

INDEPENDENT STUDY

Independent Study (IS) is a voluntary instructional program and a choice made by the student, parent, the teacher(s) and other certificated school staff. No student or staff member shall be required to participate in IS. All students must have the option of a full program in a traditional classroom setting at the time IS is made available and should the student decide to transfer from IS at any time, the option of a traditional classroom setting must be available.

Educational opportunities offered through IS may include, but shall not be limited to, the following:

- Special assignments extending the content of regular courses of instruction.
- Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- Individualized alternative education designed to teach the knowledge and skills of the core curriculum. IS shall not be provided as an alternative curriculum. *Note: IEP teams may determine that IS is appropriate for a student on the alternate curriculum if the student is able to work independently.*
- Continuing and special study during travel.
- Volunteer community service activities and leadership opportunities that support and strengthen student achievement.
- Individualized study for a student whose health would be put at risk by in- person instruction, as determined by the Parent of the student.

IS courses shall be consistent with the California State Frameworks and Standards. IS content shall be aligned to grade level standards and provided at a level of quality and intellectual challenge substantially equivalent to in- person instruction.

Definitions

The following definitions apply to this policy:

1. **Independent Study**: An alternative to classroom instruction consistent with a school district's course of study and is not an alternative curriculum. Participation is voluntary.
2. **Written Agreement**: The Master Agreement and subsidiary agreements for the individual student participating in IS.
3. **Live Interaction**: Interaction between the student 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.
4. **Student-Parent-Teacher Conference**: A meeting a parent can request to discuss educational options. This meeting will include, at a minimum, the student, parent and teacher, IS supervising designee, or other certificated school personnel designated by the principal.
5. **Synchronous Instruction**: 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(s) and student. Synchronous instruction shall be provided by the teacher of record for that student as noted below.

6. Satisfactory Educational Progress shall be determined based on all of the following indicators:
 - a. The student's achievement and engagement in the IS program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement set forth in paragraphs (4) and (5) of subdivision (d) of Education Code (EC) Section 52060.
 - b. The completion of assignments, assessments, or other indicators demonstrating that the student 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.
7. Independent Study Supervising Designee: This designee who holds a valid teaching credential and oversees the IS program school-wide shall coordinate the processes required for IS, including Master Agreement (Attachment C), Record of Assignment (ROA) form (Attachment D), Evaluation and Certification form (Attachment E) scheduling, teacher evaluation of work, and attendance accounting. This Designee administers and implements a comprehensive system to carry out IS policies and procedures on behalf of the District.
8. Supervising Teacher: A credentialed teacher provides general supervision, instruction, evaluates the students' work, and administers the Master Agreement aligned to the District policies and procedures.
9. Synchronous Instruction: Requirements for Students in IS for 15 or More School days in a Year
 - a. For students in transitional kindergarten (TK), kindergarten (K), and grades 1 to 3, inclusive, students have opportunities for daily Synchronous instruction throughout the school year.
 - b. For students in grades 4 to 8, inclusive, students have opportunities for both daily live interaction and at least weekly synchronous instruction throughout the school year.

The teacher shall document each student's participation in live interaction and synchronous instruction pursuant to EC Section 51747 on each school day, as applicable, in whole or in part, for which independent study is provided (Attachment F). A student who does not participate in independent study on a school day shall be documented as non-participatory for that school day. (EC 51747.5)

The District also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grade assignments, and assessments for each student for independent study assignments. (EC 51747.5)

Equity of Student Services

No funds or other thing of value shall be provided to the student or student's Parent that the District does not provide to students who attend regular classes. Providing access to connectivity and local educational agency-owned devices adequate to participate in an IS program and complete assigned work, or to participate in

an IS course, shall not be considered funds or other things of value.

All students enrolled in IS shall receive appropriate existing services and resources to enable them to complete their IS courses successfully. School administrators shall ensure the same access to all existing services and resources as available to other students in the school of enrollment.

Supporting Diverse Populations

- A. If the student has an Individualized Education Program (IEP), the IEP must be updated to reflect the placement in IS and any changes in accommodations or services as a result. The IEP team must offer the placement after determining it is appropriate as Free Appropriate Public Education (FAPE) in an IEP meeting. If the Student has a Section 504 Plan, the plan should be updated to reflect any changes in accommodations as a result of the IS placement. A temporarily disabled student may receive individual instruction through IS instead of instruction through 'Home and Hospital' school if the student's parent and the District agree. If a student's disability initially appears temporary, but later appears to be ongoing, consider whether referrals for evaluation for special education or 504 are warranted. If a student with an IEP requests to return to the home school of attendance, an IEP meeting needs to be convened before the placement is changed back to the school of attendance
- B. All English Learners (ELs) need to be provided a comprehensive ELD program, comprised of Designated ELD (dELD) and Integrated ELD (iELD). During this instructional time, ELs develop listening, speaking, reading, and writing skills in English. According to the California ELA/ELD Framework, dELD and iELD are defined as follows:
 1. Integrated ELD (iELD): Instruction provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.
 2. Designated ELD (dELD): Instruction provided by teachers during a protected time in the school day. Teachers use the CA ELD Standards as the focal standards that build into and from content instruction to develop the critical language ELs need for content learning in English.

Elementary ELs must receive a daily designated time for Designated ELD and Secondary ELs must have an appropriate ELD/Long-Term EL course in their schedule. Moreover, Parent must receive meaningful communication in a language they can understand about the available instructional programs and services, including the right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program.

Credentialing

IS for each student shall be under the general supervision of a District employee who possesses a valid certification document pursuant to EC 44865 or an emergency credential pursuant to EC 44300. Students' IS shall be coordinated, evaluated, and documented, as prescribed by law.

The California Commission on Teacher Credentialing and the federal Every Student Succeeds Act (ESSA) requires that students be taught by a teacher who has met licensure requirements for the grade level and subject area to which the teacher has been assigned, including an appropriate English Learner (EL) Authorization. In the case of special education, the teacher must hold the appropriate authorization for the special education eligibility area of each student. In the case of Career Technical Education (CTE), the teacher must hold the

appropriate authorization for the specific CTE Industry Sector. A multiple subject or single subject general education credentialed teacher who holds a valid teaching credential obtained via B.A. degree and teacher preparation program that included student teaching, may qualify for credential flexibility via EC Section 44865. Please note that permits and intern documents do not qualify a teacher for EC 44865. EC 44865 does not apply to Special Education, English Language Development, or Career Technical Education courses. In addition, for schools that are designated Title 1 sites, ESSA requires that the Parent of any child who is taught by an inappropriately authorized teacher or a substitute teacher for 20 consecutive days must receive a Parent Notification Letter.

- A. The responsibilities of the supervising teacher shall include, but are not limited to:
1. Completing designated portions of the Master Agreement (Elementary Attachment A, Secondary Attachment C) and signing it
 2. Completing the subsidiary agreements (Elementary Attachment C, Secondary Attachments D and E) and supervising and approving coursework and assignments
 3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
 4. Maintaining a daily or hourly attendance register in accordance with section XVI D 4, Additional Record-Keeping Requirements for the District.
 5. Providing direct instruction and counsel as necessary for individual student success
 6. Regularly meeting with the student to discuss the student's progress
 7. Determining the time value of assigned work or work products completed and submitted by the student
 8. Assessing student work and assigning grades or other approved measures of achievement
 9. Documenting each student's participation in live interaction and synchronous instruction, as applicable, pursuant to EC 51747 on each school day for which IS is provided
- At the secondary grade levels, for purposes of "other persons responsible" and as required by federal and state law, the course section teacher, holding a valid subject matter teaching authorization and EL authorization, generally provides the curriculum and assignments to be completed by the student. The course section teacher(s) or IS supervising teacher will evaluate the student's completed work assignments and products for determination of academic credit earned. One secondary primary certificated employee holding the appropriate teaching authorization (as noted above) must be assigned as the IS supervising teacher to complete the Evaluation and Certification of Student Work Assignment Credit and ADA Apportionment Value form (Attachment E) to summarize the credit earned, grade awarded by the course section teachers, and to list and certify the determination of the time value (ADA apportionment value).

Commitments Necessary for Successful Independent Study

Parent of elementary students requesting IS must make a commitment to properly assist the teacher to meet all the requirements of IS.

At the secondary level, the student must make a major commitment, assisted or supported as necessary by parent and others who may assist directly with instruction.

Residency Requirement

Participation in IS in a Mother Lode Union School District (MLUSD) school or program shall be restricted to

students who reside in El Dorado County or in a county immediately adjacent to El Dorado County.

Eligibility Requirements

Any student enrolled in a District school or program is eligible to enroll in IS except for the following:

A. Permit Based on Parent Employment

Students who have an interdistrict permit to attend a school within the boundaries of the District based solely on Parent employment within that District's boundaries.

B. Students Under Expulsion

For rehabilitation and reinstatement purposes, students who are under an active expulsion order will not be assigned to an IS program except for circumstances that are evaluated and approved on a case-by-case basis by the administrator of the Student Discipline and Expulsion Support Unit.

Types of Independent Study

The following are the types of IS programs:

Note: Not all types of Independent Study programs are offered at MLUSD.

Term Type	Length of Term	Description
Short-Term	3 to 14 school days per school year, regardless of which school(s) the student attends (Comprehensive elementary or secondary).	Provided to a classroom-based student who needs to be away from the school site for a short period of time. Short-Term IS of less than 15 schooldays does not require tiered re-engagement strategies, synchronous instruction, or a plan to transition to in-person instruction.
Full-Time	Entire trimester or school year	Student takes all courses through IS for an entire trimester or school year.
Long-Term	15 school days to a trimester	Student takes all courses through IS for an entire trimester. An additional trimester could be added with another Master Agreement.
Part-time	Trimester (Comprehensive secondary)	Secondary student takes one or two classes as IS that cannot be provided via classroom-based instruction, given scheduling constraints. Student will be enrolled in in-seat courses for at least the minimum day requirements (240 minutes).

- A. IS at Comprehensive School of Attendance
 - 1. Short-Term IS at the School of Attendance
 - a. Short-term IS is when IS is provided to a classroom-based student who needs to be away from the school site for a short period of time, 3 to 14 school days per school year. This allows districts to claim apportionment for students “participating in IS” for a minimum of three consecutive school days. In such cases, the student will return to the traditional classroom(s). Therefore, the student’s classroom teacher(s) often serve as the IS assigned teacher(s), providing the IS assignments (coursework covered in the classroom during this period). The minimum period for this agreement shall be no less than 3 consecutive school days and no longer than 14 school days in a school year.
 - b. Short-term IS may be offered by any District school, to students who meet the residency and eligibility requirements, as outlined in Section VI and VII above.
 - 2. Part-time IS at Comprehensive Secondary Schools Only
 - a. Part-time IS is when a secondary student takes one or more classes as IS that cannot be provided via classroom-based instruction, given scheduling constraints.
 - b. Part-time IS may be offered by a District secondary school only to students enrolled in and attending classes at the school site.

- c. No course shall be offered only through IS.
- d. All secondary students must be scheduled for a daily minimum of 240 minutes of classroom-based instruction before they can be scheduled in IS classes, including those students participating in this part-time IS program.

B. Independent Study Offered During Extraordinary Conditions

The education code provides that school districts submit affidavits if schools must be closed due to the following conditions: fire, flood, earthquake, or epidemic; any order of any military officer of the United States or of the state to meet an emergency created by war, any civil officer of the United States, of the state, or of any county, city and county, or city authorized to issue that order to meet an emergency created by war; because of other extraordinary conditions; because of inability to secure or hold a teacher; or because of the illness of the teacher.

For affidavits submitted to the State Superintendent of Public Instruction for events occurring after September 1, 2021, the District shall certify that it has a plan for which IS will be offered to students. The plan shall comply with all of the following:

1. Within 10 days of a school closure, apply to any student impacted by any of the following conditions
 - a. Fire
 - b. Flood
 - c. Impassable roads
 - d. Earthquake
 - e. The imminence of a major safety hazard as determined by the local law enforcement agency
 - f. A strike involving transportation services to students provided by a nonschool entity
 - g. An order provided for as noted above
2. Require reopening in person as soon as possible once allowable under the direction of the city or county health officer.
3. Notwithstanding subdivision (c) of EC Section 51745, include information regarding establishing IS Master Agreements (Attachment G), as determined by the District in reasonable amount of time.
4. This plan is not required to comply with tiered reengagement strategies, daily synchronous instruction, or transition planning to return to in-person instruction requirements. A copy of the plan shall accompany the affidavit provided to the State Superintendent of Public Instruction.

General Procedures for Independent Study Programs (All IS Programs)

- A. The general placement requirements for all types of IS available within the District are as follows:
1. A written Master Agreement is required for all students placed in IS. The Master Agreement for IS serves as authorization to substitute the student's work product for the student's presence in a classroom. The Master Agreement shall be signed, dated by all required parties, and in effect prior to the start of IS. Prior to the signing of the Master Agreement, the certificated employee representing the District shall implement appropriate screening procedures to ensure that the necessary level of understanding and preparation exists for students and Parent to meet the conditions of the Master Agreement for IS.
 2. The only District-approved Master Agreement and subsidiary agreements for IS are attached in this policy (Attachments: Elementary A and B; Secondary C, D, and E). Failure to use District approved Master Agreement and subsidiary agreements may result in the disallowance of attendance for apportionment purposes.
 3. The Master Agreement for IS must be for a period of no less than three consecutive instructional

days and no more than a school year for elementary students and no more than a semester for secondary students. An additional semester could be added with another Master Agreement. Comprehensive schools may offer short-term IS only.

