

***Kindergarten—8th Grade
PARENT/STUDENT HANDBOOK***



2011-2012 School Year



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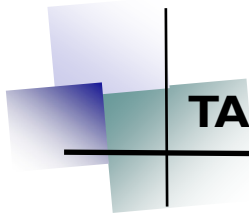


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TWIN PEAKS MISSION

INTRODUCTION

We are pleased to welcome you to the 2011-2012 year at Twin Peaks Charter Academy! TPCA is a school of high academic and behavioral expectations using the Core Knowledge sequence along with a focus on character development. We anticipate the continuation of many exciting projects with a focus on math and literacy school improvement goals, and continued teamwork among teachers and focus on clear academic expectations and support for students.

You, our TPCA families, are important partners in these efforts. Please read this handbook carefully so that you can be informed members of our team. Our hope is that by working together, each student may become the best and most capable citizen possible. This can only happen if we are all aware of the academic and behavioral expectations and develop a relationship of mutual respect.

PARENTS AS PARTNERS

Twin Peaks Charter Academy is a school of choice. This means that parents recognize that they have options and have selected TPCA's educational philosophy for their children. When parents and teachers choose the education that they prefer, everyone works together toward the same goal. Within this model, we recognize that parents are the child's first and most important teachers. For families, this includes the responsibility to support the school staff and provide examples of good behavior, character, and work habits for your children.



As partners in education, TPCA encourages parent volunteerism. And as a charter school, we **count on your help** in order to accomplish our goals. As stated in the parent contract, "I will actively support Twin Peaks Charter Academy by volunteering my time and/or resources. This includes participation of 20 hours per school year per family in Board meetings, committees, fundraisers, classroom projects, workdays, and/or donation of goods, services, or money to the school." Further information on our volunteer program will be communicated to you on a regular basis through our Volunteer Coordinator.

TPCA encourages and welcomes parents to visit their child's classroom. For reasons of security, all visitors must enter through the front doors on the west side of the building, sign in at the office (reception window) and wear a name tag. The name tag must be worn at all times when you are on the school grounds. Upon leaving, visitors must sign out. When possible, please let the teacher know a day in advance of your visit to ensure that it will not be disruptive to the learning process. In most cases, you will be put to work as a classroom volunteer during a visit. The Principal is responsible to ensure that parental visits do not distract or disrupt the classroom environment. The Principal may, in certain cases, limit parental visits in accordance with these goals. **Please note: Classroom volunteer time is not a time to discuss your child's progress. If you wish to have a parent-teacher conference, please schedule this with your child(ren)'s teacher in advance.**

MISSION STATEMENT

TWIN PEAKS CHARTER ACADEMY PROVIDES STUDENTS WITH THE FOUNDATIONS OF VIRTUE AND CHARACTER, BUILDING CULTURAL LITERACY THROUGH A RIGOROUS, CONTENT-RICH CURRICULUM IN AN ENCOURAGING ENVIRONMENT.

OUR LEGACY; "ACADEMIC EXCELLENCE"

Our vision is further defined as follows:

- Twin Peaks Charter Academy is resolved to provide children opportunities to experience educational excellence with a challenging curriculum, rigorous standards, and a talented and dedicated teaching staff.
- Twin Peaks Charter Academy is firmly committed to the development of each child's character, as well as intellect.
- Twin Peaks Charter Academy has demonstrated – and continues to demonstrate – its recognition of parents as their child's first teachers, and full partners in their child's continuing, lifelong education.
- Twin Peaks Charter Academy is dedicated to joining the most effective learning tools and techniques with instruction that works; beginning with a phonics program for teaching reading, writing and spelling skills.
- Twin Peaks Charter Academy is pledged to remain open and accountable to parents first, as well as to the school's administrative staff and teachers, and the community.



FOUNDING PRINCIPLES

Guiding Principles and Founding Philosophies

Twin Peaks Charter Academy (TPCA) is a school that initially started when a group of parents were drawn together by the vision of a traditional academically rigorous school. In carrying out its mission, TPCA relies on certain guiding principles and founding philosophies that had their origins in the earliest meetings of over 100 TPCA founding parents and the original TPCA Board of Directors. All proposals and decisions on policies, curriculum, etc. are measured against the mission statement and these founding principles and philosophies.

1. **Academics are the focus of the Academy.**

Core Knowledge is the basis of our educational philosophy.

We are dedicated to a content-rich curriculum based on the Core Knowledge sequence.

Reading is the foundation for all learning.

We employ research based reading strategies, including a focus on the skills of phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension.

Math is a fundamental skill.

We believe in a balance between the memorization of math facts/basic skills and the development of number sense and problem solving skills.

Extracurricular activities and electives support academic growth.

While we realize that extracurricular activities and electives should not take the place of the academic fundamentals, we believe that they enhance the educational experience of all students who wish to participate.

The Academy practices the traditional concept of teacher-led classes.

Core Knowledge aligned with state standards dictates the curriculum but not the teaching methodology. It is expected that a teacher will use a wide range of teaching methodology to meet the needs of different learning styles.

3. **The Academy establishes high expectations for academics and behavior within a supportive environment.**

We believe that children will rise to the level of expectation that is placed upon them. Ultimately, it is real, concrete personal accomplishments that enhance good self-esteem. Therefore, we strive to offer students opportunities for true academic success through hard work and mastery of a broad and relevant curriculum. A strict grading scale and required homework are two strategies that reinforce these high expectations.

4. **Character Education is essential in developing productive citizens in an ever changing world.**

The principles of good character are integrated into daily instruction and are the basis for conversations with students about behavioral choices.

5. **Appropriate student discipline is necessary to ensure a learning environment that is free from disruptions.**

Teachers and students should be free to focus on classroom instruction and learning, not on a disruptive student. In keeping with the focus on academics and character education, the Academy has instituted a strict three-strike discipline policy, which both protects the classroom learning environment and sanctions students for inappropriate behavior.

6. **Twin Peaks Charter Academy has instituted a student uniform dress code.**

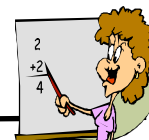
The purpose of the student dress code is to reduce distractions and negative peer pressure among students. A uniform dress code helps to create an environment which is conducive to learning and reinforces our strong discipline code.

7. **Parents are an integral part of their child's education.**

Parents are the child's first teacher and know their child the best. Parents must assist their child(ren) in order for them to be successful in this rigorous academic environment. The parent contract is used to reinforce this principle. Parent volunteers are welcomed and encouraged, at the direction of the teacher. Participation in committees and other volunteer opportunities are critical to the school's success.



STAFF AND BOARD OF DIRECTORS—



Principal	BJ Buchmann buchmann_bj@svvsd.org	Assistant Principal	Danielle Feeney feeney_danielle@svvsd.org
Dean of Students	Mic Finn finn_mic@svvsd.org	Student Services/Registrar	Marilyn Putrah putrah_marilyn@svvsd.org
Teachers	Erica Gardunio (K—Full Day) Melissa Tobias (K—Full Day) Jennifer Sundt (K—A.M.) Jessica McClellan-Bianco (K—P.M.) Lisa Bohannon (Gr. 1) Leandra Casanueva (Gr. 1) Carrie Cook (Gr. 1) Melanie Sapp (Gr. 1) Shannon Barr (Gr. 2) Kristin Carter (Gr. 2) Stephanie Jarvis (Gr. 2) Michelle Kempkes (Gr. 2) Haley Higgins (Gr. 3) Jon Howard (Gr. 3) Cyndee Norman (Gr. 3) Andrea Zakelj (Gr. 3) Carol Ann Austin (Gr. 4) Rosemary Hurd (Gr. 4) Liz Miloradovich (Gr. 4) Melinda Ingram (Gr. 4) Diana Dolinar (Gr. 5) Lisa Fetters (Gr. 5) Michelle Finley (Gr. 5) Dena Terry (Gr. 5) Rebecca Parks (Special Education) Ryan Van Wyk (Special Education)	Lucy Copperberg (6th Grade Language Arts) Alycia Burns (7th Grade Language Arts) Megan Edmiston (8th Grade Language Arts) Susan O'Reilly (6th Grade Math) Leslie Erickson (7th Grade Math) Tim Criger (8th Grade Math) Deb Owen (6th Grade Social Studies) Andrea Balster (7th Grade Social Studies) Jennifer Whitmer (8th Grade Social Studies) Brad Agee (6th Grade Science) Amy Ho (7th Grade Science) Brian Birch (8th Grade Science) Sheri Jones (Elementary Art) Polly Hensel-Witz (M.S. Art) Lindsey Ginesi (Elementary and 7th Grade Spanish) Olivia Bradley (M.S. Spanish) Isaac Peña (6th & 8th Grade Spanish) James Finn (Elementary P.E.) Sandy Sandman (Elementary Computer/Library) Doug Bean (M.S. Computer/Librarian) Preston Triplett (Elementary Music) Amy Freeman (M.S. Music/Choir) Brett Johnson (Orchestra/Band) Carol Gerke (Intervention Specialist) Teal Maxwell (Intervention Specialist) Cindy Schultz (Intervention Specialist)	
School Secretary	Marina Chervets	Instructional Assistants	Padma Avula (K) Jessica McClellan-Bianco (AM-K) Nancy Dixon (K) Rosemary Calvert (PM-K) Julie Garrett (1st) Jenny Mills (2nd) Pam Flanagan (3rd) Norma Alba (4th) Kerry Roper (5th)
School Secretary	Adriana Solc	Playground Monitors/Building Aides	Elise Sheffield Mary Jensen
Attendance Clerk	Brandie Yeutter	Kitchen Manager	Ana Cramer
Health Clerk	Kathy Coombe	Night Custodian	Alma Ramirez
School Counselor	Lori West	Night Custodian	Alfredo Rodriguez
Media Technician	Carroll Dragon		
Bookkeeper	Michele Mansanares		
HR/Accounting	Amy Anderson		
MS Athletic Director	Suzanne Robison		
Volunteer Coordinator	Beverly Weinberg		
Head Custodian	Pam Carroll		
Custodian	Diana Mattis		

BOARD OF DIRECTORS

TPCA is governed by a seven member Board of Directors who have complete responsibility for the governance of the school. Members are generally parents of children attending the Academy, though one seat may be held by a community member residing within the St. Vrain Valley School District. Up to two teacher representatives and the Principal are present as non-voting members. Regular Board meetings are held on the first and third Thursday of each month. Meetings are open to the public and parents are welcome to attend and offer their input on issues before the school. Any parent wishing to become a Board member is encouraged to attend meetings of the Board and fill out an application prior to the spring election. If you have any questions, please contact any of the Board members.

