



## Navigator Schools

### NS Special Board Meeting

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#### **Date and Time**

Monday August 2, 2021 at 6:00 PM PDT

#### **Location**

Zoom

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This meeting will take place via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors and employees of Navigator Schools shall meet via Zoom. Members of the public who wish to access this board meeting may do so online at <https://zoom.us/join> or via telephone by calling Zoom phone numbers: (669) 900-6833 or (646) 876-9923. The meeting ID is: 922 9696 4041. The meeting password is: 889437.

Members of the public attending online who wish to comment during the board meeting will use the online “raise hand” tool in Zoom when the chairperson elicits public comments. Members of the public planning to attend by phone are requested to confirm their intent to comment up to one hour prior to the meeting by calling (831) 217-4894.

Individual comments will be limited to three minutes. If an interpreter is needed, comments will be translated into English and the time limit shall be six minutes. At its discretion, the board may limit the total time allotted to public comments and set new time limits for individual comments. The board reserves the right to mute and remove a participant from the meeting if the participant unreasonably disrupts the meeting.

Requests for disability-related modifications or accommodations to participate in this public meeting should be made forty-eight hours prior to the meeting by calling (831) 217-4894. All efforts will be made for reasonable

accommodations. The agenda and public documents will be modified upon request as required by Section 202 of the Americans with Disabilities Act.

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		John Flaherty	2 m
The chairperson will direct S. Martin to confirm attendance via roll call.			
<b>B.</b> Call the Meeting to Order		John Flaherty	1 m
<b>C.</b> Public Comments		John Flaherty	5 m
The board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the chairperson.			
<b>D.</b> Chairperson's Remarks		John Flaherty	5 m
The chairperson of the board will provide opening remarks.			
<b>II. Topical Items</b>			<b>6:13 PM</b>
<b>A.</b> Approval of Short-Term Independent Study Policy	Vote	Sharon Waller	10 m
S. Waller, Director of Student Services, will present a policy for Short-Term Independent Study at Navigator Schools for board review. The board will vote on the approval of the policy.			
<b>B.</b> Approval of Long-Term Independent Study Policy	Vote	Sharon Waller	30 m
S. Waller will present a policy for Long-Term Independent Study at Navigator Schools for board review. She will highlight new requirements for long-term independent study policies enacted in recent state legislation in response to the ongoing COVID-19 pandemic. The board will vote on the approval of the policy.			
<b>III. Closing Items</b>			<b>6:53 PM</b>
<b>A.</b> Adjourn Meeting	Vote	John Flaherty	2 m

Purpose

Presenter

Time

Board members will vote to adjourn the meeting. The board chair will direct S. Martin to record votes via roll call.

# Coversheet

## Approval of Short-Term Independent Study Policy

<b>Section:</b>	II. Topical Items
<b>Item:</b>	A. Approval of Short-Term Independent Study Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	NS Short-Term IS Policy 2021-22.pdf Board Memo for Independent Study Policies.pdf NS Components of Independent Study 2021_2.pdf



### Short-Term Independent Study Policy

Approved: \_\_\_\_\_

The purpose of this policy is to govern the use of short-term Independent Study (IS) at Navigator Schools (NS). This policy applies to IS agreements for student absences of 3-15 days in duration. For the 2021-22 school year, absence periods of 16 days or more (for students whose health would be put at risk by in-person instruction, as determined by the parent or guardian) are covered by the NS Long-Term Independent Study Policy (separate document).

Independent Study requires approval from the principal (or principal's designee) in writing. In an extenuating circumstance the principal, or designee, may approve additional IS days following a conference with the parents and teacher. The principal, or designee, reserves the right to deny IS for any reason.

IS is conducted solely for the educational benefit of the students attending the school as a means to encourage daily engagement in school work even during times of extended absence. No student is required to request or participate in an IS program during an extended absence. Parents are to give advance notice when possible of a request for IS. In an extenuating circumstance (i.e. a serious illness, injury or family emergency), with principal approval, a certificated staff member/teacher will work with the parent to implement an IS program in an expedited manner with less than one school day notice.