The Master Agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement. The IS agreement for each participating student also shall include, but are not limited to, all of the following: (EC 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's Parent regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments that will trigger an evaluation of whether the student should be allowed to continue in IS
5. The duration of the IS agreement, including the beginning and ending dates for the student's participation in IS under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English Learners, students with disabilities with an Individualized Education Program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
8. A statement that IS is an optional educational alternative in which no student may be required to participate.
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to EC 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. The agreement shall be signed and dated by the student, the student's Parent or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of IS, and all persons who have direct responsibility for providing assistance to the student.
11. The Master Agreement, Record of Assignment form(s), Evaluation and Certification form, and student work product samples must be maintained on file for five school years after the school year in which it originated, along with the assignments and samples of the work product of each subject assigned.

The Master Agreement and subsidiary agreements (or written agreements) may be signed using an electronic signature that complies with state and federal standards, as determined by the 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 EC Section 16.5 of the Government Code and in Chapter 10 (commencing with EC Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Procedures for Scheduling and Attendance

B. Comprehensive School of Attendance Short-Term at Elementary Schools

1. An IS Supervising Designee, oversees the IS program school-wide and shall coordinate the processes required for IS, including Master Agreement (Attachment C), subsidiary agreements (Attachment D and E), scheduling, teacher evaluation of work and attendance accounting. An IS course section is created with the section start date of the first instructional day a student is placed in IS, and a section end date of the last instructional day of the term to allow any additional students in the same class to be scheduled in IS.
2. An IS Supervising Designee must ensure that when students are placed in IS, the schedule is updated on the day the student begins the program or earlier.

When a student is to change from the regular program to IS, their schedule must be updated in Aeries on the day the student begins the program or earlier

3. If a student request IS longer than 14 days per school year, short-term IS is only available up to the 14th day. The short-term IS Master agreement must accurately reflect the start and end dates. For requests in excess of 14 days, the student may enroll in another program or school.

C. Comprehensive School of Attendance Short-Term at Secondary Schools

1. An IS supervising designee shall coordinate the processes required for IS, including Master Agreement (Attachment C), subsidiary agreements (Attachments D and E), scheduling, teacher evaluation of work and attendance accounting.
2. When a student is to change from the regular program to IS, their schedule is updated in Aeries on the day the student begins the program or earlier.
3. If a student request IS longer than 14 days per school year, short-term IS is only available up to the 14th day. The short-term IS Master agreement must accurately reflect the start and end dates. For requests in excess of 14 days, the student may enroll in another program or the school may consult with district office personnel for appropriate attendance coding for all days beyond the 14 days of IS.

D. School of Attendance Part-time at Secondary School

1. An IS Supervising Designee shall coordinate the processes required for IS, including Master Agreement (Attachment C) and Record of Assignment (ROA) form (Attachment D), scheduling, and teacher evaluation of work.
2. When a student cannot take a classroom course due to scheduling constraints and it is decided that the course will be offered through IS, the student schedule must be updated accordingly. This course must be scheduled at the student's school of enrollment

E. The general attendance requirements for all types of IS available within the District are as follows:

1. IS attendance is based on student work product rather than presence in class. When the student submits or demonstrates evidence of completed assigned work by the due date established in the Record

of Assignment form (subsidiary agreement to the Master Agreement) and the work has been evaluated, the teacher determines the time value of completed assignments (number of attendance days).

IS students who are late for or miss scheduled conferences, or who do not submit assigned work on time should not be reported as tardy or truant. There are no unexcused absences in IS. Only the following two attendance reason codes are allowed:

Z - Complete: Attendance credit earned from time value of assignments

F- Incomplete: No attendance credit. Student did not complete enough assignments equivalent to a minimum school day

2. Student may not earn attendance credit prior to signing a Master Agreement. The start date for student work cannot be earlier than the effective date of the Master Agreement which is the last date signed on the Master Agreement

3. Attendance credit may not be earned for work submitted after the due date. Such work only qualifies for academic credit.

4. A student who turns in completed assignments representing more attendance days in a reporting period than the number of schooldays in that reporting period does not earn any surplus or bankable attendance credit usable in the future or applicable against past absences, (i.e., attendance credit is limited to the number of instructional days for the period work is assigned).

5. Attendance for students enrolled in regular or special education TK-8 classes are accounted for in whole days. Students should be assigned a full day's schedule of work. No attendance credit may be claimed for an IS student unless the student has completed an amount of work for that day that is sufficient, in the teacher's judgment, to constitute at least completing work equivalent to a full day. No attendance credit is allowable for fractions of a day. Any fraction of a minimum day must be dropped for apportionment purposes when the teacher determines the total time value.

6. A student placed in IS shall not be credited with more than one day of attendance per calendar day.

7. Tiered Re-Engagement Strategies for Students in IS for 15 or More Schooldays in a Year: For students enrolled in long-term IS, tiered re-engagement strategies are required in IS for 15 or more schooldays in a year for all students whose time value of work are not generating attendance of more than three schooldays or 60 percent of the instructional week, or who are in violation of the written agreement, tiered re-engagement strategies must be implemented. These strategies include, but are not limited to, the following:

1. Verify current contact information of the student.
2. Notify the Parent of lack of participation within one school day of the absence or lack of participation.
3. A plan for outreach from the school to determine the student's needs, including connection with health and social services as necessary.
4. Remind the Parent that if the student fails to meet satisfactory educational progress in one or more courses, the Parent, student, and teacher must have a conference to review the student's written agreement and reconsider the IS program's impact on the student's achievement and well-being. Students at risk of not making satisfactory educational progress include students who fail to complete three consecutive assignments (for each subject of study when applicable) during any period of 15 days or miss two synchronous sessions without a valid reason.
5. Tiered re-engagement strategies shall be documented.

F. The academic credit requirements for all IS programs available within the District are as follows:

1. Credit may be granted only for completion of courses of instruction consistent with the California State Frameworks and Standards for TK-8. Any expansion beyond this established scope must be in accordance with the IS educational opportunities.

2. The permanent record of every IS student must show the subjects attempted by, as well as credits and grades awarded to, each student who enrolls in any type of IS.
3. Teachers providing instruction via IS are required to follow district marking procedures.
4. If any progress marks are due during the time the student is enrolled in IS, the teacher must take into consideration the classwork, homework, and other assignments that were completed in the previously scheduled corresponding classroom course when issuing the mark. If there were no progress marks due during the students' placement in IS courses, and the student is placed back into the corresponding classroom courses, the work completed while placed in IS must be taken into consideration when issuing grades for the corresponding classroom courses.
5. Parent may appeal grades in accordance with District procedures.
6. Students in foster care, experiencing homelessness, involved with the juvenile justice system, migrant education students, newcomer students, and/or children of military families who transfer to schools mid-trimester have a right to receive full or partial credits, for all work satisfactorily completed before transferring schools.

General Procedures for Record Keeping (All IS Programs)

- A. The general record keeping requirements for all types of IS available within the District are as follows:
 1. All permanent records shall be kept at the IS site and shall show credits attempted by and awarded to each student per Master Agreement. The records shall include, but are not be limited, to the following:
 - a. A record which identifies all students participating in IS and which specifies the grade level, program placement, and school of enrollment. A list of all students by grade level, program or school who have participated or are currently participating in IS, showing the credits attempted by and awarded to each student according to the agreement and a record of the student's attendance
 - b. A copy of this policy.
 - c. Agreements and subsidiary agreements (e.g., Record of Assignment forms, Secondary Schools Evaluation and Certification form), with representative copies of completed and evaluated student assignments, must be maintained in the school office for a minimum of five school years after the school year in which it originated. This file must be made available for auditing purposes. Note: May be filed electronically.
 - d. A class roster for IS must be maintained separately from the roster used for regular classroom attendance. Any manual records must be maintained for a minimum of five school years after the school year in which it occurred.
 - e. A record of grades and other evaluations of IS assignments issued to the student.
 - f. The Record of Assignment form (Elementary-Attachment B; Secondary-Attachments D and E- Certification and Evaluation form) must be used by all schools of attendance for in-school IS at elementary and middle schools. Failure to use forms in this policy may result in the disallowance of attendance for apportionment purposes. Completed forms from this policy and submitted work are to be maintained at the school site for a minimum of five school years after the school year in which it occurred.
 - g. A written record of the findings of any evaluation made pursuant to missed assignments as delineated in the requirements for the Master Agreement along with the student transcripts shall be maintained as part of the student's permanent record and kept at the District school of attendance. A list of IS teachers that includes their teacher assignments will allow the auditor to calculate the ratio

of IS ADA/teacher and compare the ratio to other instructional programs in the District.

h. The school shall maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades.

i. For purposes of this section, schools shall not be required to sign and date student work products when assessing the time value of student work products for apportionment purposes.

j. An audit trail is required for each student enrolled in IS. All documents mentioned in this bulletin are to be kept as part of the audit trail.

Additional Record Keeping Requirements for the District

- A. The District shall ensure staff-to-student ratios are consistent in all IS offerings and document accordingly.
- B. The District shall maintain verification of adoption of IS policies and procedures as well as annual certification that IS courses are of the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses, and shall be aligned to all relevant local and state content standards.
- C. For audit purposes, the District shall ensure that records are appropriately maintained. These records shall include, but are not limited to, the following:
 - 1. A copy of the IS policy and related procedures
 - 2. A listing of the students, by grade level, program, and school, who have participated in IS, along with the units of the curriculum attempted and completed by students in grades TK-8.
 - 3. A file of all agreements, Master Agreement (Attachment C), Record of Assignment (ROA) form (Attachment D), Evaluation and Certification form (Attachment E), with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
 - 4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
 - 5. Appropriate documentation of compliance with the teacher-student ratios required by EC 51745.6 and 51749.5 (EC 51745.6 and 51749.5)
 - 6. Appropriate documentation of compliance with the requirements pursuant to EC 51747.5 to ensure the coordination, evaluation, and supervision of the IS of each student by a District employee who possesses a valid certification document pursuant to EC 44865 or an emergency credential pursuant to EC 44300 (EC 51747.5)
- D. The District shall collect information regarding the number of students participating in IS for 15 or more schooldays, for CALPADS reporting purposes.

Legal Authority

California EC sections 51745-51749.6

California Code of Regulations (CCR), Title 5, Sections 11700-11703 Every Student Succeeds Act, 20 USC

section 6312

Authorization for Independent Study is found in California EC (E.C.), Article 5.5, Sections 51745-and 51749.6 California Code of Regulations (CCR), Title 5, Sections 11700-11703.

All students must have the option of a full program in a traditional classroom setting at the time IS is made available and should the student decide to transfer from IS at any time, the option of a traditional classroom setting must be available (EC § 51747 I (7)).

ATTACHMENTS:

ATTACHMENT A: Elementary School Master Agreement for Independent Study

ATTACHMENT B: Elementary School Record of Assignment Form

ATTACHMENT C: Secondary Schools Master Agreement for Independent Study

ATTACHMENT D: Secondary Schools Record of Assignment Form

ATTACHMENT E: Secondary Evaluation and Certification of Student Work

ATTACHMENT F: Master Agreement for Independent Study, Extraordinary Conditions

ATTACHMENT G: Record of Assignment Form for Extraordinary Conditions

Mother Lode Union School District
Elementary School Master Agreement for Independent Study (IS)

Student Name:	Student ID:	Grade:
Address:	Birthdate	Age:
City:	Zip Code:	
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		

Program Placement:☐

General Education

☐

Special Education

Type:☐Short-Term (3 to 14 days per school
year)☐Long-Term/Full-Time (15 school days up to a school
year)**Academic and Other Supports to Address Student Needs:**

	Need/Concern	Support/Resource
☐	Not performing at grade level:	
☐	English Learner: If checked describe Integrated ELD and Designated ELD services to be provided.	
☐	Student with IEP:	This written agreement is consistent with the IEP.
☐	Student with Section 504 Plan:	This written agreement is consistent with the Section 504 Plan.
☐	In foster care:	
☐	Experiencing homelessness:	
☐	Needs mental health supports:	

School Responsibilities and Agreement:

1. The major objective is to allow the student to keep current and earn an academic credit grade for each of the Elementary School Subjects' study objectives for the student's grade level during the duration of this Master Agreement as outlined in the California Content Standards and Frameworks. These subjects include: English Language Arts (K-5/6)/ Literacy and Language (TK), Mathematics Content/Practices, Social Science, Science, Health Education, Art, Music, and Physical Education.
2. This Master Agreement enables the student to successfully reach the major objective and complete the assignments identified in the Record of Assignment (ROA) form(s) that is/are subsidiary agreement(s) made a part of this Master Agreement. With the support of the parent/legal guardian/educational rights holder ("Parent") the student will submit assignments on or before the due date specified in the ROA form(s).
3. The minimum period for this agreement shall be no less than 3 consecutive schooldays, and no longer than one school year for long-term IS.
4. All students enrolled in Independent Study (IS) shall receive appropriate existing services and resources to enable them to complete their IS successfully. School administrators shall ensure the same access to all existing services and resources as available to other students in the school of enrollment. The Mother Lode Union School District will provide the teacher services, instructional materials, devices and connectivity, and other necessary items and resources for each assignment as specified in the ROA form(s).
5. The teacher will provide the following information in this agreement: the assignment due date (frequency, time, place), method (manner) of reporting, academic grade(s) to be earned, methods of study by the student, methods of evaluation used by the teacher to measure the satisfactory educational progress of the student, specific resources available to the student (personnel, materials), description of the courses/subjects with the assignments to be completed during the assignment start and end dates.

