



## INDEPENDENT STUDY – GOVERNING BOARD POLICY

The Governing Board of YPI Charter Schools (“YPICS”) authorizes independent study as an optional educational alternative for students, whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer YPICS students a means of individualizing the educational plan with a flexible schedule personalized to students’ needs and enabling students to reach curriculum objectives and fulfill graduation requirements.

In accordance with Education Code Section 47607, YPICS has adopted the following policies:

### Maximum Length of Assignment

To foster each participating student’s success in independent study, the Governing Board establishes the following maximum length of time which may elapse between the date an assignment is made and the date by which the student must complete the assigned work:

- *20 school days for students in all YPICS programs and grades 5-12*

### Evaluation After Missed Assignments

When any participating student fails to complete **three independent study assignments** in a period of **20 school days**, an evaluation shall be conducted to determine whether it is in the student’s best interest to remain in independent study. 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.

### Master Agreement

The Principal or designee shall ensure that a written independent study master agreement, as prescribed by law, exists for each participating student, including but not limited to all the following:

- ◆ The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
- ◆ The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- ◆ The specific resources, including materials and personnel, that will be made available to the pupil.
- ◆ 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, 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 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.
- ◆ 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.
- ◆ 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 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.
- ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, 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 the Family Code.

YPICS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.

The Principal shall establish procedures to implement these policies in alignment with applicable law.

## YPICS INDEPENDENT STUDY – PROCEDURES

In accordance with the Governing Board’s Policy on Independent Study, the following procedures have been adopted to ensure consistent implementation of independent study:

### **Equivalency**

YPICS’s independent study shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the charter’s adopted course of study for middle school promotion and a high school diploma. YPICS students in independent study shall have access to the same services and resources that are available to other students in their school of residence. (5 CCR 11701.5)

### **Eligibility for Independent Study**

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless his/her individualized education program (“IEP”) specifically provides for such participation. (Education Code 51745(c)).

### **Evaluation After Missed Assignments**

After three (3) missed assignments in a 20-school day period, an evaluation shall be conducted by and Evaluation Committee comprised of the Principal and/or designee and two (2) teachers who are not the teacher of the student at issue and the teacher of record to determine whether it is in the best interests of the pupil to remain enrolled in independent study. A scheduled missed appointment between an YPICS Student and any employee or service provider of YPICS will be considered the equivalent of a missed assignment. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil’s mandatory record. The evaluation may consider some or all of the following:

- a. Attendance based on completion of assignments as quantified by the credentialed teacher;
- b. Punctual attendance at scheduled appointments;
- c. Student preparedness for scheduled appointments;
- d. Student demonstration of adequate and appropriate progress toward Common Core State Standards and graduation requirements;

As part of the evaluation process, the parent (or student over the age of 18) will be invited to present evidence to the Evaluation Committee. Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the parent(s) shall be provided an opportunity to appeal the decision to disenroll the pupil in accordance with the following procedure:

- i. Parent(s) (or student over the age of 18) will be notified of the decision and opportunity to appeal the decision.
- ii. Parent(s) (or student over the age of 18) may assert counter arguments and present evidence in support of maintaining the student’s enrollment in the independent study.

- iii. Parent(s) shall have no more than forty-five (45) minutes to present any arguments and/or evidence to the Evaluation committee.

The Evaluation Committee shall issue its decision to the parent(s) (or student over the age of 18) within five (5) days of the Evaluation Committee meeting. The ultimate decision of the Evaluation Committee shall be final and binding upon the parent(s) and student and cannot be subsequently challenged.

Students with a Section 504 Plan or IEP:

If the student who missed more than three (3) assignments has a Section 504 Plan or IEP, the Charter School shall conduct a manifestation determination (“MD”) prior to convening the Evaluation Committee to evaluate whether the student missed assignments as a result of:

- i. The student’s disability; or
- ii. The Charter School’s failure to properly implement the student’s Section 504 Plan or IEP.

If the answer to either (1) or (2) above is yes, then the missed assignments are a manifestation of the student’s disability.

