave campus.

Athletics and Activities

Snowy Peaks students may participate in Summit High School athletics and activities when eligible. CHSAA rules, district Board policies JJJ and JJJ-R, the Summit High School Athletics and Activities Handbook, attendance requirements, fees, medical clearance, insurance information, and team rules govern participation. Athletic eligibility is separate from Snowy Peaks privileges and from the school behavior response process.

Families must provide insurance information on the required athletic physical and permission forms. Summit High School does not purchase insurance coverage for students participating in athletics or activities.

Field Trips and School Travel

School-sponsored travel and field trips are extensions of the school day. The Yeti Way, district conduct expectations, safety procedures, permissions, and staff directions apply. Participation may require forms, fees, equipment, academic preparation, or an individualized safety plan. Foreign and overnight travel will follow district policy JJH-R and all additional district procedures.

9 Technology Cell Phones and Artificial Intelligence

School Chromebooks

Each student is provided a school Chromebook and should bring it charged and ready every day. Students use district accounts and devices for educational purposes and follow the Acceptable Use Agreement. Personal computers are not used during school hours unless specifically approved.

Cell Phones Smartwatches and Headphones

Classrooms are sacred spaces for high-quality teaching and learning. Phones and in-ear Bluetooth headphones must be turned off and stored during instructional time. Phones may be used during lunch unless a student has lost that privilege. Smartwatches may be worn but may not be used for communication or gaming. Over-the-ear Bluetooth headphones may be brought to school but may be used during class only with staff permission.

Cell phones are not permitted in bathrooms or other private settings. Students may voluntarily secure a personal device in the main office when it is creating a distraction. Every student receives a school-issued Chromebook; personal computers may not be used during school hours unless specifically approved.

Families needing to contact a student during the school day should call the main office at 970-368-1900. Students have access to email on their school-issued Chromebooks for routine family communication.

Device Violations

First and Second Violations: The device will be confiscated and secured in the school office. The student may retrieve it at dismissal. Staff will hold a problem-solving conversation with the student, and the family will be notified.

Third and Subsequent Violations: The device will be confiscated and secured in the school office until a parent or guardian retrieves it. An administrator will meet with the student and parent or guardian to review the concern and expectations.

Refusal to surrender a device when requested will result in an immediate Level 2 referral. The student may be sent home for the remainder of the day or assigned in-school suspension.

Serious or Repeated Misuse

Certain violations may result in the immediate loss of the privilege to bring a personal electronic device to school for a period determined by an administrator. These violations include, but are not limited to:

- Posting or sharing harmful or defamatory material about a student, staff member, or other member of the school community
- Using a device for academic dishonesty or cheating
- Using a device to threaten, harass, intimidate, or bully another person
- Sending, receiving, possessing, or sharing indecent or sexually suggestive messages or material at school, on school transportation, or during a school activity
- Leaving class or another assigned area to use a device without permission
- Refusing to surrender a device when directed by a school employee
- Accumulating three or more electronic-device violations

Additional consequences may apply when the conduct violates another school rule, district policy, or law. “Electronic device” includes, but is not limited to, cell phones, smartwatches, tablets, and headphones.

Digital Citizenship and Internet Use

Students must use networks, accounts, communication systems, and school devices lawfully, safely, and respectfully. Prohibited conduct includes bypassing filters, accessing another person’s account, disrupting systems, violating copyright, sharing harmful or sexual content, cyberbullying, threatening others, compromising privacy, or using technology for prohibited gambling or trading activity. Violations may result in restricted access, restitution, school consequences, or legal action under district policy JS.

10 Behavior Problem-Solving and Safety

Relationship to District Policy

Snowy Peaks uses a three-level framework to help students, families, and staff understand how behaviors are initially addressed at school. This framework does not replace the Summit School District Conduct and Discipline Handbook or Board policy. When a behavior is addressed by district policy, the district’s definitions, procedures, minimum and maximum consequences, notifications, and due-process requirements govern.

Our Approach

- We turn into behavior and respond rather than ignore it.
- Students are allowed to hit the rumble strips and practice their skills.
- Adults communicate, “I’m here to help you.”
- Students receive three opportunities to use their skills when safety and learning permit.
- We protect teaching and learning.
- Conflict is inevitable; combat is optional.
- Students participate in solving problems and repairing harm.
- Mean behavior always receives a response.
- We lead with love and end with hope.

Three Levels of Behavior

Level	School Description	Initial Response
Level 1 Minor Disruption	A lower-impact behavior generally managed by the teacher or staff member.	Redirection, private problem-solving, reteaching, classroom intervention, reflection, repair, and family communication when appropriate.
Level 2 Significant Behavior	A major behavior, repeated Level 1 behavior, or conduct with significant impact requiring office involvement.	Ensure safety, document, refer to the office, determine the applicable district category, notify family, and develop a problem-solving or reentry plan.
Level 3 Dangerous Behavior	A major behavior presenting a serious or immediate concern for the safety of students, staff, or the community.	Ensure safety first, summon assistance, use district emergency and discipline procedures, notify family, and implement reentry, threat-assessment, or safety planning when appropriate.

Level 1 Redirect and Problem-Solving Process

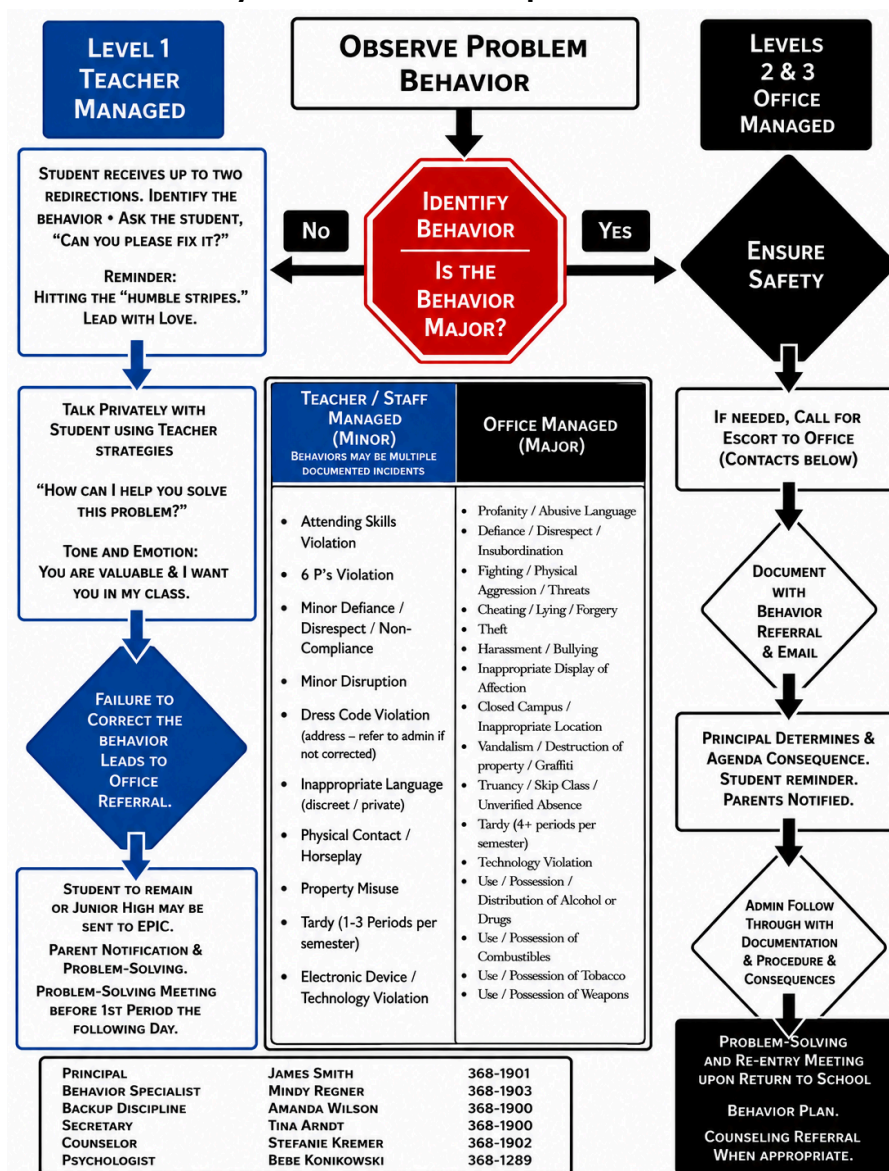
1. First redirect: Name the behavior and check the student's productivity or readiness.
2. Second redirect: Signal or name the behavior again and remind the student of the expectation.
3. Private problem-solving conference: Speak privately with the student using teacher strategies and ask, "How can I help you solve this problem?"
4. If the behavior continues: Change the setting, document the concern, and complete problem-solving. Repeated or escalating behavior may become Level 2.

Reasonable requests will be considered when students communicate what they need to be successful. Refusal to participate in problem-solving, continued disruption, or escalation may require office involvement.

Examples by Level

Minor Disruption Level 1	Significant Behavior Level 2	Dangerous Behavior Level 3
Attending-skills concerns; isolated 6 Ps violation; minor disruption or defiance; discreet inappropriate language; low-impact physical contact or horseplay; property misuse; one to three tardies; routine technology violation.	Repeated Level 1 behavior; loud or deliberate profanity; defiance or disrespect; harassment or bullying; cheating, lying, or forgery; theft; leaving class or campus without permission; vandalism; truancy; repeated technology violations; possession or use of nicotine; possession or use of alcohol or drugs.	Weapons or firearm facsimiles; serious assault; credible threats; arson; bomb threats; robbery or extortion; drug or alcohol distribution; behavior creating an immediate or severe safety threat.