In accordance with Education Code Section 51747:

1. 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 and the date by which the pupil must complete the assigned school work shall be 30 days. The assignment(s) must be completed and returned to the office through a face to face meeting, facsimile, mail, or other credible method of meeting and reviewed upon completion of the IS program for all grades, unless extended by the principal, or designee, in consultation with the teacher.
2. An evaluation will be made by a committee made up of the student's teacher and the principal as to whether it is in the student's best interest to participate in the IS program during an absence upon event of the student missing three assignments during any length of time. A written record of the findings of this evaluation shall be placed in the student's permanent record and shall be maintained for a period of three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.
3. A current IS agreement for each student shall be maintained on file. Each agreement shall be signed and dated and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The agreement shall contain all the items listed below:

- a. The manner, time, frequency and place for submitting a student's assignments and for reporting student progress.
- b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials that will be made available to the student.
- d. A statement of the policies adopted herein regarding the maximum length of time allotted between the assignment and the completion of a student's assigned work, and the number of missed assignments before 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 the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. The inclusion of a statement that IS is an optional educational alternative in which no student may be required to participate.
- g. Each written agreement shall be signed, before the commencement of IS, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated teacher/staff member who has been designated as having responsibility for the general supervision of IS, and all other persons who have direct responsibility for providing instructional assistance to the student.

### **Short-Term Independent Study Procedures**

Following the procedures below will ensure the student will receive full credit for attendance during the IS period.

1. The parent or guardian designated in the IS agreement must document student participation and completion of work in a daily log.
2. The student work packet must be turned into the school office on the student's first day back to school.
3. The school office manager will submit work to the supervising teacher for grading.
4. Upon receipt and confirmation of student work and logs, the school office manager will update attendance flags to indicate completion of Independent Study.
5. Any part of the IS packet that is not completed will be marked as an unexcused absence.
6. An IS plan will not be implemented for a student not intending to return to school.
7. Work is not to be completed on Saturday or Sunday in place of weekdays. If any work is done on the weekend it will count as an unexcused absence.
8. The parent/guardian will refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of the student by the assignment. 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.



Date: July 30, 2021

To: Navigator Schools Board of Directors

From: Sharon Waller, Director of Student Services

Subject: Long-Term and Short-Term Independent Study Policies

Due to the impact of the COVID-19 pandemic, new legislation passed in California for the 2021-22 school year mandates that large districts and county offices of education (COE) offer long-term independent study programs for any student whose parents or guardians request it for health-related reasons. The long-term independent study program, as defined by the state, is to address absences of more than 15 days, and includes additional elements that must be written into a new long-term independent study policy by all qualifying districts and COE.

Independent study (*California Education Code* [EC] sections 51745–51749.3) is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement and under the general supervision of a credentialed teacher or teachers. Navigator Schools (NS), like most school districts or COE, has always offered independent study for students on a short-term basis per the independent study policy in the NS Parent/Student Handbook.

To remain in alignment with current legislation and surrounding districts, the NS leadership team would like to offer long-term independent study options to our families for the 2021-22 school year. These independent study programs will be operated by NS or by a local district or COE.

NS would determine to operate a long-term independent study program if there are enough students interested, thereby increasing fiscal and educational viability, *or* NS would refer students to a long-term independent program operated by a local district or COE through an MOU agreement if there are very few families interested. This option is allowable under the new legislation. These students would maintain the right to return to NS when their independent study program is completed.

We are requesting that the NS Board of Directors approves the new Policy for Long-Term Independent Study at Navigator Schools. We are also requesting the approval of an amended Policy for Short-Term Independent Study at Navigator Schools, stipulating that participation in the plan is limited to 15 days. The previous short-term policy included in the NS Parent/Student Handbook did not limit the number of days.



## Components of the Navigator Schools Independent Study (IS) Program

### *Including New Requirements per AB 130 Legislation*

This document is an outline of IS requirements. Parent/guardian IS agreements, program materials, and staff training resources will incorporate these components at appropriate levels of detail.

### **1. Definition of Independent Study**

Independent Study (IS) is an alternative to classroom instruction consistent with Navigator Schools’ course of study and is not an alternative curriculum. Entry into IS is voluntary, meaning that students are not required to enter an IS program. IS students are required to follow the Navigator Schools’ curriculum, and work is governed by a written agreement (the Navigator Schools Independent Study Contract) signed by the student, teacher, parent, and school principal. Students who participate in independent study take the same courses as students in regular classes. Continued placement in IS is dependent upon satisfactory student participation and progress as evaluated by relevant school staff.

### **2. Student Participation and Attendance**

Students who successfully complete the prescribed agreement will not lose attendance for the days they are not physically present at school. Failure to complete the agreement successfully (including attendance, participation, and the completion of assigned work) will result in the dates of absence being flagged as unexcused absences. The teacher of record will prescribe school work that the student must complete during the independent study period. In addition, the student will receive a schedule for the student to attend mandatory synchronous, asynchronous, and live interaction activities. It is the responsibility of the primary parent/guardian listed in the agreement to collect student work, to maintain assigned student work logs, and to return completed student work and work logs to the school office. Once the teacher of record has reviewed the work for completeness, the student’s attendance record will reflect successful completion. All student work must be completed prior to the student returning to school.

### **3. Learning Types Required by Grade Span (Long-Term IS)**

State requirements for learning types are summarized in the table below.

Table 1. Learning Type Requirements by Grade Span

K-3	Daily synchronous instruction for all students throughout the school year.
5-8	Both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.



#### 4. Definition of Live Interaction, Synchronous, and Asynchronous Learning (Long-Term IS)

State legislation requires different types of learning for IS based on grade level spans.

“Live interaction” refers to interaction between the student and school instructional staff. It 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” is classroom-style instruction, 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 student. Synchronous instruction shall be provided by the teacher of record for that student. Asynchronous learning consists of learning activities completed independently by the student. The student is not in live communication with classrooms or instructional staff.

K-3 students are required to receive daily synchronous instruction throughout the school year. Students in Grades 4-8 require daily live interaction and weekly synchronous instruction.

#### 5. Provision of Standards-Aligned Content

Provision of standards-aligned content to students enrolled in IS is substantially equivalent to the quality and intellectual challenge of in-person instruction. With this in mind, IS students at Navigator Schools will engage in high-quality learning experiences across multiple subject areas. Tables 2-4 (beginning next page) provides a sample outline of subjects, minutes, learning types, and teachers. An IS Instructor will support asynchronous instruction, and a classroom teacher (teacher of record) will direct synchronous instruction.

Table 2. Grades TK-1: Sample Independent Study Educational Plan

Subject	Format	Frequency	Mins.	Teacher
Reading	Synchronous	Daily	45	Classroom
Reading: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Math	Synchronous	Daily	45	Classroom
Math: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Writing	Asynchronous	Daily	20	IS Instructor
Science	Asynchronous	Weekly	30	IS Instructor
Social Studies/Humanities	Live Interaction or Asynchronous	Daily	20	IS Instructor or Classroom
Physical Education	Asynchronous	3x per week	20	IS Instructor

Social-Emotional Learning (SEL)	Synchronous or Asynchronous	Weekly	30	Classroom
SEL Strong Start	Synchronous	Daily	10	Classroom

Table 3. Grade 2-5: Sample Independent Study Educational Plan

Subject	Format	Frequency	Mins.	Teacher
Reading	Synchronous or Live Interaction	Daily	45	Classroom
Reading: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Math	Synchronous or Live Interaction	Daily	45	Classroom
Math: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Writing	Synchronous	3x per week	30	Classroom
Science	Asynchronous	2x per week	30	IS Instructor
Social Studies/Humanities	Synchronous or Asynchronous	Daily	20	IS Instructor or Classroom
Physical Education	Asynchronous	Weekly	60	IS Instructor
Social Emotional Learning (SEL)	Synchronous or Asynchronous	Weekly	30	Classroom
SEL Strong Start	Synchronous	Daily	10	Classroom

