

Twin Peaks Charter Academy

Charter Renewal

Grades K-8

December 1, 2005

**Presented to: St. Vrain Valley School District (RE-1J)
Board of Education**

Presented by: Twin Peaks Charter Academy

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Introduction

The Twin Peaks Charter Academy Board of Directors is pleased to submit this charter school renewal application to the St. Vrain Valley District RE-1J School Board. It is the updated work of numerous parents, teachers, Board of Directors and the TPCA Administration, each of whom is committed to a vision of educational excellence. This application describes that shared vision.

In its first nine years of operation, TPCA has provided students of the St. Vrain Valley District with an exceptional public education opportunity. Parents appreciate the educational choice available for their children while students are excited about challenging curriculum.

Although we understand that according to St. Vrain Policy LBD-R a Charter Renewal can be for no more than 5 years, State Laws have changed and we would like you to consider a change in your policy to allow for a 10 year Charter Renewal for TPCA. Charter schools across Colorado are being renewed for longer terms and it is becoming more and more common. We have an established record and know that you appreciate that we offer the parents of the St. Vrain Valley School District an option in education that is a value to our system. We continue to negotiate an annual contract with the SVVSD which allows us to keep up with District Standards as well as State and Federal Laws. (**Approved for 5 years in January 2006.**)

This application consists of information required by the Charter School Act and/or the School Board for the St. Vrain Valley School District; and additional information we feel is important to include. The appendices supplement and expand upon information presented in the application.

Throughout this application, the following terms will have these definitions:

Academy or TPCA or Twin Peaks - Twin Peaks Charter Academy

Board or Academy Board – TPCA Board of Directors

Administrator – Principal

Staff – Any person, including teachers, the Executive director, Assistant Director, support personnel, etc., serving under an employment contract with the Academy.

Faculty - Any person who has been hired as a teacher. Does not include Instructional Assistants.

IA – Classroom Instructional Assistant or Instructional Assistant

Administration - Principal and designated assistants

District - St. Vrain Valley School District RE-1J

School Board - Elected Board of Education of the St. Vrain Valley School District

TPCAAC – Twin Peaks Charter Academy Accountability Committee

Contract - This Charter School Agreement between the District and the Academy. The agreement will consist of this application, as it may hereafter be amended, and the Contract.

State Board - Colorado State Board of Education

Charter School Act - Colorado Revised Statutes, Sections 22-30.5-101 et seq.

The current Academy Board of Directors is set forth in Appendix A. Any questions about this application may be referred to either Tina Nuechterlein at (303) 678-8869, Pete Wanninger at (970) 532-3506, or Leslie Fluke at (720) 652-8201.

Section (a)

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.

I. 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.

II. Guiding Principles and Founding Philosophies

Twin Peaks Charter Academy (TPCA) is a school that initially started when a group of parents were drawn together by the vision of a traditional academically rigorous school. In carrying out its mission, TPCA 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.

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.

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.

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.

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.

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 as stated in Section (e) of this charter application.

8. **Classroom size is limited to 21-24 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.

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.

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 would be 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.

Section (b)

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. We will continue working with the District through our annual contract negotiations to participate in the District's accountability and accreditation process.

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 TPCA Accountability Committee. 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 TPCA Accountability Committee ensures that these goals are in compliance with the Colorado Basic Literacy Act, refers to how the school will increase student academic standards through the Colorado Model Academic Content Standards as measured by the CSAP, meet Annual Yearly Progress, No Child Left Behind, as well as any other standards not specifically waived out of through our annual contract negotiations. The standards set by TPCA exceed or meet with the content standards set by the state or district in all appropriate areas.

Since our initial Charter Application in 1996 and subsequent renewal application in 1999, there has been an improved focus on the area of accountability in the educational community. Due to these advancements, we intend to use our Accountability Reports for reporting measurable goals and reporting our findings for future Charter Renewal Applications. You will find sample Accountability Reports attached as Appendix C. The TPCA Accountability Committee in conjunction with our Principal is researching testing programs that offer more timely results to be implemented in early 2006. We are confident that this type of evaluation tool will help us meet our school's goals of continual improvement for each student.

II. ACCREDITATION INDICATORS

The Twin Peaks Charter Academy Board of Directors and Administration understands the importance of the Colorado Accreditation Program Indicators and intends to adhere to the standards unless otherwise indicated during our annual contract negotiations.

A. Academic Indicators:

1. CSAP Tests:

Reading Results:

Twin Peaks CSAP Reading Scores Compared to District and State of "Percentage at Proficient or Advanced Levels"

	3 rd Reading	4 th Reading	5 th Reading	6 th Reading	7 th Reading	8 th Reading
1998 TPCA	94%	91%	N/A	N/A	N/A	N/A
1998 St. Vrain	75%	64%	N/A	N/A	N/A	N/A
1998 Colorado	66%	57%	N/A	N/A	N/A	N/A
1999 TPCA	81%	85%	N/A	N/A	56%	N/A
1999 St. Vrain	75%	66%	N/A	N/A	59%	N/A
1999 Colorado	67%	59%	N/A	N/A	N/A	N/A
2000 TPCA	83%	73%	N/A	N/A	83%	N/A
2000 St. Vrain	73%	70%	N/A	N/A	66%	N/A
2000 Colorado	69%	62%	N/A	N/A	62%	N/A
2001 TPCA	94%	85%	77%	81%	90%	79%
2001 St. Vrain	75%	66%	68%	66%	65%	66%
2001 Colorado	72%	63%	64%	63%	63%	63%
2002 TPCA	81%	88%	94%	87%	93%	92%
2002 St. Vrain	74%	62%	63%	67%	61%	65%
2002 Colorado	72%	61%	63%	65%	59%	65%
2003 TPCA	92%	69%	94%	77%	92%	96%
2003 St. Vrain	80%	62%	67%	65%	66%	68%
2003 Colorado	74%	63%	66%	67%	61%	66%
2004 TPCA	83%	81%	85%	96%	74%	89%
2004 St. Vrain	76%	65%	69%	67%	61%	69%
2004 Colorado	74%	63%	69%	67%	61%	64%
2005 TPCA	90%	85%	90%	89%	96%	89%
2005 St. Vrain	75%	66%	73%	69%	68%	67%
2005 Colorado	71%	64%	69%	67%	64%	64%

Specifically addressing 4th and 7th grade Reading Goals set forth in our 1999 Charter Renewal:

Goal 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. We were able to attain the goal of 85% inconsistently. We have implemented a Double Dose Reading program that we feel is addressing this concern.**

Goal 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. This goal was attained, with an average of 88% over 6 years.**

Twin Peaks Charter Academy is dedicated to improving or maintaining our current reading scores for all grade levels. We intend to maintain our Double Dose Reading Program to assure our standards are met.

Writing Results:

Twin Peaks CSAP Writing Scores Compared to District and State of "Percentage at Proficient or Advanced Levels"

	3 rd Writing	4 th Writing	5 th Writing	6 th Writing	7 th Writing	8 th Writing
1998 TPCA	N/A	57%	N/A	N/A	N/A	N/A
1998 St. Vrain	N/A	44%	N/A	N/A	N/A	N/A
1998 Colorado	N/A	36%	N/A	N/A	N/A	N/A
1999 TPCA	N/A	65%	N/A	N/A	58%	N/A
1999 St. Vrain	N/A	41%	N/A	N/A	43%	N/A
1999 Colorado	N/A	34%	N/A	N/A	N/A	N/A
2000 TPCA	N/A	54%	N/A	N/A	67%	N/A
2000 St. Vrain	N/A	44%	N/A	N/A	43%	N/A
2000 Colorado	N/A	36%	N/A	N/A	N/A	N/A
2001 TPCA	N/A	57%	N/A	N/A	71%	N/A
2001 St. Vrain	N/A	38%	N/A	N/A	42%	N/A
2001 Colorado	N/A	38%	N/A	N/A	41%	N/A
2002 TPCA	68%	81%	81%	67%	93%	77%
2002 St. Vrain	48%	49%	51%	52%	52%	50%
2002 Colorado	51%	50%	51%	50%	50%	50%
2003 TPCA	73%	54%	84%	66%	81%	93%
2003 St. Vrain	57%	48%	63%	53%	56%	52%
2003 Colorado	57%	52%	53%	54%	53%	49%
2004 TPCA	65%	69%	71%	89%	72%	83%
2004 St. Vrain	53%	53%	56%	58%	53%	55%
2004 Colorado	52%	55%	55%	56%	52%	49%
2005 TPCA	63%	52%	75%	91%	88%	75%
2005 St. Vrain	60%	52%	63%	61%	57%	55%
2005 Colorado	56%	52%	57%	59%	56%	51%

Specifically addressing 4th and 7th grade Writing Goals set forth in our 1999 Charter Renewal:

Goal 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. After three years we reached a level of 81% of the students at Proficient or Advanced level, and then regressed. Our staff and Accountability team are analyzing and addressing this concern.**

Goal 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. This goal was attained, with an average of 78.7% over 6 years.**

For example, our Accountability Committee set the following Writing Goal in 2004-2005: Over a 3 year period, student cohort groups are expected to show growth in the percentage of students at or above proficient on the writing CSAP in grades 3-8. This expected growth is 3 percentage points per year for a total of 9 percentage points.

Math Results:

TPCA CSAP Math Scores "Percentage at Proficient or Advanced Levels"

	3 rd Math	4 th Math	5 th Math	6 th Math	7 th Math	8 th Math
1999 TPCA	N/A	N/A	N/A	N/A	N/A	26%
1999 St. Vrain	N/A	N/A	N/A	N/A	N/A	33%
1999 Colorado	N/A	N/A	N/A	N/A	N/A	N/A
2000 TPCA	N/A	N/A	47%	N/A	N/A	26%
2000 St. Vrain	N/A	N/A	54%	N/A	N/A	33%
2000 Colorado	N/A	N/A	47%	N/A	N/A	33%
2001 TPCA	N/A	N/A	55%	N/A	N/A	64%
2001 St. Vrain	N/A	N/A	55%	N/A	N/A	37%
2001 Colorado	N/A	N/A	51%	N/A	N/A	37%
2002 TPCA	N/A	N/A	85%	71%	74%	71%
2002 St. Vrain	N/A	N/A	53%	51%	41%	41%
2002 Colorado	N/A	N/A	55%	51%	39%	39%
2003 TPCA	N/A	N/A	80%	64%	77%	67%
2003 St. Vrain	N/A	N/A	60%	52%	45%	41%
2003 Colorado	N/A	N/A	56%	50%	41%	38%
2004 TPCA	N/A	N/A	69%	89%	57%	66%
2004 St. Vrain	N/A	N/A	57%	57%	42%	48%
2004 Colorado	N/A	N/A	59%	53%	41%	41%
2005 TPCA	77%	63%	67%	77%	88%	59%
2005 St. Vrain	64%	62%	67%	57%	49%	47%
2005 Colorado	68%	66%	63%	56%	46%	44%

We created a Math Focus Team in the summer of 2005 to address the concerns about the inconsistencies in our results. Our math program and materials are being reviewed according to a 5 Year Curriculum Review Plan that was adopted by the TPCA Board of Directors. As an example, our **Accountability Committee set the following goal in 2004-2005:** Over a 3 year period, student cohort groups are expected to show growth in the percentage of students at or above proficient on the math CSAP in grades 3-8. This expected growth is 3 percentage points per year for a total of 9 percentage points.