Snowy Peaks Behavior Response Flowchart



Examples are descriptive, not exhaustive. The specific district-defined violation and district consequence range govern.

Specific Behaviors and Possible Consequences

The descriptions below help students and families understand how common behaviors are addressed at Snowy Peaks. They do not constitute an exhaustive list.

Snowy Peaks uses the following general classifications:

- Level 1 Minor Disruption is generally teacher- or staff-managed.
- Level 2 Significant Behavior is office-managed.
- Level 3 Dangerous Behavior is office-managed and requires an immediate safety response.

Repeated Level 1 behavior may become Level 2. A Level 2 behavior may be treated as Level 3 when it creates a serious or immediate safety risk.

When conduct falls within the Summit School District Conduct and Discipline Code, the district's definition, required procedures, minimum response, maximum consequence, notification requirements, and due-process protections govern. Factors such as the student's age, disciplinary history, intent, impact, disability-related needs, willingness to repair harm, and the safety of the school community may be considered when permitted by district policy.

Restorative practices, problem-solving, counseling, and supportive interventions may accompany a consequence, but they do not replace a district-required response.

Academic Dishonesty, Cheating, Plagiarism, and Unauthorized AI Use

Academic dishonesty includes copying another person's work, allowing another person to copy, possessing or using unauthorized answers, communicating during an assessment, submitting another person's work as one's own, fabricating information, or using artificial intelligence or another digital tool in a manner not authorized by the teacher.

Submitting AI-generated work as one's own is plagiarism unless the teacher has expressly authorized that use and the student has followed the teacher's expectations for attribution and documentation.

Initial Response: Generally Level 2 Significant Behavior.

District Minimum: Loss of privileges or detention and loss of credit for the assignment, assessment, or course, as applicable.

District Maximum: School suspension.

Clarification: Snowy Peaks' academic-integrity procedures, including opportunities to demonstrate learning appropriately, operate within this district consequence range. Particularly serious or repeated dishonesty may also be addressed as forgery, theft, or a technology violation when the facts support that classification.

Defiance, Disobedience, and Insubordination

Defiance includes intentionally refusing a reasonable direction, persistently resisting proper authority, refusing to follow the Conduct Code, or refusing to participate in a required safety or problem-solving process.

Initial Response: Minor, isolated resistance may begin as Level 1. Persistent, deliberate, or repeated defiance is Level 2 Significant Behavior.

District Minimum: Detention or school suspension.

District Maximum: Expulsion recommendation.

Clarification: Respectful disagreement, self-advocacy, requesting clarification, or asking to problem-solve is not automatically defiance. Students are encouraged to use the Four Magic Words: "Can I problem-solve?" A student may still be expected to follow an immediate safety-related direction before discussing the concern.

Classroom or School Disruption

Disruption is behavior that interferes with teaching, learning, school activities, or the orderly and safe operation of the school.

Examples include persistent talking, repeated refusal to attend, intentionally distracting others, interfering with instruction, throwing objects, disruptive movement, inappropriate noise, or conduct that prevents others from learning.

Initial Response: Ordinarily Level 1 Minor Disruption. Repeated or high-impact disruption becomes Level 2 Significant Behavior.

District Minimum: Student conference, detention, or suspension.

District Maximum: Suspension for three or fewer disruptions. Three or more out-of-school suspensions for disruption may meet the district definition of habitually disruptive behavior and may result in an expulsion recommendation.

Clarification: Snowy Peaks normally begins with redirection, private problem-solving, reteaching, and opportunities to correct the behavior when safety and learning permit.

Repeated Interference and Habitually Disruptive Behavior

Repeated interference is a pattern of behavior that limits the school's ability to provide educational opportunities or maintain a safe and orderly environment for other students.

Initial Response: Level 2 Significant Behavior. Conduct creating a serious or immediate safety concern may be Level 3 Dangerous Behavior.

District Minimum for Repeated Interference: Suspension and possible expulsion recommendation.

District Maximum for Repeated Interference: Expulsion recommendation.

A student may be classified as habitually disruptive after receiving three or more out-of-school suspensions for behavior that disrupts academic activities or the orderly school environment. When that threshold is reached, the district's discipline process may include an expulsion recommendation. Snowy Peaks will document interventions, communicate with the family, provide applicable due process, and follow district policy and law.

Profanity and Inappropriate Language

Inappropriate language includes vulgar, obscene, degrading, or abusive words, gestures, images, or communications.

Initial Response: Discreet or low-impact inappropriate language may be Level 1. Loud, deliberate, repeated, directed, threatening, discriminatory, or abusive language is Level 2 and may require an immediate office referral.

District Minimum: Student conference and/or suspension.

District Maximum: Expulsion recommendation and law-enforcement notification.

Clarification: Language directed at another person may also constitute harassment, sexual harassment, retaliation, a threat, or another more serious violation. Snowy Peaks' No Meanness expectation applies regardless of whether the language meets the legal or policy definition of harassment.