Table 4. Grades 6-8: Sample Independent Study Educational Plan

Subject	Format	Frequency	Mins.	Teacher
Humanities	Synchronous or Live Interaction	Daily	90	Classroom
Reading: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Math	Synchronous or Live Interaction	Daily	90	Classroom
Math: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Writing	Synchronous	3x per week	30	Classroom
Science	Asynchronous	2x per week	30	IS Instructor

Physical Education	Asynchronous	Daily	30	IS Instructor
Social Emotional Learning (SEL)	Synchronous or Asynchronous	Weekly	30	Classroom
Strong Start SEL	Synchronous or Live Interaction	Daily	15	Classroom

## 6. Roles of the IS Instructor (Long-Term IS)

The IS Instructor will ensure that:

1. Students and parents have access to the IS Plan, understand the expectations for success, the daily schedule, the log-in and Zoom procedures, and what to do when they have questions.
2. Students have access to technology devices, Wi-Fi connection, and any other materials or educational supplies required to complete learning activities.
3. Students are attending and participating in all synchronous, asynchronous, and live interaction activities.
4. Strategies are in place to re-engage students who are not at high levels of participation, including convening a conference with key stakeholders to discuss next steps when re-engagement is not successful.
5. All parents attend monthly progress meetings.
6. Classroom teachers know and understand the schedules and needs of their IS students.
7. Students with special educational needs — including students with Individual Education Plans, 504 Plans, McKinney Vento status (foster, homeless, migrant), and English language learners — are being supported by the appropriate staff.
8. Collaboration with the Physical Education teacher ensures effective and practical lessons to promote student health and physical activity.
9. All required student data (including attendance, participation, and assessments) are collected, preserved, and reported for program accountability.

## 7. Tiered Re-Engagement Strategies

NS will apply a proactive set of tiered strategies to re-engage students. From Tier 1 to 3, supports and staff involvement increase to ensure student attendance, participation, and overall success during the IS program. Sample tiered strategies are outlined in Table 5 (next page).

Table 5. Sample Tiered Re-Engagement Strategies

<p><u>Tier 1 Attendance Interventions</u></p> <ol style="list-style-type: none"> <li>1. Send first truancy/re-engagement letter when three absences are recorded.</li> <li>2. Reiterate positive attendance expectations communicated to families.</li> <li>3. Confirm parent contact information.</li> <li>4. Confirm parent/guardian is receiving automated attendance notifications via SIS.</li> <li>5. Communicate with the student and family regarding attendance barriers and effectiveness of the Independent Study (IS) program.</li> <li>6. Ensure equitable remote learning access.</li> <li>7. Apply PBIS for remote learning and positive attendance/engagement.</li> <li>8. Review accuracy of attendance data in SIS.</li> <li>9. Initiate daily review of attendance data by IS Teacher and key staff.</li> </ol>
<p><u>Tier 2 Attendance Interventions</u></p> <ol style="list-style-type: none"> <li>1. Send a second truancy-re-engagement letter when five absences are recorded.</li> <li>2. Implement early outreach to eliminate barriers, ex: home visit by key staff.</li> <li>3. Hold a formal conference with the family to request that the student return to in-person learning.</li> <li>4. Increase attendance checks to include synchronous and asynchronous activities.</li> <li>5. Ensure school site team convenes a formal meeting to determine student and family needs.</li> <li>6. Review Tier 2 Behavior Intervention Supports (i.e. attendance contract, daily check-in with support staff member).</li> <li>7. Conduct or request a child welfare check or Child Protective Services (CPS) referral.</li> </ol>
<p><u>Tier 3 Attendance Interventions</u></p> <ol style="list-style-type: none"> <li>1. Send a third Truancy Re-engagement Letter when seven absences are recorded.</li> <li>2. Activate intensive case management support (i.e. student assigned to a key staff member for follow-up and next steps).</li> <li>3. Consider initiation of a welfare check.</li> <li>4. Consider referral to the School Attendance Review Board (SARB).</li> <li>5. Consider additional referral for individualized support needs (i.e. counseling).</li> <li>6. Engage community partnerships.</li> </ol>

