



## ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

### INDEPENDENT STUDY MASTER AGREEMENT 2021-2022

|                                 |                        |   |  |
|---------------------------------|------------------------|---|--|
| STUDENT'S LAST NAME             | STUDENT'S FIRST NAME   | DATE OF BIRTH                             | STUDENT'S AGE                                  |
| HOME SCHOOL                     | 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?<br>____ YES<br>____ NO |
| PARENT/GUARDIAN #2 NAME & EMAIL |                        | PARENT/GUARDIAN #2 CELL                   | STUDENT HAS AN IEP?<br>____ YES<br>____ NO     |
| HOME SITE                       | INDEPENDENT STUDY SITE | DISTRICT ISSUED DEVICE<br>Yes<br>Declined | DISTRICT-ISSUED HOTSPOT<br>Yes<br>Declined     |

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. 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 Independent Study teacher will provide weekly synchronous instruction opportunities for all students participating in Independent Study for more than 15 school days or more. The Independent Study teacher will be responsible to evaluate submitted work and assign a letter grade or credit. Each course provides credit toward graduation as specified in the course contract.

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

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

**Assignments:** All parties understand that, according to district policy, the maximum length of time allowed between the assignment and its completion shall be 1 week. After 3 missed assignments, an evaluation will be made to determine whether Independent Study is an appropriate educational setting for this student. Tiered Re-Engagement Interventions will be enacted when the one week threshold has not been met.

**Satisfactory Educational Progress shall be determined by EdCode 51747:**

1. Weekly synchronous instruction (Attendance): Minimum of 1 hour meeting per week
2. Completion of assignments or other indicators that evidence the student is working. (Assignments)70% or more
3. Learning required concepts (Assessments) 60% or higher
4. Progress towards successful completion of the course of study/individual course (Credits)1.5 Credits per week

**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.

| 21-22 Progress Periods Semester 1 | 21-22 Progress Periods Semester 2 | Refer below for Tiered Re-engagement strategies |
|-----------------------------------|-----------------------------------|---|
| 8/9 - 9/10                        | 1/10 - 2/10                       |   |
| 9/13 - 10/8                       | 2/14 - 3/18                       |   |
| 10/11 - 11/5                      | 3/28 - 4/22                       |   |
| 11/8 - 12/17                      | 4/25 - 6/2                        |   |

**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   | Bilingual Aide   | 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  |

| <b>Tiered Re-engagement Strategies:</b>   |
|---|
| 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 Re-engagement:** 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 Re-engagement:** 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 Re-engagement:** 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 Re-engagement:** Administrative intervention and review to determine if an expedited return to the main campus within 5 school days is appropriate

**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 classroom instruction, and they must have the continuing option of returning to the classroom.

**Voluntary Return to Campus within 5 Instructional Days:** Families 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.

School attendance is a student/parent responsibility. Although a minimum of one hour per week of Synchronous Instruction is required, in Independent Study, the attendance requirement is satisfied only by completion of assigned work. Academic credits are separate from attendance credit. Academic credit is awarded by the instructor based upon the completeness of the student’s work and his/her performance on Methods of Evaluation designed for each unit of study within a specific subject.

**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:

- a. Make certain that assignments are completed
- b. Make necessary arrangements for transportation or ensure that online connectivity is available for Weekly Synchronous Instruction
- c. Be responsible to see that the student is in attendance for his/her scheduled meeting time
- d. 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:

- a. Strive for perfect attendance at all scheduled appointments and complete all work as agreed upon (a minimum of one assignment per week)
- b. Provide the necessary evidence that I have fulfilled work assignments
- c. Complete an average minimum of 1.5 credits per week
- d. Abide by all conditions of the student contract

**School Responsibilities:**

- a. Teachers will record attendance in PowerSchool weekly
- b. Teacher will maintain a record of students’ participation in Weekly Synchronous Instruction
- c. 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
- d. Teachers will utilize the Tiered Re-engagement intervention steps as needed
- e. The teacher will offer guidance and provide resources to the student as specified in each course contract or assignment
- f. Each principal or designee shall make available to all Independent Study students all school activities for which they meet eligibility requirements

This agreement must be signed by all parties before the beginning date of Independent Study (for 2021-2022 only, no later than 30 days after the first day of instruction).

**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 Teacher:         | Date: |
| Other Responsible Person(s): | Date: |
|                              | Date: |
|                              | Date: |