

Summit Middle Charter School
Boulder Valley School District
Colorado

Policies



Summit Middle School
4655 Hanover Avenue
Boulder, Colorado 80305

Policies

Summit has developed the policies necessary for the operation of the school. The Summit Board continues to consistently implement existing policies and will continue to formulate or revise policies as needed for effective governance of Summit. In addition to Summit's policies, there are three other key sources should be consulted on policy matters:

Bylaws

Summit's Corporate Bylaws, which were approved by the Internal Revenue Service as a condition of receiving status as a 501(c) (3) organization, include requirements concerning the operation of the school and the board. These include specifications for membership, votes by the membership, general meetings, composition of the board, qualification of directors, operations of the board, powers of the board, duties of officers, financial requirements, conflicts of interest and non-profit status. A copy of Summit's bylaws is available in the front office.

Charter Contract with BVSD

Summit is chartered by the Boulder Valley School District, and operates in accordance with a contract between Summit and BVSD. That contract includes many requirements for the operation and management of the school that, and waivers from many BVSD policies. A copy of the current contract is available for review in the front office.

BVSD Policies

Summit's contract with BVSD provides that, *"In the event of a conflict concerning the interpretation or enforcement of this Contract, the Renewal Application, and the application of Board policies, procedures, regulations, or other requirements, other than those for which waivers have been granted, it is agreed that this Contract shall control..."* The district policies referenced within this document can be viewed on the BVSD Web site, www.bvsd.org. Summit Middle Charter School will request waivers from any future Boulder Valley School District policy or regulation that is in conflict with the mission, objectives, educational and administrative components of Summit's middle school program.

Policy Organization

Foundations, Basic Commitments and Governance

Student Conduct, Activity, and Dress

Instruction and Curriculum

Public Participation and Public Complaints

Employment

School Administration

Fiscal Management & Oversight

Job Descriptions

Appendix A: Bylaws of Summit Middle Charter School

Appendix B: BVSD & State Waivers (6/06)

Foundations, Basic Commitments and Governance

- **Mission**
- **Goals and Objectives**
- **Legal Structure and Organization**
- **Conflict of Interest**

Mission

The mission statement of Summit Middle Charter School shall be:

- To provide a rigorous, academic curriculum that promotes high levels of student effort and academic achievement.
- To foster high self-esteem through stimulating intellectual challenge and meaningful academic accomplishment.
- To inspire in students a lifelong love of learning and a desire for self-development.
- To create a community of peers who value scholarship, academic achievement, and creativity.
- To serve as an excellent preparation for students intending to study in the International Baccalaureate program and other college-preparatory high school programs.

Goals and Objectives

For the Program

- To expand educational choices within the Boulder Valley School District by offering middle school students the opportunity to enroll in a rigorous academic program.
- To provide the option of advanced classes for any student on a self-selecting basis.
- To group students according to subject mastery rather than grade classification or age.
- To challenge each student in every course.
- To elicit academic achievement commensurate with each student's ability.
- To maintain an unwavering commitment to the mastery of educational fundamentals (content) and the development of critical-thinking skills (process).
- To enhance each student's social and emotional development and to foster positive relationships among peers.
- To recognize that its customers are students, parents and the community and to be responsive and accountable to their concerns.
- To strive to reflect the diverse population of the Boulder Valley School District.
- To meet or exceed District and State curriculum, content, and performance standards.
- To monitor the program and evaluate it regularly.

- To implement a code of conduct that will insure safety, civility, and an optimum learning environment.

For the Student

- To realize one's intellectual and personal potential.
- To have high expectations for performance in all curriculum areas.
- To eagerly meet academic challenges and learn to take intellectual risks.
- To reason critically, solve problems creatively, develop intellectual integrity, tolerate ambiguity, and express ideas competently and fluently in oral and written presentations.
- To acquire a genuine love of learning that will be a lifelong source of strength and enjoyment.
- To internalize the values of personal responsibility, individual freedom, and respect for others.
- To appreciate the human capacity and drive to enjoy and improve the quality of life over time.
- To acquire a firm understanding and command of the English language as a means of communication and to develop admiration for the elegance and richness of human expression.
- To begin or continue the study of a foreign language in 6th grade and to continue for the duration of the middle school years.
- To acquire research skills as a means of developing individualized learning, independent thinking, and self-reliance.

For the Faculty

- To continue intellectual and professional development and to pursue further education in a primary academic discipline.
- To understand, model and foster independent thinking skills, creative problem solving, and abstract reasoning.
- To develop with parents and students a cooperative partnership based on mutual respect and objectivity.
- To show empathy and understanding and to share ideas and observations with the students and the parents.
- To assess student performance frequently and objectively.

Adopted May 18, 2006
Replaces BVSD File AD, ADD, AF

Legal Structure & Organization

Summit is a parent-founded charter school. An elected board of directors establishes policies that govern all aspects of the school, including hiring, curriculum & curriculum materials, finance and facilities.

Summit is a Colorado non-profit corporation, with designation by the Internal Revenue Service as a 501(c)(3) corporation. Summit will comply with laws and regulations required to retain the non-profit status and IRS designation.

Summit is a public charter school chartered by the Boulder Valley School District. Summit is subject to BVSD policies except for those policies for which Summit has obtained a waiver from BVSD or which are superseded by the contract between Summit and BVSD. Except for those Colorado laws for which Summit has obtained a waiver from the state board of education, Summit is subject to all federal and Colorado laws applicable to charter schools, including:

- Federal and State laws regarding nondiscrimination in staff recruitment, hiring, assignments, and promotion, including C.R.S. 22-30.5-104(3).
- Child Protection Act of 1987.
- Federal Educational Rights Privacy Act.
- Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which require that there be a mechanism for employees to complain about alleged discrimination.
- Colorado Public Employees Retirement Association (PERA) and workers' compensation statutes.
- Fair Labor Standards Act.
- Title VI of the Civil Rights Act of 1964.
- Title IX of the Education Amendments of 1972
- Federal, state, and local laws regarding a drug-free work place

Bylaws

The Bylaws of Summit Middle Charter School, Inc., establish requirements for votes by the membership, annual meetings, board member qualifications, elections of board members, officers, regular meetings, recordkeeping, voting procedures, and meeting frequency for the board. The board shall implement these and other requirements of the Bylaws.

Meetings of the Board

All meetings of the board of directors are open to the public. Summit and its directors will comply with the Colorado Open Meetings Law, also known as the Sunshine Act. Executive sessions will be used only for the purposes provided for in CRS §24-6-402(4), and no votes will be taken in executive session. Meeting dates will be announced in the Summit Newsletter, which is sent to all families and copies of which are available in the office. Meetings scheduled after newsletter publication will be posted on the bulletin board outside the office. The board may hold public work sessions and retreats but may not take votes at these meetings. All directors are invited to attend every meeting of the board.

The chairperson of Summit's board establishes the agenda for each meeting. Unless otherwise approved by the board, the agenda for each regular meeting will include a call to order, approval of minutes, parent and teacher concerns (public participation), action items, resolutions and discussions, report from the principal, report from the chairman, other board member concerns, committee reports and, if appropriate, executive session.

The secretary records the minutes of each meeting and prepares a draft of the minutes for review and approval at a subsequent meeting. The secretary signs and files the approved minutes. All current-year approved minutes of the board of directors will be available for public review in the office. Minute books from prior years are available for review at the office of Summit's business manager.

The treasurer prepares a budget for the school and reports, in cooperation with the business manager, on the financial operations of the school on a regular basis.

Policies and Regulations

The board establishes policies for Summit. Approved policies are published on Summit's website, www.summitmiddle school.org. The board will appoint a committee to review policies on an annual basis. The secretary of the board shall maintain the master set of adopted policies.

The board reserves the right to review regulations issued by the administration, but it shall revise or veto such regulations only when, in the board's judgment, they are inconsistent with the mission, goals and objectives of the school or they are inconsistent with the intent of the policies adopted by the board. Regulations will be approved by the board when this is required by state law or when strong community, staff, or student attitudes make it advisable for the regulation to have board approval.

In cases when emergency action must be taken, and the Board has provided no guides in policy for such action, the Principal shall have the power to act. He is encouraged to consult with the chairperson or other officer if time permits. His decisions, however, shall be subject to review by the board at its next regular meeting. It shall be the duty of the Principal to inform the board promptly of such action and any need for policy.

The principal will promptly advise the board of any new or revised BVSD policies so that the board may determine if a timely objection must be filed within the thirty day window allowed in Summit's contract with BVSD.

Duties and Responsibilities of the Board

Among its duties, the board approves policies, job descriptions, staffing, hiring, terminations and non-renewals, contracts, budget, and course offerings and numbers of sections to be offered each year. The board has overall fiduciary responsibility for the school including financial oversight, controls, budget and long range financial planning.

The board evaluates the principal and the professional staff annually, and may delegate to the principal the responsibility for evaluating the administrative staff. The board creates committees to investigate, analyze, and report back to the board their findings. Standing committees will

include an accountability committee (AAA), a hiring committee, a technology committee, a community building committee, an enrollment growth committee, a facilities committee, and a Tools for Learning committee. Other committees may be established on an ad-hoc basis by the board or the principal.

The board acts as a whole. Individual board members do not speak for the board unless they have been so authorized by the board. Individual board members may not commit the board.

The principal is the chief executive officer of the school, and is responsible for implementing all policies and decisions of the board and ensuring that the school follows applicable federal and state laws and any district policies that have not been waived. The principal manages the school, manages all personnel, and approves expenditures consistent with the school's approved budget. The principal is an ex-officio member of the board, but does not vote. The principal is a full participant in discussions of the board and is expected to be the chief academic leader of the school, fully committed to the mission, goals and objectives of the school.

Board members are volunteers who do not receive any financial compensation for serving on the board and who may not be employees of the school. They may be reimbursed for documented and approved out-of-pocket expenses. Board members are subject to the school's Conflict of Interest policy.

Adopted 5/18/2006
Replaces BVSD File AA, ABA, ABB, ABC, AC, BAA, BBA,
BD, BDA, BDB, BCB, BDC, BDDA, BDDDB, BDDC, BDDG,
BE, BF, BFC, BFCA, BFE, CHD

Conflict of Interest

Because Summit Middle School (“Summit” or the “School”) is a public charter school within the meaning of C.R.S. §22-30.5-104, and because Summit is governed by a Board of Directors (the “Board”) elected by the School community to serve without compensation, holding the position of a Summit director is a public trust created in the interest of the common good and for the benefit of the School and the public. It is the intent of this policy to maintain that trust and the public confidence, and to prevent the use of a School director’s office for private gain.

For purposes of this policy, the Board declares that situations which present a potential conflict of interest are those in which a Board member will derive from Board action a private benefit that is either pecuniary or personal in nature. A Board member who has a personal or private interest in a matter proposed or pending before the Board shall disclose such interest to the Board in writing or verbally, for recording in the minutes of any regular or special Board meeting, and shall not vote on the matter or attempt to influence the decisions of other Board members in voting on the matter. Any written disclosure will be attached to the minutes of the meeting in which Board action occurred relating to the matter disclosed.

However, if a Board member has complied with statutory disclosure requirements by notifying the Secretary of State of his or her interest in this matter, pursuant to C.R.S. §24-18-110, the member may vote if the member’s participation is necessary to obtain a quorum or otherwise enable the Board to act.

The written disclosure to the Secretary of State shall list as applicable the amount of the member’s financial interest, the purpose and duration of any services rendered, and compensation received for services or such other information necessary to describe the interest.

The Board shall not enter into any contracts with any of its members or with the firm or corporation in which a member has a financial interest, except under the following circumstances:

1. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures.
2. The merchandise is sold to the highest bidder at a public auction.
3. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money.
4. If, because of geographical restrictions, the School could not otherwise reasonably afford the contract because the additional cost to the School would be greater than 10 percent of the contract with the interested member, or if the contract is for services that must be performed within a limited time period in which no other contractor can perform the services.

5. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the Secretary of State and to the Board.

“Financial interest” as used herein does not include holding a minority interest in a corporation.

Except as described above, a Board member shall not be a purchaser at any sale by the school or a vendor at any purchase made by the School.

A member of the Board may request an advisory opinion from the Secretary of State concerning issues relating to the member’s conduct and potential conflict of interest.

A copy of this policy will be filed with Boulder Valley School District.

April 16, 2001
Replaces BVSD Policy BBFA

Student Conduct, Activity, and Dress Policies & Regulations

- **Student Behavior**
- **Student Dress Policy**
- **Student Absence and Excuse Policy**
- **Extracurricular Activities and Academics**
- **Homework Policies and Procedures**
- **Cell Phone and iPod Policy**

Student Behavior

Students are expected to show respect for all people, for individual property, school property, and the environment. Physical or verbal harassment of others, including sexual, ethnic, racial, religious, or bullying, will not be tolerated and may result in any of the following: administrative referral, conference with parents, suspension or expulsion.

- Students must bring necessary materials to class every day.
- Students are expected to do their own work. Cheating (including plagiarism) will result in a zero on the assignment in question and referrals to the principal or Dean for further disciplinary action.
- Students must bring their student planners to class every day.
- Students must be in the classroom and ready for class activities to begin at the designated starting time of each period.
- Students are expected to behave as representatives of Summit on any Summit-sponsored off-site event such as a field trip or extracurricular activity. Inappropriate conduct will result in the student being prohibited from attending any other Summit-sponsored, off-site event for the remainder of the school year.
- Valuable and distracting items such as cassette players, radios, pagers, etc. are not to be used on school grounds. (Headphones may be allowed in study hall.)
- Physical displays of affection are not acceptable on school grounds.
- Possession or use of tobacco, alcohol, and/or illegal substances is strictly forbidden on school grounds.
- Possession of weapons or weapon facsimiles is strictly forbidden on school grounds.
- Students are expected to remain on school grounds, including during lunch, unless checked out at the office and accompanied by a parent or guardian.
- Food and drinks are not to be consumed in the halls, library, auditorium, gym or classrooms. Gum is not allowed anywhere on school grounds at any time. Students are expected to wear neat and appropriate attire.
- Students are expected to take responsibility for their own actions and their own choices!
- Discipline is a dual responsibility. Mutual cooperation between staff and parents or guardian is necessary to encourage acceptable student behavior. Respect for authority, as well as each other is essential. Individual student actions must not interfere with the rights or jeopardize the education of other students.

Summit follows BVSD policies and procedures regarding student conduct, student discipline, suspension and expulsion. The “Student Rights and Responsibilities” handbook is annually mailed to each family with a student enrolled in any BVSD school. That handbook provides additional information on disciplinary procedures.

Replaces BVSD File JFC/JGD/JGDE

Student Dress Policy

A reasonable cleanliness of person and appropriate wearing apparel is an essential aspect of a school culture that is safe, respectful, conducive to learning and free from unnecessary distraction. State law requires shoes to be worn inside public buildings.

- Beach wear, bare midriffs, fishnet shirts, holes in pants or shorts, flannel drawstring pajama-like pants and underwear visible to others are examples of clothing considered inappropriate for school. Short shorts and tank tops with straps less than ½ inches wide are also not acceptable.
- Dress that is dangerous or so distracting that it clearly interferes with the teaching/learning process should not be worn.
- Wearing apparel that endangers the student while s/he is participating in classroom activities, such as labs, industrial arts, and shop-type classes, will not be worn. The decision as to the safety or suitability of the clothing is a matter for the instructor's judgment.
- Sunglasses and hats are not to be worn in the building. (Hats may be worn on Fridays).
- Students will be asked to change clothing that depicts or promotes tobacco, alcohol, or drugs through a logo or message. They will be asked to change clothing that may denote gang association or promote sexual/ethnic/racial harassment or present images or ideas that might be interpreted as such.

Current Practice codified 2005
Replaces BVSD JICA and JICA-R

Student Absence and Excuse Policy

ILLNESS AND EMERGENCY ABSENCES

On the morning that a student is absent due to illness or other emergency, the parent or guardian should telephone the school. If the absence continues for more than one day, the parent or guardian is asked to call each morning until the student returns. (When a child is out sick, the parent or guardian needs to call the school each day the child is out in order for the child to receive an 'excused' absence.) In the case of an unexpected, long-term illness, the parent or guardian may request homework assignments from the office. Please allow 24 hours for these assignments to be gathered from your child's various teachers. Assignments are also found on www.schoolnotes.com. Students have two days for each day of an excused absence to make up missed homework and assignments.

ABSENCE AND EXTRACURRICULAR ACTIVITIES

A student must attend school on the day of an extracurricular event, such as a sport, concert or play, in order to attend that event. A student who is absent, regardless of the reason for the absence, may not participate in any extra-curricular activities on that day.

PLANNED ABSENCES

Absences of several days or more usually have a significant negative impact on grades and educational progress. Although homework and some assignments can be made up, lost instructional time cannot be regained. Parents or guardians are urged to make every possible effort to schedule travel plans during times when school is not in session. Do not schedule extended spring breaks/vacations as this can also impact CSAP testing. If you find that you must remove your child from school, we ask you to write a note to the Summit staff describing your plans and the dates you will be gone. This note should be handed in to the office, where it will be copied and attached to a planned absence form for the student to take to each of his/her teachers for assignments. Parents or guardians should initial the form to show they are aware of what their child will need to accomplish. When your child returns, make sure all of the assignments listed are completed, along with any additional make-up work that needs to be done. Also, the student is required to attend the after-school or lunch-time tutoring sessions of each of his/her core subject teachers until the teacher indicates that the student is caught up on all missing work.

UNEXCUSED ABSENCES

Unexcused absences are those absences not defined as excused. Examples of unexcused absences, include, but are not necessarily limited to, the following:

1. Truancy for an entire school day or for one or more class periods during the school day.
2. Working, other than employment specifically excused as outlined in Excused Absences.
3. Absences occurring after a student arrives at school (either single or multiple periods) will be considered unexcused unless such an absence falls under one of the categories of 'Excused

Absences” and has been previously arranged with the front office by the student’s parents or guardian.

4. Absences for an entire school day, or for one or more class periods during the school day, due to such things as student or family vacations which extend into the school year, as well as for family trips or outings, regardless of whether or not the office has been notified verbally or in writing.

DISMISSAL DURING THE SCHOOL DAY

If a student must be excused during the school day, s/he must bring a note from the parent or guardian explaining the reason for the request and should present it to the Administrative Office before school. The student will receive a pass to excuse him/her from class at the appropriate time. At the time of dismissal, the parent or guardian should meet the child in the Administrative Office. For reasons of safety, students will not be dismissed early except to their parents or guardians. If a student returns to school after being released, s/he must check in at the Administrative Office to pick up a late pass before going to class. Planner passes are only used teacher to teacher during one class period.