Student Responsibilities and Agreement: I understand and agree that:

1. IS is an optional educational alternative to classroom instruction provided by my school. It is individualized instruction based on this Master Agreement, between me, my teacher, and my parent/guardian/educational rights holder ("Parent") and other person(s) if applicable.
2. I am enrolling voluntarily and understand that IS is an optional alternative to classroom-based instruction in which no student may be required to participate. I have the same rights as other students in my grade at my home school. I understand that a regular classroom option will always be available at my home school or other agreed upon site.
3. If I have an Individualized Education Program (IEP), the IEP must be updated to reflect my placement in Independent Study. If I have a Section 504 Plan, the plan should be updated to reflect any changes in accommodations as a result of my IS placement.
4. If I am an English Learner (EL), I must receive Designated and Integrated English Language Development and my Individualized Reclassification plan must be updated to reflect my placement in Independent Study.
5. All course work will be consistent with the California Content Standards and Frameworks for TK-5/6.
6. In order to receive academic grade credit, I must complete the major objectives of each curricular area I undertake as outlined in the California Content Standards and Frameworks. These objectives are part of this Master Agreement and ROA form(s).
7. I will have the resources of school personnel, state-authorized textbooks, supplementary instructional materials, and community resources, as described on my ROA forms, which may include additional assignment sheets prepared by my teacher that will become a part of this Master Agreement.
8. The methods of study and instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my ROA form(s), which is part of this Master Agreement.
9. The methods used by my teacher to evaluate my work and my performance will include grading, measuring.

and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each subject.

10. I will complete the course and/or subject work listed on the ROA form(s). I will meet or check in weekly with my teacher unless otherwise indicated, and my assignments are due on or before the assignment due date specified on each of my ROA forms. I will be on time for my appointment or will call my teacher to schedule a new appointment.

11. I am expected to complete all the assignments by the due date specified in the ROA form(s). If I fail to complete three consecutive assignments (for each subject of study when applicable) during any period of 15 days, or miss two synchronous sessions without a valid reason, my teacher will determine if it is best for me to remain in IS or to transfer to another type of educational program. The maximum length of time, by grade level and type of program, that may elapse between the time an assignment is made and the date the assignment is due for Regular Education and Special Education is one week for TK-3rd grade students; two weeks for 4th - 5th/6th grade elementary students. My work assignments will be substantially equivalent in quality and quantity to what I would be required to complete in my regular classroom-based instruction and are consistent with the curriculum and certifications adopted by the District's Board of Education.

12. I am expected to make satisfactory educational progress and report/submit my work assignment(s) to my teacher(s) for evaluation by the scheduled assignment due date. I am also expected to work on assignments every school day, attend test days, contact the teacher with questions or concerns, and follow all written and spoken directions. This may include logging on and checking emails or announcements.

13. I confirm that I have a District-issued device and adequate connectivity so I can participate in this program and complete assigned work. I will contact my school if I have any device or connectivity issues.

14. I understand that my Parent and I may be liable, as determined by law and District policy, for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me.

15. Subsidiary attachments such as Assignment Sheets, ROA, and other necessary papers are a part of the Master Agreement.

16. I plan to complete all of my assignments to earn full academic credit depending on the date of my enrollment and academic progress. I understand that I have to meet satisfactory educational progress to continue in this program.

17. My Parent or I may contact my teacher at any time to ask for assistance or check on my progress.

Parent/Guardian/Educational Rights Holder ("Parent") Responsibilities and Agreement:

I understand that IS is an optional educational alternative for my child which I have voluntarily selected. By signing this agreement, I grant permission for my child to receive instruction through IS. I also understand and accept all of the foregoing agreements made by my child under Student Responsibilities and Agreement. In addition, I specifically agree that:

1. My child and I will meet at the frequency/time/manner/place as stated in my ROA form with the IS teacher/ supervising designee to develop an appropriate educational plan for my child.

2. I am responsible for the supervision of my child while my child is participating in Independent Study. I will provide instruction and assistance and an appropriate environment for study. I will ensure my child communicates with and submits all completed assignments required for evaluation by its due date stated in the attached ROA form (subsidiary agreement to this Master Agreement) to the teacher(s).

3. I understand that the school will retain original samples of my child's work for documentation.

4. I will provide transportation for my child to keep in-person appointments and will supervise my child when participating in workshops or activities planned by my school.

5. Learning objectives are consistent with and evaluated in the same manner that they would be if my child were attending in-person studies. If my child is an EL, Designated and Integrated ELD will be provided.

6. I confirm that my child has a District-issued device and adequate connectivity so my child can

participate in this program and complete assigned work. I will contact the school if my child has device or connectivity issues.

7. I understand that I may be liable, as determined by law and District policy, for the cost of replacement or repair for willfully damaged books & school property, including all technology devices that are checked out to

my child.

8. I understand that my child has to meet satisfactory educational progress to continue in this program, and if my child is not meeting satisfactory educational progress in one or more courses, I will meet with my child and the teacher to reconsider the impact of independent study on my child's achievement and well-being.

9. I understand that I can change my child's program to in-person instruction at any time, and my child will be transferred to in-person instruction within 5 instructional days of my request.

10. I have the right to appeal to the school administrator any decision about my child's placement or school program in accordance with the Mother Lode Union School District's policies and procedures.

Signatures and Dates: We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Student Signature:	Date:
Parent/Guardian/Caregiver Signature:	Date:
IS Teacher Signature:	Date:
IS Supervising Designee Signature:	Date:
*Other (if applicable) Signature:	Date:

**If applicable, the signature(s) of Other Person(s) Responsible for providing direct assistance to the student are included on the ROA form(s), which is/are a Subsidiary Agreement to this Master Agreement.*

Distrito escolar de Mother Lode Union
Acuerdo Maestro de Escuelas Primarias para Estudio Independiente
(IS, por sus siglas en inglés)

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio:	Fecha de finalización:
Escuela de inscripción:		

Colocación del programa: ☐ Educación general ☐ Educación Especial

Tipo: ☐ Corto plazo (3 a 14 días por año escolar) ☐ Largo plazo/tiempo completo (15 días escolares hasta un año)

Apoyo académico y de otro tipo para atender las necesidades de los alumnos:

	Necesidad/preocupación	Apoyo/Recursos
☐	El rendimiento no está a nivel de grado:	
☐	Alumno de Inglés: Si ese marcó, describir los servicios de ELD integrado y ELD designado que deben proporcionarse.	
☐	Estudiante con IEP:	Este acuerdo escrito concuerda con el IEP.
☐	Estudiante con Plan de la Sección 504:	Este acuerdo escrito concuerda con el Plan de la Sección 504.
☐	En cuidado adoptivo temporal:	
☐	En situación sin hogar:	
☐	Necesita apoyos de salud mental:	

Responsabilidades y Acuerdo de la Escuela:

1. El objetivo principal es permitir que el estudiante se mantenga al día y obtenga una calificación de crédito académico para cada uno de los objetivos de estudio de las materias de la Escuela Primaria para el nivel de grado del alumno durante la vigencia de este Acuerdo Maestro, como se indica en las Normas y Marcos de Contenido de California.
Estas materias incluyen: Lengua y Literatura en Inglés (K-5/6)/Lectoescritura y Lenguaje (TK), Contenido/Prácticas de Matemáticas, Ciencias Sociales, Ciencias Naturales, Educación sobre la Salud, Arte, Música y Educación Física.
2. Este Acuerdo Maestro le permite al estudiante alcanzar con éxito el objetivo principal y completar las tareas identificadas en el formulario(s) de Registro de Tareas (ROA) el cual es/son acuerdo(s) complementario(s) que forma(n) parte de este Acuerdo Maestro. Con el apoyo del padre/tutor legal/titular de los derechos educativos ("Padre"), el estudiante presentará las tareas en o antes de la fecha de entrega que se especifique en los formularios ROA.
3. El período mínimo para este acuerdo será de no menos de 3 días escolares consecutivos, y no más de un año escolar de para IS a largo plazo.
4. Todos los alumnos inscritos en Estudio Independiente (IS) recibirán los servicios y recursos existentes apropiados para permitirles completar su IS con éxito. Los administradores de la escuela asegurarán el mismo acceso a todos los servicios y recursos existentes que a otros alumnos de la escuela de inscripción. El Distrito Escolar Unificado de Los Angeles proporcionará los servicios de maestros, materiales instructivos, dispositivos y conectividad, y otros artículos y recursos necesarios para cada tarea como se especifica en el formulario(s) de ROA.
5. El maestro proporcionará la siguiente información en este acuerdo: la fecha de entrega de la tarea (frecuencia, hora, lugar), el método (modo) de presentación de informes, la(s) calificación(es) académica(s) que se obtendrá(n), los métodos de estudio para el estudiante, los métodos de evaluación utilizados por el maestro para medir el progreso educativo satisfactorio para el estudiante, los recursos específicos disponibles para el estudiante (personal, materiales), la descripción de los cursos/materias con las tareas que se deben completar durante las fechas de inicio y finalización de la tarea.

Responsabilidades y Acuerdo del Estudiante: Entiendo y estoy de acuerdo en que:

1. IS es una alternativa educativa opcional a la instrucción en el salón de clase proporcionada por mi escuela. Se trata de una instrucción individualizada basada en este Acuerdo Maestro, entre mi persona, mi maestro, y mi padre/tutor/titular de derechos educativos ("Padre") y otra(s) persona(s) -si corresponde.
2. Me estoy inscribiendo voluntariamente y entiendo que el IS es una alternativa opcional a la enseñanza presencial en la que no se puede exigir que un estudiante que participe. Tengo los mismos derechos que otros alumnos de mi grado en mi escuela domiciliar. Entiendo que una opción regular del salón de clase siempre estará disponible en mi escuela domiciliar u otro sitio acordado.
3. Si tengo un Programa de Educación Individualizado (IEP), el IEP debe actualizarse para reflejar mi ubicación en Estudio Independiente. Si tengo un Plan de la Sección 504, el plan debe actualizarse para reflejar cualquier cambio en las adaptaciones a resultado de mi colocación en IS.
4. Si soy aprendiz de inglés (EL), debo recibir el Desarrollo del Idioma Inglés designado e integrado y mi plan de reclasificación individualizada debe actualizarse para reflejar mi ubicación en el estudio independiente.
5. Todo el trabajo del curso será consistente con las Normas de Contenido de California y Marcos de TK-5/6.
6. Para recibir crédito académico, debo completar los principales objetivos de cada área curricular que emprenda como se describe en las Normas y Marcos de Contenido de California. Estos objetivos forman parte de este acuerdo maestro y formulario(s) de ROA.
7. Dispondré de los recursos del personal de la escuela, de los libros de texto autorizados por el estado, de los materiales didácticos complementarios y de los recursos de la comunidad, tal y como se describen en los

formularios de mi ROA, que pueden incluir hojas de tareas adicionales preparadas por mi maestro y que pasarán a formar parte de este Acuerdo Maestro.

8. Los métodos de estudio y las actividades de instrucción incluirán, pero no se limitan a lo siguiente: escuchar, hablar, leer, escribir, calcular y pensar. Las actividades específicas y los materiales didácticos se describirán en mi(s) formulario(s) ROA, que forma(n) parte de este Acuerdo Maestro.

9. Los métodos utilizados por mi maestro para evaluar mi trabajo y mi rendimiento incluirán la calificación, la medición y/o la valoración de las tareas y pruebas escritas, orales, auditivas, visuales y/o realizadas para determinar mi calificación en cada materia.

10. Completaré el curso y/o el trabajo de la materia que se indica en el(los) formulario(s) ROA. Me reuniré o me reportaré semanalmente con mi maestro, a menos que se indique lo contrario, y mis tareas deberán ser entregadas en o antes de la fecha de entrega que se especifique en cada uno de mis formularios ROA. Llegaré a tiempo a mi cita o llamaré a mi maestro para programar una nueva cita.

11. Se espera que complete todas las tareas antes de la fecha de entrega que se especifique en el (los) formulario(s) ROA. Si no logro completar tres tareas consecutivas (para cada materia de estudio cuando corresponda) durante cualquier período de 15 días, o falto a dos sesiones sincrónicas sin una razón válida, mi maestro determinará si es mejor para mí permanecer en IS o trasladarme a otro tipo de programa educativo. El tiempo máximo, por grado y tipo de programa, que puede transcurrir entre el momento en que se asigna una tarea y la fecha de entrega de la tarea para la Educación Regular y la Educación Especial es de una semana para los estudiantes de TK a 3º grado; dos semanas para los estudiantes de 4º - 5º/6º grado de primaria. Mis tareas de trabajo académico serán sustancialmente equivalentes en calidad y cantidad a lo que se me exigiría completar en mi instrucción regular basada en el salón de clase y concuerdan con el currículo y certificaciones que adoptó la Junta de Educación del Distrito.

12. Se espera que logre un progreso educativo satisfactorio y que reporte/entregue mi tarea(s) a mi(s) maestro(s) para su evaluación antes de la fecha de entrega de la tarea programada. También se espera que trabaje en las tareas todos los días de clase, que asista a los días de exámenes, que me ponga en contacto con el maestro si tengo preguntas o dudas, y que siga todas las instrucciones escritas y orales. Esto puede incluir el inicio de sesión y la comprobación de correos electrónicos o anuncios.

13. Confirmando que dispongo de un dispositivo expedido por el Distrito y de una conectividad adecuada para poder participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si tengo algún problema con mi dispositivo o conectividad.

14. Entiendo que mis padres y yo podemos ser responsables, según lo determine la ley y la política del Distrito, por el costo de reemplazo o reparación de libros u otros materiales perdidos o dañados que se me presten.

15. Los anexos complementarios, como hojas de tareas, ROA y otros documentos necesarios, forman parte del Acuerdo Maestro.

16. Tengo planeado completar todas mis tareas para obtener todos los créditos académicos según la fecha de mi inscripción y progreso académico. Entiendo que tengo que cumplir con un progreso educativo satisfactorio para continuar en este programa.

