

CHAPTER
2

Local Board Policy on Independent Study

Initial and periodic review of the legal basis for independent study by responsible administrators and all others concerned with direct supervision of students on independent study will facilitate legal compliance and support instructional quality. Failure to be familiar with and respect the legal requirements has led to embarrassment and penalties for school districts.

The independent study option exists pursuant to *Education Code* Section 51745 and following. The full text of this and other sections of the pertinent laws, as amended through the 1993 legislative session, may be found in Appendix A. Governing boards should examine those laws carefully, noting, in particular, sections 46300 to 46300.7 inclusive, 51745, 51746, 51746.5, 51747, 51747.3, 51747.5, 51747.6, and 51748.

The following guidelines are presented to assist concerned educators, the governing boards of school districts, and county offices of education in exercising their option to institute independent study.

● Board of Education Policy

Extensive changes in the law in 1990 make it necessary to revise local board policies adopted earlier. The *California Code of Regulations, Title 5*, effective January 11, 1998, requires that the governing board consider, in a public hearing, the scope and purposes of its existing or prospective use of independent study, factors bearing on the maximum realistic lengths of assignments and acceptable number of missed assignments, and the established policy concerning written agreements (see *Education Code* Section 51747(a), (b), and (c); and *California Code of Regulations, Title 5*, Section 11702). Section 11701 of the *California Code of Regulations, Title 5*, cautions: “Adopted policies shall reflect an awareness that excessive leniency in their terms can result in pupils falling so far behind their age peers as to increase, rather than decrease, the risk of their dropping out of school.”

In deliberating policy issues the board members should understand the revised definitions supplied in the *California Code of Regulations, Title 5*, Section 11700, especially (b) “General supervision” . . . and (d) “Independent study is an optional educational alternative. . . .” The new Section 11701.5, Equitable Provision of Resources and Services, sets forth regulations addressing issues of equity between classroom-based instruction and independent study.

Before establishing independent study as an optional instructional strategy, the governing board will be faced with the following issues:

1. **Is staff (existing and prospective) available to provide the necessary services?**

The independent study strategy uses staff in ways that are critical for success, placing a premium on establishing appropriate criteria and using effective procedures for recruitment and selection of staff. Experience in many districts demonstrates that an appropriate ratio of supervising teacher to student (see *Education Code* sections 51745.6, 51747, and 51747.5) will be in the range of 1:25 to 1:30. Assigning more students per teacher tends to result in diminishing academic effort and reduced satisfaction on the part of the teachers, students, and parents or guardians concerned. In addition, higher ratios produce no

increased revenue based on average daily attendance (ADA) than ratios in the optimum range. (See Chapter 4 for selection criteria to use in employing or assigning independent study teachers.)

The law (*Education Code* Section 51745.6) sets a limit on the teacher-student ratio by allowing no ADA revenue to be earned from the ADA of students on independent study when that ratio exceeds the equivalent ratio for all other instructional programs of the district except special education and necessary small schools. As required by law, the California Department of Education has distributed instructions for calculating the limit of the ADA-to-supervising-teacher ratio. (See Chapter 4 and the January 1999 version of the instructions based on Section 51745.6 as amended in 1998—pages 4-7 and 4-8 in the 2000 Update.)

2. **Have resources been identified? Have appropriate environments been located?** For example:

- a. Are school and other librarians willing and able to assist?
- b. Are there retired teachers who are willing to assist as volunteers?
- c. Are there existing and prospective employers who see the value of “hands-on learning” and who will cooperate?
- d. Are particular persons available who can be counted on to support and facilitate specific students?
- e. Are necessary and appropriate instructional materials, including books and media, carefully selected and available? Can they be provided in a timely manner when they are needed?

Education Code Section 51747(c)(3) sets certain requirements in this area for each student, and Section 51746 explains the legislative intent about providing services and resources to independent study students. See also *California Code of Regulations, Title 5*, Section 11701.5.

