



**TLC Public
Charter School**

**Parent—Student
Handbook
2019/2020**

TLC Public Charter School
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INTRODUCTION

TLC Public Charter School is a free public independent charter school authorized by the Orange County Department of Education. California state law governs the basic operation of public schools. The purpose of the TLC Public Charter School Parent and Student Handbook is to delineate sections of the Education Code that require annual parent/guardian notification (*Education Code 48980[a]*), as well as the opportunities and protections to which they are entitled.

TLC Public Charter School supplies families with this annual notification via the Parent and Student Handbook at the beginning of each school year, and to new families if they enter the school later during the year. The Parent and Student Handbook provides a summary of state law and education code requirements and provisions with which all parents and guardians should be familiar. "Education Code" is the area of state law that affects education most directly. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information.

The TLC Public Charter School Parent and Student Handbook will be published annually, and contains important information about the school, as well as policies and procedures designed to ensure that the school functions as an effective learning community. Thus, it is important that all members of the learning community – students, teachers, parents, staff, and administrators – understand the expectations of each.

All registered families will indicate their willingness to be governed by the Parent and Student Handbook by annually signing a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents/Guardians of TLC Public Charter School students will be notified of the changes, in writing, in a timely manner.

What is a charter school?

Charter schools are public schools that have a specific mission or purpose. Individuals or groups of parents, professionals, or community members can create charter schools. These schools can be independent from typical school district and state regulations, although they must follow all laws such as those prohibiting discrimination based on race, creed or disability. In exchange for increased flexibility and autonomy, charter schools must show that their students meet or exceed high academic standards. All charter schools in California must participate in statewide testing for academic achievement.

As public schools, charter schools may not charge tuition. They receive the same funding from state and federal governments as other public schools. Each charter school has a charter petition, which describes the school's goals, curriculum, governance structure, employee qualifications and benefits, and other characteristics of the school. The charter petition functions as a contract between the school and the school district, which approves it. Charters are granted for a period of five years, after which they must be reviewed for renewal.

MISSION

The mission of TLC Public Charter School is to educate students through a rigorous, standards-based, innovative educational program that embraces the rich learning potential of classroom diversity, and supports *all* students in becoming conscientious, caring, and responsible members of 21st Century society. TLC Public Charter School is grounded in an inclusive vision of education, with curriculum and instruction designed according to the principles of constructivism and Project-Based Learning (PBL), and a school-wide learning community cultivated intentionally to promote friendship, empathy, and the joy of new discovery. Students at TLC Public Charter School are active learners who engage in group problem-solving, critical thinking, creativity, communication and collaboration. All members of the TLC Public Charter School community – students, staff, and families – honor and celebrate the diverse range of socioeconomic and cultural backgrounds, abilities, languages, perspectives, and interests students bring to the learning setting.

TLC aims to maximize every child's learning potential within an atmosphere of caring and belonging. The TLC instructional philosophy rests upon the concepts of hands-on learning, meaningful instructional activities, systematic instruction, and a collaborative group of professionals working together to make the learning environment exciting for students. Evidence-based teaching strategies are tailored to meet individual development.

Core Elements of the TLC Model

Optimal Classes:

Approximately 20-24 students in primary grades (TK/K – 2) and approximately 24-28 students in upper elementary grades (4 – 5). All classrooms at TLC include students who bring a range of skills, interests, experiences, and knowledge to the learning setting. TLC embraces diversity as a key element for optimizing the learning opportunities offered to all students.

Responsive Teaching:

Students deserve to be challenged and engaged in meaningful, standards-based learning throughout the school day. To remain responsive to the unique and developing needs of students over time, teachers at TLC are close observers of children who continually assess learning through analysis of classroom artifacts, careful listening, and content area assessments. With this knowledge of students in mind, teachers draw upon well-established research-based approaches of Universal Design for Learning (UDL) and Differentiated Instruction (DI) to extend, enrich, and modify lessons through a variety of modalities, activities, and active approaches to learning.

Individualized Learning:

Designed to empower students as leaders in their own learning, TLC offers opportunities for students to choose topics of interest they want to pursue, set personal goals for growth, and monitor their own progress over time. In primary grades, young students are introduced to foundational independent learning skills and guided through early experiences using technology, art, literature, and science as tools for exploration. In upper grades, students master more advanced learning skills as they take on increasing responsibility for independent monitoring and self-assessment. Students at all grade levels learn to systematically reflect on

their experiences to understand the specific modalities and pathways for personal learning achievement and success.

Co-teaching and Daily Collaboration:

Teachers at TLC are highly qualified, credentialed, creative, and skilled in co-teaching and collaboration. Co-teaching teams -- including general educators and education specialists -- work in partnerships to share their professional expertise as they plan, teach, and assess students in our diverse and inclusive classrooms. Structured daily collaboration time is essential to the success of the co-teaching model. TLC teacher teams have 30 minutes of time before school each day to discuss individual students and prepare lesson materials that include targeted extensions, modifications, and alternative pathways for presenting content. Teacher teams meet together again each day after school (except for professional development Wednesdays) for an additional 30 minutes of collaboration time to debrief lessons and learning, share successes and challenges from the day, and make plans of action moving forward.

Inclusive School Community:

Our school community understands that the diverse experiences, cultures, languages, abilities, and skills students bring to the classroom are *assets* for learning. Parents and families are welcomed into our learning community through ongoing and varied opportunities to volunteer and participate in school-based activities and events. TLC also welcomes partnerships with local organizations and groups in the greater Orange County community. School-wide values of empathy and respect are promoted through cooperative learning experiences in our diverse and inclusive classrooms, and through attention to each students' social-emotional learning and growth. Learning together, students at TLC develop lasting friendships with diverse peers and become skilled in solving problems and resolving conflicts through communication, cooperation, compromise, and care.

Authentic Real-World Learning:

Research-based methods of authentic teaching include opportunities for students to work together for an extended period of time to investigate and respond to an authentic, engaging, complex real-world problem or challenge. These experiences encourage students to develop the skills so highly valued in today's workplace and crucial for future success in our increasingly connected world: creativity, group problem-solving, initiative, and innovation. At TLC, each grade level participates in group projects to ensure that all students develop the skills they need to make authentic and positive impacts in our world.

Community and Organizational Partnerships:

Partnering with universities, community organizations, and foundations helps TLC take up its mission as a model site for demonstration, development, and innovation of best practices in teaching and learning. Through existing partnerships with University of California, Irvine and Chapman University, TLC has access to current research and theory in education, student teachers and university faculty, and a network of local public schools committed to improvement to ensure all students make progress and learn at school. Through partnerships with community support organizations such as the OC Food Bank and the Boys and Girls Club of Garden Grove, TLC is able to ensure that all families in our school community can access available local resources and supports. Current and future partnerships with foundations

allows TLC to stay connected to a national network of schools and learning organizations with a shared commitment to teaching, learning, and high quality education for all.

ENROLLMENT

As a charter school, TLC is a public school of choice. As called for in California Education Code 47605, all students in the Orange Unified School District and all other districts in the State of California are eligible to attend. To achieve TLC's goal of a student community that mirrors the racial, economic, and ability diversity of our community, TLC conducts comprehensive outreach to families.

The school does not charge tuition and does not discriminate against any pupil based on ethnicity, national origin, gender, religion or disability. TLC is open to all residents of California and welcomes all students. If the number of students who want to attend TLC Public Charter School exceeds the school's capacity, then attendance (except for existing students) is determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B

Parents/Guardians must submit a completed Enrollment Packet before the first day of school. Enrollment is not considered complete until the Enrollment Packet has been completed and returned. Failure to return the Enrollment Packet by the specified deadline may result in the spot being given to the next student on the waitlist. The Enrollment Packet will include:

- Emergency Information Card
- Immunization Records (*New students only*)
- TB Test Results (*New students only*)
- Oral Health Assessment/Waiver Request Form (*new students only*)
- Request for Medication to Be Taken During School Hours
- Allergy / Medication Authorization
- Eligibility Survey for Federally Funded Programs
- Home Language Survey (*new students only*)
- Parent Intake Questionnaire
- Parental Consent for Photography, Media & Participation in Evaluation Studies
- Consent to Release Confidential Student Information
- Technology Agreements – Student and Parent
- Ethnicity / Race Identification of Students
- Additional Parent / Legal Guardian Information
- Additional Student Education Form
- TLC Parent Participation Survey

SCHEDULES

School Dismissal: **REGULAR DAY: 2:56 P.M.**
EARLY DISMISSAL: 1:35 P.M. (EVERY WEDNESDAY)
MINIMUM DAYS: 12:35 P.M.