17. Mi padre o yo podemos contactar a mi maestro en cualquier momento para pedirle ayuda o para verificar mi progreso.

Responsabilidades y Acuerdo del Padre/Tutor/Titular de los Derechos Educativos (“Padre”): Entiendo que IS una alternativa educativa opcional para mi hijo(a) que he seleccionado voluntariamente. Al firmar este acuerdo, doy permiso para que mi hijo(a) reciba instrucción a través de IS. También entiendo y acepto todos los acuerdos anteriores formalizados por mi hijo(a) bajo Responsabilidades y Acuerdo del Estudiante. Además, estoy específicamente de acuerdo en que:

1. Mi hijo(a) y yo nos reuniremos con la frecuencia/tiempo/manera/lugar indicados en mi formulario ROA con el maestro IS/supervisor designado para desarrollar un plan educativo apropiado para mi hijo(a).

2. Soy responsable de la supervisión de mi hijo(a) mientras mi hijo(a) participe en el Estudio Independiente.

Proporcionaré instrucción y asistencia y un ambiente apropiado para el estudio. Me aseguraré de que mi hijo(a) se comuniquen con el/los maestro/s y les entregue todas las tareas completas requeridas para la evaluación en la fecha indicada en el formulario ROA adjunto (acuerdo complementario a este Acuerdo Maestro).

3. Entiendo que la escuela conservará muestras originales del trabajo de mi hijo(a) para su documentación.

4. Proporcionaré transporte para que mi hijo(a) cumpla con las citas y supervisaré a mi hijo(a) cuando participe en talleres o actividades planeadas por mi escuela.

5. Los objetivos de aprendizaje son consistentes y se evalúan de la misma manera que si mi hijo(a) asistiera a estudios presenciales. Si mi hijo(a) es EL, se le proporcionará el ELD Designado e Integrado.

6. Confirmando que mi hijo(a) dispone de un dispositivo expedido por el Distrito y de una conectividad adecuada para que pueda participar en este programa y completar el trabajo asignado. Me pondré en contacto con la escuela si mi hijo(a) tiene problemas con el dispositivo o la conectividad.

7. Entiendo que puedo ser responsable, según lo determinado por la ley y la política del Distrito, por el costo de reemplazo o reparación de libros y propiedad escolar dañados intencionalmente, incluyendo todos los dispositivos tecnológicos que se le presten a mi hijo(a).

8. Entiendo que mi hijo(a) tiene que cumplir con un progreso educativo satisfactorio para continuar en este programa, y si mi hijo(a) no está cumpliendo con un progreso educativo satisfactorio en uno o más cursos, me reuniré con mi hijo(a) y el maestro para reconsiderar el impacto del estudio independiente en el logro y el bienestar de mi hijo(a).

9. Entiendo que puedo cambiar el programa de mi hijo(a) a la instrucción en persona en cualquier momento, y mi hijo(a) será trasladado a la instrucción en persona dentro de los 5 días de instrucción a partir de mi solicitud.

10. Tengo el derecho de apelar ante el administrador de la escuela cualquier decisión acerca de la colocación de mi hijo(a) o programa escolar de acuerdo con las políticas y procedimientos del Distrito Escolar de Mother Lode Union.

Firmas y fechas: Hemos leído todos los artículos en el Acuerdo Maestro y cumpliremos con todas las condiciones establecidas en el mismo.

Firma del estudiante:	Fecha:
Firma del padre/tutor/cuidador:	Fecha:
Firma del maestro de IS:	Fecha:
Firma del Supervisor Designado de IS:	Fecha:
*Otro (si procede) Firma:	Fecha:

**Si corresponde, la(s) firma(s) de otra(s) persona(s) responsable(s) de brindar asistencia directa al estudiante(s) se incluye(n) en el(los) formulario(s) ROA , que es/son un Acuerdo Complementario a este Acuerdo Maestro.*

**Elementary School Record of Assignment (ROA)
Form (Subsidiary to Independent Study Master
Agreement)**

Instructions: *If the Independent Study is longer than 4 weeks, additional ROA forms must be completed.*

Student Name:		Student ID:
Teacher:	Grade:	School:
Assignment Start Date:		Assignment Due Date:

Assignment Due Date (Frequency/Time/Place): All work assigned in relation to this agreement shall be completed and turned in to the designated teacher via a combination of labs, classrooms, face-to-face, and/or online for evaluation no later than 3:00 p.m. on the assignment due date.

For Short-Term Independent Study, the assignments are due on the day student is scheduled to return to classroom studies, which is _____.

For Long-Term/Full-Time Independent Study, the student will meet with the teacher and submit my assignment(s) as follows:			
Check one:	Day: ☐ M ☐ T ☐ W ☐ T ☐ F	h	
Location:		Time:	
Teacher's Phone:		Frequency:	
Teacher's Email:		Manner:	
☐ Daily Live Interaction (grades TK-5/6) by any method (manner) of reporting Synchronous Instruction: ☐ Daily ☐ Weekly (grades 4-5/6)			

Method (Manner) of Reporting: Telephone, webinar, blogs, email, fax, mail, discussion board, text message with parent, or in person are acceptable methods of checking in/reporting academic progress. Students and parents may check in by any of these methods to clarify assignment(s), check on academic progress, or discuss other support options with their teacher(s). Teachers will check in with parents at least weekly regarding academic progress. This check in can be through any method/manner of reporting noted above.

Grade to be Earned: Grades for each assignment will be regularly posted in Aeries, and progress reports and report cards will be issued in accordance with District marking periods. If a student transfers to independent study while a course is in progress, the academic grade to be earned during the IS will be integrated into the academic grade earned in the regular classroom to arrive at the grade earned by the student for the current grading period.

Methods of Study:	☐	Student Reads	☐	Answers Questions	☐	Completes Worksheets	☐	Takes Quizzes/Tests
	☐	Online Class	☐	Other:				

Methods of Evaluation to Measure Satisfactory Educational Progress: Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work, which may include one or more of the following methods:

☐	Demonstration of Skills	☐	Written Test	☐	Oral Presentation	☐	Minimum Performance of 60%
☐	Student Assignment Scores	☐	Participation	Other			

Satisfactory educational progress is necessary to continue in independent study, and is determined based on:

- a. The student's achievement and engagement in the Independent Study program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement, must be at 60% or better.
- b. The completion of assignments, assessments, or other indicators that show that the student is working on assignments.
- c. Learning required concepts, as determined by the teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the teacher.

Specific Resources Available to Student:

Personnel:

Materials Provided to Student:

Student was provided with a device and confirmed access to connectivity adequate to participate in the program and complete all assignments.

Instructional Materials:

Assignments need to be provided for all subjects in which the student currently receives instruction.

Subjects	Assignments to be Completed
English Language Arts (K-5/6)/ Literacy and Language (TK)/Designated ELD	
Mathematic Content/Practices	
Science	
History-Social Science	
Visual and Performing Arts	
Physical Education	
Health Education	

Elementary Subjects Teacher Evaluation and Certification Statement

My signature below indicates that I, the assigned teacher, evaluated the student's completed assignments and determined the percentage of work completed, the grade earned, and time value (attendance credit) of work. A student earns one day of attendance for a full day's work assignment. Only work assignments that are turned in on time may generate attendance credit.

Subjects	Date Asgmt Completed	% Completed	Grade Earned	Subjects	Date Asgmt Completed	% Completed	Grade Earned
English Language Arts (K-5/6)/ Literacy and Language (TK)/ Designated ELD				Visual and Performing Arts			
Mathematics Content/Practices				Physical Education			
Science				Health Education			
History-Social Science							

In the table below, **write the dates directly above the applicable day of week** and enter the corresponding attendance code:

P: Present (Attendance credit earned from time value of assignments.)

A: Absent (No attendance credit. Student did not complete enough assignments.)

Enter dates directly above a day of week					
Day of Week	M	T	W	TH	F
Period ____					
Enter dates directly above a day of week					
Day of Week	M	T	W	TH	F
Period ____					
Enter dates directly above a day of week					
Day of Week	M	T	W	TH	F
Period ____					
Enter dates directly above a day of week					
Day of Week	M	T	W	TH	F
Period ____					

Teacher Signature: _____ Date: _____ Total Attendance Days Earned: _____

Formulario de Registro de Tareas para Escuelas Primarias (ROA) (Complementario al Acuerdo Maestro de Estudio Independiente)

Instrucciones: Si el Estudio Independiente dura más de 4 semanas, se deberán llenar formularios adicionales de ROA.

Nombre del estudiante:		ID de estudiante:
Maestro:	Grado escolar:	Escuela:
Fecha de inicio de la tarea:		Plazo de entrega de la tarea:

Fecha de entrega de la tarea (frecuencia/hora/lugar): Todo el trabajo asignado en relación con este acuerdo se completará y entregará al maestro designado por medio de una combinación de laboratorios, salones de clase, interacción directa, y/o en línea para su evaluación a más tardar a las 4:00 p.m. en la fecha de entrega de la tarea.

Para el Estudio Independiente a Corto Plazo, las tareas se deben entregar el día en que se programe que el estudiante regrese a los estudios en el salón de clases, que es

_____.

Para el Estudio Independiente a largo plazo/tiempo completo, el estudiante se reunirá con el maestro y presentará la(s) tarea(s) de la siguiente manera:			
Marcar una opción:	Día:	☐ Lun. ☐ Ma ☐ Mié ☐ Jue ☐ Vie.	
		r. r. :	
Lugar:		Hora:	
Tel: del maestro:		Frecuencia:	
Correo electrónico del maestro:		Modo:	
☐ Interacción diaria en vivo (grados TK -5/6) por cualquier método (forma) de informe Instrucción sincrónica: ☐ Diariamente ☐ Semanalmente (grados 4 – 5/6)			

Método (forma) de elaboración de informes: Teléfono, webinar, blogs, correo electrónico, fax, correo, tablero de diálogo, mensaje de texto con los padres, o en persona son métodos aceptables para verificar/reportar el progreso académico. Los estudiantes y los padres pueden ponerse en contacto mediante cualquiera de estos métodos para aclarar la tarea(s), verificar el progreso académico, o discutir otras opciones de apoyo con su(s) maestro(s). Los maestros se comunicarán con los padres por lo menos semanalmente con respecto al progreso académico. Esta revisión puede realizarse a través de cualquier método/forma de notificación mencionada anteriormente.

Calificación que se va a obtener: Las calificaciones para cada tarea se publicarán regularmente en Schoology, y los informes de progreso y las boletas de calificación se entregarán de acuerdo con los períodos de calificaciones del Distrito. Si un estudiante se transfiere a estudio independiente mientras un curso está en marcha, la calificación académica que obtenga durante el IS (estudio independiente, por sus siglas en inglés) se integrará a la calificación académica obtenida en el salón de clases regular a fin de llegar a la calificación del estudiante para el período de calificaciones actual.

Métodos de estudio:	☐	El estudiante lee	☐	Responde preguntas	☐	Completa las hojas de cálculo	☐	Toma Pruebas/Exámenes
	☐	Clase en línea	☐	Otro:				

Métodos de evaluación para medir el progreso educativo satisfactorio: Las evaluaciones académicas del trabajo se harán sobre la misma base que se utiliza en el salón de clases regular para trabajos similares, que pueden incluir uno o más de los siguientes métodos:

☐	Demostración de habilidades	☐	Prueba escrita	☐	Presentación verbal	☐	Rendimiento mínimo del 60%
☐	Puntuaciones de asignación de estudiantes	☐	Participación	☐	Otro		

El progreso educativo satisfactorio es necesario para continuar en el estudio independiente, y se determina con base a:

- i. El aprovechamiento del estudiante y su participación en el programa de Estudio Independiente, como lo indica el desempeño estudiantil en las medidas aplicables sobre el aprovechamiento y la participación estudiantil, debe ser de por lo menos 60%.
- ii. La terminación de tareas, evaluaciones u otros indicadores que muestran que el estudiante está trabajando en las tareas.
- iii. El aprendizaje requirió conceptos, según lo determinado por el maestro.
- iv. Progreso hacia la culminación exitosa del curso de estudio o curso individual, según lo determine el maestro.

Recursos específicos disponibles para el estudiante:

Personal:

Materiales proporcionados al estudiante:

El estudiante recibió un dispositivo y confirmó el acceso a conectividad adecuada para participar en el programa y completar todas las tareas.

Materiales de Instrucción:

Tareas que se deben proporcionar para todas las materias en las que el estudiante actualmente recibe instrucción.

Materias	Tareas que se completarán
Lengua y literatura en Inglés (K -5/ 6)/ Lectoescritura y Lenguaje (TK)/ ELD designado	
Contenido/prácticas de la matemáticas	
Ciencias naturales	
Historia/Ciencias Sociales	
Artes escénicas y visuales	
Educación física	
Educación sobre la salud	

Evaluación de Materias de Primaria a cargo del Maestro y Declaración de Certificación

Mi firma abajo indica que yo, el maestro asignado, evalué las tareas que realizó el estudiante y determiné el porcentaje de trabajo que completó, la calificación obtenida, y el valor de tiempo (crédito de asistencia) del trabajo. Un estudiante obtiene un día de asistencia por una tarea equivalente de día completo de trabajo escolar. Sólo las tareas que se entregan a tiempo pueden generar crédito de asistencia.

Materias	Fecha en la que se completó	% Completo	Calificación obtenida:	Materias	Fecha en la que se completó	% % Completo	Calificación obtenida:
Lenguaje y Literatura en Inglés (K-5/6)/ Lectoescritura y Lenguaje (TK)/ ELD designado				Artes escénicas y visuales			
Contenido/prácticas de la matemáticas				Educación física			
Ciencias naturales				Educación sobre la salud			
Historia/Ciencias Sociales							

En la siguiente tabla , **escriba las fechas directamente arriba del día de la semana que corresponden e** ingrese el código de asistencia correspondiente:

P: Presente (Crédito de asistencia obtenido a partir del valor de tiempo de las tareas).

