

Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Policy

Purpose

The purpose of this policy is to establish a school stipend structure that prioritizes certificated staff-led programs and activities that address the academic and attendance needs of at-risk students. These stipends are intended to support students with chronic absenteeism, students in need of targeted academic intervention in English Language Arts (ELA) and mathematics, and secondary students (grades 9–12) requiring Credit Recovery support to remain on track for graduation. This stipend category is distinct from other stipends offered by the School because it directly supports instructional services, Attendance Recovery, Independent Study work completion, and Credit Recovery, and must be performed by appropriately credentialed staff.

Alignment to LCAP and State Priorities

This policy aligns with the Local Control and Accountability Plan (LCAP) State Priorities, including Priority 1 (Basic Conditions of Learning), Priority 4 (Pupil Achievement), Priority 5 (Pupil Engagement), and Priority 7 (Course Access). Programs funded under this policy are designed to improve attendance, academic performance, and access to standards-aligned instruction for students most at risk of academic failure or disengagement.

Eligibility and Priority

Priority for these stipend positions will be given to certificated staff. These stipends may only be assigned to credentialed teachers due to their instructional nature and the legal requirements associated with Attendance Recovery, Independent Study, and Credit Recovery. Priority will be given to programs that target at-risk students, including but not limited to students with chronic absenteeism, students performing below grade level in ELA or math, and high school students who require Credit Recovery to meet graduation requirements.

Attendance Recovery and Credit Recovery Requirements

Programs that include Attendance Recovery must comply with all applicable California Education Code and California Department of Education requirements. This includes, but is not limited to: instruction provided by a credentialed teacher; accurate and contemporaneous attendance records for each session; instruction and interventions aligned to California state standards; retention of student work samples and documentation sufficient for audit purposes; and instructional activities that are educationally substantive and not merely supervisory.

For grades 9–12, stipend-funded programs may also support Credit Recovery. Credit Recovery activities must be aligned to course standards, support completion of required coursework, and

comply with Independent Study and attendance accounting requirements where applicable. Credit Recovery support must be documented through attendance records, assigned coursework, and retained work samples.

Stipend Authorization and Director Discretion

Stipend positions are established at the sole discretion of the Director based on identified student need, funding availability, and program effectiveness. The Director will determine whether a stipend position will be offered, the length of time the stipend will be active, and the required hours of service prior to the start of the assignment. Compensation will be provided at the staff member's regular hourly rate of pay.

If more staff express interest in a stipend than positions available, the Director will make final determinations based on factors including, but not limited to, credentialing, experience, program alignment with school priorities, and demonstrated ability to meet program requirements.

Staff Application Requirements

Certificated staff interested in providing an Academic Intervention, Attendance Recovery, or Credit Recovery stipend must complete a "Stipend Proposal Request Form." At minimum, the form must include: the subject area of intervention; the student group or grade span to be served; the proposed schedule, which must include at least one session per week for a minimum of one hour; and the curriculum, instructional materials, or intervention program to be used.

Submission of a request does not guarantee approval.

Student Enrollment and Attendance Thresholds

To initiate a stipend-funded program, at least 10 students must be enrolled with documented parent or guardian consent. Average attendance must be at least 8 students per session when no paraprofessional support is provided. If student enrollment exceeds 10 students and average weekly attendance is at least 10 students, the Director may consider assigning a paraprofessional for grades 1–12. For programs that include TK students, if enrollment exceeds 10 students, the Director shall either assign a paraprofessional or reduce the number of available student slots.

If average weekly attendance falls below the established threshold of 8 students without paraprofessional support, or 10 students when a paraprofessional has been provided, the staff member must notify the Director in writing. The Director will determine whether the stipend assignment will continue, be modified, or be discontinued.

Attendance Reporting and Documentation

Attendance must be taken daily for each stipend-funded session and submitted to the Director on each day the intervention is in session. Staff are responsible for maintaining accurate attendance records, instructional logs, and student work samples as required for Attendance Recovery, Independent Study, and Credit Recovery compliance and audit purposes.

