



Board Agenda Item #	IV F: Action Item
Date:	August 11, 2022
To:	Magnolia Public Schools - Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Will Gray, Director of Educational Services Erdinc Acar, Chief Academic Officer
RE:	Approval of Revised MPS Independent Study Policy

Proposed Board Recommendation

Staff recommends that the MPS Board approves the revised Magnolia Public Schools (MPS) Independent Study Policy and associated Master Agreement for Independent Study.

Introduction

While Magnolia Public Schools acknowledges the effectiveness of in-person instruction for the students and families, as an organization and as allowed by the legislation, we have Independent Study options for pupils where attendance in-person is not possible for any number of reasons.

As independent LEAs, MPS School sites have the flexibility to determine if they will offer long-term independent study programs and will communicate this decision with the Home Office Academic Team and their respective educational partners.

MPS revised its Independent Study programs to address the needs pushed by the COVID-19 pandemic and per AB 130 for the 2021-22 school year. The policy in place was only for the 2021-22 school year and needed to be updated per AB 181 Education Omnibus Budget for the 2022-23 school year.

Summary of changes

To streamline the administration of these programs, the Budget: (1) allows synchronous instruction to count for instructional time in traditional independent study, in addition to student work product; and (2) provides flexibility on the timeline for a local educational agency to collect a signed independent study plan. Additional changes include;

- Clarification on the requirements for special education students, synchronous instruction allowances and chronic attendance triggers for tiered re-engagement and signature timelines.

- Updates on chronic absenteeism provisions, written agreement requirements, exemptions for students who participate in IS due to necessary medical treatments, etc.
- Updates definition of synchronous instruction.
- Changes provisions of IS to students with an Individualized Education Program.
- Provides intent language around serving students with exceptional needs in IS.

Background

Approved by the Governor on September 23, 2021. AB-167 Education finance: Education omnibus budget trailer bill further clarifies AB 130 IS requirements for LEAs. Assembly Bill AB-130, the education finance omnibus budget trailer bill, was chaptered on July 9, 2021, as an urgency measure, and went into effect immediately. This legislation, *applicable to the 2021-2022 school year only*, allows students to participate in IS when in-person instruction would put the student's health at risk, as determined by the student's parent or legal guardian.

Independent Study (IS) is an LEA **operated program not a school**. All eligible students can attend. Schools cannot force any students to attend or provide different curricular offerings. IS is a program that delivers an LEA's existing curriculum virtually and/or in-person through a hybrid model and allows LEAs to claim student attendance for funding purposes.

The education trailer Bill AB-130, revised the existing the current IS laws and authorizes LEAs for

- independent study for a pupil whose **health would be put at risk by in-person instruction, as determined by the parent or guardian**,
- require a charter school to adopt and implement **written policies related to independent study** to be eligible to receive apportionments for independent study by pupils,
- impose **additional requirements for the contents of the required written agreement**, authorize a written agreement to be signed using an electronic signature, and
- impose certain **audit requirements**.

The 2021 IS requirements included *(please see the definitions of Live and Synchronous instructions below)*;

- **Curriculum, instructional minutes, and student-to-teacher ratios** must be **equivalent to what is offered in-person**
- **Access to technology and Wi-Fi** must be made available for all students attending IS for more than 14 days
- Plans to monitor and keep a record of **daily participation**, which could include online activities, live instruction or completing assignments without teacher supervision
- Plans to **support English learners, students in foster care or other high-needs groups**
- **Meals** must be available for students in distance learning if they qualify for free or reduced-price lunches
- **Plans to transition students who wish to return to in-person instruction** in no less than five instructional days
- **Strategies to re-engage students** who are absent for several days
- **Regular communication** between caregivers, teachers and students regarding a student's academic progress

- For high schools, access to all **courses offered for graduation and approved by the University of California or the California State University**

Grade Level Synchronous Instruction Requirements

1. For pupils in transitional **kindergarten and grades 1 to 3**, inclusive, a plan to provide **opportunities for daily synchronous instruction** for all pupils throughout the school year.
2. For pupils in **grades 4 to 8**, inclusive, a plan to provide opportunities for **both daily live interaction and at least weekly synchronous instruction** for all pupils throughout the school year.
3. For pupils in **grades 9 to 12**, inclusive, a plan to provide **opportunities for at least weekly synchronous instruction** for all pupils throughout the school year.

