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BP1 TLC Vision

The Tracy Learning Center Vision

Tracy Learning Center was established to forge new and innovative ways to approach teaching and learning to address the needs of students in grade K through twelve. The Corporation consists of three charter schools: Primary Charter for grades K to 4; Discovery Charter School for grades 5 to 8; and Millennium High School for grades 9 to 12. The charters each address the needs of their students by utilizing technology, innovative interactive methods of teaching and a personalized approach. Students are prepared for their future by obtaining the skills needed to be productive citizens of tomorrow.

BP2 TLC Philosophy

TLC Philosophy

The purpose of our schools' programs is to provide educational opportunities for the maximum growth of every student enrolled in the charter schools. The educational program must assure the cultivation of the student's intellectual, moral, and creative capacity. Our schools must present a program of sufficient breadth and scope to deal with a variety of abilities, capacities, and patterns of growth. The program is to be revised as needed.

The ultimate aim is to produce self-disciplined individuals who are capable of making intelligent decisions in all aspects of our modern social environment. Graduates will be prepared to be productive and responsible members of society in the 21st Century.

BP3 TLC Educational Goals

EDUCATIONAL GOALS

Based on a shared vision, developed in partnership with all stakeholders, the following educational goals represent the community's most fundamental educational values and describe the results the students will achieve after completing schooling.

Goal 1: Academic Standards

Students demonstrate competence in the core curriculum:

1. Communication: develops reading, writing, speaking, and listening skills.
2. Health and Fitness: maintains a healthy body
3. Mathematics: solves a wide range of mathematical problems by choosing appropriately from a variety of strategies and tools.
4. Science: understands the underlying scientific principles and interrelationships within earth, life, and physical science.
5. Social Science: knows the American society, political system, and function of the economy in a global context, knows how to participate effectively as a responsible citizen, and understand the major themes in world history.
6. Visual and Performing Arts: appreciates and uses the arts to enrich daily life and makes a connection between works of art and the lives people live.
7. Modern Language: develops basic communicative competency in a second language, including reading, writing, speaking, and listening skills.

Goal 2: Effective Communication

Students will be able to listen, speak, write and create products in order to share ideas and information.

1. Listens: is attentive; interprets and responds to verbal messages.
2. Expresses ideas and information clearly: presents ideas with a clear main point or theme and provides the appropriate supporting details.

EDUCATIONAL GOALS (Continued)

3. Effectively communicates in a variety of ways: uses other methods and media to express ideas and information such as video, music, multimedia charts, and creative arts.

Goal 3: Personal Qualities, Work Habits and Attitudes

A positive self-image and self-esteem are crucial to learning and becoming responsible, productive citizens. It is important that students take responsibility for their lives and set appropriate goals for themselves.

1. Self-esteem/self-worth: believes in own self-worth and maintains a positive view, thus providing a framework for academic achievement.
2. Civil responsibility: contributes positively to the betterment of the community.
3. Social Ability: works effectively with others.
4. Personal responsibility: identifies and displays high standards of behavior.
5. Integrity and honesty: respects the rights, the expression of points of view, and the property of others.

Goal 4: Effective Thinking and Reasoning

Students will think creatively, solve problems, make decisions, and use effective learning techniques as part of a life-long process.

1. Creative thinking: generates new ideas and acts in flexible and innovative ways.
2. Problem solving: recognizes problems, analyzes data, forms solutions, implements an action plan, evaluates effectiveness, and makes revisions when necessary.
3. Decision making: identifies goals and constraints, gathers accurate data, generates opinions, considers consequences, evaluates, and chooses the best option, implements decision, and analyzes results.
4. Using effective learning techniques: locates and accesses resources and information, acquires and applies knowledge, and understands and applies learning styles.

Adopted: 10/20/02

Revised: 12/21/14

EDUCATIONAL GOALS (Continued)

Goal 5: Technology

Students will be able to use a variety of technological tools to research, evaluate, organize, and communicate information in an academic, vocational or professional setting.

1. Choose appropriate technology: knows the uses and limits of a variety of technological tools.
2. Access, organize, and evaluate information: knows how to use technology to find, organize and judge data.
3. Communication information: uses the appropriate technology to communicate ideas to different groups in a variety of mediums.
4. Analyze information: utilizes appropriate technology for organizing, researching, and interpreting data.
5. Work cooperatively using shared documents and online tools.

Being part of the Tracy community, the Tracy Learning Center has embraced these goals.

All three schools in the Tracy Learning Center have adopted versions of the high school School Wide Outcomes (SWOs)

In order for the governing board and staff to implement The Tracy Learning Center goals, we are committed to:

1. Providing a safe and orderly environment.
2. Maintaining clean and well kept facilities with cooperation from the district who owns the facilities we use.
3. Hiring and retaining a qualified and well trained staff
4. Utilizing adequate and up-to-date instructional materials and equipment aligned with current courses of study.
5. Developing guides or courses of study for each subject or area taught.

BP4 TLC School Accountability Report Card

SCHOOL ACCOUNTABILITY REPORT CARD

The Governing Board and administration values the state of the school accountability report card for sharing with stakeholders the strengths and areas for improvement. The report is written annually for each of the three charters and posted on the website for all to access.

BP5 TLC Youth Services

YOUTH SERVICES

The Governing Board realizes that schools must work with parents/guardians, businesses, government, and the community to meet the complex individual needs of children to ensure the coordination of multiple services.

The Board shall initiate or participate in collaborative relationships with city and county leaders to develop local policies and provide effective multi-agency programs that respond to the needs of children and families.

The Director and staff shall contact and cooperate with public and private agencies to ensure the availability and effective implementation of after-school programs, childcare programs, and other services for children.

Tracy Learning Center provides before and after school child care. There are opportunities for additional academic support.

The Board shall advocate for local, state, and national policies, legislation, and programs designed to provide or better coordinate services for children and families.

BP6 TLC Communications Relations

COMMUNICATION RELATIONS

The Governing Board appreciates the importance of community involvement, and therefore, shall strive to keep the community informed of developments within the charters in timely and understandable ways.