Non-Binding Notice and Policy Authority

This policy establishes the Board's intent and framework for Academic Intervention, Attendance Recovery, and Credit Recovery stipends. All stipend assignments are subject to Board policy, administrative regulations, and applicable law. The Director retains final authority over stipend approval, continuation, and discontinuation.

Staff Stipend Proposal Request Form

Title: Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Proposal

Staff Name:

Credential(s):

Proposed Subject Area (ELA, Math, Credit Recovery, Other):

Grade Level(s) to be Served:

Proposed Schedule (minimum one hour per week when school is in session or intersession if applicable):

Anticipated Start and End Dates:

Curriculum / Instructional Materials to be Used:

Target Student Population (at-risk indicators):

Estimated Number of Students:

Staff Signature and Date:

Teacher Compliance Sign-Off Checklist (Required)

Credentialed teachers approved for an Academic Intervention, Attendance Recovery, and Credit Recovery Stipend must confirm the following prior to and during implementation:

- ☐ I hold an appropriate California credential authorizing instruction in the subject area.
- ☐ I provide direct supervision of any paraprofessional supporting this program (Ed. Code § 41422.5).
- ☐ I deliver or direct standards-aligned academic instruction tied to identified student needs.
- ☐ I maintain accurate daily attendance records for Attendance Recovery and Credit Recovery (Ed. Code §§ 46200–46208).
- ☐ I ensure Attendance Recovery time is instructional and not supervision-only.
- ☐ I certify academic work and credit recovery completion; paraprofessionals do not certify attendance or credit.
- ☐ I retain student work samples and documentation required for audit purposes.
- ☐ I notify the Director if attendance falls below required thresholds or program conditions change.

Teacher Signature/Date:

Stipend Application and Implementation Flowchart

1. Staff or School Director identifies student need aligned to intervention, attendance recovery, or credit recovery.
 2. Staff completes and submits the Stipend Proposal Request Form to the School Director.
 3. Director reviews proposal based on student need, compliance requirements, funding, and staffing capacity.
 4. If approved, the School Director establishes duration, hours, compensation rate, and attendance thresholds.
 5. Program begins with parent consent, daily attendance tracking, and standards-aligned instruction.
 6. Staff submits attendance daily and maintains required documentation and work samples.
 7. If attendance drops below required thresholds, staff notifies the School Director in writing.
 8. The School Director determines continuation, modification, or discontinuation of the stipend assignment.
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Board Policy (BP) 4161.9 / 4261.9 / 4361.9 – Academic Intervention, Attendance Recovery, and Credit Recovery Stipends

The Governing Board authorizes the Director to establish and approve stipend-based academic intervention positions to support at-risk students, including students with chronic absenteeism and students requiring academic intervention in English Language Arts (ELA) and mathematics. Priority for these stipends shall be given to certificated staff. These stipends are distinct from other stipend opportunities because they directly address identified academic needs, require

credentialed instructional staff, and may support Attendance Recovery, Independent Study work completion, and Credit Recovery for grades 9–12.

Eligible activities must provide California standards-aligned academic intervention and may include Attendance Recovery or Credit Recovery services. Attendance Recovery activities must be conducted by a credentialed teacher, include accurate daily attendance accounting, provide standards-aligned instruction, and retain student work samples and documentation for audit and compliance purposes. Credit Recovery activities for grades 9–12 must be aligned to graduation requirements, course standards, and Independent Study requirements where applicable.

The length of time, duration, and hourly requirements for each stipend position shall be established based on student need and at the sole discretion of the Director prior to the start of the assignment. Approved stipend work shall be compensated at the employee's regular hourly rate of pay. Stipends may be paid monthly. All stipends are processed through payroll and are considered taxable income, unless explicitly exempt.

