



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Guidelines for Independent Study Programs

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ROUTING

Local District Superintendents
Administrators of Instruction
Directors
Student Discipline &
Expulsion Support Unit
Principals
Counseling Coordinators
Assistant Principals Secondary
Counseling Services
Counselors
Special Education

POLICY: This Bulletin outlines the policies and guidelines for the District's Independent Study programs. This policy applies to all schools except when noted. Independent Study is not allowed at Community Day Schools (CDS) EC Section 48663(d), and Carlson Home and Hospital School. EC Section 48206.3.

MAJOR CHANGES: This replaces Bulletin 6779.0 of the same title, dated March 15, 2016. This version contains updated information and policy regarding enrollment, scheduling, and attendance for Independent Study.

GUIDELINES: The following guidelines apply.

I. BACKGROUND

Independent Study is a voluntary alternative instructional program by which students may access District curriculum objectives, master state standards, and fulfill graduation requirements outside of the regular classroom setting. Authorization for Independent Study is found in California Education Code (E.C.), Article 5.5, Sections 51745-51749.3 and California Code of Regulations (CCR), Title 5, Sections 11700-11703.

II. OVERVIEW

A. Purpose

The primary purpose of Independent Study is to provide an alternative program to meet the academic needs of students that cannot be met in a traditional classroom setting. Independent Study may be used by students who are motivated to achieve educationally as well as or better through this strategy than they would in traditional classroom-based instruction.

B. Definition

1. Independent Study is a voluntary instructional program and a choice made by the student, parent/guardian, the teacher(s) and other certificated school staff. No student shall be required to



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participate in Independent Study. All students must have the option of a full program in a traditional classroom setting at the time Independent Study is made available and should the student decide to transfer from Independent Study at any time, the option of a traditional classroom setting must be available, (EC 51747 (c) (7)).

2. The curriculum shall be substantially equivalent in quality and quantity to classroom instruction (EC11701.5). Independent Study courses shall be consistent with the California State Frameworks and Standards. Expansion beyond this established scope must be in accordance with the Independent Study educational opportunities described in the Education Code (EC 51745).
3. No course included among the courses required for high school graduation shall be offered exclusively through Independent Study (EC 51745 (5) (e)).

C. NCAA Requirements

NCAA legislation regarding nontraditional coursework (defined as online, correspondence, Independent Study, software-based credit recovery, etc.) requires that all of the following criteria be met in order for a course to be used for NCAA initial-eligibility purposes:

1. Courses must be four-year college preparatory. College preparatory is defined for these purposes as any course that prepares a student academically to enter a four-year collegiate institution upon graduation from high school.
2. The instructor and the student have ongoing access to, and regular interaction with, one another for purposes of teaching, evaluating and providing assistance to the student throughout the duration of the course.
3. The student's work (e.g., exams, essays, assignments) is available for evaluation and validation.
4. Evaluation of the student's work is conducted by the appropriate academic authorities in accordance with the high school's established academic policies.
5. The course includes a defined time period for completion as stipulated in the Master Agreement.
6. The course is acceptable for any student and is placed on the high school transcript.



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D. Equity of Student Services

1. No funds or other thing of value shall be provided to the student or his or her parents/guardians that the District does not provide to students who attend regular classes.
2. All students enrolled in Independent Study shall receive appropriate existing services and resources to enable them to complete their Independent Study successfully. School administrators shall ensure the same access to all existing services and resources as available to other students in the school of enrollment (EC 51746).

E. Supporting Diverse Student Populations

1. If the student is an English Learner (EL) and/or has an Individualized Education Program (IEP), the Master Plan and or IEP must be updated to reflect the placement in Independent Study. If the student has a Section 504 Plan, the plan should be updated to reflect any changes in accommodations as a result of the Independent Study placement.
2. A student with disabilities may not be enrolled in Independent Study unless the IEP specifically provides for such enrollment, even for a short term or limited time frame. The information regarding the placement in Independent Study must be logged in Welligent, along with the update in the IEP after the required IEP meeting is held (EC 56026 & 51745 (c)).
3. A temporarily disabled student may receive individual instruction through Independent Study instead of instruction through Carlson Home and Hospital school if the temporarily disabled student's parents/guardians and the District agree (EC 48206.3 and EC 51745 (d)).
4. For more information regarding students in the entertainment and allied industries, see BUL-6837.1, *Pupils in the Entertainment and Allied Industries*, dated November 13, 2017.

F. Credentialing

The Independent Study of each student shall be coordinated, evaluated and, notwithstanding subdivision (a) of Education Code Section 46300, shall be under the general supervision of an employee of the school district who possesses a valid teaching credential pursuant to Section 44865, or an emergency Educational Services credential pursuant to Section 44300, registered as required by law (51747.5 (a)).

G. Commitments Necessary for Successful Independent Study

1. Parents/guardians of elementary students requesting Independent Study should recognize that they must be willing to make a



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commitment to properly assist the teacher to meet all the requirements of Independent Study as required by the Education Code.

2. At the secondary level, the student must make a major commitment, assisted or supported as necessary by parents/guardians and others who may assist directly with instruction.
3. Adults in Adult Independent Study must make a major commitment themselves. An adult student must be willing to complete work independently and to keep scheduled appointments with his or her supervising teacher.

H. Residency Requirement

Participation in Independent Study in an LAUSD school or program shall be restricted to students who reside in Los Angeles County or in a county immediately adjacent to Los Angeles County (EC 46300.2 & 51747.3 (b)).

I. Eligibility Requirements

Any student enrolled in a District school or program is eligible to enroll in Independent Study except for the following:

1. Permit Based on Parent Employment

Students who have a permit to attend a school within the boundaries of the District school based solely on their parent's/guardian's employment within that district's boundaries (EC 51747.3 (c)).

2. Students Under Expulsion

For rehabilitation and reinstatement purposes, students who are under active expulsion order will not be assigned to an Independent Study program except for circumstances that are evaluated and approved on a case-by-case basis by the administrator of the Student Discipline and Expulsion Support Unit.

3. Age Requirement

K-12 schools may not enroll the following students: 21 years of age or older or students 19 and 20 years of age who have not been continuously enrolled in kindergarten or any of Grades 1-12 inclusive since their 18th birthday. Such students should be referred to the adult school or Accelerated College and Career Transition (AC²T) Program in their area (EC 46300.1), unless student has an IEP.

- J. The maximum number of students eligible for Independent Study apportionment credit at any specific continuation high school, or opportunity school, is limited to 10 percent of the pupils enrolled in the school (EC 51745 (b)).



III. TYPES OF INDEPENDENT STUDY

A. City of Angels School, K-12

1. This school provides full-time Independent Study for students in Grades K-12 and is located at multiple sites throughout the District. This program offers an individualized and personalized program provided by the teachers and staff at City of Angels.
<http://www.cityofangelsschool.org/>
2. Enrollment in this school is an option available to all eligible LAUSD students, as outlined in Section II. I. above.
3. Placement in City of Angels Independent Study is on a case-by-case basis in which the following is taken into account: student's current academic, motivation, behavioral, social-emotional status and whether the City of Angels' program is a match to the student's needs.
4. The NCAA has granted approval for all City of Angels courses. To maintain approval, teachers must meet with students for a minimum of one hour per week.

B. Comprehensive School of Attendance Independent Study

1. Full-time Independent Study at the School of Attendance
 - a. Full-time Independent Study is when a student takes all courses through Independent Study. While it is possible for a comprehensive high school to put a student on full-time Independent Study, it is only recommended to do so when it will lead to the successful completion of graduation requirements.
 - b. It is not the District's intent to create entire classes of Independent Study students other than at City of Angels.
2. Short-Term Independent Study at the School of Attendance
 - a. Short-term Independent Study is when Independent Study is provided to a classroom-based student who needs to be away from the school site for a short period of time (e.g. five to fifteen consecutive school days). EC Section 46300 (e) (1) allows districts to claim apportionment for students "participating in independent study" for a minimum of five consecutive school days. In such cases, the student will return to the traditional classroom(s). Therefore, the student's classroom teacher(s) often serve(s) as the Independent Study assigned teacher(s), providing the Independent Study



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assignments (coursework covered in the classroom during this period).

