



Parent & Student Handbook 2026-2027

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Our Vision and Philosophy

Our Vision

Twin Peaks Classical Academy provides an academically rigorous environment that encourages students to seek truth, beauty, and goodness in both their acquisition of knowledge and their development of character. This classical education (“Classical Education”) is provided to any PK-12 student and family seeking a well-rounded education that prepares all students for the opportunity for acceptance into a four-year university.

About Us

We are a public school of choice in the St. Vrain Valley School District (“SVVSD”), conveniently located in Longmont, Colorado. We are governed by engaged and passionate parents and community members, and are the longest operating charter school in the SVVSD. We are the only classical school in Longmont, offering a unique alternative and choice for families. A Classical Education is based on the timeless value of creating critical thinkers who seek truth, beauty and goodness, while acquiring foundational skills and knowledge, in a teacher-led classroom that lays the foundation for advanced study. The heart of a classical school is a comprehensive Latin mastery program, beginning in kindergarten. A classical school explicitly teaches character and values through the study of great works of literature. Core Knowledge provides our elementary and middle schools’ foundational curriculum that supports our ideals. We are the only PK-12 school in the district, creating a special sense of community.

United by a vision of a traditional, academically rigorous school, a group of parents founded Twin Peaks Classical Academy in 1997. In fulfilling its mission, TPCA relies on specific guiding principles and founding philosophies. These principles and philosophies originated in the earliest meetings uniting over 100 founding families with the original Board of Directors. All proposals and decisions in policy and curriculum are measured against the vision, guiding principles, and original founding philosophies. Continuity of these philosophies depends on the board, administration, staff, and parents remaining faithful to and communicating the following:

TPCA is a Parent-Governed School

- Parents are the child’s first teacher.
- Parents must assist their child to ensure success in this rigorous academic environment.
- Parent participation in committees and volunteer activities is critical to student success.
- Volunteers in the classroom are directed by the teacher.
- The school is governed by a parent-elected board accountable to *all* of our stakeholders.

Content and Curriculum

- TPCA is dedicated to a content rich curriculum that builds cultural literacy.
- TPCA uses the foundation of Core Knowledge as a tool to reach our goals of supporting Classical Education across all grade levels.
- Classical Education continues to build each year through the grades, culminating in our high school experience which involves a focus on Rhetoric using Socratic methodology that is supported by the Grammar and Logic acquired in earlier grades.
- Reading is the foundation for all learning. We employ research-based strategies, with a focus on phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension, utilizing primary source documents and great works of literature. We recognize the importance of reading within content areas, particularly history, for reading achievement.
- We believe that handwriting, including learning to read and write in cursive, is a valuable skill for students to develop.
- Math is fundamental to understanding our world and the universe. We employ rote memorization of math facts and basic skills, development of number sense and problem-solving skills, as well as the critical and logical thinking necessary for advanced education and lifelong learning of engaged citizens.
- Analyzing and discussing classic literature and historic documents is critical to the development of articulate, contributing citizens.
- We hold a conservative and deliberate approach to the use of technology in the classroom. Technology should never replace great teachers or great curriculum.
- Latin mastery is central to a Classical Education and supports overall student achievement.
- Extracurricular activities and electives support the growth of the whole student.

TPCA Practices the Traditional Concept of Teacher-Led Classes

- Classical Education is aligned with state standards and supports the curriculum.
- Teachers will use a wide range of teaching methodologies that align with the classical approach to meet the needs of each student.
- Classes will not be student directed or include self-paced learning.
- Cross grade grouping in math and reading is utilized as needed.
- Technology should only be used as a tool to augment the curriculum, not replace it.

Expectations for Academics and Behavior

- We believe children will rise to the level of expectation placed upon them in both academics and character development.
- The principles of good character, using the Six Pillars of Character, are integrated into daily instruction and curriculum.
- We offer opportunities for true academic success and achievement, through hard work and mastery of a broad curriculum rooted in the Classical Education stages of grammar, logic, and rhetoric.
- K-8 uniforms and a high school dress code foster an environment which is conducive to learning while reinforcing our strong code of character.

Planning for Growth and Sustainability

- In order to continue to provide a top-quality education to students, we will budget conservatively while maintaining and promoting the programs that make TPCA unique.
- TPCA will maintain sustainable growth while promoting admission practices that carefully inform prospective students and families about our classical model.
- Hiring practices will ensure we sustain a staff that is aligned and committed to Classical Education and the mission of TPCA.

Nondiscrimination

Twin Peaks Classical Academy complies with applicable federal and state nondiscrimination laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and applicable Colorado law.

Twin Peaks Classical Academy does not unlawfully discriminate against otherwise qualified students, applicants for admission, employees, applicants for employment, or members of the public on the basis of disability, race, color, creed, religion, national origin, ancestry, sex, sexual orientation, gender identity, gender expression, marital status, age (where applicable), need for special education services, or any other characteristic protected by applicable federal, state, or local law.

Accordingly, no otherwise qualified student, applicant for admission, employee, applicant for employment, or member of the public shall be excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination in any TPCA program, activity, service, or employment practice on the basis of any protected characteristic. Discrimination based on age in employment is prohibited in accordance with applicable federal and state law.

Questions or complaints regarding discrimination, harassment, or retaliation may be directed to TPCA's designated Title IX and Section 504 Coordinator. Contact information for the Coordinator is available on TPCA's website and from the TPCA office.

Title IX

TPCA does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the TPCA Title IX Coordinator, Alycia Burns, burns_alycia@svvsd.org, the U.S. Department of Education's Office for Civil Rights, or both.

Why We Standardize Processes & Procedures

(Marzano & Hattie)

5 th Grade Standardized Math Test	Percentile Entering	Percentile Leaving
Average School Average Teacher	50th	50th
Highly Ineffective School Highly Ineffective Teacher	50th	3rd
Highly Effective School Highly Ineffective Teacher	50th	37th

Highly Ineffective School Highly Effective Teacher	50th	63rd
Highly Effective School Average Teacher	50th	78th
Highly Effective School Highly Effective Teacher	50th	96th

What is a Highly Effective School? John Hattie would say it is a school with significant Collective Efficacy which can be defined as “the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students.” This is also Hattie’s number one factor among all of the influences on student learning after a meta-analysis of 1200 studies.

How We Grade

A standards-based classroom is focused on whether or not a student can attain proficiency in a given standard or typically a set of standards. A student’s performance is measured through assessments.

TPCA uses a rubric to determine student grades and progress. A letter grade of “B” can mean different things among teachers, students, curriculum, and even multiple instructors teaching the exact same course in the same building. Our building rubric provides a higher level of consistency between courses and teachers.

A grade is a reflection of what a student knows and is able to do in relation to the standard and course. A course grade is calculated by adding Assessments (70%) and Learning Experiences & Activities (30%).

Assessment – A piece of work that describes whether or not a student can meet the standard. An assessment can take many forms and may be measured with a rubric. The type of assessment should dictate how a student’s performance is measured. There are typically two types of assessments:

Holistic – The student’s work is graded as a whole, i.e. 60%, 70%, 80%, etc.

Analytical – The student’s work is graded specifically, i.e. 92%

Learning Experiences & Activities – The day-to-day tasks (quizzes, worksheets, homework, etc.) that prepare a student for an assessment. Learning experiences and activities should link to specific assessments.

Reassessment – Twin Peaks Classical Academy holds students accountable to the standard. There may be times when students are allowed to reassess or turn in missing work. General reassessment/missing work guidelines are as follows:

The maximum reassessment/missing work grade is a B (80%).

