

# STAFF HANDBOOK – DRAFT

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# SECTION 1

## Mission/Goals

## Mission Statement

The Academy Board of Directors submits the following mission statement, which is consistent with the General Assembly's declared purposes in the Charter School Act, as well as the St Vrain Valley School District RE-1J mission statement.

### Mission Statement

***Twin Peaks Charter Academy exists to guide students in the development of their character and full scholastic potential through academically rigorous, content-rich educational programs. In so doing, we help prepare students to become responsible, contributing citizens, able to compete in a global marketplace of ideas, goods and services.***

The following statements serve to further define and elaborate upon the Academy's mission statement:

1. 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.
2. Twin Peaks Charter Academy is firmly committed to the development of each child's character, as well as intellect.
3. 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.
4. 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.
5. Twin Peaks Charter Academy is pledged to remain open and accountable to parents first, as well as the school's administrative staff and teachers, and the community.

## **Guiding Principles and Founding Philosophies Teachers**

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 has relied on, and will continue to rely on certain guiding principles and founding philosophies. These principles and philosophies had their origins in the earliest meetings of over 100 TPCA founding parents and the original TPCA Board of Directors, working together to determine the vision and philosophical direction of the school. Through committees and open meetings, the Board drafted the specifics desired for Twin Peaks Charter Academy. Twin Peaks Charter Academy's commitment to the community and students is reflected in these principles and philosophies, and they will be used to guide the Academy's actions in educating its students. All proposals and decisions on policies, curriculum, etc. were and continue to be measured against the mission statement and these founding principles and philosophies.

Continuity of these philosophies depends on the Board, Administration, staff and parents of TPCA remaining faithful to and communicating the following:

1. **Core Knowledge is the foundation of our educational philosophy.**

*TPCA is dedicated to a content-rich, textbook based approach to instruction. From early in the formation process of TPCA, the Core Knowledge curriculum was determined to provide the best educational opportunities for TPCA's students. The Academy's experience with Core Knowledge over the past three years has confirmed this assessment.*

Teacher note:

The Core Knowledge lesson plans/units are content specific but the methodology by which it is taught is open to teacher creativity.

2. **Systematic phonics is the best foundation and the required method for learning how to read and spell.**

*We do not believe that "whole language" instruction is effective for teaching essential reading and spelling skills. Twin Peaks Charter Academy requires students to learn basic sounds of letters and letter combinations as the fundamental method of learning to read. Reading well is vital to our students' success, because reading comprehension is the key to mastering our content-rich curriculum and is essential to succeed to today's world.*

Teacher note:

Phonics at TPCA is based on coded phonics which is a stand alone program for a specified portion of the day. The scripted lesson plans are provided by the publisher.

**3. A strict grading scale and required homework will reinforce high expectations.**

*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.*

Teacher note:

There is an kindergarten through 8<sup>th</sup> grade 7 point grading scale. Homework is mandatory.

**4. Technology should be used as a tool to augment the curriculum but not replace it.**

*Although TPCA students have access to computer and Internet resources, use of computers is not a substitute for teacher directed textbook learning.*

**5. The Academy practices the traditional concept of teacher-led classes, not student directed or self-paced learning.**

*Classes will not be student directed or self-paced learning. Cross grade grouping in math and reading is utilized as needed. Core Knowledge dictates the curriculum but not the teaching methodology. The primary role of the teacher is to teach and not just to facilitate.*

Teacher note:

Classes are teacher-led not student directed nor self-paced learning.

**6. Repetitive practice of skills and rote memorization drills are vital to success in learning.**

*A systematic skills approach to mathematics, memorization of spelling words, and other traditional teaching methods are employed as separate and specific instruction.*

Teacher note:

Scripted lesson plans are provided by the math publisher.

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

*The principles of good character are integrated into daily instruction. Children understand this instruction best if done within the context of areas they are already studying, rather than a stand alone program. Teachers will develop lessons to incorporate character instruction to reflect the six pillars of character.*

Teacher note:

The six pillars of character are: caring, citizenship, respect, responsibility, fairness and trustworthiness.

**8. Classroom size is limited to 24 students.**

*Limiting the classroom size contributes to higher academic achievement. Although even smaller class sizes would be preferable, instructional assistants are used to reduce the student teacher ratio and to ensure that the individual student's needs are met. Classroom Instructional Assistants are primarily be used to work with students on an academic basis.*

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

*Under the direction of parents, Twin Peaks Charter Academy instituted a student dress code as a means of reducing 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.*

Teacher note:

Instructional and Administrative staff are responsible for enforcement of dress code.

**10. 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.*

Teacher note:

A school wide procedure is in place to document each infraction.

**11. 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 was introduced to reinforce this principle.*

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

*Twin Peaks Charter Academy will not become involved in promoting social agendas or programs that infringe on academic time. Fundraising is limited and utilized in a conservative fashion. Instructional classroom time shall be protected, and the Academy will not place non-academic burdens on parents' or students' after school time such that study-time at home is compromised. TPCA is committed to prudent fiscal policies and will not rely on parent or student sponsored fund-raising for any essential needs.*

**13. Extra-curricular activities and electives are important but not at the expense of basic education.**

*Academics, particularly the Core Knowledge curriculum and skills instruction, will always remain the primary focus, although some opportunities for electives are available at the middle school level. Families should accept responsibility for involving their children in extra curricular activities. Many of the Academy's extra curricular*

*activities are sponsored or assisted by parent volunteers. TPCA should not be seen as the sole source of extra curricular activities for its students.*

**14. TPCA is committed to community involvement.**

*We desire to educate the public about the Core Knowledge curriculum and charter schools, and to become a positive example and influence in the educational community.*

**15. Parent Volunteers are welcomed and encouraged.**

*Parents are encouraged to volunteer in the classroom, at the direction of the teacher. Participation in committees and other opportunities are critical to the school's success.*

Teacher note:

Committee participation is required. This equates to evening meetings usually starting @ 7:00 p.m.

## Goals, Objectives and Standards for Pupil Performance and Report on Progress

The Academy Board of Directors has adopted the following goals, objectives and standards for pupil performance.

Pursuant to Colorado Revised Statute 22-30.5-110(2)(a), the Academy Board submits the following report on the progress of Twin Peaks Charter Academy in achieving the goals, objectives, pupil performance standards, content standards, and other terms of the originally approved charter application:

### I. Goals

Twin Peaks Charter Academy strives to identify and develop each student's full academic potential. In order for the District to be able to measure the success of the Academy as compared to other District elementary schools, Academy students are required to take one or more standardized tests currently used by the St. Vrain Valley School District RE-1J. The Academy reports the median test scores in each subject area, cross-referenced by race ethnicity and gender. For the past three years, the Academy's students have performed well on standardized tests.

**The Measurable Goals of TPCA:** The following measurable goals of TPCA are a part of the School Improvement Plan (SIP) developed by the administration and the TPCAAC. The purpose is to encourage reflective, strategic planning on the part of the entire school community and to assess continually, the school's progress against the mission statement and stated goals. The TPCAAC ensures that these goals are in compliance with the Colorado Basic Literacy Act and refers to how the school will increase student academic standards through the Colorado Model Academic Content Standards as measured by the CSAP. The standards set by TPCA exceed or meet with the content standards set by the state or district in all appropriate areas.

### II. ACCREDITATION INDICATORS

#### A. Academic Indicators:

##### 1. CSAP Tests:

#### 1999 CSAP RESULTS Percentage at Proficient or Advance Levels

	3 <sup>rd</sup> Reading	4 <sup>th</sup> Reading	4 <sup>th</sup> Writing	7 <sup>th</sup> Reading	7 <sup>th</sup> Writing
<b>1998 TPCA</b>	94%	91%	57%	N/A	N/A



<b>1998 St. Vrain</b>	75%	64%	44%	N/A	N/A
<b>1998 Colorado</b>	66%	57%	36%	N/A	N/A
<b>1999 TPCA</b>	81%	85%	65%	56%	58%
<i>1999 St. Vrain</i>	75%	66%	41%	59%	43%
<b>1999 Colorado</b>	67%	59%	34%	N/A	N/A

a. Grade 4 Reading

Using 1999 as the baseline, 85% of TPCA Students in Grade 4, were at the Proficient or Advanced level in Reading. **TPCA's Goal is to meet or exceed this level for the next three years and to ultimately have 100% of the students at the Proficient or Advanced level.**

b. Grade 4 Writing

Using 1999 as the baseline, 65% of TPCA students in Grade 4, were at the Proficient or Advanced level in Writing. **TPCA's Goal is to increase by 25% within the next three years, the number of students at the Proficient or Advanced level.** Thus within the next three years, TPCA should have 81.25% students of the students at Proficient or Advanced level in Writing. **The Goal of TPCA is to ultimately have 100% of the students at the Proficient or Advanced level.**

c. Grade 7 Reading

Using 1999 as the baseline, 56% of TPCA students in Grade 7, were at the Proficient or Advanced level in Reading. **TPCA's Goal is to increase by 25% within the next three years, the number of students at the Proficient or Advanced level.** Thus within the next three years, TPCA should have 70% students of the students at Proficient or Advanced level in Reading. **The Goal of TPCA is to ultimately have 100% of the students at the Proficient or Advanced level.**

d. Grade 7 Writing

Using 1999 as the baseline, 58% of TPCA students in Grade 7, were at the Proficient or Advanced level in Writing. **TPCA's Goal is to increase by 25% within the next three years, the number of students at the Proficient or Advanced level.** Thus within the next three years, TPCA should have 72.5% students of the students at Proficient or Advanced level in Writing. **The Goal of TPCA is to ultimately have 100% of the students at the Proficient or Advanced level.**

2. Third Grade Literacy Test Results:

- a. **The Goal of TPCA is to decrease by 25% the number of Students in Grade 3, Reading below Grade Level over the next three years.** In 1999, 6 students in Grade 3 were reading at below grade level. Thus TPCA's Goal is to get at least a quarter of these students to read at or above grade level within three years.

**3. Other Standardized Tests:**

**a. CTBS**

In the first year, TPCA experienced an overall increase of 24 percentile points on the CTBS from the beginning of the school year. This doubled the original goal of 12 percentile points overall increase in the initial year. Norm-referenced test scores are summarized below.

CTBS RESULTS Median National Percentiles

Grades	Fall 1997	Spring 1998	Spring 1999
1 <sup>st</sup> grade	50.5	82	91
<b>2<sup>nd</sup> grade</b>	<b>52</b>	<b>66</b>	<b>87.3</b>
3 <sup>rd</sup> grade	61	87	86
<b>4<sup>th</sup> grade</b>	<b>56</b>	<b>84</b>	<b>79.5</b>
5 <sup>th</sup> grade	66	86	85.7
<b>6<sup>th</sup> grade</b>	<b>57</b>	<b>82.3</b>	<b>86.5</b>
7 <sup>th</sup> grade	59.5	85.5	82.3
<b>8<sup>th</sup> grade</b>	<b>N/A</b>	<b>N/A</b>	<b>89.5</b>

**TPCA's goal is to attain and maintain a median score at the 75<sup>th</sup> percentile for 90 percent of our students, averaged over all subject areas.** In 1998-99 the median score for 90% of the students averaged over all subject areas was at the 77<sup>th</sup>. percentile. To the extent allowable by law or District policy, students with IEP's are exempt from these standards, and relevant and appropriate standards to individual situations are to be substituted. Such exemptions are part of the information exchange with the District, and are included in all pertinent reports.

**b. Terra Nova Tests:**

Terra Nova Results National Percentiles

Grades	1998 TPCA	1998 St. Vrain	1999 TPCA	1999 St. Vrain
3 <sup>rd</sup> Reading	71	66	68	67
<b>3<sup>rd</sup> Language</b>	<b>62</b>	<b>64</b>	<b>58</b>	<b>64</b>
3 <sup>rd</sup> Math	67	60	62	63
<b>3<sup>rd</sup> Total</b>	<b>70</b>	<b>66</b>	<b>70</b>	<b>67</b>

6 <sup>th</sup> Reading	69	61	79	62
<b>6<sup>th</sup> Language</b>	<b>83</b>	<b>61</b>	<b>78</b>	<b>63</b>
6 <sup>th</sup> Math	70	58	79	60
<b>6<sup>th</sup> Total</b>	<b>79</b>	<b>62</b>	<b>84</b>	<b>62</b>

While Twin Peaks Charter Academy has been very pleased with all the above scores, there is room for improvement. It is easy to compare against a district or a state, but the truest comparison is against our own scores. TPCA is working to raise these scores, but clearly reading and writing in the higher grades needs improvement. With the addition of the Read-Write Connection and Accelerated Reader program, for which grant funds would be used, these scores can be expected to improve. The following steps will be used to achieve this goal:

- Developing and maintaining Individual Literacy Plans (ILP) as mandated by the State of Colorado Department of Education, for all students scoring in the Unsatisfactory or Partially Proficient range of the CTBS, CSAP, Terra Nova tests, or other nationally normed standardized tests.
- Developing and maintaining reading proficiencies for all grades.
- Developing and maintaining individual reading portfolios for all students. These include results of CSAP and the Flynt-Cooter Reading Inventory (students K-3) that assess student compliance with the Colorado Basic Literacy Act

**B. Other State Accreditation Indicators:**

**1. Attendance:**

**The Goal of TPCA is to achieve an attendance record meeting or exceeding the average of the elementary schools within the St. Vrain Valley School District RE-1J.**

The Academy recognizes the importance of regular school attendance and strives for consistently high attendance rates for each student. Absentee situations not due to illness will be promptly identified and addressed to maintain maximum attendance of enrolled students. The Academy has established attendance policies which reflect this emphasis on school attendance (reference TPCA Attendance T-JH, Appendix H). During the first three years of operations, the Academy had an attendance rate of 95.2% the first year and 95.5% the second year.

**TPCA will maintain or improve excellent average daily attendance at 95.1% or more.** This goal will be achieved by recognizing students for perfect attendance, promoting school pride, and communicating our school philosophy, expectation and curriculum in newsletters. Other ways, such as encouraging parent volunteerism and parents verifying absences with a phone call before 10:00 a.m. will continue to be used.

**The goal for the academic year regarding tardiness is to reduce the number by 15% for the next year.** This goal will be achieved by clearly defining and enforcing the policy regarding tardies. These include the use of after school detention. TPCA will also continue to work to improve the tardies that are caused by traffic congestion.

## **2. Stable Enrollment:**

**The Goal of TPCA is to strive for a consistently high re-enrollment rate of the eligible student population, of at least 90 percent.** The re-enrollment rate for the second year was 92.7 percent of eligible students. The re-enrollment rate for the third year was 89 percent.

For the educational benefit of every child, the Academy will continue to make every effort to maintain a stable enrollment during the term of the charter.

This goal will be achieved by facilitating communication and community awareness and partnership through public relations material, school board meetings and public forums.

## **3. Graduation Rates and Graduation Requirements:**

**The Goal of TPCA is that 95% or more of the students continuously enrolled in the school during the reporting period will have the necessary skills/knowledge to be successful in the next instructional level.**

Our data for graduation/continuation for 1998-99 is as follows.

	<b>BOYS</b>	<b>GIRLS</b>	<b>TOTAL</b>
<b>ENROLLMENT</b>	213	219	432
<b>WITHDREW</b>	10	14	24
<b>GRADUATION</b>	201	204	405
<b>RETAINED</b>	2	1	3

**Hence there is no significant gender difference in graduation/continuation.**

In Grades 1-8, less than 5% at each grade level demonstrated a performance that was significantly below grade level on the '99 CTBS.

## **4. Percentage of students exempt from assessment programs:**

TPCA currently does not have any students exempted from assessment programs.

## **5. Evidence of a safe, civil learning climate:**

**TPCA's goal is to keep the number of office referrals to a minimum and to ensure that students have a safe and caring environment that is conducive to learning.**

This goal will be achieved by:

- Communicating the discipline policy of the school clearly to all students and parents through discipline contracts and the student handbook

- Utilizing the school safety and discipline/dress code committee
- Using a mentor program
- Developing before and after school programs to create a spirit of community

Twin Peaks Charter Academy is firmly committed to providing a safe and productive learning environment. All parents of Academy students sign a contract promising to honor the code of conduct and behavior specified by the Academy Board. Discipline issues are handled in the classroom, or, if necessary, referred to the Executive Director or Assistant Director, who take corrective action. The Academy has established a student discipline code, which is designed to promote a safe and secure school environment. A Safety committee and a Discipline/Dress Code committee have been established, and the Academy's indoor and outdoor facilities have been improved and repaired with the goal of increasing student safety.

The Academy will implement and enforce its discipline code and other policies relating to discipline and safety in a fair and equitable manner, consistent with the academic focus of the school. With input from parents, teachers, and students, Twin Peaks has implemented a written discipline code, with clear, concise descriptions of prohibited behavior and the consequences of infractions. This discipline code has been distributed to all of the Academy families, and will be reviewed as necessary for effectiveness. The position of Assistant Director was created beginning with the 1999-2000 school year to assist the Executive Director.

## **6. Parental Involvement:**

**The Academy Board has set a goal -- both in and out of the classroom -- of parental and community volunteer involvement equal to 20 percent of budgeted teaching hours each year.**

The Academy provides an educational program designed to serve the needs of students, parents and the community alike. To this end, the Academy affords parents unprecedented opportunities for hands-on involvement in creating and implementing the school's design and operation.

Parental support is strongly encouraged and actively promoted. During the first two years of operation, Twin Peaks Charter Academy has received more than 24,000 hours of volunteer time, as well as donations of money, books, equipment, and other items.

## **7. Class Size:**

**The Goal of TPCA is to limit the classroom size in grades K through 8 to a maximum of 24 students.** Classroom size during the first three years of operation has ranged from 21 to 24.

Classroom size will be limited in order to maximize time spent by teachers with each student. The Academy hires instructional assistants and makes use of parent volunteers to assist teachers in fulfilling each child's academic potential.

*III. Report on the Progress of Twin Peaks Charter Academy*

Attached as Exhibit B is a final Site Visit Report. A full Self-Evaluation Report has been provided to the District. A similar report was provided to the Colorado League of Charter Schools in November, 1999 as part of the Academy's efforts to obtain Colorado League of Charter School accreditation. As part of this accreditation process, outside auditors from the Colorado League of Charter Schools are scheduled to conduct a site visit and educational audit of TPCA beginning December 1, 1999, through December 3, 1999.

## Statement of Need

The success of Twin Peaks Charter Academy through its first three years of operation is a testament to the need of the school, and the desire of parents to provide a content and character rich education for their children. The school has worked very hard and accomplished much in a very short period of time, to maximize the resources available and provide the best in Core Knowledge Sequence education, supplemented by character development and educational growth programs, such as Spanish, Latin, Economics, and others.

### The Case for Content

As evidenced by the tremendous success and popularity of charter schools throughout Colorado, including Twin Peaks Charter Academy, many parents have demonstrated a desire to send their children to a school which provides a content rich, back-to-basics learning environment. Professor E.D. Hirsch, Jr. stated in an interview with the *Rocky Mountain News*, “Everybody who knows anything about skills acquisition knows that skills are domain-specific and knowledge-dependent.”

Prevailing wisdom in the education community suggests that it is far less important to teach children content. Rather, we should teach them “how to learn.” But, Professor Hirsch disagrees, saying, “The notion that understanding and processes and skills can be disconnected from knowledge is simply a false theory. It is an empirically incorrect theory, and all of the research on skill acquisition says so.”

The Academy Board agrees with Professor Hirsch’s assessment of the need for a rigorous, content-rich and challenging learning experience in elementary school. As noted in the Core Knowledge Curriculum materials in Appendix D: “Learning how to learn is an admirable aim, but a misleading slogan. If learning is to proceed on any principle besides random chance, then there must be a carefully sequenced body of knowledge. Why? Because children learn new knowledge by building upon what they already know. It’s important to begin building foundations of knowledge in the early grades because that’s when children are most receptive, and because academic deficiencies in the first six grades can permanently impair the quality of later learning. As much research demonstrates, **the most powerful tool for later learning is not an abstract set of procedures (such as ‘problem solving’), but a broad base of knowledge covering many domains.**”

Additionally, the Twin Peaks Charter Academy believes that the following passage from James Madison Elementary School by former Education Secretary William J. Bennett is

a cogent description of the need for the type of educational program the Academy is providing: “Each year 32 million children will be taught by more than 1.6 million teachers in 81,000 American elementary schools. What takes place in these classrooms will determine the future of American learning. Our system of education is like a pyramid. Each level...depends for the fulfillment of its aims and expectation on earlier student preparation and achievement. Failure at any one level will diminish possibilities for the next. And failure at the foundation -- failure by any significant number of elementary school children to learn what they should -- will diminish the whole.

“Today, despite recent advances, the absolute level of American elementary school achievement is still too low. A series of careful national assessments suggests that our children have a still insufficient command of basic subjects; reading and writing, mathematics and science, history and foreign language, and music and art. International comparisons confirm these conclusions in several important academic disciplines, American elementary school student’s lag well behind their foreign counterparts. According to pioneering research by Harvard’s Jeanne Chall and other scholars of education, the problem becomes particularly acute around 4th grade, when the basic skills covered in earlier years must for the first time be applied to the study of more complex knowledge and ideas. This ‘4th grade slump’, as Professor Chall has dubbed it, hits our disadvantaged students with greatest force. But no group of American children is entirely immune, and by the time they finish 8th grade, too many of our students are ill-prepared for the kind of high school education we want them to have.

“It’s not their fault, of course. Children learn what adults choose to teach them. If we are dissatisfied with what our students know, then we must improve the quality of instruction in our schools. And before we can do that, **we must once again commit ourselves to solid content as a first principle of the elementary curriculum.**”  
(Emphasis added.)

Bennett cites a famous 1987 Gallup Poll on education, which demonstrates -- by a two-to-one margin -- that Americans all across the country believe that elementary schools pay insufficient attention to instruction in basic knowledge. This result is borne out by local opinion survey, one of which was conducted by Ciruli and Associates for the St. Vrain Valley School District. The District’s 1995 survey indicates generally strong approval for a “back to basics” approach:

- Asked to “grade” the District, nearly fifty percent of respondents awarded a grade of C or less for local efforts to teach fundamental American values, speaking and writing English, math, history and humanities, reading and literature.
- Cited as the new Superintendent’s top priority...getting back to basics.
- Fifty-four percent either agreed strongly or agreed somewhat with the statement, “If the schools would just go back to teaching the basics, like reading, writing and arithmetic, it would solve a lot of today’s problems in public education.”



Bennett continues: “Opinions like these are not to be taken lightly. Determining goals for elementary curricula is not an esoteric or scientific pursuit for experts only, and parents need not be sophisticated in the language and literature of school research to tell good education from bad. When it comes to their children, **it is American parents who have the strongest, sharpest, and truest motives for concern. If they want our schools to teach their children more and better content -- fundamental skills, facts, and ideas -- they should be listened to.**” (Emphasis added.)

## The Case for Character Development

In addition to a curriculum that is academically challenging and rich in content, the Academy Board believes that academics cannot be taught in a moral vacuum.

In the book, Why Johnny Can't Tell Right From Wrong, William Kirkpatrick, a professor of education at Boston College, states the following:

“If students don't learn self-discipline and respect for others, they will continue to exploit each other sexually no matter how many health clinics and condom distribution plans are created. If they don't learn habits of courage and justice, curriculums designed to improve their self-esteem won't stop the epidemic of extortion, bullying, and violence; neither will courses designed to make them more sensitive to diversity.

“If, on the other hand, the schools were to make the formation of good character a primary goal, many other things would fall into place. Hitherto insolvable problems such as violence, vandalism, drug use, teen pregnancies, unruly classrooms, and academic deterioration would prove to be less intractable than presently imagined. Moreover, the moral reform of schools is not something that has to wait until other conditions are met. It doesn't depend on the rest of society reforming itself. Schools are, or can be, one of the main engines of social change. They can set the tone of society in ways no other institution can match.”

