



CABRILLO POINT ACADEMY

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**Special Board Meeting
Cabrillo Point Academy
3152 Red Hill Ave. #150
Costa Mesa, CA 92626
August 18, 2021 – 2:00pm**

Through Teleconference

Join Zoom Meeting

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AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Public Hearing on the Independent Study Policy
5. Discussion and Potential Action on the Independent Study Policy
6. Discussion and Potential Action on the Master Agreement
7. Announcement of Next Regular Scheduled Board Meeting
8. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items either in person through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Any person on zoom wishing to speak please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Cabrillo Point Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (619) 749-1974 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).



Independent Study Policy

Cabrillo Point Academy (hereinafter “Charter School”) may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the Cabrillo Point Academy Governing Board approving this Independent Study Policy is to accomplish the following:

1. Establish the Time in Which an Assignment Must Be Completed
2. Establish the Procedure for Placement Determination
3. Outline What Must Be Included in a Current Written Agreement
4. Outline How Average Daily Attendance Will Be Calculated
5. Establish Compliance with the Education Code
6. Establish the Implementation of the Independent Study Policy

The Senior Director or designee retains discretion to approve independent study written agreements for students. The Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. These independent study policies have been established by Charter School in alignment with Education Code § 51745 et seq., updated to meet the requirements of Assembly Bill 130 (2021), and adopted pursuant to Education Code (“EC”) § 51747 and 5 C.C.R. § 11701. The following policies are effective as of the start of Charter School’s 2021-22 school year:

1. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)
2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) schooldays. (EC § 51747(a).)
 - a. The assigned work shall be delivered to the supervising teacher (“Homeschool Teacher”) at an in-person meeting on at least one (1) occasion each semester for a minimum of (2) meetings per school year. The in-person meetings are an integral component of the School’s educational services. The Senior Director, in the Senior Director’s sole discretion, may waive only one in-person meeting per year for a pupil given extraordinary circumstances. If a pupil misses any of the two (2) in-person meetings, absent a Senior Director’s waiver, the administrative withdrawal process may be initiated for failure to comply with this policy.

3. When any student fails to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period (student's failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Senior Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth below:
 - Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
 - The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
 - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
 - The English learner reclassification rate,
 - The percentage of pupils who have passed an advanced placement exam with a score of "3" or higher, and
 - The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).

- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance rates,
 - Chronic absenteeism rates,
 - Middle school dropout rates,
 - High school dropout rates, and
 - High school graduation rates.
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the Homeschool Teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the Homeschool Teacher. (EC § 51747(b)(2).)
5. Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (EC § 51747(c).)
6. If a student does not generate attendance for more than three (3) schooldays or 60 percent of the instructional days in a school week, or for students who are in violation of their independent study written agreement, Charter School shall:
- a. Verify the student’s current contact information;
 - b. Notify the student’s parent or guardian of the student’s lack of participation within one schoolday of the student’s absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
 - c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student’s needs for reengagement; and
 - d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays, fails to show the body of work for a learning period, or is failing to make satisfactory educational progress as defined in Section 4 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being. (EC § 51747(d).)

7. Based on each student's grade level, Charter School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher of record, and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, their Homeschool Teacher will offer opportunities for daily synchronous instruction.
- b. For students in grades 4-8, inclusive, their Homeschool Teacher will offer opportunities for weekly synchronous instruction, and the Charter School will offer opportunities for daily live interaction.
- c. For students in grades 9-12, inclusive, their Homeschool Teacher will offer opportunities for weekly synchronous instruction.

Charter School will document each pupil's participation in live interaction and synchronous instruction pursuant to Section 51747 on each schoolday, as applicable, in whole or in part, for which independent study is provided. A pupil who does not participate in independent study on a schoolday shall be documented as nonparticipatory for that schoolday. (EC § 51747.5(c).)

8. A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Senior Director or their assigned teacher of record. If there is such a request, Charter School will offer to help the student enroll in the in-person program offered by their district of residence within five (5) schooldays. (EC § 51747(f).)
9. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.

- d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9), including:
 - i. For the 2021-22 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction): Charter School will obtain a signed written agreement from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction.
 - ii. Beginning in 2022-23 School Year and Thereafter (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "care giver" means a person who has met the

requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

- j. Before signing a written agreement, if requested by the parent or guardian of a student, the Charter School will conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

10. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. No student with exceptional needs, as defined in EC § 56026, may participate in independent study unless the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher. (EC § 51747.5(b).)
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:
 - i. A copy of the independent study board policies.
 - ii. A separate listing of the students, by grade level who have participated in independent study identifying units of the curriculum attempted (also

known as the “course of study”) and units of the curriculum completed by students, as specified in their written agreements.

- iii. A file of all written agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
 - v. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51745 et seq.; 5 C.C.R. § 11700 et seq.)

11. Average Daily Attendance:

- ~~1. **Time in Which an Assignment Must Be Completed:** For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made the date by which the pupil must complete the assigned work shall be twenty (20) school days.~~
- ~~2. **Placement Determination:** A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Director of Academic Program or his or her designee shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. A writing record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.~~
- ~~3. **Current Written Agreement:** A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:~~
 - ~~• The manner, time, frequency, and place for submitting a pupil’s assignments and for reporting his or her progress.~~
 - ~~• The objectives and methods of study for the pupil’s work, and the methods utilized, to evaluate that work.~~
 - ~~• The specific resources, including materials and personnel, which will be made available to the pupil.~~
 - ~~• A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil’s assigned work, and the~~

- ~~number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.~~
- ~~• The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year. Semester, or one half year for a school on a year round calendar.~~
 - ~~• A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.~~
 - ~~• The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.~~
 - ~~• Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.~~
4. **Average Daily Attendance:** It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
- Students will initial "Monthly Independent Study Log" on the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
5. ~~**Compliance with the Education Code:** The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.~~
6. ~~**Implementation of Independent Study Policy:** The Directors shall establish regulations to implement these policies in accordance with the law.~~



Cabrillo Point Academy Master Agreement for Independent Study

Student:

Student Number:

Address:

Location:

1st Phone Number:

DOB:

Program Placement:

Contract Term: Full Year

Beginning Date: 08/16/2021

End Date: 05/27/2022

Year: 2021 - 2022

2nd Phone Number:

Grade Level:

School for Classroom Option:

It is understood that:

Objectives: The Student will complete the courses listed below. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions and School's charter. The major educational objectives include enabling the student to progress with their grade-specific studies, successfully complete assignments and learn required concepts as determined by the School. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits

(secondary education) or weeks of work (elementary education) the student will attempt and earn upon completion.

Schedule

Category

Course Value

Table with 3 columns: Schedule, Category, Course Value. The table content is currently blank.

Methods of Study: Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Web/Internet Research, Library Research, and Field Trips. In addition, School will offer opportunities for live interaction and synchronous instruction to Student per Education Code section 51747(c).

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. School will provide appropriate services, supports, technology and resources to enable Student to complete their independent study program successfully. These resources include but are not limited to textbooks, school supplies, and support from the Supervising Teacher (also known as "Homeschool Teacher" or "Independent Study Teacher") and other School staff. Additionally, School will ensure Student has access to the connectivity and devices adequate to participate in independent study and complete assigned work (e.g., computer, internet access, etc.) By signing below, Student's parent/guardian/caregiver is confirming Student: (1) has access to devices and connectivity to allow Student to adequately participate in independent study and complete assigned work; or (2) will contact the Student's Homeschool Teacher if Student needs help accessing such connectivity and devices.

~~Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein.~~

Additional Supports for Special Populations: School will provide supports and academic services necessary to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports. These supports include, but are not limited to, access to assistive software/devices, counselors, specialized academic instruction, student support team and related services, and intervention supports.

Methods of Evaluation: Academic evaluations will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, Learning Journals, Presentations, Quizzes, Labs, Finals, State Mandated Standards Testing, School Selected Benchmark Testing.

Subsidiary Agreements: The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement may also be further described in the assignment work record forms or other subsidiary agreements, which are incorporated as part of this agreement.

Manner, Time, Frequency and Place for Student Assignment Submissions:

~~Students are required to meet, submit assignments, and communicate with their teacher and other assigned CPA staff as scheduled.~~
~~Methods~~ Manner of Communication: Email, Online (e.g., online platforms), Phone, In-Person, etc. Time: Generally, 8:30AM-5:00PM. Day: M-F. Exact times determined by Teacher in consultation with Parent/Guardian and Student. Frequency: ~~LP meetings~~ At least once every 20 schooldays (LP meetings). ~~All other communications returned in a timely manner.~~ Duration: Full Year. ~~Location~~ Place: Virtual or In-Person.

Manner, Time, Frequency and Place for School Communicating/Reporting Academic Progress with Parent/Guardian:

~~Teachers will report on Student's academic progress and communicate about Student's academic progress with Parent/Guardian and/or Student as scheduled.~~ Methods Manner: Email, Online, Phone, In-Person. Time: Generally, 8:30AM-5:00PM. Day: M-F. Exact

Student:

Teacher:

times determined by Teacher in consultation with Parent/Guardian and Student. Frequency: ~~LP meetings at~~ At least once every 20 schooldays (LP meetings). Duration: Full Year. ~~Location~~-Place: Virtual or In-Person.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the **Independent Study Board Policy (“Board Policy”)** for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is **twenty (20)** school days, unless an exception is made in accordance with the Board Policy. Pursuant to the Board Policy, after 3 missed assignments, failure to show the body of work for a learning period (student’s failure to demonstrate knowledge of required concepts for the learning period) as determined by the Homeschool Teacher, or failure to make satisfactory educational progress, ~~as per Board Policy,~~ School will conduct an evaluation will be made to determine whether it is in the best interest of the student to remain in independent study ~~is an appropriate strategy placement for this student,~~ or whether the student should return to or otherwise be placed in a regular in-person school program. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP and based on all the indicators set forth in the Board Policies.

Additional Courses: Additional courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the Student.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature

Date

Parent/Guardian/Caregiver Signature

Date

Supervising Teacher Signature

Date

Other Signature

Date

Other Signature

Date

Other Signature

Date

Other Signature

Date



Cabrillo Point Academy Acknowledgement of Responsibilities

Student:
Student Number:
Address: Location:
1st Phone Number:
Program Placement:

Contract Term: Full Year
Beginning Date:
End Date:
Year: 2021 - 2022
2nd Phone Number:
Grade Level:
School for Classroom Option:

Students Agreement/Responsibilities

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.

Parent/Legal Guardians Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher. I will provide a body of work, upon request, that demonstrates completion of assigned learning period objectives.
- I will ensure my student has access to and is working in grade level curriculum.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due-date to make alternative arrangements.
- I will meet all of the requirements set forth by the independent study program, otherwise an evaluation will be made through the non-compliance process to determine whether independent study is an appropriate setting for my student.
- I am responsible to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher. I have the right to appeal any decision about my child's placement in accordance with the school's policies and procedures.

Independent Study Teachers Agreement

- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

Student: Teacher:

We, the undersigned, understand the voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

Student Signature

Date

Parent/Guardian/Caregiver Signature

Date

Teacher Signature

Date

Other Signature

Date