



Board Agenda Item #	IV A: Action Item
Date:	August 10, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer David Yilmaz, Chief Accountability Officer
RE:	Approval of MPS Independent Study Policy and Written Agreement

Proposed Board Recommendation

Staff recommends that the MPS Board approves the revised Independent Study Policy and Written Agreement for all Magnolia Science Academy schools.

Background

Assembly Bill [AB-130](#), the education finance omnibus budget trailer bill, was chaptered on July 9, 2021, as an urgency measure, and went into effect immediately. This legislation impacts several areas of school services, including Independent Study (IS), which has historically been offered by a district when a student would be out of the classroom only temporarily. This legislation, *applicable to the 2021-2022 school year only*, allows students to participate in IS when in-person instruction would put the student’s health at risk, as determined by the student’s parent or legal guardian.

Independent Study (IS) is an LEA **operated program not a school**. All eligible students can attend. Schools cannot force any students to attend or provide different curricular offerings. IS is a program that delivers an LEA’s existing curriculum virtually and/or in-person through a hybrid model and allows LEAs to claim student attendance for funding purposes.

The education trailer Bill [AB-130](#), revises the existing the current IS laws and authorizes LEAs for

- independent study for a pupil whose **health would be put at risk by in-person instruction, as determined by the parent or guardian,**
- require a charter school to adopt and implement **written policies related to independent study** to be eligible to receive apportionments for independent study by pupils,
- impose **additional requirements for the contents of the required written agreement,** authorize a written agreement to be signed using an electronic signature, and
- impose certain **audit requirements.**

The new IS requirements include *(please see the definitions of Live and Synchronous instructions below);*

- **Curriculum, instructional minutes, and student-to-teacher ratios** must be **equivalent to what is offered in-person**
- **Access to technology and Wi-Fi** must be made available for all students
- Plans to monitor and keep a record of **daily participation,** which could include online activities, live instruction or completing assignments without teacher supervision
- Plans to **support English learners,** students in **foster care or other high-needs groups**
- **Meals** must be available for students in distance learning if they qualify for free or reduced-price lunches
- **Plans to transition students who wish to return to in-person instruction** in no less than five instructional days
- **Strategies to re-engage students** who are absent for several days
- **Regular communication** between caregivers, teachers and students regarding a student’s academic progress
- For high schools, access to all **courses offered for graduation and approved by the University of California or the California State University**

Grade Level Synchronous Instruction Requirements

1. For pupils in transitional **kindergarten and grades 1 to 3,** inclusive, a plan to provide **opportunities for daily synchronous instruction** for all pupils throughout the school year.
2. For pupils in **grades 4 to 8,** inclusive, a plan to provide opportunities for **both daily live interaction and at least weekly synchronous instruction** for all pupils throughout the school year.
3. For pupils in **grades 9 to 12,** inclusive, a plan to provide **opportunities for at least weekly synchronous instruction** for all pupils throughout the school year.

“Live interaction” means interaction between the pupil and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.

