



Board Agenda Item #	IV B: Action Item
Date:	October 14, 2021
To:	Magnolia Public Schools – Board of Directors
From:	Alfredo Rubalcava, Chief Executive Officer
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of Revised MPS Independent Study Policy

**Proposed Board Recommendation**

Staff recommends that the Board approves the revised Independent Study Policy for Magnolia Public Schools.

**Background**

Approved by the Governor on September 23, 2021. [AB-167 Education finance: Education omnibus budget trailer bill](#) further clarifies [AB 130 IS](#) requirements for LEAs. Specific to our Independent Study Policy and programs, the bill revises the following Ed Codes;

Education Code Section	Summary of Revision
<p><b>41422</b></p>	<ul style="list-style-type: none"> <li>• Protects a charter school that is unable to offer 175 days of instruction due to COVID-related staffing shortages, after consultation with the County Office of Education and Superintendent of Public Instruction that all alternative staffing options have been exhausted.</li> <li>• Does not apply protections to charter schools for failure to offer 175 days for other COVID-related closures (other than staffing shortages) and instead provides credit for instructional days and minutes that had been scheduled for in-person instruction provided that instruction was instead offered through legally compliant independent study.</li> </ul>

<p><b>46392</b></p>	<ul style="list-style-type: none"> <li>● Provides for emergency apportionment protection for charter school closures related to staffing shortages related to COVID-19 under specified conditions which includes consultation with the county office of education and the Superintendent of Public Instruction and exhaustion of all options for obtaining staff coverage.</li> <li>● Prohibits emergency apportionment for other COVID-related quarantines or closures from September 1, 2021 – June 30, 2022, with the exception of a material loss of attendance for pupils with IEPs whose IEP does not provide for participation in independent study.</li> </ul>
<p><b>46393</b></p>	<ul style="list-style-type: none"> <li>● Requires an LEA to certify that it has a plan for independent study when making an affidavit supporting a request for any emergency apportionment for events occurring after September 1, 2021, that resulted in a school closure or material decrease in attendance (i.e. COVID related staffing shortage, or other emergencies such as fire, flood, earthquake, etc.).</li> <li>● Under these circumstances, independent study must be offered within 10 days of the first day of school closure or material decrease in attendance.</li> <li>● Under these circumstances, pupils with exceptional need must receive the services identified in their IEP pursuant to the “emergency provisions” of their IEPs (pursuant to Section 56345(a)(9)) and are authorized to participate in an independent study program.</li> </ul>
<p><b>49066.5</b></p>	<ul style="list-style-type: none"> <li>● An LEA <u>must</u> accept a grade change request for a 2020-21 high school course to pass/no pass as long as the application is received by October 1, 2021, and <u>may accept</u> the grade change request after October 1, 2021.</li> </ul>
<p><b>51226.9</b></p>	<ul style="list-style-type: none"> <li>● Provides for the adoption of a model curriculum related to native American studies by September 1, 2025.</li> <li>● Beginning in the year following the completion of the model curriculum, each charter school maintaining any of grades 9-12 that does not otherwise offer a standards-based Native American studies curriculum is encouraged to offer a course of study in Native American studies (as an elective in the social sciences or English language arts in at least one year in grades 9-12).</li> </ul>
<p><b>51745</b></p>	<ul style="list-style-type: none"> <li>● Authorizes independent study for a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with COVID-19 pursuant to local or state public health guidance.</li> </ul>

<p><b>51745.5</b></p>	<ul style="list-style-type: none"> <li>• Clarifies that synchronous instruction may be provided by the teacher of record pursuant to Education Code Section 51747.5 or the certificated employee of the LEA providing instruction for course-based independent study.</li> </ul>
<p><b>51747</b></p>	<ul style="list-style-type: none"> <li>• Alters the tiered reengagement strategies by adding a trigger for a pupil who is not generating attendance for 10% of required minimum instructional time over four continuous weeks of an LEA’s approved instructional calendar, or pupils not participating in synchronous instruction for more than the greater of three school days or 60% of the scheduled days of synchronous instruction in a school month as applicable by grade span. Changes the one school day notification to parents or guardians within one school day of the recording of a non-attendance day or lack of participation.</li> <li>• Requires a fully signed written independent study agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.</li> <li>• Upon request of the parent or guardian of a pupil, before signing a written independent study agreement, an LEA must conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting to allow the pupil, parent or guardian, and education advocate (if requested by the pupil or parent) to ask questions about educational options.</li> <li>• Clarifies that an LEA shall be eligible for apportionment for the 2021-22 school year for independent study for pupils that are subject to quarantine for exposure to, or infection with, COVID-19 pursuant to local or state health guidance. LEAs shall receive apportionment for these pupils for all schooldays that they participate in and meet all other apportionment requirements of independent study while in quarantine or during a school closure.</li> <li>• Clarifies that a classroom-based charter school that provides independent study for pupils that are subject to quarantine for exposure to, or infection with COVID-19 pursuant to local or state health guidance shall not become a nonclassroom-based charter school due to that independent study attendance. However, existing requirements continue to apply to instances where a parent or guardian requests independent study for any other reason.</li> </ul>

