

PARADISE CHARTER MIDDLE SCHOOL

MEETING OF THE BOARD OF DIRECTORS

SPECIAL MEETING AGENDA

November 9, 2021

5:00 P.M.

Meeting Location: 6473 Clark Road, Paradise, California

Accessible Remotely: <https://meet.google.com/fpd-szki-qxz?hs=122&authuser=0>

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The Paradise Charter Middle School welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Trustees is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses the item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. Any public records relating to an agenda item for an open session of the Board which is distributed to all, or majority of all, of the Board members shall be available for public inspection at 6473 Clark Road, Paradise, California.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Paradise Charter Middle School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications of the agenda in order to participate in Board meetings are invited to contact the Executive Director's office.

1.0 Call to Order

1.1 Flag Salute

1.2 Attendance

Jill Pruis, 8th Grade Parent Representative, Vice Board Chair
Christina Voigt, 7th Grade Parent Representative, Board Chair
Kristina Clarkson, 6th Grade Parent Representative
Mike Witten, Staff Representative, Chief Financial Officer
Jennifer Duran, Community Representative
Beverly Landers, Executive Director
Jennifer Robbins, Secretary to the Board

2.0 Changes/Deletions to Current Meeting Agenda

- 3.0 Public Comments on Items not on the Current Meeting Agenda**

- 4.0 Discussion/Action Items**
 - 4.1 Adopt the Independent Study Policy as presented**
 - 4.2 PCMS Parent Letter regarding the Potential November 15 Student Boycott**
 - 4.3 Update on Building Project**

- 5.0 Future Agenda Items**

- 6.0 Adjournment: Next meeting December 7, 2021**



2021/22 Procedures for Documenting Independent Study Attendance

Short Term Independent Study

For the 2021/22 school year, short term independent study is defined as less than 15 days independent study cumulative during the school year. Short term independent study is offered by the classroom teacher as the teacher of record.

Because short term independent study is strictly limited to less than 15 days in the school year, all short term independent study must be approved by the Principal prior to being sent home for student work.

Short Term Attendance Coding

Students in short term independent study will be marked as ABSENT with a reason of IS PENDING. Upon return to the classroom, all short term independent study is due. If no work is turned in by the due date noted on the Master Agreement, the IS Pend designation will be changed to IS NoCr and the student will no longer be eligible for short term independent study work. If work is turned in, the days of credit determined by the classroom teacher will be recorded as IS Cred and days not credited will be recorded as IS NoCr.

Long Term Independent Study

For the 2021/22 school year, long term independent study is defined as independent study taught by the teacher of record and with a planned duration of 15 days or more in the school year.

Because long term independent study has a limited capacity, all applicants for long term independent study must be approved by the Principal after determining their ability to be successful in the program. In no case will someone be allowed to be issued more than 14 days of short term independent study and default into long term independent study without the prior consent and knowledge of the Principal.

Long Term Attendance Coding

Students in long term independent study have four different attendance situations with the teacher of record that need documenting. These are as follows and the SchoolWise coding for these situations is included.

Credit for work done and participation in synchronous instruction – DL Engaged / Contact and Work

Credit for work done and no participation in synchronous instruction – DL Engaged / Work

No credit for work done and participation in synchronous instruction – Absent / Participating

No credit for work done and no participation in synchronous instruction – Absent / use any appropriate code to best describe the reason for absence/no credit given. Use of attendance notes for further information as to the situation and family contact made is strongly encouraged.

Live Interaction Tracking

Daily live interaction is not tracked in Aeries. These offerings for grades 6 through 8 will be tracked by the Long Term Independent Study teacher of record in a separate log or workbook. These live interactions may be delivered by support staff but will be tracked by the teacher of record for audit purposes and be made part of the weekly attendance records by printing and attaching to the teacher verification page. Information to be tracked will include at a minimum: the date of the offering, the person supervising the offering, the students invited to the offering, and the students attending the offering.