The Director or designee shall use all available means of communication to keep the public aware of the goals, programs, achievements, and needs of our students and schools. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns through membership in councils, parent clubs and by fulfilling the request to volunteer 10 hours per family each year.

In order to promote open communication between the charters and the families, a weekly newsletter will be sent home electronically and posted on the web. All previous newsletters will also be available. The web contains e-mail addresses for all governing board members and staff.

BP7 TLC Commendations and Awards

COMMENDATIONS AND AWARDS

The Governing Board believes that individuals and organizations deserve recognition when they provide contributions or longstanding service to charters. The Board believes that commending such service promotes increased community understanding and participation.

The Board encourages similar forms of recognition for achievement or services as part of the school-level commendation programs.

BP8 TLC Political Processes

POLITICAL PROCESSES

The Governing Board has a responsibility to actively advocate fiscal and public policy that supports the charters and the children in the community. To the extent possible, the Board shall be proactive in defining the charters advocacy agenda based on the needs set forth in the district's vision and goals.

The Board's responsibility as an advocate for the charter may include lobbying at the state and national levels.

Because local governments also make decisions which impact the charters, the Board and the Executive Director shall work to establish ongoing relationships with city and county officials and agencies, and shall inform them of the potential effect of local issues on the charters.

The Board may provide fair and impartial information about legislative issues affecting charters and children and shall inform the community about its legislative advocacy activities.

BP9 TLC Public Participation

PUBLIC PARTICIPATION

Any individual or group may address the Board on any item on the agenda, or on any subject that lies within the jurisdiction of the Governing Board as follows:

1. All speakers must complete a Speaker's Card to be given to the recording secretary prior to the meeting being called to order.
2. Speakers will be called on by the Board President during the "Delegations" or at the time that an item is being considered on the agenda. All questions shall be addressed directly to the Board President
3. All presentations will be held to a reasonable length, normally not to exceed five minutes. Speakers will be notified when their time is up. The President may establish time limits for any individual agenda item.
4. Speakers shall state their names and state whether the statement is being made as an individual or as a representative to an organization.
5. Concerns regarding employees or students will be directed to the Director.
6. Persons who unduly interfere with the orderly conduct of business, or who use defamatory, abusive or profane language will forfeit the opportunity to address the Board.

BP10 TLC Citizen Advisory Committees

CITIZEN ADVISORY COMMITTEES

The Governing Board recognizes that citizen advisory committees enable the Board to better understand the beliefs, attitudes, and opinions held by the community.

The Board may participate in citizen advisory committees to consider school problems and issues as the need arises or when required by law. Such committees shall serve in a strictly advisory capacity; they may make recommendations regarding Board policy, but their actions shall not be binding on the Board. The Board or Director may dissolve any advisory committees not required by law at any time.

BP11 TLC Community Support Organizations

COMMUNITY SUPPORT ORGANIZATIONS

The Governing Board recognizes the importance of having parent support/booster clubs that enhance and assist in furthering the educational opportunities of students.

Community support organizations (CSO) such as Parent Club, approved by the Board to promote, encourage, and support the approved academic, co-curricular, and extracurricular activities of the Tracy Learning Center. All CSO's are directly responsible to the Executive Director who must operate under the laws of the State and administrative guidelines of the district.

BP12 TLC Volunteer Assistance

VOLUNTEER ASSISTANCE

Volunteer non-teaching aides may work with students under the immediate supervision and direction of certificated personnel which assists certificated personnel in the performance of non-teaching and administrative responsibilities.

Volunteer instructional aides may assist certificated personnel in the performance of their duties, in the supervision of students, and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. An instructional aide need not perform his/her duties in the physical presence of the teacher, but the teacher retains responsibility for the instruction and supervision of students in his/her charge.

Facilities project volunteers may work on short-term facilities projects under the supervision of the Director of Facilities on projects approved by the Executive Director who has followed the guidelines of the District as outlined in the MOU.

Sex Offender Checks

Before authorizing any person to serve as a volunteer non-teaching aide or a volunteer instructional aide, Human Resources shall ask a local law enforcement agency to conduct an automated records check or shall call the Department of Justice to determine that the individual is not a registered sex offender. Volunteers shall be informed that the charter is conducting this record search.

Tuberculosis Testing

All volunteer instructional aides shall submit evidence that they are free from active tuberculosis at least once every four years pursuant to Education Code 49406. (Education Code 45106, 45347, 45349, 49406).

All volunteers in child care and development programs shall be tested for tuberculosis within 60 days before or within seven days after the volunteer service begins. Staff shall also maintain annual follow-up reports indicating that the volunteer is free from tuberculosis.

VOLUNTEER ASSISTANCE

Fingerprinting

Volunteer instructional aides shall undergo fingerprinting if the volunteer will be in direct contact with students without a teacher present, such as during science camp.

BP13 TLC Visitors

VISITORS

The Governing Board encourages parents, guardians and interested members of the community to visit the schools and view the educational program. Requests for tours, shadowing and other opportunities are always open to the parents and interested parties.

To ensure minimum interruption of the instructional program, the office clerk or registrar shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged prior to the day of the visit.

All outsiders as defined in law and administrative regulations shall register immediately upon entering any school building or grounds when school is in session.

For purposes of school safety and security, the school secretary issues a visible means of identification for visitors while on school premises.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's written permission.

Students coming on campus from other schools to visit students will be asked to leave the school grounds and be asked to remain across the street. Disruptive or disrespectful visitors from other campus will be asked to leave the area.

BP14 TLC Foundations for Education

FOUNDATIONS FOR EDUCATION

The Governing Board recognizes that members of the community realize that demands on the educational system exceed available public funding.

Community members are often willing to develop resources, materials, or program-leas ed partnership, which focus on working collectively to expand opportunities for student achievement and success.

The Board, therefore, approves and encourages the creation of an independent educational foundation to actively raise funds that will enhance educational opportunities for our students. The Board desires to work collectively with the foundation in determining the purposes for which funds may be used to meet student needs that are consistent with the charter mission and vision.