EXTENDED SCHOOL YEAR ABSENCES

Summit establishes and publishes a school calendar that includes 180 days of instruction each academic year. Summit students are expected to attend school from the first scheduled day through the last scheduled day, excepting days when there is an excused absence. Vacations during school days are discouraged and are treated as unexcused absences. Students who are not present during the October Pupil Count are not funded by Colorado, though their enrollment counts against the school’s enrollment cap. In the event that a family will be temporarily living outside of the Denver Metro area for the purpose of a temporary work assignment or sabbatical, the family may request a Leave of Absence for the student from the Principal. This leave is granted at the discretion of the Principal, and may be for no more than one school year. The student may not enroll in any other Colorado public school during this time. If a student does not return from the leave of absence on the agreed upon date, the student will be deemed to have withdrawn from Summit. The student, and any younger siblings intending to apply to Summit, would then be required to reapply for admission via the school district’s open enrollment process. If the family returns to Colorado, but does not continue to reside within the boundaries of the Boulder Valley School District, then the student will be required to reapply for Summit via the open enrollment process. Any student who open enrolled at Summit as in-district and subsequently moves out of BVSD must go through the open enrollment process as an out-of-district applicant for the following year’s enrollment determination.

MISSED WORK

Students are responsible for all class work missed due to any absence, either excused or unexcused. Summit allows two days for each day absent to make up work for excused absences. Acceptance of late work due to tardies or unexcused absences is at the discretion of the teacher. Whenever a student's educational progress becomes affected because of tardiness or absences, the teacher and the Dean shall notify and attempt to meet with the parent or guardian so that planning for remediation may occur.

TARDY POLICY

Students who arrive to class after 8:10 a.m., or who are late to any class during the school day, will be considered tardy regardless of the reason for arriving late, other than for medical reasons or a teacher keeping a student late. Students who have four tardies to school or to any class in any one month, or ten tardies during any school year, will be considered habitually tardy. As with students who are habitually truant, a remedial attendance plan shall be developed by the Dean within five days after the student's fourth tardy in the month or within ten days of the student's tenth tardy in a school year. The plan shall be developed with the goal of assisting the student to arrive to school on time and, when practicable, with the full participation of the student's parents or guardian. It shall be the responsibility of the Dean to notify the student and the parents or guardian to review and evaluate the reasons for the student's tardiness. This remedial attendance plan will include consequences for continued tardiness. Consequences will be at the discretion of the Dean.

TRUANCY

According to state law, every child who has attained the age of 7 years and is under the age of 16, except as provided by this section, shall attend public school for at least 1059 hours during each school year. It is the parent's responsibility to see that the child complies with this law. The law provides that a legal petition must be filed when a student establishes a pattern of truancy. Attendance at school is important in developing good work habits and in making the most of educational opportunities. We ask for parental support in reinforcing attendance expectations. In the event that an excessive pattern of absences develops, a doctor's verification of illness may be required. Students absent without the consent of a parent and the school administration are considered truant. Repeated truancy may be cause for interagency follow-up and legal action through the truancy court process. Students are truant if they: leave school for any reason without signing out in the Administrative Office or obtain a pass (Summit Middle School is a closed campus, and once students are on school grounds, they are required to stay unless signed out by a parent/guardian); are absent from school without parent and school administrative permission; are absent from individual classes without teacher permission; obtain a pass to go to a certain place and do not report; become ill and go home without authorization or stay in the restroom instead of reporting to the health room; or come to school, but do not attend classes.

HABITUALLY TRUANT

BVSD defines a student as "habitually truant" who has four unexcused absences from school or

from class in any one month or ten unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences. A remedial attendance plan shall be developed by the Dean within five days after the student's fourth unexcused absence in the month or within ten days of the student's tenth unexcused absence in a school year. The plan shall be developed with the goal of assisting the student to remain in school and, when practicable, with the full participation of the student's parents or guardian. It shall be the responsibility of the Dean to notify the student and the parent or guardian to review and evaluate the reasons for the student's absences. This remedial attendance plan will include consequences for continued absences. Consequences will be at the discretion of the Dean.

Procedures: When a fourth unexcused absence or fourth tardy occurs during a given month or the tenth unexcused absence or tenth tardy occurs in a given school year, the Dean will be notified by the front office. A copy of this notification will be given to the Principal. The Dean will call, send a written notice to the parent or guardian, or request a meeting with the student's parents or guardian – depending on the severity of the situation. If a meeting is required, the Dean shall, at that time, implement a remedial plan to address the student's excessive absences or tardies. A copy of this plan shall be given to the Principal and the student's teachers by the Dean.

Current practice codified 2005
Replaces BVSD file JED /JED-R/IKEA

Extracurricular Activities and Academics

It is Summit's policy that students must maintain a minimum C- grade or above to participate in Summit extracurricular activities, such as sports and performances. At any time if a student receives a D or F in any subject that student will not be allowed to participate or attend any more games, rehearsals or performances until a grade of C- or above has been achieved. (Also, see "Absence and Extracurricular Activities" subsection of the Attendance and Homework Policies.)

Homework Policies and Procedures

Classwork and homework work together to reinforce and enhance school curriculum. Homework is designed to enrich and reinforce the student's learning and is intended to be productive rather than busy work. Students who neglect their homework will be less able to contribute to subsequent class discussions and objectives and will, at times, slow the pace of the class. Parents may not fax forgotten homework assignments.

LATE HOMEWORK AND ASSIGNMENTS

Students should take responsibility for their daily homework and assignments. Should the students anticipate difficulty completing an assignment on time, it is his/her responsibility to meet with the teacher to discuss possible solutions which may or may include an extension for a given homework assignment. Students should expect to lose credit for the late work, up to and including the full value of the assignment.

ADVANCE HOMEWORK REQUESTS

When parents know that a student will be absent due to family trips, advance notice is required. Parents are asked to communicate with the administration or counselor as early possible in the event of an extended absence. At least one week's prior notice is appreciated. Students are responsible for gathering and completing all work missed during an absence.

November 1, 2000

replaces Boulder Valley School District File IKB

Cell Phone and iPod Policy

In order to ensure that as a community we are focused on learning, we need to foster and maintain an atmosphere that is respectful of teachers and cognizant of every student's right to a distraction-free learning environment. Therefore, the following is Summit's policy on cell phones and iPods.

Cell phones are to be turned off and should never be visible or audible during class or assemblies. This includes receiving calls and text messaging. Cell phones may not be used in the hallway during passing periods or while classes are in session.

Cell phones are permitted before the first bell of the day, during lunch and after 3:07.

Should you need to make an emergency phone call at another time please ask the front office for permission to use the school phone.

The following is the consequence for using a cell phone in a manner contrary to that described above: 1) the cell phone will be taken away and placed in the front office; 2) a call will be made home requesting that a parent pick it up; 3) if it happens a second time, your cell phone loses the privilege of being used at school for one month; 4) if it happens a third time it is "three strikes the cell phone is out." The cell phone may not be used at school for the remainder of the school year.

iPods (and similar technological marvels) are permitted before the first bell of the day, during study hall, during lunch and after 3:07. During study hall you may not share headphones; during lunch you are welcome to share headphones.

The consequence for not following this policy is the same as that described above for cell phones: 1) your iPod will be taken away and placed in the front office; 2) a call will be made home requesting that a parent pick it up; 3) if it happens a second time, your iPod loses the privilege of being used at school for one month; 4) if it happens a third time, it is "three strikes the iPod is out." The iPod cannot be used at school for the remainder of the school year.

Adopted 3/2006

Instruction & Curriculum Policies

- **Curriculum**
- **Core Course Descriptions**
- **Elective Course Descriptions**
- **Basic Learning Materials Selection and Adoption**
- **Supplementary Learning Materials**
- **English Department Text Selection**
- **Field Trips**
- **Grading Policy**
- **Parent Conferences**
- **Honor Roll**
- **Parent Teacher Communication Policy**
- **Child Resource Team**
- **Gifted and Talented Education at Summit**
- **Final Exam Policy**
- **Articulation of Summit Courses with High School**

Curriculum

The Summit Board of Directors approves all course names and descriptions.

April 4, 2002

Core Course Descriptions

SUMMIT MIDDLE SCHOOL CORE COURSE DESCRIPTIONS

2005-2006

Updated 12/2004

ENGLISH DEPARTMENT

Summit offers a literature-based curriculum that introduces students to a variety of high-quality works. Each course focuses on responding to and analyzing written works both orally and in writing, with strong emphasis on the writing of essays and other full-length products. In addition, the English department has developed a scope and sequence for grammar study at each level with additional topics introduced or re-taught as necessary. It is the intention of the English department to provide students with the powers of analysis to make reading and writing about literature a meaningful experience, as well as to create engaging experiences with literature that will foster life-long reading pleasure. Students are asked to purchase *Writers Inc.* to use as a resource if they do not already own a copy.

English Level I

English I is the first step in students' journeys toward being effective, stylish writers and autonomous, appreciative readers. In this course students will read, discuss, and respond to a variety of literary and nonfiction works and will learn not only to comprehend them, but also to interact with them on a deeper, more analytical level. In writing, students will master the cohesive, content-rich paragraph and make the transition to the five-paragraph literary analysis essay, as well as begin to develop individual style in both creative and expository pieces. To support students as they become correct speakers and writers, vocabulary, grammar, spelling, and usage will be taught in short instructional units throughout the year and will be reinforced as part of instruction in writing.

English Level II

Students begin English II with a speech unit that prepares them for the communication skills that they will use in the course throughout the year; and, hopefully, will utilize throughout their academic and professional careers. Other than the speech unit, the curriculum will be literature based. Students will expand their knowledge of literary terms that include point of view and figurative language. They will gain greater skill and independence in identifying stylistic and structural elements introduced in English I. Response to literature will not only include analysis

and comprehension, but the students will connect their personal experiences and contemporary issues to the work. Instruction will also focus on refining the five-paragraph essay and using writing, and speaking, to persuade and inform an audience. Grammar topics will include homonyms, punctuation, prepositions, pronouns, and using a variety of sentence structures.

English Level III

Students in Level III will begin to consider universal themes and cultural context in interpreting literature. Close analysis of an author's intent and style will include references to character, conflict, symbol, setting, theme, language, and imagery. Students will broaden their writing and speaking repertoires to include a wider range of tasks, purposes, and audiences, such as persuading, sharing research findings, and entertaining an audience. Writing tasks will involve analysis of poetry and other literature, exposition of author's style, and creative writing. Students will also focus on improving their own personal writing style and command of formal English language. Grammar instruction will include a review of the eight parts of speech, subject-verb agreement, the correct use of commas, and varying sentence structures.

English Level IV

In Level IV students will respond to literature on numerous levels, considering universal themes, cultural and artistic traditions that shape a literary work, and the individual writer's craft. In addition to the literary elements introduced in earlier levels, students will respond to and analyze stories, poems, plays, and novels with respect to genre, tone, diction, and symbolism. In writing, students will continue to expand their experiences with various rhetorical purposes, including exposition of research, comparison/contrast, analysis of literary style, and narration/storytelling. Grammar units will focus on improvement of writing accuracy and style: spelling, internal punctuation, and embedding information using phrases and clauses.

SCIENCE DEPARTMENT

The following is a description of the course offerings in the science curriculum. Students take science all 3 years, beginning with Biological Sciences and the Environment, then Physical Sciences and the Earth, followed by either Advanced Topics in Science or Chemistry/Physics. Biological Sciences and the Environment and Physical Sciences and the Earth meet the middle school Science Standards. There is a \$20.00 materials fee.

Biological Sciences and the Environment

This class addresses the structure and function of the cell, heredity and evolution, classification of living things, plants, animals, the human body, weather, the environment and the water cycle. Students explore the structure of organisms through dissections. Laboratory experiences emphasize the scientific method.

Textbooks:	Life Science	D.C. Heath
	Earth Science	D.C. Heath

Physical Sciences and the Earth

This course consists of two semesters taken in any order. One semester consists of an introduction to physics (material properties, energy, work, mechanics and heat). The other semester consists of an introduction to chemistry (atoms, the periodic table, chemical bonding, physical and chemical properties) and the elements of earth science (the solar system, earth structure, minerals, rock forming processes and identification, crustal deformation, plate tectonics, and geologic time). The scientific method, quantitative analysis and graphical analysis are emphasized in laboratory work.

Textbooks: Physical Science McDougal Littell
 Earth Science D.C. Heath

Advanced Topics in Science

This course, designed to be exploratory in nature, provides depth in the areas of physical science, life science and earth science. Major concepts and themes introduced in the core courses are reinforced and expanded upon. Emphasis is placed on the role of science in society and modern research. Students explore topics including water science, environmental chemistry, theories of matter, energy, mechanics of flight, local geologic history, biochemistry and genetics, electricity and magnetism, mechanics and forces. Laboratory work is emphasized. The expertise of the faculty is utilized. Student's participation in the school science fair is required.

Textbook: Science Interactions Glencoe/McGraw

Chemistry/Physics

This science course emulates the high school level pre-IB course in Chemistry/Physics. Students observe relationships, identify variables, calculate with significant figures, develop explanation through observation and emphasize analysis and laboratory methods. Fundamental concepts of physics and chemistry are introduced and theoretical principles are emphasized. Algebra is a prerequisite, which must be completed before taking this course. Participation in the school science fair is required.

Textbooks: Physics McDougal Littell
 Chemistry Prentice Hall

SOCIAL STUDIES DEPARTMENT

The Social Studies curriculum at Summit is comprised of three core courses: World History, taken in 6th grade; American History, taken in 7th grade; and World Geography & International Relations, taken in 8th grade.

Courses are designed to integrate and build on content and skills from one year to the next. The first course in the sequence, World History, allows students to explore the world's major civilizations from pre-history through the Renaissance. By studying a variety of historical societies and governments, students are well prepared in their second year to study the development of the United States and appreciate the unique nature of both our society and government. This second course in the sequence, American History, picks up where World History leaves off, with the European exploration of the Americas. Students follow the

development of our nation from the initial contact between Europeans and Native Americans, up to the Cold War. This course sets the stage for the final course in the sequence, World Geography & International Relations. Armed with an understanding of both World and American History, students can now begin to analyze the complex relationships that exist between their own nation and the many other peoples of the world.

World History

The World History course is designed to give students some continuity in both time and space as they begin to explore many civilizations in history which have provided a basis for their own. After a brief overview of pre-historic societies, students zoom in on the Mediterranean and Middle East to follow the development of the region for the first 3,000 years of civilization from agriculture forward. Beginning with Sumer and the early civilizations of the Fertile Crescent, they follow the rise and fall of Egypt, Greece, Phoenicia, Rome, the Byzantine Empire, and Medieval Europe. Students travel the Silk Road to India, China, and the Orient, and study the development of these civilizations over the same time period. Students then return to the Mediterranean to study the development of the European Renaissance, the Protestant Reformation, and the Scientific Revolution.

Textbook: World History; Perspectives on the Past McDougal Little

American History

American History begins at the age of exploration. Students trace the early history of our nation back to the clash of three continents: Europe, North America and Africa. From this point students analyze the creation of a nation through examination of such topics as the early colonies, American Revolution, and the Constitution. The remainder of the first semester follows the chronological sequence through the Civil War. During the first semester, students develop and present long term research projects in a culminating event known as History Day. In the second semester, students focus on the late nineteenth and twentieth centuries. From the Gilded Age through the Vietnam War, students develop a strong foundation that may provide insight to contemporary issues in America.

Textbook: America: Pathways to the Present Prentice Hall

World Geography & International Relations

Last in the social studies series, World Geography and International Relations seeks to apply the skills learned in World and American history to the modern world. This course provides students with a basic framework for understanding the complex economic, political, social, and environmental relationships that define our modern world, as well as a forum for discussing solutions to specific problems facing their generation. Students will apply this new framework both at home and abroad, as they explore the field of geography through the context of real-world issues and events.

Textbook: World Geography Prentice Hall

MATHEMATICS DEPARTMENT

Student ability, background and motivation should be used to place students properly in math

courses. We believe that it is a matter of choice for the parent and student to make the final determination for which course is the appropriate starting point. Students should be encouraged to take the most difficult course in which they can succeed, but care should be taken to avoid putting students in a “no-win” situation where they are out of their depths.

Pre-Algebra

Pre-Algebra helps students to build computational skills as they transition into algebra. Topics include number theory; integers; numerical and algebraic expressions; equations in one variable; fraction and decimal computation; perimeter, area and volume; data analysis; and ratio, proportion and percent.

Textbook: Pre-Algebra by Nichols, et al. Holt

Algebra A

This course gives students a thorough foundation in the basic concepts of algebra. The following topics are covered in depth: linear equations and systems, polynomial and radical expressions, factoring, quadratic equations, and exponentiation. This is the first part of a two year course, which should be followed by Algebra B/Introduction to Geometry.

Textbook: Intermediate Algebra – Graphs and Functions Larson, Hostetler, Neptune

Algebra B/Intro to Geometry

This is a follow-up course to Algebra A. It is intended to strengthen and round out students' knowledge of algebra while introducing the basic principles of geometry. Students cover probability, rational and radical expressions and equations, inequalities, basic trigonometry, introduction to proofs, area volume, geometric transformations, parallel lines, transversals, congruent and similar triangles, and parallelograms.

Textbooks: Geometry by Jurgensen, et al. Houghton Mifflin
Algebra I by Paul A. Foerster Addison Wesley

Pre-Algebra Honors

Pre-Algebra Honors is designed for the student who likes and excels in math. To succeed in this course, students need to have competence in basic computational skills, including fractions and decimals. In, this fast-paced course students cover the regular Pre-Algebra topics in more depth and additional topics, such as solving inequalities and graphing linear equations and inequalities.

Textbook: Pre-Algebra by Davison, et al. Prentice Hall

Accelerated Algebra

In this fast-paced course, students cover all standard "Algebra I" topics in depth and explore other advanced mathematical concepts. The course takes an axiomatic approach to "allowable" operations, and problem solving is presented in both creative and algorithmic ways. Students' work will emphasize polynomials, quadratic equations, systems of linear equations, and functions.

Textbook: Intermediate Algebra: Graphs and Functions Houghton Mifflin

Proof Geometry

A high level of dedication is required to succeed in this course, as it requires students to learn a new way of thinking based on logical reasoning. Students improve their ability to think and express themselves clearly and accurately in speech and writing, and learn the difference between "common sense" and a valid argument. Students will cover angles and triangles, perpendicular and parallel lines and planes, polygons and their areas, similarity and congruence, coordinate geometry, constructions, symmetry and transformations, volumes of solids and an introduction to trigonometry.

Textbook: Geometry by Moise et.al. Addison Wesley

Introduction to Algebra II/Trigonometry

This course typically follows Proof Geometry and covers a variety of advanced topics particularly relevant to real-world applications. It is designed to prepare students for Algebra II/Trigonometry at the high school level. Students cover polynomials of second and higher degrees, complex numbers, rational and irrational functions; conic sections; exponential and logarithmic functions; trigonometric functions and their inverses; infinite sequences and series; probability and statistics, and introduction to vectors.

Textbook: Algebra and Trigonometry by Paul A. Foerster Addison-Wesley

WORLD LANGUAGE DEPARTMENT

Summit offers three world languages: Spanish, French, and German. Because the faculty follows a standards based curriculum, the students will emphasize all five aspects of world language acquisition. These include listening, speaking, reading, writing, and culture. In class, students use the Communicative Approach to teaching languages, which involves creating as many opportunities as possible for students to speak. The faculty strives to create a comfortable learning environment in which students feel at ease making mistakes and experimenting with the language. Students are expected to buy a workbook.