R: Ausente (Sin crédito de asistencia. El estudiante no completó suficientes tareas.)

Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana	Lun.	Mar.	Miér	Jue.	Vie.
Período ____					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana	Lun.	Mar.	Miér	Jue.	Vie.
Período ____					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana	Lun.	Mar.	Miér	Jue.	Vie.
Período ____					
Ingrese las fechas directamente arriba de un día de la semana					
Día de la semana	Lun.	Mar.	Miér	Jue.	Vie.
Período ____					

Firma del Maestro: _____ Fecha: _____

Total de Días de Asistencia generados: _____

Mother Lode Union School District
Secondary Schools Master Agreement for Independent Study (IS)

Student Name:	Student ID:	Grade:
Address:	Birthdate	Age:
City:		Zip Code:
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		

Program Placement:

- ☐ General Education
- ☐ Special Education

Type:

- ☐ Short-Term (3 to 14 schooldays pers school year)
- ☐ Long-Term/Full-Time (15 school days up to a semester)
- ☐ Part-Time

Academic and Other Supports to Address Student Needs:

	Need/Concern	Support/Resource
☐	Not performing at grade level:	
☐	English Learner: If checked describe Integrated ELD and Designated ELD services to be provided.	
☐	Student with IEP:	This written agreement is consistent with the IEP.
☐	Student with Section 504 Plan:	This written agreement is consistent with the Section 504 Plan.
☐	In foster care:	
☐	Experiencing homelessness:	
☐	Needs mental health supports:	

School Responsibilities and Agreement:

1. The major objective of Independent Study (IS) during the duration of this Master Agreement, is to enable the student to keep current and earn an academic credit grade for each of the Secondary School Course of Study objectives outlined in the California Content Standards and Frameworks.
2. This Master Agreement enables the student to successfully reach the major objective and complete the assignments identified in the Record of Assignment (ROA) form(s) that is/are subsidiary agreement(s) made a part of this Master Agreement. With the support of the parent/guardian/educational rights holder ("Parent"), the student will submit assignments on or before the due date specified in the ROA form(s).
3. The minimum period for this agreement shall be no less than 3 consecutive schooldays, and no longer than one semester.
4. All students enrolled in IS shall receive appropriate existing services and resources to enable them to complete IS successfully. School administrators shall ensure the same access to all existing services and resources as available to other students in the school of enrollment (EC § 51746). The Mother Lode Union School District will provide the teacher services, instructional materials, device and connectivity, and other necessary items and resources for each assignment as specified in the ROA form(s).
5. The teacher will provide the following information in this agreement: the assignment due date (frequency, time, place), method (manner) of reporting, academic grade(s) to be earned, methods of study by the student, methods of evaluation used by the teacher to measure the satisfactory educational progress of the student, specific resources available to the student (personnel, materials), description of the courses/subjects with the assignments to be completed during the assignment start and end dates.

Student Responsibilities and Agreement:

I understand and agree that:

1. Independent Study (IS) is an optional educational alternative to classroom instruction provided by my school. It is individualized instruction based on this Master Agreement between me, my teacher, my Parent, and other person(s) if applicable.
2. I am enrolling voluntarily, and I understand that IS is an optional alternative to classroom-based instruction in which no student may be required to participate. I understand that a regular classroom option will always be available at my home school or other agreed upon site. If I am referred or assigned pursuant to EC48917-EC 51747 (c)(7), an alternative classroom option has been offered and is available.
3. If I have an Individualized Education Program (IEP), the IEP must be updated to reflect my placement in Independent Study. If I have a Section 504 Plan, the plan should be updated to reflect any changes in accommodations as a result of my IS placement.
4. If I am an English Learner (EL), I must receive Designated and Integrated English Language Development and my Individualized Reclassification plan must be updated to reflect my placement in Independent Study.
5. All visits I may wish to make to any other school campus require the prior approval of my teacher and the school.
6. All course work will be consistent with the California Content Standards and Frameworks.
7. In order to receive course credit, I must complete the major objectives of each course I undertake as outlined in the California Content Standards and Frameworks. These objectives are part of this Master Agreement and ROA form (Subsidiary Agreement to the Master Agreement) prepared by each of my course teachers and/or Independent Study Supervising Designee.
8. I will have the resources of school personnel, state-authorized textbooks, supplementary instructional materials, and community resources, as described on my ROA forms prepared by each of my course teachers and/or Independent Study Supervising Designee, which are a part of this Master Agreement.
9. The methods of study and instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my ROA forms, which are a part of this Master Agreement.
10. The methods used by my teacher to evaluate my work and my performance will include grading, measuring, and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each course.

I will complete the course and/or subject work listed on the ROA form(s). I will meet or check in weekly with my teacher unless otherwise indicated, and my assignments are due on or before the assignment due date specified on each of my ROA forms. I will be on time for my appointment or will call my teacher to schedule a new appointment.

11. I am expected to complete all the assignments by the due date specified in the ROA form(s). If I fail to complete three consecutive assignments (for each course of study when applicable) during any period of 15 days, or miss two synchronous sessions without a valid reason, my teacher will determine if it is best for me to remain in IS or to transfer to

another type of educational program. The maximum length of time, by grade level and type of program, that may elapse between the time an assignment is made and the date the assignment is due for Regular Education and Special Education is two weeks for 6th - 8th grade students, unless an exception is approved in accordance with District policy for IS.

12. My work assignments will be substantially equivalent in quality and quantity to what I would be required to complete in my regular classroom-based instruction and are consistent with the curriculum and certifications adopted by the District's Board of Education.

13. I am expected to make satisfactory educational progress and report/submit work assignment(s) to my teacher(s) for evaluation by the scheduled assignment due date. I am also expected to work on assignments every school day, attend test days, contact the teacher with questions or concerns, and follow all written and spoken directions. This may include logging on, and checking emails or announcements.

14. When I meet with any of my course teachers and/or assigned IS Supervising Designee, I will be prepared to ask questions, obtain necessary assistance, and take tests or quizzes as indicated on the ROA.

15. I will be evaluated at each appointment based on one or more of the following: demonstration of skills, product completion, or oral/written tests.

16. I confirm that I have a District-issued device and adequate connectivity so I can participate in this program and complete assigned work. I will contact my school if I have any device or connectivity issues.

17. I understand that my Parent and I may be liable, as determined by law and District policy, for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me.

18. Subsidiary attachments such as ROA forms, assignment sheets and other necessary documents prepared by my teachers are a part of this Master Agreement.

19. During the effective dates of this Master Agreement, I will complete at least the minimum amount of credits depending on the dates of my IS enrollment. This number may be adjusted if circumstances require a change. I understand that I have to meet satisfactory educational progress to continue in this program.

20. My Parent or I may contact my teachers and/or IS Supervising Designee to ask for assistance or check on my progress.

Parent/Guardian/Educational Rights Holder ("Parent") Responsibilities and Agreement:

I understand that IS is an optional educational alternative for my child which I have voluntarily selected. By signing this agreement, I grant permission for my child to receive instruction through IS. I also understand and accept all of the foregoing agreements made by my child under Student Responsibilities and Agreement. In addition, I specifically agree that:

1. My child and I will meet at the frequency/time/manner/place as stated in my ROA form with the IS supervising teacher to develop an appropriate educational plan for my child.

2. I am responsible for the supervision of my child while my child is participating in IS. I will provide instruction and assistance and an appropriate environment for study. I will ensure my child communicates with and submits all completed assignments required for evaluation by its due date stated in the attached ROA form (Subsidiary Agreement to this Master Agreement) to the teacher(s).

3. I understand that the school will retain original samples of my child's work for documentation.

4. I will provide transportation for my child to keep appointments and will supervise my child when participating in workshops or activities planned by the school.

5. Learning objectives are consistent with and evaluated in the same manner that they would be if my child were attending in-person studies. If my child is an EL, a Designated ELD/LTEL course and Integrated ELD will be provided.

6. I confirm that my child has a District-issued device and adequate connectivity so my child can participate in this program and complete assigned work. I will contact my school if my child has device or connectivity issues.

7. I understand that I may be liable, as determined by law and District policy, for the cost of replacement or repair of willfully damaged books and school property, including all technology devices that are checked out to my child.

8. I understand that my child has to meet satisfactory educational progress to continue in this program, and if my child is not meeting satisfactory educational progress in one or more courses, I will meet with my child and the teacher to reconsider the impact of independent study on my child's achievement and well-being.

9. I understand that I can change my child's program to in-person instruction at any time, and my child will be transferred to in-person instruction within 5 instructional days of my request.

10. I have the right to appeal to the school administrator any decision about my child's placement or school program in accordance with the Mother Lode Union School District's policies and procedures.

Signatures and Dates:

We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Student Signature:	Date:
Parent/Guardian/Caregiver Signature:	Date:
IS Teacher Signature:	Date:
IS Supervising Designee Signature:	Date:
*Other (if applicable) Signature:	Date:

**Person(s) Responsible for providing direct assistance to the student are included on the ROA form(s), which is/are a Subsidiary Agreement to this Master Agreement.*

Distrito Escolar de Mother Lode Union
Acuerdo Maestro de Escuelas Secundarias/Preparatorias para Estudio Independiente
(IS, por sus siglas en inglés)

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio:	Fecha de finalización:
Escuela de inscripción:		

Colocación del programa:

- ☐ Edu. General
☐ Edu. Especial

Tipo:

- ☐ Corto plazo (3 a 14 días por año escolar)
☐ Largo plazo/tiempo completo (15 días escolares hasta un Semestre)
☐ A tiempo parcial

Apoyo académico y de otro tipo para atender las necesidades de los alumnos:

	Necesidad/preocupación	Soporte/Recursos
☐	El rendimiento no está a nivel de grado:	
☐	Alumno de Inglés: Si ese marcó, describir los servicios de ELD integrado y ELD designado que deben proporcionarse.	
☐	Estudiante con IEP:	Este acuerdo escrito concuerda con el IEP.
☐	Estudiante con Plan de la Sección 504:	Este acuerdo escrito concuerda con el Plan de la Sección 504.
☐	En cuidado adoptivo temporal:	
☐	En situación sin hogar:	
☐	Necesita apoyos de salud mental:	

Responsabilidades y Acuerdo de la Escuela:

11. El objetivo principal del Estudio Independiente (IS) durante la vigencia de este Acuerdo Maestro, es permitir que el estudiante se mantenga al día y obtenga una calificación de crédito académico para cada uno de los objetivos del Curso de Estudio de Secundaria/Preparatoria como se indica en las Normas y Marcos de Contenido de California.
12. Este Acuerdo Maestro le permite al estudiante alcanzar con éxito el objetivo principal y completar las tareas identificadas en el formulario(s) de Registro de Tareas (ROA, por sus siglas en inglés) el cual es/son acuerdo(s) complementario(s) que forma(n) parte de este Acuerdo Maestro. Con el apoyo del padre/tutor/titular de los derechos educativos ("Padre"), el estudiante presentará las tareas en la fecha de entrega o antes, la cual se haya especificado en los formularios ROA.
13. El período mínimo para este acuerdo será de no menos de 3 días escolares consecutivos, y no más de un semestre.
14. Todo estudiante inscrito en IS recibirá los servicios y recursos existentes apropiados para permitirle completar el estudio independiente (IS) con éxito. Los administradores de la escuela asegurarán el mismo acceso a todos los servicios y recursos existentes que a otros estudiantes de la escuela donde se haya realizado la inscripción (EC § 51746). El Distrito Escolar Unificado de Los Angeles proporcionará los servicios de maestros, materiales instructivos, dispositivos y conectividad, y otros artículos y recursos necesarios para cada tarea como se especifica en el formulario(s) de ROA.
15. El maestro proporcionará la siguiente información en este acuerdo: la fecha de entrega de la tarea (frecuencia, hora, lugar), el método (modo) de presentación de informes, la(s) calificación(es) académica(s) que se obtendrá(n), los métodos de estudio para el estudiante, los métodos de evaluación utilizados por el maestro para medir el progreso educativo satisfactorio para el estudiante, los recursos específicos disponibles para el estudiante (personal, materiales), la descripción de los cursos/materias con las tareas que se deben completar durante las fechas de inicio y finalización de la tarea.

Responsabilidades y Acuerdo del Estudiante: Entiendo y estoy de acuerdo en que:

16. El Estudio Independiente (IS) es una alternativa educativa opcional a la instrucción en el salón de clase proporcionada por mi escuela. Se trata de una instrucción individualizada basada en este Acuerdo Maestro, entre mi persona, mi maestro, mi padre de familia, y otra(s) persona(s) si corresponde.
17. Me estoy inscribiendo voluntariamente, y entiendo que el IS es una alternativa opcional a la enseñanza presencial en la que no se puede exigir a un estudiante que participe. Entiendo que una opción regular del salón de clase siempre estará disponible en mi escuela domiciliar u otro sitio acordado. Si se me deriva o asigna de conformidad con el código EC48917-EC 51747 (c)(7), se ha ofrecido una opción alternativa de aula, misma que está disponible.
18. Si tengo un Programa de Educación Individualizado (IEP), el IEP debe actualizarse para reflejar mi ubicación en Estudio Independiente. Si tengo un Plan de la Sección 504, el plan debe actualizarse para reflejar cualquier cambio en las adaptaciones a resultado de mi colocación en IS.
19. Si soy aprendiz de inglés (EL), debo recibir el Desarrollo del Idioma Inglés designado e integrado y mi plan de reclasificación individualizada debe actualizarse para reflejar mi ubicación en el estudio independiente.
20. Todas las visitas que desee hacer a cualquier otro plantel escolar requieren la aprobación previa de mi maestro y de la escuela.
21. Todo el trabajo del curso será consistente con las Normas y Marcos de Contenido de California.
22. Para recibir crédito académico, debo completar los principales objetivos de cada curso que emprenda como se describe en las Normas y Marcos de Contenido de California. Estos objetivos son parte de este Acuerdo Maestro y formulario ROA (Acuerdo Complementario al Acuerdo Maestro) preparado por cada uno de mis maestros del curso y/o el Supervisor Designado de Estudio Independiente.
23. Dispondré de los recursos del personal de la escuela, de los libros de texto autorizados por el estado, de los materiales didácticos complementarios y de los recursos de la comunidad, tal y como se describe en los formularios de mi ROA, preparados por mis maestros de los cursos y Supervisor Designado, y que pasarán a formar parte de este Acuerdo Maestro.
24. Los métodos de estudio y las actividades de instrucción incluirán, pero no se limitan a, lo siguiente: escuchar, hablar, leer, escribir, calcular y pensar. Las actividades específicas y los materiales didácticos se describirán en mis formularios ROA, que forman parte de este Acuerdo Maestro.