Harassment and Discriminatory Conduct

Harassment includes words or actions intended to harm, annoy, degrade, intimidate, or insult another person. It includes discriminatory remarks or actions and may occur verbally, physically, in writing, through images, or electronically.

Initial Response: Level 2 Significant Behavior. Conduct presenting an immediate or serious threat may be Level 3 Dangerous Behavior.

District Minimum: Student conference, detention, or suspension.

District Maximum: Expulsion recommendation and law-enforcement notification.

Clarification: Harassment may be a single serious act or a pattern of behavior. Conduct connected to a protected characteristic must also be handled under applicable district nondiscrimination and reporting procedures.

Bullying and Cyberbullying

Bullying is written, verbal, physical, or electronic conduct, or a pattern of conduct, intended to coerce, intimidate, or cause physical, mental, or emotional harm. Cyberbullying includes such conduct through text messages, social media, email, images, videos, online accounts, or other digital platforms.

Initial Response: Level 2 Significant Behavior. Serious threats or behavior creating an immediate safety risk may be Level 3.

Possible Consequences: Bullying is addressed under the applicable district categories, which may include harassment, discriminatory harassment, retaliation, technology violations, assault, or disruption. The minimum and maximum consequences for the applicable district violation govern.

Clarification: Conflict and bullying are not always the same. Conflict generally involves a disagreement between people with relatively equal power. Bullying generally involves intimidation, control, an imbalance of power, or conduct intended to humiliate or harm. Conflict still requires problem-solving and repair.

Sexual Harassment and Sex-Based Misconduct

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexual comments or gestures, sharing sexual images, or other verbal, written, electronic, or physical conduct of a sexual nature.

Initial Response: Level 2 Significant Behavior. Sexual violence, coercion, nonconsensual sexual contact, or conduct creating an immediate safety risk is Level 3 Dangerous Behavior.

District Minimum for Sexual Harassment: Student conference, investigation, detention, or suspension.

District Maximum for Sexual Harassment: Expulsion recommendation and law-enforcement notification.

Sexual Violence or Battery: The district consequence range begins with suspension, possible expulsion, and possible law-enforcement notification and extends to expulsion recommendation and law-enforcement notification.

Clarification: Staff members must forward reports or observed indications of sexual harassment or sex-based discrimination according to district Title IX procedures.

Rape or Attempted Rape

Rape or attempted rape means forced sexual intercourse, including vaginal, anal, or oral penetration or penetration with an object. This provision applies to incidents on school grounds, in a school vehicle, or at a school activity or sanctioned event. A person of any sex or gender may be a victim.

Initial Response: Level 3 Dangerous Behavior. Ensure safety, contact emergency or law-enforcement personnel as required, preserve evidence, notify the appropriate district personnel and family, and follow Title IX and mandatory-reporting procedures.

District Minimum and Maximum: Expulsion recommendation and law-enforcement notification.

Retaliation

Retaliation includes threatening, intimidating, harassing, punishing, excluding, or targeting a person because that person reported a concern, participated in an investigation, requested help, or supported another person's report.

Initial Response: Level 2 Significant Behavior. Credible threats or conduct creating an immediate safety risk may be Level 3.

District Minimum: Suspension and law-enforcement notification.

District Maximum: Expulsion recommendation and law-enforcement notification.

Clarification: Retaliation is prohibited even when the original report does not result in discipline. Students should immediately report suspected retaliation to a trusted staff member or administrator.

Physical Contact, Horseplay, Aggression, Fighting, and Assault

Low-impact physical contact or horseplay includes conduct such as pushing, grabbing, tripping, or unwanted contact that does not appear intended to cause injury. It is ordinarily Level 1 but may become Level 2 when repeated, targeted, reckless, or harmful.

Fighting occurs when two students actively engage in inappropriate physical contact with the intent to cause harm.

Initial Response for Fighting: Level 2 Significant Behavior, or Level 3 when the fight presents a serious or immediate danger.

District Minimum for Fighting: Suspension.

District Maximum for Fighting: Expulsion recommendation and law-enforcement notification.

Assault occurs when a student causes bodily injury or harm to another person.

Initial Response for Assault: Level 3 Dangerous Behavior.

District Minimum for Assault: School suspension and law-enforcement notification.

District Maximum for Assault: Expulsion recommendation and law-enforcement notification.

Clarification: A student should disengage, move toward safety, and seek adult assistance whenever possible. Self-defense claims will be investigated based on the specific facts and do not automatically prevent disciplinary action.

Minor Assault

Minor assault occurs when a student causes physical pain to another person.

Initial Response: Level 2 Significant Behavior or Level 3 Dangerous Behavior, depending on the circumstances and safety risk.

District Minimum: Suspension and an expulsion recommendation.

District Maximum: Expulsion recommendation.

Vehicular Assault

Vehicular assault occurs when a person causes serious bodily injury to another person by operating a motor vehicle recklessly.