The Academy Board agrees. The Academy curriculum includes a character development program, which will emphasize the 6 pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. While some part of this program exists separate and distinct from the remainder of the curriculum, much of it is taught in conjunction with history and literature. In that way, students can see innumerable examples of these character pillars in action. Lessons become much more than an abstract concept, they allow for the students to identify and recognize how the virtue can be applied to their individual lives.

Examples from literature might include: Robert Bolt's A Man For All Seasons, Harper Lee's To Kill A Mockingbird, Ernest Hemingway's The Old Man And The Sea, William Shakespeare's The Merchant Of Venice, and Herman Melville's Moby Dick. History provides many examples as well. Jane Addams, Marie Curie, Winston Churchill, Douglas MacArthur, Anne Frank, Raoul Wallenberg, Rosa Parks and Lech Walesa are but a few examples from which our character development design is drawn.

## **Methodology**

As important as the question of what to teach is the matter of how to teach it. Methodology is particularly important in the lower grades, where effective transmission of the basic skills and techniques involved in reading, writing and the arithmetic operations is the foundation for all further intellectual development. Hirsch's Core Knowledge Sequence demonstrates that subject matter is most effectively communicated when it is sequential, incremental and allows for practice and repetition. We will supplement the Core Knowledge Sequence with educational materials which share these characteristics and which can demonstrate a track record of success.

Twin Peaks Charter Academy has adopted a series of systematic phonics programs each one appropriate to corresponding grade levels. Implementation of this program has shown tremendous results, with students excelling in spelling, reading, and language arts, particularly in grades 1 through 5.

As a math supplement to the Core Knowledge Sequence, the Academy initially chose the acclaimed Saxon math series. The implementation of Saxon math has proven very beneficial for the students, with many at or above their grade level in math, primarily because of the repetition and sequencing of learning new math techniques.

Several excellent supplemental materials have also been selected -- and are continuously reviewed -- with respect to the Academy's teaching of history, science, civics, music and art. Throughout the process of defining the curriculum, parents play a pivotal role, being actively involved in the classroom, with homework, and on the Academy's Curriculum committee.

# SECTION 2 CURRICULUM

## **NOTICE - WARNING CONCERNING COPYRIGHT RESTRICTIONS**

The copyright law (Title 17 of the United States code) protects exclusive rights of original works.

The Congress' "Arrangement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions" specifies that multiple copies not exceeding more than one copy per pupil in a course may be made if several criteria are met:

- The material to be copied must be brief – a complete poem if no more than 250 words or not more than two pages, work in its entirety no longer than 2500 words, or excerpts from longer works no longer than 1000 words or ten percent (10%) of the work. Only one illustration—including charts, graphs, diagrams, etc. may be taken from any one book or periodical. Special works, such as children's books, which often have fewer than 2500 words, may not be reproduced in their entirety and are limited to excerpts of no more than two published pages and no more than ten percent (10%) of the text.
- The decision to copy must be the instance and inspiration of the individual teacher, and so close to the time the material is to be used that it would be "unreasonable to expect a timely reply to a request of permission."
- The copying of the materials may be only for one course, no more than one work or two excerpts may be copied from the same author and no more than three from the same collective work or periodical volume during one class term. No more than nine instances of multiple photocopying may be allowed in one course during a term.
- Each copy must be stamped with a copyright protection notice.
- The agreement prohibits the copying of work to create or replace anthologies, compilations or collective works, and "consumable" material such as workbooks or tests may not be copied. Copying may not be used as a "substitute" for the purchase of material.

Videotape guidelines developed by the Congressional Negotiating Committee apply only to off-air recording by **nonprofit educational** institutions:

- A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after the day of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately.
- Off-air recordings must be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of request of the same teacher, regardless of the number of times the program may be broadcast.
- All copies of off-air recordings must include the copyright notice on the broadcast programs recorded.
- Teachers may not videotape copyright programs at home for use in the classroom without prior approval of the principal and written permission from the broadcasting

company. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

In addition, the law specifies circumstances under which the making or distribution of single copies of works by libraries and archives for noncommercial purposes do not constitute a copyright infringement. Additional information may be requested from the Professional Library.

All copyrighted computer software is protected by the copyright law of the United States. Neither software nor manuals may be copied, duplicated, or reproduced in whole or in part for any reason without prior permission from the publisher.

Computer software in the public domain may be copied.

No copyright works may be used in a semi-public or public display without permission.

To protect individuals and this institution against copyright infringement, personnel must not become involved in photocopying or any other transmission of copyright works.

TPCA CURRICULUM AND SCHEDULING GUIDELINES  
*Final Copy 9-1-98*

The TPCA Board of Directors, in conjunction with the Administrator, will have the final decision regarding scheduling of classes and electives, and textbooks, book sets, and programs to be used as the basis of instruction in those classes.

**CURRICULUM**  
Ref. Textbook Adoption T-IJJR, T-IJJ

Board approved texts and programs are to be used for the foundational information in each subject area. As stated in the Charter Application section (b)D. "The Academy will afford parents unprecedented opportunities for hands-on involvement in creating and implementing the school's design and operation." The curriculum will be determined through recommendations to the Board, by a parent curriculum review committee that includes a teacher representative(s). Content will be based on E.D. Hirsch's Core Knowledge Scope and Sequence and will comprise about 50% of the Curriculum. The other 50% of instruction time will consist primarily of skills such as reading, writing, spelling, phonics, math, and grammar, with other content areas of focus decided by the board, after an opportunity for parent, staff, and community input prior to approval. All basic board approved texts and programs will go through a formal review process that includes:

1. Obtaining materials samples from vendors.
2. Reading/reviewing books and presenting a written critique which includes pros and cons and recommendations for use in reference to the school goals.
3. A 4-week minimum display of materials to allow for written public comments.
4. A recommended list of materials presented to the Board from the Committee by majority agreement.
5. Final approval of materials by majority vote of the Board.

Also, if a text for a required class or BOD approved elective is not available or appropriate for student use, the teacher needs to turn in a class syllabus and scope and sequence for approval by the Administrator before that class commences.

**SUPPLEMENTS**  
Ref. Supplementary Materials T-IJK-R, Educational Freedoms T-IB  
Controversial/Sensitive Issues T-IMB, Curriculum Adoption T-IGD

Materials chosen by the teachers and approved by the Administrator may be used to supplement and/or enrich the approved materials. Supplemental materials are to be used no more than 10% of the instructional time. An exception would be for areas when no text or specific program is approved. Any materials used more than 10% of the instructional time in any given subject must go through the formal adoption process. Sets of books, that are required reading by the teacher, must go through the formal review and approval process, but may be piloted for one year with Administrative approval, before formal adoption. If a pilot set of books or any supplemental materials

are determined to be a valuable addition to the foundational instruction in either the Core Knowledge or skills instruction at the school, it/they may be requested to be reviewed for formal adoption, to allow for greater usage within the instructional context. The following procedure will be used for required book sets or other materials needing to go through the pilot program:

- Preview by the Curriculum Committee
- Formal write-up of preview findings
- Pilot recommendation given to Administrator by committee
- Denial or approval given for one year pilot of materials by Administrator
- May recommend formal review process by Curriculum Committee after pilot year
- All required book sets must go through formal BOD adoption for continued use

Teachers should request approval for supplemental materials at least 30 days before they wish to use them in the 1998/99 school year. In future years, 30-day notification for review will be required for the approval process.

The person requesting review of materials for consideration for formal adoption, should present that request in writing to the chairperson of the curriculum committee, along with a copy of the requested material or ordering information that includes vendor name and ISBN#, if available. Books 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. Controversial topics may include sexual content, bias and stereotype, profanity, graphic violence, or a theme that goes against the character education training at TPCA. Materials that contain some or all of these controversial areas but are determined to add to instruction may be approved, but will require a parent notification letter describing the area that might be a concern, before use.

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, at no penalty to the student. Requests to opt-out of whole curriculum areas must be brought to the Administrator's attention, to be brought before the BOD for a final decision.

The Curriculum Committee will work closely with the Administrator and provide ongoing review of materials, book sets, texts, etc. to present recommendations to the BOD, as new materials become available. A list of BOD approved materials will be maintained and made available to teachers, parents, etc. This list will include: Item (i.e. Text, paperback, etc.) by Title, vendor, ISBN#, cost, and recommended grade level whenever that information is available. Whenever possible, copies of approved texts and supplemental book sets will be available in a reference section of the library. These materials will be available on an ongoing basis for community review and reference within the library. Suggestion forms will be made available for ongoing comments and will be used in the curriculum review and evaluation process.

#### SCHEDULING

Scheduling will be done by the Administrator with Curriculum Committee input and final approval by the BOD. The Administrator will determine the schedule based on the

needs of the entire school, the available personnel and space, parental, staff, and BOD input and budgetary constraints, and will take into consideration identified instructional needs, state-mandated instruction, school goals and the TPCA charter application and contract.



## 1999/2000 TPCA Board of Directors

### Approved Texts and Programs

(as of October 1, 1999)

Now that some of the piloted programs have been tried, there are several books that have gone on to the approval process. We have also started to have several more requests and recommendations from teachers and committee members alike.

<u>Grade</u>	<u>Book Name</u>	<u>Author</u>
K	Handwriting K – Teacher	Zaner Bloser
	Handwriting K – student	Zaner Bloser
	Set 1-10 books	Primary Phonics
	Set M1-10 books	Primary Phonics
	Primary Phonics	EPS
1 <sup>st</sup>	Read, Write & Type – Teachers Manual	
	Handwriting K – Teacher	Zaner Bloser
	Handwriting K – student	Zaner Bloser
	All Stuck Up	Hayward
	Frog Prince, The	Wang
	Teeny-Tiny Woman, The	Look Again Science
	At the Pond	Look Again Science
	At the Seashore	Look Again Science
	In a Tree	Look Again Science
	In the Desert	Look Again Science
	In the Forest	Look Again Science
	In the Garden	Look Again Science
	In the Meadow	Look Again Science
	Stars	Dussing
	Switch On, Switch Off	Berger
	Underfoot	Look Again Science
	George the Drummer Boy	Benchley
	Sam the Minuteman	Benchley
	Tut's Mummy	Donnelly
	Boy Who Cried Wolf, The	Schecter
	Plots and Plans	Gay
	Shoot for the Moon	Lynch
	Mummies	Milton
	Frog and Toad Together	Arnold Lobel
	Whales the Gentle Giants	Joyce Milton
	Dinosaur Time	Peggy Parish
	The following are for free reading only:	
Deep Sea, The	Lynch	
Our Friend, the Sun	Palazzo	

	Sun is Always Shining	Fowler
	Somewhere	
2 <sup>nd</sup>	Handwriting 2M – Teacher	Zaner Bloser
	Language 2	HBJ
	Insects	Kids Discover
	Clara Barton	Kids Discover
	Molly's Pilgrim	Cohen
	Sarah, Plan and Tall	MacLachian
	Statue of Liberty, The	Penner
	Wanted Dead or Alive Tubman	McGovern
	Beauty and the Beast	Jan Brett
	An American Army of Two	
	Make a Wish Molly	
	Immigration The Long Way to a New Land	
	Charlotte's Web	White
	Weather Forecasting	Gibbons
	Frog and Toad Together	Arnold Lobel
	Early Reading Comprehension	Jane Ervin (EPS)
	Book C	
	Early Reading Comprehension	Jane Ervin (EPS)
	Book D	
	Comprehension in Varied	Jane Ervin (EPS)
	Subject...Bk 3	
	The Josefina Story Quilt	Eleanor Coerr
	The Twelve Labors of Hercules	Marc Cerasini
	The Drinking Gourd	F.N. Monjo
	Wagon Wheels	Barbara Brenner
3 <sup>rd</sup>	Handwriting 3 – Teacher	Zaner Bloser
	Hundred Dresses, The	Estes
	Keller: Courage in the Dark	Hurwitz
	Light	Kids Discover
	Planets	Spiazim
	Byzantium, Constantinople,	Calliope
	Istanbu	
	Courage of Sarah Noble, The	Dagliesh
	Lion to Guard Us, A	Bulla
	Northeast Indians	Spiazirri
	Pilgrim Voices	Roop
	Roman Empire, The	Kids Discover
	Southwest Indians	Spiazirri
	Famous Stories	Dolch
	Frog and Toad Together	Arnold Lobel
	Vanished (...Amelia Earhart)	Monica Kulling
	Barry the Bravest Saint Bernard	Lynn Hall
	Wonder Woman of Sports	S.A. Kramer
	Great Black Heroes: Five Brave	Wade Hudson

4 <sup>th</sup>	Exp Handwriting 4 – Teacher Family Under the Bridge Pollyanna Brighty of the Grand Canyon African Kingdoms Contest for Empire 1754-1763 Constitution of the U.S. What are You Figuring Now Benjamin B George Washington In the Year of the Boar and Jac Ming Dynasty Legend of King Arthur, The Door in the Wall, The Jefferson: Man with a Vision Saint George and the Dragon Bearstone Islam Johnny Tremain Traitor: Benedict Arnold Ben and Me Men of Iron Treasure Island Glorious Days, Dreadful Days Night of the Twisters Adam of the Road	Zaner Bloser Carlson Porter Henry Kids Discover Cobblestone Cobblestone Pickney  Krensky Lord Calliope Pyle Borgenicht de Angeli  Hodges Hobbs Calliope Forbes Fritz Robert Lawson Howard Pyle Stevenson Kirby Ivy Ruckman Gray
5 <sup>th</sup>	Handwriting 5 – Teacher Little House on the Prairie Little Women Buffalo Hunt Double Life of Pocahontas, The Fine Print Guests Incas Morning Girl Peter & Catherine Sante Fe Trail Sees Behind the Trees Sign of the Beaver Sitting Bull Letters from Rifka Behind Rebel Lines When Will the Cruel War be Over Pedro's Journal Hound of the Baskervilles	Zaner Bloser Wilder Alcott/Fuller Freedman Fritz Burch Dorris Calliope Dorris Calliope Cobblestone Dorris Speare Eisenburg  Reit Denenburg  Doyle

	Midsummer's Night Dream, A	Shakespeare for Young People
	Across Five Aprils	Hunt
	Cabin Faced West, The	Fritz
	Mine Eyes have Seen	Rinaldi
	Mr. Lincoln's Drummer	Wisler
	I, Juan de Pareja	
	Men of Iron	Howard Pyle
	Dear Mr. Henshaw	Beverly Cleary
	Frederick Douglass	Cobblestone
	Hatchet	Paulson
	Island of the Blue Dolphins	O'Dell
	Japanese, The	Odijk
	Light in the Forest	Richter
	Sadako & the 1000 Cranes	
	Once Upon America/Facing	K.V. Kudlinski
	West	
6 <sup>th</sup>	Handwriting 6 – Teacher	Zaner Bloser
	Children's Homer, The	Colum
	Secret Garden, The	Burnett
	Immigration	
	Dr. Jekyll and Mr. Hyde	Stevenson
	The Bronze Bow	Elizabeth George Speare
	Cheaper by the Dozen	Gilbreth/Carey
	The Pearl	John Steinbeck
	Poetry USA	Molloy
7 <sup>th</sup>	Diary of a Young Girl	Frank
	Out of the Dust	Hesse
	A Christmas Carol	
	Cyrano de Bergerac	Rostand
	Prince and the Pauper	Twain
	Poetry USA	Molloy
8 <sup>th</sup>	A Christmas Carol	
	Animal Farm	Orwell
	As You Like It	Roma Gill
	Good Earth, The	Buck
	Place Called Nowhere, A	
	Poetry USA	Molloy

## Core Knowledge at a Glance: Major Topic Headings

	Kindergarten	First Grade
<b>Language Arts/English</b>	<ul style="list-style-type: none"> <li>I. Reading and Writing</li> <li>II. Poetry</li> <li>III. Fiction</li> <li>IV. Sayings and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>I. Reading and Writing</li> <li>II. Poetry</li> <li>III. Fiction</li> <li>IV. Sayings and Phrases</li> </ul>
<b>History and Geography</b>	<p><b>World:</b></p> <ul style="list-style-type: none"> <li>I. Spatial Sense</li> <li>II. Overview of the Seven Continents</li> </ul> <p><b>American:</b></p> <ul style="list-style-type: none"> <li>I. Geography</li> <li>II. Native Americans</li> <li>III. Early Exploration and Settlement (Columbus; Pilgrims; Independence Day)</li> <li>IV. Presidents, Past and Present</li> <li>V. Symbols and Figures</li> </ul>	<p><b>World:</b></p> <ul style="list-style-type: none"> <li>I. Geography</li> <li>II. Early Civilizations (Mesopotamia; Ancient Egypt; History of World Religions)</li> <li>III. Mexico</li> </ul> <p><b>American:</b></p> <ul style="list-style-type: none"> <li>I. Early People and Civilizations (Maya, Inca, Aztec)</li> <li>II. Early Exploration and Settlement</li> <li>III. American Revolution</li> <li>IV. Early Exploration of American West</li> <li>V. Symbols and Figures</li> </ul>
<b>Visual Arts</b>	<ul style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. Sculpture</li> <li>III. Looking at and Talking About Art</li> </ul>	<ul style="list-style-type: none"> <li>I. Art from Long Ago</li> <li>II. Elements of Art</li> <li>III. Kinds of Pictures: Portrait and Still</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz)</li> <li>III. Songs</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>I. Patterns and Classifications</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>	<ul style="list-style-type: none"> <li>I. Patterns and Classifications</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>I. Plants and Plant Growth</li> <li>II. Animals and Their Needs</li> <li>III. Human Body (Five Senses)</li> <li>IV. Intro to Magnetism</li> <li>V. Seasons and Weather</li> <li>VI. Taking Care of the Earth</li> </ul>	<ul style="list-style-type: none"> <li>I. Living Things and Their Environment</li> <li>II. Human Body (Body Systems)</li> <li>III. Matter</li> <li>IV. Properties of Matter: Measurement</li> <li>V. Intro to Electricity</li> <li>VI. Astronomy</li> </ul>

	VII. Science Biographies	VII. Science Biographies
	<b>2nd Grade</b>	<b>3rd Grade</b>
<b>Language Arts/English</b>	I. Reading and Writing II. Poetry III. Fiction (Stories; Greek Myths; Tall Tales) IV. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction (Stories; Norse Myths; Greek) and Roman Myths) IV. Sayings and Phrases
<b>History and Geography</b>	<b>World:</b> Geography II. Early Civilizations; Asia (India; China) III. Modern Civilization and Culture: Japan IV. Ancient Greece  <b>American:</b> I. American Government: The Constitution II. War of 1812 III. Westward Expansion IV. Civil War V. Immigration and Citizenship VI. Civil Rights VII. Geography of the Americas VIII. Symbols and Figures	<b>World:</b> I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire; "Decline and Fall") III. Vikings  <b>American:</b> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
<b>Visual Arts</b>	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
<b>Music</b>	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
<b>Mathematics</b>	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry
<b>Science</b>	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Intro to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	<b>4th Grade</b>	VIII. <b>5th Grade</b>
<b>Language Arts/English</b>	I. Writing; Grammar, and Usage II. Poetry III. Fiction (Stories; Legends of King Arthur) IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama (Stories; Shakespeare; Myths and Legends) IV. Speeches V. Sayings and Phrases
<b>History and Geography</b>	<b>World:</b> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors  <b>American:</b> I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	<b>World:</b> I. World Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV. Renaissance and Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan  <b>American:</b> I. Westward Expansion II. Civil War III. Native Americans: Cultures and Conflicts IV. U.S. Geography
<b>Visual Arts</b>	I. Art of Middle Ages II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth -Century United States III. Art of Japan
<b>Music</b>	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spiritual) IV. Songs
<b>Mathematics</b>	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra
<b>Science</b>	1. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms; Matter; Elements; Solutions) III. Electricity IV. Geology: Earth and Its Changes V. Meteorology	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change

VI. Science Biographies

VII. Science Biographies

**6th Grade**

**7th Grade**

**Language Arts/English**

- I. Writing, Grammar, and Usage
- II. Poetry
- III. Friction and Drama (Stories; Shakespeare; Classical Myths)
- IV. Sayings and Phrases

- I. Writing, Grammar and Usage
- II. Poetry
- III. Fiction, Nonfiction, and Drama
- IV. Foreign Phrases Commonly Used in English

**History and Geography**

- World:**
- I. World Geography (Spatial Sense; Deserts)
  - II. Lasting Ideas from Ancient Civilizations (Judaism, Christianity; Greece and Rome)
  - III. Enlightenment
  - IV. French Revolution
  - V. Romanticism
  - VI. Industrialism, Capitalism, and Socialism
  - VII. Latin American Independence Movements
- American:**
- I. Immigration, Industrialization, and Urbanization
  - II. Reform

- I. American Becomes a World Power
- II. World War I, "The Great War"
- III. Russian Revolution
- IV. America from the Twenties to the New Deal
- V. World War II
- VI. Geography of United States

**Visual Arts**

- I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism)

- I. Art History: Periods and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)

**Music**

- I. Elements of Music
- II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)

- I. Elements of Music
- II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky)
- III. American Musical Traditions (Blues & Jazz)

**Mathematics**

- I. Numbers and Number Sense
- II. Ratio and Percent
- III. Computation
- IV. Measurement
- V. Geometry
- VI. Probability and Statistics
- VII. Pre-Algebra

- I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents)
- II. Geometry (Three Dimensional Objects; Angle Pairs; Triangles; Measurement)
- III. Probability and Statistics

**Science**

- I. Plate Tectonics
- II. Oceans
- III. Astronomy: Gravity, Stars, and Galaxies
- IV. Energy, Heat, and Energy Transfer
- V. Human Body (Lymphatic and Immune Systems)
- VI. Science Biographies

- I. Atomic Structure
- II. Chemical Bonds and Reactions
- III. Cell Division and Genetics
- IV. History of the Earth and Life Forms
- V. Evolution
- VI. Science Biographies



## 8th Grade

<b>Language Arts/English</b>	<ul style="list-style-type: none"><li>I. Writing, Grammar and Usage</li><li>II. Poetry</li><li>III. Fiction, Nonfiction, and Drama</li><li>IV. Foreign Phrases Commonly Used in English</li></ul>
<b>History and Geography</b>	<ul style="list-style-type: none"><li>I. Decline of European Colonialism</li><li>II. Cold War</li><li>III. Civil Rights Movement</li><li>IV. Vietnam War and the Rise of Social Activism</li><li>V. Middle East and Oil Politics</li><li>VI. End of the Cold War: Expansion of Democracy and Continuing Challenges</li><li>VII. Civics: The Constitution--Principles and Structure of American Democracy</li><li>VIII. Geography of Canada and Mexico</li></ul>
<b>Visual Arts</b>	<ul style="list-style-type: none"><li>I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th Century Sculpture)</li><li>II. Architecture Since the Industrial Revolution</li></ul>
<b>Music</b>	<ul style="list-style-type: none"><li>I. Elements of Music</li><li>II. Non-Western Music</li><li>III. Classical Music: Nationalists and Moderns (Sibelius, Bartok, Rodrigo, Copland, Debussy, Stravinsky)</li><li>IV. Vocal Music (Opera; American Musical Theater)</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>I. Algebra (Properties of the Real Numbers; Relations, Functions and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions)</li><li>II. Geometry (Analytic Geometry; Intro to Trigonometry; Triangles &amp; Proofs)</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>I. Physics</li><li>II. Electricity and Magnetism</li><li>III. Electromagnetic Radiation and Light</li><li>IV. Sound Waves</li><li>V. Chemistry of Food and Respiration</li><li>VI. Science Biographies</li></ul>

<b>Areas of Focus</b>	1998-99	1999-00	2000-01	2001-02	2002-03
<b>Writing,</b> Penmanship, Grammar, Writing, Oral Reports, Core Literature	Writing Scope & Seq. Implement Staff Training	Staff development Supplement in - depth evaluation	Adopt text(s) or maintain. Evaluate	Supplement weak areas. Evaluate.	Review Scope & Seq. Evaluate for new cycle.
<b>Reading</b> Character Ed., Phonics, Main Reader, Spelling, Vocabulary		Reading Scope & Sequence Implement Staff training.	Staff development Supplement in - depth evaluation	Adopt test(s) or maintain. Evaluate	Supplement weak areas. Evaluate.
<b>Math &amp; Science</b> Manipulatives, Health Ed., Lab materials, Supplementals, Book sets		All-School Math Block	Math & Science Scope & Seq. Implement Staff training	Staff development Supplement In-depth Evaluation	Adopt text(s) or maintain. Evaluate.
<b>Social Studies</b> U.S. History, Geography, Maps, Character Ed., Book sets		Map check-up. (also 2001-2003)		Social Studies Scope & Seq. Implement. Staff training. Map check-up.	Staff development Supplement In-depth Evaluation
<b>Specials/Electives</b> Art, Foreign Lang., Music, P.E., Study Skills, Drama, Speech, Latin, Home Ec.					Specials & Electives Scope & Sequence Implement. Staff training.
Middle School Plan	Access effectiveness 6 <sup>th</sup> gr team teach	Middle school writing scope & seq. Implement. Staff training.	Staff development Supplement. In-depth evaluation		
<b>Gifted/Talented</b>		Hire gifted/talented teacher			
<b>Core Knowledge</b>					
<b>3<sup>rd</sup> grade literacy</b>	Flint-Cooter testing K-3				
<b>Testing Alignment</b>	Volunteer for CK Foundation. Develop tests.	Evaluate alignment curriculum			
<b>Site Reviews</b>		Outside team review (external)	On-going evaluation.	Internal Review.	External Review.
<b>Special Ed.</b>	Hire on-site teacher. Evaluate.				
<b>Standards &amp; Proficiencies Alignment</b>	Writing Scope and Sequence	Reading Scope and Sequence	Math & Science Scope and Sequence	Social Studies Scope and Sequence	Specials & Electives Scope and Sequence
<b>Foreign Language</b>		Staff train. Spanish Scope & Sequence	Staff Inservice		
<b>Technology</b>	Keyboarding upgrade	Staff train. Evaluate & pilot curriculum	Middle School Scope and Sequence	Elementary Scope and Sequence	Hardware upgrade; in-depth evaluation
<b>Key-----&gt;</b>	Red: Scope and Sequence		Blue: On-going evaluation	Orange: External review	Yellow: Staff development

## Curriculum Development

The Twin Peaks Charter Academy Board of Directors will periodically review and adapt the curriculum to meet the students' needs. Curriculum development shall be concerned primarily with goals and objectives contained in the Core Knowledge Sequence and skills programs, such as Saxon math and phonics-based reading programs.

