

# Parent & Student Handbook



**TLC Public  
Charter School**

LEADERSHIP • EQUITY • EVERYONE

## 2025-2026



Site 1  
1130 E. Walnut Avenue.,  
Orange, CA 92867  
657-284-5228

Site 2  
250 S. Yorba Street  
Orange, CA 92869  
714-248-0886

## 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 and a school wide learning community cultivated intentionally to promote friendship, empathy, and the joy of new discovery.

## VISION

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.

# **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.

# **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 (4–6). 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 meet weekly to discuss individual students and prepare lesson materials that include targeted extensions, modifications, and alternative pathways for presenting content. Additionally, grade-level teams meet together after school (except for professional development Wednesdays) 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 universities, 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 TLC is able to ensure that all families in our school community can access available local resources and support. 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.

### Parent Participation and Partnerships:

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.

# **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
  - Social Media form
  - Prop 39 form

## **STAFF CONTACT INFORMATION**

Main Office

Office Hours/ Horario: 7:30 a.m. - 3:30 p.m.

### **Office and Support Staff**

**Executive Director**

**Jessica Tunney**

[jessica.tunney@tlccharter.org](mailto:jessica.tunney@tlccharter.org)

**Principal**

**Marisol Leal-Avalos**

[marisol.leal@tlccharter.org](mailto:marisol.leal@tlccharter.org)

**Director of Community  
Schools**

**Yesica Valencia**

[Yesica.valencia@tlccharter.org](mailto:Yesica.valencia@tlccharter.org)

**Operations Compliance  
Manager**

**Terra Cataldo**

[terra.cataldo@tlccharter.org](mailto:terra.cataldo@tlccharter.org)

**Inclusion Program  
Specialist**

**Stephanie Weinfeld**

[stephanie.weinfeld@tlccharter.org](mailto:stephanie.weinfeld@tlccharter.org)

**Clerk II**

**Yanet Gutierrez**

[yanet.gutierrez@tlccharter.org](mailto:yanet.gutierrez@tlccharter.org)

**Clerk I**

**Outreach Specialist**

**Elizabeth Briguído**

[Elizabeth.briguido@tlccharter.org](mailto:Elizabeth.briguido@tlccharter.org)

**Cafeteria Manager**

**Patricia Ibanez**

[patricia.ibanez@tlccharter.org](mailto:patricia.ibanez@tlccharter.org)

**Day Custodian Site 1**

**Andres Garcia**

[andres.garcia@tlccharter.org](mailto:andres.garcia@tlccharter.org)

**Day Custodian Site 2**

**Vicky Garcia**

**Evening Custodian**

**Patricia Ramirez**

[patricia.ramirez@tlccharter.org](mailto:patricia.ramirez@tlccharter.org)

Office Hours	Daily Breakfast	Student Supervision
7:30 AM - 3:30 PM	8:00 AM - 8:30 AM	Begins at 7:30 AM