Science Results:

TPCA CSAP Science Scores "Percentage at Proficient or Advanced"

	8 th Science
1999 TPCA	47%
1999 St. Vrain	51%
1999 Colorado	N/A
2000 TPCA	47%
2000 St. Vrain	51%
2000 Colorado	45%
2001 TPCA	72%
2001 St. Vrain	55%
2001 Colorado	49%
2002 TPCA	75%
2002 St. Vrain	53%
2002 Colorado	50%
2003 TPCA	62%
2003 St. Vrain	51%
2003 Colorado	49%
2004 TPCA	74%
2004 St. Vrain	55%
2004 Colorado	51%
2005 TPCA	77%
2005 St. Vrain	53%
2005 Colorado	50%

Due to the strength in the Core Knowledge Curriculum and the dedication of our teaching staff, we believe that our scores on the Science CSAP will continue to be at a level that meets our school's standards.

3. Other Standardized Tests:

Over the past several years we have used various Nationally Normed Tests, as well as the official Core Knowledge Tests to assess our program. We have not been satisfied with the results that we have found with the variety of testing methods. The data that we have gathered has not been much different than the results that the CSAP offer us. As noted earlier in this document, our Administration and Accountability Committee have been in the process of securing a more effective method of continuous assessment.

4. Interventions (including students At-Risk):

The Academy has implemented many strategies to help improve the success of all students:

- 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 testing and other assessments that are in compliance with the Colorado Basic Literacy Act
- Accelerated Reader Program for K-8 to help address reading comprehension.
- Six Traits (plus 1) to address writing achievement across all grade levels.
- Dibble for K, 1, & 2 to assess literacy levels
- Standards Based Criterion Referenced Benchmark Assessments to measure continuous achievement and monitor Annual Yearly Progress.
- Math Improvement Team to continue curriculum mapping across all grade levels and development of common math assessments.

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 and are in compliance with Colorado's compulsory attendance laws, including without limitation, hour requirements and the distinction made between excused and unexcused absences (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.

We have been able to maintain our excellent average daily attendance rate. The rate has been averaging 95.6%, and maintaining a rate of 96% for the last 4 years. Honoring our students for perfect attendance and communicating the importance of attendance and expectations have been beneficial.

TPCA will maintain or improve excellent average daily attendance at 95.1% or more. This goal will continue to 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.

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. We are continuing to work on this goal with current family surveys along with development of an exit survey to determine what failed in the delivery of our product.

2. Percentage of students exempt from assessment programs:

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

3. 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
- 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 Administration, 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. We continue to analyze the needs of our students and modify our administrative structure to support the school.

Policies and procedures that are developed or maintained concerning student conduct, dress code, and student discipline will be in compliance with applicable federal and state laws, including, without limitation, the grounds and procedures established by state statute for suspending, expelling, or denying admission to a student.

4. 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.

Volunteers collectively recorded 7620 hours of service in 2004-2005. With approximately 235 families enrolled, this is an average of 32 hours per year, per family and does not include unrecorded hours. This is a typical annual total. In addition, the school benefited from donations of goods, services and funds.

Parents are requested to complete an annual interest survey with approximately 58 categories of volunteer opportunity. These are used by Project Leaders who contact interested volunteers for coverage of projects and events.

In our effort to increase volunteerism, during the 2005-2006 school year we are piloting a software program called PTO Manager as a volunteer program data base. It is a tracking and communication system that has improved our ability to recruit volunteers for events and activities and will eventually enable us to record and compute individual volunteer hours.

5. 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, it is currently at 25 students per class.

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. Changes in classroom size have been made in order to maintain competitive salaries for our staff.

III. Report on the Progress of Twin Peaks Charter Academy

In October, we hired an external educational audit team through the Colorado League of Charter Schools to give us an independent view of our school's progress. The report, attached as Appendix B, is a final Site Visit Report. This procedure is similar to the one we completed in December of 1999.

Section (c) Evidence of Support

The Academy Board submits the following Evidence of Support for Twin Peaks Charter Academy within the St. Vrain Valley School District RE-1J:

Twin Peaks Charter Academy has operated at nearly full capacity each year of its three year existence. Current enrollment is at 448 students. Admission to the school is determined by means of a lottery. The number of students in the lottery has been 144 for 2002-03, 274 for 2003-04, 297 for 2004-05, and 333 2005-06. The current wait list is:

Kindergarten	53
1st - 3 rd	47
4th - 5 th	21
6 th	2
7th - 8 th	2
Total	130

As discussed earlier, re-enrollment rates are very high. Twin Peaks provides a unique opportunity for a Core Knowledge based traditional education. The high enrollment levels and waiting lists provide a clear indication that a large number of families support the TPCA approach.

Twin Peaks Charter Academy has operated as a district wide available school, and has drawn residents from all over the school district. Students from a wide range of family incomes are represented at TPCA, with 28 students (11% of the student population) qualifying for free/reduced lunches.

Twin Peaks Charter Academy is widely accepted around the District, and each year new parents express a strong interest in having their children attend. This is exhibited not only in the registration for the lottery and wait list, but also in letters received by the Academy, both from new parents, and ones that have had to move away due to extenuating circumstances.

Section (d) Statement of Need

Colorado Revised Statute 22-30.5-106(d) was repealed several years ago. This section has been removed accordingly. We are pleased with the opportunity to offer parents a content and character rich education with the use of the Core Knowledge.

Section (e) Description of Educational Program, Pupil Performance Standards and Curriculum

The Academy Board of Directors submits the following description of its educational program, pupil performance standards and curriculum. The Board promotes this program in the sincere belief that it meets or exceeds any current content standards adopted by the District, with such program offering an excellent opportunity for each student to achieve the Academy's high standards.

I. Educational Program and Curriculum

The Academy's educational program and approach to curriculum embraces the "Core Knowledge Sequence" developed by the Core Knowledge Foundation and based upon the work of Professor E.D. Hirsch, Jr. Appendix D describes the Core Knowledge Sequence, and provides a "blueprint" for how the Academy implements this program in grades K through 8.

The Academy Board believes that one of the finest endorsements of the Core Knowledge Sequence is the fact that so many Charter Schools have chosen to use it. In Colorado, some charter schools that have selected the Core Knowledge program are: Jefferson Academy, Cheyenne Mountain Academy, Core Knowledge Charter School, Academy of Charter Schools, Cherry Creek Academy, Washington Core Knowledge School. **According to the Core Knowledge Foundation, the largest single group using the Core Knowledge curriculum is traditional public schools, not including charter schools.**

This excellent series is complemented by systematic phonics and math programs. The Academy also provides science, history, art and music curriculum designed to enhance the Core Knowledge Sequence.

Textbooks and other curriculum materials are approved by the Academy Board and defined in our "Curriculum Binder's". These materials are available for public review through our main office.

Technology instruction is also a part of the educational experience at Twin Peaks Charter Academy. Hands-on experience with computers reinforces classroom instruction and allows students to expand

their knowledge and creativity through another medium. Twin Peaks has invested heavily in the building of a computer lab that is liberally utilized by all in the school.

Twin Peaks Charter Academy recognizes the need for a well-rounded education, and therefore has implemented classes in special subjects for each of the grade levels K-5, and elective class subjects for grades 6 - 8. Required special subjects for all grades include Art, Music, Spanish, Physical Education and Computer, and additional electives for Middle School.

The purpose, scope and direction of middle school electives are:

- To provide academic and character development enhancement.
- All electives must have a written scope and sequence which will include justification of character development and/or academic enhancement and contain the grading scale to be used.
- Electives will be offered after mandated academic requirements are met and can be withdrawn at any time.
- Electives should match the educational philosophies set forth in this charter.
- A teacher referral is required for study hall.
- Electives are not required to have homework.
- Individual participation in an elective is a privilege and may be revoked. A behavior problem or a drop in core class grades may result in removal from a particular elective and placement in an alternative class by the Executive Director.
- Proposals for electives must be submitted to the Executive Director and approved by the Board of Directors.

The Academy curriculum also includes a character development program, which currently emphasizes 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, Earnest 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.

II. Pupil Performance Standards

The Academy's goals for pupil performance standards are set forth in Section (b) of this application.

III. Content Standards

Twin Peaks Charter Academy acknowledges that the St. Vrain Valley School District RE-1J is in the process of adopting content standards based upon Colorado Revised Statutes Section 22-53-401 et seq. It is understood that under the provisions of the Colorado Charter School Act, the Academy's educational program will meet or exceed the content standards adopted by the District within the core subjects of language arts, math, science, and social studies. At its discretion, the Academy may develop its own content standards and assessments, provided they meet or exceed those employed by the District. This will allow Academy faculty additional tools in assessing the development and progress of the students.

To date the Academy has completed a writing scope and sequence for grades K - 5, and a 5 year plan to complete the development of a scope and sequence for all grades for all other core subjects.

Section (f)

Plan for Pupil Performance Evaluation, Types of Assessments, Timeline and Procedures for Corrective Action

The Academy Board of Directors submits the following plan for evaluating pupil performance, the types of assessments that are used to measure pupil progress toward achievement of Academy performance standards, the timeline for achievement, and the procedures for taking corrective action in the event that a pupil's performance at Twin Peaks Charter Academy falls below expected standards.

I. Pupil Performance Evaluation

As noted in Section (b), one or more standardized tests currently being used by the St. Vrain Valley School District RE-1J including State mandated tests are being used by TPCA, with results reported to both the Board and the District. Students with IEP's may be exempted from reporting of test results where such exemption is not in conflict with either state law or District requirements. In such situations, relevant and appropriate evaluations are substituted.

II. Types of Assessments

In addition to tests employed by the District, which demonstrate the Academy's progress toward meeting or exceeding its goals, and which the District may use for purposes of comparisons to performance of all elementary school students, the Academy may choose testing procedures and instruments in addition to those used by the District. Attainment may be demonstrated by oral examination, written examinations, writing samples, audio recordings, artistic renderings or any combination of these.

III. Timeline

The Academy will conduct, at a minimum, annual student assessment examinations, including those used by the District and required by the State, and will use these assessments to monitor pupil performance and ensure attainment of the Academy's goals.

IV. Corrective Action

On a continuing basis, instructional staff will review attainment levels to ensure academic content standards are met. Should a particular student have difficulty meeting the required standards a plan is devised for that student, which may include additional instruction time. This may consist of special education teachers (where appropriate), classroom instructional assistants, parental volunteers, labs, at home or after schoolwork, or a combination of these.

