

MEETING AGENDA - Santa Clarita Valley international Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the main office of the school between 9:00 am and 3:30 pm.

Meeting

	Special meeting
Meeting Date	Wednesday, July 28, 2021
Start Time	6:00 PM
End Time	6:30 PM
Location	Due to social distancing, this meeting will be held virtually. You can join the meeting at: Zoom https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Independent Study Policy - Revised Personnel Report

Meeting documents

- Personnel Report_SCVi 8.1.21.pdf
- SCVi Independent Study Policy Revised pdf.pdf

Agenda

1. Opening Items

1.1. Call The Meeting To Order	(6:00 PM - 6:00 PM)
1.2. Roll Call	(6:00 PM - 6:00 PM)
1.3. Approve Agenda	(6:00 PM - 6:00 PM)

2. Action Items

2.1. Independent Study Policy - Revised	(6:00 PM - 6:00 PM)
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Due to new legislation for the implementation of Independent Study, the school policy has been revised to meet legal requirements.

Due date: 7/28/2021

Documents

- SCVi Independent Study Policy Revised pdf.pdf

2.2. Personnel Report	(6:00 PM - 6:00 PM)
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Request approval of personnel changes taken place between last Personnel Report and this given Personnel Report.

Due date: 7/28/2021

Documents

- Personnel Report_SCVi 8.1.21.pdf
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3. Board Comments

3.1. Board Comments

(6:00 PM - 6:00 PM)

4. Closing Items

4.1. Next Meeting Date - September 15

(6:00 PM - 6:00 PM)

Due to the recent announcement of the Brown Act Meeting Laws going back into place on October 1, we recommend that this meeting be held in person at the school as all other future meetings moving forward will be required.

4.2. Adjournment

(6:00 PM - 6:00 PM)

Please note: items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.



Curriculum and Instruction Independent Study Policy

Deleted: Board Approval: June 24, 2020

Purpose and Scope

For Santa Clarita Valley International School, to provide a procedure and a framework for eligible students to enroll in the SCVi Charter ("SCVi" or "school") Independent Study programs.

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General

1. Independent Study students must be enrolled in SCVi
2. Charter. SCVi retains discretion to approve Independent Study for any pupil.
3. All Independent Study students must sign a new Independent Study Master Agreement ("MA") every year.
4. Independent Study Teacher of Record – A certificated teacher of SCVi must supervise, coordinate, and evaluate the work of each student engaged in Independent Study.
5. The Independent Study Teacher of Record may grant no more than one day of apportionment credit (ADA) for each day that the school is in session, and only to the extent of the time value of pupil or student work products as personally judged by Teacher of Record per learning period.
6. In a charter school, the ratio of average daily attendance for independent study pupils to full time equivalent (FTE) certificated employees responsible for independent study shall not exceed a pupil-teacher ratio of 25:1 or the ratio of pupils to full-time equivalent certificated for all other educational programs operated by the largest unified school district, as measured by average daily attendance, as reported at the second principal apportionment in the prior year, in the county or counties in which the charter school operates.
7. No individual with exceptional needs as defined in Education Code Section 56026 may participate in independent study unless his or her individualized education program (IEP) specifically provides for that participation.
8. The school shall provide appropriate existing services and resources to enable students to complete their independent study successfully
9. The School Director shall report to the board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of students, by typical categories, who graduate or successfully complete their studies.
10. The school will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by the school for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.

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Master Agreements

The School Director or designee shall ensure that the school executes a written independent study agreement with each participating student as prescribed by law. Individual independent study agreements and any subordinate contracts and assignments must be consistent with the school's adopted course of study.

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A written independent study agreement shall be executed for each participating student. Each agreement shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. Notwithstanding the foregoing, for the 2021-22 school year only, each agreement shall be signed no later than 30 days after the first day of instruction. The independent study agreement for a student must require and cover a study plan that represents no less than the equivalent of a minimum school day for the student's grade level for every school day covered by the agreement. Written agreements may include subsidiary agreements, such as course contracts.

Written Learning Agreements shall include

1. A schedule of manner, frequency, date, time, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a pupil's academic progress,
2. The objectives and methods of study for the student's work, and the methods utilized used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the school's policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
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 pupil 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, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.

Deleted: evidence of work completion and for reporting his or her progress

Deleted: <#>The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a pupil evaluation is required to determine whether the pupil should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program.¶

Deleted: <#>The duration of the enrolled course or courses, the duration of the learning agreement, and the number of course credits for each enrolled course consistent with the certifications adopted by the governing board or body of the school district, charter school, or county office of education pursuant to Section 51749.5. The duration of a learning agreement shall not exceed a school year or span multiple school years.¶

Deleted: <#>A statement of the policies regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to before an evaluation of whether or not the pupil should be allowed to continue in independent study.¶

Deleted: the pupil is not required to enroll in courses authorized pursuant to Section 51749.5.