The Board expects the Administrator assisted by the curriculum committee, teachers and parents to regularly evaluate the education program and to recommend modifications of practice, changes in curriculum content, addition of new courses and/or deletion of courses to meet the changing needs of the school.

The curriculum should facilitate achievement of the goals of education through courses of study, materials and methods of instruction, and planned student activities.

Curriculum development shall follow long-term direction and planning as provided by the Core Knowledge Sequence under the guidance of Twin Peaks Charter Academy Board of Directors.

Overall student performance will meet or exceed district academic standards.

Teachers shall be required to follow the course of study adopted by the Twin Peaks Charter Academy Board of Directors.

Adopted August 14, 1996

Revised September 24, 1998

LEGAL REF.:

1 CCR 301-1, Rules 2202-R-3.13(1)

CROSS REF.:

T-IGD, Curriculum Adoption  
T-IGF, Curriculum Review

## Curriculum Development

The Twin Peaks Charter Academy is responsible for the development, implementation, and evaluation of the curriculum necessary for delivering the instructional program approved by the Twin Peaks Charter Academy Board of Directors.

Development and implementation of curriculum will be accomplished by establishing:

- a. A curriculum committee composed of parents and teacher(s) whose role will be to consider proposals and make recommendations to the Administrator and Twin Peaks Charter Academy Board of Directors.
- b. A procedure for the direct involvement of parents and staff in originating curriculum proposals for both additions and deletions.
- c. A process for review of proposed, piloted and existing curriculum by the curriculum committee.
- d. Guidelines by which a proposal or pilot program would originate and/or be piloted.
- e. Guidelines by which curriculum from an approved pilot program may be implemented.
- f. B.O.D. established guidelines for the allocation of funds for the development of pilot programs and implementation of curriculum, with curriculum committee input.
- g. Recommended materials to implement and supplement the adopted scope and sequence which promotes K-8 vertical integrity in the curriculum.
- h. A scope and sequence for the skills areas not addressed by the Core Knowledge scope and sequence.

Evaluation of curriculum will be accomplished by establishing:

- a. A procedure for direct involvement of parents and staff in making recommendations for changes in subject matter.
- b. Criteria for identifying priorities, needs, budget constraints and performance levels.

Adopted August 14, 1996

Revised September 24, 1998

CROSS REF: T-IGF, Curriculum Review; T-IL, Evaluation of Instructional Programs

File: T-IGD

## Curriculum Adoption

According to the Charter School Act a charter school governing board shall determine the educational programs to be implemented in that charter school.

Following the curriculum development process, all new programs and courses of study, as well as the elimination and alteration of the content of current programs and courses, shall be presented to the Twin Peaks Charter Academy Board of Directors for its consideration and possible adoption.

New courses may be introduced on a one-year pilot basis after curriculum committee preview and Administrative approval, and shall be evaluated at least annually by the curriculum committee. The results of the pilot studies shall be presented annually to the Twin Peaks Charter Academy Board of Directors for consideration of continuance. When the Administrator, on recommendation from the Curriculum Committee preview, feels that a pilot course should become a regular part of the curriculum, such a recommendation shall be presented to the Twin Peaks Charter Academy Board of Directors for discussion and possible approval, through the formal review process. If a pilot program is replacing an approved text or program, the pilot must also be approved by the Twin Peaks Charter Academy Board of Directors before implementation.

Adopted August 14, 1996  
1998

Revised August 27, 1996 Revised September 24,

LEGAL REF.: C.R.S. 22-32-109 (1)(t)

CROSS REF.: T-IGA, Curriculum Development  
T-IJK-R, Supplementary Materials Selection and Adoption  
TPCA Curriculum and Scheduling Guidelines

## **Curriculum Review**

At least every other year and as determined by the Twin Peaks Charter Academy Board of Directors, the curriculum shall be reviewed by the Administrator, teachers, parents, and curriculum committee members, through the Accountability Committee survey. The reviews shall determine if the established curriculum and educational programs in the school are effective and related to the goals adopted by the Twin Peaks Charter Academy Board of Directors.

A comprehensive five year plan shall be developed by the Twin Peaks Charter Academy Board of Directors that outlines the curriculum to be reviewed, the sequence of curriculum review, the specific activities involved in curriculum review, and the areas to be included in the review and the frequency of such reviews. Such reviews shall be forwarded to the Twin Peaks Charter Academy Board of Directors along with recommendations for curriculum changes.

Revised September 24, 1998

LEGAL REF.:                   1 CCR 301-1, Rules 2202-R-3.13(3)

## **Evaluation of Instructional Programs**

Appropriate means for the evaluation of instructional programs shall be established and maintained by the Twin Peaks Charter Academy Board.

Yearly evaluations should include analysis of standardized and state mandated test data, and documentation of adherence to and coverage of the Core Knowledge Scope and Sequence, and Board approved texts, workbooks, and systematic skills instruction programs. Effectiveness of programs will also be evaluated on a 5 year curriculum review plan. This cycle will include: training implementation, developing all scope and sequence that address District standards within Core Knowledge and Board approved skills areas, attaining necessary materials to address weak areas, and finally an intensive curriculum evaluation.

Adopted: November 29, 1999

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CROSS REFS.: T-IGF, Curriculum Review  
TPCA Five Year Curriculum Review (T-IL-E)

**COLORADO BASIC LITERACY ACT**

# **LITERACY PROFILES**

**St. Vrain Valley School District  
Longmont, Colorado**



## GLOSSARY OF TERMS SPECIFIC TO LITERACY PROFILES

### ST. VRAIN VALLEY SCHOOL DISTRICT

**Colorado Basic Literacy Act:** This act mandates that all students in Kindergarten through grade 3 be assessed annually. A literacy plan is developed for students who do not demonstrate grade-level proficiency. Teachers, parents, and administrators create these plans. See the following page for more details.

**Literacy Profile Card:** In order to document whether or not a student has met the grade-level criteria in reading, a Literacy Profile is completed for each student in grades K-3. Student information and assessment data will be completed using the district database. This information will be printed on labels that will be attached to the Literacy Profile card inserted in each student's cum folder.

**Literacy Plan:** This action plan is required for any student in grades K-3 who is not proficient in reading. It defines the student's strengths and needs and outlines a plan of action for bringing the student to a proficient level of reading. These plans are referred to ILPs (Individual Learning Plans) in the Literacy Act. In St. Vrain Valley, they will be called Literacy Plans so as not to be confused with IEPs for Special Education students.

**Body of Evidence:** No single measure should be used to determine whether or not a student is proficient at any grade level. Rather, multiple measures form a body of evidence for this purpose.

**District checklists:** A District Checklist has been developed for each grade level, K-3. These checklists serve a number of functions. They meet the requirements of the law for third grade because they must be completed individually for each child. A teacher must observe a student in a number of settings and record observational information. They also must meet the requirement of the act for second grade in that they serve as the needed additional measure.

In all cases, they are intended to be completed over time as the teacher observes the student in a number of settings (whole group, small group, conferences, during running records). They are intended to capture and document a teacher's knowledge of student performance over time, valuable knowledge that is often ignored in more traditional test and assessments.

**Updates:** Given that this act is implemented in 1998-99 for the first time, there are anticipated changes or corrections that will be made as teachers work through the process. In as much as possible, these changes will be sent in memo form to teachers and principals. A section of the notebook is reserved for these updates.

**Note:** A more detailed glossary of instructional terms and program terminology is located in the back of this notebook.

### **Colorado Basic Literacy Act**

- All students can succeed in school if they have the basic skills in reading and writing that are appropriate for their grade levels.
- For success in school, reading is the most important skill, followed by writing and mathematics.
- It is the obligation of the entire community (legislators, parents, guardians, teachers, administrators, etc.) to provide students with the literacy skills essential for success in school and life.

### **Intent**

- By 1998-99 school year, each school district shall annually assess for reading readiness or literacy and reading comprehension level of each student enrolled in kindergarten or first, second, or third grade.

### **Developing Literacy Profiles**

- Literacy Profiles will be developed for each student in grades K-3. This cumulative record will document a student's level of reading proficiency each year.
- A Literacy Plan will be developed for every student who is not proficient by the end of each year.

### **Developing Literacy Plans**

- Classroom teachers are primarily responsible for Literacy Profiles and Literacy Plans. Parents, specialists and administrators are supportive team members in planning and implementing the process.
- Special Education students who do not meet the criteria will have Literacy Plan in addition to an IEP (Individual Education Plan). ESL students who do meet the criteria will also have a Literacy Plan.
- Each semester the student's progress in the Literacy Plan needs to be assessed. The plan continues until the student is reading at or above grade level.

### **Literacy Plans**

The Plan must include, but is not limited to:

- Sufficient in-school instructional time for the develop of literacy skills
- An agreement by the parent or guardian to implement a home reading program.
- If necessary, placement of the student in a summer reading program.

### **Reporting**

The school district must report:

- The number and % of third-grade students who read at or above the third-grade level.
- The number and % of students in school district who have a Literacy Plan.
- The number of and % of students who have increased their reading comprehension by two or more years during one year of instruction.

### **Implications and Current Thinking**

- There must be multiple and ongoing measures in order to determine needs and achievement levels of students. The district-wide assessment process is a key component of this process.
- There is a concerted district-wide effort to bring all students to proficient levels of literacy by grade 3.
- Many people have had input into the process through a test case in 10 schools and through focus groups.
- Development of Literacy Profiles and Plans will begin in January 1999. The kindergarten plan will be a modified one, becoming more specific in grade 1.

## **CHILD STUDY PROCESS TWIN PEAKS CHARTER ACADEMY**

*The purpose of the child study process is to identify students who are struggling in areas of academics, behavior, and/or social interaction and to provide them with assistance. This process is designed to find methods to improve student attitude and achievement through the implementation of strategies in the classroom, at home, and/or through additional assistance in the tutoring program. The child study team meets biweekly in order to track student progress in this process. It is important for teachers to realize that the child study team is a tool to help all students be successful. It is not an automatic referral for special education. And it is not an indication that they are incapable of helping their students.*

- I. Classroom
  - A. Teacher Observation – classroom teacher(s) identifies students who need assistance in areas of:
    1. academics
    2. behavior
    3. social interaction
  - B. Intervention – classroom teacher experiments with various strategies to enhance student success in the classroom and documents results
  - C. Referral – classroom teacher submits name to Assistant Director by completing the Child Study Team Informational Form
  - D. Observations/Preparation
    1. Assistant Director
      - a. Gathers input from electives, attendance, nurse, etc.
      - b. Schedules the child study meeting communicating with all necessary parties
    2. Testing Coordinator
      - a. Observes student in various settings
      - b. Assesses learning style
    3. Classroom Teacher - each classroom teacher fills out information checklist prior to Team Meeting
- II. Initial Child Study Team Meeting (30 minutes per child) – attended by referral teacher(s), other grade level teachers as available (1-3/4-5/6-8), Assistant Director, Mentor (for Middle School students) as available
  - A. Interventions
    1. Discuss history of situation (10 minutes)
    2. Brainstorm strategies to be used with student (10 minutes)
    3. Decide on strategies to try, timeline, and expected results (10 minutes)
    4. Team member notifies parents of goals and strategies
  - B. Evaluation
    1. Team meets and evaluates progress in 2 weeks
    2. If strategies are working, continue and reinforce behavior
    3. If there is no change, refer to Level Two Child Study Team Meeting

- III. Level Two Child Study Team Meeting – attended by referral teacher(s), other grade level teachers as available (1-3/4-5/6-8), Assistant Director, Mentor (for Middle School students) as available
  - A. Evaluation of Interventions
    - 1. Discuss history of situation including documentation (10 minutes)
    - 2. Discuss further action to be tried, timeline, and expected results (15 minutes)
    - 3. Team member notifies parents of goals and strategies and sets up meeting to discuss these as needed (recommendation to be made by Assistant Director)
  - B. Evaluation
    - 1. Team meets and evaluates progress in 2 weeks
    - 2. If strategies are working, continue and reinforce behavior
    - 3. If there is no change, refer to Level Three Child Study/Staffing Referral Meeting
  
- IV. Level Three Child Study Team Meeting/Staffing Referral Meeting – referral teacher(s), Assistant Director, parent(s), Special Education teacher
  - A. Communication
    - 1. Parent is contacted to set up meeting time
    - 2. All of students' teachers, including elective teachers, are notified of meeting time
  - B. Evaluation
    - 1. Discuss history of situation including documentation
    - 2. Discuss further action to be tried, timeline, and expected results
    - 3. Referral to 504 or Special Ed. Process
    - 4. Parent paperwork is completed

## CHILD STUDY REFERRAL FORM

Child to be referred:

Reason for referral (in brief):

Teacher's Name:

Date:

## CHILD STUDY REFERRAL FORM

Child to be referred:

Reason for referral (in brief):

Teacher's Name:

Date:

**ST. VRAIN VALLEY SCHOOL DISTRICT  
TWIN PEAKS CHARTER ACADEMY  
REFERRAL TO CHILD STUDY TEAM**

Name \_\_\_\_\_  
D.O.B. \_\_\_\_\_ Age \_\_\_\_\_

Grade \_\_\_\_\_ Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Reason for Referral: \_\_\_\_\_ Behavior \_\_\_\_\_ Quality/Quantity of Work  
\_\_\_\_\_ Other \_\_\_\_\_

Number of previous schools attended \_\_\_\_\_ Retained \_\_\_\_\_yes \_\_\_\_\_no

Previously referred to special education \_\_\_\_\_yes \_\_\_\_\_no When \_\_\_\_\_

School attendance \_\_\_\_\_good \_\_\_\_\_poor

Most recent standardized test scores Math \_\_\_\_\_ Reading \_\_\_\_\_ Other \_\_\_\_\_

Are the above scores consistent with previous years \_\_\_\_\_yes \_\_\_\_\_no  
If not, state deviation \_\_\_\_\_

Are report card scores significant/consistent for the past three years \_\_\_\_\_yes \_\_\_\_\_no  
If not, how do they differ \_\_\_\_\_

Current average grade per subject:

If behavior is a concern, state specific behaviors in need of modification \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

General Comments:

## CHILD STUDY TEAM INFORMATION CHECKLIST

The Child Study Team has received a referral on \_\_\_\_\_.

In order to develop a student profile, we need you to fill out this form by checking the phrases below that accurately describe this student as you have known him/her.

Person completing this form \_\_\_\_\_

### GRADES:

- Lower grades/lower achievement
- Academic failure
- Always behind in class
- Lack of motivation, apathy
- Discrepancy between student capability and performance
- Excels academically

### ACADEMIC CHARACTERISTICS:

- Poor reading skills
- Poor grammar and spelling
- Poor note taking and study skills
- Poor verbal communication
- Poor written communication
- Poor computation/math skills
- Difficulty with concepts
- Unable to deal with abstract ideas
- Superior reading skills
- Superior written language skills
- Superior math skills
- Demonstrates high level thinking skills
- Has significant talent in \_\_\_\_\_

### LEARNING CHARACTERISTICS:

- Short attention span/easily distracted
- Does not ask for help when needed
- Does not participate in class
- Does not use time/materials wisely
- Low frustration level
- Is not prepared for class
- Does not hand in assignments
- Cannot follow instructions w/shown
- Cannot follow instructions w/told
- Cannot remember instructions
- Works or studies slowly
- Frequently finishes work early
- Does not finish assigned work
- Grasps concepts easily
- Original in thought and expression
- Remembers well
- Is resourceful

### BEHAVIORS:

- Defiance of rules
- Cheating
- Irresponsible, blaming, denying
- Verbal/physical abuse to others
- Obscene language, gestures
- Dramatic attention getting
- Crying
- Destructive to property
- Seems depressed
- Has many physical complaints
- Tendency to perfection
- Witty, humorous
- Moodiness, mood swings
- Constantly in wrong area
- Extreme negativism
- Hyperactivity, nervousness
- Verbalization and body language do not correlate
- Clingy
- Disruptive, tendency to annoy
- Seems to feel inferior
- Does not like school
- Ultra responsible, self-reliant
- Preoccupation with death
- Unrealistic or persistent worries
- Regressive behavior



## The Six Pillars of Character

**TRUSTWORTHINESS** Be honest • Don't deceive, cheat or steal  
· Be reliable—do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal—stand by your family, friends and country

**RESPECT** Treat others with respect; follow the Golden Rule • Be Tolerant of differences • Use good manners, not bad language • Be Considerate of the feelings of others • Don't threaten, hit or hurt anyone  
• Deal peacefully with anger, insults and disagreements

**RESPONSIBILITY** Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act—consider the consequences • Be accountable for your choices

**FAIRNESS** Play by the rules • Take turns and share • Be open-minded; Listen to others • Don't take advantage of others • Don't blame others carelessly

**CARING** Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

**CITIZENSHIP** Do your share to make your school and community better · Cooperate · Stay informed; vote · Be a good neighbor · Obey laws and rules · Respect authority · Protect the environment

## GREAT EXPECTATIONS

Great Expectations (GE) is an umbrella of the best of the best teaching ideas. Ideas that focus on creating a respectful, safe climate that encourages students while maintaining high expectations in order to build student success. This is the heart of our **character education**. As such, it is a little bit of Jim Faye's *Teaching with Love and Logic*, Gardner's work on Learning Styles, Eric Jenson's Brain Based Learning, and Stephen Covey's *7 Habits of Highly Effective People* to name a few. GE is meant to inspire teachers to be the best that they can be (as trite and cliché as that may sound) as well to help students be the best that they can be. It helps to build a school climate based on high expectations and mutual respect. As such it creates the best type of character education – one that becomes part of the life of a school, not an isolated program.

GE focuses on six different areas or tenets.

- **Tenet One: “All Children Can Learn”**
  - Creating a threat free environment – building mutual respect and trust, leaving put-downs and negativity behind. This is based on brain research, which states that negative actions and words put students in “the brain stem” instead of keeping their energies focused in the cerebral cortex (the part of the brain where learning takes place.)
  - Use of alternative methods for teaching such things as note-taking in order to find methods that work best for different children.
  - Use of celebrations and displaying student work in order to encourage and appreciate accomplishments.
  - Use of recitations of poetry etc. in order to build confidence, develop language skills, create empathy for others, and build character.
  - Holding high expectations for all students to challenge students and bring them up to their highest potential.
  
- **Tenet Two: “Teacher Attitude”**
  - Haim Ginott quote (see back page)
  - Use of the Triad (a smile, a touch, a kind word) which starts by greeting students at the door. It is a part of letting students know that you truly care about them.
  - Belief that every student is special.
  - Understanding that you also need to pay attention to and take care of yourself in order to be a creative, motivated teacher.
  
- **Tenet Three: “Building Self-Esteem”**
  - Basic self-esteem needs include:
    - Connectiveness – having satisfying relationships with significant people
    - Uniqueness – a sense that your qualities are special, different, and worthy of respect by other people
    - Power – having resources, capability, and opportunity to influence the circumstances in one's own life

- Models – persons who are examples of developing values, goals, ideals, and personal standards
- This is tied in with Character Development. The use of classic literature, poetry, quotations, and creeds is encouraged in GE to teach character. Teaching with Poetry, for example, is used to motivate, internalize ideas, create opportunities for public speaking, help students gain confidence, and even call students back to task in a positive manner. The writing and reciting of a school creed along with the Pledge to the Flag in the morning helps set the stage for the day and reminds students of the character focus in their daily lives.
- **Tenet Four: “High Expectations”**
  - Having high expectations for all students helps create a positive self-fulfilling prophecy. Excellence is never an accident.
  - In order to set the stage, students are expected to answer questions using complete sentences while addressing the teacher or questioner by name. The complete sentence answers encourage the use of standard English which spills over into their writing. It also develops intelligent responses, provides thinking time, and shows respect and common courtesy to name a few reasons. Addressing the questioner by name demonstrates respect, builds confidence, and helps with interactions.
  - Encourages the use of Greeters to introduce classroom guests. Here again this creates pride in the classroom. Additionally it teaches introduction skills, allows for visitors without interrupting the teaching, makes visitors feel welcome, and practices manners and respectfulness.
- **Tenet Five: “Climate of Mutual Respect”**
  - Respect is the basis for the discipline plan in GE.
  - GE is a reminder to teach clear procedures and routines – that is teach how to do it and when to do it, and expect it to be done well.
  - It values excellence – it is the norm.
  - Responsibility for one’s behavior, work, treatment of others and so forth is placed on the shoulders of the student, not the teacher. Responsibility is defined as accountability, dependability, and reliability. Teachers help students understand that their behavior is a matter of choices and that there are natural consequences for the choices that they make.
  - Techniques such as catching children doing good things, helping children “own” their behavior by having them use “I” statements when describing a conflict (as opposed to “he did/she did” statements,) and modeling of accepting responsibility for mistakes are all encouraged within GE.
  - Teachers are encouraged to use quotations as a form of discipline as a firm but kind reminder to change behavior. It is also something that may really “stick with” a student. For example, Mark Twain’s “If we were supposed to talk more than we listen, we would have two mouths and one ear” could be a reminder to pay attention as opposed to “Be quiet and pay attention!”

- Teachers can provide students with choices that have clear limits, maintaining the teacher directed nature of the classroom while giving students power and ownership over a situation.
- GE gives teachers techniques to avoid power struggles with students.
- **Tenet Six: “Teacher Knowledge and Skill”**
  - GE stresses the importance of phonetic instruction.
  - It encourages the use of a lexicon, or student made dictionary.
  - It stresses the use of DEAR (Drop Everything and Read), the writing process, use of classic literature, use of Socratic Questioning to encourage critical thinking, enhancing thinking and listening skills, problem solving, an integrative curriculum, direct instruction, cooperative learning, and so forth.