NAME	END OF TERM	PHONE	EMAIL
Robert DuBois, President	June, 2013	303.485.9001	rrdubois@me.com
Wendy Allen, Vice President	June, 2012	303.774.0744	wendyeallen@msn.com
Don Young, Treasurer	June, 2013	720.883.7174	dontyoung@gmail.com
Nikki Stevenson, Secretary	June, 2013	303.775.8720	nikkiastevenson@msn.com
Kathy DeMatteo, Member	June, 2013	303.775.6991	KMDeMatteo@comcast.net
Mark Newson, Member	June, 2012	303.772.3468	marknewson@comcast.net
Jim Schauer, Member	June, 2012	303.485.9733	schauer5@comcast.net

TWIN PEAKS CHARTER ACADEMY 2011 - 2012 T-IC-ICA-E

Sun	Mon	Tue	Wed	Thu	Fri	Sat
August 2011 - 10						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011 - 21						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011 - 20						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011 - 17						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011 - 12						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2012-19						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

IMPORTANT DATES	
Aug. 9	New Teacher Orientation
Aug. 10 - 17	Professional Day
Aug. 16	Instructional Assistants 1st day
Aug. 18	Students First Day - Full
Sept. 5	Labor Day
Oct. 14	Professional Day
Oct. 20-21	Conferences/ Early release
Nov. 21-25	Thanksgiving Break
Dec. 19 - Jan 3	Winter Break
Jan. 3	Professional Day
Jan. 4	School Resumes
Jan. 16	Martin Luther King Day
Feb. 9 - 10	Conferences/ Early release
Feb. 17	Early Release/Professional Dev.
Feb. 20	President's Day
Mar. 9	Professional Day
Mar 26 - 30	Spring Break
May 4	Early Release/Professional Day
May 24	Last Day of School - Early Release
May 25	Professional Day
May 28	Memorial Day
May 29	Professional Day

Student Contact Days	
Quarter 1	39 - Ends Oct. 13th
Quarter 2	40 - Ends Dec 16th
Quarter 3	46 - Ends Mar 8th
Quarter 4	49 - Ends May 24th
Total	174

Non-Student Contact Days	
Profess. Days	11
Total	185 Teacher Contract Days

Legend	
	Start of quarter / End of quarter
	Teacher Conferences
	Early Release 1:00
	Day Off for All
	Non Student Contact Days
	Professional Development Day

Sun	Mon	Tue	Wed	Thu	Fri	Sat
February 2012 - 20						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012 - 16						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012 - 21						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012 - 18						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



ATTENDANCE

SCHOOL HOURS

Staff	7:30 AM – 4:00 PM
Full Day K, Grades 1-8	8:00 AM – 3:00 PM
Kindergarten AM	8:00 AM – 11:15 AM
Kindergarten PM	12:15 PM – 3:00 PM

NOON LUNCH & RECESS

Full Day K	10:50-11:30
Grade 1	10:55-11:35
Grade 2	11:10-11:50
Grade 3	11:20-12:00
Grade 4 (one section-rotating quarterly)	11:45-12:25
Grade 4	11:55-12:35
Grade 5	11:45-12:25
Grades 6, 7 & 8	12:35-1:10

Please note: Student absences need to be phoned in by 9:00 AM (720) 494-3606

STUDENT ABSENCES AND EXCUSES

File: T-JH

PHILOSOPHY

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. Students who have good attendance generally achieve higher grades and enjoy school. Students benefit from such structure and thus will develop the necessary habits for overall success.

Initially, the responsibility to attend school rests with the students. Ultimately, however, the responsibility to insure that the student has good attendance rests with the parent/guardian. According to state law, it is the obligation of every parent/guardian to ensure that every child under compulsory attendance age attends school. The school will inform the parents/guardians if a student's education is being jeopardized by poor attendance. Letters regarding excessive attendance and tardies will be sent to identified families.

Each year the Board establishes the school attendance policy by adopting a school calendar. By state law, students are required to have teacher-pupil instruction and contact time of 1,056 hours for secondary students and 968 hours for elementary students during each school year.

ATTENDANCE

Students are expected to attend regularly and be prompt in arriving at school and at each class during the day.

EXCUSED ABSENCES

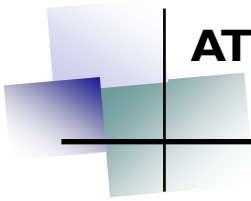
The principal and/or their designee will grant excused absences with substantiated reason. The following will be considered:

1. A student who is temporarily ill or injured or whose absence is approved by the administrator on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only that cannot be taken care of outside of school hours.
2. Requests for ongoing prearranged absences shall be considered on a case-by-case basis. To apply, student must have the recommendation of a minimum of two core teachers, principal, grade point average of 3.0 or above and agree to abide by the contract agreed upon by student, parent/guardian, teacher, principal, and Board.
3. A student who is absent for an extended time due to physical, mental or emotional disability.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.

The following may be considered excused absences at the discretion of the principal or designee:

1. Serious illness or death in the family
2. Family emergencies or hardship
3. Religious observances when requested by a parent or guardian
4. Absence required by a legal body or social agency (court, juvenile authorities, public health department or police)
5. Family vacations (While strongly discouraged, such excuses shall be prearranged with the principal with no more than five days total per school year being granted as excused absences. If a student has poor attendance or poor academic performance, the administration shall deny an excused absence for vacation purposes.)

The administration may require suitable proof regarding the above exceptions, including written statements from medical sources.



ATTENDANCE continued:

Unexcused Absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Students who are suspended or dismissed shall be considered unexcused. Each unexcused absence shall be entered on the student's record. The parents or guardians of the student receiving unexcused absences shall be notified orally or in writing by the principal or designee.

Parents/guardians shall be required to furnish an explanation for student absenteeism either in writing or orally. Absences not explained within two days after returning to school shall be recorded as unexcused absences unless unusual or extenuating circumstances exist as determined by the principal or designee.

In accordance with law, the principal may impose academic penalties that relate directly to classes missed while unexcused. The school administration shall develop regulations to implement appropriate penalties. Students and parents or guardians may appeal to the Board for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all the requirements imposed by the Board and principal as conditions granting any exception.

Tardiness

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental affect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness. Parents or guardians shall be notified of all penalties regarding tardiness.

Excessive tardiness shall be referred to the administration for consideration as an attendance problem. For the purpose of attendance, five unexcused tardies are equal to one unexcused absence.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter his/her next class. Teachers shall honor passes presented in accordance with this policy.

FURTHER GUIDELINES USED TO DETERMINE EXCUSED VERSUS UNEXCUSED ABSENCES:

EXCUSED ABSENCES

- Illness (up to 5 days without doctor's note)
- Illness (over 5 days with doctor's note)
- Vacation (as defined in policy)
- Medical/dental appointment for student
- Take your child to work day (when requested in advance as defined by policy)
- School sponsored educational events
- Family funeral
- Other funerals as arranged with the principal

EXCUSED TARDIES/LEAVING EARLY

- Medical/dental appointment for student (please try to make these before or after school)
- School sponsored educational events
- Family funeral
- Other funerals as arranged with the principal
- Dangerous road conditions

UNEXCUSED ABSENCES

- Illness (over 5 days without a doctor's note)
- Vacation not approved in advance
- Missing a ride/car won't start
- Going to a parent or sibling's appointment
- No transportation
- Relatives visiting
- Loss/death of a pet
- Care of siblings

UNEXCUSED TARDIES/LEAVING EARLY

- Sleeping in
- Missing a ride/car won't start
- Going to a parent or sibling's appointment
- Alarm did not function properly
- Parent running late/not able to get up
- Relatives visiting
- Running errands with a parent
- Loss/death of pet
- Care of siblings



ATTENDANCE continued:

STUDENT ABSENCES AND EXCUSES

File: T-JH-R

Pursuant to Colorado Revised Statute 22-33-104 and Article IX of the Colorado State Constitution, it is Twin Peaks Charter Academy's intention to encourage all students to have good attendance and to participate in school. When positive approaches are unsuccessful, at times it may become necessary to impose negative consequences, which paradoxically may remove students from the classroom or school. The following regulations will apply:

Incentive programs shall recognize those students with perfect or exemplary attendance.

Consequences for unexcused absences may include administrative conferences, detention, suspension, dismissal, and make-up time. A reasonable attempt to contact parents/guardians will be made by school personnel.

Make-up work shall be provided for any class in which a student has an excused absence or is suspended unless otherwise determined by the principal or designee. Students who are suspended may be able to make up work for reduced credit in accordance with law and policy T-JKD/JKE. The teacher will provide missed assignments after the student returns.

Consequences

After 5 excused or unexcused absences per school year, a doctor's note or a parent conference in person or by phone will be required with the principal/designee. The 6th absence without a phone call to the principal/designee for approval, doctor's note or parent conference resulting in principal/designee approval within 2 days of the absence will result in disciplinary sanctions. Each absence thereafter without a phone call, doctor's note or parent conference resulting in principal/designee approval will result in a violation strike. Failure to provide a phone call, doctor's notes or attend a parent conference with principal/designee may result in the student being dismissed from school.

1. The total time missed for each suspension period will be counted as one unexcused absence for purposes of grade reduction. Students who are suspended may make up missed work for reduced credit in accordance with law.
2. Reasonable effort will be made by the principal or designee to contact students and parents/guardians after unexcused absences to inform them of the penalties that may occur with further unexcused absences. The principal or designee will keep a record of contacts made or attempted. The principal or designee must notify parents/guardians of any grade reduction.
3. All students are expected to make up schoolwork due to absenteeism.
 - a. Students with excused absences will be granted two school days for each day absent to complete make-up work.
 - b. Time allowed for make up work may not extend beyond the end of the grading period except by special permission of the principal or designee.
 - c. Students with prearranged absences must make arrangements prior to the absence for completing make-up work.
 - d. Students with unexcused absences due to ISS/OSS suspension will receive credit for class work completed and will be held responsible for knowledge of class work covered during their absence.
 - e. Students with unexcused absences not due to suspension will receive no credit for class work missed, will be held responsible for knowledge of class work covered during their absence, and may be required to complete additional make-up work at the principal's discretion.
4. Parents/guardians may request a conference with the administrator to discuss a decision related to the attendance policy and these regulations. The conference must be requested within one week of notification.



PRE-ARRANGED ABSENCE FORM (side 1 of 2)

(Make a copy of this to submit to the Attendance Clerk prior to a pre-arranged absence or pick one up in the office.)

Name: _____ Grade: _____ Date _____

Has requested permission to be absent on the following dates: _____

Reason: _____

To validate the pre-arranged absence, this form **MUST** be turned in to the office **one full school week** prior to the planned absence. The completed form will be returned to the student.

	COURSE	TEACHER SIGNATURE	ASSIGNMENT	ACADEMIC GRADE/GPA	DUE DATE
1.					
2.					
3.					
4.					
5.					
6.					
7.					

PLEASE ASSIGN NECESSARY HOMEWORK

TEACHER COMMENTS/CONCERNS:

Number of days to be absent; _____

Educational Element: _____

This should be a written assignment about something the student has learned during their absence. It should be at least one full written page for 4th – 8th grade. It should be age-appropriate for lower grades.

PRE-ARRANGED ABSENCE FORM (side 2 of 2)

(Make a copy of this to submit to the Attendance Clerk prior to a pre-arranged absence or pick one up in the office.)

IMPORTANT NOTICE: Any planned absence including family vacations **MUST** be pre-arranged with school administration. Please pay particular attention to the home work due date column. Failure to meet this date will result loss of credit. If a student has poor attendance or poor academic performance, an administrator may deny an excused absence for vacation purposes.