### **Classroom Teachers and Staff**

<b>SITE 1:</b>	<b>Transitional Kinder</b> Mrs. James/ Mrs. Balagot <a href="mailto:leslie.james@tlccharter.org">leslie.james@tlccharter.org</a> <a href="mailto:carolyn.balagot@tlccharter.org">carolyn.balagot@tlccharter.org</a>	<b>Kindergarten</b> Mrs. Roca/ Mrs. Balagot <a href="mailto:gabriela.roca@tlccharter.org">gabriela.roca@tlccharter.org</a> <a href="mailto:carolyn.balagot@tlccharter.org">carolyn.balagot@tlccharter.org</a>	<b>Kindergarten</b> Mrs. Fierro/ Mrs. Balagot <a href="mailto:marissa.fierro@tlccharter.org">marissa.fierro@tlccharter.org</a> <a href="mailto:carolyn.balagot@tlccharter.org">carolyn.balagot@tlccharter.org</a>
<b>SITE 2:</b>	<b>1st Grade</b> Ms. Alysha/ Mrs. Eisenberg <a href="mailto:alysha.setchell@tlccharter.org">alysha.setchell@tlccharter.org</a> <a href="mailto:stefanie.eisenberg@tlccharter.org">stefanie.eisenberg@tlccharter.org</a>	<b>1st/ 2nd Grade</b> Ms. Rosenberg/ Mrs. Eisenberg <a href="mailto:shaina.rosenberg@tlccharter.org">shaina.rosenberg@tlccharter.org</a> <a href="mailto:stefanie.eisenberg@tlccharter.org">stefanie.eisenberg@tlccharter.org</a>	<b>2nd Grade</b> Ms. Pak/ Mrs. Eisenberg <a href="mailto:geena.pak@tlccharter.org">geena.pak@tlccharter.org</a> <a href="mailto:stefanie.eisenberg@tlccharter.org">stefanie.eisenberg@tlccharter.org</a>
	<b>3rd Grade</b> Ms. Nguyen/ Mr. Gonzalez <a href="mailto:brittany.nguyen@tlccharter.org">brittany.nguyen@tlccharter.org</a> <a href="mailto:juan.gonzalez@tlccharter.org">juan.gonzalez@tlccharter.org</a>	<b>3rd/ 4th Grade</b> Ms. Hernandez/ Mr. Gonzalez <a href="mailto:claribel.hernandez@tlccharter.org">claribel.hernandez@tlccharter.org</a> <a href="mailto:juan.gonzalez@tlccharter.org">juan.gonzalez@tlccharter.org</a>	<b>4th/ 5th Grade</b> Ms. Magdaleno/ Mr. Stofko <a href="mailto:stephanie.magdaleno@tlccharter.org">stephanie.magdaleno@tlccharter.org</a> <a href="mailto:benjamin.stofko@tlccharter.org">benjamin.stofko@tlccharter.org</a>
	<b>5th/ 6th Grade</b> Ms. Fomai/ Mr. Stofko <a href="mailto:keeana.fomai@tlccharter.org">keeana.fomai@tlccharter.org</a> <a href="mailto:benjamin.stofko@tlccharter.org">benjamin.stofko@tlccharter.org</a>	<b>After School Coordinator</b>	



Regular Day Schedule				
Grade/ Classes	Start Time & Site	Morning Snack & Recess	Lunch & Recess	Dismissal Time & Site
<b>TK</b> <i>James Balagot</i>	8:45 AM Site 1	10:25 - 10:55 AM	12:15 - 12:55 PM	2:45 PM Site 1
<b>Kindergarten</b> <i>Fierro, Roca Balagot</i>	8:45 AM Site 1	10:25 - 10:55 AM	12:15 - 12:55 PM	2:45 PM Site 1
<b>1st - 2nd</b> <i>Alysha, Rosenberg, Pak Eisenberg</i>	8:30 AM Site 2	10:00 - 10:30 AM	12:00 PM - 12:40 PM	3:05 PM Site 2
<b>3rd - 4th</b> <i>Nguyen, Hernandez Gonzalez</i>	8:30 AM Site 2	10:30 - 11:00 AM	12:50 - 1:30 PM	3:05 PM Site 2
<b>4th - 6th</b> <i>Magdaleno, Fomai Stofko</i>	8:30 AM Site 2	10:30 - 11:00 AM	12:50 - 1:30 PM	3:05 PM Site 2

Early Release (Wednesday) Schedule				
Grade/ Classes	Start Time & Site	Morning Snack & Recess	Lunch & Recess	Dismissal Time & Site
<b>TK</b> <i>James Balagot</i>	8:45 AM Site 1	10:05 - 10:35 AM	11:35 - 12:15 PM	1:45 PM Site 1
<b>Kindergarten</b> <i>Fierro, Roca Balagot</i>	8:45 AM Site 1	10:05 - 10:35 AM	11:35 - 12:15 PM	1:45 PM Site 1
<b>1st - 2nd</b> <i>Alysha, Rosenberg, Pak Eisenberg</i>	8:30 AM Site 2	9:45 - 10:10 AM	11:40 AM - 12:15 PM	1:55 PM Site 2
<b>3rd - 4th</b> <i>Nguyen, Hernandez Gonzalez</i>	8:30 AM Site 2	10:10 - 10:35 AM	12:15 - 12:45 PM	1:55 PM Site 2
<b>4th - 6th</b> <i>Magdaleno, Fomai Stofko</i>	8:30 AM Site 2	10:10 - 10:35 AM	12:15 - 12:45 PM	1:55 PM Site 2