# SECTION 3 INSTRUCTION

## Basic Instructional Program

The Twin Peaks Charter Academy Board of Directors shall comply with all applicable statutory requirements and regulations regarding required courses of instruction, unless specifically waived.

**Twin Peaks Charter Academy exists to guide students in the development of their character and full scholastic potential through academically rigorous, content-rich educational programs. In so doing, we help prepare students to become responsible, contributing citizens, able to compete in a global marketplace of ideas, goods and services.**

The following statements serve to further define and elaborate upon the Academy's mission statement:

1. 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.
2. Twin Peaks Charter Academy is firmly committed to the development of each child's character, as well as intellect.
3. 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.
4. 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.
5. Twin Peaks Charter Academy is pledged to remain open and accountable to parents first, as well as the school's administrative staff and teachers, and the community.

Adopted August 14, 1996

LEGAL REF.: C.R.S. 22-1-104  
C.R.S. 22-1-108 through 22-1-110  
C.R.S. 22-25-101 et seq.

## **Organization of Instruction**

The Twin Peaks Charter Academy Board of Directors shall provide a system of education extending from kindergarten through grade 7 the first year and extending through grade 8 in the second and subsequent years of operation. The total numbers of students and grades allowed will depend upon the availability of adequate space.

The school will be organized to present a unified program of instruction based upon E.D. Hirsch's Core Knowledge Sequence, supplemented by a systematic phonics language arts program, a math program, a science program, and other materials chosen by the curriculum committee. The Twin Peaks Charter Academy Board of Directors shall provide direction and supervision of the instructional program and approve changes as needed from time to time.

Students will be grouped according to grade levels. Cross grade grouping will be used for instructional purposes where appropriate. Space permitting, all students will be accommodated in one building.

Adopted August 14, 1996

Revised September 24, 1998

LEGAL REF.:       C.R.S. 22-32-109 (1)(v)  
                      C.R.S. 22-32-119

## Use of Instructional Time

*Twin Peaks Charter Academy is a Core Knowledge School. The TPCA Board believes that in order to achieve its primary purpose of educating all students, that the fundamental learning blocks upon which all other learning depends are Language Arts (reading, writing, spelling, phonics, vocabulary, literature, and grammar) and Mathematics taught within a Core Knowledge Scope and Sequence. Core Knowledge is a content-rich sequential program which covers social studies, science, and the arts as well as Language Arts and Mathematics. Therefore, a primary focus is the assurance that all students become proficient in these areas. Decisions regarding time, instruction, and resources will be driven by student performance in content areas with a particular focus on Language Arts and Mathematics skills.*

A minimum of 50% of the day will be spent on Core Knowledge instruction. The remaining time will be used for systematic skills instruction, specials (including but not limited to P.E., art, music, and Spanish), and electives, on the recommendation of the Executive Director, with approval of the Board. No more than 10% of each instructional time will be used for supplemental materials.

Adopted November 29, 1999



## Use of Instructional Time

*The TPCA Board is ultimately responsible for the focus and prioritization of instructional time and curriculum. Recommendations for scheduling of instructional time will be made by the Executive Director. Recommendations for curriculum will be made by the curriculum committee.*

1. Language arts and mathematics will be a primary focus of instruction. Since TPCA is a Core Knowledge school, another primary focus will be Core Knowledge content.
  - A. A standard is a body of knowledge or level of skill as defined by district proficiencies and state standards. Focus proficiencies have been defined at the elementary level in language arts and math.
  - B. Student Performance for standards will be identified using the state mandated CSAP tests. TPCA will use additional assessments to ensure that we meet or exceed standards within a Core Knowledge framework.
  - C. Instructional Time is defined as time appropriated for instruction and student learning.
    1. Instructional time will be spent assuring that students receive dedicated daily instruction in specific language arts and math skill areas including:
      - a. Systematic Phonics K-2,
      - b. Writing (includes penmanship) K-8
      - c. Grammar K-8
      - d. Spelling 1-8
      - e. Vocabulary 1-8
      - f. Reading/Literature K-8
      - g. Math facts and systematic practice K-8
    2. Instructional time will also be used for Core Knowledge content with integrated Character Education instruction, and a second language program.
    3. The following criteria shall be used annually in determining the appropriateness of including a non-curricular program or activity within the instructional day:
      - a. The program/activity has a tie to a TPCA focus.
      - b. There is a compelling instructional reason to do the program/activity.
      - c. There is a significant community support for the program/activity.
      - d. There is an additional value offered to the school or students that may not be addressed in another way.

The TPCA Board will have final approval of program additions. Daily activity additions will be at the discretion of the Executive Director.

## Multiculturalism

The Twin Peaks Charter Academy Board of Directors believes that the Core Knowledge Sequence provides a challenging and rigorous scholastic program which reflects the cultural traditions and contributions of the world's diverse civilizations. The Board also believes that by studying a well organized and integrated curriculum of Language Arts (including literature, sayings and phrases from many lands), World Civilization, American Civilization, Geography, Visual Arts, Music, Mathematics and Science the students will develop a broader knowledge base and respect for culturally diverse peoples, their customs and historic legacies.

Core Knowledge Sequence includes the study of the history of the world's cultures, peoples and religions. The following guidelines are given to the teacher:

Since religion is a shaping force in the story of civilization, the *Core Knowledge Sequence* introduces children in the early grades to major world religions. In introducing children to world religions, the task is to focus on those major symbols, figures, and stories that can provide the basis for critical understanding in the future. Teachers are encouraged to consider the following guidelines in teaching about the role of religion in world civilization:

- (a) The goal is to familiarize, not proselytize; to be descriptive, not prescriptive.
- (b) The tone should be one of respect and balance. No religion should be disparaged by implying that it is a thing of the past. Any one of the religions studied may be important in the life of a student or students.
- (c) To the question, "Which one is true?" an appropriate response is: "People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or someone at home."

The Twin Peaks Charter Academy Board of Directors will instruct the Administrator to see that the teachers follow the guidelines in the Core Knowledge Sequence when teaching about the various cultures, peoples and religions of the world.

In addition to past civilizations the Core Knowledge Sequence includes sections on modern civilizations. For example, Mexico is studied in first grade and Japan is studied in second grade. By the end of the eighth grade the students have studied the major historical events and world geography. This gives them an excellent background to understand modern people and current events of our world.

Adopted August 14, 1996

Revised September 24, 1998

## **Health/Sex Education**

The Twin Peaks Charter Academy Board of Directors is committed to a health education program as a component of each student's general education. Such education shall be in support of a parent or guardian's responsibility to assist their child in developing positive, lifelong health habits and value systems, and provide support for their attitudes and beliefs. Also, the Board of Directors believes that the purpose of sex education is to help students acquire factual knowledge which will result in responsible behavior that contributes to the well-being of the individual, the family and society. The Board recognizes that parents have the primary responsibility to assist their children in developing moral values and attitudes. Twin Peaks Charter Academy will support parent's efforts in these areas by offering students factual and age-appropriate information, as determined by the Twin Peaks Charter Academy Board of Directors. As such, a directive abstinence-based curriculum and approach shall form the basis of the Twin Peaks Charter Academy's health and sex education programs.

The goal of the "Directive Abstinence" health/sex education approach shall be to foster healthy behavior in our children with the ultimate goal being for school age students to remain abstinent in areas such as sexual activity and illegal drug use. This approach focuses on helping students make the best and healthiest choice of abstinence.

The health education programs shall emphasize an age-appropriate approach to health information and the skills and knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Instruction will follow the Core Knowledge Scope and Sequence pertaining to the human body, and students should be taught care of the human body as it relates to the sequence. Substance abuse and human sexuality will be covered in the related Core Knowledge area of study, and will follow a directive abstinence based approach.

In addition to the requirements listed below, Twin Peaks Charter Academy regulations concerning the approval of new curriculum shall apply to any courses dealing with health and sex education offered by the school.

1. Instructional materials to be used in the health and sex education programs shall be available for inspection by the public during school hours, and shall be consistent with the directive abstinence approach. Written public comments will be accepted by the Twin Peaks Charter Academy Board of Directors and considered before adoption of course materials.
2. Parents/guardians of all students shall be notified regarding any sex education portions of the curriculum and/or sexually transmitted disease instruction, including AIDS. They will be given written notice that such courses have been scheduled and that they may request that their child opt-in to the

program.

3. The Board shall approve an exemption procedure. Where an exemption is granted, an alternate educational assignment shall be arranged, with no negative consequences to the student.
4. Teachers who provide instruction in health/sex education shall have adequate training in the subject area, and the Twin Peaks Board approved abstinence-based curriculum and approach.
5. Professional community members such as physicians, may be invited to classes at any level to cover specific health topics. In such situations, the teacher responsible for the class should be present for the entire presentation and discussion time. All guests must still adhere to established TPCA policies.
6. Boys and girls shall be taught separately in subject matter pertaining to human sexuality. At this level it is preferable to have such topics taught by same gender instructors.

Human reproduction will not be covered in grades K-4. When the topic appears in the Core Knowledge Scope and Sequence, in grades 5-6, human reproduction will be covered from a biological stand-point, only. Beginning at grades 7-8, the study of sexual topics with the discussion of risk-taking behavior may be included, but must be presented from a directive abstinence centered approach, only. This will include giving any contraceptive information by emphasizing sexual activity as risk taking behavior. Contraceptive information given shall include failure rate of the various methods and risks including sexually transmitted diseases, sterility, birth defects and death. No “safe sex” message will be given and there will be no demonstrations on the use of contraceptives.

Adopted August 14, 1996

Revised September 24, 1998

Revised and combined May 11, 2000

LEGAL REF.: C.R.S. 22-25-106 (4)  
C.R.S. 22-25-110 (2)

CROSS REF.: T-IGA, Curriculum Development  
T-IGD, Curriculum Adoption  
T-IMB, Teaching about Controversial/Sensitive Issues

## **HIV/AIDS Education**

In order that older students may avoid infection of Human Immunodeficiency Virus, the means of and risks of transmission of this infection shall be included in other instruction regarding sexually transmitted diseases. Parental notification shall be required for any discussion of HIV/AIDS and other sexually transmitted diseases.

Adopted November 29, 1999

CROSS REFS.: EBBA, Prevention of Disease/Infection Transmission  
T-IHAM, Health Education  
T-IHAMB, Sex Education

## **Teaching about Controversial/Sensitive Issues**

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. When parents or guardians disagree with the curriculum or the manner in which the curriculum is being taught, the following steps may be taken:

1. The parent may place a phone call or write a note requesting their child not participate in a unit of study, and request an alternate assignment. The student will not have to participate in the area of instruction in question, until the matter has been resolved.
2. The complaint is given to the particular teacher and a meeting between the two parties is held within five school days, if needed. If the parent continues to have an objection, an alternative assignment will be given. When an alternate assignment is given, it will be with no negative consequences to the student, if the complaint is resolved, no further action is needed.
3. If the parent or guardian is not satisfied, the complaint can be brought to the Administrator. The Administrator must be notified by the teacher if the request involves whole curriculum areas. The Administrator will schedule a meeting within five school days which will be attended by the parent, teacher and the Administrator. The Administrator's decision will be followed unless appealed in writing to the Twin Peaks Charter Academy Board of Directors, or unless the matter is required to be referred to the TPCA Board.
4. If the parent is still not satisfied, he or she may appeal in writing to the Twin Peaks Charter Academy Board of Directors. The board must also be notified if the request involves whole curriculum areas of instruction. The Board will make the final decision and give direction which will be binding upon all parties.

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 school days before use, describing the area that might be a concern.

Approved August 22, 1996

Revised September 24, 1998

hCROSS REFS.: T-IB, Educational Freedom  
T-IJ, Instructional Resources and Materials  
T-KEC, Public Concerns/complaints about Instructional  
Resources

CONTRACT REF.: Twin Peaks Charter Academy Employee Contract

## **English as a Second Language**

In keeping with the intention of the State of Colorado to offer educational opportunities to those children whose dominant language is other than English, and in accordance with the district's commitment to assist students in their educational performance and effective transition to English and to English-speaking classrooms, TPCA shall provide suitable English instructional programs for all such students in kindergarten through 8<sup>th</sup> grade.

Adopted: November 29, 1999



St. Vrain Valley School District RE-1J, Longmont, Colorado

File: T-IHBF

## **Homebound Instruction**

Twin Peaks Charter Academy will provide all homebound/hospital instruction as needed. Where appropriate, assignment of a teacher and instructional time and materials shall be made by the Administrator.

Adopted August 14, 1996

LEGAL REF.:                   C.R.S. 22-33-104 (2)(i)

## **Summer School**

*Should the Twin Peaks Charter Academy Board of Directors choose to have summer school, then programs shall be offered to students needing remedial courses and to students desiring advanced and enrichment courses.*

The Twin Peaks Charter Academy Board of Directors will determine the rate to be charged for summer school classes.

Adopted August 14, 1996

Revised September 24, 1998

LEGAL REF.: C.R.S. 22-32-118(1)

## Summer School

### 1. Schedules

The summer school schedule will be determined by the Twin Peaks Charter Academy Board of Directors. Summer School may or may not be held at the discretion of the Board of Directors.

### 2. Application

Application forms with lists of course offerings will be available in the school office.

### 3. Registration

Registration dates and times will be announced to all students prior to the summer school session.

### 4. Promotion/Retention

Placement for the following year is determined by the Executive Director. The effect, if any, of summer academic program participation on promotion/retention decisions shall be determined by the Executive Director.

### 4. Tuition

Tuition may be assessed at registration. These fees shall be determined by the Twin Peaks Charter Academy Board of Directors.

Approved August 14, 1996

Revised September 24, 1998

Revised May 11, 2000

**Cross Ref: File: T-IKE, T-IKE-R**

## **Instructional Resources and Materials**

The Twin Peaks Charter Academy Board of Directors is responsible for the selection of all instructional materials. Twin Peaks Charter Academy Board of Directors delegates to the Twin Peaks Charter Academy curriculum committee the authority to research and recommend the instructional resources and materials, library materials, media and computer programs to be used to supplement the Core Knowledge curriculum. These instructional resources and content-rich materials will also include literary and art appreciation, and character development, and may include materials about local and state history.

Materials for the classroom texts shall be selected by the curriculum committee in consultation with the Administrator, faculty and parents of the students. The final decision on the purchase shall rest with the Twin Peaks Charter Academy Board of Directors.

This policy shall serve as a guide in the selection of all instructional materials, with the curriculum committee serving as a review committee in all areas as needed.

Adopted August 29, 1996

Revised September 24, 1998

LEGAL REF.: C.R.S. 22-1-104 (2)  
C.R.S. 22-32-109 (1)(t)  
C.R.S. 22-32-110 (1)(o),(p),(q),(r)  
C.R.S. 22-54-105 (1)

CROSS REFS.: T-DB, Annual Budget, and sub-codes  
T-IB, Academic Freedom  
T-IJJ, Textbook Selection and Adoption  
T-IJK, Supplementary Materials Selection and Adoption  
T-IJL, Library Materials Selection and Adoption  
T-IMB, Teaching about Controversial/Sensitive Issues  
T-KEC, Public Concerns/Complaints about Instructional Resources

## **Textbook Selection and Adoption**

The Twin Peaks curriculum committee will submit textbooks and textbook programs to the Twin Peaks Charter Academy Board of Directors for their review and consideration. The final determination will be made by the Twin Peaks Charter Academy Board of Directors.

Approved textbooks, offer a framework that shall be used as the primary, but not exclusive tool, to teach the Twin Peaks Charter Academy curriculum. Textbooks are designed to teach both content and skills, therefore, book sets and other supplemental materials will be used to enrich, not replace, textbooks.

In the event a text book or materials have not been approved for a required class or Board of Director approved elective, or a text is not available or appropriate for student use; the classroom teacher needs to turn in a class syllabus and scope and sequence for approval by the Administrator, before the class commences.

In addition, textbooks or textbook programs may be selected to teach the students about their local and state history.

Adopted August 22, 1996

Revised September 24, 1998

LEGAL REF.: C.R.S. 22-32-109 (1)(t)

CROSS REFS.: T-IJ, Instructional Resources and Materials  
T-KEC, Public Concerns/complaints about Instructional Resources  
T-IE, Organization of Instruction  
T-IGA, Curriculum Development

CONTRACT REF.: Twin Peaks Charter Academy Employee Contract

## Public Review Evaluation Form

(Please use a separate form for each textbook/program evaluated)

Date: \_\_\_\_\_

Specific Textbook/Program: \_\_\_\_\_

Publisher: \_\_\_\_\_

What do you feel are the **STRENGTHS** of the textbook/program? Please list page number(s) if possible.

What do you feel are the **WEAKNESSES** of the textbook/program? Include specific suggestions or concerns. Please list page number(s) if possible.

Your name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Do you have students enrolled in Twin Peaks Charter Academy? Yes \_\_\_\_\_ No \_\_\_\_\_

Which grade levels? \_\_\_\_\_

You may add additional comments on back if desired.

File : T-IJJ-R

## **Textbook Selection and Adoption**

1. The Twin Peaks curriculum committee will submit textbooks and textbook programs to the Twin Peaks Charter Academy Board of Directors for their review and consideration. The committee will consist of at least one member of the Twin Peaks Charter Academy Board of Directors.
2. When the Twin Peaks Charter Academy Board of Directors determines that the curriculum needs to be changed or that new textbooks are needed, then they will instruct the curriculum committee as to:
  - \* The task to be accomplished
  - \* The role and the function of the committee in the task
  - \* The time lines for the process
3. The curriculum committee will meet and discuss the goals of the Core Knowledge Sequence and any appropriate school goals, how these goals apply to the subject(s) being considered for new textbooks, and the best ways to teach the subject(s).
4. The curriculum committee will notify publishers/representatives of textbook selection time lines, request examination copies, see their presentations, and review the various textbooks in depth.
5. The curriculum committee will rank the textbooks for presentation to the Twin Peaks Charter Academy Board of Directors, after a four week minimum display of the materials to allow for written public comment
6. The Twin Peaks Charter Academy Board of Directors may formally adopt one or more of the textbooks.
7. The Administrator will oversee the ordering of textbooks.

Approved August 22, 1996

Revised September 24, 1998

## **Supplementary Materials Selection And Adoption**

A teacher occasionally may wish to use supplementary materials other than those approved by the Twin Peaks Charter Academy Board of Directors. Supplemental materials are to be used no more than 10% of the instructional time. Any materials used more than 10% of the instructional time in any given subject, must go through the formal adoption process. These materials will be subject to the following conditions:

1. Any use of the items listed above must be approved by the Administrator in advance. The Administrator may request preview of materials by the curriculum committee in determining if supplements are relevant and age-appropriate.
2. Some rented or borrowed motion pictures in video tape format display the warning "For Home Use Only." Such video tapes may be used legally in a school only for instruction. Uses which could be construed primarily as entertainment are not permitted.
3. The Administrator shall oversee and approve the use of all movies with the assistance of the curriculum committee. All movies will be previewed before recommendation for use is given. Film or video tape programs which have motion picture industry ratings other than "G" may not be used in a school without the teacher first notifying all parents or guardians of students who will see the program. A parent must notify the teacher that his child may view such a program or the student will be given an alternate assignment and excused from viewing the program, at no negative consequence to the student.
4. Any use of material (including District Instructional Media materials) not approved by Twin Peaks Charter Academy must demonstrably support the Twin Peaks Charter Academy curriculum.
5. Book sets for some or all of the class that are required reading by the teacher, must be previewed by the curriculum committee. If materials are approved, the curriculum committee can recommend adoption of book sets as either a one year pilot program subject to Administrative approval, or for formal review and adoption by the B.O.D.

Approved August 22, 1996 Revised September 24, 1998

CROSS REF.: T-IB, Educational Freedom  
T-IJ, Instructional Resources and Materials  
T-IGD, Curriculum Adoption



### **Library Materials Selection and Adoption**

All types of materials for school library shall be recommended for purchase by the professional personnel of the libraries and approved by the Executive Director or designee. Consultation will take place with the administration, faculty, students or parents as found desirable, with review by the library and curriculum committee as needed.

Additionally, in maintaining and augmenting school library collections, persons responsible for selection of materials shall strive:

1. To meet the needs of the school based on the Core Knowledge curriculum and the stated needs of the teachers.
2. To meet the needs of individual students, according to both the stated needs of students and general understanding of students' interests, abilities and maturity.
3. To provide materials of high artistic, historic and literary quality.
4. To provide a balanced collection, with a fair proportion of each type of material selected to meet the needs of the curriculum, the students and professional staff at all levels.
5. To provide a wide range of materials with diversity of appeal and different points of view, avoiding bias and stereotype whenever possible.

In order to maintain a current and highly usable collection of materials, media specialists shall provide for continuing renewal of the collection, not only by addition of up-to-date materials but also by the judicious elimination of material which fits any of the following criteria, with the exception of classics:

1. It no longer meets student or curricular needs.
2. It is not used and is deemed unlikely to be used
3. Its physical condition renders it unusable.
4. It is deemed to be inappropriate for the maturity level of the students served by the school due to an explicitly described sexual or violent behavior or by anatomical descriptions which are not valuable to the curriculum, or is in direct conflict to the character education instruction adopted by TPCA. According to our policy T-IMB Teaching about Controversial/Sensitive Issues which states, "Materials that contain controversial topics that may include sexual content, bias and stereotype, profanity, graphic violence, or a theme that goes against the character ed training at TPCA

may be approved for use, if they are determined to add to instruction; but will require parent notification describing the area that might be a concern.” This material may be placed in the Young Adult Section.

Gifts to the library may be accepted if they meet the criteria established for retaining books, in the process of elimination and renewal of materials.

Adopted November 29, 1999

LEGAL REF.: C.R.S. 22-32-110 (1)(r)

CROSS REFS.: T-IJ, Instructional Resources and Materials  
T-KEC, Public Concerns/Complaints about Instructional Resources  
T-IMB, Teaching About Controversial/Sensitive Issues.

## **Library Materials Selection and Adoption (And Withdrawal)**

### **Selection**

Selection of library books, filmstrips, audio tapes and records, and other materials accessible to students through the libraries of the schools is conducted by the library/media personnel in cooperation with the curriculum and library/media committees in accordance with TPCA policies.

Annually, lists of library materials which have been purchased by the school will be reported to the TPCA Board.

### **Withdrawal**

Elimination of library materials which are worn out or unused or which no longer meet student or curricular needs may be initiated out by personnel of the school library and reported to the Executive Director and TPCA Board in compliance with Board policy on disposal of school property. Items must be listed by title and quantity for such disposal.

If the withdrawal of a specific item is in response to a request by a SVVSD resident, TPCA policy regarding public complaints about instructional materials must be followed.

If an item is being considered for elimination because it is deemed by the library/media personnel, the Executive Director or designee to be inappropriate for the maturity level of the students served by the school, the title of the item must be reported to the Executive Director or designee. The Executive Director or designee will arrange for the item to be reviewed by the curriculum or library committee. This committee will recommend to the Executive Director whether the item should be:

1. Retained
2. Removed from the school and disposed of.
3. Moved to the Young Adult section or teacher resource room. The Executive Director will report all such recommendations to the TPCA Board. Any removal must be approved by the TPCA board in advance of removal.

Adopted November 29, 1999

CROSS REFS.: T-DN, School Properties Disposition

T-IJL Library Materials Selection and Adoption  
T-KEC, Public Concerns/Complaints about Instructional Resources  
T-KEC-E  
T-KEC-R

### **Instructional Assistants**

Classified personnel may be employed as Instructional Assistants to assist classroom teacher(s) in the performance of their duties.

The primary responsibility will be to work in small groups or one-on-one with student(s) to best assist teachers in fulfilling each child's academic potential for optimal learning to take place. It is the intent of the Board to hire classroom Instructional Assistants and utilize volunteers, to work directly with the student(s) under the guidance of the classroom teacher(s). After the student(s) academic needs have been addressed, other duties may be performed or assigned as time allows.