INDEPENDENT STUDY POLICY

Paradise Charter Middle School (“Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Paradise Charter Middle School Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 10 school days.
2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete half of the assignments during any period of 5 school days.
 - b. In the event Student’s educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. 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 Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted 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.

Board Policy #: [INSERT]

Adopted/Ratified:

Revision Date:

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
4. The Charter School has adopted tiered reengagement strategies for the following pupils:
 - a. All pupils who are not generating attendance for more than three (3) schooldays or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three school days or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include, but are not necessarily limited to, all of the following:

- a. Verification of current contact information for each enrolled pupil.
 - b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.
 - c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - d. 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 policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.¹
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in grades 6-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. All instructional materials, assignments, materials, and due dates will be provided by the school and posted in Google Classroom
 - ii. Live interaction and Synchronous instruction will be available for all students for the duration of the Independent Study time via email, Google

¹ The tiered re-engagement strategies shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year. The tiered re-engagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

- Meet sessions, or Seculry chat sessions during regularly scheduled class times or by appointment with each classroom teacher.
- iii. Students will log into Google Classroom each day during the term of Independent Study
 - iv. Teacher will monitor student progress during Synchronous Instruction using at least one of the media listed above
 - v. If students are unable to log in during the class period, teachers will be available by appointment at another time²
6. The following plan shall be utilized 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:
- a. Parents/guardians may submit a request to the Executive Director or designee to return their student to in-person instruction.
 - b. The Charter School shall ensure that the student is returned to their respective classroom for in-person instruction, no later than five (5) instructional days following the parent/guardian request.³
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
- a. 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 a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level

² The plan for synchronous instruction and live interaction shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year. The plan for synchronous instruction and live interaction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

³ The plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year. The plan to transition pupils whose families wish to return to in-person instruction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

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.

- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. 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.
- g. 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 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 supports.
- h. 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. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. 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 all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Board Policy #: [INSERT]

Adopted/Ratified:

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- For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
 9. The Executive Director may establish regulations to implement these policies in accordance with the law.



**PARADISE CHARTER MIDDLE SCHOOL
Written Agreement for Independent Study**

Student Name:	Agreement Duration:
Student Number:	Beginning Date:
DOB:	End Date:
Address:	Grade Level:
Phone:	Program Placement: Independent Study
School:	

- 1) **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 a pupil’s academic progress:**
 - a. **Manner of Reporting:** Virtual
 - b. **Time:** During school hours between 8:45 AM and 3:15 PM, M-F
 - c. **Frequency:** Weekly
 - d. **Place:** At the school site or online via virtual live connection.

- 2) **Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

- 3) **Method of Study:** The following methods of study may be utilized: Independent Reading, Writing, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Synchronous Instruction.

- 4) **Method of Evaluation:** The following methods of evaluation may be utilized: Teacher-made Tests, Essays or other writing, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Journals, Presentations, Quizzes, Labs, Final Examinations.

- 5) **Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or

provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

6) Board Policies Pursuant to Education Code Sections 51747(a) and (b):

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 10 school days.
- b. The Executive Director/Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - i. When any pupil fails to complete half of the assignments during any period of 5 school days.
 - ii. In the event Student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 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 pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (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. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted 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.

7) Statement of the Measures of Academic Achievement to be Earned by the Pupil Upon Completion

Students will meet California State Standards in all courses. All students will be assessed by subject area teachers according to performance on formative work and summative assessments as prescribed by the classroom teacher. All students,

grades 6-8, take a benchmark assessment annually which measures both proficiency and individualized growth.

- 8) Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its special education and mental health resources to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities in Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.
- 9) Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- 10) Pupil-Parent-Educator Conference:** Upon the request of the parent or guardian of a pupil, before signing this written agreement the Charter School shall conduct a telephone, 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.

11) Signatures and Dates:

I have read and I understand the terms of this agreement, and agree to all provisions set forth.¹

Title	Signature	Date
Pupil		
Parent/Guardian/Caregiver (if pupil is under the age of 18)		
Supervising Teacher		
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		
Direct Responsibility for Providing Assistance to the Pupil:		
Direct Responsibility for Providing Assistance to the Pupil:		

¹ Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.