- b. Short-term Independent Study may be offered by any District school to students who meet the residency and eligibility requirements, as outlined in the Section II. H-I above.
3. Part-time Independent Study at Comprehensive Secondary and Opportunity Schools Only
 - a. Part-time Independent Study is when a secondary student takes one or more classes as Independent Study that cannot be provided via classroom-based instruction, given scheduling constraints.
 - b. Part-time Independent Study may be offered by a District secondary school only to students enrolled in and attending classes at the school site.
 - c. All secondary students must be scheduled for a daily minimum of 247 minutes of classroom-based instruction before they can be scheduled in Independent Study classes, including those students participating in this part-time Independent Study program.
 - d. If the Independent Study is for credit recovery purposes beyond the school day, refer to the current version of MEM-6733, *Credit Recovery Program Opportunities*.

C. Continuation High Schools Independent Study

1. Full-time Independent Study is when a student takes all courses through Independent Study. While it is possible for a continuation school to put a student on full-time Independent Study, it is only recommended to do so when it will lead to the successful completion of graduation requirements. Students may not be scheduled in more than one program (e.g., regular and Independent Study, work experience and Independent Study) for ADA purposes.
2. Part-time Independent Study is when a student is scheduled in the regular or work experience program at their school of enrollment and takes one or more classes as Independent Study that cannot be provided via classroom-based instruction, given scheduling constraints. Part-time Independent Study may not generate attendance for ADA purposes.

If the Independent Study is for credit recovery purposes beyond the school day, refer to the current version of MEM-6733, *Credit Recovery Program Opportunities*.



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D. Accelerated College and Career Transition (AC²T) Program

1. These centers, under the direction of the Division of Adult and Career Education (DACE) and located at various sites, provide full-time Independent Study for at-risk youth 16-24 years of age. Students cannot be concurrently enrolled.
2. The AC²T Program is a dropout recovery program available to at-risk students. Students also have expanded options to enroll in pre-apprenticeship, apprenticeship, and/or Career Technical Education (CTE) training while completing high school requirements.

E. Adult Independent Study

This strategy is available to any adult student, under the direction of the Division of Adult and Career Education and located at District community adult schools and employment preparation centers. Adult Independent Study provides high school instruction leading to the adult high school diploma. Programs operated for students in grade 12 ages 18-22 are not eligible for Adult Independent Study.

IV. GENERAL PROCEDURES FOR ENROLLMENT (ALL INDEPENDENT STUDY PROGRAMS)

- A. For general enrollment requirements, refer to BUL-4926.2, *Attendance Manual: Policy and Procedures for Elementary, Secondary, and Options Schools*, dated October 25, 2013 and REF-6554, *Opening Day Procedures: Supplemental Guide and Updates*. No changes in enrollment are required for school of attendance Independent Study programs.

B. Requirements specific to City of Angels are as follows:

1. Enrollment is contingent upon space available in the school. The administrator at the school of attendance shall contact staff at City of Angels to determine availability.
2. If space is available, students who move into the District may enroll directly in the City of Angels School without contacting the District school of residence.
3. If the student does not return three consecutive assignments (for each course of study when applicable) during any period of 15 days, or misses two appointments without a valid reason, the assigned teacher in consultation with parents/guardians/educational rights holder, will determine whether it is best for the student to remain in Independent Study or to transfer to another type of educational program/school. If the assigned teacher's evaluation is



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unsatisfactory to the student or parent/guardian, it may be appealed to school administration at City of Angels. The maximum length of time that may elapse between the time an assignment is made and the date the assignment is due is as follows:

- one week for K-3rd grade students
- two weeks for 4th-8th grade students
- three weeks for 9th-12th grade students

C. Requirements specific to the Accelerated College and Career Transition (AC²T) Program are as follows:

1. Secondary students between the ages of 16 and 18 years, who are at-risk, have dropped out of school or at serious risk of dropping out are eligible to enroll in Independent Study through the AC²T Program. Students are typically deficient one year or more in credits. Students 18-24 are also eligible to attend who meet program requirements.
2. Students may schedule an enrollment conference by contacting the AC²T Advisor at any of the AC²T locations. A list of these locations may be obtained by contacting the Division of Adult and Career Education or the AC²T Program office.
3. Upon enrollment, the AC²T Advisor will initiate the Student Transfer Form for 16-18 year olds and send a copy to the last school of attendance and/or the school of residence.
4. If the student does not return four consecutive assignments, the supervising teacher and AC²T Advisor will conduct an evaluation to determine whether it is best for the student to remain in Independent Study or to transfer to another type of educational program. If the results of the supervising teacher's and AC²T Advisor's evaluation seem unsatisfactory to the student or parent/guardian, it may be appealed to the administration of the AC²T Program.
5. Enrollment in Independent Study does not take place until a valid Master Agreement is on file. (*EC 51747*). The District-approved Master Agreement for the AC²T Program is attached (See Attachment E).

D. Requirements specific to the Adult Independent Study Program are as follows:

1. Any adult student may request enrollment in Adult Independent Study if it is available at the school of attendance.



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2. Enrollment in Adult Independent Study does not take place until a valid Master Agreement is on file. (*EC 51747*). The District-approved Master Agreement for Adult Independent Study is attached (See Attachment F).
3. If the student fails to complete two consecutive assignments, the supervising teacher will determine whether it is best for the student to remain in Adult Independent Study or to transfer to another type of educational program. If the results of the supervising teacher's evaluation seem unsatisfactory to the student or parent/guardian, it may be appealed to the Division of Adult and Career Education.
4. Any parent may request enrollment of his or her concurrently enrolled high school student in Adult Independent Study if it is available at the local community adult school, subject to limitations on concurrent education and space availability.
5. In order to maintain the instructional integrity of the Adult Independent Study program, enrollment of concurrent students is restricted by the guidelines delineated in Bulletin 1758.1, *Adult School Academic Course Options for Concurrently Enrolled Students*, dated September 30, 2016.

V. GENERAL PROCEDURES FOR INDEPENDENT STUDY PLACEMENT (ALL INDEPENDENT STUDY PROGRAMS)

- A. The general placement requirements for all types of Independent Study available within the District are as follows:
 1. A written Master Agreement is required for all students placed in Independent Study. The Master Agreement for Independent Study serves as authorization to substitute the student's work product for the student's presence in a classroom. The Master Agreement shall be signed and in effect prior to the start of Independent Study (*EC 51747*).
 - a. Prior to the signing of the Master Agreement, the certificated employee representing the District shall implement appropriate screening procedures to ensure that the necessary level of understanding and preparation exists for students and parents to meet the conditions of the Master Agreement for Independent Study.
 - b. The only District-approved Master Agreements for Independent Study are attached in this bulletin. Failure to use District approved Master Agreements will result in the disallowance of attendance for apportionment purposes.



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- c. The Master Agreement for Independent Study must be for a period of no less than five consecutive instructional days and no more than a school year.
 - d. The Master Agreement must be maintained on file for five school years after the school year in which it originated, along with the assignments and samples of the work product of each subject assigned.
- B. The general placement requirements specific to the AC²T Program are as follows:

Prior to signing the Master Agreement, the AC²T Advisor as the Principal's designee, will implement appropriate screening procedures to ensure that the necessary level of understanding, maturity and preparation exist to meet the conditions of the AC²T Master Agreement.