Summit has divided two years of high school level language into three years. The course titles are Beginning (Language), (Language) I, and (Language) II.

After completing the sequence of world language at Summit, students having successfully completed the appropriate benchmarks are prepared to enter high school in Level III of their respective languages, well ahead of their counterparts.

Textbooks:	Spanish	En español 1 En español 2	McDougall Littell
	French	Discovering French Bleu Discovering French Blanc	D.C. Heath
	German	Sowieso I Sowieso II	Langenscheidt

Elective Course Descriptions

SUMMIT MIDDLE SCHOOL ELECTIVE COURSE DESCRIPTIONS (2005-2006)

Updated 4/2005

ALL ELECTIVES MEET EVERY OTHER DAY FOR ONE SEMESTER, UNLESS OTHERWISE INDICATED.

Physical Education

This course is designed to teach and encourage basic fitness and specific athletic skills. Students should benefit physically and enjoy the experience. P.E. is required all year for all grades every other day unless a waiver from a parent is provided. Students may opt to take an additional P.E. in order to have it every day.

Health

To assist students in making responsible health decisions, this course provides information and opportunities for mature discussion on a wide range of health topics, including nutrition and fitness, stress and emotional health, drugs and life changes. This is a required course, strongly recommended to be taken during the 7th grade year.

Study Hall

Students have the opportunity to work on their own in a supervised study environment. Study hall may be taken every other day or daily.

ART DEPARTMENT

Drawing and Cartooning

In the first half of this class, students focus on drawing skills and techniques. They learn how to draw in perspective and use shading so pictures look three dimensional. Students create fantastical cityscapes and learn how to draw people. The second half of this class focuses on creating their own cartoons. Students discover how cartoonists give life to their drawings and develop cartoon drawing skills while learning the tricks of the trade. They use charcoal, pencils, colored pencils, pastels, pen and ink, chalk, and sculpting supplies.

Painting

Working with two dimensional surfaces, students cover a variety of mediums and styles of painting based on new, unique and canonized artists. They learn techniques for acrylic

and watercolor paints and all about color mixing, elements of design, and self-expression. These techniques develop visual perception and the ability to transfer what they see onto paper. The class projects include: portraiture, still life, landscapes, realistic and abstract paintings.

Graphic Design

Students in this class explore where the worlds of art and technology merge. They learn how to master Photoshop and discover how it can be used to create dynamic artwork. Students also learn how graphics are used to communicate ideas and concepts to a specific audience and as a method of self-expression. Some of the projects include designing a CD cover, inventing a drink label, creating montages, manipulating photographs, and much, much more.

Art Forms

This class is an overview primarily designed for 6th graders to the visual arts that incorporates a variety of mediums such as painting, ceramics, printmaking and sculpture. Students begin to learn the skills and vocabulary practiced in the more advanced art classes at Summit. With this variety of mediums they learn to express themselves in both two and three dimensions.

Ceramics

Inspired by famous sculptors, world cultures and contemporary artists, students work with clay to create three dimensional works of wonder. Self-expression and creativity are encouraged as they learn basic hand-building techniques such as slab and coil construction, and pinch pots. Ceramic pieces are fired and glazed. Students are also introduced to wheel throwing.

Sculpture In this class, students discover the world of three-dimensional art forms and explore the techniques, materials and methods of sculpture. While investigating the historical context of influential sculptural artists, students apply concepts of shape, form, texture, composition, context, color and symbolism to their own creations. Students work with wood, wire, paint, clay, paper maché and found objects using traditional and contemporary practices.

MUSIC DEPARTMENT *(audition required for all except Band, Strings and Choir)*

Band (a year long course)

A performance oriented class for students who require fundamental work on their band instrument, as well as for students with moderate levels of experience and musical understanding. Band offers students in this range of ability the time and instruction to develop effective technique on their chosen instrument and to deepen their musical

knowledge. Opportunities for advancement through progressively increased difficulty in part assignment and leadership roles are also provided.

Strings (a year long course)

Also a performance oriented class for students who require fundamental work on their orchestral string instrument (violin, viola, cello, contrabass), as well as for students with moderate levels of experience and musical understanding. Strings offers students in this range the time and instruction to develop effective technique on their chosen instrument and to deepen their musical knowledge. Opportunities for advancement through progressively increased difficulty in part assignment and leadership roles are also provided.

Orchestra (an every day, year long course) *audition mandatory*

Orchestra is for students who play any instrument (band or strings) and who have attained a high level of technical proficiency, musical maturity, and musical understanding. As with Band and Strings, this is a performance oriented class and it offers students the greatest opportunity to play with the full instrumentation of an orchestra.

Choir (a year long course) – *Prerequisite: Love of music and being able to “carry a tune”*

This class is for students interested in singing music from different cultures and languages as well as popular music. Emphasis is on learning to sing in one, two and three parts, good vocal technique and building skills for advanced choral performance. Students will gain experience with singing in ensemble, movement, and choreography.

Starlight (a year long course) – *Prerequisite: Summit Choir and/or audition involving solo performance*

This choral ensemble features singing in three and four parts, advanced music reading and choreography. Repertoire will include madrigals, a cappella music, vocal jazz, and show tunes.

Silver Rain (an every day, year long course) – *Prerequisite: Summit Choir and excellent reading and vocal skills; audition mandatory.*

In this class, students continue developing the highest level choral ensemble with a broad variety of music. Activities include advanced reading and singing, a cappella music, show choir choreography, solo opportunities, and performances in the community.

TECHNOLOGY

Applied Technology/Robotics

Students learn Microsoft applications like Word, Excel and PowerPoint and learn hands-on engineering practices by building a robot with the smarts to solve a challenge. They work with LEGO Mindstorms kits and software to gain experience in mechanical and electrical engineering.

Web Publishing

In this class, students learn to design and write their own websites in HTML with an advanced topic extension in JavaScript. The class also uses Adobe Photoshop and other multimedia programs to assist in creating web pages.

LIBERAL ARTS

Criminal Justice

Students receive an introduction to the criminal justice system by exploring issues such as who are our youngest criminals and what factors lead to their actions and debating the fairness and appropriateness of the death penalty. Activities include meeting a trial attorney, talking to a judge, attending a real trial and touring a jail to understand more about America's criminal justice system.

Debate

Students learn several styles of debate, including: policy, Lincoln-Douglas, and extemporaneous. The course includes opportunities to show off speaking skills in front of others and to learn how to argue in a structured format.

Drama

Students study acting, movement and character development. They practice these skills in short dramatic works. This class culminates in a performance.

Elements of Film

In this class, students explore film as a form of artistic expression and learn how camera angles, lighting style, editing and other techniques work together to produce believable created reality. They will critique films for style and content. A hands-on activity allows students to implement what they have learned, making home movies look more professional and learning how to critique film like a professional movie reviewer.

Latin

Students are introduced to Latin vocabulary and grammar by reading short, simple texts in Latin. Topics of the reading selections include Roman history and civilization, and classical mythology. Students also explore derivatives (English words with Latin roots).

Adopted 12/2004

Basic Learning Materials Selection and Adoption

The Summit Board of Directors has the responsibility for approving basic learning materials for use at Summit. An appropriate committee, which may include teachers, parents, community members, and students, where appropriate, may review and evaluate proposed basic learning materials. Based upon the application of consistent criteria and procedures, these committees will recommend to the Summit Board of Directors the materials for adoption by the Board.

Summit's course of study is designed to encourage growth and development of each student toward Summit's mission. Selected learning materials must facilitate each student's progress toward course or grade level goals and objectives as steps toward reaching student content standards.

The Summit Board of Directors will consider basic learning materials as needed and in a timely manner. Summit parents will have the opportunity to review and comment on the learning materials before action is taken by the Summit Board. In some special circumstances learning materials may not immediately be available for review from the publisher. In that situation, information about the materials will be provided for public review.

November 1, 2000
replaces Boulder Valley School District File IIAA

Supplementary Learning Materials

Supplementary learning materials are all instructional or educational program materials, other than basic, which are used by students. In order to individualize instruction, a variety of supplementary materials is required for use with individual students and small groups. Supplementary materials enrich and are an extension of the basic curriculum. Supplementary materials "support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, and maturity levels of the students served." Supplementary materials are materials that "encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation and ethical standards." Supplementary materials are "materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments" (from School Library Bill of Rights, American Library Association).

The Summit Board of Directors delegates to the professional staff the selection of supplementary materials. All supplementary materials are to be selected according to Summit's criteria and procedure. When supplementary materials are assigned, a choice will be provided to students.

When the use of a supplementary material changes so that it becomes by definition a basic learning material for a course, the material must be approved formally for use as basic according to the Summit Board's policy on Basic Learning Materials Selection and Adoption.

English Department Text Selection

Summit Middle School English Department Text Selection

Introduction:

Summit Middle School develops its curriculum in order to best serve the school's mission statement and meet the subject-area benchmarks. This mission includes providing "a rigorous academic curriculum" that will "serve as an excellent preparation for students intending to study in the International Baccalaureate program and other college-preparatory high school programs." To this end, much of the material we teach is above grade level. We recognize that middle school is a time when children of the same are at different maturity levels, so the selection of materials is undertaken with care and deliberation. The English Department (in conjunction with the administration and Summit's Board) selects literary texts that reflect a diversity of perspectives, are age-appropriate, are high quality literature and are useful to fulfill the school's mission and the course's benchmarks.

Summit is a school of choice, part of Boulder Valley, an open enrollment district. Parents are encouraged to investigate which school will best match their child's needs; each family must decide whether Summit's curriculum and texts are the best fit for their child. We urge parents to take an active role in helping our students "to develop admiration for the elegance and richness of human experience."

Test Selection Process:

The authority for selection of curriculum materials at Summit ultimately resides with the Summit Board of Directors.

However, as the individual most knowledgeable about the benchmarks and learning goals of a particular course, the teacher will make the initial proposal to adopt a text for use in that class. Using the Criteria for Text Selection (see below), the teacher will present the work under consideration to the Summit English Department, in consultation with the Principal.

If the teacher, department, and principal recommend adoption of the text, the teacher will submit a written proposal and rationale to the Summit Board of Directors that references the Criteria for Text Selection. If the teacher, department, and principal are not in agreement, the teacher may still make a proposal to the Board. However, those teachers and administrators who oppose the text will have the opportunity to make their objections known.

The Summit Board may decide to accept the text unconditionally, adopt the text for a particular level or levels, reject the text, or request additional information from the teacher or other sources. Once adopted into the curriculum, the text will become part of Summit's permanent collection and available (though not required) for use by any teacher of the designated course or courses.

Teachers will publish a list of required texts to parents in the first month of each school year via a course overview, syllabus, or other required reading list. In addition, a complete list of all approved texts is available upon request.

Note: The above process applies only to full-length works, such as plays and novels, or anthologies—of stories, essays, or poetry—that are being considered for purchase and long-term use in the English curriculum. Nevertheless, teachers frequently augment these “permanent” texts with poems, columns and essays found in periodicals, brief biographies of authors, film clips, critical essays, book reviews, student writing, and other short works that may change from year to year. Discovery of such materials may be purely serendipitous, and their relevance time sensitive, precluding a lengthy selection process. For these kinds of materials, teacher judgment and application of the Criteria, in consultation with members of the English Department or Principal, where appropriate, is sufficient.

Criteria For Text Selection:

It is the English Department’s desire to foster the love of learning and literature in its students and to lay the foundation for academic scholarship and success. In order to fulfill this goal, the department, administration and board of directors use the following criteria to select literature that will be a part of the English curriculum. The works must:

- be high quality literature;
- support the school’s mission and the course’s benchmarks;
- be age appropriate; and,
- taken as a whole, represent a variety of genres, eras, authors and viewpoints.

The literary works teachers choose for instruction are high quality literature. A variety of standards are used to determine the quality. The authors read are well respected in the literary community and academia for the excellence of their writing and the depth of their work. The books read are recognized as classics, or at least are considered contemporary classics, as they appear on reputable recommended book lists or have been honored with renowned literary awards.

The literature chosen is valuable for meeting Summit’s mission and the course’s benchmarks. Each work chosen promotes Summit’s mission, which requires each academic course to be “rigorous,” “stimulating,” and “to inspire in students a lifelong love of learning.” In addition, the literary texts used are effective in conveying the course’s benchmark skills and knowledge, such as identifying universal themes, elements of style, aesthetic qualities, historical and cultural context, and literary techniques such as allusion, metaphor, imagery, and foreshadowing.

The texts used for instruction are age appropriate. Although the themes developed in the work may be challenging and introduce the students to new ideas, they are presented to the students with sensitivity to the reader’s maturity level. Since a goal for the English teacher is to challenge the students and help develop their reading ability, many of the works would be difficult for students to read independently. Teachers, therefore, supply instructional support and guidance as readers access advanced texts and cultivate in students a deeper understanding and appreciation of the literature.

In addition to the above criteria, students' overall literary experience will reflect a diversity of genres, eras, authors, and perspectives. Texts for individual courses reflect both variety in genres (such as plays, novels, short stories, and poetry) and authors' background (such as gender, race, and cultural & historical context). While the variety of genres and authors are rich, the content of the literature and the instruction of the teacher provide a thematic coherence to the course.

Procedure for Requesting an Alternate Text:

Summit understands that in ability-grouped, mixed age classes, the occasional family may be uncomfortable with a given work of literature for their child. The following procedure is to be used when requesting an alternate text for the student to read during that unit.

Should a student miss one required text or 20% of short works such as essays, poems, and stories, it is still possible for the student to have comparable experiences in the course to those reading all of the assigned texts. Please note, however, that when a student reads additional alternate texts, he/she will not have the same experience, for it is not possible to receive the full benefits of classroom activities and discussions. If the student and his/her family request that additional alternate texts be read in the same academic year, then the student will receive a "modified curriculum" note on his/her transcript.

Procedure:

1. The parent must read the text in question;
2. After reading the work, the parent must complete the Request for an Alternate Text form;
3. The parent must contact the teacher to discuss possible alternate text of same genre, equivalent quality & utility, and comparable difficulty. The teacher will have final approval of the alternate text.

Any requests that do not follow these procedures or are not submitted two weeks prior to the beginning of the new unit cannot be considered.

In the event that an alternate text is used, the teacher will:

- Read the alternate text;
- Assist the student with creating an alternate unit calendar;
- Adapt major unit projects (research, speeches, essays, and unit tests);
- Provide equal access to tutoring hours.

The teacher will not:

- Develop a separate unit packet with background information, literary terms, and discussion questions;
- Include deadlines on www.schoolnotes.com or on the homework board in class;
- Modify existing lesson plans;
- Excuse the student from participating in vocabulary and grammar activities associated with the unit.

Adopted 3/2005

Request for an Alternate Text Form

Date:

Student name:

Parent name and phone number:

English I II III IV (circle one)

Text in question:

Approximate start date of unit:

I, _____, attest that I have read the text. My specific objections and reasons for requesting an alternate text are (attach an additional sheet if needed):

Possible alternate texts (texts should be comparable to text in question in terms of genre, quality & utility, and difficulty):

Action taken (to be filled out by Summit Administration):

Parent signature: _____

Date: _____

Student signature: _____

Date: _____

Teacher signature: _____

Date: _____

Principal signature: _____

Date: _____

Field Trips

The Summit Board of Directors believes that Summit students are fortunate to have numerous and varied educational resources located nearby. These resources provide an excellent opportunity for students to become acquainted with various aspects of their community. The Board approves and encourages trips to resource areas if such visits will yield greater and enriched learning opportunities for students in addition to other techniques for providing the needed educational experience.

General

Proposed field trips must fit into Summit's curriculum for the subject area studied by the students who will be participating in the field trips.

Summit teachers will take all necessary steps to avoid unnecessary repetition or overlap in field trip experiences.

replaces Boulder Valley School District File: IICA Associated Regulation: IICA-R

FIELD TRIPS (Regulation)

General Information

Proposed field trips should be spaced throughout the school year in accordance with units of study.

Teachers must submit plans for all proposed field trips to the Summit principal. Each field trip request will be reviewed and permission will be granted or denied on the merit of the individual request.

After approval by the principal, written information pertaining to the field trip must be disseminated to the parents of involved children. Such information should include the date, time, place, and purpose of the field trip.

Written parent authorization for all field trips is required using the District's field trip permission form.

There are times when a student may be excused from participation in a field trip. When this is necessary, appropriate alternative activities should be provided by the teacher or other supervisor. The alternative activity will address the same general purpose as the field trip. In addition, the student will be excused in a manner that avoids embarrassment to the student.

Some field trips occur outside the school day. Attendance is not required when a trip is scheduled outside of the school day, and non-participating students will not be penalized.

Regular Field Trips

Regular field trips are those field trips which (1) take place during one school day; and (2) are limited to the local community or to distances which can be covered between the morning and afternoon bus schedules.

Regular field trips must meet the following criteria:

1. At least one teacher must be on each school bus transporting students on the field trip. Any exceptions to this requirement must be approved by the BVSD Risk Management Office and the Superintendent's Office. A student/adult ratio not greater than 30:1 must be maintained at all times during the field trip. Additional supervisory personnel must be approved by the Summit principal. Persons planning field trips will make every effort to enlist the aid of parents or volunteers to help supervise groups on field trips.
2. The teacher supervising the field trip must consult with school health personnel regarding those participating students who have medical conditions that may require routine medicine or emergency administration of authorized medicine or emergency care. The supervising teacher must make sure that all necessary supplies, authorized medicines, etc., are taken in a safe manner and in accordance with District Policy JHCD and JHCD-R, Administering Medicines to Students.
3. School-approved transportation must be used, i.e., school bus, private vehicles, commercial vehicles. When private vehicles are used, the driver must be at least 21 years of age, properly licensed, and adequately insured. The "Field Trips in Private Vehicles" form must be completed, approved, and kept on file in the Summit office.
4. Parents will be notified in writing of the field trip at least five school days prior to the date of the trip. The School District field trip permission form must accompany the written notification to parents.
5. All participating students must begin and end the field trip at the school building. Before departing any location, the supervising teacher must make sure, using adequate attendance and monitoring procedures, that all participating students are present or otherwise accounted for.
6. It may be prudent for the supervising teacher to ask that one adult drive a private car in the event that common, yet unpredictable circumstances arise (i.e., a child becomes ill and must be taken home).

Other considerations include adequate preparation and planning. The number of regular field trips that students take may vary with the grade levels and/or subject matter areas involved.

Walking Field Trips

1. Teachers are responsible for obtaining the approval of the Summit principal for a walking field trip and must inform the principal in writing of the destination of the trip, and the amount of time the group will be out of the building.

2. When walking field trips are planned, a student/adult ratio not greater than 15:1 must be maintained and may necessarily be smaller depending on such factors as distance covered, duration of trip, site to be visited, and size of group. Teachers are to consult with the principal about the appropriate student/adult ratio. Walking field trips shall meet all the requirements of a regular field trip to the extent such requirements apply.