25. Los métodos utilizados por mi maestro para evaluar mi trabajo y mi rendimiento incluirán la calificación, la medición y/o la valoración de las tareas y pruebas escritas, orales, auditivas, visuales y/o realizadas para determinar mi calificación en cada materia.
26. Completaré el curso y/o el trabajo de la materia que se indica en el(los) formulario(s) ROA. Me reuniré o me reportaré semanalmente con mi maestro, a menos que se indique lo contrario, y mis tareas deberán ser entregadas en o antes de la fecha de entrega que se especifique en cada uno de mis formularios ROA. Llegaré a tiempo a mi cita o llamaré a mi maestro para programar una nueva cita.
27. Se espera que complete todas las tareas antes de la fecha de entrega que se especifique en el (los) formulario(s) ROA. Si no logro completar tres tareas consecutivas (para cada cursos de estudio cuando corresponda) durante cualquier período de 15 días, o falto a dos sesiones sincrónicas sin una razón válida, mi maestro determinará si es mejor para mí permanecer en IS o trasladarme a otro tipo de programa educativo. El tiempo máximo, por grado y tipo de programa, que puede transcurrir entre el momento en que se asigna una tarea y la fecha de entrega de la tarea para la Educación Regular y la Educación Especial. El tiempo máximo, por nivel de grado y tipo de programa, que puede transcurrir entre el momento en que se hace una asignación y la fecha de vencimiento de la asignación para Educación Regular y Educación Especial es de dos semanas para los estudiantes de 6.º a 8.º grado, a menos que sea una excepción. está aprobado de acuerdo con la política del distrito para IS.
28. Mis tareas de trabajo académico serán sustancialmente equivalentes en calidad y cantidad a lo que se me exigiría completar en mi instrucción regular basada en el salón de clase y concuerdan con el currículo y certificaciones que adoptó la Junta de Educación del Distrito.
29. Se espera que logre un progreso educativo satisfactorio y que reporte/entregue mi tarea(s) a mi(s) maestro(s) para su evaluación antes de la fecha de entrega de la tarea programada. También se espera que trabaje en las tareas todos los días de clase, que asista a los días de exámenes, que me ponga en contacto con el maestro si tengo preguntas o dudas, y que siga todas las instrucciones escritas y orales. Esto puede incluir el inicio de sesión, y la comprobación de correos electrónicos o anuncios.
30. Cuando me reúna con cualquiera de los maestros de mi curso y/o con la persona designada para la supervisión del IS, estaré preparado para hacer preguntas, obtener la ayuda necesaria y realizar los exámenes o pruebas que se indiquen en el ROA.
31. Seré evaluado en cada cita en base a uno o más de los siguientes aspectos: demostración de habilidades, realización de trabajos o pruebas orales/escritas.
32. Confirmando que dispongo de un dispositivo expedido por el Distrito y de una conectividad adecuada para poder participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si tengo algún problema con mi dispositivo o conectividad.
33. Entiendo que mis padres y yo podemos ser responsables, según lo determine la ley y la política del Distrito, por el costo de reemplazo o reparación de libros u otros materiales perdidos o dañados que se me presten.
34. Los anexos complementarios, como los formularios ROA, las hojas de asignación y otros documentos necesarios preparados por mis maestros, forman parte de este Contrato Maestro.
35. Durante las fechas de vigencia de este Acuerdo Maestro, completaré al menos la cantidad mínima de créditos dependiendo de las fechas de mi inscripción en IS. Este número puede ajustarse si las circunstancias requieren un cambio. Entiendo que tengo que cumplir con un progreso educativo satisfactorio para continuar en este programa.
36. Mi padre o yo podemos contactar a mi maestro y/o Supervisor Designado de IS para pedirle ayuda o para verificar mi progreso.

Responsabilidades y Acuerdo del Padre/Tutor/Titular de los Derechos Educativos (“Padre”):

Entiendo que IS una alternativa educativa opcional para mi hijo(a) que he seleccionado voluntariamente. Al firmar este acuerdo, doy permiso para que mi hijo(a) reciba instrucción a través de IS. También entiendo y acepto todos los acuerdos anteriores formalizados por mi hijo(a) bajo Responsabilidades y Acuerdo del Estudiante. Además, estoy específicamente de acuerdo en que:

37. Mi hijo(a) y yo nos reuniremos con la frecuencia/tiempo/manera/lugar indicados en mi formulario ROA con el maestro supervisor de IS para desarrollar un plan educativo apropiado para mi hijo.
38. Soy responsable de la supervisión de mi hijo(a) mientras mi hijo(a) participe en IS. Proporcionaré instrucción y asistencia y un ambiente apropiado para el estudio. Me aseguraré de que mi hijo/a se comuniquen con el/los maestro/s y les entregue todas las tareas completas requeridas para la evaluación en la fecha indicada en el formulario ROA adjunto (Acuerdo Complementario a este Acuerdo Maestro).

39. Entiendo que la escuela conservará muestras originales del trabajo de mi hijo(a) para su documentación.
40. Proporcionaré transporte para que mi hijo(a) cumpla con las citas y supervisaré a mi hijo(a) cuando participe en talleres o actividades planeadas por la escuela.
41. Los objetivos de aprendizaje son consistentes y se evalúan de la misma manera que si mi hijo(a) asistiera a estudios presenciales. Si mi hijo(a) es estudiante EL, se le proporcionará un curso ELD/LTEL designado y ELD integrado.
42. Confirmando que mi hijo(a) dispone de un dispositivo expedido por el Distrito y de una conectividad adecuada para que pueda participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si mi hijo(a) tiene problemas con el dispositivo o la conectividad.
43. Entiendo que puedo ser responsable, según lo determinado por la ley y la política del Distrito, por el costo de reemplazo o reparación de libros y propiedad escolar dañados intencionalmente, incluyendo todos los dispositivos tecnológicos que se le presten a mi hijo(a).
44. Entiendo que mi hijo(a) tiene que cumplir con un progreso educativo satisfactorio para continuar en este programa, y si mi hijo(a) no está cumpliendo con un progreso educativo satisfactorio en uno o más cursos, me reuniré con mi hijo(a) y el maestro para reconsiderar el impacto del estudio independiente en el logro y el bienestar de mi hijo(a).
45. Entiendo que puedo cambiar el programa de mi hijo(a) a la instrucción en persona en cualquier momento, y mi hijo(a) será trasladado a la instrucción en persona dentro de los 5 días de instrucción a partir de mi solicitud.
46. Tengo el derecho de apelar ante el administrador de la escuela cualquier decisión acerca de la colocación de mi hijo(a) o programa escolar de acuerdo con las políticas y procedimientos del Distrito Escolar de Mother Lode Union.
47. Padre - Escuelas Charter afiliadas: Además de las declaraciones anteriores, me comprometo a llevar un registro de las actividades educativas diarias de mi hijo(a) y a proporcionar este documento escrito a la escuela como parte de la entrega de trabajos de mi hijo(a).

Firmas y fechas:

Hemos leído todos los artículos en el Acuerdo Maestro y cumpliremos con todas las condiciones establecidas en el mismo.

Firma del estudiante:	Fecha:
Firma del padre/tutor/cuidador:	Fecha:
Firma del maestro de IS:	Fecha:
Firma del Supervisor Designado de IS:	Fecha:
*Otro (si procede) Firma:	Fecha:

** Si corresponde, la(s) persona(s) responsable(s) de proporcionar asistencia directa al estudiante(s) se incluye(n) en el(los) formulario(s) ROA, que es/son un Acuerdo Complementario a este Acuerdo Maestro.*

Mother Lode Union School District Secondary Schools Record of Assignment (ROA) Form
(Subsidiary to Independent Study Master Agreement)

Instructions: At comprehensive schools, each assigned teacher must complete a separate ROA.

Student Name:		Student ID:
Teacher:	Grade:	School:
Assignment Start Date:		Assignment Due Date:
Teacher Signature:		ROA Issued Date:

Assignment Due Date (Frequency/Time/Place): All work assigned in relation to this agreement shall be completed and turned in to the designated teacher via a combination of labs, classrooms, face-to-face, and/or online for evaluation no later than 3:00 p.m. on the assignment due date.

For Short-Term Independent Study, the assignments are due on the day the student is scheduled to return to classroom studies, which is _____.

Method (Manner) of Reporting: Telephone, webinar, blogs, discussion board email, fax, mail, text message with parent, or in person are acceptable methods of checking in/reporting academic progress. Students and parents may check in by any of these methods to clarify assignment(s), check on academic progress, or discuss other support options with their teacher(s). Teachers will check in with parents at least weekly regarding academic progress. This check in can be through any method/manner of reporting noted above.

Long-Term/Full-Time Independent Study, the student will meet with the teacher and submit my assignment(s) as follows:			
Location:		Time:	
Teacher's Phone:		Frequency:	
Teacher's Email:		Manner:	

Methods of Study:	☐	Student Reads	☐	Answers Questions	☐	Completes Worksheets	☐	Takes Quizzes/Tests
	☐	Online Courses	☐	Other:				

Credit to be Earned: Grades for each assignment will be regularly posted on Schoology, and progress reports and report cards will be issued in accordance with District marking periods. If a student transfers to independent study while a course is in progress, the academic grade to be earned during the IS will be integrated into the academic grade earned in the regular classroom to arrive at the grade earned by the student for the current grading period.

Methods of Evaluation to Measure Satisfactory Educational Progress: Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work, which may include one or more of the following methods:

☐	Demonstration of Skills	☐	Written Test	☐	Oral Presentation	☐	Minimum Performance of 60%
☐	Student Assignment Scores	☐	Participation	☐	Other		

Satisfactory educational progress is necessary to continue in independent study, and is determined based on:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement, must be at 60% or better.
2. The completion of assignments, assessments, or other indicators that show that the student is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Specific Resources Available to Student:

Personnel:

Materials Provided to Student:

Student was provided with a device and confirmed access to connectivity adequate to participate in the program and complete all assignments.

Instructional Materials:

.
 .
 .
 .

Assignments to be completed:

[illegible]

Subject/Course Teacher Evaluation and Certification Statement:

After the student returns the work assignment, the Course teacher completes this evaluation section.

% Percent Complete	Daily Credits	# Days Completed	Total Credits Earned Daily Credits (1 X # Days)	Academic Grade
	1			
	1			
	1			
	1			
	1			
	1			
	1			

My signature below indicates that I, the Course Teacher, evaluated the student's work assignments or product for the assignment dates/period listed above and determined the percentage of work completed, the grade earned, total credits earned, and time value (attendance credit) for work. A student earns one day of attendance for a full day's work assignment. Only work assignments that are turned in on time may generate attendance credit.

Subject Course Teacher Signature _____ Date: _____

Distrito Escolar de Mother Lode Union
Formulario de Registro de Tareas para Escuelas Secundarias/Preparatorias: (ROA)
(Complementario al Acuerdo Maestro de Estudio Independiente)

Instrucciones: En las escuelas integrales, cada maestro asignado debe completar un ROA por separado.

Nombre del estudiante:		ID de estudiante:
Maestro:	Grado escolar:	Escuela:
Fecha de inicio de la tarea:		Plazo de entrega de la tarea:
Firma del maestro:		Fecha de emisión de ROA:

Fecha de entrega de la tarea (frecuencia/hora/lugar): Todo el trabajo asignado en relación con este acuerdo se completará y entregará al maestro designado por medio de una combinación de laboratorios, salones de clase, interacción directa, y/o en línea para su evaluación a más tardar a las 3:00 p.m. en la fecha de entrega de la tarea.

Para el Estudio Independiente a Corto Plazo, las tareas se deben entregar el día en que se programe que el estudiante regrese a los estudios en el salón de clases, que es _____

Largo plazo/tiempo completo, el estudiante se reunirá con el maestro y presentará la(s) tarea(s) de la siguiente manera:			
Lugar:		Hora:	
Tel: del maestro:		Frecuencia:	
Correo electrónico del maestro:		Modo:	

Método (forma) de elaboración de informes: Teléfono, webinar, blogs, tablero de diálogo, correo electrónico, fax, correo, mensaje de texto con los padres, o en persona son métodos aceptables para verificar/reportar el progreso académico. Los estudiantes y los padres pueden ponerse en contacto mediante cualquiera de estos métodos para aclarar tareas, verificar el progreso académico, o discutir otras opciones de apoyo con su(s) maestro(s). Los maestros se comunicarán con los padres por lo menos semanalmente con respecto al progreso académico. Esta revisión puede realizarse a través de cualquier método/forma de notificación mencionada anteriormente.

