



ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT
INDEPENDENT STUDY MASTER AGREEMENT

STUDENT'S LAST NAME	STUDENT'S FIRST NAME	DATE OF BIRTH	STUDENT'S AGE
	STUDENT ID NUMBER	STUDENT'S CELL PHONE	HOME PHONE
STREET ADDRESS		CITY	ZIP CODE
PARENT/GUARDIAN #1 NAME & EMAIL		PARENT/GUARDIAN #1 CELL	STUDENT HAS A 504 PLAN?
PARENT/GUARDIAN #2 NAME & EMAIL		PARENT/GUARDIAN #2 CELL	STUDENT HAS AN IEP?
HOME SITE	INDEPENDENT STUDY SITE		

The subject areas listed below will be attempted by the student during the period of time specified on this agreement. No independent study agreement shall be valid for any period longer than one school year. The Minimum period of time for any independent study option shall be three consecutive school days. All course objectives will be consistent with the district's governing board policies and with the guidelines established by the district's course curriculum guide. Study guides for individual courses contain additional descriptions of student objectives, study methods, resources, and methods of evaluation. Each long-term Independent Study teacher will provide weekly synchronous instruction opportunities for all students participating in long-term Independent Study for 15 or more school days in the school year. The Independent Study teacher will be responsible to evaluate the synchronous instruction time spent with the student and submitted work, then assign a letter grade or credit and enter student attendance. Each course provides credit toward graduation as specified in the course contract.

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

Voluntary Statement: All parties understand that Independent Study is an optional educational alternative that students voluntarily select, including students covered under California Education Code sections 48915 and 48917. All students who choose Independent Study must be offered the alternative of in-person classroom instruction, and they must have the continuing option of returning to the classroom.

Voluntary Return to Campus within 5 Instructional Days: For students participating in independent study for 15 school days or more, that request a student's return to in-person instruction from Independent study, will have their child returned to in-person instruction on campus within 5 instructional days of the date of the request. The Independent Study teacher will notify the school counselor through the established process at which point the counselor will facilitate a return to in-person instruction meeting with the student, providing them with their schedule of in-person classes.

Quality and Quantity; Rights and Privileges; Resources and Services: The Independent Study option is to be substantially equivalent in quality and quantity to classroom instruction. Students who choose to engage in Independent Study are to have equality of rights and privileges with the same access to existing services and resources as students in the regular school program.

DO NOT WRITE IN BLUE AREAS – OFFICE USE ONLY						
SUBJECT	CREDITS ATTEMPTED	SEMESTER GRADE	CREDITS EARNED	DATE COMPLETED	TEXTBOOK NUMBER (IF APPLICABLE)	Teacher INITIALS
TOTAL CREDITS						

WEEKLY APPOINTMENT		EVALUATION METHOD(S)	
DAY	TIME	_____ COMPLETED ASSIGNMENTS	_____ COMPETENCY
M T W TH F		_____ WRITTEN TEST / REPORT	_____ STUDENT LOG
		_____ ORAL PRESENTATION	_____ OTHER: _____
BEGINNING DATE:		ENDING DATE (NOT TO EXCEED ONE SCHOOL YEAR):	

Assignments: All parties understand that, according to district policy, the maximum length of time which may elapse between the time the assignments are made and the date by which the student must complete the assigned work is fourteen consecutive school days for short-term independent study and no more than 20 consecutive days for long-term independent study. After 4 missed assignments, an evaluation will be made to determine whether Independent Study is an appropriate educational setting for this student.

Satisfactory Educational Progress for students participating in independent study for 15 days or more shall be determined by Education Code 51747:

1. The student’s achievement and engagement in the independent study program, as indicated by the student’s performance on applicable student-level measure of student achievement and engagement specified in Education Code 52060 (d)(4)-(5)
2. Participating in opportunities for weekly synchronous instruction (Attendance): Minimum of 1 hour meeting per week.
3. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
4. Learning required concepts, as determined by the supervising teacher
5. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

Academic Progress Periods: All parties understand that teachers are required to report and communicate the student’s academic progress to both student and parent/guardian, as well as coordinating Tiered Re-engagement strategies for the student when necessary. If the student falls below the level of satisfactory educational progress noted below, an evaluation will be conducted to determine whether the student should remain in Independent Study or return to the regular school program.

Academic and Other Supports: All parties understand that support will be provided to meet the academic or other needs of this student as noted below.