2019-20 BELL SCHEDULE : ALL GRADES								
SCHOOL STARTS: 8:30 AM SCHOOL ENDS: 2:56 PM		SCHOOL STARTS: 8:30 AM SCHOOL ENDS: 1:35 PM		SCHOOL STARTS: 8:30 AM SCHOOL ENDS: 12:35 PM				
REGULAR DAY TK & KINDER			Early Release Day TK & KINDER			Minimum Day TK & KINDER		
Community Meeting	8:30	8:45	Community Meeting	8:30	8:40	Community Meeting	8:30	8:40
Mindful Meditation	8:45	9:05	Mindful Meditation	8:40	9:05	Mindful Meditation	8:40	8:50
Instructional Block 1	9:05 9:30	9:30 10:15	Instructional Block 1	9:05	10:05	Instructional Block 1	8:50	9:35
Recess	10:15	10:45	Recess	10:05	10:35	Recess	9:35	9:55
Instructional Block 2	10:45 11:15	11:15 11:55	Instructional Block 2	10:35	11:30	Instructional Block 2	9:55	10:55
Lunch/Recess	11:55	12:35	Lunch/Recess	11:30	12:10	Lunch/Recess	10:55	11:35
Instructional Block 3	12:35 1:15	1:15 2:00	Instructional Block 3	12:00	1:00	Instructional Block 3	11:35	12:20
Recess	2:00	2:40	Recess	1:00	1:30	Pack up Time	12:20	12:35
Pack up Time	2:40	2:56	Pack up Time	1:30	1:35			
REGULAR DAY 1st-5th Grades			Early Release Day 1st-5th Grades			Minimum Day 1st-5th Grades		
Community Meeting	8:30	8:45	Community Meeting	8:30	8:45	Community Meeting	8:30	8:45
Instructional Block 1	8:45 9:15	9:15 9:55	Instructional Block 1	8:45 9:15	9:15 9:45	Instructional Block 1	8:45 9:20	9:20 9:50
Recess	9:55	10:15	Recess	9:45	10:05	Break	9:50	9:55
Instructional Block 2	10:15 11:00 11:45	11:00 11:45 12:25	Instructional Block 2	10:05 10:40	10:40 11:15	Instructional Block 2	9:55 10:25 10:55	10:25 10:55 11:25
2nd lunch/5th	12:25	1:05	1st lunch/5th	11:15	11:55	Break	11:25	11:30
Instructional Block 3	1:05 1:50	1:50 2:56	2nd lunch/5th	11:55	12:35	Instructional Block 3	11:30 12:05	12:05 12:35
			Instructional Block 3	12:35 1:05	1:05 1:35	Lunch to Go	12:35	12:45

Daily Arrival and Departure

PLEASE NOTE: All student arrivals and dismissals will go through the Side Gate. The TLC Gate will be used only during school hours: 8:30 a.m. - 2:55 p.m.

Arrival

TLC staff will be available to supervise students in the yard beginning at 7:30 a.m. each morning for the regular school day. Students may be walked in or dropped off by vehicle at the TLC side gate between 7:30 a.m. and 8:30 a.m. TLC will have staff to assist children in exiting the vehicle and entering the school grounds.

NOTE: School gates will close promptly at 8:30 am. After this time, anyone going through the main TLC gate must sign in at the office to receive a late pass.

Late Arrival

If your student arrives late, please accompany him/her to the office to sign in. This is necessary to ensure we have accurate attendance records and that students arrive safely. **YOUR CHILD MUST GET A LATE PASS TO GO TO CLASS.**

Dismissal

Regular days: 2:56 p.m.

Early Release days: 1:35 p.m.

Minimum Days: 12:35 p.m.

Pick-Up by Vehicle

If your child is being picked up by vehicle, please follow the orange cones in the TLC parking lot that will guide your vehicle to the side gate for pick-up. Staff will be there to assist students being picked up by vehicle.

Pick-Up by Foot

All students may be picked up at the side gate of TLC. TLC staff will assist with collecting your child. Parents will wait outside the side gate entrance while student/s are brought to the gate.

After School Program

The Boys & Girls Club staff will pick up students who will be attending after school and bring them to the program area.

Late for Pick-Up

If you are running late, please call the office to notify them. After 3:05 p.m., students who have not been picked up will be sent to the office to wait for pick up by a parent or guardian.

NOTE: In cases of emergency, during the school day your student will only be released into the custody of those people whom you have previously identified on the emergency card. Persons not identified on the emergency card can pick up a student only if the parent has sent a hand-written note to the school notifying the school of this person's identity.

Leaving the School During the Day

If you must pick up your student early for an appointment during the day, please notify the office. The note should state the reason for leaving early. Please keep doctor and dental appointments during school hours to a minimum.

Parents must sign a logbook in the office, releasing the school from responsibility. Parents may not enter the classroom to pick up a student without an early leave notice from the office.

Visiting the School

All parents and other visitors must sign in at the office and wear a badge that is issued by the office. This is necessary to ensure a safe environment. **Classroom observation request forms are available in the office.**

SITE EMERGENCY PREPAREDNESS

Closing of the School

Cancellation of school should only take place during extraordinary circumstances. Announcements will be released to radio, television and newspapers. If school must be cancelled DURING the school day, an adult on the Emergency Card will be contacted.

Evacuation

If it is necessary to evacuate the school site, all students will be led by their classroom teachers and staff to the evacuation area on the field near the basketball court. All teachers will evacuate with class rosters, emergency cards, and emergency supplies assigned to the class. Students will only be released to an adult listed on their emergency cards.

Emergency Supplies

In the case of a major earthquake or other disaster, emergency supplies are available for use should they be needed. Food, water, blankets, first aid supplies, lights, temporary toilets, tools and other miscellaneous supplies are stored in a designated area on campus. The school Safety Committee will furnish and replenish these supplies.

Each family should also provide a personal emergency kit for their student at the beginning of each school year. Please send in a picture of your family, a brief but reassuring note and an emergency card (in a labeled Ziploc bag along with the requested items listed on the emergency kit sheet (available in office). Kits will be stored in each student's classroom and distributed as needed.

Fire Drill Procedures

All students, teachers, and staff exits the buildings in an orderly fashion and line up by class in designated areas on the big yard. This procedure is practiced at least one time per month.

Lock Down

In an emergency, students may be required to remain in classrooms. When the school is considered safe, parents are to come to the front of school for pick up. Parents must show ID before their children will be released to them.

Policy

In compliance with the California Education Code, a Safe School Plan has been prepared. Its objective is to provide the staff with a guide for emergency procedures and duties, which will ensure the safety of pupils. Responsibilities for various duties are designated.

The Safety Committee

The Safety Committee works with the school administrator to ensure the safety of all students and staff at school. The Safety Committee manages emergency drills, plans and assembles classroom emergency backpacks, food, water and emergency supplies.

School Policies

Health and Absenteeism Illness

Please email info@tlccharter.org or call the school attendance line at 714-947-4813 when your student is ill or not coming into school. For your student's protection and the protection of others, please do not send your student to school sick. If your student complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. If possible, please try to get a copy of the homework your student missed during his/her absence.

***** If your child throws up during school hours or has diarrhea, we will ask that you come and pick up your child. *****

Lunch and Snacks

Please send a healthy snack each day. There will be an opportunity for students to eat snacks in the morning and after school if they stay for the after-school program. The following are suggested healthy snacks: fruit, vegetables, sandwiches, crackers, cheese, bread, milk, water, beans, pretzels, granola bars, and seeds. **Please do not send soda or candy. NOTE THAT TLC IS A NUT FREE SCHOOL. For the safety of all students at school, please do not send any items containing nuts or nut products.**

Each student should bring his/her own lunch to school or lunch can be purchased for a fee. Families will receive monthly menus and may select days to purchase lunches ahead of time or may choose to purchase lunch each day at school.

After School Program

A for-fee after school program will be available via the Boys & Girls Club of Garden Grove from at the end of the school day until 6 p.m. daily. The after-school program offers weekly, monthly, and daily drop-in options. Information and after school program enrollment forms will be distributed to all families at the beginning of the school year, and families can contact tlc@bgcgg.org with questions about after school and/or requests for enrollment forms at any time.

Birthdays

Many grade levels identify one day a month for birthday celebrations. If you would like to celebrate your student's birthday during school, please contact your student's teacher in advance and plan a convenient time. Non-food items and treats for students are welcomed; due to food allergies, no food or snack items will be distributed to students for birthday celebrations in class. For off-campus celebrations, unless all students in the class are invited, invitations should not be given out in school.

