



# Temple City Virtual Academy

*Online Virtual Academy*

## Elementary Student Handbook 2022-2023

*"Committed to 21<sup>st</sup> Century Academic Excellence"*



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The Temple City *Virtual Academy (TC Virtual Academy)* is an online alternative school setting with a flexible schedule that uses a blended learning model consisting of one-on-one virtual meetings between teacher and students and online learning-based courses. *TC Virtual Academy* is unique in that it serves students in TK-12<sup>th</sup> grades offering technologically integrated coursework for all grades, as well as, career and college counseling assistance, accredited college prep curriculum, UC-approved a-g courses, and a Temple City Unified diploma accepted for admission by UC, CSU, private, military and technical colleges. Admission is voluntary and designed specifically for students who are best served outside the traditional school settings. Each student meets regularly with a credentialed teacher for academic support, progress monitoring, and curricular goal setting. Students complete standards-based curriculum daily and participate in all state testing annually.

### **School Vision**

*To empower students to become productive citizens by developing the skills necessary to promote self-worth, independence, knowledge and the creativity necessary to adapt to a world of accelerating change within a safe, secure, and supportive environment.*

### **Mission**

*To provide a balanced and rigorous curriculum in a flexible, student-centered, individualized learning environment that is engaging and prepares students with 21st century skills essential for college and career readiness.*

### **School Learner Outcomes (SLO's)**

The *TC Virtual Academy* student is:

*Responsible, self-directed learner who-*

- Creates a positive vision for themselves and their future in order to set priorities and achieve goals.
- Exhibits good study/work habits that include regular school work, attendance, and effective time management.
- Exhibits self-motivation, self-discipline, and accepts individual and group responsibility.

*Complex thinker who-*

- Identifies, analyzes, integrates, and uses a wide variety of resources and information to complete projects.
- Uses logical problem-solving processes and critical thinking skills.
- Uses self-evaluation while implementing ideas or plans.

*Technologically skilled student who-*

- Locates and accesses the necessary information from appropriate online information sources to complete assignments.
- Uses technological skills to gather, analyze, and organize information to complete assignments.
- Utilizes technological skills to efficiently produce, publish, and present assignments.

## **POLICIES & PROCEDURES**

### **General School Policy**

*TC Virtual Academy* is a fully accredited district alternative school of choice that utilizes independent study program as the primary instructional strategy and provides an individual learning program for students. Working in partnership with students and parents, the maintenance of a quality educational environment requires rules, regulations, and procedures to ensure a productive atmosphere and a safe and orderly campus. This handbook outlines the policies and procedures for *TC Virtual Academy*. Please review carefully.

### **Regular and Effective Contact School Policy**

*TC Virtual Academy* grade level teacher initiates and maintains regular effective contact with their students throughout the duration of the trimester(s). This contact is initiated multiple times during each week through the scheduling and facilitation of virtual group face-to-face lessons via Zoom, telephone contact and email. Grade level teachers meet virtually with students in small groups to provide more directed instruction as needed. PE class meets synchronously once per week with assignments scheduled asynchronously throughout the week.

In addition, grade level teacher:

- Selects and saves representative samples of the student's completed and evaluated assignments.
- Evaluate completed assigned work to measure and take attendance.

### **Teacher-Student Conferences**

Grade level teacher establishes regular and ongoing office hours schedule for virtual face-to-face instructional sessions with students for the purpose of supporting course content. Grade level teachers hold Parent-Teacher conferences following the first trimester grading period. Individual conferences are also held at either teacher or parent request as needed.

### **Monitoring Student Progress**

Students who are late, miss scheduled class or meeting times, do not submit assigned work on time, and/or not meeting *satisfactory education progress* shall trigger an immediate intervention by grade level teacher to promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive/intervention strategies may be used:

- Meeting between parent, student, and teacher.
- A warning letter to parent/guardian.
- A meeting between student, parent, teacher, counselor, and principal.
- An increase in the amount of time student works under direct supervision.
- Meeting between parent, student, teacher and principal regarding continuation in the TC Virtual Academy.