3. **What are the known and anticipated consequences of adopting—and of not adopting—the policy to make independent study available?**

For example:

- a. Will the district lose or gain needed revenue based on attendance (ADA) if it adopts the independent study option? Note especially the implications of the limits and conditions set by *Education Code* sections 51745.6 (teacher-student ratio), 51747 (school board policy), and 51748 (enrollment and records).
- b. Will the district’s decision create positive or negative public relations? Public reactions may reflect disappointment, frustration, and charges of lack of consideration—or the opposite.
- c. Will independent study achieve improved staff morale through both the departure from classrooms of students perceived to be problems and the satisfaction of independent study teachers with preferred working conditions? Many teachers in well-designed and well-managed independent study operations declare that these are the finest assignments they have ever had as teachers (a consequence of appropriate and effective staff recruitment and selection).

In cases of recognized fiscal deficiencies, the policy can be written conditionally. For example, a board policy may state that certain kinds of instruction may be established or offered when funding is provided by the annual budget.

When the board perceives that success depends on significant preconditions, the board may include them in the policy. For example, a board policy may declare that independent study at the elementary level shall require a commitment on the part of the student’s parent(s) or guardian. At the secondary level, the student is usually expected to make the major commitment, perhaps together with a parent or guardian, or appropriate parent substitute when necessary.

In determining policy about the scope of independent study, the governing board should carefully consider the possible favorable outcomes, legal requirements, program guidelines, and probable costs. The board can write the policy so that it offers a broad range of independent study options to district students at all levels and for a variety of circumstances. Note that periodic reviews of board policy are necessary to ensure that the policy reflects

changes in legislation on independent study. An example of a district board policy is provided at the end of this chapter.

● Administrative Regulations

When a governing board adopts a policy to offer independent study, the board also needs to establish related administrative regulations. The legal requirements for independent study are set forth in Appendix A. The board should review those requirements (especially *Education Code* sections 51745.6, 51746, 51747, and 51747.5, and the pertinent sections of the *California Code of Regulations, Title 5*, commencing at Section 11700) before taking steps to establish or revise the administrative regulations.

Regulations, procedures, forms, and rules that are current and legally compliant provide the needed structure for efficient, high-quality instruction through independent study. Periodic review of the structure will enable the district to maintain a legally compliant and educationally effective independent study option. The following questions reflect factors for periodic review:

1. Are there any new or different needs related to independent study?
2. Is the district or county office more or less able to respond to the needs for funding, staffing (paid and volunteer), facilities, equipment, materials, community support, and other known factors?
3. Do the existing regulations satisfy those whom they directly affect: administrators, teachers, counselors, students, parents, community persons, and others? Are there areas or aspects where the breadth or depth of the regulations is not entirely adequate? For example, perhaps the regulations were written on the assumption that independent study would help meet the needs of certain students in grades eleven and twelve only, but it actually serves a much greater student population.
4. Do the existing regulations reflect a philosophy about education (e.g., the nature of student need, the capacity of teachers to instruct, the ability of the schools to serve) that is in need of either revision or replacement? For example:
 - a. When the regulations were written or last revised, were they designed to limit the

number of transfers from regular classrooms to one or more forms of independent study? Has experience demonstrated that such concern or fear was unwarranted once students learned that independent study was as difficult as or more difficult than regular classroom study?

- b. Do current board members have beliefs that are different from those of the board members who shaped the existing rules? Are there any pertinent shifts in values (e.g., toward practices that lead to higher academic standards, toward greater respect for and sensitivity to students as persons, and so on)?
5. Are there local conditions that yield additional questions or issues? Many issues have been addressed in the preceding section and do not need to be repeated. However, the following factors require consideration in the preparation of any revision of local regulations:
- a. Are the organizational structures appropriate for obtaining the desired results for all students? For example, independent study may have been designed to be separate from the mainstream of education but now may be more appropriate to be offered as an in-school option. Consider whether independent study has been placed appropriately on the district's or county's organizational chart. Does the placement reflect a decision to put independent study in some convenient organizational place that may not produce the best results?
 - b. Are staffing regulations supportive of independent study's goals and objectives? Is independent study staffed with a sufficient number of the best available instructional staff, counselors, administrators, support personnel, and resource persons? Are those staff members voluntarily placed in independent study?

