

Board Policy #: 24

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## SECTION 24 – SCHOLAR POLICY – MISSED ASSIGNMENTS AND INVOLUNTARY REMOVAL POLICY

Per California Education Code section 51747, Compass Charter Schools (“CCS” or the “Charter School”) maintains a board policy establishing the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the scholar to remain in independent study:

When any pupil scholar fails to complete five (5) assignments during any period of twenty seven (27) school days, the Superintendent & CEO or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. An “assignment” constitutes the following: assigned schoolwork, completion of activity logs, synchronous instruction, live interaction, and attendance at required meetings with the supervising teacher and other staff.

### **Evaluation After Missed Assignments**

After reaching the number of missed assignments specified above during any period of twenty seven (27) school days, an evaluation will be conducted by the Superintendent & CEO and/or designee and supervising teacher to determine whether it is in the best interests of the scholar to remain enrolled in independent study.

The Evaluation After Missed Assignments may include but is not limited to the review of the following:

- 1) Attendance based on completion of assignments as quantified by the assigned supervising teacher;
- 2) Demonstration of skills on assignments;
- 3) Standardized test scores;
- 4) Written tests and reports if appropriate;
- 5) Oral or written presentations;
- 6) Scholar’s attitude toward learning and achievement;
- 7) Punctual attendance at scheduled appointments;
- 8) Ability to meet scheduled appointments;
- 9) Preparedness for scheduled appointments;
- 10) Scholar demonstration of adequate and appropriate progress toward Common Core State Standards;
- 11) Appropriate learning environment; and/or
- 12) Parent(s) ability to support scholar learning in the home.
- 13) Ability to meet the terms of the Master Agreement/Acknowledgement of Responsibility.

As part of the evaluation process, the scholar, parent(s), guardian(s), or if the scholar is a foster child or youth or a homeless child or youth, the scholar’s educational rights holder (all generally referred throughout as “Parent(s)”) will be invited to present evidence to the individual(s) conducting the Evaluation After Missed Assignments meeting. During this meeting, the Charter School will determine whether it is in the best interest of the scholar to remain in independent study. A written record of the findings of any evaluation made pursuant to this Policy shall be

maintained in the scholar's mandatory interim record. The record shall be maintained for a period of three (3) years from the date of the evaluation and, if the scholar transfers to another California public school, the record shall be forwarded to that school.

### **Evaluation of Educational Progress**

In the event Scholar's educational progress falls below satisfactory levels as determined by the Charter School's Scholar Success Team Policy and Missed Assignment Policy which considers ALL of the following indicators:

- i. 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. Failure to engage in any schoolwork for a cumulative period of five (5) school days in a 27 day period.
- iii. Completion of assignments, assessments, or other indicators that show evidence that the pupil is working on assignments.
- iv. Learning required concepts, as determined by the supervising teacher.
- v. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

The Charter School may also consider the following in determining satisfactory progress:

1. The required diagnostic assessment which is administered three times per year; or
2. Scholars' semester grades as determined by the teacher of record; or
3. Data gathered during monthly Connections Meetings.
4. Failure to attend required Special Education services.

### **Tiered Reengagement Strategies and Charter School Conference**

The Charter School has adopted tiered reengagement strategies for the following pupils:

1. All scholars who are not generating attendance for more than 10 percent of required minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar,
2. Those found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled days times of synchronous instruction in a school month as applicable by grade span,
- 3, Pupils who are in violation of the written agreement pursuant to Education Code section 51747(g).<sup>1</sup>

These procedures are as follows:

- 1) Verification of current contact information for each enrolled scholar.
- 2) Notification to parents or guardians of lack of participation within one (1) school day of the absence or lack of participation.
- 3) A plan for outreach from the Charter School to determine scholar needs including connection with health and social services as necessary.
- 4) 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 policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

When the Evaluation of Educational Progress described above is triggered to consider whether remaining in independent study is in the best interest of the scholar, a scholar-parent-education conference shall be required to review a scholar's written agreement and reconsider the independent study program's impact on the scholar's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the scholar's written independent study agreement.

### **Additional Consideration for Scholars with a Section 504 Plan or IEP**

If the Charter School recommends removal from independent study as a result of the Evaluation After Missed Assignments, above, and the scholar has a Section 504 Plan or individualized education program ("IEP"), the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- 1) Whether the missed assignments were caused by or had a direct and substantial relationship to the scholar's disability; or
- 2) Whether the missed assignments were the direct result of the Charter School's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the missed assignments are a manifestation of the scholar's disability and the Charter School will follow applicable state and federal laws to ensure that the scholar is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the scholar may be removed from independent study consistent with this Policy.

This meeting may be combined with the Evaluation After Missed Assignments meeting, referenced above, at the discretion of the Charter School.

### **Notice of Decision and Opportunity to Request a Hearing Prior to Removal**

Once the Evaluation is complete, if it is determined that it is not in the best interest of the scholar to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the Charter School's intent to remove the scholar as it is not in their best interest to remain in independent study. The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of scholar's removal. The Notice shall include the following:

- 1) The School's intent to remove the scholar as it is not in their best interest to remain in independent study.
- 2) The opportunity of the Parent(s) to request a hearing that follows the same procedures as the Charter School's disciplinary hearing. Parent(s) (or the scholar if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.
- 3) If Parent(s) or scholar over 18 requests a hearing:
  - a. It will be scheduled following the Charter School's expulsion hearing procedures as outlined in the Charter School's approved Charter and Suspension and Expulsion policy.

- b. The scholar shall remain enrolled and shall not be removed until the Charter School issues a final decision.
  - c. If as a result of the hearing the scholar is disenrolled, notice will be sent to the scholar's last known district of residence within thirty (30) calendar days. d. A hearing decision not to disenroll the scholar does not prevent the Charter School from making a similar recommendation in the future should scholar truancy occur or reoccur.
- 4) If no hearing is requested, the scholar shall be removed from the school on the date listed on the notice.