The deadline for reassessments/missing work is two weeks from the assigned due date. The teacher has sole discretion and may require other tasks (extra help, meetings, assignment completion, etc.) before allowing a reassessment or acceptance of missing work.

Academic Misconduct –Students must not plagiarize or cheat; this includes using Artificial Intelligence (“AI”) and ChatGPT. Students must produce their work and cite sources appropriately. Disciplinary consequences will be enforced for academic dishonesty, and students will receive a zero and a referral to the appropriate Assistant Principal.

General Grading Guidelines - Grades should be entered at least once a week, to keep parents regularly informed. Assignments should be graded and entered into Infinite Campus (“IC”) no later than week after accepting student work for regular assignments. Thursday 4:00 PM remains the deadline (for IC Eligibility reports and At-Risk Spreadsheets).

What should the number of grades in a given semester be?

What should the ratio of Assessments to Learning Experiences & Activities grades be?

The reason a specific number is not listed is that the number of grades in a given course are dependent on grade level, content and the teacher’s professional judgment, as are the number of Learning Experiences & Activities and Assessments.

How We Measure Grades

Twin Peaks Classical Academy Grading Rubric Grades 1-12		
Mastery	90-100%	(A)
Proficiency	80-89%	(B)
Sufficiency	70-79%	(C)
Failing	0-69%	(F)
Incomplete		(I)
Withdraw Fail		(WF)
Credit requires a C or above.		

Twin Peaks Classical Academy Grading Rubric Kindergarten	
ACHIEVEMENT	
Mastery: Demonstrates skill consistently	(A)
Practicing Skill: Demonstrates skill some of the time	(B)
Emergent Skill: Just beginning to develop skill	(C)
Not Demonstrating the skill at this time	(D)
BEHAVIOR, EFFORT	
Excellent	(E)
Satisfactory	(S)
Improving	(I)
Needs Improvement	(N)

Notes:

- A student must achieve at the equivalent of C grade work in order to pass a course that is graded pass/no pass.

- A grade of I (Incomplete) is assigned when, due to extenuating circumstances, a student has not completed sufficient coursework for the teacher to assess student's work and assign a grade reflective of the student's achievement, e.g. due to extended illness or recent enrollment in the class. It is not an alternative to a grade of F, which reflects failure to achieve.
- Assignment of a grade of I requires approval of a Twin Peaks Classical Academy administrator.
- The teacher is responsible for converting a grade of I to a regular letter grade no more than three weeks after the end of the grading period. If a student does not complete missing assignments by the deadline, each missing assignment receives a score of zero percent and the grade calculation for the applicable grading period will be made on this basis.
- Grades of F and I do not count towards fulfillment of course requirements.
- If a student repeats the exact course or the same course at a higher level (e.g. Algebra 1 as a repeat for Algebra 1 Basic), only calculation of the higher grade will be included in a student's GPA and credit will be given only once. The lower grade and credit will be ignored although the course and grade will remain on the transcript. This is the regulation only for classes taken in St. Vrain Valley schools. Transcripts from other schools will not be altered.
- Only final grades are used to determine a student's term and cumulative GPAs.
- If a student drops a class after three weeks from the beginning of the semester, the student will receive a WF for the class.

Grade Point Scales:

Grade points used to calculate a student's grade point average (GPA) are assigned as follows:

Standard GPA Scale:

- A = 4 points, B = 3 points, C = 2 points, F = 0 points

Weighted GPA Scale:

- (Elementary Specials) Calculated at .5
- (AP Courses) A = 5 points, B = 4 points, C = 3 points, F = 0 points
- (Honors Courses) A = 4.5 points, B = 3.5 points, C = 2.5 points, F = 0 points

Honor Roll:

Students who have earned a 3.5 grade point average or higher.

How We Report Grades

Infinite Campus "IC"

Infinite Campus Portal is a tool for parents and students to access instant, online, timely and secure student information; class schedule, assignments, attendance, report cards and transcripts. Infinite Campus Portal is a means to further promote educational excellence by enhancing our program of communication with parents and students. A portal activation key is individualized for each parent. Parents of current students are eligible to activate a Parent Portal account. If you need an activation key, please complete [this form](#).

New students and families will receive activation and login instructions through the enrollment process.

[Infinite Campus tutorials, instructions and FAQs](#)

How & What We Teach

THE WHAT

Adopted Curriculum and Standards

Our adopted curriculum aligns with state standards, in most cases. When there is a misalignment, defer to the adopted curriculum.

Curriculum Maps, Essential Skills Scope & Sequence

We are engaged in the ongoing process of ensuring the Essential Skills are taught at the correct time and the correct sequence to ensure mastery from year to year.

THE HOW

Best First Instructional Plan (Tier I)

- What do students need to know and be able to do?
- How do we know students have learned?
- What instruction will ensure learning?
- How and when do we monitor and adjust?

Planning & The Daily Agenda

An agenda provides Evidence of planning that is rigorous, aligned with the curriculum and on standard.

Date

Objective

Activities - Tasks designed to help students meet the Objective including:

Do Now

Daily Formative Assessment

Homework - Homework is an important part of a Twin Peaks Classical Academy education. As a general guideline, teachers strive to assign approximately 10 minutes of homework per grade level each night, recognizing that individual assignments and courses may vary.

In elementary school, homework is designed to reinforce classroom learning, provide meaningful practice, and help students develop consistent study habits. In middle school, homework continues to emphasize review and practice while gradually introducing independent learning and preparation for more rigorous coursework.

In high school, homework often includes new learning, independent reading, projects, and assignments that deepen understanding and prepare students for college and future success.

[Athletics \(6-12\)](#)

Please see the athletics website for more information.

Attendance

Student Absences and Excuses

Philosophy

One criterion of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic performance, lack of social development, and possible

academic failure. Regular attendance is of utmost importance for academic success, social adjustment, and scholastic achievement, particularly for closing the achievement gap.

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, missed instruction cannot be adequately made up. Students who have good attendance generally achieve higher grades, enjoy school more, and are better prepared for future employment. For these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: (1) satisfy all academic requirements, and (2) exhibit good attendance habits as outlined in this handbook/policy.

When developmentally appropriate, it is the responsibility of the student to attend school. Ultimately, however, the responsibility for ensuring that a student has good attendance rests with the parent/guardian. Under Colorado law, every parent/ guardian has an obligation to ensure that each child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school. TPCA will notify parents/guardians if a student's education is being jeopardized by poor attendance.

Attendance

Students are expected to enroll at the beginning of the school year, to attend regularly, and to be prompt in arriving at school and at each class during the day.

Colorado law states that the parent/guardian of each child who turns six (6) years of age on or before August 1 and is under the age of 17 shall ensure that each qualified child attends school.

Chronic absenteeism and truancy will require parents/guardians to meet with school administration and participate in developing a plan to ensure regular attendance.

In-person daily student attendance is monitored and taken by the teacher onsite and recorded into Infinite Campus (IC) each period.

Excused Absences

The appropriate Principal or designee will grant excused absences with substantiated reason for the following:

1. Personal illness, injury, or temporary physical, mental, or emotional disability of the student (a physician's note may be required after three (3) consecutive days of absence).
2. Medical, dental, or mental health appointments (documentation may be required).
3. Illness or death in the student's immediate family.
4. Religious observances requested by the student's parent/guardian.
5. Family emergencies or hardships.
6. Educational experiences or other school-approved activities (advance written notice from a parent/guardian may be required).
7. Pre-arranged family vacations. Family vacations during the school year are strongly discouraged. If a student is not in good academic, attendance, or behavioral standing, TPCA may deny an excused absence for vacation purposes.
8. Absences related to employment authorized under the Colorado Youth Employment Opportunity Act.
9. Absences due to court appearances, court-ordered activities, or when a student is in the custody of a court or law enforcement authority, as permitted by law.
10. Participation in approved work-study programs.
11. Participation in school-sponsored activities, events, or competitions.
12. Other circumstances approved by the appropriate principal or designee.