Special Field Trips

Special field trips may be made by small groups that are less than a classroom unit (e.g., student council, academic competition teams) for specific interests or needs. Special field trips shall meet all the requirements of regular field trips.

Extended Field Trips

Extended field trips are field trips which involve (1) overnight accommodations, (2) planning of meals, (3) incidental expenses of staff members and other consultants and supervisors, and (4) school-approved transportation. Extended field trips must be planned to accomplish instructional goals which cannot be addressed efficiently and practically during one-day field trips or alternative activities.

The field trip request must be signed and approved by the principal before being submitted to the Summit Board for approval.

Extended field trips may be scheduled when the following criteria are met:

1. One member of the staff will be assigned the responsibility for consulting with school health personnel regarding those participating students who have medical conditions that may require emergency administration of authorized medicine or emergency care in accordance with District Policy JHCD and JHCD-R, Administering Medicines to Students. This person will inform the sponsor of the field trip of these students' needs and make sure all necessary supplies, medicines, etc., are taken in a safe manner.
2. At least one teacher will be on each school bus to accompany students on the trip. Any exceptions to this requirement must be approved by the principal.
3. Supervisory personnel, approved by the principal, shall provide adequate male and female supervision. A minimum of one adult for each 15 students or major portion thereof is required.
4. Supervisory personnel will include first aid trained personnel adequate for student protection and safety.

The site selected should be appropriate for the purposes of the field trip including appropriate facilities, appropriate space, etc. Conditions relative to health, District approved transportation, size of group (appropriate to the site and purposes of the field trip and school personnel) must be considered.

The proposed extended field trip should be financially practical for the students involved and arrangements made for financial assistance when needed. There should be provision for adequate released time of school personnel. Travel and special expenses should be planned for staff. Extended field trips should not exceed two school days except for special situations.

Preparation and follow-up activities will include evidence of adequate preparation and planning by teacher(s) and student(s).

Parents will be informed of an extended field trip prior to any fund-raising activities for the trip and prior to students being invited to participate. Parents must be notified of an extended field trip at least ten school days prior to the trip.

Bus Transportation Information for All Field Trips

The BVSD Manager of Transportation will make all arrangements for buses and drivers. All requests for field trips must be made at least ten days prior to the date of the trip (earlier applications advisable).

It is the responsibility of the trip sponsor to ensure that the students are loaded in the bus according to the approved time schedule.

It is the responsibility of the trip sponsor to notify the school and/or the Transportation Department in the event the time schedule cannot be followed.

Whenever possible, the trip should be scheduled so that, if rest stops are needed, such rest stops can be noted and scheduled before the bus leaves on the trip. The driver will make no unscheduled stops except for emergencies.

Students traveling by bus must return on their assigned bus. It will be the responsibility of the sponsor to check the student list in order to determine whether everyone is present at the time of departure. Passengers must not interfere with or distract the bus driver. Food and beverages will not be consumed on the bus except at mealtime.

Drivers are responsible for the safety of passengers and buses. They will not take buses into potentially unsafe areas.

The sponsor in charge of the trip will verify the completion of the trip by signing the bus trip form provided by the driver

Grading Policy

Summit offers courses at different levels in each of its five core subjects: English, mathematics, social studies, foreign language, and science. In addition, students can choose from a rich

assortment of electives. Detailed grading procedures are developed in each subject area based on the following principles:

1. Grades measure individual student achievement, as measured by performance.
2. In order that grades accurately reflect student achievement, grade inflation is neither encouraged nor tolerated.
3. Letter grades are given for all core courses, on a scale of A to F. At the teacher's option, and with the concurrence of the Principal, an elective course may be evaluated on a pass/fail basis.
4. In cases where numerical scores are given for student work, grades are calculated on the following basis: A = 90% and above, B = 80% to 89%, C = 70% to 79%, D = 60% to 69%, F = below 60%.
5. Pluses and minuses may be attached to letter grades at teacher discretion. A "plus" means achievement near the top of a grade range and "minus" near the bottom.
6. Grades are reported to parents quarterly (the end of October, mid-January, the end of March, and the beginning of June).
7. In addition, mid-quarter progress reports are sent to the parents of any student who is earning a grade of D or F.
8. Each semester, the two quarter grades (and a semester exam grade, if appropriate) are averaged for a semester grade and reported to parents, along with the current quarter grade.
9. While the basis on which grades are calculated varies from subject to subject, in general the letter grades have the following meaning: A = Outstanding, B = Proficient, C = Adequate, D = Deficient, F Unacceptable.

November 1, 2000

replaces Boulder Valley School District File IKA/IKAA/IKAB

Parent Conferences

Personal conferences between parents, teachers and students supplement the formal reporting in the 6th, 7th and 8th grades. Conferences are held at regular intervals established by the Board of Directors.

Principals and teachers will facilitate personal conferences with parents and students when they are requested by the parents or students. Teachers or principals may initiate requests for parent conferences whenever, in their judgment, the student's progress or behavior warrants a consultation with parents.

November 1, 2000

replaces Boulder Valley School District File IKAD

Honor Roll

Summit will publish an Honor Roll each semester. Students must have at least a 3.5 G.P.A. for the semester, with nothing less than a "C" in elective classes.

March 6, 2002

Parent Teacher Communication Policy

1) Note to Parents: Summit and its teachers and administrators welcome constructive criticism~ suggestions, feedback and comments. Teachers strive to be accessible to parents. Parents are encouraged to attempt to work out any differences or disagreements with teachers directly with the teacher, if possible. Parents are welcome to communicate with teachers by letter, telephone, or in person without going through the administration. However, the faculty lounge building is off limits unless you are invited to meet a teacher there. Please check in at the office if you need to locate a teacher. If a parent believes that a disagreement with a teacher requires the attention of the Summit administration, the parent is welcome to bring that matter to the attention of the administration. It is human nature that polite, rational communications are more likely to achieve the desired response than overstated or abusive communications. Abusive or uncivil communications directed at teachers or administrators will not be tolerated by Summit's administration and Board. Teachers are instructed to refer any parent responsible for abusive communication to the administration and the Board of Directors for appropriate follow up, and may refer to the Principal any communication from any parent, at the teacher's discretion.

2) Note to Teachers: Teachers are encouraged to resolve any disagreements with parents to the best of their ability, consistent with the mission, orderly operation and integrity of Summit. Teachers should be open and available for parent feedback. However, teachers should never tolerate abusive or uncivil communications from parents. Teachers should report any communication from parents which the teacher believes to be abusive or uncivil to the Principal. The Principal and the Summit Board of Directors will not tolerate uncivil or abusive communications from parents to teachers, and parents responsible for such communications will be dealt with by the Principal or by the Board directly, as appropriate. The administration and the Board recognize that it is inevitable that disagreements between parents and teachers may arise from time to time. Abusive communications will not be tolerated regardless of the merits of the underlying disagreement. To the extent there is merit to the parent's viewpoint in the underlying disagreement, the teacher will be approached by the administration and the Board in a supportive and constructive manner to address any error made and improve performance in the future. Teachers may bring any disagreement with or communication from a parent to the attention of the Principal at any time for whatever reason.

Adopted by Summit Board, November 1, 2001
Replaces BVSD File IKAD

Child Resource Team

Summit welcomes communication to teachers from parents to discuss concerns about their child. Summit is constantly seeking better ways to meet the need for these kinds of communications. In order to make the most out of these contacts for parents, students and teachers, parent

communications with teachers about their child's academic or other difficulties will be approached as follows.

Parents are always welcome to call and speak with or leave messages for particular teachers. If the student is having difficulty in specific subjects, the guidance counselor and office staff will continue to give messages to the teachers of those subjects, so that the teachers can call the parent when they have adequate time to discuss the student's situation. This may be during a planning period, at lunch, after school, or from home in the evening. Teachers make every effort to respond to messages from parents as soon as their schedules permit.

If, on the other hand, a student seems to be having difficulties of a global nature, having to do with virtually all subjects and/or school in general, or if the parents feel that discussions with individual teachers or the counselor are not sufficient to address the issues, parents are requested to submit their child's name for action by Summit's Child Resource Team (CRT). The faculty or counselor may also refer a student to the CRT.

The CRT consists of the Summit faculty, guidance counselor and school psychologist, and has recently been meeting weekly during lunch. The CRT meeting gives all of the student's teachers and opportunity to confidentially "compare notes" and share strategies that have been effective with the student, as well as receive guidance from the special education teacher, counselor, and school psychologist. Actions taken as a result of a CRT meeting have included parent conferences, diagnostic testing, and the use of new strategies in the classrooms to help the student overcome some learning or social difficulty. As a result of diagnostic testing, a student may also be provided with special education services available at Summit.

Parents wishing to refer their child to the CRT should speak with the guidance counselor, and be as specific as possible regarding their concerns and observations. The student's name will be placed on the agenda for the next CRT meeting, held every Thursday. After the meeting, a faculty member will contact the parents to give a summary of the meeting and help plan the next course of action, which may include a meeting of the parents, student, and one or more of the student's teachers.

November 1, 2001

Gifted and Talented Education at Summit

At Summit, gifted and talented programming is built into the curriculum and course offerings at all levels. While gifted and talented students may be identified for district reporting purposes, programming for the needs of the gifted is available to all students who can benefit from it, with individual concerns addressed on an "as needed" basis. Summit offers ability grouping and opportunities for acceleration, a broad range of enrichment activities and programs, and compaction and differentiation of the curriculum for students who desire or need it. Counseling groups and mentoring for social-emotional needs are also available. The following is a description of essential elements of gifted and talented programming that are incorporated into Summit's program.

Acceleration and Ability Grouping

Acceleration and ability grouping have always been fundamental principles guiding Summit's programming and course offerings. For example, Summit offers seven levels of math courses, including honors classes, and four levels of English. Students are placed based on assessments, review of past performance, teacher recommendations, and parent requests. At any time during the year, if a student's placement is not meeting his or her needs, the student's schedule may be changed and the student moved to a more appropriate level. Science and social studies courses are accelerated at all levels, as three years of traditional middle school curricula are covered in two years, with more advanced courses offered to 8th graders. Students who require additional acceleration may take courses at the high school or college level, either in person, by mail, or through distance learning.

Summit's commitment to accurate placement, flexible scheduling, and mixed age/grade level classes allows gifted students to be grouped according to their abilities and interests, without the stigma of being "pulled out" or labeled "different" by their peers. Also, we believe that incorporating gifted and talented programming throughout the curriculum has the added benefit of improving instruction and learning opportunities for all students in the school.

Enrichment Activities

Summit offers a wide range of curricular and extra-curricular enrichment activities for students. Many of these enrichment activities have an academic emphasis. Students with similar interests and a desire for additional challenges are encouraged to participate in activities such as History Day, Science Fair, Destination Imagination, Quiz Bowl, Science Club, French **Club**, **Math Counts**, and Yearbook. Elective classes such as Journalism, Creative Writing, Basic Satellite Technology, Philosophy, and Advanced Computer Programming are available to all students.

Compaction and Differentiation

At Summit, compaction and differentiation are featured in the curriculum as a whole, as well as in individual courses. Compaction is part of the overall curriculum in several core subjects that offer more instruction in fewer years than is typical of middle school. For example, Summit's science classes teach in two years what other schools teach in three, allowing gifted students to choose a very challenging honors chemistry class in eighth grade. Summit's foreign language curriculum, which is compacted relative to a typical middle school program, offers the equivalent of two years of high-school language over the course of three years.

Within individual courses, compaction and differentiation occur as a natural effect of our Standards-based program. Once students, gifted or otherwise, have demonstrated mastery of a benchmark, they are not required to continue practicing that identical skill or to show knowledge of that specific content. Instead, students who demonstrate proficiency are given alternate assignments or proceed to new material. Pre-testing is also used so that gifted students do not have to relearn what they already know.

Replaces Boulder Valley School District File IIAA November 1, 2000;
Revised November 2001

Final Exam Policy

Rationale:

Summit Middle School teaches an academically rigorous, standards-based curriculum. Students are expected not merely to spend a certain number of days in each classroom, but also to master particular skills and content. Systematic assessment of student progress, therefore, is central to the curriculum as teachers need to know how much of the course material students have learned and retained throughout each year of study. One of the main reasons Summit teachers plan “finals” (whether exams, projects, or writing assignments) for the last two weeks of each course is to determine the “exit status” of each child in the class. Has the student integrated new learning with the fundamentals taught in the fall? Has he or she retained knowledge essential for success at the next level? Has he or she reached the level of skill proficiency expected for that course? Teachers use the data from finals to better understand student achievement, as well as to reflect on the effectiveness of their curriculum and instruction. Consequently, participation in finals is expected of all students.

Policy:

It is expected that all Summit students attend school during finals, which are usually scheduled during the last two weeks of the school year. Parents are strongly encouraged not to plan trips during this time which will take their children out of school. Nevertheless, if a student will miss one or more days of school during finals due to a *planned absence* (rather than an illness, injury or other emergency situation), *written* notification must be given to the Main Office at least *two* weeks prior to the absence to allow teachers time to prepare appropriate final activities for that student. This may include taking the final early, taking another version of the final (such as one from previous years), or completing an alternate task at the teacher’s discretion. Failure to notify the school as indicated above may result in a grade of zero for the final(s) missed. Such a determination is at the discretion of the Principal.

September 2, 2004

Articulation of Summit Courses with High School Curriculum

An important component of Summit’s ongoing curriculum development and refinement is the conscientious effort to make Summit course offerings articulate as seamlessly as possible with those of BVSD high schools. Summit’s teachers and counselor meet with the staff of individual academic departments at BVSD high schools and participate in BVSD curriculum committees. Summit works with the high schools on articulation and course placement issues so that students graduating from Summit will be well prepared and appropriately placed to succeed in the high school courses of study they choose.

For every core academic area, Summit has developed a curriculum that exceeds BVSD middle-level standards. Summit strives to determine the best combination and interface of its middle

school and BVSD high school course offerings to satisfy district and state requirements and to ensure optimal student placement.

The Summit English department well prepares students for pre-IB Language Arts and advanced placement Language Arts courses at area high schools. The choice of literary works, approaches to literature study, writing assignment and purposes, and grammar instruction provide the skills and knowledge for high achievement in challenging high school English programs.

Students who enter Summit as 6th graders in Beginning Level and graduate from 8th grade having completed Level II in a foreign language will typically continue on to high school Level III foreign language classes as 9th graders. Summit students gain a strong background in French, German, or Spanish in preparation for continuing foreign language study in high school.

Mathematics teachers at Summit have carefully considered high school sequences of math courses in implementing a more closely aligned series of Summit math courses. All students leaving Summit are expected to have gained at least a solid foundation in Algebra. Summit math teachers have developed a detailed flowchart to guide choices for high school math courses, based on courses completed at Summit.

Summit's accelerated science curriculum supports and enhances the knowledge and interests of students and provides excellent preparation for high school science courses. By agreement with district high school science departments, Summit graduates are, on a regular basis, granted exemptions from standard BVSD 9th-grade science courses.

The Social Studies teachers at Summit have engaged in a series of discussions with their counterparts at BVSD high schools regarding articulation between programs. An appropriate balance of content and critical thinking skills is inherent in the standards and benchmarks for the Social Studies curriculum at Summit.

replaces Boulder Valley School District File CF November 1, 2000; revised November 2001

Public Participation and Public Complaints

- **Public Participation in the School**
- **Public Complaints**
- **Public Complaints about the Curriculum or Instructional Materials or Strategies**
- **Public Participation in the School**

Public Participation in the School

Summit was founded by volunteers and relies heavily on volunteers to help achieve the mission of the school. Summit asks each family to complete a volunteer survey annually, and uses the results of the survey as a source of volunteers during the year.

Every regular board meeting will include time for public participation. The chairperson may set time limits for public participation by each speaker. The board may hold work sessions or retreats, but no votes may be taken at these meetings and they will be open to the public.

Contact information for the board of directors shall be published in the student directory each fall. Members of the school community (students, staff, parents or alumni families) are encouraged to communicate with board members by email, phone calls or letters.

The board formally solicits feedback each year via a student survey, distributed to each student, and a parent survey, sent to each family. The Accountability Committee compiles the information from these surveys and shares it with the board.

Teachers and each administrator are formally and privately interviewed by board members each year as a part of the administrative evaluation process, and they are then invited to complete a questionnaire. The results of each interview and the summary survey results are shared in detail with the board.

Parents and teachers serve on standing and ad-hoc committees that make recommendation to the board or the principal.

Representatives from student council are invited to make an annual presentation to the board and are encouraged to speak to the board at other times.

Adopted 5/18/2006
Replaces BVSD File ABA, ABB, ABC

Public Complaints

The Summit Board of Directors intends to foster a close working relationship between the Board and its employees and patrons by providing a fair, orderly, and timely process for handling concerns and complaints concerning the operation of Summit. This policy shall apply to all public complaints except those included in the Summit policy on Public Complaints About the Curriculum or Instructional Materials or Strategies.

The Summit Board relies on its teachers and administrators to resolve concerns of patrons. It is the policy of the Summit Board to provide for such resolution at the level most directly involved

first and in an informal manner if possible. If such resolution cannot be accomplished, however, procedures shall be made available for review at the highest administrative level with an opportunity for appeal to the Summit Board of Directors, and, failing resolution at the Summit level, to the BVSD Board.

Complaints shall be resolved consistent with policy and regulation and other standards of good educational practice adhered to by Summit and the Boulder Valley School District.

November 1, 2000
replaces Boulder Valley School District File KL

Public Complaints About the Curriculum or Instructional Materials or Strategies

The Summit Board of Directors presumes that teachers act in a professional manner and in accordance with accepted educational practice, and furthermore presumes that patrons and teachers are committed to act in the best interest of students. However, the Summit Board recognizes the right of individuals and groups to present complaints or concerns directly related to the curriculum, instructional materials, instructional strategies, and educational activities at Summit. This policy provides a fair, orderly, and timely process for handling such complaints.

This policy is limited to complaints related to specific issues of curriculum, instructional materials, instructional strategies, and educational activities. Complaints on other matters are governed by the Summit policy on Public Complaints. This policy is not to be used to supplant the procedures provided in policies regarding Learning Materials Selection and Adoption, Supplementary Materials, and Library Media Center Materials Selection.

The Summit Board relies on its teachers and administrators to resolve concerns of patrons. It is the policy of the Summit Board to provide for such resolution at the level most directly involved first and in an informal manner if possible. If such resolution cannot be accomplished, however, procedures shall be made available for review at the highest administrative level with an opportunity for appeal to the Summit Board and, failing resolution at the Summit level, to the BVSD Board.

The following procedures shall apply in handling complaints. Levels of Review

Consistent with the policies of resolution at the level most directly involved and of providing opportunities to appeal such decisions to higher administrative levels, complaints shall proceed through the following levels of review:

1. Summit teacher or other instructional personnel
2. Summit Principal
3. Summit Board of Directors
4. BVSD Superintendent of Schools
5. BVSD Board of Education

Summit Review

Patrons should initiate complaints by contacting the person at Summit who is responsible for the issue, material, or strategy in question. Generally, this would be the teacher, however, issues of broader application in the school should be brought first to the principal and may be reviewed by the Summit Board.