Deleted: A summary of the policies and procedures adopted by the governing board or body of the school district, charter school, or county office of education pursuant to Section 51749.5, as applicable.

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The learning agreement shall be signed by the pupil and, if the pupil is less than 18 years of age, the pupil's parent or legal guardian, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. The signed learning agreement constitutes permission from a pupil's parent or legal guardian, if the pupil is less than 18 years of age, for the pupil to receive instruction through independent study.

Deleted: and all certificated employees providing instruction before instruction may commence

A physical or electronic copy of the signed learning agreement shall be retained by the school for at least three years and as appropriate for auditing purposes.

Deleted: district, county office of education, or charter school

For purposes of this section, an electronic copy includes a computer or electronic stored image of an original document, including, but not limited to, portable document format, JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means.

Before signing a written agreement, and upon the request of the parent or guardian of a student, the school shall conduct a phone, videoconference, or in-person student-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Participation may be limited:

1. No individual with disabilities, as defined in Education Code 56026, may participate in independent study unless his/her IEP specifically provides for such participation.
2. Students enrolling in independent study must be residents of the local county or an adjacent county.

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Deleted: (Education Code 51745) (cf. 6159 - Individualized Education Program)

Deleted: (Education Code 51747.3)

Maximum Length of Time to show evidence of work completion

For pupils in all grade levels offered by SCVI, the maximum length of time that may elapse to show evidence of work completion shall be twenty (20) school days.

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Guidelines for Missing Evidence of Work Completion

If any student fails to complete at least 75% of work assigned for one learning period, is not making satisfactory educational progress as defined below, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator, the school may conduct an evaluation to support the needs of the student, which may result in a determination that this independent study program is not an appropriate fit for the student.

Deleted: is missing evidence of work completion due to inadequate progress in any learning period of 20 school days, the school may conduct an evaluation to support the needs of the student, which may result in a determination that this independent study program is not an appropriate fit for the student. ¶ Inadequate Progress, established by Board policy, occurs when the student fails to attend one learning period meeting, fails to complete at least 75% of work assigned for one learning period, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator

A student is deemed to be making "satisfactory educational progress" if the student is progressing toward meeting the goals and/or metrics pursuant to their Personalized Learning Plan and/or their IEP. The School Director or designee is responsible for making this determination based on all of the following indicators:

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code Section 52060(d)(4)-(5).
2. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
3. Learning required concepts, as determined by the teacher or record.

Deleted: This is referred to as "Inadequate Progress." Students making Inadequate Progress are considered to be truant.

4. Progressing toward successful completion of the course of study or individual course, as determined by the Teacher of Record.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three (3) 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.

Return to In-Person Instruction

This section only applies to pupils who participate in Independent Study at SCVi for at least 15 school days in a school year. A pupil's parent/guardian may request their pupil return to in-person instruction from independent study by making a written request to the School Director or the pupil's Teacher of Record. If there is capacity in SCVi's in-person program at the pupil's grade level, SCVi will transition the pupil within five school days. If there is not capacity in SCVi's in-person program at the pupil's grade level, SCVi will transition the pupil in enrolling in the in-person program offered by their district of residence, transfer the pupil's educational records within five school days, and offer the pupil an opportunity to join SCVi's waitlist for the pupil's grade level.

Tiered Reengagement

This section only applies to pupils who participate in Independent Study at SCVi for at least 15 school days in a school year. If a student does not generate attendance for more than three school days or 60% of the instructional days in a school week, or for student who are in violation of their written agreement, the school will:

1. Verify current contact information for each enrolled student;
2. Notify parents or guardians of lack of participation within one school day of the student's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
3. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine the student's needs for reengagement; and
4. If the student fails to complete at least 75% of work assigned for one learning period, is not making satisfactory educational progress as defined herein, and/or accumulates 20 absences due to insufficient work completion and/or engagement as evaluated by the facilitator, the school will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's agreement and reconsider the independent study program's impact on the student's achievement and well-being.
5. A plan to evaluate the pupil's achievement and necessary support through the school's Multi-Tiered Systems of Support process.

Live Interaction and Synchronous Instruction

This section only applies to pupils who participate in Independent Study at SCVi for at least 15 school days in a school year. Based on each student's grade level, their assigned Teacher of Record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth below.

"Live interaction" means interaction between the student and school staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic

Commented [WM2]: This language is only applicable for schools with a site-based program. The law does not specify what should occur if a classroom-based school does not have any classroom seats. Our view is that classroom-based schools must offer a classroom seat if available, but if no seat is available, the school can meet the legal requirements by offering to connect the student to district of residence and to place student on waitlist. However, the law does not expressly state this meets legal requirements. There may be additional guidance shedding light on these requirements.

