

LONG TERM INDEPENDENT STUDY POLICY

This Board Policy applies to all KIPP Public Schools Northern California (collectively, the “Charter Schools”)¹. The following written policies have been adopted by the KIPP Public Schools Northern California Board of Directors (the “Board”) for implementation at the Charter Schools:

1. The Board authorizes long-term independent study as an optional alternative instructional strategy for the purpose of allowing students to achieve curriculum objectives and fulfill graduation requirements during periods of extended absence. Long term independent study is defined as independent study for fifteen (15) or more school days in one school year. As the Charter Schools offer classroom based programming, long term independent study is intended to provide ongoing progress towards course objectives despite extenuating circumstances which may include but are not limited to health conditions which prevent participation in in-person instruction.
2. Long term independent study may be offered at the discretion of the School Leader (“SL”). The SL’s considerations may include, but are not limited to, budgetary, staffing and other operational considerations for their school.
3. Independent study is available to Transitional Kindergarten through 12th grade students currently enrolled in the Charter Schools whose health would be put at risk by in-person instruction, as determined by a medical professional or the parent or guardian of the student. A limited number of independent study spaces will be available and therefore priority of available spaces will be determined by the criteria listed below.
 - a. Medical condition of a student that would put them at a health risk by participating in in-person instruction, as verified by a doctor,
 - b. Medical condition of a student that would put them at a health risk by participating in in-person instruction, as attested to by parent or guardian,
 - c. Health concern of parent or guardian that cannot be remedied/addressed by the school
4. While independent study requires a commitment from both parent/guardian and student at all grade levels, as a student gets older, the student assumes a greater portion of the

¹ As of the date of adoption, the charter schools operated by KIPP Public Schools of Northern California include: KIPP Bridge Rising, KIPP Bridge Academy, KIPP Summit Academy, KIPP King Collegiate, KIPP Bayview Elementary, KIPP Bayview Academy, KIPP San Francisco Bay Academy, KIPP San Francisco College Preparatory, KIPP Heartwood Academy, KIPP Heritage Academy, KIPP Prize Preparatory, KIPP San Jose Collegiate, KIPP San Jose College Prep, KIPP Excelencia, KIPP Valiant Community Prep, KIPP Esperanza, KIPP Stockton Middle School

responsibility involved. For each independent study request, the School Leader or designee shall determine that the prospective independent study student is prepared to meet the Charter Schools' requirements for independent study. The School Leader or designee has the right to deny requests should it be determined that independent study is not in the best academic interest of the student. The SL's considerations may include, but are not limited to, the student's current academic standing, the student's grade level, the timing during the grading period, the purpose of the absence for which independent study is requested, previous participation in independent study, and input from teachers, MTSS team or IEP team as applicable. The SL shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived.

5. For students in all grade levels offered by the School, long-term independent study is applicable to absences extending a minimum of five (5) consecutive school days. No independent study agreement shall be valid for any period longer than one (1) school year. The Charter Schools will consult with the student's parent or guardian to determine the appropriate length of time, and request, but not require, a commitment to participate in independent study that is aligned with the Charter School's grading term or other length of time deemed to be in the best academic interest of the student.
 - For all Charter Schools, the maximum length of time that may elapse between the time an assignment is made and the due date by which the student must complete the assignment shall be:
 - Ten (10) school days for students in grades TK-12
6. The School Leader or designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study upon the following triggers:
 - a. When any student fails to complete three (3) independent study assignments during any period of ten (10) school days for students in grades TK-8 and fifteen (15) school days for students in grades 9-12 or misses two (2) consecutive appointments with the supervising teacher without valid excuse.
 - b. In the event Student's educational progress falls below satisfactory levels as determined by the Charter Schools' KIPP NorCal Multi-Tiered System of Support which considers ALL of the following indicators:
 - i. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and student 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 student 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 student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

7. The Charter Schools shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge 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 credible under the A-G admissions criteria.
8. The Charter Schools have adopted tiered reengagement strategies for all students who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follow:
 - a. Verification of current contact information for each enrolled student;
 - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
 - c. Outreach from the Charter Schools to determine student academic, school culture, or behavioral needs including connection with health and social services as necessary;
 - d. When the evaluation described above under paragraph 6.b. is triggered to consider whether remaining in independent study is in the best interest of the student, a student-parent-education conference shall be required to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the student's written independent study agreement.
9. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For students in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all students throughout the school year by each student's assigned supervising teacher shall be as follows: students participating in long-term independent study will be enrolled in a live, daily, scheduled online class where they will engage with peers, and receive synchronous instruction and support.
 - b. For students in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the student and a certificated or non-certificated employee of the Charter Schools and at least weekly synchronous instruction for all students throughout the school year by each student's assigned supervising teacher shall be as follows: students participating in long-term independent study

will be enrolled in a live, daily, scheduled online class where they will engage with peers, and receive synchronous instruction and support.

- c. For students in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all students throughout the school year by each student's assigned supervising teacher shall be as follows: students participating in long-term independent study will be enrolled in a live, weekly, scheduled online class where they will engage with peers, and receive synchronous instruction and support.
10. The Charter Schools shall assist families to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days, back to in-person instruction.
11. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the student'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 student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of students 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 student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