Appropriate staffing regulations should not elevate the cost of independent study. Making good use of some part-time employees may lower the cost. Whether part-time or full-time, staff can provide the continuity, perseverance, attention to detail, and follow-through with students that is important. Personnel policy

and administrative regulations that provide for appropriate and effective mixtures of full-time and part-time staff may be best, subject to local assessment of what is possible and beneficial. Throughout California there are models of various staffing patterns that can be studied to determine which characteristics best fit a particular situation.

- c. Do the forms required for independent study, especially the one for the official written agreement, need to be revised? The district is advised to reiterate explicitly in its regulations the State Board of Education's regulations as presented in the *California Code of Regulations, Title 5*, sections 11700 through 11703, and *Education Code* Section 51747(a), (b), (c)(1-8) (see Appendix A), then add any appropriate local requirements. For example, in the list of requirements pertaining to the agreements, local authorities often add a requirement to specify the identification of the person to whom the student will report and another requirement to list the basic components of the plan for achieving the objectives. Legal counsel may be helpful in identifying and wording those statements that apply universally in all agreements with students. The sample models of written agreements in this manual may be helpful in reaching decisions about which aspects to address in the regulations.
6. Do the requirements for handling permanent records and creating an audit trail reflect state law and regulations as well as district or county regulations? (See Section 11703 of the *California Code of Regulations, Title 5*, in Appendix A, and review chapters 5 and 8.)
- a. Where feasible, the options in the state regulations should be supplemented by regulations of local choice. For example, records may be located at the central district or county office or at the school or independent study center off-site. If the decentralization of current-year recordkeeping is best, a regulation might specify one location for all records of prior years.

- b. *Recordkeeping is not only required but also necessary for the success of the student and the independent study strategy.* Students and supervisors need to know what work has been accomplished and what remains to be done.
- c. Additional issues to address for records and an audit trail include the following:
 - (1) Designation of the person or persons responsible
 - (2) A decision about the exact place for storing each kind of record (unless this issue is covered in other regulations and known by those concerned)
 - (3) Specification of the kinds of items to be retained in official files and those that should not be retained, especially after the current year

Two factors are important in decisions about recordkeeping: (1) determination of what may be useful for answering an auditor’s expected questions; and (2) determination of what may be needed for purposes other than audits of documentation supporting average daily attendance (ADA) reports, such as evaluations of the student’s performance and of the instructional strategy. **Staff should retain only the materials necessary for the audit trail. Retaining items other than the necessary samples needlessly enlarges files and keeps students from using their own work for review and future study or application.**

- 7. Do the administrative regulations address the specific groups or categories of students who are (or are not) eligible for independent study? Regulations should both protect students from unwarranted exclusion and standardize eligibility rules or criteria for enrollment. Eligibility rules usually include clear statements about expected aptitudes and readiness—and specify grounds that cannot be used to exclude students from participation.

If the district offers independent study through an alternative school established by the governing board pursuant to Education Code Section 58500, the provisions applicable to alternative schools will also apply. It is illegal to exclude a

pupil from an alternative school on the basis of his or her previous classroom performance (academic or behavioral) (Education Code Section 58504), as well as on the basis of race, sex, or ethnic characteristics (Education Code sections 40, 220 and following, and 58508; Government Code Section 11135).

- 8. Are the regulations clear that students must be enrolled *voluntarily* in independent study (*Education Code Section 51747(c)(7)*)?
 - a. Students must have the option of a classroom setting for a full program (not just one period or part of a day) at the time independent study is made available. This option must be continuously available (not just at the time independent study is chosen) should the student decide to transfer from independent study. The classroom setting option can be offered by the county office of education if the district and county have a formal agreement and the option offered by the county is effectively equivalent to what is offered in the school of residence.
 - b. Students are entitled to an educational opportunity that is comparable, not inferior, to the education that would be available to them in the regular school setting. By becoming enrolled in independent study, students do not waive their rights to appropriate existing services and resources in the school in which they are enrolled (*Education Code Section 51746*).
 - c. Students cannot be required to surrender rights and privileges as a direct consequence of enrollment in independent study, such as the right to special or compensatory education. Regulations—and even policy—should make perfectly clear that **involuntary transfer** or assignment of a student to full-time independent study is both **illegal** and, from an administrative perspective, unwise.

