



HAYWARD COLLEGIATE

Dear Parents,

During the 2021-2022 school year, Hayward Collegiate will offer an independent study written learning agreement to support families who would prefer not to have their scholar(s) participate in in-person instruction. If you would like to exercise this option, please contact Elise Congreve at econgreve@haywardcollegiate.org as soon as possible.

Pursuant to the requirements of Ed. Code section 51747(h), Hayward Collegiate will schedule a pupil-parent-educator conference with you, prior to enrollment, at your request. This conference may be conducted by phone, videoconference, or in-person at your discretion. At that conference, the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to a scholar in independent study, so that your family can make an informed decision about enrollment or disenrollment in the various options for learning. At the pupil-parent-educator conference, all parties who will sign the pupil's written independent study agreement pursuant to subdivision (g) of Section 51747 or the written learning agreement pursuant to subdivision (b) of Section 51749.6 will be present. Please note your scholar(s) have the following rights regarding enrollment, disenrollment and reenrollment in independent study.

- Your pupil has the right to request a pupil-parent-educator conference prior to enrollment in independent study.
- Your pupil has the right to enroll in independent study during the 2021-2022 school year at your discretion.
- Your pupil has the right to disenroll from independent study during the 2021-2022 school year at your discretion and return to in person instruction.
- Your pupil has the right to reenroll in independent study during the 2021-2022 school year at your discretion if you decide in person instruction is no longer appropriate.
- Your pupil has the right to a written learning agreement that clearly including at least the following:
 1. A summary of the policies and procedures adopted by the governing board or body of the local educational agency pursuant to Section 51749.5, as applicable.
 2. The duration of the enrolled course or courses, the duration of the learning agreement, and the number of course credits for each enrolled course consistent

with the certifications adopted by the governing board or body of the local educational agency pursuant to Section 51749.5. The duration of a learning agreement shall not exceed a school year or span multiple school years.

3. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a pupil evaluation is required to determine whether the pupil should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program.
4. 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.
5. 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.
6. A statement that enrollment in a course authorized pursuant to Section 51749.5 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 Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through course-based independent study only if the pupil is offered the alternative of classroom instruction.
7. 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.
8. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
9. A statement of the adopted policies 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 course-based independent study.
10. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the pupil upon completion.

The amount of synchronous and asynchronous instructional time that your scholar(s) will have while enrolled in independent study is described in the following schedule. For scholars in transitional kindergarten and grades 1 to 3, the schedule will include opportunities for daily synchronous instruction for all pupils throughout the school year. For scholars in grades 4 to 8, the schedule will provide opportunities for both daily live

interaction and at least weekly synchronous instruction for all pupils throughout the school year.

8:15 AM	Morning Mtg / Community Huddle
8:30 AM	ELA Rotations 8:30 - 10:00am
8:45 AM	
9:00 AM	
9:15 AM	
9:30 AM	
9:45 AM	
10:00 AM	BREAK 10-10:15am
10:15 AM	Math Core Block 10:15 - 11:15am
10:30 AM	
10:45 AM	
11:00 AM	
11:15 AM	RECESS
11:30 AM	LUNCH 11:30am - 12pm
11:45 AM	
12:00 PM	Math Rotations 12 - 12:30pm
12:15 PM	
12:30 PM	Read Aloud 12:30 - 1:00pm
12:45 PM	
1:00 PM	Writing (15 min)
1:15 PM	Asynchronous Learning
1:30 PM	
1:45 PM	
2:00 PM	
2:15 PM	
2:30 PM	
2:45 PM	
3:00 PM	

3:15 PM	
3:30 PM	

“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 Ed. Code section 51747.5.

Updated Board Policies and Written Agreements

A draft independent study policy is enclosed for board review and adoption.

Written Agreements

A draft written learning agreement is enclosed for board review and adoption. There are some highlighted items you will need to complete in the agreement before adoption.