Dear Parent(s)/Guardian(s):

As required by state law, PCMS may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

This letter also explains:

- Your right to request a parent-teacher conference prior to enrollment to inform your decision.
- The process and your students' rights regarding procedures for enrolling, disenrolling, and re-enrolling in independent study.
- The asynchronous and synchronous instructional time that your student will have access to as part of independent study.

Goal

The goal of Independent Study is to provide an alternative to in-person instruction to students who are required to quarantine beyond 15 days. As such, Independent Study is an educational program that provides remote instruction based on the state-adopted content standards by certificated teachers.

Requesting a Parent-Teacher Conference

It is your right to request a parent-teacher conference prior to enrolling your student in Independent Study in order to inform your decision and ensure that it is appropriate for your student. You may request a conference by emailing our Director, Bev Landers: blanders@pcms.tv.

Enrolling, Disenrolling & Re-Enrolling

Once a student has missed more than 15 days of school, they are placed into an Independent Study program. This process entails scheduling a meeting with the teachers and Executive Director to fill out the necessary paperwork, pick up curriculum and determine the plan for asynchronous instruction. If a student is enrolled in Independent Study and would like to return to in-person instruction, they must follow the procedure for disenrolling. At that time a date for returning to in-person instruction will be determined.

Once disenrolled, should the student need to return to Independent Study they are required to adhere to the re-enrollment process. The student will need to contact the Executive Director. If so, a meeting will be scheduled to sign a new agreement and to pick up any needed curriculum.

Instructional Time

What follows are specific requirements for instructional time that are primarily asynchronous. These expectations will also be outlined in the students' written Learning Agreement, which must be signed prior to enrollment.

Instructional Time	Description	Length & Frequency
Asynchronous Instructional Time	Forms of instruction that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that are not being delivered in person or in real time. Yet asynchronous learning may also encompass a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems that organize instructional materials and correspondence, among many other possible variations.	Varies by class and assignment

If you have any questions beyond the details listed above, please contact Beverly Landers to ask about the process.

Sincerely,
Beverly Landers, Director

**Adapted from Santa Cruz County Office of Education/Template Modified from CDE Parent Notification Form for English Learners*



SHORT TERM INDEPENDENT STUDY ASSIGNMENT AND WORK RECORD FORM

Student: _____ **Teacher:** _____ **Grade:** _____

Assignment Dates: _____ to _____ **Year:** _____

Reason for Request: _____ **All Work Due Back by 4PM on:** _____

Previous Short Term IS credits: _____ **Admin Approval:** _____ **Date:** _____

SUBJECT AREAS	ASSIGNMENTS	EM	EVAL
Reading/Language Arts	Objective:		C INS
Math	Objective:		C INS
Social Science/History	Objective:		C INS
Science	Objective:		C INS
Additional Coursework Completed for example: PE The Arts Music Electives	Objective:		C INS

Evaluation Methods ("EM"): _____

T = Test
 O = Oral presentation
 A = Assignment

D = Demonstration of Skills
 R = Reports
 P = Project

Evaluation ("EVAL"): _____

C = Complete INS = Insufficient work

Days Attendance Credit Earned _____ out of a possible _____

The Charter School recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignments on each weekday that the Charter School is in session, and asks that this "daily engagement" be documented on a daily basis on this sheet by the parent/guardian. This should not be read to prohibit schoolwork on weekends and should not be read to dictate the manner in which a family distributes the assignments over the independent study period. The Charter School asks that a parent/guardian refrain from documenting any "daily engagement" on a day where a student did not engage in any educational activity required of them by the assignments. By law, work done on weekends or other days when school is not in session cannot be used to "make-up" weekdays where no "daily engagement" occurred.

Parent – Please fill in date, initial on subjects in which student was engaged on each day and sign below.