## Minimum Day Schedule

Grade/ Classes	Start Time & Site	Morning Snack & Recess	Lunch & Recess	Dismissal Time & Site
<b>TK</b> <i>James Balagot</i>	8:45 AM Site 1	9:40 - 10:10 AM	10:45 - 11:25 AM	12:20 PM Site 1
<b>Kindergarten</b> <i>Fierro, Roca Balagot</i>	8:45 AM Site 1	9:40 - 10:10 AM	10:45 - 11:25 AM	12:20 PM Site 1
<b>1st - 2nd</b> <i>Alysha, Rosenberg, Pak Eisenberg</i>	8:30 AM Site 2	9:30 - 10:00 AM	11:00 AM - 11:30 PM	12:30 PM Site 2
<b>3rd - 4th</b> <i>Nguyen, Hernandez Gonzalez</i>	8:30 AM Site 2	10:05 - 10:35 AM	11:50 - 12:20 PM	12:30 PM Site 2
<b>4th - 6th</b> <i>Magdaleno, Fomai Stofko</i>	8:30 AM Site 2	10:05 - 10:35 AM	11:50 - 12:20 PM	12:30 PM Site 2

# 2025-2026 School Calendar

August 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Holidays-School Closed						
September 1: Labor Day						
November 11: Veteran's Day						
November 27: Thanksgiving						
December 25: Christmas Day						
January 1: New Year's Day						
January 19: Dr. Martin Luther King						
February 16: President's Day						
May 25: Memorial Day						

	Orientation Week
	First Day of School
	Regular School Day
	Holiday-No SCHOOL
	Pupil Free Day-NO SCHOOL/Camp
	Parent Teacher
	Conference/Minimum Day
	Back to School Night
	Open House/Spring Jam
	End of Trimester
	Last Day of School/Minimum Day
	Extended Learning Opportunity
	Early release day

Trimester Ends	
1st Trimester: October 31	
2nd Trimester: February 27	
3rd Trimester: June 5	

Parent Teacher Conferences	
November 4-6th	
March 4-6th	

School Breaks	
November 24-28 Fall	
December 22-January 9 Winter	
March 30-April 4 Spring	

Extended Learning Opportunity Camps	
November 24-26	
January 5 – January 9	
March 30- April 3	
June 15 - 26	

# School Event Calendar

<b>AUG</b>	18 & 19: Student Orientation 20: First day of school (Early Release) 28: Back to School Night 29: Pupil Free Day (No School)	<b>FEB</b>	6: Friendship Dance 13: Pupil Free Day (No School) 16: President's Day (Holiday) 17-20: Kindness Week
<b>SEP</b>	1: Labor Day (Holiday) 19: Pupil Free Day (No School) 26: Family Night	<b>MAR</b>	2-6: Read Across America Week 4-6: Parent Conferences (Minimum Day) 13: Diorama Day 20: World Down Syndrome Day 9-27: ELPAC testing (K-6th) 30-31: Spring Break
<b>OCT</b>	16: California Shakeout 22: Unity Day 20-24: Red Ribbon Week 24: Pupil Free Day (No School) 24: Trunk or Treat Site 1 31: Fall Harvest Parade	<b>APR</b>	1-3: Spring Break/Camps 16: Test Prep Rally 17: Pupil Free Day (No School)
<b>NOV</b>	4-6: Parent Conferences (Minimum Day) 7: Family Movie Night 11: Veteran's Day (Holiday) 21: Fall Showcase 24-28: Fall Break	<b>MAY</b>	4-29: CAASPP Testing 21: Spring Jam 22: Pupil Free Day (No School) 25: Memorial Day (Holiday)
<b>DEC</b>	1: Return from Fall Break 12: Pupil Free Day (No School) 19: Winter Performance 22-31: Winter Break	<b>JUN</b>	5: Field Day 8-9 6th Grade Activities 10: Promotion 11: Last day of School 15-30: Extended School Year 15-26: Summer Camps
<b>JAN</b>	1-9: Winter Break 6-9: Camp 9: Return from Winter Break 19: MLK Day (Holiday)	<b>JUL</b>	1-5 Extended School Year

\* More events may be added throughout the year, follow Parent Square communication to stay up to date

# Home-School 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 from School

Essential school-wide information will be sent to parents through Parent Square. If you do not have access, please plan with the office to receive a hard copy of all communication.

## Communication with Principal

Please schedule appointments to speak to the principal through the office staff. Phone, virtual or in person conferences are available.

## Communication with the Office

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

## Communication with Teachers

Please connect with Teachers through email, parent-square, or by sending notes. We are committed to responding swiftly and know how important this is to you. Please note that teachers will respond within 24 hours, excluding weekends.

## 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 in the office only in an emergency. Please make all carpool 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. Note: Staff is unavailable on Wednesdays after school due to meetings.

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.

## Complaint Procedures:

### Classroom/School Concerns:

1. Address concerns with your child's teacher first. Serious concerns are best addressed in a conference.
2. If unresolved, contact the principal. Serious concerns are best addressed in a conference.
3. If still unresolved, contact the Executive Director.

### Uniform Complaint Procedure (UCP):

Board Policy ensures compliance with state and federal laws governing educational programs. UCP complaints allege violations of laws or regulations, including discrimination, harassment, bullying, or non-compliance with LCAP. UCP forms are available in the school office.



# Daily Arrival and Departure Procedures

PLEASE NOTE: All student arrivals and dismissals will go through the front gate. The TLC Gate will be used only during school hours: 7:30 a.m. - 3:15 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 to the front gate or dropped off by vehicle 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 at Site 2 (Yorba) and 8:45 am at Site 1 (Walnut).

## 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.

## Late for Pick-Up

If you are running late, please call the office to notify them. After 3:15 p.m., students who have not been picked up will be sent to the office to wait for 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 notified 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.

## After School Program

A for fee after school program will be available at both school locations, offering flexible options including weekly, monthly, and daily drop-in rates. The onsite after school program operates Monday through Friday, from 2:45 to 5:30 PM at the Walnut location and from 3:15 to 5:30 PM at the Yorba location. Enrollment forms and program information will be distributed to all families at the beginning of the school year. Families may also contact [yesica.valencia@tlccharter.org](mailto:yesica.valencia@tlccharter.org) at any time with questions or to request enrollment forms

# School Safety

**Safe Arrival and Departure:** The following guidelines are strictly enforced to help ensure the safety of our students and community.

## General Traffic Safety:

- Students must arrive and leave safely.
- Use sidewalks and cross at crosswalks.
- Follow crossing guard instructions.
- Observe speed limits: 25 MPH around the school and 10 MPH in the parking lot.
- Adhere to no-parking zones and bus areas.
- Do not double-park, block driveways, make U-turns near the school, or drop off/pick up students in unsafe areas.
- Use sidewalks and marked crossings.
- Do not block the main parking lot entrance or park in handicapped spaces without proper identification.

## Student Drop-Off/Pick-Up Zone:

- Follow the School Traffic Flow Map.
- Be courteous and follow safety guidelines.
- Avoid cell phone use while driving.
- Pull forward in the Loading Zone Lane and unload students from the passenger side only.
- Drivers should stay in the vehicle with driver-side doors closed.
- Do not drop off/pick up students in the middle of the parking lot.
- Park if unloading items from the trunk.
- Have all materials ready before the student exits the vehicle.

### Site 1 (Walnut)



### Site 2 (Yorba)



# Attendance and Tardies

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. Additionally, regular attendance of all students will help to assure that the school receives the funds needed to provide a high-quality instructional program. TLC requires satisfactory explanation from the parent/guardian of a student, either in person or by written note, whenever the pupil is absent during part or all of a school day, as per California Code of Regulations (CCR), Title 5, section 306.

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 a 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.
- 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. 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.

Parents should avoid unnecessary absences and schedule appointments outside school hours whenever possible. If an absence is for a non-illness reason, students should attend part of the school day if feasible.

## Illness-Related Absences:

- Do not send a child who is becoming ill to school. Report symptoms to the school as they may need to quarantine. Students cannot carry medications at school.
- Keep your child home if:
  - They have pink eye (must be on medication for 24 hours before returning).
  - They had a fever of 100 degrees or higher the night before (must be fever-free for 24 hours without medication before returning).
  - They have had two or more loose stools in the last 24 hours.
  - They vomited after 6 PM the night before.
- A doctor's release is required before returning to school if seen in the ER for a serious injury or illness.

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

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.