Suitable proof regarding the above exceptions may be required, including written statements from a health care provider.

Unexcused Absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents/guardians of the student receiving unexcused absences will be notified orally or in writing.

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

In accordance with law, Twin Peaks Classical Academy may impose academic consequences that relate directly to classes missed due to unexcused absences. Students and parents/guardians may appeal to the Executive Director or designee for an exception to this policy or its accompanying regulations. No exception will be granted if the student fails to comply with any requirements imposed as a condition of the exception.

The maximum number of unexcused absences a student may incur before proceedings to enforce Colorado's compulsory school attendance laws may be initiated is four (4) unexcused absences in any one month or ten (10) unexcused absences during any school year, as provided by Colorado law.

Regarding unexcused absences, TPCA will contact a student's parent/guardian as follows:

- 6 unexcused absences: Letter (or email) of Concern will be sent by the appropriate principal or designee.
- 7 unexcused absences: A Notice of Non-Compliance is sent by the appropriate principal or a designee, and a meeting with the parent/guardian will be scheduled to develop an Attendance Intervention Plan.
- 10 unexcused absences: a second Letter (or email) of Concern will be sent, and a Truancy Petition may be completed and filed with the applicable court.

Letters/Emails will be sent to parents/guardians addressed to the current email address on file.

Chronic Absenteeism

Excessive absences negatively impact the student's academic success. A student will be considered "chronically absent" if they have missed 10% or more of the days enrolled during the school year, whether the absences are excused or unexcused. Absences due to suspension or expulsion are considered excused absences when determining chronic absenteeism.

If a student is identified as "chronically absent," the Principal or designee will work with the student and, when practicable, the student's parent/guardian to develop an attendance improvement plan. The plan may include evidence-based interventions and supports designed to improve attendance, including, but not limited to::

- Individual Case Management
- Meeting with school staff, including counselors, social workers or family liaisons;
- Home Visits, when appropriate;

- Multi-Tiered Systems of Support (“MTSS”) interventions; and
- Collaboration with community partners and outside service providers.

Nothing will require TPCA, the Principal, or designee to identify a student as “chronically absent” prior to declaring the student as “habitually truant” or initiating attendance interventions, in accordance with those authorized by Colorado law.

Habitually Truant

A student of compulsory school attendance age is considered habitually truant if the student has four (4) unexcused absences in any one month or ten (10) unexcused absences during any school year, as defined by Colorado law. Absences due to suspension or expulsion are not counted toward habitual truancy.

Twin Peaks Classical Academy monitors student attendance and will make reasonable efforts to notify parents/guardians when a student is absent without notice. Before initiating truancy proceedings, TPCA will work with the student and parent/guardian to develop an attendance intervention plan designed to improve attendance and reduce unexcused absences.

If attendance does not improve, TPCA may pursue additional interventions or compulsory attendance proceedings as authorized by Colorado law.

Make-up Work

Make-up work will be provided for any class in which a student has an absence unless otherwise determined by the Principal or designee or unless the absence is due to the student’s expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day of returning to class.

All students are expected to make up schoolwork because of absenteeism. A reasonable amount of time to complete make-up work will be given, generally two (2) class periods for each class period absent.

Unless otherwise permitted by the Principal or designee, make-up work will not be provided during a student’s expulsion. Rather, the district will offer alternative education services to the expelled student in accordance with state law. The district will determine the amount of credit the expelled student will receive for work completed during any alternative education program.

Tardiness

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

Teachers shall be responsible for addressing tardiness as a classroom management issue. Excessive tardiness may be referred to the administration for consideration as an attendance problem.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter the next class. Teachers will honor passes presented in accordance with this policy. The provisions of this policy are applicable to all students, including those above and below the age for compulsory attendance as required by law.

Bell Schedule

<i>Elementary Lunch/Recess</i>	
10:45-11:25	Kindergarten
11:00-11:40	1st Grade
11:15-11:55	2nd Grade
11:30-12:10	3rd Grade
11:45-12:25	4th Grade
12:00-12:40	5th Grade

<i>Elementary Specials</i>	
8:10-9:00	4th Grade
9:05-9:55	3rd Grade
10:00-10:50	5th Grade
12:10-1:00	1st Grade
1:05-1:55	2nd Grade
2:05-2:55	Kindergarten

<i>Grades 6-12</i>	
8:00-9:25	Period 1/5
9:30-10:55	Period 2/6
11:00-12:25	Period 3/7
12:25-12:55	MS Lunch
1:00-1:30	MS Seminar
12:30-12:55	HS Seminar
12:55-1:30	HS Lunch
1:35-3:00	Period 4/8

Communication Expectations

Communication between the school and parents is crucial to a well-functioning school. Twin Peaks strives to be proactive in communicating with our stakeholders through various outlets and tools.

Twin Peaks offers many opportunities to stay up to date with your student's grades, attendance, college planning, fees, and overall school communication. Below, you can learn more on how to access them.

Communication Tool:	Purpose:	How to access:
Infinite Campus	View your student's schedule, attendance, messages, assessment scores, immunization records, and update personal information.	On the TPCA website, under the Parent Tab, you will find the Infinite Campus Tab. If you need an activation code, complete this form . For full instructions, click HERE .
Twin Peaks Classical Academy App and "Rooms"	The Twin Peaks Classical Academy app provides access to all things Twin Peaks. Access school news, updates, lunch menus, documents, and staff directory.	Search Twin Peaks Classical Academy in your app store. Once logged in to the app, you will follow the link provided to find your student(s) individual classes.
Google School Calendar on the Website	The website event's calendar communicates school wide events. It does not include every classroom event.	SYNCING INSTRUCTIONS
Conference Scheduling - "Meet the Parents"	Parents may request a conference at any time. Please do not wait for scheduled conferences held in the fall if you have a concern. Spring conferences are set aside as invitation-only conferences.	TPCA uses a scheduling software called "Meet the Parents" for conferences. The window opens up one to two weeks prior to conferences for you to sign up. You will be emailed a link prior to conferences. If an interpreter is necessary please indicate in the system.
Student Email, Infinite Campus & Naviance Accounts	K-12 students will receive a St. Vrain District network account, a Google Apps account and then in 6th grade, a St. Vrain Google email. If you wish to opt your 6-12th grade student out of the email account, please visit the school.	6th grade students will activate their accounts during Seminar at the beginning of the school year. Freshmen receive their Naviance account in Seminar at the beginning of the year. New students and families will receive email accounts, activation and logon instructions for Infinite Campus through the enrollment process.

[Board of Directors Meetings and Committees](#)

Parents and community members are welcome to attend open sessions. Please check the governance tab on at [Twinpeaksclassical.org](https://twinpeaksclassical.org) to verify the meeting date/time.

Discipline

Philosophy

TPCA believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The primary objective of disciplining students of TPCA shall be to ensure an atmosphere for each student that is conducive to the learning process and free from unnecessary disruptions. The second objective will be to help the student develop and apply self-discipline and acceptable behavior. Further, the faculty understands that students will make mistakes; it is how one learns from his or her mistakes and moves forward that is the core of the student discipline process.

