

Independent Study

August 2021 Update

All Berkeley Public Schools will be open for in-person instruction this fall on August 16th.

Education omnibus trailer Assembly Bill 130, (AB130), provides our families the option to enroll their children in a remote instructional setting via the independent study option.

Today's presentation will cover the changes in our Independent Study offerings in response to the new changes.



Alternative Program Options are Available:

Home and
Hospital

Virtual
Learning
K-5

In-person
Independent
Study K-12

Berkeley
Technology
Academy
10-12



Home and Hospital Instruction (HHI)

- Services provided 1:1
 - Remote or in-person at your home
 - Adult must be present with student at all times
- Services provided 1 hour per day typically, up to 5 hours a week
- Secondary students may have multiple teachers by subject
- Attendance is required
- Participation is required
- Medical or Psychiatric Doctor's note is required
- Available for students with disabilities if required by IEP or Section 504 Plan.

Please work with your child's home school counselor or contact
bis@berkeley.net for more information

The Goal of Independent Study

**Increase academic rigor during the
Independent Study process**

**Changes
in AB130**

Rigor is determined by the intellectual
challenge

Assembly Bill 130 Requires:

Grade Span	Current Independent Study	New Daily Live Interaction Requirement	New Synchronous Instruction Requirement
TK-3rd grade	Biweekly Parent/Teacher/Student meetings	Daily	Daily
4-8th grade	Biweekly Parent/Teacher/Student Meetings	Daily	Weekly
9-12th grade	Weekly Teacher/Student Meetings	Require daily participation	Weekly

Berkeley Independent Study

Assisted Home School	High School	New Virtual Academy
K-8 Parent as the main teacher 25 hours a week 90 min a week with BIS coach/teacher	9-12 A program of BHS 3 classes a quarter A-G offerings Some students take 1-2 classes at BHS	K-5 3 combo classes K-1 2-3 4-5

BUSD families interested Virtual Learning

- 750 Survey last spring (250 responded)
 - 56 families interested in a virtual academy
 - ½ personal and ½ medical reasons
- Independent Study Townhall 80 plus participants
- Attended orientations in August:

Grade	Number
K-1	13
2-3	17
4-5	16
6-8	22
9-12	32

K-5 Virtual Academy

- 9:00 a.m. - 2:45 p.m. M, T, TH, F; W 9am-11am
- Hour a day of grade level math (synchronous /asynchronous)
- 30 min chunks of time away from the screen for asynchronous work and breaks
- Time built into the day for small group instruction
- K done by 12:45 p.m.
- Students do asynchronous assignments in Google Classroom/SeeSaw & reading time on Wednesday afternoons. Teachers have prep time, IEP Meetings, family contact, & Professional Development.

2021-22 Independent Study Schedule, K-5

Draft Schedule - Pending Negotiated MOU

Independent Study Virtual Academy Draft Schedule 2021 - 2022 K-5 7/20/21					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m. - 9:30 a.m.	Whole Group Meeting	Whole Group Meeting	Whole Group Meeting	Whole Group Meeting	Whole Group Meeting
9:30 a.m. - 10:00 a.m.	Break	Break	Break	Break	Break
10:00 a.m. - 10:30 a.m.	small group math instruction K, 2, 4	small group math instruction K, 2, 4	Small group instruction	small group math instruction K, 2, 4	small group math instruction K, 2, 4
	asynchronous math 1,3, 5	asynchronous math 1,3, 5	Break	asynchronous math 1,3, 5	asynchronous math 1,3, 5
10:30 a.m. - 11:00 a.m.	Break		Small group instruction	Break	
11:00 a.m. - 11:30 a.m.	small group math Instruction 1,3,5	small group math Instruction 1,3,5	*asynchronous Assignments in Google Classroom/See Saw & Reading Time	small group math Instruction 1,3,5	small group math Instruction 1,3,5
	asynchronous math K,2,4	asynchronous math K,2,4		asynchronous math K,2,4	asynchronous math K,2,4
11:30 a.m. - 12:00p.m.	Lunch	Lunch		Lunch	Lunch

*
*

2021-22 Independent Study Schedule, K-5

Draft Schedule

12:00 p.m. -12:45 p.m. Kindergarten done at 12:45 MT, Th, F	Whole Group Meeting	Whole Group Meeting	*asynchronous Assignments in Google Classroom/See Saw & Reading Time	Whole Group Meeting	Whole Group Meeting
12:45p.m. - 1:15 p.m.	Break	Break		Break	Break
1:15 p.m. - 1:45 p.m.	Small group instruction	Small group instruction		Small group instruction	Small group instruction
1:45pm-2:15pm	Break	Break		Break	Break
2:15p.m. - 2:45 p.m.	Small group instruction	Small group instruction		Small group instruction	Small group instruction

