

# Heartwood Charter School

## Agenda for the Special Meeting of the Heartwood Charter School

Call in location: 225 Tamalpais Rd, Fairfax, CA 94930

Call in location: 55 Fire Rd, Woodacre, CA 94973

The meeting may be joined by phone: (US)[+1 747-248-7952](tel:+17472487952) PIN: 395 802 090#

**Wednesday, August 22, 2022**

**10:45 AM Public Session**

Call to Order

- I. Roll Call
- II. Agenda
- III. Public Session
  - A. Discussion with Heartwood Educational Collaborative about donated funds.
- IV. Reports and Information
  - A. Director's Report
  - B. Finance Report
- V. Action Items
  - A. Personnel Actions
- VI. Board Discussion
  - A. Staff Benefits
  - B. Assistant Director Position
- VII. Closed Session
  - A. Public Employee Performance Evaluation (Gov. Code section 54957(b)(1).)
- VIII. Open Session
- IX. Action Taken in Closed Session
- X. Dates and Future Agenda Items



**HEARTWOOD CHARTER SCHOOL**  
**INDEPENDENT STUDY BOARD POLICIES**

These policies apply to all pupils participating in independent study at the **Heartwood Charter School** (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **20 school days.**
- For pupils in grades four through eight, **20 school days.**
- For students in grades nine through twelve, **20 school days.**

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed **40 school days.**

**Note:** The laws governing independent study policies require that this policy address the “level of satisfactory progress and the number of missed assignments that will be allowed before an evaluation is conducted to determine whether independent study is in the best interest of the student.

**Missed Assignments and Level of Satisfactory Progress:** When any student fails to complete **three missed assignments** during any period of **20 days** or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and 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.

**Satisfactory educational progress** shall be based on all of the following indicators, as applicable:

- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments, as confirmed by the Certified Support Teacher.
- Learning requirement concepts, as determined by the Certified Support Teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the Certified Support Teacher,
- Pupil engagement, as measured by all of the following, as applicable:
  - School attendance rates (greater than 93%),
  - Chronic absenteeism rates (no more than 10 consecutive days will be allowed),
  - Middle school dropout rates,
  - High school dropout rates, and
  - High school graduation rates.
- Pupil achievement and engagement, as measured by all of the following, as applicable:
  - Review of student work samples during the Learning Period by the responsible teacher, either by comparison to lesson plans, or in discussion with the responsible teacher and parent or guardian.
  - Progress as indicated at the end of the Learning Period as assessed by the responsible teacher,
  - Statewide assessments that are part of the California Assessment of Student Performance and Progress (i.e., “CAASPP”, or any other subsequent assessment as certified by the California State Board of Education),
  - The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
  - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
  - The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,

- The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),
- The English learner reclassification rate,
- The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher, and
- The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).

**Academic Content:** Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Independent study shall include 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 admission criteria.

**Tiered Reengagement:** For all pupils participating in independent study for 15 or more schooldays in a school year and who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the School’s approved instructional calendar, found not participatory in required synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable to the student’s grade span, or who are in violation of their written agreement, the school shall have local programs intended to address chronic absenteeism, as applicable, including at least the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil’s written agreement, reconsider the independent study program’s impact on the pupil’s achievement and well-being, consistent with the school’s policies regarding the maximum amount of time allowed between the assignment and completion of pupil’s assigned work, satisfactory educational progress, and the number

of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, “pupil-parent-educator conference” means a meeting involving, at a minimum, all parties who signed the pupil’s written independent study agreement.

**Note:** *The board-adopted independent study policies must include “a plan to provide” varying levels of “live interaction” and “synchronous instruction*

**Opportunities for Live Interaction and Synchronous Instruction:** The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year, including but not limited to themed instructional subjects for each learning period such as Astronomy, Geometry, History, and others.
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year, including but not limited to rotating focused instructional subjects such as Math, Science, Language Arts, and others.
- For pupils in grades 9-12 inclusive, the School shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year, including focused small-group tutoring sessions based on students’ learning plans and specific needs.

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-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 live interaction may take place in-person, or in the form of internet or telephonic communication. The School will document each pupil’s participation for each school day. A student who does not participate in independent study on a school day shall be documented as non-participatory on that school day.

For the purposes of this policy, “synchronous instruction” means 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 of record and the pupil.

**Note:** *The law includes a requirement that board-adopted independent study policies include a plan 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. This policy assumes that the option to return to in-person instruction would be to return to a traditional, district-operated school.*

**Return to In-Person Instruction:** For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to transfer expeditiously, and in no case later than five instructional days.

**Written Agreements:** (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. 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. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

**Agreement Content:** Each independent study written agreement shall contain at least all of the following provisions:

- 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 academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted 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 prior

to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.

- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- 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 as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- 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.