Parent Signature & Permission: _____ Date: _____

Student Signature: _____ Date: _____

Administration Signature: _____ Date: _____

~~~~~

*Office use only:*

*Please route to the following teachers:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

*Date/time received by Parent* \_\_\_\_\_

*Date/time received by Administration* \_\_\_\_\_

*Comments by Administration* \_\_\_\_\_

*Date/time returned to Attendance Office* \_\_\_\_\_

## SCHOOL CLOSINGS

TPCA follows the St Vrain Valley School District's decision about unscheduled School Closings, usually called because of inclement weather conditions. Please check the district's website [www.stvrain.k12.co.us](http://www.stvrain.k12.co.us) for immediate updates and information on closures. In addition, you may check the TV and Radio Stations listed below:

Television: Channel 2 KWGN; Channel 3 LCT Channel; Channel 4 KCNC; Channel 7 KMGH; Channel 9 KUSA and Channel 16 Comcast Cable Educational

FM Radio: 91.5 KUNC; 98.5 KYGO; 101.0 KOSI; 103.5 KBPI and 105.1 KOOL

AM Radio: 630 KHOW; 850 KOA; 950 KYGO and 1060 KLMO

# STUDENT ARRIVAL/DISMISSAL and EMERGENCY PROCEDURES



## STUDENT ARRIVAL

Students are expected to arrive at school between 7:40AM and 7:55AM. **THERE IS NO SUPERVISION FOR STUDENTS PRIOR TO 7:40AM.** During Drop Off/Pick Up times, the ENTIRE drive from the Sunset Street entrance is for "through traffic" only. Parents will be asked to continuously move forward to help with traffic flow. At Drop Off, students will wait in the designated areas southwest of the building. Teachers of K-5th grade students walk their classes into the building by 7:55AM. Middle School students will be allowed in the building to go to their lockers at 7:50AM. **Students should be in their seats ready to work at 8:00AM.**

## STUDENT DISMISSAL

### Carpools:

**Access to the pick up lines is available from both Sunset Street and Francis Street. Maps and procedures can be picked up from the front office on the West Campus.** To help staff at pick-up, please place an 8½ x 11 YELLOW SIGN sheet on your passenger side dash showing, in large letters, the name and grade of your student(s). Students will be called to come out and meet their carpool as it arrives. Because of the volume of traffic, please follow staff directions to pull forward in the line, regardless of where your child is waiting.

Parents are also welcome to park and walk to pick up their students. In this case, parents MUST use Francis Street for BOTH entering and exiting the property between 3:00-3:15PM.

**NOTE:** Morning Kindergarten procedures will be provided by your child's teacher.

### Walkers:

If you prefer that your child walk off campus, please provide the front office with written notification at the start of the school year. No child will be dismissed unless such notification has been provided.

### Students Not Picked Up By 3:15PM:

Students who have not left the premises by 3:15PM will be asked to re-enter the school building and wait in the front office area. Parents must come into the building and sign their students out. **A fee of \$5.00 for every 15 minutes late may be charged if habitual patterns of late pick-up occur.**

### Please note:

- All vehicles parked in the diagonal spaces on the north side of the sports field must remain parked during Drop Off/ Pick Up times.
- Teachers are focused on the responsibility of monitoring and checking out students. If you would like to speak with your child's teacher, please consider scheduling a conference after the regular Pick Up time.

## SIGN IN/SIGN OUT PROCEDURE

It is important that parents be sensitive to the academic needs of their children when setting up appointments within the school day. However, students may, at times, need to leave the building before the stated end of the day and/or enter the building after the stated start time. In these cases, it is required that a parent or authorized individual (as indicated on the child's emergency information sheet) come into the building and sign in a child who comes or returns to school after 8:00AM. The sign in sheet is located at the front desk. Additionally, a parent or authorized individual must be present to sign out a child before he/she leaves the building prior to 3:00PM. **A photo I.D. may be requested of the parent (or authorized individual) before a student is released.** A doctor's note must be provided upon request.

## EMERGENCY PROCEDURES

School plans are in place in the event of a fire or tornado. These plans are discussed by the classroom teacher and are practiced on a regular basis. Plans are also in place for lock down procedures. Different types of lock downs may occur. Some require students to stay within the school building, while others require students to stay within locked classrooms.

### Emergency Dismissal:

If TPCA must go into a lock down that extends to pick up time or if there is extremely inclement weather at dismissal, our procedure will differ from the one mentioned above.

# INFORMATION ON CURRICULUM



## **CURRICULUM COMMITTEE/CURRICULUM ADOPTION:**

A curriculum committee made up of parents, teachers, and administration oversees the adoption of all new curriculum. Curriculum is reviewed based on its age appropriateness, alignment with Core Knowledge and Colorado State Standards, and educational value. Reviews are written on all such material, and the committee votes to either adopt or reject it. Following committee recommendation, the material is reviewed by administration. Certain material may be adopted with the requirement of parental permission or notification. This communication is sent out by the classroom teacher prior to use. Curriculum materials may be piloted for a year before official adoption if they have been previewed by the curriculum committee and approved by administration. Before official adoption, materials are placed on public review for one month. The TPCA Board of Directors votes to officially adopt curriculum. All textbooks are on a 5-year adoption cycle before they are reviewed again.

## **TEACHING ABOUT CONTROVERSIAL/SENSITIVE ISSUES**

**File T-IMP**

*(Excerpt only)*

The Twin Peaks Charter Academy Board of Directors recognizes that there may be times when controversial or sensitive issues may need to be addressed in the curriculum. Parents may opt-out of a unit study area of instruction for topics that go against their moral beliefs by requesting an alternate assignment from the teacher. Requests to opt-out of whole curriculum areas must be brought to the Administrator's attention, to be brought before the B.O.D. for a final decision.

*(The steps for disagreeing with the curriculum or the manner in which the curriculum is being taught are further outlined in the policy, available on the TPCA website or upon request from the front office.)*

Materials will be reviewed using a criteria of whether or not they significantly enhance and complete the Core Knowledge Sequence or other instructional areas, and whether or not they are age-level appropriate, well done, factual, or contain controversial elements. Materials that contain controversial topics that may include sexual content, bias and stereotype, profanity, graphic violence, or a theme that goes against the character education training at TPCA may be approved for use, if they are determined to add to instruction; but will require a parent notification letter, to be sent within 10 days before use, describing the area that might be a concern.

## **PERMISSION REQUIRED FOR DISSECTIONS:**

In some elementary classes, particularly in 4th and 5th grades, teachers may include dissections as part of their biology curriculum. Permission slips will be sent out before any dissection. A suitable alternative activity will always be provided should you choose to opt your child out of the dissection.

## **MOVIES/VIDEOS:**

At times during the year, movies may be shown in the classroom in conjunction with curriculum topics. No parent notification is necessary for movies rated G. Permission slips are required for movies rated PG.



# GIFTED & TALENTED/ADVANCED PROGRAM

**Purpose:** To find students who match Colorado's definition of gifted/talented students in order to provide appropriate programming to address their needs.

**Equal Access**

- Parents, teachers, and/or administrators can nominate a child.
- Nomination forms are available from the classroom teacher and/or school interventionists.

**Screening**

ECEA 2220-R 12.02 (1) (c) (iii)

- Multiple sources of data are collected to comprise a body of evidence both qualitative and quantitative.
- Data collection is ongoing. Profiles become part of the student's records.
- Formal review of data predominately occurs in Aug./Sept. & April/May.
- All 3rd grade students are screened in April/May & a letter will be sent home regarding this assessment.

| Qualitative Measures                                                                | Quantitative Measures                                                       |                                                                       |                                                                 |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------|
| General Cognitive Abilities<br>(95 <sup>th</sup> percentile or higher any sub-area) | Characteristics or Rating Scales<br>(95 <sup>th</sup> percentile of higher) | Specific Academic Aptitude<br>(95 <sup>th</sup> percentile of higher) | Academic Performance<br>(95 <sup>th</sup> percentile of higher) |

**Review Process**

- Those who work with gifted & talented students will review the collection of data.
- Review team makes one of four possible recommendations:

| Meets Criteria                                                                                                                                                                                                                                                                                                                                                                             | Wait & Watch w/<br>Advanced Placement                                                                                                  | Wait & Watch                                                                                                                                     | Does not meet criteria                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• 95<sup>th</sup> percentile or higher on measures of General Cognitive Ability</li> <li>• 95<sup>th</sup> percentile or higher on measures of Characteristics or Rating Scales</li> <li>• 95<sup>th</sup> percentile or higher on measures of Academic Aptitude</li> <li>• 95<sup>th</sup> percentile or higher in Academic Performance</li> </ul> | <ul style="list-style-type: none"> <li>• meets criteria in some of the measures</li> <li>• likely to qualify with more data</li> </ul> | <ul style="list-style-type: none"> <li>• meets criteria in one measure</li> <li>• advanced student w/ potential for later eligibility</li> </ul> | <ul style="list-style-type: none"> <li>• Scores on all measures consistently below the 95<sup>th</sup> percentile</li> <li>• Body of evidence does not meet the criteria for giftedness</li> </ul> |

**Notification**

The identified TPCA teacher notifies parents regarding the results of the identification process through a written letter.

**Placement**

Students identified as Gifted and Talented are referred through the RtI process and will be placed on Advanced Learning Plans (ALPs). Parents will review ALPs during fall Parent/Teacher Conferences. Advanced programming can include: advanced classes, acceleration, differentiation, and other appropriate curriculum modifications. Revised August 2011

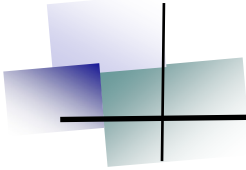
**For more information contact Cindy Schultz, Intervention Specialist/GT Liaison, at 303.772.7286 ext. 57041 [schultz\\_cindy@svvvsd.org](mailto:schultz_cindy@svvvsd.org)**

## SPECIAL EDUCATION PROGRAM

Twin Peaks Charter Academy has Special Education programming for students who qualify for such services.

**Service Delivery:** TPCA has a comprehensive plan including both inclusion, whenever possible, and pull out when expedient, in order to provide individualized education for those students who qualify under IDEA law.

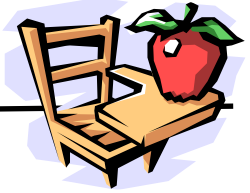
**Behavioral Concerns** for Special Education students who are evaluated and plans constructed on an individual basis in order to provide structure and guidance in a therapeutically effective manner. For students requiring an additional level of behavioral support, a functional behavioral analysis will be conducted and plans developed accordingly. If you have questions about your child's educational progress, please discuss them with his/her teacher. Students with academic or behavioral concerns go through a Response to Intervention (RtI) process which helps us to determine strategies that will enhance learning. During this process, it may be suggested that a student undergo further testing through the Special Education department. No such testing takes place without the student first going through the RtI process and parental permission.



## **SPECIALS (Grades K-5) Classes for 2011-2012**

## **ELECTIVES (Grades 6-7-8) Classes for 2011-2012**

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### **ART:**

1st through 5th Grade art classes meet one quarter per school year. Middle School art electives meet daily for one full semester. The curriculum is designed to give students a combination of art history and application skills. Where possible, classes are aligned with the grade level's current study of history. Achievement letter grades are determined through tests and projects per the TPCA grading policy.

### **LIBRARY/COMPUTER:**

1st through 5th Grades have structured library/computer classes. Middle School computer classes meet daily for one full semester. The purpose of computer class is to expose students to a variety of different programs and skills that they will use in high school and beyond. These include researching online and word processing, paint, spreadsheet, and multi-media programs. Emphasis is placed on keyboarding skills and supporting the Core Knowledge curriculum. Achievement letter grades are determined by tests and projects per the TPCA grading policy.

### **MUSIC:**

1st through 5th Grade music classes meet one quarter per school year. Middle School music electives meet daily for one full semester. The curriculum is designed to give students a combination of music theory, history, and performance. Where possible, classes are aligned with the grade level's current study of history. Performances will vary per grade level. For all students, achievement letter grades are determined through tests, assignments, and other assessments per the TPCA grading policy.