AB1248 (Chap. 759, Statutes of 1992) added the following clarification regarding students who may be transferred or reassigned as a consequence of disciplinary action:

In the case of a pupil who is referred or reassigned to any school, class, or program

pursuant to Section . . . 48917, the agreement shall also 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.*

9. Are positive attitudes toward independent study being developed in students, parents, central office and site administrators, counselors, support service staff, and teachers? Special steps, such as dissemination of accurate information and appropriate in-service workshops, may be needed to create a positive image of independent study (see Chapter 5).

10. Do the regulations clearly state that, if independent study is offered in a charter school, the charter school is required by the new *Education Code* Section 47612.5 and the amended Section 51747.3(a) (Chapter 162, Statutes of 1999), effective January 1, 2000, to comply with the *Education Code* sections 51745 to 51749.3, inclusive?

Board of Education Policy on Independent Study

The governing board recognizes its responsibility for the education of all students in the school system. The board authorizes the superintendent to establish independent study as an optional alternative instructional strategy by which all enrolled students may achieve curriculum objectives and fulfill graduation requirements in a setting other than the regular classroom.

The primary purpose for independent study is to offer a means of individualizing the educational plan for students whose needs may be met best through study outside the regular classroom setting. Independent study may be used by all students who are motivated to achieve educationally as well as or better than they would in the regular classroom.

1. No student shall be required to participate in independent study. All students shall have the alternative of classroom instruction.
2. No course required for high school graduation shall be offered exclusively through independent study.
3. No individual with exceptional needs as defined in *Education Code* Section 56026 may participate in independent study unless his or her individualized education program (IEP) specifically provides for that participation.
4. No temporarily disabled student may receive individual instruction pursuant to *Education Code* Section 48206.3 through independent study. However, if the temporarily disabled student's parent or guardian and the district(s) agree, the student may receive instruction through independent study instead of receiving the "home and hospital" instruction provided pursuant to *Education Code* Section 48206.3.
5. The district shall provide appropriate existing services and resources to enable students to complete their independent study successfully and shall ensure that the independent study student has the same access to all existing services and resources in the school in which

the student is enrolled as is available to all other students in the school.

6. Pupils at the elementary level who request independent study, together with their parents or guardians, should recognize that independent study at the elementary level must emphasize a commitment on the part of the pupils' parent(s) or guardian. At the secondary level, the student must make the major commitment and must be assisted or supported, as necessary, by parents and others who may help directly with instruction.

Written Agreement and Contracts

1. The superintendent or designee shall ensure that the district executes a written independent study agreement with each participating student as prescribed by law. Individual independent study agreements and any subordinate contracts and assignments must be consistent with the district's adopted course of study.
2. The superintendent shall establish appropriate screening procedures to ensure that the necessary levels of understanding and preparation exist to meet the conditions of the independent study agreement before its approval by the designated certificated representative of the district.

*(The limits set forth in **bold print** in the following two paragraphs are indicative only. Some specialists recommend longer periods of two to three weeks for all students and may approve as much as a semester for long-term travel, for example, in order to accommodate the children of faculty who may have a visiting appointment at another college; but see the California Code of Regulations, Title 5, Section 11700 and Chapter 8, parts O, P, and R, of this manual. Also, it may be well to keep a shorter time period but provide clearly for a process by which a set limit may be waived and a longer period approved when fully justified. The governing board shall establish its own limits pursuant to Education*

Code Section 51747 and new rules in state regulations effective after July 1, 1990, according to the California Code of Regulations, Title 5, Section 11701.)

3. For students in all types of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **one week**
- For pupils in grades four through eight, **two weeks**
- For students in grades nine through twelve, **three weeks**

When special or extenuating circumstances justify a longer time for individual students, the superintendent or designee may approve a period **not to exceed eight weeks**, pursuant to a written request with justification.

4. When any pupil or student fails to complete **three** consecutive independent study assignments **during any period of 15 school days**, or misses **two** appointments without valid reasons, the superintendent or designee shall conduct an evaluation to determine whether the pupil or student should be allowed to continue in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be maintained in the pupil's or student's permanent record.