Section (g)

Financial Statement and Fiscal Plan

Pursuant to Colorado Revised Statutes Section 22-30.5-110(2)(b), the Academy Board submits the following financial statement, disclosing the costs of administration, instruction, and other spending categories for Twin Peaks Charter Academy. In addition, the Board provides a proposed balanced budget for the 2005-2006 school year.

I. Fiscal Statement and 2005-2006 Budget

The Academy's current fiscal statement, and year end statement School Year 2004-2005, along with our budget for the 2005-2006 school year are set forth in Appendix E. It should be noted that during every year of its operations, the Academy has operated with a surplus, while meeting the needs of its students. As evidenced by our 2005-2006 budget, the Academy will continue to operate in a fiscally prudent manner.

II. Revenue

A. Per Pupil Funding

The District shall provide funding to the Academy in the proportional amount as prescribed by state law. Provided the Academy is not in material breach of the Charter Contract, this funding will be made available to the Academy within fifteen working days of the District's receipt of federal, state or local funding, consistent with the fiscal year. The term "enrolled" as used in the provision shall be deemed to mean enrolled within the requirements of the Public School Finance Act (or a successor Act) and/or State Department of Education regulations.

The District will adjust the Academy's funding to reflect the actual student count as of October 1 of each new fiscal year. In addition, to the extent the District experiences any increase or reduction in state equalization support by a legislative rescission or other action, proportionate increases or reductions will be made to the Academy by adjustment or set off in subsequent months.

The Academy shall establish separate funds for capital reserve purposes and for the management of risk related services as required by law, and shall transfer the minimum per pupil amounts to those funds as required by law.

The per pupil funding amount includes the 1% increase provided as a result of the passage of Amendment 23. The additional funds will be used by the Academy for purposes in accordance with state law and will be reported in our annual Charter Contract with the District. See Appendix E for the report submitted for 2005-2006.

In a time frame agreed to by both parties, the Academy and the District will begin negotiations concerning funding for the ensuing year, in order that the amounts may be determined in conjunction with the District's and the Academy's budget development and adoption processes.

The Academy Board acknowledges that the Academy must establish and maintain a balanced budget. The Academy Board of Directors further recognizes its obligation under state law to maintain educational spending at levels that meet or exceed statutory requirements. It is the Academy's intent to create a contingency percentage within the budget each year. However, it is impossible to anticipate every expense the Academy will incur during a fiscal year. Per state law, if there is a fund balance from the previous year, the amount will carry forward to the current year's operating budget. The Academy also reserves the right to reallocate funds, when necessary, from one line item to another, as allowed under state law.

B. Enrollment

Enrollment will be determined by Board policy as set forth in Section (I). The budget in Appendix E represents our budget based on a projected enrollment of 415 amended by an actual enrollment of 448 students per October Count. Kindergarten will be funded on a half-day program basis with the Academy reserving the right to provide an optional extended day program with tuition fees for the additional time.

It is anticipated that Academy students will come predominantly from families residing in the District. The Academy Board has adopted an enrollment priority for district students as stated in Section (I).

C. Federal Funds

Any federal funds from programs for which the Academy or students attending the Academy may be eligible shall be transferred to Academy within 39 days, or according to laws and/or our annual contract, of receipt by the District, whether or not the Academy has requested or has knowledge of such funds.

D. Endowments

All private endowments, gifts, donations, etc. to the District will be shared with the Academy, provided such endowments are intended for district-wide distributions. The amount transferred to the Academy shall be based upon the ratio that the number of students enrolled at the Academy bears to the District's total student population. If another basis is used (such as all elementary school children or per elementary school), the Academy will receive the applicable prorated amount based on the applicable method of distribution. Endowments specifically earmarked for a project or a single school would be exempt.

E. Grants

Grants secured by the Academy will be for the sole benefit of TPCA.

III. Site

The Academy is located at the historic Main Street School. While the Academy intends to remain at this location for the life of this charter term, changes in Colorado Statute, 22-10.5-401 etc. seq. Charter Schools Facilities Financing Act, mandate that the Academy and the District negotiate, in good faith, the responsibility for start up costs at a new facility should a move become warranted. All future annual contracts between the Academy and the District shall contain a provision addressing startup costs.

IV. Salaries and Benefits

A. Payroll

At the Academy Board's discretion, outside payroll services may be contracted; including contracting with the District to perform said services.

B. Benefits

Employees shall be entitled to receive the benefits described in the Budget. Unless otherwise agreed in writing, all benefit programs will be handled and administered by the District for the Academy consistent with the procedures used by the district's business services department.

V. PERA

The Academy will contract with the District to provide all necessary paperwork for membership and contributions to PERA for the Academy.

VI. Contract Purchasing

The Academy retains the right to purchase goods and services through the contracts in effect with the District and its vendors. The Academy also reserves the right to obtain competitive bids for goods and services when it is in the best interests of the Academy to do so, and to enter into purchasing contracts beyond those in place with the District. Unless purchased from or through the District, contractual services and purchases of supplies, materials and equipment shall be procured through a system of competitive bidding, as required by District policy and state law.

VII. Other Resources

As requested by the Academy, the District will provide appropriate assistance to the Academy in the areas of finance, budgeting, insurance, legal issues, administrative and instructional in-services and workshops to help ensure the most economical and sensible expenditure of the Academy's budgeted funds.

VIII. Lunch Programs

The Academy reserves the right to offer or not offer a school lunch program. If such a program is implemented, the Academy may or may not contract with the District for food services. TPCA intends to continue to offer free and reduced lunch according to our current policies and procedures.

IX. Other Fiscal Issues

Disbursements from the Academy's account will require, at a minimum, the signature of the Principal, and such other person(s) as the Academy Board may direct as set forth in the TPCA policies. No other agency or individual may request disbursements to be paid out of the Academy's account. The Academy reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in an expenditure less than that budgeted, as allowed by state law.

X. Annual Audit of Finance and Administration

The Academy agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules, and regulations, and make such records available to the District as specified in the annual contract. The District will notify the Academy of the audit time schedule, as soon as it is available, so that the Academy may make appropriate arrangements to accommodate the auditors. The results of the audit and management letter shall be provided to the District in written form within the same statutory time limits required of the District and shall be published and posted as required by law. Should the Academy desire to engage its own auditors, a completed audit report is due to the District, as specified in the annual contract. Any cost associated with the separate audit of the Academy shall be borne by the Academy.

Section (h)

Governance and Operation

The Academy Board submits the following description of the governance and operation of the Academy, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the Academy.

I. Academy Board of Directors (see Appendix F, Bylaws of Board of Directors)

A. Number of Board Members; Manner of Selection; Vacancies; Attendance

The Academy is governed by a seven-member Board of Directors, which has complete responsibility for governance of the school. Members are parents of children attending the Academy; however, one voting member may be from the community at large who does not have children enrolled at the Academy, provided they are a resident of the District. The Principal shall attend all board meetings in an advisory or consultative capacity. Additionally, up to two nonvoting members may be appointed for terms of up to 2 years, with one or both positions being made available to the faculty of TPCA.

The current members of the Academy Board are set forth in Appendix A. Board members are elected to two-year terms by parents who have students in the school. Terms are staggered. Elections are held annually, during the first full week of November. We are in the middle of a transition to spring elections to coincide with the renewal of the Principal's contract and to be consistent with the school year; these changes are outlined in our Bylaws in Appendix F. If a child of a Board member graduates from the Academy during the term of the parent, the parent will be allowed to complete his or her term. Only one member of any Academy family may serve on the Board at any given time.

Each family will have one vote for each Board seat. Board members will elect the officers of the Board. The officers will be President, Vice President, Secretary and Treasurer. Term of office for officers will be one year, and the Board will reorganize after each annual election.

In the event of dismissal, resignation, or other vacancy of the Academy Board (other than any vacancy which occurs within six months of a regularly scheduled election), the Board will conduct a special election to fill the remaining portion of the vacant member's term. For a vacancy which occurs within six months of a regularly scheduled election (three months in the event that such vacancy was the result of a successful recall vote), the remaining Board members will appoint a replacement from candidate's who submit their names to serve until the next regularly scheduled election. The Board at its own choosing can determine whether or not to reorganize officers following the filling of a vacancy. Attendance at the Board meetings is mandatory. Any member receiving two unexcused absences annually from regularly scheduled meetings shall be removed from the Board unless a majority of remaining members determine that circumstances warrant retaining the member. After six excused absences annually, a member may be removed by a majority vote of the Board. The president shall determine whether an absence is excused or unexcused.

B. Operations of the Board

The Board will meet at least once a month to discuss the Academy's operations and hear reports and updates from Board members and committees, consider and adopt policies, and consider requests and concerns from parents, students and teachers. A majority vote of those present at a Board meeting will constitute action by the Academy Board. The Board may not act unless a quorum of five members is present. In addition, the Board may, from time-to-time, convene work session meetings, as it deems appropriate. All meetings will be subject to the Colorado Open Meetings Law.

II. Board Committees

As defined in our Bylaws in Appendix F, the following committees will be standing committees of the Academy Board and will operate on an advisory basis: Faculty, Discipline and Dress Code, Safety, Accountability, Curriculum, Facility, and Finance. The Board may also establish other committees, as it from time to time deems necessary.

III. Miscellaneous Operational Issues

A. Operational Powers

Twin Peaks Charter Academy shall be responsible for its own operations within the limitations of funding provided by the District and other revenues derived by the Academy consistent with applicable federal and state law. Furthermore, the Academy shall have authority to independently exercise, also consistent with federal and state law, the following powers (including such other powers as provided for elsewhere in this Charter): Contract for goods and services; budget preparation; personnel selection and determination of compensation; procurement of insurance; facilities lease for school purposes; purchase, lease or rent of furniture, equipment and supplies; and acceptance and expenditure of gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as a requisite consistent with law and not contrary to any terms of this Charter. The District may be given written notice of material gifts, donations and grants accepted and any conditions thereof on a quarterly basis. In exercising these powers, the Academy shall comply with all applicable District policies unless a specific waiver is obtained. The Academy shall furnish to the District copies of all written policies or procedures it may develop with respect to any matter relating to its operations and educational program upon adoption of such policies by the Academy Board. For exception see paragraph C below.

B. Progress Reports

The Academy will provide the District with such reports as specified in our annual contract. These communications will concern its operations (financial or otherwise), and will also include, without limitation, progress made toward its educational goals and objectives, student attendance and student discipline information, and personnel matters. At the District's request, an Academy spokesperson will be available to update the School Board as needed.

C. Dissolution

In the event the Academy should cease operations for whatever reason, including the non renewal or revocation of its Charter, it is agreed that the District shall supervise and have authority to conclude the business and affairs of the Academy; provided, however, that in doing so, the District does not assume any liability incurred by the Academy beyond the funds allocated to it by the District under this Charter. The District's authority hereunder shall include, but shall not be limited to, the return and disposition of any assets acquired by purchase or donation by the Academy during the time of its existence. In the event of non-renewal or revocation of the Charter, the powers granted the District by this paragraph will not apply until such time as the Academy either agrees with the decision, or all legal remedies, including ADR as mandated by state law, have been pursued by the Academy and have proven to be inadequate to overturn the non-renewal or revocation.