Stipend participation is voluntary and extra duty work is to be performed outside the teachers' contract hours and not replacing contractual duties.

Participation in stipend-funded activities requires a minimum of ten (10) enrolled students with documented parent/guardian consent and an average attendance of at least eight (8) students per session. If average weekly attendance meets or exceeds ten (10) students, the Director may assign a paraprofessional for grades 1–12. For activities including TK students, if enrollment exceeds ten (10) students, the Director shall either assign a paraprofessional or reduce the number of student slots available.

The certificated staff member shall notify the Director in writing if average weekly attendance falls below eight (8) students when no paraprofessional is assigned, or below ten (10) students when a paraprofessional is assigned. The Director shall determine whether the stipend position will continue, be modified, or be discontinued.

Attendance must be submitted to the Director for each day the intervention is in session. Stipend positions are offered solely at the discretion of the Director. If more qualified staff apply than positions available, selection shall be based on factors including credential authorization, relevant experience, and program need.

Administrative Regulation (AR) 4161.9 / 4261.9 / 4361.9 – Procedures for Academic Intervention, Attendance Recovery, and Credit Recovery Stipends

1. Staff Request Process: Certificated staff seeking to provide stipend-based academic intervention must complete a "Academic Intervention & Attendance Recovery Stipend Request Form." The form shall include the proposed subject area, target student

- population, schedule (minimum of one hour per week), instructional curriculum or materials, and whether the request includes Attendance Recovery or Credit Recovery.
2. Approval Criteria: Requests are reviewed by the Director based on alignment with LCAP priorities, student need, credential authorization, fiscal capacity, and compliance requirements. Approval is not guaranteed.
 3. Attendance Recovery Requirements: Programs must meet CDE Attendance Recovery guidance, including credentialed instruction, documentation of student participation, daily attendance records, standards-aligned academic work, and retention of work samples for audit purposes.
 4. Credit Recovery Requirements: Credit Recovery services for grades 9–12 must support course completion or remediation aligned to graduation requirements and Independent Study rules when applicable.
 5. Monitoring and Reporting: Attendance shall be submitted daily. Staff must alert the Director in writing if attendance thresholds are not met. The Director will determine continuation or discontinuation.
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Footnotes (Audit & Compliance References)

1. California Education Code §§ 37252, 42238.01, 42238.02 (Attendance accounting and instructional time)
 2. California Education Code §§ 51745–51749.6 (Independent Study requirements)
 3. California Department of Education, Attendance Recovery Guidance (COVID-era and post-pandemic instructional recovery clarifications)
 4. California Education Code § 52060 (Local Control and Accountability Plan priorities)
 5. CDE Audit Guide – Attendance Accounting and Instructional Time
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Supplemental Program Stipend Framework (ASES, ELO-P, and Grant-Funded Interventions)

This section applies to stipend positions funded through the After School Education and Safety (ASES) Program, Expanded Learning Opportunities Program (ELO-P), or other state, federal, or private grants that support academic intervention, attendance support, enrichment, or extended learning time.

Scope and Priority Priority for ASES, ELO-P, and grant-funded stipends shall be given to certificated staff and paraprofessionals supporting programs that serve at-risk students, including students with chronic absenteeism, students requiring academic intervention in Math or ELA, and students needing credit recovery or academic acceleration. All stipend positions must align with the purpose and allowable uses of the specific funding source.

Teacher Stipend Positions – Supplemental Programs Credentialed teachers approved for ASES, ELO-P, or grant-funded stipends may provide direct instruction, academic intervention, enrichment, attendance recovery (if allowable), and credit recovery (grades 9–12, if allowable by funding source). Teachers are responsible for standards-aligned instruction, supervision of paraprofessionals, accurate attendance accounting, retention of student work samples, and compliance with all grant and CDE requirements.