Definitions

“Live interaction” means interaction between the pupil and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.

Budget Implication Parents of students with health conditions have only this option for continuous education. Students’ intend to return forms indicate no more than 20 interested in long term IS. The schools with higher IS programs may require additional certified and classified staff to run the programs. Schools with high unduplicated counts receive additional concentration grants.

Attachments

1. Revised MPS Independent Study Policy
2. Revised MPS Independent Study Master Agreement

MAGNOLIA PUBLIC SCHOOLS (MPS) INDEPENDENT STUDY POLICY

Magnolia Public Schools (“MPS”) may offer independent study to meet the educational needs of pupils enrolled in any MPS school site. This policy applies to long-term and short-term independent study programs. Each school site shall offer short-term independent study and have the discretion to determine their long-term independent study offerings, and therefore students and families are recommended to communicate with site administrations. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core and standards-based curriculum. MPS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

The following written policies have been adopted by the Governing Board:

1. Independent Study is an educational alternative in which no pupil may be required to participate.
2. MPS Independent study programs include the following plan in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction for independent study agreements that are 14 school days or longer in duration as noted on the Master Agreement for that student:
 - a. For students in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil’s assigned supervising teacher shall be as follows: Each school will designate synchronous learning minutes for the Independent Study students in grades TK-3 to remotely join to the instruction alongside with their in-person classmates. The instructional minutes will be at least 60 minutes. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.
 - b. For students in grades 4 to 8, inclusive, a plan to provide opportunities for both daily live interaction between the pupil and a certificated or non-certificated employee of the school and at least weekly synchronous instruction for all pupils throughout the school year by each pupil’s assigned supervising teacher shall be as follows: Each school will provide both daily live interaction and at least 60 minutes of weekly synchronous instruction. The synchronous instruction will be provided remotely by the teacher(s) of record. Magnolia schools will use approved online course providers or classroom teachers for the instruction. Daily live interaction will be made in the form of internet or telephonic communication. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.
 - c. For students in grades 9 to 12, inclusive, the plan to provide opportunities for weekly synchronous instruction for all pupils throughout the school year by each pupil’s assigned

supervising teacher(s) shall be as follows: Structured office hours and academic support may be in place. Schools may provide individual and small group instruction.

Independent study teachers are appropriately credentialed and have demonstrated subject matter competence in all core academic subjects they teach. MPS shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the MPS school for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

3. Daily attendance, progress monitoring, engagement, re-engagement, notification and communication protocols will be in place.
4. Participation in independent study shall be limited to staffing capacity and shall be maintained to be lower than 20% or a percentage lower than 20% as determined by each school site of the attendance at each campus. Should interest in independent study exceed capacity, participation shall be determined on a first come, first served basis. Priority for independent study shall be provided to those students with written documentation from a physician that student is unable to attend that states that a student cannot safely attend school in-person even with appropriate safety measures as required by the local, state, and federal departments of health.
5. The parent or guardian of a pupil may request that MPS conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options including curriculum offerings and non-academic support available to the student prior to executing an agreement for independent study, before making the decision about enrollment or disenrollment in the various options for learning.
6. A written agreement will be made between the student, assigned supervising teacher, parent/guardian/caregiver and school.
7. Schools will provide access to technology (ChromeBooks) and Wi-Fi (hot-spots) for all students with agreements longer than 14 school days.
8. Schools will have plans to support English learners, Students with Disabilities, students in foster care, students experiencing homelessness and other high-needs groups.
9. Schools will have plans in place to monitor and record academic progress.
10. There will be regular communication between caregivers, teachers, and students regarding a student's academic progress.
11. For those families who are interested in transitioning back to in-person instruction, there will be opportunities and plans in place to return the student to in-person instruction expeditiously, and, in no case, later than five instructional days. Transition plan to In-person Instruction include:

- a. Parents submit a written request for their child to be unenrolled from the IS program and enrolled to the in-person instruction.
 - b. A parent-student-educator meeting is held where all coursework and grades are matched with in-person instruction.
 - c. All in-person instruction teachers provide transitional assistance to the students transitioning from the IS program.
 - d. Student completes the required transitional work.
 - e. Student's academic progress is monitored by school admin teams and counselors as applicable.
12. Parents/guardians/caregivers play a significant role as knowledgeable teaching assistants.
13. For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be Five (5) school days.
14. The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete five (3) assignments during any period of five (5) school days.
 - b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's MTSS or SST policy and protocol which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
 - c. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The 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.