6 Pillars

At Twin Peaks Classical Academy, we believe character education is essential in developing outstanding students. Whether at home, school, or in play, we agree on six basic values to define ethical behavior. These values are known as the Six Pillars of Character:

- Trustworthiness
 - *Be honest • Don't deceive, cheat, or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country*
- Respect
 - *Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements*
- Responsibility
 - *Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act and consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others*
- Fairness
 - *Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly*
- Caring
 - *Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need*
- Citizenship
 - *Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer*

Our faculty and staff diligently design, review, revise, and implement structures and practices to support students in developing outstanding character. Students are guided daily in behavior constituting outstanding character through modeling, teachable moments, and conversations. Students have the opportunity to learn about fictional and non-fictional persons who exemplify outstanding character. Additionally, teachers utilize integrated lessons emphasizing the Six Pillars of Character while recognizing and celebrating student success.

Building Rules

Updated 7/24/26

Twin Peaks has rules, teachers have rules, we have policies (including [SVVSD policy Behavioral Code of Conduct](#)), as well as State and Federal laws that govern us. All of these rules have consequences, which can include anything from counseling to expulsion.

In short:

- Behave yourself in accordance with the 6 Pillars of Character.
- Do not disrupt the learning environment.
- Follow directions from the TPCA Staff.

Student Referrals from Teachers

We expect our teachers to maintain student discipline in the classroom and to contact and work with both parents and students to maintain an orderly classroom environment. At teacher discretion, he or she may send a student to the appropriate Assistant Principal.

Suspension and Expulsion

Student discipline, including suspension and expulsion, will be administered in accordance with applicable state and federal law, TPCA policies, and principles of due process. Students and parents will be provided the notice and procedural protections required by law before disciplinary action is imposed. Additional information regarding suspension, expulsion, and student discipline procedures is available in TPCA Board policies.

Students with Disabilities

Students with disabilities are entitled to all disciplinary protections and educational services required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and other applicable law.

Timberwolf Scholar Expectations

In following the spirit of ONE PACK, ONE PURPOSE, our Timberwolf Scholar Expectations are grounded in our Pillars of Character, and they extend from Kindergarten through Twelfth grade.

[K - 12 Timberwolf Scholar Expectations](#)

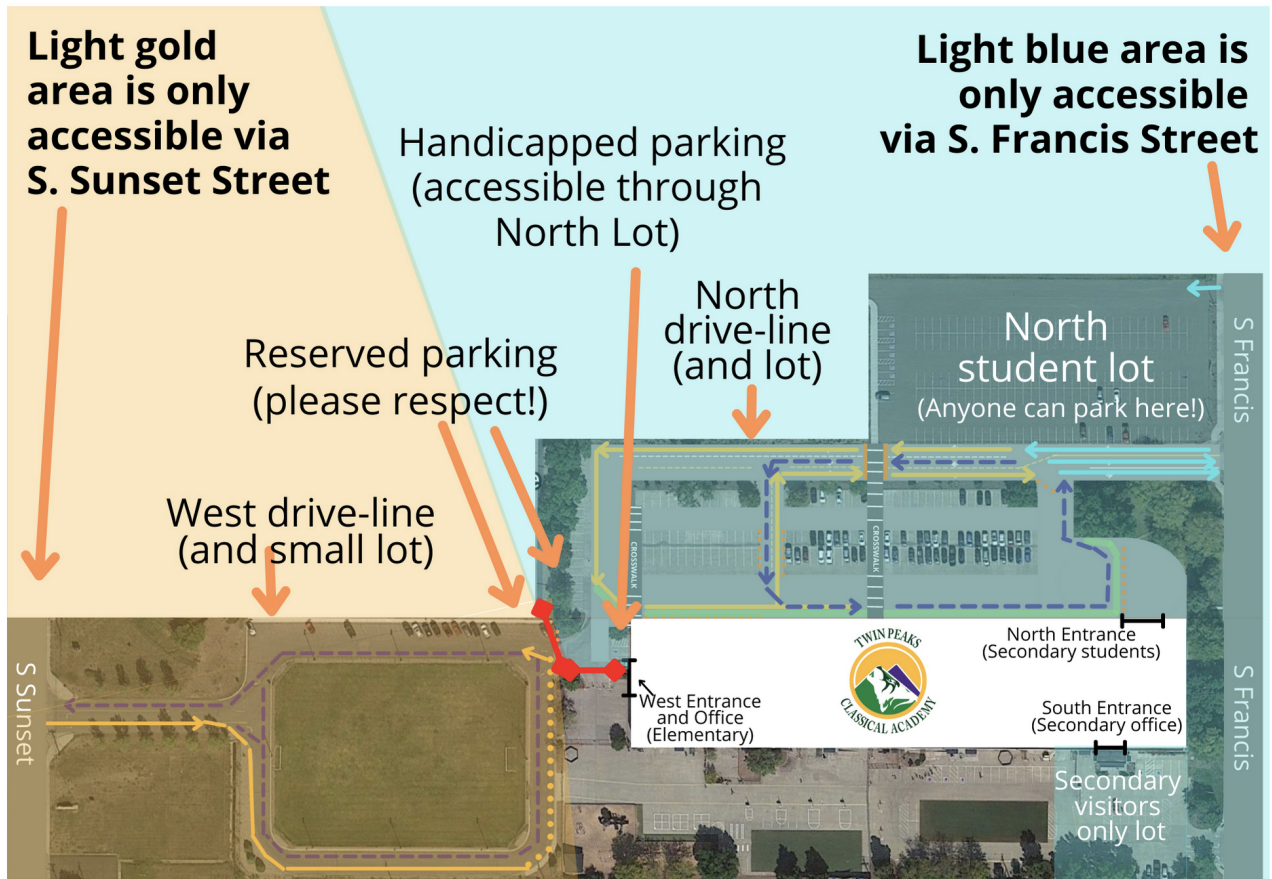
Dress Codes

[K-8 Dress Code](#)

[High School Dress Code](#)

Drop-Off, Pick-Up and Parking

Twin Peaks has two distinct Drop-off/Pick-up points: The West Side (mainly Elementary) and the North Side (mainly Secondary). Drivers are expected to obey the traffic laws and the signage around the campus (including Handicap and Pre-School parking spots). Parking is available on the West Drive-Line Small Lot, the North Drive-Line Lot, North Student Lot, and South Secondary Visitors Lot.



Drop-off Elementary
Doors open and Twin Peaks supervision begins at 7:50am

School is dismissed at 3:00pm. Elementary students are with their classes. Staff will call your students to your vehicle on the K-3 driveline. It is expected that students are picked up by 3:15pm. Families that do not pick up Elementary students by 3:20 PM will be assessed a fee of \$20/day per child.



WEST-SIDE DRIVELINE



The gold line is the lane for dropping off and picking up your kids. Your car should be on the far right side of the roadway. You stay here and continue to move forward until your child gets safely in or out of your vehicle near the school entrance. Please pull as far forward as you can. Once your child is QUICKLY in or out of your vehicle, you may safely pull into the left lane (purple dashed line) and drive away from school.

DO NOT GET OUT OF YOUR VEHICLE! If you need to get out of your car, for ANY reason, simply park in a parking space. (see info above and PURPLE line/lane)

Gold is the drop-off and pick-up lane!

Purple is the passing to park/exit lane!