Paraprofessional Stipend Positions – Supplemental Programs Paraprofessionals may support ASES, ELO-P, or grant-funded programs only under the direct supervision of a credentialed teacher or program lead, consistent with Education Code §§ 41422.5 and 45340–45349. Duties are limited to instructional support, supervision, small-group assistance using teacher-directed materials, and documentation support. Paraprofessionals may not provide independent instruction, certify attendance, assign grades, or certify academic credit.

Hours, Compensation, and Funding Restrictions Stipend hours for both teachers and paraprofessionals are contingent upon student enrollment, attendance, and funding source requirements. Hours are not guaranteed and may not exceed the time during which students are present and participating. Compensation shall be at the employee's regular hourly rate of pay or the applicable stipend rate established by the Director, consistent with grant rules and minimum wage requirements. Total daily hours across all assignments may not exceed eight (8) hours.

Attendance and Documentation Requirements For programs requiring attendance accounting (including ASES and ELO-P), daily attendance must be recorded accurately and retained for audit. When academic intervention or recovery is provided, instruction must be standards-aligned and supported by work samples or other documentation required by the funding source. Paraprofessionals may assist with documentation but may not certify attendance or outcomes.

Monthly Certification for Payroll (Supplemental Programs) Teachers and program leads must complete a monthly certification statement affirming compliance with program requirements, accurate attendance reporting, and supervision of paraprofessionals, if applicable. Stipend payment is contingent upon submission and approval of this certification.

Director Oversight and Audit Readiness The Director or designee shall ensure that stipend positions funded through ASES, ELO-P, or grants are aligned to allowable uses, supported by appropriate documentation, and reviewed regularly for compliance. Separate tracking of stipend hours, attendance records, and funding sources shall be maintained for audit purposes.

LCAP and Grant Alignment ASES, ELO-P, and grant-funded stipend positions shall be explicitly aligned to LCAP goals, actions, and metrics addressing pupil engagement, extended learning time, academic achievement, and support for at-risk students. Alignment documentation shall be included in board materials and grant reports, as applicable.

Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend- Board Policy

Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend**

Purpose and Alignment

The Governing Board authorizes a Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend to support credentialed teachers approved under the School's Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Policy. This stipend supports LCAP State Priorities related to student achievement, pupil engagement, and support for at-risk students, including students with chronic absenteeism and students requiring academic or credit recovery in grades TK–12.

Eligibility and Priority

This stipend is available to paraprofessionals employed by Redwood Coast Montessori School who are assisting a credentialed teacher approved for an Academic Intervention, Attendance Recovery, and Credit Recovery Stipend. Approval is at the sole discretion of the School Director and is not guaranteed.

Permissible Duties (Compliance with California Education Code)

Paraprofessionals may perform duties permitted under California Education Code and applicable CDE guidance, including but not limited to (Ed. Code §§ 41422.5, 45340–45349; 5 CCR § 13020): providing instructional support under the direct supervision of a credentialed teacher; assisting with classroom management and student supervision; supporting small groups or individual students using teacher-directed, standards-aligned materials; assisting with documentation, organization, and collection of student work samples. Paraprofessionals shall not provide independent instruction, assign grades, determine academic credit, certify attendance for Attendance Recovery or Independent Study, or replace the role of a credentialed teacher.

Hours, Compensation, and Limitations

Stipend hours are not guaranteed and are strictly based on student enrollment and attendance for each session taught by the credentialed teacher. Paid hours may not exceed the amount of time during which the minimum average student attendance requirement is met for that session. Total hours worked by a paraprofessional in any and all positions at Redwood Coast Montessori School may not exceed eight (8) hours in a single workday. This stipend is compensated monthly at the paraprofessional's regular hourly rate of pay or \$20.00 per hour, whichever is greater. The stipend hourly rate applies only to this stipend assignment and does not alter compensation for any other position. All stipends are processed through payroll and are considered taxable income, unless explicitly exempt.