- C. The general placement requirements specific to Adult Independent Study are as follows:

Prior to signing the Master Agreement, the Assistant Principal, Adult Counseling Services, or Principal's designee will implement appropriate screening procedures to ensure that the necessary level of understanding, maturity and preparation exist to meet the conditions of the Adult Independent Study Master Agreement.

VI. PROCEDURES FOR SCHEDULING AND ATTENDANCE

A. City of Angels

- 1. An Administrative Designee must ensure that each student is enrolled and scheduled into classes immediately and no later than the day the student begins the program. The student's sections start dates and end dates are to be aligned with the Master Agreement start and end dates. (Note that, because City of Angels is a full-time Independent Study program, period X and the section attribute of Independent Study are not to be used when scheduling in MiSiS.)
- 2. Elementary students are scheduled in one grade level course Section. The assigned teacher must sign and date the submitted work on the day it was received as established in the Master Agreement. S/he evaluates all assigned coursework, determines the number of equivalent days, and records it on the Record of Assignment form, see Attachment C. The teacher then submits attendance by using the Teacher Attendance weekly screen in MiSiS, which is available from the current day back to the beginning of the section enrollment. See section VII for further details.



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3. Secondary students are scheduled into a homeroom and academic course sections, typically with one teacher assigned to all course sections. All course sections, except for homeroom, shall have a section attribute of Exclude Attendance.

The assigned teacher must sign and date the submitted work on the day it was received as established in the Master Agreement. S/he evaluates all assigned coursework, determines the number of equivalent days, and records it on the Record of Assignment (ROA) form (Attachment C). The teacher then submits the attendance in MiSiS using the Teacher Attendance weekly screen for the homeroom section. Access is available from the current day back to the beginning of the section enrollment. See section VII for further details.

For procedural details, refer to the job aids *Independent Study Scheduling - City of Angels (Elementary)*, *Independent Study Scheduling - City of Angels (Secondary)*, *City of Angels – Enter Teacher or Class Attendance (Office Manager)*, and *City of Angels – Enter Teacher or Class Attendance (Teacher)*, available on the MiSiS website, Training > Job Aids > Independent Study.

B. Comprehensive School of Attendance – Full-Time and Short-Term Elementary

1. An Administrative Designee must ensure that when students are placed in Independent Study, the schedule is updated on the day the student begins the program or earlier. An Independent Study grade level course section is created with the section start date of the first instructional day a student is placed in Independent Study, and a section end date of the last instructional day of the school year to allow any additional students in the same class to be scheduled in Independent Study.
2. When a student is to change from the regular program to Independent Study, the schedule must be updated in MiSiS accordingly and documented in the elementary cumulative record folder.
3. Prior to scheduling the student, the following is to be set up in the Scheduling module:
 - a. Periods: Add period X.
 - b. Section Types: Create an Independent Study (IS) Section type.
 - c. School Courses: Associate new section type (IS) with course to be used for IS.



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- d. Sections Editor: Create Independent Study section for the equivalent grade level with the same classroom teacher, room number of IS, using period X. The section type of Independent Study must be used.
 - e. Section Attribute: Once the section has been saved, the Add Section Attributes screen will display. Ensure that Independent Study is the only attribute selected. This section is used to record attendance. Note that Dual Language Education programs are required to select additional attributes corresponding to their program.
4. To enable attendance submissions for Period X, create a Period Group that contains period X and update the Meeting Patterns in MiSiS.
 5. The student's current section is to be changed to the Independent Study section using the Walk In scheduling screen. The student's Independent Study section start date must be the next instructional day after the student's classroom section end date. The student's Independent Study section enrollment start and end dates must be aligned with the start and end dates of the Master Agreement.
 6. The regular classroom teacher must sign and date the submitted work on the day it was received as established in the Master Agreement. S/he evaluates all assigned coursework, determines the number of equivalent attendance days, and records it on the submitted work and on the Record of Assignment form (ROA), see Attachment C. The teacher then submits the attendance in MiSiS using the Teacher Attendance weekly screen for Period X. The teacher also provides a signed and dated copy of the ROA to office staff for audit purposes. Please note that attendance must be submitted in MiSiS prior to ending the student's Independent Study section enrollment. Once the student's Independent Study section is ended, attendance can no longer be submitted. See section VII for further details.
- For procedural details, refer to the job aids ***Independent Study Scheduling - Elementary Schools for Full-Time and Short-Term, Independent Study Attendance (Teacher) - Elementary and Secondary/Opportunity***, and ***Independent Study Attendance (Office Manager) - Elementary and Secondary/Opportunity*** available on the MiSiS website, Training > Job Aids > Independent Study.
- C. Comprehensive School of Attendance – Full-Time and Short-Term at Secondary and Opportunity Schools



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1. An Administrative Designee shall coordinate the processes required for Independent Study, including Master Agreement, scheduling, teacher evaluation of work and attendance accounting. An Independent Study course section is created with the section start date of the first instructional day a student is placed in Independent Study, and a section end date of the last instructional day of the term to allow any additional students in the same class to be scheduled in Independent Study.
2. When a student is to change from the regular program to Independent Study, their schedule is updated in MiSiS on the day the student begins the program or earlier.
3. Prior to scheduling the student, the following is to be set up in the Scheduling module:
 - a. Periods: Add Period X.
 - b. Section Types: Create an Independent Study (IS) Section type.
 - c. School Courses: Associate new section type (IS) with course to be used for IS.
 - d. Sections Editor:
 - For academic courses, create Independent Study sections for the equivalent courses using the same classroom teacher, room number and period. The section type of Independent Study must be used.
 - All schools shall use a homeroom with Period X. The section type of Independent Study must be used. Select homeroom teacher and room number of IS. The homeroom will be used to record attendance.
 - e. Section Attribute: Once the section has been saved, the Add Section Attributes screen will display:
 - For academic courses, ensure that Independent Study and the Exclude Attendance are the only attributes selected.
 - For homeroom, ensure that Independent Study and Exclude Grades are the only attributes selected. This section is used to record attendance.
4. To enable attendance submission for homeroom period X, create a Period Group that contains period X and update the Meeting Patterns in MiSiS.
5. The student's current sections must be ended and the Independent Study sections must be added using the Walk In scheduling screen. The student's Independent Study section start date must be the next instructional day after the student's classroom section end date. The student's Independent Study section enrollment start and end dates



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must be aligned with the start and end dates of the Master Agreement.

6. Attendance must be submitted in MiSiS prior to ending the student's Independent Study section enrollment. Once the student's Independent Study section is ended, attendance can no longer be submitted. See section VII for further details.
7. For short term Independent Study, when the student completes the Independent Study classes, s/he is to be placed back in his/her schedule of regular classes, provided it is within the same term.
8. Each teacher must sign and date the submitted student work on the day it was received as established in the Master Agreement. S/he evaluates all assigned coursework for academic credit, and provides the submitted work to the Administrative Designee. The Administrative Designee records the work on the Record of Assignment form, see Attachment C. This staff member determines the number of equivalent attendance days and, in MiSiS, uses the Manage Teacher/Class Attendance screen to submit the attendance for Period X. See section VII for further details.

For procedural details, refer to job aids ***Independent Study Scheduling - Secondary and Opportunity Schools for Full-Time and Short-Term and Independent Study Attendance (Office Manager) - Elementary and Secondary/Opportunity*** available on the MiSiS website, Training > Job Aids > Independent Study.