HOMEWORK POLICY

Homework is an opportunity for parents and children to engage in meaningful discussion about the school experiences and additional content learned. If your child needs assistance, please do not do the assignment for him/her, guide your child, allowing him/her the opportunity to do their own work. If your child's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible! Children should do approximately

10 minutes per grade level of homework per night (i.e. K - 10 minutes, 1st grade - 20 minutes, 2nd grade - 30 minutes, etc.) and 20 minutes of reading.

Homework will be assigned four days a week, Monday through Thursday, for **TLC Public Charter School students**. Please have the following materials available at home for homework assignments:

- sharp pencils
- lined paper
- crayons
- ruler
- glue
- dictionary
- scissors
- tape

Ways to Support and Monitor Homework

By looking over your child's schoolwork, you can learn about what is happening at school and spend quality time with your child. Here are some ways to make the most of this experience:

- Establish a regular quiet place and time for homework. This helps children to develop good study habits that can last a lifetime.
- Sit down with your student and give him/her your full attention. Turn off the television and do not allow interruptions during this special time.
- Ask your student to tell you about the work as s/he shows it to you. Ask your student to point out his/her favorite and least liked kinds of schoolwork. Ask what was most and least difficult.
- Do not expect your student's work to be perfect. Making errors is part of learning. If you emphasize your student's errors, he/she may discard papers that are less than perfect and be reluctant to share work.
- Let your student choose a few samples of his/her schoolwork to display on a bulletin board or the refrigerator, or to paste in a scrapbook. An inexpensive photo album works well for this.
- If you have faraway friends and relatives, have your student select a sample of his/her schoolwork to mail to them. Sending samples of schoolwork is a quick and easy way to stay in touch with relatives. And it helps your student take pride in his/her work.

DRESS CODE POLICY

1. **General:** **All students attending the TLC Public Charter School will be expected to follow the School dress code.** A common dress code promotes a team spirit and the idea that the mind and body are more important than clothing. Additionally, the dress code supports a safe school environment by helping staff to identify students who are – and are not -- part of the school community, both on-campus and on field trips.

2. **Dress Code:** Students will follow the TLC dress code Monday-Thursday. The requirements are as follows:
 - **Solid colors ONLY.**
 - TOPS: **Green or blue** (any color blue) shirt or the school logo shirt, which will be available at cost (short or long sleeves, sleeveless and tank tops are acceptable).
 - BOTTOMS: **Navy blue (including denim) or khaki pants (long or short) or skirts.**
 - SHOES: **closed-toe shoes only.**

Notes:

- No media characters, cartoons, graphics, distracting designs or corporate logos on clothing **EXCEPT for logos or images with turtles.**
 - All clothes and personal items should be labeled. Please see the end of this document for guidelines.
3. **Free Dress Fridays:** Students may wear clothing of their choice on Fridays. Clothing containing offensive slogans, symbols and other suggestive or controversial designs is not allowed.
 4. **No Opt-Out:** There shall be no “opt-out” provision with respect to the dress code.
 5. **Future Changes to Dress Code:** Changes or modifications to the dress code policy may be made by the Principal in consultation with the TLC Community Association.
- *Dress code attire will be provided for any student who has difficulty purchasing these items.

TLC COMMUNITY ASSOCIATION

All parents of enrolled students shall be members of the TLC Community Association (TLC-CA). The TLC-CA will facilitate open communication among the entire TLC community through monthly meetings where parents share information and can learn more about TLC activities and educational programming. Meetings will feature updates on committee work, parent education events conducted by TLC staff and outside guest speakers, and opportunities for open discussion and mutual support. The TLC-CA will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. TLC Leadership will be elected by the membership each Winter to serve the following year. Please consider participating in the TLC-CA community!

Serving as Resources to the School

Parents are welcome to share their time and expertise to support TLC Public Charter School. Examples of parent volunteer opportunities include the following:

- Participation on the Board of Directors;
- Providing assistance with school-wide initiatives and projects;
- Providing enrichment experiences in various subject areas including music, drama, computers, sharing information about their cultural background and experience with students and staff;
- Working on fund raising projects; and
- Facilitating community service or service learning projects.

COMMUNICATION

TLC Public Charter School has a strong commitment to parent/teacher collaboration. Parents are encouraged to stay in contact with their student's teacher(s) throughout the year.

Communication with Teachers

Please connect with Teachers through e-mail and by sending notes. We are committed to responding swiftly and know how important this is to you. Please note that teachers typically are not be able to respond to emails until after the school day concludes.

Communication from School

Essential school-wide information will be sent to parents through an electronic email. If you do not have access to electronic mail, please plan with the office to receive a hard copy.

Communication with the Office

Please call the School office if you need to speak with the Principal or School Office Manager. If someone is not available to speak with you immediately, please leave a message and someone will return your call.

Communication with Students During the Day

If you need to communicate with your child during school hours, call the office and leave a message for your child. That message will be given to your child. A child will be called to the phone only in an emergency. Please make all car-pool and after school pick up arrangements with your children in advance.

Team Meetings

Team meetings will be held to discuss your student's progress and are available throughout the school year. These meetings can be scheduled in advance with the teacher. **Team meeting request forms are available in the office.**

The following are suggestions to help you get the most out of these experiences:

- Think about your questions in advance and write them down.
- Think about your goals and priorities for your student and write them down.
- Think about issues or concerns you want to share with the teacher. It is helpful for a teacher to know what is influencing a student's attitude, behavior or performance.
- Take notes during the meeting.

IMMUNIZATIONS

State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the State Department of Health Services. All entering students must be up-to-date with immunizations according to TLC policy and the schedule provided by the State Department of Health Services. Students may be exempted from this requirement for medical reasons or for personal beliefs. Parents must provide a written statement documenting a medical exemption from a licensed physician. A parent or guardian may have a child exempted from immunizations due to personal beliefs. As of 2014, Assembly Bill 2109 requires documentation that a health care practitioner has informed

parents about vaccines and diseases if the parent is asking for a Personal Beliefs Exemption (PBE). Documentation must be provided using the form available on the CDPH website titled Personal Beliefs Exemption to Required Immunizations. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

MEDICATIONS

If your child needs to take any prescription medications, **you must have**: 1) a **doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, and 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.** For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time, some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

Students can be assisted to take medication during school hours when there is written authorization from their health care provider and parent/guardian, medication supplied by parent/guardian is in an appropriately labeled container, and school personnel have received training.

- The required written authorization permitting a medication to be administered in California schools shall be provided by an authorized health care provider who is licensed by the State of California to prescribe medications. Authorized health care providers include the following persons:
 - California-licensed dentists.
 - California-licensed nurse practitioners and California-certified nurse midwives. (Must provide their furnishing numbers and the name, address, and telephone number of the supervising physician.)
 - California-licensed physician assistants. (Must provide the name, address, and telephone number of the supervising physician.)
- **The written statement for medication administration at school must contain all information on the form.**
 - For medication prescribed on an as needed basis (PRN), the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation.
 - A written statement cannot be required when a parent, guardian or designee administers medication to their student in school.
 - A faxed copy is acceptable if the authorization is clear and legible.
 - Telephone (verbal) authorization is NOT acceptable.
- **Parent or guardian obtains written authorization from the student's health care provider. Each medication requires a separate written authorization.**
- **Written authorization for medication administration at school must be renewed**

yearly (see Attachment B), whenever there are changes in medication (including dose, time or method of administration), or a change in health care provider.

- **Over-the-counter medications require written authorization from the licensed healthcare provider and parent/guardian.**

Parent or Guardian Written Statement

- The parent or guardian shall provide the school with a written authorization indicating their desire that the school assist the student with medication administration.
- Written authorization must be renewed annually or whenever there is a new written authorization from the authorized health care provider.
- The parent or guardian has a right to rescind their consent for administration of medication at school at any time.
- Parent or guardian generated changes or modification to the medication administration directions cannot be accepted or acted upon unless such changes are received from the authorized health care provider in writing.
- Medication must be in a container labeled by a pharmacist licensed in the United States.
- If multiple medications are to be administered at school, each medication must be in a separately labeled container.
- Over-the-counter medication that has been prescribed by an authorized health care provider must be delivered to school in the original container.
- All medications must be stored in a locked cabinet or, if required to maintain effectiveness, a locked refrigerator. Refrigerators used for medication storage must be used exclusively for medication storage.

ATTENDANCE

Student attendance and student achievement are closely intertwined. TLC believes that regular attendance at school is necessary for students to progress academically, as well as to be part of the social community of the school. School attendance is vital to students' achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially than students who develop patterns of poor attendance. Additionally, the school receives funds based on the number of days that students attend school. Regular attendance of all students will help to assure that the school receives the funds needed to provide a high quality instructional program. Of course, students who are ill should be kept at home. However, we encourage you to do everything possible to assure good attendance.