Attendance Recovery and Credit Recovery Compliance

All Attendance Recovery and Credit Recovery activities supported by a paraprofessional must occur under the direct supervision of a credentialed teacher and comply with applicable CDE requirements, including accurate daily attendance records, California standards-aligned academic intervention, retention of student work samples for audit purposes, and alignment with Independent Study requirements where applicable (Ed. Code §§ 46200–46208;

51745–51749.6; CDE Attendance Accounting and Independent Study Guidance). Paraprofessionals may assist with documentation but may not certify attendance or academic completion.

Application and Approval Process

Paraprofessionals seeking this stipend must complete a Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Application. A credentialed teacher approved for the corresponding stipend must review and sign the application. Final approval rests solely with the School Director.

Duration and Termination

This stipend agreement may be terminated by either the School Director or the paraprofessional at any time, without cause.

Administrative Regulation (AR) 4217 – Implementation Procedures – Implementation Procedures**

1. The credentialed teacher submits and receives approval for an Academic Intervention, Attendance Recovery, and Credit Recovery Stipend.
2. The paraprofessional submits a completed stipend application with teacher sign-off.
3. The School Director reviews enrollment, attendance projections, staffing needs, and budget availability.
4. Approved paraprofessionals provide support only during sessions meeting attendance thresholds.
5. Attendance and hours worked are submitted daily to the Director or designee.
6. Stipends are paid monthly based on verified hours.

Paraprofessional Academic Intervention, Attendance Recovery, and Credit Recovery Stipend Application (One Page)

Name:

Position Title:

Credentialed Teacher Supported:

Program Type (check all that apply): Academic Intervention ☐ Attendance Recovery ☐ Credit Recovery ☐

Grades Served:

Proposed Schedule (days/times):

Acknowledgement of Hour Limitations and Non-Guarantee of Hours (initial):

Acknowledgement of Duties and Restrictions per Ed Code (initial):

Paraprofessional Signature/Date:

Credentialed Teacher Signature/Date:

School Director Approval/Date:

Purpose

The Governing Board authorizes independent study as an optional alternative instructional strategy for pupils whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve pupils who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning.

The School Director or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, and an online course. The Board recognizes that by offering a range of quality options, including classroom-based, hybrid, and non-classroom based programs, instruction is better tailored to meet pupils' needs, thereby improving academic outcomes.

A pupil's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each pupil shall be under the general supervision of the School Director or designee or a school employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300, registered by law. The pupils' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

An individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, if the pupil's individualized education program (IEP specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education (FAPE) in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. (Education Code 51745(c))

A temporarily disabled pupil may receive individual instruction pursuant to Education Code Section 48206.3 through independent study. Education Code 51745(d)

No course required for high school graduation under Section 51225.3 shall be offered exclusively through independent study. Education Code 51745 (e)

General Independent Study Requirements

For the 2025-26 school year and thereafter, the School Director or designee may continue to offer and approve independent study for an individual pupil upon determining that the pupil is prepared to meet the school's requirements for independent study and is likely to succeed in independent study as well as or better than the pupil would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a pupil falling behind peers and increase the risk of dropping out of school, for all grades and programs in independent study, the maximum length of time which may elapse between the time the assignments are made and the date by which the pupil must complete the assigned work is fifteen consecutive school days for short-term independent study and no more than 20 consecutive school days for long-term independent study. However, when necessary based on the specific circumstances of the pupil's approved program, the School Director or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a pupil's best interest to remain in independent study whenever the pupil fails to make satisfactory educational progress and/or misses four assignments. A written record of the findings of any evaluation made 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. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. 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 engagement specified in Education Code 52060(d)(4)-(5).

2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The School Director or designee shall provide appropriate existing services and instructional resources to enable pupils to complete their independent study successfully and shall ensure the same access to all existing services and resources in the school in which the pupil is enrolled as is available to all other pupils in the school. (Education Code 51746). The School Director or designee shall ensure that pupils participating in independent study are provided with content aligned to grade level standards that is substantially equivalent to in-person instruction. For high schools, this 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 admissions criteria. (Education Code 51747)

Pupils requesting independent study and their parents/guardians should recognize that independent study at the elementary level realistically must emphasize a commitment on the part of the pupil's parents/guardians. At the secondary level, the major commitment must be made by the pupil, assisted or supported as necessary by parents and others who may assist directly with instruction.