D. School of Attendance – Part-Time at Secondary and Opportunity Schools

1. An Administrative Designee shall coordinate the processes required for Independent Study, including Master Agreement, scheduling, and teacher evaluation of work. An Independent Study course section is created with the section start date of the first instructional day a student is placed in Independent Study, and a section end date of the last day instructional day of the term to allow any additional students in the same class to be scheduled in Independent Study.
2. When a student cannot take a classroom course due to scheduling constraints and it is decided that the course will be offered through Independent Study, the student schedule must be updated accordingly. This course must be scheduled at the student's school of enrollment.
3. Prior to scheduling the student, the following is to be set up in the Scheduling module:



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- a. Periods: Use period(s) not in use during the instructional day, up to period 15. Do not use credit recovery periods 50-75.
 - b. Section Types: Create an Independent Study (IS) section type
 - c. School Courses: Associate new section type (IS) with course to be used for IS.
 - d. Sections Editor: Create Independent Study Section(s) for the course(s) using the assigned teacher and room number of IS.
 - e. Section Attribute: Once the section has been saved, the Add Section Attributes screen will display. Ensure that Independent Study and the Exclude Attendance are the only attributes selected.
4. The student schedule shall be updated to include Independent Study section(s) using the Walk In scheduling screen. The student's Independent Study section enrollment start and end dates must be aligned with the start and end dates of the Master Agreement.
 5. Attendance is submitted only for the student's scheduled classroom-based courses and not for Independent Study sections.
 6. The assigned Independent Study teacher must sign and date the submitted work on the day it was received as established in the Master Agreement. S/he evaluates all assigned coursework for academic credit.

For procedural details, refer to the job aid ***Independent Study Scheduling - Secondary and Opportunity Schools for Part-Time Program*** available on the MiSiS website, Training > Job Aids > Independent Study.

E. Continuation High Schools – Full-Time

1. An Administrative Designee shall coordinate the processes required for Independent Study, including Master Agreement, scheduling, teacher evaluation of work and attendance accounting. An Independent Study course section is created with the section start date of the first instructional day a student is placed in Independent Study, and a section end date of the last instructional day of the term to allow any additional students in the same class to be scheduled in Independent Study.
2. When a student changes from the regular or work experience program, the existing program must be ended on the last instructional day of the week, and the Independent Study courses must begin on the first instructional day of the next week. Students may not be scheduled in more than one program (e.g., regular and Independent Study, work experience and Independent Study) for



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- ADA purposes. Students are scheduled into a homeroom and academic course sections, typically with one teacher assigned to all course sections.
3. Prior to scheduling the student, the following is to be set up in the Scheduling module:
 - a. Periods: Add period X.
 - b. Section Types: Create an Independent Study (IS) section type
 - c. School Courses: Associate new section type (IS) with course to be used for IS.
 - d. Sections Editor:
 - For academic courses, create Independent Study sections for the equivalent courses using the same classroom teacher, room number and period. The section type of Independent Study (Continuation) must be used.
 - For homeroom, period X shall be used. Select homeroom teacher and use IS as room number. The homeroom will be used to record attendance.
 - e. Section Attribute: Once the section has been saved, the Add Section Attributes screen will display.
 - For academic courses, ensure that Independent Study (Continuation) and the Exclude Attendance are the only attributes selected.
 - For homeroom, ensure that Independent Study and Exclude Grades are the only attributes selected.
 4. To enable attendance submission for homeroom period X, create a Period Group that contains period X and update the Meeting Patterns in MiSiS.
 5. Please note that attendance must be submitted in MiSiS prior to ending the student's Independent Study section enrollment. Once the student's Independent Study section is ended, attendance can no longer be submitted. See section VII for further details.
 6. The teacher must sign and date the submitted work on the day it was received as established in the Master Agreement. S/he evaluates all assigned coursework, determines the number of equivalent attendance days, and records it on the Record of Assignment form. The teacher uses MiSiS to submit attendance in the student's homeroom via the Teacher Attendance Weekly screen. For each instructional day, up to three hours of attendance may be entered. Access is available from the current day back to the beginning of the section enrollment. See section VII for further details.



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For procedural details, refer to the job aids *Independent Study Scheduling - Continuation Schools for Full-Time* and *Independent Study Attendance (Office Manager) - Continuation Schools* available on the MiSiS website, Training > Job Aids > Independent Study.

F. Continuation High Schools – Part Time

1. An Administrative Designee shall coordinate the processes required for Independent Study, including Master Agreement, scheduling, teacher evaluation of work and attendance accounting. An Independent Study course section is created with the section start date of the first instructional day a student is placed in Independent Study, and a section end date of the last instructional day of the term to allow any additional students in the same class to be scheduled in Independent Study.
2. When a student is enrolled in the regular or work experience program and needs to take additional classes at their school of enrollment as Independent Study, the Independent Study sections are scheduled to exclude attendance.
3. Prior to scheduling the student, the following is to be set up in the Scheduling module:
 - a. Periods: Use period(s) not in use during the instructional day, up to period 15. Do not use credit recovery periods 50-75.
 - b. Section Types: Create an Independent Study (IS) section type.
 - c. School Courses: Associate new section type (IS) with course to be used for independent study.
 - d. Sections Editor: Create Independent Study section(s) for the course(s) using the assigned teacher and room number of IS.
 - e. Section Attributes: Once the section has been saved, the Add Section Attributes screen will display. Ensure that the Exclude Attendance is the only attribute selected. Independent Study – Continuation is not to be used for part-time Independent Study.
4. The student schedule shall be updated to include Independent Study section(s) using the Walk In scheduling screen. The student's Independent Study section enrollment start and end dates must be aligned with the start and end dates of the Master Agreement.
5. The teacher must sign and date the submitted work on the day it was received as established in the Master Agreement. S/he evaluates all assigned coursework, determines the number of equivalent attendance days, and records it on the Record of Assignment form.



6. Attendance is submitted only for the student's scheduled classroom-based courses and not for Independent Study sections.

For procedural details, refer to the job aids ***Independent Study Scheduling - Continuation Schools for Part Time*** available on the MiSiS website, Training>Job Aids>Independent Study.

G. Accelerated College and Career Transition (AC²T) Program

Attendance for the Accelerated College and Career Transition (AC²T) Program is accounted for as follows: three hours per day, five days a week, for a maximum of 15 hours per week.

H. Adult Independent Study

Attendance for Adult Independent Study is accounted for as follows: three hours per day, five days a week, for a maximum of 15 hours per week.

**VII. GENERAL PROCEDURES FOR ATTENDANCE ACCOUNTING
(ALL INDEPENDENT STUDY PROGRAMS)**

- A. The general attendance requirements for all types of Independent Study available within the District are as follows:

1. Independent Study attendance is based on student work product rather than physical presence in a class. When the student submits or demonstrates evidence of completed assigned work by the due dates established in the Master Agreement and the work has been evaluated, the teacher determines the time value of completed assignments (number of attendance days) (EC 51747.5 (b)).

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. There are no excused absences in Independent Study.

2. Students may not earn attendance credit prior to signing a Master Agreement. The start date for student work cannot be earlier than the effective date of the Master Agreement which is the last date signed on the Master Agreement.
3. Attendance credit may not be earned for work submitted after the due date. Such work only qualifies for academic credit.
4. A student who turns in completed assignments representing more attendance days in a reporting period than the number of school days



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in that reporting period does not earn any surplus or bankable attendance credit usable in the future or applicable against past absences (EC 46300 (e)), i.e., attendance credit is limited to the number of instructional days for the period work is assigned.

5. Attendance for students enrolled in regular or special education K-12 classes is accounted for in whole days. Students should be assigned a full day's schedule of work. No attendance credit may be claimed for an Independent Study student unless the student has completed an amount of work for that day that is sufficient, in the teacher's judgment, to constitute at least the minimum day. No attendance credit is allowable for fractions of a day. Any fraction of a minimum day must be dropped for apportionment purposes when the teacher determines the total time value.
6. A student placed in Independent Study shall not be credited with more than one day of attendance per calendar day (EC 46300).
7. For Continuation schools: Attendance for students enrolled in continuation schools is accounted for in whole hours, with a day's worth of work credited for a maximum of three hours.
8. For Affiliated Charter Schools: In addition to the above general requirements, the State also requires that charter school students must do the work assigned on the scheduled school day for which it is claimed as attendance (CCR Section 11960). Therefore, in order to report Independent Study attendance for a charter school student for a full-time or short-term Independent Study, the teacher is required to evaluate the time value of the student's work product, as well as to obtain the student's contemporaneous daily work record (see Attachment G).