Crédito que se obtendrá: Las calificaciones para cada tarea se publicarán regularmente en Schoology, y los informes de progreso y las boletas de calificación se entregarán de acuerdo con los períodos de calificaciones del Distrito. Si un estudiante se transfiere a estudio independiente mientras un curso está en marcha, la calificación académica que obtenga durante el IS (estudio independiente, por sus siglas en inglés) se integrará a la calificación

académica obtenida en el salón de clases regular a fin de llegar a la calificación del estudiante para el período de calificaciones actual.

Métodos de estudio:	☐	☐ El estudiante lee	☐	Responde preguntas	☐	Completa las hojas de cálculo	☐	Toma Pruebas/Exámenes
	☐	☐ Cursos en línea	☐	Otro:				

Métodos de evaluación para medir el progreso educativo satisfactorio: La evaluaciones académicas del trabajo se realizarán sobre la misma base que se utiliza en el aula regular para el trabajo similar, que puede incluir uno o más de los siguientes métodos:

☐	☐ Demostración de habilidades	☐	Prueba escrita	☐	Presentación verbal	☐	Rendimiento mínimo del 60%
☐	Puntuaciones de la tarea del estudiante	☐	Participación	☐	Otro		

El progreso educativo satisfactorio es necesario para continuar en el estudio independiente, y se determina con base a:

1. El aprovechamiento del estudiante y su participación en el programa de estudio independiente, como lo indica el desempeño estudiantil en las medidas aplicables sobre el aprovechamiento y la participación estudiantil, debe ser de por lo menos 60%.
2. La terminación de tareas, evaluaciones u otros indicadores que muestran que el estudiante está trabajando en tareas.
3. El aprendizaje requirió conceptos, según lo determinado por el maestro que lo supervisó.
4. Progreso hacia la culminación exitosa del curso de estudio o curso individual, según lo determine maestro a cargo de la supervisión.

Recursos específicos disponibles para el estudiante:

Personal: _____

Materiales proporcionados al estudiante:

El estudiante recibió un dispositivo y confirmó el acceso a conectividad adecuada para participar en el programa y completar todas las tareas.

Materiales de Instrucción:

.....

Tareas que se completarán

[illegible]

Evaluación de Maestros de Materias/Cursos y Declaración de Certificación:

Después de que el estudiante entregue las tareas para el trabajo, el maestro del curso completa esta sección de evaluación.

% Por ciento completado	Créditos diarios	# días completados	Créditos totales obtenidos Créditos diarios (1 X # días)	Calificación académica
	1			
	1			
	1			
	1			
	1			
	1			
	1			

Mi firma abajo indica que yo, el maestro del Curso, evalué el trabajo por medio de tareas del estudiante o trabajos paalras f echas/período de la tarea indicada y determiné neltapjoerdce trabajo completado, la calificación obtenida, los créditos totales obtenidos y el valor del tiempo (crédito de asistencia) para el trabajo. Un estudiante obtiene un día de asistencia por tareas equivalentes a un día completo de trabajo académico. Sólo las tareas que se entreguen a tiempo pueden generar crédito de asistencia.

Firma del Maestro del Curso o Materia _____ Fecha: _____

Mother Lode School District**Secondary Evaluation and Certification of Student Work Assignment Credit and Apportionment Attendance Credit for Independent Study (IS)**

Instructions: The Independent Study Supervising Designee completes this form based on each completed Record of Assignment to summarize the credit earned and the grade awarded by the course teachers, and to list the student's determination of the time value of the student's work product. For each day the student completes work that is equivalent to at least the minimum school day, one day of attendance credit is earned. If the Independent Study is longer than 4 weeks, additional evaluation and certification form must be completed for each four-week period.

Student Name:**Student ID:****Date Due:****Assignment Start Date:****Assignment Due Date: Total School****Days Assigned:****Date Assigned:**

Period	Subject/Course Title	Teacher Name	Credit Value	Credit Earned	Grade
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

In the following table, write the dates directly above the applicable day of week and enter the applicable attendance code based on the evaluation of the work and its time value (i.e., the number of days the work submitted is worth).

P: Present (Attendance credit earned from time value of work equivalent to at least a minimum school day)

A: Absent (No attendance credit. Student did not complete enough assignments equivalent to a minimum school day)

Enter dates directly above a day of week					
Day of Week	M	T	W	TH	F
Period ____					
Enter dates directly above a day of week					
Day of Week	M	T	W	TH	F
Period ____					
Enter dates directly above a day of week					
Day of Week	M	T	W	TH	F
Period ____					
Enter dates directly above a day of week					
Day of Week	M	T	W	TH	F
Period ____					

Evaluation Certification Statement and Signature: My signature below indicates that I, the assigned Independent Study Supervising Designee, have personally assessed the time value (attendance credit) of the student's work products, and that I have also personally reviewed the evaluations made by other subject matter certificated teachers.

IS Supervising Designee Signature:

Evaluation Date:

Total Days Attendance Days
Earned:

Mother Lode Union School District**Master Agreement for Independent Study, Extraordinary Conditions****THIS FORM SHOULD ONLY BE USED AFTER OFFICIAL NOTIFICATION FROM THE DISTRICT**

Student Name:	Student ID:	Grade:
Address:	Birthdate	Age:
City:	Zip Code:	
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		

Program Placement: General Ed Special Ed

Type:

Short-Term (3 to 14 schooldays per schoolyear)

Long-Term/Full-Time (15 schooldays up to a semester)

Part Time

Academic and Other Supports to Address Student Needs:

	Need/Concern	Support/Resource
☐	Not performing at grade level:	
☐	English Learner: If checked describe Integrated ELD and Designated ELD services to be provided.	
☐	Student with IEP:	This written agreement is consistent with the IEP.
☐	Student with Section 504 Plan:	This written agreement is consistent with the Section 504 Plan.
☐	In foster care:	
☐	Experiencing homelessness:	
☐	Needs mental health supports:	

School Responsibilities and Agreement:

The major objective of Independent Study (IS) during the duration of this Master Agreement, is to enable the student to keep current and earn an academic credit grade for each of the Secondary School Course of Study objectives outlined in the California Content Standards and Frameworks.

This Master Agreement enables the student to successfully reach the major objective and complete the assignments identified in the Record of Assignment (ROA) form(s) that is/are subsidiary agreement(s) made a part of this Master Agreement. With the support of the parent/guardian/educational rights holder ("Parent"), the student will submit assignments on or before the due date specified in the ROA form(s).

The minimum period for this agreement shall be no less than 3 consecutive school days, and no longer than one semester.

All students enrolled in IS shall receive appropriate existing services and resources to enable them to complete IS successfully. School administrators shall ensure the same access to all existing services and resources as available to other students in the school of enrollment (EC § 51746). The Los Angeles Unified School District will provide the teacher services, instructional materials, device and connectivity, and other necessary items and resources for each assignment as specified in the ROA form(s).

The teacher will provide the following information in this agreement: the assignment due date (frequency, time, place), method (manner) of reporting, academic grade(s) to be earned, methods of study by the student, methods of evaluation used by the teacher to measure the satisfactory educational progress of the student, specific resources available to the student (personnel, materials), description of the courses/subjects with the assignments to be completed during the assignment start and end dates.

Student Responsibilities and Agreement: I understand and agree that:

IS is an optional educational alternative to classroom instruction provided by my school. It is individualized instruction based on this Master Agreement, between me, my teacher, and my Parent and other person(s) if applicable.

I am enrolling voluntarily and understand that IS is an optional alternative to classroom-based instruction in which no student may be required to participate. I have the same rights as other students in my grade at my home school. I understand that a regular classroom option will always be available at my home school or other agreed upon site.

If I have an Individualized Education Program (IEP), the IEP must be updated to reflect my placement in Independent Study. If I have a Section 504 Plan, the plan should be updated to reflect any changes in accommodations as a result of my IS placement.

If I am an English Learner (EL), I must receive Designated and Integrated English Language Development and my Individualized Reclassification plan must be updated to reflect my placement in Independent Study.

All course work will be consistent with the applicable California Content Standards and Frameworks

In order to receive academic grade credit, I must complete the major objectives of each curricular area I undertake as outlined in the California Content Standards and Frameworks. These objectives are made a part of this Master Agreement and ROA form(s).

I will have the resources of school personnel; a device and connectivity; state authorized textbooks, supplementary instructional materials, which may include additional assignment sheets prepared by my teacher that will become a part of this Master Agreement.

The methods of study and instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my ROA form(s), which is part of this Master Agreement.

The methods used by my teacher to evaluate my work and my performance will include grading, measuring, and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each subject.

I am expected to complete all the assignments by the due date specified in the ROA form(s).

I am expected to make satisfactory educational progress and report/submit my work assignment(s) to my teacher(s) for evaluation by the scheduled assignment due date. I am also expected to work on assignments every

School day, contact the teacher with questions or concerns, and follow all written and spoken directions. This may include logging on, and checking emails or announcements.

I confirm that I have a District-issued device and adequate connectivity so I can participate in this program and complete assigned work. I will contact my school if I have any device or connectivity issues.

My Parent and I may be liable, as determined by law and District policy, for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me. Subsidiary attachments such as Assignment Sheets, ROA, and other necessary papers are a part of the Master Agreement.

I plan to complete all of my assignments to earn full academic credit depending on the date of my enrollment and academic progress. I understand that I have to meet satisfactory educational progress to continue in this program.

My Parent or I may contact my teacher at any time to ask for assistance or check on my progress.

Parent/Guardian/Educational Rights Holder (“Parent”) Responsibilities and Agreement:

I understand that IS is an optional educational alternative for my child that I have voluntarily selected. By signing this agreement, I grant permission for my child to receive instruction through IS and agree to the conditions listed above under “Student Responsibilities and Agreement.” I also understand and accept all of the foregoing agreements made by this student. In addition, I specifically agree that:

My child and I will meet at the frequency/time/manner/place as stated in my ROA form with the IS supervising teacher to develop an appropriate educational plan for my child.

I am responsible for the supervision of my child while my child is participating in IS. I will provide instruction and assistance and an appropriate environment for study. I will ensure my child communicates with and submits all completed assignments required for evaluation by its due date stated in the attached ROA form (subsidiary agreement to this Master Agreement) to the teacher(s).

I understand that my school will retain original samples of student work for documentation.

I will supervise my child is participating in workshops or activities planned by the school.

Learning objectives are consistent with and evaluated in the same manner that they would be if my child were attending in-person studies. If my child is an EL, Designated and Integrated ELD will be provided.

I confirm that my child has a District-issued device and adequate connectivity so my child can participate in this program and complete assigned work. I will contact my school if my child has device or connectivity issues.

I understand that I may be liable, as determined by law and District policy, for the cost of replacement or repair for willfully damaged books & school property, including all technology devices that are checked out to my child.

I understand that my child has to meet satisfactory educational progress to continue in this program.

Affiliated Charter School Parent: In addition to the above statements, I agree to keep a record of my child’s daily instructional activities and to provide this written document to the school as part of my child’s submission of work.

Signatures and Dates:

We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Student Signature:	Date:
Parent/Guardian/Caregiver Signature:	Date:
IS Teacher Signature:	Date:
IS Supervising Designee Signature:	Date:
*Other (if applicable) Signature:	Date:

**If applicable, the signature(s) of Other Person(s) Responsible for providing direct assistance to the student are*

included on the ROA form(s), which is/are a Subsidiary Agreement to this Master Agreement.

Distrito Escolar de Mother Lode Union

Acuerdo Maestro para Estudio Independiente, Condiciones Extraordinarias

ESTE FORMULARIO DEBERÁ EMPLEARSE ÚNICAMENTE DESPUÉS DE LA NOTIFICACIÓN OFICIAL DEL DISTRITO

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio:	Fecha de finalización:
Escuela de inscripción:		

Colocación del programa: Edu. general Edu. especial Regularización 2º Oportunidad

Tipo: Corto plazo (3 a 14 días escolares) Tiempo parcial

Largo plazo/tiempo completo (15 días escolares hasta un Semestre)

Apoyo académico y de otro tipo para atender las necesidades de los alumnos:

	Necesidad/preocupación	Apoyo/Recursos
☐	El rendimiento no está a nivel de grado:	
☐	Alumno de Inglés: Si ese marcó, describir los servicios de ELD integrado y ELD designado que deben proporcionarse.	
☐	Estudiante con IEP:	Este acuerdo escrito concuerda con el IEP.
☐	Estudiante con Plan de la Sección 504:	Este acuerdo escrito concuerda con el Plan de la Sección 504.
☐	En cuidado adoptivo temporal:	
☐	En situación sin hogar:	
☐	Necesita apoyos de salud mental:	

Responsabilidades y Acuerdo de la Escuela:

- ◆ El objetivo principal del Estudio Independiente (IS, por sus siglas en inglés) durante la vigencia de este Acuerdo Maestro, es permitir que el estudiante se mantenga al día y obtenga una calificación de crédito académico para cada uno de los objetivos del Curso de Estudio de Secundaria/Preparatoria como se indica en las Normas y Marcos de Contenido de California.
- ◆ Este Acuerdo Maestro le permite al estudiante alcanzar con éxito el objetivo principal y completar las tareas identificadas en el formulario(s) de Registro de Tareas (ROA, por sus siglas en inglés) el cual es/son acuerdo(s) complementario(s) que forma(n) parte de este Acuerdo Maestro. Con el apoyo del padre/tutor/titular de los derechos educativos (“Padre”), el estudiante presentará las tareas en la fecha de entrega o antes, la cual se haya especificado en los formularios ROA.
- ◆ El período mínimo para este acuerdo será de no menos de 3 días escolares consecutivos, y no más de un semestre.
- ◆ Todos los estudiante inscritos en IS recibirán los servicios y recursos existentes apropiados para permitirle completar el estudio independiente (IS) con éxito. Los administradores de la escuela asegurarán el mismo acceso a todos los servicios y recursos existentes que a otros estudiantes de la escuela donde se haya realizado la inscripción (EC § 51746). El Distrito Escolar de Mother Lode Union proporcionará los servicios de maestros, materiales instructivos, dispositivos y conectividad, y otros artículos y recursos necesarios para cada tarea como se especifica en el formulario(s) de ROA.
- ◆ El maestro proporcionará la siguiente información en este acuerdo: la fecha de entrega de la tarea (frecuencia, hora, lugar), el método (modo) de presentación de informes, la(s) calificación(es) académica(s) que se obtendrá(n), los métodos de estudio para el estudiante, los métodos de evaluación utilizados por el maestro para medir el progreso educativo satisfactorio para el estudiante, los recursos específicos disponibles para el estudiante (personal, materiales), la descripción de los cursos/materias con las tareas que se deben completar durante las fechas de inicio y finalización de la tarea.