TLC requires satisfactory explanation from the parent/guardian of a student, either in person or by written note, whenever the pupil is absent a part or all of a school day as per California Code of Regulations (CCR), Title 5, section 306. Filling out a student absence form online will be considered a written excuse.

Closed Campus

TLC is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. During the school day, all students, staff, parents, and visitors must enter and exit through the TLC gate. It is unlawful for anyone to take a student away from school during the regular school day without parent/guardian permission and notification of the School Office.

Excused Absences

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if the reason for the absence is listed below: (Education Code §48205)

- **Due to his or her illness.**
- **Due to quarantine under the direction of a county or city health officer.**
 - **Exclusion for failure to present evidence of immunizations.**
 - **Exclusion because student is either the carrier of a contagious disease or not immunized for a contagious disease.**
- **For having medical, dental, optometric, or chiropractic services rendered.** By law, a student in grades 7-12 may be excused from school for obtaining confidential medical services without the consent of the student's parent/guardian. Otherwise, it is the practice of TLC not to release students without parental consent.
- **For attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.**
- **Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.**
- Students in grades 7-12 who leave school to obtain confidential medical services.
- **For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.** According to TLC policy, a student may not be granted an "Excused Absence" for religious observance for more than three (3) days per semester, and or five (5) days total per school year.
- **Excused School Sponsored Activity:** all field trips and other school related trips, athletic events, and music events are not counted toward the student's absence total. However, it should be recorded in the attendance log document that the student was not present in class.

"Make-up" Work for Students Who Were Absent

Students who are absent from school for any of the **excused** reasons stated under "Excused Absences," including suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of TLC, what assignments the student shall make-up and in what time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments the student missed during the absence. (Education Code §48205)

Short-term Independent Study

Independent Study is a short-term instructional strategy designed to address an individual student's needs (i.e., warranted absences, extended illnesses, and lack of immunizations). It is an alternative to classroom instruction consistent with the general course of study and not an alternative curriculum. Acceptable reasons for requesting Independent Study include excused or warranted absence from school **for two (2) or more consecutive school days, but no more than 30 school days**. Written requests for independent study should be approved the Principal before the anticipated departure. **Independent Study request forms are available in the main office.**

Please note: Permission to grant Independent Study is up to the discretion of the Principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Principal as to whether he or she should be allowed to participate in the program again.

General Lateness

Any student who arrives at school after the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered "late." Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and/or when the opening class bell has rung are also considered "late." **Late students are required to obtain a "Late Pass" from the school office before proceeding to the classroom.**

Tardy students entering the classroom late, without documentation, shall be directed to return to the office to check-in and obtain the admission documents in accordance with local school attendance procedures.

Excessive Absences

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 5 unexcused absences per trimester to a failing grade for their courses at the marking period (grade of "1" or "N").

Students with excessive absences may be referred to the school's Truancy Abatement Program to remediate the excessive absences. The abatement program may include mandatory parent participation and/or makeup school.

Withdrawal Due to Excessive Unverified Absences (AWOL)

In rare circumstances, students will be disenrolled from TLC for missing multiple consecutive days without attempting to notify the school of absences or without responding to school inquiries (phone, fax, and mail) about the student absence.

Truancy

It is the parent/guardian's responsibility to provide documentation within (10) days after the student returns to school in order to prevent absences from being converted to unexcused absences/truancies. Every effort shall be made by the school staff to notify parents/guardians

of students' unexcused absences and to clear these and all absences. If attempts are made to clear absences with sufficient due diligence, yet no excuse is provided, these absences may be converted to truant after 10 school days. A student is considered truant when the student is:

- **Absent from school without valid excuse three school days in one school year.**
- **Tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year.**
- **Any combination thereof.**

The parent/guardian of a student classified as truant shall be notified by certified letter containing the following information and requesting a conference with the parent, student, teacher, and principal: (EC §48260.5)

- The student is truant.
- The parent/guardian is obligated to compel the student to attend school.
- The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48260 et seq.
- The availability of alternative educational programs in the local district.
- The right of the parent/guardian to meet with appropriate school personnel to discuss the solution to the student's truancy.
- That the student may be assigned, with or without parental consent, to the school's truancy abatement program, including Weekend Makeup School.
- A conference is requested with the parent/guardian and student.

State Definitions of Truant and Chronic Truancies

Truancy Definitions

Any attendance being marked with an Unexcused Absence (U) or Unexcused Tardy of Over 30 Minutes (TT) feeds into Truancy. See below for legal definitions:

Tardy: missing more than a 30-minute period during the school day without a valid excuse.

Truant: The California Legislature defined a truant in very precise language. In summary, it states that a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority. (<http://www.cde.ca.gov/ls/ai/tr/>)

Chronic Truant: Any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse **for ten percent or more of the school days in one school year**, from the date of enrollment to the current date. (<http://www.cde.ca.gov/ls/ai/tr/>)

Attendance Review

The TLC Public Charter School, School Student Attendance Review Team (SART) and the TLC School Attendance Review Board (SARB) will work with families and students to resolve attendance and truancy problems. If, after repeated interventions, the student continues to be truant and does not follow the SART or SARB's directives, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school up to, and including, a recommendation for expulsion. A registered certified letter must be sent to the

parent or guardian informing them of this action. (Education Code §48260, 48261, 48262)

Student Attendance Review Team (SART)

The TLC Public Charter School, School Student Attendance Review Team (SART) will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. At that time, if the student continues to be truant and does not follow the school's SART directive, the matter will be referred to TLC's Student Attendance Review Board. A Certified Delivery Confirmation letter will be sent to the parent/guardian informing them of this action. (E.C.48260, 48261, 48262)

The school's SART will consist of:

- The principal and/or
- Other relevant members, including: another TLC administrator, a TLC Office representative, teachers or staff as appropriate, counselor, etc.

Student Attendance Review Board (SARB)

The TLC SARB will hold a hearing with the parent/guardian and truant student to resolve attendance and truancy problems. At that time, if the student continues to be truant and does not follow the SARB's directive, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school, including an expulsion referral. A Certified Delivery Confirmation letter will be sent to the parent/guardian informing them of this action. (E.C.48260, 48261, 48262).

The School's SARB will consist of:

- The principal and/or
- The Executive Director's designee from TLC.
- Other relevant members, including: another TLC administrator, local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

NOTIFICATIONS OF TRUANCY

Use the legal mandates below for notification of truancy when a student is determined to be truant:

EDC Section 48260-48262:

First Notification Mandate:

EC Section 48260.5: Upon a pupil's initial classification as a truant (student missing more than 30 minutes of instruction without an excuse **three times** during the school year), the school shall notify the pupil's parent or guardian, by using the most cost-effective method possible, which may include electronic mail or a telephone call:

- That the pupil is a truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.

- That the pupil may be subject to prosecution under Section 48264.

Second Notification Mandate:

- Letter #2 sent regular and Certified Delivery Confirmation mail.
- A student must be notified a second time once they have accrued at least six (6) truancy events.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, which may include makeup school and/or mandatory parent participation.

Notification of Determination as a Habitual Truant

- Letter #3 sent regular and Certified Delivery Confirmation mail.
- A student must be notified a third time once they have accrued a seventh (7) truancy event. Student is identified Habitual Truant.
- Hold SART meeting with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program.

If the parent guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the TLC SARB.

Notification of Continued Truancy – Referral to TLC SARB

- Letter #4 sent regular and certified mail from the School Office.
- A student must be notified a fourth time once they have reached an eighth (8) truancy event.
- Principal refers student to TLC SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, which may include Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions, including withdrawal or expulsion recommendation.

DISCIPLINE POLICY: SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

School-wide positive behavior intervention and support (PBIS) fosters a culture of discipline grounded in positive behavior intervention. PBIS is a systems-approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all. The use of this model emphasizes a proactive approach to preventing challenging behaviors rather than a reactive approach to mitigating them. This model addresses behavior management on a continuum of three levels of support.

The first level addresses most students using preventative strategies; the second level addresses the approximately fifteen percent of students who have at-risk behaviors; and the third level addresses approximately five percent of the population who need more individualized and specific interventions and behavior supports. Implementation of this model is based on research that indicates the most effective discipline systems use proactive

strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

The positive behavior support (PBIS) policies for TLC involve the students, school staff, and the student's parent(s)/caregiver(s). These policies are developed by TLC but will evolve and grow through feedback from and collaboration with TLC families and outside professionals.

The climate of TLC is one of support, care, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging behavior.