**8. Definition of Satisfactory Progress**

Student educational progress is an essential element of IS programs. A basic definition of educational progress includes the following indicators:

1. The student completes 80% or more of assignments and assessments.
2. Quarterly attendance is at 95% or above.
3. The student is learning the required concepts, as determined by the supervising teacher.
4. The student is progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

## **9. Level of Academic Progress Triggering Evaluation of Continued Participation**

When an IS student does not meet the above levels of progress, an evaluation meeting will be conducted to determine if any additional support strategies are needed and whether or not the student should be allowed to continue in independent learning.

## **10. Academic and Other Supports**

A detailed statement of academic and other supports will be provided to address the needs of pupils not performing at grade level and to pupils who need support for specialized reasons. Such students include English learners, individuals with exceptional needs (as documented in Individualized Education Plans and 504 Plans), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health support. Descriptions of support strategies will be appended to the IS agreement.

## **11. Communication With Parent or Guardian Regarding Academic Progress**

The academic progress of IS students will be reviewed monthly with parents and guardians through one or more of the following methods: telephone conference, virtual meeting, or in-person meeting. Dates of monthly meetings are included in the student's IS plan.

## **12. Confirmation of Technology: Device and Connection**

Navigator Schools will provide access to connectivity and technology devices adequate for participation and completion of work. A written agreement confirming this provision is included in all IS plans.

## **13. Transition to In-person Instruction**

To return to in-person instruction, the parent/guardian will submit a request to the student's designated IS Instructor. The student will be reinstated into in-person learning no later than five instructional days from receipt of the request.

## **14. Provision for Electronic Signatures**

All IS plans include a written agreement signed by parents and guardians confirming the use of electronic signatures for written agreements, acknowledgements, and other communications related to the IS program.

# Coversheet

## Approval of Long-Term Independent Study Policy

**Section:** II. Topical Items  
**Item:** B. Approval of Long-Term Independent Study Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** NS Long-Term IS Policy 2021-22.pdf



## **Policy for Long-Term Independent Study (2021-22)**

Approved: \_\_\_\_\_

The policy for long-term Independent Study (IS) at Navigator Schools (NS) meets all of the requirements set forth in state legislation adopted in 2021 to ensure the provision of high-quality curriculum and instruction for all students amid the unique and challenging conditions of the COVID-19 pandemic. Specific to this policy, long-term IS refers to an absence of 16 days or more. The policy provides a framework for a set of procedures, expectations, and written agreements, all of which unite to ensure an essential, ultimate outcome: effective and equitable education for every Navigator Schools student regardless of circumstances.

With the enactment of Assembly Bill No. 130 (Ch. 44, Stats. 2021, hereafter “AB 130”), for the 2021–22 school year only, school districts and county offices of education (COE) are required to offer IS as an educational option (Education Code [EC] Section 51745) to students whose health would be put at risk by in-person instruction, as determined by the parent or guardian. Although the requirement to provide long-term IS does not apply to charter schools, NS has developed this policy as a measure of preparation should it ever determine that voluntary, long-term IS is an appropriate option for students.

This policy is intended to implement the additional requirements of AB 130. To the extent that there is any conflict between this Regulation and AR No. 6158, the provisions of this policy shall govern.