*51747(e) Daily Synchronous Instruction

**Suggested

Instructional Requirements

Requirement	Details	New Ed. Code
Live interaction and synchronous instruction	<ul style="list-style-type: none"> Grades TK-3: Daily synchronous instruction for all students Grades 4-8: Both daily live interaction & weekly synchronous instruction Grades 9-12: Weekly synchronous instruction 	Ed. Code 51747(e)
Course access provisions	<ul style="list-style-type: none"> Content must be aligned to grade level standards Instruction must be provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction High Schools: Must include access to all courses offered by the LEA for graduation and approved A-G courses 	Ed. Code 51747(c)

Tiered Re-engagement



Your **adopted written policies** must include procedures for tiered re-engagement strategies for:

- Pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week
- Pupils who are in violation of the written agreement

These procedures shall include, but are not limited to, all of the following:

1. **Verification of current contact information** for each enrolled pupil
2. **Notification** to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. **A plan for outreach** from the school to determine pupil needs, including connection with health and social services as necessary
4. A clear standard for requiring a **pupil-parent-educator conference** to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being

[Ed. Code 51747.\(d\)](#)

Written Board Policy Required

Local education agency will **not** receive apportionments for independent study by pupils, regardless of age, unless it has adopted written policies and has implemented those policies ([Ed Code 51747](#))

Must Include Plans For:

1. Maximum time lapse between work assignment and completion
2. Satisfactory progress and programming in the best interest of the student
3. Instructional content quality
4. Tiered Re-engagement Strategies
5. Synchronous instruction and live interaction
6. Transition to in-person instruction
7. Notification of Independent Study
8. Written Agreement
9. 15 day or less independent study exclusions
10. Verification of policy adoption and noncompliance
11. No waiver provision

Board Policy

Policy Topic	Details	New Ed. Code
Instructional Content Quality	<ul style="list-style-type: none">Provision of content aligned to grade-level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction	Ed. Code 51741 (c)
Tiered Re-engagement Strategies	<ul style="list-style-type: none">Procedures for tiered re-engagement strategies for all pupils who are not generating attendance for more than three schooldays or 60% of the instructional days in a school week or who are in violation of the written agreement	Ed. Code 51741 (d)

Considerations for Student Groups

Details	New Ed. Code
An individual with exceptional needs shall not participate in independent study, unless the pupil's individualized education plan specifically provides for that participation	Ed. Code 51745.5(c)
A statement in the written agreement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as, English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan, pupils in foster care or experiencing homelessness , and pupils requiring mental health supports.	Ed. Code 51747.7

Transferring In or Out

- Families voluntarily choose BIS
- Students whose families wish to transfer from independent study expeditiously, and, in no case later, than five instructional days. (Education Code 51747)
- Our goal is to return students to previous school. That is not always possible because a space is not saved for students. If other students enroll in that school, it is possible that there will not be a space open. Admissions does make every effort to do that.

Communication and Community Engagement

Policy Topic	Details	New Ed. Code
Community Engagement & Communication	<ul style="list-style-type: none">• Post notice about IS on LEA Website, including but not limited to:<ul style="list-style-type: none">→ Right to request pupil-parent-educator conference→ Rights re: procedures for enrolling, disenrolling, and re-enrolling→ Synchronous and asynchronous instructional time• Provide translations if 15% or more of the student population speaks a primary language other than English• If requested by the parents/guardians, hold pupil-parent-educator conference	<u>Ed. Code 51747 (h)</u>

Bi-Weekly Reporting to CCEE

LEAs report to CCEE on or before 2nd and 4th Monday of each month, on a form created by CCEE:

**New Ed.
Code**

- # of pupils enrolled by site
- # of employees who work on-site, by site
- Independent Study (IS)
 - # of pupils opted into IS
 - How LEA is meeting daily or weekly synchronous requirement
 - Actions taken to encourage transition
 - Expanded learning opportunities provided
 - How the school is addressing mental health and wellness needs of pupils
 - Academic supports and interventions
 - Enrichment opportunities
 - Safety protocols

**Data
Included**

[Ed. Code
51741 \(h\)](#)

Required Record-Keeping

LEA Requirements

- **Written Interim Pupil Record** of any evaluation of level of satisfactory educational progress and number of missed assignments
 - Maintain for three years
 - If pupil transfer, forward to another California public school
- **Pupil participation** in live interaction and synchronous instruction on each school day.
- **Grade Book or Summary Document**
 - Written or computer-based evidence of pupil engagement that includes for each class, lists all assignments, assessments, and associated grades
- **California Longitudinal Pupil Achievement Data System**
 - Entry in required field for the collection of the number of pupils participating in independent study for 15 or more schooldays

To Learn More

Join us at an orientation for any of our Independent Study programs. Sign up at:

<https://berkeleyindependentstudy.wordpress.com/>

Questions