BP15 TLC Uniform Complaint Procedures

UNIFORM COMPLAINT PROCEDURES

To provide guidelines and procedures for the receipt, investigation, and resolution of complaints brought by staff, students, parents/guardians or others regarding the alleged charter or organization these guidelines have been established.

1. The Governing Board designates the following compliance officers to receive and investigate complaints and ensure compliance with law.

Executive Director
(209) 831-5240
51 East Beverly Place
Tracy, CA 95376

2. Civil Law Remedies: The Executive Director shall ensure that complainants are advised that they may pursue other remedies, including actions before civil courts or other public agencies. Civil law remedies may be imposed by a court includes, but is not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The annual notification to parents shall state that complainants may seek help from agencies such as legal assistance agencies, local mediation centers or the county office of education. Local resources include:

California Legal Aid — (209) 946-0605

Any person filing a complaint will receive a copy of this policy which outlines the procedure.

BP15 TLC Uniform Complaint Procedures

UNIFORM COMPLAINT PROCEDURES (Continued)

D. Procedure

1. Notifications

The student handbooks will meet the annual notification requirements of 5 CCR 4622, including the annual dissemination of the complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education.

2. Procedures

The following procedures shall be used to address all complaints which allege that the charter has violated federal or state laws or regulations governing educational programs.

Human Resources shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the (Code of Regulations, Title 5, Section 4632. Investigations of discrimination complaints shall be conducted in a manner that protects confidentiality of the parties and the facts. (Title 5, Section 4630.)

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

3. Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance with the Executive Director. No anonymous complaints will be accepted. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, Human Resource staff shall help him/her to file the complaint (Title 5, Section 4600).

The complainant shall be presented to the Executive Director who shall notify Human Resources who shall maintain a log of complaints received, providing each with a code number and a date stamp.

Complaints alleging unlawful discrimination may be filed by a person who alleges

that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination (Title 5, Section 4630).

Complaints concerning special education programs shall be addressed in accordance with the regulations and procedures of the Special Education Local Planning Area.

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant alleging discrimination shall be kept confidential as appropriate.

The Executive Director shall ensure that employees designated to receive and investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Executive Director.

BP15 TLC Uniform Complaint Procedures

UNIFORM COMPLAINT PROCEDURES

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Executive Director may initiate a mediation process before beginning a formal compliance investigation provided that all parties to the complaint agree to try resolving their problem in this way.

Within 10 school days of receiving a complaint, the Executive Director may discuss with the complainant the possibility of using mediation. If all parties agree to mediation, the Director shall make all arrangements for this process.

If the mediation process does not resolve the problem, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter's time lines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

4. Investigation of Complaint

The Executive Director should hold an investigative meeting within 10 school days of receiving the complaint or attempting to mediate the complaint. The complainant and/or his/her representative shall be provided an opportunity to present information relevant to the complaint.

To ensure that all pertinent facts are made available, the Director and the complainant may ask other individuals to attend this meeting and provide additional information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

E. Reports Required

1. Within 30 school days of receiving the complaint, the compliance officer should prepare and send to the complainant a written report of the investigation and decision, including:
 - a. The findings of fact based upon the evidence collected and the conclusion of law and disposition of the complaint, including corrective actions, if any.
 - b. The rationale for the above disposition.

- c. Notice of the complainant's right to appeal the decision to the California Department of Education, and procedures to be followed for initiating such an appeal.

BP15 TLC Uniform Complaint Procedures

UNIFORM COMPLAINT PROCEDURES

2. The report of the decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which an oral interpretation will be provided.

3. Appeal to the Board

If a complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Governing Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 calendar day time limit within which the complaint must be answered. The Board may decide not to hear the complaint in which case the decision of the Director shall be the final written decision. If the Board hears the complaint, the Director shall send the Board's decision to the complainant within 60 calendar days of the district's initially receiving the complaint or within an extended time period that has been specified in a written agreement with the complainant.

4. Appeals to the California Department of Education

If a complainant is dissatisfied with the Governing Board decision, he/she may appeal in writing to the California Department of education within 15 days of receiving the final decision.

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the decision and must include a copy of the locally filed complaint and the charter's decision (Title 5, Section 4652).

If dissatisfied with the California Department of Education's resolution of a complaint regarding a Chapter I program, the complainant may request its review by the U. S. Secretary of Education (34 Code of Federal Regulations, 200.74).

F. Record Retention

Records of complaints must be maintained for at least 36 months after settlement.

BP16 TLC Community Rental of School District Facilities

COMMUNITY RENTAL OF SCHOOL DISTRICT FACILITIES

The Tracy Learning Center currently uses Tracy Unified School District facilities for a fee of 2% of its annual budget. This arrangement replaces Prop 39. The current Memorandum of Understanding and the Facility Use Agreement states that the Charters may not sublease facilities to any party.

BP17 TLC Access to Charter Records

ACCESS TO CHARTER RECORDS

The Governing Board recognizes the right of citizens to have access to public records of the Charters. The Board intends the charter to provide any person reasonable access to the public records of the charters during normal business hours and within the requirements of state and federal law. Such records shall be examined under the direction of the staff member regularly responsible for their maintenance.

The Charter may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs and duplication, as determined by the registrar.

Public access shall not be given to records listed as exempt from public disclosure in the California Records Act or other statutes.

BP18 TLC Relations between Private Industry and the Schools

RELATIONS BETWEEN PRIVATE INDUSTRY AND THE SCHOOLS

The Governing Board encourages representatives of private industry to participate with the charters in preparing our students for challenges they will meet in the future. Working together as partners, business and charters should seek to educate citizens who can contribute to the productive workforce on which our economy depends.

The Phase Two High School counselors shall invite local employers to serve in a variety of ways for our high school students involved in aspects of Career Education Seminar as well as the required work internship program. Businesses may also provide classroom assistance, incentive and recognition programs, work experience opportunities, internships, and employment opportunities. The Board recognizes that staff members need adequate time to plan these activities in cooperation with the business volunteers.

The Board also encourages private industries to contribute funds and equipment to further the district's educational programs. To prepare for an increasingly technological job market, students especially need access to equipment that meets current business standards.