## Reporting an Absences

### Notify the Office by:

- **Email/Phone:** Email [info@tlccharter.org](mailto:info@tlccharter.org) or Call **714-947-4813** and provide your child's first and last name, reason for absence, and date of absence.
- **Note:** Send a parent or doctor's note with your child's first and last name when they return to school. Notes are legally required. **Any absence not cleared within 3 days is marked as truant.**
- **Communicable Diseases:** To prevent exposure, inform the school immediately of any communicable diseases (e.g., COVID-19, pink eye, flu, head lice, strep throat, hand, foot, and mouth disease).



# Attendance and Tardies

## 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)

## Appointments

If your child needs to leave school for an appointment, send a note with the student to the teacher in the morning and call the office ahead. The parent/guardian must sign the child out and back in at the office.

## Tardiness & Early Pickups

Students arriving after 8:30am at Site 2 and 8:45am at Site 1 must get a “Late Pass” from the office. Students signing in 30 minutes late or leave 30 or more minutes before the end of the school day will be marked TARDY-TRUANT. Parents will be notified of continual tardies or early pickups.

## 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.

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's absence.

## 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/>)

## Truancy/Unexcused Absences

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. 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.

A student is considered truant when:

- Absent without a valid excuse for three full 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 of the above.

### 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 as Habitually 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.

## Truancy/Unexcused Absences

### 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.

### 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)

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.

### Student Attendance Review Team (SART)

TLC's 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.

## Independent Study Policy & Participation

TLC may offer short term independent study to meet the educational needs of enrolled students. Short-term independent study is an instructional strategy designed to address an individual student's needs (i.e., warranted absences, extended illnesses, and lack of immunizations). Short-term independent study is available for students who will be absent for two (2) or more consecutive school days, but no more than a total of twenty (20) school days in a school year.

Written requests for independent study must be made by parents to the Principal at least five (5) school days before the anticipated start date of the short-term independent study. Independent Study request forms are available in the main office. Note: 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.

The following written policies have been adopted by the Charter School Board for implementation at the Charter School:

1. For students in all grade levels offered by TLC, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be ten (10) school days.

2. When any student fails to complete two (2) assignments during any period of ten (10) school days, the Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this Policy shall be treated as a mandatory interim student record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.

3. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a student's assignments and for reporting the student's progress.
- The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel, that will be made available to the student.
- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- A statement detailing the academic accomplishment to be earned by the student upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements Family Code section 6550.

4. Pursuant to Education Code Section 51745(c), an individual with exceptional needs shall not participate in independent study unless his or her IEP provides for that participation.

5. TLC shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

6. The Principal shall establish regulations to implement these policies and ensure all are in accordance with the law.

## General Reminders

**Student Phone Calls:** The office and classroom phones are for emergencies only. Please discourage your child from calling for forgotten items or assignments. Make after-school arrangements before school to avoid interruptions.

**Personal Items:** Students may not bring personal items (i.e. toys, sports equipment, makeup, personal supplies, etc.) without teacher/ administrator approval. Please label all school-approved items (i.e. backpacks, water bottles, jackets, etc.).

**Birthdays:** If you would like to celebrate your student's birthday during school, you must get pre-approval from your child's teacher for the date you'd like to bring in. TLC only allows goodie bags for the classroom, teachers will distribute them at the end of the school day. **Due to allergies and dietary restrictions, no food or candy is allowed in the goodie bags.** For off-campus celebrations, unless all students in the class are invited, invitations should not be given out in school.

**Class Parties:** Teachers will inform you of any events in the classroom that require donations. Please get pre-approval for items you would like to send in with your student for celebrations.

**Lost and Found:** For Site 1, forgotten items are displayed on the fence. For Site 2, forgotten items will be in a designated bin in the front office. Unclaimed items will be donated after one month.

**Library 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.

**Homework:** It 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, 1<sup>st</sup> grade - 20 minutes, 2<sup>nd</sup> grade - 30 minutes, etc.) and 20 minutes of reading. Please let your child's teacher or the office staff know if you are in need of additional materials in order for your child to complete homework assignments (i.e. pencils, paper, crayons, glue, etc.).

**Cell Phones & Personal Electronic Devices:** The use of cellular phones or any electronic signaling device by students on campus during normal school hours is prohibited. 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 backpack during normal school hours. Cell phones 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.

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. Prohibited items will be returned to a parent/guardian from the office. Repeated offenses will result in items being taken away and not returned until the end of the semester.

Note: 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.