Initial Response: Level 3 Dangerous Behavior.

District Minimum: Suspension and law-enforcement notification.

District Maximum: Expulsion recommendation and law-enforcement notification.

Threats and Intimidation

A threat is a statement, message, gesture, image, or action communicating an intention to cause harm. A threat may be direct, indirect, conditional, electronic, written, or verbal.

Initial Response: Ordinarily Level 2. A credible threat, weapon-related threat, threat of serious bodily injury, or threat creating an immediate safety concern is Level 3.

Possible Consequences: The district range for the applicable violation governs. Depending on the facts, the conduct may be classified as harassment, retaliation, extortion, a weapons violation, disruption, assault, or another district offense.

Clarification: Statements described as jokes still require documentation, investigation, parent notification, safety planning, threat assessment, discipline, or law-enforcement consultation. The school evaluates the words, circumstances, intent, access to means, and impact rather than relying solely on how the student later characterizes the statement.

Dangerous Items and Weapons

A dangerous item is an object possessed or used inappropriately in a manner that could cause harm, intentionally or unintentionally.

Initial Response: Level 2 or Level 3, depending on the object and the risk presented.

District Minimum for a Dangerous Item: Student conference and suspension of up to ten days.

District Maximum: Expulsion recommendation.

A weapon facsimile is an object that resembles a firearm or knife and is carried, displayed, used, or referenced in a threatening manner.

District Minimum for a Weapon Facsimile: Parent contact.

District Maximum for a Weapon Facsimile: Expulsion recommendation.

A real dangerous weapon includes a firearm, knife, or other object that could inflict bodily injury.

Initial Response for a Real Dangerous Weapon: Level 3 Dangerous Behavior.

District Minimum and Maximum for a Real Dangerous Weapon: Expulsion recommendation and law-enforcement notification.

Clarification: Students must not bring weapons, realistic weapon facsimiles, ammunition, or dangerous items to school, onto school transportation, or to school activities. Objects not ordinarily considered weapons may be treated as dangerous items or weapons when possessed or used with the intent or capacity to cause harm.

Incendiary or Explosive Devices, Arson, Bomb Threats, and False Alarms

An incendiary or explosive device includes matches, lighters, ammunition, explosive materials, or look-alike devices possessed or used inappropriately.

District Minimum for an Incendiary or Explosive Device: Detention or suspension.

District Maximum: Expulsion recommendation and law-enforcement notification.

Arson includes setting or attempting to set a fire or using an incendiary or explosive device to cause damage or danger. A bomb threat includes a verbal, written, electronic, or telephone communication intended to create a public safety scare.

Initial Response for Arson or a Bomb Threat: Level 3 Dangerous Behavior.

District Minimum and Maximum for Arson or a Bomb Threat: Expulsion recommendation and law-enforcement notification.

A false alarm includes intentionally activating or communicating an alarm or signal that causes or could cause an evacuation or emergency response.

District Minimum for a False Alarm: Out-of-school suspension and law-enforcement notification.

District Maximum for a False Alarm: Expulsion recommendation and law-enforcement notification.

Clarification: Possession of matches or lighters may also violate substance-use or safety rules even when no fire is started.

Alcohol, Marijuana, Drugs, and Controlled Substances

Prohibited conduct includes possessing, using, being under the influence of, or possessing paraphernalia associated with alcohol, marijuana, controlled substances, or other mood-altering substances. It also includes possessing medication outside district medication procedures.

Initial Response: Level 2 Significant Behavior unless the student's condition or conduct creates an immediate safety emergency, in which case it is Level 3.

District Minimum for a First School-Career Incident: School suspension, law-enforcement notification, and a one-year loss of designated social activities.

District Maximum for a First School-Career Incident: Expulsion recommendation and law-enforcement notification.

District Minimum for a Second School-Career Incident: Expulsion recommendation and law-enforcement notification. A second offense during the student's senior year also results in exclusion from commencement and graduation ceremonies under the district handbook.

District Maximum for a Second School-Career Incident: Expulsion recommendation and law-enforcement notification.

Clarification: A suspected medical emergency will be addressed as a health and safety matter first. School discipline may follow after the student is safe and the circumstances have been investigated.

Distribution of Alcohol, Marijuana, Drugs, or Controlled Substances

Distribution includes selling, giving, delivering, sharing, exchanging, or intending to distribute alcohol, marijuana, controlled substances, mood-altering substances, or medication.

Initial Response: Level 3 Dangerous Behavior.

District Response for Alcohol Distribution: At minimum, activity suspension and law-enforcement notification; at maximum, expulsion recommendation and law-enforcement notification.

District Response for Marijuana or Controlled-Substance Distribution: Expulsion recommendation, activity suspension, and law-enforcement notification.

Clarification: Distribution may exist without money changing hands. Giving or sharing a prohibited substance may be treated as distribution.