Written agreements shall be signed, prior to 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 designated as responsible 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.. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, 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.

### **Independent Study Plan Due to School Closure or Material Decrease in Attendance for 15 Days or Less for Affected Students**

For any student impacted by fire, flood, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a

strike involving transportation services to pupils provided by a non-school entity or an order provided for in Education Code section 41422, the Charter School shall offer those students independent study within 10 days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the Charter School shall reopen for in-person instruction.

Notwithstanding the information contained above relating to master agreements, the Charter School shall establish independent study master agreements in a reasonable amount of time.

Board Policy: It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:

- Students, or parents when appropriate for younger students, will initial “Monthly Independent Study Log” on school days where they have completed schoolwork Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: “By signing this log, I verify that my student completed schoolwork on these days.”

The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.

The Directors shall establish regulations to implement these policies in accordance with the law.

Adopted: (date) and supersedes all previous School Independent Study policies and amendments.

Amended:

## Appendix A - Truancy Policy

California Education Code (E.C.) section 48200 states that each person between the ages of 6 and 18 years shall attend school for the full length of the school day. E.C. section 48260 defines truancy as absence from school without a valid excuse; three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. E.C. section 48260 also mandates that school districts notify a pupil's parent/legal guardian upon a pupil's initial classification as a truant. To comply with state law, Heartwood Charter School has automated the mandatory Initial Notification of Truancy (1st NOT) and schools are responsible to manually generate the 2nd and 3rd NOT letters.

Students are required by law to attend school on an average basis. Truancy at Heartwood Charter School is defined by the absence of any and/or all learning period requirements.

Learning Period Requirements:

- Work with your assigned CST on a lesson plan for the upcoming learning period.
- Submit attendance using the provided form for each enrolled student.
- Submit the required work samples, your CST may request a work sample from a particular subject list on the master agreement. All high school students must submit 1 work sample per course listed on their master agreement to receive full credit.
- The parent/guardian and the student must attend the LP meeting (students in grades TK-2nd are not required to attend but they are encouraged to).

If any of the Learning Period Requirements are not received, a Notification of Truancy will be sent to the parent or guardian.

**Notification #1** will be sent to the parent/guardian on record 3 days after the end of the learning period, initiated by CST reporting.

**Notification #2** will be sent to the parent/guardian 7 business days after the initial report made by the CST if communication is not received by a member of the Heartwood Charter School Enrollment Team or CST

**Notification #3** will be administered by the Heartwood Charter School Management team by certified mail 14 business days after the LP ends. This notification provides information of immediate withdrawal from Heartwood Charter School.

## **Appendix B - Student Attendance Policy**

It is the expectation that all students arrive every day on time, ready, and eager to learn. When students are absent they miss out on instruction and other activities that make up our modern and strong educational program.

### **Attendance**

Attendance in independent study is determined and generated by the following elements:

Traditional Independent Study: the time value of student work.

Course-Based Independent Study: student enrollment in a course(s) certified by a local governing board to be of equivalent rigor to classroom-based courses and making satisfactory educational progress in that course(s).

The time a student accrues for participating in live interaction and/or synchronous instruction is not sufficient to generate attendance for apportionment purposes if that participation, for traditional independent study, is not accompanied by student work that is evaluated for time value by a teacher, or for course-based independent study, if it is not part of a locally certified course(s) and the student is not making satisfactory educational progress.

### **Absence**

Absence is defined as non-attendance or non-participation in school provided Learning Period Requirements.

Learning Period Requirements:

- Work with your assigned CST on a lesson plan for the upcoming learning period
- Submit attendance using the provided form for each enrolled student
- Submit the required work samples, your CST may request a work sample from a particular subject list on the master agreement. All high school students must submit 1 work sample per course listed on their master agreement to receive full credit
- The parent/guardian and the student must attend the LP meeting (students in grades TK-2nd are not required to attend but they are encouraged to).

### **Excused Absences**

Parents are to administer or monitor the student's education plan guided by their CST on all scheduled school days. Please find this list of examples of excused absences:

- Student has been vomiting.
- Student's temperature is above normal.
- Student has been exhibiting uncontrolled coughing or has a runny nose.
- Student has been diagnosed with a contagious disease, illness, or rash.
- Students who have been diagnosed with a contagious illness or who return with splints, casts, or crutches must have a doctor's release to return to school.
- Medical/Dental/Court Appointments

- Religious Holiday
- Funeral of immediate family member (extended travel beyond 3 days will require the parent to request an Independent Study Contract).
- Family emergencies such as house fires, house floods, or other verifiable family emergency with the approval of the Site Administrator.

Absences will be recorded as unexcused on the 3rd day following a student's absence unless the parent/guardian provides verifiable documentation of the student's absence.

