

**NEW OPPORTUNITIES ORGANIZATION, INC.
SPECIAL BOARD OF EDUCATION (VIRTUAL) MEETING**

Main Meeting Location

Family First Charter School

12500 Ramona Avenue, Hawthorne CA 90250

THIS MEETING WILL BE HELD VIA TELECONFERENCE – ZOOM MEETING LINK BELOW

WEDNESDAY, AUGUST 24, 2022

OPEN SESSION AT 5:30 P.M.

(Prepared and distributed: 8/23/2022)

This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.

NOTICE OF INTENT TO RECORD

This meeting will be video tape recorded for purposes of recording the minutes. In consideration of others, please turn off all electronic devices before the start of the meeting.

MEETING AGENDA & RELATED MATERIALS

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE

Notice is hereby given that, consistent with the requirements of the *Bagley-Keene Open Meeting Act*, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting the office of the Executive Director at 12500 Ramona Avenue, Hawthorne, CA 90250, (310) 355-0001, at least 48 hours prior to the meeting.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please call the office of the Executive Director at 12500 Ramona Avenue, Hawthorne CA 90250, (310) 776-6479, at least 48 hours prior to the meeting.

TELECONFERENCE PARTICIPATION

Join Zoom Meeting <https://us02web.zoom.us/j/82333412403?pwd=WHI1b2t2UjFGTW1IS1VDd2RwSkRzZz09>

Meeting ID **823 3341 2403** Passcode: **562904**

One tap mobile **+16699009128,,82333412403#,,,562904#**

For audio participation, please dial **+1 669 900 9128** Meeting ID **823 3341 2403** Passcode: **562904**

1. CALL TO ORDER: _____ PM

a. ROLL CALL

Board Members:	Present	Absent
Bernie Konig, President	_____	_____
Francisco Carrillo, Clerk	_____	_____
Nora Roque, Treasurer	_____	_____
Lulu Camberos, Member	_____	_____
Mary Agnes Erlandson, Member	_____	_____

2. APPROVAL OF AGENDA

Motion:			
Second:			
Vote:			
Member	Aye	Nay	Abstain
Konig			
Carrillo			
Roque			
Camberos			
Erlandson			

3. PUBLIC COMMENTS

4. CONSENT AGENDA

Please note: all matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them.

a. Approve Teleconferencing During a State of Emergency – Recurring

Motion:			
Second:			
Vote:			
Member	Aye	Nay	Abstain
Konig			
Carrillo			
Roque			
Camberos			
Erlandson			

5. INFORMATIONAL ITEMS

a. Independent Study Policy – Revision 08.22.2022

6. DISCUSSION & ACTION ITEMS

- a. Approve Independent Study Policy – Revision 08.22.2022

Motion:			
Second:			
Vote:			
Member	Aye	Nay	Abstain
Konig			
Carrillo			
Roque			
Camberos			
Erlandson			

7. BOARD MEMBER REPORTS

8. EXECUTIVE DIRECTOR REPORT

- a. Executive Director Report to the Board

9. ADJOURNMENT TIME : _____

Motion:			
Second:			
Vote:			
Member	Aye	Nay	Abstain
Konig			
Carrillo			
Roque			
Camberos			
Erlandson			

Next Board Meeting: October 13, 2022



TELECONFERENCING RULES DURING A STATE OF EMERGENCY

When Teleconferencing During a State of Emergency is Permissible

The School Board may hold a meeting via teleconferencing without complying with the requirements of Government Code section 54953(b)(3) in any of the following circumstances:

- The School Board holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.
- The School Board holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.
- The School Board holds a meeting during a proclaimed state of emergency and has determined, by majority vote, that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

Requirements for Teleconferenced Meetings During a State of Emergency

If the School Board holds a teleconferenced meeting during a proclaimed state of emergency, the School Board shall do all of the following:

- Give notice of the meeting and post agendas as otherwise required by the Brown Act.
- Allow members of the public to access the meeting and the agenda shall provide an opportunity for members to address the School Board directly. The agenda shall also give notice of the means by which members of the public may access the meeting and offer public comment. These opportunities may be by call-in option or an internet-based service option. No physical location will be provided to the public.
- Conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public at the board meeting.