## **Satisfactory Educational Progress**

Satisfactory educational progress shall be determined based on all 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 set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
- 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

## **Evaluating Student Progress**

The level of satisfactory educational progress and three missed assignments, or previous interventions have not been successful, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in the virtual academy setting. This evaluation may result in the termination of the independent study agreement and disenrollment from *TC Virtual Academy*.

## **Written Master Agreement**

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exist for each participating student (EC 51747, BP 6158). Before the student begins independent study, the written agreement shall be signed and dated by student, parent/guardian if the student is under 18, the supervising certificated teacher is responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to student.

## **LISTING OF RESPONSIBILITIES**

### **School Responsibilities:**

- The master agreement is in effect for one year.
- The major objective for the duration of agreement is to enable student to keep current with grade level studies for the period covered by this agreement.
- According to district policy for independent study, no more than three assignments or five school days may elapse between when an assignment is made by the teacher and due date.
- *TC Virtual Academy* is a *voluntary* optional alternative in which no pupil may be required to participate; a classroom option will always be available to the student. In the case of a pupil who is referred or assigned pursuant to *EC* Sections 48915 or 48917, an alternative classroom has been offered and available at all times.
- Student work will be evaluated by grade level teacher.
- The student agrees to meet with or report to the supervising teacher regularly, in accordance with frequency, date, time, and location specified in the *Master Agreement*.
- The teacher has the option/ability to change meeting time or date either temporarily or permanently.

### **Student Responsibilities:**

- *TC Virtual Academy* is a form of education that I have *voluntarily* chosen and I will continuously have a classroom option available to me should I choose to no longer participate in the virtual academy setting.
- Failure to complete academic work equivalent to full attendance apportionment, will result in evaluation to determine if I should remain in independent study or be immediately returned to a classroom at my last school of enrollment.
- 25 hours of acceptable schoolwork is required to earn one (1) week of ADA and cumulative academic credit.
- I will be evaluated through an appropriate combination of assignment completion, knowledge/skills demonstration, quizzes/test, and/or project construction.
- I will maintain academic honesty, which grades will be evaluated through participation in direct instruction and assignment scores.
- It is my responsibility to access my course work for five hours a day, five days a week.
- Be supervised by and meet regularly with the assigned supervising teacher for my educational studies as outlined in *Master Agreement*.
- Complete my assigned work by its due dates, as explained by my supervising teacher and described in my course outline.
- I am aware that the recording of live/synchronous or virtual prerecorded instruction is unlawful and requires the consent of the teacher.

### **Parent/Guardian Responsibilities:**

- *TC Virtual Academy* is an optional educational alternative for my child that I have voluntarily selected. I agree to the conditions listed under “Student.” I also understand that:
- Learning objectives are consistent with and evaluated in the same manner that they would be if my child were enrolled in a traditional school program.
- *TC Virtual Academy* is not to be provided as an alternative curriculum, but in accordance to 5 CCR 11700, 11701.5 *Independent Study option is to be substantially equivalent in quality and quantity to classroom instruction.*
- If my child has an Individualized Educational Program (IEP), the IEP must specifically provide his or her enrollment in independent study.
- Unless otherwise indicated, the supervising teacher who signs the agreement will meet with my child on a regular basis as specified in *Master Agreement*. The purpose is to direct my child’s study and measure progress toward the objective in this agreement.
- Responsible for supervising my child while he or she is completing the assigned work and for ensuring the submission of all completed assignments necessary for evaluation by due dates.
- I am aware that the recording of live/synchronous or virtual prerecorded instruction is unlawful and requires the consent of the teacher.
- I am liable for the cost of replacement or repair for willfully damaged school property.
- I agree to work closely with the teacher and maintain ongoing communication regarding curriculum, testing and other information.
- It is my responsibility to ensure that my child attends all scheduled appointments.
- It is my responsibility to provide any needed transportation for my child’s scheduled meetings and any other travel covered by the agreement.

## **ONLINE CODE OF CONDUCT**

### **Respectful Communication/Time**

- Be respectful of your classmates and teachers. Allow others to speak, invite others to share, and respect other's ideas.
- Keep your image "live" during class sessions. It is important to make eye contact into your camera to demonstrate your commitment to learning to your classmates and teacher.
- Keep distractions to a minimum. If there is background noise, mute yourself.
- Show up to synchronous class at the scheduled time.
- Avoid side conversations and multitasking.
- Students are required to check email/Parent Square app daily and communicate with all teachers.
- Students are required to use school issued laptops.