Responsabilidades y Acuerdo del Estudiante: Entiendo y estoy de acuerdo en que:

- ◆ IS es una alternativa educativa opcional a la instrucción en el salón de clase proporcionada por mi escuela. Se trata de una instrucción individualizada basada en este Acuerdo Maestro, entre mi persona, mi maestro, y mi padre de familia, y otra(s) persona(s) si corresponde.
- ◆ Me estoy inscribiendo voluntariamente y entiendo que el IS es una alternativa opcional a la enseñanza presencial en la que no se puede exigir que un estudiante que participe. Tengo los mismos derechos que otros alumnos de mi grado en mi escuela domiciliar. Entiendo que una opción regular del salón de clase siempre estará disponible en mi escuela domiciliar u otro sitio acordado.
- ◆ Si tengo un Programa de Educación Individualizado (IEP), el IEP debe actualizarse para reflejar mi ubicación en Estudio Independiente. Si tengo un Plan de la Sección 504, el plan debe actualizarse para reflejar cualquier cambio en las adaptaciones a resultado de mi colocación en IS.
- ◆ Si soy aprendiz de inglés (EL), debo recibir el Desarrollo del Idioma Inglés designado e integrado y mi plan de reclasificación individualizada debe actualizarse para reflejar mi ubicación en el estudio independiente.
- ◆ Toda la serie de cursos será consistente con las Normas y Marcos de Contenido de California.
- ◆ Para recibir crédito académico, debo completar los principales objetivos de cada área curricular que emprenda como se describe en las Normas y Marcos de Contenido de California. Estos objetivos forman parte de este acuerdo Maestro y formulario(s) de ROA.
- ◆ Dispondré de los recursos del personal de la escuela, un dispositivo y conectividad; libros de texto autorizados por el estado, materiales didácticos complementarios, que pueden incluir hojas de tareas adicionales preparadas por mi maestro los cuales pasarán a formar parte de este Acuerdo Maestro.
- ◆ Los métodos de estudio y las actividades de instrucción incluirán, pero no se limitan a lo siguiente: escuchar, hablar, leer, escribir, calcular y pensar. Las actividades específicas y los materiales didácticos se describirán en mi(s) formulario(s) ROA, que forma(n) parte de este Contrato Maestro.
- ◆ Los métodos utilizados por mi maestro para evaluar mi trabajo y mi desempeño incluirán la calificación, la medición y/o la valoración de las tareas y pruebas escritas, orales, auditivas, visuales y/o realizadas para determinar mi calificación en cada materia.
- ◆ Se espera que complete todas las tareas antes de la fecha de entrega que se especifique en el (los) formulario(s) ROA.
- ◆ Se espera que logre un progreso educativo satisfactorio y que reporte/entregue mi tarea(s) a mi(s) maestro(s) para su evaluación antes de la fecha de entrega de la tarea programada. También se espera que trabaje en las tareas todos los días de clase, que me ponga en contacto con el maestro si tengo preguntas o dudas, y que siga todas las instrucciones

escritas y orales. Esto puede incluir el inicio de sesión, y la comprobación de correos electrónicos o anuncios.

♦ Confirmando que dispongo de un dispositivo expedido por el Distrito y de una conectividad adecuada para poder participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si tengo algún problema con mi dispositivo o conectividad.

♦ Mi padre de familia y yo podemos ser responsables, según lo determine la ley y la política del Distrito, por el costo de reemplazo o reparación de libros u otros materiales perdidos o dañados que se me presten. Los anexos complementarios, como Hojas de Tareas, ROA y otros documentos necesarios, forman parte del Acuerdo Maestro.

♦ Tengo planeado completar todas mis tareas para obtener todos los créditos académicos según la fecha de mi inscripción y progreso académico. Entiendo que tengo que cumplir con un progreso educativo satisfactorio para continuar en este programa.

♦ Mi padre de familia o yo podemos contactar a mi maestro en cualquier momento para pedirle ayuda o para verificar mi progreso.

Responsabilidades y Acuerdo del Padre/Tutor/Titular de los Derechos Educativos (“Padre”):

Entiendo que IS es una alternativa educativa opcional para mi hijo(a) la cual he seleccionado voluntariamente. Al firmar este acuerdo, doy permiso para que mi hijo reciba instrucción a través de IS y estoy de acuerdo con las condiciones mencionadas anteriormente bajo “Responsabilidades y Acuerdo del Estudiante”. También entiendo y acepto todos los acuerdos anteriores formalizados por este estudiante. Además, estoy específicamente de acuerdo en que:

♦ Mi hijo(a) y yo nos reuniremos con la frecuencia/tiempo/manera/lugar indicados en mi formulario ROA con el maestro supervisor de IS para desarrollar un plan educativo apropiado para mi hijo(a).

♦ Soy el responsable de la supervisión de mi hijo(a) mientras mi hijo(a) participe en IS. Proporcionaré instrucción y asistencia y un ambiente apropiado para el estudio. Me aseguraré de que mi hijo(a) se comuniquen con el/los maestro/s y les entregue todas las tareas completas requeridas para la evaluación en la fecha indicada en el formulario ROA adjunto (acuerdo complementario a este Acuerdo Maestro).

♦ Entiendo que mi escuela conservará muestras originales del trabajo del estudiante para su documentación.

♦ Supervisaré que mi hijo(a) esté participando en los talleres o actividades planificadas por la escuela.

♦ Los objetivos de aprendizaje son consistentes y se evalúan de la misma manera que si mi hijo(a) asistiera a estudios presenciales. Si mi hijo(a) es un alumno EL, se le proporcionará el ELD Designado e Integrado.

♦ Confirmando que mi hijo(a) dispone de un dispositivo expedido por el Distrito y de una conectividad adecuada para que pueda participar en este programa y completar el trabajo asignado. Me pondré en contacto con mi escuela si mi hijo(a) tiene problemas con el dispositivo o la conectividad.

♦ Entiendo que puedo ser responsable, según lo determinado por la ley y la política del Distrito, por el costo de reemplazo o reparación de libros y propiedad escolar dañados intencionalmente, incluyendo todos los dispositivos tecnológicos que se le presten a mi hijo(a).

♦ Entiendo que mi hijo(a) tiene que cumplir con un progreso educativo satisfactorio para continuar en este programa.

♦ Padre - Escuelas Charter afiliadas: Además de las declaraciones anteriores, me comprometo a llevar un registro de las actividades educativas diarias de mi hijo(a) y a proporcionar este documento escrito a la escuela como parte de la entrega de trabajos de mi hijo(a).

Firmas y fechas: Hemos leído todos los artículos en el Acuerdo Maestro y cumpliremos con todas las condiciones establecidas en el mismo.

Firma del estudiante:	Fecha:
Firma del padre/tutor/cuidador:	Fecha:
Firma del maestro de IS:	Fecha:
Firma del Supervisor Designado de IS:	Fecha:
*Firma de otros individuos (si procede) :	Fecha:

**Si corresponde, la(s) firma(s) de otra(s) persona(s) responsable(s) de brindar asistencia directa al estudiante se incluye(n) en el(los) formulario(s) ROA, que es/son un Acuerdo Complementario a este Acuerdo Maestro.*

Mother Lode Union School District
Record of Assignment Form, Extraordinary Conditions (Subsidiary to Independent Study Master Agreement)

***THIS FORM SHOULD ONLY BE USED AFTER OFFICIAL NOTIFICATION FROM THE DISTRICT**

Instructions: At comprehensive schools, each assigned teacher must complete a separate ROA.

Student Name:	Student ID:	Grade:
Address:	Birthdate	Age:
City:		Zip Code:
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Duration (Total Instructional Days):	Start Date:	End Date:
School Enrolled:		

Assignment Due Date (Frequency/Time/Place): All work assigned in relation to this agreement shall be completed and turned in to the designated teacher via a combination of labs, classrooms, face-to-face or online for evaluation no later than 3:00 p.m. on the assignment due date.

For Short-Term Independent Study, the assignments are due on the day the student is scheduled to return to my classroom studies, which is: _____

Methods of Evaluation to Measure Satisfactory Educational Progress: Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work, which may include one or more of the following methods:

☐ Demonstration of Skills	☐ Written Test	☐ Oral Presentation
☐ Minimum Performance of 60%	☐ Student Assignment Scores	☐ Participation Other:

Satisfactory educational progress is necessary to continue in independent study, and is determined based on:

1. The student's achievement and engagement in the IS program, as indicated by the student's performance on applicable student-level measures of student achievement and student engagement, must be at 60% or better.
2. The completion of assignments, assessments, or other indicators that show that the student is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Specific Resources Available to Student:

Personnel: _____

Materials Provided to Student:
Student was provided with a device and confirmed access to connectivity adequate to participate in the program and complete all assignments.

Instructional Materials:_____

Assignments to be completed.

Subject/Course Title	Daily Credits	Assignments to be Completed
	1	
	1	
	1	
	1	
	1	
	1	
	1	

Teacher Evaluation and Certification Statement:

After the student returns the work assignment, the Course teacher completes this evaluation section.

% Percent Complete	Daily Credits	# Days Completed	Total Credits Earned Daily Credits (1 X # Days)	Academic Grade
	1			
	1			
	1			
	1			
	1			
	1			
	1			

My signature below indicates that I, the Teacher, evaluated the student's work assignment or product for the assignment dates/period listed above and determined the percentage of work completed by the student, the total credits earned, and grade.

Teacher

Signature: _____ Date: _____

Distrito Escolar de Mother Lode Union

Formulario de Registro de Tareas, Condiciones Extraordinarias

(Complementario al Acuerdo Maestro de Estudio Independiente)

***ESTE FORMULARIO DEBERÁ EMPLEARSE ÚNICAMENTE DESPUÉS DE LA NOTIFICACIÓN OFICIAL DEL DISTRITO**

Instrucciones: En las escuelas integrales, cada maestro asignado debe completar un ROA por separado.

Nombre del estudiante:	ID de estudiante:	Grado escolar:
Domicilio:	Fecha de nacimiento:	Edad:
Ciudad:	Código Postal:	
Teléfono del hogar:	Tel. del empleo:	Tel. celular:
Correo electrónico:		
Duración (total de días de instrucción):	Fecha de inicio:	Fecha de finalización:
Escuela de inscripción:		

Fecha de entrega de la tarea (frecuencia/hora/lugar): Todo el trabajo asignado en relación con este acuerdo se completará y entregará al maestro designado por medio de una combinación de laboratorios, salones de clase, interacción directa, y/o en línea para su evaluación a más tardar a las 3:00 p.m. en la fecha de entrega de la tarea.

Para el Estudio Independiente a Corto Plazo, las tareas se deben entregar el día en que se programe que el estudiante regrese a los estudios en el salón de clases, que es:_____.

Métodos de evaluación para medir el progreso educativo satisfactorio: Las evaluaciones académicas del trabajo se harán sobre la misma base que se utiliza en el salón de clases regular para trabajos similares, que pueden incluir uno o más de los siguientes métodos:

Demostración de habilidades	Prueba escrita	Presentación verbal
Rendimiento mínimo del 60% Otro:	Puntuaciones de la tarea del estudiante	Participación

El progreso educativo satisfactorio es necesario para continuar en el estudio independiente, y se determina con base a:

1. El aprovechamiento del estudiante y su participación en el programa IS, como lo indica el desempeño estudiantil en las medidas aplicables sobre el aprovechamiento y participación estudiantil, debe ser de por lo menos 60%.
2. La terminación de tareas, evaluaciones u otros indicadores que muestran que el estudiante está trabajando en tareas.
3. El aprendizaje requirió conceptos, según lo determinado por el maestro que lo supervisó.
4. Progreso hacia la culminación exitosa del curso de estudios o curso individual, según lo determine el maestro a cargo de la supervisión.

Recursos específicos disponibles para el estudiante:

Personal: _____

Materiales proporcionados al estudiante:

El estudiante recibió un dispositivo y confirmó el acceso a conectividad adecuada para participar en el programa y completar todas las tareas.

Materiales de Instrucción: _____

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Tareas que se completarán.

Nota: Los estudiantes obtienen 1 créditos académicos por día de tareas completadas

Materia/título del curso	Créditos diarios	Tareas que se completarán
	1	
	1	
	1	
	1	
	1	
	1	
	1	

Evaluación a cargo del Maestro y Declaración de Certificación:

Después de que el estudiante entregue las tareas para el trabajo, el maestro del curso completa esta sección de evaluación.

% Por ciento completado	Créditos diarios	# días completados	Créditos totales obtenidos Créditos diarios (1X # días)	Calificación académica
	1			
	1			
	1			
	1			
	1			
	1			
	1			

Mi firma abajo indica que yo, el maestro(a), evalué la tarea del estudiante o trabajo correspondiente a las fechas/período de la tarea indicada arriba, y determiné el porcentaje para el trabajo completado por el estudiante, el total de créditos obtenido, y la calificación.

Firma del maestro(a): _____ Fecha: _____