In the event of misconduct, there are appropriate consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. School-site procedures and practices must be consistent not only with the tenets of this policy, but also with state and federal laws. These require school administrators to utilize positive interventions and means of correction for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915(c), (Category I offenses of the Matrix for Student Suspension and Expulsion Recommendation) or when safety is at risk.

GUIDING PRINCIPLES & RULES OF THE SCHOOL COMMUNITY

PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn. TLC has adopted a unified set of guiding principles. With the students' input, each classroom and area of the campus has established a set of rules that outline expected behaviors as it pertains to the guiding principles. These rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your student will be learning them during his or her first day at school. Our unified community guiding principles at TLC are:

We are safe.

We are respectful.

We are responsible.

Every student, preschool through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to a teacher in an atmosphere free from disruption and obstacles that impede learning.

STUDENT EXPECTATIONS

1. Learn and follow school and classroom rules.
2. Solve conflicts without physical or verbal violence.
3. Keep a safe and clean campus.
4. Be good role models and help create a positive school environment.
5. Report any bullying, harassment, or hate motivated incidents.
6. Display good sportsmanship on both the athletic field and playground.

7. Attend school on time, have school books and supplies, and be prepared to learn.
8. Keep school activities safe and report any safety hazards.

Prohibited Items

Items that distract from the instructional environment, or that are illegal, are prohibited. These items include, but are not limited to:

- While permitted on campus, bicycles, skateboards and scooters must be stored and locked in designated areas. These items may not be ridden on campus at any time.
- Tobacco products, alcohol, drugs, matches, lighters or other controlled substances.
- Aerosol cans of any kind.
- Permanent marking pens, paint pens, and spray paint.
- Firearms, knives, weapons of any kind or objects designed to do harm.
- Explosive devices of any kind.
- Large sums of money or valuable personal items are not to be brought to school.
- Cellular phones, while permitted on campus, are subject to usage restrictions. All phones must be turned off from the time the child arrives on campus until dismissal. Cell phones that are visible or audible will be confiscated until parent pick up. Exceptions may be made for medical necessity. Written permission from school administrators is required for this exception in advance.
- Food, candy, gum and beverages (except) plain water may not be consumed while in the classroom.
- The purchase and/or sale of items between students is prohibited (unless affiliated with a school-sponsored fundraiser).
- Any items that cause a disruption to the learning environment or pose a danger to student safety are prohibited.

Any prohibited items that are brought to school will be confiscated and held for pick-up in the office on the last day of the week by a parent/guardian. Illegal items will be referred to a law enforcement agency. Unclaimed items (including jackets, sweaters, hats, etc.) will be donated to charity at the end of each academic year.

PREVENTION AND INTERVENTION

Modeling appropriate behavior should be embraced by all staff, students and parents for creating a positive school climate. The most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid a negative behavior.

Creating a school-wide positive behavior intervention and support system provides the foundation to prevent misbehavior from occurring. Expectations must be clear, positively stated and taught to all students. There must be a clear system to recognize students for meeting the expectations and a clear system to correct student misconduct. Some students need additional support and intervention.

EFFECTIVE PREVENTION STRATEGIES

Appropriate behavior must be regularly taught and reinforced school-wide by all school employees. There must also be firm, fair and consistent discipline, providing all staff and students a consistent, unifying message on what is safe, respectful and responsible. This

forms a powerful foundation for prevention of misconduct.

EFFECTIVE INTERVENTION

Some students require intensive intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for implementing programs and resources, e.g. conflict-resolution, opportunities to develop social and emotional skills, and mentoring; 3) matching student needs to the appropriate resources; and 4) using age-appropriate consequences. Every attempt will be made by school staff to use a teach-and-reinforce cycle of intervening when student behavior requires intervention. The function of the behavior that requires intervention will always be considered when identifying alternative behaviors to teach.

A team approach is almost always necessary when doing behavior intervention. A few students require the highest level of intensive intervention. In their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation and monitoring. Support and training will be provided when necessary.

CONSEQUENCES FOR STUDENT MISCONDUCT

Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning. They can contribute back to the school community and re-engage in learning. Any consequence should be carefully planned with well-defined outcomes to provide the greatest benefit. Consequences should be reasonable, fair and age-appropriate. Positive consequences, including recognition for appropriate behavior, frequently lead to improved student behavior. Negative consequences provide feedback to the student that their behavior is unacceptable.

It is only through cooperation from everyone who has a stake in educating youth that learning environments that lead to positive social development and optimum academic achievement for all students.

Any student found to have committed any of the acts below will be subject to a full investigation and, if applicable, all appropriate disciplinary actions, which may include suspension, expulsion, and/or referral to law enforcement. These are not permitted:

- Bullying/intimidation
- Weapons possession
- Fights/threats/violence
- Drug possession/sale
- Graffiti/vandalism
- Gang activity
- Cheating and plagiarism
- Forgery and falsification
- Sexual harassment and assault
- Blackmail and extortion
- Prejudice and hate crimes
- Robbery and stealing
- Fireworks and firecrackers

Underlying TLC's progressive behavior management process is the notion that retaining students in their learning environment is essential. If, as students' progress through the process, it is determined that TLC is not considered by all parties the best educational environment for the student, efforts will be made to find an appropriate match for the student. In short, TLC is committed to providing its students an opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for peers, adults, and property are manifestations that undergird proper behavior for those who attend.

When there is divergence from these expectations, the staff, the student, and the student's parent(s)/caregiver(s) will seek age-appropriate interventions and work together to identify the functional nature of the behavior and determine a replacement behavior which conforms to classroom and school expectations. Age-appropriate interventions are sought out to redirect the challenging behaviors into more successful behaviors with the least disruption to the student(s)' educational program and the class. A desire of the positive behavior support process is to maintain the student in the learning environment and implement interventions that are least restrictive to the individual(s) involved.

Students who habitually fail to comply with school policies and/or who present an immediate threat to health and safety may face an alternative in school placement. If these behaviors continue, the team of staff and parent(s)/caregiver(s) might determine that TLC is not the most appropriate placement for the student (i.e., alternative educational placement based on team consensus or expulsion). In such cases, the team then seeks an alternative educational placement for the student. It is important to note that the parent(s)/caregiver(s) are participants on the educational team and they are valued as active partners in these decisions. The policies outlined here will be adapted to conform to federal law regarding all students who attend the school. At all times, students are accorded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be placed in an alternative educational placement in the School. All decisions affecting the students who attend TLC are afforded the rights of due process. The School notifies the County of any action that results in the student being placed into an alternative placement.

TLC will follow the California Education Code as it presently exists regarding alternative placement as outlined under Section 48900 et. seq. (suspension) and SB 813 (expulsion).

The character of interventions for misbehavior will at all times reflect congruency with TLC's perception of the developmental stages of the student. TLC opposes all forms of corporal punishment, public ridicule, or any other form of psychological, emotional or physical abuse. If a teacher employs disciplinary procedures that are not in accord with the above state intentions, or acts in an inappropriate, unprofessional way with regard to the discharge of his/her duties as a teacher, the following steps may be taken:

- Following the incident in a timely manner, meetings will occur involving the teacher, principal, and the selected faculty chairperson representative.
- An investigation into the matter will take place with a written account of the meeting and

account of the investigation.

- An incident report may be filed.
- The parent(s)/caregiver(s) of the student will be notified immediately following this meeting and all information will be shared.
- If warranted, appropriate staff disciplinary action will follow.

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, TLC shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the length of one period (45 minutes).
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The TLC Executive Director or designee may extend a student's suspension pending final decision by the TLC Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the TLC Administrative Panel on a recommendation for expulsion.

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to a TLC school activity, 2) school attendance occurring at a TLC school or at any other school, or 3) at a TLC school's sponsored event.

Suspension Alternatives

The TLC Executive Director, Principal or Designee may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for student's subject to suspension or expulsion. [Education Code 48900 (u)] An additional alternative may be community service on school grounds or, with written permission of the parent/guardian, off school grounds during the student's non-school hours. [Education Code 48900.6]

Grounds for Suspension and Expulsion (CA Education Code)

The following offenses constitute grounds for suspension and expulsion:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For

purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A. A message, text, sound, or image.
- B. A post on a social network Internet Website including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Website created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for having one or more of the effects listed in paragraph (1).
 - 1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - 2) Creating a false profile for having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 3) B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - 4) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
 - 5) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person

may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, a TLC student enrolled in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the Executive Director or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any TLC personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any TLC employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether it merits suspension.
2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days). [Education Code 48911 (a)]

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)] A student who accumulates more than 20 days of suspension in a school year shall be recommended for expulsion to the TLC Board of Directors.