***\*We will not assume responsibility for prohibited items brought to school that become lost, stolen or damaged. Any banned item brought to school will be confiscated and returned only to the parent/guardian after arrangements have been made with the office personnel unless it needs to be provided to the authorities as evidence.***



# Dress Code

**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.

If students are not in dress code, parents will be called to bring students a change of clothes, reflecting the school dress code. *If parents are unable to bring a change of clothes the school will provide loaners and a warning will be sent home. After three warnings a meeting with the school principal will be scheduled.*

MONDAY-THURSDAY		
<p><b>TOPS</b></p> <p>School Appropriate solid color tops in Green, Blue, or Yellow</p> 	<p><b>BOTTOMS:</b></p> <p>Navy Blue (denim is ok) or khaki. School Appropriate Shorts, Pants, Skirts, and dresses are all acceptable.</p> 	<p><b>SHOES:</b></p> <p>School appropriate closed-toe and closed-back shoes.</p> 

**Shoes\*:** For safety and comfort during school activities, students must wear **closed-toe** and **closed-back shoes** at all times. Shoes should fit securely and provide adequate protection for active play and movement. This policy helps prevent injuries during recess, physical education, and daily school activities.

**Hats:** Students can wear hats outside, but they must be taken off in classrooms/ inside. Hats containing offensive slogans, symbols and other suggestive or controversial designs are not allowed.

**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.

**No Opt-Out:** There shall be no “opt-out” provision with respect to the dress code.

***\*If you need accommodations due to medical or specialized needs please notify the Principal.***

# Health Services

Parents/Guardians must keep the child's health information current and inform us of any chronic health issues (e.g., heart problems, diabetes, severe allergies, hearing loss, vision issues, chronic pain, asthma, seizure disorders) and any medications taken regularly at home.

**Illness:** Students with contagious conditions, diarrhea, vomiting, or a fever of 100° or higher will be sent home. They may not return until symptoms have subsided for 24 hours without analgesics (Tylenol, Motrin, Advil, etc.) to avoid exposing others to illness.

**Medication:** 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 the method, amount, and time schedules for administration.

o 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.

o A written statement cannot be required when a parent, guardian or designee administers medication to their student in school.

o A faxed copy is acceptable if the authorization is clear and legible.

o 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 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 (i.e Tylenol or Advil) that has been prescribed by an authorized health care provider must be delivered to school in the original container. Parents may also come and administer medication to your child, if needed.

✧ 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.



# Health Services

**Immunizations:** Students must receive certain immunizations to attend school, as required by the California School Immunization Law (California Health and Safety Code, Sections 120325-120375). All entering students must be up to date on required immunizations, in compliance with TLC policy and CDPH guidelines. Medical exemptions may be granted only with documentation from a licensed physician using the standardized Medical Exemption form issued by CDPH.

As of January 1, 2016, personal belief exemptions (PBEs) are no longer accepted for students entering public or private schools (including transitional kindergarten) for the first time or advancing to 7th grade, per Senate Bill 277. Students with a valid PBE filed before 2016 may retain that exemption until they reach the next immunization checkpoint. In the event of an outbreak of a vaccine-preventable disease, any student who is not fully immunized may be excluded from school for the duration of the communicable period, as determined by public health authorities.

**Emergency Medical Care:** 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:** 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.

**COVID-19:** TLC follows guidance from the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA). TLC's number one priority is providing a safe and healthy work environment in which we can provide quality instruction in-person while keeping staff and students safe. In accordance with Ed Code § 49451 schools and child care facilities must exclude and manage individuals with COVID-19 symptoms or confirmed infection. Also, outbreaks (e.g. ≥5% of population over 14 days) and case notifications to local health officials remain required under Title 17 CCR §§ 2500/2508 and Cal/OSHA regulations

If individual tests POSITIVE: They will be excluded from school but may return after 24 hours fever-free (without medication) and symptoms improving. Note: No mandatory five-day isolation if conditions above are met; instead mask-wearing through day 10 is recommended

If individual tests NEGATIVE but has symptoms: They may return when 24 hours fever-free and symptoms are mild or resolving. If no test is taken: Treat as positive if symptoms are consistent and/or close exposure is confirmed.

**Head Lice:** Ed Code § 49451 allows for health screenings while respecting parental rights. If a parent refuses inspection, the school may exclude the student if they are suspected of having a contagious condition. School staff may screen a student for head lice if signs or symptoms (e.g., frequent scratching, visible lice/nits) are observed. Students with live lice must complete at-home treatment before returning to school. A second treatment is typically required 7–10 days after the first.