### **PHYSICAL EDUCATION:**

K through 5th Grade P.E. classes meet every other day during two quarters per school year. State and national standards are the focus of the Physical Education program. Students are exposed to a sequential set of skills and team sports with encouragement for lifelong physical activity. 1st through 3rd grade students receive letter grades associated with skill mastery and development as per policy. Starting at Grade 4, achievement letter grades are determined by tests, rubrics, and other assessments per the TPCA grading policy. For Grades 6-8, P.E. is an elective that meets daily for one full semester.

### **SPANISH:**

Spanish instruction begins in 3rd grade. For Grades 3-5 instruction is on a basic introductory level. Students have Spanish class one quarter per school year. They will become familiar with the language and practice it in a fun, supportive environment. This model of instruction exposes students to Spanish; it does not produce fluent Spanish speakers.

### **THEATER:**

Theater class exposes students to theatrical and performance based arts. This class is offered to 6-8 Grade students and meets daily for one full semester.

### **BAND:**

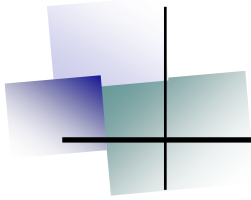
Band is offered in Grades 5-8. Band is an elective that meets continuously throughout the school year. Jazz Band is offered as an enrichment for identified students in Grades 6-7-8 and meets after school.

### **SUPPORT/INTERVENTION:**

Support/Intervention is assigned as a period of instruction for students in Grades 6-7-8 who are at risk for failure and/or struggling in core academic classes. The period of assigned intervention can be flexible as students can earn up to two electives as long as they remain proficient in their literacy, homework completion, and other related behavioral objectives.

# STANDARDIZED Assessments for 2011-2012

|                            | Instrument                                   | Operational Definition of each Standardized Assessment                                                                                                                                                                                                                                                                                                            |
|----------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy Assessments       | AIMSweb T.E.L.<br>K,1                        | <b>The T.E.L. (Test of Early Literacy)</b> is a set of 4 standardized, individually administered measures of early literacy proficiency each taking 1 minute.                                                                                                                                                                                                     |
|                            | PALS<br>K-3                                  | <b>PALS (Phonological Awareness Literacy Screening)</b> is a State mandated diagnostic assessment which assess early literacy skills, accuracy, fluency and comprehension.                                                                                                                                                                                        |
|                            | AIMSweb Reading<br>Maze<br>2-8               | <b>The Reading Maze</b> test is a group administered 3 minute multiple choice cloze procedure assessment which measures reading comprehension.                                                                                                                                                                                                                    |
|                            | DRA-2<br>1-8                                 | <b>The DRA-2 (Developmental Reading Assessment)</b> is used as a diagnostic assessment to determine areas of instructional need as related to a student's accuracy, fluency, and comprehension.                                                                                                                                                                   |
|                            | AIMSweb R-CBM<br>1-8                         | <b>The R-CBM (Reading Curriculum Based Measure)</b> is an individually administered 1 minute oral reading assessment which measures fluency and accuracy.                                                                                                                                                                                                         |
|                            | SRI<br>4-10                                  | <b>The SRI (Student Reading Inventory)</b> is a computerized assessment that provides a student's independent reading level based on their comprehension of several reading passages.                                                                                                                                                                             |
|                            | Words Their Way<br>Spelling Inventory<br>3-5 | <b>The Words Their Way Spelling Inventory</b> is a group test which assesses a student's developmental spelling stage.                                                                                                                                                                                                                                            |
|                            | TPCA Writing Samples                         | <b>Writing samples</b> are designed to measure student progress with grade level writing standards.                                                                                                                                                                                                                                                               |
| Mathematics Assessments    | AIMSweb T.E.N.<br>K,1                        | <b>T.E.N. (Test of Early Numeracy)</b> is a set of 4 standardized, individually administered measures of early numeracy proficiency each taking 1 minute.                                                                                                                                                                                                         |
|                            | AIMSweb<br>M-COMP & M-CAP<br>1-5             | <b>M-COMP (Mathematics Computation)</b> assesses fluency of computation ability. <b>M-CAP (Mathematics Concepts and Application)</b> assesses the understanding of and fluency with the application of mathematical concepts.                                                                                                                                     |
|                            | Math Placement Tests<br>4-10                 | <b>Math placement tests</b> are decided upon and given by the math department and 4-5 grade level teachers to determine student placement.                                                                                                                                                                                                                        |
| Colorado State Assessments | CELA<br>K-10<br>(identified students)        | <b>Colorado English Language Assessment (CELA)</b> is a state mandated English language proficiency test which assesses speaking, listening, reading, and writing.                                                                                                                                                                                                |
|                            | CSAP<br>Grades 3-10                          | <b>Colorado Student Assessment Program (CSAP)</b> is designed to provide a picture of how students in the state of Colorado are progressing toward meeting academic standards at each identified grade, and how schools are doing to ensure learning success of students. Students are assessed grades 3-10 in Reading, Writing, Math & grade 5 and 8 in Science. |



# WORK HABITS



Concerns arise about a student's work habits when incomplete assignments, tardiness, or being unprepared for class seem habitual. These areas negatively affect the student's academic success and may result in failure and retention. Our goal is to help students grow, mature, and become successful learners in an encouraging environment.



**GRADES K-8:** Teachers will monitor work habits and communicate with parents via phone calls, e-mails, or other agreed upon methods. Teachers may require students to make up missing or incomplete assignments at home, at recess, or after school. Should work habit issues become a continual problem, a parent/teacher/administrative conference may be arranged to discuss and implement strategies for improvement.

T-IKB

## Homework Policy

Homework is an essential part of education. It prepares students for high school and college and for entry into the working world upon graduation. It also helps develop a strong work ethic and personal organizational skills. Homework should be an opportunity for practice or for acquisition of background material. Parents are not expected to "teach" material to students. Parents should be supportive of this policy by providing a suitable, quiet place to work, free from intrusion by other family members and the various media.

### Time Allocation

The designated times serve as a guideline and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time.

|                      | Kindergarten                                                         | First                                  | Second                          | Third                           | Fourth                          | Fifth                           | M.S. Average Student | M.S. Advanced Student |
|----------------------|----------------------------------------------------------------------|----------------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|----------------------|-----------------------|
| Average nightly load | 5-15 minutes plus family reading time<br><i>Starting in November</i> | 15-25 minutes plus family reading time | 25-35 minutes plus reading time | 35-45 minutes plus reading time | 45-60 minutes plus reading time | 60-75 minutes plus reading time | 1-1.5 hours          | 1.5-2 hours           |

T-IKA-R1

## Late/Make-up Work Policy

### Make-up work for students with excused absences:

All students are expected to make up schoolwork missed because of absenteeism. Students with excused absences shall be granted full credit for make-up work provided the work is completed within the required guidelines found in policy T-JH-R.

### Late or missing work for students in attendance or with unexcused absences:

Individual disciplines (i.e., math, English, etc.) or grade levels may develop, in conjunction with administration, specific coordinated late or missing assignment policies. Specific written policies will be provided to students during the first week of classes. Administration may change policies at any time should current policies be ineffective. Changes will be communicated to parents and students prior to being implemented.

# GRADING/ASSESSMENT SYSTEMS

## Grading/Assessment Systems

File: T-IKA-R

### Grade Level

### Aspect being measured

### Marking system

Kindergarten

Achievement

A, B, C, D,

Behavior, effort

E, S, I, N

#### Key

A = MASTERY: Demonstrates skill consistently.

B = PRACTICING SKILL: Demonstrates skill some of the time.

C = EMERGENT SKILL: Just beginning to develop skill.

D = NOT DEMONSTRATING the skill at this time.

Grades 1-8

Achievement

A, B, C, D, F, INC

Core Subjects

Behavior, effort

E, S, I, N

Grade 4-8

Specials Classes

#### Key

99-100 = A+

91-92 = B+

E = Excellent

95-98 = A

87-90 = B

S = Satisfactory

93-94 = A-

85-86 = B-

I = Improving

83-84 = C+

74-75 = D+

N = Needs Improvement

78-82 = C

69-73 = D

INC = Incomplete

76-77 = C-

67-68 = D-

66 & below = F

Grades 1-3

Achievement

A, B, C, INC

Specials Classes

Behavior, effort

E, S, I, N

#### Key

A+ = EXCEEDS

A = MEETS EXPECTATIONS

B = PRACTICING SKILLS

C = NEEDS IMPROVEMENT



### **Honor Roll** (3.5 grade point average)

Grades 4-8— average the grades for all subjects (P.E., Art, Music, Spanish, Computer will average as one subject) with no grade below B; character development and non-academic electives must reflect satisfactory or above.

A = 4 points

B = 3 points

C = 2 points

D = 1 point

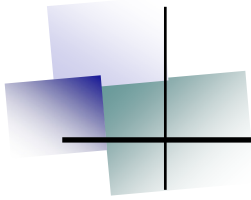
All grades are academic with the exception of Grades 1-3 PE and Grades 1-5 Penmanship which will be A, B, C, D, using the definition key listed under kindergarten.

## REPORT CARDS/PROGRESS REPORTS/ CONFERENCES

Each student's grade will reflect the achievement of the student with respect to the standards established for a given grade level or subject. Each grade level is to follow the course of study prescribed by the Twin Peaks Charter Academy Board of Directors. Grades will be available to parents online through Infinite Campus.

Progress reports are sent home once per quarter to parents/guardians. Individual students may be placed on academic watch and have reports submitted on a weekly, or even daily, basis.

Report cards shall be issued at the end of each quarter. Parents must come to a conference held at the end of 1st quarter and a conference held during 3rd quarter. The conference should be either at the time assigned by the teacher or within 10 school days from the close of the quarter, unless other arrangements have been made with the teacher. If parents/guardians miss a conference, they will be notified to set up an alternate time. Failure to appear for required conferences may result in parents appearing before the BOD for a hearing review.



# AWARDS ASSEMBLIES

Awards assemblies are held each quarter. The categories of the student recognition program are: Honor Roll (academic achievement) for grades 4-8, Timberwolf Award (six pillars of character) and Twin Peaks Award (overall improvement) for grades K-8. The following criteria have been determined for each category:

**“A”/”B” HONOR ROLL** (3.5 grade point average with no C’s) Grades 4-8. Given out each quarter.

Average the grades for all subjects (Specials will average as one subject) with no grade below B; character development and non-academic electives must reflect satisfactory or above.

A = 4 points    B = 3 points    C = 2 points    D = 1 point    F = 0 points

**ALL “A” HONOR ROLL** (4.0 grade point average) Grades 4-8. Given out at mid-year and end-of-year.

All A’s in all classes, character development and non-academic electives must reflect satisfactory or above (for first half of year and for all year.)

**PERFECT ATTENDANCE** Grades K-8. Given out at mid-year and end-of-year.

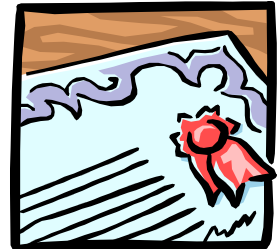
No absences and no more than five tardies per semester/full year.

**TIMBERWOLF AWARD** Grades K-8. Given out each quarter.

A character award for actions reflective of the Six Pillars of Character.

**TWIN PEAKS AWARD** Grades K-8. Given out each quarter.

A “climbing the peaks” award for demonstrating overall improvement in academics and/or character.



## **2011-2012 AWARDS ASSEMBLIES**

*1st Quarter: Oct. 26; 2nd Quarter: Jan. 11; 3rd Quarter: Mar. 14; 4th Quarter: May 16*

**NOTE:** For Quarter 4, honor roll and attendance certificates may be mailed with the final report cards.

## **MIDDLE SCHOOL for 2011-2012**



### **SCHEDULE:**

The Middle School schedule is based on core instructional blocks of time each day. Monday, Thursday, and Friday are SEVEN period days (51 minutes each). Tuesday and Wednesday are BLOCK days (four 90 minute periods).

