



RESCUE UNION SCHOOL DISTRICT

"Educating for the Future Together"

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RUSD MASTER AGREEMENT FOR LONG-TERM INDEPENDENT STUDY (LTIS)

2023-2024 School Year

The LTIS Master Agreement outlines the course of study for each LTIS student (Education Code §51747(c)). In this program, students will be assigned a full day's worth of work that is comparable to the core curriculum assignments in the regular school of attendance (TK = 200 minutes and K-8th grade = 300 minutes). This document details the enrollment, participation, and other requirements for students and families who are interested in the LTIS program. The Master Agreement must be signed within thirty days of the student commencing LTIS.

Assembly Bill 181 allows independent study participation for students whose health would be put at risk by in-person instruction, as determined by the parent or guardian. (EC § 51745 (a)(5))

In accordance with AB 130, and subsequently AB 181, RUSD is offering a LTIS program that includes synchronous instruction with a RUSD teacher. RUSD will provide limited synchronous instructional guidance each day either by grade level or in a mixed grade-level format. This is intended to allow students to ask questions and get guidance from a RUSD LTIS teacher on their independent work packets. Parents, guardians and caregivers will provide instruction as needed. Participation in the LTIS program requires:

- Attendance in the synchronous learning sessions
- Completion of work packets/activities

If you would like to know more about LTIS, or have questions, please contact Jennifer Lawson, Coordinator of Multi-Tiered Systems of Support at jlawson@rescueusd.org.

Independent Study Defined:

Independent Study (IS) is an alternative way of learning. RUSD offers two types of Independent Study:

- Short-Term Independent Study (STIS):
 - students missing in-person school for 3-14 consecutive days
 - typically provided for an emergency, vacation, or illness
 - teacher created work packets for a student to independently complete
 - no teacher contact or support
 - click [here](#) to access the STIS Master Agreement
- Long-Term Independent Study (LTIS):
 - students missing in-person school for 15 days or longer
 - Per Assembly Bill 130, and subsequently AB 181, this is for "...a pupil whose health would be put at risk by in-person instruction..."
 - designated LTIS credentialed teacher provides the student with work
 - student participates in a daily Zoom class with their peers
 - students work independently with the parent, guardian, or caregiver serving as the primary instructor
 - students attend 30 minute weekly in-person meetings with LTIS teacher
 - students are taught using the state standards and district curriculum that is substantially equivalent to in-person learning

RUSD strongly encourages that students considering LTIS possess:

- o a foundation of basic, grade-level academic skills;
- o personal motivation and a commitment to learning;
- o solid organizational skills and an ability to participate in self-directed learning; and
- o parents, guardians and/or caregivers support as a learning coach

Special Education students may only participate in LTIS if:

- an IEP meeting is held and the IEP team believes it is an appropriate offer of Free and Appropriate Public Education (FAPE) and
- the student can make progress on IEP goals through independent study. (Education Code Section [EC §] 51745[c]).

Tiered Re-Engagement:

- If a student is not attending and/or completing work, the district will engage student and family in tiered re-engagement strategies. (EC §51747[d])
 - o Attendance:
 - If a student is not attending synchronous daily learning sessions, it is viewed as an absence, and the district will engage the student and family in tiered re-engagement strategies.
 - Students not generating attendance for more than 10% of instructional time over four weeks:
 - Students not attending 10% or more of assigned instructional will trigger additional tiered-re engagement strategies (EC §51747[d])
 - Local programs intended to address chronic absenteeism will be utilized, if available, in addition to the existing tiered reengagement procedures.
 - o Participation
 - Students not participating in synchronous instructional offerings for more than 50 percent of the scheduled times for such instruction in a school month:
 - Students not participating 50% or more of scheduled synchronous instruction will trigger a additional tiered-re engagement strategies (EC §51747[d])
 - o The student is in violation of the written agreement.
- The following are not required for students who participate in independent study due to necessary medical treatments or in-patient treatment for health care or substance abuse, if they are otherwise enrolled in regular classroom instruction and the LEA obtains proof of the need for medical care:
 - o Tiered reengagement strategies under Ed Code section 51747 (d);
 - o Daily synchronous instruction for grades TK-3 Ed Code section 51747 (e); and
 - o Plan to transition back to in-person instruction within five instructional days Ed Code section 51747 (f)
- Students who are enrolled in comprehensive schools and who are receiving specified clinical treatments are exempt from live interaction, synchronous instruction, tiered reengagement, and a transition plan (EC § 51747[i])

SCHOOL/STAFF RESPONSIBILITIES:

School staff will provide and/or adhere to the following guidelines:

Credentialed teacher(s) will provide the student with work weekly for the duration of the LTIS contract.