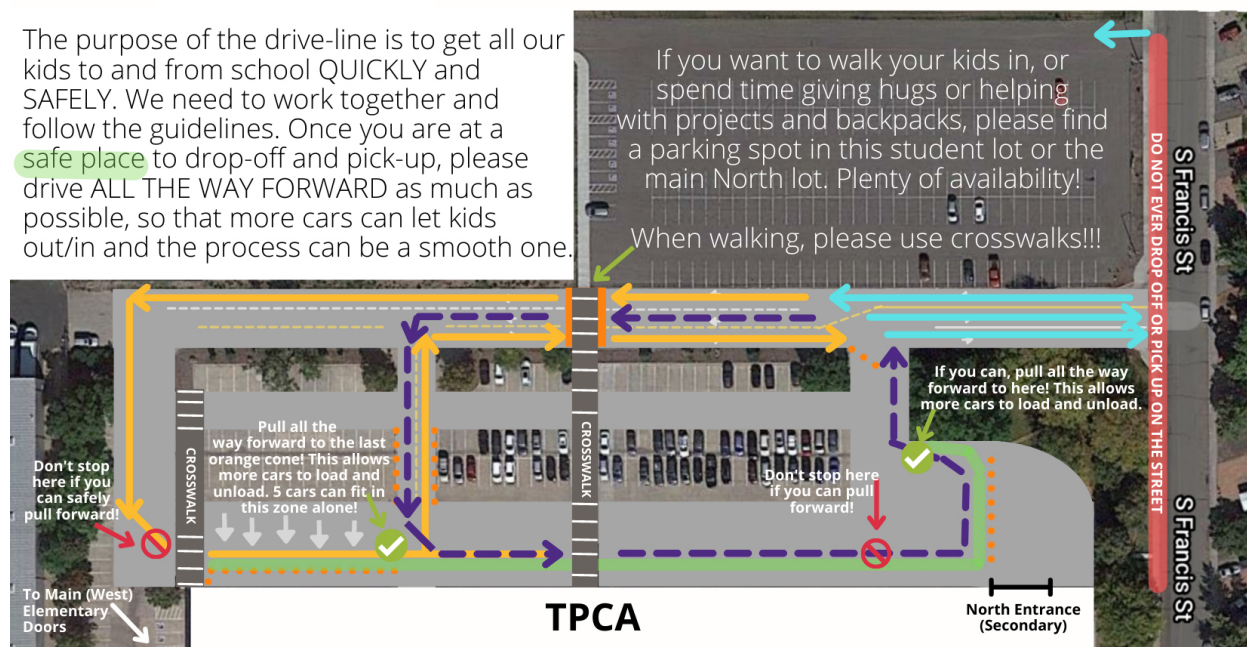
Drop-off Secondary

Doors open and Twin Peaks supervision begins at 7:50am



NORTH-SIDE DRIVELINE

The purpose of the drive-line is to get all our kids to and from school QUICKLY and SAFELY. We need to work together and follow the guidelines. Once you are at a **safe place** to drop-off and pick-up, please drive ALL THE WAY FORWARD as much as possible, so that more cars can let kids out/in and the process can be a smooth one.



The pale green area marks the safe area for pick-up and drop-off. If you are able, drive forward to the green check marks. Do not stop earlier just because you are closest to your child's door. DO NOT LEAVE YOUR VEHICLE!!!! If you need to get out of your car, find a parking spot. The drive-line is for fast and efficient drop-off and pick-up only. There is plenty of parking options otherwise.

Gold is for elementary drop-off / pick-up.

Purple is for secondary drop-off / pick-up.

Equity

Twin Peaks Classical Academy is a tuition-free public school and serves all students regardless of socio-economic status, race, creed, ability, nationality, gender, or sexual orientation.

The original intent of the school choice movement in general, and Classical schools in particular, was to ensure a zip code was not the sole determining factor in a child's school choice. The majority of original or founding Classical schools had an initial educational focus around closing the achievement gap for underserved student populations. That is perhaps the main reason many Classical schools use the Core Knowledge curriculum.

Excellence and Equity in Education (from the [Core Knowledge Foundation](#))

The mission of the Core Knowledge Foundation is to advance excellence and equity in education for all children.

To achieve this mission, we offer detailed curricular guidance and materials to schools, teachers, parents, and policy makers—to anyone who believes, as we do, that every child in a diverse democracy deserves access to enabling knowledge.

By providing open access to an exemplary curriculum for preschool through eighth grade, we endeavor to:

- *create literate citizens able to contribute to a democratic society*
- *empower each child to achieve his or her greatest academic potential*
- *shrink the excellence gap between the academic achievement of American students and that of their international peers from high-performing countries*
- *shrink the fairness gap between the academic achievement of American students living in poverty and that of their economically advantaged peers*

As educators we acknowledge achievement gaps exist among students. Twin Peaks Classical Academy's equity focus strives to provide every student the opportunity to receive a world class education.

McKinney-Vento Homeless Assistance Act

According to the McKinney-Vento Homeless Assistance Act, a student is considered homeless if, as the result of a lack of fixed, regular, and adequate nighttime residence, the student is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; is living in emergency or transitional shelters; is abandoned in a hospital; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; is living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or is a migratory child (as such term is defined in section 6399 of Title 20, U.S.C.) Homeless students have the right to go to school, remain in their school of origin, and receive services and assistance. For information or assistance, please contact your principal.

[Fees](#)

[Health Office](#)

Immunizations

TPCA requires all students attending TPCA to be vaccinated against certain diseases unless they have a Certificate of Medical or Nonmedical Exemption on file. To protect unvaccinated students, students with an exemption from one or more required vaccines may be kept out of school during a disease outbreak.

Reach out to the school's health clerk for the most current form from the Colorado Department of Public Health and Environment.

Student Accidents and Injuries

If a student becomes ill or is injured at school, TPCA will provide reasonable first aid and care within the scope of staff training. Parents/guardians will be notified as soon as practicable when an injury or illness requires medical attention or when a student needs to be picked up from school.

In the event of a medical emergency or when there is a potential threat to life, limb, or digit, school personnel will contact emergency medical services (911) and then notify the student's parent/guardian as soon as possible.

The school will document student accidents and injuries in accordance with TPCA procedures.

[6 - 12 Course Catalog, Graduation Requirements & College Planning](#)

Individual Student Plans

Type of Plan	Purpose of Plan	Contact
Advanced Learning Plan (ALP)	The ALP written plan that outlines the educational programming and goals for identified gifted students and serves as a guide for educational planning, instruction and decision-making.	Elementary, Middle or High School Assistant Principal
English Learner (EL) Plans	An EL plan outlines the goals, supports and accommodations provided to help English learners develop English language proficiency and access the academic curriculum.	EL Interventionist
Individualized Education Program (IEP)	An IEP is a written plan developed specifically for a student with an identified disability, to support the student's unique educational needs and improve educational outcomes. Each IEP is developed in accordance with the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children's Education Act (ECEA).	Elementary, Middle or High School Assistant Principal SVVSD Special Education
Individualized Health Care (IHP) Plan	The IHP communicates a student's health and nursing care needs to appropriate school personnel, including special education staff, administrators, teachers, health assistants and parents/guardians.	Health Clerk

Multi Tiered System of Support (MTSS) Plan	MTSS is a prevention-based framework used to improve academic and behavioral outcomes for all students. An MTSS plan outlines the interventions and supports being implemented to address a student's academic and/or behavioral needs.	Elementary, Middle or High School Assistant Principal
Reading to Ensure Academic Development (READ) Plan	A READ Plan is an intervention plan developed to address a student's Significant Reading Deficiency (SRD) by providing targeted instruction and support in one or more areas including phonemic awareness, phonics, vocabulary, fluency, and/or reading comprehension.	Elementary, Middle or High School Assistant Principal
Section 504 of the Rehabilitation Act of 1973 Plan	A Section 504 plan is developed to implement the requirements of the federal civil rights law that prohibits discrimination based on disability and ensures that eligible students with disabilities have equal access to services, programs, and activities offered by TPCA.	Elementary, Middle, or High School Assistant Principal

Title IX

The U.S. Department of Education's [Office for Civil Rights](#) (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance.

Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment, including sexual misconduct, unwanted sexual advances, and sex-based discrimination, is strictly prohibited at TPCA in all educational programs and activities, in compliance with Title IX of the Education Amendments of 1972.

TPCA will follow a Title IX Grievance Process, which provides for: (1) written notice of charges; (2) equal access to evidence; (3) a decision based on evidence; (4) written determination of responsibility; and (5) appeal procedures. Both parties will be treated equitably throughout the process.

Nothing in this policy supersedes the requirement to report suspected child abuse or neglect directly to local law enforcement and/or the Colorado Department of Human Services per C.R.S. § 19-3-304.

Any student or parent/guardian who believes a Title IX violation has occurred may file a formal complaint. Please complete the [Concern Resolution Form](#) and contact the Title IX coordinator, Alycia Burns, burns_alycia@svvvsd.org.

Harassment and Bullying

Harassment based on a person's race, color, national origin, religion, ancestry, creed, sex (which includes marital status), sexual orientation, gender identity, disability, or need for special education services is a form of discrimination prohibited by TPCA, and state and federal law. Preventing and remedying such harassment in school is essential to ensure a non-discriminatory and safe environment in which students can learn, employees can work, and the public can access TPCA facilities and programs. All harassment by TPCA employees, students, and third parties is strictly prohibited. TPCA's Nondiscrimination/Equal Opportunity and Discrimination and Harassment policies will apply to complaints alleging sexual harassment.

All TPCA employees and students share the responsibility to ensure that harassment does not occur at any location on school property, at any TPCA sanctioned activity or event held off school property when such conduct has a connection to TPCA, or any TPCA curricular or non-curricular activity or event.

Harassment is defined as any unwelcome, hostile, or offensive verbal, written, or physical conduct based on or directed at a person's race, color, national origin, religion, ancestry, creed, sex, sexual orientation, gender identity, disability, or need for special education services that:

- Results in physical, emotional, or mental harm, or damage to property.
- Is so severe, persistent, or pervasive that it creates an intimidating, hostile, or threatening environment.
- Substantially disrupts the orderly operation of the school.

Any student who believes they have been a victim of unlawful discrimination or harassment, as defined in federal and state laws, should immediately report it to the Principal or designee, a staff member, or Safe2Tell. All students who witness such harassment should immediately report it to the Principal or designee, a staff member, or Safe2Tell.

Bullying is defined as the repeated use of a written, verbal, or electronic expression; a physical act or gesture; or any combination which is directed at a victim and:

- Causes physical or emotional harm to the victim or damage to the victim's property.
- Places the victim in reasonable fear of harm to self or of damage to property.
- Creates a hostile environment at school for the victim.
- Infringes on the rights of the victim at school.
- Materially and substantially disrupts the education process or the orderly operation of a school.

Bullying is strictly prohibited and may lead to discipline up to and including expulsion. Any student who believes they have been a victim of bullying should immediately report it to the Principal or designee, a staff member, or Safe2Tell. All students who witness bullying should immediately report it to the Principal or designee, a staff member, or Safe2Tell. See TPCA policy JICDE* "Bullying Prevention and Education".

Student Data Privacy

TPCA is committed to protecting the confidentiality of student information obtained, created, and maintained by the school. Student privacy and TPCA's use of confidential student information are protected by federal and state law, including the Family Educational Rights and Privacy Act (FERPA) and the Student Data Transparency and Security Act.

Family Educational Rights and Privacy Act (FERPA)

FERPA affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

- The right to inspect and review the student's education records within 45 days of the date the school receives a request for access. A parent or eligible student should submit a written request to Alycia Burns, burns_alycia@svvdsd.org, that identifies the relevant record(s). The school will make arrangements for access and notify the parent, or eligible student, of the time and place the records may be inspected.
- The right to request an amendment of the student's education records that a parent, or eligible student, believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents/guardians, or eligible students, who wish to ask the school to amend a record should write to Alycia Burns, burns_alycia@svvdsd.org, and clearly identify the portion of the record that is incorrect, specifying why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent, or eligible student, when notified of the right to a hearing.
- The right to provide written consent before the school discloses Personally Identifiable Information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- FERPA does permit disclosure of PII without a parent or guardian's written consent to school officials with legitimate educational interests.
- FERPA does not require written consent prior to the disclosure of "directory information," unless the authorized person advises the registrar that they do not want TPCA to disclose "directory information."
- In addition, names, addresses, and telephone listings will be released to military recruiters, upon request, in accordance with federal regulations.
 - Directory information is generally not considered harmful or an invasion of privacy and may be disclosed to outside organizations without a parent's prior written consent.
 - TPCA may consider the following student information as directory information:
 - Name, phone number, address
 - Grade
 - Dates of attendance
 - Enrollment status
 - Participation in officially recognized activities and sports

- Degrees, honors, and awards received
- The educational agency or institution most recently attended
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. To file a complaint, contact the office that administers FERPA at:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

Field Trips

A student's participation in a field trip or other extracurricular activity may be denied due to failing grades or discipline issues. Students are responsible for making up all missed schoolwork due to participation in a field trip. Chaperones are subject to background checks prior to accompanying students.

Grade Level Placement

Acceleration

TPCA recognizes that, in some circumstances, acceleration may be appropriate to meet a student's academic needs. Decisions regarding acceleration will be based on relevant data and the student's individual needs and best interests. TPCA will work collaboratively with parents in considering acceleration; however, the final decision regarding grade-level or subject acceleration rests with the Principal or designee, consistent with applicable law and TPCA policy.

Diagnostic Testing

Secondary students new to Twin Peaks may be given a diagnostic test in mathematics, reading, and writing prior to creating a schedule. These tests will assist in determining placement of the student to ensure the student will be adequately challenged without being overwhelmed. New students are encouraged to take the test in May while the knowledge of the information is fresh. Additional testing times will be provided in August should the need occur. New students should contact the front office to schedule their testing times and should schedule approximately two hours for testing.

Retention

TPCA recognizes that, in some circumstances, retention may be appropriate to support a student's academic and developmental needs. Decisions regarding retention will be based on relevant factors, which may include parental input, maturity, academic performance, attendance, and assessment data. A recommendation for retention may be made by a teacher, the Principal, or other appropriate administrator, and the student's parent or guardian will be consulted as part of the decision-making process. The final decision regarding retention rests with the Principal or designee, consistent with applicable law and TPCA policy.

For students with disabilities, all grade-level placement decisions will be made in accordance with applicable state and federal law, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Open Campus Privileges

TPCA maintains a limited open campus policy as a privilege for eligible high school students. Ninth-grade students must remain on campus during lunch and any unscheduled periods unless authorized by school administration. Sophomores, juniors, and seniors may leave campus during their designated lunch period if they are in good academic, attendance, and behavioral standing. Students with one or more failing grades or who do not meet these standards may have their open campus privileges denied or revoked.

Students leaving campus must sign out before departing and sign in upon returning. Students who sign out are expected to leave school grounds and may not remain in the parking lot or sit in their vehicles. Students must return to campus on time for their next scheduled class. Failure to return on time or other misuse of this privilege may result in disciplinary consequences and the loss of open campus privileges.

Students may leave campus during the school day for reasons other than lunch only with prior authorization from a parent or guardian and the school's approval. Parents or guardians may revoke their student's open campus privileges at any time by notifying the school in writing.

Lockers

Secondary students will be assigned a locker for the sole purpose of storing school-related materials. **The locker is NOT student property. School employees have the right to open and inspect a locker at any time with or without notice.** Students are expected to keep their locker clean and free from damage. Locker decorations must be removable or fines may be assigned as permitted by law. Personal items stored in lockers are not the responsibility of the school. No student shall lock or otherwise impede access to any desk or storage area except with devices approved by TPCA. Unapproved locking devices will be subject to removal. Students will be responsible for their items contained in desks, as well as TPCA property that is assigned to them by the school and is in the reasonable control of the student. Food should not be left in lockers.