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
Week 1					
	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /
Language Arts					
Social Studies					
Mathematics					
Science					
Physical Ed					
Other					

**Parent Signature: _____ Date: _____

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
Week 2					
	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /
Language Arts					
Social Studies					
Mathematics					
Science					
Physical Ed					
Other					

**Parent Signature: _____ Date: _____

For Supervising Teacher Completion:

- a. Days of Daily Engagement on Educational Activities Required by the School on Days the School is in Session: _____
 b. Time Value of Student Work Product (measured in days): _____

Attendance Approved by Teacher: _____ [insert lesser of a & b]

Signature of Supervising Teacher _____ Date: _____

Monthly Student Engagement/Participation Log

STUDENT NAME: _____ GRADE: _____ TEACHER: _____

BEGINNING DATE: _____ ENDING DATE: _____

This student will be in IS greater than 15 days this school. Live Interaction and/or Synchronous Instruction begin on _____ DATE

S=Synchronous Instruction L=Live Interaction NP=No Participation (circle participation type for each day per student)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DATE:	DATE:	DATE:	DATE:	DATE:
S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:
DATE:	DATE:	DATE:	DATE:	DATE:
S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:
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DATE:	DATE:	DATE:	DATE:	DATE:
S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:	S L NP Tiered Re-engagement:

These requirements do not apply to students who participate in IS for 15 school days or less per school year.

Grades 6 to 8 - both **daily** live interaction and at least **weekly** synchronous instruction for all students throughout the school year.

Tiered Re-engagement if absent 3 days or 60% of the week - Make notes in the box if needed.

I hereby certify that the information contained on this record is accurate and correct and that the participation, including absences, was verified for each student in my class.

Teacher's Printed Name: _____ Teacher's Signature: _____ Date: _____

PARADISE CHARTER



MIDDLE SCHOOL

6473 CLARK ROAD, PARADISE, CA 95989

(530) 872-7277 * PCMSBULLDOGS.ORG

Dear Bulldog families:

This is a trying time for all of us. While we are not alone in trying to navigate the maze that is COVID-19 protocol, our situation in Paradise is uniquely challenging because we are all still recovering in varying degrees from the Camp Fire. In the midst of recovery and the uncertainty that follows various government mandates, PCMS remains focused on our mission to create and maintain an effective partnership among parents, teachers, and students in order to provide your kids with the best opportunity to succeed and enhance the greater community. This is the bedrock upon which our success is built.

Unfortunately, the promise of a vaccine mandate has threatened to compromise this otherwise stable foundation. As a result, the PCMS family - staff, students and parents - must determine how to comply with those statutes and orders handed down by the state, while securing our right of self-determination in our educational program. In many ways, the problems of the Camp Fire pale in comparison to those we face now.

We do not presume to offer advice regarding how our families should navigate current COVID-19 policies and mandates. As a staff we believe that each individual must analyze the situation and do what is best for them and their family.

As a part of that analysis we ask that you consider the effect all of this has on our school as an institution. The recent vaccine mandate boycott/protest sent a clear message that many of you are in opposition to a vaccine mandate. Unfortunately, PCMS takes a financial hit whenever a student is not at school. That day cost PCMS nearly \$6,000 in lost Average Daily Attendance revenue from the state. While it is imperative to send a message to state legislators and the governor, our school - not the state government - took the brunt of the penalty for that day.

As another day of boycott/protest approaches, we ask that you consider this fiscal reality when deciding whether to send your kids to PCMS that day. As a compromise, we will offer each student who wishes to participate, time during elective class to write letters to their state legislators and other government officials. Students will be free to write letters in opposition to, or in favor of, any state mandated policies. Students will be free to determine their point of view, gather information, and compose a letter in accordance with their stance on the issues before them. Of course, student participation in this activity will be completely voluntary.

This provides families, through the efforts of their students, an opportunity to make their opinions known to those decision makers who have direct influence over this issue while enabling PCMS to receive the financial resources needed to continue to provide a quality education to your kids.

Thank you for your consideration as you make your decisions.

Sincerely,

PCMS Staff