Commented [WM3]: These reengagement strategies are required by law (See Ed. Code, § 51747(d).)

Commented [WM4]: This is a new recordkeeping requirement for independent study similar to distance learning requirements, but only applies for students who participate in IS for 15 days or more.

communication by the student's assigned Teacher of Record, and involving live two-way communication.

1. For students in grades TK-3, inclusive, their assigned Teacher of Record will schedule and offer opportunities for daily synchronous instruction.
2. For students in grades 7-8, their assigned Teacher of Record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction.
3. For students in grades 9-12, their assigned Teacher of Record will schedule and offer opportunities for weekly synchronous instruction.

The school will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day will be documented as non-participatory for that school day.

Methods of evaluating evidence of work completion

State mandated assessments (mandatory), portfolio, parent and Independent Study Facilitator's observations, assigned work, work samples, student conferences, and any other testing as required by school, including, but not limited to, pre and post assessments.

Resources Available to Independent Home Study Students

This student is entitled to school services including, but not limited to, school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, and community services.

Short Term Independent Study

A short-term Independent Study contract is a voluntary alternative to a regular classroom program of instruction when a learner is absent from school for not less than three (3) and not more than ten (10) consecutive school days and not more than twenty (20) school days a year.

Requests for Independent Study contracts must be given to the [School Director](#), or designee, at least 3 school days prior to the first day of the absence (in the event of an emergency, contact the director.)

All assigned work is due on the day upon which the learner is scheduled to return to the classroom.

Deleted: Schools are not obligated to provide students with an Independent Study contract. The availability of an Independent Study contract must be agreed upon by mutual consent of the director, facilitator, parent/guardian, and learner. Learners should only be placed on Independent Study if the learner can successfully accomplish their academics. (EC 51745(a) and 51747 (c)(7))

Deleted: director

Deleted: A written Independent Study contract must be completed, signed and dated for each participating learner prior to the starting date of the Independent Study. The contract must contain all the components prescribed by law.

Each learner's Independent Study contract shall be coordinated, evaluated and carried out under the general supervision of a certificated facilitator.

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Santa Clarita Valley International School (SCVi) shall establish regulations to implement this policy in accordance with law.

Audrey Godde - Facilitator - 8/1/21

Jeannette Shoukry - Student Support Care Team - 8/1/21

STATUS CHANGE

Julie Rangel - full time hourly to salary - 7/1/21

Kristen Abel - Cafe Care Team - part time to full time - 8/1/21

Micheline Matias - Care Team 1:1 - part time to full time - 8/1/21

Esmerelda Herrera - Sub Facilitator to Facilitator - part time to full time - 8/1/21

EMPLOYMENT - NEW HIRES

Nabor Hernandez Manzano - Custodian - 7/12/21
Rebecca McGurl - IT Coordinator - 7/26/21
Chad Powell - School Director - 8/1/21
Martha Spensel-Pellico - School Director - 8/1/21
Michael Suzuki - Facilitator - 7/1/21
Michaela Kruger - School Counselor - 7/1/21
Christine Jonsen - Facilitator - 7/1/21
Nabor Manzano Hernandez - Care Team 1:1 - 8/1/21
Jason Bair - Facilitator - 8/1/21
Janae Coleman - School Counselor - 8/1/21
Chelsea Stevenson - English Facilitator - 8/1/21
Lisa King - Education Specialist - 8/1/21
Rebecca McGurl - IT Coordinator - 8/1/21
Damien Foley - Care Team 1:1 - 8/5/21

RESIGNATIONS/TERMINATIONS

Amber Caul - Front Office Support - 6/18/21
Mei Li - Mandarin Support - 6/18/21
Laura Ortiz - Spanish Support - 6/18/21
Maria Clotilde Soriano Mendez - Spanish Support - 6/18/21
Kathleen Mack - Cafe Care Team - 6/18/21
Olivia Riddle - Care Team 1:1 - 6/18/21
Stefanie Angelo - Care Team - 6/22/21
Nessa Roffredo - Lower School Director - 6/30/21
Jodi Blinn - Facilitator - 6/30/21
Michael Dub - Facilitator - 6/30/21
Jaime Roque - Facilitator - 6/30/21
Keith Faulkner - Facilitator - 6/30/21
Tamara Trost - Facilitator - 6/30/21
Katelyn Gutowski - Facilitator - 6/30/21
Tina Toval - iLEADership Resident - 7/1/21
Robert Gibson - Education Specialist - 7/1/21
Nicolas Monroy - Facilities - 7/9/21
Benjamin Williams - Facilitator - 8/1/21

Audrey Godde - Facilitator - 8/1/21

Jeannette Shoukry - Student Support Care Team - 8/1/21

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