VIII. GENERAL PROCEDURES FOR ACADEMIC CREDIT (ALL INDEPENDENT STUDY PROGRAMS)

- A. The academic credit requirements for all Independent Study programs available within the District are as follows:
 1. Credit may be granted only for completion of courses of instruction consistent with the California State Frameworks and Standards for K-12. Any expansion beyond this established scope must be in accordance with the Independent Study educational opportunities described in the Education Code (EC 51747).
 2. The permanent record of every Independent Study student must show the subjects attempted by, as well as credits and grades



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awarded to, each student who enrolls in any type of Independent Study (5CCR, 11703 and 16023).

3. Teachers providing instruction via Independent Study are required to follow the marking procedures in BUL-2332, *Elementary School Progress Report Marking Practices and Procedures*, BUL-1353, *Marking Practices and Procedures in Secondary Schools*, or Guideline No. 67 Grading Policies for Adult Secondary Instruction.
4. If any progress marks are due during the time the student is enrolled in Independent Study, the teacher must take into consideration the classwork, homework, and other assignments that were completed in the previously scheduled corresponding classroom course when issuing the mark. If there were no progress marks due during the students' placement in Independent Study courses, and the student is placed back into the corresponding classroom courses, the work completed while placed in Independent Study must be taken into consideration when issuing grades for the corresponding classroom courses.
5. Parents may appeal decisions in accordance with District procedures. Please refer to BUL-1926, *Request to Change a Pupil's Grade*, for appeal process.
6. Students in Foster Care, Experiencing Homelessness and/or involved with the Juvenile Justice System who transfer to high schools mid-semester have a right to receive full or partial credits, for all work satisfactorily completed before transferring schools. For more information, please refer to BUL-6718, *Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness, and/or Involved with the Juvenile Justice System*.

IX. GENERAL PROCEDURES FOR DIPLOMAS (ALL SECONDARY INDEPENDENT STUDY PROGRAMS)

- A. The diploma requirements for all secondary Independent Study programs available within the District are as follows:
 1. Independent Study students must complete the same diploma requirements as students enrolled in full-time, in-seat attendance program (EC 46100 and 51225).
 2. The diploma must be issued by and must bear the name of the school in which the Independent Study student is enrolled (EC 51748).
 - a. City of Angels issues diplomas bearing its school name.



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- b. Schools of attendance providing Independent Study issue diplomas bearing the school name.
3. Diplomas bearing only the name of the District may not be issued to students graduating through Independent Study (EC 51748).
4. Students enrolled in the Accelerated College and Career Transition (AC²T) Program and Adult Independent Study must complete the same diploma requirements as students enrolled in any District community adult school or employment preparation center. Concurrently enrolled high school students participating in Adult Independent Study will complete diploma requirements of the District comprehensive high school from which s/he is enrolled (EC 46100 & 51225).
5. Students enrolled in the Accelerated College and Career Transition (AC²T) Program will receive diplomas from the adult school of attendance.

X. GENERAL PROCEDURES FOR RECORD KEEPING (ALL INDEPENDENT STUDY PROGRAMS)

- A. The general record keeping requirements (5CCR 11703; EC 51767) for all types of Independent Study available within the District are as follows:
 1. All permanent records shall be kept at the Independent Study site and shall show credits attempted by and awarded to each student per Master Agreement. The records shall include, but not be limited, to the following:
 - a. A record which identifies all students participating in Independent Study which specifies the grade level, program placement, and school of enrollment (EC 51748).
 - b. A copy of the adopted school board policy and procedures reflective of current Education Code and California Code of Regulations requirements.
 - c. A file of all Master Agreements, with representative copies of completed and evaluated student assignments, must be maintained in the school office for a minimum of five school years after the school year in which it originated. This file must be made available for auditing purposes.



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- d. 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 student's attendance.
- e. Any manual attendance record must be maintained for a minimum of five school years after the school year in which it occurred. See Section VII above.
- f. A record of grades and other evaluations of Independent Study assignments issued to the student.
- g. Regular assignment and work records indicating the following:
 - 1) dates assignments are given
 - 2) description of the assignments
 - 3) dates assignments are completed
 - 4) dates assignments are due
 - 5) evaluation of assignments
 - 6) course titles and credits attempted and earned or secondary students; curricular units with which the student will be credited for elementary students; course titles and credits attempted
- h. The Record of Assignment form (Attachment C) must be used by all schools of attendance in-school Independent Study at elementary, middle, senior and continuation schools and opportunity schools, centers and programs. Failure to use District approved Record of Assignment form will result in the disallowance of attendance for apportionment purposes. The Record of Assignment form and submitted work are to be maintained at the school site for a minimum of three school years after the school year in which it occurred.
- i. A written record of the findings of any evaluation made pursuant to missed assignments as delineated in the requirements for the Master Agreement shall be maintained as part of the student's permanent record and kept at the District school of attendance.
- j. An audit trail is required for each student enrolled in Independent Study. See Attachment D for document retentions information.

RELATED RESOURCES: BUL-1040.3, *Credit for Concurrent Enrollment in High School and Community College*, dated April 19, 2016
BUL-6838.1, *Criteria for Granting Instructional Credit in Secondary Schools*, dated November 21, 2017
BUL-4926.2, *Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools*, dated March 1, 2013
REF-6554.2, *2017-18 Opening Day Procedures Supplemental Guide and Updates*, dated August 11, 2017



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GUIDELINE NO. 26, *Guidelines For Adult Education Independent Study*, dated April 13, 2015

ASSISTANCE: For assistance or further information please contact Jesus Angulo, Director, Academic and Counseling Services, Division of Instruction, at (213) 241-7510. You may contact:

Accelerated College and Career Transition (AC ² T) Program	(213) 241-3154
City of Angels School	(323) 415-8350
Carlson Home and Hospital Program	(818) 509-8759
Division of Adult and Career Education	(213) 241-3150
Division of Special Education	(213) 241-6701
Student Discipline & Expulsion Support Unit	(213) 202-7555
MiSiS Support – Help Desk	(213) 241-5200

Additionally, you may contact your Local District Elementary Director, Secondary Director and/or Counseling Coordinator at:

Local District Central	(213) 241-0126
Local District East	(323) 224-3100
Local District Northeast	(818) 252-5400
Local District Northwest	(818) 654-3600
Local District South	(310) 354-3400
Local District West	(310) 914-2100



Elementary School Master Agreement

Student Agreement: I understand and agree that:

Independent study is an alternative to classroom instruction provided by _____ School. It is individualized instruction based on this agreement, called the Master Agreement, between me, my teacher, and my parent, guardian, caregiver and other person if applicable.

I am enrolling voluntarily. I understand that a regular classroom option will always be available at my home school or other agreed upon site. If I am referred or assigned pursuant to EC 48917-EC 51747 (c)(7) an alternative classroom option has been offered and will always be available.

If I have an Individualized Education Plan (IEP), the IEP must specifically provide for my enrollment in Independent Study.

If I have a Section 504 Plan, the plan must specifically provide for my enrollment in Independent Study

All visits I may wish to make to any other school campus require the prior approval of my teacher and the school.

All course work will be consistent with the California Content Standards and Frameworks.

In order to receive academic grade credit, I must complete the major objectives of each curricular area I undertake as outlined in the California Content Standards and Frameworks. These objectives are made a part of this Master Agreement.