Review at the initial level is informal and should follow a discussion format. If the patron wishes to request reconsideration of materials or if the patron wishes to request a hearing on a controversial issue or strategy, the Summit principal must be contacted first. The Summit employee receiving the complaint shall review pertinent information and shall provide a written response in a timely manner after a request is received.

If the patron is dissatisfied by the response of the Summit principal, he or she may bring the matter before the Summit Board for further discussion. The Summit Board will make a decision and issue a response in a timely manner. Copies will be provided to all parties involved.

The Summit Board's decision shall include one of the following determinations:

1. The material, issue, or strategy is compatible with the criteria and guidelines of policy and should not be restricted.
2. The material, issue, or strategy is not compatible with the criteria and guidelines of policy and should be discontinued.
3. The material, issue, or strategy should be limited to the conditions specified by the Summit Board.

November 1, 2000
replaces Boulder Valley School District File KLB

Employment Policies & Regulations

- **Personnel Records**
- **Staff Complaints and Grievances**
- **Professional Staff Salaries**
- **Professional Staff Workload**
- **Nonschool Employment/Consulting Activities by Professional Staff Members**
- **Tutoring for Pay**
- **Procedure: Professional Research and Publishing**
- **Evaluation of Professional Staff Teachers**
- **Suspension and Dismissal of Teachers**
- **Evaluation of Professional Staff Administrators**
- **Support Staff Positions**
- **Support Staff Vacations and Holidays**
- **Parental Leave**
- **Professional Staff Development Opportunities**

Personnel Records

An effective system of personnel records shall be developed and maintained according to the following guidelines:

1. A personnel folder for each employee shall be maintained in the Summit Middle School office. The School District will maintain records necessary for payroll purposes.
2. In addition to the application for employment references and transcripts, employee folders shall contain records and information relative to compensation, evaluations, miscellaneous change of status, and other information as deemed appropriate.
3. Under the Colorado Open Records law, the employee's application form is open to the public. Transcripts of the employee's grades are not considered part of the application form and are not open to the public; nor is the remainder of the employee's personnel file.
4. Each employee shall have the right, upon request, to review the contents of his or her personnel file, with the exception of references and recommendations provided to Summit by universities, colleges, or other persons not connected with Summit that are accompanied by a signed statement by the employee waiving access.
5. Necessary steps shall be taken to safeguard against the unauthorized use of all confidential materials.

November 1, 2000
replaces Boulder Valley School District Files GBL

Staff Complaints and Grievances

Summit faculty and staff are encouraged to secure, at the lowest possible level, reasonable and equitable solutions to work-related problems. An employee will first discuss the problem with his/her immediate supervisor with the objective of resolving the matter informally, unless the problem involves alleged misconduct by the immediate supervisor. If the employee is not satisfied with the disposition of his/her claim he/she may file a written complaint to the Summit Board of Directors which will be addressed as quickly as possible. If the employee's immediate supervisor is not the Summit principal, then the employee should submit the written complaint to the principal for resolution prior to submission to the Summit Board, and may appeal the decision of the principal to the Summit Board. Any faculty or staff member whose complaint or grievance comes before the Summit Board shall have an opportunity to be heard, in person, by the Summit Board.

The decision of the Summit Board shall be final.

November 1, 2000
replaces Boulder Valley School District File GBM and GBM-R

Professional Staff Salaries

The Summit Board of Directors shall determine professional staff salaries for each individual. In setting salaries the Board may consider academic degrees relevant to the position, years of teaching experience, and value of the staff person's skills, knowledge and experience to the position held at Summit. The Board shall determine salaries for the next academic year in the spring or as soon as funding information is available for the next academic year, whichever is later. Salary information shall be communicated to the staff in a timely manner.

November 1, 2000
replaces Boulder Valley School District File GCBA

Professional Staff Work Load

Duties Included in Regular Assignment

Teachers will be expected to assume reasonable duties over and above their regular classroom teaching responsibilities. Activities and services which make minor demands on the teacher's time (such as student registration, attendance-keeping and record-keeping, reporting to parents, supervision of students, and the request for, care of, and accounting for instructional materials) shall be part of each teacher's assignment.

Additional Responsibilities

Extra responsibilities that make major demands on a teacher's time shall be rewarded with extra compensation. Such jobs, and the compensation therefore shall be in accordance with a schedule approved by the Summit Board.

Attendance at Meetings

Teachers are expected to attend faculty meetings, unless they are excused for valid reason by the principal. General faculty meetings and other professional and in-service activities are considered part of the regular assignment of instructional personnel.

October 2001
Replaces Boulder Valley School District File GCK

Nonschool Employment/Consulting Activities By Professional Staff Members

Professional staff members shall not at any time engage in any employment that would interfere with their effectiveness in performing their regular assigned duties; would compromise or embarrass Summit Middle School or the school system; would adversely affect their employment status or professional standing; or would in any way conflict with assigned duties. Professional staff members shall not engage in any other employment or in any private business during the hours necessary to fulfill appropriate assigned duties.

Professional staff members may be authorized to make consulting or speaking engagements of a professional nature outside the School provided that such commitments do not adversely affect the performance of their school assignments. Professional staff members may accept honoraria in connection with these authorized out-of-school activities.

replaces Boulder Valley School District File GCQAA
November 1, 2000

Tutoring for Pay

To assure all students reasonable assistance without charge from their own teachers and to avoid placing a teacher in a position where s/he may have a conflict of interest, teachers shall not be permitted to receive money for tutoring any student they have in class or upon whose evaluation or assignment they will be called upon to pass.

replaces Boulder Valley School District File GCQAB
November 1, 2000

PROCEDURE

PROFESSIONAL RESEARCH AND PUBLISHING

Copyright on Publication and Dissemination of School Materials

It is the policy of Summit Middle School that it and the Boulder Valley School District shall retain a nonexclusive right to use educational materials that are developed by Summit employees in the context of their job. The developer of intellectual property materials shall retain the rights to the material outside the Boulder Valley School District.

Educational materials are defined as written, audiovisual, computer software, or manipulative materials used by administrators, teacher or students.

The objectives of this policy are to:

1. Encourage employees to make educational materials available for public use within and outside the District.
2. Protect the District's primary role of educating students.
3. Protect the potential benefits to Summit and the District and their employees through the publication of new educational materials.

However, nothing included herein alters the status of materials developed under federally funded programs, which are, by federal law, public property.

It is not the purpose of this policy and its implementing regulations to discourage writing for professional journals on the employee's own time. The intent is to clearly delineate between the development of educational materials and later writing about that development.

replaces Boulder Valley School District File GCQB
November 1, 2000

EVALUATION OF PROFESSIONAL STAFF

TEACHERS

The major responsibility of a teacher in the Summit Middle School is to provide an effective instructional program in the classroom. This responsibility involves preparation and planning, both long-range and immediate; understanding and applying sound professional teaching methods; and developing and maintaining effective pupil, parent, and community relationships.

In addition, teachers are charged with certain other duties as required by the statutes of the State of Colorado, the policies and procedures of the school district to the extent applicable to Summit, and the policies and procedures of Summit Middle School. These duties include such activities as student recordkeeping, student discipline, reporting to parents, supervision of students, and the requisitioning, care of, and accounting for instructional materials.

November 1, 2000

replaces Boulder Valley School District File GCA/GCA-R

PROCEDURE

EVALUATION OF PROFESSIONAL STAFF TEACHERS

The purpose of teacher evaluation as stated in Summit Board of Directors policy is to improve instruction through assessing teacher performance and helping teachers improve their instructional abilities. Therefore, the Principal must, and the Evaluation Committee may, provide guidelines, suggest specific ways to overcome difficulties, and discuss observation evaluations freely with the teacher involved.

Teacher Evaluations

The Summit Board of Directors recognizes that a thorough, regular appraisal of teaching performance is critical to the realization of Summit Middle School goals. The primary goals of teacher evaluation are the assurance of quality instruction, the strengthening of the school staff, and the growth of individual staff members.

The evaluation procedure integrates both formal and informal performance observations into an annual evaluation report written by the principal for each teacher. Informal observations are

conducted by the Principal and Assistant Principal. Formal observations are conducted by an Observation Team comprised of the principal and members of the Summit Board of Directors or their designees. The annual evaluation report, based on pertinent documentation from the teacher's Professional Development File and the observations, is submitted to the Board of Directors.

Teacher evaluations are based on the following:

1. Progress toward the successful completion of the teacher's performance and professional goals, as identified in his or her Professional Development Plan;
2. Input from students and parents;
3. Teacher's contributions to the overall welfare, promotion and quality of the school;
4. Formal classroom observations by the Observation Team, based on the following criteria: (a) knowledge of content, (b) context for learning, (c) lesson structure, (d) instructional strategies, (e) flexibility and responsiveness, and (f) classroom environment.
5. Informal observations conducted by the Principal and Assistant Principal.

Classroom Observations

Classroom observations will be made by the Principal and the Observation Committee members. All teachers are formally evaluated at least two times per school year in each of their first two years at Summit. After completing two years of teaching at Summit all teachers are formally evaluated at least one time per year after that. Each observation will be made by the Principal (or the assistant principal in his or her place) and one other Committee member.

These observations will be conducted openly and with the advance knowledge of the teacher. The teacher will be informed in advance of the observation, and will be told how the observation will be conducted. Observation reports must be written by the Principal or Assistant Principal, and may be written by other members of the observation team. Each classroom observation report will include specific comments that pertain to the observations made, and positive suggestions for improvement when needed. Information from informal observations and teacher's contributions to the overall welfare, promotion and quality of the school may also be included. Initial discussion after each observation will be in private between the teacher, the Principal and the appropriate Committee member. During this discussion, the teacher may ask for specifics and clarification of the evaluation, and for suggestions for improvement.

If any subsequent discussions are scheduled, the teacher will have the right to be accompanied by a fellow teacher.

The Principal will be responsible for preparing a record of observations for the teacher's personnel file. The teacher will sign this record as evidence that the contents have been reviewed and discussed. If the teacher disagrees with the Principal's report, the teacher will so note, and within five days of the last discussion will prepare and present to the Principal a signed supplemental statement to be attached to, and filed with, the record.

If the Principal considers deficiencies to be such as to justify dismissal or non-renewal if they are not corrected, the report will so state.

1. The Board expects the Principal to exert every effort to encourage staff members to develop their teaching performance to an optimum degree.
2. The Board expects the Principal to devote a substantial amount of time and effort to the appraisal process.
3. Performance appraisal shall be continuous; it shall not be limited to times and procedures set for formal evaluations.
4. Evaluations shall be conducted in a fair and friendly manner. The Principal shall make every effort to understand the needs of the teacher and shall provide reasonable help when improvement is needed.
5. At any time, when a teacher's performance is unacceptable, the Principal shall meet with that teacher and:
 - a. Specifically identify areas needing improvement,
 - b. Provide specific suggestions for improvement,
 - c. Give the teacher adequate time to show improvement.
6. All formal evaluations shall be written and dated. The staff member being evaluated shall have the opportunity to review the evaluation with the Principal, and both shall sign and date the evaluation report.
7. Teachers may appeal unfavorable evaluations directly to the Board of Directors.
8. If, in spite of good-faith efforts by the Principal, a teacher's performance remains unsatisfactory, the teacher shall be given appropriate notice that non-renewal or dismissal is likely.
9. The evaluation report shall be based on written classroom observations by the Principal and written observations by members of the Evaluation Committee as well as written comments by parents and students, and the teacher's contributions to the overall welfare, promotion and quality of the school.
10. The Board of Directors may use teacher evaluations and accompanying documentation for any reasonable purpose in carrying out its duties.

November 1, 2000, revised October 2001, revised May 18, 2006
replaces Boulder Valley School District File GCN-1/AFC-1-R

SUSPENSION AND DISMISSAL OF TEACHERS

(and Contract Nonrenewal)

For teachers hired on an “at will” basis, Summit retains all rights to suspend or dismiss such teachers consistent with an “at will” employment relationship. For teachers hired on one-year employment contracts, the following policy shall apply.

Suspension From Duty

The Summit Board of Directors shall have the authority at its discretion, to place on administrative leave or to suspend a teacher from regular teaching duties. Such leave or suspension shall be with or without pay at the determination of the Summit Board of Directors considering the circumstances of the suspension or leave.

Dismissal

The Summit Board of Directors shall follow its established procedures for the dismissal of teachers.

Prior to the expiration of the term of the contract, a teacher or other professional staff member may be dismissed on any of the following grounds:

1. Unlawful behavior involving a child;
2. Conviction of a felony;
3. Repeated insubordination to his/her supervisor;
4. Unsatisfactory job performance after notice and reasonable opportunity to correct;
5. Failure to acquire or maintain necessary credentials;
6. Conduct which, in the reasonable judgment of the Summit Board of Directors, seriously interferes with the orderly and effective operation of the school, seriously threatens realization of the educational goals of the school, or seriously threatens physical harm to a Summit student.

If an employee is dismissed as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by credible evidence, the School District is delegated the responsibility for immediately notifying the Colorado Department of Education and for providing any information requested by the Department concerning the circumstances of the dismissal.

Renewal/Nonrenewal of Contract

Offers of renewal of a teacher contract or a decision not to renew a teacher contract shall be at the discretion of the Summit Board of Directors. The Summit board shall advise professional staff members of renewal or nonrenewal of their contract for the following academic year on or before April 20 of each year.

November 1, 2000; revised October 2001
Boulder Valley School District File: GCPD

Associated Exhibit: GCPD-1-E

EVALUATION OF PROFESSIONAL STAFF

ADMINISTRATORS

The Summit Board of Directors shall institute and maintain a comprehensive program for the evaluation of administrative team members. This includes, but is not limited to: Principal, Assistant Principal, Dean of Student Life, Business Manager, Counselor, and Office Manager/Registrar. Evaluations shall be conducted at least once a year, according to the following guidelines:

1. Evaluation criteria for each position shall be in written form and shall be made available to the administrator.
2. Evaluations shall be made by the Summit Board of Directors. Results of the evaluation shall be put in writing and shall be discussed with the administrator by the Summit Board of Directors.
3. The administrator being evaluated shall have the right to attach a memorandum to the written evaluation, and the right to appeal through established procedures.
4. Results of the evaluations shall be kept in confidential personnel records maintained in the Summit office.

In accordance with Colorado statutes, information gathered and written evaluative documents used in retention, promotion, or termination of a leadership team member shall be accessible to the person concerned or his representative.

In cases of possible demotion or termination of contract, records shall be kept of formal evaluations and evaluative conferences conducted in the seven- to 12-month period preceding the effective date of the demotion or termination.

replaces Boulder Valley School District File AFc-2 (also GcN-2)

November 1, 2001; Revised May 18, 2006

ADDITIONAL CRITERIA FOR EVALUATION OF ADMINISTRATIVE STAFF

Purpose and Applicability

These additional criteria shall be considered by the Summit Board of Directors in addition to and in conjunction with the performance of the duties specified in the respective job descriptions of the Principal and the Counselor.

Does the individual being evaluated:

require an inordinate amount of supervision?

effectively supervise others?

effectively prioritize and organize tasks and manage time?

take appropriate initiative and appropriately seek guidance?

communicate effectively and honestly?

follow through on tasks to completion?

demonstrate characteristics, attributes, or enthusiasm that are not encompassed in the job descriptions or these criteria but which are of great value or contribution to Summit?

demonstrate sincere dedication to Summit?

exercise sound judgment?

demonstrate confidence in his/her own abilities and respect for others?

motivate co-workers?

understand and foster Summit's mission?

November 1, 2000; revised November 2001

replaces Boulder Valley School District File CFA*_R

SUPPORT STAFF POSITIONS

Support staff personnel (sometimes referred to as “classified” or “noncertificated” personnel) are those employees who are not required by the State of Colorado to have a certificate and whose work is not primarily instructional. This classification applies to nonadministrative personnel in the areas of maintenance, operations, transportation, and food services, as well as secretarial, clerical, and paraprofessional personnel.

A regular employee is an employee who is appointed to a continuing, scheduled monthly or hourly position.

A temporary employee is an employee who is hired for short-term or intermittent assignments, or for a position where it is impractical to employ on a regular salaried basis.

For calculating vacations, sick leave, or PERA retirement, the employee's own date of employment shall be used.

In classifying positions, consideration is given to many factors, including the experience and training necessary for the job, the number and difficulty of decisions required, the degree of responsibility to be assumed, supervision to be received and given, the highest skill exercised, and the salary to be paid for similar positions in other organizations. In order to establish and classify newly created positions, the Summit Board of Directors will review the position in light of the classification factors listed above and shall arrive at a recommended classification.

To be reclassified, an established position shall be reviewed by the Summit Board or Directors. Applications for reclassification must be received in a timely manner and must be accompanied by a statement as to why reclassification may be appropriate.

Newly employed persons shall be placed on the first step of the classification to which the position has been assigned, unless advanced placement has been approved. Classification automatically determines the salary range.

November 1, 2000
replaces Boulder Valley School District File GDA-R

SUPPORT STAFF VACATIONS AND HOLIDAYS

Vacations and holidays for Summit classified employees shall be in accordance with the procedures and other provisions contained within the negotiated agreements with Summit employee

November 1, 2000
replaces Boulder Valley School District File GDBE

PARENTAL LEAVE

After one's annual leave time is used, Summit will pay the employee either the difference between his or her daily pay and the base substitute rate (i.e. the 1-20 day rate) OR \$40 per day (whichever is greater) during the time of the leave for up to 8 continuous weeks of leave or the end of the school year, whichever comes first.

April 29, 2004
replaces Boulder Valley School District File GDBE

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Staff Growth and Development

The Summit Board of Directors recognizes the importance of maintaining, developing, and extending the skills of professional staff members. Opportunities shall be provided systematically to ensure staff growth and development that will be reflected in increased personal and professional competence.

Provisions shall be made for growth producing experiences through:

1. Visits to other classrooms and schools and attendance at conferences, workshops, and other professional meetings.
2. Continuing education in relevant subject areas.
3. Planned in-service programs, courses, seminars, and workshops.

In addition, release time may be granted for conferences and visitations – and expenses may be reimbursed – provided such activities are approved in advance by the Principal and the Board, if appropriate, and are within budget allocations for the purpose.

Staff Training

Teachers will be expected to attend training in:

- First Aid and CPR
- Reporting suspected child abuse or neglect
- Discipline

November 1, 2000
Revised November 2001
laces Boulder Valley School District File GDBE

School Administration

- **Procedure: School Building Administration**
- **Visitor Policy**
- **School Year/School Calendar**
- **School Day**
- **Non-School Sponsored Trips Involving Students and Staff at Summit**

PROCEDURE: SCHOOL BUILDING ADMINISTRATION

The Board of Education affirms the rights and responsibilities of Summit's Board of Directors for the complete administration of the various programs of Summit within the broad scope of the adopted policies of the Summit Board of Director and as prescribed by the laws of Colorado, as modified, waived, or replaced by the Charter and any Addenda thereto. Specifically, Summit's Principal is the responsible head and professional leader in the development of the daily educational program and the improvement of instruction in the school.