D. Non-religious, Nonsectarian Status

The Academy agrees that it shall operate, in all respects, as a nonsectarian, non-religious, non-home-based public school. The Academy shall not be affiliated with any nonpublic or sectarian school or religious organization.

E. Commitment to Nondiscrimination

The Academy shall comply with all applicable federal, state, and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion or ancestry.

F. Accountability

The Academy shall operate under the auspices of, and be accountable to, the District, and subject to all District policies and regulations unless specifically waived. (See waivers, Section (m))

G. Open Meetings Law, Public Records Act, Family Educational Privacy Rights

The Academy acknowledges and agrees that it is subject to the provisions of the Colorado Open Meetings Law, Colorado Revised Statutes Section 24-6-401 et seq., and that it will fully comply with the provisions of such law in connection with all its activities.

The Academy acknowledges and agrees that it is subject to the provisions of the Colorado Public Records Act, Colorado Revised Statutes Section 24-72-201 et seq., and that it will fully comply with the provisions of such law in connection with all its activities.

The Academy acknowledges and agrees that it is subject to the provisions of Family Educational Privacy Rights, Buckley Amendment, 20 United States Code, Section 1232(g), and that it will fully comply with the provisions of such law in connection with all its activities.

IV. Waivers from District and State Policies

A. Procedures

The Academy shall operate in compliance with all district policies and regulations, as well as all applicable federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific District policies or regulations and state law may be requested by the Academy by submitting a written request to the District Charter School Liaison. The request shall include the reasons why the Academy is in need of or desires the waiver. The Charter School Liaison shall have ten (10) school days to review the request and, thereafter will present the matter to the School Board at its next regular meeting. Waivers of District policies and regulations may be granted only to the extent permitted by state law. In the event the District policy or regulation from which the Academy is requesting a waiver be required by state law, the District agrees to jointly request such a waiver from the State Board of Education.

Section (i)

Employee Relationships

The Academy Board of Directors submits the following explanation of the relationship that will exist between the Academy and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees.

I. Employment Policies

A. Hiring of Personnel

All persons who perform services for the Academy shall be considered “at will” employees or volunteers of TPCA. The District agrees that the Academy shall select its personnel directly without prior authorization from the District, subject to compliance with all federal and state rules and regulations, including, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks, unless a specific waiver is obtained from the State Board of Education or other proper authority. The Academy Board will hire or terminate all personnel.

The Academy Board will remain independently responsible for the supervision, evaluation and termination of all employees on an annual basis. The Board will conduct the formal evaluation of the Principal once a year. This formal evaluation will include such items as salary, performance, reviews, and areas for improvement and goals for the following year. Also, the Board will conduct an informal review with the Principal that will include adjusting or setting goals for the school year.

The Academy shall adopt its own written policies (in compliance with federal and state law) concerning the recruitment, hiring, compensation, evaluation, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures; provided, however, the Academy shall not have the authority, by virtue of such policies or procedures or any other action of the Board, to change the “at will” nature of the employment relationship.

B. Payroll

The Academy reserves the right to hire its own business manager and/or private services to administer its own payroll. If this option is not exercised, then Academy employees shall be paid through the payroll department of the District, using its procedures for recording employee work hours, overtime, absences, leaves, vacation and other adjustments, as contained in applicable District policies and regulations.

C. Benefits

TPCA employee benefits shall be determined by the Board of Directors. Employees shall be entitled to receive the benefits described in the Budget. Unless otherwise agreed in writing, all benefit programs will be handled and administered by the District for the Academy consistent with the procedures used by the district's business services department.

D. PERA Membership

All Academy employees shall be members of the Public Employee's Retirement Association and subject to its requirements. The Academy shall be responsible for the cost of the employer's respective share of any required contributions.

E. Equal Opportunity Employer

The Academy affirms that it shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age or disability in its recruitment, selection, training, utilization, termination or other employment-related activities.

F. Employee Welfare and Safety

The Academy shall comply with all District policies, and applicable federal and state laws, concerning employee welfare, safety and health issues, including, without limitation, the requirements of federal law for a drug free workplace.

G. Employee Records

The Academy shall comply with all District policies and regulations, and applicable federal and state laws, concerning the maintenance and disclosure of employee records, including, without limitation, the requirements of the Colorado Public Records Act, Colorado Revised Statutes Section 24-72-201 et seq.

H. Employee Conflicts of Interest

All Academy employees shall comply with the District's and Academy's policies and regulations, and applicable state law, concerning employee actual and potential conflicts of interest.

II. Job Descriptions

A. Principal

The Principal shall report directly to the TPCA Board of Directors. The Principal will be responsible for all day-to-day decision making, financial transactions, purchase orders, documentation, testing and

information requests from the District. The Principal will also be responsible for personnel scheduling, arranging for substitute teachers and other administrative functions as required. The Principal will delegate administrative work as appropriate.

The Principal shall be licensed by the State of Colorado, or shall have specific experience, training and knowledge necessary to fulfill the duties of the position, including, but not limited to, the following: four-year degree, a minimum of two years of administrative experience, a knowledge of and responsibility for compliance with federal and state laws with matters concerning, but not limited to, child abuse reporting, the Open Meetings Law, the Public Records Law, student due process rights, non-discrimination, and special education. Consideration will be given to Administrator applicants who have experience with entrepreneurial education systems and/or developing curriculum. The Academy Board shall be responsible for hiring the Principal Administrator, and ensuring that the Administrator's credentials meet certification, licensure or specific experience, training and knowledge requirements.

B. Other Administrative Staff

The Academy will hire other administrative staff to support the Principal with running the school effectively. We have adopted a set of potential job descriptions that may or may not be filled as the Principal and Board of Directors determines appropriate at the time. See Academy Policy T-GCA Exhibits for examples.

C. Teachers - Grades K Through 8

Teachers for grades K through 8 will be responsible for implementing curriculum, coordinating with classroom aides, maintaining current attainment level information, assigning additional studies to students not meeting or exceeding attainment, keeping accurate and concise records, establishing personal classroom procedures, assisting in teaching materials selection, and assigning students to appropriate ability groups. Teachers will also be responsible requesting parent volunteers, and reporting all education related activities to the Principal or designee. See Academy Policy T-GCA Exhibits for complete descriptions.

All full time teachers will be required to work a 40-hour workweek. Occasionally, after hours work may be required. Teachers will also be required to serve on committees and teach electives as assigned by the Principal.

All teachers must have at least a four-year degree in any discipline and a strong desire to work with an innovative educational program. Experience with developing curriculum and the Core Knowledge Program is desirable.

D. Special Education Teacher

The special education teacher or teachers will work with children one-on-one or in small groups for all grade levels. The special education teachers will be hired by the Academy in cooperation with the District. The Academy will cooperate with the District in staffing the special education program to meet the needs of each special education student. The special education teacher or teachers will work with children who are subject to an IEP or ILP, but may also be required to assist with the education of children who are struggling due to special needs, but may not meet the criteria for establishment of an IEP or ILP.

If the special education teacher is employed full-time at the Academy, he or she will be required to work a 40-hour workweek. Occasionally, after hours work may be required.

E. Classroom Instructional Assistants - Grades K Through 8

Classroom instructional assistants will help the teachers in the following areas: Implementing curriculum; maintaining current attainment level information; reporting attainment levels below minimum or early attainment to the teacher; keeping accurate and concise records; following established classroom procedures; requesting teaching materials for the teacher; requesting supplementary education materials for the teacher; requesting parent volunteers; and, reporting all education related activities to the teacher. Classroom Instructional Assistants on occasion may teach, however their primary function is to work with children one-on-one or in small groups, so as to help each child fulfill his or her academic potential. All classroom Instructional Assistants will be paid on an hourly basis. All classroom instructional assistants must possess a strong desire to work with an innovative educational program.

III. Terms and Conditions of Employment

A. Definitions

Full time employees: Any employee working 40 hours or more per week on a permanent basis.

Full time status: Achieved when an employee has worked 40 hours or more per week for 30 calendar days in any position.

Hourly employee: Any employee whose pay rate is based on an hourly rate.

Salaried employee: Any employee whose pay rate is based on an annual rate.

Paid vacation days: None

Non-paid vacation days: Holidays and other days as established by the school schedule. Hourly employees are not paid for non-paid vacation days.

Personal days: Each salaried employee shall receive six paid personal leave days per school year, that can be carried forward except that such days may not exceed 30 days in any academic year.

Section (j)

Legal Liability and Insurance Coverage

The Academy Board of Directors submits the following agreement with the District regarding their respective legal liability and applicable insurance coverage:

I. Insurance and Liability

The Academy intends to maintain these areas as defined in our annual contract with the District, negotiating any changes in these areas when necessary.

Section (k)

Transportation

The Academy Board submits the following description of the Academy’s stance on the provision of student transportation:

Because transporting students to and from the Academy is not a charter school function required by law, the Academy will not provide transportation. Exceptions to this policy may be special events and/or field trips, when the Academy Board may elect to purchase bus services through the District.

It is the responsibility of Academy parents to provide daily transportation. The Academy Board will encourage parents to organize carpools.

Section (I)

Admissions Process

The Academy Board submits the following description of the Academy's enrollment and admissions policy:

The charter school enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or the need for special education services.

The Academy sets forth the following nondiscriminatory policy. This is necessary, as it is anticipated that the enrollment interest will exceed the enrollment capacity of the school.

I. Order of Enrollment Preference

Waiting lists will be activated when a grade class for K-6 size falls below 25 students, or a homeroom class size for Middle School falls below 25 students.

- First preference is for students presently attending the Academy. Students will be allowed to re-enroll for the following school year provided the parent contract has been upheld and the student is in good standing with the Academy. Parents must affirm their desire to re-enroll their child(ren) each spring *(by the date published)*.
- Second preference is for siblings (see definition below) of children already enrolled, with the exception of any sibling who previously declined enrollment, or has withdrawn from the waiting list or Academy. Any sibling offered a position in the first semester, must enroll that child or forfeit their sibling position, and are then subject to general lottery entry rules. If offered a position in the 3rd quarter, the sibling may decline to enroll, yet retain their sibling list order for the following school year. However, an enrollment position is not guaranteed to be available the following school year.
- Third preference is for children of all full and part-time TPCA staff employees. Employees having completed 5 years of continuous service may maintain their staff preference, for student enrollment, provided that their termination of employment is voluntary.
- Fourth preference is for children who enter through the annual lottery.

- No placements for 7th and 8th grade may take place in the second semester. K-6 enrollment may take place through the 3rd quarter. No new placements will be done in the 4th quarter. The Board may through specific action temporarily overturn these restrictions if deemed necessary for the financial stability of TPCA.
- Enrollment for each grade will cut off when maximum classroom size is achieved.