Tobacco, Nicotine, and Vaping Products

Prohibited conduct includes possessing or using cigarettes, cigars, pipe tobacco, chewing tobacco, nicotine products, vaping devices, cartridges, or related paraphernalia.

Initial Response: Level 2 Significant Behavior.

District Minimum: Tobacco-cessation programming and suspension, including out-of-school suspension as listed in the district matrix.

District Maximum: Expulsion recommendation and law-enforcement notification.

Clarification: A vaping device or container suspected of containing marijuana or another controlled substance may be addressed under the district's marijuana or controlled-substance provisions rather than solely as tobacco or nicotine.

Theft and Robbery

Theft includes knowingly taking, giving, receiving, or possessing another person's property without permission.

Initial Response for Theft: Level 2 Significant Behavior.

District Minimum for Theft Valued at \$500 or Less: Detention or suspension. The victim may contact law enforcement.

District Maximum for Theft Valued at \$500 or Less: Expulsion recommendation and law-enforcement notification.

District Minimum for Theft Valued Over \$500: Suspension and law-enforcement notification.

District Maximum for Theft Valued Over \$500: Expulsion recommendation and law-enforcement notification.

Robbery involves taking another person's property through force, threats, or intimidation.

Initial Response for Robbery: Level 3 Dangerous Behavior.

District Minimum for Robbery: Suspension and law-enforcement notification.

District Maximum for Robbery: Expulsion recommendation and law-enforcement notification.

Clarification: Possessing property known or reasonably believed to have been stolen may be treated as theft. Restitution or return of property may be required in addition to other consequences.

Extortion

Extortion is obtaining or attempting to obtain property, money, services, information, or action through threats or intimidation.

Initial Response: Level 3 Dangerous Behavior.

District Minimum: Suspension and law-enforcement notification.

District Maximum: Expulsion recommendation and law-enforcement notification.

Forgery, Lying, and Providing False Information

Forgery includes writing, altering, signing, or submitting false or misleading information to school personnel. It may include falsifying passes, attendance information, signatures, records, school documents, or electronic communications.

Initial Response: Level 2 Significant Behavior.

District Minimum: Detention or suspension.

District Maximum: Expulsion recommendation.

Clarification: Everyday student dishonesty will be addressed through problem-solving and appropriate accountability. Conduct involving falsified official documents, safety information, accusations, attendance records, or another person's identity may warrant a more serious response.

Vandalism, Graffiti, and Property Damage

Vandalism is intentionally damaging, defacing, misusing, or destroying property belonging to another person, the school, or the district.

Initial Response: Level 2 Significant Behavior. Extensive damage, dangerous conduct, or conduct creating a serious safety risk may be Level 3.

District Minimum: Suspension. The victim may contact law enforcement.

District Maximum: Expulsion recommendation and law-enforcement notification.

Clarification: Students and families may be responsible for restitution, repair, cleaning, or replacement as permitted by law and district policy. Accidental damage should be reported immediately and will be distinguished from intentional vandalism after investigation.

Technology Violations

Technology violations include accessing inappropriate websites, using inappropriate language or social media, circumventing security or filtering systems, accessing another person's account, compromising privacy, recording or distributing content without authorization, cyberbullying, or using a device to facilitate another prohibited act.

Initial Response: A routine, low-impact violation may be Level 1. Repeated, harmful, deceptive, threatening, sexual, or security-related conduct is Level 2 or Level 3.

District Minimum: Student conference, investigation, and loss of privileges.

District Maximum: Expulsion recommendation and law-enforcement notification.

Clarification: School consequences may apply to off-campus electronic conduct when the conduct has a sufficient connection to school, threatens safety, targets members of the school community, or substantially disrupts school operations.

Leaving Class, Leaving Campus, and Truancy

Truancy is an unexcused absence from class. Leaving class or campus without permission is a safety and attendance concern.

Initial Response: Level 2 Significant Behavior.

District Minimum for Truancy: Detention or suspension.

District Maximum for Truancy: Expulsion recommendation.

Clarification: Students must receive permission before leaving an assigned area. Leaving class to access a phone, vehicle, food delivery, or another unauthorized item is Level 2. Repeated attendance concerns will also be addressed through the school's attendance intervention process and applicable Colorado attendance requirements.

Tardiness

A tardy is arriving to class after the expected start time without an accepted excuse.

Initial Response: Ordinarily Level 1. At Snowy Peaks, three tardies require Level 2 problem-solving and may result in an attendance or behavior contract.

District Minimum: Student conference or detention.

District Maximum: Loss of class credit or suspension.

Clarification: Before imposing a serious consequence, the school will consider patterns, documented barriers, disability-related needs, transportation issues, and applicable attendance procedures.

Gang-Related or Unsafe Group Activity

Gang-related conduct includes clothing, signals, insignia, gestures, coordinated intimidation, or group behavior associated with gang activity or unsafe mob mentality.

Initial Response: Level 2 or Level 3, depending on the conduct and safety risk.