All personnel in Summit's school building shall work through and under the direction of the Principal and authorized personnel in the performance of their duties within the school. The Principal shall establish channels, in addition to directives from the Summit Board of Directors, for the ready interchange of ideas between school staff and the Board of Directors, specifically with regard to suggestions and ideas for improving programs.

Adopted November, 2001

VISITOR POLICY

Parents or guardians are welcome to visit and attend their child's classes; however, parents or guardians must request permission and receive advance approval from the Administrative Office at least 24 hours in advance of the proposed visit. All visitors must check in at the office and receive a badge. A student's parents or guardians may have reason to request a third party visit or to meet with their student during regular school hours. All such requests must be directed through the administration of Summit Middle School for authorization. Out of town guests may accompany students to classes ONLY with prior teacher approval and check-in at the office for a badge. Local friends of students are not allowed to drop in as classroom visitors or to shadow at Summit. Approval of all such visits is at the discretion of the Summit administration and faculty. No visits will be scheduled the first or last two weeks of school.

SCHOOL YEAR/SCHOOL CALENDAR

Summit Middle School conducts a regular day school program for students from 6th through 8th grade, with an academic year in accord with state statute.

Each spring, the Summit Board of Directors shall adopt a school year calendar for the following school year. The calendar will be developed by the Summit Board in cooperation with Summit administration and staff, taking into consideration the school year calendar developed by BVSD staff.

November 1, 2001
replaces Boulder Valley School District File IC/ICA

SCHOOL DAY

The Summit Board of Directors shall establish the length of the school day at Summit.

Early arrival at school is discouraged, except when there are unusual circumstances in which case special arrangements for the proper supervision of the child must be made in advance with the principal.

November 1, 2000
replaces Boulder Valley School District File ID

NON-SCHOOL SPONSORED TRIPS INVOLVING STUDENTS AND STAFF AT SUMMIT

Summit shall have a policy of public notification of Summit's non-sponsorship and non-connection with any of these non-school sponsored trips so that there is not a perception by the public, parents, students or others at the event is sanctioned or sponsored by Summit. Such disclosure should be required in communications regarding such events.

September 2, 2004

Fiscal Management

- **Audit**
- **Site Procurement Card**
- **Summer Hiring and Financial Authorization**
- **Public Gifts to the Schools**
- **Solicitation of Gifts and Donations**

AUDIT

The Summit Board of Directors will review the auditor's management letter when it is made available each fall and shall carefully consider any suggestions of the auditor.

November, 2005

SITE PROCUREMENT CARD

A Site Procurement Card is a school credit card in Summit's name, which would be charged by default to Summit's supplies account at the BVSD. Spending could be re-allocated to other Summit accounts.

The Board approved the card with the following provisos: the Business Manager will be the authorized user; the Principal will be the primary liaison to review spending, and the Board Treasurer would also be a liaison, and will review the statements; there will be a \$10,000 limit and \$1,000 individual item limit.

February 3, 2005

SUMMER HIRING AND FINANCIAL AUTHORIZATION

Since the Summit Board does not hold frequent meetings during the summer and since hiring and other financial matters may require action prior to the next scheduled Board meeting, there the Summit Board agrees that:

1. During the summer break, an officer of the board may canvass board members on any hiring issues, and if such canvass discloses that at least four members of the Board agree with the proposed hiring and terms, then the officer may issue the standard offer letter incorporating the specified terms and including the statement, "This offer is contingent upon formal ratification at the next meeting of the Summit Middle Charter School Board."
2. During the summer break, an officer of the board may canvass board members on any grant, contract or financial issue that requires resolution prior to the next regularly scheduled board meeting. If such canvass discloses that at least four members of the Board agree with the proposed terms, then the officer may sign such contract, agreement, financial claim, tax return, grant application or modification on behalf of the board. The contract or financial agreement must include the statement, "This offer is contingent upon formal ratification at the next meeting of the Summit Middle Charter School Board."
3. Any hiring offer, grants, or contracts which were authorized under this process will be presented along with written documentation of canvassing results to the Board for formal ratification at the next regularly scheduled meeting.

June 10, 2004

PUBLIC GIFTS TO THE SCHOOLS

Gifts may include cash, real or personal property, services, or in-kind contributions. The Superintendent and the Board of Education are appreciative of those who want to give gifts to the School District.

The basic principles of this policy apply to gifts to an individual school or school-sponsored group and gifts to the School District. All gifts to be received by a school will be reviewed using the budget decision-making process at the school. Priorities for the use of gifts will be set in conformance with this policy.

Basic Principles Governing Gifts to the School District Specified for a Particular School

- Gifts for equipment or services that are not likely to be acquired from public funds will be encouraged.
- Gifts will not be used to substitute for regular funding requirements, but rather to enrich and supplement regular sources.
- Gifts of property or services that involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds, will be discouraged.
- Gifts on a matching basis requiring money, property, or services by the District will be discouraged due to differences in the resources of various schools and/or organizations.
- Cash gifts will be managed by the Treasurer and Business Manager.

Basic Principles Governing Gifts to the School District

- Gifts to the School District for equitable distribution to schools for a purpose determined by the Superintendent and the Board of Education will be encouraged.
 - The Superintendent and the Board of Education will consult with the donor in determining the use and allocation of gifts to the School District.
- Gifts for equipment or services that are not likely to be acquired from public funds will be encouraged.
- Gifts of property or services that involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds will be discouraged.
 - Gifts available to employ “regular” full- or part-time personnel will be encouraged but subject to a determination of appropriate use by the Superintendent of Schools.

- Gifts to the School District become the property of the District and are subject to the same controls and regulations that govern the use of all District-owned property.
- Cash gifts will be managed by the Accounting Department.
- The Superintendent of Schools has the authority to accept gifts, consistent with the basic principles, which are of a value of less than \$10,000.01. The Superintendent will develop and implement administrative guidelines that establish the format and procedures to be followed by potential donors.

Procedures will include the following:

- Gifts of less than \$1,000.00 to a single school, consistent with stated basic principles as provided in this policy, will be accepted by the authority of the principal; gifts accepted under the authority of the building principal will be reported to the Board of Directors.
- Gifts in excess of \$1,000.00 but less than \$10,000.01 will be accepted by the authority of the Board of Directors.
- Gifts over \$10,000.01 will be presented to and acted on by the Board of Directors.
- When a gift has been accepted, it will become the property of the District.
- At the time of acceptance, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the District.
- All gifts received by schools or school-sponsored groups must be reported to the Superintendent of Schools at the end of each semester. Reporting shall include amount or description of the gift, person or group donating, and the use made of the gift, including the name of the recipient staff member or group. Anonymous donations will be reported as such.

Replaces Boulder Valley School District File KH November 1, 2000

SOLICITATION OF GIFTS AND DONATIONS

No person, including any employee, agent, or other representative of the School District, without the knowledge or consent of the Summit Board of Directors, may act on behalf of Summit to solicit a gift, grant, donation, or other gratuity from any person or legal entity. This policy does not apply to student fund-raising activities. Nothing in this policy shall discourage separate entities and organizations, such as parent-teacher organizations, the Foundation for Boulder Valley Schools, or other foundations or similar organizations, from raising money and collecting

gifts and donations on their own as separate entities to the benefit of the schools of the District or to a particular school in the District.

Acceptance of all gifts and donations by the District is governed by District Policy KH. The School District reserves the right to accept or decline any proposed gift or donation.

November 1 2000

Replaces Boulder Valley School District File KHA

JOB DESCRIPTIONS

All employees and volunteers at Summit Middle School work together to fulfill the Summit Mission Statement. The following job descriptions will help to organize that effort by delegating specific responsibilities and assigning the relevant authorities. However, Summit will benefit most if each employee contributes to the school in ways beyond the formal job description. There are two important ways to do this.

The first is to actively seek out additional ways to help the school be better — make suggestions, fill gaps, solve problems before they can happen.

The second is to set a great example for the students. Honesty, diligence, open communication, fairness, and politeness are qualities we all want to be the norm at Summit and to be engendered in our students.

Adopted November 1, 2000; revised November 2001

- **Principal**
- **Assistant Principal for Curriculum and Instruction (from Amanda, very draft; not yet approved by the Board)**
- **Dean of Student Life**
- **Counselor**
- **Teacher (see Employment section: Evaluation of Professional Staff – Teachers)**
- **Librarian (missing)**
- **Office Manager and Registrar**
- **Business Manager**

PRINCIPAL

The Principal reports to the Summit Board of Directors and serves as a non-voting member of the Board. The Principal is the individual primarily responsible for promoting open communication within the school and between the Board and students, parents, faculty, and all others.

The Principal:

1. Serves as the academic leader of the school
 - Implements curriculum, instruction, and assessment in a manner consistent with Summit's Mission Statement
 - Participates in on-going curriculum evaluation and development
 - Represents Summit and communicates its mission and programs to the school community and to the community at large as well as to the District Leadership Team and to the BVSD middle school principals
 - With the administrative team, facilitates the resolution of any problems that might arise among teachers, students, and parents
2. Leads and supervises the Summit faculty
 - Leads the faculty to ensure the delivery of curriculum through appropriate instructional approaches, serving the various learning styles and needs of Summit students
 - Ensures that the faculty follow all policies established by the Summit Board of Directors as well as complying with relevant BVSD and State requirements
 - Participates with Summit Board members in all formal teacher observations carried out for the purpose of teacher evaluation
 - Ensures attendance monitoring and reporting by the faculty
 - Ensures and guides faculty and professional development
 - Manages the peer observation process
 - Participates in teacher hiring
 - In cooperation with the Summit Board, determines teacher class assignments
 - Assists the office staff in coordinating the substitute teacher program
3. Assists the administrative team in carrying out an effective student disciplinary program for the school:
 - Ensures that at all times, a Board-approved individual is available to carry out the role of disciplinarian, primarily the Dean of Students.
 - Arranges and coordinates classroom management instruction/advice for teachers and other staff and volunteers.
 - Advises the faculty, staff, and parents of urgent or significant disciplinary concerns as appropriate. These functions may also be carried out by the disciplinarian on duty to the extent necessary on an urgent basis in the absence of the Dean of Students.
4. In consultation with the faculty and Board, develops placement guidelines and revisions as necessary for courses offered by Summit.
5. Ensures effective supervision of the student body at all times and assigns staff to implement supervision of the school.

6. Assists the Finance Office in the preparation of budgets for presentation to the Board for approval. Elicits, coordinates, prioritizes, and presents faculty budget requests.
7. Manages expenditure of budgets assigned to the school within constraints established by the Board.
8. Is responsible for preparation of required reports to the BVSD Board of Education concerning achievement of school mission and objectives.
9. Serves as direct supervisor of Summit office staff and paraprofessionals
 - Assigns and supervises paraprofessionals and office staff.
 - Assigns paraprofessionals to student supervision duty, as necessary, including lunchtime duty.
 - Assigns paraprofessionals to work under the direction of the office staff or faculty, as necessary.
 - Evaluates job performance of office staff and librarian/media specialist.
 - Evaluates job performance of paraprofessionals with input from the office staff.
10. Directs lunchroom supervision
 - Provides written lunchroom rules as deemed necessary and inside and outside lunchtime boundaries.
 - Trains and instructs lunchroom supervisors, including volunteers
 - Schedules lunchroom supervision.
 - Coordinates lunchroom activities.
11. Keeps current and in compliance with all relevant BVSD, state, and Summit regulations and policies.

Adopted November 1, 2000; revised November 2001

ASSISTANT PRINCIPAL FOR CURRICULUM AND INSTRUCTION

The assistant principal for curriculum and instruction is the:

- Acting principal in the absence of the principal
- new teacher trainer & mentor
- assessment coordinator (MAP, CSAP, placement) & data analyzer
- literacy coordinator (ILP documentation, literacy teacher and cross-curricular coach)
- professional development coordinator & workshop facilitator
- curriculum & instruction “go to” person for parents & teachers (benchmarks, assessments, materials selection & use, lesson design resource)

- scheduler (master schedule, special schedules/assembly, finals)
- public outreach facilitator (Back to School, Help Your Child Succeed, Open Houses, Registration Night)
- Hiring Committee participant (Librarian, Dean, English, Special Ed, English Lab & others)
- IC IT-faculty liaison/go-to person for teachers
- Designer of professional development programs

DEAN OF STUDENT LIFE

All employees at Summit work together to fulfill the Summit mission statement. The information reflected in this description provides structure to the responsibilities and accountabilities for this position. However, Summit expects to employ professionals who will bring job descriptions to life, creating both a fulfilling career environment and very successful outcomes for our students. Summit is a school where adolescence is celebrated and where meaningful academic accomplishment is at the core of our mission. We seek employees who thoroughly enjoy working with middle school students and who value scholarship. In addition, values we hold high include: trust, honesty, warmth, diligence, effective communication, collaboration, creativity, humor, maturity, flexibility, fairness and politeness, and we expect to see them evident in all of our staff, and hope to inspire them in our students.

The primary areas of responsibility for the Dean of Student Life at Summit Middle Charter School are:

1. Ensuring that Summit is a safe and caring community for all its students.
2. Developing a long-term vision of student life at Summit and facilitating a culture of leadership, respect and personal responsibility among our students, families and faculty.
3. Creating, implementing and supervising programs that broaden our student's educational experience beyond the classroom.

The Dean of Student Life serves on the administrative team, reports to the Principal, and is evaluated by the Principal and the Board of Directors.

The Dean of Students is responsible for the following:

I. Student Activities, Student Safety and Student Leadership

1. The Dean of Student Life serves as the administrative advisor to **Student Council** and, as such, has overall responsibility for all aspects of Student Council, including elections, planning and implementing events, conducting regular meetings, organizing and attending retreats, and the development of student leadership.

At the same time, a Co-Faculty Advisor to Student Council will be sought from among the faculty to assume primary, day-to-day responsibility running Student Council. Student Council takes an average of five hours per week (sometimes more) devoted to the following: One weekly lunch meeting (1 hour), managing the school store after school (2.5 hours), one executive meeting (.5 hours), and shopping, going to the bank, etc. (1 hour). As the Dean of Student Life will often need to be available at lunch and after school to meet with students, parents, faculty and staff, - responsibilities (such as running Student Council meetings, shopping for and overseeing the school store), can be delegated to members of the Student Council and to the Co-Faculty Advisor as needed.

2. The Dean of Student Life serves as the **Athletic Director** at Summit. This includes organizing and coordinating all girls and boys sport teams; recruiting, hiring and supervising all coaches; coordinating all practice schedules; arranging for transportation and supervision to and from games; ordering and maintaining equipment; updating the Coaches' Handbook; and attending monthly meetings of the Middle Level Activities Committee (MLAC) in order to discuss upcoming events, handbook changes, coaches, teams, budgets, etc. and to build solid relationships with other schools and with the district.
3. The Dean of Student Life is in charge of the development, implementation, and ongoing management of all programs of **peer mediation and restorative justice**, and programs of a similar nature.
4. The Dean of Student Life helps maintain a safe and caring community by **supervising** at lunch three days per week on average unless otherwise scheduled, supervising students on lunch detention, walking around, making sure that student conduct is appropriate, rules are being followed, teachers assigned to lunch supervision are present, and the campus is being kept clean. One day per week at lunch the Dean or Co-Faculty advisor will need to be at the Student Council meeting, and usually one day per week the Dean will need to attend CRT meetings.
5. **Kid Chats** – The Dean of Student Life will schedule opportunities to meet with students from all grade levels at lunch several times each year in order to hear input from them.
6. Another way the Dean of Student Life helps ensure a safe and caring community is by organizing the **Emergency Response Team** (ERT) each year, making sure everyone serving on the team has the necessary current training in first aid and CPR, and conducting training drills as needed.
7. The Dean of Student Life helps with **graduation** by being in charge of such things as: reserving the auditorium, arranging for buses and supervision, and helping with the rehearsal and supervision of the 8th graders on the day of graduation.
8. The Dean of Student Life is responsible for creating, planning, implementing and evaluating diverse social, educational and celebratory **programs** for *all* students at Summit. These can include programs organized through Student Council (such as dances, guest speakers, fund raisers and performances) as well as programs that connect our students to the broader community outside of Summit.

II. Discipline – Proactive and Consequential

1. **Identifying and supporting students** who are not being successful at Summit due to academic, social or behavioral difficulties. (This is done through ongoing conversations

with faculty and administrative staff, attendance at all CRT, 504 and IEP meetings, and through reviewing progress reports and report cards). This includes setting clear limits for students in such areas as: tardies, unexcused absences, bullying, respecting rules relating to such things as dress code, cell phones, academic integrity, etc., poor grades, disruptive behavior, and negative social interactions.

2. Speaking/meeting with such students and with their parents or guardians. As needed putting in place **Mentoring, Academic Improvement Plans, Learning Contracts/Behavior Management Plans**, or other such interventions.
3. Arranging and attending **meetings** with students, families, other teachers and administrative staff, the school counselor, and special education team and following through after such meetings.
4. Helping to **mentor teachers in effective classroom management techniques**. At the request of the Principal, Assistant Principal, or any teacher, the Dean will meet with and observe that teacher in order to give input regarding how to improve classroom management.
5. The Dean also attends all **new teacher training sessions** during the first semester in conjunction with the Assistant Principal. Together with the Assistant Principal the Dean uses these sessions as an opportunity to help introduce new teachers to the procedures and expectations at Summit.
6. **Investigating** situations, speaking with students, fully documenting (via anecdotal notes and district forms) what took place, deciding what consequences (if any) will ensue, and then implementing those consequences.
7. Fairly and consistently **administering discipline actions** with students according to BVSD and Summit policies. This can include such things as:
 - lunch detentions with community service,
 - in-school detentions with community service,
 - restorative justice and/or peer mediation,
 - implementation of learning contracts or behavior management plans,
 - suspensions,
 - the initiation of expulsion proceedings.

This would also include sending out **attendance/tardy letters** and following up with consistent consequences.

In *all* cases timely, professional and *well-documented* follow up by the Dean of Student Life with students, parents, faculty, and administrative staff. In addition it may be necessary to follow up with BVSD personnel or to contact the police, if the situation warrants. Working closely with the school counselor will also be required on some of

these issues, especially if Social Services needs to be involved or if the issues could benefit from the school counselor's experience and expertise.

The Dean of Student Life also arranges and conducts the required **readmission meeting** after a student returns to school upon completion of an out-of-school suspension.

III. Promotional Activities

1. The Dean of Student Life assists with year-long programs of **promotional activities** to attract new students to Summit and to promote Summit to the community. This includes: helping to conduct monthly scheduled orientations and tours for prospective families; helping with student/parent information programs held at night; and helping with Registration Night for incoming students.
2. The Dean of Student Life is responsible for **promoting** after school sports, clubs and other such **activities** among Summit students.

