



Agenda Item:	III D: Consent Item
Date:	October 10, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer
RE:	Approval of Updated Independent Study Policy & Master Agreement

Action Proposed:

I move that the Board approve the revised Independent Study Policy & Master Agreement for use by all Magnolia Public School campuses.

Background:

In collaboration with YM&C, Magnolia Public Schools has updated the Independent Study (IS) policy to align with the latest legislative changes and requirements. These revisions ensure compliance with current state laws governing independent study programs, including updates to instructional time, attendance tracking, and student engagement standards.

We recommend board approval of the revised Independent Study policy to allow for timely implementation in the 2024-25 academic year.

Budget Implications:

N/A

Exhibits:

- Independent Study Policy
- Master Agreement for Independent Study

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. 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.
3. 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.
4. 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.
5. MPS has adopted tiered reengagement strategies* 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’ 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 3. 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.
6. MPS Independent study programs include the following plan in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:
- a. For students in transitional kindergarten, kindergarten, and grades 1 to 3, inclusive, Charter School shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record. Each school will designate synchronous learning minutes for the Independent Study students in grades TK-3 to remotely join to the instruction alongside 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, Charter School shall 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 teacher or teachers of records. 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, Charter School shall provide opportunities for weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teacher of records. Structured office hours and academic support may be in place. Schools may provide individual and small group instruction.
7. 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.

8. Daily attendance, progress monitoring, engagement, re-engagement, notification and communication protocols will be in place.
9. 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.
10. 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.
11. A written agreement will be made between the student, assigned supervising teacher, parent/guardian/caregiver and school.
12. Schools will provide access to technology (ChromeBooks) and Wi-Fi (hotspots) for all students with agreements longer than 14 school days.
13. Schools will have plans to support English learners, Students with Disabilities, students in foster care, students experiencing homelessness and other high-needs groups.
14. Schools will have plans in place to monitor and record academic progress.
15. There will be regular communication between caregivers, teachers, and students regarding a student's academic progress.
16. 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.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:

- a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
- b. 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; or
- c. 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.

17. Parents/guardians/caregivers play a significant role as knowledgeable teaching assistants.
18. 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 15 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. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, 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. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. 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.
19. MPS shall comply with the Education Code Sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder
20. 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 _____

Method of Work submission: ☐ Turned in upon return (*only for IS placements of less than 5 days*) ☐ Email

☐ Google Classroom submission ☐ 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/turn in assigned work, such as Chromebooks and hotspots. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

Board Policies:

- 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 (*i.e. due to be completed & submitted*) and the date by which the pupil must complete (*and submit*) the assigned work shall be five (5) school days.
- 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 are 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). Each subject area below shall have at least one "ASSIGNMENT SHEET" chart page created as part of this agreement. More shall be attached as needed pending length of IS placement.

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

<u>Grades TK-5</u> Subject Area	Specific Course	CV <small>(Days attempted)</small>	Modified
Elementary School Grade	Grade-level work		No
Other			No
Other			No

<u>Grades 6-12</u> Subject Area	Specific Course	CV <small>(Days or credits attempted)</small>	Modified
English			No
Mathematics			No
Science			No
History/Social Science			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: _____
Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable	
_____	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.

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.
- Student understands that they will turn in assignments to the school in the manner prescribed in this agreement within 5 days of its due date.

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 and Attendance 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:

Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher): _____

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- 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.

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Summary:

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Due Date(s):

Method of Evaluation:

Time value of submitted/completed work (as determined by teacher): _____

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: _____

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

Date: