

## **BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS**

A special education student's minor behavioral problems shall be subject to the disciplinary measures applicable to all students for such infractions.

When a special education student's serious behavioral problem significantly interferes with implementing the goals and objectives of his/her individualized education program, a functional analysis assessment shall be conducted with parental consent and a written behavioral intervention plan may be developed for the student in accordance with law and SELPA procedures.

The Executive Director or designee shall ensure that staff are informed of the SELPA's policy and regulations governing the systematic use of behavioral and emergency interventions.

### **Legal Reference:**

#### EDUCATION CODE

49001	Prohibition of corporal punishment
56321	Notice of parental rights; consent of parents
56500-56507	Procedural safeguards, including due process rights
56520-56524	Behavioral Interventions

#### CODE OF REGULATIONS, Title

3001	Definitions
3052	Designated Positive Behavioral Interventions

## **EQUIPMENT, BOOKS AND MATERIALS**

The governing board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality equipment and other instructional materials for each of the subjects they are studying.

Textbooks are not the mainstay of the instructional program at the Tracy Learning Center. Staff is encouraged to prepare learning materials based on a wide variety of resources. Teachers use textbooks for reference and use the state standards for directing the curriculum they prepare.

### Disposal of Surplus Obsolete Materials

The disposition of old instructional materials shall be accomplished under the direction of the Director of Facilities.

## **LEARNING GUIDES**

The governing board recognizes the value derived from the utilization of auxiliary personnel, and believes that such personnel will provide greater personal contact and additional services which will assist the school in achieving and furthering its program objectives.

It is understood that such personnel, to be known as Learning Guide, will not release the professional of his/her basic responsibility for the supervision of pupils at all times. They will serve in addition to, not in place of, certificated personnel and will perform under the supervision of, but not necessarily in the physical presence of, certified personnel.

## **STUDENT ASSESSMENT**

The Governing Board believes that the primary purpose of assessment is help students, parents/guardians and teachers identify individual students' academic strengths, weaknesses and progress in order to inform instructional practices to increase learning. Assessment should also be an important component and should use a variety of types of measures.

The Governing Board recognizes that a variety of evaluation measures are needed in order to reach the above goals. To have validity, tests must correspond to the material being taught and measure the extent to which students meet clearly specified standards of achievement.

The Director or designee shall administer mandatory student assessments as provided by the State Board of Education.

The Director or designee also shall administer achievement tests to all students in Grades 3 through 11 as part of the state's student testing incentive program. The Governing Board may meet in closed session to review the contents of any assessment approved or adopted for the statewide testing system. In order to maintain the confidentiality of the assessment under review, the Governing Board shall first agree by resolution to accept any State Board of Education terms or conditions for that review. Upon written request by the parent/guardian, a student shall be excused from any or all parts of student assessments administered for the statewide testing system.

## **Live Animals in the Classroom**

Animals displayed in the classroom can be an effective instruction aid. This is particularly true with specific units of study. When animals are brought into the classroom, every precaution must be taken to protect the health and welfare of the student.

All animals used must be lawfully acquired in accordance with state and local laws. All mammals used in a classroom should be inoculated for rabies, unless purchased from a reliable scientific company. All live animal studies must be in compliance with Education Code Section 51540

Classroom pets are acceptable, but must be approved by the Executive Director before introduced to the children.

The following animals should never be brought into the classroom: wild birds and mammals, snapping turtles, poisonous snakes, or insects that may be carriers of disease.

Students should not bring their pets to the classroom unless the activity is carefully planned by the teacher and approved by the Executive Director.

Dead animals should not be brought into the classroom, unless prior approval has been given by the school Executive Director. Office Manager, site Administrator or appropriate animal control agency, to the County Health Department. Animal bites must be immediately treated and promptly reported to the school

### **Legal Reference:**

#### **Education Code**

*51540 Treatment of Animals*

## **STUDENT USE OF TECHNOLOGY**

The Governing Board recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every effort shall be made to provide equal access to technology throughout the schools and classes.

To discourage access to adult content on on-line electronic services and preclude other misuses of the system, the Director or designee shall establish age/grade- level qualifications and shall ensure that students receive training in user obligations and responsibilities.

Before using on-line services, the student and parent/guardian shall sign the charter's user contract indicating that the student understands and agrees to abide by specified user obligations and responsibilities.

Staff shall closely supervise students while using on-line services and may ask teacher aides and student aides to assist in this supervision.

The Director or designee shall establish administrative regulations governing use of the district's on-line services. He/she shall ensure that users have no expectation of privacy and understand that district staff may monitor or examine all system activities to ensure proper use of the system. Students who fail to abide by these regulations shall be subject to disciplinary action, revocation of the user account, and legal action as appropriate.

## **ENGLISH LANGUAGE LEARNERS**

The Governing Board intends to provide English language learners with a challenging core curriculum and instruction that develops proficiency in English speaking, reading and writing as effectively and efficiently as possible.

## **SUMMER SCHOOL**

The Tracy Learning Center believes that summer school should be a part of the school year, not something extra or optional. All students are enrolled for 180 school days and 25 additional days for a total of 205 days of school per year. The high school, conforming to the semester approach of other high schools, offers **FAST TRACK**. This is a five week shorter day for one class for four hours a day. The students are able to receive ten credits for the course

# COMMUNITY RELATIONS

## **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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **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 (continued)**

### **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.

## **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.

## **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

## **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.

## **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

**STUDENTS**

## 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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **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.

## **ACCELERATION/PLACEMENT/PROMOTION/ RETENTION**

The Governing Board desires that students' progress with their peers through the Tracy Learning Center charters. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for addressing academic deficiencies as well as challenges.

The Tracy Learning Center is dedicated to the best possible development of each student enrolled. The professional staff is expected to place students at the grade level in the appropriate level of instruction for the student based on assessment.

Students will normally progress from one level to the next throughout the experience at the charter schools. Exceptions may be made when, in the judgment of the certificated staff, such exceptions are in the best interest of the students involved. Exceptions will always be made after prior notification and explanation to each student's parents or guardian, but the final decision shall be rest with the school authorities.

### **Acceleration**

Acceleration is possible when high academic achievement is evident and cannot be sufficiently challenged in the appropriate phase of the charter. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

### **Initial Placement**

Placement below the age appropriate grade is possible when lack of skills to be successful in the age appropriate grade are evident and so significantly below the lowest level in the room that accommodations cannot be made. . However, the student's social and emotional growth shall be taken into consideration before maintaining him or her at a particular grade.

### **Promotion**

Students shall progress through the charter programs by demonstrating growth and meeting individual standards of expected student achievement for the instructional group assigned.

## **COMMUNICATION WITH PARENTS/GUARDIANS**

The Governing Board encourages parental involvement, which contributes greatly to student achievement and conduct, through frequent communication between parents/guardian and teachers by means of parent-teacher conferences, class newsletters, mail, telephone, electronic communication and visits by parents/guardians.

### Reporting to Parents

The Governing Board believes that good communication between parent and teacher is important in the educational process.

As part of this communication, teachers shall send progress reports to parents/guardians at regular intervals and shall encourage parents/guardians to communicate any concerns to the teacher.

Students who are on an individualized education program are evaluated regularly, and the evaluations shall be communicated to the parents according to the regulations of the special education service region. The special education services supplied to the charters comes from the Tracy Unified School District. The charters pay a fee for these services and are assigned staff by the district.

### Parent-Teacher Conferences

Parent-teacher conferences are deemed a valuable communication tool. Parent-teacher conferences shall be scheduled as needed by each school.

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