### **1. Monitoring Student Progress**

In addition to the number of missed assignments permitted by BP 6158 or AR 6158 before an evaluation is conducted to determine whether it is in the best interests of a pupil to remain in independent study, or whether the pupil should return to the regular school program, the pupil’s level of satisfactory progress shall be considered. Satisfactory educational progress shall be determined based on all of the following indicators:

- A. 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, including but not limited to the student’s attendance and absenteeism.
- B. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- C. Learning required concepts, as determined by the supervising teacher.
- D. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

## **2. Content Standards**

The provision of content aligned to grade level standards that is provided to pupils in the independent study program shall be at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

## **3. Re-engagement Strategies**

NS will take measures to re-engage pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement pursuant to Education Code section 51747(g), BP/AR 6158 and this policy. Procedures for tiered reengagement strategies shall include all of the following:

- A. Verification of the pupil's current contact information.
- B. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.
- C. A plan for outreach to determine pupil needs, including connection with health and social services as necessary.
- D. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the provisions of BP/AR 6158 and this policy regarding missed assignments and satisfactory educational progress.

"Pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement pursuant to subdivision (g) of Section 51747 or the written learning agreement pursuant to subdivision (b) of Section 51749.6.

This section shall not apply to pupils that participate in an independent study program for fewer than school-days in a school year.

## **4. Instructional Delivery Methods**

Instruction shall be provided to all pupils in the independent study program in accordance with the pupil's written agreement, and shall include the following:

- A. For pupils in transitional kindergarten, kindergarten, and Grades 1 to 3, inclusive, daily synchronous instruction shall be provided for all pupils throughout the school year.
- B. Pupils in Grades 4 to 8, inclusive, will be provided opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.

"Live interaction" means interaction between the pupil and NS 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 Education Code Section 51747.5.

This section shall not apply to pupils that participate in an independent study program for fewer than 16 school-days in a school year.

## **5. Returning to In-Person Instruction**

Pupils whose families wish to return to in-person instruction from independent study may notify the designated contact person, as set forth in the pupil’s written agreement. Upon notice from the pupil’s family that a return to in-person instruction is desired, the Independent Study Administrator shall provide for the pupil’s return to the school of the pupil’s previous in-person attendance, or such other school as is appropriate for the pupil’s grade level and place of residence, no later than five instructional days after the request is received.

This section shall not apply to pupils that participate in an independent study program for fewer than 15 school-days in a school year.

## **6. Master Agreement**

Each pupil’s written agreement for independent study shall include, in addition to those provisions required by BP/AR 6158 the following:

- A. The manner, time, frequency, and place for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding the pupil’s academic progress.
- B. 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.
- C. A statement of the level of satisfactory educational progress allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- D. 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 support.
- E. A provision for electronic signatures if a LEA chooses to make use of electronic signatures for written agreements.

Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file. An electronic file includes a computer or electronic stored image of an original document, including, but not limited to, portable document format, JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means. Either an original document or an electronic file of the original document is allowable for auditing purposes.

Written agreements may be signed using an electronic signature that complies with state and federal standards 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.

For the 2021–22 school year only, NS shall obtain a signed written agreement for independent study from the pupil, or the pupil’s parent or legal guardian 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 no later than 30 days after the first day of instruction.

## **7. Independent Study Enrollment and Notice**

For the 2021–22 school year only, NS shall notify the parents and guardians of all enrolled pupils of their options to enroll their child in in-person instruction or independent study during the 2021–22 school year. This notice shall include written information on the NS internet website, including, but not limited to, the right to request a pupil-parent-educator conference meeting before enrollment pursuant to this section, pupil rights regarding procedures for enrolling, disenrolling, and re-enrolling in independent study, and the synchronous and asynchronous instructional time that a pupil will have access to as part of independent study.

[NOTE: If 15 percent or more of the pupils enrolled in a local educational agency that provides instruction in transitional kindergarten, kindergarten, or any of Grades 1 to 8, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, the written information shall, in addition to being written in English, be written in the primary language.]

Upon the request of the parent or guardian of a pupil, and before signing a written agreement with the pupil’s parent or guardian, NS shall conduct a phone, 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.

Legal Reference:

- EDUCATION CODE 51745 – 51749 Independent Study Programs
- Assembly Bill No. 130 (Ch. 44, Stats. 2021)