### **Attire**

Dress respectfully and appropriately for virtual class. No offensive logos or messages on clothing.

### **Location**

Choose a location that minimizes distractions and preferably at a desk or table.

## **DISCIPLINE**

### **Suspension and Expulsion**

The Governing Board recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify district behavior standards.

Except in cases where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct (EC 48900.5).

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, as provided by law, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students (EC 48915).

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in an administrative regulation.

Each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension, and expulsion (EC 35291, 35291.5).

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

## **Grounds for Suspension and Expulsion**

Students may be subject to suspension or expulsion if the principal determines the student has:

1. (a) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(b) Willfully used force or violence upon the person of another (EC 48900(a)).
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee concurrence (EC 48900(b)).
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code Section 11053 et seq., an alcoholic beverage, or intoxicant of any kind (EC 48900(c)).
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Section 11053 et seq., an alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcoholic beverage or intoxicant (EC 48900(d)).
5. Committed or attempted to commit robbery or extortion (EC 48900(e)).
6. Caused or attempted to cause damage to school property or private property (EC 48900(f)).
7. Stolen or attempted to steal school property or private property (EC 48900(g)).
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets or betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products (EC 48900(h)).
9. Committed an obscene act or engaged in habitual profanity or vulgarity (EC 48900(I)).
10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code (EC 48900(j)).
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (EC 48900(k)).
12. Knowingly received stolen school property or private property (EC 48900(l)).
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm (EC 48900(m)).
14. Committed or attempted to commit sexual assault as defined in Section 261, 266(c), 286, 288, 288(a), or 289 of the Penal Code or committed sexual battery as defined in Section 243.4 of the Penal Code (EC 48900(n)).
15. Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being a witness or retaliating against that pupil for being a witness, or both (EC 48900(o)).

16. Committed sexual harassment as defined in Education Code Section 212.5 (EC 48900.2). This section applies to students in grades 4 through 12.
17. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 33032.5 (EC 48900.3). This section applies to students in grades 4 through 12.
18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment (EC 48900.4). This section applies to students in grades 4 through 12.
19. Made terroristic threats against school officials, school property, or both. A terroristic threat is a statement, whether written or oral, willfully threatening to commit a crime which will result in death, great bodily injury, or property damage in excess of \$1,000, with the intent that the statement be taken as a threat, and, under the circumstances in which the statement is made, is so unequivocal, unconditional, immediate and specific as to convey a gravity of purpose and immediate prospect of execution, thereby causing the person threatened reasonably to be in sustained fear for his/her own safety or that of his/her immediate family, or for the protection of district property or his/her personal property or that of his/her family (EC 48900.7).

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances (EC 48900):

1. While on school grounds (including parking lots and inside vehicles).
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

### **Sexual Harassment**

Sexual harassment is defined as the unwelcome sexual advances, requests for sexual favors, and/or verbal, visual or physical conduct of a sexual nature made by someone from or in the educational setting. Students involved in sexual harassment are subject to suspension and/or expulsion. In general, the following conduct is clearly sexual harassment and is prohibited in the district:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking normal movements.
8. Displaying sexually suggestive objects.



## **Contraband Detection Canines**

In an effort to maintain a safe school environment, Temple City Unified School District (TCUSD) has contracted with Impact Canine Solutions to bring non-aggressive, specially trained dogs to school sites in Temple City. The canine visits to school campuses are unannounced.

The dogs are trained to detect the following:

- Illicit drugs—marijuana, cocaine, methamphetamines, heroin
- Alcoholic beverages—beer, wine, liquor
- Black gunpowder-based items—guns, ammunition, fireworks
- Select prescription and over-the-counter medications commonly subject to abuse

## **Academic Integrity**

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty (BP 5131.9). Students are required to maintain academic integrity, therefore, reading course material and responding through quizzes, tests, or written work, must be original work. **Cheating, lying, and/or plagiarizing will result in a zero grade on the assignment, and could result in failure of entire course of work.** Parents will be notified and grades will be affected.