Highlight of the new Independent Study (IS) Program requirements

- LEAs must adopt written policies and implement those policies to be eligible to receive apportionments for independent study (IS)
- For the 2021–22 school year only, school districts and county offices of education shall notify the parents and guardians of all enrolled pupils of their options to enroll their child in in-person instruction or IS during the 2021–22 school year.
- Before signing a written agreement, and upon the request of the parent/guardian of a pupil, the local educational agency shall conduct a pupil-parent-educator conference.
- A current written agreement for each IS pupil shall be maintained on file
- Obtain a signed written agreement within 30 days of first instruction. Electronic signatures, in a format determined by the CDE, are acceptable.
- Confirmation that the pupil has internet connectivity, otherwise the LEA will need to provide adequate connectivity or devices to the pupil
- All: Courses must be certified annually; Instructional content aligned to grade level standards at a level of rigor, educational quality and intellectual challenge substantially equivalent to in-person instruction
- An individual with exceptional needs, shall not participate in independent study, unless the pupil’s IEP specifically provides for that participation.
- Grades TK-3: Must provide opportunities for daily synchronous instruction
- Grades 4-8: Must provide opportunities for both daily live interaction and at least weekly synchronous instruction
- Grades 9-12: Access to all courses offered by the LEA for graduation and approved as creditable under the A-G admissions criteria. Must provide opportunities for synchronous instruction at least weekly.
- Credentialing: Each IS pupil shall be under the general supervision of an employee with a valid certification or emergency credential
- Staffing Ratios: Student-to-teacher ratios must not exceed the equivalent ratio seen in other educational options (i.e., in-person, classroom instruction)
- Academic and other support 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, pupils with an IEP or 504, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- Must have tiered re-engagement procedures for students who are not in attendance for more than three school days or 60% of instructional days in a school week, or who are in violation of the written IS agreement
- A plan to promptly transition pupils back into in-person instruction within five instructional days of a parent or guardian’s request to do so.
- The LEA shall document each pupil’s participation in live interaction and synchronous instruction on each school day, as applicable, for which IS is provided. A pupil who does not participate in IS on a school day shall be documented as non-participatory (absent) for that school day.
- The LEA shall maintain written or computer-based evidence of pupil engagement.

- Commencing in 2021-22, K-12 LEA Audit Guide will include compliance reviews of: LEA written policies, verification of staffing ratios, teacher credentialing and pupil engagement records.
- Commencing with the 2021–22 school year, the department shall include a required field in CALPADS for the collection of the number of pupils participating in IS for 15 or more schooldays.
- LEAs must report to the CCEE, bimonthly, the number of pupils who have opted into IS provided by the LEA; how the LEA is meeting the daily or weekly synchronous requirement for pupils described in clause; and actions the LEA is taking to encourage the transition of the pupils to in-person instruction.

Budget Implication: Parents of students with health conditions have only this option for continuous education. Our preliminary surveys indicate about 10% of our students will be receiving IS. The IS programs require additional certified and classified staff to run the programs. On top of the recent board approved budget revenues, additional concentration grants are expected for schools with high unduplicated counts. Pending final unduplicated counts, additional funds for each school (except MSA-SD) range from \$30K to \$400K. This funding will be used for IS staffing purposes. Please note that MSA-SD with the lowest unduplicated count has the lowest interest from parents for the IS programs.

Attachments

Revised MPS Independent Study Policy (redline) Pg. 5

Revised MPS Independent Study Policy (clean) Pg. 14

MAGNOLIA PUBLIC SCHOOLS (MPS) INDEPENDENT STUDY POLICY

Magnolia Public Schools ("MPS") may offer independent study to meet the educational needs of pupils enrolled in any MPS school site. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core and standards-based curriculum. MPS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

For the 2021–22 school year only, the following written policies have been adopted by the Governing Board of MPS for implementation at each MPS school site:

- 1. Independent Study is an optional program. Curriculum and instructional minutes are equivalent to what is offered in-person. MPS Independent study programs include the following plan in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For students in transitional kindergarten and grades 1 to 5, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: Each school will designate synchronous learning minutes for the Independent Study students in grades TK-5 to remotely join to the instruction alongside with their in-person classmates. The instructional minutes will be at least 60 minutes. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.

- b. For students in grades 6 to 12, inclusive, a plan to provide opportunities for both daily live interaction between the pupil and a certificated or non-certificated employee of the school and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: Each school will provide both daily live interaction and at least 60 minutes of weekly synchronous instruction. The synchronous instruction will be provided remotely by the teacher of record. Magnolia schools will use approved online course providers or classroom teachers for the instruction. Daily live interaction will be made in the form of internet or telephonic communication. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.

Independent study teachers are appropriately credentialed and have demonstrated subject matter competence in all core academic subjects they teach. MPS shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the MPS school for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

- 2. Daily attendance, progress monitoring, engagement, re-engagement, notification and communication protocols will be in place.

- 3. All eligible students whose health would be put at risk by in-person instruction can participate in independent study at MPS. Parents determine the eligibility.