Public Comment Rules

In the event of a disruption preventing the School Board from broadcasting the meeting or in the event of a disruption within the School's control that prevents the public from offering public comments using the call-in or internet-based service option, the School Board shall take no further action on items appearing on the meeting agenda until the public access to the meeting is restored. Actions taken on agenda items during a disruption that prevents the School from broadcasting the meeting may be challenged.

The School Board shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the School Board and offer comment in real time.

Public comment shall not be closed for any agenda item for which there is a time associated with public comment until that timed public comment period has elapsed.

The School's general public comment period shall not be closed for the duration for which there is a time associated with public comment.

Requirements to Continue Using Teleconferencing During a State of Emergency

If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with Government Code section 54953(b)(3), the School Board shall, not later than 30 days after teleconferencing for the first time and every 30 days thereafter, make the following findings by majority vote:

- The School Board has reconsidered the circumstances of the state of emergency.
- Any of the following circumstances exist: 1) The state of emergency continues to directly impact the ability of the members to meet safely in person; 2) State or local officials continue to impose or recommend measures to promote social distancing.



INDEPENDENT STUDY POLICY

New Opportunities Organization, A Nonprofit Public Benefit Corporation, which operates New Opportunities Charter School and Family First Charter (collectively, the “Charter School”), may offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the New Opportunities Organization, A Nonprofit Public Benefit Corporation Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 15 school days.
2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 60% assignments during any period of 15 school days.
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s SST policy which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
4. The Charter School has adopted tiered reengagement strategies for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

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

- a) Verification of current contact information for each enrolled pupil;
 - b) Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
 - c) A plan for outreach from the Charter School to determine pupil needs, including connection with health and social services as necessary;
 - d) A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
 - e) Specific tiered procedures are described in the Tiered Reengagement Procedures, as enumerated in the master agreement.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction*:

For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: The plan is as follows: The teacher or teachers of record will schedule a weekly meeting with the student to provide synchronous instruction delivered in person or in the form of internet or telephonic communications, and involving live two-way communication.
6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The plan for transitioning pupils who wish to return to in-person instruction is as follows: The student will notify the teacher of record that they want to

return to in-person instruction. By the next instructional day, the teacher will inform the school administrator or designee of the student's request to return to in-person instruction. After the school's SST team will meet within one day of the teacher's notification and develop an individual transition plan that includes the student's new schedule, transfer or submission of the class grade, and termination of the Independent Study contract. The student will then start attending class no later than five instructional days of the student's request.

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

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - a. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Executive Director may establish regulations to implement these policies in accordance with the law.



New Opportunities Organization (NOCs and FFCS) Master Agreement for Independent Study

Independent Study (I.S.) is an optional educational program that students voluntarily select. All students enrolled in New Opportunities Organization have the option of selecting seat-based or independent study instruction.

Student Name:	_____	Agreement Duration:	1 School Year
Student Number:	_____	Year:	20____-20____
Address:	_____	Beginning Date:	____/____/20____
City/Location:	_____	End Date:	____/____/____
Grade Level	_____	Phone #:	_____
DOB	_____	2nd Phone#	_____
Site	_____	Email:	_____

Students are required to report to their teacher to submit work, report progress, and communicate academic progress as follows:

Manner of Reporting: One-on-one in-person ☐ Small group in person ☐

One-on-one virtual ☐ Small group virtual ☐ E-mail ☐ Fax ☐

Time: _____

Frequency: _____

Place of Meeting: _____

Internet Connection & Device Verification

Do you have access to internet connection and a computer device?

Yes ☐

No ☐

Method of Study: Specific methods of study will be designated on the student assignment sheet and attendance record incorporated herein. Examples of methods of study for the student may include but are not limited to: Independent reading, textbooks activities, problem solving, study projects, drill & practice, experiential learning, computerized curriculum, web/internet research, library research, field trips, learning center courses, and other: _____

Method of Evaluation: Academic evaluations will be designated on the student assignment sheet and attendance record incorporated herein. Methods of evaluation include but are not limited to: Teacher made tests, student conferences, progress reports, report cards, chapter/unit test, work samples observations, portfolios, state standards testing, learning journals, presentations, quizzes, labs, finals, and possibly other: _____

Resources: The school will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. Assignments and specific resources will be designated on the assignment and attendance record incorporated herein.