Instructional Assistants may on occasion be assigned as the individual primarily responsible for classroom instruction in a designated subject area, under the supervision of a classroom teacher(s). To maintain a clear understanding of each student's achievement, correction of daily work is the responsibility of the classroom teacher. However, correction of daily assignments in these designated areas may be done by the Instructional Assistant, but in all cases the classroom teacher will assist in the establishment of lesson plans, and review the papers to maintain information on each child's achievement level and understanding. Final grades for the quarter will be the responsibility of the classroom/subject teacher, in conjunction with input from the instructor who has overseen a designated subject.

Administrative procedures shall provide for the selection, placement, inservice training and functions for Instructional Assistants employed by TPCA, in accordance with policy. . The TPCA Board will be kept informed of assignment of duties of the Instructional Assistants.

Adopted: November 29, 1999

CROSS REF.: T-GD, Support Staff  
Charter Application Section (i)

### **Field Trips**

Provision may be made in the instructional program to provide for instructional field trips to supplement and enhance regular classroom activities.

Field trips normally shall be financially supported by TPCA or PTO funds. Special arrangements for funding by other organizations/individuals may be arranged through the Executive Director or designee.

Administrative procedure for field trips shall provide for the planning, organization, transportation, evaluation and accounting of field trips.

Adopted November 29, 1999

CROSS REFS.: EEAF, Extracurricular Activity Buses/Field Trips/Special Events  
Transportation  
EEAG, Student Transportation in Private Vehicles  
IHCB, Travel Study  
JJH, Student Travel

LEGAL REF.: C.R.S. 40-10-116 (1)(b)

## **Field Trips**

Field trips of any kind must be for the purpose of supplementing the educational programs.

1. The field trip must have prior approval of the Executive Director or designee, and include an accounting of expected expenses.
2. The teacher's lesson plans should include the attainable objectives of the field trip.
3. The field trip must be properly chaperoned by a member of the teaching staff.
4. Each vehicle used for transporting students on field trips must be accompanied by an adult.
5. Written permission to take the trip must be given by the parent or guardian of the student before he/she will be permitted to take the trip.
6. If transportation is necessary, only school-authorized vehicles may be used and the appropriate request filed with the central office. Transportation in private vehicles will follow SVVSD policies EEAG.
7. A business accounting of the trip must be made by the district to the Executive Director and the TPCA business manager, for payment of district supplied services.

Adopted November 29, 1999

CROSS REF: EEAG- Private Vehicle Transportation  
EEAG-E-Forms for Drivers of Private Vehicles  
EEAG-R-Student Transportation in Private Vehicles

Twin Peaks Charter Academy  
Longmont, Colorado

FIELD TRIP/ACTIVITY PERMISSION FORM

Date \_\_\_\_\_

Dear Parent(s) and/or Guardian(s):

On \_\_\_\_\_ Day \_\_\_\_\_ Month \_\_\_\_\_ Date \_\_\_\_\_ Approx. Time \_\_\_\_\_ Year \_\_\_\_\_

your child may participate in a Field Trip/Activity away from our school to:

\_\_\_\_\_

The class will: (Teacher/Sponsor, please check one)

- Walk (in the event of inclement weather, the following may be an option)
- Travel by school district bus or school district van
- Travel by privately owned cars (District policy regarding the use of private cars will be strictly enforced)

District policy requires that parents/guardians sign and return this form to your child's teacher before he/she is allowed to participate in the Field Trip/Activity. Please return the bottom portion of this letter to your child's teacher by: \_\_\_\_\_

Sincerely,

----- Please detach  
and return to school

My child, \_\_\_\_\_, has my permission to attend the  
Field Trip/Activity to \_\_\_\_\_  
on \_\_\_\_\_.

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

Adopted November 29, 1999



### **Student Transportation in Private Vehicles**

The St. Vrain Valley School District normally provides student transportation to facilitate participation in activities away from the home school. The use of private vehicles for transporting students to school-sponsored activities is discouraged.

When private automobiles are used at the request of the district for transporting student to school-sponsored activities, the driver shall be a properly licensed adult (at least 21 years of age) and shall provide evidence of an automobile insurance policy which contains a minimum of \$100,000 bodily injury liability per person and \$300,000 bodily injury liability per occurrence.

Standing authorization shall be granted by the superintendent to school administrators, school nurses and other student services personnel.

The use of seat belts by students is mandatory when being transported in private automobiles to school-sponsored activities under this policy. Colorado law mandates that all individuals wear seat belts while in a moving vehicle.

Adopted February 28, 1968

Revised to conform with practice: date of manual adoption

Revised September 27, 1995

LEGAL REFS.: C.R.S. 22-32-113 (4)

C.R.S. 42-7-101 *et seq.* (Motor Vehicle Financial Responsibility Act)

CROSS REF.: EEBB, Use of Private Vehicles on School Business

### **Student Transportation in Private Vehicles**

1. District staff and/or other adults transporting students to school-sponsored activities must provide the building principal evidence of valid, in-force automobile coverage to the limits specified in Board policy.

This evidence will consist of the certificate of insurance issued by a Colorado company or a company licensed to operate in Colorado which provides no fault insurance coverage in the amount specified.

2. Any question of age should be certified by an examination of the driver's license.
3. Authorization to approve use of private vehicles for transporting students to school-sponsored activities will be limited to the principal, assistant principal or school athletic director or other personnel designated in writing by the superintendent.
4. An insurance record will be kept in the principal's office. The record will be maintained on the form as found in the district publication of approval forms.
5. A form for drivers of private vehicles must be completed for each trip.

Current practice codified 1982  
Approved: date of manual adoption

**FORM FOR DRIVERS OF PRIVATE VEHICLES**

When private vehicles are used for transporting students to school sponsored activities, the driver **MUST:**

1. Be a properly licensed adult (at least 21 years of age.)
2. Have an automobile insurance policy providing for at least \$100,000 bodily injury liability and \$300,000 bodily injury liability per occurrence.
3. Thoroughly check the vehicle insurance to be certain of the coverage for transporting students.
4. Fill out the following information for each trip and keep it on file at the school office.\*\*

Name of driver (print)	*	School driving for	Date of trip
	*		
	*		
Street Address	*	Destination	
	*		
	*		
City/State/Zip	*	Activity	
	*		
	*		
Telephone	*	School Official Requesting Transportation for this Trip	
*****			
	*		
	*	All information contained heron is true to the best of my knowledge.	
	*		
Make and Year of Vehicle	*		
	*		
	*		
Insurance Company	*	Signature of Driver	
	*		
	*		
Policy Number	*	Signature of School Principal	Date
	*		
	*		
Limit of Liability	*	Request for above trip:	
	*		
	*		
	*	Approved	Not Approved

\*\*To be completed in duplicate-one copy for the driver and one copy for the principal's file.

### **Student Transportation Insurance**

*All equipment used for transporting students and/or adults connected with the school system shall be adequately insured. Such insurance shall cover:*

1. Bodily injury liability and property damage liability coverage in such amounts as the Board from time to time may determine.
2. Perils of fire, theft and combined additional coverage in an amount determined by the appraised value of each unit.
3. Insurance protection as defined on the self-insurance program in which the district participates.
4. All additional coverage as required by current statutes; for example, no-fault and uninsured motorist.

Adopted February 28, 1968

Revised August 13, 1980

Revised to conform with practice: date of manual adoption

LEGAL REFS.: EIB, Liability Insurance

CONTRACT REF.: Classified Employees' Handbooks, Section II-Insurance and Other Benefits, Subsection C-General Liability, Transportation and Fidelity Bond Insurance, part 3

### **School Volunteers**

The Board of Directors recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program shall be to:

1. Assist employees in providing more individualization and enrichment of instruction.
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total education process.
3. Strengthen school/community relations through positive participation.

A volunteer is a person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker shall serve in that capacity normally without compensation and without employee benefits of any type except for Workers' Compensation and liability protection as provided by state law.

Volunteers may come from all backgrounds and all age groups and may include any persons willing to give their time to one purpose—helping students and school staff. Volunteers may be involved in virtually every facet of the operation of the school district from working with students on a one-to-one basis to performing tasks not involving students. Tasks may involve services in the library, classroom, athletics, music, school play, pre-kindergarten programs or assisting on field trips and similar activities.

The responsible school personnel shall identify appropriate tasks for volunteers and may plan inservice activities for them so they may become skilled in performing those tasks. An effort shall be made to use the services of all volunteers, but the decision to use a volunteer shall rest with the Executive Director and classroom teacher or staff member with whom the volunteer would be working.

Volunteers shall be under the general supervision of a staff member.

Volunteers may on occasion teach and reinforce skills taught by the professional staff. Volunteers providing transportation to students in their personal automobiles for any school-sponsored activities shall meet the provisions of Board policy regarding transportation of students.

Volunteers shall sign a code of conduct which will be kept on file in the school office.

Volunteers shall be insured for industrial injury/illness and liability under the district insurance programs.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. Therefore the proper channeling of complaints shall be:

1. Teachers
2. Assistant Director/supervisor (when applicable)
3. Executive Director
4. TPCA Board of Directors

Adopted November 29, 1999

LEGAL REFS.: C.R.S. 8-40-202 (Workers' Compensation Act)  
C.R.S. 24-10-103 (4)(a) (Colorado Governmental Immunity Act)

CROSS REFS.: EEAG, Student Transportation in Private Vehicles  
EIB, Liability Insurance  
KJ, Relations with Community Organizations  
T-KE, Grievance Public complaints

## LESSON PLAN

Decisions which must be made before planning a lesson:

1. Content

What do I want to teach?

2. Objective – pinpoint the specific content and behavior.

What will the learner be able to do when the lesson is completed?

3. Task Analysis

*What are the pre-requisite behaviors the learner must be able to perform before he can reach the terminal objective?*

4. Diagnostic Activity

How will I find out what the learner already knows or can do?

How will the diagnostic activity be administered:

paper and pencil?    signal?                      verbal?

How will I use the information I get?

5. Group for Instruction

How shall I divide the class? Or will large group instruction work best for teaching this objective?

6. Prepare to teach

Exactly what activities – input and output – will this lesson include?

### Parts of a lesson

- a. Mental set – focuses the learners on the learning task ahead. (Although this comes first in the lesson, it is usually planned last).
- b. Objective – lets the learners know exactly what they should be able to do by the end of the lesson. (TLW)
- c. Rational – lets them know why they should learn this, how it fits into their goals, why it is important.
- d. Input – direct instruction gives the learners the information they need to get started, includes diagnostic activity and begins at the point in the task analysis that diagnostic indicates.
- e. Model student behavior – show what behavior is expected; give examples.
- f. Guided practice – learners practice expected behavior. Teacher monitors to prevent practice of errors and to be sure every learner is able to work independently. Teacher re-teaches those having difficulty.
- g. Independent practice – learners practices on their own. Provision is made for specific and prompt knowledge of results.
- h. Accountability – how will the learners and teachers show that the learner has met objective?

- 1) Student checks paper for immediate knowledge of results
- 2) Teacher checks with student on accomplishment of objective. May be paper and pencil test, oral interview, demonstration, manipulation of materials. May be immediate or may be separated in time, i.e., immediately prior to next objective.



## **QUESTIONS FOR EVALUATING LESSON PLANS**

1. What is going to be learned? (Content)
2. What student behaviors will be observed? (Activities)
3. To what degree will it be learned? (Mastery)
4. What are the givens? (Materials, tools, instruments)

## **R.O.P.E.S.**

## **MASTERY MODEL**

<b>Review</b>	Prior knowledge (thinking strategies)	Mental Set
<b>Overview</b>	Objective – teacher states purpose of lesson and tell why it's important to learn	Objective/Rational
<b>Presentation</b>	Content instruction Teacher modeling Examples provided	Input/Model/Guided Practice
<b>Exercise</b>	Students practice Use of content skills	Independent Practice
<b>Summary</b>	Students apply content/skills to new situation	Accountability

## Tips for Teachers

- Provide equal educational opportunity by meeting each student's social, emotional, and academic needs.
- Use motivational techniques to encourage children to work hard and behave.
- Use disciplinary procedures conducive to improving behavior.
- Have high expectations for your students, but be realistic.
- Gradually relax classroom control as students demonstrate increasing self-discipline.
- Foster mutual esteem among students.
- Listen to all sides of a student dispute before addressing blame.
- Make sure children understand the reasons why they are corrected.
- Assign logical consequences rather than prescribed punishments when children misbehave.
- Never say anything to a student in front of a class that you wouldn't say in front of the child's parents.

## Classroom Procedures and Rules

### Planning Procedures and Rules

1. Decide what behaviors are acceptable or unacceptable in your classroom. Find out about school rules and policies.
2. Identify necessary procedures for functioning in the classroom. Some of the areas for which you will need procedures include:

Use of classroom space and facilities: bathrooms, pencil sharpener, sink, supply shelves, centers, and stations.

Use of other parts of school: playground, lunchroom, water fountains, library, lining up and passing through the halls.

Whole class activities and seatwork: student participation (raise hands), cues to get student's attention, making assignments, passing out supplies, talk among students, what to do when work is finished, headings.

Small group activities: movement into and out of group, bringing materials, behavior in and out of the group, contacts with the teacher.

Keeping students accountable for their work: turning in work, handing back work, make-up work, giving feedback.

Beginning and end of school (class) activities: Pledge of Allegiance, birthdays, schedule for the day (class), cleaning up, instructions for homework.

Administrative matters and housekeeping chores: Taking roll, assigning helpers, what to do during delays or when the teacher is out of the room.

Special activities and safety drills: Field trips, parties, fire and disaster drills.

3. Identify general rules for behavior and post in the classroom. Choose 3-6 rules that will govern behavior in your classroom, in addition to your system of procedures. For each general rule, decide what specific behaviors will be covered and plan to explain the rules and present examples to the students.
4. Choose a variety of reasonable and suitable consequences of appropriate and inappropriate behavior. Include both rewards and penalties. Some examples of each include:

### Rewards

Requiring little or no effort – smile, compliment, a cheery note on an assignment, going first to lunch or recess, leading the line.

Requiring moderate effort – happy face or star, positive note to parents, reward time at a center.

Requiring much effort – field trip, a token system used to earn rewards or privileges.

#### Penalties

Requiring little or no effort – eye contact, having the student state the rule broken, change seats, being last in line.

Requiring moderate effort – staying after school, loss of privilege, call to parents, isolation in hall or room.

Requiring much effort – trip to principal’s office, being denied a special class event (e.g., field trip)

### Presenting Procedures and Rules

1. Teach rules and procedures systematically, using:

Explanation: definition in concrete terms, discussion of rationales, demonstration, examples of specific behaviors.

Rehearsal or practice, using cues or signals (e.g., bell, hand raised, certain word) when appropriate.

Feedback: specific and accurate information about compliance, review and re-teach, if necessary.

2. Sequence your teaching of rules and procedures so that they are presented to student as they are needed.
3. Review school rules and policies regarding other school areas (e.g., playground, lunchroom, passing through halls) prior to their use. Give feedback on student behavior when they return.
4. Remember that a necessary and important part of the teacher of rules and procedures is consistent enforcement and use of consequences (positive as well as negative).

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Developed by the Classroom Organization and Effective teaching (COET) Project, Research and Development Center for Teacher Education, The University of Texas at Austin 78712. This project was supported in part by the National Institute of Education, Contract OB-NIE-G-80-0116,P2. The options expressed herein do not necessarily

reflect the position or policy of the National Institute of Education and no official endorsement by that office should be inferred.

## **TIPS TOWARD A MORE ATTRACTIVE CLASSROOM**

### **I. Room Arrangement**

#### **A. Furniture**

1. Arrange the furniture in the room so that easy mobility of children is possible at all times.
  - Provide ample aisle space
  - Reserve space for reading and math groups
  - Keep all exits clear
  - The teacher's desk as the focal point in the room should be neat and attractive at all times.

#### **B. Materials**

1. Let children help in planning where materials are to be kept – such as paper, pencils, crayons, scissors, etc.
2. Encourage them to keep things in order.

#### **C. Center (Interest Centers)**

1. Have attractive interest centers in the room developed around the subject areas – Reading, math, Science, Music, Spelling, Social Studies, English, etc.
  - Use captions to label areas of interest
  - Change centers from time to time and bring out new materials
  - Have a dust cloth handy
  - Teach children to take pride in keeping the centers neat, clean, and orderly

### **II. Bulletin Boards and Displays**

#### **A. Bulletin boards are purposeful and meaningful aids to:**

- Motivate a unit, a particular education theme, and seasonal themes
- Stimulate interest
- Create and organized, planned theme in the classroom
- Attractively display the work of the children

#### **B. Bulletin boards and displays should:**

- Be changed frequently
- Have color theme used throughout the room
- Give children an opportunity to know the classroom as an attractive, neat, organized place of which they have a sense of pride.

- C. Guidelines for the development of bulleting boards and displays are set up and consistently follow standards and guiding art principles for both teacher and pupils.
1. Use color behind pictures or in the arrangement to bring out balance and unity. It is not necessary to cover the bulletin board completely with colored paper.
  2. Decide upon one subject or related subjects.
  3. Use captions to fit the arrangement.
  4. Maintain straight marginal areas, the same width at the top and sides. Bottom margin may be wider.
  5. Bring uneven lines in arrangement to the bottom.
  6. Mount uneven shapes in rectangular or planned backgrounds.
  7. Maintain straight lines within the arrangement.
  8. Avoid wide empty areas within the arrangement.
  9. Maintain space of the same dimensions between pictures.
  10. Direct attention by placing a center of interest (larger or brighter color) near the center of the arrangement. Group other items closely around.
  11. Objects of figures should face toward the center of the arrangement to guide the eyes.
  12. Arrangement should have good balance, formal or informal.
  13. Sometimes use different textures for interest – corrugated paper, wire, rope, yarn, textiles, wallpaper.
  14. Three-dimensional construction is also good.

### III. Stimulating Atmosphere

- A. The classroom should at all times reflect the units being taught, so anyone entering the room knows what you are teaching. Planning and experience charts, exhibits and displays, bulletin boards, pictures, books, work centers are all conducive to quality education.
- B. The classroom should appear as an orderly and well-organized workshop.
- C. Children's work on bulletin boards is always preferable to teacher-produced materials. Teacher-produced materials serve as a great motivational factor, however.
- D. Culminating projects should be in evidence from time to time.
- E. Bring in things with which children may experiment, and keep in well-arranged centers – rhythm instruments, tone bells, batteries, measuring tools, aquariums, plants, cage for animals, puppet stage, flannel board with small odd-shaped scrapes.

- F. Beauty corner – Colored paper under table or shelf displays, or as a frame for bulletin board displays and on the teacher’s desk contribute much to the attractiveness of the classroom. To obtain unity, the same color scheme should be used throughout the room.

A beauty corner in the room, table with bouquet (colored paper and pad under), a planter and or a figurine, a hanging from the art reference center or a display connected with the unit.

#### IV. Good Housekeeping

A. Children should be taught that there are general principles to follow to have and maintain a neat attractive classroom. Children share in the housekeeping as well as in creation of materials displayed.

B. A frequent evaluation made with the children will help to maintain the standards previously established by the teacher and pupils. The following items are useful as a check list for such an evaluation:

- Are the books and materials neatly arranged?
- Is the floor clean, free of scrapes of paper, crayons and pencils?
- Are the chalkboards clean, the chalk trays dusted, and erasers and chalk neatly arranged?
- Are the window shades all at the same height?
- Are charts, pictures, etc. hanging straight?
- Is there a monitor to dust the display tables and shelves?
- Are the textbooks arranged orderly on the shelves?
- Have we had a recent “desk cleaning day” for the children and teacher?
- Is there ample protection of table and floors at the art center?
- Are the tops of desks clean and free from pencil and crayon markings?
- Are the chairs free of pencil and crayon markings?

REMEMBER – It’s as easy to learn to do things the correct way as the incorrect way!



**1991**  
**EFFECTIVE SCHOOL RESEARCH**  
**University of Wisconsin – Madison**

- **Strong, instructionally focused leadership**
- **Clear and focused mission**
- **Frequent monitoring of student progress**
- **High expectations for success for all students and staff**
- **Purposeful and supportive involvement of parents, citizens, business community groups**
- **Curriculum and instructional programs that assure opportunities for every student to learn**
- **A safe and orderly learning environment**
- **High rate of attendance of staff and students**
- **Strong staff development programs**
- **Yearly evaluation of school progress**

## SELF-ESTEEM TECHNIQUES

1. Call by individual name
  2. I like the way you are doing \_\_\_\_\_. Would you please share that with \_\_\_\_\_?
  3. Give a compliment about the subject to a 3<sup>rd</sup> person in the subject's presence.
  4. Giving responsive as a reward.
  5. Assemblies – Harris Heroes.
  6. Take time with a student even when you are very busy.
  7. Save face – especially when they realize they have made a mistake.
  8. Positive notes
  9. Choose a friend to do a 5-minute activity with early, quick.
  10. Positive contact with home.
  11. Pat on back, thumbs up, smile, wink – non-verbal.
  12. Ask students to assist you.
  13. Compliments – boys as well as girls.
  14. Notice changes.
  15. Call a halt to routine and do a room reward – popcorn – 15 minutes outside – dance, etc.
  16. Put them in company of someone who will look up to them.
  17. Teacher/other adult admitting a mistake.
- 
1. Sharing work (start in small group to a sharing circle)
  2. Good News Notes (more specific) – do in front of class  
+ for so many day reward for the whole class
  3. Say all positive things
  4. Modeling positive actions and words
  5. A special job assigned or responsibility
  6. Publishing good work (all)
  7. Show and tell
  8. Warm fuzzie – anytime of the day

1. Thumbs up
2. Give me five
3. Stickers and stamps
4. Hugs
5. Verbal praise
6. Rewards – special privileges; jobs
7. Center stage – clapping from peers
8. Notify parents of good work by student
9. Always include in a lesson that is challenging things that student can succeed at/excel at to avoid frustration developing/maintain positive attitude toward challenge
10. Break up lesson with self-esteem activity
11. Students be teacher's helper or peer tutor

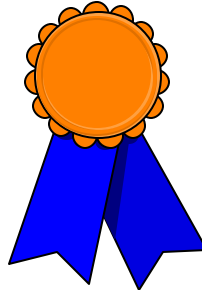
1. Praise
2. Humor
3. Give each child a task within their ability and praise them for it
4. Raise your hand – required to participate
5. Get rid of negative comments
6. Stickers and rewards
7. Art

1. Stickers – food/lunch
2. Choices
3. Privilege/responsibility job (something someone else doesn't get to do)
4. Playtime/reward/recognition/good news notes/notes to parents
5. Peer/older kid's attention
6. Going out of school or usual setting – something different
7. Any activity where everyone gets a chance and succeeds at their own level
8. Posting work – recognize an individual by using his work or idea in some way

1. Good news notes to parents
2. Name on board with star
3. Verbal praise
4. Good news calls by principal for positive things child did
5. Reward gym
6. Responsible lunchroom
7. Just listening (really listening to kids)
8. Adequate response time for child
9. Free time in classroom
10. Sharing a special secret with the child. A private moment.
11. Child of the week bulletin board
12. Giving responsibility
13. Recognize good sense of humor
14. Child's idea to base lesson on

## 98 Ways for a Teacher to Say “Very Good”

1. You've got it made.
2. You're on the right track now!
3. You are very good at that.
4. That's much better.
5. I'm happy to see you working like that.
6. You're doing a good job.
7. That's the best you've ever done.
8. I knew you could do it.
9. Now you've figured it out.
10. Now you have it.
11. GREAT!
12. Keep working on it – you're getting better.
13. You make it look easy.
14. That's the right way to do it.
15. You're getting better every day.
16. You're really growing up!
17. Nice going.
18. SENSATIONAL!
19. That's the way to do it.
20. That's better.
21. That's my boy (or girl)!
22. PERFECT!
23. You're rally going to town.
24. TERRIFIC!
25. Much better.
26. You've just about mastered that!
27. OUTSTANDING!
28. You did that very well.
29. FANTASTIC!
30. You're really improving.
31. SUPERB!
32. Keep it up!
33. You've got that down pat!
34. TREMENDOUS!
35. Good thinking!
36. Keep on trying!
37. I've never seen anyone do it better.
38. I like that.
39. I'm very proud of you.
40. I think you've got it now.
41. You figured that out fast.
42. That's really nice.
43. You're right.
44. CLEVER!
45. That's great!
46. Way to go.
47. Now you have the hang of it!
48. That's it!
49. Congratulations, you got (name behavior) right.
50. You're beautiful.
51. That's RIGHT!
52. That's GOOD!