<p><b>51747.5</b></p>	<ul style="list-style-type: none"> <li>• Clarifies that time value determination of work product must be judged by a certificated teacher employed by the LEA.</li> <li>• Clarifies that an LEA must document each pupil’s participation in live interaction and synchronous instruction on each school day for which these are provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered reengagement.</li> </ul>
<p><b>51749.5-51749.6</b></p>	<ul style="list-style-type: none"> <li>• Provides conforming revisions to allow for course-based independent study for students subject to quarantine for exposure to, or infection with, COVID-19 pursuant to local or state health guidance and requires a pupil-parent-educator conference upon request by the parent or guardian of a pupil, and before signing a written agreement for course-based independent study.</li> </ul>
<p><b>Section 47 of the Statutes of 2021</b></p>	<ul style="list-style-type: none"> <li>• Allows a substitute teacher to serve in a substitute teaching assignment for up to 60 cumulative days for any one assignment until July 1, 2022.</li> </ul>

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, *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](#), revised 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.

**Definitions**

“**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.

**Budget Implication** Parents of students with health conditions have only this option for continuous education. Our preliminary surveys indicate about 206 (5%) of our students are receiving IS. The IS programs require additional certified and classified staff to run the programs. Schools with high unduplicated counts receive additional concentration grants. Pending final unduplicated counts, additional funds for each school (except MSA-SD) range from \$30K to \$400K. This funding is being used for IS staffing purposes.

**Attachments**

1. Revised MPS Independent Study Policy (redline).....Pg. 6
2. Revised MPS Independent Study Policy (clean).....Pg. 11

## 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. ~~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 ~~participation, 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, ~~subject to the below.~~ 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

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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 (ChromeBooks) 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 coursework 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 is 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 ~~three~~ (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:

**Commented [MB2]:** Looks like this was a typo. We revised to be consistent with your Master Agreement, which specifies THREE (3) missed assignments as the threshold for triggering evaluation.

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- 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 [the following pupils](#):
- a. 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 [10 percent of required minimum instructional time over four continuous weeks of the Charter School’s approved instructional calendar](#);
  - b. [pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or](#)
  - c. [pupils](#) who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures [shall include, but are not necessarily limited to, all of the following](#):

- a. Verification of current contact information for each enrolled pupil;
  - b. Notification to parents or guardians of lack of participation within [one \(1\) school](#) day of the [recording of a non-attendance day](#) or lack of participation;
  - c. [A plan for outreach from MPS to determine pupil needs including connection with health and social services as necessary](#);
  - d. [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, [consistent with the policies adopted pursuant to paragraph \(4\) of subdivision \(g\) of Education Code Section 51747](#).
16. [The following shall not apply to students participating in an independent study program for fewer than 15 schooldays in a school year, or to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions](#):
- 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.

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- 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.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
- For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.

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

## MAGNOLIA PUBLIC SCHOOLS (MPS) INDEPENDENT STUDY POLICY

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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. MPS Independent study programs include the following plan in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
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  - 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 participation, 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, subject to the below. 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 (ChromeBooks) and Wi-Fi (hot-spots) for all students.
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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 coursework 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 is 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 three (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 the following pupils:
  - a. 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 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
  - b. pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
  - c. pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

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

- a. Verification of current contact information for each enrolled pupil;
  - b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
  - c. A plan for outreach from MPS to determine pupil needs including connection with health and social services as necessary;
  - d. 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, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
16. The following shall not apply to students participating in an independent study program for fewer than 15 schooldays in a school year, or to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions: :
  - 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.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
  - For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
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
19. The Chief Executive Officer may establish regulations to implement these policies in accordance with the law.