Search and Seizure of School Property

All storage areas (lockers, desks etc.) provided by TPCA are always considered TPCA property and remain subject to search without notice. Students will assume full responsibility for the security of their storage areas in the manner approved by the Principal. Students will be responsible for their items contained in desks, as well as TPCA property that is assigned to them by the school and is in the reasonable control of the student.

Search of the Student's Person or Personal Effects

The Principal or designee may search the person of a student or a student's personal effects, such as a purse, backpack, book bag, or briefcase on TPCA property, or at school-sponsored

events/activities if the search is done in compliance with TPCA policy and procedures, and the search is likely to uncover:

- Evidence of a violation of TPCA policies, or federal, state, or local law.
- Anything that, because of its presence, presents an immediate danger of physical harm or illness to any person.

Searches of a student will always be reasonable in scope. Searches may include but are not limited to a student's pockets (TPCA staff will not put their hands in the pockets of a student if the pockets are part of a student's clothing), jackets, coats, other outerwear, hats, shoes, socks, and any object in the student's possession such as a purse, backpack, book bag, or briefcase. Pat-downs of a student shall only be done on the exterior of the student's clothing and shall only be done using the back of the Principal's or designee's hand(s). TPCA staff conducting a search shall be respectful of privacy considerations. Searches of a student and their personal effects may be conducted without the prior consent of the student's parent/guardian. However, the parent/guardian of any student searched shall be notified of the search as soon as reasonably possible. Searches of students that require the removal of clothing other than: coats, jackets, hats, shoes, socks, or other outer clothing shall be referred to law enforcement. TPCA staff shall not participate in these types of searches except in extremely limited circumstances where there is an immediate danger of physical harm or illness to any person.

Seizure of Items

Anything found during the search of a student conducted by TPCA staff that is evidence of a violation of TPCA policy, school rules, or law, or that, by its presence, presents an immediate danger of physical harm, may be:

- Seized and offered as evidence in any suspension or expulsion proceeding. The Principal or designee will keep such items in a secure place until presented at a hearing. If possession of the item is a violation of law (e.g., controlled substances and weapons), the item shall be turned over to law enforcement as soon as practicable.
- Photographs may be introduced as evidence at an expulsion hearing in lieu of the item(s) if the item(s) is/are no longer in TPCA's possession.
- Returned to the student or the parent/guardian after a determination is made by the Principal or designee that the item is no longer needed as evidence.

Use of Metal Detectors and Drug Detecting Dogs and Mechanisms

Without any individualized suspicion concerning a particular student or group of students, in accordance with the rights of students under state and federal laws, TPCA may use metal detectors, drug dogs, or other minimally intrusive detecting mechanisms to conduct mass, general, or random screenings of school grounds and any property on school grounds. Under no circumstances shall drug dogs be allowed to sniff any student. Students shall be separated from their property during drug dog sweeps to avoid potential embarrassment to students, ensure that students are not targeted by drug dogs, and to decrease the possibility of dangerous interactions between drug dogs and students.

Surveillance Cameras

To ensure the health, welfare, and safety of all staff, students, and visitors to a TPCA campus, TPCA may use video and audio surveillance. Monitoring may occur on school grounds, on TPCA buses, at bus stops, and school-sponsored events, except in areas where monitoring would violate a student's right to privacy (e.g., bathrooms, locker rooms, and hotel rooms).

Recordings may become a part of a student's educational record in compliance with state and federal laws. TPCA will comply with all applicable state and federal record maintenance and retention laws.

Lost & Found

TPCA is not responsible for lost, stolen, or damaged personal items. Students should not bring valuable personal items to school. Lost and found items can be located in the cafeteria, and smaller items are in the front offices. Three to four times each year, all unclaimed items are donated to a local charity. Prior to each donation, the school will notify families of the donation date through the HOWL and other school announcements, providing ample opportunity to retrieve lost items.

Nutrition Services

TPCA participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Families may apply for free or reduced-price meals through the application process available at the school office.

Allergies & Dietary Accommodations: Parents must disclose known food allergies on the enrollment Health Information form. TPCA will develop individual accommodation plans for students with documented food allergies. Severe allergy management plans, including authorization for epinephrine auto-injectors, must be on file. Please contact TPCA administration to facilitate the development of a plan.

Nut-Free Policy: Due to the prevalence of severe nut allergies, TPCA maintains a nut-aware campus. Students are encouraged not to bring peanut or tree nut products to school. Specific classrooms may be designated fully nut-free based on enrolled students' medical needs.

Celebrations & Snacks: Classroom celebrations involving food must be pre-approved by the Administration. All food brought into the school for classroom consumption must be commercially prepared and nut-free. Homemade items are not permitted for distribution to other students.

Safety (Standard Response Protocol)

Twin Peaks Classical Academy uses the Standard Response Protocol for our regular drills, to prepare for actual events.

Due to the fluid and evolving nature of safety procedures and the importance of ensuring that the information passed on is accurate and current, all emergency procedures are available for review and inspection by parents/guardians and members of the general public upon request.

Emergency Contact Information

To assist TPCA staff in responding to emergencies and to ensure that parents/guardians receive all school messages and mailings, please email the registrar with any changes/updates to home address, phone numbers, or email addresses, etc.

Threat Management Assessments

The safety of our students, staff, and campus is a top priority. When the school becomes aware of a student's behavior, actions, or statements that may indicate a threat to the safety of the student or others, TPCA may conduct a Threat Management Assessment ("TA").

TAs may be initiated for conduct occurring on or off campus when there is a connection to the school or school safety. As part of the process, students may be interviewed, parents or guardians may be contacted, and the TA Team may gather information to determine whether the concern is transient or substantive and identify appropriate interventions or safety measures. When appropriate, the school may consult with law enforcement, medical, or mental health professionals. If a student's continued presence poses an immediate safety risk, the student may be temporarily removed from school until the school determines it is safe for the student to return, consistent with applicable law and school policy.

TAs are separate from the student discipline process. However, conduct that violates school policies may also result in disciplinary action, including suspension or expulsion, as permitted by law.

Safe2Tell®

Safe2Tell provides students in all Colorado schools with an increased ability and opportunity to prevent and report violence and other inappropriate activities by making anonymous calls to 1-877-542-SAFE (7233). The proactive and anonymous features of the program and hotline are critical. Safe2Tell provides the means for children and youth to take a stand, without fear of retribution, and empowers them to make a difference! Additionally, the phone number, website and text line are printed on the back of all student I.D. cards.

The detailed School Security Plan may be found [here](#).

Grades 6-12 Seminar

A Seminar at TPCA is a dedicated period designed to help students develop the habits and skills necessary for long-term academic success.

Middle School Seminar

- The Middle School Seminar ("MS Seminar") provides students with uninterrupted time to read, complete homework, and engage in other meaningful academic work.
- Research consistently demonstrates that regular reading strengthens comprehension, expands vocabulary, enhances critical thinking, and supports overall cognitive development.
- Students are expected to bring school-assigned work or an independent reading book to MS Seminar each day. Students who do not bring appropriate work will be assigned an alternative academic task to complete during the period.

High School Seminar

- High School Seminar ("HS Seminar") builds upon the foundation established in the MS Seminar, while preparing students for success beyond high school. In addition, the HS Seminar focuses on two primary areas:
 1. SAT Preparation: Colorado administers the SAT to high school students as part

of its statewide assessment program. SAT scores may play an important role in college admissions and scholarship opportunities. Freshmen, sophomores, and juniors are provided with the official SAT Study Guide published by the College Board and participate in structured preparation throughout the year.