IV. Other

1. **Substituting.** The Dean of Student Life provides coverage for teachers or other administrators when people are out sick or late, and a substitute has not yet arrived or cannot be found. Such situations often arise with little notice and may require shifting commitments at the last minute.
2. **Attending** concerts, history day, science fair, performances, athletic competitions, etc. to show support for our students.
3. **Attending** the following: faculty meetings, orientations, retreats and professional development sessions; prospective student/parent events (tours and evening programs); Helping Your Child Succeed at Summit; Registration Night for New Students; Parent/Teacher Conferences; 8th grade graduation; and school dances and other such events sponsored by Student Council.
4. **Other** responsibilities as determined by the Principal or Summit Board of Directors.

Approved 5/18/2006

COUNSELOR

The counselor reports to the Summit Board of Directors and works closely with the Principal, the students, the parents and the faculty to achieve academic and personal success for students.

1. The counselor provides academic advising and placement assistant for students:
 - Provides academic scheduling and schedule changes for students in core and elective courses in coordination with the faculty, the Principal, students and parents as appropriate
 - Provides input to Principal and faculty for the establishment and revision of guidelines for placement of students
 - Applies placement guidelines to individual students to determine appropriate placement for each student
 - Works with the office staff on preparation and distribution of student progress reports and grade reports
 - Manages the academic and school records of students and transmits student histories as necessary to parents and teachers
 - With the Principal, facilitates the resolution of any problems that might arise among teachers, students and parents
 - With the Principal and other administrators, schedules and coordinates the parent/teacher conference program
 - Keeps current and in compliance with all relevant BVSD, state, and Summit regulations and policies.

2. Works closely with the BVSD Special Education supervisor in coordinating efforts for special education students and those with special needs
 - Serves as Summit's 504 liaison to the BVSD
 - Makes referrals or request for psychological testing, as appropriate, with the Special Education supervisor and the school psychologist.

3. Teachers, substitutes, and supervises students as time permits

Replaces BVSD File CFA*-R
November 1, 2000; revised November, 200

**TEACHER (see Evaluation of Professional Staff –
Teachers)**

LIBRARIAN (needs to be scanned)

OFFICE MANAGER & REGISTRAR (needs to be scanned)

BUSINESS MANAGER

HR Duties

- Create time and attendance reports in preparation of payroll
- Submit HR paperwork to district for new and continuing employees
- Prepare and submit extra duty stipend contracts
- Oversee Employment Verification Process including I90 and CBI investigation
- Coordinate open enrollment for employee benefits
- Answer payroll questions from employees

Accounting Duties

- Prepare deposits of all cash receipts
- Reconcile checking accounts.
- Reconcile the petty cash account. Oversee petty cash maintenance and disbursal.
- Reconcile charges to all school funds.
- Prepare and reconcile accounts payable documents.
- Prepare and maintain state, and local tax transactions
- Coordinate with auditor to ensure accurate documentation of school finances.
- Collect all student fees.
- Collect fees for special events, i.e. 8th grade party, museum trips, restaurants.

Budget Duties

- Prepare for the Principal an annual school managed draft budget
- Prepare with members of the Board a school budget for the coming year.
- Write monthly reports for the board.
- Work with the district on budget information.

Technology

- Supervise tech contractor.
- Prioritize work requirements to maximize greatest good.

Purchasing

- Order outside purchases (other than BVSD warehouse orders) for books, supplies, etc.
- Obtain bids for computers and outside contract work – capital construction funds.
- Obtain bids from district for district work orders.
- Reconcile Pro-card (credit card) statements.

Undated

Appendix B: BVSD and State Waivers (from the 6/2006 Contract)

Summit and the School District agree to waive certain state statutes and BVSD policies where such waivers enable Summit to adopt policies that more appropriately reflect the nature and operation of the school.

The BVSD “Middle Level Education Essentials” is specifically waived. In addition to the specific statutes and policies listed below, Summit requests a waiver from any Boulder Valley School District policy or future policy which conflicts with the mission, goals, or educational program outlined in this document.

Summit and the School District agree to waive the following BVSD policies and their associated regulations:

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

ABA (Also KC), Community Involvement in Decision-making;
ABB, Staff Involvement in Decision-making;
AD, Educational Philosophy;
AFC-1 (Also GCN-1), Evaluation of Professional Staff, Teachers;
AFC-1-R Evaluation of Professional Staff, Teachers (Regulation)
AFC-2 (Also GCN-2), Evaluation of Professional Staff Administrators;
AFD (Also GDN), Evaluation of Support Staff;

SECTION B, BOARD GOVERNANCE AND OPERATIONS

BAA, Board Operations
BBA, School Board Powers and Duties
BBFA, Board Member Conflict of Interest
BBFB, Board Member Conduct
BCF (Also BDF), Advisory Committees to the Board
BCG, School Attorney
BD/BDA/BDB, Board Operations
BDA/BCB, Board Organizational Meeting/Board Officers
BDC, Executive Sessions
BDDA, Notification of Board Meetings
BDDB, Agenda Format
BDDC, Agenda Preparation and Dissemination
BDDG, Minutes
BDDH (Also KD), Public Participation at Board Meetings
BE, School Board Work Sessions and Retreats
BF, Board Policy Development
BFC, Policy Adoption
BFCA (Also CHB), Board Review of Administrative Rules
BFD, Policy Dissemination
BFE, Administration in Policy Absence

BFF, Suspension of Policies
BFG/BFGA, Policy Review and Evaluation/Manual Accuracy Check
BHD/BHE, Board Member Compensation and Expenses/Insurance

SECTION C: GENERAL SCHOOL ADMINISTRATION

CC, Administrative Organization Plan
CD, Management Team
CE, Administrative Councils, Cabinets, and Committees
CF, School Building Administration (and Principal ship)
CFA-R School Building Administration (and Principal ship) (Job Description) (Regulation)
CFD, Leadership/Decision-Making Philosophy
CHA, Development of Administrative Rules
CHB (Also BFCA), Board Review of Administrative Rules
CHD (Also BFE), Administration in Policy Absence
CJ, Administrative Intern Program (Leadership Education Program)
CK, Consultants

SECTION D, FISCAL MANAGEMENT

DB, Annual Operating Budget
DBB, Fiscal Year
DBC, Budget Deadlines and Schedules
DBH, Budget Adoption Procedures
DBK, Budget Transfers
DD, Grants Management
DEB, Loan Programs (Funds from State Tax Sources)
DFA, Cash Management/Investment Policy
DFB, Revenues from Licensing of School Facilities for Telecommunication Uses DG/DGA, Depository of Funds/Authorized Signatures
DI, Fiscal Accounting and Reporting
DIA, Accounting System
DID, Inventories (And Property Accounting)
DIE, Audits
DIEA, Summit Finance Committee
DJ, Purchasing and Contracting
DJB, Petty Cash Accounts
DJGA, Sales Calls and Demonstrations
DK, Payment Procedures
DL/DLA, Payroll Procedures/Payday Schedules
DLB, Salary Deductions
DLC, Employee Expense Reimbursements
DN, School Properties Disposal Procedures

SECTION E, SUPPORT SERVICES

EBCB, Fire Drills
EBCD, Emergency Closings
EC, Buildings and Grounds Maintenance
ECA, Buildings and Grounds Security
ECAA, Access to Buildings (And Key Control)
ECAB, Vandalism
ECB, Buildings and Grounds Maintenance (and Operations)
ED, Material Resources Management
EDBA, Maintenance and Control of Instructional Materials

EDC, Authorized Use of School-Owned Materials
EEA, Student Transportation Services
EEA-R Student Transportation Services (Regulation)
EEAA, Walkers and Riders
EEACC (Also JFCC), Student Conduct on School Buses
EF, Food Services Management
EFB Free and Reduced-Price Food Services
EGAAA, Duplication of Copyrighted Material
EGAEA, Staff Use of Electronic Mail
EI, Insurance Management
EIB, Liability Insurance

SECTION F, FACILITY DEVELOPMENT

FF, Naming of Facilities

SECTION G, PERSONNEL

GA, Personnel Policies Goals
GAA, Hiring
GBB (Also ABB), Staff Involvement in Decision-making
GBL, Personnel Records
GBLA, References for Current or Former Staff Members
GBM, Staff Complaints and Grievances
GBM-R, Staff Complaints and Grievances (Regulation)
GCA, Professional Staff Positions
GCA-R, Professional Staff Positions (Regulation)
GCB, Professional Staff Contracts and Compensation Plans
GCBA-1, Professional Staff Salary Schedules Teachers
GCBB, Professional Staff Supplementary Pay Plans
GCBC, Professional Staff Additional Benefits
GCBC-R, Professional Staff Fringe Benefits (Regulation)
GCBD-1, Professional Staff Leaves and Absences Teachers
GCBD-2, Professional Staff Leaves and Absences Administrators
GCBE, Professional Staff Personal Days and Holidays
GCC/GCD-1, Professional Staff Recruiting/Hiring Teachers
GCC/GCD-1-R, Professional Staff Recruiting/Hiring, Teachers (Regulation)
GCC/GCD-2, Professional Staff Recruiting/Hiring Administrators
GCC/GCD-2-R, Professional Staff Recruiting/Hiring, Administrators (Regulation)
GCC/GCD-3, Selections and Appointment of Administrators
GCDA, Professional Staff Certification Responsibilities
GCE, Part-Time Professional Staff Employment
GCEA, Arrangements for Professional Staff Substitutes
GCF, Professional Staff Orientation
GCG, Professional Staff Probation and Tenure
GCI, Professional Staff Assignments and Transfers
GCJ, Professional Staff Time Schedules
GCK Professional Staff Work Load
GCL, Professional Staff Development Opportunities
GCN-1 (Also AFC-1), Evaluation of Professional Staff Teachers
GCN-1-R, Evaluation of Professional Staff, Teachers (Regulation)
GCN-2 (Also AFC-2), Evaluation of Professional Staff Administrators
GCP, Suspension and Dismissal of Teachers
GCPA, Reduction in Professional Staff Work Force
GCPB, Resignation of Professional Staff Members

GCPC, Retirement of Professional Staff Members
GCPCA, Voluntary Early Retirement of Professional Staff
GCPD, Suspension and Dismissal of Teachers (and Contract Nonrenewal)
GCQA/GCQA, Nonschool Employment/Consulting Activities by Professional Staff Members
GCQAB, Tutoring for Pay
GCQB, Professional Research and Publishing Policy
GCQC Exchange Teaching
GCQE Professional Staff Facilities
GDA, Support Staff
GDB/GDBA, Support Staff Contracts and Compensation Plans/Salary Schedules
GDBB, Support Staff Supplementary Pay Plans
GDBC, Support Staff Additional Benefits
GDBD, Support Staff Leaves and Absences
GDBE, Support Staff Personal Days and Holidays
GDC/GDD, Support Staff Recruiting/Hiring
GDF, Support Staff Orientation (and Inservice Training)
GDG, Support Staff Probation
GDH, Support Staff Seniority
GDI, Support Staff Reassignments and Transfers
GDJ, Support Staff Time Schedules
GDL, Support Staff Development Opportunities
GDN (Also AFD), Evaluation of Support Staff
GDO, Support Staff Promotions
GDPA, Reduction in Support Staff Work Force
GDPB, Resignation of Support Staff Members
GDPC, Retirement of Support Staff Members
GDPCA, Voluntary Early Retirement of Support Staff
GDPD, Suspension and Dismissal of Support Staff Members
GDQA, Nonschool Employment of Support Staff Members

SECTION H, NEGOTIATIONS

All of Section H is waived.

SECTION I, INSTRUCTION

IC/ICA, School Year/School Calendar
ICA-R, School Calendar Development: Criteria
ID, School Day
IE, Organization of Instruction
IF, Curriculum Research, Development, and Trial Status
IFA-R, Curriculum Research (Procedure for Development of New Courses or Major Modifications of Existing Programs) (Regulation)
IFB, Pilot Projects IGA, Basic Instructional Program
IGA, Basic Instructional Program
IGA-R, Basic Instructional Program (Regulation)
IGAD, Occupational Education (Career Education)
IGAE, Health Education
IGAI, Human Sexuality
IGBB, Programs for Gifted Students
IGDC, Student Social Events
IGDE, Student Activity Fees
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
IGE, Adult Education Programs
IHB, Class Size

IHHA, Individual Help (And Tutoring)
IHIA, Performance Contracting
IIAA, IIAB, Basic Learning Materials Selection and Adoption
IIAA-R, Basic Learning Materials Selection and Adoption (Regulation)
IIAB, Supplementary Learning Materials
IIAC, Library Media Center Learning Materials Selection
IIAE, Right To Inspect Instructional Materials: Research or Experimentation Projects Funded by the United States Department of Education
IIBA, Teachers Aides
IICA, Field Trips
IICA-R, Field Trips (Regulation)
IJ, Guidance Program
IKA/IKAA/IKAB, Grading Systems/Final Examinations/Student Progress Reports to Parents
IKAD, Parent Conferences
IKB, Homework
IKC, Weighted Grades
IKE, Promotion, Nonpromotion, and Acceleration of Students
IKEA, Make-Up Opportunities
IKF, Graduation Requirements
IL, Testing Programs
INB, Teaching about Controversial Issues
INI, Exemptions from Required Instruction

SECTION J, STUDENTS

JEC, School Admissions
JECB, Admission of Nonresident Students
JECBA, Admission of F-1 Visa, J-1 Foreign Exchange Program Students, Immigrant Students, and Dependents of Nonimmigrant Visa Holders
JECC, Assignment of Students to Schools
JECD, Assignment of Transfer Students to Classes and Grade Levels
JED, Student Absences and Excuses
JFCC (Also EEACC), Student Conduct on School Buses
JFH, Student Complaints and Grievances

SECTION K, SCHOOL-COMMUNITY RELATIONS

KA, School-Community Relations Goals
KAB, Community School Program
KB, Public Information Program
KBA, Public's Right to Know
KBB, School-Sponsored Information Media
KBC, News Media Relations
KBCA, News Releases
KD (Also BDDH), Public Participation at Board Meetings
KG, Community Use of School Facilities
KGD, Use of School Buildings as Child-Care Centers
KH, Public Gifts to the School
KHA, Solicitation of Gifts and Donations
KHB, Sponsorships
KL, Public Complaints
KLB, Public Complaints About the Curricular or Instructional Materials or Strategies
Policy Section L, Education-Agency Relations
KLB-R Public Complaints About the Curriculum or Instructional Materials or Strategies (Regulation)

SECTION L

LEA, Student Teaching and Internships

The following table explains how the waiver of various policies will allow Summit to accomplish its objectives, and the effect of the waiver on the purposes of various BVSD policies.

BVSD POLICIES	HOW SUMMIT WILL ACCOMPLISH THE INTENT OF BVSD’S POLICIES
ABA (Also KC), Community Involvement in Decision-making	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
ABB, Staff Involvement in Decision-making	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
AD, Educational Philosophy	Changes the philosophy to the Summit mission and vision
AFC-1 (Also GCN-1), Evaluation of Professional Staff, Teachers	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
AFC-2 (Also GCN-2), Evaluation of Professional Staff Administrators	This policy is a duplicate of Policy GCN-2
AFD (Also GDN), Evaluation of Support Staff	This policy is a duplicate of Policy GDN
BAA, Board Operations	Changes responsibility from BVSD Board to Summit Board and aligns with Summit bylaws
BBA, School Board Powers and Duties	Changes responsibility from BVSD Board or Administration to Summit Board or Administration and aligns with Summit bylaws
BBFA, Board Member Conflict of Interest	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
BBFB, Board Member Conduct	Changes responsibility from BVSD Board to Summit Board and includes language as specified from the BVSD legal counsel to clarify the intent of the policy
BCF (Also BDF), Advisory Committees to the Board	Establishes Summit Board or Administration responsibilities and aligns with Summit bylaws
BCG, School Attorney	Establishes Summit Board and Administration responsibilities in alignment with Summit’s original charter contract
BD/BDA/BDB	This policy is a duplicate of Policy BAA
BDA/BCB, Board Organizational Meeting/Board Officers	Changes responsibility from BVSD Board to Summit Board and aligns with Summit bylaws
BDC, Executive Sessions	Changes responsibility from BVSD Board to Summit Board and aligns with “at-will” employment

BDDA, Notification of Board Meetings	Changes responsibility from BVSD Board to Summit Board
BDDB, Agenda Format	Changes responsibility from BVSD Board to Summit Board
BDDC, Agenda Preparation and Dissemination	Changes responsibility from BVSD Board to Summit Board
BDDG, Minutes	Changes responsibility from BVSD Board to Summit Board
BDDH (Also KD), Public Participation at Board Meetings	Changes responsibility from BVSD Board or Administration to Summit Board or Administration, and aligns with Summit's bylaws
BE, School Board Work Sessions and Retreats	Changes responsibility from BVSD Board to Summit Board
BF, Board Policy Development	Changes responsibility from BVSD Board to Summit Board
BFC, Policy Adoption	Changes responsibility from BVSD Board to Summit Board
BFCA (Also CHB), Board Review of Administrative Rules	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
BFD, Policy Dissemination	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
BFE, Administration in Policy Absence	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
BFF, Suspension of Policies	Changes responsibility from BVSD Board to Summit Board
BFG/BFGA, Policy Review and Evaluation/Manual Accuracy Check	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
BHD/BHE, Board Member Compensation and Expenses/Insurance	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
CC, Administrative Organization Plan	Changes responsibility from BVSD Board to Summit Board
CD, Management Team	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
CE, Administrative Councils, Cabinets, and Committees	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
CF, School Building Administration (And Principalship)	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
CFD, Leadership/Decision-Making Philosophy	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
CHA, Development of Administrative Rules	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.

CHB (Also BFCA), Board Review of Administrative Rules	This policy is a duplicate of Policy BFCA
CHD (Also BFE), Administration in Policy Absence	This policy is a duplicate of Policy BFE
CJ, Administrative Intern Program (Leadership Education Program)	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
CK, Consultants	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DB, Annual Operating Budget	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DBB, Fiscal Year	Establishes Summit fiscal year
DBC, Budget Deadlines and Schedules	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DBH, Budget Adoption Procedures	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DBK, Budget Transfers	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DD, Grants Management	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DEB, Loan Programs (Funds from State Tax Sources)	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DFA, Cash Management/Investment Policy	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DFB, Revenues from Licensing of School Facilities for Telecommunication Uses	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DG/DGA, Depository of Funds/Authorized Signatures	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DI, Fiscal Accounting and Reporting	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DIA, Accounting System	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DID, Inventories (And Property Accounting)	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DJ, Purchasing and Contracting	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DJB, Petty Cash Accounts	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.

DJGA, Sales Calls and Demonstrations	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DK, Payment Procedures	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DL/DLA, Payroll Procedures/Payday Schedules	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DLB, Salary Deductions	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DLC, Employee Expense Reimbursements	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
DN, School Properties Disposal Procedures	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EBCB, Fire Drills	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EBCD, Emergency Closings	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EC, Buildings and Grounds Maintenance	See FA/FB
ECA, Buildings and Grounds Security	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
ECAA, Access to Buildings (And Key Control)	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
ECAB, Vandalism	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
ECB, Buildings and Grounds Maintenance (and Operations)	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
ED, Material Resources Management	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EDBA, Maintenance and Control of Instructional Materials	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EDC, Authorized Use of School-Owned Materials	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EEA, Student Transportation Services	Establishes Summit Board responsibility
EEAA, Walkers and Riders	Establishes Summit expectations
EEACC (Also JFCC), Student Conduct on School Buses	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.