BP19 TLC Concepts and Roles

CONCEPTS AND ROLES

The Governing Board recognizes that administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of resources and personnel.

The Board expects administration to provide leadership in developing and implementing the vision and goals for the educational program and in evaluating and reporting on the progress toward that vision. Administration is expected to help shape the culture and environment in a manner that instills confidence in The Charter, encourages positive relationships with the community, and focuses operations on enhancing student achievement.

The Director is the chief executive officer and educational leader of the Charters. As a member of the governance team, he/she shall advise and assist the Board in the exercise of its governance responsibilities.

The Director is granted the authority to make decisions concerning operations within the parameters of law and Board policy. He/she shall be responsible for developing administrative structures and decision-making processes that allow the Charter to fulfill its responsibilities in an efficient manner. The Director may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Director of responsibility for actions taken by his/her designees.

BP20 TLC Investing

INVESTING

As a matter of good fiscal practice the governing board authorizes the Executive Director in coordinator with the advice of Business Service contractor to invest all or part of the special reserve fund monies not required for the immediate operations.

BP21 TLC Purchasing Procedure

PURCHASING PROCEDURE

The procurement function is one of the major responsibilities of the Executive Director who works directly with the Director of Finance and the contracted business service company.

Four fundamental functions of the purchasing department are as follows:

1. Authorize the purchase of the proper product required.
2. Have the product available when needed.
3. Order the proper amount of the product.
4. Secure competitive pricing.

The Governing Board requires every transaction between a buyer and a seller involving transfer of property, equipment, supplies or services are by purchase order or formal contract. These purchase orders, and other purchase obligations, are to be signed by the Executive Director.

The specified items to be procured will utilize a pre-numbered purchase order system in all transactions where a formal legal contract is not required. In addition, the district will continue enforcing the following purchasing practices:

1. Compilation and processing of information to ensure timely delivery of goods, and monitoring and improving of supplier performance.
2. Purchasing of goods and services for the charter which is intended to meet the needs of the person or department requesting them, yet will permit the efficient and effective use of public funds.
3. Any order delivered without a purchase order may not be accepted until a purchase order is issued.
4. Employees spending funds without proper authorization and who expect reimbursement must be aware that reimbursement will most likely be denied.

Recycled Materials

Whenever recycled products of equal fitness and quality are available at no more than the cost of recycled products, TLC shall purchase recycled products. TLC also may give preference to the suppliers of recycled products.

BP21 TLC Purchasing Procedure

PURCHASING PROCEDURE (continued)

Preference for California Products

Price, fitness and quality being equal, the district shall give preference to supplies manufactured, grown or produced in California, and shall next prefer supplies partially manufactured, grown or produced in California. Routine requisitions between \$5,000 and \$15,000 are ratified on the consent calendar when the board approves the warrants list. Items or expenses exceeding 15,000 will be approved as an action item.

BP22 TLC Educational Travel Program Contracts

EDUCATIONAL TRAVEL PROGRAM CONTRACTS

Field trips and other travel opportunities for students is a valuable tool in supporting classroom instruction and promoting students' awareness of places and events. In contracting with organizations to provide educational travel services, TLC will ensure a quality educational experience and the health, safety and welfare of each student traveler.

The Executive Director or Designee shall contract only with educational travel organizations which adhere to state law and exhibit safe and reputable business practices.

These procedures are intended to ensure TLC selects the highest quality vendor, taking into account student safety, quality of the program and fiscal integrity.

Educational travel organization or organization means a person, partnership, corporation, or other entity which offers educational travel programs for students residing in California. (Business and Professions Code 17552)

Student traveler or student means a person who is enrolled in elementary or secondary school, grades kindergarten through grade 12, at the time an educational travel program is arranged with an educational travel organization.

Educational travel program means travel services that are arranged through or offered to an elementary or secondary school in the state, and where the services are represented to include an educational program as a component.

A. PROCEDURE

The Director shall ensure that each written contract with an educational travel organization includes all of the following:
(Business and Professions Code 17554)

1. The travel organization's name, trade or business name, business address, business telephone number and a 24-hour emergency contact number
2. An itemized statement which shall include but not be limited to:

BP22 TLC Educational Travel Program Contracts

- a. Services to be provided as part of the program
 - b. Agreed cost for the services
 - c. A statement as to whether or not the educational travel organization maintains insurance that supplies coverage in the event of injury to any student traveler, including the type and amount of coverage, the policy number and issuer, and the name and telephone number of the person or organization which is able to verify coverage
 - d. Any additional costs to students
 - e. The qualifications, if any, for experience and training that are required to be met by the educational travel organization's staff who shall accompany students on the educational travel program
3. A written description of the educational program being contracted for, including a copy of all materials to be provided to students
 4. The number of times the educational travel program or a substantially similar educational travel program proposed by the contract has been conducted by the organization and the number of students who completed the program
 5. The length of time the organization has either been arranging or conducting educational travel programs and, at the option of the organization, other travel services with substantially similar components
 6. The name of each owner and principal of the organization

BP23 TLC Financial Reports and Accountability

FINANCIAL REPORTS AND ACCOUNTABILITY

The Governing Board is committed to ensuring the fiscal health of the Tracy Learning Center and providing public accountability. The Board shall adopt sound fiscal policies, oversee the organization's financial condition, and ensure that the financial systems support the district's goals for student achievement.

The Executive Director shall provide the Board with financial reports throughout the year in accordance with law and as otherwise requested by the Board.

The Director shall ensure that all financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education.

The Board shall select an external independent auditor and regularly communicate the Tracy Learning Center financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the organization's financial stability.

The Board shall authorize the Charter to conduct accounting on a fund basis in accordance with the California School Accounting Manual.

If conditions exist that may indicate the organization might not be able to meet its fiscal obligations, the Board and Director shall act quickly to identify and resolve these conditions.

All reports regarding finance must be sent to the District as the financial oversight manager for the charter. Any concerns or questions resulting from the submissions must be responded to in a timely and effective manner.

BP24 TLC Environmental Safety

ENVIRONMENTAL SAFETY

Tracy Learning Center recognizes its obligation to provide a safe and healthy environment for students, staff and community members. The Board shall identify and address potential risks to health and the environment and shall ensure that environmental resources are used in a responsible manner.