If the MD finds that the cause of student’s missed assignments is a manifestation of the student’s disability, the Charter School shall convene an IEP Meeting or Section 504 Meeting to ensure that student is offered a free appropriate public education. YPICS shall provide parent(s) (or student over the age of 18) with the applicable Procedural Safeguards.

If the answer to the above, is no, the Evaluation Committee may proceed as described above.

### **Student Rights and Responsibilities**

In addition to the Evaluation process described above, independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the supervising teacher and/or counselor
3. A meeting between the student and the principal, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

### **Administration of Independent Study**

Each student’s independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The responsibilities of the Principal shall be to:

1. Ensure that YPICS’s independent study is operated in accordance with law, Board policy and administrative regulation
2. Approve the participation of all students enrolling
3. Facilitate the completion of written independent study agreements

4. Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
5. Authorize the selection of staff to be assigned to supervise independent study
6. Complete or coordinate the preparation of all necessary records and reports
7. Establish and maintain in a systematic manner all records required by law, Board policy and administrative procedures.

### **Supervising Teachers**

The principal shall recommend and approve the assignment of supervising credentialed teachers to directly supervise independent study.

The teacher supervising independent study shall:

1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate
2. Supervise and approve coursework
3. Assess all student work and determine and assign grades or other approved measures of achievement
4. Personally, judge the time value of assigned work or work products completed and submitted by the student
5. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly, in accordance with item #3 in the section on "Records" below
6. Maintain a daily engagement register in accordance with item #4 in the section on "Records" below
7. Maintain any other required records and files on a current basis

### **Records**

For audit purposes, the Principal or designee shall maintain the following records: (Education Code 51748; 5 CCR 11703)

1. A copy of the Governing Board policy, administrative procedures related to independent study
2. A separate listing of the students by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students and identifying course credits attempted by and awarded to students in grades 5-12, as specified in their written master agreements
3. A file of all agreements, with representative samples of each student's work products.
4. A daily attendance register, which is based upon a contemporaneous record of the daily engagement of students on instructional activities required by YPICS on days that school is taught at YPICS; and the time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The Principal or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.



**YPICS**  
**INDEPENDENT STUDY WRITTEN MASTER AGREEMENT**

Student name:	Student #:	Grade level:
Address:	Age:	Birth date:
City:	Zip code:	Phone #: 2 <sup>nd</sup> Phone #
School of enrollment/program placement:		
Duration of agreement:	Beginning date:	Ending date:

**Objectives, Methods of Study, Methods of Evaluation, and Resources:** Additional information and the specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in the **assignment and work record forms** provided for each course assigned, which are fully incorporated as part of this agreement, and any subsidiary agreements are also part of this agreement.

**Method of Study:** Specific methods of study will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the student will include but are not limited to:  Independent Reading  Textbook Activities  Problem Solving  Study Projects  Drill & Practice  Experiential Learning  Computerized Curriculum  Web/Internet Research  Library Research  Field Trips  Learning Center Courses  Other \_\_\_\_\_.

**Method of Evaluation:** Academic evaluations will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:  Teacher-made Tests  Student Conferences  Progress/Report Cards  Chapter/Unit Tests  Work Samples  Observations  Portfolios  State Standards Testing  CA High School Exit Exams  Learning Journals  Presentations  Quizzes  Labs  Finals  Other \_\_\_\_\_.

**Resources:** The 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. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

**Objectives:** We understand that the student is to complete the subjects/courses listed below, and that subject/course objectives reflect the curriculum adopted by YPICS' governing board and are consistent with charter school standards, as outlined in the charter school's subject/course descriptions.

Course Credits to be Earned Upon Completion:

Subjects/Courses (8)	Course Credits (8)	Subjects/Courses	Credits

**Additional Classes:** If the student satisfactorily completes all of the above subjects/courses before the ending date of the agreement, one or more courses/subjects may be added to the agreement if the agreement is re-signed and re-dated by the teacher and the student.

**Reporting:** We understand that students are required to report to their teacher(s) as scheduled.  
Manner of reporting: \_\_\_\_\_ Frequency: \_\_\_\_\_

Day: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

**Board Policies:** We understand that according to the charter school policy for **grades 5 through 12**, the maximum length of time allowed between the assignment and the date the assignment is due is **20 school days**. After 3 missed assignments, an evaluation will be made to determine whether it is in the best interest of the pupil to remain in independent study. independent study is an appropriate strategy for this student.