District Minimum: Student conference, suspension, and law-enforcement notification.

District Maximum: Expulsion recommendation and law-enforcement notification.

Clarification: Student friendships, cultural expression, and ordinary group affiliation are not prohibited. The concern is conduct reasonably connected to intimidation, threats, disruption, recruitment, violence, or unsafe group activity.

Gambling

Gambling includes betting money, property, services, or anything of value on an event, game, competition, or chance-based outcome.

Initial Response: Level 1 or Level 2, depending on repetition, value, coercion, or use of technology.

District Minimum: Student conference.

District Maximum: School suspension.

Public Displays of Affection and Sexual Conduct

Students must maintain appropriate physical boundaries at school and school activities. The district identifies displays of affection beyond hand-holding as inappropriate.

Initial Response: Ordinarily Level 1, followed by Level 2 when repeated or when a student refuses to follow expectations.

District Minimum: Student conference.

District Maximum: Suspension or expulsion recommendation.

Clarification: Consensual public displays of affection are different from harassment, coercion, indecent exposure, or nonconsensual sexual contact. Those behaviors require an immediate office and safety response under the applicable district provisions.

How District Policy Is Applied

School administrators determine the applicable district violation after reviewing the facts of an incident. The Snowy Peaks level describes the school's initial response; it does not reduce or expand the consequence range established by district policy.

Nothing in this section prevents the school from:

- Taking immediate action to protect safety.
- Contacting emergency services or law enforcement.
- Conducting a threat or suicide-risk assessment.
- Implementing a safety or no-contact plan.
- Making a mandatory report.
- Providing protections required by an IEP, Section 504 plan, or other applicable law.
- Addressing conduct under a different district category when the investigation establishes that another definition is more accurate.

Students will receive applicable due-process protections before exclusionary discipline is imposed. Parents or guardians will be notified as required by district policy. Problem-solving, restorative work, counseling, reentry planning, and opportunities to repair harm may accompany discipline when appropriate.

Responses and Restorative Practices

Depending on the behavior and district requirements, responses may include student and family conferences, reflection, apology or repair, community service, restitution, loss of privileges, mediation, behavior or attendance plans, counseling or outside referral, detention, in-school or out-of-school suspension, law-enforcement referral, or expulsion recommendation. Restorative practices supplement accountability and may not replace a required district response.

Suspension and Reentry

Students serving in-school or out-of-school suspension may not participate in extracurricular practices, contests, performances, or events until permitted under district and activity rules. A reentry meeting may include the student, parent or guardian, administrator, and support staff. The meeting identifies expectations, needed support, repair, safety considerations, and a plan for successful return. Safety-related incidents may require a threat assessment, safety plan, or consultation with mental-health staff.

11 Bullying Harassment Discrimination and Reporting

Bullying and Conflict

Bullying includes written, verbal, physical, or electronic conduct or a pattern intended to coerce, intimidate, or cause physical, mental, or emotional harm. Bullying may be physical, verbal, relational, or electronic. Conflict generally involves disagreement between people with relatively equal power. Conflict can still cause harm and requires problem-solving, but bullying typically involves an imbalance of power and conduct intended to harm, humiliate, or control.

Harassment and Discrimination

Harassment or discrimination may involve conduct connected to a protected characteristic, including disability, race, creed, color, sex, sexual orientation, gender identity or expression, immigration status, marital status, national origin, religion, ancestry, or need for special education services. Sexual harassment, sex-based discrimination, and retaliation are prohibited. All staff who receive a report or observe indications of sex-based discrimination or sexual harassment must forward the information according to district Title IX procedures.

How to Report a Concern

Students and families may report concerns to any teacher, counselor, administrator, or trusted school employee. Urgent safety concerns should be reported immediately. Anonymous concerns may be submitted through Safe2Tell at 1-877-542-SAFE or safe2tell.org. Emergencies should be reported to 911.

School Response and Student Support

The school will document and respond to reports according to district procedures. Responses may include investigation, preservation of evidence, interviews, safety planning, no-contact expectations, schedule or supervision adjustments, restorative processes when appropriate, discipline, mental-health support, and referral to law enforcement. Confidentiality will be protected to the extent permitted by law and consistent with an effective response. Retaliation is prohibited.

12 Health Safety and General School Information

Health Services

Snowy Peaks students may access the School Based Health Center located at Summit Middle School. The Summit Middle School nurse clinical number is 970-368-1257. Families should ensure that emergency contacts, health information, and permissions are current. Students should promptly report injuries, illness, concussion symptoms, or mental-health concerns.

A parent or guardian must complete, sign, and date the annual School Based Health Center consent before a student may receive care from a physician assistant or nurse practitioner. Parent or guardian consent is also required for Tylenol. Consent applies to the current school year and may be changed or revoked according to current health-center procedures.