53. When I'm with you I feel like singing!
54. GOOD WORK!
55. I'm proud of the way you worked today.
56. You're really working hard today.
57. You've just about got it.
58. THAT'S IT!
59. Congratulations!
60. That's quite an improvement.
61. You are doing that much better today.
62. I'm sure am happy you're my child.
63. You're learning fast.
64. Good for you!
65. Couldn't have done it better myself.
66. You really make being a parent fun.
67. One more time and you'll have it.
68. You did it that time!
69. That's the way!
70. Now you've figured it out.
71. You haven't missed a thing.
72. Keep up the good work.
73. Nothing can stop you now!
74. EXCELLENT!
75. That's the best ever.
76. FINE!
77. WONDERFUL!
78. That's better than ever.
79. Nice going.
80. Now that's what I call a find job!
81. You must have been practicing.
82. You're doing beautifully.
83. Right on!
84. Good remembering!
85. You did a lot of work today!
86. You certainly did well today.
87. You're doing fine.
88. You are really learning a lot.
89. You outdid yourself today!
90. Good for you!
91. Good going!
92. MARVELOUS!
93. You're doing the best you can!
94. Good job, (name child).
95. You remembered.
96. That gives me a happy feeling.
97. Well, look at you go!
98. Dynamite!

SECTION 4  
ASSESSMENT

## **Grading/Assessment Systems**

*A Twin Peaks Charter Academy system of assessing student's academic achievement and behavior shall be used that is both clear and meaningful to parents and students.*

The Executive Director and staff shall develop appropriate assessments to measure student performance in conjunction with the Core Knowledge curriculum. Such assessments shall include both objective and subjective measurements.

A strict grading scale and required homework will reinforce high expectations.

*The TPCA Board will have final approval of the report card format and grading system.*

Adopted August 27, 1996  
Revised May 11, 2000

LEGAL REF: 1 CCR 301-1, Rule 2202-R-3.10(1)

CROSS REF: T-IKA-R

## Grading/Assessment Systems

<u>Grade Level</u>	<u>Aspect being measured</u>	<u>Marking system</u>
Kindergarten	Achievement Behavior, effort	A, B, C, D, 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 Behavior, effort	A, B, C, D, F, INC E, S, I, N
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### Key

A = 93 - 100	E = Excellent
B = 85 - 92	S = Satisfactory
C = 76 - 84	I = Improving
D = 70 - 75	N = Needs Improvement
F = 0 - 69	
INC = Incomplete	

### Honor Roll (3.5 grade point average)

Grades 4-8— average the grades for all subjects (P.E., Art, Music 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

Approved August 22, 1996  
 Revised May 11, 2000



## **Report Cards/Progress Reports/Parent 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.

Report cards shall be issued at the end of each quarter. The report cards for quarters 1, 2, and 3 are to be signed by the parents/guardians and returned to the student's teacher. Attendance at Parent/Teacher conferences will be required at the end of 1<sup>st</sup> and 3<sup>rd</sup> quarters for parent(s)/guardians.

Progress reports shall be sent during the middle week of each quarter to parents/guardians of students having academic difficulties, or upon specific request.

Parents must come to a conference held for the 1<sup>st</sup> and 3<sup>rd</sup> quarter, to obtain their child(ren)'s report card. 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 Administrator. If a parent(s)/guardian misses a conference they will be notified to set up an alternate time. Failure to appear for required conferences may result in the student not being allowed to enroll in TPCA for the following school year.

Adopted August 27, 1996

Revised September 24, 1998

## **Parent Conferences, Staff Meetings and School Meetings**

Teachers are required to conduct Parent/Teacher conferences at the end of 1<sup>st</sup> and 3<sup>rd</sup> quarters.

Teachers are required to attend staff meetings conducted by the Executive Director.

Teachers are urged to attend as frequently as possible school functions, which are open to the public. Musical concerts, PTO functions and all other events, in which our students appear, are enhanced by the presence of members of the faculty.

All teachers are expected to attend and participate in school provided staff development.

Cross Ref: T-IKAB Report Cards/Progress Reports

Approved: November 29, 1999

## Homework Policy

*Homework is given for the following reasons:*

- ◆ Review previously learned content, skills, etc.
- ◆ Reinforcement of newly learned material
- ◆ Completion of work begun during the school day
- ◆ Enrichment, enhancement, and practical application of learned material.

### Time Allocation

*Please keep in mind our teachers give an estimated amount of time required for the assignments. The amount of time spent may be less or more as determined by individual child focus and engagement. No child should spend more than two hours of productive time per night on homework.*

### Kindergarten

15 minutes per night beginning in November

### First Grade

20-25 minutes per night

### Second Grade

30 minutes per night

### Third Grade

30-40 minutes per night

### Fourth Grade

45 minutes to 1 hour per night

### Fifth Grade

1 hour per night

### Sixth Grade/Seventh Grade/Eighth Grade

1-2 hours per night

It is important to establish routines which reinforce student responsibility for completion, as well as prompt return of homework assignments.

## **Promotion, Retention and Acceleration of Students**

Student academic progress shall be the primary factor for promotion, retention, or acceleration.

When considering retention of a student, the teacher shall confer with the student's parents well before the end of the school year or the completion of the course. He or she then, may recommend retention when it is clear that it is in the academic interest of the student.

The Administrator shall review each individual case before approving retention or acceleration. If both the parent/guardian and the student believe that that student can bring his academic achievement up to a level that would allow him to function at the next higher grade level before the start of the next school year, during the summer the student will study the subjects in which he is deficient. Testing to see if such progress is achieved will be completed at least two weeks before the start of the next school year. The Administrator will determine the student's grade placement at that time.

Approved August 29, 1996

Revised September 24, 1998

## Student Retention Policy

A student will be recommended for retention if they receive either:

1. A percentage grade of 69% (F) or lower, in 2 or more academic subject areas (Social Studies, English, Math, Science, and Literature (6-8), and Reading (K-5) for 2 or more quarters or
2. A GPA of 1.5 or less in all subjects for 2 or more quarters.

CTBS scores, placement tests, both oral and written evaluations, and developmental determinations, will be used in retention decisions. Homework and test score averages alone will not be enough to justify retention. In addition, there must be clear indicators that the student is not prepared to succeed at the next grade level. Federal guidelines regarding Individual Education Plans (IEP) and 504 Plans will be followed in placement and/or retention decisions, if appropriate.

### Procedure for informing:

At the end of the 1<sup>st</sup> quarter, a letter will be sent to the parent/guardian of a student receiving F grades in 2 or more academic classes or a GPA of 1.5 or less, stating the retention policy and opportunities offered by the school for remediation. At the end of the 2<sup>nd</sup> quarter, if a student receives F grades in the same 2 (or more) academic classes or a GPA of 1.5 or less, a recommendation for academic probation with the possibility of retention will be mailed. A parent conference is required.

Recommendation for retention may be made by the teacher, and/or Administrator, but in all cases the parent/guardian will be consulted in the process. The final decision for retention will be made by the Administrator.

Adopted: August 26, 1999

## **Test/Assessment Administration**

The Twin Peaks Charter Academy Board of Directors recognizes the importance of standardized testing for measuring student achievement and effectiveness of instruction among individuals and systems. The Twin Peaks Charter Academy Board of Directors believes that test preparation takes valuable time away from actual learning. Therefore, minimal school time should be used for test practice. Test taking skills will be taught within the curriculum. While the curriculum must necessarily include information to be tested, under no circumstances is the teaching scope to be narrowed to that of the respective tests. However, test preparation activities allowed by the Twin Peaks Charter Academy Board shall include:

1. Teaching test-taking skills and techniques
2. Allowing student practice on sample objectives or questions provided by the test companies or those developed by Twin Peaks Charter Academy.

School personnel shall not engage in the following test preparation activities:

1. Using actual test items even as examples except when provided as examples by the testing company.
2. Excluding any student from participating in testing unless permitted by district guidelines.
3. Coaching students during test administration.
4. Altering test materials in any way other than to remove stray marks.

Any employee who questions an activity not specifically addressed in this policy should refer the question to the Executive Director.

Adopted August 27, 1996

Revised September 24, 1998

Revised May 11, 2000

## Staff Preparation for Testing

Even when you have prepared students to be better test takers and are working to involve parents in their child's education, your task is still not complete! You, too, need to prepare yourself to give tests. The following is a list of things for staff to do to "be prepared". (If students only knew!)

### Preparing yourself

- Review the test and the administration manual. Be especially familiar with the directions for students.
- Make sure you have enough test booklets, answer sheets, scratch paper and pencils.
- Know which students are to be tested.
- Decide what you will do with students who come late (a tardy room with an alternative testing schedule?) and with students who finish the test early (perhaps provide books, magazines, newspapers or appropriate assignments).
- Know the dates of testing and make-up testing.
- Be positive about the testing.

### Setting the time

- Try to avoid testing on Monday morning and Friday afternoon.
- For untimed tests, schedule enough time for all students to finish the test. Remember test fatigue, and don't schedule any one test session for longer than one hour.
- Elementary students should be limited to one one-hour session per day while older students may be able to handle two sessions per day—one in the morning and one in the afternoon.
- Have students go to the lavatory before testing starts.

### Preparing the Place

- Provide students with comfortable seats with smooth, hard, writing surfaces large enough for a folded test booklet and an answer sheet.
- Seat students so that they are not able to easily see the answers of others.
- Make sure you will be heard clearly by all students.
- Decide if you need proctors to assist you and the students.
- Test in a room that has good lighting, adequate ventilation and is free of noise and interruptions.
- Arrange for rooms well before the test is to be given. Students regular classrooms should be first choice.
- Test in classroom-size groups, when possible.

# SECTION 5

## PROFESSIONAL RESPONSIBILITIES





Twin Peaks Charter Academy  
Board of Directors  
820 Main Street  
Longmont, Colorado 80501

As an individual entrusted with and having accepted responsibilities relating to the effectiveness and well being of the Twin Peaks Charter Academy, as described in the mission statement, I recognize the consequences of misconduct which negatively affect TPCA. I therefore agree to:

- I. observe, support and implement all policies of the school as established and as may be introduced in the future, and
- II. hold in confidence and protect from compromise all school matters, as required by law to be kept in confidence, regardless of the manner by which I become aware of them, both during and after my term of service at the Academy, and
- III. refrain from actions or behavior that are intentionally harmful/hurtful/slandorous to others associated with this school, and
- IV. bring matters of misconduct to the attention of the Administrator or members of the Board of Directors, as appropriate, for resolution.

Persons who cannot in good conscience comply with this ordinance, as consistent with state and federal law, are granted a 10-day grace period to express their concerns in writing to the Twin Peaks Charter Academy Board of Directors for consideration. Persons violating this policy are subject to immediate dismissal and/or prosecution as provided by law.

I have read and understood this document and agree to abide by the precepts set forth herein.

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

Name \_\_\_\_\_ Position \_\_\_\_\_

Adopted April 16, 1998  
Revised September 9, 1999

## **Professional Behavior**

Teachers are expected to observe the following standards:

- Student achievement and personal success is our top priority.
- Professionalism is exemplified by consideration, respect, and empathy for others.
- Collegial support creates positive staff morale. If there is a concern, express your feelings to the other person in an honest and professional manner. Open and caring communications, through proper channels, should be used to solve problems.
- The modeling provided by staff plays a significant role in establishing appropriate student behaviors. A staff responsibility is to observe and implement school rules, procedures, etc., and to seek opportunities to demonstrate these behaviors for students.
- Personal matters concerning staff, students, and parents should be kept confidential.
- Personal conversations and conduct should reflect reasonable standards for a school setting.

## **Personal Appearance**

The staff should at all times be conscious of the importance of professional appearance. A positive public image is best conveyed by professional work attire rather than casual streetwear. Staff members are expected to model appropriate workplace habits of dress and grooming.

## **Adherence to Building Procedures**

Effective schools are characterized by common goals, cooperation, communication, clear expectations, and consistent support for school procedures and practices. A professional commitment to established procedures as delineated in this handbook ensures a stronger team effort toward common goals.

## **Reporting of Student Absences/Tardies**

Teachers are expected to report student absences/tardies to the office by 8:30 a.m. each day.

## **Attendance at School Events/Activities**

Teachers are urged to attend as frequently as possible school functions, which are open to the public. Musical concerts, roller skating parties, PTO functions, and all other events, in which our students appear, are enhanced by the presence of members of the faculty. This is a way to show appreciation to our community for their participation in our school.

## **Staff Development**

All teachers are expected to attend and participate in school provided staff development. Teachers are encouraged to seek other professional growth opportunities that specifically interest them and to share this information with others. As a courtesy to presenters and your colleagues, participants should refrain from grading student work, cutting paper, side conversations, etc. which are distracting.

## **Accident Reports**

Whenever a child is injured at school, the teacher or supervisor will complete an accident report form and send it to the office immediately. This form will be given to the administrative assistant.

## **Visitors**

Visitors to the school must be cleared through the office. Report to the office anyone who seems to be just “wandering” around the building without a visitor badge. Anyone without a badge whom you do not recognize should certainly be questioned as to his/her purpose for being in the building.

## **Personal Property**

Staff is responsible for purses and other valuables to be kept secure. Any money collected for the special purposes should be placed in an envelope, labeled appropriately, and brought to the office for safe keeping.

## **Daily Responsibilities**

Please check in on the sign-in sheet when you arrive in the mornings and before you depart after school. Your check mark helps inform office personnel of your daily arrival and departure. New items are regularly added to the sign-in bulletin board, so please check for new and updated information. Each staff member has a mailbox. Your mailbox should be checked and emptied daily. **Children are not to take mail, notices, bulletins, etc. from the boxes, as they are sometimes confidential and information for teachers only.** Please check your mailbox at noon for any special notices or telephone messages.

Teachers are expected to adhere to all schedules and duty assignments.

## **Teacher Hours**

Teachers are expected to be on duty between 7:45 a.m. and 3:45 p.m. each day. Exceptions (for cause) may be granted by the Executive Director and/or the Assistant Director.

## **Classroom Keys**

Keys issued to you are your own responsibility and should not be loaned to non-staff.

## **Illness**

In case of illness, the administrative assistant should be called by 7:00 a.m.

## **Request for Short Leave of Absence**

If you anticipate requesting personal leave, please consider the difficulty in securing good substitutes on Mondays and Fridays and plan accordingly.

## **Lesson Plans/Instructions for Substitute Teachers**

Each teacher has been issued a Teacher's Plan Book in which he/she is to keep lesson plans. As an alternative, lesson plans can be maintained on a computer as long as a

hard copy is accessible. These plans should be kept up to date. Before the beginning of each week, plans should be completed for the entire week. A copy of these plans should be submitted to the Assistant Director every Monday by 4:00 p.m. Indicate in your substitute teacher folder where you keep your lesson plan book, i.e. center drawer of your desk. The substitute teacher folder should also contain current seating charts, emergency plan information, names of staff and students who would be able to answer questions or give assistance, attendance forms, appropriate schedules, and other pertinent information. Plan books and substitute teachers folders will be checked by the Assistant Director from time to time.

### **Uninterrupted Instruction**

In keeping with our top priority of student achievement, the office staff will make every effort to minimize interruption of your instructional program. Staff members are expected to observe this same standard of professionalism.

### **Liability**

It is important that we work cooperatively to maintain building-wide schedules. Students are never to be left unattended at anytime.

1. Music, LMC, PE, and other special classes need to begin and end on time. Specialists and classroom teachers need to coordinate to ensure that students are always supervised. An entire class should never be dismissed without supervision. Classroom teachers must escort students to and from specialist classes.
2. Special program teachers such as speech, special education, etc. should escort students to and from the classroom.
3. Teachers are to see that students have the opportunity to use the restroom and wash their hands prior to coming to lunch. Children should not be lined up in the halls ahead of schedule. Teachers are to escort students to lunch and are responsible for turning over an orderly class to the lunch supervisor.
4. At lunch and dismissal times no student should be left unsupervised in the classroom. Whole classes should be escorted to the appropriate area as a unit. If alternative arrangements are needed for individual students, they can return to the classroom with the teacher.

### **Utilization of Instructional Assistants**

Teachers are responsible for providing adequate instructions to instructional assistants, including grading policy. Teachers must ensure appropriate supervision takes place once tasks are assigned. The quality of communication between teachers and instructional assistants directly impacts the instructional program and promotes student success. The instructional assistants are there as support and the teacher is ultimately responsible for their students. Teachers are responsible for all grading. Parents and instructional assistants should not be grading essays, projects and so forth. Some grading in spelling and math may be done by parents and instructional assistants.

### **Report Card Comments**

A comment specific to the student should be written on each report card unless a parent conference has been held.

### **Parent Communication**

In our joint efforts to increase parental involvement, ongoing positive communication is paramount to our success. Teachers who meet 5x per week are expected to take the initiative in developing appropriate means of communication such as class newsletters, personal notes which will go out once a week on Thursdays. Other teachers will send communication home at least once per month. Please submit all parent communication to the Assistant Director by Wednesday at noon. They must receive administrative approval before being sent home.

### **Special School Activities**

The office should be informed whenever class, grade level or group special activities, excursions or speakers are scheduled. Videos must be approved before showing.

### **Telephone Use-Office Phones**

Office telephones should be reserved for incoming calls. All calls should be of limited duration (3-5 minutes). Please restrict your use of school phones for personal business. Incoming messages for staff will be placed in mailboxes as soon as possible.

### **Classroom Doors, Lights**

Unless otherwise directed, classroom doors should be unlocked when the teacher is in the room and locked when the classroom is empty. When the room is not in use, lights should be turned off. Windows must be closed when leaving at the end of the school day.

### **Cum Folders**

Cum records are legal and confidential documents. They will be kept in the office. Teachers are responsible for the update of the cum records. Records should be kept to date to the extent of present policy. If you wish to take cumulative records to your room, please sign out at the office.

### **Classroom Inventories**

Each teacher is responsible for keeping and maintaining an ongoing classroom inventory of all non-expendable instructional materials, supplies, furniture, and equipment. A copy of this inventory should be on file in the office. All items purchased school funds are the property of the school for which they were purchased and should be reflected in the inventory.

### **Homework**

Homework should never be used as a reward or a punishment of a student.

### **Emergency Card**

All employees must have an emergency card on file. The cards must be kept up to date. If you move or change your telephone number during the year, please notify our secretary immediately. Please include your birthdate (month/date only) and car license plat number, make of car and color.

## **Employee Forms**

All employees must complete or provide the following forms. Forms must be completed and on file with the school secretary before the beginning of school.

- Applicant's oath
- Certification status form
- Code of conduct
- Contract
- Drug Free Memo and Form
- Emergency Form
- Form I-9
- Health Exam
- Internet Application and Policy Form
- New Employee Record
- Official Transcripts
- PERA Membership Form
- Staff Handbook Form
- TB Test
- Teacher's Oath
- Teaching Certificate or License
- W-4 Form

## Staff Leaves and Absences

Full-time instructional, administrative and support employees shall receive six personal days per year that can be carried forward, except that such days may not exceed ten days in any academic year. Staff may be compensated at substitute pay rate for unused personal days at the end of the school year. Business Manager must be notified, in writing, of days to be carried or days cashed out by last working day.

The TPCA Board of Directors recognizes that individuals experience periodic family emergencies or events, such as childbirth, illnesses or death. In response to these eventualities, the Board authorizes the following policy concerning family leave.

1. Any full-time salaried employee may arrange with the Administrator to take up to six weeks of family leave, which shall be compensated according to the following salary calculation:

Employee's salary shall be reduced to an amount paid per work week. A deduction shall be made from that amount equal to the cost of compensating a person to substitute in the employee's assigned work role. The employee shall retain the remainder, except that the remaining amount shall not be less than \$75 per week. (Compensation for accrued sick leave, personal leave, vacation pay and holiday pay are unaffected by these calculations.)

Regular payroll deductions shall not be affected and shall continue throughout the family leave period. Other required employee contributions shall be borne by the employee out-of-pocket in instances of uncompensated family leave. As to employees eligible for leave under the family and medical leave act (FMLA), all leave under this paragraph shall be considered FMLA leave.

2. For employees covered by the FMLA:
  - A. If the employee is entitled to paid leave under ¶ 1, the employee shall also be entitled, in accordance with law, to up to six additional weeks of unpaid leave.
  - B. If the employee is not entitled to paid leave under ¶ 1, the employee shall be entitled, in accordance with law, to up to 12 weeks of unpaid leave.
  - C. TPCA reserves the right to require medical certification or recertification and other appropriate verification of proper use of FMLA leave and to in every respect observe the limitations as well as the extent of the FMLA.
3. Employees not covered by FMLA may arrange, on a case by case basis for uncompensated family leave.

4. An employee's appropriate use of family leave shall not be a basis for other verse action against the employee, provided, however, that
  - A. TPCA may refuse leave or refuse reinstatement of individuals who:
    - (i) Fail to provide in a timely manner a requested medical certification to substantiate the need for leave due to a serious health condition (See 29 CFR 825.312(b))
    - (ii) Fail to provide a requested fitness-for-duty certification to return to work (See 29 CFR 825.312(c))
  - B. If an employee fails to give timely advance notice when the need for leave is foreseeable, TPCA may delay the taking of leave until 30 days after the date on which the employee actually provided notice (See 29 CFR 825.312(a))
  - C. An employee has no greater right of reinstatement or continued employment than if the employee had been continuously employed during a leave period. (See 29 CFR 825.312(d))
  - D. The TPCA Administrator may be considered a "key employee," with resulting limitations upon reinstatement and other rights, depending upon the anticipated length and timing of the leave and evaluation of its likely impact upon TPCA. (See 29 CFR 825.312(f))
  - F. TPCA reserves all rights and remedies with respect to employees who abuse leave or fraudulently obtain FMLA leave.
5. For FMLA purposes, the year during which employees are entitled to leave shall be the TPCA fiscal year (July 1 to June 30).

Revised May 11, 2000  
Revised October 8, 1998

Approved April 23, 1998

See also St. Vrain policies GDC, GCCAA, GCCAB and GCCBA



## **Grievances Regarding Policy or Rights Violation**

The Board of Directors, Executive Director, and Instructional Staff of Twin Peaks Charter Academy welcome constructive criticism and input motivated by a sincere desire to enhance the Academy's educational program, improve its working conditions, or provide additional opportunities for parental involvement. This policy addresses grievances that allege serious policy or rights violation. General concerns and complaints will be handled under the General Concern and Complaint Policy.

Because Twin Peaks Charter Academy has been granted the flexibility to take action with respect to many of its policies, procedures, and programs, its grievance policy reflects the desire of the Board of Directors to address all grievances "in house." The Board of Directors believes that grievances should be handled fairly and in as timely a manner as practical, and are best resolved as close to their origin as possible. Many issues may be resolved by referring to specific language in TPCA's written policies and procedures, as well as other official documents, such as personnel contracts, which specify certain rights, protections, duties, and responsibilities.