### **GRADUATION:**

Middle School is a transition period from the more sheltered Elementary years to times of greater responsibility in High School. Thus, Middle School Graduation provides students, teachers, and families a chance to reflect upon the past, to celebrate the present, and anticipate the years ahead.

All 8th grade students will be allowed to participate in the ceremony. However, only students who have met the standards for promotion will be given a diploma. Other students will simply receive an attendance certificate.

Awards will be given to students during Middle School Graduation to recognize major scholastic and character education accomplishments when looking at overall records. A Valedictorian will be recognized at this time.

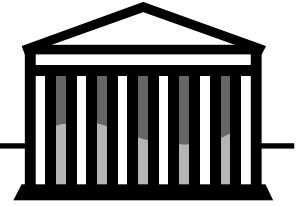
### **MIDDLE SCHOOL LOCKERS:**

Middle School students are assigned lockers for the purpose of storing their books and materials. The lock combination will be given to the student. It is strongly recommended that students do not give their combinations to other students. We will be unable to pursue complaints of theft if students leave items outside lockers, leave lockers unlocked, or if students give out combinations to others.

Lockers are school property and, therefore, may be searched on probable cause and/or suspicious basis.



# CODE OF EXPECTED BEHAVIOR



All members of the TPCA community are expected to exhibit respect, cooperation, and a positive attitude toward each other. In keeping with character education, students should reflect the “Six Pillars of Character”: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Each student will receive a copy and/or explanation of his/her classroom discipline plan, as well as a TPCA Discipline Student Contract (in grades 4-8.)

Good behavior is a by-product of good instruction coupled with students’ desires to make academic achievement a priority. Good and/or bad behavior results from decisions made by students. Many actions that require discipline are, in reality, the consequences of poor choices made by students. A discipline problem is created when a rule is broken or a conflict arises.

Discipline is a necessary part of the school environment. Discipline is imposed to help maintain an atmosphere that not only allows learning to take place, but also encourages learning. Rules are instituted in order to:

- encourage students to be active learners
- provide an atmosphere whereby teaching and learning can flourish
- maintain order, health, and safety
- comply with the laws of our society

Because students are expected to be responsible for their own behavior, the administration and staff members of the school will hold them accountable for their actions. Students can expect to be treated in a fair, consistent, equitable, and timely manner. The ultimate goal is to teach the student to modify his/her behavior in order to become a successful learner and a self-disciplined individual.

## CHARACTER EDUCATION

TPCA strives to maintain an environment in which respect for all individuals is fostered. All staff members expect respect and cooperation from students whether they are the students’ direct teachers or not. The foundation for the behavior code rests on the “Six Pillars of Character:”

### SIX PILLARS PLEDGE

I am a Twin Peaks student and I have great expectations for myself.  
I will be **RESPONSIBLE** by being in charge of what I say and do, by accepting the consequences of my actions, and by being accountable for my own learning.  
I will be **RESPECTFUL** by having polite consideration for myself, others, property, and those in authority.  
I will be a good **CITIZEN** by learning about our democratic system and doing my share.  
I will practice **FAIRNESS** by treating people equally and being impartial.  
I will strive to be **TRUSTWORTHY** by being someone who people can count on.  
I will be **CARING** by being kind, considerate, sensitive, and giving.  
I am a Twin Peaks student and I accept the challenge to be the **BEST THAT I CAN BE.**

It is expected that students and families will model these “Pillars” at school. It is only through high expectations for character beyond the school day that students will truly internalize these ideas. When children see their parents interacting with school personnel in a respectful manner, the school philosophy will be reinforced.

# CODE OF EXPECTED BEHAVIOR (cont.)



**Trustworthy**  
Being trustworthy means showing good character when no one else is around.

**Respectful**  
Showing respect for myself, others, and the building is an important part of being a TPCA student.

**Responsible**  
Being responsible means being able to control my actions. All people make good and bad choices. Celebrating good choices and learning from your mistakes is a part of growing.

**Fair**  
Working together and sharing materials is only a part of being fair. It is also making fair decisions and not "taking sides."

**Caring**  
A caring citizen shows concern for others and school. A caring student shows interest in other students' ideas and helping others, friends or strangers, when they are in need.

## EXPECTED BEHAVIOR:

- Students are expected to behave appropriately and treat all adults and other students courteously.
- Once a student arrives on the school grounds, he/she is not to leave without permission.
- Students must properly maintain books, school materials, and equipment.
- Non-school related personal items should not be brought to school.

## EXPECTED CLASSROOM BEHAVIOR:

The teacher is the ultimate authority in the classroom. Each teacher will have a list of classroom rules.

### **Students are expected to:**

- Follow directions.
- Be prepared.
- Be respectful.
- Keep hands, feet, and objects to themselves.

### **No student will be allowed to:**

- Prevent the teacher from teaching.
- Prevent another student from learning.
- Engage in verbal or physical behavior that is detrimental to himself/herself or others.

## HALLWAY BEHAVIOR:

- Remain in assigned areas and follow directions of all adults.
- Walk at all times.
- Students in grades K-5 should be in quiet lines.
- Middle School students should be quiet and respectful of classes in progress when in the hallway.

## CAFETERIA BEHAVIOR:

The lunchroom supervisor(s) is the authority in the cafeteria.

- Remain in the lunchroom until excused. Elementary students must stay in their assigned area.
- Use quiet voices at all times.
- Keep hands, feet, and objects to themselves.
- No soda pop is allowed.
- No food will be taken to the playground (unless otherwise directed.)
- Students are responsible for cleaning up their lunch area. Table wipers are assigned by the supervisor(s).
- Elementary students are dismissed by table to line up.

## PLAYGROUND BEHAVIOR:

The playground supervisor(s) is the authority on the playground.

- Follow all directions.
- Use equipment properly.
- No roughhousing, name calling or inappropriate language.
- No running or chasing on the blacktop or on ice.
- No snowball throwing.
- Safety and/or bullying concerns should be reported to the supervisor immediately.



## Student Dress

THE RESPONSIBILITY TO MAKE ACADEMICS THE PRIMARY FOCUS OBLIGATES TWIN PEAKS CHARTER ACADEMY TO PREVENT ANYTHING THAT MAY DISTRACT FROM THE EDUCATION OF STUDENTS. IT IS EXPECTED THAT THE STUDENTS OF TPCA MAINTAIN THEIR PERSON AND CLOTHING IN A MODEST, CLEAN, AND ORDERLY MANNER CONSISTENT WITH THE SCHOOL UNIFORM DRESS CODE AND COMPATIBLE WITH EDUCATIONAL PROGRAMMING. IN ORDER TO ENSURE THAT PROPER APPEARANCE IS MAINTAINED, THE PRINCIPAL OR DESIGNEE WILL MAKE THE FINAL DETERMINATION AS TO THE APPROPRIATE APPAREL IN A QUESTIONABLE CIRCUMSTANCE.

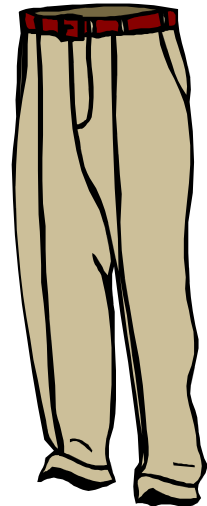
Please refer to Policy T-JICA-R (p 24) for colors and details.

### **Shirts**

- Shirts must be worn completely tucked in at all times.

#### Shirt styles:

- Short or long sleeved, classic polo-style shirts (piqué, cotton or jersey knit)
- Short or long sleeved classic oxford style shirt
- Short or long sleeved Peter Pan style blouse (girls only)
- Long sleeved classic turtleneck (no ribbed or fabric textures)
- Shirts should be solid-colored, logo-free, TPCA logo excepted.
- Top layered shirts must cover bottom layers.



### **Sweatshirts/Sweaters:**

- To be worn over a dress-code approved shirt.
- Solid color, logo-free, TPCA logo excepted.
- No hoods.

#### Sweatshirts

- Sweatshirts must be long sleeve and crew neck.

#### Middle School Only:

- The official TPCA hooded sweatshirt is acceptable.

#### Sweater styles:

- V-neck or crew/jewel neck, long-sleeved, button down or pullover.

### **Pants and Shorts:**

- Pants and shorts will be of waist-high, flat front or pleated, classic trouser style.
- Fabric will be cotton and/or polyester twill.
- Shorts must be at or below the fingertips when standing straight and cannot fall below the knee.
- Pockets: all pockets near the waist-line or on side-seam, no rivets, no outside pockets.
- Pants and shorts must be belted, with the exception of K-1 grades.

### **Jumpers, Skirts, and Skorts:**

- Short/skort/jumper length must be below fingertip length when standing straight.
- Skirts must be knee length or longer.
- Jumper will either be v-neck, scoop-neck, or full-bodice; pleated or straight.
- Fabric will be cotton and/or polyester twill.

### **Belts**

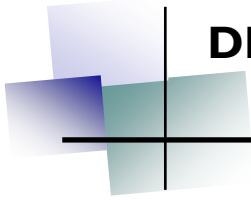
- Only solid dark-colored cloth, leather, or vinyl belts with no logos or brand names are allowed. No excess hanging on belts from the waistline. No spikes or rings on belts. Kindergarten and First Graders are excused from wearing belts.

### **Shoes**

- Closed toe, heel, and side shoes. Acceptable styles are athletic shoes, oxfords, loafers, Mary Jane, hiking boots, and ankle boots.
- No platform, lighted or character shoes. Heels must be lower than 1-½ inches.
- During inclement weather, change of indoor, dress-code compliant shoes are required when snow/rain boots are worn.

### **Socks and Tights**

- Socks and tights must be solid colored.



## DRESS CODE (cont.)

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### **Outerwear**

- All coats must be removed while inside the classroom, gymnasium, auditorium and cafeteria.
- Only appropriate and necessary eye wear will be worn. No sunglasses may be worn in the building.
- No hats or caps allowed indoors.

### **Gym Clothing:**

To be determined by P.E. teacher.

### **Miscellaneous:**

Scout/TPCA approved activity (i.e. chess club) clothing allowed on meeting days only.

Logos go to the principal or designee for determination if logo is detracting to the educational environment.

### **General appearance:**

Hair should be neatly groomed and of natural color. Male hair length shall be of collar length or shorter. No extreme hair fashions.

Only natural looking cosmetics and nail polish are allowed.

All jewelry and accessories (i.e. purses) must be modest and in good taste. No wallets with chains.

No visible body art.

No visible piercing with the exception of females with no more than two earrings per ear.

Items of value should not be brought to school (cellular phones, beepers, and all other electronic devices). The school assumes no responsibility if items are lost or stolen.

**TPCA reserves the right to modify the dress code to meet the special needs of students for religious, cultural or approved medical reasons.**

**Please refer to Policy T-JICA-R for colors and details.**

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### **Student Dress**

### **T-JICA-R**

#### **Shirts/Sweatshirts/Sweaters:**

Acceptable solid colors: white, red, navy blue, powder blue, hunter green, burgundy, and light pink.

#### **Pants/Shorts/Jumpers/Skirts/Skorts:**

Acceptable colors: navy blue and tan.

Skorts/Skirts must have a fitted waist-band, worn at the waist.

#### **Belts:**

Braided belts are acceptable. No cut-outs.

#### **Shoes:**

Shoes should be predominately of one of the following acceptable colors: black, brown, gray, tan, white, navy blue. Shoes should have non-marking soles.

#### **Socks/Tights:**

Black and tan are acceptable colors in addition to the approved shirt colors.

Only solid-colored non-patterned tights accepted. Cable-knit and ribbed textured tights are allowed.

#### **Gym Clothing:**

Plain gray t-shirt.

Gym shorts that meet length as specified in T-JICA.

#### **General Appearance:**

Jewelry should not become a distraction to the learning environment.

Earrings are to be one inch or smaller.

# REWARDS FOR APPROPRIATE BEHAVIOR

As stated previously, TPCA aims to foster a respectful and positive learning environment for all. With that in mind, an important component of any discipline plan is recognition for abiding by the rules. Below is a partial list of rewards.

**DRESS OF CHOICE DAY (Grades K-8)** – the last Friday of the month or as announced.

Requirements:

- Consistently following the dress code.
- Consistently demonstrating good behavior (no behavior infractions or no more than **one** warning in grades 4-8 and the second half of the 3rd grade year.)
- Parameters for clothing choices:
  - ✓ Clothing needs to be in good repair (not tattered)
  - ✓ No suggestive or inappropriate pictures or sayings
  - ✓ No clothing advertising alcohol, tobacco, or illicit drugs
  - ✓ Shirts must have sleeves and cover midriff when hands raise to shoulder height.
  - ✓ Shorts need to be at or below fingertips when hands are at rest along side
  - ✓ Pants need to fit properly and are to be worn at the waist (no bagging & sagging)
  - ✓ Closed in shoes (no sandals, clogs, crocs, flip-flops, etc.)

**SPIRIT WEEK (Grades K-8)** – will occur during a pre-determined week in the spring.

Guidelines:

- All students may participate unless otherwise directed by administration.
- Students are encouraged to dress according to the theme.
- Clothing parameters for “Dress of Choice Day” apply.

**“CAUGHT BEING GOOD” (Grades K-3)** – Teachers may award students a variety of small certificates or other forms of recognition. Students may be recognized during assemblies.

**RANDOM ACTS OF KINDNESS (Grades K-5)** - Teachers may award students with small certificates when they are noticed performing acts of unsolicited kindness. Students may be recognized during assemblies. This form of recognition is used mostly during a focus on “Caring.”





# STUDENT DISCIPLINE POLICY

File: T-JK-R

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The following guidelines are for staff members who have employed practical option(s) in dealing with a student disruptive to any school activity (including but not limited to those occurring in the classroom, on school grounds, in school vehicles or at school activities or events, that is determined to be repetitious, willful or overt). For purposes of these policies, references to the “Principal” or “disciplinary officer” shall imply any staff member functioning in that capacity.

The term “disruption” includes but is not limited to the following willful or reckless conduct that causes disorder.

