



Long Valley Charter School

Imagine-Achieve-Inspire

Independent Study

Approved by: Board of Directors

Revised: 8/11/22; 10/14/21; 8/12/21;
7/11/19; Adopted: 7/14/15

Number: 6006

Long Valley Charter School (LVCS) is a nonprofit public benefit corporation that operates two charter schools: Long Valley School and Thompson Peak Charter School. This policy applies to both schools equally and the schools are collectively referred to as “Charter Schools.”

Definitions: 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 for students in grades TK-12.

Procedures:

Long Valley Charter School shall offer independent study to meet the educational needs of pupils enrolled in its schools: Long Valley School or Thompson Peak Charter School. These policies apply to all students participating in Independent Study in both Charter Schools.

Independent Study through the Charter Schools is a continuously voluntary educational alternative in which no student may be required to participate; the student is offered the alternative of classroom instruction in his or her school district of residence. The Charter Schools 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 Board for implementation at the Charter Schools:

1. For pupils in all grade levels, TK-12, offered by the Charter Schools, the maximum length of time that may elapse between the times an assignment is made and the date by which the pupil must complete the assigned work shall be 5 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 15% of the assignments.
 - b. When a pupil misses two appointments or required classes within a period of 5 school days.
 - c. When a pupil misses two consecutive weekly meetings with their teacher of record.
 - d. In the event the student’s educational progress falls below satisfactory levels as determined by the Charter Schools’ Process for Non-Compliance which considers 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. This 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.

3. The Charter Schools shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter Schools for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. The Charter Schools have adopted tiered reengagement* strategies for the following:
- a. All pupils who are not generating attendance for more than 10% of the required minimum instructional time over four continuous weeks;
 - b. All pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span; or,
 - c. All pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

The procedures for tiered re-engagement are as follows:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one school day of the recording of non-attendance or lack of participation;
- c. Outreach from the Charter Schools 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.

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 transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by a teacher of record.
- b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and an employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by a teacher of record.
- c. For pupils in grades 9-12, inclusive, students will be provided opportunities at least once weekly for synchronous instruction throughout the school year by a pupil's teacher of record.

6. If a family expresses a wish to return to in-person instruction*, the Charter Schools shall offer a consultation with the family expeditiously to transfer the pupil to in-person instruction, and in no case, later than five instructional days from receiving written notice from the family of the wish to return to in-person instruction. Transfer to in-person instruction offered at the Doyle campus is subject to pupil's grade level and capacity. If a student in grades TK-8 is seeking to transfer to in-person instruction in Doyle and the grade level is at capacity, student will be offered placement on the wait/lottery list. Any student seeking to return to in-person instruction other than that offered at the Doyle campus shall be directed to enroll within the pupil's local district of residence. If a pupil leaves an independent study program at the Charter Schools, they may not return to an independent study program at the Charter Schools within the same school year. ¹

** 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. 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. The minimum required frequency for reporting is once every week that school is in session.
 - b) The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work. 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.
 - c) The specific resources, including materials and personnel, which will be made available to the pupil.
 - d) A statement of the policies adopted herein 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.
 - e) The duration of the independent study agreement, including 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

¹ 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.

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 Education Code Sections 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) For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee 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 the Family Code.

8. The Charter Schools shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act and the State Board of Education regulations adopted there under.

9. The Executive Director/Superintendent may establish regulations to implement these policies in accordance with the law.