

INDEPENDENT STUDY BOARD POLICY

Shanél Valley Academy (“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 Shanél Valley Academy Board of Directors for implementation at Charter School:

~~These policies apply to all pupils participating in independent study at Shanél Valley Academy.~~

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

- ~~1. For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows three (3) school days.:~~
- ~~2. For pupils in kindergarten and grades one through three, 3 days.~~
- ~~3.1 For pupils in grades four through eight, 3 days.~~

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed 3 days.

- ~~2. The 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:~~
 - ~~a. When any pupil fails to complete [INSERT NUMBER] assignments during any period of three (3) school days.~~
 - ~~b. In the event a 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.~~~~

Commented [JAR1]: Since the number is the same for all grade levels, no need to break out.

Commented [JAR2]: Please fill in. This was incomplete in the current policy.

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.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete _____ **[The agreed-upon number]** missed assignments during any period of _____ **[insert # of days to reflect learning period]** or fails to make satisfactory progress (as defined below) the School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

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

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education);
 - The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University;
 - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board approved career technical education standards and frameworks;
 - The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above;
 - The percentage of English learner pupils who make progress towards English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board);
 - The English learner reclassification rate

- ~~Pupil engagement, as measured by all of the following, as applicable:~~

- ~~○ School attendance rates,~~
- ~~○ Chronic absenteeism rates,~~
- ~~○ Middle school dropout rates~~
- ~~○ The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.~~
- ~~○ Learning requirement 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.~~

~~**Academic Content:** Independent study shall include the provision of content aligned to grade level standards that are substantially equivalent to in-person instruction.~~

~~4.3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.~~

~~5.4. **Tiered Reengagement:** The Charter School has adopted tiered reengagement strategies* for the following pupils: For all pupils participating in independent study for 15 or more school days in a school year and pupils who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar, pupils found not participatory in required synchronous instruction for more than~~

~~50 percent of the scheduled time of synchronous instruction in a school month as applicable to the student's grade span, or pupils who are in violation of their written agreement, the School shall have local programs intended to address chronic absenteeism, as applicable, including at least the following reengagement strategies: These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:~~

- ~~Verifying current contact information for the pupil,~~
- ~~Notifying parents or guardians of lack of participation within one school day of the recording nonattendance day or lack of participation,~~
- ~~A plan for outreach from the Charter School to determine pupil needs, including a connection with health and social services, as necessary,~~
- ~~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 51747A~~
~~clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's~~

policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

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

6.5 Opportunities for Live Interaction and Synchronous Instruction: The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*~~The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils participating in independent study for 15 or more school days in a school year:~~

- For pupils in transitional kindergarten through grades ~~1-TK~~ to 3 inclusive, the Charter School shall plan to provide opportunities for daily synchronous instruction ~~for all pupils throughout the year by the teacher or teachers of record.~~
- For pupils in grades 4 to 8 inclusive, the Charter School shall plan to provide opportunities for both daily live interaction by a Charter School employee and at least weekly synchronous instruction ~~for all pupils throughout the year, by the teacher or teachers of record.~~

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher of record and the pupil.

7.6 Return to In-Person Instruction: For pupils who participate in independent study for 15 or more school days in a school year and~~The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return~~ expeditiously*, and in no case later than five instructional days:- fill in plan

** The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays 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 inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These*

sections 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 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. **Written Agreements:** A current written agreement for each independent study pupil, including but not limited to, all of the following: shall be maintained on file for each participating student.

~~The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.~~

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

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.
- For a pupil participating in an independent study program that is scheduled for more

than 14 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. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day 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. 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.

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

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

7. 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.

8. The Principal may establish regulations to implement these policies in accordance with the law.

Adopted: 10/18/21

Amended: 8/18/22

Commented [JAR3]: Please update