5. The superintendent or designee shall report to the board the number of students in independent study by typical categories of study and duration; the ADA generated; a description of the students' performance on those indicators of quality which the board may specify; and the number and proportion of students, by typical categories, who graduate or successfully complete their studies.

6. The superintendent or designee shall establish regulations to implement this policy in accordance with law.

Legal References

Education Code

17289	Exemption for facilities used for independent study; requirements; duration of exemption
41976.2	Independent study programs; funding [in adult education]
44865	Qualifications for home teachers and teachers in special classes and schools; consent to assignment
46300(e)	[Authority for claiming independent study ADA]
46300.1	Restrictions affecting adults on independent study
46300.2	Community school and independent study ADA apportionments of funds; residence requirements
46300.4	Independent study pupils; eligible adult education coursework
46300.6	Restrictions on apportionment of funds for independent study program pupils
46300.7	Permission of parents or guardians of independent study program pupils; requirements
47612.5	Independent study in charter schools
48206.3	Pupils with temporary disabilities [individual instruction; definitions]
48340	Legislative intent; proposals and procedures [pupil attendance]
51225.3	Requirements for graduation commencing with 1988-89 school year
51745–51749.5	Independent Study (Article 5.5)
52000(e)	Improvement of elementary and secondary education: legislative intent
52015	School improvement plans: components of plan
52017	Secondary schools
52206	GATE
52522	Alternative [adult] instructional delivery; approval; expenditures; regulations
52523	Adult education as supplement for high school curriculum; criteria
56026	Individuals with exceptional needs

California Code of Regulations, Title 5

11700	Definitions (independent study)
11701	District responsibilities
11701.5	Equitable provision of resources and services
11702	Requirements for agreements
11703	Records

Administrative Regulations for Independent Study

1. Educational opportunities offered through independent study may include, but shall not be limited to, the following:
 - a. Special assignments that extend the content of regular courses of instruction
 - b. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
 - c. Individualized alternative education designed to teach the knowledge and skills of the core curriculum
 - d. Continuing and special study during travel
 - e. Volunteer community service activities that support and strengthen the student's achievement
2. The independent study option may be offered by a school under the supervision of the principal or designee, or independent study may be offered in a district-designated location that meets the requirements of the law and where selected staff serve students from two or more schools. In the latter instance each student remains enrolled in the school of origin. Students interested in independent study should contact their school principal or the designated responsible administrator.
3. Approval of proposed independent study agreements shall be based on the following criteria:
 - a. Evidence that the student can work independently
 - b. Indication that the student will work to complete the assignments and meet necessary appointments
 - c. Availability of one or more certificated teachers with appropriate qualifications, including classroom teaching experience, and adequate time to supervise the student effectively
 - d. A written statement of educational objectives and the means of accomplishing and measuring progress toward the objectives
4. If the student or parent appeals a rejection of the application to the superintendent or the school board, a committee established by the superintendent shall reconsider the application and make recommendations.
5. If the student applicant is under 18 years of age, the parent, guardian, or caregiver must approve and sign the written agreement.
6. Not more than 10 percent of the ADA reported for each Continuation High School or Opportunity Education programs, excluding ADA generated by any student who is pregnant or who is the primary caregiver for one or more of his or her children, may be generated through Independent Study.
7. All coursework offered to adults through independent study shall meet the legal requirements for a high school diploma.
8. Students engaging in independent study must be residents of the county or an adjacent county.
9. The district shall not provide to students engaged in independent study, or to their parents, guardians, or caregivers, funds or any things of value that are not provided for students engaged in regular classroom-based instruction, as limited by *Education Code* Section 51747.3.
10. Students who are 19 or 20 years of age may engage in independent study through the regular high school program, apart from Adult Education, only if they have been continuously enrolled in school since their eighteenth birthday.
11. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee.
12. Each student must be enrolled in a school of the district, pursuant to *Education Code* Section 51748.

Independent Study Written Agreements

A written independent study agreement shall be executed for each participating student. Each agreement shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement.