The Governing Board believes that students and employees have the right to learn and work in a safe, clean and healthy environment. Since the facilities are leased by the Tracy Unified School District, the Tracy Learning Center must inform the district of potential environmental safety concerns.

PEST MANAGEMENT

Sanitary measures shall be enforced and buildings regularly cleaned to prevent infestations, minimize the use of pesticides, and eliminate routine spraying.

The Executive Director or designee shall notify employees and parents/guardians, as appropriate, if an environmental hazard is discovered at the site. The notification shall detail the district's efforts to remedy the hazard once the charter has notified the district.

BP25 TLC Emergencies and Disaster Preparedness Plan

EMERGENCIES AND DISASTER PREPARDNESS PLAN

The Governing Board recognizes that all staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

The Assistant to the Director with the support of the Director of Facilities shall develop and maintain a disaster preparedness plan which details provisions for handling all emergencies and disasters and which shall be included in the comprehensive school safety plan.

BP26 TLC Free and Reduced Lunch

FREE AND REDUCED LUNCH

The Tracy Learning Center does not receive federal funds for free or reduced meals. The food served in the Tracy Learning Center is prepared on site and is planned with nutritional standards in mind.

Provisions are made for parents who need assistance to contact the charter to request assistance.

The plan for receiving free or reduced price meals shall ensure the following:

1. The names of the students shall not be published, posted, or announced in any manner.
2. The Charters use a computerized point of sale program that insures there is no overt identification of any of the students.
3. The students shall not be required to work for their meals
4. The students shall not be required to use a separate dining area, go through a separate entrance.

Applications

An application form for free or reduced price meals shall be available to all parents/guardians at the beginning of each school year, together with information about eligibility standards, application procedures, and appeal procedures.

Applications for free or reduced price meal programs shall be available to students at all times during the regular school day and shall contain the following statements:

The money to provide free or reduced lunches is provided within the general fund budget.

BP27 TLC Concepts and Roles in Personnel

CONCEPTS AND ROLES IN PERSONNEL

The Governing Board wishes to establish, through the personnel policies and regulations of the organization, conditions that will attract and hold the best qualified personnel for all positions, who will devote themselves to the education and welfare of the students.

The Governing Board affirms its intention to have all policies, regulations and procedures of the charter conform to all requirements of law and state regulations, including affirmative action, equal employment opportunity, a single-standard salary schedule, and comparable staffing, programs, instructional supplies and curriculum materials.

Provisions for the implementation of adopted policies should include channels of communication and procedures for the handling of professional and ethical problems, through which all persons or groups affected, may voice their opinions.

The Governing Board

Adopts salary schedules and increases

The Executive Director assigns, directs and supervises the work of all employees

Working Relationships between Board and Executive Director

The Governing Board desires to be guided principally by the advice of the director in regard to its relations with certificated and classified personnel.

The Governing Board does not desire to exercise its employment responsibilities contrary to the recommendation of the director, and will not employ any person unless recommended by the director.

The Governing Board agrees that all approaches by employees to the board or to the individual members of the board shall be referred to the Director. If concerns regard the Director, the board members can ask for a closed session to discuss the issues raised by individuals.

BP28 TLC Drug and Alcohol-Free Workplace

DRUG AND ALCOHOL-FREE WORKPLACE

The Governing Board believes that the maintenance of drug and alcohol-free workplaces is essential to operations.

No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance as defined 21 U.S.C. § 801 et seq., before, during or after school hours at school or in any workplace. A school workplace is any place where school work is performed, any school-owned or school-approved vehicle used to transport students to and from school or school activities; any off-school sites when accommodating a school-sponsored or school-approved activity or function where students are under charter jurisdiction; or during any period of time when an employee is supervising students on behalf of the charter.

The Director shall:

1. Publish and give to each employee a notification of the above prohibitions. The notification shall specify the actions that will be taken against employees who violate these prohibitions. The notifications shall also state that as a condition of employment. The employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction which he/she receives for a violation occurring in the workplace.
2. Establish a drug and alcohol-free awareness program to inform employees about:
 - a. the dangers of drug and alcohol abuse in the workplace;
 - b. the district policy of maintaining drug and alcohol-free workplaces;
 - c. any available drug and alcohol counseling, rehabilitation, and employee assistance programs; and
 - d. the penalties that may be imposed on employees for drug and alcohol abuse violations.
3. Notify the appropriate federal granting or contracting agencies within ten (10) calendar days after receiving notification from an employee or otherwise, of any conviction for a violation occurring in the workplace.
4. Initiate disciplinary action within thirty (30) calendar days after receiving notice of a conviction for a violation in the workplace from an employee or otherwise. Such action

BP28 TLC Drug and Alcohol-Free Workplace

DRUG AND ALCOHOL-FREE WORKPLACE (cont'd)

shall be consistent with state and federal law, the appropriate employment contract, the applicable collective bargaining agreement and district policy and practices.

5. Make a good faith effort to continue maintaining a drug and alcohol-free workplace through implementation of Board policy.

The Board may not employ or retain in employment persons convicted of a controlled substance offense as defined in California Education Code § 44011. If any such conviction is reversed and the person acquitted in a new trial or the charges dismissed, his/her employment is no longer prohibited. For the purpose of this policy, "conviction" shall mean a finding of guilt, including a plea of nolo contendere, or imposition of sentence, or both, by any judicial body charged to determine violations of federal or state criminal drug or alcohol statutes.

USE OF TECHNOLOGY

The Governing Board recognizes that technology does enhance employee performance by improving access to and exchange of information, offering effective tools to assist in providing a quality instructional program, and facilitating operations. It is considered a very important tool for the Tracy Learning Center for both staff and students. The Board expects all employees to learn to use the available electronic resources that will assist them in their jobs. As needed, staff shall receive training in the appropriate use of these resources.

Employees shall be responsible for the appropriate use of technology and shall use the electronic resources only for purposes related to their employment. Such use is a privilege which may be revoked at any time.