The appropriate chain of command and procedure for pursuing grievances shall be as follows:

- 1a. Instructional Assistant  
Paraprofessional is the first point of contact for resolving a grievance regarding himself/herself.  
(Next in chain is Assistant Director.)
- 1b. Non-instructional staff is the first point of contact for resolving a grievance regarding himself/herself.  
(Next in chain is Executive Director.)
- 1c. Teacher is the first point of contact for resolving a grievance regarding students in that teacher's class, or volunteer working under the supervision of the teacher, or the teacher himself/herself.  
(Next in chain is Assistant Director.)
2. Assistant Director is the first point of contact for resolving a grievance regarding the Assistant Director himself/herself. (Next in chain is Executive Director.)
3. Executive Director is the first point of contact for resolving a grievance regarding the general

administration of the school, or the Executive Director himself/herself. (Next in chain is Board of Directors)

4. Board of Directors The Board will review grievances forwarded to them by the Executive Director. This review may be done in executive session if appropriate.

If a grievance is made outside of the chain of command, the person receiving the grievance has discretion to:

- a. Refer the grievance back to the appropriate level of the “chain of command” described above; and/or;
- b. Informally refer the grievance to the Executive Director with sufficient detail to allow the Executive Director to determine how best to resolve such grievance.

As an exception to the above chain of command, if a grievance relates to serious misconduct, including alleged sexual harassment or other harmful harassment, a complainant is not required to make their grievance to the person who is accused of such serious misconduct. In this situation, the complainant may instead initiate their grievance at the next level in the chain of command. If a student or parent complains to any staff member of serious misconduct, or any staff member observes such behavior, it is the responsibility of the staff member to report that alleged misconduct to the Executive Director or, if necessary, the Board of Directors.

Most grievances should be ultimately resolved at the level of the Executive Director. However, if a grievance remains unresolved after following the procedure outlined above, a complainant shall reduce the grievance to writing and submit such grievance to the Board of Directors. A written grievance alleging violation of TPCA’s written policies or procedures (including contracts), or violation of applicable statutes should contain a reference to the particular policy, procedure, or statute in question. Such grievance shall clearly state it is a formal grievance and a response is requested. The written grievance should also state details about the events surrounding the grievance and detail the steps taken to date to attempt to resolve the grievance through the appropriate chain of command. Complainants are encouraged to use the format of TPCA’s standard grievance form for submitting written grievances. Copies of this form are available at the Office. The Board of Directors shall respond in writing to such a written grievance. A response to a grievance shall not be undertaken by any Board Member independently, and the Board response to a grievance shall require a super-majority of at least five members. Any such response by the board shall be final.

Adopted November 13, 1997, T-GBK and T-KE  
Approved 05-11-00

Twin Peaks Charter Academy  
Longmont, Colorado

**GRIEVANCE FORM**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Board Policy or administrative practice that was violated:  
\_\_\_\_\_  
\_\_\_\_\_

Date of Alleged Violation: \_\_\_\_\_

Briefly describe the alleged violation:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Requested Remedy:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received by

\_\_\_\_\_  
Date

# Section 6 Appraisal

To: All Staff  
From: Dr. Sam...  
Re: Staff Appraisal

“When an educational critic appraises in a way which is designed to provide constructive feedback to the teacher, evaluation begins to perform its most important function: providing the conditions that lead to the improvement of the educational process.”

#### A. Purpose of Teacher Appraisal

- (i) To improve teacher performance
- (ii) To provide a measure of accountability

The process is meant to:

- a. improve the teacher-administration communication
- b. increase the teacher’s awareness of instructional goals
- c. impact instructions and classroom practices
- d. give a teachers a sense of pride and professionalism
- e. increase the parents’ confidence in the school

#### B. Guidelines

- (i) It will include the participation by both the teacher and the administration.
- (ii) Include both pre- and post conferences
- (iii) Be based on factual descriptions that are objective, complete and defensible
- (iv) Be open to teacher review and feedback
- (v) Represent a fair sampling of teacher’s performance
- (vi) Inform the teacher as early as possible about deficiencies
- (vii) Provide the teacher with opportunities to correct deficiencies
- (viii) Guarantee equal treatment regardless of personal status, race, sex or age

#### C. Format

- (i) Pre-conference (as a group or as individuals where possible)
- (ii) Self-assessment
- (iii) Peer Evaluation – optional
- (iv) Classroom visit by administration
- (v) Feedback
- (vi) Student Evaluation (Optional and to be conducted only by the teacher)
- (vii) Post Conference

#### D. Outcome

The teacher appraisal is meant to improve instructions and will not be used for any other purpose. Some teachers may be identified as having serious deficiencies either through this process or by independent means. A different formal customized evaluation may be made of those teachers.

## **AN EXAMPLE OF A CLASSROOM OBSERVATION GUIDE**

### LEARNING CLIMATE

- Appearance of room
- Interaction between teacher and student
- Enthusiasm of teachers
- Responsiveness of students
- Learners on task

### INSTRUCTIONAL METHODS AND STRATEGIES

- Motivation of students
- Positive reinforcement
- Sequence of events within learning activities
- Questioning techniques
- Emphasis on effective learning
  - ❖ Mental set
  - ❖ Objective
  - ❖ Rationale
  - ❖ Input
  - ❖ Modeling
  - ❖ Guided practice
  - ❖ Independent practice
  - ❖ Evaluation
- Individualized instruction
- Physical movement of the teacher
- Time on task
- External and intrinsic rewards
- Teaching to an objective

### EVALUATION TECHNIQUES

- Formal and informal
- Criterion, unit, and of level
- Writing samples

## **INDICATORS OF PERFORMANCE**

### LESSON PLANS

- Clear objective
- Behavior objective
- Educationally significant objective
- Vocabulary development
- Readiness (motivation) developed
- Modeling or clear directions
- Guided practice provided

### EXTENSIONS OR FOLLOW-UP NOTED

- Evaluation by self and students
- Planning for materials

### STUDENT WORK

- Appropriate to the learning objective
- Appropriate to the level of the student
- Promotes positive self concept
- Evidence of writing skills
- Evidence of student understanding
- Contains evidence of creativity

### COLLEGIAL TEAMWORK

- Team planning
- Team teaching
- Demonstration teaching
- Follow-up conference
- Committee membership
- Staff development
- Staff involvement

### INVOLVING PARENTS IN THE CHILD'S EDUCATION

- Written and oral communications
- Parent-Teacher Conference at home
- Parent-Teacher Conference at school
- Classroom visitation by parent
- Parent Workshops
- Special Events
- Parent Volunteer

### PROBLEM SOLVING

- Clarifies the problem
- Establishes choices
- Identify consequences
- Teacher shares responsibility for solving the problem with student
- Positive self-concept maintained
- Teacher and student connect, (relate)
- Incident to prior or future incident
- Teacher provides opportunity for two-way communication

# **Section 7**

## **Student Policies and Procedures**



### **Access to Staff Areas**

Students should not be in these areas without permission:

- Mailboxes
- Staff lounge
- Parking lot
- Secretary/Clerk office area
- Staff telephone

### **Phone Usage**

*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 ensure that student receives it. Office discretion will be exercised regarding student initiated phone calls.*

### **Hall Passes**

*Unescorted pupils should always carry a hall pass. Preferably passes should include destination, time of departure, and pupils name. Teachers may choose to prepare reusable passes for typical purposes.*

### **Passing Periods**

*When moving from classroom to classroom, students are expected to remain silent and respectful of other classes.*

### **Care of Building**

*Teachers should impress on pupils that the custodial staff and others have worked diligently to maintain our school. It is everyone's responsibility to keep it in excellent condition.*

### **Lost and Found**

*Items which are found around the school area are to be turned in to the designated lost and found area. If a student has lost something, he/she should check the lost and found area. All items that have not been claimed are periodically given to a non-profit organization.*

### **Parties**

*Students may bring a treat for the class that will be eaten during the last period of the day or as scheduled by the teacher. Parties are scheduled for during the last week before winter break and Valentine's Day. Treats for parties are furnished by the classroom parents. It is up to the individual teachers whether they want to organize room parents to help with these parties. Teachers are encouraged to be sensitive to families who do not wish for personal or religious reasons to participate in celebrations. Teachers must have advance notice **before** party is scheduled.*

## **Reporting Child Abuse/Child Protection**

It is the policy of the Board of education that this school district comply with the Child Protection Act.

To that end, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately report or cause a report to be made to the appropriate county department of social services or local law enforcement agency.

Reports of child abuse or neglect, the name and address of the child, family or informant or any other identifying information in the report shall be confidential and shall not be public information.

The Board shall provide periodic inservice programs for all employees in order to provide them with information about the Child Protection Act, to assist them in recognizing and reporting instances of child abuse.

School employees and officials shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school official or employee to prove that the child has been abused or neglected.

The superintendent shall submit such procedures as are necessary to the Board for approval to accomplish the intent of this policy.

Adopted February 8, 1984  
Revised August 13, 1986  
Revised September 8, 1993  
Revised to conform with practice: date of manual revision  
Revised October 8, 1997

LEGAL REFS.: C.R.S. 19-1-120 (1)(a)  
C.R.S. 19-3-304  
C.R.S. 19-3-307  
C.R.S. 19-3-309  
C.R.S. 22-32-109 (1)(z)

*Note: The fourth section of the law cited above grants school employees and other persons who report or facilitate investigation of instances of child abuse immunity from any liability that might otherwise be incurred, except for making maliciously false statements.*

St. Vrain Valley School District RE-1J, Longmont, Colorado

## **Reporting Child Abuse/Child Protection**

### **1. Definition of abuse or neglect**

Child abuse or neglect is defined in law as "an act or omission which seriously threatens the health or welfare of a child." Specifically, this refers to:

- a. Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and such condition or death which is not justifiably explained or where the history given concerning such condition or death is at variance with the condition or the circumstances indicate that the condition may not be the product of an accidental occurrence.
- b. Any case in which a child is subject to sexual assault or molestation, sexual exploitation or prostitution.
- c. Any case in which a child is in need of services because the child's parents, legal guardians or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care or supervision that a prudent parent would take.

### **2. Reporting requirements**

Any school employee who has reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must report such fact to the appropriate County Department of Social Services or appropriate law enforcement agency. The employee must follow any oral report with a written report sent to the appropriate agency.

In cases where the suspected or known perpetrator is a school employee, the report should be made to the law enforcement agency. (Reports made to social services will be referred to law enforcement.)

The employee reporting suspected abuse/neglect to social services or law enforcement officials must inform the school principal as soon as possible orally or with a written memo. The ultimate responsibility for seeing that the oral and written reports are made to social services or law enforcement agencies lies with the school official or employee who had the original concern.

### **3. Contents of report**

The following information should be included to the extent possible in the initial oral report:

- a. Name, address, age and sex of the child

- b. Name and address of the child's parents, guardians and/or persons with whom he is living
- c. Name and address of the person, if known, believed responsible for the suspected abuse or neglect
- d. The nature and extent of the child's injury or condition as well as any evidence of previous instances of known or suspected abuse or neglect of the child or the child's siblings--all with date as appropriate
- e. The family composition, if known
- f. Any action taken by the person making the report
- g. Any other information that might be helpful in establishing the cause of the injuries or the condition observed

It is helpful if the person reporting suspected abuse/neglect is prepared to give documentation. Thus, noting details of observations is important. It is permissible for the school official or employee to conduct a preliminary non-investigative inquiry of any injury or injuries under the following circumstances:

- a. School personnel may inquire of the child how an injury occurred. If a school employee suspects that abuse has occurred, the counselor and/or the principal should be alerted. Leading and/or suggestive questions should be avoided. School personnel may not contact the child's family or any other person suspected of causing the injury or abuse to determine the cause of the suspected abuse or neglect.
- b. A school employee's reasonable cause to suspect that the child has been subjected to abuse or neglect may arise from a child's vague or inconsistent response to such an inquiry or from an explanation which does not fit the injury.
- c. All efforts must be made to avoid duplicate or numerous interviews of the victim.

#### **4. After filing reports**

After the report is made to the agency, district and school staff members will cooperate with social services and law enforcement in the investigation of alleged abuse or neglect. The school will report any further incidents of abuse to the agency's representative.

As the case is being investigated, the school will provide supportive aid and counseling services for the child.

Once a report of child abuse is given to the agency, the responsibility for investigation and follow-up lies with the agency. It is not the responsibility of the school staff to investigate the case. Therefore, the school staff will not engage in the following activities:

- a. Make home visits for investigate purposes.
- b. Take the child for medical treatment. (This does not preclude taking action in an emergency situation.)
- c. Convey messages between the agency and the parents/guardian.

Authorized school and district personnel may make available to agency personnel assigned to investigate instances of child abuse the health or other records of a student for such investigative purposes.

#### **5. Guidelines for consideration**

- a. If any school employee has questions about reasonable cause of child abuse and the need for making a report, he may consult with the appropriate director of instruction, unless the alleged perpetrator is an employee, then he should notify the assistant superintendent for human resources. If the appropriate director of instruction is not available, a direct call to the county department of social services about concerns is advisable.

Note that consultation with another school official or employee will not absolve the school official or employee of the responsibility for reporting child abuse.

- b. In an emergency situation requiring retention of the child at the school building due to fear that if released the child's health or welfare might be in danger, it should be observed that only law enforcement officials have the legal authority to hold a child at school. Otherwise a court order must be obtained to legally withhold a child from his parent or guardian.
- c. When any school official or employee has a question about the thorough investigation of suspected abuse/neglect following the filing of a report, he should contact the appropriate director of instruction.
- d. While all school officials and employees are reminded of their legal responsibility to report suspected cases of abuse or neglect, they may be assured that reports will be investigated by trained professionals and that there are more supportive and therapeutic treatment alternatives available for parents and children than there have been in the past.

- e. The confidential nature of information pertinent to child abuse or neglect cases is a matter to be emphasized both legally and humanely.

Approved September 20, 1976

Revised August 8, 1984

Revised September 8, 1993

Revised to conform with practice: date of manual revision

Revised October 8, 1997

St. Vrain Valley School District RE-1J, Longmont, Colorado

St. Vrain Valley School District

REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT

This report serves as the written documentation for the incident below

School: \_\_\_\_\_

Name of Child: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Describe the nature and extent of student's injuries, including observations, statements, date(s) and time.

Alleged Perpetrator: (Supply all information you may have)

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action taken by School Official:

Reported to: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

(Name of Agency)

Representative's Name/Position: \_\_\_\_\_

Reporting Party:

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature of Reporting Party \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Additional Information

Describe family composition including siblings' names and ages, if relevant. Provide other information which may be helpful to the protection of the health and welfare of the student.

Follow up, if applicable: \_\_\_\_\_  
\_\_\_\_\_

# **Section 8**

## **Emergency Information**



## TWIN PEAKS CHARTER ACADEMY

### **GENERAL STATEMENT ON EMERGENCY PROCEDURES**

#### **Organization**

- The program for the school year will include emergency procedures for fire, natural disasters, enemy attack, civil disorders, and bomb threats.
- The Executive Director will assume general responsibility for the program within the school. The Custodian will assist the Executive Director.
- Each class should be organized so that some of the students have responsibilities in assisting the teacher in any way that he/she indicates. Ordinarily, one student assistant should lead and another follow the class in any movement about the school building.
- The custodians have specific duties, directly connected with their work, that should be performed during an emergency.
- An emergency procedure schematic indicating signals for fire, refuge and shelter area drills shall be conspicuously posted in each classroom, in other necessary locations about the school, in each Teacher's handbook, and in each Substitute Teachers' Folder.

#### **Essential Equipment**

- Flashlights for emergency use have been distributed.
- Radio – A battery operated radio for the purpose of receiving alerts and other communication during emergencies is stored in the Executive Director's office. It should be used only for civil defense alerts and emergencies.

## **Pre-Crisis Intervention Plan**

Twin Peaks Charter Academy

The Safety Committee recommends that the homeroom teacher be the first contact person for students regarding pertinent information pertaining to students and/or their families and friends. All other staff, including Administration, and parents, are also considered contact persons.

The Safety Committee recommends that teachers make their students aware of the type of situations that need to be reported. This information would include any crimes, self-injury, or injury towards others and/or threats of such behavior. The Safety Committee also would like teachers to inform their students who their contact people are and the importance of letting an adult know of a possible situation.

All information will be handled in strict confidence and dealt with immediately. Any information received should be given to Dr. Sam or Nancy Box.

Evacuation Drill October 4, 2000 @ 9AM

Evacuation Site: Central Presbyterian Church on Kimbark Street

*When the fire alarm sounds you will use your regular exits already assigned to your class. Your classes are broken up into “East Teams” and “West Teams” (see diagram). Please have your student’s team up with their “buddies” and the class closest to the **east** will head to our evacuation site.*

The “East Teams” will **cross** at Kimbark and head **south** on the East side of Kimbark. The “West Teams” will **cross** at Eighth and head **south** on Kimbark **crossing** at Fourth Ave. When you arrive at the evacuation site, the “East Team” will enter at the parking lot door, the “West Team” will enter through the front doors. Fill the pews first and then continue on into the overflow room.

*The overflow room will require students to sit on the floor. At that time we will have you do a head count and confirm that you have everyone. (In case of a real emergency you will begin to check the students for injuries or other signs of trauma). Dr. Sam will address the students and we will return to school the same way we came.*

*Students are to stay with their “buddies” at all times. When you arrive at school, it is time to do another head count and confirm with administration that you have everyone back safe and sound.*

*In the case of a real emergency you will be required to stay at the evacuation site until all students are accounted for and the situation is under control. Please be ready and willing to step into any position asked of you at that time.*

**Any ill behavior during this drill will be met with stern consequences. Your students need to be informed that their behavior will be watched closely and that all offences are non-redeemable and may result in a strike.**

## EMERGENCY PROCEDURES

### **Catastrophic Evacuation:**

In the event of an extreme incident and normal evacuation routes cannot be used, exit building through any safe exit and move away from the building. **DO NOT** cross in front of the building, go straight in all directions and meet at the designated sites. North site is the soccer field on Main Street (new civic center annex). South site is Central Presbyterian Church. Teachers stay with as many kids as possible. If you end up at the north site, begin to head towards the church away from the school or seek help close by.

### **Lockdown Drill:**

All staff and students go to and stay in their classrooms/offices. Lock all of your classroom doors. The building is then locked. Students are to keep clear of the doors, windows and to **stay down** until the all clear has been sounded.

### **Fire Drill:**

*Follow regular fire drill instructions except line up with your buddies.*

### **Tornado Drill:**

In the case of a tornado all students will move into the interior hallways, away from the windows. Depending on the severity of the warning all students may be moved to the first floor interior hallways.

**First Floor Coordinator:** Shelly Michael

**Second Floor Coordinator:** Frank Fowler

**Third Floor Coordinator:** Val Harvey

## **Evacuation List**

Audiology 4-6 average at most 10 people (Edith is our contact person, they will help in case of emergency.)

Pre-school A.M. 16-18 (Mrs. Landaiche)  
(eighth grade buddies)

Pre-school P.M. 16-18  
(eighth grade buddies)

K-A.M. 24 (Mrs. Adams)  
(seventh grade buddies)

K-P.M. 24  
(seventh grade buddies)

First Grade 24 (Miss Garvey)  
(sixth grade buddies)

First Grade 24 (Ms. Menosky)  
(sixth grade buddies)

Second Grade 24 (Miss Schultz)  
(fifth grade buddies)

Second Grade 24 (Miss Michael)  
(fifth Grade buddies)

Third Grade 24 (Mrs. Tenkely)  
Third Grade 24 (Mrs. Babajian)

Fourth Grade 24 (Mr. Fowler)  
Fourth Grade 24 (Mrs. Schenk)

Kitchen Ladies 1-3

、  
Check List for Evacuation Drill:

First Floor: Lorraine (Attendance Records)

Floor cleared

Doors Shut

Alert Audiology

Second Floor: Nancy Olander

Floor Cleared

Doors Shut

Health Cards

First Aid Bag

Third Floor: Hawley

Floor Cleared

Doors Shut

All other building needs (lights if necessary, gas shut off etc.)

Last to leave: Dr. Sam, Deena Kicera

Entire Building Cleared

Outside Doors Locked

Kitchen notified-Deena

# TWIN PEAKS CHARTER ACADEMY

## FIRE DRILL

**GENERAL INSTRUCTIONS** (see specific room exit directions – separate sheet).

1. The fire alarm signal is the sounding of the horns in a series of blasts. These horns are never used except for fire drill.
2. When possible, two classmates will exit as a unit in order to have the teacher lead the line and the other teacher bring up the rear of the same line. The teacher at the end of the line will be responsible for seeing that rooms are cleared and doors are closed (windows need not be closed). Pupil monitors must not be used for these duties.
3. Teachers and their pupils will remain on the grounds at the areas designated until the bell signals the return to the classroom.
4. **THERE WILL BE NO TALKING, RUNNING, OR SHOVING DURING FIRE DRILLS.**
5. Teachers **will take their class list with them during a fire drill** in order that attendance may be checked. Roll should be taken immediately. Missing students should be reported to the attendance clerk.
6. Any pupil who is not in his classroom at the time of a fire alarm will proceed to the nearest exit with the class nearest him. This would apply to any pupil who is in the lavatory when the horn sounds. Pupils should frequently be reminded of this.
7. The first teacher reaching exit doors assumes the responsibility of quickly assigning door monitors. Door monitors should hold doors open until all groups are out. Then door monitors should join their own classes. Follow same procedure coming in.
8. Custodians check lavatories and halls.
9. All clear will be given by the Administrator and/or Assistant Principal.

# TWIN PEAKS CHARTER ACADEMY

## TORNADO DRILL

### **Duck and Cover (Quick Response)**

In the class, each student immediately should duck under his/her desk, covering his/her neck and head areas with own hands. Adults duck under teacher's desk. Wait for "all clear" to resume normal activities.

### **Regular Tornado Drill (Usually fair amount of time given with the tornado watch warning)**

In an orderly manner, students are to go in to the hall outside their classroom; away from glass. Form two lines, close to the wall, sit cross-legged (Indian style), one hand covers the neck area, one hand covers the head area. Students remain in position until "all clear".

### **Scheduled Drills**

April 2, 2000	10AM
May 7, 2000	10AM

TWIN PEAKS CHARTER ACADEMY



## **BUILDING PROCEDURES – THREATENED ASSAULTS**

- I. Building Security
  - A. All visitors are directed to the main entrance by door signs displayed on all outside doors.
- II. Guidelines for Threatened Assaults
  - A. All visitors are expected to sign in and sign out at the main office and to obtain a name tag.
  - B. Intruders or demonstrators are to be reported to the main office and may be subject to removal by the proper authorities.
  - C. Staff members are advised to remain calm and immediately report incidents involving “hostile” visitors to the Executive Director or Assistant Director.
  - D. Overt threats may be through telephone calls, written notes, U.S. mail, or confrontations on and off the school grounds, and in and outside the normal work day.
- III. Reporting Threats (no imminent danger)
  - A. Incident is reported to the Executive Director.
  - B. An immediate conference is held to:
    - 1. Determine seriousness of the situation.
    - 2. Determine course of action.
    - 3. Notify all those involved of action to be taken.
    - 4. Initiate a meeting with the threatening party, the staff member, and the Executive Director to resolve problems.
  - C. If a staff member receives or is asked to return a phone call from a party where prior abusive intent has been demonstrated, the staff member may request intervention by the Executive Director.
- IV. Reporting Threats (imminent danger)
  - A. When a threat is made and the need for emergency action is indicated:
    - 1. The teacher will notify a “buddy” teacher to cover class and attempt to escort the party to the office for the purpose of a “cooling off” conference.
    - 2. Notify the administrative staff through student messenger.
    - 3. The office will immediately notify the staff member affected with class or other coverage provided as deemed necessary.
    - 4. Police will be alerted that a potentially dangerous situation exists.
  - B. The staff member will alert the Executive Director whenever she/he has advance notice indicating that a member may request intervention by the Executive Director.
- D. Abusive telephone calls received by staff members from school patrons outside the school day should be:
  - 1. Reported to the police.
  - 2. Reported to the Executive Director.
  - 3. Recorded by the recipient and the Executive Director.
- E. Threats of bodily harm should be reported immediately to the police and Executive Director.
- F. A threatened staff member may request that a “buddy system” network be arranged by the Executive Director to ensure the staff member’s safety and may include:
  - 1. Escort to and from the parking lot.
  - 2. Escort within the building as deemed necessary.

threatening party may actually arrive in the school.