I will have the resources of school personnel; state authorized textbooks, supplementary instructional materials, and community resources, as described on my Assignment Sheets prepared by my teacher and which are a part of this Master Agreement.

The instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my Assignment Sheets, which are a part of this Master Agreement.

The methods used by my teacher to evaluate my work and my performance will include grading, measuring, and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each course.

I am expected to complete all the assignments. If I fail to complete three consecutive assignments, my teacher will determine if it is best for me to remain in independent study or to transfer to another type of educational program. The maximum length of time that may elapse between the time an assignment is made and the date the assignment is due is one week for K-3rd grade students; two weeks for 4th-8th grade students.

My parents and I are liable for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me.

Subsidiary attachments such as Course Agreements, Assignment Sheets, Record of Assignment, and other necessary papers are a part of the Master Agreement.

I plan to complete the Elementary School Course of Study objectives for grade _____ in the areas of Language Arts, Math, Social Science, Science/Health, Art/Music, and Physical Education during the effective dates of this Master Agreement.

My parent or I may contact my teacher at any time to ask for assistance or check on my progress.



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ATTACHMENT A

Elementary School Master Agreement

Student Name: _____ Date of Birth: _____ Age: _____ Grade Level _____

Address: _____ City: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Duration: _____ Start Date: _____ End Date: _____

This Master Agreement is in effect for the _____ school year. The student will complete the courses listed below during the _____ school year as they are outline in the Los Angeles Unified School District course descriptions. All course objectives will be consistent with the established District guidelines. Additional descriptions of the major objectives, activities, and the methods for evaluating student work will accompany Course Contracts and Assignments Sheets.

- ◆ My continued enrollment in _____ School will be based upon my compliance with all the terms and conditions of this Master Agreement.
- ◆ I will meet with my teacher as follows:

Day: M T W Th F (circle one)

Time: _____

Location: _____

Frequency: _____

Teacher's Phone: _____

Manner: _____

Parent/Guardian Agreement: I understand and accept all of the foregoing agreements made by this student. In additional, I specifically agree that:

- ◆ My daughter/son and I will meet weekly with the supervising teacher to develop an appropriate educational plan for my child.
- ◆ I am responsible for the supervision of my child while she/he is participating in Independent Study. I will provide instruction and assistance and an appropriate environment for study.
- ◆ I understand that _____ School will retain original samples of student work for documentation.
- ◆ I will provide transportation for my child to keep appointments and will supervise my child when she/he participates in workshops or activities planned by _____ School.

We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Student Signature

Date

Parent/Guardian Signature

Date

Teacher Signature

Date

Other (if applicable)

Date



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ATTACHMENT B

Middle and High School Master Agreement for Independent Study

Student Agreement: I understand and agree that:

- ◆ Independent study is an alternative to classroom instruction provided by _____ School. It is individualized instruction based on this agreement, called the Master Agreement between me, my teacher, my parent, guardian, caregiver and other person if applicable.
- ◆ I am enrolling voluntarily. I understand that a regular classroom option will always be available at my home school or other agreed upon site. If I have been referred or assigned pursuant to EC 48917-EC 51747 (c) (7) an alternative classroom option has been offered and will always be available.
- ◆ If I have an Individualized Education Plan (IEP) or a Section 504 Plan, the IEP or Section 504 Plan must specifically provide for my enrollment in Independent Study.
- ◆ All visits I may wish to make to any other school campus require the prior approval of my teacher and the school.
- ◆ All course work will be consistent with the California Content Standards and Frameworks.
- ◆ In order to receive course credit, I must complete the major objectives of each course I undertake as outlined in the California Content Standards and Frameworks. These objectives are made a part of this Master Agreement.
- ◆ I will have the resources of school personnel, state authorized textbooks, supplementary instructional materials, and community resources, as described on my Assignment Sheets (ROA) prepared by my teacher and which are a part of this Master Agreement.
- ◆ The instructional activities will include, but are not limited to the following: listening, speaking, reading, writing, computation, and thinking. Specific activities and instructional materials will be described on my Assignment Sheets (ROA), which are a part of this Master Agreement.
- ◆ The methods used by my teacher to evaluate my work and my performance will include grading, measuring, and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each course.
- ◆ I will meet weekly with my teacher unless otherwise indicated and my assignment is due at that time. I will be on time for my appointment or will call my teacher to schedule a new appointment. Three consecutive missed assignments or consistently substandard work may terminate this agreement. The maximum length of time that may elapse between the time an assignment is made and the date the assignment is due is two weeks for 4th-8th grade students and three weeks for 9th-12th grade.
- ◆ When I meet with my teacher, I will be prepared to ask questions, obtain necessary assistance, and take tests or quizzes as appropriate. I will be evaluated at each appointment based on one or more of the following: demonstration of skills, product completion, or/oral/written tests.
- ◆ My parents and I are liable for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me.
- ◆ Subsidiary attachments such as Course Contracts, Assignment Sheets, Record of Assignments, and other necessary papers are a part of this master Agreement.
- ◆ During the effective dates of this Master Agreement, I will complete between 5 and 30 credits depending on the date of my enrollment. This number may be adjusted if circumstances require a change.
- ◆ My parent or I may contact my teacher at any time to ask for assistance or check on my progress.
- ◆ My continued enrollment in _____ School will be based upon my compliance with all the terms and conditions of this Master Agreement.

We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Student Signature

Date

Parent/Guardian Signature

Date

Teacher Signature

Date

Other (if applicable)

Date



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ATTACHMENT B

Middle and High School Master Agreement for Independent Study

Student Name: _____ Date of Birth: _____ Age: _____ Grade Level _____

Address: _____ City: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Duration: _____ Start Date: _____ End Date: _____

This Master Agreement is in effect for the _____ school year. The student will complete the courses listed below during the _____ school year as they are outlined in the Los Angeles Unified School District course descriptions. All course objectives will be consistent with the established district guidelines. Additional descriptions of the major objectives, activities, and the methods for evaluating student work will accompany Course Contracts and Assignments Sheets.

Students need to spend as much time in the completion of schoolwork as is required in the regular school of attendance if they expect to earn 30 credits per semester. The following subjects will be attempted while this Master Agreement is in effect.

Subject	Credits Attempted	Subject	Credits Attempted

Additional courses may be added during the term of this Master Agreement.

◆ I will meet with my teacher as follows:

Day: M T W Th F (circle one)

Time: _____

Location: _____

Frequency: _____

Teacher's Phone: _____

Manner: _____

Parent/Guardian Agreement:

◆ I understand and accept all of the foregoing agreements made by this student.

We have read all items on the Master Agreement and will comply with all of the conditions set forth within.

Student Signature

Date

Parent/Guardian/Caregiver Signature

Date

Teacher Signature

Date

Other (if applicable)

Date



ATTACHMENT C

[illegible]

TEACHER SIGNATURE: _____ DATE: _____



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ATTACHMENT D

The Audit Trail

For each officially enrolled student, the following diagram reflects the flow of data required for school apportionments and audit files as specified by the *California Code of Regulations, Title 5, Section 11703*:

—————Indicates required materials

Summary chart of required length of storage of data for audits	
Document	Length of time to be kept*
1. All written agreements and written contracts	3 years
2. Regular work assignments	3 years
3. Student work records	3 years
4. Sample of student work	3 years
5. Teacher records	3 years
6. Mandatory permanent pupil records (e.g., transcript)	Permanently 5 years
7. School apportionment records	

*Check district and county policy manuals for specific guidelines and see *California Code of Regulations, Title 5*, sections 16023, 16026.