3. Legal Notifications- Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 (Education Code 48902). Upon reporting such an incident, the principal or designee will secure a written copy of the police report and a copy of that report shall be placed in the private student

files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

When the Principal or other school official releases a student to a peace officer for removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. Notice of Suspension- The Principal or designee must complete a TLC Notice of Suspension form. The parent will be given written notice of the suspension using this form. The TLC Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is also sent to the TLC Executive Director and placed in the principal's private student files – suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the students' parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

- Appeals must be made first in writing at the school level and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the TLC Executive Director for resolution with a written response within fifteen (15) school days.
- After appeal at the TLC administrative level, if further review is desired, the appeal may

be forwarded to the TLC Executive Committee for resolution with a written response within 20 school days. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

EXPULSION

Expulsion is the involuntary removal of a student from all TLC schools and TLC programs for acts of specified misconduct. Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- There is a history of misconduct.
- Other forms of discipline (including suspension) have failed to bring about proper conduct.
- A student has accumulated 20 or more days of suspension in a school year.
- Or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the TLC Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the TLC Board of Directors. The TLC Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense. While under expulsion, a student cannot enroll in another TLC school without approval of the TLC Board of Directors. At the end of an expelled student's term of expulsion, a student cannot enroll in a TLC school without approval of the TLC Board of Directors through the readmission process. Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

Mandatory Expulsion

The Principal or Executive Director (or the Executive Director's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The TLC Administrative Panel will also expel the student.

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
- Committing or attempting to commit a sexual assault or committing a sexual battery.
- Possessing an explosive.

Mandatory Recommendation for Expulsion

The Principal or Executive Director (or the Executive Director's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The TLC Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense (Ed. Code

- 48900(a)).
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis (Ed. Code 48900(c)).
- Robbery or extortion (Ed. Code 48900(g)).
- Assault or battery upon any school employee as defined in Penal Code 240 and 242.

Permissive Expulsion Requires a Second Finding of Fact

Upon recommendation of the Principal or Executive Director (or the Executive Director's designee), the TLC Administrative Panel may order a student expelled upon finding the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

Regarding the discipline of students who receive special education services, TLC complies with all provisions of the Individuals with Disabilities Education Act (IDEA) and California Education Code. Prior to recommending an alternative placement for a student with a Section 504 plan or an IEP, the Principal will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined the student's misconduct was not a manifestation of his or her disability, the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and the behavior intervention strategies were in effect and consistent with the student's IEP, the student may receive an alternative placement.

Due Process

The governing body of TLC has developed a fair and impartial process for investigating and confirming the appropriateness of alternative placement for a student. This process preserves the due process rights of students and parents. The student and parent/caregiver is given prior notice in writing regarding every step described above. The student/parent(s)/caregiver(s) is granted appropriate time for preparation of a response and participation in a hearing with the governing board prior to any final decision regarding alternative placement.

Parent Conflict Resolution Procedure

1. Parent(s)/caregiver meets with the principal;
2. Parent(s)/caregiver participates on the educational team;
3. If not resolved, parent(s)/caregiver meet with the governing board parent representative and principal;
4. If not resolved, parent(s)/caregiver can submit concerns in writing to the TLC Board of Directors (parent representative and/or parent advocate will assist with the writing if assistance is desired). The TLC Leadership Team will meet and submit a final decision on the matter.

Rehabilitation

Students who receive an alternative placement shall be given a rehabilitation plan upon expulsion as developed by the TLC governing board at the time of the alternative placement order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of alternative placement when the student may reapply to the charter school for readmission.

Readmission

The decision to readmit a student or to admit a previously alternatively placed student from another school district or charter school shall be in the sole discretion of the charter school's governing board and the student and parent/guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

In the case of a student who receives special education services, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities.

RESPONSIBILITIES PERTAINING TO SCHOOL-WIDE DISCIPLINE POLICY

Administrator Responsibilities

An administrator's leadership is key to the academic achievement and pro-social development of our students. To establish a safe and welcoming school environment, the school administrator is responsible for the following:

1. Ensure that the Guiding Principles for the School Community be taught, enforced, advocated, communicated and modeled to the entire school community and that school practices are consistent with the tenets of this policy.
2. Develop and implement a school-wide positive behavior intervention and support and discipline plan. The emphasis of the developed plan is to increase achievement, attendance, reduce suspension and office discipline referrals. Has buy-in and support from the school personnel and community.
3. Include the school-wide positive behavior intervention and support, discipline plan, and Guiding Principles for the School Community in school communications for students, parents/ guardians, staff and community.
4. Implement a method for analyzing behavior/discipline information to monitor and evaluate data for on-going decision making from the individual student through the school-wide student population. Implement a method for analyzing behavior/discipline information to monitor and evaluate data for on-going.
5. Support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed via the Modified Consent Decree Team which consists of the principal, assistant principal, school psychologist, and teachers (special and general education).

6. Comply with the goals established in the Safe School Plan.
7. Provide routine training and support for staff and parents/guardians in maintaining an environment conducive to learning.
8. Implement the approved violence prevention curriculum in elementary and middle schools.
9. Utilize appropriate prevention and intervention approaches for all students in a consistent and age-appropriate manner prior to any suspension (see Attachment D-Guide to Tier II and Tier III Intervention Supports and Alternatives to Suspension), except those limited offenses under California Education Code §48915(c).
10. Use multi-disciplinary teams, including Student Success Team to evaluate and recommend solutions to behavior problems and mitigate future incidents.
11. Partner with before and after-school programs and outside agencies, when appropriate.
12. Assemble a collaborative team with appropriate staff and parent/guardian(s) to design an individualized behavior support plan for a student who engages in ongoing misconduct, despite appropriate interventions. The support plan may include but is not limited to: a. Intensive behavioral supports and strategies; b. Adapted curriculum and instruction; c. Communication strategies.

TEACHER RESPONSIBILITIES

Each teacher has a fundamental role in establishing a positive classroom climate and supporting a similar school wide culture. This includes utilizing effective classroom management strategies that create an environment conducive to learning for all students and prevent student misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing and modeling Guiding Principles for the School Community and school rules.
2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching approved violence prevention curriculum that promotes social-emotional skills in elementary and middle schools.
6. Following the Behavior Support Plan for students with disabilities, which is available to all staff working with that student.
7. Utilizing data in collaboration with administration and support personnel to monitor and provide age-appropriate supports to address student misconduct.
8. Supporting a student who persists in on-going misconduct, despite appropriate interventions in conjunction with school administrator or person responsible for discipline at the school.
9. Serving as a role model and maintain appropriate relations with all students.
10. For a student whose misconduct has escalated, the teacher is responsible for collaborating with appropriate staff and the parent/caregiver(s) to implement an effective individualized plan that may include, but not limited to: a. Intensive behavioral supports and strategies; b. Adapted curriculum and instruction; and/or c. Communication strategies.

SCHOOL STAFF RESPONSIBILITIES

School support personnel are responsible for modeling, advocating and enforcing the Guiding Principles for the School Community and the school rules and for supporting the implementation of a school-wide positive behavior support and intervention to maintain a safe

and nurturing school climate. All school staff are responsible for monitoring, reinforcing, and acknowledging appropriate behaviors consistent with the school rules. When student behavior disrupts the learning or working environment, school staff will collaborate with teachers and other school to develop and implement plans for more intensive instruction and support.

STUDENT RESPONSIBILITIES

Students are expected to learn and model Guiding Principles for the School Community (Care, Respect, Responsibility) and student expectations. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve the behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors for peers.

PARENT/GUARDIAN RESPONSIBILITIES

When schools and parents form strong partnerships, students' potential for academic success improves significantly. Parents/guardians will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the School Wide Positive Behavior Intervention and Support. They are to be familiar with and model Guiding Principles for the School Community (Safety, Respect, Responsibility) and the coordinating school rules. They are to review the student expectations and school rules with their children, reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct. The parent/guardian will act as a collaborative partner with the school to address the student's needs. Parent involvement and collaboration are central to the mission of TLC Public Charter School. The school design incorporates the following aspects of parent involvement:

Understanding and Supporting the School Mission

The development of a learning community will require the support and collaboration of all stakeholders including parents. To this end, policies and procedures will be developed to ensure all parents fully understand and are committed to supporting the mission, vision, and goals of the school. Examples will include:

- Orientation for new families to clarify the goals and mission of the school, educational approach, and expectations for parent partnerships.
- Parent Handbook providing information about the school's mission, vision, goals and educational program, as well as parent responsibilities.
- Volunteer workshops for families who work in classrooms directly supporting students. Workshops are designed and implemented to support families and other volunteers to effectively aid in classrooms.
- Family education forums where families can learn more about best practices in education, including positive behavior support, inclusive education, GATE strategies, differentiated instruction, educational approaches used in the classrooms, and strategies for supporting student's learning at home and in the community.