Employees should be aware that computer files and communications over electronic networks, including e-mail and voice mail, are not private but are not screened.

All computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or child pornography, and that the operation of such measures is enforced.

BP30 TLC Certified Personnel

CERTIFICATED PERSONNEL

The Governing Board considers it necessary to clarify the role of teachers and other certificated personnel in the educational program in order that they may perform optimally.

The policies and regulations governing certificated personnel are established to inform certificated personnel of the framework within which they operate. The Governing Board intends that they be administered uniformly and fairly.

The Governing Board considers it the right and responsibility of the total staff to offer their abilities, experiences and interests to the consideration and solution of problems, policies and advancement of the total educational program.

All policies, rules and regulations concerning school personnel shall be in writing. Staff will sign a form indicating they have read and understood the most recent edition of the handbook on line.

The duties and responsibilities of school positions shall be clearly defined and made known to each member of the certificated staff who shall be held accountable for those duties assigned to him/her. Job descriptions/descriptions of duties and other requirements for positions held by certificated staff shall be made available.

BP31 TLC Recruitment and Selection

RECRUITMENT AND SELECTION

The Governing Board desires to employ the most highly qualified person available for each open position.

To provide guidance and direction for the Director to recommend only those candidates who meet all qualifications established by law and the Board for the position. Nominations for employment shall be based upon screening devices, interviews, observations, and recommendations from previous employers.

The Director or designee shall develop recruitment and selection procedures which include:

1. Assessment of the needs for specific skills, knowledge and abilities;
2. Development of job descriptions which accurately describe all essential and marginal functions and duties of each position;
3. Dissemination of vacancy announcements to ensure a wide range of candidates;
4. Screening procedures which identify the best possible candidates for interviews; and
5. Interview procedures which determine the best qualified candidate
6. No inquiry shall be made with regard to the age, sex, race, color, religion, national origin, medical condition, disability or sexual orientation of a person seeking employment. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job.

Employment practices shall not discriminate against legal non-citizen residents. Inquiries to assure employment eligibility shall be made in accordance with Board policy.

No person shall be employed without the recommendation or endorsement of the Executive Director.

BP32 TLC Policy & Procedures for Hiring Athletic Department

POLICY & PROCEDURES FOR HIRING ATHLECTIC DEPARTMENT

1. Job openings will be submitted to Human Resources
2. Positions will be posted in-house for 3 days in Human Resources with an e-mail to notify staff of new posting.
3. After the 3 day "in-house" posting, the position(s) will be posted on Ed-join an outside "job opportunity" website for 5 days.
4. After the 5th day of outside postings, the posting will be removed and all screened applications by Human Resources will be delivered to the Athletic Director for interviews.
5. Once applicants have been screened for recommendations for an interview, all applications must be submitted back to Human Resources with a date and time for interviews to be conducted.
6. The MHS Athletic Director will call references on the finalists.
7. The Athletic Director will recommend employment to the Director for approval.

J. Stewart
4-23-09

BP33 TLC Contract for Employment

CONTRACT FOR EMPLOYMENT

All personnel connected with the Tracy Learning Center understand they are employed on a need by need basis. All employees sign a yearly contract. Once it is determined that there are staff needs for the new school year, staff will be notified of continued employment.

This will be by March of the previous year. Staff is expected to state if they plan to return within thirty days of being offered a new contract.

Staff notifying the charter of a resignation after signing the contract for the new school year may be held to the contract until a replacement has been hired.

BP34 TLC Personnel Records

PERSONNEL RECORDS

Personnel records shall be kept on all current employees and shall include information usually expected in good personnel administration.

A file shall be kept for all resigned or retired employees, including such essential information as shall seem appropriate to the administration.

All personnel files will be considered confidential and will not be available to persons other than the employee and those authorized in writing by the Executive Director.

Except for the ratings, reports or records specified above as not open to inspection, employees shall be notified whenever derogatory information is to be placed in their personnel files. Any employee so notified may ask to review and comment on the contents. Such a review shall take place during normal school hours. The employee shall be released from duty for this purpose without a salary reduction. All other written materials filed in personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator or designated confidential employee. Derogatory material may be reviewed by the employee during release time.

BP35 TLC Employment References

EMPLOYMENT REFERENCES

The Executive Director shall process all requests for references, letters of recommendation, or information about the causes or reasons for separation regarding all employees. All letters of recommendation to be issued on behalf of the Charter for current or former employees must be approved by the Executive Director.

At his/her discretion, the Director may refuse to give a recommendation. Any recommendation he/she gives shall provide a careful and truthful account of the employee's job performance and qualification.

BP36 TLC Complaints Regarding Employees

COMPLAINTS REGARDING EMPLOYEES

The Governing Board believes that the quality of the educational program can improve when the organization listens to complaints, considers differences of opinion, and resolves disagreements through an established objective process.

The Governing Board recognizes the need for providing parents, guardians and/or other members of the public with a complaint process regarding employees.

The Governing Board expects that members of the public will make every effort to resolve their complaints and disagreements informally before resorting to formal complaint procedures.

Individual Board Members do not have authority to resolve complaints. If approached directly with a complaint, however, Board Members should listen to the complaint and show their concern by referring the complainant to the Executive Director so that the problem may receive proper consideration.

The Director shall comply with the uniform complaint procedure.

BP37 TLC Resignation

RESIGNATION

The Executive Director shall be authorized by the Board of Education to officially accept the resignation of any employee. The resignation shall be irrevocable at the time of receipt by the Executive Director or his/her designee. The deadline for submitting a letter of resignation shall be two weeks prior to leaving. Once a new contract is offered, the employee has 30 days to reply.

If, without obtaining acceptance of his/her resignation, a certificated employee leaves the employ of the Charter after the specified deadline for submitting a letter of resignation stated above, leaves during the school year, or leaves before the effective date of the resignation, the Director is directed to report this fact, with supporting evidence, to the Commission for Teacher Preparation and Licensing. The Commission may suspend the credentials of teachers who leave the Charter in this manner.