## **Safe School Plan**

In accordance with SB 187, the TCUSD has *Safe School Plans of Action* in place at each school covering the period of 1998-2006. Copies of this plan are available for review in the district office. Our emergency preparedness plan is a combined effort with TCUSD office. In Temple City, we employ the stay at school policy and are prepared to keep students for up to 48 hours if necessary. In the event of a disaster, parents should plan to meet their student at the District Office or other secondary location if a students happened to be on site. A copy of the Emergency Preparedness Plan is on file in the district office for parent and community review.

## **GENERAL POLICIES**

### **Tobacco Free Policy**

TCUSD is proud to provide a healthy, tobacco-free environment. Using tobacco products is prohibited anytime at school or on district property. Information on tobacco cessation programs is available for students and adults in the school office (BP 1345).

### **Spray Paint/Marking Pens**

It is unlawful for students to have in their possession any pressurized can containing any substances commonly known as paint or any writing instrument that has a porous point, tip or nib commonly known as markers, marking pens, sign pens, or glass etching tools.

## Security

TC Virtual Academy will not be held responsible for lost or stolen items. Students are required to agree to abide by the following regulations in relation to the use of personal property on school grounds.

- Students may not store personal property or materials that is in violation of school rules or state or federal laws in classroom.
- Students understand that, if there are facts to support a reasonable suspicion that he/she violated a criminal law or school rule, all personal property is subject to search by school officials.

## Work Experience

Work Experience applications are available in the school office for students wishing to receive Work Experience elective credits toward graduation. Up to 10 Work Experience credits may be earned each semester. Work permits are required in California for all persons under 18 years of age. Students under 18 can pick up a *Request for Work Permit* from the school office and return for a work permit to be issued. A completed work permit must be on file before Work Experience credits will be issued.

## Emergencies

In the event of an emergency, every attempt will be made to contact parents if students require immediate medical attention. If it is determined to be life threatening, staff will call 911. In the event that a parent cannot be reached during an emergency, the emergency telephone number on file in the school office will be contacted. **If there is a change in address, telephone number, or employment, please notify the school immediately.**

## **STUDENT SUPPORT SERVICES**

### Academic Counseling Services

The Governing Board recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of all district students. Counseling staff shall be available to meet with students regarding their educational progress toward academic and/or career goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

Full-time counseling services are available to all TC Virtual Academy students. Counseling services include and not limited to the following:

- Creating Individual Learning Plans for all students and reviewing the plan annually. This plan is based upon TCUSD graduation requirement.
- Reviewing individual and summary student achievement data to determine support/intervention courses and options for students.
- Developing and monitoring Individual Learning Plans for identified at-risk students and reviewing these plans with parent/student at least twice a year.

### Homeless Education

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. Students that meet eligibility and choose to participate will have access to all academic programs and be provided with the necessary support through school and district resources.

Students will be referred to the school counselor, who operates as the direct liaison to implement appropriate services and opportunities.

### **Mental Health Clinical Counseling**

Temple City Unified School District has several partnerships with outside clinical counseling with the purpose of identifying and remediating cognitive, mental, emotional, psychosocial, and development issues to support positive behavior and academic goals. Please contact your counselor or Supervising teacher if you have concerns.

## **ACADEMICS**

### **CAASPP Testing**

The California Assessment of Student Performance and Progress System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessment for English Language Arts/Literacy and Mathematics in grades three through eight and grade eleven. All students at the designated grade levels are required to participate.
- ELPAC testing is required annually for all students designated as English Language Learners.
- CAST for Science assessment are required for students in grade five, eight, and ten.

### **Attendance**

Twenty-five hours is acceptable schoolwork required to earn (1) week of ADA. Twenty-five hours includes a combination of participating in direct instruction, written work, and assessments. If these requirements are not met, this can result in being referred to the Student Attendance Review Board (SARB) and/or evaluating placement.