15. MPS has adopted tiered reengagement strategies*¹ for the following pupils:

- a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of MPS's approved instructional calendar;
- b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within three school days of the absence or lack of participation;
- c. Outreach from MPS to determine pupil needs including connection with health and social services as necessary;
- d. When the evaluation described above under paragraph 13.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

^{1*} The tiered re-engagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

16. A current written master agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. No independent study agreement shall 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 pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils 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 pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils 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 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.
- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, 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 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 pupil. the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil 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 the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
 17. MPS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder
 18. The Chief Executive Officer may establish regulations to implement these policies in accordance with the law.

MASTER AGREEMENT FOR INDEPENDENT STUDY

Student Name: _____	Date of Birth: _____	Grade: _____
Parent/Guardian Name: _____		
Home Address: _____		
Phone #: _____	Email: _____	
Agreement Duration: _____	Beginning Date: _____	Ending Date: _____

The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:

Manner of Reporting: ☐ One-on-one ☐ Small Group ☐ E-mail/digital/online platform ☐ Fax ☐ Mail

Time: _____ **Frequency:** _____ **Place of Meeting:** _____

Method of Study: Specific methods of study will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the student will include but are not limited to:

☐ Independent Reading ☐ Textbook Activities ☐ Problem Solving ☐ Study Projects ☐ Drill & Practice

☐ Experiential Learning ☐ Computerized Curriculum ☐ Web/Internet Research ☐ Library Research ☐ Field Trips ☐ Learning Center Courses ☐ Other _____

Method of Evaluation: Academic evaluations will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of 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 ☐ State Standards Testing ☐ Learning Journals

☐ Presentations ☐ Quizzes ☐ Labs ☐ Finals ☐ Other _____

Resources: The school will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably 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. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work, such as Chromebooks and hotspots. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

Board Policies:

1. For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.

2. The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete three (3) assignments during any period of five (5) school days.
 - b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's MTSS or SST policy and protocol which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established MPS board policy and are consistent with MPS standards, as outlined in MPS' subject/course descriptions. The pupil shall engage in content provided by MPS which is aligned to grade level standards that substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by MPS for graduation and approved by the UC or CSU as credible under the A-G admissions criteria. Assignment Sheet and Attendance Record 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 is incorporated herein. The term "Course Value" ("CV") refers to the number of days of work the student will attempt, or if applicable, the number of credits the student will attempt (secondary education).

Course Credits or Other Measures of Academic Achievement to be Earned upon Completion:

Grades TK-5:

Subject Area	Specific Course	CV (Days attempted)	Modified
Elementary School Grade	Grade-level work		No
Other			No
Other			No
Other			No

Grades 6-12:

Subject Area	Specific Course	CV (Days or credits attempted)	Modified
English			No
Mathematics			No
Science			No

History/Social Science			No
Other			No
Other			No
Other			No

Statement of Academic and Other Supports for Special Populations: MPS shall utilize strategies described in its Charters and relevant existing policies such as MTSS and SST to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. MPS complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

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 to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Pupil-Parent-Educator Conference: Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Signatures and Dates¹:

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

Student: _____	Date: _____
Parent/Guardian/Caregiver: _____	Date: _____
Certificated employee designated as having responsibility for the general supervision of independent study:	
_____	Date: _____

¹ Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable

Date: _____

ASSIGNMENT SHEET

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

STUDENT ASSIGNMENTS

Students:

- Student understands that this agreement will remain in effect as written, unless amended.
- Student will turn in all completed assignments to the Dean of Academics (or designee) as soon as they are completed or at the frequency agreed upon in the master agreement.
- Student understands that he/she will complete assigned work by its due date, as explained by teachers and described in written assignments.