II. The Lottery will be Governed by the Following Rules

- Lottery will take place in the spring of each year. A Supplemental Lottery may take place for individual grades as needed to fill open positions.
- Prior to enrolling in the lottery, each parent must have attended an orientation meeting, filled out a registration form and agreed to abide by TPCA policies. Each child may only enter the lottery for a single grade level each year.
- When a child is enrolled in TPCA from the Lottery waiting list, the child's sibling(s) (see definition at the end of this section) will be accorded preference. If an opening is not immediately available the sibling preference number will be retained until a position is offered. No priority position will continue for any sibling(s) who declines when offered a position. Example: A family enrolls a first grader but declines to enroll the 5th grade sibling when a position is offered. The sibling preference is removed and the 5th grader must re-enter through the lottery.
- Each lottery waiting list will remain active for only one school year. All students must re-enter the lottery each spring to be placed on the current wait list. All parent(s), with whom the student resides, in addition to attending the initial orientation meeting, must attend an orientation meeting at least once every two years to re-enter the lottery.
- For each consecutive year a student is entered into the lottery, they receive that many entries, starting with the school year 2002-2003. Any potential student who is offered a position and refuses placement, will lose any and all lottery positions for that potential student and loses benefit of any years accumulated, for that potential student.
- Any student who has been expelled from TPCA must have permission from the Board and Executive Director before entering the lottery.

III. Non-resident Enrollment

Priority is given to all residents of St. Vrain Valley School District RE1-J. Non residents may only enroll when no District children remain on the wait list. If an Academy family moves out of the District, all enrollment rights as listed in this policy will continue.

IV. Class Size

The Academy Board has adopted the following class sizes: Kindergarten (1/2 day), 25 students per class. First through 5th grade, 25 students per class, and 6th through 8th grade, 150 students.

V. Definition of Sibling

Any child(ren) living in the same household or with a common parent(s) in separate households. This includes children who become siblings by marriage and/or adoption. Any sibling born while a student is enrolled may retain that status even if the original student graduates from TPCA before he/she reaches kindergarten.

Section (m)

Waivers

Pursuant to Colorado Revised Statutes 22-30.5-106(1)(m), the Board herein submits a list of waivers from the St. Vrain Valley School District RE-1J District policies, and the Colorado Revised Statutes as allowed by the Charter School Act, the St. Vrain Valley School District Board of Education.

Listed below are the waivers requested from the State Board of Education for the Twin Peaks Charter Academy.

Statute	Description and Rationale
22-1-110	Controlled Substance Use Curriculum (not new, negotiated in 2000) The Academy will include in its curriculum TPCA Board approved instruction regarding substance abuse. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control.
22-7-207	School Building Advisory Councils (not new, negotiated in 2000) The Academy will budget its own Capital Reserve. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control.
22-24-105	Administration and provision of programs for students whose dominant language is not English. (change matches 2000 state approved waiver) The Academy, not the St. Vrain District will be responsible for administering ESL programs for TPCA students whose dominant language is not English.
22-32-109(1)(b)	Adopting Policies and Prescribing Rules and Regulations The Academy will adopt its own policies for the administration of the school.
22-32-109(1)(f)	Employing Personnel and Fixing Compensation “Automatic Consideration by State” The Academy will hire its own personnel and establish its own salary schedule. The Academy will comply with statutory provisions regarding background checks of applicants.
22-32-109(1)(n)(I) (1)(n)(II)(A) (1)(n)(II)(B)	Establishing a School Calendar for the District The Academy will determine its own school calendar consistent with statutory requirements for minimum hours of school attendance.

- 22-32-109(1)(t) Determination of Educational Program**
The Academy will establish its own curriculum and educational program, which will meet or exceed the content standards of the St. Vrain Valley School District RE-1J.
- 22-32-110(1)(h) Discharge of Personnel**
“Automatic Consideration by State”
The Academy will establish its own employment practices.
- 22-32-110(1)(k) Policies and Regulations Regarding Employee Training**
The Academy will establish its own policies regarding employee welfare, in-service training, professional growth, official conduct, etc. Such policies shall be consistent with state law.
- 22-9-106 Certificated Personnel Evaluations, Local Board of Education, Duties**
“Automatic Consideration by State”

The Academy will use a salary plan and evaluation system of its own design. The evaluation system will be developed as refined, as the school becomes operational.
- 22-32-126 Principals, Employment and Authority**
“Automatic Consideration by State”
The Academy will employ an Executive Director and will determine the qualifications and duties of the position.
- 22-32-116.5 Extracurricular and Interscholastic Activities (not new, negotiated in 2000)**
The Academy can not allow other public school or home schooled students to attend TPCA for extracurricular or interscholastic activities unless district funding is provided. The district will not make any student placements unless the TPCA Board has voted to allow placement. Exceptions to this waiver shall be District policies not specifically waived, or where the charter Contract would control.
- 22-63-201 Teacher Employment, Dismissal and Tenure Act, Salary Schedule,**
22-63-401 Certification Requirement
“Automatic Consideration by State”
The Academy will employ a qualified professional staff and will determine its own pay scales. The school may need to employ qualified non-certified personnel to fill special needs of the school.

- 22-63-202** **Dismissal, Reasons**
22-63-203 **“Automatic Consideration by State”**
22-63-301 All employees of the Academy will be “at will” employees. The Academy will
22-63-302 establish its own standards and will therefore determine its own policies for
dismissal.
- 22-63-206** **Transfer of Teachers and Salary Adjustments**
“Automatic Consideration by State”
Transfers within the Academy from grade to grade or from one position to another
will be determined by the Academy.
- 22-63-402** **Service – Disbursements (not new, negotiated in 2000)**
“Automatic Consideration by State”
The Academy will establish its own employment practices, with regard to
compensation of teachers, whether certified or not, for services rendered pursuant
to their contract agreement. Exceptions to this waiver shall be District policies
not specifically waived, or where the charter Contract would control.
- 22-63-403** **Payment of Salaries (not new, negotiated in 2000)**
“Automatic Consideration by State”
The Academy will establish its own employment practices, with regard to
compensation for teachers when their employment contract is terminated by either
party. Exceptions to this waiver shall be District policies not specifically waived,
or where the charter Contract would control.

The Academy understands the State will continue to develop statutes concerning educational policy. From time to time, the Academy Board will evaluate the statutes and determine if additional waivers are necessary.

Waivers from SVVSD Policies and Regulations with TPCA replacement information

Listed below are the waivers requested from the St. Vrain Valley School District RE-1J. In many instances, waivers are requested not because of any substantive disagreement with the scope, intent or language of a policy, but rather because the subject policy specifies that the District School Board, the Superintendent or a school principal bears responsibility for performing a particular action or function; where in the Twin Peaks Charter Academy model for governance/administration, these functions would be performed by the Board of Directors and/or the Executive Director. Policies were developed to be consistent with the design of Twin Peaks Charter Academy.

SVVSD Policy or Regulation

TPCA Policy or Regulation

Section B: School Board Governance and Operations

BDF	Committee policy	T-BDF	TPCA Committee Policy
No district policy applicable		T-BOD	TPCA Board Member Agreement
No district policy applicable		T-BOD -R	TPCA Communication

TPCA has developed a Board Member Agreement that does not coincide with any St. Vrain Valley School District policies that can specifically be waived.

Section C: General School Administration

CA	Administration Goals/Objectives	T-CA	Administration Goals/Priority Obj.
CFB&GCOC	Evaluation of Principals	T-CFB&T-GCOC	Ex Dir Perf Eval Also see T-CFB-E Eval Form
CFBA	Evaluation of Evaluators	T-CFBA	Oversight of Prof. Staff Eval. T-CFBA-E Evaluation and Compensation Timeline T-CFBA(I) Oversight of Instructional Staff Eval T-CFBA(S) Oversight of Support Staff Eval
CH	Policy Implementation	T-CH/CHA	Policy Implementation
CHA	Development of Regulations		see T-CH/CHA Policy Implementation

The Academy will establish relevant criteria for recruitment and hiring of administrative staff, while complying with applicable laws protecting employee rights and equal protection provisions. In conjunction with the Executive Director, the Academy Board will assign staff to positions where they can best contribute to the school’s educational mission.

Section D: Fiscal Management

DB	Annual Budget	T-DB/DBD	Annual Budget; Budget Priority
DBD	Determination of Budget Priority		same
DD	Funding Proposals and Grants	T-DD	Funding Proposals and Grants
DGA/DGB	Authorized Signature/Checks	T-DGA/DGB	Authorized Signature/Checks
DJB/DJB-R	Purchasing Procedures	T-DJB/DJB-R	Purchasing Procedures
DJC	Petty Cash	T-DJC	Petty Cash
		T-DJGAA	Contractor Guidelines
		T-DJGAA-E	Agreement for Professional Services
DKC	Expense Authorization/Reimburse	T-DKC	Expense Authorization/Reimburse

		T-DKD	Payroll Advance
		T-DKD-E	Promissory Note for Payroll Advance
DN	School Properties Disposition	T-DN	School Properties Disposition

The contract between the St. Vrain Valley School District RE-1J School Board and the Academy will set forth the timeline for budget negotiations. The budget as agreed upon shall be managed by the Academy Board of Directors. The Academy Board will establish its own business practices. All equipment that the Academy purchases will be purchased and sold with guidelines established by the Academy. An exception to this policy would be an instance where the District revokes the Academy’s charter and must dispose of property held by the Academy.

Section E: Support Services

EEA	Student Transportation	T-EEA, T-EEAA, T-EEAC, T-EEBA
EEAA	Walkers and Riders	Student Transportation
EEAC	Bus Scheduling and Routing	(same)
EEBA	School-Owned Vehicles	(same)
EF	Food Services	T-EF Food Services
EFAA	Use of Surplus Commodities`	EFAA & EFC covered in policy T-EF
EFC	Free and Reduced lunch	T-EFC Free and Reduced lunch (Budgeted)

Also (E Reduced lunch forms)

The Academy will not provide transportation and reserves the right not to offer food services for its students. Transportation will be provided by parents. The Academy may elect to provide one or both of these services in the future, or to contract with the District for transportation services for field trips or other special events.