Subsidiary Documents:

New Opportunities Organization will practice the use of subsidiary documents. The original "Master Agreement" will be copied and utilized as an original. Additional copies of the original will be utilized to update and document the student's progression.

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established charter school's board policy and are consistent with charter school standards, as outlined in the charter school's subject/course descriptions. Assignment sheet and attendance record will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and is incorporated herein. The term "Course Value: ("CV") refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt. The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

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

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

Available supports to the students: verbal/visual directions, increase student choice, modify classwork, one on one support with our resource teacher, small group instruction, provide study guide/notes, differentiated assessments, and other academic supports as recommended by the SST team. Other: _____

Electronic Signatures:

Students will be provided an editable PDF Master Agreement to allow for electronic signatures by the teacher, the student, and other persons who have direct responsibility for providing assistance to the student. The document will be sent via email to the email provided by the student.

Board Policies Pursuant to Education Code Section 51747(a) and (b):

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 15 school days.
2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil in independent study upon the following triggers:
 - a. When any pupil fails to complete 60% assignments during any period of 15 school days.
 - b. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's SST policy, which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Course credits or other measures of academic achievement to be earned upon completion

Subject	Course	Credits Attempting	Date Begun	Date Completed	Credits Earned
Example: Math	Algebra A	5	8/30/2021	12/17/2021	5
Example: English	English 11A	5	10/14/2021	12/17/2021	3

1

Course credits or other measures of academic achievement to be earned upon completion

Subject	Course	Credits Attempting	Date Begun	Date Completed	Credits Earned

Satisfactory Educational Progress Evaluation:

The SST team will review pupil's achievement and engagement in the I.S. program as indicated by pupil's performance on the following applicable pupil-level measures and aligned to our LCAP in Pupil achievement & Pupil engagement. Plus, completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments and review learning required concepts and progressing toward successful completion of the course as determined by the teacher.

Signatures and Dates:

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

Student Signature: _____ Date: _____

Pupil's parent, legal guardian, or caregiver _____ Date: _____

Certificated employee who has been designated as having responsibility for the general supervision of independent study: _____ Date: _____

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

New Opportunities Schools (NOCS and FFCS) Assignment Sheet and Attendance Record (ASAR)

Student Name: _____ Grade: _____ Supervising Teacher: _____

Assignment Period: _____ to _____ Synchronous Instruction Meeting: _____

For Teacher Completion:

A) **ASSIGNMENTS** Teachers, please include a brief summary of the assignment, the resources to be used to complete the assignment, and the method of evaluation. (Attach explanatory notes on the back or on additional sheets.)

#	Subject	Assignment	Resources	Evaluation	Time Value Assigned (measured in days)	Time Value Completed (measured in days)
1		Synchronous Instruction Meeting Yes___ No___		Quiz / Test		
2		Synchronous Instruction Meeting Yes___ No___		Quiz / Test		
3		Synchronous Instruction Meeting Yes___ No___		Quiz / Test		
4		Synchronous Instruction Meeting Yes___ No___		Quiz / Test		
5		Synchronous Instruction Meeting Yes___ No___		Quiz / Test		

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

For Student & Teacher Completion:

B) **STUDENT WORK RECORD** Fill in dates below starting with today for next 7 days. Teacher must X out any days school is not in session (Saturdays, Sundays, and any Holidays or other non-school days)

Assignment # (from above)	Day & Date	Day & Date	Day & Date	Day & Date	Day & Date	Day & Date	Day & Date
1							
2							
3							
4							
5							

Student Signature: _____ Date: ____/____/____

For Teacher Completion:

A. Time Value of Student Work Completed (measured in days): _____

B. Days of Daily Engagement on Educational Activities Required by the School on Days the School is in Session: _____

Attendance Approved by Teacher: _____ [insert lesser of A or B]

Signature of Supervising Teacher: _____ Date: ____/____/20____

For Site Coordinator Completion: Attendance dates entered into PowerSchool:

(1) ____/____/20____ (2) ____/____/20____ (3) ____/____/20____ (4) ____/____/20____ (5) ____/____/20____

Assignment Notes:

1.
2.
3.
4.
5.
6.