

ADDENDUM TO CHARTER SCHOOL CONTRACT

THIS ADDENDUM TO CHARTER SCHOOL CONTRACT ("Addendum"), effective as of the 9th day of January, 2018, is made and entered by and between the BOULDER VALLEY SCHOOL DISTRICT RE-2 ("School District") and PEAK TO PEAK CHARTER SCHOOLS, INC., a Colorado non-profit corporation ("Charter School"), by its Board of Directors.

RECITALS

WHEREAS, on May 12, 2015, the parties entered into a Charter School Contract ("Contract") that expires by its terms on June 30, 2025; and

WHEREAS, on January 9, 2018, the Board of Education of the School District approved Peak to Peak Charter School's request for waiver of state law relating to kindergarten school readiness assessment, specifically C.R.S. 22-7-1014(2)(a) and C.R.S. 22-7-1019 (4).

NOW, THEREFORE, in consideration of the foregoing Recitals, incorporated herein, and their mutual promises, the parties agree as follows:

- A. Exhibit D of the Contract is amended to incorporate Attachment A, attached hereto.
- B. **Ratification**. In all other respects, the Contract will remain unchanged and is hereby ratified and confirmed.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first above written.

PEAK TO PEAK CHARTER SCHOOLS, INC.
A Colorado non-profit corporation

By: 

Name: HANK DALTON
Chair, Board of Directors

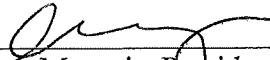
ATTEST:

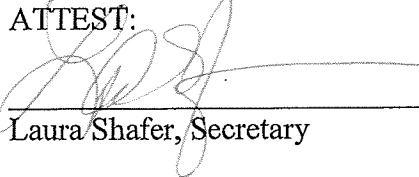
Kerry Rees

1-17-2018

Date

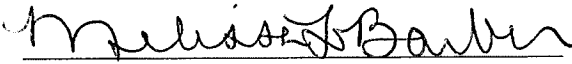
BOULDER VALLEY SCHOOL DISTRICT RE-2

By: 
Tina Marquis, President
Board of Education

ATTEST:

Laura Shafer, Secretary

1/23/18
Date

APPROVED AS TO FORM:


School District Attorney

STATUTE WITH DESCRIPTION

C.R.S. 22-7-1014(2)(a) and C.R.S. 22-7-1019 (4) – School Readiness and Assessment, which requires districts to administer school readiness assessments to each kindergarten student and to report those results to the state.

RATIONALE

Peak to Peak is responsible for its own curriculum and assessments to ensure that students are achieving and growing at an appropriate rate in order to achieve the college preparatory vision and mission of the school. The domains of physical well-being, motor development, social-emotional development, language and comprehension development, cognition and general knowledge in math and literacy have been and are being assessed daily through the use of existing curriculum and assessments. Support is readily available through numerous sources that meet the spirit and intent of the School Readiness and Assessment law.

Peak to Peak will not participate in state reporting since the school will be using its own school readiness assessments. Peak to Peak's readiness data will not be generated in the same manner as the school readiness data generated by a State-Board-approved school readiness assessment.

MANNER IN WHICH PEAK TO PEAK WILL COMPLY

Peak to Peak's curriculum and assessments are addressed through school performance measures defined in the School Accountability Reporting Act and included in the Charter School Agreement. Additionally, using its own internally-developed measures, Peak to Peak will assess each component of school readiness that is defined in statute as follows:

Within the classrooms, teachers use multiple assessments for students addressing a variety of domains. Using developmentally appropriate methods, research-based benchmarks, and individualized goal setting, teachers aim to assess and then teach to those needs. Peak to Peak uses a combination of computerized adaptive testing (*i-Ready Reading* and *i-Ready Math*), verbal 1:1 assessments (school-developed standards-based math test, Running Records using *Fountas/ Pinnell* Levels, language screeners, letter-ID, sound-ID, *Orton-Gillingham* screeners, math screeners, SEL screeners), anecdotal observations (memory tasks, classroom performance, small group instruction for math/ reading/ writing, participation and achievement in science, social studies, social-emotional learning program, friendship development, school-wide behavior program, DRDPK Observation Worksheets), and other formal and informal

testing as recommended by approved curriculum sources and research-based instructional methods.

Peak to Peak will administer these school readiness assessments (*DRDP-K Rubric* and *i-Ready Reading & Math*), which are research-based, valid and reliable, within the first 60 calendar days of the school year. The school will develop individualized readiness plans informed by the school readiness assessment data for all kindergarten students. The results of the school readiness assessments will not be used to deny a student admission or progression to first grade.

1. **Physical well-being and motor development** will be measured through the DRDPK rubric within the first 60 days of school, and additionally in physical education coursework through specific and measureable assessments related to kindergarten standards. Records are kept of each student's ability to perform various motor activities, and growth is measured from beginning of year to end of year. Classroom teachers regularly conduct guided recess observations, noting student who need additional supports or development. Additionally, classroom tasks such as handwriting, shoe tying, and school-wide movement exercises provide opportunities to assess and document needs and strengths. Physical well-being is equally observed and attended to, with teachers instructing and reinforcing skills such as proper care of germs, hygiene, and other age-appropriate tasks. Physical skills and well-being are one category of record on the school-developed progress report used a minimum of three times per year, and a part of the parent-teacher conference checklist used twice per year.
2. **Social and emotional development** are key parts of Peak to Peak's elementary education program. These skills will be measured through the DRDPK rubric within the first 60 days of school. Additionally, each day, kindergarteners participate in a minimum of 15 minutes of social-emotional instruction and practice as a class, using the *In Focus* program as the main guide. Teachers use daily mini-assessments to observe or collect data from students. Weekly themes provide guided topics and questions for determining mastery of skill in students. Three main unit categories are spread across the year, and at the end of each unit contain assessment points and checklists for teachers to use to assess each student. These strengths and needs are communicated to parents as part of the parent-teacher conference checklist twice per year, and included in the school-developed progress report used a minimum of three times per year, with approximately five benchmark points rated.