If live lice are found, the student's parent/guardian will be contacted, and the student may be sent home at the discretion of the school nurse or health designee to begin treatment.

If only nits (lice eggs) are found, the student will not be sent home, per current CDPH recommendations.

Parents/guardians will receive a Head Lice Information Letter explaining the findings, treatment options, and instructions for follow-up care.

Upon return, the student must be checked by school staff to ensure no live lice are present. If lice are still present, the student will be sent home to continue treatment. Note: Students may return to school once they have been treated and are free of live lice.

## Nutrition Services

All students receive a free, nutritious breakfast and lunch for the 2025-2026 school year. Monthly menus are posted

### **Meal Times:**

- Breakfast: 8:00 – 8:30 AM
- Snack:
  - TK - K Grade: 10:25-10:55 AM
  - 1st-2nd Grade 10:00-10:30 AM
  - 3rd-4th Grade 10:30 -11:00 AM
  - 5th-6th 10:30 -11:00 AM
- Lunch:
  - TK - K Grade: 12:15-12:55 PM
  - 1st-2nd Grade 12:00-12:40 PM
  - 3rd-4th Grade 12:50-1:30 PM
  - 5th-6th 12:50-1:30 PM

### **Snacks and Lunches from Home:**

- TLC is a healthy foods school, meaning we only allow healthy food and snacks for students. Avoid sending fast food, sugary drinks, chips, cookies, or anything too high in sugar. Students cannot bring candy to eat at school.
- Home-packed snacks and lunches must be brought in a lunch pail upon arrival at school (no deliveries). No glass or canned items.
- There will be an opportunity for students to eat snacks in the morning and after school if they stay for the after-school program.
- Students CANNOT share food, please only send food for your child.
- Students will NOT be able to microwave or get hot water for their lunches.\*

***\*If you need accommodations due to medical or specialized needs please notify the Principal.***

### **Food Allergies & Special Dietary Needs:**

- **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 (this includes nutella, peanut butter, peanuts, etc.). A good alternative to peanut butter that is nut free is Sunflower butter!
- Notify us if your child requires special meal accommodations due to food allergies/intolerances or a diagnosed disability.

### **Parent/Guardian Responsibilities for Allergies/Disabilities:**

1. Submit a "Medical Statement to Request Meal Accommodations" form signed by a physician to the office.
2. Inform your child's school in writing of their allergies.
3. Notify teachers, supervisors, and after-school programs about your child's allergy/disability.

# School Safety

The principal and staff are responsible for student conduct and safety from the time students come under school supervision until they leave, whether on or off school premises.

## Safety Procedures:

- Closed campus.
- Classroom doors remain locked during school hours.
- Office staff, custodians, and playground supervisors use 2-way radios.
- Emergency procedures training for all staff and students.
- Staff trained in first aid.
- Visitors must sign in/out at the office, show ID, and wear identification badges.
- Students are released only to those listed on emergency contacts.

**Emergency Release Information:** Keep emergency contact information up-to-date. Inform the office of any changes immediately.

**Accidents:** For serious injuries, paramedics (911) and parents are notified immediately. First aid is administered for minor injuries, and parents are informed. Students must report illnesses or accidents to staff immediately.

**Emergency Drills & Crisis Preparedness:** Monthly drills to ensure students understand emergency procedures. Regular safety inspections are conducted to remove hazards.

**Emergency Procedures:** In an emergency, access to the school will be limited. Students will not be released until all are accounted for or cleared by authorities. Updates will be provided through ParentSquare.

**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.

**Evacuations:** In case of evacuation, students will be transported to a designated location. Updates will be provided via ParentSquare. 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.

**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 canceled during the school day, an adult on the Emergency Card will be contacted.