- Students, between the ages of 6 and 18, are required to attend school full-time, unless otherwise exempt (EC 48200).
- Habitually truant and habitually insubordinate students will be referred to S.A.R.B (EC 48263).
- Failure to attend school as required may result in the filing of a complaint against the parents with the District Attorney's Office (EC 48292 and Penal Code Section 272).
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### **Curriculum**

*TC Virtual Academy* offers teacher-created classes supplemented with digital curriculum for all coursework. Students are provided with standard-based instructional tools and student-centered instruction with integrated formative, summative, and diagnostic assessments. Students are required to meet in synchronous instruction during the week based on their grade level. Students can access their virtual classes seven days of the week, twenty-four hours of the day via Canvas. The use of multimedia curriculum provides student the opportunities to explore new concepts with an interactive experience and the ability to move at their own pace throughout the week. Typical lessons are comprised of a number of activities including studies, practices, readings, journals, labs, discussions, project, exploration, reviews, and embedded assessments.

## **Grades**

Grades serve a valuable instructional purpose by helping students and parent/guardian identify the student's areas of strength and those needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

The grade level teacher shall determine the grade for each course. The grade assigned by supervising teacher shall not be changed by the Board or the Superintendent except as provided by law, Board Policy, and Administrative Regulations. Supervising teacher shall evaluate student's work in relation to standards, which apply to all students at his/her grade level and provided appropriate accommodations and modifications to ensure students have access to course content and standards in which the grade is based upon. Supervising teacher shall inform students and parent/guardians how student achievement will be evaluated.

Grades will be based on consistent observation of the quality of student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as written assignments, quizzes, test, and projects.

## **Grading Period**

Every six weeks progress reports will be entered into Aeries informing student progress. Report cards will be available on Aeries at the end of each trimester. There are three trimesters during the course of the year for students in K-6. (This corresponds to the in-seat grading periods at the respective home schools.)

## **K-5 – Grades for Achievement**

Grades K-5 use Standards Based Grading.

The state standards are written for year-end mastery. However, teachers will report on mastery based on the time of year and the content taught. Teachers utilize curriculum, multiple measures, and classroom opportunities to develop grades in each area. This allows students to demonstrate mastery in various ways. A Standards Based Report Card will share student progress across standards of instruction. This document is intended to show content that is to be learned by students in a particular grade level. Students will receive detailed marks toward progress based on those grade level standards.

The following explains the 1-4 grading:

4 – Extends and Applies (not on the kindergarten report card)

Students show not only an in-depth understanding of grade level standards on a consistent basis, but also extend and apply the standard to complete assignments. Students demonstrate with a high degree of accuracy and application of skills as measured through various measures and opportunities during the grading period.

3 – Meets Standards (in kindergarten - “3” is meets or exceeds)

A “3” indicates proficient understanding of the concepts and grade level expectations for the standards at that point of time in the school year. A “3” indicates that the student is right where she or he should be and is meeting the standard..

## 2 – Approaching Standards

Grades at this level indicate that students have a partial understanding of grade level concepts. A “2” represents basic understanding. Performance may be inconsistent or emerging at that point in time during the school year.

## 1 – Below Standards

A “1” shows that students have a minimal understanding of the grade level concept at that point in the school year. Performance is inconsistent even with support. Students may need additional interventions to learn concepts important to the grade level.

### **6<sup>th</sup> grade - Grades for Achievement**

Grading:

90%-100%	A-Advanced Mastery of Course
80-89%	B-Proficient Mastery of Course
70-79%	C-Basic Mastery of Course
60%-69	D-Below Basic Mastery of Course
0%-59%	F-Unsatisfactory

### **Extracurricular Activities**

*TC Virtual Academy* students may participate in field trips unique to the *TC Virtual Academy*. In addition, students may participate in field trips, sports and activities held at their home school. The school and District Code of Conduct and dress code will apply at all events.



# TC VIRTUAL ACADEMY

R I G O R \* F L E X I B I L I T Y \* C O L L A B O R A T I O N

## RULES AND REGULATION AGREEMENT

### *Information for Parents and Students:*

### ACKNOWLEDGMENT OF RULES AND REGULATIONS

We, the undersigned, have read and understand the conditions of this agreement with the Independent Study Program. We are aware of the requirements, expectations, and possible consequences.

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Student's Name:

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_  
LAST FIRST MIDDLE

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PLEASE RETURN THIS SIGNED BACK PAGE TO YOUR SUPERVISING/HOMEROOM TEACHER.**