3. **Language and comprehension development** are priorities in kindergarten. Each student is assessed before school begins using state-required tests (*i-Ready Reading*), as well as school-based measures such as Running Records, letter/ sound assessment, and other formalized testing. These tests are repeated at middle of year and end of year checkpoints. Students are formally tested a minimum of once per month on reading levels including fluency and comprehension. Additionally, weekly sight words are assessed in small groups and recorded to show progress and growth. Curriculum-based measures, as well as school-developed screeners, are used as an additional piece of information. Parents receive updates on reading levels, sight word mastery, and other language skills approximately once per month in a combination of academic updates, parent-teacher conferences, and report cards. Four times per year parents receive a report of 11 reading and language development benchmarks. Teachers use *Orton-Gillingham* screeners to assess students, and apply strategies from that methodology to assist in teaching students. Oral language and written language skills are also assessed through observations, formal tests, and work samples. These are provided to parents at parent-teacher conferences twice per year, and report cards three times per year. Peak to Peak participates in state *Access* testing for English language development, and teachers use the *WIDA* framework for observations and targeted skill development.
4. **Cognitive and General Knowledge in math and literacy** are areas that address multiple other learnings and expectations. Math assessments measure ability to think, reason, and demonstrate number sense and numerical knowledge. Peak to Peak administers specific assessments at the beginning, middle, and end of year. *i-Ready Math* is used during these times to help in assessing overall math sense and cognitive reasoning. Additionally, school-developed and curriculum-based assessments are given, specific to math benchmarks and expectations listed in state standards. Scores and growth progress are discussed during parent-teacher conferences twice per year, report cards three times per year, and school-developed progress reports listing approximately 14 skills. Other General Knowledge assessments are given through the instruction of science and social studies. *FOSS* kits are used regularly and assessments are given through that program measuring abilities such as: think, reason, explain, hypothesize, revise. Each module contains assessments that give formative and summative information to teachers about student learning. Observations are used in addition to formalized assessments measuring Cognitive and General Knowledge performance. Information is shared at a minimum during parent-teacher conferences twice per year and on extended report cards three times per year. School-developed assessments of skills such

as students memorizing address and phone number, or demonstrating patterning and connection making, are used at least monthly. Daily routines of calendar, class meeting, journal entries, peer discussions, and oral language activities provide specific opportunities to observe and make note of needs and strengths in these areas. The DRDPK Observation Worksheets provide guidance on specific areas to observe and report.

For each kindergartner, parent-teacher conferences twice per year include reports on social-emotional achievements and needs, motor abilities- both gross motor and fine motor performance, reading and language achievement and growth, math achievement and growth, general knowledge and cognitive processing. Additionally, it has long been a practice of Peak to Peak Kindergarten to set goals collaboratively with parents/guardians for each individual student based on needs addressed through these updates. Academic updates are sent home regularly, and report cards sent home three times per year include an extra school-developed progress report with extensive information on the above areas, including and extending beyond domains described in CAP4K. The development of School Readiness Plans for each individual child will continue during parent-teacher conferences held in the first trimester of each school year.

In lieu of participating in state reporting, Peak to Peak will keep trend information on file that can be used to inform a continuous improvement process for the school as it relates to supporting students with school readiness success.

PLAN FOR INTERVENTION

Peak to Peak Elementary uses a robust MTSS (multi-tiered system of supports) structure to organize and provide intervention for students. Beginning-of-year assessments administered to all students flag students who may be in need of additional supports. Screeners are administered in reading, math, physical education, and general classroom functioning for students that do not perform as expected at the beginning of year. Based on the scores of these screeners, students are placed into flexible reading intervention groups, math intervention groups, behavior or social-emotional groups, and additional groups as needed. Reading and math groups typically meet 4-5 days a week; behavior, social-emotional, and other groups typically meet 1-2 days a week. Targeted groups are taught by either classroom teachers or specialized interventionists. All Intensive groups are taught by specialized interventionists (different than classroom teachers), providing targeted and intensive instruction related to areas of identified need. The groups are consistently monitored for progress, and changes are made in and out of intervention as classroom performance and intervention progress indicate would be appropriate.

Peak to Peak uses research-based and approved resources to provide interventions, such as *Orton-Gillingham* (reading), *enVision In Focus Math System* (math), *Zones of Regulation* (behavior), *Well Managed Schools* (behavior), school-developed or district-recommended resources, and other recommended strategies as needed. Progress monitoring occurs through the specific programs, in combination with other benchmark tests described in the assessment section. Additionally, *AIMSweb* probes are administered to intervention students or other students performing below grade level in the areas of reading, writing, and math.

DURATION OF THE WAIVERS

Peak to Peak requests that the waiver be in effect for the duration of its contract with the Boulder Valley Board of Education.

FINANCIAL IMPACT

Peak to Peak anticipates that the requested waiver will have no financial impact upon the Boulder Valley School District. Peak to Peak must operate within its budget and the cost of any replacement policy impact has been included in the budget.

HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED

The impact of this waiver will be measured by the performance criteria and assessments that apply to Peak to Peak's curriculum and overall program design, as per the Charter School Agreement.

EXPECTED OUTCOME

With this waiver, Peak to Peak will be able to provide appropriate assessments and support to ensure student success in higher levels of learning in all academic content areas, per the Charter School Agreement.