**Pupils Participating in Independent Study for 16 School Days or More:
Opportunities for Live Interaction and/or Synchronous Instruction, Tiered
Reengagement, and Transition to In-Person Instruction**

The following three requirements apply to pupils participating in independent study for 16 school days or more in a school year. These requirements do not apply to pupils who participate in an independent study program for fewer than 16 days 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 in-patient treatment for mental health care or substance abuse. The school shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study. pursuant to Education Code 51747 (i).

The School Director or designee shall ensure that pupils participating in independent study for 16 school days or more receive the following throughout the school year: (Education Code 51747)

1. For pupils in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For pupils in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For pupils in grades 9-12, opportunities for at least weekly synchronous instruction

For pupils participating in independent study for 16 school days or more, the School Director or designee shall ensure that procedures for tiered reengagement strategies are used for all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the school's approved instructional calendar, are found not participatory in synchronous instructional offerings pursuant to Section 51747.5 for more than 50 percent of the scheduled-times of synchronous instruction in a school month as applicable by grade span, or who are in violation of their written agreement. This requirement only applies to pupils participating in an independent study program for 16 school days or more. These tiered reengagement strategies shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

1. Verification of current contact information for each enrolled pupil
2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
3. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary
4. 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 adopted policies.

For pupils participating in independent study for 16 school days or more, the School Director or designee shall develop 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.

Pupil-Parent-Educator Conference

Before signing a written agreement, the parent or guardian of a pupil may request that the school conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other meeting during which the pupil, parent/guardian, and if requested by the pupil, parent or guardian, 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. (Education Code 51747(h)(2))

A pupil-parent-educator conference shall be held as appropriate including, but not limited to, as a re-engagement strategy and/or if requested by a parent or guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Written Agreement

The School Director or designee shall ensure that a written master agreement exists for each participating pupil as prescribed by law. (Education Code 51747, 51749.5) Independent study agreements shall include, but not limited to, all of the requirements of Education Code section 51747(g).

For a pupil participating in an independent study program that is scheduled for more than 15 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. (Education Code 51747)

Beginning in the 2025-26 school year, for a pupil participating in an independent study program that is scheduled for less than 16 school days, each written agreement shall be signed during the school year 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. (Education Code 51747)

The agreement shall include general pupil data, including the pupil's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study written agreement for each participating pupil also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the pupil's assignments, reporting the pupil's academic progress, and communicating with a pupil's parent/guardian regarding the pupil's academic progress
2. The objectives and methods of study for the pupil's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the pupil. Resources include confirming or providing access to connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policies detailing the maximum length of time, by grade level and type of program, allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation to determine whether it is in the best interests of the pupil to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion
7. 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, pupils with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

8. A statement that independent study is an optional educational alternative in which no pupil may be required to participate
9. In the case of a suspended or expelled pupil who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the pupil to receive instruction through independent study.

Records for Audit Purposes

The School Director or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the pupils, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by pupils in grades K-8 and the course credits attempted by and awarded to pupils in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each pupil's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the pupils are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of pupil work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-pupil ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)

6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each pupil by a school employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

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

The School Director or designee also shall maintain a written or computer-based record such as a grade book or summary document of pupil engagement, for each class, of all grades, assignments, and assessments for each pupil for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

**Redwood Coast Montessori
Independent Study
WRITTEN AGREEMENT**

School Year 2025/2026 Duration of Agreement: **Entry Date:** _____ **Exit Date:** _____

Parent/Guardian, please complete only the shaded areas.

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.