Section G: Personnel

GBK	Staff Concerns/Grievances	T-GBK Staff Concerns/Grievances
GCA	Professional Staff Position	T-GCA Staff Positions
		T-GCA-E-1 TPCA Principal Job Description
		T-GCA-E-2 Manager of Operations Job Description
		T-GCA-E-3 Manager of Student Records Job Description
		T-GCA-E-4 Health Clerk Job Description
		T-GCA-E-5 Dean of Academics Job Description
		T-GCA-E-7 Elementary Teacher Job Description
		T-GCA-E-8 Music Teacher Job Description
		T-GCA-E-9 Business Manager Job Description
		T-GCA-E-10 Accounting Clerk
		T-GCA-E-11 Secretary

	T-GCA-E-12 Literacy Specialist
	T-GCA-E-13 Instructional Assistant
	T-GCA-E-14 Middle School Teacher
	T-GCA-E-15 Head Custodian
	T-GCA-E-16 Night Custodian
GCAB Administrative Staff Positions	T-GCAB Administrative Staff Positions
GCB Professional Staff Contracts(E)	T-GCB Prof. Staff Contracts and Compen. T-GCB-E Teacher Salary Schedule
GCBA Instructional Staff Contracts	T-GCBA Inst. Staff Contracts/Comp/Salary
GCCB Administrative Staff Contracts(R)	T-GCCB Administrative Staff Contracts T-GCCB-E Teacher Contract T-GCCB-E 1 Principal Contract T-GCCB-E 2 Contract for Admin. Asst, BMgr, AP, SS T-GCCB-E 3 Custodial, Health Clerk, IA Contract No benefits T-GCCB-E 3 Custodial, Health Clerk, IA Contract with benefits
GCBC Professional Staff Supp. Pay	T-GCBC Professional Staff Support Pay
GCC Staff Leave	T-GCC Staff Leave/Absence Policy
GCCAA Instructional Staff Sick Leave	see T-GCC
GCCAB Instructional Staff Personal/Emergency/Legal/Religious Leave (and Bereavement Leave)	see T-GCC
GCCAC Instructional Staff Maternity/Paternity/Parental Leave	see T-GCC
GCCAD Instructional Staff Military Leave	see T-GCC
GCCAE, Staff Training/conferences	T-GCCAE(also T-GCI) Conf/Train/Wrkshp
GCCAF Instructional Staff Sabbaticals	see T-GCC
GCCAG Instructional Staff Extended Leaves	see T-GCC
GCCAH Instructional Staff Union Leave	see T-GCC
GCCBA Administrative sick leave	See T-GCC Staff Leave policy
GCCBB Admin Staff Personal/Emergency/Legal/Religious Leave (and Bereavement Leave)	see T-GCC
GCCBC Administrative Staff Maternity/Paternity/Parental Leave	see T-GCC
GCCBD Administrative Staff Military Leave	see T-GCC
GCCBG Administrative Staff Extended Leaves	see T-GCC
GCE/GCF Professional staff recruiting®	T-GCE/T-GCF/T-GCED Recruiting/Hiring
GCED Summer School staff recruiting	see T-GCE&T-GCF&GCED - Hiring
GCFC Professional Staff Certification	T-GCFC Prof Staff Cert & Credential Req.
GCG/GCGA Part-time and Sub Employ	T-GCG/GCGA Part-time and Sub Employ

GCGB-R	Arrange for sub staff	T-GCGB-R	Arrangement for Sub Staff
GCI	Professional Staff Development	see T-GCCA	(also T-GCI)
GCKA&GCKB	Admin/Staff transfers	T-GCKA, T-GCKB	Staff Assign and Trans
GCL	Staff Calendars	see T-IC/T-ICA	Calendar
GCLC	Instructional Staff Work Year	see T-IC/T-ICA	Calendar
GCM	Professional Staff Workload	T-GCM	Professional Staff Work load
GCMC	Parent Conferences, Staff Meetings and School Meetings	T-GCMC	(same as T- IKACA)
GCOA	Evaluation of Instructional Staff	T-GCOA	(also E) Faculty Evaluation
		T-GCOA-E-1	Formal Instructional Evaluation Form
		T-GCOA-E-2	Professional Growth
		T-GCOA-E-3	Professional Goals
GCOC	Evaluation of Principals	see T-CFB&T-GCOC	Ex Dir Perf Eval
GCQF	Discipline, suspend, and Dismissal	See T-GDA	Employee Relations
GCU	Staff membership in Union Organ	T-GCU (also GDS)	Member in Prof Org.
GDA	Support Staff Positions	T-GDA	Employee relations
GDB	Support Staff Contracts and Compensation	see T-GDA	Employee relations
GDBA	Support Staff Salary Schedules	see T-GDA	Employee relations
GDBC	Support Staff Supplementary Pay/Overtime	see T-GDA	Employee relations
GDBD	Support Staff Fringe Benefits	see T-GDA	Employee relations
GDC	Support Staff Leaves & Absences	See T-GCC	Staff Leave policy
GDCA	Support Staff Sick Leave	See T-GCC	Staff Leave policy
GDCA-R	Support Staff Sick Leave	see T-GCC	Staff Leave policy
GDCB	Support Staff Personal/Emergency	see T-GCC	Staff Leave policy
GDCC	Support Staff Maternity/Paternity/Parental Leave	see T-GCC	Staff Leave policy
GDCD	Support Staff Military Leave	see T-GCC	Staff Leave policy
GDCF	Support Staff Professional Leave	see T-GCC	Staff Leave policy
GDD	Support Staff Vacations and Holidays	see T-GDA	Employee relations
GDE/GDF	Support Staff Recruiting/Hiring	see T-GDA	Employee relations
GDE/GDF-R	Support Staff Recruiting/Hiring	see T-GDA	Employee relations
GDG	Part-time and sub staff	T-GDG	Part-time and Sub Support Staff
GDJ	Support Staff Assignments and Transfers	see T-GDA	Employee relations
GDJ-R	Support Staff Assignments and Transfers (Bus Drivers)	see T-GDA	Employee relations
GDK	Support Staff Schedules and Calendars	see T-GDA	Employee relations
GDLA	Support Staff Extra Duty	see T-GDA	Employee relations
GDO	Evaluation of Support Staff	see T-GDA	Employee relations
GDO-R	Evaluation of Support Staff	see T-GDA	Employee relations

GDQD Discipline, Suspension and Dismissal of Support Staff see T-GDA Employee relations
 GDQD-R Discipline... (Corrective Discipline Procedure) see T-GDA Employee relations
 GDS Support Staff in Unions see also T-GCU Member in Prof.Org.
 old SVVSD policy GCQF see T-GDA Employee relations

Compensation and employment contracts will be established and approved by the Academy Board. All staff employed by the school will serve under annual contracts, but will be considered “at will” employees in the sense that either the employee or the Academy Board will be able to terminate the agreement, with or without cause, provided two week’s notice is given. The Academy will determine its own school calendar and workday schedules. The school will determine its own staffing needs and recruitment and hiring procedures. The Academy will enact its own salary schedules and benefit package, subject to the statutory requirement that employees of a charter school be members of PERA. The Academy will adopt policies which comply with all pertinent federal laws and which specify and ensure rights, privileges, and protections for its employees, including a safe, tobacco-, drug- and alcohol-free work environment.

Section I: Instruction

IC/ICA School Year/Calendar	T-IC/ICA TPCA School Calendar
ICA-E School Calendar	T-IC/ICA-E School Calendar
IE Organization of Instruction	T-IE Organization of Instruction
IF Use of Instructional Time	T-IF Use of Instructional Time
IFC Multiculturalism	T-IFC Multiculturalism
IGA Curriculum Development	T-IGA Curriculum Development
IGA-R Curriculum Development	T-IGA-R Curriculum Development
IGD Curriculum Adoption	T-IGD Curriculum Adoption
	T-IGD-E Pilot Eval Forms
IGF Curriculum Review	T-IGF Curriculum Review
IHA Basic Instructional Program	T-IHA Basic Instructional Program
IHAM/IHAMB Health Education	T-IHAM/T-IHAMB Health & Sex Education
old svvsd policy IHAMC HIV/Aids Ed	T-IHAMC HIV/AIDS Education
IHBEA English as a Second Lang	T-IHBEA English as a Second Language
IHBF Homebound Instruction®	T-IHBF Homebound Instruction
IHBF-R Homebound Instruction	T-IHBF-R Homebound Instruction
IHCA Summer School	T-IHCA Summer School
IHCA-R Summer School	T-IHCA-R Summer School
IIB Class Size	T-IIB Grade Size
IIB-R Class Size	T-IIB-R Class Size
IJ Instructional Resources and Mat	T-IJ Instructional Resources and Material

IJJ	Textbook Select and Adopt	T-IJJ	Textbook Selection and Adoption
IJJ-R	Textbook Selection	T-IJJ-R	Textbook Select
IJJ-E	Textbook Selection and Adoption	T-IJJ- E	public review form
IJK-R	Supplementary Material Select	T-IJK-R	Supplementary Materials Selection
IJL	Library Mat Select and Adopt ®	T-IJL	Library Materials Selection and Adopt
IJL-R	Library Materials Sel & Adopt & with	T-IJL-R	Library Mat Select. And Withdraw
IJNA	Teacher Aides	T-IJNA	Instructional Assistant
IJOA	Field Trips	T-IJOA	Field Trip
IJOA-E	Field Trip/Act Permission Form	T-IJOA-E	Field Trip Request Form
IJOC	School Volunteers	T-IJOC	School Volunteers
IJOC-E	School Volunteer Application	T-IJOC-E	Volunteer/Staff Code of Conduct
		T-IJOC-R-1	School Volunteers
IKA	Grading and Assessment	T-IKA	Grading/Assessment System
IKA-R	Grading Assessment	T-IKA-R	Grading/Assessment System
		T-IKA-R1	Late/Makeup Work
		T-IKA-E	Report Cards
IKAB	Report Cards/Progress Reports	T-IKAB	Report Cards/Progress Reports
IKACA	Parent Conferences	T-IKACA	Parent Conf,Staff &School Mtgs (also see T-GCMC)
old svvsd policy	IKB Homework Policy	T-IKB	Homework Policy
IKE	Promotion, Retention	T-IKE	Promotion, Retention
		T-IKE-R	Retention
IL	Evaluation of Instructional Prgm	T-IL	Evaluation of Instructional Programs
ILB	Test/Assessment administration	T-ILB	Test/Assessment Administration
IMB	Teaching about Controversial Iss	T-IMB	Teaching about Controversial Issues

Pursuant to statutory authority, the Academy will design its own educational program and curriculum. Textbooks will be approved by the Academy Board. Curriculum design, implementation and review will be an on-going process. The Academy will work with the District to ensure the content standards of its curriculum meet or exceed those of the District. The Academy may wish to develop alternative assessments to those the District employs. In addition, the Academy reserves the right to determine policies concerning field trips, volunteers, parent and staff conferences, etc.

