



Components of the Navigator Schools Independent Study (IS) Program

Including New Requirements per AB 130 Legislation

This document is an outline of IS requirements. Parent/guardian IS agreements, program materials, and staff training resources will incorporate these components at appropriate levels of detail.

1. Definition of Independent Study

Independent Study (IS) is an alternative to classroom instruction consistent with Navigator Schools' course of study and is not an alternative curriculum. Entry into IS is voluntary, meaning that students are not required to enter an IS program. IS students are required to follow the Navigator Schools' curriculum, and work is governed by a written agreement (the Navigator Schools Independent Study Contract) signed by the student, teacher, parent, and school principal. Students who participate in independent study take the same courses as students in regular classes. Continued placement in IS is dependent upon satisfactory student participation and progress as evaluated by relevant school staff.

2. Student Participation and Attendance

Students who successfully complete the prescribed agreement will not lose attendance for the days they are not physically present at school. Failure to complete the agreement successfully (including attendance, participation, and the completion of assigned work) will result in the dates of absence being flagged as unexcused absences. The teacher of record will prescribe school work that the student must complete during the independent study period. In addition, the student will receive a schedule for the student to attend mandatory synchronous, asynchronous, and live interaction activities. It is the responsibility of the primary parent/guardian listed in the agreement to collect student work, to maintain assigned student work logs, and to return completed student work and work logs to the school office. Once the teacher of record has reviewed the work for completeness, the student's attendance record will reflect successful completion. All student work must be completed prior to the student returning to school.

3. Learning Types Required by Grade Span (Long-Term IS)

State requirements for learning types are summarized in the table below.

Table 1. Learning Type Requirements by Grade Span

K-3	Daily synchronous instruction for all students throughout the school year.
5-8	Both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.

4. Definition of Live Interaction, Synchronous, and Asynchronous Learning (Long-Term IS)

State legislation requires different types of learning for IS based on grade level spans.

“Live interaction” refers to interaction between the student and school instructional staff. It 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 interaction may take place in person or in the form of internet or telephonic communication.

“Synchronous instruction” is classroom-style instruction, 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 the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student. Asynchronous learning consists of learning activities completed independently by the student. The student is not in live communication with classrooms or instructional staff.

K-3 students are required to receive daily synchronous instruction throughout the school year. Students in Grades 4-8 require daily live interaction and weekly synchronous instruction.

5. Provision of Standards-Aligned Content

Provision of standards-aligned content to students enrolled in IS is substantially equivalent to the quality and intellectual challenge of in-person instruction. With this in mind, IS students at Navigator Schools will engage in high-quality learning experiences across multiple subject areas. Tables 2-4 (beginning next page) provides a sample outline of subjects, minutes, learning types, and teachers. An IS Instructor will support asynchronous instruction, and a classroom teacher (teacher of record) will direct synchronous instruction.

Table 2. Grades TK-1: Sample Independent Study Educational Plan

Subject	Format	Frequency	Mins.	Teacher
Reading	Synchronous	Daily	45	Classroom
Reading: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Math	Synchronous	Daily	45	Classroom
Math: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Writing	Asynchronous	Daily	20	IS Instructor
Science	Asynchronous	Weekly	30	IS Instructor
Social Studies/Humanities	Live Interaction or Asynchronous	Daily	20	IS Instructor or Classroom
Physical Education	Asynchronous	3x per week	20	IS Instructor

Social-Emotional Learning (SEL)	Synchronous or Asynchronous	Weekly	30	Classroom
SEL Strong Start	Synchronous	Daily	10	Classroom

Table 3. Grade 2-5: Sample Independent Study Educational Plan

Subject	Format	Frequency	Mins.	Teacher
Reading	Synchronous or Live Interaction	Daily	45	Classroom
Reading: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Math	Synchronous or Live Interaction	Daily	45	Classroom
Math: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Writing	Synchronous	3x per week	30	Classroom
Science	Asynchronous	2x per week	30	IS Instructor
Social Studies/Humanities	Synchronous or Asynchronous	Daily	20	IS Instructor or Classroom
Physical Education	Asynchronous	Weekly	60	IS Instructor
Social Emotional Learning (SEL)	Synchronous or Asynchronous	Weekly	30	Classroom
SEL Strong Start	Synchronous	Daily	10	Classroom

Table 4. Grades 6-8: Sample Independent Study Educational Plan

Subject	Format	Frequency	Mins.	Teacher
Humanities	Synchronous or Live Interaction	Daily	90	Classroom
Reading: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Math	Synchronous or Live Interaction	Daily	90	Classroom
Math: Blended (Online)	Asynchronous	Daily	30	IS Instructor
Writing	Synchronous	3x per week	30	Classroom
Science	Asynchronous	2x per week	30	IS Instructor

Physical Education	Asynchronous	Daily	30	IS Instructor
Social Emotional Learning (SEL)	Synchronous or Asynchronous	Weekly	30	Classroom
Strong Start SEL	Synchronous or Live Interaction	Daily	15	Classroom