Need/Concern	Support/Resources Provided	Responsible Person(s)
Academic	In-person Tutoring, KHAN Academy, Tutor.com, Naviance	Teacher
English Language Development	Translation services and EL support as needed	ELD Coordinator
Special Needs/504 Plan	Individualized supports based on IEP or Section 504 plan accommodations	Case Manager/504 Coordinator
Foster/Homeless	Resilient Scholar Program	Foster Liaison, Counselors
Social-Emotional/Mental Health	Individual and small group counseling, Referral to School Based Mental Health Services, Habitudes Curriculum, Student Support Center	Student Support Coordinator, Teachers, Psychologist, Counselors, Social Worker
Attendance	SART, Student Support Center	CAW, PBIS Coordinator, Administration

Tiered Reengagement Strategies: Students participating in independent study, for 15 school days for more, shall have the following set of Tiered Reengagement strategies when not generating attendance for more than 20% of the required minimum instructional time over four continuous weeks of the district’s approved instructional calendar or are found not participatory in synchronous instructional for more than 50% of the scheduled times of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement. Tiered reengagement strategies are not required for students for students who participate in independent study due to necessary medical treatments or in-patient treatment for health care reasons. Tiered reengagement strategies:

Tiered Reengagement Strategies:
Tier 1- Academic intervention with teacher
Tier 2- Additional Teacher intervention if/when applicable, referral to Community Attendance Worker, EL Coordinator, 504 Coordinator, IEP Case Manager, or Foster Liaison
Tier 3- Teacher, parent and student conference
Tier 4- Administration intervention to determine return to campus within 5 school days

Tier 1 Reengagement: Teacher Intervention Steps:

- Verify current contact information
- Address access and connectivity issues
- Create pathways for parents to maintain ongoing communication
- Weekly notice to parents regarding absences, including the day a student misses their scheduled appointment
- Outreach plan to determine students’ needs, including: technology, academic support, physical or mental health concerns, social services, etc.
- Clear communication with parents about academic progress
- Building relationships with communication on a regular basis to learn more about the student’s motivations and future plans to help guide the classwork and behaviors in that direction
- Documentation of Tiered Re-engagement intervention contacts will be kept in the district student information systems

Tier 2 Reengagement: Teacher, Community Attendance Worker (CAW) Intervention Steps:

- Address access and connectivity issues
- Communication to parents and/or student through in person, internet, or telephonic communication – documentation of all efforts
- Mail letter to last known address

- Home visit by CAW
- Connect with appropriate Academic and Other supports/resources: EL Coordinator, 504 Coordinator, IEP Case Manager, Foster Liaison, Counselor
- Documentation of Tiered Re-engagement intervention contacts will be kept in the district student information systems

Tier 3 Reengagement: Intensive intervention efforts are required. The student is non-participatory despite the offering of needed support and intervention.

- Parent, student, teacher conference to determine most appropriate placement
- If an IS student has a Section 504 plan or an active IEP, the IS teacher will contact the 504/SPED coordinator to schedule any necessary meetings prior to the Tier 4 meeting with administration
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- Documentation of Tiered Re-engagement intervention contacts will be kept in the district student information systems

Tier 4 Reengagement: Administrative intervention and review to determine if an expedited return to the main campus within 5 school days is appropriate

Parent/Guardian/Caretaker Responsibilities:

It is my/our responsibility to provide the support needed so that my student can maintain progress toward the achievement of a high school diploma. This will require at least that I/we will:

- Make certain that assignments are completed
- Make necessary arrangements for transportation or ensure that online connectivity is available for Weekly Synchronous Instruction
- Be responsible to see that the student is in attendance for his/her scheduled meeting time
- Provide an environment which supports achievement

Student Responsibilities:

I understand it is my responsibility to complete assigned work and assessments to progress toward the achievement of a high school diploma. As such, throughout my participation in Independent Study I will:

- Strive for perfect attendance at all scheduled appointments and complete all work as agreed upon (a minimum of one assignment per week)
- Provide the necessary evidence that I have fulfilled work assignments
- Abide by all conditions of the student contract

School Responsibilities:

- Teachers will record attendance in PowerSchool weekly
- Teacher will maintain a record of students’ participation in Weekly Synchronous Instruction
- The teacher will evaluate the work presented by the student under the terms of the Independent Study Agreement to determine the credits earned by the student
- Teachers will utilize the Tiered Re-engagement intervention steps as needed
- The teacher will offer guidance and provide resources to the student as specified in each course contract or assignment
- Each principal or designee shall make available to all Independent Study students all school activities for which they meet eligibility requirements

Before signing a written agreement, the parent or guardian of a student may request that the school conduct a telephone, video conference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study.

Students participating in independent study for 15 days or more must have a written Master Agreement signed before the commencement of independent study.

Signatures and Dates: All parties have read and understand the terms of this agreement and agree to all the provisions.

Student:	Date:
Parent/Guardian/Caregiver:	Date:
Supervising Independent Study Teacher:	Date:
Special Education Case Manager:	Date: