

## **ELIGIBILITY REQUIREMENTS**

To be designated as a self-directed learner, all students must meet the following criteria:

1. Demonstrate mastery of content knowledge through grades, assessments, or mastery-based learning rubrics.
2. Demonstrate timeliness for completing assignments, self-motivation, ability to establish goals, and reaching age-appropriate outcomes.
3. For students in grade 5 and above, students must also demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems.
4. For students in grade 8 and above, students must also demonstrate an informed choice of postsecondary career and education goals by:
  - (a) Completing and updating a student learning plan as defined in Idaho Code §33-1001(30);
  - (b) Supplementing their student learning plan, as applicable, with extended learning opportunities as set forth in district policy 623, courses and examinations funded through the Advanced Opportunities program (district policy 633), or any other credits or programs permitted by Idaho law or district policy, including credit by examination as set forth in district policy 622; and
  - (c) Identifying and writing down (whether in the student learning plan or otherwise) personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals.

## **APPLICATION PROCESS**

To be designated as a self-directed learner, a written request must be made to the building principal or designee on an annual basis. The request may be initiated by the student, their parent/guardian or one of the student's teachers. The application must be signed by the student, their parent/guardian if the student is under 18 years of age, and at least one of the student's teachers. The request must include the following:

1. Permission of the student's parent/guardian, if the student is under 18 years of age.
2. An explanation of why the student should be designated a self-directed learner. This may include a discussion of the student's autonomy, self-discipline, self-motivation, ability to establish goals, ability to communicate effectively, timeliness in turning in assignments, ability to accept constructive feedback, and ability to engage in self-evaluation and self-

reflection. At least one of the student's teachers must attest to the fact that the student demonstrates these qualities on the student's application.

3. An explanation of how a self-learner designation will help the student in meeting their goals and in mastering grade-level content. For students in grade 8 and above, this explanation must include how flexible learning will further the student's progress toward identified postsecondary career and education goals, as well as a description written by the student of their personal life goals and how attending specific classes will lead to fulfillment of those personal life goals.
4. If exemption from standard attendance and instruction requirements are sought, a description of the exemptions sought and an explanation of the reasons how such exemption will aid the student in reaching their goals and mastering grade-level content. If the student proposes to be absent from the classroom for part or all of the school day, the application must describe who will supervise the student.
5. A statement of the student's willingness to enter into a learning contract with their teacher(s) and parent/guardian that identifies the following:
  - (a) Goals for units of study;
  - (b) Structure and sequence of activities;
  - (c) Timeline for completion of activities;
  - (d) Details about resource materials for each goal;
  - (e) Details about grading procedures;
  - (f) Feedback and evaluation as each goal is completed;
  - (g) Meeting plan with the supervising teacher; and
  - (h) Agreement of unit policy, such as a policy on late assignments.
6. [Identify other district application requirements.]

The application must be submitted at least \_\_\_ days prior to the beginning of the school year for which the student requests the self-learner designation. The deadline may be waived at the discretion of the building principal or designee.

The application will be reviewed by the building principal or designee and any other staff they deem appropriate. The review team will consult the student's records and/or student portfolio, as appropriate, to confirm whether the student meets the eligibility criteria. A decision will be made within \_\_\_\_\_ days of receipt of the application. The student will be notified in writing of the status of the application. Denial of an application does not preclude a student from later applying for self-directed learner status following the procedure outlined herein.

The superintendent or designee will establish assessment standards for purposes of determining whether students satisfy the application criteria above. Such standards may include some or all of the following:

1. Minimum student GPA of 2.5 and/or achievement of a minimum grade for some or all classes, including grades of at least 70% in each core subject area;
2. Scores on specified assessments;
3. Portfolio of student work;
4. Teacher reports of student work and assessment of whether the student satisfies the application criteria.

### **MONITORING OF SELF-DIRECTED LEARNERS**

Upon approval of a student's self-directed learner application, the building principal or designee will designate a supervising teacher or teachers to supervise the student's educational program. The supervising teacher is responsible for supporting the student, developing a learning plan in consultation with the student and parent/guardian, and monitoring student compliance with the learning plan and self-directed learning criteria.

The student, their parent/guardian, and supervising teacher(s) will enter into a learning plan that includes the items in paragraph 5(a) through (h) above. The learning plan will be signed by all parties.

In addition to compliance with the requirements of the learning plan, students designated as self-directed learners will be required to meet the following criteria in order to maintain such status:

1. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary career and education goals (if the student is in grade 8 or above), or other measures of student learning as agreed to in the learning plan; and
2. Compliance with all district policies relating to student conduct, except for any from which the student has been specifically exempted as part of the learning plan.

### **TERMINATION OF SELF-DIRECTED LEARNER STATUS**

Self-directed learner status may be discontinued at the request of a parent/guardian or a student, with the permission of a parent/guardian if the student is under 18 years of age. Discontinuation of self-directed learner status may only occur at the end of a semester.

A teacher may also request discontinuation of self-directed learner status by notifying the building principal or designee in writing that the student:

1. Has failed to meet the requirements of the learning plan and these procedures; or
2. Has failed to complete assignments on time.

The teacher's request must include information on (i) what specific requirements of the learning plan the student has failed to meet; and (ii) the time period provided to the student to cure the failures to meet requirements of the learning plan or to complete assignments on time.

The building principal or designee shall terminate the student’s self-directed learner status upon receipt of a teacher’s recommendation.



**LEGAL REFERENCE:**

Idaho Code Sections

33-512D – Self-Directed Learner Designation

33-1001(30) – Definitions (Student Learning Plan)

**ADOPTED:** November 15, 2022

**AMENDED:**