### **Unexcused Absences**

As an independent study program education can be provided in many arenas, therefore if a parent or student chooses to refrain from providing an education for the following reasons it is considered unexcused and needs to be reported on the attendance sheets at the end of every learning period:

- Out of town for family trips, reunions, vacations
- Illness/doctor or dental appointment of a family member.
- Suspension from class or being sent out of class.

### **Regulations**

- When a student has acquired three (3) unexcused absences, a warning letter will be issued to the parent. The parent and child will be required to meet with the administrator.
- When a student has accumulated five (5) unexcused absences or seven (7) excused or unexcused absences, a second conference will be held with the parent and child. Parents will receive written notification that a referral is being made to the Student Attendance Review Board (SARB) or the School Attendance Review Team (HAT).
- Upon reaching ten (10) unexcused absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (HAT). The HAT panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

### **Heartwood Attendance Team Panel (HAT)**

- The HAT panel shall direct the parent/guardian that no further unexcused absences can be tolerated.
- The HAT panel will identify the corrective actions required in the future and shall have the authority to order one or more of the following consequences:
  - Loss of field trip privileges
  - Loss of school store privileges
  - Loss of school event privilege
  - Required plan as set by the HAT
  - Notification to the District Attorney

- The HAT panel may discuss other school placement options.
- Notice of action recommended by the HAT will be provided in writing to the parent/guardian.

For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be deemed to have voluntarily disenrolled and notification of the disenrollment will be sent to the Student's district of residence.

It is the Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a HAT meeting, or if the parents fail to attend a required HAT meeting, the parents and the child may be referred to the District Attorney's office for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

## Appendix C - Work Samples

TK-8th grade students must submit 1 work samples before the end of each learning period. Works sample subjects will be assigned by the CST or Support Team to ensure a well-rounded portfolio of samples.

High school students (9th-12th grade) must submit 1 work sample per each core subject before the end of each learning period.

We will be adding examples of work samples that have been submitted to our CST team throughout the years on this page to help you with ideas, tips, and tricks on what makes a quality work sample.

Please make sure that all work samples submitted to your CST include the work sample cover page.

- If the student has answered a list of questions and will be submitting the answers as a work sample, the list of questions must also be submitted. This includes writing prompts.
- Needs to relate to standards for the grade level of the child unless child has an IEP
- Video and PowerPoint projects are permitted for work samples as long as they are directly addressing a specific course listed on your master agreement
  - The student must be the main creator of this project and the content within the project
- If you and the student are submitting a photo image of an activity, please make sure that it is accompanied by written content explaining the relation to a course listed on the Master Agreement as well as details on what the student is learning in the photo.
  - We recommend for TK-2nd grade students that the student attempt written content and the parent submits clear details (if the student is not writing in full sentences)
  - For 3rd grade students and higher, we recommend that the students provide the majority of the written content. If it is necessary for the parent to provide additional details explaining course relation, please do so.
- How much written content is needed for each work sample?
  - For students in TK-2nd grade most written content is approved coming from the student
  - For students in 3rd-8th grade we do need to see a minimum of half a page of written content. Our CST team will always keep in mind the student's abilities and grade level
  - For high school students, we are looking for at minimum a full page of written content reflecting at least a minimum of 1 hour of work.
- How many minutes do we need to log for Physical Education?

- For students in TK-8th physical education is not required but based on Department of Education suggestions we recommend at least 200 minutes of Physical Education or 30 minutes per day
- For high school students, we need at least 800 minutes per learning period.

## **Appendix D - Instructional Minutes**

In independent study, a “minimum day” is based on the teacher’s determination of the time value of that work. Schools are to offer the following numbers of minutes per grade level:

- Transitional Kindergarten/Kindergarten: 180 minutes (EC Section 46117)
- Grades one through three: 230 minutes (EC Section 46112)
- Grades four through eight: 240 minutes (EC Section 46113)
- High school: 240 minutes (EC Section 46141)
- Adult education: 180 minutes (EC Section 46190)
- Opportunity education: 180 minutes (EC Section 46180)

## Appendix E - High School Graduation Requirements

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography, World history and geography, and one semester of American government and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of a foreign language or visual and performing arts, or career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in a foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements. (Please refer to the Testing section for information on two methods of earning a high school diploma or its equivalent: the California High School Proficiency Examination (CHSPE) and the General Educational Development (GED) test.)

\*Each 5 unit course should exemplify 6-7 hours of work per week.

Should a student seek to enroll in more than 7 courses (35 units/credits) per term the HAT (Heartwood Advising Team) will evaluate the student's history at Heartwood Charter School as well as any transfer records before approving the request. Request must be submitted by parent/guardian in writing to their assigned CST at least two weeks before the beginning of the semester during which the request would be applicable with documentation and explanation as to why the request is being made. The HAT will meet and respond to written requests within 5-7 school days.

