

Mountain Empire Unified School District
Traditional Short-Term Independent Study
WRITTEN MASTER AGREEMENT

School Year: 26/27 **Duration of Agreement:** Effective Date: August 12, 2026 Exit Date: June 11, 2027

Parent/Guardian please complete/review the information below and initial if correct.

Initial: _____

Student Name: _____ **Grade:** _____ **Date of Birth:** _____ **Age:** _____

Address: _____ **City:** _____ **Zip Code:** _____

Student Phone () - _____ **Student email address:** _____

Parent(s)/Guardian(s) Name(s): _____ **Parent email address:** _____

Parent Home Phone:() _____ **Parent Work Phone: ()** _____ **Parent Cell Phone ()** _____

REPORTING: Manner, time, frequency and place for submitting pupil's assignments, for reporting the pupil's progress, and for communicating with pupil's parent or guardian.

According to Mountain Empire Unified School District Board Policy 6158, a Short-Term Independent Study Contract is for the pupil who enrolls in independent study to accommodate travel plans, illness, or other situations requiring the pupil to be away from school. This contract shall not exceed 15 days in a school year. Traditional Long-Term Independent Study (16 + days). Students are required to meet with their teachers on a regular basis at the scheduled appointment times and class times as listed in the course syllabi and/or teachers' course information. The manner of submitting work is via drop off in-person at the school office, email attachment or other pre-approved means as required in course syllabi. Students and parents are assigned appointment times. Students meet with their teachers synchronously (live) during in person appointments or in extenuating circumstances via online conferencing platforms, such as Google Meets or Zoom. Short-term Independent Study work is due no later than 5 school days from the date of return.

LEARNING OBJECTIVES, METHODS OF STUDY & METHODS OF EVALUATION: Subject/course objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards as outlined in the district's subject/course descriptions. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement are described in the course syllabi, which are part of this agreement. All subsidiary items are also part of this agreement. Each course agreement includes: course objectives, study methods, resources supplied, manner and frequency of assignments, method of evaluation guidelines, required class and individual student meetings and teacher contact information specific to each course. The student will complete all courses utilizing a blended program delivered via in person instruction (synchronous), online, and other assigned coursework (asynchronous) for designated courses. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, schedules will include daily synchronous instruction, for students in grades 4-8, schedules will include both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12, schedules will include for at least weekly synchronous instruction. The student will participate in required state mandated testing as grade appropriate and results will be reported and assigned to the school at which the student is enrolled during testing.

SUBJECTS/COURSES ENROLLED & COURSE CREDITS:

List attached are the courses/number of course credits to be earned by the student upon completion.

RESOURCES & CONNECTIVITY: Students are provided with teacher support services, district-adopted curriculum, and related instructional materials. Academic and other supports (academic intervention, counseling, one-to-one teacher/student meetings, study skills) may 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 and individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.

EQUITABLE ACCESS, RESOURCES AND SERVICES: Students have the same access to existing services and resources as all other students enrolled in the district. The independent study option is to be substantially equivalent in quality and quantity to classroom instruction, and students who choose to engage in independent study are to have equality of rights and privileges with students in the regular school program. The District shall ensure the student has access to the connectivity and devices adequate to participate in independent study and complete the assigned work (e.g., computer, internet access. etc.) By signing below, the student's parent/guardian/caregiver is confirming that the student: (1) has access to devices and connectivity to allow the student to participate in independent study and complete assigned work adequately; or (2) will contact the student's Supervising Teacher if the student needs help accessing such connectivity and devices.

ASSIGNMENTS & EVALUATION TO CONTINUE IN INDEPENDENT STUDY: 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.

For TK-12 students in independent study, the maximum length of time, which may elapse between the time the assignment is given and the date it is due, is five consecutive school days for long-term independent study, unless an exception is made in accordance with Board Policy. Three missed assignments, or substandard/incomplete work (see below - the level of satisfactory educational progress), will require an evaluation and student-parent-educator conference to determine if the student will be allowed to continue in independent study, and to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. {Education Code 51747.}.

A written record of the findings of any evaluation will be placed in the student’s independent study file. This record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

The level of satisfactory educational progress shall be determined based on all of the following indicators:

- 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.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Course Credits or Other Measure of Academic Accomplishment Appropriate to the Agreement, to be earned by the Pupil Upon Completion.

Grade Span	Course Value/Credits
TK/K	Up to 15 Days
Grades 1-6	Up to 15 Days
Grades 7-8	Up to 15 Days
Grades 9-12	Up to 15 Days

TIERED RE-ENGAGEMENT POLICY & PROCEDURES:

Tiered reengagement is to be used when the teacher has concerns about a student’s lack of academic progress, missed assignments, or missed appointments. The following procedures will be followed, according to Board Policy.

Step 1: Notification to parents/guardians of lack of academic progress, missed assignments, or missed appointments within one school day of the absence or lack of participation. Notification will be conducted via phone call, e-mail, or in person.

Step 2: Warning Letter: Evaluation of Continued Enrollment is initiated by the teacher and requires a copy be forwarded to the administrator. A copy of this evaluation must be maintained in the student’s Permanent Record File.

Step 2 is used when one or more of the following conditions exist:

- ☐ student completed less than 80% of assignments
- ☐ student failed to earn a 70% or higher on assignments/assessments
- ☐ student failed to attend at least 50% of daily/weekly synchronous/asynchronous instruction with teacher

Step 3: Alternative Options: Evaluation of Continued Enrollment Meeting is initiated by the teacher and requires administrator approval. A copy of this evaluation must be maintained in the student’s Permanent Record File.

Step 3 is used when:

- ☐ student has failed to make improvement in the areas from Step 2
- ☐ a warning letter for the areas have been sent home

Should a decision be made for the student to return to traditional in person classroom instruction, the district will ensure placement within five school days.

VOLUNTARY STATEMENT & SUSPENDED/EXPELLED STUDENTS: Independent Study is an optional educational alternative in which no student may be required to participate; traditional classroom instruction has been offered and is always available. In the case of a suspended or expelled student (Education Code §48915) and/or a student whose expulsion has been suspended (Education Code or §48917), the student has been offered the alternative of classroom instruction and has the continuing option of classroom instruction.

SIGNATURES & DATES: *I have read and understand the terms of this agreement and agree to all the provisions set forth.*

PARENT SIGNATURE: _____ **DATE:** _____
(If other than parent, circle one) emancipated minor/ caregiver/ guardian/ other.

STUDENT SIGNATURE: _____ **DATE:** _____
Supervising Teacher: _____ **DATE:** _____
Special Education Teacher: *(if SWD)* _____ **DATE:** _____