- Most work will be provided weekly through the Acellus program, but at times printed packets will be provided. If work outside of Acellus is assigned, it will be shared before noon.
- Method used to evaluate the pupil's work is the responsibility of the teacher or principal's designee. The objective will be to assess work for completion of assignments and student's achievement. The teacher evaluates the completed work, assigns daily attendance credit, and academic credit on a weekly basis.
- Teacher will assign standards based grades/credits on mid-trimester progress report and end of trimester report card. Daily work assignments and district adopted standard assessments will be given each trimester commensurate with in-person students.
- Teacher will take daily attendance and submit the weekly attendance/work completion template to the principal or designee.
- All parties agree that failure to complete this contract may result in the lowering of a grade.
- Teacher will provide each student with devices adequate to participate in the program and as needed assist students with internet connectivity.
- If a student is not performing at grade level, is in need of social-emotional assistance, or has poor attendance, support will be provided as needed utilizing the following tiered re-engagement process:
 - o individualized or small group intervention sessions with a teacher or instructional aide
 - o virtual counseling session/check in with the counselor of the normal school of enrollment
 - counselor to connect family with community resources and agencies
 - counselor to have at least one follow up session with student/family within two weeks of initial check-in
 - o English Learners will receive both designated and integrated English Language Development from the primary teacher and/or ELD Teacher
 - o Student Study Session meeting with teacher, site principal, and parent
 - o home visit by district administration
 - o After all the above interventions have been utilized, if the student is still not fulfilling the requirements outlined below under "Student Responsibilities" and throughout the LTIS Master Agreement, the Superintendent or designee will evaluate the appropriateness of LTIS for the student and may notify the student and his/her parent, guardian, or caretaker of his/her removal from the LTIS program and may offer a placement in the in-person learning program
- Any General Education student may participate, including students who may be homeless or have a 504 Plan (Education Code §51745). Those who qualify for Special Education will need their participation to be approved through an IEP meeting prior to starting in the LTIS program.
- All assigned work must be completed within one week of being assigned, unless otherwise stated by the teacher.
- The level of satisfactory educational progress will be monitored every six (6) weeks in alignment with our trimester progress reporting periods. Additionally, the Acellus program monitors the quality of student work and provides immediate feedback to the student and teacher when student work quality is in question.
- Once a student misses the equivalent to three days of independent study work in one trimester, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study and/or create an action plan for student success.
- All assignments will be aligned to California State Standards and student work and learning will be evaluated accordingly.

STUDENT RESPONSIBILITIES:

The student understands and/or agrees to:

- I understand that Long-Term Independent Study is an optional educational alternative in which no student may be required to participate
- I am entitled to textbooks, supplies, and work provided that is substantially equivalent to in-person learning by my supervising teacher.
- I will work independently with the parent, guardian or caregiver providing instruction as needed.
- I have the same rights as others students in my grade at Rescue Union School District.
- If I do not complete the required number of assignments given, RUSD re-engagement strategies will be implemented by school staff.
- If I do not complete work and/or attend daily synchronous learning sessions, I may not be able to continue on LTIS, or I may be ineligible for future IS contracts.
- I understand that if I have been suspended or expelled, pursuant to Education Code 48915 or 48917, I am unable to do Long-Term Independent Study unless the Superintendent or designee has offered an alternative to classroom instruction

PARENT/GUARDIAN RESPONSIBILITIES:

I understand that the major objective of LTIS is to provide a voluntary educational alternative for my son or daughter for a specific term of time. I agree to the above conditions listed under “Student” and also understand that:

- Learning objectives are consistent with and evaluated in the same manner that they would be if he or she were attending school during the period of LTIS.
- I understand that I will need to participate in a parent/guardian/caregiver-student-teacher conference prior to enrollment in LTIS.
- I will communicate with the teacher regarding my student’s needs daily; ensure my student attends and appropriately participates in daily live synchronous learning sessions; and will establish and maintain an environment at home that is conducive to learning.
- I am responsible for providing instruction to my student as needed and supervising my student’s participation and behavior while he or she is completing the assigned work and daily synchronous learning sessions and for ensuring the submission of all completed assignments necessary for evaluation by dates due.
- I am liable for the cost of replacement or repair of lost or damaged books, technological devices, and materials checked out to my student.