- 4. Participation in independent study shall be limited to staffing capacity and shall be maintained to be lower than 20% or a percentage lower than 20% as determined by each school site of the attendance at each campus. Should interest in independent study exceed capacity, participation shall be determined on a first come, first

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"Synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.

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served basis. Priority for independent study shall be provided to those students with written documentation from a physician that student is unable to attend that states that a student cannot safely attend school in-person even with appropriate safety measures as required by the local, state, and federal departments of health.

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5. Parents and students will attend a conference meeting with the school administrations to discuss educational options. During the conference or school meeting, attendees may ask questions about the educational options including curriculum offerings and non-academic support available to the student prior to executing an agreement for independent study.

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6. A written agreement will be made between the student, assigned supervising teacher, parent/guardian/caregiver and school.

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7. Schools will provide access to technology (Chrome Books) and Wi-Fi (hot-spots) for all students.

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8. Schools will have plans to support English learners, Students with Disabilities, students in foster care, student experiencing homelessness and other high-needs groups.

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9. Schools will have plans in place to monitor and record academic progress.

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10. There will be regular communication between caregivers, teachers, and students regarding a student's academic progress.

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11. For those families who are interested in transitioning back to in-person instruction, there will be opportunities and plans in place to return the student to in-person instruction expeditiously, and, in no case, later than five instructional days.

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Transition plan to In-person Instruction include

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a. Parents submit a written request for their child to be unenrolled from the IS program and enrolled to the in-person instruction.

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b. A parent-student-educator meeting is held where all course work and grades are matched with in-person instruction.

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c. All in-person instruction teachers provide transitional assistance to the students transitioning from the IS program.

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d. Student completes the required transitional work.

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e. Student's academic progress are monitored by school admin teams and counselors as applicable.

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12. Parents/guardians/caregivers play a significant role as knowledgeable teaching assistants.

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13. For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be Five (5) school days.

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14. The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

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a. When any pupil fails to complete five (5) assignments during any period of five (5) school days.

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- b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's MTSS or SST policy and protocol which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
 - c. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
15. MPS has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:
- a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within three school days of the absence or lack of participation;
 - c. Outreach from MPS to determine pupil needs including connection with health and social services as necessary;
 - d. When the evaluation described above under paragraph 13.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
16. For students participating in an independent study program for fewer than 15 schooldays in a school year, the following shall not apply:
- a. The plan for synchronous instruction and live interaction pursuant to Paragraph 1
 - b. The plan to transition pupils whose families express a wish to return to in-person instruction pursuant to Paragraph 11.
 - c. Tiered re-engagement strategies pursuant to Paragraph 15
17. A current written master agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

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- a. The manner, time, frequency, and place for submitting a pupil's assignments, ~~for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.~~
 - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel that will be made available to the pupil. ~~These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.~~
 - d. A statement of the policies adopted ~~pursuant to Education Code Section 51747, subdivisions (a) and (b)~~ regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, ~~the level of satisfactory educational progress,~~ and the number of missed assignments allowed ~~before~~ an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including ~~the~~ beginning and ending dates for the pupil's participation in independent study under the agreement. Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. ~~A statement 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 pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.~~
 - h. ~~The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.~~
 - i. ~~Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.~~
18. MPS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder.
- ~~The Chief Executive Officer~~ may establish regulations to implement these policies in accordance with the law.

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RAD - do they plan to include flexibility for short term options? If so, include footnotes from template as well.

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MAGNOLIA PUBLIC SCHOOLS (MPS) INDEPENDENT STUDY POLICY

Magnolia Public Schools (“MPS”) may offer independent study to meet the educational needs of pupils enrolled in any MPS school site. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core and standards-based curriculum. MPS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

For the 2021–22 school year only, the following written policies have been adopted by the Governing Board of MPS for implementation at each MPS school site:

1. Independent Study is an optional program. Curriculum and instructional minutes are equivalent to what is offered in-person. MPS Independent study programs include the following plan in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For students in transitional kindergarten and grades 1 to 5, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil’s assigned supervising teacher shall be as follows: Each school will designate synchronous learning minutes for the Independent Study students in grades TK-5 to remotely join to the instruction alongside with their in-person classmates. The instructional minutes will be at least 60 minutes. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.
 - b. For students in grades 6 to 12, inclusive, a plan to provide opportunities for both daily live interaction between the pupil and a certificated or non-certificated employee of the school and at least weekly synchronous instruction for all pupils throughout the school year by each pupil’s assigned supervising teacher shall be as follows: Each school will provide both daily live interaction and at least 60 minutes of weekly synchronous instruction. The synchronous instruction will be provided remotely by the teacher of record. Magnolia schools will use approved online course providers or classroom teachers for the instruction. Daily live interaction will be made in the form of internet or telephonic communication. Structured lessons or office hours and academic support will be in place. Schools may provide individual and small group instruction.

Independent study teachers are appropriately credentialed and have demonstrated subject matter competence in all core academic subjects they teach. MPS shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the MPS school for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

2. Daily attendance, progress monitoring, engagement, re-engagement, notification and communication protocols will be in place.
3. All eligible students whose health would be put at risk by in-person instruction can participate in independent study at MPS. Parents determine the eligibility.
4. Participation in independent study shall be limited to staffing capacity and shall be maintained to be lower than 20% or a percentage lower than 20% as determined by each school site of the attendance at each campus. Should interest in independent study exceed capacity, participation shall be determined on a first come, first

served basis. Priority for independent study shall be provided to those students with written documentation from a physician that student is unable to attend that states that a student cannot safely attend school in-person even with appropriate safety measures as required by the local, state, and federal departments of health.

5. Parents and students will attend a conference meeting with the school administrations to discuss educational options. During the conference or school meeting, attendees may ask questions about the educational options including curriculum offerings and non-academic support available to the student prior to executing an agreement for independent study.
6. A written agreement will be made between the student, assigned supervising teacher, parent/guardian/caregiver and school.
7. Schools will provide access to technology (Chrome Books) and Wi-Fi (hot-spots) for all students.
8. Schools will have plans to support English learners, Students with Disabilities, students in foster care, student experiencing homelessness and other high-needs groups.
9. Schools will have plans in place to monitor and record academic progress.
10. There will be regular communication between caregivers, teachers, and students regarding a student's academic progress.
11. For those families who are interested in transitioning back to in-person instruction, there will be opportunities and plans in place to return the student to in-person instruction expeditiously, and, in no case, later than five instructional days.

Transition plan to In-person Instruction include

- a. Parents submit a written request for their child to be unenrolled from the IS program and enrolled to the in-person instruction.
 - b. A parent-student-educator meeting is held where all course work and grades are matched with in-person instruction.
 - c. All in-person instruction teachers provide transitional assistance to the students transitioning from the IS program.
 - d. Student completes the required transitional work.
 - e. Student's academic progress are monitored by school admin teams and counselors as applicable.
12. Parents/guardians/caregivers play a significant role as knowledgeable teaching assistants.
 13. For pupils in all grade levels and programs offered by MPS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be Five (5) school days.
 14. The Principal of each MPS school site, or his or her designee, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete five (3) assignments during any period of five (5) school days.

- b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s MTSS or SST policy and protocol which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
 - c. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
15. MPS has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:
- a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within three school days of the absence or lack of participation;
 - c. Outreach from MPS to determine pupil needs including connection with health and social services as necessary;
 - d. When the evaluation described above under paragraph 13.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil’s written agreement and reconsider the independent study program’s impact on the pupil’s achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil’s written independent study agreement.
16. For students participating in an independent study program for fewer than 15 schooldays in a school year, the following shall not apply:
- a. The plan for synchronous instruction and live interaction pursuant to Paragraph 1
 - b. The plan to transition pupils whose families express a wish to return to in-person instruction pursuant to Paragraph 11.
 - c. Tiered re-engagement strategies pursuant to Paragraph 15
17. A current written master agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. Students with a legitimate need for an extended absence of five (5) or more days can enroll in independent study. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement 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 pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - i. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
18. MPS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted thereunder

The Chief Executive Officer may establish regulations to implement these policies in accordance with the law.