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 teachers' course information. The manner of submitting work is via drop box online, drop off in-person at the school office, email attachment or other pre-approved means as required in course syllabi. Students sign up for appointments with their teachers via Google calendar. Students meet with their teachers synchronously (live) via Google Hangouts or Zoom. Links to the teachers' google calendar on the class syllabi.

LEARNING OBJECTIVES, METHODS OF STUDY & METHODS OF EVALUATION:

Subject/course objectives reflect the curriculum adopted by the school's governing board and are consistent with school standards as outlined in the school'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 agreements, including course syllabi, are also part of this agreement. Each course syllabus/pacing guide 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 online via synchronous and asynchronous modes, as well as face-to-face (live) instruction for designated courses.

SUBJECTS/COURSES ENROLLED & COURSE CREDITS *(List may be attached.)*

Listed below or attached are the courses/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.

Subject/Course	Course Value/Credits	Subject/Course	Course Value/Credits

RESOURCES & CONNECTIVITY: Students are provided with teacher support services, school- 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.

Connectivity: If needed, the school will provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Redwood Coast Montessori

Independent Study

WRITTEN AGREEMENT

Equitable Access, Resources and Services: Students have the same access to existing services and resources as all other students enrolled in the school. 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.

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 9-12 students in independent study, the maximum length of time, which may elapse between the time the assignment is made and the date by which the student must complete the assigned work is twenty consecutive school days for long-term independent study. (Number of missed assignments per Board Policy) missed assignments, or substandard/incomplete work (see below - the level of satisfactory educational progress), will require an evaluation to determine if the student will be allowed to continue in independent study. A written record of the findings of any evaluation will be placed in the student's cumulative 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.

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 (if a space is available) and has the continuing option of classroom instruction (if a space is available).

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 (if applicable) _____

DATE _____

Redwood Coast Montessori
EVALUATION OF CONTINUED ENROLLMENT

Student Name: _____
Address: _____
Phone: _____ Email: _____

_____ has been enrolled at Redwood Coast Montessori in grade _____. The Redwood Coast Montessori's Independent Study Master Agreement requires that a student submit completed work no later than the due date assigned for the program of enrollment. The Independent Study Master Agreement also requires that if a student fails to submit 80% of assignments in a learning period, or produces sub-standard work, there shall be an evaluation to determine the appropriateness of independent study for that student. This evaluation is being generated because:

- Work was not submitted under the Independent Study Master Agreement for the following reporting periods or weeks: 1. _____ 2. _____
- Work submitted has not been of satisfactory quality to justify continuance in independent study (comment below)

- Other reasons (comment below)

After review of this student's history and conversation with the student/parent/guardian, the following determination has been made:

- ☐ The student may **continue in independent study**.
- ☐ The student may **continue in independent, but progress will be monitored**. The plan for monitoring progress is as follows:

- ☐ The student is being asked to **pursue other educational options** outside of Independent Study. The parent has been counseled on alternative educational settings and options.

Other comments:

A copy of this evaluation must be maintained in the student's Permanent Record File.

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Supervising Teacher: _____ Date: _____

Administrator: _____ Date: _____

Other: _____ Date: _____

Sick Leave Policy

(No Annual Rollover for Use; Retirement Accumulation Preserved)

Sick Leave Accrual and Use

Eligible certificated and classified employees shall accrue paid sick leave in accordance with applicable law, board policy, and individual employment agreements.

Sick leave may be used during the fiscal year in which it is earned for personal illness or injury, medical appointments, or other purposes permitted by law.

Annual Use Limitation (No Year-to-Year Rollover for Use)

Unused sick leave may not be used in subsequent fiscal years and does not roll over for future use as paid leave.

Unused sick leave has no cash value and shall not be paid out upon separation except as required by law.

Retention for Retirement Reporting (Critical Section)

Notwithstanding the limitation on year-to-year use, unused sick leave shall be retained on the School's records solely for the purpose of retirement reporting.