- V. Threatening Party on Premises
  - A. The Executive Director and other nearby staff members will be notified that assistance is required by sending a messenger to the office with a **yellow pass (red pass for child concern)**.
  - B. No staff member should become physically involved with any person. We do not want any of our personnel harmed.
  - C. If a person insists she/he is going to take a child, tell the person that unless he/she obtains approval from the office, the police will be called. IF the person still takes the child, follow the person to the door and get the description and license plate number of the car that the person gets into.

## **Section 9 Schedules**



## **Section 10**

### **Current Year**

## TPCA Calendar 2000-2001

Month	Date	Day	Main Event	Other Events
<b>August</b>	16	Wed	All Teachers Report	
	16-18, 21-22		Orientation/ Workshops	
	21	Monday	New Students Orientation	
	23	Wed	<b>First Day of School</b>	
<b>September</b>	4	Monday	Labor Day	
	15	Fri	CLCS CK Conference/ No school	
<b>October</b>				
	19	Thr	<b>End of Q1</b>	
	20	Friday	Fall Break	MS Choir- Awards assembly Field trip to hear HS choir
	24	Tuesday	<b>Beginning of Q2</b>	
<b>November</b>				
	2	Thursday	Parent-Teacher Conference PM	
	3	Friday	Parent-Teacher Conference(No School)	
	4	Sat	Parent-Teacher by appointments only	
	15	Wed		4& 5th Choir Thanksgiving
	20	Mon	Thanksgiving Break	
	21	Tue	Thanksgiving Break	MS Choir Retirement Home tour and lunch
	22	Wed	Comp Day/ No school	
	23	Thurs	Thanksgiving/ No school	
	24	Fri	Thanksgiving/ No school	
<b>December</b>				
	7	Thur		
	13	Wed		Gr 2-3 Winter Concert MS Choir Winter Concert
	20	Wed	<b>Start of Winter Break</b>	
<b>January</b>				
	1	Mon	<b>New Years</b>	
	2	Tues	Teacher Work Day	
	3	Wed	Classes Resumes	MS Choir- Solo Ensemble contest
	12	Fri	<b>End of Quarter 2</b>	
	15	Mon	MLK Day/ No School	
	16	Tue	<b>Beginning of Quarter 3</b>	
	23	Tue		K-1 Winter Concert
<b>February</b>				
	12	Mon		4& 5 Choir Blue & Gray
	19	Mon	Presidents' Day No School	
	27	Tue		Talent Show

<b>March</b>	6 Tue		Prisms ? MS Choir- 8th Grade Festival
	9 Friday	Teacher Conference No School	
	15 Thursday 16 Friday		Astronomy Musical Astronomy Musical
	<b>22 Thursday</b>	<b>End of Quarter 3</b>	
	<b>23 Friday</b>	<b>Teacher Workday/Workshop No School</b>	
	26 Mon 30 Friday	Spring Break Spring Break	
<b>April</b>	2 Mon	<b>Beginning of Quarter 4</b>	

	5 Thursday	Parent-Teacher Conference PM	
	6 Friday	Parent-Teacher Conference(No School)	
	7 Sat	Parent-Teacher by appointments only	
	10 Tue		History of Longmont-Gr 2
	<b>16 Mon</b>	<b>Teacher Comp Day</b>	
	24 Tue		K-1 Spring Concert
<b>May</b>	8 Tue		4&5 Choir Spring Concert
	16 Wed		MS Choir Spring Concert
	28 Monday	Memorial Day	

	31 Thursday	<b>Grade 8 Graduation</b>
<b>June</b>	1 Fri	<b>Last Day of School/Grade 8 Graduation</b>
<b>June</b>	4 Mon	Teacher Workday
	5 Tue	Teacher Workday
<b>June/July</b>		Summer Holidays
<b>August</b>	20 27	All Teachers Report
		Total <b>Pupil-Teacher Contact Hours TPCA SVVSD STATE</b> Elementary K-6) Middle school (7-12)

**T-GCBA-E**

**EMPLOYMENT CONTRACT**

The Board of Directors of the Twin Peaks Charter Academy (“Academy”) at a [check one]  regular  special meeting held on \_\_\_\_\_ at \_\_\_\_\_, Colorado, has authorized the President and Secretary of said Board of Directors to execute this contract of employment for and on behalf of the Academy, and with \_\_\_\_\_ (“Teacher”).

1. This contract is for employment of the Teacher “AT WILL” during the \_\_\_\_\_ school year at the Academy. This Contract, may be renewed or extended only by written agreement of the parties approved by resolution of the Board of Directors. This Contract shall be void and the offer contained herein withdrawn if it shall not be signed and returned to the Academy within 10 business days following its receipt by the Teacher. The Teacher recognizes that the Academy is a charter school and that as an employee of such school the Teacher is not subject to certain laws, regulations and policies that might otherwise prescribe employment status or rights.

2. Notwithstanding any other provision in this Contract or in any Academy policy, rule, regulation or procedure, the Teacher agrees that neither this Contract nor any Academy policy, rule, regulation or procedure shall confer or grant any rights to continued employment by the Academy. This Contract shall not, and is not intended to, affect employment rights with the SCHOOL DISTRICT, if any, that the Teacher has as a result of current or prior employment of the Teacher by the School District. This is a contract with the Academy and NOT with the St. Vrain Valley School District and the District incurs hereby no liability or obligation for performance related to this contract.

3. This Contract may be terminated by the Teacher or the Academy at any time, with or without cause, upon two (2) weeks notice to the other party. Pay shall run through the two week notice period except that if the Teacher terminates the contract voluntarily before October 1 of the school year, payment shall be limited to days actually worked and amounts, if any, advanced by the Academy and representing days not worked shall be returned by Teacher to the Academy. Except for the date fixed in the notice, termination shall become final and effective upon delivery of such notice to the other party without further action by either party to this Contract.

4. The Academy shall pay to the Teacher a salary at a rate based on a gross annual amount of \$ \_\_\_\_\_ payable in \_\_\_\_\_ equal installments, plus such additional amounts, if any, as may be due under the policies of the Academy, or as agreed to by the Executive Director and Board, for assigned extra duty performed by the Teacher. If this Contract is terminated or abandoned prior to the performance of all services required hereunder, the Teacher shall be paid through the last date services were performed at the rate described in this paragraph and shall have no right or claim to additional compensation.

5. Deductions authorized by law or Academy policy shall be made by the Academy from the monthly installments of the salary due the Teacher.

6. The Teacher agrees to perform reasonable activities and assignments as directed by and in accordance with the requirements of the Board of Directors of the Academy and its Executive Director for the days of the year and at the times designated from time to time by the Board of Directors of the Academy and its Executive Director. These services shall generally be assigned in accordance with the dates and times prescribed in the Academy calendar, as it may be amended from time to time.

7. The Teacher agrees to comply with all applicable laws of the federal and state governments and all duly adopted policies, rules and regulations of the Board of Directors and the Executive Director of the Academy in performing all activities and assignments. Without limiting the generality of the foregoing, the Teacher acknowledges that these policies, rules and regulations of the Academy include the policies and procedures of the School District from which the

Academy has not obtained a waiver and include the Staff Handbook for the Academy. Academy policies, rules and regulations shall be made available for review by the Teacher at places designated by the Executive Director, and the Teacher shall take reasonable steps to review all such policies and regulations which may be applicable to the Teacher's job responsibilities. The Teacher shall be knowledgeable regarding the contents of all such policies. **The Teacher hereby agrees that before signing this contract, he or she has been provided with, read and is familiar with the Academy Mission Statement, Guiding Principles and Founding Philosophies, Academy policies on student discipline, the curriculum and academic expectations of the Academy.** The Academy specifically reserves the right to change its policies, rules and regulations from time to time as it believes appropriate, and the Teacher shall review and comply with such policies, rules and regulations as revised.

8. This Contract constitutes the entire understanding and agreement between the parties and there are no other oral or written agreements, understandings, restrictions, warranties, or other representations between the parties relating to this subject matter other than those set forth. This agreement supersedes all prior agreements, understandings, discussions, or negotiations relating to this subject matter. Any modification of this Contract must be in writing, approved by the Board of Directors and signed by all of the parties.

9. This Contract shall be construed and enforced in accordance with the laws of the state of Colorado. If it is determined that any term or condition of this contract is not enforceable, the remaining terms and conditions shall continue to be binding and enforceable.

10. The waiver by either party of any term, condition or breach of this Contract shall not constitute a waiver of any other term, condition or breach of this Contract.

**WE HAVE EACH READ THIS CONTRACT AND ACCOMPANYING INFORMATION, HAD THE OPPORTUNITY TO DISCUSS IT, AND UNDERSTAND IT.**

ATTEST:

TWIN PEAKS CHARTER Academy

\_\_\_\_\_ Date \_\_\_\_\_  
Member, Board of Directors

\_\_\_\_\_ Date \_\_\_\_\_  
President/Treasurer, Board of Directors

\_\_\_\_\_ Date \_\_\_\_\_  
Executive Director

\_\_\_\_\_ Date \_\_\_\_\_  
Teacher

The Contract is valid and binding only when signed by the employee, the Executive Director, and two TPCA Board members including either the Board President or the Treasurer.

Revised April 13, 2000  
Revised August 10, 2000



**T-GCBB-2**

**{Administrative Assistant, Business Manager, Assistant Director, Director of Student Services/Technology Coordinator}**

**EMPLOYMENT CONTRACT**

The Board of Directors of the Twin Peaks Charter Academy (“Academy”) at a [check one] **1** regular **2** special meeting held on \_\_\_\_\_ at \_\_\_\_\_, Colorado, has authorized the President and Secretary of said Board of Directors to execute this contract of employment for and on behalf of the Academy, and with \_\_\_\_\_ (“**job title**”).

1. Subject only to ¶ 3 below, this contract is for employment of the **job title** “AT WILL” during the \_\_\_\_\_ school year at the Academy. This Contract shall be void and the offer contained herein withdrawn if it shall not be signed and returned to the Academy within 10 business days following its receipt by the **job title**. This Contract, may be renewed or extended only by written agreement of the parties approved by resolution of the Board of Directors. The **job title** recognizes that the Academy is a charter school and that as an employee of such school the **job title** is not subject to certain laws, regulations and policies that might otherwise prescribe employment status or rights.

2. Notwithstanding any other provision in this Contract or in any Academy policy, rule, regulation or procedure, the **job title** agrees that neither this Contract nor any Academy policy, rule, regulation or procedure shall confer or grant any rights to continued employment by the Academy. This Contract shall not, and is not intended to, affect employment rights with the SCHOOL DISTRICT, if any, that the **job title** has as a result of current or prior employment of the **job title** by the School District. This is a contract with the Academy and NOT with the St. Vrain Valley School District and the District incurs hereby no liability or obligation for performance related to this contract.

3. This Contract may be terminated by the **job title** or the Academy at any time, with or without cause, upon two (2) weeks notice to the other party except that if the **job title** terminates the contract voluntarily before October 1 of the school year, payment shall be limited to days actually worked.. Pay shall run through the two week notice period. Except for the date fixed in the notice, termination shall become final and effective upon delivery of such notice to the other party without further action by either party to this Contract.

4. The Academy shall pay to the **job title** a salary at a rate based on a gross annual amount of \$ \_\_\_\_\_ payable in \_\_\_\_\_ equal installments. In no event shall **job title** be authorized or permitted to work more than \_\_\_\_\_ hours per week.If this Contract is terminated or abandoned prior to the performance of all services required hereunder, the **job title** shall be paid through the last date services were performed at the rate described in this paragraph and shall have no right or claim to additional compensation.

5. The Academy shall provide the **job title** with such fringe benefits as are generally provided, by policy, to twelve month administrative employees. Deductions authorized by law or Academy policy shall be made by the Academy from the monthly installments of the salary due the **job title**.

6. The **job title** agrees to perform reasonable activities and assignments as directed by and in accordance with the requirements of the Board of Directors and/or Executive Director of the Academy for the days of the year and at the times designated from time to time by the Board of Directors of the Academy. These

services shall generally be assigned in accordance with the dates and times prescribed in the Academy calendar, as it may be amended from time to time.

6.1 This is a full-time contract and **[job title]** shall devote his/her attention to the functions of the Academy at all times during the term of this Contract. These services shall generally be performed in accordance with the dates and times prescribed in the Academy calendar as it may be amended from time to time, for up to \_\_\_\_ full days and may involve duties both during said school year and during the school's summer break. Though it is not ordinarily contemplated that the **[job title]** will perform services on weekends or legal holidays, it is intended that the **[job title]** shall remain available on such days to meet the responsibilities of **[job title]** of the school.

7. The **[job title]** agrees to comply with all applicable laws of the federal and state governments and all duly adopted policies, rules and regulations of the Board of Directors of the Academy in performing all activities and assignments. Without limiting the generality of the foregoing, the **[job title]** acknowledges that these policies, rules and regulations of the Academy include the policies and procedures of the School District from which the Academy has not obtained a waiver and include the Staff Handbook for the Academy. The Academy specifically reserves the right to change its policies, rules and regulations from time to time as it believes appropriate, and the **[job title]** shall review and comply with such policies, rules and regulations as revised.

8. The Executive Director shall evaluate and assess in writing the performance of the **[job title]** during the term of this Contract, provided that any failure to perform such evaluation or informality in completion of an evaluation shall have no effect on the AT WILL nature of this contract and the provision for termination in ¶ 3.

9. This Contract constitutes the entire understanding and agreement between the parties and there are no other oral or written agreements, understandings, restrictions, warranties, or other representations between the parties relating to this subject matter other than those set forth. This agreement supersedes all prior agreements, understandings, discussions, or negotiations relating to this subject matter. Any modification of this Contract must be in writing, approved by the Board of Directors and signed by all of the parties.

10. This Contract shall be construed and enforced in accordance with the laws of the state of Colorado. If it is determined that any term or condition of this contract is not enforceable, the remaining terms and conditions shall continue to be binding and enforceable.

11. The waiver by either party of any term, condition or breach of this Contract shall not constitute a waiver of any other term, condition or breach of this Contract.

**WE HAVE EACH READ THIS CONTRACT, HAD THE OPPORTUNITY TO DISCUSS IT, AND UNDERSTAND IT.**

ATTEST:

TWIN PEAKS CHARTER Academy

\_\_\_\_\_ Date \_\_\_\_\_  
Member, Board of Directors

\_\_\_\_\_ Date \_\_\_\_\_  
President/Treasurer, Board of Directors

\_\_\_\_\_ Date \_\_\_\_\_  
Executive Director

\_\_\_\_\_ Date \_\_\_\_\_  
**[job title]**

SEE ATTACHED JOB DESCRIPTIONS AND PERTINENT POLICIES

The Contract is valid and binding only when signed by the employee, the Executive Director, and two TPCA Board members including either the Board President or the Treasurer.

Revised May 25, 2000  
Revised August 10, 2000

**T-GCBB-3**

**{Custodial, Health Clerk, Classroom Instructional Assistants}**

**EMPLOYMENT CONTRACT**

The Board of Directors of the Twin Peaks Charter Academy (“Academy”) at a [check one]  regular  special meeting held on \_\_\_\_\_ at \_\_\_\_\_, Colorado, has authorized the President and Secretary of said Board of Directors to execute this contract of employment for and on behalf of the Academy, and with \_\_\_\_\_ (“**job title**”).

1. This contract is for employment of the **job title** “AT WILL” during the \_\_\_\_\_ school year at the Academy. That is, this Contract may be terminated by the **job title** or the Academy at any time, with or without cause and payment shall be limited to days actually worked. This Contract shall be void and the offer contained herein withdrawn if it shall not be signed and returned to the Academy within 10 business days following its receipt by the **job title**. This Contract, may be renewed or extended only by written agreement of the parties approved by resolution of the Board of Directors. Except for the date fixed in the notice, termination shall become final and effective upon delivery of such notice to the other party without further action by either party to this Contract. The **job title** recognizes that the Academy is a charter school and that as an employee of such school the **job title** is not subject to certain laws, regulations and policies that might otherwise prescribe employment status or rights.

2. Notwithstanding any other provision in this Contract or in any Academy policy, rule, regulation or procedure, the **job title** agrees that neither this Contract nor any Academy policy, rule, regulation or procedure shall confer or grant any rights to continued employment by the Academy. This Contract shall not, and is not intended to, affect employment rights with the SCHOOL DISTRICT, if any, that the **job title** has as a result of current or prior employment of the **job title** by the School District. This is a contract with the Academy and NOT with the St. Vrain Valley School District and the District incurs hereby no liability or obligation for performance related to this contract.

3. The Academy shall pay to the **job title** an hourly wage \$ \_\_\_\_\_ per hour actually worked. In no event shall **job title** be authorized or permitted to work more than \_\_\_\_\_ hours per week. Consistently with this hourly assignment, the Academy shall not provide the **job title** with fringe benefits as prescribed by Academy policy for employees who work 35 or more hours per week.

4. The **job title** agrees to perform reasonable activities and assignments as directed by and in accordance with the requirements of the Board of Directors and/or Executive Director of the Academy for the days of the year and at the times designated from time to time by the Board of Directors of the Academy. These services shall generally be assigned in accordance with the dates and times prescribed in the Academy calendar, as it may be amended from time to time.

5. The **job title** agrees to comply with all applicable laws of the federal and state governments and be aware of all duly adopted policies, rules and regulations of the Board of Directors of the Academy, that pertain to their job, in performing all activities and assignments. Without limiting the generality of the foregoing, the **job title** acknowledges that these policies, rules and regulations of the Academy include the policies and procedures of the School District from which the Academy has not obtained a waiver and include the job description and staff handbook for the Academy. The Academy specifically reserves the right to change its

policies, rules and regulations from time to time as it believes appropriate, and the [job title] shall review and comply with such policies, rules and regulations as revised.

6. This Contract constitutes the entire understanding and agreement between the parties and there are no other oral or written agreements, understandings, restrictions, warranties, or other representations between the parties relating to this subject matter other than those set forth. This agreement supersedes all prior agreements, understandings, discussions, or negotiations relating to this subject matter. Any modification of this Contract must be in writing, approved by the Board of Directors and signed by all of the parties.

7. This Contract shall be construed and enforced in accordance with the laws of the state of Colorado. If it is determined that any term or condition of this contract is not enforceable, the remaining terms and conditions shall continue to be binding and enforceable.

8. The waiver by either party of any term, condition or breach of this Contract shall not constitute a waiver of any other term, condition or breach of this Contract.

**WE HAVE EACH READ THIS CONTRACT, HAD THE OPPORTUNITY TO DISCUSS IT, AND UNDERSTAND IT.**

ATTEST:

TWIN PEAKS CHARTER Academy

\_\_\_\_\_  
Date \_\_\_\_\_  
Member, Board of Directors

\_\_\_\_\_  
Date \_\_\_\_\_  
President/Treasurer, Board of Directors

\_\_\_\_\_  
Date \_\_\_\_\_  
Executive Director

\_\_\_\_\_  
Date \_\_\_\_\_  
[job title]

SEE ATTACHED JOB DESCRIPTIONS, PERTINENT POLICIES AND STAFF HANDBOOK

The Contract is valid and binding only when signed by the employee, the Executive Director, and two TPCA Board members including either the Board President or the Treasurer.

Revised May 25, 2000  
Revised August 10, 2000

# Section 11

## Forms



Health 11.965.2134.0610  
Custodial 11.965.3300.0610

\_\_\_\_\_  
**Administrator Approval**

*Twin Peaks Charter Academy*

***CHANGE OF ADDRESS/INFORMATION CARD***

Name \_\_\_\_\_

—                      **Last**                      **First**                      **Middle**

Address \_\_\_\_\_ City \_\_\_\_\_

Zip Code \_\_\_\_\_ Phone Number \_\_\_\_\_

Email \_\_\_\_\_

**Emergency Contacts:**

1. \_\_\_\_\_ Phone: \_\_\_\_\_

2. \_\_\_\_\_ Phone: \_\_\_\_\_

Family Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**



Twin Peaks Charter Academy  
Longmont, Colorado

FIELD TRIP/ACTIVITY PERMISSION FORM

Date \_\_\_\_\_

Dear Parent(s) and/or Guardian(s):

On \_\_\_\_\_ Approx. Time \_\_\_\_\_  
Day Month Date Year

your child may participate in a Field Trip/Activity away from our school to:  
\_\_\_\_\_

The class will: (Teacher/Sponsor, please check one)

- Walk (in the event of inclement weather, the following may be an option)
- Travel by school district bus or school district van
- Travel by privately owned cars (District policy regarding the use of private cars will be strictly enforced)

District policy requires that parents/guardians sign and return this form to your child's teacher before he/she is allowed to participate in the Field Trip/Activity. Please return the bottom portion of this letter to your child's teacher by: \_\_\_\_\_

Sincerely,

----- Please detach  
and return to school

My child, \_\_\_\_\_, has my permission to attend the  
Field Trip/Activity to \_\_\_\_\_  
on \_\_\_\_\_.

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

Adopted November 29, 1999

**ST. VRAIN VALLEY SCHOOL DISTRICT  
TWIN PEAKS CHARTER ACADEMY  
REFERRAL TO CHILD STUDY TEAM**

Name \_\_\_\_\_  
D.O.B. \_\_\_\_\_ Age \_\_\_\_\_

Grade \_\_\_\_\_ Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Reason for Referral: \_\_\_\_\_ Behavior \_\_\_\_\_ Quality/Quantity of Work  
\_\_\_\_\_ Other \_\_\_\_\_

Number of previous schools attended \_\_\_\_\_ Retained \_\_\_\_\_yes \_\_\_\_\_no

Previously referred to special education \_\_\_\_\_yes \_\_\_\_\_no When \_\_\_\_\_

School attendance \_\_\_\_\_good \_\_\_\_\_poor

Most recent standardized test scores Math \_\_\_\_\_ Reading \_\_\_\_\_ Other \_\_\_\_\_

Are the above scores consistent with previous years \_\_\_\_\_yes \_\_\_\_\_no  
If not, state deviation \_\_\_\_\_

Are report card scores significant/consistent for the past three years \_\_\_\_\_yes \_\_\_\_\_no  
If not, how do they differ \_\_\_\_\_

Current average grade per subject:

If behavior is a concern, state specific behaviors in need of modification \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

General Comments:

## CHILD STUDY REFERRAL FORM

Child to be referred:

Reason for referral (in brief):

Teacher's Name:

Date:

## CHILD STUDY REFERRAL FORM

Child to be referred:

Reason for referral (in brief):

Teacher's Name:

Date:

Twin Peaks Charter Academy  
Longmont, Colorado

**GRIEVANCE FORM**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Board Policy or administrative practice that was violated:  
\_\_\_\_\_  
\_\_\_\_\_

Date of Alleged Violation: \_\_\_\_\_

Briefly describe the alleged violation:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Requested Remedy:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received by

\_\_\_\_\_  
Date

**PARENT PHONE CALL WORKSHEET**  
**Guidelines for an INITIAL PHONE CALL about a problem**

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date of Call \_\_\_\_\_

Student \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Home phone \_\_\_\_\_ Work phone \_\_\_\_\_

**Write down important points you will cover in this call:**

1. Begin with a statement of concern.

\_\_\_\_\_

2. Describe the specific behavior that necessitated your call:

\_\_\_\_\_

3. Describe the steps you have taken to solve the problem.

\_\_\_\_\_

4. Get parent input.

\_\_\_\_\_

5. Record parent comments.

\_\_\_\_\_

6. Present your solutions to the problem.

\_\_\_\_\_

What you will do.

\_\_\_\_\_

What you want the parent to do.

\_\_\_\_\_

7. Express confidence in your ability to solve the problem.

\_\_\_\_\_

8. Tell parents that there will be follow up contact from you.

\_\_\_\_\_

**NOTES:** \_\_\_\_\_