- A. Making coarse, vulgar or obviously offensive utterances, gestures, or display,
- B. Abusing, harassing or threatening another person in an obviously offensive manner,
- C. Making unreasonably loud or offensive noises,
- D. Violating any TPCA Board policy governing student conduct.

Staff members must refer incidents of disruptive behavior to the Principal.

## First Strike

- A. The disciplinary officer and student shall contact the parent/guardian either by telephone or in person to discuss the nature of the incident. At the Principal’s option, the student may be withheld from class. The disciplinary officer shall then prepare a brief written summary of the conference. The parent/guardian may, on request, be given a copy of the summary to be placed in the student’s discipline file. The student and/or parent/guardian may submit a written response to the incident report which shall be attached to that summary.
- B. Furthermore, the referring staff member shall write a discipline report that day which shall include notification of the incidents and corrective measure(s) required. This report shall be signed by the staff member and Principal, given to the student and returned signed by the parent/guardian the next school day.

## Second Strike

- A. The disciplinary officer shall document any attempt to contact the parent/guardian either by telephone or in person (together with the student when practicable). The objective is to discuss the nature of the incident and schedule an appointment to meet with the parent in person within three school days. At the Principal’s option, the student may be suspended from school. The disciplinary officer shall then prepare a brief written summary of the conference. The parent/guardian may, on request, be given a copy of the summary to be placed in the student’s discipline file. The student and/or parent/guardian may submit a written response to the incident report which shall be attached to that summary.
- B. Furthermore, the disciplinary officer shall arrange a meeting with the student, parent/guardian and staff member to accomplish the following:
  - 1. to address the reasons for the student’s disruptive behavior
  - 2. to cooperatively establish goals, objectives and time lines to modify such behavior
  - 3. to notify the student and parent/guardian that a third offense shall result in the student being considered “habitually disruptive” and grounds for mandatory suspension or more severe consequences.
- A. The disciplinary officer shall produce a remedial Discipline Plan as follows:
  - 1. establish goals, objectives and time lines to modify behavior,
  - 2. contractually bind the student and parent (signed and returned by the student, parent/guardian, Principal and staff member no later than the next school day),
  - 3. detail consequences of plan violations, including suspension/ dismissal,
  - 4. give the parent/guardian a copy of the plan,
  - 5. place the plan in the student’s discipline file.

Third Strike: At this point the student is declared “habitually disruptive” and subject to suspension or dismissal per policies: T-JKD/JKE, T-JKD/JKE-E & T-JKD/JKE-R



# BEHAVIOR INFRACTIONS

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Appropriate student discipline is necessary to ensure a learning environment that is free from disruptions. Teachers and students should be free to focus on classroom instruction and learning, not on a disruptive student. In keeping with the focus on academics and character education, the Academy has instituted a strict three-strike discipline policy (see next page), which both protects the classroom learning environment, and sanctions students for inappropriate behavior.

Every teacher shares and institutes a classroom discipline plan with their students and parents.

## **Consequences for Behavior Infractions :**

- Teachers may assign classroom consequences for infractions. Parents will be notified by the teacher for any classroom behavior issues.
- For repetitive behavior issues not resolved through parent contact and or classroom consequences a student discipline referral will be sent to the administration
- The administration will issue points for infractions.
- Cumulative Point Total between 5-7 points: Administration will make a phone call home to parents to discuss the behavior issues.
- Accumulation of 10 points: May lead to “Strike 1” and an In School Suspension. Parents will be called.
- Cumulative Point Total between 15-17 points: Administration will make a phone call home to parents to discuss the behavior issues.
- Accumulation of 20 points: May lead to “Strike 2” and an Out of School Suspension. Parents will be called prior to the suspension. Following the suspension, a conference will be held and a Discipline Plan will be put in place.
- Cumulative Point Total between 25-27 points: Administration will make a phone call home to parents to discuss the behavior issues.
- Accumulation of 30 points: May lead to “Strike 3” and dismissal proceedings.

## **Consequences for Severe or Habitual Infractions (1-10 pts. per infraction):**

**Students committing severe or habitual behavioral infractions will be referred to an Administrator. The incident(s) will be investigated and a consequence will then be determined.**

- The points associated with these infractions will also accumulate as outlined above.
- A severe event will be assigned a 10 point value, which may lead directly to a “Strike” and the action associated with it, i.e suspension or dismissal. (See note below.)

***Disruptive behavior warranting an Internal-Suspension or External-Suspension constitutes a violation or strike. A student accumulating three (3) strikes will be declared “habitually disruptive” and is subject to dismissal from TPCA.***

**PLEASE NOTE:** There are TPCA policies regarding student conduct that are separate from these procedures and require separate consequences as governed by policy. These concern the following:

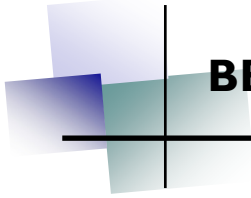
- Tobacco: (Policy: T-JICG-R)
- Weapons: (Policy: T-JICI)
- Drugs & Alcohol: (Policy: T-JICH, JICH-R)
- Willful Destruction or Defacing of School Property: (Policy: T-JKD/JKE-E, T-JKD/JKE-R)
- Criminal Offenses: (Policy: T-JKD/JKE-E, T-JKD/JKE-R)

Policy for suspensions and appeals are found in T-JKD/JKE-R (See File: JKD/JKE-E).

# BEHAVIOR INFRACTIONS

## TPCA Office Discipline Referral Form

|                                                                                                              |                                                                            |                                                             |                                                   |                                     |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|-------------------------------------|
| Student(s)                                                                                                   | Referring Staff                                                            | Grade                                                       | Date                                              | Time                                |
| <b>Location:</b>                                                                                             |                                                                            |                                                             |                                                   |                                     |
| <input type="checkbox"/> Classroom                                                                           | <input type="checkbox"/> Cafeteria                                         | <input type="checkbox"/> Drop Off/Pick Up                   |                                                   |                                     |
| <input type="checkbox"/> Playground                                                                          | <input type="checkbox"/> Restrooms                                         | <input type="checkbox"/> Special event/assembly/field trip  |                                                   |                                     |
| <input type="checkbox"/> Hall                                                                                | <input type="checkbox"/> Library                                           | <input type="checkbox"/> Other _____                        |                                                   |                                     |
| <b>Action(s) taken by teacher prior to this referral (Include dates of interventions)</b>                    |                                                                            |                                                             |                                                   |                                     |
| <input type="checkbox"/> Conference with student                                                             |                                                                            | <input type="checkbox"/> Assigned detention                 |                                                   |                                     |
| <input type="checkbox"/> Sent note home                                                                      |                                                                            | <input type="checkbox"/> Detained after class               |                                                   |                                     |
| <input type="checkbox"/> Behavior contract                                                                   |                                                                            | <input type="checkbox"/> Talked with parent/guardian        |                                                   |                                     |
| <input type="checkbox"/> Changed students seat                                                               |                                                                            | <input type="checkbox"/> Consulted administration           |                                                   |                                     |
| <input type="checkbox"/> Other _____                                                                         |                                                                            |                                                             |                                                   |                                     |
| <b>Problem Behaviors:</b>                                                                                    |                                                                            |                                                             |                                                   |                                     |
| <b>Minor (3 equal Major)      Major (requires parent contact, administrator consequence &amp; signature)</b> |                                                                            |                                                             |                                                   |                                     |
| <input type="checkbox"/> Inappropriate language                                                              | <input type="checkbox"/> Abusive/inappropriate language                    | <input type="checkbox"/> Skip class/truancy                 | <input type="checkbox"/> Vandalism                |                                     |
| <input type="checkbox"/> Physical contact                                                                    | <input type="checkbox"/> Fighting/physical aggression                      | <input type="checkbox"/> Forgery/theft                      | <input type="checkbox"/> Property damage          |                                     |
| <input type="checkbox"/> Defiance/disrespect/non-compliance                                                  | <input type="checkbox"/> Defiance/disrespect/insubordination/non-compliant | <input type="checkbox"/> Inappropriate display of affection | <input type="checkbox"/> Bomb threat              |                                     |
| <input type="checkbox"/> Disruption                                                                          | <input type="checkbox"/> Disruption                                        | <input type="checkbox"/> Lying/cheating                     | <input type="checkbox"/> Arson                    |                                     |
| <input type="checkbox"/> Dress Code                                                                          | <input type="checkbox"/> Dress Code                                        | <input type="checkbox"/> Tobacco                            | <input type="checkbox"/> Weapons                  |                                     |
| <input type="checkbox"/> Technology violation                                                                | <input type="checkbox"/> Technology Violation                              | <input type="checkbox"/> Alcohol/drugs                      | <input type="checkbox"/> Off School location      |                                     |
| <input type="checkbox"/> Tardy                                                                               | <input type="checkbox"/> Tardy                                             | <input type="checkbox"/> Harassment/tease/taunt             | <input type="checkbox"/> Other _____              |                                     |
| <input type="checkbox"/> Other _____                                                                         |                                                                            |                                                             |                                                   |                                     |
| <b>Possible Motivation:</b>                                                                                  |                                                                            |                                                             |                                                   |                                     |
| <input type="checkbox"/> Obtain peer attention                                                               | <input type="checkbox"/> Avoid tasks/activities                            | <input type="checkbox"/> Don't know                         |                                                   |                                     |
| <input type="checkbox"/> Obtain adult attention                                                              | <input type="checkbox"/> Avoid peers                                       | <input type="checkbox"/> Other                              |                                                   |                                     |