Immunizations and Medications

Students must meet Colorado and district immunization requirements or have appropriate documentation on file. Prescription and over-the-counter medications must be handled according to district policies JLCD, JLCD-R, and JLCD-E. Medication must be provided in the original labeled container with required parent and medical-provider authorization. Students may self-carry only when authorized under district procedures. Medical marijuana may not be possessed or used at school except as specifically permitted by applicable law and district policy.

Visitors

All visitors must report to the school office immediately, provide identification when requested, sign in and out, wear a visitor credential, and follow staff directions. Visitors may be accompanied by a district employee. Additional building procedures may be used to protect safety and learning.

School Closures and Emergency Communication

The district communicates closures, delays, and emergency information through its current alert systems, district and school websites, and other official channels. Families are responsible for maintaining current contact information and reviewing district alerts.

Transportation Parking and Lockers

Students using district transportation must follow district vehicle rules and staff directions. Riding privileges may be suspended for unsafe or inappropriate conduct. Student drivers must park in designated areas and operate vehicles safely. Access to vehicles during the day requires staff permission.

Lockers are school property provided for student convenience. Students should secure belongings, avoid storing valuables, maintain cleanliness, and use only approved locks. Lockers, vehicles, and personal property may be searched in accordance with district policy JIH.

Food and School Property

Food and beverages are permitted only in designated areas or with staff permission. Containers must be sealed when transported. Students may not throw food, order unauthorized deliveries, sell food without approval, or leave trash. Students are responsible for caring for school property and may be required to make restitution for loss or damage.

Dress Code

Snowy Peaks follows district policy JICA. Students must wear a top, bottom, and footwear. Clothing and appearance must meet health and safety requirements and may not expose private body parts; use undergarments as primary clothing; promote illegal or violent conduct, drugs, alcohol, tobacco, weapons, or gang affiliation; depict hate speech, intimidation, or intolerance; contain inappropriate or legally libelous language; or make the student's face unidentifiable, except for religious, medical, or protective purposes. Courses and activities may require additional safety attire.

13 Family School Communication

Staying Informed

- PowerSchool provides access to grades, attendance, schedules, and other student information.
- Families receive weekly Green, Yellow, and Red status information.
- The Snowy Peaks Family Facebook group and the Yeti Principal YouTube channel provide school updates and celebrations.
- District alert systems provide closure, delay, and emergency information.
- Weekly newsletters and direct school communication provide upcoming dates and reminders.

Resolving a Concern

1. The student should speak openly with the person involved and begin with, "Can I problem-solve?"
2. The parent or guardian should contact the staff member directly when additional support is needed.
3. If the concern remains unresolved, include the principal or counselor.
4. Further discussion may occur in a meeting with the student, family, staff member, and administrator as appropriate.

Contacting Snowy Peaks

Principal: James Smith | james.smith@summitk12.org | School: 970-368-1901

Main Office: 970-368-1900

Families who need interpretation, translation, accessibility support, or another communication accommodation should contact the school.

Nondiscrimination and Equal Opportunity

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Summit School District does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services.

Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

Complaint procedures have been established for students, parents, employees, and members of the public. The following person has been identified as the compliance officer and the Title IX Coordinator:

Chief Talent Officer, Andrea Verzantvoort
150 School Rd., P.O. Box 7, Frisco, CO 80443
970-368-1006
andrea.verzantvoort@summitk12.org

Outside Agencies

Complaints regarding violations of Title VI (race, national origin), Title IX (sex, gender), or Section 504/ADA (handicap or disability) may be filed directly with the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Boulevard, Suite 310, Denver, Colorado 80204.

Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

[Current Summit School District nondiscrimination and complaint information](#)

Appendix A Family Behavior Quick Reference

Behavior Response Reference

The Snowy Peaks Behavior Response Flowchart appears on page 31. It summarizes the teacher-managed and office-managed pathways used when behavior concerns arise.

What Families Can Expect

- Clear communication about the concern and the applicable expectation.

- A response focused on safety, accountability, learning, repair, and future success.
- Family notification when required by district policy or appropriate to the impact and response.
- An opportunity for the student to problem-solve and participate in a return-to-learning plan when appropriate.
- Application of the Summit School District Conduct and Discipline Handbook whenever a district-defined violation is involved.

Appendix B Governing District Policies

This list supports navigation and does not replace the complete Board policy manual or district Conduct and Discipline Handbook.

Policy	Topic
IKA	Grading and assessment systems
JB	Equal educational opportunities
JBB	Sexual harassment
JH	Student attendance
JICC and JICC-R	Student conduct in school vehicles
JICDA	Code of conduct
JICA	Student dress code
JICH and JICH-R	Drug and alcohol involvement
JICJ	Electronic communication devices
JIH	Search and seizure
JICI	Weapons in school
JLCD JLCD-R and JLCD-E	Administering medications to students
JS and JS-E1	Student use of the Internet and electronic communication
KI	Visitors to schools
JJJ and JJJ-R	Athletic and activity eligibility
JJH-R	Field trips and school travel
JLF	Child abuse reporting