Student Records Checklist

<i>Item*</i>	<i>Action*</i>	<i>Person(s) Responsible*</i>



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The Audit Trail

Request for transcript and cumulative records	<ul style="list-style-type: none">• Call or mail request to student's last school of attendance.• Be sure to list student's birth date, grade, last date of attendance, and any former names used.• Sometimes requests are sent to more than one school if the previous school does not forward complete records.	Records clerk, counselor, instructional aide.
<p>Transcript Evaluation</p> <p>It is suggested that the student and parents both sign the evaluation to verify that they understand what is required for graduation. The student should be given a copy of this evaluation.</p>	<ul style="list-style-type: none">• Inventory the student's transcript, evaluating required courses and units to determine the student's academic needs with respect to graduation requirements. Once or twice a year credits should be reviewed and California Guidance Report from the county, if appropriate, be distributed to all students at that time. Also once or twice a year if the parents do not attend appointments, a letter could be sent to parents discussing the student's status.• A special review of credits should be made by each counselor or teacher of every twelfth grader at the beginning of <i>each</i> semester of the senior year.	Counselor, program administrator, or teacher
Cumulative Records folder review	<p>Review folder for:</p> <ul style="list-style-type: none">• Current immunization records• Health history• Any special education testing• Gifted and talented certification• Home language survey• Other pertinent data to assist in understanding and placing a new student• Any misfiled records (Ensure that records are for this student only. Some- times students with similar or same names will have their records inter mingled.)	Office clerk, instructional aide, teacher, or counselor



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Official transcript (sealed with a school seal or stamp and initialed)	<ul style="list-style-type: none">• Once a student has enrolled in IS, the school must keep a transcript of credit, with credits transferred from a previous school attached to it. If a transcript cannot be obtained, the transcript for the student's current work can state, "No credits received from name of school."• Transcripts* must be retained by the district permanently.	Clerk typist, volunteer or secretary
Independent study agreement	<ul style="list-style-type: none">• Must be completed and signed by parent, guardian, or caregiver; student; teacher; and appropriate supervisors.• Course requirements and reports of credits earned must be filed by the end of the agreement period.	Teacher and office staff
Student work	See Chapter 8 on Audit Trail.	
Records maintenance	<p>In view of the requirements regarding records, persons responsible for on- campus programs should take care to make certain that files are adequate and complete and available for use as required. Keeping such files in a separate cabinet should help to keep them in good order and available for use as required.</p> <ul style="list-style-type: none">• Many schools have found it advantageous to keep a continuous file for each student rather than creating a new file each year. Files are then separated into two categories: (1) current students; and (2) former students. This facilitates retrieval of files for former students on return.• Once the student has left independent study, the records must be kept according to district and county procedures and rules.• It is helpful to keep all current and previous independent study projects, sample agreements, and a list of community agencies and individuals who will work with students or who provide places for students to carry out their projects.	Administrator, teacher and clerk



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Subsidiary Independent Study Course Contract (Additional Examples)

Student name	Beginning and ending dates: _____ to _____
--------------	--

Course title	Course number
--------------	---------------

Course objectives:

Description of educational activities (methods of study):

Material and/or resources needed for completion:

Material checked out:

Progress reports:

Frequency: _____ Time: _____ Place: _____ Manner: _____

Method of evaluation:

Number of units to be awarded upon successful completion: _____

We have read the terms of this contract and agree to all the conditions set forth. Any violation of this contract may result in renegotiation.

Student signature	Date
-------------------	------

Supervising teacher signature	Date
-------------------------------	------

Other signature	Date
-----------------	------



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High School Assignment and Work Record Form (Additional Examples)

Name	Subject
Objective (Short term):	Start date
	Due date

Study methods:

Resources:

Evaluation method:

Teacher's signature: Student's signature:

Teacher comments/grade:

Attendance credit:

Objective (Short term):	Start date
	Due date

Study methods:

Resources:

Evaluation method:

Teacher's signature: Student's signature:

Teacher comments/grade:

Attendance credit:



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Assignment and Work Record Form (Additional Examples)

Student name:	School:	
Instructor:	Date given:	Date due:
Course title:	Course number:	

Regular appointments are required between the teacher and student on the following schedule:

Frequency: _____ Starting (date): _____ Time: _____ Place: _____

Assignments with due dates will be made in writing at each student-teacher meeting.

_____ incomplete assignments will result in a reevaluation of this student's placement in independent study.

Course title and objectives: _____

Method of study: _____

Method of evaluation:

1. Teacher observation and review of student work

2. Quizzes and tests (mastery level _____ percent or better)

3. Other: _____

Description of major learning activities and/or study materials

Textbook and study materials: _____

Computer-based instructional opportunity: _____

Supplemental audiovisual instructional support: _____

Other: _____

Student's Signature _____ Date _____

Parent's/Guardian's signature _____ Date _____

Teacher's Signature _____ Date _____

Teacher's comments/grades: _____

Credits: _____



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Assignment and Work Record Form (Additional Examples)

Name	Subject
------	---------

Objective (short term)	Date
------------------------	------

Study method

Resources Evaluation Method

Signature

Teacher comments/grade

Days submitted	Days accepted	Makeup (academic)
----------------	---------------	-------------------

Objective (short term)	Date
------------------------	------

Study method

Resources Evaluation Method

Signature

Teacher comments/grade

Days submitted	Days accepted	Makeup (academic)
----------------	---------------	-------------------



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Independent Study Attendance Credit Report (Additional Examples)

District of residence _____

Student name _____ Grade _____

Supervising teacher's signature _____

School month _____

Dates										
Attendance: (Record complete days of attendance credit only.)	Mon.	Tue.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
Dates										
Attendance: (Record complete days of attendance credit only.)	Mon.	Tue.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.

Total days of apportionment: _____

Independent Study Attendance Credit Report

District of residence _____

Student name _____ Grade _____

Supervising teacher's signature _____

School month _____

Dates										
Attendance: (Record complete days of attendance credit only.)	Mon.	Tue.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
Dates										
Attendance: (Record complete days of attendance credit only.)	Mon.	Tue.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.

Total days of apportionment: _____



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ATTACHMENT E

Los Angeles Unified School District - Division of Adult and Career Education

Accelerated College and Career Transition (AC²T) Program Master Agreement for Independent Study

Student Name: _____ Date of Birth: _____ Age: _____ Grade Level: _____

Address: _____ City: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____ Pager: _____

Duration: _____ Beginning Date: _____ Ending Date: _____

This Agreement is in effect for the _____ school year, from _____ to _____. The student will complete the courses listed below during the term as they are outlined in the Los Angeles Unified School District course descriptions and outlines. All course objectives will be consistent with the established district guidelines. Additional descriptions of the major objectives, activities, and the methods for evaluating student work are contained in the Course Contracts and Regular Work Assignments, which are made a part of this Agreement.

Student Agreement

I understand and agree that:

- ◆ Independent study is an alternative to classroom instruction provided by the Accelerated College and Career Transition AC²T) Program. It is individualized instruction based on this Agreement, called the Master Agreement for Independent Study, between me, the AC²T Advisor, my teacher/s, and if I am under 18 years of age and unmarried, my parent/guardian/caregiver, and others if applicable.
- ◆ Independent study is an optional and voluntary educational alternative in which I may not be required to participate. I am enrolling voluntarily. I understand that a regular classroom option will always be available at my home school or other agreed upon site. If I have been referred or assigned pursuant to EC 48917-EC 51747 (c)(7), an alternative classroom option has been offered and will always be available.
- ◆ If I have an individualized education program (IEP), the IEP must specifically provide for my enrollment in the AC²T Program and independent study.
- ◆ All visits I may wish to make to any other school campus require the prior approval of my teacher and the school.
- ◆ All course work will be consistent with the California Content Standards and Frameworks
- ◆ In order to receive course credit, I must master the major objectives of each course I undertake as outlined in the California Content Standards and Frameworks. These objectives are stated in the course contracts and/or Regular Work Assignments.
- ◆ I will have the resources of school personnel; state authorized textbooks, supplementary instructional materials, and community resources, as described in my course contracts or on my Regular Work Assignments prepared by my teacher.
- ◆ The methods of study will include, but are not limited to the following: listening, speaking, reading, writing, computing, thinking, comparing, analyzing and evaluating. Specific activities and instructional materials will be described on my course contracts and/or on my Regular Work Assignments.