| <input type="checkbox"/> Obtain items/activities                                                             | <input type="checkbox"/> Avoid adults                                      |                                                             |                                                   |                                     |
| <b>Others Involved</b>                                                                                       |                                                                            |                                                             |                                                   |                                     |
| <input type="checkbox"/> None                                                                                | <input type="checkbox"/> Peers                                             | <input type="checkbox"/> Staff                              | <input type="checkbox"/> Teacher                  | <input type="checkbox"/> Substitute |
| <input type="checkbox"/> Other                                                                               |                                                                            |                                                             |                                                   |                                     |
| <b>Administrative Decision</b>                                                                               |                                                                            |                                                             |                                                   |                                     |
| <input type="checkbox"/> Time in Office                                                                      | <input type="checkbox"/> Detention                                         | <input type="checkbox"/> Saturday School                    | <input type="checkbox"/> In-school suspension     |                                     |
| <input type="checkbox"/> Loss of Privilege                                                                   | <input type="checkbox"/> Parent contact                                    | <input type="checkbox"/> Individualized instruction         | <input type="checkbox"/> Out-of-school-suspension |                                     |
| <input type="checkbox"/> Conference with student                                                             | <input type="checkbox"/> Other _____                                       |                                                             |                                                   |                                     |
| <b>Administrator Comments:</b>                                                                               |                                                                            |                                                             |                                                   |                                     |



# BEHAVIOR INFRACTIONS

(Example Severe or Habitual Behavior Infraction Slip)  
Twin Peaks Charter Academy: Notice of **Severe or Habitual Behavior** Infraction  
**[This form to be used by the administration only.]**

Date: \_\_\_\_\_  
Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
Referred by: \_\_\_\_\_  
Issuing Administrator: \_\_\_\_\_

**An infraction of this type may be considered Non-Redeemable and/or a VIOLATION according to the 3-strike discipline policy. A student accumulating three (3) strikes will be declared “habitually disruptive” and is subject to dismissal from TPCA. (File: T-JK-R)**

- \_\_\_ SFC: Failure to Comply and follow directives (in regard to work habit issues)
- \_\_\_ SI: Insubordination/Non-compliance
- \_\_\_ SDR: Severe Disrespect
- \_\_\_ SP: Deliberate Destruction of Property/Vandalism
- \_\_\_ ST: Theft
- \_\_\_ SA: Severe Physical Aggression/Fighting/Intimidation
- \_\_\_ SDH: Severe Dishonesty (Scholastic or otherwise)
- \_\_\_ SM: Major/Habitual Disruption
- \_\_\_ SS: Skipping class/A.W.O.L.
- \_\_\_ SO: Other Severe Infraction: \_\_\_\_\_

**Consequences for the following infractions are governed by TPCA Board policy.**

- \_\_\_ PT: Tobacco: (Policy: T-JICG-R)
- \_\_\_ PW: Weapons: (Policy: T-JICI)
- \_\_\_ PDA: Drugs & Alcohol: (Policy: T-JICH, JICH-R)
- \_\_\_ PP: Willful Destruction or Defacing of School Property: (Policy: T-JKD/JKE-E, T-JKD/JKE-R)
- \_\_\_ PC: Criminal Offenses: (Policy: T-JKD/JKE-E, T-JKD/JKE-R)

Teacher comment:

Administrator comment:

Action taken: \_\_\_\_\_

Administrator signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Administration has the right to institute penalty, contract, etc. affecting student’s position at TPCA if deemed necessary. (See File: JKD/JKE-E).**



## **DRUG AND ALCOHOL USE BY STUDENTS**

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File T-JICH

The TPCA Board shall not tolerate the illegal possession, use, sale, distribution or procurement of alcohol, drugs, or other controlled substances by a student in the classroom, on school grounds, in school vehicles or at school activities or events.

For purposes of this policy, controlled substances include but are not limited to: narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, an other controlled substances, precursors or paraphernalia as defined in law, or any prescription or non prescription drug, medicine, vitamin or other chemical substances not taken in accordance with the Board policy and regulations on administering medicines to students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle or taking part in any school-sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the TPCA or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions, which shall include suspension and/or expulsion from school and referral for prosecution. Expulsion shall be mandatory for the sale or distribution of drugs or other controlled substances in accordance with state law.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case.

The TPCA Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies, parents/guardians and TPCA Board-approved community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youth.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents and students with information concerning education and rehabilitation programs which are available. Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the TPCA assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

Violations of this policy shall result in the application of the process and procedures outlined in the TPCA student code of conduct and discipline. Through the publication and distribution of the code, the TPCA Board shall have notified all students and their families of their rights and responsibilities under this policy.

**The TPCA Board shall not tolerate the illegal possession, use, sale, distribution or procurement of alcohol, drugs, or other controlled substances by a student in the classroom, on school grounds, in school vehicles or at school activities or events.**

For purposes of this policy, controlled substances include but are not limited to: narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, an other controlled substances, precursors or paraphernalia as defined in law, or any prescription or non prescription drug, medicine, vitamin or other chemical substances not taken in accordance with the Board policy and regulations on administering medicines to students.

**Type A Violation**

**If a student is found using, possessing or being under the influence of illegal drugs, alcohol, intoxicants or other substances as defined above:**

Consequences of first violation:

- The student shall be suspended for a minimum of five days.
- The matter shall be turned over to the police.

Consequences of second violation:

- The student shall be expelled.
- The matter shall be turned over to the police.

**Type B Violation**

**If a student is found selling, distributing, supplying, or sharing non-prescription drugs, medicines or vitamins:**

Consequences of first violation:

- The student may be suspended.

Consequences of second violation:

- The student shall be suspended for a minimum of five days.

Consequences of third violation:

- The student shall be expelled.

**Type C Violation**

**If a student is found selling, distributing, supplying, or sharing controlled substances:**

Consequences of first violation:

- The student shall be expelled.
- The matter shall be turned over to the police.

The TPCA Board shall not tolerate the possession and/or use of a weapon by students or school personnel.

Carrying, bringing, using or possessing any dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the written authorization of the school Administrator or the TPCA Board is prohibited. Such weapons include, but are not limited to, any pistol, revolver, rifle, shotgun, air gun or spring gun; explosive device; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; pepper spray, mace or similar product; knife having a blade of greater than three inches; any knife the blades of which can be opened by the flick off a button or pressure on the handle, or any pocketknife where the blade is carried in a partially-opened position.

Violation of this policy shall require mandatory suspension or expulsion, unless, upon discovering that he or she has carried, brought, or is in possession of a dangerous weapon, a student immediately notifies a teacher, the Principal, or other authorized person and delivers the dangerous weapon to the teacher, Principal or authorized person.

The parent(s)/guardian(s) of an expelled student may appeal an expulsion decision to the TPCA Board in a hearing which shall occur at either a regular Board meeting or at a special meeting. At the discretion of the parent(s)/guardian(s) and/or the TPCA Board, such hearing may be conducted in executive session.

In accordance with federal law, expulsion shall be for no less than one full calendar year for a student who is determined to have brought a firearm to school.

Any exceptions to the policy must be specified in writing.

## USE OF TOBACCO BY STUDENTS

File T-JICG

**Use or the possession of tobacco products by students while in or on school properties, under the school's jurisdiction, or while participating in a school-sponsored event is prohibited.**

For purposes of this policy, the following definitions shall apply:

1. "School property" shall mean all property owned, leased, rented or otherwise used by a school including but not limited to the following
  - a. All interior portions of any building or other structure used for instruction, administration, support services, maintenance or storage.
  - b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas and parking areas.
  - c. All vehicles used by TPCA for transporting students, staff, visitors or other persons.
2. "Tobacco" shall include cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking or both. "Tobacco" shall include cloves or any other product packaged for smoking.
3. "use" shall mean lighting, chewing, inhaling or smoking any tobacco product.
4. Any staff, Principal, or school personnel who observe a student smoking off school property may choose to notify the parent/guardian that such student has been observed smoking. Disciplinary action may only be taken when students use tobacco while in or on school property.

In support of the district's no-smoking policy, Twin Peaks Charter Academy will administer the following disciplinary procedures. For purposes of these policies, references to the "Administrator" or "disciplinary officer" shall imply any staff member functioning in that capacity.

### First offense:

- Administrative conference with students, notification to parent/guardian.

### Second offense:

- Administrator will document any attempt to contact the student's parent/guardian by telephone or in person.
- Mandatory one day suspension
- Written notification to parent/guardian that next offense will be a mandatory three-day suspension.

### Third offense:

- Administrator will document any attempt to contact the student's parent/guardian by telephone or in person.
- Mandatory three day suspension.
- Written notification that next offense will result in mandatory expulsion.

### Fourth offense:

Mandatory expulsion

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## MISCELLANEOUS PROCEDURES

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### ELECTRONIC DEVICES

Electronic devices have the potential to create a disruptive and unsafe environment within the school. Because of the potential for abuse, electronic devices may not be displayed or used once on campus within the normal school hours. Examples and rationale for this rule are listed below.

**Cell Phones and Pagers** may not be used or displayed at any time during the school day. Cell phones now come with text messaging which may lead to note passing and/or cheating. Monitoring cell phone communications is not possible. In addition we seek to limit student contact with non school personnel and/or outside students during the school day. We do not allow anyone off campus to speak with students for obvious safety reasons. Students with an urgent need may go to the office to request the use of a phone. This ensures that an adult knows who is being called and can monitor the call. Often students and parents wish to have a cell phone for emergencies. However, we believe that K-8 children benefit from being in the company of an adult when given bad news or when dealing with an emergency call. Therefore it is in the best interest of all concerned to have emergency messages go through the office to be delivered by an appropriate adult, trained to assist in emergencies. Once the school day is over and students are out of the school building they may use phones to check messages or contact parents. Parents should be aware that any phone in display or use may be confiscated and a parent will need to pick up the phone at the school office. In addition, confiscated items that are lost or stolen are not the responsibility of the school or our employees.

**Walkman , Gameboys, Ipods, MP3 Players, etc.:** These items create a disturbance in that a student cannot hear or follow directions when wearing headphones. Students may not use or display these items once on campus during the normal school hours and, if confiscated by a staff member, these items will be kept in the office for parent pick up.



## MISCELLANEOUS PROCEDURES (cont.)

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### THURSDAY FOLDERS

Thursday Folders are used to transmit communication between school and home. School newsletters are also available on our website at [www.twinpeakscharter.org](http://www.twinpeakscharter.org). In grades K-5, graded work is sent home in Thursday Folders. Most graded work for Middle School is passed out directly to the students. Selected Middle School work is saved for student-led conferences.

### SCHOOL LUNCHES AND LUNCH MONEY

Lunch prices are \$2.50 per day for Grades 1-5. For Grades 6-8, lunch prices are \$2.75 with a la carte items available for additional charges. Milk is \$0.50. We participate with the St Vrain Valley School District lunch program including free and reduced lunch options. *Please write checks payable to SVVSD and send with your student to his/her homeroom teacher.* Note: prices are subject to change.