EF, Food Services Management	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EGAAA, Duplication of Copyrighted Material	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
EGAEA, Staff Use of Electronic Mail	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EI, Insurance Management	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
EIB, Liability Insurance	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
FF, Naming of Facilities	Changes responsibility from BVSD Board or Administration to Summit Board or Administration during the term of Summit's occupancy of the site
GA, Personnel Policies Goals	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit's "at-will" hiring
GAA, Hiring	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit's "at-will" hiring
GBB (Also ABB), Staff Involvement in Decision-making	This policy is a duplicate of Policy ABB
GBL, Personnel Records	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit's "at-will" hiring
GBLA, References for Current or Former Staff Members	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit's "at-will" hiring
GBM, Staff Complaints and Grievances	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCA, Professional Staff Positions	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCB, Professional Staff Contracts and Compensation Plans	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCBA-1, Professional Staff Salary Schedules Teachers	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCBB, Professional Staff Supplementary Pay Plans	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCBC, Professional Staff Additional Benefits	Changes responsibility from BVSD Board or Administration to Summit Board or Administration

GCBD-1, Professional Staff Leaves and Absences Teachers	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCBD-2, Professional Staff Leaves and Absences Administrators	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCBE, Professional Staff Personal Days and Holidays	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCC/GCD-1, Professional Staff Recruiting/Hiring Teachers	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCC/GCD-2, Professional Staff Recruiting/Hiring Administrators	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCC/GCD-3, Selections and Appointment of Administrators	Changes responsibility from BVSD Board or Administration to Summit Board or Administration and aligns with Summit bylaws
GCDA, Professional Staff Certification Responsibilities	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCE, Part-Time Professional Staff Employment	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCEA, Arrangements for Professional Staff Substitutes	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCF, Professional Staff Orientation	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCG, Professional Staff Probation and Tenure	Not applicable and not replaced
GCI, Professional Staff Assignments and Transfers	Not applicable and not replaced
G CJ, Professional Staff Time Schedules	Not applicable and not replaced
GCL, Professional Staff Development Opportunities	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCN-1 (Also AFC-1), Evaluation of Professional Staff Teachers	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCN-2 (Also AFC-2), Evaluation of Professional Staff Administrators	Changes responsibility from BVSD Board or Administration to Summit Board or Administration

GCP, Suspension and Dismissal of Teachers	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GCPA, Reduction in Professional Staff Work Force	Not applicable to “at-will” employment and not replaced
GCPB, Resignation of Professional Staff Members	Not applicable to “at-will” employment and not replaced
GCPD, Suspension and Dismissal of Teachers (And Contract Nonrenewal)	Not applicable and not replaced
GCQAB, Tutoring for Pay	Allows for on-site tutoring under specific conditions.
GCQB, Professional Research and Publishing Policy	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
GDA, Support Staff	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit’s “at-will” hiring.
GDB/GDBA, Support Staff Contracts and Compensation Plans/Salary Schedules	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit’s “at-will” hiring.
GDBB, Support Staff Supplementary Pay Plans	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit’s “at-will” hiring.
GDBC, Support Staff Additional Benefits	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
GDBD, Support Staff Leaves and Absences	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
GDBE, Support Staff Personal Days and Holidays	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
GDC/GDD, Support Staff Recruiting/Hiring	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
GDG, Support Staff Probation	Not applicable to “at-will” employment and not replaced.
GDH, Support Staff Seniority	Not applicable and not replaced.
GDI, Support Staff Reassignments and Transfers	Not applicable and not replaced.
GDJ, Support Staff Time Schedules	Not applicable and not replaced.
GDL, Support Staff Development Opportunities	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.

GDN (Also AFD), Evaluation of Support Staff	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
GDO, Support Staff Promotions	Not applicable and not replaced.
GDPA, Reduction in Support Staff Work Force	Not applicable to “at-will” employment and not replaced.
GDPB, Resignation of Support Staff Members	Not applicable to “at-will” employment and not replaced.
GDPD, Suspension and Dismissal of Support Staff Members	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit’s “at-will” hiring.
GDQA, Nonschool Employment of Support Staff Members	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit’s “at-will” hiring.
H, Negotiations	Changes responsibility from BVSD Board or Administration to Summit Board or Administration; aligns with Summit’s “at-will” hiring.
HA, Negotiation Goals	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HC, Scope of Negotiations	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HD, School Board Negotiating Powers and Duties	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HE, Board Negotiating Agents	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HG, Method of Determining Staff Negotiating Organizations	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HH, Privileges of Staff Negotiating Organizations	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HJ, Negotiations Meetings Procedures	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HL/HM, Preliminary Disposition/Announcement of Final Negotiated Agreement	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HN, Impasse Procedures	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HO, Staff Job Actions	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
HP, Negotiated Amendments and Renegotiations Procedures	Changes responsibility from BVSD Board or Administration to Summit Board or Administration

IC/ICA, School Year/School Calendar	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
ID, School Day	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IE, Organization of Instruction	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IF, Curriculum Research, Development, and Trial Status	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IFB, Pilot Projects	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGA, Basic Instructional Program	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGAD, Occupational Education (Career Education)	Aligns with Summit mission
IGAE, Health Education	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGAI, Human Sexuality	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGBB, Programs for Gifted Students	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGDC, Student Social Events	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGDE, Student Activity Fees	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGDF, Student Fundraising Activities	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGDG, Student Activities Funds Management	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IGE, Adult Education Programs	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IHB, Class Size	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IHHA, Individual Help (And Tutoring)	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IHIA, Performance Contracting	Not applicable and not replaced

IIAA, IIAB, Basic Learning Materials Selection and Adoption	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IIAC, Library Media Center Learning Materials Selection	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IIAE, Right To Inspect Instructional Materials: Research or Experimentation Projects Funded by the United States Department of Education	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IIBA, Teachers Aides	Aligns with “at-will” employment status
IICA, Field Trips	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IJ, Guidance Program	Changes responsibility from BVSD Board or Administration to Summit Board or Administration and aligns to school mission
IKA/IKAA/IKAB, Grading Systems/Final Examinations/Student Progress Reports to Parents	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
IKB, Homework	Aligns with school mission and standards
IKC, Weighted Grades	Aligns with school mission and standards
IKE, Promotion, Nonpromotion, and Acceleration of Students	Changes responsibility from BVSD Board or Administration to Summit Board or Administration and aligns with school mission and standards; provides a final decision-maker for non-promotion and acceleration
IKEA, Make-Up Opportunities	Aligns with school mission and standards
IL, Testing Programs	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
IKF, Graduation Requirements	Aligns with school mission and standards
INB, Teaching about Controversial Issues	Strengthens language of teacher responsibilities when promoting personal opinions
INI, Exemptions from Required Instruction	Aligns with Summit’s philosophy of appropriate course placement based on ability rather than age
JEC, School Admissions	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
JECB, Admission of Nonresident Students	Aligns with charter contract

JECBA, Admission of F-1 Visa, J-1 Foreign Exchange Program Students, Immigrant Students, and Dependents of Nonimmigrant Visa Holders	Changes responsibility from BVSD Board or Administration to Summit Board or Administration and aligns with the charter renewal application.
JECC, Assignment of Students to Schools	Changes responsibility from BVSD Board or Administration to Summit Board or Administration and aligns with the charter renewal application.
JECD, Assignment of Transfer Students to Classes and Grade Levels	Changes responsibility from BVSD Board or Administration to Summit Board or Administration.
JED, Student Absences and Excuses	Changes responsibility from BVSD Board or Administration to Summit Board or Administration and includes consequences for unexcused absences and tardies.
JFCC (Also EEACC), Student Conduct on School Buses	This policy is a duplicate of Policy EEACC.
JFH, Student Complaints and Grievances	Changes responsibility from BVSD Board or Administration to Summit Board or Administration and aligns with Summit philosophies
KA, School-Community Relations Goals	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KAB, Community School Program	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KB, Public Information Program	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KBA, Public's Right to Know	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KBB, School-Sponsored Information Media	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KBC, News Media Relations	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KBCA, News Releases	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KD (Also BDDH), Public Participation at Board Meetings	This policy is a duplicate of Policy BDDH
KG, Community Use of School Facilities	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KGD, Use of School Buildings as Child-Care Centers	Changes responsibility from BVSD Board or Administration to Summit Board or Administration

KH, Public Gifts to the School	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KHA, Solicitation of Gifts and Donations	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KHB, Sponsorships	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KL, Public Complaints	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
KLB, Public Complaints About the Curricular or Instructional Materials or Strategies	Changes responsibility from BVSD Board or Administration to Summit Board or Administration
LEA, Student Teaching and Internships	Changes responsibility from BVSD Board or Administration to Summit Board or Administration

Request for Waiver of Certain Colorado Statutes

Pursuant to the Charter Schools Act, Summit requests waivers of certain Colorado Revised Statutes listed below. For waivers which are not automatic under Colorado Department of Education policy, this Application provides explanations for each waiver.

Summit requests automatic waivers for the following statutes:

22-9-106, C.R.S. Local board duties concerning performance evaluations for licensed personnel
22-32-109(1)(f), C.R.S. Local board duties concerning selection of personnel and pay
22-32-110(1)(h), C.R.S. Local board powers concerning termination of employment of personnel
22-32-126, C.R.S. Employment and authority of principals
22-63-201, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: employment – license required – exception
22-63-202, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: contracts in writing – duration – damage provision
22-63-203, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: probationary teachers – renewal and nonrenewal of employment contract
22-63-206, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: transfer – compensation
22-63-301, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: grounds for dismissal
22-63-302, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: procedures for dismissal – judicial review
22-63-401, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: salary schedule – adoption – changes
22-63-402, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: services – disbursements
22-63-403, C.R.S. Teacher Employment, Compensation, and Dismissal Act of 1990: payment of salaries

Summit also requests the following waivers:

Title 22, Article 1

C.R.S. 22-1-110 – Effect of Use of Alcohol and Controlled Substances to be Taught. This law requires schools to teach the effects, the social dangers of use, and the unlawful aspects of use of alcohol and controlled substances. (Delegation)

RATIONALE

Boulder Valley School District has granted to the Summit Board of Directors the authority to determine the educational program, instructional material, and strategy use to teach these topics, as well as the extent to which these topics will be integrated into the curriculum.

MANNER IN WHICH SUMMIT WILL COMPLY

Summit is responsible for identifying the instructional materials and strategies used to teach these topics. Summit includes these topics in the curriculum.

DURATION OF THE WAIVERS

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

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 Summit, as per the Charter School Agreement.

EXPECTED OUTCOME

As a result of this waiver, Summit will be able to implement its curriculum and ensure that it meets Summit's standards.

C.R.S. 22-32-109(1)(h) – Local Board of Education – Specific Duties/Bonding of Staff. This law requires local boards of education to require the bonding of staff members.

RATIONALE

Summit will be responsible for its own personnel and financial matters consistent with the Charter School Agreement.

MANNER IN WHICH SUMMIT WILL COMPLY

Summit hires its own personnel and retains responsibility for the protection of its assets, rather than the district. Summit conducts background checks on its employees, and appropriate employees are covered by Errors and Omissions and Employee Dishonesty insurance coverage.

DURATION OF THE WAIVERS

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

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 Summit, per the Charter School Agreement.

EXPECTED OUTCOME

With this waiver, Summit will be able to implement its program and manage its finances in accordance with the Charter School Agreement.

C.R.S. 22-32-109(1)(n)(I) – Local Boards of Education – Specific Duties/School Calendar. This law requires local boards of education to determine the length of time which the schools of the district will be in session.

C.R.S. 22-32-109(1)(n)(II) – Local Board of Education – Specific Duties/Teacher-Pupil Contact Hours. This law establishes a minimum number of teacher-pupil contact hours, which the adopted school calendar must meet.

RATIONALE

Summit will prescribe its own school calendar.

MANNER IN WHICH SUMMIT WILL COMPLY

Prior to the beginning of the school year, Summit is responsible for setting its own calendar which is applicable to Summit. Summit's calendar may be adopted by the Summit Board of Directors, administration, or a combination thereof. Summit meets or exceeds the number of hours required by state law.

DURATION OF THE WAIVERS

Summit requests that the waivers be in effect for the duration of its contract with the Boulder Valley Board of Education.

HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED

The impact of these waivers will be measured by the performance criteria and assessments that apply to Summit, as per the Charter School Agreement.

EXPECTED OUTCOME

Prior to the beginning of the school year, Summit will set Summit's calendar, and a copy of the calendar will be provided to the parents or guardians of all children enrolled in Summit.

C.R.S. 22-32-109(1)(t) – Local Boards of Education – Specific Duties/Textbooks and Curriculum. This law requires local boards of education to determine the educational programs to be carried on in the schools on the district and to prescribe any textbooks for any course of instruction or study.

RATIONALE

The Summit Board of Directors is responsible for the school's curriculum and the selection of textbooks and other instructional materials, consistent with the school's mission, goals, and educational program.

MANNER IN WHICH SUMMIT WILL COMPLY

Summit is responsible for the implementation of its educational program and the textbooks and strategies used to teach it, consistent with the school's mission, goals, and educational program as outlined in Summit's Charter School Agreement.

DURATION OF THE WAIVERS

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

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 Summit, as per the Charter School Agreement.

EXPECTED OUTCOME

As a result of this waiver, Summit will be able to implement the school's curriculum and ensure that it meets Summit's standards, which will meet or exceed state standards and Boulder Valley School District standards.

C.R.S. 22-32-109.7 – Local Boards of Education – Specific Duties – Employment of Personnel. This law specifies the duties of local boards with regard to conducting background checks of employees, including criminal background check and contacts with previous employers.

C.R.S. 22-32-109.8 – Applicants Selected for Non-Licensed Positions – Submittal of Form and Fingerprints – Prohibition Against Employing Persons Failing to Comply. This law requires local boards of education to require potential employees to submit a set of fingerprints and to release the fingerprints to the Colorado Bureau of Investigation for processing. (Delegation)

C.R.S. 22-32-109.9 – Licensed Personnel – Submittal of Fingerprints. This law requires local boards of education to require fingerprints from any licensed personnel employed on or after January 1, 1991, whom the district believes has been convicted of any felony or misdemeanor (not including misdemeanor traffic offense or infractions), subsequent to such employment. (Delegation)

RATIONALE

The Summit Board of Directors is responsible for hiring Summit's employees. As part of that duty, Summit, rather than Boulder Valley School District, checks references from previous employers and arranges for background checks and fingerprinting of employees.

MANNER IN WHICH SUMMIT WILL COMPLY

Summit, rather than Boulder Valley School District, conducts background checks of employees, including criminal background check and contacts with previous employers. It requires potential employees to submit a set of fingerprints and to release the fingerprints to the Colorado Bureau of Investigation for processing. The school also requires fingerprints from any licensed personnel employed on or after January 1, 1991, whom the school believes has been convicted of any felony or misdemeanor (not including misdemeanor traffic offense or infractions), subsequent to such employment.

DURATION OF THE WAIVERS

Summit requests that the waivers be in effect for the duration of its contract with the Boulder Valley Board of Education.

HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED

The impact of these waivers will be measured by the performance criteria and assessments that apply to Summit, as per the Charter School Agreement.

EXPECTED OUTCOME

As a result of these waivers, Summit will select and employ its own teachers and staff, in accordance with the terms and conditions set by the Charter School Agreement.

C.R.S. 22-32-110(1)(i) – Local Board Powers/Reimburse Employees for Expenses. This law gives local boards of education the power to reimburse employee for expenses incurred in the performance of their duties. (Delegation)

C.R.S. 22-32-110(1)(j) – Local Board Powers/Procure Insurance. This law gives local boards of education the power to procure group life, health or accident insurance covering employees of the district. (Delegation)

C.R.S. 22-32-110(1)(k) – Local Board Powers/Policies Related to In-Service Training and Official Conduct. This law gives local boards of education the power to adopt written policies related to the in-service training, professional growth, safety, official conduct, and welfare of the employees. (Delegation)

C.R.S. 22—32-110(1)(ee) – Local Board Powers/Employ Teachers’ Aides and other Non-Licensed Personnel. This law gives local boards of education the power to employ teachers’ aides and other auxiliary, non-licensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children. (Delegation)

RATIONALE

Summit is responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules and regulations, and providing its own training.

MANNER IN WHICH SUMMIT WILL COMPLY

Summit is responsible for these matters rather the district. Summit’s administration has flexibility in structuring professional development and Summit’s Board of Directors has flexibility in structuring school policies to meet the school’s needs.

DURATION OF THE WAIVERS

Summit requests that the waivers be in effect for the duration of its contract with the Boulder Valley Board of Education.

HOW THE IMPACT OF THE WAIVERS WILL BE EVALUATED

The impact of these waivers will be measured by the performance criteria and assessments that apply to Summit, as per the Charter School Agreement.

EXPECTED OUTCOME

As a result of these waivers, Summit will select and employ, and provide professional development for its own teachers and staff, in accordance with the terms and conditions set by the Charter School Agreement.

C.R.S. 22-110(1)(y) – Local Board Powers/Accept Gifts and Donations. This law gives local boards of education the power to accept gifts, donations, or grants of any kind made to the district and to expend or use said gifts, donations, or grants in accordance with the conditions prescribed by the donor.

RATIONALE

Summit is responsible for its own fundraising activities.

MANNER IN WHICH SUMMIT WILL COMPLY

Summit conducts its own fundraising and grant-writing activities in accordance with the Charter School Renewal Application.

DURATION OF THE WAIVERS

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

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 Summit, as per the Charter School Agreement.

EXPECTED OUTCOME

Summit's Board of Directors and staff will accept gifts, donations, and grants on behalf of the school.

C.R.S. 22-32-120 – Food Services. This law gives local boards of education the power to establish, maintain, equip and operate a food-service facility and sets minimum requirements for the operation of such a facility.

RATIONALE

Summit will have the option to contract with BVSD or with a private provider for the operation and maintenance of food service and lunch programs.

MANNER IN WHICH SUMMIT WILL COMPLY

Summit will provide a lunch program for students that offers a range of healthy, appetizing choices of food.

DURATION OF THE WAIVERS

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

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 Summit, as per the Charter School Agreement.

EXPECTED OUTCOME

As a result of this waiver, Summit will operate its own lunch program for the benefit of Summit's students, teachers, and staff.

Notwithstanding the above waivers, Summit will abide by the following:

Federal and State laws regarding nondiscrimination in staff recruitment, hiring, assignments, and promotion, including C.R.S. 22-30.5-104(3).

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which require that there be a mechanism for employees to complain about alleged discrimination.

Colorado Public Employees Retirement Association (PERA) and workers' compensation statutes.

Fair Labor Standards Act.

Title VI of the Civil Rights Act of 1964.

Title IX of the Education Amendments of 1972.

Federal, state, and local laws regarding a drug-free work place.