6. Roles of the IS Instructor (Long-Term IS)

The IS Instructor will ensure that:

1. Students and parents have access to the IS Plan, understand the expectations for success, the daily schedule, the log-in and Zoom procedures, and what to do when they have questions.
2. Students have access to technology devices, Wi-Fi connection, and any other materials or educational supplies required to complete learning activities.
3. Students are attending and participating in all synchronous, asynchronous, and live interaction activities.
4. Strategies are in place to re-engage students who are not at high levels of participation, including convening a conference with key stakeholders to discuss next steps when re-engagement is not successful.
5. All parents attend monthly progress meetings.
6. Classroom teachers know and understand the schedules and needs of their IS students.
7. Students with special educational needs — including students with Individual Education Plans, 504 Plans, McKinney Vento status (foster, homeless, migrant), and English language learners — are being supported by the appropriate staff.
8. Collaboration with the Physical Education teacher ensures effective and practical lessons to promote student health and physical activity.
9. All required student data (including attendance, participation, and assessments) are collected, preserved, and reported for program accountability.

7. Tiered Re-Engagement Strategies

NS will apply a proactive set of tiered strategies to re-engage students. From Tier 1 to 3, supports and staff involvement increase to ensure student attendance, participation, and overall success during the IS program. Sample tiered strategies are outlined in Table 5 (next page).

Table 5. Sample Tiered Re-Engagement Strategies

<p><u>Tier 1 Attendance Interventions</u></p> <ol style="list-style-type: none">1. Send first truancy/re-engagement letter when three absences are recorded.2. Reiterate positive attendance expectations communicated to families.3. Confirm parent contact information.4. Confirm parent/guardian is receiving automated attendance notifications via SIS.5. Communicate with the student and family regarding attendance barriers and effectiveness of the Independent Study (IS) program.6. Ensure equitable remote learning access.7. Apply PBIS for remote learning and positive attendance/engagement.8. Review accuracy of attendance data in SIS.9. Initiate daily review of attendance data by IS Teacher and key staff.
<p><u>Tier 2 Attendance Interventions</u></p> <ol style="list-style-type: none">1. Send a second truancy-re-engagement letter when five absences are recorded.2. Implement early outreach to eliminate barriers, ex: home visit by key staff.3. Hold a formal conference with the family to request that the student return to in-person learning.4. Increase attendance checks to include synchronous and asynchronous activities.5. Ensure school site team convenes a formal meeting to determine student and family needs.6. Review Tier 2 Behavior Intervention Supports (i.e. attendance contract, daily check-in with support staff member).7. Conduct or request a child welfare check or Child Protective Services (CPS) referral.
<p><u>Tier 3 Attendance Interventions</u></p> <ol style="list-style-type: none">1. Send a third Truancy Re-engagement Letter when seven absences are recorded.2. Activate intensive case management support (i.e. student assigned to a key staff member for follow-up and next steps).3. Consider initiation of a welfare check.4. Consider referral to the School Attendance Review Board (SARB).5. Consider additional referral for individualized support needs (i.e. counseling).6. Engage community partnerships.

8. Definition of Satisfactory Progress

Student educational progress is an essential element of IS programs. A basic definition of educational progress includes the following indicators:

1. The student completes 80% or more of assignments and assessments.
2. Quarterly attendance is at 95% or above.
3. The student is learning the required concepts, as determined by the supervising teacher.
4. The student is progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

9. Level of Academic Progress Triggering Evaluation of Continued Participation

When an IS student does not meet the above levels of progress, an evaluation meeting will be conducted to determine if any additional support strategies are needed and whether or not the student should be allowed to continue in independent learning.

10. Academic and Other Supports

A detailed statement of academic and other supports will be provided to address the needs of pupils not performing at grade level and to pupils who need support for specialized reasons. Such students include English learners, individuals with exceptional needs (as documented in Individualized Education Plans and 504 Plans), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health support. Descriptions of support strategies will be appended to the IS agreement.

11. Communication With Parent or Guardian Regarding Academic Progress

The academic progress of IS students will be reviewed monthly with parents and guardians through one or more of the following methods: telephone conference, virtual meeting, or in-person meeting. Dates of monthly meetings are included in the student's IS plan.

12. Confirmation of Technology: Device and Connection

Navigator Schools will provide access to connectivity and technology devices adequate for participation and completion of work. A written agreement confirming this provision is included in all IS plans.

13. Transition to In-person Instruction

To return to in-person instruction, the parent/guardian will submit a request to the student's designated IS Instructor. The student will be reinstated into in-person learning no later than five instructional days from receipt of the request.

14. Provision for Electronic Signatures

All IS plans include a written agreement signed by parents and guardians confirming the use of electronic signatures for written agreements, acknowledgements, and other communications related to the IS program.