Involvement in their Student's Individual Programs

TLC supports a family-centered approach, which honors parents' priorities, concerns, and goals for their students. Parents are valued members of the educational team, contributing

experience and knowledge about their individual student's characteristics, motivators, learning styles, needs, and preferences. Ongoing communication with the family, as well as a respectful and collaborative approach, helps to assure meaningful participation by families. Such participation will be supported through strategies like those enumerated below:

- Regular parent-teacher-student conferences including: Parent Conferences and Student Led Conferences to assess each student's progress and to develop or modify goals.
- Parent observation and/or volunteering opportunities in student's classrooms.
- Collaboration with faculty and staff in the form of Team Meetings when problems or concerns arise.

Involvement in School Decision-Making

Parents are considered integral to the effective governance of the school. Parents will be involved in decision-making regarding the overall school program in the following ways:

- Parent representation on the Board of Directors.
- Parent participation in the TLC Community Association.
- Annual TLC leadership team and staff meeting to assess TLC Public Charter School's Strategic Plan, LCAP, and progress toward its goals, identify concerns, and plan for the coming year.
- Parent participation in the Principal's Advisory Council, ELAC
- Annual feedback gathering from parents, including focus groups and surveys

POLICIES RELATED TO SPECIFIC OFFENSES BULLYING AND HAZING POLICY

TLC is committed to providing a safe and civil learning and working environment. TLC takes a strong position against bullying, hazing or any behavior that infringes on the safety and well-being of students, employees, or interferes with learning or teaching. TLC prohibits retaliatory behavior against anyone who files a complaint or who participates in the complaint investigation process. The policy applies to all other persons within the school's jurisdiction.

The TLC bullying and hazing policy, written in accordance with Federal, State and California Education Code, requires that all schools and all personnel promote mutual respect, tolerance, and acceptance among students and staff. All students and staff of public primary, elementary, junior and senior high have the inalienable right to attend campuses which are safe, secure and peaceful [Article 1, Section 28(c) of the California State Constitution].

This policy shall encompass behaviors and actions that occur among students, school employees and associated adults. The policy is applicable in schools, at school and school-related programs, activities and events, traveling to and from school, and all other areas of the school's jurisdiction (Ed Code 489009(s)).

BULLYING

Bullying is defined as the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, indirect, non-verbal, psychological, sexual, social, physical or verbal.

Cyber bullying is conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings) and meets the impact of bullying (see above). A person who engages in cyberbullying at school or school-related activities and events is subject to disciplinary action even if the bullying occurred on a personal electronic device. Cyber bullying that occurs off-campus but compromises the safety or instructional environment of the school may fall under District jurisdiction.

Hazing is any method of initiation, pre-initiation, or rite of passage associated with actual or desired membership in a student organization or student body, whether the educational institution officially recognizes it.

Parents and students are encouraged to work with their local school site administration to address any problems or concerns.

SEXUAL HARASSMENT POLICY

TLC is committed to providing a working and learning environment free from sexual harassment. TLC prohibits sexual harassment of or by employees, students, or persons doing business with or for TLC based on actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of state and federal law.

Sexual harassment is defined by California Education Code Section 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by an individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by an individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or Title IX/Bullying Complaint Manager can be an appropriate intervention. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred. School personnel are to take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment if one has been created, and prevent the conduct from occurring again. These steps should be taken whether an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity or

school attendance within any school or office.

Any student or employee of the Charter School who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school's Title IX/Bullying Complaint Manager (Office Manager) so that appropriate action may be taken to resolve the problem. The Charter School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language or pictures directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes (but not limited to) social networking Websites such as Facebook, Snapchat, Instagram and Twitter.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
- Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
- Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational

environment.

It is the responsibility of the school to:

- Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance.
- Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement.
- Remain watchful for conditions that create or may lead to a hostile or offensive school environment.
- Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

- Conduct herself/himself in a manner which contributes to a positive school environment.
- Avoid any activity that may be considered discriminatory, intimidating, or harassing.
- Consider immediately informing anyone harassing him or her that the behavior is offensive and unwelcome.
- Report all incidents of discrimination or harassment to the Principal.
- If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

CELLULAR TELEPHONES & PERSONAL ELECTRONIC DEVICES

It is the policy of TLC to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours. Students are permitted to possess cellular phones or electronic signaling devices on campus provided that any such device shall remain OFF and stored in a locker, backpack, purse, pocket, or other places where it is **not visible during normal school hours**. Cell phone or other electronic signaling devices may not be used on campus before and after school. Accessories such as headphones, earbuds, etc. may also not be visible during school hours.

For school, state and national assessments, students are prohibited access to any unauthorized electronic devices at any time during the entire testing session. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone or other signaling device, and/or related accessories even before or after school.

Visibility and/or unauthorized use of a cellular phone or other signaling device will result in the device being confiscated until the last day of the school week. Students must comply anytime a request is made by school personnel to confiscate a cellular telephone, pager or other signaling device due to unauthorized use and/or visibility. Visibility of accessories such as headphones, earbuds, etc. will result in the confiscation of the accessory and the device they are connected to. **Prohibited items will be returned only to a parent/guardian from the office on the last day of the school week during which they are confiscated.** Repeated offenses will result in items being taken away and not returned until the end of the semester. TLC may adopt more stringent cellular phone and personal electronics policies through the Leadership Team. Repeat offenders may be subject to additional consequences. TLC is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games/tablets, radios, CD players, computers, etc.

POSSESSION OF WEAPONS AND DANGEROUS OBJECTS

It is a violation of state law and TLC School policies and regulations for any person to carry a firearm, weapon, or other dangerous objects on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandishing a knife at another person.

DRUG, ALCOHOL, AND TOBACCO FREE

TLC Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. TLC will implement a Drug/Alcohol Abuse prevention program. This program emphasizes prevention, intervention, after care support and necessary corrective action. Smoking is prohibited in all TLC buildings, facilities and vehicles. TLC supports abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potentials. Students are subject to disciplinary action, up to and including a recommendation for expulsion. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

SEARCHES

A student's attire, personal property, school property, including books, desks and school lockers, may be searched by a principal or another administrator who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

ACADEMICS

Text Books

Students are responsible for all books issued to them. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, including library books.

Restitution

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent guardian but will not be withheld from a requesting school.

STUDENT LIFE

STUDENT SUPPORTS AND PROTECTIONS

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794).

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability. Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education

Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

Social-Emotional Counseling Programs

This section provides general information about the counseling services at TLC. Schools without a counselor cannot provide counseling services unless otherwise stipulated in an IEP or 504 documents. Social Emotional counseling is available on a limited basis at TLC. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors work with students on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns. Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Counseling services are not guaranteed for students. Additionally, students referred for services will be

placed on a waiting list until the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. There is no charge for counseling support. As stated above, however, counseling resources are limited, and counseling services are not guaranteed for every referral.

Referral Process

Student can be referred for counseling from a variety of avenues, but the primary referral source is through school systems such as the SST, MTSS, or Special Education process. These referrals take priority over other referral sources. Parent referrals, self-referrals, etc. are evaluated on a case by case basis and may not result in counseling services. In some instances, students referred to the counseling team will be referred out for services and it is the responsibility of the student/parent to follow up on these referrals. Each counseling team makes referral determinations on a variety of factors, including applicable state and federal laws.

Referrals to Outside Resources

1. The counseling department maintains a list of outside agencies and resources to which parents and students can be referred for services as necessary. Parents who are interested in receiving this list should contact the school's counseling department or main office. This list reflects agencies and resources in the geographic area of the school and does not imply an endorsement of these agencies and/or resources by the school or TLC.

Crisis

2. Social-emotional crisis includes, but is not limited to, times when a student discloses or expresses homicidal or suicidal ideation, desire to hurt self or others (including self-injury) and instances of child abuse. In these instances, TLC follows a crisis protocol that may end with a student being evaluated by county mental health or another crisis response agency. TLC will make every effort to contact parents during crisis as appropriate but must follow crisis protocols to protect the safety of all students and staff.

Consent and Confidentiality

3. TLC complies with state and federal laws around consent and confidentiality for counseling services. In California, students ages 12 and over hold rights to their counseling records. Please contact the school counselor if you have questions or concerns about consent for counseling and confidentiality of the counseling record.