**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.

**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.

**Acknowledgement of Responsibilities**

**Students Agreement/Responsibilities**

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.

**Parent/Legal Guardians Agreement**

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due-date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my child’s scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher. I have the right to appeal any decision about my child’s placement in accordance with YPICS Independent Study Procedures.

**Independent Study Teachers Agreement**

- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

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

Student:		<b>Date:</b>	
Parent/Guardian/Caregiver:		<b>Date:</b>	
Supervising Teacher:		<b>Date:</b>	
Guidance/college Counselor:		<b>Date:</b>	
Other teacher:		<b>Date:</b>	

Other teacher/assisting personnel:		Date:	
Other Person Who Has Direct Responsibility for Providing Assistance to the Pupil:		Date:	



**YPICS**  
**Assignment and Work Record Form 2018-2019 (SAMPLE)**

<b>Name:</b> TBD	<b>Start Date:</b>	<b>Course Title:</b> English Language Arts 9 A
<b>Instructor:</b> TBD	<b>End Date:</b>	
<b>Regular Appointments are required between the teacher and student on the following schedule:</b> <b>Frequency:</b> 1 x per week <b>Starting (Date):</b> <b>Time:</b> between 8:00am and 3:00pm <b>Place:</b>		
<b>Teacher's Signature:</b>		<b>Effective Date:</b>
<b>Course Objectives:</b> The student will demonstrate mastery in the following major topics: <ol style="list-style-type: none"> <li>1. Writing a Narrative about Overcoming a Challenge</li> <li>2. Vocabulary with Word Parts and Context Clues</li> <li>3. The Epic Hero's Quest</li> <li>4. Individuality and Conformity</li> <li>5. Imagery and Symbolism</li> </ol>		
<b>Method of Study:</b> <ol style="list-style-type: none"> <li>1. In-person check in and instructional workshop attendance: access to credentialed teacher for one-on-one and small group tutoring</li> <li>2. Independent study: online curriculum via Diploma Plus Competency-Based Learning Platform</li> <li>3.</li> </ol>		
<b>Method of Evaluation:</b> <ol style="list-style-type: none"> <li>1. Teacher observation during in-person tutorial</li> <li>2. DP Competency Rubrics (Mastery level is proficient or better)</li> <li>3. Review of students practice problems for accuracy and completion</li> <li>4. Competency assessments both formative and summative</li> </ol>		
<b>Description of major learning activities and/or study materials:</b> <b>Study Materials:</b> Ebook, Diploma Plus learning platform <b>Computer-based instructional opportunity:</b> Chromebook provided for self-paced online curriculum and applications <b>Supplemental instructional support:</b> Tutor.com, Achieve 3000, IReady, and other school adopted programs targeted lessons, access to teacher by phone, online video chat, e-mail (embedded within platform and provided chrome applications). <b>Other:</b> _____		
<b>Specific Assignments and Evaluations with Samples Attached (links)</b> 1.		
<b>Supervising Teacher's Signature</b>		<b>Date:</b>
<b>Supervising Teacher Comments</b> (circle one) <b>Advanced:</b> Student exceeds requirements and demonstrates strong mastery of the content. <b>Proficient:</b> Student meets requirements and demonstrates mastery of the content. <b>Bridging:</b> Student meets some requirements and demonstrates some mastery of the content. <b>Emerging:</b> Student does not meet requirements. Does not have mastery of the content. <b>No Evidence:</b>	<b>Competency attainment / Letter Grade:</b>	<b>Percent of Work Completed in this time period:</b>





For Student completion:

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					

Daily Engagement In Educational Activities Assigned by the School on Days the School is in Session					
	Monday __/__/__	Tuesday __/__/__	Wednesday __/__/__	Thursday __/__/__	Friday __/__/__
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					
Subject:					

Student– Please fill in date and **initial** on subjects in which student was engaged in an assigned instructional activity on each day that Matrix is in session.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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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: \_\_\_\_\_