### STUDENT USE OF PHONE

The school telephone is a business telephone. Students will not be allowed to receive phone calls during the school day. In the event that an emergency arises, the office staff will take a message and make reasonable effort to deliver the message to the student by the end of the school day. Students may not use the office or classroom phones to call home to request forgotten homework and/or materials.

### INSURANCE

Please read carefully the information distributed on the optional school insurance plan.

### LOST/DAMAGED TEXTBOOKS/LIBRARY BOOKS

If a student loses or damages a book during the year, he/she will have to pay the price of replacement for another book. Additionally, at the end of the year, any assigned textbooks will be examined. If they show more than normal "wear and tear", students will be asked to pay an additional amount to cover the replacement costs. Report cards will not be issued and requests for records will not be fulfilled until fines are paid.

### LOST AND FOUND

Please help us by clearly labeling the student's name on all items of personal clothing. Items found around the school will be placed in the lost and found area which is located by the dress code display in the front lobby. Items not claimed will be donated periodically.

### CLOTHING FOR OUTDOOR ACTIVITIES

Children are outside before school and/or during recess on those days deemed to be outside days (temperature must be at or above 20 degrees F.) Only those children having a doctor's certificate will be permitted to stay in for any extended period of time. The supervisor may make exceptions due to air quality and individual student health concerns. Please be sure that your child(ren) comes to school properly clothed for outside conditions.

### PARTIES

For a student's birthday, they may bring in a treat for the class that will be eaten during the last period of the day or as scheduled by the teacher. Advance notice must be given to the teacher(s) involved. Class parties are also scheduled for the last week before Winter Break and on Valentine's Day. Treats for parties are furnished by the classroom parents. Teachers will organize parent volunteers to help with these parties.

NOTE: If students are having an off-campus party, please mail invitations to the invited students' homes unless you are planning to invite the entire class.



# HEALTH SERVICE PROCEDURES

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## DISPENSING OF MEDICATION

Prescription Medications: (**ALL** of the following apply)

1. Will be given with the parent or guardian's written permission.
2. Will be given only on the written authorization of the physician. The pharmacy labeled bottle cannot be used as the physician's written authorization.
3. Will be provided by the parent in an individual pharmacy labeled container for the student who is to receive it.
4. Will be recorded by office personnel. This record states student's name, medication, dosage, time taken, and the name of person assisting the student.

## HEALTH SERVICES

It is essential that we have the following information on file in case of illness or emergency.

- A. At least two telephone numbers where parents can be reached.
- B. Names and telephone numbers of relatives or friends who should be contacted if parents are not available.
- C. Name and telephone number of family doctor.

## ILLNESSES

Twin Peaks Charter Academy will attempt to call parents/guardians to come and pick up a child if he/she becomes ill during the school day. Please be sure to keep the emergency information current as changes occur. Per SVVSD policy, students may not return to school until 24 hours have passed since the last occurrence of vomiting, diarrhea, or fever 100.0 or higher.



## EXPECTATIONS OF PARENT CHAPERONES During Field Trips

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At times during the school year, a class may go on a field trip in which volunteers will be needed to help chaperone. Below is a list of expectations for all parent chaperones.

- You are responsible for the well-being of your assigned group. Please be aware of the class guidelines and set clear ground rules for all students at the start of the day. Consistency and follow-through are important.
- Ask the teacher for suggestions on appropriate consequences for students who make poor choices.
- Make sure you are aware of special health concerns of any student in your group.
- Make sure you know who is carrying the first-aid bag and how you can reach them in an emergency.
- Make sure you are aware of any important meeting times or procedures.



# STUDENT RECORDS/RELEASE OF INFORMATION ON STUDENTS

File: JRA/JRC-E

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## Student Records/Release of Information on Students

(Notification to Parents/Guardians and Students of Rights Concerning Student School Records)

The Family Educational Rights and Privacy Act ("FERPA") and Colorado law afford parents/guardians ("parents") and students over 18 years of age ("eligible students") certain rights with respect to the student's education records, as follows:

1. The right to inspect and review the student's education records within 3 days of the District receiving a request for access. A parent/guardian or eligible student making such a request must submit to the school principal (or appropriate school official) a written request that identifies their record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading or otherwise violates the privacy rights of the student.  
A parent/guardian or eligible student may ask the District to amend a record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the school principal (or appropriate school official) clearly identifying the part of the record they want changed and specifying why it is inaccurate, misleading or otherwise violates the privacy rights of the student.  
If the principal decides not to amend the record as requested, the principal will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. Whenever the District is required by law or policy to seek written consent prior to disclosing personally identifiable information regarding a student, the notice provided to the parent/guardian or eligible student shall contain the following:
  - a. The specific records to be released
  - b. The specific reasons for such release
  - c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information
  - d. The method or manner by which the records will be released
  - e. The right to review or receive a copy of the records to be released

Parental/Guardian consent shall only be valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program shall not constitute the specific written consent required.

All signed consent forms shall be retained by the school district.

Disclosure of personally identifiable information can be made without consent to the following:

- a. School officials, including teachers working in the school at which the student is enrolled, who have a specific legitimate educational interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly environment. This may include the disclosure of disciplinary information regarding conduct that posed a significant risk to the safety or well-being of the student or others. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- b. Officials of another school, school system, or post secondary institution that has requested the records and in which the student seeks or intends to enroll. In this case, disciplinary information shall be included. The District will provide the parent/guardian or eligible student with a copy of the record if so requested.
- c. In connection with a student's application for or receipt of financial aid.
- d. A criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to trial. Such information shall only include disciplinary and attendance information and shall only be shared upon certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.



# STUDENT RECORDS/RELEASE OF INFORMATION ON STUDENTS

File: JRA/JRC-E (Cont.)

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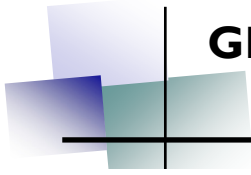
- e. Educational testing and research organizations for the purpose of administering student aid programs or improving instruction or predictive tests as long as confidentiality is maintained and such organizations are required to destroy records after they no longer are needed.
- f. Accrediting institutions to carry out accrediting functions.
- g. Parents/guardians of students over 18 years of age that are dependent for federal income tax purposes.
- h. In emergency situations to appropriate persons if the information is necessary to protect the health and safety of the student or others.
- i. Anyone if required by a court or subpoena. The District will make reasonable efforts to notify the parent/guardian or eligible student prior to complying with the subpoena or court order. The District will not provide such notice if the subpoena is issued by a federal grand jury or any other law enforcement purpose where the court has ordered non-disclosure of the existence or contents of the subpoena or information furnished.
- j. A court presiding over a legal action initiated by the school district where the education records are relevant, or initiated by a parent/guardian or eligible student where the records are relevant for the school district's defense.

The school district may disclose group scholastic achievement data from which the individual cannot be identified without written consent of the parent/guardian or eligible student.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605
- 5. The right to refuse to permit the designation of any or all of the categories of directory information.  
The District is permitted by law to disclose directory information without written consent of the parent/guardian or eligible student. The parent/guardian or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 7 or the following Monday if September 7 is a Saturday or Sunday.  
Directory information which may be released may include the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent and previous education agency and awards received, the most recent and previous education agency or institution attended by the student and other similar information. Student telephone numbers and addresses will not be disclosed pursuant to Colorado law.
- 6. The right to request that information not be provided to military recruiting officers.  
Names, addresses and home telephone numbers as well as directory information of secondary school students will be released to military recruiting officers within 90 days of the request unless a student submits a written request that such information not be released.

Approved September 9, 1998  
Revised February 9, 2005  
Revised February 22, 2006

*Please see the St. Vrain Valley School District web site for a complete listing of JRA/JRC and JRA/JRC-E policy legal references and cross references.*



# GRADE 4-8 STUDENT CONTRACT

SAMPLE FORM—please leave in handbook

Contract between \_\_\_\_\_, \_\_\_\_\_ and Twin Peaks Charter Academy.  
Student's Name Grade

As a student of Twin Peaks Charter Academy, I will do my part to help create a safe, orderly, and positive environment where people and property are treated with respect and where learning takes place in classes free of disruptions.

The following standards will guide my behavior:

- 1.) I will treat every student and staff member with respect, kindness, and courtesy.
- 2.) I will care for and respect the property of TPCA and all others.
- 3.) I will attend school regularly. Assignments issued during absences will be completed according to an agreement with my teacher.
- 4.) I will complete all homework in a timely manner.
- 5.) I will honor the TPCA Dress Code and dress accordingly.
- 6.) I will be honest in my schoolwork and in my dealings with others.
- 7.) I will do my part to help maintain an orderly, safe and drug/tobacco/alcohol free school.
- 8.) I will be considerate in my use of food and drinks in the school.
- 9.) I will respect the privacy of other students' grade and behavior records.
- 10.) I will do my part to help create a disruption-free, positive learning environment, and I will be personally accountable for the consequences of not doing so.
- 11.) I will honor the TPCA Behavior Code.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

COPY

# PARENT CONTRACT

T-JF-E

SAMPLE FORM—please leave in handbook

Parent Contract between \_\_\_\_\_ and Twin Peaks Charter Academy on behalf of:  
(Parent/Guardian's name)

\_\_\_\_\_  
(Student's name)

\_\_\_\_\_  
(Student's name)

\_\_\_\_\_  
(Student's name)

\_\_\_\_\_  
(Student's name)

\_\_\_\_\_  
(Student's name)

I will commit my family to Twin Peaks Charter Academy for the school year and assist in its further development and success. I will demonstrate my commitment by observing the rules. Violation of the rules may result in disciplinary action including possible suspension or dismissal.

1. I will ensure that my student(s) and I respect the authority of the school administration, teachers and other persons of authority at the school.
2. I will ensure that my student(s) treats other students with courtesy and respect.
3. I will accept responsibility for the behavior of my student(s), and ensure that my student(s) complies with the school's code of conduct.
4. I will ensure that my student(s) attends regularly per school policy. Assignments missed during absences will be completed in agreement with my student(s) teacher(s).
5. I will ensure that my student(s) arrives at school on time.
6. I will attend 1st and 3rd quarter parent-teacher conferences and communicate with school staff as required.
7. I will support my student(s) in the completion of all homework assignments.
8. I will ensure that my student(s) is dressed in compliance with the school dress code.
9. I will ensure that my student(s) has proper hygiene, adequate nutrition and adequate rest.
10. I will provide transportation and lunch for my student(s).
11. I will actively support Twin Peaks Charter Academy by volunteering my time and/or resources. This includes participation of 20 hours per school year per family in Board meetings, committees, fundraisers, classroom projects, workdays, and/or donation of goods, services or money to the school.

I have reviewed and understand this contract, TPCA Dress Code and Parent/Student Handbook.

A copy of this contract must be signed and on file at the school by the third day of school or the student will be suspended. If a signed contract is not on file by the fifth day of school, the student will be dismissed from TPCA and their position will be made available for another student.

A copy of this contract will be kept on file, at the school, in its unaltered state. Any item crossed out voids this contract.

\_\_\_\_\_  
Parent/Guardian Signature Date

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Student Signature Date