Alignment with the School Day

4. Counselors make every effort to pull students at times that are convenient for their students and are aligned with the academic needs of the student.

Termination of Services

5. As stated above, counseling services are not guaranteed. Services may be ended for a variety of reasons and with reasonable notice to parents/students. In these instances, referrals can be given, but the responsibility to follow up on these referrals falls with the parent/student. Additionally, students who repeatedly miss counseling service

appointments for any reason may be dropped from counseling services permanently.

Emergency Medical Care

6. All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

Contagious or Infectious Disease

7. A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Head Lice

When live lice are found:

- Office staff will contact parents to pick up their child and provide them with the brochure A Parent's Guide to Head Lice and Lice Treatment form with readmission requirements. Parents are encouraged to begin treatment immediately and to check all family members for head lice or nits.
- When live lice or previously untreated nits are found, copies of the Lice Exposure Notice and A Parent's Guide to Head Lice will be sent home with all children in the affected student's elementary classroom.

When only nits are found:

- Office staff will contact parents to determine if the student has been treated for head lice.
- If a student has already been treated for this infestation, staff will remind parents to continue daily nit removal and observation for presence of live lice, requiring re-treatment. Student remains at school and no re-admission check required.
- If the student has **NOT** been treated for this infestation, parents will be given A Parent's Guide to Head Lice and Lice Treatment form with re-admission requirements. Parents are encouraged to begin treatment immediately and to check all family members. Student remains at school until the end of the school day. Re-admission check is required.

Child Abuse Reporting

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

TLC PUBLIC CHARTER SCHOOL as a RESEARCH to PRACTICE SITE

TLC Public Charter School was developed as a model of best practices in education. It is being operated by the school site administrators, faculty, and staff members. Oversight is provided by the TLC Board of Directors. TLC serves as a laboratory and demonstration site for preparing teachers and other educators.

Partnership activities may include:

- University faculty involved in the design of the curriculum and learning activities and are available to consult with classroom teachers and other staff.
- University students from many fields participate in the classrooms. In addition to providing extra help for classroom staff, these students will enrich the program by bringing in new ideas and expertise.
- University personnel assist with grant writing, research, and development efforts, to obtain resources that support the School's mission.

Some aspects of a laboratory school require special understanding by parents. A laboratory school serves as a place where University students can learn and practice their skills as educators, with modeling and guidance of experienced teachers and staff. It is important to remember that these students are *learning*. While they should be (and usually are) well prepared for their assignments, they will not perform perfectly or demonstrate best practice in every instance. Parents should be assured however, that teachers and staff have the welfare of the students as their top priority and will always assure that students are safe and well served. Moreover, most parents and teachers find that University students are a great help in the classroom, and that they often contribute by bringing in current practices that are informative for the teachers and staff, and beneficial to the students.

Parents are urged to communicate directly with their student's teacher(s) if they have questions about University students or researchers. The University students or researchers themselves may be unsure of how to answer questions or may lack the background knowledge needed to respond to parent concerns.

Classroom Observation Procedures for Parents and Private Providers

At TLC, we welcome the opportunity to collaborate with parents and private providers in order to meet the needs of students. In order to facilitate the many requests made for school observations in a timely manner, a specific process is utilized by the school.

Before scheduling any observation, the school must have a current "Authorization for Exchange of Confidential Information" on file for any private provider who wishes to observe or consult. In addition, any observers will be required to sign the Classroom Observation Confidentiality Acknowledgement Form. All these forms can be found in the school office.

SCHOOL ORGANIZATION and GOVERNANCE

At TLC, "governance" is viewed as an opportunity to achieve the vision our learning community by using collaborative decision-making processes that involve the entire school community. TLC will be governed in a manner that ensures staff and families share decision-making responsibility and that will assure the viability of local school control and accountability.

Tomorrow's Leadership Collaborative, Inc., also known as "TLC" will be a directly funded independent charter school and will be constituted as a California Nonprofit Public Benefit Corporation pursuant to California law. TLC has filed Articles of Incorporation with the State of California and is a 501(c)(3) non-profit corporation.

TLC operates autonomously from the Orange County Department of Education (OCDE), except for supervisory oversight, as required by statute. Pursuant to California Education Code Section 47604(c), TLC and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school. OCDE shall not be liable for the debts or obligations of TLC, or for claims arising from acts, errors, or omissions by TLC.

Members of the TLC's Board of Directors, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and OCDE's Charter School policies and regulations regarding ethics and conflicts of interest.

The Governing Board

The TLC Board of Directors will govern TLC pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board of Directors' major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff.

Board Committees

At the beginning of the school year, the Board shall initiate the formation of the following standing board committees:

- Finance and Capital Development
- Partnerships
- Governance and Personnel
- Curriculum & Instruction

Teachers, parents and community stakeholders shall be recruited to fill these committees, along with Board Members, and will help ensure their respective missions are accomplished. Because parent involvement is critical to the success of the school, the Board shall ensure adequate representation of parents on the committees. Each committee shall elect a chairperson and a recording secretary. Each committee shall be comprised of at least one teacher, one parent, one community stakeholder and two Board Members for a total of no more than 5 members. Committee members will be appointed by the Board in its reasonable discretion, based upon an assessment of the qualifications and expertise needed for the

subject area, along with the interest and commitment level of potential nominees. The committees shall keep meetings that do not involve confidential matters open and public to all interested parties. Meetings of these committees are subject to the rules of the Brown Act. As such, the chairperson will need board approval. If need be, the Board will provide special training to the chairperson to ensure adherence to the law prior to approval. Committees shall meet no less than once per quarter, and more often when required. Committees will not have power of attorney for the school, unless designated by the Board.

Administrative Committees

In addition to the Board committees listed above, TLC Public Charter School will have the following administrative committees initiated by the Principal at the school-site level:

- Curriculum and Instruction
- Fundraising
- Facilities

Teachers, parents and community stakeholders shall be recruited to fill these committees for a total of up to five members and will help ensure their respective missions are accomplished. Because parent involvement is critical to the success of the school, the Principal shall ensure adequate representation of parents on the committees. Parents will have an instrumental advisory role on administrative committees. Teachers will also take an active part in committee structure, as curriculum experts and the standard-bearers of the TLC mission and vision. The Principal can select committee members at his or her discretion or preference. However, to ensure that parents actively participate in the selection of their representatives, each grade has the option to elect one parent as a representative in these committees. The Administrative Committees will meet at least once per quarter, or more often when required.

Board Meetings

The Board will meet at least once a month and as needed to ensure the appropriate development of and seamless operation of the school. In addition, the Board will meet annually for the summary purposes of organizational review, appointment of officers and the transaction of all business. The annual meeting will be held at a specified time, date and place established through a board resolution.

Once school begins, regular public meetings of the Board, including annual meetings, shall be held at such times as may from time to time be fixed by the Board. Board meetings will be held in places accessible to the public, such as the school building or available public facilities nearby. In accordance with the Brown Act, at least 72 hours before a regular meeting, the Board, or its designee, shall post a notice and an agenda in a public space at the school (e.g., exterior door of school office), on the website and via listserv. The notice will specify the location and time of the board meeting and the agenda shall contain a brief description of each item of business to be transacted or discussed at the meeting.

The Board President, the Vice President, Secretary, or a majority of Board Members may call special meetings of the Board of Directors for any purpose at any time. The party calling the special meeting shall determine the place, time, and date thereof.

In accordance with the Brown Act, special meetings of the Board may be held only after 24

hours' notice is given to each board member and to the public through the posting of a notice and an agenda in a public space at the school (e.g., exterior door of school office), the website and distributed via listserv. Additional details regarding the notice of special meetings can be found in the TLC Bylaws.

Minutes for regular and special meetings will record all actions taken by the Board. All recorded minutes as well as public documents will be archived and available to parents and the community in general for review, at a) the TLC school office, b) the TLC website, or c) both.

DISCRIMINATION and HARASSMENT POLICY

TLC prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender identity, pregnancy, childbirth or related medical condition); ethnicity (such as race, color, national origin, and ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by TLC. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admission or access to, or treatment or employment in the administration of any of its employment, educational programs, admissions policies, athletics, recreational, and other school-administered programs. The lack of English language skills will not be a barrier to admission to or participation in programs or activities.

The Principal is designated to handle all inquiries or complaints regarding its efforts to comply with and carry out its responsibilities related to discrimination or harassment based on a student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504).

If you have questions, which are not answered here, please call the TLC Public Charter School, School Office at (657) 284-5228 or visit our website www.TLCcharter.org.

TLC Board of Directors

To contact the Board of Directors, please call TLC Public Charter School at (657) 284-5228, or email TLC at info@TLCcharter.org