The independent study agreement for a student must require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and not less than the equivalent of a minimum school day for the student's grade level for every school day covered by the agreement. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Also, each written agreement shall include:

1. The manner, frequency, date, time, and place for submitting a student's assignments and for reporting his or her progress
2. The objectives and methods of the course of study for the student's work covered by the agreement
3. The specific resources, including materials and personnel, that will be made available to the student in order to attain the objectives
4. A schedule for achieving objectives and completing the agreement
5. A schedule of conferences between student and supervising teacher
6. The method used to evaluate the student's work
7. A statement of the maximum length of time allowed between the assignment and the completion of the student's assigned work, as determined by governing board policy
8. A statement of the maximum number of assignments that a student may miss before an evaluation must be made of whether the student should be allowed to continue in independent study, as determined by board policy
9. The duration of the independent study agreement, including the beginning and ending dates for the student's participation under the agreement, up to a limit of one semester or one-half year for a school on a year-round schedule
10. A statement of the number of course credits or, for elementary grades, other measures of

academic accomplishment appropriate to the agreement, to be earned by the student on completion

11. A statement that independent study is an optional alternative in which no student may be required to participate (Further, in the case of a student who is referred or assigned to any school, class, or program pursuant to Section 48917, the agreement shall also include the statement that instruction may be provided to the student through independent study *only if the student is offered the alternative of classroom instruction.*)
12. The signatures of the student, student's parent(s), guardian, or caregiver, if the student is less than 18, certificated employee of the district who has been designated as the person responsible for the general supervision of independent study, and any person who has direct responsibility for providing assistance to the student.

(**Note:** Items 1, 2, 3, 6, 7, 8, 9, 10, 11, and 12 meet the requirements of the *Education Code*, Section 51747(c). The other items are optional.)

Independent Study Attendance Rules

1. District records shall identify all students participating in independent study and shall specify the grade level, program placement, and specific school of enrollment of each student.
2. Each school shall maintain records for the students enrolled in that school.
3. Records shall include, but not be limited to, the following:
 - a. A copy of the district policy, administrative regulations, and procedures pertaining to independent study
 - b. A file of all agreements with representative samples of completed and evaluated student assignments, with notations on the work samples that indicate the supervising teacher's determination of the time value of the student's work
 - c. A list of all students who have participated or are currently participating in independent study, showing the credits attempted by and awarded to each student according to the

agreement and a record of the pupil's attendance

- d. An attendance register, separate from the register used for regular actual classroom attendance, in which attendance is recorded on the basis of positive attendance accounting procedures approved by the California Department of Education
- e. A record of grades and other evaluations of independent study assignments issued to the student

(**Note:** Items (a) through (d) meet the requirements of *California Code of Regulations, Title 5, Section 11703*. Item (e) is required pursuant to *California Code of Regulations, Title 5, Section 432(b)(1)(I)*.)

4. Units of credit earned by a student are applied toward promotion to the next grade or toward graduation. The high school in which the student is enrolled shall certify independent study students for graduation providing they meet all the requirements. In the event there is a dispute about the credits given, the parents and student have a right to appeal through district procedures.

Independent Study Students' Privileges, Rights, and Responsibilities

1. Each student engaged in independent study is entitled to and should have the same right to all existing services and resources of the school in which the student is enrolled as do all other students enrolled in the school and engaged in regular classroom study.
2. Each student engaged in independent study has the right, continuously, to enter or return to the regular classroom mode of instruction.
3. "Tardiness" and "truancy" are terms that, in a formal, legal sense, can apply only to pupils' actions in regular programs. Independent study students who are late for or miss scheduled conferences, or who do not submit assigned work on time, should not be reported as tardy or truant. The students' failure to meet the terms of their written agreements, however, should always be addressed promptly and directly.

4. **There are no excused absences in independent study; therefore, no apportionment may be claimed on that basis.**
5. The administrator shall incorporate in program procedures the appropriate use of the following strategies to deal with missed appointments. The aim is to increase the student's achievement as well as to reduce and prevent the student's failure to meet the terms and conditions of the written agreement.
 - a. Immediately telephone or contact the student and/or parent. (The teacher can probably do so most effectively.)
 - b. Send a letter of concern to the student and parent, if appropriate.
 - c. Schedule a special appointment.
 - d. Set up a special meeting with the teacher or counselor or both.
 - e. Meet with the student, together with the parent, guardian, or caregiver, if appropriate.
 - f. Place the student on probation.
 - g. Increase the amount of time the student must be on campus or in an equivalent supervised situation.
 - h. Terminate the agreement and return the student to a regular classroom program of instruction or other appropriate alternative.