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- ◆ The methods used by my teacher/s to evaluate my work and my performance will include grading, measuring, and/or appraising written, oral, audio, visual, and/or performed assignments and tests to determine my grade in each course.
- ◆ I will meet weekly with my teacher unless otherwise indicated, and my assignment is due at that time. I will be on time for my appointment or will call my teacher to schedule a new appointment. Four consecutively missed assignments or consistently substandard work will require an evaluation to determine if independent study is the best educational placement at this time. The maximum time allowed between the assignment date and the due date shall be four weeks.
- ◆ When I meet with my teacher/s, I will be prepared to ask questions, obtain necessary assistance, and take tests or quizzes as appropriate. I will be evaluated at each appointment based on one or more of the following: demonstration of skills, product completion, or oral/written tests.
- ◆ My parents and I are liable for the cost of replacement or repair of lost or damaged books or other materials that are checked out to me.
- ◆ Subsidiary attachments such as course contracts, Regular Work Assignments, Addenda, and other necessary documents are made a part of this Agreement.
- ◆ During the effective dates of this Agreement, I will complete between 5 and 30 credits depending on the date of my enrollment. This number may be adjusted if circumstances require a change.
- ◆ My parent or I may contact my teacher/s or AC²T Advisor at any time to ask for assistance or check on my progress.
- ◆ My continued enrollment in AC²T will be based upon my compliance with all the terms and conditions of this Agreement.
- ◆ A record of credits earned (courses completed) is maintained in the cumulative record or the roll book/s, which are made a part of this Agreement.

I need to spend as much time in the completion of schoolwork as is required in my regular school of attendance if I expect to earn 30 credits per semester. I will attempt to complete the following subjects while this Agreement is in effect:

Subject	Credits To be earned	Subject	Credits To be earned

Additional courses may be added during the term of this Agreement. I will meet with my teacher/s as follows:

Day: M T W Th F (circle one)

Manner: _____

AC²T Location: _____

Frequency: _____

Teacher's Phone: _____

Time: _____



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Parent/Guardian Agreement

- ◆ I understand and accept all of the foregoing agreements made by my son/daughter.
- ◆ I will support my son's/daughter's academic progress while s/he is enrolled in this program of study.

We have read all items on this Master Agreement and will comply with all of the conditions set forth within.

_____ Student Signature	_____ Date	_____ Parent/Guardian/Signature * (not required if student is over 18 yrs. old)	_____ Date
_____ AC ² T Advisor Signature	_____ Date	_____ Teacher Signature	_____ Date
_____ Teacher Signature	_____ Date	_____ Teacher Signature	_____ Date
_____ Teacher Signature	_____ Date	_____ Other (if applicable)	_____ Date



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ATTACHMENT F

Division of Adult and Career Education MASTER AGREEMENT ADULT INDEPENDENT STUDY

Please Print

Student Name:	Student ID#:	Birthdate:
Address:	Age:	Grade:
City:	Zip Code:	Telephone:
Parent/Guardian Name:	Parent <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other <input type="checkbox"/>	
School of Attendance:		
Duration of Agreement:	From:	To:

STUDENT OBJECTIVE: To complete requirements and master district student learning standards necessary for the high school diploma. Specific course objectives are found on course outlines and student learning contracts.

STUDENT AGREEMENT

- Adult Independent Study is an optional part-time educational alternative in which no student is required to participate. I acknowledge that I am continuously voluntarily enrolled and have the choice of at least one seat time program or Adult independent study.
- My Adult Independent Study course shall be directed and evaluated under the supervision of a credentialed teacher. All course requirements are consistent with the appropriate Los Angeles Unified School District Division of Adult and Career Education course outlines.
- The objectives/competencies for each course and the specific instructions on my Work Assignment Sheet are part of the Master Agreement. In order to receive credit, I must complete and pass all assigned work.
- I have available to me the resources of school district personnel, state authorized textbooks, supplementary instructional materials and community resources as specified on my Work Assignment sheet.
- A combination of the following methods of study may be used to evaluate my complete assignments: Written assignments and tests, oral review and discussion, written reports and essays, audio and/ or visual presentations, demonstration of skills and competencies, computer activities, and portfolios.
- No more than four weeks may pass between the time an assignment is given, and the date when it is turned in. If more than 2 consecutive assignments are missed, an evaluation will be made to determine if I stay in the Adult Independent Study program or return to a seat time program.
- By enrolling in Adult Independent Study I am not waiving any rights as a student, and therefore, I am entitled to all appropriate services and specific resources available to any student in a community adult school in the Los Angeles Unified School District.
- I understand that Adult Independent Study is a part-time program and I can enroll in only one course at a time. This program does not replace a full-day program in any K-12 school in the Los Angeles Unified School District.



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ATTACHMENT F

- I understand that all course objectives are consistent with those established in the District's core curriculum, adopted by the Board of Education, and found in the District curriculum guides.
- If I have an individualized education program (IEP) the IEP must specifically provide for my enrollment in Adult Independent Study.
- I have selected the following education goals by enrolling in Adult Independent Study:

Complete adult high school diploma requirements: ☐ Strengthen basic skills: ☐
Make up credits for graduation: ☐ Other: ☐

I AGREE TO THE FOLLOWING:

- I will satisfactorily complete the coursework in the course listed below to obtain credit.

Course Title:	Course Number:	Credits Attempted:	5
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- Scheduled Student / Teacher Meeting: I will meet weekly on: M T W Th F Time: _____
Location/Room: _____ Telephone: _____

in order to receive instruction to complete assignments, discuss progress, take quizzes, tests, and to receive additional course work. These meetings may be held in one-on-one settings or in small groups.

- I will submit my completed assigned work by the assigned due date and receive new assignments and directions.
- An evaluation by my teacher will be required if I do not meet the terms and conditions of this agreement and if I:
 - 1) fail to turn in my assignments within four (4) weeks, and /or
 - 2) fail to complete two (2) consecutive assignments.
- I will attempt at least fifteen (15) hours of coursework per week in order to meet the requirements of this class.
- I will notify my Adult Independent Study teacher if I am unable to keep an appointment and will reschedule the appointment within a week.
- My continued enrollment in Adult Independent Study will be based upon my compliance with all the terms and conditions of this Master Agreement.
- I will return all books and materials to the instructional lab upon completion of assignments or termination from class.

THE UNDERSIGNED ACKNOWLEDGES THAT I (WE) HAVE READ THE TERMS OF THIS MASTER AGREEMENT AND HEREBY AGREE TO ALL CONDITIONS SET FORTH HEREIN.

STUDENT: _____

DATE: _____

SUPERVISING TEACHER: _____

DATE: _____

PARENT/GUARDIAN/CAREGIVER: _____
(If student is under 18 years of age)

DATE: _____

OTHER: _____

DATE: _____



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ATTACHMENT F

SUPERVISING TEACHER'S FINAL ASSESSMENT (COMPLETE SECTION A OR B)	
<p>A. I certify that the student has completed the course listed above:</p> <p>GRADE: _____</p> <p>CREDITS EARNED: _____</p>	<p>B. I certify that the student did not complete the course listed above:</p> <p>LACK OF INTEREST <input type="checkbox"/></p> <p>CONTINUING IN NEXT AIS TERM <input type="checkbox"/></p>

Supervising Teacher: _____ Termination Date: _____