**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 and reviewed annually with staff and the safety committee.

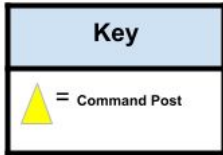
## Emergency Drill Calendar

Date	Site 1	Site 2	Type of Drill
8/26/25	9:45am	9:15am	Shelter in Place
9/30/25	9:45am	9:15am	Fire
10/16/25	9:45am	9:15am	Earthquake (Great Shakeout)
11/18/25	9:45am	9:15am	Lockdown
12/16/25	9:45am	9:15am	Earthquake
1/27/26	9:45am	9:15am	Fire
2/24/26	9:45am	9:15am	Shelter in Place
3/24/26	9:45am	9:15am	Earthquake
4/21/26	9:45am	9:15am	Lockdown
5/19/26	9:45am	9:15am	Fire

# Evacuation Maps



## Site 1 Evacuation Map



*TLC believes  
in Safety First!*



## Site 2 Evacuation Map



*TLC believes  
in Safety First!*

# 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.

## Child Find Mandate

According to the Individuals with Disabilities Education Act (IDEA) includes a Child Find requirement. Child Find requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. TLC works in conjunction with the SELPA to assure an ongoing effort to identify all individuals with disabilities including infants, children for whom English is not a primary language, students with low incidence disabilities, students attending private schools, children from families that are highly mobile, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.

## 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.



# Student Supports and Protections

**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 waitlist 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

Students 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.



# Student Conduct

## **Discipline Policy School-Wide Positive Behavior Intervention and Support (PBIS)**

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 accepting. We are respectful. We are responsible. We are safe.**

Per California law, school rules apply during school hours, travel to and from school, and school-sponsored activities. Consequences depend on the offense seriousness.

- **Behavior Warnings:** Inform parents when there is a pattern of minor issues. Repeated warnings lead to Office Discipline Referrals.
- **Office Discipline Referrals:** Sent for major issues. Will be addressed by the principal.

### **Discipline Consequences:**

Following PBIS, students learn behavior expectations and consequences, notified via referral or call. Consequences include:

- **In-School Restorative Project:** Completing a project to repair relationships and possible harm to impacted parties.
- **In-School Suspension:** Completing work in the principal's office or assigned classroom, with designated break and lunch times.
- **Out of School Suspension/Expulsion** as permitted by California Education Code. Students are sent home with a parent/guardian and are assigned work to complete at home.

### **Major Behavior Issues – Automatic Office Discipline Referral:**

Caused or threatened to cause physical injury to another person.	Left campus without permission from a parent/guardian and without the approval of the teacher/office.	Unlawfully used or distributed any controlled substance, beverages, illegal drugs, tobacco or intoxicant of any kind.	Committed or attempted to commit robbery or extortion.
Destroyed or stole school or private property or received stolen property.	Committed <u>obscene</u> acts, profanity or vulgarity.	Major disruption of school activities or willfully defying the valid authority of staff.	Possession of weapons or dangerous objects.
Engaged in harassment, intimidation, bullying, and cyberbullying.	Used racial/ethnic/gender slurs.	Repeatedly and deliberately disobeying school rules.	Technology Violation

# Student Conduct

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.

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.

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]

# Consequences for Student Misconduct

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 congruence 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.

**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.

# Consequences for Student Misconduct

- 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. "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) 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.

# Consequences for Student Misconduct

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 6, 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.

# Consequences for Student Misconduct

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 parents 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.



# Consequences for Student Misconduct

**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.



# Consequences for Student Misconduct

## 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 Act of 1973, regarding the discipline of students with disabilities.

# Discrimination and Harassment Policy

TLC Public Charter School is committed to providing a safe, inclusive, and respectful environment free from discrimination, harassment, and sexual harassment. Discrimination or harassment based on sex (including sexual orientation, gender identity or expression, and pregnancy), race, ethnicity, national origin, religion, disability, age, or any other protected category under federal, state, or local law is strictly prohibited.

**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.

# Discrimination and Harassment Policy

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.

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/Complaint Manager so that appropriate action may be taken to resolve the problem. The school-site administrator and/or Title IX/Complaint Manager 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 (714)248-0108 or visit our website [www.TLCcharter.org](http://www.TLCcharter.org).

**Bullying and Hazing:** 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 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.

# School Organization and Governance

**Research to Practice:** TLC 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 are 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.
- Note: Some aspects of a laboratory school require special understanding by parents. 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..

## **Governance:**

### 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

At TLC, "governance" is viewed as an opportunity to achieve the vision of 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.

"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.

# School Organization and Governance

## 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 may initiate the formation of ad hoc board committees, such as:

- 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 may have administrative committees initiated by the Principal at the school-site level, such as:

- 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.



# School Organization and Governance

## 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.

**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
- Facilitating community service or service learning projects.