BP38 TLC Non-Discrimination

NON-DISCRIMINATION

The Governing Board is committed to a policy of non-discrimination on the basis of sex in the Education Program or activities which it operates. The Charter is required by Title IX to implement regulations that ensure and promote non-discrimination on the basis of sex. All complaints of sex discrimination may be referred to the Executive Director or to the Director of the Office of Civil Rights Department of HEW at 760 Market, Phone 415-556-8586, in San Francisco.

BP39 TLC Exposure Control Plan for Bloodborne Pathogens

EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS

The Executive Director shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Director or designee shall establish a written Exposure Control Plan designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis virus (HBV).

The Director or designee shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter's Exposure Control Plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

The Director or designee may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter's exposure determination may petition to be included in the Charter's employee inservice and hepatitis B vaccination program. Any such petition should be submitted to the Director or designee who shall evaluate the request and notify the petitioners of his/her decision. The Director or designee may deny a request when there is no reasonable anticipation of contact with infectious material.

BP40 TLC Dress and Grooming

DRESS AND GROOMING

The Governing Board believes that since teachers serve as role models, they should maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

It is the Board's expectation that during school hours, staff wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Women are to dress professionally and men are to wear collared shirts and ties. Appropriate shoes are to be worn. No jeans are to be worn in the workplace when students are present, except for certain field trips or "Spirit Days".

BP41 TLC Coaches

COACHES

A. Purpose and Scope

To provide guidance and direction for Charter personnel regarding employment and training of temporary athletic team coaches.

B. General

1. The Athletic Director shall determine criteria in accordance with law for certifying the competency of all staff employed to coach or supervise athletic teams.
2. Prior to employment, the Executive Director shall ensure that all temporary coaches, certificated or non-certificated, have received appropriate training, are qualified in all competencies required by law, and meet or will meet all qualifications for employment.
3. He/she may waive competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach.
4. Volunteer athletic team coaches shall meet all the qualifications and competencies required of temporary athletic team coaches employed by the Charter.

BP41 TLC Coaches

COACHES (Continued)

Competencies

Temporary athletic team coaches shall give evidence of the following required competencies:

1. Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures:
 - a. Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card.
 - b. A valid sports injury certificate or first aid card, and a valid cardiopulmonary resuscitation (CPR) card.
 - c. ASEP Coaching Class
2. Coaching theory and techniques in the sport or game being coached:
 - a. ASEP Coaching Class
3. Knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules, and, at high school level, the regulations of the league.

BP41 TLC Coaches

COACHES (Continued)

In addition, non-certificated persons employed to coach or supervise athletic teams must first be determined:

1. Not to have been convicted of any offense referred to in Education Code 44010, 44011 or 44424, or any offense involving moral turpitude or evidencing unfitness to associate them with children.
2. To be free from tuberculosis and any other contagious disease that would prohibit certificated teachers from teaching, as verified by a written statement, renewable every four years, from a licensed physician or other person approved by the charter (Title 5, Section 5592)

BP42 TLC Concepts and Roles

CONCEPTS AND ROLES

The focus of the school system is on the student. It is incumbent upon the Governing Board, Director and teachers to provide for the physical and intellectual welfare of the students in their charge. This shall be accomplished through the Board's policies. The school district shall work closely with parents/guardians and the community in order to achieve a harmony of interests.

Students must be recognized and understood as individuals, each with his/her own unique abilities, social and economic background, ambitions and educational needs. The programs and services of the district must be designed and executed with this concept well in mind if the fullest development of each is to be achieved.

Students are expected to accept personal responsibility for making maximum use of those educational opportunities afforded by applying themselves diligently to the enterprise of learning both in the classroom and in other school-sponsored settings. It is also expected that as a result of the total school experience students will come to appreciate the values of self-discipline, responsibility, and respect for others, their country and its governmental processes.

The Board will attempt to erase any limitations of facilities and means that stand in the way of our school's availability to all who wish to learn in the charter and the limitations set by the sponsoring district.

Discrimination among students applying for admission to or attending our schools with respect to color, creed, race, sex, religion, ancestry, handicap, or national origin is prohibited.

All pupils are expected to comply with school regulations, to pursue the required course of study, and to accept the authority of the administration, certificated and classified staff.

The Director or designee shall establish and keep parents/guardians and students well informed about school and charter rules and regulations related to attendance, health examinations, records, grades and student conduct. When conducting hearings related to discipline, attendance and other student matters, the Board shall afford students their due process rights in accordance with law.

BP42 TLC Concepts and Roles

CONCEPTS AND ROLES (Continued)

Role of Governing Board

The Governing Board:

1. Establishes policies to provide the best attainable program of education for the Tracy Learning Center's students.
2. Provides for the physical and mental well-being of students.
3. Determines policies regarding student behavior and attendance within the limits of the law.

Role of Executive Director

The Executive Director of the Tracy Learning Center:

1. Administers all charters classes established by the Governing Board.
2. Directs the instruction, guidance and discipline of all students.
3. Provides leadership and guidance to establish the pattern of education to be offered to students.
4. Oversees adherence to the rules for enrollment set by the charters
5. Schedules all students for proper grouping and instruction
6. Has general charge of the enforcement of the compulsory attendance law and the issuance of work permits.
7. Has immediate authority for the closing of schools in case of emergencies involving the health and safety of students.

Working Relationships of Board and Director

Student welfare and guidance is the responsibility of the Director with the exception of the expulsion of students, which the Governing Board may not delegate.

BP43 TLC Non-Custodial Parents

NON-CUSTODIAL PARENTS

Noncustodial parents generally retain the same rights as custodial parents unless a court order restricts the rights of the noncustodial parent. These rights include but are not limited to accessing his/her child's student records, participating in school activities and visiting the child at school. If a completed or pending legal action curtails the noncustodial parent's rights, the parent/guardian with custody shall provide evidence of this action to the Director or designee.

Noncustodial parents do not have the right to challenge the content of student records, provide a written response to student records, or consent to their release to third parties. (Education Code 49061)

Upon request, the charter shall provide noncustodial parents with announcements and notices that are sent to the custodial parent.