Process for Enrolling in LTIS:

1. Student must be a currently enrolled student in the Rescue Union School District. To register, please visit your child’s school of residence or the district office.
2. Parents, guardians or caregivers complete digital registration [here](https://docs.google.com/forms/d/e/1FAIpQLSdnxEIPjF1dmOI7SdfutVmUjmRuOCjJJdn6BpwalipRBV1tWQ/viewform?usp=sf_link) by Friday, August 4th at 2:00pm. If needed, please copy and paste this URL in your browser window:
https://docs.google.com/forms/d/e/1FAIpQLSdnxEIPjF1dmOI7SdfutVmUjmRuOCjJJdn6BpwalipRBV1tWQ/viewform?usp=sf_link
3. LTIS Master Agreement signed by parent/guardian, program coordinator, and program teacher. Before signing a written agreement for independent study, the parent or guardian may request a meeting regarding the placement in the independent study program. (EC § 51747 (h)(2))
 - 3a. For General Education students, the principal or designee conducts a conference with parent, guardian or caregiver(s), teacher(s), and student. Signature page to be completed at the conclusion of the LTIS Initial Parent/ Teacher Conference.

3b. For Special Education students, the principal or designee and case manager hold an Individual Education Plan (IEP) meeting. The IEP team must consider independent study placements for a special education student if requested by parents due to risks to the student's health of in-person instruction pursuant to Ed Code section 51745, subdivision (a)(6). The IEP team must make an individualized determination as to whether the student can be provided FAPE through independent study. A student's inability to work independently, need for adult support, or receipt of special education or related services shall not preclude the IEP team from making such a determination. (EC § 51745 (c))

Process for Dis-enrolling in LTIS and Returning to In-Person Learning:

1. Parent/Guardian/Caretaker notifies the LTIS teacher and the Coordinator of Multi-Tiered Systems of Support at least five days prior to requesting a return to in-person learning.
2. In-person site counselor schedules a transition meeting that will include:
 - a. the collection of any technology
 - b. a discussion about best practices, scheduling, & supports for in-person learning with the parent, guardian or caretaker, LTIS teacher, and student
 - c. connecting the parent with needed resources, such as obtaining bus transportation or food service assistance
3. Counselor works with the student service secretary on scheduling the student in Aeries and notifying in-person teacher/s of the start date.

Long-Term Independent Study (LTIS) Program Signature Page

Duration of Independent Study Agreement: Beginning Date _____ End Date _____

Student's Printed Name: _____

Student's Current Grade Level: _____ Student's Birth Date: _____

Student's School of Enrollment: _____

Student's Address: _____

Student's Signature: _____ Date: _____

Parent/Guardian/Caregiver Signature: _____ Date: _____

Supervising Teacher: _____ Date: _____

Principal: _____ Date: _____

Date of Enrollment Conference/IEP Meeting: _____

Note: For independent study programs scheduled for more than 14 school days, LEAs must obtain all applicable signatures for traditional and course-based independent study agreements before a student commences independent study.

For Special Education Students only:

IEP teams must consider independent study placements for a special education student if requested by parents due to risks to the student's health of in-person instruction pursuant to Ed Code section 51745, subdivision (a)(6). The IEP team must make an individualized determination as to whether the student can be provided Free and Appropriate Public Education (FAPE) through independent study. A student's inability to work independently, need for adult support, or receipt of special education or related services, shall not preclude the IEP team from making such a determination. (EC § 51745 (c))

The IEP team has made the determination that this Special Education student can receive a free appropriate public education through independent study (Education Code Section [EC §] 51745[c]).

This contract was approved by the IEP Team via an IEP amendment dated: _____

Special Education Case Manager's Signature*

Date

*The certificated employee with responsibility for the student's special education programming must be a signatory to the written agreement. (EC §§ 51747 (g)(9)(F) and 51749.6 (b)(1))

Note: For independent study programs scheduled for more than 14 school days, LEAs must obtain all applicable signatures for traditional and course-based independent study agreements before a student commences independent study.