Section J: Students

JC	School Attendance Areas	T-JC	School Attendance Area
JC-R	School Attendance Areas	T-JC-R	School Attendance Area

JF	Student Admissions/withdrawal	T-JF Student Admission to/ Withdraw from T-JF-E Parental Contract
JFA to JFAB-E (Waived not in ne Policies)		T-JFAB Admissions of Students T-JFAB-R Student Admissions/Lottery
JH	Attendance policy	T-JH Attendance Procedures
JH-R	Student Absences & Excuses	T-JH-R Student Absences and Excuses T-JH-E Attendance Contract
JICA	Student Dress	T-JICA Student Dress through 2005-2006 T-JICA Student Uniform effective 2006-2007
JICG	Use of Tobacco by Students	T-JICG Use of Tobacco by Students
JICG-R	Use of Tobacco by Students	T-JICG-R Use of Tobacco By Students
JICH	Drug and Alcohol use by Students	T-JICH Drug and Alcohol Use by Students
JICH-R	Drug and Alcohol use by Student	T-JICH-R Drug and Alcohol use by Student
JICI	Weapons in School	T-JICI Weapons in School
JII	Student Concerns & Complaints `	T-JII Student Concerns and Complaints
old svvsd policy JJ	Extra-curricular events policy	T-JJ 1,2 School-sponsored Ex Curr Events T-JJ 1,2-E Event Request Form
JK	Student Discipline	T-JK Student Discipline T-JK-E form
JK-R	Student Discipline	T-JK-R Student Discipline
JKD/JKE	Suspension/Expul of Student	T-JKD/JKE Suspension/Expul of Student
JKD/JKE-E	Grounds for Susp/Expul	T-JKD/JKE-E Grounds for Suspension/Expul
JKD/JKE-R	Suspension/Expulsion of	T-JKD/JKE-R Suspension/Expulsion of
JQ-E	Schedule of Student Fees Fines and	T-JQ-E 2005-2006 Student Material Fee Schedule

The Academy has established its own enrollment and withdrawal policies consistent with the Charter School Act. Nonresident students will be allowed to enroll, subject to the Board’s deadline, space availability and the Academy’s nonresident enrollment cap. The Academy reserves the right to establish its own student dress code and discipline procedures, except that the Academy will not use corporal punishment.

Section K: School-Community-Home Relations

KE Public	Concerns and Complaints	see T-GBK & T-KE Public Concerns and Complaints
KE Public	Complaint Form	T-KE-E Public Conc and Comp Form
KEC Public	Complain about Instruc Res	T-KEC (also T-KEF- Public Complaint about Inst Resource/Method
KEC-R Public	Concerns/Complaints Inst. Res.	T-KEC-R File Flow Chart

KEC-E Public Concerns/Complaints ins Res T-KEC-E Citizens Request Form
KEF Public Concern about Teach methods T-KEC-E/T-KEF-E Request for Reconsider
KHA Public Solicitations in SchoolsT-KHA Public Solicitation at TPCA
KHC Dist/Posting of Promo Material T-KHC Distribution/Post of Promo Material
T-KHC-E Request form for Material Posting

The Academy will establish its own policies concerning fundraising and advertising activities. The Academy Board will hear and handle all parental complaints about the school's academic program and instructional resources.

Section (n)

Employment Practices

The Academy Board of Directors submits the following description of the Academy's employment practices:

I. Hiring Process

Twin Peaks Charter Academy is an equal opportunity employer, and will make all employment decisions without regard to race, creed, color, gender, national origin, religion, ancestry, age or disability. Past administrative or teaching experience of each applicant, and an assessment of each applicant's ability to adapt to the Core Knowledge Sequence, will be important factors in hiring. The Academy will place a strong emphasis on each applicant having either a valid Colorado Teacher's Certificate or License, but may, in limited circumstances, hire non-certified or non-licensed instructors where appropriate.

II. Evaluation Process

Yearly evaluations will be conducted for all employees. The Principal will evaluate the teaching staff, with assistance from the Faculty Committee.

III. Grievance Process

The Academy Board has established formal grievance procedures for all employees, and publishes all such policies and procedures in the Staff Handbook. Staff members shall sign a statement affirming their understanding of these. In addition, a "chain of command" has been established for purposes of reporting incidents and conflict resolution. Staff members will abide by the procedures. Should a situation warrant the attention of the Board, the decision of the Board shall, in every case, be final.

IV. Termination Process

All Academy employees will be considered "at will" in the sense that either an employee or the Board may terminate a contract, with or without cause, provided two week's notice is given. The Academy will conform to applicable state and federal laws with respect to terminating employees.

Appendix A

Twin Peaks Charter Academy Board of Directors

TPCA is governed by a seven member Board of Directors who have complete responsibility for the governance of the school. Members are parents of children attending the Academy at the time of the election. The Board usually meets the second and fourth Thursday of each month. Meetings are open to the public and parents are welcome to attend and offer their input on issues before the school. Any parent wishing to become a board member is encouraged to attend meetings of the Board and fill out an application prior to the Fall election, during parent/teacher conferences. If you have any questions, feel free to contact any of the Board members.

<u>Member Name</u>	<u>Term End</u>	<u>Phone</u>	<u>email address</u>
Tina Nuechterlein, President	Fall, 2005	(303) 678-8869	tinat@frii.com
Pete Wanninger, Vice President	Fall, 2006	(970) 532-3506	pwanninger@ieee.org
Chris Labbe, Secretary	Fall, 2005	(303) 774-1928	chris-tpcabod@sunshinelobby.com
Lori Miner, Treasurer	Fall, 2006	(303) 823-5052	lorijminer@aol.com
David Leeds, Member	Fall, 2005	(303) 772-9313	leeds9069@aol.com
Randy Olander, Member	Fall, 2006	(303) 678-9738	rnolander@msn.com
Clint Schahrer, Member	Fall, 2006	(303) 776-2008	clint@indra.com
Coralynn Roush, Member-elect	Spring, 2008	(303) 776-3357	roushes@comcast.net
Regina Casey, Member-elect	Spring, 2008	(303) 651-3588	rmcasey1@msn.com

Appendix B

Site Visit Report

-Report from Colorado League of Charter Schools Accreditation Committee

Appendix C Accountability Reports

Appendix D

Core Knowledge Curriculum Scope and Sequence Overview

Appendix E

Financial Statement (non electronic)
Amendment 23 Report for House Bill 01-1232
Current 2005-2006 Budget

Appendix F Bylaws of the Twin Peaks Charter Academy Board of Directors

ARTICLE I: NAME

The name of this committee shall be the Twin Peaks Charter Academy Board of Directors, herein referred to as the “Academy Board” or “Board”.

ARTICLE II: MISSION, PURPOSE, AND OBJECTIVES

Section 1: Mission Statement

The 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, the Academy will help prepare students to become responsible, contributing citizens, able to compete in a global marketplace of ideas, goods and services.

Section 2: Purpose

The Academy Board shall represent the concerns, goals and objectives of the Twin Peaks Charter Academy as reflected in the Mission Statement, the Guiding Principles and Founding Philosophies and the operating charter granted by the St. Vrain Valley School District RE-1J.

Section 3: Objectives

The objectives of the Academy Board are as follows:

- A. To govern the school in compliance with all Federal and State laws as well as District and Academy policies and Mission Statement.

- B. To serve as final authority in matters affecting staffing, budget, curriculum, calendar decisions, administrative procedures and school concerns, and to ensure that these are consistent with and promote the educational goals of the Mission Statement and official Academy policy.

C. To encourage faculty, parents and students to be aware of and responsive to the needs and concerns of the school as a whole, and of the unique learning styles, challenges and talents of individual students.

D. To act as the official voice of the Twin Peaks Charter Academy with regards to public information, media contacts and public relations.

ARTICLE III: MEMBERSHIP

Section 1: Board Members

The Academy Board shall consist of seven voting members who shall be elected by parents of children enrolled at Twin Peaks Charter Academy, and who are themselves parents of children enrolled at the Academy, except that one member may be from the community at large, provided he or she resides within the St. Vrain Valley School District RE-1J, and up to two nonvoting members as described below. All Board Members (voting and nonvoting) must sign a Board member and a code of conduct agreement prior to serving. Only one Academy family member may serve on the Board at any given time. No voting member may receive remuneration for Board service.

Section 2: Nonvoting members

The Principal shall attend all Board meetings in an advisory or consultative role, but shall have no vote. Up to two additional nonvoting members from the community may be appointed to terms of up to 2 years, with one or both such members being from the TPCA faculty. Any member from the TPCA faculty shall be chosen by a majority vote of the TPCA faculty.

Section 3: Elections

A. Elections shall be held annually. Elections shall be held during the hours of 3rd quarter parent/teacher conferences.

For 2006, the election shall be held during the hours of 1st quarter parent/teacher conferences.

B. The Academy Board shall advertise for Board candidates at least one month prior to the scheduled election. Candidates shall declare themselves to the Board at least two weeks prior to the scheduled election. The Board shall publish a list of candidates not less than ten days prior to the scheduled election.

C. Each Academy family will be accorded one vote per available position. Proxy voting is prohibited.

D. Those candidates receiving the most votes will fill the available seats in the Academy Board. In the event of a tie vote for a position, the result will be obtained by a coin toss.

E. Terms are for two years, and are staggered. Four members will be elected in even-numbered years, and three will be elected in odd-numbered years. Each member is limited to three consecutive terms. If a member resigns, is removed from office or their 2nd term expires, they must wait a minimum of one year before running for re-election.

F. The term of office for Board members shall begin and end with the opening of the last regular meeting in June following the election. Between the election and taking office, the Board member elect shall be required to attend all regular meetings of the Board, beginning with the first meeting in May, as well as a training session designed to acquaint the member with the duties of office.

Board members elect shall be bound by all responsibilities of membership but have no vote on the Board. Board members elect may participate in Board discussions.

For the transition from fall to spring elections the following rules apply. Terms for those elected in 2005 and 2006 will start at the first meeting in January and last until the last meeting in June of 2008 and 2009. Subsequent terms will follow the timing stated above.

G. The Academy Board shall select its own leadership at the first meeting of the new board. At its own discretion, it may reorganize following the filling of a vacancy.

H. In the event of dismissal, resignation, or other vacancy of the Academy Board (other than any vacancy which occurs within six months of a regularly scheduled election), the Board will conduct a special election to fill the remaining portion of the vacant member's term. For a vacancy which occurs within six months of a regularly scheduled election (three months in the event that such vacancy was the result of a successful recall vote), the remaining Board members will appoint a replacement from candidates who submit their names to serve until the next regularly scheduled election. The Board at its own choosing can determine whether or not to reorganize following the filling of a vacancy. In the event that a vacancy occurs on the Academy Board that is to be filled at the next regularly scheduled election, the procedure for such an election will be as follows. All candidates will be placed on the ballot by random lot. The available 2-year terms on the Board shall go to those receiving the highest number of votes and the partial term(s) shall go to the candidate(s) receiving the next highest vote total.

I. In the event of a special election, the Board shall advertise the vacancy and request candidate nominations within one week of the confirmation of the vacancy. Interested candidates will have applied and submitted necessary paperwork within two weeks of the advertising of the vacancy. An election to fill the vacancy will occur within four weeks of the advertising of the vacancy. The special election shall run for one day starting the opening of school and extending into the evening until 7:00 pm.

ARTICLE IV: RESPONSIBILITIES

Section 1: Board Responsibilities

The following set forth the general duties and responsibilities of the Academy Board as a whole, and its individual members.