Parents' Right to Appeal

Parents may appeal decisions in accordance with school district procedures.

Independent Study Supervising Teachers

The following regulations shall apply to the selection and duties of supervising teachers:

1. Teachers who directly supervise independent study on a regular basis will be approved, prior to assignment, by the independent study administrator.
2. The principal of any school may recommend teachers and students for independent study. The teacher may be the student's regular classroom teacher, particularly when the student is at the elementary level.

3. Independent study teachers shall:
 - a. Complete designated portions of the written agreement.
 - b. Add additional information when appropriate.
 - c. Supervise and approve coursework.
 - d. Design all lesson plans.
 - e. Write the assignments for students.
 - f. Assess all student work.*
 - g. Personally judge the time value of assigned work or work products completed and submitted by the student.
 - h. Select and save with each agreement representative samples of the student's completed and evaluated assignments on a biweekly basis.
 - i. Sign and complete the agreement when the student has reached his or her objectives or the agreement is terminated.
 - j. Maintain any required records and files on a current basis.
4. Independent study teachers shall complete a record of the student's assignments on a bi-weekly schedule. The record form shall provide for individual assignments, with comments on resources provided to facilitate the completion of each assignment; due date; and evaluation comments to be added when the assignments have been completed. Each form shall be consistent with the terms of the written agreement and be signed by the student and teacher at the time of the assignment and after evaluation of the completed work.
5. Independent study teachers shall determine and assign grades or other approved measures of the student's achievement when appropriate.

Administration of Independent Study

The use of independent study shall be administered by (*insert appropriate position title*). His or her responsibility shall include:

1. Ensuring that independent study occurs in accordance with state law and district policy and regulations

2. Approving the participation of students requesting independent study for a period exceeding five school days
3. Facilitating the completion of independent study written agreements
4. Approving all credits earned through independent study supervised at a location apart from the pupil's regular school and forwarding the information to the appropriate school staff so that it becomes part of the student's permanent record
5. Authorizing the selection of all staff who are assigned to supervise independent study
6. Supervising any staff assigned to independent study functions who are not regularly supervised by another administrator
7. Completing or coordinating the preparation of all necessary records and reports
8. Establishing and maintaining in a systematic manner all records required by state regulations for an audit trail of average daily attendance attributed to independent study and reported by the district
9. Monitoring enrollment in independent study to stay within prescribed limits and to maximize income to the district without compromising the educational quality of independent study
10. Developing and managing the budget for independent study
11. Obtaining and maintaining current information and skills required for the operation of an independent study strategy that meets established standards for district educational programs
12. Preparing and submitting reports as required by the superintendent or school board

*Parents, instructional aides, and other support persons can assist in the educational program only under the supervision of a credentialed staff member.

Independent Study Supervising Teachers

The following regulations shall apply to the selection and duties of supervising teachers:

1. Teachers who directly supervise independent study on a regular basis will be approved, prior to assignment, by the independent study administrator.
2. The principal of any school may recommend teachers and students for independent study. The teacher may be the student's regular classroom teacher, particularly when the student is at the elementary level.
3. Independent study teachers shall:
 - a. Complete designated portions of the written agreement.
 - b. Add additional information when appropriate.
 - c. Supervise and approve coursework.
 - d. Select and save with each agreement representative samples of the pupil's completed and evaluated assignments on a monthly basis.
- e. Sign and complete the agreement when the pupil has reached his or her objectives or the agreement is terminated.
- f. Maintain any required records and files on a current basis.
4. Independent study teachers shall complete a record of the pupil's assignments on not less than a monthly basis. The record form shall provide for individual assignments, with comments on resources provided to facilitate the completion of each assignment; due date; and evaluation comments to be added when the assignments have been completed. Each form shall be consistent with the terms of the written agreement and be signed by the pupil and teacher at the time of the assignment and after evaluation of the completed work.
5. Independent study teachers shall determine and assign grades or other approved measures of the pupil's achievement when appropriate.