While both parents can visit the child at school, only the custodial parent has the right to remove the child from school property. Only a verified note or an emergency card from the custodial parent will be cause for exception to this provision.

In the event of an attempted violation of a court order that restricts access to a student, staff shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties consent.

BP44 TLC Student Wellness

STUDENT WELLNESS

The Governing Board promotes healthy schools, by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. The Charter along with staff, families, and the community supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic wellness of children by facilitating learning through the support and promotion of health education, good nutrition and physical activity. Improved health optimizes student performance potential and ensures that no child is left behind.

The Board promotes long-term goals for achieving the Charter's vision for maintaining and promoting the health and wellness of its schools, students, staff, and the community.

The Charter shall adopt a wellness policy that at a minimum shall:

- Recognize the relationship between students' nutrition/health status and their attendance and ability to learn.
- Meet federal, state, and local legal requirements.
- Provide school environments that promote and protect children's health, well-being, and ability to learn
- Provide physical education and nutrition/health education activities to foster lifelong habits of healthy eating, physical activity, and practicing wellness behaviors.
- Recognize the Student Nutrition Advisory Committee (SNAC) and the Healthy Schools Advisory Committee to advise on health related issues, activities, policies and programs as well as promoting, monitoring and evaluating the Charter's Wellness Policy.
- Establish linkages between health education, school meal programs, physical education, school health services, counseling and psychological services, related community services, and the other components of coordinated school health.
- Strengthen the local capacity to protect and promote the health and academic performance of the students.
- Encourage site-based activities that promote wellness, good nutrition, and regular physical activity
- Encourage staff involvement in activities that promote wellness, good nutrition, and regular physical activity.

BP45 TLC Absences and Excuses

ABSENCES AND EXCUSES

The Governing Board believes that regular attendance and punctuality plays a key role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged six to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law.

The Director shall establish such procedures as deemed necessary to determine the causes of habitual truancy, including medical verification for excessive absence, and cooperate with other private and governmental agencies in correcting the causes thereof.

Insofar as class participation is an integral part of students' learning experience, parents/guardians and students shall be encouraged to schedule medical opportunities during non-school hours. At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Students may receive an excused absence, when requested in advance, to attend an observance of a holiday or religious ceremony of his or her religion.

The governing board does not authorize leave during the school day for students to attend moral or religious instruction away from the school.

Students who are absent from school for more than ten unexcused absences lose their preference for charter school attendance and are required to register in another school. They may resubmit for the waiting list at that time.

BP46 TLC Work Permits

WORK PERMITS

The Governing Board recognizes that part-time jobs can give students needed supplementary income, valuable work experience, and enhanced self-esteem. However, the Board also believes that outside employment should not interfere with students' educational progress nor impair their health. In accordance with law, students must obtain work permits from school authorities before accepting employment.

The Registrar shall issue work permits only as allowed by law and only to the extent that outside employment does not significantly interfere with the students' schoolwork. Students granted work permits must demonstrate and maintain satisfactory grades, attendance and behavior. Poor grades or excessive inappropriate behavior will result in immediate revoking of the permit.

Students 16 or 17 years of age shall be granted approval to work more than 20 hours a week only when justified by unusual circumstances which shall be stated on the work permit.

BP47 TLC Attendance Records

ATTENDANCE RECORDS

The Charter will comply with the Education Code in attendance accounting. All records of attendance will be maintained as prescribed by the law and in an organized manner. Such records will be maintained in charter offices for a minimum of three (3) years.

Attendance in all schools and classes shall be recorded and kept according to pertinent state law and regulations of the State Board of Education.

Teachers are required to take attendance in classes taught by them, and shall do so personally. Attendance taking and recording shall not be delegated to students.

The appropriate school personnel shall receive daily attendance reports from teachers and insure that the data is placed in the computerized attendance accounting system. All documentation (e.g. notes the parents, physicians and telephone documentation) shall be maintained at the site until the system is audited by charter's auditors. Such documentation shall include regular daily attendance records for FAST TRACK and summer session. Upon completion of the audit of fiscal records, all of the documentation for attendance accounting shall be archived.

Legal Surnames

All students shall be recorded and referred to by their legal surname, as documented in a legally acceptable birth record or in a court order of change of name. A request from a parent or a student that a student's surname be changed in school records will not be honored without legal documentation.

BP48 TLC Charter Enrollment

CHARTER ENROLLMENT

The Governing Board shall regularly review the charters regarding enrollment procedures allowed by the charter.

The Charter provides for a selection method which includes: children of Board members, children of staff members, siblings, those residing within the TUSD high school boundaries, those outside the TUSD boundaries. This is the order for selection when more than the allotted spaces are available. All other students are placed on the waiting list with the same criteria. This is spelled out in the Charter.

There is a cap for enrollment set by the sponsoring district for each charter also outlined in the MOU. There are no boundaries for a charter school.

Open enrollment occurs every February. Lottery drawings are held in early March, these drawings determine acceptance and wait lists.

BP49 TLC Students Expelled from Other Districts

STUDENTS EXPELLED FROM OTHER DISTRICTS

The Governing Board will not admit students expelled from other districts who desire to enroll in the charter who have not completed the required term and conditions for expulsion. No student will be admitted to the charter who has been previously expelled if the staff review committee believes the admission will threaten a safe, secure and positive school environment for all students and staff.

In order to re-enroll in the high school, selected members from the charter staff will be selected to form a panel for reviewing records and interviewing the student petitioning entrance. The panel made up of staff and a student, must have a unanimous secret ballot vote to approve the student for admittance.

BP50 TLC Grades/Evaluation of Student Achievement

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests and portfolios. The Board recognizes that portfolios may be especially useful in assessing how skills, knowledge and thought processes have been combined from a number of different subject areas.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observations, notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

The Board recognizes that the developmental levels of young children vary a great deal. In order to give parents/guardians more information and also promote students' self-esteem and experiences of success, students may receive narrative evaluations and/or other markings denoting achievement. In fact, both Primary and Discovery Charter follow this type of reporting.

Behavior, effort and attendance shall be reported in separate evaluations, not in the student's academic grade. Unless attendance, behavior and other issues directly affect student performance.