- A. The Academy Board shall set and enforce policy and assure that the Academy is run in a manner consistent with the Mission Statement and in compliance with all applicable laws, the Charter, and Contract.
- B. The Academy Board shall develop and approve an annual budget, and operate within that budget.
- C. The Academy Board shall appoint members to standing and ad hoc committees. Those elected to the board will be expected to serve on a minimum of one standing committee.
- D. The Academy Board shall establish and publish the school calendar, including any changes made during the school year.
- E. The Academy Board shall be responsible for the maintenance of any records required by law or provided for by the Charter Contract.
- F. The Academy Board shall negotiate and approve any changes to or renewals of the facilities lease, its use and maintenance, and shall establish policy for facilities use.
- G. The Academy Board shall convene at least one regular monthly meeting, subject to the Open Meetings Law, and will provide an opportunity for public input. In addition, the Board may convene work sessions, as it deems appropriate.
- H. The Academy Board shall adopt and administer a grievance policy and procedure.
- I. The Academy Board shall approve an admissions policy, and assure compliance with all aspects of such policy.
- J. The Academy Board shall approve or disapprove all hiring and termination recommendations, and approve all staff employment contracts.
- K. The Academy Board shall enforce all contract issues, including employment, leases, and charter agreements with the District or State of Colorado.

L. The Academy Board shall be responsible for the implementation and monitoring of a code of conduct and discipline policy, consistent with applicable law and the Charter Contract.

M. The Academy Board shall perform such other duties as appropriate and necessary to the safe and effective operation of the Academy, and which promote the Academy's commitment to educational excellence.

ARTICLE V: OFFICERS

Section 1: Board Officers

The Officers of the Academy Board shall be the President, Vice President, Secretary and Treasurer. They shall be chosen by, and from among the seven members of the Board.

Section 2: President

The President shall preside over all regular and other official Academy Board meetings, have general charge of the business of the Board, and carry out its policies under the direction of the Board. The President shall have authority to delegate duties and responsibilities to other Board members. The President shall form committees as required, and appoint committee chairs and other committee members, subject to concurrence of the Board.

Section 3: Vice President

The Vice President shall have all the powers and perform the duties of President in the absence or disability of the President. The Vice President shall perform such other duties as from time-to-time may be assigned by the President. The Vice President shall take full responsibility for organizing and overseeing elections to the Academy Board, except in those instances where the Vice President's involvement in the elections could constitute a conflict of interest, in which case the President shall appoint another Board member to oversee the elections.

Section 4: Secretary

The Secretary shall keep or cause to be kept full minutes of all meetings of the Academy Board, including a record of each member's attendance, and all acts and votes of the Board. The minutes shall be kept in one or more bound books, and shall be available in the school office for inspection by members of the public. The Secretary shall see that all notices of upcoming meetings are duly posted in

accordance with the provisions of these Bylaws or as required by law, and shall perform such other duties as from time-to-time may be assigned by the President.

Section 5: Treasurer

The Treasurer shall have general supervision of the financial affairs of the Academy, subject to Board concurrence, and shall have power to disburse funds, sign checks, drafts or other payments of money, and make monthly financial statements to the Board. The Treasurer shall also perform such other duties as may from time-to-time be assigned by the President. The Treasurer will serve as chair of the Finance Committee.

Section 6: Officer Resignations and Removal

Any Officer may resign at any time by providing written notice to the President or Secretary of the Academy Board. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Any Board officer may be removed from office (but not from membership on the Board) at any time, provided just cause exists and is established by a majority of the Board members, and whenever, in their judgment, the best interests of the Academy are served by the removal.

ARTICLE VI: COMMITTEES

Section 1: Standing Committees

The following committees will be standing committees of the Academy Board and will operate on an advisory basis. Faculty Committee (one Board member plus additional parent and staff members); Discipline and Dress Code Committee (one Board member plus additional parent and staff members); Safety Committee (one Board member plus additional parent, staff and community members) Accountability Committee (one Board member plus additional members as defined by state statute); and Curriculum Committee (one Board member plus additional parent and staff members); Facility Committee (one board member plus additional parent and staff members); and Finance Committee (two Board members plus additional community, parent and staff members). The Board may also establish other committees, as it may from time to time deem necessary.

Section 2: Faculty Committee

The Faculty Committee will assist the Principal in gathering parent feedback on teacher performance. The parent feedback shall be collected only by the Principal, used as part of the Principal's

review of the classroom performance of all teachers (full and part-time), summarized for the Board, and may be used as a factor in performance-based bonuses and/or contract renewal considerations. The Faculty Committee is also responsible for assisting the Academy Board and Principal in the process of interviewing candidates for administrative and instructional positions at the Academy and annual review of job descriptions.

Section 3: Discipline and Dress Code Committee

The Discipline and Dress Code Committee monitors discipline and dress code concerns, develops recommendations relating to discipline and dress code policies and issues, and reports its findings and recommendations to the Academy Board for review and action.

Section 4: Curriculum Committee

The Curriculum Committee systematically reviews the Academy's curriculum, and researches and recommends instructional resources and materials, and library, media and computer programs to be used. The Curriculum Committee forwards such recommendations to the Academy Board for review and action.

Section 5: Accountability Committee

The Accountability Committee is an advisory committee charged with monitoring TPCA's fulfillment of its mission, goals, and objectives as stated in the TPCA charter. This committee is responsible for: (a) development and adoption of student performance goals and school improvement plan; (b) developing and circulating parent questionnaires designed to assess parents' satisfaction with the operation of the school and the performance of the administration and Academy Board; (c) assisting the Academy Board and administration in the process of accreditation, educational audits, school assessments, and the like (d) approving all waiver requests proposed by the Academy Board for waivers from applicable statutes or regulations, and (e) communicating annually via written report their findings to the Board, District, and make said report available for the community. Recommendations will be forwarded to the Board for review and action.

Section 6: Safety Committee

The Safety Committee monitors safety concerns, develops recommendations relating to school safety related policies and issues, and reports its findings and recommendations to the Academy Board for review and action.

Section 7: Facility Committee

The Facility Committee will work in conjunction with the District to identify needs and implement approved solutions to maintain and improve the physical facilities. The committee will report any recommended actions, costs and associated timelines to the Academy Board for review and action.

Section 8: Finance Committee

The Finance Committee monitors the financial concerns of the school and reports its findings and recommendations to the Academy board for review and action. The Business Manager reports to the Board, through the Finance Committee. The Committee reviews and forwards financial statements, including budget-to-actual variance reports, bank reconciliations, and submit them in a formal report for review by the Board of Directors. Changes to the budget or other policies that have a financial impact will be brought to this committee for review.

Section 9: Other Committees

The Board may constitute such other committees, as it may, from time-to-time, deem necessary to promote the goals and objectives of the Academy.

ARTICLE VII: TERMINATION OF MEMBERSHIP

Section 1: Removal of Member

Membership on the Academy Board may be terminated without the consent of the subject member, provided a minimum of one week notice is given in a properly published and posted agenda, and provided just cause exists and as established by a vote of five Board members, and whenever, in their judgment, the best interests of the Academy are served by the removal.

Section 2: Mandatory Meetings

Attendance at the Board meetings is mandatory. Any member receiving two unexcused absences annually from regularly scheduled meetings shall be removed from the Board unless a majority of remaining members determines that circumstances warrant retaining the member. After six excused absences, a member may be removed from the Board by a majority vote. The president shall determine whether absences are excused or unexcused.

Section 3: Unethical Conduct

Unethical or illegal conduct shall be grounds for immediate removal, whether or not such conduct occurs while acting in the capacity of a Board member.

Section 4: Removal by Petition

If a petition to remove one or more members is presented to the Academy Board, such petition shall compel the Board to add the petition as an item on the agenda for the next regular Board meeting. Such a petition must contain the names of fifty families or a number equaling one-third of total Academy families, whichever is greater. A petition to remove one or more Board members must be provided to either the Board President or Secretary no less than fifteen days prior to the Board meeting date, and no less than four months prior to the expiration of the term of office for any Board member who is the subject of such a petition. Such a petition must state the reason(s) for the removal of the member(s) and the name of the person(s) responsible for submission of the petition to the Academy. Should the petition not be withdrawn by the responsible person(s) named on the petition, one month later the Board will submit the matter to the parents for a vote to remove or retain the member or members. Any vacancy will be filled as provided for in these Bylaws under Special Election. So as to prevent interference with students, petitions shall not be solicited on school grounds at any time from one hour before until one hour after normal school hours. School grounds herein are defined as the area bounded by the sidewalk adjacent to the street on all four sides of the school building, Main, 9th, Kimbark, and 8th streets.

ARTICLE VIII: AMENDMENTS

Proposed amendments to these Bylaws shall be submitted in writing to the Board President. Copies shall be provided to all Board members at least one week prior to a regularly scheduled Board meeting. Consideration of amendments shall include an opportunity for the public to comment. An affirmative vote of five members shall be necessary to adopt any proposed amendment.

ARTICLE IX: DEFINITIONS

Section 1: Parent

A “parent” shall mean the adult or adults having legal custody of a student. Where more than one adult has legal custody of a student, whether or not those adults reside in the same household, notification of any of those adults shall constitute notification of a parent as used in these Bylaws.

Section 2: Staff

“Staff” shall mean any person, including teachers, the Principal, Assistant Principal, support personnel, etc., serving under an employment contract with the Academy.

Section 3: Principal

The “Principal” shall mean the staff person having primary responsibility for the day-to-day operations of the Academy, including interaction and liaison with the District.

Section 4: Faculty

“Faculty” shall mean any person who has been hired as a teacher and does not include Instructional Assistants.

ARTICLE X: OPEN MEETINGS LAW, PUBLIC RECORDS ACT, HIPPA AND FAMILY EDUCATIONAL PRIVACY RIGHTS

The Academy acknowledges and agrees that it is subject to the provisions of the Colorado Open Meetings Law, Colorado Revised Statutes Section 24-6-401 et seq., and that it will fully comply with the provisions of such law in connection with all its activities.

The Academy acknowledges and agrees that it is subject to the provisions of the Colorado Public Records Act, Colorado Revised Statutes Section 24-72-201 et seq., and that it will fully comply with the provisions of such law in connection with all its activities.

The Academy acknowledges and agrees that it is subject to the provisions of Family Educational Privacy Rights, Buckley Amendment, 20 United States Code, Section 1232(g), and that it will fully comply with the provisions of such law in connection with all its activities.

The Academy acknowledges and agrees that it is subject to the provisions of Health Insurance Portability and Accountability act of 1996, Public Law 104-191, and it will fully comply with the provisions of such law in connection with all its activities.

ARTICLE XI: PARLIAMENTARY AUTHORITY

Robert’s Rules of Order shall govern the Academy Board whenever they are applicable and not inconsistent with these Bylaws, District policy, or State law.

Appendix G Parent Contract (T-JF-E)

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

(Student's name)

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

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

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

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

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

Parent/Guardian Signature

Date

Student Signature

Date

Appendix H
Twin Peaks Charter Academy Policies

Appendix I
Employment Contracts (T-GCBB-E through T-GCBB-E-3)

Appendix J
School Calendar Policy T-IC-ICA-E

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