Teachers:

- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic Credit/Evaluation is completed AFTER the student returns and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course:**Teacher:****Email:**

Summary:

Resources:

Method of Evaluation:

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- Please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation of the assignment. (Attach additional sheets as necessary.)
- Academic Credit/Evaluation is completed AFTER the student returns and the work has been evaluated.
- Submit this contract to the Office with an original student work sample within 5 days of student's return. Samples should have student name, date, subject, and marks of evaluation.

Course:

Teacher:

Email:

Summary:

Resources:

Method of Evaluation:

DAILY ENGAGEMENT

MPS recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, MPS expects each student to be engaged in an educational activity required of them in the assignments on each weekday that MPS is in session and asks that this "daily engagement" be documented on a daily basis on this sheet by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. MPS asks that a parent/guardian refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

Note: In addition to parent/guardian affirmation, MPS may use a variety of means to document student's daily engagement. These include, but are not limited to, daily time the student spent on online learning platforms, live interactions with the student, educational activity the student engaged in, and other means as verified by the supervising teacher.

Student Name: _____ Grade: _____
Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 1					
	Mon ___/___/___	Tue ___/___/___	Wed ___/___/___	Thu ___/___/___	Fri ___/___/___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.

Parent/Guardian/Caregiver: _____	Date: _____
(and/or) Supervising Teacher: _____	Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____

Month/Day/Year

Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session**Week 2**

	Mon ___ / ___ / ___	Tue ___ / ___ / ___	Wed ___ / ___ / ___	Thu ___ / ___ / ___	Fri ___ / ___ / ___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session**Week 3**

	Mon ___ / ___ / ___	Tue ___ / ___ / ___	Wed ___ / ___ / ___	Thu ___ / ___ / ___	Fri ___ / ___ / ___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
Month/Day/Year Month/Day/Year**Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session**
Week 4

	Mon ___ / ___ / ___	Tue ___ / ___ / ___	Wed ___ / ___ / ___	Thu ___ / ___ / ___	Fri ___ / ___ / ___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____

(and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session
Week 5

	Mon ___ / ___ / ___	Tue ___ / ___ / ___	Wed ___ / ___ / ___	Thu ___ / ___ / ___	Fri ___ / ___ / ___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

*Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.*

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Student Name: _____ Grade: _____

Assignment Period: _____ to _____
 Month/Day/Year Month/Day/Year

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 6					
	Mon ___ / ___ / ___	Tue ___ / ___ / ___	Wed ___ / ___ / ___	Thu ___ / ___ / ___	Fri ___ / ___ / ___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.

Parent/Guardian/Caregiver: _____ Date: _____
 (and/or) Supervising Teacher: _____ Date: _____

Daily Engagement in Educational Activities Assigned by the School on Days the School is in Session					
Week 7					
	Mon ___ / ___ / ___	Tue ___ / ___ / ___	Wed ___ / ___ / ___	Thu ___ / ___ / ___	Fri ___ / ___ / ___
English					
Mathematics					
Science					
History/Soc. S.					
Other					
Other					
Other					

Parent – Please fill in the date and **initial** on subjects in which the student was engaged on each day.

Parent/Guardian/Caregiver: _____	Date: _____
(and/or) Supervising Teacher: _____	Date: _____

ATTENDANCE RECORDS

For Supervising Teacher Completion:

Student Name: _____ Grade: _____

a. Days of Daily Engagement on Educational Activities Required by the School on Days the School is in Session	_____																									
b. Time Value of Student Work Product as Personally Judged by the Supervising Teacher (Measured in days)	_____																									
c. Attendance Approved by Teacher [Insert lesser of a & b]	_____																									
d. Dates for Which Attendance Has Been Earned Through Independent Study	<table border="1"><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></table>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____																						
_____	_____	_____	_____	_____																						
_____	_____	_____	_____	_____																						
e. Check to Indicate Representative Work Sample(s) Collected																										
Signature of Supervising Teacher (or designee): By signing below, I certify the days the student has engaged in educational activities required by the school on days that school is in session, and I certify my personal judgment of the time value of the student work product:																										
Signature _____ Date: _____																										

Student Name: _____ Grade: _____

[illegible]

By signing below, I certify the participation of the above student in synchronous instruction and live interaction opportunities.

Date:

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