2. Individual Career and Academic Plan (ICAP): Students also use the HS Seminar time to develop and update their ICAP. Through this process, students explore career interests, identify postsecondary goals, review graduation requirements, and create a personalized roadmap for college, career, military service, or other postsecondary opportunities.

6-12 After School Intervention Program, 3:10-4:00: Refocus, College Prep, Office Hours

Refocus

When a student is not exhibiting the character traits we expect from a Twin Peaks Classical Academy student, they may be assigned a Refocus. Refocus is a dedicated time for students to reflect on the choices they have made, consider how those choices have impacted their learning or community, and develop a plan for making better choices in the future.

College Prep

We hold our students to high academic expectations. If a student's assigned work is not completed, those expectations are not being met. College Prep provides a structured, supervised environment where students can complete missing or unfinished work with minimal distractions.

Office Hours

We believe that having high expectations of students should be paired with high levels of Office Hours, which provide students with the opportunity to receive additional help from their classroom teachers on specific concepts or assignments. Students should check with their teachers to find out when *Office Hours* are offered.

School Closings/Delay Start

Twin Peaks Classical Academy follows the SVVSD regarding school closures and delays due to inclement weather. If TPCA determines that an additional closure or delay is necessary to ensure the safety of our students and staff, families will be notified through all of TPCA's regular communication channels.

Please note that TPCA differs from SVVSD in one important respect: when TPCA is closed due to inclement weather, no online or remote learning will occur. School closures are traditional "snow" days, and all classes and school activities will be canceled.

Student Parking

Students are permitted to park on School premises as a matter of privilege, not of right. Students are allowed to park in designated parking places only and will not block any other vehicles or any entrances or exits. Students may park in the lot north of the school adjacent to the athletic fields. Students who drive to school may not loiter in the parking lot and will only be allowed to their car at the appropriate times. Students parking on school property will need to register their vehicles and display a permit on their front window on the lower driver's side.

Students who violate any parking lot signage will be subject to towing at the owner's expense and/or the loss of parking lot privileges.

TPCA assumes no responsibility for and assumes no liability arising from fire, theft, vandalism, damage, or loss of any vehicle or any article left therein while located on school property or while in tow.

All traffic laws are in effect on school grounds. Students are expected to drive in an orderly manner. Students should never be texting while driving. Loud music is a nuisance and will not be accepted. The driver of the vehicle is responsible for the actions and behavior of others in the vehicle.

Ground for Revocation of Parking Privilege

1. Any behavior, on or off school grounds, which threatens the health and safety of individuals, such as careless driving or speeding, theft, or damage to property.
2. Possession of a weapon or possession, use, sale, or distribution of alcohol, drugs, or controlled substances, drug paraphernalia, or any other contraband.
3. Continued and willful disobedience of parking lot rules, especially those relating to speed, parking in fire lanes or handicap spaces, loitering, littering, parking in areas not designated for student parking, or improper displaying of the parking permit.
4. Parking in visitor or staff parking spaces.

Parking Lot Searches

Routine patrolling of student parking lots and open-view inspections of student vehicles will be permitted at all times.

In accordance with the rights of students under state and federal laws, vehicles on campus are subject to drug dog's suspicionless searches, to conduct mass, general, or random screenings of vehicles for the scent of drugs, alcohol, explosives, or other contraband.

Technology Use - Cell phones, watches, other devices

Personal Electronic Devices ("PED")

Cell phones, electronic devices such as tablets, watches with cellular capability, laptop computers, music and video players (such as MP3 and MP4 devices) including radios, tape and CD players, beepers, audio recorders, video recorders, smart watches and digital and manual cameras as well as hardware and software, which may run or enable such devices or change the capabilities of standard computers, laptops or devices are all considered PEDs.

Student Devices

Teachers at TPCA have over 200 Chromebooks (laptops) available for student use when deemed necessary. Teachers use technology as a tool to aid in the learning process and not as a toy. Because TPCA carefully examines the use of electronic devices for academic purposes, students are encouraged to keep their PEDs at home. Should a K-8 student bring a PED to school, it should be turned off or in silent mode and kept in their locker or backpack. Nevertheless, it should always be out of sight.

Students should never use their PED to take photos, record audio, or capture video on school grounds.

Exceptions

1. Cell phones or other devices that are used for medical monitoring or other doctor-prescribed purposes will be allowed.
2. A PED that is part of assistive technology for a 504 Plan or which is written into an IEP will be allowed.
 - a. Please note, however, that the student must use the PED within the limitations of the 504 Plan or IEP.
3. With teachers' or administrators' permission, students may use a PED to work on a specific class or parts of a class. However, students may not exceed the bounds of the permission.
4. High school students may use PEDs during passing periods and lunch. **PEDs are prohibited in bathrooms and locker rooms at all times.** High school students are expected to use discretion and keep their PEDs out of sight during class time. Should their PED become a distraction, it is subject to confiscation.

If a K-8 student is seen with a PED, the device will be given to the Assistant Principal. If it is a first offense, the student may pick up the PED at the end of the day with the Assistant Principal. If it is not the first offense, the PED may only be picked up by the student's parent or guardian. Repeated offenses may result in other disciplinary actions.

TPCA is not responsible for lost, broken, or stolen PEDs.

Visitors

All parents/guardians and potential TPCA guests must check in at the school's front desk and provide a valid driver's license/government-issued identification to be permitted on campus. IDs will be run through Raptor. After the visitor has passed the background check, a Visitor ID will be printed. Visitor ID stickers must be worn in plain sight at all times on campus. The Visitor ID sticker must be turned in at the front desk at the time of signing out of the building.

Visiting TPCA is a privilege, not a right, and may be limited, denied, or revoked by the Executive Director or designee, based on considerations of student and/or staff safety, efficient school operations, and maintenance of a proper educational environment.

Student and Parent Complaints and Grievances

TPCA maintains an open-door policy and encourages families to address concerns at the lowest possible level. Please utilize the [Concern Resolution Form](#) for “submit a written complaint”. The following process applies:

1. **Level 1: Teacher/Staff Level:** Contact the relevant teacher or staff member directly within 5 school days of the concern. Most issues are resolved at this level through direct, respectful conversation. Note that the grievant is not required to address the issue with the person directly involved if doing so would be inappropriate or if the grievant is alleging harassment or discrimination. In those instances where allegations of harassment or discrimination are being made, the grievant should immediately report the incident to the Principal.
2. **Level 2: Principal Level:** If unresolved at Level 1, submit a written complaint to the Principal within 10 school days. The Principal will respond in writing within 10 school days.
3. **Level 3: Executive Director:** If unresolved at Level 2 or if the grievance is related to the Principal, submit a written complaint to the Executive Director within 15 school days of the Principal’s response. The Executive Director will review and respond within 30 days unless more time is needed. In the event that additional time is required to address the grievance, the Executive Director will notify the Complainant of the delay.
4. **Level 4: Board of Directors:** If unresolved at Level 3 or if the grievance is related to the Executive Director, submit a written complaint to the Board of Directors within 15 school days of the Executive Director’s response. Within 30 days, the Board will determine, at its discretion, whether it will hear the grievance. In the event that the Board decides to hear the grievance, the Board, at its discretion, may decide to conduct an investigation into the matter, hold an investigative hearing, or rule on the written submissions. See policy T-JII for further detail.

Anti-Retaliation: TPCA strictly prohibits retaliation against any student, parent, or staff member who files a good-faith complaint.