Upon retirement, unused accumulated sick leave shall be certified and reported to the appropriate retirement system (CalSTRS or CalPERS) in accordance with applicable retirement system rules for service credit calculation.

Transferred Sick Leave

The School may accept verified unused sick leave transferred from another California public school employer for employees who are members of CalSTRS or CalPERS.

Accepted transferred sick leave shall:

- Not be available for year-to-year use as paid leave, and
- Be maintained on record solely for retirement service credit reporting.

Clarification of Purpose

The retention of unused sick leave for retirement purposes does not create a right to continued paid leave, payout, or compensation beyond the fiscal year earned.

Policy Authority

This policy is intended to comply with the California Education Code, Labor Code, and applicable CalSTRS and CalPERS regulations governing sick leave and retirement service credit.

Redwood Coast Montessori

Board Report

February, 2026

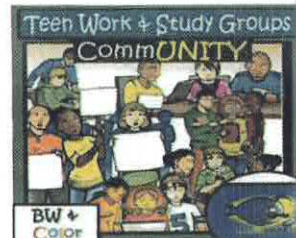
Extended Day & Expanded Class Offerings



Redwood Coast Montessori is taking the new extended day schedule and additional class offerings in stride. While the process of building the new schedule and communicating changes to students and families was challenging, the outcome has been meaningful and positive. Students now have a structured class placement for the entire school day, every day, creating consistency, accountability, and increased instructional time.

The system isn't perfect...yet! However, this is the first step in strengthening daily engagement and reducing gaps in supervision, while supporting students in maintaining routine and academic focus throughout the school day.

Senior Leadership, Work Study, and Career Readiness



Our senior students have stepped into this new structure with maturity and initiative. They have access to multiple pathways, including leadership roles, work study opportunities, and employment as valuable members of the school staff.

These experiences are building practical skills, confidence, and a strong sense of responsibility. Seniors are modeling positive school culture while gaining real-world experience that supports their post-secondary goals.

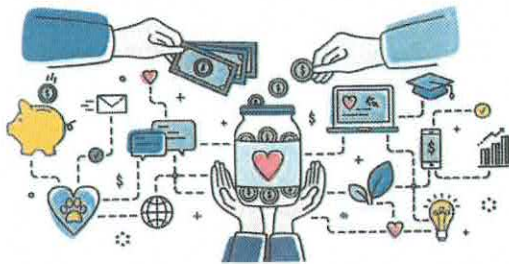
Attendance Recovery & Student Support



The Attendance Recovery after-school program, now operating three days per week, has officially launched. While participation has started slowly, the program shows strong promise as outreach efforts expand.

Targeted communication and family engagement are being implemented to better serve students experiencing chronic absenteeism or truancy. The overarching goal is to remove barriers to attendance, help students re-engage with their classes, and provide meaningful academic and social support.

Community Engagement & Fundraising Success



This past weekend marked the return of the beloved "Are You Feeling Saucy?" fundraiser which is an event deeply rooted in Redwood Coast Montessori tradition. As one of the school's largest annual fundraisers, it successfully brought together students, families, and community members in support of the school.

The event not only raised funds but reinforced the strong community connections that define Redwood Coast Montessori.

Looking Ahead: Color Run & Senior Celebrations



Planning continues for the upcoming Community Color Run, a fundraising event designed to be fun, inclusive, and highly visible. Participants will be doused with food-grade coloring at designated points along the route, creating a vibrant and celebratory atmosphere.



At the same time, the senior class is actively planning their class trip and graduation celebrations. This group of seniors has had a profound impact on school culture through leadership, service, and community involvement. Their graduation will be a celebration worthy of the individuality, creativity, and legacy they leave behind.

Closing Reflection

Redwood Coast Montessori continues to demonstrate resilience, innovation, and a deep commitment to students. From extended-day programming and attendance support to fundraising and senior leadership, the school community is building systems that support both academic success and meaningful connection.